### Personalized Learning + Conceptual Understanding Lesson Framework

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<th>Lesson Principle</th>
<th>Questions to Ask Yourself</th>
<th>Might Look Like</th>
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| 1) Start with **conceptual questions** that target the statement of conceptual relationships of the unit | - What conceptual relationships are at the heart of this unit?  
  - How can I create conceptual questions that engage students and allow for deep thought right away?  
  - What questions will allow me to gauge students’ pre-instructional understanding of the concepts? | - Students recording initial thoughts about conceptual relationships in journal  
  - Groups draw non-linguistic representations of the concept on chart paper and gallery walk to see breadth of class’s thinking  
  - Small groups discuss conceptual questions and teacher observes  
  - Teacher provides variety of sample relationship statements and students explain which one aligns with their thinking and why |
| 2) Collect data for **learner profile**                                        | - What choices might I offer students that cater to their interests, strengths, motivations and needs?  
  - How can I use their personal goals in planning the instructional portion of this unit?  
  - How can I involve students in the planning of the instructional portion of this unit? | - Students rank a list of possible contexts that target the conceptual relationships  
  - Provide a list of skills associated with the unit and students sort them based on which are current strengths and which need improvement.  
  - Students rank interest in different potential activities for the learner pathways |
| 3) Brainstorm different potential **learner paths**                             | - What choices might I offer students that cater to their interests, strengths, motivations and needs?  
  - What resources already exist that help build background knowledge and understanding for this unit?  
  - What do I need to create in order to build background knowledge or understanding?  
  - How can I be creative in providing unique and varied experiences that will help students uncover the conceptual relationships?  
  - How can I train people or edit resources in order to build conceptual understanding? | - Create a playlist for the unit and students move at their own pace in order to uncover the conceptual relationship  
  - Students choose between one-on-one tutoring, online learning, small group instruction that will help them uncover the conceptual relationship  
  - Students interview different experts about the conceptual relationship of the unit  
  - Students complete internships as the specific context in order to better understand the conceptual relationships of the unit  
  - Students conduct their own research in order to uncover the conceptual relationships of the unit |
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<th>4) Determine how students will demonstrate <strong>mastery and progress</strong></th>
<th>5) Determine how students will <strong>transfer</strong> understanding to a new, complex situation</th>
<th>6) Think creatively about the <strong>learning environment</strong> and allocation of <strong>resources</strong></th>
<th>7) Determine ways to <strong>evaluate and adapt</strong> to learner needs</th>
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| - How can students frequently measure their progress?  
- How can students use the data on the formative assessments in order to set goals and move at their own pace?  
- What different modalities (essay, video, etc.) can students use to demonstrate progress and mastery?  
- What is acceptable for mastery of this unit and what will early completers do once they demonstrate mastery? | - How will students test out their statements of conceptual relationships in new contexts?  
- Students pair up to test their statements in each other’s contexts  
- Students choose different contexts to test their relationship  
- Peers evaluate each other’s relationships  
- Mentors provide new contexts to test out the relationships  
- Pairs brainstorm situations when they could use their new idea (transferability) | - What staffing roles will maximize student choice and variance in pacing for this unit?  
- How can I efficiently use time to allow students to pursue their own interests and goals for this unit?  
- How can we build connection with other students and adults in this unit?  
- What community resources are available?  
- Tutors provide one-on-one or small group instruction  
- Students report to off site locations instead of coming to school  
- A variety of experts come to school and students rotate through different stations to collect evidence for the conceptual questions  
- Students visit the local library to collect evidence for the conceptual questions  
- Parents donate supplies to allow hands-on discovery of the conceptual relationships | - How often will I solicit student feedback on the status of the unit?  
- How can I adapt learner pathways, resources and the environment to meet the needs of the students?  
- Teachers meet weekly to discuss each student’s progress and brainstorm ways to adapt learner pathways  
- Students meet weekly with teacher one-on-one to discuss their progress and brainstorm ways to adapt learner pathways |

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