

Assets School - Innovation Configurations Map – Explained

Remember, these are guidelines for what we hope the grant will achieve; not all teachers will reach the leader level in all components.

Background:

In 2009, Assets School was accepted into the Schools of the Future (SOTF) Grant cohort. The SOTF Grant, funded by Hawaii Community Foundation (HCF) and led by the Hawaii Association of Independent Schools (HAIS), established this five-year grant to bring together private schools to create change in schools. This change was based on Tony Wagner and Daniel Pink's belief that school should be more than content, in fact, content should take a "back seat" to the real learning which involves skill development like creativity, innovation, and entrepreneurship. Through collective trips to schools like High Tech High and conferences like the International Society for Technology in Education (ISTE), HCF and HAIS hoped to revolutionize learning in Hawaii and then the world. Ending the five-year grant in 2014, Assets School hopes to continue the change that has begun with their goal to "Support Dyslexic (Diverse) Learners through Growth and Transition". This means continuing the changes they have made in their own school, while growing collaborations with other LD schools and through outreach of our knowledge to others.

At the start of the third year of the grant, surveys of teachers indicated that many of them still believed the grant was only about technology. Mike Travis, the Grant Team Leader, was working on his dissertation at the time and came upon the Concerns Based Adoption Model (CBAM). A model for implementing change designed by Hall and Hord. In collaboration with the whole grant team, they designed the Innovation Configurations Map (IC Map) as a reflective and goal setting tool to help teachers to change and grow.

- There are five objectives (one has two parts)
- There are three different variations of change:
 - An *apprentice* is defined as a beginner at something
 - A *practitioner* is someone who is actively engaged in a task or training
 - A *leader* is a person who commands, trains, and motivates others

Assets School - Innovation Configurations Map (v. 1.5)

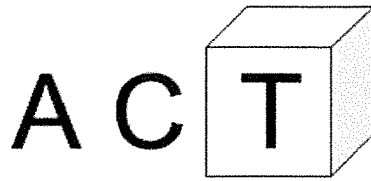
Desired Outcomes from Schools of the Future Grant

Remember, these are guidelines for what we hope the grant will achieve; not all teachers will reach the leader level in all components.

Objective	Apprentice		Practitioner		Leader	
	Level 1	Level 2	Level 1	Level 2	Level 1	Level 2
<p>#1 - Promote student driven learning opportunities that support the development of 21st Century skills such as: critical thinking, creativity, collaboration, communication, and community.</p> <p>“Student driven” learning is a classroom environment where students have a voice in how and what they learn. This type of learning can involve project and problem based learning opportunities, and students are usually assessed in different ways, for example, through presentations of learning and rubrics.</p>	<p>I am open to exploring how to promote student driven learning in my curriculum, but have not yet worked on changing my curriculum to meet this goal.</p>	<p>I have created one lesson that involves student driven learning to test it out and see if I am interested in doing more.</p>	<p>When thinking about the next lesson, I sometimes try to think of ways that I can give students a voice and have them “drive” the learning. While I don’t do this for every lesson, I have created opportunities for student driven learning on occasion.</p>	<p>When thinking about the next lesson, I think of ways that I can give students a voice and have them “drive” the learning. While I don’t do this for every lesson, I have created opportunities for student driven learning many times.</p>	<p>My classroom empowers students to look at class learning objectives and determine how they will learn them. I facilitate this process by giving students a voice in learning.</p> <p>I share my learning with others informally.</p>	<p>My classroom empowers students to look at class learning objectives and determine how they will learn them. I facilitate this process by giving students a voice in learning and by creating innovative learning opportunities (for example, using project and problem based learning).</p> <p>I work with other teachers to help them create similar classroom environments through training sessions, collaboration, and mentoring.</p>
<p>#2 - Build student, faculty, parent, and alumni collaborations to form local and global learning communities.</p>	<p>I am open to exploring options for collaboration among students in my classroom.</p>	<p>The students in my classroom collaborate as a learning community.</p>	<p>I am working on building student/teacher collaborations between my class and other classes at school. I look for ways to collaborate with parents, alumni, and others.</p>	<p>I help create partnerships and collaborations with other schools in the state.</p> <p>I connect with parents, alumni and others to create a broader learning community for my students.</p>	<p>I help create partnerships between our school and others in the United States to promote collaboration and learning. I try to help my students understand how to become global citizens.</p>	<p>I help create global partnerships and collaborative learning experiences so my students can become global citizens.</p> <p>I teach others how to create successful partnerships.</p>

Assets School - Innovation Configurations Map – Draft (v. 1.5 – 7/17/12)
Desired Outcomes from Schools of the Future Grant

Objective	Apprentice		Practitioner		Leader	
	Level 1	Level 2	Level 1	Level 2	Level 1	Level 2
#3 - Access and effectively integrate technology for professional development and practice.	I use technology well enough to get me through the day. I would prefer not to use it.	I see how technology can be a tool for more than just daily communication and I have started to consider other uses.	I have started adapting my curriculum and using technology as a way to enhance my classes. I am looking at some ways to use technology for my own PD.	Technology is more than just a tool to me, it is something that can be integrated into classes and I am doing this now. I use technology occasionally as a tool for my own professional learning.	Technology is seamlessly integrated into my classroom instruction daily. I use technology tools to inform and enhance my own professional learning on a regular basis.	Technology is seamlessly integrated into my classroom instruction daily. I use technology tools to inform and enhance my own professional learning. I help train others to use technology effectively for their own professional development.
#4 - Facilitate student development of self-advocacy skills, which support successful transitions.	Promote self-awareness in students.		Promote self-acceptance in students and practice advocacy.		Allow students to self-advocate for accommodations and learning needs.	
	I help students identify their strengths/ challenges. I help students build confidence.	I help students to leverage strengths and build confidence. I introduce tools and structures that support challenges to my students.	I help students to understand their strengths/challenges and diagnoses to gain a deeper knowledge of self. I help promote introspection.	I help my students refine a variety of strategies and tools to leverage strengths and compensate for challenges. I provide an opportunity for students to practice advocacy skills.	I create an environment where students have the opportunities to advocate for accommodations and/or learning needs.	I create an environment where students have the opportunities to advocate for accommodations and/or learning needs. I teach other teachers to create environments that allow students to self-advocate.
#5A - Participate in Professional Development (PD) opportunities that support the first four grant objectives.	I participate in PD provided by Assets.	I participate in PD by Assets and outside of school such as attending workshops and conferences.	I share informally the knowledge I have gained from PD.	I share my knowledge to others through training sessions internally.	I share my knowledge to others outside of Assets informally.	I provide PD for others outside of Assets (outreach) formally through creating training sessions, presentations, workshops, etc.
#5B – Implement new practices based on PD opportunities that support the first four grant objectives.	I am open to implementing new practices.	I seek assistance and have a plan to implement new practices.	With support, I implement new practices in my classroom.	I implement new practices in my classroom and reflect, adapt, and refine these practices.	I mentor others and I am open to learning more new practices.	I mentor others to implement new practices, continue to strive for self-improvement, and stay informed of current research.



A ssets
C onference
T eachers Teaching Teachers (T³)

Agenda for the Day (2/14/14):

- 9:00 - 9:15 Set up time for K-8 classrooms
- 9:15 - 9:30 Micro-Sessions - Grades K-4 (choose from 5 classes)
- 9:35 - 9:50 Micro-Sessions - Grades 5-6 (choose from 5 classes)
- 9:55 - 10:10 Micro-Sessions - Grades 7-8 (choose from 6 classes)
- 10:10 - 10:25 Break (K-8 teachers turn everything off, high school teachers get set up)
- 10:25 - 10:40 Micro-Sessions - 90's Wing High School (choose from 8 classes)
- 10:45 - 11:00 Micro-Sessions - 80's/100's Wing High School (choose from 9 classes)
- 11:00 - 12:00 Lunch in the LA (high school teachers shut down, session presenters get set up)
- 12:00 - 1:00 Session 1 (one hour training session by teachers for teachers)
- 1:10 - 2:10 Session 2 (one hour training session by teachers for teachers)
- 2:20 - 3:00 Group Reflection on the day in LA - door prizes (must be present to win)

Name: «Name»

Session 1: «Session1»

Session 2: «Session2»

For Class Descriptions, go to Assets Faculty Ning Site and click on link in the center.

