



TEACHING COMMITTEE

2015-2016



Teaching snowboarding and/or skiing is like this image because...

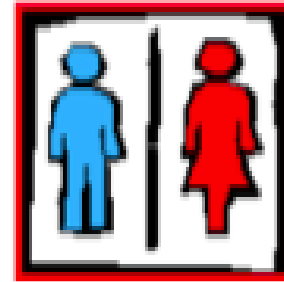
Logistics for Learning:

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.*

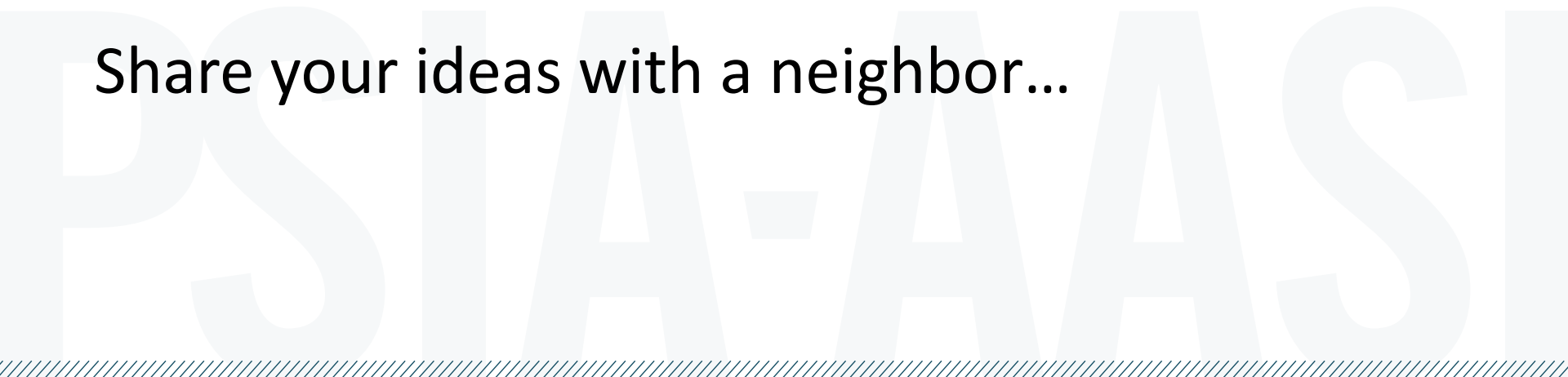


TEACHING/LEARNING

Spend a minute thinking...

What kinds of actions signify effective teaching and learning?

Share your ideas with a neighbor...



TEACHING COMMITTEE

2015-16

Purpose:

Create a simple context with a focus on learning

Criteria:

- Simple
- Student focused
- Leverage existing content

LEARNING OBJECTIVES

- Explore teacher moves and student observables
- Try-on a learning centric model
- What does this mean for us as trainers/directors?

Teacher creates opportunities for engagement



Students are motivated, interacting & focused

Teacher checks for student understanding, beliefs, etc.

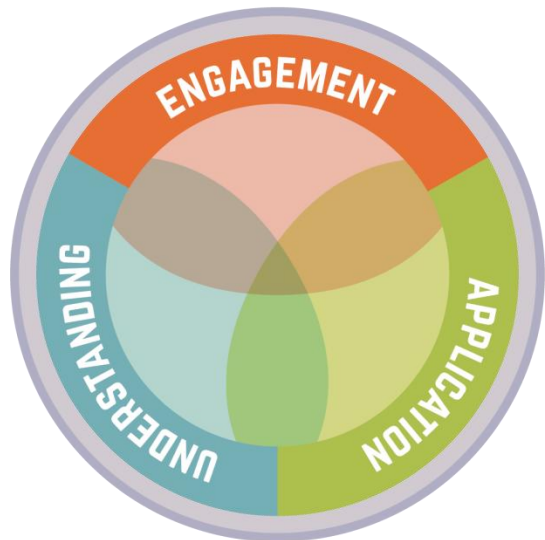


Students exhibit/share their understanding, beliefs, etc.

