

THE UNKNOWN KNOWNS

AN ADVENTURE IN 21ST TEACHING AND CAPACITY BUILDING

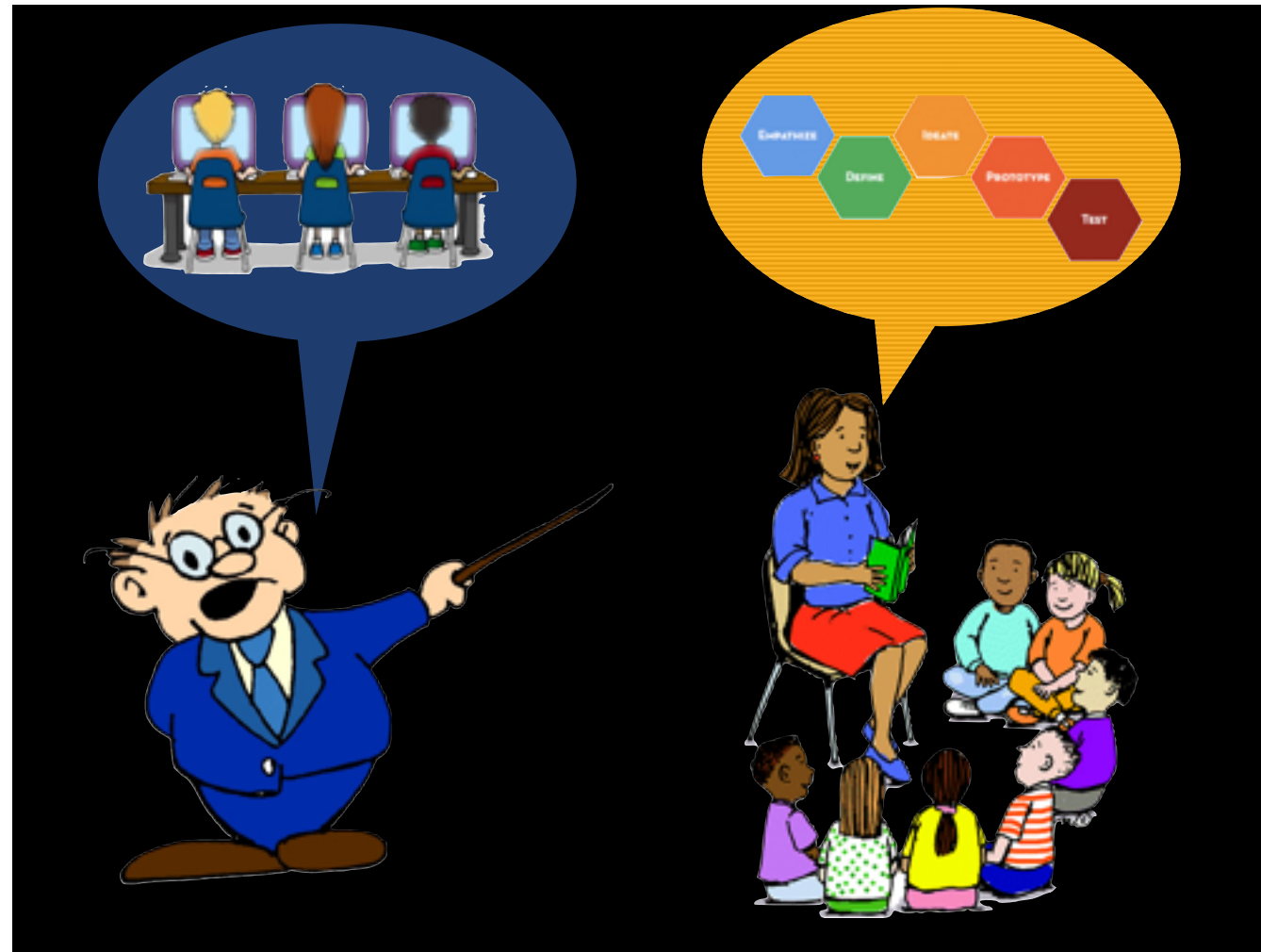
When we started this grant initiative 5 years ago, we were undergoing change which is often “unknown” but in truth we already knew what good teaching and student engagement looked like - we just weren’t sure of the path to get there.

