

WEBVTT

1

00:06:36.750 --> 00:06:39.450

Amy Moine: Just reminder katie and the virtual background.

2

00:07:22.170 --> 00:07:25.110

Amy Moine: Oh, they gave you that good background oh.

3

00:07:25.230 --> 00:07:26.280

Katie Martin: I can't hear you amy.

4

00:07:27.630 --> 00:07:28.500

Amy Moine: Can you hear me now.

5

00:07:32.010 --> 00:07:34.110

Amy Moine: i'll be right with you please stop myself.

6

00:08:06.150 --> 00:08:08.910

Katie Martin: Can someone say something to see if I can hear them.

7

00:08:10.590 --> 00:08:11.880

Amy Moine: i'm here can you hear me.

8

00:08:14.100 --> 00:08:15.030

Katie Martin: Can you hear me me.

9

00:08:15.870 --> 00:08:17.160

Amy Moine: I can, can you hear me.

10

00:08:19.050 --> 00:08:19.830

Amy Moine: You can't hear me.

11

00:08:22.560 --> 00:08:24.120

Amy Moine: Good on the arrow next to your MIC.

12

00:08:25.440 --> 00:08:27.900

Amy Moine: Next year Mike right here okay.

13

00:08:29.010 --> 00:08:31.950

Amy Moine: then go to microphone is seamless system.

14

00:08:33.660 --> 00:08:36.180

Amy Moine: So let's click on audio settings.

15

00:08:37.260 --> 00:08:37.710

Amy Moine: that's about.

16

00:08:38.700 --> 00:08:39.120

Katie Martin: me now.

17

00:08:39.870 --> 00:08:41.070

Amy Moine: yeah I can hear you.

18

00:08:41.190 --> 00:08:42.330

Katie Martin: I can't hear you.

19

00:08:42.960 --> 00:08:43.230

Okay.

20

00:08:46.590 --> 00:08:47.820

Amy Moine: Hello Hello Hello Hello.

21

00:08:52.050 --> 00:08:55.560

Katie Martin: Sarah would you do me a favor and see if you know.

22

00:08:56.910 --> 00:08:57.840

Amy Moine: If you can't hear you.

23

00:08:58.080 --> 00:09:02.040

Katie Martin: I katie I can't hear anything, at least if you can hear me I guess.

24

00:09:02.610 --> 00:09:03.570

Katie Martin: That that matters.

25

00:09:54.540 --> 00:09:56.250
Sarah Nelson: Testing testing.

26
00:10:09.240 --> 00:10:10.800
Katie Martin: amy what you're trying to talk again.

27
00:10:12.210 --> 00:10:13.020
Amy Moine: Can you hear me now.

28
00:10:20.010 --> 00:10:20.730
Amy Moine: Thanks guys.

29
00:10:27.870 --> 00:10:29.340
Amy Moine: hi all right Jimmy.

30
00:10:30.930 --> 00:10:31.800
katie can you hear me.

31
00:10:32.880 --> 00:10:47.640
Katie Martin: Maybe you can't see me Okay, so this is Sarah Nelson hi Sara Lee in Room be upstairs with a group of people, so you have people you can't see us, but we can see you on the big screen.

32
00:10:51.810 --> 00:11:01.740
Amy Moine: Thanks Sarah so with that group if there's any questions or anything go ahead and put that in the chat from that group, since we can't see them.

33
00:11:02.790 --> 00:11:08.550
Amy Moine: And they have microphones so you may hear them unless you don't want to me, and then we can absolutely use the chat.

34
00:11:10.050 --> 00:11:13.590
Amy Moine: You are a little faint i'm faint right now.

35
00:11:15.510 --> 00:11:17.580
Amy Moine: Yes, your volume is a little fate.

36
00:11:22.650 --> 00:11:23.610

How am I now.

37

00:11:25.380 --> 00:11:25.980

Amy Moine: The same.

38

00:11:27.090 --> 00:11:28.230

Amy Moine: thing for you katie.

39

00:11:32.310 --> 00:11:33.840

Katie Martin: I can hear you well.

40

00:11:35.670 --> 00:11:35.970

Okay.

41

00:11:39.120 --> 00:11:41.130

Amy Moine: All right, we'll go ahead and get started.

42

00:11:43.980 --> 00:11:59.760

Amy Moine: 32 on my my end welcome everybody to our zoom session with katie Martin Dr Martin had a keynote with us this morning, where she talks about her what her books evolving in education, but also talked about.

43

00:12:00.840 --> 00:12:07.860

Amy Moine: Some of the concepts in her second book learner centered innovation katie is the chief impact officer.

44

00:12:08.400 --> 00:12:18.000

Amy Moine: At learning learner centered collaborative in San Diego so we're really excited to have her and we impressed her with her nice weather, so we want to keep that going so she comes back again.

45

00:12:19.380 --> 00:12:32.070

Amy Moine: katie has experienced as a middle school English teacher so glad to have her, she knows you guys can jump in today and ask her questions about experiences we're going to focus on the classroom today.

46

00:12:32.550 --> 00:12:45.450

Amy Moine: i'm and talk about just ways that you can innovate in your

own classrooms to help students become more engaged that involving education in your classrooms and be more learner centered.

47

00:12:47.130 --> 00:12:52.470

Amy Moine: katie has a ton of experience she's been all around the nation she's been working with our team and helping us.

48

00:12:53.520 --> 00:12:54.270

Amy Moine: Actually.

49

00:12:55.740 --> 00:13:09.240

Amy Moine: Create micro credentials, so that, as we move forward in our future ready strategies we can continue to model that for all of our learners adults and for students so very excited to have you katie i'm going to turn it over to you.

