Growing Agency #AllLearners

Doris Mountain Summit

June 2024

KnowledgeWorks
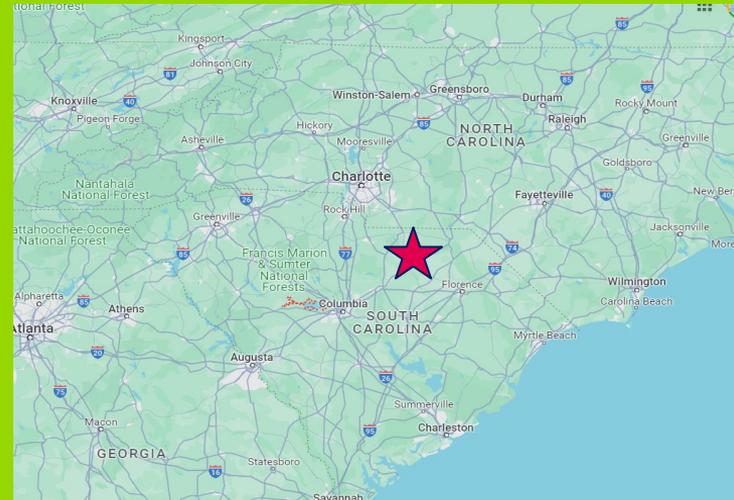
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Learning Targets

➔ Understand/deepen understanding of strategies to develop and support learner agency through goal setting.

➔ Design plans for implementing goal-setting in upcoming learning experiences.

Why agency?

agency noun

agen·cy ˈā-jən(t)-sē 🔊

plural **agencies**

Synonyms of *agency* ›

1   **a** : the office or function of an agent (see AGENT sense 4)

    b : the relationship between a principal and that person's agent

2   : the capacity, condition, or state of acting or of exerting power : **OPERATION**

3   : a person or thing through which power is exerted or an end is achieved :
    INSTRUMENTALITY
    | communicated through the *agency* of the ambassador

4   : an establishment engaged in doing business for another

IF WE WANT STUDENT BUY-IN WE NEED TO START WITH STUDENT OWNERSHIP.
- JOHN SPENCER -

Yes, but …

"When employees across levels feel they have a voice and can collaborate, it leads to enhanced results. That is at the heart of agency."

-The Strategic Importance of Agency in Today's Organizations

Yes, and ...

Progression Within the Girl Scout Processes
Girl-Led Examples

Program Level	Girl Processes	Girl Processes in Action	Adult Facilitation	Adult Facilitation in Action
Daisy (K-1)	Freely express their feelings, opinions and choices or report that they could even if they don't act on it.	Choose a song for the group to sing.	Identify some activities and/or decisions that girls can take the lead on for each session.	Make a list of activity choices for the next meeting and have girls vote by a show of hands.
Brownie (2-3)	Express what activities they want to do, how they would like to do them and act on them.	Decide on a skill they would like to learn and come up with some ideas on how, why, and where they can learn it.	Provide options for girls to choose from only if they cannot think of options themselves.	Assist girls in designing a project or a procedure for caring for materials, cleaning up, etc.
Junior (4-5)	Strategize about how to carry out an activity or project, determining what their project goal is and what resources they need.	Devise their own questions, pose own problems, and think about how to answer/solve them.	Model and provide strategies for solving problems and making decisions.	Pose open-ended and "W" questions (e.g. Why did you choose this strategy over that one?)

Student Agency	Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
Assessment	Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, actionable evidence.
Student Supports	Students receive timely, differentiated support based on individual learning needs.
Mastery	Students progress based on evidence of mastery, not seat time.
Pathways and Pacing	Students learn actively using different pathways and varied pacing.
Equity	Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
Standards Based	Rigorous, common expectations for learning (knowledge, skills, and dispositions), are explicit, transparent, measurable, and transferable.

Critical Components of a PCBL system.

Aurora Institute, 2019

Continuum of an Expert Learner
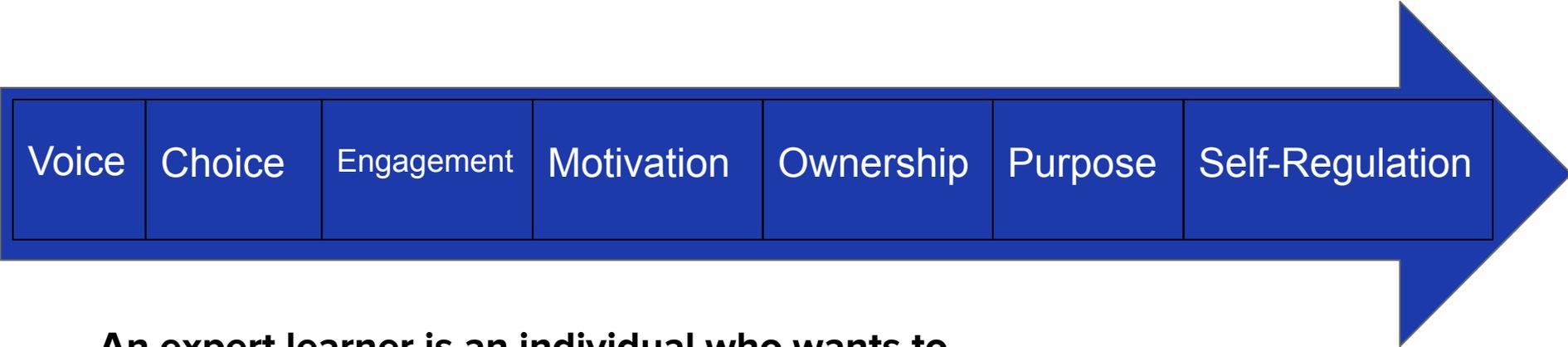
Voice	Choice	Engagement	Motivation	Ownership	Purpose	Self-Regulation

An expert learner is an individual who wants to learn, who knows how to learn, and who, in their own individual and flexible ways, is prepared for a lifetime of learning.

Bray, B., & McClaskey, K. (2015)
*Make Learning Personal.* Corwin, A Sage Company

When students own their learning
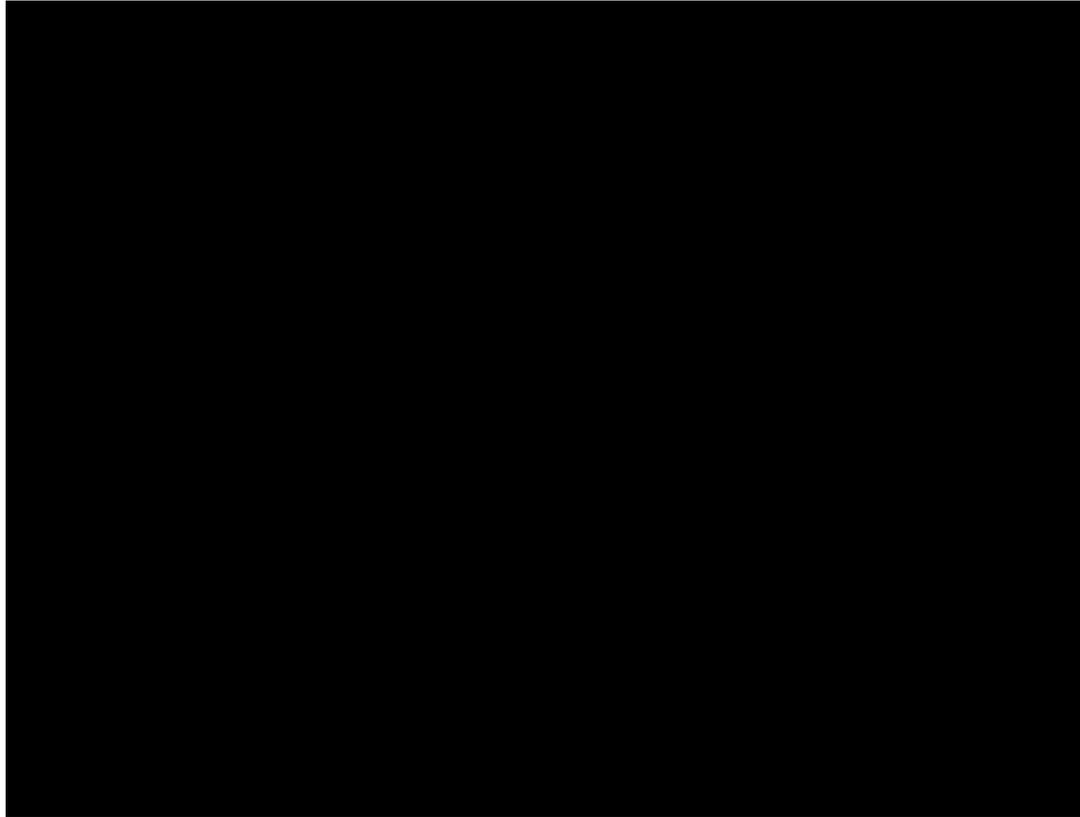
Who owns the learning?

