

Personalized Learning: Blending examples from Two Schools...



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Now, what word jump out at you?

Write a sticky note or two about what word or words that POP out at you.



Blended Learning from the State Department of Education

In a blended learning environment, learning occurs online and in person, augmenting and supporting teacher practice. This approach often allows students to have some control over time, place, path, or pace of learning. In many blended learning models, students spend some of their face-to-face time with the teacher in a large group, some face-to-face time with a teacher or tutor in a small group, and some time learning with and from peers. Blended learning often benefits from a reconfiguration of the physical learning space to facilitate learning activities, providing a variety of technology-enabled learning zones optimized for collaboration, informal learning, and individual-focused study.

Scheck Hillel Community School's definition

Blended learning is a method of teaching that personalizes instruction for students to meet their needs and move them forward. In our blended learning model, students work in small groups that are formed through teachers evaluating data from testing, classroom activities, and student work samples. In small groups students have personalized instruction with the teacher, do hands-on work with their small group to improve their understanding, and complete independent practice to bring their knowledge farther. While not always part of the day to day instruction, technology can be used to personalize instruction for students in the blended learning classroom.



Table share

Share a word or phrase with your table. Pick 1 thing from the table share to share with all of us.



Administrator viewpoint

Attitudes/Behaviors

Taking a Risk

Culture of Collaboration and Communication

Advantages/disadvantages

Pitfalls



Coaching viewpoint

Student Role Shifts	Teacher Roles Shifts
<ul style="list-style-type: none">● more control● ownership● less of an “empty vessel”● flexibly grouped● okay to fail● adventure	<ul style="list-style-type: none">● facilitator● more able to leverage relationships in class● skill and concept focus● get to know students more deeply● more socratic● transparent



