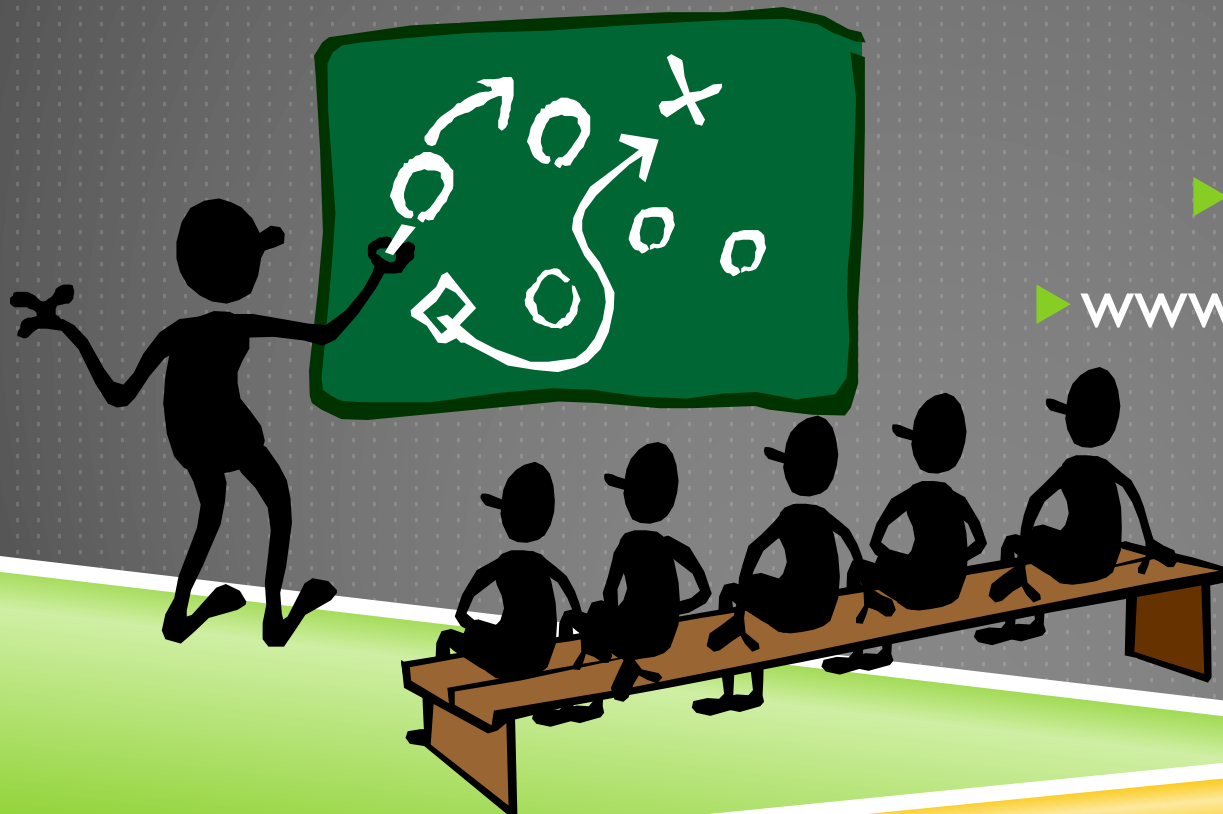
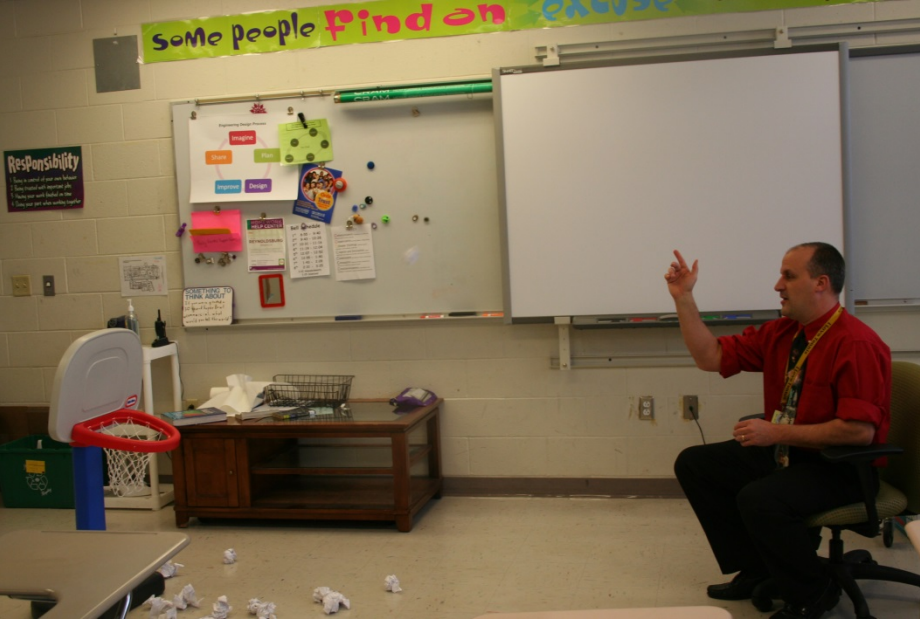


MANAGING THE CLASSROOM – WHAT DO YOU DO ONCE THE PROJECT BEGINS



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ONCE THEY ARE WORKING, WHAT DOES THE TEACHER DO?