In his book <u>Empower</u>, John Spencer makes the case!   An excerpt from Chapter 5, ***<u>Who Owns the Learning?</u>*** sees traditional roles of teachers being deliverers of content and one-size-fits-all lessons give way to becoming facilitators of learning.
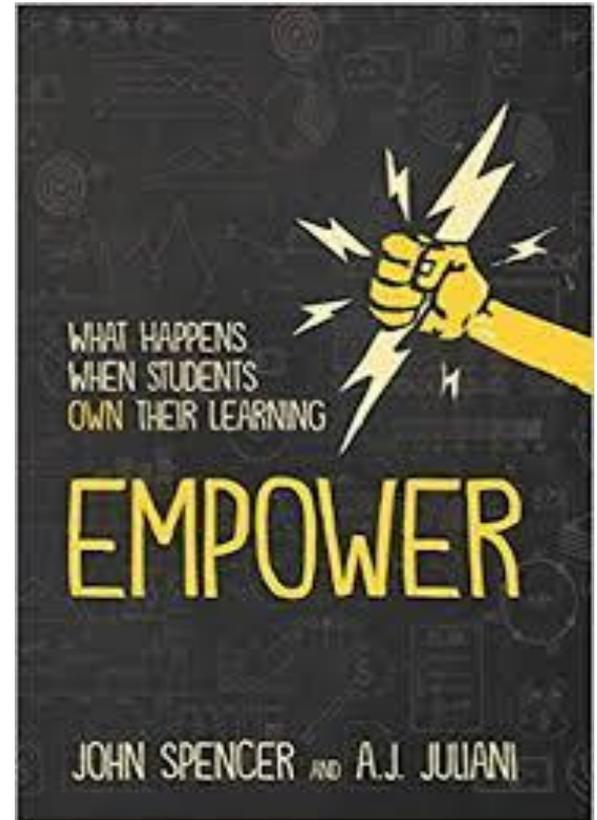
Small group chat:

**What could you adjust that will immediately impact agency for your learners?**
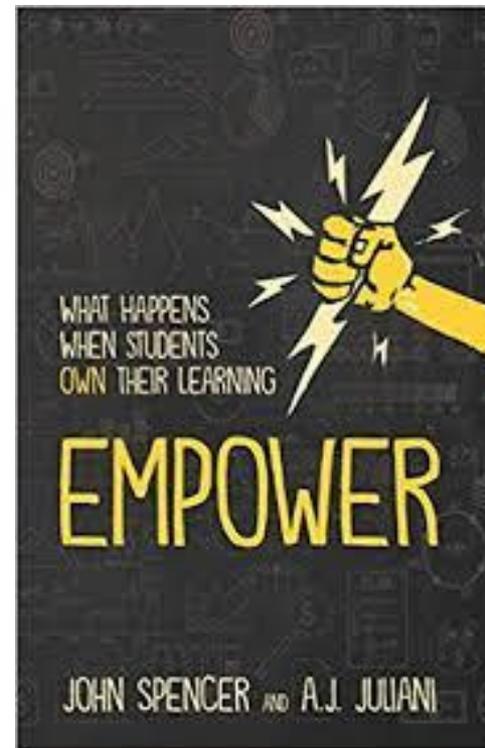
WHAT HAPPENS
WHEN STUDENTS
OWN THEIR LEARNING

EMPOWER

JOHN SPENCER AND A.J. JULIANI

Choose your Learning Pathway

Getting Started
- SOPs
- Choice
- Voice

Slides 11-30

Developing
- Goal Setting
- Data Tracking
- Content-specific Choice Boards

Slides 31-59

Going Deeper
- Universal Design for Learning
- Choice Boards based on Readiness

Slides 60-71

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Getting Started Pathway

Getting Started Pathway

Want a quick win for AGENCY with your learners? **<u>Standard Operating Procedures</u>** provide students with voice, self-regulation and independence while promoting a positive learner-centered culture!

With SOPs in place that are co-designed by the learners, kids can solve their own problems and don't require the teacher to come to the rescue! And whether it's distance learning or in-person, SOPs support agency and ownership in your learners.

SOPs, 1-2-3!

1. Begin your class SOPs with guiding questions like "What steps should we take to go from our whole group activities to a small group?" Involve the kids!

2. As the year goes on, you can "retire" charts once they are mastered. Monitor regularly!

3. *These are to help your class run efficiently, so check and adjust often and as needed.* Once you start this process you may even hear students say, "Mrs.XX, I think we need an SOP for XX!" when they see a routine that just isn't running smoothly.

Elementary SOP Ideas

Procedures that could be SOPs
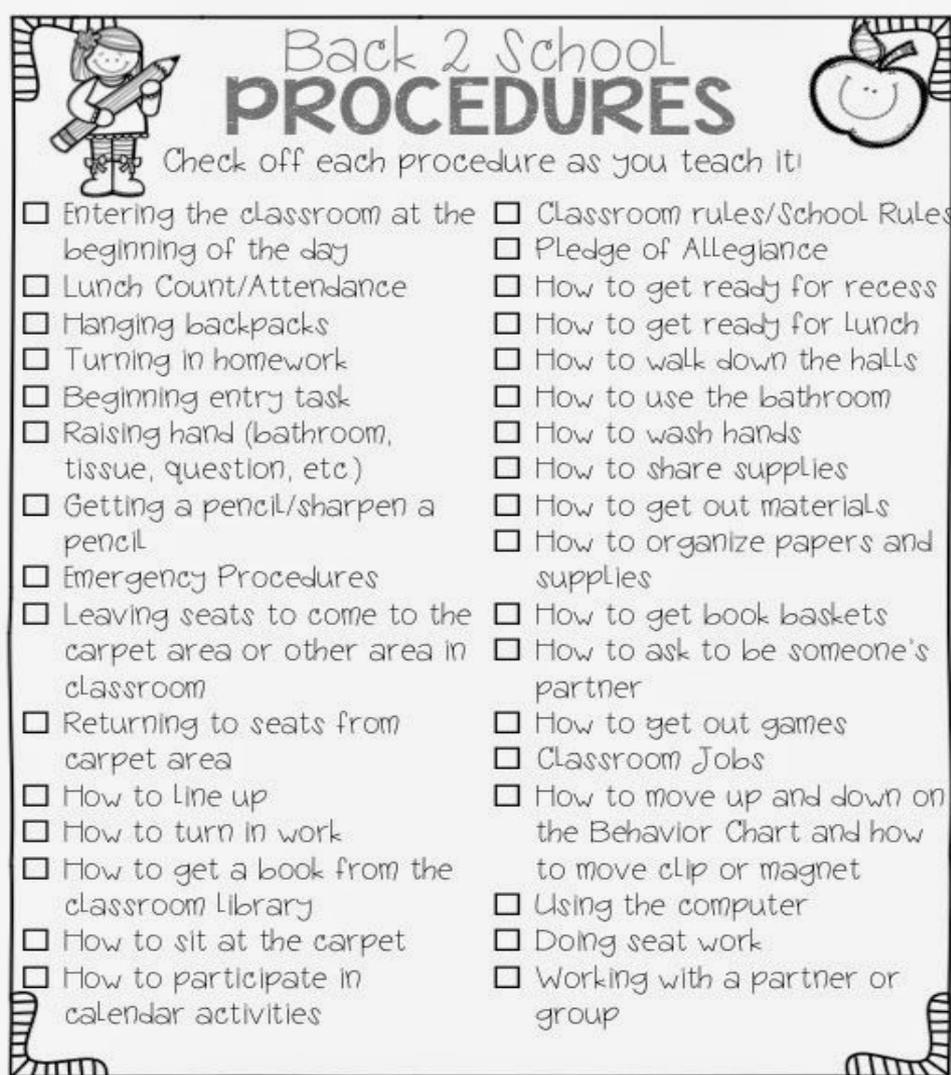
Back 2 School PROCEDURES

Check off each procedure as you teach it!

- ☐ Entering the classroom at the beginning of the day
- ☐ Lunch Count/Attendance
- ☐ Hanging backpacks
- ☐ Turning in homework
- ☐ Beginning entry task
- ☐ Raising hand (bathroom, tissue, question, etc.)
- ☐ Getting a pencil/sharpen a pencil
- ☐ Emergency Procedures
- ☐ Leaving seats to come to the carpet area or other area in classroom
- ☐ Returning to seats from carpet area
- ☐ How to line up
- ☐ How to turn in work
- ☐ How to get a book from the classroom library
- ☐ How to sit at the carpet
- ☐ How to participate in calendar activities

- ☐ Classroom rules/School Rules
- ☐ Pledge of Allegiance
- ☐ How to get ready for recess
- ☐ How to get ready for lunch
- ☐ How to walk down the halls
- ☐ How to use the bathroom
- ☐ How to wash hands
- ☐ How to share supplies
- ☐ How to get out materials
- ☐ How to organize papers and supplies
- ☐ How to get book baskets
- ☐ How to ask to be someone's partner
- ☐ How to get out games
- ☐ Classroom Jobs
- ☐ How to move up and down on the Behavior Chart and how to move clip or magnet
- ☐ Using the computer
- ☐ Doing seat work
- ☐ Working with a partner or group

SOP Ideas for Secondary

Procedures that could be SOPs

- ❏ Entering and exiting classroom
- ❏ Transitions between classes
- ❏ How to study
- ❏ No writing utensil?
- ❏ Pencil sharpening
- ❏ Restroom procedure
- ❏ How to get teacher's attention
- ❏ How to get class attention
- ❏ Cell phone use
- ❏ Computer use
- ❏ When you are absent
- ❏ Backpack/binder organization
- ❏ Using your planner
- ❏ Writing down homework
- ❏ Turning in assignments
- ❏ Classroom seating
- ❏ Accessing counselor/library/nurse
- ❏ Schedule changes

When can I get water?

Yes — No

At centers — At the carpet

When no one is there — When someone is there

At recess — Right after recess

When you have only asked one time — When you have asked too many times

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How To Give a Compliment

Say Someone's Name. Evan

Look in their eyes.

SAY something Nice.

© Chartchums

Eyes forward, stop at corner

Walk on line on the right side

Take care of walls and student work

Hallway SOP

No talking
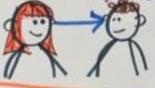
Personal space

I Can with the IPad SOP's

1. I can be gentle with my IPad
2. I can hug my IPad with two hands.
3. I can walk with my IPad.
4. I can always keep my IPad with me.
5. I can stay on task.
6. I can keep food and drink AWAY from my IPad.
7. I can keep my hands clean.

When something is bugging me I can say...

"Please stop doing that."

"I don't like it when you ____."

"I feel mad when you ____."

"That makes me feel angry."

"I'm upset because ____."

or I can...
walk away
take 10 deep breaths
talk to someone else
write about it
talk about it when

When you Leave...

Table and floor is clean

Push in your stool

Line up quietly

MORNING MEETING

Greeting → Share → Game → Announcements

1) Come to meeting with empty hands.
2) Sit with your legs crossed and your hands in your lap.
3) Listen to the person who is talking.
4) Raise your hand when you want to talk.

Early Finisher SOP

- Voice level 0

1. Work on unfinished assignments. — For Lamb OR Simpson.
2. Quizlet, IXL, or Read a book.

- Sit anywhere ☺

Understand "apples up" and listen the first time.

Uh oh.

When your battery looks like this, let a teacher plug it in.

No liquids around the iPads

Only use the apps that the teacher has assigned

Plant's iPad SOP's

Always use 2 hands when carrying the iPad NOT just the handle.

