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For further conversation about any of these topics:

**Rick Wormeli**  
[rick@rickwormeli.onmicrosoft.com](mailto:rick@rickwormeli.onmicrosoft.com)  
Herndon, Virginia, USA  
(Eastern Standard Time Zone)  
@RickWormeli2 (Twitter)  
[www.rickwormeli.com](http://www.rickwormeli.com)

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In some schools, there is a pervading, anti-intellectual bias.

**It is more effective to build teacher professionalism and intellect than it is to enslave teachers to thoughtless automations.**

If we find ways for educators to experience curiosity, awe, induction, deduction, analysis, synthesis, resilience, empathy, extrapolation, juxtaposition, and other mental dexterities in their own development, they are better thinkers with our children. They can solve their own problems, connect with students, innovate their way to meaningful lessons, and persevere in the midst of challenge.

- Rick Wormeli

Pictured: Professor and author, Tan Oon Seng, Dean of Singapore's National Institute of Education's Office of Teacher Education. This is a photo from the February 2012 article, "Becoming a Thinking Teacher," found at <http://singteach.nie.edu.sg/issue34-teachered/>

**Build It, and They Will Think – A Starter Kit for the Intellectual Life of Teachers:**

Start or participate in an Edcamp experience. It's the organic, unconference for those of us tired of unmeaningful in-service training where one listens passively to someone at the front of the room for hours. To find a dynamic Edcamp experience near you, visit <http://edcamp.wikispaces.com/>.

(<http://www.youtube.com/watch?v=17DwCl7j0Bg>)

• Create an actual committee dedicated to the intellectual life of teachers in the school or district. Identify courses at local museums/universities, invite guest speakers on diverse, innovative topics, and provide programs to cultivate teachers' robust intellectual engagement as a companion to the many courses already offered in the district's staff development catalog. Encourage teachers to take courses unrelated to the subjects they taught and to try something with which they have no previous experience.

• Play Minecraft and other world-building, interactive, on-line or single-player games.

• Study video production (you can get editing suites fairly cheaply today, even for Smart phones), then write and produce short education videos you and others can use in the classroom. Invite former students join you. If ambitious, begin your own channel of instructional videos on Youtube.com or use the videos to provide some on-line tutorials and flipped classroom experiences.

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Participate in the larger profession.

Professional inquiry via personal action  
research projects, Professional Learning  
Communities, subscriptions to professional journals,  
participation in on-line communities: listervs,  
Twitter, Blogosphere, Webinars, Nings, and Wiki's;  
professional conferences, instructional roundtables  
in the building

We get more ideas/tools, and creative people  
are inspired by people around them.

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**Regularly do automatic tasks  
and let the mind roam.**

Walk, run, drive a long distance without listening to music, take an extended shower or bath, wash a lot of dishes, mow the lawn, weed the garden, paint a room, crochet, clean gutters, shovel snow, stare at the ocean, watch birds for 45 minutes, swim freestyle, water walk, or tread water for an extended time. All of these put us in a more associative state.

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- Study motivation of today's students in greater depth. It takes intellectual heft to help students find meaning and motivation in assigned learning. Effective teachers don't yield to simplistic rewards/punishments or grading policies to motivate students' cognitive efforts. Specifically, seek information on self-efficacy, executive function, attribution theory, and self-determination theory.
- Require divergent thinking and inspired efforts in students' work. If we inspire students to challenge themselves and create products that are truly amazing for them, it inspires our own intellect.
- Reconsider unit sequences: A later one should be taught earlier, or perhaps instead of doing a bunch of disconnected units on different topics, we can move through all the topics historically: What did we know about cells, plants, animals, and the microscope in the 1920's, then in the 1940's, the 1960's, spirally through to the modern world?
- Mentor a new teacher as he or she prepares for their first or second year of teaching. It helps you reflect on your own practices.

**For your own Professional Development,  
Write Education Articles and Blogs**

- Unpack the standards you have to teach in terms of the evidence you'll accept for mastery of each one. This takes real intellectual fortitude and expertise. It often takes two to three years to do one year's worth of curriculum.
- Finally watch all those TED talks related to education you've been meaning to watch. There might be something you can use.
- Write for education publications. Analyzing what you do and explaining it and larger issues in a compelling way to others clarifies and transforms our thinking. If you're interested, I have a PowerPoint presentation with suggestions on how to write education articles/books that I can send you.

Apply for National Board Certification. It's one of the most transforming and professional experiences you'll ever have. Each of us who has gone through the process claims that we are dramatically better teachers for having gone through the experience, regardless of whether or not we are Nationally Board Certified in the first attempt. To get details, visit [www.nbpts.org](http://www.nbpts.org). Most districts have support classes for National Board Certification – Join them.

- Get exercise. Getting the heart rate up, endorphins pumping, muscles loose, and oxygen to the brain does wonders for the mind. Walk, hike, jog, kayak, climb, bike, blade, dance, swim, lift weights, jump rope, play basketball, do workout DVD's, or do yoga, but get moving for 45 minutes or more at least three times a week. It might be time to get a personal trainer, if you can.
- Hydrate. Seriously, water your brain and it will grow.
- Change your physical location. When we're in different countries or different regions of our own country or town, it stimulates the mind. On a smaller scale, rotate classrooms and meeting spaces for department/faculty meetings.

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Try bike tourism. There are many agencies that facilitate bike tours, even for the occasional biker. Explore new geographic regions, cities, historical sites, and more.

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- Change to a heart-healthy diet. It turns out what's good for the heart is often good for the mind.
- Learn to use at least five technologies new for you: Twitter, virtual tours, VideoScribe, QR codes, apps, on-line tutorials, Google Docs, MOOCS, crowd-sourcing, MIT Open Courseware, screencasts, Voicethread, Fivver, Moodle, Prezi, iMovie, Edmodo, Promethean/Smartboards. Take an on-line course.
- Learn to play a new musical instrument, incorporate a new art technique, or speak a foreign language.

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Learn to play chess or Bridge. Contact the American Contract Bridge League for instructors in your area.

