

PERSONALIZATION AND PROJECT BASED LEARNING MONTHLY

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Announcements... Sign up for the October PBL Follow-up PD [HERE!](#) The PD is open to all who have been trained in PBL 101 at any point over the last three years. Hope to see you there!

PILLARS OF PERSONALIZATION: Education Elements has suggested that there are four core components to Personalized Learning (PL): **INTEGRATED DIGITAL CONTENT, TARGETED INSTRUCTION, DATA DRIVEN DECISIONS, AND STUDENT REFLECTION AND OWNERSHIP** (we will look at each of these more in depth in upcoming newsletters). A strong PBL project will inherently contain these four core Personalized Learning components.



Last month we looked at Integrated Digital Content and Tech Tools and how to use them purposefully and effectively. This month we will be taking a look at **TARGETED INSTRUCTION**. By leveraging data, targeted instruction breaks down the whole-group structure in traditional classrooms in order to better meet the needs of all learners. It allows for teacher flexibility in what, as well as when, they teach in order to drive student growth. Though targeted instruction is similar to centers, a structure in which students rotate through the same activities and receive identical instruction regardless of need, it is different in that targeted instruction lessons vary based on learner needs as identified by data. For example, one group might have a mini lesson on multi-digit multiplication, while another will have one on single-digit multiplication.

TIPS FOR TARGETED INSTRUCTION:

- ★ Leverage targeted instruction to build relationships with students
- ★ Identify specific student needs and create groups for targeted instruction based on these needs
- ★ Create purposeful small groups or individual pull-outs of students based on interest, need, or skill-level
- ★ Change student groups frequently in response to student needs

"DO I DO THAT?"		Potential First Steps to Implement Targeted Instruction	
ELEMENTARY		SECONDARY	
DATA-DRIVEN GROUPS - Evaluate student data to identify specific students who need additional support to master a concept and create student groups accordingly.		INTRODUCE NEW CONCEPTS - Split the class into small groups to introduce a new concept; repeat the delivery of instruction for each group according to the needs of students.	
DYNAMIC GROUPING - Change your student groups frequently based on the interest, need, or skill-level of students.		SMALL GROUP DISCUSSION - Facilitate a discussion on a specific topic with a small group of students to increase engagement.	
DELIVERY OF INSTRUCTION - Deliver the instruction for the same content in a differentiated way for each group of students according to their needs.		INDIVIDUAL REMEDIATION - Pull specific students who have not mastered a concept and provide one-on-one tutoring.	

Adapted from EdElements by Scott Johns
 Image Credit: <https://s-media-cache-ak0.pinimg.com/236x/5e/99/f5/5e99f5b61226a47f52bc7004cfd6de08.jpg>

GOLD STANDARD PBL FEATURE FOCUS: Project Based Teaching Practices
 In order to personalize our instructional practices in PBL, and provide effective **TARGETED INSTRUCTION**, there are three Gold Standard Project Based Teaching Practices that should be implemented in the classroom -

SCAFFOLDING STUDENT LEARNING, ASSESSING STUDENT LEARNING, AND ENGAGING & COACHING STUDENTS. Teachers should



use formative and summative assessments of key knowledge, understanding, and success skills in order to provide data driven targeted instruction. Additionally, through targeted instruction, teachers should use a variety of lessons, tools, and strategies to support all students in achieving the project goal. Lastly, teachers should engage in learning and creating alongside their students, and identify when they need skill building, redirection, encouragement, and celebration.



