Designing a Culture for SEM: Making Learning a Joyous Experience

Blane McCann

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HELLO
my name is
Blane McCann
HELLO
my name is

Introduce and find a partner or a team member
Tell your partner your name where you work and an interesting fact about yourself
You had me at hello!!
OUTCOMES

• Work through a process that will begin to develop and sustain a culture focused on learning that balances teaching for high ability with high potential for ALL learners.

• Design systems that transform learning for all students through SEM with an accent to personalization of learning.

• Co-create a plan to either initiate, implement, or institutionalize SEM in your school/district
Who is looking to transform learning using SEM?
Who is looking for ways to sustain a culture that supports SEM and personalized learning?
Who is confident building a school culture that balances high ability with high potential learners?
Please write down 2-3 things you would like to leave with at the end of the week?
Day One Shared Vision with a Unity Of Purpose

- Personal Visions
- A Shared Vision:
- Be Vulnerable and Show Courage
- Grow Publicly
- The Freedom to Teach
The Memo
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 errs, who comes short again and again,
because there is no effort without error and shortcoming;
but who does actually strive to do the deeds;
who knows great enthusiasms, the great devotions;
who spends himself in a worthy cause;
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,
so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”

- Theodore Roosevelt
DARING GREATLY

➤ Idea of Scarcity
➤ Vulnerability
➤ Trust
➤ Courage
➤ Never Enough
➤ Open Mind
➤ Open Will
➤ Open Heart
Personal Mastery

Is guided by principles such as purpose, vision, belief, commitment to the truth and knowing oneself.
Be Vulnerable
Show Courage
Grow Publicly
Please think of a time when you were vulnerable, showed courage, and grew publicly, now write it down and share with a person you have never met.
School Wide Enrichment

Why?
Learning Continuum

Educator Driven
Personalized to the learner

Engagement

Efficacy

Ownership

Independence

Starting
Building
Sustaining

Learner Driven
Personalized with the learner

Personalized by the learner

Jim Rickabaugh
The transition to knowledge work is nearly complete

America loses $192 billion-1.6% of GDP in combined income & tax revenue of 18 year olds who never finishes high school

Everyone in the world Wants a good job

America is driven by small business

38% of Jobs are vulnerable to AI

High school dropouts life expectancy is 9.2 years shorter than high school graduates

Knowledge Workers are the most valuable 21st century asset

College Graduates are three times more likely to vote than Americans without a college degree

Annual losses exceed $50 billion in federal and state income taxes for 23,000,000 U.S. high school dropouts ages 18-67

High school dropouts life expectancy is 9.2 years shorter than high school graduates

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The future is not a fixed point but it is ours to co-create within our schools and districts.
Shared Vision is our values, beliefs and identity as we co-create something we desire usually bigger than ourselves.
What’s your Why? Who are you? What’s your identity. Take a moment and right it down why you are here at Confratute.
Why did YOU become a teacher?
Please take a few minutes to write your personal vision for teaching and learning at your school / district.
Golden Circle
Find your partner or as a team and share your personal vision and why for SEM.
Suddenly, I remembered why I had gone into teaching in the first place. I had forgotten and I didn’t even know I had forgotten. The I remembered what I had always thought teaching would be all about.

Middle School Teacher Enrichment Cluster Project - Marcia Gentry
Enrichment Clusters at Westside Community Schools
Now take 7-12 minutes with your team members (or strand partner) to write a potential shared vision with the why at the heart of that shared vision statement for your learners.
Extended Learning: Read Marcia Gentry’s Freedom to Teach Chapter.

On the patio tonight, find your strand partner or as a team and split up the article and write down 2-3 insights about teaching and learning that resonated with you or the group.
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• Insights from Freedom to Teach Chapter
• Why SEM
• SEM and Personalized Learning
• Assessing your school’s culture
Find your Strand Partner or Team and Share the 2-3 insights from Marcia’s Chapter “Freedom to Teach” Determine your most important point and be ready to share
Jordan Gerth, 2001

8th Grader, John Bullen Middle School

Jordan Gerth, 2001
Jordan Gerth, Today

Postdoctoral Research Associate - Cooperative Institute for Meteorological Satellite Studies

Ph.D. - University of Wisconsin-Madison
“WE CAN NO LONGER ACCEPT THAT 40% OF OUR STUDENTS ARE NOT ENGAGED OR ACTIVELY ENGAGED”
With your team or strand partner help one another assess your school/district’s readiness to implement SEM
With your team or strand partner now determine your areas of strength and areas of challenge going forward.
Todd Rose: Myth of Average
The Myth of Average

Designing to the Edges
Find your strand partner or as a team. Discuss the concept of average and its implications for learning and instruction.
Please organize yourself in a triad; Divide Chapter 2: Personalized Learning from *When They Already Know It* and teach your triad your portion and talk about how SEM might build a bridge to Personalized Learning.
Go to a different corner than your triad discuss and record how personalized learning and SEM may be the same/different.
Mental Models are the thought processes about how the world works. They are assumptions we make.

How can I hear and understand all perspectives?
In your district team or with strand partner begin the Defining the Problem Activity:
Roles: Parent, student, teacher, administrator, and counselor.
Issue: How to balance high ability and high potential learning for all students in your school.
Discuss from the perspective of your role how to deal with that issue. Review the short and long term benefits/consequences. What additional data or information might you need? Record the various perspectives/mental models that emerge. Please prepared to share
In your strand partner or school team define your problem after hearing all voices prior to designing the future for learners.
Good Seeds Grow in Good Cultures
Extended Learning
In your school team or individually, assess your school’s culture using Saphir and King’s cultural norms. What norms would be most important to implementing SEM while balancing High Ability with High Potential students.
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Day Three: Seeing the Possibilities and Co-creating our Future

• Review our Homework
• What is the possible future of schooling
• Design your future using SEM as an entry point to personalized learning throughout the school to bring joy to the classroom
Review With your Partner or Team

Does your school’s culture align with values of SEM and is your system ready to transform learning? What will you migrate? What might you want to improve?
Systems Thinking: Interdependent and Interrelated
Team Learning
Creating alignment

Shared Vision and Commitment to the Truth are Key
Leadership is Critical

collection
responsibility
vision
motivation
mentor
ethic
influence
teamwork
communication
decision
support
management
Leadership
Trust

How do you build trust in your school or district?
Compassion

How do you practice compassion as a leader?
Compassion
Here is how one leader showed compassion
Stability

What might you do to provide a stable environment for the organization?
Hope
How might you build a sense of hope in the school?
Seeing the Possibilities
Now We want you to think about the future of schooling, what’s next in the area of teaching and learning before designing to the edges of your classroom / school.
Review the future trends of learning and the future of work using what you have learned at Confratutue and from the articles in the handout.
Now dialogue on the future trends of learning, instruction, and work. How might these trends impact your organization’s decisions moving forward?
Please take a moment to think what’s next for you and your organization as you design opportunities high ability/high potential students.
In your school team or with your partner and complete the “See the Possibilities” section of our design document
Write down your 4-6 big ideas to transform learning, now with your district team table group share your ideas and organize them in categories and then create a display of your table’s ideas.
With your Partner or your team discuss what you need to let go over in the current system and what do you need to let come to design a future where SEM and personalized learning are the norm.
In our design document, co-create with your school team or with your partner or team members your desired future by designing the school of the future that brings joy to and engages all learners.
Day Four AGENDA

• Share your SEM and Culture design and Next steps for you
• Questions and Answers from the group
Share your team’s plan to transform learning for all kids by using SEM to engage students in their learning.
We can't get here without a process.
Student Directed