# Finding Your "How"

## Moving From Friction to Flow

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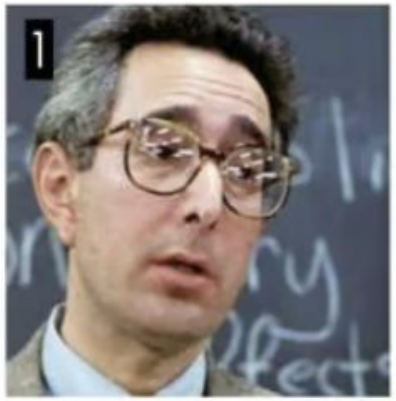






THE UNIVERSITY OF VERMONT
TARRANT INSTITUTE
FOR INNOVATIVE EDUCATION

Which television teacher are you today?




























**Where are you today?**



# Let's Celebrate! 1 Minute Jot.




**What is currently consuming your instructional capacity?**

***OR***

**What lesson/ unit has had the most engagement and student agency?**

# Case Study: The Cognitive Lift

The bell rings. Ms. Jenkins stands at the door, greeting her 7th graders with a smile. She has spent three hours the previous night creating a highly detailed, beautifully color-coded presentation on cell organelles.

1. **The Direct Instruction:** Ms. Jenkins reads a slide about mitochondria. *"The mitochondria is the powerhouse of the cell, meaning it creates energy. What does it do, Justin?"* Justin, looking up from drawing on his binder, repeats: *"Creates energy."* *"Perfect,"* Ms. Jenkins says, writing it on the whiteboard.

2. **The Guided Practice:** She displays a diagram of a cell. *"Okay, look at this shape right here. It looks like a bean with a wavy line inside. Based on our notes, which organelle is this? Anyone?"* Silence. She waits four seconds. *"Remember, we just talked about it... it makes energy... it starts with an M..."* A student calls out, *"Mitochondria?"* *"Yes! Great job, Maya,"* Ms. Jenkins says, filling in the label on her digital screen.

# The Cognitive Lift

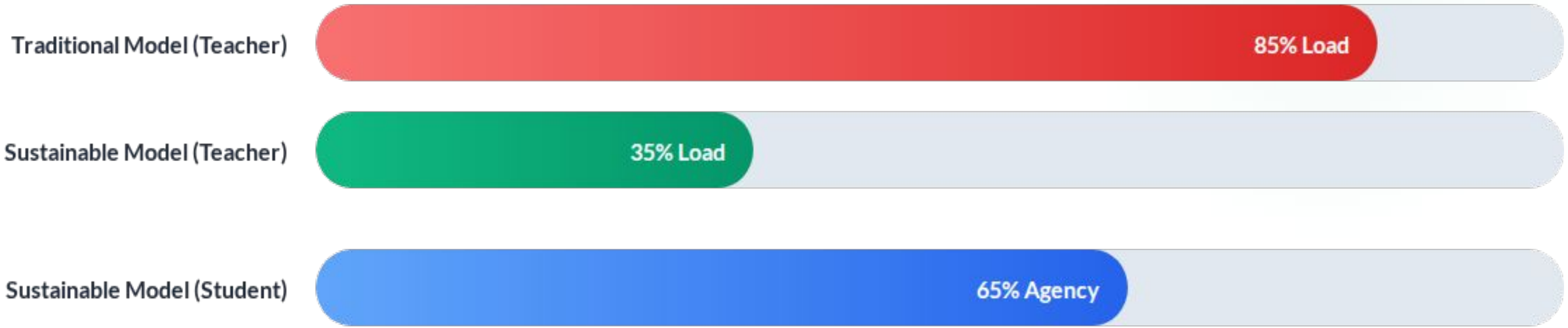
**The Independent Activity:** Students are given a worksheet with a matching activity and three open-ended questions. Within two minutes, a hand goes up. *"Ms. Jenkins, I don't get question two."* Ms. Jenkins walks over. *"Well, look at the definition we wrote. See how it says 'stores water'? Which organelle handles storage?"* The student shrugs. *"The vacuole,"* she whispers. *"Oh, okay,"* the student writes it down.

