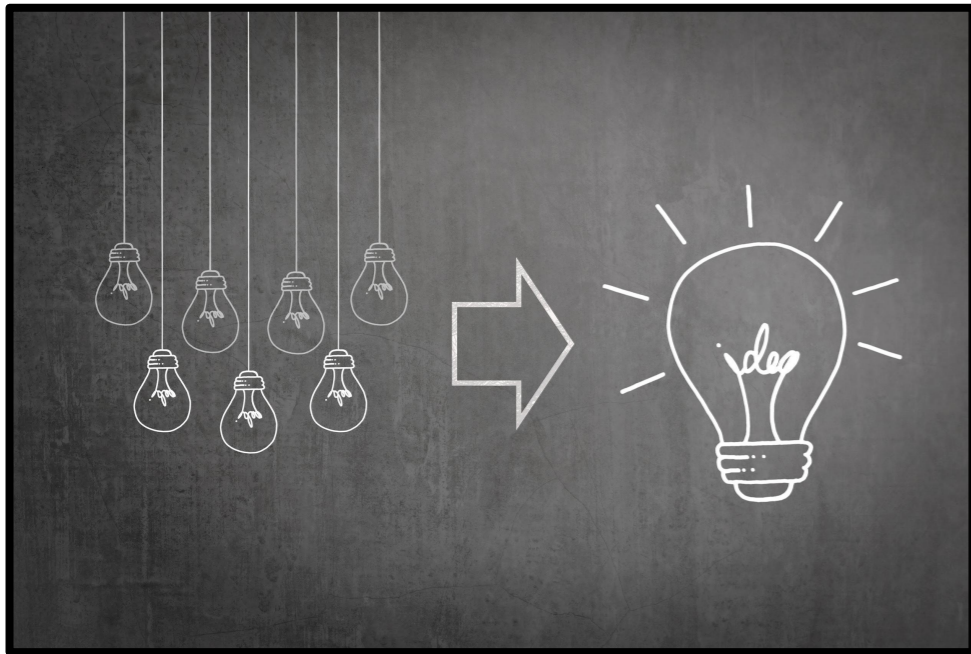


Welcome to our March Seminar!

## The Flow.



Friday | 4:30–7:00 p.m.

- Art Observation
- Listening to Restore Community
- Find Your Marigold

Saturday | 9:00 a.m.–12:30 p.m.

- CEL Classroom Observation
- It's Not the Critic That Counts
- Rumbling with Vulnerability



# Art Observation

What do you see?

What makes you say that?

What else do you see?