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00:13:10.200 --> 00:13:16.890

Katie Martin: Great Thank you amy if you could give me screen sharing permission, that would be lovely.

51

00:13:18.090 --> 00:13:28.680

Katie Martin: And my hope today as amy's doing that is that this can be conversational So if you have questions, please, please, please don't hesitate to.

52

00:13:29.730 --> 00:13:32.460

Katie Martin: Put in the chat share questions.

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00:13:33.810 --> 00:13:43.500

Katie Martin: And we want to create some space for you to have conversations as well, so thank you again for being here, we are going to focus a little on the classroom and.

54

00:13:44.190 --> 00:13:53.160

Katie Martin: I want to share just a bunch of examples I had to stop myself from adding pictures and things to the slide deck So if you want more examples feel free to reach out and happy to share.

55

00:13:54.000 --> 00:14:01.080

Katie Martin: I want to start with this invitation for learning today I shared this this morning, but I think it's important to continue to

focus on this invitation.

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00:14:02.250 --> 00:14:11.430

Katie Martin: You know, relax relax relax and enjoy this is a time to just hopefully learn and get some good ideas.

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00:14:11.790 --> 00:14:19.350

Katie Martin: Pass notes, again, I told you use the chat right now send messages to people we learn when we're sharing and we're excited about things.

58

00:14:19.770 --> 00:14:30.240

Katie Martin: And if you're on social and you want to share and connect I use the hashtag evolving education and i'm at katie Martin EDU on all social, so please connect with me.

59

00:14:31.200 --> 00:14:37.980

Katie Martin: elevate each other's ideas and this last one, is an important one asked questions it's Okay, not to know.

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00:14:38.550 --> 00:14:56.280

Katie Martin: As I told the group earlier today, I used to always tell my middle schoolers smart people ask questions we can't possibly know all the things they're there is to know so smart people ask questions and I learn through your questions and so i'm always excited to hear what what you have.

61

00:14:57.300 --> 00:15:03.840

Katie Martin: So I want to practice those norms and i'd love for you to go to the chat and.

62

00:15:04.950 --> 00:15:08.190

Katie Martin: share a recent success that you've experienced.

63

00:15:09.510 --> 00:15:15.600

Katie Martin: That doesn't have to be in school, it could be, but share something that is a recent success.

64

00:15:27.990 --> 00:15:35.100

Katie Martin: If you want there's not a ton of people here, so if you want to unmute you can do, but definitely try and use the chat.

65

00:15:36.660 --> 00:15:40.590

Katie Martin: Maybe you had a student who had a breakthrough.

66

00:15:43.410 --> 00:15:46.770

Katie Martin: had a positive experience with a colleague.

67

00:15:48.120 --> 00:15:49.560

Katie Martin: You got a good night's sleep.

68

00:15:53.610 --> 00:15:58.200

Katie Martin: Alright i'll wait 30 seconds I hope you're telling somebody next to you if you're not putting it in the chat.

69

00:16:01.470 --> 00:16:01.800

Okay.

70

00:16:05.160 --> 00:16:06.630

Katie Martin: i'm going to start this is where I started.

71

00:16:10.770 --> 00:16:18.150

Katie Martin: Oh great i'm seeing them love it now they're coming spend time reading books to my inquisitive three old grandson beth I love that.

72

00:16:21.000 --> 00:16:24.720

Katie Martin: becoming more tech savvy thanks Patricia that is a huge success.

73

00:16:26.970 --> 00:16:27.270

Great.

74

00:16:30.900 --> 00:16:34.560

Katie Martin: Oh any making things virtual it's great.

75

00:16:43.110 --> 00:16:46.440

Katie Martin: Yes, Sabrina teacher awesome okay.

76

00:16:48.390 --> 00:17:00.030

Katie Martin: I am moving my the chat so I won't be able to see it so you're going to have so I can so they don't cover up the slides I just got a message as they were covering up slides, thank you for sharing your successes.

77

00:17:01.260 --> 00:17:19.020

Katie Martin: So I am going to I want to start again a little bit about me amy shared my introduction, but I think it's also important to know a little bit about me if you weren't there, this morning I as a second grader you coming to fix my tech stuff going to see I moved down below.

78

00:17:20.430 --> 00:17:27.330

Katie Martin: Or if you don't if you get the little the little one thing you won't see him at all okay well, you can drag it up in the corner great say.

79

00:17:28.590 --> 00:17:30.840

Katie Martin: We all need some help Thank you.

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00:17:31.950 --> 00:17:39.510

Katie Martin: So this is when I was when I was in second grade my best friend Michelle and I, who did everything together.

81

00:17:39.870 --> 00:17:46.710

Katie Martin: We both were expected to take this test in second grade, and what we quickly found out was that Michelle was gate.

82

00:17:47.130 --> 00:18:00.540

Katie Martin: And in my second grade brain I thought this meant she was smart and I was not, it was a simple test like this that shaped my perception of what kind of student I was and what I was capable of.

83

00:18:00.930 --> 00:18:10.980

Katie Martin: And for many years, I let it dictate what I thought that I was supposed to do in school and, in many ways, so did many of the teachers that that taught me.

84

00:18:11.610 --> 00:18:21.030

Katie Martin: So I share that with you because it was influential for me in my life, and when I decided to become a teacher, I wanted to

become a teacher where all of my.

85

00:18:21.330 --> 00:18:28.080

Katie Martin: Students felt that they were smart in various ways I wanted them to feel seen and I wanted them to.

86

00:18:28.560 --> 00:18:43.080

Katie Martin: be able to make choices about what they read I wanted them to be able to have fun and be able to do projects that mattered, and these are things that I think all young people need and deserve, regardless of how they score on a test.

