



IPLI and IASP
Fall Conference 2020

**Principled First,
Actionable Second**
*Summoning Courage
and Stamina through Integrity*

1

“Too often in education, we refuse to try something new until we see examples of other schools or teacher who have already one it. We afraid to do what is right until we are assured that others have gone before us, tested the waters, and came away unscathed. But advances in education don’t come from imitation; they come from informed innovation.”

– *Ready Set, Go!*, p. 10

2

1

"Courage is not the absence of fear. It's the judgment that something else is more important than that fear."
-- Ambrose Redmoon channeling FDR

"No reform can germinate without raising the risks of not trying and reducing the risks of trying." - Evans, p. 72

3

Alfie Kohn, November 2020 Twitter posting:

"Thomas Green (1927-2006), philosopher of education, said the best question for teachers to ask students in their final course evaluation is: 'What did you used to put up with that you won't put up with anymore now that you've taken this course?'"

Brian Fink in response: "An interesting question to pose. Another way of framing it: What do you love now that you didn't before?"

4

Working Premise:
Critically examined pedagogy elevates;
students thrive.

Unexamined pedagogy harms;
students wither.

5

*Doubt and Humility serve
us well in education.*

6

“It’s not what you don’t know that
gets you into trouble, it’s what
you know for sure that ain’t so.”
- Mark Twain

7

**“I used to
think...,
but now
I think...”**

8

In order for someone to accept feedback or take a risk with a new idea, he must admit first that what he was doing was less effective than his ego thought it was.

9

“People must be sufficiently dissatisfied with the present state of affairs – and their role in maintaining it – or they have no reason to endure the losses and challenges of change.” - Evans, p. 57

10

“Denying others the opportunity to [resist, push back, stress, work through challenges, clarify their thinking, struggle with new perspectives], criticizing them for not responding to explanations about change, dismissing their resistance or hesitation as ignorance or prejudice expresses arrogance and contempt for the meaning of other people’s lives (Marris, p. 155).” - Evans, p. 63

“The Grief of Accepting New Ideas,” available at www.rickwormeli.com/articles

“Science advances one funeral at a time.”
- Physicist Max Planck

“A hypocrite is the kind of politician who would cut down a redwood tree, then mount the stump and make a speech for conservation.”

— Adlai E. Stevenson II

“Hypocrisy: The moment you tell someone it is not important to be right, in order to look right to everyone else.”

— Shannon L. Alder

“I care not for a man's religion whose dog and cat are not the better for it.”

— Abraham Lincoln

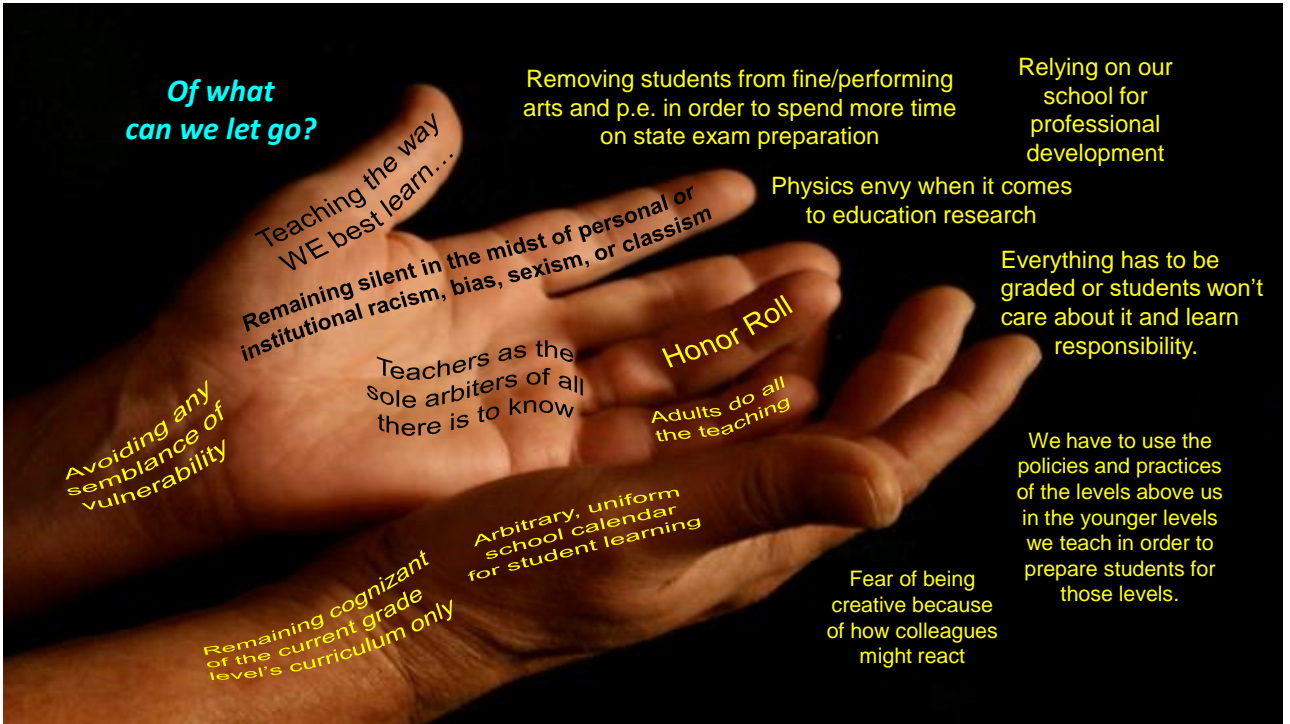
Hypocrisy

Integrity

15

We let go of a secure thing in order to reach toward something less secure...but we build momentum, critical mass, capacity in order to do it.

16



17

Re-framing and perspective building
drive the engines of reform,

for suddenly, we see clearly and find
conviction; we have skin in the game.

18

“To a person
uninstructed in natural
history, his country or
seaside stroll is a walk
through a gallery filled
with wonderful works
of art, nine-tenths of
which have their faces
turned to the wall.”

-- Thomas Huxley, 1854

19

The Blind Man And The Elephant by John Godfrey Saxe

It was six men of Indostan, to learning much inclined,
who went to see the elephant (Though all of them were
blind), that each by observation, might satisfy his mind.

The first approached the elephant, and, happening to fall,
against his broad and sturdy side, at once began to bawl:
"God bless me! but the elephant, is nothing but a wall!"