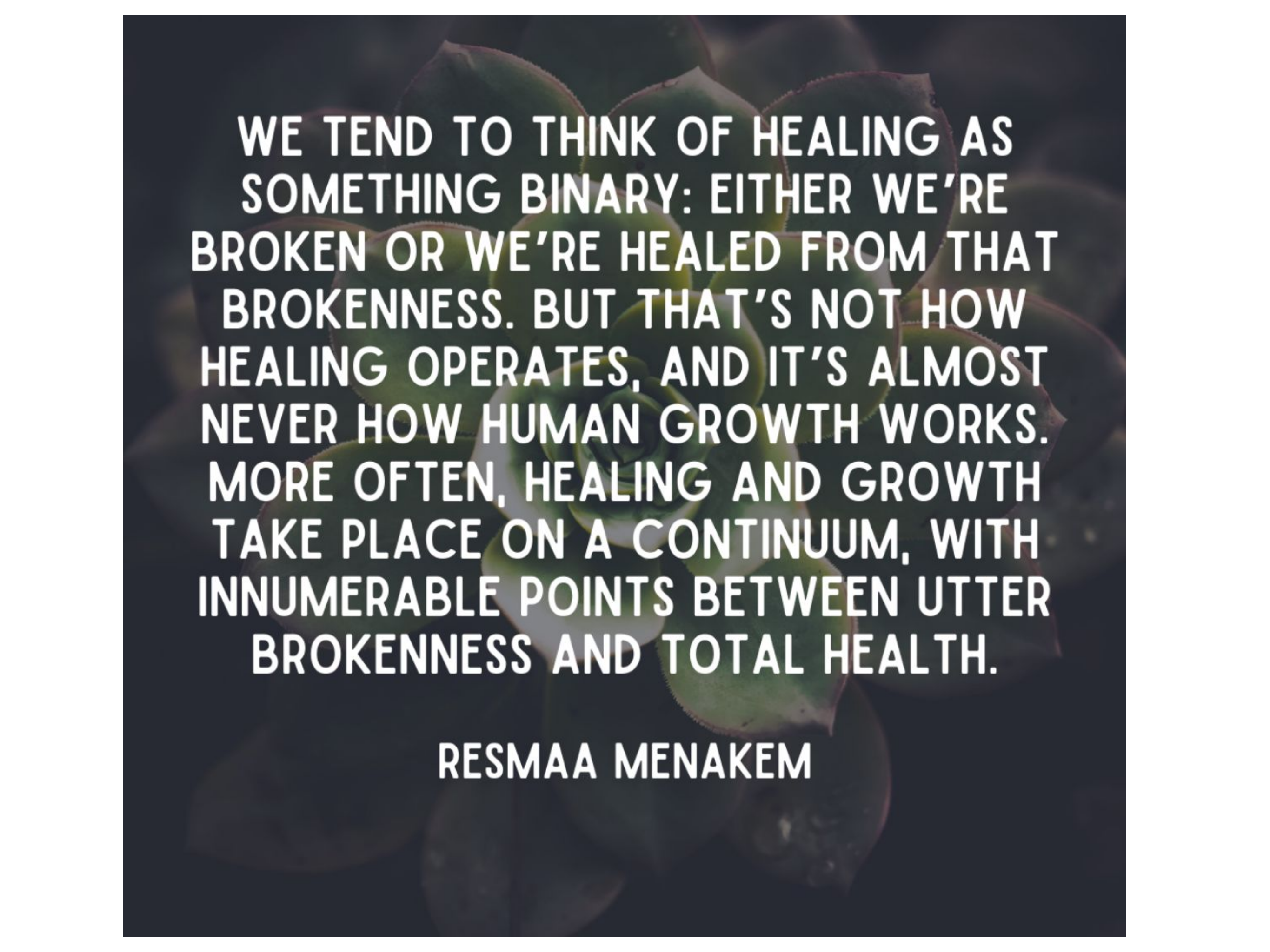


What was this process like for you?

What surprised you?

What challenged you the most?

