

DIY Learning:
A Deep Dive for
Both Students and Faculty
through Modulation and
Design Thinking

Stephany Fontanone, Upper School Dean of Students

sfontanone@stoneridgeschool.org



@SFontanone

Corinne Fogg, Director of Curriculum and Professional Development

cfogg@stoneridgeschool.org



@stoneridgepd

@coriefogg



Personalized learning comes with successes & failures; be sure to “Try Everything!”

Schools of the Sacred Heart commit themselves to educate to a deep respect for intellectual values.


- The school develops and implements a curriculum based on the *Goals and Criteria*, educational research and ongoing evaluation.
- The school provides a rigorous education that incorporates all forms of critical thinking and inspires a lifelong love of learning.
- The school program develops aesthetic values and the creative use of the imagination.
- The faculty utilizes a variety of teaching and learning strategies that recognizes the individual needs of the students.
- The school provides ongoing professional development for faculty and staff.

Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom.

- School policies and practices promote self-discipline, responsible decision-making, and accountability.
- Students grow in self-knowledge and develop self-confidence as they learn to deal realistically with their gifts and limitations.
- School programs provide for recognizing, nurturing and exercising leadership in its many forms.
- The school provides opportunities for all members of the community to share their knowledge and gifts with others.
- All members of the school community take personal responsibility for balance in their lives and for their health and well-being.



A "finished education"
IS AN ILLUSION OR ELSE A
lasting disappointment;
THE VERY WORD IMPLIES A CONDITION
OF MIND WHICH IS OPPOSED TO ANY
FURTHER DEVELOPMENT, A CONDITION OF
⇒ Self-satisfaction.



Cultivate THE WISH TO LEARN,
RATHER THAN THE WISH TO BE TAUGHT.
BE DETERMINED TO "pick-up" AND
DO NOT WAIT FOR THE PROFESSOR AND
THE PEDAGOGICAL DEVICES OF HIS OR HER
CRAFT... DO NOT THINK THAT
LESSONS WILL DO IT
IF YOU WAIT FOR LESSONS YOU
WILL WAIT A LIFETIME...
IF WE WAIT TO BE taught,
WE SHALL NEVER
learn.

THERE ARE TWO WAYS OF EDUCATING:
ONE, TO GIVE HEART, MIND, ENERGY,
Everything TO WORKING FOR THE CHILDREN~
DOING THINGS FOR THEM.
THE OTHER, TO TRY TO TEACH THE CHILDREN
TO WORK FOR THEMSELVES
And this is the higher of the two.
IT REQUIRES MORE PRUDENCE, MORE
FORESIGHT, AND THERE IS LESS IMMEDIATE
RETURN. WE OUGHT NOT TO DO THINGS FOR
THE CHILDREN WHICH THEY OUGHT TO LEARN TO
DO FOR THEMSELVES. WE WANT TO MAKE THEM
independent
of us.

- JANET
ERSKINE
STUART

[Padlet Prompt](#)



“As differentiation deepens, so does learning. Students come to expect tasks that are appropriately challenging, and find greater satisfaction in their learning. They engage fully in work that is meaningful and interesting to them. And they continue to broaden their knowledge about how and why they learn.” (Berger, *Learning that Lasts*, 302)

Differentiated, DIY Stations for Learning

The goal of personalization “is classrooms that honor the individual in a range of ways... learning has to happen *in* students, not *to* them, and it recognizes the reality that the diversity of students in today’s classrooms makes it impossible to claim that one-size-fits-all learning makes sense” (Tomlinson, “Let’s Celebrate Personalization...”)

STATION #1

Using *Beowulf*, find and cite at least two (2) examples of the following literary terms. Be sure to include a definition of the respective literary term.

- | | |
|-------------------|---------------------|
| 1. Alliteration: | 4. Elegy: |
| 2. Metaphor: | 5. Mood: |
| 3. Foreshadowing: | 6. Kenning: |
| | 7. Personification: |

STATION #2

Imagine that a character from *Beowulf* had had the ability to search online for information. What would he or she search? What would that information tell others about him or her? Consider the things that you search and what they might reveal about your own interests and characteristics. Choose 2 characters from the following list, and, as a group, decide on 5 Google queries that these characters would have potentially considered that illustrate their true character and interests.

For example, thanks Ms. Whitmore, Jack from *Lord of the Flies*, would probably Google: "Awesome Fear Tactics."

Elizabeth Bennett might Google, "Witty responses to keep arrogant men in their place."

