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Good morning.

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This is your Two Minute Warning.

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We'll get started with Katie, and about two minutes.

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Good morning.

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We're going to go ahead and get started.

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Welcome to everyone We made it to March.

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I'm really excited today to introduce our keynote speaker, Dr. Katie Martin.

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And today is the start of a conversation.

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And once Katie is finished with our keynote Sarah Nelson will go over those logistics with you. Just to remind you of how to access the schedule and where all the sessions will be virtually and in person.

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So welcome Katie.

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Dr. Martin is the chief impact officer from the Learning Center collaborative.

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She comes to us from San Diego. And we caught on to her through podcast and listening to her talk and talking with Jen Sechrist, we were like hey, She speaks our language here in Iowa.

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And so we started following those podcasts and you got a hold of her book She's the author of two books evolving education, which you will

get a copy today superintendents, to take back to your district.

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And the second book is learner centered innovation.

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Katie also has a sense of humor because when I was talking to her I said, you know, what's your background in teaching and she said Middle School language arts and loves middle school students so we had a lot of good conversations around that she's also

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been an instructional coach, and lead mentoring and induction for her districts.

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And she still teaches, so we like what she brings to us and messages today, very practical and user friendly for all of our educators. She teaches grad school programs at High Tech High.

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And she's also on the board of the real world and scholars and does what she's doing today all over the nation consults with schools around students in our practices, and later today in her zoom session.

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She'll share some of those tools and secrets on those students in her practices in the classroom.

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We've been very fortunate as an agency to be working with Katie, since Christmas around work that we're trying to do to personalized learning for adults that we can then use as a way to model for students and so she's been helping us right micro credentials

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and helping me establish a way to train others, and doing so.

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so let's give Katie, a warm, I will welcome, welcome Dr Katie Martin.

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Thank you so much. I was, I was telling, Amy, of course from San Diego I was worried about the weather the whole time because I kept saying it was going to be so cold.

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And I didn't know if I had the right clothes and then, you know, I hear how how kind and welcoming the Iowa people are so I want to thank you for whoever ordered the like 60 degrees yesterday, lovely coming

off the plane it was sunny I thought it was

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a nice warm welcome so I appreciate that. And today's been, it's been great, as well as Amy said I've really enjoyed working with the team and getting to know Amy and I'm excited for today to share the message and, but also hear your questions.

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So, as we jump in. I always want to share this invitation for our learning I think it's important as a middle school teacher, you know, some are like don't pass notes don't do anything that never worked right they were always going to do it so I'm just

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going to encourage relax and enjoy there's a lot going on I know as superintendent, a lot of the teachers are getting the acknowledgement that their jobs are really hard but I know your jobs are incredibly difficult.

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You just can't often say that. So thank you for all that you're doing I hope today is an opportunity for you all to connect with each other, connect with your why and the work that you're doing.

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I encourage you send notes past you know past messages if you're on zoom welcome and, you know, share in the chat I want you to be able to connect with each other and and find ideas that inspire you.

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Ultimately, Share, share things that you're doing. This is also a point of connection. I know that the work you're doing in each of your districts can inspire each of us as well.

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Plus one each other's ideas and ultimately at the end we're going to have an opportunity for questions. My hope is to engage with you and ask questions.

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I used to always tell my middle schoolers smart people ask questions and they're like no way we look dumb if we ask questions and like know you, if you will, we can't know everything, especially now in the world as much information as much as going on,

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smart people ask questions and push on different ideas. So I want to encourage you now, I'm going to take a moment in the world right now there's a lot going on, not only in your districts globally.

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I want to help us focus and anchor on things that are going well, not to ignore the things that are not but I want to give us a minute to anchor on what's going well and give you a chance to share and connect with each other.

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So Chaka Khan going to help us and give us a minute, and I want you to tell me something good, tell each other just connect find something that you want to anchor on as we start the day.

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All right.

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I heard some good things.

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Hopefully there's more to celebrate attendance up. It's March. The weather's good some good things to celebrate.

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Oh, we want you to keep celebrating.

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Let's see. All right. So, as we jump in today.

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My goal is to validate the work that you've been doing evolving and education means that we have to look at the practices that are working, we're not changing everything to be future ready.

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So I want to validate what's working for you and in your districts.

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But I also do want to push, I want to push on ideas I want to push on thinking, I want to push on what's possible. And ultimately, inspire you to think about what you can do in your district to create the best conditions for your teachers, your students

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your community. Because if we sit here and we talk about new ideas but ultimately don't go back and do anything different than our students are communities, never experienced anything different.

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So, as we jump in.

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Anyone said I can't wait to go back to normal lately.

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Anyone ever thought like ash Can't we just get back to normal. You're probably in a little bit more normal than we are in California, kids are finally going to go back without masks, maybe starting next month.

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But there's a lot of gosh I just can't wait to get back to normal.

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And in that push to get back sometimes we look at past practices with rose colored glasses right we look back at gosh if we could just go back to normal, then everything would be back, would be great in our schools.

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So I want to remind us some of the things that normal in education, have produced.

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So if you look at this graph, we know that too often income predicts or zip codes predict test scores. So students in high income areas have higher test scores than our students in low income areas, this disparity is what normal produces.

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We know that student engagement.

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You look at this Gallup poll student engagement decreases from the time young people are in sixth grade to 12th grade, because they have fewer opportunities to do things that are fun, fewer opportunities to do things that they're good at and fewer opportunities

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to do something that they do the is their best every day.

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If you think about that each day.

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We say a student engagement such a problem right middle school, high school kids aren't engaged. But if they're coming and they don't feel like they're doing anything that they're successful and they don't feel like they're doing anything that's fun.

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It's hard to stay engaged because you don't necessarily feel like you

belong. And a lot of people go oh well, this goes up when kids get out of high school right.

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No, this continues to go down the trajectory in school and in our workplace continues to go down, because we've convinced people that you just got to show up Monday through Friday and then you have fun on the weekends.

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Instead of really truly doing things that matter, in our work in our lives. So, one of my major goals. My motivation is to flip this graph.

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What if we spend our days in school where kids were doing things and teachers and administrators were doing things that they felt successful in.

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They were doing things where they felt that they were capable and they were getting to build on their strengths and skills, and actually having a little bit of fun.

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I believe, and I've seen that we would be graduating, and engaging young people in work that was meaningful and purposeful and leaving them filled with the motivation and engagement to do things that matter to them and others.

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Though we also know that remember about learning, it didn't work for everybody but we do know that there were some pockets of success. We know that through different models we've seen that there are people who have actually been thriving, because they

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had opportunities for more agency, more control, more, more flexibility in their lives. And so we want to, we want to build on those successes not necessarily ignore them, the technology and the way that we've been able to connect learners has improved

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outcomes for many children.

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And finally, wish to think about mental health.

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It was a challenge prior the pandemic. And we've seen this continued to be a challenge, even more so and we want to think about the need

for social emotional learning and mental health and well being in our schools as a foundation for learning not something

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that's separate from learning.

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And as we think about equity too often I hear people use equity as the term that everyone needs to get the same thing. If every child has the same textbook or the same computers or the same access, then we're good if everyone has access to that same lesson.

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Then, the same curriculum, then that's equity, but instead I like this definition from the National equity project that is equity is that every child receives what they need to reach their full academic and social potential.

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That means everyone's going to get something a little different because if we're, if we're creating equitable conditions, they we know that young people need different things.

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So, We've learned a lot through that pandemic.

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We're moving through it to live with it as an end as an endemic, but I want you to think about this quote from Arundhati Roy, she says pandemics have forced humans to break with the past and create and imagine their world a new.

