



# Creating A Learner Centered Environment

JAIME ROBLES  
LINDSAY HIGH SCHOOL

# More Than a Bumper Sticker

## ❑ Voice= Volume

- ❑ Amplify the ideas they are already trying to share
- ❑ Announce ideas they've been afraid to or unwilling to share (or didn't know they had)
- ❑ Advocate for their own learning needs

## ❑ Choice= Chaos

- ❑ Encourage a place of organized creativity (chaos)
  - ❑ “Our real discoveries come from chaos, from going to the place that looks wrong and stupid and foolish.”  
— Chuck Palahniuk, *Invisible Monsters*
- ❑ Prioritize communication & collaboration
- ❑ Assess learning outcomes based on their learning styles



# Partners In Teaching & Learning

- ❑ Stakeholders, Collaborators, Co-Constructors & Co- Conspirators, Guides
- ❑ Partnership
  - ❑ Formalized role in the decision making about their learning
- ❑ Activism
  - ❑ Identify problems & generate academic solutions
- ❑ Leadership
  - ❑ Assume the responsibility for the outcomes



# Quit Playing The Game

- ❑ “The agreement between teacher and students to exhibit a facade of orderly purposefulness is a conspiracy for the least, the least hassle for anyone.”
  - - **Janet Allen**, *It's Never Too Late for Literacy*



# 3 Tenets Of Voice & Choice

- Trust
- Access
- Personalization





# Let Go & Facilitate

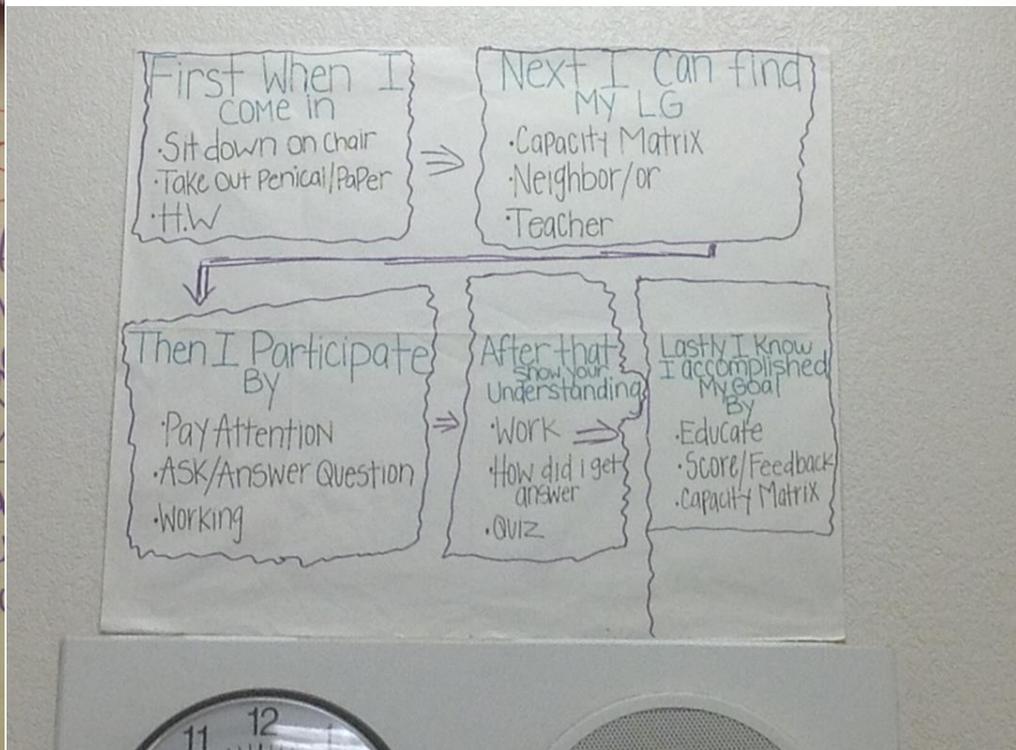
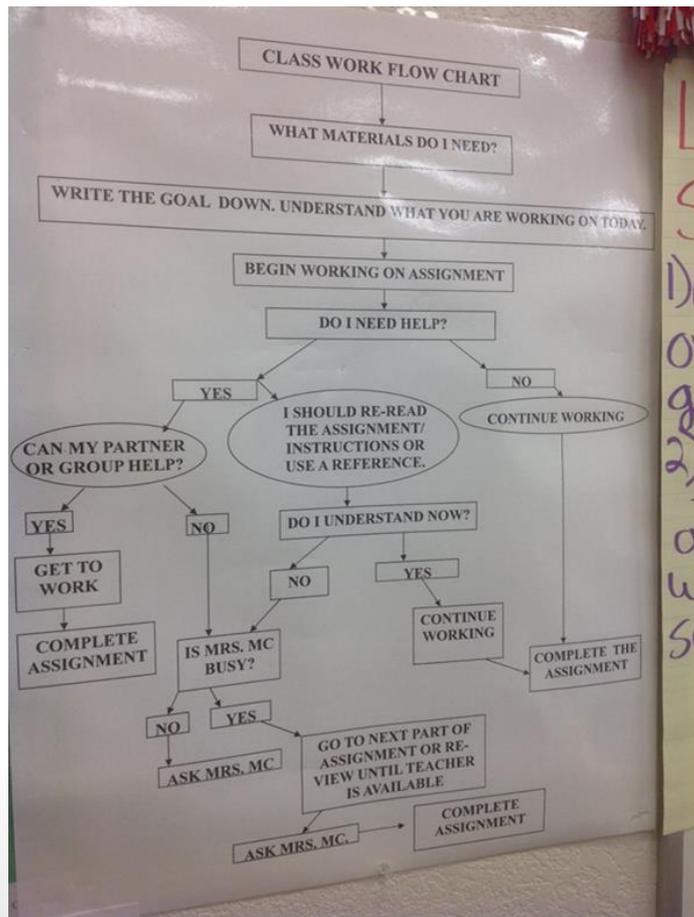
- ❑ Give up your spot at the front
  - ❑ Let learners find new, creative ways to grapple with new information
- ❑ Let their ideas guide the flow of the classroom
  - ❑ Ebb & flow
- ❑ Let them hold you accountable
  - ❑ Have they graded you lately?



