

BARRINGER ACADEMIC CENTER

Passion! Joy! Smiles! Sometimes even giggles and a bit of magic. This is what Personalized Learning looks like at Barringer.

STUDENTS KNOW BEST

Sophia giggles to herself as she reads a funny part of her book during SEM-R time. (Schoolwide Enrichment Model - Renzulli) Today is a reading day, and she knows her turn to conference with the teacher is coming up. She checks her post-it notes where she has jotted down questions and thoughts as she has read, to make sure she is ready to discuss her book with the teacher. Tomorrow is a project day, where she can work on one of many choices to show her understanding of her book. Her classmates are all doing the same, each with a different book of their own.



MINI-LESSONS



STUDENT CHOICE



STUDENT OWNERSHIP

Michael's instruction begins the night before when he watches either a Learnzillion video or a standard specific Youtube video on the upcoming standard of instruction. When he enters his Math class (grouped by ability), the teacher gives an "entrance" quiz of 3-5 questions based on the current material. If Michael does well on the entrance quiz, he may elect to skip the teacher's mini-lesson and proceed straight to his daily choices.

TEACHER PERSPECTIVE

Ms. Ashworth is preparing her lesson plans for the week. Her math and science time will include a Google classroom lesson on fractions in mathematics and the scientific process in preparation for science fair. She will build in time to conference with her students using their interactive notebooks to set individual goals for the first three weeks of the second quarter. She will also allow for open exploration time to practice and investigate their math and science concepts on Khan Academy during the open computer lab time. Ms. Ashworth builds in one hour a week for students to explore a topic of their choice that they want to research. The topic should be an idea or concept that students cannot easily Google. The students will compile their research into a technology presentation for other students and teachers. This special exploration hour is known as "Genius Hour" and students are really enjoying this free exploration time each week.



CONFERENCING



PROJECT
BASED
LEARNING



DIGITAL
LEARNING

CARMEL MIDDLE

Personalized Learning



How does a student define PL?

Student Perspective

Pete finds a seat near the front of the room since he struggled with last night's math video on linear equations. After asking questions during his homework review, he moves to the back of the room, as he now understands his mistakes. He grabs a computer, finds teacher selected resources on Blendspace, puts on his "get focused" music, and begins his chosen pathway of assignments to complete.



Mini-lessons

Students choose to join a mini-lesson based on assignment results



Digital Learning

Students have access to Chromebooks and use them as an aid to personalize learning



Pathways

Students use platforms that are adaptive and choose how to meet their learning objective

"Choices, engagement, possibilities, As an educator these ideas fulfill me! Collaborate, create, present, My students demonstrate excitement! Forever changed by pathways to learning, My passion for teaching, ever yearning!" Carmel Teacher



My Science class flips! By watching my teacher's instructional video at home, I'm able to pause, rewind, and take notes without any classroom interruptions. I've always been a student that's been easily distracted, so flipping my instruction as homework helps me focus. The next day in class, I'm prepared and ready to collaborate with my peers as we choose our pathway to demonstrate understanding of the lesson. My teacher has given us choices, and my group has decided to grapple with a hands-on lab analysis! I'll never miss a day of science instruction again, because my teacher's wiki has all video lessons uploaded and archived for easy review!

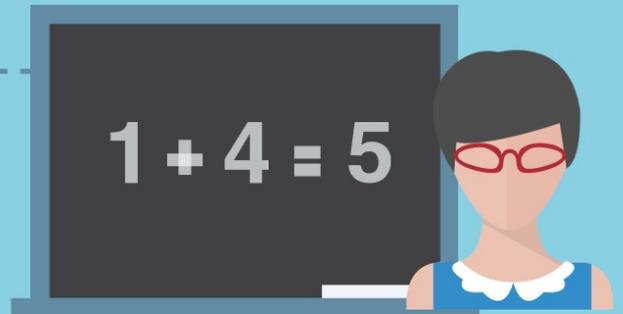


Personalized Learning

TEACHERS' CORNER

One of the first transformations 4th grade teachers made this school year was a change in the physical environment. A change noticed immediately by Tra'shone who walked into his 4th grade classroom and yelled "Where are the desks?" This was the first but not the only difference students noticed the first quarter of the year.

