Metamorphosis

TEACHING LEARNING COMMUNITIES

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Effective Practice Includes Discourse EOSDN, April 2016

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Learned Something New?
Heard Something Curious?

over break or lunch
@lucywesttlc
#MetaTLC

Breathe in through your nose.

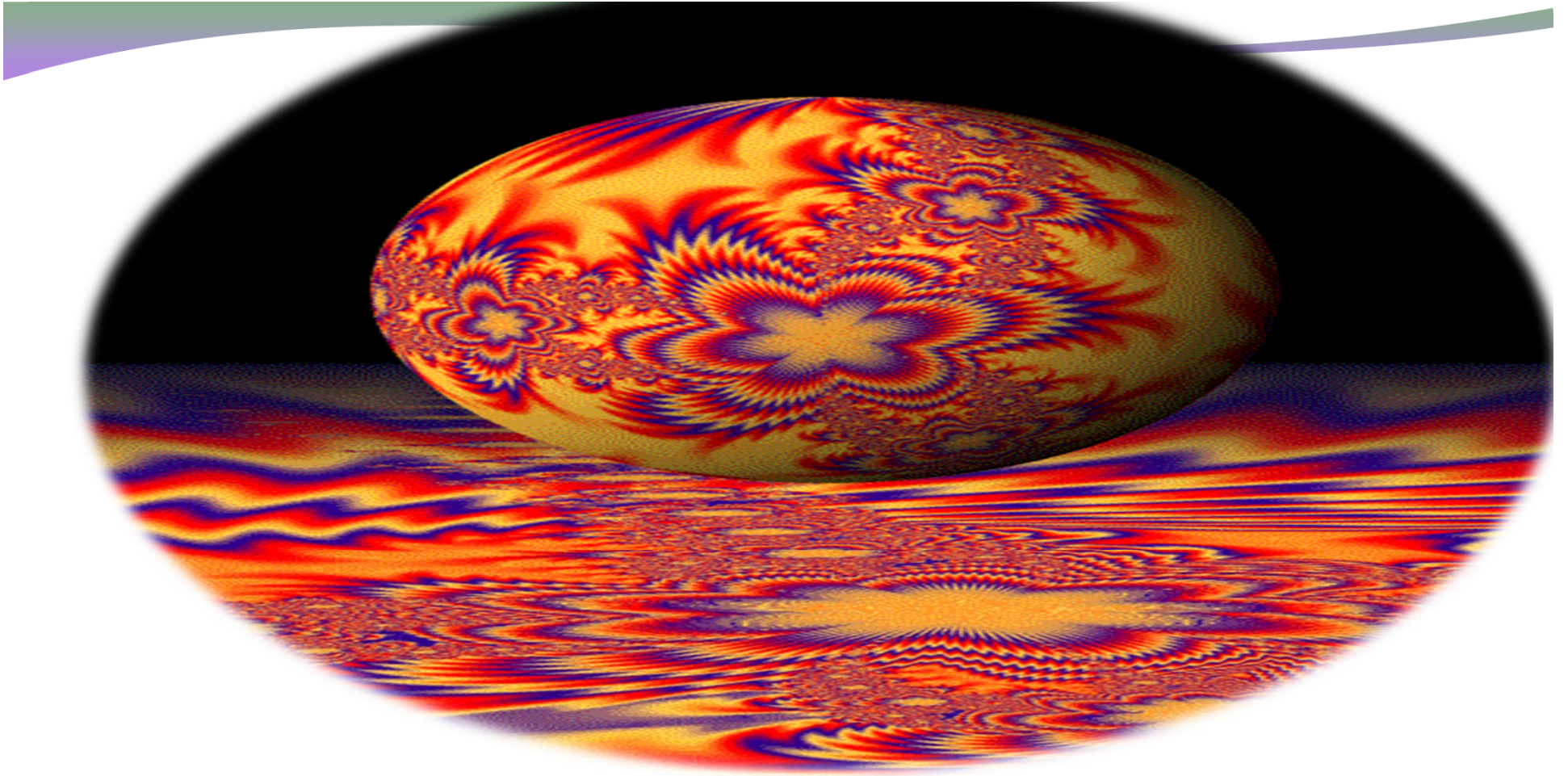Breathe out through your mouth with a sigh
3X

Overview

- Revisit a few key ideas
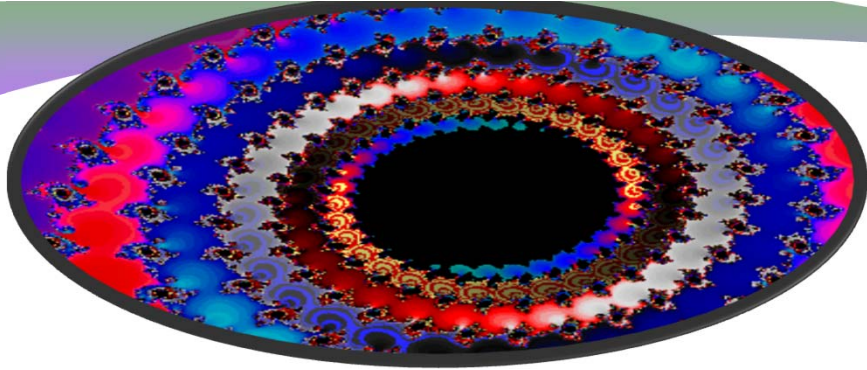- Continue to examining and building repertoire of classroom discourse

Overview

- Revisit Key Ideas
  - Culture
  - Learning
  - Kaizen
- Dive Deeply into Talk Moves
- Exploring Rich Tasks

The way people interact at all levels of the system can be thought of as a fractal.

What is a fractal?

- A fractal is a never-ending pattern. Fractals are infinitely complex patterns that are self-similar across different scales. They are created by repeating a simple process over and over in an ongoing feedback loop. Driven by recursion, fractals are images of dynamic systems.
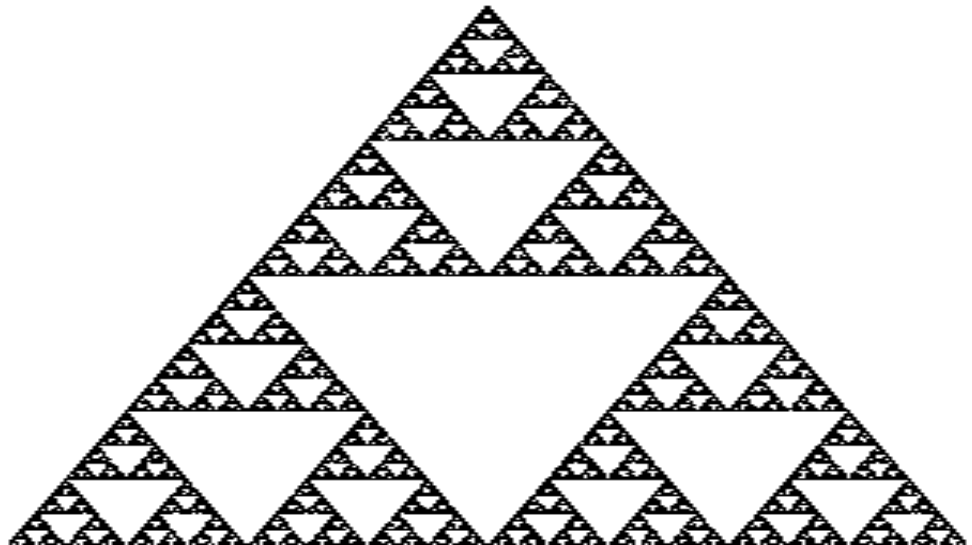
Are Teachers Engaging in This Way About Teaching Practice?

