10/1/2014 - Step 21 Workshop

Intro

- Session presentation: http://community.edleader21.com/storage/documents/STEP21_Workshop_PPT.pdf

- Purpose: Define "gold standard" of 21st century learning (look like, feel like, etc)
    - Used to gauge level of implementation of 21st century learning -- meant to be formative
    - Help define next steps and maintain rigor
    - Evidence based, peer review emphasis
- Douglas County School District -- "Tornado" of continuous improvement (integrate, implement, evaluate, refine, integrate)
- Materials all available at: http://tinyurl.com/4thAnnualEvent
- Self assess or peer review (by EdLeader21 team -- asynchronous)

Review Process Reflections

- Evidence submission - analysis - dialogue - reporting - action response
- Teams that have done this:
    - Elizabeth Celania-Fagen (Douglas County)
        - Have to be comfortable with the time it takes.
        - There's fast and there's correct. Won't have data right away. Our test scores don't measure what we want for our kids. Not a legit measurement.
        - How will we know?! Need to shift mindset that things we're measuring are more important than one test one day low level learning
    - Marty Moore (Springfield Public Schools)
        - We've got lots of "stuff." Is our stuff making an impact? This is a tool to determine
        - Appreciate outside set of eyes
        - Get off the train of "what else" and gives a common focus/direction and let's do that really well
    - Matt Haas (Albemarle County)
        - Doesn't focus on the quality of the work of the adults, but the impact and implementation of the initiatives. What level of impact are we actually having?

Step 21 Peer Review

- Q&A:
    - On cost -- next round will be free, but eventually will be charged. Get in!
- Peer Review Process
    - Web based tool. Submit evidence and peer reviewers can look at collaboratively. Generate summary to consolidate insights.
    - Evidence in categories (in rubric) and then align with vertical I-O-I
    - Each portion includes examples of what might be put into that category
    - Not based on their criteria but OUR district's mission and vision
    - Summary report - holistic view. Meant to be formative. This is where we are
        - Overall progress stages
        - Each area is given a consolidated interpretation on the same scale (T&L progress). Includes things like assessment, leadership, instruction, and engagement. Helps define priority areas
        - Commendations - highlight strengths and good work
        - Areas of attention

        - Prompts for future reflections
        - Another person who participated:
            - Highlights pioneers, helps clarify mission, outlined missing plans/strategy
            - Gave their supt candidates the feedback they recieved and asked them how they would make a plan. Cool!

Input-Output-Impact

- Challenge is always the impact. Mission statements are easy to write
- Should be a small number of clearly defined desired impacts
- Backwards design to Forwards implementation
    - Mission > Impacts > Outputs > Input
    - Mission: purpose of learning?
        - College ready
    - Impact: both trans and academic are at the heart of the mission?
    - Outputs: structures and pathways to attain impacts?
    - Inputs: Actions and resources need to commit to to achieve outputs
- Focusing on impacts -- how will we know?
    - Otherwise get caught up in the input, output cycle
- Working on a web tool to support self assessment

From other session (on performance assessments) tweets:

- Presentation: http://community.edleader21.com/storage/documents/Performance_Assessment_Workshop_PPT_-_Final.pdf
- Tip from @synamorgan on engaging in performance assessment- takes time to create & to do, so focus on the essential learning #edleader21
- Idea of “creative constraints” http://www.fastcompany.com/3027379/work-smart/the-psychology-of-limitations-how-and-why-constraints-can-make-you-more-creative
- Idea that we are often protecting kids from the experience by scaffolding
- Make the abstract concrete
- Connect with Tony Borash
- Marsha Harris: Transference of learning requires deep understanding of content, not just skills. Curriculum mapping around cornerstone tasks. #edleader21
- Chip Houston: What are your cornerstone PTs? Anchor curriculum around important, recurring tasks. Require understanding & transfer. #edleader21 #mvmiddle
- CH: Moving from scaffolded to autonomous performance - by design! @jaymctighe #edleader21 #mvmiddle pic.twitter.com/d166y5jZO3
- Jay Mctighe presenting on idea of “cornerstone tasks”
- Jay Sorenson: Literacy Design Collaborative- Blank template task (or "Academic MadLibs" via @jaymctighe) w.literacydesigncollaborative.org/how-ldc-works/… #edleader21
- istinction between "testing" and "assessing" by @synamorgan: Testing is an event, assessing is a process #edleader21

