USING PERSONALIZATION TO GET AT THE CORE OF STUDENT LEARNING

A Transformative Process

- New level of awareness
- Empathy
- Appreciation

PASL defined

- Sometimes seems overcomplicated
- Individual schools implement PASL in different ways
  - Group of adults following students
  - Goal setting
  - RCIs
- Adaptable
- Knowing the needs of students

PASL Results

- Positive feedback from stakeholders
- More freshmen on track for graduation than previous years
- Students taking responsibility for their own actions
- Stemmed from goal-setting activities and RCIs

Monarch High School

- Not a PASL school originally
- Mid-sized suburban school in Broward County
- Diverse students
- Personalization is important
- RCIs

RCIs

- From superficial to authentic
- Did not have to be complicated
- My goal: To make connections with the students who fade into the background
- Effective
  - Welcoming environment
  - Opportunity to know the whole student

Were RCIs enough?

- Early discussions about a PASL curriculum
- Can't force a curriculum
- A core trait of PASL: Must be adaptable
- Just being liked doesn't cut it

Authentic Lessons

- How to take what was there and make it significant?
- Creativity Quest
- Fears can limit possibilities
- The Personal Essay
- A lesson that was entirely about them
- Used the RCIs to help develop topics and provide an "environment of safety"

Goals

- Simple and complex sentences, using words and images effectively, the importance of audience and purpose.

- Writing workshop to discuss successes and areas that need improvement.

- The entire undertaking would focus on reading, writing, editing, and thoughtful discussion.

Time

- Mentor texts
- Grammar
- Writing techniques
- Editing
- Workshops

Expectations and Surprises

- Skills were discussed and put into practice and then discussed again
- Successes and failures
- Shift to message
- Shift to social implications
- Shift to empathy
- Classroom culture shift

Common Core State Standards

- Any lesson that has value makes use of the skills found in the Standards.
- How did this lesson align with CCSS?

Engagement

- Authentic, not formulaic
- Personal, not generic
- Student-centered, not teacher-centered
- Skills were applied rather than simply made routine

PASL as a vehicle

- Allows teachers to rethink not what skills are delivered, but how they are delivered
- Allows teachers to adapt to *their* students' needs and interests (RCIs)
- Fosters growth for all

Thank you