

NMSA 09

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10 ways to scaffold super summaries across the curriculum.

Dr. Lori G. Wilfong
Kent State University

Session Description: Frustrated by the lackluster summaries your students write in class? Looking for ways to help scaffold summary writing for your students? This session will present the top ten research-based summarizing strategies that you and your students can use to produce super summaries across the curriculum! Each strategy will be actively practiced so that you will return to your classroom ready to lead your students to superb summaries.

Thursday 10:30 am
CEU: BN5

Bookworm web site. Will get email from Lori to join.

5 words or less.

1. Tear a piece of paper into 10 pieces.
2. Write 1 word on a piece of paper that describes you.
3. Arrange the words in a way that makes sense to you.
4. Share with someone.

Write about themselves first. This gets them going.

Scaffold summary writing by having students subtract out the 10 (teacher picks the number) on pieces of paper. Have them arrange the words in a way that makes sense. They then use those 10 words and only those 10 words to create a summary – in full sentences. Can you notecards, sticky notes, scratch paper, etc.

Strategy #2: SWBST

Class Trip by David Lubar

SWBST: Somebody Wanted But So Then: (Something Wanted But So Now)

Somebody	Wanted	But	So	Then
Mr. Pegler	To go to the museum			
Congress	Reform healthcare	They can't agree	They keep arguing	We still don't have reform.

One sentence summaries are made easy.

Can also remove the Then if that is a repeated item.

Strategy #3: The Most Important Thing:

(See The Most Important Thing by Margaret Wise-Brown)

- The Most Important Thing about _____ is _____
- Detail
- Detail
- Detail
- But, the most important thing about _____ is _____

Leads to the structure that helps kids do well on standardized tests.

Strategy #4: Found Poetry

- Taking any piece of prose and turning it into poetry
- Choose a passage that feels important to you or that exemplifies the text in 75 to 100 words. Write that passage on a piece of paper.
- Carefully discard the words or phrases that are not that important.
- Pretend that you have to pay for each word you are keeping and want to pay the minimum.
- Copy your saved words onto a page.
- Cite the author

Works with a wide variety of sources. Works with fiction and content.

Strategy #5: Fishbone

- backbone main idea
- Supporting details.

Strategy #6: Four-Two-One

- Individually, generate 4 words or concepts that summarize your learning.
- With a partner, share 2 words. Together, come up with 2 common words or concepts about the story.
- In a small team, Share your words. Together, come up with one word or concept that best summarizes your learning about your learning.
- As a whole group.

Strategy # 7: Final Countdown

(Large Triangle with 1 space on top, 2 in the middle, 3 on the bottom). This is a reverse 3-2-1.

- Using the Final Countdown template, write the 3 most important details from the story.
- Write the 2 questions you still have about the story.
- One way this relates or connects to material previously learned.

Strategy # 8:

Vanity Plates

- Create a personalized license plate about the material.
- Limited to 8 characters
- Can expand to symbols as well

Strategy # 9:

Magnet Summaries:

Similar to 10 words or less.

- After each paragraph, they subtract out the most important word on a sticky.
- Take each of the words to put them in order.

Strategy # 10

Shaping Up Review

Four shapes. Heart, square, triangle, circle:

- Heart – one thing that you loved learning
- Square – Four concepts that are important
- Triangle – 3 most important facts
- Circle - One all encompassing statement that summarizes all of the important concepts and facts.

All of these strategies can be used to facilitate a written summary.

lgkrug@kent.edu

Wordle is useful for summarizing how much a word is used.

www.wordle.net

Taking the Challenge Out of Challenging Students – Unlocking the Mystery of Hard-to-Manage Kids

Diana Day

Session Description: You will be prepared to work with disruptive, aggressive, disrespectful, attention-demanding, and unmotivated youngsters. Rather than hearing descriptors of misbehavior, you will leave knowing what to do about it! Learn where to seat them, motivate and set limits for each of these

types of students who challenge your authority daily. Knowledge is power. Empower yourself, going home happy and fulfilled. There are ways to deal with difficult students.

adversity reveals character.

Comprehending Massive Psychological Drives

- Needs massive attention
- *Grow up to be on your faculty*
- No attention – they will act out.
- Touches, annoys
- No malice
- They like their teachers.
- Need complete attention though.

Typical Adult Reaction:

- Annoyance
- Stops but only temporarily.
- You are their fix for attention.

Response:

- Always place these students near the area where you teach
- Praise them in front of the group.
 - Praise a specific, desired behavior.
 - Give praise immediately after the desired response.
- Never reprimand in front of the group.
 - Explain in advance what you will do when he acts out and then swiftly carry it out.
 - Is helpful if a signal can be given. Give no extra attention during the correction so it doesn't become reinforcement
- Time with you is important and should be planned.
 - Earn a privilege for the group
 - As to tell a story about himself or a joke to the entire group.
 - Give awards, commendations, certificates in front of a group.
- Don't put multiple of them right next to each other.
- Less Large Group or Lecture Format Lessons
 - Large group creates opportunities for spotlight.
- Rotate Leadership
 - Attention Demanders may take over the small group. Change leadership frequently. Assign each person an assigned number 1-4. Change leadership by choosing different numbers to lead the group.
- You are _____, I want _____ *Use this as a redirect.*
- Have a refocus area. Not a time out.

Prime Time activity (Bellwork).

The less you talk when doing discipline, the better. The more you can signal, the better.

Limit Seeking Behavior

- Have anger or resentment towards authority with malice because of:
 1. Abuse-
 2. Being over-managed at home
 3. Living in home where there are no limits.

Urgent – they want what they want when they want it

Talks back – dismisses correction as silly or not about them.

Lies- becomes verbally abusive – will talk a lot about simple questions.

Fights- power struggles, threatens, cusses, throws things.

Limit Seeking Behavior:

you've got to fight all of the battles, you just choose when you fight them.

They want to make you mad. They win by engagement.

Send the kid to the “Buddy Room” - have a card with another room number written on it. Send the kid to another room. Tell the kid that it's not working with us. Talk later.

This is a specific program.

Kid 3

Motivation lacking student.

Good teacher with lots of information. Not sure how much is actually useable by all of us.

Strategies That Motivate Students

Mark McLeod

**Notes from Todd Williamson who took much better notes than I:*

Session Description: Student engagement is the key to learning for middle school students. This session will explore many teaching strategies and techniques that encourage students to get excited about learning. The presenter will model various strategies that can be used immediately in the classroom. Both veteran and new teachers will leave this session with many powerful, yet practical strategies to motivate today's middle school students.