Keynote/Ignite Sessions

Ignites:

- Mike Hibbard - New Salem - Outsmart the Gorilla - 7 Step Tango
- Karen Cheshire - Boon County - 365 days and 10 C’s
- Nishante Mehta - Children’s school Atlanta - Growth happens in discomfort

    - Future world skills 2020
    - It's still day 1
- Catherine Nichol - Covina Valley - Associate degrees for HS Students

Michael Fullan

- Doing, whole system, zero in on pedagogy, measurable and causal impact to learning
- 3 domains of knowledge that have grown up independently
    - Change knowledge - quality of ideas and quality of change process
- A good change process is voluntary but inevitable - coaching
- Right drivers vs. wrong drivers
    - Capacity building, collaborative work, pedagogy, systemness (when individuals in a system come to value to overall system -- the contributions they can make and the benefits they can reap)
    - Accountability, individual teacher and leadership quality, technology, fragmented strategies
- Whole system change
    - You can't count on the top to get it right. If you go to the individual, it's not coherent. Go to the middle
    - When the middle gets stronger, it becomes a better partner upward
    - michaelfullan.ca
    - A good one shapes and reshapes good ideas while developing capacities and ownership of group
- Small number of ambitious goals
- Use the group to change the group
- 2x effect size of change and improvement: The degree to which the principal participates as a learner
- Social capital and human capital
    - Biggest difference
- Decisional capital - quality of decision, using data, know what you're doing and be able to track it
- Change quality
    - Low explicitness, high change climate = superficial
    - low explicitness and change climate = inertia
    - low c, high explicitness = resistance
    - high both (great ideas and great climate) = depth and good change
- Yes, talented schools will improve a weak t, talented ts will leave a weak school
- Good collab reduces bad variation (good variation could be innovation)
- the strength and sustainability of an org is a function of the quality of its lateral relationships
- Tech:
    - irresistibly engaging for T and S
    - elegantly efficient and easy
    - Ubiquitous
    - steeped in real life problem solving
- Ts and Ss as pedagogical partners
    - Effect sizes by Hattie!!!
    - T as facilitator - .17 (sim and gaming, inquiry, small classes, indy instruction, prob based, web based, inductive teaching)
    - T as activator - .72 (reciprocal teaching, feedback, teacher-student self verbalization, meta cognition, goals challenging, frequent effects of teaching)

Superintendent Panel

- Douglas County, Fairfax County, Singapore american school, Charlotte Mecklenburg, Chesterfield County
- Entrepreneurship
- Technology - app dependent vs. app generative? Good question
- Accountability is often a function of not being able to scale change
- Don't necessarily need to separate coach and evaluator -- instead needs to focus on culture of growth, transparency, etc.
    - internal accountability + transparency + ability to intervene
    - Best business cultures are
    - With transparency and collaboration you can succeed. Can then see where intervention is needed, but don't START with intervention
- Culture must change districtwide and organizationally (we-we, ALL are involved)
    - MUST redefine the role as needing to be collaborative
- Fullan
    - districts that have moved forward have had good relationships with their board
    - testing as a driver of change, not accountability
    - testing overdone -- inhibits pedagogy
- Have to advocate for it when the test scores don't come quickly, when the time doesn't work with the testing guidelines, when the parents don't understand
- Important to note: The best schools in the US are best in the world, worst are the worst
- Teacher voice and student voice is the SAME solution. They feed on one another.
- Be satisfied with a 3 on compliance if you're getting a 5 on pedagogy

