Multiple Pathways through Personalized Learning
Hello!

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Groundwork for Multiple Pathways

**Mindset**
Open to a shift in roles from presenter to guide in learning.

**Common Language**
Name and set norms around the different learning pathway choices.

**Classroom Space**
Consider how the classroom space reflects and supports the learning process.

**Planning Guide**
Begin with the learning targets/standards, the formative work that will allow for feedback, and room for reflection.
Mindset

Recommended Readings and Resources
Differentiation | Personalized Learning
---|---
- Teacher designs different learning experiences for groups of learners. | - Learners have voice and choice in how they access, engage, and express information.
- Learners choose from different assignments designed by teacher. | - Learning connects to personal interests, passions and/or skills.
- Teacher determines pace to direct learning. | - Learner goal sets, self monitors, and directs their learning with guidance from the teacher.

Consider...
- What am I doing that learners could be doing...
- What am I doing that learners SHOULD be doing...
- How are we building CAPACITY to LEARN...
Common Language

Edina School District Personalized Learning Terms
### Pathways to Access, Engage and Express Information

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Teacher Seminar</th>
<th>Collaborate Groups</th>
<th>Independant Flex</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is my learning preference?</td>
<td>Direct Instruction</td>
<td>Groups of 2–4 working together on the same learning target.</td>
<td>Learners working alone at their own pace.</td>
</tr>
<tr>
<td>Name it so learners can reflect and take ownership of the learning process.</td>
<td>Guided or lead by the teacher.</td>
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</tbody>
</table>
Create **norms** and practice each pathway before allowing free choice.
Processing time...

How could you name the learning process for your learners in your class?
3

Classroom Spaces

South View Middle School Classroom Spaces
Create pathways through space

How does your classroom space reflect the learning process?

- DESIGN not decorate
- Leave room for LEARNER input
- Create different sections in your room for PATHWAYS (ie teacher seminar, collaborative groups, independent flex)
- Think of the walls as a canvas for LEARNING
Multiple Pathways Using Space and Common Language

Teacher Seminar

Collaboration

Personal Flex/Independent
Blog: Rethinking Our Space

20 Classroom setups

Analyzing Research

Outlining

Finding Sources
How could you use space to create pathways for learning in your class?
-Learner Profile: How do learners have ownership in the learning process?

1. Identify the standards/learning targets
2. Consider the Depths of Knowledge
3. Map out a pacing guide that allows for flexibility
4. Consider how the formative work will serve as feedback
5. Implement reflection
Identify Standards

- Determine summative assessments
- Align all formative work to the summatives
- Identify which summatives are required and which summatives have room for choice.
- Consider the relevance and future application of the learning
- Design rubrics that measure learning, not compliance

<table>
<thead>
<tr>
<th>Standard</th>
<th>Requirement</th>
<th>Suggestions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.4.5.5 Analyze how an author’s choices concerning how to structure a text, order events within it create such effects as mystery, tension, or surprise (moods). Consider how the tone impacts mood.</td>
<td>SNAP scene analysis, Literary Term Analysis options in “Media Groupthink” link below</td>
<td>CER ESSAY</td>
<td></td>
</tr>
<tr>
<td>9.4.2.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</td>
<td>CER ESSAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>CER ESSAY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 9.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | CER ESSAY 
& Quote Analysis |
| 9.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose | Community Summative 
Answer the following question: -How is a person influenced. | -Thinglink 
-website 
-imovie |
Create Rubrics from Common Standards Continuums

### Persuasive Essay Rubric 2017

<table>
<thead>
<tr>
<th>Standard</th>
<th>Below/Approaching Standard</th>
<th>Meeting Standard</th>
<th>Exceeding Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9.4.1.1</strong> Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Students select weak (i.e., does not demonstrate a clear connection, plot-based, etc.) OR adequate evidence to support the analysis, but the cited evidence is not clearly connected to the analysis.</td>
<td>Students select support for analysis by citing strong (i.e., there is a clear connection) and thorough from the text including inferences drawn from the text. Students determine explicit and implicit meanings.</td>
<td>Students select precise and persuasive evidence to support the analysis of a text as well as inferences drawn from the text. Students articulate explicit and implicit meanings.</td>
</tr>
<tr>
<td><strong>9.4.3.1</strong> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td>Students analyze a simple set of ideas or sequence of events OR can identify, but cannot analyze a complex set of ideas or sequences of events.</td>
<td>Students analyze a complex set of ideas or sequence of events and explain the interaction and development of specific elements throughout the text.</td>
<td>Students interpret a complex set of ideas or sequence of events and assess the interaction and development of specific elements throughout the text.</td>
</tr>
<tr>
<td><strong>9.7.1.1</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>Students write an argument that reflects an analysis of substantive texts.</td>
<td>Students can organize an argument in a logical and cohesive fashion; prove the argument through the use of relevant and sufficient evidence; clearly explains how the selected reasoning supports the argument.</td>
<td>Students can organize an argument in a logical and cohesive fashion; prove the argument through the use of precise, persuasive evidence; clearly explains how the reasoning insightfully supports the argument.</td>
</tr>
<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
<td>Student includes a concluding statement or section that follows from but does not necessarily fully support the argument presented.</td>
<td>Student includes a clear concluding statement or section that follows from and supports the argument presented well.</td>
<td>Student includes a strong concluding statement or section that follows from and clearly supports the argument.</td>
</tr>
</tbody>
</table>
Consider Depths of Knowledge

