

DIGITAL LEARNING COACH

no whistle required

<http://tinyurl.com/TCEA15>
DigitalLearningCoach



CHALLENGING
THE TYRANNY OF
STANDARDIZED
TEACHING

EDUCATION SERVICE CENTER
REGION 11

#GuerrillaEd
Chat





Lindsay ISD
The Lindsay Way



BISD
Birdville
INDEPENDENT SCHOOL DISTRICT



PEASTER ISD

A group of diverse students, including a young girl in the foreground and several boys behind her, are gathered around a tablet computer. They are all looking at the screen with interest and focus. The background is slightly blurred, emphasizing the students and their interaction with the technology.

It's not really about technology.

**It's about where the technology can take us:
from collaboration and problem-solving,
to creation and innovation,
to worlds we have not even imagined.**

It's about learning.

Digital Learning Coaches partner with teachers to design and facilitate technology-rich, student-centered learning experiences that empower students for success.

Digital Learning Coaching Continuum



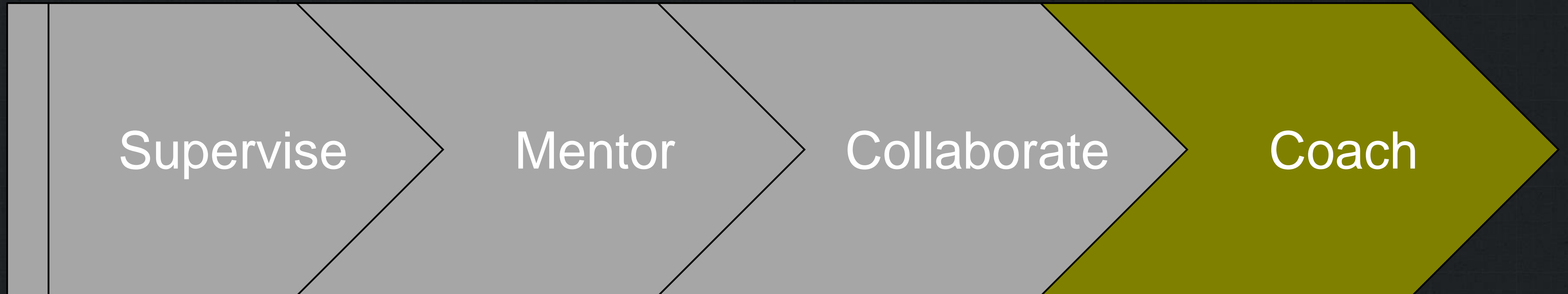
Supervise

Mentor

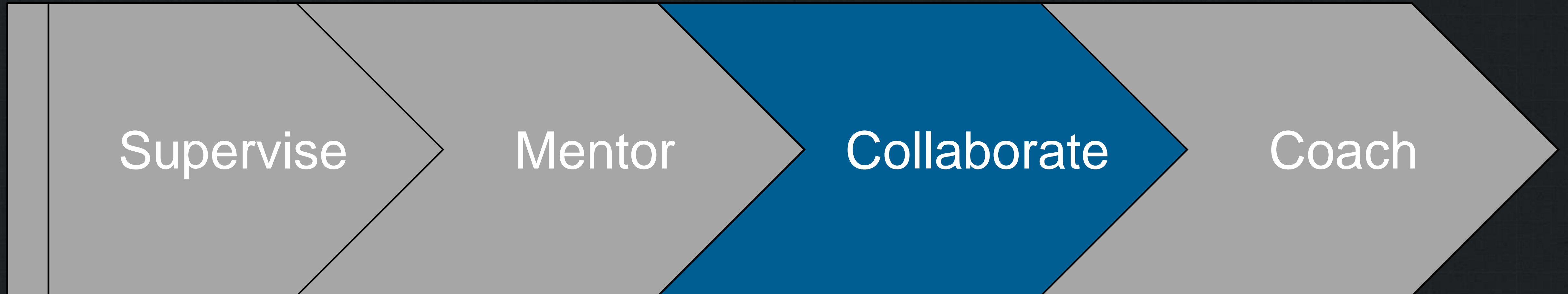
Collaborate

Coach

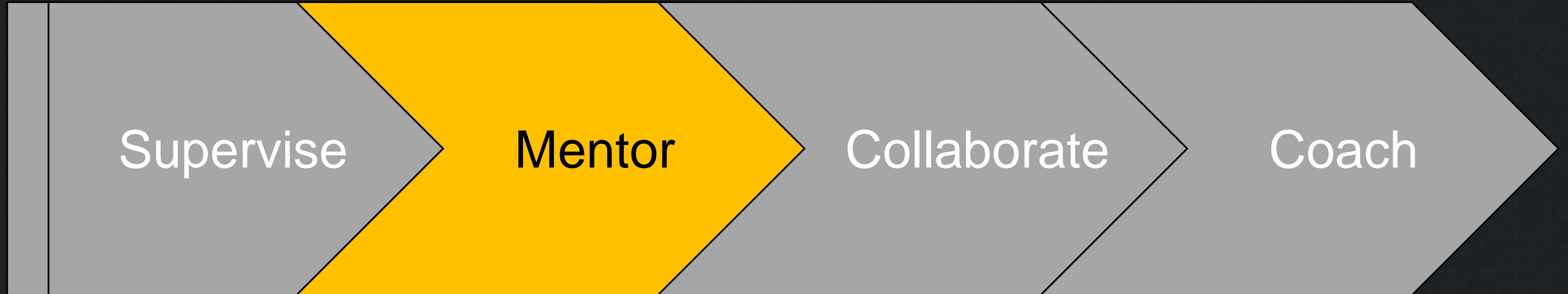
Digital Learning Coaching Continuum



Digital Learning Coaching Continuum



Digital Learning Coaching Continuum

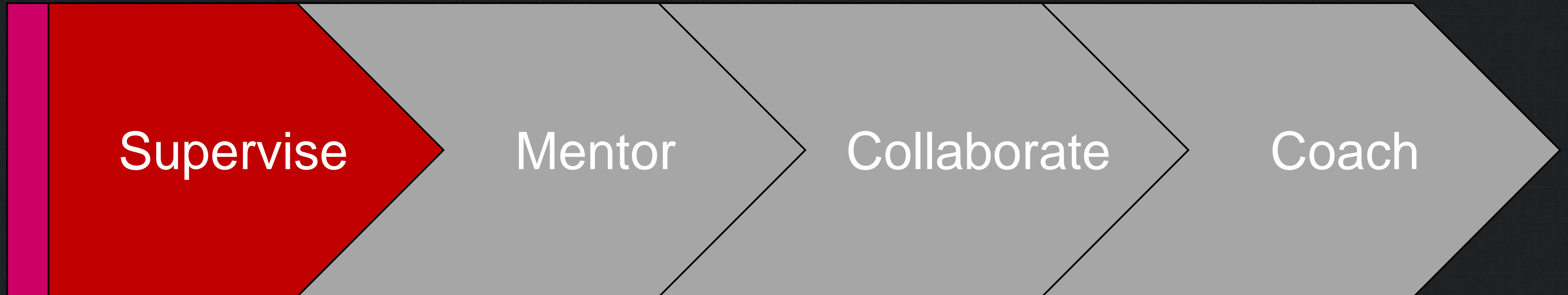


Offer
Options/
Teach

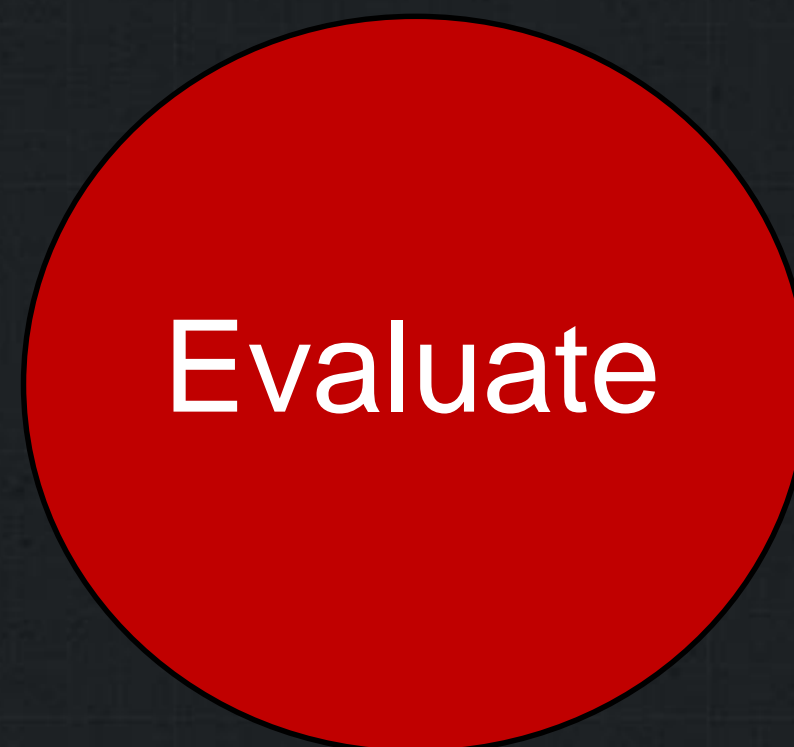
Co-Teach/
Model
Lesson

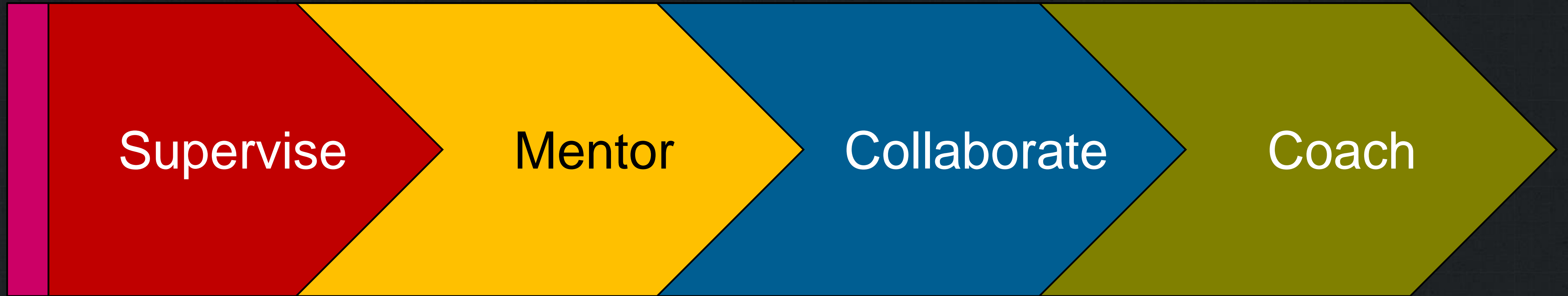
De-Brief

Digital Learning Coaching Continuum



Supervision should be reserved for special circumstances and should be handled by an evaluator.





Supervise

Mentor

Collaborate

Coach

Regardless of where teachers are on the continuum, coaching is about:

- PARTNERSHIP
- PEDAGOGY
- CONVERSATIONS

[PARTNERSHIP]

Building Relationships



<https://www.youtube.com/watch?v=4oCK64MtdUc>

Coaching begins
with a deep respect
for teachers.

~Jim Knight



<http://www.tubechop.com/watch/4670155>

PARTNERSHIP PRINCIPLES



EQUALITY

Coaches and teachers are equal partners in the coaching process.



CHOICE

Teachers should have choice regarding when, what and how they learn.



VOICE

The coaching process should empower teachers.

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PEDAGOGY

Focus on Learning

<https://www.smore.com/4t9km-h-e-a-t>

turning up the
H.E.A.T.

The graphic features the word "HEAT" in a bold, white, sans-serif font. The letter 'A' is replaced by a stylized fire flame with orange and yellow colors. The text is set against a black rectangular background.

H HIGHER ORDER THINKING

- 6 – Student learning/questioning at **Evaluating/Creating** levels.
- 5 – Student learning/questioning at Analyzing level.
- 4 – Student learning/questioning at Applying level.
- 3 – Student learning/questioning at Understanding level.
- 2 – Student learning/questioning at Remembering level.
- 1 – Students taking notes only; no questions asked.

