

Scaling Literacy Teaching and Learning in Missouri

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Julie Keane, Ph.D.: All right. It is exactly half past the hour. Welcome everyone for joining us.

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Julie Keane, Ph.D.: I'm Dr. Julie Kane. I'm the chief learning officer here participate, and together with partners like our wonderful friend Shay, at the University of Missouri, St. Louis, we help people learn and work better together through inclusive and engaging online community to practice.

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Julie Keane, Ph.D.: And I'm really excited to say that you're here for our first inaugural webinar in the lifelong Learning Conversation series. So I'm really happy for everyone to be joining us today. And I really hope that people continue in the series. We have some really great upcoming shows planned.

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Julie Keane, Ph.D.: the virtual conversation is really an informal opportunity for for me. I'm very grateful for this opportunity to to have these informal conversations with our With our incredible partners, and I think there's a lot to share here. I wanted to share a few technical notes before we get going. Captions are available for the webinar. But please let Our folks know in the Q a. Function if they're not working

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Julie Keane, Ph.D.: all questions. If it's okay, please submit through the Q, a. Function on zoom. We're gonna monitor this throughout our conversation today. And we're gonna do questions and conversation at the end of Shay's chat. and also, we're gonna be using the chat function to share resources. So those are that we're going to use the chat as a way to sort of send stuff out. Q. A. Is for you to send some questions in, because we'd really like to do that at the towards the end of the webinar

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Julie Keane, Ph.D.: all right. Well, let's get started. We don't have a ton of time shay, so I'm thrilled to welcome you today. shay is an associate. We're very excited, because that just has been associate

Professor of literacy and secondary education at the University of Missouri and St. Louis.

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Julie Keane, Ph.D.: She holds a Phd. From North Carolina State University in curriculum and instruction, and her research is really centered on integrating inquiry based global learning with adolescent literacy instruction for which she is widely published. And again, we have a lot of great history between us. She and that was wonderful for us to be involved, together with that work. She's also taught High School English for 7 years, and served as the assistant editor of English Education and National Council of Teachers of English Journal.

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and she current, I don't know how you do all this stuff, she it's incredible. She currently serves as going global incorporate as education director and previously served as the for the world's Education Director. In this capacity the International Literacy Association awarded her. The constant Mcculla grant to conduct inquiry based digital literacy, professional development and research with teachers in Kenya, we might have to actually schedule a follow up. I've always really wanted to

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Julie Keane, Ph.D.: dive into that workshe. She is affiliated faculty with the show me literacy is collaborative, and in 2,018 was named a Long View Foundation's Global Teacher Education Fellow. Dr. Kirkoff, is passionate about literacy, education at home and abroad, and so I'm going to turn the mic over to you. Shay welcome.

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Shea Kerkhoff, Ph.D.: thank you, Julie. It's a pleasure to be here, and I'm so happy to have an opportunity to shine a light on this. Show me literacy is collaborative, and all the work we're doing here in Missouri. I'd like to get an idea of who's in the room. So if you don't mind, let's take this

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Shea Kerkhoff, Ph.D.: quick, poll. I choose the best answer that describes your current role, or you can choose a couple if you have a couple of roles like a lot of us. Do.

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Shea Kerkhoff, Ph.D.: you should see this this question on your screen

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Julie Keane, Ph.D.: enough, Elizabeth, if anything's coming in there.

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Julie Keane, Ph.D.: And if people haven't responded, that's okay, too.

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Shea Kerkhoff, Ph.D.: All right? So I'm seeing 12% K, 12 educators, 40% teacher educators, professional educators

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Shea Kerkhoff, Ph.D.: around 40% higher. Ed and 2 do not work in education. Thanks, that's really helpful.

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Julie Keane, Ph.D.: all right. Well, I think this is a great way for me to now, segue, so we know that we have some high red folks. We know we have some K 12. So a lot of really a targeted audience here, which is really great.