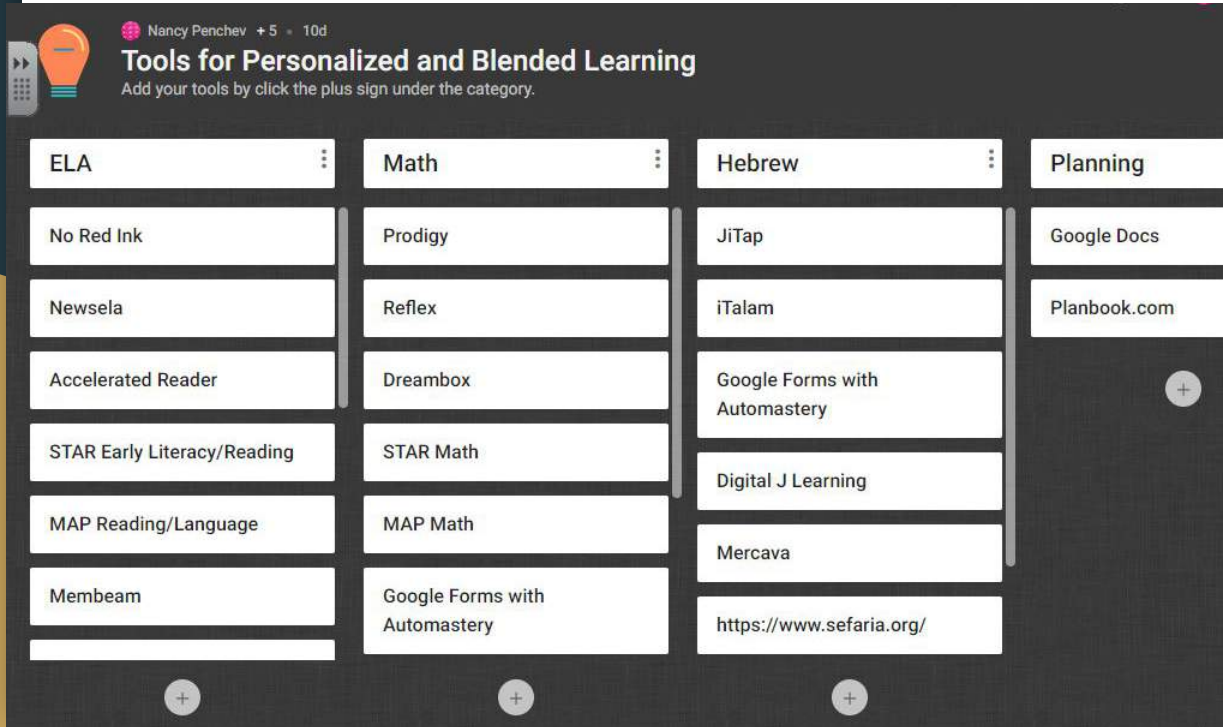
Managing Complex Change

Vision	Skills	Incentives	Resources	Action Plan	Results	Change
	Skills	Incentives	Resources	Action Plan	Results	Confusion
Vision		Incentives	Resources	Action Plan	Results	Anxiety
Vision	Skills		Resources	Action Plan	Results	Resistance
Vision	Skills	Incentives		Action Plan	Results	Frustration
Vision	Skills	Incentives	Resources		Results	Treadmill
Vision	Skills	Incentives	Resources	Action Plan		Inertia

Tools for blended learning

Add your favorite tools

<https://scheck.padlet.org/penchev/tools> or scan the QR code



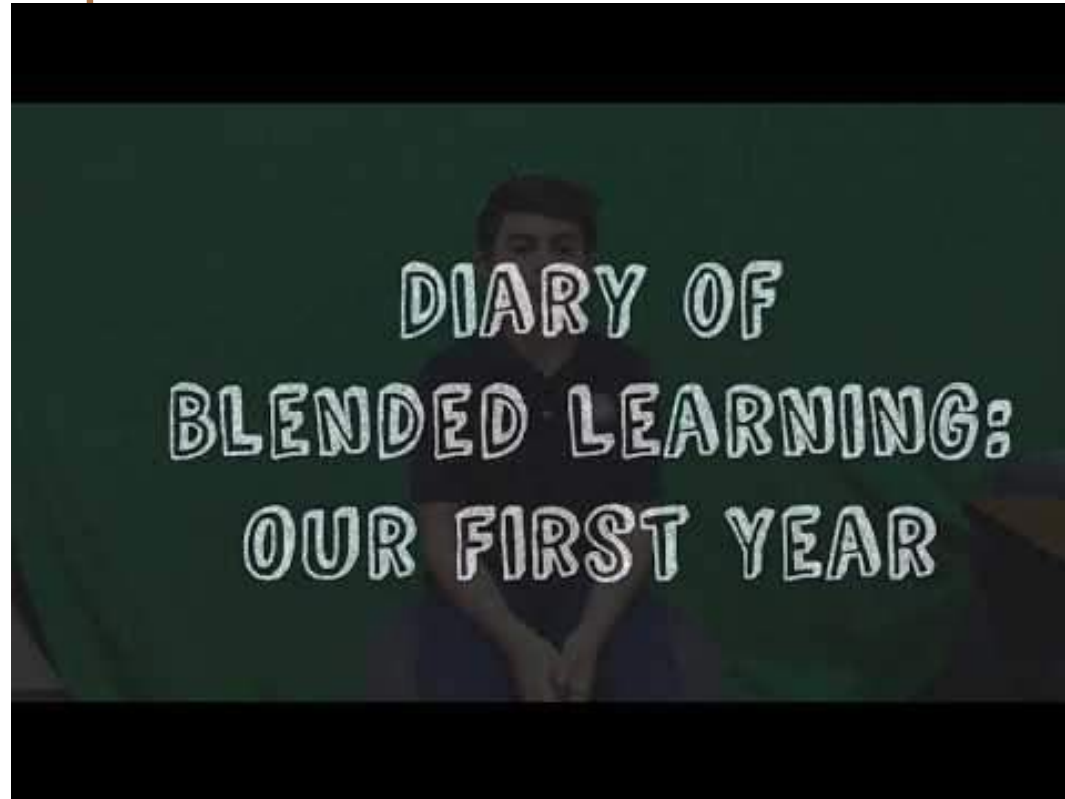
Tools for Personalized and Blended Learning
Add your tools by click the plus sign under the category.

