

# Transcript of Fishmuda (Session One)

WOW! 7 Pages of Collaborative notes. Way to go, team! Thanks so much for letting us share our new ideas with you! Look for Allison's new book [Learning Personalized](#), available in Spring 2015 from Jossey Bass Publications.

Also available:

[Breaking Free from Myths About Teaching and Learning](#) by Allison Zmuda  
[Transforming Schools](#) by Allison Zmuda  
[Upgrade Your Curriculum](#) by Michael Fisher  
[Digital Learning Strategies](#) by Michael Fisher  
[Exploring The Close Reading Standard](#) by Michael Fisher

Hello to all 10:05am, Sat, Nov 1, 2014 by Michelle  
Excited to learn 10:06am, Sat, Nov 1, 2014 by Liz  
Welcome! 10:06am, Sat, Nov 1, 2014 by Mike Fisher  
Hi 10:06am, Sat, Nov 1, 2014 by Temo  
hi 10:06am, Sat, Nov 1, 2014 by Mistie Parsons  
A beautiful day in Orlando! 10:06am, Sat, Nov 1, 2014 by Wendy Wolfe  
Good Morning! 10:06am, Sat, Nov 1, 2014 by Rauenzahn  
Good Morning 10:06am, Sat, Nov 1, 2014 by Jill F  
Hi everyone 10:06am, Sat, Nov 1, 2014 by Tony B  
Hello from the great state of Texas! 10:06am, Sat, Nov 1, 2014 by Amarillo  
Ready to go 10:06am, Sat, Nov 1, 2014 by Aldeb  
Good morning! 10:06am, Sat, Nov 1, 2014 by Sheleen  
Good Morning 10:06am, Sat, Nov 1, 2014 by BrianO  
Greetings ALL!!! Here and excited to learn!!! 10:06am, Sat, Nov 1, 2014 by Le'Ray  
Glad to be here (rather than where it is snowing) 10:06am, Sat, Nov 1, 2014 by Steve W  
Greetings from the Chicago Public Schools! 10:06am, Sat, Nov 1, 2014 by Stacy  
Great idea 10:06am, Sat, Nov 1, 2014 by k  
teacher from New Jersey 10:06am, Sat, Nov 1, 2014 by Adrienne  
Here and ready to learn from Alberta, canada 10:07am, Sat, Nov 1, 2014 by Michelle  
Hi there 10:07am, Sat, Nov 1, 2014 by Blaine  
ToY and scholastic blogger from Alabama 10:07am, Sat, Nov 1, 2014 by Meghan  
Greetings from canada! 10:08am, Sat, Nov 1, 2014 by Jaime  
Good am 10:08am, Sat, Nov 1, 2014 by Bugsy  
Hello!!!! 10:09am, Sat, Nov 1, 2014 by Nordic  
I like opening cans of worms 10:09am, Sat, Nov 1, 2014 by Tj  
Hello! 10:10am, Sat, Nov 1, 2014 by Reklaw67  
Good tool 10:10am, Sat, Nov 1, 2014 by Ayoola  
Greetings from Saskatchewan 10:11am, Sat, Nov 1, 2014 by Saskatchewan  
GRASPS is powerful to create engagement for students of differing ability 10:11am, Sat, Nov 1, 2014 by Sue Starling

Hi from Texas10:11am, Sat, Nov 1, 2014 by Becky

Hello from St. Louis10:12am, Sat, Nov 1, 2014 by Ibrock

he10:13am, Sat, Nov 1, 2014 by chad

ANY one know more about GRASP?10:13am, Sat, Nov 1, 2014 by Emily

Hey St.louis... From St.Charles :)10:14am, Sat, Nov 1, 2014 by Meghan

GRASPS10:14am, Sat, Nov 1, 2014 by Is that GRASP

Think about how do you get kids to own the experience?10:14am, Sat, Nov 1, 2014 by Stacy

GRASPS <http://opi.mt.gov/pdf/CurriculumGuides/Curriculum-Development-Guide/GRASP.pdf>10:14am, Sat, Nov 1, 2014 by Is that GRASP