87

00:18:44.700 --> 00:18:53.850

Katie Martin: So, as we before we jump into some of the examples I want to anchor it on some of these expectations and beliefs, because much of learner centered.

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00:18:54.450 --> 00:19:06.300

Katie Martin: pedagogy centers around our beliefs around what school is and what our role as an educator is, and so there was research done many years ago by Harvard Professor.

89

00:19:06.960 --> 00:19:17.520

Katie Martin: And he worked with this school in San Francisco and he told elementary school teachers that he could determine which students I accuse we're about to crease increase rapidly.

90

00:19:17.970 --> 00:19:26.970

Katie Martin: So the teachers, let him take the give this test to their students and students who were randomly selected and labeled for potential growth based on this test.

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00:19:27.300 --> 00:19:35.520

Katie Martin: The teachers were told that these students showed potential growth, so we have a small group of students, they said these ones are going to be able to excel quickly.

92

00:19:36.090 --> 00:19:49.860

Katie Martin: and students real IQ was test at the beginning of the year, as well as at the end of the year, so what they found was that these students, that the researchers highlighted did in fact increased significantly.

93

00:19:50.490 --> 00:19:59.070

Katie Martin: The problem was this test was fake and when it illuminated was that the beliefs, that these teachers had when they believe that these.

94

00:19:59.370 --> 00:20:12.600

Katie Martin: These students would excel rapidly they actually did because the teachers were able to pay close attention to them, they gave them a little bit of extra attention and they showed them that they believed in them.

95

00:20:13.170 --> 00:20:21.780

Katie Martin: So this is the cycle about why believing and students matters our beliefs about students translate to their action to actions towards students.

96

00:20:22.140 --> 00:20:28.290

Katie Martin: And it translates to students beliefs about their own capabilities which then influence how they try.

97

00:20:28.650 --> 00:20:47.610

Katie Martin: And can influence their trajectory and income outcome in life, and so, as we think about our beliefs about school and about students, we will, I think it's just so incredibly important to realize how much they impact, what we do in school, and what we expect of students.

98

00:20:48.900 --> 00:21:00.720

Katie Martin: So a learner centered paradigm, essential to this work is that learners are seen and known as wondrous curious individuals with vast capabilities and limitless potential.

99

00:21:01.140 --> 00:21:10.350

Katie Martin: Now this is again if we believe in students and we believe in the potential of all young people, it can impact the way that they see themselves.

100

00:21:11.580 --> 00:21:21.420

Katie Martin: So Ken o'connor says the order of operations in teaching should be first student relationships and wellness second learning and Third Assessment.

101

00:21:21.690 --> 00:21:28.230

Katie Martin: And when we approach assessment practices, we should not lose sight of our priorities, I think this is absolutely critical.

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00:21:28.800 --> 00:21:35.370

Katie Martin: Because what we assess and what we hold to have value translates a lot to what we do in the classroom.

103

00:21:35.940 --> 00:21:47.520

Katie Martin: And so I want to start with learner outcomes, this is these three concentric circles that I see is absolutely critical to how we design learning experiences for students.

104

00:21:48.210 --> 00:21:59.370

Katie Martin: So if we start with learner outcomes, it is critical to backwards map from what skills are absolutely necessary, so this is research from the World Economic Forum.

105

00:21:59.760 --> 00:22:08.910

Katie Martin: That highlights in 2020 what skills were were important complex problem solving and critical thinking and creativity people management.

106

00:22:09.540 --> 00:22:17.520

Katie Martin: These are the skills that they say to be successful in the world of work are absolutely critical and as we look towards the future, we can see things like.

107

00:22:17.760 --> 00:22:36.120

Katie Martin: imagination long term thinking emergent networks contextual intelligence systems thinking, all of this is going to be absolutely critical and I want you to think about how many how much we spend on this in school and how many opportunities students have to develop these skills.

108

00:22:37.920 --> 00:22:49.350

Katie Martin: So at the learner centered collaborative we have outlined three desired learner outcomes, with some indicators, but the first is learner agency, where young people.

109

00:22:49.920 --> 00:22:59.280

Katie Martin: have opportunities to pursue interests and develop strengths, they can work purposely and demonstrate mastery and ultimately persist through challenges.

110

00:22:59.700 --> 00:23:11.490

Katie Martin: So we believe that if we develop these skills, we also want students to be able to collaborate with other people to build empathy be relied upon and be able to express comfort in different types of groups.

111

00:23:12.150 --> 00:23:19.260

Katie Martin: So, ultimately, if they have the skills they can work with others, then they can use them to solve real world problems that matter.

112

00:23:19.920 --> 00:23:23.940

Katie Martin: To them, set to them, but, as well as communities locally and globally.

113

00:23:24.720 --> 00:23:34.470

Katie Martin: So we work with schools and districts, to think about their profile of success so here's an example of Logan county in Kentucky and they have identified.

114

00:23:34.800 --> 00:23:45.030

Katie Martin: collaborators global citizens and power learners communicators and innovators as critical skills that they are anchoring on in their community to develop.

115

00:23:45.840 --> 00:23:54.510

Katie Martin: And i'm sharing these with you because before we design learner centered experiences it's critical to know what we're designing for.

116

00:23:54.780 --> 00:24:06.030

Katie Martin: And I believe if we're only designing towards standards without a broader view of success, then we're going to be to narrow in and how we're viewing success.

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00:24:06.960 --> 00:24:14.550

Katie Martin: So another push on this is this for us from a high

school student in Chicago they actually created a change.org petition.

118

00:24:14.880 --> 00:24:24.780

Katie Martin: And the students said start defining success as any path that leads us to a happy and healthy life start teaching us to make our own path and start guiding us along the way.