**The Cycle Repeats:** For the next twenty minutes, Ms. Jenkins sprints across the room. She answers the exact same question fourteen times, re-explains the directions to six individual students who weren't listening, and fills in the blanks for students who claim they "don't find it in the notes."

# Table Discussion- 1 Minute

*"At what exact point did Ms. Jenkins take on 100% of the cognitive load?"*

# Changing the Culture of Cognitive Lift



# Mental Exhaustion Factors
# We are *not failing*, we are depleted.

## The "Activation Initiative" Burden

**74%**

**Teachers currently spend the majority of their mental bandwidth acting as the primary engine for every classroom interaction.**

**This leads to dysregulation that trickles down to students**

By shifting to an **Architect of Agency**, we redistribute cognitive load towards student engagement and autonomy.

# Write 3 tasks that drain your time or energy.

- **Keep:** Requires my expertise
- **Shift:** Could students own more of this?
- **Automate**: Could a routine or structure handle it?
- **Eliminate:** Does this actually improve learning?




**Share and Declare**

**“What is one responsibility you are ready to stop carrying alone?”**

# Where Am I Fostering Student Agency?

Fostering agency does not replace content understanding or skill development.

It changes the conditions under which they learn.



# What Makes Agency Motivational?

1. It makes learning safe and predictable.
2. It acknowledges and rewards effort.
3. It orients students towards mastery goals.
4. It contains actionable steps for students.

# Student Agency

## John Dewey

Learning happens through meaningful experiences and active participation.

## Lev Vygotsky

Learning is social and develops through interaction with others.

## Jean Piaget

Students build understanding by actively constructing knowledge.