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This one is no difference. It's a portal, a gateway between one world, and the next.

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So here's my question for you is your tables, I'd love you to connect with with your colleagues.

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What matters most in your schools and your community, what are the things that matter most this year. And as you think about next year, that you want to prioritize and hold dear, take a few minutes and share that with your, your table.

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Hello.

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Awesome.

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Alright, I'm going to

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ask for. Throw some out, what are some things that your tables mentioned.

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What are the things you want to prioritize right now

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well being. Great.

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The kids in school.

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kids in school. Right. What else

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here engagement.

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Somebody also said portrait of a graduate to and I think when I hear that. Also, the whole child.

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Right, thinking about prioritizing the whole child and and those skills that matter, so great.

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As we think about what matters most.

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As educators.

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What we have experienced often impacts how we create different experiences for those we serve. So when we're as educators we go through we've lived through education, we've been in our own school we've gone to college, we've been teachers, and so we often

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create those same experiences that we create. So, I want you to think about and interrogate your own experience what did it mean for you, as a young person what were the, what were the things that matter to you, most of you have kids, think about the

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experiences that impact them as young learners.

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So I want to share a little bit about my experiences and how they've shaped how I think about the future of education.

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So, this is me in second grade. I'm the one in the blue and black Madonna wannabe was big fan of Madonna and in the 80s, but this is my best friend Michelle, still a very good friend of mine but we grew up together on the same street, we played My Little

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ponies together. We did everything, everything the same. So in second grade This was in this key first class.

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We took a test.

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And this test, you know we didn't know we got the results back and we got the results back we found out that Michelle in my second grade brain was smart, and I was not.

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This was the gate test right it was simple as that this was a test gifted and talented, Michelle all of a sudden got different teachers, she got these pathways and programs, she got to do these funded projects, and I sat in his penis class and copy words

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words from the board, and whether it meant it or not, it was in my mind, she was going to these gate classes and and I was in this regular track, and it, it shaped how I started to see myself as a student and what I was capable of.

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She had these dreams of being a lawyer and she was always encouraged to be on that path. And so I thought early on, like, I'm just going to show up no one really expects much of me, so I'm going to go to school, get B's that's what I was supposed to do.

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While I saw a different, different opportunities and experiences that she was afforded.

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So, when I graduated high school, I had no idea what I wanted to do. I wanted to do anything but be a teacher because that's what my mom was,

and I was like rebellious 18 year old right.

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So I go to college and I found out that I loved learning, I started taking me sociology classes these human development classes, and I was fascinated by the opportunity to research and investigate and understand the dynamics of the human brain.

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And then I realized I do want to teach, but I want to teach you differently than I was taught, so I got to be a middle school teacher, former don't have any middle school teachers in here, I know there's a few Yeah, they're the best little bias.

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But I got to see my middle schoolers and I wanted to teach them not because they had to do well on a test, I wanted them to know that they mattered. I wanted them to know that they could learn something that they could further their own opportunities

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and open doors and they got to read different books, they got to make choices about what they're doing, we went and presented, wrote books and read them but to elementary school students, but I wanted to do something different because I wanted them to

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feel like they mattered in my class, and in the future.

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So, when I became a mom.

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This also changed me dramatically. seeing my kids Abby and Zach are 15 months apart. Same parents are completely different humans, their orientation, the way they go about the world is totally totally different.

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I've seen them when they're traveling, and we can explore and how curious, they are when they're on the field soccer leaders, but they, they just approached the world and they need different types of instruction they didn't need different types of parenting

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like many of your own children and grandchildren and friends there, they have different strengths and interests, like all of us.

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So, I want to share even more about Zach. This is my now sixth grader,

but I've learned so much through his journey so when he was in fourth grade. He made the big leap from Captain Underpants to Harry Potter.

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He was it was a big deal in our family right he was like, only thing he would read was Captain Underpants and all of a sudden he fell in love with Harry Potter.

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My husband who is a high school teacher would would put the books on audio.

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When they would drive to school and he became hooked. And all of a sudden wanted to read the books and carry them around everywhere, for about two years which is what it took to read the whole series, a and and then he you know he can sit and do puzzles

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he's got this great strategic brain. He's a leader on the soccer field, and when my book came out he worked with my mother in law to make this painted rock, as the image of the book, and he was really like put a lot of effort into it.

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He's just a sweet kid and couldn't wait to give it to me.

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But that's the kind of kid, so I tell you all this one because I'm a proud mom and I love my son, but I also want you to see how I see him before I show you how he's seen in school.

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This is his report card.

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If you can see, you know, nothing special there's two is the first trimester, one, three, and then you start to see the second trimester the twos, go to ones, the threes go to twos.

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So his mom I'm like, all right, I need to do some investigating. So I started to kind of look around and pay attention, I started to look at his work.

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I grabbed a stack of worksheets and I'm not kidding when I say the stack of worksheets that came home and I picked one.

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And I was like, Well, okay, his handwriting's not great. One word answers, he's not really putting in a ton of effort, I can kind of see where he's getting these scores.

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And then if you look, the teachers remarks.

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He's also not getting a lot of support, right it's super transactional red pen. This is not a fulfilling deep educational experience this is a transactional you write some words I write some red pen stuff and I give you a great.

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So then I looked even further.

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You think it's funny, right, I would think it's funny too if I was scrolling through Pinterest or if I was on Facebook, but when it's my own kid it wasn't that funny, right.

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So, if you can't see this as the headline in the title of the article, write it here. It turns out he also has a sense of humor. Right.

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So, uh, so I said okay, if we need to have some conversations something is not working and we need we need to talk.

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Does like but what is going on with you. Is mom. How much longer do I have to do this and like what do what is like school. I hate it, but you're in second grade.

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We have like a lot longer time to do this like, then, then second grade you can't just quit right now. He's like, Mom, you're working so hard he hears me talking about schools he hears me talking about my job.

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You're working so hard to fix education I wanted to know it's not working. I make out, this is so this is my mom fail, right. I'm like, feeling good working hard put my son out in the world and he just like is doing a faceplant.

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So, all of a sudden I'm thinking okay this is, this is not working, what what are we going to do.

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So what I know, from seeing schools around the country around the world that Zach, teachers, really loved him, right, they, they, they were working really hard.

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They're friends of ours he was, he was going to school and the school my mom taught at for 15 years. I know the people I know the community.

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And he was in a school centered model. The school was designed and self centered on standardization.

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It was focused on compliance.

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The goal was completing tasks and really thought, focus on isolated content right worksheet here transactional, because that was the experience that the teacher had been in, and that they were, they were continuing to create for their students, because

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this was their model of school.

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So I know that any system produces what it's designed to produce, right, I know that this system of standardization this school centered model is designed to produce compliance.

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Students who will go through complete the tasks do what they're told.

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So, I also know that that's not exactly what we need in the world today that we need, young people who are more have more opportunities to drive their own learning.

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So as we think about this school centered centered model and shifting to a learner centered model we're looking at moving from standardization to more personalization, looking at shifting from compliance to more agency.

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Moving from isolated content to authentic application and content from completion of tasks more competency based or standards based assessment to really understand what young people know and can do.

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Now this is not hey let's just have a free for all and let's just sit around and and kids do whatever they want, but within our constraints we can still have our goals and create opportunities for more authentic learning more authentic application and

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more agency for our young people and, and the educators as well.

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So education reimaged is a wonderful organization who's really thinking about more learner centered practices, and they define this, this learner centered paradigm in this way and I want to read it to learners are seen and known as wonderous curious

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individuals with bass capabilities and limitless potential.