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- Take behind-the-scenes tours of museums, factories, wineries, theaters, government bodies.
- Design and market a new game or app for a chosen technology or facilitate students creating them.
- Coach Odyssey of the Mind ([www.odysseyofthemind.com](http://www.odysseyofthemind.com)) or debate teams ([www.idebate.org](http://www.idebate.org), [www.americanforensics.org/forensic](http://www.americanforensics.org/forensic)) for competition.
- Learn to cook a specific cuisine or a variety of breads.
- Do logic puzzles (Start with [www.logic-puzzles.org](http://www.logic-puzzles.org))
- Write your first short story or novel for publication.
- Journal or Blog on topics of interest twice a week.

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- Get involved in a community theater production, summer youth sports programs, or play in a local musical performance.
- Turn off the t.v. Listen to audio books or radio theater productions. Cultivate the theater of the mind.

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- Try your hand at stand-up comedy at a local club.
- Participate in a group ropes course with colleagues and friends.

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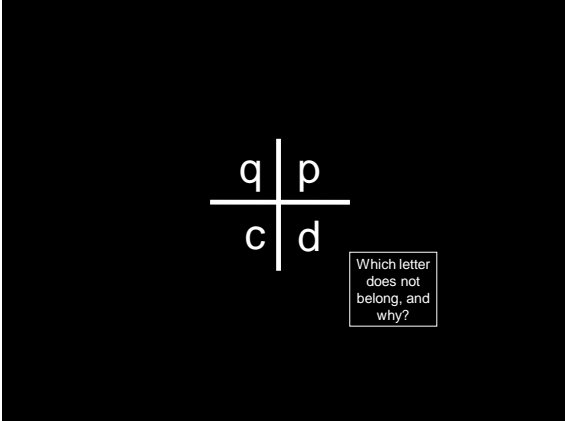
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Just because we can't fathom the logistics doesn't mean we abandon the principle.

Lined writing area consisting of 28 horizontal lines.



Our future depends on this one here.



## Vividness

- “a lot” – Running to each wall to shout, “a” and “lot,” noting space between
- Comparing Constitutions – Former Soviet Union and the U.S. – names removed
- Real skeletons, not diagrams
- Simulations
- Writing Process described while sculpting with clay

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**“We can’t be creative unless we’re willing to be confused.”**  
- Writer and educator, Margaret Wheatley

### Do we have the creativity to solve our own problems?

- My whole lesson today is based on accessing those three Websites, but the school’s Internet is down, so what can we do instead?
- Small groups are not working in my class, yet I know they’re important for many students’ learning. How do I get these students to stay focused on their group tasks?
- I’ve backed myself into a corner explaining an advanced science concept, and it’s not making sense to me, let alone to my students. What should I do?
- Angelica doesn’t understand the concept after my explanation, but I don’t know any other way to teach it. What will I do?

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Creativity Inhibitors

- Lack of time
- Different priorities
- It's not evaluated or emphasized.
- The idea that problems have one solution.
  - Lack of practice
- Lack of skill development in creativity
  - Lack of resources
- Entrenchment: "We've always done it this way."  
(Invention of hot dog example)

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- "The need to be right all the time is the biggest bar there is to new ideas." (P. 108, de Bono)
- Teachers lack autonomy:
  - ✗ Mandated scripted programs with no option to adjust it according to students' needs...
  - ✗ "We must maintain fidelity to the program..."
- ✗ Teachers are warned to plan accordingly because the paper supply will run out in January...
  - ✗ The master schedule cannot be changed to accommodate a compelling guest speaker...
  - ✗ Teachers can't incorporate a new "app" in their lessons because it promotes the use of personal technology that school hasn't sanctioned...
  - ✗ New students are three grade levels below grade-level proficiencies but they must do well on the final exam anyway...
  - ✗ No, you can't take that field trip with the class because you only get one per year, and it would be too much time away from preparing for the annual exam.

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- Negative attitudes towards children and colleagues who are creative.
- "Teachers asked if they want creative kids in their rooms, and all said yes. When these same teachers rated their students on a variety of personality measures, the traits most closely aligned with creative thinking were also closely associated with their "least favorite" students. Those daydreamers and improvisers might have been imaginative, but they were harder to teach and they underperformed on standardized tests. As they result, they were routinely dismissed and discouraged. 'Judgements for the favorite student were negatively correlated with creativity.'" (p. 230, Lehrer)

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- Giving up. “It can’t be done.”
  - Lack of confidence
- Perceived lack of creativity
  - Fear of looking foolish
- Peer pressure, Pressure to conform, Politics
  - Fear of failure
- Bias, preconceived notions
- Singular, myopic perspective
  - Learned helplessness

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(Sampling from Innocentive.com)

- Seeking Orthogonally Functionalized Cyclobutanes
- Navigating the Inside of an Egg Without Damaging It
- Cleveland Clinic: Method to Reconnect Two Tissues Without Using Sutures
- Seeking 1H-pyrazolo[3,4-b]pyridin-3-amides
- Synthetic Route to a Benzazepinone
- My Air, My Health: An HHS/EPA Challenge
- Mechanistic Proposals for a Vanadium-Catalyzed Addition of NMO to Imidazopyridazines
- Seeking Highest and Best Commercial Application for Breakthrough Innovation in Building Technology/Structural Optimization
- Desafio da Educação: Como atrair pessoas talentosas para se tornar professor na rede pública brasileira

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“The problem solvers...were most effective when working at the margins of their fields...While these people were close enough to understand the challenges, they weren’t so close that their knowledge held them back and cause them to run into the same stumbling blocks as the corporate scientists.” (p. 121, Lehrer)

**Check out InnoCentive at [www.innocentive.com/ar/challenge/browse](http://www.innocentive.com/ar/challenge/browse)**

***What would this look like in education?***

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“Creativity is making mistakes.  
Art is knowing which ones to keep.”

- Scott Adams, *The Book of Positive Quotations*

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### Suspend judgment.

**Tolerate ambiguity.**

Humans naturally categorize and judge. Fight the urge to label or automatically dismiss something – which are both hard to do when in survival mode, agreed. Discern between exploring and judging, and lean toward exploration only. “Tell me more about...” “What would happen if we...?” “Have you considered...?” Choose “Yes, and...” over, “Yes, but....” comments.

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### Share freely.