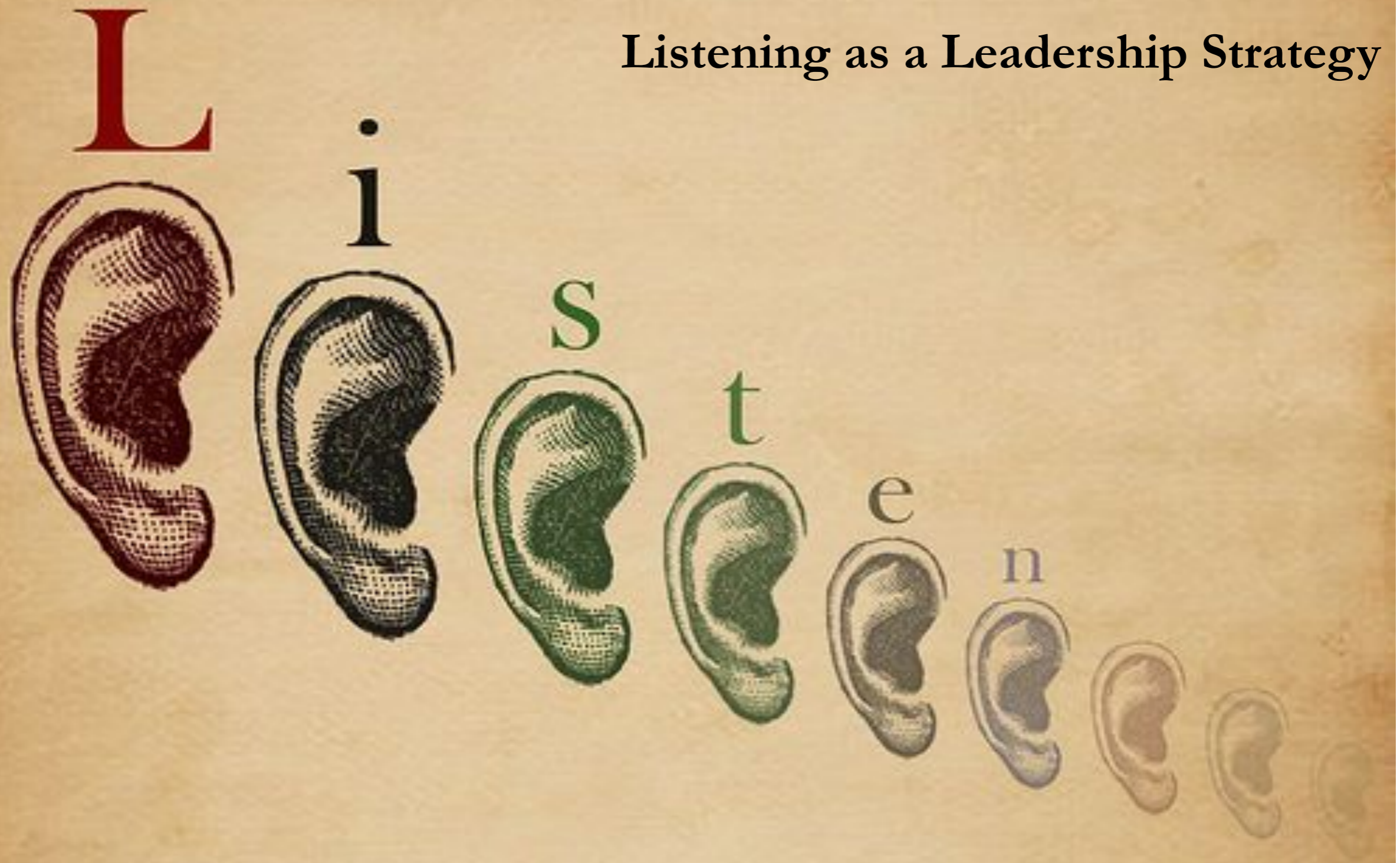




**WE TEND TO THINK OF HEALING AS  
SOMETHING BINARY: EITHER WE'RE  
BROKEN OR WE'RE HEALED FROM THAT  
BROKENNESS. BUT THAT'S NOT HOW  
HEALING OPERATES, AND IT'S ALMOST  
NEVER HOW HUMAN GROWTH WORKS.  
MORE OFTEN, HEALING AND GROWTH  
TAKE PLACE ON A CONTINUUM, WITH  
INNUMERABLE POINTS BETWEEN UTTER  
BROKENNESS AND TOTAL HEALTH.**

