

## Monday Keynote - Jim Knight

- radicallearners.com
- Accountability versus teacher autonomy
- Partnership and autonomy
  - voice
  - equity = treat people as equals because they are equal
  - choice = you have to versus “non-negotiable” but you choose how to get there. Read about it, coach, colleagues, etc. “Firm on standards, flexible how you get there”
  - reflection = teachers are the ultimate thought workers. the defining characteristic of a knowledge worker is the need to do the thinking.
  - dialogue = there are several conditions necessary. The first is humility. The 2nd condition is faith. 3rd condition is hope. 4th is love.
- Accountability
  - Everything to help the kids
  - look at current reality and get to the goal
  - easy to look at current reality. Harder to see that in complex issues.
  - we have to confront reality
  - Coaching questions:
    - On a scale of 1-10 how close to your ideal? What would we do to get there? Well that didn't work....teacher realizes I probably should have....
    - what kinds of data collection are you comfortable with?
    - let teacher take the lead, but jump in when at a stand still
    - think about what you're doing more methodically
  - a clear picture of what's happening, a clear goal, shared work on getting there
  - coaches = respect autonomy and make sure what we're doing makes a difference
- Autonomy = see teachers as professionals. Accountability = have a clear current reality/goal and professional learning that makes a difference.

## Monday Session 1: Using Tech in Embedded Formative Assessment - Sarah Lornston Mahtomedi

- Effect size of FA is .9 (no intervention whatsoever is .4)
- Don't forget that FA is often as simple as 4 corners, thumbs up, quick quizzes
- The autopsy = summative. Preventative = formative
- Why use FA?
  - Save time, immediate feedback, collect from all, different modality, record for future analysis, see growth over time
  - You'll work the kinks out. Choose 1 or 2.
- Tools for classroom discussion, asking questions and gathering data, providing feedback to kids' work, adapting instruction
- Check out collaborate classroom
- Stick Pick

- Option to assign each student to a taxonomy level
  - Can “reset” at any point
- Hand raiser app – developed by her
  - Track participation during discussions
  - Will be in the iTunes store soon
- Building a SMART lesson = Hook > Content > Question/Question > Content > Activity > Question/Question/Question
  - Effective use of voting device can add 26% gain in achievement – Marzano
  - Put questions in where you can use the results immediately (pre, hinge, post, etc)
  - Tag in a way to let students see the data as meaningful (as well as the teacher)
- QR Flip Flop?
  - Should start to leverage audio QR code options more frequently
- Slides = [goo.gl/jyDsF](http://goo.gl/jyDsF)
- Providing feedback for student work. Are they getting it?
  - Dropbox and Google Docs
  - Turnitin – any advantages? Several thousand dollars for a school subscription. Allows grading online as well as peer revision, checks for plagiarism
- Adapting instruction to student needs
  - Use tech to support those who need it and challenge those who don't
  - Hmmmm....created a video channel as part of QComp. Interesting.
  - Screencasting tips:
    - § Short – under 5, ideally 3
    - § Enthusiasm
    - § Tell the view when to pause, if necessary
    - § Engaging visuals – large and uncomplicated
    - § Minimal text
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## **Monday Keynote - Michelle Shearer**

### **Monday Session 2 - Flipping/Flexing in MS Classroom - Covington MS in Austin, TX**

- Use student created videos to go over homework versus using class time to review HW
- Use a google form for kids to submit once they've completed the electronic video from home. Can follow up on kids who haven't yet completed.

### **Tuesday Keynote 1 - Yvette Jackson**

- “gifting all students” ie applying the same perceptions and challenges to all students as we do for those who are labeled as gifted
- "Gifting" students: believe in their capacity, push to frontier of their intelligence, move thru interdependent activities.
- With many underachieving students, there is a huge disconnect between what is

relevant to them and what they must learn. How connect?

- Culture > Language > Cognition = Without our making a cultural connection, the text (ie language) will leave them lost
- Simple usage of “yet”
- When asked to do data mining, we inherently limit their potential (?) Focus on strengths? Do our measures even acknowledge this?
- Rueven Feuerstien - studying the dynamic nature of intelligence and the idea that potential is transempirical
  - structural cognitive modifiability - “change the input and the brain changes accordingly”
  - focus on intellectual development versus isolated ideas or skills (ie literacy)
  - take advantage of by building on past info, but more importantly by building on strengths (mylan sheath)
- For the first month, only identify student strengths as well as teachers (work with particular staff members)
- “7 high operational practices”
  - id strengths
  - relationships
  - nurturing high intellectual performances
  - providing enrichment - not the experience but the discussion and connection to the students’ experience
  - incorporating prerequisites - prime the brain
  - situating learning in the lives of students
  - amplifying student voice

## **Tuesday Morning Session - What Instructional Coaches Do - Jim Knight**

- 7855508708
- Partner with teachers, coach as an expert. Establish a goal and implement practice to achieve

Simple truths about helping...

- The more choice you enable, the higher the level of implementation. Its not about mindless compliance, it's about meaningful engagement
- Change
  - Pre-change - not willing because don't have a clear pic of what they do. Once they do, current reality allows to change. Most ppl don't want our help because they don't know they need it. video
  - Talking to teacher similar to talking parenting
- Status - will resist "one up"
- Knowledge workers need to be a part if the process
- Motivation - needs to be a personal goal

Resistance = is it worth it and can I do it?

