

Would you rather spend the rest of your life on a sailboat as your home or an RV as your home?

**Add your
answer in the
chat room as
we wait to get
started!!**



Jack



Jack Berckemeyer
Denver, Colorado

Kim



Kim Campbell
Hopkins, Minnesota

Transform the Norm

Kim Campbell, Proud Teacher & Dean of
Students

Hopkins, Minnesota

@KimCamp4Kids





Essential Question:

How can we
change/modify our
classrooms to meet the
needs of the 21st
century learner?





What Kids Say
Makes a GREAT
Classroom....

The
Welcoming
Classroom




Page 3

Welcome!



Welcoming

-students rated these classrooms 3.96/5 for amount they learned (5=most possible)

- Smiles and greets students by name as they enter classroom
 - Uses humor
 - Communicates well with students
 - Treats students like humans/equal
 - Allows movement
 - Allows breaks
 - Forms relationships with students
 - Stays calm
 - Keeps class positive and upbeat
 - Helpful
 - Kind
 - Being consistent with expectations
 - Forgives us/doesn't hold grudges
- 

Transforming our Instruction

Stop
talking...I
can
Google it!!

Why do I need
to know this?

We know "school" is not working for many
of our most vulnerable students....yet, we
continue to "do" school the same, year after
year after year!!

Shouldn't we, as
future leaders,
have a say in this
classroom?

