

# Administrative and Teacher Leadership: Modeling 21<sup>st</sup> Century Learning

**Workshop : Bring Your Own Laptop (BYOL)**

Wednesday, 6/30/2010, 8:30am–11:30am

Colorado Convention Center Room 711

# Overview

Voicing Variables & Fist to Five

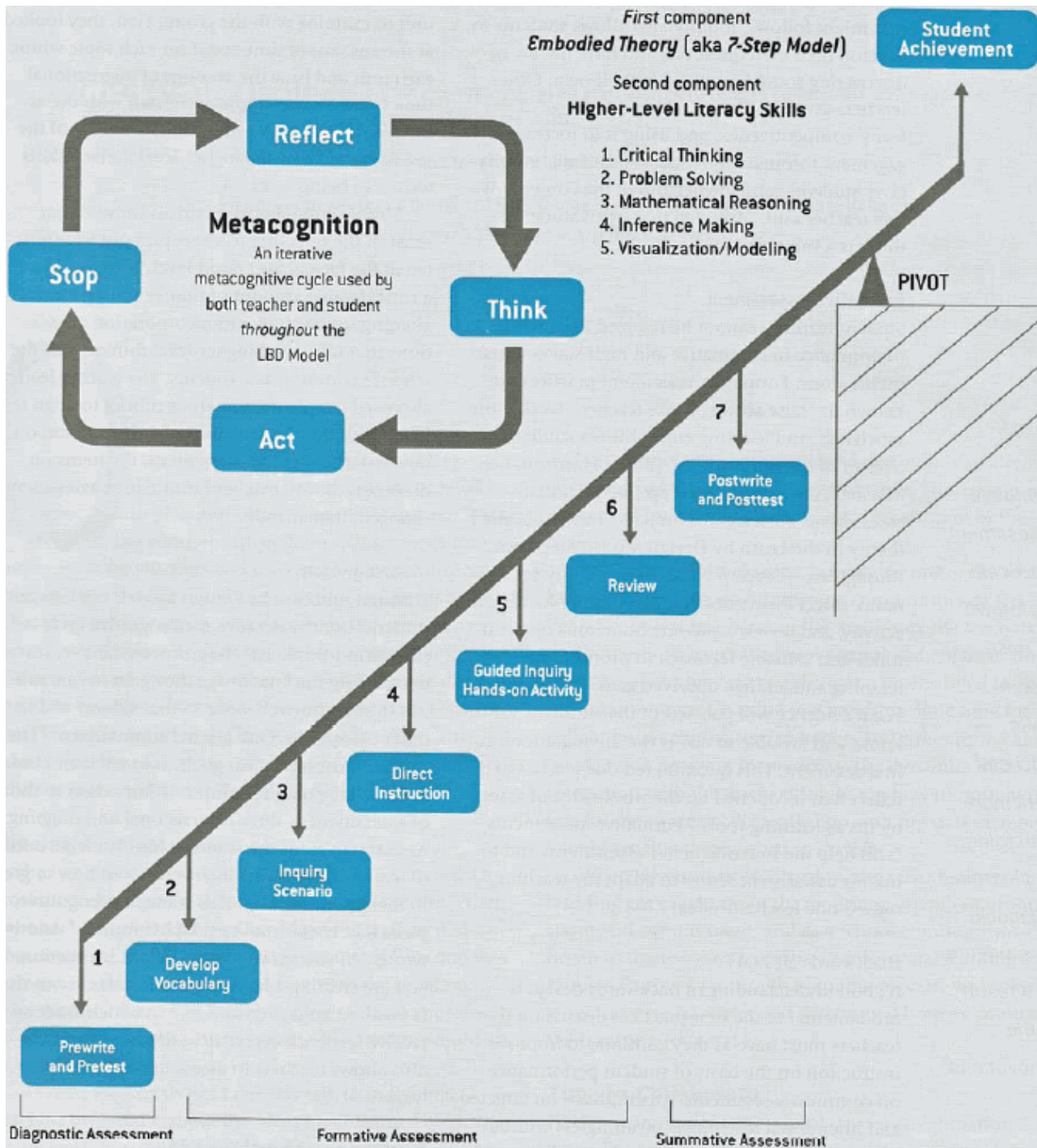
Graphic Organizer for the Day

**Executive Summary** of D21L (~30 minutes)

**Lessons** from the Field (~30 minutes)

**Experiencing** 21<sup>st</sup> Century Learning (~90 minutes)

**Wrap up** & Next Steps (~30 minutes)



Graphic Organizer for this Workshop

NETS-S (2007)	NETS-T (2008)	NETS-A (From 2009 Draft)
<p><b>Standard 1a.</b> Students apply existing knowledge to generate new ideas, products, or processes.</p>	<p><b>Standard 1a.</b> Teachers promote, support, and model creative and innovative thinking and inventiveness.</p>	<p><b>Standard 2c.</b> Educational Administrators provide for <b>learner-centered environments</b> equipped with technology and learning resources to meet the individual, diverse needs of all learners.</p>
<p><b>Standard 1c.</b> Students use models and simulations to explore complex systems and issues.</p>	<p><b>Standard 3c.</b> Teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.</p>	<p><b>Standard 2a.</b> Educational Administrators ensure instructional innovation focused on continuous improvement of <b>digital-age learning</b>.</p>
<p><b>Standard 2a.</b> Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p>	<p><b>Standard 3b.</b> Teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.</p>	<p><b>Standard 2e.</b> Educational Administrators promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and <b>digital-age collaboration</b>.</p>
