Telling the Story of Learning

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@TLKaegi

www.2ndgradeisprettycool.weebly.com
Time to get reflective
Before we can go forward, we must look back...
What has been traditionally documented?

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Meets the grade-level standard by demonstrating proficiency of the content or processes for the Measurement Topic</td>
</tr>
<tr>
<td>I</td>
<td>In progress toward meeting the grade-level standard</td>
</tr>
<tr>
<td>N</td>
<td>Not yet making progress or making minimal progress toward meeting the grade-level standard</td>
</tr>
<tr>
<td>M</td>
<td>Missing data—no grade recorded</td>
</tr>
<tr>
<td>NEP</td>
<td>Not English Proficient; may be used for ESOL Level 1 and 2 students for no more than two marking periods</td>
</tr>
</tbody>
</table>

**PROFICIENT**—A score of P means your child is successful in using the content and processes at the grade level.

**NOT YET PROFICIENT**—A score of I or N means your child is still working on the content and processes instructed at the grade level.

### Average Stanford Achievement Test Scores
**Opelika City Schools, 1997-2008**

![Graph showing average Stanford Achievement Test Scores from 1997 to 2008.](image)
Two vital skills we are not teaching: Curation and Narration
How does the lack of curation and narration in school affect perception with others?
Let’s fill those gaps!
**The Power of Documentation in the Early Childhood Classroom**

Hilary Seitz

<table>
<thead>
<tr>
<th>Stage</th>
<th>Experience</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Deciding to document</td>
<td><strong>Experience</strong></td>
<td><strong>Value</strong></td>
</tr>
<tr>
<td></td>
<td>Documenters ask, “What should I document?” They collect artwork from every child but at first tend to create busy bulletin boards with too much information. Concerned with equity, many include every item rather than being selective.</td>
<td>Documenters show pride in the children’s work.</td>
</tr>
<tr>
<td>2. Exploring technology use</td>
<td><strong>Experience</strong></td>
<td><strong>Value</strong></td>
</tr>
<tr>
<td></td>
<td>Documenters explore how to use equipment and photographs from various events and experiences. Most of the photos are displayed on bulletin boards or inserted in photo albums. The video clips are placed in slideshows or movies and shown to children and parents.</td>
<td>Documenters work hard to learn more about technology. They show pride in the children’s actions by displaying photos and video clips.</td>
</tr>
<tr>
<td>3. Focusing on children’s engagement</td>
<td><strong>Experience</strong></td>
<td><strong>Value</strong></td>
</tr>
<tr>
<td></td>
<td>Documenters learn to photograph specific things and events with the intent of capturing a piece of the story of children engaged in learning.</td>
<td>Documenters become technologically competent and able to focus on important learning events and experiences.</td>
</tr>
<tr>
<td>4. Gathering information</td>
<td><strong>Experience</strong></td>
<td><strong>Value</strong></td>
</tr>
<tr>
<td></td>
<td>Documenters title the photographs, events, and experiences and begin to write descriptions that tell the story of children’s learning.</td>
<td>Documenters begin to connect children’s actions and experiences.</td>
</tr>
<tr>
<td>5. Connecting and telling stories</td>
<td><strong>Experience</strong></td>
<td><strong>Value</strong></td>
</tr>
<tr>
<td></td>
<td>Documenters combine work samples, photographs, descriptions, and miscellaneous information in support of the entire learning event. They tell the whole story with a beginning, middle, and an end, using supporting artifacts.</td>
<td>Documenters continue to use documentation artifacts to connect children’s actions and experiences to curriculum and learning standards.</td>
</tr>
<tr>
<td>6. Documenting decision making</td>
<td><strong>Experience</strong></td>
<td><strong>Value</strong></td>
</tr>
<tr>
<td></td>
<td>Documenters frame questions, reflect, assess, build theories, and meet learning standards, all with the support of documentation.</td>
<td>Documenters become reflective practitioners who document meaningful actions/events, explain why they are important, and push themselves and others to continue thinking about these experiences.</td>
</tr>
</tbody>
</table>
There are so many tools to help us!
There are so many tools to help us!

But don’t start with them!
There are so many tools to help us!

But don’t start with them!

Think about the final goal, NOT the tool.
Before we can go forward, we must look back...

REMEMBER THIS?
Before I could go forward, I had to look back...
@chrislehmann
Wednesday, September 14, 2011

Chawwlie

Our first read aloud of the year is rapidly coming to an end! The class is loving Roald Dahl's classic, Charlie and the Chocolate Factory. At the end of each fantastic book like this, I like to show the movie to the class for comparing and contrasting purposes. We will be watching the original Willy Wonka and the Chocolate Factory, which is rated G. Also, we do NOT watch the whole movie in one day. I simply replace the 15 minutes of read aloud time with 15 minutes of the movie. It usually takes about a week and a half to finish the movie, and we compare and contrast daily along the way. I understand that some of you may not want your child to participate in this activity. If that is the case, please let me know and I can create an alternate assignment for them.

