Personalized Professional Learning
Volume 2
Personalized Professional Learning Choices
A quick reference Flipbook.

**Do not include student names in artifacts / work samples / reflections uploaded to Strive**
All PPL must be approved by your appraiser.
Choice Boards to Accommodate Individual Student Voices (Differentiation)

Why choice? Learning that incorporates learner choice provides a pathway for learners to fully and genuinely invest themselves in quality work that matters. Participating in learning design allows learners to make meaning of content on their own terms. By giving learners opportunities to produce quality work about issues that matter, we give them access to their passion, voice, skills, and revelation.

Artifact Requirements:
- Give learners choice through Choice Boards (one per week for one month).
- Give learners choice through menu options.
- Provide a content topic to the learner allowing them to choose how to master that topic (included in lesson plans / choice boards).
- Move to student-centered learning (including lesson plans / choice boards).
- Upload all of the above to your Strive portfolio.

6 Hours SBEC Credit

CHOICE BOARDS
Do you want your subject to jump off the page and engage students in 4D? Augmented Reality is the answer. AR is an enhanced version of reality where a view of the physical world through a computer, tablet, or phone is augmented with superimposed, computer-generated images that enhance the viewers' current perception. AR changes the physical world by overlaying information over the viewer's field of vision. Users of AR experience a new and improved world where virtual information is used as a tool to learn new things, share information, and create new learning experiences. Your classroom will come alive, parents will feel more connected, and students will love the creative possibilities that will be available to them.

Artifact Requirement:

Write a reflection that includes:

- What AR is and its power in elevating student engagement.
- Where to find AR educational resources.
- How you integrated AR technology into your classroom and school (include your lesson plans).
- Create three AR resources that will engage your students, faculty, and parents.
APP Smashing: Bringing Innovation to the Digital Classroom (TECH)

No one app does everything. App Smashing combines the products of multiple apps into a final product. While many apps slightly overlap in terms of functionality, there tends to be a few black holes in each app that require the use of another app to complete the process.

First, with the help of the campus Technology Coach, you will:

- Identify situations to utilize App Smashing
- Review examples of App Smashing in all grades and content areas
- Discuss app smashing features
- Practice using specific apps
- Apply App Smashing techniques

Artifact Requirements:
Pick 2 of the following and upload to your Strive portfolio:

Bring App Smashing to your students to create:

(1) A web-based timeline to capture their learning.
(2) Share a digital portfolio
(3) To capture an event, era or topic of study

6 Hours SBEC Credit

APP SMASHING
What is keeping your students from becoming higher order thinkers? Training them to think, discuss, and write with specific academic language will move students to higher order thinking.

Research practical strategies in
1. Reciprocal teaching
2. Creating environments for student academic conversation
3. Productive academic talk

Research and implement strategies to help students learn academic words in your content. Help students to think, discuss and write with higher academic language.

Artifact Requirements:
Write a one-page reflection that includes examples and strategies for (1) the instruction of expanding answers using academic language while writing/talking, (2) making claims with strong supporting evidence, and (3) encouraging collaborative academic conversation, which is purposeful, intentional, and explicit.

Upload lesson plans with these areas highlighted into Strive.

4 Hours SBEC Credit
Get active in the classroom and bring learning to life by using experiential education techniques that leaves learners with real-world experiences. Bring those experiences around to reflection and relate them back to understanding the content. This completes the learning cycle.

As John Dewey says, "Give the pupils something to do, not something to learn; and the doing is of such a nature to demand thinking; learning naturally results."

**Artifact Requirement:**

Build a solid foundation of the experiential learning cycle with your campus specialist. Create a portfolio that includes:

- Pictures of the experiences of active learning in your classroom
- Lesson plans
- A two-page reflection that relate personal experiences back to reflective learning, including:
  - Your best practices for developing opportunities on your own.
  - Ideas of technology support for the reflection process.
Google Apps and Google Classroom (TECH)

Google Apps can make your class a collaborative, paperless work environment. Learn how to use Documents, Spreadsheet, and Presentations with your students. Google Forms make great quizzes, formative assessment pieces, and surveys. Add in Google Classroom to facilitate online discussion, homework turn-in, student collaboration and class communication.

