

“There’s no such thing as the perfect lesson, the perfect class, or the perfect instructor. For instructors and students alike, the goal is not perfection but **persistence in the pursuit of understanding important things and having fun.**” 😊

-Tomlinson and McTighe



Facilitators:

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Natalie Grummer
Andy Rubesch
Linda Cowan



Instructing is like this image in that...

Synectics

What

Make connections between two unlike things.

Why

Begin on time/on task/on topic.

Honor the knowledge people bring into the room.

Who's in the room?

Snowboard

Tele/Nordic

Trainers

Directors

Race Programs

Divisional Staff

PSIAAASI

Logistics for Learning:

Advocate for your own learning

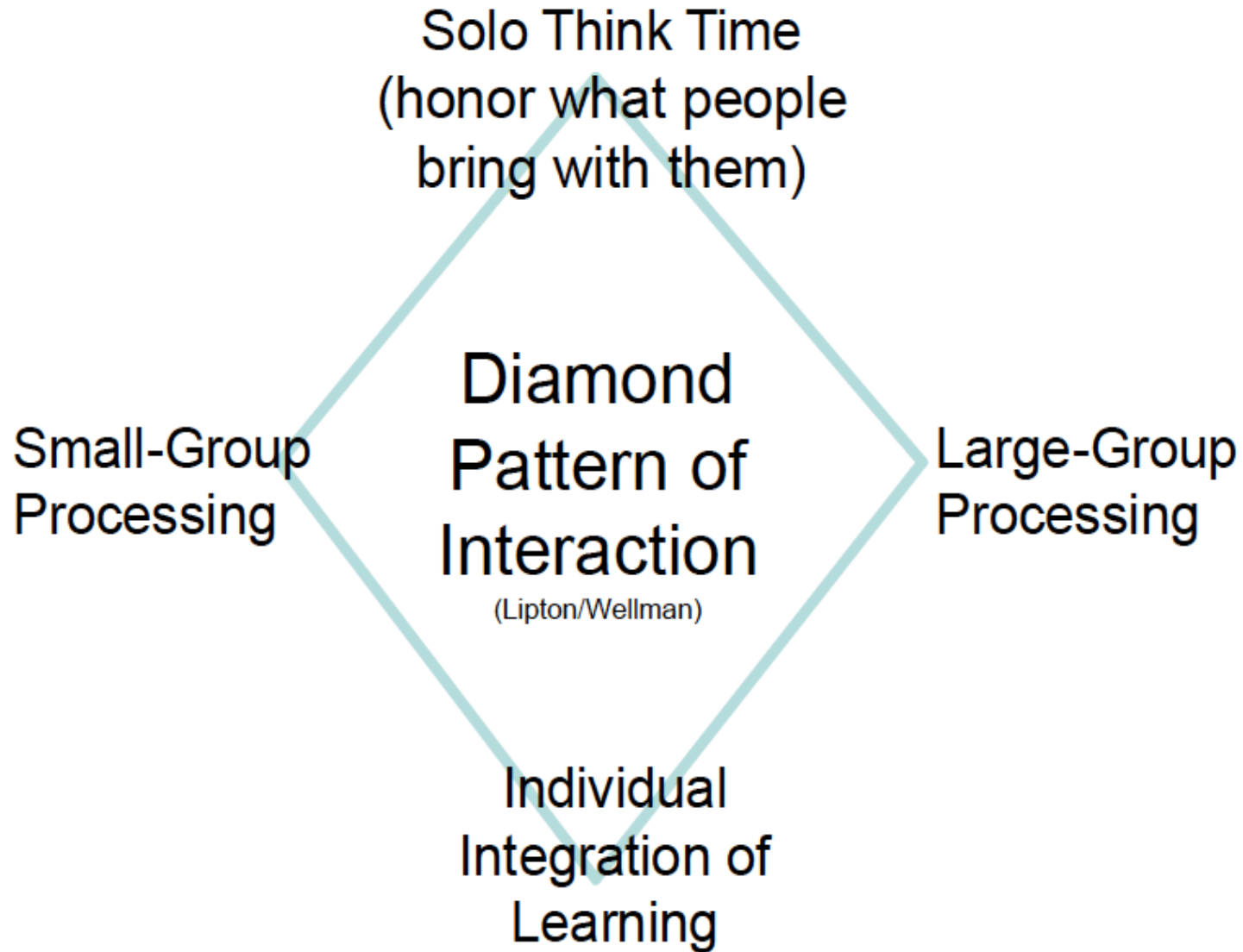
Tend to your needs

Be fully present

Give yourself permission to learn. *It's impossible to get better and look good at the same time.*

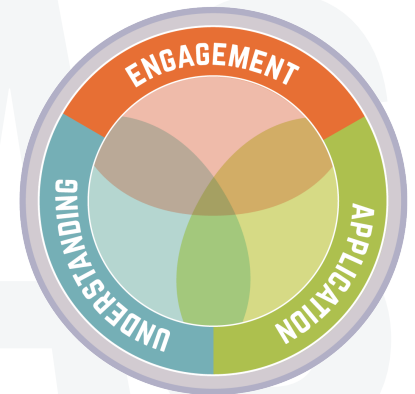


Diamond Pattern of Interaction



Standing Conversation

- If you attended in November 2015, please stand