Image Credit: <http://qoo.al/cvraqv6>, <http://qoo.al/gjNxcw>

Adapted from BIE's

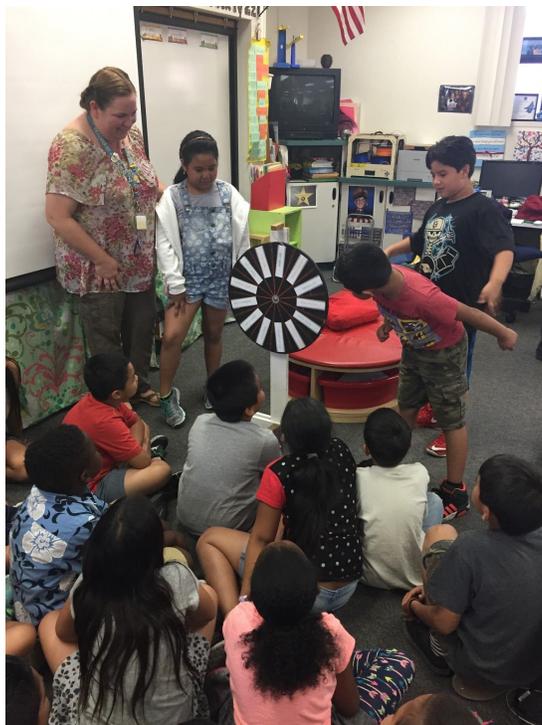
by Larmer, Mergendoller, & Boss

Adapted from Gold standard PBL: [Project Based Teaching Practices](#)

TEACHER SPOTLIGHT ON...

Lisa Duncanson
3rd Grade, Guy Emanuele Elementary

Lisa has been exploring and teaching through PBL for the last 3 years, initially with her 4th grade students, and now her 3rd graders!



A FEW TIPS FROM LISA FOR NEW PBL'ERS:

- ★ "Make sure to teach the basics. Kids need to know that presenting to parents is not only a great way to share what they've learned, but it can also be fun! They need to know how to collaborate, gather research, problem solve. They even need to know some basics of how to make aesthetically appealing presentations! Share how to put colors, fonts and shapes together to help your audience understand and be more engaged!"
- ★ "Don't drag out your PBL units too long. The earlier in the year, the shorter my PBL units. It's really helpful for kids to experience an entire unit early on, so they know what to expect from PBL. Thorough backwards planning helps to keep you focused and to keep your unit length reasonable."
- ★ "Emerge your class in readings around your PBL unit. You can use literature to help them feel like they're a part of that world. For my "Journey To Mars" unit, my students read a lot of novels about kids surviving on Mars. This helped them to understand what it would feel like, and get more excited about studying the science behind the literature. To get more informational text, consider online materials -- articles and websites. Depending on your class, you may send out links for kids to read in the form of a playlist, or print out the texts. Just keep them reading!"

Pictured Left: Lisa's third grade class launching their next PBL unit around folktales. One of the deliverables will be a carnival in which funds raised will go to a student select charity.

PLAYLIST - INTERESTING READS AND RESOURCES... TARGETED INSTRUCTION

Article [Why Formative Assessments Matter](#)

Article: [6 Strategies for Differentiated Instruction in PBL](#)

Article/Video/Other Resources: [Personalized Learning - Meeting the Needs of Students with Disabilities](#)

Video: [Supporting ELLs through PBL](#)

Blog Post: [Innovation at the Secondary Level - 5 Misconceptions](#)

MAKING CONNECTIONS... To deliver your **TARGETED INSTRUCTION**, draw on your resources, strategies, and mini lessons from our instructional initiatives - Toolkit, Studio, RAISE, Writing Workshop, Critical Literacy, Bridges, etc. Just remember that lesson design should be based on student data and that not all students may get the same lesson - teach them what they need when they need it!

GROWTH MINDSET CORNER

[Sesame Street do Growth Mindset](#)



[Growth Mindset for Students](#) (video series)



FOR FURTHER READING - DOCUMENTS REFERENCED IN THIS ISSUE:

EdElements - white paper _____ by Scott Johns Download

@<https://goo.gl/TolTyT>

Gold Standard PBL: [Essential Project Design Elements](#)

Gold standard PBL: [Project Based Teaching Practices](#)

UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES:

- PBL Follow-up: Tuesday, October 18, 2016 @ Logan Reference Room
 - Open to all who have attend a PBL 101 Training in the past
 - From 8:00 A.M. to 3:00 P.M.
 - Registration will be sent as the date approaches

- PBL Follow-up: Tuesday, November 17, 2016 @ ESC
 - Open to all who have attend a PBL 101 Training in the past
 - From 8:00 A.M. to 3:00 P.M.
 - Registration will be sent as the date approaches

CONTACT ME for individual, team, and site coaching and support!

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NHUSD Website: [Personalized Learning](#) and [Project Based Learning](#)