Idea of emotional bank account

Attitude is the most important thing.

There are 2 feat which interfere with success:

- Fear of Embarrassment
- Fear of Failure

Personal life needs to be in order. The kids bring enough baggage.

Kids need to be involved or the drop out later.

What is the #1 Quality you want in your students?

- Positive Attitude
- Treat Others with Respect
- Motivated to Want to Learn

Am I treating everyone in here with the attitudes I expect?

We can't change other people, we can only change ourselves...so make sure you do that and enjoy what you do.

No one forces anyone to have a great attitude. It's your choice.

Has everyone spend a few minute encouraging others...return to seats when we hear YMCA, and do YMCA together. FUN TIMES!!

Teachers have to be willing to step out and take risks. Take ideas, tweak them to work for yourself, and take the chance to use them.

Many teachers are afraid of embarrassment and failure, so they never take risks.

BIGGEST MOTIVATOR: RELATIONSHIPS

Kids bring enough baggage, teacher doesn't need to bring more into the picture. Make deposits into kids emotional bank accounts. Are we making deposits or withdrawals from our kids accounts? These are not accounts we want closed.

You can't change what's in the past, so don't let it stop you. If you've made too many withdrawals in the past, don't dwell on it, just start making deposits from then on.

Sometimes we have to INTENTIONALLY make deposits until it becomes habit. WE ARE SO INGRAINED AS TEACHERS TO LOOK FOR THINGS TO CORRECT, SOMETIMES WE JUST NEED TO FOCUS ON WHAT ALREADY IS GOOD.

Developing positive relationships doesn't just happen in the classroom, we have to do it everywhere in life so it becomes habit.

It's not the teacher that sends students to the office, it's the environment. Free time and inappropriate conversations happen when positive relationships aren't established.

AGREE WITH A TWEET BY @MSMATTERS...MARK MCLEOD IS GIVING GREAT ADVICE FOR LIFE AS WELL AS THE CLASSROOM

Students AND Adults both need deposits into their emotional bank accounts.

What are some ways to make deposits into students emotional bank accounts?

1. ATTEND GAMES
2. GIVE JOB IN CLASSROOM
3. POSITIVE PARENT CONTACT
4. DISCUSS INTERESTS
5. PRAISE
6. RECOGNIZE BIRTHDAYS
7. STICKERS (haha)

8. REWARDS
9. FOOD
10. NOTICE THINGS FROM OTHER CLASSES SUBJECTS

Adults

1. FOOD
2. SHOW UP FOR SIGNIFICANT EVENTS (DEATHS, ILLNESS, WEDDINGS)
3. LISTEN
4. REWARDS
5. KNOWING WHO KIDS ARE
6. RECOGNITION

Practice attention getting strategies in the classroom...bells, sayings, etc...don't just tell them, actually practice it.

Students don't know how to make deposits...we have to help teach them.

"Cha-ching" shirts...on the back "Have you made a deposit today?"

2nd Biggest Motivator: Success

Set up students for success...self-motivated students blurt out because they want the thrill of victory

Don't worry about the blurtter-outers...they're self-motivated and will learn anyway. Target the kids who never raise their hands and set them up for success.

#1 Questioning Technique to add Tension: Ask, Pause, Call...Tension keeps all engaged, don't start question with "Suzy, what is..." everyone else tunes out and learning stops. Random name generators add to tension as well. This keeps kids engaged...and no one has to know for sure who's name is pulled out if you really want to call on a particular student.

#2 Questioning Technique is "Volunteers"...This gives a bad sampling because you get the same volunteers every time. Ask Pause Call with random name generator causes more thinking, from a larger number of students, and allows you to climb up Blooms.

#3 Questioning Technique: Choral Response...Have a signal when you want students to respond together, otherwise they won't know when to start or stop.

#4 Questioning Technique: Signal Response...Thumbs Up/Thumbs Down/Windshield Wiper... Whiteboards...SHOWING WHITEBOARDS WITH A HANDLE, MARKER, AND 4 DIFFERENT COLORS...

Top 20 Training

Discovering the Power of Choice

The Top 20 Teachers – by Paul Benabei, Tom Cody, Willow Sweeney, Mary Cole, Michael Cole

Roadblock to Success: I AM STUPID!

Session Description: A major roadblock to student learning and development is their feelings and beliefs that they are "stupid". Based on research from students, participants attending this session will (1) become aware of the five causes of stupid, (2) become aware of how students respond when they feel stupid and (3) consider effective ways of minimizing the negative impact stupid has on learning

and development.

Think

Learn

Communicate

Differently when we are being very effectively.

We're all Top 20's & We're all bottom 80's.

What do we need to get rid of?

- In our schools
- in our selves

Kids will pretend when they feel stupid.

Why do kids feel stupid when they can't do something?

Stupid doesn't exist.

What does exist is real situations and real experiences.

We must talk about (and teach) the problem solving process and how kids feel about failure.

Stupid means not Good Enough or Inadequate

Do with kids:

Use Notecards:

On the front, situations of when they feel stupid, ON the back what they do.

What do they do:

1. Stop Trying - Withdraw
2. Get aggressive
3. Judge themselves
4. Drink
5. Pretend

Presenter answers:

1. Withdraw: quit + quiet
2. Pretend:
3. Emotional: embarrassed, Angry, sad
4. Judgements: I'm not good enough,
5. Attack: argue, swear, bully, challenge
6. Defensive: This is stupid, you're stupid
7. Motivate: work harder but maintain inside feeling of "I'm not good enough".
8. Numb: Numb is better than dumb

5 Causes of Stupid:

1. Called- When I say something and other say it's stupid or when some says something and I don't know what they mean – can include non-verbals as well.

2. Comparison – when I'm taking the test and am one of the last people taking the test...I rush through it and don't read the questions or answers.
3. Confusion – When guys are talking about stats and football and I have no idea.
4. Can't – when I strike out in a baseball game, I feel like I'm no good at baseball and will probably strike out again.
Ooze #1- spreads to the next time
Ooze #2 – spreads to other situations
5. Certain Situations – In any class when I read....I get mad.

Stupid needs to become part of the curriculum.

Need to make Confusion OK – Celebrated – Expected.
Don't ever go into a room where you are not confused.

Every human invention has been made on the back of failure.

Analogy of what happens when Joe Mauer strikes out. The kids would say that he's probably thinking that he's stupid. Explain that Joe is thinking that the pitcher threw a curve ball on the outside of the plate in this situation. The difference is that he's learning.

Schools determine **which** kids are smart.
School should determine **how** kids are smart.