- Find several people seated nearby and introduce yourselves
- Share what you remember about EUA and it's purpose
- When done, return to your seats



Teacher creates opportunities for engagement



Students are motivated, interacting & focused

Teacher checks for student understanding, beliefs, etc.



Students exhibit/share their understanding, beliefs, etc.

Teacher creates opportunities for content to be applied



Students are able to apply content

Your Learning Today

New

Knew

Renew

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Today's Objectives

- *EUA Review*: What is it? Purpose? Why important?
- *EUA Modeling*: What does EUA look like? Sound like?
- *EUA Application*: Collaborative practice w/ reflective debrief

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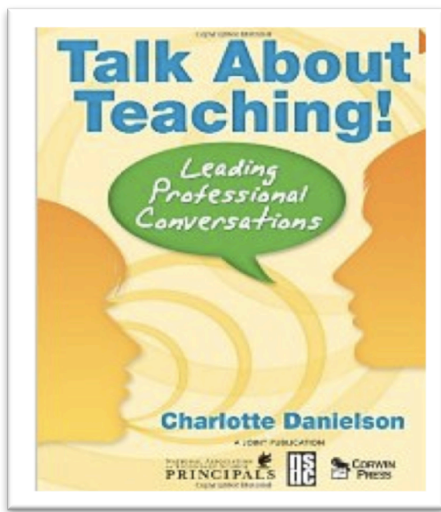
EUA Review

Purpose/Why:

In 15-16 created a simple context with a focus on learning

Criteria:

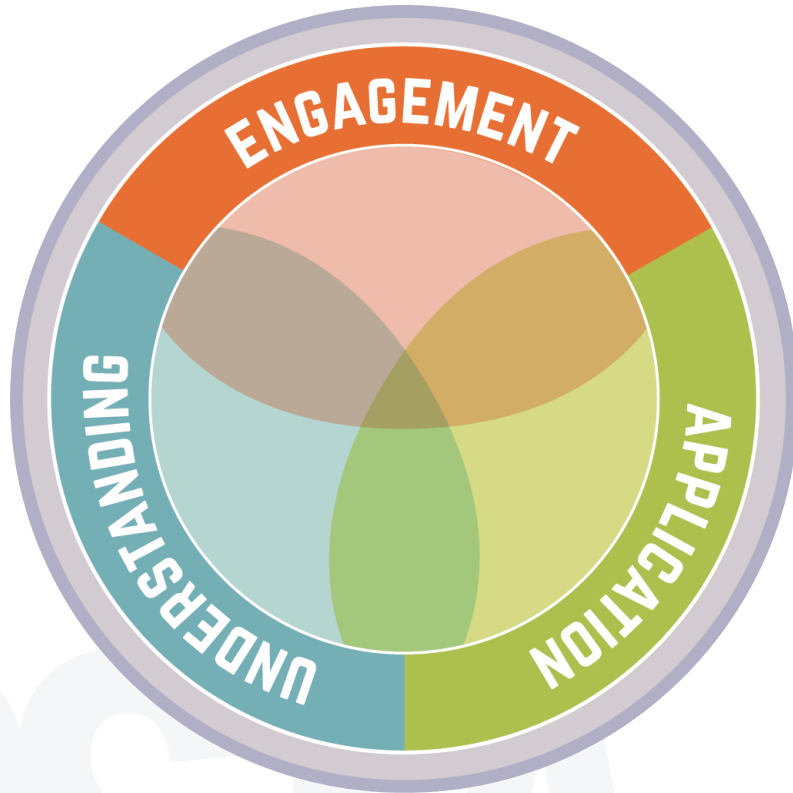
- Simple
- Student focused
- Leverage existing content