Micro-Sessions:

A micro session is a short 10-15 minute presentation when a teacher showcases a project they have completed with their class. The goal is to share a project that meets the criteria for 21st Century Learning (project or problem based, skill-based, student-led, integrated technology, and/or other strategies). The presentation should not require a lot of preparation as the teacher will just “talk from the heart” about a project from their class and share what was created.

Main Question – What is one project I would like to share with other teachers?

Possible questions to answer during the presentation:

- Describe the project from start to finish.
- How do you get the students ready for this project?
- What are the project requirements?
- What skills do they learn from this project?
- How do you individualize for different learners?
- How do you integrate this project with the rest of your curriculum?
- What technology tools do students use?
- What went well with the project?
- What would you do differently in the future?
- How do you assess the projects?

Things you could share:

- Examples of project work
- Pictures from the culminating event
- Technology tools you used with the project (if it is an interesting app, you could project it on the screen and show how it is used)
- Videos of students describing what they learned
- Instructions you give students to complete the project
- Rubrics to assess the projects

Micro-Sessions could:

- Inspire a teacher to try a similar project
- Educate the teachers on a new technology tool and its integration
- Help others to learn about your classroom and students at this age level
- Provide examples of how to individualize and integrate in an Assets classroom
- Provides experience for teachers to have an opportunity to present in a short, informal way (meets Objective #5A from the IC Map – SOTF Grant Goal)

Schools of the Future: Faculty Presentation on California Trip (notes)
March 6, 2013

AL:

- Purpose of Trip
- How we selected these schools
- Intention in going

Background – how we got here

Having established our policy of Technology use and integration at Hanahauoli (in other words, purposeful and meaningful use of digital tools to enhance and extend children's learning), one of our next steps was to explore how others schools were defining, assessing and reporting on critical thinking. As a faculty we began to look at critical thinking, we read Assessing Critical Thinking Skills and developed a common language to continue and maintain a conversation about critical thinking at various ages. One of our SoTF goals was to design a developmental continuum for critical thinking that would help guide instructional decisions and assist in assessing student progress.

Our SoTF team began to look towards visiting schools that might offer insight into our own efforts. As our faculty began to read Making Thinking Visible and a discussion about 'thinking routines' Alison helped define our intent and identify schools that were at the forefront of technology integration, critical thinking.

Nueva School and Park Day School in the San Francisco area were selected. The **goals** of our visit were to see what these schools could offer us regarding

1. Critical and creative thinking instruction, assessment, and reporting;
2. Technology integration that supported student learning and assessment in a progressive setting

REBECCA:

Intro -- The Nueva School

- Nueva School is a constructivist school for gifted and high ability children -- PreK through ninth grade -- emphasizing integrated studies, creative arts, and social-emotional learning
- South of SF, in Burlingame on thirty-three wooded acres consisting of two playgrounds, a track and sports field, a garden, art studios, science labs, a gymnasium, a library, a media lab, the Innovation Lab, and the Hillside Cafe
- 400 students in prekindergarten through eighth grade
- Expanding in fall 2013 with a high school student body of 400 once grades 9–12 are established
- Design thinking Curriculum, Innovations Lab
- (FROM WEBSITE) Nueva is also a community that values warmth, inclusion, and diversity. To step onto our campus and enter a classroom is to witness a dynamic, vibrant environment where students explore and experiment. They learn to communicate

and collaborate in small and large groups, as well as to demonstrate passion through individual, self-directed projects. Nueva students engage in simulations, learn to make real-world connections, monitor their own learning, and become flexible thinkers who are adept risk-takers and lifelong learners.

MAIA: Key Points to look for in video

- First building with plants on roof is green building, the library
- Entering the old mansion, lots of wall space, art on walls
- Grand ballroom, gathering place
- Forts - famous for this and garden
- Lunch with Ed who was generous with time and info
- Innovation lab where they have high tech tools

Show VIDEO

MARC:

Intro The Park Day School

(From Website)

Park Day School is a diverse, independent Kindergarten through 8th grade school with a 37-year history of progressive education. We believe a successful learner is one who is confident, caring, and creative. We believe success is measured by a student's ability to define his or her place in the world, guided by intellectual skills and a social perspective.

Progressive Education Network, People of Color in Independent Schools, Mindful School

MAIA: KEY POINTS TO LOOK FOR

- Grounds and buildings were previously elder care home. Flat, urban.
- Coffee cart fundraiser sets the tone - aloha!
- Classrooms - homey
- kids working, lots of art examples of work such as desks built.
- evidence of them being a mindful school
- garden, yurt
- Special project classes that are unusual such as skateboarding and biking
- lunch and PE

VIDEO/DISCUSSION OF BOTH SCHOOLS

NUEVA DISCUSSION - ALL (Red highlights are done by maia - stuff i don't want to forget)

What we saw

- Space – amount, type, use, variety, open spaces for imaginative play
- Sustainable library
- Concrete
- Dedicated teachers who are clear on mission and their craft

- iLab – huge laser cutter; Kim Saxe and 2 engineers
- several 3-D printers
- one-to-one laptops (upper grades) – writing
- 4 Kindergarten girls in reading “tutor” reading group or book group session
- grade level “themes” determined at beginning of the year (i.e., Egypt, Ancient Greece, Native Americans, Building)
- Report twice a year – narratives and checklists; middle school includes self-evaluation
- artwork and project work EVERYWHERE
- café
- garden
- chickens
- recess - forts and agreements
- we were able to talk with fewer people here than at Park Day
- impressed by Nueva

Phrases:

- Deep learning
- High-potential learners
- SEL (Social Emotional Learning) -- empathy/service
- Design Thinking
- Curiosity
- Common Language teachers and students use
- Passion of teachers
- Invitation or acceptance of mistakes
- Modified projects to add empathy (part of Design thinking)
- Collaboration

Take aways

- Design Thinking as a “structure” or “routine”
- Social-Emotional Learning
- Depth of thinking; deep thinking
- Emergent curriculum
- Teacher Associates
- Passion Projects – Project Presentations “recital” projects
- Audience - lots of opportunities to share with school community (maker fair)
- Teacher passion and dedication
- Taking apart a toaster in iLab
- Curious, vibrant people
- Expectations are in place – I teach you and you teach others
- Freedom to try, fail, make mistakes

Surprises and Gifts

- Met with Hillary Freeman – Apple Certified Teacher; distinguished

educator

Brainstorming

Showed a copy of report card (Filemaker Pro); all electronic

Thinking questions

- Met with Kim Saxe (Design Thinking program)
 - See ilab (develop in 2007)
 - Health innovation projects – real audience Kaiser
 - Treehouse toy for younger child
- Lunchtime innovation projects – open ilab (like idea box)
- Meet with Ed Chen
- Teachers made a philosophical decision to keep tech at a minimum for pre-K – 2nd; 2nd begin to use tech more purposefully during second semester.
- Digital cameras are used by children for own work and teachers to document progress (18 is a set)
- Infrastructure is key. Must decide what's important to the school. Put your money where your mouth is.
- Tech staff 3.5 FTE
- 1.5 years for kids to realize that digital tools can be used for productivity v. entertainment
- Teachers, parents, board members staff and other “interested” parties are on the Tech Committee that develops “vision” for school.
- All faculty members are required to take SEL and Design Process courses
- Tech Integration on several levels –
- teacher generated and directed; teacher primary use
- ilab
- teacher and iLab collaboration
- Marc and Rebecca are inspired by the use of design thinking
- Forts and freedom to explore, climb, imagine – wooded, natural
- Amazed that everyone (all teachers) had so many duties
- Luxurious- not just physical plant, associate teachers, parent volunteers, 2 SEL directors and 1 counselor; 110 megabits up and down
- Separate art room for lower, another for higher
- If someone wanted to try something tech, you could freedom to try
- 8th Graders go on 3 trips – China, Japan and Spain

Wonderings –

- How much/often do teachers collaborate with iLab faculty on developing projects?
- Where was evidence of thematic curriculum?
- Is design thinking infused throughout the curriculum? If it is infused, is it purposefully taught and taught well?
- How much of the design thinking process is used and can be used in different disciplines?
- What use, if any, of the design thinking is appropriate given content, context,

children, etc.