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That is a wholly different way of seeing young people then you come to my class, you have to sit down and do what you're told because I'm the teacher, or because I'm the principal or because I'm the superintendent.

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When we flip to see young people or any of us as curious wonderous people with limitless potential that can shift, how we design those experiences, it can shift our conversations, from a deficit mindset to, I have to fill you up and into a mindset where

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I am going to build from where you are, you come in with knowledge, experience and talents that I want to make sure that we build on.

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So I'm going to share a little bit about the shifts and how I've seen them impact Zach but also students around the world. So this first shift from standardization to personalization.

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When Zach had the opportunity to be in a different classroom, not new standards, same four walls, same curriculum, but a different mindset, a different orientation to how learners were seeing, he came home his second week of school and said, Mom, did

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you know I'm smart.

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I was like yeah buddy, I do, but what made you realize you were smart. He said, Miss has he gave us a problem.

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She gave. She didn't it wasn't a big worksheet with 40 problems. It was one problem, and she asked us to solve it. And I was like, yeah, there's, there's more right and he was like, well, she asks us to solve it with our own strategy so I worked with

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my friends. I use my strategies to solve the problem. And then she shared it with the class.

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This simple orientation between that compliance completion of tasks to the agency to use strategies to work with others, to get support to actually solve a problem.

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And then he had not she acknowledged that he had those gifts and solved it in a way that was meaningful.

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This changed his confidence and confidence, it changed how he saw himself as a learner, and it changed how he saw himself and his motivation to try new things.

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So, as we think about evolving and education, as the role of the educator evolves, human connection and guidance becomes increasingly more important, not less.

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Right. I've heard too many times, well I don't want technology I don't want to stuff because then it will replace the teacher. Not at all.

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If we leverage teachers and humans to guide and mentor and support.

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We can create more personalized opportunities because they can help young people move from where they are in their point A to point B.

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So I like to ask these six questions.

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You don't have to ask them exactly I just think these are like really good starting points. They're also good at parties, they're also good with your significant other if you want to just have a nice conversation.

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But if you think about.

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We need to know personalization starts with knowing who people are helpful things them know what they're interested in. And too often we're busy running through the curriculum or moving through the day we don't actually start stop to understand who the

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people are who are in our classrooms what they need and what they're interested in. So, the more and more eyes take time to ask people these questions.

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Find out the answers and think about how to build on them or do something. I often see people go above and beyond. This is the teachers I work with in grad school, the leaders.

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Also, students in our classroom. And every time I go, Wow, I'm so surprised how much I don't know about people, and often young people say like, what are you interested in.

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I guarantee you're going to hear, I don't know, they've never stopped to think about it, they've never been asked, so it's hard to know all of a sudden, like, do you really care.

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Do you really want to know. My husband asked these questions to his 10th graders, and he said half of the students didn't have an answer.

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Thankfully, he said well then go figure it out and come back and share tomorrow.

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And it said it changed the whole tone and the whole year because he got to connect with those students. So, if our young people are graduating, our schools, without knowing things they're interested in what they care about what they're motivated to do.

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It's not just a problem for them, it's a problem for all of us, because we need people who are motivated inspired to solve problems because we have plenty right and we need people who who want to and are motivated to do something about it.

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So I'm going to show this example AJ and Nate.

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What happened when their educators and community came together to understand their needs.

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We've all had our ups and downs of life. And here's a story about how our school garden club somewhere down.

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We got an assistant principal Miss Johnson, and we saw a lot of her. Unfortunately, she saw a lot of our bad side and first.

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We're getting referrals. She has to give us our consequences.

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We slowly started in solid relationship with her.

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She was investigating got in trouble is sometimes we have to being in trouble.

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She became some we can trust me with one day I opened up to her about her as a gardener younger. I thought idea of school garden, and she actually may happen not talking, weeks, months I'm talking days later.

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The deal was as long as you didn't get into too much trouble, will be able to hop on the garden in the garden learn how to plant and weed I mean actually we didn't get the roots out.

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We had ra once every other day until then we had to order two or three times a day.

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Once the garden started coming in we started giving tours. Because kids will ask, asking, asking as to see.

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But there's more just waiting watering happening, Google's happening inside of us that really matter.

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We started trying to stay out of trouble, avoiding bad situations and doing our homework.

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We became connected to the garden, do almost anything to make sure you got to work in it.

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Now went to his jobs office. It was for good things.

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We think there is caution I will govern.

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His have a hard time in school can we focus our attention on something positive gardening can only teach you gardening skills like watching and reading, it can teach you how to be healthy.

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Right. I love AJ Nate, and they say every school should have a garden. Right.

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gardens are great, but I don't think the garden is exactly what they're saying right he said something that can refocus their attention for kids who have trouble in school something that sees that they they matter.

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So what you see here.

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Nate and AJ could have been kids who went to the principal's office gotten trouble right we have lots of I hear all the time how behavior problems with kids right, then they would get in trouble they would send the principal's office, they would feel

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like they're not they're not belong, they don't belong in school they can't do better, and this cycle would have a negative impact on the course of their lives and their schooling.

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Instead, the educators, shifted this cycle. They got to know the young people, they started they believed in them and show them that they did, they help them find something that they could see positive outcomes in, and students started to believe in themselves,

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ultimately we need young people to believe in themselves, but it can start with us by showing them that they matter and helping them see that they have gifts that contribute to their school their community and hopefully the world.

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So this is the impact of educators every day that that opportunity to show students that they matter can have truly a powerful, powerful impact.

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So, when we can bring young people's full selves into the classroom, there's many ways to do it. This is an example from a ninth grader Dennis, and he says, this is just his vision, he talks about what he likes he's a Seahawks fan of volunteers strengths,

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He volunteers strengths, the things that he brings to the classroom, what he liked his vision for her and goals and then what he likes what works and what doesn't.

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I always think about when I see this image. Imagine if every child had the opportunity to design something like this, share it with their teachers, share it with their classmates and continue to evolve right.

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Imagine if every teacher would if you knew these things about every teacher in your district or every principle. What if you had an opportunity to share these things with one another, it can create community, it can create connection, and it can help

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us again look at that whole child rather than a narrow set of metrics of where they are on a set of standardized tests or what what they have not met.

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This creates a more asset based approach.

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This is also in a high school at Odyssey STEM Academy in Southern California and chart paper on a wall and post it notes, right, very simple. These kids, put a grid on the in their classroom, their strengths, their interests their aspirations their values.

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And guess what, as they have experiences, you take it off and you put something new one, right, you're not locked in for life is just an opportunity to think about what do I value What do I care about what am I good at what do I bring to this community.

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And then what I love is they would go and do internships, and there

was a high school sophomore that I got to talk to. And she said, I thought I was always going to be a doctor.

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That was what I had planned on that was kind of my path to my internship I worked at a hospital. And she said, I hated it.

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I realized very quickly. I don't want to spend my days in the hospital so instead of that being a failure, what she thought she wanted to do and her aspirations actually changed because she had opportunities to experience something different.

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And then she went back and selected a different internship for the following year, I called it a win because she didn't go eight more years after high school.

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Create or go through school, doing something that she thought she was going to do to find out that actually wasn't what motivated and inspired her too often too many people do that.

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So when we think about standardization, I like to focus on the individual, and then how to meet their needs, we have to see young people first for who they are and what they bring, we have to get to know them for their strengths and their interest, and

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then we can grow them.

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And this isn't just young people, this is, this is all of us as learners that when we feel seen and we belong. we're going to show up in much different ways.