“Education has not changed in 50 years, except we are trying to cover more faster, using technology to speed the process.”

~~~Tools for Teaching  
Conceptual Understanding,  
2017

# LEVELS OF ENGAGEMENT

According to Phillip Schlechty, there are five ways that students respond or adapt to school-related tasks and activities.



## ENGAGEMENT

HIGH ATTENTION - HIGH COMMITMENT

The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.



## STRATEGIC COMPLIANCE

HIGH ATTENTION - LOW COMMITMENT

The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.



## RITUAL COMPLIANCE

LOW ATTENTION - LOW COMMITMENT

The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.



## RETREATISM

NO ATTENTION - NO COMMITMENT

The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.



## REBELLION

DIVERTED ATTENTION - NO COMMITMENT

The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks and activities to which he or she is committed. Student develops poor work sometimes negative attitudes towards formal education and intellectual tasks.

The Highly Engaged Classroom



The Well Managed Classroom



The Pathological Classroom



Compliance does  
NOT equal  
engagement!

Empowerment

What do you think are skills students will always need? Name 3 or more in the chat box!

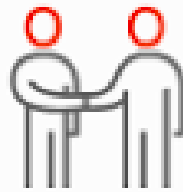




# SKILLS STUDENTS WILL ALWAYS NEED



Curiosity &  
Imagination



Initiative &  
Entrepreneurship



Agility &  
Adaptability



Critical Thinking &  
Problem Solving



Effective Oral  
& Written  
Communication



Collaboration Across  
Networks & Leading  
by Influence

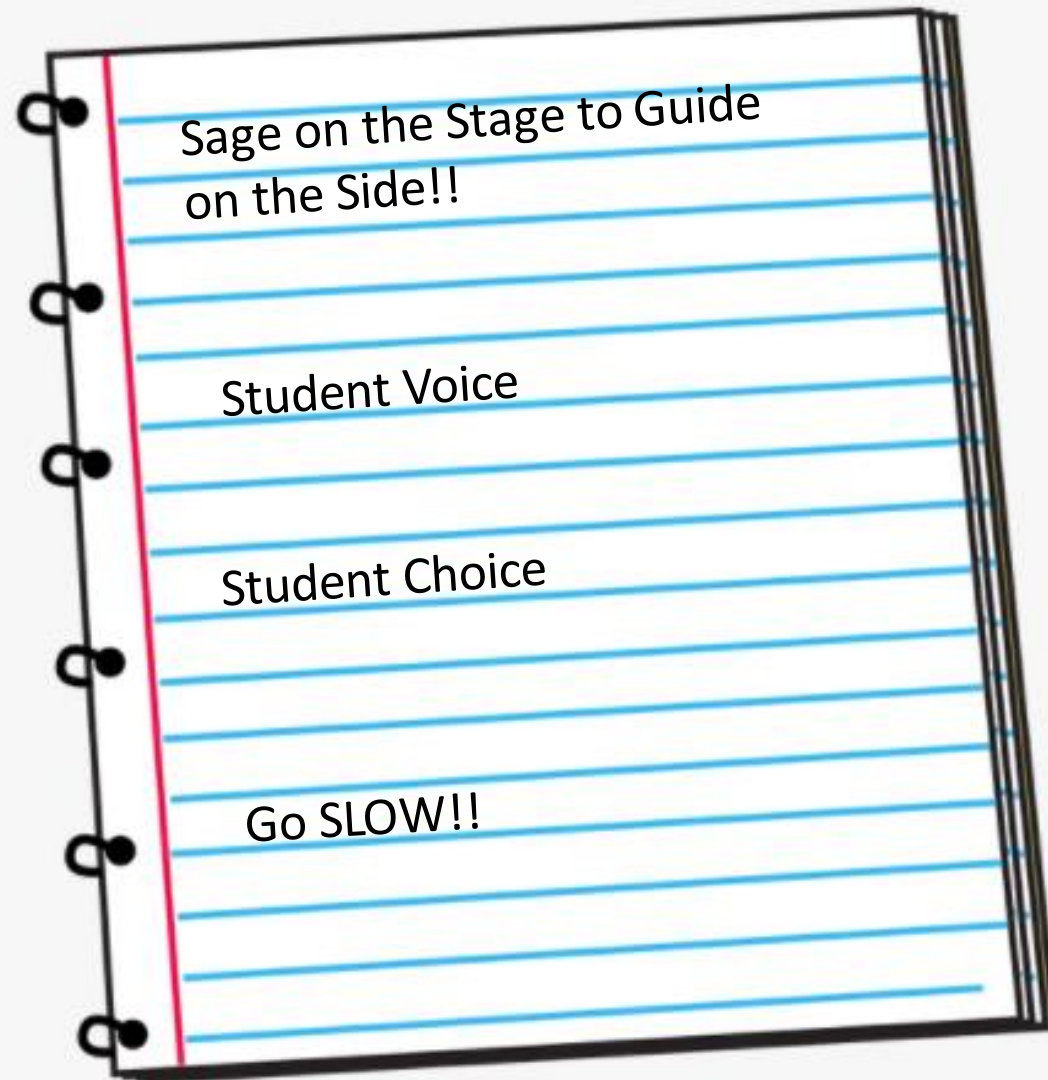


Accessing &  
Analyzing  
Information






# Things to Consider....





# 3 Ways I Started as a teacher....



1. Created expectations together (Social Contract)

- 2. Gave choices on homework

- 3. Gave choices on summative

4. Ask for student input after every unit

