Transformative Leadership: How to Inspire and to Create Innovative Design Plans for Your School

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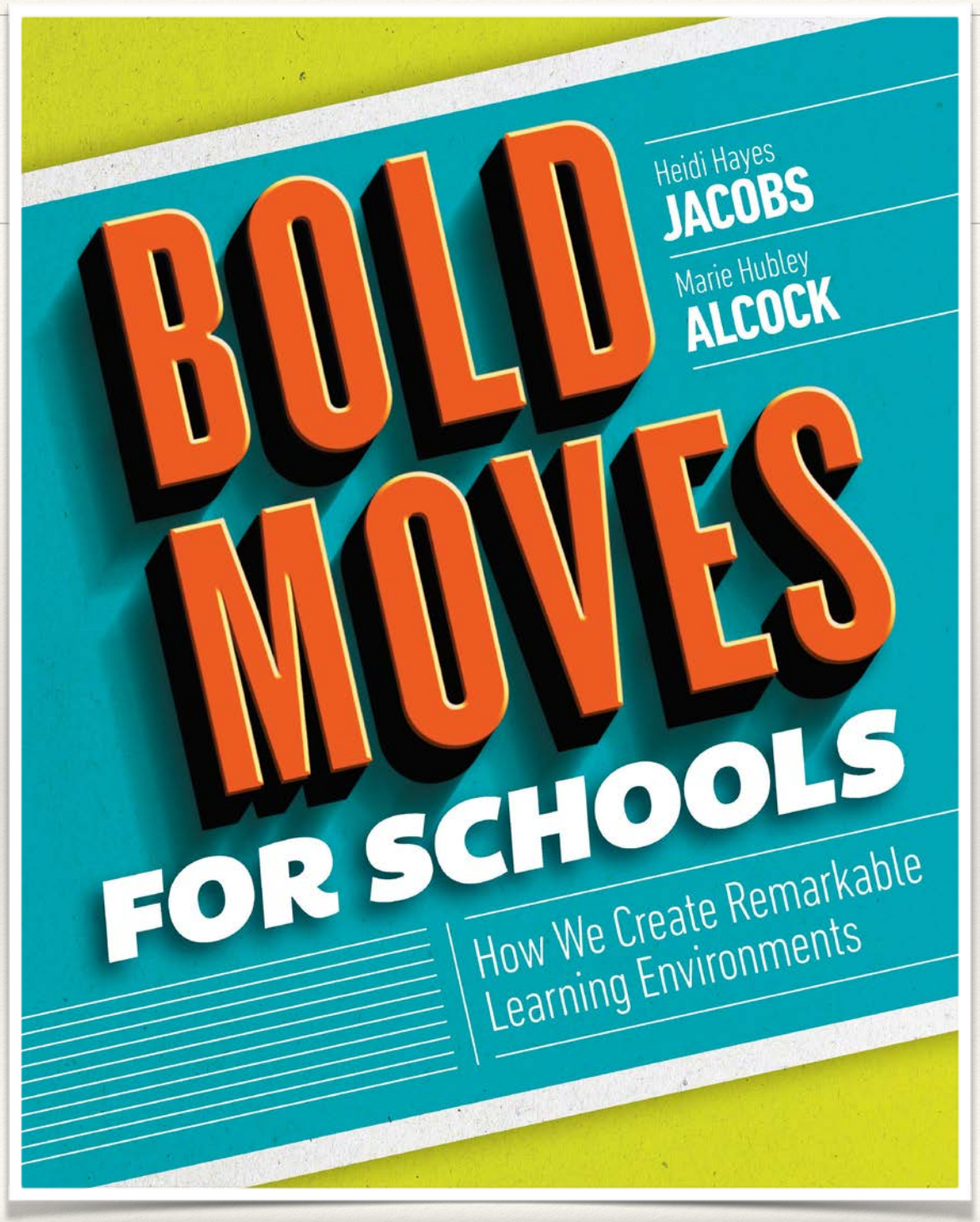
INTASE 2017
Master Class

Our essential question:

How can we prepare our learners for their future?

How can we transit to remarkable contemporary learning environments?

How can I help lead this transition?


BOLD MOVES
FOR SCHOOLS
Heidi Hayes JACOBS
Marie Hubley ALCOCK
How We Create Remarkable Learning Environments