The second feeling of the tusk, cried: "Ho! what have we
here, so very round and smooth and sharp? To me tis
mighty clear, this wonder of an elephant, is very like a
spear!"

The third approached the animal, and, happening to take,
the squirming trunk within his hands, "I see," quoth he,
the elephant is very like a snake!"

The fourth reached out his eager hand, and felt about the
knee: "What most this wondrous beast is like, is mighty
plain," quoth he; "Tis clear enough the elephant is very
like a tree."

The fifth, who chanced to touch the ear, Said;
"E'en the blindest man can tell what this
resembles most; Deny the fact who can, This
marvel of an elephant, is very like a fan!"

The sixth no sooner had begun, about the
beast to grope, than, seizing on the swinging
tail, that fell within his scope, "I see," quoth
he, "the elephant is very like a rope!"

And so these men of Indostan, disputed loud
and long, each in his own opinion, exceeding
stiff and strong, Though each was partly in the
right, and all were in the wrong!

So, oft in theologic wars, the disputants, I
ween, tread on in utter ignorance, of what each
other mean, and prate about the elephant, not
one of them has seen!

20

Experts think in chunks, patterns, relationships. Novices keep things in discrete, individual pieces. We're in the enterprise of helping teacher – and ourselves - move from novice to expert practitioners.

21



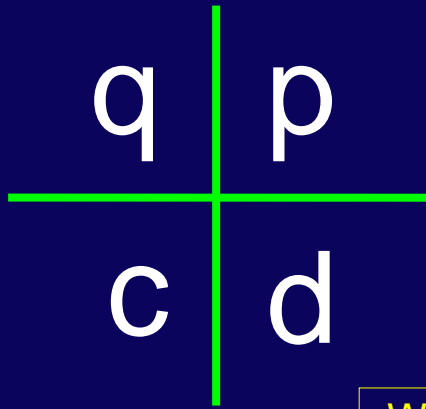
Low quality, students are passive, learning has no meaning, students do *not* achieve



High quality, students are active, learning has meaning, students achieve

[Based on an idea by the author, Avi]

22



Which letter does not belong, and why?

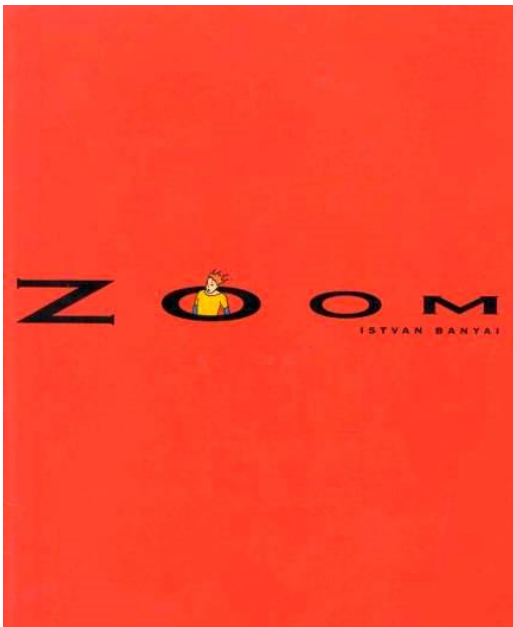
23



Re-Frame

Helpful leaders see the frame (lens) teachers are using, help them critique that frame in light of current principles and values, and then, if found to be inconsistent with those principles, help them build a new frame to inform/shape classroom practices.

24



25

"A student is not an interruption of our work...the student is the purpose of it. We are not doing a favor by serving the student...the student is doing us a favor by giving us the opportunity to do so."

-- William W. Purkey from an L.L. Bean Co. poster:
"What is a customer?" by J.M. Eaton

26

We are hired for how we are similar to a company or organization, but we advance based on how we are different.

27

**Our future depends on
this one here.**



28

**Embrace the fact that, "[l]earning is fundamentally an
act of creation, not consumption of information."**

-- Sharon L. Bowman, Professional Trainer

29

**Active Creators,
NOT Passive Consumers!**

30

**‘A courageous act that motivates students
and results in real learning:**

Facilitating Student Agency (voice and choice)

*Is this the moment to get out of our students’ way,
to not limit them to our imaginations alone?
And what’s lost if we don’t step to one side?*

31

Let go of being in charge and facilitate students’ growing agency:

- Provide experiences in which students explore their authentic voice at this moment in of their lives, and to express it as they feel comfortable.
- In some projects, ask students to use hybrids of, or to toss outright, models of writing, science, mathematics, thinking, and art in order to respond fully to a challenge, and to explain why they did so.
- Invite students to choose topics of personal interest with which you can integrate your subject standards.
- Ask students for proposals for assessment products, including a favored technology, to investigate and express their learning as long as their choices clearly represent evidence of the standard. In short, ‘to give proposals for alternative assessments.
- Invite students to research a question of interest directly or tangentially related to the subject of your course right now, and let them co-teach, or actually teach, the topic to classmates.

32

Let go of being in charge and facilitate students' growing agency:

- Build a cause meaningful to students into the curriculum – something for which they'd like to advocate in their own lives or communities.
- Provide an audience for student demonstrations of learning other than you, the teacher, or students' parents.
- Invite students to choose a contemporary novel for your novel studies or as a companion text to the assigned reading
- Let students start out processing information or demonstrating learning one way and have the option to go a different direction if they get a better idea while working.
- Invite students to generate metaphors for the science, math, writing, engineering, art, music, health, government, legal, media, or philosophical concept you're teaching through one of their favorite sports, hobbies, or passions, including portrayals of abstract ideas via physically models.

33

Cultivate Student Agency:

William Blake (1757-1827) reminds us, "No bird soars too high, if he soars with his own wings." Today's schools are exactly the right places to build sturdy wings and launch bravely into the emerging breeze.

Voice and Choice

"Key to Motivation: Student Agency - Keeping learning relevant and engaging by putting middle school students in charge," November 2020, *AMLE Magazine*, available here: www.rickwormeli.com/articles

34

There is no such thing as laziness; it is unnatural. Our natural state is one of curiosity, a need to belong, to participate, contribute, and to learn complex things.

35

“We went to school. We were not taught how to think; we were taught to reproduce what past thinkers thought....Instead of being possibilities, we were taught as if we entered school as a graduated as a period.”

