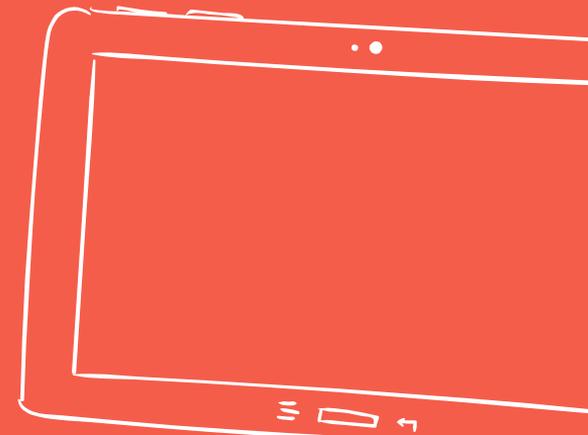
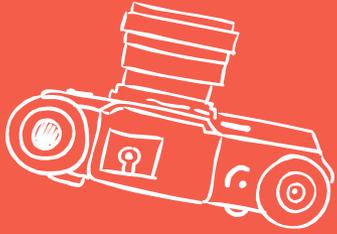


# PERSONALIZED LEARNING IN THE MUSIC ROOM





HELLO!

# Megan Endicott

Dolvin Elementary School

[endicott@fultonschools.org](mailto:endicott@fultonschools.org)

[www.dolvinmusicendicott.blogspot.com](http://www.dolvinmusicendicott.blogspot.com)

Fulton County Vanguard Lead Coach, NELC

Fulton County Fine Arts Support Teacher

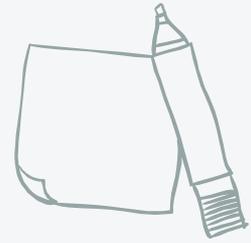
 @EndicottSpot

 @DolvinMusic





HELLO!



# Dr. Charles Laux

Orchestra Director, Alpharetta High School  
Contributing Editor, Hal Leonard Corporation  
Artist/Educator, D'Addario Orchestral Strings



LauxC@fultonschools.org  
www.alpharettaorchestra.org



@CharlesLaux



@AlpharettaOrch



www.OrchestraTeacher.net





# WHAT IS PERSONALIZED LEARNING?

A VIDEO REFLECTION BY JOHN SPENCER



## Choice and Voice

Students express their learning styles and preferences as learners in the lesson.



## Choice for Demonstrating Learning

Students have multiple ways to demonstrate mastery of standards. They can leverage both technology tools and traditional tools.

## Mastery Based Assessment

The students drive the curriculum rather than the curriculum driving the students. Assessments are guided by proficiency and competency.

## Co-planning Learning

Students, parents and community are involved in planning and setting goals, demonstration of learning, pace, and mastery level.

## Varied Strategies

Students are given more than one way or modality to learn the material or access content.

## Flexible Pacing

Students move through the curriculum at a pace that fits their individual abilities and allows for mastery of learning rather than a time-bound learning schedule.

## Just-in-time Direct Instruction

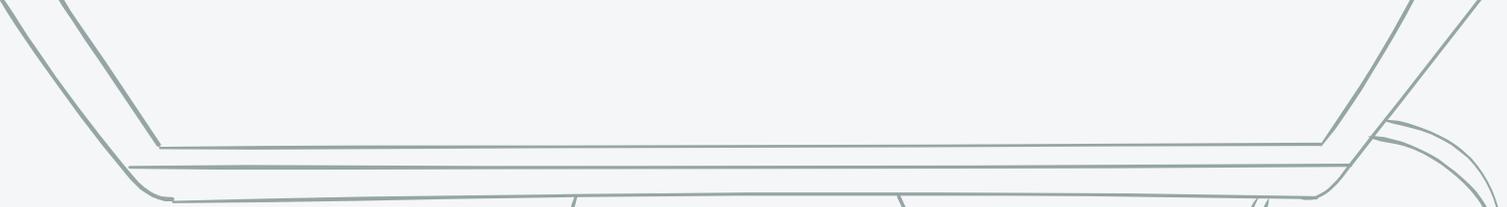
Direct instruction is available to students when it is needed regardless of the availability of an in-person teacher.



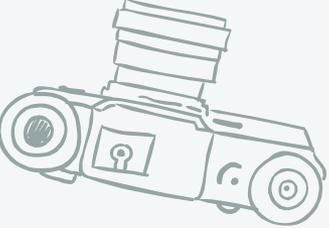
[www.fultonschools.org/personalizedlearning](http://www.fultonschools.org/personalizedlearning)