BOLD MOVES FOR SCHOOLS

How We Create Remarkable Learning Environments

Foreword ix

Acknowledgments xii

Introduction 1

1. Refreshed Pedagogy for the Contemporary Learner 9

2. A New Job Description: The Capacities of a Contemporary Teacher and Professional Learner 28

3. Challenging Curriculum and Assessment: Portals to Creating Contemporary Quests 64

4. Transiting from "Old School" to a Contemporary Learning Environment 96

5. Lateral Leadership: A Contemporary Partnership Model 122

6. Contemporary Assessment Systems: Policymaking and Accountability for Innovation 164

7. A Contemporary Profession: Bold Moves to Formal Commitments 183

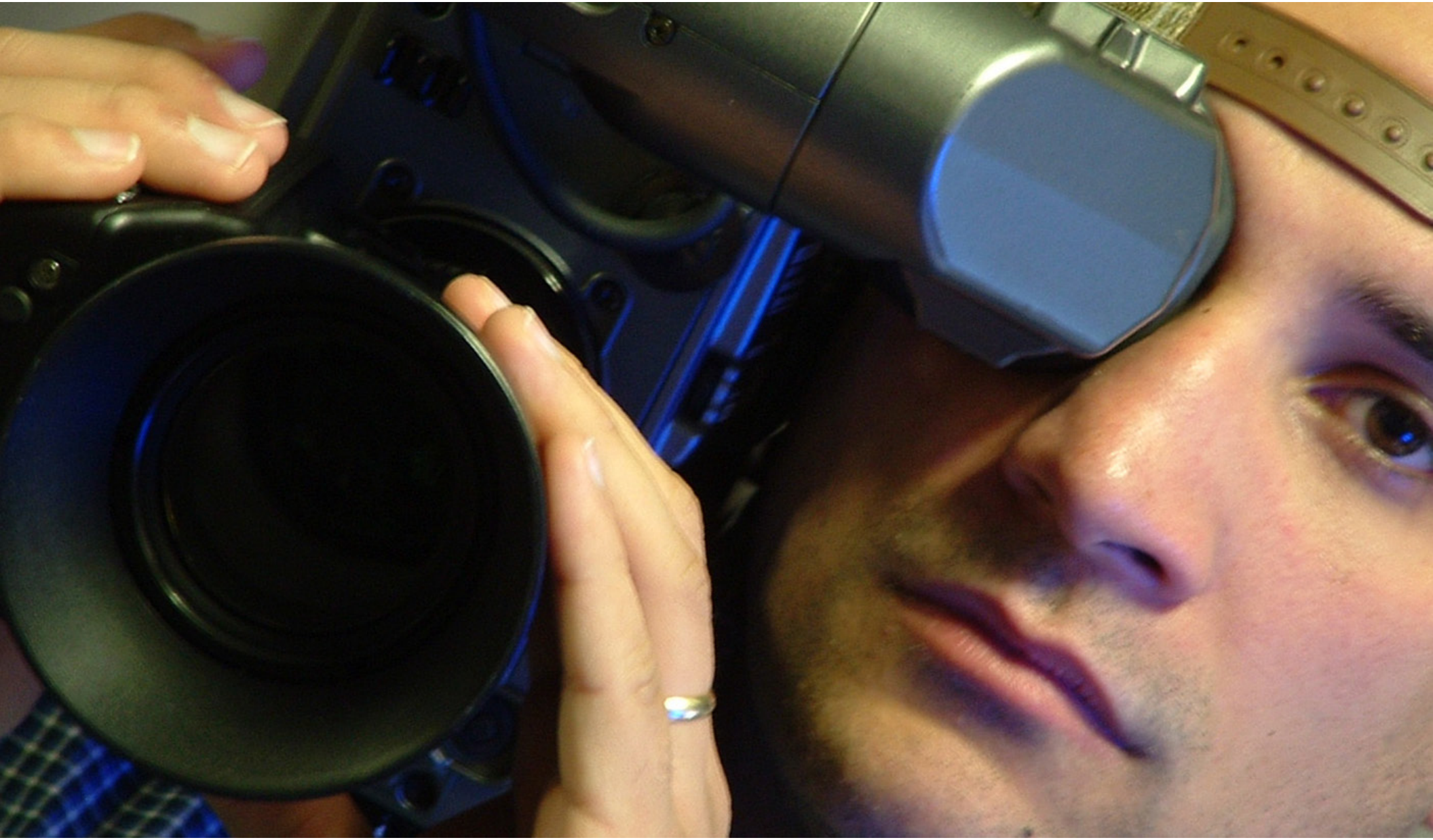
References 194

Index 199

About the Authors 206

Class of 2030-
This Year's Preschool

Learners Create and Share Knowledge Differently from Previous Generations



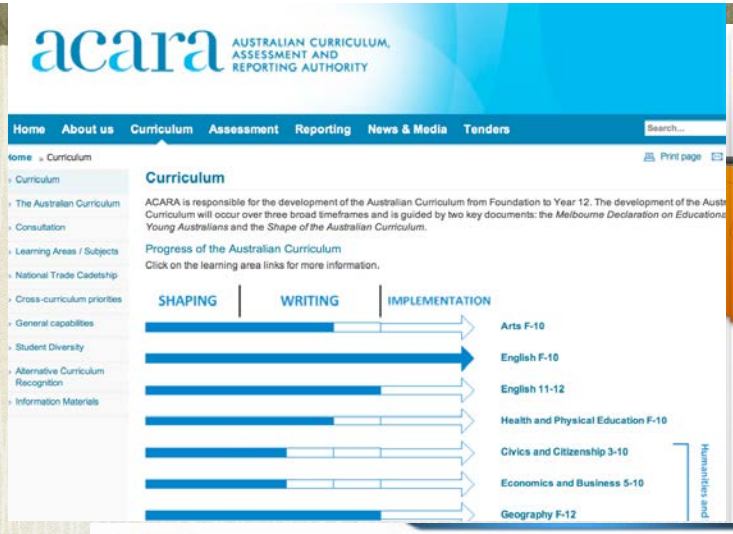
The new literacies :

DIGITAL
MEDIA
GLOBAL

Upgraded Assessment Types

3-D Modeling/Printing/ Scanning
Animation
Blogging/Forum
Broadcasting channel
Case Studies on Website
Collaborating
Database
Data Visualizing &
Digital Audio/Podcast
Digital Game Creating
Digital Storytelling
Digital Porfolio
Digital Video
Drawing
E-Publication Creating
Entrepreneurial plan
Fact-checking repository (snopes.com)
Film study/critique
Forecasting/Projecting/
Global Forums virtual
Graphics/Image
Graphics Organizer
Graphing
Grant proposal
Infographics
Info-Database Searches
Interactive Simulation
Internet Researching
Mashing/Remixing
MathematicalModeling
Media critiques
Music e-composition
Photo blogging
Playlist - annotated
Podcast -audio
Presentation- Prezi
Programming/Coding
Project Planning Tool
Prototypes
Researching/VettingTools
RSS Feeding
Screencasting
Screenplay
Sketch-noting with tools
Spreadsheets analysis
Station hosting -podcast
Storyboarding
Survey design
Timeline interactive/virtual
Video Hosting
Web Authoring/Curation
Webinar event hosting
Word Processor
Word Recognition
Video/Image Synthesizing

H.H.Jacobs. *Active Literacy Across the Curriculum: Connecting Digital, Media, and Global Competence.* Routledge Pub. 2017.



GLOBAL MOVEMENT TO STANDARDS
an opportunity to modernize

Accountability for Innovation

Beyond Measure

http://beyondmeasurefilm.com/#prettyPhoto/0/

What pedagogy best serves engagement?

Pedagogy

Antiquated	Classical	Contemporary
What to cut?	What to keep?	What to create?

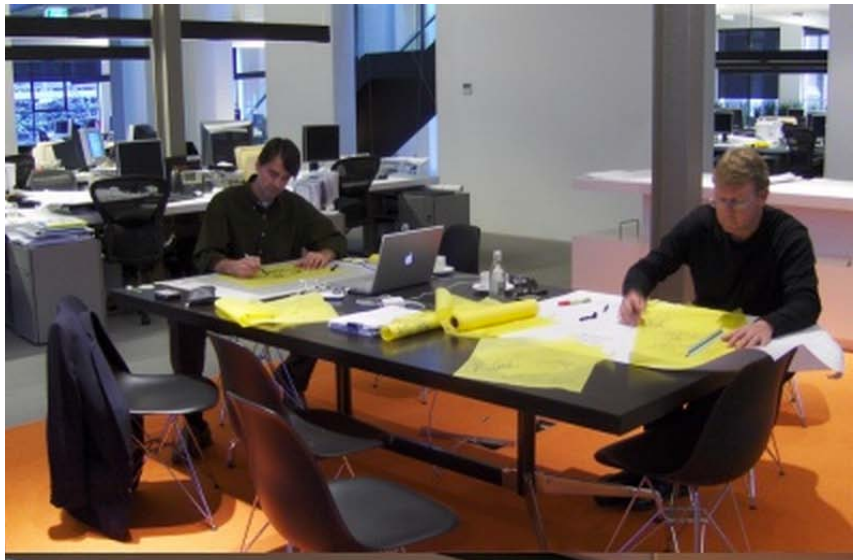
A New Kind of Learner Needs:

The best of CLASSICAL and CONTEMPORARY TEACHING Student as:

- literate self-navigator
- professional learner
- media critic
- savvy media makers
- mindful citizens
- social contractor
- global ambassador
- innovative designer

Our learners need CONTEMPORARY teachers / leaders who are:

- literate self-navigators
- professional learners
- social contractors
- savvy media makers
- global ambassadors
- mindful citizens
- innovative designers



Turn to one or two colleagues

- Reflect on the impact of pedagogy on our learners and YOUR choices as a contemporary educators both in terms of structures and program:
- What to cut? What to keep? What to create?