- Are the projects children make during their recess time evaluated

PARK DAY DISCUSSION - ALL

What we saw

- Enthusiastic voices, welcoming smiles, open arms
- Artwork EVERYWHERE!
- Magnolia Mansion
- Garden
- Chickens
- Yurt
- Mini courses (7th grade)
- Trip – (8th grade)
- Art
- Music – Orff students write lyrics, They compose music
- Drama
- Special classes groups of 13
- T- stools
- Children built desks
- Sports Teacher designs cooperative games
- Astroturf field
- Service Learning Director
- They wanted to learn from us
- They were so nice
- They are life-long learners; they were curious about us and we felt that they thought they could learn from us
- Comforted by Park Day

Phrases:

- If the kids like it...
- Shared governance
- Differentiation (pull out)
- “The Park School Way”
- Mindfulness
- Routines becomes part of the school day. It levels the “playing field” among students.
- Diversity in children and teachers
- All teachers were invited to talk with us, 1.5 hours lunch provided by school, including the acting head

Surprises and gifts

- Learning Garden and teacher and outdoor classroom (yurt) (including composting, chickens)

- No main library, but 2 within walking distance
- Outdoor play areas (field, houses, play structures)
- Meet with Terry Edeli (temporary Head?)
- Lack of tech at Park Day and sometimes complete of ???

Discoveries/Reflections/Learnings

- Teachers at Nueva and Park Day are grappling with assessment and reporting
- Both schools use narratives - managed in-house on File Maker Pro program - but still haven't figured out how to incorporate their new initiatives in their reporting. Park Day hadn't thought of it yet, because their focus is now on the teaching learning and instruction - incorporating the thinking routines.
- What does this mean to us at Hanahauoli in our process? If we are teaching critical thinking Where is the evidence?
- How are we sharing with each other?

As a school..

- **Common or shared language and knowledge**
- **Enough necessary supplies and tools needed**
- **Intentional use of common thinking routines and design thinking (practices)**
- **Expectations need to be in place**
- **Relationships that are positive and constructive**
- **Organizational structures for teacher sharing/collaboration "Sharing must be rampant and robust"**

Other "thoughts:"

- Teachers *leading* teachers
- It's hard to initiate and sustain change
- Specific content and context
- Purposeful instruction (v. serendipitous)
- Be reflective teachers

WONDERINGS:

Reporting:

- How do we report progress in a way that is meaningful to parents?
- Do we report critical thinking?
- Do we need to specifically describe thinking and use it to report progress/growth
- Growth measured through degree of independence gained

What are our next steps?

- What do we need?
- Using thinking routines, then, curriculum WILL emerge - with goal to deepen thinking - ie. building and hurricane, Marsha and taking prototypes to Kaiser
- Scheduling is an obstacle, how do we deal with it? Something other schools are also grappling with. Possible suggestion: flexible yearly schedules

Validation/confirmation

- Grappling with curriculum and reporting critical thinking
- Narrative captures the thinking
- Everyone is struggling to “balance” time, goals, expectations
- Schools provided two very different views of how a school could be - validated where **we** are as a school
- shared, common language throughout our school
- shared and clear expectations, commitments and intentions

Validations, take-aways, confirmations, appreciations

REBECCA:

Choice to limit technology in early years- keep tech in its place within the larger context of learning, thinking, and feeling in the progressive education model

MAIA:

- organizational structures are in place for a culture of collaboration: rampant and robust sharing is essential to culture-building, evolution re-energizing and renewal.
- Teachers leading teachers. A model to follow
- Fabulous to get out and see other teachers do their thing. It’s invigorating, renewing, exciting. Don’t have to go far. I felt just as energized at Mid Pac if not more. Possibilities.

Possibilities

AL:

- Our web site is a first line ambassador
- We need to be more aware of how we greet and meet our visitors – we were so welcomed by people in both schools; it would be great for us to do this too.
- The commitment of entire community - expectation of curiosity by public

NOREEN:

SoTF grant proposal - our (collective) turn now to carve a path for our school

Where are we as a school in our process?

- Using this as a model: (bringing about change in schools)
- Common or shared language and knowledge
- Enough necessary supplies and tools needed
- Intentional use of common thinking routines and design thinking (practices)
- Expectations need to be in place
- Relationships that are positive and constructive
- Organizational structures for teacher sharing/collaboration “Sharing must be rampant and robust”

Reflections re: Critical Thinking Routines May 21, 2014

JK Team Reflections on Critical Thinking Routines:
Nora, Dolores

I/we used to think....

We used to think that this process (from reading the book) would be cumbersome, might interfere with our natural way of teaching and working with children, would it be difficult for young JK children to become engaged with and really get into the deep thinking.

Now I/we think....

This is easily incorporated into our daily teaching, we just have to be more intentional and make it a ROUTINE!

Ideas for future thinking routine use:

Every time we plan a unit of study we will incorporate/plan some of these thinking routines. Our new team member will have to read this book over the summer. We will have to demonstrate these routines for our new team member.

Kukuna Reflections on Critical Thinking Routines
Participating: Lauren, Carla, Sarah, Maile, AI

I/we used to think....

Thinking was complicated and everyone knew more than me. You have to model thinking-- we still know you have to. Thinking is of value-- it still is!



Now I/we think....

The time set aside to do the routines with the children was very useful. Thinking routines allows them a good time to reflect and gives them thinking vocabulary. Thinking routines helps to make the thinking VISIBLE!! Thinking routines help us to ask questions in different ways, more open ended questions Example: "What are some suggestions you have to answer our questions and learn more?" A child came up with an idea to learn more about how the heart works: "We could buy a structure of a skeleton and cut out a heart, put it on, make a wave pool or something to see how your heart works. Like it would make big waves to move it around." Open-ended questions and not looking for the right answer frees children to think. The thinking routines put all things together-- it's not just final and evaluative.

Ideas for future thinking routine use:

--We like the idea of using Compass Points at the beginning of the year: What questions might children have, what might they worry them? Maybe we will separate the continuing and entering maybe to do this talk.

--Compass routines or other routines might be a new way of brainstorming for a new unit. It's very open ended.

--The routines also give teachers a common mechanism/vocabulary.

Kulaiwi Reflections on Critical Thinking Routines

Gr- 2-3 Kathy, Lia, Cindi



I/we used to think....

- We used to think critical thinking skills best emerged from longer, project-based learning. We now realize that you can get to critical thinking in a short time, if intentional.
- We used to think critical thinking was more from osmosis - the critical thinking would just come. We now realize that we can be very intentional about it.
- We used to think these routines would feel too contrived. It's actually very natural.

Now I/we think....

- changed the way kids structure/organize their ideas
- The routines help model thinking behaviors for other children.
- We've noticed that the names of the routines help frame students and help them know what is to come. The structure and language is helpful.

Connect-Extend-Challenge Critical Thinking Routines Reflection

Gr. 6- Lisa and Noreen

I/we used to think....

they were making connections on their own only to discover that... through the initial use of C-E-C, that they weren't doing this or not in depth



Now I/we think....

know that we need to facilitate this thinking through regular use of the C-E-C and other CRTs

We added a L "learned" piece so children document what they learned, then make connections among these ideas, etc.

Good reflective tool and info provider for assessment (where the kids are, what they learned, etc.) and report cards

Ideas for future thinking routine use:

Purposeful and intentional use often and from the beginning of the year - so it becomes a routine or habit of mind

Ideas for future thinking routine use:

Include critical thinking in our checklist for reporting.

Be diligent about using the routines. Make them routine!

Try new ones

More effective if in a large group shared setting but it's harder to capture the critical thinking for assessment.

Aha- Golden Nuggets from Faculty Meeting May 21, 2014 -- Critical Thinking Routines

JK - The big picture in evaluating the whole process - how will using CTR affect the whole class? This is what we have been doing, but with intentionality. We will have to intentionally design lessons that use specific CTRs.

Kukuna - Liked Compass points. Want to start at the beginning of the year will use it more liked having a common vocabulary and language.

