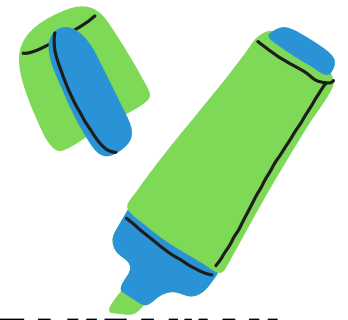
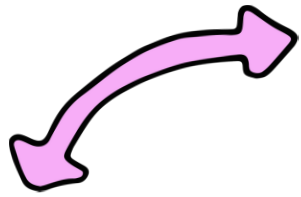


EVOLVING LEARNER

WEEK 1: INTRODUCTION



TAKEAWAY

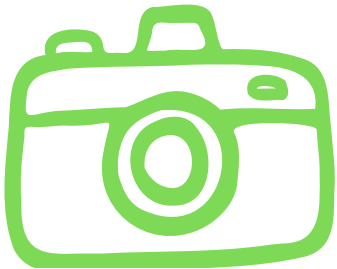
HOW CAN YOU USE
THE EVOLVING
LEARNER INQUIRY
CYCLE?



THE EVOLVING LEARNER
CYCLE OF INQUIRY:
FOCUS, LEARN, REFINE
REFLECT

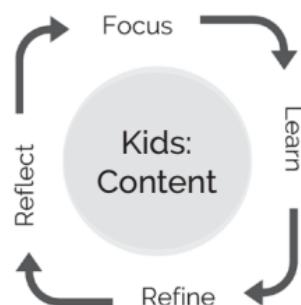


WE DO NOT NEED TO WAIT FOR A COMPLETE
SYSTEMIC CHANGE IN ORDER TO SIGNIFICANTLY
ALTER THE WAY WE RUN SCHOOLS AND
CLASSROOMS. WE ALL HAVE THE OPPORTUNITY
TO BE INQUIRY-DRIVEN, CONSTANTLY LEARNING
FROM KIDS, PEERS, AND THE WORLD (PAGE 12)

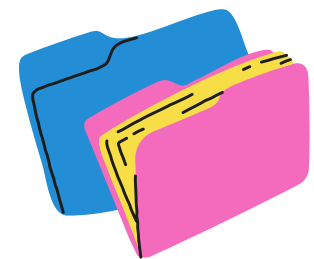
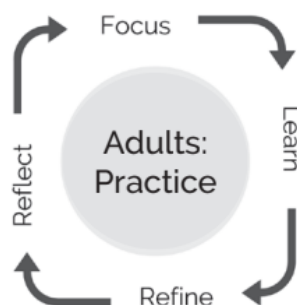


CONSIDER THIS:

Kids are engaged in a
cycle of inquiry for deeper
learning of the content.



Adults are engaged in a
cycle of inquiry to improve
their practice.



