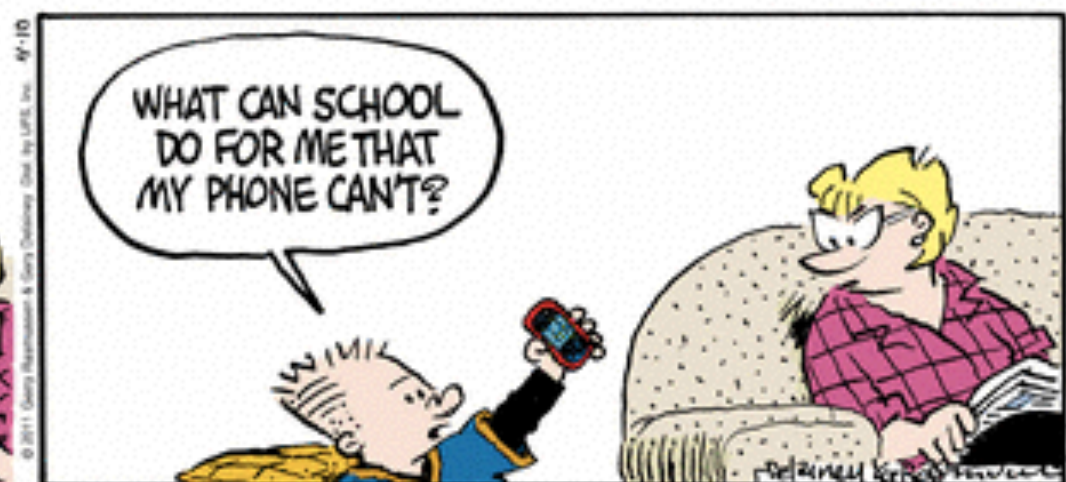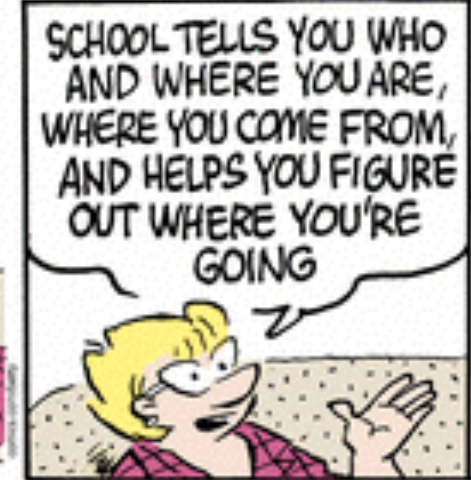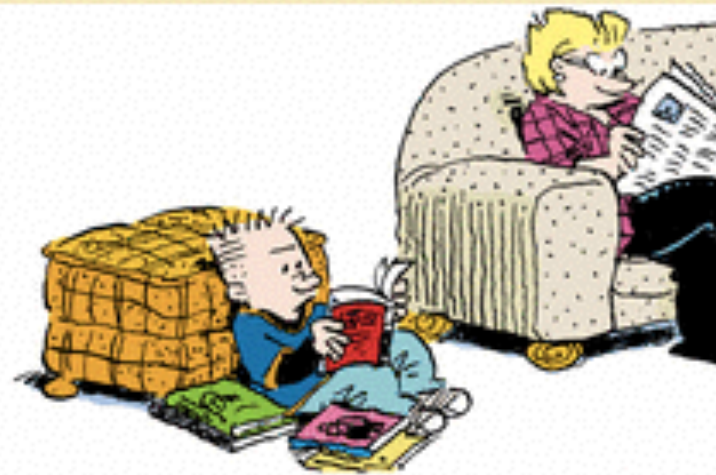# iPrincipal
-Communication-

Ian Landy
@technolandy
iLandy@sd83.bc.ca
technolandy.wordpress.com

This ain't your grandma's rotary phone with a party line (though really, wasn't that the first time you did some social media stalking??)

–busted as a 10 year old listening in on Babas party line trying to figure out what neighbours were up to….

Communicating

facebook

twitter

youtube

blogging

eportfolios

snapchat

texting

even email

level one: newsletter

April 21, 2015

1135 Passchendaele Road * 250-675-2311

@sorrento83   www.sor.sd83.bc.ca   sor@sd83.bc.ca

DATES TO KNOW:

Tues Apr 28 - all at 9am: PAC Meeting; Fresh2U Fundraiser arrives; **RupLoops** Performance

Mon May 4 - Bow Valley School Music Performance 9am

Fri May 22 - SAS Bands performance 1pm

Mon May 25 - Class Photos

Thurs June 11 - Spring Concert

Weds June 24 - Final Assembly

Thurs June 25 - Last Day with Students

Springtime in Sorrento

Lice continue to be an ongoing problem - please check your childs hair regularly - if you need a "shampoo" please let Mr. Landy know - we have received a generous donation via NSSCR

Sorrento 200 HP

Sorrento **Stars**

School Goals

Working on our our key school goals of Self Regulation & Learning through Play and ongoing Communication of Student Learning

ePortfolios

If you are having troubles getting to your childs eportfolio - make sure you have logged out and then log in with the current year code (one code login starts this summer!)

Our SD83 current Head Lice Policy 9070.3.e: students infested with head lice to remain out of school **until they have been treated with a recommended agent** or protocol to ensure that they are free of all head lice.