WHY IS THIS TEAM SMILING?

FALL 2008



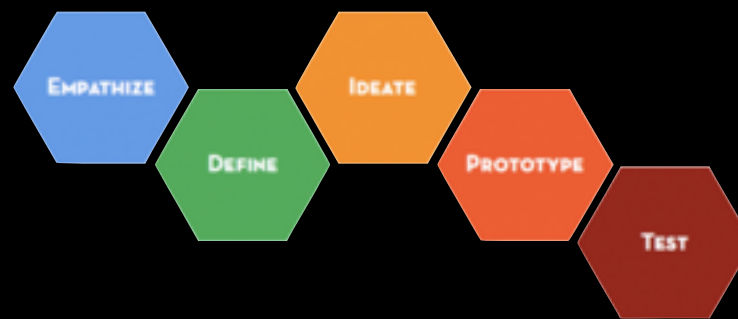
This is our original grant team when we started with Tony Wagner who led our first keynote/conversation. My why is this team smiling is an homage tied to the first slide on the Bio on Donlad Rumsfeld that came out this year in the known unknowns.



In the early stages people were still talking about their need for technology (left graphic) but we wanted their efforts to be focused on pedagogy, curriculum and assessment first.

“IF ALL DIFFICULTIES WERE
KNOWN AT THE OUTSET OF A
LONG JOURNEY, MOST OF US
WOULD NEVER START OUT AT
ALL.”

- DAN RATHER

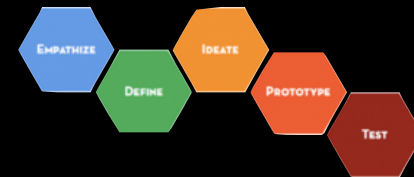


As folks rethought their efforts, a higher level idea started to arise about the process of creating change. In many ways it mirrored the Stanford design process of empathize, define, ideate, prototype, and test



KICK OFF: HIGH TECH HIGH

FALL 2009



So we started with what the end might look like. We visited High Tech High on Fall 2009 with 90 members from our 20 grantee schools. We spent 3 days in an intensive residency there.



For just about all of us, what we saw blew us away. A few of our common impressions were the highly visible/transparent instructional approaches (note all the glass), the high level of engagement and confidence for EVERY student we talked to, and the highly team-centered collegial culture of the teachers. For me personally, I thought (and I think many would agree) that we aspired for our schools, teachers and students to be more like what we saw that trip.



The ways that they exhibited student work and the high level of quality were sticking - we started seeing some of the ways we might get here: looping and critiquing, enabling teachers as designers, building in protocols and critical friend strategies.

SEVEN SURVIVAL SKILLS

CRITICAL THINKING AND PROBLEM SOLVING

COLLABORATION ACROSS NETWORKS AND LEADING BY INFLUENCE

AGILITY AND ADAPTABILITY

INITIATIVE AND ENTREPRENEURSHIP

EFFECTIVE ORAL AND WRITTEN COMMUNICATION

ACCESSING AND ANALYZING INFORMATION

CURIOSITY AND IMAGINATION



Looking back at Tony Wagner's seven survival skills, we started seeing these in the work we aspire for, and started finding ways to put this into the work we were doing in our classrooms and our professional development.



over the years, we have brought out some wonderful keynotes to the islands to share expertise at conferences and workshops. how many of these folks can you name from our work over the last five years? I'll put their names at the end of the last slide



