

## ***SmartLearning* in Action... Penticton... a two-day Institute**

February 18 & 19, 2011

### **Reflections from Participants**

Thank you for the opportunity to attend the *Smart Learning* institute in Penticton. WOW! Two days of learning kept us engaged every single moment. This has been one of the most rewarding and inspiring workshops that I have ever attended. (The presenters)... were amazing. Watching the teachers demonstrating was powerful. I now know why I am so excited... can't wait to try all these new ideas. Watching someone else was so powerful. Thanks a million.

A reflection forwarded by a superintendent following a delegate's return to her Alberta school. We thank him for sharing the email with all of us.

A unique aspect of some of our *SmartLearning* Institutes is being able to see *SmartLearning live* in classrooms. We were proud to feature that option in Penticton. A team of seventeen leaders led and co-facilitated demonstrations of *SmartLearning* in K & Gr.1, Gr. 2&3, Gr.4-5, Gr.7, Gr.10 (Social Studies) and Gr.11 (Biology).

Thank you to the Principals, demonstration teachers, co-facilitators, staffs and students for welcoming delegates from B.C., Alberta, and the Northern Territories into their classrooms, to see *SmartLearning* in action at:

- **Giant's Head Elementary**, Principal: Miles Smitten. Demonstration leaders: Anita Berekoff and Betty Ann Xenis, K & 1; Bev Krieger with Dana Balfour, Gr.3.
- **Uplands Elementary**, Principal: Susan Johnston. Demonstration leaders: Carolyn Buzikievich, Jandi Doyle, MaryAnn McLean, Judy Street, Gr.2 & 3
- **West Bench Elementary**, Principal: Lisa Edwards: Demonstration leaders: Tammy Kay with Scott Edwards and Sarah Guest, Gr.4-5.
- **KVR Middle School**, Principal: John Olfert. Demonstration leaders: David Hird and Susan Close, Gr.7.
- **Princess Margaret Secondary**, Principal: Don MacIntyre. Demonstration leaders: Tammy Renyard and Christie Bevington, Gr.10 Social Studies and Gr.11 Biology.

### **A special thank you...**



We know how busy leaders are, and we were delighted to have trustees Ginny Manning (Chair) and Tom Siddon join us for the institute. Thank you to Superintendent Wendy Hyer for welcoming delegates on Saturday morning, for participating in workshops, and for visiting so many sites during the demonstrations. Thank you to Director of Student Services, Pam Butlers and District Principal Tom Schimmer for supporting the leaders in so many ways, and for taking part in the sessions.



## Keys to making the event a success...

So many people worked to support and prepare for this event. A big thank you to Janice Clary and Jane Owen for the organization and the registration details; to Sandy Hodson, Carol Barton, Diane Morgan, and all of the leaders who worked tirelessly to manage resources and details - *doing what was needed, when it was needed.*

Thank you to Igor Pavlina for his technical expertise, ensuring the technology worked without a glitch. Thank you to all of the staff and support staff for championing colleagues who welcomed visitors to the district. The team effort and support made the event flow seamlessly.

Finally thank you to the people who supplied resources and prizes for the draws: Phyllis Simon of Kids Books in Vancouver, Pearson Publishing, and Chris and Judy Scott

## During our events we always invite delegates to reflect on the sessions.

In part A below you will see reflections from day one of the institute. The participants first observed aspects of *SmartLearning* in classrooms, and then had an opportunity to analyze and discuss important details in a school-based workshop setting.

In part B you will see reflections from the workshops offered on day two of the institute.

Participants were asked to reflect on what they appreciated, and what they noticed.

## Part A: Reflections on seeing *SmartLearning* in classrooms

**K-1:** led by **Anita Berekoff and Betty Ann Xenis** at Giant's Head Elementary

### I appreciated...

- the opportunity to see *SmartLearning* in the classroom – **to see how it actually works with children in grade one and K. I appreciated seeing ways to use the coaching cards effectively. It was interesting to hear children talking about their brains and their thinking, and taking responsibility for their own learning.**
- the K-1 focus – relevant to my teaching assignment; seeing *SmartLearning* in action in real classrooms; receiving copies of the sequences. A personal goal for me is **to become more knowledgeable about the brain and start talking to my students about their brains, and how we build our brains.**
- the opportunity to see *SmartLearning* in action. Thank you for letting us share your classrooms and for sharing your knowledge and expertise. This experience reinforced that I am on the right path. My goals are on track and I know **I have more ideas to improve my teaching.** Thank you.
- everything! You are Pros! I feel as if **I can do this in my own classroom!** I can't wait to share ALL of the new ideas with co-workers.
- observing the systematic framework of the coaching cards in action, with the power of the universal language. **I appreciated the many varieties for refinement of the process... to make students more aware of their personal goals and responsibility for their own learning.**

- observing the *SmartLearning* in action, especially the writing using the pictures on the coaching cards as a guide – **the exclamation mark to set a goal and the check mark to show you met your goal**☺
- **seeing three different teachers, three different styles, three different grades** all doing *SmartLearning*. I think '*SmartLearning*' is evolving and improving!!
- Anita and Betty Ann letting us come into their classrooms and I appreciated their sharing their expertise. **I got some new ideas and I especially appreciated hearing new ways of saying things (language)**, and the new coaching cards.
- **the chance to see some of the tools and activities 'live-in-action.'** Very valuable! Compared to last year at this point, I feel so much better. I am more settled and more knowledgeable about *SmartLearning*.
- **seeing learners take responsibility for their learning.** *Partner Picture-talk* is a tool to try.
- all of Betty Ann's and Anita's hard work and excellent way of helping us to understand. **I feel better about trying** more '*smart*' methods.
- everything, especially going into the classroom and **seeing the real practice**. I met my goal (I hope) of compacting a sequence into one day☺
- the opportunity to see *SmartLearning* in grade specific, real-life classroom experiences... the opportunity **to see three different lessons**. Very useful resources that can be used immediately. I am happy the resources will be available tomorrow.
- the teachers' willingness to open their classrooms and share their children with us. Thank you! Great ideas that make me 'accountable' for trying it in my own classroom. ***SmartLearning* is the way to teach language learning in Kindergarten!**
- watching Kindergarten and grade 1 classes. It was great to see a classroom doing the activities. Today was a great day. **I learned a lot by watching students** do the activities. The new coaching cards are wonderful.
- watching the kids in action and then **the discussion/reflection afterwards...** I will try *Partner Picture-talk* to encourage, support and extend thinking – to develop oral language...

**Grade 2-3:** led by **Carolyn Buzikievich, Jandi Doyle, MaryAnn McLean, and Judy Street** at Uplands Elementary

**I appreciated...**

- seeing *SmartLearning* in action. **Loved having time to talk before seeing the Smart Board in action – as a tool not just a novelty.** I really want to work on *Partner Picture-talk* next, with sending images in words, and written reflections. Thanks for a great day - AMAZING & INSPIRING!! ☺
- everything! Very rewarding day. Much better than coming to our class. **To see what is possible was amazing.** Excellent job! I am going to add more to my repertoire. Baby steps – love the painting pictures... setting the image. Thanks for a great day!!