**taught to look for
to exclude them. It’s
question mark and**

-- Michael Michalko,
Creative Thinking,
2011, p. 3

36

**It's not
an *answer*
chase.**

37

It's a *question journey...*

38

**A picture is worth a
thousand words, but the
right metaphor is worth a
thousand pictures.**

– Dan Pink, 2008

39

Whoever does the editing,
does the majority of the
learning..

40

**Just because we can't
fathom the logistics
doesn't mean we
abandon the principle.**

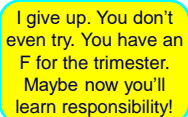
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Work the Instead-of's!

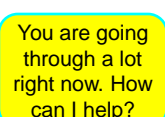
Instead of, "How do I get these parents off my back?," try: "How do I communicate better with parents about what we're doing here in the classroom?"

Instead of, "How am I supposed to give students all this feedback when there is only one of me?," try: "Let me teach students to give themselves and each other helpful feedback so I'm not the bottleneck in communication."

Instead of, "This student doesn't do any homework – He is very irresponsible," try: "What's keeping him from doing his work and wanting to learn this material, and how can I respond to those things so they are no longer limiting him?"



I give up. You don't even try. You have an F for the trimester. Maybe now you'll learn responsibility!



You are going through a lot right now. How can I help?

42

Time is NOT immutable.

43

Let's accept the fact that schooling, as it's currently constructed, is not set up for successful learning for all students.

44

Popcorn kernels pop at different rates, but when each one pops, it's accorded full status as a piece of popcorn, not something less than popcorn because it popped later than its fellow kernels.

Let's end the false assumption that students all learn at a uniform rate and manner.

45

Tomlinson: "If I laid out on my kitchen counter raw hamburger meat still in its styrofoam container, cans of tomatoes and beans, jars of spices, an onion, and a bulb of garlic *[and told guests to eat heartily]*....My error would be that I confused ingredients for dinner with dinner itself."

46

Tomlinson: “One can make many different dishes with the same ingredients, by changing proportions, adding new ingredients, using the same ingredients in different ways, and so on.”

47

We’re hired to teach the way
students best learn, not the way
we (or *their classmates*) best learn.

When learning
doesn’t
happen, we
look at our
own decisions
as well as
those of the
student.

To do this well, we cultivate *instructional versatility* and *personal intellect*, and we don’t always adhere to the master schedule, unit sequence, or agreed upon novel.

48

What if you were asked to prove
your instruction is
developmentally appropriate
for young adolescents.

What would be your response?

49



50

More or less time and practice needed at various stages of learning

Different pathway using divergent teaching strategies

Learning Target: Subduction Zones

Varying levels & types of support early on

The grade is a report of what you know and can do at journey's end, not how you got there.

51

So, there is no conflict between differentiation/equity and accountability here because we rally around standards (*learner outcomes, competencies, proficiencies, learning targets or objectives*), not the routes students take to get there.

In fact, we can only achieve those standards through vigilante attention to equity and multiple pathways to achievement!

The grade is a report of what you know and can do at journey's end, not how you got there.

52

*'Time to Change
the Metaphor:*

Grades are NOT
compensation.

Grades are
communication: They
are an accurate report
of what happened.

53

A grade is not a statement or
description of the child or her character.

*It is a summation of evidence as of
one arbitrary calendar date
indicating where she is right now
on her learning journey.*

As such, it is ceaselessly temporary;
given new evidence of a new location,
it can change at any time.

54

**Re-Do's &
Re-Takes with students
and their teachers:
Are They Okay?**

**More than “okay!”
After 10,000 tries,
here’s a working light
bulb. ‘Any questions?’**

**Thomas
Edison**

55

Stop & Consider:

Recovering from a failure in full teaches more than being labeled for failure ever could teach.

It’s a false assumption that giving a student an unrecoverable, “F,” or wagging an admonishing finger from afar builds moral fiber, self-discipline, competence, and integrity.

56

Study any research on how to cultivate self-discipline, respect for deadlines, moral fiber, tenacity, and self-efficacy in students: **NONE** of it indicates falsifying grades (lowering the grade for performance on elements that are not direct evidence of the standard) or denying re-learning and re-assessing.

57

Absent moral imperative, nothing in education changes. (Reeves)

What's the moral thing we do?

58

Principle

- a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning.
- a rule or belief governing one's personal behavior.
- morals, morality, (code of) ethics, beliefs, ideals, standards
- a general scientific theorem or law that has numerous special applications across a wide field.
- a natural law forming the basis for the construction or working of a machine.

-- Chrome search, December 16, 2013

59

Identify the Principles Involved, THEN Gather the Solutions

Example: How do I grade English Language Learners?

Principles/Tenets Involved:

- Teachers must be ethical. They cannot knowingly falsify a score or grade.
- To be useful, grades must be accurate reports of evidence of students' performance against standards.
- Regular report cards report against regular, publicly declared standards/outcomes. They cannot report about irregular standards or anything not publicly declared.
- Any test format that does not create an accurate report of students' degree of evidence of standards must be changed so that it does or replaced by one that does.

(continued)

60

Identify the Principles Involved, THEN Gather the Solutions

Example: How do I grade English Language Learners?

Principles Involved: (Continued)

- **English Language Learners have a right to be assessed accurately.**
- **Lack of language proficiency does not mean lack of content proficiency.**
- **Effective teachers are mindful of cultural and experiential bias in assessments and try to minimize their impact.**

If teachers act upon these principles, what decisions/behaviors/policies should we see in their assessment and grading procedures?

61

Effective educators are principled in their instruction and assessment. With the deep dives into operating principles, they find wellsprings of, “why” and, “how,” with which they build pedagogical conviction and stamina.