**RESMAA MENAKEM**

# Listening as a Leadership Strategy

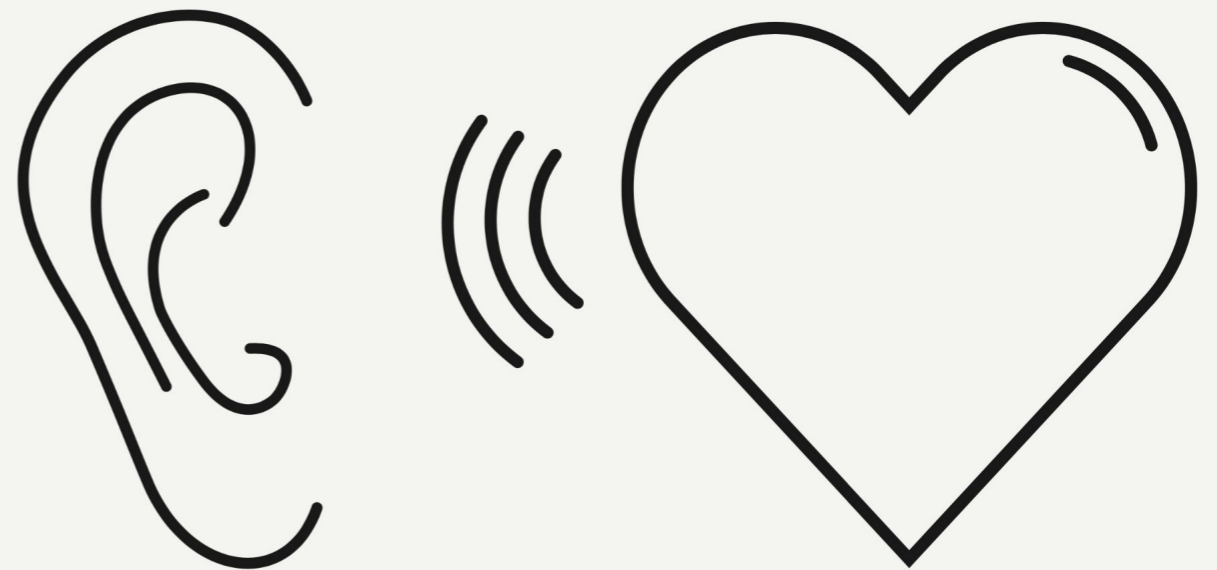






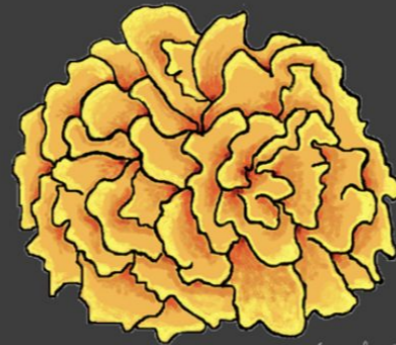
# Expansive Listening Dyads

- What's true for you right now as you process the tragedy at Montgomery High School...
- A student or colleague who's on my heart and mind right now...



# Find Your Marigolds

FIND YOUR MARIGOLD



*Gonzalez 2013*

THE ONE  
ESSENTIAL RULE  
FOR NEW TEACHERS





## 3 As Text Protocol

1. One line or excerpt you *agree* with in the text.
1. One idea in the text that you *aspire* to.
1. One *assumption* the author of the text holds.

FIND YOUR MARIGOLD



THE ONE  
ESSENTIAL RULE  
FOR NEW TEACHERS



# Community Agreements

<p>Notice moments of discomfort &amp; stay curious.</p>	<p>Listen fully-- with our ears, eyes &amp; heart. Honor our norm of confidentiality, "What I say here, stays here."</p>
<p>Speak our truth without fear of blame or judgement. We acknowledge that speaking truth requires courage &amp; vulnerability.</p>	<p>Remain open to the experience of the program and of each other. We acknowledge that all growth is rooted in our openness to discovery.</p>

