How Do Students Learn? How Do Teachers Teach?
Engaging Students in 21st Century Literacies
4 - 6 Literacy Network Meeting
Spring 2009

8:30 – 11:30
Welcome and Introductions

9:00 – 9:15
Warm-up Activity: Learning Then and Now – Reflection & YouTube Video

9:15 -- 10:15
"Changing Paradigms" by Marc Prensky
    Reading Response -- *How do they learn?* OR *How do we teach?*
    Movement Activities

      BREAK

10:30 – 11:15
Statewide data tell us . . .
Grade Expectations for Writing to Inform
Lessons from NECAP Writing Released Tasks – Grades 8 and 11

11:15 -- 11:30
Analyzing President Obama's Structure & Style

    LUNCH (on your own)

12:30 – 1:30
Leader Lessons

1:30 - 2:15
Looking at Student Writing

2:15 – 2:45
21st Century Literacies (NCTE)
Technology Chart

2:45 – 3:00
Evaluation & Wrap-Up

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LITERACY NETWORK LEADERS Spring 2009

Location	K - 3	4 - 5 - 6	7 - 8	9 - 12
Colchester	**Andrea McLaughlin** Barre Town Elementary School **Susan Lemieux** Milton Town School	**Betsy Knox** Hinesburg Community School	**Maggie Eaton** U-32 MS/HS	**Jim Getty** Mississquoi Union HS
Hyde Park	**Lisa Surridge** Lyndon Town School	**Carla Kotas-Lewis** Fayston Elementary **Barb Saxe** Albert D. Lawton	**Jonah Ibson** Waits River Valley School	**Sandy Frizzell** North Country Union HS
Southern Vermont Learning Collaborative (Dummerston)	**Carol Royce** Orange East SU	**Rachel Mark** Manchester Elementary School	**Paul Parsons** Spaulding HS **Angel Colford** Twin Valley MS	**Sue Brennan** Spaulding HS
Rutland Holiday Inn	**Laura King** Mary Hogan Elementary	**Janice Garrow** Rutland Intermediate School	**Nicki Pfister** Floodbrook School	**Anne Kipp** Green Mountain Union HS
Other Contributing Network Leaders	**Kathy Wright** Manchester Elementary School **Deborah Smith** Fair Haven Graded	**Jennifer Barone** Lyndon Town School	**Laura Foley** Rutland Middle School	**Suzanne Buck** Vergennes Union HS **Linda Prinsen** Bellows Falls HS

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WARM-UP: Think-Pair-Share (20 min)
Suspend your belief for a few minutes. Now imagine a world in which learning has only – ever -- been achieved through the use of video games. Everyone has been educated in this way. Take a few minutes to describe (write) a list what learning is like in this world. Discuss with a partner.

Part II --Now -- Imagine that someone has invented the "book" and is marketing books as a new technological breakthrough in learning tools **that will replace video games.**
What are the implications/questions? What can we do in our classrooms (explicit teaching)?
Write and post an observation (chart with What if ---? Implications). **Read other postings.**
"Engage Me: The School Version"
http://networkleader09.pbwiki.com/9+-+12+Leaders%27++Page+-+Spring+09

Reading does make you smarter.

"Changing Paradigms"

- **Before reading: This article is written for teachers. Who is Marc Prensky?**

  Purpose for reading: to think about how students learn and how teachers teach. Look at T-chart p. 7

- **During Reading: Read the following article by Marc Prensky silently.**

- **Fill out the T-chart as you go: "Read. Stop. Think. Jot." Choose either:**

  - *How do students learn?*

  - *How do teachers teach?*

Changing Paradigms
from "being taught" to "learning on your own with guidance"

By Marc Prensky

The answer to why we are having so much trouble implementing technology in our schools may have less to do with the technology, and more to do with the changing educational paradigm that the technology has enabled. Because of twenty-first century technology, education no longer means the same thing as it did in the past.

Changing Paradigms

Currently, a great many teachers and administrators still see education as transferring "stuff" (i.e. a textbook) into students' heads. They spend their class time lecturing, and teaching our kids to use a variety of "tools" from the past – from the multiplication tables to the long division algorithm, to the encyclopedia, the library, conjugations, spelling rules, and essays. They see their measure of "success" as student's ability to answer multiple choice questions. (NCLB certainly abets this view.)

