

TeachME Professional Development

Empowering Students Through Personalized Learning

Co-Designing Instruction With Students

1. In the U.S. Department of Education's (USDOE) definition of personalized learning, personalization includes differentiation, individualization, and learner interests.

- A. True
 - B. False
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2. All of the following are components of a personalized learning system EXCEPT:

- A. Continuous formative assessment that involves the learner in a proactive manner
 - B. Detailed maps that link learning goals to standards, specify the skills and knowledge necessary to meet learning goals, and show hierarchical relationships among goals
 - C. A major priority shift toward competence-based curriculum, students working at their own pace when possible, and flexibility in reaching milestones
 - D. A systematic, explicit focus on developing self-regulated learning skills, with learners gradually taking on more responsibility in determining what they need to learn
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Standards, Goal Definition, Relations, and Scope

3. The next step after clarifying your goal through analysis is to think about what component skills and knowledge students will need to master in order to achieve the goal. Analyzing a goal in these terms portrays the knowledge and skills in terms of their hierarchical relationships, and is often called:

- A. Multifunctional analysis
 - B. Instructional analysis
 - C. Provisional analysis
 - D. Conditional analysis
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4. Which of the following is NOT correct about clearly defined learning goals?

- A. Mastery of extended goals should be required of all students, even if they haven't mastered the prerequisite skills, as this will help increase confidence and rigor
 - B. They allow the teacher and learner to work together in identifying appropriate activities to help the learner work toward those goals
 - C. Goals should be specific and meaningful
 - D. They can allow for project-based or problem-centered work in which learners joining a group may have different levels of skill mastery
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Selecting Activities to Reach Goals/Surface Versus Instructional Differences in Activity Type

5. Choice in activity may involve surface features or features fundamental to learning. Choice of surface features will always have a great effect on learning progress, while choice related to instructional factors may not have a significant effect.

- A. True
 - B. False
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Mastery Learning: Pace and Practice

6. One example of a mastery-based learning system is a fully personalized instructional system with a focus on learner choice with teacher support in which students move at their own pace in meeting their selected goals and where there is:

- A. Long-term assessment
 - B. Formative assessment
 - C. Summative assessment
 - D. Informal assessment
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Action Principles for States, Districts, and Schools/Action Principles for Schools

7. When referring to action principles for schools, which of the following is true?

- A. Develop and implement a teaching-to-learn curriculum to help support informed teacher choice in personalized systems
- B. Design a system for continuous summative assessment that involves the student
- C. Work on developing a schoolwide culture based on key values of utility and cooperation

D. Move toward a mastery-based system that can help students see their progress and achieve goals they may otherwise have not achieved

Flipped Learning as a Path to Personalization/The Flipped Model of Blended Learning

8. The Flipped Learning Network defines flipped learning as a pedagogical approach in which direct instruction moves from the group learning space to the _____ learning space, and the resulting group space is transformed into a dynamic, interactive learning environment.

- A. Blended**
 - B. Collaborative**
 - C. Individual**
 - D. All of the above**
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Flipped Models: Variations on a Theme/Flipped Classroom 101 to Flipped Learning

9. Each of the following are true about a flipped learning model EXCEPT:

- A. Although the teacher may provide a selection of resources, using specific resources may not be required**
 - B. Mastery is not the goal, and teachers select the best or preferred way to gain the necessary skills and knowledge**
 - C. Student projects and problem solving are central to the classroom-based learning experience**
 - D. Teacher created content may no longer be the main source that students use to gain skills and knowledge**
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Additional Benefits of the Flipped Model/Individualization, Differentiation and Personalization Become Possible

10. In a flipped model where projects and problems are the central focus, students may have a choice of projects and how they learn the supporting content- by reading, watching presentations/demonstrations, working through interactive simulations or other educational software, or some combination of activities.

- A. True**
 - B. False**
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Effectiveness of the Flipped Model

11. It is difficult to answer whether or not the flipped model is effective because the research on this model is just beginning, and much of the research done thus far has focused on:

- A. Middle schools
 - B. K-6 classrooms
 - C. High schools
 - D. University settings
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Action Principles for States, Districts, and Schools

12. When referring to action principles for districts, recommendations include mandating specific technologies or methods and providing the required resources and planning for the implementation of the model to take one to two years.

- A. True
 - B. False
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Empowering Students as Partners in Learning/Challenges to Middle School Mathematics Learning

13. At a greater rate than students in earlier grades, middle school students report less valuing of mathematics and lower effort and persistence in math:

- A. Computation
 - B. Concepts
 - C. Problem solving
 - D. Functions
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The Assessment Work Sample Method Program

14. The Assessment Work Sample Method (AWSM), which was adapted from a science study, is a professional development program that builds middle school math teachers' understanding of the characteristics of high-quality summative assessment and increases their ability to use it.

- A. True

B. False

Connections to Personalized Learning

15. Teachers participating in the AWSM reported increased student awareness of success criteria and the development of a heightened sense of individual accountability by engaging students in activities that focused on:

- A. Complex problem-solving**
 - B. High interest learning**
 - C. Peer and self-assessment**
 - D. Authentic connections**
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