

BULKELEY PERSONALIZED ADULT LEARNING PLAYLIST

The purpose of this playlist is to provide resources for Student-Centered Learning. The playlist includes articles, videos, and various artifacts to explore. A short blurb or quote has been provided from the resource to give you a quick preview. Along with each resource, you will find discussion questions and/or activities to help you think about applying the knowledge you have gained from these resources. If you have your own ideas for alternative resources and deliverables, please email Mr. Griswold at gris001@hartfordschools.org. For example, see this section on [Webinars](#).

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Digital Content and Tools




Google Classroom	ThinkCERCA
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Subject-Specific





ELL	Science	Arts
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Basics of Student-Centered Learning		
RESOURCES	PAWS	TO DO
<p>What is Blended Learning? Video & Resource; 5 minutes: From The Learning Accelerator and the Clayton Christensen Institute, these resources provide a high-level definition of blended learning and its benefits for students See also: Are We Innovating, or Just Digitizing Traditional Teaching?</p>		Think about ... "How is blended learning different than a technology-rich classroom?" Share a short response on G+ . Please add #sclbasics to your response.
<p>Design to Personalize: How to Succeed Article; 10 minutes "We recommend starting at the beginning of the process with an open slate, and designing a blended-learning model to meet students' specific needs."</p>		What is one challenge that student-centered learning could potentially address in your school or classroom? Explain in a response on G+ . Please add #sclbasics to your response.
<p>Check out how these educators are using project-based learning Aggregate of Resources; 10 minutes "Maybe you're new to project-based learning (PBL) and need some resources to move it into your classroom, or maybe you're looking for some fresh PBL approaches. Whatever your need, we've gathered PBL resources and some examples of how educators are using PBL in their classrooms." <i>Or</i> The Six Must-Have Elements Of High Quality Project-Based Learning Article; 10 minutes "The framework is built around six basic elements that the framers believe must be present: intellectual challenge and</p>		Why do many teachers see project-based learning as effective? What problems could it solve in your classroom? What challenges might you have to overcome in implementing PBL? Share your response to these questions on G+ , including #sclbasics in your post.

accomplishment, authenticity, public product, collaboration, project management and reflection.”		
<p>Teaching With Your Mouth Shut</p> <p>Article; 8 minutes</p> <p>“While being in this position of power can feel gratifying, it doesn’t always work. When this school year started, I decided to stop ‘teaching’ my 10th graders in the traditional sense, and find a new way to educate my students.”</p>		After reading the article, what does the philosophy of “teaching with your mouth shut” mean to you? If you were to try the ideas presented in the article, what would be the biggest challenge? Share your response to these questions on G+ , including #sclbasics in your post.
<p>‘There’s No Such Thing as Average’: Todd Rose on Brain Science and the Limitations of Standards</p> <p>Article; 10 minutes</p> <p>“First, there’s no such thing as an average person, and second, it’s inhibiting educators from creating “a principled way to think about individuality.”</p>		How do the elements of individuality-- jaggedness, context, and pathways-- apply to the classroom? Share your response to this question on G+ , including #sclbasics in your post.
<p>The Complete Guide To Twitter Hashtags For Education</p> <p>Resource</p> <p>Twitter is a great resource to explore for professional learning. This article explains hashtags that educators are using to share their thoughts, and how you can become a part of this learning community.</p>		If you haven’t created a teacher Twitter account, do so first. Then, choose a hashtag from the list that is relevant to your practice and explore the tweets that feature that hashtag. Find a resource someone else has shared for that hashtag. On G+ , share your twitter handle, the resource that you found, and reflection on the use of Twitter for professional learning. Include #sclbasics in your post.
<p>Getting Students Ready for the Gig Economy</p> <p>“While I would never contest that sustained, long-term work on projects and challenging problems is just as important, students do need the opportunity to hone their skills and strategies for short-term work.”</p>		In your classroom, how do you authentically engage students around their interests? Considering ideas presented in the article, what is a specific example from your teaching of how student interests can turn into gigs or projects in your curriculum? Share your response to this question on G+ , including #sclbasics in your post.