Improved relationships between teachers and peers are evident as well. "My teacher and I get along this year and I have more friends because I get to talk more in class. I want to do better. On Fridays I look at my reflection sheet and try to improve stuff that I did not do well on," Trashone stated during his interview. Fourth grade teachers have made great strides to create an environment that encourages collaboration, builds community, and fosters relationships. This has increased student accountability and time on task. Tra'shone's view and acknowledgement of his change in attitude about school is an indication of our students' buy-in to the school's cultural shift.



STUDENT CORNER

Jessica arrives at her classroom and sits at a table to enjoy breakfast. She does not have an assigned seat, but instead keeps her materials in a chair pocket. This means that she is able to sit at different spaces in the room throughout the day. Jessica enjoys working on the carpet, but her favorite place to work is on a pillow or beanbag chair scattered throughout the room. She knows where materials are stored in the room so that she can access them when she needs to.

Because she is not stuck at an assigned desk all day, Jessica spends her days staying on task and completing her work.



Flexible Learning



Collaboration



Student Ownership



Reflection



EASTOVER

Where students exercise choice and teachers incorporate a blended learning environment to strengthen the implementation of Personalized Learning



A FEW PERSPECTIVES



BLENDED LEARNING

One way our school is using Personalized Learning is through flipped classroom. I love flipped classroom for lots of reasons. I like to do fun experiments because I like to see what I am learning. It helps me to understand the concepts more and keep the knowledge with me for longer. I know that the teachers want to give the lessons before experiments. A lot of the time at school it is easy to zone out and not listen. When I am at home I find it easy to zone in on the lesson more. I feel like it is more my pace. Also I can email my teacher directly if I have any questions about anything confusing. Times before a test I can look at the videos and quickly be ready for the test tomorrow and know it long-term. This year in all of my subjects I have done better because of flipped classroom.



PROJECT BASED LEARNING

One way of Personalized Learning we are doing in 5th grade is a passion project. It happens once a week where we can explore any topic that interests us. My thoughts of our passion projects are too much to put on a page. We get to express our passions and feelings in a new different way than just doing a written report. It gives us a chance to look into and learn more about things that we love!! I think this is a good idea because it has changed the way that I look at projects and other assignments. I love school, but doing things like this has put a whole new gear in my mind to think differently and that there is more to everything in life. I have certain areas where it's harder to think and not zone out. I don't know why I function like this it was just something I was born with..



STUDENT OWNERSHIP

As a teacher, I have seen so much opportunity for success by introducing my students to elements of Personalized Learning. This year, we have incorporated genius hour, project-based learning, and flipped classrooms throughout our school, and the results have been fantastic. We have observed that our students are more comfortable, more motivated and eager to absorb new information about topics than before...no matter their ability or skill level. They are coming around to realize the importance of ownership when it comes to their learning, which instills a self-awareness and intrinsic drive that is difficult to teach. By facilitating these feelings among our students, we have seen such a change in their outlook on school in general. A student even said to me the other day, "It's like you all are teaching to me specifically," which can't help but bring smiles to our faces.

Whole Child, Student Ownership, Mastery Learning, Pace, Playlist, Pathways



Personalized Learning @ Grand Oak

Teacher Perspective

Mrs. Oak received a survey in her email inbox about choosing which topic she is most interested in focusing her professional development on this semester. She chose from a list of options generated by the first school staff meeting. Once she made her choice, she met with the group that also is interested in her topic to determine their goals and objectives for their learning. For example, in her "Working with TD Students" group, her team decided to focus on administering a multiple intelligence survey and work together to develop a bank of PBL activities for different grade levels. Her professional development group meets monthly to check-in on objectives, goals, and next steps to creating a final product of their learning to share with the whole staff.