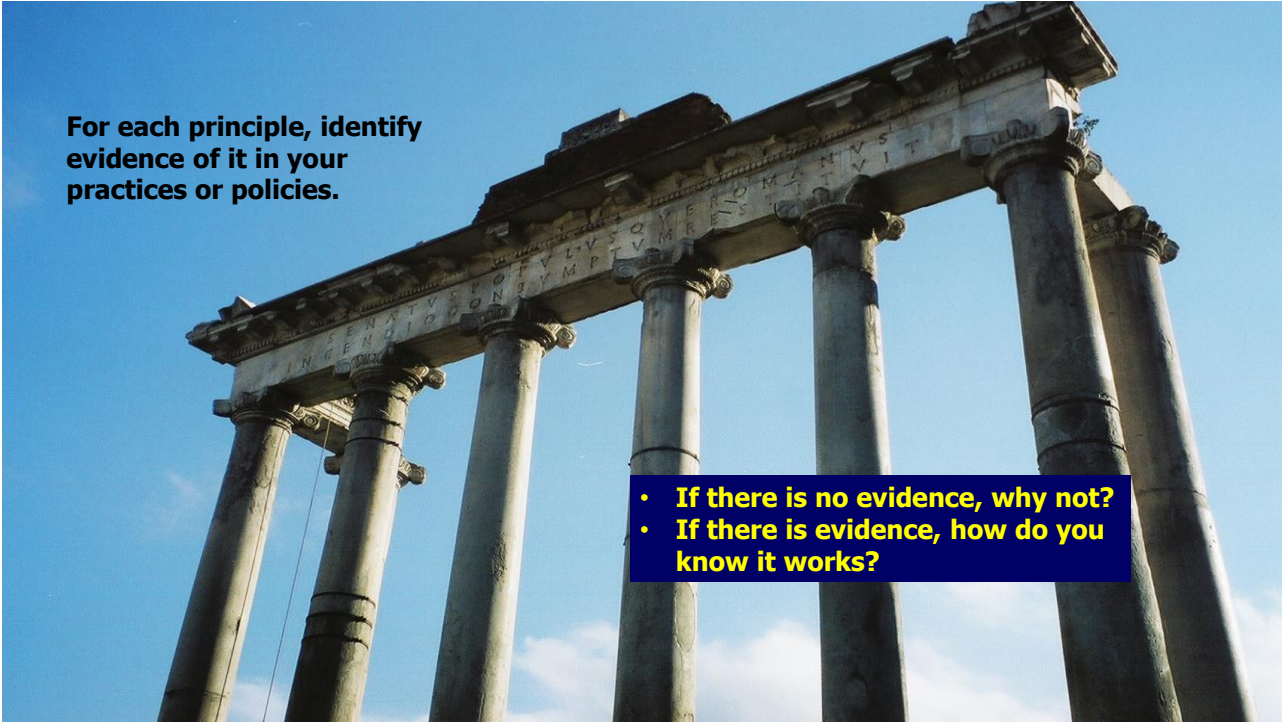
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Personal Principles of Pedagogy

What are your top 5 non-negotiable principles of teaching/learning?

63



For each principle, identify evidence of it in your practices or policies.

- **If there is no evidence, why not?**
- **If there is evidence, how do you know it works?**

64

Professionalism Principles

65

Teachers are responsible for
their own professional development.

66

“The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else.”

- Roland S. Barth

67

Vulnerability is not weakness, and that myth is profoundly dangerous. Vulnerability is the birthplace of innovation, creativity, and change.

- Brene Brown

68

If it's in sight, it's in mind.
If it's out of sight, it's out of mind.
So, put in sight that which you want in mind, and take
out of sight that which you do not want in mind.

69

“You can't use up creativity. The more you use,
the more you have.” - Maya Angelou

70

Teacher intellect and creativity can atrophy
if not receiving specific focus. Cultivate both.

71

“We can’t be creative unless we’re
willing to be confused.”
– Margaret Wheatley

72

The amount of risk someone takes in the workplace is directly proportional to his sense of strong relationship with the person in charge.

73

We never subordinate what we know to be effective teaching practice in the current grade level because somebody above us isn't there yet.

74

We can't drive forward by looking
in the rearview mirror.

("Rearview-Mirror Effect," White, 2011)

75

Everyone needs to save face, be honored.

76

We see students as infinitely
valuable, their futures viable.

77

We actively dismantle inequities and
remedy injustice. We don't leave
either to chance.

78

We invite critique of our teaching.

79

At any given moment,
every person is usually doing
the best they can.

80

“People must be sufficiently dissatisfied with the present state of affairs – and their role in maintaining it – or they have no reason to endure the losses and challenges of change.”
- Evans, p. 57

81

Our future depends on the individuals who break from conventional practices.

82

Logical arguments, well-graphed data, and detailed research alone do not change classroom practices unless they combined with teachers' sense of ethics and professionalism.

83

**Principles of
How Students
Best Learn**

84

Chance favors the prepared mind. (Pasteur)

85

What students learn is
influenced by their existing ideas.

86

When connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently. In contrast, when knowledge is connected in inaccurate or random ways, students can fail to retrieve or apply it appropriately. (Carnegie Mellon)

87

Memorization is still important, even in a,
“You can always look it up” world.

88

Personal processing and meaning-making with students after initial learning have more impact than a teacher's first presentations of content.

89

“Collaboration increases learning;
isolation and competition decrease it.”

(Sharon L. Bowman, Professional Trainer)

90

**“Emotion drives attention, attention drives learning.”
-- Robert Sylwester, 1995, p. 119, Wolfe**

91

**Students are not uniform
in their rates of learning.**

92

Strict, unwavering adherence to pacing mandates and purchased curriculum scripts, regardless of student need, is willful act of failure.

93

We teach in the ways students best learn,
not the way we best learn.

94

“All thinking begins with wonder.” -- Socrates

95

The brain is innately social.

96

“Motivation is only doing to the best of our ability what we are *already capable* of doing.”

- Rick Lavoie, “F.A.T. City Workshop: How Difficult Can This Be?” PBS Video

97

We can't get creative students
from non-creative classrooms.

98

Teachers are no longer the oracle
or final arbiter of knowledge.

99

My testimony as a teacher is what students
carry forward at the end of my lessons,
not what I presented to them during those lessons.

100

Whoever does the editing does the learning.

101

“Carrots and sticks” motivation systems
don’t work for cognitive learning and growth.

102

Homework is practice of what has already been learned,
not for learning content for the very first time.

103

Assess/Grading Principles

104

When instructing and grading,
we are criterion-referenced, not norm-referenced.

105

Grades are communication,
not compensation.

106

Assessments and grades
report *learning*, not *doing*. We grade
against standards, not the routes
students take to achieve them.

107

Anything that diffuses the accuracy of a grade
is removed from our grading practice.
We cannot conflate reports of compliance
with evidence of mastery.

108

Incompetence in the current grade level curriculum
is never preparatory or maturing for what's to come.

109

Just because something is mathematically easy to calculate
doesn't mean it's pedagogically correct to do so.

110

Averaging scores on the 100-point scale distorts the accuracy of grades reported for any one individual. It's scary close to lying, and we have no moral authority to lie to students and their parents.

111

Assessment accuracy increases with sample size and multiple assessments.