- | | |
|---------------------|---------------|
| 1. Beowulf | 6. Breca |
| 2. Grendel | 7. Dragon |
| 3. Grendel's Mother | 8. Wealhtheow |
| 4. Hrothgar | 9. Aeschere |
| 5. Unferth | 10. Wiglaf |

STATION #3

Illustrate – both through specific text and images – Beowulf's progression from warrior to king, as well as *Beowulf*'s progression as an epic. You should also be sure to consider how the battle scenes function in the poem, and work with one another to advance this epic progression. Displaying your findings is however you see fit: diagram, flow chart, bulleted list supplemented with pictures, etc. Feel free to use the space below to brainstorm your ideas.

STATION #4

You'll find 22 events from *Beowulf* on individual strips of paper in this envelope. Place these occurrences in chronological order. FYI: One (1) of the strips of paper is an inaccurate statement. ☺

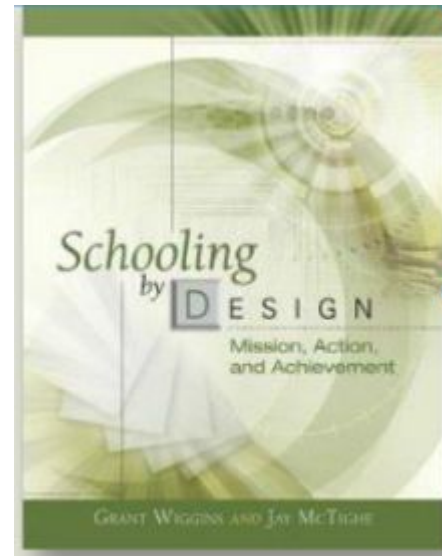
“A transformative shift in classroom instruction happens when teachers switch from writing lesson plans that 'deliver content' to writing lesson plans that pose real questions.”

(Berger, *Learning that Lasts*, 153)

“Stitching the classroom conversation together with questions gives students permission to 'not know' the answer immediately, and to also seek answers that make sense in the context of a larger understanding.”
(153)

“As differentiation deepens, so does learning. Students come to expect tasks that are appropriately challenging, and find greater satisfaction in their learning. They engage fully in work that is meaningful and interesting to them. And they continue to broaden their knowledge about how and why they learn.” (302)

“Understandings cannot be given; they have to be engineered so that learners see the power for themselves.” (Wiggins and McTighe, *Schooling By Design*, 224)



“Tailoring learning for each student’s strengths, needs and interests--including enabling student voice and choice in what, how, when and where they learn--to provide flexibility and supports to ensure mastery of the highest standards possible.” - iNACOL

Personalized vs. Individualization

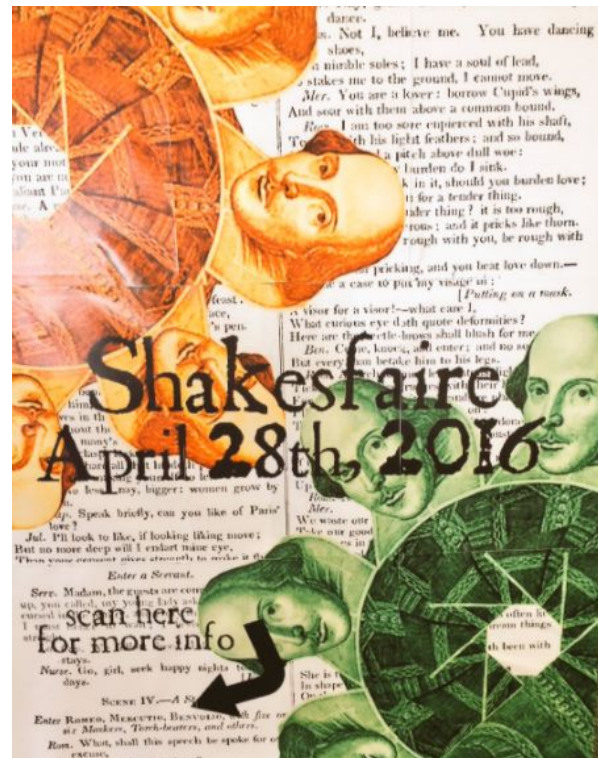
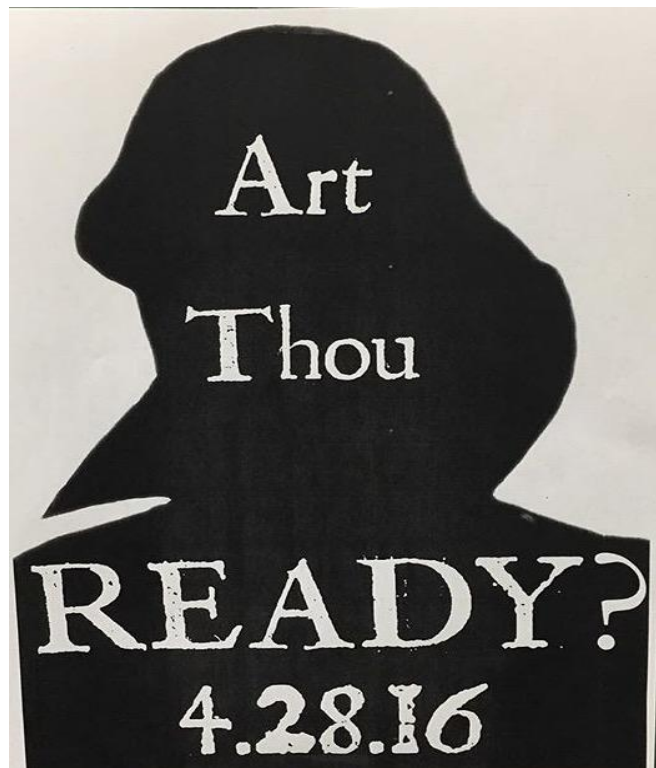
How We Clarify Personalized Learning Vs. Individualization:

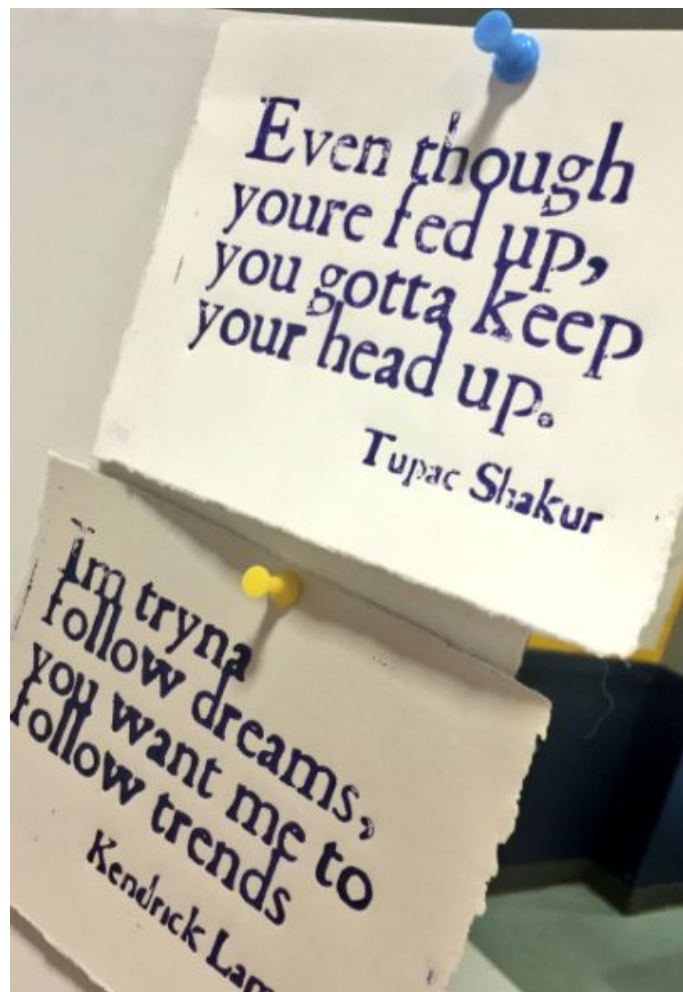
Delivery Model	How Student Owns the Learning Experience	Teacher's Role in Learning Experience
Personalized Learning	Student actively pursues authentic, complex problems that inspire co-creation in the inquiry, analysis, and final product.	Teacher coaches learning through questions, conferences, and feedback.
Individualization	Student controls the pace of the topic as well as when to demonstrate mastery.	Teacher monitors/manages instruction through teacher or software-generated topics (e.g., video tutorials and related assignments)

In our book, *Students at the Center: Personalized Learning with Habits of Mind*, we identify four attributes that serve as indicators for the movement to a personalized classroom and school. We recognize that students:

1. Need to have **voice** about what they are learning and the choices they make on behalf of their own learning.
2. The opportunity to **co-create** some of the choices for learning that include such important aspects as goal setting and performance options.
3. The realization that a **social construction** for learning that includes not only peers but experts beyond the school walls.
4. A process for **self discovery** that helps students cumulate data about themselves as learners and shapes their possibilities and aspirations.

