

***How Do Students Learn? How Do Teachers Teach?
Engaging Students in 21st Century Literacies***

**MS/HS Literacy Network Meeting
Spring 2009**

8:30 – 11:30

Welcome and Introductions

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

“Changing Paradigms” by Marc Prensky

Reading Response -- *How do they learn?* OR *How do we teach?*

Movement Activities

10:15 – 10:30 BREAK

Statewide data tell us . . .

Grade Expectations for Writing to Inform

Lessons from NECAP Writing Released Tasks – Grades 8 and 11

Analyzing President Obama’s Structure & Style

11:30 – 12:30 LUNCH (on your own)

Leader Lessons

Looking at Student Work

**21st Century Literacies (NCTE)
Technology Chart**

Evaluation & Wrap-Up



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
Southern Vermont Learning Collaborative	Carol Royce Orange East SU		Paul Parsons Spaulding HS	Sue Brennan Spaulding HS
Rutland Holiday Inn	Laura King Mary Hogan Elementary	Janice Garrow Rutland Intermediate School Rachel Mark Manchester Elementary School	Nicki Pfister Floodbrook School	Anne Kipp Green Mountain Union HS
Other Contributing Network Leaders	Kathy Wright Manchester Elementary School	Jennifer Barone Lyndon Town School	Laura Foley Rutland Middle School	Suzanne Buck Vergennes Union HS Linda Prinsen Bellows Falls HS

Marty Gephart
 Writing Assessment Coordinator
 Vermont Department of Education
 802 828-1462
marty.gephart@state.vt.us

Lindy Johnson
 Reading Assessment Coordinator
 Vermont Department of Education
 802 828-6562
lindy.johnson@state.vt.us

For the network meeting schedule and registration information, please go to
http://education.vermont.gov/new/html/pgm_curriculum/literacy.html

Learning Intentions:

Participants will –

- ✓ Consider and discuss how students learn/how teachers teach.
- ✓ Review statewide data trends.
- ✓ Review the Grade Expectations for informational writing.
- ✓ Review released NECAP writing tasks and discuss the expectations for writing introductions.
- ✓ Analyze student informational writing according to the expectations.

**WARM-UP: Think-Pair-Share (20 min)**

How did you learn/access information in “junior high”/high school?

How do you think your students learn today?

Show video of choice: “24 Hours in the Life of a Digital Native Student”:

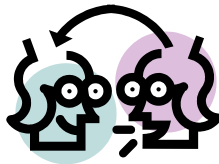
http://www.teachertube.com/view_video.php?viewkey=f456b8a0423880c3b239

“Engage Me: The College Version”

<http://networkleader09.pbwiki.com/9+-+12+Leaders%27++Page+-+Spring+09>

“Engage Me: The High School Version”

<http://networkleader09.pbwiki.com/9+-+12+Leaders%27++Page+-+Spring+09>



**Write and
post an
observation.
Read other
postings.**



*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

Published in Educational Technology, July-Aug, 2007

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 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.

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.

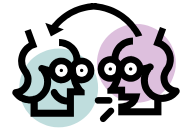
The twenty-first century is all about creating and inventing – tools, art, videos, writing, programs, simulations – and sharing those things with an increasingly connected world. Our new, digital technology is dictating not only our kids’ future, but also the new paradigm for educating them. Our educators 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

[illegible]