Pokemon & other trading cards should stay home unless it is a "Pokemon Day" - which will be posted on Facebook & Twitter & school web page (announced day before a rainy day) IF students continue to 'sneak' them into school, we will not welcome them at all.

ePortfolio updates:

- having troubles? Make sure you logout & login using **this** years login for your (each) child as a Parent (this is most common - but next year starts 'single login')

- Mr. Landy will host a troubleshooting day in May (date to be determined) and will be available from 7am to 7pm

- Mr. Landy will also host a "Like/Don't Like" evening **separate** from the troubleshooting day to provide parent feedback to Freshgrade (or email to sor@sd83.bc.ca)

- Can't make it? Survey optiom coming home too!

What are some ways that you connect with your school community?

the archives

facebook/youtube/email
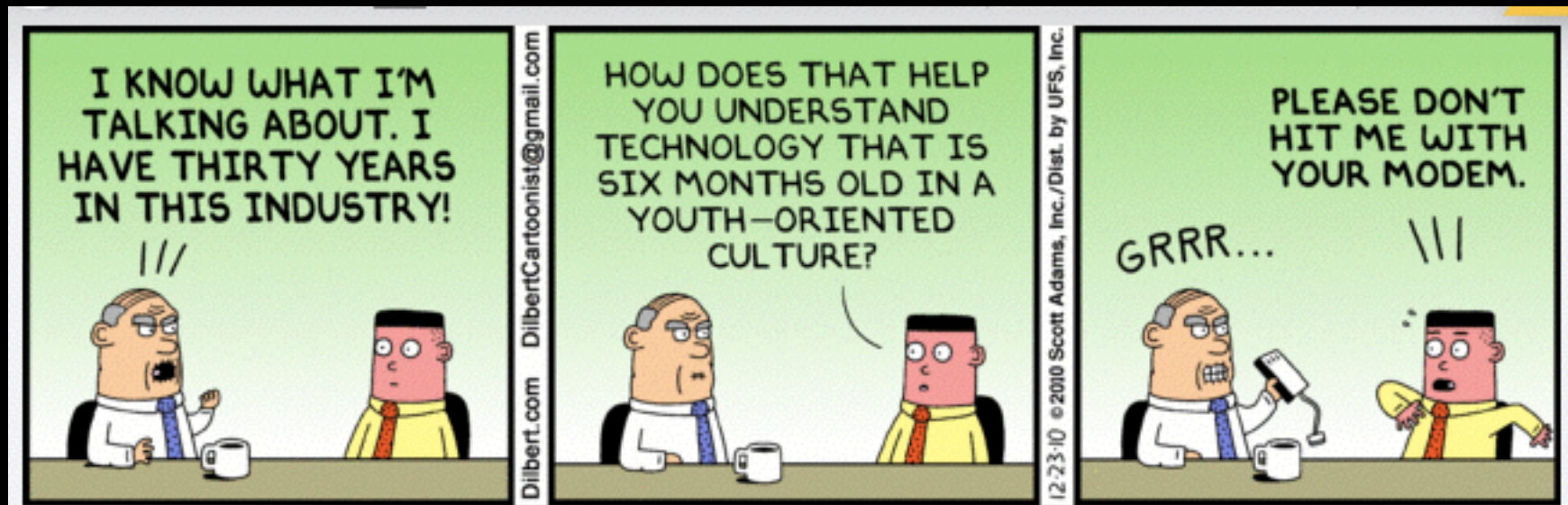
"Don't have a Facebook page?….what if someone creates one for you…."

Sor Sorrento

Cover Photo

Update Info | View Activity Log | •••

Timeline | **About** | **Friends** 40 | **Photos** | **More** ▾

PEOPLE YOU MAY KNOW

See All ✕

South Shuswap Chamber
14 mutual friends
👤 Add Friend

Suzanne Bitz (Fagnan)
4 mutual friends
👤 Add Friend

Brian Dunlop
1 mutual friend
👤 Add Friend

Nick Trudeau
1 mutual friend
👤 Add Friend

Christine A Gaberel
2 mutual friends
👤 Add Friend
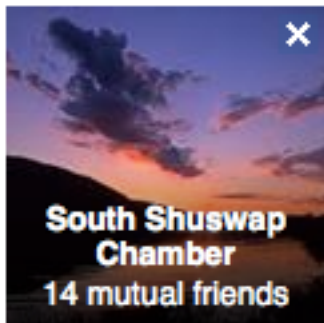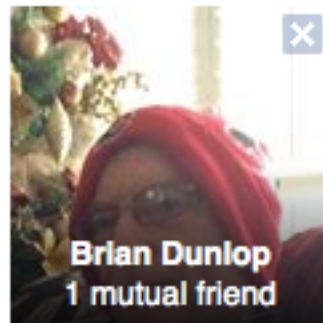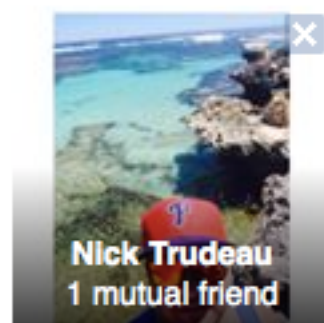
Troy McMillan
1 mutual friend
👤 Add Friend

"if schools are preparing students for the future, why isn't there a course/class on youtube?"

