

Essential Question for Our Conversation

How do we design task parameters that measure and motivate student learning?

"THE SECRET OF CHANGE IS TO FOCUS ALL OF YOUR ENERGY, NOT ON FIGHTING THE OLD, BUT ON BUILDING THE NEW."

— SOCRATES



Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Disciplinary Outcomes	<i>What are the subject-specific goals of learning?</i>		
Cross Disciplinary Outcomes	<i>What learning goals cut across all subject areas?</i>		
Task	<i>What is the challenge?</i>		
Audience	<i>Who is the audience? How does that shape communication?</i>		
Feedback	<i>How is feedback provided? How is it used?</i>		
Evaluation	<i>How is performance evaluated on a given task?</i>		



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Element	Minimal Student Input	Some Student Input	Student-Driven
Disciplinary Outcomes	Established standards dictate the content and skills to be learned	Student has some choice <i>within</i> prescribed content and skills in established standards	Student determines content and skills they wish to learn within established standards



1st Grade TASK

- **Disciplinary Outcome:** (*Geography/Math*) Describe a location using appropriate vocabulary, explanation and tools
- Can you help me find my way?** We know how frustrating it is to be lost and that happens to new people that come to our school. As a team, you will work together to create a set of directions from the main office to a location in the school.
- Use positional words and nonstandard or standard units of measure to describe how to get from your classroom to another location in the building.
 - Record the description on a set of directions using a recording device.
 - Test it out and revise as needed.



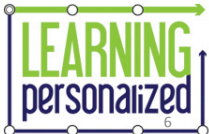
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Element	Minimal Student Input	Some Student Input	Student-Driven
Cross-Disciplinary Outcomes	Cross-disciplinary outcomes have been established	Student has opportunities to develop based on explicit teaching and assessment	Student identifies cross-disciplinary outcomes from a common set



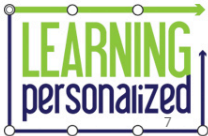
Manchester Capacities

- **Critical Thinking:** *Analyze and evaluate information, ideas, claims, and/or representations to construct meaning*
- **Problem Solving:** *Identify, define, and/or explore a problem or situation, work through a process to determine a solution, draw a conclusion, or have a better understanding of the problem.*
- **Creative Thinking:** *Develop idea(s) through a meaningful process (structured or unstructured) that inspires the development of original or innovative products, performances, or solutions.*
- **Collaboration:** *Work to achieve a common goal through sharing responsibility, exchanging and evaluating knowledge and ideas, and respectfully considering alternate points of view*
- **Communication:** *Express ideas and/or share information to effectively engage an audience for a given purpose and task*
- **Self-Direction:** *to pursue an idea or outcome by taking action and monitoring progress through reflection and feedback within designated timelines*



Health Sciences Example

- Research the background of an impact of a specific communicable disease on human society and prepare a presentation.
- Prepare a plan for their school or community to respond to an epidemic, including researching, evaluating, and revisiting existing plans, if any.



Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Task	Teacher, curriculum, or computer generated	Teacher guides definition and articulation of the problem, idea, design, or investigation	Student independently defines and articulates the problem, idea, design, or investigation



The True Cost

Students will work in small groups to quantify specific programs, policies or life-changing events. The goal is to determine the true costs and reasonable estimates in order to make informed decisions about current and future behavior.

- Natural disaster
- Owning a motor vehicle
- Raising a baby
- College degree



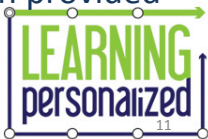
Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Audience	Teacher is primary audience for student product or performance	Student has input into or choice in audience	Student engages with authentic audience to demonstrate learning and to add value through contribution



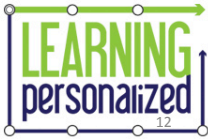
Student as Interviewer

Students conduct an interview in order to elicit information from the subject to achieve a desired result (i.e. deepen knowledge, determine guilt, make decisions). This task requires extensive preparation in order to develop appropriate questions and questioning techniques that will serve as the foundation of the interview. In addition, students are expected to demonstrate effective listening/observational skills and agility through the spontaneous creation of questions based on the responses they are receiving during the experience. After the interview, the student analyzes the information provided to effect the desired result.