Ariana enters her fifth grade Math class and reviews her multiplication pre-assessment from the previous day. She analyzes which objectives were her strengths and which were her weaknesses and documents them in her data notebook. She logs into her Google classroom to find available math workshop activities in BlendSpace for her to choose from based on the objectives she needs. Her teacher visits with her to check in, conference, and give feedback on her goals. When Ariana has practiced and feels confident in her mastery, she chooses to pick up an exit ticket for that specific objective.

Student Perspective

Data Notebooks



Action Plans

Choice Boards



Collaboration

Colby's class and his friend's class are utilizing the media center space during their Social Studies time for a collaborative group project. Colby and his group login to their Google classroom to find the project rubric and expectations. They assign jobs and goals to each other in order to get started, and communicate with each other about their research, and together decide on a presentation product that best fits their needs. Colby and his group review the rubric together to determine that their presentation meets or exceeds expectations.



Math

READING

PERSONALIZED LEARNING

Zoe

5TH Grade

I really like Genius hour because you have an hour when you first come to school to do whatever you are passionate about. Sammie and I have worked on a project about roller-coasters where we explored force and motions.

Me and Parnika have been working on a coding project on Hopscotch a coding app for beginners. We are coding a health quiz to ask random questions about foods you eat and exercise. I like the Personalized Math because you don't have to do the things you have already mastered. You only do the things you do not know or need to work on. I am on multiplying fractions right now and I think I am good at it and ready for my post test.

Will

5th Grade

I am really enjoying the new Genius Hour because I get a chance to make some new friends. My friends and I are making a movie called "Detective Cheese." I am the Villian Sidekick "Evil Will." I have also researched dinosaurs and found out so much that I did not know even though I have been interested in dinosaurs since I was a little kid. I like the new math schedule because I get to work at my own pace. I am in the dividing decimals and whole numbers pathway right now. I am still working on the word problem level but will be ready for the exit when I am done. In my class we have a couch and some big bean bags with pillows and blankets. I feel I can concentrate more on reading when I am comfy.



Interest Based Learning



Flexible Learning Opp.



Mastery Learning



Relationships

Luci Unferth, Fifth Grade Teacher

It is exciting to work at Hawk Ridge and be a part of the Personalized Learning journey. The students are motivated and excited about learning. I love seeing them explore their passions during Genius Hour. "One of my students recently told me, "Genius hour is a happy place because you get to focus on what you really enjoy and push each other to try new things." Although I always strive to get to know my students on a personal and academic level, this year I feel like I know them even better. In math students are moving at their own pace. They are taking ownership in their learning by setting goals and reflecting on their mastery. Because math is designed for each student, the students are feeling successful and challenged.

Kennedy Personalized Learning



Kennedy revamped its master schedule to allow students dedicated Personalized Learning time for exploration in areas of interest to students. Within regular class time, teachers are using the blended learning model of rotation. This model is used to group students based on their mastery levels. Teachers are also able to provide mini-lessons for groups of students who need additional assistance.



3 Perspectives on Personalized Learning

1. Incorporate pathways



Jada walks into Mrs. Bloom's PL homebase and immediately looks to the "PL Menu" on the SmartBoard. The board sparks her memory - reminding her of the learning pathways she has to complete for each of her classes. After mastering her decimals pre-assessment in math, she is working with a classmate on a game board that other students can play to help them practice decimal operations. She only has about twenty minutes to work on it, though, as she knows she has a phone call scheduled with a rabbi in the city to learn more about Judaism for her newest Social Studies pathway.



2. Incorporate interest experiences

Anthony bounces lightly on the yoga ball as he types away on the iPad in Kennedy Middle School's cyber cafe. He is putting the finishing touches on his script for his newest video creation. Tomorrow, he and the rest of the students in his "Go Viral!" video class will begin filming their short films in various locations around school. A movie fanatic, he's spent hours watching and thinking about the creation of box office hits, so when given the opportunity to move to the other side of the camera for two hours every Tuesday, he jumped on it.



