



**Leadership: Ensuring  
Developmentally Appropriate  
Teaching**

September 27-28, 2016  
Minnesota

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**Where we begin:**

- Our schools are not perfect
- There is not “one weird trick”
- One thing at a time
- We cannot improve if we keep doing everything the same way
- There is no “we can’t.” There is only, “How can we solve this problem?”

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**Engaging Teachers in Communities  
of Practice**

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CI<sup>2</sup>

- Mindset First
- Continuous Improvement
- Collaborative Inquiry

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Mindset

- Fixed vs. Growth
  - Math vs. Tennis
  - Response to Failure
  - Outcomes vs. Process
  - Ego protection and External Goals
    - Looking at data
- Conscious Control
  - Responsibility
  - Empowerment

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Discuss

- Share about a time when you had a fixed mindset. How did it impact your practice?
- Share about a time when you had a growth mindset. How did it impact your practice?

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### Application

- Costs vs. Benefits
- The CI Cycle
  - Identification of issue
    - Gathering information
  - Try something new
  - Did it work?
    - Reflection
- Intentionality

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### Practice

- Explain to a partner what we have talked about.
  - How will you persuade them to adopt a growth mindset toward their work in this course?
  - How will you handle it when they tell you that they already have a growth mindset?
  - How will you know when they actually have a growth mindset?
  - How will you share the cycle in a way that fits into existing practices?

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### Collaborative Inquiry

- Structures that Support Continuous Improvement
  - Autonomy (one for you, one for them)
  - Creating rules in kindergarten
- Structures
  - Overcoming obstacles
- Expertise and Perspectives
- Support and Motivation
- Parallel Processes
  - Principal communities of practice

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### Planning Time

- What are your big takeaways?
- What might you change?
- What resources will you need? Whose support will you need?

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### Ambitious and Effective Curricula

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### What is curriculum?

- Turn and talk: What does curriculum mean to you?



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**A working definition**

- What children are learning vs. how you are teaching
- Includes, but isn't limited to, standards

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**Step One: Knowledge**

- Where were my kids?
- Where are my kids?
  - Post-its
- Where are my kids going?

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**Knowledge in Schools**

- The vertical meeting
- The standards chart
- Moving from inauthentic to authentic
  - Personal relationships
  - Deep knowledge and understanding
  - Bonus greater support/collegiality

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### Applying Knowledge

- Prelude: Letter of the week
- Boxed curricula
- Connection
  - Going beyond the standards
  - Prior knowledge
  - Personal connections
  - Individualized instruction
    - Notecard transitions

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### Where do you Start?

- Outside the classroom
- In the classroom
- Parallel process: Differentiate for teachers
  - How do you know what you know about teachers?
  - How does it impact where you push them?

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### Relevant and Engaging Instruction

(Don't be boring.)

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### Create an Activity

- Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.
- Don't be boring.



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### What is Holding You Back?

- Why aren't all activities in your school like this one?
- What is stopping teachers from teaching like this?
  - Knowledge?
  - Permission?
  - Support?
- How do you overcome your obstacles?

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### The Structure of the Day

- Recognize rich times and poor times
  - The power of read-aloud
    - Oral language
    - Vocabulary
    - Scaffolding
    - Metacognition
    - Collaboration



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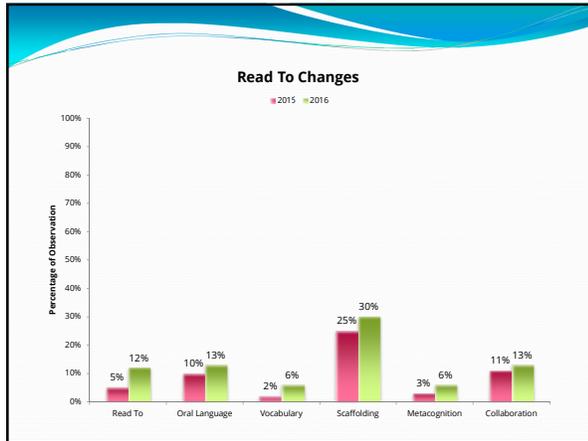
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### Minimize poor times

- Remember those notecards?
- Costs and benefits
  - Banks and arbitrage
  - Transitions

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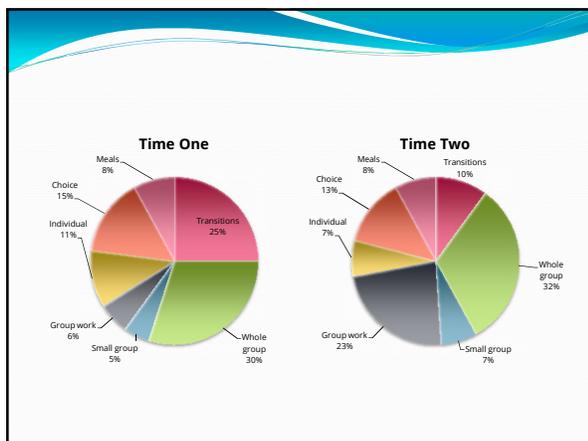
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## Play

- Turn and talk:
  - When you think of play, what do you think of?
  - What are the costs and benefits?



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## Playful Learning in PK-3

- Intentionality
  - Standards->Curriculum->Centers
- Adult participation
- Leaders plan with teachers

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## Project Based Learning

- Not theme of the month
  - Nobody cares about apples
- Pick an objective
  - Center on but don't limit to
- Think big. Then think bigger.

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### How Principals Lead

- Inspire!
- Plan, offer ideas
- Involve the whole school
- Create a culture of boldness

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### More Leading

- Instruction and Practice
  - Demonstration
    - Young Children article
  - Start small and expand
  - Coalition of the willing
  - The Pareto Principle (80/20 rule)

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### What are your First Steps?

- Take one thing at a time
- Go deep
- Create a map to success
  - Start
  - End
  - Points A, B, & C
  - Actions between

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**Almost There**

- Thanks for your thoughtful participation!
- Please continue to think through and digest what we've talked about.
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**The End**

**← Insert wild applause here**

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