<https://goo.gl/Rx5kql>





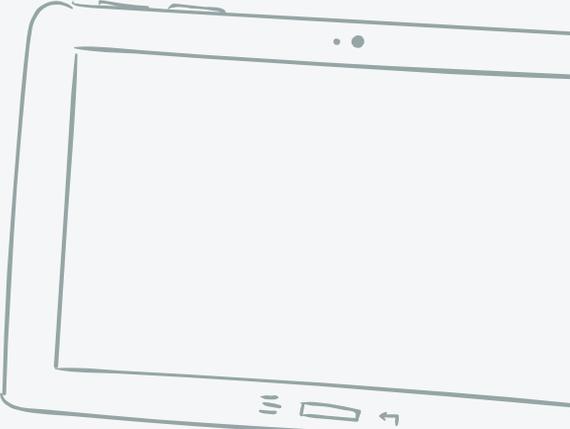
*Personalized Learning:*



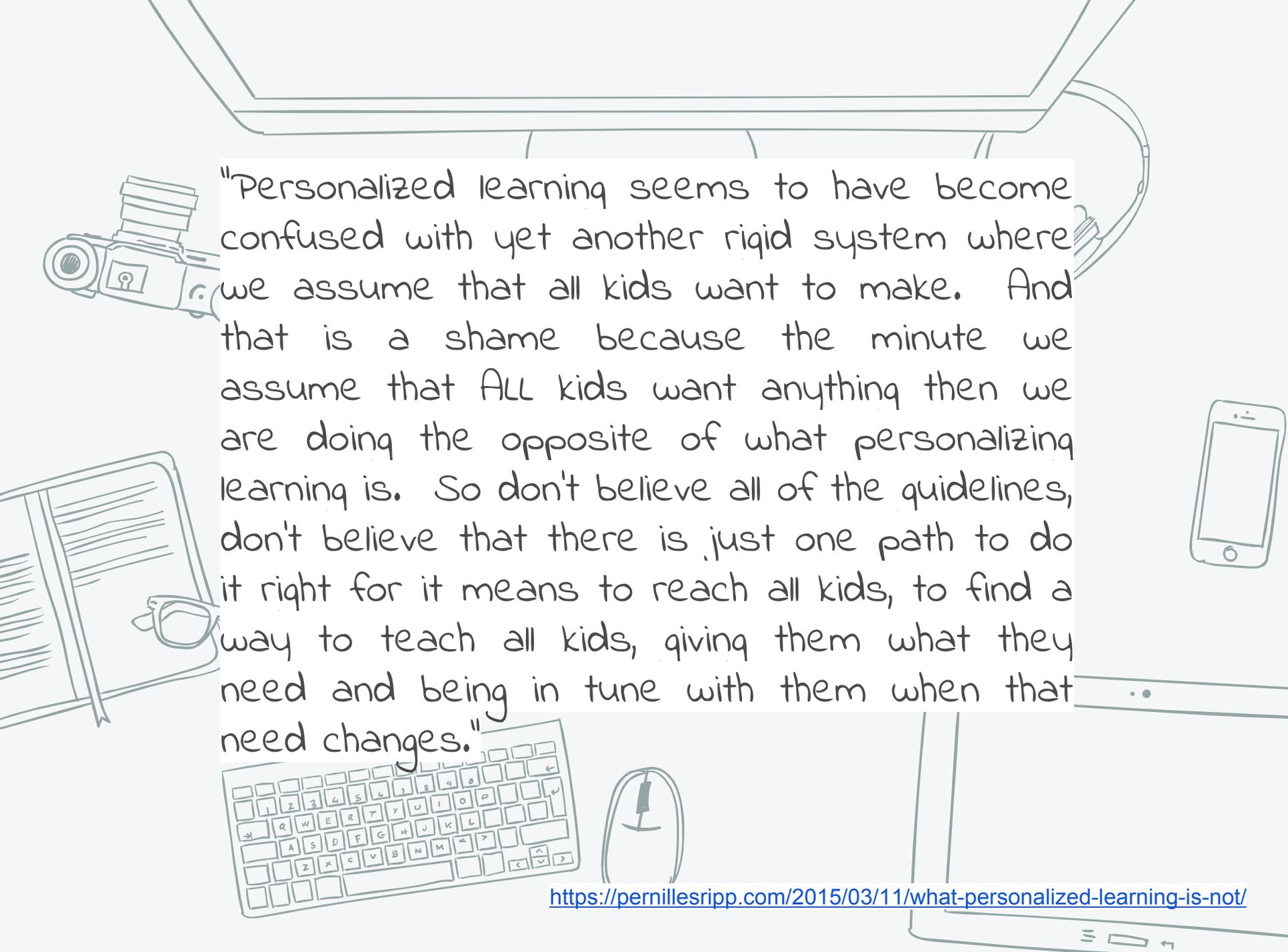
*What it is NOT:* All about tech tools, a set instructional plan, lack of teacher control, lack of structure



*What it IS:* An Instructional Model following Best Practices, seamlessly incorporating tech tools to enhance and customize student learning

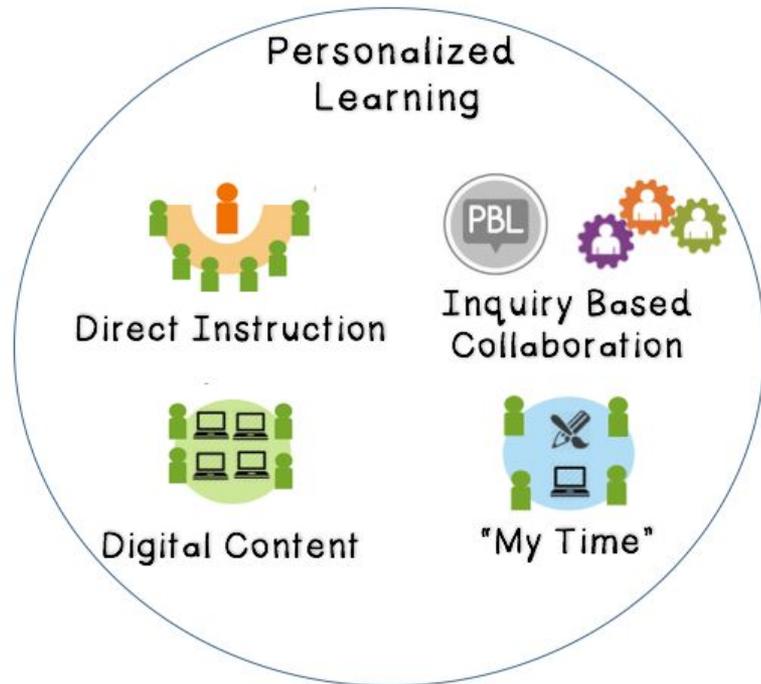


**THERE IS NO  
MAGIC SYSTEM  
THAT WILL REACH  
ALL STUDENTS;  
CHILDREN ARE  
DIVERSE SO THE  
WAY WE TEACH  
THEM NEEDS TO  
BE AS WELL.**



"Personalized learning seems to have become confused with yet another rigid system where we assume that all kids want to make. And that is a shame because the minute we assume that ALL kids want anything then we are doing the opposite of what personalizing learning is. So don't believe all of the guidelines, don't believe that there is just one path to do it right for it means to reach all kids, to find a way to teach all kids, giving them what they need and being in tune with them when that need changes."

# EXAMPLE OF A CLASSROOM MODEL



## Personalized Learning environment:

- Shift from teacher-focused to student-focused
- Flexible: seating and grouping
- Incorporates the 7 principles

## Station Rotation model:

- Direct instruction: Just-in-Time Direct Instruction, teacher focused, quick feedback
- Digital Content- data collector for flexible grouping and aid informed instruction (ideally intuitive software)
- "My Time" - demonstrate student learning through voice and choice (choice boards)
- Inquiry Based Collaboration - content-rich collaborative center, content delivered, collected, and flexibly paced.

Ex. Dolvin Elementary School



THAT'S GREAT...

...but how do WE do it?