–Eric Landy

MINECRAFT YouTubers
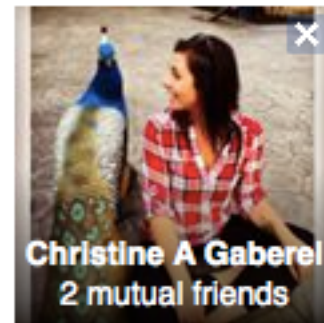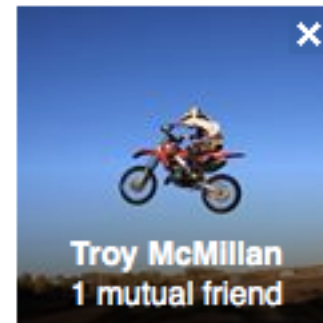
Keep track of your favorite Minecraft YouTubers with this handy guide! And check out the **SeusCraft YouTube channel** for more awesome videos.

Range	Past Hour ▼		Subscribers ▲	Views	Videos Uploaded
1		Sky	+ 147 11,093,185	2,641,212,025	1,161
		TheSyndicateProject			
4		Lewis	+ 16 7,299,277	3,086,527,616	3,233
5		TheDiamondMinecart	+ 1,003 6,914,544	3,570,340,226	1,367
6		stampylonghead	+ 405 6,056,050	3,731,822,247	1,602
7		BajanCanadian	+ 166 4,974,206	1,275,525,207	2,719

$3-5/1000 views…

email

the immediacies

texting/snapchat/voxer/???
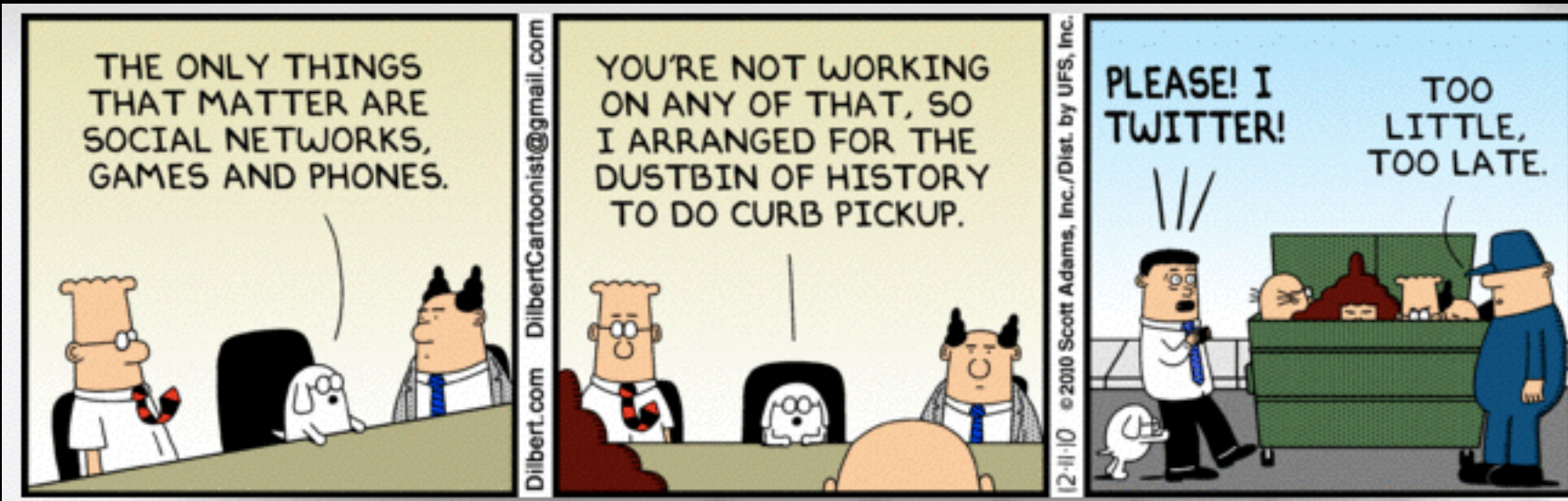
texting in the classroom

- student coming to office

- help

- have you seen…..

any troubles with tech?

TOOLS VS TOYS

can't always "unsend"
snapchat * askfm * omegle

the tweet

21st Century Poetry

🐦 The 5 Stages Of twitter Acceptance

1. Denial
"I think Twitter sounds stupid. Why would anyone care what other people are doing right now?"

2. Presence
"Ok, I don't really get why people love it , but I guess I should at least create an account."

3. Dumping
"I'm on Twitter and use it for pasting links to my blog posts and pointing people to my press releases."

4. Conversing
"I don't always post useful stuff, but I do use Twitter to have authentic 1x1 conversations."

5. Microblogging
"I'm using Twitter to publish useful information that people read AND converse 1x1 authentically."
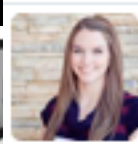
Victoria Olson @MsVictoriaOlson   4d
My #sketchnote of @stumpteacher's excellent keynote today at #ISTE2015. Thanks for the inspiration!