- *Three minutes*

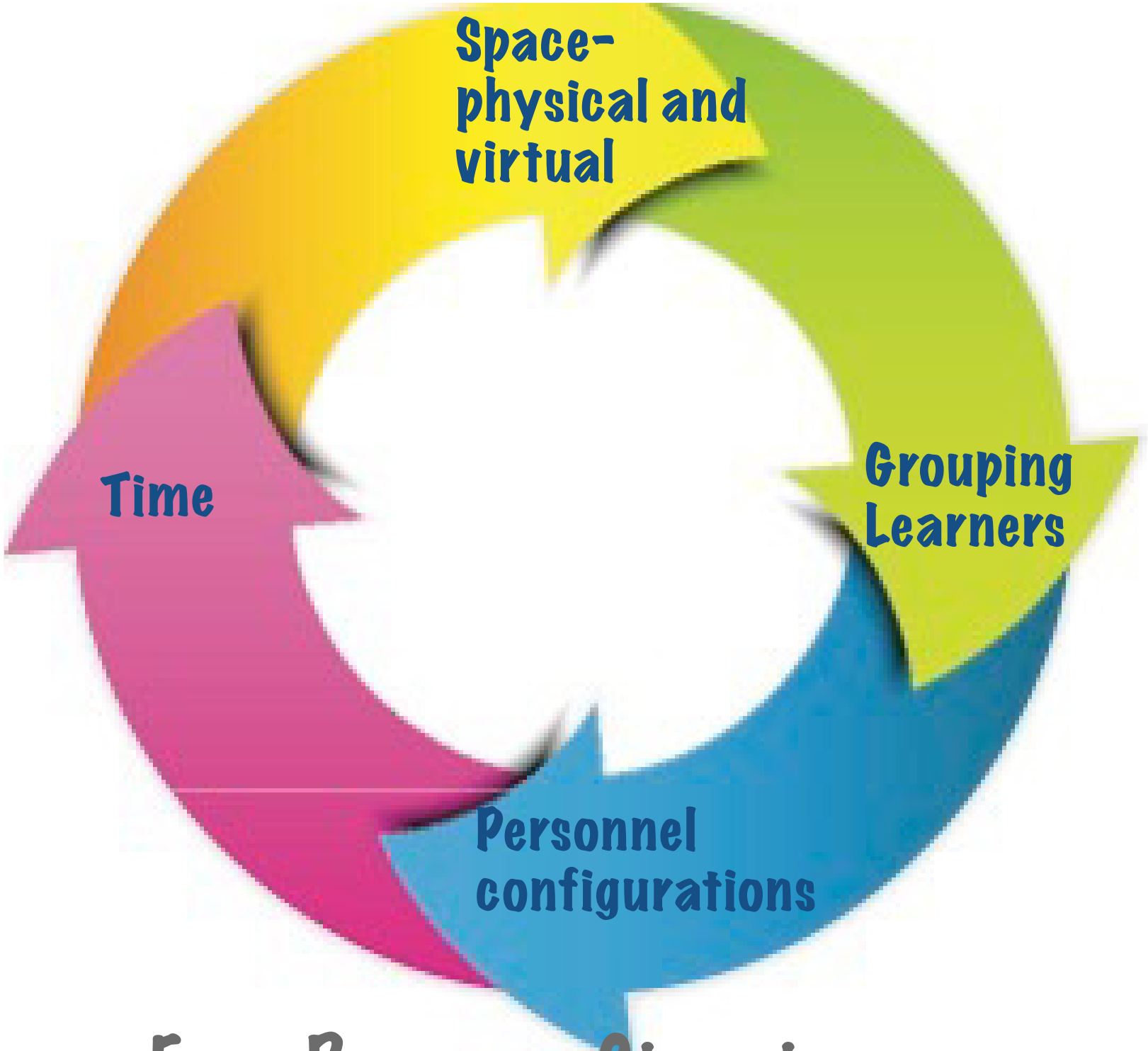
Drafting a Contemporary Mission

How can our school shape a meaningful mission statement to focus our commitment to right-now learners?