We are often better served by connecting ideas than we are by protecting them. (P. 22, Johnson)

P.61 – “Instead, most important ideas emerged during regular lab meetings, where a dozen or so researchers would gather and informally present and discuss their latest work. If you looked at the map of idea formation..., **the ground zero of innovation was not the microscope. It was the conference table.**”

The Fox television show, “House,” used this model frequently.

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Creativity is making connections between dissimilar things in such a way as to create something new.

It's often about recombining old ideas and things for new purposes or perspectives.

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From Professor Alane Starko in her book, *Creativity in the Classroom*:

Gutenberg developed the idea of movable type by looking at the way coins were stamped.

Eli Whitney said he developed the idea for the cotton gin while watching a cat trying to catch a chicken through a fence.

Pasteur began to understand the mechanisms of infection by seeing similarities between infected wounds and fermenting grapes.

Einstein used moving trains to gain insight into relationships in time and space.





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*"A student is not an interruption of our work...the student is the purpose of it. We are not doing a favor by serving the student...the student is doing us a favor by giving us the opportunity to do so."*

-- William W. Purkey from an L.L. Bean Co. poster:  
"What is a customer?" by J.M. Eaton

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**It's not  
an *answer*  
*chase*.**

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***It's a question journey.***

Whoever does  
the editing,  
does the  
learning..

**Embrace the fact that, "[l]earning is  
fundamentally an *act of creation*,  
not *consumption of information*."**

**-- Sharon L. Bowman, Professional Trainer**

**Time is NOT immutable.**

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*'Time to Change  
the Metaphor:*

Grades are NOT  
**compensation.**  
Grades are  
**communication:**  
They are an  
accurate report of  
what happened.

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Processing Activity:  
“I used to  
think...,  
but now  
I think...”

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## Help Teachers find Time

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### *Possibilities for finding extra time for student learning outside the classroom:*

- Saturday school
- Early back programs
- Audio and video podcast of the day's lesson for student and family access later
- Lunch period
- One assignment demonstrating content in two different classes -- Teaming
- After school work
- Before school work
- E-mail "fan out" to all faculty to send student to you if he finishes early in their classes
- Teacher Action Research, PLC's, Critical Friends groups

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### *Possibilities for Finding Extra Time for Lesson Planning:*

- Divide and conquer with colleagues
- Prioritize with subject-like colleagues what standards/outcomes are Power Standards/Outcomes, and which are of lesser importance
- On-line search of lesson plans already created, **and** of standards/outcomes already unwrapped
- "Bank" portions of assignments/assessments on which students do well
- [www.schooltube.com](http://www.schooltube.com), [www.teachertube.com](http://www.teachertube.com), Khan Academy and similar Websites
- Smartbrief ([www.smartbrief.com](http://www.smartbrief.com))

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**Possibilities for Finding Extra  
Time for Lesson Planning:**

- Use of volunteers in the classroom to assist with students and instruction
- Subscribe to professional education magazines/journals – they have great ideas!
- Read some of those education books you've been thinking about reading
- Participate in listserv's and other on-line communities
- Read and use some of the materials and content publishers put in the teacher's version of the basal text
- Establish a Faculty Portfolio of Ideas (FPI) at every photocopier in the building
- Other ideas?

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**Focus on  
principles,  
*then* gather your solutions.  
Quite often, effective teaching is  
90% mindset, 10% craft and  
mechanics.**

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**Identify the Principles Involved, THEN Gather the Solutions**

Example: How do I grade English Language Learners?

Principles/Tenets Involved:

- Teachers must be ethical. They cannot knowingly falsify a score or grade.
- To be useful, grades must be accurate reports of evidence of students' performance against standards.
- Regular report cards report against regular, publicly declared standards/outcomes. They cannot report about irregular standards or anything not publicly declared.
- Any test format that does not create an accurate report of students' degree of evidence of standards must be changed so that it does or replaced by one that does.

*(continued)*

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**Identify the Principles Involved, THEN Gather the Solutions**

**Example: How do I grade English Language Learners?**

**Principles Involved: (Continued)**

- English Language Learners have a right to be assessed accurately.
- Lack of language proficiency does not mean lack of content proficiency.
- Effective teachers are mindful of cultural and experiential bias in assessments and try to minimize their impact.

*If teachers act upon these principles, what decisions/behaviors/policies should we see in their assessment and grading procedures?*

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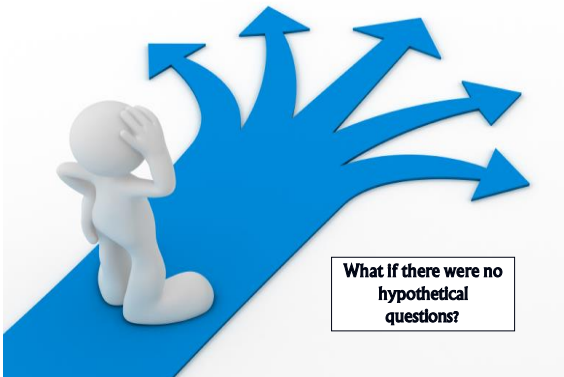
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1. Students are working in small groups on an assigned task. One student isn't cooperating with the rest of his group, however, and as a result, the group is falling farther behind the other groups. What happens when it comes to grading the group's product?

2. A student keeps re-doing an essay in order to improve his grade, but he seems to disregard the advice the teacher gives him on each attempt. He makes a few cosmetic changes and re-arranges some words, but there's no substantive change. He and the teacher are getting frustrated at his lack of progress.

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Eleven students do not do the assignment from last night. Consequently, they are not prepared to move on with the class in today's task. What is an effective instructional response? And when it comes to assessment?

4. A student just moved into your class and school from out of state, and he seems to not have the basic foundations that you've already taught your class. Those foundations are very important for students to know for the next unit of study you have to teach.

**Build  
Teacher  
Capacity**

**Working Premise:**

**Examined pedagogy elevates; students thrive.**

**Unexamined pedagogy harms; students whither.**

Do we have a culture of candor and revising one's thinking in light of new evidence or perspective?