But to today's kids, none of that is education. To them, education is getting prepared for the future – their future. It begins with stuff they know from all their connections to the world and its people – from television, You Tube, the Internet, IM, chat, social networking – and then lets them follow their own interests, learning things only as they become useful, sharing their views with each other along the way. More than anything else, kids today want their education to be, and feel, meaningful, worthwhile, and relevant to the future. To them, facts, explanations, tools, and reasoning are worth learning only in so far as they support the students' own, personal goals.

Technology, in service of the old paradigm, makes little sense to them. "Some teachers make a PowerPoint and they think they're so awesome," says a student. "But it's just like writing on the blackboard," says another. "And then they read it to us," says a third. "why should we go to hear it read?"

Yes, today's kids hate being lectured to, but what do they want from their schools? The answer, they tell us, is community. Working in groups. Doing projects. Having the opportunity to share their ideas with their peers and hear what their peers have to say. Being challenged. Being asked interesting questions. Being listened to. Being respected.

Where Technology Fits

Digital technology fits only awkwardly into the old "tell-test" paradigm of education. In that paradigm, you keep your best ideas to yourself, rather than sharing. You don't go looking up information during a test, because it's "cheating." You don't take other people's work and use it in new ways because it's "plagiarism." You can't use your cell phone as a lifeline, (like you can do on TV to win a million bucks) because it's taking "unfair advantage."

But modern technology fits perfectly with the kids' twenty-first century educational paradigm, i.e. Find information you think is worthwhile anywhere you can. Share it as early and often as possible. Verify it from multiple sources. Use the tools in your pocket – that's what they're there for. Search for meaning through discussion

Twenty-first Century Teaching Should Be Easy

Teaching, which is getting harder and harder to do in the old paradigm, ought to be a breeze in the new one. Just think up interesting problems and challenges relative to the curriculum and let the kids use their tools, working in groups and sharing, to solve them. No more need to prepare lectures and lesson plans – just tell your kids where you want them to go and let them get there. (That's exactly what they ask for.) Keep the computer lab open till midnight. (Another oft-heard request.) Keep the kids motivated, on track, and watch them learn.

Within 30 years, which is well within the working lifetimes of today's kids and the careers of today's starting teachers, the power of technology will have increased by a factor of a billion. How long do you think it will it be before the growing power of technology dooms the old educational paradigm in our schools? How long will it be before there is a videocam in every classroom, opening up the closed world of the old paradigm to parents, administrators, and other cultures. The demise of the classroom itself, replaced by a combination of online group activities, telepresence and other things, is not far behind.

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Smart educators are realizing, in the words of Nicholas Negroponte of MIT, that learning comes from passion, not discipline. They are welcoming the new educational paradigm, and morphing into the role of challenger, observer, guide and coach to their students. Yes they teach about "intellectual rigor." But first, they work with the kids to define educational goals that are more worthwhile to them than stuffing the textbook into their heads and teaching them to use old tools.

The twenty-first century is all about creating and inventing – tools, art, videos, writing, programs, simulations – and sharing those things with an increasingly connected world. Our new, digital technology is dictating not only our kids' future, but also the new paradigm for educating them. Our educators need to begin understanding this, and moving with its tide. If we're smart, we'll give our kids their heads (as we say about horses) to use all their technology and passion to learn, as we steer them in positive directions and truly enjoy the ride.

Marc Prensky is an internationally acclaimed thought leader, speaker, writer, consultant, and game designer in the critical areas of education and learning. He is the author of Digital Game-Based Learning (McGraw Hill, 2001) and Don't Bother Me, Mom, I'm Learning (Paragon House, 2006). Marc is the founder and CEO of Games2train, a game-based learning company, whose clients include IBM, Bank of America, Pfizer , the U.S. Department of Defense and the LA and Florida Virtual Schools. He is also the creator of the sites www.SocialImpactGames.com, and www.GamesParentsTeachers.com . Marc holds an MBA from Harvard and a Masters in Teaching from Yale. More of his writings can be found at www.marcprensky.com/writing/default.asp . Marc can be contacted at marc@games2train.com