- watching the children interact with each other, **share their thoughts in a respectful/helpful manner**. I want to work more on using more colourful language in my students' writing (words. Phrases, comparisons etc.)
- the organization and the collaboration of the teachers and the focus of the students. They were completely engaged. **I appreciated the integration of movement**. I will begin introducing the A/B partner work, and some of the language.
- seeing the children's learning in action and seeing how respectful they were of each other. I loved the new coaching cards – using bingo chips as talking tokens to identify and justify goals. One side was placed on a category on the coaching cards. When the learner could justify (s)he met the goal, (s)he turned the chip over. **I loved the sketching and sending an image, and the setting the image tool**. I loved the painting a picture with words connection and **how to start with the background, foreground and details**.
- ... I loved the photojournalist hike. The students loved it and were totally engaged. **I appreciated the 'picture between the picture' idea**, to build inference. This has definitely deepened my learning, and inspired me with new ideas. **Your school has demonstrated amazing teamwork**. What a way to teach us and your students!
- 'seeing' *SmartLearning* in action with students... always inspiring. **I appreciated the debriefing in the afternoon**. I've collected a few more *SmartLearning* strategies/techniques/tools that I can now implement in the classroom.
- seeing the processes in action **and watching a teacher interact with the students...** also witnessing the A/B-talk the kids were doing. My thinking about *SmartLearning* is refreshed and I am ready to incorporate several more pieces of the puzzle into my teaching.
- **seeing it all in action with real live students!!! The time for questions and discussion in the afternoon was most valuable**. It has renewed the enthusiasm to implement A/B partner-talk and to introduce the coaching cards for Partner Picture-talk, and setting the image before writing.
- being able to watch a demonstration lesson. **I am very impressed at how comfortable and respectful the children were of the process**. A huge "Thank You" for professionals who are so willing to share. What an amazing day! I was so inspired and excited about trying... setting images, and reflections! Thank you!
- the willingness of the students to share their thinking with us and to be 'watched' by all of us. **Quality oral language skills are developed through the SmartLearning sequence**. The students are active in their learning and so accepting of each other's thinking.
- I like that all of the students were engaged and having fun. **I liked the ideas about how I can get students to use more descriptive words and add more details**.
- ... WOW! How? Hmm! The opportunity to see powerful modelling of this *SmartLearning* process fully enacted with engaged learners! I appreciate the 'aspirational' goal presented ☺ hmmm... **I see the power of collaboration and a school-wide approach to get to the level of sophistication I saw in little grade 3 learners...** I am realizing you can't go as deep if you are starting over every year with new processes, vocabulary and ways of being. I want to have as many principals and teachers in our district as possible have the experience of seeing this! I want to learn more about the process, and the underlying reasons/research/principles. Thank you.

- the opportunity to see *SmartLearning* in action – to see that it is real! Very impressed – **love the structure, yet the openness that our students need!**
- the wealth of knowledge, and the printed sequences. **I really appreciated that even as a student teacher I was accepted as a learner in your community. It was so great to be in a room of exceptional teachers and their students.** It was very inspiring as a new teacher and though I can see there is a lot of work ahead of me, there is obviously a lot of support in the *SmartLearning* community. I can also see the *SmartLearning* works, and it is worth the effort.
- experiencing ‘real’ classroom lessons, feedback from instructors and the handouts. **The writing really impressed me as well as the respect that the students and teachers showed for each other.** I want to see some of the interactive activities.

### Grade 3 led by Bev Krieger and Dana Balfour at Giant’s Head Elementary

#### I appreciated...

- **the message “keep it simple”: 21<sup>st</sup> century learning is ‘learning about your learning’ – it makes it seem do-able.**
- being immersed in an environment where I could see theory in action. **The quality of the work cannot be denied, so I am looking forward to the change.**
- the key: seeing first-hand – the learning in process. **I was amazed at the engagement of the learners.** I loved hearing again the teacher language. Seeing the task approach in math was encouraging. This is very valuable Pro-D. Wow!! Great way to spend my day off!
- the efficient flow was inspiring. The use of the T-square and other tools was great... loved seeing them in action. **I’m feeling a renewed commitment to massaging my Independent Reading process for an increase in depth, involvement and simplicity.** Thanks Bev!
- **the seamless learning-packed process! All ‘time on task’ was purposeful and approached intentionally.** Loved how the process ‘took over’ all the curriculum delivery. Thanks for sharing your math approach, Bev. It was a delight being in your class. You are amazing as you share your magic. I will definitely switch to **Gap Analysis** – love the change! The Kinderbuddy session was inspirational – will try it!
- **the opportunity to see *SmartLearning* in action** – to see that it is real! Very impressed – love the structure yet openness our students need!
- **seeing “*SmartLearning*” in action. The children were actually engaged and confident with their learning.** This is very exciting! I want to be more consistent in using *SmartLearning*. I am hoping this will alleviate some of the behaviour issues with this opportunity for **differentiated instruction.**
- watching the kids and such a master teacher actually at work really **solidifies my understanding of *SmartLearning*’s structure.** I’m anxious to keep working with *SmartLearning* in Language Arts and now I want to move its structure into my math class as well.
- seeing *SmartLearning* in action in your classroom. We get a perfect example for an ‘ideal’ *SmartLearning* classroom situation. We all want ‘this’ class to be our class. I am excited to have a new sequence that I can take back and do with my class. I’ve done one this year and next year **I plan on doing much more.**

- ...I loved watching the demonstration class and **the way the students justified their thinking**. The powerful learning that takes place is exciting to see. I can see how I can use the language used by the teacher with my younger children. I am going to use the coaching cards when reading a story. Thank you.
- seeing *SmartLearning* in a grade 3 class working with K students, and *Gap Analysis*. **I appreciated seeing the framework in math**. I will focus on allowing more time for independent reading and more time for responding to text. I am wondering how to guide primary teachers in my school.
- everything. I loved how *SmartLearning* is becoming more accessible. Independent reading is more do-able. I have never seen math engage students in this way. Less is more. I appreciated learning *Gap Analysis*. Invaluable! So, so worthwhile! **I am so glad to have the opportunity once again to see it in action**. I loved the opportunity to 'tweak' my *SmartLearning*. Fun to get excited! Good timing for the learning rounds!
- going deeper. Seeing *SmartLearning* in practice was very powerful to me. I am **excited about trying some new things** with my class.
- sharing of the sequence and watching the process. I will use *Gap Analysis*. **I will scaffold more and give students more rehearsal time**. I need to be more consistent.
- **the value placed on learning and how both the teacher and the students are engaged in effective learning!** ☺The modelling of Independent Reading, the sequence work and especially the connections to math were very valuable. Thank you for having us in your room -- seeing your students so engaged and reading so well inspires me to become a better teacher – a teacher like you! So much of *SmartLearning* is coming into focus for me. Thank you!
- **...I was so impressed with the focus and engagement of the students, as well as their ownership of the learning**. I really appreciated being able to observe the process in a real-life classroom. I feel like this is the way learning and teaching should be.
- ... I've gone to sessions before but was so overwhelmed that I couldn't begin, but now **I feel a sense of confidence and 'ready' to go**. The value of each lesson exceeds my expectations, and my learning curve is no less than that of my students.
- seeing "*SmartLearning*" in action. The grade 3 students were so willing to share their thinking and learning. I appreciated seeing the *SmartLearning* approach in Math. The amount of time that has been spent teaching, modelling, practicing the nine steps is so evident. **Great to be able to see the power of practice and what instructional time looks like when the complete SmartLearning approach comes together**. Very impressive and **do-able**.
- ... I truly appreciated **the safe learning community** that was established for the teacher guests. *SmartLearning* is quite in-depth and I am so happy to 'jump in' right where I'm at. **I truly am looking forward to honing the tools and trying to go into a variety of grade levels after practicum is finished** – to practice with different ages and better prepare myself for GRIP and my career!! ☺
- everything!! Bev, I'm finding it hard to put into words what it was like watching as a teacher and as a parent of one of the children in the class. **I'm so grateful, for my kids and everyone else's...** I wish I had the opportunity to spend more time. I missed it with Emma and that saddens me.

