Back to School Symposium
PK Yonge

TODAY'S FACILITATORS

From the Great Schools Partnership

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Feedback

Plusses (25 of 83)	Deltas (15 of 83)
• Collaboration • Work Time/productivity • Choice • Resources/models (esp videos)	• too much sitting • clarity of focus/purpose • more/differently structured work time Housekeeping: sweet tea, slow internet

Outcomes

Explain implications of habits of work on the learning environment and student engagement

Outcomes

Prioritize habits of work and learning and determine considerations for implementation at P.K. Yonge;

Outcomes

Explore resources and revise products to support student engagement and development of habits of work and learning

Resources

http://greatschoolspartnership.org/pkyonge/

Agenda: August 4

Feedback, Agenda, Outcomes

Defining Habits that Matter: Non-Cognitive Skills Report

Defining Habits that Matter: Priorities and Considerations

Habits of Work: Text-Based Discussion

Implications for Practice: Team/individual work time

Feedback and Closing

Norms

- Be present (attend to time, listen actively, ask questions)

- Monitor and share air time

- Take risks as learners

- Be open to new possibilities

CCSR: Noncognitive Skills Report

ACADEMIC BEHAVIORS
Going to Class
Doing Homework
Organizing Materials
Participating, Studying

LEARNING STRATEGIES
Study Skills
Metacognitive Strategies
Self-Regulated Learning
Goal-Setting

ACADEMIC PERSEVERANCE
Grit, Tenacity
Delayed Gratification
Self-Discipline
Self-Control

SOCIAL SKILLS
Interpersonal Skills,
Empathy, Cooperation,
Assertion, and
Responsibility

ACADEMIC MINDSETS
I belong in this academic community.
My ability and competence grow with my effort.
I can succeed at this.
This work has value for me.

Non-Cognitive Skills Report

Discuss Impact:

1. At tables, discuss the five NCS and the impact of each on student outcomes. (5-10)
2. Write down the skills by order of impact —most to least

Non-Cognitive Skills Report

Vote on Impact

1. Vote with your feet: The Human Bar Graph
   - Most impactful on outcomes

   - Least impactful on outcomes

Non-Cognitive Skills Report

Discuss Malleability:

1. At tables, discuss the five NCS and the malleability of each. (5-10)
2. Write down the skills by order of malleability—most to least

Non-Cognitive Skills Report

Vote on Malleability:

1. Vote with your feet: The Human Bar Graph
   - Most malleable
   - Least malleable

Most Impactful

ACADEMIC BEHAVIORS

ACADEMIC PERSEVERANCE

ACADEMIC MINDSETS

LEARNING STRATEGIES

SOCIAL SKILLS

Most Malleable

ACADEMIC MINDSETS

LEARNING STRATEGIES

ACADEMIC BEHAVIORS

SOCIAL SKILLS

ACADEMIC PERSEVERANCE

CCSR: Non-Cognitive Skills Report

Reflection and Discussion

- How well did your ordering of impact and malleability reflect the results?

- Discuss any differences you notice. What does that make you think? What questions does it raise?
(10 mins)

CCSR: Non-Cognitive Skills Report

Conclusions

- Read the authors' conclusions, summarized on pp. 73-74 in your folder (2-3)

- At tables, discuss the relationships among noncognitive skills. How do they influence each other? (10)

- Share thoughts with the group (5)

Break!

Zooming Out

Task:

- For each of the following, list the key traits and takeaways for student learning: Austin's butterflies (the assignment/drawings), Austin's butterflies and the Math Lab videos, NCS report

- Where's the overlap? What's the relationship?

Synthesizing

- What are the habits our students need to develop and use—to do this type of work, to behave this way in class, to develop their non cognitive skills?

Noncognitive Skills: Defining Priorities

Task:

- Individually, write four habits of work you think kids must have in order to be successful (5)

- Post your four on the table and silently cluster them with colleagues (5

- Discuss and create 4-6 clusters

Noncognitive Skills: Defining Priorities

Task:

- Stick the clusters on a piece of 8.5 x 11 paper.

- Give each cluster a label that describes the habit. (5-10)

Noncognitive Skills: Defining Priorities

Discussion and Implications:

- In table pairs (2-3 tables join): Share your work. What are the patterns? What questions does this raise?

- Try to condense again to 4-6 clusters

- On a scale of 1-5, how aligned are we right now? On a scale of 1-5, how easy would it be to get to alignment?

Text Based Discussion

1. Read (5 min) CVU Learns "Cleaning the Counters"

2. Protocol: "The Final Word"

   - Select a short passage
   - Read your quote and explain why/how it relates to the guiding question (2 mins)
   - Each participant responds (1 min each)
   - First person gets "final word" (1 min)
   - Repeat for each group member

Guiding question:

"Think about the habits your group identified. What are the implications for your practice to support students in developing those habits?"

Lunch!
(until 12:45)

Implications for Practice

Video: "Backwards Bicycle"

Turn and talk: What can we learn from Destin's experience?

Applying Your Learning

- Return to yesterday afternoon's work groups

- Reexamine your product through the lens of habits of work

  - What supports students in developing habits of work?

  - Are there any potential barriers?

Feedback and Closing

1. How will you use the work of the last two days?

2. What seems challenging or confusing to incorporate?

3. Other questions or feedback?

THANK YOU

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