

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.

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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



The background features a light gray gradient. On the left, there is a large, dark gray, organic, wavy shape. On the right, there is a dark gray, teardrop-shaped area filled with a complex, overlapping scribble of thin black lines. The word "INTRODUCTION" is centered in a dark blue, serif font.

# INTRODUCTION

# 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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**culturally  
responsive teaching**

A Venn diagram with two overlapping circles. The left circle is light blue and contains the text 'culturally responsive teaching'. The right circle is light beige and contains the text 'classroom routines'. The overlapping area in the center is a darker blue and is outlined with a dashed white line, containing the text 'engagement'. The background is a solid dark blue.

**engagement**

**classroom  
routines**



# YOUR CURRENT ROUTINE

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



# Time Saver #1

Incorporate goal-setting and reflection into your routine.

**Reflect on Prior Learning**  
**Set A Goal**

Weekly  
Monthly  
Lesson  
Unit



Who owns the  
learning process?





Teacher-centered  $\Rightarrow$  Student-centered

What percent of time are you talking?  
Find at least one activity that you can  
transfer ownership to students.

**Goals**



**Reflection**

You do this for yourself.  
Do you help students do the same?

# Time Saver #2

## Activities and Feedback

### SEL:

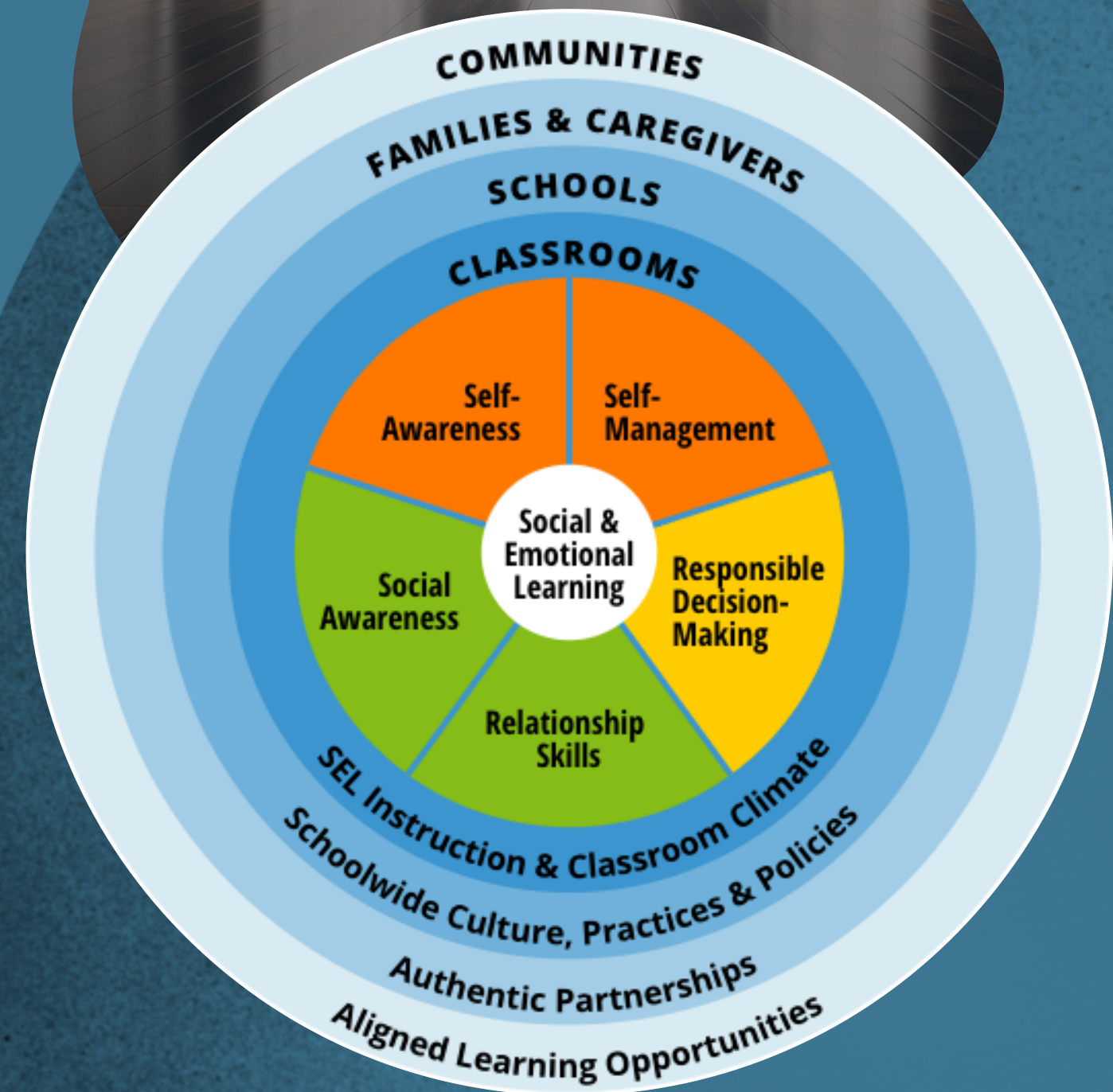
collaboration  
resilience  
organization  
communication  
metacognition

