

3RD ANNUAL SALEM SUMMER LEADERSHIP INSTITUTE

AUGUST 23-25, 2011 • SALEM HIGH SCHOOL



CREATING the SYSTEM WE WANT WORKING TOGETHER
BREAKING DOWN the WALLS

COLLABORATION is WHAT WE DO

EFFECTIVE LEARNING is INTENTIONAL

REFLECTIVE

WE WORK IN WAYS that are UNIQUE and POWERFUL

OOO I SPENT A FEW DAYS...

BUILDING a COLLABORATIVE EDGE



REAL COLLABORATION COMMUNITY



BUILD ON OUR STRENGTHS

ENGAGE STUDENTS

DEVELOPING PROCESSES and STRUCTURES

NO LONGER WORKING IN ISOLATION

SUPPORT EACH OTHER

- WITHIN SCHOOLS and ACROSS SCHOOLS

COLLABORATION HAPPENS BY DESIGN

BE MORE EFFECTIVE • SUCCESSFUL

- WAYS to WORK TOGETHER
- STRUCTURES WITHIN OUR SCHOOLS

WE CAN LEARN from THEM

DEVELOP OUR OWN WORK

SHARE OUR KNOWLEDGE and UNDERSTANDING

PLANNING (VS) "WINGING IT"

MOVING FORWARD

- OURSELVES
- OUR SCHOOLS
- OUR SYSTEM

MEETING TARGETS



OUR POINT of REFERENCE

SINGAPORE CREATIVITY!

HUMOR!

PROFESSIONAL LEARNING COMMUNITIES

LEARNING ROUNDS

IMAGES of PRACTICE

CLASSROOM PRACTICE

to BE SHARED

DESIGNING LEARNING

(IT'S NOT JUST PLANNING...)

FRAMEWORK

AIDE-MEMOIRE

DESIGN

DELIVER

DEBRIEF

USE the CURRENT STRUCTURES

CLARITY

DESIGNING LEARNING
• SKILLS
• CURRICULUM
NOT JUST STANDARDS



FOCUS ON OUR DIRECTION



SCHOOLS NEED TO TALK TO EACH OTHER
- COMMON PURPOSE

SHARING OUR SUCCESS

COPING WITH THE CHALLENGES OF OUR SOCIETY



COMENIUS 1649

WHY DESIGN?

LOOK AROUND

WE ARE SURROUNDED BY DESIGN

IT'S ABOUT:
• COMPOSITION
• COLOR
• DIRECTION

IT AFFECTS OUR LIVES...
IT AFFECTS OUR CHILDREN.

DEFINING THE INDIVIDUAL:

- HOME
- CAR
- JEWELRY
- SPORTS
- SNEAKERS
- MY FLIP FLOPS!



IT'S NOT JUST ABOUT TOPICS AND READING TEXTBOOKS

SUCCESSFUL LEARNERS:

- OWN the INFO.
- APPLY the INFO.
- TRANSFER KNOWLEDGE

STANDARDS:

• DESIGNING LESSONS AROUND CONCEPTS

FORMATIVE ASSESSMENTS

- HAVE TO BE PUT IN THE LESSON PURPOSEFULLY

for the TEACHER
for the STUDENT

CLEAR UNDERSTANDING

POSITIVE LEARNING ENVIRONMENT

• MAKE IT RELATIVE

• SMALL SUCCESS

• ASK QUESTIONS

EXPLORATION

QUESTION PERSPECTIVES

'ATTACK' UNKNOWN INFORMATION

- CRITICAL THINKING SKILLS
- BUILD RELATIONAL TRUST
- PROVIDE the ENVIRONMENT
- SEQUENCING ACTIONS
- RELEVANCE of the TASK
- MODELLING/ EXEMPLAR

- INQUIRY
- ASSESSMENTS
- EMPOWER the STUDENTS
- LESSON CHOICES
- CORE PERFORMANCE TASK

TEACHING CONCEPTUALLY

YOU HAVE TO DESIGN the EXPERIENCE

• INQUIRY

INCREMENTAL DEPTH of KNOWLEDGE



WHAT IS THEIR EXISTING KNOWLEDGE?

