

INVITE! EXCITE! IGNITE!

**13 Principles for Teaching,
Learning, and Leading, K–12**

Robin J. Fogarty

Foreword by Charlotte Danielson

Afterword by Brian M. Pete



Contents

Foreword <i>Charlotte Danielson</i>	vii
Preface	ix
Acknowledgments	xi
Introduction: Who's Doing the Talking?	1
About the Chapters	3
1. Know the Takeaway	11
Stories from Teacher to Teacher: A Tale of Transfer	11
Lessons from Teacher to Teacher: Know the Takeaway	12
Looks Like, Sounds Like	16
DIY—Something to Try: Revisit and Reflect	22
2. Less Is More	25
Stories from Teacher to Teacher: Freedom to Learn	25
Lessons from Teacher to Teacher: Less Is More	27
DIY—Something to Try: Viewing Time	30
3. Trust the Learner	33
Stories from Teacher to Teacher: Kids Incorporated—KINC	33
Lessons from Teacher to Teacher: Trust the Learner	35
DIY— Something to Try: The Willis Way	41
4. Collaboration Begins with Pairs	43
Stories from Teacher to Teacher: Model the Model	43
Lessons from Teacher to Teacher: Collaboration Begins with Pairs	44

DIY—Something to Try: Cooperative Tear Share	49
5. Challenge Them to Think	51
Stories from Teacher to Teacher: CLR—Creative Learning Room	51
Lessons from Teacher to Teacher: Challenge Them to Think	53
DIY—Something to Try: The One-Minute Challenge	59
6. Time Matters	61
Stories from Teacher to Teacher: Just Dive Right In	61
Lessons from Teacher to Teacher: Time Matters	62
DIY—Something to Try: The Dive-Right-In-Moment	67
7. Literacy Matters	69
Stories from a Teacher: I Can Teach Any Kid to Read	69
Lessons from a Teacher: Literacy Matters	71
DIY—Something to Try: List, Sort, Label	74
8. Different Brains, Different Learners	77
Stories from Teacher to Teacher: Sibling “Signatures”	77
Lessons from Teacher to Teacher: Different Brains, Different Learners	78
DIY—Something to Try: My Learning Signature.	82
9. Coaching, Not Correcting	85
Stories from a Teacher: Coaching the Reluctant Artist	85
Lessons from a Teacher: Coaching, Not Correcting	86
DIY—Something to Try: Dotted Edits Activity	91
10. Instruction Is Assessment, Assessment Is Instruction	95
Stories from Teacher to Teacher: It’s About What Is Learned, Not What Is Taught	95
Lessons from Teacher to Teacher: Instruction Is Assessment, Assessment Is Instruction	96
DIY—Something to Try: Reader’s Theater with Tear Share	100
11. Invite, Excite, Ignite Learning	103
Stories from Teacher to Teacher: She’s a Reader	103

Lessons from Teacher to Teacher: Invite, Excite, Ignite Learning	104
DIY—Something to Try: Practice Deep Practice	108
12. Believe!	111
Stories from Teacher to Teacher: Kids Know	111
Lessons from Teacher to Teacher: Believe	112
DIY—Something to Try: All About Me	115
13. Why We Do It	117
Stories from Teacher to Teacher: The Accidental Teacher	118
Lessons from Teacher to Teacher: Why We Do It	119
DIY—Something to Try: Why We Do It Survey	124
Afterword Brian M. Pete	125
References	127
Index	135
About the Author	144

Introduction: Who's Doing the Talking?

Who's doing the talking? Answer this question and the culture, ethos, and climate of the school is unveiled. The teacher's role has shifted in the *classroom*, from sage on the stage, giver of information, to guide on the side, facilitator of learning. This dramatic change is at the heart of 21st-century schooling (21st Century Partnership, 2009). Although teacher expertise is inextricably linked to student success, the teacher is no longer the sole or primary source of information in the room. In a single sweep, a mere movement of the cursor, students at every level access whatever it is they need to know. The computer is the "background knowledge center" of today's classrooms (Chenoweth, 2009).