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So, we need as you think about systems and as we think about education we don't need young people to adapt to a standardized system. we need the system to adapt to unique learners.

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This is a shift right and many of you are doing this as you think about creating those opportunities to create more personal authentic experiences for young people, but this is as we think about being future ready.

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This is the future of our systems to meet the needs of the diverse

needs of the people in them.

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So we can personalize, and we can get to know people and build on those foundations the second shift is moving from compliance to learn our agency, a personal favorites.

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At its core, agency has the power to act.

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And that means you have the skills, the knowledge, the mindset to do something, and then you have the power to take that knowledge and skills to actually to actually do something, and that's navigate your own path find out, solve problems and work with

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others to do things that matter.

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This is one of my favorite examples of agency.

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Okay, well.

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Well,

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good.

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Anybody at the beginning, like, oh, that hurt. Oh, we get to that poor child. And when feel compelled to kind of like lift the child up or lower the bar.

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to get hurt. But that young person, although the star of the show. What I was focused on was the adult, the mentor, the coach.

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He set the bar high, but within reach. Was there to guide and coach and center, encouraged.

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But he didn't lift the child up. He didn't lower the bar. He didn't do it for him.

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The child ultimately was the one who had to do the work, right and

this is agency that you have the opportunity and power and, ultimately, the accountability to do the work, so too often as educators, I think we over scaffold.

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We're busy. We gotta move on. So we're over scaffolding to get to that and just like let's lift everybody up let's just keep going. Instead of the true joy, you see the joy in that child's face the joy in them.

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in the coach. When the child actually reach that goal. That doesn't happen when you do it for him it only happens when they reach the goal on their own.

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So this is the learning pit from John James Nottingham.

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And I think of this in the similar way that we often create a bridge from learning to success. Right, instead of allowing for this pit to be to happen in our schools in our educators in our systems.

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We want to create the bridge. We want everyone to just like be comfortable moving lockstep, and we miss the, oh this is uncomfortable. This is hard. Right.

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We missed the opportunities to fumble and to fail and to struggle. And with that we miss the opportunities to truly integrate new learning and new understanding to get to those higher levels of success.

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And so, Joe bowler in her book limitless mind highlighted the Tim study, it says Japanese students spent 44% of their time inventing thinking and struggling with understanding concepts were in the US, students engaged in this less than 1% of the time.

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Week, can go deep and cover it all.

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We do have to prioritize what matters most.

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And in many vision statements, many graduate profiles, I see we want kids who are critical thinkers and collaborators, We want problem solvers. Right.

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But if we don't give them opportunities to experience those times when they're failing inventing thinking struggling critically thinking how in the world do we expect them to develop those skills.

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We have to model them we have to practice them we have to teach them, and we have to create the space to engage with tasks that actually develop those skills.

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They don't just happen automatically.

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So kettle moraine is a district in Wisconsin.

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And they have been working at this for a very long time, had two classes there Superintendent amazing woman she just retired, but they, they had a charge from their board over 10 years ago to create more personalized learning for their students, but I

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love how they have defined personalized learning.

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They talk about agency. They talk about ownership of goals, flexible pacing voice in learning, and all of that. So I want to show you what this looks like in a few of their classrooms to see it might look like this in some of your classrooms, too.

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And I want to again validate push or and or inspire, but this is a cage.

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Sorry, one, two, combo classroom, these teachers do a phenomenal job teaching together, and being flexible to meet their students needs. They've shown models of what kindergarten, first and second grade writing looks like. so they have that clear goal.

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So they have that clear goal. And these young students come up and look at their writing, they, they match it to where they are on the samples. They self assess what they need, and they can take little cards, they see on the bottom it says the different strategies that they're working

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strategies that they're working on. Sometimes it's number air it's letters, it's transitions, but they're identifying their next step,

they're working on a strategy, and then they go work with their peers, they use technology they can collaborate, but

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they have agency in the way that they go about the problem there's clear goals, clear standards, but they have opportunities to figure out how to meet them in a way that makes sense to them and these are first, second, third graders, right.

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If our youngest students can do this, then we know that this is an opportunity that many students throughout our system can and should be have the opportunities to engage it.

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So now I want to show you what it looks like in one of their high school charter programs as an example of how they conceptualize more personalized learning.

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So a typical schooling experience is moving from one class, to the next class. So you come to school and you might go to first block, which might be your English class, and then you go to the second block, which might be math class in cam global students

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schedules look very different students in our school released start their day much similar to the way that an adult would start their day, they come in and they need to look at their schedule they need to look at their calendar they need to determine

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what kinds of meetings and classes they have for the day. So we have every year, two semester long projects and we call them inquiry. So we'll start by brainstorming topics will think of questions we'll talk with our learning coach with different teachers

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with peers. And we'll kind of narrow down something that we want to learn about for an entire semester, they will be working on targets from multiple areas, they may be working on some English language arts targets, they might be working on some US history

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targets, or they could be working on some technology targets and that kind of this put all together within their project, my parents love seeing me, learning about things that I am passionate about and that I want to learn about, we have the opportunity

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to do off site work outside of school during the school day. If you don't know what you want to do after high school, then this is a great way to figure out what you want to do.

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So we highly value encourage students to go out of our school and learn from others, so it might be job shadowing or interviewing people or, you know, doing projects for different companies, a lot of volunteering educational trips, or an internship, so

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having global to kind of dive into different areas when I want to and how I want to really helps me kind of narrow what I want to do in the future, we're really here to give students a way to explore what they're interested in, regardless of career path,

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regardless of their interest, they can all do that and they can all have a strong sense of, this is what I'm doing. This is what I'm learning. This is meaningful to me, and with that comes student achievement and student engagement.

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So I want to highlight the, he says with that. With that engagement comes achievement. Too often we think about standards and standardization of, we got to focus on our standardized testing teach the test, although no one would say that, but focus on

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doing well on a test. And if we do that, we won't get to those high level goals that we have often in our graduate profile and those larger views of success, but when we focus more broadly, on the skills than getting to know young people creating those

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opportunities for more motivation engagement, then that's when we get the, the achievement on those wars because we do need the foundational skills to be successful in those broader endeavors.

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So I love this from AJ Giuliani. He reminds us that our job is not to prepare students for something. Our job is to help kids learn to be prepared for anything.

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And that is truly at the, what, what agency is about having those opportunities to do something that they want to do.

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So if we know young people, we, we create the opportunity for them to

bring themselves to the classroom and personalized, we have opportunities for more agency for them to drive their own learning.

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Then we think about moving from isolated content to more authentic application.

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And so, when Zach had this opportunity in this second classroom.

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That was more focused on that learner centered paradigm and those learner centered practices, he shifted so quickly as he had opportunities, he went to he did a field, not a field trip, it was field work, he went to Chucky cheese, they took apart some

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of the games, they learned how they were made, and then in science, he was working on, on how to, how to create some of these games, and they built cardboard cardboard games.

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He did a presentation. He wrote a manual. He was collaborating with his classmates. He stood up and gave a speech. This is one year later, the difference in my son from, I hate this.

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I don't want to do it, to mom come see what I've done. Can I show you my project can I take you through at exhibition and show you all that I'm learning and doing.

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He didn't automatically just gain lots of new knowledge but he had the context and the belief and the, the projects that inspired him to actually put some of those skills into application.

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So I asked him, What changed. I said you have made such a dramatic change what was the big shift is that it feels so much better doing work that people see and experience rather than work that gets thrown away.

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This is what he calls trash can work. Right.