<p><b>Standard 3d.</b> Students process data and report results.</p>	<p><b>Standard 2d.</b> Teachers provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.</p>	<p><b>Standard 4a.</b> Educational Administrators collaborate to establish metrics, <b>collect and analyze data</b>, interpret results, and share findings to improve staff performance and student learning.</p>
<p><b>Standard 6d.</b> Students transfer current knowledge to learning of new technologies.</p>	<p><b>Standard 3a.</b> Teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.</p>	<p><b>Standard 2b.</b> Educational Administrators model and promote the frequent and effective use of <b>technology for learning</b>.</p>

# Check In

	Beginning	Developing	Proficient	Transformative	N/A
<a href="#">NETS·T Standard 1a</a> . Teachers promote, support, and model creative and innovative thinking and inventiveness.					
<a href="#">NETS·T Standard 3c</a> . Teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.					
<a href="#">NETS·T Standard 3b</a> . Teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.					
<a href="#">NETS·T Standard 2d</a> . Teachers provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.					
<a href="#">NETS·T Standard 3a</a> . Teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.					

# Gallery Walk on 9/24/2009

To review what the Administrator Leaders learned during their Session 1 Training on Sept.24<sup>th</sup>, participants constructed concept maps in three groups to summarize the key ideas that they learned that day.

Their concept maps follow . . .