ORGANIZATION OF THE BOOK:
LEARNING FROM KIDS,
LEARNING FROM PEERS,
AND LEARNING FROM THE WORLD

MAKE
THINKING
VISIBLE



Pear Deck



SEESAW

EVOLVING LEARNER

WEEK 2: CHAPTER 1 PAGES 15-31



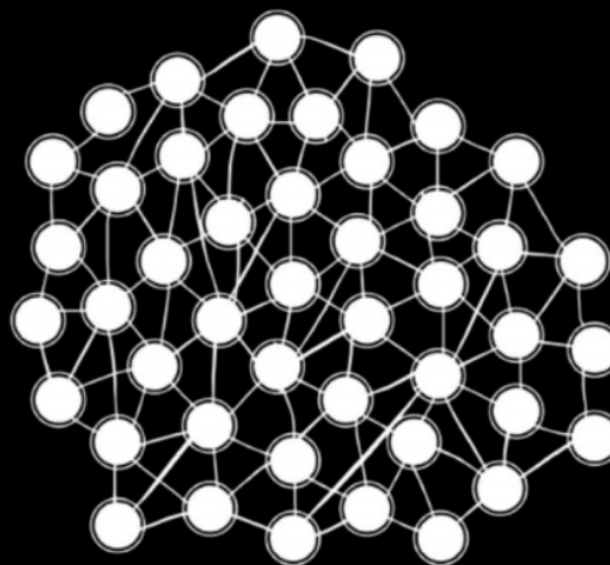
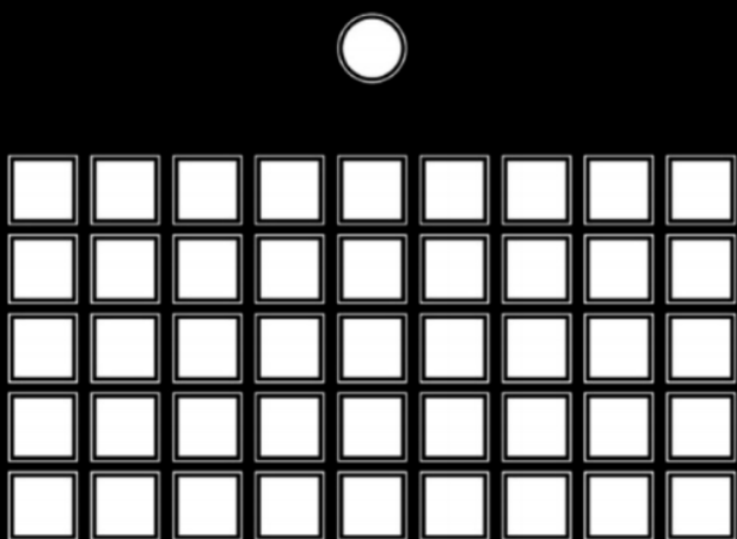
TAKEAWAY
WHAT'S ONE
WAY YOU CAN
LEARN FROM
KIDS?

KIDS TRULY ARE THE MOST PRECIOUS, ABUNDANT, AND
UNDERUTILIZED RESOURCE IN EVERY CLASSROOM.
THEY ARE ALSO CRITICAL TO PERSONALIZING LEARNING
FOR TEACHERS.



TEACHER-DRIVEN

LEARNER-DRIVEN



“As children, we
have a tenuous idea
of love; we often try
to quantify it with
how much we feel
seen and heard” -

Adora
(14 years old)





EVOLVING LEARNER

WEEK 3: CHAPTER 1 PAGES 32-50

*We believe that all kids can learn,
and all kids can teach.* 

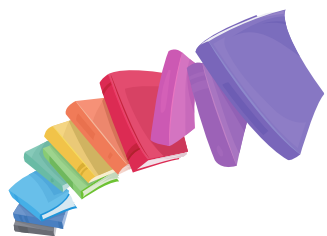


SHIFTING FROM STUDENTS WHO CONSUME CONTENT TO
LEARNERS WHO CREATE CONTENT.



TAKEAWAY

PICK ONE LESSON TO LET THE KIDS TEACH. SHARE YOUR EXPERIENCE.



EVOLVING LEARNER

WEEK 4: CHAPTER 1 PAGES 51-67

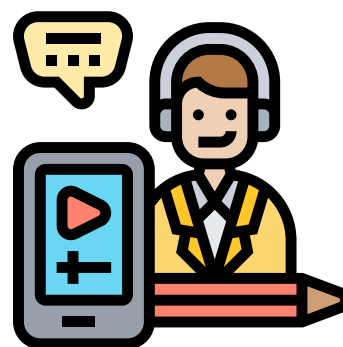
Personalizing the Learning

WHAT DO KIDS HOPE TO FEEL AT SCHOOL?

