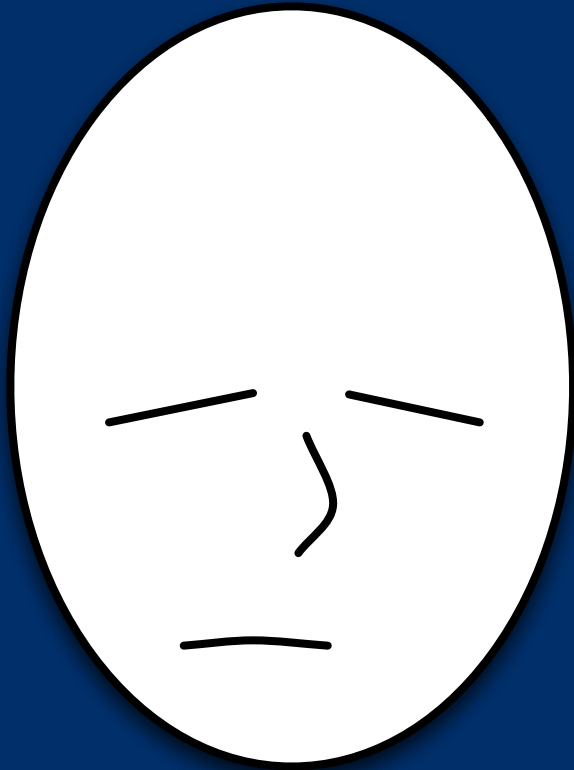


# **The Changing Teacher Workload (How not to get buried by your suddenly productive students)**

**PETE & C  
HERSHEY LODGE  
FEBRUARY 11, 2009**

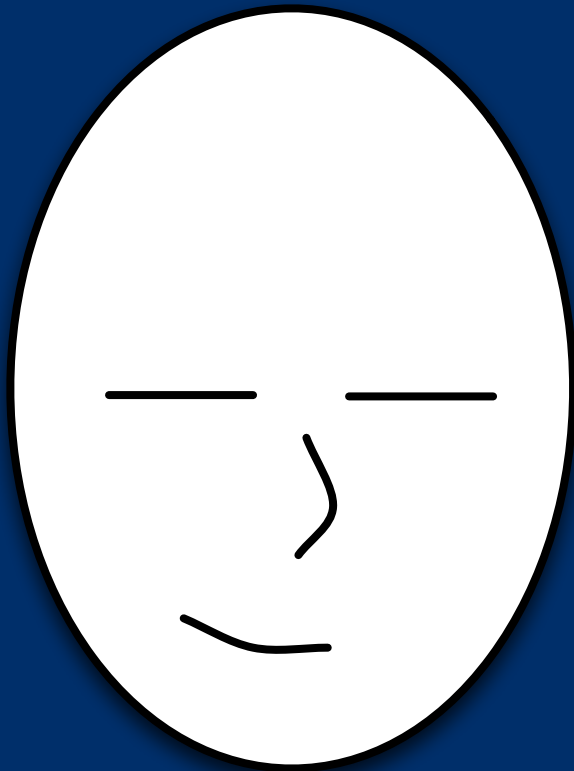
DAVID MONTALVO  
UPPER MERION AREA HS  
[dmontalvo@umasd.org](mailto:dmontalvo@umasd.org)

