Becoming an Agent of Change

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@henrythiele
Word Association

I'm going to say a word and you say the first word that comes into your mind.

Tree.

Tree.
Share Your Words
A person watching a two-second silent video clip of a teacher he has never met will reach conclusions about how good that teacher is that are very similar to those of a student who sits in the teacher’s class for an entire semester.
Quick Brainstorm

What can you tell about a teacher?

In 2 Seconds

Not in Two Seconds
of students feel engaged at school
About the same % feel engaged at work.
Why People Hate Work (and School)

four areas that matter most to satisfaction and productivity at school and work
Feeling good and recharged physically
FEELING LIKE AN APPRECIATED AND VALUED CONTRIBUTOR
<table>
<thead>
<tr>
<th>Category</th>
<th>8</th>
<th>6</th>
<th>4</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The site has a clear purpose that is carried out throughout the Glog.</td>
<td>The Glog has a clear purpose, but may have one or two parts that do not seem to be</td>
<td>The purpose of the Glog is somewhat unclear.</td>
<td>The Glog does not have a purpose.</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Graphics are related to the purpose of the Glog and are of good quality and enhance reader interest or understanding.</td>
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</tr>
<tr>
<td><strong>Learning of Material</strong></td>
<td>The student has an exceptional understanding of the material included in the site.</td>
<td>The student has a good understanding of the material included in the site.</td>
<td>The student has a fair understanding of the material included in the site.</td>
<td>Student did not appear to learn much from this project.</td>
</tr>
<tr>
<td><strong>Color Choice</strong></td>
<td>Colors of background and fonts do not detract from the content.</td>
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<td>Colors of background and fonts detract from the content.</td>
</tr>
</tbody>
</table>

**Having a clear focus and a say in prioritizing**
Seeing a higher purpose in the work
The Hidden Curriculum

A LITTLE FELLOW Follows ME

A careful man I want to be
A little fellow follows me
I do not dare to go astray
For fear he'll go the self same way

I cannot once escape his eyes
What'er he sees me do, he tries
Like me he says he's going to be
The little chap who follows me

He thinks that I am good and fine
Believes in every word of mine
The base in me he must not see
The little chap that follows me

I must remember as I go
Thru summer's heat and winter's snow
I am building for the years to be
That little chap that follows me.
"For every person who wants to teach there are approximately thirty people who don't want to learn--much."  
W. C. Sellar and R. J. Yeatman - 1932
How do we become an agent of change?

What are we saying is less important than what students are showing
Schneider's Dilemma

A piece of research will only become widely adopted by teachers if it is seen as reaffirming their existing practice.

But if a piece of research already fits in with teachers and educators' existing beliefs, then how can it improve practice?

reference 1; reference 2
Research has to be:

- **Visible to practitioners**
  - appearing as a significant contribution worth taking note of.
- **Compatible with teacher beliefs and concerns**
  - squaring with their priorities and the way they see the world.
- **Occupationally Realistic,**
  - functioning as what David Tyack and Larry Cuban called an “add on”
    to existing practice.
- **Transportable**
  - traveling easily by word-of-mouth, PowerPoint slides, curriculum frameworks, and the like.
Visible
Compatible
Occupationally Realistic
Transportable
“One of the most widely cited yet least read books in American education”
Benjamin Bloom
A Look at “Bloom’s” Taxonomy

1956

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge
List of participants who contributed to the development of the taxonomy through attending one or more of the conferences held from 1949 to 1953