Work with your campus TIS to:

Artifact Requirements:

Provide a link to the following to your appraiser and upload a screenshot of each to your Strive portfolio:

- Create a Google Classroom to use with your students and provide the link. Also include the classroom usage over time, i.e. the semester
- Use three or more Google apps such as forms, documents, slides or drawings with students
- Providing assignments to students and collect student assignments electronically
- Implement online collaboration between students

The artifacts must include proof that the classroom and assignments are from the current year.

8 Hours SBEC Credit

GOOGLE APPS & CLASSROOM

cut on this line
Community of Practice “Classroom Climate Change” – Teach Like a Champion

Do you want to improve your classroom management, planning, and/or student activities? Are you a busy educator who wants to work on professional learning on your time schedule? Do you want an on-going PL opportunity that you can build upon? Then, this is the PPL for you!

Join one cohort per year:

1. Behavior and Culture
2. Planning for Achievement
3. Engaging Academics

Contact Lucia Palazzi and let her know which cohort you would like to join. You will then be added to a GroupMe account so you can stay in contact with your cohort members between face-to-face meetings.

Create an account at www.texasTLAonline.org
Watch the first 15 minute module, practice what you have learned, and record yourself practicing on the Flipgrid account. Your practice videos will be uploaded in your Strive account to use as your artifacts.
You will meet periodically with your campus instructional coach for feedback and reflection.
Meeting minutes will be uploaded to Strive.
Each topic is a whole year commitment.

Lucia Palazzi
Lpalazzi@galenaparkisd.com
832-386-1392

12 Hours SBEC Credit
Differentiated Instruction: It doesn’t have to be overwhelming! Classroom tools, tips and techniques.

This option covers learning about differentiated instruction across all content areas by practicing differentiation based on content, process and product, along with student readiness, interest and learning profile. Gain strategies to incorporate differentiation concepts into your classroom along with garnering great tools to facilitate the process.

Artifacts:
- Attend one of the Domain 2 Differentiation trainings given by Lucia Palazzi once a month (Register in Eduphoria).

After the training, create 2 lessons that:
- Incorporate processes for differentiation in the classroom.
- Incorporates product for differentiation in the classroom.

Write a 2-page reflection that includes:
- Differentiation strategies you are already using and evaluate their successfulness (be honest with yourself)
- Identifying new strategies to utilize
- Identifying additional content sources to provide varied content in the classroom
- Identifying technology tools to help differentiate process and product in the classroom.
- Create 2 assessment strategies to determine student readiness, learning profile and interest. (You can use empathy mapping. Read this article to discover more:)


5 Hours (plus the one-hour Differentiation training) 6 SBEC Credits  DIFFERENTITION
(With a partner or a team.)
What is culturally responsive teaching? In what ways does implicit bias affect my teaching practice? How do I connect with learners from different racial, socio-economic, or cultural backgrounds than me?

Read this ASCD article about culturally responsive teaching:

Watch the Corwin webinar with Zaretta Hammond:
“Culturally Responsive Teaching and the Brain”.
https://www.youtube.com/watch?v=OZkzH7ZWGq

Artifacts:
• Meet with your partner or team and discuss the following topics. This may take two meetings:(Upload meeting minutes into your Strive portfolio):
  • Define culturally responsive teaching.
  • Compare positive and negative personal education experiences. Explore implicit bias.
  • Engage in critical self-reflection ("Inside-out" approach to reflection).
  • Identify personal role in Culturally Responsive Teaching, "Who Am I?".
  • Apply principles of neuroscience to culturally responsive teaching.
  • Explore the implications of Hammond’s ideas as they relate to your teaching practice.
  • Apply CRT concepts to five existing lessons and develop culturally responsive lesson plans for your content area. (Upload lesson plans to Strive)
Blended Learning (TECH)

With a partner (or group) and your campus TIS

Blended learning is an instructional methodology that leverages technology to provide a more personalized approach to learning, giving students control over the time, place, path and pace of their learning."