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Julie Keane, Ph.D.: but again, please slow us down if needed. so let's just start with some basic descriptions of the projects that you're involved in shay. I understand you're part of the grant through the Missouri Department of Education. Excuse me of elementary and secondary education to support teachers at the you of Missouri, St. Louis, Umsl. To provide literacy teaching and learning to educators across the State. So can you tell me more about that and how it relates to the show me literacy is collaborative

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Shea Kerkhoff, Ph.D.: Yeah. So in 2020, the Missouri Department of Elementary and secondary Education was awarded a Us. Federal grant called the Comprehensive Literacy State Development Grant. And so it is a grant to

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Shea Kerkhoff, Ph.D.: improve and increase literacy resources and training across the State. with the ultimate hope of improving the literacy outcomes for for children across the State.

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Shea Kerkhoff, Ph.D.: And so we, as the Show me literacy collaborative, are the university partners for this grant. So in partnership with the Military department of elementary and secondary education.

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Shea Kerkhoff, Ph.D.: The show me literacy is collaborative consists of university based teacher educators and literacy researchers, and we are the ones that are providing some of the professional development and the resource distribution to the schools. So there are 80 schools across the State that are part of this grant and different universities around the State are then the regional home. So at the University of Missouri, St. Louis, we are

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Shea Kerkhoff, Ph.D.: partnering with the around 40 schools in the St. Louis area. And we are working to

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Shea Kerkhoff, Ph.D.: help them get the books that they want and need. The evidence based instructional materials that they want as well as professional development. So we have. We have a lot going on around this state and it's really exciting. what the mission of the show me literacy is collaborative really is is to increase the self efficacy of teachers for literacy instruction, so

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Shea Kerkhoff, Ph.D.: that

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Shea Kerkhoff, Ph.D.: they know that their professional judgments and expertise about who their kids are and what they need is valued, and that there are research based evidence, practices that may help the solutions to any problems that they're encountering or any needs that they have.

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Shea Kerkhoff, Ph.D.: So the scope of the grant includes different types of professional development. We have statewide cohorts of teachers that come together. For in person meetings. And then they have online learning, actually through a national writing project partner. And that online learning happens and participate. We have

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Shea Kerkhoff, Ph.D.: we have pop up. Pd, so we know not. Everyone has an entire year to come together for these in-person meetings. So we also have pop up. Pd, that happens during the summer that teachers can come in spend a week doing a deep dive into an area of literacy that they

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Shea Kerkhoff, Ph.D.: feel that they have a need to learn more about, and then it's over, and they can go to the pool and enjoy the rest of the summer, and then we've also curated resources. We call it like a grab and go like sometimes we just you just need that one thing. And so we also curated some resources for teachers to be able to come in, get what they need. And we're happy to provide support in those ways.

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Julie Keane, Ph.D.: Well, that sounds amazing. I mean, I think just having those differentiated ways that teachers can really access stuff. I think we've we've seen totally seen that being effective. And so like leads me into my next question, which is, how did you consider a community a practice approach

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Julie Keane, Ph.D.: because it does have some specific structures, a community practice. And it sounds like in your earlier description, you're sort of using those pieces. What were the challenges you were up against, and what were the problems you were trying to solve when you started this whole initiative and and designed it in the way that you did.

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Shea Kerkhoff, Ph.D.: Well, as a researcher, it's really important to me to use research based practices. And so the research shows us that in learning and adult learning in particular, the learning needs to be relevant to a problem or a need

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Shea Kerkhoff, Ph.D.: collaborative and sustained over time. And so a

community of practice approach allows us to meet teachers, needs to create discussion boards or to curate resources specific to what teachers are saying that they need.

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Shea Kerkhoff, Ph.D.: It also allows us to have collaboration. So although the grab and go is isn't collaborative. We wanted to make sure that there were opportunities for the collaborative nature

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Shea Kerkhoff, Ph.D.: and then sustained over time. So, although we are, we do have some cohorts that are meeting in person.

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Shea Kerkhoff, Ph.D.: We're not meeting in person every day, of course, and so, in order to sustain that learning over time. That's where we use the online infrastructure of participate so that we can sustain these conversations and this learning over time. And also even after the pop up. Pd, these,

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Shea Kerkhoff, Ph.D.: the teachers are still part of the community, and so they still are there to reach out with questions, to give advice to each other, and to stay connected.

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Shea Kerkhoff, Ph.D.: And you also asked about the challenges. Well, I think you heard me say that this happened in 2,020, so we all know that all of the needs and the problems in education just seem to escalate And and we're exacerbated during Covid. And so teachers were already asked to do so much.