I will make smart and responsible learning choices when using the iPad


Giving **FEEDBACK** to others

Types → Delivery ↓	Positive (compliment)	Negative (constructive criticism)
Nice ☺ (good) specific & kind; helpful	"Your handwriting has gotten so neat and beautiful."	"You rushed through your work and made a few mistakes. Let's find them together."
Mean ☹ (bad... but can be valuable IF you listen to the message) rude or vague; harmful	"Nice shirt. It's not as ugly as your other shirts."	"Your writing is terrible! Can't you just do it better?"

Remember:
Feedback is just INFORMATION that's helping you GROW & IMPROVE!!

Accepting Feedback
1. LOOK at the person and LISTEN to their words.
2. STAY CALM on the inside.
3. Say "OK, THANK YOU"
4. Carefully THINK it through

How to Stop Taking Things Personally

I can cool off by...

Talking to an adult

Walking away

Taking five deep breaths

Thinking happy thoughts

Putting my head down or taking a break

Squeezing my hands

Listening to music

Starbucks

Brazell: Standard Operating Procedures

Be Safe   Be Respectful   Be Kind

to

All living Things   Belongings   Personal Space

→ other people
→ yourself
→ animals
→ plants

Secondary SOPs

The "Ways to Study" Flowchart
study-hack

Studying

In class — At Home

taking notes
- Clear, short notts
- use abbrev.
- Choose your method
  - "Cornell"
  - "Mapping"
  - "Outline"
  - etc

Active listening
- Write less, listen more
- ask questions
  - in class
  - in office hrs
- Keep in mind what you already know + connect new & old info

Read textbook
- take notes
  - on the margin
  - in a notebook
- don't highlight everything
- read before each class; come into class knowing some info already

Review
- Read notes from lecture w/in a few hours after lecture
- review notes from previous lecture before new lecture

Practice
- Problems, tests, test yourself

Clean Up Time
the Trojan way

Step 1. Shelve your project — Put it away safe either in your cubby or the drying rack

Step 2. Clean-up your supplies — Wash brushes, scrub palettes, return pastels to their box

Step 3. Return your supplies — Put the art supplies back where you got them from, neatly organized & carefully stacked

Step 4. Wash your table — Scrub the table with a sponge or paper towel until all the dust or paint is gone

Step 5. Return to your chair — Sit down at your table and wait for the bell

brought to you by:
Mr. Taft & Mrs. Yuen

Own Your Learning!

Before you say "I'm through," ask yourself:

- Did I do my best?
- Did I include everything that was required? Did I check the Success criteria?
- Did I seek, listen to, accept, and use peer/teacher feedback?
- Is there anything I can improve?
- Is there a way for me to go above and beyond?
- Am I satisfied that this is the best I can do?

What to do when you need additional support. Ask yourself...

What am I stuck on? → **Can I use personal resources to solve the problem?** (notes, online resources)

if yes — use personal resources to solve problem

if no — Ask myself, Who or what else can I use as a resource

Can I use a peer or a peer's notes to solve problem

if yes — use/ask a peer for assistance in a respectful volume

if no — Use procedure to request teacher assistance
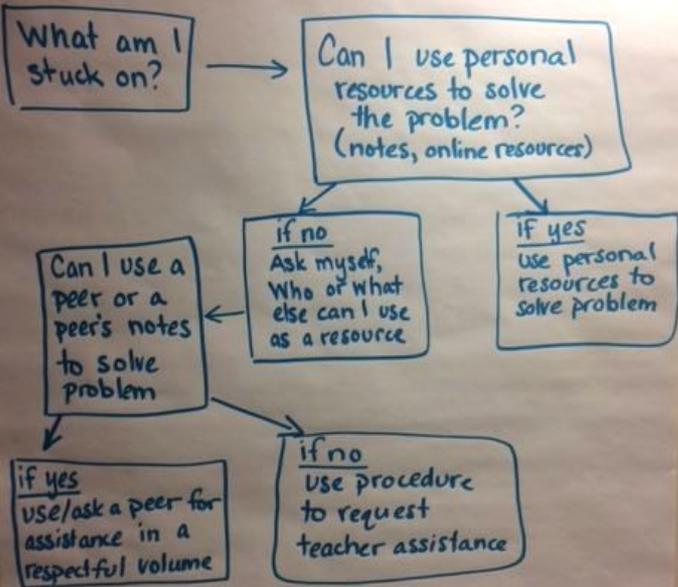
CHROMEBOOKS

1. Chromebook Captain gets check-in/out list & pencil
2. Call up 3 students at a time by their assigned chromebook #
3. C.B. Cpt. hands C.B. to student
   a. Cpt. notes check-out on sheet
   b. Student carefully brings C.B. to station (2-hands) to logon & go to assignment
4. GET TO WORK! (10 minutes before end of time.)
5. C.B. Cpt calls students back by number
   a. Note check-in on sheet
   b. Ask student if logged off /shut-down
   c. Plug in CB and place in corresponding spot in cart
6. CHECK FOR MISSING C.B.; (UNPLUGGED OR NOT-CHARGING)
7. RETURN CHECK IN/OUT LIST

Fitness Stations

Can't Find Teacher → Start Fitness Stations

Check in with Teacher → Start Fitness Stations

Start Fitness Stations → Perform All Exercises in Order

Don't know how to do the Exercise? → Ask or Watch a Classmate / Look at Picture and read directions

Still Stuck? → Ask Teacher for Demonstration

Perform All Exercises in Order → Put Equipment Back in Place

Put Equipment Back in Place → Check in with Teacher

Not checked in? → Check in with Teacher

Already Checked in → Start Personal Fitness Activity

Check in with Teacher → Start Personal Fitness Activity

Has your thinking been prompted?

How can you apply SOPs in your practice to build **AGENCY?**

Norms, procedures and organizational structures (both in person and virtual) help to ensure learning occurs! Although the environment may differ, many of the procedures can remain the same.

When kids become responsible for implementing, teaching to others, and suggesting SOPs, then you are on your way to developing agency for the learning in your students!

Learner Agency through Voice
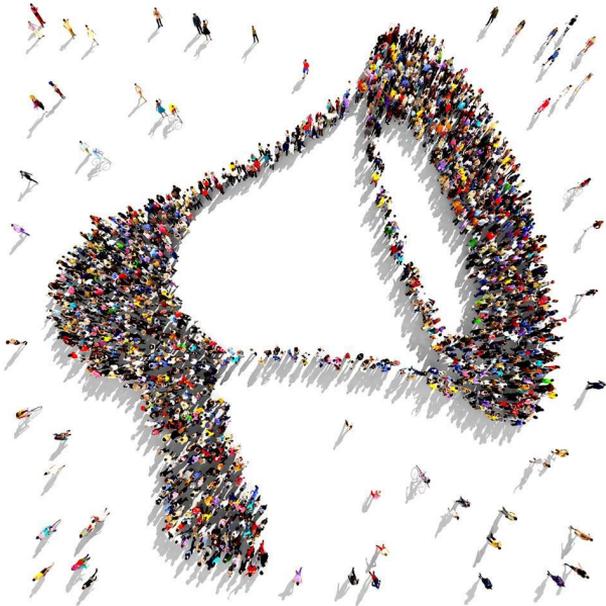
❏ Voice means adults are providing all students with authentic opportunities for input and feedback into cultural and/or academic areas

❏ "Authentic" voice is:

- meaningful

- relevant

- inclusive

- impactful

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Student Voice

Hearing from **ALL** students in the class.
ARTICULATION of student ideas and thinking

Students ability to **UNDERSTAND** how they **learn best** and ability to use that data to help decide what and how they learn

Students **DEMONSTRATE** what they learned in a way that **interests** them and taps into their **strengths**

How are you currently giving learners a voice?

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Learner Voice in Co-designing

Learner Voice in Power Voting

Learner Voice and Assessment

Update Your Facebook Status:
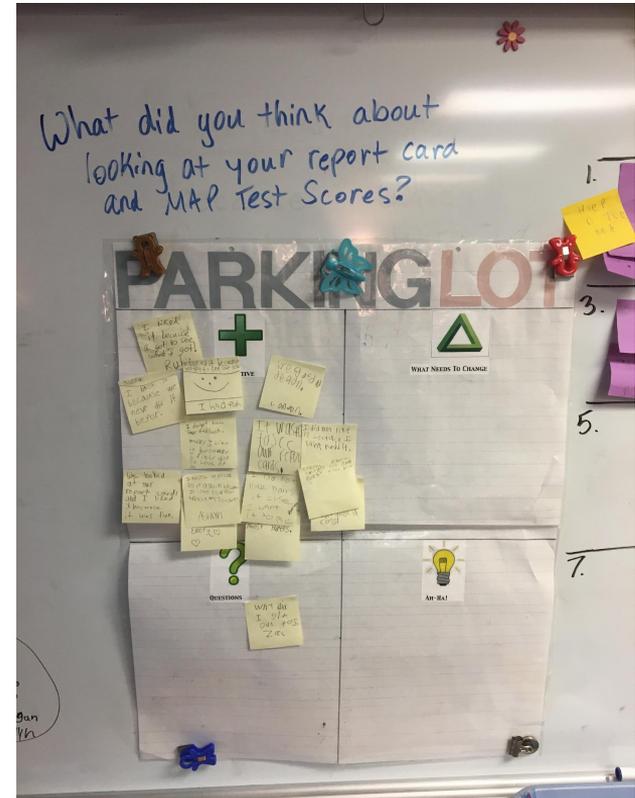
Class Meeting Exit Slip

DATE: 10/9

Vision: We want to learn, have fun, and make friends.
COC: Respect, Responsibility & Safety

Topic(s): Unpacking behavior chart.
- Ways to move up
- Reasons to move down
→ Parking Lot
- how to use it. -when to use it.