- Bev's experience and commitment. I appreciate the time to be able to see the process in action (again). **I have confirmation of what I am doing well and renewed passion for deepening the process in my classroom.** I have noticed the kids don't get bored with the process. They value it and it enriches them and allows them all to be learners.
- the behaviour of the students, respect for one another and seeing Bev in action with students. **You can see the difference with the students wanting to be engaged and accountable for their own learning.** I can see how to use it. Having the workshop and seeing Bev do *SmartLearning* in a class clarified the process for me. **I can see the difference in the students' writing abilities, confidence levels and accountability and engagement in their own learning.**
- everything about the *SmartLearning* approach. **I can't wait to give it a go.** I will take back to my class a handful of strategies, try them, and build on my practice. I am looking forward to working on my teaching partners and to developing sequences.

### Grade 4-5: led by Tammy Kay with Scott Edwards and Sarah Guest at West Bench Elementary

#### I appreciated...

- **how organized the day was. The conference started on time, breaks were sufficient, and it ended on time.** I appreciate the professionalism of all of the facilitators. Tammy's demonstration class was truly 'real' and she handled everything very professionally. I would really appreciate to see more of how the students evolve in their goal-setting... perhaps at the beginning of the year, when they are learning or re-learning the process.
- being introduced to the *SmartLearning* approach as this is my first time. Very informative. **It was terrific seeing the learning in action in an actual classroom.** Thank you for the positive experience. I will start to incorporate what I learned into my lessons.
- **the opportunity to watch how the tools were integrated into the lesson.** Thank you for sharing your class and the teaching methods with us. Tammy, Scott & Sarah – great organization and knowledge.
- organization, food, good information, great job with the lesson, Tammy. Thanks for filling in the gaps, Scott. Thanks for keeping things organized, Sarah. **It is nice to get re-motivated** and to meet, and re-connect with good people.
- **the different tools I learned today.** I had not seen the *Carousel*. Thanks so much!
- being able to be invited to sit and observe students in this school. **I appreciated the enthusiasm and knowledge of the presenters, and their ability to answer our questions with language that was easy to understand.** I will take WAY more time building community and purpose in my classroom, and not rush through this piece.
- the engagement of the students based with the framework. The *SmartLearning* framework was great to see in practice. Thanks.
- seeing the tools in action, watching the students learning, and having an opportunity to ask questions of teachers in action. **All students can be successful.** Thank you for making the effort to share the learning, to open the school and the classrooms.

- being in a 'real' diverse classroom. **It was a real, authentic environment to observe *SmartLearning* strategies.** Can we have more of this for Alberta? **Hidden gem that is simple and purposeful.** Just wonder how students who miss school are caught up?
- ...I appreciated the demonstration of the variety of tools used by Tammy throughout the day. Additionally, **I can see how the tools also serve to help students process and reflect on their own learning.** Thank you for inviting us to be a part of your learning community.
- **seeing the strategies used with 'real live' students in a 'real live' classroom – the experience was inspiring.** We need to support cloning in order to give more students the opportunity to learn from master teachers like Tammy.
- **seeing a science lesson in action. It was great to be walked through the framework once again, especially with specific content.** It was wonderful! I just want to get back to start working more with this framework and these ideas. I learned that I need to do more reflection and goal-setting with my kids. Thank you!
- full lesson (review) from start to finish, steps for classroom teachers to implement. Very knowledgeable, useful information. Well done. **I appreciate all the work you did.** Excellent job!!☺
- **having the opportunity to watch a lesson put into action in a 'real' classroom.** Today made me realize how important and easily these strategies can be implemented across the curriculum.
- ... the authenticity of Tammy's teaching. **How prior knowledge is essential as a building block for learning.** I thoroughly enjoyed all aspects of today's presentations. Students were actively engaged and willing to participate.
- **being welcomed into a 'real working' classroom,** the effort that went into the lesson preparation, the 'after' classroom explanations were excellent. Many of my questions were answered before I asked them. An agenda at the beginning of the day would have been helpful (i.e. break times, work times, etc.) This was a lot to digest. I need a bubble bath, a mug of tea, my reading glasses and some time to further reflect. Thanks so much!
- watching a science class demonstration. I've seen three or four demos but all have been in literacy. I struggle trying to come up with high inference tasks – trying to come up with meaningful and unique tasks. **Use the IRPs...Genius!** Why didn't I connect that before?
- seeing the *SmartLearning* process in non-fiction!! Thank you☺ Useful tools. **Reaffirmed what I am doing...**
- ... the patience of the presenters with the different questions I had, being new to *SmartLearning*. **I am beginning to see how this is a philosophy that can be moulded to fit the diverse needs of my classroom.**
- seeing a real lesson in progress instead of just a talk and handouts. **Good use of constructivist strategies.** Well presented. Very thorough.
- the classroom demonstration. We are often isolated in our own classrooms. **I feel inspired to incorporate more drama into my class☺**
- the opportunity to view a classroom, to see how the *SmartLearning* framework works in a real classroom! ☺ **I also liked that you gave teachers an opportunity to show our appreciation of student work. I am looking forward to doing more goal-setting in my classroom.**



- the demonstration of non-fiction used in *SmartLearning*. Also breaking down the nine steps – explaining there are really four steps. **I noticed how I am feeling more comfortable** with SmartLearning. It is not as overwhelming as it has seemed in the past.
  - **seeing real life action!** Was great! Tammy's comfort, and skill, the kids and the lesson were all valuable and appreciated. Enjoyed. Practical. Useful. Lots of thinking time needed. I do have several ideas to take away and try with my class, which is a very good thing!
  - **seeing a sequence from beginning to end;** having the presentation in an authentic classroom... using a variety of tools was helpful. Using a lot of talking and drama reinforces my courage to continue to do it in my room. No more 'product guilt'.
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## Grade 7: led by David Hird and Susan Close at KVR Middle School

### I appreciated:

- the clear modelling - very much. **I also learned a lot in the small-group conversations.** Finally, I enjoyed the hands-on nature of the learning activities. I am short on novel pedagogical ideas, the teacher/student demo, new simple strategies. I am open to new ideas. **The students understand the why they are learning and how they learn.**
- classroom demonstration - **seeing the students be successful with *SmartLearning* strategies. It is very important to understand your own thinking and learning.** There are many easy strategies that can be implemented in any classroom.
- being in David's classroom to observe. I really enjoyed the fact that we had three full hours to observe! I liked getting the coaching card. **I have never been to a Pro-D that has allowed me to see the theory in action, and I learned way more than I have before.** I like the 'put a star beside what you are most proud of'. I liked the rehearsing of partner A/B-talk. I liked the coaches to be standing up. I like the constant reference to brain activity! I am going to set myself a brain activity poster. I like the community feel in the classroom. I want to know more about 'teacher-talk' vs. 'student-talk' and how much time should be devoted to each. I want to know more about assessment and *SmartLearning*.
- ... being new to the field... thank you for giving me some new strategies to finish my practicum with.
- the demonstration lesson and **being active in the classroom.** This makes me think of how hard I have worked with my grade 8 group, and it gives me hope that we are moving forward together on this!
- **skill/strategies backed up with evidence.** I appreciated the hands-on approach, getting to be part of the experience. The level of knowledge that Susan and David brought to the day. I appreciate and I am grateful for the inspiration to move forward and 'stretch' others in the right direction. Thank you so much!! ☺
- Tasks and tools handout, **the brain research tidbits**, watching structured partner-talk. **I enjoyed watching a class in motion.**
- the courage of David and his students to welcome so many of us into their **wonderfully safe classroom.** Those young people were absolutely drained with their efforts, and we were all enriched for it! I **appreciated references to brain research for students.** Very powerful. I am rethinking the pace of lessons.