WHAT SHOULD IT ACTUALLY LOOK LIKE



According to Andi Stix and Frank Hrbek in their book *Teachers as Classroom Coaches*, there are many benefits to coaching in the classroom:

- ▶ Improves classroom morale and motivation
- ▶ Enhances an interactive environment
- ▶ Increases the ability to resolve conflicts
- ▶ Encourages better organization
- ▶ Promotes creativity and high level scholarship
- ▶ Lowers students' stress levels
- ▶ Increases student productivity

5. MONITOR AND CONTROL PROGRESS

► Project management

5 Steps to Successful Coaching

1. Managing stress
2. Giving students space
3. Keeping students focused on the goal of the lesson
4. Conferencing with students
5. Training them in group work

I. MANAGING STRESS

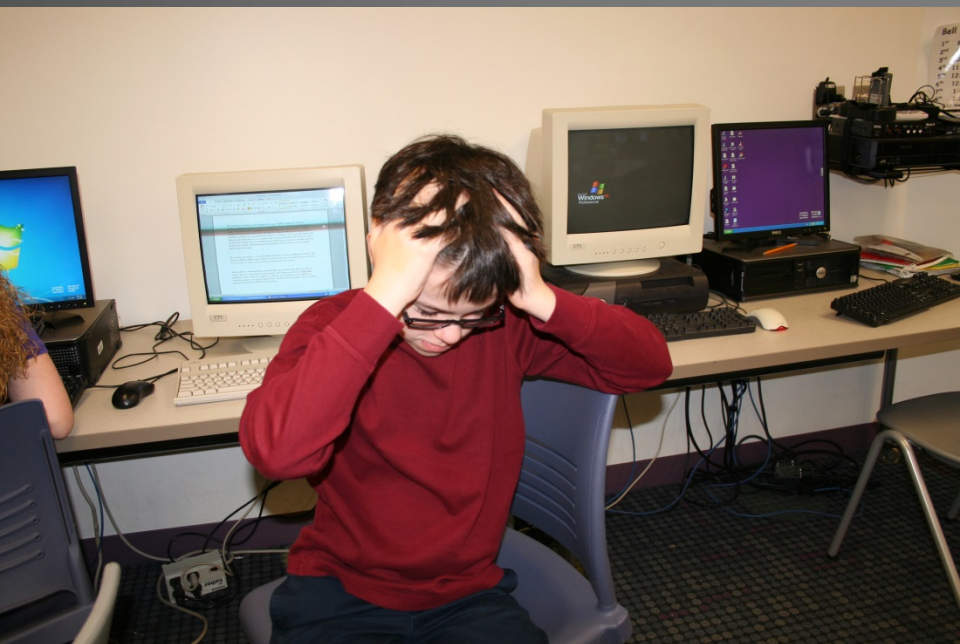
- ▶ Different kinds of learners
 - ▶ Big picture, holistic vs. horse blinders
- ▶ If not used to, might want to ease them into projects
- ▶ Once they are trained, the sky is the limit
- ▶ Observing body language



Bored



Confused



Frustrated



Engaged

2. GIVING STUDENTS SPACE


Mental

- ▶ Set long term deadlines rather than daily checks
- ▶ Not looking over their shoulder all the time
- ▶ Allow them to struggle a little rather than solving their problems
- ▶ Show them you trust them

Physical

- ▶ Staying away from the front of the class (10 minute rule)
- ▶ Do they have the materials and resources they need to complete their work
- ▶ Allowing them to create an effective working environment
- ▶ Is the setting one in which they can independently work

3. KEEPING THEM FOCUSED ON THE LESSON

- ▶ Contracts
 - ▶ Calendars
 - ▶ Class
 - ▶ Personal
 - ▶ Rubrics
 - ▶ Posting learning objectives
- 