Thanks10:15am, Sat, Nov 1, 2014 by Emily

Meghan, say hello to Wendy. We went to school together!10:16am, Sat, Nov 1, 2014 by Alina

[grantwiggins.files.wordpress.com/2012/02/wiggins-mod-m-grasps-and-roles.pdf](http://grantwiggins.files.wordpress.com/2012/02/wiggins-mod-m-grasps-and-roles.pdf)10:16am, Sat, Nov 1, 2014 by Darren

Educating students for their future not our past!10:17am, Sat, Nov 1, 2014 by Sue Starling

Will do Alina10:17am, Sat, Nov 1, 2014 by Meghan

The importance of what you can do with you can do with your new learning through meaningful tasks10:18am, Sat, Nov 1, 2014 by Stacy

Students have to deal with the messiness of the learning10:18am, Sat, Nov 1, 2014 by Personalized learning is when students take ownership over their own learning. Students must be at the table

It better be fair10:22am, Sat, Nov 1, 2014 by Nordic

My firsties would totally hand over disliked toppings10:24am, Sat, Nov 1, 2014 by Meghan

And even when thy have the foundation we till have to transition them10:28am, Sat, Nov 1, 2014 by Tj

into how to think at higher levels and problem solving10:28am, Sat, Nov 1, 2014 by Tj

my complaint of this new 'rigor' in standards and state tests is that it is false rigor, and doesn't follow the rigor/relevance framework10:29am, Sat, Nov 1, 2014 by Jimmy

Teachers should have a growing intolerance for boredom too – I don't want my kids bored10:29am, Sat, Nov 1, 2014 by Meghan

Jimmy – new levels of rigor in the classroom, same old standardized tests. #hate10:30am, Sat, Nov 1, 2014 by Meghan

what is the 17 year olds name?10:30am, Sat, Nov 1, 2014 by Matt

How do we leverage student experiences to maximize student engagement?10:31am, Sat, Nov 1, 2014 by Stacy

"The one who thinks, learns"10:32am, Sat, Nov 1, 2014 by Stacy

We want to see kids in perpetual discomfort...Struggling with what matters10:33am, Sat, Nov 1, 2014 by Stacy

Or, if through the messiness, they find the need for learning their times tables, they might do it – they see the purpose.10:35am, Sat, Nov 1, 2014 by Bugsy

The thought of "we don't have time for kids to struggle" is very real. Even when we see the validity, it can be very difficult to implement10:36am, Sat, Nov 1, 2014 by Wendy Wolfe

How can we take the real struggles kids face in real time and learn from them rather than council on the side?10:36am, Sat, Nov 1, 2014 by Meghan

Wendy – totally – mandates on time are a major hindrance10:37am, Sat, Nov 1, 2014 by Meghan

Materials for today:

<http://learningpersonalized.com/upgradingpt/>10:38am, Sat, Nov 1, 2014 by Mike Fisher

Kids think everything is possible – they say "why not"10:38am, Sat, Nov 1, 2014 by Meghan

Too many kids are just becoming good at school but totally unprepared for the world. PT's can change that.10:39am, Sat, Nov 1, 2014 by Sheleen

How can we create classroom environments that welcome individual real life personal experiences that can align with stanfatds nased gtading?10:39am, Sat, Nov 1, 2014 by Emily

As long as we can design the performance task correctly, I believe it would be authentically engaging and challenging10:39am, Sat, Nov 1, 2014 by Wendy Wolfe

Things that are important to students are key10:39am, Sat, Nov 1, 2014 by Michelle

How is what I'm doing in the classroom related to my real life?10:40am, Sat, Nov 1, 2014 by Aldeb

Surveying the student's learning style profile would be a good start to designing assessment content.10:40am, Sat, Nov 1, 2014 by Stacy

project and problem–based learning experiences that are relevant to the lives of the students10:40am, Sat, Nov 1, 2014 by BrianO

How can we get away from a coverage mentality? I think this is the first step to helping teachers begin to let students become the drivers10:40am, Sat, Nov 1, 2014 by Jill F

