

*Blueprint for Replication*

Companion to *Classroom for the Conceptual Age: Chronicles of an Integrated Exploratory Teacher*

## **Blueprint for Replication**

By Marcia D. Barton

Companion Workbook for

*Classroom for the Conceptual Age:*

*Chronicles of an Integrated Exploratory Teacher*

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### EMPATHY PHASE: *The HOW, the WHAT, the WHY, and the WHO*

#### Blueprint Chapter 1 Part I: **Why Now? Foundational Context of the *Integrated Exploratory Approach***

##### **“Preflection”**

*Directions:* Before you begin this journey it is important that you take time to think deeply about who you are and what you believe. Writing slows our thinking and allows us to process and articulate what we truly feel. Spend an hour or more journaling the answers to these questions. The space below each question may be used to write your responses. Be completely honest. No one will see your answers.

##### Questions for TEACHERS

1. Think about your students. Are they comfortable and engaged at school? If not, why not?
2. Think about yourself. Are you comfortable and engaged at school? If not, why not?
3. How did you come to be a teacher or administrator? How long have you been a practicing educator?

"And at the end of the day, we see that the point of schooling in this country isn't to keep the book industry afloat. The point of schooling in this country is to educate the next generation to have **the courage and sensibility to make decisions that better our society,**"

–Blogger Shelly Blake-Plock  
*Edutopia* Facebook  
August 6, 2010

*What's my role in all of this?*



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10. Do education and democratic freedom relate to one another? In what way?

Now, wait a full day. Reread and review your answers. Your answers may surprise you.

### Questions for PARENTS

1. Think about your children. Are they comfortable and engaged at school? If not, why not?
2. Think about yourself. Are you comfortable and engaged with your child's school? If not, why not?
3. How best can parents assist in their child's education?
4. How long have you been a parent?
5. Have you noticed changes in educational practice as your time as a parent has progressed? What have been the most significant changes?
6. Why are you considering a role in helping to make a change to your school or classroom curriculum delivery model?

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7. Do you think change at your school is important? Why?
  
  
  
  
  
  
  
  
  
  
8. What to you believe this change will accomplish?
  
  
  
  
  
  
  
  
  
  
9. What is your energy level and commitment quotient?
  
  
  
  
  
  
  
  
  
  
10. What special qualities or abilities could you offer to educators at your school?

Now, wait a full day. Reread and review your answers. Your answers may surprise you.

### **Research Actions**

**Directions:** Find out. Check the box when completed.

- Where does your school rank (AYP comparison) in relation to others in your district?
  
- Where does your district rank (AYP comparison) in relation to others in your state or nation?
  
- What criteria are being used for ranking? How valid and reliable are these evaluation instruments?
  
- How important is this ranking to your parent community?
  
- How does this ranking impact the maintenance of federal, state, and local funding?
  
- Find out where American schools rank in relation to others in the global community.

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- Review your school and district *mission* and *vision* statements. Are they valid for the 21<sup>st</sup> Century? If not, do you have the ability to change them?
  
- Locate and reread your school's 'Strategic Plan' for improvement, or other formal documentation that provides programming guidance for the school's faculty and administration.
  
- Has the *No Child Left Behind* legislation made a difference in the way your school operates? If so, how?
  
- Has the *No Child Left Behind* legislation made a difference in student engagement or achievement? Explain.

Record additional thoughts and ideas in the space below.

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#### Blueprint Chapter 1 Part II: **Why Now? Foundational Context of the *Integrated Exploratory Approach***

##### **“Preflection”**

*Directions:* As you continue this journey, it is important that you take time to think clearly about what you believe. Spend 20 minutes or more journaling an answer to this question. The space below may be used to write your response. Be completely honest.

1. How do you feel about state and national standards?

There is... “a strong relationship between a school's standardized-test scores and the economic and social makeup of that school's student body.” W.J. Popham *Edutopia*, 2005

*Since we can't change the standards or the testing, the way content is delivered becomes really important.*

Now, wait a full day. Reread and review your answers. Your answers may surprise you.

##### **Research Actions**

*Directions:* Build your credibility by developing background knowledge and vocabulary. When completed, check the box.

- Peruse the new [Common Core Standards](#) for public schools in America.
- Review your school's Strategic Plan, if one is available and current.