# Problem: Teacher Exhaustion



- **INTENSIFICATION OF TEACHER-CENTEREDNESS**
- **DIGITAL WORKSHEETS**
- **SPEED OF STUDENT TYPING**

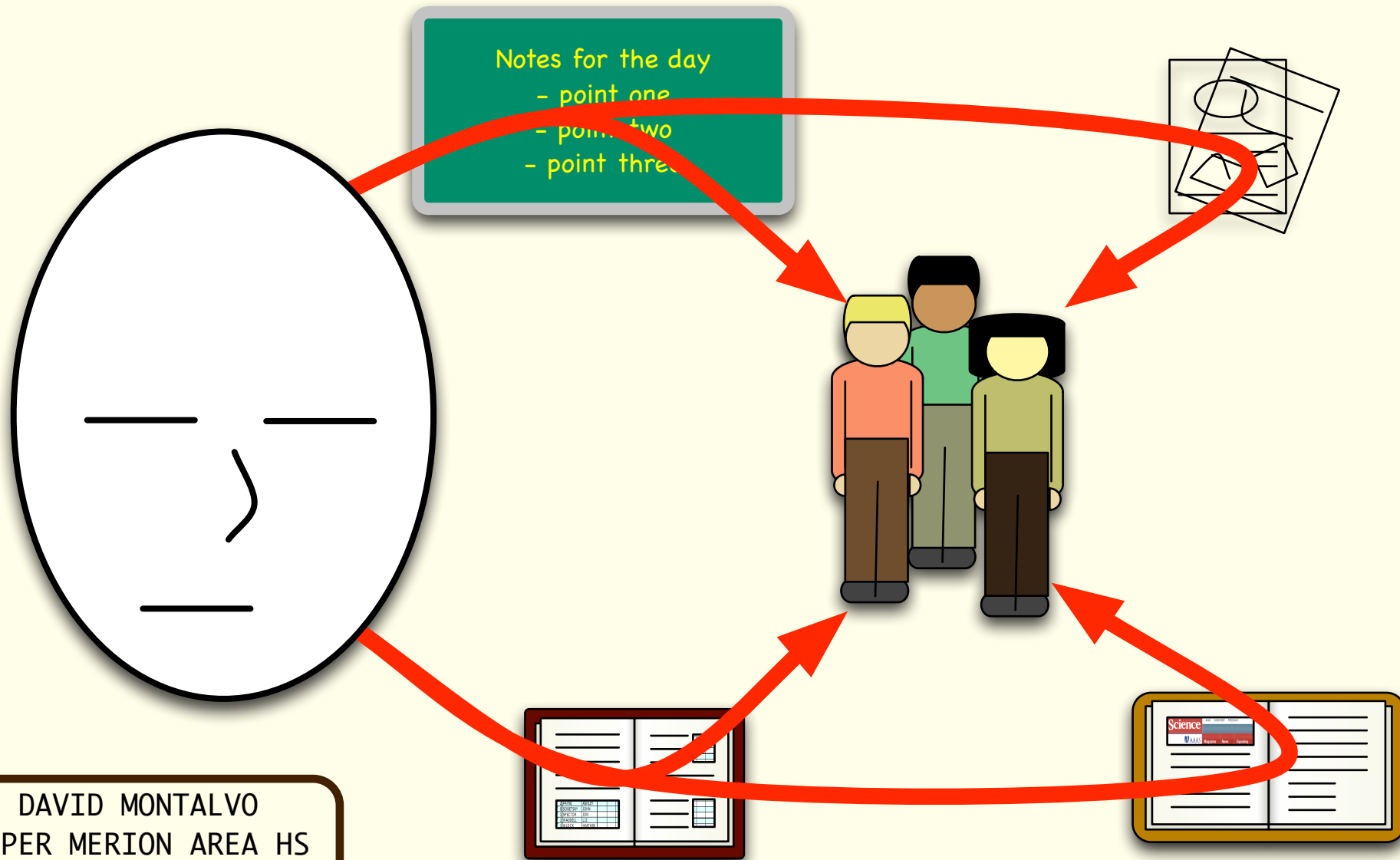
# Solutions to Teacher Exhaustion



- **TEACHER DECENTERING**
- **HIGHER LEVEL WORK (AUTOMATE LOWER LEVEL WORK)**
- **THE FORMATIVE CONVERSATION**

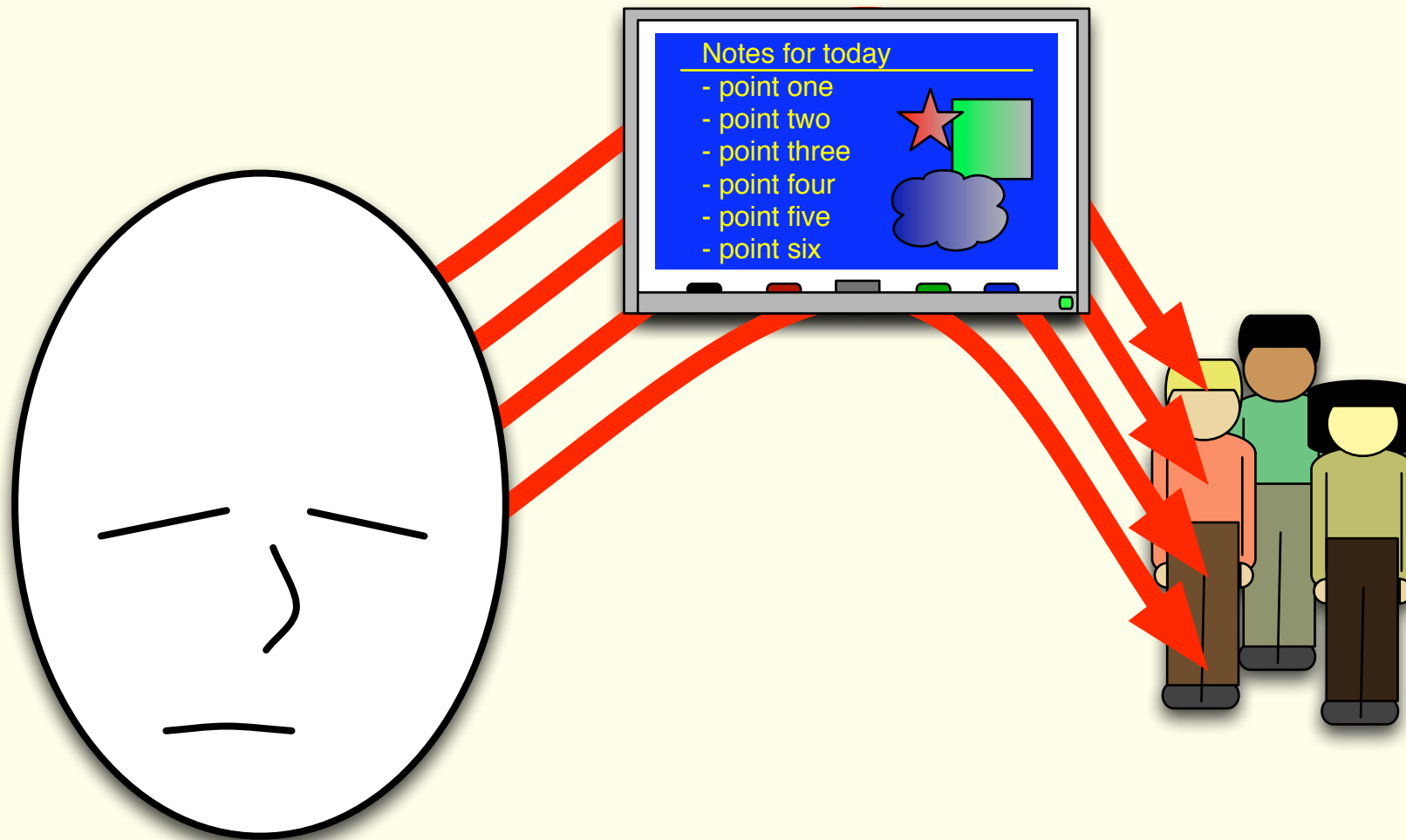
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UPPER MERION AREA HS  
dmontalvo@umasd.org