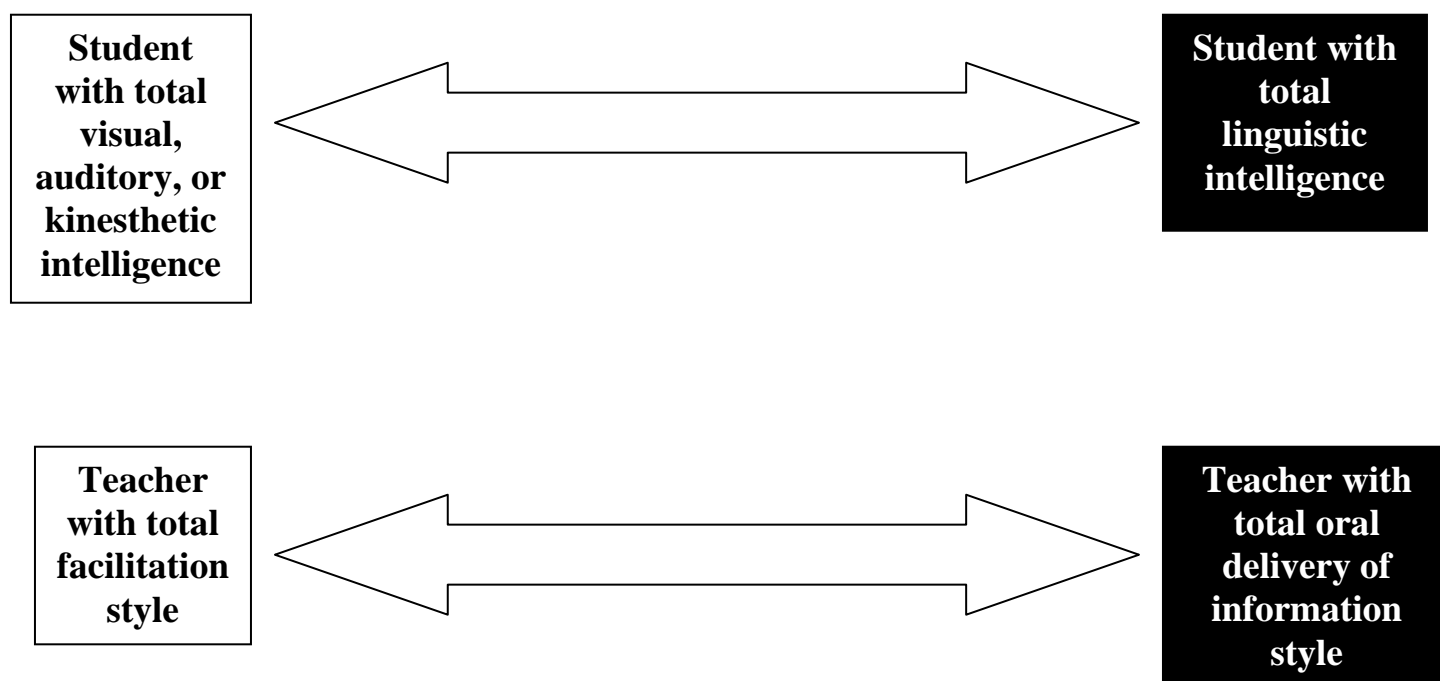| *How do students learn?* **OR** *How do teachers teach?* *(Notes from text)*	*Responses / thoughts*

After reading: Talk with someone who wrote on the student/teacher prompt that you did not respond to.

After reading: Talk with someone who responded to the "student" or "teacher" content that you did <u>not</u> respond to.

Pick one description from the left side of your T-chart (p. 7) and write it on a post-it note.

Go to either the "students learn" arrow or the "teachers teach" arrow. Compare your post-it within the group, and establish yourselves along a continuum according to the defined end points.

Student with total visual, auditory, or kinesthetic intelligence	⟷	Student with total linguistic intelligence

Teacher with total facilitation style	⟷	Teacher with total oral delivery of information style

REFLECTION:
Write what <u>big idea</u> came up for you in doing this exercise?

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BREAK

What are common trends* in NECAP assessment results?

READING ⟹
- Student achievement in <u>analysis and interpretation</u> of reading lags behind initial understanding.

- Students do not perform as well on <u>constructed response</u> items, as they do on multiple choice.

WRITING ⟹
- Student writing overall shows they know how to focus and organize.

