

# Greatness: A Moral Imperative

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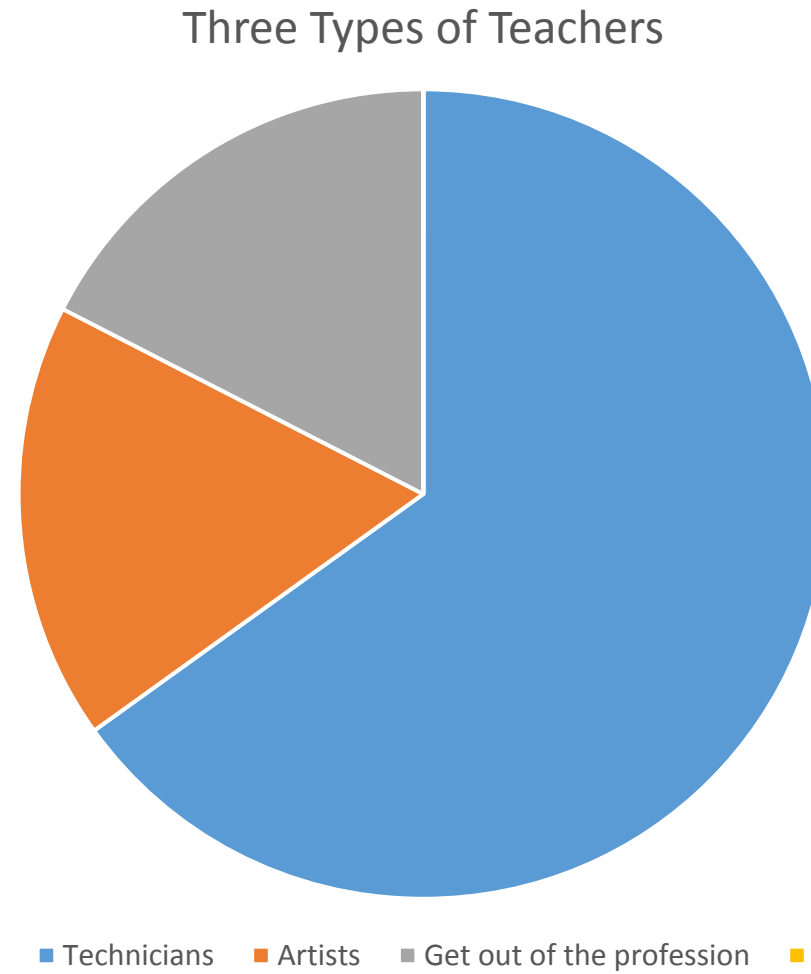
# Taylor Mali

## “What teachers make”

What difference do you plan to make through your role as a teacher?

