



Thank you for being here!

As you complete this asynchronous professional development session, please keep an open mind, jot down any questions you may have, and know that you and your work as an educator are SO important!

For this session you will...

- **Learn about a wicked problem in education**
- **Hear from other educators about their take on this problem**
- **Gain strategies to take back to your classroom**



Here are a few tips if you are new to Pear Deck:

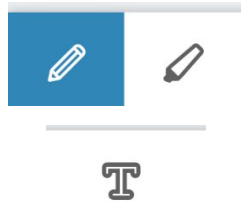
1

Click on the arrow at the bottom of your screen to advance to the next slide.



2

Use the drawing tools or the text tool to type or draw an answer.

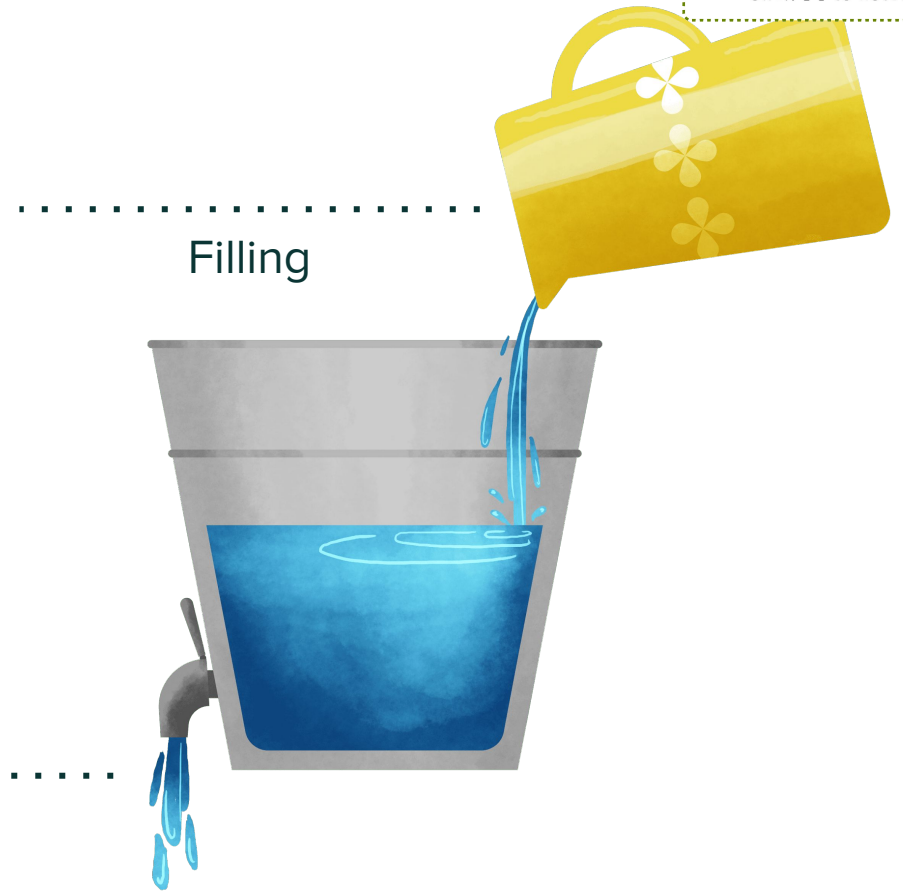


3

Some slides won't have you respond but feel free to underline/highlight any information you find interesting!



What is filling your bucket today and what's draining it?



Students, draw anywhere on this slide!

Today we will be
diving into a
wicked problem in
education...



Students, draw anywhere on this slide!



“Within an academic setting, following instructions can influence grades, learning subject matter, and correctly executing skills,” (Dunham, 2020)

“Following directions is part of the foundation of learning and is crucial for success in school and beyond,” (Schmidt, 2017)



Pear Deck



Why is “success”
in school
typically tied to
following rules
and directions?



Students, draw anywhere on this slide!

Draw or type 2 things you already know about this wicked problem:

1

2

Why is “success” in school typically tied to following rules and directions?

Audio Included
Click  to listen.



Students, draw anywhere on this slide!

Students have different...