# Continuum of Ownership

[bit.ly/continuum-ownership](http://bit.ly/continuum-ownership)

## UNDERSTANDING



- develops their Learner Profile (LP) with teacher
- determines learning goals around skills in Personal Learning Plan (PLP) with teacher
- shares evidence of learning with teachers and peers

## INVESTMENT



- develops skills to work independently and collaboratively with others
- decides goals and determines action steps and progress for PLP
- collects evidence of learning to demonstrate mastery

@syviaduckworth

TEACHER-CENTERED → LEARNER-CENTERED → LEARNER-DRIVEN

## COMPLIANCE



- has little or no commitment
- follows instructions
- answers questions about what they learned
- completes homework for a grade



## AUTONOMY



- pursues interests and passions in innovative ways
- self-monitors progress to adjust PLP as they meet goals
- showcases and exhibits ideas, products, or processes around passion projects

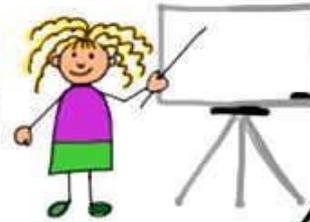
By Barbara Bray @bbray27 & Kathleen McClaskey @khmmc

©Personalize Learning, LLC

# Continuum of Engagement

## FLOW

- finds & pursues passion & purpose
- enjoys designing & showcasing process & product
- is intrinsically motivated to own & drive learning
- is in control & responsible for learning



## CONNECT

- applies inquiry to discover and explore new ideas
- connects to others with same interests
- learns from others & enjoys teaching others
- feels more in control & responsible for learning



## COMMIT

- builds relationship with teacher
- investigates topic for lesson or project
- starts taking responsibility for their learning



## COMPLIANT

- is not talking about their learning
- follows directions from teacher
- learns about goals and objectives for learning from teacher



@sylvia duckworth

By Barbara Bray  
@bbray27 &  
Kathleen McClaskey  
@khmmc

©Personalize Learning 2016  
[bit.ly/continuumengagement](http://bit.ly/continuumengagement)

# VOICE & CHOICE

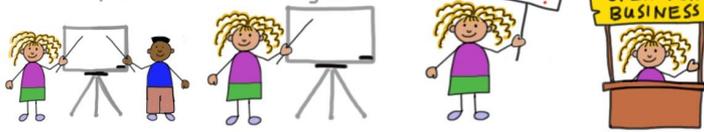
Students express their learning styles and preferences as learners in the lesson.



# Continuum of Choice

Teacher-centered ← → Learner-driven

by Barbara Bray @bbray27  
 & Kathleen McClaskey @khmmc



- Essay
- Presentation
- Video
- Song
- Artwork

Participant	Co-Designer	Designer	Advocate	Entrepreneur
Teacher...	Teacher...	Learner...	Learner...	Learner...
<ul style="list-style-type: none"> <li>• provides menu of options</li> <li>• provides choices to access, engage and express</li> </ul>	<ul style="list-style-type: none"> <li>• points to options and then gets out of the way</li> <li>• invites input from learners</li> </ul>	<ul style="list-style-type: none"> <li>• chooses topic based on interests or questions</li> <li>• identifies ideas for designing</li> </ul>	<ul style="list-style-type: none"> <li>• identifies challenges or problems</li> <li>• chooses strategies and people to develop action plan for advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• self-regulates learning based on passion and purpose</li> <li>• expands purpose by creating business</li> </ul>

@sylvia duckworth

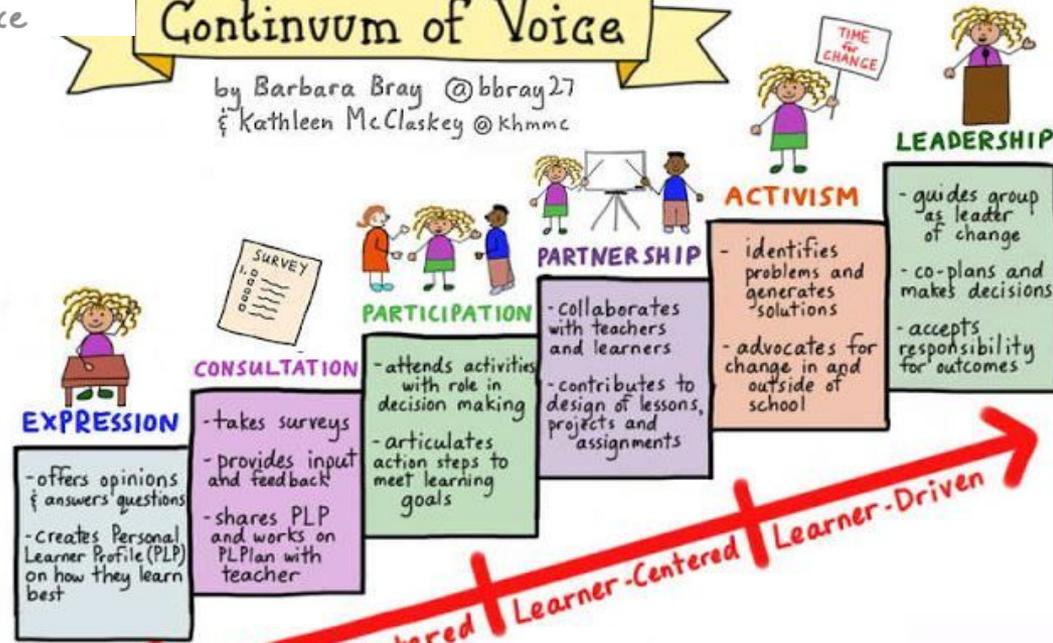
[bit.ly/continuumchoice](http://bit.ly/continuumchoice)

# CONTINUUMS OF VOICE & CHOICE

It is appropriate and expected to be in various levels throughout your units. You will never always be at the top consistently.

# Continuum of Voice

by Barbara Bray @bbray27  
 & Kathleen McClaskey @khmmc



Teacher-Centered ← → Learner-Centered | Learner-Driven

[bit.ly/continuumvoice](http://bit.ly/continuumvoice)

@sylvia duckworth

**Ishan**

Music is important to me because I listen to music all the time and play the drums

**Jerem**

Music is important because if you didn't have it you wouldn't have a way to express yourself.

**Aashwin**

Music is what happens when beats come together to make great sound.

**Mia**

Music is inspiration. music inspires people just like art does. Music can help people show there feelings for it, loosen up and relax. Music is something in every day life. Without music some people won't be able to relax, struggle or be able to

**TOMMY**

Music is LIFE . IF YOU LIKE MUSIC I LIKE MUSIC BUT IT IS NOT LIFE

**Maira**

Music is inspirational and a way to relax, calm down, and just be yourself. Music helps everyone to relax, and it effects everyone in their lives, because without it, every-thing would be very different.

**bill**

Music is special because there's emotion in to it. It makes the world peaceful and easygoing.

**Jack**

Music is something that takes your mind off other things and it also gets you ready for whatever you have next.

**Dylan**

Music is everything, and everywhere. Music is in your everyday life.

**Neeraj**

Music is inspiration. Music is something you can feel, it's something that can help you to relax. Sometimes music can make you sad or angry, music can help you feel calm. I know from personal experience because I play the piano. Music is always in our hearts. Without music the world would be blank and emotionless.

# MusicRules

**Josh**

music is a way to be happy and have fun when i am board and don't have nothing to do

**Kevin**

Music is really fun. It gives you something to do when you are bored. It is really important

**Maya**

Music is inspirational and it is also my life because with out I wouldn't able to listen to music on the radio. you would only be able to watch movies or anything else because sound is music.