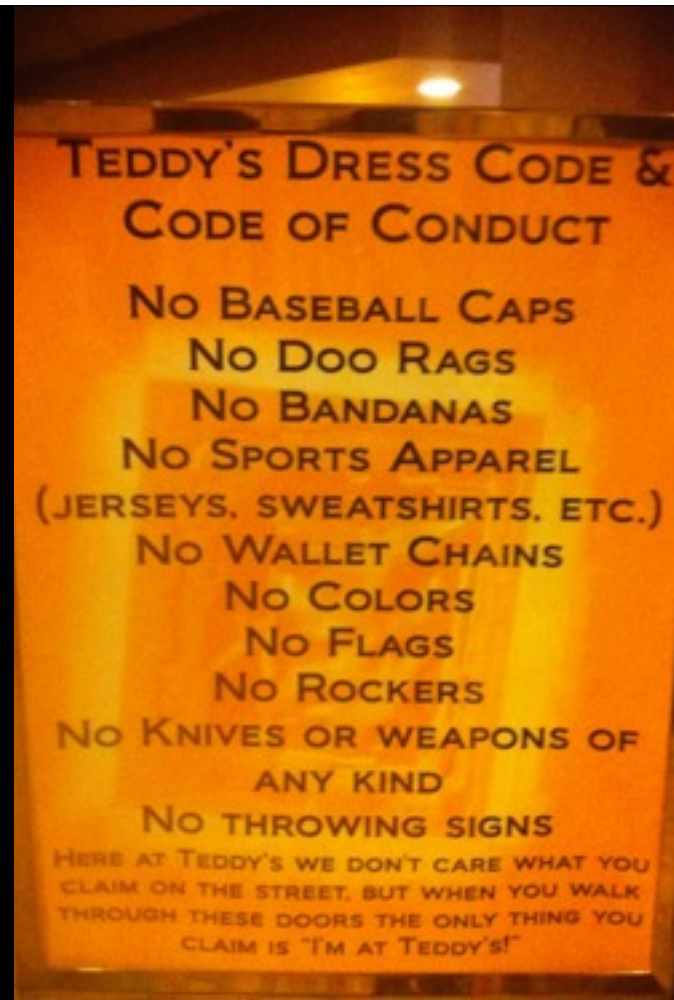
Marco Torres in the 2009 conference put up a graphic like this one as a metaphor to the pathways to learning – his point was the bottom right-hand is where we want to take our students – it becomes as much about the journey as it does about the destination and it is challenging and memorable

