

Disclaimers ...

I was going to say that these are my ideas and don't necessarily represent HCPS but I've been told that's not going to hold up if they're mad at me so there's really not much point.



As an additional challenge– the photos I use in this presentation were submitted by random people on twitter kind enough to respond to this tweet

Why Me?



- Have I been touched by God and sent to spread a holy message?
No. Well, maybe but mainly I have had an odd mix of experiences
- UR Tutor – 9 years for mainly 1st year students
 - Taught – high pressure SOL failing school
 - Teach – edu grad students
 - Work in K12 currently at the division level
 - 4 kids – 2 in a Montessori program



The Past

previous view of education
cute little puppy that could do no wrong

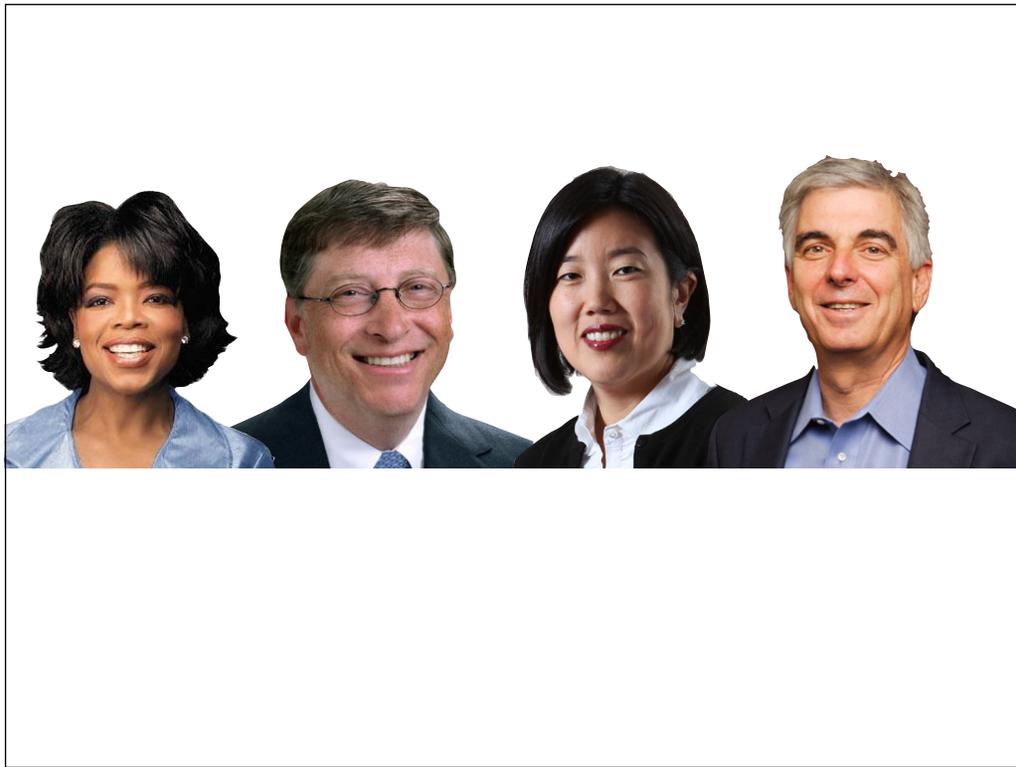


Current Situation

public education is portrayed as wasteland



ped piper of

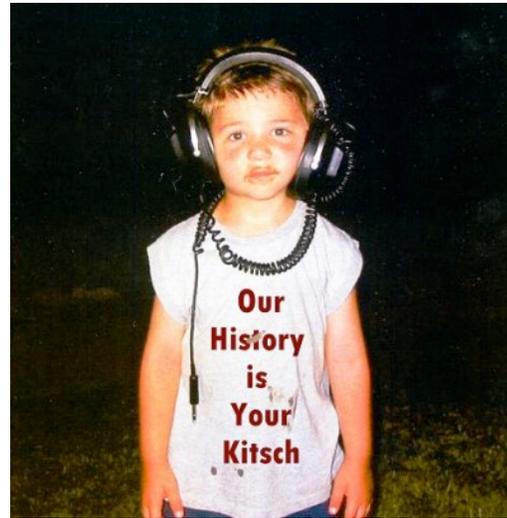


the people proclaiming it tend to have know real knowledge of the subject
Combined teaching experience 3 years for Rhee



Corporations are eyeing public education like a dead fish
we aren't even fish in a barrel

F.U.D.



NCLB misbegotten spawn of shallow thinking, good intentions and corporate greed
At core – fear of China/India job competition and fear of technology/change as embodied by today's youth



corporation are ready to storm in w charters and a huge number of expensive fixes for what ails education



Corporations dressing up their old content in new wrappers and declaring it cool and a perfect fit for the Net Generation! – at twice the price of course . . . it is digital after all . . .



But there is money to be made and this results in some pretty repulsive mixtures/bedfellows

Unintended Consequences



cups, with fill lines and different capacities



how schools as a structure tend to view students– as wild things that need to be tamed



in this system – you want the Pokemon character – the one who follows the orders of its trainer, nothing more, nothing less anything else throws off your system

Top 3 areas where
current 1st year students
are doing poorly.