2nd Ignite Session and Closing

- Saul a Rube - Jewish School
    - culture nurtures creativity
    - You have to have a box before you can think outside of it
    - Remember makerspaces
- Joyce Bissou - Hewlitt Whitmere
    - Authentic assessments
- Darren Phillips - EduTect
    - edutectinc.com
    - design and supporting the 4 C's
- Elizabeth Garcia - Discovery Day Academy
    - creative thinking is an art form that must be fostered over time
    - project topics aligned with community partners - kids choose
    - capstone projects
    - purposeful play
    - Makerspaces (kids and teachers)
    - "Blooms your book"
    - Picture book philosophy teachingchildsomething.org
- Kathy Hurley - Pearson
    - P21 exemplar case studies
    - My voice - student voice
    - Girls thinking global - changemakers all over the world working with adolescent girls
- Peter Reynolds
    - Video: Above and beyond - https://www.youtube.com/watch?v=7KMM387HNQk
    - Fablevision - Boston - reach all learners and support teachers

- How do we get the message to mainstreet? How do we change the climate? The power of story
- Jerome Bruner - power of story in learning
- The stories are great, but they don't get "activated" without teachers who know how to extend the ideas behind these books
- We know that it works
- Dot book - promotes creativity
- Possible to write a book to capture the 4 C's? - Above and Beyond. Literally thinking inside the box
- I dare you to be an original thinker
- **Every year we dedicate ourselves, and every year the system doesn't change. And every year we let down the kids who don't know how to game the current system, and it's not ok. This was Peter Reynolds. (also the art video)**

Ken Kay on accountability: If you're here because you're interested but not committed, that's not enough.
Pink: Control leads to compliance, autonomy leads to engagement

How many would say state statutes are a driver of your innovation and transformation?

10/2/2014

Student Voice Panel

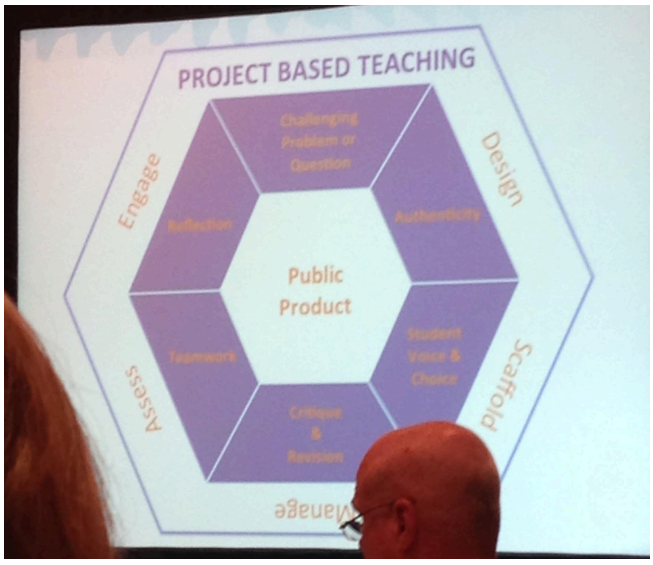
- Russ Quaglia
  - Students as partners vs. customers
  - What can students teach me? -- good starter for the engagement day. Your past is not our kids' present. Same as people who assume because they had teachers they know what it means to be a teacher. In the same way because you were a student, you don't know what it's like to be a student.
  - Not going to be able to tell the difference between a teacher and a learner. They have something to teach us. We're the potential, not the problem.
  - From data, 3 main points:
    - I matter. If you know a kids' hopes and dreams, they are 18x more likely to be motivated to learn
    - We matter. Same kids who have a voice in school also feel respected, valued, treat other kids with more respect
    - You matter. 98% of Ts report they enjoy working with students, 61% of students believe their Ts enjoy working with them.
      - 52% of students believe their teachers are willing to learn from them. Same kids that respect, feel valued, etc.
- Students
  - Relationships…"not just a kid moving thru the system"
  - Relationships outside the classroom. Social studies teacher that kept in touch after leaving the profession
  - Making time -- ideally if a classroom has a variety of activities and kids can use their creativity and show their opinions, it communicates to the teacher what type of person that student is
  - What would impress most about your school?
  - On teacher voice: decision making, but need more voice in how they're feeling and how things are going

