In this deck, you'll find

Artifacts and educator reflections on learner-centered strategies they implemented in their classroom during an Innovation Cohort

Learner-Centered
COLLABORATIVE

Rainforest Rebellion

Tips:
-Don't use overcomplicated prompts asking for more than 2 or 3 specifics - you could end up with nonsense

-AI still gets confused, eg. students having wolf ears instead of a wolf friend

-post-editing often needed. AI often spells titles wrong.

Using AI in the classroom
Book Illustrations for Extreme Survival Novels

- **www.canva.com** *(text to image) BEST FREE (50 free)*
- Deepai (good themes, ok gen)
- Pixlr - solid images, multiples
- Bing image generator (need account)
- Midjourney on Discord (better for professionals)

Mirage

three are delusional and the other is not

Uncovering the Secrets of the Sibrian Taiga

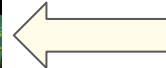Five prompts later..still spelled wrong.

Just use post-editing for words.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Alone
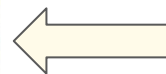
her-Centered
LABORATIVE

<Sheila's Example1>

Enables that more professional look that could position one to self-publish now or in the future on Amazon KDP or other platforms.

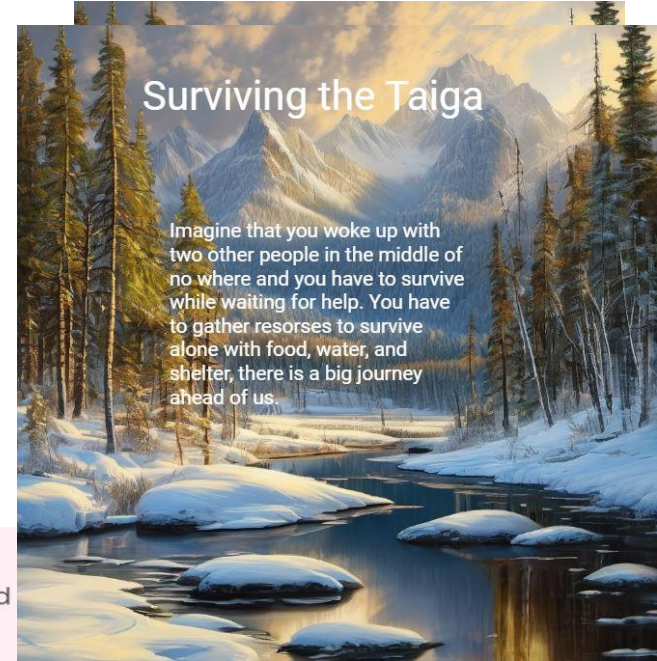"What happend wherer are we what happend the night before?!" these

"What happend wherer are we what happend the night before?!" these where the questions that Imogen, Kate, Anna Kate, and Giancarlo had to face with then they woke with the surrounding of nothing no water just high grass and the heat beating down on them with only the clothes on their back, can they survive?

← **Back of the book** →

Surviving the Taiga

Imagine that you woke up with two other people in the middle of no where and you have to survive while waiting for help. You have to gather resorses to survive alone with food, water, and shelter, there is a big journey ahead of us.

...age Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Same prompt, different generation outcomes

Prompt: A toucan on a rock in the Atacama desert

Canva

DeepAi (Fantasy World, Dystopian Cyberpunk filters)

Bing Ai

pixlr

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Vehicle Challenge - 6th Grade

DAY 1	DAY 2	DAY 3	DAY 4
-Ask -Imagine -Individual Plan -Group Plan -Begin to gather materials	-Begin to build vehicle -Focus on creating working wheels/axles	-Continue to build vehicle -Focus on creating working wheels/axles -Test run/ make improvements	-Last minute improvements -RACE

Makerspace group projects:
- I created a pacing schedule to share with classes to help them stay on schedule with the time allotted for their group projects
- A pacing schedule was created for 4th, 5th, and 6th grade classes
- Projects need to be completed in April, so I will know more later if the pacing schedule helped with project completion

Maze Challenge - 4th Grade

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
-Ask -Imagine -Individual Plan -Group Plan	-Finish group plan -Transfer maze plan to foam board	-Begin wall creation using cardboard attachment techniques	-Continue wall creation	-Finish wall creation -Make sure walls are attached securely -Test maze with robot

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Learner-Centered COLLABORATIVE

Preposition Choice Boards

Students were given choices of which assignment they wanted to complete.

Some students picked something that was really inspiring to them, while others did not gauge how long something would take them.

Create a fun game to teach someone all about prepositions. Include the rules and game board/pieces.	Compose a preposition poem. The poem needs to include 15 prepositions. Write or neatly type and add some artistic touches.	Create a movie on prepositions using at least 15 prepositions.
Create a poster "advertising" prepositions and prepositional phrases using 15 prepositions. Make it neat and elaborate.	Write a persuasive speech on a topic you like that includes at least 15 prepositions/phrases. Be creative!	Sing your favorite song to the list of prepositions. You can sing it live or video it.
Create a comic strip of at least 10 frames that contains at least 15 examples of prepositions in the dialogue.	Write a short story one page in length, using 15 prepositional phrases. Make it creative, humorous, and entertaining!	Create a Book/Story of Prepositions including 15 examples of prepositions in the book.

Two boys were walking down the street near the park, then back to their house then they walked into their backyard, and saw a ghost they were scared really scared like a scaredy-cat and then they saw a zombie They ran to their neighbors, and then they walked down the road near the park and then they saw a girl and she said she found a zombie too. She said it was a zombie apocalypse. And a ghost apocalypse. but they saw a ghost and zombie coming towards them so they ran until they couldn't see them, they were out of breath. They saw a bunch of zombies so they ran as quickly as they could down the hill. They couldn't stop. Thparents finally got home and walked in through the door. but it was too late the two boys and the girl were dead. and then the parents walked down the street near the park. And then they got killed
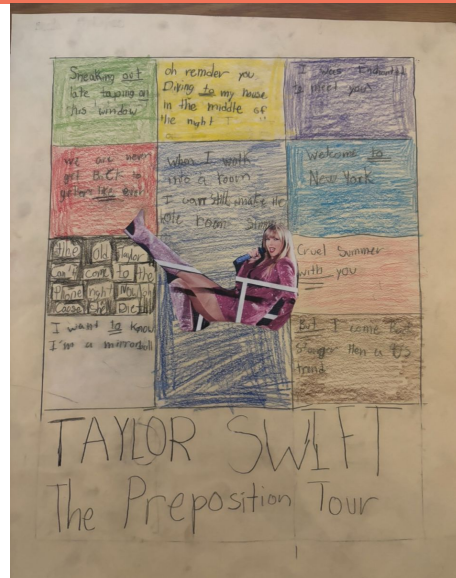

TAYLOR SWIFT
The Preposition Tour

Cats

My cat likes to sleep under my bed
My cat likes to lay down on the floor
She goes near the door
She usually runs off and gets the zoomies

She mostly goes in the basement
She expects to be fed every minute

I also have 4 other cats

The others cats are always running throughout the house
They runs into things

They like to look out the window

They also like to play with my dog they sleep with my brother sometimes
They also like to sleep in the kitchen
They meow a lot at each other

They like to hide under the bed

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Learner-Centered COLLABORATIVE

Sheila's Example

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Reading Strategies Choice Board

Select a reading strategy you want to practice in addition to the highlighted one as you read this text on resources and challenges in your biome.. As you annotate the text (offline or online), please document your thinking as you work on applying the reading strategy you selected in your story.

Make Predictions

Stop regularly to think about what you have learned and use that information to predict how that information about a resource or challenge will be helpful in your story.

Asking and Answering Questions

Be a curious reader. Stop frequently to ask questions–who, what, when, where, how, and why. Then pause when you can answer one of your questions. I would like to see you answer a few of your questions if you are able about those resources and challenges.

Make Inferences

Pause after each paragraph or section of text and think about the information you've gathered. What conclusions or inferences can you make about people, events, and places in your biome based on that information?

Summarize the Text

After each section of the text, and again at the end, pause to think about the most important points. Write a summary presenting the main idea[s] in your own words.

Make Connections

As you read, make connections between:
- The different ideas presented about resources and challenges
- The text, and your own life experience
- The text and things you've learned in other classes

Signposts

As you read, answer any of the following:
- What does this make me wonder?
- What is the lesson?
- How does this change things?
- Why does this keep happening?
- Why is the person doing this?

Next Steps? → I'd like to try a co-created rubric.

Reading Strategies Choice Board

- 7th Grade World Cultures World Geography Articles Annotations

- How did it go?
  I had them choose one strategy and also summarize. This was a little confusing for them. In the future they could just choose 2. I felt like controlling the process but good annotations showed me they understood the articles.

- What was an aha moment?
  I needed to add hints from the prompt into the choice board to get the content depth we needed for the project.

- What other takeaways?
  Good blend of choice and structure.

Learner-Centered COLLABORATIVE

1) Espresso:
Martin Niemoller Quote
PDF Version: MN quote
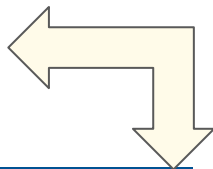
2) Latte:
Mousetrap Allegory
PDF Mousetrap Story

3) Cappuccino:
Never Again Song Lyrics
PDF NEVER AGAIN LYRICS

My students chose a pre-reading activity to respond to with a paragraph reflection.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

The Diary of Anne Frank Playlist

This playlist is designed to help you navigate your way through this unit. It allows you to move at your own pace and focus on what you need to do specifically to strengthen your writing and reading. Follow the directions for each activity and let's start this journey together!

| Activity	Directions	Notes	TEACHER TURN IN—link at PDF—make sure I have permission to view
1.) Bell-Work: Sentence Stalking	A. Sentence Stalking Doc B. Sentence Stalking Powerpoint—for reference only!	Due end of reading	
2.) Background Information	(If the link isn't working, tell your teacher) A. Read this: and write your own– follow the directions on the page. AF Choice Pre-Reading Activity B. AF History—understand WW2 and Anne's backstory		

The Diary of Anne Frank Playlist

	C. AF Mouse Tour—check this out so that you understand where Anne lived during her hiding (Mrs. Jadkin visited this in Amsterdam—ask her about seeing it in person)		
3.) Read ACT 1	You may read it silently (workbook or Materials section of GC) or listen to it using this link ACT 1: https://www.youtube.com/watch?v=QXcfKWVd568 Annotate using this for **each scene**–digital copies in next column: ▶ AF READING GUIDE pdf	▶ AF READI... ▶ AF READI... ▶ AF READI... ▶ AF READI... ▶ AF READI... ▶ AF READI... ▶ AF READI... ▶ AF READI...	
4.) AF Questions	Create 5 open-ended questions with answers for each Act. Submit them to your teacher when complete.		
5.) Complete the vocabulary	Complete both pages and submit to your teacher. ▶ Anne Frank vocab pdf		

The Diary of Anne Frank Playlist

6.) Mood and character development	Use one or both of these scenes to further illustrate how dialogue reveals character, introduces conflict, and sets the mood, all of which help move a plot forward. Option 1: "Special Puppet Friends" Scene from A Beautiful Day in the Neighborhood Option 2: "Killmonger Challenges T'Challa" Scene from Black Panther **Create a Google Ask question about mood or character development based on the focus passages. Include your answer. Turn in to your teacher.	Focus Passage: Scene 4, Paragraphs 42-50 Scene 5, Paragraphs 133-140	

I use a lot of choice boards and playlists in class. The playlist can be for higher level students to go at their own pace while I read the play together with the rest of the class. Students are given a choice to do the playlist or class activity. Sometimes I am surprised by students' choices.