I think about the old story about teaching a person to fish (we all know it) if we teach our kids to think, they will have "food" for life10:41am, Sat, Nov 1, 2014 by Wendy Wolfe

Students don't see the value and relevance. Teachers need to make a connection that is meaningful10:41am, Sat, Nov 1, 2014 by Adrienne

There are many opportunities in the English curriculum (Alberta) that provide opportunity for student passions10:41am, Sat, Nov 1, 2014 by Michelle

this type of learning experience requires much more of the teachers planning up front. but well worth it if you can get teachers to buy in10:41am, Sat, Nov 1, 2014 by BrianO

You need to understand your students and what makes them tick10:41am, Sat, Nov 1, 2014 by Matt

The coverage mentality is directly related to the style of the high stakes state testing, which we don't control10:41am, Sat, Nov 1, 2014 by Wendy Wolfe

Everyone student does not need to do the same time10:43am, Sat, Nov 1, 2014 by Tony B

Unique struggle for us as first grade teachers--- kids have to learn the fundamentals of reading and numbers before going it indiv10:43am, Sat, Nov 1, 2014 by Meghan

Also getting kids used to this new style of teaching... Transition between "boring" traditional and this exploration10:43am, Sat, Nov 1, 2014 by Aldeb

This type of learning is a paradigm change not only for the teacher but the student as well.10:44am, Sat, Nov 1, 2014 by Amarillo

Comes back to culture in the classroom10:44am, Sat, Nov 1, 2014 by Liz

Cross-curricular learning can support coverage10:45am, Sat, Nov 1, 2014 by Michelle

Quality over quantity10:45am, Sat, Nov 1, 2014 by Nordic

Scary when you feel like you are alone in your desire to embrace this change.10:46am, Sat, Nov 1, 2014 by Wendy Wolfe

Agreed10:47am, Sat, Nov 1, 2014 by Aldeb

Anyone else envisioning the return of interdisciplinary units to enhance performance tasks?10:48am, Sat, Nov 1, 2014 by Wendy Wolfe

[https://www.youtube.com/watch?v=6HRjz5IK\\_Ss](https://www.youtube.com/watch?v=6HRjz5IK_Ss)10:52am, Sat, Nov 1, 2014 by Jimmy

PBL -- basically interdisciplinary units with a new name :)10:53am, Sat, Nov 1, 2014 by Meghan

PBL - performance based \_\_\_\_\_10:53am, Sat, Nov 1, 2014 by Wendy Wolfe

if all parents did that we would have a class of kids ready to jump to the game :) #rant10:54am, Sat, Nov 1, 2014 by Jimmy

Drill - efficient recall10:54am, Sat, Nov 1, 2014 by Meghan

Doing lots of interdisciplinary work in Australia10:55am, Sat, Nov 1, 2014 by Sue Starling

drill = times table10:55am, Sat, Nov 1, 2014 by Jimmy

Drill=no thought10:55am, Sat, Nov 1, 2014 by Liz

Drill = DOK 110:55am, Sat, Nov 1, 2014 by Jill F

Drill = my education in the early 70's10:56am, Sat, Nov 1, 2014 by Sandra

Game-like = learning tasks that are simulations of real challenges (meaning making)10:59am, Sat, Nov 1, 2014 by Sandra

Game-like = somewhat of a progression - adds motivation to the drill piece10:59am, Sat, Nov 1, 2014 by Meghan

The Game = transfer11:01am, Sat, Nov 1, 2014 by Sandra

Add the game for "Why do I need this?"11:01am, Sat, Nov 1, 2014 by Meghan

<http://www.leadered.com/our-philosophy/rigor-relevance-framework.php>11:01am, Sat, Nov 1, 2014 by Jimmy

Messy & clean problems should happen in every unit of instruction. Gives reason to the drill problems.11:01am, Sat, Nov 1, 2014 by Wendy Wolfe

Drill - soccer practice Game like - scrimmage Game - soccer game11:01am, Sat, Nov 1, 2014 by Meghan

My boys play competitive soccer -- I like the soccer analogy. I get it!11:02am, Sat, Nov 1, 2014 by Meghan