Kulaiwi - Liked See, Think, Wonder found it became naturally a way to organize our thinking for a whole unit Children adopted use of words. group sharing aspect took thinking even further challenge is capturing all that information and then reflect back as teachers on this rich information.

3,2, 1 on paper - individual student assessment data, but not as rich as whole group discussion. Children actually suggested using "See, Think, Wonder" in final reflections.

Po`e - used a variety

See think

I used to think

use for math next year - use concrete before moving on to the abstract

Specialists -

We do use these routines, though by different names. what really makes a difference is when we listen to the children and use that to determine what comes next and to teach the children to listen to each other. "I heard ___ say ... and it made me think..."

Teachers decisions are based on what the children are sharing and learning.

2. Please include any “SOTF artifacts,” by that we mean processes or procedures that changed or were created at your school as a result of SOTF. We’re looking for tangible evidence of the impact of SOTF at your school. For every “artifact” you attach, please include a brief explanation of what the document is and how it’s used at your school. We’d like to be able to share these “artifacts” with other interested schools, so if there’s something that you’re willing to share with the Foundation but do not want it made available more broadly, please let us know.

- **HMS Staff Forms and Resources** – A Google site was created for HMS staff called “HMS Staff Forms and Resources” to house common forms, curriculum alignment, PD information, and teacher resources.
 - **Curriculum Alignment and Professional Development**
 - **Curriculum Matrices** – Designed to improve communication and foster curriculum integration and alignment.
 - **Grade Level Up/Down Articulation** – Communication and planning tool for curriculum alignment and scaffolding.
 - **Lesson Study** – Form of action research to improve teaching and student engagement through collaboration and peer observations.
 - **Professional Development Wednesdays** – Resources from teacher-led sessions including notes and presentations.
 - Professional Learning Wednesday’s Evaluation and Reflection Form – Completed after each PL sessions to provide feedback for presenters.
 - **Professional Development Portfolios** – Used by the Head of School in one-on-one teacher conferences to review professional progress and quality of instructional practices.
 - **Resources**
 - **Teacher Evaluation Form** – Collaborative tool used to annually evaluate staff and delineate expectations as we implement 21st Century curriculum.
 - **HMS Logic Model** – A planning tool to address Goal 1 of our school’s strategic plan.



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Today June 2014 Print Week Month Agenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Jun 1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	Jul 1	2	3	4	5

Events show n in time zone: Haw aii Time Google Calendar

Subpages (7): [Common Core Resources](#) [Curriculum Matrices](#) [Grade Level Up/Down Articulation](#) [Lesson Study](#) [Professional Development Portfolios](#) [Professional Development Wednesdays](#) [Teacher/Pedagoqy Resources](#)

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Curriculum Matrices

The curriculum matrix is a form of curriculum mapping. The matrices for each classroom and subject are designed to improve communication among teachers. The result is unit and subject integration, team teaching opportunities, collaboration and ultimately support for student learning across subjects and teachers. Thus, these documents should be continually updated and refined to reflect actual classroom practices.

The matrices are important as personal professional development tools. They help hone the subject matter and skills taught in each class. The Matrices become the basis for Curriculum Alignment and Scaffolding. They should be used in the grade level up/down articulation meetings. Each teacher's matrix shows what standards are taught and when, this will show where gaps occur in the curriculum and prevent unnecessary repetition and redundancy of subject matter. It also allows teachers to collaboratively identify areas in the curriculum (or standards) in which HMS students need more or less support.

The matrices will lead to a completed Grade Level Matrix that will guide subject area instruction for each subject at each grade level. The Grade Level Matrices fulfill Accreditation requirements (HMS is up for Accreditation again in 2015 - 2016) and will be shared with parents beginning with the 2015-2016 school year.

Templates: Make a copy in your own Google Drive file, name it with your first initial.last name 13-14 (e.g. D.Randall 13-14) then share it with the Staff. A link will be provided below to make it easy to find each matrix.

[Weekly Planning Matrix Template](#)

[Trimester Planning Matrix Template](#)

[Grade Level Matrix Template](#)

Grade Level Matrices	Classroom Trimester Matrices	Classroom Weekly Matrices
Preschool/Pre-K Matrix	P-21	P-21
Kindergarten Matrix	P-22	P-22
Grade 1 Matrix	P-4	P-4
Grade 2 Matrix	P-5	P-5
Grade 3 Matrix	K-1	K-1
Grade 4 Matrix	K-2	K-2
Grade 5 Matrix	K-3	K-3
Grade 6 Matrix	1-9	1-9
Grade 7 Matrix	1-10	1-10
Grade 8 Matrix	2-6	2-6
	2-7	2-7
	3-8	3-8
	3-11	3-11
	4-12	4-12
	4-13	4-13
	5-14	5-14
	5-15	5-15
	6 (Core)	6 (Core)
	7 (Core)	7 (Core)
	8 (Core)	8 (Core)

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Grade Level Up/Down Articulation

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Grade Level Up/Down Articulation

Grade level articulation of each subject area is critical to ensuring that curriculum is aligned and scaffolded from preschool through 8th grade. This means that content is not duplicated unnecessarily and that there are no gaps or pieces of the curriculum inadvertently left out. Each grade level should be engaged in teaching concepts and benchmarks that are appropriate for the grade. At HMS we strive to be ahead of the curve and ensure that our students can matriculate into the high schools of their choice. Thus, the curriculum should be academically rigorous and push students to be ahead of their peers at other private elementary schools. The guide for grade level articulation is the Common Core standards, these standards outline the benchmarks that should be incorporated into each grade level's math and language arts curriculum. If students are academically ready and prepared, curriculum can and should include benchmarks from the next grade level up. This is why articulation is so important. For example, if grade 2 is covering some of the 3rd grade language arts benchmarks, then 3rd grade should not design redundant lessons to address the same benchmarks, 3rd grade should be incorporating benchmarks from the 4th grade and so on. The HMS Preschool and Prekindergarten program sets a strong academic foundation that should allow our students to progress through the K-8 grades at a high level of rigor.

The backbone for articulation at HMS is the Weekly and Trimester Curriculum Matrices. These documents detail what you are teaching in your class. These documents will be used to compare grade level subject matter and align with the Common Core Benchmarks. Subject areas other than math and language arts should use their national standards or the Hawaii Content and Performance Standards III.

Check back here for directions on grade level up/down articulation. You can find the common grade level up/down meeting times by clicking [here](#).

Add file	Add link	Add from Drive	Move to	Delete	Subscribe to changes
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Grade Level Articulation #1
[View](#)

Sep 4, 2013, 5:26 PM David Randall

Comments



David Randall
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Lesson Study

Lesson Study (LS) is a form of action research that is designed to help teachers improve their teaching. Usually found in Teacher Prep programs, LS is a method for small groups of teachers to work collaboratively on lessons. Working on these lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, the teachers select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on the lessons.

At HMS, the LS process has been tweaked to fit our unique needs. Teachers are assigned into 3 different cohorts to complete an abbreviated LS cycle (1 per Trimester). The focus (or research question) at HMS is on "Student Engagement." Teachers engage in the following steps with their cohort each Trimester as a means to improving student engagement in their class (This may be done individually or planned as an integrated group lesson):

- create a lesson plan and corresponding student engagement observation form
- share the lesson plans and observation form with their cohort who will be observing the class
- meet with cohort to debrief what went right and what could be improved upon
- write a reflection of what happened and how the information will impact future lessons
- place the lesson plans, observation forms and reflection forms in your Professional Development Binder

The goal of LS at HMS is to improve student engagement in classroom activities, it is not designed to be "peer evaluation." Student engagement in the learning process is key to knowledge acquisition and retention.