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- Familiarize yourself with 21<sup>st</sup> Century Skills and the concept of the '7 Cs.' Read Bernie Trilling's 2005 Paper [Toward Global Societies and the Global Challenges For Learning With ITC](#) (interactive Computer Technology).
- Log on the [Edutopia](#) site and familiarize yourself with current thinking on classroom instruction.
- Conduct a brief literature review of recent (2009 – 2011) commercial publications whose articles deal with current trends in education.

### **Functional Actions**

*Directions:* When completed, check the box.

- At a gathering of faculty, present or have others present a brief synopsis of current thinking on 21<sup>st</sup> Century skills with a focus on why they may be important to the school.
- At a gathering of faculty, conduct a discussion or (better still) a demonstration of current curriculum delivery methodologies. Decide if the school faculty offers a wide variety of pedagogical skills.
- Take a group of school colleagues and parents to see the Guggenheim documentary *Waiting for Superman*.
- Convene 3-5 focus groups over the course of a year (that include parent, teacher, administrator, and community members) to discuss current educational research on 21<sup>st</sup> Century skills and how your school is or is not addressing these trends.
- Determine who at the school level will be the change agent and who will be the champions for change.
- List all of the constituencies that will be important and influential to the change.
- List any other school or community people who you would like to have involved in the process.

### **Deliverables**

*Directions:* When completed, check the box.

- As a product of the community focus groups, develop a set of 21<sup>st</sup> Century skills that can be agreed upon by faculty, administration, and parents and supported by the school board.



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- Present a full report, written or oral, to the local school board or other stakeholders that includes rationale for the change, relevant research, time lines for
- Contact local community members and invite them to become involved.
- Have individual conversations with teacher-leaders, and vocal parents to solicit support and to incite thinking about how school could be done differently.
- Initiate partnerships with local institutions of higher education, foundations, or other county and state educational organizations. Discuss ways to pool resources for the benefit of both parties.

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#### Blueprint Chapter 2 Part I: ***Integrated Exploratory - Components of An Innovative Model***

##### **“Preflection”**

*Directions:* This chapter explores recent trends in educational pedagogy and why these approaches fit the needs of the 21<sup>st</sup> Century. Spend 40 minutes journaling the answer to these questions. The space below may be used to write your response. Do not research the answers. Define what you know already before you begin the research section.

1. Is it important that students learn to think? Why?

“...the current strategy for creativity consists of little more than praying for a Greek muse to drop by... The problems we face now, and in the future, simply demand that we do more than just hope for inspiration to strike.”

-Po Bronson & Ashley Merriman  
*Newsweek*, July 10, 2010

**TEACH THINKING!**

2. Define the “constructivist” theory of learning.

3. Without looking it up on Wikipedia, write a short definition of ‘design thinking.’

4. What are ‘Big Questions?’ Why are they important and how could they fit into classroom curriculum delivery?

5. What do the terms ‘authentic production’ and ‘authentic assessment’ mean to you?

6. How does developmental readiness fit into this proposed pedagogical structure?

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Now, wait a full day. Reread and review your answers. Your answers may surprise you.

### **Research Actions**

*Directions:* Dig more deeply into integrative curriculum delivery methodologies. When completed, check the box.

- Read about [“Big Question”](#) pedagogy.
- Buy and read [The Global Achievement Gap](#) by Tony Wagner (2008, Basic Books).
- Watch the [May 2008 TED \(Technology, Entertainment, and Design\) Conference](#) featuring Tim Brown. Take notes. Share them.
- Familiarize yourself with the concept of “Design Thinking.” Browse the [Hasso Plattner Institute for Design](#) website.
- Review the stages of human development from Piaget.
- Read G. Rubenstein’s 2008 article on [Authentic Assessment](#).
- Read [More Fun Than a Barrel of... Worms](#) by Diane Curtis, or watch the [video](#) of the same school program.
- Read July 10, 2010 *Newsweek* article, [“The Creativity Crisis.”](#)

### **Functional Actions**

*Directions:* When completed, check the box.

- Convene a session for teachers where concepts like *Big Questions*, *Design Thinking*, or *authentic learning* and *assessment*, and *constructivism* are unpacked and thoroughly discussed in terms of possibilities.
- Send a cadre of teachers to the Stanford Design Thinking Summer Boot Camp.
- Find and network with teachers approaching learning from the same direction.
- Develop a list of classroom attributes (concrete and affective) that would allow *Big Questions*, *Design Thinking*, or *authentic learning* and *assessment*, and *constructivism*

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to take place.