The game, transfer ... Life11:02am, Sat, Nov 1, 2014 by Sandra

The game is the uncontrolled conditions11:02am, Sat, Nov 1, 2014 by Stacy

Lots of push back from kids on this kind of learning, but we need to push through that; it's our messiness to work through.11:02am, Sat, Nov 1, 2014 by Bugsy

[http://www.ted.com/talks/dan\\_meyer\\_math\\_curriculum\\_makeover?language=en](http://www.ted.com/talks/dan_meyer_math_curriculum_makeover?language=en)11:02am, Sat, Nov 1, 2014 by Matt

Sometimes we need to be the vulnerable ones to show them that messy is okay11:03am, Sat, Nov 1, 2014 by Michelle

Drill is the STUFF they just have to learn, get past quickly in order to get to the GOODS of transfer11:03am, Sat, Nov 1, 2014 by Sandra

Great comment! Does anyone have peer critique resources to share?11:05am, Sat, Nov 1, 2014 by Stacy

already been done -

<http://boardgamegeek.com/boardgame/27314/christmas-carol>11:09am, Sat, Nov 1, 2014 by Matt

Audience is powerful if beyond the teacher and classmates - audience keeps the healthy scare factor alive during the learning-11:09am, Sat, Nov 1, 2014 by Sue Starling

Students could choose their own product - could provide a rubric for required (cause my will driver is Mastery so I must have criteria :))11:10am, Sat, Nov 1, 2014 by Wendy Wolfe

My will driver is Autonomy so i like the idea of choice of product11:12am, Sat, Nov 1, 2014 by Matt

take a character viewpoint and role play to the class11:12am, Sat, Nov 1, 2014 by Liz

Could they reinvent a modern version? There are lots out there but shows character understanding11:12am, Sat, Nov 1, 2014 by Meghan

Modern, rewrite, present, play, etc...11:13am, Sat, Nov 1, 2014 by Aldeb

Groups perform the past, present and future of their class11:13am, Sat, Nov 1, 2014 by Marina

Method, type of presentation, etc could vary (live perf or digital or written)11:13am, Sat, Nov 1, 2014 by Meghan

Find modern images that reflect the old and tone of quotes from the text.11:13am, Sat, Nov 1, 2014 by Emily

Change the story... What happens if he doesn't get it?11:14am, Sat, Nov 1, 2014 by Meghan

I think the scary thing for teachers is what if students choose a product we are unfamiliar with? How do we assess if we don't get it?11:14am, Sat, Nov 1, 2014 by Wendy Wolfe

you can give choice, but narrow it down to 5 or 10 you are familiar with, and they choose from those.11:15am, Sat, Nov 1, 2014 by Jimmy

But are you assessing the product or the learning? Like with tech... You don't assess the ability to use it, you assess the learning11:15am, Sat, Nov 1, 2014 by Meghan

Have them create their assessment11:16am, Sat, Nov 1, 2014 by Aldeb

The challenge is that we don't just make fun tasks, but instead design it so that they understand and can represent the standards BETTER11:16am, Sat, Nov 1, 2014 by Matt

Emphasize content not product. Got it!! Guess I was asleep11:16am, Sat, Nov 1, 2014 by Wendy Wolfe

If they enjoy what they're doing they'll be more critical of themselves than you realize11:16am, Sat, Nov 1, 2014 by Aldeb

On the teacher end, we will really have to UNDERSTAND the standards11:17am, Sat, Nov 1, 2014 by Wendy Wolfe

Wendy.. It's hard.. You make a flashy web design and it LOOKS better than the poster board, but is it? I struggle with that!11:19am, Sat, Nov 1, 2014 by Meghan

move from designing the work for students to get them to come to the table with us11:20am, Sat, Nov 1, 2014 by Liz

I want to know how to do it and still teach the beginning reading and phonics they have to get. So hard to make the time for both!11:20am, Sat, Nov 1, 2014 by Meghan

Possibility of teachers getting hung up on the product (some will be dazzled by a cool Prezi presentation) & miss some of the content.11:21am, Sat, Nov 1, 2014 by Wendy Wolfe

