

<u>Resource</u>	<u>Findings</u>
https://www.colorincolorado.org/article/distance-learning-ells-instruction	<p>This article supports ELL learners by providing teachers with ways to develop remote lesson plans and activities that focus on language development. <u>Colorín Colorado</u> is a national multimedia project that offers research-based information, activities, and advice for educators and families of English language learners (ELLs). This article is written by By <u>Kristina Robertson</u> in 2020 who is an English Learner (EL) Program Administrator. The article cites many different online learning resources such as flipgrid, voicethread and seesaw.</p>
https://www.teachthought.com/literacy/21-digital-tools-build-vocabulary/	<p>This blog post focuses on digital tools that are easy to access and provide engaging ways for ELL learners from K-12 to further develop their vocabulary. For example, math dictionaries, visual dictionaries and support to create virtual word walls through padlet. It was written by <u>Kimberly Tyson</u> in 2016 and shared on <u>TeachThought</u>. TeachThought was founded in 2012 and is dedicated to innovation in K-12 education through thought leadership, professional development, resource curation, curriculum development, podcast publishing, and collaboration with organizations around the world. This article also cites many different learning platforms such as <u>Lingro</u> and <u>Lexipedia</u></p>
https://literacyworldwide.org/blog/literacy-now/2014/03/07/exploring-text-to-speech-readers-for-students-with-disabilities	<p>This is a blog post written by Kara Sevensma in 2014 who is an Assistant Professor of Education at Calvin College.</p>

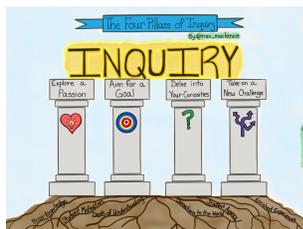
	<p>The blog is posted by the <u>International Literacy Association</u>. The post stems from a Universal Design of Learning point of view that looks at technology-enhanced curriculum that is accessible and appropriate for all learners, including those with disabilities. The post is relevant to the page as it provides text to speech technologies that can assist learners with many different literacy based tasks.</p>
<p>https://www.nationaldb.org/for-families/learning-resources/family-topics/distance-learning-proficient-communicators/</p>	<p>The <u>national center for deaf-blindness</u> provides an abundance of tools for educators. This page specifically looks at providing personalized instruction to deaf-blindness students. There are resources that help instructors and students connect via video, online files, and documents. Resources were compiled and suggested during an April 2020 meeting of state deaf-blind personnel, as well as experts in services for students and adults who are deaf-blind, deaf/hard of hearing, or blind/visually impaired.</p>
<p>https://autismawarenesscentre.com/teaching-special-needs-students-online-and-at-home/</p>	<p>This blog post is written by Maureen Bennie and published by Autism Awareness Centre Inc. site by Nelson Design Collective. The post was published in April 2020. Maureen is a mother of two autistic children who has run an at home intervention program. In her post she discusses the challenges she faced during the pandemic and strategies educators and parents can use with a range of special needs children. She provides specific examples and resources to meet the needs of special needs students during remote learning periods. She cites many different usable resources.</p>

Virtual Education Dilema: Scheduled Classroom Instruction vs. Anytime Learning

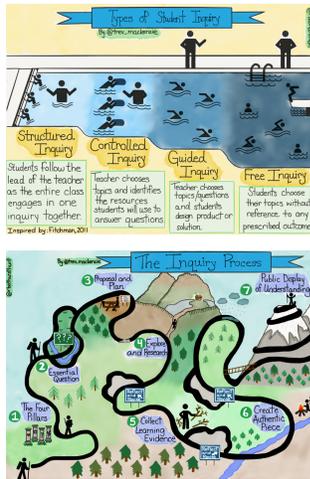
https://blogs.edweek.org/edweek/DigitalEducation/2020/03/synchronous_or_asynchronous_e-.html

Mark Lieberman is a contributing writer for Education Week. Education Week is a long standing online journalism site that focuses on the most important K-12 news, information, and updates, advances in technology, and curriculum. Mark has spent the last five years writing news stories and blog posts on a variety of topics and has recently focused on the area of educational technology. This article was written as a direct result of conversations that teachers and families were having during the period of remote learning during the COVID-19 pandemic. It was written and posted in the beginning stages of school closures as students and families transitioned into primarily online formats of teaching and learning. Based on responses from conversations with longtime practitioners in the field of education, Mark advises teachers to consider a few key things as they decide how they want to set up their class schedule and activities. The opportunities that having both synchronous and asynchronous options will allow learning to be more personalized for students as it allows for more choice and ownership.

Pillars of Inquiry/Types of Student Inquiry/The Inquiry Purpose



These sketchnotes were created by [Trevor Mackenzie](#) and [Rebecca Bathurst-Hunt](#) and were included in their 2018 book together, Inquiry Mindset. Trevor Mackenzie has become well known in the field of inquiry in education after the publication of his first book, Dive into Inquiry in 2016. After the publication of his second book, with Rebecca, she has now developed an (inter)national reputation as an inquiry specialist.



