

I acknowledge that the land I am presenting from is the traditional land of the Nipmuc People whose name has been appropriated for the school where I currently teach.

The violence directed towards Indigenous, Native, Aboriginal, First Nation, and First Peoples is ongoing. This violence is present when Indigenous people's histories are erased, their cultures are trivialized, their resources are seized, their labor is exploited, their children are stolen, and their lives are taken. In order to fight against this violence, occupiers of this land must listen and amplify Indigenous people's voices, while fighting against their complicity.

Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. Acknowledgment is a critical public intervention, a necessary step toward honoring Native communities and enacting the much larger project of decolonization and reconciliation. I invite you to call for and spread this practice.



The use of American Indian mascots as symbols in schools and university athletic programs is particularly troubling because schools are places of learning. These mascots are teaching stereotypical, misleading and too often, insulting images of American Indians. These negative lessons are not just affecting American Indian students; they are sending the wrong message to all students."

– Former APA President Ronald F. Levant, EdD

<https://www.apa.org/pi/oema/resources/indian-mascots>

Increase Student
Engagement:
Decrease Your Teacher
Workload



TODAY'S AGENDA

What's the plan?

01

Introduction

02

Explore routines

03

What happens in between

04

Who owns the learning process?

05

What you can do tomorrow.

06

Growth over compliance

- Low-prep methods of introducing project-based lessons and units that decrease teacher workload while improving student learning outcomes and engagement
- Assorted activities that eliminate the need for compliance-based systems and replace them with equitable classroom agreements

Attendees will leave this session with immediately actionable tips and tactics that they can implement in their classrooms in order to lighten teacher workload and increase student engagement in both physical and virtual environments.

hi! I'm Bonnie

teacher | author | consultant

founder of *Educate on Purpose*

 BEAWESOMEONPURPOSE

 @biologygoddess



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YOUR CURRENT ROUTINE

**Daily, Weekly, Monthly
Lesson, Unit, Module**

Goals



Reflection

You do this for yourself.

Do you help students do the same?

Time Saver #1

Incorporate goal-setting and reflection into your routine.

Reflect on Prior Learning
Set A Goal

Weekly
Monthly
Lesson
Unit



Time saver #2

Activities and Feedback

Goals



Reflection

What happens in the space between?

SEL:

collaboration
resilience
organization
communication
metacognition

Content:

activate
elicit
leverage
demonstrate

Skills:

transfer
connections



**ALL IN
ONE
PLACE!**

Who owns the
learning process?



Time saver #3

Stop Grading Everything

Provide narrative feedback using
voice tools or text

Encourage or require revisions
and resubmissions

Use peer evaluation



EMPOWERMENT TO SHARE LEARNING

Fairs

Expos

Gallery Walks

Media Center

Blogs

Podcasts

Newsletters



ASSESS WITH EMPATHY

When we empower students to make learning decisions we have to begin to rethink assessment.

Autonomy takes time.

Mastery is worth the wait.





Communicate Learning
on individual
assignments with
single point rubrics

Breakfast in Bed

Areas for Improvement	Criteria <i>Standards for This Performance</i>	Evidence of Exceeding Standards
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

<https://www.cultofpedagogy.com/single-point-rubric/>

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This framing encourages a different mindset when writing / choosing assignments.



QUESTIONS

Please unmute or type in the chat to ask.



Communicate Learning
across time with
proficiency scales.

Honor the process. Always room for improvement

Exceeds Proficiency	Demonstrates Proficiency	Approaching Proficiency	Limited Proficiency	No Proficiency
100	95	85	75	65
Independently meets proficiency and is able to make advanced inferences and make authentic connections to _____	Independently explains the essential concepts of _____. Independently able to identify more complex concepts including _____.	With some help is able to explain all essential concepts of _____ including: _____	With some help is able to meet some proficiency targets.	With help is unable to explain many of the proficiency targets.

Honor the process. Always room for improvement

Exceeds Proficiency	Demonstrates Proficiency	Approaching Proficiency	Limited Proficiency	No Proficiency
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This framing encourages a different mindset when writing / choosing lesson sets & assessment tasks.

Example from my practice.

Independently meets proficiency and able to make advanced inferences about disease or make authentic connections.	Independently explains the structure and function of the skeletal system including, hematopoiesis, support, movement, calcium storage, energy storage. Independently able to identify bone shape, osteoblast, osteoclast, osteocyte, canaliculi, Haversian Canal.	With some help is able to explain all essential structures and functions of the skeletal system including, hematopoiesis, support, movement, calcium storage, energy storage and identify bone shape, osteoblast, osteoclast, osteocyte, canaliculi, Haversian Canal.	With some help is able to meet some proficiency targets.	With help is unable to explain many of the proficiency targets.
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Give it some thought...

Exceeds Proficiency	Demonstrates Proficiency	Approaching Proficiency	Limited Proficiency	No Proficiency
100	95	85	75	65
Independently meets proficiency and is able to make advanced inferences and make authentic connections to _____	Independently explains the essential concepts of _____. Independently able to identify more complex concepts including _____.	With some help is able to explain all essential concepts of _____ including: _____	With some help is able to meet some proficiency targets.	With help is unable to explain many of the proficiency targets.

How would you fill in the blanks?

How might this change the lens of curriculum planning?



QUESTIONS

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SUMMARY



Leverage prior knowledge & interest to choose route to destination.

Use student interest and map a plan.

Guide students through their journey.

Include plenty of formative checkpoints that help students reach their own goals.

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THANK YOU!

Email me at bonnie@educateonpurpose.com
if you have more questions.