SUMMER 2010 ISTE & HSTE BEGINS

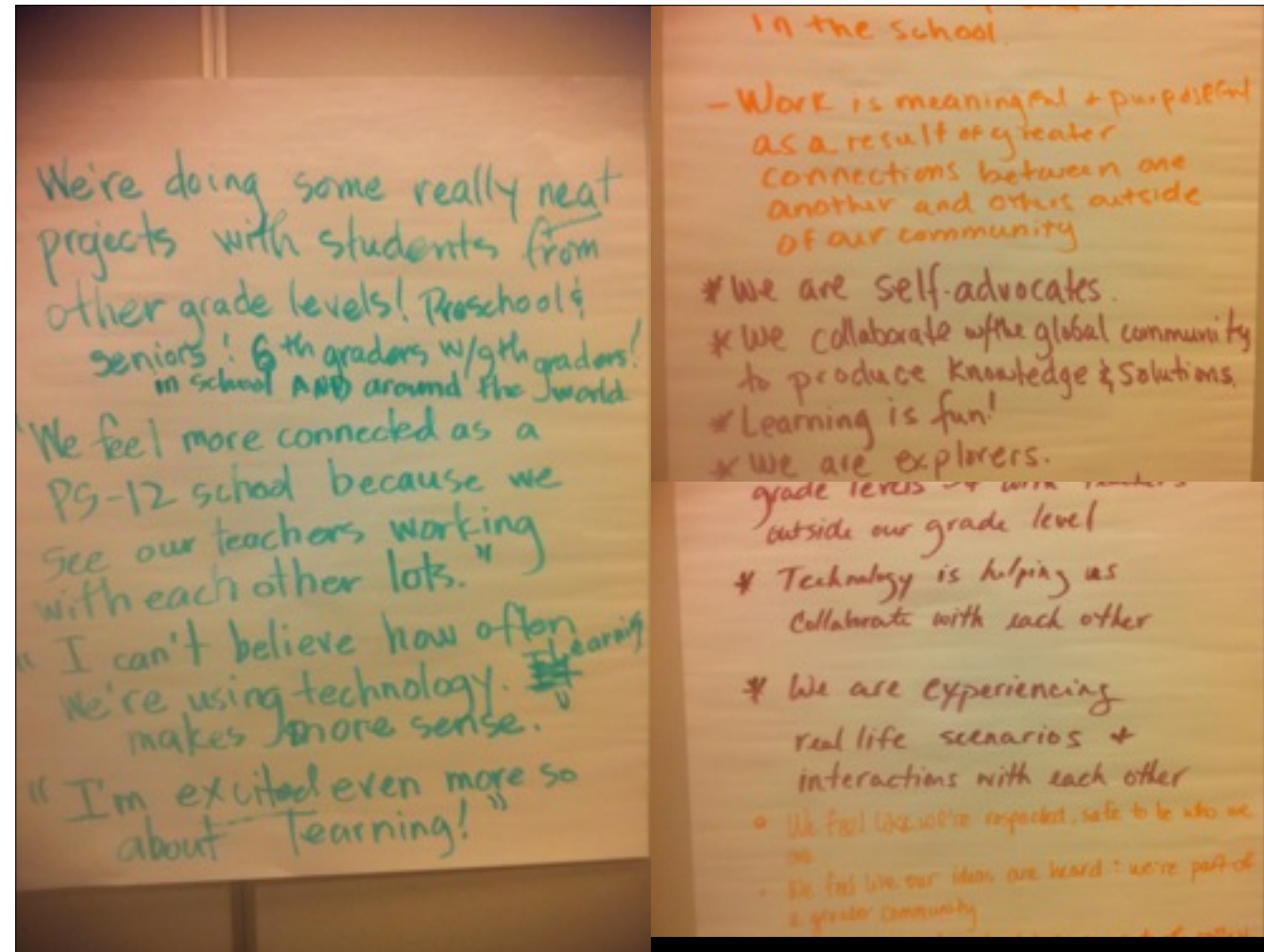


our second tour was ISTE in Denver Colorado. This is where the beginnings of our affiliate HSTE were born. People saw the value of this conference and asked why we didn't do more of this work in the islands – now we do!

ISTE 2010



Who can forget the hotel we stayed at? Hopefully no one wore any Doo Rags!



at the Denver conference, we started talking about the things that we were seeing in the grant and supporting each other in how we were going to get there is a community – I love some of the language here because of how it foretold the ways that we were going to create change in our schools

BLC 2011

- Rob Evans
- Ewan McIntosh
- Eric Mazur



the next year, we saw more examples of teacher led conversations in Boston. Rob Evans talked about the challenge of change – my favorite quote was “change always sounds great... To the person proposing it. To everyone else there is a mourning after being told what they were doing was wrong”.

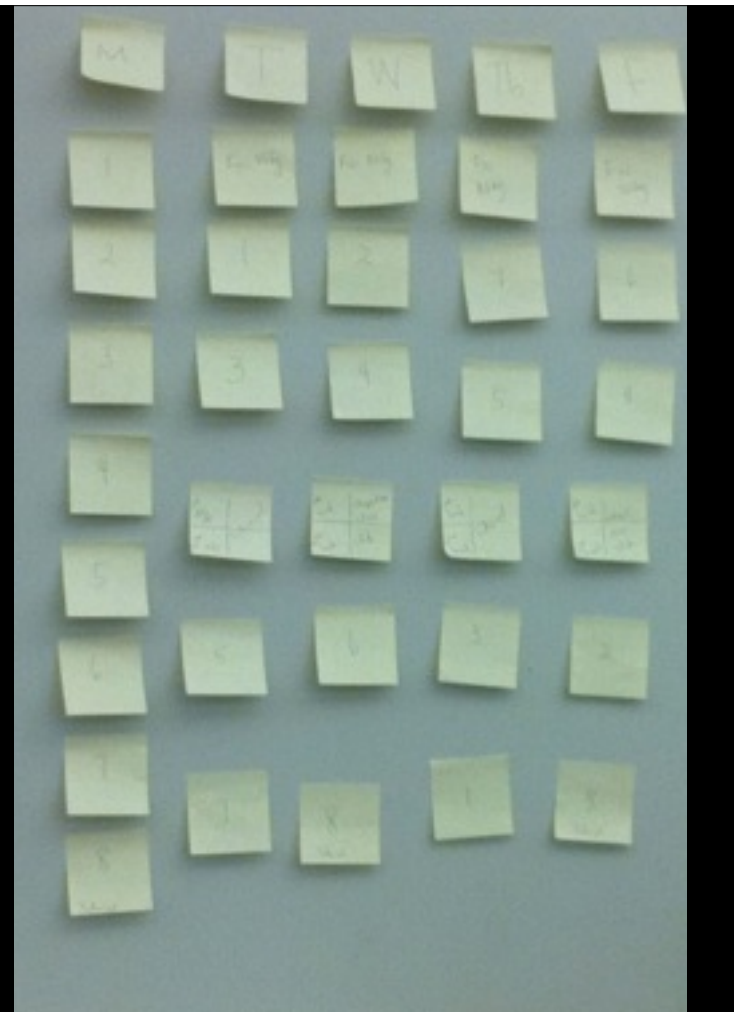
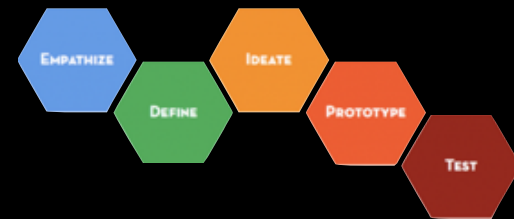
Ewan McIntosh introduced us to the idea of design thinking and Eric Mazur explored deeply his research on the flipped classroom model – all of these are things we are brought into our teaching as a regular practice now. Just as importantly, we look at change in a more fundamental way of supporting teachers to help them make the shifts in their practice