ANNE FRANK
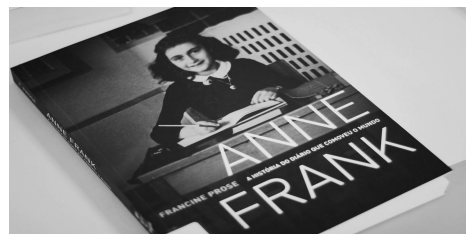
Learner-Centered COLLABORATIVE

Students creating the Podcasting class:

The hard part was trusting that students would make a good product--they did!

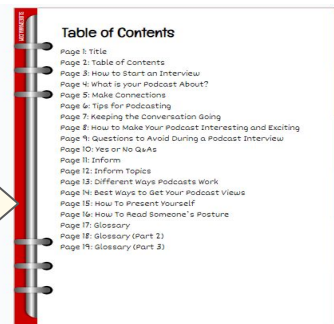## Creating an instructional binder for future classes

What did you try?
I allowed students to have voice and choice in the class by giving them control over scripts, instructions and artwork.

With Whom?
8th Grade Podcast class
How did it go?
Students surprised me.

What was an "aha" moment?
The banner and artwork was better than I expected. They knew the technology better than me. Their Garage Band song snippets for transitions were fantastic.

Creating posters

Creating the script for phone calls or emails

Creating our banner

Dear person /business

I am writing to you today from the Shaler Area Middle School Podcasting class.

Our podcast is called "Shaler Area Stories", and we want to provide a connection for our citizens in the Shaler area community. Our Podcasting class wants to give citizens, members, and local businesses the opportunity to share their stories or information with our local community. Your attendance will help our podcast grow. This podcast will be on the SASD website, so other people can listen. By interviewing with us, it could open up opportunities for you and/or your business.

Would like you to come in for an interview regarding _____? Would you be willing to come in and answer some questions on _____ ? We will have an available dates on _____. The best time would be _____, but we can be flexible if that doesn't work. We are looking forward to hearing your story. Please get back to us with your availability by _____.

If you have questions please call 412-492-1200 ext.2613 or email barnerb@shalerarea.org for answers. If you cannot attend, feel free to refer another interviewee.
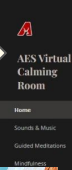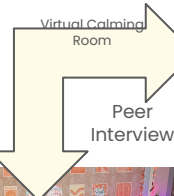
We are very excited to hear your story.

Learner-Centered COLLABORATIVE

Emily's Example

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

➔ **What did you try?**
Providing a "SEL" inspired choice board for students to utilize when they finish early with the lesson/assigned work. I had used a choice board for this purpose before, but it was more "busy" work to keep them focused and working, and less about giving them opportunities to get to know each other and me. I changed a few of the choices to give them those opportunities.

➔ **With whom?**
6th Graders in *SEA* Special (Social, Emotional, Academic)

➔ **How did it go?**
They handled it well, and enjoyed the new choices. I saw them taking more ownership of the work that they were doing. They asked in the halls if we would have time to do the choice board again next class. I had to monitor their work to ensure they were staying on task for what they chose but there was decrease in some of the behaviors that I was seeing previously. There were still some student that were unengaged byu all of the choices.

➔ **What was an aha moment?**
Just seeing how some small changes even to a choice board that I've been using can change the overall environment to excite kids about SEL again.

➔ **Next Steps…** Keep changing the options as the year progresses.

SEA Choice Board

SEL Art Project
How do you feel right at this moment? Make artwork of the colors and images that come to mind.

Write a short letter to someone that you are grateful for, telling them why you are grateful for them. Give them the letter!

Emotion Journaling/Gratitude Journaling
Choose a journal or use your chromebook and respond to the journal prompts posted under "Journaling" on the Google Classroom.

Use Miss Hough's Virtual Calm Room! Try to do one exercise from each category!

Take this time to relax and read a book on Miss Hough's shelf.

Make a list of 20 ways that you can show a Random Act of Kindness

Design a positive affirmation poster on Canva for yourself or a friend. Write something on it that you would like to tell yourself each morning!

Check In with Miss Hough Tell her something about yourself that she might not know or about something that makes you happy!

Peer Interview Grab an interview sheet and interview a friend! Try to learn something about them that you didn't know before.

Virtual Calming Room

Peer Interview

AES Virtual Calming Room

AES Virtual Calming Room
Home
Sounds & Music
Guided Meditations
Mindfulness

YOUR FEELINGS ARE IMPORTANT. YOU MIGHT FEEL SCARED, CONFUSED, OVERWHELMED, ANGRY, ALONE, GRATEFUL, OR COMPLETELY CALM.

YOUR FEELINGS ARE NORMAL.

This Virtual Calming Room is a place for students and families to find tools and strategies for managing emotions and feelings.

I am here to support you!

Disclaimer: The following Links are purely for educational purposes and are not intended as psychological interventions or as a substitute for psychological treatment. If you are in need of psychological help you should seek the consultation of a licensed mental health professional.

ds and Music   Guided Meditations   Mindfulness

d Relaxation   Brain Breaks   Coloring@Creativity

Contact Information:
Miss Emily Hough   412-366-7170 x1819
ehough@avonworth.k12.pa.us
aescounseling.weebly.com

I am *brave*
I am *smart*
I am *creative*

YOU RULE (TAYLOR'S VERSION)

YOU ARE IMPORTANT.

Positive affirmation posters created on Canva

Learner-Centered COLLABORATIVE

Students come in & read directions independently and have choices to work on

Next Steps: Lesson utilizing choice boards to build upon our small start with independent choices.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

What did you try?
Providing Voice & Choice through changing my Welcome Slides for starting class so the students could spend the first 10-15 minutes with quiet choices.

With Whom?
6th Grade Library

How did it go?
This was a **small** step to offering choice boards. We are working on students making good independent choices & being able to handle the "freedom" of making choices before moving onto a full choice board.

What was an "aha" moment?
Having this independent transition time to enter the classroom allowed for positive interactions/conversations/connections between myself & the students.

6th Grade

Hey 6th!
Please make sure to...
- ☐ **Return** your book to the **Gray bin**
- ☐ **check out** out a new **book** (If you need or WANT one)
- ☐ **Read the welcome slide & fun fact** of the week
- ☐ **Color a bookmark**, use a **Q-bitz** puzzle or try to solve a **rubik's cube** (all located in cart under smartboard)
- ☐ **Wait quietly to start**

Read aloud: because of mr. terupt

"For every minute you are angry you lose sixty seconds of happiness."
~ Ralph Waldo Emerson

TEACHER'S FACE WHEN SOMEONE TALKS DURING SILENT READING.

WHICH FLAVOR IS SUPERIOR?

THE FIRST FIVE
PRESENTED BY edtomorrow
- Shallow
- Middle
- First 5 Favorite

What is more important: being the best at one thing or learning as much as you can about many things?

Would you rather go through life unable to ask any questions or unable to answer any questions?

Tell us about a time where you had to relearn something.

Do you prefer your soda/drinks in a ... or in a plastic ...

What is something that you save?

Using "the First Five" for Would you Rather questions & feelings

THE FIRST FIVE
PRESENTED BY edtomorrow

Welcome to Library!
6th GRADE

Read Aloud: BALLOONS OVER BROADWAY

- ☐ Place your book in the gray bin
- ☐ Get a new book if you need one (Think about WIN time books!)
- ☐ Read the fun fact & the other fun info on the slide (which would you choose)
- ☐ Do any of the following:
  - Color a bookmark (try drawing Felix the Cat!)
  - Solve/create with the Rubik's cube
  - Use the Q-Bitz Puzzles
  - Build with the magnets by the windows
  - Read your book & relax on the couches
  - Try a 6 Balloon Challenge paper (up front)

LET'S DRAW
Felix the Cat Balloon

Fun Fact:
Felix the Cat was the 1st balloon in the Macy's Thanksgiving Day Parade.

Meme of the Day
When the teacher lets you sit anywhere you want.

Hmmmm....
PICK ONE TO BE FREE, FOR THE REST OF YOUR LIFE!!!
STARBUCKS | McDonald's | SUBWAY
Chick-fil-A | edtomorrow | Pizza Hut
TACO BELL | SONIC | Panera

How are you feeling on a scale of 1... Rooster today?

How are you feeling today?

Grin and BEAR it...
HOW DO YOU FEEL TODAY?

1. 2. 3.
4. 5.
6. 7. 8.

HOW ARE YOU FEELING ON A SCALE OF 1-5?
1 ROUGH DAY
2 UNHAPPY
3 IN THE MIDDLE
4 GREAT
5 OFF THE CHARTS
THE FIRST FIVE

Learner-Centered COLLABORATIVE

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.
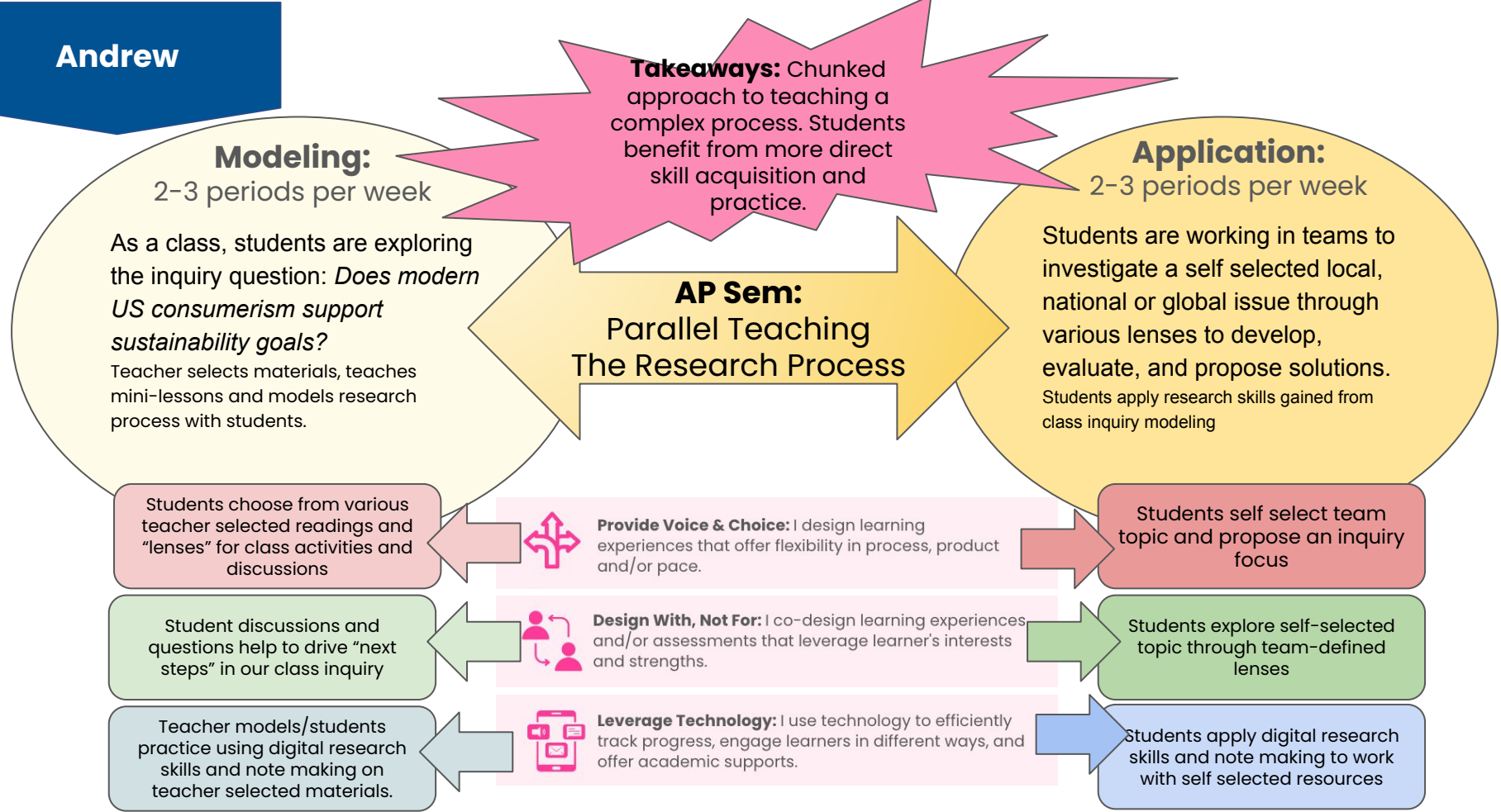
➔ **What was an aha moment?**
This entire idea was an aha moment for me. I love this idea! It's giving students an opportunity to self-reflect on their strengths and weaknesses and really take leadership in a role that they are strong in.

