Jeanne and Joseph Flahiff
Creating Authentic Learning

Twitter: @joseph_flahiff    #agile2015
Charlotte Danielson

Learning is done by the *learner*, through active intellectual engagement
All Learning Includes

• Self-assessment
• Reflection
• Conversation
Know your target

MRS. OLSEN SAYS WE HAVE TO DO A REPORT ON A PRESIDENT.

I'M DOING MINE ON THE PRESIDENT OF FUNGIBLE COMMODITIES INCORPORATED.

I THINK THE LESSON IS ABOUT U.S. PRESIDENTS.

WELL, NOW IT'S ABOUT GIVING CLEAR INSTRUCTIONS.
“Students can hit any target they can see that holds still for them.”
– Rick Stiggins
One Target, Many Routes
Our Learning Targets

Understand how working within a learner’s Zone of Proximal Development (ZPD) can increase learning.

Understand how to use the Gradual Release of Responsibility (GRR) to structure interactions to increase learning.

Understand how to implement the Formative Assessment Cycle to adjust to individual learner’s needs.
Joseph

Punched a shark in the head

Shown and sold his art professionally

Son of a Preacher (PK)
KICKED a shark in the head

Has shown his artwork in a professional gallery

Son of a Preacher (PK)

That’s Me
Jeanne

Certified Archery Instructor

I am really into teen drama.

Always corrects people’s spelling & grammar
Certified Archery Instructor

I am really into teen Drama

Always corrects people’s spelling & grammar

Ironic: "The opposite of wrinkly."
Who are we
Parking Lot, Questions, and Insights

#agile2015
@joseph_flahiff
Zone of Proximal Development (ZPD)
Zone of Proximal Development (ZPD)
Learning Target

I can explain how working within a learner’s Zone of Proximal Development (ZPD) can increase learning.

Formative Assessment Check:
(red yellow green)
¿Habla Español?

"Que Bailes Conmigo Hoy"
("Don't Wanna Dance Alone" Spanish Version)

Deja todo y ven
Esta noche juntos vamos a volar
Volumen a cien
Prende el fuego ahora vive y suéltalo

Se moverán diez mil siluetas bajo la luz
Pero nadie va importarme si aquí estás tú
Fair isn’t always equal
Classroom Example
Agile Example
Zone of Proximal Development (ZPD) Learning Target

I can explain how working within a learner’s Zone of Proximal Development (ZPD) can increase learning

Formative Assessment Check:
(red yellow green)
Gradual Release Of Responsibility
GRR Learning Target

I can describe how to use the Gradual Release of Responsibility (GRR) to structure interactions to increase learning.

Formative Assessment Check:
(next slide)
Prompt

Think about a time when you learned something to mastery, what were the elements of that experience?

Formative Assessment Check:
(Think, Pair, Share)
In Some Classrooms

**TEACHER RESPONSIBILITY**

Independent

**STUDENT RESPONSIBILITY**

“You do it alone” (Reflect)
In Other Classrooms

TEACHER RESPONSIBILITY

Focus Lesson
Modeled Instruction

Independent Practice

STUDENT RESPONSIBILITY

Independent

“I do it”
(you Watch)

“You do it alone”
(Reflect)
In Other Classrooms

**TEACHER RESPONSIBILITY**

- Focus Lesson
- Modeled Instruction

**STUDENT RESPONSIBILITY**

- Independent Practice
- Cooperative

- "I do it" (you Watch)
- "We do it" (Together)
- "You do it alone" (Reflect)
Fisher & Frey
Gradual Release Of Responsibility (GRR)

TEACHER RESPONSIBILITY

Focus Lesson
Modeled Instruction

Shared
Instruction

Guided
Practice

Independent
Practice

STUDENT RESPONSIBILITY

Cooperative

Collaborative

Independent

“Do it together”
(I watch and guide)

“We do it”
(Together)

“I do it”
(you Watch)

“You do it alone”
(Reflect)
Classroom Example
Agile Example
Gradual Release Of Responsibility (GRR)
Real & Tableau

COACH RESPONSIBILITY

Focus Lesson
Modeled Instruction

Shared Instruction

Coaching

Independent Practice

LEARNER RESPONSIBILITY

Collaborative Culture

Independent

“Do it together”
(I watch and guide)

“We do it”
(Together)

“I do it”
(you Watch)

“You do it alone”
(Reflect)
Client Experience of GRR

“Joseph took a group of people … He set us onto a path to success that we were unable to achieve with a previous consultant, and gave us the tools and the will to continue to improve our process.

Today we deliver good software, faster, and do it with a sense of ownership and camaraderie that didn't exist before.”