What Causes Learning?

- Being **mentally active**, making connections
- **Link** new understanding to what is known
- Participate in in-depth, structured **reflection**
- Engage in **collaboration**

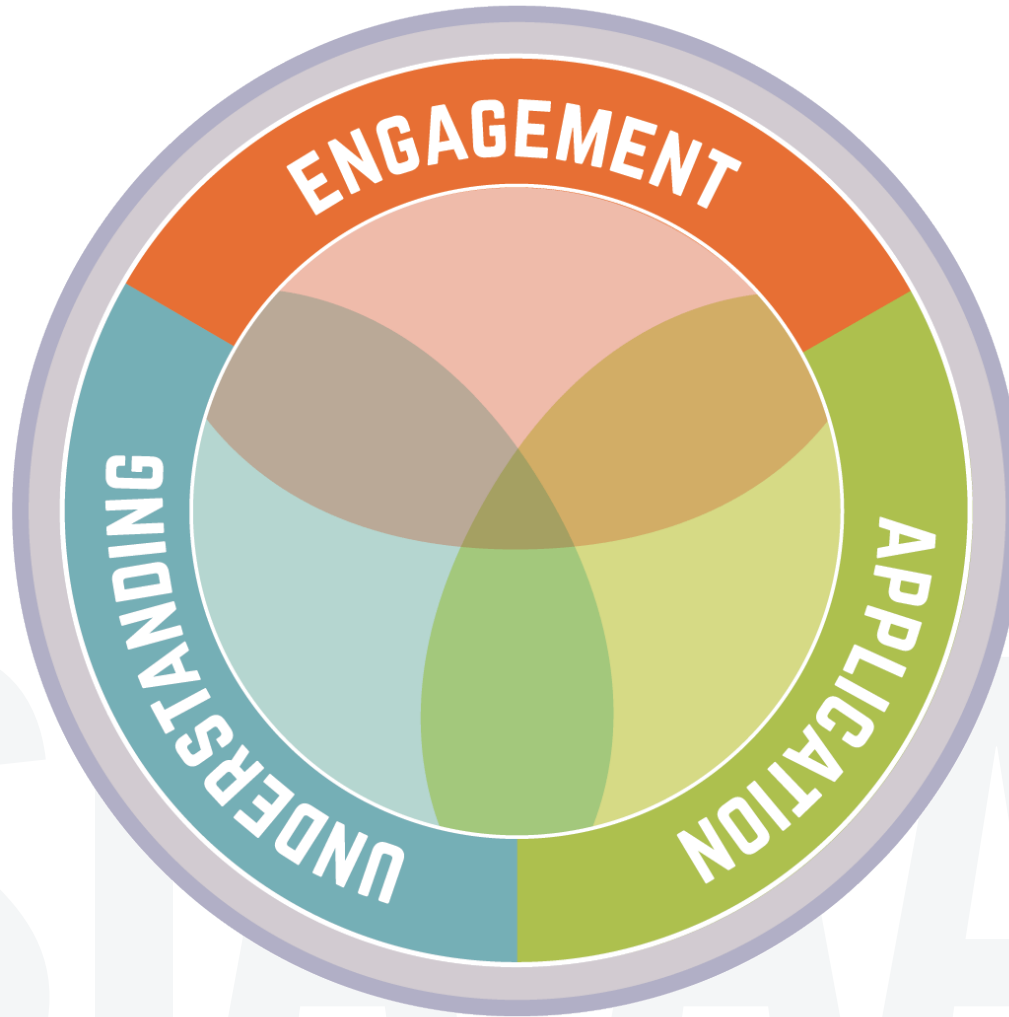
Charlotte Danielson



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TEACHING SKILLS CONCEPT



Today's Objectives

- *EUA Review*: What is it? Purpose? Why important?
- ***EUA Modeling***: What does EUA look like? Sound like?
- *EUA Application*: Collaborative practice w/ reflective debrief

SUCCESS



**WHAT PEOPLE THINK
IT LOOKS LIKE**

SUCCESS



**WHAT IT REALLY
LOOKS LIKE**

Novice to Expert Journey

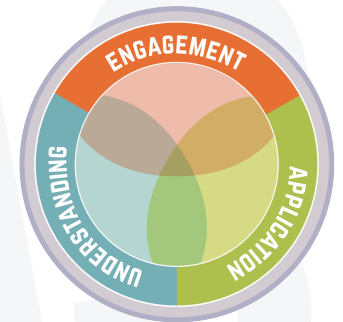
**Metacognitively Skilled

Unconsciously Skilled

Consciously Skilled

Consciously Unskilled

Unconsciously Unskilled



Questions to Foster Understanding

- Stimulate deep thinking
- Deepen knowledge, understanding and awareness
- Expand knowledge and extending thinking
- Pique curiosity, imagination, interest and wonder
- Express and share knowledge, thinking and disposition in their own way

Video Example

Purpose: Identify EUA in action and model the purpose of *'think alouds'*

Coach: Deb Armstrong
U10 Athletes
Steamboat Springs, CO



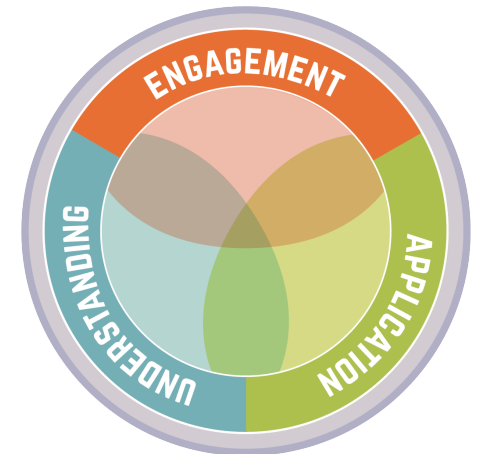


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Learning Lens Data fosters Self Reflection

- Descriptive
- Objective - measurable, observable
- Timely
- Actionable
- Aligned with Instructor's goals



QUESTIONS that SHUT the DOOR

1. Why did you decide to do it that way?
2. What do you think went wrong?
3. Could you design a different kind of drill for next time?
4. What would you do differently next time?
5. Why do you think your kids keep being disrespectful?
6. What is the matter with her?
7. Did you plan this lesson ahead of time?

QUESTIONS that OPEN the DOOR

1. What are some differences between what you anticipated and what happened?
2. With the lesson goals in mind, what are you thinking about upcoming lesson next week?
3. How does your learning from this affect your thinking about next week's lesson?
4. What are your hunches about their reasons for a lack of understanding?
5. What are your ideas about what might be important to her?

Advice/Praise vs Feedback

Advice/Praise Statements

- Great job!
- I don't think your questions were very effective.
- The kids had a lot of fun!
- Why did you....
- Next time, make sure you communicate your goal/outcome.

Feedback

- 6 students were doing the drill, 2 students were talking and 1 student playing with her poles
- The goal was communicated by the instructor.
- A student said, "Oh, now I get it" after pair-share.