Responses / thoughts

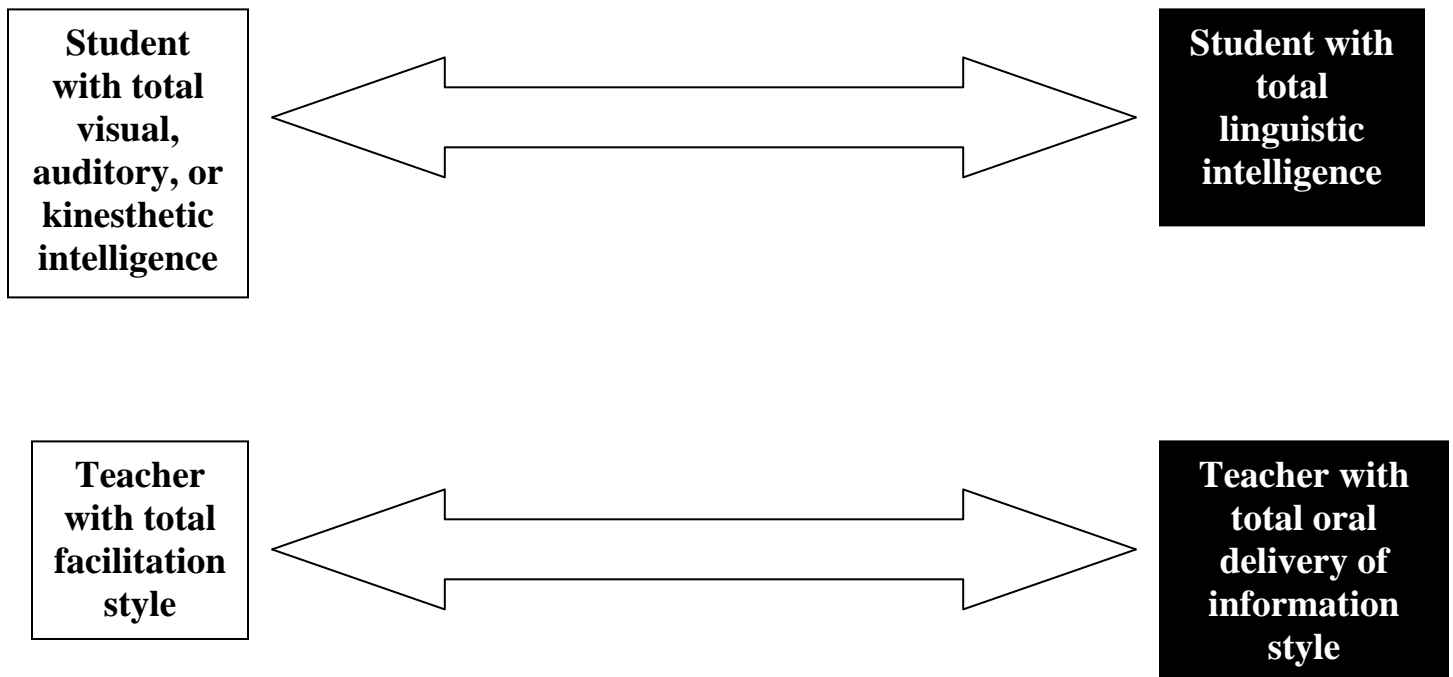
After reading: Talk with someone who responded to the “student” or “teacher” content that you did not respond to.



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

(We know students and teachers do not all learn and teach one way – the idea is to create a continuum that represents the range for each!)

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.



REFLECTION:

Write what **big idea** came up for you in doing this exercise?

BREAK

What are common trends* in NECAP assessment results?

READING ➡

- Student achievement in analysis and interpretation of reading lags behind initial understanding.
- Students do not perform as well on constructed response 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 lack of elaboration / supporting evidence.

*NECAP only reports this level of data at the student level (not statewide results); these statewide inferences are based on both conversations with classroom teachers and on reviewing extensive student responses to NECAP prompts.

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.

VT Item Bank assessments (end-of-grade 8 + end-of-grade 10 reading and math) available at: <http://rlv.education.vermont.gov>

User name: *vt.teacher* Password: *vermont*

Interactive LNV informational sessions – May 12 + 13th 3:30 – 5:00

Writing to Inform: Reports

End-of-Grade 7 & End-of-Grade 10 Expectations

W7: 9 In reports, students effectively convey a perspective on a subject by...

- Stating and maintaining a focus/controlling idea
- Writing with a sense of audience, when appropriate

WHS: 9 In reports, students effectively convey a perspective on a subject by...

- Stating and maintaining a focus/controlling idea/thesis (purpose)
 - Writing with a sense of audience, if appropriate
 - Establishing an authoritative stance, when appropriate
-

W7: 10 In reports, students demonstrate use of a range of elaboration strategies by...

- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images
- Addressing readers' concerns (including providing context)
- Commenting on the significance of the information, when appropriate

WHS: 10 In reports, students demonstrate use of a range of elaboration strategies by...

- Including facts and details relevant to focus/controlling idea, and excluding extraneous information
- Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images
- Addressing readers' concerns
- Commenting on the significance of the information throughout the report



NECAP Released Tasks 2008

Grade 8 – “Lightning” Introduction to a Report

Grade 11 – “Everyday Life at the End of the Last Ice Age” Report

http://education.vermont.gov/new/html/pgm_assessment/necap/resources/released_items.html

Analyzing President Obama's Structure and Style

“As for our common defense, we reject as false the choice between our safety and our ideals. Our founding fathers, faced with perils we can scarcely imagine, drafted a charter to assure the rule of law and the rights of man, a charter expanded by the blood of generations. Those ideals still light the world and we will not give them up for expedience’s sake.”

“And so, to all the other peoples and governments who are watching today, from the grandest capitals to the small village where my father was born, know that America is a friend of each nation, and of every man, woman and child who seeks a future of peace and dignity, and that we are ready to lead once more.”

“Recall that earlier generations faced down fascism and communism not just with missiles and tanks, but with sturdy alliances and enduring convictions. They understood that our power alone cannot protect us, nor does it entitle us to do as we please. Instead, they knew that our power grows through its prudent use. Our security emanates from the justness of our cause, the force of our example, the tempering qualities of humility and restraint.”

“For we know that our patchwork heritage is a strength, not a weakness. We are a nation of Christians and Muslims, Jews and Hindus – and nonbelievers. We are shaped by every language and culture, drawn from every end of this earth; and because we have tasted the bitter swill of civil war and segregation, and emerged from that dark chapter stronger and more united, we cannot help but believe that the old hatreds shall someday pass; that the lines of tribe shall soon dissolve; that as the world grows smaller, our common humanity shall reveal itself; and that America must play its role in ushering in a new era of peace.

