EDUCATE ALL STUDENTS FOR SUCCESS

DECORate Learning Experiences:
Design, Embed, Curate, Organize, Reflect

April Strong ● Heather Padgett ● Danielle Farrell
@LoveAStrong @h_padgett2 @farrellthecoach
Community Circle:

- How are you feeling today?
- What is your goal today?
- Who can you go to for help?
- What are you thankful for?
Learning Targets

Participants will be able gain an understanding of:

- Designing personalized, job-embedded learning experiences; from small teams to district-wide initiatives, using custom content and collaboration.
- Curation and Organization of content to support collective efficacy and personalized learning experiences.
- Reflection of current practice and formulation of a plan to implement meaningful professional development in your school or district.
Learning Forward 2018
The Power of Video Reflection
Why DECORate Professional Learning Experiences

Once teachers begin collecting videos for formative or evaluative purposes, leaders have an opportunity to build a pedagogical video library that helps establish a common vision of what excellent, rigorous instruction looks like in their own context.

Center for Education Policy, (2015). Harvard University

If the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning.


Neuroscience research suggests that the human brain processes images, both moving and still, much faster than it does text.


Teachers benefit when they see other teachers work in new ways or when they see an innovation successfully implemented with the same types of learners and the same context that they encounter.

curate
[kyōtəˈrāt, kəˈrōt]  
VERB
curates (third person present) · curated (past tense) · curated (past participle) · curating (present participle)

select, organize, and look after the items in (a collection or exhibition).
"both exhibitions are curated by the museum's director"

- select the performers or performances that will feature in (an arts event or program).
  "in past years the festival has been curated by the likes of David Bowie"

- select, organize, and present (online content, merchandise, information, etc.), typically using professional or expert knowledge.
  "nearly every major news organization is using Twitter’s new lists feature to curate tweets about the earthquake"
Collective Teacher Efficacy Assessment Capable Learners

...the greatest effects on student LEARNing occur when the TEACHers become LEARNers of their own TEACHing and when students become their own TEACHers.

John Hattie
Visible Learning (2009, p. 22)
Your comfort zone

Where the magic happens
What Learning Walks taught us:

1. Instruction - it varied.

2. It was nearly impossible to meet the needs of all our adult learners in meaningful ways with the staff we had.

3. We needed to take action.
Design
Capacity building is not just workshops and professional development for all. It is the daily habit of working together, and you can’t learn this from a workshop or course.

You need to learn it by doing it and having a mechanism for getting better at it on purpose.

Fullan, 2006, 69
So... How DO People Learn?
Students come to the classroom with **preconceptions** about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information that are taught, or they may learn them for purposes of a test but revert to their preconceptions outside the classroom.

To develop competence in an area of inquiry, students must:
   (a) have a **deep foundation** of factual knowledge,
   (b) understand facts and ideas in the context of a **conceptual framework**, and
   (c) **organize knowledge** in ways that facilitate retrieval and application.

A **“metacognitive” approach** to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.
Factors when DESIGNing PD

- Data
- Surveys
- Observations
- Learning Walks
- How People Learn
- School Board Priorities

"IF WE CREATE A CULTURE WHERE EVERY TEACHER BELIEVES THEY NEED TO IMPROVE, NOT BECAUSE THEY ARE NOT GOOD ENOUGH, BUT BECAUSE THEY CAN BE EVEN BETTER, THERE IS NO LIMIT TO WHAT WE CAN ACHIEVE" ~ DYLAN WILIAM, UNIVERSITY OF LONDON
Conference Style

Online Learning
Research indicates that we can provide meaningful, personalized professional learning experiences through collaboration, feedback, and reflection.

Mission

To provide high quality, diversified learning opportunities, increasing the collective expertise and skills necessary for all employees in order to educate all students for success.
<table>
<thead>
<tr>
<th>“Look-for” Strategy</th>
<th>Not Observed</th>
<th>Low Impact (Evidences)</th>
<th>Intermediate Impact (Evidences)</th>
<th>High Impact (Evidences)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tracking for Student Understanding</strong></td>
<td>No evidence of tracking student understanding of the standard</td>
<td>Students are tracking own progress using a generic scale/learning progression</td>
<td>Students are using a scale to track own understanding relative to learning target embedded in a scale</td>
<td>Students are using a scale to track own understanding relative to learning target by detailing “why” with evidence</td>
</tr>
<tr>
<td>- Exit tickets</td>
<td></td>
<td>Students/teachers have a scale/rubric or exemplar</td>
<td>Students/teachers use a scale/rubric or exemplar tied to scale to monitor task or product</td>
<td>Students use a scale/rubric or exemplar to monitor and make revisions to their product or own learning. Teachers uses rubric to track students understanding, providing actionable feedback</td>
</tr>
<tr>
<td>- Teacher tracking sheets</td>
<td></td>
<td>Teacher has a system for collecting data</td>
<td>Teacher utilizes system for collecting data</td>
<td>Teacher uses and tracks formal and informal data to form instructional groupings for the purpose of remediation or enrichment</td>
</tr>
<tr>
<td>- Post-it notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Student work product</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- o Student response journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- o Evidence of student scale and goal folder</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Anecdotal notes</td>
<td></td>
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</tbody>
</table>

### Noticings


### Wonderings


“It’s more important than ever that educators collaborate to continually improve and support the success of each learner.”