3. Incorporate PD time for teachers

It is early Tuesday afternoon, and Mrs. Campbell and Mrs. Bloom sit together in a sixth grade math classroom at KMS. Bloom is creating pre-assessments and exit tickets on ExitTix.com for their upcoming unit on decimals, and Campbell is pouring through resources they might use for skill practice, application, and extension as a part of their new mastery-based learning pathways. Before the end of this weekly 3.5 hour PD and planning session, they will have learned the ins and outs of Compass Learning and how it can benefit students at all levels, completed a full set (mastery, partial mastery, and non-mastery) of learning pathways for the following week, and compiled pull-out lists of students who will receive remediation during PL Block over the next few days. It's a lot of work, but if the students' increased mastery levels versus last year are any indication of its value, the added work is more than worth it.





Personalized Learning at Lake Wylie

Personalized Learning will be implemented over a three-year period. This year, 4th grade will be the primary level. School-wide implementation includes the "Leader in Me" and a genius hour.

4th Grade Perspectives

Student Choice



Meta-cognition

When I walk into the classroom I immediately know what to get started on. My teacher does not have to redirect or explain workshop time. This is the time we are able to respond to reading on our independent level and our choice. We begin working on a reading menu that provides choices for activities that help us to reflect on our reading. I am able to work at a spot in the room that is the most comfortable to me. I know how to take control of my learning.

-Fourth grade student

Data Notebooks



Genius hour time is something I look forward to almost more than any other part of my day. We sometimes meet in the technology lab and sometimes are able to have a class set of iPads. This allows us to use technology to help explore our own ideas for learning. We sometimes have guidelines such as researching leaders, but we get to choose a leader that is interesting to us and how we will present the information. This allows us to be productive and invested in our learning. I enjoy genius hour because it gives us the chance to discover and be creative.

-Fourth grade student



Genius Hour

As I walk into my classroom for reading workshop, I see my students already working on their "must dos." They know what is important to be successful in workshop and are on task. They are reading books that are on their level and books they are interested in. I quickly walk around the room and make sure students are focused and do not need my help for their reading response. I call over one of my novel study groups and we begin reading and discussing our reading. Personalized learning has given students the opportunity to flourish and feel successful.

-Mrs. Fennel, Fourth Grade Teacher

Mini-Lessons





Martin Luther King, Jr. Personalized Learning

A workshop model for Science and Social studies, along with the incorporation of blended learning models is being used to implement Personalized Learning at MLK. Students also use their Chromebooks and other digital tools (e.g., DiscoveryEd) in classes to incorporate different learning paths.



Student Perspective

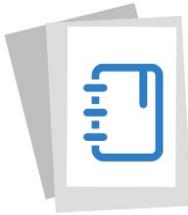
Student Ownership



Jaquan is reading a book called " We Beat the Streets" which reflects young boys making decisions about their future and having to choose a college to attend. Jaquan is required to describe the students from the book and complete an activity that allows him to apply the skills that he has learned to show his understanding of the concept. He along with other students are researching colleges and different majors to assist them in making decisions for their future career paths. This activity allows Jaquan to have ownership by using technology during genius hour to develop awareness of other cultures.



Learning Paths



Lasha walks into her science classroom and discovers that her class has a Choice Board activity for the unit on Matter. Lasha is excited, she will be able to decide which activities she wants to complete. She will also be able to apply, design and create a meaningful activity based on her own decision-making. Lasha feels like she has ownership of her work because of the flexibility, the right to choose and the freedom to work at her own pace. In addition she has the benefit of utilizing the chrome book to assist in her work. Lasha and her peers critique each other's work to give positive/negative feedback to each other.



Digital Learning



Teacher Perspective



Ms. Nielsen creates a classroom environment that is cozy and comfortable for her students. The students in all of her classes have seating options that allow them to opt out of the traditional desk and chair organization. At times, Ms. Nielsen dims the lights to set the tone of the classroom, uses different pillow sizes and carpet on the floor in corners for the students to utilize for sitting. Ms. Nielsen uses data from exit tickets from lessons to drive instruction. Students complete their Social Studies assignments and activities using the station rotation model. Ms. Nielsen facilitates the class while allowing her students to make their own choices with the activity while working at their own pace.