Invite Critique:

- Parent Observers
- Peer Observers
- Digital Recording

- Student generated Report Cards on You
- Raw data analysis

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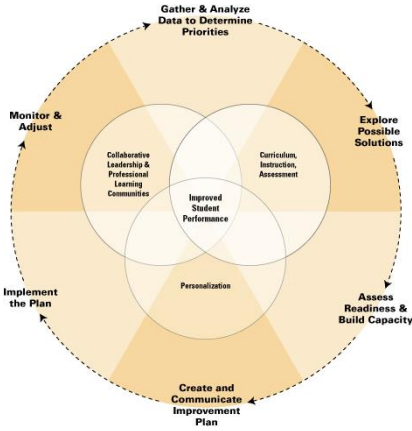
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A Process Circle for Guiding Change  
 [From *Breaking Ranks*, NASSP, 2011]

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***The fallacy of rationalism is the assumption that the social world can be altered by logical argument. The problem, as George Bernard Shaw observed, is that, "reformers have the idea that change can be achieved by brute sanity."***

- Michale Fullan (1991, p. 96),  
 as quoted in Robert Evans' *The Human Side of School Change* (1996)

George Bernard Shaw

"Denying others the opportunity to *[resist, push back, stress, work through challenges, clarify their thinking, struggle with new perspectives]*, criticizing them for not responding to explanations about change, dismissing their resistance or hesitation as ignorance or prejudice expresses arrogance and contempt for the meaning of other people's lives (Marris, p. 155)." - Evans, p. 63

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# REFLECTIVE COACHING

Tips and Reminders

ULTIMATE GOAL:

**Self-Efficacy**

Teachers are empowered through autonomy, professionalism, and specific skill skillsets to employ best practices, self-monitor/analyze/reflect, and to revise practices based on those reflections.



## WHEN COGNITIVE COACHING, WE:

- Clarify lesson goals and objectives;
- Help determine evidence of student achievement;
- Help teachers anticipate teaching strategies, decisions, concerns;
- Help teachers summarize their impressions and assessments of the lesson;
- Help teachers recall data supporting those impressions and assessments;
- Help teachers Infer relationships between student achievement and teacher decisions/behavior;

From:

[cuscognitivecoachingflc.wikispaces.com/file/view/CognitiveCoaching-UofTexas.pdf](https://cuscognitivecoachingflc.wikispaces.com/file/view/CognitiveCoaching-UofTexas.pdf)

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## ELEMENTS/TIPS

- Maintain at least three steps:  
Pre-Observation discussions, Observations, Post-Observation discussions
- Honor the person
- Be present and attentive
- Teacher does most of the talking – *Seriously, record a session and do the percentages*
- Avoid simplistic platitudes and education politicizing
- Listen without judgment and regulate your internal editor – Don't give in to intellectual biases; empathize with first-time eyes
- Channel Stephen Covey: Seek to understand, then to be understood
- Model, as needed

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## ELEMENTS/TIPS

- Ask questions without a specific answer in mind. We unconsciously telegraph that there is one, correct answer when we are seeking a particular response, and it doesn't come across as genuine and exploring.
- Remain open, and give every body indicator that you really are open and willing to be a fellow learner. Use the first person plural rather than first or second person singular, i.e. use we, not I or you
- Use tentative language (seems, might) and open-ended questions that come across as a mutual explorer expressing curiosity
- Speak in such a way as to continue thoughtful dialog, not prove that you are right or the problem is solved.

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## ELEMENTS/TIPS

- Practice silence
- Paraphrase – a lot.
- Build trust.
- Work toward long term insights and gains, not just short-term fixes, though that can be done as needed.
- Focus on developing the intellect, not evaluation or judgment; seek phrasing and conversations that do not invoke the ego.
- The goal is teaching excellence and independence, and that might be achieved in the one we coach by using methods other than those that worked for us.

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## COACHING/MENTORING QUESTIONS

[SOME OF THIS IS BASED ON THE WORK OF COSTA & GARMSTON]

- |   |   |
|---|---|
| • How do you feel it went?                                      | • What have you tried so far?   |
| • Could you tell me how you...                                  | • Was this effective – How do you know?   |
| • Tell me more about...   | • Let's brainstorm some possibilities together.                                 |
| • And what was your response?                                   | • What have you done in the past, and what was the result?                      |
| • Could you have said it any differently?                       | • How's [X] going? You were concerned/happy with it last time.                  |
| • What was your goal there?                                     | • Why did you choose....?   |
| • What did you do/decide that added to (or resolved) the issue? | • Is that the best way to teach/assess students identified with that challenge? |
| • What do you mean by....?                                      |   |
| • Can you give an example of....?                               |   |

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## COACHING/MENTORING QUESTIONS

[SOME OF THIS IS BASED ON THE WORK OF COSTA & GARMSTON]

- |  |  |
|--|--|
| • How will you begin?  | • Let's consider the situation from his/her point of view....                        |
| • What will you need for that?   | • What's your lesson's or assessment's goal?   |
| • Imagine yourself at that point in the lesson (or grading those projects) – What will be going through your mind? | • How will you know your lesson/assessment was successful?                           |
| • I noticed you..... and as a result, students..... Was that your goal?  | • What would you like me to look for as I watch the lesson/assessment happening?     |
| • How does that further their goal, and how does it further your goal?   | • What did you see students doing (or hear them saying) that made you feel that way? |
| • Describe the time when this was successful for you.  | • What do you recall about your own behavior during the lesson?                      |
| • Have you talked to....? They may have some advice on this.   | • How did what you planned compare with what you did?                                |

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**COACHING/MENTORING QUESTIONS**

[SOME OF THIS IS BASED ON THE WORK OF COSTA & GARMSTON]

- When you do this again next year, what will you change?
- I hear you saying..... Is that what you intended to say?
- How could we re-phrase that to better communicate your intent?
- What else are you considering?
- Why did you not choose to...?
- Will that get you the accurate data you need? Why or why not?
- Let's rehearse that moment in the lesson/assessment together.
- Let's watch another teacher teach/assess a similar lesson via this video clip - What do you notice?
- What does that tell you?
- Is there anything to that?
- Who is your intended audience for that grading statement and will it be clearly understood by them?
- How does that practice make an assessment/grade more accurate?