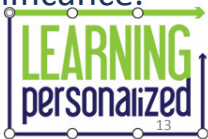
Personalized Learning Evolution

Element	Minimal Student Input	Some Student Input	Student-Driven
Feedback	Teacher provides formal and informal feedback to help students revise and refine the task	Teacher and others (e.g., peers, experts in the field) provide feedback to help students revise and refine the task	Student seeks and uses feedback from teacher and others to guide performance



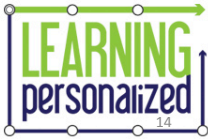
Community Beautification

Students collaborate to develop and execute an idea that will contribute to the aesthetic beauty and health of a place/community. This development process includes: survey of the area/ neighborhood to determine current condition, interview people who live in/use the space to find out their concerns and ideas, propose and get approval for the project, develop a plan of action, and complete the task. Technology is expected to be used in order to collect data, effectively document the process, solicit volunteers/ contributions, and/or advocate for its significance.



Personalized Learning Evolution

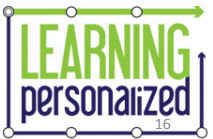
Element	Minimal Student Input	Some Student Input	Student-Driven
Evaluation	Teacher generates a score and provides explanation of performance	Student rates performance based on given outcomes to inform teacher evaluation	Student and teacher interpret evidence of achievement in relation to key outcomes and goals



Presentation Rubric				
Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 – Advanced
Ideas & Content <i>Did I convey a clear message and stay on topic?</i>	I use insufficient details and sources that weakens my topic/position (e.g., irrelevant, repetitive, inaccurate).	My topic/position is generally focused but the scope and/or support is limited (e.g., not enough development, specificity, depth). I identify selected sources that are related to the topic/position but not embedded cleanly (as appropriate).	The scope of my topic/position is focused and supported by accurate and effective details. I carefully select sources that are included to illustrate the topic/position (as appropriate).	I use substantive and accurate details to support and extend my topic/position. I carefully select sources that are embedded strategically to illustrate the topic/position (as appropriate).
Organization <i>Is my presentation easy to follow?</i>	My presentation of the topic/position has limited structure which impacts overall meaning.	I have a basic structure but it does not consistently support overall meaning.	I have an effective structure that supports overall meaning.	I develop a skillful and effective structure that enhances overall meaning.
Language <i>Are my words and phrases carefully chosen?</i>	My language is ineffective and inappropriate for my topic and audience.	I use language that is helpful to me but may not help my audience understand my topic/position.	I use precise and appropriate language to support my topic/position to connect with my audience.	I use precise, compelling, and appropriate language and rhetorical devices to support my topic/position and connect with my audience.
Delivery <i>Does my presentation support my message?</i>	I rarely or never look at my audience. My gestures, posture, facial expressions, and/or movement distract from the presentation. How I use my voice makes it difficult for the audience to hear and understand me.	I sometimes disengage as I'm speaking by not making eye contact with my audience. My gestures, posture, facial expressions, and/or movement are disconnected from the presentation (e.g., too casual, nervous gestures). How I use my voice is inconsistent: there are moments of clarity and inaudibility.	I use eye contact to connect with my audience throughout the presentation. My gestures, posture, facial expressions, and/or movement fit the presentation. My voice is clear and understandable (volume, pace, articulation, pronunciation).	I deliberately use eye contact with a range of audience members to maintain attention and achieve a desired effect. My gestures, posture, facial expressions, and/or movement enhance the presentation. My voice is clear, understandable and compelling which enhances the presentation.
Presentation Aid(s) <i>Do my presentation aid(s) support my message?</i>	My presentation aids are inappropriate or distract from my message.	My presentation aids support the topic but generally do not add to my message.	My presentation aids support the topic and my message.	My presentation aid(s) support the topic and my message as well as add value through audience engagement (e.g., use of humor, pose thought-provoking questions, surveying, use of audio/video clips).

Self-Evaluation: Where are you on the Personalized Learning Evolution?

- Three minute pause to evaluate where you are on the task design elements?
- Where might an area be where you could start moving to the right?



Next Steps

- Analyzing a possible task to determine:
 - Where it lives on continuum
 - Substantive interdisciplinary connections
- Refining a task based on above analysis
- Brainstorming other personalized learning task ideas