Newell Elementary

STUDENT PERSPECTIVE



Walking into class Cesar is excited to start the day with morning meeting. He knows this is a place where he can be himself, learn from others, and work as a team to talk about personal and global issues. When Ms. Nelson asks him to lead the class greeting it makes him feel empowered and builds his confidence. As he transitions to his happy spot in the blue bean bag for Reader's Workshop, he pulls out a book he chose which he feels is just right for him. Cesar is not frustrated with reading like he was last year when his teacher told him what to read. Today he is eager to get lost in his book. While he is reading, Ms. Wheeler sits next to him to confer about his book. Cesar shares his struggles and his successes. He feels like the boss of his learning. Ms. Wheeler gives Cesar a compliment after listening to him read and then shares a personal teaching point just for him! He makes a note of the tip in his reading tracker where he keeps notes around his reading growth. After they practice the new teaching point, Ms. Wheeler moves to her next conference and Cesar settles back into the bean bag and can't wait to read another chapter with Ms. Wheeler's tip in mind.



Effective Communicators



Self Directed Learner

Teacher Perspective

- 1 Data Driven
- 2 Flexible Learning
- 3 Continuous Feedback
- 4 Whole Child
- 5 Collaborators

After analyzing gaps identified in her students' math common assessment and looking across additional data on her teacher dashboard, Ms. Klinger diagnoses several misconceptions her students are exhibiting when adding and subtracting fractions. She uses the data to design several coaching sessions to offer students during Math Workshop to close their math gaps. As students enter the classroom, they update their student dashboards, adding their common assessment score. After students reflect on their growth areas, Ms. Klinger addresses her mathematicians and asks a student to lead the class in their Know.Grow.Go. cheer to prime their minds in persevering through problem solving today. As students settle in to their personal math pathway, Ms. Klinger joins four students at the round table to have chosen to attend her first coaching session on adding fractions with unlike denominators. After holding two additional conference sessions, she has allotted time for conferring one on one with three students who attempted to reference previous digital mini lessons prior to seeking out her support. Ms. Klinger closes her Math Workshop with a share time, where students offer their success and struggle experiences to problem solve with their peers.

Personalized Learning at **OLYMPIC RENAISSANCE**



COLLEGE AND CAREER READY

Aryana has taken several career assessment tests, personality tests, and workshops on different careers. After reflecting on this data, she chooses to explore jobs in the legal field. She signs up for the Mayor's Youth Employment Program through the school and attends the MYEP trainings held at her school. Through MYEP, she secures a paid internship with a non-profit law firm. She speaks with her teachers about this opportunity, and works with her teachers to tailor many of her projects and lessons to the legal profession.



Instructor Corner

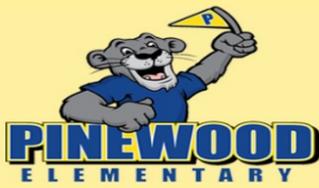
1

Mr. Dunn is a European History teacher. He is working with the 10th grade math teacher on the creation of a World War II unit. After a brief overview of the war, the students have chosen topics that interest them- specific battles, specific countries, political propaganda, art, concentration camps, and any other topic that they can think of that is appropriate to World War II. The students then research their topic and create a digital presentation (uploaded to the Google classroom site so that their peers have access to it) on their topic that also incorporates statistical trend modeling. Mr. Dunn lets students work alone, in partners, or in groups. At the end of the unit, students present their information and reflect on what they learned. Using Mr. Dunn's unit objectives rubric, students determine where there might be gaps in their knowledge.

These gaps are then addressed in supplemental mini-lessons or activities by Mr. Dunn before the end of the unit.

2

Tia is a math facilitator for all grade levels. Students have her class as an enrichment block to work on standards in the Common Core Curriculum. Tia conferences with the students' classroom teacher and the student semi-quarterly to identify objectives in which student is not meeting mastery. She then uses the goals to create playlists for reteaching objectives during enrichment period. While students work daily, Tia conferences with them based on schedule posted at the start of the week. Students pick 5 goals for the week of which to demonstrate mastery. When students feel ready during their conference with Tia they argue evidence of mastery with artifacts for proof. Once argument is "proved beyond reasonable doubt" students receive post assessment. Enrichment occurs every Thursday for fifty minutes.