Culture & Management		
RESOURCES	PAWS	TO DO
<p>Moving to Student-Centered Learning</p> <p>Article; 5 minutes + Google Sheet</p> <p>“For student-centered learning to thrive, teachers need to learn new ways to manage their classrooms, such as using data regularly to identify each student’s learning needs and targeting their instruction to each child accordingly.”</p>		Think about What are the challenges of implementing student-centered learning? What are the benefits? Write your responses in G+ , including #sclculture. Feel free to comment on others’ reflections.
<p>Routines and Procedures Photo Examples</p> <p>Photos + Artifacts; time varies</p> <p>Artifacts from blended learning classrooms from around the country demonstrating routines and procedures.</p>		Which routines and procedures posters would you use in your classroom tomorrow? What about in the next few months? Write your response on G+ , including #sclculture.
		Take photos of instructions, routines, and procedures you have posted in your classroom. Share them on G+ and include descriptions. Be sure to use #sclculture in your post.




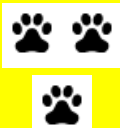
<p>A Manifesto of the Possible: A Teacher’s Journey Toward Personalized Learning</p> <p>Article; 10 minutes <i>“The body of knowledge about what works in education is a vast toolbox and within it, every teacher can discover the tools to build personalized learning environments for students.”</i></p>		<p>In the article, the author discusses growth mindset and design thinking as the tools he uses to personalize learning for his students. What are the tools you use to build personalized learning environments? Describe how you use these tools on G+, including #sclculture.</p>
<p>Matching Student Resources With Student Experiences</p> <p>Article; 10 minutes <i>“In this world of easy access to text, there is still something missing: books that represent all children. A student of color must scour the children's aisles to find a book that even in the most remote sense reflects him or her.”</i></p>		<p>How are you incorporating students' experiences into the educational resources that they use? Provide at least one example of how you have tried one of the three suggested solutions (<i>Change the names, Search out new authors, Be unafraid of real histories</i>) in your classroom and share how it went. Post your response on G+, including #sclculture.</p>
<p>17 Ideas to Help Combat Learned Helplessness</p> <p>Article <i>“Some teaching practices help strengthen students’ self-efficacy, motivation and confidence, while others have the opposite effect. And the irony is that teachers might not even realize they are doing things that create this opposite effect.”</i></p>		<p>Identify one of the practices detailed in the article that you’d like to improve. Try one of the strategies that the author suggests (please feel free to modify the strategy to fit your subject area). On G+, share the results including #sclculture.</p>
<p>A Quick-Guide To Teaching Empathy In The Classroom</p> <p>Article <i>“What if we started by explicitly teaching empathy in the classroom? By teaching students these skills in an authentic, applicable way, will they see each other differently? It’s worth finding out. With so many curricular and time restraints on teachers, how can we be expected to explicitly teach empathy in a meaningful way?”</i></p>		<p>Which idea or ideas from the article stand out to you as something that would be particularly effective at our school? What would be the impact of the idea(s)? Share your reflection on G+, including #sclculture.</p>

Data Analysis		
Resources	Paws	TO DO
<p>Scales of Progress</p> <p>Article Goal attainment scaling, which tracks students' skill progression over time, offers an alternative to fixed methods of assessment.</p>		<p>In your own words, describe “goal attainment scaling.” How does this practice enhance assessment? How could this feasibly be done in your context? Write your response on G+, including #scldata.</p>
<p>Three Key Questions on Measuring Learning</p> <p>Article To gauge different types of learning, we need a broader collection of measures, with a greater emphasis on authentic, performance-based projects.</p>		<p>What is the shift in assessment that McTighe is advocating for? Why does he consider this shift to be important? What is an example of an assessment you give and how would McTighe classify it? Write your response on G+, including #scldata.</p>
<p>Formative Assessment</p> <p>Artifacts, videos and resources on ideas to incorporate formative assessments; time varies</p>		<p>Try one or more of the strategies found in this resource in your classroom. Share the results and lessons learned on G+, including #scldata</p>
<p>Making Students Partners in Data-Driven Approaches to Learning</p> <p>Article + artifact; time varies</p>		<p>Try one or more of the strategies found in this article in your classroom. Share the results and lessons learned on G+, including #scldata</p>