Differentiated, DIY Student Activities















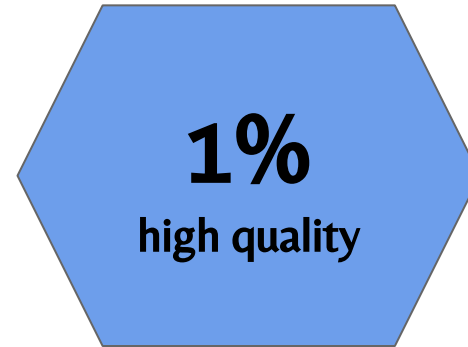


Differentiated, DIY Professional Development

“Teachers are researchers. They collect enormous amounts of data each day, and they rapidly evaluate and make decisions based on this data. Some of this work is numerical, but much is qualitative. Teachers may be second only to doctors in doing this”
(Whitman & Kelleher, *Neuroteach*, 149).

- Ironically, we don't often use this research formally.
- Teachers do not often partner with researchers.
- And we do not often learn enough about the primary organ with which we engage each day.

“Teaching as a profession is also notoriously bad at embedding professional development in the core of how it operates” (149).





Stone Ridge @stoneridgepd · 7 Oct 2016

@gwhitmancttl shares brain-priming from @TheCTTL w/ our @GatorsSR faculty for our deep dive into formative assessment #SRPD



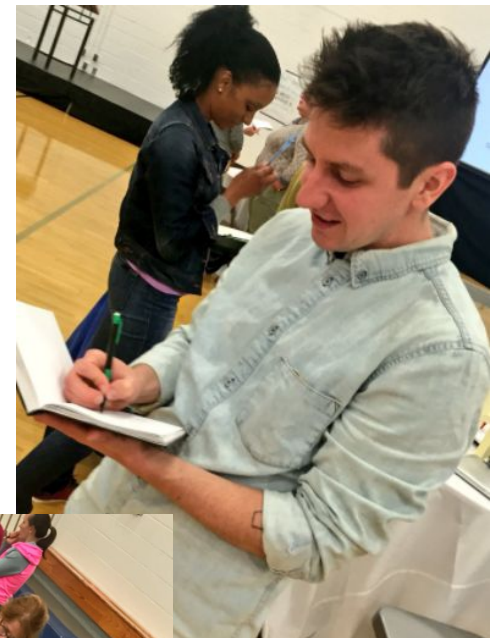
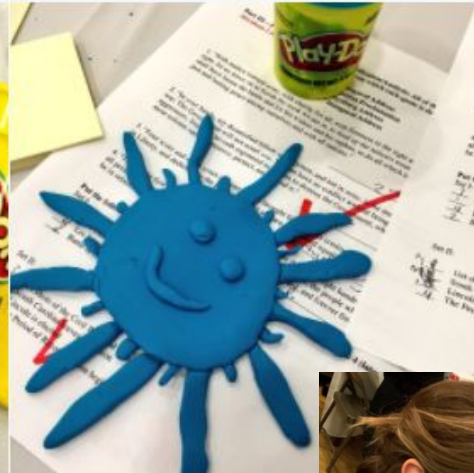
“Our students spend more than 1,000 hours a year learning to get better at their core knowledge and skills; it is rare that a teacher will get above 30 hours a year.” As educators, our job is to remain current with research, to embed our own learning into our teaching, to hone our craft personally, and to “schedule what [we] value” (149-151).





Stone Ridge @stoneridgepd · 7 Oct 2016

Thanks @PlayDoh for making our #SRPD Days with @gwhitmancttl - teach through play! Manipulatives make my day!



model pedagogy you hope to see
manifest in classrooms

provide teachers opportunities to be
students

If the goal of personalized learning for **students** is “a diverse variety of education programs, learning experiences, instructional approaches, and support strategies that... address distinct learning needs, interests, aspirations, or backgrounds,” why shouldn’t the same be true for **faculty/staff** when planning professional development? (Tomlinson).



Our #SRPD library of resources @TheThirdTeacher @RonRitchhart
@gwhitmanctl @angeladuckw @RaiseAnAdult Kobi Yamada @DrTonyWagner
James Lang

 Translate from Haitian Creole





Stone Ridge @stoneridgepd · 6 Oct 2016

Ready to go! Kicking off our [#SRPD](#) with [@stanforddschool](#) design thinking challenge on authentic assessment w/ Mr. Doyle & [@gwhitmancttl](#)



allow teachers to lead



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@EmmaPStevenson of @SR_Artists & @gatorchemist our @TheCTTL grant recipient in chemistry - tackle stage 1 of #designthinking #SRPD



change location & structure

add time for play

engage multiple modalities



Stone Ridge @stoneridgepd · 6 Oct 2016

Step 3 - #Ideate using what you've heard from your partner. What surprised you? What struck you? #authenticassessment #SRPD @stanforddschool

An assessment is authentic if it

- ... involves a real-world task that asks students to "do" the subject
- ... requires judgment and innovation
- ... assesses student's ability to effectively apply essential knowledge to negotiate a complex and multistep task
- ... drives instruction
- ... provides ongoing feedback
- ... and/or assesses for understanding

any of these questions in any form you'd like (i.e. drawing or sketch of your visible thinking on this assessment. Ideate!