Activities Completed:

Concerns (need follow-up):

Issue/Child	Follow-up Personal

Exit Slips Are Due Each Friday

Everything we learned in FIVE words:

Gravity can slow down motion
White light is all colors
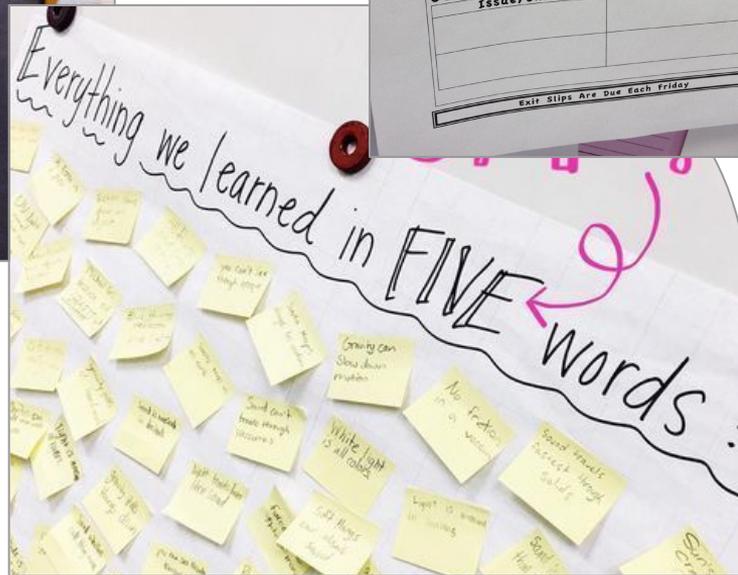
Lesson Wrap-Up

Name
Your answer

How would you rate today's lesson?

○ Loved it!   ○ It was okay.

○ I did not care for it.

How would you rate your understanding of today's lesson?

○ I get it!   ○ I still have some questions.

○ I don't get it at all.

Comments:
Your answer

SUBMIT

Has your thinking been prompted?

How can you apply learner voice in your practice to build **Learner Agency?**

More than simply listening to your students in class, this is about listening to the students and responding to what really matters to them. Are their opinions being heard? Are their varying cultural backgrounds freely expressed? Do you intentionally seek out ways to include and invite voice into your practice?

When kids exercise their voice, then you are on your way to developing agency for the learning in your students!

Learner Agency through Choice

[Student-Centered Learning: It Starts With the Teacher](#)

Has your thinking been prompted?

How can you apply learner choice in your practice to build **LEARNER AGENCY?**

Through choice, you can provide students with autonomy, power, and control over their learning. Choice is also the ultimate engagement strategy and can be leveraged to stamp out apathy. Engaged in richer, deeper learning, neurons ignite and minds are on fire as students own their learning!

Check out this article on the importance of choice!

Developing Pathway

Developing Pathway

Ready for more strategies to develop **LEARNER AGENCY?**

Let's look at how goal setting, learning planners, kids tracking their own data (data binders), and content-specific choice boards can support learner-centered classrooms.

Learner Agency through Goal Setting

Student Goal Setting:
Taking Ownership of Their Own Learning

Learner Agency through Goal Setting

In John Hattie's work with visible learning, he tells us that when students can identify goals and advocate for support to achieve that goal, the effect size is strong. If they are able to monitor their progress as they assess their performance, and interpret their data , they will know when they are ready to move on.

When self-reflection is combined with feedback, students are empowered to take ownership of their learning.

Learner Agency through Goal Setting
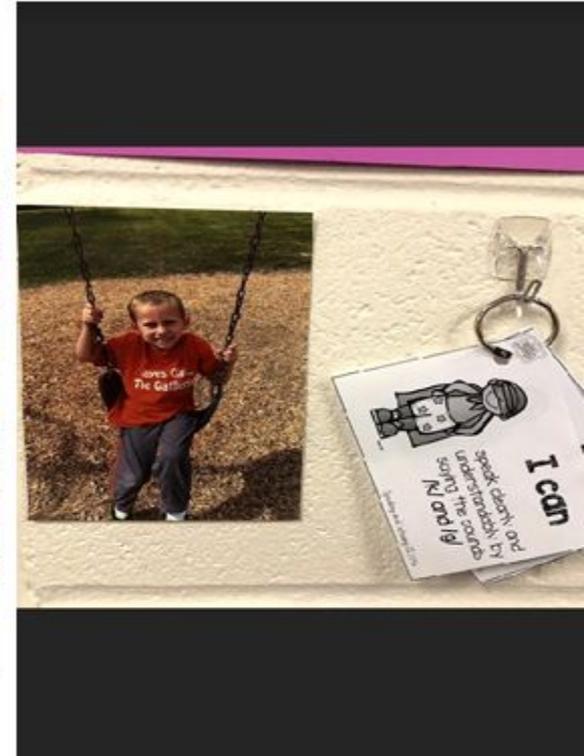
Learner Agency through Goal Setting

Students move their clips to identify where they are in their learning.
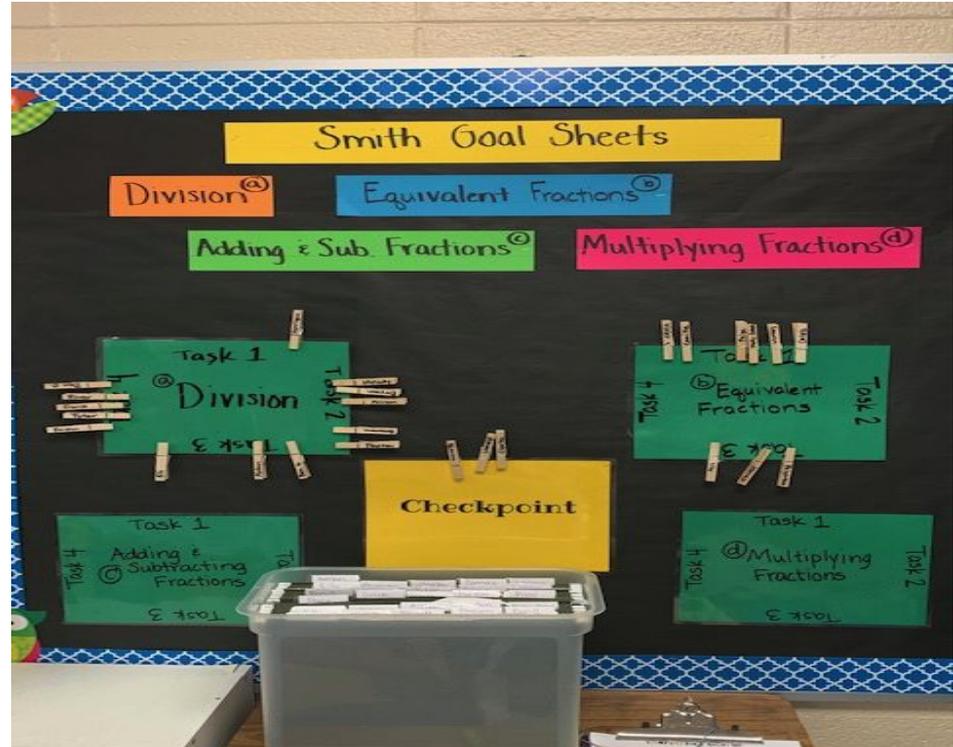
Learner Agency through Goal Setting
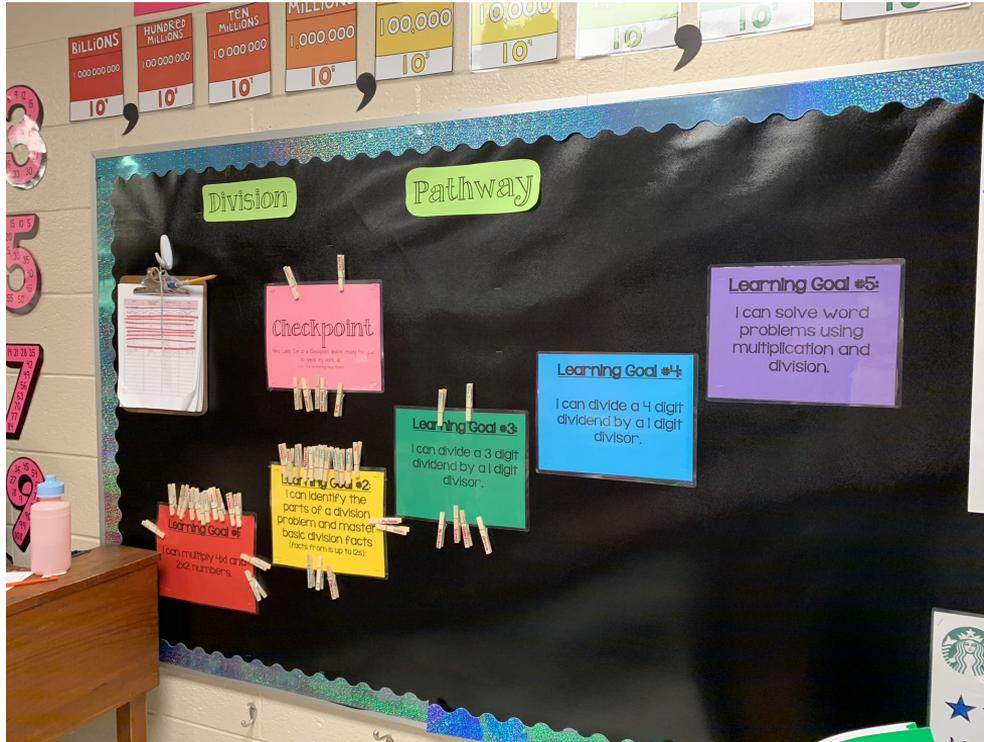
Goals and progress are visible and become a part of the classroom culture of learning.

Learner Agency through Goal Setting

STAMINA: Reading for a long period of time without stopping or giving up.

wow #likeaboss

we did it!!!

date | minutes reading

the applicklecl teacher
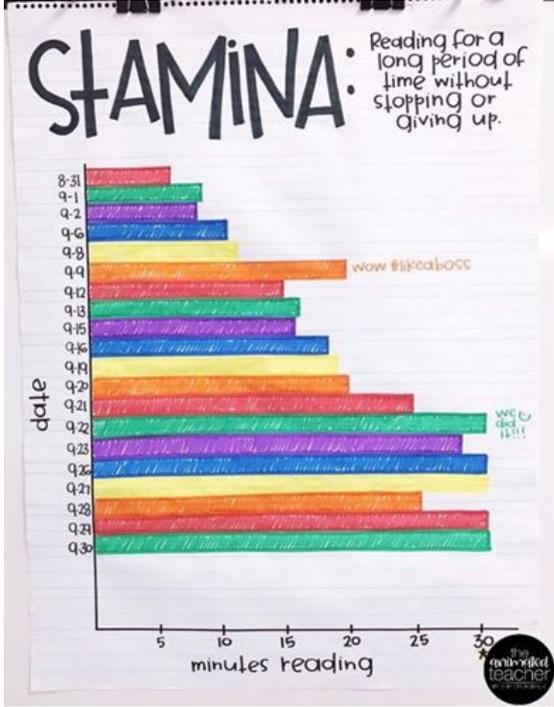
Weekly learning reflection

Week beginning:

How did you progress in your learning this week? How can you do better next week?