Victoria Olson @MsVictoriaOlson   4d
#sketchnote from #edcamp Birds of a Feather session yesterday at #ISTE2015 @EdcampUSA

Ian Landy @technolandy   2d
A4: and if it was easy, everyone would do it!! #arkedchat

Ian Landy @technolandy   2d
A4: you can also be frustrated and angry & still be passionate about education - it's all about relationships! #arkedchat

John Gunnell @gunnellAP   2d
A4: This applies to everything we do. We cannot afford to have educators in our schools who don't care deeply for kids. #ArkEdChat

Brian McCann @casehighprinc   2d
@casas_jimmy @turnerhj As principals, we must model the love of teaching. Lead by example. #ArkEdChat

Bethany Hill @bethhill2829   2d
A4: Loving what we do part of our WHY, our purpose. We were all meant to live that out. #ArkEdChat

Sarah Callahan @SarahCal2012   2d
A4 - it's always important for me to find new ways to love what I do and help others do the same. Keep the love alive! #arkedchat

Frank Dunlap @MrDunlapWMMS   2d
#ArkEdChat A4 Totally is true in edu; that is the definition of passion. If you don't love what you do, then what are you doing that?

Carrie Rice @CarrieRiceReads   2d
A3: for the sake of all children and parents and other Ts, if you don't love it, it shows. Please find your true love! #arkedchat

Dialogic ↑

In-class Back Channel	Outside of Class Discussions	In-class Directed Discussion
Uses: ad hoc class discussions, real-time commenting, recording divergent viewpoints *Benefits:* engages less vocal students, archives otherwise ephemeral comments	*Uses:* extend class discussions, exchange comments about readings or questions about assignments *Benefits:* community building, continuity between class sessions	*Uses:* Open or guided questions with student responses collected for later analysis *Benefits:* engages all students in discussions in large lecture classes
Tracking Activities	**Lightly Structured Activities**	**Metacognitive/Reflective Activities**
Uses: find and follow instructor, experts in the field, or key topics *Benefits:* exposure to the larger cultural conversation about the class material	*Uses:* solicit course feedback, offer ambient office hours, poll class, language or writing practice *Benefits:* flexibility, availability, scalability	*Uses:* students report on self learning, articulate their difficulties, recap the most valuable lesson of the day *Benefits:* fosters critical thinking
Institutional communication	**Instructor Communication**	**Pedagogical Communication**
Uses: community outreach, alerts, announcements	*Uses:* announcements, syllabus changes, reminders	*Uses:* sharing timely links and resources

Monologic ↓

Passive ← **Student Activity** → **Active**

Who to start with

@technolandy   (shameless plug)

@chriswejr   (BC perspective)

@gcouros   (Canadian perspective)

@daisydyerduerr (US perspective)

@justintarte   (things that make you go hmmm)

Chats to start with

#bcedchat   (Sundays at 7)

#sblchat   (Wednesdays at 6)
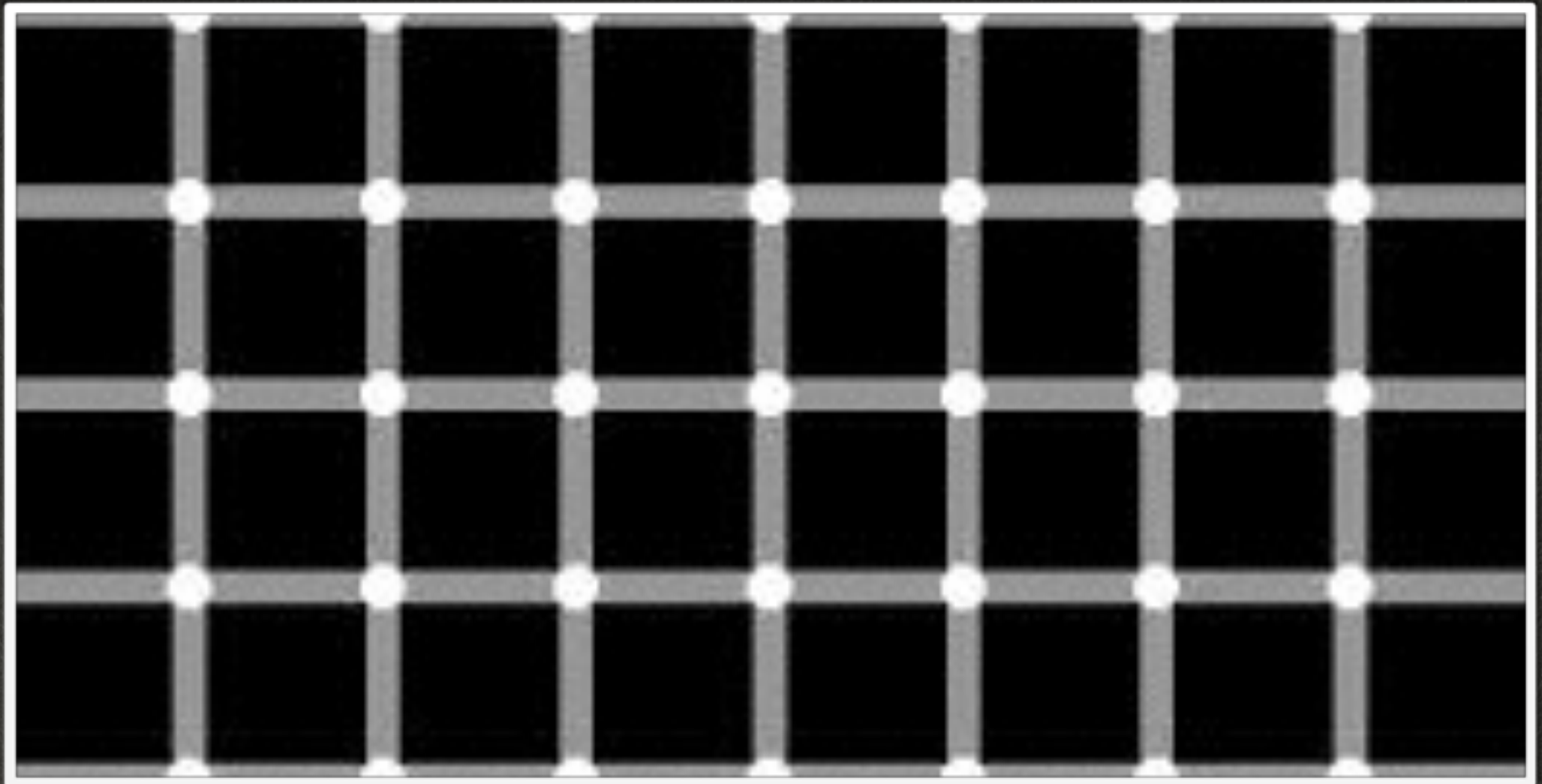
#bcpvpachat   (coming soon…!!)