 Lesson Study Cohort List				Sep 11, 2013, 4:53 PM	David Randall
View					
 Lesson Study Reflection Sheet.docx	15k	v. 1		Sep 11, 2013, 5:27 PM	David Randall
View Download					
 Observation Guidelines.docx	15k	v. 1		Sep 11, 2013, 5:27 PM	David Randall
View Download					

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Professional Development Wednesdays

Professional Development Wednesdays (PDW) serve to further improve teacher knowledge and skills. At HMS the 3rd Wednesday each month is dedicated to a mini conference environment where teachers will teach their peers. There will be approximately 3-4 breakout sessions to choose from. The Professional Learning Committee will ask teachers to submit proposals of what they would like to teach/share with peers. Proposals fall into the following categories:

- pedagogy (new ideas and techniques, tried and true ideas and techniques)
- classroom management
- subject area content
- technology integration
- software/hardware skills

Teachers have traditionally worked within their own four walls and not had the opportunity to share knowledge or collaborate. There is a wealth of knowledge on our campus and we can help each other improve as teachers and try new things. Teachers are expected to teach a minimum of one topic, idea, skill, technology integration, etc. per school year. Teachers are highly encourage to share more of what works for them if possible.

Faculty and Staff - Click [here](#) for resources and descriptions of our Professional Learning Wednesday sessions.

 PD Wed. Reflection Form
[View](#)

Please complete the reflection form after attending your session.

Sep 18, 2013, 12:39 PM David Randall

Subpages (1): [2013-2014 Sessions](#)

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Professional Learning Wednesday's Evaluation and Reflection Form

After you have attended our monthly PL Wednesday sessions, please complete this required evaluation and reflection form by Monday of the following week. Thank you very much!

Your username (lori.okamura@hongwanji.us) will be recorded when you submit this form. Not **lori.okamura**?

[Sign out](#)

* Required

Which PL session did you attend? *

Were your expectations met? *

- Yes
 Somewhat
 Not at this time

What did you expect to gain from attending this PL session? *

Are the resources/equipment needed to implement what you have learned immediately available to you? If not, what more is needed? *

Do you plan to integrate the information you received into your teaching this year? If yes, please explain how. If not, please explain why. *

Comments:

Send me a copy of my responses.



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Professional Development Portfolios

The ultimate goal of Professional Development (PD) at HMS is to help teachers model lifelong learning and to continually improve on one's teaching ability. The Professional Development Portfolio (PDP) is designed to set ALL teachers up for success. This means being able to share the following instantly:

- what is taught in each subject area
- how each subject area is taught
- exemplars of student work
- engagement in school PD
- engagement in personal PD

This portfolio, when kept up to date, allows a teacher to

- reflect on their craft
- share what they do with colleagues, parents, administrators, accreditation teams and others instantly
- possess a portfolio of their work that can be used to document their commitment to teaching, learning and improvement

A minimum portfolio should contain the following items within a section for each Trimester:

- Trimester Matrix
- Lesson Study Cycle Forms
- Other PD completed during the Trimester
- Examples of student work and/or Presentations of Learning

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SY 13-14 HMS Teaching Staff Evaluation Form

Teacher Name: _____

Room #: _____

Planning and Preparation:

Attribute	Comments/Date
<p>School Year Planning - e.g.</p> <ul style="list-style-type: none"> + Yearly Grade Level Matrix is available and complete + Content is aligned to Standards (Common Core or other) and scaffolds with other grade levels + Content is aligned with other classes to enhance student learning when feasible (e.g. resource classes) + Parent Packet (syllabus etc.) is available + Field Trips/Activities planned and timed with the curriculum to enhance learning 	<p>Click here to enter text.</p>
<p>Daily Class Planning - e.g.</p> <ul style="list-style-type: none"> + Detailed Lessons/Activities (or your Weekly Matrix is maintained) are available and complete in Gradelink (to assist other teachers in aligning learning opportunities) + Lessons are relevant and appropriate + Homework & Graded Activities are posted to GradeLink <ul style="list-style-type: none"> • w/ sufficient detail and supporting documents • in a timely manner + Attendance and Lunch Counts are posted to Gradelink 	<p>Click here to enter text.</p>
<p>Technology Literacy & Use is integrated into instruction - e.g.</p> <ul style="list-style-type: none"> + Technology Tools are integrated into lessons where appropriate + NETS are used with Tech Literacy + Technology is used for "googleable" information + Students cite sources + Students synthesize information into their own products/POLs 	<p>Click here to enter text.</p>

Content Knowledge and Pedagogy:

Attribute	Comments/Date
<p>Depth of content knowledge is reflected in lessons - e.g.</p> <ul style="list-style-type: none"> + Essential or Driving Questions for the unit/lesson are clear + Evidence of Inquiry/Project Based Instruction + Level of rigor in student work is appropriate 	<p>Click here to enter text.</p>

Classroom Environment and Management:

Attribute	Comments/Date
<p>Evidence of "students owning the learning" - e.g. students:</p> <ul style="list-style-type: none"> + engaged in learning + can articulate the focus of lessons + can articulate why they are working on lessons + can explain what they are doing "how, why, what" or their thought process 	<p>Click here to enter text.</p>

<ul style="list-style-type: none"> + relevance of lessons leads to retention of "knowledge" + work is displayed (formative and summative assessments or POL's) + produce quality products + working as hard as or harder than the teacher 	
---	--

Professional Responsibilities and Development:

Attributes	Comments/Date
<ul style="list-style-type: none"> + Students receive individual support and attention + Parent and community communication is consistent, respectful and on-going + Community contributor (team player) who works with others for betterment of school and student preparation for the next grade or level + Comply with policies, rules and regulations listed in the Employee and Teacher Handbooks (e.g. attendance procedures, disciplinary procedures, care of equipment, etc.) + Be "value added" to HMS (e.g. participation in committees, programs, extracurricular events, etc.) 	Click here to enter text.
PD Requirements	
<ul style="list-style-type: none"> + Lesson Study + Curriculum Matrix + Intra Grade Alignment Meetings + Inter Grade Level (Up/Dn) Alignment Meetings + Teaching PD Wed. Breakout Session + Attending Workshop/Conference + Other Teacher Initiated PD w/Admin Approval (Specify): Click here to enter text. 	Click here to enter text.

Character Education and Values (Buddhist Education):

Attribute	Comments/Date
<p>Buddhist Education is evident - e.g.</p> <ul style="list-style-type: none"> + Classroom management and discipline reflects the Golden Chain, 8 fold path or 6 Paramitas + Buddha picture, Golden Chain, 8 Fold Path & 6 Paramitas visible in classroom + Teacher participation in Buddhist Education + Teacher behavior models Buddhist values 	Click here to enter text.

What 1 or 2 personal learning pursuits are you participating in this year? (Lifelong Learning)	Click here to enter text.
What 1 or 2 new teaching methods or tools (risks) will you use this year?	Click here to enter text.