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The work the transactional worksheets that you know you you fill in the blanks and then you turn it in and I give you a great trash can work. So, this is also aligned to Iran burger says in the hierarchy of audience.

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pyramid is presenting work to a teacher for a requirement. times you're going to do it right, but that is the lowest level of engagement and motivation.

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When you have something to turn it in.

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When you start to present to parents, you increase a little bit of that motivation and engagement. And too often in our schools. That's a play. That's sports right we don't often look at presenting our learning to the adults.

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So think about how to present it to the school community, ultimately, when we move beyond our school community and presenting to parents and we are doing something that matters.

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That is when we get to the highest level of motivation and engagement, and this isn't just true for nine year olds. This is true for all of us. It's certainly true for me in my own work when I have opportunities to do things that matter, rather than just

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fill out a report, I am way more engaged and motivated.

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So a lot of people also are like Well, back to the interest, a lot of my students don't know what they're interested in. So I love to present these 17 sustainable goals from the UN, because these are problems that we're engaged in in the world and trying

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to solve these are not, you know, these are these are goals that young people can get interested in from poverty to hunger to climate action to clean water.

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There's many things that are being word addressed, globally, and there's also great projects that teachers are doing across the world to engage young people in trying to think about solving these problems, gonna show you an example of what this looks

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like in a high school classroom. I used to be a very traditional chemistry teacher, but I moved into project based learning. It is a lot more work but it feels good.

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I created a project. The wicked so company to students learn about making soap, they learned about neutralization reactions, we learn about the pH scale.

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It's that iterative process, the physical act of making the soap, where you're mixing up the oils mixing up the line.

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It's analyzing your results and seeing what worked and what didn't. And trying it again, in hopes of improving it were able to work on documents together, and all collaborate, we've been able to learn more business strategies to be able to get our name

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out there.

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Every bit of money that we get we either put back into the company, or give back to the community. We've given away so to organizations in the we've given away scholarships to students that really need it.

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Matt teaches chemistry is always is nothing like any other class I've been in. I'm inspired when I see students have that light bulb turn on their into it.

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Now that I share that for variety of reasons that teacher is actually my husband's they chemistry teacher we met teaching Middle School, many years ago.

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And after about 10 years he was like, I'm ready to quit Katie, like I am uninspired I'm just sick of moving kids through the textbook. I don't think this is for me.

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And I was like, give it one more shot you're really an amazing teacher give it one more shot, and he did and in a context where he was able to teach projects that he was excited about where he was able to bring his passions and explore the passions of

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his students, it totally changed his view of himself as an educator and the effort and motivation that he put in as well. So when I say we, when we tell learners to complete an assignment we get compliance, we're used to it right people will be compliant

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it's easy. But when we empower learners to explore and learn how to make an impact on the world. That's when we inspire problem solvers and innovators.

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And again, if we want that for our students as those outcomes, creating the conditions for that type of learning, and that type of engagement is critical.

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So many of you of course the superintendent's are also probably thinking, well, that's cool Katie, that looks really fun, but we have to be held accountable to our test scores.

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We have to make sure that we're showing growth in progress, and I am totally on board. Luckily, much of the research around learning sciences and how the brain works and how we actually learn indicates that when we engage young people, and projects, it's

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significantly significantly outperform the traditional curriculum, raising academic performance across grade levels socio economic status groups, and in both reading ability.

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So, when we have projects that are more engaging more authentic. Students are more willing to they develop the skills they need to actually do well on the test, because they care right they're putting in the effort, if we remember that Curt that dip at

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the beginning, if they're disengaged and not paying attention, we've lost them before we even had the opportunity to teach them things that we want to teach.

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When we can create more of these projects and authentic experiences, we can hook them in and they can develop the knowledge and skills that they really need to be successful.

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So the four shift that I want to talk about is moving from completion of assignments or a completion of tasks to thinking about more competency based or standards based grading.

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And this means, really understanding what young people know and can do

and creating multiple avenues for evidence of what that learning is.

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So, I want to give you a quick pop quiz, in honor of assessments. This is from pen research. So what activity is done by most teachers in the United States, but has almost no evidence of effectiveness and raising test scores, want to chat with your table

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about it, see if you can figure it out.

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Nope.

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Not homework.

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Although I'll happily take that one down.

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Alright, what are they.

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Yeah, but you can still get rid of round robin reading.

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Yeah.

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Hey, there's lots of things that are on our list to get rid of.

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I heard homework.

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No day packets

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crossword puzzles. What else talk math test Come on, I'm with you.

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We should make a list of the things to get rid of.

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All right, you ready, you might not like this.

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Analyzing student assessment data.

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Oh, why don't you talk to you. Talk to your table about this one.

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Why do you think that this is the answer.

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Alright, this hurt anybody a little bit, a little uncomfortable.

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Yeah.

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We spend a lot of time and a lot of money, analyzing student assessment data, giving tests.

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We need a benchmark to get ready for the benchmark, and then we need to analyze the benchmark and then we need to rank in sort, right.

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So, I have been in way too many PLC, where teachers have nothing against PLC. Great. But if a teacher has a set of questions, and a bunch of data to sort of to sort and stuff like that.

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You're essentially. I've seen them fill in the blanks right the data, move aside and continue on with their conversation, right, you're essentially giving teacher worksheets, when you're asking them to fill in the data.

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And then they turn it in and do nothing with it because they don't care right it's I mean not under they don't care but they're like focused on students, they're not doing anything with it and this is just not my observation.

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This is the data that shows that most teachers don't do anything with it and so if we are not passionately curious about our kids, what they know what they can do what their next steps are and changing instruction.

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As a result, it is all a waste of time and money.

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And we don't have a lot of time or money to waste.

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So we have to really be thinking about how are we designing those systems, so that we actually know what students can do. We're actually changing instruction in real time in the classroom using data, not two weeks later after I gave an assessment to go

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back and, oh I actually can't change anything because the pacing guide we're always already on to the new thing, right, this is a system. That sounds good.

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Sometimes from higher up, but effectively in the classroom, really creates many challenges that don't allow students to grow in the ways that they need.

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All right. Get off my soapbox, I think.

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So, it reminds me of this president.

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Nobody can argue that educators principals superintendents, are not working really, really, really hard.

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Nobody can argue that.

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But I want to encourage you to think about the things you're working on the things you're encouraging people to work on, because sometimes we're getting really good at the wrong things.

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We're getting really good at a standardized system that we know is not capable of meeting the needs of all of our students.

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And instead of making them conform. We want to be thinking about how do we create a system that really truly is more flexible to meet the diverse needs of learners.

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The Jamali, I had a conversation with you as a young man, and he said, I wish, educators, would stop trying to figure out if I'm smart and start understanding how I'm smart, I had a conversation with this gentleman on the plane.

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And he was like, Oh, you know, my, this is I have four kids and one of

them's really smart might tell me what you mean by that, oh well she gets the best grades and she speaks four languages.

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She's the smart one.

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Now, Mike.

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I'm sure my kids are both very smart and talented but in very different ways, but in school in society. Sometimes we narrowly define what that metric of success is.

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And we push cast others aside, if they want to go into welding, or if they want to go in and do other things that aren't that narrow path of success. So, the more we can broaden that aperture and help redefine what success is for each and every young

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person. I think the better off we will all be.

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So when Zach.

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Got to show me my son, his, his growth over the course of the year, instead of getting a report card. This was a year later, with 231 or whatever it was on it, that didn't tell me a whole lot.

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I got to see his student led conference. So the difference was instead of me going in and sitting with this teacher, and his teacher saying, Here's all his work.