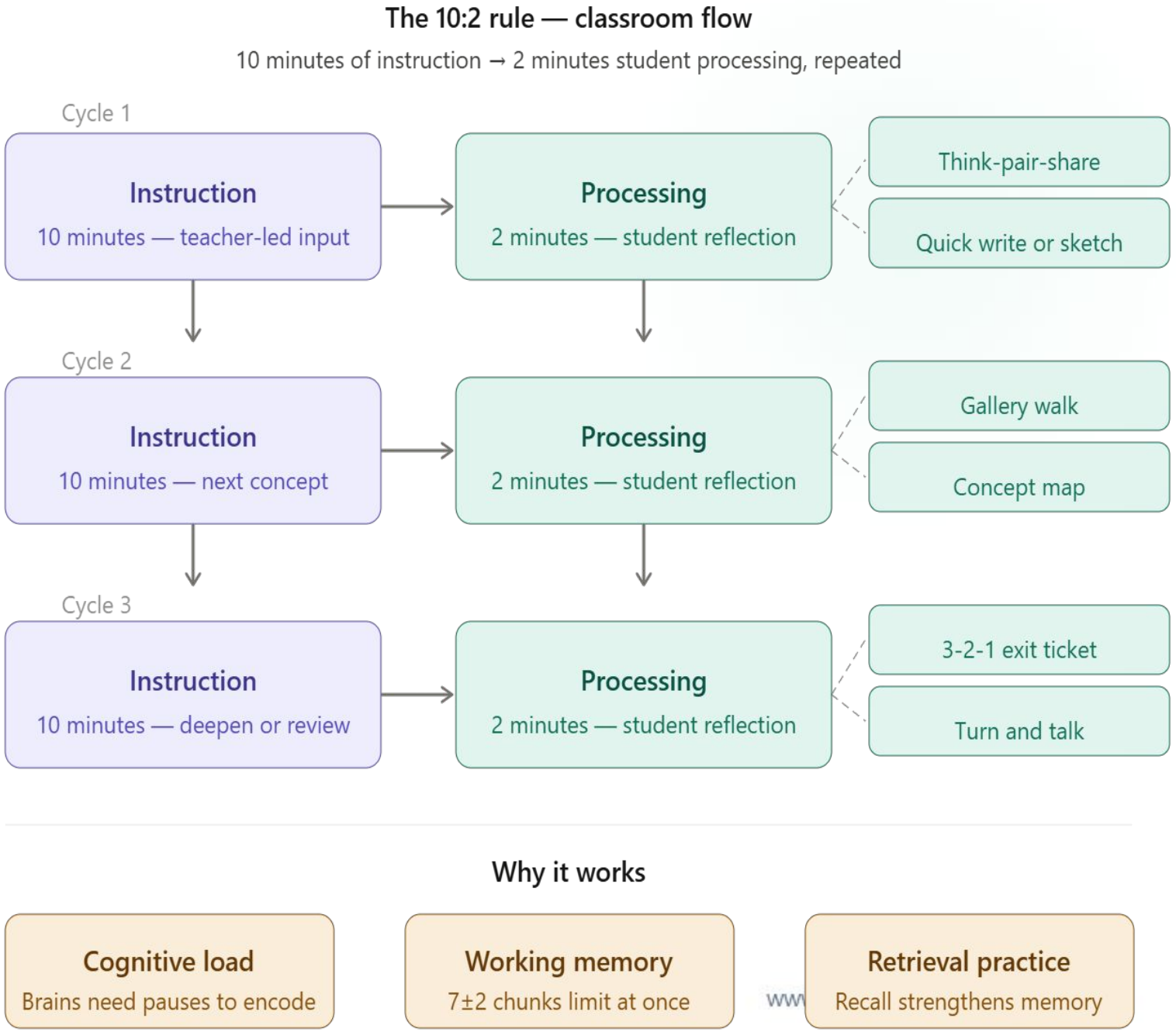
# Purposeful Agility

## The 10:2 Rule

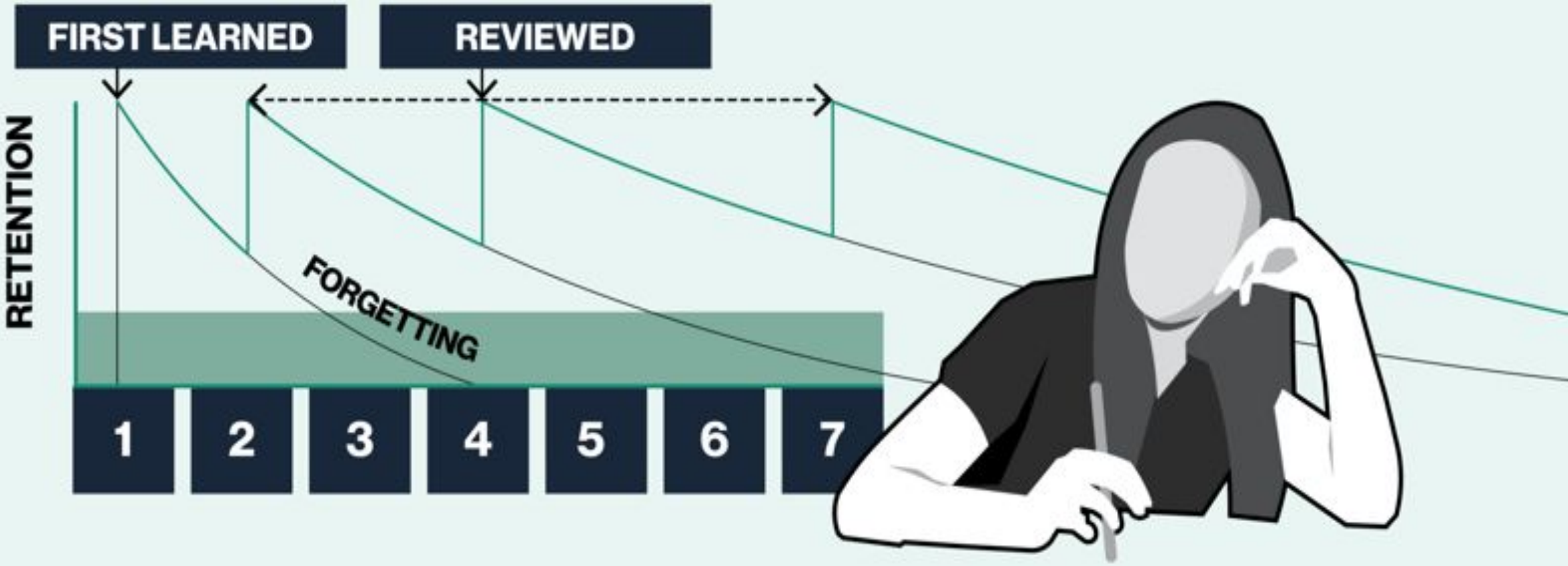
**EX. Lead with the "Why." Present a mystery, question, ideas, or data set, then "release" students to investigate with 2 minutes of cognitive writing.**