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Shea Kerkhoff, Ph.D.: and Covid just escalated that.

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Shea Kerkhoff, Ph.D.: and we found that educators were exhausted.

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Shea Kerkhoff, Ph.D.: They were emotionally exhausted, physically exhausted, emotionally exhausted, but that didn't mean that they didn't still want to learn and continue to improve at their job. So we

found that the community of practice model became energizing. It wasn't something that felt like a have to. It was a want to, and it renewed our excitement and our energy for education again.

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Julie Keane, Ph.D.: And I think we're certainly

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Julie Keane, Ph.D.: it which the need the teachers need for that was abated a little bit, the with at least us coming back to some normalcy. But we see a a lot of new challenges. And I that really do still require that community of practice. And again, that emotional support we know teaching and learning is a very emotional endeavor. So it is about kind of domain expertise evidence, based practices. But knowing that there are

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Julie Keane, Ph.D.: experts out there and also peers out there. so can just dive in a little bit around the details. what are the sort of super powers that you think a community practice brings out for the, for this, for your initiative in particular. What have you sort of seen? over the last year or more?

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Shea Kerkhoff, Ph.D.: Yeah. Well, you mentioned the 2 things, the experts and the peers, and I think we're all

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Shea Kerkhoff, Ph.D.: experts and peers in different ways. So in one on one hand, I I was a teacher. I I've been in classrooms. I know what it feels like. On the other hand, I've never been a teacher in during Covid in K 12, you know. So I think, having both together university-based researchers and

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Shea Kerkhoff, Ph.D.: teacher educators as well as K. 12 educators in schools together was a superpower

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Shea Kerkhoff, Ph.D.: On the one hand, as a researcher, I have time to do a deep dive into the newest journal articles.

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Shea Kerkhoff, Ph.D.: not only do I have time. It's part of my job. So I am constantly reading the newest articles. Spending time thinking about how the supplies and practice what challenges there are. What maybe related research is out there that we can pull from to bring in to the new challenges we're seeing in education.

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Shea Kerkhoff, Ph.D.: So I have the time and the capacity and the knowledge to to do that. And so one superpower is the ability of The

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Shea Kerkhoff, Ph.D.: the translation of research into practice in that bridge and also hearing from teachers what the current struggles are, what the needs are. So that we continue to do research. That's meeting teachers needs. So that bridging, research and practice is one superpower. The other is the teachers teaching teachers because

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Shea Kerkhoff, Ph.D.: teachers are

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Shea Kerkhoff, Ph.D.: well, they are superheroes. They are my superheroes. So When you have a teacher who says, Hey, I

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Shea Kerkhoff, Ph.D.: I don't teach fourth grade, but I teach third grade, and here's what we're doing in third grade. Maybe you can take that and like, step it up, or I don't teach fourth grade. But I teach fifth grade. And here's what they're going to need to do. We found those vertical conversations. We're really helpful for teachers and also just the sharing of resources different schools have tried different things.

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Shea Kerkhoff, Ph.D.: And we know there's not one program that solves every child's needs. Anybody that I'm a mom of 2 boys. Okay, same environment, same parents. And they have totally different needs. So anyone who's a parent more than one child, or Ben a teacher for more than one child knows that different children have different needs. And so the ability to share resources with each other, ideas with each other. and and to get some tried and true practices was another superpower

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Shea Kerkhoff, Ph.D.: Another superpower of this community of practice. It

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Shea Kerkhoff, Ph.D.: model was that we were able to reach all of the teachers in Missouri, even if they were not officially a part of one of the 80 schools that were part of the grant. And so as part of our structure.

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Shea Kerkhoff, Ph.D.: we have created the online learning opportunities for any teacher in the State of Missouri to be a part of. And so that really helps us get a broader reach, a wider reach and make sure that every teacher that wants to be supported by the State initiative can be and I think that's been really.

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Shea Kerkhoff, Ph.D.: really important, because we know that there is needs throughout our state and we want to increase our capacity to

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Shea Kerkhoff, Ph.D.: provide support and distribute resources as as much as we can. We're also looking to to scale this up into other avenues. we know that the science of reading is really big right now, and and teachers are asking for

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Shea Kerkhoff, Ph.D.: us to weigh in on the conversations happening. So we are actually partnering with participate on a initiative with credential as you go to create some digital badges where teachers can be able to

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Shea Kerkhoff, Ph.D.: to show exactly what it is that they have learned in professional development.