Rebecca Bathurst-Hunt
Trevor Mackenzie

They created these images to accompany the book in order to give the reader a clear and concise visual of what it means to believe in inquiry based teaching and learning, the types of inquiry, and how it should progress over time. True inquiry is a phenomenal avenue to personalize learning as students are able to pursue their interests. In order to create these sketchnotes, they draw from their own teaching experience as well as referencing many teachers, students, and experts in the field of inquiry based teaching and learning.

PSII Inquiry Guide - Fillable Document
<http://www.learningstorm.org/wp-content/uploads/2015/01/PSII-inquiry-guide-fillable-blank.pdf>

The Pacific School of Innovation and Inquiry (PSII) was founded by Jeff Hopkins in September 2013. He is a long time educator who wanted to create a different kind of learning experience for students. At PSII, students have strong choice and voice for things such as curriculum design, how learners are grouped, the learning environment, connection to the outside community, and how they choose to connect with the people around them. This document was created by the school team and it provides a framework of inquiry in which students can learn to independently identify a question and find the answer to. This document has evolved over time as the team has identified what works for their students. Following these steps, they are actively engaging in problem solving and inquiry based learning principles. Their interest in the world around them makes the learning more personal and applicable. Their approach to teaching and learning comes from their belief and

	<p>understanding of Vygotsky's 'Zone of Proximal Development'.</p>
<p><u>Planning Pyramid by Shelley Moore</u> https://blogsomemoore.files.wordpress.com/2018/03/planning-pyramid-new.pdf</p> <p>https://blogsomemoore.files.wordpress.com/2018/05/learning-map-cheat-sheet-1.pdf</p>	<p>Shelley Moore has been a special education teacher in the Vancouver School District for many years. She is now on their Districts inclusion support team as well as a consultant facilitating the use of technology as a tool to support students with diverse learning needs. She has become well known and respected in the area of special education with the publication of her book, 'One Without The Other', in July 2016.</p> <p>This particular resource was created in 2018 as a visual for teachers to be thoughtful and intentional in planning for a wide variety of learners in their community. Teachers need to identify the essential learning goal that all students can achieve and then build in additional and more complex goals for the wide variety of learners in modern classrooms (e.g. goal for all, most, few, challenge). In order to personalize learning, teachers need to know their students and plan activities that are accessible for all learners.</p> <p>These documents are published on her blog and are supported not only by her experience as a resource teacher but also extensive research she did as she completed her doctoral degree on the topic of inclusive education.</p>
<p><u>Building Student Relationships While Teaching Remotely</u> https://mrs winters bliss.com/student-relationships-teaching-remotely/</p>	<p>This blog post was written by Christina Winters. She has been a teacher for over twenty years in California and North Carolina and has a passion for creating engaging content for students, researching best teaching practices, and collaborating with fellow teachers. Over</p>

	<p>the last few years she has left her teaching job and instead engages with her online community full time. This resource was created as a direct result of teachers seeking guidance on how to build and strengthen relationships with their students during a time of online learning. The ideas that she includes are creative, however, it is important to note that she herself did not teach during this time of remote learning. It is, however, applicable to our research on personalizing learning during teaching as the building of relationships allows teachers to better understand their students. In turn, teachers can create more engaging content as they have a better understanding of what their students get excited about or are interested in. She identifies a few easy tips and strategies for continuing to build relationships such as lunch buddies, spirit days, and 'office hours'.</p>
<p><u>Personalized Math Pathway</u> https://docs.google.com/presentation/d/1gil4xhY9oSCvd_eHZS14dDCnx0GKvy9XBjBGAVMSkA/edit#slide=id.g8a3611e39a1_3</p>	<p>This is a document created by a teacher and PBIS (Positive Behavioural Interventions & Supports) Coach in the United States, Megan Venezia. This document outlines the curricular objective, how the teacher is going to check in, and how the outcome is going to be assessed, as well as three different ways that the students can engage with the content. Although she is using language about learning styles, which has been 'debunked' by educational research, it is an easily accessible format that can be edited to separate and personalize instruction and practice for students in other ways.</p>

Virtual Classroom using Bitmoji's

<https://docs.google.com/presentation/d/1HD8db3bFhp2LS3H73GYgWJZLZHFqoUCi7Q7i2hcz1Aw/edit?copiedFromTrash#slide=id.p>

<https://twitter.com/RoseRoom208/status/1270020456050036738/photo/1>

This document was created by two Kindergarten teachers (@RoseRoom208 on Twitter) in Toronto, Canada. They had to find a way to engage and teach Kindergarten online and created a virtual classroom using the Google platform. Each week they created a new set up with videos, pictures, learning activities, and read alouds depending on what their students were interested in. This is a great tool for personalization as there can be links to a variety of resources.