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Sun

Mon

Tue

Wed

Thu

Fri

Sat

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Model UN Resolution Defense

Students: _____

Country: _____

Overall	Content	Structure	Presentation
Excellent (A)	<ul style="list-style-type: none"> Includes many additional details and examples designed to support the resolution. Group is able to answer questions posed by other delegates with confidence. 	<ul style="list-style-type: none"> Opening is strong and sets up a clear defense of resolution Closing responds to opposition speeches and reestablishes the importance of the resolution. Both opening and closing give strong finishes, leaving the other delegates with something to think about. 	<ul style="list-style-type: none"> Group presents itself in a professional manner, showing maturity throughout the defense. Group consistently speaks with confidence in their defense of the resolution. Group works effectively as a team, complimenting each others' defense of the resolution.
Good (B-C)	<ul style="list-style-type: none"> Includes additional details and examples but needs more to offer complete support. Group is able to answer most questions posed by other delegates but stumbles occasionally. 	<ul style="list-style-type: none"> Opening is adequate and sets up a defense of resolution but does not stand out as being strong. Closing responds to most opposition speeches but not all, and reestablishes the importance of the resolution. The opening or the closing, but not both, gives a strong finish, leaving the other delegates with something to think about. 	<ul style="list-style-type: none"> Group most the time presents itself in a professional manner, but does not maintain this through the entire defense. <u>Group speaks with confidence in their defense of the resolution most of the time, but are not consistent throughout.</u> Group works effectively as a team for the most part, but do not always present a unified defense of the resolution.
Needs Improvement (D-F)	<ul style="list-style-type: none"> Does not include many additional details and examples that would have supported the resolution. Group is not able to answer questions posed by other delegates. 	<ul style="list-style-type: none"> Opening is weak, actually hurting the resolution Closing does not respond to most opposition speeches and/or does not reestablish the importance of the resolution. Both opening and closing do not give strong finishes, leaving the delegates wondering if the defense is even over. 	<ul style="list-style-type: none"> Group does not present itself in a professional manner, showing lack of maturity throughout the defense. Group does not speak with confidence in their defense of the resolution, looking unsure of <u>themselves</u>. Group does not work effectively as a team, contradicting each others' defense of the resolution.

4. CONFERENCING

- ▶ Setting office hours
- ▶ Scheduling appointments
 - ▶ One-on-one
 - ▶ Group
- ▶ Keep the advice short and sweet

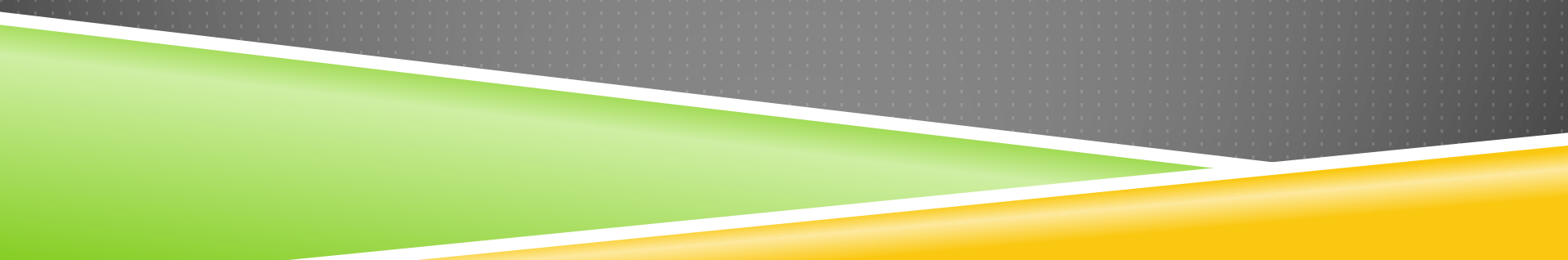
MEETINGS

- ▶ Status conference
 - ▶ Status conferences are basically maintenance reviews, checking in with the group and making sure they are where they need to be in regard to the calendar and deadlines.
 - ▶ This involves the teacher and students sitting down with the calendar and seeing where exactly the group is.
- ▶ Process conference
 - ▶ What have we done well so far?
 - ▶ What do we want to improve for the future?
- ▶ Design conference
 - ▶ This is the teacher/project manager carving out some time for students to be able to evaluate the final product before its due date