- Building Capacity to Learn
- Process over Product
- Self-regulation
- Narrows the ever increasing “relevance gap”
Link resources to allows for multiple pathways

- have a learning target for each day
- link resources
- consider flex groups
- offering coaching circles or multiple teacher seminars

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Targets</th>
<th>Goal/Self Evaluation Scale</th>
<th>Reflection: Explain your self-evaluation rating.</th>
<th>What are your next steps...</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-17</td>
<td>Pathos</td>
<td>Goal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-18</td>
<td>Pathos Presentation</td>
<td>Effort: 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-19</td>
<td>Ethos: credibility</td>
<td>Goal:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-20</td>
<td>Cornell Notes Practice</td>
<td>Effort: 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-23</td>
<td>Logos</td>
<td>Goal: Understand logos appeal and be able to identify how it is used in persuasion.</td>
<td>Effort: 1 2 3 4</td>
<td>Understanding: 1 2 3 4</td>
</tr>
<tr>
<td>4-24</td>
<td>Presentation Cornell Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application Practice</td>
<td></td>
<td></td>
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</table>
**Implement Daily REFLECTION**

- Formative work as feedback
- Goal setting
- Effort
- Preferences
- Thinking dispositions

<table>
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<tr>
<th>Date</th>
<th>Notes</th>
<th>Goal: Understand ETHOS appeal and be able to recognize how it is used in persuasion</th>
<th>Effort: 1 2 3 4</th>
<th>Understanding: 1 2 3 4</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 4-19  | Ethos: credibility
Cornell Notes Practice
Credible Sources: CRAPP TEST                                           |                                                                                  |                |                        | I mostly understood Ethos, but it would be helpful for me to review slides and notes one more time. I also need to finish the green sheet. |
| 4-23  | Logos Presentation
Cornell Notes Application Practice               |                                                                                  |                |                        | Today I was really productive, and got all my work done. It was helpful staying for seminar because this way I was more focused. I thought that the quizzes were also informative and it was fun to take them. I understood LOGOS appeal, and when it is used, it is hard to tell real and fake news apart. |
| 4-25  | Analyze Speeches: Application day of looking at speeches and reviewing for test |                                                                                  |                |                        | I was very focused today and seminar helped me. I am still a little confused but plan to study at home to fully understand LOGOS, ETHOS, and PATHOS. |
Thinking Dispositions

1.) How is this new material connected to what I already know?
2.) What are the natural relationships and patterns in the material?
3.) How does it fit together? What larger system is it part of?
4.) Whose point of view does it represent?

Thinking Dispositions:
- Similarities and Differences
- Whole-to-Part
- Relationships
- Perspectives

Culturally Responsive Teaching & THE BRAIN
Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students
Zaretta Hammond
## Sample Planning Guides

<table>
<thead>
<tr>
<th>7th Grade Science Example</th>
<th>8th Grade Social Studies</th>
<th>7th Grade LA example 7th grade Book Thief</th>
<th>To Kill a Mockingbird</th>
</tr>
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<tr>
<td>21st Research Unit Example</td>
<td>7th Grade Health</td>
<td>World of Music</td>
<td>FACS Unit</td>
</tr>
</tbody>
</table>
Pacing

- Learning Targets
- Daily Goal Setting
- Provide Layered Learning Opportunities
- Self-Regulation through Reflection
How could I use a guide to engage the learners in the learning process? How can I incorporate ongoing feedback and reflection so learners understand what they know and don’t know?
Tell me and I’ll forget. Show me and I may remember. Involve me and I learn.

–Benjamin Franklin