- Student performance on both reading and writing reflects a fluency with written language and <u>lack of elaboration / supporting evidence.</u>

HOWEVER, having NECAP data is *not* enough information to move our students forward; local/classroom assessments need to be both diagnostic and formative. Educators need tools to be able to determine on a regular basis if students are making progress –

✓ **On informational and/or literary text;**
✓ **On initial understanding and/or analysis & interpretation**
✓ **On specific *Grade Expectations*;**
✓ **On elaborating and supporting ideas with sufficient evidence.**

How do you assess these skills so that you can have diagnostic information to use formatively?

End of Grade 5 Expectations

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Standard 1.5: Writing Dimensions & Writing Process

Students draft, revise, edit, and critique written products so that final drafts are appropriate in terms of the following dimensions:

Purpose -- Intent is established and maintained within a given piece of writing.
Organization -- The writing demonstrates order and coherence.
Details -- The details contribute to development of ideas and information, evoke images, or otherwise elaborate on or clarify the content of the writing.
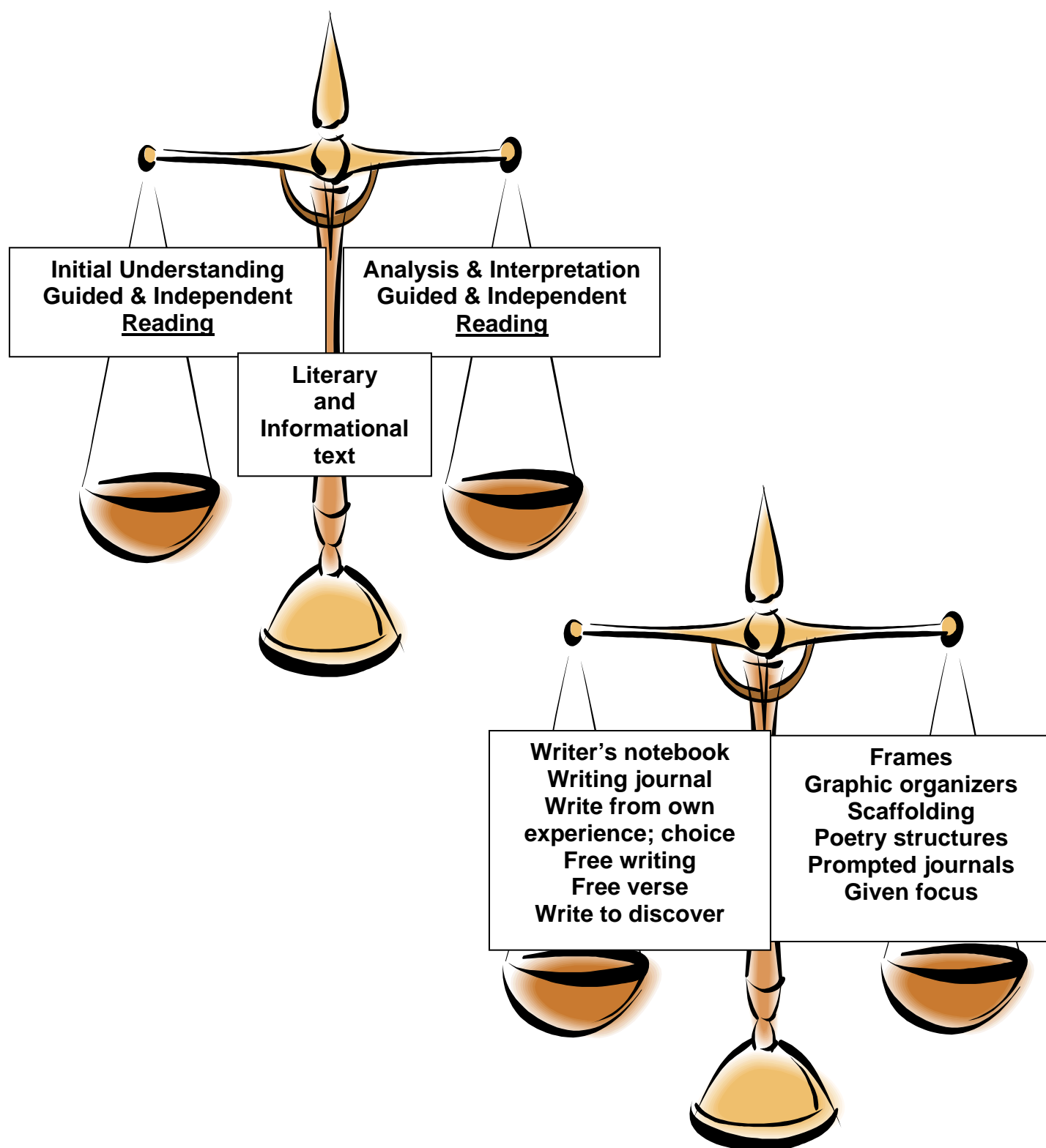**Voice or Tone --** An appropriate voice or tone is established and maintained.