# Teacher-Centered Model (traditional)



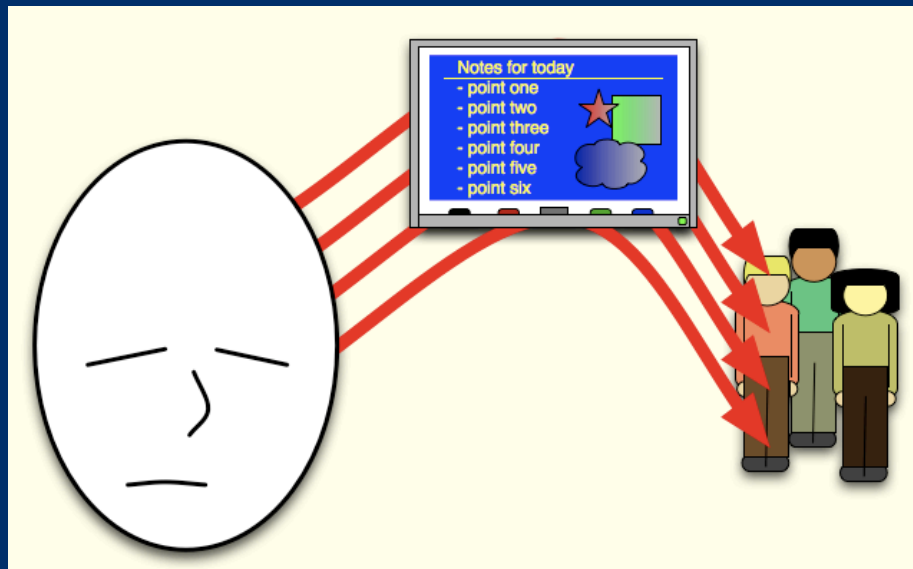
DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

# Teacher-Centered Model (technological)



DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

# Teacher-Centered Model (technological)



- INCREASED RELIANCE ON  
HOMEMADE
- TEACHER PERFECTIONISM
- DOING MORE BECAUSE YOU  
**CAN** DO MORE

**The emphasis is on presentation:  
teacher presentation**

# Teaching as engineering Learning environments

**- DYLAN WILIAM  
PLENARY ADDRESS TO THE NSTA  
CONVENTION ON SCIENCE ASSESSMENT  
APRIL 2006, ANAHEIM, CA**

DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

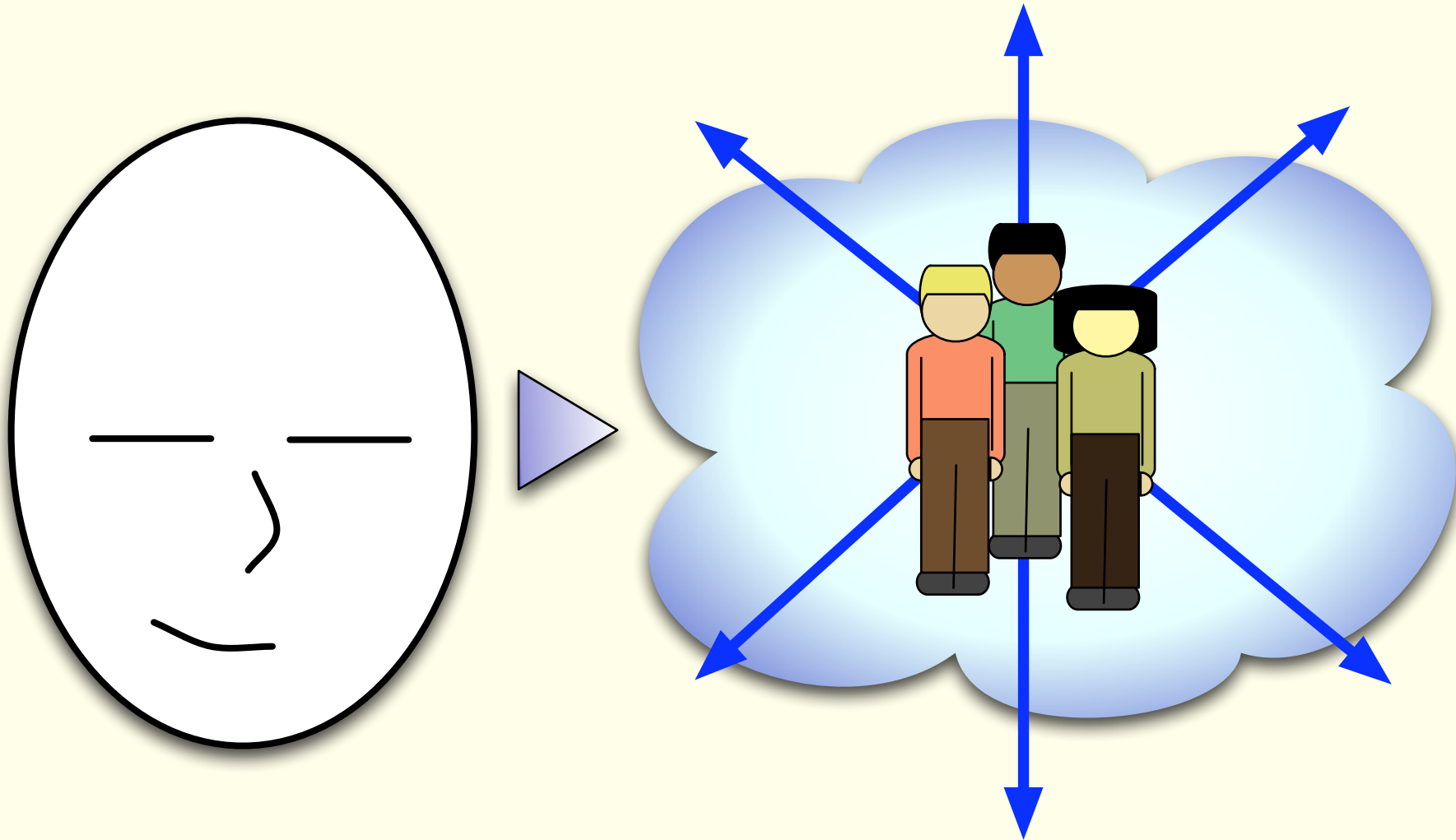
I was an ingenious teacher, clever about thinking up lesson plans and demonstrations and motivating devices [...]. And only very slowly - believe me, painfully - learned that when I started teaching less, the children started learning more.