# Making Way For Learner Voice & Choice



# Ebb & Flow Of Learner Voice & Choice



# Creating Accountability

Teacher Code of Conduct Rubric	
<p>4 </p> <p>Nice but strict &amp; patient Treats all students the same Knows what they are talking about Stays after school Encourages student &amp; doesn't give up Very organized &amp; stays on topic Cares, is funny &amp; motivates us Keeps us on pace Makes sure we all understand Good explanations &amp; lots of examples No wasted class time</p>	<p>3 </p> <p>Respectful, patient, prepared Fair, Fun, makes jokes Explains slowly Work is returned quickly Organized Will stay afterschool Watches the students Keeps us on pace Motivates you Helps all students most of the time Almost always on topic</p>
<p>2 </p> <p>Class plan &amp; organization not good Doesn't explain clearly Work is returned after a long time Lets kids do whatever Almost all work from book, no teaching Makes mistakes grading papers Gives more homework than I can do Is moody, boring, or puts us on blast Doesn't give enough examples Doesn't keep us on track Only helps us sometimes Doesn't mark tardies</p>	<p>1 </p> <p>Unfair, blames wrong student Doesn't know what they are talking about Doesn't give explanations Has favorite students Never ready to teach Unorganized, never on topic Puts students down Most kids not under control Want repeat when needed Goes too fast, no examples Has lots of substitutes Eats, chews gum, uses cell phone</p>

What our LFs ~~can~~ says that us

Don't say:

- "You failed"
- "Some people won't pass"
- "You didn't do good"
- Compare learners
- "do it yourself"

Things that <sup>discourage</sup> hurt learners:

Don't do:

- Kick out - send outside
- no explanations
- Believe in us
- Put on blast
- Not remind us to work
- embarrass
- ignore good work
- not telling us how to be on pace
- help ~~some~~ <sup>more than others</sup>

# Access

- ❑ Clear Objectives
  - ❑ End goals
  - ❑ Flexible structures
  - ❑ Self-assess, progress monitor & independently move
- ❑ Digital Access & Transparency
  - ❑ [www.LHSEnglish.com](http://www.LHSEnglish.com)
  - ❑ LF Websites
  - ❑ Portals to necessary resources
  - ❑ Google Drive
  - ❑ Criteria & Rubrics



# Flexible Structures

## Lindsay High School

Level 4, Option B

### Media Presentation

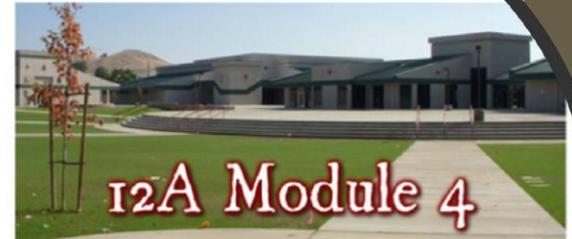
Components	4	Content Specific Criteria	3
Topic	Choose a topic of interest, relevant and complex. Directly address topic. Choose a topic that applies to multiple MT's in more than one content area.		
Thesis	Develop a driving question(s). Relevant to topic, arguable, and supportable.		
Research	Organize research sources. Use of multiple (8-12) and varied types of sources. Minimum of 5 citations. Evaluate source reliability and bias. Research and select appropriate format.		
Organization			
Structure			

### Measurement Topic One Final Project

You have been approached by a recent immigrant who is trying to earn their U.S. citizenship. They want your help in trying to pass the citizenship test. The test will consist of 3 separate parts, each with an essay response and a multiple choice quiz. You have agreed to help them by creating a study guide for their tests. **For each part of the test** you should have:

1. An outline or graphic organizer for the essay (You do not need to write the essay for them, just provide an outline they could follow)
2. Four (4) sample multiple choice questions they can practice with (You should also include an answer key)
3. A list of at least 5 (good) resources they can access on the internet to help them study
  - Your resources must include at least one PowerPoint and at least one video.
  - Each resource should include a web link and a brief description of what it is and how it will help them
  - You cannot include any resources or questions in your study guide that are already on Mr. Pierotte's website
  - You may freely edit any resources you find (for example, you may add or delete slides from a PowerPoint presentation)
  - As much as possible, you should try to draw your resources from trustworthy websites such as educational (.edu) or governmental (.gov)

## English



### YOUR CHOICE!

(not required for those doing level 4 social change project)