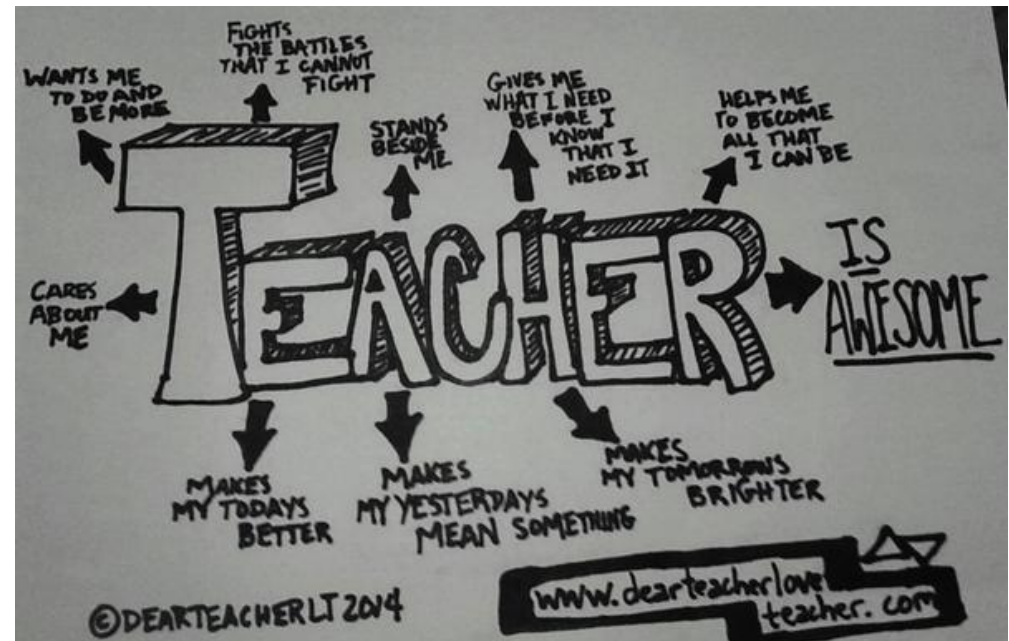


- Technicians
- Artists
- Those who should get out of the profession.



# Technicians

- Engagement
- Questioning Strategies
- Transitions
- Planning



# Engagement

1. Call to attention
2. Strategies to make everyone engage

Develop questioning strategies: Make sure EVERY student must wrestle with the content.

Provide relevance: Be able to answer why this matters.

Consider attention span: Because certain ages...LOOK A SQUIRREL!

Allow for student choice: Choice of problem(s) to work on, choice of self-selecting group, choice of book, choice of how to provide the output, etc.

Differentiate instruction: When possible, scaffold so that there is a reasonable entry point for every learner and a high ceiling for achievement.

# Questioning Strategies

How can you make sure every student wrestles with the content?

How do you identify athlete's foot?

Cold Call (popsicle sticks, playing cards, etc.)