"Shhhh - the best secret about twitter"

The Back Channel

The Blog

21st Century Prose

DON'T. JUST. DON'T.
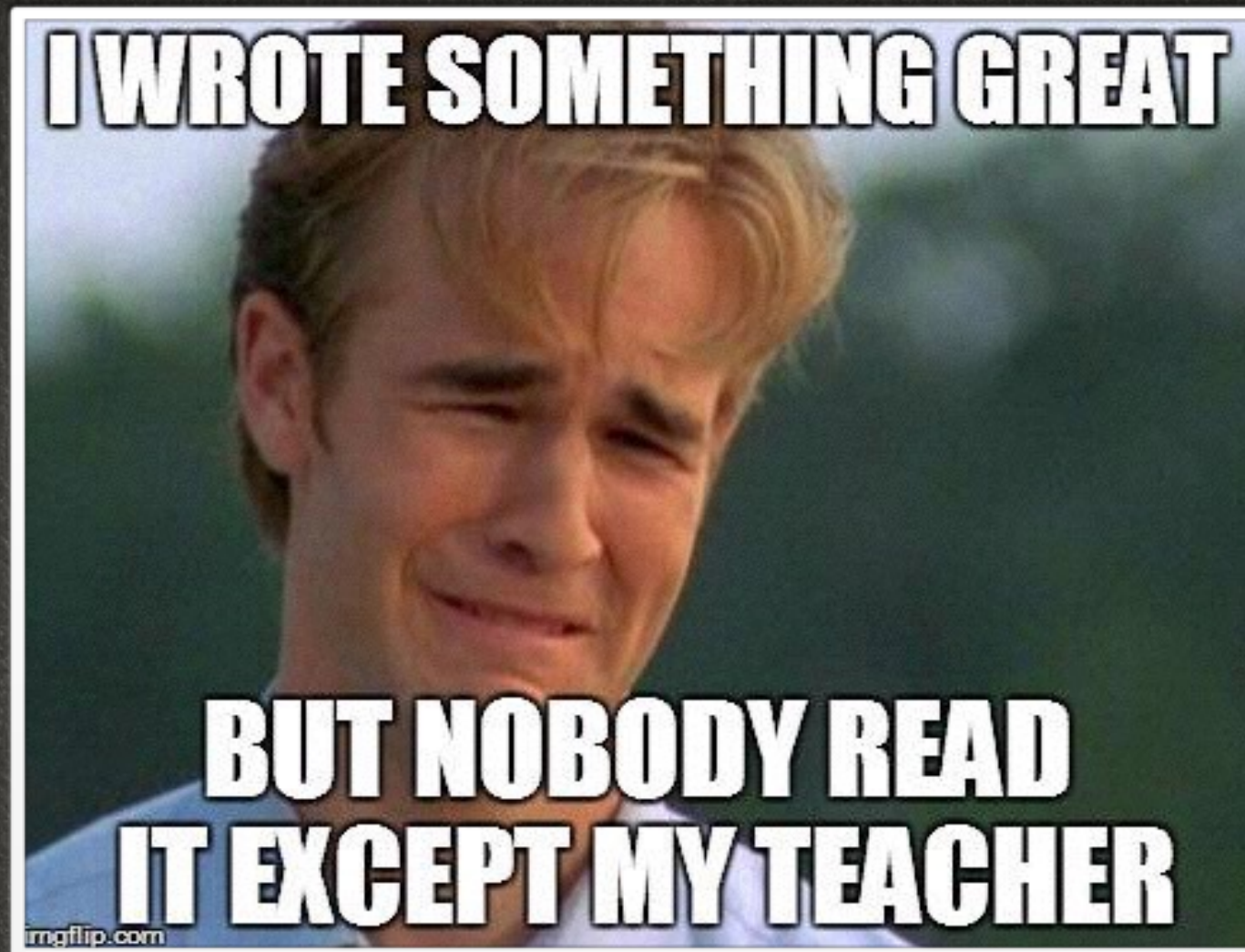
REFLECTION

Thinking Q: what scariest consideration about starting blogging (or tweeting)?

"But as Arianna Huffington pointed out early on when she created her blogging outlet, the Huffington Post, people decided to partake in these acts of social discourse because they found them fulfilling.63 They got the chance to express their ideas, tailor them for public consumption, and get feedback. This was a new opportunity for people who had previously spent evenings passively consuming what was fed to them through their television screens.