Self Reflection

Compliment:

“Students were engaged because of how you continually honor choice.”

“Given your focus on student understanding what did you notice from class today?”

“What are you thinking as a possible next step in this area?”

Stop & Jot

What did you notice regarding student engagement, understanding and/or application?

How might *think alouds* help those you're coaching to better understand learning and the importance of the EUA skills?

Your Turn

Partner A: Collect data on student understanding

****BONUS:** How does this coach *check for understanding*?
And what does he do with what he learns?

Partner B: Collect data on student engagement.

****BONUS:** What do you notice about his pacing and how this plays into engagement?

Your Turn



Stop & Jot

Partner A: What did you notice regarding student understanding?

Partner B: What did you notice connected to student engagement?



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QUESTIONS that SHUT the DOOR

1. Why did you decide to do it that way?
2. What do you think went wrong?
3. Could you design a different kind of assessment for next time?
4. What would you do differently next time?
5. Why do you think your kids keep talking out?
6. What is the matter with her?
7. Have you planned the unit?

QUESTIONS that OPEN the DOOR

1. What were some of the options you considered as you were planning?
2. What are some differences between what you anticipated and what happened?
3. With the unit goals in mind, what are you thinking about upcoming assessments?
4. How does your learning from this affect your thinking about tomorrow's lesson?
5. What are your hunches about their reasons for talking out?
6. What are your ideas about what might be important to her?

Self Reflection-your turn

Compliment:

“Students were...evidenced by...”

Self –Reflection:

“Given your focus...”

Next Step:

“What might be...”

Partner A & B Conversation

Take a minute to share your data and
thinking with your partner.

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Feedback

When in doubt

LEAVE IT OUT.

The person doing the talking is
the one doing the thinking.