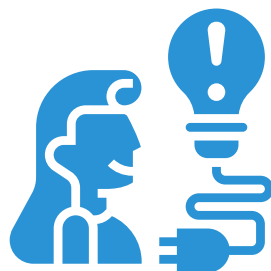
Energized and motivated
Empowered and inspired
Happy and excited
Passionate and purposeful
Respected and valued



PROJECT BASED LEARNING



BLENDED LEARNING



COMPETENCY BASED
LEARNING



UNIVERSAL DESIGN FOR
LEARNING

TAKEAWAY

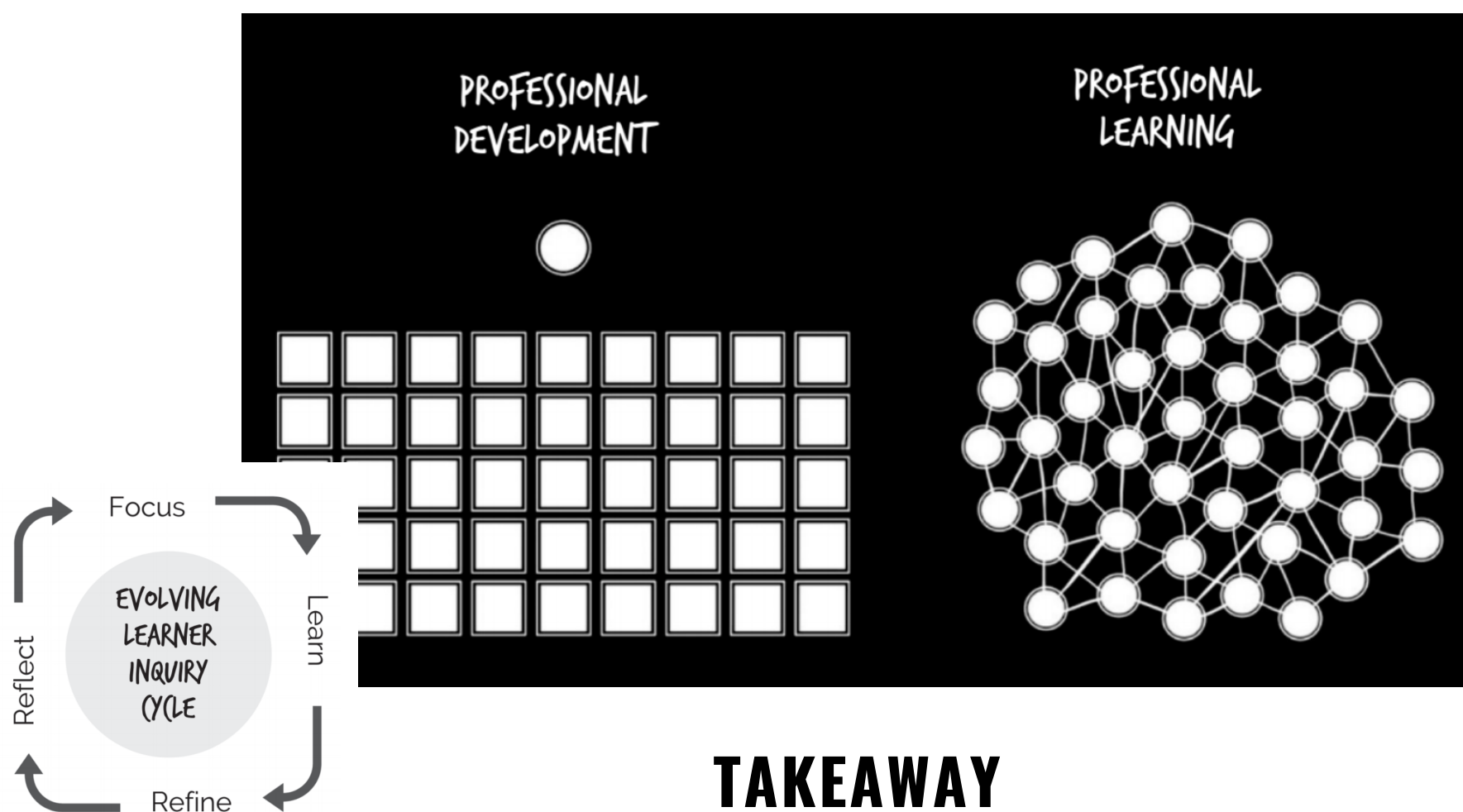
!!! PICK ONE AREA THAT YOU WOULD LIKE TO LEARN MORE ABOUT. !!!