➔ **What did you try?**
We are in the process of creating two forms that will be used for students to choose groups for group projects based on their RIASEC letters and their strengths and weaknesses. This will help students be more self-reflective in their abilities and have an opportunity to work in a group where their skills can shine and learn from other students.

➔ **With whom?**
We will be trying this first with six graders in my SEA class/her library class when they choose groups for their upcoming Shark Tank Project.

➔ **How did it go?**
Still in the planning and preparation stage...will implement towards the end of March.

Only students who are interested in becoming a group leader will apply, then each student (including leaders) will fill out the self reflection form.

Student leaders will pick their groups anonymously based on the self-reflections of their peers to build a balanced group of students with various strengths and RIASEC letters.

Group Member Self Reflection

Group Member Self- Reflection

Form description

Group Leader Application

Group Leader Application

Please use this form if you are interested in becoming a group leader for your next classroom project!

➔ **Next Steps...** Finishing the process and implementing!

Learner-Centered COLLABORATIVE

Andrew

Takeaways: Chunked approach to teaching a complex process. Students benefit from more direct skill acquisition and practice.

Modeling:
2-3 periods per week

As a class, students are exploring the inquiry question: *Does modern US consumerism support sustainability goals?*
Teacher selects materials, teaches mini-lessons and models research process with students.

AP Sem:
Parallel Teaching
The Research Process

Application:
2-3 periods per week

Students are working in teams to investigate a self selected local, national or global issue through various lenses to develop, evaluate, and propose solutions.
Students apply research skills gained from class inquiry modeling

Students choose from various teacher selected readings and "lenses" for class activities and discussions

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Students self select team topic and propose an inquiry focus

Student discussions and questions help to drive "next steps" in our class inquiry

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Students explore self-selected topic through team-defined lenses

Teacher models/students practice using digital research skills and note making on teacher selected materials.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Students apply digital research skills and note making to work with self selected resources

Learner-Centered
COLLABORATIVE

Shannon

Driving Question: How might we improve the freshman experience at HHS?

Goal: Your task is to analyze the key ideas presented in *Sleeping Freshmen Never Lie* as well as your own high school experiences so far to propose and present a specific, concrete way we can improve the transition to high school here at HHS. You will create a presentation that proposes your new idea, explains why it is needed and details how it might be achieved.	**Role:** In this assessment you will be working as a group to take on the role of an educational consulting firm focused on student experience. You will consider concrete ways to make the HHS experience better for the next Freshmen class.
Audience: Your target audience is the high school administration. This might be the principals, guidance counselors, athletic director or maybe even the school board. We will focus on whoever can actually help you to get your plan done. You will create a formal presentation to share your work with this audience.	**Situation:** In order to complete this task, you will consider both the challenges Scott faces in *Sleeping Freshmen Never Lie* and the challenges of your classmates here at HHS. You will identify and analyze strong evidence from the novel and connect to the world around us to establish your problem and develop your solution.

After reading the novel *Sleeping Freshmen Never Lie*, English 9 students are developing a poster presentation that highlights a way we might improve the Freshman experience.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Aha Moment: This year's class generally feels really positive about the high school. Maybe this is because several of the students' ideas have been implemented over the past few years.

SO FAR We have identified these Freshmen Challenges:

- High school students need more financial knowledge because many students are getting a job and thinking about the future.
- Students have more classwork, tests and homework and struggle with time management.
- The high school needs more comfortable and relaxing spaces for students to take breaks or quietly work.
- Freshman can't always participate in clubs or groups that happen after the school day.

After brainstorming and some initial research, students developed their own problem statements to focus on. So far, here is what the student groups are working on.

Next Steps (project):
-We co-created a google survey for the rest of the Freshmen class.

-We draft and revise presentations building in lots of opportunities for feedback and revisions.

-Students will present their ideas to high school admin. Hopefully, some of their ideas will be implemented.

Next Steps (planning): In the future, I could give students additional freedom in how they present their final project. Right now, the poster presentation works well since we are building in a lot of new skills. I also want to figure out two "paths" for the project. One if they are IDing challenges and one if they want to highlight something they like about the HS.

Ten to Teach! is designed for students to create opportunities for peer to peer teaching &/or tutoring. In collaboration with the teacher, learners can share mini-lessons, learning events or possibly even assessments for classmates for up to …. 10 minutes!

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Hello my name is
NAME
List 3-5 things about you. What do you like to do?

Insert a picture of you.

Strengths
What are your strengths?
What do you do well?

Goals
What do you want to accomplish this school year?

How I learn best….
Learning Style Assessment
Auditory
Visual
Tactile

First, we used the Learner Profile students created during their Tutorial period at the beginning of the year. These learner profiles are housed in their team google classrooms & individual google drives.

Second, We applied and expanded upon that profile using our "My Spanish Learning Mind Map for Language & Culture.

Finally, We began to consider topics and sketch out possible ways students could own their learning and the teaching.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

My Spanish Learning Mind Map for Language and Culture

01 I like to... (3 - 5 things)
Name:
05 My goal for learning Spanish this year is...
MY LEARNING STYLE IS:
02 Things I do well are..
03 My Positive Learning experiences include...
04 I can best show success by...

AWESOME IDEA
BRIGHT IDEA
CREATIVE IDEA
TEN to TEACH General Topic:
SIMPLE IDEA
GREAT IDEA
MODERN IDEA
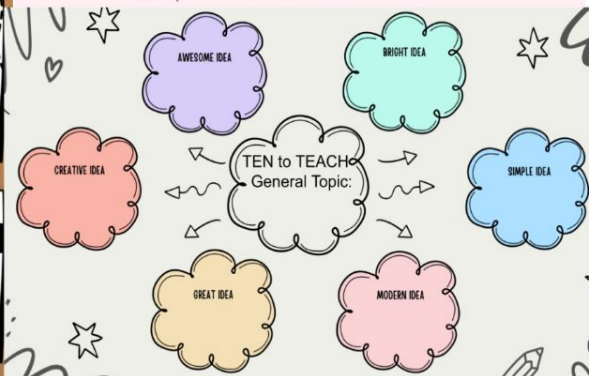
- **What** did you try?
  - "Ten to Teach!"
    - Step 1: Mind Mapping
- With **whom?**
  - 8th grade students
- How did it **go?**
  - Students exhibited...
    - Curiosity/Interest
    - Mixed Reactions
- What was an **aha** moment?
  - As the teacher - when students suggested 'General Topics' I had not considered.
- What other **takeaways?**
  - Need to CFU & gage feeling tone &/or level of concern .Ex. Emoji's; Green/Yellow/Red cards; Exit Tickets…

Learner-Centered COLLABORATIVE

Scene 1
The Domestic Policy

WAR WITH RUSSIA

WAR WITH RUSSIA

THE NAPOLEON
NEWSPAPER
ASK JIM

What did you try?
Students were asked to provide advice to a leader using Napoleon as their muse. Students had the choice of how they wanted to demonstrated their understanding by creating illustrations, writing an advice column, or creating a skit.

With whom?
Tenth grade academic world history.

How did it go?
It was a great way to see their understanding of the content while offering students the opportunity to choose how they wanted to do so. I was able to see students shine that don't normally.

Essential Question: What makes an effective leader?

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Lisa

Dan Meyer

12.1: Covering the Cabinet (Part 1)

Your teacher will show you a video about a cabinet or some pictures of it.

Estimate an answer to the question: How many sticky notes would it take to cover the cabinet, excluding the bottom?

12.2: Covering the Cabinet (Part 2)

Earlier, you learned about a cabinet being covered with sticky notes.

1. How could you find the actual number of sticky notes it will take to cover the cabinet, excluding the bottom? What information would you need to know?

2. Use the information you have to find the number of sticky notes to cover the cabinet. Show your reasoning.

What do you notice? What do you wonder?
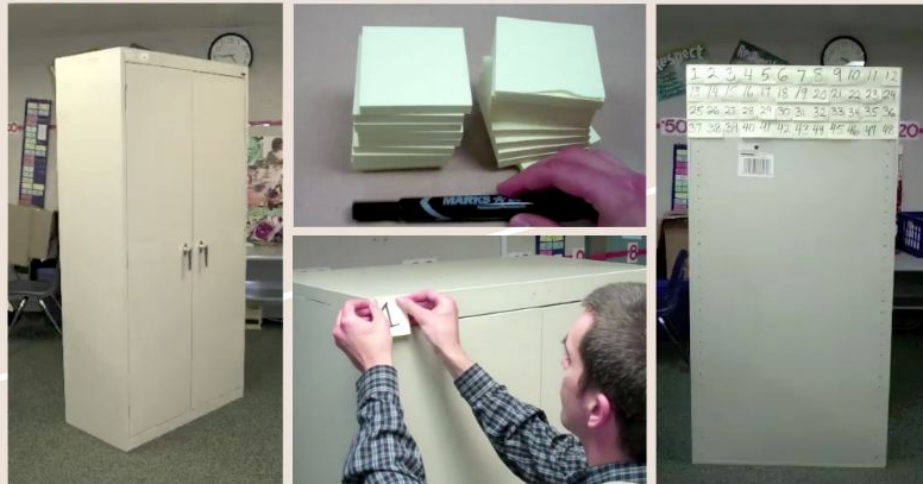
Illustrative Mathematics Grade 6 Course (LearnZillion)

What is Surface Area?

- Students discussed/debated/questioned/persuaded.
- Aha moment: When students literally said "Aha! I get it!"

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.
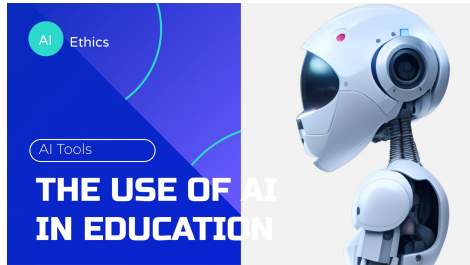
Learner-Centered COLLABORATIVE

Brooke Stebler

Venus Fly trap Robot

Share your experience:
- Students took what they learned from EV3 Robot Scripted Course and worked on a project to come up with their own challenge for the class using Universal Design and the iterative Design Process.
- It went well and greatly increased student academic engagement and collaboration.
- Aha moment - Students create tasks on Voice and Choice Board
- Takeaways - Students wanted to share their videos on what they made in class. Used Google Classroom to share with students (omitted faces and names).