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Shea Kerkhoff, Ph.D.: and to have a digital credential, a digital badge to add to their resume that that shows their knowledge and expertise in literacy, teaching and learning

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Julie Keane, Ph.D.: so awesome. And thank you, Christine, because I was about to go pop that Lincoln. But it's so nice to have the sport. One thing, and I you know I just did a couple of road trips recently. And listen. Did the deep dive around all of the

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Julie Keane, Ph.D.: all of the controversy around some. What has led to these States kind of moving quickly into science of reading. So I urge you to to check some of this out where? I think you know, understanding where the research is understanding, where your kids are understanding what reading materials you can have?

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and how complicated this is, and that states are really rapidly over the last year.

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Julie Keane, Ph.D.: changing their policies pretty radically. New York, obviously North Carolina, Missouri. And so this has been a really exciting thing to watch us building kind of collaboratively with not only Shay's work in Missouri National Writing project also in Missouri, but elsewhere. and then Elon University. Here in North Carolina, because there's lots and lots of states. So it'll be really interesting to develop some micro credentials and badges together.

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Julie Keane, Ph.D.: and then see how they deploy out in these specific contacts. So it's so good. So I guess you know, we wanna we want to get to the questions of our hopefully of our of our guests, of our folks on the call. But curious about what other advice, what advice you have for organizations we know. I think we both been very experienced in online communities getting folks to engage particularly adults that are very busy. You know. What? What sort of advice do you have? As you've built out this community of practice.

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Shea Kerkhoff, Ph.D.: my biggest piece of advice is to build a team around you that supports you and has different strengths than you have. So I'm really passionate about literacy teaching but providing technical support is not one of my strengths, and so partnering with participate, has allowed me to have a team

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Shea Kerkhoff, Ph.D.: around me that that ha! That provides the technical support to the educators who are coming into the online learning. And I can just focus on the content I can focus on engaging with the teachers.

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Shea Kerkhoff, Ph.D.: we had a lot of wondering about the different complexities, because when you're trying to do more than one type of professional development

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Shea Kerkhoff, Ph.D.: at once. Then you just increase the the con complexity. Right? So we want to be responsive. But the more responsive we are, the more we differentiate, the more complex it becomes. And so, I have a team at the University of Missouri, St. Louis, that is helping me with

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Shea Kerkhoff, Ph.D.: the different kinds, like the pop-up Pd, the grab and go resources, the cohorted

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Shea Kerkhoff, Ph.D.: statewide

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Shea Kerkhoff, Ph.D.: ones, and then participate. Also kind of helped us put all the things in one place, though. So even if you're part of the statewide cohort, you still have your online course on, participate all the resources on participate. If you're in the pop up. Pd, that's on, participate. And the discussions, the micro credentials, those digital badges, everything is in one place. And so

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Shea Kerkhoff, Ph.D.: that makes that helps reduce the complexity and

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Shea Kerkhoff, Ph.D.: and helps me to be able to focus, not on the tech.

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Shea Kerkhoff, Ph.D.: but on the learning and the educators.

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Julie Keane, Ph.D.: Well, that is very good to hear. I think I think, for a lot of these tech tools, you know, just really trying to remove you, even knowing that you're using it where it becomes kind of a fluid experience. I'm sure we all have that experience with Zoom now. But yes, this idea of kind of having things all in one spot, and there is a question in the chat, and I I think it kind of really extends from what you were just talking about in terms of the balance, flexibility and collaboration. You know. How are you sort of balancing those

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Julie Keane, Ph.D.: pieces? you know. And I guess that's about the dynamic nature of of an online community practice. So how are you sort of balancing those things?

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Shea Kerkhoff, Ph.D.: And that comes from a rehimes. Thanks, Marty. Yes, Hi, Marie, So that that's that's the challenge. I mean, you know, you work with teachers. So that is the challenge. But we are doing research right now. And we are analyzing interviews where the teachers are saying again and again, I appreciated the flexibility of the online being able to go in when I had a couple of hours.

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Shea Kerkhoff, Ph.D.: but I really got a lot out of those in-person meetings. And so

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Shea Kerkhoff, Ph.D.: because they're finding different.