- We want students to offer multiple solutions, to develop alternative approaches, to argue with one another and with text. This kind of "exploratory" talk requires trust and respect.
  - Accountable Talk Sourcebook p32

Culture eats strategy for breakfast everyday! Peter Drucker

- We are asking them [students] to expose their thinking to all of their student colleagues, making themselves **vulnerable to disagreement, challenge, or criticism**
- Accountable Talk Sourcebook p32

Obstacles to Learning

- Naming and sharing our obstacles is a first step making it safe to publicly learn collaboratively from and with one another.

- In a learning culture we maintain psychological safety so that people can risk deprivatizing teaching in order to increase student learning.

Kaizen

- What is the smallest step you can take to begin to achieve your goal?

- If you take that step for 21-30 days, you will create a new habit and will be ready to take the next step.

- What was your commitment and did you take that step?

We all possess the "butterfly power" of subtle influence.
Peat & Briggs

The Study of Teaching

- What is the collective present-day knowledge of effective instruction that results in increased student learning?

- How much of that collective knowledge is utilized by you and the other teachers in your building and how do you know?

- Since many students are still not learning to their full potential, perhaps there is more to learn about teaching and learning?

Conjecture

- Since teaching and learning generally require communication between the learner(s) and a more knowledgeable other, might the study of the content and characteristics of the communication lead to more effective teaching as evidenced by increased levels of student learning?

- What counts as evidence?

Where do you presently stand?

- Based on your present practice, how much time do you presently spend cultivating students' stamina and capacity to talk and listen to one another?

Where do you presently stand?

- What is the nature of the talk in your class? Is it predominantly focused on answers, following directions, giving or gathering information, explaining ideas or procedures?

- If it is focused more on questions—whose questions—the teacher's or the students'?

Where do you presently stand?

- Based on your present practice, how much of your feedback (verbal, nonverbal and written) to students is focused on answers and how much of it is focused on student meaning making and articulating their understanding in ways that others can engage with?

Where do you presently stand?

- Why do you emphasize what you do? What beliefs are underpinning your actions? How willing are you to examine your present thinking/practice?

What is so hard about increasing student discourse?

What's so hard about increasing student discourse?

- Teacher Isolation
- Coverage verses Depth
- Clock Driven verses Cognitive Demand Driven
- Depth of Content Knowledge
- Narrow Pedagogical Repertoire
- Beliefs, Preferences and Biases
- Lack of Trust in Students' Capacity
- Few examples of robust student discourse

What's so hard about increasing student discourse?

- Student habits, beliefs, history
- Conversational skill levels
- Answers are the end of the conversation
- Questions must mean I'm wrong
- Interest level in the content
- Belief in themselves and their capacity
- Dependency on the teacher
- Limited academic language

Academic Classroom Discourse

- Requires a climate where it is safe for **learners** (adults and students) to:
  - Come up with ideas, possibilities
  - Think out loud
  - Expose their reasoning
  - Explore their understanding
  - Experiment/Innovate
  - **Time to think, play, muck around**

Three Aspects of Accountable Talk

- Accountable To the Community
- Accountable to Knowledge
- Accountable to Reasoning

Accountable to Community

- While students would consistently pay attention to other students' contributions, there would be a climate of respect, trust, and risk-taking, with challenges, criticism, or disagreements directed at ideas, not at individuals.

- We would see students making sure that they understand the previous contributions, asking for clarification where necessary, and willingly clarifying their own contributions for others, building up an argument or complex idea together.

Accountable to Knowledge

One of the hallmarks of talk that is accountable to knowledge is a concern with the accuracy and sufficiency of the evidence presented to support an argument.

Students do not shut down discussion with emotive statements of personal preference or opinion that defy challenge.

Accountable to Reasoning

- We want students to dig deep, to question their underlying assumptions, to evaluate the adequacy of their evidence, and to see things from a variety of perspectives. Explicating one's reasoning in words or in writing makes it public and available for others (or oneself) to assess, critique, question, or challenge.

Getting Started

- Refer to the 24 Operating Principles Handout
- Read the 24 Principles
- Look for evidence of any/all of these principles in the video clips.
- Be specific—write down verbatim what is said and later match to one of the principles
- After each clip you are invited to talk with a partner to unpack the moves and to reflect on the practices

Video Case Study

- Adding Talk to The Equation
- Grade 5
- Study Lesson
- Basic Talk Moves
- Ratio problem mini-lesson:
  - A family took a road trip totaling 360 miles and used 15 gallons of gas. How far could they travel on 5 gallons of gas?

To Generate Student Discourse:

- Teachers and students need to listen to and reflect on the ideas contributed by each student
- *Listening habits need to be cultivated and modeled by the teacher*
- Student voices must be given almost as much weight as teacher voices
- Let go of the need to "*control*" the conversation. Instead listen for ways to help students connect and build on student ideas/questions, clarifying and summarizing when needed.

What is essential?

- Process
  - How people interact
  - What is valued in these interactions
  - Whose voice has weight
  - How mistakes and disagreements are handled
  - How confusion or unsubstantiated opinions are handled
- Content
  - Worthiness, relevance and richness of task

Talk and Task

- One important variable in generating student discourse is the richness of the task

- If the task is not rich enough, there is little for students to think or talk about

- If the teacher's questions are focused on right answers, it is unlikely the discourse will ever get beyond short responses by individual students

Rich Tasks

- Require complex and non-algorithmic thinking – a predictable, well-rehearsed approach or pathway is not explicitly suggested by the task, task instructions, or a worked-out example.

- Require students to explore and understand the nature of mathematical concepts, processes, or relationships.

- Demand self-monitoring or self-regulation of one's own cognitive processes.

- What are the parallels in your subject area?

Rich Tasks (cont.)

- Require students to access relevant knowledge and experiences and make appropriate use of them in working through the task.

- Require considerable cognitive effort and may involve some level of anxiety for the student because of the unpredictable nature of the solution process required.

Arbaugh, F., & Brown, C. A. (2005). Analyzing mathematical tasks: a catalyst for change? *Journal of Mathematics Teacher Education* , *8*, p. 530.

What is a mathematical task?

- Mathematical tasks are a set of problems or a single complex problem the purpose of which is to focus students' attention on an important mathematical structure (e.g. base 10 system), idea (e.g. there is an infinite number of ways to rename any number. expression, equation) or network of ideas (e.g. distributive, commutative, associative properties of multiplication).
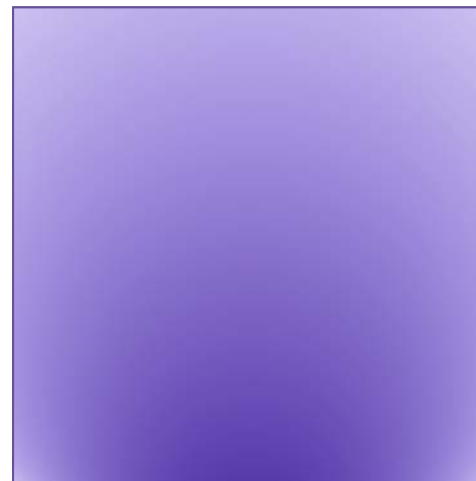
Find the area and perimeter of each rectangle:

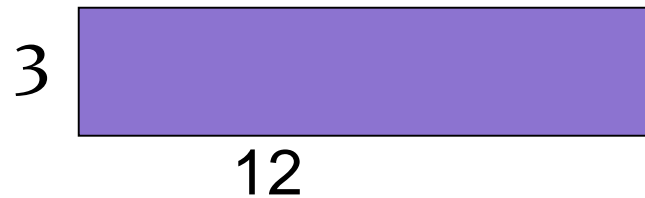20 cm

16 cm

12 cm

16 cm

More Area and Perimeter

- I want to make a garden in the shape of a rectangle. I have 60 yards of fence for my garden. What might the area of the garden be?