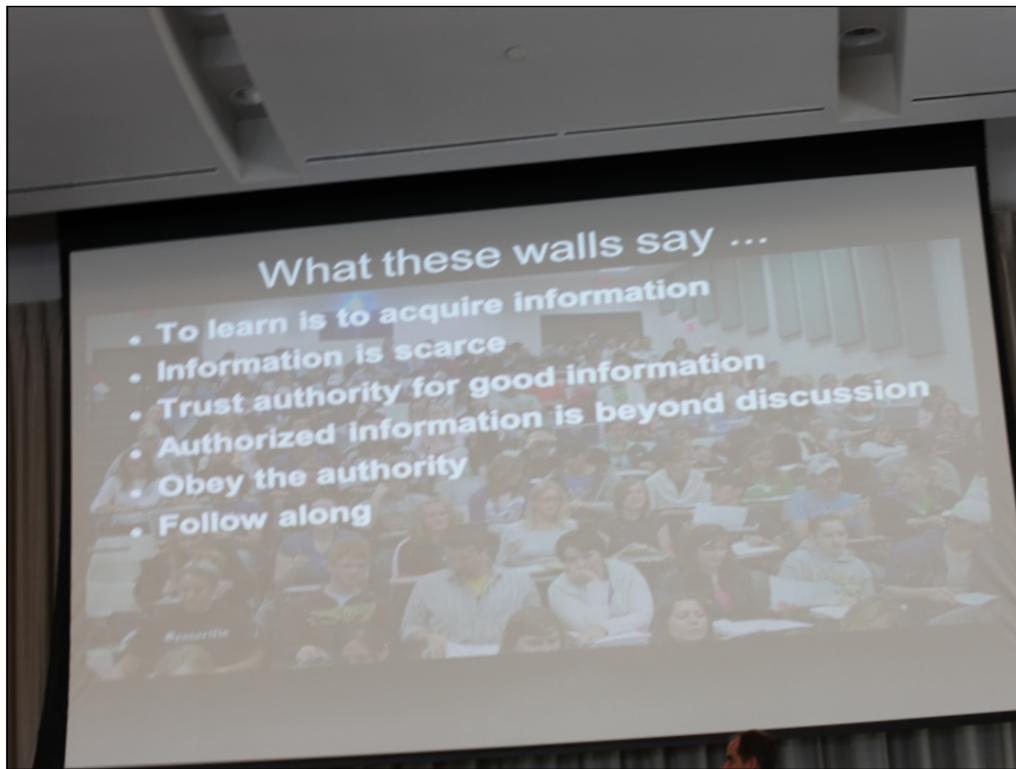
<http://tinyurl.com/top3umw>

google form



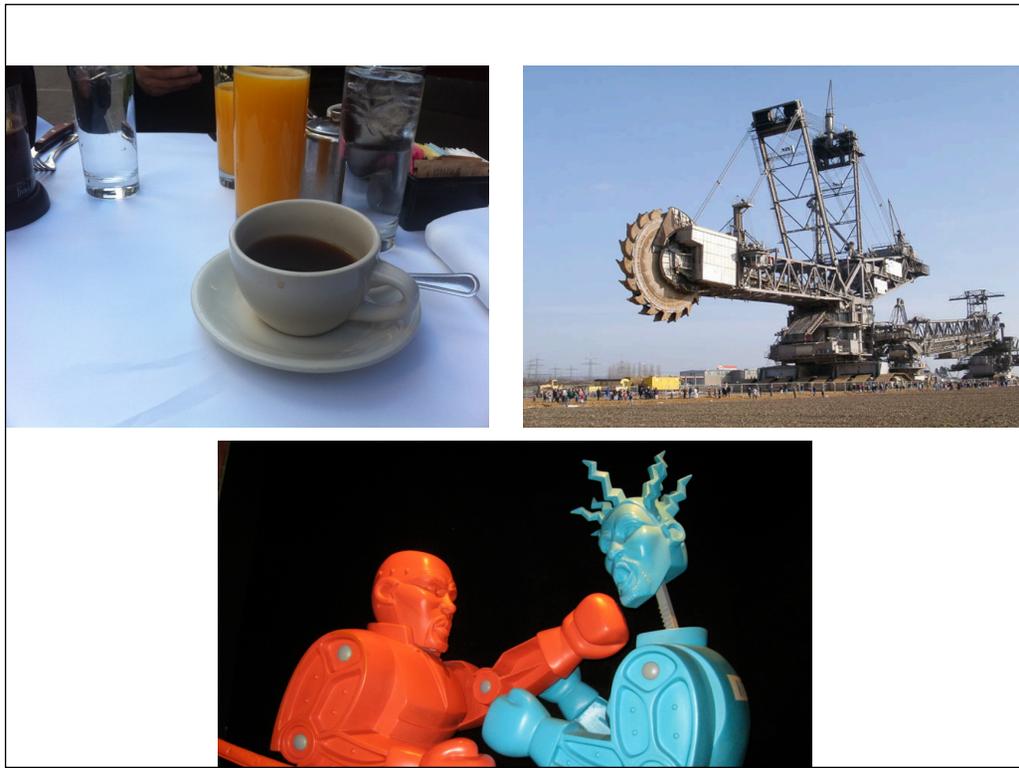
What these walls say ...

- To learn is to acquire information
- Information is scarce
- Trust authority for good information
- Authorized information is beyond discussion
- Obey the authority
- Follow along



What kind of
assessments do we need
to create to get students
with the skills we want?





time to wake up as leaders in the community
our task is monumental but our voices have been missing for far too
long
strike a blow for righteousness



I'm not saying it will be pleasant



You can't say this. I want to say it all the time. But I beg you to keep fighting.

the lummoX

(as he insists on calling himself)

perhaps because...when his teachers ask, "any questions..."?
("anyone, that is, but you," they add, pointing at him)

as he has inquired more than once too often:

"who am I...? who are you...?"

what is the meaning of life...?"

where is the end of the universe...?"

why are we here...?"

when is it over...?"

(simply the essentials of good media coverage)

but thinking they are promoting academic/artistic freedom

they say, "you may only ask information

pertaining to this class..."

and not understanding that

it is only when we get off the subject

that we are truly subject to understanding...

DELLA ANDERSON