

Flip it ↻

BAD MEANING BAD
BAD MEANING GOOD

HOW CAN WE KEEP

ALL

STUDENTS ALIVE &
ENGAGED & EMPOWER
THEM AS CHANGE MAKERS?

**SCHOOL
HACKERS**

ONLINE SPACE
TO SHARE
SCHOOL HACKS

PREPARES STUDENTS
TO:
BE SUCCESSFUL IN COLLEGE
BE DESIRABLE EMPLOYEES
BE CHANGE AGENTS

PROJECT
BASED
LEARNING



HOW CAN YOU MAKE YOUR PROJECTS REALER?

- ☆ HOW CAN YOU ENGAGE WITH REAL WORLD PROFESSIONALS
- ☆ HOW CAN YOU GET STUDENTS TO DO REAL WORK WITH REAL TOOLS?
- ☆ HOW CAN YOU GET STUDENTS/PROJECTS OUT OF THE SCHOOL BUILDING?

WHAT DO YOUR
STUDENTS LOVE
TO DO/MAKE?

**KEEP
IT REAL**
AUTHENTICITY.

WHAT CHANGES
DO THEY WANT TO
SEE IN THE WORLD?

PRACTICE
BEFORE
LIFE

**GAIN
STAY**

WHAT DOES
PBL
STAND FOR?

PREPARE
BOLD
LEADERS

PLATFORM TO BUILD LEGACY - CREATING
CHANGE MAKERS

WE MUST FIND SPACE FOR STUDENTS TO THINK
& LEARN & TALK & CHANGE BIG ISSUES:

SYSTEMIC RACISM, ENVIRONMENT,
POLICE BRUTALITY

PREVENTING BORING LESSONS

TD1ED - ENGAGING TEACHERS IN IMPORTANT ?
SD1E - STUDENTS DESIGNING A NEW SCHOOL
2 NEW STUDENT-CENTERED HIGH SCHOOLS

Attributes of HIGH QUALITY Student Work

UNIVERSAL QUALITY RUBRIC IS UNATTAINABLE THIS DESCRIBES QUALITY WORK IN SHORT TERM TASKS & LONGER PROJECTS

designing DEEPER PROJECTS

WORKSHOP LEARNING TARGET: I can describe the why, the what & the how of deeper lessons.

READING PRIMARY SOURCES ABOUT SLAVERY

COMPLEXITY

higher-order thinking connects to the big concepts transfer of understanding multiple perspectives application of higher order literacy skills

EXTENDED PRAISE TIME GIVES KIDS A CHANCE TO THINK

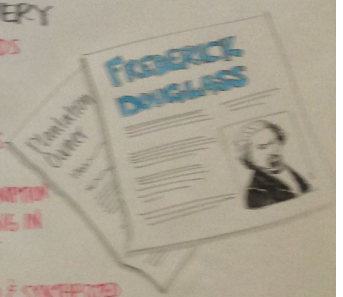


FORMATIVE ASSESSMENT

CONSISTENT STRUCTURE FOR INDEPENDENT WORK TIME

★ ALLOWED KIDS TO ACT AS REAL HISTORIANS

★ CHALLENGED STUDENTS' ASSUMPTION THAT EVERYTHING IN PRINT IS TRUE



★ CRITIQUE & SYNTHESIZED THE PERSPECTIVES - JOINED FOR 5THS

★ PRODUCTIVE STRUGGLE - LEARNING BY GRAPPLING WITH CHALLENGING MATERIAL

CRAFTSMANSHIP

accuracy, detail & beauty beautiful work in conception & execution

RESPOND & MODIFY LESSONS TO FEEDBACK

PROBLEM-BASED TASK for KINDERGARTEN:

HOW CAN WE TEACH THE PRESCHOOLERS WHAT LESS IS?

ALLOWS THE TEACHER TO WORK WITH SMALL GROUPS

AUTHENTICITY

demonstrates original thinking of the students uses real world problems & standards from the professional world connects academic standards with real world issues work matters to students, and ideally to a larger community

GALLERY WALK, SHARING & DEBRIEFING

INDIVIDUAL POST-ITS AS EXIT TICKET

Paedal Brian '15

INSTRUCTIONAL STRATEGIES:

Deeper Lessons

- * Practice lesson structures; explicitly teach "habits of scholarship"
- * "Up the ante" → teaching others; critique
- * Formative assessments/checks for understanding:
 - whole group gallery walk → **group chart**
 - exit tickets → **question catcher**
 - modify instruction as needed
- * Making room student voice → wait time
↓ student to student
- * explicitness of academic vocab.
- * Primary sources → **note catcher**
- * Grapple - let kids struggle w/ vocab - **optional vocab support**



EXPEDITIONARY
LEARNING

Deeper Lessons Tool

The goal of this tool is to share and collect ideas for activities and check questions from the six domains: Rigor, Engagement, Understanding, Student Voice, and Learning Habits. These are ideas that align with the goal of the tool: to help students learn, understand, and apply knowledge in a way that is meaningful to them. The tool is designed to be used by teachers and students to plan, implement, and reflect on their learning experiences.

FOR YOUR REFERENCE

Check out "Look Folders"

Notes, Plans, Examples, Suggestions

Follow these clues to more authentic projects...

- Real-world issue or **meaningful context**
- Tasks, tools, standards of excellence are core to the discipline—students think and act **as experts do**
- Products/solutions meet real needs, have **real impact**