**Sustainability Win: Your energy is preserved for deep-support 1:1 coaching.**

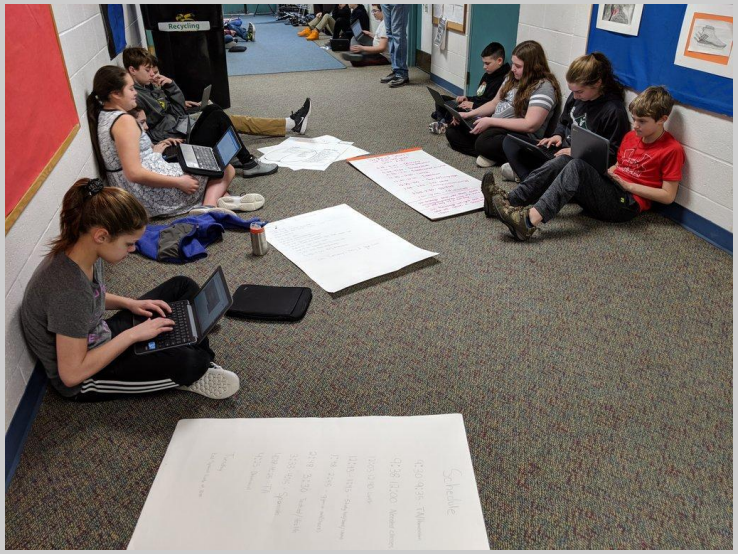
**1 minute Jot- How might making this change classroom feel?**