5. TRAINING THEM IN GROUP WORK

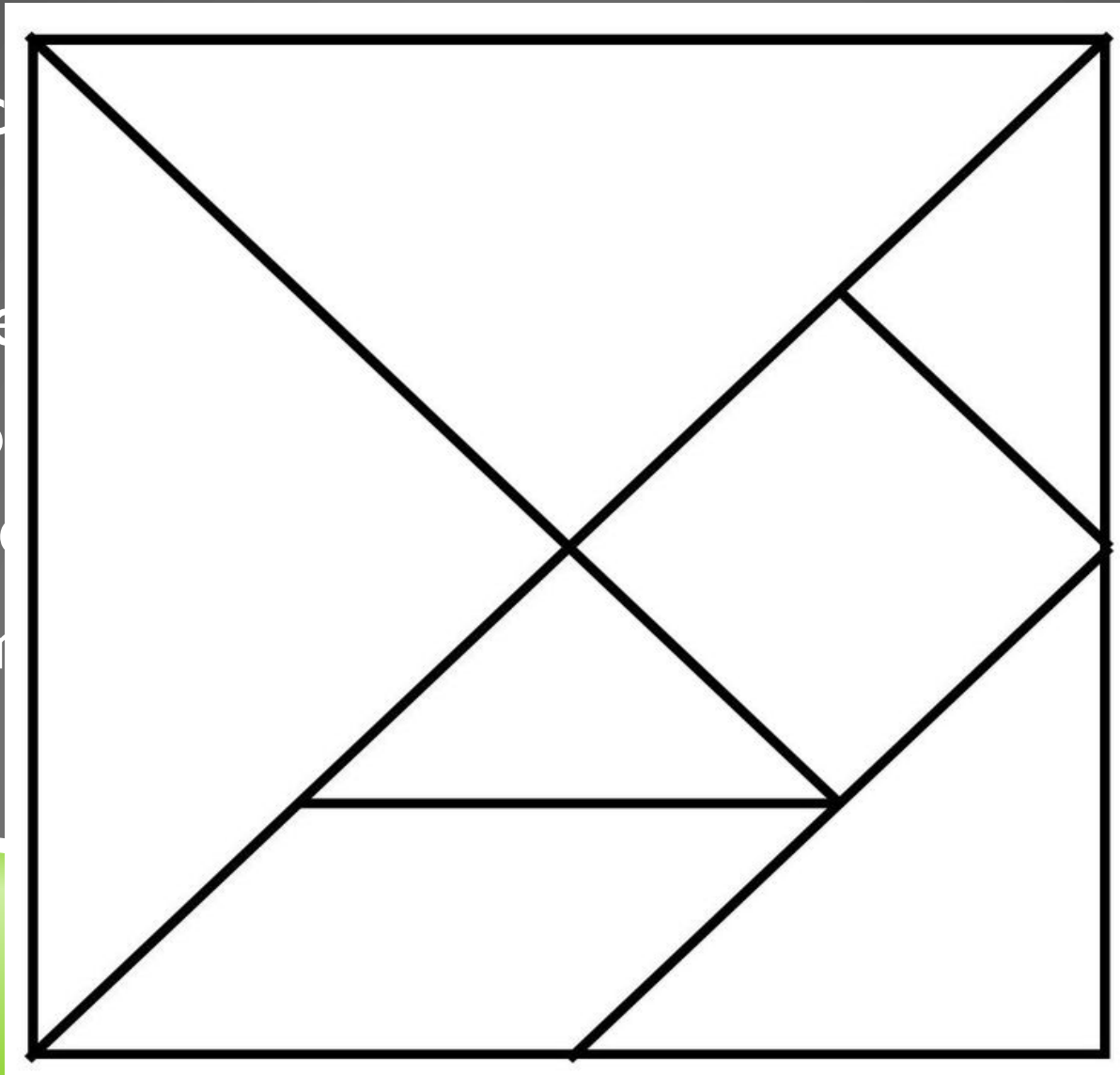
- ▶ Importance of successfully working in a group (21st century skill)
- ▶ Identifying roles/strengths
- ▶ Creating norms
- ▶ Group accountability
 - ▶ Self/peer evaluations

TRAINING FOR COLLABORATION

- ▶ Day 1 – Challenge/Discussion
 - ▶ Day 2 – Setting Norms
 - ▶ Day 3 – Skills Inventory
 - ▶ Day 4 – Figuring Out Roles
 - ▶ Day 5 – Group Dynamics
 - ▶ Day 6 – Coping Mechanisms
 - ▶ Day 7 thru 9 – Paper vs. Plastic Debate
 - ▶ Day 10 – Anchoring Session/Reflection
- 

DAY 1 – THE CHALLENGE

- ▶ Each
- ▶ the
- ▶ The
- ▶ No
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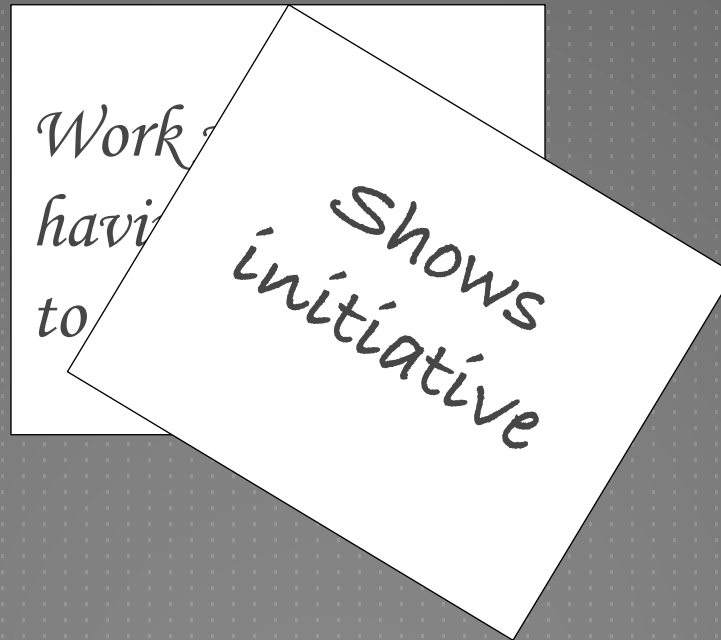


put

will go

DAY 2 – SETTING NORMS

- ▶ Essential Question: What do I need in order to be successful in a group?



