



Learning by Doing: Action Research

Learning Studio Classroom

[Learning Studio Classroom Application](#) (Specific to Comprehensive Literacy)

[Learning Studio Classroom Application](#) (General Application)

What is a Learning Studio classroom?

A Learning Studio classroom is an action research modality of professional development where a teacher is **learning by doing**. The Learning Studio teacher shares their learning with colleagues in a variety of ways. Learning Studio teachers host visiting teachers as they observe instructional strategies to take back to their classrooms and share with their professional learning community. Teaching may also be captured on video to be shared with Eden Prairie colleagues. Learning Studio teachers participate in small group conversations to answer questions and support peers. They also share their experiences with grade level or department PLC teams.

What are the expected **results** of Learning Studio classrooms?

The expected result of creating and nurturing Learning Studio classrooms, is to personalize learning for each student and eliminate achievement disparities. Additionally, the depth of teacher collaboration is expected to increase. This experience will also empower Learning Studio teachers to be leaders in the area of Instructional Excellence.

Who are Learning Studio Teachers?

- Professional educators with high expectations for their students and themselves. They believe all students can and will learn at high levels.
- Life-long learners who model the importance and impact of continuing to seek and implement research-based practices. They possess a growth mind-set.
- Teachers who invest in rigorous learning experiences and culturally relevant instruction which is student directed and personalized for each learner.

(see glossary for definitions of underlined words)

What **professional learning** is provided for the Learning Studio Classroom teacher?

Learning Studio teachers will be provided the opportunity to personalize their professional learning to support their action research. This learning may be through blended courses, conferences/workshops, book studies and job embedded coaching.

Types of Classrooms -Scheduled for 2015-2016

Currently there is only one type of classroom scheduled, please contact your principal, Michelle Ament or [complete an application](#) if you have an idea for another type of classroom

K-6 Comprehensive Literacy Learning Studio Classroom

Teachers will be asked to select a focus area within comprehensive literacy framework in which they would like to deepen their learning. Teachers will be asked to apply this new learning to their classroom practice. Teachers will then share with their learning with PLC teams, their site, and through cross district collaboration.

Each participant will have the opportunity to personalize their learning. This may include learning from a book study, site visits, conferences/workshops, or working closely with literacy experts.

All teachers, regardless of their experience with comprehensive literacy, are invited to participate and further their professional growth. Teachers may choose to expand and change their focus area throughout the year. Non-classroom teachers are also encouraged to be learning studio classrooms.

- June 8, 9, 10, 11 Literacy Leadership Professional Learning (paid training rate)
- Monthly face to face meeting/coaching from 4:00-6:00 pm (paid training rate)
- Online learning (1 hour per month) through a Schoology Course
- Teachers will have the opportunity to purchase 6 semester graduate credits at \$140 per credit

Learning Studio Classroom Protocols

Classroom visits will be limited to certain days of the month and run from October through May. Classroom visits will be facilitated by Instructional Coaches in collaboration with the Personalized Learning Department and Learning Studio teachers will be included in designing the observation. Up to four observing teachers will be scheduled at a time for classroom visits. Observing teachers will spend time in the Learning Studio classroom followed by a debriefing session with the Instructional Coach.

District and site instructional leaders and instructional coaches may request to **co-teach** with the Learning Studio teacher. They would work together to design the lesson, teach and

assess students. This co-teaching experience provides learning for both the Learning Studio teacher and the instructional leaders and coach.

Through the implementation of this action research modality for professional learning, a collection of **video resources** will be built from observations of Learning Studio classrooms. These videos will capture instructional strategies, assessment strategies and highly effective classroom conditions. These video resources will be available for use for professional learning within Eden Prairie Schools.

Other Ideas for Learning Studio Classrooms - please discuss ideas with your building principal and contact Michelle Ament

- Blended Learning Studio Classroom
- Personalized Learning Studio Classroom

How are Learning Studio Teachers selected?

All teachers are encouraged to apply to be a Learning Studio classroom teacher. Teachers should complete the [Learning Studio Classroom Application](#). Applications will be accepted through May 8th. Decisions about Learning Studio classrooms will be made in collaboration with the building principal.

Glossary:

Research Best Practices: A best practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

Growth Mindset: In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

High Expectations: Set of same high educational standards for all students in a class, school, or education system. The concept of high expectations is premised on the philosophical and pedagogical belief that a failure to hold all students to high expectations effectively denies them access to a high-quality education, since the educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them. In other words, students who are expected to learn more or perform better generally do so, while those held to lower expectations usually achieve less.

Life-long Learner: is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons

Rigorous Learning Experiences: The term rigor is used to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.

Culturally Relevant Teaching: A pedagogy that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.

Personalized Learning: A diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning is intended to facilitate the academic success of each student by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized—to a greater or lesser extent—for each student.

Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>

Resources:

[Demonstrating Teaching in a Lab Classroom](#) - ASCD article

[Harnessing the Power of PLC's through Lab Classrooms](#)

[Protocols for Classroom Observations in a Lab Classroom](#)