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Learner-Centered COLLABORATIVE

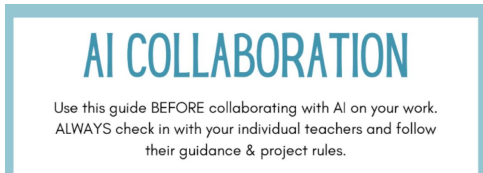Venus Fly Trap Robot

Learner-Centered
COLLABORATIVE

Ping Pong
Robot
Challenge

Learner-Centered
COLLABORATIVE

Lonnie Nolker
DLSD- Special Educator 3-5
lnolker@deerlakes.net

Standard - CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text. Success criteria: Stay On Topic Must include 3 details and the main idea Use complete sentences Focus on the writing skill	Record your answer using Flipgrid	Write	Visual Choice ☐ Google Slide ☑ ☐ Illustrations (Poster)
Standard - CC.1.1.4.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Record your answer using Flipgrid	Reader's Theater	Read with a partner
Standard - CC.1.5.4.D Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	Write a Report Story as Newscaster	Visual Choice ☐ Google Slide ☐ Illustrations (Poster)	Character Swap

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

- What did you try? Choice board -reading skills
- With whom? 3rd Grade Reading
- How did it go? Very good- Provided choice ideas for them to add to our board.
- What was an aha moment? AHA moment was many of the students wanted to do a reader's theater- and by providing choice I had so many kiddos wanting to try another way to show mastery of certain skills of the week.
- What other takeaways? I tried to add a technology piece to each standard– some type of application piece and communication

Feb. 2024- A new step that I integrated is choice within content of our weekly reading. I give the students a list of the content they choose and I provide them with their appropriate reading level but they chose content.

Learner-Centered
COLLABORATIVE

Authentic Learning:: real world issues, flexible seating, & project based learning

Competency-Based Learning: flexible pacing, student conferences to check understanding, & co-create a project rubric

Personalized Learning: Tech tools for research, self assessment, & empower decision-making

Equitable & Inclusive Learning: student check-ins & support learner to understand themselves

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Pre-AP English 10 - Argument Project

To provide voice & choice, students picked an argument about a real world issue to research. After they research in the library and create an annotated bibliography, they'll create a project of their choice that accurately reveals both sides of the argument and identifies their personal conclusion based on the research. I'll provide three examples of my projects from ChatGPT that we'll discuss in class so students understand expectations before we co-create a grading rubric--I chose two crucial criteria, and they'll choose 2-3 criteria. Projects will be completed in and out of class so I can check-in with everyone and answer questions if needed. Final projects will be displayed in the library in a gallery walk format. Students from all three classes, administrators, teachers, and peers are invited to view and discuss projects with students on a scheduled two hour delay afternoon. Students will complete a written reflection on the whole process. The students like the idea!

Learner-Centered
COLLABORATIVE

Shannon & Andrew

Shannon's AI intro lessons and resources for 9th graders

AI Ethics
AI Tools
THE USE OF AI IN EDUCATION

Lesson Presentation

[Lesson] Handouts

ETHICAL ATTRIBUTION OF AI TOOLS

Declaration of Generated M...
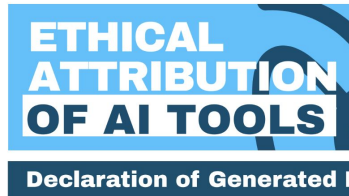
- At minimum, include a declaration explaining the technologies... generate material.
- You should provide a written acknowledgment of the use of ge... intelligence. This acknowledgement should:
  - Specify which technology was used
  - Include explicit descriptions of how the information was gen...
  - Identify the prompts used
  - Explain how the output was used in your work

A suggested format:

I acknowledge the use of [insert AI system(s)

AI COLLABORATION

Use this guide BEFORE collaborating with AI on your work. ALWAYS check in with your individual teachers and follow their guidance & project rules.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Using AI for Formative Feedback

We are currently piloting Class Companion for formative feedback on student writing. After teaching students lessons on the ethical use of AI and evaluating what it is good and not so good at, students were allowed to upload drafts of their work to class companion to receive feedback. We created the feedback and aligned to our rubrics. Students were then empowered to take the feedback they found valuable and make revisions before final submission (to the teacher or College Board).

- We found students were REALLY engaged in our discussions of AI and had some experience with the tools already.
- We saw more revision and resubmission that we typically see during teacher or peer feedback. AP Seminar students even asked for more opportunities to revise before submitting.
- It is still TBD if this process leads to overall better products than we have seen in previous years.
- Also TBD if this moves beyond just our classrooms this year. We will present our pilot to our faculty later this year.

Learner-Centered COLLABORATIVE

Class Companion
https://classcompanion.com

- Programmed to be aligned with AP Sem Performance Task expectations
- Provides detailed, actionable feedback
- Encourages revision

Students can dispute feedback scores

Evaluate Sources and Evidence   1 / 2

You have included a variety of sources in your essay, which is commendable. To improve, focus on analyzing the credibility of these sources more deeply. Explain why the sources you've chosen are authoritative and how they directly contribute to your argument about the effects of video-sharing apps on adolescents.

Understand and Analyze Perspective   1 / 2

You've successfully identified a range of perspectives on the impact of video-sharing apps on adolescents. To enhance your essay, work on explicitly explaining how these perspectives relate to one another. For instance, you could compare the views of Sharma and Singh with those of Qin et al. to highlight differing opinions on parental mediation.

Evaluate Sources and Evidence   2 / 2

You have effectively evaluated the credibility of your sources and the relevance of your evidence. Your use of peer-reviewed studies and reputable organizations like the Insurance Institute for Highway Safety adds significant weight to your arguments. To enhance your essay, consider discussing any limitations or potential biases of the studies you cite.

Paragraph Focus   1 / 2

Each paragraph presents a clear main idea, which is good. To improve, ensure that the evidence you provide is directly linked to the main claim of the paragraph. For example, when discussing behavioral issues, directly connect the evidence from Sharma and Singh to the specific behaviors you are addressing.

Andrew's examples of AI feedback aligned to the AP Seminar rubric.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Learner-Centered COLLABORATIVE

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

I had a "lunch bunch" with a group of students of mixed motivations and academic levels where I allowed students to express their thoughts on how I present their materials, and how they show what they know.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

I have been providing students with voice and choice in their assignments weekly now. They really like having options for independent work time. The kid's favorite was when they could choose between doing a Blooket in the classroom or a Scavenger Hunt in the hallway. It gave them the choice of an online assignment vs on paper, a quiet or more rambunctious setting. Both assignments assessed the same material, just allowed the students to choose a way of showing what they know in the way they're most comfortable.

Learner-Centered COLLABORATIVE

Scientific Method for Inquiring Minds

When I teach the Scientific Method, ths students perform experiments that have been designed by teachers and taught for years. The students simply follow the steps of the Scientific Method with the materials they are given.

My hope is to have students bring 1 material from home and have groups use the materials to design their own, brand new experiments that they can perform to get their own unique results.

This is still currently in the discussion and idea phase.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Learner-Centered COLLABORATIVE

Katie Huggins

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

- I tried a math center that was student led to review Topic 2 of our math curriculum.
- I tried this with my 1st grade class.

- It went better than I anticipated. I only had one student led group this time, but plan to make more groups like this in the future.
- My aha moment was that my students are capable of so much even though they are so young! Seeing one of my students leading their peers was a really proud moment.
- My students really enjoy having a voice in their learning and teaching each other.

Learner-Centered
COLLABORATIVE

Stacy Coons
scoons@deerlakes.net
Pre-AP English 10

I should provide more voice and choice in higher level classes. After students completed paragraph writings, I asked students to write their writing strengths and weaknesses on post-its. After reading their suggestions, I created a writing choice board so we work together on deciding the aspects of their writing on which to focus in order to benefit them the most.

I strategically placed all choices on the tic-tac-toe board based on OUR collective thoughts about strengths and weaknesses. I hope to see less physical writing anxiety as they write their first essay, and I hope to engage more with them as they work in a workshop format.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Learner-Centered COLLABORATIVE

Stacy Coons
scoons@deerlakes.net
Pre-AP English 10

After thinking about how to continue the idea of voice and choice, I created an essay assessment in the form of a writing workshop over one week--the picture is what students see on Google Classroom. Students are giving me positive feedback so far because they said nobody ever involved them in their own writing assessments. My goal is to read their writing and discuss it with them consistently as they work in class, so grading won't take as long outside of class.
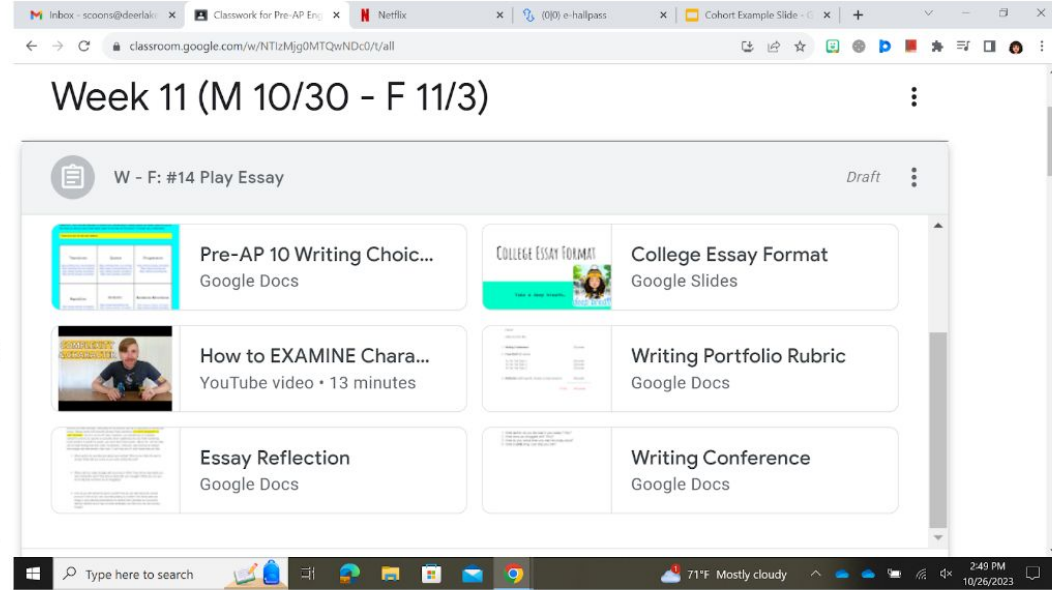
Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Week 11 (M 10/30 - F 11/3)

W - F: #14 Play Essay   Draft

Pre-AP 10 Writing Choic... Google Docs	College Essay Format Google Slides
How to EXAMINE Chara... YouTube video • 13 minutes	Writing Portfolio Rubric Google Docs
Essay Reflection Google Docs	Writing Conference Google Docs

Learner-Centered COLLABORATIVE

Jami Reap
Deer Lakes

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

I am currently working on creating a survey that would be similar to a Buzz Feed Survey with a group of students who I selected. We are coming up with this survey for students to show them their biggest strength and weakness within our Portrait of a Learner.

- The students are still working on this project but they are very excited to be a part of this!
- We will use the survey for grouping students. We may ask students to choose a partner or group that has a mixed variety of students with different strengths/weaknesses.

Learner-Centered
COLLABORATIVE

Kayla Holsopple
K-5 Music
South Allegheny

Music Video Creation with 3rd Grade:

Myself and a member of our 3rd grade team have been working together to create new tools for learning, one of these tools included creating a music video. So far, we have created a music background track and have had learners sing their "Multiples of 6" Cover Song over top of the audio. Our next steps will include creating a video component.

So far, this has been a great success! Our learners have had many questions along the way and we have had the opportunity to work together to troubleshoot and create a joint vision of what we want our tools to look like. This has been a long-term project, so we have been practicing lots of goal setting!

One Takeaway/New Challenge would be continuing to envision how creating these kinds of tools can fit into our school day.

Engage Learners as Decision-Makers: I provide opportunities for learners to engage in classroom or school-based decision-making.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

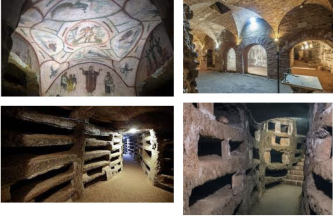**Encourage Goal-Setting and Reflection:** I provide opportunities and supports for learners to set goals, create action plans and regularly reflect on their progress.

Learner-Centered
COLLABORATIVE

Carol Rothey
South Allegheny
Grades K-5
Library

Animal Project- Grade 3

The goal of this project is to empower Grade 3 students to explore the animal kingdom through a personalized and student-driven research experience, fostering choice and voice in their learning.