119

00:24:25.140 --> 00:24:36.450

Katie Martin: And they were pushing back against the culture that was so focused on a peace corps GPA a's rather than honoring who they were as individuals and the path that they wanted to take.

120

00:24:38.010 --> 00:24:56.610

Katie Martin: So a broader view of success that I hope to help everyone consider and to think about is yes, developing deep expertise, but also identity and belonging knowing who you are and being able to feel like you belong for who you are.

121

00:24:57.210 --> 00:25:05.940

Katie Martin: purpose to be able to know what you're interested in and think about those your talents and strengths and how you can pursue.

122

00:25:06.840 --> 00:25:15.240

Katie Martin: pursue opportunities with purpose that matter to you, and ultimately well being and that's something we've been talking a lot about his social emotional wellbeing mental health.

123

00:25:16.020 --> 00:25:27.390

Katie Martin: And if we don't prioritize that and think about how it's connected to the rest of our work and school and foundational then we likely won't get to the outcomes that we desire.

124

00:25:29.100 --> 00:25:32.580

Katie Martin: And so, as we think about these success success indicators.

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00:25:33.540 --> 00:25:41.460

Katie Martin: I want you to think about how you talk to students as a parent, these are always great questions as well that i've been been pushing myself on.

126

00:25:41.790 --> 00:25:52.560

Katie Martin: Instead of saying, maybe, how did you do want to test how am I, what if we asked what problems, did you solve today, instead of simply how was your day where you kind today, did you help somebody.

127

00:25:53.610 --> 00:26:03.240

Katie Martin: Instead of saying, did you follow directions, you know what did you do today, better than yesterday, what are some things that you're passionate about starting to talk to young people about.

128

00:26:03.540 --> 00:26:10.620

Katie Martin: who they are, and who they're becoming rather than anchoring on did they follow directions or did they do well on a test.

129

00:26:12.240 --> 00:26:24.780

Katie Martin: So I want you to think about i'm going to ask you, in the chat i'm going to pull it up a little bit because I want to see what are the knowledge, skills and dispositions that you want young people to develop what are the things that matter to you most.

130

00:26:31.020 --> 00:26:37.290

Katie Martin: may give about 30 seconds, if anyone has anything in the chat that they want to share.

131

00:26:48.600 --> 00:26:51.360

Katie Martin: Thanks and respect and concern for others.

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00:27:04.620 --> 00:27:08.250

Katie Martin: Creativity and kindness thanks beth yeah.

133

00:27:09.750 --> 00:27:12.630

Katie Martin: belief in self and others absolutely.

134

00:27:15.480 --> 00:27:27.900

Katie Martin: Alright, so if those are our goals collectively as we're thinking about know how to learn, yes renee and know that they learn ya know how they learn absolutely so with these in mind.

135

00:27:28.890 --> 00:27:40.590

Katie Martin: I want to share some examples of different learning

experiences and I want you to think about how we might develop these skills, so this is a fifth grade classroom.

136

00:27:40.950 --> 00:27:50.490

Katie Martin: And in this classroom I walked around, and I was, I went and talked to the student and I said so tell me a little bit about what what you're working on.

137

00:27:50.880 --> 00:28:01.950

Katie Martin: And she said well i'm memorizing the 50 states and i'm filling in the worksheet and I said, why are you doing that and she said, because my teacher wanted me to do it said okay.

138

00:28:02.760 --> 00:28:09.570

Katie Martin: Do you know, a better way, and she was like well yeah I could look it up on my laptop or my iPad in front of me.

139

00:28:10.020 --> 00:28:22.410

Katie Martin: And I said well why aren't you why aren't you doing that she said well i'm not allowed to that's only used for my personalized learning time so Okay, so in this classroom I think it's an example of.

140

00:28:23.580 --> 00:28:35.280

Katie Martin: Many examples today we're we're piling on more and more, so this teacher had been told you have to do personalized learning time now, you have to you know complete your curriculum and then there's a novel.

141

00:28:35.820 --> 00:28:43.890

Katie Martin: workbooks were piling on more and more, instead of being thoughtful about how we're integrating and leveraging technology in meaningful ways.

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00:28:44.160 --> 00:28:56.550

Katie Martin: To allow for more personalization and to allow learners to investigate there's many ways that she could have investigated the 50 states or done some research and found out important facts about the 50 states.

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00:28:56.820 --> 00:29:05.670

Katie Martin: Rather than filling in the worksheet and this worksheet

had been used since 1997 because it said on the bottom that's when it was first copyrighted.

144

00:29:05.970 --> 00:29:15.660

Katie Martin: So this was used as an example of a tradition that they've always done rather than leveraging the new resources and tools to actually make it more effective and personal.

145

00:29:18.120 --> 00:29:22.680

Katie Martin: And then we go into this classroom where all the kids are leveraging technology.

146

00:29:22.950 --> 00:29:36.270

Katie Martin: But when you look at each one of the computers, you see that each child is basically on the same page as the as the main screen So although there's technology and every student has access.

147

00:29:36.540 --> 00:29:46.950

Katie Martin: they're still leveraging in ways where they're clicking through based on on the teacher and one step at a time, so in many ways it is a very expensive digital worksheet.

148

00:29:47.190 --> 00:29:59.370

Katie Martin: Rather than allowing students to navigate their own path or resources in ways that might be meaningful to them and granted there's lots of different ways they can use it, but in this moment in time that's just an example of what I saw.

149

00:30:00.810 --> 00:30:05.940

Katie Martin: So when I asked educators, to think about meaningful learning experiences that they've had.

150

00:30:06.360 --> 00:30:15.600

Katie Martin: Often, what people tell me is their experiences vary greatly in what they've experienced but they all come back to these 10 characteristics in many ways.