Anderson, Gordon V.
University of Texas

Bloom, Benjamin S.
University of Chicago

Churchill, Ruth
Antioch College

Cronbach, L. J.
University of Illinois

Dahmke, Harold L., Jr.
Michigan State University

Detchen, Lily
Pennsylvania College for Women

Dressel, Paul L.
Michigan State University

Dyer, Henry S.
Educational Testing Service

Ebel, Robert L.
University of Iowa

Engelhart, Max
Chicago Public Schools

Findley, Warren
Educational Testing Service

Furst, Edward J.
University of Michigan

Gage, N. L.
University of Illinois

Harris, Chester W.
University of Wisconsin

Hastings, J. Thomas
University of Illinois

Heil, Louis M.
Brooklyn College

Hill, Walker H.
Michigan State University

Horton, Clark W.
Dartmouth College

Krathwohl, David R.
Michigan State University

Loree, M. Ray
Louisiana State University

Mayhew, Louis B.
Michigan State University

McGuire, Christine
University of Chicago

McQuitty, John V.
University of Florida

Morris, John B.
University of Mississippi

Plumlee, Lynnette
Educational Testing Service

Pace, C. Robert
Syracuse University

Remmers, H. H.
Purdue University

Stern, George G.
Syracuse University

Sutton, Robert B.
Ohio State University

Thiede, Wilson
University of Wisconsin

Travers, Robert M.
Human Resources Research Center
San Antonio, Texas

Tyler, Ralph W.
Center for Advanced Study in the Behavioral Sciences
Stanford, California

Warrington, Willard G.
Michigan State University

*Watt, Rex
University of Southern California

*Deceased
Understanding the Purpose and Goals of the Taxonomy
“Facilitate communication among examiners”
By classifying the goals of the educational process
Consistently with relevant and accepted principles and theories
“We are concerned with the changes produced in individuals as a result of educational experiences”
Intended behavior vs. Actual behavior
Understand and Measure Educational Objectives:
The ways in which students will change their thinking, their feelings, and their actions.
10,000 Middle School and High School Students

THE CHILDREN WE MEAN TO RAISE:
The Real Messages Adults Are Sending About Values

Over 10 Years
20% of students identified caring for others as their top priority.

80% of students ranked achievement or personal happiness as more important than caring for others.
What Parents Find Most Important

Caring: 96%

Achievement: 4%
80% of students believe their parents care more about achievement than caring for others.
The Common Core Is Missing Care
Maybe our curriculum isn’t so hidden
BLOOM'S TAXONOMY

EVALUATION
- Assessing theories;
- Comparison of ideas;
- Evaluating outcomes;
- Solving;
- Judging;
- Recommending;
- Rating

SYNTHESIS
- Using old concepts to create new ideas;
- Design and Invention;
- Composing;
- Imagining;
- Inferring;
- Modifying;
- Predicting;
- Combining

ANALYSIS
- Identifying and analyzing patterns;
- Organization of ideas;
- Recognizing trends

APPLICATION
- Using and applying knowledge;
- Using problem solving methods;
- Manipulating;
- Designing;
- Experimenting

COMPREHENSION
- Understanding;
- Translating;
- Summarizing;
- Demonstrating;
- Discussing

KNOWLEDGE
- Recall of information;
- Discovery;
- Observation;
- Listing;
- Locating;
- Naming
## Alignment of Taxonomies

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy of Cognitive Domain</th>
<th>Bloom’s Taxonomy Cognitive Domain Revised</th>
<th>Cognitive Demand Mathematics</th>
<th>Cognitive Demand English Language Arts</th>
<th>Webb’s Depth of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Remembering</td>
<td>Level One</td>
<td>Level One</td>
<td>Level One</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memorize Facts, Definitions &amp; Formulas</td>
<td>Memorize, Recall</td>
<td>Recall and Reproduction</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding</td>
<td>Level Two</td>
<td>Level Two</td>
<td>Level Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perform Procedures</td>
<td>Perform Procedures, Explain</td>
<td>Skills and Concepts</td>
</tr>
<tr>
<td>Application</td>
<td>Applying</td>
<td>Level Three</td>
<td>Level Three</td>
<td>Level Three</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate Understanding of Mathematics</td>
<td>Generate, Create, Demonstrate</td>
<td>Strategic Thinking</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyzing</td>
<td>Level Four</td>
<td>Level Four</td>
<td>Level Four</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conjecture, Analyze, Generalize, Prove</td>
<td>Analyze, Investigate</td>
<td>Evaluate, Integrate</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Evaluating</td>
<td>Level Five</td>
<td></td>
<td>Level Four</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solve Non-Routine Problems, Make Connections</td>
<td>Evaluate, Integrate</td>
<td>Extended Thinking</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Creating</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Redefinition
Tech allows for the creation of new tasks, previously inconceivable