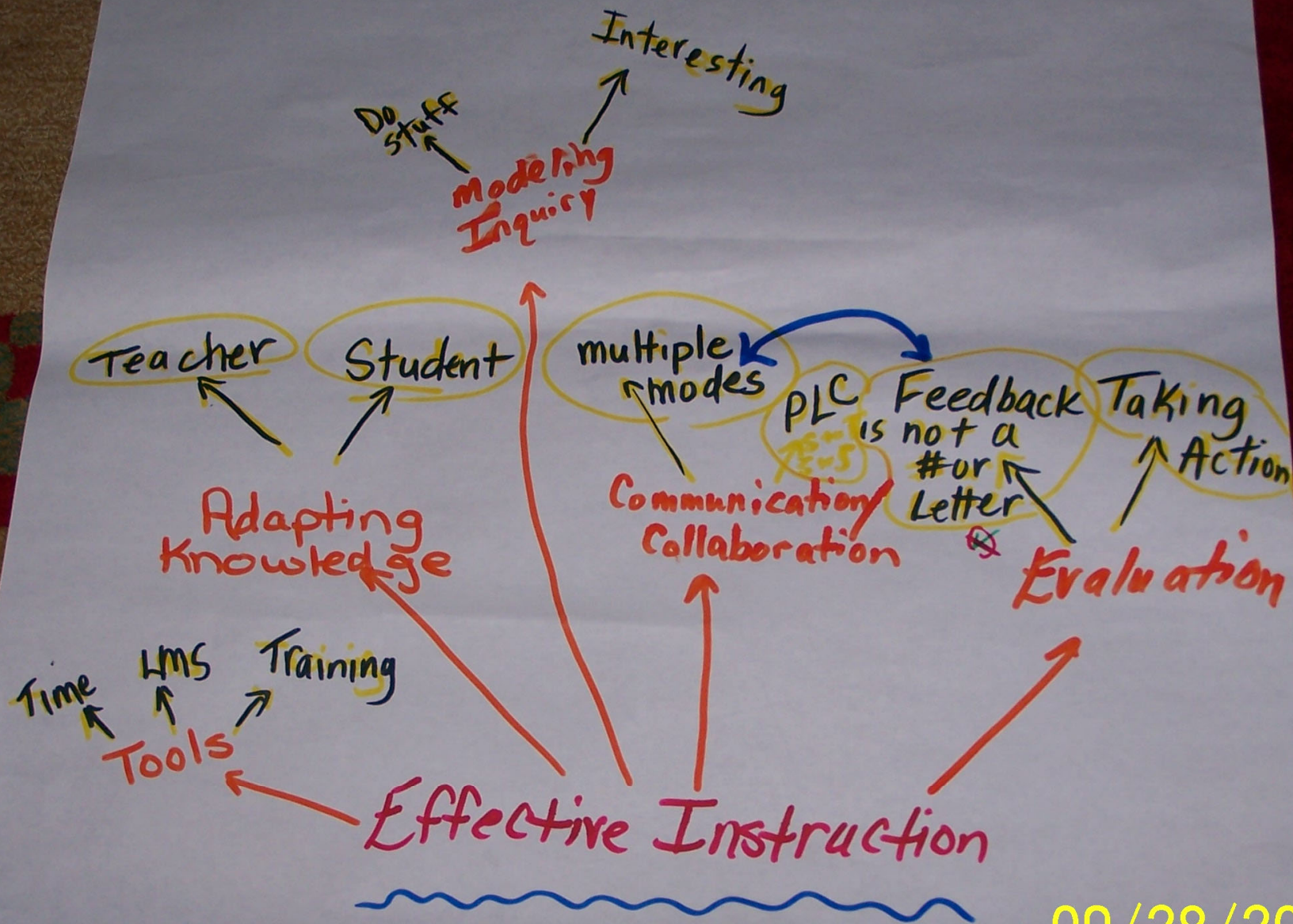
09/28/2009





09/28/2009





09/28/2009

# Our First Transition

1. What is the most important idea you will remember about the “Executive Summary”?
2. Reflect on an important connection you established with this part of the Workshop Presentation?

# RE-9 Lessons

- School fusion web pages
- Use of data system to analyze and track growth
- Vocabulary instruction



# Implementation

- Support must be given to staff during this stage
- Time was spent with principal and teaching staff to lay out plans
- Without time, implementation checks, and support from administration the project would not be successful

# School fusion

- New district website using School Fusion
- Every teacher has their own class sites
- Project teachers posted video, homework, blogs for students
- [http://physical-science-8-1.weldre9.schoolfusion.us/modules/groups/integrated\\_home.phtml?gid=1424374&sessionid=bdf5efd183025bf9bfd5746c0636653e](http://physical-science-8-1.weldre9.schoolfusion.us/modules/groups/integrated_home.phtml?gid=1424374&sessionid=bdf5efd183025bf9bfd5746c0636653e)

# Staff Dashboard

- Password protected page in School Fusion for staff
- Videos/podcasts
- [Data](#)
- [Staff Handbook](#)
- [General Operating Forms](#)
- [Gifted and Talented](#)
- [Literacy](#)
- [Response to Intervention \(RTI\)](#)
- [Rigor, Relevance, and Relationships](#)
- [Technology Integration](#)
- [Technology Tutorials](#)
- [Tip of the Week](#)
- [Tucker Sign](#)



# Re-9 Pre-Assessment

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
In the current practice at our school/district, we use data to advocate for “equity and excellence” with our parents					
In the current practice at our school/district, we use data to advocate for “equity and excellence” with our teachers					
In the current practice at our school/district, we use data to advocate for “equity and excellence” with our students					

# Data Integration

- Data needs to be a constant part of the conversation
- Use of this system allowed the administration team to make predictions on effective staff and use the data as one piece of the big picture
- Walkthroughs were follow-ups with initial collaboration with staff

# Data Integration

- Data sources:
  - CSAP
  - DORA
  - DOMA
  - DIBELS
  - Formative classroom assessments