Keeping Stupid in the box:

1. Share your personal experience of stupid with kids
2. Share the 5 causes of stupid
3. Have a large = sign in your room and refer to it when the kids might feel stupid
4. Share the importance of confusion
5. Every couple of weeks, ask them if they've felt stupid.
6. Practice the script. Give kids a script:
I am smart, I just don't understand _____ yet.
I am smart, I'm just confused about _____.
I am smart, I just can't _____.

Awareness;

www.top20training.com & info@top20training.com

CEU Code:
AS6

Session #2:

Cross-Over Boundaries

Brain research has reported that the brain does not compartmentalize information. “The brain is by nature a pattern-detecting apparatus... The focus of this session is on developing curricula that integrates

multiple subjects with arts-based project applications while encouraging use of higher order critical and creative thinking skills, with participants developing curricula suited to their needs through discussion, examples of student work and assessment.

[aviary](#) web site.

All about integrated teaching. Don't teach single subject teaching.

Art teacher who is big upon cross the boundaries of teaching and learning.

Points out the make up of the brain.

Teachers need to work together to develop multi-disciplinary lessons.

Getting School Wise:

Carol Josel

Session Description: As children reach middle school, pressure builds, coursework and studying demands intensify, and supporting students' academic efforts with essential learning strategies becomes even more crucial but is often overlooked. This presentation will help teachers incorporate time management, memory techniques, study strategies, 2-column notes, and test-taking skills into their lessons, regardless of the content area. All activities are included in a take-it-with-you packet for immediate classroom use.

www.Schoolwisebooks.com

<http://www.schoolwisebooks.com/blog>

<mailto://carol.schoolwisebooks.com>

Move to nationalize standards. Some teachers are being asked to report where they are in every book every 2 weeks.

Salaries tied to student performance.

Pretty Good Student by Charles Osgood.

1/3 of states have lowered their standards over the past few years.

Ask students to define time.

How structured is your time? If completely structured rank as a 10.

Teenagers should get at least 9 hours of sleep a night.

Time Activity (see handout pg 64).

Activity	Per day	Per week
Transportation		
School Day		
Sleep		
Meals		
Homework & Studying		
Extracurricular Activities		
Job/Chores		
Total Hours		
Unaccounted Hours		

- do as fractions.

Interference & the Memory Curve- cramming doesn't work.

Memory Tips:

- Repetition
- Recitation
- Chunking

Good Books:

Demonic Mnemonics

How to Spell It – can look words up by the “wrong” spelling.

DMSCB – Divide/Multiple/Subtract/Check/Bring down (Does McDonald's See Cheese Burgers)

Kids read more closely just by highlighting. Post-its in the textbook are also helpful.

SQ3R

CEU: GR6

Eight (or more) Tech Tools to Blend into your Classroom

Todd Williamson (See also [Shawn's Notes](#))

Session Description: This session will focus on web-based tools that allow your students to collaborate, communicate, and create. Join us for a fast-paced (possibly lightening fast) look at eight (or more) tech tools that you can use to enhance your teaching and student learning. Oh, and they're free too!

ShareTabs

Create multiple tabs on one web site. This means that the teacher need only send the students to one URL to see all of the sites. Great tool to solve the problem of students writing down multiple web sites.

Wallwisher

No registration needed. Stickies on a wall. Useful as graphic organizer. Students can move the notes around.

Chatzy:

Temporary Chat Room – Free Private Chat

Used to create an engaging environment

Password from the Teacher

Used with a video to keep the kids engaged.

Easy to track what the kids do.

Edmodo:

Kids posting in the chat room.

Kids are turning in assignments

Private Microblogging Service – (Think Twitter for a selected group of students).

Code from the teacher.

Kids can only send to everyone or the teacher.

Animoto:

Free slide show creation with sound.

Used to create videos from still pictures. Can be used to demonstrate understanding.

Look for educational account which lengthens the videos.

XtraNormal:

If you can type, you can make movies.

Free account allows you to create 1-2 character movies.

MakeBeliefsComix.com

Comic strips on line

Free and easy to use.

Can have them put the background in after they print.

Can be printed or emailed.

No email or account required.

Multiple characters and multiple expressions are available.

See also:

- <http://www.wittycomics.com/>
- <http://www.toondoo.com/>
- <http://www.comicbrush.com/>
- Comic Fonts: http://www.blambot.com/fonts_dialogue.shtml

Netvibes:

Allows you to set up Public RSS feeds. You can control the information sources.

Sunfish Learning on netvibes.

ShareTabs:

<http://www.sharetabs.com/?8techtools>

UD4

Integrating Open Education Resources into the Middle School Classroom

Session Description: As school districts struggle in today's restrictive budget environment, administrators must find innovative options for providing high-quality, standards based curriculum. Open education resources are becoming a viable alternative for how school districts use electronic curricula. The integration of free content not only enhances existing curriculum but also provides educators with a wide array of additional instructional options. This session will demonstrate how teachers and educators can work together to modify, improve, and enhance the material and then share it with other educators.

Very personalized

Based upon [curriki](http://www.curriki.org/xwiki/bin/view/Main/WebHome). <http://www.curriki.org/xwiki/bin/view/Main/WebHome>

Teachers need time to spend playing. It's not the end but the process that is important. Teachers generally don't get time to play. This is the advantage that kids have. Have teachers evaluate sites.

The World is Open by Curtis Bonk.

The Machine is Using Us – You Tube

The Maching is (Changing) Us -

http://www.youtube.com/watch?v=TPAO-lZ4_hU&feature=channel

Curriki:

Free membership – just need to register.

Use the advanced search to limit searches down quickly. Several different filters are available.

3* - Collection gets a 3, then each individual lesson gets a 3 also.

Digital Manipulation:

<http://www.iwanexstudio.com/>

Porfolio | Mouse over

RW7

Got Student Leadership?

Session Description: Can you imagine a positive, contagious, and exciting cultural change in your school? This presentation introduces a vibrant/dynamic school wide student leadership program that develops life skills, enhances student voice, increases student spirit/ participation, and much more. In addition to participants walking away with fun, hands-on activities that teach life skills to their students, they will also leave inspired and motivated to initiate a culture changing leadership program in their school.

www.casaaleadership.ca

7-9 school dual immersion school

Student council didn't get enough kids involved.
adopt and adapt all of these thing to your school. That's what they did.

opportunity for positive student voices

start small and build

3-4 years to change the culture

added music to theme
want to get positive voice going.

retreat at the beginning of the year. 2 days.

create toolbox of soft skills.

handwriting

write your name as many times as possible in 15 seconds

debrief- fair to compare long names with short?

do again with goal of writing one more letter than last time.

again with switching hands.

can also talk about motivation.

counting example

count to 20 with no communication. count out loud

use co-captains instead of pres & vp

leadership group with behavior. intramurals as a reward.

monthly spirit activity- each committee takes 1 month and does spirit activities.

events are to connect with the kids.

eye spy took picture of an eye of a staff member. Guesses cost \$\$- winner gets prize.