PERSONALIZED LEARNING



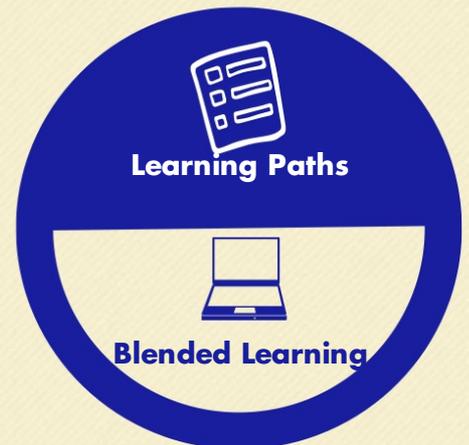
"His teacher asks him what he wants to learn"

Amari is the kind of kid that loves a challenge. He has great number sense and always excels in math. Last year in fourth grade he felt bored in math because he always finished his work early so his teacher would ask him to help other kids, but he found he had a hard time explaining his thinking in a way other kids could understand.

This year, fifth grade has been a completely different story for Amari. His class is doing personalized learning for math and his teacher actually asks him what he wants to learn! When he masters a topic he gets to move on and learn about something new. He finds he stays challenged and engaged and his passion for math has been reignited.

" He can't wait to share the new strategy he has learned today."

Johann has never met a challenge he doesn't accept and loves to push himself to new levels. His teacher is currently teaching subtraction strategies, but based on his pre-assessment, he knows he has already mastered that standard. While some of his classmates attend a lesson, he begins work on a learning path. He still can't believe that he gets to choose the ways he goes about learning new skills. After he watches a quick video (that one of his peers created) teaching a new multiplication strategy, he chooses that he would like to practice using some task cards. He gets stuck a few times, but is able to ask some peers for help. He finishes checking his answers right as his teacher calls him back for his math conference. He can't wait to share the new strategy he has learned today!



" Several students join her at the carpet for small group instruction."

Ms. Walters ends her morning meeting, reminding students that the week's focus is being a Self-Directed Learner. She posts her agenda for the day, on the Smartboard, which tells students the small group instruction options for the day, as well as which students will be conferred with at the end of the period. She watches as her students find their math materials, which includes a learning path, notebook, and manipulatives, then head to a learning space. Several students join her at the carpet for her first small group instruction lesson while the others are actively engaged in their personalized learning paths.

Ridge Road

Personalized Learning



Ridge Road
Middle School

When you walk into a Personalized Learning classroom at Ridge Road, you will observe students who are engaged in their learning experience, because they get to choose how they learn through the use of choice menus and instructional options. In addition, our students are effectively being taught how to use technology in order to enhance and extend their learning beyond the school day. Google Classroom, Blend Space, Flipped Classroom, Discovery Education, and Compass Learning are just a few of the tools that support the students individual pathways, as well as understanding of how to use technology to help them succeed in a 21st century learning environment. Our students are taking ownership over their learning by creating weekly action plans, which help drive their personal and academic goals. They also delve deeper into their understanding of content by “thinking about their thinking”. Students use self-reflections as a time to conference with teachers and peers in order to understand where their current level of mastery is and how they can continue to grow from that point. Furthermore, each teacher and student is dedicated to achieving mastery learning by identifying their level of understanding through the use of multiple self-assessment tools. In addition, students track their academic proficiency of each standard on digital data-trackers to ensure a consistent effort in achieving mastery of each concept.



Reflection Corner

“Technology helps me with my work, because it is easier and faster to use. I recommend technology, because it will be easier for students to work in class or at home.” Student

“Mastery Learning helps me as a student understand and learn topics that I need to work on more. I can see what topics I am struggling in or where I am succeeding.” Student

“Personalized Learning has been a wonderful experience for me and my students. My style of teaching has been taken to the next level by adding student choices based on data! Teacher

“Personalized Learning has helped in providing every student with a path to academic success! When you enter our classroom students are engaged and motivated through student choice and 21st century skills. Teacher



