

Focusing on Culture IS Focusing on Teaching

PRESENTED BY:

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Session Reminders

- Materials associated with the presentation, including a pdf of the presentation itself, will be made available after the presentation
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- If you have a question that is sensitive or confidential in nature, please email your presenter *after* the presentation.



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About Josh

- ◆ Joined ISM as adjunct consultant in 2016 consulting primarily on programmatic matters in the area of STEM education, curriculum development, and teacher training
- ◆ More than twenty years working in education, fifteen years in Independent Schools working as a Math Teacher, Department Chair, Curriculum & Technology Innovator, and Chief Academic Officer (CAO)
- ◆ BA in Mathematics, MS in Mathematics, MA in Mathematics Education, PhD in STEM Education
- ◆ Expertise in learning and cognition in formal and informal learning environments
- ◆ Married to Carrie, and with daughter Eliza, live in Vermont with Josh and Carrie's parents



Presenter

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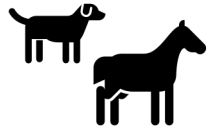
Setting the Stage

Why NOT formal observations?

Formal observation protocols are cumbersome, and often obscure evidence of learning

Each class is unique, and each teacher is unique. Formal observation protocols often force teachers to shift their practice in order to satisfy the observation protocol (e.g. “posting the objective”)

Administrators and Instructional Coaches receive better information about teaching and learning by regularly visiting classes for a few minutes, as opposed to 1-2 class-long visits per year.



Think of something you are an expert in...

This can be anything

(bicycle repair, knitting, woodworking, Latin, photography, etc.)

What are you an expert in? (be kind to yourself - "round up" your expertise and let us know what you know a lot about!!!!

If someone asked you “**What should I *do* in order to learn this skill?**” what 3-5 things would you tell them to *do*?

Situated Learning

Lave and Wenger (1990)

-Learning is situated in unique socio-historical-political environments

Empirical Research Studies:

- Final Exams taken in settings other than the classroom where the learning occurred
- The Grooviest Research Study ever!

Classrooms as Communities of Practice

Communities of Practice

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly

Examples:

a tribe learning to survive

a band of artists seeking new forms of expression

a group of engineers working on similar problems

a clique of pupils defining their identity in the school

a network of surgeons exploring novel techniques

a gathering of first-time managers helping each other cope

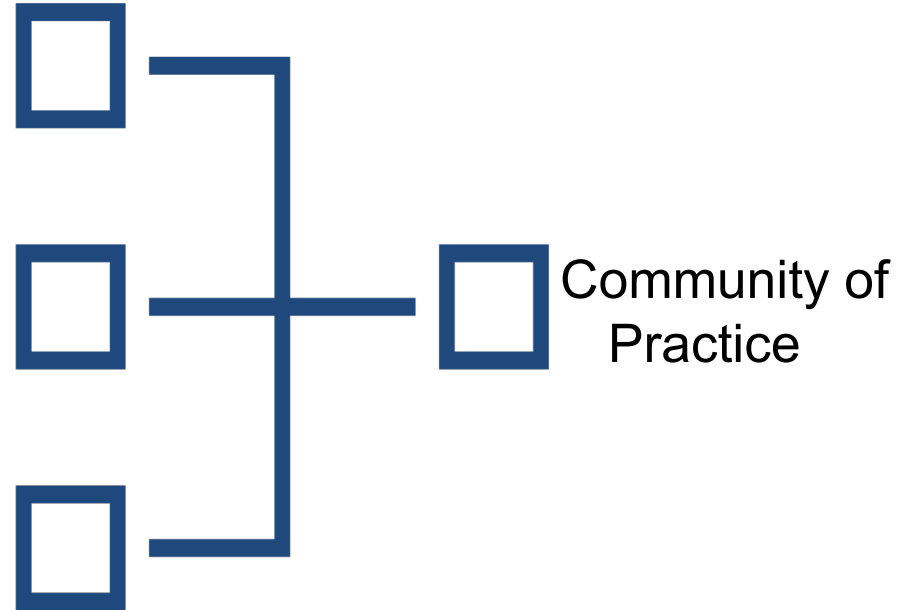
a classroom full of students learning aspects of a subject

Characteristics of Communities of Practice

Domain - a shared competence that distinguishes members from other people

Community - enable them to learn from each other; they care about their standing with each other

Practice - shared repertoire of resources (experiences, stories, tools, ways of addressing recurring problems)



Community

In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information.

Note: Having the same job or the same title does not make for a community of practice **unless members interact and learn together.**



In classroom settings, you must look for evidence of interaction with community members (students interacting with students, students interacting with the teacher)

Domain

A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest.

The domain is not necessarily something recognized as “expertise” outside the community.



In classroom settings, students should be able to **describe how their involvement in the study of the subject is unique** to other classrooms/subjects

Practice

Members of a community of practice are practitioners.

Community Members develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. **This takes time and sustained interaction.**



In classroom settings, students and teachers should be able to list 5-10 practices that they engage in regularly in the pursuit of learning

Legitimate Peripheral Participation

LPP describes how learning works in a Community of Practice

Specifically, LPP describes how newcomers become experienced members and eventually old timers of a community of practice.



LPP identifies learning as a **contextual social phenomenon**, achieved through participation in a community of practice.

Action Plan

Theory into Practice



Before observing, ask teachers: **"What are the 3-5 things that students must do in order to be successful in their class?"**

Write this down and keep track of what every teacher says.

During observations, ask students the same question and add anything new to your list.



When observing classes:

Look for evidence of the forms of participation that the teacher and students say will lead to learning in their class.

Between observations

You have greater insight into how students learn in their classes

Conversations with teachers are more informed, focused on:

- Their practice
- Teaching and Learning
- Students
- Growth

Improving the central forms of participation

- ❑ Peer teaching
- ❑ Recall; self-testing; analogies; non-examples
- ❑ Brainstorming
- ❑ Organize and categorize
- ❑ Activate prior knowledge
- ❑ Predictions
- ❑ Cross-curricular connections
- ❑ Multiple locations
- ❑ Games, songs, physical association



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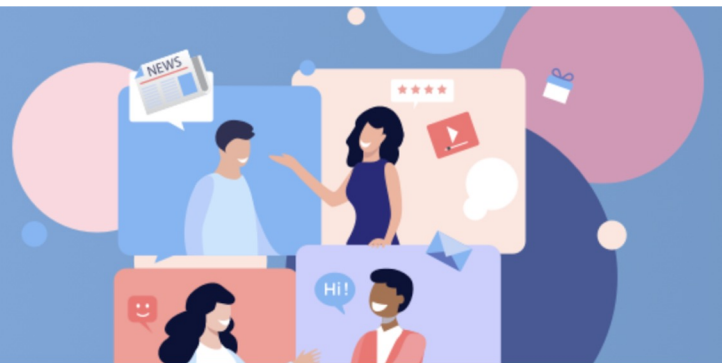
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Welcome to the ISM Community!

Browse below and join to share resources, ask questions, and gain valuable insight to help make your school even stronger and elevate the student experience.



What's Happening

An open forum for anyone to join and discuss current issues, ask for advice, and share resources.

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Job Postings

Looking for a new career opportunity? Browse listings for private-school positions around the world.

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PD Event Related

Registered for an event? Look for your class or an alumni group to continue the conversation!

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Members Only

If you see this category, you are a member! Dive into indepth discussion on issues surrounding your schools with peers and ISM experts.

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International Circle

Keep up-to-date on what is going on in the International student scene. Never miss a beat with up-to-date topics and resources shared by your peers

GO