- PRECONCEPTIONS

- DISPOSITIONS

I DON'T LIKE MATH!

WHAT ARE YOU GOOD AT?

HOW DO WE CHANGE THAT?

SKILLS MATRIX



WHAT SKILLS DO I HAVE TO GIVE MY STUDENTS? K-12

DESIGNING LEARNING AROUND "SMILE PINKY"



- UNDERSTANDINGS:**
The Student will Understand that
- QUESTIONS**
Student Inquiries
- KNOWLEDGE + SKILLS**
- CORE PERFORMANCE**
- ACTIVITIES**
Build to the Understanding



CONCEPTS are TAUGHT IN INCREMENTS

AH HA's!

The POWER of WORKING BACKWARDS!
START WITH YOUR END GOAL IN MIND

ENJOYMENT!
POWER of COLLECTIVE THINKING

OUR WAY
"COLLABORATIVE DIFFERENCES"

THINKING OUT LOUD
to OVERCOME ROADBLOCKS

FOCUS ON ONE CONCEPT

TOPIC vs CONCEPT



WHAT PART DO WE WANT the STUDENTS to LEARN?

AIDE MEMOIRE

- the GUIDE for
- PLANNING,
- OBSERVING and
- DEBRIEFING

MORE DETAIL! SPECIFICS



WHO'S TO SAY?

LESSON DESIGN is a COLLABORATIVE EFFORT with the STUDENTS + OTHER TEACHERS

IT'S NOT ABOUT DOING IT WRONG
WORKING TOGETHER to IMPROVE
WHAT WE'RE ALREADY DOING

BRAG a BIT

PERSUASIVE ESSAY - COMPASSION

MULTI-MEDIA PROJECT

HAVE the KIDS DO a MILE WALK DISTANCE

ETHNIC FOOD

NOW WE WANT to DO THIS LESSON!



- IMPRESSIONS → IDEAS
- MARGINALIZATION
 - UNIVERSAL SMILE
 - NOEMS



LESSON STUDY

ORIGINATED IN JAPAN for PROFESSIONAL DEVELOPMENT

INTRODUCED IN PATTERSON, NJ

SOMEDAY... SALEM!
"A LEADERFUL DISTRICT"

COLLABORATIVE DESIGN - CONSTANT EVOLUTION and GROWTH

I'M NOT THERE YET - I'M NOT PERFECT...

DEVELOP FROM BEING DOERS

WE HAVE TO LOOK AT WHAT WE'RE DOING

IT'S NOT ABOUT THE POSITION, TITLE - YOU ARE A LEADER

DO THE BEST YOU CAN EVERY DAY

IT'S ABOUT GOOD TEACHING

VIDEO OBSERVATIONS



PHASE I: DESIGN

- COLLABORATIVE
- STATED PROBLEM OUT LOUD
- EXPRESSED FEARS - MADE SUGGESTIONS
- SUBJECT MATTER DIFFERENCES
 - LOOK FOR COMMONALITIES
 - TRANSCEND CONTENT

PHASE II: OBSERVATION

- EXPERIENCED TEACHER
- PACING OF LESSON
- PRACTICED • FOCUSED
- CONNECTED ACTION to WORD
- OBSERVATION TEAM MIXED IN w/ STUDENTS
- ACADEMIC + SOCIAL BEHAVIORS

PHASE III: ANALYSIS

- WE NOT I - COMFORT w/ COLLEAGUES
- PLC POSTED IN ROOM • MODIFICATIONS
- STUDENT RESPONSES • ORGANIZED
 - LANGUAGE
 - RISK-TAKING
 - GROUP LEADERS? - THE TEACHERS

COLLABORATION IS EASIER to VALUE than to IMPLEMENT

SIMILAR to LEARNING ROUNDS PROCESS



WE'RE ALL LEADERS

STUDENT LEARNING at the CENTER

HOW DO WE HANDLE TIGHT FEEDBACK as a GROUP?