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BREAK

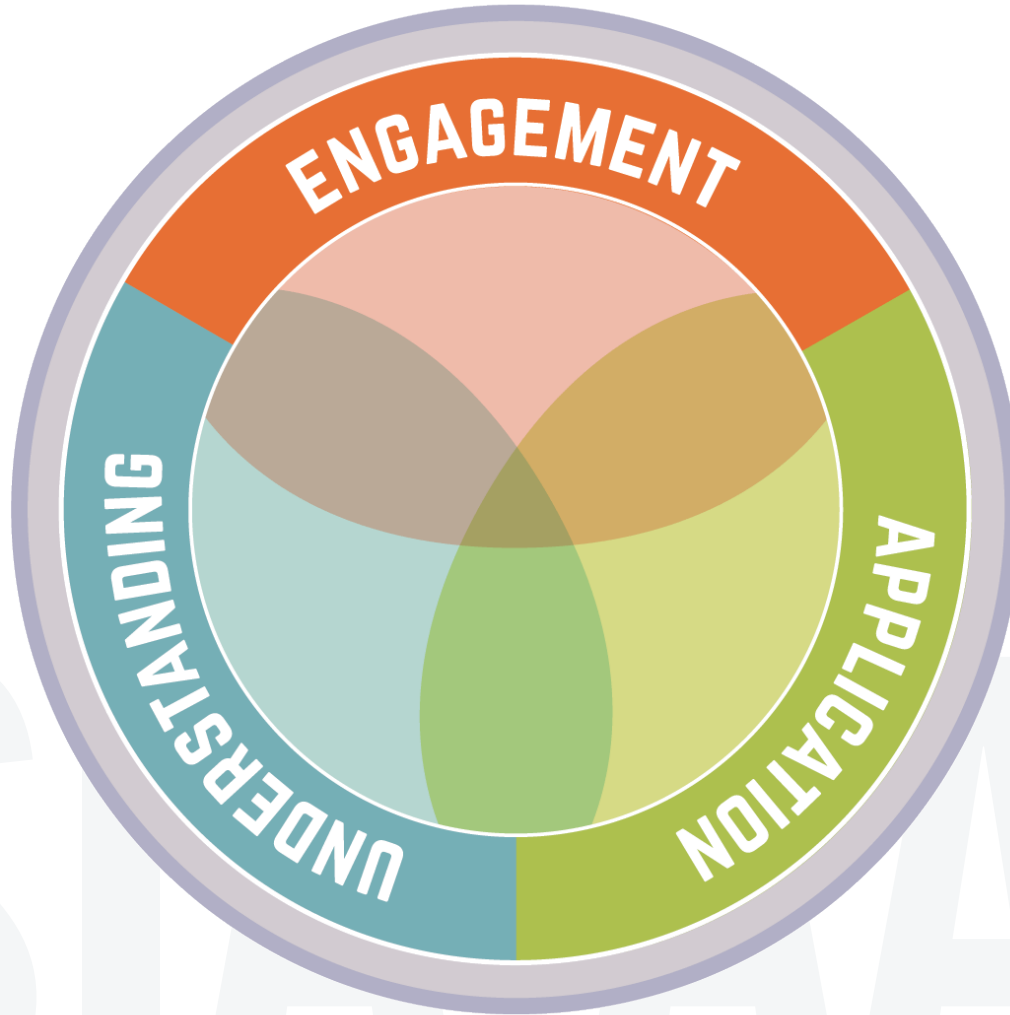
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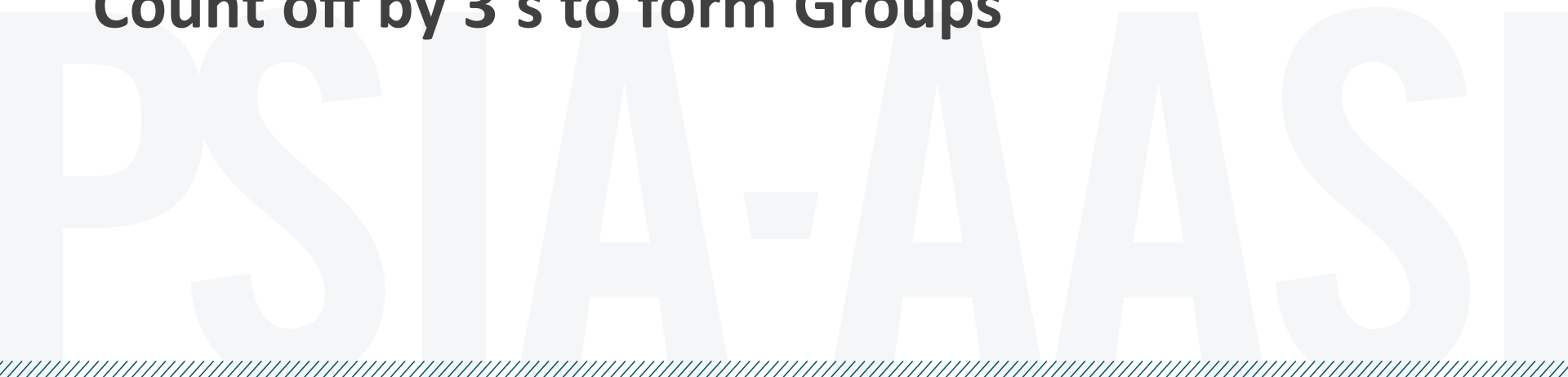


Collaborative Application

Objective: Guide Students in an 5 minute lesson on a preseason new hire topic (indoor or on-snow)

Our Goal: Build self-awareness around student engagement and understanding

Count off by 3's to form Groups



In Pairs

Application Activity Goals

1. Teach something coming up for Nov/Dec training (indoor or on-snow)
2. Work towards *actively engaging* all students
3. Check for *student understanding* (at least once during the lesson) with the goal of *learning something new* about your students

Data Collectors

Partner A:

collect data on student engagement (each minute)

Partner B:

how did students show understanding?

how did teachers check for understanding?

what did they **learn** from this check?

Collaborative Debrief

- Data Collectors hand Data to Teaching Pair
- Teachers take a few minutes to individually reflect on your own data
- Teachers *quickly* share their thinking connected to EUA and their data (no comments from others)
- Once Teachers have shared, open dialogue/ conversations can begin

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A Shift in Mindset

I used to do a lot of

explaining

but now...