SOTF 2012



by the fall of 2012, our affiliate was fully formed and membership swelled to over 1000 in the first year. The organization continues to challenge itself in supporting the work not just of this initiative, but throughout the state in educational technology

RETHINKING TIME



so we started thinking of ways that we had to reshape our schools. We had to rethink how we organize time during the day. This is a graphic of my school, Mid-Pacific Institute, but most of us have undergone some fundamental changes in how we spend time during the day with students and with staff

RETHINKING SPACE



we started rethinking what classroom/learning spaces should look like in order to effectively shape the way teachers can utilize resources and create dynamic learning environments. whether it's a newly built space like the Sullivan center in this picture, or just a classroom with a rethinking of furniture and flow, we are going back to our schools with different ideas about how classrooms and learning environments look

MAKE SPACE



we've moved from thinking about space to creating maker spaces and we are even experimenting with the idea of maker spaces – turning classrooms into places where students can not just talk about ideas, but even implement design, prototyping and project creation

RETHINKING ASSESSMENT



most of our schools have implemented assessing a broader range of skills, knowledge, and dispositions – presentations of learning, exhibitions, portfolios, community-based events have all started appearing throughout our work



RETHINKING INSTRUCTION



we have moved away from teacher in the center of the classroom cost to students in groups, in the fields, using rich technology

RETHINKING TECHNOLOGY



one of the big shifts that's happened is the introduction of powerful, mobile technologies that have made learning take the central focus, and the technologies be available to support them just about anywhere where we imagine learning happening – in classrooms, in the field, in laboratories, and performance centers...

RETHINKING PROFESSIONAL DEVELOPMENT



Most importantly, we've spent much more time thinking about and implementing ways to help teachers grow and build their knowledge – we know that teachers now have many more ways to build their professional knowledge, and we provide a variety of engaging and powerful learning experiences for our teachers



we see faculty as the center of this learning community – not relying as much on outside expertise, as providing our own faculty the opportunity to learn and lead from their experiences and their passions

RETHINKING ARTIFACTS



these are examples of how we even look Presented in new ways – Nick Payne drew these graphical representations of faculty conversations to capture the thinking that was happening