<p>The Data Workout: How It's Impacting Teaching and Learning</p> <p>Various artifacts; time varies</p>		<p>Try one or more of the strategies found in this article in your classroom. Share the results and lessons learned on G+, including #scldata</p>
<p>How to Find the Middle Ground Between Data-Driven and Student-Driven Learning in Your Classroom</p> <p>Article; 10 minutes</p> <p>“Oftentimes, schools and districts place more emphasis on data than anything else in the K-12 environment. However, using data alone to drive instruction wasn’t enough to meet the learning needs of my students when I was in the classroom.”</p>		<p>What is one strategy or idea that you can take away from the article to apply to your own work? What steps will you take to do that? Write your response on G+, including #scldata.</p>
<p>Improve Student Outcomes with a Time-on-Task Chart</p> <p>Article; extended time period of application</p> <p><i>“By making data-informed decisions, we can rapidly identify areas and methods for improvement when it comes to classroom time on task.”</i></p>		<p>Follow the steps outlined in the resource to use data to improve classroom time on task. Share either your completed “Time on Task Worksheet” or Google sheet (both templates are in the resource) showing data from a two week period, implementing an improvement strategy in week 2.</p>
<p>Make Formative Assessment More Student-Centered</p> <p>Collection of Resources</p> <p><i>“It’s true: many of the most popular formative assessment and student-response apps like Kahoot!, Plickers, and Socrative make giving and scoring quizzes easy and efficient. They also give teachers great feedback on learning and instruction. But that’s just the tip of the iceberg. To unlock formative assessment’s full potential, go beyond the bar chart and get students to reflect on their own learning goals, areas for growth, and next steps.”</i></p>		<p>After exploring the resources, identify a new strategy or tool that you’d like to try in your classroom. Implement that strategy or tool in a lesson and share the results on G+, including #scldata.</p>
<p>5 Reasons Your Rubric Needs a Makeover</p> <p>Article</p> <p>This article inspects 5 common problems with rubrics and offers possible solutions to fix each of the problems.</p>		<p>Identify at least one of the rubric red flags in a rubric you commonly use. Then, apply one of the solutions suggested in the article to redesign your rubric. Share the problem, solution, and a copy of your redesigned rubric on G+, including #scldata.</p>
<p>Competency-Based Rubric Design</p> <p>You will draft an original rubric based on college and career ready (CCR) standards (Common Core, Next Gen, C3, etc.). It will be based on the standard or competency such that, in any project that assesses that standard or competency, your rubric will be appropriate. In other words, they cannot refer to a specific assignment or product. Then you will use it within a curriculum-embedded performance assessment</p>		<p>Submit the following on G+, using #scldata:</p> <ol style="list-style-type: none"> 1. An example of a completed student performance assessment with the scored rubric attached. 2. (optional) Proof that you completed the Rubric Tuning Protocol. 3. Brief reflection (in written, audio, or video format) answering the following questions: <ol style="list-style-type: none"> a. What have you newly learned about the rubric design process? What “best practices” will you adopt?
<p>Formative Assessment</p> <p>Create a lesson plan that includes a clear goal and objective, alignment to relevant learning standards, essential questions, a clear progression of strategically selected activities in the lesson that will maximize engagement of all learners, a plan to assess learners’</p>		<p>See link for details. Submission to G+.</p>




understanding of the content of the lesson, a plan to collect relevant data from the lesson to make informed decisions on next steps.		
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Planning