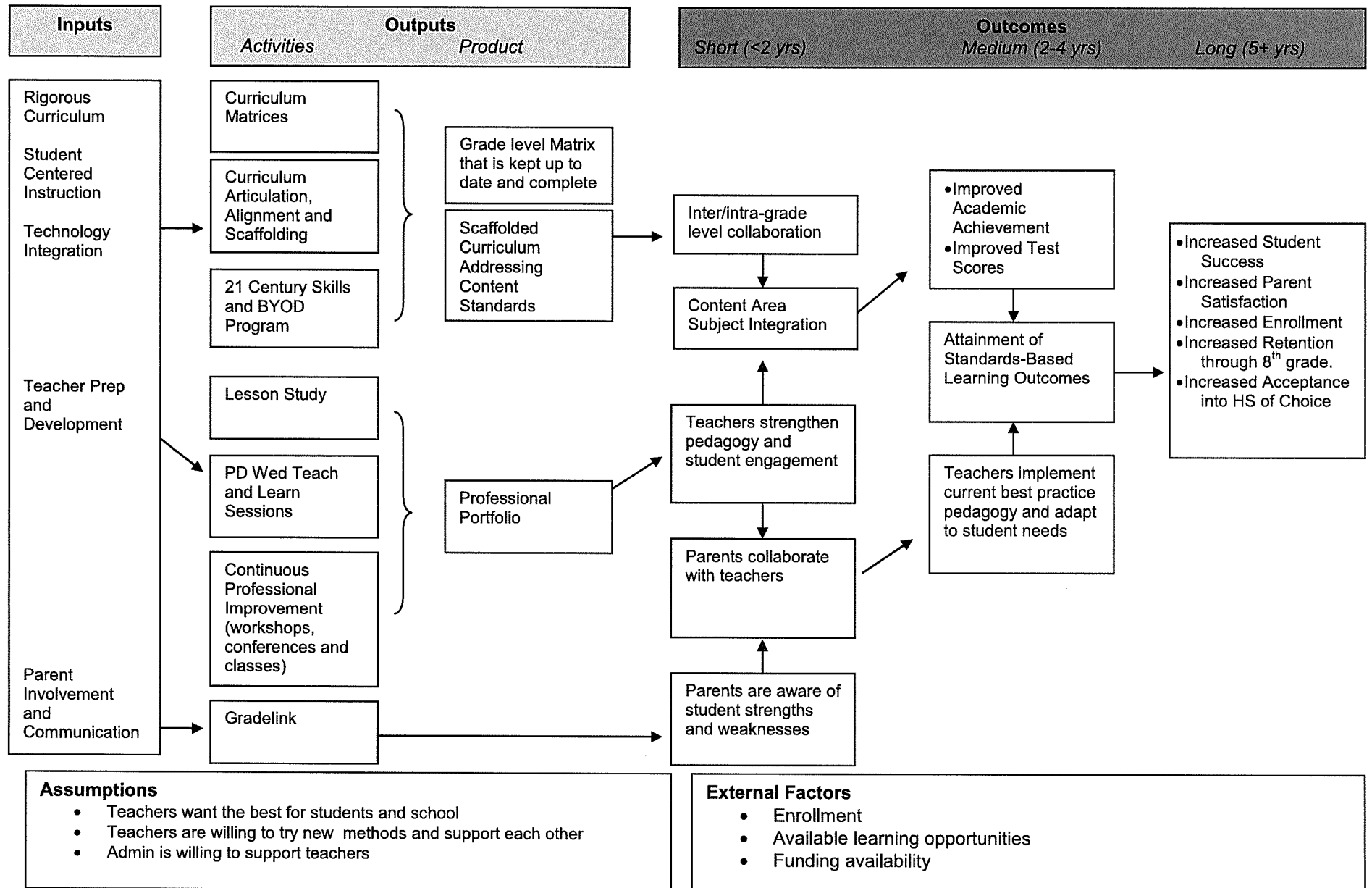
Overall Rating for the Year

<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Exceeds
Improvement Plan/Areas of Focus: Click here to enter text.	Admin Comments: Click here to enter text.	Admin Comments: Click here to enter text.
Teacher Comments: Click here to enter text.	Teacher Comments: Click here to enter text.	Teacher Comments: Click here to enter text.

HMS Strategic Plan Logic Model:

GOAL: 1.0 Maximize every student's learning by developing each child academically, physically, socially, and spiritually

Objectives: 1.1 Implement the developed curriculum mapping strategy





Le Jardin Academy Professional Growth Plans

Professional Growth Plans (PGP) are meant to foster self-assessment and reflection. They are intended to provide a structure for educators to grow in their professional understanding of teaching, learning, subject area content, and improvement of practice. As we move toward showcasing our culture of excellence, they also help us keep our goals and accomplishments in mind throughout the year. This year we will also be using them to help determine professional development opportunities.

Guidelines:

1. All faculty members are responsible for completing a professional growth plan each school year.
2. Faculty members will meet with their divisional principal(s) and their applicable IB coordinator to collaborate on learning goals.
 - First meeting in the fall to create and present plan
 - Mid-year to review progress
 - End-year to present and review achievement of outcome goals
3. The PGP action plan activities:
 - May be part of a long-term multi-year plan
 - May be conducted in a collaborative setting, in which more than one teacher engages in a collective plan, but each individual teacher writes their own PGP and provides their own evidence of growth
4. Each Professional Growth Plan shall include:
 - Outcome statements related to each of 4 goals
 - A clear and detailed Action Plan with activities and strategies for achieving those outcomes
 - Timelines and estimated completion dates for each learning activity
 - Evidence of progress and achievement
 - Reflection on progress and achievement of outcomes, including how professional practice and student learning have been improved



**Le Jardin Academy Professional Growth Plan
Middle and High School
2014-15**

Name:

Goal 1: International Baccalaureate) (to be determined in collaboration with Principal and MYP or DP Coordinator)

- Planned curriculum
- Taught curriculum
- Assessed curriculum

Describe learning objective(s):

Learning Activities- Action Plan	Timeline	Collaboration	Completion date

Evidence of Professional Growth and Student Learning

Mid-Year Progress	End-Year

Teacher Reflection:

Principal's comments:

Goal 2: Technology Integration

- Improved skills in using specific technology applications
- Improved ability to design and implement technology-enhanced learning activities
 - o Blended learning/ Flip teaching
 - o To increase collaboration
 - o To assess learning
 - o Creative ways to communicate thinking and learning
 - o To showcase learning
 - o Other:

Describe learning objective(s):

How will this objective promote student learning?:

Learning Activities- Action Plan	Timeline	Collaboration	Completion date

Evidence of Professional Growth and Student Learning

Mid-Year Progress	End-Year

Teacher Reflection:

Principal's comments:

Goal 3: Professional Growth (to be determined in collaboration with Principal):

- Concept-based planning, instruction, and assessment
- Standards-based planning, instruction and assessment
- Inquiry driven planning, instruction and assessment
- Project-, Problem-, Challenge-based planning, instruction and assessment
- Collaborative learning
- Brain research impact on teaching and learning design and practice
- Classroom management
- Organization and/or timely completion of teaching requirements
- Other: _____

Describe learning objective(s):

How will this objective promote student learning?:

Learning Activities- Action Plan	Timeline	Collaboration	Completion date

Evidence of Professional Growth and Student Learning

Mid-Year Progress	End-Year

Teacher Reflection:

Principal's comments:

Goal 4: Mentorship

Describe learning-mentoring objective(s): (For example: a specific tech skill, reading circles, creating rubrics, etc)

Learning Plan

Learning Activities- Action Plan	Timeline	Collaboration	Completion date

Evidence of Professional Growth and Student Learning

Mid-Year Progress	End-Year

Teacher Reflection:

Principal's comments:



**Le Jardin Academy Professional Growth Plan
Non-teaching Faculty
Middle and High School
2014-15**

Name:

Goal 1: International Baccalaureate) (to be determined in collaboration with Principal and MYP or DP Coordinator)

- Improve understanding of MYP
- Improve understanding of the DP

Describe learning objective(s):

Learning Activities- Action Plan	Timeline	Collaboration	Completion date

Evidence of Professional Growth

Mid-Year Progress	End-Year

Faculty Reflection:

Principal's comments:

Goal 2: Technology Integration

- Improved skills in using specific technology applications
- Improved ability to use technology in your current position, ie presentation skills, working with parents, etc.

Describe learning objective(s):

How will this objective promote student learning?:

Learning Activities- Action Plan	Timeline	Collaboration	Completion date

Evidence of Professional Growth

Mid-Year Progress	End-Year

Teacher Reflection:

Principal's comments:

Goal 3: Professional Growth (to be determined in collaboration with Principal):

- What aspect of your current position would you most like to see developed over the coming year?

Describe learning objective(s):

How will this objective help you contribute to our culture of excellence?:

Learning Activities- Action Plan	Timeline	Collaboration	Completion date

Evidence of Professional Growth

Mid-Year Progress	End-Year

Teacher Reflection:

Principal's comments:

Goal 4: Mentorship

Describe learning-mentoring objective(s):

Learning Plan

Learning Activities- Action Plan	Timeline	Collaboration	Completion date

Evidence of Professional Growth

Mid-Year Progress	End-Year

Teacher Reflection:

Principal's comments:

Kupu Hou Academy 2014

As Mid-Pacific Institute looks to the future, we are focusing not only on what our students are learning, but more importantly, how they are learning. As part of Mid Pacific Institute's School of the Future initiative, the Kupu Hou Academy was created in the summer of 2012. The overriding goal of the Kupu Hou Academy was to equip faculty with the tools necessary to implement Project Based Learning (PBL) through this Summer Teachers Institute. This hands-on, PBL-focused workshop was offered to MPI teachers as well as to the larger education community. It gave teachers the ability to re-think their curriculum to make it more project-based and student-centered. In its inaugural year, the academy's focus was a single strand of PBL 101. Participants looked at project design, from initial planning to scaffolding project benchmarks and assessing student learning throughout the project. Model projects were analyzed through the lens of the 6 As:

- authenticity
- academic rigor
- adult connections
- active exploration
- applied learning
- assessment

Kupu Hou Academy has expanded in the past two years, partnering with Envision Education and the Pacific American Foundation. It has created a dynamic learning environment supporting educators from public, private, and charter schools. Kupu Hou Academy 2014 had four learning strands designed to allow educators to dive deeper into their individual learning goals. Strands were conducted by educators leading in their fields. Participants were able to choose from the following four strands:

Strand A: Mobile and 1:1 Technologies Participants will explore what the most purposeful In powerful ways they can integrate technology into my project designs.