- Introduce the animal research project, emphasizing the excitement of exploring the diverse world of animals.
- Set up stations with books, pictures, and information about various animals.
- Students choose an animal they want to research based on their interests.
- Provide structured research sessions where students gather information about their chosen animals.
- Encourage note-taking and citing sources.
- Students decide on the format for presenting their research (poster, diorama, presentation, etc.).
- Work on developing their projects with guidance and support.

This project design allows Grade 3 students to exercise choice and voice in selecting, researching, and presenting information about their chosen animals, creating a more engaging and personalized learning experience.

Developing Learner Agency

Empowering Learners!

FACT FANATICS!

- Students work on gaining fluency on basic addition facts.
- They take responsibility for their learning by keeping track of their progress
- They have a choice in how they practice their facts (fact fluency on Moby Max, flash cards, brochures geared toward their fluency fact of the week (+1,+2,+3, etc.)

MobyMax

Goal Setting and Reflection!

Amplify.
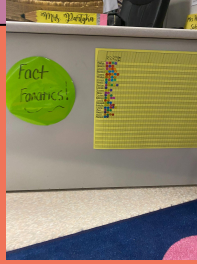
Dibels!

- Individual conferences with students about Dibels Benchmarks
- Set goals in each area of Dibels for growth.
- Progress Monitor to check for growth
- Individual WIN folders to help with progress (leveled fluency passages, FRY lists)
- BOOST program set to individual student needs based on Benchmark scores

Encourage Goal-Setting and Reflection: I provide opportunities and supports for learners to set goals, create action plans and regularly reflect on their progress.

Erica Slobodnik
2nd Grade Teacher
Duquesne
February 20, 2024

Learners used Google Slides and Google Documents to create their learner profile and Who Am I profile featuring their RIASEC codes along with strengths and interests.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.



Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Learners had a choice with their RIASEC Party for Valentine's Day for each RIASEC letter. This was different from previous RIASEC parties with only giving one activity for each letter.
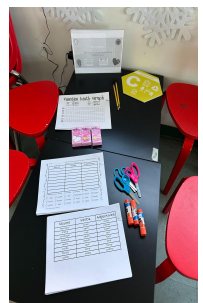
Encourage Goal-Setting and Reflection: I provide opportunities and supports for learners to set goals, create action plans and regularly reflect on their progress.

Learners were held accountable and being reflective with creating goals for their I Ready Diagnostic Testing through learner conferences.

Learners have flexible seating when working on their learning paths in Canvas.

Solicit Feedback: I solicit learners' feedback about their classroom experience and use it to improve and iterate.

Customize the Learning Experience

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

During our Plants unit in CKLA, students were asked to choose between deciduous and evergreen trees to describe, label, and write characteristics about a specific one. They take responsibility for their learning through demonstrating the knowledge of specific characteristics of the type of tree they chose.
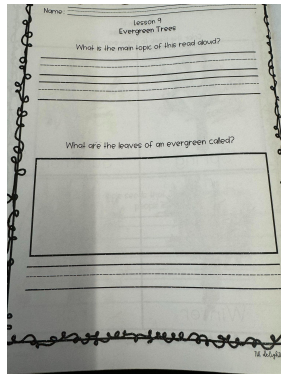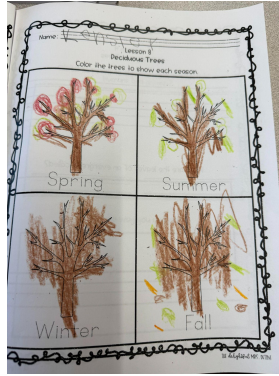
Goal Setting and Reflection:
*Structured lessons were conducted for students to gain background knowledge on the topic.
*When needed, teacher assistance was provided for students.
*Monitor student progress and understanding of topic through their writing, labeling, and description of whatever type of tree was chosen.

Climate

North America has a continental climate. This means the climate is generally dry, with cold winters and hot summers, but with the wide variation that is to be expected over a continent extending from the Arctic Circle to the tropics. This variation is only partly due to the range of latitude the continent spans
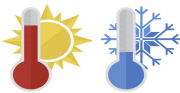
Landforms

Most mountains are formed when things happen inside the Earth to push rocks up — the longer this happens, the higher the rocks are pushed, and the higher the mountains can be.

While some mountains are getting taller, you can't see them grow. ....

The top of a mountain is called the summit.

The Missouri River is the longest river in North America and the United States (2,341 mi (3,767 km)). The second longest river in North America and the United States is the Mississippi River (2,320 mi (3,730 km)). The Rio Conchos (350 mi (560 km)) is the longest river in Mexico.

Informative Writing

- My learners used a lot of voice & choice when writing an informational piece.
- They were able to choose who they wanted to research about based on the "Who Was" books.
- They really enjoyed the ability to choose who they wanted. They really got into reading about their person and learning lots of facts.
- My learners also created a picture of their famous person with some facts to hang out in the hallway.

Continent Research

- My learners were able to choose a continent to research about.
- They were able to complete their research on paper and then turn their project into Google Slides which they were able to use their creative side.

Tech Tools

- My learners are still using Kahoot, Blooket, Brain Pop, Google Docs, Google Slides, Google Forms, Kami, Prodigy, iLit, iReady, etc.
- They really enjoyed these tech tools because while some are games, they are still learning.

Student Voice N' Choice for Test Prep

Empower Learners: I help learners build their agency, determine priorities, and persist through challenges.

Priscilla Catacombs

Its a ancient burial site, dates back to the 2 century AD and it allows you to understand how the early christian community lived.

The catacombs tunnel is thirty-five meters deep and divided into three levels and contain about forty thousands burials

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Students are asked to prepare a "review" for the Early Christian/Byzantine chapter test. Students are given the images needed for review but can submit *a review with how THEY best learn.*

Some turn in written notes - they say writing it down works best for them.

Some do a Google Slide show or a Canva presentation but in past chapters, I've seen them build Kahoot! And Quizlets. These students say they are visual learners.

Take away: I'd expect test scores to increase but only half of them increased. The others - who are strugglers normally - stayed the same.

Structure of Math Class

- I recently have changed the structure of my class in order to see how students would work with given the complete choice of what to complete first.

  - XTRA Math – Math Fluency
  - Direct Instruction or Review of Content
  - Student Choice: List of assignments that will be due on that given topic and the ALEKS Topics that will be due on Friday. Students can complete the work in the order that they choose while getting extra help and support from myself or my co-teacher as needed. Enrichment provided for the quick finishers also! :)

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Online Review Activities
- Students are provided a number of online resources to help them review content
  - Gimkit, Boomcards, Blooket, Brainpop, Canva

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Students completed timelines on the Cell Theory. They were able to complete the assignment on Canva being as creative as they wanted.

YOU GET TO HAVE YOUR VERY OWN
GENIUS HOUR
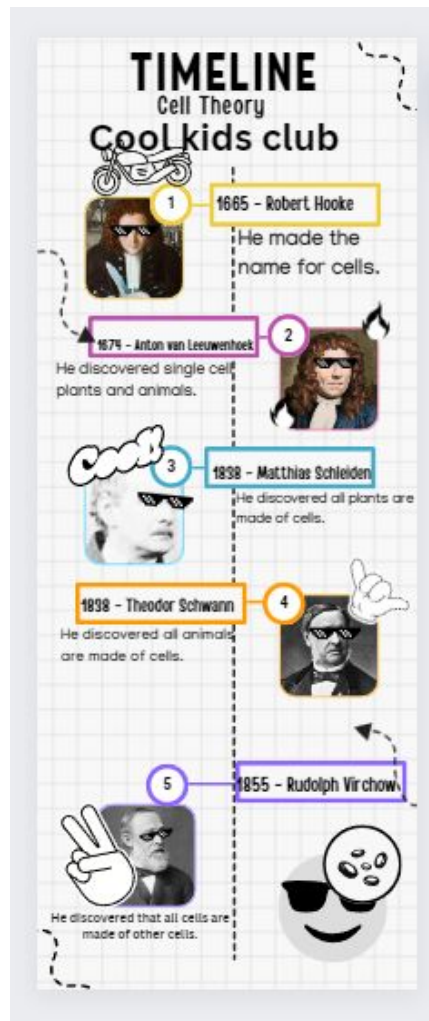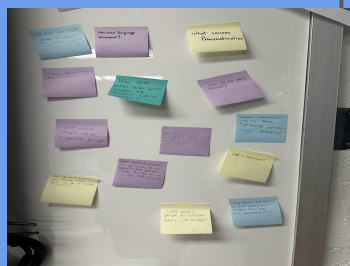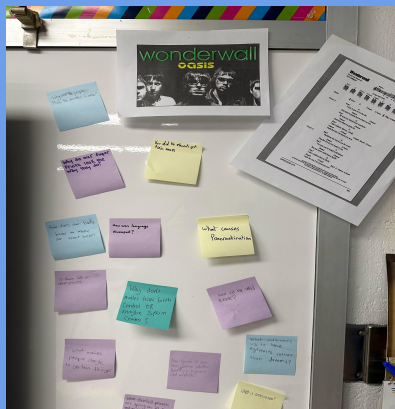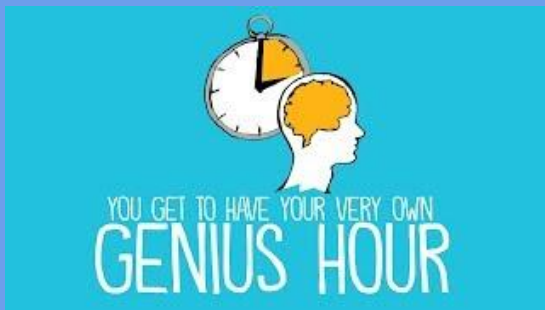
WONDER WALL ACTIVITY

Come up with a Science Topic question and place it on a sticky note on the Wonder Wall Board

The Plan:
✔ Start with an essential question that can't be answered with a simple Google search

Research topic

Create something; digital, physical, or service-related

Carol Rothey
South Allegheny
Grade 3- Library

Animal Riddle Using Google Slides

I live on a farm.
I have a long beard on my chin.
I produce milk.
I enjoy playing and climbing.
I am a _____.

Students choose an animal, and write a short riddle about it. Students create a slide on Google, and present it to the class. Students take turns guessing the answer.

Students enjoy this activity because they can make the clues as easy or as difficult as they like. They can research the animal to make the activity more challenging.

Kayla Holsopple
K-5 Music
South Allegheny

4th Grade

Click HERE for an Update On my October Activity I curated more specific guidelines!

Learners self-selected stations to complete while I assessed student development on a chosen musical task

**Provide Voice & Choice:** I design learning experiences that offer flexibility in process, product and/or pace.

THE STAFF!

TEMPO and DYNAMICS

Time to Compose!

MUSIC MATH!

Remember! Musical packages have HOW MANY Beats?

Reflection:

Overall, this activity went well! Students remained mostly on task and with gentle guidance, stuck to the "3 before me" rule. For the future:

1. Have student teams that include groups of students that can help each other
2. Offer more clear instructions about what I might consider "obvious" because my students may not see it that way

Assessment

Who: 4th Grade
What: One-on-One Recorder Playing Evaluations: "Recorder Karate"
When: Students selected these independent assessment dates to be held on Wednesdays, dubbed "Recorder Wednesday"
Where: During Class Time
Why: These assessments challenge student musical growth on a classroom instrument in a self-paced manner

Self-Selected Stations

Who: 4th Grade
What: Self-paced packet based around in-class stations and activities
When: During Class Time while students perform their one-on-one recorder evaluations
Where: During Class Time
Why: Acts as a pre-test and post-test for music literacy development in class

Danielle Partyka
First Grade
South Allegheny

Tech Tools

Raz-Kids

Kahoot!