Innovation Design Team:
Drafting New Learning Environments

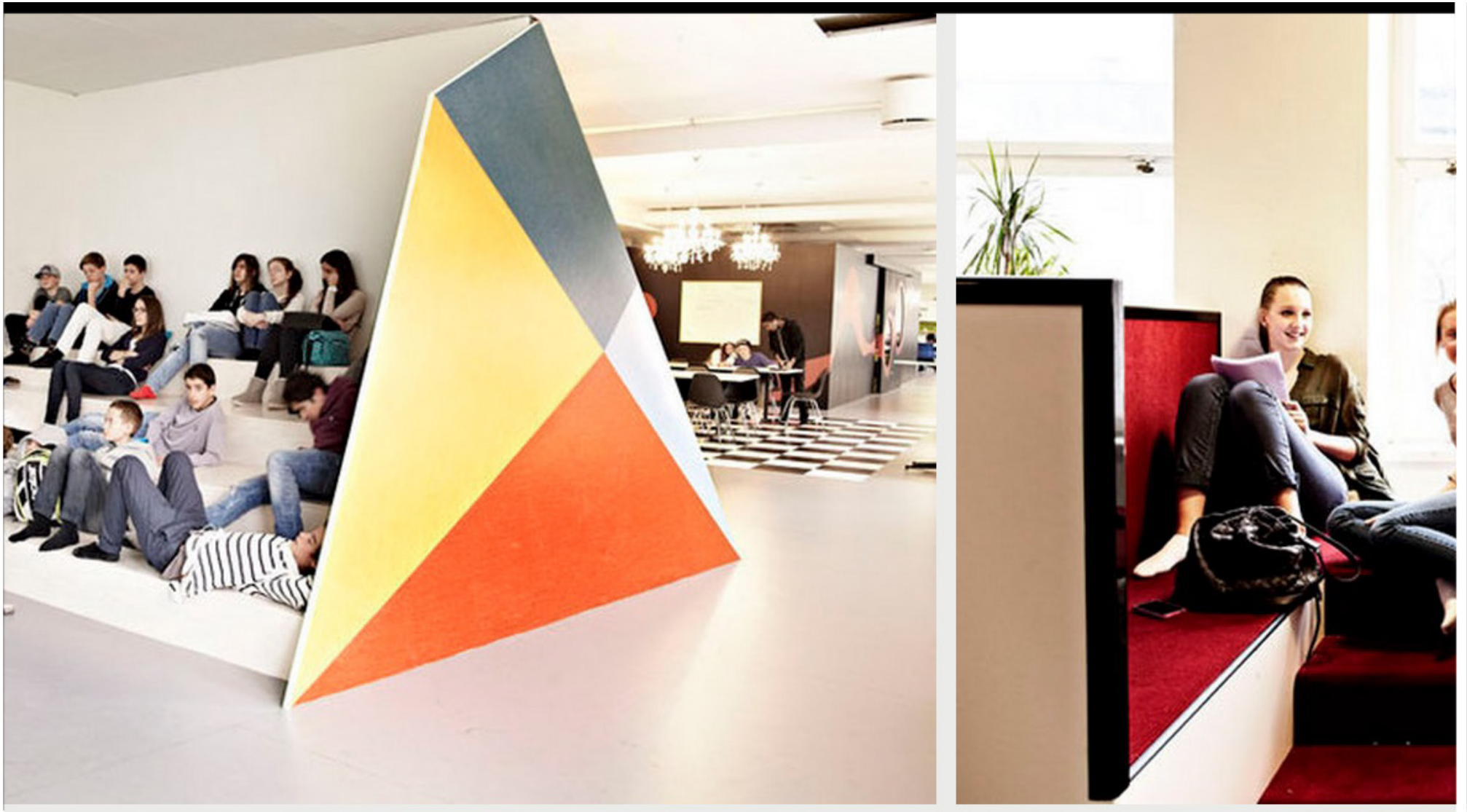
--Beware of habits

--Imagine possibilities



Four Program Structures

Modern learning environments foster a sense of purpose and a sense of belonging



Spaces for Designed Interaction

Global Research

Independent Researchers

Elevated spaces promote new views.

