

# 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

OREGON 25 YEARS of PINOT NOIR

REAL COLLABORATION COMMUNITY

WE CAN LEARN from THEM

DEVELOP OUR OWN WORK  
SHARE OUR KNOWLEDGE and UNDERSTANDING

PLANNING (VS) "WINGING IT"

MEETING TARGETS



OUR POINT of REFERENCE

MOVING FORWARD  
• OURSELVES  
• OUR SCHOOLS  
• OUR SYSTEM

GRAPES EXPERTISE

HUMOR!

SINGAPORE CREATIVITY!

DESIGNING LEARNING (IT'S NOT JUST PLANNING...)

FRAMEWORK AIDE-MEMOIRE

BUILD ON OUR STRENGTHS

ENGAGE STUDENTS



DESIGN  
• DELIVER USE the CURRENT STRUCTURES  
• DEBRIEF

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

# CLARITY

DESIGNING LEARNING  
• SKILLS  
• CURRICULUM  
NOT JUST STANDARDS



## SHARING OUR SUCCESS

SCHOOLS NEED TO TALK TO EACH OTHER  
- COMMON PURPOSE

COPING WITH THE CHALLENGES OF OUR SOCIETY

OVER THE NEXT NINE MONTHS



# WHY DESIGN?

LOOK AROUND

WE ARE SURROUNDED BY DESIGN

IT'S ABOUT:  
• COMPOSITION  
• COLOR  
• DIRECTION

## 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

## DEFINING THE INDIVIDUAL:

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

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



## YOU HAVE TO DESIGN THE EXPERIENCE

• INQUIRY

## WHAT IS THEIR EXISTING KNOWLEDGE?

- PRECONCEPTIONS  
- DISPOSITIONS

## SKILLS MATRIX



## POSITIVE LEARNING ENVIRONMENT

CLEAR UNDERSTANDING

• MAKE IT RELATIVE

• SMALL SUCCESS

• ASK QUESTIONS

## TEACHING CONCEPTUALLY

## INCREMENTAL DEPTH OF KNOWLEDGE



## 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

# 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



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!

TELL US ABOUT THE JOURNEY



HOW DO WE DO THAT IN the CLASSROOM?



# 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

ONGOING TEACHER-LED DEMO-LESSON



STUDENT LEARNING at the CENTER

WE'RE ALL LEADERS

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

PHASE II OBSERVATION and DATA COLLECTION

PHASE III DATA ANALYSIS and DEBRIEFING

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

PROA IN PERSON or VIDEO

DEPENDS ON LOGISTICS

STUDENT ENGAGEMENT?

- 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

"NETWORK of SUPPORT"

AUTONOMOUS TEAM-MATES



- 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

# COLLABORATION

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
- GROUP 7-8
- POSITIVE MESSAGES
- RESTLESS
- SAFE
- SELF-ESTEEM
- SOCIAL
- LESS MOODY(?)
- PARENT INVOLVEMENT
- EXPOSURE
- MOODY
- INDEPENDENCE
- JOY of LEARNING
- EXPLORE
- 4-6
- READING
- LIBRARY
- OPP'S to TALK
- TEACHERS KNOW STUDENTS
- RULES + MODELLING
- LEARNING CTR'S
- CELEBRATE
- EFFECTIVE + SMART
- RELATABLE EXPER
- SUPPORTIVE ENVIRONMENT
- SOCIAL LEARNING IS FUN

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
- FREEDOM to MAKE MISTAKES w/o JUDGEMENT
- TRUST
- COMPASSION
- LOYALTY
- SENSE of HUMOR
- FOOD

WE HAVE TO SPEAK UP!  
HAVE TOO MUCH POWER OVER US



PRE-CONCEIVED NOTIONS  
WHAT DO YOU THINK OF...  
EVEN  
H.S.  
GOAL ORIENTED  
EAGER  
RESPONSIBLE  
DECISIONS  
NEEDY  
POLITE

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?

- MOVEMENT
- SNACKS
- LEARNING CTR'S
- BRIGHT COLORS
- ANTI-BAC GEL
- CREATIVITY
- GAMES
- ACTIVITIES
- RULES
- HANDS ON LEARNING
- TACTILE
- VOLUNTEERING
- LIKE to TALK

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

MY FAMILY:  
LIVING SIDE BY SIDE  
THIS IS HOME!

# 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

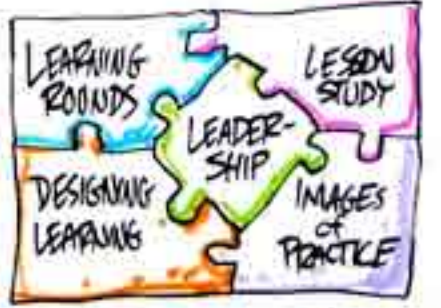
WE HAVE the CAPACITY to BE CATALYSTS

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