ELA	Math	Hebrew	Planning
No Red Ink	Prodigy	JiTap	Google Docs
Newsela	Reflex	iTalam	Planbook.com
Accelerated Reader	Dreambox	Google Forms with Automastery	
STAR Early Literacy/Reading	STAR Math	Digital J Learning	
MAP Reading/Language	MAP Math	Mercava	
Membeam	Google Forms with Automastery	https://www.sefaria.org/	



Student Viewpoint

Created by
students in
5th grade for
their poster
presentation
at ISTE2017



Want to explore Blended Learning on your own or with your school?

Join <https://canvas.instructure.com/>

Email Penchev@ehillel.org with the names and emails of people who want to join the learning network.

Blended Learning

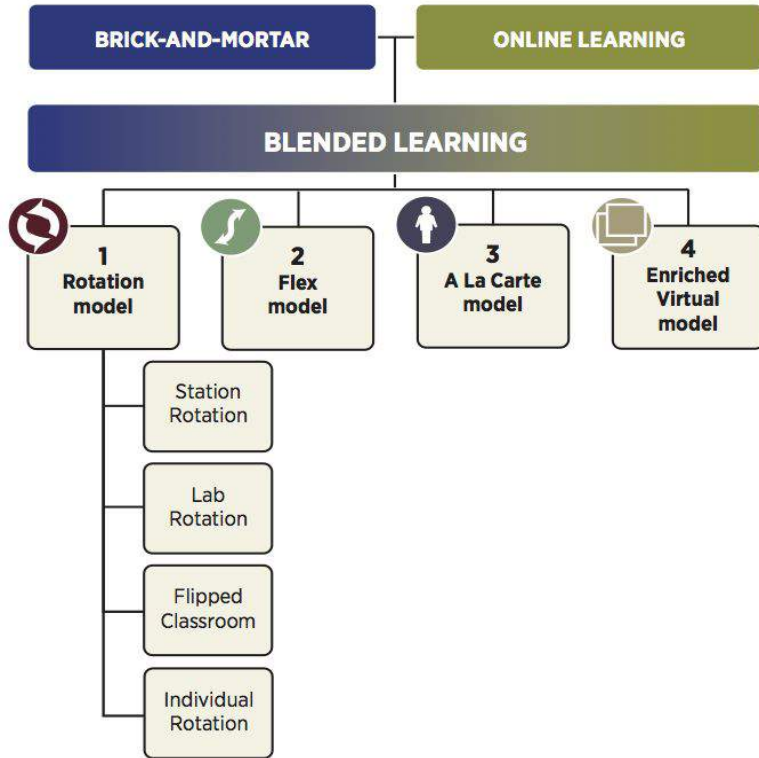
101: Introduction

201: Finding your data

301: Planning your lesson

401: Action Research

Models



Rotation Model

- station rotation model - centers
- lab rotation model - computer lab
- flipped classroom - watching lecture at home
- individual rotation model - individualized components

Flex Model

- online learning as the backbone of learning (main content online, teachers as facilitators)
- individually customized, fluid schedules
- teacher facilitates and provides support to varying degrees

A La Carte Model

- entirely online course alongside school
- teacher is online
- not an all-school experience
- some classes taken online, others in school

Enriched Virtual Model

- required face to face sessions, online learning is then how the students work individually from remote locations
- differs from the flipped classroom because students do not meet face to face with their teachers everyday as the backbone of learning
- individually customized, fluid schedules
- teacher facilitates and provides support to varying degrees

Additional Resources

[What Blended Learning is and What it isn't](#)