### **Deliverables**

*Directions:* When completed, check the box.

- Hold a parent education meeting where new curriculum delivery models and the rationale for employing them are unveiled.
- Teachers and administrators who attended the Stanford Design Thinking Boot Camp present new learnings at a faculty gathering.

Record additional thoughts and ideas in the space below.

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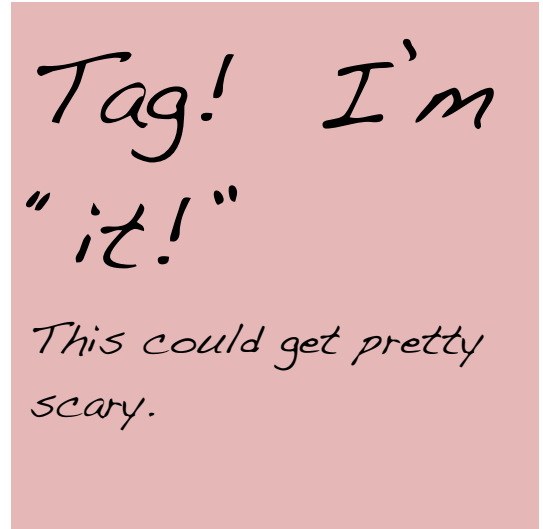
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#### Blueprint Chapter 2 Part II: *Integrated Exploratory - Components of An Innovative Model*

##### **"Preflection"**

*Directions:* This chapter outlined a more focused look at the *Integrated Exploratory* model of classroom pedagogy. Spend 20 minutes journaling the answer to this question. The space below may be used to write your response. Let your mind run free. There are no wrong answers.

1. Brainstorm... When you hear the term *Integrated Exploratory* what does that conjure in your mind?



Now, wait a full day. Reread and review your answers. Your answers may surprise you.

##### **Research Actions**

*Directions:* Dig more deeply into the “top-down” educational reforms that occurred after a Nation at Risk in 1983. When completed, check the box.

- Find a copy of the 1983 report [A Nation At Risk](#). Read it.
- Survey the last 30 years; the programs and “silver bullets” that have been offered to classroom teachers.
- Read the [2005 article](#), *Standardized Testing Fails the Exam* by W.J. Popham.

##### **Functional Actions**

*Directions:* There are no restrictions on these actions. Do not consider resources (time, money, materials) or lack of resources at all. When completed, check the box.

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- Sketch a floor plan for your perfect Integrated Exploratory class.
- Work up your perfect daily schedule.
- Develop a “wish list” of supplies and materials.
- Make a list of obstacles that might impede progress toward constructing that perfect classroom situation.
- State the primary change(s) to your attitude about teaching and learning that will need to happen.
- Sort through the list of ‘programs and “silver bullets”’ you researched. Check the ones with which you are familiar. Cross out the ones that seem out-of-date or passé. Star those that seem promising but for which you will need training/mentoring.
- Understand that this change is coming the inside, from teachers, one classroom at a time.

### **Deliverables**

*Directions:* When completed, check the box.

- Convene pilot teachers and have them share their “perfect” classrooms.
- Discuss the “obstacles” listed. Determine how best to overcome these impediments to success.
- Present the list of trainings in which you would like to participate to your supervisor/principal or superintendent.
- Find a venue for an offsite for teachers willing to take part in the pilot.
- Find an opportunity to commend the teacher risk-takers and to celebrate their bravery.

Record additional thoughts and ideas in the space below.

EMPATHY PHASE: *The HOW, the WHAT, the WHY, and the WHO*

Blueprint Chapter 3: **It Takes A... Building Community**

**“Preflection”**

*Directions:* This chapter shares the specific attributes of the community where the *Integrated Exploratory* class began. The ecosystem that supports the school can be a make or break factor in determining success. What goes on inside the school is significantly impacted by the social and economic mores of the neighborhood and surrounding community. Spend 40 minutes journaling the answer to these questions. Use descriptive adjectives and keep each answer under 25 words. The space below may be used to write your response. There are no wrong answers.

1. Describe your student population.
2. Describe your locale: school neighborhood, city or town.
3. Describe your parent population.
4. Describe your school climate.

“I know what is what, and have always taken care of the main chance.”

Don Quixote  
- Cervantes

*I should be so lucky.*



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5. List the 5 most enjoyable things about your work at your school. Rank them with 1 being the most significant factor.
  