**Malvik**

music is very relaxing because when my sister was stressed of high school homework her piano teacher asked her do you want to stop piano for a while she said no because piano relaxes me from stress. i find music a way to show your emotions. we all need music because without it the world would

**Rishi**

Music makes emotions whether it is good or bad but mostly happiness

**Viji**

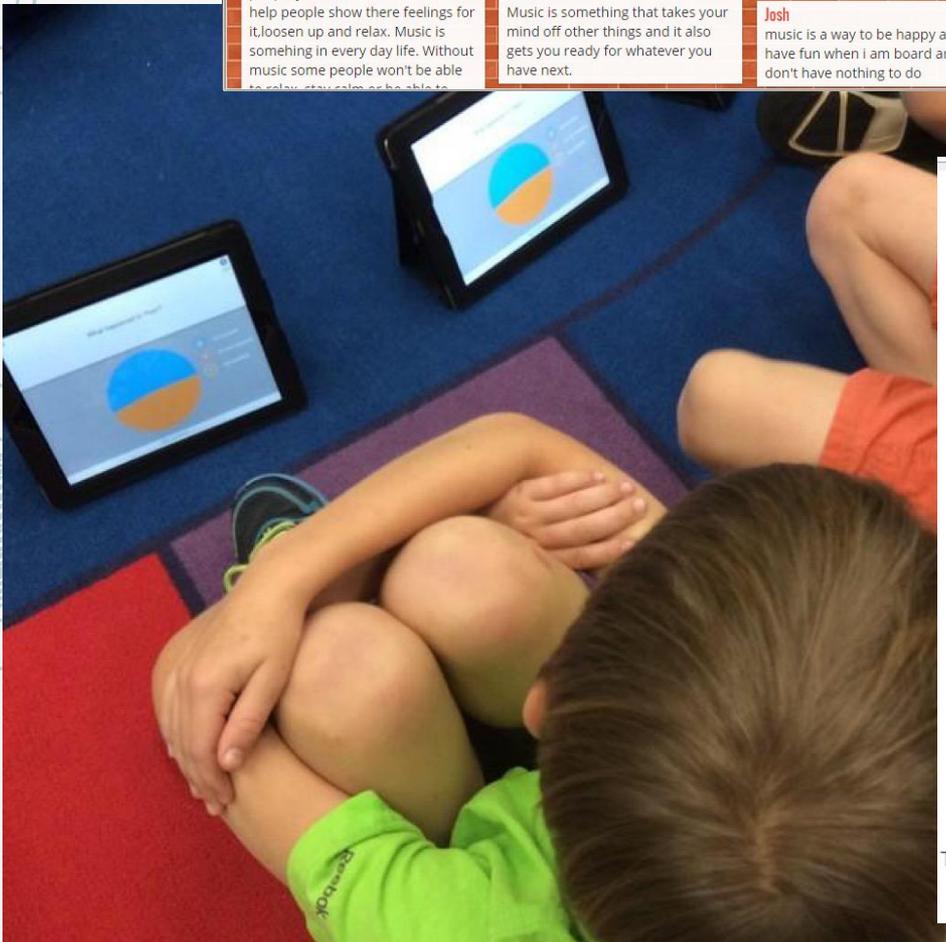
Music is a very good way to express your feelings. Music is also a very good way to relax. I play piano, violin, and I sing. Music is always in our house, so I think that it is very relaxing to listen to. Music means a lot to me.

**Lindsay**

Music is sometimes fun and upbeat. It also can be calm and relaxing. No matter what style it is, music is just music.

**Griffin**

Music is what I listen to when I am



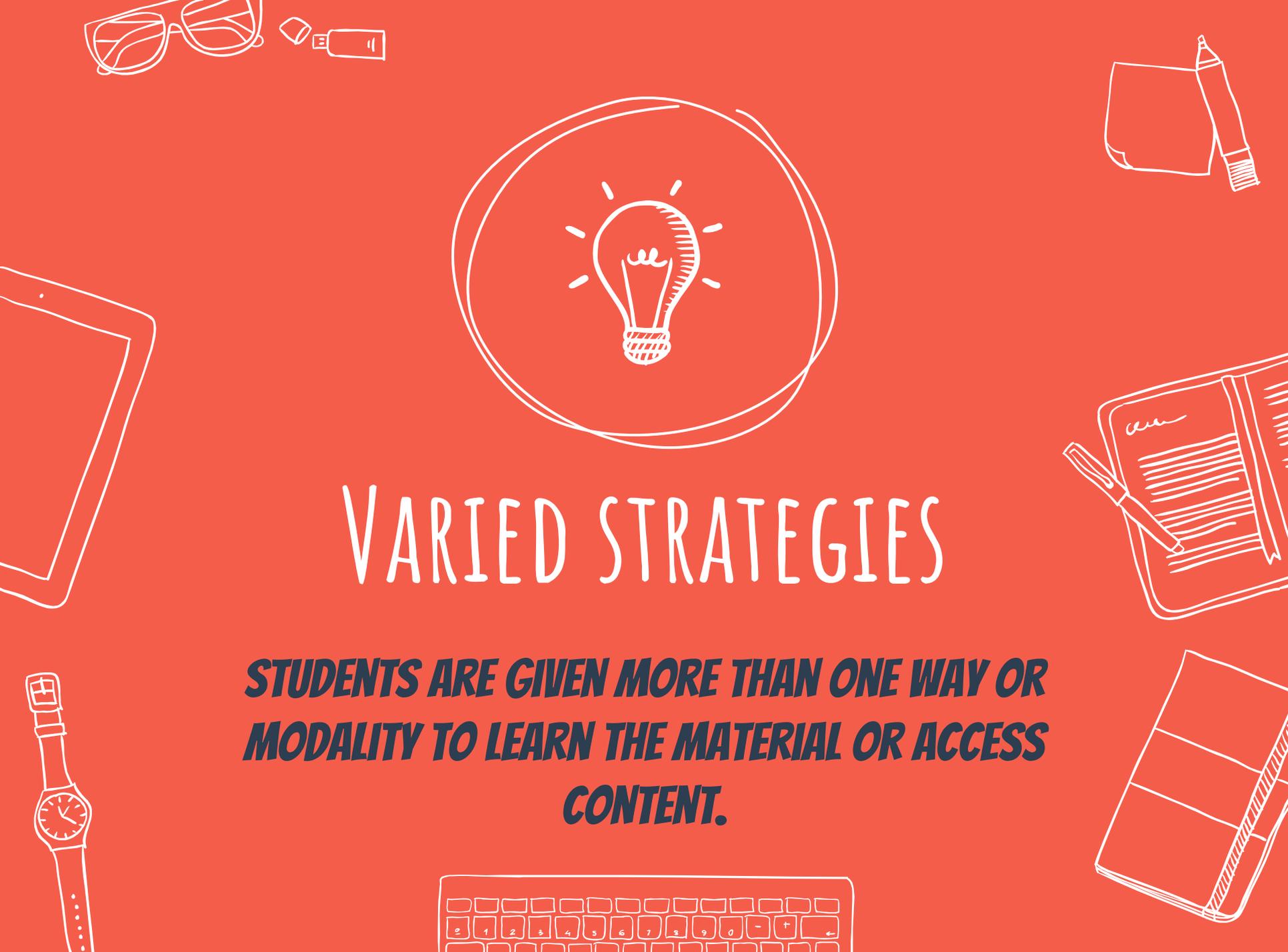
**radical mix**  
by mendikott

Page 1

© 2017 Mendikott LLC. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of Mendikott LLC.