Prewrite answers

Turn and talk

Choral response/shout-out

Think, Pair, Share

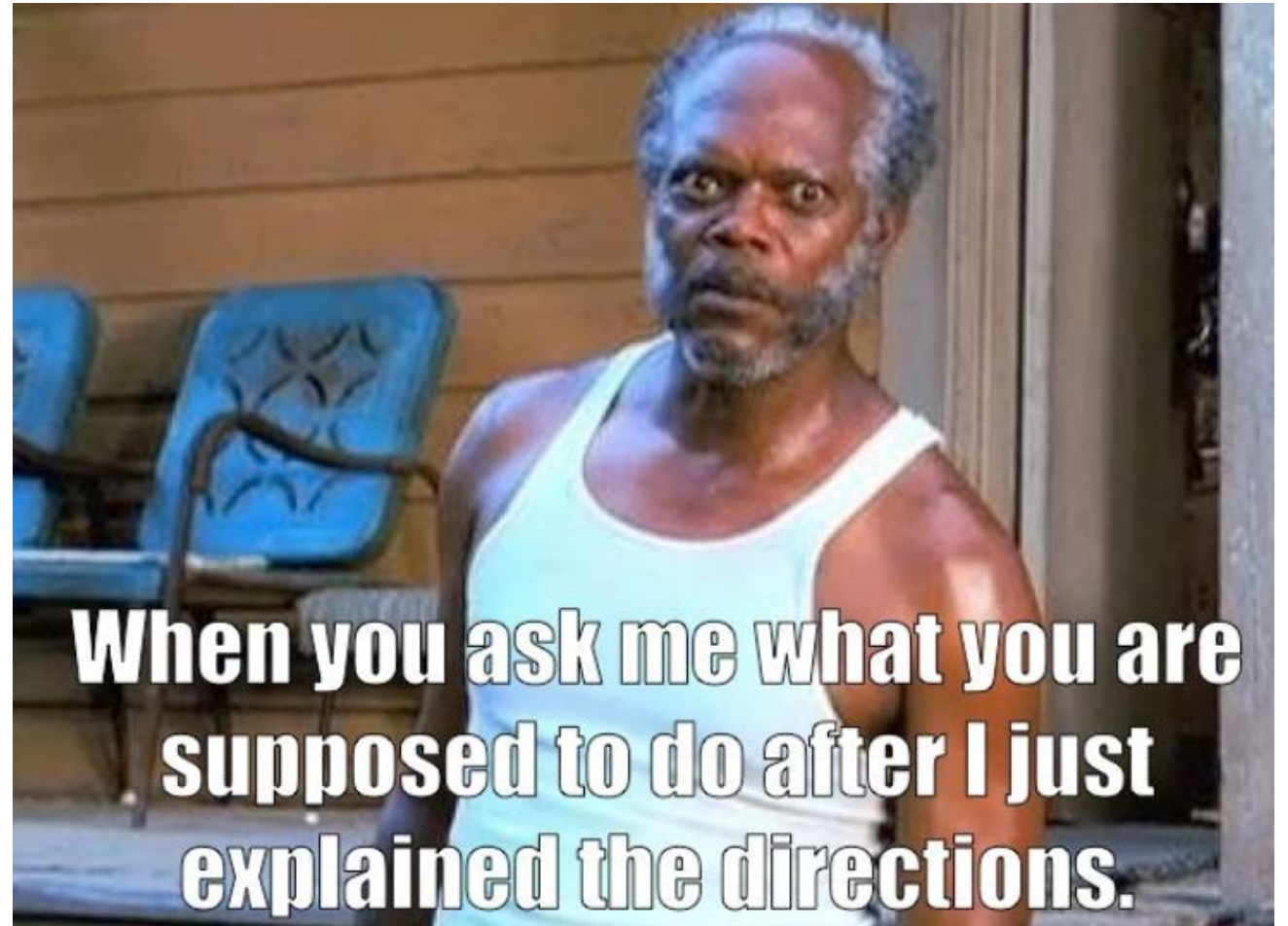
Silent reflection

of



# Transitions

1. Give direction
2. Check for understanding
3. Quickly check in with EVERY STUDENT
4. Circle back for follow up.



# Planning

Begin with the end in mind.

## “Set” Pieces

Students must read, write, speak, listen, think each day

Establish routines

GPSS 3 times a week

Journal writing twice a week

Last 5 reflection daily

Etc.

## Unit Plan

Begin with the end in mind

Determine objectives/essential learnings

Create the essential question(s) to be answered

Establish summative measure

Develop daily plans to get us there

\*\*Remember to include movement, play, transitions (“chunk” into 20 minute segments), individual and group activities.\*\*\*



## A word about assessment...

- Less is more.
- Praise what you want to see more of.
- Provide FEW skills for the student to work on.

$$\begin{array}{ccc} \sqrt{100} - \sqrt{2} & \sqrt{16} & \sqrt[4]{3} \\ x & \Delta x & y & \Delta y & ? \\ = f(10 + \sqrt{2}, 2 + \sqrt[4]{3}) - f(10, 2) \\ dF = (\sqrt{2}, \sqrt[4]{3}) & \text{Hm, no...} \end{array}$$

I'm a freaking genius and that made no sense. Either you're an even greater genius or you were just desperate to put something down. I don't sense any disturbances in the Force when I held this paper so I'm guessing it's the latter... But I'll give you a point in recognition of the fact that you held my attention for as long as you did.

Whoa, did I say that? Sorry, man, you're cool. Yesterday was wild -

Why is this a moral imperative?



## Non-negotiables

- Change/growth is possible for students and adults, but it's not always easy.
- Form strong relationships with students and then ask more of them. Engagement is an expectation in our community culture.
- Expect ALL students to be prepared for college or further education after high school. Anything less than holding that expectation means we are in collusion with factors that are not fair and WILL determine their path (socioeconomic status, parenting, race, gender, etc.).
- Kids make mistakes—we don't throw them away. We help them learn from their mistakes.
- We support and feed one another as we do these close-to-impossible things.