Teacher creates opportunities for content to be applied



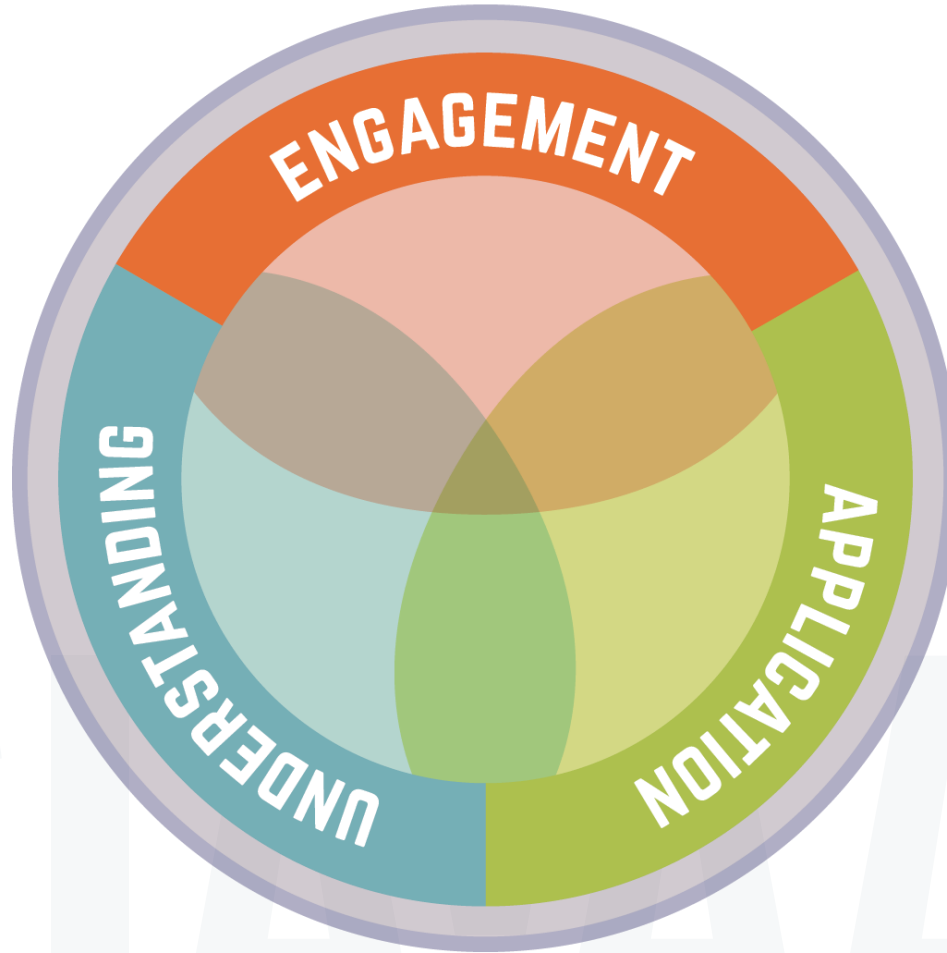
Students are able to apply content



PSIAAASI

DRAFT

TEACHING SKILLS CONCEPT



VIDEO CLIP

Directions:

2 column handout...

First Time:

- Note *only* what the instructor says/does

Second Time:

- Note *only* what the students say/do

VIDEO CLIP 1



CONVERSATION

With a neighbor...

- Given what you observed the **instructor** say/do, share what you noticed connected to engagement, understanding and application
- Given what you observed the **U10 athletes** say/do, share what you noticed connected to engagement, understanding and application

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

VIDEO CLIP 1



SECOND VIDEO CLIP

Directions:

Back side of column handout...

First Time:

- Note *only* what the teacher says/does

Second Time:

- Note *only* what students say/do

VIDEO CLIP 2



STANDING CONVERSATION

Make eye contact and share:

- Given what you observed **Mr. Cranwell** say/do, share what you noticed in connection to engagement, understanding and application

Make eye contact and share:

- Given what you observed the **third graders** say/do, share what you noticed in connection to engagement, understanding and application

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

TALK ABOUT TEACHING

BY CHARLOTTE DANIELSON

As you read...notice...


- What does the text say?
- What is the text inspiring us to do?
- Share noticings with a neighbor

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**



EXIT SLIP/REFLECTION

4 X 6 CARD

- Given our conversations around *engagement*, *understanding* and *application* what are your take-aways and/or thinking in regards to student learning?
- What questions, input, wonderings do you have with a focus on *student learning*?



INSTRUCTIONAL MOVES

Synectic Slide - Why?

On time/on task/on topic

Engage prior knowledge

Set tone for participation

Prompt new perspectives on important concept

Logistics for Learning Slide- Why?

Sets clear participant expectations

Standing Conversation Slide-Why?

Gets participants talking to others in the room

Short and sweet. People don't talk too long standing

Exit Slip Slide-Why?

Quick, simple data is collected on participants noticed and are thinking

This data creates direction and purpose for future trainings

"Stop doing, start doing, continue doing"

LEARNING OBJECTIVES

- Explore teacher moves and student observables
- Try-on a learning centric model
- What does this mean for us as trainers/directors?

GOALS FOR 2015-16

- STILL IN PROOF OF CONCEPT
- Create tactical teaching moves
- Identify clear student observables
- Refine in field through observation

Many Thanks to: Jaime Clarke, Regina Eilertson, Terry McCleod, Dave Rowe, Andy Rubesch, Natalie Grummer