RPS Rock Paper Scissor

Leprechuan hunt- tags under chair- ice cream

Sunday Monday

RAT - rise and tell - broke the code of silence. lots of talking to adults.

see page 15 for guidelines on what can be done.

interview process instead of elections.

pull together all of the kids who applied explain who was chosen. letters are sent all.

finger count

say it and do it.

say opposite

do opposite

Students as Mentors.

Interactive whiteboards

Session Description: wrong session description was printed. This is about interactive whiteboards- particularly Promethean Boards.

Dr. Robert Marzano

changes teaching

note taking looks different

engagement looks different

engagement/attention

3 types of memory

working

sensory

permanent

memory - battle is between the outside and inside world. sensory memory and permanent memory is battling to get the bits into working memory.

good teachers monitor when kids are engaged.

17 point percentile change over not using Promethean boards

experienced teacher uses tech for 2 years and uses it 75% of the time. Training is important.

Phase 2

- engagement .5

- Teacher IWB use

- Student IWB

DRAG & drop

Hidden content

virtual applause

focus on the content

make sure the content is important

ask more questions - easier with voting

call on students randomly

you want students on edge.

Richard Mayer - mulit media learning

people learn better from words and pictures than words alone. be careful about how much is going on.

The power of pictures.

effective teaching occurs in thin slices of behaviors.

Critical Instructional Sequence:

previewing

chunking

scaffold -

pacing

students interact with content

monitoring understanding & provide feedback

reflecting & summarizing

Engagement:

Games

Inconsequential competition - games of teams- points can be earned for a silly prize.

Physical movement

Friendly controversy

Opportunities for students to talk about themselves

Unusual information

debrief the game

Professional Learning Networks

Troy Patterson & Shawn McGirr

Session Description: Networking is a basic tenet of education. Come and learn how you can create your own Personal Learning Network. Learn which tools you can use to develop a network that meets your needs. Learn the continuum of professional learning network development. Learn how to use podcasts, wikis, social networking (facebook, et. al.), social bookmarking (delicious, et. al), webinars, blogs, microblogs (Twitter), and more. This stuff isn't just for your students anymore.

This was a GREAT presentation (a little biased here).

We modeled the use of Second Life by having a discussion in world with someone from Alaska (Thanks Jenny!)

We discussed Podcasts, where to use, how to create.

We also looked at what Twitter is and why it is important.

Social Networking was discussed. The different roles of Social Networking was debated as well.

Privacy issues were clarified.

Presentation available:

<http://www.slideshare.net/Smhearty/pln-presentation-nmsa09>

Andrea's Notes:

Hold On---I'm Coming: Reaching and Teaching At-risk and Difficult-to-Motivate Students

Charles Beaman

Meeting students' basic psychological needs of belonging, freedom, fun, and power was the focus of this session. The key effective practices were: to teach more by expression than impression, stimulate "aha", use multiple strategies, use hooks, allow for self-assessment, invite cooperation, make learning fun, and use brain compatible strategies. Relationships drive learning.

Motivate, Involve, and Teach Fun Science!

John Hunt, Elizabeth Brighton

Science investigations included:

- Flying Ping Pong Balls (Pressure)
- Immovable Penny (Motion)
- Sticky Penny (Motion)
- Singing Aluminum Rods (Sound)
- Twirling Bugles (Sound)
- Dropper Poppers (Energy)
- "O" Ring (Energy)
- Toothpick Star (Matter)

See me if you are interested in obtaining a copy of any of the activities listed above.

The Exploding Coffee Can and the Singing Tubes! How You Can Implement Standards Based and Differentiation Science Instructing with Tricks Up Your Sleeve

Sandra Shiveley, Pat Tellinghuisen

The website below offers a variety of lessons for use in middle school science classrooms.

<http://studentorgs.vanderbilt.edu/vsvs/>

Bullies, Victims, & Bystanders—What's Your Role?

Amy Foster

Four Step Process:

- **Affirm-** Whether you believe a report of bullying or not, make sure the student knows you care and you're listening.
- **Ask-** Question the "victim" (but always avoid label) in regards to the bully behavior.
- **Assess-** Do not tell the student what to do. Talk about possible options as solutions and have them decide which will work best.

- **Act-** Make a plan and always follow-up.

Ask students to *report* bully behavior rather than tell or snitch.

What Do I Get For Doing This? The Downside of Extrinsic Rewards

Debbie Silver

The handout for this, and many other Debbie Silver workshops, is available at the site below. A password is required which is also included below.

<http://www.debbiesilver.com/resources/handouts/>

password: iamateacher

Serving Alphabet Soup

Lucy Blood

Various special education acronyms were reviewed. Some online resources are listed below.

<http://www.ldonline.org/indepth/teaching> - LD Online

www.LucyBlood.com- Download a Study Skills PDF

Get Out of Your Seat: Active Strategies for Active Students

David Shepard, Kelly Profitt

This session was engaging as we were led in various songs and stand-up activities. A list of ideas can be shared if you are interested in learning more.

<http://www.songsforlearning.com/> -Math songs

Student Created Rubrics in Regular and Accelerated Classrooms

Katy Weaver

The effectiveness of whole class generated rubrics, as well as individual student-created rubrics were discussed. Through the creation of their own rubrics, students have a better understanding of how they are being graded. Students have ownership of their project and are more likely to complete high-quality work based on their rubric.

Save and edit rubrics online at <http://rubistar.4teachers.org/>

Information on a variety of types of rubrics found at:

<https://www.utexas.edu/ugs/teaching/writing/grading/rubrics>

Jenn's Notes:

"Effective Strategies and Methodologies"

This session focused on a lot of group work and discussion based on the research that shows Fortune 500 companies are looking for employees that have interpersonal skills, problem solving skills, and the ability to work in a team.

The presenter discussed that the majority of a classroom's disciplinary problems come from the fact that students do not feel like they belong, are recognized, find enjoyment in the class, or have responsibility.

Cooperative learning groups were a strong suggestion, however, she created groups that stayed together for 6 weeks. This allowed students to feel like they belonged and were accepted... they developed trust. After 6 weeks, each member wrote a letter to each of the other members saying goodbye and thanking them for their input and ideas.