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Shea Kerkhoff, Ph.D.: because they're finding different benefits from the different ways. We just think hybrid is the way to go. So we're continuing to do both the the actual logistics. So I'll take the cohort, for example, we're doing an in person summer launch.

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Shea Kerkhoff, Ph.D.: And so we get together. We do some community building. it's 3 days in person over the summer. And then we do an online

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Shea Kerkhoff, Ph.D.: orientation on Zoom, and with the participate, you know, being able to screen, share and then we continue to do the learning.

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Shea Kerkhoff, Ph.D.: we have a course in the fall, and then a regroup. So after they finish the course coming back together.

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Shea Kerkhoff, Ph.D.: Then in the spring semester they do another course on participate, and then we have another regroup meeting in the end of spring. And so that's logistically how we're balancing it. And that seems to work. So it's a it's 2 days, 2 to 3 days in person. In the summer one day in the fall, one day in the spring, but then together, doing the online force in the

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Shea Kerkhoff, Ph.D.: throughout that.

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Julie Keane, Ph.D.: Yeah. And I'm curious as you've gone through, you know. Given that really nice kind of fluid structure, and I think for folks on the on the call, I think this is a really great

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Julie Keane, Ph.D.: point to make around community learning design. So you know, they're just lots of different ways and lots of different tools that you can do of asynchronous courses. I love this idea. Pop up. P pd, and can I ask you a question about that? So the pop up nature of that? So these are sort of smaller chunks of learning. How does that

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Julie Keane, Ph.D.: actually go out to folks so they can jump in there?

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Shea Kerkhoff, Ph.D.: Yes. So I think of a course, as typically involving

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Shea Kerkhoff, Ph.D.: multiple different topics. The pop up. Pd is one topic. So we, for instance, we did a pop up Pd deep dive into the science of reading. And we, we're just looking at the research. So we weren't necessarily looking at how to apply it into practice. we were looking at. What is this, and what are the different perspectives of it? Because there isn't just one perspective of it that

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Shea Kerkhoff, Ph.D.: is kind of a a misconception. So

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Shea Kerkhoff, Ph.D.: that's an example. It's

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Shea Kerkhoff, Ph.D.: it's up for a week. It takes about 4 h to go through all of the different articles and resources. The discussion boards. The reflection activities that we have as part of it takes about 4 h total. It's up for a week. and then

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Shea Kerkhoff, Ph.D.: it's it's over. It's done, you know. So you get to keep those resources with you right? Like you download those. And you have that file. Yeah, exactly. And I think that's the you know, this idea of. And I've been talking with colleagues about this a lot around this kind of idea of knowledge management a little bit which has, I've always reacted to it as it being top down. But it's really not right. So as a community of practice, when all of these peers and experts and resources

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Julie Keane, Ph.D.: are coming together. This idea of like, how can you sort of curate all that? So folks, you know, I mean teachers. They may be new to science of reading, and sometimes it's practices they they know about. It's just they just have to be kind of reintroduced to some of the literature about it, and the and the words for it.

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Julie Keane, Ph.D.: But they may need to come back to it. They may try it, you know. They may take a pop up Pd. In October, but then something happens in March, and they know where to go back to find it. so I think the the fact that you said sustained over time, I think, does does really speak to that a lot? Yeah.

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Shea Kerkhoff, Ph.D.: yes, I I know one of the things that I hear is.

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Shea Kerkhoff, Ph.D.: I wasn't taught that in my teacher education and as a teacher educator, I've heard my students say that about something, and I'm like I was your teacher.

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Shea Kerkhoff, Ph.D.: I think there was an entire module on that. It's just

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Shea Kerkhoff, Ph.D.: as when you're in college, and you're learning so many things at once. You may not even realize everything you're learning, and or you don't retain everything. So we know from learning science, people don't retain 100% of what they're taught. That's the difference between teaching and learning. Right? It's not a one to one transfer. So sometimes it's just that refresher like, Oh.

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Shea Kerkhoff, Ph.D.: yeah, I did teach that. That's what they mean by the science of reading. Okay? And that's the self advocate efficacy piece for me. On the other hand, some people didn't. we have some teachers also that are not.