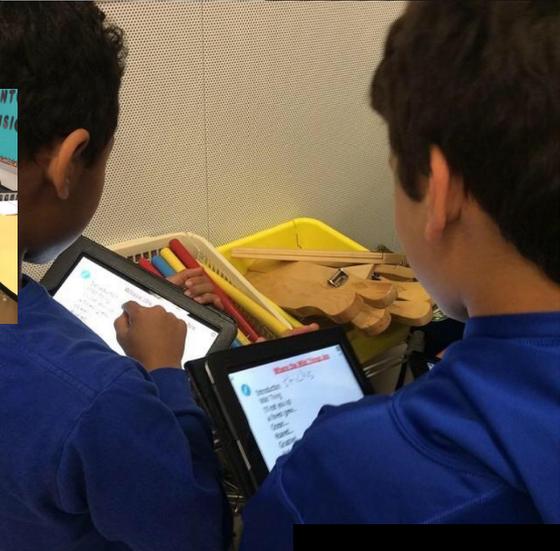


This is a pentatonic song. It is a 5 note scale using do re mi sol la.

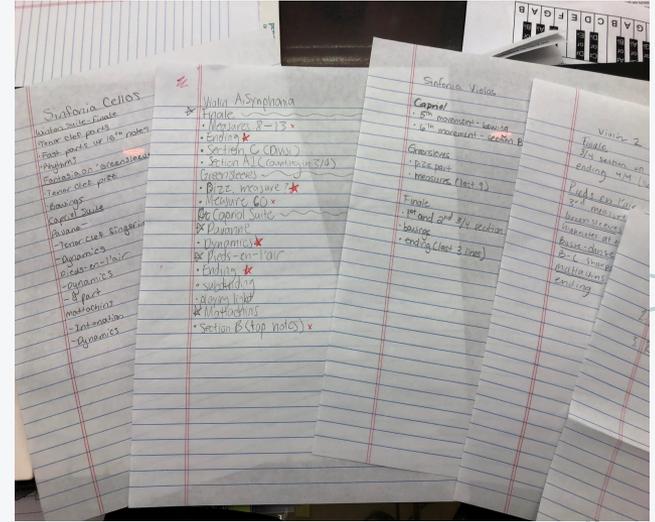


# VARIED STRATEGIES

***STUDENTS ARE GIVEN MORE THAN ONE WAY OR MODALITY TO LEARN THE MATERIAL OR ACCESS CONTENT.***



# STUDENTS TAKE OWNERSHIP OF LEARNING



# STUDENT-LED SECTIONALS



# PROJECT FULL SCORES FOR COLLABORATION & VISUAL LEARNERS



# FLEXIBLE PACING



Students move through the curriculum at a pace that fits their individual abilities and allows for mastery of learning rather than a time-bound learning schedule.

# ESSENTIAL ELEMENTS INTERACTIVE



HAL LEONARD  
**ESSENTIAL  
ELEMENTS**  
*Interactive*

Anywhere. Anytime. Any device.



## Students

### Student Projects

Here you will find specific projects and project details. Please e-mail me if you have any questions at [endicott@fultonschools.org](mailto:endicott@fultonschools.org).

#### Collaboration with New Prospect! :)

Padlet wall: <http://padlet.com/krismcbride/zv4stwbj3av3>

#### Welcome Back to School!

Click here to leave your response to finish the statement "Music is...."

#### Solfège: In Class Group TouchCasts

Group 1: [http://touchcast.com/dolvin\\_music/group\\_1\\_writing\\_solfege\\_pictures](http://touchcast.com/dolvin_music/group_1_writing_solfege_pictures)

Group 2: [http://touchcast.com/dolvin\\_music/group\\_2\\_writing\\_solfege](http://touchcast.com/dolvin_music/group_2_writing_solfege)

Group 3: [http://touchcast.com/dolvin\\_music/group\\_3\\_solfege\\_compositions](http://touchcast.com/dolvin_music/group_3_solfege_compositions)

Group 4: / Extension (for those who have completed your work!)  
[https://touchcast.com/dolvin\\_music/solfege\\_unit\\_2\\_extension\\_project](https://touchcast.com/dolvin_music/solfege_unit_2_extension_project)

#### Research Sites:



# PRACTICE RECORDS ARE NOTHING BUT LIES!!!

## Alpharetta HS Orchestra Home Practice Organizer



Name \_\_\_\_\_ Period: \_\_\_\_\_ Dates: \_\_\_\_\_

### This Week's Practice Assignment:

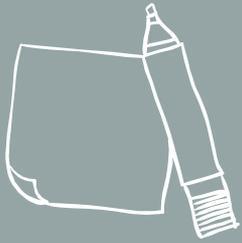
1. Method Book: \_\_\_\_\_ Goals: \_\_\_\_\_
2. Sheet Music: \_\_\_\_\_ Goals: \_\_\_\_\_
3. Sheet Music: \_\_\_\_\_ Goals: \_\_\_\_\_
4. Sheet Music: \_\_\_\_\_ Goals: \_\_\_\_\_

Upcoming Playing Test(s): \_\_\_\_\_

Important Announcements: \_\_\_\_\_

Day:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date:							
Minutes Practiced:							
What did you practice? (#'s above)							
Goals achieved:							

**Why use HPO's?** A practice organizer will help you *understand* what you have to practice, remind you of *what* needs to be practiced, and allow you to set *goals* for yourself.



# JUST IN TIME DIRECT INSTRUCTION



Direct instruction is available to students when it is needed regardless of the availability of an in-person teacher.





