

LTA December Newsletter

Growth Mindset December Newsletter

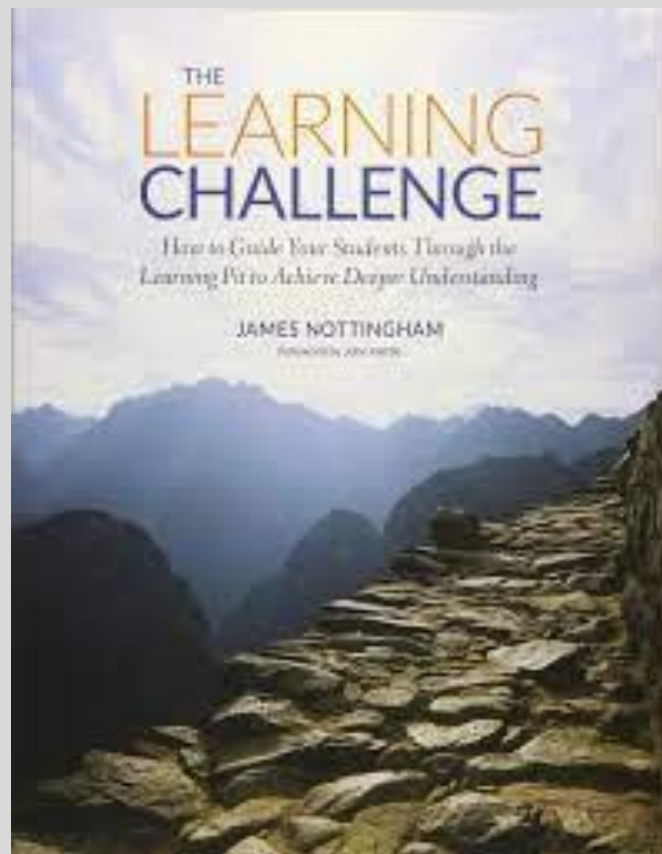


“
It does not
matter how
slowly you go so
long as you do
not stop.

CONFUCIUS

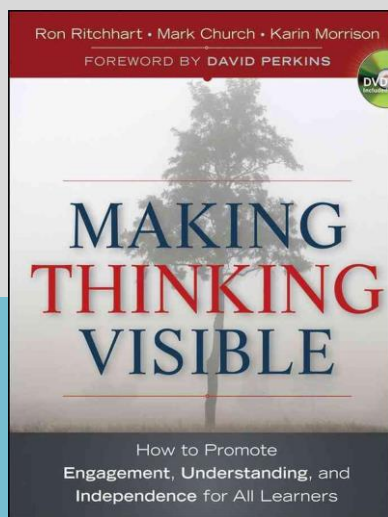
Something to read

**‘The Learning Challenge:
How to Guide Your
Students Through the
Learning Pit to Achieve
Deeper Understanding’**
Author - James Nottingham



This book explores the idea of intentionally creating conflict when learning concepts in order to help students overcome the problem and reach a level of deeper understanding.

Available on GTCS Research under Learning and Pedagogy



Some MTV strategies to try out

Ladder of Feedback

SAIL

LADDER OF FEEDBACK

The presenter chooses a design, artwork, construction, piece of writing, or other item on which to get feedback regarding what is working and what can be improved.

Clarify Ask “clarifying” questions aimed at understanding what the presenter is sharing, trying to do, or struggling to figure out.

Value Express what is working, is strong, shows thought, or is engaging about the work using “I value . . .” statements.

Questions and Concerns Raise questions, puzzles, or concerns about the work. Share what is not working, confusing, or could be improved using “I wonder . . .” or “It seems like . . .” statements.

Suggest Offer ideas for improving the piece. What could be changed, added, subtracted, or reworked? Be specific. Use “What if . . .” statements to suggest possibilities and not absolutes.

Thank Presenter(s) thank their feedback partners by stating what they have taken away from the conversation. Feedback partners thank presenter by stating what new insights they gained through the process of giving feedback.

SAIL: SHARE-ASK-IDEAS-LEARNED

The presenter chooses a plan, project idea, piece of writing, speech, or other item on which he or she wishes to get additional clarity, input, or feedback.

Share The presenter shares his or her plan/project idea/piece with the group.

Ask The group asks “Clarifying” and “Probing” questions of the presenter.

Ideas The group offers ideas for improving the plan/project idea/piece. Presenter writes down what is offered but does not specifically accept, reject, or evaluate any suggestion.

Learned The presenter states what he or she has learned or is taking away from the conversation, stating any new thinking about the plan/project idea/piece.