NECAP Released Tasks 2008

Grade 5 – Musical Instrument: elaboration or
                Wilma Rudolph: Introduction

Grade 8 – Lightning: introduction

Grade 5 – "Feeding the Sea Gulls" Narrative

Balance: guided reading / independent reading
free writing / on-demand writing / scaffolded writing

Initial Understanding Guided & Independent Reading

Analysis & Interpretation Guided & Independent Reading

Literary and Informational text

**Writer's notebook
Writing journal
Write from own experience; choice
Free writing
Free verse
Write to discover**

**Frames
Graphic organizers
Scaffolding
Poetry structures
Prompted journals
Given focus**

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Analyzing President Obama's Sentence Structure and Word Choices:
Critical Reading for Analysis and Interpretation

"Forty-four Americans have now taken the presidential oath."

"The words have been spoken during rising tides of prosperity and the still waters of peace."

"Yet every so often the oath is taken amidst gathering clouds and raging storms."

"At these moments, America has carried on not simply because of the skill or vision of those in high office, but because we the people have remained faithful to the ideals of our forebears, and true to our founding documents."

"So it has been. So it must be with this generation of Americans."

Barack Obama, *Inauguration Speech*, January 20, 2009

How did you/might you use Barak Obama's words and sentence structures instructionally?

LUNCH BREAK

Leader Lessons (Instruction):

Participants will –
- ✓ Acquire access to lessons that incorporate best practices in instruction
- ✓ Acquire techniques for restoring engagement and voice to student writing.
- ✓ Learn various ways to use the technology effectively to enhance instruction in literacy skills

Looking at Student Writing:
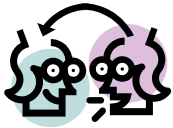
Participants will –
- ✓ Examine and work collaboratively to analyze student writing for effectiveness.
- ✓ Assess writing for effectiveness and understanding of key ideas.

Engaging Students in 21ˢᵗ Century Literacies

http://networkleader09.pbwiki.com/

Reading-Writing Connection
Linking Research to Practice (see Marge's book)

Teacher talk: how do you use these principles in your classroom?

As teachers, we must --
1. **structure instruction to directly and explicitly <u>address questions of genuine importance</u>;**

2. **<u>expand notions of text and curriculum</u>, and what counts as meaningful reading and learning;**

3. **<u>expand notions of competence</u>, especially *student* competence, and find more ways to highlight, celebrate, name, and extend it.**

Wilhelm, Jeffrey D. "Making it Matter through the Power of Inquiry," in *Adolescent Literacy.* p. 232

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	Knowledge + Concepts: Enduring Understanding	Questions of genuine importance	Expanded notions of text and curriculum*	Validate student competence*
Rachel		Author's study: choice of Roald Dahl, Gary Paulsen, Lois Lowry	Memoir/novels by same author Web research	Keynote/Power Point about author
Betsy	Essential Questions address social sciences: Civics & social responsibility, historical connections, geography, economics, culture & diversity		Internet research; creation of a class book of feature articles about Australia ELMO Inspiration	Feature articles about Australia Embedded graphics and text features; Student-generated rubric
Carla	Interdisciplinary study of Australia across school: geography, culture, history, environment, arts	Aborigine sub-topics for focus; Write informational or folktale	Guest presenters Videos YouTube Music Books, articles, internet, mini Webquest	Whole-school celebration Presentations School Website Performance
Barb Title I	Paragraph writing	pourquoi (why) story; use information from content classes	Picture books Ruby Holler by Creech	Microsoft word: highlighter, scanned photos + text
Janice		Personal narrative (carried into Immigration unit)	Neighborhood map drawing	created Story booth for recording stories Immigration simulation

	Knowledge + Concepts: Enduring Understanding	Questions of genuine importance –	Expanded notions of text and curriculum*	Validate student competence*
Meeting site				

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Learning Intentions:

Engaging Students in 21st Cenury Literacies

　　　　Participants will –
- ✓ Consider the instructional implications of 21st century literacy.
- ✓ Examine personal attitudes about technology in the classroom.
- ✓ Consider the "Leader Lessons" in relation to 21st century literacies.
- ✓ Examine tools for embedding technology skills into the classroom.