WE CAN'T TAKE THINGS PERSONALLY - IT'S ABOUT IMPROVING WHAT WE DO

WE HAVEN'T GOT ALL THE ANSWERS

YOU CAN BE CRITICAL WHILE BEING POLITE

HONESTY - VERBAL EXPRESSION

DIVERSITY of PERSPECTIVES

THE POWER of MULTIPLE EYES and EARS

PUT THE CHILDREN FIRST

"IT'S NOT WHAT YOU SAY, BUT HOW YOU SAY IT"

WE HAVE TO HAVE CONVERSATIONS

IS THERE ANOTHER WAY TO PUT THAT?

RESPECT for OTHERS (ESPECIALLY WHEN DISAGREEING WITH THEIR PERSPECTIVES)

IT TAKES 2 TEAM EFFORT to IMPROVE

LESSON STUDY IS AS MUCH a CULTURE as a PROFESSIONAL DEVELOPMENT TOOL

PHASE I LESSON DESIGNING

- TEACHER as RESEARCHER
- BURNING QUESTIONS
- AGREEMENT ON WHO WILL TEACH IT
- QUESTION of PRACTICE

PHASE II OBSERVATION and DATA COLLECTION

POA IN PERSON or VIDEO

DEPENDS ON LOGISTICS

STUDENT ENGAGEMENT?

PHASE III DATA ANALYSIS and DEBRIEFING

- INSIGHTS
- REVISIONS
- REPEAT?
- REFLECTION

CROSS-SITE COLLABORATION

WE'RE ALL PART OF ONE DISTRICT



RELATIONSHIPS are the ESSENCE of EVERYTHING WE DO

RELATIONAL TRUST

ACROSS SCHOOLHOUSES



WE NEED to REINVENT OURSELVES

SCHOOLS are FULL of GOOD PLAYERS

BUT YOU HAVE to GET THEM to WORK TOGETHER

TAKE RISKS

"NETWORK of SUPPORT"

CONQUERING GENERAL'S

I KNOW BEST...

AUTONOMOUS TEAM-MATES



COLLABORATION

CARDS

- JOURNALS
- STRUGGLES
- MORE INDEPENDENCE
- SHORT DEADLINES
- WHAT WILL I GET OUT OF IT?
- RELATIONSHIPS
- CHOICE
- TIME LINES
- WIDER RANGE of EMOTIONS
- OUT-PREPARE
- CRAFT CHOICES
- MORE CRAFTY
- 9-12
- NEEDS COMPASSION
- MOODS
- INDEPENDENT + GROUP
- LEARNING RELEVANT
- TECHNOLOGY
- SUPPORTIVE

- THINK ABOUT 3 COMMUNITY...
- WE ARE FAMILY!
- COMFORT LEVEL?
- NORMS?
- CHURCH BOOK CLUB
- FAMILY
- GIRLS NIGHT OUT
- WHAT MAKES IT GOOD?

THEMES

- SMALL GROUPS
- MORAL PURPOSE
- OPENNESS
- RESPECT



I'M DEPENDABLE (or NOT)
I'LL SHARE MY EXPERTISE (or NOT)



- INDEPENDENT
- CONFORMITY
- PROBLEM SOLVING
- RULES
- ORGANIZATION
- CONSEQUENCES
- STUDENT-DRIVEN ACTIVITIES
- AWKWARD
- PROS + CONS
- POSITIVE MESSAGES
- RESTLESS
- SAFE
- SELF-ESTEEM
- SOCIAL
- LESS MOODY(?)
- PARENT INVOLVEMENT
- EXPOSURE
- MOODY
- JOY of LEARNING
- EXPLORE
- READING
- LIBRARY

MY CHURCH: FAMILY TIES
5th GENERATION
BUT LIFE IS ALWAYS CHANGING
CONSOLIDATION + UPHEAVAL

- MY FAMILY: LIVING SIDE BY SIDE
THIS IS HOME!
- FREEDOM to MAKE MISTAKES w/o JUDGEMENT
 - TRUST
 - COMPASSION
 - LOYALTY
 - SENSE of HUMOR
 - FOOD



WHAT DID YOU HEAR?