She also STRONGLY discouraged giving group grades. She had group members use different colors when contributing to a project so she could see what each member did. She also had them use Likert scales to self-assess how much they honestly contributed to each task.

"Is This Real? Engaging Reluctant Learners- A Story Path Approach"

This session focused on classes that were NOT language arts classes, but the strategy would work in L. arts too.

The idea here was that narrative text and writing helps students make sense, meaning, and helps them remember. Narrative text/writing helps take scattered facts and puts them in sequence.

What we did to practice the strategy is that the presenters read an informational article about Gettysburg before the battle. The article talked about the people who lived there, the businesses, how it was a crossroads, etc. Then, in groups of two or three, we created businesses and homes and people that would fit in to the scene of the day. We then created a story that used historical facts, but was told through the eyes of a fictional character.

Other suggestions were a cell traveling through the body or a negative number living among positive numbers. It takes on the life of a R.A.F.T.

Shawn's Notes:

Robert Balfanz *Why Middle Grades Matter*

Why Middle Grades Matter

Finding 1 half or more of eventual dropouts can fall off the path to graduation in the middle grades.

Asked how early in the middle grades could we identify students who, without intervention, likely would not graduate.

Wanted reliable and valid indicators

Collectively wanted the indicators to produce a high yield of future non-graduates.

Four sixth grade indicators emerged

1. Attending less than 80% of the time.
2. Receiving a poor final behavior grade in a core course.
3. Failing Math.
4. Failing English.

Sixth graders with any one of this indicators had 25% or lower graduation rates.

Collectively indicators identified 40% of all dropouts.

Failed English.

Sixth-graders who fail English have a 1 in 8 chance of making it to the 11th grade on time.

Only 16% graduate on time or with one extra year.

Failed Math

Sixth-graders who fail math have a less than 1 in 5 chance.

Attendance and Behavior are powerful components of course failure in 6th Grade.

85% of 6th graders who failed English and 75% of those who failed math also received a poor final behavior mark and/or attended less than 80% of the time.

Note: There's usually both a behavior and a grade failure component. Not happening in isolation.

This is a school engagement issue.

By comparison, students who enter middle school with basic skills, attend regularly, behave and pass their courses are likely to graduate.

Sixth graders who came to school most days got good behavior marks, passed math and English and had basic (not proficient) academic skills had a 69% graduation rate.

In short, middle grades (even high poverty) schools work much better for the students for whom they were traditionally designed.

The key is that the schools are designed for the kids.

In many large cities or high poverty areas these students are in short supply. Less than a quarter of the sixth graders might match this description.

Comparison group.

6th graders with 90% attendance, excellent behavior do well.

Extension and replication studies.

Have looked at additional cohorts in Philly.

Analysis has been replicated in six schools.

Major finding

Students in high poverty school districts who successfully navigate grades 6-9 by and large graduate from high school 75% or higher grad rates.

In high poverty school districts 75% of eventual dropouts can be identified in sixth grade. Students are knocked off course in the early secondary grade by the A,B,C's

Attendance

Behavior

Course failure

Attendance

No common thresholds across the districts - Philly needed to be below 80% attendance to get 75% yield. Boston needed to be below 90%.

Where you are in the attendance distribution may be a factor, as well as total days missed.

States and districts will need to do their own analyses to identify key attendance thresholds.

Behavior

Philly data indicates that sustained, mild misbehavior is a problematic as behavior that generates suspensions.

Challenge-most districts do not systematically collect data on mild misbehavior, only on suspensions.

Suspensions were predictive through number and type varied by school district, ut may more students in Philadelphia had poor behavior grades than were suspended. thus suspensions as only behavior indicator may miss a significant number of off-track students.

We need a way to tack mild misbehavior. This is a key to identification.

Course Perfornace

Failing courses in the middle grades was consistently predictive of non-graduation and ropping out across districts.

In most districts, 6th Graders failed only one or two courses. Failing a single core course typically signaled off-track status.

Only extremely low test scores- below the 5th percentile- on nationally normed tests had predictive power that produced high yields.

The earlier student develop off-track behavior . . .

The onset of adolescence combined with concentrated, inter-generational poverty creates its own set of risk factors.

The developmental and cognitive challenges all middle grade studetns face-magnified by the freedoms of urban environments and large numbers of studetns with below grade level academic skills,

Neighborhood challenges-gangs and criminal enterprises need young adolescent males.

Family responsibilities brought on by poverty increase in adolescence.

Males are in an empty house somewhere playing x-box and the girls are mostly helping at home.

Thses challenges are met with an inadequate educational response, making matters worsere.

Large numbers of studetns with demanding emotional, social, and academic needs in a sub set of middle schools

Insufficient numbers of skilled, stable adults in these schools and neighborhoods.

As a result, middle grade students in high poverty schools begin to disengage from school in large numbers and at a n accelerating rate.

Some stop attending school on regulary.

Flight

Some start acting out and being distruptive

Fight

Some just stop trying and start failing courses

Withdrawal.

Student disengagement precedes involvement with the juvenile justice system and teenage pregnancy.

4-years of resilience.

Finding 2: Students who enter High School two or more years below grade level struggle to pass standards based courses and exit exams.

Attendance and behavior are the key to achievement over time and graduation.

Effective instruction PLUS student engagement - achievement gains.

Having a good teacher made the largest difference.

Attendance and behavior had additive effects beyond just having a good teacher.

As attendance and behavior improve, it has a doubling effect on achievement.

Implications for Practice

Most of the things we think matters, does matter but with limited impact.

To make progress will need comprehensive strategies.

In addition to good teachers, strong instructional programs, and safe and supportive learning environments we will need to pay attention to the ABC's to improve achievement.

Attendance

We need to measure attendance in informative and actionable manners- Every Absence Needs to Bring a Problem Solving response.

We need to track attendance closer than the average daily attendance.

We need acknowledge good attendance.

Social recognition is better than physical reward.

Half of kids absences are discretionary absences. They chose to be absent.

Good attendance needs to be recognized regularly through public acknowledgement and social rewards.

For better or worse need to acknowledge that middle grade students are making independent decisions about rather they are engaged by school.

"How many students are missing 20 or more days a year?"

Behavior and Effort

Need high engagement electives that provide avenues for short term success and positively recognize asymmetrical skill levels in students.

We need to build in short cycle activities to provide recognition.

Need activities that honor and use middle grade students desire for adventure and camaraderie.

Why are they skipping school? They're getting adventure and friendship out of it.

Positive behavior needs to be recognized.

Same as attendance.

Organizational and self-management skills need to be taught.

PRAGMATICS!