Modification
Tech allows for significant task redesign

Augmentation
Tech acts as a direct tool substitute, with functional improvement

Substitution
Tech acts as a direct tool substitute, with no functional change

Create
Evaluate
Analyze
Apply
Understand
Remember
The ways in which students will change their thinking, their feelings, and their actions.
Affective Domain

1964

- Receiving/Attending
- Responding
- Valuing
- Organizing
- Characterizing
Psychomotor Domain

1972

A Taxonomy of the Psychomotor Domain
Anita J. Harrow

Non-discursive Communication
Skilled Movements
Physical Activities
Perceptual
Basic Fundamental Movement
Reflex Movements
Affective Domain

1964

- Receiving/Attending
- Responding
- Valuing
- Organizing
- Characterizing
“Much of our meeting time has been devoted to attempts at classifying objectives under this domain”
The domains were designed with relevant and accepted principles and theories from the 50’s and 60’s.
Characterizing

Acts consistently due to an internal belief,
Can articulate a philosophy or world-view,
Can break down complex situations and
respond accordingly based on values, develops
and lives by a code of personal behavior

Organizing

Values become systematic, can compare
and contrast values and choices,
begin to order and prioritize values,
chooses to commit to certain
values and behaviors

Valuing

Motivated to invest, Chooses to behave in a
certain way frequently, Begins to identify
with a behavior and commit to it

Responding

Willingly participating, obedient, volunteers, finds
satisfaction in participating, ready to respond

Receiving/Attending

Willing to be aware of the
setting or situation, gives
attention by choice,
open to the experience

by @henrythiele

http://tinyurl.com/AffectiveDomain
Characterizing
Organizing
Valuing

Investment Gap

Responding
Receiving/Attending
Going Beyond Common

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
Awareness

Know it and Open to Receive it
Awareness

Propel conversations by **posing and responding** to questions that relate the current discussion to broader themes or larger ideas; **actively** incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
Ready and Comprehend the Importance
Responding

Comes prepared to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; volunteers without prompting to incorporate others into the discussion; and finds satisfaction in working to clarify, verify, or challenge ideas and conclusions.
Motivated to Persist in Applying

Valuing
Valuing

Is frequently motivated to pursue in-depth conversations by committing to consistently posing and responding to questions that relate the current discussion to broader themes or larger ideas; persists in leading conversations that incorporate others into the discussion; and appreciates working to clarify, verify, or challenge ideas and conclusions.
Finds Value in Persisting to find ways to Apply the Concept and Connect it to New and Different Ideas
Organizing

Consistently chooses to pursue conversations by valuing interactions where posing and responding to questions that relate the current discussion to broader themes or larger ideas; prioritizes activities that seek to incorporate others into the discussion; and can compare levels of effectiveness in conversations that clarify, verify, or challenge ideas and conclusions.
Is characterized as someone who has an intrinsic need to consistently seek out ways to blend, create, and evaluate complex ideas.
Is characterized as an individual the values and pursues collaborative conversations consistently, while encouraging others with interactions that are focused on posing and responding to questions that relate the current discussion to broader themes or larger ideas; serves as an example of how to incorporate others into the discussion; and has internalized the importance of conversations that clarify, verify, or challenge ideas and conclusions in daily conversation.
Characterizing
Organizing
Valuing
Investment Gap
Responding
Receiving/Attending
"The way to improve education is to make it more personal."
Sir Ken Robinson
I asked the question: What did you think?
She responded:

Worst Class Ever...
Reflections from Andrea Kornowski

1. Teaching is all about RELATIONSHIPS.
2. You have to win students hearts before you can get to their head (learning).
3. The Tech Tool (Google Forms) starts the conversation - with individual students.
4. By asking students for feedback whether the class that they're in, or in life. It shows them that they matter and are stakeholders in their learning.
Cousin Time
Closing the Investment Gap Outside of the Classroom
Real visible learning doesn’t happen until you see the classroom... through the eyes of the student - Hattie
How to Become an Agent of change their thinking, feelings, and their actions
Never let two seconds define you
Agents of Change Are Agents of Care