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Here's where he is and then me having to go home and tell Zach what is teacher said about him and him say oh, OK, now what am I supposed to do about this game of telephone.

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Instead, he spent a couple days preparing to tell me what he knows and can do. And then it was a great conversation. So, this is a student led conference 30 minutes, I went and found out he likes to be called Zachary, that was the first thing, then we

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did appreciations and talked about how great what the great things he does, he talked about who he is, as a person.

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He put together this what he's reading of course it was Harry Potter, what he was going to read next, what good writers do what he's working on his goals, then talked about math, what he's what he's working on problems he solving.

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Then he did a math problem on the spot for us he was really proud of it to show us his skills, and then we talked about the project that he was doing Where is integrating reading, writing, math speaking and communicating, as we said thank you.

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And as teachers showed us here's the standards he's met. Here's the ones who's working on was a very informative motivating.

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30 minutes.

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And at that point, I got to truly see where he was and think about his next steps.

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And then we got to hear this was his teachers comments about his strengths and weaknesses the narrative said Zach is a wonderful friends that jumped right into his new school and classroom, it has flourished kind and welcoming the understands the importance

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He's kind and welcoming. He understands the importance of making others feel included.

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I thought, well, she got to see my Zach, she got to see the kid, I see outside of school, he was able to bring himself to school and show up the improved his reading, writing, speaking, and his own concept of him as a learner and has continued to flourish

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as he's had this experience.

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She also wrote areas of growth, he's working on compromising and meeting in the middle, and recognizing multiple points of view, like, Oh, she definitely gets him we're still working on that at home for sure for all of us.

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So being able to see this as a parents was really affirming and I remember sitting there I may or may not have had a few tears in my eyes, as I thought back to a year prior.

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When I was sitting with my son and he was like I hate this. I don't want to do this anymore. So all of a sudden, his teachers telling me that he's a kind welcoming person, he's added to their classroom, he's telling me how inspiring he is and showing

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me his work. It is a dramatic improvement and growth that was not just because of the, the skills, but because of the environment and how he was able to show up.

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So when we think about these shifts.

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I often wonder how many more Zacks there are how many more of your kids, your grandkids, students in your classrooms, would be able to contribute in different ways if they had opportunities to show up in ways where they were seen as individuals, where

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they had opportunities to navigate their path in certain ways to do authentic work and show what they know in ways that matter to them.

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Do authentic work and show what they know in ways that matter to them. So, my friend George often says that the biggest barrier to innovation is often our own way of thinking. And so when I think about my where I told you my own story.

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I encourage you again what are your stories, what are your stories that you're telling yourself, your communities about what a good teacher is about what a good leader is about what a good student is, and ultimately about what successes.

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I know that many of you are working on these graduate profiles and thinking about what those skills are that you and your community aspire to develop.

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How are you, aligning those skills with the learning experiences and the conditions in each of the buildings.

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So I'm going to close with a story of a school that I had an opportunity to work with. When I was supervising student teachers.

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I was the most I was the newest tire. For this college faculty, and you know how we do this to educators the newest person gets the worst job. Right. The worst thing we do ever.

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So I was the newest one and they're like Katie go to Washington Middle, this is the hardest school. Thanks, appreciate it so this is my like hazing, so I'm walking down this hallway and I'm like so nervous because there's yellow lines and I'm like supposed

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to walk on one side I felt like it was jail right I'm not really sure. You can't just like freely walk. And then I watched in the classrooms. And this is what I saw, students work so disengaged.

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They were not happy teachers were yelling right it was not a pleasant place to be. And then I found out that they were, they had to do something there was a there was a push from the superintendent, that this school had to change because they were, they

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were doing so poorly.

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So, a group of educators came together and they said we have this charge from our superintendent that we have to do something different, they knew that they couldn't change the students, they couldn't change the building.

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They had that was their school they couldn't change the students they had that was their community, they had to think differently about how they were going to serve those students.

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So they came together and designed a new school, same building, same teachers, same students, but a new school, philosophy, they called it vi de vista innovation design Academy, and they decided they were going to focus on empathy, they were going to

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to focus on design thinking they were going to focus on application and they were going to build on the strengths of the young people, and what they came with.

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So I want to show you this video of what Vito look like five years later.

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

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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, but in order to be happy.

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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.

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

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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.

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We believe we believe we believe in our gills. We believe in our gills.

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We believe we believe in being a more project based or not. We believe in craftsmanship, high quality work, and most of all beautiful work. It isn't easy.

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We believe in fail, first attempt in learning.

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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.

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We believe that the best way to have a good idea is to have a lot of

ideas, we believe in the value of being able to transfer our creativity and skills from one situation to another, we have choices.

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what we design choices and how we work choices and how we show what we have learned choices and RP classes choices and 18 different electives each year choices from 27 different design labs over three years.

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We are future ready, we collaborate to help solve problems we collaborate, even when we don't want to, we collaborate to get things done, we are trained in public speaking tablets, public tablets we are taught to think like entrepreneurs we know our strengths,

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interests and values, 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.

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This is why, this is why we win so many awards.

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This is why, this is why we get so much attention. This is why we are we are we are the, we are beta, your beta. This is why we are visa.

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So, V that is an example of what happens when you can come together as a community, and think about what matters. And again, the profile what it is that really matters that you want for students and design those learning experiences to align.

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And this school continues to be successful as a school that had declining enrollment declining test scores, they now continue to be the place where people want to in the district and beyond there, they're waiting to get into the school, their test scores,

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their attendance, there have gone up discipline has gone down, and they continue to support students in very unique and impactful ways.

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So, I know all of you I love the conversations that you're having about the ways that are possible to shift. So, this work is not easy, our systems as we will know have been in place for over 100 years, they are designed for standardized station they

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to keep us in line. Right. The the quote that I've often referenced throughout the pandemic is that the structures, keep things in place, but chaos will allow us to involve to evolve.

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And so this is the time as we think about what's possible in our schools as there's a lot of change, those of us who are willing to be brave and try things new are the ones that are going to create the path forward.

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We know this is not coming from, you know, the Department of Education at the US, this isn't coming from other people, it's going to come from educators and communities who are willing to try new things, who are willing to work together, and challenge

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that status quo.

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So as we finish, I shared a lot about Zach, I want to share this is his fifth grade graduation.

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And last but never ever least Zach barn.

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You produced project, a quiet strength that makes others enjoy being around you.

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You're warmed, and friendliness to others, makes our class, a better place.

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I will miss watching you solve math problems in that unique way that you have, but I don't understand.

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And your wonderful smile.

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I always think I'm gonna make it through that with being okay, but as a mom. There is nothing more valuable than seeing your child, walk across the stage, or being a classroom, and be recognized for who they are.

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Word being seen.

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For being celebrated. And as a mom, that has made such a difference in my life and Zach's life and his trajectory, and my only hope is that each and every child has that opportunity.

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And because of the work you do, cuz of your leadership. I know that that's possible in schools throughout Iowa and throughout our country and so I'm just really grateful and honored to be able to share and support the work and just want to thank you and

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continue to push on what's possible for all of our kids.

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So the future is not ours to create are not our sissy I'm sorry but ours to create and I'm excited to see what we continue to create for the future of education.

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I'm going to ask you now to spend a few minutes with your table, and just think about what I asked I said the beginning that I wanted to validate you, I wanted to push you, and hopefully inspire you to think about some new things.

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So I'd love you to spend a few minutes at your table thinking about what resonated.

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What validated you what pushed you and what inspired you. And then I'm asking a few of you to share out.

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Katie we also have some questions yeah I'm zoom. Oh, good. So when you pull us back together. If you can answer those things. Okay.