Did the report back not capture?

What surprised you in listening to your partner mirror your words/thoughts?

What other order thinking skills were addressed?

What keywords did you hear about your own assessment?

What struck you?

What words did you hear repeated many times?

What new learnings about your own feelings/view of this assessment did you have?

DESIGN THINKING CHALLENGE: CREATING AN AUTHENTIC ASSESSMENT

What is

- AUTHENTIC ASSESSMENT?**
- "REAL" "A REAL WORLD TASK"
 - "USEFUL KNOWLEDGE & EXPERIENCE"
 - "DO" THE SUBJECT
 - "STUDENTS' RECOGNIZING GENUINELY"
 - "DOING WITHOUT PROMPTING"
 - "ASSESSES FOR UNDERSTANDING"
 - "ASSESSES ABILITY TO APPLY ESSENTIAL KNOWLEDGE"
 - "REQUIRES JUDGEMENT & INNOVATION"
 - "DRIVES INSTRUCTION"
 - "PROVIDES FEEDBACK"

MY ASSESSMENT INCLUDES...

DIRECTED QUESTIONS

STUDENT-DEVELOPED ASPECTS

PRESENTATION

NOT ENOUGH FRAMEWORK

ASSESSING ABILITY TO IDENTIFY MAIN THEMES

IT HAS ASSESSMENTS IN IT, AND IT IS AN ASSESSMENT IN AND OF ITSELF

new perspectives

BE AS **clear** AS POSSIBLE AS **early** AS POSSIBLE

I HEARD YOU SAY...

IT'S USER FRIENDLY

SELF-ASSESSMENT: WHERE'S THE REAL WORLD PART?

TEST ON WHAT KIDS **KNOW**. DON'T TRY TO "CATCH" THEM

WHERE DO **values** COME IN?

WE CAN'T BE MIRROR IMAGES OF EACH OTHER

HOW DOES MY UNDERSTANDING MELD WITH THE SCHOOL'S EXPECTATIONS?

IT'S **awfully** fun TO EXPERIMENT!

PRESENTENCE

STUDENTS HAVE TO BE PRESENT TO FEEL THE EXPERIENCE

Inference evaluation analysis

AT WHAT POINT DO **TECH** BECOME **DATED**? (WORDLE)

STUDENTS SHOULD **ANALYZE**, NOT JUST **REPORT**

nuance

YOU CAN KNOW MUCH, BUT STILL NOT ENOUGH.

IDENTIFY WHAT THE STUDENT DOESN'T KNOW

I WAS SURPRISED THAT...

I JUMP IN TOO QUICKLY WITHOUT PROVIDING CONTEXT... MAKE SURE STUDENTS UNDERSTAND THE **why**

WE ALL HAVE SIMILAR CONCERNS

ASSESSMENTS DON'T ONLY DEPEND ON TEACHERS

LUCINDA LEVINE
inquiryvisuals



Stone Ridge @stoneridgepd · 7 Oct 2016

Our US faculty discuss [#failure](#) & the value of [#wipeouts](#) inspired by [@RaiseAnAdult](#) & article from [@tara_kinsey](#) [@TIME](#) [#parenting](#) [#teaching](#)

share current
research - allow
for choice in
reading and
discussion



Articles for DIY Current Research

Backwards Design, UbD, Shadowing a Student,
Visible Thinking, etc. Articles

Parenting, Girls' Education, Failing Forward, etc.
Articles

What does it mean to be a RESEARCH-INFORMED EDUCATOR?

GLENN WHITMAN

THE CLASS AFTER LUNCH... WHO LIKES TEACHING IT?



RESEARCH IS COMPLEX

WHAT DOES "MINDSET" LOOK LIKE?

NON-EXISTENT! RETHINK.

CONTROVERSY ON MULTI-TASKING...

THE VALIDITY OF RESEARCH?

I CAN ONLY (REALLY) DO ONE THING AT A TIME.

WE'RE CONFIDENT IN OUR ANSWERS

ARE WE JUST JUMPING ABOARD A TREND?



BELIEVABLE

QUALITY OF Praise?

REVIEW? HOMEWORK

HOW MUCH NO MORE THAN 2 HRS. IMPORTANT ENOUGH TO LOSE SLEEP OVER?