Variation of Area and Perimeter

- Given a diagram of a fenced in rectangular garden plot with dimensions three meters by twelve meters, find its area and perimeter.

3

12

- Design a second garden plot using less fencing, but providing greater area.

- Design a third garden plot using more fencing but providing less area.

- Of all possible rectangular designs using the original amount of fencing which provides the greatest area?

Bones Needs a Pen

Suppose you had 64 meters of fence with which you were going to build a pen for your large dog, Bones.

- What are some different pens you can make if you use all of your fencing?

- What is the pen with the least play space?

- What is the biggest pen you can make – the one that allows Bones the most play space?

- Which would be the best for running?

- Task from Math Solutions, Inc.

Bones Problem: Expectations Can Enrich Tasks

- Include the dimensions of each pen you can make.
- Include diagrams of any pen you refer to.
- Label your diagrams.
- Provide a written explanation of your choices.
- Reflect on your process and on the mathematics.
- What conjectures or ideas can you state about area and/or perimeter?

Collaboration Can Enrich Learning

- Share your strategies and solutions with your group. List the strategies that your group used.

- Using a mathematical argument, justify your strategies and solutions.

- Think about any patterns or relationships that you found. What did you find out about area and perimeter from this experience?

- Write down your findings on the newsprint and be prepared to share them.

Is Bones a rich task?

- Bones is a complex task that essentially only requires the capacity to find area and perimeter as an entry point

- Bones is designed to focus on mathematical reasoning and ideas, relationships and purpose

- How a teacher processes the Bones problem will make it more or less rich.

- The main shift is a focus on reasoning and concepts rather than right answers. Bones has several "right answers."

How you teach is as important as what you teach.

- How might a teacher present the Bones problem in a way that might narrow the potential learning?
- How might a teacher present the Bones problem in a way that might enhance the learning?
- The launch of a mathematics problem or task differs from the launch of a literacy lesson even though both may employ the "workshop model"—launch, student work time, discuss"
- How you teach is as important as what you teach.

How much scaffolding?

- Students often urge the teacher to make mathematical tasks more explicit by breaking them down into smaller steps, specifying exact procedures to be followed, or actually doing parts of tasks. Should the teacher succumb to such requests...**sense making** aspects of the task are reduced or eliminated, thereby robbing students of the opportunity to develop meaningful mathematical understandings.

  - Stein, Remillard, and Smith, 2007. 2nd Handbook on Research on Mathematics Teaching

Productive Struggle

- Struggle does not mean needless frustration or extreme levels of challenge created by nonsensical or overly difficult problems. It means that students expend effort to make sense of mathematics to figure something out that is not immediately apparent...It means the opposite of simply being presented information to be memorized or being asked only to practice what has been demonstrated.
  - Heibert, J. and Grouws, 2007, 2nd Handbook on Research on Mathematics Teachng

Exercise vs Problem

- "An exercise is a question that tests the student's mastery of a narrowly focused technique, usually one that was recently 'covered'. Exercises may be hard or easy but they are never puzzling...the path toward the solution is always apparent."

- Paul Zeitz, *The Art and Craft of Problem Solving!*

How do you open bare number problems?

- When is asking students to add 5 + 6 a worthy task?
- When is asking them to add several problems worthy?
- How many problems and for what purpose?
- What would the focus of the discussion be?

Adding Reasoning to Computation

Closed	Open	Extended
6 +5	? +? 11	How many solutions exist? How do you know you have found them all?

Sequence can enrich understanding.

- Five pets. Some are cats and the rest are dogs. How many of each could I have? Find all possible solutions.

- Six marbles. Some are red and the rest are blue. How many of each could I have?

- Seven candies. Some are chocolates and the rest are lollipops. How many of each could I have?

What makes a rich task?

- It is open-ended
- Contextual
- Can be solved in a variety of ways
- Different mathematical models can be used to represent the problem and to think with
- It makes you think and requires you to apply what you know
- It revolves around ideas and often prompts insights or generalizations

How do we bring out the richness of any task?

- Focus on sense-making and conceptual understanding—skills are applied in context
- Differentiation is built in—provides access for proficient and less proficient students
- Promote dialogue between students which in turn promotes the capacity to construct an argument
- Open "window" into student thinking—(informal or formal assessment) and provide timely, relevant feedback
- Be versatile use: independent, partner, whole group formats

Benefits

- Hit many concepts through one problem
- Assess various aspects of student understanding
- Access for every learner
- Easy to make connections—review
- More demanding than the test
- Group worthy

Concerns

- If teacher is not comfortable with the math students may "surprise" the teacher
- Work to find, adapt or create rich problems
- Students don't know how to have discussions or collaborate
- Time

Directions for Assignment

- For each bridge thickness, predict the number of pennies it will take to collapse your bridge.
- Find out how many pennies it actually takes to collapse your bridge for each thickness (1-5)
  - Make a table
  - Make a graph
  - Write statements about what you notice about the data
- Put your team data on:
  - Class table
  - Class graph
- You have 20 minutes to complete the work

Paper Bridges Data
8th Grade Class, Baltimore, MD.

		Group Number									
		1	2	3	4	5	6	7	8	9	10
Thickness of Bridge	1	7	6	9	7	9	5	9	9		9
	2	16	13	15	19	20	16	11	12		21
	3	30	32	22	25	33	23	18	28		27
	4	44	41	28	52	46	37	23	46		46
	5	80	41	40	40	49	47	31	50		48

Class Video

- 8th Grade Class--not yet engaging in discourse

- 28 students present--100% African American

- 15 District Level Coaches, Site-Based Coaches and Teacher leaders observe

- Classroom Arrangement Altered

- Partial Purpose, demonstrate how to get reluctant learners to engage in dialogue

Classroom Video

- Summary Discussion after group work Discourse so far:
  - Expectations to listen and be able to paraphrase or ask question
  - Can be called on with or without volunteering
  - Will do most of the talking
  - Expected to make statements about data
    - Some of the data seems to double-examples examined

Doing Whatever It Takes

- Moves to get reluctant student to participate:
  - Call on her even though hand not raised--encourage
  - Restate the question/comments with inviting tone
  - Scaffold her by reading numbers and focusing her attention on specific aspect of data under discussions
  - Turn and talk for everyone
  - Get another student to state the idea
  - Teacher revoices idea and returns to reluctant student inviting her to state idea in her own words

Four Key Messages

- This is important
- You can do it
- I won't give up on you
- Effective effort is the key to achievement

Teacher: Both of these layers were exactly the same. Hmmm. Anything else we're noticing about the data? Yeah.
Boy 8: And group 4 their fourth layer took 52 pennies and their fifth layer took 40.
Teacher: Oh my goodness, look here this is really interesting. Everybody look up here. Somebody else state what's going on there that is so fascinating? Somebody else, somebody else. I'm going to just call on you. How about you right there, tell us what is going on over here (pointing to the data under discussion) that is kind of a surprise? (Some student mumbling-asking for clarification of who was called on.)
Teacher: I called on the person right here. What's your name?
Alexis: Alexis.

Teacher: Alexis, what is going on right here? What is surprising in that data?

Alexis: I don't know.

Teacher: Well, let's take a look at it. Tell me what you are seeing. Can you read the numbers from where you are?

Alexis: No

Teacher: I'll read them to you and you tell me where the surprise is, okay? Seven for one bridge; 19 for two, 25 for three, 52 for four and 40 for the fifth bridge. Any part of that surprise you…seem strange?