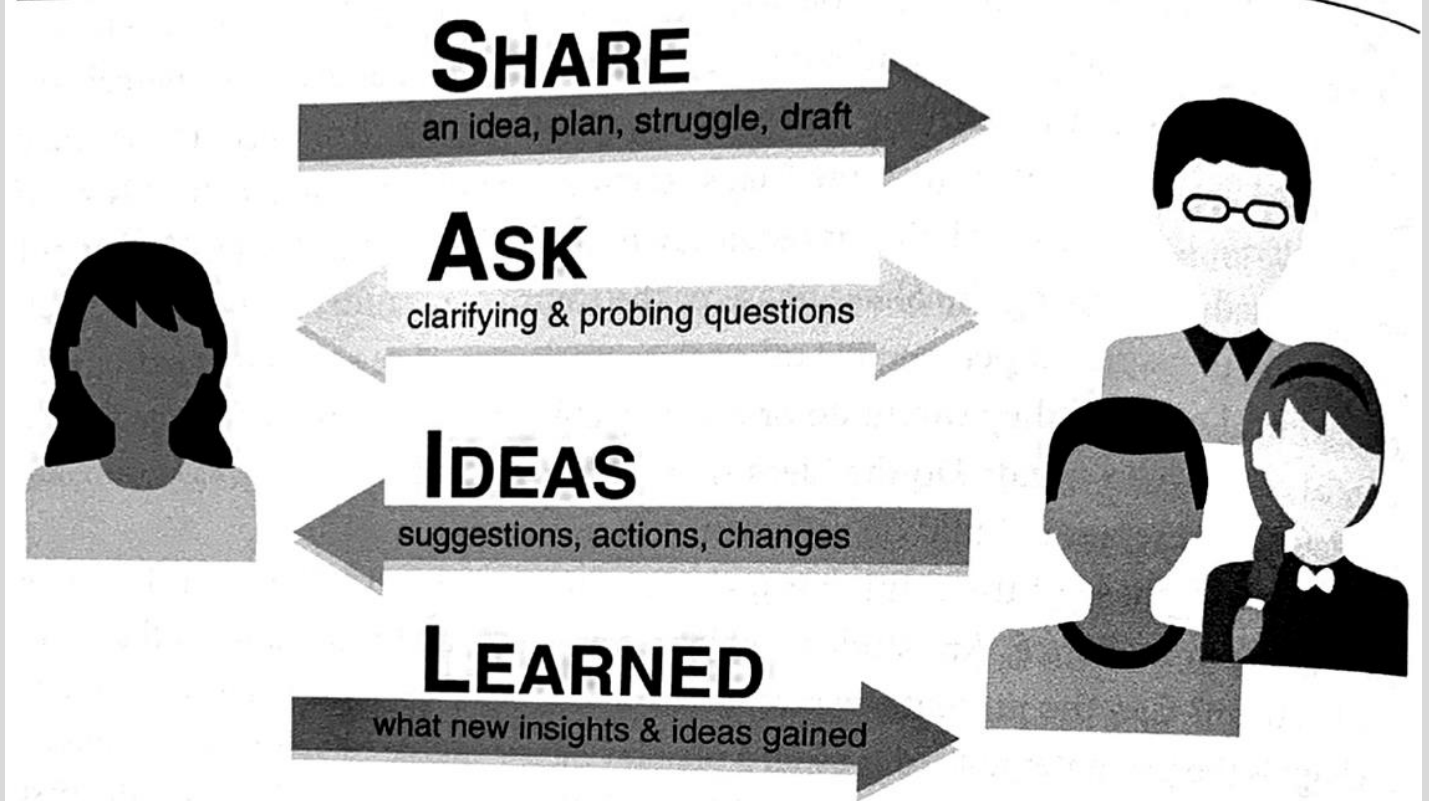
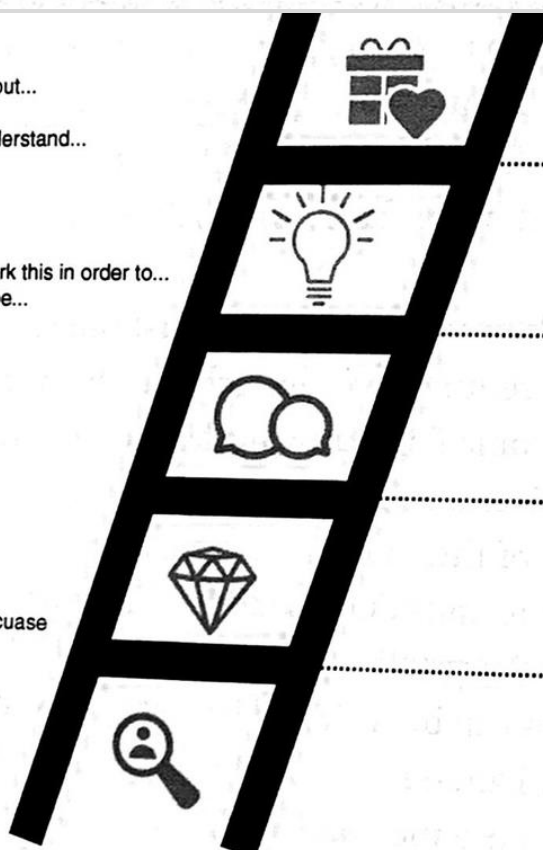
Thank
I want to think more about...
I'm considering...
This has helped me understand...

Suggest
What about adding...
Perhaps you could rework this in order to...
Something to try might be...

Questions & Concerns
I'm wondering if...
What would happen if...
Is it possible to...

Value
I value...because...
I appreciate how you...
This is really effective because

Clarify
Tell me more about...
What did you mean by...?
What does...do?



Something to listen to



Becoming Educated Podcast

“Our Ability to Learn is Our Greatest Weapon with Bradley Busch”

<https://podcastaddict.com/episode/117056097>