PLAY.

The THIRD TEACHER

EDUCATION MUST SHIFT RIGHT BRAIN-NEW MIND! MORE FIELD TRIPS! "MUSEUM STYLE"

INTERPRETIVE LEARNING IS KEY
• COLLABORATION
• CREATIVITY
• RISK
• EXPERIMENT

WE DON'T ACCOUNT FOR EMOTIONAL EXHAUSTION



CONSIDER BLESSING!

Teacher spends 2 DAYS as Student

MAKE THIS MANDATORY FACULTY READING!

GIRLS ESPECIALLY FEEL THE NEED TO please...

TEACHERS OFTEN MISS WHAT HAPPENS AT HOME

ARE WE TEACHING BALANCE? LOVE PASSION'S JOY MORE HOME SCHOOL

RON RICHHART MAKING THINKING VISIBLE/PROJECT ZERO



HARVARD RESEARCHERS LOOKING AT A BROAD RANGE OF RESEARCH...

WHAT DO WE DO TO HELP STUDENTS LEARN MORE DEEPLY?

UNDERSTANDING IS BUILT UP OF MANY SMALL PERFORMANCES... STITCHED TOGETHER



WHAT'S THE CONNECTION?



WRITING IS A LIFE SKILL - LOGIC & EVIDENCE SELF-EXPRESSION