Cultural backgrounds

Native languages

Cognitive skills

Future plans/priorities

Physical skills

Family circumstances

Cultural norms/traditions

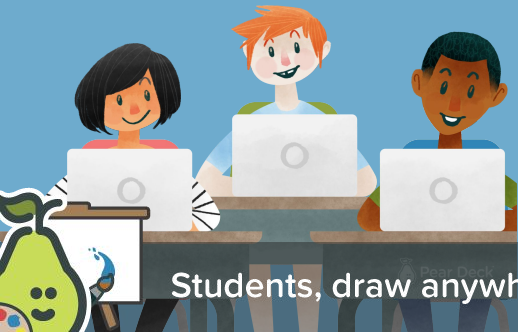
Background knowledge

Likes/dislikes

Passions

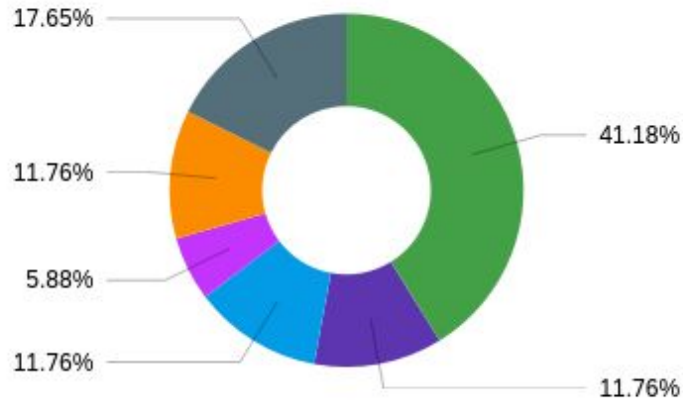
Support systems

So why do we have the same expectations for all students?



Students, draw anywhere on this slide!

What best describes your current work environment?



To explore this wicked problem further, I designed and sent out a survey to my personal learning network. This visual depicts the participants' current work environment.



Students, draw anywhere on this slide!

What do YOU think?

Q5. On a scale of 0 (not at all important) to 5 (extremely important), how important is/was having rules/directions in your classroom?

Not at all
important
0

Slightly important
1

Moderately important
2 3

Very important
4

Extremely
important
5



Students, drag the icon!



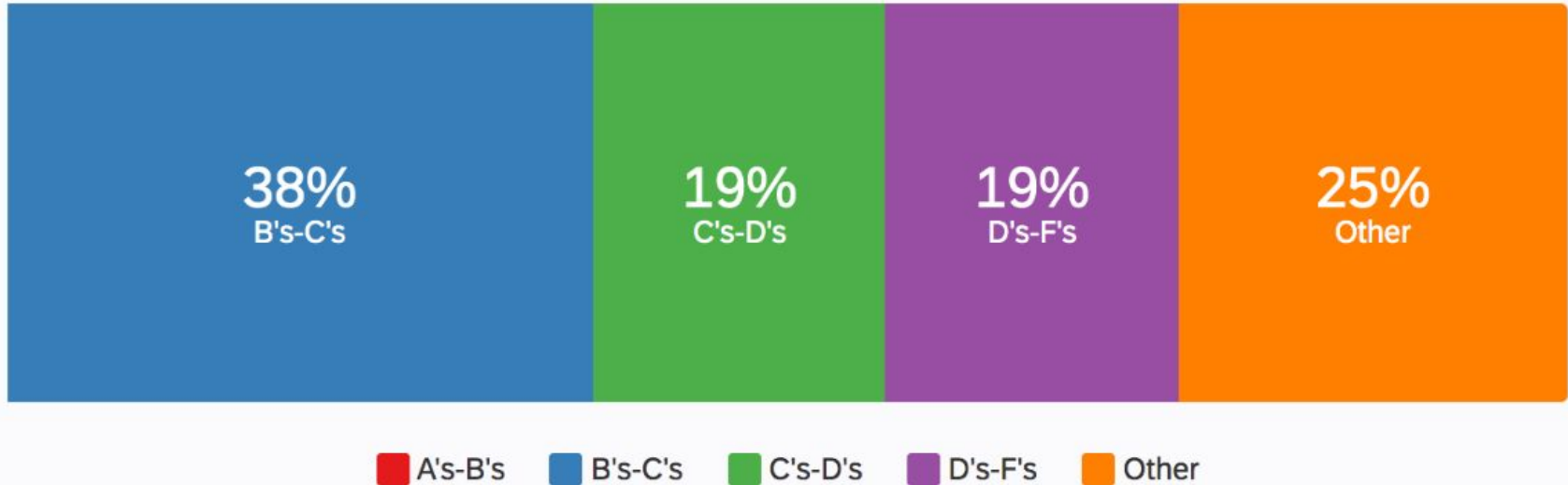
I asked my participants this question and they averaged a 4.18 for the importance of rules/directions. How did your answer match up to these participants?