EXAMPLES OF NORMS

- ▶ Cooperate with others
- ▶ Other peoples' opinions matter
- ▶ Listen
- ▶ Patience
- ▶ Participate
- ▶ Stay on task
- ▶ Do not dominate the group

AFFINITY DIAGRAM



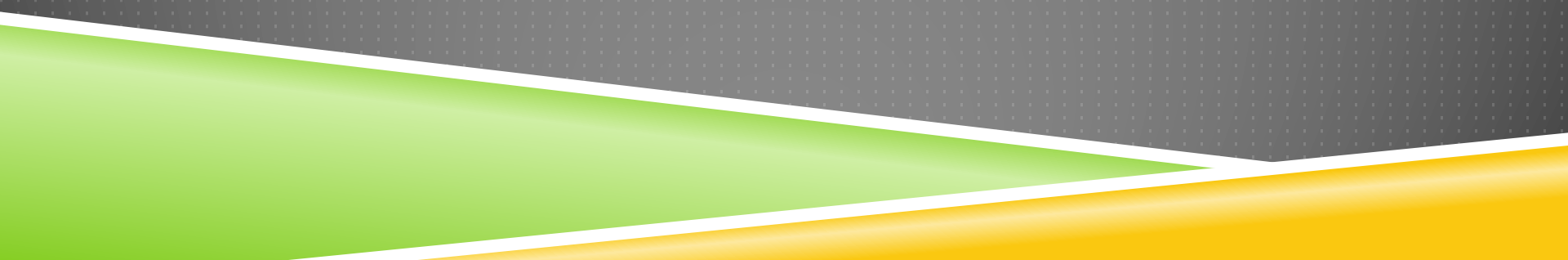
DAY 3 – SKILLS

- ▶ What are
- ▶ How do you
- ▶ This creat

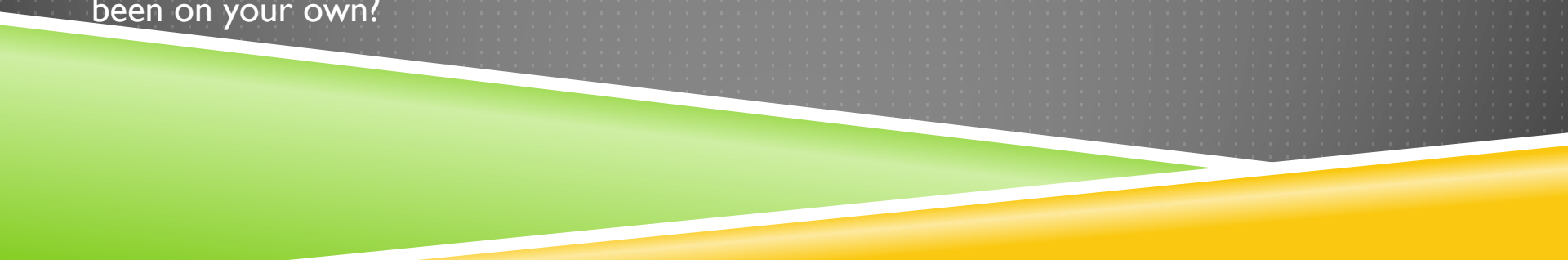
Skills Inventory for Collaboration

- Adaptability – deals with change well, does not panic
- Advanced computer – is good with technology including software and programs
- Artistic – is an artistically creative person who can work with many mediums
- Care-giving – able to empathize with others and be sensitive to their feelings
- Creative thinking – able to come up with new ideas, thinks of unique solutions
- Critical thinking – looks at a problem from many angles and considers all choices
- Decision-making – able to be assertive when making decisions that need to be made
- Financial – keeps accurate records and can manage a budget
- Interviewing – able to ask good questions of people that gets helpful information
- Leadership – motivates others to act, helps to keep group moving forward
- Logical thinking – can draw reasonable conclusions from facts and ideas
- Mediation – able to resolve conflict in an open and positive manner
- Negotiating – good at discussing and bargaining with others to make compromises
- Oral communication – presents ideas and opinions in a clear and confident manner
- Organization – is able to prioritize tasks in order to meet deadlines
- Performing – able to make presentations that entertain and inform
- Problem-solving – able to look at various options and come up with a viable solution
- Public speaking – can make formal presentations to a professional audience
- Research – knows how to find and collect information that is relevant
- Teaching – able to create an effective learning environment
- Technological – understands technical systems and can operate them effectively
- Writing – able to organize and clearly communicate key ideas in written form