- Data needs to be accessible to staff at all times
- Our district has streamlined data sources for staff so they don't have multiple places to access
  - Infinite campus
    - Assessment Data
    - Instructional Profile (progress monitoring information)
  - Web page – staff dashboard
  - Let's Go Learn website
    - This will have an RTI component this fall

# Vocabulary Instruction

- Based on the data we analyzed, MS vocabulary was a priority need
- 3 Teachers received instruction from Director of Curriculum on hands-on vocabulary instruction
- Provided direct vocabulary instruction on content vocabulary (level 3, Marzano) multiple times during the second semester of the school year

# Re-7 Pre-Assessment 1

Gretchen and her colleagues wanted students to present their biographies to the class and their parents for an end-of-year show. An ideal solution, to train students for this presentation would be:

- a) MaxShow
- b) GarageBand
- c) Final Cut Studio
- d) Windows Presentation Foundation



# Re-7 Pre-Assessment 2

“Labs are for testing now. Technology needs to be taught in the classrooms.” What do you think?

- a) Strongly Agree
- b) Agree
- c) Disagree
- d) Strongly Disagree
- e) Don't Know

# Re-7 Lessons



# Moodle

- Test
- Quiz
- Survey
- Assignment Activities
- Forums

# Our Second Transition

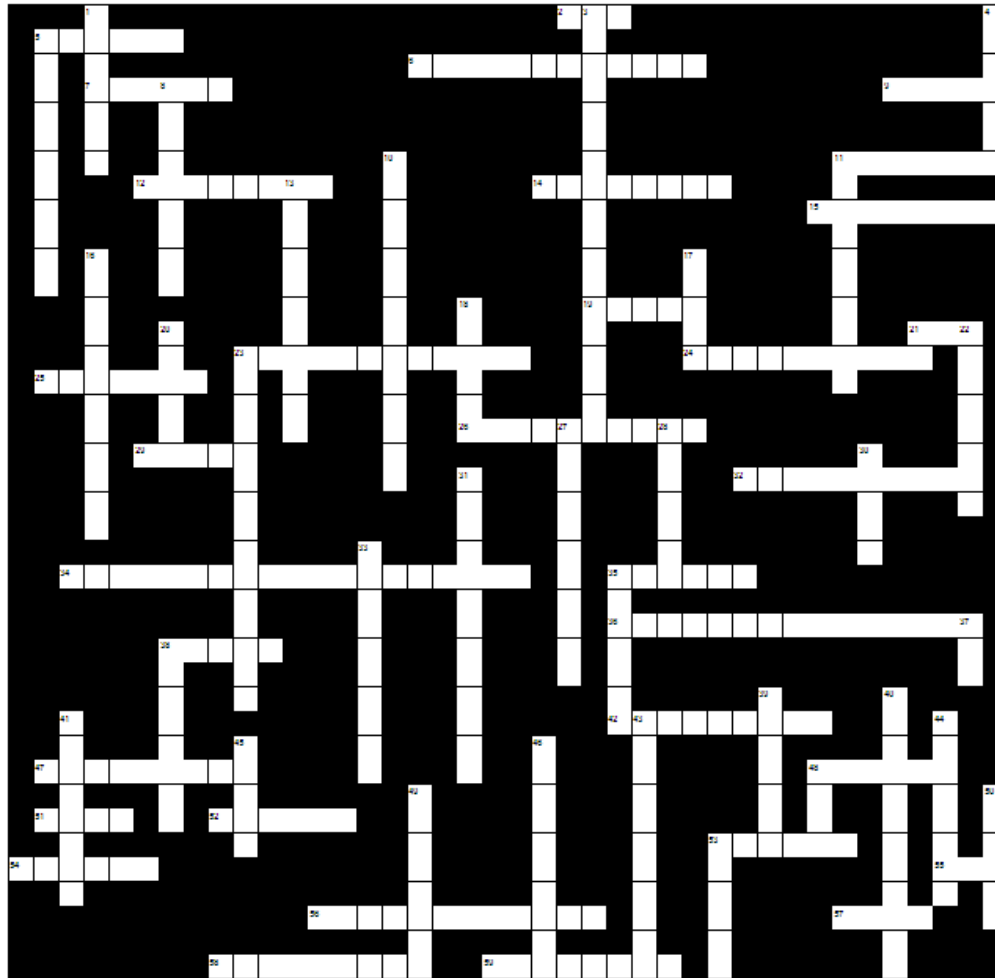
1. What is the most important idea you will remember about the “Lessons from the Field”?
2. Reflect on an important connection you established with this part of the Workshop Presentation?