**- JOHN HOLT**  
**LEARNING ALL THE TIME**  
**PERSEUS BOOKS, 1989**

DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org



# Teacher as Classroom- Environment Engineer



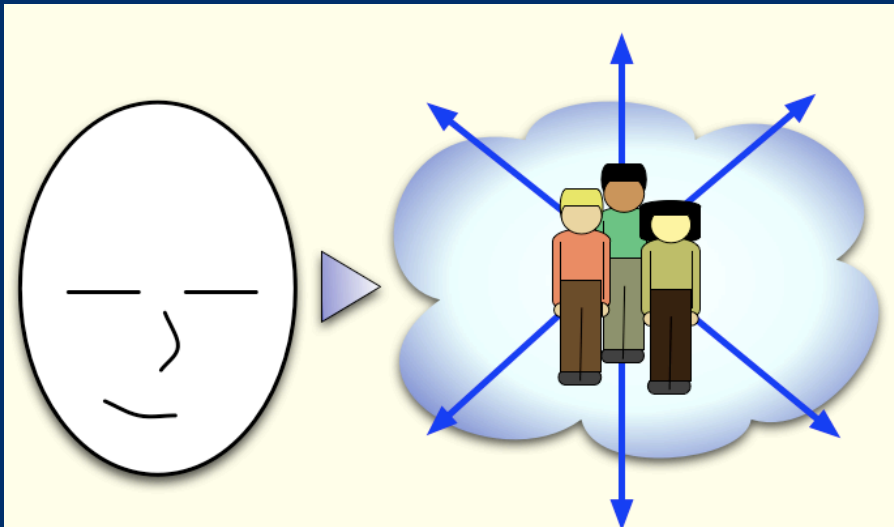
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UPPER MERION AREA HS  
dmontalvo@umasd.org

That is not to say that children must discover everything unaided. [...] We can so arrange the materials before them that discovery is made more likely. Real learning is a process of discovery, and if we want it to happen, we must create the kinds of conditions in which discoveries are made.

**- JOHN HOLT**  
**LEARNING ALL THE TIME**  
**PERSEUS BOOKS, 1989**

DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

# "The Real Work of 21st Century Skills"



- TALK BY ED COUGHLIN OF  
THE METIRI GROUP AT  
PETE&C 2008

## Producing Self-Directed Learners

DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

## Definition of Self-direction:

The ability to set goals related to learning, plan for achieving these goals, independently manage time and effort, and independently assess the quality of learning as well as any products that result from the learning experience.

- from [metiri.com/21/SelfDHome.html](http://metiri.com/21/SelfDHome.html)

## Self-direction promoters:

Grade based on progress and effort

Opportunities to rework

Scaffolding

Authentic learning

Attribute success & failure to things the student has control over

- from [metiri.com/21/SelfDHome.html](http://metiri.com/21/SelfDHome.html)