As a result, what is clear is that acquisition of content knowledge no longer reigns supreme in today's instructional arena. The epic leader, *knowledge*, challenged by a noteworthy contender, *thinking*, is vying for time in the curriculum. Now, the imbalance weighs heavy on the knowledge side, yet, thinking about that content needs more time and energy if learning is the focus. Remember, anything in terms of knowledge can be Googled. It's what students do with the information that matters most. This shift from content to process dictates a closer look at what signifies the traditional classroom of the 1960s, 1970s, 1980s, 1990s, and 20th century as compared to schooling in the 21st century. "Who's doing the talking?" signifies the extraordinary change in the concept of a singular voice in the front of the room to the buzzing of many voices throughout the classroom. As student talk reverberates, the teacher's role becomes multidimensional as validator of information, facilitator of learning, and on-site coach determining the how and why of next-step thinking.

At the same time that these changes are abundantly obvious in the classroom, there is also a shifting role of teachers in the staffroom. Collaborative cultures are the norm within professional learning communities, or PLCs: instructional leadership teams that have ongoing, collegial conversations focused on students (DuFour, 2010). Teaching and learning concerns take center stage as the team conversations are

no longer dominated by the usual suspects of student discipline, problem parents, and pesky protocols. PLCs that have a clear focus on the student embrace a belief in “whatever it takes” for students to succeed in academic achievement, self-esteem, and general well-being.

As a co-teacher of a multiage classroom, grades 3–6, for 5 glorious years, I learned the art and grace of teaming with a colleague, of involving eager parents in the dynamics of classroom activities, and of witnessing the amazing growth of my returning students over their 2-, 3-, or 4-year tenures. Later, as a teacher of gifted education, when existing policies shifted from working with students to also working with staff, I stumbled into what was then the quietly emerging role of staff developer.

Eventually, I transitioned into the official role of consultant, just as the curriculum of the textbook, topical in nature, shifted toward a more conceptual, standards-based curriculum. As an author and coauthor of more than 40 teacher resources, it seems that the overstuffed curriculum of the past is giving way to the curriculum of the future. That means deeper learning, with an innovative, creative, student-driven curriculum of inquiry learning; projects; service learning and problem-based learning models challenging both staff and students alike. With that in the air, I continue my love of teaching, writing, and supporting teachers in their important work with children, the citizenry of the 21st century.

With various scenarios providing the backdrop of a veteran teacher, the learnings presented in this text provide an evolving and, hopefully, enduring image of student-centered versus teacher-centered classrooms. When asked, “Who’s doing the talking?” the answer is not the solo adult in front of the room. It’s the kids talking up a storm as they try to conceptualize and anchor their learning.

I believe this is a legacy of my many years in schools. These ideas are at the heart of the change for leaders: from building managers to instructional experts, from evaluators of teachers to academic coaches of a growing staff. The change for students parallels this shift as students morph from the image of empty vessels to be filled into inquiring minds making connections, asking questions, and seeking answers. After all, it is this genuine curiosity that drives the learner and propels the mind of the lifelong learner in all of us.

With that permeating perspective, this book is a distillation of a lifetime of teaching, coaching, and writing a loosely compiled collection of core big ideas, central themes, guiding principles, and time-honored, truly transforming tips for teaching, learning, and leading. The ideas and stories that accompany them are intended to instruct,

inform, and inspire those in this fascinating and sometimes frustrating field of education. I hope that teachers from kindergarten to college will find nuggets of truth to enlighten and embellish their work. “Partner” teachers—parents foremost, but also aunts and uncles, siblings, grandparents, coaches, and mentors—may find gems to brighten their incidental and intentional teaching moments.