# Vocabulary Activity

## Crossword

Complete the crossword, then click on "Check" to check your answer. If you are stuck, you can click on "Hint" to get a free letter. Click on a number in the grid to see the clue or clues for that number.



Check

# Video – Inquiry Scenario

[21st Century Learning](#)

# How We Get 21C Learning

Do you agree or disagree with the content in this video?

Yes


No

What evidence can you provide to support your claim?

Provide adequate reasoning to explain your evidence.

Share one idea with a colleague using the THINK – PAIR – SHARE strategy.

# Workshop Resources – Edu 2.0



Fri Jun 18, 9:35 am

Classes


- Administrator and Teacher Leadership: Modeling 21st-Century Learning

Home Teach Learn Family School Library Community

## Administrator and Teacher Leadership: Modeling 21st-Century Learning

overview lessons resources teachers students calendar collaboration assessment feeds sessions admin

### Overview



This hands-on and highly interactive workshop will leave you with extensive resources and leading-edge ideas that enhance your instructional and administrative leadership skills.

The purpose of this half-day workshop is to share the key findings, lessons learned, and recommendations from three case studies based on a one-year implementation study focused on developing a sustainable community of 21st century learners. Participants will experience how a team of administrators and teachers who are intentional and reflective, collaborated in this project to enhance teaching and learning by leveraging technologies to increase student achievement. As the upshot of our collective story and experience, participants will leave with extensive resources and practical ideas on how to develop and implement their own rigorous and relevant action plan that would increase student learning and achievement at their schools/districts by building on the work of their workshop leaders.

Subject: Education | Grades: K to HigherEd

# Guided Inquiry Hands-On Investigation

Put a partially filled plastic container of water on a scale. Before you gently insert your finger into the water, predict if the scale reading

- a. increase
- b. decrease
- c. stay the same

Explain your prediction.

.....  
.....  
.....  
.....

Now carry out the experiment. What do you notice?

.....  
.....

Was your observation consistent with your prediction? Explain.

.....  
.....  
.....



# Guided Inquiry Hands-on Activity

Predict, Experiment, Observe, Explain

Do the index fingers in your right and left hands have the same volume?

Yes

No

# Guided Inquiry Hands-on Activity

Can you prove your observation with a balance?

Yes

No

FREE [Diagnoser](#) Resources

# LMS - Affordances

Examine fig. 2 (p. 41), which summarizes the pretest-post-test results on “Beams, Materials, and Forces.”

What patterns, surprises, and questions “jump” out at you? What inferences can you draw from these results?

I believe the data suggests

..... because  
.....

Identify which group learned the most. Justify your reasoning.