6. List the 5 most difficult things about your work at your school. Rank them with number 1 being the most significant problem.

Now, wait a full day. Reread and review your answers. Your answers may surprise you.

### **Research Actions**

*Directions:* Dig more deeply into the demographics of your school and neighborhood populations. When completed, check the box.

- Consult the most recent census for your community. Discover neighborhood or city (town) trends in population movement or demographic features. Explain why and how these factors may impact your school.
  
- What is the average income and education level for your parent population?
  
- Review basic child development and cognitive theory (e.g. Piaget, Gardner, Maslow, Bloom).

### **Functional Actions**

*Directions:* There are no restrictions on these actions. Do not consider resources (time, money, materials) or lack of resources at all. When completed, check the box.

- What types of learning communities could be developed at your school. Who could become involved? Which neighborhood agencies might want to provide resources?
  
- Make calls to institutions of higher learning, agencies, and scientific organizations (local and long distance) requesting dialogue regarding partnerships and possible outreach programs to benefit the pilot classes.
  
- For under involved parent populations, work up a list of activities that promote and expand parent involvement in the pilot classes.
  
- For over involved parent populations, work up a list of specific but limited ways

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parents can stay actively involved in the pilot classes.

- Understand that the success of the programmatic change depends on more than the teacher and the students.

### **Deliverables**

*Directions:* When completed, check the box.

- At least one new partnership adds to the learning community.
- Sponsor a parent education evening with child development as a focus.
- Publish, in a parent newsletter or on the school website, a list of new ways parents can help in school. Hold an orientation for these new parents.
- Keep track of parent hours spent at school in a helpful capacity. Provide a volunteer “celebration” at the end of the school year.

Record additional thoughts and ideas in the space below.

EMPATHY PHASE: *The HOW, the WHAT, the WHY, and the WHO*

Blueprint Chapter 4: **Stand By Me – Buy-in and Administrative Support**

**“Preflection”**

*Directions:* Reciprocity, as implied by the title of this chapter, refers to the risk-taking environment inherent in change. It discusses how teachers, administrators, the school board, parents, and students must share equally in the hazards, as well as benefits expected, of the process. Spend 40 minutes journaling the answer to this single question. Be honest. The space below may be used to write your response. There cannot be a wrong answer.

1. What are your fears about getting totally immersed in the proposed pedagogical change?

**Help!** I need somebody.  
**Help!** Not just anybody.  
**Help!** You know I need  
someone!  
**Help!**

McCartney-Lennon  
1965

Now, wait a full day. Reread and review your answers. Your answers may surprise you.

**Research Actions**

*Directions:* Where is your support system? When completed, check the box.

- Find out, if you don't already know, which school district administrators will support the move to a more engaging, integrated curriculum delivery system.

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- Find out, through survey if necessary, how supportive the community is with regard to the proposed changes in curriculum delivery.

### **Functional Actions**

*Directions:* When completed, check the box.

- Explaining that this is a good faith effort to institute meaningful change, teachers should develop a comprehensive list of assurances. Items such as “pay for performance,” repercussions for straying from strict adherence to the state standards, falling scores on high stakes testing, and no change of teacher status or designation, should be included in this list of assurances.
- Schedule an offsite or retreat that will allow for the development of the classroom programming (including the focus or lens for each participating class). Develop a catchy name for each new course.
- Plan several daytime and evening meetings so parents can hear options and become acquainted and comfortable with the changes that are about to occur.
- Develop a class request form and cover letter for parents.
- Locate and retain, if requested by the school board, a reputable program evaluator to assist with assessment of the change.
- Beware of naysayers, especially from the ranks of colleagues.

### **Deliverables**

*Directions:* When completed, check the box.

- Deliver and discuss the list of assurances to the principal, superintendent, or school board. At this point the bond of trust is crucial.
- Write up a “course description” that outlines how this new curriculum delivery will be seen by parents and experienced by students.
- Schedule several daytime and evening meetings so parents can hear options and become acquainted and comfortable with the changes that are about to occur.
- Distribute then, after ample time, collect class request forms.
- Begin the process of assembling balanced classes from the parents’ requests.
- Distribute enrollment letters to parents and class lists to teachers.

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- Produce a contract or MOU that spells out the terms of the affiliation between the school and the program evaluator.

Record additional thoughts and ideas in the space below.