EVOLVING LEARNER

WEEK 5: CHAPTER 2 PAGES 68-82

*Teaching is all about responding to your **learners' needs** and professional learning should be about responding to **teachers' needs**.*



TAKEAWAY

WHAT IS YOUR PROFESSIONAL LEARNING NEED?
SUPPORT ON WORKING WITH A STUDENT WITH BEHAVIORS?
SUPPORT ON TEACHING A NEW CONCEPT?
SUPPORT IN GETTING STUDENTS TO PROGRESS?

**PICK ONE AND ASK A PEER FOR SUPPORT
(TEAMMATE, TEACHER, COACH, ADMIN, SOCIAL MEDIA).**



EVOLVING LEARNER

WEEK 6: CHAPTER 2 PAGES 83-98

TEACHERS HAVE TO BE ABLE TO TRUST EACH OTHER TO
BE VULNERABLE ABOUT THEIR KIDS' LEARNING, AND THEY
HAVE TO BE WILLING TO GET PAST THE IDEA OF "MY KIDS"
AND TRUST THAT IT IS THE TEAM'S KIDS.

Professional Learning Communities

- Create a trusting environment by starting each meeting with a **mindfulness** activity
- Ground the meeting in inquiry
 - Focus, Learn, Refine, Reflect



Instructional Coaching

- **Why:** Builds self-efficacy
- **How:** Relationship, Inquiry, Choice
- **Get creative:** Video coaching, Micro-credential process

breathe

TAKEAWAY

WHEN ENTERING ANY MEETING -

START IT WITH A MINDFULNESS ACTIVITY (EVEN IF IT IS BY YOURSELF).