# Program & Instructional Effectiveness

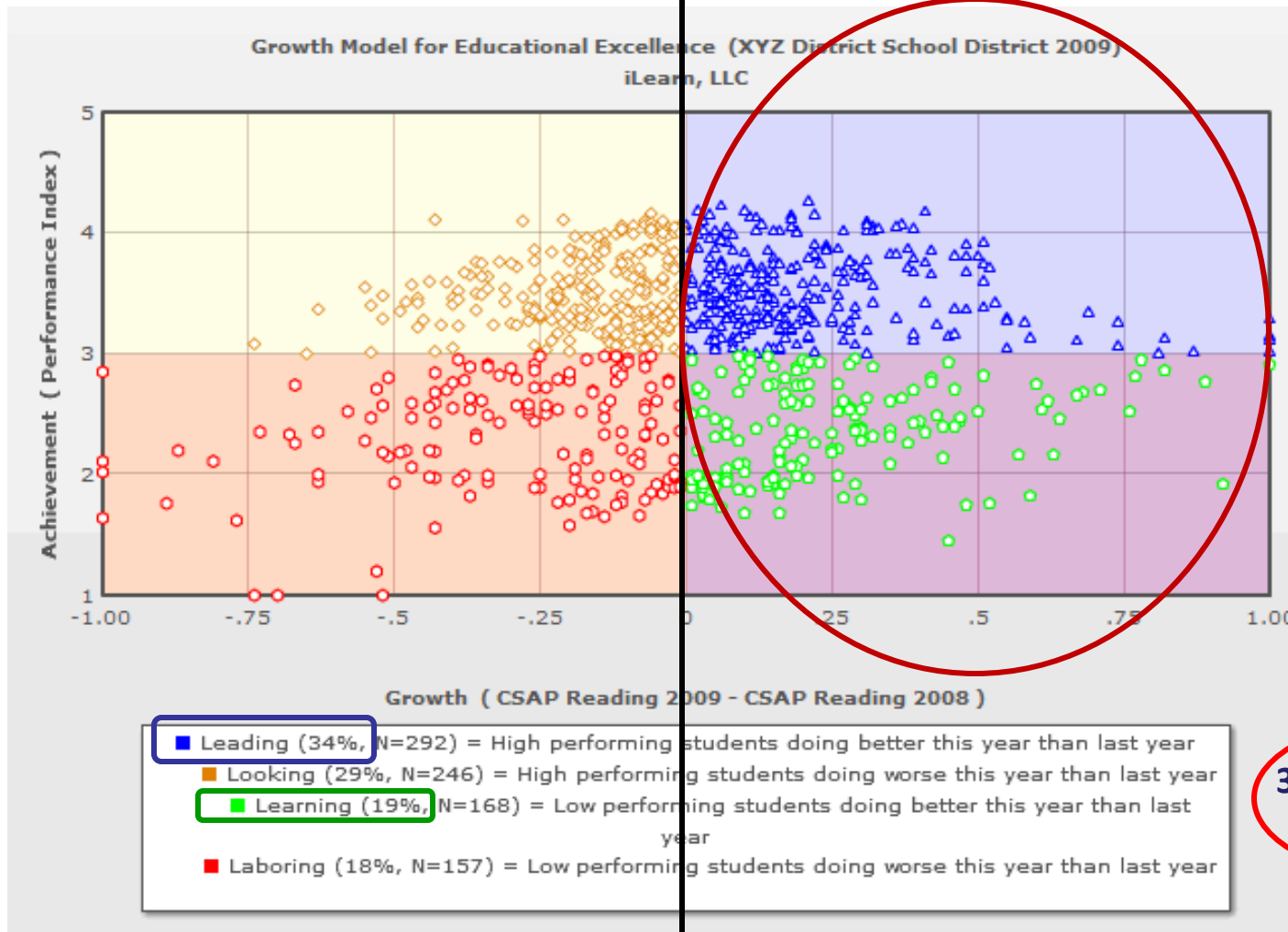
Program and Instructional Effectiveness are evaluated at my school/district?

Yes

No

What are you already doing well in your classroom/school/district?

# Quadrant Model – Visualizing Data



Advanced

Proficient

Basic

Below Basic

**34% + 19% = 53%**  
**≥ year's growth**

Students LOSING GROUND in one year

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# Benefits/Advantages

If we had information with the quadrant model, we can evaluate . . .

Program Effectiveness

Yes

No



# Benefits/Advantages

If we had information with the quadrant model, we can evaluate . . .