ABOUT THE CHAPTERS

Although the chapters are not sequential, big ideas and overarching concepts shape the context and content as illustrated in the following chapter headings: Introduction: Who's Doing the Talking?; Chapter 1: Know the Takeaway; Chapter 2: Less Is More; Chapter 3: Trust the Learner; Chapter 4: Collaboration Begins with Pairs; Chapter 5: Challenge Them to Think; Chapter 6: Time Matters; Chapter 7: Literacy Matters; Chapter 8: Different Brains, Different Learners; Chapter 9: Coaching, Not Correcting; Chapter 10: Instruction Is Assessment, Assessment Is Instruction; Chapter 11: Invite, Excite, Ignite Learning; Chapter 12: Believe; and Chapter 13: Why We Do It. There is an overlapping and interweaving of ideas across these chapters; each is an essential element of teaching that touches and integrates with the others.

Chapter 1: Know the Takeaway. The concept of knowing the takeaway targets the essence of teaching. It is about the purpose, intent, and the desired outcome of a lesson, learning, or other kind of instructional experience. This intentionality begins with the teacher knowing exactly what, certainly how, and theoretically when students will master the targeted learning. Yet, more important, knowing the takeaway must be explicitly understood and communicated to the students. To that end, the discussion in Chapter 1 explores what is known about the transfer of learning, historically (Hunter, 1971; Joyce & Showers, 2002; Perkins & Salomon, 1988), as well as the overt behaviors that enhance transfer (Fogarty & Pete, 2004b), the various phases in the development and transfer of concept skills for the learner, and ways to become more fully aware of what is at the heart of the nature and nurture of this concept: the transfer of learning.

Chapter 2: Less Is More. Less is more is certainly, by definition, a conundrum. At first glance, it seems not only contradictory but also absurd. How can teachers teach less and at the same time have kids learn

more? The discussion follows the words of Lee Hsien Loong, minister of education in Singapore (Loong, 2004): “We must learn to teach in ways that allow students to learn without being taught.” Loong’s visionary image of Singapore’s philosophical yearnings for its country, its citizens, and its youth (Bellanca & Brandt, 2010) is inspiring and filled with lessons for others to ponder. *Thinking Schools, Learning Nation* is Loong’s vision of his nation; *Teach Less, Learn More (TLLM)*, his vision of education; *Tight, Loose, Tight*, his vision of implementation; and *PLCs—Professional Learning Communities* (DuFour, 2010), Loong’s vision of collaboration. Discussion in Chapter 2 focuses primarily on dissecting this notion of teach less, learn more and its extraordinary impact on the classroom of the future (Loong, 2004).

Chapter 3: Trust the Learner. The concept of trusting the learner sounds simple enough, but to put this idea into practice requires a complex shift for many of more traditionally inclined teachers and some level of risk taking for current believers and newbies in the classroom. This chapter looks at the conservative, responsible, and accountable nature of those who enter the world of the schoolteacher (Lortie, 2002) and why it is so important to move them into a comfort zone of letting go, allowing students to play with ideas, think deeply, fail at times, and persevere through to the end (Fogarty & Pete, 2004b). To that end, the neurosciences and cognitive sciences (Sousa & Tomlinson, 2011) are juxtaposed against more traditional pedagogy and instructional traditions (Berliner & Casanova, 1993; Hunter, 1971; Mann, 1957; Tyler, 1950).

Chapter 4: Collaboration Begin with Pairs. “It’s not information overload. It’s filter failure” (Shirky, 2010). New information becomes available every few seconds, which creates a demand for ways to filter out what’s important from what is just new. This phenomenon dictates expertise in multiple areas and the collaboration of experts to tackle complex problems. Students and educators must learn to heed this call for a genuine and healthy collaborative culture. Cooperative learning is not a fad, as is sometimes suspected by frustrated teachers. It is the experience of expressing one’s ideas to another and thinking together about possible, probable, and preferred solutions. Students are, in essence, crystallizing, clarifying, and concretizing their own thoughts (Vygotsky & Cole, 1978) by discerning meaning and making sense of the world around them. In this process, they anchor the learning for deeper understanding. Discussion in this chapter focuses on the spirit of collaboration, the process of language among people, and on the

skillfulness required for fruitful collaborations. Included are the five elements of BUILD, necessary for true cooperative structures:

- B: building in higher-order thinking
- U: uniting the teams
- I: holding individual members accountable
- L: looking back with reflective attitudes
- D: developing social skills for productive and satisfying teamwork (Bellanca & Fogarty, 2003)

Chapter 5: Challenge Them to Think. This chapter is based on the premise that the brain is engaged by challenge and intrinsically attracted to mysteries, puzzles, problems, and the lurking unknown (Willis, 2006). The human brain wants to know because the brain is a meaning-making machine (Sylwester, 1995). Thus, this chapter explores the power of teachers who design process learning that requires deeper understanding through inquiry models (AIR Study, 2014, <http://www.air.org/resource/deeper-learning>) with rich, rigorous, and relevant learning tasks. It examines how students are automatically programmed to think (Caine & Caine, 1991), and are naturally drawn into learning when a challenge is real (Willis, 2006). The chapter follows the brain science principle of how a real challenge compels students to keep thinking and to keep digging. When they are intensely interested in the outcome, they not only solve the problem at some level, but more important, they own it and the processes that got them there.

Chapter 6: Time Matters. Time is a priority and how time is allocated during the school day is highly indicative of the values of the community and of district- and school-level leadership teams. In a well-balanced teaching and learning environment, students require three broad areas, including time for work, play, and rest. Naturally, the idea of work and study is fully accepted, yet time for play, movement, and exercise is usually relegated to extracurricular activities, and rest, relaxation, and downtime are considered beyond the realm of the school day and more often than not, totally absent from the official teaching-learning schedule. This chapter explores the emerging focus on how “time matters” for optimal student success. How instructional time takes multiple forms from traditional, flip (Bergmann & Sams, 2012), and hybrid classrooms (Horn & Staker, 2014). In addition there is the need for explicit time designated for movement, exercise, and health and wellness activities (LetsMove.gov, 2011) as

well as allocated downtime to chew on ideas, quiet time (MindUP, 2015) meditation practices (NBC News, 2014). In turn there is a call for instructional time for the specific development of thinking (Belanca & Fogarty, 2001) and for the development of valued habits of mind (Costa & Kallick, 2009).

Chapter 7: Literacy Matters. The right to be literate is the most foundational right of students in the school setting. It is traditionally, although not as prevalent currently, what many kids want most to learn to do when they come to school, especially if they are not privileged enough to learn to read before they come to school. In this age of digital-rich environments with all the “bells and whistles” available, many students want to know the literacy skills but they prefer the digital mode. They *read* with the Spritz app, *write* using the Dragon Dictation app (2015) and cellphone microphones. In turn, they *speak* with the Siri app and *listen* using the Shazam app. This is how they can and do embellish their own learning at home or away from the actual classroom. More and more, students use multiple apps to learn and to strengthen their literacy skills within and beyond the walls of brick and mortar buildings.

Yet, when kids can't, don't, or won't read, schooling has failed them. There is no other way to view it. That's why teachers must believe, “I can teach any student who comes my way how to read and, better yet, how to learn the love of reading.” This chapter highlights the complexity involved in granting the right to be literate to each and every student who comes through the schoolhouse doors. This traces student motivation and interest (Coyle, 2009; Dweck, 2012; Tomlinson, 2004) to a proven formula of acquiring a vast vocabulary (Marzano, 2004) and developing the pacing, phrasing, and expressiveness of *fluency* (Dodson, 2010). In addition, there is discussion about deep and lasting *comprehension* (Keene & Zimmerman, 2007), as well as an initial investigation of *digital*, *media*, and *global literacies* (Hayes-Jacobs, 2010; Richardson & Mancabelli, 2011) that advance and abound on the literacy landscape.

Chapter 8: Different Brains, Different Learners. The convergence of neuroscience (Sylwester, 1995) and cognitive science (Gardner, 2006) suggests a number of remarkable truths that inform instructional practice. In fact, the concept of different brains, different learners offers compelling rationale for differentiated teaching and learning strategies (Gregory & Chapman, 2012; Fogarty & Pete, 2006; Tomlinson, 2004) that address the varied talents and needs of the diverse classroom