

Distance Learning Consortium

Hot Topics

Kern County Superintendent of Schools
Orange County Department of Education
San Diego County Office of Education
San Bernardino County Superintendent of Schools

[* Link to DL Consortium content](#)

Hot Topic:

Distance Learning Pedagogy: Personalized Learning

Presented by *Kern County Superintendent of Schools*

Outcomes

- Understand the basic principles of personalized learning
- Explore and implement strategies to support student choice
- Explore and select edtech tools to support personalized learning

Presenters



Carissa Duran

Principal Learning
Consultant
Instructure



Cole Sampson

Mathematics Specialist
Kern County



Andrea Castillo

Music Teacher
Washington



Sterling Porretta

Secondary Humanities
Teacher
San Diego County

Personalized Learning is..

“Tailoring learning for each student’s strengths, needs and interests—including enabling student voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.” (Aurora Institute)

“Tailoring learning for each student’s strengths, needs and interests—including enabling student voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.”

Things we need to know

- Student Strengths
- Student Interests

Things we need to do

- Tailor learning
- Include student voice & choice
 - Tailor support
 - Choice in how (i.e. products)
 - Choice in what (i.e. topics)
 - Choice in when and where (i.e. virtual, f2f, pacing, retakes)

#Goals

1. Relationships
2. Student-driven
 - a. Student-centered
 - Multiple Onramps and routes
 - Flexible design

Directions: Choose one activity that challenges you both, one that flexes your thinking, and two other squares of your choice.

Choice A: Standard 2.OA.4

Search for 3-sided shapes in your home. Make a list of them.

Choice B: Standard 2.NBT.7

Standard: 2.NBT.7

Average the digits 1-4 into two 2-digit whole numbers. Make the sum as close to 1000 as possible.

+

Can you find more than one correct answer?

Source: OpenMiddle.com

Choice C: Standard 2.OA.4

Solve using a Tape Diagram.

John has 10 marbles, and Ali has 4 marbles. How many more marbles does John have than Ali?

Source: Whiteboardmath.com

Choice D: Math Mindset Assignment

Watch "The Importance of Struggle"

<https://www.youtube.com/watch?v=theimportanceofstruggle>

Write about a time when you were challenged the most. What did you learn from this experience?

Source: YouCubed.org

Choice E: Standard 2.NBT.2

Gather small items from your home into a bag or container.

1. Count how many items are in the container.
2. Skip count your items by 2s.
3. Draw a picture of how many things you counted.

Adapted from: Megan L. Finken, Counting and Counting Collections

Choice F: Standard 1.OA.6 for Individual Assignment

Have your parents create a free Desmos account for you. Click on the following link.

<https://www.desmos.com/signup>

Complete 5 lessons in Desmos this week.

Choice G: Standard 2.NBT.7

Use base ten blocks and equations to solve the two(2) problems below.

456+167=

327+528=

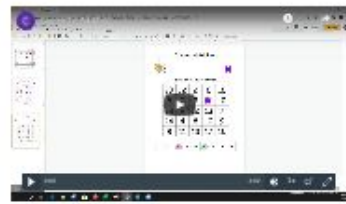
[Base Ten Blocks \(Problem 1\)](#)

[Base Ten Blocks \(Problem 2\)](#)

Choice H: Fluency Practice Assignment

Play "Four in a Row Addition" for 15 minutes at least two(2) times this week.

[Four in a Row \(Fluency\)](#)



Choice I: Standard 2.NBT.5

Use only the digits 5 to 7, at most one time each, fill in the boxes to create a true equation.

+ =

Can you find more than one correct answer?

Source: OpenMiddle.com

I am focusing on the content

New Thinking About Choice Boards

1.2 Choice Board

[Click here to have this page read in your language.](#) | [Haga clic aquí para leer esta página en su idioma.](#) | [Mag-click dito upang mabasa ang pahinang ito sa iyong wika.](#)

What is the Choice Board?