## Self-direction inhibitors:

Failure linked to intelligence

Assigning low-quality work

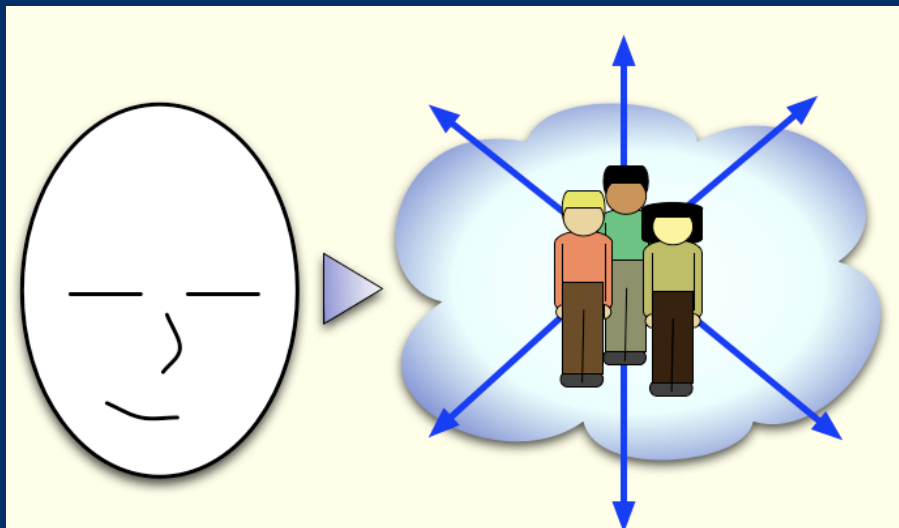
Equating easy with smart

Rewarding status

Praising intelligence instead of  
progress and effort

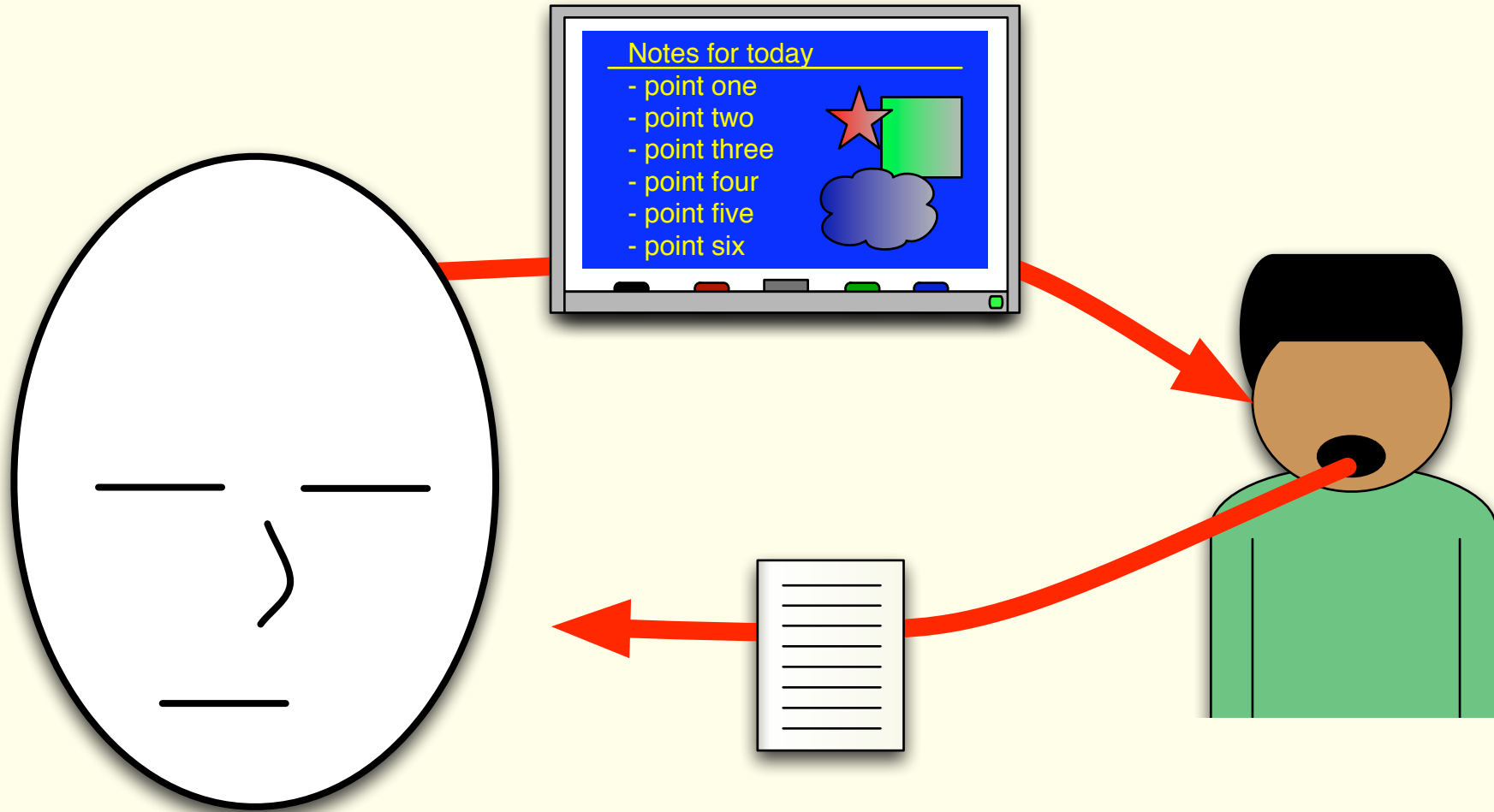
**- from [metiri.com/21/SelfDHome.html](http://metiri.com/21/SelfDHome.html)**

# Promoting Self-Direction & Maximizing Teacher Effort



- **AUTOMATE LOW-LEVEL WORK**
- **THE FORMATIVE CONVERSATION**
- **RETHINK GRADING**
- **NORMAL WORK VS CREATIVE PROJECTS FALSE DICHOTOMY**
- **RETHINK CHEATING**

