MOVING FROM FRICTION TO FLOW

Finding Your “How”

Your Why is established. Why is external, so today we focus on the **how**. Use this handout to jot, plan, and capture ideas as we go. Nothing here needs to be perfect: start small, change one thing at a time, and take what serves you.

Name / Role	
Grade / Subject	

At a Glance: Today’s Journey

Part	Focus
1	Where are you today? Celebrate and reflect
2	The Cognitive Lift: who is doing the thinking?
3	Friction points and the Keep / Shift / Automate / Eliminate sort
4	Student agency: why it motivates
5	The 10:2 Rule
6	Real-time feedback: Launch & Level Up
7	Session sequencing: remix a lesson
8	Formative assessment systems

PART 1 Where Are You Today?

Let's Celebrate! (1-Minute Jot)

Choose **ONE** prompt and jot your response on a sticky note:

- What is currently consuming your instructional capacity? **OR**
- What lesson or unit has had the most engagement and student agency?

Place your sticky note in the middle of the table. Take one that is not yours. Reflect on that change, or share.

My jot	The note I picked up and my reflection

PART 2 Case Study: The Cognitive Lift

Follow along with Ms. Jenkins's 7th grade science class. Watch for **who is doing the thinking** at each stage.

Table Discussion (1 Minute)

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

Changing the Culture of Cognitive Lift: ***Change should be purposeful to be meaningful.***

PART 3 Friction Points and Educator Energy

The "Activation Initiative" Burden

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

You're not failing. You're depleted. There's a difference.

Think about your phone. The battery doesn't die because it is incompetent or using the wrong strategies. It dies because it is overloaded and never stops to recharge. The low-energy zone isn't a failure. It's a signal that something needs to change.

My energy check right now (circle one): 1 2 3 4 5

Hear From Students

Think about the questions we ask students and imagine their answers: **When do you learn best? What makes class interesting? What helps you participate?**

The Task Sort: Keep, Shift, Automate, Eliminate

Write 3 tasks that drain your time or energy. Then sort each one using the questions below.

Sort	Ask yourself
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?

Draining task	Keep	Shift	Automate	Eliminate	My next step
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	

Share and Declare

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

My declaration:

PART 4 Where Am I Fostering Student Agency?

Fostering agency does not replace content understanding or skill development. It changes the conditions under which students learn.

> **Agency is the soil in which plants grow.** How we tend to soil matters for each individual plant.

What Makes Agency Motivational?

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

The Thinkers Behind Agency

Thinker	Big idea
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.

PART 5 The 10:2 Rule for Cognitive Writing

> **The idea:** Lead with the “Why.” Present a mystery, question, idea, 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.

Purposeful agility: In a 45-minute class, what would you do with ten free minutes? Students learn that they must be with you to know what to do next. It creates a plan, eases some anxiety, and gives you focused time to support students. The cognitive load shifts from teacher to student.

My 10:2 Plan

Question	My Answer
What “Why,” mystery, question, or data set could I lead with?	
What will students write or investigate for 2 minutes?	
Who will I support during the freed-up time?	

1-Minute Jot

How might making this change feel for you and for your students?

PART 6 Real-Time Feedback Systems

The Feedback Workflow

An anchor chart idea: the heavy teacher lift happens **before** class begins.

1	Assignment given
2	Student creates
3	Peer reviews work
4	Student reflects and corrects
5	Teacher synthesizes
6	Formative “check-in”

Where in this flow would I step back? Where would I step in?

Peer Evaluation Stations: “Share Your Strategy” / “TAG” Talks

1-Minute Troubleshoot: What problems may arise? How can you support increased student agency?

Let’s Apply: Launch & Level Up

Try it yourself with a one-minute “TED Talk” on **one** of these topics: “Is a hotdog a sandwich?” **OR** “What is the proper way to eat an Oreo?”

Step	What happens
Model	Create a one-minute “TED Talk.”
Partner	The listener takes notes and gives immediate, actionable feedback.
Retry	The speaker gets 30 seconds to revise and retry using the feedback.
Debrief	Use 1 minute to identify a task in your own curriculum that would thrive with this rapid feedback cycle.

Feedback I gave	
Feedback I received	
A task in my curriculum for Launch & Level Up	

Let’s Apply: A Spanish Classroom

Sample speaking prompts:

- Describe tu familia.
- Habla sobre tus actividades favoritas.
- Describe tu rutina diaria.
- ¿Qué hiciste el fin de semana?

The Cycle:

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

> **Why this works:** Students perform a task, receive immediate feedback, apply it right away, and reflect on their growth in the moment. The "feedback, revision, retry" cycle helps students see feedback as a tool for improvement rather than evaluation.

How would this look in my subject area?

Peer-Feedback Loops: Alleviating Grading Friction

- **Single-point rubrics:** Focus on key criteria.
- **Peer feedback:** Targeted "Launch and Level Up."
- **Real-time action:** Peer corrections happen during the learning phase.

Note the language shift: "Level Up" instead of "improve" invites a different reaction and different results.

1-Minute Jot: Identify a favorite assessment that can be adapted from this model.

Assessment	Key criteria (single-point rubric)	Where peer feedback would happen

PART 7 Active Session Sequencing

A 50-minute flow you can adapt.

Time	Phase	What happens	Benefit
00:00–00:05	**The Hook**	Retrieval challenge to activate focus and drive attention.	Puts students at the forefront of the classroom.

Time	Phase	What happens	Benefit
00:05–00:20	**Mini-Lesson**	Core content in chunks, using the 10:2 Rule limits.	Saves teacher energy and keeps the cognitive lift for students low.
00:20–00:40	**Active Learning**	Task-based learning, such as student-led team stations.	Creates deep-support time for students who need scaffolding.
00:40–00:50	**Formative**	Quick check, peer share-out, and quick meta-reflection.	A formative reflection point.

Let's Apply (2 Minutes): Identify a Lesson to "Remix"

Question	My answer
Which lesson will I remix?	
Which phase will I change first?	

PART 8 Formative Assessment Systems

Streamline the "Checkpoint Assessment"

- **Journaling / Graffiti / Freewrite:** Students peer edit for misconceptions daily.
- **Self-grading:** Instant visualization of group needs.

> **Teacher benefit:** Anxiety-proof tasks, increased confidence and skill, and students who can map their own progression. You catch misconceptions in the moment, before they get lost in the next wave of information.

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?

Reflect: When do we task students with demonstrating meaning?

MY ACTION PLAN: Start Small. Change One Thing.

Prompt	My response
One responsibility I will stop carrying alone	
One strategy I will try first (10:2, Launch & Level Up, session remix, formative choice, or other)	
When and where I will try it	
How I will know it is working	
Who I will ask for support or share results with	

How Can I Help? Reflections

Your Takeaway Toolkit

Access the full toolkit: https://bit.ly/4xyK1Ne

Questions? www.LearningPathsConsulting.org