Or challenge of introduce this to teachers who are comfortable with their boring style they've been using for 15/20 years11:25am, Sat, Nov 1, 2014 by Aldeb

Exactly! Some overuse the "if its not broke, don't fix it" They think its not broke because it has worked for them for years.11:26am, Sat, Nov 1, 2014 by Wendy Wolfe

a good rubric doesn't get swayed by flashy design11:28am, Sat, Nov 1, 2014 by Jimmy

Where might I find additional sample tasks for elementary level students?11:28am, Sat, Nov 1, 2014 by Sandra

get kids to want to revise, rethink, redo11:30am, Sat, Nov 1, 2014 by Liz

The rubric would have to be solely focused on the standards/content.

Another skill the teacher would have to develop a level of comfort11:30am, Sat, Nov 1, 2014 by Wendy Wolfe

the rubric should only be focused on the standards/content...you should never have criteria in a rubric like "contains 5 pictures.."11:35am, Sat, Nov 1, 2014 by Jimmy

unless that is a standard you are trying to assess...11:35am, Sat, Nov 1, 2014 by Jimmy

Good thoughts on rubrics. I'm with Sandra... Resources for tasks? I know resources for full PBL but want lower level, daily ideas11:36am, Sat, Nov 1, 2014 by Meghan

agreed Meghan11:36am, Sat, Nov 1, 2014 by Jimmy

I don't think this is something you could do daily. You have to address the foundations first. But, it can be part of every unit. Domain 4!11:38am, Sat, Nov 1, 2014 by Wendy Wolfe

DQ 4 – oops!11:38am, Sat, Nov 1, 2014 by Wendy Wolfe

no way can you do this everyday. Your students may dictate how much time you spend on drills, game-like, game11:39am, Sat, Nov 1, 2014 by Jimmy

the standards action verbs would also dictate where you hover11:40am, Sat, Nov 1, 2014 by Jimmy

it begins within the space of teacher mindset of differentiation11:45am, Sat, Nov 1, 2014 by Liz

Not daily... Overstatement... But the task of making a map. Great simple task idea. More like that with differentiation ideas11:46am, Sat, Nov 1, 2014 by Meghan

Easy to come up with some, hard to think through all the levels for so many. A site that tied one task idea to each standard would ROCK11:47am, Sat, Nov 1, 2014 by Meghan

EduCore is trying to do that, I know11:48am, Sat, Nov 1, 2014 by Meghan

Wouldn't it be great if there was a place to put in a standard and there would be sample performance tasks that were linked!11:48am, Sat, Nov 1, 2014 by Wendy Wolfe

Meghan, great minds think alike ;)11:49am, Sat, Nov 1, 2014 by Wendy Wolfe

Wendy – I think we have our million dollar idea11:49am, Sat, Nov 1, 2014 by Meghan

Google Form: <http://goo.gl/TVWo9L>11:49am, Sat, Nov 1, 2014 by Mike Fisher

count me in, i'll do science11:49am, Sat, Nov 1, 2014 by Jimmy

Jimmy – you're in – not even kidding guys :)11:49am, Sat, Nov 1, 2014 by Meghan

I dont see the link. Can you send to my email: [spstewart@cps.edu](mailto:spstewart@cps.edu)11:50am, Sat, Nov 1, 2014 by stacy

Thank you! Great session!11:52am, Sat, Nov 1, 2014 by Rauenzahn

Great ideas – Jimmy and Wendy – [bamameghan@yahoo.com](mailto:bamameghan@yahoo.com) Let's do it11:55am, Sat, Nov 1, 2014 by Meghan

Responses: <http://goo.gl/ZS10bQ>12:05am, Sat, Nov 1, 2014 by Mike Fisher

[nolenjp@pwcs.edu](mailto:nolenjp@pwcs.edu)1:37pm, Sat, Nov 1, 2014 by Jimmy

Hi there1:40pm, Sat, Nov 1, 2014 by Emma

[Blog](#) | [About TodaysMeet](#) | [Need Help?](#) | [Privacy Policy](#) | [Terms of Use](#) | © 2008–2014 TodaysMeet LLC