# Low-Level Work



DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

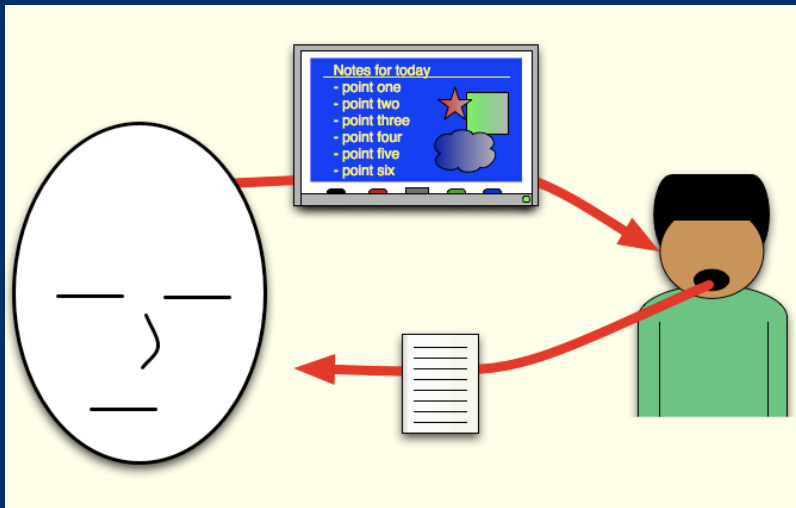


# Low-Level Work

**- IF IT CAN BE LOOKED UP, WHY MEMORIZE IT?**

**- WHY NOT PROVIDE RESOURCES AND TEACH GOOD INFO LITERACY SKILLS INSTEAD?**

**- OK, SO YOU STILL WANT TO TEST LOW LEVEL STUFF - THEN AUTOMATE IT!**



# If you must assign it, then find a medium for low-level work that...

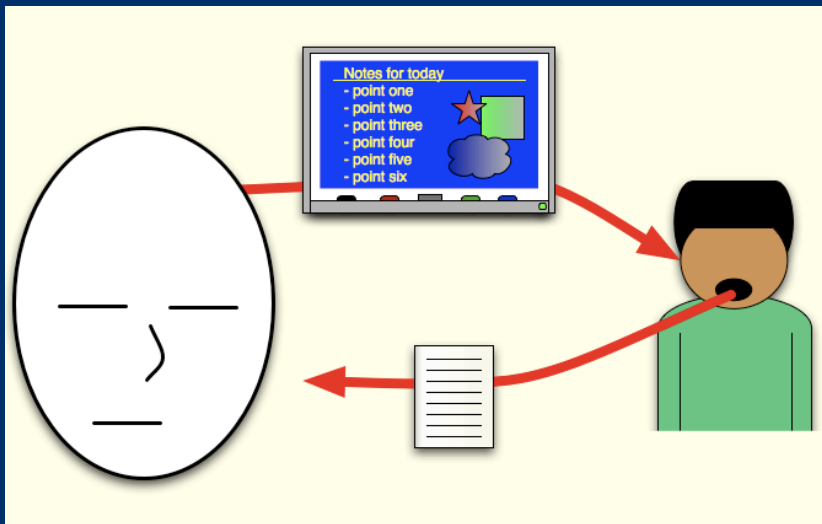
- GRADES ITSELF

- GIVES INSTANT FEEDBACK

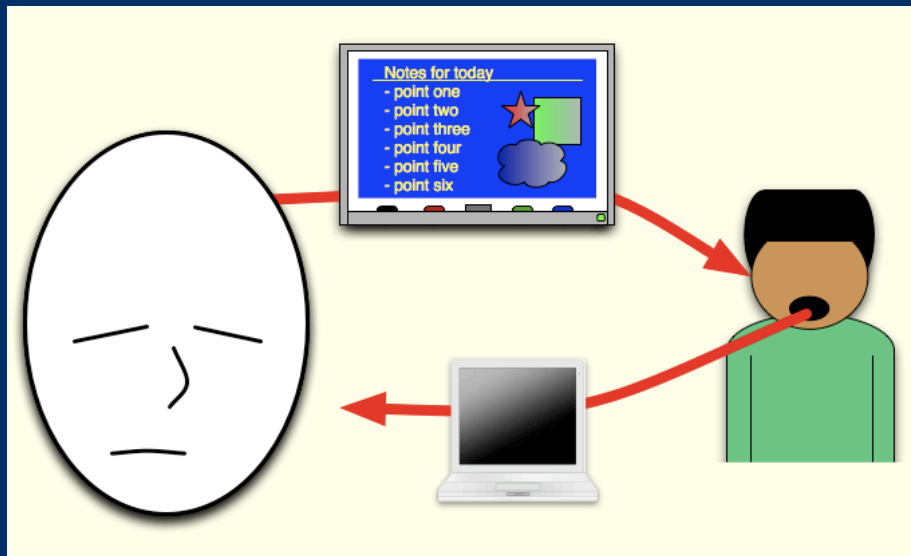
- IS FLEXIBLE WITH MULTIPLE TESTING

- CAN BE REUSED FROM YEAR TO YEAR

- IS SHAREABLE

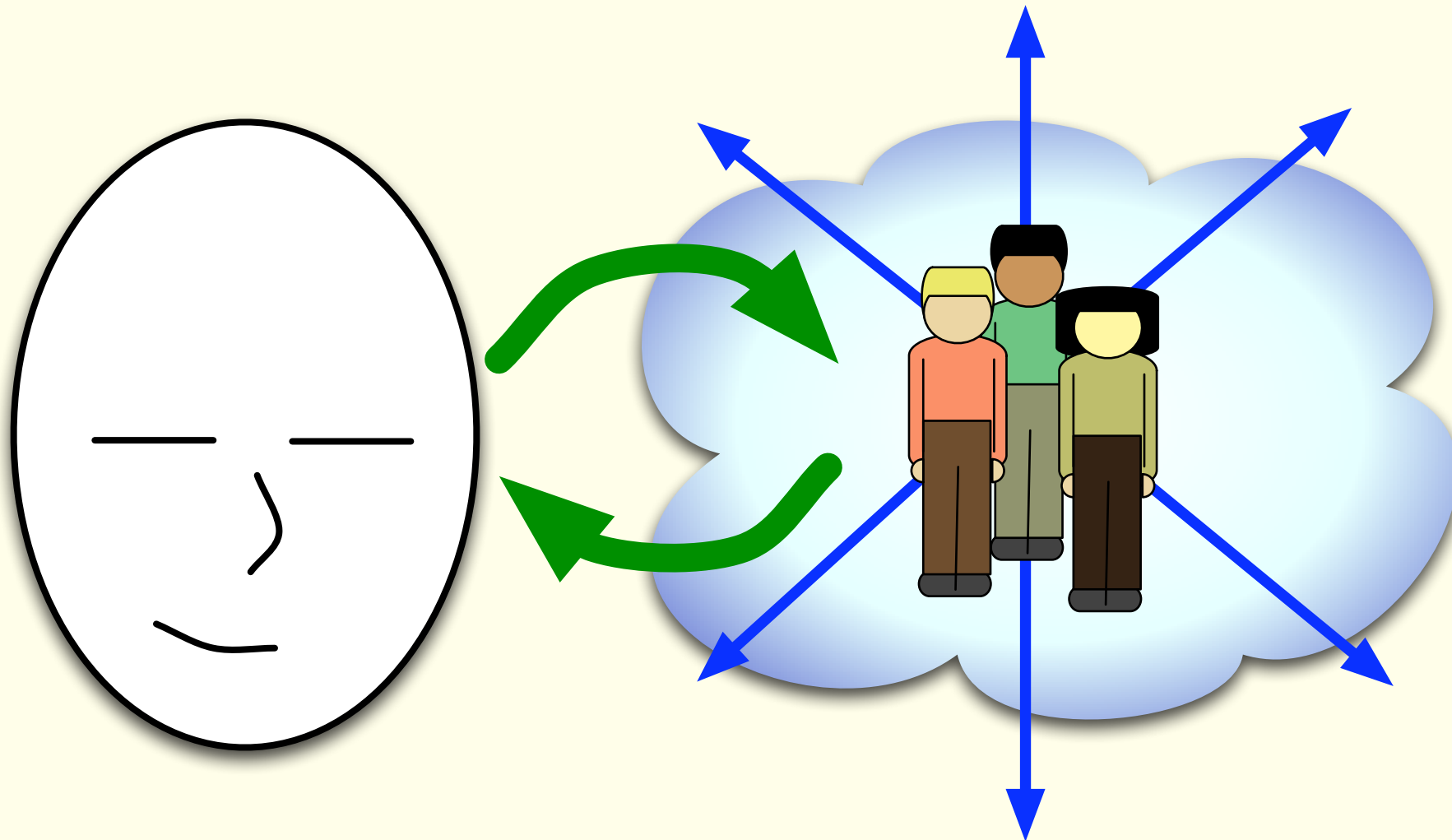


# The Logistical Danger of Low-Level Work



- YOU SPEND TIME CREATING GREAT PRESENTATIONS
- YOU SPEND TIME CREATING WHAT AMOUNT TO DIGITAL WORKSHEETS
- YOU WILL DROWN IN THEM
- THE STUDENTS TYPE TOO FAST