    - When teachers explain their vision on trying something new. And then students get to collaborate with that teacher.
    - Institute survey -- Kids = bored 52%, teachers are your classes exciting? 95%
    - Could change 1 thing to make education better
        - do away with standardized testing. Limited measure of learning
        - every t is passionate
        - Grading system - tests a limited number of strengths

1st Breakout Session - PBL (John Mergendoller - Buck Institute)

- Dessert projects vs. main course
    - Dessert is fluffy, comes after learning, is the display of the learning
    - http://bie.org/object/document/main_course_not_dessert
- Essentials of the main course type PBL
- FYI - 1577 - Accademia di San Luca origins of PBL. Created first art school. Followed sage on stage model, didn't fly, so shifted to a "do" model vs. a "hear" model
    - learning the knowledge by creating the project
- Essential Characteristics:
    - Challenging problem (also talked about by Hattie) OR challenging question
    - Public product - no test, they created the church. Idea of "apprentice"
    - Authenticity
    - Critique & revision
    - Voice & choice (there were constraints...wasn't anything goes...but how they met the challenge was their voice)
    - According to John - - we're ¾ of the way there
- First PBL Book - 1918 - The Project Method
    - Video -- 1st graders and "cooking"
    - No teacher direction, based on standards, entire project at school, student and interest driven
    - "Wholehearted purposeful activity"
        - Dewey critique -- 1938. Didn't see engagement as primary, unsure if there was really thinking and problem solving. Believed people learn when confronted with a problem and must overcome it, thought this was mindless. Biggest critique = Ts not highly involved. Saw kids as autonomous, thought it should be a partnership instead.
        - It's the teacher who creates the challenges and places the obstacles, and that's critical. It's not just about the T or S -- it's both.
        - The belief that all genuine ed comes about thru experience does not mean that all experiences are genuinely or equally educative. - Dewey All PBL experiences are NOT created equal.
        - In the end, the end in mind is critical. Science -- just stirring but don't know why. Hands on does not necessarily mean minds on.
- In summation from Dewey:
    - Engagement is important, but not most imp
    - More important is the reflection/cognitive act and the problem solving
    - Teacher is crucial. Not just creating projects
- Howard Barrows - PBl - Medical education 1980
    - Simulations - simulated examples of things that were actually happening in medicine
- Key pieces from above:
    - Theoretical base -- not just the what, but the why (empirical or theory)
    - Team problem solving

- In summation, challenging prob/question, authenticity, stu voice/choice, critique/revision, teamwork, reflection all surround the final Public Product
    - Driving question -- sometimes it's more like a concrete problem or a design question
    - If kids have never done this before, T may need to take a bit more control
    - Authenticity key. It can include simulations.
        - 4 ways to achieve (authentic context, authentic activity -- kids actually do it the way its done in real world, impact on outside world, impact on student)
    - Student voice and choice
        - self expression, actualization, efficacy
        - Doesn't mean, ok go do your project -- have fun. Instead think, are there ways where a teacher is making a choice that the student could instead take over
    - Critique and revision
        - No one should turn in a first draft
    - Teamwork/Collaboration
        - There are just aren't any jobs that don't require collab toward a common goal
    - Reflection
        - Set time aside to think about what I've learned, how, purpose for it, there is a much better chance I can access that learning in the future
- Big piece that is missing
    - Not content -- that is implied
    - Left the teacher out. So outside that ring -- design, scaffold, manage, assess and engage
    - Current image:



- I like, I wonder from our table:
    - Flexible Guidance
        - Provide a project starter with standards embedded
    - Design principles
    - Check ins from teacher, check ins from peers
    - Timelines
        - Elizabeth Garcia Discovery Day 4-6 weeks
    - Child development conversations and how can we plan around that
    - Building context around children's experiences
    - Help facilitate interdisciplinary segments - teachers value the time to plan together

    - How do we risk "project fatigue" if faculties do not collab on #PBL for interdisciplinarity? #EdLeader21 #FewerSilos

