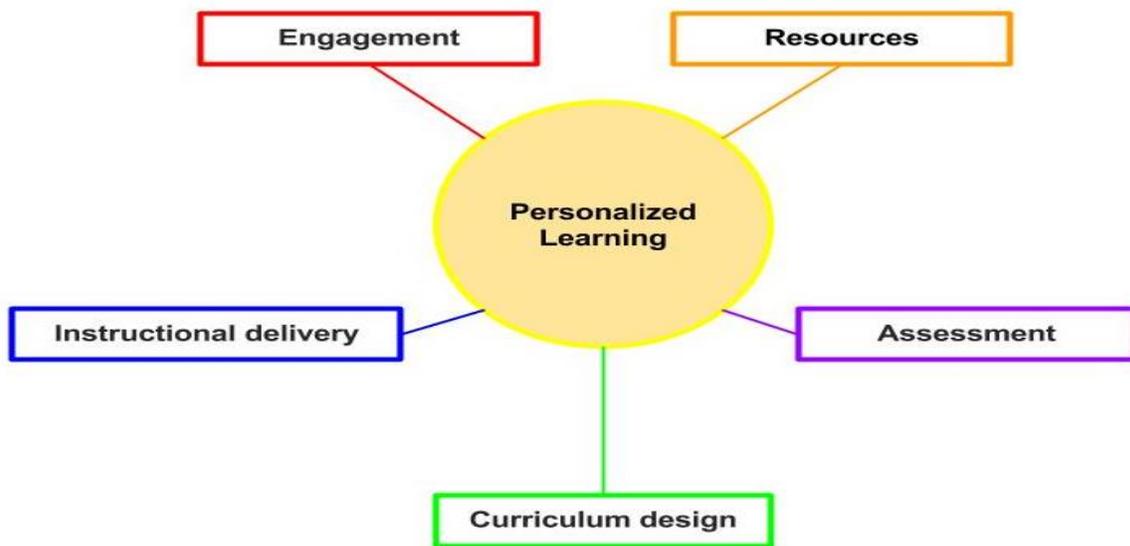




**Collaborative Activity: Teacher & Administrator for Personalized Learning
Final List of Evidence**

Directions: Working with your group, review the evidence categories provided and generate specific, concrete examples of the evidence you would want to see in a personalized classroom. (Duration: Approximately 40 minutes)

Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)
Standard 3.7: The Virtual Learning Program reflects instructional methods that support personalized learning (i.e. experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students).	Virtual Learning Program instructional methods support personalized learning for all students and are being implemented with fidelity.	Virtual Learning Program instructional methods support personalized learning for all students but are not being implemented with fidelity.	Virtual Learning Program instructional methods are being developed to support personalized learning for all students.	Virtual Learning Program does not reflect instructional methods that support personalized learning for all students.





Categories	Teacher Evidence	Administrator Evidence
Resources	<ul style="list-style-type: none"> ● Broader accessibility to content ● Re-appropriate content and learner level ● Every student and teacher has access to digital resources and training ● Students use digital equipment regularly inside and outside of classroom ● Students are familiarized with learning resources available via smart phones ● Using variety of resources for myself and students ● Choose a few resources at a time and learn/teach them well 	<ul style="list-style-type: none"> ● Availability of tools that meet varied needs- universal design and varied languages ● Resources are at correct levels for students ● PD paid time for instructors to 'play' with and learn the technology resources ● Enough resources at each program to be able to utilize technology ● Adequate technological infrastructure ● Resources updated on a regular basis ● Tech support available on a regular basis ● Having an informal as well as formal tech resource person ● Home access to tech for students' self-study ● Offline access to instructional resources for students in a correctional setting ● Virus free environment which can be a challenge with multiple users per device ● Strong communication vehicles for teachers to know best possible resources—and tell others what they've vetted



Categories	Teacher Evidence	Administrator Evidence
Curriculum Design	<ul style="list-style-type: none"> ● Systems in place to scaffold learning ● Systems in place to continually reassess curriculum and modify as necessary ● Uses real-world examples and problems to make learning relevant ● Embedded digital literacy lessons ● Flipped classrooms ● Curriculum includes opportunities for external and independent learning 	<ul style="list-style-type: none"> ● Intech ● Infrastructure to support varied staff needs to implement ● Start with the learners first: POST (People, Outcomes, Strategies/Skills, then Technology) ● Learner centered based on students needs and skill levels ● Technology is embedded into content, but also having separate technology basics instruction with pre and post-testing to assure students are ready for embedded tech content ● Clear objectives are identified that meet student needs and goals ● Low level high interest curriculum for the adult learner ● Cross curriculum technology instruction ● Task based modules focused on reading, writing, grammar, spelling ● Utilizing Learning Management Systems ● Special attention to the use of mobile device especially phones
Instructional Delivery	<ul style="list-style-type: none"> ● Differentiation opportunities ● Small group collaboration to complete assignments ● Students initiating learning by choosing from a menu of tasks ● Multimodal presentation of content ● Students access assignments and teacher feedback digitally ● Online classroom management systems ● Flipped approach ● flipping lessons, in class delivery 	<ul style="list-style-type: none"> ● Multiple means of representation ● Use of multiple blended learning modalities, such as station rotation, flipped learning, SOLEs, etc. ● Love the video of the 4th grade classroom; maybe that could be a standard ● Use of volunteers and high tech level proficiency students ● Support both learner only and learner/tutor paradigm ● Bilingual supports especially at the most basic levels ● Opportunities for self direction and building skills such as organization, independent learning, etc. ● Volunteers are the lifeline of our organization



Categories	Teacher Evidence	Administrator Evidence
Assessment	<ul style="list-style-type: none"> ● Creating self assessments for students ● Pre and post technology literacy assessment ● Northstar Digital Literacy Assessment -credentiating students digital literacy skills ● Apply lesson to real-world situation ● Student presentations using web-based research and/or digital equipment ● Load assessments onto the classroom devices so that learners can take whenever appropriate (like WRAPS 360 for reading) 	<ul style="list-style-type: none"> ● Assessing needs to create PD around topics that would benefit the implementation of the standard ● Opportunities for formal & informal feedback from staff and students ● Staff collaborative time to address/create formative assessments and measure how they align with the CASAS or GED gains ● Continuing challenge - moving target? ● Assessment that is comprehensive from the most basic levels upward ● Will definitely utilize the power point slides generated by RIFLI. ● Provide immediate feedback to the students taking an assessment ● Provide students with reasons for assessment ● Assessments that show a clear connection between the student's work and their broader goals--maybe building into personal profiles ● Create project based assessment
Engagement	<ul style="list-style-type: none"> ● Collaboration ● Students using online resources from outside of the classroom ● Students doing work digitally outside of classroom ● Students bring devices and internet access home at no or low cost ● Each learner should be engaged in what they are doing, and can answer what they are doing and why to anyone who asks ● Students interacting with each other online outside of class ● Online classroom presence ● Learners building their own computers 	<ul style="list-style-type: none"> ● Procedures supporting staff to staff coaching to improve fidelity of implementation ● Practice what you preach in PD sessions-incorporate blended learning and hands-on activities ● Be able to ask any learner in a room what they are doing and why, and have them be clear and passionate about their answers ● Staff updates and best practices sharing on weekly or bi-weekly schedule ● Staff are flexible and in constant touch with needs of students ● Simplicity-Some teachers may be intimidated by certain tools for usage in an instructional setting ● Teachers will need several tutors to assist students tend to have a wide ranging levels of tech literacy ● Using language and math fun activities, team based games and activities, other collaborative activities ● Rewards, certificates