# The Science of Spaced Retrieval




Ebbinghaus, H. (1885/1913). Memory: A Contribution to Experimental Psychology




CURRY
30

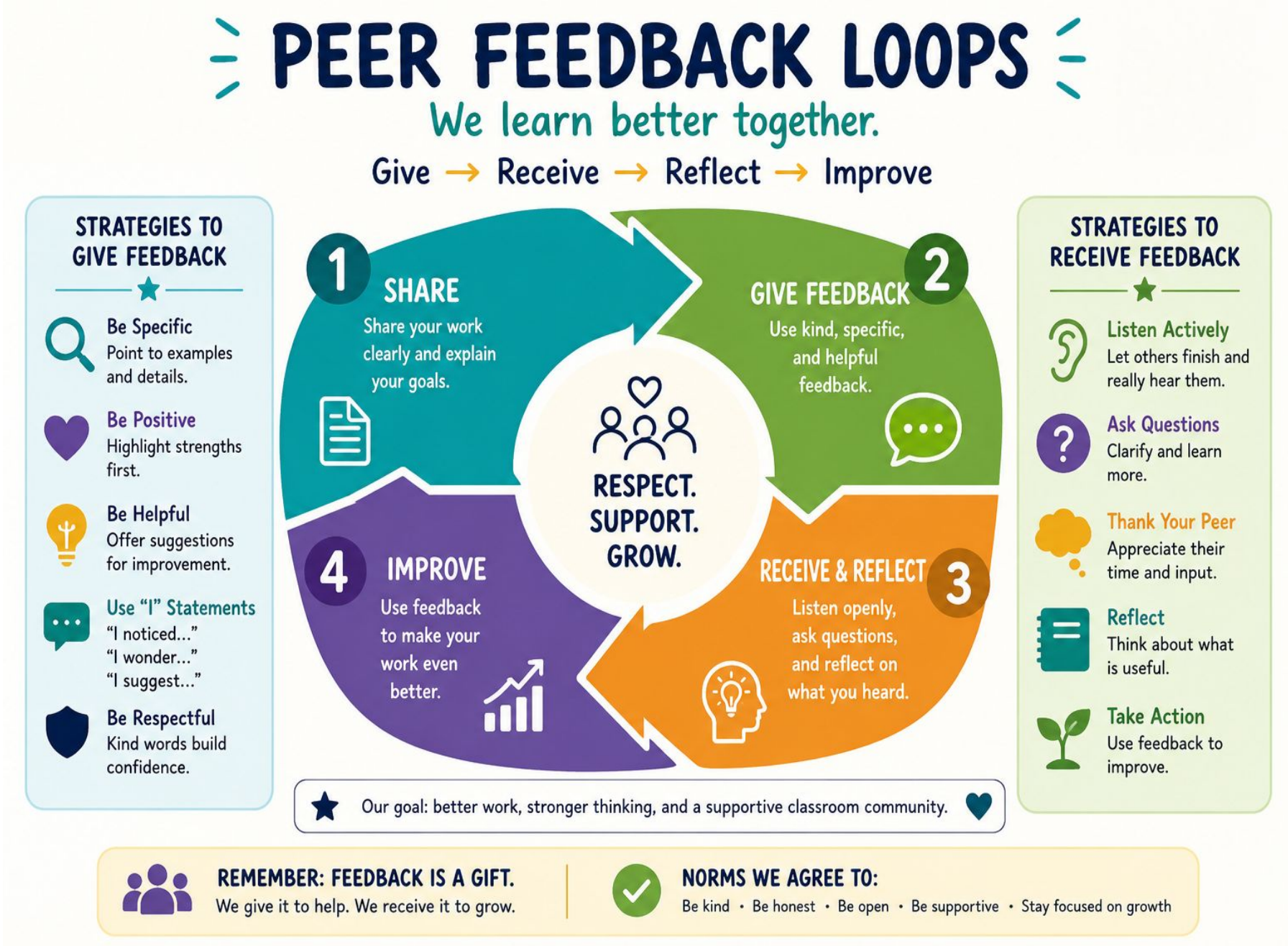








1. **Assignment given**
2. **Student creates —**
3. **Peer reviews work —**
4. **Student reflects/ corrects —**
5. **Teacher synthesizes —**
6. **Formative "Check-in"**



# Peer Evaluation Stations- “Share Your Strategy/ “TAG” Talks







1 min Troubleshoot- What problems may arise? How can you support student agency?

# ***Let's Apply***

1. **Model:** Create a one minute "Ted Talk" about one of the following topics.

   **"Is a hotdog a sandwich?"** OR **"What is the proper way to eat an Oreo?"**

2. **Partner:** The listener takes notes and gives immediate, actionable feedback.

3. **Retry:** Give the speaker 30 seconds to immediately revise and retry their talk using the feedback.

**Debrief:** Use 1 minute to identify a task in their own curriculum that would thrive using this rapid "Launch & Level Up" feedback cycle

# Let’s Apply - A Spanish Classroom

Describe tu familia.

Habla sobre tus actividades favoritas.

Describe tu rutina diaria.

¿Qué hiciste el fin de semana

1. Teacher model- one minute of speaking, receives class feedback.
2. Paired students each share for 1 minute (listener takes notes)
3. Pairs give feedback (scaffold as needed)
4. Revise and Retry

## Why This Works

1. Perform a task.
2. Receive immediate feedback.
3. Apply the feedback right away.
4. Reflect on their growth in the moment.

The immediate "feedback → revision → retry" cycle helps students see feedback as a tool for improvement rather than evaluation.