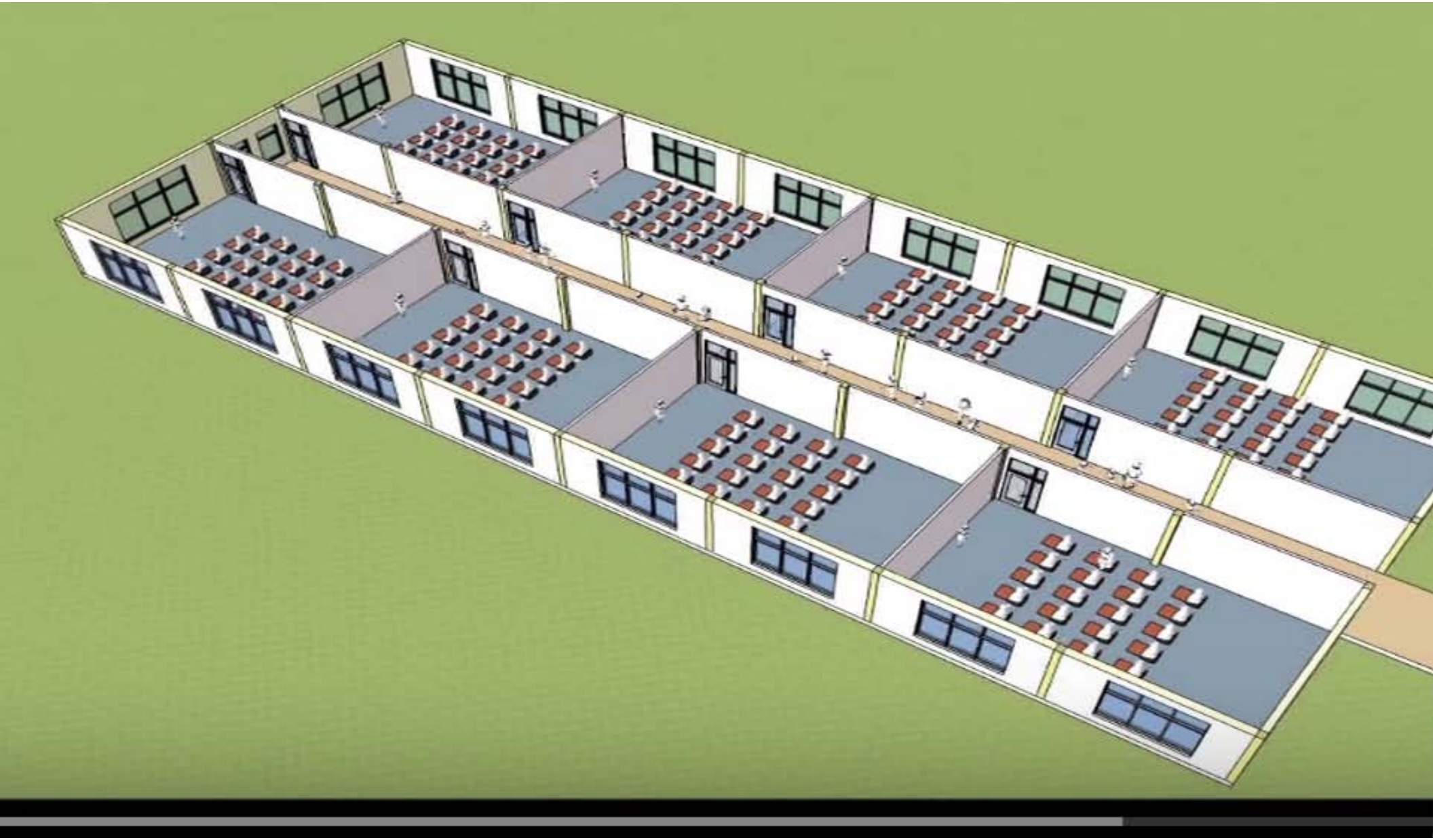
Coaching and Feedback Center

Media Production Labs

Portable Green Rooms

Variation in height of furniture

Deerfield USD 214, Illinois



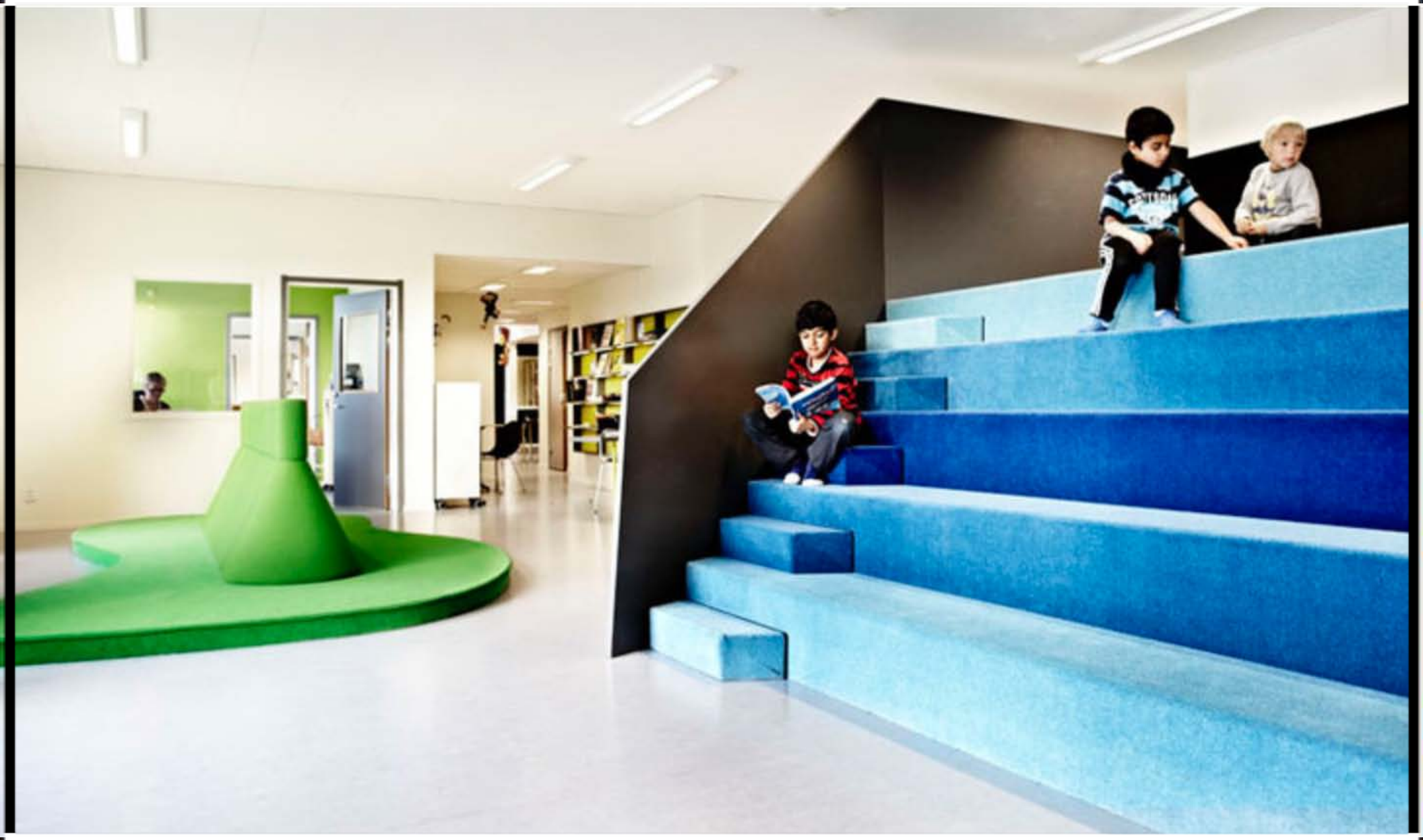
Fielding Nair International

From cells and bells to a LC

Flow-alcove to seminar to instructional room

Deerfield USD 214, Illinois

Elevated spaces stimulate learning.