151

00:30:15.870 --> 00:30:25.110

Katie Martin: Their personal there's opportunities for agency to do things that matter to them there's inquiry and collaboration it's authentic and purposeful.

152

00:30:25.410 --> 00:30:31.020

Katie Martin: there's opportunities and often need for critique and revision, not just doing it once and turning it in.

153

00:30:31.530 --> 00:30:40.470

Katie Martin: there's productive struggle, because when we're learning, something it can be hard there's goals and accountability models of what success looks like not necessarily.

154

00:30:41.040 --> 00:30:51.540

Katie Martin: to copy, but to have aspirations and there's time for reflection, and when I asked students all the time, what they wish teachers would know they say I wish we could just slow down.

155

00:30:51.750 --> 00:30:58.020

Katie Martin: and take time to reflect on what we're learning and not just move through so quickly, and I know many teachers would like that as well.

156

00:30:59.490 --> 00:31:12.060

Katie Martin: So I want to show this video and I shared it earlier, but I still think it's a good one, when you think about those characteristics, think about where you see examples of those 10 characteristics in this in this video.

157

00:31:15.930 --> 00:31:30.720

stories are important stories teach us about the past stories remind us where we have been stories build hope for a future welcome to our story, the story of Vito a place that is more about our lives and who we are then just school.

158

00:31:31.830 --> 00:31:39.600

Katie Martin: We have the opportunity to design a school, we would want our own kids to go to we all want the same thing for our kids to be happy.

159

00:31:39.810 --> 00:31:49.320

Katie Martin: But in order to be happy, we know that they have to be secure and in order to be secure, we know they will have to find their unique place in a rapidly changing economy.

160

00:31:51.720 --> 00:32:06.060

Katie Martin: We are a design school design, is where the creative arts come crashing together with science, technology engineering and math we value both of process of design and actual product design we use design thinking to fuel our creativity.

161

00:32:06.450 --> 00:32:14.670

Katie Martin: We believe that creativity is the ideas that we have and skills are what we can actually do when our creativity and skills come together it equals innovation.

162

00:32:15.060 --> 00:32:19.260

Katie Martin: We believe we believe we believe in our gills we believe in our gills.

163

00:32:19.920 --> 00:32:29.970

Katie Martin: We believe we believe in being more project based or not, we believe in craftsmanship high quality work, and most of all beautiful work it isn't easy we believe in fail first attempt in learning.

164

00:32:30.690 --> 00:32:41.340

Katie Martin: We believe in being biased towards action we believe in being well rounded, we believe that academics matter as much as who we are and what we can do we believe that the best way to have a good idea.

165

00:32:41.490 --> 00:32:46.920

Katie Martin: is to have a lot of ideas we believe in the value of being able to transfer our creativity and skills.

166

00:32:47.190 --> 00:32:55.230

Katie Martin: From one situation to another, we have choices choices choices, a lot of choices choices and what we design choices and how we work choices.

167

00:32:55.260 --> 00:33:04.800

Katie Martin: And how we show what we have learned choices in our PE classes choices and 18 different electives each year choices from 27 different design labs over three years.

168

00:33:05.700 --> 00:33:10.980

Katie Martin: We are future ready we collaborate to help solve problems we collaborate, even when we don't want.

169

00:33:11.310 --> 00:33:20.880

Katie Martin: We collaborate to get things done, we are trained in public speaking peg leg peg leg tablets, we are taught to think like entrepreneurs, we know our strengths interest and value.

170

00:33:21.150 --> 00:33:30.480

Katie Martin: we're building our own personal brand you develop high quality professional eighth grade residents, we know what we have done, we know what we can do, and we look forward to what is next.

171

00:33:32.190 --> 00:33:44.100

This is why this is why we win so many awards, this is why this is why we get so much attention, this is why we are, we are, we are below your video, this is why we are Vito.

172

00:33:49.200 --> 00:33:49.650

stories.

173

00:33:51.060 --> 00:34:01.410

Katie Martin: So I also want to highlight in that video I want you to i'm going to give you a minute to think about those experiences that you saw and share in the chat, but I also want to reinforce because many times people ask.

174

00:34:01.770 --> 00:34:08.040

Katie Martin: that's great, but I still have to do well on a test, and so I want to reinforce again that.

175

00:34:09.090 --> 00:34:15.810

Katie Martin: As research continues to look at project based learning and more authentic learning, we see that project based learning.

176

00:34:16.050 --> 00:34:26.940

Katie Martin: improves advanced placement rates, as well as across reading so edutopia put out some research recently that project based learning significantly outperform traditional curricula.

177

00:34:27.150 --> 00:34:32.910

Katie Martin: Raising academic performance across grade levels socio economic subgroups and reading ability.

178

00:34:33.540 --> 00:34:49.080

Katie Martin: And so, in a world where we're really hyper focused on accelerating or catching kids up we can't ignore that the authenticity is critical to providing purpose and and meaning into that learning, not just.

179

00:34:50.040 --> 00:35:05.370

Katie Martin: Repeated catch up or or the doing work, for instance, you know more more master worksheets if you're not really doing well in math more of the repeated practice might not necessarily help if there's not the context.

180

00:35:06.450 --> 00:35:17.460

Katie Martin: So when we think about curricula, we are on the left hand side and a standardized way of teaching we're used to policies schedule curriculum.

181

00:35:18.150 --> 00:35:28.860

Katie Martin: The teacher having to know all the information and disseminate it to their 30 kids and then we test rank and select to make sure that students know the information.

182

00:35:29.310 --> 00:35:43.650

Katie Martin: And if we think about a learner centered paradigm, we can look at the outcomes that we want learners to master or to achieve, and we can look at teachers experts mentors hands on experiments podcasts collaboration.

