The Good, The Bad, and The Ugly

Why it’s worth it!
Introductions

- Dr. Patricia Saelens, Superintendent of Caroline County Public Schools
- Mrs. Beth Carr, Senior Director of District Partnerships, Learning Sciences
- Mr. Tolbert Rowe, Board Member of Caroline County Public Schools
Do you remember learning to tie your shoes? Or learning to bake a cake? Or learning to read? I'm guessing you did not learn by watching a video or listening to a lecture. You learned by being shown, and by practice. The same principle applies to teaching! We must model for our students. So we are going to model techniques today throughout our presentation and I will point them out as we move along.
Before we begin...

- Close your eyes
- Picture yourself in your classroom when you were in school
- Think to yourself-What do you see? What are you doing? What is your teacher doing?
- On a sticky note record your most predominant memory
Background

Essentials for Learning Timeline

2014 March – At one school, began using MSDE’s FAME strategies that assess student learning during instruction (formative), rather than after the fact (summative).

School years 2014-2015 through 2016-2017 – Successfully expanded the use of FAME into 8 schools.

2017 January – Supervisors visited other districts using LSI for professional development
February – Board approved a multi-year contract with LSI
March – First community meeting, North Caroline High School
April – Began work with LSI district coaches & CCPS lead teachers
May – Began school visits and needs assessment of classrooms and curriculum
June – Continued professional development with administrators, coaches, lead teachers
August – Began implementation with all teaching staff
October – Board meeting presentation
November – Community meeting at Denton Elementary

2019 January-February
School and countywide community meetings
August
School Leadership Team Professional Development Academy
Continued Professional Development with administrators & teachers

OTHER COMMUNICATION

Informational documents created and distributed
Specific “How We Teach” area on CCPS website with E4L

2016 March – Began researching “next steps” at a professional conference (MAG); learned professional development available through Learning Sciences International (LSI).
June & November – Instructional team, including administrators, attended MAG conferences to further research.
November – Annual Budget Roundtable – Administrators and supervisors (A&S) team, with board president, identified as their top priorities.

2018 March – Community Meeting at Preston Elementary
Board Meeting Presentation
June – Board Meeting Presentation
October - State Superintendent Tour
November - Community Member Tour
Essentials for Learning focuses on preparing students to:

- Work in a Team Structure
- Make Decisions and Solve Problems
- Communicate Verbally
- Plan, Organize, and Prioritize Work
- Obtain and Process Information
Why? What Is The Urgency?

Establishing the Why-DID YOU KNOW?
Generation Y and Beyond...

- Prefer group interactions to one-on-one
- Thrive in brainstorming and idea-sharing situations
- Seek autonomy and self-direction
- Have pride in being part of a winning team
- Value their contributions of individuality to the team
The brain that does the work is the brain that learns.
Doing Things Differently...

Old Economy vs. New Economy
Why E4L? What employers tell us they need

21st Century Employees must have the ability to:

- Work in a team structure
- Make decisions and solve problems
- Communicate verbally with people
- Plan, organize, and prioritize work
- Obtain and process information

20th Century vs. 21st Century Work Places
What are the essentials for learning??

- Communication
- Critical Thinking
- Perseverance
- Resiliency
- Teamwork
Teamwork - The ability to productively collaborate with others

Builds:

- positive relationships
- communication
- self-regulation
- goal setting
- responsibility
How did we get our students from here to there?
**Teacher-Centered:** Direct Instruction and Independent Practice

- Teacher owns delivering the lesson
- Students are passively compliant
- Learning is not visible
- No tracking of student evidence during live lesson, therefore, few adaptations or micro-interventions for students not learning
When is the first time this teacher will know which students have learned the content?

Who is working harder in this classroom?
Relationship of Teacher Effort/Control to Student Ownership and Autonomy

Lower Student Ownership and Autonomy

Higher Teacher Effort and Control

Perpetuates Equity and Access Gap in Core Instruction
Relationship of Teacher Effort/Control to Student Ownership and Autonomy

- Higher Teacher Effort and Control
- Perpetuates Equity and Access Gap in Core Instruction
What is Academic Teaming?
Student-Centered: Teacher-Led Student Groups

- Teacher plans for group tasks utilizing learning targets and success criteria
- Students have clear roles in groups *increasing* student ownership
- Students learn self-regulation and team talk
- Teacher tracks group and individual progress to learning targets using success criteria
- Teacher has *more* time to track learning and make adaptations (micro-interventions) for struggling students
The brain that does the work is the brain that learns!
Team-Centered: Teacher Facilitated, Student-Led Academic Teams

- Teacher monitors for and facilitates *team* effects
- Teams track their own progress to lesson learning target(s) using success criteria
- Team members *own* each others learning and peer-coach to ensure all members reach the target(s)
- Micro-interventions are provided by team members, enhancing empathy and self-actualization
- Teacher has greater time for students needing additional support
Master Teachers or Master Students?
Master Teachers or Master Students?

Teacher’s brain doing most of the work

Teacher as Master Facilitator

Master Teacher

Master Students

Colleges are changing to allow more student conversation

Students’ brains doing most of the work

Listening

Explaining & Coaching
Fixed Mindset
Intelligence is static
Leads to a desire to look smart and therefore a tendency to
- Avoid CHALLENGES
- Give up easily due to OBSTACLES
- See EFFORT as fruitless
- Ignore useful FEEDBACK
- Be threatened by OTHERS’ SUCCESS

Growth Mindset
Intelligence can be developed
Leads to a desire to learn and therefore a tendency to
- Embrace CHALLENGES
- Persist despite OBSTACLES
- See EFFORT as path to mastery
- Learn from CRITICISM
- Be inspired by OTHERS’ SUCCESS
Second order change requires new learning.
Research says that over a 2 week period of time

- 10% of what we __________,
- 20% of what we __________,
- 30% of what we __________,
- 50% of what we __________,
- 70% of what we __________, and
- 90% of what we __________.
Could not have happened without the support and vision of the board...

● Forward Thinking
● Engaged
● Partners
● Transparency
● One Voice
CCPS Board Member-Mr. Tolbert Rowe

Closing Remarks