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**COACHING/MENTORING QUESTIONS**

[SOME OF THIS IS BASED ON THE WORK OF COSTA & GARMSTON]

- What have you tried so far?
- What are the goals for student learning stated in student-friendly language?
- What are some anticipated misconceptions? How will they be addressed?
- How will we make student learning visible?
- How will we record what we notice about student learning; during the lesson and after)?
- How will the students self-assess?
- I wonder what would happen if...?
- How are students progressing towards the goal?
- Where did the learning break down?
- As a result of this analysis of evidence, where are the students' strengths and needs?
- How will feedback be provided to students?

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**COACHING/MENTORING QUESTIONS**

[SOME OF THIS IS BASED ON THE WORK OF COSTA & GARMSTON]

- How does that demonstrate ethical assessment/grading principles?
- What instruction/assessment principle is at work here?
- How did you express your assessment philosophy here?
- Is that congruent with your beliefs?
- Will students and their parents get a clear picture of the student's progress?
- How could we streamline this process so you have more time to...?
- Does this make it passive or active for students?
- Is there any part of this you can turn over to students?
- How are students progressing towards the goal?
- Are you reporting what students did or what they learned?
- Is consistency teacher to teacher valuable?
- Where did the learning break down?
- As a result of this analysis of evidence, where are the students' strengths and needs?
- How will feedback be provided to students?

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## **Create a Culture of Expectancy**

- ◆ "This is our way of doing things around here."
- ◆ Letter to potential new faculty
- ◆ Immersion -- If it's in sight, it's in mind, so put it in sight.
- ◆ Publicize at faculty meetings, newsletters, letter to parents, news organizations, Website
- ◆ Promote in public spaces used by teachers
- ◆ Attach differentiated instruction practices to professional goals and annual evaluation

To begin, focus on what you have in common:

- *Why do we have school?*
- *Is there value to being consistent teacher to teacher?*
- *What do you think grades should report?*
- *Is there a problem with our current grading system?*
- *Is teaching students personal responsibility important?*
- *Would you accept the same assessment and evaluation policies you use with students to be used with you?*

**Accept the fact that there is no one way to get your whole faculty on board. Waiting for 100% buy-in is a willful act of failure.**

**Another Act of Willful Failure:  
Changing structures, programs without changing teacher beliefs as well.**

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**Create moral imperative.**

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Don't succumb to the opinions of untrained parents, business leaders, and politicians. "Trust your training, you will."

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Teach teachers the latest thinking about how the brain learns (cognitive science).

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**Premise:**

**A teacher waiting for the school or district to provide professional development for him isn't even treading water. We are responsible for our own professional development.**

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Our Own  
Professional Development

- Mentoring
- Professional Reading, Book Study
- Reflective Learning Logs
- Listservs, on-line communities
- Instructional Roundtables
- Professional Learning Communities
- Ed Camp
- Faculty Portfolios
- Videotaping and Analysis
- Workshops and Conferences
- Web casts and Video-conferencing
- Action research
- National Board Certification

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Great On-line Tutorials about Teaching  
and/or the Subjects We Teach

- [www.teachingchannel.org](http://www.teachingchannel.org)
- [www.schooltube.com](http://www.schooltube.com)
- [www.teachertube.com](http://www.teachertube.com)
- [www.khanacademy.org](http://www.khanacademy.org)
- [www.youtube.com](http://www.youtube.com)
- Authors/Publishers often have videos  
([www.stenhouse.com/fiae](http://www.stenhouse.com/fiae))

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# Teacher Inservice Training

- [www.ascd.org](http://www.ascd.org)
- [www.sde.com](http://www.sde.com)
- [www.leadandlearn.org](http://www.leadandlearn.org)
- [www.nassp.org](http://www.nassp.org)
- Specific subject professional organizations
- Authors and presenters
- [www.aeispeakers.com](http://www.aeispeakers.com)
- Speaker's bureaus
- "Wisdom Within" – experts in the building already
- Consider Webcasts, E-Seminars, or Videocasts

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## Subscribe

- RSS Feeds
- Blogs
- Magazines/journals
- Updates
- Smartbrief 



### Sample Smartbrief Topics:

- Stem Education
- Middle Level Teaching
- Special Education
- ASCD
- Global News
- Ed Tech
- Geography
- English and Literacy
- Social Studies
- Math
- Scientific Research
- Education Leadership
- Education Policy

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## Good Idea:

Maintain a place on the school's Intranet to post notes from conferences, article summaries, relevant blogs, etc. as well as questions. Have those questions answered by teachers or guest experts (local and national trainers and authors on differentiation).

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**Don't forget  
On-line,  
Live  
Professional  
Development  
just for you or  
faculty:**

- Google Hangout
- Skype
- Zoom
- Live Webinars

**Twitter!**



At [www.twitter.com](http://www.twitter.com), type in your name, e-mail, and a password. You can enhance things a bit by editing your on-line profile, too, which includes a place to upload a picture of yourself (or not), a school or sports logo (or not), and a place to post a short descriptor of you that will display any time someone wants to find out more about you or help friends make sure you are the correct, "Amy Smith," from a list of seven of them.

#sblchat -- Don't forget Twitter Chats and Storify!  
Wednesdays, 9 p.m. EST, U.S.A.

While on Twitter, we can see photos, videos, and thoughts of others real-time as they happen. In a given minute on Twitter, educators post the links to live streaming video of Venus passing across the Sun, a famous author's keynote address, an orchestra's riveting performance of Edvard Grieg's work, a tour guide's explanation of sculpture in Florence, Italy, a surprise discovery under ice in the Antarctic, or the final moments of World Cup football (soccer). We can "sit in" on classroom lessons delivered all over the world, and if the teachers allows, we can interact with their participants as they happen.

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**Writing Media to Consider:**

- Magazine/Journal/Newsletter Articles
- GPS or IPS (see other slides on this)
- Listservs
- Blogs
- Editorials
- Journaling
- Books
- Twitter
- "White Papers"



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As leaders, we all have our own philosophy/pedagogy that we believe. To what degree will we allow our teachers to hold beliefs and conduct practices different from our own?