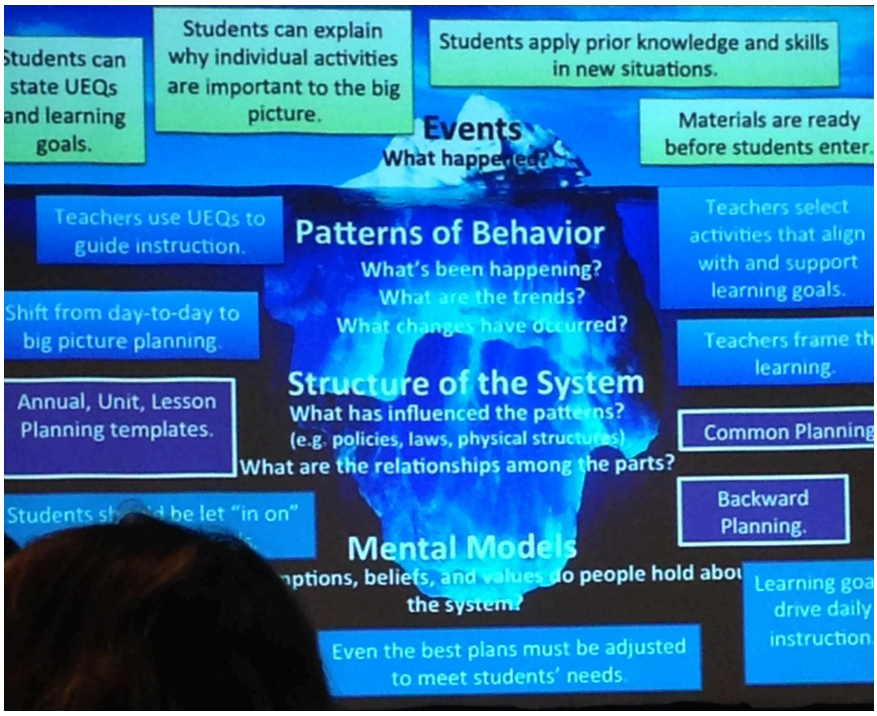
2nd Breakout Session - Assessments That Matter (Douglas County School District)

- Presentation: https://docs.google.com/presentation/d/1YFwZTIh0UCtJj10B2ZjTfQkPNCak_U11VGuJoEtt9wU/edit
- Three stages of UBD according to DCSD
    - Outcomes, assessments, learning opportunities
        - Incorporate alignment, differentiation, tech
- "Guaranteed and Viable curriculum" Stage 1 (outcome)
    - Vetted standards against Blooms. Most ended at app, upped the rigor to meet top 3
    - Avoid content minutia -- could be cross curricular (how can we get better at this?)
    - Example: https://docs.google.com/document/d/1U79bI8n6NUGn6p_XOQ3kbALzu4pnclLsudicWjpU98M/edit
    - Created progressions for kids above the grade spans
    - Have a filter to pick a grade level, a content area, 21st century fluency, level of Blooms, and can generate an outcome
    - http://www.douglas.k12.ga.us/
- Step 2 - Assessments
    - Formative, interim and summative
    - Builder outlines things like outcomes, skills, etc
    - Eventually will incorporate rubrics that measure the stated outcomes
    - Built a calculator to test the rigor of the assessment. Get a measure of the quality of the assessment on a 20 point scale
        - Interesting -- calculator goes up if assessment measures growth vs. achievement
        - Score in teams
        - Build by the district
        - Also score their standardized tests
- Activity:
    - Choosing 1 collaboration strand, build assessment, design learning opportunities to teach it
        - "Cooperation" https://docs.google.com/file/d/0B9bOs1VOqv_RazJ1QjlEaDMzdE0/edit
    - Designing a performance assessment that identifies the skills outlined in the rubric
        - Debate -- Mock trial, collaborate in favor or against the defendant, both sides
        - Recommendation on single sex classrooms based on research, pros and cons
        - Assess through observation, surveys, survey feelings, video
- Stage 3 - Instructional Plan (teaching and learning opportunities)
    - Because outcomes are at top level of Blooms, assessments must also be at high level, and learning opportunities must require them to practice at that high level
    - What does it look like to intentionally teach our area (collaboration)
        - Survey shows growth
        - Model, roleplay, shows exemplars and non-exemplars, video and reflections on what did you see, what didn't you?