### Content:

activate  
elicit  
leverage  
demonstrate

### Skills:

transfer  
connections



## *Time saver #3*

# Stop Grading Everything

Provide narrative feedback using  
voice tools or text

Encourage or require revisions  
and resubmissions

Use peer evaluation



**Goals**



**Reflection**

*Learning is an iterative process  
not an event.*

## Breakfast in Bed

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

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





Communicate Learning  
on individual  
assignments with  
single point rubrics

## Breakfast in Bed

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

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

RETHINK YOUR ROUTINE





CRT & Routines

Talk time

Set a goal

Academic discourse

Feedback opportunities

Reusable, familiar yet rigorous activities

# 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.**





# QUESTIONS

Please unmute or type in the chat to ask.



Communicate Learning  
across time with  
proficiency scales.



# Honor the process. Always room for improvement

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

# Honor the process. Always room for improvement

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

This framing encourages a different mindset when writing / choosing lesson sets & assessment tasks.

# Example from my practice.

<b>Independently meets proficiency and able to make advanced inferences about disease or make authentic connections.</b>	<b>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.</b>	<b>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.</b>	<b>With some help is able to meet some proficiency targets.</b>	<b>With help is unable to explain many of the proficiency targets.</b>
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# Give it some thought...

<b>Exceeds Proficiency</b>	<b>Demonstrates Proficiency</b>	<b>Approaching Proficiency</b>	<b>Limited Proficiency</b>	<b>No Proficiency</b>
<b>100</b>	<b>95</b>	<b>85</b>	<b>75</b>	<b>65</b>
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How would you fill in the blanks?  
How might this change the lens of curriculum planning?



# QUESTIONS

Please unmute or type in the chat to ask.

# SUMMARY



Leverage prior knowledge & interest to choose route to destination.



Use student interest and map a plan.