**"Most of the time I'm a leader, but sometimes I have to be the boss."**

— quote from a highly accomplished middle level principal – You know, Steve Norlin-Weaver!



Understand  
Motivation

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**Carrots and stick  
approaches  
don't work.  
Avoid them.**

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**Three Premises:**

- We can **control** and **coerce** someone to do something, but we can't **motivate** anyone to do anything they don't already want to do.
- Motivation is only doing to the best of our ability what we are *already capable* of doing. (Rick Lavoie, *F.A.T. City Workshop: How Difficult Can This Be?* PBS Video)
- Motivation is not something we do **to** teachers, it is something we create *with* them.

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## We Can Alter Dopamine Release

1. The brain can be trained to feed off bursts of dopamine sparked by accomplishment (rewarding experiences)
  - Little incremental goals
  - Accomplishing task is reward
  - Positive Feedback
  - Progress through series of goals to accomplish the BIG one!
2. Other Dopamine-Releasing Triggers:
  - Successful problem solving
  - Positive, deeper-learning, group experiences
  - Eating protein
  - Laughter, fun, anticipation
  - Movement, exercise

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## Goal-Performance

- People with goals outperform people without goals
- Goals can be self-created or accepted (from others)
- When goals are difficult, behaviors are energized (increased effort, persistence, etc.)
- When goals are specific, behaviors are directed (increases attention, improves planning – work smarter)
- Plan to receive FEEDBACK on your goals since feedback is the single most important predictor of achievement (Hattie and Timperley, 2007)

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## What's the Greatest Motivator to Humans in a Workplace?

- a) Recognition for good work?
- b) Incentives for work well done?
- c) Management support?
- d) Interpersonal support (other staff)?
- e) Clear, achievable goals?
- f) Making progress?

Amabile, TM, Kramer S. J. (2007, May). Inner work life: understanding the subtext of business performance. *Harvard Bus Review*, 85(5):72-83, 144.

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**In order for someone to accept feedback or take a risk with a new idea, he must admit first what he was doing was less effective than his ego thought it was.**

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**“People must be sufficiently dissatisfied with the present state of affairs – and their role in maintaining it – or they have no reason to endure the losses and challenges of change.” - Evans, p. 57**

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**“[People]...cannot accept even the simplest and most obvious truth if it ...would oblige them to admit the falsity of conclusions which they have delighted in explaining to colleagues, which they have proudly taught to others, and which they have woven, thread by thread, into the fabric of their lives. (Gleick, 1987, p. 38)” - Evans, p. 30**

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“The humiliation of becoming a raw novice at a new trade after having been a master craftsman at an old one, and...the deep crisis caused by the need to suppress ancient prejudices, to put aside the comfort of the familiar to relinquish the security of what one knows well.” (Kaufman, 1971, p. 13)” - Evans, p. 48

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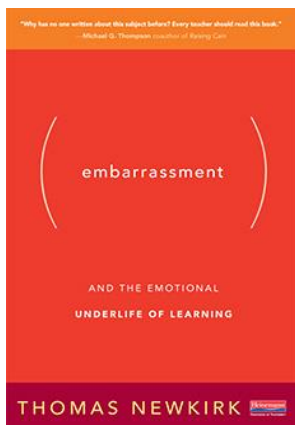
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‘Highly recommended new book, ‘worthy of a book study – One of the most impactful books on teaching I’ve read in years.

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Some teachers and school leaders are irrational, territorial, uninformed, or ill-suited to their jobs. With these people we can:

- **Help them see how they come across in whatever diplomatic way we can**
- **Help them get guidance if they are poorly trained**
- **Offer them alternative compromises between their needs and our needs so that both are served**
- **Educate them patiently so they can “save face,” by speaking from understanding and not being threatened by the proposed changes**

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- Present concerns along with their solutions so they are not stressed further
- Acknowledge that they are having a tough time and come across as supportive, not adversarial
- Quit working for him or her
- Make it very comfortable for him or her to vacate the position
- Share our concerns with someone in supervisory capacity

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**Build teacher autonomy.**

When teachers retain autonomy to make lesson changes they find effective, they take responsibility for the outcomes. They commit to a lesson's success more personally, analyzing their actions and revising thoughtfully.

Examples of Teachers' Lack of Autonomy:

- ✗ Mandated scripted programs with no option to adjust it according to students' needs...
- ✗ "Teachers are warned to plan accordingly because the paper supply will run out in January..."
- ✗ The master schedule cannot be changed to accommodate a compelling guest speaker...
- ✗ Teachers can't incorporate a new "app" in their lessons because it promotes the use of personal technology that school hasn't sanctioned...
- ✗ New students are three grade levels below grade-level proficiencies but they must do well on the final exam anyway...
- ✗ No, you can't take that field trip with the class because you only get one per year, and it would be too much time away from preparing for the annual exam.

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- Give teachers feedback in the manner in which we want them to give feedback to students. Experiencing the positive of such, they are inclined to offer it to students.
- Ask teachers to tell the story of how they learned their craft.
- Ask teachers to submit to the same evaluation requirements as they demand of their students.

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**Run the numbers for those that need to see them.**

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**Rotate meeting places in order to fully dimensionalize colleagues—so they become more than stereotypes and caricatures. Help faculty and colleagues see the full person with whom they are working.**

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**When disagreeing, is it better to say, “Tell me more about that,” or to roll our eyes in derision? Put norms in place in which it is safe to question the status quo without fear of reprisals or looking ridiculous.**

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**Invite Devil’s Advocate, Socrates, “Yes, but...” questions to let folks to get answers to specific concerns, but also facilitate an equal number of “Yes, and...” responses in which colleagues improve or extend ideas.**

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Ask what a respected colleague or leader would do.

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**Put time, energy, people, and money into coaching/mentoring teachers.**

- Consider:
- PLC's
- Critical Friends Network
- Teacher Action Research Teams
- Becoming a Lab School for a local University
- Beginning teacher induction programs

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**Deviate from the program here and there as necessary for students' success, but translate what you're doing into the language of the district so you can keep your job.**

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**Tell those questioning your deviation from the establish program that you're doing a "pilot." People get panicked by permanence.**

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### Start with a Few...