The assignment gives you the freedom to select which activities you want to complete this week to show off your math skills!

- This Choice Board assignment has a total of 5 activities that you can pick from.
- Your goal is to complete at least 3 of the 5 activities by the end of the week.


For help submitting Choice Board Assignments, go to the [Classroom Expectations and Organization](#) page.

Choices for this Week:

Choice #1: Zoom
Assignment Standard: 2.NBT.7

Directions:

1. Click on the Zoom icon.
2. Complete this week's power of ten assigned by your teacher.



You can share your work from Zoom by typing in the text box about what you did, taking a picture of your work, or recording yourself.

Choice #2: Double-Digit Dice
Assignment Standard: 2.NBT.5
Source: NEMO Online

Materials: Dice or [Virtual Dice](#)

Directions:

1. Play [Double-Digit Dice](#) for at least 15 minutes.

Submission:

You can share your thinking each day by typing a response, taking a picture of your work, or recording yourself.

Choice #3: Solving Problems using Visuals
Assignment Standard: 2.NBT.5

Directions:

1. Use base ten blocks or number bonds to solve the two problems below.

48+26=

87-19=

[Base Ten Blocks \(Problem 1\)](#) @ [Base Ten Blocks \(Problem 2\)](#)

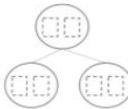
Submission:

You can share your thinking each day by typing a response, taking a picture of your work, or recording yourself.

Choice #4: Number Bonds
Assignment Standard: 2.NBT.5
Source: OpenMiddle.com

Directions:

Use only the digits 1 to 7, at most one time each, fill in the boxes to create a true equation.



Can you find more than one correct answer?

Submission:


You can share your thinking each day by typing a response, taking a picture of your work, or recording yourself.

Choice #5: Four in a Row Addition
Assignment Standard: 2.NBT.5

Materials: [Four in a Row \(Fluency\)](#) @ or quickly draw your own game board.

Directions:

1. Play "Four in a Row Addition" for 15 minutes at least two times this week.
2. Share your strategies for winning the game in your submission.




1. Class Management through Relationship Building

Series 1: Class Management 101 (Community Building)

Series 1: Class Management 201 (Engagement)

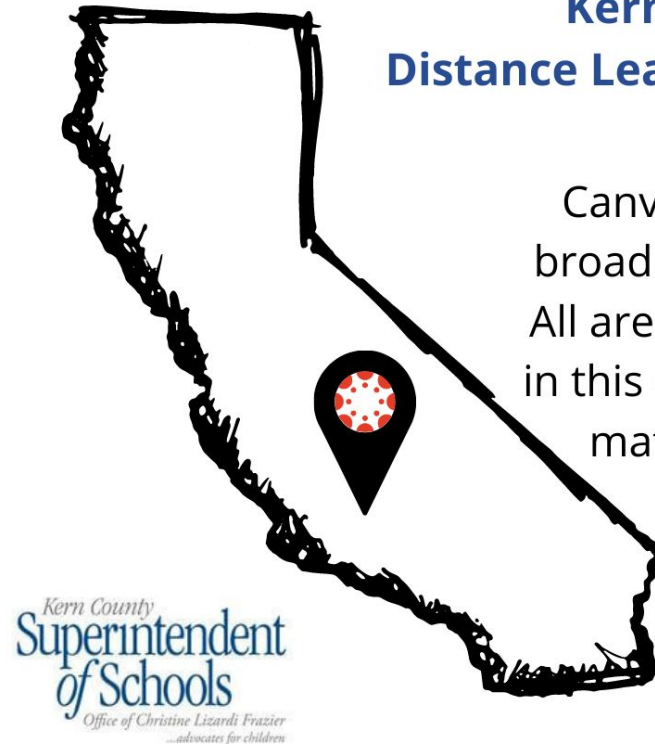
Series 1: Class Management 301 (SEL)

Kern County Distance Learning Fall Series

This series will be facilitated through Canvas, though the focus of the content is broadly on distance learning best practices. All are welcome to attend. Please self-enroll in this course using the URL below to access materials, which will become available at the start of each session.