- I appreciated **the modelling** and the class interpretation. I would love more access to the resources.
- **teachers' respect and manner in supporting and engaging students.** I noticed David's body language like getting down to eye level, speaking in a hushed voice to coach, proximity to 'anxious' students, use of nick-names and safe acknowledgement of student responses. How can I increase my use of tools in a variety of settings?
- the modelling. **Seeing the strategies in action was amazing learning for me.** I noticed: 'Tracking' of the speaker by all of the students, established routines, safety of students to take a risk and speak, lots of transitions, little wasted time.
- **the visual classroom work I saw** so that I can take away with me the actual processes to use. I am definitely a visual learning teacher. A fantastic class, David. You are so lucky to have children who are willing and able to work, be proud of their work, and willing to be guinea pigs for us. So Great! My aha! moment – know your child's schema. **Showing us the end products from the children was a great way to end the seminar** – an exceptional group of children. **This teaches us that all can learn** and all have strengths and weaknesses.
- being part of a large group going into and observing a classroom, **the sense of community in this gr.7 classroom.** To see SmartLearning in action, in a classroom was great. It provided me with some answers and more questions. **It was amazing how good the student's written work was today. It's also great to see the students were able to draw, speak to hone their thinking, which made all of the students successful when it came time to write**
- Lengthy classroom observation was a real treat. **I appreciated practical, transferable tools to use in my class next week.** *SmartLearning* fits in beautifully with universal design for learning. \*People at other schools were waiting for me for rides – ending at scheduled time would be appreciated.
- The handouts, being able to watch Susan in action, being able to take something away that I can do right away with my class. Great day!
- I liked that you put us through the steps so that we can understand the 'how-to' and some of the feelings the students go through. **I love how this engages all students. Everyone feels smart. No matter whether you were a grade seven student or a teacher, you were being challenged to do better.**

## **Grade 10 Social Studies and Grade 11 Biology:** led by **Christie Bevington and Tammy Renyard** at Princess Margaret Secondary

### **I appreciated:**

- **the opportunity to see SmartLearning in action, then reflect about it after with my peers, and with Tammy.** I love the idea of students talking to each other about the topics. I struggle with doing this effectively.
- being integrated with the kids and seeing it happen. **I need to focus on sharing my goals with the students before we start, and remind them about the goals throughout the lesson.** Also, more collaborative learning. It's not all about the teacher; they can get it from each other too.

- ... Tammy and Christie did a great job presenting *SmartLearning* strategies in concrete and understandable ways. I'm looking forward to trying new strategies next week. **I'll start with more movement and replace quizzes with writing.** In Tammy's session tomorrow, I'd like the chance to work on a whole sequence that I can use right away!
- **all the different activities that can be implemented to make students responsible for their own learning (A/B-partners, G•O•S•S•I•P...)** I see that some of my work includes *SmartLearning* (without knowing it), but I can use the tools I learned today to improve my lessons and the level of learning in the classroom.
- **high level of 'buy-in' on the part of the students and teacher observers.** It did not feel forced. Excellent 'delivery.' Thank you, Tammy. I am reminded of the value of teachers handing over the content and discussion to the students, and not always directing it. The students were obviously empowered in the Social Studies classroom.
- **the strategies to use in class to engage learning.** I especially like the word '*purposeful*'. I do a lot of this, but often unconsciously. I felt the second lesson in the afternoon was rushed and didn't finish clearly.
- **the demo in 'real world' everyday classrooms.** The two lessons were so different but **I could see the importance of talk and content.** I am going to work on goal-setting with my kids.
- seeing strategies in a real setting -- not just theory -- and **seeing similar strategies in different subject areas.** I really liked the debriefing/discussions we had. I noticed lots of strategies I am already using, but **I could take them further.** I really liked all the accountability and I will try to work on that in my teaching.
- the different teaching strategies that were demonstrated within the two classes, so that we got to see them instead of just talking about them. **I liked that the students were more involved in the learning, more accountable.**
- the discussion of different learning tools and protocols, and seeing the strategies in action with kids. I would appreciate access to the templates that I could use with students, E.g. **G•O•S•S•I•P, I•D Image•Detail** etc.
- **seeing classes that are at two different levels in their use of *SmartLearning*, as well as seeing two different subject areas.** Goal-setting is a challenge! I found out from Tammy that she begins by setting the goal for the students.
- making more connections, partner-talk (help those who are confused or unsure to know if they are on the right track), **the importance of creating a safe environment! ACCOUNTABILITY! No hiding!**
- **the combination of talk, sketch and read. How important that is for ALL kids.** I really enjoyed your style. Thank you.

## Part B: Reflections on *workshop sessions, Saturday Feb.19<sup>th</sup>*

### S1 Full-day: Getting Started with SmartLearning in the Early Years, K & 1 led by Anita Berekoff and Betty Ann Xenis

#### I appreciated...

- all of it! WOW! I am excited to use this in my class. **I needed to see this in action.** Metacognition!
- that it was a **helpful continuation of yesterday's introduction to SmartLearning** with students. Maybe next time a think-aloud about sequencing – why you choose certain books, strategies, tools... I am very excited to be part of *SmartLearning*. I think it would be nice to know 'What next?' Books to read, connections to other schools, other conferences...
- the opportunity **to create work with others** on a sequence; sharing ideas. I'd really like to use more language re the brain.
- the candid sharing of **how to refine the process** of *SmartLearning*. Great sessions. I always learn something new! My goal was in metacognition and **I will intersperse the reflection** through the connecting, processing and transforming steps of learning, **and not save it for the end...**
- the systematic way the presenters went through **the process of SmartLearning**. I will use the technique shown to create my own sequences. Thanks so much!
- the opportunity to work through a sequence with a book; seeing how *SmartLearning* works with younger children... less overwhelming! **Do more read-alouds, and more reflecting on learning.**
- **hearing all of the language used with students in relation to the brain.** I feel I cemented more information about *SmartLearning* through the session. I'll do 'send an image' more with my students.
- the handouts, the **examples of sequences**. I wish I had gone to the observations yesterday!
- practical information about *SmartLearning* in the early years. I like the handouts for the tools and the sequencing plans. **I need to practice this in order for it to stick.**
- **the handouts**, the examples of sequences. I wish I had registered earlier to see the *SmartLearning* in action!
- the **ideas for books** and sequences, the coaching cards. I learned a lot.
- **the practicality** of the session. I enjoyed becoming smarter!
- **all the hard work that Anita and Betty Ann did to teach us about SmartLearning.** I will try to make a sequence. I learned some tools to use to achieve the goals of *SmartLearning*.
- **all of the tips, 'tricks', ideas, conversations and details** presented today! I have become smarter!
- **the opportunity to continue with the K-1 focus for two days, not just one.** I appreciated seeing and hearing *SmartLearning* with a K-1 emphasis. I would like to learn more about the brain research.