Alexis: No

Teacher: None of it? Okay, everyone, turn to your neighbor and tell them what you think is strange about that data. Then I'm coming right back to you, okay? (Teacher observes that Alexis is not talking to her neighbor). Will you turn around and have a conversation with her please (speaking to Alexis' neighbor). (Students think-pair-share.) Alexis, we're going to listen to this answer than I'm going to come back and have you explain it again. Okay Alexis? Go ahead.

Boy 9: The data is going down. It went from 52 to 40. It is decreasing.

- Teacher: It's decreasing here. Everywhere else it is increasing…So what's the funny think that happens Alexis?

- Alexis: **The first four…on the first four they increase and there at the last one it decreases.**

Reluctant Participants

- How might we ensure that every student participates in classroom discourse?

- How might we bring less confident students into the conversation?

Pre Conference

- Develops capacity to design effective lessons
- Cultivates mindful habits of planning
- Deepens content knowledge (big ideas)
- Broadens pedagogical content knowledge
- Plans for differentiation
- Provides an opportunity to rehearse a lesson
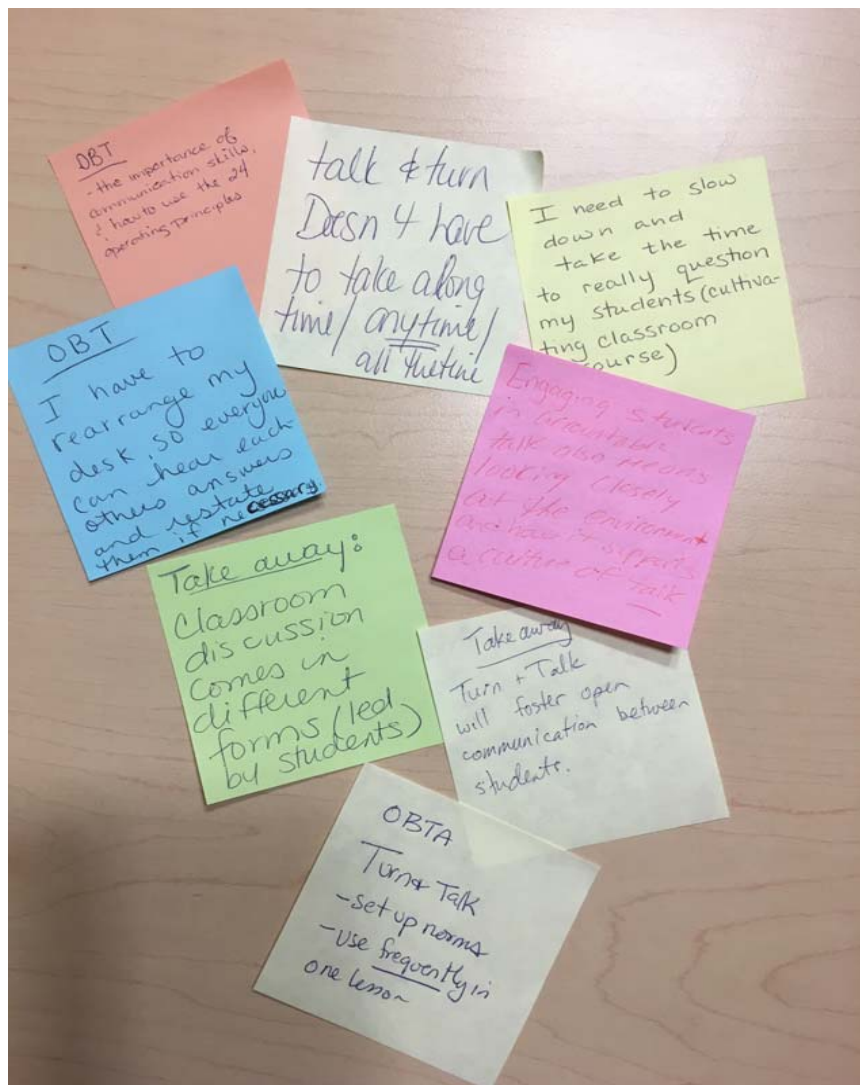- Provides opportunity to practice using mathematical models or strategies
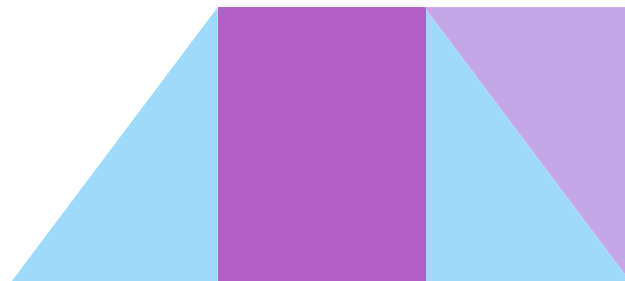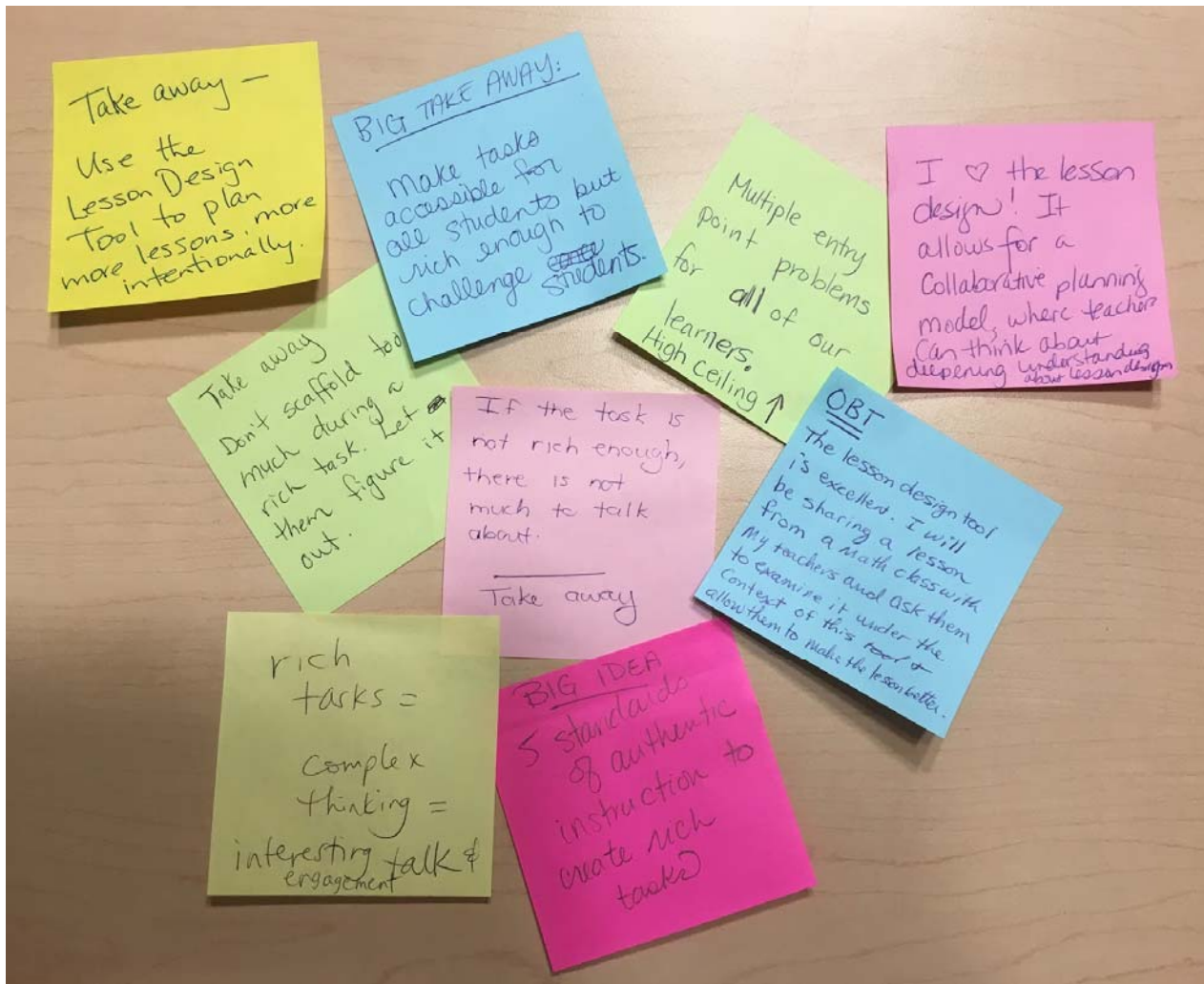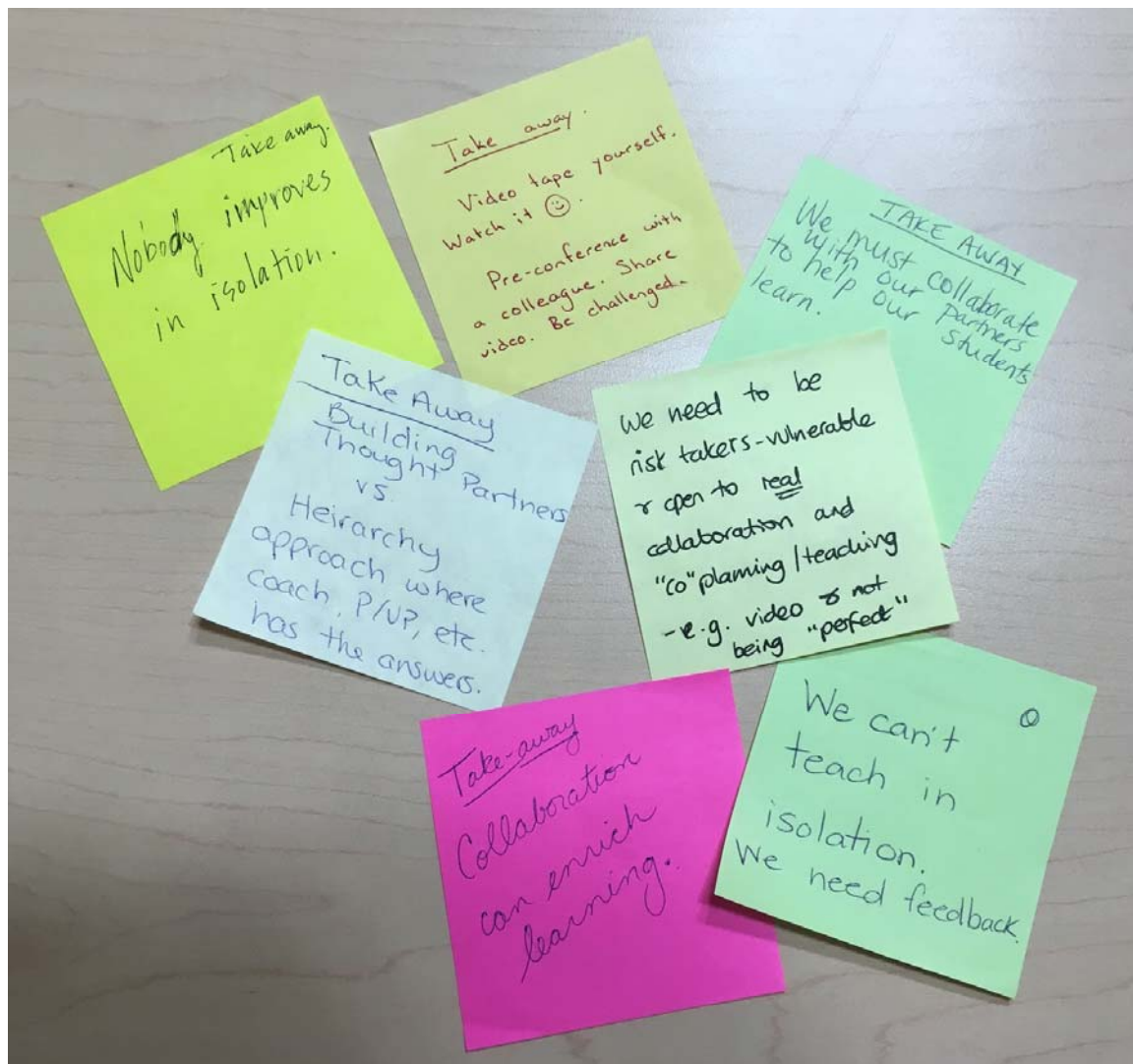
Day 2