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### PROTOTYPING PHASE: *Looks Like - Sounds Like - Feels Like - Works Like*

#### Blueprint Chapter 5: **Summer Games – Prototyping the Instructional Model**

##### **“Preflection”**

*Directions:* Summer Games, is about the heroic process of planning for implementation of the *Integrated Exploratory* model. Spend 40-60 minutes journaling the answer to this single question. Be divergent in your thinking. The space below may be used to write your response. There cannot be a wrong answer.

2. Recall the attributes of a Big Question. Alone or with a grade level partner, brainstorm at least 8 Big Questions.

“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”

-Chinese Proverb

*I will take the time to do this planning because the students will succeed if I do.*

3. Circle the 4 that are most appealing to you; those that call to mind interesting lessons, projects, and activities. Remember, just like your students, you will be dealing with these questions for 9 weeks.

Now, wait a full day. Reread and review your answers. Your answers may surprise you.

##### **Research Actions**

*Directions:* When completed, check the box.

- Review your state content standards, or the [Common Core Standards](#).
- Familiarize yourself with the online Standards Assessment tool, if you plan to use it.

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### **Functional Actions**

*Directions:* When completed, check the box.

- Look over the set of curriculum standards for which you are responsible. Mentally, make connections between the standard and each Big Question. Jot notes about clear and probable connections. You may wish to Xerox the standards, cut them apart, and begin the physical task of sorting on a large flat space or on a chalk/white board. Or, you may wish to use the *Standard Assignment* software provided for this purpose.
- As you create the grid of assigned standards, project ideas will flit into your head. Take the time to record these so you will have them later.
- Look through teachers' manuals and determine what parts you can and will use, and what parts you can sidestep. Be fearless. You are in charge of what will be taught. The textbook company is no longer a major player. The standards, embedded in the Big Questions, form your year-long game plan.
- Create a comprehensive equipment palette. Will you require different furniture? More storage units? What else?
- Create a comprehensive materials list (e.g. poster board, toothpicks, toilet paper rolls) that addresses project ideas, design thinking activities, as well as directed instruction tasks.
- Think about the content of parent communications pieces. Make a list of topics to cover and draft the letter, website, newsletter, etc.
- Think about the projects and design challenges you will present to your class. Determine how each will be assessed.
- Think about authentic assessment and how it correlates to the school district's report card or progress report. How will you tease discreet skills out of projects where they have been carefully embedded?
- Engage in any training or mentoring activities you requested.

### **Deliverables**

*Directions:* When completed, check the box.

- Arrive at a year-long plan by assigning every standard in every core subject area to a specific Big Question. Produce a formal document using the online Standards Assignment tool or create one of your own design from scratch. You may wish to

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share a copy this document with your principal, curriculum director, or superintendent. Remember this is a plan. It may change quite extensively over the course of the school year.

- Insert project ideas and design thinking activities into the Standards Assignment document.
- Create a “nutshell” version of your curriculum plan. Share this with parents and supervisors.
- Compose and mail a letter of welcome to each parent. Explain how school will be different. Outline ways parents can be of assistance (e.g. gathering or providing construction materials, helping in the classroom, booking off-site trips, etc.)
- Compose a letter of welcome to for students. Explain in detail how their school year will be different. Outline as clearly as possible what your expectations for collaboration and communication will be.
- Design a classroom newsletter and begin to assemble a classroom email distribution list.
- If possible create and maintain a classroom website. Add an open BLOG opportunity for parents.
- Develop prototype assessment instruments for prospective projects, design thinking activities, the 7Cs, and other special tasks for which textbook provided assessments are unavailable.
- Invite members of the school board, the press, or the general public in for a visit.

Record additional thoughts and ideas in the space below.



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### PROTOTYPING PHASE: *Looks Like - Sounds Like - Feels Like - Works Like*

#### Blueprint Chapters 6 and 7: **Implementation – Initial Engagement & Curriculum Execution**

##### **“Preflection”**

*Directions: Implementation* is all about you and this first year with a new curriculum delivery model. You are very busy. So this part of the workbook has the shortest list of actions. The book, however, chronicles the longer story. This is fitting. At this point you are writing your own story. Spend 20 minutes journaling the answer to this single question the evening before school starts. Use the space below to write your response.

1. The night before school begins, what are you thinking? What worries you?

“Rome wasn’t built in a day.”

-English Proverb

*I don't know everything.*

*I don't know everything.*

*I don't know everything.*

*I don't know everything.*

*How could I possibly know everything?*

Now, wait a month or more. Reread and review your answers. Your answers may surprise you.