“What is required of us now is a new era of responsibility – a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is no so satisfying to the spirit, so defining of our character, than giving our all to a difficult task.”

-- Barack Obama, *Inaugural Address*, January 22, 2009

Learning Intentions:

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

As teachers, we must --

- 1. structure instruction to directly and explicitly address questions of genuine importance;**
- 2. expand notions of text and curriculum, and what counts as meaningful reading and learning;**
- 3. expand notions of competence, 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.

LEADER LESSONS found on:

<http://networkleader09.pbwiki.com/>

	Knowledge + concepts (Enduring Understanding)	Questions of genuine importance –	Expanded notions of text and curriculum	Validation of student competence
Nicki	LA/ social studies: gr. 8 Dust Bowl (historical fiction told in free verse) Historical fiction deepens an understanding of an era; History is about people; Historical evidence can be subjective and objective	Parallels current economic climate Choice—FSA photo collection—make their own collection	Oral history from website Nat'l Archives website <i>Out of the Dust</i> + audio Short newspaper articles	Wrote “authentic” journal entries or letters Focus –author’s craft + history, using other students’ research
Sandy	10 th grade college prep	Literature circle choices	<i>Education of Little Tree</i> <i>Kite Runner</i>	Writer’s workshop
Anne	12 th grade college prep Afghanistan culture and geography Effects of tribal culture Taliban Understanding cultures of other countries Why do we commit acts that may not be forgiven and how do we gain atonement for these acts?	VT National Guard deployment Students as voters and potential military enlistment	<i>The Kite Runner</i> Google earth Image	Comparison/contrast characters, ways of living; Discussion papers shared Choice of presentation style: PowerPoint Board games with journey images
Sue B.	12 th graders – general <i>English</i> Refugee Awareness Project—promote an understanding of where our ELL students come from (worked with ELL) Legal status of immigrants	Closure if the refugee center in Barre	Guest speaker from Congo; ELL students Book Choices: <i>Memoir of a Boy Soldier</i> ; <i>Persepolis</i> + film; <i>Kabul Beauty School</i> ; <i>Infidel</i> ; Article from <i>7 Days</i> on Iraqi immigrants Students took U.S. Citizenship test	Created a lit trip on Google Earth Personal wikispaces responded to readings + articles Article analysis Multi-class discussion

	Knowledge + concepts (Enduring Understanding)	Questions of genuine importance	Expanded notions of text and curriculum	Validation of student competence
Maggie	What qualities are present in a hero?	Looking at history through the eyes of those who lived it: the Little Rock Nine	<i>Warriors Don't Cry</i> <i>The Ernest Green Story</i> Archival video footage of integration in Little Rock, Arkansas	WebQuest
Jonah	What are my personal values? What do I believe?		<i>Totally like whatever, you know?</i> poem + video by Taylor Mali	"This I Believe" podcasts
Meeting site	Participants record on the wiki on a laptop at each table			

Learning Intentions:**Engaging Students in 21st Century 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.

**National Council of Teachers of English / International Reading Association**

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

Technology:

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

How many adjectives? _____ nouns? _____ verbs? _____

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



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

Web Tools

Tool	Description	Suitable for --
Blog	A linear collection of posts (writing) that is organized chronologically	<ul style="list-style-type: none"> • Responses to reading • Newsletters • Personal writing
Wiki	A collaborative website with layered pages for content	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Collaborative editing/revision (Docs) • Google Lit Trips! Enables students to see locations geographically
TeacherTube	YouTube for teachers	<ul style="list-style-type: none"> • Content suited for education; students demonstrating knowledge
WebQuest	Inquiry-driven, web-based project template	<ul style="list-style-type: none"> •
Twitter	Blogs limited by number of characters	<ul style="list-style-type: none"> • Quick soundbites
Flickr	Online photo sharing/cataloging tool	<ul style="list-style-type: none"> •
Skype/Oovo	Free online phone; can be used with a webcam	<ul style="list-style-type: none"> • Enables dialogue with others anywhere in the world
Digital Storytelling	Content created with video, images, text	<ul style="list-style-type: none"> •
Facebook, MySpace	Template for social networking	<ul style="list-style-type: none"> •
Ning	You create your own social network, instead of using a template	<ul style="list-style-type: none"> •
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	<ul style="list-style-type: none"> •
Bridgit	Conferencing software that allows people at a distance to view the same computer screen in real time	<ul style="list-style-type: none"> •
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	<ul style="list-style-type: none"> •

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)
- DeSena, Laura Hennessey. *Preventing Plagiarism*. Urbana, IL: National Council of Teachers of English, 2007.
- 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)
- 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>

Writing in the 21st Century Document from NCTE. Available at:
<http://www.ncte.org/press/21stcentwriting>