- all of the books available and the posters... ideas for books. **I learned a lot.**
  - the whole thing! The Brain! Learning is so valuable and it needs to be incorporated into the learning day. I truly appreciated when the instructors showed us how they do specifics. **I learned many new things to try and I feel invigorated again.** Thanks!
- 

## S2 Full-day: Motivating Minds in all Content Areas led by Tammy Renyard

### I appreciated...

- the tools and the discussion. Sharing ideas with colleagues will help me in my classroom. **I need to keep trying to shift my thinking to 21st century education!** Slow down – make sure the students are with you... not left behind!
- the energy and enthusiasm, and **the ability to make tasks to use in my class. I have lots to do for the rest of the year.**
- ALL of the background information and **practical hands-on information. Wow! I am looking forward to trying new ideas.**
- Great approach! **I appreciated the applicable tasks and sequences.** I will try them on Monday.
- EVERYTHING!!! My brain hurts and that is a good thing. I feel validated in my journey.
- A/B partner practice, goal-setting, **getting away from 20<sup>th</sup> century learning**, seeing the I•D Image•Details chart in practice. I look forward to the afternoon session and being able to apply some of the new information. I look forward to learning more about assessment.
- **seeing images in new ways;** making the lesson plan! Seeing the T-chart feedback.
- the PLO work and connections! Take some PLOs and spend more time working deeply on a few! It is okay not to have all the PLOs and all of my 'fun' tasks. **Go deeply to build lasting understanding.**
- all of the ideas and knowledge shared. **I'm excited to try new things.**
- **collaboration with colleagues.** Tools and ideas that can be used in my class on Monday. It doesn't matter how well you know the content... it means nothing if the students haven't learned it. Slow down! **Take time to go deeper.**
- ... use columns, quadrants, no need for black lines... **go for 'nuggets' of understanding.** This motivates me!
- that Tammy took her session further than yesterday. **Great session and lots to apply directly to my classroom practices - right away. Awesome coaching to help each of us develop tasks to implement with our students right away, next week 😊**
- the energy, the enthusiasm and the chance to make tasks. **I have lots to do for the rest of the school year.**

- the opportunity to see *SmartLearning* in action – to see that it is real! Very impressed – **love the structure, yet the openness that our students need!**
  - the practical applications. **I know what I am going to do on purpose, on Monday. My brain is stretching.** Thanks, Tammy! New connection: how to bump some good things to make them better.
  - **the dialogue and sharing of ideas with one another.** I think there is lots of room for me to develop my teaching practices.
  - **the walk & talk** and creating tasks that I can use in my class. I want to try this in my class, but I am concerned about students being on-task and using time wisely.
  - the **ideas for engagement and ownership of learning.** I will be looking at applying the practices to my learning assistance classes.
  - useful information that I can use. **Having a final goal, an end-task up front will help my learners.**
  - ideas for challenging peers, T-chart, good power point. Great! I understand **the importance of using visuals for 21<sup>st</sup> century learning.**
- 

### S3 Leading in Times of Pivotal Change... from noble goals to 21<sup>st</sup> century learning led by Susan Close

#### I appreciated...

- ALL OF IT! Relevant, current, clear, helpful. Fantastic, meaningful, HELPFUL presentation. Thank you! Lots to do but **a better picture now of how and where to start, and what to do to ensure success moving forward.**
- remembering to keep it simple. My job is to **teach children how to learn about their own learning.**
- **a concrete pathway for leaders,** stories, humour, passion. I've got work to do☺
- **listening to the `big` questions shared by others,** connection with personalized learning and *SmartLearning* – food for thought.
- all the information you shared about the importance of teaching about learning. Thank you for inspiring me to continue to help my school and the teachers in my building **learn more about learning.** You are a very special person.
- **helping to make leadership clearer and knowing what's important.** Susan has done the work in clarifying what's important. I have a focus and know what's important in my job as a school-based principal.
- the *invitation* helped with practical ideas of **how to motivate, and encourage others to expand (and my own) their own learning.** Thank you so much for inspiring us once again.

- the message of keeping it simple: 21<sup>st</sup> century learning is `Learning about your learning` -- it makes it seem do-able.
- links to OECD and global documents, hearing interesting questions from colleagues in a variety of contexts, **larger framework for new directions in learning**. Where do we go from here?

#### S4 Smart Board Judy Street and with *SmartLearning* Sequences led by Jandi Doyle and Judy Street

##### I appreciated...

- the teachers who presented and so **generously gave us their time and resources**. This was very helpful and **opened my eyes to endless possibilities!**
- the openness of the presenters and respecting that we need time to just try things and play. I want to put together a new lesson and **I feel like I have the 'courage' to do it now!**
- **the step by step direction as well as a hard copy**. I see the areas of *SmartLearning* that I need to concentrate more on and I have learned easy means of implementing my missing pieces.
- ... I can see so many applications for this. I can use the template to get started right off, but I can also see new ways to do the things that I already do in class. **It is a wonderful tool to engage the students and get even better buy in!**
- playing with Notebook and learning how to use some of the tools. A very useful morning. **Discovering some tools was excellent**. I can see how *SmartLearning* can be enhanced with technology.
- the time to work on some Smart Board stuff that I can use. I liked the examples of some *SmartLearning* sequences on the Smart Board. **I will be able to adapt these sequences for my own classroom.**
- the step by step instructions to make tools on the Smart Board: question flipper, tags... **I liked the images added to the *SmartLearning* sequences** (how to do that on your Smart Board). Good to see *SmartLearning* strategies on the board.
- how great it was to connect *SmartLearning* with my Smart Board. **I think it will be great to connect with other teachers on a wiki.**
- ... I really appreciated the direct instruction and then the chance to play on our own. **The handouts are very helpful. Thank you.** I am excited to try these tools on Monday. I see the class buying in.
- the freedom to go at individual paces. The handouts were great along with the coloured interactive in front. I also appreciated **the *SmartLearning* sequence.**
- the files that Jandi prepared and shared with us. Great session! I will be playing around with the software and **incorporate it within my Biology 12 class, and my Science 10 class.**
- **how much thought and care has gone into our session.** I appreciated the amount of information we are going to be able to use. I would definitely like to get together for a longer session.

- **the time to play with the software** and the knowledge and enthusiasm of the presenters. Lots to learn. Steep learning curve... but all good stuff☺ Thanks.
- the invitation to 'network'. The pace →perfect. **I appreciated the template.** I feel like I have something to work with. I must make sure that what I am doing on the Smart Board somehow enhances or makes *SmartLearning* easier.
- **the handout that allows me to make my own *SmartLearning* lessons.** Once I learn more about SmartLearning, I can use the Smart Board more effectively.
- **the preparation done for this session.** The idea that we can work together on this learning. I'm too new to the Smart Board to get more than an introduction to the 'ins and outs' of this program. But, thanks!
- **differentiated instruction** so that you worked at your level. I am excited to use the spotlight and A/B partner-talk. I can see using the lesson templates; actually putting a lesson together!
- **the detail in the handouts.** I can take it home and digest all of the information. I can try to write my own Notebook lessons.
- **the frames for Independent Reading and for the sequences.** I am looking forward to getting all of this into action.
- how very organized and very detailed the notes and the presentation were, the how-to steps for setting up the Smart Board. **I appreciated also having an actual sequence to follow and the templates to use.** I know this will be very useful for when I do get a Smart Board and I know this is one handout that I will keep! Thank you!
- **all of the work that you did to give us Smart Board/ *SmartLearning* ideas.** I have so far to go and need a ton of practice.
- **the pre-made documents and templates.** I am excited to mesh my knowledge of Smart Boards with my new knowledge of *SmartLearning*.
- **access to presenters, wiki, and community building.** Much of this will go hand-in-hand with *SmartLearning* strategies in class... especially *Gap Analysis*.
- **templates and time.** I am looking forward to trying a sequence myself, with my students.
- **the packages of file resources** to practice and learn, the sequence set-up using Notebook.

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## S5 Getting Started led by MaryAnn McLean

### I appreciated...

- reflecting on the steps in the process. **Nice to have seen it yesterday in action and to reflect and revisit today.** I appreciate that I can do some of these activities starting on Monday☺
- **practical examples of the process!** Wow, I need to do some reading!!
- the outline and the teacher-friendly outline of the approach, the concept – using examples and a story. I appreciated connecting with yesterday's session in classes.