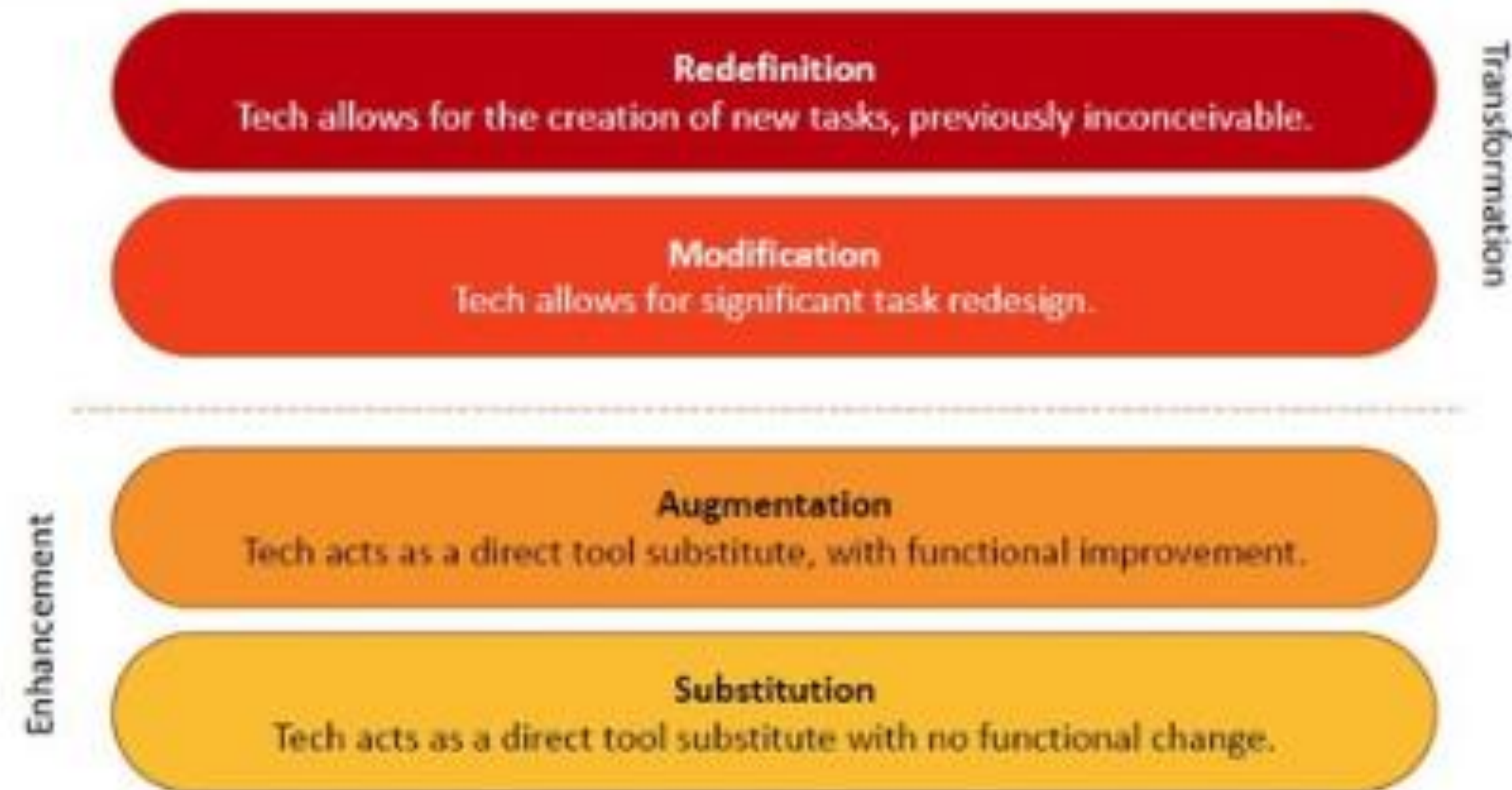
E **ENGAGED LEARNING**

- 6 – Students collaborate to **define** the task, the process, and/or the solution; **collaboration extends beyond the classroom.**
- 5 – Students collaborate and define the task, the process, and/or the solution.
- 4 – Students collaborate to solve a teacher-directed problem.
- 3 – Students solve a teacher-directed problem on their own.
- 2 – Students collaborate to report what they have learned.
- 1 – Students report what they have learned only.

