

### SCENARIO 1:

Maria teaches ninth-grade physical science. Traditionally, she has relied on textbook readings and direct instruction to teach core concepts. Her students have a wide variety of strengths and needs, both academically and behaviorally. She's starting a unit on the Law of Conservation of Matter and she wants to try a more personalized learning approach to this unit. Although she wants to try something new, she's concerned that some students might not be ready for this shift.

### SCENARIO 2:

John teaches American History to tenth graders. He has developed a system that allows students to move at their own pace. At the beginning of each unit, John maps a series of activities that help students learn new content. Students are allowed to choose between learning new material through textbook readings and questions, online videos and modules, or packets. Although some students seem to enjoy having choices, more and more students seem to be disengaging. In addition, some students are moving very quickly through the material and others are moving much more slowly. John wonders how to improve engagement and how to address pacing.

### SCENARIO 3:

Katherine teaches an eleventh-grade Humanities course focusing on World Studies. She teaches a unit with the essential question: How are governments created, structured, maintained, and changed? At the beginning of the unit, she breaks students into groups. She gives each group a different form of government to research. She includes guiding questions, lists of resources, graphic organizers, and exemplars. After students research their form of government, they engage in a class debate addressing the essential question. Although the quality of the work is consistently high, she is wondering how to make this unit and project more student-driven.

### QUESTIONS TO CONSIDER:

What are the potential constraints?

What are possible ideas to implement that would lead to a more personalized approach?