"Before the Internet came along, most people rarely wrote anything at all for pleasure or intellectual satisfaction after graduating from high school or college,"

Excerpt From: Isaacson, Walter. "The Innovators: How a Group of Inventors, Hackers, Geniuses and Geeks p the Digital Revolution."

180ish Day Challenge

technolandy
Fabulous reflection. I know my 'blog-a-day challenge' is sometimes ve...

cultureofyes
95d • cultureofyes.wordpress.com

You are the Cal Ripken of #bced bloggers. I am so impressed with the volume and depth of your reflections. You are a great model for the rest of us. And yes, it is a wonderful portfolio of life and I am sure our blogs will be even more important five years from now as we and those around us, look back.

Reply   Liked

challenge accepted

technolandy: site of Ian Landy

Home   Anxiety   ePortfolios   Genius Hour   SOLEs   Rec Math   Physical Literacy   Technologization   T

Ian Landy Resume   Personal Growth Plan   Presentations   Oops's   Lit Os

← Day 149 (of 188) exploring and planning

Day 151 (of 188) Star Wars & #geniushour – yep there's a connection! →

Day 150 (of 188) My Anxiety Rant Edited & Continued #Blog4MH #anxiety

Posted on May 1, 2015

Day 150 (of 188) My anxiety rant edited & continued

This is my second rant on anxiety. I have worked with these learners for years and even have one at home! It's not ever easy, but I have had many successes. It's not new, but at the same time, our anxious learners have always been at school – just not always stayed at school (sick absences, self medication, runaway etc that led to lower graduation rates than we have today).

Here is my 'list for success' – odds are you'll find somethings you will hate (I don't like everything). It's not about you, it's about the learner. I have been using these strategies for years – a long time with my students, and recently with my own son. Not everybody 'gets it' …….. yet.

The key points of the list are in bold if you just want to skim read.

The anxious learner needs to be at school. Every day. Even when 'sick' – unless you actually see the vomit hit the floor. Seriously. Very common: "I threw up" "Let me see it" "I already cleaned it up – I did a great job – you'd never knew I was sick – but I did. Let me go home!" – be aware this is very tough and very exhausting – for everyone. Sometimes there needs to be a blend of environments – this can be challenging but the key is to establish a schedule and stick with it until 'success' is achieved at which time the goals of the schedule need to adjust – a moving target with a built in feedback loop.

I also agree and emphasize that **inclusion doesn't mean all the time b**ut it does involve whenever the learner is ready – even if they don't think they may be ready….a tricky balance, but it also can't be throw them in the deep end (the use a swimming metaphor) and just watch what happens – gotta have tools -life jackets

Being at school does not always mean being in the classroom. Step 1: Be in school. Being in the classroom comes later. It might be step 2 or step 22. This is not something that has a set time: some can be 'pushed' to get into the classroom quickly – many need time: time to walk/pace; time to find a 'safe zone'; time to find a 'safe person' (it might not be you – it's nothing personal).

Being in the classroom does not mean doing work. Sometimes parallel play/learning is key to develop the relationships that are needed to then 'get work' out of the student. But when dealing with anxiety, written output becomes a low priority.

You will need to push them – but be mindful when you do. Eventually. When you have some deposits (okay, a LOT of deposits) in the 'positive relationships' department, then you can play 'good cop bad cop'. "Mr. L says you have to be in the classroom for safety! Grrr." - when they know that there is support for them they will respond positively – but it takes time (think in months but be ready for years) we **identify in grade 4 (hopefully) for independence in grade 10…**

If anxiety takes place in one environment but not another – say meltdowns are at home but not at school – it is STILL a school issue.

There is a **fine balancing act between providing support and enabling** the anxiety. It's very different for each person

Dear kids....

To whom it may concern...
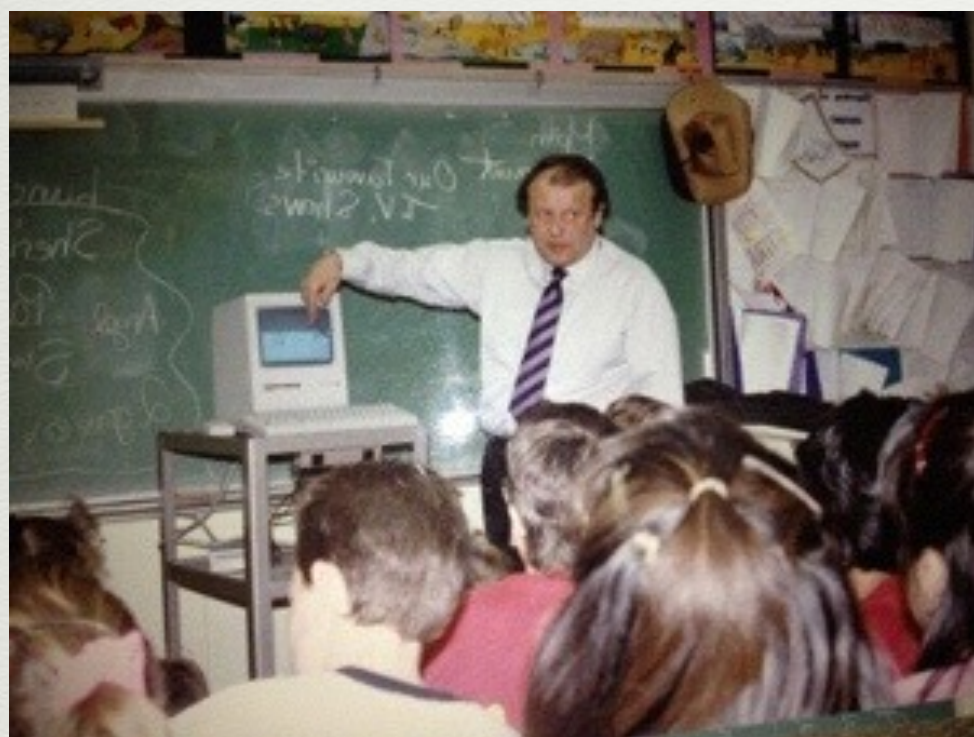
Who to start with (reading)

