

Are You Ready?



60

<http://youtu.be/37-AlmNdESg>

Opening Day 2014

Welcome

CA



W X Y Z

ESSAY—
What I did
on my Summer
Vacation.



YOU MEAN YOU HAVEN'T
BEEN FOLLOWING
ME ON TWITTER
ALL SUMMER?



Jo Heller © 2004
GREEN BAY
PRESS-GAZ



WELCOME TO C-A



Perfect attendance for the 2013-14 school year

- **COLLEEN GARRISON (RICCARDO)**
- **LORI MORRIS**
- **JOSHUA PRAY**
- **TIFFANY PIERUZZI**



- **PATHWAYS TO SUCCESS**
- **DIGITAL CONVERSION**
- **PROFESSIONAL LEARNING COMMUNITIES**
- **GROWTH MINDSET**

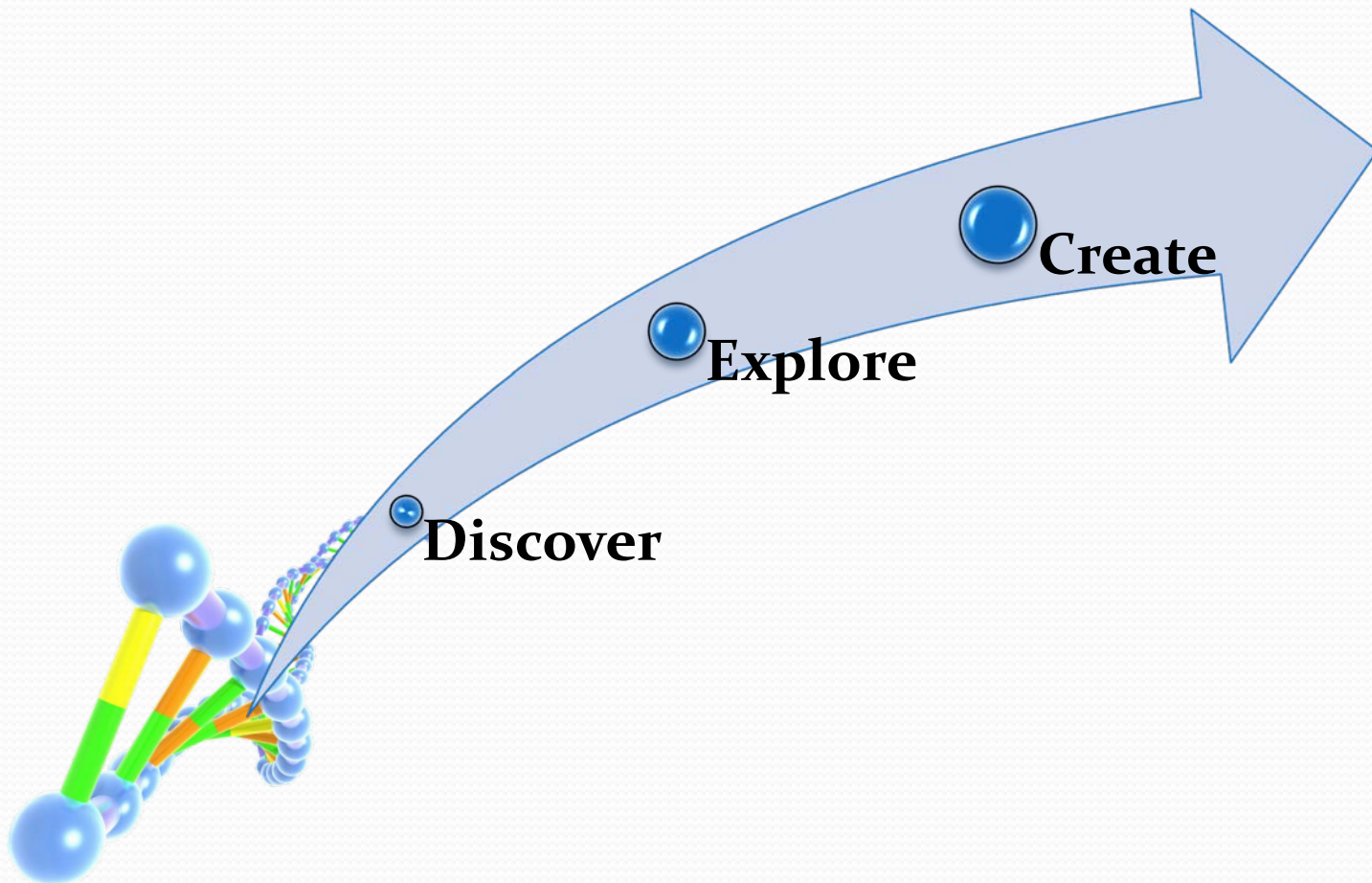


Pathways To Success

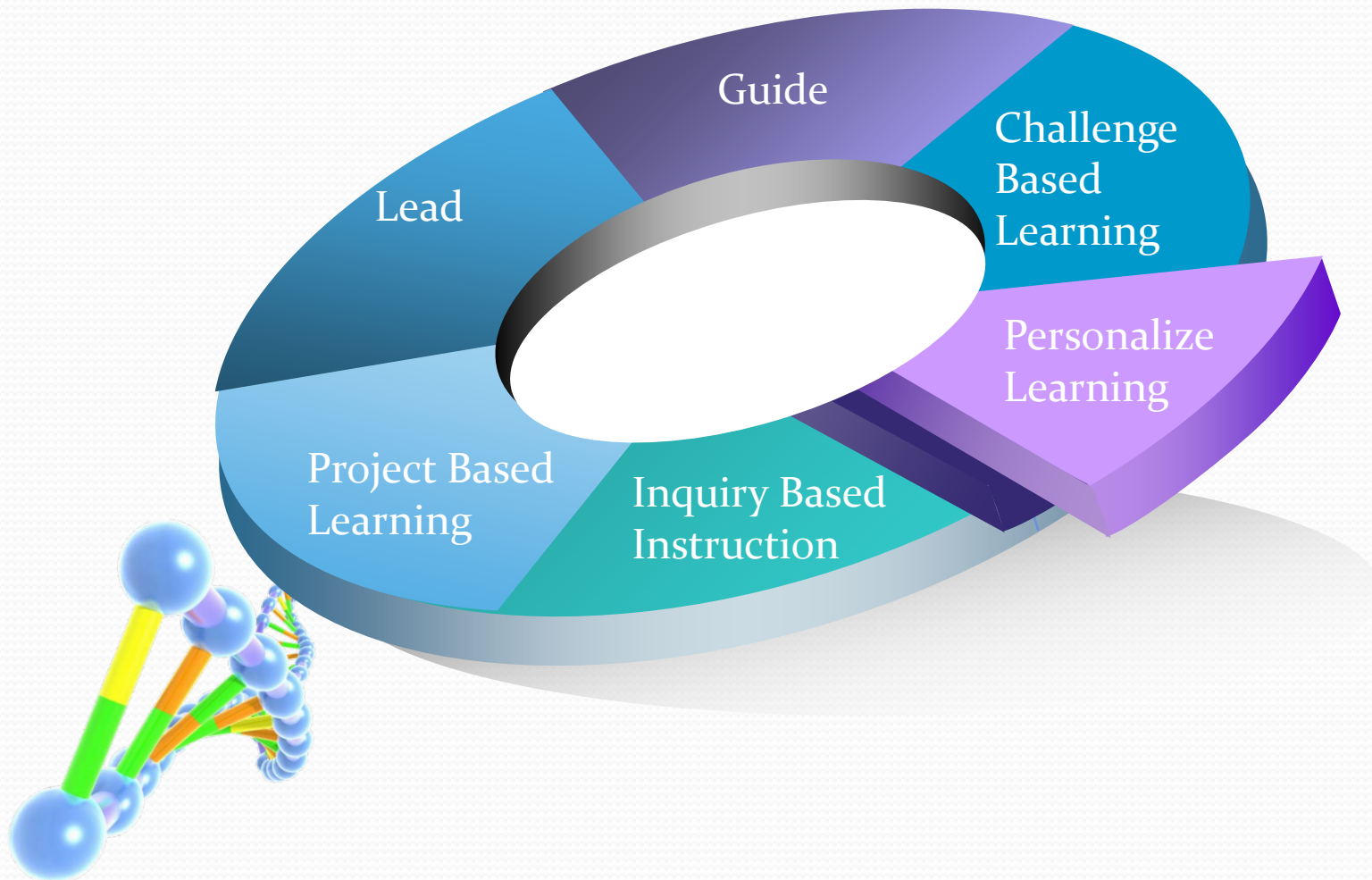