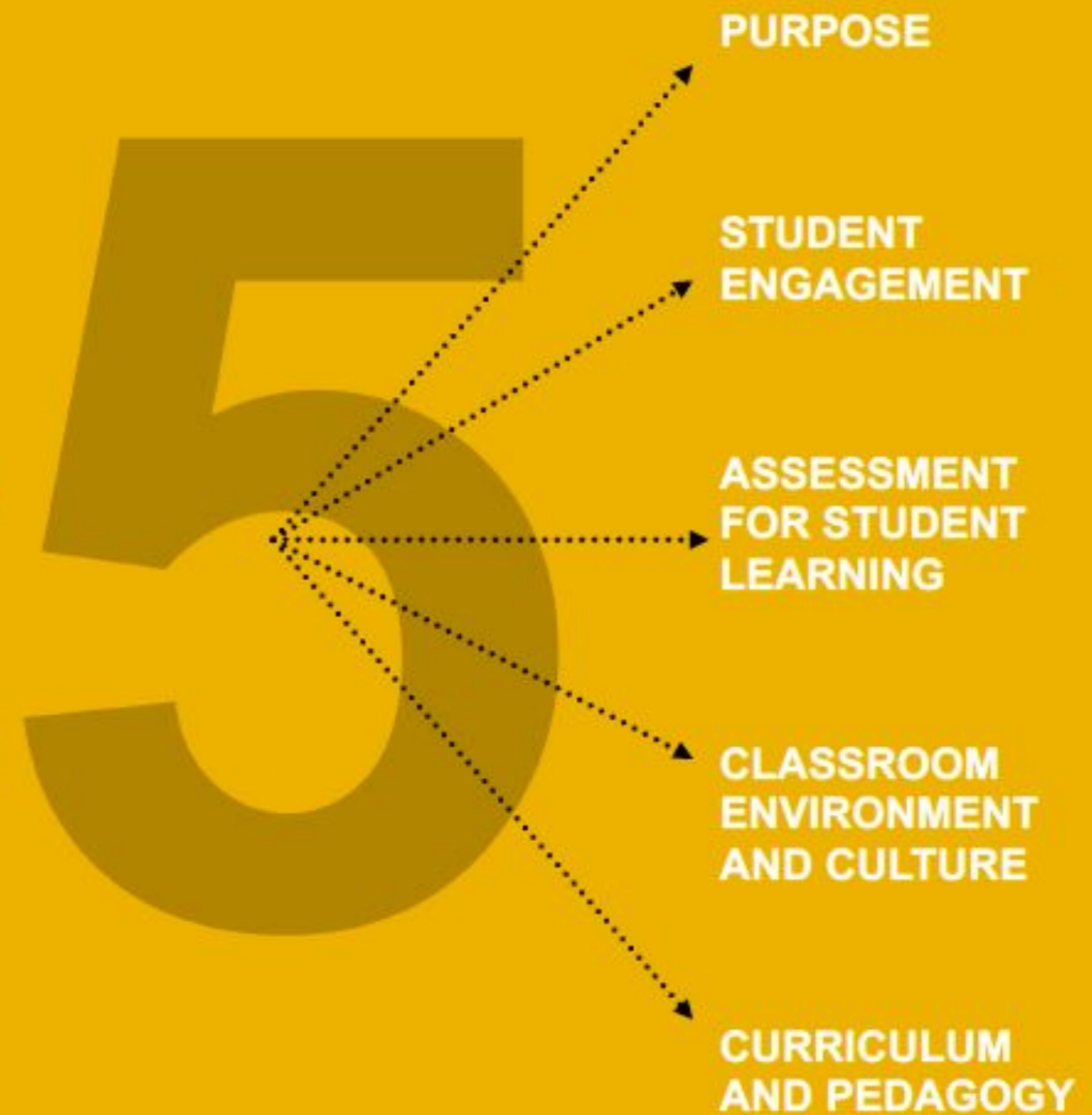


An idea, an insight or a question that I'm mulling over from last night's learning...



# Instructional Anatomy

Our 5D instructional framework lays out a vision for high-quality teaching and aligns the work of instructional improvement across the school system. The framework organizes and defines the ideal characteristics of classroom instruction into five dimensions:





## 5 Dimensions of Teaching and Learning™ Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
<b>Purpose</b>	<b>Standards</b>	<ul style="list-style-type: none"> <li>The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills.</li> <li>The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).</li> </ul>	<ul style="list-style-type: none"> <li>How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)?</li> <li>How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?</li> </ul>
	<b>Learning Target and Teaching Points</b>	<ul style="list-style-type: none"> <li>The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students.</li> <li>The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context.</li> <li>The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).</li> </ul>	<ul style="list-style-type: none"> <li>What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity?</li> <li>Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)?</li> <li>How are the standard(s) and learning target communicated and made accessible to all students?</li> <li>How do students communicate their understanding about what they are learning and why they are learning it?</li> <li>How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning?</li> <li>How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?</li> </ul>
<b>Student Engagement</b>	<b>Intellectual Work</b>	<ul style="list-style-type: none"> <li>Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).</li> <li>Students take ownership of their learning to develop, test and refine their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.?</li> <li>What does student talk reveal about the nature of students' thinking?</li> <li>Where is the locus of control over learning in the classroom?</li> </ul>
	<b>Engagement Strategies</b>	<ul style="list-style-type: none"> <li>Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning.</li> <li>Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.</li> </ul>	<ul style="list-style-type: none"> <li>What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work?</li> <li>What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)?</li> <li>What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?</li> </ul>
	<b>Talk</b>	<ul style="list-style-type: none"> <li>Student talk reflects discipline-specific habits of thinking and ways of communicating.</li> <li>Student talk embodies substantive and intellectual thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?</li> <li>What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?</li> </ul>



