High School Teaching and Learning 2014-2015

Chappaqua Schools

November 19, 2014

Where we have been

- Untapped Potential, increasing student voice
- On-going examples of increasing student voice:

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Student Voice Updated

- Principal Advisory Committee(s)
  - Hiring
  - Technology usage
  - Kiosk / food environment
- Building Planning Team (BPT)
  - Cum Laude
  - Grade book usage
  - Website usage
  - Parking / Cafeteria
- Student Government
  - Greater responsibility: federal food changes, communication
  - Increased direction: speakers, rallies, and event organization

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Pivot on Student Voice

- Learning Walk: a small group visits multiple classes to observe practice and look for patterns
  - Focus on active learning environments, student talk, and feedback
  - Shared experience
  - Ability to see student task and teacher moves simultaneously
  - Shared understanding through discussion
  - Learning through accumulated juxtaposition

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Elements of Our Learning Walks

- Department Chair and Co-facilitator roles
- Protocol for collecting information
- Cognitive load lens
- Johnston Research and Collaboration
- District Vision of Active Learning Environments

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Protocol for Collecting Information

- What is the teacher doing?
- What are the students doing?
- What is / are the task(s) (use the degrees of knowledge / cognitive load wheel)?
- What connections and / or questions do I have?

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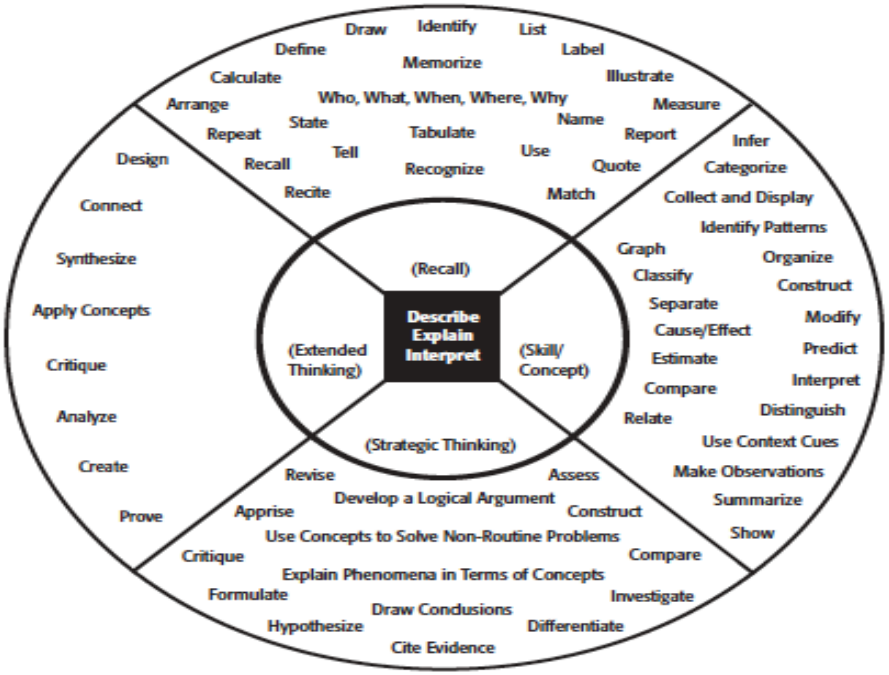
Cognitive Load Lens



Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

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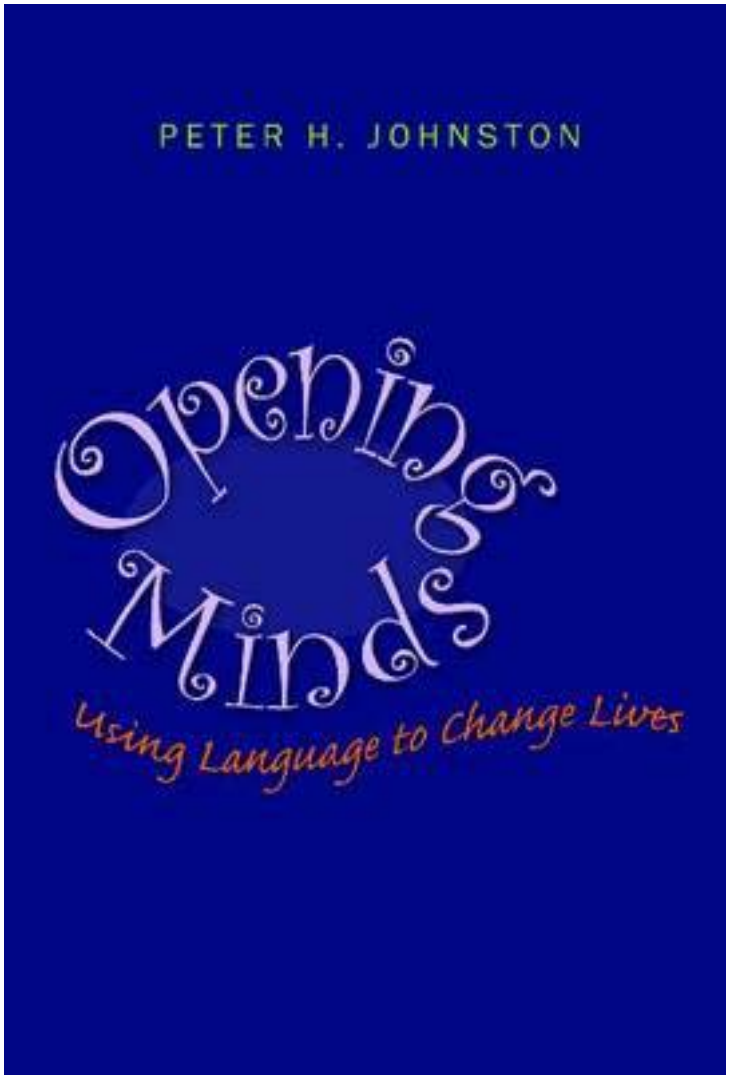
Johnston Research Study



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District Vision – Active Learning Environments

From Best Practice to Next Practice [1]
Let's Work Together

Board of Education Strategic Question

How can the District ensure that all students think deeply, support their thinking, apply problem-solving skills, and actively participate in their learning as they acquire content knowledge?

VISION: Active student learning
We want students engaged in experiences that involve meaningful inquiry, action, imagination, invention, interaction, hypothesizing, and personal reflection. [2]

How do we create learning environments in which learners are solving relevant, complex problems both individually and collaboratively by using varied approaches, are providing accurate feedback to each other, and are setting their own learning goals?

GOALS: Instruction that includes

- Regular feedback to students that allows for revision, produces learning, and relates to learning targets.
- Language that promotes students' sense of self and well-being.
- Small group instruction based on ongoing assessment.

VISION: Strong student collaboration
We want students to work cooperatively toward a common goal, exchange ideas, and rely on one another to create a product or arrive at a solution that could not be achieved by an individual.

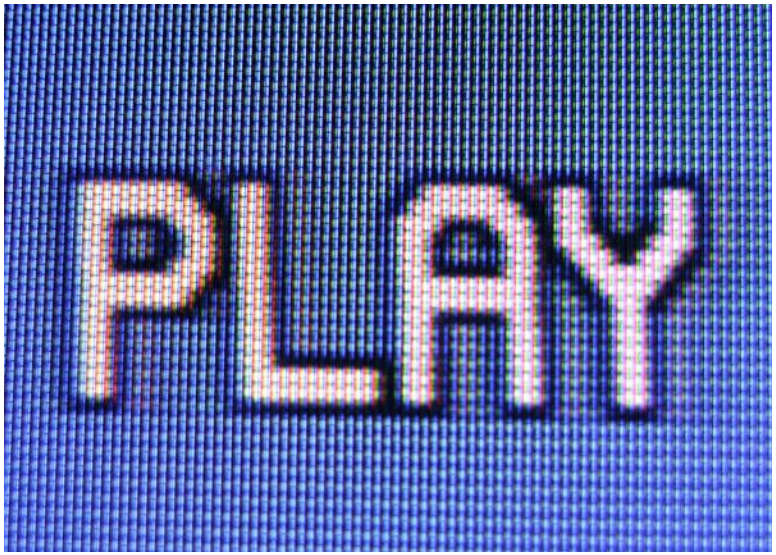
How do we create learning environments that ensure students learn meaningful collaboration skills, and have frequent, on-going, and varied opportunities to use those skills?

GOALS: Teaching students to

- Brainstorm
- Apply problem-solving processes
- Be creative
- Think divergently
- Show empathy
- Ask thoughtful questions
- Give and receive feedback

[1] Hargreaves and Fullan, *Professional Capital*, 2012 / [2] Cranton, Patricia, Penn State, 2012

Student Video



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Goals This Year

- Research instruction together
- Visit 12-20 classrooms per triad to gain depth
- Defining practice
- Collect information about :
  - What does instruction look like across the school?
  - What does instruction look like compared to the District Vision and Goals?
  - What does instruction look like across a department?

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Goals For Future Years

- Answering the three questions
- Linking findings to the District Vision of active learning environments
- Standards for practice(s)
- Training in the practice(s)

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