DAY 4 – FIGURING OUT ROLES

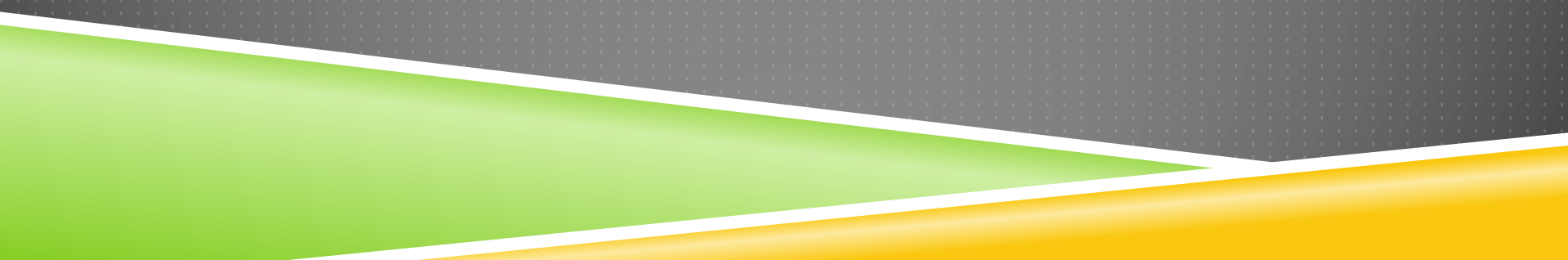
- ▶ Coordinator – keeps the group on-task and makes sure everyone gets a say
 - ▶ Scribe – writes down the group's findings and discussions
 - ▶ Spokesperson – whenever an occasion arises that requires the group to report out orally this person would be the one to do it
 - ▶ Manager – makes sure the group is using their time well and reminds the group of impending deadlines
 - ▶ Quality control – is responsible for making sure the end product is of high quality and done to the specifications of the group
- 


DAY 5 – GROUP DYNAMICS

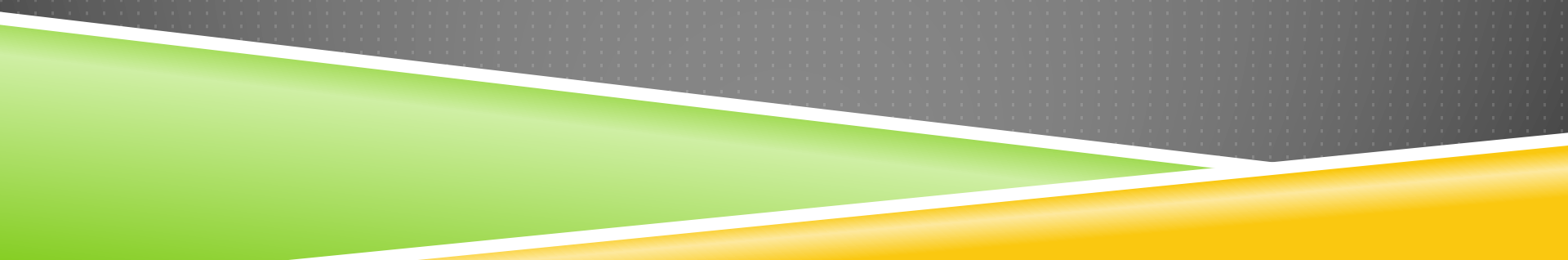
- ▶ Were you pleased with the way things turned out?
 - ▶ Did your group have any difficulties making decisions together?
 - ▶ What could the group have done a better job of?
 - ▶ Did everyone in the group feel listened to?
 - ▶ What do you feel the group did really well together?
 - ▶ Did people take the roles they were assigned seriously?
 - ▶ Was having the roles helpful to the group?
 - ▶ How do you think these roles would work on a long-term project?
 - ▶ How did your group settle differences of opinion? Do you think this was the best way to handle this?
 - ▶ If there was anything you could have changed about your group what would it be?
 - ▶ Do you think you were more successful as a group making these decisions than you would have been on your own?
- 

DAY 6 – COPING MECHANISMS

- ▶ Figuring out how to get started
- ▶ Not meeting the deadline or objectives of the lesson provided
- ▶ Disagreements between team members
- ▶ Getting off task
- ▶ Members not contributing
- ▶ Bad communication or lack of listening
- ▶ One or two people dominating the group
- ▶ People not following the norms
- ▶ Members not doing their role or trying to do others' role
- ▶ Ideas not fully formed