Providing Each Student with a Purpose



To Achieve Extraordinary Success, Students Will



To Engage, Teachers Will





Empower

Engage

Pathways to Success

Enable

WHAT Do You WANT KIDS To Do With TECHNOLOGY?

WRONG ANSWERS

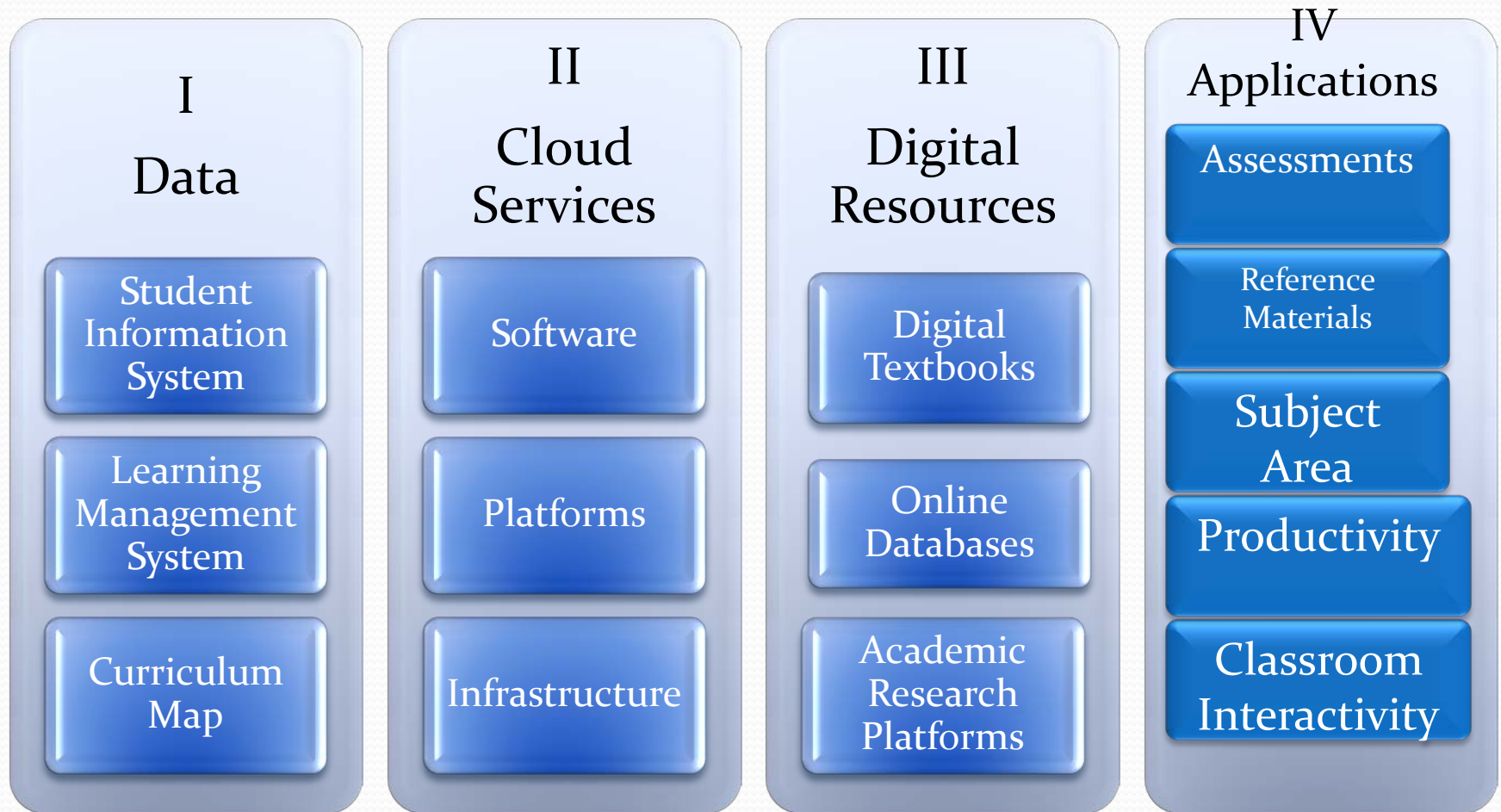
- MAKE PREZIS
- START BLOGS
- CREATE WORDLES
- PUBLISH ANIMOTOS
- DESIGN FLIPCHARTS
- PRODUCE VIDEOS
- POST TO EDMODO
- USE WHITEBOARD
- DEVELOP APPS

RIGHT ANSWERS

- RAISE AWARENESS
- START CONVERSATIONS
- FIND ANSWERS
(TO THEIR QUESTIONS)
- JOIN PARTNERS
- CHANGE MINDS
- MAKE A DIFFERENCE
- TAKE ACTION
- DRIVE CHANGE

TECHNOLOGY IS A TOOL, NOT A
LEARNING OUTCOME.

