# Personalized Learning + Conceptual Understanding Lesson Framework

| Lesson Principle | Questions to Ask Yourself | Might Look Like |
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| 1) Start with **conceptual questions** that target the statement of conceptual relationships of the unit | <ul><li>What conceptual relationships are at the heart of this unit?</li><li>How can I create conceptual questions that engage students and allow for deep thought right away?</li><li>What questions will allow me to gage students' pre-instructional understanding of the concepts?</li></ul> | <ul><li>Students recording initial thoughts about conceptual relationships in journal</li><li>Groups draw non-linguistic representations of the concept on chart paper and gallery walk to see breadth of class's thinking</li><li>Small groups discuss conceptual questions and teacher observes</li><li>Teacher provides variety of sample relationship statements and students explain which one aligns with their thinking and why</li></ul> |
| 2) Collect data for **learner profile** | <ul><li>What choices might I offer students that cater to their interests, strengths, motivations and needs?</li><li>How can I use their personal goals in planning the instructional portion of this unit?</li><li>How can I involve students in the planning of the instructional portion of this unit?</li></ul> | <ul><li>Students rank a list of possible contexts that target the conceptual relationships</li><li>Provide a list of skills associated with the unit and students sort them based on which are current strengths and which need improvement.</li><li>Students rank interest in different potential activities for the learner pathways</li></ul> |
| 3) Brainstorm different potential **learner paths** | <ul><li>What choices might I offer students that cater to their interests, strengths, motivations and needs?</li><li>What resources already exist that help build background knowledge and understanding for this unit?</li><li>What do I need to create in order to build background knowledge or understanding?</li><li>How can I be creative in providing unique and varied experiences that will help students uncover the conceptual relationships?</li><li>How can I train people or edit resources in order to build conceptual understanding?</li></ul> | <ul><li>Create a playlist for the unit and students move at their own pace in order to uncover the conceptual relationship</li><li>Students choose between one-on-one tutoring, online learning, small group instruction that will help them uncover the conceptual relationship</li><li>Students interview different experts about the conceptual relationship of the unit</li><li>Students complete internships as the specific context in order to better understand the conceptual relationships of the unit</li><li>Students conduct their own research in order to uncover the conceptual relationships of the unit</li></ul> |

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| 4) Determine how students will demonstrate **mastery** and **progress** | <ul><li>How can students frequently measure their progress?</li><li>How can students use the data on the formative assessments in order to set goals and move at their own pace?</li><li>What different modalities (essay, video, etc.) can students use to demonstrate progress and mastery?</li><li>What is acceptable for mastery of this unit and what will early completers do once they demonstrate mastery?</li></ul> | <ul><li>Create formative assessments in advance and allow students to complete them frequently</li><li>Create a rubric that allows for multiple modes of performance (video, essay, 3D design)</li><li>Students use formative assessments to determine their pace</li><li>Students choose among several novel situations to explain their understanding</li><li>Early completers design their own project for deepening their understanding or increasing capacity from their needs list</li></ul> |
| 5) Determine how students will **transfer** understanding to a new, complex situation | <ul><li>How will students test out their statements of conceptual relationships in new contexts?</li></ul> | <ul><li>Students pair up to test their statements in each other's contexts</li><li>Students choose different contexts to test their relationship</li><li>Peers evaluate each other's relationships</li><li>Mentors provide new contexts to test out the relationships</li><li>Pairs brainstorm situations when they could use their new idea (transferability)</li></ul> |
| 6) Think creatively about the **learning environment** and allocation of **resources** | <ul><li>What staffing roles will maximize student choice and variance in pacing for this unit?</li><li>How can I efficiently use time to allow students to pursue their own interests and goals for this unit?</li><li>How can we build connection with other students and adults in this unit?</li><li>What community resources are available?</li></ul> | <ul><li>Tutors provide one-on-one or small group instruction</li><li>Students report to off site locations instead of coming to school</li><li>A variety of experts come to school and students rotate through different stations to collect evidence for the conceptual questions</li><li>Students visit the local library to collect evidence for the conceptual questions</li><li>Parents donate supplies to allow hands-on discovery of the conceptual relationships</li></ul> |
| 7) Determine ways to **evaluate** and **adapt** to learner needs | <ul><li>How often will I solicit student feedback on the status of the unit?</li><li>How can I adapt learner pathways, resources and the environment to meet the needs of the students?</li></ul> | <ul><li>Teachers meet weekly to discuss each student's progress and brainstorm ways to adapt learner pathways</li><li>Students meet weekly with teacher one-on-one to discuss their progress and brainstorm ways to adapt learner pathways</li></ul> |