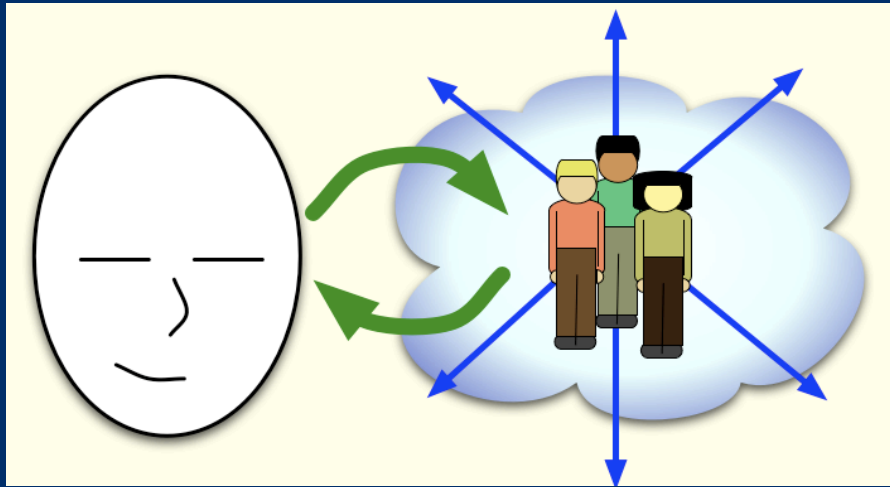
# Assign Authentic Work & Get Involved in the Formative Conversation!



DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

# The Formative Conversation

- MAKE IT EASY FOR TEACHERS TO RETURN WORK WITH COMMENTS



- MAKE IT EASY FOR STUDENTS TO RESUBMIT WORK

- ESCHEW POINTS AND AVERAGING

- ADOPT AT HOLISTIC GRADING SCHEME

- DEMAND HIGH QUALITY WORK - AND GRADE ACCORDINGLY

Here are two children trying to learn, say, long division. One child gets it at the first crack. [...] The other child has a hard struggle. [...] Only after many failures does he finally catch on. But he does, and at the end of the marking period he too does a perfect paper. [continued >>>]

In a class where daily grades are averaged in, his perfect paper will be averaged against all the failures made while he was learning [...]. This is idiotic, unfair, outrageous. The aim of the class is to learn long division, not to have a contest to see who can learn it in the fewest number of tries.

**- JOHN HOLT**

**WHAT DO I DO MONDAY?**

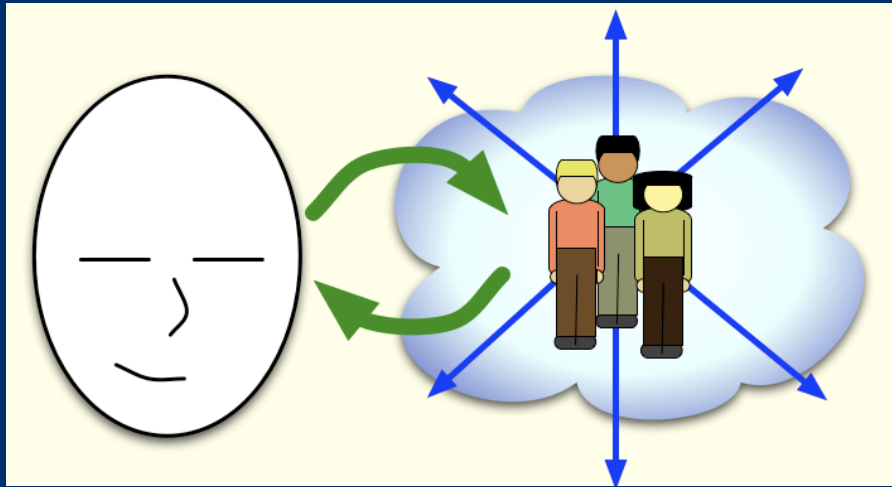
**EP DUTTON, 1970**

What sense does an average mark make in a course like English?  
Do we average a serious writer's best work against his worst?