Wordwall

BOOM! CARDS

MobyMax
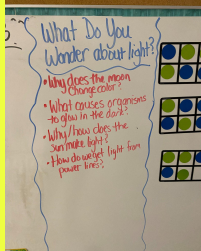
Google interest survey to allow students voice in choice in how they learn best!

Wonder Wall
Used in Science during energy unit. Students then had a Google Meet with First Energy to answer their questions!

How do you like to work?
13 responses

By yourself — 5 (38.5%)
Altogether as a class — 9 (69.2%)
In a small group — 6 (46.2%)

Voice and Choice
Drawings for Fable settings and choosing a new ending for Fables!

How do you learn best?
13 responses

repeated practice with worksheets — 6 (46.2%)
repeated practice with hands on activities — 5 (38.5%)
repeated practice with learning games — 12 (92.3%)
Online activities — 8 (61.5%)
small group with a teacher — 6 (46.2%)
whole group instruction — 6 (46.2%)

Reflection-my students love to express their learning with drawings, games, and real life experiences

How do you like to show what you have learned?
13 responses

tests — 5 (38.5%)
writing — 2 (15.4%)
projects — 4 (30.8%)
speeches or talking it out — 1 (7.7%)
Drawings — 9 (69.2%)
— 4 (30.8%)

Pre-tests

Beginning of the year:
*Fill in the blank to help encourage higher level thinking.
Result = students frustrated and stressed out.

Half way through 1st grading period:
*Multiple choice questions on Canvas
Result = guessing and rushing

Second grading period:
*Use a Kahoot as a Pre-test
Result = increase student engagement, students started to notice patterns with questions and the answers (example: multiplying and dividing rational numbers with decimal point placement.

vs

**Amanda Reese
6th Grade ELA & SS
Duquesne**

Narrative Writing
- My learners used a lot of voice & choice when writing a scary narrative.
- They were able to choose their characters, setting, problem, and scary items.
- They really enjoyed the ability to choose what they wanted to put in their own story.
- My learners also got to choose how to produce the final copy.

Tech Tools
- My learners have used Kahoot, Blooket, Brain Pop, Google Docs, Google Slides, Google Forms, Kami, Prodigy, iLit, iReady, etc.
- They really enjoyed these tech tools because while some are games, they are still learning.
- Some tech tools allow them to show their own creativity and it gives them the ability to answer questions without having to speak out loud.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

BrainPOP

99 Math

Prodigy

Multiplication and Fact Families with 3rd Grade
- Students were able to watch videos for multiplication on Brain Pop and iReady.
- Students did teacher assigned lesson on iReady.
- Students had voice and choice as to which multiplication resources they wanted to use to practice.
- They could choose from Monster Multiplication, Fact Family, Monster Division, 99 Math, Xrta Math, and Prodigy.
- Students were more engaged and focused when they could pick the resource to practice their multiplication.
- They enjoyed these resources because they were games they could play while practicing.

BrainPOP Jr.

Math Playground
Give your Brain a Workout

i-Ready

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

- Learners are given a choice for their Daily Math Warm up.
- Learners love having the choice to pick how they want to warm up daily

Nurture a Meaningful and Engaging Learning Community Module
- In this module, it discusses strategies for building strong relationships with learners by getting to know them and regularly checking in over time.
- I did a portfolio and the learners had to give a few words that described them. We shared them with the class and currently hanging on our lockers for others to get to know them.
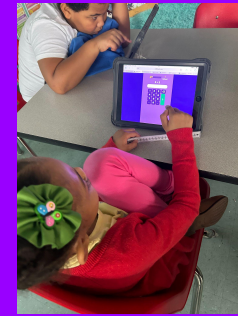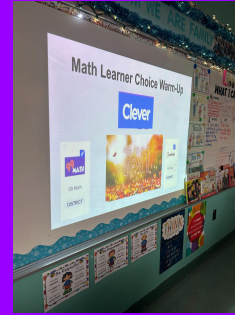
Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.
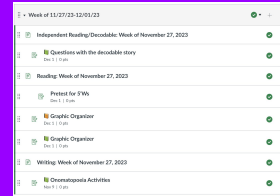
Learners work in Canvas for their personalized learning path to learn, practice, and give evidence of learning with the standard for the week using different technology platforms like I Ready, Prodigy, Kahoot, Google Slides, Jamboards, and Brainpop Jr depending on their color path.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.
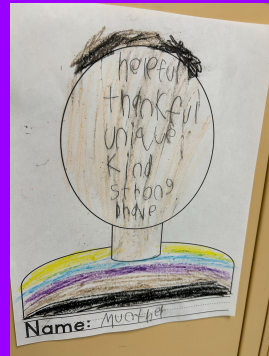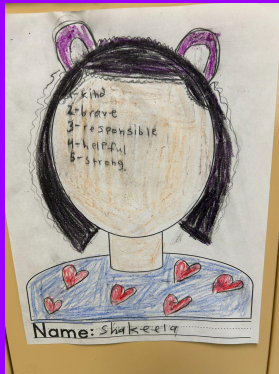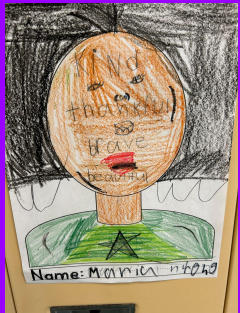
What did you try and with who?

- My Spanish 1 students created a comic strip in Canva to demonstrate knowledge of basic introductory phrases.

How did it go?

- Students LOVED creating the comic strip.
- It took longer than I thought because they really liked adding the people/scenery.
- They are finishing them this week!

Aha moments/Takeaways

- Give a time limit for comic creation.
- Find a way to have students peer edit text.

Learner-Centered COLLABORATIVE

Teacher introduced animals with vertebrates and invertebrates. Next step: Only vertebrates.

Students were asked in whole group: *What do you want to know about mammals, birds, reptiles, fish, and amphibians?*

I noticed: They were encouraging.
One question led to another.
It was better not limit them to one question per student.
Some involved non-real creatures.
It was helpful after reading or discussing to come back to our questions.

What will it look like in the personalized plan?
I could link more resources depending on which family they were interested in.

What now? Back to the library for a more focused collection of books.
Look for more interactive activities.
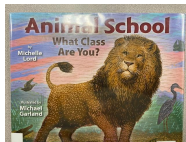
Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Students in my Pre-Algebra class were able to take their knowledge of simple interest, markup/discount, tax/tip and create their own Taco Truck.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

As an activity at the end of our unit on percent (tax, tip, discount, simple interest), the students were given a Create Your Own Taco Truck Activity. They were given the ability to name and design their truck and to create a menu (with prices). They then worked together to create orders and find the total for the given checks.

At the end, they reflected that they really enjoyed having the ability to "create" their own math problems and not have the problems already created for them.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

- Changes in States of Matter Poster
  - Students chose if they wanted to complete a digital or paper copy.
  - Students were able to which phase change they wanted to focus on.
  - Students were able to look up pictures to help create their posters
- Students were graded on a rubric

	1 point	3 points	5 points
Definition	The definition of the state of matter is missing, unclear, or incorrect.	A correct definition of the state of matter is included.	A thorough and accurate definition of the state of matter is included.
Examples	No correct examples of the change in state are listed.	Only one correct example of the change in state is listed.	Two or more correct examples of the change in state are listed.
Images	No images are on the poster.	Only one image is included or the two images are sloppy and/or irrelevant to the change in state.	Two or more relevant images are included and help the viewer understand the change in state.
Explanation of Particle Movement	The explanation of the particle movement is missing, unclear, or incorrect.	A description of the particle movement is explained but needs more detail or clarity.	An accurate, thorough, and easy to understand description of the particle movement between the states of matter is explained.
Neatness	The poster is sloppy or displays a lack of organization that interferes with understanding.	The poster is organized and neat.	The poster is neat, organized, creative, and looks like a lot of time was put into its creation.
Use of Own Words	The poster uses the words of others.	n/a	The poster is completely in the student's own words.

Melting

A change in state from a solid to a liquid

Examples of melting:
- A solid candle melts into liquid wax when lit
- An ice cube turns into a puddle on the counter
- A bar of chocolate warmed by the sun

Ice cube melting
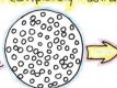
Solid → Liquid

During melting the particles in a solid start vibrating more and more and begin to break apart. The particles then move around and slide past each other in the liquid state.

Freezing is a change in state of matter from a liquid to a solid. The particles slow and get in fixed positions.

When particles are in a liquid state, they move around and slide past each other. When freezing occurs, the particles begin to slow down, get closer together, and form regular patterns until they are in a completely solid state.

Liquid State → Solid State

FREEZING

Examples:
- Making popsicles in the summer
- Frost on car windows on cold mornings
- Ponds turning solid in the winter

Changes in States of Matter

Sublimation
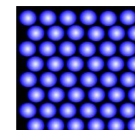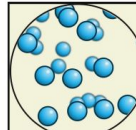
The process of a solid forming into a gas.

Example #1 –
Dry ice forming into carbon dioxide.

Example #2
Candy forming into freezed dried candy.

Particle Movement

Changes in States of Matter

Sublimation

Sublimation is the state change where a solid turns directly into a gas, skipping the liquid state.

Example #1 – Dry ice is an example. The carbon dioxide solid directly becomes a carbon dioxide gas.
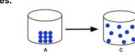
Example #2 – Arsenic is another example. The solid arsenic turns into its gas state by heating it.

Particle Movement

The solid particles obtain enough energy to leave the solid, making them become gas particles.

- **Would you rather choice board using our RIASEC letters.** (Friday)
- Learners were able to pick a choice from the letter that they were given
- Learners were engaged in their flexible seating on the task
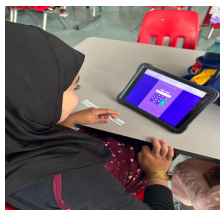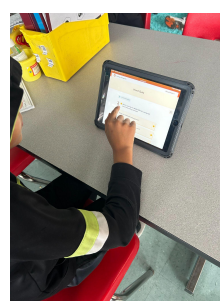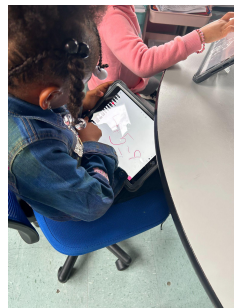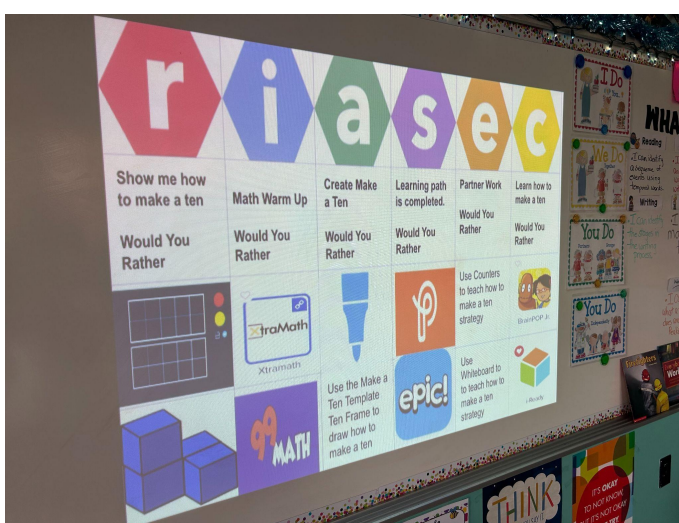
Learner Survey

- Learners completed a survey on their learning interests
- Results: 5 & 5 like Math and Science, 8 prefer to work solo & 2 prefer partners, 8 like quiet & 2 like music while working, 10 like to be seated while teacher is teaching whole group, 10 prefer flexible seating for independent learning
- As a teacher, I learned about my students learning styles and can incorporate more of these things

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

WonderWall
What do you wonder about space?