- ◆ Identify 3 or 4 staff already differentiating or willing to give it a shot...*and support their journey with everything you've got.*
- ◆ Ask them to present their journey to the faculty -- 'mistakes, successes, 'everything.
- ◆ Invite a parent or three to be a part of the conversations.

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### Regularly Affirm Small Steps

- public recognition at faculty gatherings
- private notes of thanks & encouragement
- take over a teacher's class in order to give her an extra planning period
- refer a teacher looking for help to a successful teacher
- post teacher successes somewhere visible
- invite news organizations to interview teachers who've been successful
- ask successful teachers to take on leadership roles

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### Open each Faculty Meeting with the Idea

A different group shares their interactions with the topic for five to ten minutes each meeting. Rotate different departments and grade levels through the presentation duty.

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# Use Department Meetings

At every department meeting:  
Discuss an aspect of the idea and  
prepare a report for the administration

Ask: What does this look like in our  
discipline?

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End  
hypocrisy...

*Differentiate staff  
development.*

Disseminate articles/ideas in teacher boxes

Keep the idea(s) in front of teachers  
so it doesn't get moved to the back  
burner. Make sure to follow up with a  
structured interactions.

## Publicize!

Add the new program or emphasis to the school's publications such as newsletters, Website, Work Plan, accreditation materials, and promotional school materials.

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## Conduct Instructional Roundtables

- One-hour or less
- Someone (not limited to leaders) posts a topic for discussion and a location for the meeting two weeks in advance
- All are invited, but 'must have one idea to share (photocopied) as ticket to the roundtable

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## Conduct Book Study Groups

- Teachers and administrators
- Request study guides from publisher, if available
- One month in duration, if possible

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Analyze each other's lessons and actual teaching. When analyzing others, we think about our own practices.

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Where Do You Stand?

- If a student gets a 100% on a pre-test, he should NOT have to do any assignments in the unit of study, and instead, he should do a personal research project related to the general topic of the unit while other students learn the material.
- In the same 30 minutes, it's appropriate to give advanced students get 25 math problems while struggling students are assigned only five.
- On the 100-point scale, any student who turns in nothing, should get a 50 instead of a zero.
- After two weeks, all incompletes in a student's grade report should become F's (or zeroes).
- The 100-point scale is an effective grading scale for the standards-based grading classroom.

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- An "A" or "4.0" means students have gone above and beyond the standard, not just met the standard.
- "C" refers to average performance in our school.
- Teachers in our school are consistent in their student expectations for each standard.
- One student writes poorly, so when the rest of the class is given several non-writing choices as a way to demonstrate mastery, it's appropriate for the teacher to assign this student a writing piece so he can improve his skills.
- Danika is borderline between a C and a B grade. In order to choose one or the other for the final report card grade, it's appropriate for her teacher to consider Danika's outstanding attitude, behavior, and high homework completion rate when determining whether to record the C or the B on the report card.

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- Two students struggle with graphing the intersection of two inequalities, so the teacher asks them to graph only one instead. Is this okay?
- All students in Mr. Brown's class keep journals in math. The type of journal matches each student's strengths and interests. For example, one journal is for the students whose verbal skills are stronger than their math skills. Students keep a list of math terms learned in class and then use the terms in sentences. Another journal is for students have good visual-spatial skills. These students draw pictures to remind them of math vocabulary.
- A student who seems to mix up decimal places and place values in his math problems is asked to do his work on graph paper, even on tests, thereby keeping his numbers clearly within their columns.
- The teacher raises or lowers what she expects of students regarding the grade level curriculum based on their developmental level, and she adjusts her assignments for them accordingly.

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- A student has text anxiety, so his teacher schedules his exam for three, after-school sessions, each one for 20 minutes, over the course of three days. Instead of the short answer, multiple choice format the rest of the class is using, she conducts the test as an interview. Is this okay?
- English Language Learner students get a lower-order thinking task than the rest of their class.
- A student keeps re-doing an essay in order to improve his grade, but he seems to disregard the advice the teacher gives him on each attempt. He makes a few cosmetic changes and re-arranges some words, but there's no substantive change. He and the teacher are getting frustrated at his lack of progress.
- J.J. demonstrates 100% on all of his formative assessments, so his teacher doesn't make him take the final unit test. She just records a 100 for the final unit test for him.

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- The electronic report card used by her school averages grades, but Mr. Teachwell knows this falsifies the final grade. "Oh, well," he thinks, "there's nothing I can do," and he continues to average the grades in his classroom.
- It's January. For some wonderful reason, your student, Philip, finally completes and turns in a project from September that he never did. You thank him for doing it, but you do not give him credit for doing the work, or for the knowledge and skill demonstrated in it. 'Any issue here?
- Mrs. GoodTeacher counts her single-sitting, two-hour, final exam at the end of the year as 30% of the overall grade. 'Concerns?
- Some students did well in standards 1, 2, and 5 on the test, but poorly in 3, 4, and 6. Other students did the opposite: performing well on 3, 4, and 6, but bombing out on 1, 2, and 5. Only the aggregate score of "C" is recorded for every one of these students, however. 'Any concern here?

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## Peer Observation System

- Create a system of collegial feedback in which teachers observe and analyze each other's lessons in light of the new faculty emphasis.
- Assign someone the task of coordinating who's partnering with whom, as well as the dates and times for observations and post-observation analysis.
- Observations can be in person by giving up an occasional planning (or providing a sub for a non-planning period slot), or it can be done by video-taping the class and analyzing the lesson with a colleague later.
- Enlist retirees and parents to do the video-taping, if that's easier.

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## C.B.A.M. --

### Concerns-Based Adoption Model

Teachers move through different stages of concern – for themselves, for the task, for the new idea's impact – as well as through stages of use. If we respond to each level of concern and how teachers are using the idea, teachers are more willing to partake in the new initiative.