PBS-NOVA SCHOOL OF THE FUTURE

MILK GOAL OF EDUCATION ~ CREATE CHARACTER

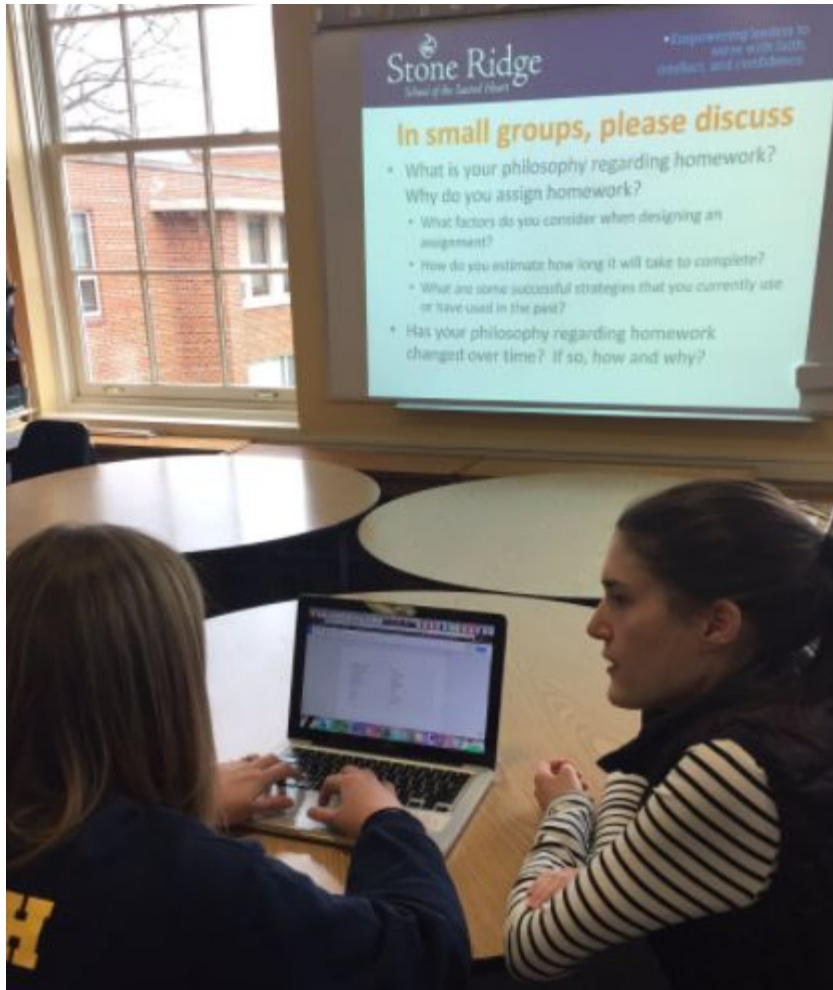
CHILDREN THINK IN DIFFERENT WAYS ABOUT ACHIEVEMENT

COGNITIVE REVOLUTION OF 50s & 60s - HEART AND MIND

TEACH TO Individual NEEDS & PASSIONS

LUCINDA LEXINE INKQUIRIVISUALS.COM





provide opportunities
for choice



Professional Learning Communities

Critical Friends

Un-Conferences

Well-Being/Mindfulness Activities

Empathetic Activities

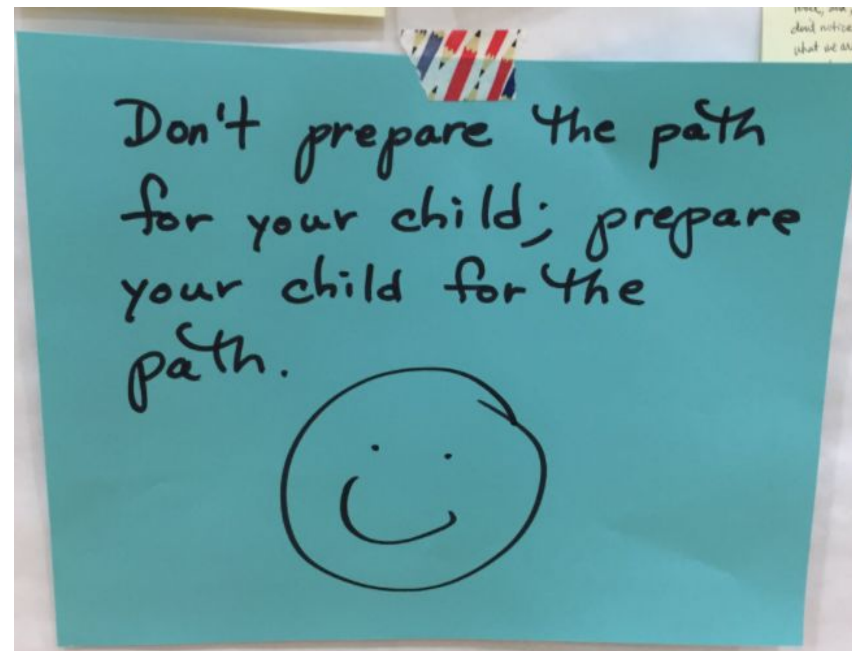
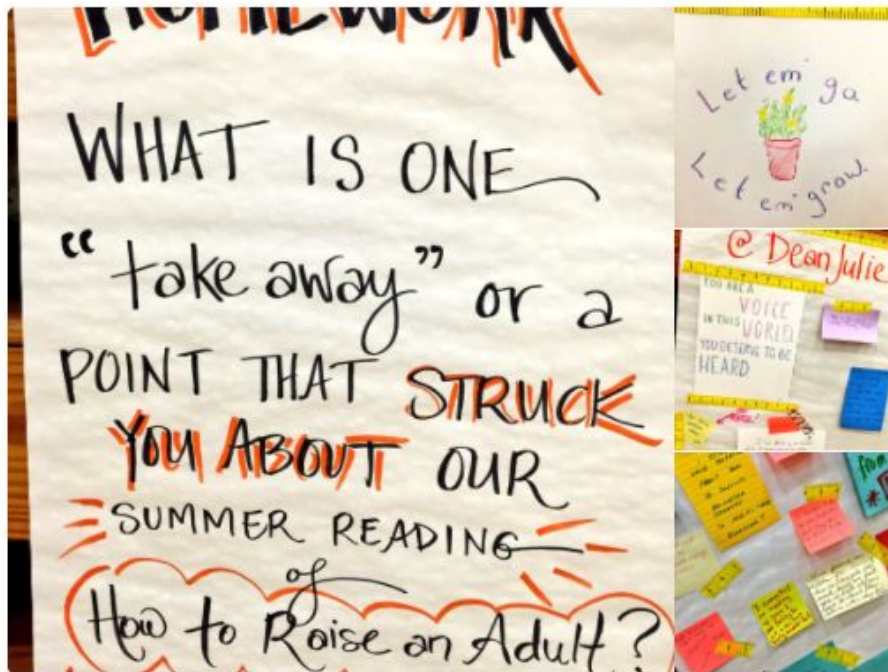
Reading/Research and Discussion



Stone Ridge

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Gearing up for our afternoon session on summer reading @RaiseAnAdult @DeanJulie - here's the beginning of our gallery walk @GatorsSR