NCTE Definition of Literacy: http://www.ncte.org/positions/statements/21stcentdefinition

Adopted by the NCTE Executive Committee, February 15, 2008

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities and social trajectories of individuals and groups. Twenty-first century readers and writers need to

- Develop proficiency with the tools of technology.

- Build relationships with others to pose and solve problems collaboratively and cross-culturally.

- Design and share information for global communities to meet a variety of purposes

- Manage, analyze and synthesize multiple streams of simultaneous information

- Create, critique, analyze, and evaluate multi-media texts

- Attend to the ethical responsibilities required by these complex environments

W E B   **Technology:**

1. Make a <u>list</u> of words that come to mind when you think of technology:

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

2. Now classify those words by their part of speech:

How many nouns? _____   verbs? _____   adjectives? ____

Stand if you have the most -- adjectives?   verbs?   nouns?

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Web Tools

For helpful videos that explain some of the Web tools below, go to -- **http://www.commoncraft.com/show**

Tool	Description	Suitable for --
Blog	A linear collection of posts (writing) that is organized chronologically	• Responses to reading • Newsletters • Personal writing
Wiki	A collaborative website with layered pages for content	• Classroom curriculum unit
Podcast	An audio broadcast that has been converted to an MP3 file or other audio file format for playback on the Web	• Sharing written work orally • Creating an awareness of the need for revision • Increasing effective oral expression
Google Tools	Suite of "office" tools: documents, spreadsheets, database, maps, surveys; can be shared online	• Collaborative editing/revision (Docs) • Google Lit Trips! Enables students to see locations geographically
TeacherTube	YouTube for teachers	• Content suited for education; students demonstrating knowledge
WebQuest	Inquiry-driven, web-based project template	•
Twitter	Blogs limited by number of characters	• Quick soundbites
Flickr	Online photo sharing/cataloging tool	•
Skype/Oovo	Free online phone; can be used with a webcam	• Enables dialogue with others anywhere in the world
Digital Storytelling	Content created with video, images, text	•
Facebook, MySpace	Template for social networking	•
Ning	You create your own social network, instead of using a template	•
Wordle	a tool for generating visual "word clouds" from text that you provide. The clouds give greater prominence to words that appear more frequently in the text	•
Bridgit	Conferencing software that allows people at a distance to view the same computer screen in real time	•
Delicious	Social bookmarks manager allows to easily add sites to a personal collection of links, to categorize those sites with keywords, and to share your collection	•

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Resources

Beers, Kylene, Robert E Probst, and Linda Rief. *Adolescent Literacy: Turning Promise into Practice.* Portsmouth, NH: Heinemann, 2007. (a collection of readings by renowned experts in literacy instruction – grades 7 – 12)

Buckner, Aimee. *Notebook Know How.*

Kajder, Sara. *The Tech-Savvy English Classroom.* Portland, ME: Stenhouse Publishers, 2003.

Lane, Barry. *51 Wacky We-search Reports.* Shoreham, VT: Discover Writing Press, 2003. (just what the title says, imbued with humor – all grades)

Lipson, Marge. *Teaching Reading Beyond the Primary Grades.* New York: Scholastic, 2007.

Pink, Daniel H. *A Whole New Mind: Why Right-Brainers Will Rule the Future.* New York: the Berkley Publishing Group. 2006. (for teachers and parents of all ages)

Ray, Katie Wood. *About the Authors: Writing Workshop with Our Youngest Writers.* Portsmouth, NH: Heinemann, 2004. (excellent resource – grade K – 2)

Warlick, David. *Classroom Blogging: A Teacher's Guide to Blogs, Wikis, and Other Tools that are Shaping a New Information Landscape* (2nd Edition)*.* Raleigh, NC: The Landmark Press, 2007. (a how-to guide with step-by-step directions and applications for using technology in the classroom -- all grades)

Writing Now Document from NCTE (esp. "Common Myths about School-based Writing") http://www1.ncte.org/store/books/writing/130170.htm?source=gs

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