# YOUTUBE TUTORIALS

☰ YouTube

Search



Alpharetta HS Orchestras

92 subscribers

HOME

VIDEOS

PLAYLISTS

CHANNELS

ABOUT



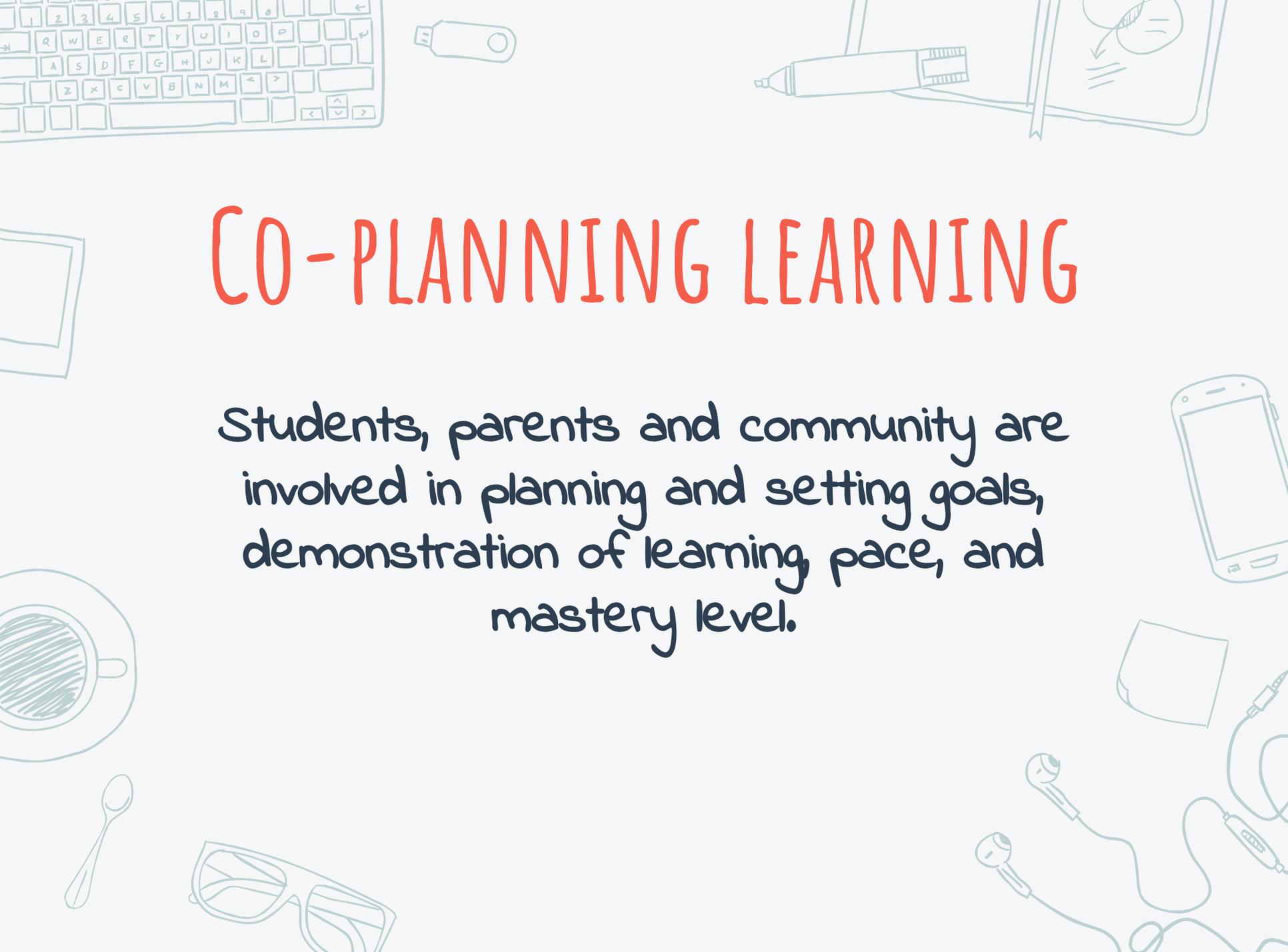
**Ave Verum Corpus - 2nd Violin Practice Part**

Alpharetta HS Orchestras •  
98 views • 4 months ago



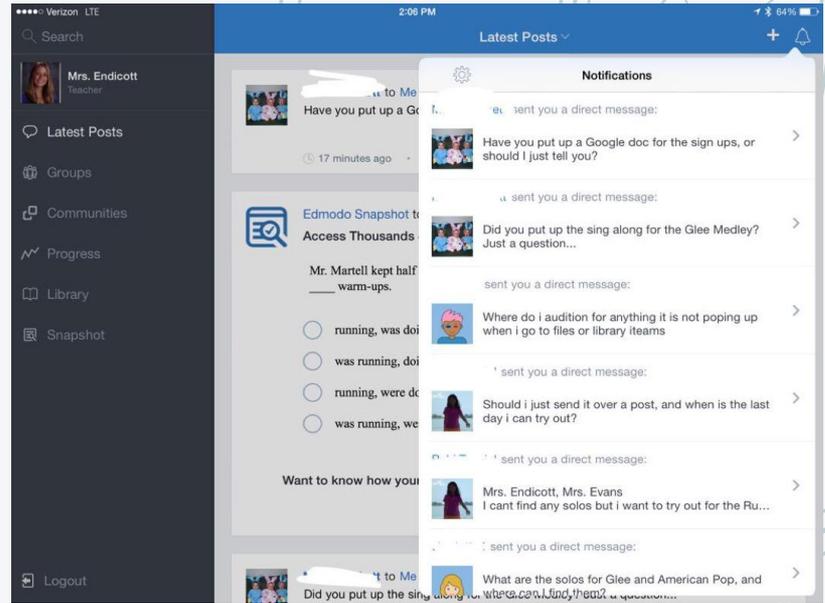
**Ave Verum Corpus - 1st Violin Practice Part**

Alpharetta HS Orchestras  
65 views • 4 months ago

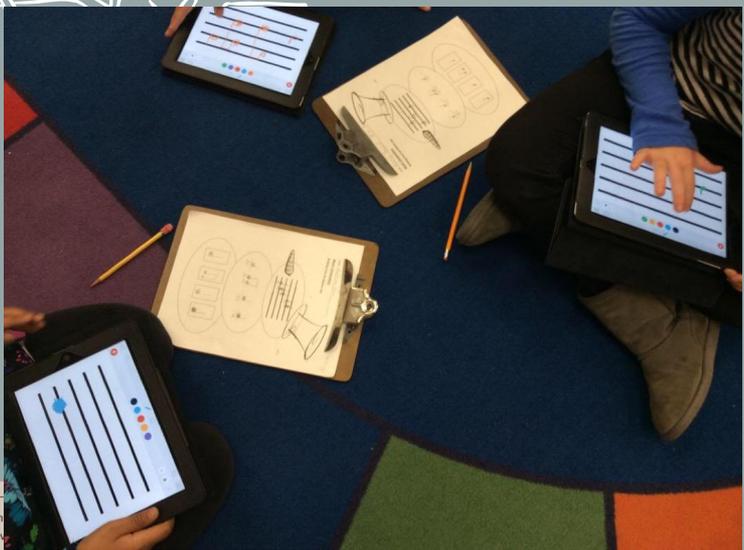


# CO-PLANNING LEARNING

Students, parents and community are involved in planning and setting goals, demonstration of learning pace, and mastery level.







before

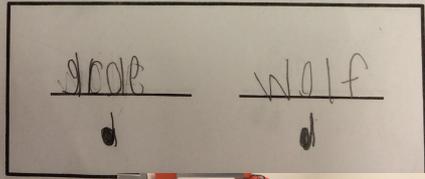


using levels of movement to show the impact of how still life can transform. we used music and movement to aid in the change of shape.