technolandy.wordpress.com   (blog a day challenge)

cultureofyes.ca (SD45 Superintendent)

chriswejr.com (the Wejr Board)

coolcatteacher.com (Vicki Davis)

pernillesripp.com (Blogging through the 4th Dimension)

Who to start with (composing)

wordpress.com

blogger.com

weebly.com

Top 10 Reasons for Students to Blog

Blogging...

5 Gives students a voice

6 Teaches digital citizenship

4 Showcases student accomplishments

HOORAY!

7 Gives students a global and authentic audience

3 Improves writing and digital literacy

My Blog

8 Creates a digital portfolio

2 Establishes a home-school connection

9 Is cross-curricular

1 Promotes collaboration

MATH
PHYS ED
SOCIAL STUDIES
SCIENCE
MUSIC
LANGUAGE ARTS
DRAMA
FINE ARTS

10 Develops critical thinking skills

@sylvia duckworth

The ePortfolio

21st Century Prose

From before I was born, I was influenced by the educators around me - questioning how we communicate the learning journey - from grading/ reporting/assessing/ evaluating/ curriculum and communicating it

The Farce Called "Grading"

from the journals of James Landy 1970

73% B Good Work This Term!
85% B Work Smarter Not Harder
(from an old report card)
Clear? Meaningful?
Needs Personalized Descriptive Feedback

1970-2010s

Major shift from thinking in isolation to doing with a larger learning community (social media) and using transformational technology

First Try - but not ready in 2008

EPORTFOLIO JOURNEY

Since we started with our 'little project' , over the past two years hundreds of classrooms in BC and around North America have joined us in using eportfolios & technology to communicate curricular achievement - no longer is it 'just us'

Learning Community Discussions/Debates
Letter Grades
Descriptive Feedback
AFL & Formative vs Summative Assessment
Methodologies (started with 5, ended with one)
How do we "do different"

Shifting from 'reporting student achievement' to 'Communicating Student Learning'

technolandy: site of Ian Landy

Home   Anxiety   ePortfolios   Genius Hour   SOLEs   Rec Math   Physical Literacy   Technologization   TechEd Pics   Virtual Assignments

Ian Landy Resume   Personal Growth Plan   Presentations   Oops's   Lit Os

SoT 1 (summer of thinking) 3 stages of education

@technolandy
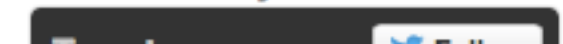
Home   Anxiety   ePortfolios   Genius Hour   SOLEs   Rec Math   Physical Literacy   Technologization   TechEd Pics

Virtual Assignments   Ian Landy Resume   Personal Growth Plan   Presentations   Oops's   Lit Os

Anxiety

Benefits to PLAY   (resources) http://www.casel.org/   http://www.anxietybc.com

Older Learners: http://mindcheck.ca/

http://blogs.kqed.org/mindshift/2014/06/can-free-play-prevent-depression-and-anxiety-in-kids/

Blogs: http://mikemckay.ca/?p=2258#anxietyined#mentalhealth#bced

http://acestoohigh.com/2014/07/07/how-childhood-trauma-could-be-mistaken-for-adhd/

Game: http://www.bpuzzle.ca

Article: http://www.edutopia.org/blog/neuroscience-behind-stress-and-learning-judy-willis

web recording: http://keltymentalhealth.ca/r/pinwheel-education-series-school-anxiety-recording

from the amazing Dr Lynn Miller: bit.ly/1tkRtX1

Parents: http://www.friendsparentprogram.com

http://www.huffingtonpost.com/renee-jain/5-things-you-should-never_say-to-an-anxious-child_b_648120.html?utm_hp_ref=tw

Sitting: http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/10/07/the-right-and-surprisingly-wrong-ways-to-get-kids-to-sit-still-in-class/?utm_content=buffera4d80&utm_medium=social&utm_source=twitter.com&utm_campaign=buff

http://www.vancouversun.com/news/metro/Goldie+Hawn+program+makes+kids+kinder+better

https://technolandy.wordpress.com/?s=day+110

Posted on February 21, 2014

Day 110 (of 184) Anxiety 107 (a blunt approach to anxiety)

I have been asked a few times to explain how I handle anxious learners – a growing number 'are appearing' in our school (or just being better identified – depending on who you ask...) so here is my 'list for success' – odds are you'll find somethings you will hate (I don't like everything). It's not about you, it's about the learner. I have been using these strategies for years – a long time with my students, and recently with my own son. Not