[More details on rotation models](#)

[The difference between Blending Learning and Technology Integration](#)

[What does Blended Learning Really Look Like](#)

[Rotation model Caitlyn Tucker](#)





Personalized Learning: In a Class or Unit

By Uriel Lubetski

Personalized Learning Definition

Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) may all vary based on learner needs. In addition, learning activities are made available that are meaningful and relevant to learners, driven by their interests and often self-initiated. This means:

- The pace of learning is adjusted
- Learning objectives, approaches, content, and tools are tailored and optimized for each learner
- Learning is driven by learner interests
- Learners are given choice in what, how, when, and where they learn
- Learning is often supported by technology

Office of Educational Technology

<https://medium.com/personalizing-the-learning-experience-insights/what-is-personalized-learning-bc874799b6f>

3 Station Rotation Example

1. Structure of 10 dibrot - with teacher
 - a. Statement - All mitzvot can be found in 10 dibrot.
 - b. How can you prove this statement? What can be considered proof?
 - c. Utilize commentaries to prove the statement
2. Importance of these 10 dibrot - on a google form
 - a. Take out three dibrot that are not as important as the others
 - b. Explain why you took out these three
 - c. Add in three dibrot that you feel are more important and explain why
3. Questions & Applications (examples below)
 - a. In dibra 8, לֹא תִגְנוֹב, Hashem commands us not to steal. What forms of stealing (other than stealing a person i.e. kidnapping) do you know of?
 - b. In dibra 10, לֹא תִחְמַד בֵּית יָרֵעֶךָ, Hashem seemingly commands us to control our thoughts. Is this possible? How?



Google Form - Importance

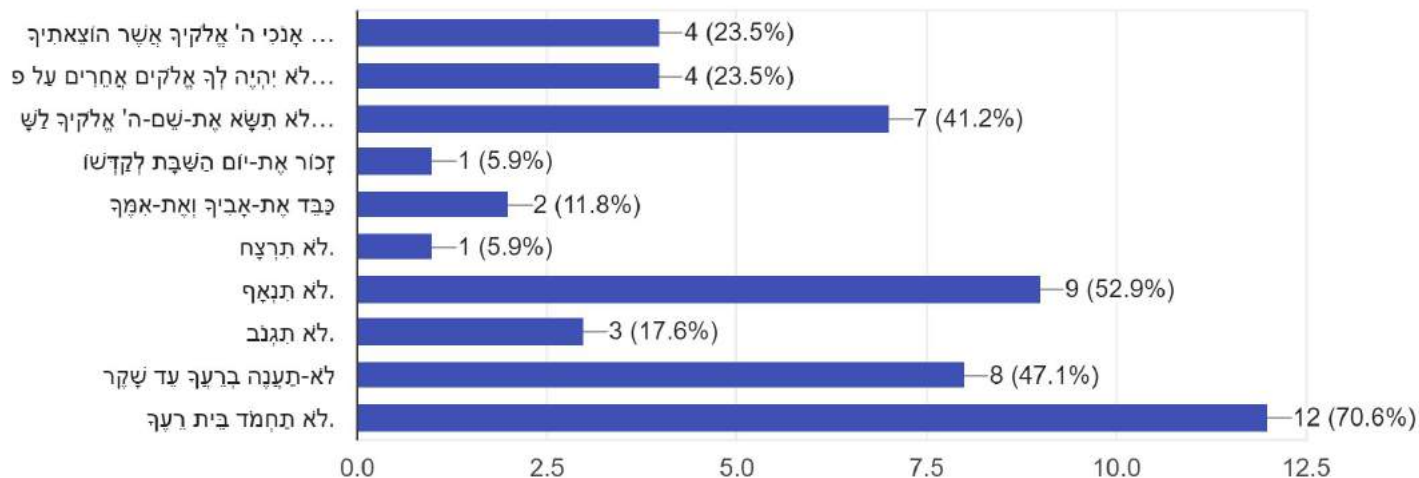
[See actual form](#) on Importance



Importance - Responses (1)

Which three dibrot would you take out? (are not as important as the others?)

