“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:
Tyler Barnes
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
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

Solo Think Time
(honor what people bring with them)

Small-Group Processing

Diamond Pattern of Interaction
(Lipton/Wellman)

Large-Group Processing

Individual Integration of Learning
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 its purpose

- When done, return to your seats
Students are motivated, interacting & focused

Teacher creates opportunities for engagement

Students exhibit/share their understanding, beliefs, etc.

Teacher checks for student understanding, beliefs, etc.

Teacher creates opportunities for content to be applied

Students are able to apply content
Your Learning Today

New
Knew
Renew
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
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
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
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
Purpose: Identify EUA in action and model the purpose of ‘think alouds’

Coach: Deb Armstrong
U10 Athletes
Steamboat Springs, CO
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?
Students are motivated, interacting & focused

Teacher creates opportunities for engagement

Students exhibit/share their understanding, beliefs, etc.

Teacher checks for student understanding, beliefs, etc.

Teacher creates opportunities for content to be applied

Students are able to apply content
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.
Feedback

When in doubt

LEAVE IT OUT.
The person doing the talking is the one doing the thinking.
BREAK
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
TEACHING SKILLS CONCEPT
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
SUCCESS

WHAT PEOPLE THINK IT LOOKS LIKE

SUCCESS

WHAT IT REALLY LOOKS LIKE
A Shift in Mindset

I used to do a lot of **explaining**

I ask more **questions**

but now…

I used to do a lot of **talking**

I do more **listening**

but now…

I used to think mostly about **teaching content**

I think more about the **learning of the student**

but now…
TEACHING SKILLS CONCEPT
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:
Jaime Clarke, Linda Cowan, Regina Eilertson, Natalie Grummer, John May, Terry McCleod, Dave Rowe, Andy Rubesch