##### **Research Actions**

*Directions:* When completed, check the box.

- Find and keep reading the success stories about teachers who are traveling the same path.
- Begin or maintain correspondence (email, Skype) with teachers who are traveling the same path. Extend your learning community to include others evolving their practice in the same way.

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### **Functional Actions**

*Directions:* When completed, check the box.

- Keep a journal (electronic or paper) and record impressions, events, problems, successes, what worked, what was a dismal failure, what the students, parents, colleagues and supervisors say. This will be extremely important as you begin to evaluate your version of Integrated Exploratory.
- Continue to maintain close relationships with parents. Solicit their help.
- Maintain communication with community partners. If necessary remind them that they agreed to assist in some predetermined way.
- Do not give up. Do not give in. Read or reread Chapter 10, *Assessing Success*. Signs of success will be subtle.

### **Deliverables**

*Directions:* When completed, check the box.

- Make weekly and daily (if necessary) lesson plans.
- Keep an ongoing list of material and equipment needs.
- Keep a list ideas and activities that worked well, as well as ideas to discard.
- Continue to refine assessment instruments so that they are fully in line with the curriculum being taught.

Record additional thoughts and ideas in the space below.

PROTOTYPING PHASE: *Looks Like - Sounds Like - Feels Like - Works Like*

Blueprint Chapter 8: **High Yield – On-Demand Technology**

**“Preflection”**

*Directions:* Whether you have ample technology or not, curriculum integration happens best when the machinery for instant research is available on-demand. The chapter *High Yield - On-Demand Technology* illustrates how we use it to maximize learning in the *Integrated Exploratory* class. Spend 20-30 minutes journaling the answer to these questions. The space below may be used to write your responses.

1. If you are fortunate enough to have on-demand or other computer assistance in your classroom, journal about how you are able to weave it into your daily curriculum.

“...the true, long-lasting benefits of technology integration are found in improved conditions for learning, not in the acquisition of discreet academic skills.”

-Marcy Barton

*The Efficacy of One-to-One Laptop Initiatives in the Public School Environment, 2008*

*I still believe this to be true.*

2. Dream. Describe your ideal hardware and software set up.

3. What applications training will you need to accomplish this dream?

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Now, wait a full day. Reread and review your answers. If necessary, make adjustments to your answers.

### **Research Actions**

*Directions:* When completed, check the box.

- If your school does not provide adequate computer technology, begin to compile a research file of articles and media reports about its use in K-12 classrooms.
- Seek out institutions, corporations, or non-profit organizations to whom you might submit a grant for the kinds of technology your program requires.

### **Functional Actions**

*Directions:* When completed, check the box.

- Work with a committee to prepare grants to fund technology procurement. Engagement in this new curriculum delivery methodology, with its 'authentic production' piece, would be a good hook for a proposal.
- Work closely with IT professionals or technology teachers to learn new applications that may add depth to a project or design challenge.
- Prepare a list of netiquette rules and an 'Orientation to Technology Use' presentation.
- Enlist IT-staff support whenever and wherever it is appropriate.
- Work with district level administrators to create a strand in the strategic plan that expressly calls for technology integration in every classroom.

### **Deliverables**

*Directions:* When completed, check the box.

- With the assistance of your school, or district IT-staff, locate or create a Network Use Policy document that provides clear responsibilities and consequences for student use of technology.
- Deliver or have the IT-staff deliver the prepared orientation and netiquette presentation.
- Submit grants to procure funding for technology.
- Demand quality of product from students whether they have access to computer technology or not.

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### STORYTELLING: *Share the Why? the How? and the What?*

#### Blueprint Chapter 9: **Testing 1, 2, 3... Assessing Success**

##### **"Preflection"**

*Directions:* The concept of 'authentic assessment' is not a new idea. It is a critical idea. *Assessing Success* describes the various means of assessment employed in the *Integrated Exploratory* class and shares both quantitative and qualitative outcomes. Spend 40-60 minutes journaling the answer to these questions. The space below may be used to write your responses.

1. What is your definition of 'authentic assessment?'

2. Is it possible to quantify student oral response? How?

3. Define the "assessment cycle" and tell why it may or may not be important to your students.

" Unless the individual takes a very active roll in what it is he/she is studying; unless he/she asks questions, does things 'hands-on,' to recreate things in his/her own mind, to transform them as needed, the ideas just disappear. He/She may do well on the exam, but a year or two later there is nothing left."