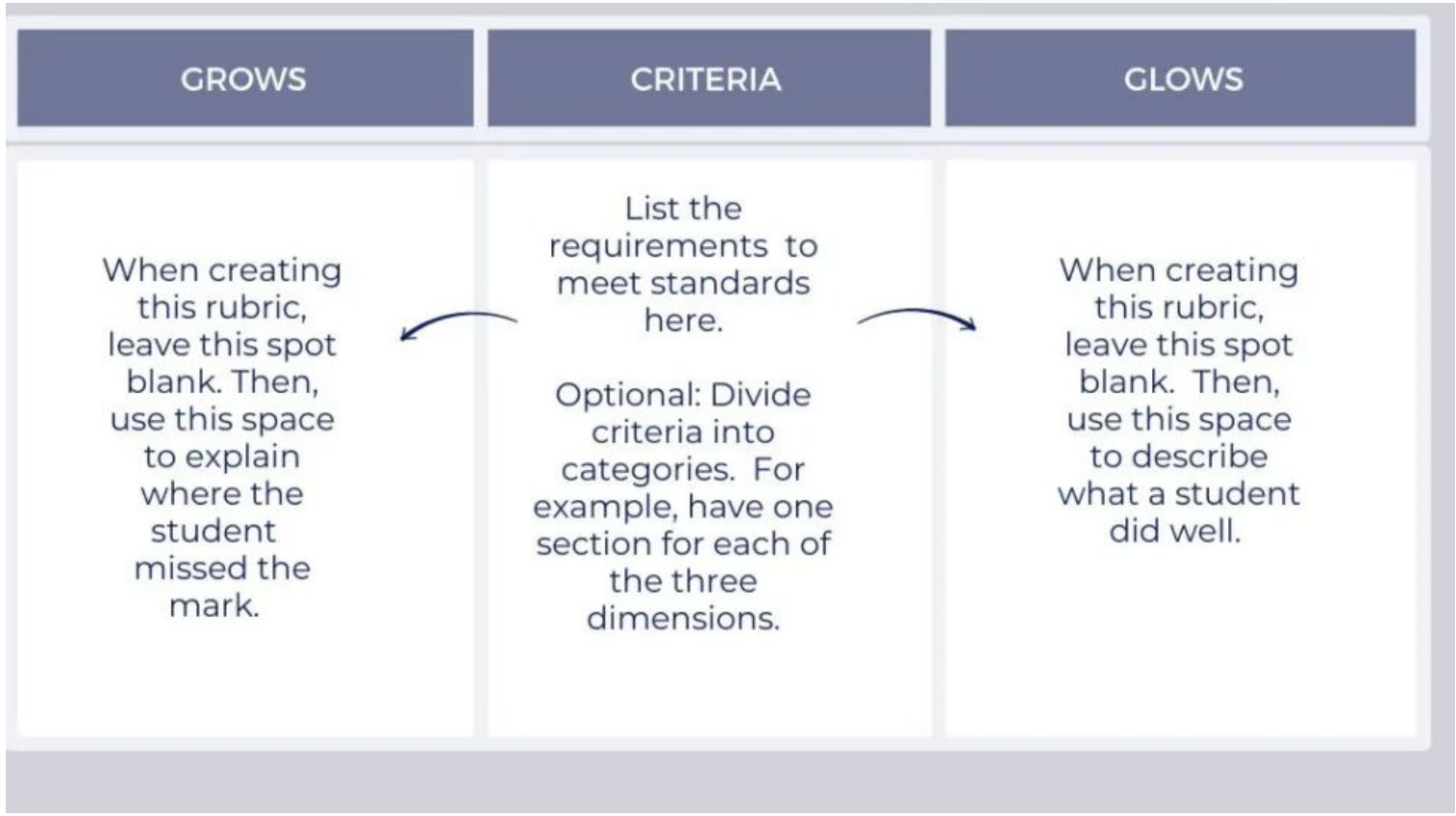
# Peer-Feedback Loops- Alleviate Grading Friction

**Shift to real-time feedback systems.**

**Single-Point Rubrics:** Focus on key criteria.

**Peer Feedback:** Targeted "Launch and Level Up."

**Real-Time Action:** Peer corrections happen *during* the learning phase.




**1 Minute Jot- Identify a favorite assessment that would benefit from this model**


Parking



# Active Session Sequencing

**00:00 – 00:05**

## The Hook

Retrieval challenge to activate focus and drive attention.

**Benefit: Puts students at the forefront of classroom**

**00:05 – 00:20**

## Mini-Lesson

Chunks (using 10:2 Rule limits) of core parameters.

**Benefit: Saves teacher energy, keeping cognitive iift for students low.**

**00:20 – 00:40**

## Active Learning

Task-based learning such as student led team stations.

**Benefit: Creates deep-support time for students that need scaffolding**

**00:40 – 00:50**

## Formative

Quick check, peer share out and quick meta-reflection.