Student Ownership



Pathways



Self Reflection



Data Trackers

Tuckaseegee Elementary

LI/TD Magnet

Tuck-Town: A replicable, model for community-wide sustainable, transformation under which learning is possible and possibilities are endless! Provides daily experience in a society based, free enterprise system fostering entrepreneurship, collaboration, leadership, and self directed learning



Students

"I think that Micro helps us understand what the real world is like. You have a job, you pay rent, you have money, and you get to spend it as you wish on break days. It is really nice to know what adults do every day at such a young age. I LOVE MICRO." --4th grade student, T-shirt Designer

"Micro Society Prepares us for our future and shows us how to work hard to achieve our goals." --3rd grade student, Sassy Spa Owner

"I like Micro Society because it teaches about real life. Now I know how to deal with money, run a business, and now, I also know how to fill in important paperwork." --5th grade student, Tuck Town News Reporter

Teacher

On a Monday, after a long weekend, the manager of Tuck Town's Warehouse asked if she could run a few ideas by me. When we sat down she pulled out a folder of work she had taken home to complete over the break. She explained that over the break she was thinking about ways to help the warehouse run more smoothly. She created a set of warehouse norms for ALL employees including "Be nice to each other." and "Make sure the customer does not get mad." She also created an individual list of responsibilities for herself and her employees. That afternoon, when all students reported to work, the warehouse manager called a "Warehouse Meeting". She reviewed the rules and responsibilities she created for each of her employees, had them sign their responsibilities sheet (which she hung on the warehouse wall for the employees to refer to), and gave them all new handmade name tags to start the new week!"

Parents

"My child loves coming to school each day and works hard at building his business. He sees the value in collaborating with others who share a common vision, is learning how to delegate tasks effectively, and must think through many real world problems on a daily basis. He is learning how to creatively approach problems and determine possible outcomes." --Parent of AeroSpace Museum Owner



Student
Ownership



Meta-cognition
/Reflection



PL Learner Profiles

WHITEWATER ACADEMY

Personalized Learning is being implemented in grades K-2 with a focus on Balanced Literacy. Grades 3-5 are focused on mastery learning and student ownership.



{ STUDENT PERSPECTIVE }

Emilee gets her Growth Binder from her cubby and returns to her seat to get ready to receive her latest AIMSweb tests back from Mrs. McTaggart. Emilee checked her own work right after the tests and knows approximately how she did and wrote herself a note on each about her performance and whether she needs to study a particular area more or not. She opens her binder and places each test – Reading Comprehension – MAZE, Reading Fluency- R-CBM, Math Computation, and Math Reasoning - Concepts and Applications behind the appropriate graph. As she does so, she colors in the graph so she can see whether her current scores are trending up or down. She sees that she dipped in fluency, so she makes a plan to read out loud and have her parents time her to bring that score back up. Her math computation is up, but she notices that math reasoning is not moving up, so she turns in a request for a conference with her teacher to make a plan for extra practice on word problems. She knows she can also use Dreambox and IXL to practice, as well. She is excited about her plan and can't wait until next week to see if her performance improves.

William walks back to the kidney table with 3 other classmates to meet with Mrs. Moebes for his group time. He makes sure to grab his green Phonics tracking folder before going. Once he gets to the table, he opens up his folder and checks which spelling patterns he has colored in – the ones he has mastered - and which ones he still needs to work on. He knows he needs to practice the silent e spelling pattern this week, and he thinks about how he is going to practice it – a blind sort with a buddy, magazine search, writing sentences, draw and label, a word hunt? Ohhh, or maybe he can practice on an iPad or the computer? So many possibilities ...and the choice is his!

Can we come to ESL class earlier?" asked Alberto. He heads straight to the computer to log-on because he doesn't want to waste time waiting for the computer. He grabs his journal and scans the page to read his last entry about his passion project on shoes. He starts talking to himself about what he wants to know. After reading a question from his journal, he starts typing. "Whoa! I wonder..." exclaimed Alberto while reading about his chosen topic. He turns to a classmate nearby and enthusiastically tells them what he has discovered whether or not they are listening to him.



Data Driven



Student Choice



Feedback



Flexible Learning