Students, draw anywhere on this slide!

Consider this visual

What grades do you anticipate a student will have if they have a hard time following directions?



Students, draw anywhere on this slide!



- 2 participants mentioned they do not use letter grades in their educational context, so they could not answer the questions.
- The other 2 participants mentioned that this cannot be predicted accurately because these two ideas are **not** linked in their educational context.



Students, draw anywhere on this slide!





25%
Other

That means those two participants have set up a classroom environment where ALL students are able to succeed. But how?

What are some ideas **you** already have?



Students, draw anywhere on this slide!



Stretch Break!

Let's take 5 minutes to stretch



Students, follow the instructions on the slide

You just shared a few ideas you already have, now let's look at some other methods!



Students, draw anywhere on this slide!

“Productive classrooms are organized not around a compliance regimen...but on the promotion of student responsibility through the development of common norms and routines with the participation of students,”

“Multi-tiered systems of support to address learning barriers both in and out of the classroom,”

“Students learn best when they can connect what happens in school to their cultural contexts and experiences, when their teachers are responsive to their strengths and needs, and when their environment is “identity safe” (Steele & Cohn-Vargas, 2013), reinforcing their value and belonging,”

(Darling-Hammond, 2020)

Students, draw anywhere on this slide!



PBIS is a common behavior management system that emphasizes rule following and student compliance.

Many researchers have studied the effectiveness of PBIS and the impact it has on students in schools where it is implemented.



Students, draw anywhere on this slide!

“Administrators also select behaviors to coincide with the broader culture of the school, which may or may not necessarily represent the culture of the student body,” (Wilson, 2015).

What are your thoughts?



Students, draw anywhere on this slide!

Click on a few boxes to explore and learn about how to help ALL students be successful in your classroom!

Teaching to
different
learning
styles

Culturally
responsive
teaching

Movement in
the
classroom

Supporting
English
Learners

Using
assistive
technology

Universal
Design for
Learning

Promoting
creativity

Question
everything!

Connect to your own life:

What's something interesting
you learned today?

What will you do differently in
your classroom after this
session?



Students, draw anywhere on this slide!

What questions do you have for me?
Please leave your email address so I can respond.

Thank you!



A woman with dark hair, wearing a red cardigan over a white top, holds a white sign. The sign features a yellow star on the left and three green horizontal lines above a single grey horizontal line on the right. The sign is surrounded by a yellow dashed border.



Students, write your response!

References:

Darling-Hammond, L & Flook, L (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24.(2), 97-140. [10.1080/10888691.2018.1537791](https://doi.org/10.1080/10888691.2018.1537791)

Dunham, S., Lee, E., & Persky, A. M. (2020). The Psychology of Following Instructions and Its Implications. *American journal of pharmaceutical education*, 84(8), ajpe7779.
<https://doi.org/10.5688/ajpe7779>

Schmidt, S.J. (2017), From Following Directions to Critical Thinking. *Journal of Food Science Education*, 16: 2-3. <https://doi.org/10.1111/1541-4329.12104>

Steele, D. M., & Cohn-Vargas, B. (2013). *Identity Safe Classrooms, Grades K-5: Places to Belong and Learn*. Corwin Press.

Wilson A. N. (2015). A Critique of Sociocultural Values in PBIS. *Behavior analysis in practice*, 8(1), 92–94.
[10.1007/s40617-015-0052-5](https://doi.org/10.1007/s40617-015-0052-5)

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