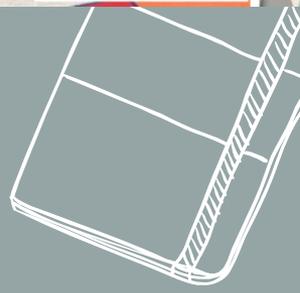
Teacher: N  
Baby Bear Com



of Baby Bear Com play on a musical instrument. Remember, we find the rhythm of the words by finding the syllables! Then draw a picture of your animal. Good luck!



after



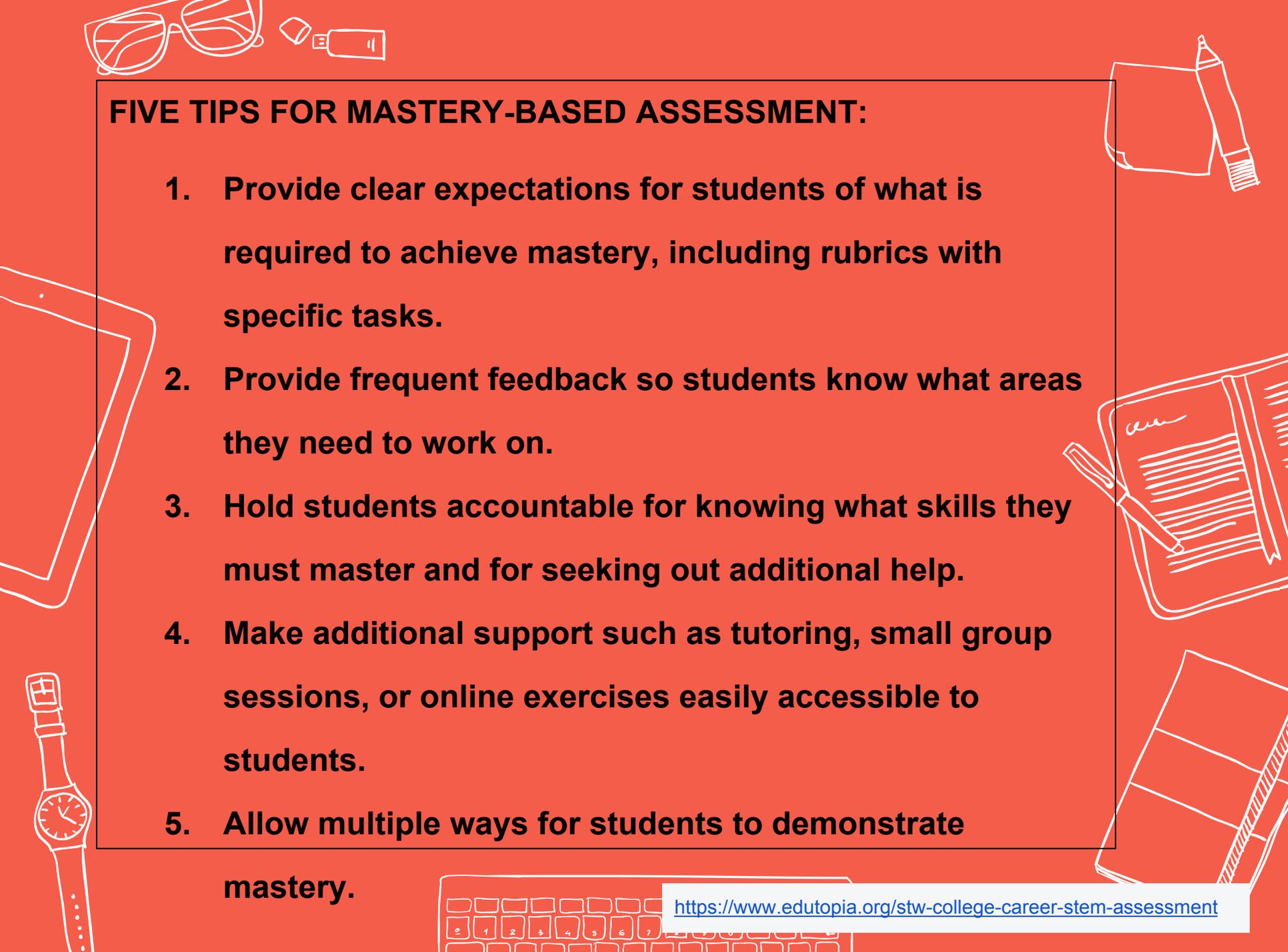


# MASTERY BASED ASSESSMENTS



**THE STUDENTS DRIVE THE CURRICULUM RATHER THAN THE CURRICULUM DRIVING THE STUDENTS. ASSESSMENTS ARE GUIDED BY PROFICIENCY AND COMPETENCY.**