Cornerstones of Digital Conversion





Learning Standards

CCSS

ISTE

ALA

Professional Standards

Teacher

Librarian

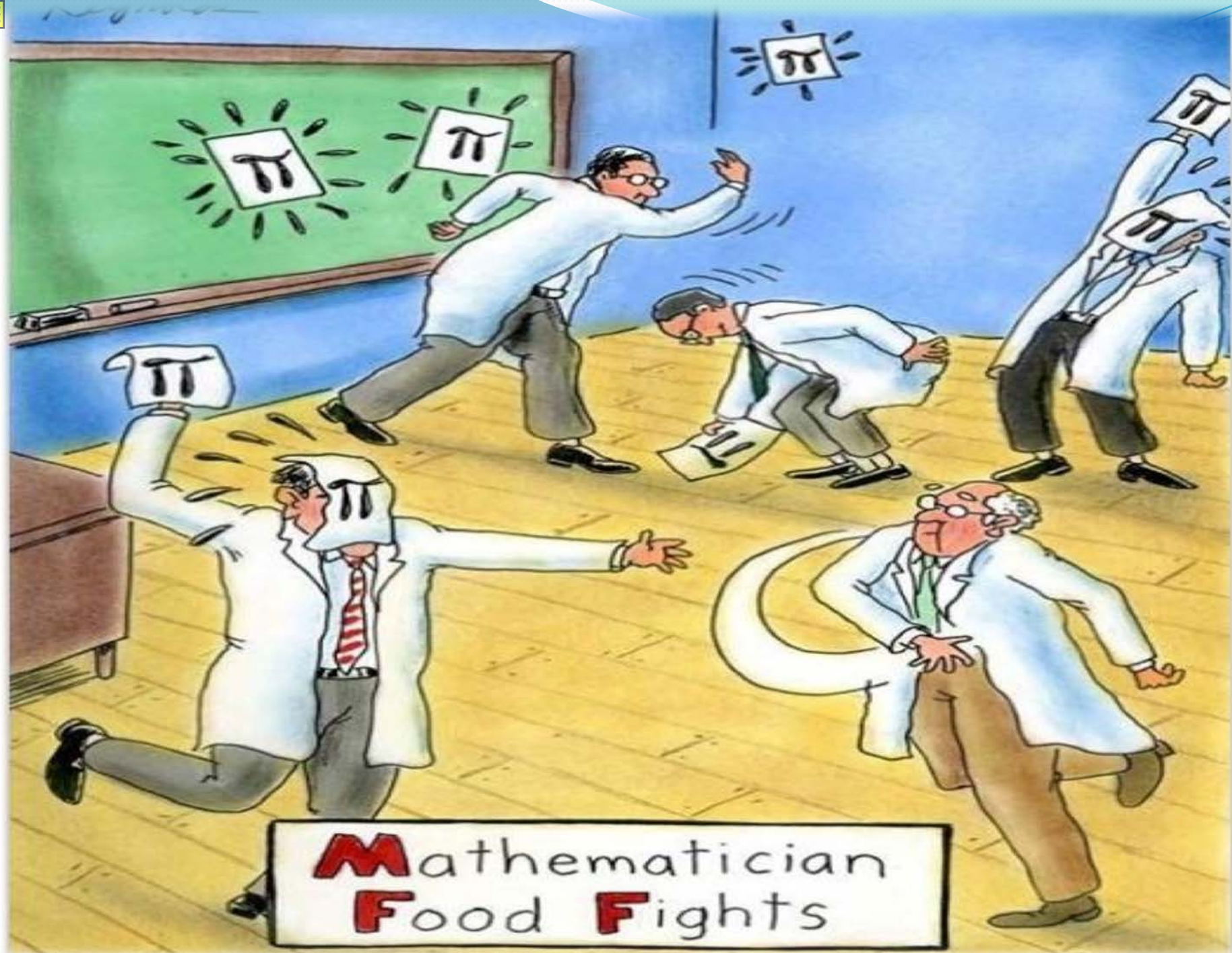
Administrator

4
Cornerstones



Capacity Building

- Strategic:
 - Cornerstones I, II, III
 - PD for all or a group will common students
- Tactical
 - Cornerstones III, IV
 - Specific to a teacher or class
 - Ongoing, 1:1,
 - coaching



Mathematician
Food **F**ights



Curriculum
Assessment
Instruction
People Capacity
Infrastructure
Budget & Policy

PRE-ASSESSMENT

<http://www.coxsackie-athens.org/domain/497>

https://docs.google.com/forms/d/1g_8DOSEvMfhS2qxqpinvOXUu3Y2fIkSpFadOPV_5p4c/viewform?usp=send_form

https://docs.google.com/forms/d/1g_8DOSEvMfhS2qxqpinvOXUu3Y2fIkSpFadOPV_5p4c/viewform?usp=send_form

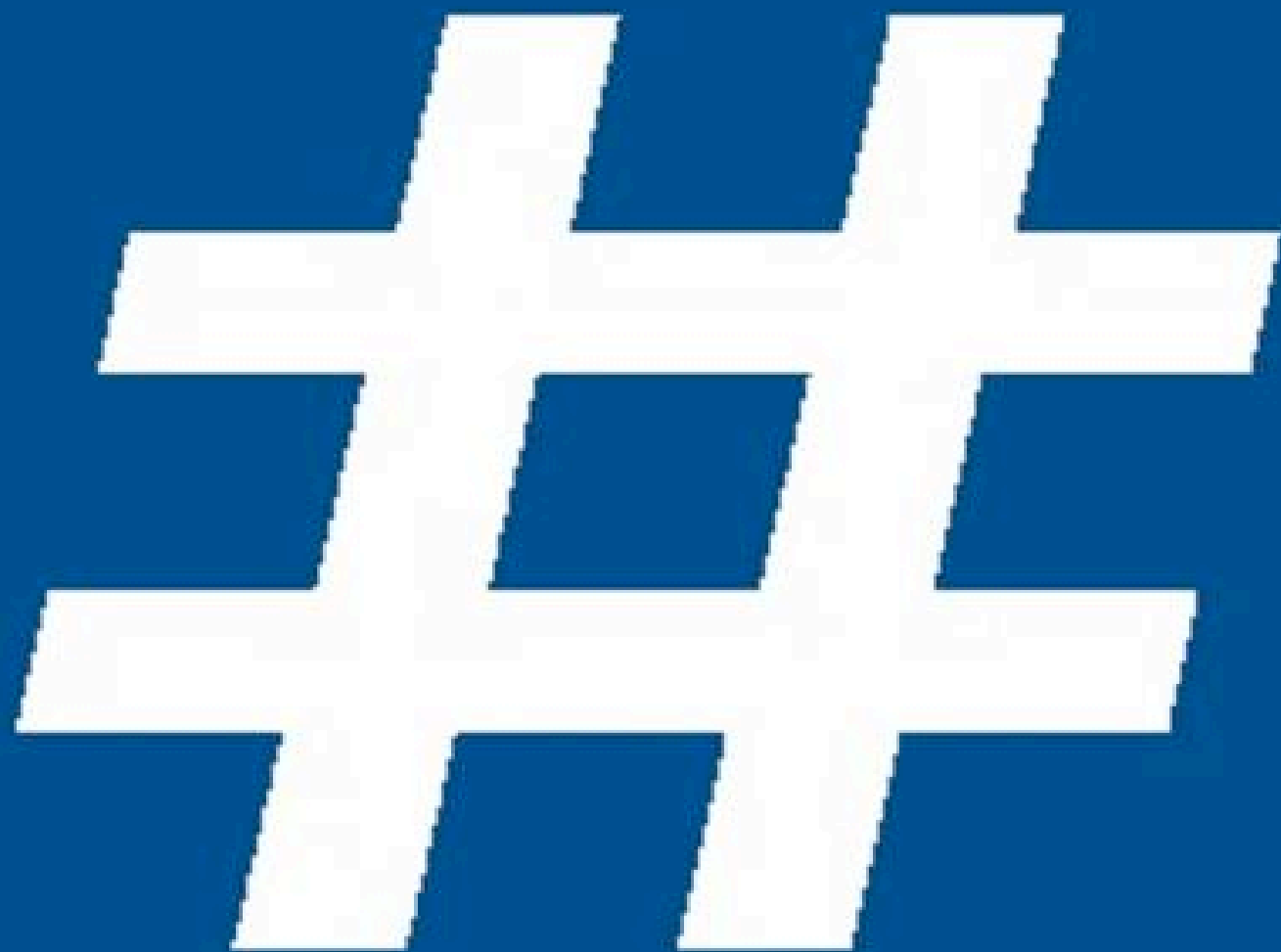
ing education technology, overwrought fears about the perils of technology have proven equally exaggerated. Those apprehensive about computer-assisted tutoring or online instruction would do well to keep in mind that such concerns have greeted almost any new learning tool. Dave Thornburg and David Dwyer, for instance, offer up a list of past complaints in their book *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America*. From today's vantage point, some of the concerns make for amusing reading:

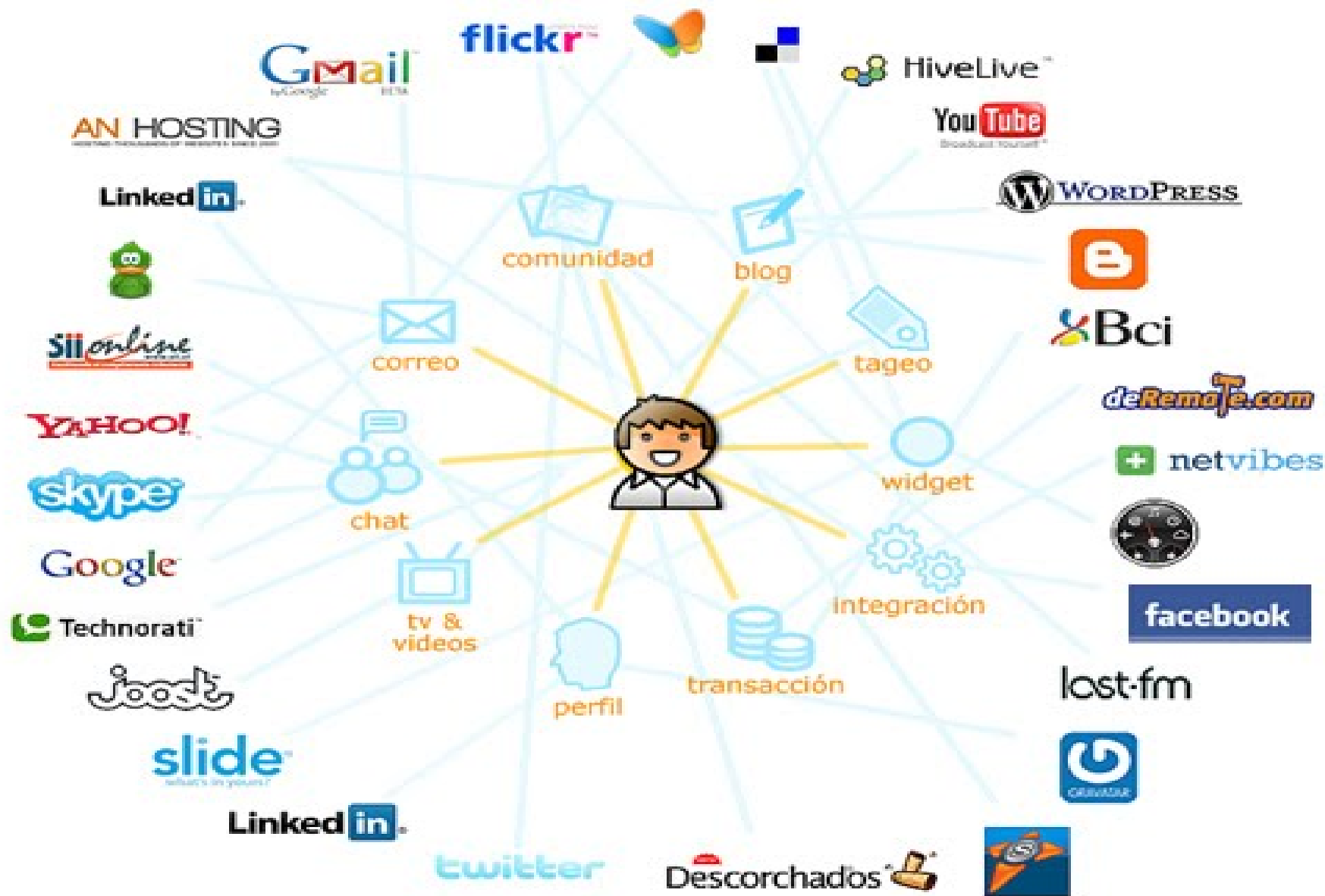
From a principal's publication, 1815: "Students today depend on paper too much. They don't know how to write on a slate without getting chalk dust all over themselves. They can't clean a slate properly. What will they do when they run out of paper?"