A AUTHENTIC CONNECTIONS

- 6 – The learning experience is **directly relevant** to students and involves creating a **product that has a purpose beyond the classroom that directly impacts the students.**
- 5 – The learning experience provides real world relevance and opportunity for students to apply their learning to a real world situation.
- 4 – The learning experience provides extensive world relevance.
- 3 – The learning experience provides limited real world relevance.
- 2 – The learning experience provides no real world application, or represents only a collection of related activities.
- 1 – The learning experience is missing or too vague to determine

TRANSFORMATIVE TECH



<http://tinyurl.com/nlsaavr>

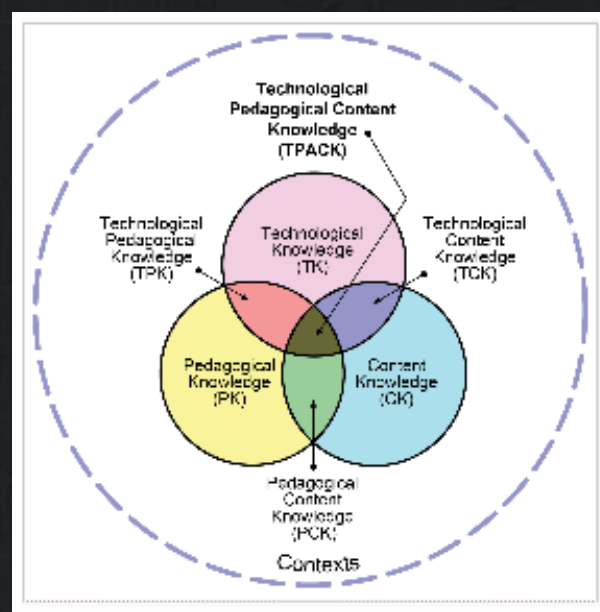


Transformational Six

- 1. Did the assignment build capacity for critical thinking on the web?**
- 2. Did the assignment develop new lines of inquiry?**
- 3. Are there opportunities for students to make their thinking visible?**
- 4. Are there opportunities to broaden the perspective of the conversation with authentic audiences from around the world?**
- 5. Is there an opportunity for students to create a contribution (purposeful work)?**
- 6. Does the assignment demo “best in the world” examples of content and skill?**

OTHER MODELS

TPACK



<http://www.tpack.org/>

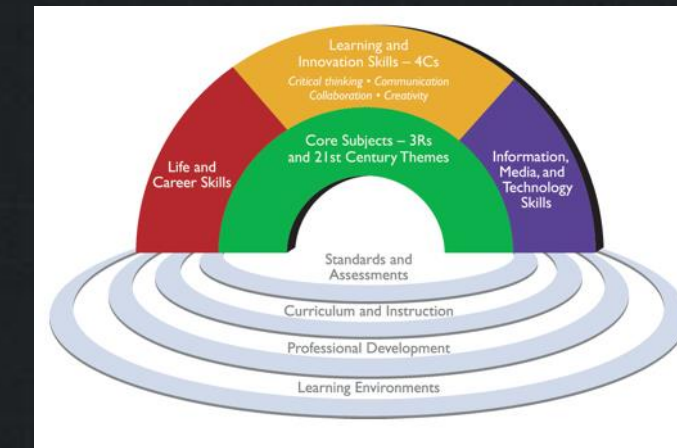
ISTE NETS



<http://www.iste.org/standards>

P21

FRAMEWORK



<http://www.p21.org/>

Florida T.I.M.