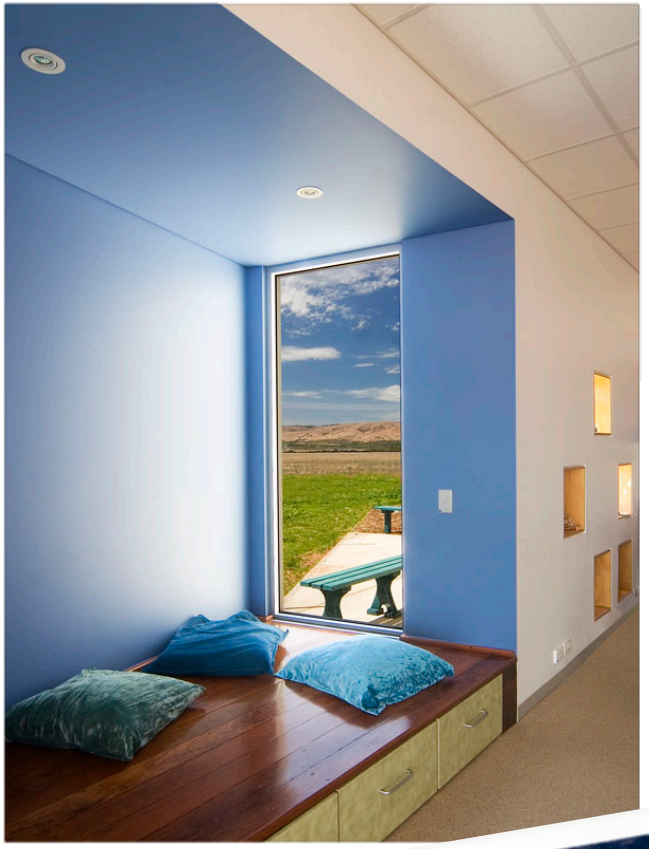


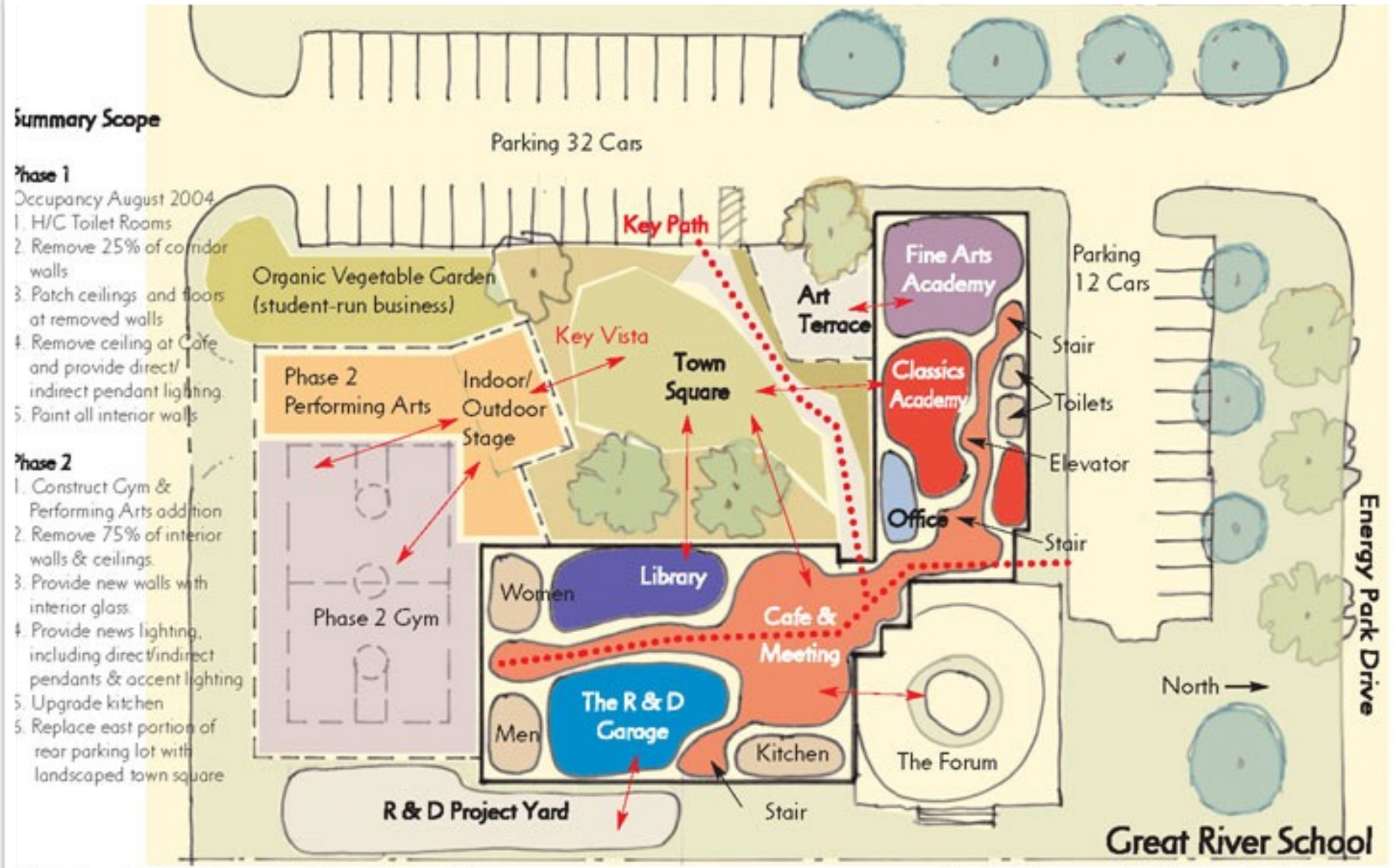
Makerspace

INTERDISCIPLINARY

Exterior spaces and the use of glass

Light and flow.





Fielding/Nair International, LLC

Innovative Learning Communities

Minneapolis • New York • FieldingNair.com • DesignShare.com

Tel: 612-925-6897 • Fax: 612-922-6631 • fielding@designshare.com

The 1st Montessori High School in Minnesota

1326 Energy Park Drive, St. Paul MN

Concept Diagram 1

April 19, 2004

DaVinci Studio
1082 SF
Seminar
492 SF
Learning
Commons
2432 sf
Learning Studio
689 SF
Learning Studio
482 SF
Project Terrace
221 SF
Garden Beds
Garden Beds
Project Terrace
805 SF
Gazebo

Learning Studios

Project Terrace

Town Square

Seminar Space

Global Forum

Fresh language to describe new types of spaces

Media Editing Lab

Classics Academy

R and D Garage

Interactive Gallery

DaVinci Lab

Turn to one or two colleagues

- How might you lead your school to reimagine existing spaces?
- What are your plans for new spaces in the future?

- *Three minutes*

- TIME
  - synchronous
  - asynchronous
  - short term
  - long term
  - scheduled
  - unscheduled

Time as Currency

Daily schedule to match learner needs and project schedule.

20 minutes
40 minutes
90 minutes
3 hours
one day
one week

Career Mentoring Time

Partnerships with Institutions

Coaching students to manage time

Self-navigating learners

Why 12th grade?

- Rethink our 12 year compulsion.
- Early graduation when ready
- Additional year if necessary
- SUMMER SEMESTER; extended Senior Year and Early Graduation
- Replace seat time with proficiency

Time Possibilities
Virtual Learning

on-line course
event
point-to-point
game
viewing video
live-streaming
blog-stream
network

Turn to one or two colleagues

- Step out of the "scheduling box" and consider:
  - What type of timeframes would best support the range of our learners? Both long term and short term.
  - What types of learning experiences are needed for our learners that are not supported now?