- having a reading approach today, as yesterday we saw science in action. Lots of information... **time to try, and talk over with colleagues** when we return to school next week.
- **the theory paired with the modelling.** This reminds me of K.
- ... **I feel confident to work through a sequence with my students. The light came on!**
- ... **I loved going through the steps** and the different activities. Thanks, Mary-Ann for demonstrating the tools and the step-by-step process. This validates some of the *SmartLearning* I've done in classes.
- going through the lesson to experience the steps. **I need to go into more classes to see** it in action.
- the patience and how well organized MaryAnn was. Thanks for sharing. I appreciate the handouts. **I feel excited and confident that I can go home and implement this right away!** Thank you.
- the explanations of the Guide – **the step-by-step detailed 'walk through', the chance to ask questions, to clarify and deepen existing knowledge.** I feel more confident... to begin implementing more deeply, not just partner-talk!
- going through the large poster helped solidify my understanding of the process. I now realize I need to **work more on goal-setting with my kids.**
- ... I really appreciated your overview of the Guide for Smarter Learning. **You really clarified goal-setting** for me. I am excited about implementing ways to goal-set.
- **MaryAnn's knowledge and enthusiasm.** It might have worked better if only people who had been at Uplands yesterday attended this session. There were too many people who didn't have a context and we ran out of time.
- **all of the examples!** Thank you! There was a lot of information! I am trying to digest it all.
- **the amount of knowledge shared and how it was made applicable to every classroom –** very practical. I would have loved more time in this session. A whole day would have been great! Thanks!

## S6 & 13 Deeper Task•Higher Learning led by Tammy Kay and Scott Edwards

### I appreciated...

- **thinking with an end in mind -- PLOs -- and combining PLOs.** Thank you for some examples and the opportunity to deconstruct some tasks. Very meaningful and very useful.
- **the idea of the tasks being the starting point of a teaching planning sequence, so that the scaffolding of the skills is so evident from that.** I appreciated the examples that were given to provide a starting point, and the collegial nature of the session. Scott and Tammy were both inspiring. They were immediately the people you wished you were working with because it was so evident that their enthusiasm and knowledge would help to make you better too. Thanks!

- **extending *end-tasks* to set students up to think in role, in order to apply their learning to real life.** I also loved the comment on how to set detail up in your criteria instead of making your end-task too detailed.
- **how interactive the session was.** I would give more time to developing a task. Using the PLOs in the IRP – great suggestion!
- **that I now know where to start** but I want to go home and play. I appreciated all the different ideas and will be using task 1 in my class.
- **the clarification of what a *SmartLearning* task looks like.** This demystifies *SmartLearning* quite a bit. I have connected task construction for *SmartLearning* to that of critical challenges. I am looking for more specific information regarding non-written response. I think you were blowing minds by suggesting alternative non-qualitative forms of assessment without more clearly explaining how they look.
- great examples (more diverse for different grades). I loved seeing what the student would need to complete the tasks. I loved the opportunity to practice creating a task → very valuable. Definitely my Math teaching needs to change. **I love the idea of a task oriented classroom with students engaged.**
- **positive support, looking at wants and needs of the group, actual classroom examples, and sharing ‘some work/some don’t’... and it’s okay.** I am on the right track with what I have been doing, but I am now going to try doing *end-tasks* that encompass units rather than lessons. As well, I am going to do this in Math.
- the group activities and the good knowledge that our presenters had. **I was able to understand the processes in scaffolding a task.** I needed more time to complete my work although the chatting is more important to me... collaboration.
- **seeing some of the different tasks that the presenters had used and having the opportunity to deconstruct them.** Teaching to the task means not taking on too big of a task. I would prefer to have a task for each unit rather than one that combines many – unless I have already taught those units earlier in the year.
- **all of the resources!** I wish I knew more about how to implement them. I think what is difficult or challenging is that *SmartLearning* forces us to desert our normal lesson structure and terminology, for a novel approach.
- learning how to get the students to generate the criteria and the prerequisite skills. **I am realizing that I need to let go of the textbooks and generate my own more meaningful tasks.**
- **the ideas and the examples.** I appreciated the ideas the instructors gave that were off topic. Very motivating!
- **learning to create the tasks based on the IRPs.** Make the tasks purposeful and productive. Set the criteria. Goals come from criteria. I need to keep working on this.
- **having time to create my own tasks and having the ‘coaches’ interact and guide us.** Great! Very meaningful. I would appreciate a sample of a whole lesson displaying how the task was layered (scaffolding) to better help me reflect.
- **the time at the end to develop a task.** The package of information looks good. I’ll read and reflect and create my own mapping task in collaboration with my peers.

- **time to brainstorm and discuss purposeful tasks for our grade level and learning outcomes.** I found it helpful and encouraging to know that I have some high inference tasks in my classroom already.
  - **... I'm visual so I need to see the notes** on the overhead. Not enough time; maybe less time reporting out so there's more time at the end on planning high inference tasks (HITS).
  - **the humour of the instructors**☺ I wish I had the IRPs for my grade level here. Perhaps an email asking people to bring IRPs for planning **a task would have helped.**
  - **ideas and strategies for open-ended tasks.** I will develop open-ended tasks.
  - **practical tasks I can use on Monday,** useful handouts, collaborative discussion. Email me if you have any deeper grade 7 algebra tasks! [brookehaller@hotmail.com](mailto:brookehaller@hotmail.com)
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## S7 Assessment led by Bev Krieger

### I appreciated...

- **the honest approach to assessment!** Very open to my questions. Expertise is always an asset. Great explanation on answering my burning questions... makes me willing to get going on the *SmartLearning* Reading Assessment before the next report card.
- understanding the 'full' purpose of the *SmartLearning* Reading Assessment and **how I can use it to guide my teaching.** Assessment always looked so onerous but now it seems more friendly and do-able.
- detailed information about the reading assessment process. **I now feel more confident** in administering the Reading Assessment.
- the clarity of the process as well as the value behind **using the Reading Assessment Record as a teaching guide.** A very enlightening session!
- more insight into how the Reading Assessment Record **guides instruction at the individual level.** I am looking forward to increasing individualizing reading development.
- learning a lot about the reading assessment, and **how to use the rubric to set criteria and guide my teaching.** I'm eager to go back and synthesize how this will lead to changes in my practices and my classroom.
- a review of the reading assessment record and administering it. **Use the scales to make T-charts with the kids and post them so the kids know what it takes** to exceed expectations.
- **Bev's expertise and the plain language she uses!** As a TOC, I don't have many opportunities to do assessment, but I'd like to learn assessment strategies for different grade levels.
- going through the step-by-step of how to administer the Reading Assessment. I'm not quite ready, and my students are not quite ready for the Reading Assessment Record because **I haven't consistently been doing sequences.** I need to let go of some other things like Reading Power.