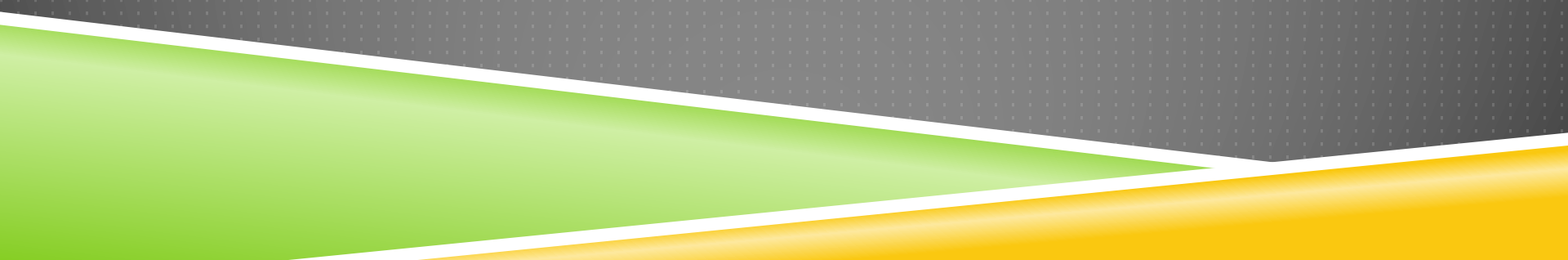
- ▶ Figuring out how to get started
 - ▶ Take time for all members to introduce themselves and their specific strengths
 - ▶ Decide on jobs or roles for each member.
 - ▶ Develop an agenda and a timeline
 - ▶ Members not contributing
 - ▶ Establish why the group believes a member is not contributing
 - ▶ Make sure that person who is being accused of not contributing gets his or her say
 - ▶ Ensure that each member gets their turn to contribute, this may mean going around the circle
 - ▶ People not following the norms
 - ▶ Have a copy of the norms to reference when it appears someone is not following them
 - ▶ Remind the groupmate of the norm rather than pointing out their behavior
 - ▶ Revisit and revise the norms if need be
- 

- ▶ Ideas not fully formed
 - ▶ Do more brainstorming where you focus on long term questions such as ‘What if ...?’ and ‘What else ..?’
 - ▶ Ask each member individually to jot down or share ideas
 - ▶ As more ideas are created, organize further research individually and then meet up as a team later to reassess
 - ▶ Disagreements between team members
 - ▶ Show that you have heard other member’s ideas and when disagreeing do so politely and respectfully
 - ▶ Make sure everyone in the group knows what it means to compromise
 - ▶ Sometimes it is good to just take a break and reconvene later
 - ▶ Getting off task
 - ▶ Create a calendar and refer to it often
 - ▶ Make sure you have a manager or leader amongst your group roles who will make sure no one is getting off task, if you do not have one, make someone this role
 - ▶ Call for a group meeting when it appears someone is getting off task and have people report on their current progress
- 

- ▶ **Bad communication or lack of listening**
 - ▶ Identify specific triggers which seem to affect communication
 - ▶ If two people are having issues, have a third group member act as an impartial mediator
 - ▶ Have a more formal meeting with the group where each person reports out on their progress
 - ▶ **One or two people dominating the group**
 - ▶ Create time limits on individual contributions or have a 'talking stick' they pass around and whoever is holding it gets to speak
 - ▶ Make a protocol where each member has a chance to speak without interruption
 - ▶ Look again at the roles and what people are supposed to be doing what tasks
 - ▶ **Members not doing their role or trying to do others' role**
 - ▶ Remind each other of the roles that the group agreed to
 - ▶ If unclear, establish on a piece of paper what the group believes each role should encompass
 - ▶ Have meetings as a group to check on the status of each person's role
- 

- ▶ Not meeting the deadline or objectives of the lesson provided
 - ▶ Either look at the calendar or at the rubric to make sure tasks will be completed on time and with high quality
 - ▶ Ask each member to present a progress report on what they have completed lately
 - ▶ If one person is struggling, offer to assist to complete tasks if necessary (this does not mean taking over the role)

DAY 7 – 9 – PAPER VS. PLASTIC

- ▶ What are the advantages or disadvantages of using paper for your grocery bag?
 - ▶ What are the advantages or disadvantages of using plastic for your grocery bag?
 - ▶ Which of the two do you think would be best to use and why?
 - ▶ Is there are third alternative that would be better than paper or plastic?
- 

SCHEDULE

- ▶ Day 1 - research (inquiry, exploration)
- ▶ Day 2 – create a product
- ▶ Day 3 – present findings

DAY 10 - REFLECTION

How well did you/group member follow the norms?

0[-----2-----4-----6-----8-----]10

Evidence:

How well did you/group member perform his/her role?

0[-----2-----4-----6-----8-----]10

Evidence:

How well did you/group member contribute to the overall group solution?

0[-----2-----4-----6-----8-----]10

Evidence:

How well did you/group member employ coping strategies when things did not go as planned?

0[-----2-----4-----6-----8-----]10

Evidence:

Overall how would you rate you/group member?