Resources	Paws	TO DO
[UBD] Understanding by Design Video clip; 10:51 minutes + artifact <i>"It's important to keep this in mind that what you are trying to do is make it more likely by design that when you teach you are more goal focused and more effective."</i>		Complete this UBD reflection graphic organizer and share it on G+ , including #sclplanning.
Goodbye, Long Nights of Lesson Planning: The Secrets to Successful Virtual Co-Teaching Article; ~10 minutes + artifact <i>"We decided to stop reinventing the wheel, and plan and execute similar core practices throughout the year."</i>		Talk to a colleague about their planning. Find out what core practices and/or beliefs guide the decisions they make while planning. Share what you learned on G+ , including #sclplanning.
The Educator's Guide to the "Blended Learning Lesson Plan" Article + artifact; time varies <i>"This guide seeks to simplify the blended learning lesson plan process and provides an example of what a blended learning lesson plan might look like -- not too different from a traditional lesson plan."</i>		Using one of your current lesson plans, create a draft blended learning lesson plan. Share sample lesson plan on G+ , including #sclplanning .
Performance Assessment Design Create an original performance assessment (PA), analyze the PA for validity, embed the PA within your curriculum, and administer the PA to at least one class of students.		See link for details. Submission to G+ .

Technology






Resources	Paws	TO DO
Edtech Is Trapped in Ben Bloom's Basement Article <i>"As a technologist by trade, I can sympathize with Silicon Valley's underestimating the importance of good pedagogy. But, I certainly can't excuse it. And in the process of trying to educate myself on the matter, I've come to a scary realization: Edtech is trapped in Ben Bloom's basement."</i>		First, do you agree or disagree with the central argument that the author is making? Then, describe how you currently do or could use technology in each of Bloom's categories (Please describe both the tool you use and an example of task that tool is used for). Post this reflecton on G+ , including #scltech.
3 Tips for Integrating Tools at the Start of School Article + Artifact; 5 minutes 3 tips to help you introduce and use tech tools in your classroom at the beginning of the school year and throughout.		Answer the following questions on G+ , including #scltech. <ol style="list-style-type: none"> 1. What changes will need to be made in your classroom in terms of technology? 2. What support will you need to make these changes?

<p>Mind Blowing Tech Tools from a 12 Year Old (iNACOL) Resources; 10 minutes + additional time to explore each tool Learn more about technology tools that can easily be implemented into your classroom.</p>		<p>Share on one website, app, learning tool you are using in your classroom. Additionally, share one tool from the list that you think might be helpful in your teaching and why. Post your responses on G+, including #scltech</p>
<p>Online Tools for Teaching and Learning Resources; varied This website contains lists of online tools sorted by purpose. Each tool has an accompanying review and suggestions page.</p>		<p>Choose a tool that you are interested in exploring more. Describe how you could use this tool to enhance your instruction and curriculum. Post your response on G+, including #scltech</p>
<p>Digital Note Taking Strategies That Deepen Student Thinking Article “If teachers recognize the power of digital tools, and their responsibility to help students learn to use them, then digital note taking isn’t just “one more thing to do.” Instead, it becomes an important skill that could help students to engage with ideas, synthesize concepts and build the critical thinking skills that they will need to be successful learners in the future.”</p>		<p>The author categorizes four ways in which digital note taking can enhance a student’s learning experience in ways that analog note taking cannot. With your class, try at least one of the strategies mentioned in the article and share the results and your reflection on the strategy. Post your response on G+, including #scltech.</p>