Accountable Talk and the Operating Principles

Rich Tasks and Lesson Design

Conferencing and Collaboration
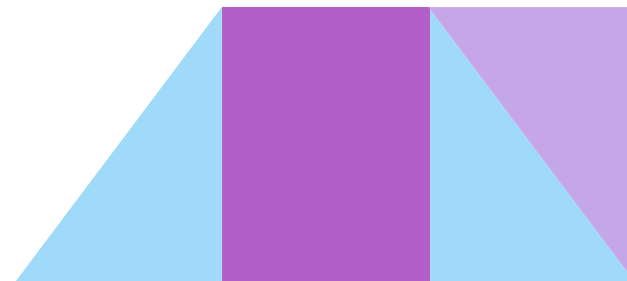
"Be patient toward all that is unsolved in your heart and try to love the questions themselves, like locked rooms and like books that are now written in a very foreign tongue. Do not now seek the answers, which cannot be given you because you would not be able to live them. And the point is, to live everything. Live the questions now. Perhaps you will then gradually, without noticing it, live along some distant day into the answer."

Rilke

Your Questions

- Culture—How to transform it?
- Scaffolding—Yes/No, How much? For whom? When?
- Big Ideas in Literacy, Science, Art
- Resources for great tasks

How You Can Answer Your Questions

- I'll lay a bit of ground work:
  - Big Ideas
  - Scaffolding
  - Culture
- You will gather in interest groups—work in small groups of 2-5 people and dive into discussion in which you determine what you think and what you can do to answer your own questions.

Big Ideas-Science

- The atomic hypothesis is fundamental to our very existence, how we were born in the stars and how we are all made of the same stuff. Just three little particles – the proton, neutron, and electron – constitute everything that we see around us.
  - Dr. Liam Gaffney, nuclear physicist

Big Ideas-Science

- Energy is always conserved, never created or destroyed. Life and the processes that surround us in the world and the universe are governed by the constant: law of energy transforming from one state to another, never disappearing but emerging in a different form.
  - Dr. Ceri Brenner, physicist

Big Ideas-Art

- ART is a language that can be learned and understood. It is a form of communication that one can learn to read and speak through study and practice.

- Reading art means understanding a visual statement. Speaking art means creating a visual statement.