Instructional Effectiveness

Yes

No

# Strength Charts – Mining Data

Norm-Referenced

Content Standards

PLC Quadrant, Growth Percentile, and CSAP 2009 Results													
Student	DistrictStudentID	Quadrant	Student Growth Percentile	Overall	Reading Comprehension	Thinking Skills	Use of Literary Information	Literature	Fiction	Fiction and Poetry	Nonfiction	Vocabulary	Poetry
Ackerman, Desiree	536166		39.00	2.43	2.58	2.09	2.81	2.28	2.17		1.00	3.01	2.68
Acosta, Xala	520287	Leading	66.00	3.11	3.11	2.95	2.72	3.57		3.30	2.81	3.28	
Aldaz-Cobarrubia, Whitley	507803	Learning	36.00	2.70	2.81	2.70	2.38	2.91	2.64		3.61	3.00	2.11
Alonzo, Colton	421041	Leading	22.00	3.43	3.88	3.11	3.32	3.30		3.21	3.67	4.07	
Alvarado, Jerry	520017			3.14	3.24	3.21	2.49	3.20		3.15	2.88	4.99	
Alvarado, Lauren	474756	Looking	55.00	3.28	3.30	3.18	3.20	3.49	3.56		2.15	3.42	3.20
Alvarez, Alexander	334914	Looking	12.00	3.22	3.36	3.25	3.13	3.05		3.09	3.35	2.68	
Amos, Cesar	490761	Learning	79.00	1.70	1.74	1.62	1.00	1.88	1.67		1.00	1.85	1.81
Andersen, Omar	431775	Learning	85.00	2.26	1.97	2.34	2.51	2.53	2.43		1.00	1.94	2.85
Anderson, Fely	360815	Looking	12.00	3.45	3.36	3.31	3.83	3.49		3.54	3.39	2.86	
Anderson, Jorge	396048	Learning	24.00	1.24	1.00	1.65	1.00	1.00	1.40		2.34	1.00	1.00
Arellano, Juan	479055	Leading	59.00	3.00	2.75	3.07	3.03	3.15	3.22		3.02	1.97	3.41
Arritola Rios, Austin	384360	Leading	71.00	3.40	3.41	3.60	2.86	3.85		3.54	3.70	3.10	
Arrona de Jesus, Diana	441033	Learning	61.00	1.98	2.34	1.93	2.16	1.87		2.10	1.92	1.93	
Ashing, Elias	515418	Leading	77.00	4.06	4.09	4.12	3.83	4.11		4.22	3.91	4.99	
Astorga, Kelly	409773		15.00	3.30	3.11	3.22	3.58	3.57	3.51		2.60	3.17	3.39
Avitia, Gabriel	397806	Learning	70.00	2.68	2.60	2.65	3.31	2.00		2.63	2.39	2.16	
Babuska, Brandon	377691	Learning	24.00	2.02	1.99	1.90	3.14	1.95		1.78	2.11	2.21	
Baena, Elias	322134	Learning	7.00	2.95	3.00	2.79	3.39	2.61		2.96	2.40	3.18	
Baldwin, Abbigail	428571	Looking	64.00	3.86	3.78	4.08	3.75	3.82	4.05		4.00	3.54	4.07

Value-Added

Criterion-Referenced

Sub-content Areas

# Additional Benefits/Advantages

If we had information with the “Strength Charts,” we can . . .

Advocate for equity and excellence with parents

Yes

No

# Additional Benefits/Advantages

If we had information with the “Strength Charts,” we can . . .