#### Standards - Argumentative (MT 3):

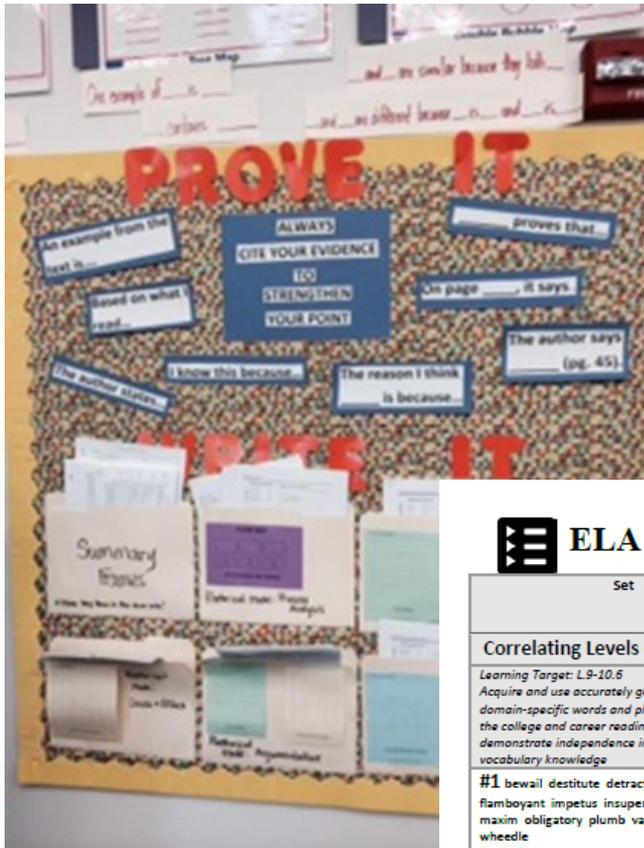
L.11-12.3

Apply knowledge of language to understand how language functions in different contexts and make effective choices for meaning or style, and to comprehend more fully when listening.

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or issues, using relevant and sufficient evidence.

# Self-assess & progress monitor



## ELA 9 College Readiness Vocabulary Playlist Name: \_\_\_\_\_ P: \_\_\_\_\_

Set	Learn & Practice		Pre-Assessment Application Quiz	Apply EOT V1	EMPOWER PROFICIENCY VERIFICATION	Remediation	Verbal Assessment	EOT V2
<b>Correlating Levels of Knowledge</b>	Level 2 & 3 apply terms in various learning functions and practices		Level 2 discern appropriate usage of term	Level 3 determine usage of term in standardized context	Determination of proficiency or need for remediation	Level 2 & 3 Redefine, compare and contrast terms in various modes	Level 3 Respond to questions about usage of terms	Level 3 determine usage of term in standardized context
Learning Target: L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge	COMPLETE IN EMPOWER		WITH LF	COMPLETE IN EMPOWER	LF VERIFICATION & SIGNATURE	COMPLETE IN EMPOWER	WITH LF	COMPLETE IN EMPOWER
<b>#1</b> bewail destitute detract emancipate extol flamboyant impetus insuperable intermittent maxim obligatory plumb vagabond visage wheedle	LEARN <input type="checkbox"/>	PRACTICE <input type="checkbox"/>	DATE: P NP	DATE: / SCORE: /		COMPLETE: <input type="checkbox"/>	DATE: P NP	DATE: / SCORE: /
<b>#2</b> alacrity array deduce encumber fraught haphazard incontrovertible inexplicable ingenious laggard sustenance torrid traverse ubiquitous zenith	LEARN <input type="checkbox"/>	PRACTICE <input type="checkbox"/>	DATE: P NP	DATE: / SCORE: /		COMPLETE: <input type="checkbox"/>	DATE: P NP	DATE: / SCORE: /
<b>#3</b> allude consecrate disseminate dote exhort ferkleek implicate lament monetary nensue	LEARN <input type="checkbox"/>	PRACTICE <input type="checkbox"/>	DATE: P NP	DATE: / SCORE: /		COMPLETE: <input type="checkbox"/>	DATE: P NP	DATE: / SCORE: /

# Portals & 24 /7 learning



## Grammar, Spelling, Vocabulary

[www.ixl.com](http://www.ixl.com) (you need your personal log in information)  
<http://lessons.englishgrammar101.com/EnglishGrammar101/Foreword.aspx>  
<http://www.grammar-monster.com/>  
<http://easyworldofenglish.com/>