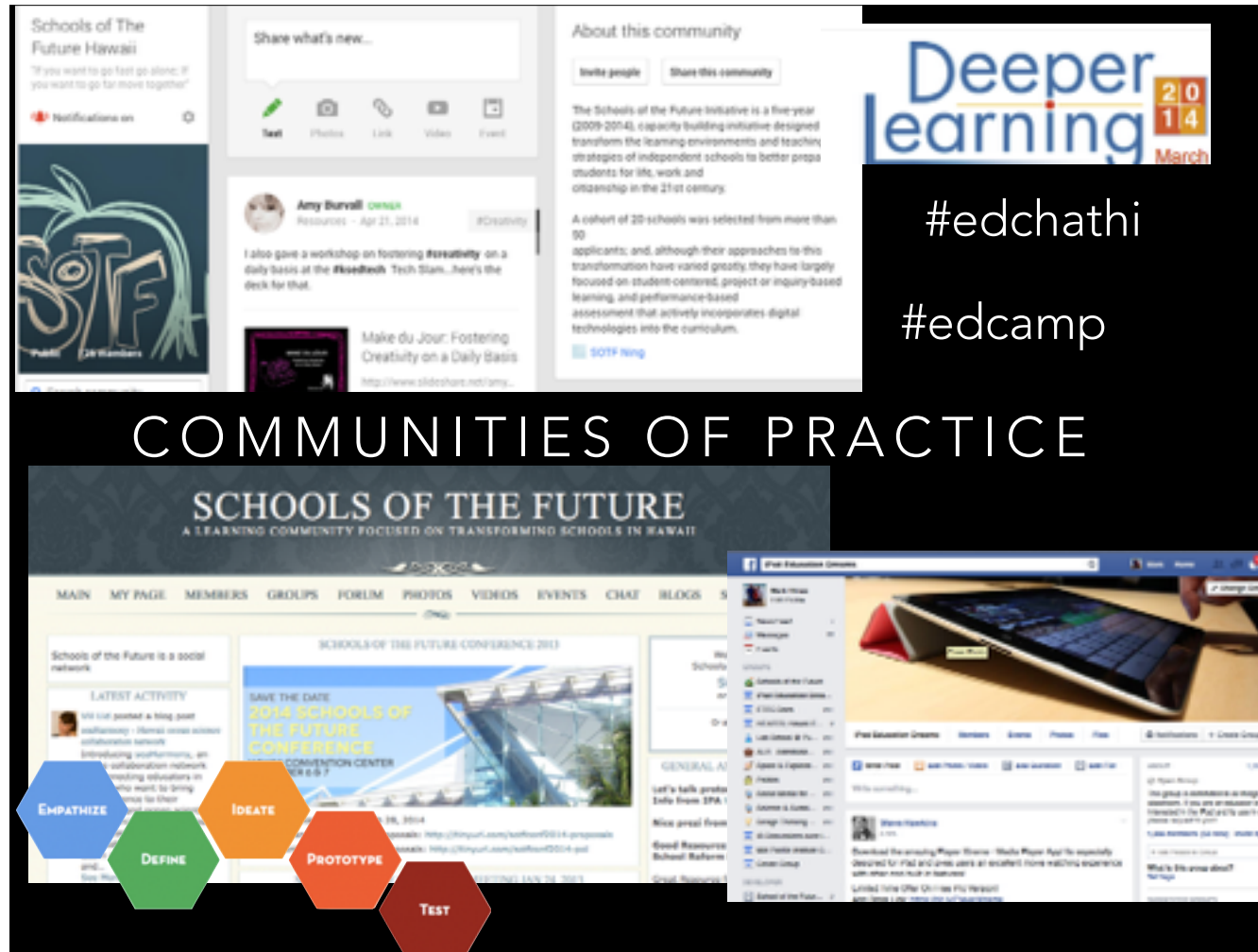
another wonderful example of Nick's work to show faculty conversations

AT TIMES...

MR BOSSERT,
CAN I BE
EXCUSED? MY
BRAIN IS FULL



gone, you might think that we've reached the point where we can't build and grow more from the last five years of wonderful experiences. How we stay connected? How will we continue to share what were learning so that we can maintain our continued growth?



we are evolving away from the NING and moving into other areas – Google circles, Facebook groups, and twitter and other microblogging media to share and connect our work together powerfully