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Alright, that was just a little bit of time and I know we have some questions.

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There's some really good conversations.

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So Katie Thank you so much. We have some questions, your passion and your just your real life examples, and you're living it has really come through it and so we've been getting some emails as I've been speaking, and also through zoom chat so the first

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question is, they really liked what you were saying about that authentic learning, and I heard your husband saying how it changed. You know it takes a lot of time.

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And so that question is, you know, how is he making time or how are they changing how they're planning, so that is more authentic. Yeah, great question.

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Well I'll start with this table that we had in the back talking about, a lot of times there's filler activities and we spend a lot of time like sit down, do this, and we're in transitions all the time so first you can get rid of, you know, the packets

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and get rid of the coloring worksheets.

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I'm not saying kindergarten like get rid of the color insurance but like there's like this six seventh grade just coloring stuff that are just a lot of busy work.

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So, one it's, it's prioritizing the goals.

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It is not prioritizing the curriculum, we get those confused sometimes, right, the standards. Do not equal the curriculum. That is how someone has, has interpreted the standards.

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So if you're clear on the standards, and what you want students to know and do, they're pretty good and you and there's a lot of ways to meet them. So prioritization first, and sometimes we need to get rid of some things right but like, come together

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and say what do we really care about the most.

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And then, designing those experiences that integrate interdisciplinary because sometimes we go, reading, math, social studies, and we're just so busy going through the motions and and doing a lot of transitions if we integrate a lot of that we have more

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time. First of all, and also creating more space for personalization not every child needs to go through that lesson at the same time every

day so finding out using different strategies technology, small groups to personalize for kids, you can accelerate,

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much more than having to pull and remediate, you know, RTI are one of those we spend a lot of time pulling kids out to reteach things in the same way we taught them, rather than thinking differently about the instruction giving them more context, more

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authenticity to actually develop those skills that we that we need. So, time is always going to be a factor. But there's a lot we do that is just very much and transitions.

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I know what you saw when we were remote hybrid whatever it was, we had that we had to prioritize and there was a lot of time taken away from the transitions and the busy work, we just focused on the things students need to do.

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So you must have been reading the mind and the person on the email because their next question was, in that setting and you just talked about it. How do you accelerate other learners that might need to catch up.

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Yeah, and I think what you were saying about personalizing yeah person has we have to know where the kids are so I mean it's going to sound when I say this, like, it's really hard but each person needs essentially an individual plan.

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If we know where they are and we know the gaps as Todd rose says we have jagged profiles, right, I might be really great. And my ability to analyze text, and my grammar might be suffering.

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So let's just like plug that in and give you some skills.

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But, but we need to understand those gaps first, and then we can figure out where we need to accelerate, but instead too often it's just like we put you in a room and pull you out and remediate something where we don't necessarily know what those skills

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are so that's, that's a big piece, but I will plug again the authenticity, if, if we're just continuing to remediate with boring worksheets that kid who's struggling in math, and we give them more

Worksheets and more time away from art and PE to do the

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That is not serving them well and it's not going to get us to our goal. Thank you, Katie, I have some questions coming in on zoom from Jeremy Langer middle school principal at Waverly shamrock he's wondering do you see a reluctance from educators and

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schools to do this work, and if so, why that great question. It's kind of table was talking about. I do see a reluctance sometimes and it's not just teachers in general.

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And I think it's more of fear. I don't know what to do, right, we have this culture of perfection. And a lot of times I'll hear.

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I want to, I don't want to screw kids up I don't want to set them on the wrong path.

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So, we have to think about what are we afraid of, we have to look at the big picture, right, are we afraid of a bad lesson. Are we afraid of, kind of, you know, missing a day or, we should be afraid of students who are not graduating who are disengaged

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who don't have strengths and skills to, to navigate their path and be successful post. High School. So, the change. A lot of times we will say, Well, I have to do this because I'm preparing you This is my, my least favorite sentiment.

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I'm preparing you for the next grade, I'm preparing you for high school, many of the teachers who say that have never been to in the high school classes, they're just saying what they imagine is happening.

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So, if we really are backwards mapping from what we need to be teaching to we're backwards mapping from the World Economic Forum skills, about creativity empathy innovation, problem solving, that kids need to be able to have.

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And we should be backwards mapping from those not what you think Miss Smith wants next year and how to head the paper correctly. Right, so, so with our fear is self imposed.

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The fear is I'm not going to be the best teacher. The stories I'm telling myself about what a good teacher is what I think of other people. The other thing I'll say is I visit a lot of classrooms I'm super fortunate to do this.

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And I've been in a few classrooms recently with amazing instruction, and the teacher was like this before we walked in. Okay.

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It's a little crazy in there, the kids are like you know it's like chaos so I'm really sorry. We walk in the kids are engaged. They're debating each other, they're making stuff, these are like high school students there so they're like taking ownership

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of everything, and the teachers apologizing and I was like, do not apologize for that. If we create a culture where we know what good learning looks like.

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We celebrate it we highlight it, we honor it, we create the space for it. That is a shift that I would love to see and we will stop singing teachers as afraid when they stop honor we start honoring what good instruction looks like.

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Thank you, Katie and you mentioned the one one barrier being fear. So as a follow up Jeremy is also wondering, what's one major barrier in addition to that that could we could remove and I have a comment that came through as well from Superintendent Theron

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from Marshall town schools is absolutely the right work. Parents need to be educated and sold on that versus being focused on standardized test scores exclusively stay report cards college admission requirements and parents, living in the past or potential

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barriers that need to be overcome. Anything you'd add to that Katie, yeah.

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Anytime you hear yourself say that your barrier is someone else's mindset. I'm going to challenge you to stop saying that because I'm a parent, many of you are parents, and if as educators, we say parents don't want that.

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But how is that true. If you want something different for your kids. How is it true that other parents don't want something different from their kids and I talked to parents all the time I talk to educators were recently I'm trying to get everyone in

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The still packet or the worksheets they're ridiculous I don't want my kids to do it. And yet, the teachers are like I have to spend the time because the parents want me to do it right, and then the principles are saying I wish my teachers would be more

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creative and innovative and the teachers are saying, I wish my principal would give me freedom to do what I need for my kids. So you know we're spending a lot of time pointing fingers, and sometimes the things we say don't naturally match how we actually

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feel.

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So, the reason I say that is to point out, come together. And again, I'll go to your graduate profiles, if you're doing this work in your district, bring families together, bring educators together bring students together, and actually talk about what

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you want for students.

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Talk about the things that you care about, name them, define them, and then start figuring out what classrooms and learning experiences should look like.

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In order to get there.

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Because when we start saying everyone else cares, there are systems right I'm not going to like standardized testing we were just talking about this, that we're conditioned to think success is all the AP classes and the high GPA and going on to this high

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profile college. I didn't go to a high profile college. I got a 3.0 and high school, and I'm surviving and a lot of other people also millionaires tend to have a 3.0 GPA valedictorians tend to be very average, because they're used to being compliant,

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there's research that supports this right, the kids who maybe not do don't do as well in school, who are creative and pushing boundaries are the ones who are changing and challenging the status quo.

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So I encourage you to think about what it is you really want create the systems that are aligned to it and start really interrogating what success means to you and your community.

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So the last thing I'll say on this is, I have this in the book.

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But when I asked parents, what is success to you, they're like, my kids are happy, they, they feel confident they can navigate problems right, this is what parents say this is what we want in the classroom to, and then I say, Okay, What do you ask your

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kids when they come home.