Course Performance

Quality course work involves the ability to integrate a series of skills and a set of knowledge to produce an intellectual product. Common benchmark assessments may not measure this.

We need to acknowledge the implication of course grades being more predictive of eventual success than standardized test scores. Need common grading rubrics.

We are pressured to make middle school like high school, but this is not right.

We need to create standards that fit the maturation level and cognitive ability.

We need to create high school and college readiness indicators that are meaningful and engaging to middle grade students, and understood by parents. Think Academic Merit Badges.

We need to get Extra Help Right.

Standard model is to provide extra help by someone else.

Providing extra help on what he doesn't know isn't helpful for his need on the test on Friday. Aim extra help at the stuff he needs for the test coming up in class.

Putting it all together with early warning and Intervention systems.

Focus on effective intervention is not just identification.

Recognize and build on student strengths.

Provide time, training, and support to teachers.

We've gone from just teaching to teaching and making sure that kids are staying on track.

Match resources to student needs but practice intervention discipline.

Evaluate the effectiveness of interventions

Measure which ones work and drop the ones that don't by looking at them with a microscope.

Remember you can get started with the data in your school.

Diplomas Now is designed for the middle and high schools with the greatest number of "off-track" students

1. Combine whole school reform, national service, and integrated student supports with an early warning indicator system and on-site coordination to provide a full school tiered system for supporting all students.

2. Continuous monitoring of student performance related to key early warning indicators.

3. Identification of students who are veering off track by indicator.

Used Americorps volunteers to follow kids as a cohort.

4. Provide the appropriate interventions.

Diplomas Now Schol Design.

Providing the right support to students at the right time.

information: See Robert Balfanz's website to get the powerpoint.

<http://www.every1graduates.org>

rbalfanz@csos.jhu.edu

Dr. Debbie Silver

The Greatest Teacher activity

Objectives: To help participants focus on the importance of having the "courage of one's convictions."

Time: 13-20 mins.

Materials: Pre-assigned note cards (for participants to select and list 5 grade teachers)

Of those five identify their characteristics and share in a group.

"Who's got that vision?" Monte Selby

A young boy carves on the walls of the cave, (check lyrics online)

Pictures shown during the "show"

Ghandi

Mother Theresa.

Mr. Rogers

One of the things we've lost is telling our stories about our teaching, growth and experience.

Retell the stories, retell the fundamentals.

Personal Teaching Vision

Objective: To challenge teachers to fulfill their personal . . .

Sheet:

My Vision for Myself

Name:

Date

Why I became a Teacher . . .

My most noble vision of myself as a teacher

What am I going to do over the next few months to reconcile my vision of myself at my greatest with my present circumstances?

Not a group activity.

Have them write this letter to themselves and seal it in an envelope. Pass it back in three months or so.

Hearing a Different Drummer/Marsh

Directions

1. On signal close your eyes and keep them closed until instructed to open them.
2. Follow the directions carefully, but ask no questions and make no comments.
3. If you find it hard to complete a task, just do the best you can.

Hand on paper

Fold in half and make a crease.

Fold it in half again.

Fold it in half again.

Tear off the right corner. (unfold if you need to to find the right corner and then refold to tear it folded.)

Flip paper over and tear the right hand corner.

Unfold the paper completely.

Hold it up and look around.

None of the papers should be uniform to the teacher's "paper".

What do we need to know about our students in order to give them a REASONABLE chance for success?

Notecard activity.

Handout: I can do something! (Debbie Silver, 2006).

Student Profiles

What do we need to know?

Reading level

English language proficiency.

Level of adult supervision and involvement at home.

Personal interests

Preferred learning styles

Least favorite things

Fears

Strength areas (Multiple Intelligences)

"Great teachers never lose their Marvels!"

Recognizing differences

Objectives: to introduce the concept of differentiation

Materials: Many lemons, one per participant.

Procedures:

Give each teacher a lemon as they come into the meeting and then have them hold it for a while. Tell them to bond with the lemon and examine the lemon. Collect part way through

the meeting and then at the end dump them out on a table and have them find their lemon.
Even though they are similar, they will find differences and find their lemon.

What does the following run-on sentence say?

i a m n o w h e r e

I am now here

I am no where

Practicing Safe Stress

Two Wolves Inside story

an elder Cherokee Natie American was teaching his grandchildren about life . . .

IALAC Activity

100 ways to enhance self concept in the classroom.

Killer Statements

I Am Loved And Capable

Tell a story of people having a bad day . . .

Tear away the paper with IALAC on it as you tell all the terrible events of the story or day.

Don't take stuff away that you don't give back emotionally to the teacher.

CEU Code LZ9

Website: www.debbiesilver.com password: iamateacher [NMSA 2009 zip file](#).

Daniel Pink's Keynote Speech at NMSA '09

A Whole New Mind

The purpose of education is not to deliver employees to employers.

The purpose is to ensure live on a deeper level and empower them to live successful lives.

An Economic Case for Middle Level Education.

Rich Moniuszko of Fairfax County Schools: "We need to prepare kids for their future, not our past."

Advice to Daniel when he was young: "Get good grades, go to school, and maybe go to college and you'll do ok."

25 years ago in a moment of youthful indiscretion, Dan Pink went to law school.

Metaphor: The brain has two hemispheres.

Left Brain is logical and linear and literal.

Right Brain is the big picture synthesis side.

Cause & Effect

Causes

1. Asia

"No you may not outsource your homework to India." Cartoon

Outsourcing is overhyped in the short run, but underhyped in the long run.

Numbers

A computer programmer in India gets \$20,000 vs. \$60,000 for a computer programmer in the U.S.

Take a percentage of a large number and you still have a large number.

150 million people. is 15% of India's population.

139 million people are working in the U.S. at the moment.

5: The number of months until India becomes the largest English speaking country on the planet.

To work in the Global Economy, you must speak English.

0: The cost of communication between U.S. and India.

Routine is the work that is being eliminated from the U.S. workforce today. If you can work out the steps and write down the answer, that work is now obsolete.

Mass production work

Some legal work

This is the Left Side of the Brain stuff.

2. Automation

Software is replacing the brain.

Example: Accountancy

Some accountants off-shore the work.

TurboTax for \$39.00 vs. an accountant charging \$1,000. Who wins?

Example: Uncontested Divorce Law

Complete Case.com

3StepDivorce

123divorceme.com (lol)

3. Abundance

Cars outnumber the number of drivers.

mobile phone

90% of American homes have them.

iPod

Creating something people didn't know they need. (or were missing)

460,000 mobile phones discarded every day in America

www.chrisjordan.com

The right brain abilities will define our future.