<https://kern.instructure.com/enroll/HA6H9E>

For enrollment questions, please contact carissa.duran@instructure.com



LEARNING TARGET

ANCHOR STANDARDS

**What are students
expected to know and be
able to do?**

SWBAT

OUTCOMES

LEARNING GOALS

COMPETENCIES

OUTCOMES

SO YOU WANT TO PERSONALIZE LEARNING IN YOUR CLASSROOM?

DO YOU KNOW
WHAT YOU'RE
FOCUSING ON?

Yes

i am focusing on
building skills.

Yes

Allow choice in the "what", or
topic/subject to increase
interest and relevance.

No

i am focusing on
building knowledge.

Yes

Allow choice in "how"
students demonstrate
knowledge to build on
strengths.

No

Knowledge is what they're
learning-- topics like cell
structure or FRACTIONS.
Skills are performance
tasks like writing,
experimenting, or graphic
design.

congrats, you're doing great things for students!

I am focusing on the performance task.

Here are some things I can personalize when my focus is the skill:

- collaboration
- topic/subject
- time/pace
- place/mode
- audience

If I'm measuring the ability to micropipette, I can allow students to choose a group to work with.	If I'm measuring the skill of visually representing data, I can allow students to determine the tool they use.
If I'm measuring argumentative writing, I can provide choice on the topic they're arguing.	If I'm measuring argumentative writing, I can provide choice on the side they're arguing.

Educator Panel

How educators are incorporating personalization (specifically, student choice) during distance learning.

Presenters



Carissa Duran

Principal Learning
Consultant
Instructure



Cole Sampson

Mathematics Specialist
Kern County



Andrea Castillo

Music Teacher
Washington



Sterling Porretta

Secondary Humanities
Teacher
San Diego County

Panel Questions

1. How do you provide opportunities for personalization (or student choice) in your virtual class?
 - Where do you see student choice in the classrooms you visit?
2. How do the relationships you build with students help you make decisions about personalizing learning?
 - How do you see other teachers leverage relationships to address unique needs.

STUDENT PROGRESS LOG

Name: _____

NEW MAT'LS / EQUIP / MUSIC NEEDED:
<p>MBM STUDENTS:</p> <ul style="list-style-type: none"> - Play from printed notation - Play by ear - Play from chord charts/lead sheets - Play both rhythm and solo parts in a variety of musical styles - Improvise. - Compose, and Create - Perform accurately and confidently, alone and in ensembles - Share their gifts and talents with others
<p>STEPS TO MUSICAL MASTERY:</p> <ol style="list-style-type: none"> 1. Correct notes, strings, drums 2. Correct position fingerings 3. Accurate rhythm 4. Articulation/strumming/bow 5. Dynamics 6. Other markings (rit., a tempo) 7. Play through without stopping 8. Beyond the page... tone, feeling, etc
<p>LEARNING STYLES:</p> <p>Visual Kinesthetic</p> <p>Auditory Tactile</p>
<p>MOTIVATION / PRAISE:</p> <p>External: Reward the outcome</p> <p>Intrinsic: Reward the process</p>
<p>NAME STANDARDS:!</p> <ul style="list-style-type: none"> - Singing, alone and with others, a varied repertoire of music! - Performing on instruments, alone and with others, a varied repertoire of music! - Improvising melodies, variations and accompaniments! - Composing and arranging music within specific guidelines! - Reading and notating music! - Listening to, analyzing, and describing music! - Evaluating music and music performances! - Understanding relationships between music, the other arts, and disciplines outside the arts! - Understanding music in relation to history and culture

TECHNIQUE / WARMUPS:
THEORY/EAR-TRAINING:
METHOD BOOK/GRADED REPERTOIRE
FOR FUN:
MUSIC HISTORY / APPRECIATION:
CREATE (Compose, Arrange, Improvise, Play by Ear ...):
PERFORMANCE GOALS / UPCOMING PERFORMANCES:

The collage features several key elements:

- Logos:** Ableton Live (top left), Flat guitar brand (top center), Kern County Superintendent of Schools (bottom left), San Diego County Office of Education (bottom center), San Bernardino County Superintendent of Schools (bottom right), and Orange County Department of Education (bottom right).
- Software Screenshot:** A screenshot of a guitar lesson application showing a guitar fretboard with colored string indicators (1-6) and a 'start right here' annotation pointing to a specific fret.
- 5-finger scales:** A piano exercise titled '5-finger scales' showing a C major scale with fingerings (1-2-3-4-5 and 4-3-2-1-5) and a 'Warm-up' label.
- Key of C Chords & Scales:** A chart titled 'Key of C Chords & Scales Part I' showing various chords (I, IV, V, VI, VII, VIII) and scales (1, 2, 3, 4, 5, 6, 7, 8, 9) with their corresponding notes and fingerings.
- Spooky Halloween Night:** A snippet of sheet music for 'Spooky Halloween Night by [redacted]' in 4/4 time, showing a piano part with a tempo marking of quarter note = 144.

- WEEK 1: [Date-Date]
- Week 1 | Overview
- Weekly Vocabulary List
- 1.1 Monday
- 1.1 Monday: Live Instruction
- 1.1 Math Talk
Aug 27 | 5 pts
- 1.1 Engage: Number Bonds to 20
- 1.1 Explore: Using Number Bonds to Add and Subtract Within 20
- 1.1 Apply
5 pts
- Math Mindset: Importance of Struggle
5 pts
- 1.2 Tuesday
- 1.2 Tuesday: Live Instruction
- 1.2 Math Talk
5 pts
- 1.2 Engage: Number Bonds to 100
- 1.2 Explore: Using Number Bonds to Add and Subtract Within 100
- 1.2 Apply
0 pts
- 1.2 Choice Board
5 pts

Rhombus Paper Example

Solve the problem using visuals or models.

Create a story about your problem.

Jimmy has 25 Pokemon cards. Mia has 16 Pokemon cards. How many Pokemon cards do they have together?

Problem

25+16=

Solve the problem any other way.

25+16=

20+10=30

5+6=11

30+11=41

How do you know your answer is correct?

I know my answer is correct because...

1.5 Math Talk: 29+16

Number Talk

Solve the problem below using a strategy of your choice.

29+16=

Can you find another way to solve the problem?

Submission: Type your response, record yourself talking, or submit a picture of your work.

1.2 Choice Board

Click here to have this page read in your language: [1. Haga clic aquí para leer esta página en su idioma.](#) [1. Maq-click ditto usane mabasa ang pahinang ito sa iyong xit](#)

What is the Choice Board?

The assignment gives you the freedom to select which activities you want to complete this week to show off your math skills!

- This Choice Board assignment has a total of 5 activities that you can pick from.
- Your goal is to complete **at least 3** of the 5 activities by the end of the week.

For help submitting Choice Board Assignments, go to the [Classroom Expectations and Organization](#) page.

Choices for this Week:

Choice #1: Zoom
 Instructions: 1. Click on the Zoom icon. 2. Complete this week's portion of Zoom assigned by your teacher.

Choice #2: Double-Digit Dice
 Materials: Dice or [Virtual Dice](#)
 Instructions: 1. Play [Double-Digit Dice](#) for at least 15 minutes.
 Submission: You can share your thinking each day by taking a response, taking a picture of your work, or recording yourself.

Choice #3: Solving Problems using Visuals
 Instructions: 1. Use base ten blocks or number bonds to solve the two problems below.
 Materials: [Base Ten Blocks](#) or [Virtual Base Ten Blocks](#)
 Submission: You can share your thinking each day by taking a response, taking a picture of your work, or recording yourself.