Small Group Instruction

Resources	Paws	TO DO
<p>Personalized Small Group Instruction Video & Artifact; 10 minutes <i>“I work closely with a small group of students while other students are engaging in activities independently at different stations.”</i></p>		<p>Answer the following questions on G+, including #sclsgi</p> <ol style="list-style-type: none"> 1. What benefits can stem from small-group instruction? 2. In what ways will small-group instruction support the various types of learners found in your classroom?
<p>Small Group Work with “I Choose” Video & Article; 15 minutes <i>Learn how one school approached the creation and implementation of a 30-minute “I Choose” period for students</i></p>		<p>Use 15 words or less to reflect on each of these questions and share on G+, including #sclsgi</p> <ol style="list-style-type: none"> 1. What ideas from the article can you apply in your classroom? 2. In the long run, how might you think differently about how your class periods are organized?
<p>Target Instruction Mini Session Slide Presentation; Classroom Application Wanting to “go deeper” with your targeted small group instruction? Check out these photos in a few classrooms and ideas to take it to the next level.</p>		<ol style="list-style-type: none"> 1. Use the rubric in slide 2 to reflect on your current level of classroom practice with targeted instruction. 2. Based on your current level, review the appropriate section of the slides <ol style="list-style-type: none"> a. Getting Started: Slide 3 b. Developing: Slide 9 c. Going Deep: Slide 16 3. Find one of the “Current” examples that is similar to your classroom practice and try the “Idea for the Next Step” 4. Share your results in a reflection on G+, including #sclsgi



Student Reflection

RESOURCES	PAWS	TO DO
<p>Cultivating Reflection to Help Students Become Self-Directed Learners Article; Varies <i>"Reflection is an act of looking back in order to process experiences."</i></p>	 	<p>Try one or more of the strategies found in this article in your classroom. Share the results and lessons learned on G+, including #sclreflect</p>
<p>How to Prepare Students for Student-Centered Learning Article + Artifact; 10 minutes <i>"Students have to learn how to take ownership of their learning. They must be comfortable in the knowledge that everyone learns differently, and they must learn how to become advocates for themselves."</i></p>		<p>Write a personalized note to a teacher or student about preparing students for student-centered learning. Make sure to include your reflections to the two questions below. Share your note to G+, including #sclreflect</p> <ol style="list-style-type: none"> 1. What does "student-centered" learning mean to you? 2. How will student-centered learning benefit students in Hartford?
<p>Why Growth Mindset Isn't Working in Schools...Yet Article; 10 minutes <i>"This is why growth mindset is not working in schools—at least, not yet. Shifting mindset requires students to build new skills, specifically to understand and get better at the process of learning."</i></p>		<p>What is one learning strategy that you teach students to help them master your content? How can you alternatively teach them to develop their own strategies? Share your reflection on these questions on G+, including #sclreflect.</p>
<p>The 40 Reflection Questions Resource; Classroom Application A list of 40 reflection questions to help you gather important data about your students. With this list, you can now mix up the questions you're asking!</p>		<p>Create a Google Form using 3-5 of the questions from the resource. Share the form, generalize the information you learned from the form, and report how you used the data from the form on G+, including #sclreflect.</p>


Google Classroom

RESOURCES	PAWS	TO DO
<p>Google Classroom 101 Workshop Attend this teacher-led workshop from 2:45-3:45 on Oct. 26 to learn about how to effectively use Google Classroom, a tool to help with class organization and workflow!</p>		<p>Set up Google Classroom for one of your classes and post your first assignment. Take a screenshot of this assignment and describe what problem Google Classroom will help you solve. Post the screenshot and reflection on G+, including #sclclassroom.</p>
		<p>If you did not attend the Google Classroom 101 Workshop, but have used Google Classroom, please complete the same To Do as above, but only 1 paw print will be reward.</p>


