

GENTLE REMINDER:
We will be using the
readings I assigned.

PROMOTING **EXCELLENCE**
through **ACTION**

REFLECTION QUESTIONS

- 1 What is **EXCELLENCE** through **ACTION**? Why is it necessary?
- 2 How does **ACTION** look like in the classroom?
- 3 How can we **INTENTIONALLY DESIGN** our lessons for **ACTION**?

REFLECTION QUESTIONS

- 1 What is **EXCELLENCE** through **ACTION**? Why is it necessary?

SOCRATIC SEMINAR

Text(s)
Question(s)
Participants
Leader



SOCRATIC SEMINAR

Shared inquiry into a complex concept

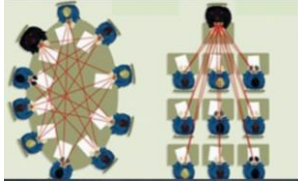
Consideration of varied perspectives



<https://literacyinbusiness.wordpress.com/2017/04/09/socratic-seminar-for-entrepreneurship/>

SOCRATIC SEMINAR

NOT a class discussion,
NOT a debate



SOCRATIC SEMINAR

Text(s)

Text-based discussion - keep returning to the text



<https://literacyinbusiness.wordpress.com/2017/04/09/socratic-seminar-for-entrepreneurship/>

SOCRATIC SEMINAR


Good seminar participants realize that a seminar rarely ends in definite answers and official positions...With only a little encouragement and training, students will adopt the attitude that a good seminar initiates a rich relationship with a text, not closes it.

(Roberts and Billings, in Wiggins 2007)



Questions:

1. Based on the CJE & IPP, what is EXCELLENCE through ACTION?
2. Is it relevant? Is it NECESSARY?
3. How successful have we been in achieving EXCELLENCE through ACTION?



Engagement & Excellence

Empathy & Empowerment Expertise & Enthusiasm

What is your definition of EXCELLENCE?

What is your definition of EXCELLENCE?



A product vs a process
In relation to others vs in relation to self
For self vs for others

Excellence

“**constantly striving** to gain a more thorough **understanding** of the world around us so as to be able to effectively **use** our knowledge, skills, and understanding in **their work, their community, their life**”

- Reflective Learning

In Jesuit education, **the criterion of excellence** is applied to all areas of school life: **the aim is the fullest possible development of every dimension of the person, linked to the development of a sense of values and a commitment to the service of others** which gives priority to the needs of the poor and is willing to sacrifice self-interest for the promotion of justice. **The pursuit of academic excellence is appropriate in a Jesuit school, but only within the larger context of human excellence.** (CJE #107)

Global Risks Report

The 5 risks that will have the biggest impact in the next 10 years

	rank
Weapons of mass destruction	1
Extreme weather events	2
Natural disasters	3
Failure of climate change mitigation & adaptation	4
Water crises	5

Source: Global Risks Perception Survey 2017-2018, World Economic Forum

Graduates who ACT to make a better world FOR ALL

**by luck
OR
by design?**

Students are
learning important and useful skills,
doing **meaningful** and **challenging**
work

*a reason to learn it
a "need to know"*

Students are learning important and useful skills, doing **meaningful and challenging** work

Students yearn for Excellence through Action.

Students are learning important and useful skills, doing **meaningful and challenging** work

...with or without us

Jacobs, H. 2014. ASCD Annual Conference

Graduates who ACT to make a better world FOR ALL


Xiuhtezcatl Roske-Martinez



Youth Director of EARTH GUARDIANS, a worldwide conservation organization (that he founded!) that brings together activists and artists with an environmental streak

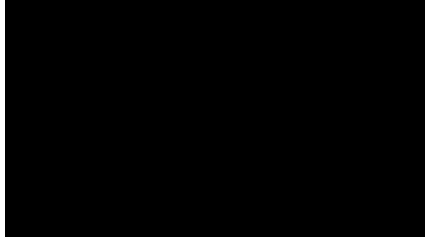
<https://www.complex.com/we/young-activists-who-are-changing-the-world/bana-abated>

Kevin Doe answered a need for his community.




built a generator used it to power a community radio station that he also built from recycled materials. became the station's DJ and his friends became the journalists and station managers. Honorary Board member of EMERGENCY USA, which provides medical and surgical care to the victims of war and poverty.

Who exhibited EXCELLENCE THROUGH ACTION? How?



https://www.youtube.com/watch?time_continue=8&v=XOLOLIUBRBY




Will rigor be sacrificed?