Partnership principles

- Equality - versus figuring out why not doing, figure out what I'm doing wrong

- Choice - Limited number of powerful choices. When you insist, they will resist. Choice increases chances of quality implementation
- Tell me what they think
- Dialogue = What do you think about that?
- Reflection = looking back, looking at and looking ahead
- Praxis = our learning is best when we have real life application. Will learn more about questioning if we're actually preparing questions for tomorrow's class, not in a questioning workshop.
- Reciprocity = When one teaches, one learns. Partner the other person as a decision maker.

What do instruction coaches do?

- If you have a dual role as an evaluator and a coach, make it clear which hat you have on when. This is a coaching convo and that means this. This is an evaluative conversation and that means this.
- Components of coaching. How do you get people on board?
  - enroll
    - one to one convos
    - large or small group presentations (keep it short to 15 minutes) because they're not really listening - give them a form to fill out if they're interested. Really careful about communicating your deep respect for teachers
    - principal referral - you have to work with a coach versus you have to improve -- then will see the coach as a lifeline
      - be hard on standard but flexible on the way to get there
      - goal is not working with coach, it's the positive change in students
    - workshops, teams, plc's. If you do a workshop, be sure to include coaching with a form. Build planning in on how you can help implement.
      - helps to avoid the 'parking lot experience.' I am the memory of this experience
    - newsletters
    - informal conversations. Don't make every informal convo a coaching conversation
  - identify (may be the most important part)
    - how to determine what to work on and goals
    - a clear picture of where I want to be and a clear picture of current reality and a process to get there
      - could gather data or do video. how do you get them agree to it? ask them and they did it. did it because they trusted you.
    - next, identify a change you want to see in the students. set of questions that then will lead to a measurable goal:
      - on a scale of 1 to 10, how close to ideal?
      - what would it take to get closer to a 10? if they describe themselves, move it over to the students. how could we measure that?

- if that was your goal, would you care? if yes, set a strategy to get there
    - ask for permission to give a suggestion
  - effective goal identifies change in students, is measurable and identifies a strategy
    - is you start with the practice, they don't sustain implementation...if you start with a goal, they will. Focus on goal, not practice!!!
- explain and mediate
  - this is what research says it should look like, but modify
  - checklist
- model
  - model, watch a video, coteach, or watch someone else. people need to see it or they don't get it.
- observe
  - observe to track the goal progress
- explore
- support and refine
  - rethink the way we teach the practice or rethink the practice altogether

### **Wednesday Morning Session - Enriched Problem Based Learning**

- <http://www.robinfogarty.com/> - Resources holds all notes in the "Workshops" section
- illinois 21
- "the person doing the talking is the person doing the learning"
- the biggest reason group work does not work is the task is not complex enough
- Why PBL
  - active versus engaged
  - used an "agree or disagree" model
  - projects at the beginning versus the end. Once they understand there is a 'presentation' their level of engagement will increase
- 7 phase model (on handout)
  - used a "little book" model. pass out to someone else.
  - Advanced organizer
    - standards and objectives
    - create collaborative culture: nurture the 'voice'
    - Key point = student centered classrooms have a voice
  - Essential question
    - novice teacher creates, more experienced teacher may have the kids generate it
    - How do we.... or what if.....
    - 1st choice point: one essential question for the entire class OR subgroups
  - Gather info
    - research sources, outside experts

- students may diverge from student/teacher direction or teacher directs with parameters (what/how to research)
- Make sense of the information
  - always keep the EQ in mind when reflecting on research collected, use graphic organizer
  - 2nd choice point: formative rubrics to grade the level of research
- Product
  - teacher guides what they want the kids to do
  - rubric to factor in frequency of product type
- Presentation
  - cooperative learning roles: all responsible for some aspect of the pres
  - key point: commitment to presentation and motivation goes through the roof
- Assessment
  - formative all along - guiding judging skills and content
  - key point: summative “deep inquiry and reflection”
    - mrs. potters including devling, probing questions
    - What were you expected to do? What did you do well?
    - what might you do differently next time?
    - what help do you need from me?

### **Wednesday Keynote - Anthony Muhammed**

- Organizational change = technical and cultural
- misconceptions about tech changes
  - changing the structure lead to higher levels of productivity (ie rearranging the seats on the titanic. They don't recognize the gravity of the moment)
    - disconnected structural changes indicative of failure.
  - technical changes can transcend low capacity and professionalism
  - technical changes will kids or schools that are broken
    - healthy = do things for/with kids. Unhealthy = do to kids.
- We don't give teachers enough credit for their complexity
- Healthy culture
  - deal with the elephants in the room. We know what these are, but we aren't saying them.
  - predetermination
    - perceptual (everything is relative)
    - intrinsic (victims remain victims) creating a social environment
    - institutional (rosa parks moment) How often do we react favorably when kids show us that our civic law is competing with moral law? They will always show us #learnfwd13
  - supporting the soil versus the seed
  - Developing - Peterson (2002) Is your school culture toxic or positive?
    - “ed have an unwavering belief in the ability of all of their students to

achieve success, and they pass that belief on to others in overt and covert ways.” (MINDSET)

- “ed create policies and procedures and adopt practices that support their belief in the ability of every student.” (POLICY)
- In the end, the choice is simply about productivity. Prescriptive vs. descriptive or deflative?
  - **not good or bad people. Just productive!**