183

00:35:44.340 --> 00:36:02.100

Katie Martin: to how to articles and allow students to learn in a variety of ways, and then ultimately demonstrate their learning and what they know and can do, and this takes reorganization, but it's opportunities to allow from our agency and personalization in these experiences.

184

00:36:03.210 --> 00:36:16.350

Katie Martin: So as hayden a high school student kindly told a group of teachers said ultimately it's about less assigning and more learning and if you leave it to students they're always way more succinct and.

185

00:36:16.980 --> 00:36:33.480

Katie Martin: and profound in their thinking so i'd love for you to think about what are the learning experiences and again put it in chat or have a conversation with your neighbor, what are the learning experiences that are critical for learners to develop the desired competencies.

186

00:36:56.130 --> 00:37:01.710

Katie Martin: Give about 30 more seconds to process put it in chat if you want.

187

00:37:12.840 --> 00:37:13.230

Katie Martin: All right.

188

00:37:14.310 --> 00:37:25.470

Katie Martin: i'm going to give a few examples, work with others, solve problems on their own, thank you renee authentic learning bigger ideas great teamwork.

189

00:37:27.390 --> 00:37:27.900

Katie Martin: awesome.

190

00:37:30.720 --> 00:37:35.400

Katie Martin: work with others soft skills collaboration alright so.

191

00:37:36.900 --> 00:37:40.500

Katie Martin: I want to share a few examples of how we can.

192

00:37:41.820 --> 00:37:51.660

Katie Martin: How we can build on these experienced by by what we measure and how we collect evidence of learning so this first example, and I was just talking.

193

00:37:52.230 --> 00:38:02.400

Katie Martin: In the podcast about this that we were doing that a lot of schools have celebrations for attendance for being on task.

194

00:38:03.180 --> 00:38:07.980

Katie Martin: For a lot of school based things and I love this school

auburn school.

195

00:38:08.850 --> 00:38:19.680

Katie Martin: has instead decided to highlight students for what aligns to the profile of success, so they want empowered learners like someone just said students who know how to learn.

196

00:38:20.310 --> 00:38:22.860

Katie Martin: they're highlighting students from every grade level.

197

00:38:23.250 --> 00:38:32.640

Katie Martin: on a monthly basis to say these students are being empowered learners here's how they're driving their own learning and here's how we're in here's why we're celebrating them.

198

00:38:32.970 --> 00:38:41.610

Katie Martin: they're giving them certificates, but also highlighting them on the Facebook page to the Community so they're starting to build awareness about the skills that they want to develop.

199

00:38:41.880 --> 00:38:49.350

Katie Martin: And honoring students for those and i've had a lot of conversations that people say, well, our parents only care about grades.

200

00:38:49.770 --> 00:39:04.290

Katie Martin: But if that's the only metric we send home that's the only information that they have to use and base their student success on, so the more and more we brought in the view of success, and what we're highlighting the more and more student parents can see that that matters.

201

00:39:05.700 --> 00:39:11.370

Katie Martin: This is an example from a high school, I believe, or middle school sorry, they were.

202

00:39:12.750 --> 00:39:29.670

Katie Martin: Looking at their profile success as well, and taking pictures and showing examples of how students are demonstrating the success so in the classroom there's great ways to expand how how learners are seen and and what you celebrate.

203

00:39:32.220 --> 00:39:48.120

Katie Martin: The second example is based on the skills and the things that you, you value, I would encourage self assessment having students take stock and where they are what their strengths are what their challenges are so this is a great example that.

204

00:39:49.170 --> 00:40:00.510

Katie Martin: That was created by Pam Huber and there's plenty other examples, but, but not just what do you need to improve on I love I love that this includes what are your strengths and what are things that you're good at.

205

00:40:01.770 --> 00:40:12.090

Katie Martin: here's another very simple one for young kids you know, being able to say circle, one of these I I used to do think she's even in middle school like.

206

00:40:12.540 --> 00:40:26.820

Katie Martin: Where did you show up as your best self today what are some with something that you're working on and having kids reflect on their behaviors and how how they're aligned to the skills that you want to develop and then here's just another one.

207

00:40:28.260 --> 00:40:31.770

Katie Martin: Another just example of student and teacher giving that feedback.

208

00:40:32.850 --> 00:40:42.870

Katie Martin: And then self reflecting on those goals, because you know setting goals is great, but we also have to, we also have to reflect and set those goals.

209

00:40:43.890 --> 00:40:52.020

Katie Martin: So this is just drawing a picture of what self control means there's been a lot of talk today in the Agency around social emotional learning and managing.

210

00:40:52.500 --> 00:41:01.710

Katie Martin: Your emotions, this is a great way to have students kind of set goals and reflect on that as well it's not doesn't always just have to be academic skills.

211

00:41:02.370 --> 00:41:15.630

Katie Martin: posting the goals that students have, and it can be very much academic goals, it could be broader goals as well, but acknowledging those goals and celebrating them is is great I love seeing these wall on classroom walls.

212

00:41:16.920 --> 00:41:30.630

Katie Martin: This is one I shared earlier today, but also a great example of how you can bring the strengths and interests of young people into the classroom this can be virtual you could print these out and put them throughout the classroom.

213

00:41:31.230 --> 00:41:39.960

Katie Martin: But it's young people who they are their strengths and attributes their vision and goals and what works and what doesn't.

214

00:41:42.960 --> 00:41:49.170

Katie Martin: This is just a way of this was the weight room but tracking progress over time, you can do it as a class, you can do it as individuals.

215

00:41:49.530 --> 00:42:01.800

Katie Martin: And you know it depends on the culture, if you want to post it or, if you want to do something that is more personal but regardless tracking progress is absolutely critical for students to take ownership of their learning.