- When art seems strange or meaningless, it is only that this language is yet to be understood. (p. 17)

Art=Form + Theme + Context

- Sandall, 2006

Big Ideas-Literacy

- Texts have different layers or levels of meaning, as in literal, inferential and thematic layers
  - Donna Santman, *Shades of Meaning*

Big Ideas-Literacy

- Another big concept is that writers explore ideas & themes in texts through patterns of details that develop and change across a text. Therefore readers need to notice and think about how those patterns are developing and changing in order to consider what the writer might be trying to show them about the human condition.
  - Vicki Vinton
  - *What Readers Really Do*

Big Ideas-Literacy

- That writers make very deliberate and intentional choices about the literary elements of a text, and they manipulate them in order to explore an aspect of the human condition (i.e., people, the world or life). And in fiction, at least, writers use the structure of beginning, middle and end to do that: i.e., in the beginning writers lay the seeds of what will be developed across the text by introducing characters, settings, problems & solution, which then get complicated in the middle, with the end resolving that complication in a way that gives readers a window into what the writer might want them to consider about people and life.
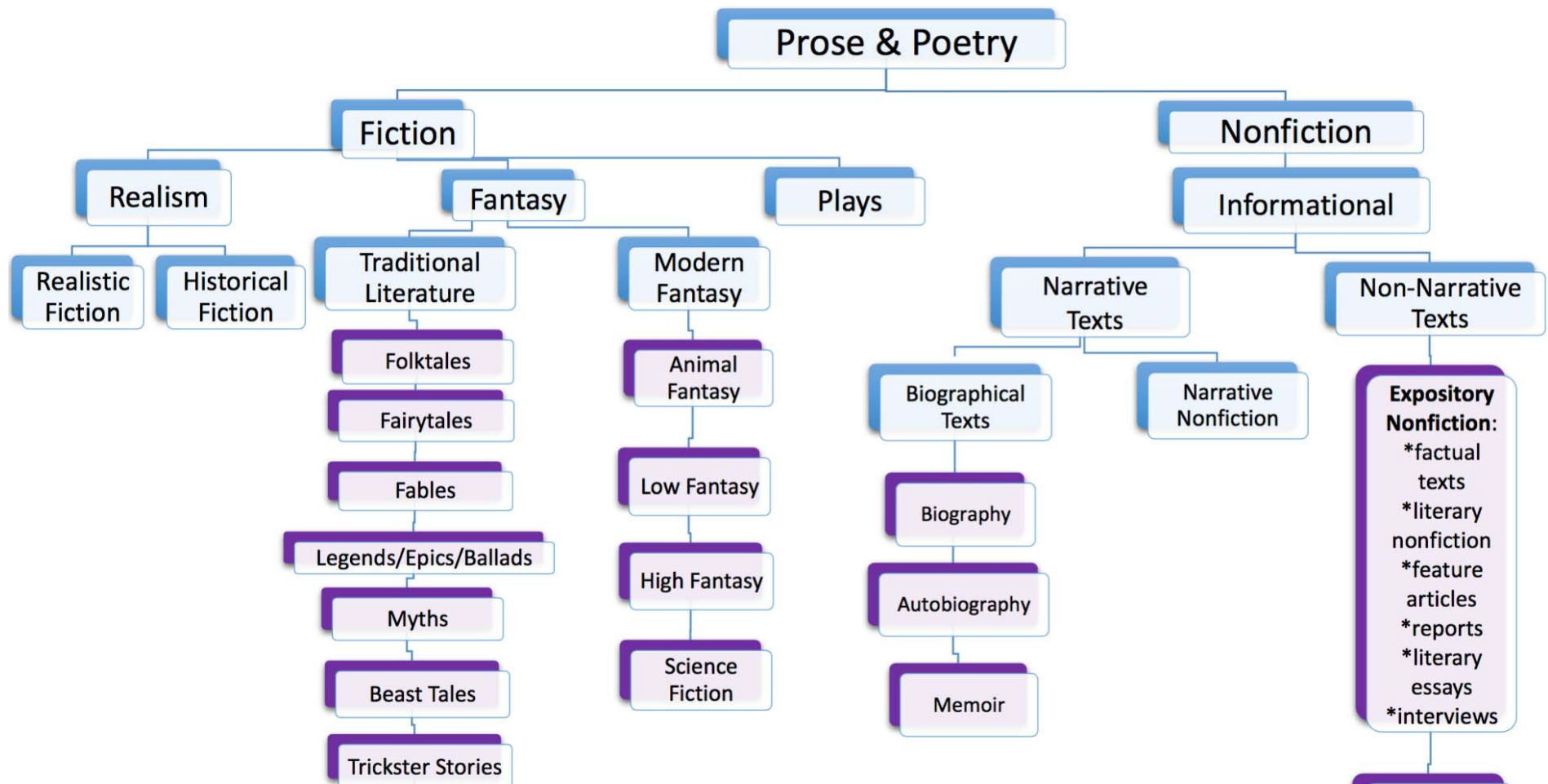   - Vicki Vinton, *What Readers Really Do*

Big Ideas-Literacy

- There are many different genres and each genre has particular attributes
- Prose & Poetry

Genre Categories and Subtypes

(adapted from Chapter 3 of Genre Study by Fountas and Pinnell)

Prose & Poetry

Fiction

Realism
- Realistic Fiction
- Historical Fiction

Fantasy

Traditional Literature
- Folktales
- Fairytales
- Fables
- Legends/Epics/Ballads
- Myths
- Beast Tales
- Trickster Stories

Modern Fantasy
- Animal Fantasy
- Low Fantasy
- High Fantasy
- Science Fiction

Plays

Nonfiction

Informational

Narrative Texts

Biographical Texts
- Biography
- Autobiography
- Memoir

Narrative Nonfiction

Non-Narrative Texts

Expository Nonfiction:
- *factual texts
- *literary nonfiction
- *feature articles
- *reports
- *literary essays
- *interviews

Design Units and Lesson Around Big Ideas and Networks of Ideas

- How we define a domain determines how we teach it.
- Craft and technique are used in the service of those big ideas.
- Procedures rest on the underpinnings of math—the structures of mathematics.
- Science is an investigation into the very nature of existence and revolves around major questions that uncover big ideas.

What is scaffolding?

- In education, **scaffolding** refers to a variety of **instructional** techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Apr 6, 2015

Scaffolding Techniques

- Give some students a simplified version of a lesson and gradually increase the complexity
- Teacher uses multiple ways to describe or illustrate a concept of procedure
- Students are given exemplars/models
- Vocabulary is worked on prior to reading a difficult text
- The purpose and goals of a lesson/project are made explicit
- Connect a new lesson to previous lessons
- Grouping structures are deliberate
- Cues are available