112

Being good at taking standardized tests doesn't
qualify students for creative contribution to society
- or a meaningful life.

113

Removing students from p.e., fine and performing arts classes
in order to double up on reading and math classes for
standardized test success actually does more harm than good.

114

It's what students carry forward and can do independent of all assistance, not what they demonstrated during the unit of learning then forgot, that is most indicative of true proficiency.

115

Disaggregate: Less curriculum reported per symbol makes that symbol a more accurate and useful report of student proficiency.

116

Fair isn't always equal,
and our focus should be on
what is fair and equitable.

117

Of the two, formative assessment (and it's accompanying feedback to drive instruction) is more important to student success than is a summative judgment test, project, or paper. Our focus and energy should be spent on formative assessment and feedback.

118

Formative, descriptive feedback is critical to a student's success, but such feedback loses its instructional impact when the formative task is judged or evaluated. Therefore, anything designated as formative receives helpful, timely feedback, but not a grade.

119

Once again, acting on our principles minimizes hypocrisy.

Hypocrisy

120

Operating Tenet: Homework should enable students to practice what they have already learned in class and should not present new content for the first time.

Principled Responses:

- I will not assign homework to students who do not understand the content.
- I will give some students homework and others different or no homework, depending on their proficiency.
- I will use exit slips and formative assessment during class so I can determine proper after-school practice for each student.
- I will not give homework because parents and administrators expect me to do so, nor assign homework because it's a particular day of the week.
- I will only assign homework if it furthers students' proficiency in the field we're studying.

121

Tenet: Students learn at different rates.

Principled Responses:

- Some students will need more or less support and/or time in order to meet learning objectives and deadlines, but once they achieve mastery, I will record full credit for the demonstrated proficiencies.
- I will encourage students to re-do assignments and tests for full credit.
- I will not be restricted by a school district's calendar if I can teach students the course content solidly, though it be on a different timeline, including providing extensions into the summer months.
- I will incorporate formative assessment often to make sure teaching matches learning needs.

Tenet: We should teach in the ways students learn best, not the way we learn best.

Principled Responses:

- I need to continually update my knowledge and skills to ensure that I can provide appropriate accommodations for my students.
- Sometimes I will provide learning experiences for students that are outside my comfort zone.
- I will ask students how they learn best and use that information to help me plan lessons and assessments.
- I will not wait for my school district to provide professional development for me. If I perceive a need, I will take steps to get the necessary training myself.
- I will analyze and reflect on at least two lessons per month.

122

Tenet: We should teach for subject mastery, not short-term memory.

Principled Responses:

- I will avoid tests prompting for only basic recall of information, and I will include prompts requiring flexible applications and proven versatility with content and skills.
- In formative and summative assessments, I will ask students to apply, adapt, and reimagine what they are learning to ensure that their understanding is both broad and deep.
- I will incorporate novel applications of content into both lessons and assessments so students will become flexible when using new information.
- I will put previous curriculum on subsequent assessments, even months later, to make sure they carry learning forward.

Tenet: Whoever does the editing, does the learning.

Principled Responses:

- I will stop correcting students' work so often. Instead, I will put a dot at the end of the line or in the general area of the issue in a math problem or lab write-up, and ask students to identify and fix the mistakes. If necessary, I will provide a one-word clue as to the nature of the error.
- I will include students' critique and editing of others' work as a portion of the evidence of their own mastery in that content area.
- I will increase students' practice with editing/critiquing the work of others.
- I will do more self-talks and think-alouds of successful editing of content and skills, and I will ask students to demonstrate the same in front of their classmates.

123

Tenet: Classrooms should cultivate, not stifle, creativity.

Principled Responses:

- I will embrace students who think differently and provide frequent descriptive feedback about their efforts to extend and adapt learning.
- I will encourage students to incorporate their own unique voice and experience in projects.
- Using specific subject content, I will show students how to look for fallacies in arguments, compare different viewpoints, and push for divergent thinking.
- I will provide students with multiple examples from many fields of individuals who parted from normal procedures and improved the human condition as a result.
- I will cultivate my own creativity as a teacher and thinker and model it for students.
- I will make it safe and inviting to think outside the box in our course learning.

Tenet: Fair isn't always equal.

Principled Responses:

- I will use varied instructional techniques as needed for students to achieve full competencies.
- I will not use a one-size-fits-all approach in my lessons.
- Grades will report only what students know and can do after learning's cycle, not the routes they used to get there.
- I will question teaching, assessment, and grading practices that are not developmentally appropriate for students.
- I will not promote fair as being equal; it means to be developmentally appropriate for the student at strategic moments in their learning.

124

Tenet: Intrinsic motivation for learning is more valuable than extrinsic motivation based on rewards and punishments.

Principled Responses:

- I will not use rewards and punishments to try to motivate students. Instead, I will provide descriptive feedback and strive to make the work meaningful.
- I will not use grades and grading policies to substitute for effective classroom management.
- I will study and use research about motivational strategies that are developmentally appropriate for the students I teach.
- I will help students build perseverance, executive function, and self-efficacy in their own learning and to be less dependent on external validation.

Tenet: Grades are communication, not compensation.

Principled Responses:

- I will not barter with students about grades, such as when declaring, "If you do this, I will give you an A."
- I will not use grades to reward, affirm, or validate any student.
- I will not tell students they "earned" a grade, which perpetuates the grades as currency rhetoric.
- I will make every effort to make sure grades are perceived as accurate reports of evidence, nothing more.
- I will not sort or classify students based on grades alone.

125

Identifying our principles and minimizing our hypocrisies, we find solutions.

When it comes to teaching remotely, for example, we find "A-ha!" and "light bulb" moments...

126

Build in mechanisms to deviate from pacing guides, end blind adherence to the school calendar and an arbitrary, uniform timeline of student learning; accept the notion that grades are temporary at best

Get up to speed on multiage classrooms, looping, and how to tier and scaffold instruction

127

Purge over-stuffed curriculum of anything not in the top two tiers of utility (Those elements providing the most leverage for future learning); negotiate w/colleagues what constitutes evidence of learning; see, “When school is back in session, where will we begin?,” June 29th, 2020, Tom Guskey. Consider the four questions from Heidi Hayes Jacobs:

What do we cut out?

What do we cut back?

What do we consolidate?

What do we create?

128

Invite students to teach us the necessary apps and extensions, and how to keep things lively.

Welcome them to their own agency, encourage robust expressions of voice and choice.