216

00:42:04.380 --> 00:42:13.590

Katie Martin: And this fourth one, then, is capturing evidence, so if we want to broaden success beyond a test score or a moment in time.

217

00:42:13.830 --> 00:42:25.290

Katie Martin: Then we need to help young people capture evidence of their work in and out of the classroom and be able to show how they are demonstrating the desired skills and competencies that we're valuing.

218

00:42:26.220 --> 00:42:33.030

Katie Martin: reflecting on that, so this is a great example I love to matt Meyer put this on pamphlet.

219

00:42:33.330 --> 00:42:45.090

Katie Martin: and students were just posting their work, so they could capture it, I think you can see there's some videos there's some assignments there's some reflections This is like an seo check in data.

220

00:42:46.020 --> 00:42:55.290

Katie Martin: What they're doing and math but it's a great way to share with parents, but also just have students capture evidence of what they're doing.

221

00:42:55.740 --> 00:43:03.000

Katie Martin: I shared earlier that one of the things that we do most often is look at data and they're talking about plc.

222

00:43:03.390 --> 00:43:18.510

Katie Martin: We look at data but don't necessarily do anything with it, this is a way to look at more evidence beyond a test score evidence in examples of student work to help us understand where students are and what we can do to improve and help them with their next steps.

223

00:43:19.770 --> 00:43:26.760

Katie Martin: And then portfolios, this is a simple Google site, but a great example of how to help young people.

224

00:43:27.420 --> 00:43:39.990

Katie Martin: capture evidence, this is like first trimester I used to do it every quarter with my students, I would have them reflect on the standards that we worked on look at their goals look through all of their work and gather.

225

00:43:41.010 --> 00:43:55.710

Katie Martin: Their favorite examples and then reflect on what they did well and what their next steps were, and then we would we would hold on to that they would have, over the course of the year, they would have those four checkpoints and examples of work and how they've grown.

226

00:43:57.870 --> 00:44:05.460

Katie Martin: And then it is critical, once we have examples of student work to provide feedback this sounds silly that i'm even saying it.

227

00:44:05.700 --> 00:44:15.930

Katie Martin: But i've experienced in my own education, as well as in my students and seen in many places that sometimes we forget to give feedback or confuse grades with feedback.

228

00:44:16.350 --> 00:44:31.890

Katie Martin: And I love these small group learning and this one on one time to look at where students are make corrections that is absolutely foundational to the learning process it doesn't always have to be a formal grade.

229

00:44:32.220 --> 00:44:42.330

Katie Martin: or quiz that gives the feedback most important and most impactful is is feedback, while learning to students, so they can make the corrections in real time.

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00:44:43.740 --> 00:44:45.870

Katie Martin: This is an example of a.

231

00:44:47.280 --> 00:44:54.990

Katie Martin: math correction form this is actually my daughter's when she didn't do well on her math test the teacher said okay go ahead and make corrections.

232

00:44:55.710 --> 00:45:09.990

Katie Martin: But she wasn't just do the test again she had to identify the type of mistake she had to explain her mistakes she had to show her answer again, and then the teacher was able to give feedback, so if the goal is actually learning.

233

00:45:10.350 --> 00:45:26.070

Katie Martin: Then abby my daughter was able to come back and she didn't just skip it and move on to something else, she had to go back correct a work and actually learn the skill, which is ultimately the goal and now she doesn't have those gaps, but she can move on to the next lesson as well.

234

00:45:28.170 --> 00:45:32.520

Katie Martin: peers are mentors it doesn't always have to come from the teachers, so this is a multi age.

235

00:45:33.000 --> 00:45:51.000

Katie Martin: class or you know older kids coming to mentor and work with younger kids or in small groups, this is absolutely a great way to give feedback and students learn as they're working together and they can constantly make the improvements in their small groups.

236

00:45:52.680 --> 00:45:59.190

Katie Martin: And this is flexible, this was the classroom I was just in a couple weeks ago, you can see it's two to Tuesday.

237

00:45:59.970 --> 00:46:08.340

Katie Martin: But there was this chart where students were in different groups and they could choose that they wanted to do the tubs read itself or they could.

238

00:46:09.090 --> 00:46:21.180

Katie Martin: use the technology, but they had certain goals and they had access to different materials and then there was a small group working with teachers, there were kids all over the classroom working on their projects.

239

00:46:22.080 --> 00:46:31.710

Katie Martin: And you could just tell that they were empowered learners because they had clear goals, but they had opportunities to make choices within those goals.

240

00:46:33.840 --> 00:46:43.410

Katie Martin: And then, when we want to share evidence it's important that we look at evidence of both academic skills and the habits and mindsets that we value.

241

00:46:44.160 --> 00:46:53.460

Katie Martin: So that I think about my seventh grade classroom you know I want to know the mastery I want to know where students are and many parents want to know okay where's my students.

242

00:46:53.940 --> 00:47:05.730

Katie Martin: And what can you do related to grade level expectations like so performance assessments rubrics these are even standardized assessments, where we can identify where a student is related to the grade level.

243

00:47:06.240 --> 00:47:12.600

Katie Martin: But then we also want to be able to show growth, so if my seventh graders I had seventh graders who would come in, probably at.

244

00:47:13.260 --> 00:47:20.040

Katie Martin: You know, second grade reading level, sometimes, but they made tremendous growth to fourth or fifth grade reading level.

245

00:47:20.370 --> 00:47:29.130

Katie Martin: And if I was only showing mastery related to grade level expectations, I would negate all of that growth that they showed because they were still below standard.

246

00:47:29.790 --> 00:47:36.810

Katie Martin: At the same time I had students who are well above seventh grade and maybe didn't put it in a ton of effort, it still would show that they're.