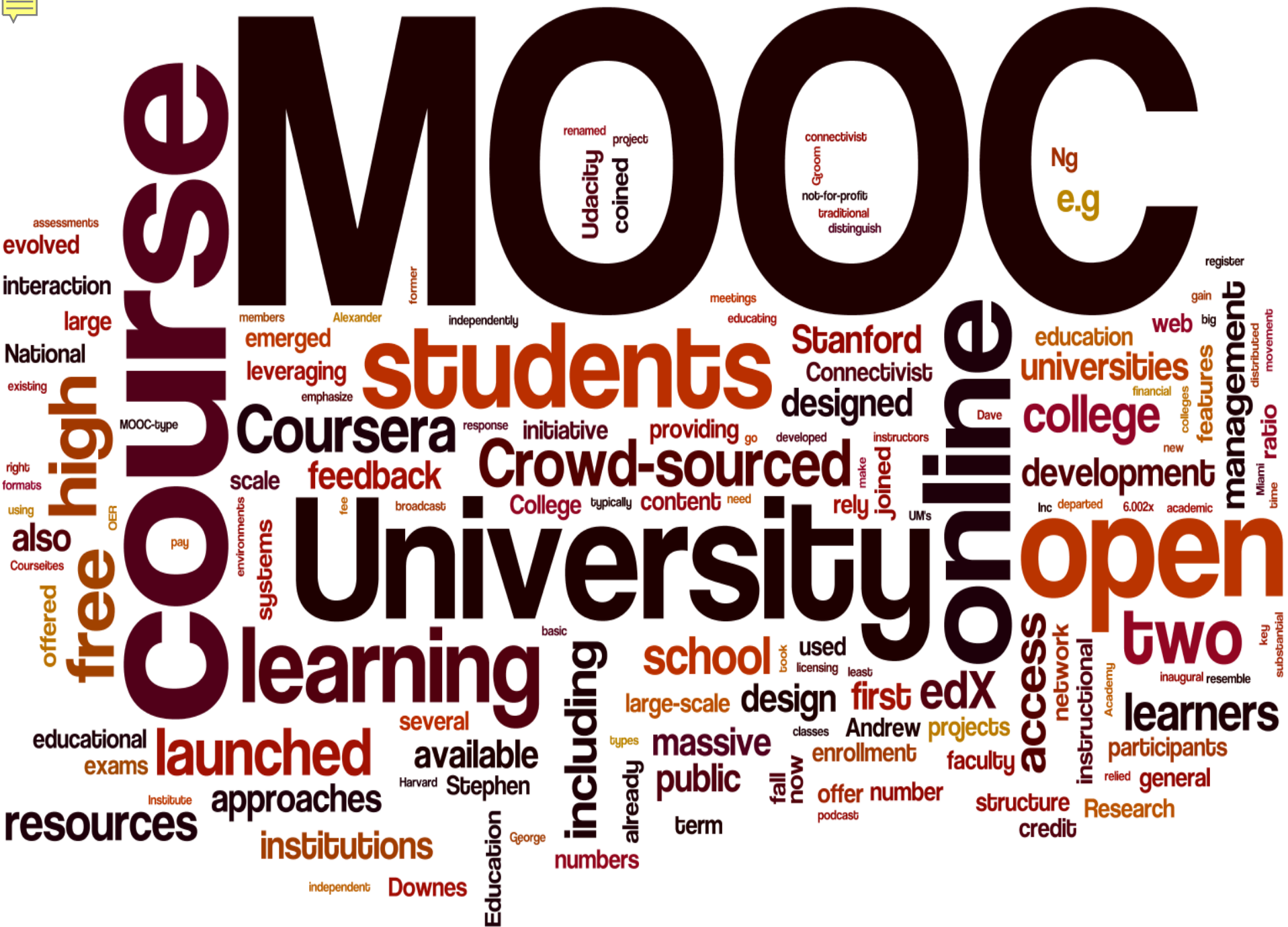


Frustration with “Technology”

<http://movieclips.com/KJNQ-teachers-movie-today-is-my-day/>

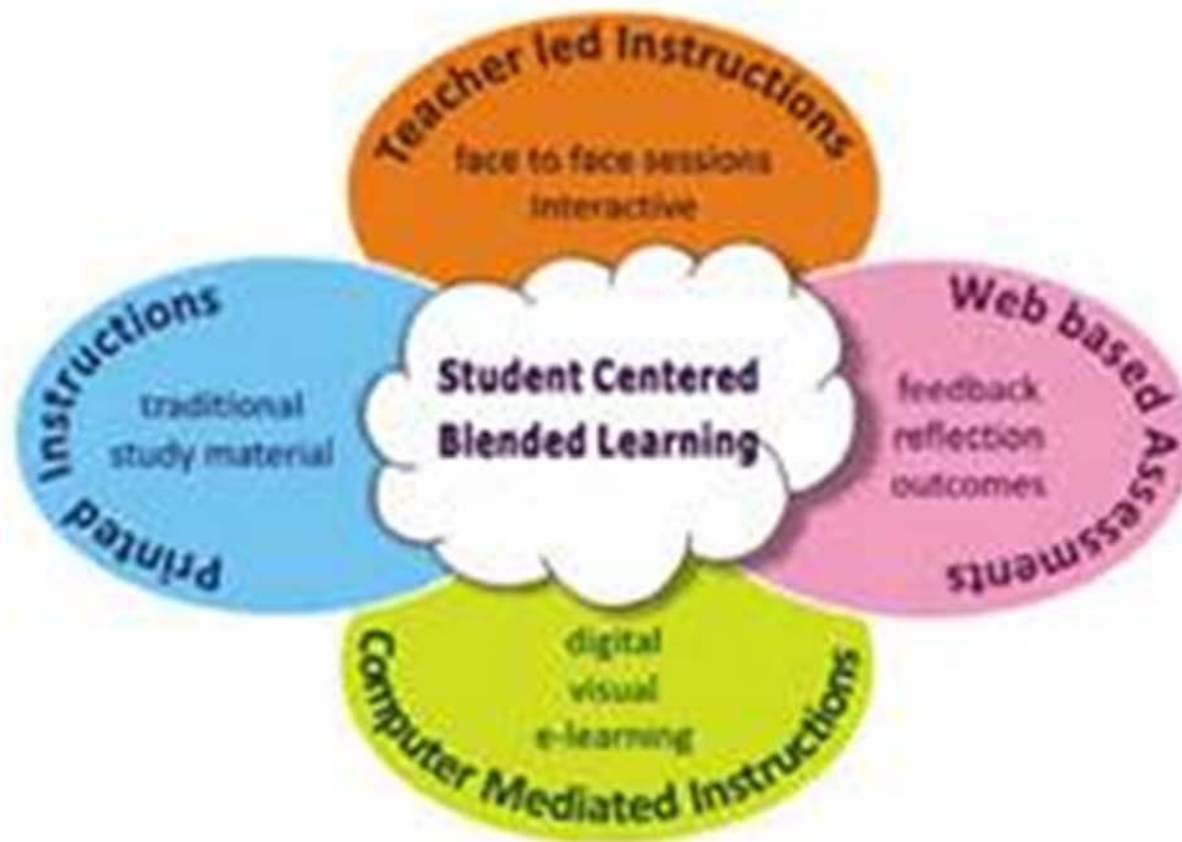















FLIPPED CLASSROOM



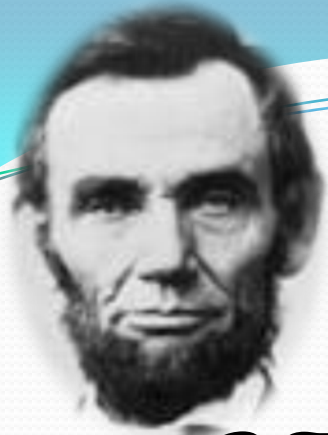
If it's on the
Internet, it
isn't private.








This is why science teachers should never be given playground duty.




**Four score and seven years
ago our fathers brought forth
on this continent, a new
nation, conceived in Liberty,
and dedicated to the
proposition that all men are
created equal.**

- **Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.**

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.