- ES. STUDENTS are NEEDY
- THEY'RE SQUASHABLE
- HUMBLE
- CONFIDENT
- AMBITIOUS
- GOOD CITIZEN
- PROBLEM SOLVER
- EVEN HANDED
- ACADEMIC
- GETS ALONG
- CITIZEN
- COLLEGE BOUND
- PREPARED
- FOCUSED

WHAT DO THESE CHARACTERISTICS IMPLY?

WHAT WOULD YOU EXPECT to SEE?

- GOAL ORIENTED
- EAGER
- RESPONSIBLE DECISIONS
- NEEDY
- POLITE
- WELL ROUNDED
- IDEAL GOAL
- LEARNING CTR'S
- BRIGHT COLORS
- ANTI-BAC GEL
- CREATIVITY
- GAMES
- ACTIVITIES
- RULES
- HANDS ON LEARNING
- TACTILE
- VOLUNTEERING
- OPP's to TALK
- TEACHERS KNOW STUDENTS
- RULES + MODELLING
- LEARNING CTR'S
- CELEBRATE
- EFFECTIVE + SMART
- RELATABLE EXPER
- SUPPORTIVE ENVIRONMENT
- SOCIAL LEARNING IS FUN

CHANGE BY DESIGN

LOOKING FORWARD
2011 → 2012



RIGOR

ASSESSMENT

- QUALITY of INSTRUCTION
- QUALITY of YOUR THINKING
- IT STARTS WITH YOUR DESIGN
- SKILLS
- HABIT of MIND

DEVELOP a COMMON LANGUAGE - DISTRICT-WIDE

NOT TESTS - THEY'RE JUST PART of ASSESSMENT
HELPING US EXPLORE and EXAMINE STUDENT WORK
PROFESSIONAL JUDGEMENT

STUDENT ENGAGEMENT

- IMMERSION, INTEREST + INTERACTION
- CURIOSITY
- WE HAVE to DESIGN LESSONS that are ENGAGING

GETTING STUDENTS IN THROUGH OUT and BEYOND the LESSON

YOU HAVE to KNOW YOUR STUDENTS "the 21st CENT. LEARNERS"

WE HAVE to **ACT!**
LEARN BY DOING

The WAY WE THINK DEFINES HOW WE ACT



LONE COWBOY vs TEAMWORK

IT'S NOT WHAT I CAN ACCOMPLISH | COLLABORATION WORKS | IT'S WHAT WE CAN ACCOMPLISH

CHANGE



- WE NEED to BE DILIGENT
- DO THINGS RIGHT
- BE PREPARED to BE INGENIOUS
- WASH YOUR HANDS! YOU KNOW YOU NEED to
- LEARN DIFFERENT WAYS

WHERE are the CLIENTS (STUDENTS)?
ARE WE PREPARED for PAIN STORM?

INNOVATION CATALYSTS

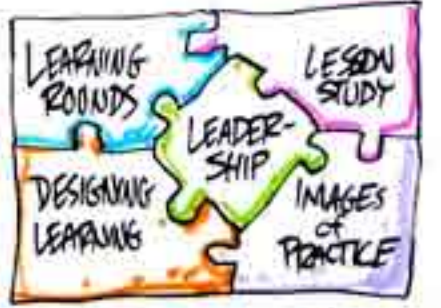
WE HAVE the CAPACITY to BE CATALYSTS

INNOVATIVE in OUR DAILY WORLD
OUR SCHOOL | OUR DISTRICT | 2nd BEYOND

RELATIONAL TRUST
OPEN · HONEST · RESPECTFUL

COLLABORATE in WAYS WE HAVEN'T BEFORE

CONNECTION



HAVE a GOOD YEAR!

CHANGE HAS to BE SUSTAINABLE

DESIGN IS IMPORTANT

YOU HAVE to BE ACTIVELY INVOLVED

YOU HAVE to BE VIGILANT

-QUESTIONING "ARE WE CLEAR ABOUT WHAT WE WANT?"

YOU HAVE to BE OPEN + HONEST

YOU HAVE to BE PATIENT

the "RESPONSIBILITY VIRUS"

WE HAVE to TAKE RESPONSIBILITY for OUR COLLABORATION