*take care
of your mind*



EVOLVING LEARNER

WEEK 7: CHAPTER 2 PAGES 99-123

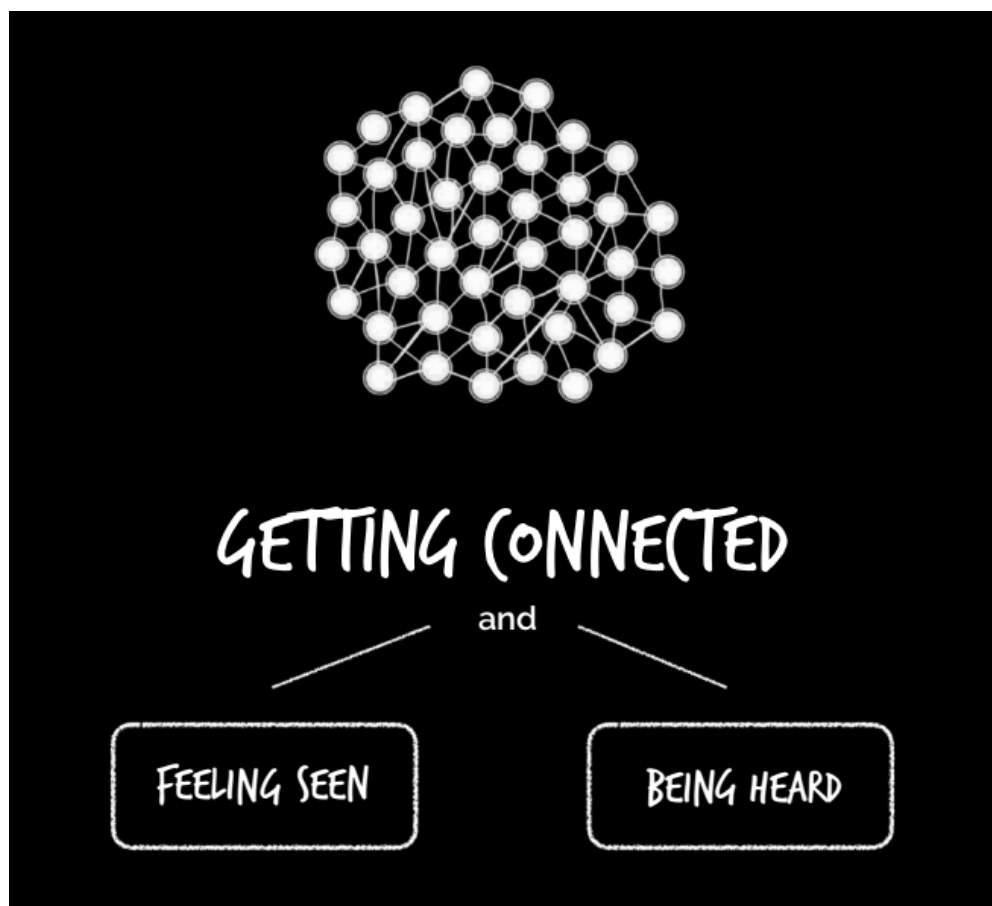
social emotional learning

identify feelings

AFFIRMATIONS

mindfulness

CALM
CALENDAR



calm jars

*THE STORY I'M
MAKING UP*

5-2-5 breathing

zones of regulation

BRAIN BREAKS

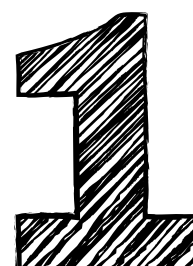
Empathy

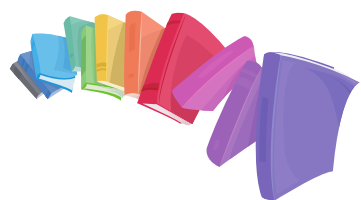
TAKE A MOMENT TO PLAY



TAKEAWAY

FLIP TO PAGES 106 - 112
PICK ONE NEW THING TO TRY.





EVOLVING LEARNER

WEEK 8: CHAPTER 3 PAGES 125-140



DEVELOP YOUR TRIBE

SOCIAL MEDIA

BECOMING AN EDU-EXPLORER

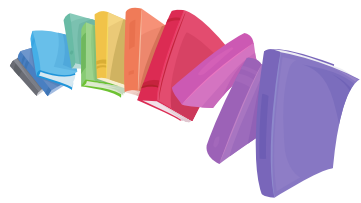
SHARING YOUR STORY

CONNECTING

TAKEAWAY

GO TO THE EVOLVING LEARNER WEBSITE TO TAKE THE QUIZ "WHAT TYPE OF TEACHER ARE YOU?"

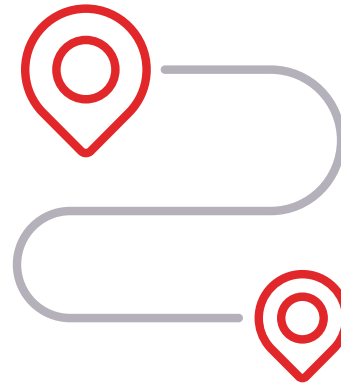




EVOLVING LEARNER

WEEK 9: CHAPTER 3 PAGES 141-156

NAVIGATING IT ALL



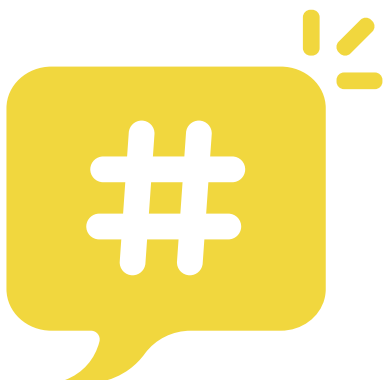
FILTER

EDIT

HOW CAN WE EVAPORATE SOME OF THE SOCIAL MEDIA OCEAN INTO A MANAGEABLE PROFESSIONAL LEARNING POND?

FOCUS

BALANCE



TAKEAWAY

TURN TO PAGES 146-147 AND EXPLORE ONE #.