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### Teacher Concerns

- 6 - Refocusing**
- 5 – Collaboration**
- 4 – Consequences**
- 3 – Management**
- 2 – Personal**
- 1 – Informational**
- 0 – Awareness**

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**Teachers Use of the New Idea**

- 6 – Renewal**
- 5 – Integration**
- 4a/4b – Refinement/Routine**
- 3 – Mechanical**
- 2 – Preparation**
- 1 – Orientation**
- 0 – Non-use**

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Great CBAM Resources:

*Taking Charge of Change*

Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, Gene E. Hall  
ASCD, 1987

Also try, Southwest Educational Development  
Laboratory catalog:

[www.sedl.org/pubs/catalog/items/cbam15.html](http://www.sedl.org/pubs/catalog/items/cbam15.html)

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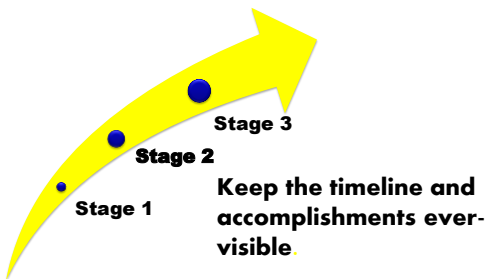
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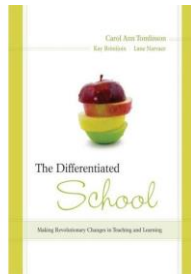
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Great book to get started:

***The Differentiated School: Making Revolutionary Changes in Teaching and Learning***

Carol Ann Tomlinson, Kay  
Brimijoin, Lane Narvaez  
ASCD 2008



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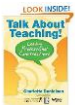
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Also, to Get Started:



***Talk About Teaching!***  
***Leading Professional Conversations,***  
NASSP/Corwin/NSDC,  
2009

***Transforming School Culture: How to Overcome Staff Division***  
Anthony Muhammad, Solution Tree Press, 2009



***Leading Change in your School: How to Conquer Myths, Build Commitment, and Get Results,***  
ASCD, 2009



***Breaking Ranks: A Field Guide to Leading Change,*** NASSP, 2009 (Don't forget BRIM – *Breaking Ranks in the Middle*)

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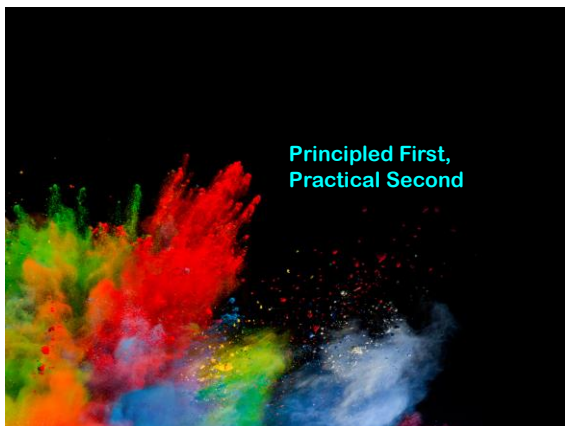
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**Principle**

- a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of reasoning.
- a rule or belief governing one's personal behavior.
- morals, morality, (code of) ethics, beliefs, ideals, standards
- a general scientific theorem or law that has numerous special applications across a wide field.
- a natural law forming the basis for the construction or working of a machine.

-- Chrome search, December 16, 2013

**Teachers are responsible for their own professional development.**

**"The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else."**

- Roland S. Barth

**"We can't be creative unless  
we're willing to be confused."**  
- Margaret Wheatley

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**I will not sacrifice effective pedagogy  
because people without training  
in teaching are setting policy.**

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**We can't drive forward by looking  
in the rearview mirror.**

("Rearview-Mirror Effect," White, 2011)

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**Everyone needs to save  
face, be honored.**

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**At any given moment,  
every person is usually  
doing the best they can.**

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**Our future depends on the individuals  
who break from conventional practices.**

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**Chance favors the prepared mind.**  
(Pasteur)

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**What students learn is influenced  
by their existing ideas.**

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**When connections form knowledge  
structures that are accurately and  
meaningfully organized, students are better  
able to retrieve and apply their knowledge  
effectively and efficiently. In contrast, when  
knowledge is connected in inaccurate or  
random ways, students can fail to retrieve or  
apply it appropriately.**

(Carnegie Mellon)

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**Memorization is still important, even in a,  
"You can always look it up" world.**

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**Personal processing, meaning-  
making after initial learning,  
has more impact than my  
presentation of content to  
students.**

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**"Collaboration increases learning;  
isolation and competition decrease it."**  
(Sharon L. Bowman, Professional Trainer)

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**"Emotion drives attention, attention drives learning."**

- Robert Sylvester, 1995, p. 119, Wolfe

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**Students are not uniform in their rates of learning.**

**Strict, unwavering adherence to pacing mandates, regardless of student need, is willful act of failure.**

**We should teach in the  
ways students best learn,  
not the way we best learn.**

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**“All thinking  
begins with wonder.”  
-- Socrates**

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**The brain is innately social.**

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**We can't get creative students  
from non-creative classrooms.**

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**Teachers are no longer the oracle  
or final arbiter of knowledge.**

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**My testimony as a teacher is  
what students  
carry forward at the end of  
my lessons,  
not what I presented to  
them during those lessons.**

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**Whoever does the editing  
does the learning.**

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**“Carrots and sticks” motivation systems  
don’t work for cognitive learning and  
growth.**

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**Homework is practice of what  
has already been learned,  
not for learning content for  
the very first time.**

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**When instructing and grading,  
I am criterion-referenced,  
not norm-referenced.**

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**Grades are communication,  
not compensation.**

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**Anything that diffuses the accuracy of a  
grade  
is removed from our grading practice.  
We cannot conflate reports of compliance  
with evidence of mastery.**

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**Just because something is mathematically easy to calculate doesn't mean it's pedagogically correct to do so.**

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**Averaging scores distorts the accuracy of grades reported for any one individual.**

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**Assessment accuracy increases with sample size and multiple assessments.**

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**Being good at taking  
standardized tests doesn't  
qualify students for creative  
contribution to society.**

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**Removing students from p.e., fine  
and performing arts classes in  
order to double up on reading  
and math classes for  
standardized test success actually  
does more harm than good.**

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**Fair isn't always equal,  
and I will always be fair.**

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**Formative, descriptive feedback is critical to a student's success, but such feedback loses its instructional impact when the formative task is judged or evaluated.**

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.

-- Margaret Mead

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