- that Bev **was so organized and her handouts were helpful to make the assessment clear.** I'm so motivated to use the RAR scales to drive my teaching – to make it meaningful for myself and my students. Bev, you really have brought so much clarity and focus for me. Thank you. I love your 'real life and relaxed approach to all of this. I am learning lots ☺
- **having the beginning of a conceptual understanding of the reading assessment process (RAR)** to start thinking about how I could inform a district picture of our students as readers over time. This assessment is best used if it matches how you are teaching. It needs to be implemented based on classroom and school readiness.
- the **reading assessment process (RAR) can be non-threatening and just another day in responding to text: reflect, learn, share**
- that the facilitator was **so knowledgeable and very patient with 'beginner' questions.** Those sitting next to me were more willing to fill in the blanks when I was feeling confused. I find it difficult to know how much I should absorb without actually being a teacher yet.
- the insight into **how to better differentiate for kids at different reading levels.** I am excited to use the Reading Assessment scales to make T charts with my class on powerful predictions, questioning etc.]
- **that student teachers' questions and comments are treated as respectfully as experienced teacher comments**☺ Also I appreciated the honesty about the DVDs being overwhelming, and the sharing of group thoughts. I want to work through a gr.1 reading assessment with Betty Ann if possible, even after my practicum finishes. I'd like to see how they change at different grade levels.
- ...well explained – **added calm to the assessment process.**

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## S8 Resource Support led by Janice Clary

### I appreciated...

- that Janice has **many resources and examples of strategies at her fingertips. She is passionate about sharing her enthusiasm.** She is humble and modest about her skills and makes entering into SmartLearning seem approachable and possible. I feel capable about attempting some new strategies this coming week!
- that the presenter was **experienced with students that struggle.** Very helpful and knowledgeable. I appreciated the amount of practical resources and strategies that you readily shared with us. I enjoyed the practical, resource-filled side to this workshop. I am **thankful for the insights and tools** you have passed on.
- the **advice and wisdom** from a consummate professional, the empathy and the wealth of resources.
- **that I will try to 'boldly go forth' and invite myself in to one of my colleague's classes.** I will start 'small'.
- all of the strategies that I learned about today and that my questions were answered. I would have liked to have more time in this session; there is so much to learn. I am getting **more tools to help my students.**

- **materials, honesty and availability.** I will review and fine tune to enhance what kids are doing... happy retirement Janice Clary!
  - all the handouts of ideas and the discussion with Janice and the others about what to do with my resource students. **This gave me a confidence** that I can bring back some ideas of SmartLearning to use in my Resource Classroom.
  - **the passion and enthusiasm that inspires** – presented in a positive way that helps us believe that we can. I appreciated the wealth of information that we can take away and digest. I appreciated the time to reflect on how to incorporate this work into our own practices.
  - **how many individual questions Janice focused on and incorporated into her presentation.** Also, I appreciated how many tools we were given 😊 I have been re-inspired to add more *SmartLearning* into my classroom.
- 

## S9 Going Deeper with SmartLearning led by Susan Close

### I appreciated...

- I appreciate the right/left brain research and **seeing the transferring of skills to the 21<sup>st</sup> century learner.** I need to add images to my A/B partner-talk and start this in my teaching.
- getting tools and lists. They will help me when I get back to school...work... and try to implement these strategies. So many things to think about and try. However, the bottom line is to **start small and get students motivated, engaged and thinking on their own.**
- **the wealth of knowledge, the practical tools, an understanding of what we need as educators.** I really enjoyed my time here at the institute. I go back smarter and more inspired. Thank you for your passion and the time you give to children and to old people 😊
- everything! Susan, such a powerful presentation and they always leave you inspired and with more energy! **Your organization of the book is fantastic!**
- being able to deepen my understanding. I appreciate the handouts with all of the information and the **revisions of the tools with the background information.** I need to start *playing* with more of these strategies and tools so that I can continue to build on my foundations of understanding.
- ... Excellent presentation of current research to back up our belief in *SmartLearning*. I will not be quiet about this work. We need to shout it from the roof tops! **My brain is heavy along with my bag of tools!** Thank you for a wonderful conference.
- ... My brain is fat and happy! I appreciated the big picture and the specific pieces. 21<sup>st</sup> century through SmartLearning... is a tipping point – **wisdom and knowledge are constructed ... created personally and socially.** Information and data can be accessed using technology!
- the time to build a task, and talk through what I want them to know at the end. **It takes longer to get to a deep task.**
- The handouts and resources are fantastic! Thanks so much! **I know that I need to start with images. Now I understand why.**

- ... Wow – so many great ideas. **I love the detailed explanations and the reasoning (research) behind the tools.**
  - ... Genius – enthusiasm, practical applications. **Thanks for clearing up why we do what we do with the specific strategies.** I will pick out the nuggets and try them. I commit!!
  - the new knowledge about using images, and of course the blackline masters and the sample sequences. I already know how I am going to teach using the materials. **A practical model with theory behind using these tools!** Thank you!
- 

## S10 Independent Reading – Grades 2-7 led by Bev Krieger with Sarah Guest

### I appreciated...

- **all of it!** I am so ready to take this back to my class and do... I love how I can start with a whole class book a few times to boost confidence in the process – mine as well as theirs. Thank you! Thank you!
- all the information and tools and **the opportunity to actually practice the technique.** This session was great and really helpful!
- **the small steps and the ease with which you can implement *SmartLearning* in reading programs.** An eye-opening once again... Use it in the classroom - a gentle reminder.
- **a vision of what truly effective reading is like.** I will start using this in a group setting when I get back, until we are more familiar with *SmartLearning* tools and strategies, etc.
- the handouts and **the layout of the year's goals, marking etc.** I will integrate this into my Independent Reading program this week!
- **ideas for reading goals, sample targets.** I need better reading assessment tools.
- **how clearly the information was presented;** practical. This helped clarify my thinking about how to start, how to effectively bring Independent Reading into my Language Arts classes.
- ... I do silent reading, but **I like how this way works better.** Thank you for the input!
- being able to go through the example. **I think it would be helpful to do a few of these 'logs' while I am reading, in order to experience them.** It would be beneficial for my teaching.
- seeing this new way of doing silent reading. **The run through of the process was very valuable.** I am excited to start this process in my classroom.
- great handouts – ready to use! **I really want to start this right away.** I am very excited!
- **going through the sequence and experiencing it.** I will start this with my class this week!
- **Bev taking us through the framework step by step, giving examples, clarifying steps, asking if we had questions, taking the time to answer our questions and answer our concerns.** This was very beneficial to experience as the students would - the opportunity to feel and experience what our students would. Very powerful.

- **sharing of tried and true strategies currently being used.** This work has taken the big ideas and refined them into practical ways of implementing them effectively in your class. I can start using these ideas right away. I appreciated the continued development of the strategies over time... using constant feedback/thought needed. I appreciate your sharing your knowledge; very helpful.
- **that the presentation helped me to have a clearer understanding of independent reading.** I need to learn more about Independent Reading and see it happen.
- ... I *really* appreciated going through the first chunk of Independent Reading! It was great to know what the students experience.
- **actually going through the process.** Do more 'at school' demonstrations.
- that I still need to have a high inference task at the end... more. I need to guide goal-setting more. **Thank you.** I understand how to put in place the Independent Reading sequence.
- how clear and engaging this was. Great handouts; hands-on, minds-on experience; helpful. I know now what I need to do!

## S11 WordWork led by Paul Kopf with MaryAnn McLean

### I appreciated...

- ... MaryAnn and Paul did **a great job of describing how to do *Words their Way*.** I loved the handouts and going over the assessment. I loved the session. They made it much clearer. I want to go home and do the assessment next week and start the program after Spring Break.
- ... Paul and MaryAnn worked together very well. The program is great! **I appreciated lots of hands-on experience.** Not enough time!
- ... You gave me **a more clear idea of what the program looks like.** I start Monday. I already did my pre-test☺
- **the look at the 'whole week' approach** as I was missing that. I'm looking forward to a restructure of how I'm doing it now.
- **the diversity of activities with words as well as the assessment tools used to guide teaching practice.** This seems more effective than traditional spelling tests!
- **the walk through the process.** I'm eager to get this program going.
- how this workshop was presented and explained. **It was easy to follow and understand.** I am excited to implement this program in my school.
- **visual, hands-on examples and chatting with neighbours.** This was a good introduction to the program. I feel I could do this.
- the process, using this program and seeing the benefits at the different levels. This helps to drive your instruction. Use the 'see', 'say', 'touch', 'move'... **manipulation is a big part of the process.**
- **how instruction can be differentiated among the various learners,** a well-structured program. I will be looking forward to trying this in my class.