**Benefit: Formative reflection point**

## Let's Apply- Identify a lesson that you can "remix"

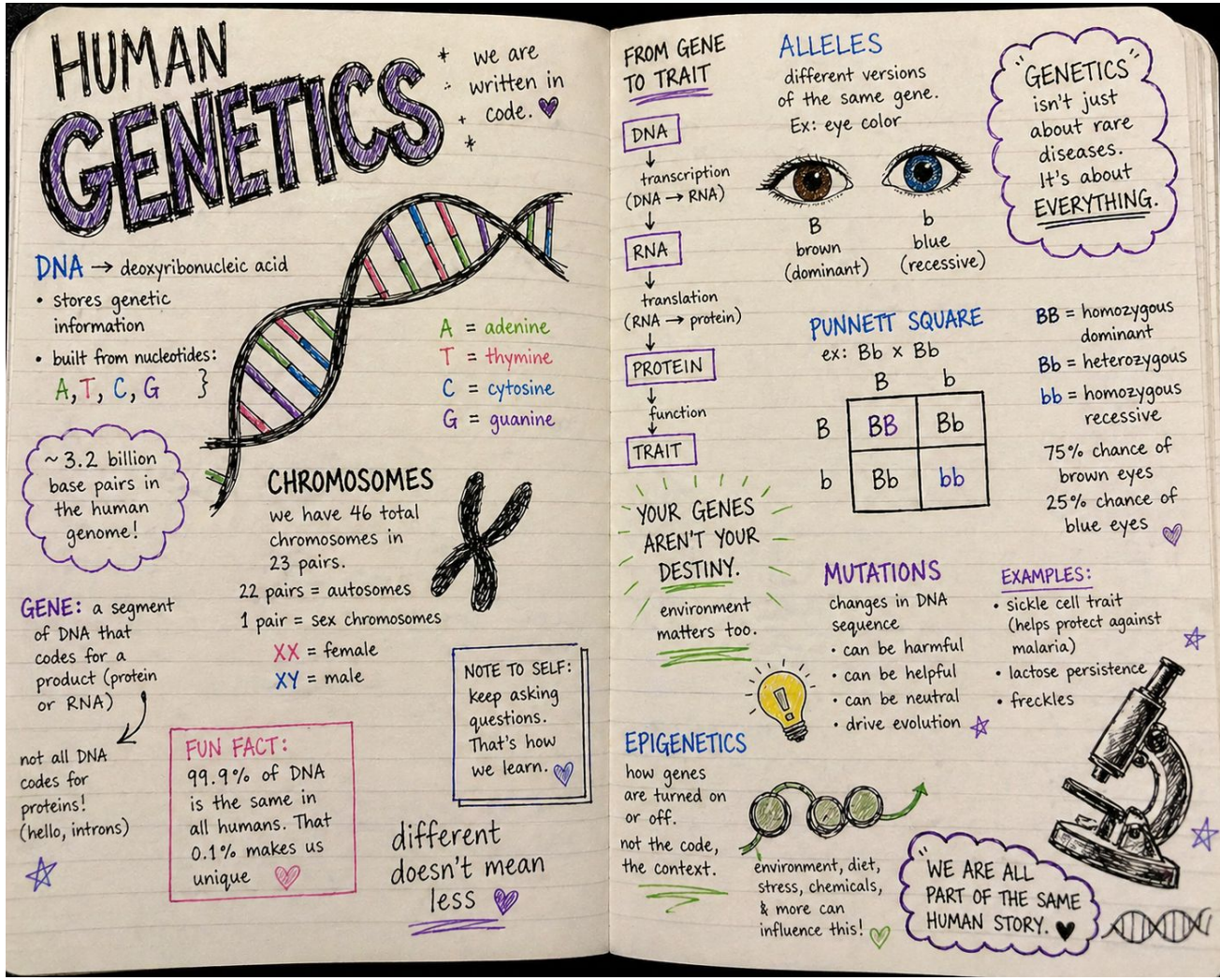
# Formative Assessment Systems

**Streamline "Checkpoint Assessment"**

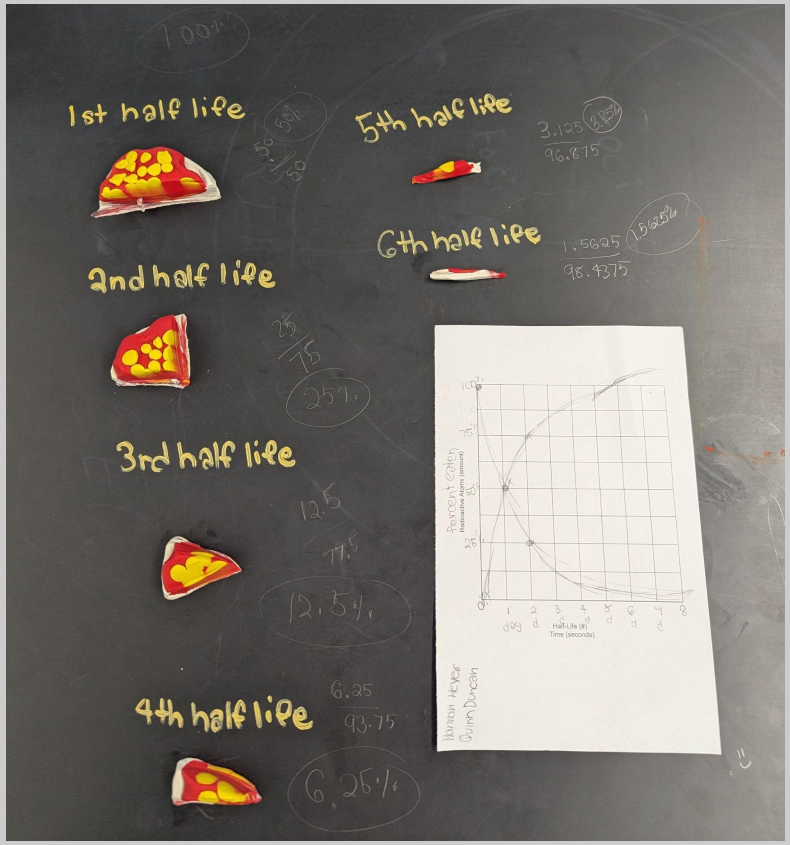
**Journaling Graffiti Freewrite- Students peer edit for misconceptions daily.**

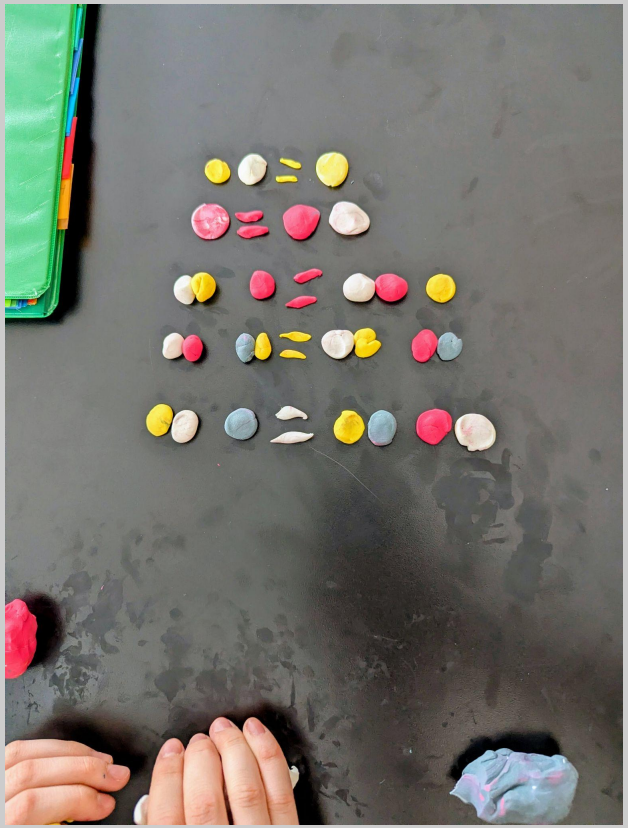
**Self-Grading: Instant visualization of group needs.**

**1 Minute Jot : What role does formative assessment currently play in your classroom?**





**Formative Assessments- Ungraded Choice!**

**30 second jot- How might this reduce assessment anxiety?**

# How Can I Help?  Reflections

Your takeaway toolkit

https://bit.ly/4xyK1Ne






# Questions?

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