



imaginarium
DENVER PUBLIC SCHOOLS INNOVATION LAB

**Learner as Lead,
Teacher as Facilitator
December 5, 2017**

Imaginarium

OUR MISSION

Our mission is to stimulate and support innovation across Denver, to transform learning and public education systems.

Communities of Practice

Vision

Communities of Practice are peer-to-peer professional learning opportunities that allow educators to shape their practice through experiential, flexible, and relevant learning opportunities. Through intentional shifts in school and classroom Personalized Learning practices, CoPs result in increased learner outcomes.

2017-18 Goals

- Support educators to generate new knowledge to transform personalized instructional practices that increase learner agency and improve outcomes for ALL learners
- Organize opportunities for educators to engage with colleagues across schools to *learn (build understanding and insights)*, practice, dialogue and provide feedback
- Identify & share effective practices within and outside of the CoP community

Webinar Logistics

BigMarker

- Chat feature
- Watch on Imaginarium website
(Imaginarium.dpsk12.org)



Agenda

1. Introductions and Foundational Setting
2. Direct Instruction
3. Teacher Panel
4. Q & A

Facilitator

Elisa Bowers



Elisa Bowers is an Innovation Partner in the imaginarium for Denver Public Schools. The Imaginarium is the innovation lab for DPS. Currently, her work includes supporting schools implementing personalized learning and the innovative practices that are key to PL. Elisa leads various levels of personalized learning support to classroom teachers, personalized learning coordinators or teacher leaders and principals and works closely with instructional superintendents when necessary. Elisa's desire to work with the imaginarium stems from being a Montessori teacher where she had the amazing opportunity to teach in a public Montessori classroom for DPS and experience personalized learning first-hand.

Key Questions

- What is the Learner as Lead, Teacher as facilitator in the classroom?
- How do teachers engage in the journey of giving their learners more ownership and self-direction?

Learning Objectives

- **Defining Learner as Lead, Teacher as Facilitator**—Participants will understand what it means for a learner to take the lead and demonstrate true agency in their learning. We'll discuss the role of the teacher and changes necessary to become a guide in learning.
- **Developing strategies for Implementation**—Participants will learn how to develop a culture and environment to support the learners in their classrooms to make informed decisions in their learning to increase engagement, academic progress and build agency in every child.

What does the *learner leading their learning* mean?

Learners exercise increased control and responsibility for their learning and teachers serve as guides by providing support structures and processes.

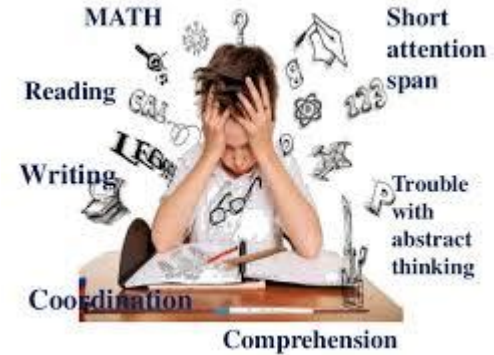
Increase in agency as defined by the learner's ability to—due to both internal capacity and external circumstances—influence and ultimately direct his or her own learning.



Why would I give *control over learning* to the learners in my classroom?

Current State:

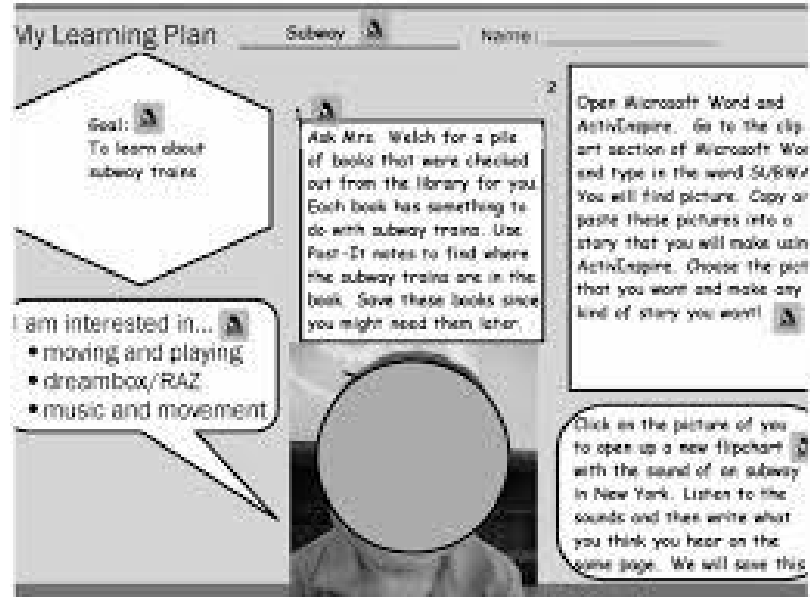
- *lack of learner engagement
- *minimal academic growth
- *teach the content: Sage on the Stage
- *one-size fits all instruction
- *teacher role is general and common for all learners they serve




What is the role of the *learner*?

Learners direct their own learning through:


- Needs and preferences drive them as learners
- Set goals
- Co-design and follow a learner path
- Leverage metacognitive skills and collaboration to drive learning




My Learning Plan Subway Name: _____

Goal:  To learn about subway trains

Ask Mrs. Welch for a pile of books that were checked out from the library for you. Each book has something to do with subway trains. Use Post-It notes to find where the subway trains are in the book. Save these books since you might need them later.

I am interested in... 

- moving and playing
- dreambox/RAZ
- music and movement

Open Microsoft Word and ActiEngage. Go to the clip-art section of Microsoft Word and type in the word SUBWAY. You will find pictures. Copy or paste these pictures into a story that you will make with ActiEngage. Choose the plot that you want and make any kind of story you want! 

Click on the picture of you to open up a new flipchart with the sound of an subway in New York. Listen to the sounds and then write what you think you hear on the same page. We will see this

What is the role of the *teacher*?

Teacher:

- Creates an environment to support agency
- Cultivates a culture of belonging and builds relationships
- Develops structures and processes to support learners to drive their own learning
- Facilitates learning individually and in small groups
- Leverages expertise to guide learners on their paths
- Gives direct instruction

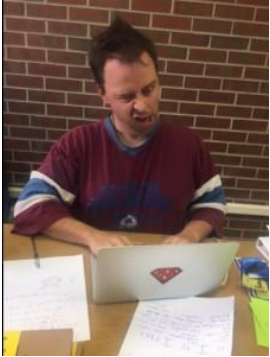


DPS Personalized Learning Driver Model

Evolving Learner and Teacher Roles	Learners demonstrate agency and teachers are facilitators of learning, creating a classroom culture and forming relationships that support all learners. Learners leverage metacognitive skills and collaboration opportunities to drive their own learning.	Learner as Lead, Teacher as Facilitator	Learners exercise increased control and responsibility for their learning, and teachers serve as guides by providing support structures and processes.
		Learner Collaboration	Learners work collaboratively to achieve their learning goals.

bit.ly/pldrivermodel

Teacher Panel



Michael Cammilleri
Dean of Fun and 3-5 Math Teacher at
Cheltenham Elementary



Terri Duran
MI Teacher at Kepner Legacy
Middle School



Laura Dellaira
ESL teacher at Cheltenham
Elementary



Resources

1. Schoology Course: Personalized Learning Resources 2017-18 Access
Code: V6HHS-7T2DC
2. bit.ly/coplearneraslead (this slide deck)

Comments, Q & A

To reach the presenters:

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Enter in the chat space:

What new idea has this webinar sparked for you?

What is something you will try with your learners this week?