129

Compassion before curriculum,
grace before accountability
serve our students well.

130

When principled, we ask and confront uncomfortable things:

- What are we going to drop from the curriculum because we just don't have time to teach during remote instruction?
- Whose voice isn't heard in our deliberations – and why not?
- Is our behavior aligned with our core values as a community? As a professional educator?
- How does our instruction reflect what we know about students at this age?
- How are our current structures limiting us?
- To what extent do we allow state, provincial, country, or international exams to influence our classroom practices?

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- Are we mired in complacency - What no longer works yet we keep doing it anyway?
- Would you accept the same assessment and evaluation policies you use with students to be applied in your own evaluation as a teacher?
- To what degree do we allow people who are untrained in education to dictate policies/practices we use in our classrooms and schools?

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Consider: Do we teach so that students learn, or merely to play “gotcha?” Or, perhaps unknowingly, do we filter out or justify less energy spent on those without the same privilege, culture, access, opportunity, and what we consider normal, as others? Yeah, bias happens. Let's remain attentive to it.

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During the learning process, time can be adjusted, as can instructional methods and assessment formats, without sacrificing learning and achievement. If we're out to teach our students so that they all learn, we can be mindful of:

- Diverse levels of background knowledge
- Different levels/types of support needed by students on their way to performance independent of all that support
- Multiple pathways/routes to proficiency, including multiple iterations with feedback
- Students' varying access to resources, tools, finances, and child and elderly care
- Language/cultural differences
- Physical and/or mental/academic challenges

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We deal more effectively and creatively with daily challenges:

- My whole lesson today is based on accessing those three Websites, but the Internet is intermittent right now, so what can we do instead?
- Small groups are not working, yet I know they're important for many students' learning. How do I get these students to stay focused on their group tasks?
- I've backed myself into a corner explaining an advanced science concept, and it's not making sense to me, let alone to my students. What should I do?
- Angelica doesn't understand the concept after my explanation, but I don't know any other way to teach it. What will I do?

135

What are 8 different ways to assess [X]?

Example - To assess pronouns:

1. Define pronoun, antecedent, noun
2. Identify pronouns
3. Identify antecedents to which pronouns refer
4. Substitute pronouns for nouns.
5. Explain why pronouns are important – What's their function?
6. Ask students to critique pretend classmates' work with improper use of pronouns and its effect upon the reader, then to explain what the classmate would need to be taught in order to use them properly.
7. Analyze writing with strong and weak use of pronouns.
8. Describe how other cultures handle the functions we attribute to pronouns in English.

Example - To assess Coding:

1. Explain the function of each line/element of code.
2. What algorithms are used in this particular code?
3. Describe the build.
4. Critique others' code and make recommendations on how to make it more efficient for the task
5. Describe typical mistakes coders use with this particular code or build.
6. How does block-based programming differ from text line code?
7. Is the code agile?
8. What happened when you submitted your code to the compiler – What was lost in the translation?

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What are different ways to assess [X]?

General Examples:

- One of these is impossible to answer, figure out which one and explain why.
- For each multiple-choice problem, explain why your answer is correct and the others are not.
- Identify four metaphors for this science, math, writing, engineering, art, music, health, government, legal, media, or philosophical concept and a favorite sport or hobby.
- Here's how five different classmates responded to this particular question – Who did it correctly, and how do you know? Who did it incorrectly, and what would they need to be re-taught?
- Portray this abstract idea with a physical model.
- Given this question, here is its correct answer. Demonstrate two different ways to arrive at this answer.
- Have a debate between two of these components about who's function has more impact on the success of the whole. [Alternatively: 'Between two historical/literary/scientific figures about a modern debate topic.
- Describe the concept from three different perspectives...
- Would your answer to the previous question change if you were given this new variable...? Why or why not?

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Graphic Representation of Knowledge

What does this mean for students' capacity to learn, to construct and use knowledge? And what does it mean for how we report student learning?

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Cultivate Student Agency:

And agency? Wow,
we have a ton of ideas!

Voice and Choice

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Cultivate Student Agency through Voice and Choice:

- Empower students with specific roles in learning and classroom management, including responsibility for materials management, work updates, curating web content, committees for improvement, community service, resolving conflicts as they arise, and arranging for guest speakers/trainers to do presentations for the class.
- Constantly invite students to design and take social and emotional, climate surveys to improve the school and classroom.
- Provide learning experiences in which students “try on” different voices as they explore this growing element to their identity. Allow them to change their voice if they feel what they are doing isn’t their genuine selves or is a little too revealing.

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Cultivate Student Agency through Voice and Choice:

- Allow students opportunities for flexible seating, standing when they need to stand, or move to a better location to see or hear the learning.
- Explicitly teach leadership and ethics so that students can be better decision makers to solve community, school and classroom problems.
- Consider using Restorative Justice techniques for classroom discipline. See <https://www.edutopia.org/blog/restorative-justice-resources-matt-davis> for resources.
- Build Executive Function Skills. For more on this, see, “Looking at Executive Function,” AMLE 2013, located here: www.rickwormeli.com/articles.

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- Invite students to choose topics of personal interest with which you can integrate your subject standards.
- Create a pre-assessment, interest survey, or idea contributor before you start the unit in order to know their background knowledge, their passions within the unit’s topic, questions that intrigue them, and ideas that would make the unit more relevant and fun.
- Prime their brain before units or lessons begin so that when you activate prior knowledge at the beginning of your lesson, all students will have something to activate. Activating prior knowledge also sends the message of respecting what they know and what they want to learn. It allows the teachers to personalize the learning.
- Invite students to choose a favored technology to investigate and express their learning as long as it allows for clear representation of evidence of the standard.
- Ask students to moderate online discussions, curate Google docs and similar artifacts.

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- Teach descriptive feedback techniques that they can use for themselves and with one another. Ask students, for example, to write a letter to you describing where their effort on a particular assignment matches the exemplar provided and where it differs. Place a dot at the end of a line of student's writing or next to a mistake in a math problem (or use a simple highlighting swipe), to indicate a mistake is present, but don't identify what the issue is. Ask students to identify and correct the mistake(s) made. You can also ask students to create item analysis charts they can use to reflect on their test performance, they can respond to the three basic questions of feedback: What is my learning target? Where am I now (or, what progress have I made so far?), and what do I need to do now to achieve my goal?
- Ask students for proposals for the products they will create to demonstrate their mastery of a topic and accept those alternative products as long as they demonstrate the required evidence of learning.
- Let students decide which method, i.e. choose their own assignment, they will use to practice the newly learned content between now and the next class meeting.
- Help students build and maintain portfolios (e-portfolios) of their work over time, including reflections on each piece.