Jennifer Smith, Program Manager
Real NETWORKS
GRR Learning Target

I can describe the four components the Gradual Release of Responsibility (GRR) model and how they interact to advance learning.

Formative Assessment Check:
(Dos and Don’t’s)
(Give On, Get One)
Formative Assessment
Formative Assessment Learning Target

I can describe how to implement the Formative Assessment Cycle to adjust to individual learner’s needs.

Formative Assessment Check:
(Roman Vote)
What do you think of when you hear assessment *for* learning?

Formative Assessment Check:
(Summary 1 word)
(My Favorite No)
Formative Assessment Cycle

Assessment for learning

- Clarify Intended Learning
- Elicit Evidence
- Act on Evidence
- Interpret Evidence
Students Need to Ask…

1. Where am I going?
2. Where am I now?
3. How do I close the gap?
Formative Assessment Must Be Planned

“Formative assessment is a planned process in which coaches or learners use assessment-based evidence to adjust what they're currently doing.”
-W. James Popham
Formative Assessment Examples

• **New Clothes**: connect old learning to new, or apply the learning in a novel way
• **Dos and Don’ts**: list three dos and don’t for applying the content or skill
• **Three Most Common Misunderstandings**: list your opinion of the three most common
• **Yes / No Chart**: list what you do and don’t understand about the concept
• **Three Questions**: rank questions in order of importance
Formative Assessment Examples

• **Explain What Matters**: explain the most critical part of knowledge to specific audience
• **Big Picture**: Diagram the context and how it fits into the big picture
• **Venn Diagram**: Compare and contrast to a divergent topic
• **Draw it**: draw what you don’t understand
• **Self-Directed Response**: provide evidence of your understanding in a way everyone would understand
Formative Assessment Examples

- **Exit Ticket**: to gather data to check for understanding
- **Exit Ticket**: to self-assess rate of learning / surface questions
- **Exit Ticket**: to show a skill
- **Exit Ticket**: to open communication with leader
- **3-2-1**: 3 things I learned today, 2 things I found interesting, 1 question I still have
Formative Assessment Examples

- **Summary**: one sentence summary (could also be a tweet, could also be 1, 2, 3 words)
- **Analogy**: create an analogy using one of your new learnings (_____ is like _______ because …)
- **Red / Yellow / Green**: rate your current knowledge / readiness level
- **Roman Vote**: Thumbs up if you agree or are ready, thumbs sideways if you are ambivalent or unsure, thumbs down if you disagree or are not ready.
- **My Favorite No**: select an entrance ticket that is incorrect and explain the misconception / error
Formative Assessment Examples

• **Entrance Ticket:** to activate background knowledge
• **Entrance Ticket:** surface misconceptions
• **Entrance Ticket:** determine mastery / need for whole class or small group reteaching
• **Entrance Ticket:** sort students for differentiated instruction
• **Entrance Ticket:** provide an avenue to ask the teacher questions
Formative Assessment Examples

• **Think-Pair-Share:** Think by yourself, pair and discuss, share with the group.

• **Four Corners:** use the 4 corners of the room for self sorting.

• **Human Continuum:** Think about a time when you have experience this idea or concept. Organize yourselves in a line based on your experience.

• **Error Analysis:** Classify/sort the type of errors to address the underlying misconceptions.

• **Give One, Get one:** Find someone and share one of your items on your list, and get one from their list, find another partner and repeat.
Classroom Example
Coaching Example
Formative Assessment Learning Target

I can describe how to implement the Formative Assessment Cycle to adjust to individual learner’s needs.

Formative Assessment Check:
(Explain What Matters)
Putting it together
Our Purpose Today …

Understand how the working within the Zone of Proximal Development (ZPD) can increase learning.

Understand how to use the Gradual Release of Responsibility (GRR) to structure learning to increase learning.

Understand how to implement Formative Assessment practice to monitor instruction to address student needs.
Did we walk the talk?

- Self-assessment
- Reflection
- Conversation

(Roman Vote)
One Last Formative Assessment Check

3 Things you learned
2 Things that challenged your thinking
1 Thing you are going to change

#agile2015
@joseph_flahiff
Give Away

BEING AGILE
IN A WATERFALL WORLD
A PRACTICAL GUIDE FOR COMPLEX ORGANIZATIONS

JOSEPH FLAHIFF

FOREWORD BY JEFFREY K. LIKER
INTERNATIONAL BEST-SELLING AUTHOR OF THE TOYOTA WAY
Connect with us

Joseph Flahiff
Whitewater Projects, Inc.
joseph@whitewaterprojects.com

Jeanne Flahiff
Northshore School District
jeanne.flahiff@gmail.com

linkedin.com/in/josephflahiff  linkedin.com/in/jeanneflahiff