3rd Breakout Session - Systems Thinking and 4C's (Catalina Foothills)

- Where do Good Ideas Come From? Steven Johnson -- YouTube
    - **Chance favors the connected mind**
    - Habits: Quick conclusions, change perspective

    - 4C's: Collaboration, critical thinking as a process, creativity in looking at others' ideas
- Focus on 4 in particular - Circular causality, change over time, possible leverage actions, big picture
- Catalina Foothills - Deep Learning Proficiencies (5C's + S = DLP)
    - K-2, 3--5, 6-8, and 9-12 rubrics
        - No negative language (growth model)
        - No sometimes, occasionally, never, etc (too subjective)
        - Resources: http://www.cfsd16.org/public/_century/centSkillVideos.aspx
    - Learning System -- Not separate for adults and kids (from CFSD)
        - 26th iteration
        - What structures in the system are causing the day to day events to not promote the changes we want?
        - Common language -- important or nobody really knows what you're after
        - Continuous examination of the system is critical
        - Reciprocity factor -- for every ounce of expectation I have for you at a T, I have an obligation to provide you the PD to be able to do it
        - Leverage -- how often have we examined the pieces that are getting us the results that we want and push them further
        - Hattie - ability to talk about my progress - possible when given good feedback
        - For anything you do in your system, there is a common definition, and anyone you ask can talk about it
- Goal gap -- apply a strategy to close
    - Actual state --- Desired state (gap)
        - Corrective action/strategy
        - Impacts actual state
        - Goal goes up, gap goes up, corrective measures go up, actual state goes up, gap goes down
            - If not careful, oscillates because when corrective measures work, we naturally have them go down
            - Must maintain the gap because it reinforces the system, but too much is debilitating
                - Too much = teachers given so many big ideas in little pieces
                - Too little = huge amounts of PD we give to our higher levels
                - Too much = assuming grade level achievement when years behind
                - Too little = scaffolding kids to protect them from the learning experiences
- Systems
    - Below the surface - Mental models > systems > behaviors
    - Above = events
    - Below = leverage points
- Systems thinking in action
    - New teachers build the iceberg proactively about how their instruction impacts achievement, how a course makes for a meaningful learning experience (also did for analysis of rigor, classroom management)
    - We do not currently have the systems in place to support the good ideas that we've tried to implement
    - For adults - one side is current reality, the other is desired results



- Kids:
    - Sneeches, behavior over time graph, "stock - flow" of jealousy
    - Science, leaf color change

US:

- We do a nice job of giving ourselves the elevated view, but do our teachers have that?
    - If we took everything we believe in as a system (and have recently or will provide professional development on), could we fit it into a clear explanation for how it supports our current system?
    - Formative, summative, LT, success criteria, reading strategies, bridge classes, SPED, SOI, engagement, PBL, essential questions, ELOs, state standards, assessment, common assessment, structural action, goals, action steps, PLCs, small outcomes, leveraged behaviors, lagging outcomes, essential questions, 21st Century, authentic instruction, meaningful relationships, environments, iPads, Technology IC, PLC protocol, Schoology, classroom management, new email

Team Time Protocol

- Sticky idea: PBL and system thinking. PBL = it's alignment with engagement and how we currently do "PBL light." Systems thinking because I think we need to do a better job of analyzing what in our system is working, what's not, and what are some of our leverage points. We do not have a clear understanding among all what our systems are.
- PBL = through engagement, Systems = we can, and then later
- Wonder? = Does it detract overall? How do we provide the time to do it right? How do we scaffold it so that teachers understand how it's a main course offering that hits our required targets? Might we need to do some project givings?

Russ Quaglia Closing:

- We let common sense get trumped by common practice. JUST BE NORMAL.
- Causal relationship between S voice, T voice, achievement and 4Cs.

- 4Cs is a natural way of being
- Good Ts do it intuitively, others need to do it intentionally