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- As you include access to knowledge and sense-making in your lessons, ensure processing knowledge and meaning-making as well. It's not just about memorizing the five protections under the First Amendment; it's knowing our rights and our responsibilities when we're stopped by a police officer for a traffic violation.
- Invite students to research a question of interest directly or tangentially related to the subject of your course right now. Let students co-teach, or actually teach, the full lesson or a sub-section such as vocabulary terms. to classmates (with your facilitation, of course).
- Let them help design the criteria for success (the qualities of the formative that ensure mastery of the Learning Target) for a project or learning task.
- Build a cause meaningful to students into the curriculum – something for which they'd like to advocate in their own lives or communities.

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- Provide an audience for student demonstrations of learning other than you or students' parents. Younger students make a great audience for older student's efforts, as do community organizations, publishing/displaying students' creative content, and recorded performances.
- Let students choose a contemporary novel for your novel studies or as a companion text to the assigned reading
- Give students two sticky notes before the lesson begins and invite them to write two questions that pop into their minds during the lesson (this activity can be done before, during and/or after the learning). Depending on student age, sort the questions into broader categories and design a plan to answer these valuable questions.
- Ask students to connect with a professional in the field in the subject area of your course and explore how course content is applied.
- Co-create Likert Scales to see where students are with the learning tasks.
- Let students start out processing information or demonstrating learning one way and have the option to go a different direction if they get a better idea while working.

145

- Implement and maintain a robust exploratory program, inviting students to try new and different topics of interest over the year to get a sense of them and discover previously unrecognized interests and talents.
- Invite students to generate metaphors for the science, math, writing, engineering, art, music, health, government, legal, media, or philosophical concept you're teaching and one of their favorite sports, hobbies, or passions. Alternatively, ask students to portray abstract ideas via physically constructed models.
- Ask students to add their own voice to projects and assignments: If we left their name off the project, would we know it was them that created it?
- Teach students empowerment tools and encourage their application in their studies. For example, teach students about debate, deductive/inductive reasoning, and logical fallacies, then ask them to conduct debates and write argumentative papers incorporating those tools. Teach them how to paraphrase others' work, memorize text/information, how to capture gist (summarize) cogently, and how to think divergently and analytically use Webb's Depth of Knowledge, Frank Williams Taxonomy of Creative Thinking, David Hyerle's Thinking Maps, and Sketch-noting. Summarization in any Subject, 2nd Edition (ASCD 2019) by Rick Wormeli and Dedra Stafford is a great place to start .

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The goal is to build capacity to identify and align actions with principles, not simply declare the principles sacrosanct and require teachers' fealty to each one.

It's multi-faceted: Systemically and one individual at a time.

147

Something to Reconcile:

As leaders, we all have our own philosophy/pedagogy that we believe. To what degree will we allow our teachers to hold beliefs and conduct practices different from our own?

Add to our Thinking:

Effective cultural shift in schools happens best when principals, assistant principals, team leaders, and department chairs are knowledgeable in the practices they are asking teachers to implement.

148

Suggestions for to Help Teachers Focus on Principles:

- Attach agreed upon principles to be demonstrated in evaluation observations and goal-setting.
- Ask parents to look for evidence of the principles in their child's experience in the school.
- Visit one or more principles openly in each faculty meeting.
- Ask teachers to explain what they do and why they do it in informal and formal ways, describing what informs their professional, instructional, and assessment decisions.
- Model the principles as building leaders.

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- Ask teachers to take charge of their own professional development, augmented by what the administration provides. Find ways to facilitate such.
- Invite teachers to become reflective practitioners by becoming Nationally Board Certified (www.nbpts.org), join Critical Friends networks, establishing professional learning communities, or becoming a lab school for a local university.
- Get teachers up to speed on cognitive science, differentiation, student self-efficacy, and social-emotional learning.
- Train every teacher in instructional, cognitive, or reflective coaching.

150

“[P]eople will accept and retain new and unfamiliar practices when they perceive that those practices increase their competence and effectiveness. And they will likely abandon new practices in the absence of any evidence of their positive effects. This is especially true of teachers, whose primary psychological rewards come from feeling certain about their capacity to affect student growth and development (Guskey, 1989, Huberman, 1992).”

– *Get Set, Go!*, 2020, p. 73

151

Ask teachers what a respected colleague or leader would do.

152

Identify individuals in your life who serve as professional “touchstones” for you.

Paulo Freire

John Goodlad

Regie Routman

Parker Palmer

Margaret Wheatley

Roland Barth

Pedro Noguera

Marcia Tate

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**Scenarios/
Hypotheticals**

154

A

Two students struggle with graphing the intersection of two inequalities, so the teacher asks them to graph only one instead.

A student gets 100% on a pre-test, so the teacher asks the student to do a personal research topic related to the general subject of the unit for the duration of their studies.

155

B

All students in Mr. Brown's class keep journals in math. The type of journal matches each student's strengths and interests. For example, one journal is for the students whose verbal skills are stronger than their math skills. Students keep a list of math terms learned in class and then use the terms in sentences. Another journal is for students have good visual-spatial skills. These students draw pictures to remind them of math vocabulary.

156

C

Upon receiving his paper and reading the poor grade recorded at the top, a student looks the teacher in the eye and says loud enough for the class to hear: "You bitch!"

The teacher raises or lowers what she expects of students regarding the grade level curriculum based on their developmental level, and she adjusts her assignments for them accordingly.

157

D

In the same 30 minutes, advanced students get 25 math problems while struggling students are assigned only five.

A student who seems to mix up decimal places and place values in his math problems is asked to do his work on graph paper, even on tests, thereby keeping his numbers clearly within their columns.

158

E

The student didn't use his time wisely on this week's project. As a result, he submits a very poor version of what he can normally achieve, and it receives a low grade. The teacher lets the student re-do the project over the next few days, however, and he does it well. The teacher then attributes full credit to the student for having mastered the relevant standards.

The teacher gives students a list of 50 methods to represent their learning for the final project and asks them to choose any two of them to complete.

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F

Six students are identified as gifted/advanced in a particular subject, so the teacher spreads them throughout her student work groups so they can help those who struggle. She reasons that they will help the low performers, and they'll learn the material better themselves for having taught it to others.