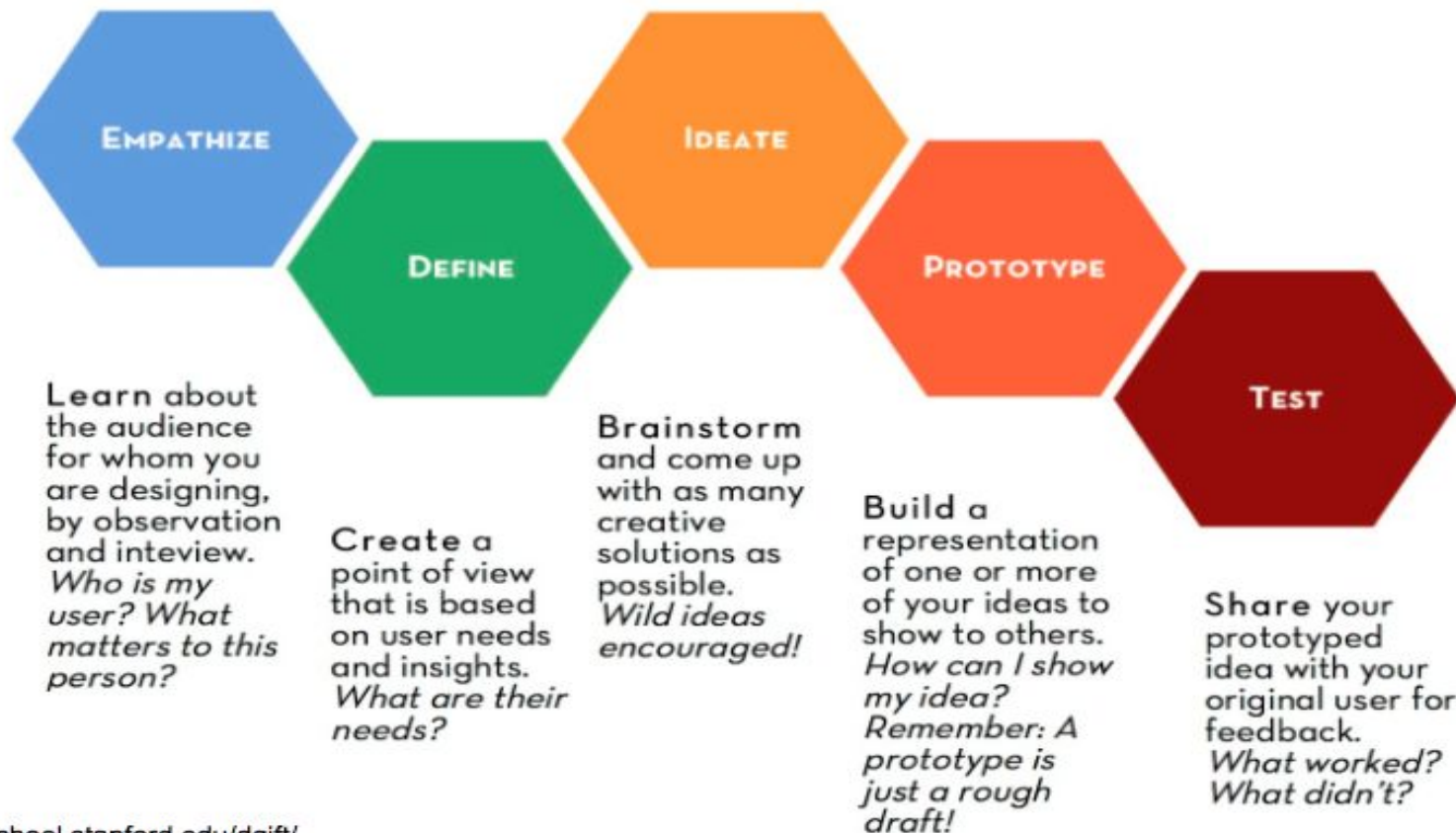
“As differentiation deepens, so does learning. Students [and adults] come to expect tasks that are appropriately challenging, and find greater satisfaction in their learning. They engage fully in work that is meaningful and interesting to them. And they continue to broaden their knowledge about how and why they learn.”

(Berger, *Learning that Lasts*, 302)





We are all DESIGNERS!



Introduction to Design Thinking



Give it a try - What's your challenge related to your classroom, student life activity, or leadership?

We will use Design Thinking to workshop this challenge and create a DIY opportunity.

Any Questions?

Resources for Consideration

Berger, R. *An Ethic of Excellence*

Berger, R. *Leaders of their Own Learning*

Berger, R. *Learning that Lasts*

France, P. “Is Standardization the Answer to Personalization,” *Educational Leadership*

Ripp, P. *Passionate Learners: How to Engage & Empower Your Students*

Spencer, J. “The Genius of Design,” *Educational Leadership*

Stanford d.school - <https://dschool.stanford.edu>

Tomlinson, C. “Let’s Celebrate Personalization - But Not Too Fast,” *Educational Leadership*

Whitman, G. & Kelleher, I. *Neuroteach: Brain Science & the Future of Education*

Zmuda, A. “Students at the Center: Personalized Learning & Habits of Mind,” ASCD