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How do you do on your test. How was your day. Did you follow directions, did you get in trouble.

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When we pointed that out. there was a lot of tears in the room.

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Right.

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If we don't start interrogating our beliefs about success and challenging, what we talked about and what we honor as success. We aren't going to make those changes so same thing in schools, working with a lot of districts right now to create accountability

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systems that align to the graduate profile that honor the different ways that young people are smart and what they're doing and when we start to honor and measure those things that matter.

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That's when we start having parents go, oh, did you see this school project my kid did. Did you see the in this article they wrote that, you know, about their opinion, we can start changing the metrics of success by how we talk about it, and the things

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that we honor. So, that was a long answer to that but it's something

that matters. I think a lot.

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Are there any additional questions from the room.

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I know that many of you didn't have the benefit of seeing chat.

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But I gotta tell you, Katie after you played that video of the little kid jumping up on that box. Sam i gotta tell you, there was buzz all over chat they want to see you do that as kind of a conclusion that Katie right here this is about the same height

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right let's do it. That's what I was thinking Katie.

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let's do it. That's what I was thinking Katie. Well thank you, Katie We so appreciate your time today let's give Katie around the place.

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And I know we are whisking Katie off she's going to be down in our studio to do today doing a live podcast and doing some recordings for us. So thank you, Katie.

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For those of you joining via zoom. Thank you for joining via zoom, I'll go ahead and go over the schedule for the day, the links to the schedule, and to our lead inspire innovate series are in the superintendent agenda, and in zoom if you look back over

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chat, I do have those two links in there for you. And if you happen to miss part of today's keynote from Katie. I know some people in, zoom had to jump on a little bit late or take off early, we will have those recordings posted for two weeks on our future

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ready summit website, so you'll be able to see those there.

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Ask, as we get transitioning here, superintendents I'm going to draw your attention to our lead inspire innovate brochure. It's linked into your agenda kind of at the top, under our zoom link for today.

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And Katie is a part of our series. I do want to draw your attention as you're looking forward to next year and planning your PD with your staff that we do have two additional speakers coming up one taking

place on September 1.

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We've got Leanne young attending she'll be doing a session for us on your students. my students. Our students rethinking equitable and inclusive classrooms.

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And when you have clicked on that link, you will see the brochure and you can read more about that session on September, one should you have staff that you want to bring with you to that session, and then looking ahead to next October, I know many of

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you at si were able to attend Joe Backman and his just look up. I love your face session. So we're bringing him in in October, so feel free to bring your school leaders with you to that session in October as you plan ahead for next year.

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Looking at the schedule for today. We are trying something new.

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We know that a lot has changed during coded during quarantine with virtual virtual hybrid in person so we're going to try something new today for a future ready summit.

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We have an in person strand for you today. this keynote being in person and virtual was a hybrid strand for us.

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superintendents you'll stay right where you're at. After I finished up with some logistics you'll have a 10 minute break and then superintendent, you'll be right back here for your business meeting this morning.

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After your business meeting. Oh, before I transition to that. Those of you who are not involved in the business meeting, we are going to invite you to head out into our rotunda, we have media equipment technology that you can check out and play with get

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your hands on,

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answer questions as a lot of time and energy and kind of the latest technology for you to try out, check out for your kids.

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So check that out. For those of you attending them.

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And testing the audio for people in zoom.

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You can hear me and zoom please give me a signal on the chat.

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Thank you, we're good to go on zoom.

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Good morning everybody. Thanks for being here we'll go ahead and get our business meeting started here.

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With regards to the agenda we are a few minutes ahead at 10 minutes and that's, that's good, we can use that time effectively.

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So first and foremost here's we started on our reports.

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We have David weapon, David is actually here from the BOE, and so David thanks for being here this morning appreciate it and you've got a microphone I hope and, or if you need one let us know actually we're going to have to give you one because we have

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people out on zoom. So we want to make sure that they can hear.

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Sam state taking care of that now But Dave thanks for being here and let's get started with the VIP information.

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Yes Good morning, have a short summary today.

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Conditional licenses are coming in, pretty frequently right now. It's kind of the in between we still have some districts at requesting those for late hires for second semester, and yet we're also starting to get some for next school year already.

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So if you do have those forms and you sign them please indicate the date that that person is going to start so you know if you need a right away, or if you're looking more for August, and if you could remind your principles if they're signing those forms

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that date of start employment for them is the critical part for that conditional license, but certainly we're willing to cover a lot of those.

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And we can get them turned around pretty quickly, as you'll be filling positions with people that don't have the proper license either a Class B, or the executive director decision licenses, more and more of those going out for things like librarian and

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tag and ESL, so I process most of those again so have your teachers or principals contact me if they have questions about them and be glad to help them with that.

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The other thing that came down in February, was when the governor's emergency proclamation was lifted, there was a gap in there for those people with substitute authorizations on their parent educator certificate.

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So the information on your link in the agenda, talks about sub OSS and when they can sub.

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And you can put in a request for them to fill longer term sub positions as well.

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When that proclamation was going through our director Mike Kevin, and Dr Voss and several of our board members get together held an emergency meeting.

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They heard feedback from many of you I heard from some of you also that you're using people that have the substitute off on their peer educator certificate for pretty regularly almost every day Sabine is you don't have anybody else to use.

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So our board got that emergency rules meeting done, and they adapted it for the rest of the school year. And so, if you have those people and you want to continue to use them to fill Sabine positions.

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It's the same link on on this page a little further down.

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There's actually two number ones on there but where it says helpful hints for school administrators, you click on that link you can put in your substitute authorization person that are the Perez.

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Their folder number in their name and request to use them for other positions so those group go through to Joanne tubs our lead consultant, she looks at that daily, so you should get pretty fast response in regard to that but we identified the problem.

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Mike and our board came through with the solution so thank you for your feedback on that, and any other questions.

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Right. Thank you.

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Thank you David appreciate that.

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Next we have destiny from the Department of Education destiny is online, and I believe you're ready to go destiny. I am Thank you for having me today.

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Um, let's see here so I'll just start off by highlighting. Just a few items in the superintendent notes. We have quite a bit in here this month.

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But you can take, you know, your time to go through and read the items that pertain to you.

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To begin with the teacher retention payments I'm not going to go too far into this.

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But we did hold a question and answer.

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There was a question and answer session this past Monday, along with two webinars last week.

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We've included in here, the list of folks that you can reach out to with questions regarding that.

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The second piece here is my exit is just a reminder that the spring window will close on May 14.

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Another item here is that our Iowa education conference has been postponed.

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And we haven't received any really additional information other than what is stated here because we know that we do have schools especially comprehensive folks who are wondering, sort of, what supports might be available since that was a requirement.

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We've been told that we will be able to follow up soon, with additional information.

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At this time, it's been rescheduled until the summer of 2023,

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a new item here is the new petition process guidance.

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The department released the guidance.

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And so I encourage you to maybe dig into that read it.

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We are expecting to answer questions pertaining to that during tomorrow's department q amp A, which takes place at one o'clock on that first Friday of the month.

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And we've included the zoom link here as well.

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other things, and computer science curriculum and PD grants modification. And if this pertains to your want to look at the text in bold, about the modifications there.

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The conditions for learning survey.

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So this year, the spring, the survey is going to take place in April. This is different than before were used to take place and both April and May, and now it's April, only.

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So I wanted to be sure to have you make note of that.

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Below, you'll find survey dates for the next three years.

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Also, beginning with spring 2022.

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The survey data from students in grades three through five will now be used for accountability. So I just something that is different.

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Let's see information with regard to access for students access and fast bridge.