Strand B: New Practices in Place Based Education-Hawaii Educators will immerse themselves in the latest transformational practices in Place Based Education that incorporates cultural relevance, the shaping of standards and expanding the classroom to community resources and partnerships by the Pacific American Foundation.

Strand C: Performance Assessment At the center of any quality project is a clear vision of what we expect students to know and do, and what we expect them to be reflective about. For those who have experience with utilizing performance assessments, we will take a deeper dive into how the components of the project are used to assess what students know and are able to do.

Strand D: Next Generation Science Standards Participants will explore the connections between Deeper Learning, the Next Generation Science Standards, and the Common Core. These connections will then be incorporated these into lesson plans created during this strand.

The academy is designed to allow teachers the opportunity and time to develop and implement projects into their classrooms. There are follow up sessions in October and March giving educators additional support as they design and showcase their projects.



TIP Report School Year 2013-2014

Name: _____

School Year: 2013-2014

The TIP for school year 2013-2014 includes 4 key components to be completed within our Sacred Hearts learning community.

Use this report form to document your progress and bring it to your PDP meeting in May.

The goal of the Teaching Improvement Plan (TIP) is that you grow as a professional educator as well as part of our learning community. This is an opportunity to learn from and collaborate with your colleagues.

1. Classroom observations:

Teachers will be using Observation Protocol #5 “Observer as Learner.” After the debrief step, initial/date that debrief was completed. A minimum of **two** observations (one within your department and one in another department) are required.

	Course/Period/Date		Discussion/Reflection completed (initial/date)
1			
2			
3			

2. My classes observed:

Teachers will be using Observation Protocol #2 “Focus Point.” Observations should be for an entire period. After the debrief, initial/date that the activity was completed. A minimum of **two** observations (one within your department and one in a different department) are required.

	Course/Period/Date		Discussion/Reflection completed (initial/date)
1			
2			
3			

3. Video class:

Teachers are to video a class. A minimum of **one** observation is required. After viewing the recording, you will share a segment of your choice (minimum of 10 minutes) with the Dean of Faculty, or an approved coach, for discussion.

	Course/Period/Date		Coach Signature/date
1			
2			

4. Attend Wednesday “Prof Dev Options”: Think Tank/(SHA Faculty CoL) or Wed. Training sessions:
A minimum of **eight** sessions are required, though more are encouraged.

	Date	Topic	Reflection entry completed
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

General reminders:

1. *Read protocols* and ask any questions you have before beginning any steps.
2. *Follow the protocol.* Observing, without following the protocol, will be of relatively little value.
3. If you have questions – review your written material (TIP and protocols). If that does not sufficiently answer your questions, *ask the Dean of Faculty.*
4. You may use your Wed Prof Dev time for class observation discussions (items 1&2)
5. Feeling stressed about the timing or other aspects about the process? Again... *talk to the Dean of Faculty* to address the issue.
6. You may attach additional sheets to document additional work completed on this project.



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First Classroom Visits

Adapted by Paula Evans

The purpose of these first visits to each other's classrooms is to enhance our understanding of our own practice. Before beginning your classroom visits, think hard about a question that you have about teaching and learning. Is there a question that gnaws at you...that keeps you up at 3 AM...that you feel some passion about? It may be that after one or two visits, you may want to change your question. That's OK, too.

You should let the teacher you are visiting know what you are hoping to learn something about. At the same time, be clear that you are not expecting the teacher to craft his/her lesson around your particular interest. That's not the point. Assume that your question is broad and deep enough that any class will give you a window on some new learning.

So, you are visiting classes to gain insight into a question that you have framed related to your own teaching. You are not visiting to evaluate or give feedback to the teacher whom you visit. Do have at least a brief conversation with every teacher you visit after the class. What did you learn?

Please keep a journal or notebook with your notes and reflections from your visits. These reflections (though private) will serve us in our collective dialogue, and we will use our learning and these visits to shape our meetings and future peer observations together.

My question is:

Possible questions to guide your reflections in your journal:

- What evidence do I see in this classroom that might address my question [or portions of my question]?
- What particular content or strategies in the classroom are striking to me? Why?
- As I leave this class, what have I learned about myself as a teacher, about our students here at this school, or about teaching? What new questions or insights do I have?



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Observation Protocol #2 Focus Point

Adapted for observing students in ATLAS Communities from Peer Observation Protocols created by the National School Reform Faculty.

This protocol is designed to help deepen the observed's understanding of his or her practice. The observer(s)' role is to note those events that relate to a particular aspect of the observed's practice and to then act as an active listener as the observed attempts to make sense of those events.

Pre-Observation Conference

In addition to outlining what will be occurring during the observation, the person to be observed asks the observer(s) to focus on a particular aspect of his practice. Example: "Would you look at how I respond to student questions?"

Observation

The observer(s) focus on that aspect of practice raised during the pre-observation conference. Field notes include both descriptions of "focus" events and related questions that the observer may wish to raise during the debriefing. The observer(s) may also wish to note events and questions outside the focus of the observation, but these may or may not be discussed during the debriefing.

Debriefing

The observer(s) begin by restating the focus and asking the observed to share her thoughts. Example: "What did you notice about how you responded to student questions?" As the observed talks, the observer(s) 1) supply specific events that either corroborate or contrast with the observed's statements, 2) summarize what the observed is saying, 3) ask clarifying questions, and/or 4) raise questions related to the focus that were noted during the observation.

Note: Events and questions not directly related to the focus of the observation should only be raised after asking for permission from the observed, and some practitioners think even asking for permission is inappropriate. The observer(s) should refrain from stating their ideas and perspective on the issues unless specifically invited to do so. An important principle in this process is that at all times the person who is being observed is the one who is in control of the situation.

Further Thoughts on the Process, especially when the observer has been designated as the "coach:"

- Each person should choose the person or people with whom they will work. They should agree to take turns being the observer and observed.
- The pair (or triad) should establish ground rules for giving and receiving feedback. (For example: "Our observation data will remain confidential; we will meet to follow up on the observation within 24 hours of the observation.")
- The person asking for feedback specifies the areas in which they want feedback. (For example: "Track the kinds of questions I ask: are they memory questions, or do they require evaluation? Do I give

enough time for students to answer? Do I ask boys more questions than girls? How did the small groups work together when I wasn't there?")

- The observer(s), armed with a short list of what to look for from the person being observed, comes and watches the class or meeting for a short time (15-20 minutes at first, longer as they become more comfortable with both the observation and the feedback).
- The two people meet afterwards — undisturbed — for 10 minutes (it needs to be short at first).

During this meeting:

- The observed and observer(s) should sit with the data between them.
- The observed should refocus on the questions s/he asked. That is, reflect on the questions in light of the data being brought back by the observer.
- The observer(s) should share the things they saw, heard, and tracked rather than what they thought about them. Allowing the observer(s) to evaluate or judge the observed will poison the process quickly.
- There should be some talk of what did and didn't happen and how the observed could make it happen next time.
- The observed should encourage the observer to reflect on the relevance of the data to the questions.
- Both the observer(s) and observed should watch for defensive behavior.
- All should work to make sure the observed doesn't get into a defend/attack dialogue (if the observed feels a need to defend him or herself, s/he should stop the conversation and talk about why s/he feels that way and what it would take to reduce that behavior).
- The observer(s) should check for signals to see when the observed has had enough.