In preparation for a class discussion of how reptiles and amphibians regulate internal body temperature, the science teacher asks a student known for his interest in auto mechanics to explain how most car engines regulate internal temperature. Other students are asked to explain how we regulate the temperature of our homes and buildings as well as our own bodies.

160

G

Eleven students do not do the assignment from last night. Consequently, they are not prepared to move on with the class in today's task.

There are only enough microscopes for every three students. One student in each group uses the microscope to bring items into focus, another draws what the group sees through the eyepiece, then all three students answer the comprehension questions.

161

Suggested first steps in the principled journey ahead....

162

- Identify at least five ways to help teachers summon the professional courage/fortitude to do what's right, not what's easy. What changes in your leadership can you make in order for facilitate this conviction among faculty and colleagues?
- What education belief or principle do you judge so important, it's worth the pushback or outright scorn from others if or when you implement it? State the principle, why it's so important, and your responses to those who would push back on it.
- List at least five elements (or ways of thinking) in your school's educational approach that should be "let go" in the service of more effective and ethical elements. Now identify two individuals with whom you will share these elements and elicit their input on first steps of doing so.

163

- Identify a teaching situation that concerns you or challenges your colleagues. Describe it thoroughly. Now identify the principles of learning and professionalism at play in the situation. Finally, record the opening lines you will use to open the topic with those involved in the situation as you help them resolve the issue.
- Go back to the *Instead-of's* slide. Create new instead-of statements similar to these, but for five situations or unhelpful mindsets completely different from those presented here.

164

- Review the section on re-framing our thinking. Choose one of the re-framing examples and elaborate on exactly what it would mean for you in terms of policies and practices, if you embraced the new frame.
- Identify at least three of your unrecognized biases, leanings, preferences, or slanted “-ism’s” (racism, classism, sexism, ageism, conservatism, liberalism, etc), and get honest: How does it filter how you see teaching, learning, students, colleagues, new ideas, or the role of education? Does it diminish anyone or anything, and does it elevate anyone or anything? Does it shape what you consider to be “normal,” and thereby, exclude what others find normal? How could you open what you perceive as normal here? As you feel comfortable, identify a respected colleague with whom to share your thinking.

165

- In whatever medium you prefer, prove you are a principled educator whose actions align with his/her/their beliefs. If you discover you are not as principled as you believed, identify at least three steps you can take to become more principled.
- Choose three of the principles presented here or three principles you thought of while watching this presentation. For each one, identify five expressions of the principle in real classroom or professional practices, if actions aligned with these beliefs (‘had integrity).

166

- Identify at least two principles with which you feel particularly challenged (You are not convinced they are true). Note that all that are presented here are generally accepted as reasonable and true in our profession. Now list multiple steps you can take to dive deeply into each of these troublesome principles and identify a respected colleague with whom you can discuss these principles and your investigative options.
- Add two new principles to which you adhere to each of the three categories of principles above: professionalism, learning, and assessment/grading.
- In whatever medium best suits you, explain how being principled improves teacher/leader effectiveness and student learning?

167

- Take several quiet moments and record your response: *For whom (student or colleague) do you stand, and why? [Be detailed here]*
- As a leader, what steps have you taken to create moral imperative in yourself and to assist others in the same endeavor? If you haven't, identify at least five ways you can do this.
- Write a letter of no more than two pages for potential new hires that describes your faculty's guiding principles and professional expectations (In short, 'your culture'). These should be friendly descriptions of your operating tenets, mindful, too, that those who do not ascribe to the same tenets would be frustrated working in your school, so you're trying to be very clear here.

168

- Make a list of a dozen ways teachers can check to see if a new practice they're implementing is improving learning over what was achieved with their former approach (or lack thereof). Share the list with two teachers and invite them to revise it as they find helpful.
- Define what it means to be developmentally appropriate in instruction and assessment. Then choose the grade level you teach or one within the building and create a list of specific, developmentally appropriate practices and policies that meet the needs of students in that grade level or class.
- Prepare and post a list of ways teachers can find time in their busy days to work with students when the regular classroom time is insufficient, and another list of ways teachers can find time (be more efficient) in preparing lessons and obtaining PD.

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- Identify at least four practices you want teachers to be doing with their students that you can do with them professionally so they can feel the positives from being on the receiving end of those practices. Then actually do those practices with a sub-group of teachers for a period of two weeks, noting teacher response and amount of use of the same ideas with their students.
- Make a case for teachers to be up to speed on cognitive science (how the mind learns). Include specific examples in instructional design where such expertise could be expressed clearly, as well as five actions teachers can take to remain attentive to this element in their teaching.
- Make an argument for education as a moral enterprise. Share your argument with a respected colleague and invite its critique.

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- Identify one of your “touchstones” in education: someone with whom you’ve worked, an author/presenter, a district leader, a family member. This should be someone you reference when making difficult decisions: *“What would [X] say about this?”* Then describe why they are such a professional touchstone for you. Once done, identify the merits of doing this reflection and whether or not it would be valuable to your faculty.
- Identify 3 to 4 colleagues willing to try the new building or department initiative, and brainstorm at least eight different ways to support their efforts as well as two ways to share their results.

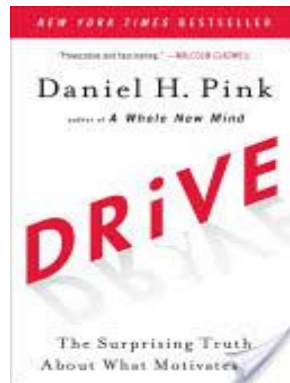
171

- Pull four or five videos of teachers teaching from Youtube, Schooltube, Teachertube, Teacherchannel, Khan Academy, the “Teach Like a Champion” recordings, or from a similar resource. Then, in small groups of faculty or the department and in light of the building’s emphasis for this year, critique the teaching, assessment, and any other related factor as you all watch: Ask teachers to note what worked and what didn’t, what represented the building’s focus, and how they might improve the lesson for the next time it’s taught. Analyzing and discussing others’ teaching, especially those not on the faculty, is a safe way to reflect on our own choices.

172

Three elements in intrinsic motivation:

- Autonomy -- the ability to choose what and how tasks are completed
- Mastery -- the process of becoming adept at an activity
- Purpose -- the desire to improve the world.



-- Daniel H. Pink, *Drive: The Surprising Truth about What Motivates Us*, 2009

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