## **FIVE TIPS FOR MASTERY-BASED ASSESSMENT:**

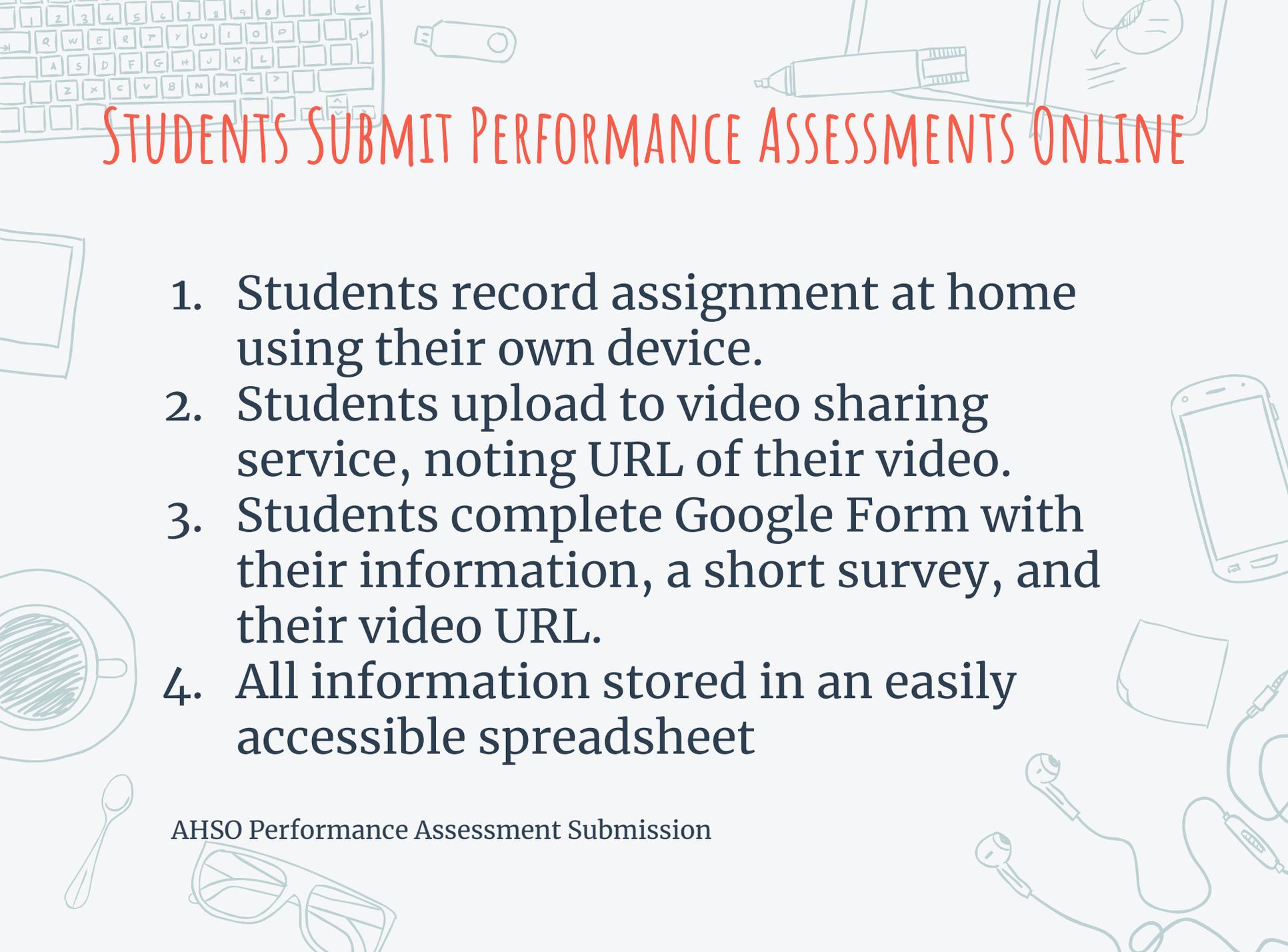
- 1. Provide clear expectations for students of what is required to achieve mastery, including rubrics with specific tasks.**
- 2. Provide frequent feedback so students know what areas they need to work on.**
- 3. Hold students accountable for knowing what skills they must master and for seeking out additional help.**
- 4. Make additional support such as tutoring, small group sessions, or online exercises easily accessible to students.**
- 5. Allow multiple ways for students to demonstrate mastery.**

# STUDENT-MADE RUBRICS AND ASSESSMENTS

Allows students to better understand objectives, and how they are achieved.

Students create their own rubric individually, in pairs, or small groups

Students create the questions for their music theory exam (multiple choice) using Google Form.



# STUDENTS SUBMIT PERFORMANCE ASSESSMENTS ONLINE

1. Students record assignment at home using their own device.
2. Students upload to video sharing service, noting URL of their video.
3. Students complete Google Form with their information, a short survey, and their video URL.
4. All information stored in an easily accessible spreadsheet

AHSO Performance Assessment Submission





# SO WHAT DO WE DO NEXT?

Choose one principle that you **KNOW** you are ready to tackle. Using a padlet wall, we will brainstorm and share ideas on strategies for implementation in your room. Please collaborate with your neighbors. Our goal is to create a database resource for you to easily access as you go through this transformation.

[www.tinyurl.com/personalizemusiced](http://www.tinyurl.com/personalizemusiced)





SPECIAL THANKS

**Fulton**  
**County Schools**  
**Where Students Come First**



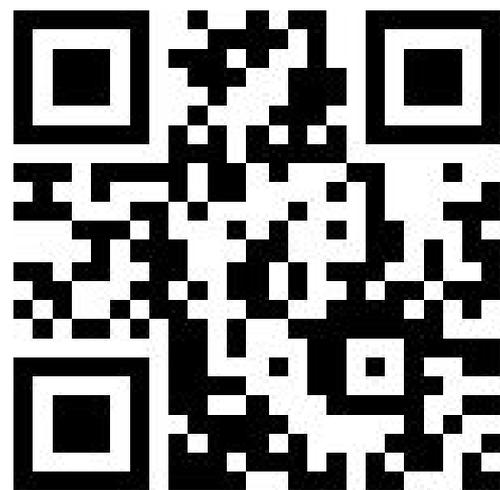
**HAL•LEONARD®**  
**CORPORATION**



DOWNLOAD SLIDES



[www.orchestrateteacher.net](http://www.orchestrateteacher.net)





THANKS!

Any questions?

You can find me at:

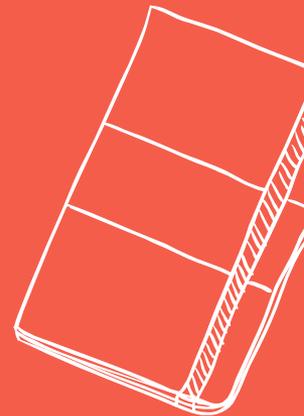
@EndicottSpot

endicott@fultonschools.org



Watch my feature on the Fulton County Roving Reporter and District YouTube channel to see how I personalize learning in my room along with a special tour of my room and my school!

<https://goo.gl/blxtBu> & <https://goo.gl/mSQIWB>





# FEEDBACK?



Before you leave, let me know what you think about the presentation, what you like, what you would like to see more of, your feelings on personalized learning...? Also, let me know if you have questions about particular apps or software! Feel free to leave your contact information so I can get back with you. I love collaborating with like-minded folks. Follow me on Twitter @EndicottSpot



Thank you for coming!

<https://goo.gl/zfDjJl>

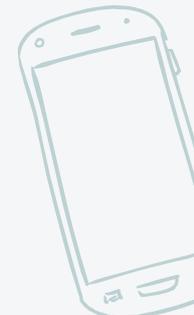




## CREDITS



Special thanks to all the people who made and released these awesome resources for free:

- ✘ Presentation template by [SlidesCarnival](#)
  - ✘ Photographs by [Unsplash](#)
- 
- 
- 
- 
- 