17 responses



Importance - Responses (2)

For each דברה that you removed in the previous question, explain why you removed it from the list.

15 responses

Don't worship other gods-because it states earlier that hashem is our g-d
Don't swear with hashems name-again we feel like it connects to the gist of the first one
Not all may be your wife-we should believe that people will make good choices when marrying.

The first 2 commandments- we feel that the first 3 are all extremely similar however we think that the first one brings all 3 together the best.
No improper marriages- we feel that people should have freedom with their marriage. However we hope people make the correct choice.

We removed 'אנוכי... because it is repetitive from 'אלוקים, we removed 'לשווא because it is repetitive from 'לא תשא את שם ה' לשוא, we removed 'לא תשא את שם ה' לשוא because it is impossible to never be jealous.

For 'לא תחמוד בית רעך we chose this because sometimes it's hard not getting jealous at times and we don't like getting עבירות for it. We also chose 'עד שקר because sometimes people make mistakes. Lastly we chose 'אלוקים לשוא because sometimes we just have to say it.

Importance - Responses (3)

Pass Torah from generation to generation(#22), not to insult or harm anyone with words(#501), a woman must give a korban after they give birth and go to the Mikva(#437)

1. Not to eat from sacrifices which became impure
2. every impure person must immerse himself in a Mikva to become pure.
3. To not be superstitious

To say שמע twice daily, Not to marry non-Jews,

180,13,587

13. To love other Jews.
180. Not to eat non kosher animals.
587. Mourn for relatives.

Fear ירא, not to hate converts, to not embarrass others

1. 22- To learn Torah and teach it
- 2.

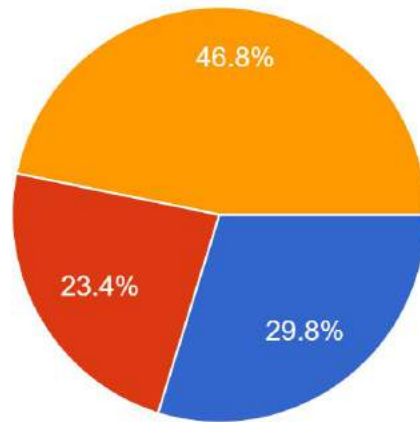
Not to make i City into non Jews. And to right a safer Torah/learn the Torah

Keeping kosher, to teach and learn the Torah

Exit Ticket - Which activity was your favorite?

Which activity was your favorite?

47 responses



- Station 1: Learning about Structure of Aseret Hadibrot with Rabbi Lubetski
- Station 2: Importance of Aseret Hadibrot - Choosing 3 to take out and 3 to put in
- Station 3: Interesting Questions on and Application of Aseret Hadibrot

Which aspects of Personalization are included? What is the main aspect?

- The pace of learning is adjusted
- Learning objectives, approaches, content, and tools are tailored and optimized for each learner
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Takeaway Messages for Teaching Next Class

- Which commandments were deemed 'not as important' and need to be emphasized?
- Which commandments were not included and why? (how are they subsumed under other commands)
- Which commandments were not clear and further discussion and explanation are needed?
- Was the structure of the commandments clear?



Playlist Example

A playlist is a learning plan that students work through at their own pace. With playlists, the responsibility for executing the learning plan shifts to students. Students are given the unit plan, including access to all the lessons (in text or video form), ahead of time. With the learning plan in hand, students work through the lessons and assignments at their own pace. Furthermore, they are given choices allowing for differentiation of learning.

(cultofpedagogy)



Previewing

Preview how you will learn, understand, and apply the category of creative work called planting.