This week my learning successes were…

The bits I don't get YET are…

What mistakes did I make that helped me learn?

What will I need to help me make those improvements?

What will I do to make sure I improve next week?

What will I do to ensure I am a good learner nextweek?

Learner Agency through Goal Setting

Name: _____ Date: _____

PLAN	My goal is to:	
DO	To accomplish this goal we need to:	
	Teacher will:	Facilitator will:
CHECK		
ADJUST	Discuss things we need to change:	

My Academic Goal Planning Sheet

Name: _____

Directions: Use the SMART goals guide below to help plan your goal. Then write your goal at the top of the staircase and the steps you need to take to achieve it.

My goal:

Step 3

Step 2

Step 1

Create SMART Goals!

S- Specific	What exactly do you want to accomplish?
M- Measured	How will you know when your goal is met?
A- Attainable	What steps you can take to reach your goal?
R- Relevant	How will meeting this goal help you?
T- Timely	How long will it take you to reach your goal?
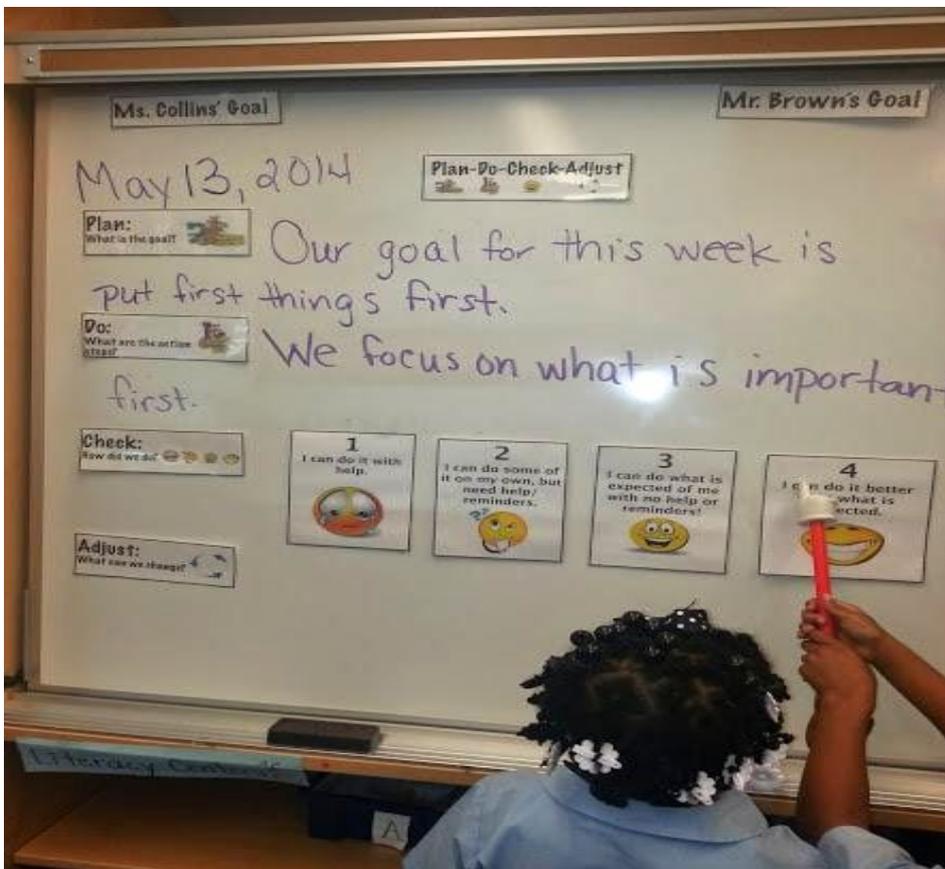
Learner Agency through Goal Setting

Learner Agency through Goal Setting

Some teachers create learning planners as a tool for their students. A simple concept is actually a powerful strategy in helping students see and own the learning process. Planners can be part of a larger strategy to make learning visible!

STUDENT NAME	
CLASS	
DATE	

SETTING GOALS ● What short term goal can I set for myself? ● What do I need to do? ● How long do I think this will take me?	
MAKING A PLAN ● What steps do I need to take to reach my goal? ● How long will each step take me? ● Where might I get stuck and who can help me?	
MONITORING PROGRESS ● How am I doing? ● Am I stuck? ● Do I need anything? ● Am I getting closer to my goal?	
TAKING STRATEGIC ACTION ● Do I need to make any changes to my approach or my plan? ● What change might best help me reach my goal?	

REFLECTION ● Did I reach my goal? Why or why not? ● What is important to share with my teacher when we return to school?	

Learner Agency through Goal Setting

Consider learning planners for distance learning as well.

Course:		Teacher:	
Teacher email:	Teacher phone number:		Office Hours:
Zoom Link:			

Cohort B Schedule

Week of _____	Learning Target What am I learning today?	Activities What am I doing to learn it?	Checks for Understanding/Assessment How will I know and show that I've learned it?
e-Learning Monday			
e-Learning Tuesday			
Face to Face Wednesday			
Face to Face Thursday			
e-Learning Friday			

Next Steps (ex: assignments, assessments)	

Learner Agency through Goal Setting

GOAL SHEET	Name	Date: Started	Completed
Standard: *Note: Standard is typed here straight from the state language. Teacher and students deconstruct the meaning together. They focus on actions, content, thinking, and language of the standard. Students make notes about the standard within the box. Teacher does not put the standard in "learner-friendly" language. Maintain the rigor of the standard by having learners make meaning. Learners create the scaffold through discussion and list the pre-requisite knowledge, skills, and processes needed to master the standard.*			Teacher Sign-off

What do you need to know/ do to master this standard? *(Access)*		What will you do to learn the content? *(Engage)*	How will you show mastery? Provide your evidence of mastery. *(Express)* Tell the teacher when you are ready for assessment.
Note: Analyze and list these topics with the students.		*Note: Each student lists his/ her separate actions in each line. These do not necessarily match up with each item in brainstormed list. If a student already has pre-requisite knowledge, he won't have to repeat those actions. Each one works on what he/ she needs.*	

GOAL SHEET	Name	Date: Started	Completed
Standard: 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed. Cite examples from current events that illustrate applications of the basic principles that help define the government of the United States.			Teacher Sign-off

What do you need to know/ do to master this standard? *(Access)*		What will you do to learn the content? *(Engage)*	How will you show mastery? Provide your evidence of mastery. *(Express)* Tell the teacher when you are ready for assessment.
Note: Analyze the standard and list the necessary knowledge, skills, and topics with the students.		*Note: Each student lists his/ her separate actions in each line. These do not necessarily match up with each item in brainstormed list. If a student already has pre-requisite knowledge, he won't have to repeat those actions. Each one works on what he/ she needs.*	Evidence accepted: DOK3
Popular sovereignty		Create flash cards to learn terms	Analyze 3 current events and their application to structure of the government, power of government, and relationship with the governed.
Limited government		Watch Khan Academy video on branches	
Federalism		Investigate magazines for current events	
Separation of powers		Interview lawyer next door	
Checks and balances		Read campaign literature for promises	
Rule of law			
Branches of government			
Controlling power			
Examples of each			
Federal republic			
Other forms of gov't			
Why is it important			
Relationship to people			
Other nations / gov't			

Learner Agency through Goal Setting

High school English 1 students set goals aligned to learning progressions.

LA Learning Progression
E1.C2-2.2

STUDENT GOAL / VICTORY SHEET

Grade 9   Quarter 3

GRADE-LEVEL INDICATOR: I can identify sources that are credible and sources that are not credible based on research.			
EMERGING	**DEVELOPING**	**PROFICIENT**	**EXTENDING**
I can find sources through multimedia, internet, print media and other sources.	I can find sources through multimedia, internet, print media and other sources.	I can find sources through multimedia, internet, print media and other sources.	I can find sources through multimedia, internet, print media and other sources.
I can use research to determine if sources are credible.	I can identify if a source is credible or not credible.	I can use research to determine sources that are credible and why they are credible.	I can use research to determine sources that are credible and why they are credible.
I can perform these tasks with texts that are more than one grade level below.	I can perform these tasks with texts one grade level below.	I can perform these tasks with grade-level texts.	I can perform these tasks with texts above grade-level.

Learner Agency through Goal Setting

How can you apply
goal setting in your
practice to build
LEARNER AGENCY?

Learner Agency through Data Tracking

Teachers use formative and summative data to inform their teaching. Interpreting data helps teachers understand how students learn and how best to meet their needs. Historically, data has only been reviewed by adults.

But what would happen if learners were taught how to understand this information?