0[-----2-----4-----6-----8-----]10

Evidence:

Self _____

Peer _____

Peer _____

Research

**Creation of
Product**

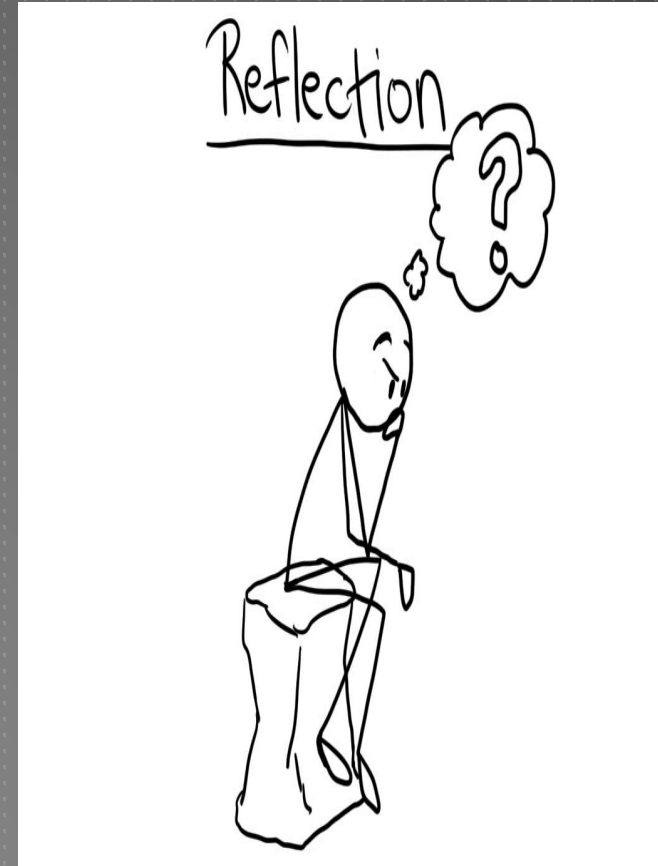
**Lesson Prep./
Presentation**

CLOSE THE PROJECT

Providing students the opportunity for purposeful reflection

1. Evaluation of the performance in the project

2. Lessons learned/
reflection



▶ **What!/So What!/Now What?**

▶ **What?:**

- ▶ descriptive
- ▶ facts, what happened, with whom
- ▶ substance of group interaction

▶ **So what?:**

- ▶ shift from descriptive to interpretive
- ▶ meaning of experience for each participant
- ▶ feelings involved, lessons learned
- ▶ why?

▶ **Now what?:**

- ▶ contextual-- seeing this situation's place in the big picture
- ▶ applying lessons learned/insights gained to new situations
- ▶ setting future goals, creating an action plan

Learning without reflection is a waste. Reflection without learning is dangerous.

Confucius

meetville.com

FINAL “WORD” PROTOCOL

- ▶ You will have to describe your fears, your frustrations, your ideas, your inspirations in a single word.

FINAL REFLECTION QUESTION #1

- ▶ In one word, what is your greatest fear in using PBL in the classroom?

FINAL REFLECTION QUESTION #2

- ▶ In one word, what benefit do you think PBL could bring to students that you don't already provide?

FINAL REFLECTION QUESTION #3

- ▶ In one word, what will you take away from our PD session?

TODD

Teaching Theory into Practice



Concluding the theme of inquiry learning, this Todd Talk looks at case-based learning, a method used widely in the medical and law professions but not used very commonly in US primary schools. Learn about the benefits of case-based learning which are having a relevant subject matter to engage students and being able to apply what you learn to a real world situation.



One of the strategies under the inquiry-based learning umbrella, problem-based learning seeks to make the learning authentic for students and to help them see the context of what it is they are learning. The students are the ones driving the learning and the teacher acts as a facilitator, helping them find resources and asking questions meant to get them thinking.



Projects put students in a real-world setting and ask them to complete a task meeting the requirements as laid out by the project. Projects teach students how to learn for themselves. It also has other advantages such as collaboration, public speaking, and organization, all 21st century skills that would benefit any student.



What if we let the students be responsible for most of the learning in class? That is the basic premise behind inquiry-based learning where the content is not given to the kids by the teacher but rather generated and discovered on their own.



The brain is just like a muscle that needs exercised regularly if it is going to develop and get stronger. How you can exercise the brain is by cognitively challenging it using puzzles. Puzzles such as SuDoku, brainteasers, logic puzzles, cryptograms, and riddles can cause one to think and thus exercise the brain.



Benjamin Bloom created a taxonomy for the various levels of questioning and thinking back in 1953. Now, 70 years later his taxonomy still very much resonates in the classrooms of the 21st century. Learn how to use the various levels of Bloom's and the advantage to doing so.



We have two sides to our brain and although everyone uses both sides, most tend to lean to one side or another. If you are left brained dominant you typically...



In this edition of Todd Talk I talk about Kolb's 7 different learning styles and how knowing which ones are your students' strengths is very important to teaching them effectively. For every learning style there are suggestions for how to practice this in the classroom.

CONTACT INFO.

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