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00:26:55.070 --> 00:27:13.000

Shea Kerkhoff, Ph.D.: that do not have teacher certification. So they're new to the career. And they're getting their certification while they're also in the classroom. So it's brand new and so trying to meet the the the range of needs. Also, we provide a lot of choices within the pop up. Pd.

111

00:27:13.380 --> 00:27:41.440

Julie Keane, Ph.D.: that's awesome. I mean, I think we do talk about this all the time of like the differentiated nature of teaching children. As you mentioned earlier. I also have 2 sons, and totally agree with you, like night and day, but adults are also the same. So you know you have people coming into the, you know, profession on all kinds of ways. And I and I think also, you know, having teachers really do action, research, learn from their students. Things are going to come up for them anytime. They get a new student in the classroom.

112

00:27:41.440 --> 00:28:05.670

Julie Keane, Ph.D.: you know. If you're really setting up that culture of learning. You know, any research article is going to really take on very different shapes, depending on the the students that you have. Alright. I could talk to you all day, but we have another poll. So before we wrap up because we only have a couple of minutes left. just thinking about reflecting on our our discussion. And I'm there's gonna be a question that comes up.

113

00:28:05.860 --> 00:28:23.099

Julie Keane, Ph.D.: And just in terms of thinking and reflecting on today's webinar something that you can apply, or any questions that you have for us, or something that didn't come up. please use that Those links you can use Zoom Phone to scan the QR code or go to the

114

00:28:23.540 --> 00:28:25.269

Julie Keane, Ph.D.: minty.com.

115

00:28:25.680 --> 00:28:31.659

Julie Keane, Ph.D.: and then question 2 is what what words come up to describe today's session. We would just love the feedback.

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00:28:38.620 --> 00:28:44.839

Julie Keane, Ph.D.: Yeah, we we really are interested in in just everyone who's participated today. And what you thought about that

117

00:28:59.540 --> 00:29:01.519

Julie Keane, Ph.D.: it's okay. If no words come to mind.

118

00:29:11.620 --> 00:29:25.139

Julie Keane, Ph.D.: Yeah. Great. What more do we need? That's exactly it. Oh, that's awesome. I think that iterative nature a lot of. And I know she you've talked a lot about this with with Kim, too, around design based research.

119

00:29:25.190 --> 00:29:41.499

Julie Keane, Ph.D.: really thinking about, what am I learning, you know, especially with a community practice that you've designed. That's so responsive. So I guess that's you know, it takes work. But I think when you have. That team is like, all right, we're hearing this from teachers with this, pop up, Id, and that may impact how you

design the next one.

120

00:29:41.960 --> 00:29:51.670

Shea Kerkhoff, Ph.D.: Exactly. So the first year we had put the science of reading and the the teaching principles together in one. And then

121

00:29:51.980 --> 00:30:07.729

Shea Kerkhoff, Ph.D.: this year we split it up so because we just needed one way just to focus on what it is. And then we can have another pop up Pd for the how we do it. And so that's the iterative we just keep. We keep improving ourselves. That's awesome.

122

00:30:07.730 --> 00:30:25.270

Julie Keane, Ph.D.: I know. Let's see lifelong learning, actually, thanks. Perfect way to end shay. Thank you so much for your time and all your generous partnership. It's just wonderful to learn alongside you and just letting you know recording will be shared. So folks on the call if you want to. send those out to colleagues who weren't able to make it, please do.

123

00:30:25.270 --> 00:30:50.369

Julie Keane, Ph.D.: And our next webinar in our lifelong series is going to be with Stephanie Parade, who's the director of Arizona State University shaping Edu? There are global community of educators, students, researchers, storytellers. Ed Tech, creator. She's trying to bring everybody in education futurist dedicated to creating change. so that lifelong learning may sort of thrive and that there's open access to all. And I think, she, you've talked about that a lot

124

00:30:50.370 --> 00:31:01.800

Julie Keane, Ph.D.: today. So the webinar will be August fourteenth. And so mark your calendars. It'll be the same time. all right. Shay. Thanks everyone for joining and have a wonderful holiday if you are

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00:31:02.150 --> 00:31:04.229

Julie Keane, Ph.D.: enjoying the long weekend next week.

126

00:31:04.430 --> 00:31:08.220

Shea Kerkhoff, Ph.D.: Thanks, Julie, thanks everyone. Bye, bye.