Learners put their wonders on post it notes and put on the wall.

Teacher will use these wonders to plan Science lessons around the topics that interest them.
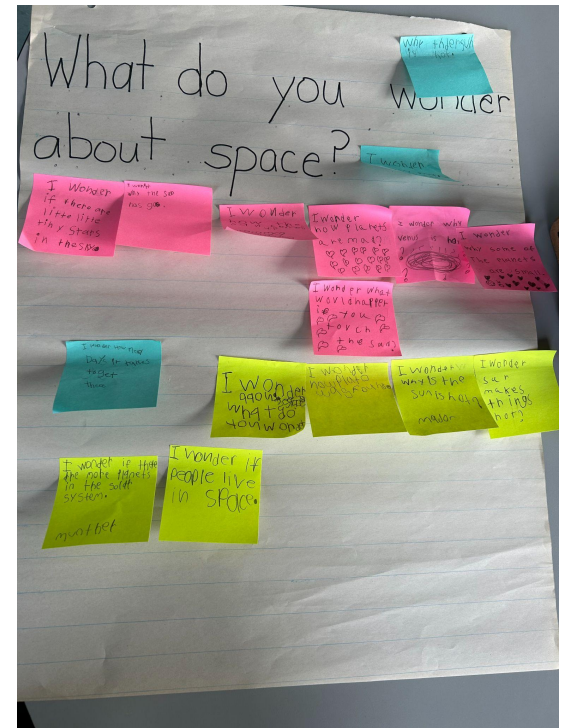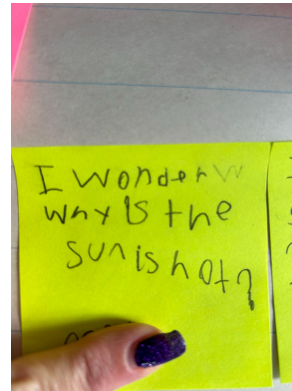
Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.
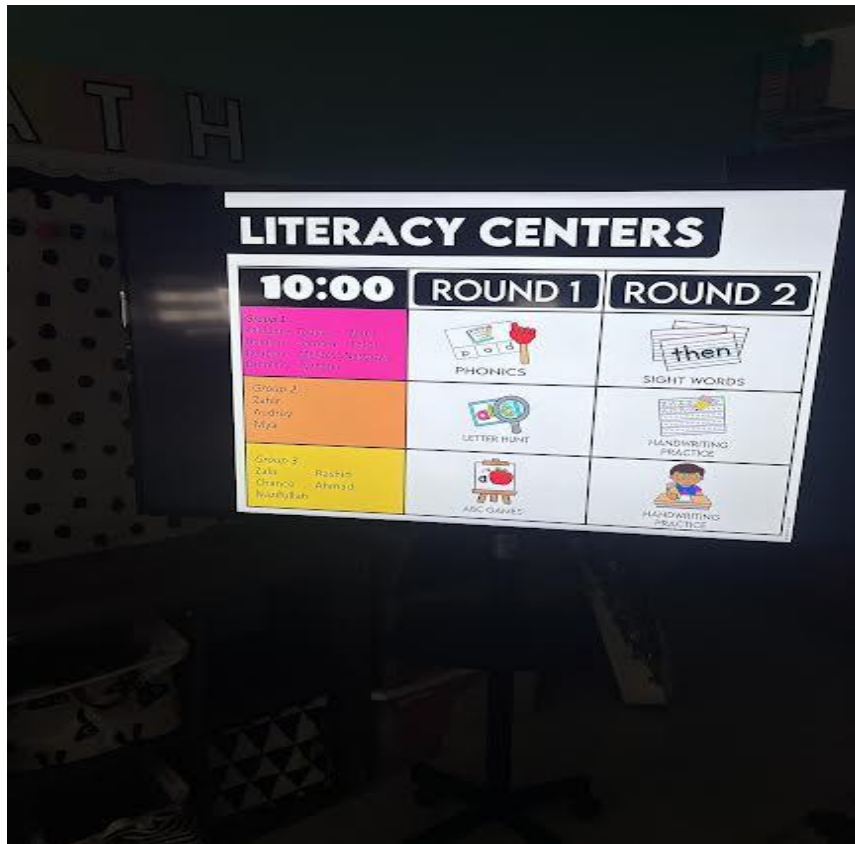
I tried a center rotation slide with a timer and pictures with my kindergarten students so they can clearly see their expectations and how much time is left.

I also allowed them to provide me with their voice and choice in choosing the centers they will be working on.

They enjoyed this and liked seeing the timer on the TV.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Social Studies Choice Boards

- I have been using these coach board with my SS class.
- My learners use these documents when all their assignments are completed but still have more time in class.
- They also use these during our WIN period.
- My learners love these options as way to explore new things in geography/social studies.
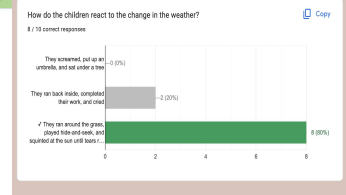
Choice Board

Approved activities when you have extra time in Social Studies!

Globle	Carmen San Diego	iCivics
Find the country	Solve a mystery using Google Earth	Game-based civics
Seterra		Free Rice
Geography challenges		Rice donated to the United Nations Food Program for every correct answer
Bean Bean Bean	Worldle	Sporcle
Beans donated to charity for every correct answer	Guess the country based on its shape	Countries of the World

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Exit Ticket 10/11/2023

Choose the correct answer to the question below.

reesea@dukesk12.org Switch account

Not shared

* Indicates required question

First and Last Name: *

Your answer

Which of these is a reason why Margot's classmates dislike her? *   2 points

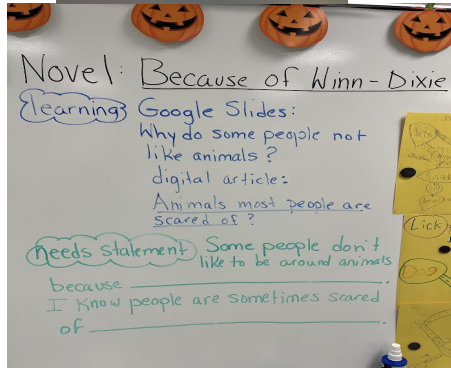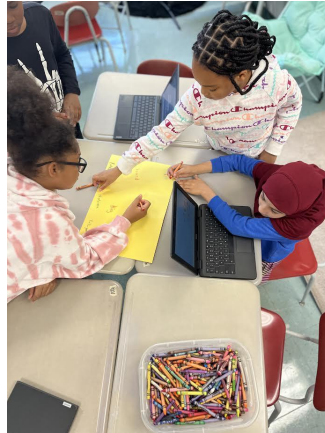○ Her family has more money than all of theirs.

Exit Tickets – Google Forms

- I have used these as my exit tickets for a couple years now with my ELA class.
- I use them as a means of assessment on a particular topic at the end of a lesson.
- My exit tickets are differentiated for my Evidence of Learning
- My learners get the opportunity to answer without speaking out loud.

Early Finishers

Remember... always keep learning!

Mission USA Video Games	GeoGuessr
iCivics Games	Free Rice
Geography Games	Nat Geo Kids Games
Seterra Geography Games	Smithsonian

Incrediblox (top 4 free)	Bean,Bean,Bean
Google Arts-Paint	Wonderopolis
Blob Opera	A Google A Day
Radio Garden-Radio stations all over world	Code.org

Google Maps Street View Treks	Song Maker
Duolingo	Dance Mat Typing
Typing Test	
Riddle Me This	

How do the children react to the change in the weather?

8 / 10 correct responses

Which statement below would best describe a typical sunny day on Earth?

10 / 10 correct responses

I started with the why. Why was I teaching this lesson?

- What did you try?
  Pre-test; essential questions; learning; needs assessment; show your learning
- With whom?
  4th grade ELA students
- How did it go?
  Students enjoy choice and are continuing to grow
- What was an aha moment?
- Empowering my students
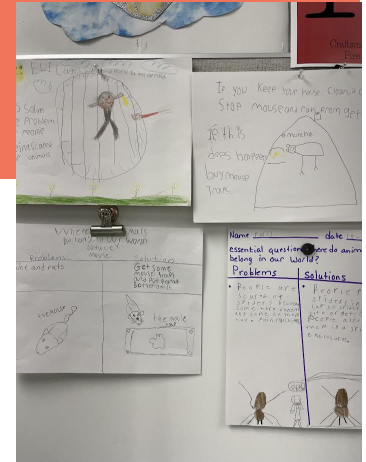
I provided options to collect mastery-oriented feedback from my learners.

**Kayla Holsopple,
K-5 Music
South Allegheny**

Music Progress Conferences and Popular Music Mapping:

In October, the 3rd grade music class completed two co-assigned activities.

1. **Music Literacy Conferencing:**
   a. I met with each student individually to see how they were moving forward in the content of the class. The subject of these conferences was music literacy.
2. **Popular Music Mapping:**
   a. While students were conferencing personally with me, the rest of the class completed a listening map of popular music that they informed me of at the beginning of the year. Thorough this, students gained understanding in artists, genres, and musical adjective use.

Reflection:

1. **Music Literacy Conferencing**
   a. Making time to conference with learners allowed me to see the effects of my teaching and inform what next steps I needed to take to build learner music literacy.
   b. Through this, I was able to identify one key deficit in my instruction and I used that information to build lessons for the following week.
2. **Popular Music Mapping**
   a. This activity went well and I think for the future I would like to build an entire unit around this activity and create something on a larger scale. The activity tapped into my learners' interests!

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Taylor Gensler
K-3 Reading Specialist
Duquesne

Students will use a reading strategies choice board to choose one strategy that they would like to practice during oral reading fluency practice

This will allow students to choose one reading strategy that they feel they could improve upon during fluency and comprehension practice.

Reading Strategy choices:
1. Point to each word
2. Ask did that sentence make sense?
3. Tap out an unknown word
4. Read, skip, read
5. Look for chunks I know

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

When I Read, I Can...

Point to each word.

Ask yourself. "Did that make sense?"

Go back and reread.

Read, skip, read.

Look for chunks I know.

cat ch

Algebraic Inequalities

Tackle Real-World Problems: I codesign learning experiences in which learners solve authentic local and global issues while building content-based knowledge and skills such as critical thinking, creativity and collaborative problem-solving.

Modify Path or Pace: I use quantitative and qualitative evidence to understand individual strengths and opportunities to co-design personalized learning paths with learners

Bump in the road: lacking prior knowledge of variables and solving algebraic equations.

Goal: make solving equations and inequalities more meaningful to students, real-world scenarios for them
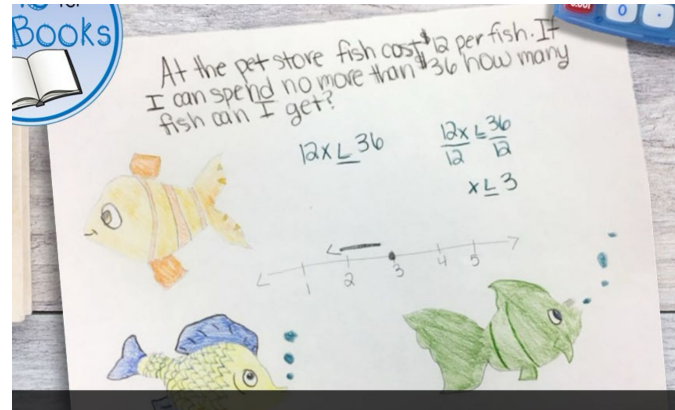
Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

What did you try and with who?

- My Spanish 4 students completed a learner profile.
- I took one of the templates provided in Module 2 and added a learning style quiz link. Here is the slide that I gave my students.

How did it go?

- Students were engaged and loved the High 5 quiz.
- It was 120 questions. I don't think my other levels of Spanish would have taken the time to do it.