**It is rather for us to be here
dedicated to the great task
remaining before us -- that from
these honored dead we take
increased devotion to that cause
for which they gave the last full
measure of devotion --**



**that we here highly resolve that
these dead shall not have died
in vain -- that this nation, under
God, shall have a new birth of
freedom -- and that government
of the people, by the people, for
the people, shall not perish
from the earth.**



Professional Learning Communities



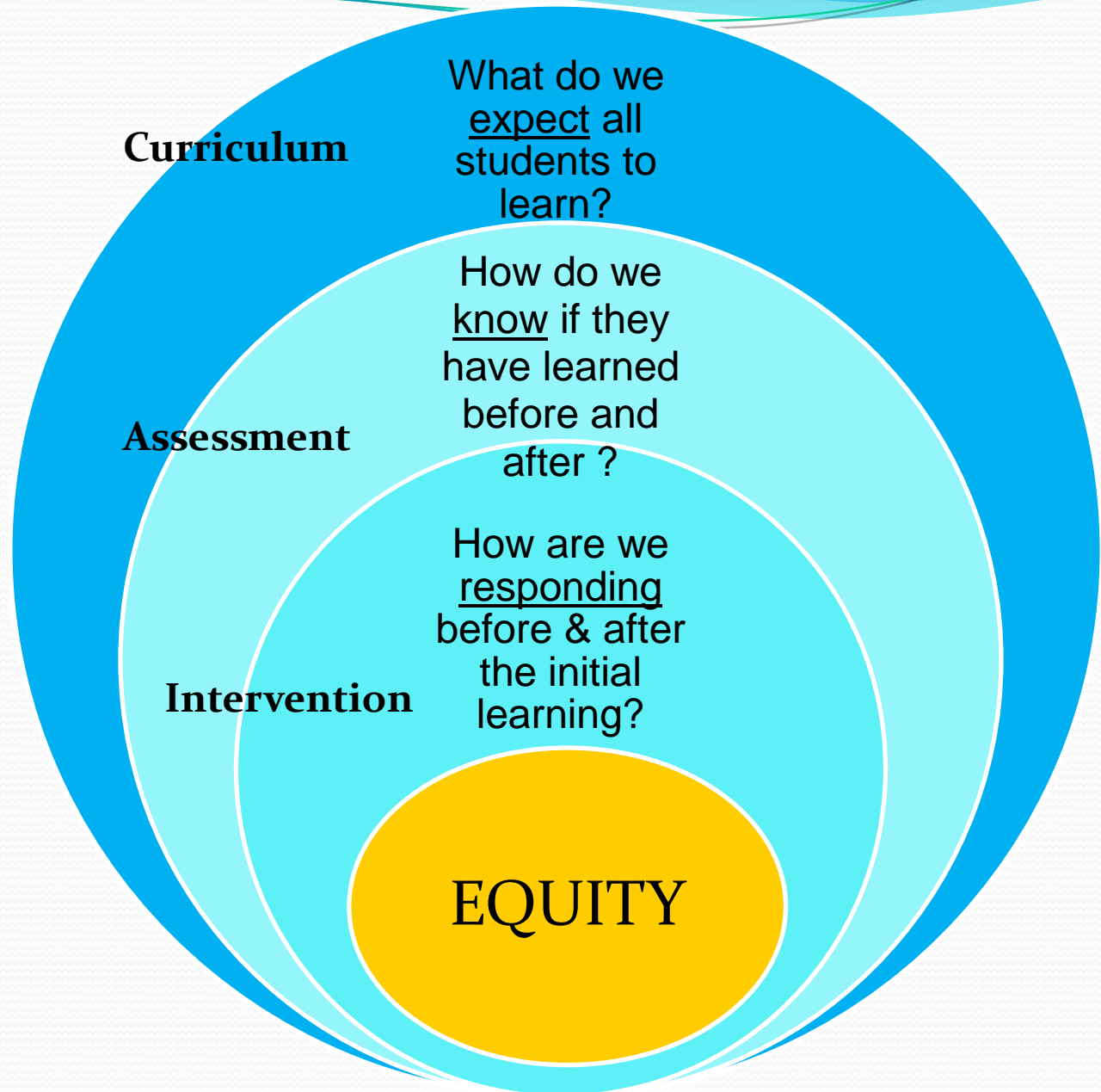
What's Ahead

Focus on Learning

Essential Questions

- What do we want all students to learn?
- How will we know if they have learned?
- How will we respond when they don't?
- How will we meet the needs of those who “already know?”

CRITICAL QUESTIONS





Collaboration

Essential and proven to sustain school improvement.

Schools cannot help students achieve high levels if teachers work in isolation.

Schools improve when teachers are given the time and support to work together.

Schools must identify and implement practices for raising student achievement.



Together, We All learn

- Ultimately there are two kinds of schools; learning enriched schools and learning impoverished schools. I have yet to see a school where the learning curves...of the adults were steep upward and those of the students were not. Teachers and students go hand and hand as learners...or they don't go at all.