-Howard Gardner  
[Big Thinkers/Edutopia](#)

1997

*Assessment ≠ judgment!!!*

Now, wait a full day. Reread and review your answers. Your answers may surprise you.

##### **Research Actions**

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*Directions:* When completed, check the box.

- Read about [authentic assessment](#) at Edutopia.
- Watch this [video about authentic assessment](#).
- Pick up and review Jon Mueller's book *Assessing Critical Skills*, Linworth Books, Columbus, Ohio, 2009. ISBN158683282-4
- Find out about the 'Assessment Cycle.' Think about how it is germane to what you are teaching and evaluating.

### **Functional Actions**

*Directions:* When completed, check the box.

- List the ways you are using assessment to determine achievement. Now circle those you would consider 'authentic assessment.' What percentage of the total number of your assessments is 'authentic?'
- Develop a 'generic' rubric to evaluate authentic student products (e.g. projects, exhibitions, presentations).
- Develop a series of lessons to teach the concept of the 'Assessment Cycle' to students. Include *self-reflection* and *goal setting* as critical elements of the process.
- Schedule your first student exhibition. Make certain students understand their role and that of the panel.
- Prepare a list of parents and administrative members of the school or district who would be willing to become a panel of observers/evaluators for your student exhibition. Draft and issue an invitation.
- Form a steering committee to reevaluate your school or district progress report or report card. Does it include authentic assessment? Are you reporting what you are measuring?
- Find a guest speaker who can, at a parent education event, instruct parents, teachers, and students about the rationale for "authentic assessment." (This is an excellent point at which to partner with a local college or university.)
- Locate or join a group of stakeholders that will lobby for and help initiate portfolio assessment at your school or in your district.

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### **Deliverables**

*Directions:* When completed, check the box.

- Complete evaluation rubric for student work and ready it for use. (Refine as needed through out the year.) Post the rubric to your website or add it to a newsletter distribution. Make it easily accessible to parents as well as the students.
- Teach the students about the ‘Assessment Cycle.’ Allow them to understand that assessment is a tool for goal setting, not a judgment of their worth.
- Maintain up-to-date spreadsheets or a grade book with student assessment data.
- Hold your first classroom exhibition. Include ample time for students to debrief the event immediately following their presentations.
- Hold an evening parent education meeting where “authentic assessment” is the topic. (This may be with an in-house speaker or a Skype interview.)
- At a school board meeting, present an overview of and rationale behind the need for portfolio assessment.

Record additional thoughts and ideas in the space below.

STORYTELLING: *Share the Why? the How? and the What?*

Blueprint Chapter 10: **The End of the Beginning – Continuous Improvement**

**“Preflection”**

*Directions:* As the year drew to a close, we used surveys, testimonials, and focus groups to assess the big picture. Was the change in curriculum delivery in the 4<sup>th</sup> and 5<sup>th</sup> grades successful? And how did the *Integrated Exploratory* class model measure up when compared to the 7 other classes? The *End of the Beginning* relates some not-so-surprising results. By Easter/Spring Break you should be able to come up with some tentative answers of your own. Spend 30 - 40 minutes journaling the answer to these questions. The space below may be used to write your responses.

1. How is it going? What are the highs? The lows?
2. List again the ‘lows.’ Beside each brainstorm several ways to render a solution.
3. Anticipate what parents and students will say as they are asked to evaluate the new curriculum delivery model. Will their “pros” and “cons” match yours? What will you do if there is not a match between what you think are positive or negative and attitudes of your parents or students?

“There's something happening here. What it is ain't exactly clear.”

- *For What It's Worth*  
Buffalo Springfield, 1970

*I am trying to figure it out. Standardized tests can't be the whole story.*

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Now, wait a full day. Reread and review your answers. Your answers may surprise you.:

### **Research Actions:**

*Directions:* When completed, check the box.

- Research online survey companies [SurveyMonkey](#) or [Zoomarang](#).
- Think about the major differences in the new program. Formulate questions that probe these differences. Determine the types of questions to ask that will provide the data necessary for program evaluation.
- Eliminate bias by inviting a statistician look over the pool of questions.
- Think critically about the political climate of your school or district, as this will play a crucial role in assessing the program. You want to encourage frank discussion, without promoting conflict, bullying, or strident displeasure.

### **Functional Actions**

*Directions:* When completed, check the box.