- the detailed explanation of **how to do WordWork, each day of the week**. I appreciated learning to let the speeding superstars go ahead.
- **seeing this again and hearing the process again**. I want to use this next year!! I will practice this year.
- **understanding the set-up, organization and evaluation**. Nice to hear how it works and the activities involved.
- the explanation of the program. **I am excited about using this wonderful way to work with words**. I would like to implement this program next September.

## S12 Planning a Sequence led by Judy Street

### I appreciate...

- **the list of best tools for each step**, the outline – master or **template – to fill in for planning**. **I will try to use T-charts more for everything!!** ☺
- work time, ideas of **tools you use to give us ideas where to start**, ideas for books. I`m off and running... will be planning on my own → now. Yahoo!
- the opportunity to share with others, the way our facilitator **helped to simplify the process**. Thank you, Judy! I so appreciated...
- **the resources, the conversation**. Thank you! I am excited to try it in my classroom.
- ... I loved **the write-ups for each of the SmartThinking tools**. Thank you. I`m feeling more confident about planning my own sequences. I am looking forward to picking up a book and making a sequence for it.
- the simple, basic comparing of two sequences, to see that all of the work is already done. It`s not that hard! Change the tools! **Start simple!**
- I appreciate **the personal connections, the follow-up from yesterday** and the handouts. I will add this to my bag of techniques.
- **a framework for sequencing that I can use as a starting point**. You answered many of my questions.
- all the tools given and **simplifying the information so it seems possible**. Wow! I`m excited but there is a lot of work to do until I can really feel comfortable.
- **how to start a sequence or use a sequence many times until you feel comfortable** enough to add new and different tools or strategies.
- all of it – the handouts were helpful. Thanks. A *lightbulb* moment. **I can do this**. Thanks!
- the various discussions you had to help me understand what is going to be great in a multi-graded class. My nugget – **this is a process!**
- going **over the basics of SmartLearning after seeing it in action**. I can`t wait to try it!



*Thank you* to everyone for taking the time to reflect and offer comments.

The comments gave us a picture of what worked well for people, and what people really appreciated. We will use the information to guide our planning for further interactions. During our institutes and conferences we always want participants to experience a balance practice and theory. We want people working with *SmartLearning* to experience success – to know what the practices look like and feel like when they are up and running, and we want them to understand the *why behind the what, and the how* of the approach. We see **S•U•C•C•E•S•S** having a clear vision with pathways to support people on the journey. For success with *SmartLearning* to happen, we see:

**S:** Success needs to have a **simple** message, and the simple message in *SmartLearning* is, “**Better Tools•Better Learning.**”

The practices in *SmartLearning* have developed through action research projects, involving hundreds and hundreds of educators, over 25 years. The message is easy to understand, and it takes time to learn how to apply the sets of skill-specific tools in the classroom.

A publication in process right now *SmartThinking Tools: powerful processes for 21<sup>st</sup> century learning*, will be available in the fall to help people learn how to get started with the tools, and how to use the tools to develop sophisticated levels of understanding. The goal is equip all learners with the tools so that they will be able to apply them independently, in disciplined explorations of important questions, problems, issues, and interests. We use the tools to teach important skills through whole-class learning sequences designed with open-ended tasks and specific skills in mind. The students learn to independently apply the tools in ‘*just-right*’ texts of choice, and then go one step further to apply the tools to independent projects – disciplined inquiries.

**U:** Success needs to have some **unexpected results** and deep **understanding**.

In *SmartLearning* you can often see a dramatic shift in thinking and in achievement in an hour. One teacher attending a learning round said, “*I am so inspired! The intense engagement, the visible respect between the learners, the depth of thinking, plus the goal-setting and reflection were so impressive.*” All of the work in *SmartLearning* is designed to develop deep understanding – in learners big and small. The deep understanding of the pedagogy, the why of what we do, is important for the educators. The deep understanding of content, process, and metacognitive knowledge is important for the students. They need to be able to set goals confidently in relation to the task at hand, using knowledge of their own learning. They need to learn how to self-monitor and reflect as the learning unfolds and then set new goals based on new understandings. Our new response sheets have the coaching card icons set at the top of the page and this feature is really helping with the goal-setting and the self-regulation of the learning. We will be posting examples of the response sheets under resources/SmartThinking Tools, on the website. Many are formatted as word documents so people will be able to refine them for their own needs.

Understanding the research underpinnings, and the thinking behind the approach, is very important to us. One of the hallmarks of *SmartLearning* is that the practices are continually informed by findings emerging from the learning sciences -- neuroscience, cognitive science, attachment theory, motivation, literacy, assessment -- and from our classroom-based study.

**C:** Success with *SmartLearning* needs to be **concrete**.

What is *SmartLearning*? Why this particular framework? What is the thinking and the research behind the approach? What are the important skills being developed? Where are my particular students in relation to the skills? How do I choose where to start? What tools will work best for my students, given their backgrounds and skill-needs? How do I plan with these skills in mind? What do I need to get started? How will I get a handle on the best way for me to get the system up and running? Who do I know that is implementing this approach? Who will I turn to, to guide me along the way? What support structures do I need, as I work to implement and study the effects of the approach?

**C:** Success needs to be **credible**.

Seeing the practices *live* really shows the power of the approach. You can see from the patterns in the reflections, people loved seeing the components of *SmartLearning* up and running in 'real' classrooms. Many commented on how thoughtful and reflective the learners were, and how impressive the skill development was. As one person said, "*The learning speaks for itself!*"

**E:** Success needs to touch **emotions**.

Many educators reflected on how valuable it was to see learners and teachers who have been working with the practices for some time. One mentioned, "*Seeing learners well into the year, shows what's possible, and it shows the power of staying the course, or stick-to-the-knitting!*"

**S:** Success needs to have **stories** emerging; stories that inspire, stories that fuel energy for learning new ways of doing business, stories that reveal the power in the work.

The team of Penticton educators, who opened their doors to showcase *SmartLearning*, have been implementing and studying the effects of *SmartLearning* on achievement for some time. Their work reflects the principles outlined in the OECD publication, *The Nature of Learning: using research to inspire practice* (November, 2010). The Spring 2011 update, on our website, [www.smartlearning.ca](http://www.smartlearning.ca), offers a summary of the global directions for 21<sup>st</sup> century learning outlined in the book.

Many educators are experiencing dramatic successes with their work with *SmartLearning*. Check out the reflections page on the website to read reflections emerging from learning rounds. Collegial enthusiasm for the interactions, and for the effects on their students, is infectious.

**S:** Success with *SmartLearning* needs to have people saying, “This makes **sense**; this is a right thing to do!”

Success also needs to have **supports to sustain** the practice. Seeing the learning live in the classrooms during learning rounds stimulates a vibrant kind of energy for learning. The analysis and planning sessions that follow, coupled with the workshops tailored to specific dimensions of the practice during an institute or conference, set people up to start or to continue their learning journey.

When educators return to their classrooms, they need to have someone or a team, to reflect with. Collaborative conversations support, and extend the learning. A learning community at the school, inter-school, or district level, focused on implementing and inquiring into aspects of practice, provides a friendly place for deep sharing and for the coaching of new understandings. Many jurisdictions are developing networks of action research or project teams committed to implementing and studying the effects of *SmartLearning* over time.



***SmartLearning: leading for 21<sup>st</sup> century learning*** is the journey ahead. Preparing learners with the complex skills they will need to S•A•I•L confidently and competently on the seas of tomorrow, is our work. Applying the 21<sup>st</sup> century skills to matters of *substance* through independent projects -- disciplined explorations -- will be theirs.

The members of the institute team were proud to share their understandings with you, and we look forward to working with you again in the future.

*Good luck with your plans.*