In *The Art and Science of Teaching*, Robert Marzano's research showed a 32% gain in achievement when students tracked their own progress. When learners use data to set goals, they can track their own growth, becoming active agents of their learning.

http://www.ascd.org/publications/educational-leadership/dec09/v

Learner Agency through Data Tracking

Students track their data, know their goals, and can talk about them using their Data Binders.

https://youngteacherlove.com/student-data-tracking-binders-freebie/

PERSONALIZED LEARNING
Data Folder
dream
BIG

Student:_____

Class #:_____   Class Section:_____
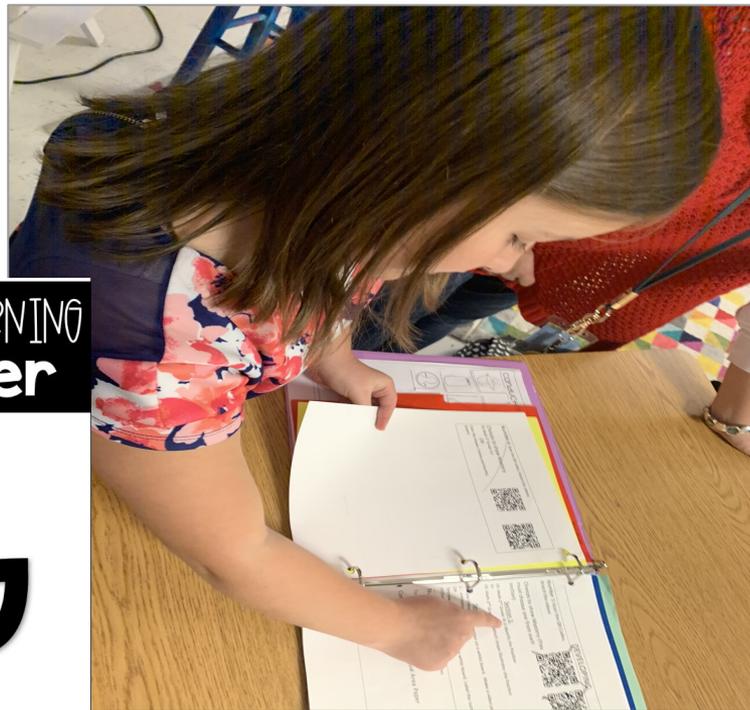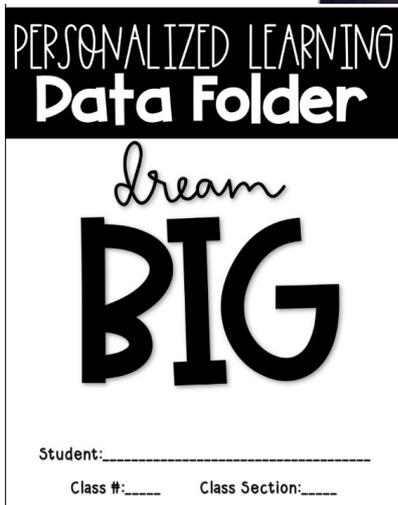
Learner Agency through Data Tracking
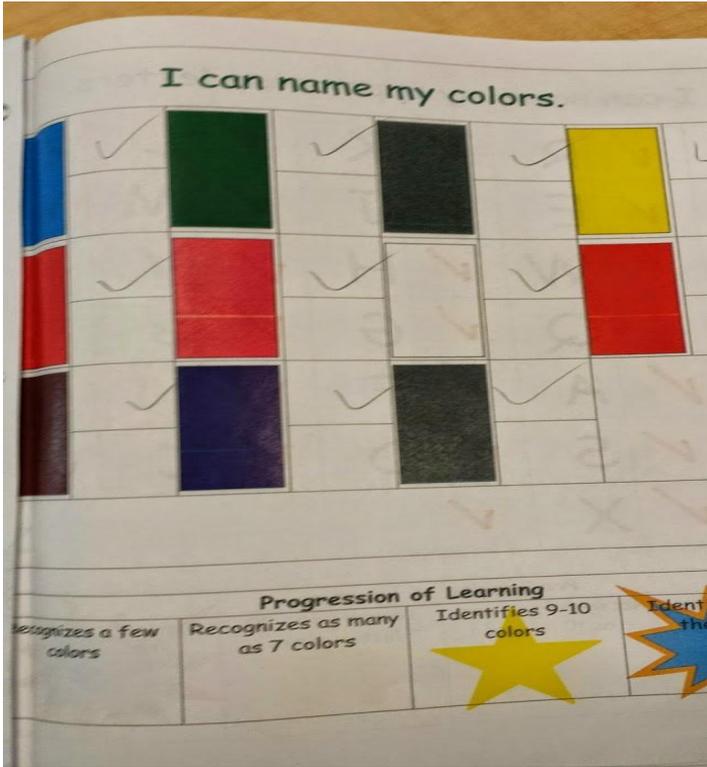
Learner Agency through Data Tracking

Data Binders can be used with older students as well and often appear in digital form.

Check out this article!
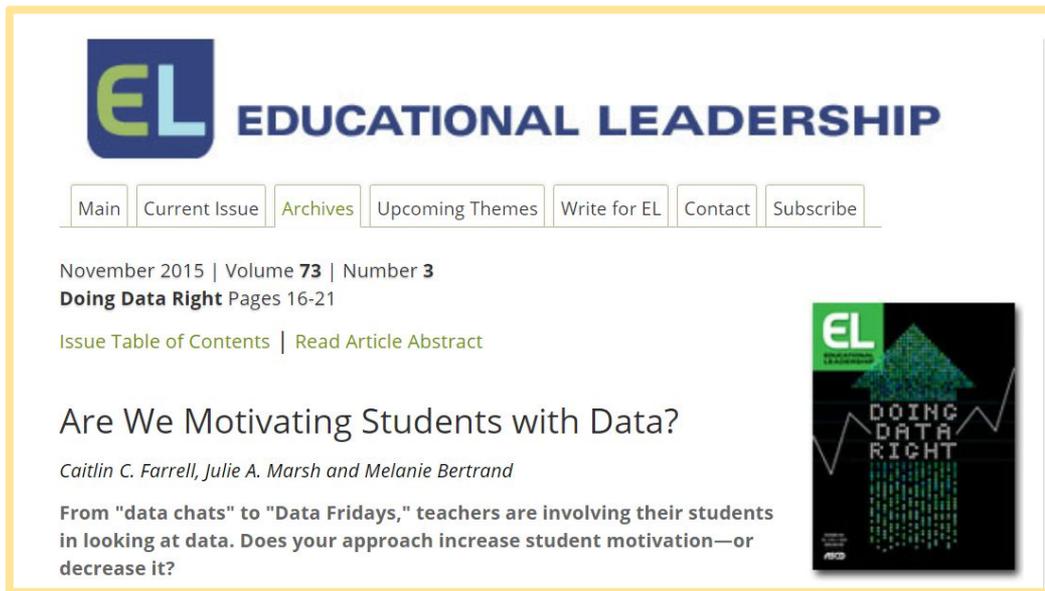
EL EDUCATIONAL LEADERSHIP

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November 2015 | Volume **73** | Number **3**
Doing Data Right Pages 16-21

Issue Table of Contents | Read Article Abstract

Are We Motivating Students with Data?

Caitlin C. Farrell, Julie A. Marsh and Melanie Bertrand

From "data chats" to "Data Fridays," teachers are involving their students in looking at data. Does your approach increase student motivation—or decrease it?

Helping learners set meaningful goals!

- ❏ Structures to support Goal-setting
- ❏ Conferencing
- ❏ Data Notebooks
- ❏ SMART Goals
- ❏ Reflecting
- ❏ Action planning

How has your thinking been prompted?

How can you apply data tracking in your practice to build **Learner Agency?**
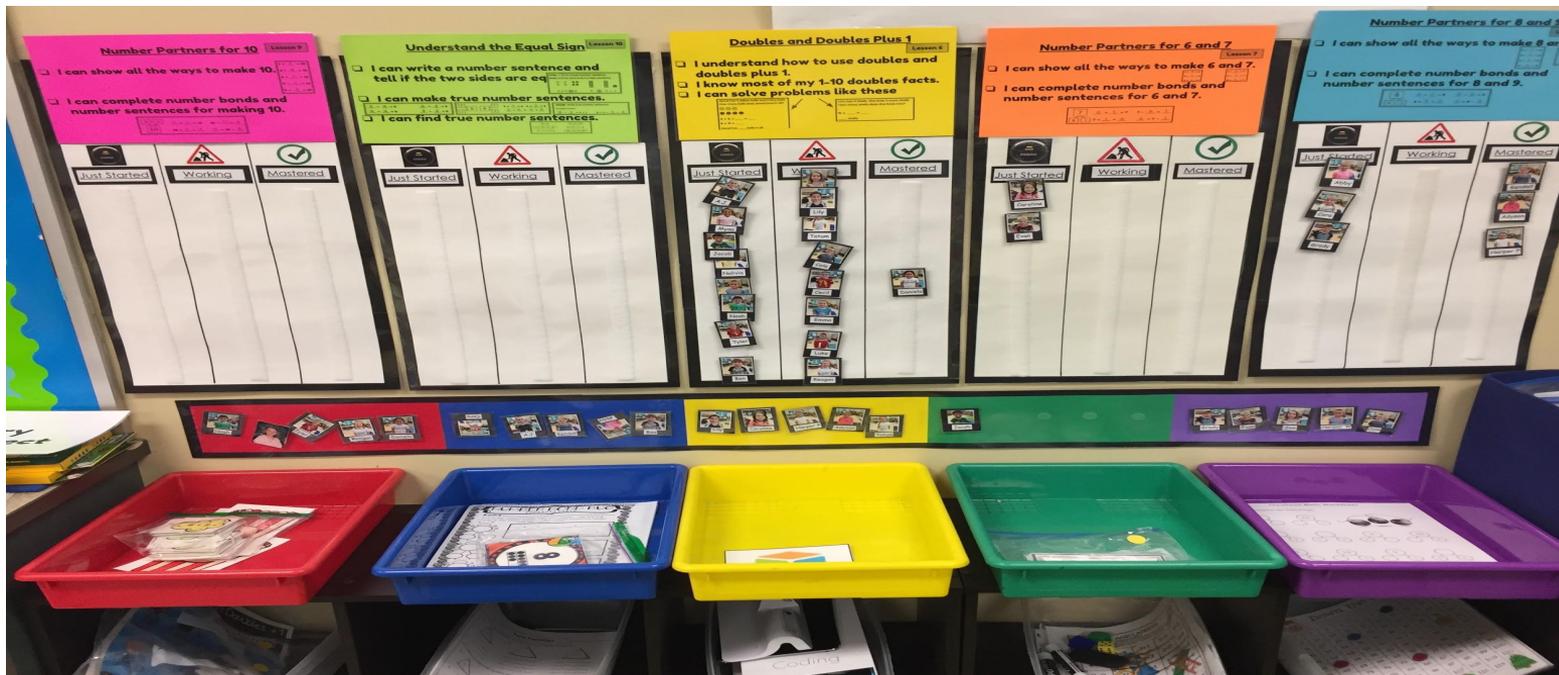
Learner Agency through Choice Boards

We will be investigating Choice Boards (along with playlists and menus) and all the possibilities they provide for personalizing learning when we look at the DNA of Learning Pathways next time.