<http://www.mycampus.com/the-education-in-the-room>

Rigor is not defined by the text -- it comes from what students do. It is not standard across a curriculum -- it is individual to each student's needs. It is not quantified by how much gets crammed into a school day -- it is measured in depth of understanding.

Rigor is a result, not a cause.



What is Academic Rigor?


<http://www.mycampus.com/the-education-in-the-room>

Give me a non-example

Rigor is not...

- fifty math problems for homework when fewer will achieve mastery.
- more worksheets for the student who finished the assignment early.
- using a seventh grade text book with your high performing sixth grade students.
- covering more material in a shorter period of time.
- cold or impersonal.
- just for a select group of students.

Debbie Schults—“An American Teacher”



So what is it?

"True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels."

(Blackburn, 2008)

Blackburn, B. R. (2008). *Rigor is NOT a four-letter word*. Larchmont, NY: Eye on Education.

So what is it?

"Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging."

(Strong, Silver, & Perini, 2001)


Strong, R.W., Silver, H. & Perini, M.J. (2001). *Teaching what matters most: Standards and strategies for raising student achievement*. Virginia, USA: ASCD.

So what is it?

There is no mastery without action (IPP #149)

So what is it?

"Also, students actually learn more in the very process of applying their learning. We learn to the extent that we use content and apply it to situations beyond the test. Mastery of content is as much an effect of—as a condition for—application.
-Refractive Learning



"Rigor" = Excellence through Action

http://www.sas.com/industry/education/elephant-in-the-room/

ACTION

INTERIOR TRANSFORMATION during learning
+
EXTERNAL CHOICES in life, in the long-term

ACTION → **EXCELLENCE**

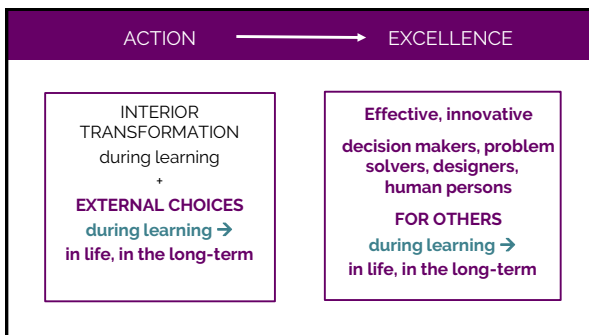
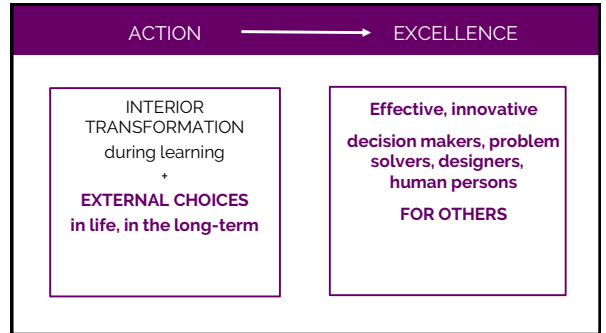
INTERIOR TRANSFORMATION during learning
+
EXTERNAL CHOICES in life, in the long-term

Effective, innovative decision makers, problem solvers, designers, human persons
FOR OTHERS

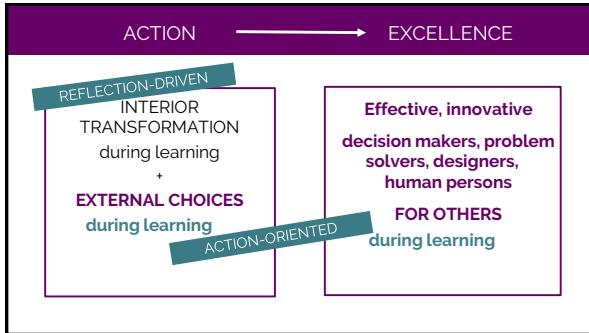
ACTION → **EXCELLENCE**

INTERIOR TRANSFORMATION during learning
+
EXTERNAL CHOICES in life, in the long-term

Effective, innovative decision makers, problem solvers, designers, human persons
FOR OTHERS



- (162) **ACTION**
1. Projects/Assignments: Quality Concerns
 2. Service Experiences
 3. Essays and Essay Type Questions
 4. Planning and Application
 5. Career Choices



INDIVIDUAL REFLECTION

IF I AGREE THAT **EXCELLENCE THROUGH
ACTION IS NECESSARY** FOR 21ST CENTURY
LEARNING,
WHAT DOES THIS IMPLY FOR MY
CLASSROOM?
WHAT IS MY RESPONSE?