

## NOTES FROM AFTERNOON WORKING SESSION WITH ALAN NOVEMBER

**Amazing web site...** speaking of brains... ThinkQuest [www.thinkquest.org](http://www.thinkquest.org) - search for epilepsy or go to: [library.thinkquest.org/J001619](http://library.thinkquest.org/J001619)

Motivate students by showing them the work of other kids.

Absolutely convinced that teachers should log on to ThinkQuest (over 4,000 projects), find projects that are aligned with standards and show kids the work of other kids. Show teachers these examples as well so they have a vision of how technology can be used.

Rather than teach teachers how to use the Internet, focus on student work. Example: Art and the Influence of War TQ site – have teachers assess the site. Collaboration is built in to TQ work.

**Other VISION** is that children will add value to the world.

Alan's goal: the use of technology is to teach children to make the world a better place.

Link THAT to standards and you're in business.

Role of Leadership. Distributive model that everyone is a leader.

### **WORDS CRITICAL FOR LEADERS:**

**Alignment.** Tech is often out of alignment with the rest of the world. Motorola story – spent millions of \$ to train people to use tech to improve Motorola. Didn't work. What went wrong?

A: Leadership team did not set the goals of the staff development – the tech team set the goals. Absolutely essential for the leader of the organization to set ALL goals so they are in alignment with the goals of the organization. Motorola also realized there was no accountability build in. Using the staff d. tech info was optional. Motorola now goes out to sites for follow up to see if skills are being applied.

**Accountability.** Role of the leader is to ensure accountability.

Preparation of alignment of goals and follow-up important.

Or get "Spray and Pray". Spray on the technology and pray that it takes.

Leaders do not need to know the technology. Need to be able to ask good questions to see if it's making a difference.

**BTW, I think teachers shouldn't be allowed to come to staff development unless bring two students with them.** Trainer trains the kids – teacher's role is to be there to understand the impact of technology on learning.

Teachers need to understand how children respond to technology. Adults are immigrants in your own land – you're paper people. It's a digital land.

When kids come back the skill of the teacher is to organize those two kids to teach the other kids. Teachers do not need to know the tech – relieve them of that fear. Let the kids do it.

**B.J.'s question:** Because the fear is there and teachers do not want to give the control to the kids, how do you manage that?

Alan: Personalize the tech as much as possible – give each teacher his/her own laptop.

Essential for the role of the leader to honor the knowledge and wisdom of teachers. Goal

of every school leader to publish the work of the teachers. If their work is not on the Web, then they're just casual observers. Put their best stories up there. Go to 4teachers.org – see some stories.

**Whatever tech skill you teach** is probably not going to be used when kids get out of school – changing too fast. What skills are going to survive? Communication, information skills – empowerment skills.

**Fear can also be a driver** (can be a paralysis, but can be a motivator too)

Show them how scary the technology is: [www.anovember.com/articles/zach](http://www.anovember.com/articles/zach) (See the March issue of Technology & Learning.) Engage recalcitrant teacher by telling them how bad the Internet is. Acknowledge their fear first and then give them the ramp of getting out of that position.

**Do you understand the grammar of the Internet?** (So you can understand the URL of A. Butz's article, for instance – two grammatical symbols that tell you it's not an official site: tilde followed by a personal name)

**Who's Using the Internet?** #1 word used in search engines to search is Pokemon. When you go through the list of the top ten searches in the world, you see they're done by children. Children use the internet 5 times more at home than at school. Is it the responsibility of the school to prepare the students for the world?

Do you think teachers should prepare students to be informationally literate? (use word "information" instead of "technology"...) )

Hope every school would build an information literacy Web site. SO these skills are on school site 24/7. Move all staff development to the Web. Let children access the same information (much of the time, some exceptions) the teachers do. (Will make teachers slightly more interested in learning if they know kids will be able to know it, too.)

**Planning Activity re fears** (in Leadership Institute Handbook, page 13).

Role of leader is to validate fear. Have teachers put them on different colored stickies – add them up. Essentially, for every fear there is a corresponding hope.

Show that from this group, there is a corresponding hope for every fear. There is a map of moving from the fear to hope. Until do that, it's much tougher to sell an innovation.

Then print it out, make it a document. Revisit hopes and fears every 6 months, see how progress is being made – build in accountability for those people with fear.

Give list of fears and hopes to technology trainers. They should be listening for the fear and the hope during the work with teachers so can validate the fear, but say "Look, here's another way of looking at it."

**Collaboration is another leadership issue.** Teaching is probably the loneliest, most isolated college-educated profession – got computers before got telephones.

Skunk works – find one teacher here from another state, meet them, when get back e-mail each other. Find two teachers from your schools and send kids' work to other teacher(s)

for assessment. Convinced that the relationship a teacher has with another teacher is going to be their strength in the coming age...

If staff development was embedded in the every day process, we'd get a lot more done. Sending student work out to another teacher and seeing how someone else grades IS staff development.

Explore the opportunity of collaboration.

It's not that we're adding the Internet to the classroom like adding a big encyclopedia, but adding collaboration/connections/communication.

One of the essential criteria in teacher's evaluation will be how many partners: who are your contacts?

**Authentic assessment** – world does the evaluation.

ThinkQuest – Shakespeare site- An InDepth Exploration of Macbeth

([library.thinkquest.org/2888/](http://library.thinkquest.org/2888/)). Kid who created the Web site visits it every day, because it has a Guestbook, shows who's visiting and has comments.

Every kid becomes a global publisher of work. Every principal has to be a publisher of teacher work – alignment. Whatever we expect teachers to do for kids, should expect leader to do for teachers.

Empower teachers – administrator gives teacher right to videotape teaching until come up with best example. Every teacher in department then began taping teaching.

Have to empower teachers.

**How I Scare the Union:**

URL: [epgy.stanford.edu](http://epgy.stanford.edu)

Has curriculum from Kindergarten all the way through. Available to all.

(promoted for gifted, but guess what? On the Internet all kids become gifted – don't have to raise their hands...)

Question for the Union: how many jobs do you anticipate losing?

Name a course you teach... go to Blackboard.com – type the word “algebra” in their search engine. Chances are your course already exists online.

Blackboard has become the default software for online learning for college, many high schools are grabbing it. You should have each student take at least one course online.

You have to have the rigor of online learning – will have to be able to learn that way when you graduate.

Every teacher who teaches a course should find at least half a dozen of those courses online and see how their course is being taught online.

Put together an online learning design team TOMORROW. Don't wait.

**Key words:**

Alignment

Accountability

Validating fear

Expressing hope

Crafting vision

Break boundaries

**Have to raise expectations** – expect every kid to hit calculus. Nuts that only 10% of kids take AP courses. Should hit 70%.

Have to break the boundary of Algebra I, Algebra II, Trigonometry, etc.

Every teacher gets a group of kids and takes that group to calculus in four years.

**Big way to deal with equity : videotape** . Give a big box of blank tape to every teacher in 1-5 grades. Camera in each room. Teachers reflect on important things for those years.

What do you want to see happening? Send video home of each kid doing those things.

Video is the medium of the homes. If you live in a community where parents have been school-traumatized – need to build capacity in their house (not our house, their house).

Video is the sleeper technology.

Break boundaries and build capacity for innovation.

**Summer Institute** – Rhode Island, 3 days

Learn more at [www.anovember.com](http://www.anovember.com)