



From Earning to Learning!

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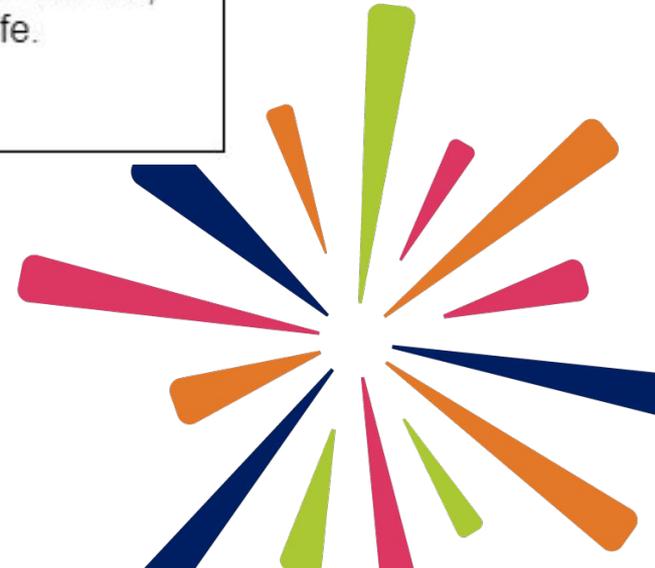
Today's Competencies

- Reflect on how our learner's are functioning exactly as the system intends
- Explore language and practice shifts toward learning
- Make a commitment to “be the change”



Name the job/career!

Future success in a structured single-subject classroom environment.	Future success in environments where the specific skills and knowledge are well defined and communicated.	Future success in environments where the expected outcomes are well defined and communicated.	Future success in variable, interdisciplinary contexts in school, work or life.
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Earning v. Learning



Challenging our beliefs!

If we don't give them a grade they won't

- Do the work
- Care
- Pay attention
- Show up

As learners make their way through high school, survey results show that close to 66% end up disengaged.
-Christensen Institute

Challenging our beliefs!

There aren't any models to learn from... we don't know how to do it!

Across our nation, there are numerous noteworthy instances. The sector knows what it looks like and has clear documentation of resources and processes. - Education Reimagined.

Challenging our beliefs!

Universities and employers require grades (high grades)

But when employers recently named the most important elements in hiring a recent graduate, college reputation, GPA, and courses finished at the *bottom* of the list. At the top, according to the Chronicle of Higher Education, were experiences outside of academics: Internships, jobs, volunteering, and extracurriculars.

Language & systems matter



Earning Language v. Learning Language

I need to get you ready for second grade (or middle school or high school or college).

I have to do report cards next week, so this needs to be turned in by Friday.

If you have less than a B you can redo it.

Learning this is important because....

Being timely is an important priority in life (examples) and we are going to help each other improve.

You can keep working on this until you have learned it/demonstrated mastery.

Systems of earning v. Systems of learning

Honor roll, Valedictorian, honor's diploma, awards

Growth celebrations, goal attainment

Pacing guides that “get us to the test” or “gets to all the standards”

Progressions that define growth across a standard/competency.

Parent-teacher conferences aligned to report card time

Learners sharing progress as it occurs.
Learner as chief communicator.

A young woman with long brown hair is smiling and looking towards a young man. The man is also smiling and looking back at her. They appear to be in a classroom or study setting. The entire image is overlaid with a semi-transparent green filter. The text "Your turn!" is centered in white, bold font.

Your turn!

Strategy Dump!

Strategies

Progressions (replacing rubrics, points, checkmarks, etc)

- Teachers- determine what the “proficient” standard is across a band
- Do NOT assign grade levels
- Single-point rubrics
- Mastery vs. growth

Co-creating success criteria

- Move on when ready
- Learners as “judges”



Strategies

Multi-disciplinary evidence collection

- Some coordinated by educators
- System to coordinate as learners
- Year to year?

Learner as chief communicator

- In real time
- claim/evidence
- celebration





What is your commitment?