<http://fcit.usf.edu/matrix/>

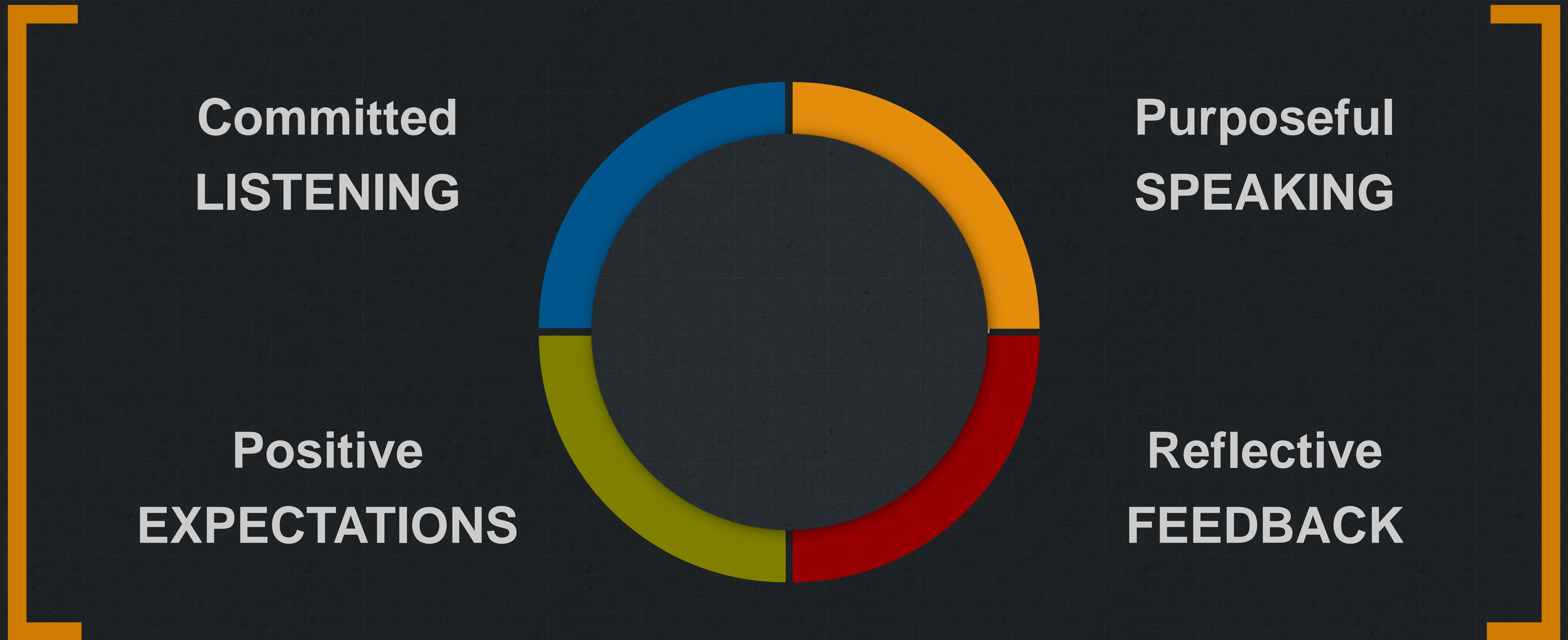
Regardless of where teachers are on the continuum, coaching is about:

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CONVERSATIONS

Purposeful Communication

INTENTIONAL COMMUNICATION



COMMITTED LISTENING

One of the most sincere forms of respect is actually listening to what another has to say.