- *Three minutes*

Grouping
Students

Formal and informal grouping

Places to concentrate

Personalize learning: Working solo with a sponsor

photo from RosanBosch

Coaching on self-monitoring for independence

Physics Class with NASA and Cody

Tom Welch, teacher facilitator

Self-managing learners

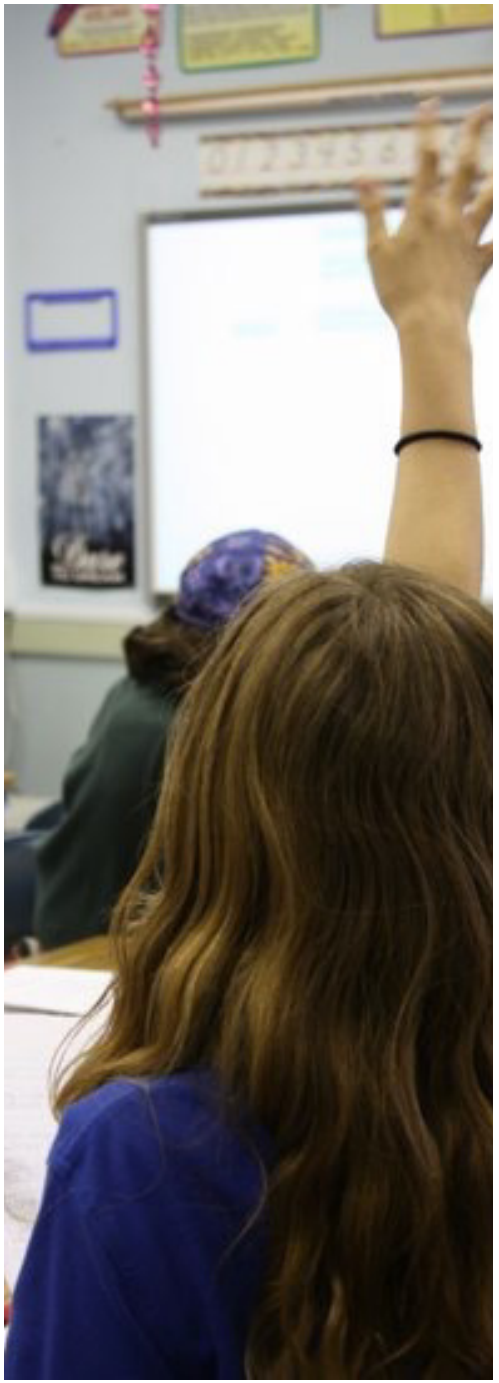
A form of collaborative leadership

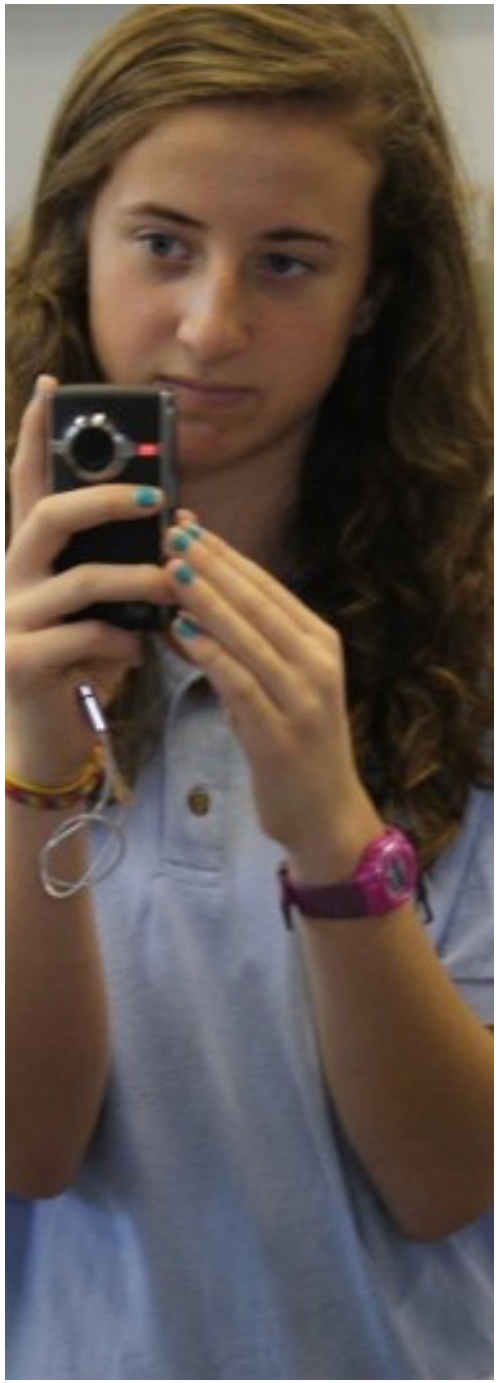
Early Childhood Grouping

Multi-age Diagnostic Literacy Grouping

Social citizenship Community in and out of school

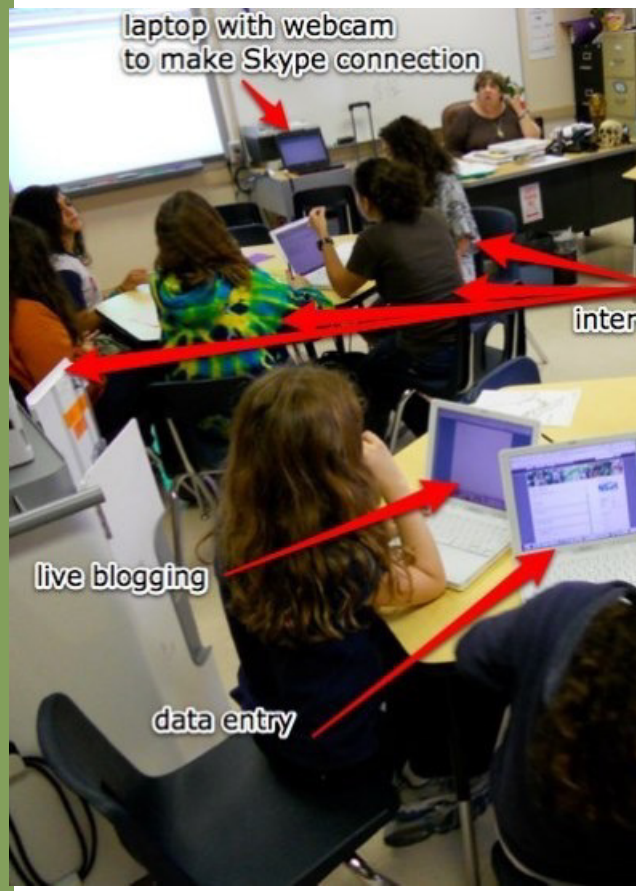
Multi-year Long Term Grouping with Team





Early Adolescent

- Long term virtual global network
- Cultivating Interests Independent Personalized
- Collaborative Inquiry teams across age/grade level



High School Shifts to Student Groups by:
Contemporary Issues Quests
Long Term Teacher-Student Cadres
Modern Work Force Strategies
Field Placement Pathways

Turn to one or two colleagues

- How are your learners currently PRE-grouped as an institution?
- How are they grouped instructionally?
- What grouping patterns might better support their learning?

- *Three minutes*

Personnel Configurations:
Multiple Affiliations

Collaborative Course, Internship, Unit Designs

Finland's Moves

Teacher role by talent and interest

MEET AROUND STUDENT DATA

SIX BENCHMARKS REVIEW TEAMS per year

Professional DAYS- focused directly building based student performance data

PROGRAM STRUCTURE CONTINUUM

	ANTIQUATED	CLASSICAL	CONTEMPORARY
SPACE	• Self-contained • All rooms same	• Field Experience • Use of existing spaces for effective instructional grouping	• Virtual Spaces 24/7 • Field experience • Wide range; learning spaces create new learning experiences
TIME	• Standardized, 19th century agrarian, 13 year experience • Daily schedule standardize by habit	• Coordinate timeframes when possible to support learners	• Task determines time • Teachers work with students to bid for time segments over week and month for on-site
GROUPING	• Strict grade level grouping K-12 • Classroom; no instructional grouping	• Some cross grade • Cooperative groups • Individualized • Differentiated grouping	• Personalized: on-site/ virtual • Field experience based on quest • Multi-age based on learning progressions
PERSONNEL	• One teacher, self-contained in isolation to match class • Faculty grouped by grade/department in isolation • No interschool connections	• Some vertical and interdisciplinary within and between buildings	Teacher has multiple affiliations: • Inquiry quest groups • Coaching individuals • Virtual/on-site direct teaching • Seminar/webinar • Global Cyber Faculty