@KimCamp4Kids  
@JBerckemeyer



# Ideas....

## Homework Choices

- Bubble Map
- Rewrite ending
- Movie Trailer
- Create their own quiz  
(Kahoot/Quizlet)
- Read and write 5 questions using Costa's Level of Questioning
- Teach someone else
- Draw & Annotate a visual

## Summative Ideas

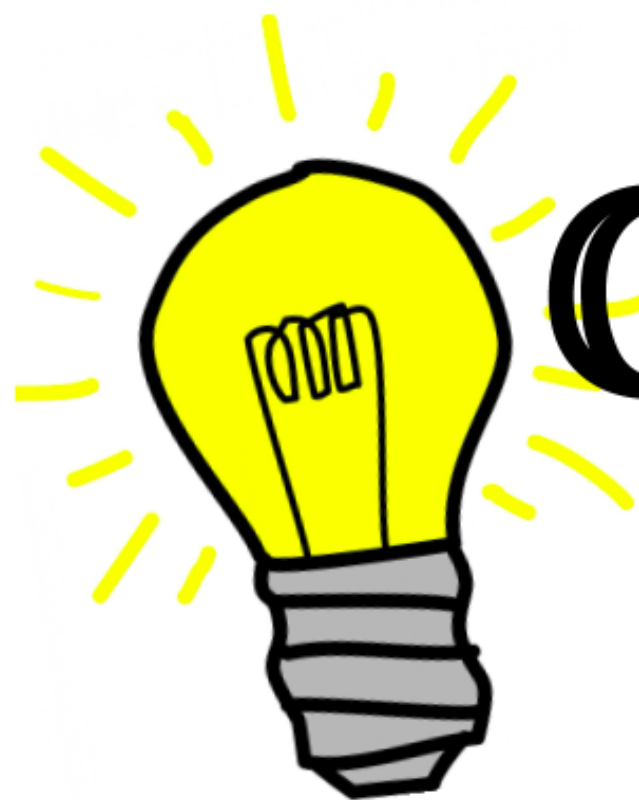
- A Option, B Option & C Option
- Film Project (5 min)
- Crossword Puzzle  
(Math...only way they can find answer to clue is to solve equation or word puzzle)
- Retell the story

A black mug filled with coffee sits on a wooden surface. Steam rises from the mug. Several coffee beans are scattered on the wooden surface around the base of the mug. The background is a warm, out-of-focus brown.

# 3 Ways to Gather Student Voice as an Administrator....

1. Pizza with Principal
2. Student Advisory Counsel
3. Office in the Hallway
4. Surveys

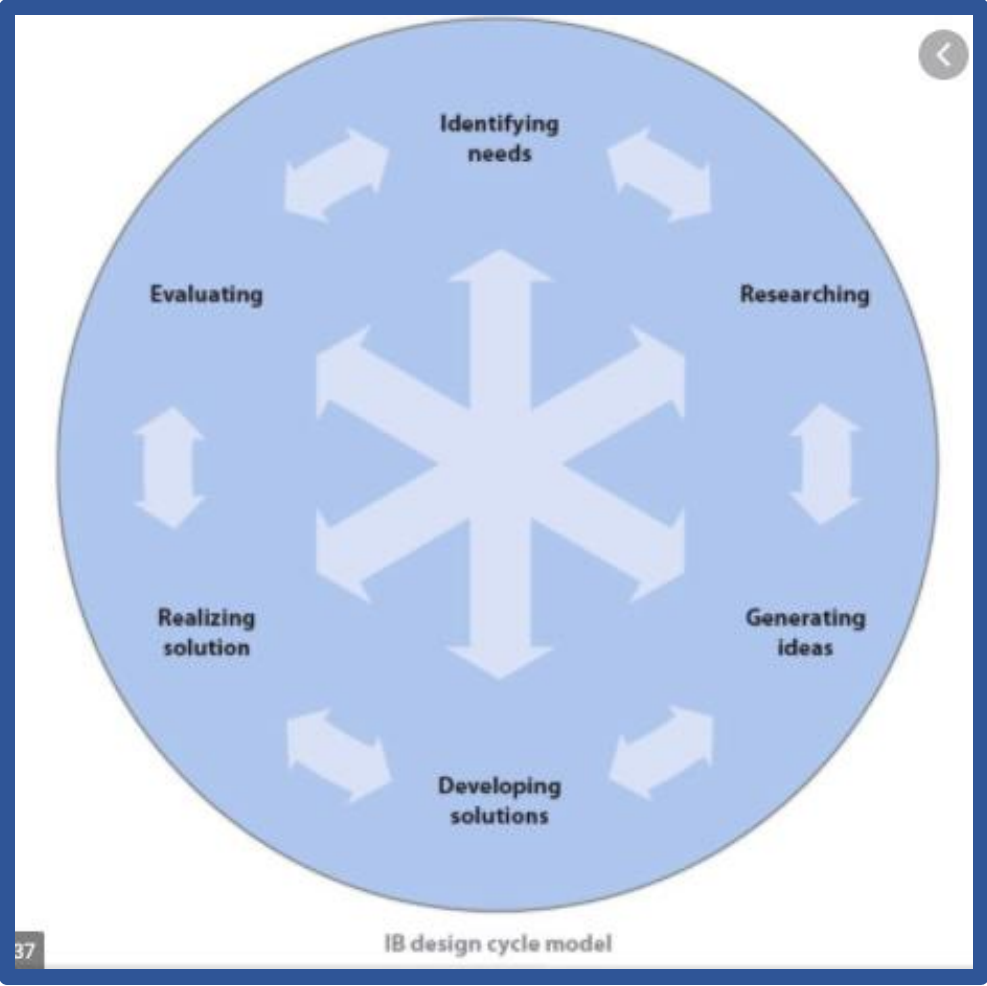




# Genius Hour









Teaching strategies/ideas I believe need to go  
and things I believe we need to strongly  
consider....

Gotta Go.....

Sage on the Stage  
(eliminate “banking  
model”)

Teaching to the Test

Standard tests

Gotta Consider.....

Inquiry based  
learning

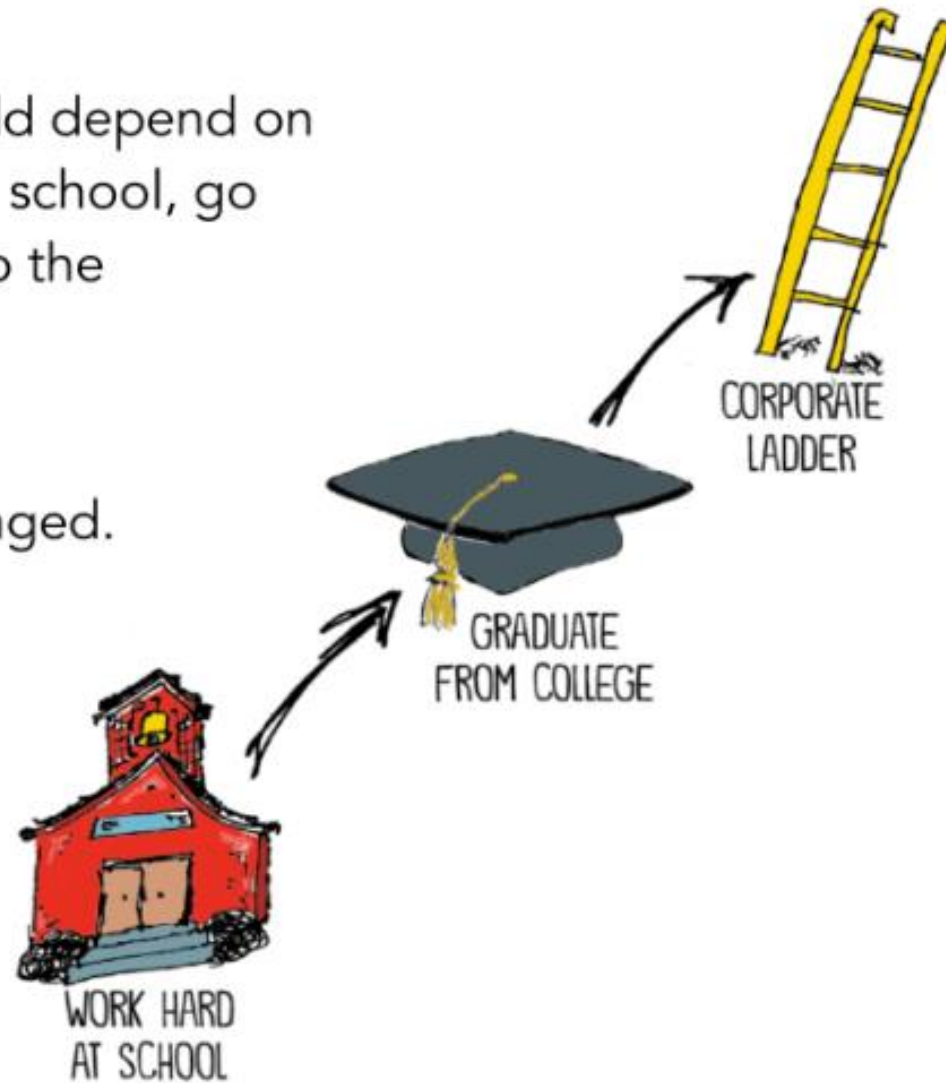
Problem solving

Student Voice &  
Choice

Later Start Times

At one time, we could depend on a formula: do well in school, go to college, and climb the corporate ladder.

But things have changed.







# 1 Lesson Design

to think about.....

Based on Zaretta Hammond's book:  
Culturally Responsive Teaching & Brain





**Ignite**

**Chunk**

**Chew**

**Reflect**

**@KimCamp4Kids**

|                                                                                                      |                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ignite</b><br>   | <p>Getting their attention. Cue brain to pay attention. Examples: Poem, music, pictures, journal prompt, pair share.</p>                                       |
| <b>Chunk</b><br>    | <p>Feed brain in manageable chunks. Let kids digest in bites. Examples: Short videos vs showing all 20 min at a time, explain then practice, activities to</p> |
| <b>Chew</b><br>     | <p>review.<br/>Processing time. Allowing the brain to absorb information. Examples: 5-7 min to draw, summarize or talk to partner.</p>                         |
| <b>Review</b><br> | <p>Review/Reflect...New info 10 minutes, 48 hours and 7 days later to move to long term memory.</p>                                                            |



Which of the following is considered  
the most important in learning?

**Ignite, Chunk, Chew, or Reflect/Review**



Name 2  
strategies/techniques  
that you use to reflect  
with your students.

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| Zaretta Hammond <i>Culturally Responsive Teaching and the Brain</i>                                   |                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ignite</b><br>Curiosity, not compliance begins the cycle.                                          | <b>Guiding Question:</b><br>What is this?                                                            | <b>IGNITE YOUR LEARNING</b> <ul style="list-style-type: none"> <li>• What IGNITES your need to know this?</li> <li>• What is worth knowing? Why is it important to teach and learn this?</li> <li>• Why you? Why here and now?</li> <li>• What topics are most generative? What is the core concept or though link you will explore understanding in depth?</li> </ul>        |
| <b>Chunk</b><br>New content becomes more “digestible” through recognition and relevance.              | <b>Guiding Question:</b><br>What do I already know about this content?                               | <b>CHUNK THE CONTENT</b> <ul style="list-style-type: none"> <li>• What information do you need to CHUNK to better understand CRT?</li> <li>• What do you need to know? What factual, cultural, ancestral, societal, familiar, research-based, personal, intuitive, discipline-specific ways of knowing will be of use in finding out?</li> </ul>                              |
| <b>Chew</b><br>Thinking happens when we recognize and resolve cognitive conflict through elaboration. | <b>Guiding Question:</b><br>How do I understand this new content in relation to what I already know? | <b>CHEW TO MAKE MEANING</b> <ul style="list-style-type: none"> <li>• How will you CHEW on this information?</li> <li>• What processes, skills &amp; techniques might be applied? How do ancestors, experts and professional practice, rehearse, learn, and do to make a sense of complex ideas?</li> <li>• Which habits of mind need to be applied, when, and how?</li> </ul> |
| <b>Review</b><br>Our new understanding becomes permanent                                              | <b>Guiding Question:</b><br>Can I find this new knowledge in my schema                               | <b>REVIEW TO CONSOLIDATE</b> <ul style="list-style-type: none"> <li>• What will you actively REVIEW, do, make, create, share and reflect upon?</li> </ul>                                                                                                                                                                                                                     |

Zaretta  
Hammond  
& Patricia  
Pettis Edina  
Middle  
School

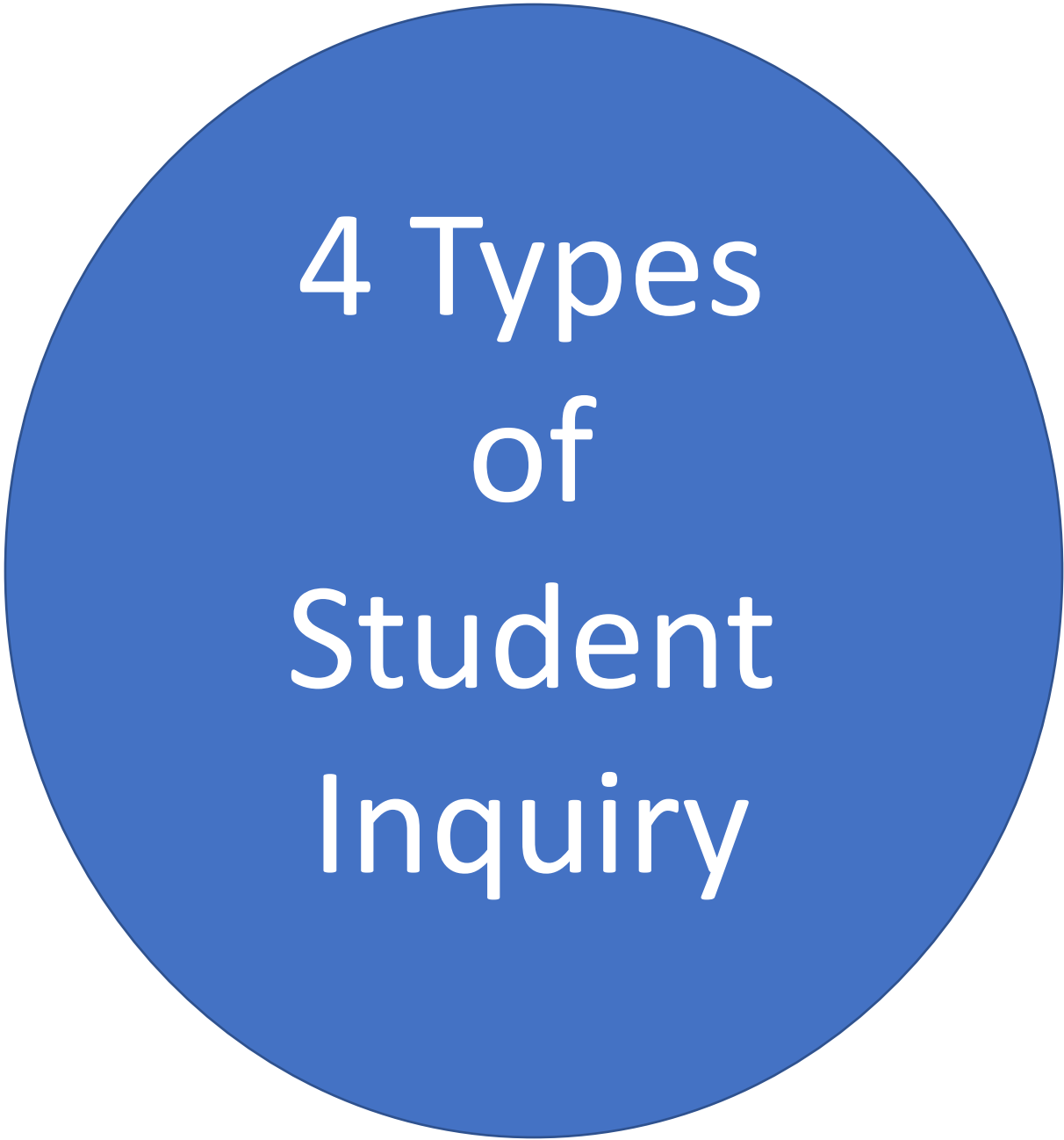
TREVOR MACKENZIE

# DIVE INTO INQUIRY

AMPLIFY LEARNING AND  
EMPOWER STUDENT VOICE



Foreword by Alec Couros, PhD



# 4 Types of Student Inquiry

**Structured Inquiry**

**Controlled Inquiry**

**Guided Inquiry**

**Free Inquiry**

# Structured Inquiry:

Students follow lead of teacher as entire class engages in one inquiry together!

## Teacher Role:

- Teacher creates essential question
- Teacher creates resources students will use
- And teacher decides how students will demonstrate their learning.

GOAL: To help students strengthen their understanding of inquiry based learning.

- Creating essential question
- Selecting strong resources
- How to do research
- Completing an authentic piece

**Course:** Math

**Essential Question:** How is mathematics used to measure, model and calculate change?

**Resources:**

- Graphs
- Online tutorial
- Images

**Learning Evidence:**

- Notes showing equations at solving problem
- Graphs
- Diagrams

**Performance Task:** Create 3 images on a poster that represent using math to calculate change.

Example of Structured Inquiry



**Controlled  
Inquiry:**  
Teacher  
chooses topics  
and identifies  
the resources  
students will  
use to answer  
questions!

Teacher Role:

- Teacher provides SEVERAL essential questions
- Teacher creates several resources students will use
- Students demonstrate their understanding with common performance task.

GOAL: Begin to shift learning to students.

- Students given more choice in answering several essential questions (3-5 essential questions)
- More resources (2-3 resources for each question)

Dive Into Inquiry, Trevor Mackenzie

## **Course: 8<sup>th</sup> Grade Global Studies**

**Essential Question:** When is war justified? Should there be a draft? Should women be drafted?

### **Resources:**

- Predetermined websites
- Youtube clips
- Articles

### **Learning Evidence:**

- Summarizing notes
- Images
- Video

**Performance Task:** Create a recorded video answering the question using 3 points.

Example of Controlled Inquiry

# Guided Inquiry:

Teacher chooses topic and questions, and students design the product or solution.

## Teacher Role:

- Teacher creates essential question or questions.
- Students select resources
- Students choose/decide how they want to demonstrate their understanding.

GOAL: Giving most learning to students.

- Students select strong resources
- Student decides final product or solution.

Dive Into Inquiry, Trevor Mackenzie

**Course:** Foreign Language

**Essential Question:** What unique opportunities and knowledge will you be exposed to by understanding another language? Should taking a language be required for all students in high school?

**Resources:**

- Website
- Online articles

**Learning Evidence:**

- Notes summarizing notes
- Images

**Performance Task:** Choose one of the following:

- Video using Explain Everything
- Google Slides/Keynote/Powerpoint

Example of Guided Inquiry

**Free Inquiry:**  
Students follow  
lead of teacher  
as entire class  
engages in one  
inquiry  
together!

Teacher Role:

- Teacher becomes facilitator
- Student creates their own essential question.
- Student finds own resources
- Student decides on product

GOAL: Students drive the learning.

- Create essential question
- Select strong resources
- Create their own product



# HOW TO START





Start with Structured  
Inquiry

Start with topic you  
have already taught

Start with end in mind

Start small

A row of pencils is shown against a dark background. Most pencils are dark grey or black, but one pencil in the center is bright yellow and stands out. The pencils are arranged in a slightly curved line, with the yellow pencil being the tallest and most prominent.

# In order to make this shift we need.....

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- \*\*Teachers trained on Inquiry Based Learning
- \*\*Brave & Bold Leaders to Challenge Status Quo
- \*\*Pilot & Try Things & Be Ok with Failing
- \*\*Reduction in standardized tests



## Jack & Kim's Contact Information

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Thanks so much...

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# Writing an Essential Question

1. Let kids do some research (who, what, when, etc.)
2. Ask Media Specialist to organize solid resources for students to use
3. Once students have done some exploring have them write their essential question....
  1. Open-ended
  2. In depth
  3. How is your question meaningful to you?



## 2 Areas to Consider to Transform the Norm



The diagram consists of two identical rectangular boxes side-by-side. Each box has a dark blue header bar at the top and a light blue body. The text is centered within each box. The left box is labeled 'Classroom Environment' and the right box is labeled 'Instruction'.

**Classroom  
Environment**

**Instruction**

# Classroom Environment

Learning!!

We must  
EMPOWER our  
students!!

Relationships...relationships...and  
more relationships!!

We must co-create our expectations AND be willing to  
teach behavior as much as we wish to teach our  
content!

P  
A  
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A

## Trauma knows no zip code!!

20-25% of general student population in the United States has experienced 2 or more ACES (Adverse Childhood Experiences)

61% of adults in United States have experienced at least 1 ACE during their childhood!

Trauma characteristics mimic ADHD

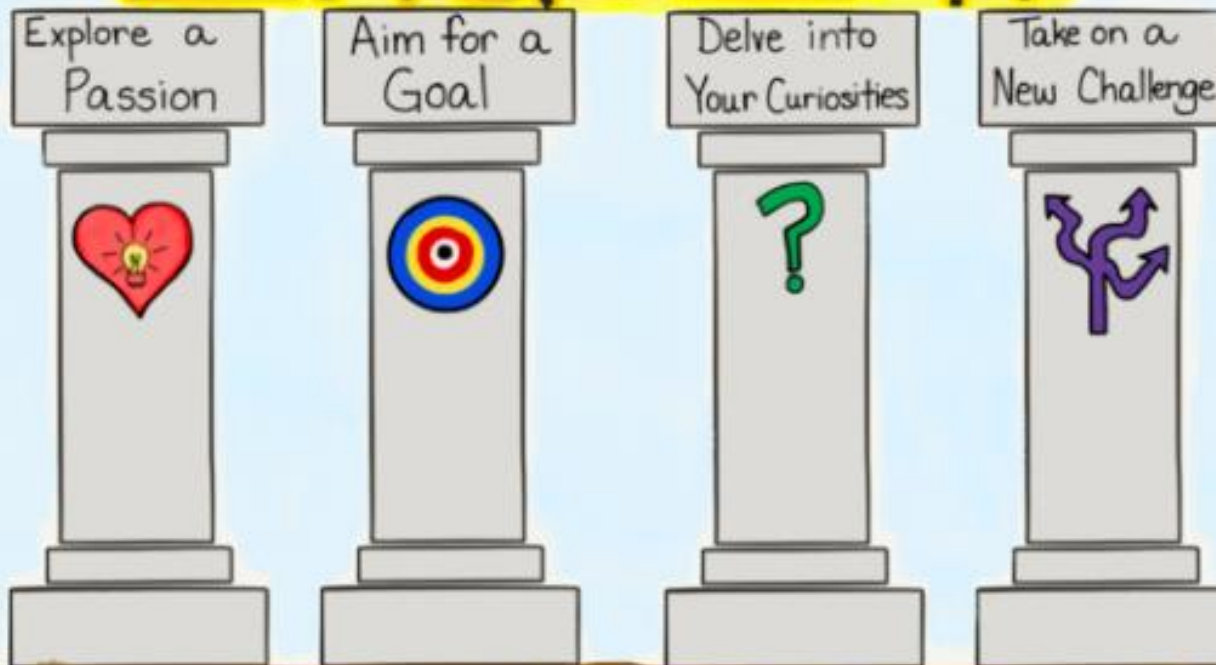
Trauma changes the brain

Relationships are the key to helping students experiencing trauma!

# The Four Pillars of Inquiry

By: @trev\_mackenzie

# INQUIRY



Prior Knowledge  
Student Motivation  
Depth of Understanding  
Connections to the World  
Student Agency  
Enriched Experiences

@bathursthunt



**GOOD TEACHERS REACH 70% OF HIS/HER STUDENTS. A GREAT TEACHER REACHES 70% OF HIS/HER STUDENTS. WHAT IS THE DIFFERENCE BETWEEN A GOOD TEACHER AND A GREAT TEACHER?**

Eric Jensen, (1996) "Brain-Compatible Learning" International Alliance for Learning, Summer 1996, Vol. 3 #2. IAL, Encinitas, CA.