Student Choice Mini-Session
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[Presentation](#)

Guiding Question: How do we incorporate authentic student choice in content, activity, and/or pace?

(15 min) Expand Knowledge - What is Student Choice?

- Read [The Key Benefits of Choice](#)
- Do Now: On separate post-it notes, write down all the ways you provide students with choice in your classroom.
- Bucket your choice activities into content, activity, or pace (*note - you can also provide students with choices on "space" and where to work, but we will focus on these 3 today)
- Review the levels of [Student Choice](#) below for content, activity, or pace
- [Self-reflect:](#) Where are you in your development of incorporating student choice on all 3 spectrums?
- Share out

(5 min) Expand Knowledge - Student Choice Exploration

- Overview of student choice
- Choose a focus area to explore with a partner:
    - [Content](#) and [Explore Slides](#)
    - [Activity](#) and [Explore Slides](#)
    - [Pace](#) and [Explore Slides](#)

(5 min) Practice & Apply Commitment and Share-Out

- Make a commitment to use one strategy and set a timeline for implementing in your classroom
- Share out what you've built, an idea you have, or a resource you found valuable
- Explore [Core 5 tactics Bank](#)

Levels of incorporating Student Choice		
GETTING STARTED	**DEVELOPING**	**GOING DEEP**
Content Teacher provides students with some form of choice with the content.	Teacher provides students with choice in the process-prioritization of tasks or path to complete assignments.	Teacher provides students with more authentic and autonomous choices with the content and process.
Activity Teacher provides students with some form of choice in activity using either online or offline tools.	Teacher provides students with frequent choice in both use of online or offline tools and students can articulate why they selected an activity.	Teacher provides students with more authentic and autonomous choices with the type of activity. Students can articulate why a certain activity is beneficial to their learning.
Pace Teacher controls the pace of the lesson and all learning activities. All students get the content at the same time.	Teacher has control over most of the lesson pacing, but offers students some activities that allow for self-directed pacing.	Teacher exerts little control over the lesson pacing, and not only allows students to move flexibly through the content, but allows them to determine when they will start and end an activity.

If Getting Started...

Content	Activity	Pace
• **Use Digital Content to support small groups -** Align resources from digital content providers/tools to support small group instruction. ([Example](#)) • [Five Ways to Give Students More Choice and Voice](#) [Article] - Five ways to provide more choice and voice in the classroom.	• [9 Simple Ways to Offer Student Choice](#) [Blog Post] - Tried and true methods for offering student choice. • Use choice boards to allow students to select from a wide range of activities offered in learning centers ([Choice Board Templates](#))	• **Allocate different amounts of time per small group -** Strategically determine how long each small group should be based on the targeted needs of the students in the small group. ([Example](#)) • **Individualized Playlists** - This document will help you determine how to begin building playlists ([Playlist Building 101](#))

If Developing...

Content	Activity	Pace
• Read about these [three ways to plan for diverse learners](#) • Provide students with choice in [content](#) or [demonstration of mastery](#)	• [Seven Ways to Include Student Choice](#) [Article] - Summary of several structures for incorporating more choice into your classroom. Includes more than just activity, but has helpful ideas for this component. • Use Choice Days to allow students to self-differentiate activities ([Choice Days](#))	• **Individualized Playlists** - Students work through a playlist or work plan of activities at their own or set pace. ([Example #1](#); [Example #2](#), [Example #3](#))

If Going Deep...

Content	Activity	Pace
• **Student Focus Groups** - Hold focus groups for students to collect feedback on instruction and learning within your classroom ([Example](#)) • **Portfolios -** provide students a platform for storing and sharing their best work ([Article](#)); think about the shift from a culture of achievement to one of accomplishment ([Article](#))	• [Learning Menus](#) - Provide students with a menu of differentiated activities to complete for an objective ([Task Card](#)) • [Genius Hour](#) or [20 Time](#) - Provide designated time each week for students to focus on a learning objective of their choosing	• Consider [mastery-based progressions](#) • Review these ideas for providing students more autonomy in [path and pace](#)