Innovation Design Team:
Drafting New Learning Environments

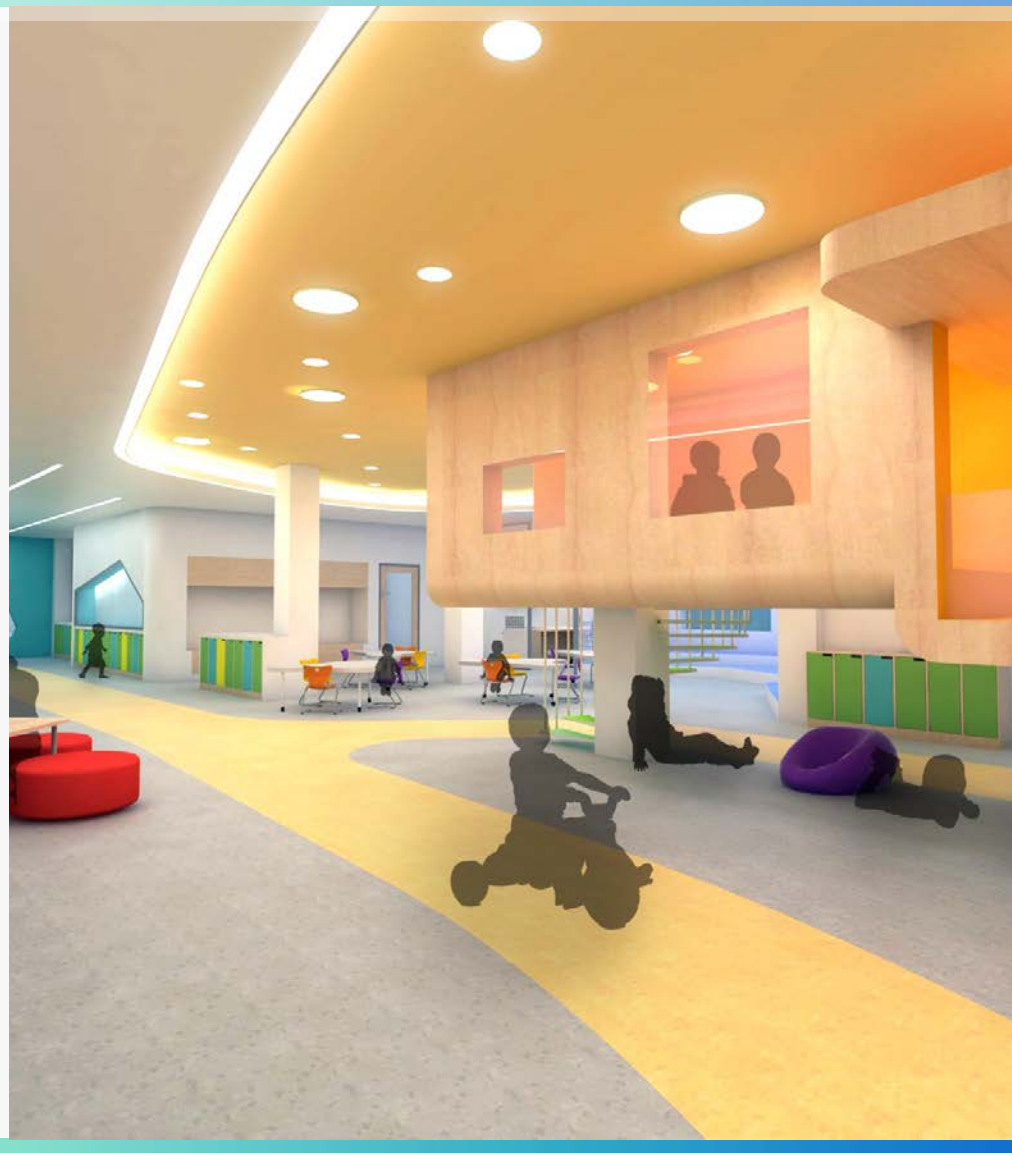
--Beware of habits

--Imagine possibilities

INNOVATION DESIGN TEAMS: THE WORK

Working R & D Groups

Investigate possibilities for each structure
Ongoing sharing of findings
Innovation sketches
Expanded menu
Engaged stakeholders



Habits of Mind are required when we are confronted with problems,conflicts, ambiguities and the solution is not immediately apparent

Habit of Mind

HABITS OF MIND

- Persisting
- Managing Impulsivity
- Listening with understanding & empathy
- Thinking flexibly
- Thinking about thinking
- Striving for accuracy
- Questioning & posing problems
- Applying past knowledge to new situations
- Thinking & communicating with clarity and precision
- Gathering data through all senses
- Creating, imagining, innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning

DEVELOPING DISPOSITIONS FOR TRANSFORMATION

Habits of Mind

Identify those that you feel will be necessary to launch, to develop, and to sustain transformation for your setting.

Turn to one or two colleagues

- Reflect on your four operative program structures. Might they be re-designed in concert with one another to best serve your specific student population?
- Who might serve on an innovation design team? Do you have an existing task force that might serve?

- *Three minutes*

1. Set up a question to be explored by your organization.

2. Set up fluid, innovative planning teams.

3. Establish a working pedagogy and mission.

4. Create a proactive, visual planning tool.

5. Invite educators from other local, national, or global organizations to provide feedback and perspectives.

6. Include students in the process.

7. Begin drafting innovative scenarios that match your mission.

8. Move to an implementation plan, knowing that this will require patience, flexibility, and feedback.

Mapping an Engaging Curriculum

curriculum 21

	SKYPE -Jan.10, 2017 Mapping Team (HHJ)	Workshop-HHJ Feb.22, 2017 Mapping Team	FOLLOW UP WEB SESSION	Training on School Net	Writing Workshop	FOLLOW UP WEB SESSION
AREAS OF FOCUS	Laying the Foundation for Curriculum Mapping Clarifying terms /glossary Key purpose for our mapping efforts The Four Phases of Curriculum Mapping	Designing Quality Consensus Maps Crafting Essential Questions, Big Ideas/Major Concept(s), Content, Precision Skills, Assessments,	Developing Quality Maps: Revisiting the Elements and the Process Response to questions and feedback on drafts	Learning the software features	Coaching for Quality, Training in Master Mapping Strategies, Coaching Strategies and Protocols	Master Mapping: Sharpening the Alignment
ESSENTIAL QUESTIONS	How can mapping serve as a vehicle for 21st century curriculum design? How can the mapping process be used as tool to align the curriculum to the Common Core Standards? What are the basics tasks in mapping process and curriculum alignment?	What strategies can be used to develop quality consensus maps? How can we ensure alignment between the standards and the elements on a unit map? How can we employ our mapping platform to assist our efforts?			What coaching strategies can be used to ensure high quality maps? How can we "turn-key" these strategies to support our colleagues?	

Making Bold Moves: R & D Planning

Thoughtful work with stakeholders

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