Monday, October 31, 2011

That Big and Friendly Giant

Another read aloud is complete! The class loved Roald Dahl's adventure, The BFG. As a reminder, I like to show the movie to the class for comparing and contrasting purposes. We will be watching The BFG, which is rated G. Also as a reminder, we do NOT watch the whole movie in one day. I simply replace the 15 minutes of read aloud time with 15 minutes of the movie. It usually takes about a week and a half to finish the movie, and we compare and contrast daily along the way. I understand that some of you may not want your child to participate in this activity. If that is the case, please let me know and I can create an alternate assignment for them.

Tuesday, November 26, 2013

In the (Reconstruction) Zone

I was given a gift card. I wanted to spend it on LEGO bricks. So one day the kids bought me a LEGO set online. Their reaction to the Tower Bridge was overwhelming. When I told them it was for 15 year-olds and over, they responded with a resounding "WHO CARES?" How do I say 'no' to that? So the bridge was purchased and the project was developed. Here's what happened all because the kids wanted to build a bridge together.
There was still something missing...
Your Classroom Does Not Have to Be Pinterest Worthy to Be Effective

POSTED ON AUGUST 3, 2014 BY PERNILLE RIPP

“Be you. Find you. Be happy with that.”

Pernille Ripp
@pernilleripp
Living a fantastic life being a 7th gr. teacher, mother to 4 fantastic monsters and soul mate to an incredible man. Creator of the Global Read Aloud and author.

Madison, WI
pernillesripp.com
Joined July 2009
Open the (digital) doors to your classroom!

Don’t be embarrassed!

We are *ALL* failing, succeeding, and growing!
Documentation examples
You don’t need video to document
Pictures and captions get the job done

@McLennan1977
Progressional photos as well

A table wrapped in white butcher paper with a blue “water” shape glued on top. Green construction paper to make grass.

Brown paper added for dirt underneath the grass and toilet paper tubes for tree trunks. Brilliant!

Dirt and grass take on a new texture with confetti cuts and liquid glue used like paint.

Cardboard tubes and carefully cut green paper adds the look of trees and shrubs.

Green lily pads and frogs, orange butterflies, and off-white rocks all added in one day!

Can you see the goldfish? If you look closely, you can even see a turtle.

@misterreynolds
Let one student's work tell the story

@TLKaegi

First: Describe WHAT you did. Note any funny things that happened.

<table>
<thead>
<tr>
<th>Go blow hay</th>
<th>Hay title (What)</th>
<th>What do you like?</th>
<th>My butt</th>
<th>say what to the leder cool</th>
<th>cool cool cool sooper cool</th>
</tr>
</thead>
</table>

Middle: Describe WHAT was happening. Describe the really funny thing happened. Be specific. Describe actions.

<table>
<thead>
<tr>
<th>My thoughts to think song in the TV sat home with Frank</th>
<th>Then he started to mix poshens</th>
</tr>
</thead>
</table>

End: WHAT happened that made you laugh so hard. HOW did it happen? Be specific. What was said? Who did what?

<table>
<thead>
<tr>
<th>En then he said hay litens</th>
</tr>
</thead>
</table>
Have you included screenshots lately?

Ms. J’s House
by: Evan

Your Task
Ms. J has decided to build a new house. Use your imagination and design her an exterior plan for her house that you think she will love. Please use Build with Chrome to design it. You are free to ask her questions as you are creating it. You will have to measure the length, height and width of it so she will know how big of a lot she needs to buy.

Remember:
- Use all the same size of blocks on at least 1 row so your measurements are standard.
- Use a pattern of different colours on those rows so that you can count them easily.
- Be creative and have fun!

@MSKJ Edu
And if you *do* want video...
What about a timelapse?

@TLKaegi
Recording Google Hangouts can help, too!

@MSKJ Edu/@TLKaegi
How about putting an action cam on a kid?
Some favorite in-depth examples
Pumpkin Math Quest

Name: Dannika

@MSKJEd
SK CHOCOLATE
FACTORY

@misterreynolds
21 INVENTORS NEED YOUR HELP

@TLKaegi
If you had to vote today, would you vote for Scaredy Squirrel?

- Yes: 53.2%
- No: 46.8%

@TLKaegi
Questions?
Good luck!