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Observation Protocol #5 Observer as Learner

Developed in the field by educators affiliated with NSRF.

The primary “learner” in this protocol is the observer. The observer’s only purpose is to learn how to improve his or her own practice. Since the observer has little responsibility to the observed, the duration of the observation and even the level of attention to what’s going on is determined by the observer, as long as this is fine with the person being observed. This protocol may significantly increase the frequency of visits to each other’s classrooms since observers may be able to do some quiet paperwork during their stay, and therefore are more likely to use a prep period to visit another teacher’s classroom. The time involved may also be reduced if neither party desires a pre-observation conference.

Pre-Observation Conference

It is not necessary to have a pre-conference unless either party would like to have one. A pre-conference would help to orient the observer as to what will be happening.

Observation

The observer focuses on whatever s/he wishes.

Debriefing

The observer often asks the observed questions that might help him or her better understand the choices made by the observed.

Note

Given the potential feeling of vulnerability on the part of the observed in any situation, and especially in a situation such as this where the observed may have little idea of what the observer is focusing on, it’s important that the observer try to ask questions during the debriefing in a way that does not put the observed on the defensive.

Education for Today and Tomorrow

June 4 - 7, 2012
9:00 a.m. ~ 3:00 p.m.
Sacred Hearts Academy

Hands-On Workshop

Participants will develop class projects, engage in protocols and participate in a community of learning

Our Special Guest Facilitator

Laura McBain, the Director of Policy and Research from High Tech High Schools (San Diego), will lead participants through the process and work with individuals on their project design

Space is limited and preference will be given to collaborative teams.

\$500 per teacher for 4-day workshop
(\$450 for additional teachers from the same school)
Fee covers workshop, materials and snacks

For more information or to register:

Mary Girard

Dean of Faculty, SotF Project Lead
Sacred Hearts Academy
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Education for Today and Tomorrow

Comments from past ETT participants...

“The ETT Summer Institute is a wonderful opportunity to come together as professionals and create new curriculum.

We will learn and practice effective communication protocols, so that our time together is productive, and so that we can help each other polish our projects as before piloting them in the classroom. You will walk away feeling more confident and prepared to be a good role model for your students by taking risks and trying new things in your classroom.”

~ 2010-2012 ETT facilitator, 2009 participant

“Wow – having the time and guidance to work made all the difference. I was struggling with how to make good projects that have student energy behind them. The institute changed that. My project is successful and I learned so much more than I expected. The facilitators were amazing and now I know the value of protocols and collaboration.”

~ 2010 participant

“I enjoyed that I was able to have the time to develop, completely and in great detail, a 21st century learning project for my class. The feedback I received from my peers at the institute was helpful. Because of this institute, my students had a blast working on this project and I was able to use what I learned to develop additional 21st century learning projects during the course of this school year.”

~ 2010 participant

“My experience at the institute prepared me to work with our 21st century learners! I enjoyed being able to communicate and reflect with a focused and supportive group of educators. Laura was awesome!”

~ 2012 participant

“The summer institute provided a set time and space to focus on developing and improving my curricula. Rarely do teachers get this kind of opportunity to collaborate, share ideas, and reflect on the craft of teaching during the regular school year. Hearing different perspectives on my projects allowed me to predict and avoid many hardships that otherwise would have inevitably arisen in the classroom.”

~ 2009 participant

Semester 1 – Prof Dev/Tech Wed Offerings (2pm-3:15) FALL 2013

August

14 Aug – Tech Lab assistance - basics
New Teachers CoL meet with DoF
Other

21 Aug – Turnitin.com for “beginners”
Tech Lab assistance – basics
Tuning Protocol - project
Other

28 Aug – Googledocs for “beginners”
Kagan for “beginners” – part 1
Tech Lab assistance – basics
Other

September

4 Sept - 1:30-2:30 Division meetings
2:30-3:30 Department meetings

11 Sept – Department CoL

18 Sept – Flipped Class follow up for all summer workshop participants
Googledocs for “beginners”
Coaching TIP videos training
Other

25 Sept – New Faculty CoL meet with DoF
Turnitin for “beginners”
Tech Lab assistance
Other

October

2 Oct – 1:30-2:30 Division meetings
2:30-3:30 Department meetings

9 Oct – Kagan for “beginners” – Part 2
Googledocs for “intermediate”
Other

16 Oct – Dept CoL

23 Oct – New Faculty CoL meet with DoF
Tech Lab assistance
Other

30 Oct – Conferences

November

6 Nov – 1:30-2:30 Division meetings
2:30-3:30 Department meetings

13 Nov – Department CoL

20 Nov – Flipped Classroom – summer participants
Tech Lab – set up Edline course eval/survey
Other

27 Nov – Faculty Thanksgiving gathering

December

4 Dec – 1:30-2:30 Division meetings
2:30-3:30 Department meetings

11 Dec – Tech Lab – set up Edline course eval/survey
Other

18 Dec – Faculty Christmas gathering

5 Dec - No School – Christmas break

Semester 2 – pdp schedule **SPRING 2014**

January 2014

- Jan 1 – Christmas break – no school
- Jan 8 – Division/Faculty meeting
- Jan 15 – Nearpod
Video coaching
other
- Jan 22 – Dept CoL/Renaissance Expo – all teachers
- Jan 29 – SHARP Luncheon

February

- Feb 5 – Division/F meetings
SATC Training
WASC committee mtng
other
- Feb 12 – Dept CoL
SATC Training
WASC committee mtng
other
- Feb 19 – Denby Fawcett - speaker
Paperless Classroom using Google Apps 1:45-4:00
WASC committee mtng
other
- Feb 26 – Doctopus, Goobric and Flubaroo 1:45-4:00
PrepMe intro (2:00-3:15)
Other

March

- Mar 5 – Division meetings
- Mar 12 – No school Spring Break

Mar 19 – Dept CoL

Mar 26 – No School Prince Kuhio Day

April

Apr 2 – Student Conferences
Protocol – review project

Apr 9 – Department meetings

Apr 16 – Dr. Wheeler – HPU speaker

Apr 23 – Dept CoL

Apr 30 – Kagan Sharing/practice
Tech Lab - assistance
WASC committee mtng
Other

May

May 7 – Div meetings

May 14 – Dept CoL

May 21 – Last Day of School – tech support in tech lab

May 28 – Summer break

Professional Development: Technology 2013-2014

Sacred Hearts Academy
Lower School Teachers



****Tentative**** Schedule

Wednesdays 2:00-3:00 in the Lower School Library

Date	Tool	Details
August 14	Google + and Google Drive	<ul style="list-style-type: none">• Introducing students to their digital portfolios• SHA teachers' online PD community
August 21	Practice & Share	What did you learn this summer? Be prepared to share.
August 28	Curriculum Discussion	Meet with your division in the library to discuss application.
September 11	Digital Etiquette, Citing Online Sources, & Online Safety	Introducing students to the web
September 18	Practice & Share	Why is it important to teach these skills? What have been your observations of students' online behavior in the past?
September 25	Curriculum Discussion	How will you reinforce these ethical behaviors in the classroom?
October 9	Flipped Classroom	BrainPOP, YouTube, Ted Talks, DOGO News
October 16	Practice & Share	What have you used before? What worked and didn't work?
October 23	Curriculum Discussion	Design a flipped lesson.
November 13	Appy Hour	Share with the LS teachers which apps you like
November 20	Practice	Test out some of these new apps you've learned from your colleagues
December 11	Curriculum Discussion/Reflection	What changes do you want to make to your curriculum? What worked and what didn't?

For January 2014-May 2014, we received the Augustine Educational Foundation grant for this school year so we will be scheduling an iTeach2: Empowering Catholic School Educators In iPad Technology 4-part workshop series in the spring. More details to come shortly! Christina Smith will also be returning to help with our workshops this year.

Here are a few of some possible topics to discuss in the spring. Suggestions are welcome!

- The Arts: Awesome apps for music and drawing integration
- Gaming
- Quizlet.com
- Videoconferencing: Skype and FaceTime
- Blogging
- Twitter
- Google Forms
- Global community

CONTACT: Laurel Oshiro (Library Media Specialist and Technology Coordinator JK-6)