- Help to develop a survey instrument for parents and students that provides data about comfort levels with the new delivery methodologies, and other elements of the programming.
- If you employ a program evaluator, meet with him/her to address they types of questions he/she should field at focus groups.
- Determine the make up of individuals who will attend focus groups. Parents only? Teachers only? Parents and teachers together? Parents and administrators only? Plan dates, times, venues for parent focus groups.

### **Deliverables**

*Directions:* When completed, check the box.

- Administer the survey to parents and students. Allow ample time for input. Collect and analyze the data.
- Hold focus group meetings.
- Report survey and focus group findings to all stakeholders.
- Report testing results to all stakeholders when they become available.

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Record additional thoughts and ideas in the space below

STORYTELLING: *Share the Why? the How? and the What?*

Workbook Chapter 11: **Discernment - Ah Ha! Moments Along the Way**

**“Reflection”**

*Directions:* Step back. Let the dust settle? In the *Ah Ha! Moments Along the Way* chapter, I was able to articulate some of the insights I experienced during the course of *Integrated Exploratory’s* first year. Give yourself quiet time to reflect. Spend 30 - 40 minutes journaling the answers to these questions. The space below may be used to write your responses.

1. What surprised you most about the school year?

2. Has your teaching changed? How?

3. What changes in student attitude toward school and learning did you observe?

4. What would you like to achieve the next school year.

“[Dopamine is] the chemical analogue to the ‘Ah Ha!’ moment. It makes us feel good, and helps us remember something we discover. We really like learning that surprises us.”

-Gever Tully  
Founder *The Tinkering School*  
*Big Ideas Fest 2009*

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### **Research Actions:**

*Directions:* When completed, check the box.

- Research has now come full circle. Use the data analysis from focus groups, student assessments, and survey instruments to create guidelines for research that will update and improve the new curriculum delivery model.
- Reread all of your workbook journal entries. Determine if there are patterns or issues that will require further investigation.
- Disaggregate data from English Language Learner and/or special education learners who participated in the class. Compare their growth to that of the general education students.

### **Functional Actions**

*Directions:* When completed, check the box.

- Examine the hard data gleaned from the set of research points administered late in the school year. Determine if the data is valuable and can help strengthen the program.
- Make a “To Do” list that will focus energies over the summer months.
- Prepare an anecdotal report regarding the successes you had over the course of the year.

### **Deliverables**

*Directions:* When completed, check the box.

- Chip away at that “To Do” list.
- Report to the school board on the successes you have encountered over the year.
- Line up resources that will help to address weaknesses in your program.
- Become a speaker at any of the innumerable education conferences that occur. Deliver that anecdotal report regarding the successes you had over the course of the year.

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Record additional thoughts and ideas in the space below



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### STORYTELLING: *Share the Why? the How? and the What?*

#### Blueprint Chapter 12: **Replication - Sustainability of the System**

##### **“Reflection”**

*Directions:* As the school year closes, take time to consider your commitment to the *Integrated Exploratory* model. Why should you continue? Give yourself quiet time to reflect. Spend some part of your summer break journaling the answers to these questions. The space below may be used to write your responses.

1. What surprised you most about the school year?
2. Has your teaching changed? How?
3. What changes in student attitude toward school and learning did you observe?
4. What would you like to change or achieve the next school year.

“Insights are wonderful but lightweight. They are relatively easy to have compared to doing something about it.”

-Alan Kay

*Big Ideas Fest 2009*

*Teachers, one at a time, can sidestep ineffective school reform and foment the education revolution from the inside out.*

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Now, wait a full day. Reread and review your answers. Your answers may surprise you.:

### **Research Actions:**

*Directions:* When completed, check the box.

- Take a group of teachers to see the Guggenheim documentary *Waiting for Superman*.
- Log in to the [Edutopia](#) website and cruise around. You will find inspiration.
- Listen to the education thinkers at the [Big Ideas Fest](#).

### **Functional Actions**

*Directions:* When completed, check the box.

- Keep your ears and eyes open for trends. Keep abreast of what is happening in this grassroots revolution in education. You are not alone.
- Think of your job as an educational environmentalist. We must all join together to save the most precious resource – our kids.
- With friends or colleagues, start an ‘Education Nation’ salon.

### **Deliverables**

*Directions:* When completed, check the box.

- Relax. You deserve it.

Record additional thoughts and ideas in the space below