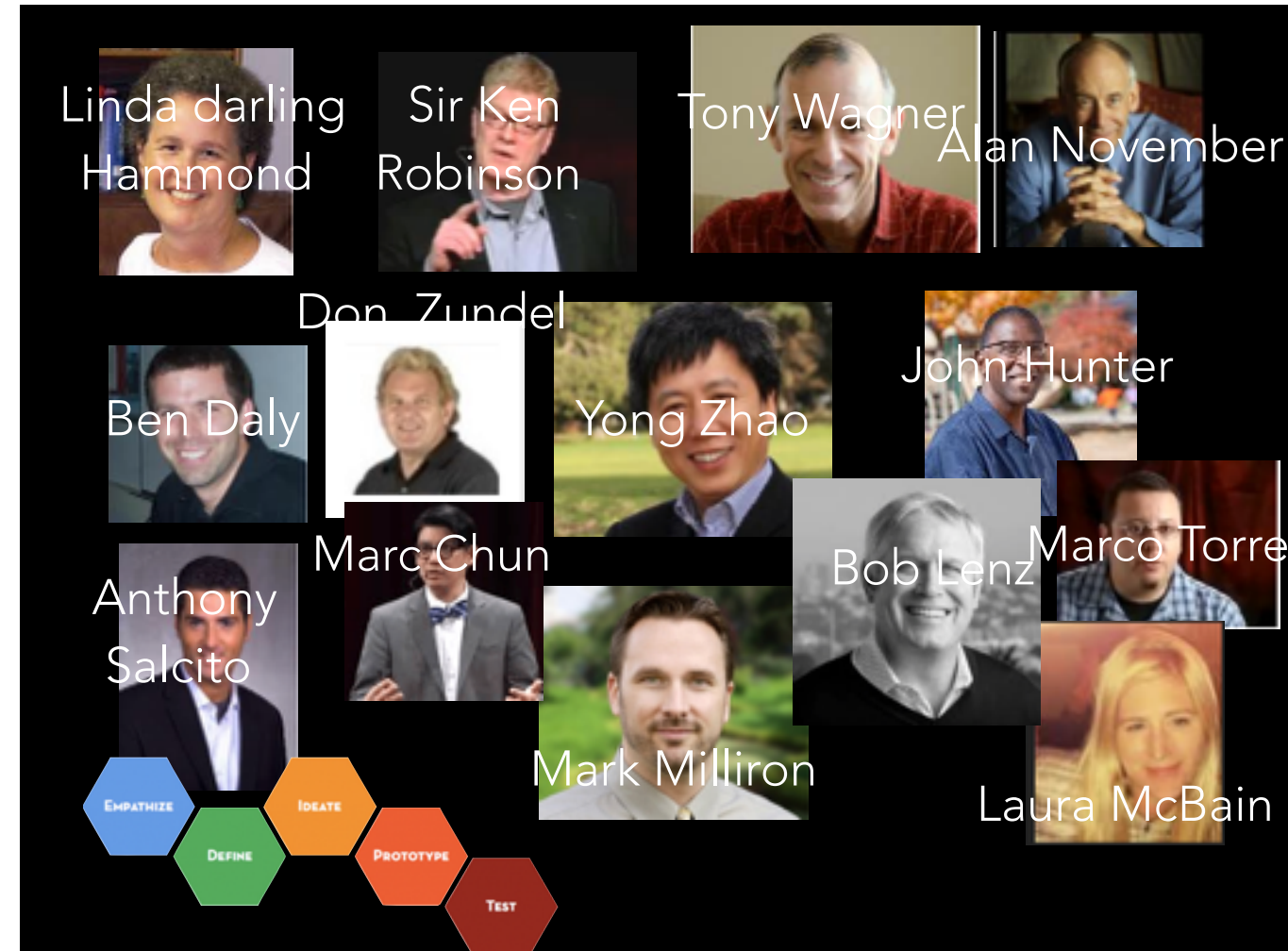
a few of us were back at high-tech high in April for deeper learning 2014. Unlike the visit we had in 2009, I no longer thought to myself I wish our schools are like the one we saw high-tech hide – instead I was struck by how much our schools have become like this – engage students, faculty collaborating effectively, and a common mission and culture around producing excellent work and students engaged in authentic learning. We have become the schools we aspired to be!

"The mind is not a vessel to be filled, but a fire to be kindled."

—PLUTARCH



So how do we continue our work? That's our challenge as we move into this next school year – to stay connected, to continue to believe our work as a craft that needs to be developed, to move our schools continually into a continuous cycle of design and development much like the Stanford design model proposes – it's cyclical and so should our design work be as well



the names revealed