Abilities that matter

Design

Story

Symphony: big picture thinking

Empathy

Play

Meaning: The pursuit of something larger than oneself.

A throw out of ideas . . .

5

Explore new metrics.

Measure the right things.

"one of psychology's open secrets is the relative inability of grades, IQ or SAT scores, despite their popular mystique, to predict unerringly who will succeed in life. At best IQ contributes about 20 percent to the factors . . ."

Just because something is easy to measure, doesn't mean its the right thing to measure.

JSPE: Jefferson Scale of measurement.

A measurement of empathy.

Scores on this test had a direct correlation finding the exceptional doctors.

Get real about STEM. (Science Technology Engineering and Math)

Legislators are to blame for the regulations imposed on schools.

Image of medical students at an Art Museum.

Medical students need to ask the right questions of the patient and that requires the observational skills of painters.

"In addition to analytic skills, which are well provided by the current education system, companies want engineers with passion, life-long learning skills, system thinking, an ability to innovate, an ability to work together . . ."

Rethink motivation.

The candle problem

For routine problems incentives work very well, for problem solving, not so much.

If/Then incentives don't work for problems requiring creativity.

More forest, less terrarium.

Creativity

Business: problem identification or articulation

Supts: problem solving.

Solution: "challenging, exploratory, integrative, and relevant" curriculum.

Requires greater self-direction on the part of our kids.

Example: Google

20% time

They can work on anything they want 20% of the time at work.

Google News

gmail

"Just about all the good ideas here have bubbled up from 20 percent time." Alec Proudfoot, Google.

Infuse arts education throughout the curriculum.

This has become fundamental.

"Teachers need to foster 21st century talents. Taht means understanding that creative arts are not a frivolous luxury, but essential . . ."

Dan Pink took "Drawing On The Right Side Of The Brain"

Day One is essentially a stick figure.

Ross Burkhardt on Writing for Real Reasons

Quote: "Our sincere interest in students' lives and their opinions is one of the strongest motivators we have. Nothing on earth is so irresistible to a writer as the knowledge that her writing might actually influence someone else's thoughts or feelings."

CEU code: EQ7

Why are we using writing as punishment? (Cartoon reference)

NCTE quote: "Conventions of writing are best taught in the context of writing."

NCTE quote: "When writers actually write, they think of things that they did not have in mind before they begin writing."

"Writers need a classroom culture that supports writing, a culture in which everyone, including the teacher, is part of a writing community." Vicki Spandel

"You can't be what you can't see." Dr. Joycelyn Elders, Nov. 2003 in an Atlanta Speech.

The Teacher As Writer

"Almost nothing does more to sustain a culture of writing than a teacher who writes with students, thereby underscoring the importance of writing, and also allowing students to see the process." Vicki Spandel

"Save all drafts!"

What Ross did in his classroom will not work in our classrooms.

Adapt these writing strategies to your own:

Students

style

setting

Take out a sheet of paper . . .

Activity: Letter of appreciation or acknowledgement.

On the sheet of paper, identify three people that are important to you and why.

It doesn't matter who they put down on the paper.

Letter to Jack Berckemeyer . . .

Share/Pair instructions

Decide who goes first.

First person shares - 1 minute

Switch

Second Person shares - 1 minute (or so)

Teacher reads a letter of gratitude and then seals it in an envelope.

Real audience

Real person

Shows authenticity

Choose principal, AP, fellow teacher, etc.

Send the student to the person in the sealed envelope that they saw sealed and then point out that they came back empty handed.

Assignment

You've identified three people, now write a letter like this to one of those three people.

"Grade is an A. I will not read it." "If you'd like me to read your letter to help with your grammar and punctuation, I will read it."

"Tomorrow I will be at the door. Have your letter ready to go when you walk into class tomorrow. Your grade goes down from there if you didn't turn it in."

Part Two:

Make three columns on a piece of paper.

Put the number 8 at the top left column.

Put all the things you did (best stuff) in a column. Things you did in 8th grade.

Wherever you stop, draw a line. Write down the best stuff from 7th Grade.

Go around th room and mention one thing. Kids can add as each contributes.

Do the same for 6th Grade

Look over the entire list and pick the three best things you ever did in middle school.

Identify the staff member who was most responsible for making that activity happen.

It's the last week of school kids, you have a list in front of you the best stuff in middle school and the people who made it happen. What could we do with that information?

Assignment: Write two letters of acknowledgement to staff.

If they want to write to you, they have to write a third letter.

HMP: Holiday Memory Piece

Monday before Friday before Christmas Break.

"Kids, I'm going to read you something and then I'm going to ask you some questions"

There are no questions, lol!

Christmas Eve Exchange . . .

Questions are a little bit about the story . . .

"Ok kids, we've got a holiday coming up . . ." shows a list of holidays.

"On Friday of this week you're going to share one of your holiday memories."

Let the Jehovah's Witness kid talk about not celebrating holidays.

Can't fail because they can pick from any memory.

They've experienced it and it has already happened.

Tell them that they are going to create a public piece of writing.

GOW: Gift of Writing

identify three people who are important to you and briefly describe them.

Share a model of what this writing will look like.

"Tears on the Turnpike"

"In what way is your experience different than your experience of the story?"

She's in it. She's a participant.

He gave this piece of writing to his sister as a gift.

Assignment:

Your job is to create a gift of writing to give to an intended audience.

Letter to Self: LTS

The Grade is a B and I will not read it.

Minimum of two pages on the next 5 topics.

Put the heading at the top of the page and you turn in two pages in to me at the door.

Want an A? Turn in three pages.

This honors the narcissism of the adolescent.

This could address the GLCE about creating writers who "want" to write.

Belief informs Action

The 10 Assertions.

Dr. Monte Tatom Differentiated Instruction and Technology

See the downloaded Powerpoint. :-)

www.iexcel.com or ixl.com or ...

<http://nmsa09.ning.com/forum/topics/differentiated-instruction-and>

TX7

Classroom Discipline "Establishing Respect and Responsibility"

Classroom Management

Todd Johnson

Assertive discipline tried and found not to work.
We're going to take a walk through his classroom.
CEU Code XK4

Philosophical Guidelines

- Treat students as you would like to be treated.
- Do only 50% of the work.
- You can only influence behavior, not change it.
 - You can't make a student behave. You can't.
 - Make it uncomfortable for kids to not follow the rules.