Roland Barth



Teamwork

<http://youtu.be/nE6mDCdYuwY>

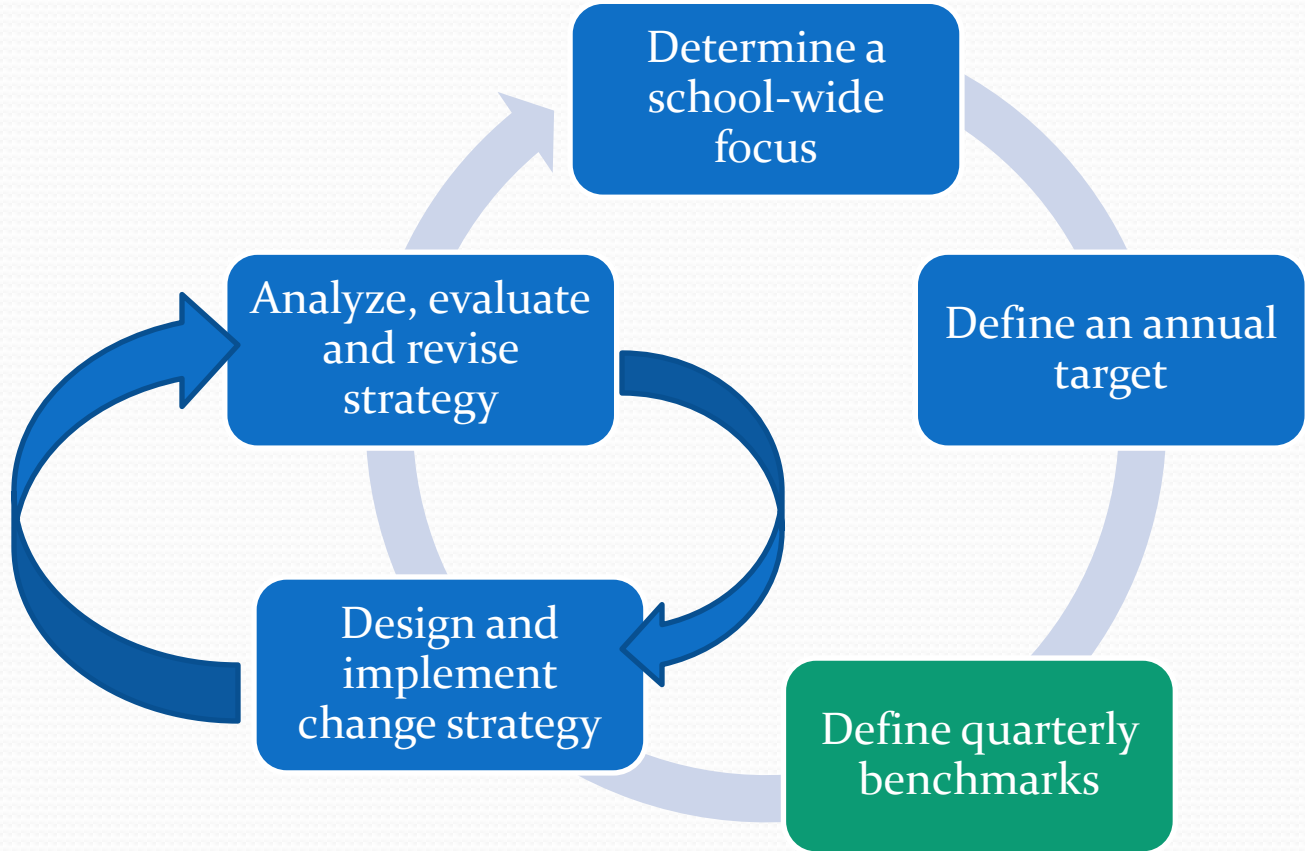


Focus on Results

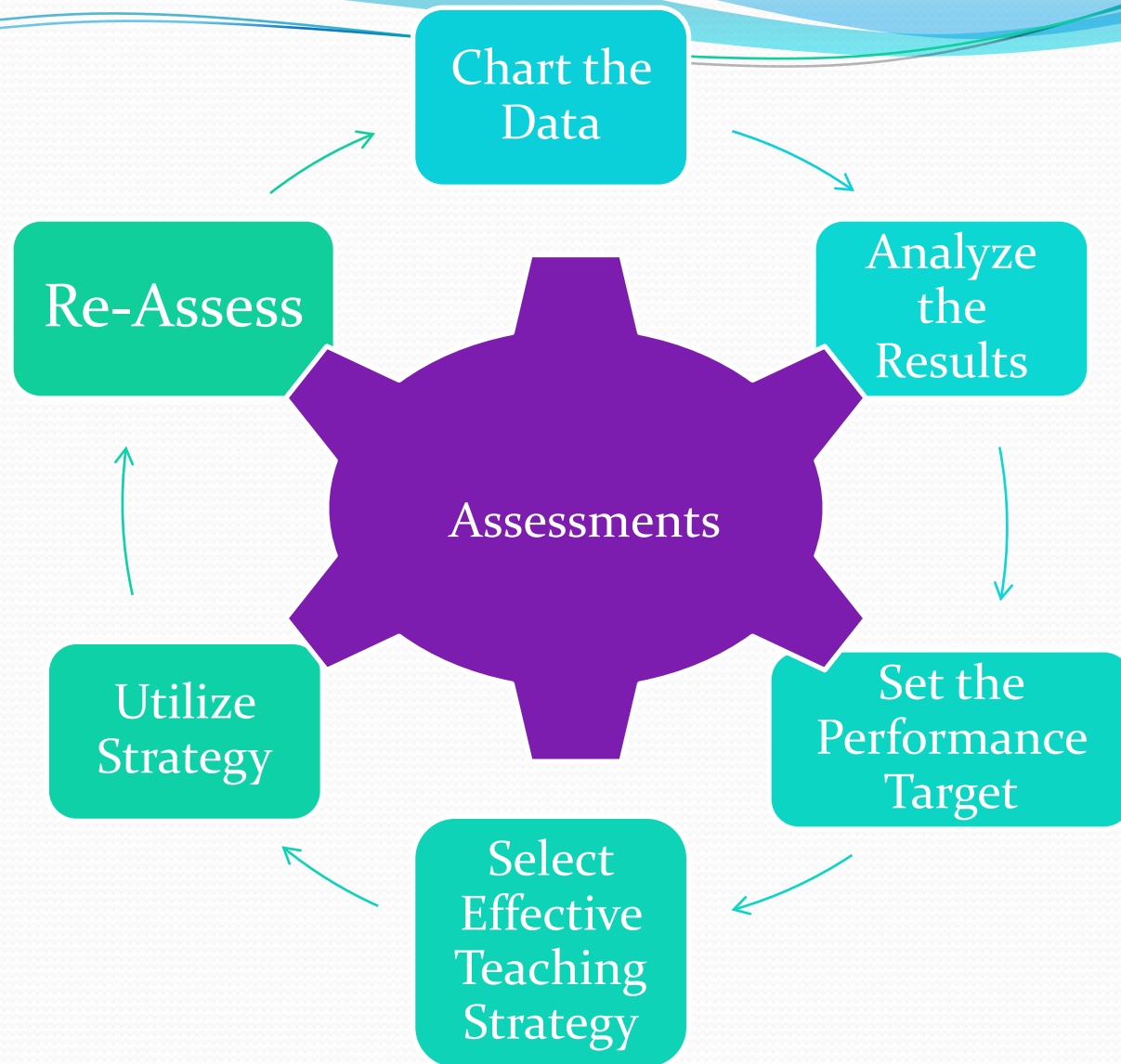
Transition to a Results Approach

<u>The Usual Approach in Schools</u>	<u>The Results Approach</u>
Activities —Monitor the completion of multiple activities	Results —Concentrate on achieving the most essential results.
Mission Statements —Develop lofty statements and multiple goals	Targets —Set a few aim-high targets which define student success
The Program —Make adopting and implementing programs the first priority	The Leader —Train the leader to achieve results in everything he/she does
Individuals —Continue to permit teachers to work separately	Teams —Create time and conditions where teachers combine their best thinking and efforts.
Planning —Invest time and effort in developing the plan and stick to it	Prototypes —Set a target, get started, constantly adjust, and do whatever it takes.
Late Data —Wait for summative assessments and year-end state testing data	Constant Feedback —Use ongoing teacher observation and formative assessments as feedback to reveal what works best.
Individual Accountability —Pinpoint and address individual weak performance	Tracking to Success —Establish milestone points to track results along the way and adjust for success
Evaluation —Use data to evaluate teachers and programs after the fact	Collective Efficacy —Learn from falling short, use positive results to build faculty and staff confidence and efficacy