~Bryant H. McGill





**Be careful not to
Hi-Jack the
Conversation with**

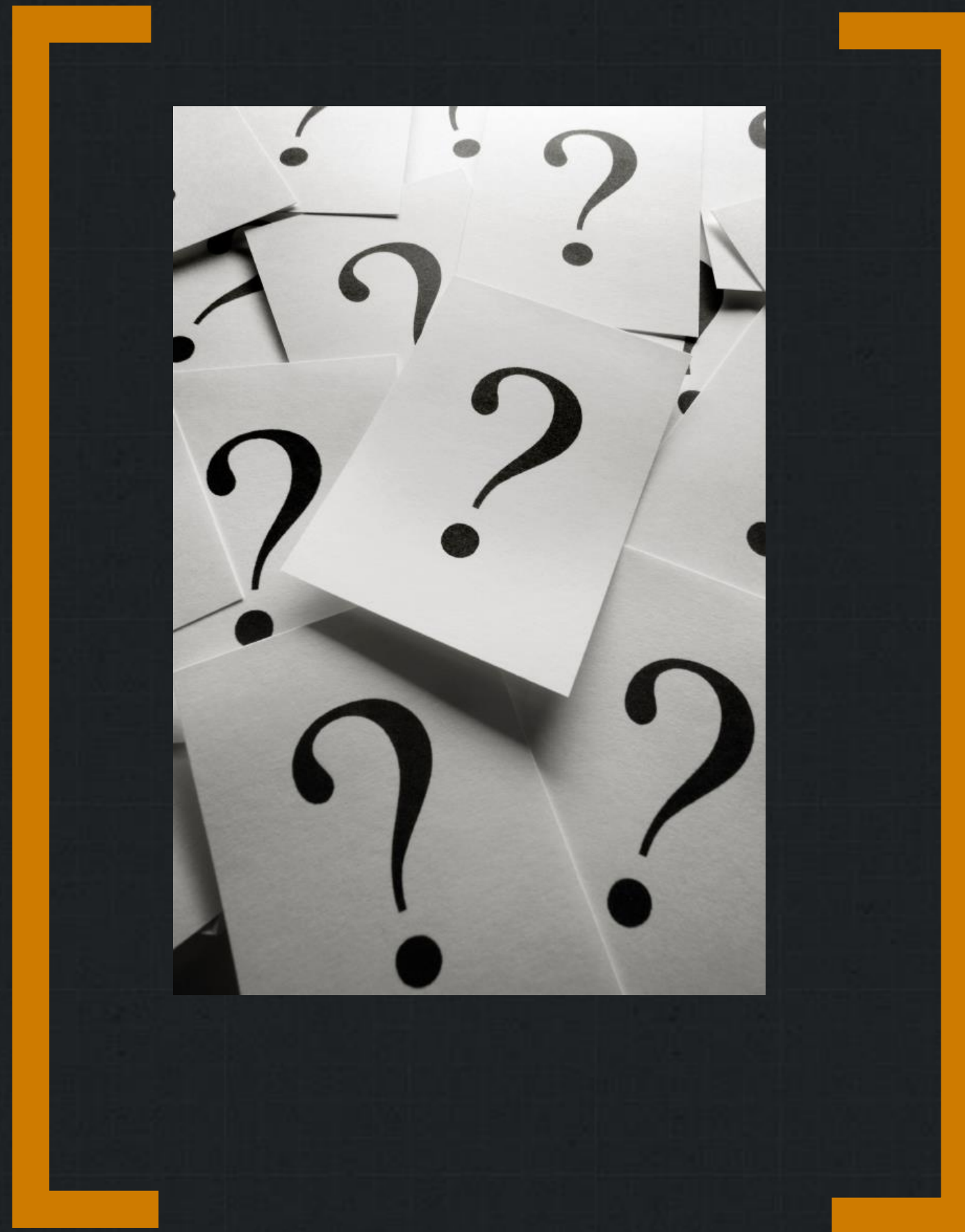
**YOUR Stories
YOUR Solutions
YOUR Factual
Questions**

PURPOSEFUL SPEAKING: The Power of Words



<https://www.youtube.com/watch?v=OqOzxZss5WA&app=desktop>

PURPOSEFUL SPEAKING: Powerful Questions



POSITIVE PRESUPPOSITIONS

Have you thought about how you can give the students choice in today's lesson?	vs	What options are you considering giving the students to allow for choice in today's lesson?
Did you set your H.E.A.T. goals for our conference?	vs	What goals have you set for turning up the H.E.A.T. this week?
Do you know any ways you can integrate technology tools this week?		

FEEDBACK



FEEDBACK

1. Clarifying statements or questions.
2. Value statements or questions.
3. Reflective questions or possibility statements.



CLARIFYING Questions

open communication
and/or identify an issue.

- How do you see this different from?
- How did your students respond to?
- What do you see as the student strengths or gaps?

VALUE Statements

Identify the value that you see in the lesson,
teacher or students.

- You have really thought deeply about . . .
- There is evidence of . . .
- This provides high engagement for students by . . .

Reflective Questions or Possibilities
Engage the thinking of the other person
and request a response.

- What other considerations are you thinking about?
- I'm wondering if you noticed any gaps in student understanding.





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Charles Cooper
Erin Griffith
Linda McDonal
Tracie Cain

@thrasymachus
@mrsgriffith3
@lindamac65
@TracieGCain



#esc11

[THANK YOU]