Lesson Design Tool
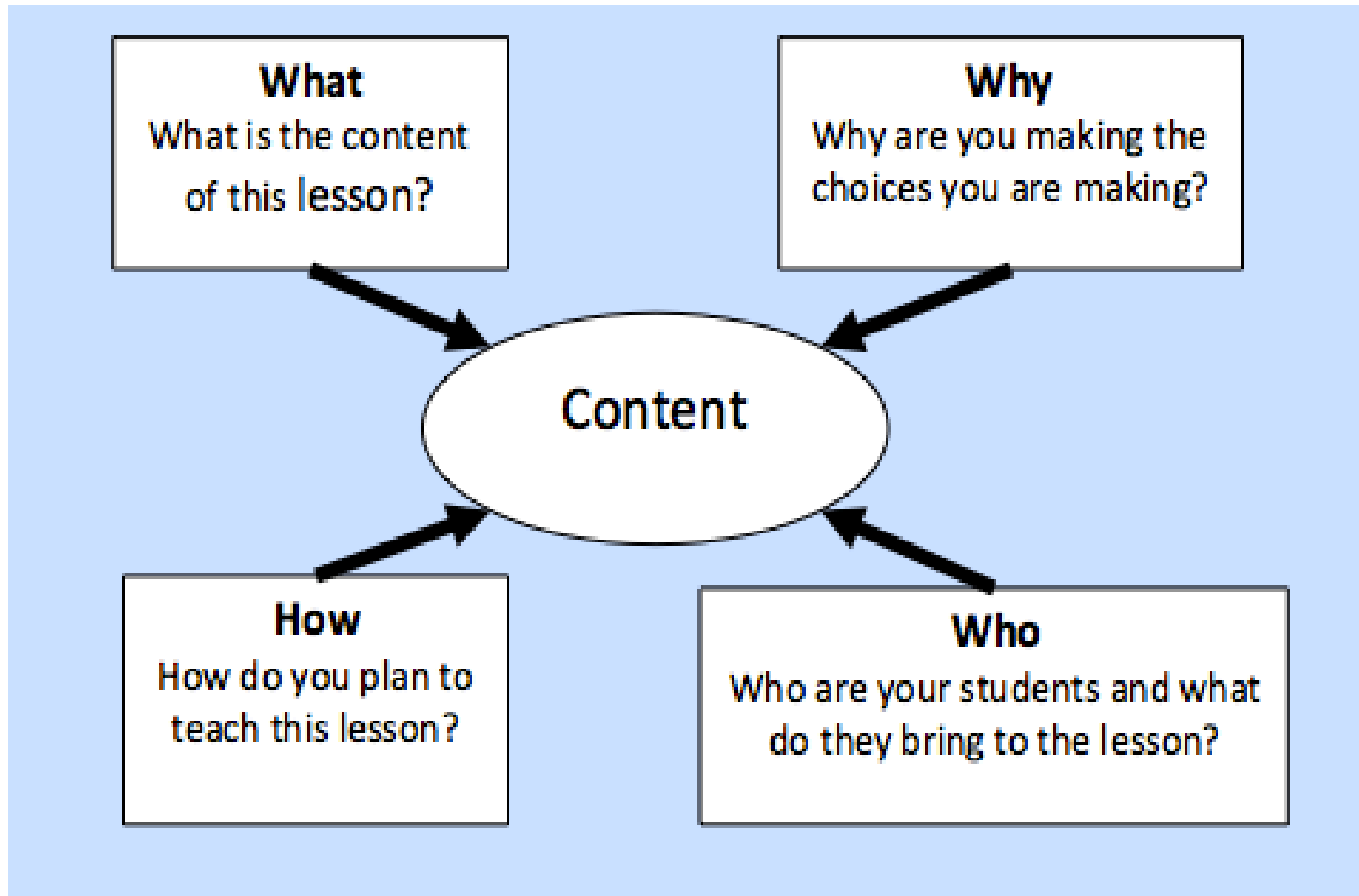
Core Issues in Lesson Design

- Concepts (in given subject), strategies, skills.
- Lesson plan and design.
- Students relevant prior knowledge.
- Relationship between the nature of the task and the activity on one hand and the lesson goals on the other hand.
- Strategies for students to make public their thinking and understanding.
- Evidence of students' understanding and learning.
- Students' difficulties, confusions and misconceptions
- Ways to encourage collaboration in an atmosphere of mutual respect.
- Strategies to foster relevant student discussion.

Scaffolding

- How do you know how much scaffolding to design into a lesson?
- What is productive struggle and how does it relate to scaffolding?
- How are scaffolding and differentiation related?
- What are examples of "under scaffolding?"
- What are examples of "over scaffolding?"

Student actions during productive struggle	Teacher actions to support productive struggle
• Students look for entry points into the task. • Students list the given information and describing the goal of the task. • Students have choice in the solution pathway and feel empowered by their strategies. • Students have a sense of hope as they are struggling – they believe they can conquer the task with effort • Students say, "I think I got it and here is why. Let me show you my way of thinking." • Students embrace their mistakes and know that failure will produce a better understanding of the task. • Students keep trying even after several failed attempts.	• Collaborative teams work together to predict any potential misconceptions and create probing questions to get students "un-stuck" (Kanold, et al., 2014) • Teachers choose tasks that have multiple entry points (low floor-high ceiling tasks). • Teachers create a community where students know that it is okay to make mistakes. Wrong strategies or solutions are analyzed and used to promote understanding. • Teachers provide ample time for students to explore the task. • Teachers facilitate discussions around misconceptions and asks, "Show me how you know" or "prove it." • Teachers deliver growth-mindset messages as students persevere through the task.

Your Questions

- How do we get everyone on board?
- How do we get 'buy in'?
- What about those teachers/students who aren't willing, refuse, resist, etc.
- Important first steps?
- Administrator's role?
- How to approach administrators?

Culture

- How do we begin to change the culture in our schools and classrooms?
- How might I be contributing to the aspects of the culture I want to improve?
- How clearly can I describe the vital behaviors of the culture I am aiming for?
- What am I willing to learn?
- What risks am I willing to take?
- Who else is interested in improving the culture?
- Where does my principal stand on this issue?

Cultural Viruses

- Culture of Resistance
  - People in authority make all the decisions
- Culture of Collusion (Silence)
  - You don't confront me and I won't confront you
- Culture of Cynicism
  - Wait it out

Adaptive Challenges Cannot Be Solved By Technical Solutions

- Technical problems are those that have known solutions and can be implemented with current know-how.

- Adaptive challenges can only be addressed through changes in people's priorities, beliefs, habits and loyalties and require new **learning**

What do you want to create?

- What is one thing you feel so passionately about that you are committed to accomplishing it before you retire?

- Are you aware of what others in your organization care passionately about? Does it matter?

- How well does what you care passionately about match your school/district agenda?

Who is missing from the table?

- Rule of thumb: Everyone who will be impacted by an initiative or policy or required to develop a new skill, needs to be included in the design and supported during the implementation.

- Principle of Voice and Choice

- If we want to create a growth minded community and culture for our students, for other adults, and for ourselves, we have to eliminate the shame associated with self-improvement. One way to do that, is by being brave enough to go first! Set some goals, take some risks, learn out loud, and share with others.
  - http://community.mindsetworks.com/blog-page/home-blogs/entry/why-is-it-that-some-people-don-t-change

The most important capacity you possess is the ability to influence behavior—that of yourself or others.

Joseph Grenny
Influencers

What is your expertise?

- Couple your expertise in mathematics and/or teaching with *influence skills* to have the greatest positive impact.

- Learning to impact the unarticulated class of problems known as **influence problems** is the most important thing we can learn if we want to achieve our goals from a place of integrity and compassion.

Unarticulated Influence Problems

- Teachers who blame students for not learning the math and do nothing to improve their teaching practice.

- Teachers who follow the book as the extent of planning math lessons.

- Students who are disruptive during class.

- Mandates that curb our enthusiasm.

- Principals who do not address issues that are impacting teacher and/or student learning.

	MOTIVATION	ABILITY
PERSONAL	**1** Help Them Love What They Hate	**2** Help Them Do What They Can't
SOCIAL	**3** Provide Encouragement	**4** Provide Assistance
STRUCTURAL	**5** Change Their Economy	**6** Change Their Space

Six Sources of Influence

Three Keys to Influence

Two Crucial Points

1. Behavior matters
2. Some behaviors matter *much* more than others

VITAL BEHAVIORS

VitalSmarts®

Two Vital Behaviors

- Speaking up

- Contributing to the development of the collective professional intelligence

How do Influencers Succeed?

- They over determine success (3 levels, 2 aspects).
- They focus first on skill (*personal*) and provide **coaching**
- They tap into opinion leaders (*social)* to motivate.
- They study the *organization* to determine how the environment, policies and culture are producing the behaviors they are trying to change and make adjustments.