Artifacts:
Meet with your partner or team and discuss the following topics. This may take two meetings: (Record the meeting minutes and upload them to your Strive portfolio).

- Develop and refine your understanding of what blended learning is and is not.
- Define your blended learning problems.
- State your purposes for wanting to use blended learning.
- Consider which blended learning model you will begin to use.
- Determine the team that would be necessary to create your blended learning model.

- Build your understanding of assessment in the blended learning classroom.
- Experience Online assessment tools.
- Develop assessment rubrics and checklists for student learning.
- Design a blended learning environment for your setting.
- Expand your repertoire of Online tools that will enhance your blended learning environment (include these specific Online tools in your lesson plans when uploading).
- Create a lesson for a blended learning classroom.
- Meeting minutes must be uploaded to Strive along with everything listed above.

8 Hours SBEC Credit

BLENDING LEARNING
A move toward more authentic tasks and outcomes improves teaching and learning. In authentic assessments, learners have greater clarity about their obligations and are asked to master more engaging tasks, and facilitators can see assessment results as meaningful and useful for improving instruction. Choice for the learner should be included with the following:

1. Project Based Learning
2. Student-Peer Teaching
3. Performance Tasks
4. ePortfolios
5. Rubrics and Student Self-Assessment

The teacher will create questions to ask each student about their project findings. Once the learners complete one of the above choices, they must orally defend their project to the teacher. If a learner is not successful in the oral defense, they must go back and choose a different task, complete it and orally defend again.

**Artifacts:**
First, write a reflection that includes the following two bullets:

- Differentiate between traditional and authentic assessment.
- Determine what forms of authentic assessment will work best in your content area.

Next, create an assignment where students can demonstrate their knowledge using one of the choices listed above. Upload examples of each choice.

Create a bank of questions to ask learners so they will have to orally defend their project. Upload the question bank to Strive.

Record if a student or students are not successful with their first oral defense (do not include student names), and what they chose the second time they tried. (include this in the reflection artifact).
Content Gap Analysis to Improve Student Achievement

(Work with your campus specialist and content team)

Curriculum and Gap Analysis will help you answer: Why do I teach what I teach when I teach it? Do my assessments match my instruction? Do I teach the content to the depths of understanding embedded in the standards? Which standards am I hitting frequently; which standards am I touching upon; which standards am I missing?

Each participant must keep a content diary (A content diary is a diary where a teacher records what happens in their classes and their thoughts about it. Teacher diaries are used as development tools.)

Example

- After a class that went badly, the teacher makes notes in her diary about what happened, what she thought the causes were, ideas about how to change them and a short action plan.
- In the classroom:
  Content diaries are a good way to start a course of development; a natural second step would be peer observation, i.e. getting another teacher to analyze the class in the same way.
- Create a content organizer or other tools to use throughout the semester to provide data to find answers to the above questions, locate resources to fill your gaps and remove instruction that is inappropriate for your grade level.

Artifacts:

- Align curriculum materials to the content standards with your team and specialist (record meeting minutes and upload to Strive).
- Analyze taught curriculum and assessed curriculum with your team and your specialist (record meeting minutes and upload to Strive).
- Learn how to use the Gap Analysis Content Diary tool to identify gaps and overlaps in the instruction (scan and upload sections of your content diary that includes your thoughts and discoveries about the gaps you find).
- Build an understanding of what the gaps and weaknesses are (this should be included in your diary and uploaded to Strive).
- Determine how to fill the gaps and then create high quality lessons and activities to work to fill these gaps (Include these lesson plans in your Strive submission).