For now, let's look at how choice boards can be a key strategy in learner-centered classrooms.

ELA: choices in tasks, a theme-based engagement strategy

Tic-Tac-Toe Choice Menu:
Novel Study (grades 6-12)

Directions:
Start with number 5 and then make two other choices to make your tic-tac-toe.
(**Teachers: >>> CLICK HERE** to Make a Copy and save to your Drive.)

1 Create a **fictional interview video** with the protagonist, antagonist, or author where you play the character/author and dress the part. Write a complete script in Google Docs and submit with the video.

2 Create four **character trading cards** using the digital tool of your choice. Remember to include the character's name, an image, and at least five characteristics for each character.

3 Write a **diary** from the point of view of one of the story's main characters that they would have written before, during, or after the book's events. Remember that the character's thoughts and feelings are very important in a diary.

4 Create an **interactive digital timeline** of events from your book. Include important dates, character introductions, conflicts and resolution, images to represent each event, and links to additional information, videos, etc.

5 Write a **one-paragraph summary** of your novel, and share on a slide in our **collaborative slide deck** [insert your own link]. Add an image of the book cover and links to your other two projects.

6 If this novel had a **soundtrack**, what would it be? Create a YouTube playlist with at least 10 songs that would make a great soundtrack. Explain each of your choices in a Google Doc and where they fit in the story arc.

7 Create a **comic strip** retelling the story in your own words. Be sure to include all of the important characters, exciting events, conflicts, and resolution.

8 Create a video **book trailer** using the digital tool of your choice. Remember to include music to set the tone, and tell a brief story about the central conflict and characters without revealing too much! Tease the audience!

9 Create a new **book jacket** for the novel. Use the digital tool of your choice or the artistic medium of your choice (draw, paint, etc.). Remember to include a summary about the author and an eye-catching cover image.

CHARACTER ANALYSIS CHOICE BOARD

You must choose 1 activity from each column.
Each choice has an assigned due date as listed below.
(Don't forget to do the "MUST DO" assignment at the bottom!)

Choice #1	Choice #2	Choice #3
https://youtu.be/LVLoc6FrLi0 **Character Traits: Lifted** Click on the link above to watch the video. Watch the video at least 2 times. **ASSIGNMENT** Please follow the steps below: 1. Complete BOTH sides of the character sheet. One side is titled, "Character Traits" and the other side is titled, "Character Analysis." 2. Be sure your name, class number, and class section are on your paper. 3. When you are finished, turn it into the "Reading	**JUDY BLUME** Tales of a Fourth Grade Nothing **SeeSaw Activity** Go to your SeeSaw App, and click on "Activities." There, you will complete the assignment that goes along with Tales of a Fourth Grade Nothing.	**ReadWorks.org** Click on the link below to go to ReadWorks.org www.readworks.org/student The class code is: **WMXV6S** Your password is: **1234** You can change your password once you login! Make your new password the same one that's on the back of your iPad.
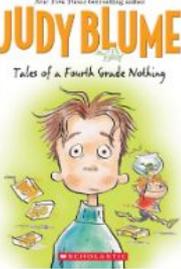
Choice boards at centers or stations

Reading Choices

| Learning Goal | Write About Reading | Pick Your Project | Poster | Seesaw note |
| Thinking deeply about the text and using evidence from the text to explain my thinking. | | Make a book. | Visualizing | Seesaw |

| freckle | Partner read | trifold | Read to self | Google slide |
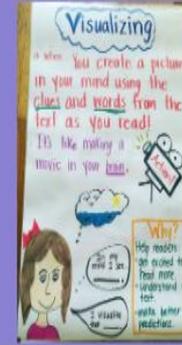
Geometry Choice Board with a variety of tasks

3D Shape Hunt	Building 3D Shapes	Exploring 2D shapes	2D Shape Sort
Walk around your house, neighborhood or yard and take pictures or draw images of 3D shapes. Name the 3D shape and describe it. Which 3D Shape do you see most often? Why do you think that is? Review the anchor chart OR watch the video https://jr.brainpop.com/math/geometry/solidshapes/ (free access for home)	Use the shape nets included in the packet to create your own 3D shapes! Do not cut on the dotted lines! You will need tape/glue and a scissors for this activity	Cut out at least 20 of the pattern blocks. Name and describe them by their attributes as you cut them out. Watch https://jr.brainpop.com/math/geometry/planeshapes/ OR look at anchor chart for review/help.	Do the sorts below and try to make some of your own! Sort 1: Number of sides Sort 2: Number of Angles Sort 3: Quadrilaterals Sort 4: Parallelograms Your choice! For help or review, look at the anchor chart or walk through the lesson on Study Jams: http://studyjams.scholastic.com/studyjams/jams/math/geometry/classify-quadrilaterals.htm
3D Shape Book	**3D Robot**	**Pattern Block Pictures**	**2D Shape Book**
Use the photos/drawings to make your own shape book using either paper or Google Slides. Find real world examples and describe the shape based on the attributes. (vertices, sides, faces etc) Share it with a family member or friend!	Use the shape nets to create a Robot or item of your choice! Record a video or create a presentation describing the item with precise math language! (pyramid, vertex, sides, faces)	Use the pattern blocks you cut out to make your own design. Make a visual to show how many of each shape you used.	Make a 2D shape book. Be sure to name the shape and attributes including the number of sides and angles. Design your book however you would like (digital or non digital) Share with a family member or friend!
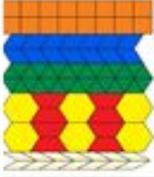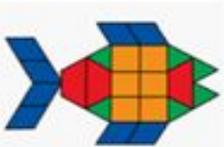
Language Arts Essential Learning Review:

Choice Board Directions: Complete (7) choices from the board below. Some choices will be completed through a virtual platform (IXL, Readworks, No Red Ink, etc...) Each day you will complete a different square. Friday you should have completed 7 choices. Canvas has the turn in submission for each day.

RL.6.1: Determine theme and plot; objective summary **Readworks** Read the Readworks article titled What Did You Say? Think about themes during your reading. Remember that theme is the lesson the author wants us to take away. Answer the corresponding questions. This can be done on the paper copy, or through the Readworks account. (Indicate through Canvas textbox that you chose this option and how you completed it)	**W.2.1: Write informative/explanatory** **Article** Choose an article. This article could be on any topic of your choice. Explain how this article informs the public. What is the purpose of the article, and why do you think the author is choosing to write about this topic. Your short response should be two to three paragraphs. Make sure you have evidence to support.	**RL.10.1: Determine the author's perspective and conflicting evidence** Choose an IXL option to practice. If you get it wrong remember to use the explanations at the to help focus your understanding. **IXL** - Identify author's purpose - Identify supporting details in information
RL.6.1: Determine theme and plot; objective summary Choose an IXL option to practice. If you get a question wrong remember to use the explanations at the bottom to help focus your understanding. **IXL** - Determine the Main Idea - Match the quotations with Their. - Determine the themes of short stories.	**W.3.1: Write narrative** **Time Capsule** Imagine you wrote a journal to share about what is going on in this specific time. Your plan is to show your future grandchildren or anyone when you become old. What would you include about these times? What recurring theme is present? How are you feeling? What are you hoping? How do you think this will make you different in the future? Explain this in three to four paragraphs with extensive details.	**RL.10.1: Determine the author's perspective and conflicting evidence** **CommonLit** Read the article Grit, The power of Passion a Perseverance. Complete page 3 and one di question from page 4.
RL.6.1: Determine theme and plot; objective summary **Independent Reading** Using an independent reading book. Determine the theme of the story you are reading. Use examples from the text. Here are some extra materials in case you don't have an independent reading book at home. 36 Great Short Stories	**W.2.1: Write informative/explanatory** Choose an IXL option to practice. If you get a question wrong remember to use the explanations at the bottom to help focus your understanding. **IXL** - Organize information by main idea - Match problems with their solution - Compare passages for tone	**RL.10.1: Determine the author's perspective and conflicting evidence** **Newsela** Read the Newsela article "WHO joins share information about coronavirus". answer, determine the perspective (w author writing the article) and use evid the text to support your answer

ELA Choice Board with a variety of tasks.

7th Grade Math Choice Board Project

Directions: Choose three activities from this board. Place a check in the box of your choices and a date for when you plan to have it completed (Final Deadline _____). You may share your creations with me by taking a picture, recording a video, sending a screen shot, or through scheduling a phone call with me to discuss your work.

☐ **Game Tester**	☐ **Got Skills?**	☐ **My Restaurant**
Search the Internet for Practice games related to a previous unit. Try three games. After trying each game, write on an index card a review of what you thought. Also, create a rating for the game (1 to 5, easy, medium, hard, etc.)	Create a rap or song that teaches another person how to solve a real world math problem we've learned this year. Be prepared to share your lyrics! (Video can be recorded!)	Create and decorate your own restaurant menu with a catchy title and prices for 10 different items (must be decimals). Then, on a separate page, create 3 different food orders for 3 famous people. (Show your work when calculating the totals)
☐ **Game Time!**	☐ **Free Choice: Original Idea**	☐ **Visual Creation**
Create a set of 15-20 game cards with math problems related to our units. Make sure to put the problem on the front of the cards and the answers on the back. Include a separate answer sheet with work shown for all of the problems.	*Must be proposed and approved by the teacher *Must be related to math in some way and have a written explanation of how it is related	Create a poster explaining a math concept that you have learned. Include examples of this concept in your poster and how this concept is useful in the real world!
☐ **It's Story Time!**	☐ **Student-Taught Lesson**	☐ **Business Savy**
Create 2 detailed short stories on real life situations that involve decimal operations. In your stories, include a problem and how it was solved using decimal operations (addition, multiplication, division, or subtraction) Underneath each story, show how you solved the problem (Stories can be written or recorded – video or audio)	Create a lesson where you teach me (the teacher) or your peers something you know and love to do. Lesson must *Be between 6-10 minutes long *Relate in some way to math *Include a written description of your topic and how you plan to engage your audience	Create a business plan for something that interests you (a product or a service). Be sure to include: *A description/sketch of your business & intended audience *How much your product/service will cost users? *A timeline for planning and launching your business (Please schedule a chat time with me for more help)

Choice Board with DOK
Essential Question or Standard

Directions:

Due Date:

DOK 1	DOK 2	DOK 2
DOK 2	DOK 3-4	DOK 1
DOK 1	DOK 2	DOK 2

Helpful Video Links

Turn in your work here:

Google Form link goes here

Larger Choice Grid

Step 1: Copy this document to your own google doc.