5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> <li>Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant.</li> <li>The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.</li> </ul>	<ul style="list-style-type: none"> <li>How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?)</li> <li>How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards?</li> <li>How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making?</li> <li>What does the instruction reveal about the teacher’s understanding of how students learn, of disciplinary habits of thinking, and of content knowledge?</li> <li>How is students’ learning of content and transferable skills supported through the teacher’s intentional use of instructional strategies and materials?</li> <li>How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?</li> </ul>
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> <li>The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes.</li> <li>Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking.</li> <li>The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.</li> </ul>	
	Scaffolds for Learning	<ul style="list-style-type: none"> <li>The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.</li> </ul>	
Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> <li>Students assess their own learning in relation to the learning target.</li> <li>The teacher creates multiple assessment opportunities and expects all students to demonstrate learning.</li> <li>Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.).</li> <li>The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics).</li> <li>Assessment criteria, methods and purposes are transparent and match the learning target.</li> </ul>	<ul style="list-style-type: none"> <li>How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?</li> <li>How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws?</li> <li>How does the teacher’s understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking?</li> <li>How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?</li> <li>How does the teacher’s instruction reflect planning for assessment?</li> <li>How does the teacher use multiple forms of assessment to inform instruction and decision-making?</li> <li>How does the teacher adjust instruction based on in-the-moment assessment of student understanding?</li> </ul>
	Adjustments	<ul style="list-style-type: none"> <li>The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.</li> </ul>	
Classroom Environment & Culture	Use of Physical Environment	<ul style="list-style-type: none"> <li>The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning.</li> <li>The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students).</li> <li>Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning?</li> <li>How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?</li> <li>How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?</li> <li>What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning?</li> <li>What do discourse and interactions reveal about what is valued in this classroom?</li> <li>What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?</li> </ul>
	Classroom Routines and Rituals	<ul style="list-style-type: none"> <li>Classroom systems and routines facilitate student responsibility, ownership and independence.</li> <li>Available time is maximized in service of learning.</li> </ul>	
	Classroom Culture	<ul style="list-style-type: none"> <li>Classroom discourse and interactions reflect high expectations and beliefs about all students’ intellectual capabilities and create a culture of inclusivity, equity and accountability for learning.</li> <li>Classroom norms encourage risk-taking, collaboration and respect for thinking.</li> </ul>	





<b>Student Engagement</b>	<b>Intellectual Work</b>	<ul style="list-style-type: none"><li>• Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making).</li><li>• Students take ownership of their learning to develop, test and refine their thinking.</li></ul>	<ul style="list-style-type: none"><li>• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.?</li><li>• What does student talk reveal about the nature of students' thinking?</li><li>• Where is the locus of control over learning in the classroom?</li><li>• What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work?</li><li>• What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)?</li><li>• What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?</li><li>• Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?</li><li>• What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?</li></ul>
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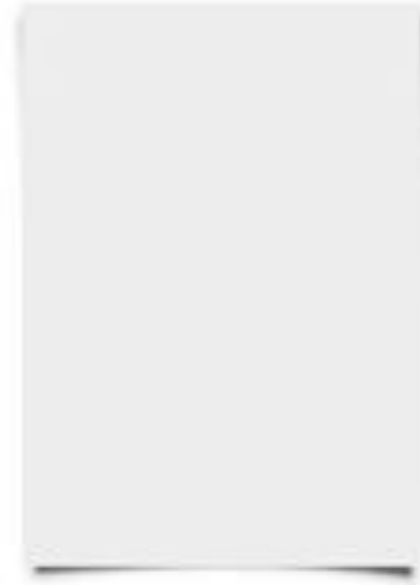
What do you see & hear?

What is your evidence?

What do you wonder?

# 7th Grade Integrated ELD: Analyzing a Text

**11:33-17:52**



**WATCH MINUTE 11:33-17:52**

[https://www.youtube.com/watch?v=hD\\_WXAIYGHQ](https://www.youtube.com/watch?v=hD_WXAIYGHQ)

What do you see & hear?

What is your evidence?

What do you wonder?



What was this process like for you?

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What challenged you the most?