Playlist - Learning Activities

- Complete an EDpuzzle for this lesson [here](#)
- See the notes [here](#)
- If you don't understand anything- please feel free to ask me!!
- If you have any “What If...” questions- submit them [here](#) and we will review by the next Checkpoint.
- Watch how this melacha is done [here](#)



Learning

Students
conferencing
with teacher



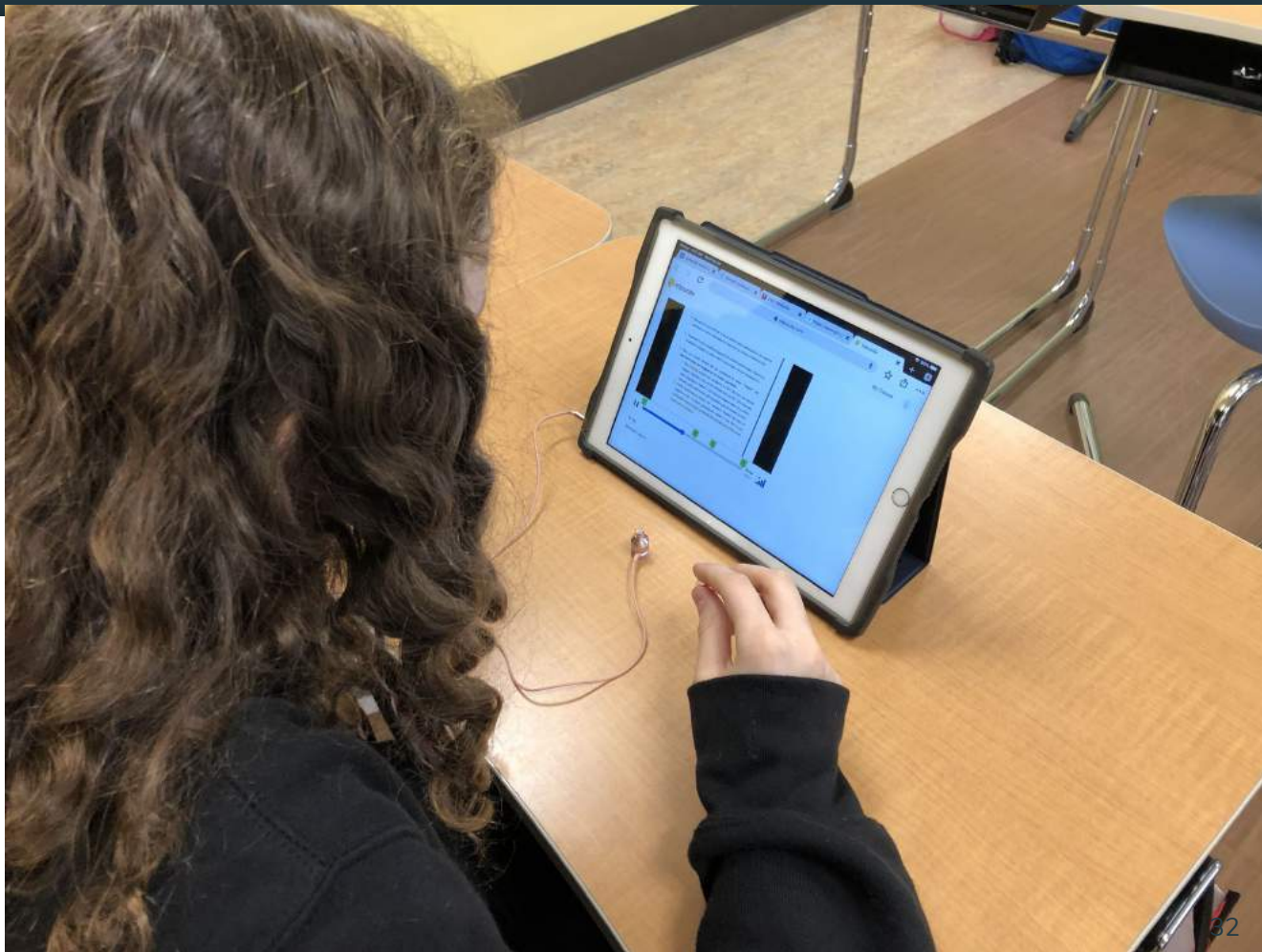
Learning

Students
watching a
video about
hilchot
Shabbat



Learning

Students
listening to
and
completing
their
edPuzzle



Playlist - Applying Activities

1. Create a **scrapbook**
2. Create **Quizlet** flashcards as a review for חורש and זורע.
3. Create an **iMovie** showing at least 2 things we learned in this Melacha.
4. Use [Popplet](#) to create a graphic organizer organizing the גזירות & תולדות, מלאכה, אב.
5. Create a **voicethread** or any voice recording of you explaining the main points
6. Write 2 ways you think this Melacha **applies to you personally**.
7. Create a **comic strip** about this melacha-
8. Write a **story** using some of the practical applications we learned, or make up your own!