ELL

RESOURCES	PAWS	TO DO
<p>Planning and Differentiating Using the CELP Standards</p> <p>Video, Slides, Transcript; Time Varies</p> <p>Understand the diversity of English Learners and their needs, navigate the Connecticut English Language Proficiency (CELP) Standards document, and increase capacity to plan and differentiate for English Learners.</p>		<p>Answer the following questions on G+, including #bhsELL:</p> <ol style="list-style-type: none"> 1) What is the most important take away from the video and how can you apply the new learning to the instruction in your content area? 2) Review the linguistic supports (either by proficiency level or content area) and choose one to implement and reflect on the implementation.
<p>Enriching Academic Vocabulary: Strategies for Teaching Tier Two Words to E.L.L. Students</p> <p>Article</p> <p>"This is why, when I'm working with English language learners, I mainly focus on this tier. There is simply more bang for your teaching buck: Learning these words will make more texts accessible to your students."</p>		<p>The authors outlines several strategies he uses to successfully teach Tier Two Words to ELL Students. Choose the strategy you think is the most student-centered, or modify one to make it more student-centered, employ the strategy in your classroom, and share a reflection and an artifact on G+, including #bhsELL.</p>
<p>Preparing an Engaging Social Studies Lesson for English Language Learners</p>		




Science

RESOURCES	PAWS	TO DO
<p>Next Generation Science Standards-Based Assessments Are Coming. How Should Teachers Prepare?</p> <p>Article; 10 minutes</p> <p>"...successful science education transforms how students think, so that they can understand and use science like scientists do."</p>		<p>The NGSS have shifted science standards from a content-knowledge base to three dimensional learning. In a reflection on G+, including #bhsscience, describe how you have asked students to demonstrate 3D learning on an assessment. Please include your assessment in your post.</p>

Arts

RESOURCES	PAWS	TO DO
<p>Using Art to Promote Deeper Thinking and Understanding</p> <p>Article; 10 minutes</p> <p>"Learning to draw and shade, apply paint, use a glue gun, carve and print from linoleum are all important artistic skills and good things to know, but what do they help learners to understand?... This is where reflection and metacognition come in."</p>		<p>What ideas from the article stand out to you about increasing student ownership? What is a specific example of how you can apply an idea from the article into your work? Share your response to these questions on G+, using #sclart.</p>

Webinars

RESOURCES	PAWS	TO DO
<p>Webinars</p> <p><i>I will update this box with relevant webinars from time to time. If you have other webinars that you are interested in, please feel free to use those. For many webinars, you can register, and even if you can't view it live, they will send you a link to the recording.</i></p> <p>Strategies for Teachers to Drive Student Agency through Inquiry-Based, Authentic Learning</p> <p>May 17, 2018, 6:00 PM - 7:00 PM ET</p>		Share a reflection on major takeaways from the webinar. Post this on G+ , using an appropriate #.
		Share a reflection on major takeaways and include a specific example (with an artifact of some sort) of your current practice and how it connects to what you learned (either as an example or as an opportunity for growth). Post this on G+ , using an appropriate #.
		Change a classroom practice in accordance with your new learning and share the results through a reflection. Include an artifact that demonstrates your changed practice. Post this on G+ , using an appropriate #.

Additional Resources that May Be Useful:

- [35 Questions to Ask Students when Reflecting](#) (Article, List)
- [40 Questions to Ask Students when Reflecting](#) (Article, List)
- [Growth Mindset Reflection Ideas](#) (Photo)
- [How to Improve Assessments in Google Docs](#)
- [3 Things the Most Creative Leaders Do](#) (Article)
- [A Taxonomy of Reflection: Critical Thinking For Students, Teachers, and Principals \(Part 1\)](#)
- [What Kind of Thinker Are You?](#) (Article, Activity)
- [Five Critical Skills to Empower Students in the Digital Age](#) (Article)
- [Five Steps to Promote Great Teaching](#)
- [Blog Post: Teacher redesigned her classroom to be a "Starbucks for kids"](#)
- [Playworks games](#) a ton of other team building and ice breaker games
- [Giving Feedback Before, During and After Small Groups](#)
- [Making Small Groups Work](#)
- [Flexible Classroom Eye Candy](#) Different ways teachers set-up their classrooms