- Dr. Gene Carter, CEO and Executive Director of ASCD
Brain Break!

MILKSHAKE

GoNoodle
Curate
Organize
Martin County School District Enrollment

Student Breakdown by Race

19
Amer. Indian
324
Asian
1,318
Black
6,253
Hispanic
623
Multi-Racial
10
Pacif. Islander
10,095
White
3,960
ELL
2,808
ESE
9,092
Female
9,556
Male
18,648
Total Enrollment

12/6/2019

ELL Students by School and Grade

ESE Students by School and Grade

18,648

ELL LA Students

541

ELL LF Students

1,045

ELL LY Students

2,374

FRL Students

8,013

Gifted Students

580

AMS

BCE

CALC

CGE

CLE

FAWE

HOM

HSE

IMS

JBE

JBHS

JDP

MCAA

MCHS

MMS

PCE

PSE

PWE

0% 20% 40% 60% 80% 100%
Martin County School District
EDUCATE ALL STUDENTS FOR SUCCESS
The GO-TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I Have... Who Has?</td>
<td>- I Have... Who Has?</td>
<td>- I Have... Who Has?</td>
<td>- Compare/Contrast relationships from auditory information using a Venn Diagram</td>
<td></td>
</tr>
<tr>
<td>- Modify Teacher-Talk</td>
<td>- Model Academic Language and vocabulary</td>
<td>- Provide graphics or objects to sequence steps in a process</td>
<td>- Fan-N-Pick</td>
<td></td>
</tr>
<tr>
<td>- Label visuals and objects with target vocabulary</td>
<td>- Ask for Total Physical Responses from students</td>
<td>- Traveling Jigsaw</td>
<td>- Numbered Heads Together</td>
<td></td>
</tr>
<tr>
<td>- Introduce cognates to aid comprehension</td>
<td>- Inside-Outside Circle</td>
<td>- Interactive Card Sort during Direct Instruction</td>
<td>- Paraphrase content from multi-media presentation</td>
<td></td>
</tr>
<tr>
<td>- Information Gap/Barrier Games</td>
<td>- Communication Chain</td>
<td>- Provide Anticipation Guides for previewing content reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide wall charts with illustrated academic vocabulary</td>
<td>- I Have/Who Has</td>
<td>- Provide Graphic Organizers or notes to scaffold oral retelling</td>
<td>- Traveling Jigsaw</td>
<td></td>
</tr>
<tr>
<td>- Rally Coach with Sentence Stems</td>
<td>- Assign roles in group work</td>
<td>- Use Think-Pair-Share</td>
<td>- Fan-N-Pick</td>
<td></td>
</tr>
<tr>
<td>- Encourage participation in group charts, poems, and songs</td>
<td>- Use Numbered Heads Together</td>
<td>- Traveling Jigsaw</td>
<td>- Role plays</td>
<td></td>
</tr>
<tr>
<td>- Stand-Up-Hand-Up Pair-Up</td>
<td>- Use Think-Pair-Share Squared</td>
<td>- Information Gap/Barrier Games</td>
<td>- Use Readers’ Theatre to scaffold oral language growth</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Preview the text content with pictures, demos, charts, or experiences</td>
<td>- Use Card Sorts</td>
<td>- Parallel Graphic Organizers or notes to scaffold oral retelling</td>
<td>- Paraphrase content from multi-media presentation</td>
<td></td>
</tr>
<tr>
<td>- Give One/Get One</td>
<td>- Use K-W-L Charts before reading</td>
<td>- Use Think-Pair-Share</td>
<td>- Communication Chain</td>
<td></td>
</tr>
<tr>
<td>- Preview text with a Picture Walk</td>
<td>- Interactive Word Wall</td>
<td>- Use Think-Pair-Share</td>
<td></td>
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</tr>
<tr>
<td>- Use Choral Reading</td>
<td>- Provide a list of important concepts on a graphic organizer</td>
<td>- Teaching for specific information</td>
<td></td>
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</tr>
<tr>
<td>- Snowball</td>
<td>- Vocabulary Treasure Hunt QR Code</td>
<td>- Traveling Jigsaw</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Gallery Walk</td>
<td>- Simultaneous Roundtable</td>
<td></td>
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<tr>
<td></td>
<td>- Rally Coach</td>
<td>- Hot Seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Require students to label visuals and/or create language balloons</td>
<td>- World Cafe</td>
<td>- Provide Rubrics and exemplars to scaffold writing assignments</td>
<td>- Apply the writing process to a research project</td>
<td></td>
</tr>
<tr>
<td>- Provide Key Sentence Frames with word and picture banks</td>
<td>- Brainstorm list</td>
<td>- Create authentic written communication samples</td>
<td>- Create a webpage</td>
<td></td>
</tr>
<tr>
<td>- Snowball</td>
<td>- Use Interactive Journals</td>
<td>- Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing</td>
<td>- Hold frequent writing conferences with teacher and peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use Think-Write-Pair-Share</td>
<td>- Scaffolded Note-taking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Jot-A-Thought</td>
<td>- Frayer Model</td>
<td></td>
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Conference Style