Applying

Students
working on
their
scrapbook



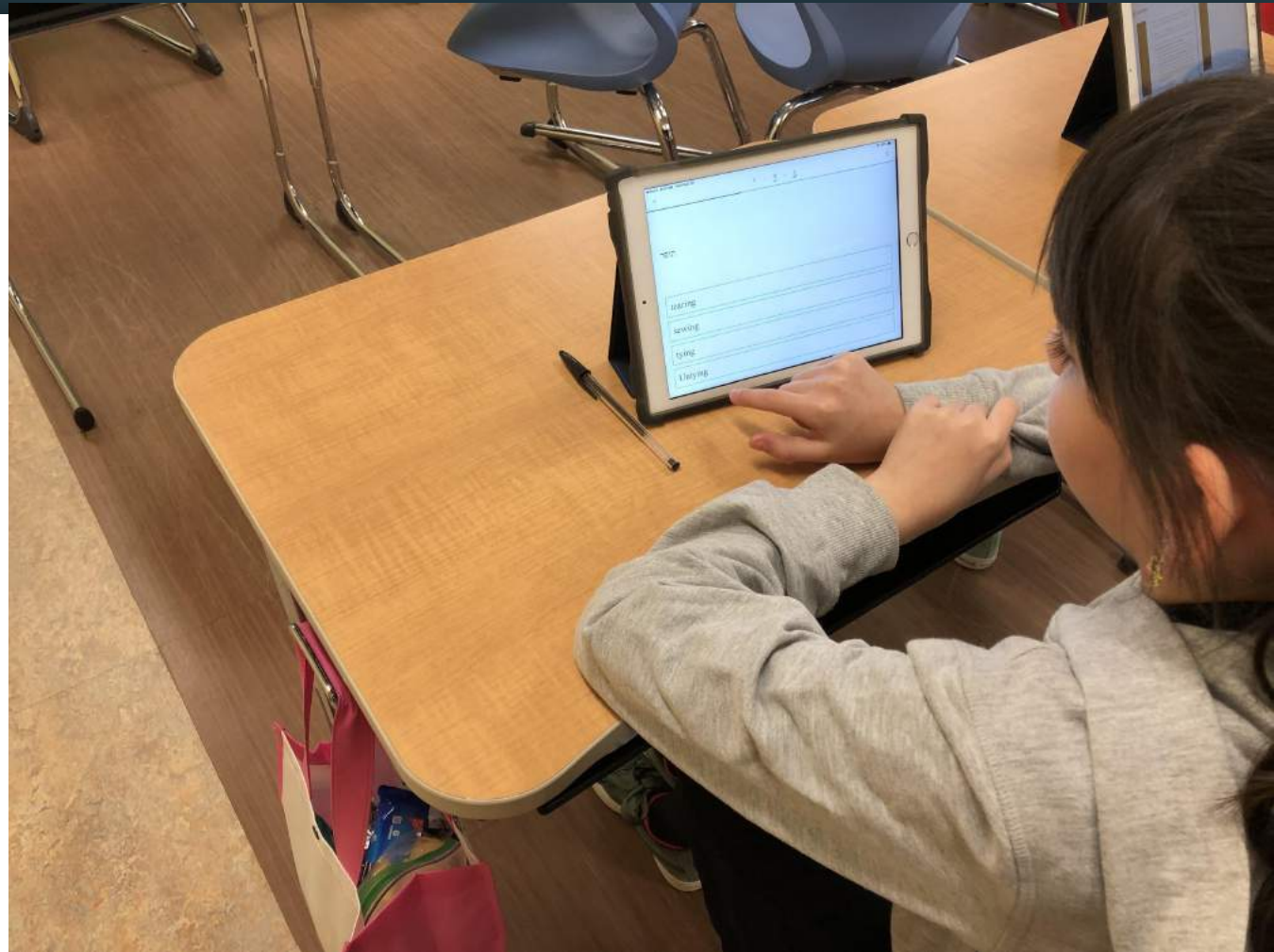
Assessing Activities

Complete the **צובע** assessment on Haiku. You can find it under the Assessments tab or on the **צובע** page. You have 10 tries so if you don't score as well as you'd like, you may find it helpful to review the Edpuzzle and/or your notes before retaking it.



Assessing

Students taking an assessment



Reviewing & Reflecting Activities

[Blank Workflow guide](#) for סידורא דפת.

[Completed Workflow guide](#) for סידורא דפת.



Reviewing Reflecting

Students
completing
their
workflow
guide



Reviewing Reflecting

Students
conferencing
with teacher



Active Learning

Whole room working