Agenda

Discipline Polarities

Tight vs. Flexible

Tight

Advantages:

- Consistent
- Set Limits
- Structured
- Non-emotional
- Follow through
- Concise

Disadvantages

- Power struggles
- Confrontation
- Win/Lose
- My way or the highway
- Rebellion
- Rules more important than people.
- Physical confrontations

Loose

Advantages

- Individual needs
- Responsive
- Negotiate
- Creative
- Adaptable
- Caring

Disadvantages

- Taken advantage
- Used
- Inconsistency
- Pandemonium
- Chaos
- Wasted time
- Too emotional
- No limits

Law of Least of Interventions

- "Don't use a shotgun when a flyswatter will work."
- Most problems arise during transitions.
- Start with the least amount of power necessary.

Use the Law of Least Intervention

eye contact

The "look"

gesture

snap fingers

proximity

call student's name

shake your head

Clear your throat

flick the lights

count

count backwards (elementary)

Use humor

Touch

Ignore

Audience suggested

deep breath

wave

foreign language

stop/quiet

raise one eyebrow

voice level

state behavior

"Keith, you're talking." vs. "Keith, quit talking."

Zen bell

foreign language

whisper

Carol Josel, *Getting Schoolwise*

Quote: "Helen Ladd: "One theory of action seems to be that holding teachers accountable for their student's scores . . ."

"The Pretty Good Student . . ." by Charles Osgood.

Time activity

Define time

How efficient are you with your time. A scale of 1 to 10.

What is your personal time waster?

Kids spend 45.5 hours per week watching television and related activities per week.

Notebook check (This is an actual, physical notebook)

Ingredients:

Assignment Book

Homework folder

Hole puncher

Small pencil case

22 dividers (+ keyboarding)

Notebook paper
Sample section
Science
Notes
Tests/quizzes
Homework

The Interference and Memory Curve

99-95% crammed at night
80% by the time the student hits first hour.
50-60% retention by the time of the test.
0% a day or two after the test.

Memory strategies: Einstein "Imagination is more important than knowledge."

Factual knowledge is important also.

Yellow paper activity.

Repetition

Recitation

Chunking

Mnemonics

Book: Demonic Mnemonics

Book: How to Spell it

DMSCB

Does McDonalds Sell Cheese Burgers

Divide/Multiply/Subtract/Check/Bring Down

Study Skills

Two column note taking

On the left put the question

on the right put the answer.

Students can fold it and then quiz themselves.

Todd Williamson: 8 Internet Tools

Chatzy

Private Chats.

Edmodo

Private micro-blogging service

Animoto

<http://animoto.com/education>

xtra normal

www.xtranormal.com

If you can type, you can make movies.

Doesn't require a sign-in.

Has a place to write the script.

Choose a camera angles.

Alice is a simple programming language between characters.

Similar to xtra, but xtra is simpler.

Make Beliefs Comix www.makebeliefscomix.com

Easy way to make a comic strip.

Leave it blank and have the kids draw in the background.

Netvibes

RSS feeds.

Public RSS feed page.

www.netvibes.com/sunfish#Science_Feeds

Twilliamson15 on twitter.

John Collins Writing: Four Essential Writing Assignments to Improve Student Achievement

John Collins presenting. Had a chance to talk with him. Great introduction.

Make a note of any chapters or topics we will cover in the next few weeks:

idioms

5 paragraph essay

Improving Academic Performance: What assignments are best?

1. 4-6 paragraph persuasive essay
2. Friendly letter
3. Summary
4. Process paper- explaining how to do something
5. Personal narrative
6. Lab report
7. Compare and contrast essay
8. Research paper- proving a point with sources
9. Literary analysis-analyzing literature
10. Other

My pics from the list

4-6 paragraph persuasive essay

Summary

Personal narrative

John's 'Right Answers'

Compare & Contrast

Persuasive Essay (not supported by research)

Summary

Other: Vocabulary Cards (think Freyer Model)

Avril Coxhead

Rick Wormeli Closing Keynote - Teaching in 4-D

Teaching in 4-D

Expertise

What elements of *This We Believe* have we really integrated into our teaching?
We teach in ways they best learn, not we best learn.
Teachers have their own secret code so the kids don't know what's going on. Cursive.
We don't settle for this reality in exchange of a potential reality.
"I don't know" gets the response of "If you did know, what would you say?"
Fine arts gives dimension and meaning!
Kids need to eat every 90 mins. or they lose cognition.
Irritability is the first sign of dehydration.

Creativity

Mantra of the middle school teacher is "Let me get out of the way." Open up all the possibilities for our students to express what they have learned. (example: juggling illustration of ethos, pathos, and logos.)
We need to teach our kids how to ask good questions. Really GOOD questions.
Thems that ask the questions are doin' the learning!
Teach in different ways.
How would you teach if you couldn't give homework?
How would you teach if there wasn't long term memory?

Failure

Concerned with the demonization of failure.
Differentiate the assessment if the assessment is not the product.
The person who never makes mistakes takes his orders from one who does.
Go beyond the "Gotcha/Caughtcha" mentality.
Rim Waver: the child digs a pit and the teacher stands at the rim and waves . . .
Your job is to jump into the pit and tell the kid, "I've been here before. I know the way out."
Our commission: I teach so that you can learn.

Redos

Let them redo. Every real world test does!
Make them do a letter about what they learned if they do a redo
Make it a learning experience (a small hassle) to redo, but let them redo.
Get them to get permission from their parent to do a redo.
Charge \$5.00 to do a redo and finance the budget.
Courage is not the absence of fear, it is the judgement that something else is more important than that fear. (Horace Redmoon?)

Collaboration

There is a democratization of knowledge.
Kids can check your facts.
We do all this stuff together.
We become a bright, shining community ...
Full use of personal technology!

Narcissism

Facebook, MySpace: We're creating an online culture where people only visit sites that are familiar.
We need to expose our students to multiple sources of information.
Join a listserv (MiddleTalk Rules!)
Write a letter to yourself about all you learned here at the conference and then seal it in an envelope and give it to a friend to mail to you in six months as a way to re-ignite the fire from the conference.
... that can become the echo (slide changes before I can finish ...)

Doubt is the compass rose to an educator.

Who's voice is not being heard?

How do our metaphors limit us?

Core classes (What are the others then?)

LD (Learn Differently or Learning Disabled?)

What is the role of homework?

Does it matter WHEN he learns it?

The General Westmoreland paratrooper story.

We need to hang out with the folks who inspire us to be better teachers.

Fight the good fight more than 50% of the time.

Go out and ask the important questions and inspire the next generation.

This, we believe . . .

Video: The Perfect Teacher, an Instructional Lesson in ... Instruction!

Sound of Music clip.

Resources:

Fishbone:

