Creating and Sustaining 21st Century Classrooms: Pedagogy, Assessment, and Design

http://tinyurl.com/pwkwkgo

One district’s journey into the 21st century!
Hello!
Who Are We?
Mary Reynolds
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Background

The Piner-Olivet Union School District
How do we prepare our students for a future that doesn’t exist?
“Energizer”
Our process was (not) direct.
District Student Outcomes

- Personal Integrity
- Productive Collaboration
- Critical and Creative Thinking
- Effective Communication
- Reflective Learning
- Citizenship and Global Responsibility
- Resiliency and Drive

http://www.pousd.org/
From the D School at Stanford University - Click here for a detailed description of each step.

Design Thinking Process

- Empathize
- Define
- Ideate
- Prototype
- Test
RE-IMAGINE LEARNING
Inspired Collaboration
Related Reading

**Pedagogy**
*Passionate Learners: How to Engage and Empower Your Students*
Pernille Ripp

**Assessment**
*Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment*
Leah Rugen and Libby Woodfin

**Design**
*From the Campfire to the Holodeck: Creating Engaging and Powerful 21st Century Learning Environments*
David Thornburg
“...the change ...is neither top-down nor bottom up change. It is both, and it is sideways. Ideas and energy flows vertically and laterally.” (Michael Fullan and Maria Langworthy, A Rich Seam, p. 51)
Element 1: Pedagogy
Essential Questions

What are the key characteristics of 21st Century learning?

How do you create meaningful, inquiry-based lessons based upon student passion and choice?
What does 21st Century Teaching look, feel, and sound like?

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Submit your responses
Re-imagined Pedagogy includes...

- New learning partnerships
- Deep learning tasks
- Digital tools and resources

(Michael Fullan and Maria Langworthy, *A Rich Seam*)
Real Experiences

- Opportunities to explore, Invent, experiment
  - Example - Maker Ed
- Opportunities to fail and revise
- Meaningful application of things learned
Re-imagined Pedagogy is...

Active and Adaptive:

- Students have the freedom to learn at their own pace and in the way they are most comfortable.
21st Century Classrooms Are...

Focused on the students in the room:

- Students’ interests are central.
- Learning is focused on each student’s needs, abilities and learning styles.
Element 2: Assessment

Pedagogy  
Assessment  
Design
Do you have any memory of receiving a grade or teacher feedback that was particularly meaningful or impactful (positive or negative) while you were a student? What was significant about the feedback for you?

What is the importance of grades and assessments in our work? How does assessment relate to student learning?

What connections can you make between last night’s reading and your responses to the above prompts?

Reflective Educators: Journaling and making the influence of our own experience visible.
● How does feedback help a student understand how he or she can improve?

● How can feedback be more effective?

● Does the grade reflect the goal of the assignment?

● What are we grading for?
Element 3: Design

- Pedagogy
- Assessment
- Design
Design Thinking Process

1. Empathize
2. Define
3. Ideate
4. Prototype
5. Test
“I want a chocolate river to connect the Library and Gymnasium!”

–STUDENT
Design Thinking Process

- Empathize
- Define
- Ideate
- Prototype
- Test
Defining the need...

- How is your classroom similar and different from your own preferred working environment or that of your childhood?

- Given the current state of your classroom environment, what barriers are present to 21st century learning?
Learning Environments

- Community
- Culture
- Design
- Choice
- Student-Centered

What does a student-centered classroom look and feel like?

How do we move from our current state to the desired state (how do we get there)?
4 Types of Learning Spaces

Campfires  Watering Holes

Caves  Life

Powerful Learning Spaces

FLEXIBILITY

- Spaces that provide multiple configurations with minor changes
- Easily moveable furniture
- Variety of writing surfaces
- Digital presentation options
ADAPTABILITY

- Spaces that can be modified to serve different functions at different times
- Accommodate for change
- Operable Partitions
- Connected Spaces
Prototyping
Sharing & Feedback
Partnership
- Resources
- Prototype debriefing
- Classroom visits
Reimagining Grading
Some of the alternative I am trying in Room 9 is a large rug area, open table space, table-like seating, the "Cozy Corner", the "Book Nook", the "Cave", and the "CAFE". I want to provide my Room 9 Leaders an opportunity to choose the best learning space for their learning style. Even though my classroom setup lends itself best to collaboration, I have found that some of my kiddos are much more successful with a "Privacy Shield". The Privacy Shields provide them their own cave-like space anywhere around the room. These are so simple, but so effective when somebody needs a quiet and inclosed place to work!

I have been committed to allowing the Room 9 Leaders time to work together, in pairs, and individually on a variety of activities and projects. I am trying to find the right balance on how much they should do independently and what they should have time to collaborate on.
Links to Teacher Blogs:

Grade 2: [http://msherringroom9leaders.weebly.com/reimagine-learning-blog](http://msherringroom9leaders.weebly.com/reimagine-learning-blog)

Grade 4: [http://forayintothefuture.blogspot.com](http://forayintothefuture.blogspot.com)

Grade 6: [http://376243468264260027.weebly.com/](http://376243468264260027.weebly.com/)

I mentioned in the last post that I have quite a few very energetic students in my classroom, which has created some challenges for me. Several of them like to get out of their seats frequently and disrupt other students as they wander along their way to the water fountain, pencil sharpener, bathroom.... Some of them have a difficult time focusing on a task, or listening to the speaker for more than a minute or two.

I asked one of the most energetic students if he would like to try using a yoga ball instead of a chair. He was pretty excited about it. After the novelty of bouncing and rolling around wore off he started to really decrease the disruptive strolling and his ability to focus for longer periods of time increased. His on task behavior has increased as well. He gently bounces while writing, listening and working. I only had one ball at home to bring in, and some of the other kids ask for turns on the ball and it seems to help them as well. One boy likes to lay on his tummy on it while reading a book. I would like to get a few more yoga balls for the other students who would benefit from this.
Pamell Gallagher @Pamellemap · Aug 26
Designing room 9. The empathy stage. #inspirepoud
INSPIRE

- Ourselves
- Our students
- Our colleagues
Thanks for Joining Us! :-) 

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