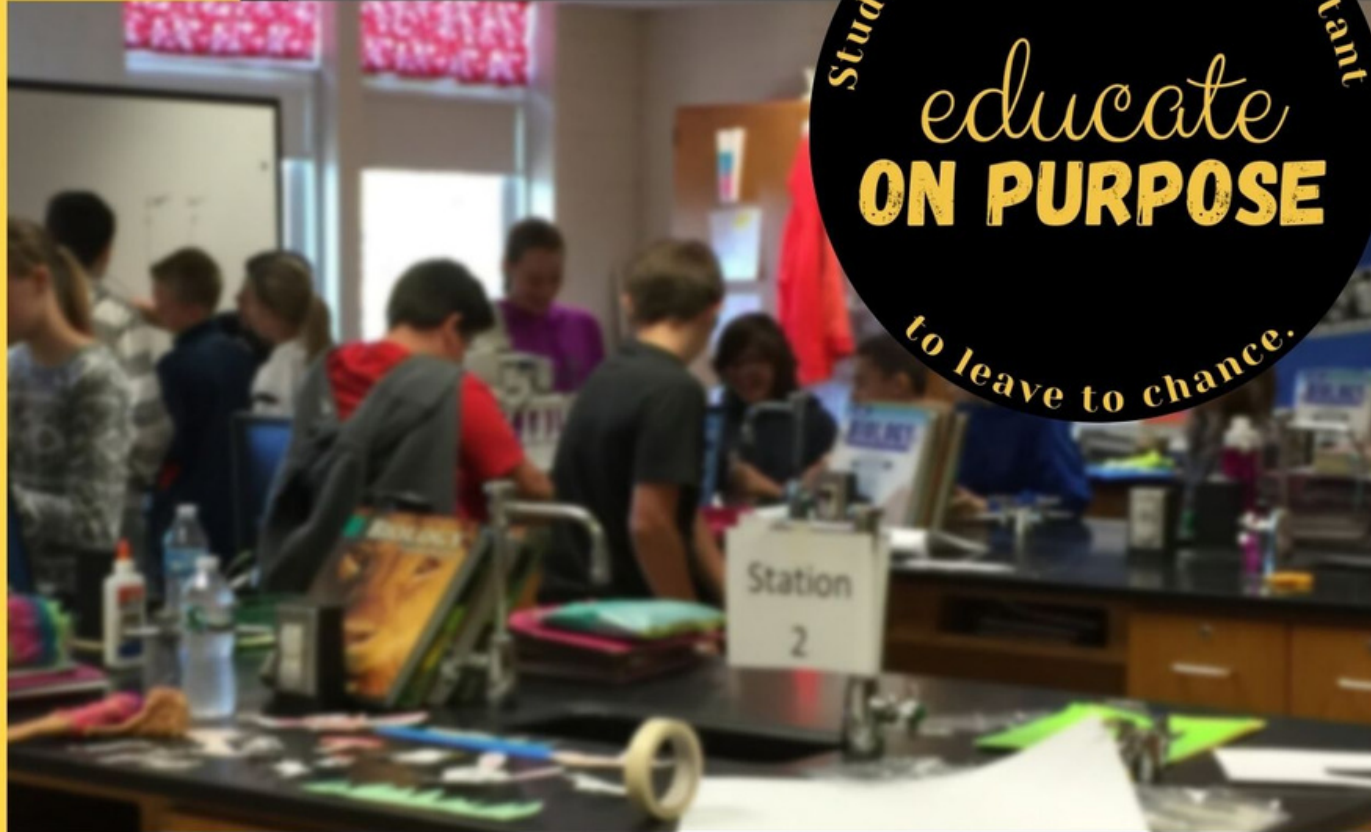
Guide students through their journey.



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

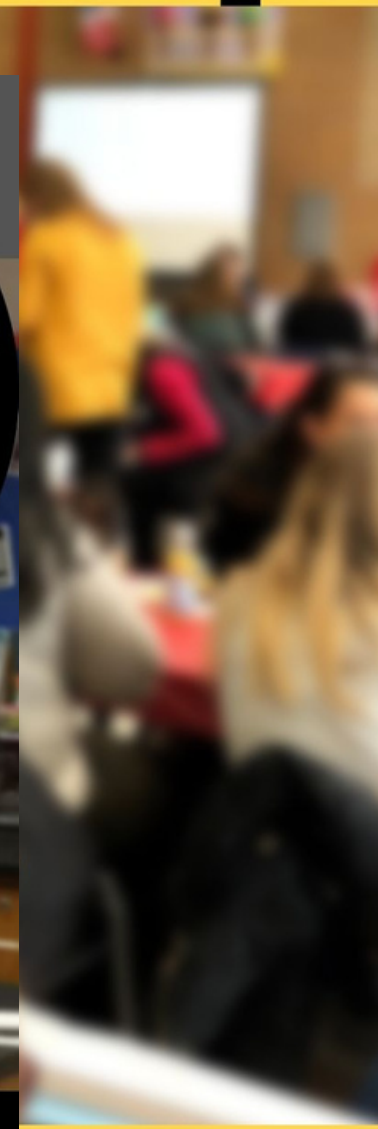
*Now Booking*

**PROFESSIONAL  
LEARNING PACKAGES**



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DECREASE TEACHER-CENTERED INSTRUCTION**

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- Empower students.

**Level-up**

**&**  
*Educate on Purpose*



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**THANK YOU!**

Email me at [bonnie@educateonpurpose](mailto:bonnie@educateonpurpose)  
if you have more questions.