

May 12, 2017
Cisco Design Studio #3

Participants: 6-8 Science & Math Teachers, Amy, Mark (8)

- I. (8:30-8:40) Introductions & Framing
 - A. Objectives
 1. Deepen understanding of *student agency*
 2. Explore practical student agency strategies
 3. Develop an initial implementation plan for your classroom

- II. (8:40-9:20) Agency: Why does it matter? & Making Meaning
 - A. Video: Stuck on an Escalator- Take Action (5 min)
 1. How does this parody reflect characteristics you have seen (if you are honest) in your own students or practices? *Discuss*
 2. Connect back to the Design Studio Work, learned helplessness
 - B. Explore: Student Agency Playlist (30 min+)
 1. Agency Defined
 2. Video: Karen Boyes, Education Researcher, New Zealand - (27:00-37:00)
 - a) Learning happens outside the comfort zone
 - b) Ladder to get out of the pit = the support & Thinking Dispositions
 3. Video: Jennifer Adair, Ph..D., UT professor of C&I on Student Agency
 4. Video: Point Isabel Elementary BL Coach describing Student Agency in Pilot Classrooms
 5. Activity: Identify teacher practices that dampen and increase student agency. *Post the student agency principles aligned to the 7 components of effective/excellent teaching.*
-Stickies: on 1 color write a strength - what comes naturally; on another write a challenge area -- which one is hard.
 6. Demonstrate Thinking: At this moment: What does Student Agency mean to you?
Draw/write your response on this card (*printed*)

- III. (9:20-9:45) Identify Agency Strategies in Action
 - A. Agency Strategy Identification, Small Group Discussion of Example (20 min)
 1. Group Video: Grant Beacon Middle School
 2. Small Group Discussion: Guiding questions
 - a) Where do you see evidence of strategies which promote student agency that you observed in the Grant Beacon model?
 - b) Did you see anything that might impede student agency in the Grant Beacon video? What makes you say that?
 - c) Complete the Grant Beacon Section of the Design Pillar Strategy Map *participants to use the printed copy to record responses, think independently, and then share responses. PB to type in group doc version*

- IV. (9:45-10:45) Explore Specific Agency Strategies with Examples and Artifacts

- A. Essential Question: How might we give students opportunities to demonstrate ownership over the *process* of learning and the *progress* of their learning?
 - B. Explore: Student Agency Strategy Playlists (40 minutes) What, How, How could you?
 - C. Debrief: (20 minutes)
 - 1. Select the top 3 student agency strategies that you were drawn to from the exploration.
 - 2. What were you drawn to/why? *Discuss around the group*
- V. (10:45-11:15) Activity: Ask & Give, Student Agency in Cisco Blended Classrooms
- A. Imagine one of the blended classrooms in Cisco that you saw. What were the students doing? What was the teacher doing? Give a minute to remember.
 - B. Quote: "Agency can be predicted by what teachers ask of students and what teachers give to students." What does this mean to you? (from Harvard Agency Report)
 - C. Reflect on what you saw teachers both **ask of** and **give to** students in the examples today and in your own classroom. For example: If a teacher asks students to self-assess what station/materials they should work at/with what does the teacher give that student in the way of supports, resources, routines, to carry this out. Share out with stickies on what teachers ASK and then what teachers GIVE students.
- VI. (11:15-11:30) Wrap up & Reflections
- A. Where do we go from here?
 - B. Demonstrate Thinking, Reflections: I used to think student agency meant....(*refer back to card from earlier*) Now I think student agency means....(*write on other side of card*)
 - C. Based on what you learned and explored today, consider how student agency will be promoted in your classroom.
 - 1. I will promote student agency by...(this will be expanded upon in Part II as you work on the details of your Classroom Blended Pilot Implementation) **ACTIVITY - STICKIES ON BOARD**
- VII. (11:30-12:30) LUNCH
- VIII. (12:30-2:00) Classroom Blended Implementation Plans (*Science Teachers Only*)
- A. Discuss Classroom Implementation Plans
 - B. Utilize Blended Pilot Map to support thinking as build out spring pilot strategies