

Personalized Instruction Scenarios

Resource: [RBL Implementation Continuum](#)

Step 1: Review scenario	Step 2: Identify the RBL Implementation Continuum Stage represented by the Scenario (B = Beginning, D = Developing, P = Practicing, A = Achieving)				Step 3: Capture Your Thinking	Step 4: Scenario Insights
Scenario 1 Marcel's Self Reflection: RBL Implementation Continuum Strategy: Varied Learning Experiences I began my personalization efforts this year by breaking up what used to be whole group, lecture-style, Chemistry instruction to a “flipped lesson” format. Students either watch the flipped content at home or at school prior to class. Class time is used to conduct whole group and small group experiments to further explore concepts from the flipped lesson (lecture) and notes. While this structure provides more time for hands-on experiments, I want to incorporate more options for students to work on the specific skills they need to master. Also, with the nature of chemistry labs themselves I find it tricky figuring out how much variety should occur and when we all need to be doing the same thing at the same time.	B	D	P	A	What are your thoughts about how Marcel might move along the continuum for this strategy?	Watch: Scenario 1 Insights Clip (Video) Key points related to IC placement <ul style="list-style-type: none"> Access content through a variety of learning experiences (flipped lesson & hands on experiments) Marcel looking to connect student needs to varied learning experiences and keep consistency of chemistry labs somewhat standardized Ways for Marcel to move forward on the RBL Implementation Continuum. <ul style="list-style-type: none"> Implement 3 Chemistry “zones” for students to work through at their own pace Heterogenous lab groups to scaffold Chemistry skills (and learning behaviors)
Scenario 2 Samir's Self Reflection: RBL Implementation Continuum Strategy: Differentiated Learning Objectives	B	D	P	A	What are your thoughts about how Samir might	Watch Scenario 2 Insights Clip (Video)

<p>I started off getting my Kindergarten self-contained classroom up and running with blended station time built into my reading and math blocks. Students rotate through three stations: small group, online learning with our adaptive math and reading programs, and peer practice activities. At each station, students complete the same work, except when they work on adaptive software lessons, which adjust the learning objectives dynamically based on mastery.</p> <p>I recognize that some of the students in small group need content that is further differentiated to master various TEKS at, above and below grade level.</p>	Provide Evidence for Your Choice:				move along the continuum for this strategy?	<p>Key points related to IC placement</p> <ul style="list-style-type: none">Differentiated Learning Objectives through adaptive software onlySamir recognizes need to differentiate small group instruction based on student needs and content mastery <p>Ways for Samir to move forward on the RBL Implementation Continuum.</p> <ul style="list-style-type: none">Implement differentiated learning objectives in small group instruction.
<p>Scenario 3 Rosa’s Self Reflection: RBL Implementation Continuum Strategy: Individual Feedback from Teacher</p> <p>I taught students how to review and interpret their individual results from a growth based assessment our district implemented for the first time. We did this as a whole class after each administration.</p> <p>I would like to find a way for students to identify relative areas of strength and weaknesses illuminated in the growth based assessment results, commit to improvement goals, self-reflect on progress and receive individual feedback from me throughout the year.</p>	B	D	P	A	What are your thoughts about how Rosa might move along the continuum for this strategy?	<p>Watch Scenario 3 Insights Clip (Video)</p> <p>Key points related to IC placement</p> <ul style="list-style-type: none">Growth based assessment results on a periodic cycle following each administrationNot yet providing specific, individual feedback <p>Ways for Rosa to move forward on the RBL Implementation Continuum.</p> <ul style="list-style-type: none">Implement system for providing individual feedback to students - starting with whole group
	Provide Evidence for Your Choice:					
<p>Scenario 4 Clive’s Self Reflection: RBL Implementation Continuum Strategy: Leverage Technology</p> <p>I implemented an online adaptive software in</p>	B	D	P	A	What are your thoughts about how Clive might move along the continuum for this strategy?	<p>Watch Scenario 4 Insights Clip (Video)</p> <p>Key points related to IC placement</p> <ul style="list-style-type: none">Use of adaptive software which allows students to progress upon mastery of skills and content
	Provide Evidence for Your					

<p>my 3rd grade math classroom this year. The software allows students to move through lessons as concepts and skills are mastered. Many students work independently on the program and stay engaged throughout online learning. However, some students get distracted and are often off task. During this time, I am working with a small group of students.</p> <p>I have not yet figured out how to keep all students at the online station working diligently to allow them to find success and to allow me to focus on small group instruction without interruption.</p>	<p>Choice:</p>		<ul style="list-style-type: none"> ● <i>Clive poses a problem related to students' learning behaviors during online work time. He has not yet figured out how to keep all students engaged in learning during the online work time.</i> <p><i>Ways for Clive to move forward on the RBL Implementation Continuum.</i></p> <ul style="list-style-type: none"> ● <i>Work on monitoring learning behaviors during the online work time and supporting students who may be stuck</i>
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- ***ANSWER KEY: #1: D; #2: D; #3: B; #4: D***



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