I ask more

questions

I used to do a lot of

talking

but now...



I do more

listening

I used to think
mostly about
teaching

content

but now...

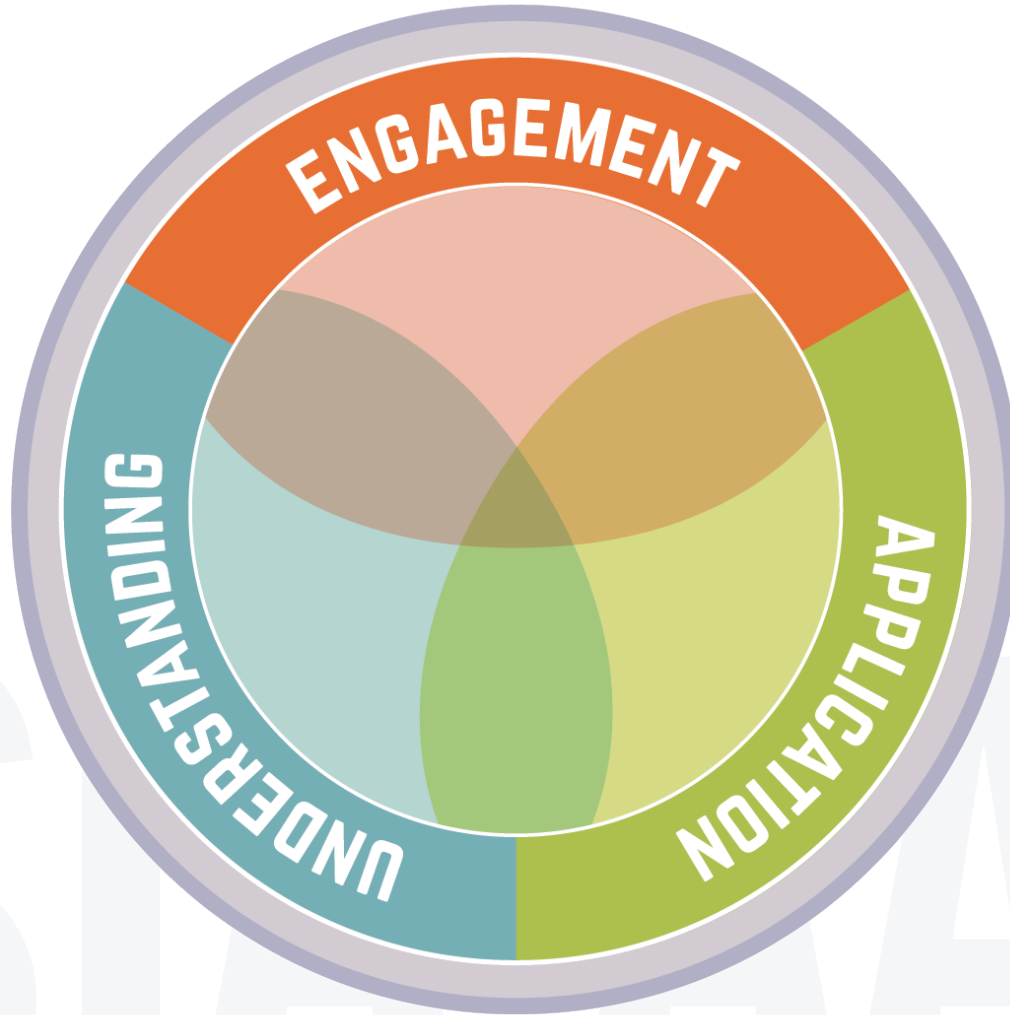


I think more about the
learning of the

student

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Exit Ticket

- What is one take away regarding the EUA Learning Lens?
- What is one next step in your use of this EUA Learning Lens?
- Any other EUA questions/wonderings



Teaching Committee:

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Natalie Grummer, John May, Terry McCleod,
Dave Rowe, Andy Rubesch