247

00:47:37.170 --> 00:47:45.360

Katie Martin: You know at grade level standard so being able to show the growth can help tremendously and help students see that they're making progress, or that they're not.

248

00:47:45.810 --> 00:47:59.430

Katie Martin: And then finally being able to have to show habits and the skills that we're that we're wanting them to develop again around collaboration, communication and critical thinking we're not going to give them an A or a in collaboration or.

249

00:47:59.850 --> 00:48:16.800

Katie Martin: You know, a B and critical thinking these habits are contextual and sometimes i'm really good at collaborating with people and then in different contexts, I might not be so we want young people to be able to reflect and show examples of how they are demonstrating these skills.

250

00:48:18.840 --> 00:48:32.610

Katie Martin: So this is an example of a school in Hawaii that has identified the skills that they're carrying they care about students are doing self assessments, the teachers doing a self assessment and then there's a narrative.

251

00:48:33.510 --> 00:48:44.880

Katie Martin: about the student and where there's improvement and where there's growth and, as a parent to has had the opportunity to have my son have a report like this that has the narrative and has.

252

00:48:46.500 --> 00:48:53.190

Katie Martin: EXPLANATIONS OF strengths and areas to improve, I find it incredibly valuable compared to a one through four.

253

00:48:54.960 --> 00:49:03.990

Katie Martin: So this was sex student led conference that I shared this morning but it's just another example of when students can curate their learning.

254

00:49:04.320 --> 00:49:09.420

Katie Martin: And they can show what they are, they know how to do and talk about what they're good at as a person.

255

00:49:09.720 --> 00:49:21.750

Katie Martin: It not only helps them, but it helps everyone else understand where they are so this was his reading talked about what he's good at his next steps writing identifying what what good writers do what he's been working on.

256

00:49:22.500 --> 00:49:30.720

Katie Martin: And, of course, he demonstrated decorated the slides, but what they've been working on us mathematicians he could share a problem that he was working on.

257

00:49:31.590 --> 00:49:46.770

Katie Martin: And also talk about the news and how how they were integrating reading, writing collaborating into their their project so student led conferences are really powerful way that you can help students show what they know and can do.

258

00:49:48.720 --> 00:49:51.870

Katie Martin: Oh it's gonna not let me go the next slide.

259

00:49:58.200 --> 00:50:00.900

Katie Martin: Okay, and then exhibitions of learning also.

260

00:50:01.950 --> 00:50:18.030

Katie Martin: When young people can come in and show their learning, not just again a play or a sporting event but actually be able to talk about what they're learning share the process, it also gives more relevance to to their work.

261

00:50:19.170 --> 00:50:27.090

Katie Martin: And then, this is a demonstration of learning this oftentimes is that kind of important markers i've seen this is an eighth grade Defense.

262

00:50:28.290 --> 00:50:46.800

Katie Martin: Where students had to create a portfolio and in front of the Community peers and some and other students, they defend their learning talk about how they've grown what their strengths are what their next steps are and provide evidence of how they've met the desired competencies.

263

00:50:48.570 --> 00:50:57.450

Katie Martin: So, ultimately, I like to think about it is this what are what questions are learner's asking in a performance orientation where we're just being compliant.

264

00:50:57.780 --> 00:51:07.170

Katie Martin: Often, the questions are, how many pages, is this supposed to be did I do this right, what do I have to do for an A or is this extra credit right, but if we're really.

265

00:51:07.860 --> 00:51:21.570

Katie Martin: In a learning orientation students are asking questions like, how can I make this better did I actually communicate my ideas accurately, is there a better way to solve this problem and, what is the impact that my work is having.

266

00:51:22.920 --> 00:51:33.300

Katie Martin: So I want you to think about how we might collect meaningful evidence of learning and growth, what did you see that resonated what are some ideas that you have.

267

00:51:35.010 --> 00:51:37.110

Katie Martin: Go ahead and put that in chat.

268

00:51:50.160 --> 00:51:58.740

Katie Martin: I was gonna do breakouts, but I think we are at a time so i'm going to skip.

269

00:52:01.350 --> 00:52:23.730

Katie Martin: And pause if there's any questions but i'll leave you with this final comments when we focus on learners and connect to their interests needs and goals, we can create experiences that ignite curiosity develop passion and unleash genius, so I am going to stop sharing for a moment and.

270

00:52:25.230 --> 00:52:31.200

Katie Martin: i'm going to see your faces and see if there's any questions before we head out in the next couple minutes.

271

00:52:48.900 --> 00:52:53.760

Amy Moine: katie I think people are really appreciating your examples and.

272

00:52:54.900 --> 00:53:02.280

Amy Moine: The videos i've gotten a few requests that can you put your PowerPoint on our website at the end of the day, will you be posting that.

273

00:53:02.910 --> 00:53:03.600

Katie Martin: i'm happy to.

274

00:53:05.520 --> 00:53:05.940

Amy Moine: Thank you.

275

00:53:10.290 --> 00:53:18.990

Katie Martin: So I will share information with amy and and you can check out the examples and then also any way that you can connect me if you.

276

00:53:19.440 --> 00:53:34.110

Katie Martin: If you want to dive deeper or want different examples as well, but thank you very much for joining, and again, thank you for all the to do for for your students in the Community and happy to connect moving forward.

277

00:53:36.120 --> 00:53:44.370

Amy Moine: Thank you katie for pushing us and validating us and we look forward to a nice long relationship with you.

278

00:53:47.070 --> 00:53:51.390

Amy Moine: Thanks everyone for joining us today This concludes our zoom session.

279

00:53:52.170 --> 00:53:53.040

Amy Moine: Thank you.

280

00:53:53.970 --> 00:53:55.320

Amy Moine: there'll be posted on your website.