- **JOHN HOLT**  
**WHAT DO I DO MONDAY?**  
**EP DUTTON, 1970**

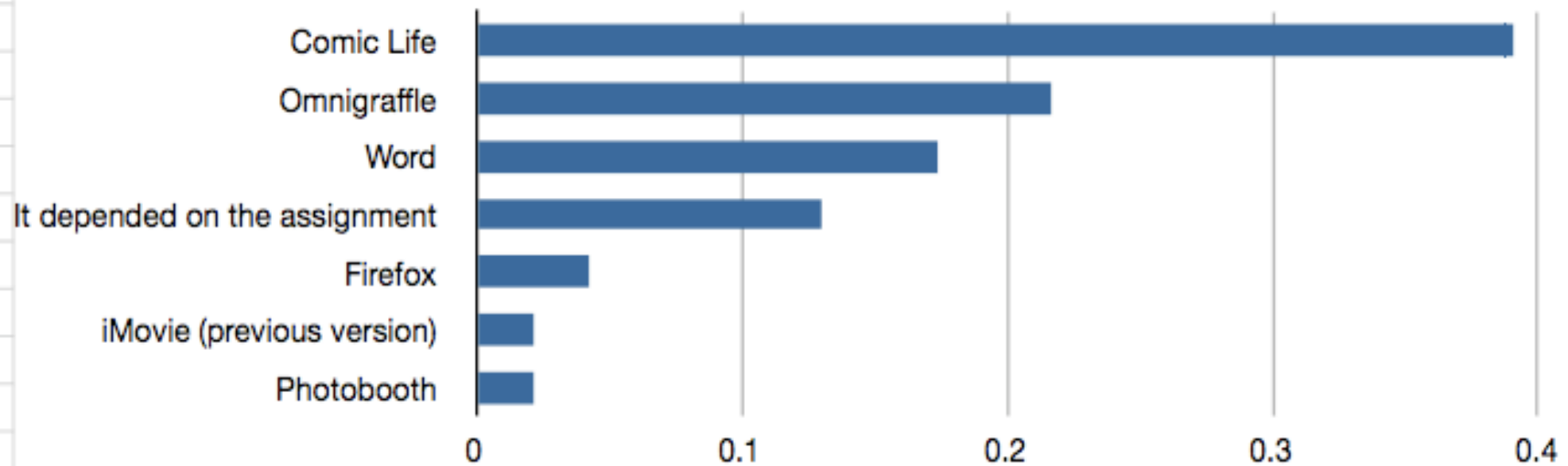


# The Serious Work vs Creative Project Dichotomy



- "LET'S DO A PODCAST, KIDS!"
- IT'S A FALSE DICHOTOMY
- STOP CONSTRAINING THE MEDIUM
- SET THE STANDARDS & LET THE KIDS FIGURE OUT HOW TO PUT IT TOGETHER (INFO LITERACY)

**When you were allowed to choose the format for an assignment in physics, which one did you prefer? (Choose only one.)**



**- FROM A SURVEY ADMINISTERED TO MY STUDENTS AFTER THE FINAL EXAM, 6/2008**

DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

[Public schooling] came into being to meet the needs of industrialism. Their hierarchy is rooted in two ideas: number one, the most useful subjects for work are at the top. Don't do music - you're not going to be a musician; don't do art - you're not going to be an artist... benign advice, now profoundly mistaken.

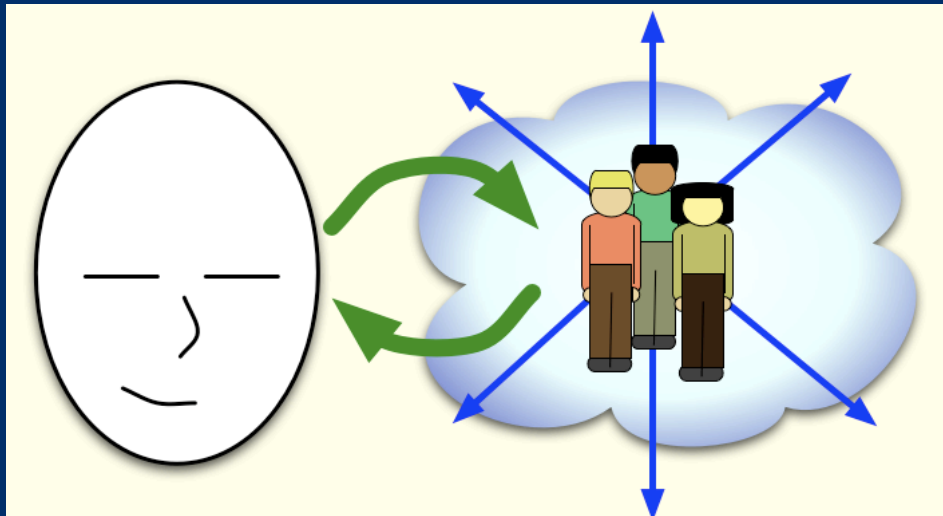
**- SIR KEN ROBINSON**  
**"DO SCHOOLS KILL CREATIVITY"**  
**TED.COM**  
**[TRANSCRIBED BY ME]**

DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

# Re-Think Cheating

**- CHEATING: THE USE OF UNAUTHORIZED RESOURCES**

**-LOOK AT OUR MODEL**



**- DO YOU REALLY WANT TO DISABLE THE MOST SINGLE MOST POWERFUL BENEFIT OF THE CFF PROGRAM?**

**- AUTHORIZE THOSE SOURCES (INFO LITERACY)**

**- THE NECESSITY OF LEARNING TO WORK TOGETHER**

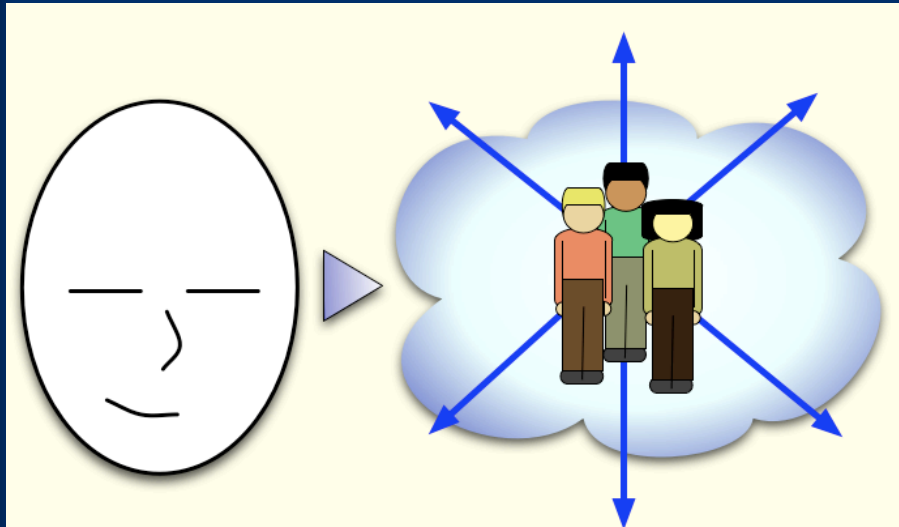
DAVID MONTALVO  
UPPER MERION AREA HS  
dmontalvo@umasd.org

Many people say, "But won't the children cheat?" This shows how much we, like the children, have slipped into thinking of school as a contest, a battle of wits between teachers and children [...]. There is no contest - and shouldn't be.

**- JOHN HOLT**  
**WHAT DO I DO MONDAY?**  
**EP DUTTON, 1970**

DAVID MONTALVO  
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# Promoting Self-Direction & Maximizing Teacher Effort



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