Advocate for equity and excellence with teachers

Yes

No

# Additional Benefits/Advantages

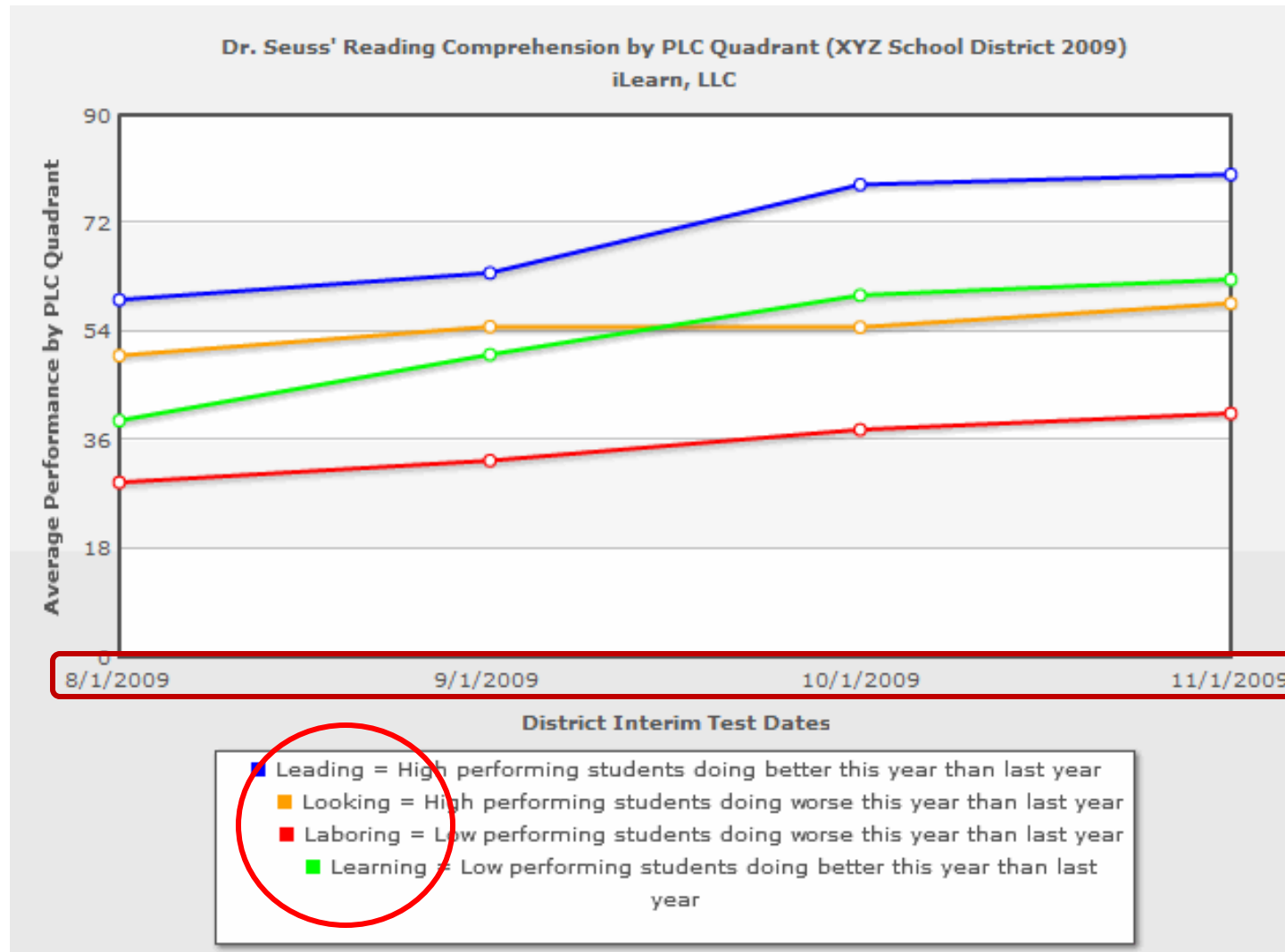
If we had information with the “Strength Charts,” we can . . .

Advocate for equity and excellence with students

Yes

No

# Evidence of Learning – Aggregating Data



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# Our Third Transition

1. What is the most important idea you will remember about “Experiencing 21st Century Learning”?
2. Reflect on an important connection you established in this part of the Workshop Presentation?

# School/District Planning & Articulation

## Next Steps

Provide an operational definition (if possible) of the current state on 21st century learners at the school/district.

.....

.....

Provide an operational definition (if possible) of the desired state of 21st century learners at the school/district.

.....

.....

What might be a strategy moving forward to get my school/district from the current state to the desired state?

.....

.....

# Revisit Check In

	Beginning	Developing	Proficient	Transformative	N/A
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# Our Final Wrap Up

1. What was something you especially valued in this workshop?
2. Reflect on insight(s) that will you carry away and act upon after attending this Workshop Presentation?

# Evaluation

Did you learn something that you can use from this presentation that you did not know before?

Yes

No

# Feedback

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
The trainers were prepared and organized					
I was actively engaged and involved during the workshop					
The activities and strategies were appropriate and helped me understand, practice, and remember the training material					
The trainers were knowledgeable					
The trainers were respectful of other people's ideas					
I now understand the content (topic, subject matter, policy, etc.) presented better					
I will share this content with my colleagues					



# Thanks

Thanks to Qwizdom for providing us with a quick summary of participant feedback throughout our workshop,

and

**Thank You, Workshop Participants**, for giving us the opportunity to learn with you.

# Feedback on Workshop

31 participants attended this Workshop. Here are some comments from the Evaluations.

- Great workshop. Great discussion. Appreciated how Nathan and our other presenters allowed an organic delivery to address peoples questions. Really appreciate and thank you for the amazingly good resources you have shared with us as well. A very valuable workshop! Thank you very much. With gratitude! Yen
- This was the best workshop I attended. It was only one of two where the presenter modeled the skills we are asking teachers to teach: collaboration and interaction.

This Workshop was Recommended by ISTE's SIGAdmin. 100 percent of the participants who completed the evaluations agreed the presenter was knowledgeable, organized and well-prepared. Over 80 percent agreed they will use the skills taught, presenter was clear on concepts, modeled effective staff development, used effective visual aids/handouts, and would recommend presenter/workshop to colleague.