Which aspects of Personalization are included? What is the main aspect?

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Takeaway messages - Playlist

- Student Pace
- Student Choice
 - Choice in learning
 - Choice in production



PD Examples

Blended learning PD

[Pre-class assessment](#)

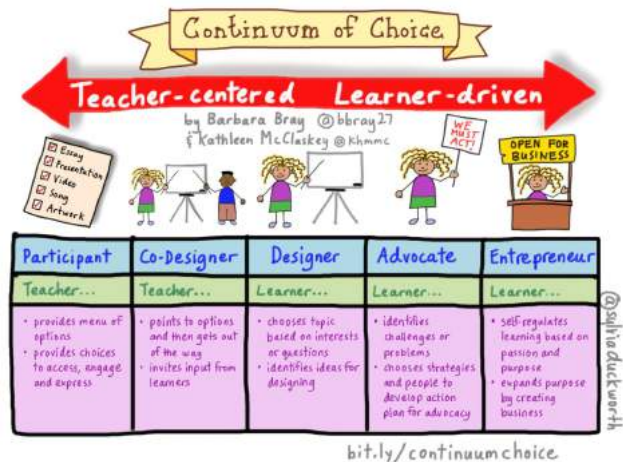
Hands On Center: Create a perfect classroom model for blended learning

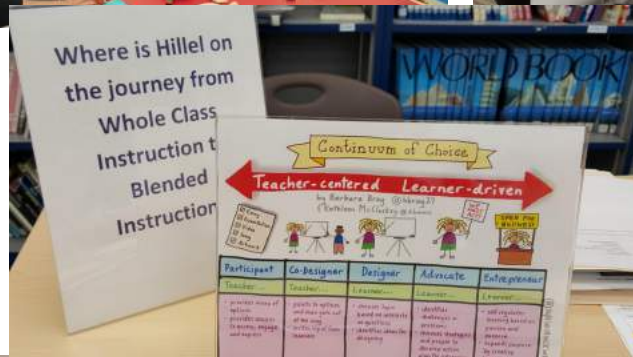
Teacher Center: Where are we on this journey? [Innovation image](#)

[Tech center for Blended learning](#)

Glow and Grow PD [notes](#)

[Movie clips to intro b.l.](#)





Classroom Examples

3rd grade Social Studies Map skills

2nd grade math money

Questions & Answers