Choice #4: Number Bonds
 Instructions: Use only the digits 1 to 7, at most one time each, fill in the boxes to create a true equation.

Choice #5: Four in a Row Addition
 Materials: [Four in a Row Addition](#) (6) or [Four in a Row Addition](#) (7)
 Instructions: 1. Play "Four in a Row Addition" for 15 minutes at least one times this week. 2. Share your strategies for winning the game to your submission.

1.5 Compare and Connect 1

Compare and Connect

Todd, Evelyn, and Andre are three students in your class. First, look at how Todd, Evelyn, and Andre solve the problem 29+16. Then, select your favorite strategy. How is your favorite strategy the same as your strategy? How is your favorite strategy different than your strategy?

Click the play button below to listen to Todd's strategy.



Click the play button below to listen to Evelyn's strategy.

Click the play button below to listen to Andre's strategy.

Points: 1
 Submitting: a text entry box, a media recording, or a file upload

Unit 4: Learning Goals - Industrial Revolution

Learning Goal: What knowledge and skills will I need to use here?

<p><u>Understanding of historical events leading up to the Industrial Revolution</u></p> 	<p><u>Analysis of primary and secondary sources.</u></p> 
--	---

Learning Goal: What essential questions will I need to explore?

1. How did Industrialization have social, political and economic effects on Western Europe and the world?
2. How did the Industrial Revolution create positive and negative effects on class distinction, family life, and daily life of working men, women, and children?
3. How did the new industrialized society affect urbanization, migration, and population growth?
4. How did the Industrial Revolution expand the world-market economy and led to movements for political and social reform?

Settings

Step 2: First, watch this BBC [video](#) (only up to 8:30). Answer questions on [THIS](#) Google Doc as you watch.

Step 3: Next, you will **conduct research on 4 inventions of your choice.**

- Click [HERE for the Inventions Research Doc and instructions](#)
- You may work individually or in a group up to 4 people
 - If you work in a group, each person must individually submit the work (see step 5 for submission)

Step 4: Finally, you will complete an **Anachronism Activity**

Anachronism = A thing belonging or appropriate to a time period other than that in which it exists, especially a thing that is conspicuously old-fashioned. A person or a thing that is chronologically out of place.

- Individually or in your group, using any digital tool or app that you want, **create an advertisement for one of the inventions you or your group chose previously in step 2.**
 - Create the advertisement as it might appear in a modern day print publication, on a web/social media page, or on television
 - Click [HERE](#) to view previous scholar samples
 - Share your creation with me! See step 5 for submission

Step 5: Please submit your research of 4 inventions AND your Anachronism Activity [HERE](#) by midnight tonight.

- If you cannot link your research document to your Anachronism creation, just share your research document with me.
- If you worked in a group (no more than 4 people), please write your names on the Docs. Each person must individually submit.

◀ Previous Next ▶

**"Where you can,
personalize."**

**GARY CHAPIN
EDUCATING FOR GOOD**

Tech tools that can support your practice

Flexible Content

- Canvas Studio to embed questions in any video so students can move at their own pace and you can CFU.
 - Similarly, EDpuzzle also enables video engineering and can be integrated in Canvas or used on its own.
- Geogebra enables student learning through manipulatives

Executive Functioning

- Canvas course calendars empower self-management.
- A folder of graphic organizers or checklist templates can do the same.

Tech tools that can support your practice

Flexible Pacing and Student Interest

- Canvas Mastery Paths allow learners to progress at their own pace; Self-Enrolled Groups allow learners to join what they need or are interested in
- Tools like NoRedInk provide support in a customized way that matches students' interest and pace.

Student Choice

- Choice Boards are highly adaptable to meet learner needs
- Genius Hour is especially useful for asynchronous time

**"Use as many tools as you
need and as few as you
can"**

CARISSA DURAN <THAT'S ME!>

Contact us:

Carissa Duran

carissa.duran@instructure.com

Twitter: @seejodee

Cole Sampson

cosampson@kern.org

Thank You!