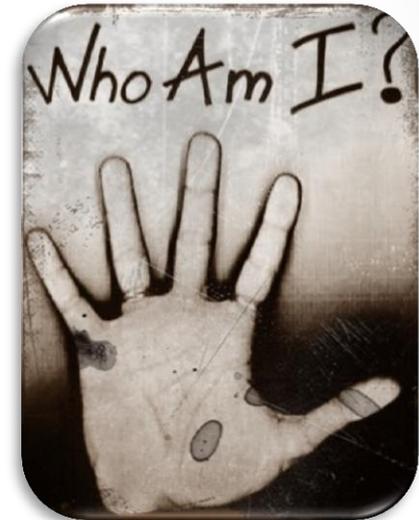
## English practice

[www.duolingo.com](http://www.duolingo.com)  
<http://easyworldofenglish.com/>

Subject	Measurement Topic		Human Digestive System				
	Level of Understanding				LT End Date:	V.1	V.2
Learning Target	1	2	3	4			
LT 1: Understand the steps of mechanical digestion starting with mastication and ending with defecation. ( 5-6 mtgs) (ch 25 and 26)	Name the overall functions and the major organs of the digestive system.	Describe the major organs and their individual functions of the digestive system.	Explain how the function of each part of the digestive system leads to overall mechanical digestion of food in the human body.	Investigate a digestive system disorder.			
Progress							
LT 2: Understand the steps of chemical digestion including the secretions and enzymes the aide in chemical digestion. ( 5-6 mtgs) (ch 26)	List the main secretions and enzymes of the digestive system.	Identify the organ that produces these secretions and enzymes.	Predict how chemical secretions and enzymes aide in chemical digestion of food for the human body.	Develop a strategy to improve overall fitness and nutrition based on your knowledge of the muscular, skeletal, and digestive systems.			
Progress							
District Assessment (EOT)	Version 1 Date:			Version 2 Date:			

# Personalization & Purpose

- ❑ Know your learners' interests
  - ❑ Investigate their beliefs
  - ❑ Establish their backgrounds
  - ❑ Have them create driving questions
  - ❑ Dig deep into their exigency



**Table 1.** Best Practices in the Curriculum.

Research-based best practices

Curriculum components

1. Students connect science with their lives

Relevant driving questions

2. Students pose questions

Student-generated subquestions

3. Student choice

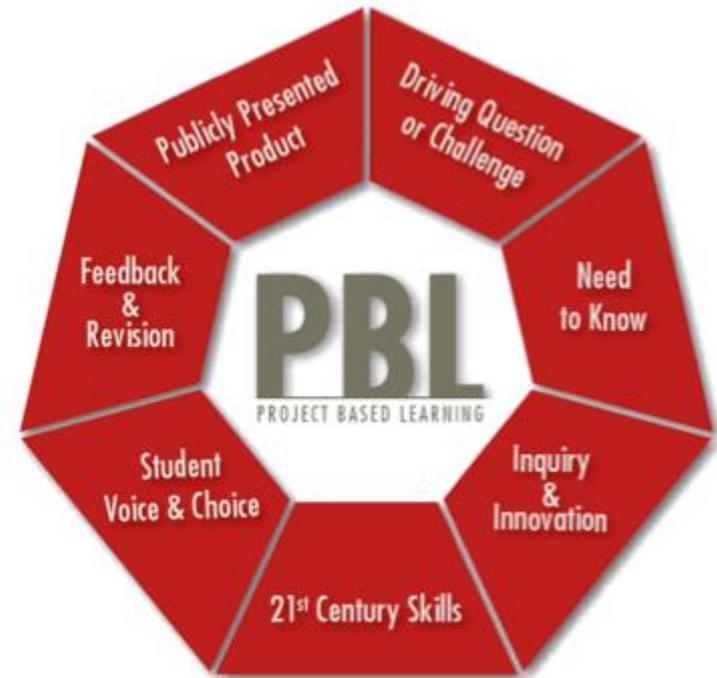
Involvement of students in planning

4. Student voice

Students participating using their own ways.