Online Learning
Language + Literacy = Learning
ELL Case Study Using the Language Progression Checklists

1 hour session (AM only)
How can you best support your ELL students? This presentation will increase ELL student success! Understand and use the “Developmental Checklist for Language Patterns”, review data analysis for Case Study Student, and discuss how your data analysis can be used to drive your instruction across content areas.

Maureen Mannion
2nd Grade Teacher, Pinewood Elementary
Maureen Mannion has over twenty years of teaching experience from preschool ages to the middle school level, and she finds great joy and happiness each day in working with her students and coworkers. She has her masters degree in Educational Leadership, and enjoys mentoring other teachers in all areas of the curriculum.

Sherri Saxton
Kindergarten Teacher, Pinewood Elementary
Sherri Saxton is an enthusiastic educator with 16 years of experience at the Elementary School level. She has opened her classroom to others in the district by modeling Balanced Literacy using Lucy Calkins’ Reading & Writing Workshops along with Shared Reading, Interactive Read Alouds, and Fundations for the past 4 years.
Welcome MCSD Educators!

Join our L3 Google Classroom for links to today's presentations and resources:

3mznne

Share your learning today:

@MCSDFlorida

#MCSDL3PD #MCSDistheplace2B

Your feedback is important:

bit.ly/MCSDL3PD
H.A.P.P.Y.
Honoring Amazing Professional Practice Yearly

A Night For Teachers....
By Teachers
https://wke.lt/w/s/pdQn8V
Custom Content in MCSD

**Before Recording**
- At least two weeks prior to recording
  - Request support using Google Form
  - Click here for Google Form
  - Prepare custom content; script, slides, storyboard, etc.
  - Schedule date(s) for recording with PD team

**During Recording**
- Video Production and editing completed by PD team
- Share content resources with PD team on Google Drive
- Please request specific equipment prior to recording. (i.e. small teleprompter, green screen, lighting, mics)

**After Recording**
- Approx. two weeks after recording
  - Editing & post-production completed by PD team.
  - Content will be shared through Google Drive for review
  - Final approval before content is uploaded
  - Content will be shared through online learning platform
https://padlet.com/strong22/DECOR
Why Curate & Organize PD
Brain Break!
Reflect
We do not learn from experience... we learn from reflecting on experience.

- John Dewey
Continuous DECORate Cycle

- Design
- Organize
- Reflection
- Curate
- Embed
Learning Walk Data Collection
For Reflection and Next Steps...

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Low Impact</th>
<th>Intermediate Impact</th>
<th>High Impact</th>
<th>Not Observed/No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused Note Taking</td>
<td>55.9%</td>
<td>22.2%</td>
<td>22.2%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

Low Impact - Students are taking notes. Notes are tied to a standard/performance scale/essential question.
Intermediate Impact - Students are processing notes. Students are connecting thinking. Students are a...
High Impact: In addition to previous phases, students are applying learning...
Not Observed/No Impact - Strategy not used. PNT not observed.
What additional feedback do you have about The 2nd Annual H.A.P.P.Y. Conference?

- Wonderful effort!
  - Thank you for hosting the event.
  - I had a great time.

- Loved it!
  - Used QR codes for audience in place of paper.
  - It was really wonderful and a lot of positive sessions. Great experience.
  - Loved the quick sessions. I did not feel I was there for a hour. The school PTA should be done in this format.
  - Instead of tracking students, we need to focus on the key strengths of the new school year.

- Add app to location. I have a weather app that went to FL. Please.
  - Great job!
  - Better than last year.

- I appreciate the time spent and together. I know it was a lot of work. I was disappointed that more...
Martin County School District

EDUCATE ALL STUDENTS FOR SUCCESS
DECORATE
Reflection of Learning Targets

Participants will be able gain an understanding of:

- **Designing personalized, job-embedded learning experiences;** from small teams to district-wide initiatives, using custom content and collaboration.
- **Curation and Organization of content** to support collective efficacy and personalized learning experiences.
- **Reflection of current practice and formulation of a plan to implement meaningful professional development in your school or district.**
https://padlet.com/strong22/DECOR
References


Questions?

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