Step 2: Look at the course goal and the ISTE standards. What do you NEED to learn in this session?

Step 3: Develop a personal goal. Write below.

Step 4: Work through the Learning Menu (and any other resources you have). As part of this step, you will create an artifact(s) to demonstrate your learning.

Step 5: Look back at your goal. What did you learn? Did you accomplish what you set out to accomplish? What do you still need to learn? How will you do that?

My goal:

Foundational Knowledge (score 1)			
Target: I understand Media Literacy.	**Input Options**	**Processing**	**Completed**
I know the 10 types of misleading news.	Infographic done by Media Literacy for Citizenship (EAVI)	Make a Frayer Model for at least one type of misleading news.	

I know how to tell if a news story is factual or not.	**Choose (a) or (b) and do (c):**
	  (a) Fact vs Fake Quiz
	  (b) View stories to decide if it's fake or real.
	  (c) Harvard's 4 Tips for spotting a fake news story.
	  *Extra Resources:
	  CRAP Test
	  Determine Credibility
	  Newseum Unit
		Take the fact vs. fake quiz (a) or (b) and report your score: _____ and write one thing you know now that you didn't know before from the Harvard article (c): ____	

I know how to fact check my content.	**Explore:**
	  Factcheck.org
	  Snopes.com
	  FactChecker by the WaPo
		Investigate a news story of your choosing. What did you learn? Create a song, a poem, or write a paragraph to demonstrate your learning.	

I understand what confirmation bias is and how it impacts my	**You must:** Work through the Biased Brain	Complete the Biased Brain chart. (make a copy to put in your own google drive - you can take notes	

How has your thinking been prompted?

How can you apply choice boards in your practice to build **LEARNER AGENCY?**

Going Deeper Pathway

Going Deeper Pathway

As you continue to develop and apply strategies to support learner agency, you may be ready to take your practice to the next level!

Universal Design for Learning and Choice Boards that have specific pathways are your next moves!

THEY BECOME PROBLEM-SOLVERS

THEY BECOME EXPERIMENTERS

THEY BECOME SYSTEMS THINKERS.

THEY BECOME EXPLORERS, CHASING THINGS THEY FIND INTERESTING

THEY ARE SELF-DIRECTED

THEY BECOME WILDLY AND UNABASHEDLY DIFFERENT

WHAT HAPPENS WHEN STUDENTS OWN THE LEARNING?
BY @SPENCERIDEAS

THEY LEARN PROJECT MANAGEMENT

THEY BECOME HACKERS AND REBELS

THEY LEARN TO THINK DIVERGENTLY
(THINKING OUTSIDE THE BOX BY THINKING DIFFERENTLY ABOUT THE BOX)

THEY GET THE CHANCE TO GEEK OUT

THEY ARE READY FOR THE CREATIVE ECONOMY

THEY AREN'T AFRAID TO TAKE CREATIVE RISKS AND MAKE MISTAKES.

SPENCERAUTHOR.COM

Learner Agency through UDL

Universal Design for Learning (UDL) is the practice of embedding flexible strategies into the teaching so that all students can access the learning. Built on the premise that there is not one kind of learning, UDL is a framework for removing barriers to the learning by anticipating the needs of every student.

- Learning differs across tasks
- Learning differs across development
- Learning differs across individuals

Multiple Means of Representation "WHAT"

Multiple Means of Expression "HOW"

Multiple Means of Engagement "WHY"

KnowledgeWorks.org
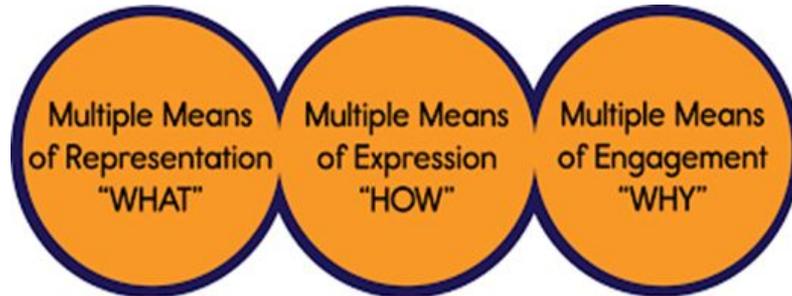
Learner Agency through UDL

Teachers provide

Students have

❑ Flexible ways of presenting lesson content ➡ ❑ Options for how they receive content

❑ Flexible options for student engagement ➡ ❑ Choices which will engage student interest

❑ Flexible methods for expression and assessment ➡ ❑ Choices for how they demonstrate their learning

KnowledgeWorks.org

Learner Agency through UDL: Choice

❏ **ACCESS**: How will learners process/gather content? What choices will you provide for them? What will they determine for themselves?

❏ **ENGAGE:** How will learners work through the content? What choices will you provide for them? What will they determine for themselves?

❏ **EXPRESS**: How will students demonstrate evidence of learning? What choices will you provide for them? What will they determine for themselves?

Learner Agency through UDL: CHOICE!

ACCESS content **(and transform into usable knowledge)**	ENGAGE with content	EXPRESS understanding
printed text digital text video recording hands-on visualize connect text-to-speech	independently small group partners teacher-led interactives video problem solving designing collaboration reflection	writing presenting storytelling multimedia building making sense of learning solving

STUDENT CHOICE IS MORE THAN SIMPLY PICKING A TASK. IT'S ABOUT OWNING THE ENTIRE LEARNING PROCESS.
John Spencer

When students are provided choices about how they are learning, it becomes more than ownership - it becomes empowerment!

How might you empower your learners to own their learning?

How has your thinking been prompted?

How can you apply Universal Design for Learning in your practice to build **LEARNER AGENCY?**

Through UDL, learners can be provided with choice in how they will
★ access the content,
★ engage with content,
★ express understanding of the content.

Learner Agency through Choice Boards

We will be investigating Choice Boards (along with playlists and menus) and all the possibilities they provide for personalizing learning when we look at the DNA of Learning Pathways next time.

For now, let's look at how choice boards can be a key strategy in learner-centered classrooms.

Check out this article!

A.J. JULIANI ARTICLES EVENTS BOOKS VIRTUAL SPEAKING

THE ULTIMATE GUIDE TO CHOICE BOARDS AND LEARNING MENUS

By AJ Juliani | One Comment

138 SHARES

Share   Tweet

Note: I've broken this guide into three distinct parts. All of the resources shared in the examples section can be accessed for free, including those I used from NextLesson when you sign-up for a one-month trial. Other free resources are shared on my Remote Learning

Learner Agency through Choice Boards

Choice boards can be designed around standards, progressions, and student readiness pre-assessment data. Kids can enter a learning pathway at their developmental level and move forward with the learning.

Learner Agency through Choice Boards

Choice Board based on readiness pre-assessment results.

Understanding Webb's Depth of Knowledge

Your pre-test Score - _____

If you scored XXX – XXX, complete 2 shaded boxes and 2 additional boxes.
If you scored XXX – XXX, please complete 1 shaded box and 2 additional box
If you scored XXX – XXX, please read the Bonus article and analyze the DOK of another Game Show.

Note: Summative assessment will be working with colleagues to analyze test items.

MUST DO	MAY DO	
Video: Webb's Depth of Knowledge Learned! https://www.youtube.com/watch?v=gO9k2xbbbxw 7 min uses hand drawings to exemplify the ideas; has misspellings	**Chart:** DOK chart with sample verbs and evidence http://www.niesc.k12.in.us/index.cfm/staff-development/public-consulting-group-co-teaching-session/depthofknowledgechart-pdf/	**Video:** Karin Hess: Cognitive rigor and DOK Website that provides links to charts for each content area (DOK/ Bloom's) Watch the 23-minute video describing DOK in depth. (on the landing page) https://www.karin-hess.com/cognitive-rigor-and-dok
Chart: Karin Hess: Cognitive rigor and DOK Website that provides links to charts for each content area (DOK/ Bloom's) Access and study the appropriate chart for your content area. This is a complex text. Consider how your instructional activities are connected to each level. https://www.karin-hess.com/cognitive-rigor-and-dok	**Video:** Bloom's Taxonomy vs. Webb's Depth of knowledge https://www.youtube.com/watch?v=P_0kJcxJxI8 3-4 min. Hand drawings to clarify the differences.	**Website:** Bloom's Taxonomy and Webb's Depth of Knowledge Investigate, read, and refresh your understanding. Includes charts of products and actions. https://www.synergiseducation.com/blooms-taxonomy-and-webbs-depth-of-knowledge/
Article: What EXACTLY is Depth of Knowledge? (Hint: It's not a wheel.) ASCD In Service http://inservice.ascd.org/what-exactly-is-depth-of-knowledge-hint-its-not-a-wheel/	**Article:** Webb's Depth of Knowledge to Increase Rigor Edutopia https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst	**BONUS BONUS BONUS BONUS** Read the article and make another game show connection. Be ready to share it! Let's Make a DOK! A game show approach to Depth of Knowledge http://maverikeducation.blogspot.com/2014/08/lets-make-dok-game-show-approach-to.html Fun blog – interesting, relevant

How has your thinking been prompted?

How can you apply choice boards in your practice to build **LEARNER AGENCY?**

Choice boards are easily adapted across disciplines and grade levels, and give students an opportunity to showcase the skills they've mastered, practice new content and skills, and extend their learning.

Consider how you might engage your student in the co-design of choice boards!

KnowledgeWorks.org

Commit to Practice:
How will you grow learner agency?

LEARN

What practices or structures will you use to support learner agency?	Additional resources or supports needed:

PRACTICE

What is your strategic action (commitment) in the next 30/60/90 days?	What are the steps you will take?

REFLECT & REVISE

Who will be a reflection and accountability partner for this work?