# Personalization & Purpose

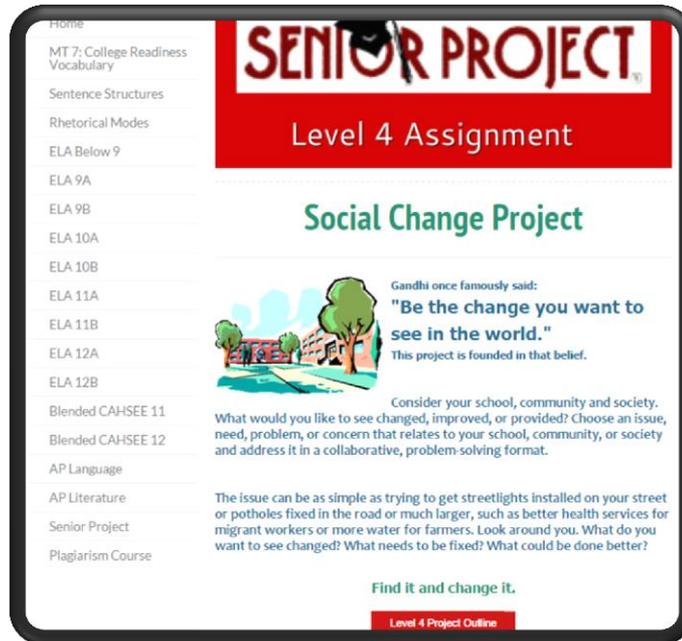
- ❑ Project-Based Learning
  - ❑ 21<sup>st</sup> Century Skills
  - ❑ Independent & Group Products
  - ❑ Authentic Audiences



Big Idea	• Requires demonstration of instructional outcomes.
Driving Question	• Open ended, challenging, realistic, complex, requires performance, and consistent with objectives.
Design the Assessment	• Demonstrates objectives, scaffolded, and scorable.



# Following Their Lead



Home  
MT 7: College Readiness Vocabulary  
Sentence Structures  
Rhetorical Modes  
ELA Below 9  
ELA 9A  
ELA 9B  
ELA 10A  
ELA 10B  
ELA 11A  
ELA 11B  
ELA 12A  
ELA 12B  
Blended CAHSEE 11  
Blended CAHSEE 12  
AP Language  
AP Literature  
Senior Project  
Plagiarism Course

## SENIOR PROJECT

### Level 4 Assignment

### Social Change Project



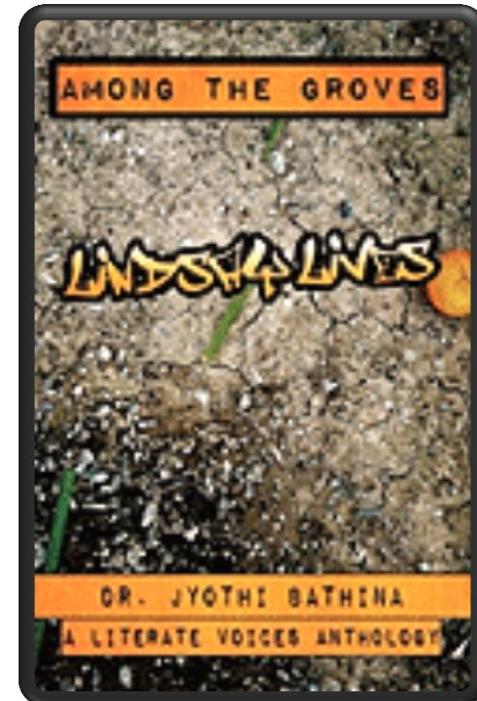
Gandhi once famously said:  
**"Be the change you want to see in the world."**  
This project is founded in that belief.

Consider your school, community and society. What would you like to see changed, improved, or provided? Choose an issue, need, problem, or concern that relates to your school, community, or society and address it in a collaborative, problem-solving format.

The issue can be as simple as trying to get streetlights installed on your street or potholes fixed in the road or much larger, such as better health services for migrant workers or more water for farmers. Look around you. What do you want to see changed? What needs to be fixed? What could be done better?

**Find it and change it.**

Level 4 Project Outline



# Voice & Choice In Action



# Personalization & Purpose

- ❑ Know your learners' abilities
  - ❑ ELLs
    - ❑ Modify without diminishing
    - ❑ What kind of voice & choice can we create within their stage of language acquisition
  - ❑ Resource
    - ❑ Specific learning modes
    - ❑ Let their comfort zone be the guide
  - ❑ Ahead of Pace, Level 4
    - ❑ Contextualized, college-styled
    - ❑ Become the facilitator
    - ❑ Lead the solutions



# Reflection & Progress

- Learners have earned it
- Reflection
- Sense of accomplishment



Voice & Choice=  
Fire just waiting for FUEL