Influencer Mottos

- Try it! (Effort-based risk taking.)
- We'll do it with you (Community)
- The power of one (Ownership)
- Changing our thinking/beliefs to change our behavior
- Self-awareness—observe yourself as a learner in a challenging situation
- Social-awareness—(Identify opinion leaders and then cultivate relationships with them)
- Study the "best"—imitate them until you find your style

Learning Requires

- Relinquishing some authority
- Accessing our ignorance
- Renegotiation and willingness to be flexible
- Trust and respecting others to have creative ideas and possible solutions
- Moving from a "hero" or "expert" model to team or collaborative models

Your Turn

- Scaffolding/Productive Struggle/Differentiation—working with reluctant, struggling students
- Big Ideas—Art, Science, Social Studies, Math, English
- Culture—transforming from isolation, teacher preference, competitive, nice, to collaborative, investigative, evidence based, supportive, reciprocal accountability

Open Spaces

- Pick one of the 3 topics
- Gather first in 3 groups
  - Scaffolding, etc. (effective teaching) to my left
  - Culture issues/concerns/questions—center
  - Big Ideas/Content Areas—to my right
- Find 2-3 people who want to discuss your topic—diversity is most likely to generate learning—mix it up—elementary, secondary, administrators, coaches
- Groups should be no bigger than 5 people
- Sit, stand, go outside, go for a walk—20 minutes

Self-Awareness/Reflection

- How'd I do as a learner?
- Did I form/join a group? With people I don't know or already work with?
- Did I avoid joining a group?
- Did I speak up in the group?
- Did I contribute ideas?
- Question and probe from a place of curiosity?
- Did I take a break and not participate?

Table Talk

- Identify something you're taking back to the team from my small group discussion.

- Round Robin:
  - Each person states one idea/takeaway/action step from discussion
 - Then you have a conversation if time permits

Your Questions/Requests

- Literacy HS Example
- How do we collaboratively plan lessons?
- If we are coaches how do we meet the teacher where he is and nudge him to increase cognitive demand or clarify goals/focus/purpose?
- How do we focus on the metacognitive while also teaching content?

Spectrum of Human Rights Violations

| Not a Violation | A Possible Violation | A Probable Violation | A Clear Violation |
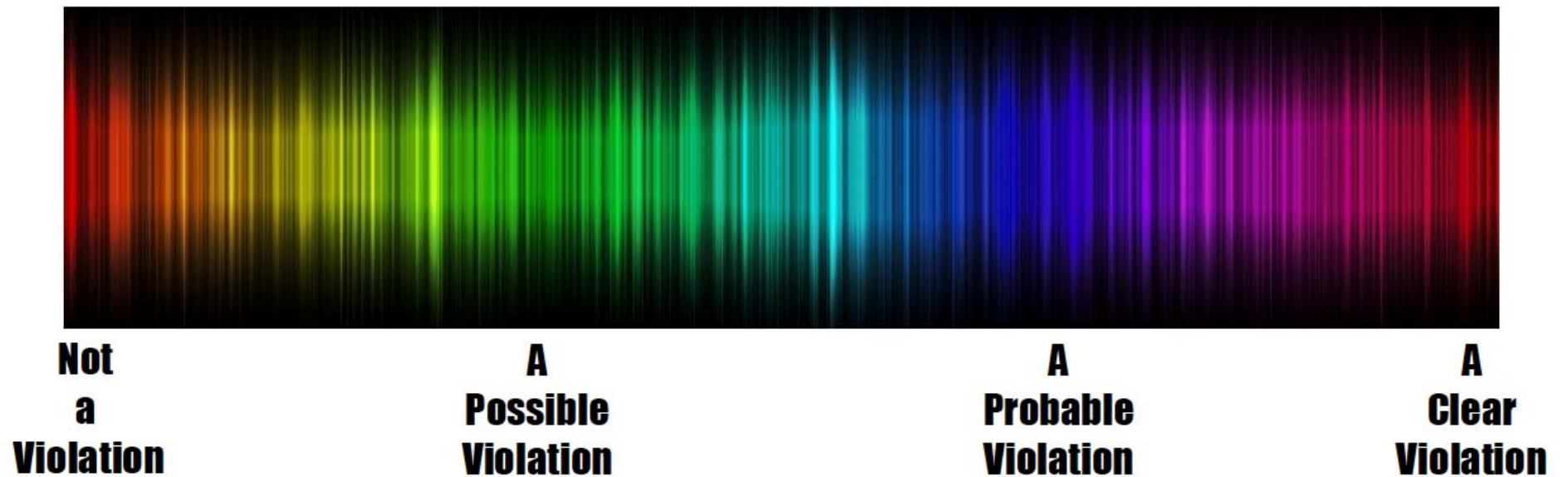
Background of Case Study

- Monroe High School is located in a small town just outside of Detroit.

- There is one High School fed by 2 middle schools.

- The HS has had several principals in the last few years, with a new principal when this was filmed.

- The faculty is stable and many teachers have been at the HS for several years—some their entire careers.

- For the most part, the classes are talk and chalk.

- The whole school is supposed to be working on developing student discourse and engagement.

- Monroe is an economically depressed town with a population of working and middle class families.
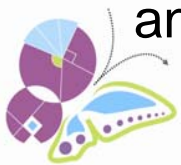
More Background Info

- This is the first time Lucy is working with DJ

- There have been a number of email exchanges and one phone conversation prior to the session

- The two women at the table are instructional coaches at the HS and this position is relatively new. Neither have had much training. Both have attended previous sessions with Lucy.

- The teacher volunteered to work with Lucy and be videotaped. He knew 50 colleagues would be observing including his principal and the deputy superintendent.

- We will be viewing a 9th grade class

Learning is Everyone's Job

- Do we truly understand that everyone, including themselves, learn best when they take and maintain a learning stance and admit when they don't know; lean into uncertainty; welcome ambiguity and trust that through continued respectful dialogue new more useful possibilities will emerge.

- **Transparency**—everyone knows what everyone else is working on—**collegiality**—everyone has something to offer and something to learn—**compassion**—we are all in this together human flaws and all.

Some key assumptions about receiving feedback

- Personal and organizational growth and learning require each of us to improve our ability to receive (and give) feedback well.

- Receiving feedback well is a skill. However skilled we are at it now, with some thought and application, we can get better.

- Feedback is formal and inform, verbal and non-verbal, and can be from bosses, subordinates, peers, vendors, clients, and customers.

Some key assumptions about receiving feedback

- Being good at receiving feedback allows us to get better at our jobs and improve our working relationships. Studies show that it leads to higher morale and better performance evaluations.

- Leaders who receive feedback well provide an invaluable model for their subordinates and teammates.

- One of the best ways to improve our ability to *give* feedback well is by improving our understanding of what it takes to receive feedback well.

Thanks for the Feedback

- What type of feedback is appropriate when?
- Three Types of Feedback:
  - Appreciative
  - Coaching
  - Evaluative

Feedback Triggers

- Truth—
  - that's wrong,
  - not helpful,
  - not me
- Relationship—
  - after all I've done for you,
  - who are you to say,
  - you're the problem, not me
- Identity—
  - I screw up everything, I'm doomed, I'm bad

Reflections

- In what ways did I allow myself to learn in these two day?

- What is the one step I'm willing to take to improve my practice and/or culture?

Here's to the crazy ones,
The misfits, the rebels, the troublemakers,
The round pegs in the square holes,
The ones who see things differently.
They're not fond of rules,
And they have no respect for the status quo.
You can quote them, disagree with them,
Glorify or vilify them.
About the only thing you can't do is ignore them.
Because they change things.
They push the human race foward.
And while some may see them as the crazy ones,
I see genius.
Because the ones who are crazy enough to think they can change
the world
Are the ones who do.

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