Prompts	Tools/Resources	Draft Your Answers
What are your strengths? What do you do well?	If you have already completed the strengthsfinder, you can use your top 5 strengths. If not, take this free assessment to identify your top 5. Strengths Finder (15 minutes)	1. Time Keeper 2. Thinker 3. Problem Solver 4. Eliverer 5. Strategist
What are your interests?	What brings you joy? What do you like to do for fun? What motivates you?	Disney, sports, band, being with friends and family, shopping
What drives you?	What are your goals? What do you want to improve in? What do you want to accomplish this year?	My goals are to have a good career that I enjoy. I want to improve on my public speaking skills. I want to get good grades and go to a college that I feel will help me get to a good career. And I want to decide on what I want to do with my life.
What are you proud of?	Consider the accolades or milestones have you celebrated in your leadership journey?	I am proud of how well I do in school and how all of my teachers believe in my knowledge and efforts.
What is your learning style?	What's your learning style?	Auditory- **30%** Visual - **40%** Tactile -**30%**
What else would you like to share?	Favorite Quotes About your family	"Do or do not, there is not try." "If you can dream it, you can do it."

Strengths Families

- Thinking
- Doing
- Feeling
- Motivating
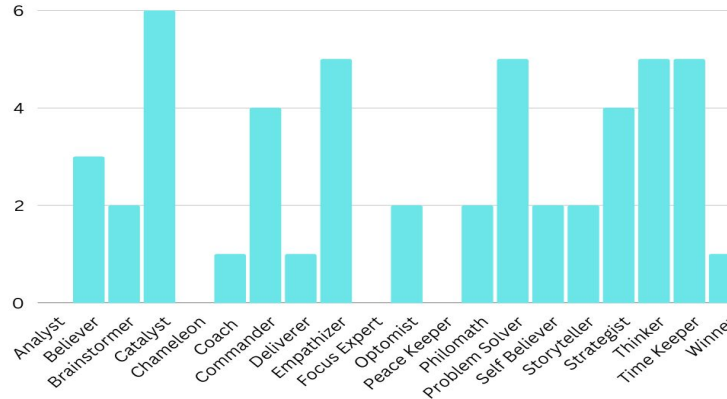
- Discussed the color families of the High 5.
- Made a graph of our class strengths
- Discussed how this information impacts student success in class and my lesson planning
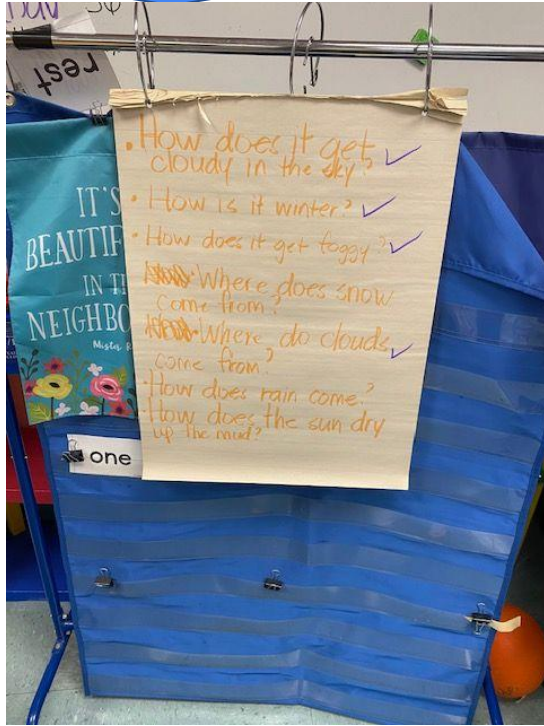
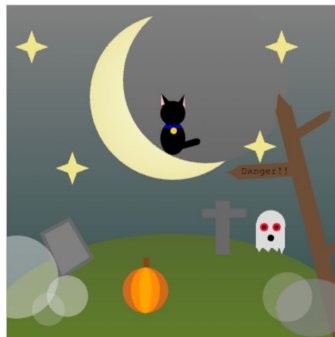**II tried having the children share what they have an open inquiry. Students came up with questions about weather.**

- *My first graders*

- It was awesome. They came with questions ready.
- They had questions floating around their heads. It more enjoyable to go in their directions instead of what I thought they wondered.
- It was great to come back and reflect.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Student Voice & Choice - Python Programming - 8th grade
Culminating activity after learning Python coding for 6 weeks.
- Partner coding
- Could work alone if they wanted.
- Choose a Halloween or a fall scene
- Lots of collaborative problem-solving
- Behaviorally it went really well
- Students got REALLY into it this!
- Made it a competition - let the IT dept vote on projects.
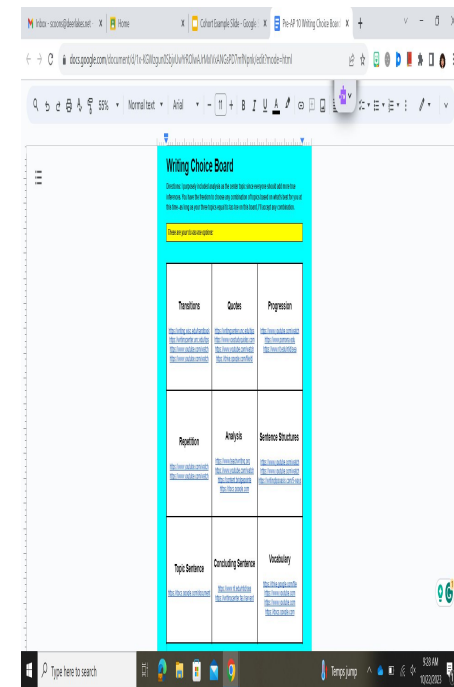- Kids I thought would collaborate didn't

Leverage Technology: I use technology to efficiently track progress, engage learners in different ways, and offer academic supports.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Stacy Coons
scoons@deerlakes.net
Pre-AP English 10

I should provide more voice and choice in higher level classes. After students completed paragraph writings, I asked students to write their writing strengths and weaknesses on post-its. After reading their suggestions, I created a writing choice board so we work together on deciding the aspects of their writing on which to focus in order to benefit them the most.

I strategically placed all choices on the tic-tac-toe board based on OUR collective thoughts about strengths and weaknesses. I hope to see less physical writing anxiety as they write their first essay, and I hope to engage more with them as they work in a workshop format.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Design With, Not For: I co-design learning experiences and/or assessments that leverage learner's interests and strengths.

Learner-Centered
COLLABORATIVE

At our museum visit Friday, you'll be choosing something that we have seen in person. Even if it's something you just pass by and want to know more about. Take a pic of it and the info card at the museum so you have it to research later.

You'll do additional research on this work after our visit. Refer to the choice board below to choose a way to present this artwork to your classmates.

MUSEUM VISIT CHOICE BOARD

WE VIDEO - CREATE A VIDEO THAT CONTAINS ALL OF THE RESEARCHED INFORMATION ABOUT THE WORK AND THE ARTIST.

TRADITIONAL PRESENTATION - GOOGLE SLIDES OR PREZI. YOU WILL PRESENT THIS INFORMATION TO YOUR CLASS-MATES ON THE BOXLIGHT.

A RAP OR A SONG ABOUT THIS NEW ARTWORK AND THE ARTIST. YOU SHOULD HAVE SOME IMAGERY TO ACCOMPANY YOUR SONG WHILE WE LISTEN AS A CLASS.

I hoped a live presentation would deter the comfortable Google Slide option. That did not work. 😖 As a result, we took some time in canva.

when the coffee kicks in

A Choice Board for a Museum Visit Follow up!
- **What:?** A Choice Board to present info found during a Carnegie Art Museum tour/visit.
- Who? AP Art History class - 7 students, grades 10, 11, 12
- **How did it go?** It went "ok" with most students uneasy about getting out of the "Google slides" box. No one chose any other option. 😑
- **Thoughts:** I don't think they know some of the technology I'm asking them to use. Maybe I'll make a flex time to show them "we video" or some Canva features.
- **Takeaway:** As a follow-up to this project, we did explore GIF making on Canva because i assumed they were familiar with Canva and they weren't! Once they were shown what to do, they did great and now have another tool for their toolbox.

When I took the time to show them how Canva works and how to make a GIF, They were much more comfortable making something new to help remember images we are learning in AP Art History. **BABY STEPS!**
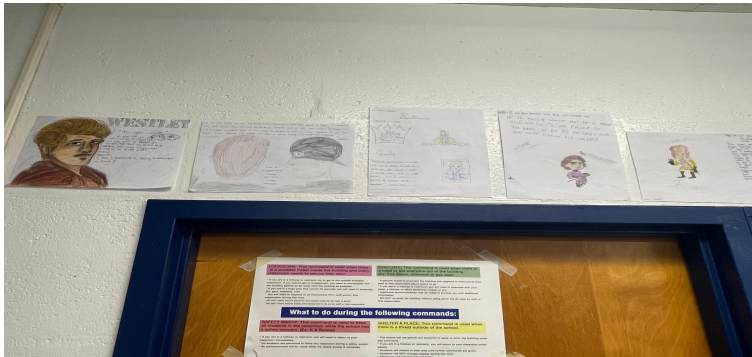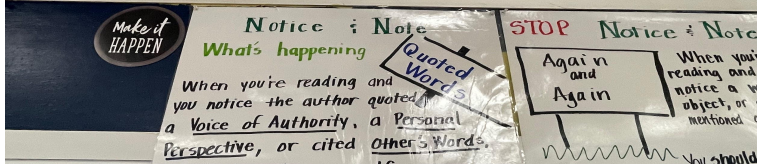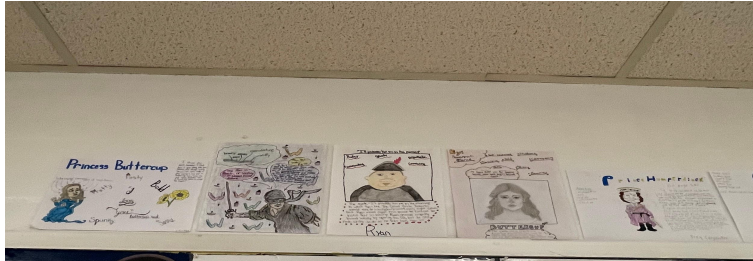
- Learning Target: I can have a class discussion from the novel The Princess Bride.
  - Students had to work in groups, come up with their own discussion questions from each chapter, and then share those discussion points with the class on a Google Slide presentation.
- Learning Target: I can create a character poster on any character from the novel *The Princess Bride*.
  - Students had to include a drawing of what the character looked like, a meaningful quote from the character including page number, and character descriptions.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Shaun Johnston, South Allegheny Middle School, Grade 8 ELA

# Cross-Curricular Civil Rights and The Outsiders Project

- Co-taught lesson with the Media Specialist, History Teacher, and ELA teacher.
- Prior Knowledge: Students had completed a Chapter on The Civil Rights Movement and reading The Outsiders.
- Learning Targets: I can determine the connections between The Outsiders and the Civil Rights movement of the 1960's and identify common themes.
- Students had to make and present their connections they found using Canva.

Provide Voice & Choice: I design learning experiences that offer flexibility in process, product and/or pace.

Tiffany Duda, SA
10th/11th grade
Chemistry

Valentine's Day Cards and Boxes
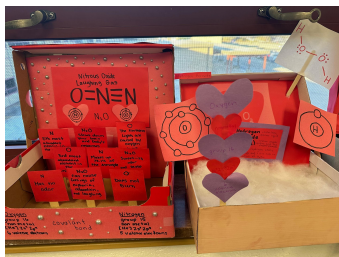
Empower Learners: I help learners build their agency, determine priorities, and persist through challenges.

Students created Valentine's boxes and cards using atoms that 'match' with each other. This was used as an introduction to chemical bonding.