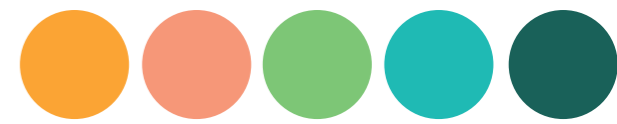


*It is  
not  
the  
critic who  
counts;*

NOT THE MAN WHO POINTS OUT HOW THE STRONG MAN STUMBLES, OR WHERE THE DOER OF DEEDS COULD HAVE DONE THEM BETTER.

THE CREDIT BELONGS TO THE MAN WHO IS ACTUALLY IN THE ARENA, WHOSE FACE IS MARRED BY DUST AND SWEAT AND BLOOD; WHO STRIVES VALIANTLY. . . WHO AT THE BEST KNOWS IN THE END THE TRIUMPH OF HIGH ACHIEVEMENT, AND WHO AT THE WORST, IF HE FAILS, AT LEAST FAILS WHILE DARING GREATLY.

*Theodore Roosevelt*




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# Courage Over Comfort: Rumbling With Shame, Accountability, and Failure at Work

Written by Brené Brown on March 13, 2018  
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Articles / [Let's Rumble](#)

# Let's Rumble

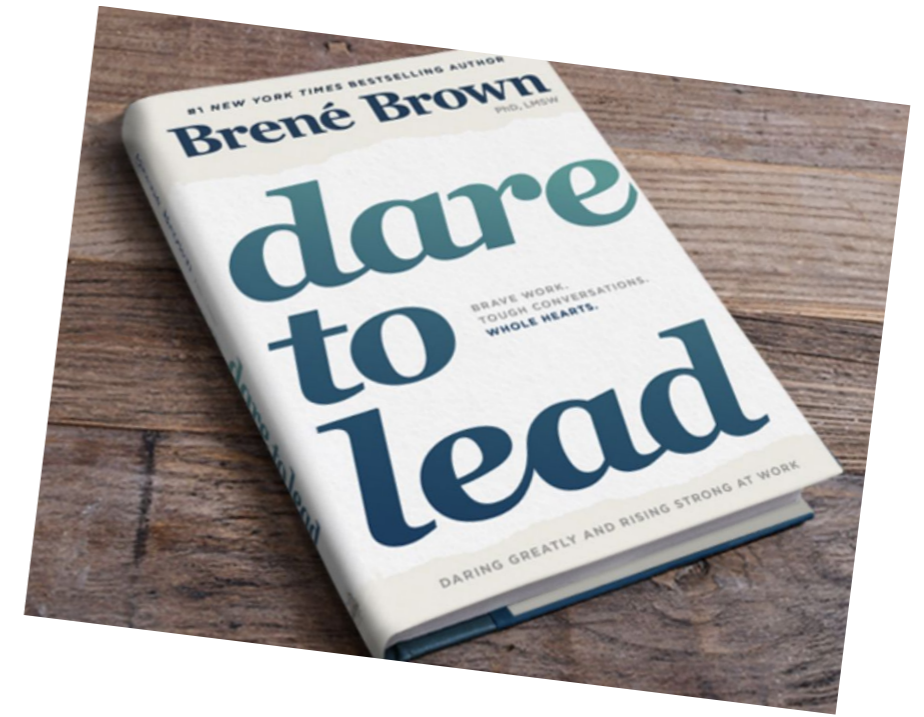
Written by Brené Brown on May 01, 2019  
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## RUMBLE STARTERS:

1. The story I make up . . . .
2. I'm curious about . . . .
3. Tell me more.
4. That's not my experience (instead of "you're wrong about her, him, them, it, this . . . .").
5. I'm wondering
6. Help me understand . . . .
7. Walk me through . . . .
8. We're both dug in. Tell me about your passion around this.
9. Tell my why this doesn't fit/work for you.
10. I'm working from these assumptions - what about you?
11. What problem are we trying to solve?





A word or phrase that captures something I've learned or experienced this weekend....





*Authenticity is a collection of choices that we have to make every day. It's about the choice to show up and be real. The choice to be honest.*

***The choice to let our true selves be seen.***

Brené Brown

# June 2023 Seminar Dates

**Wednesday, June 14th @ 9:00-1:00**

**&**

**Thursday, June 15th @ 9:00-1:00**

**at Paradise Ridge Winery**



# Program Website

[www.scoeteacherleadership.org](http://www.scoeteacherleadership.org)