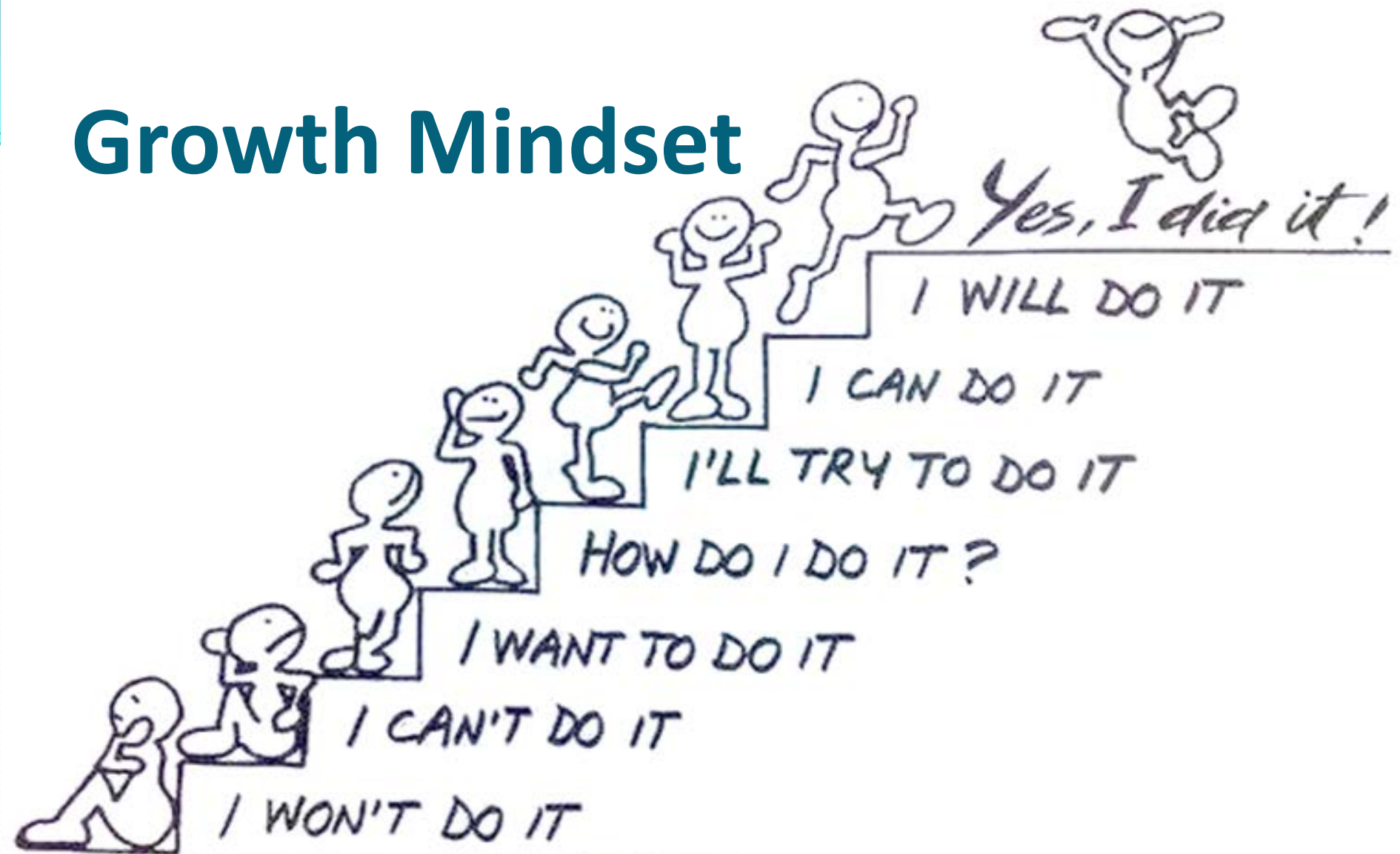
Tracking Results at Building Level



Tracking Results at Teacher level



Growth Mindset



WHICH STEP HAVE YOU REACHED TODAY?

<http://youtu.be/NWviVdDeoRY>

Socrative-real time response



- Go to:

• b.socrative.com

- Student Join Room

• **ROOM: 42540d4f**

Do you believe
that your talent,
passion, **effort**
and **hard work**
makes you a
better teacher?



Do you actively seek
out ways to improve
your teaching
practices . . . your
students' learning
experiences?



Do you **try new things** in
your learning environment
(even when the outcomes
and results may be
unknown)?



In your teaching
environment, do you
imagine what could be
along with considering
what is?



When you achieve your goals . . .
overcome difficult challenges, do
you identify what YOU did to
make this happen AND celebrate
your successes?



Do you **persist** in
doing what you
know is good for
you and your
students even when
it gets difficult?



When you have difficulty achieving your goals, do you "pick yourself up", identify what you could have done differently, and then move on?

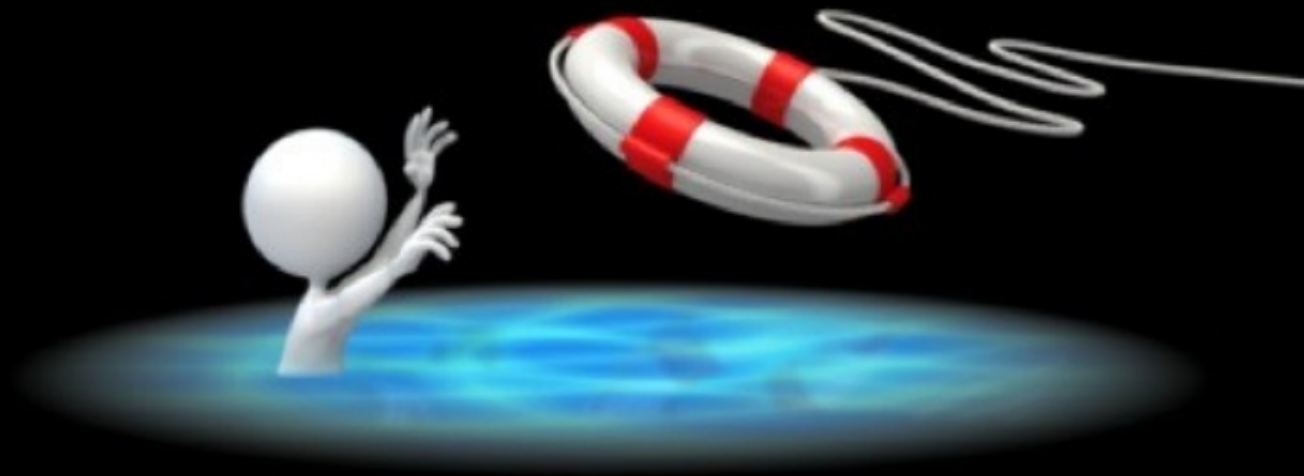




Do you **elicit** explicit
and concrete
feedback about
your teaching
practices and **make**
changes if you deem
it appropriate?

Are you willing to **ask** your
colleagues and associates
for help and advice?





Do you **accept failure** as
part of the learning
process for
yourself for your
colleagues for your
students?



Do you believe (deep down where beliefs live) that **every learner is capable of learning and growing** with enough effort, feedback, and coaching?

Do you regularly **reflect** on your practices analyzing, in part, the **self-statements** you use?



Do your self-statements reflect a **growth mindset**?

Have you
established a
professional
learning network
with individuals
from diverse
backgrounds with
differing
perspectives and
opinions?






Which one or two of the Growth Mindset characteristic do you want to incorporate into your teaching?

How can you achieve this goal?



Together, We Can

<http://youtu.be/GPeeZ6viNgY>



“Greatness is not where we
stand, but in what direction we
are moving.”

-Oliver Wendell Holmes

Sources

- **Wordpress**
 - **GM slides: Jackie Gerstein, Ed.D.**
- **Pinterest**
- **Twitter**
- **YouTube**
- **Bing Images**
- **Google Drive-Forms**
- **Socrative**

*Relationship Building
Connect Peers with a Purpose
Take Care of Ourselves*



*Coherence Making
Transparency Rules
Systems Learn*

*Knowledge Creation
Capacity Building Prevails
Learning is the Work*

Say Goodbye to 20th Century **Jobs**

Top-down hierarchies

Competing for Market Share

Silo/Function-based work

Organization-centric

Command & Control

Hierarchy

Work-Life balance

30 Years in One Career



Welcome to 21st Century **WORK**

Nimble organization, transparent
communication

Creating New Markets

Project-based work

People-centric

Trust-based

Networks & Relationships

Life-work

10+ Careers by 40

I E P

I Expect Progress