Sidebar: @technolandy

Tweets   Follow

Youth Mental Health
@YMHEActionGroup
@technolandy Wonderful ideas! See
ymheactiongroup.weebly.com
"My Son's Story" & need 4 residential schooling to deal w school phobia.
Retweeted by Ian Landy
Expand

Anne J Smith
@itmerizme
Make a plan. Set a goal. Take small steps. Dr K Buhr -so great. #bcpvplearn
pic.twitter.com/CgKF03iCg1
Retweeted by Ian Landy

Accommodations and S
• No hard or fast rules
• Develop a plan with the student
• Make teachers/staff aware of
• Step forward regardless of the
• Work towards a specific goal
• Be willing to modify the plan
• Expect ups and downs
• Experiment
• Don't reinforce avoidance

Other Resou
Expand

Ian Landy
@technolandy
Some great ideas (& reinforcements of what we are doing) by Dr Buhr on anxiety at #bcpvplearn #83learns
pic.twitter.com/ofBmOQ3qCf

"The way you learn
making mistakes
feel unce

Follow

Personal Professional Growth Plan
North Okanagan-Shuswap (School District No. 83)

Name   Ian Landy   Date: September 2014

School: Sorrento Learning Community   Review Date: June 2015

Growth Goal(s): What will you work towards this school year? (School, District, Provincial, personal)

1. supporting others as they shift away from "reporting student learning" to "communicating student learning"

2. raising awareness of Anxiety and strategies to work with students with anxiety (especially General Anxiety Disorder) -ongoing goal

3. champion the benefits of a loose-tight technology plan; enabling risk-taking and exploring methodologies that may better enable student learning

Rationale: Why have you chosen this goal? (Include results of self assessment or feedback initiatives.)

The connectivity between eportfolios, anxiety and technology is incredible. I believe that the more educators understand about anxiety, & self regulation eportfolios as a means to communicate student learning and mobile technology to better enable 24/7 learning, the better for students.

Support Network: Who will help you meet your goal?

eportfolios: @freshgrade; @k_timms;

anxiety: @laurapaiement; @_valeriei ;

technology: twitter PLN

Strategies you will implement to support your goals: What will you do to meet your goal? What is your action plan?

Goal 1:

* share & collaborate (currently booked for CUEBC in October) on successful use of eportfolios as a tool to communicate student learning in place of the old-fashioned "reporting student achievement"

Goal 2:

* anxiety work including 'talking around' the idea of a Provincial Outreach Program ala popfas

* more networking and writing around anxiety

Goal 3:

* continuing to model how mobile technology (and social media) enhances learning

* continuing my "days of learning" reflection blog

* better using & sharing eportfolios

Assessment: How will you know you have reached your goal? How will you measure your success?

Goal 1: more schools/classrooms will use eportfolios instead of (imo out-of-date) report card methodologies

Goal 2: launching of a POPANX in 3 zones (lower mainland, island, shuswap) to help support anxious learners

Goal 3: no more desktop computers being purchased for use by students or teachers.

All 3: facilitating and getting involved in dialogues at 'conferences' (live and asynchronous) about all three topics.

Summary/Results: On your review date, review your progress and share your results with your professional partner. Determine new goals for the coming school year based on your findings.

"REPORTING STUDENT ACHIEVEMENT"

Lead to school discussions

- letter grades & %s?

- descriptive feedback?

- AFL & formative vs summative assessment

- methodology?

- How do we "do different"?

Why?

Daughter's report card

- Leadership trip to China?

- Trombone solo at concert?

- Basketball double-doubles?

Why?

Son's report card

- Work on Gene...

- 200...

No "A"s, yet…daughter considers brother 'scary smart'…

Landy, Eric

GRADE 7

HOMEROOM DIV137
TEACHER B LYNKA

ATTACHMENTS
STUDENT PEN 1271493...

This report describes the s...
about learning succe...

...minutes daily for enjoyment and to increase fluency and 3

...rehension and interpretation of a range of grade-appropriate literary texts, 3
...nting techniques, including
...da and other cultures
...ada and other countries
...d novels exposing students to unfamiliar contexts
...ys that are straightforward in form and content
...try in a variety of forms
...create meaningful visual representations for a variety of purposes and audiences that communicate personal 2
response, information, and ideas relevant to the topic, featuring
— development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information
— an expressive voice
— an organization in which key ideas are evident
o write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates 2
connections to personal experiences, ideas, and opinions, featuring
— clearly developed ideas by using effective supporting details, explanations, comparisons, and insights
— sentence fluency through sentence variety and lengths with increasing rhythm and flow
— effective word choice through the use of an increasing number of new, varied, and powerful words
— an honest voice
— an organization that is meaningful, logical, and effective, and showcases a central idea or theme
o use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and 3
audiences, by
— using prior knowledge and/or other sources of evidence
— staying on topic in focussed discussions
— presenting in a clear, focussed, organized, and effective manner
— explaining and effectively supporting a viewpoint

Course: MATH 7
Teacher: B LYNKA

Term	T1	T2	Final
L.G.	C	C+	B
W.H.	S	S	G

Course Outcomes:
o demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike 3
denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)
o compare and order positive fractions, positive decimals (to thousandths) and whole numbers by using 3
- benchmarks
- place value
- equivalent fractions and/or decimals

Does the film school want:

Art & Film: A
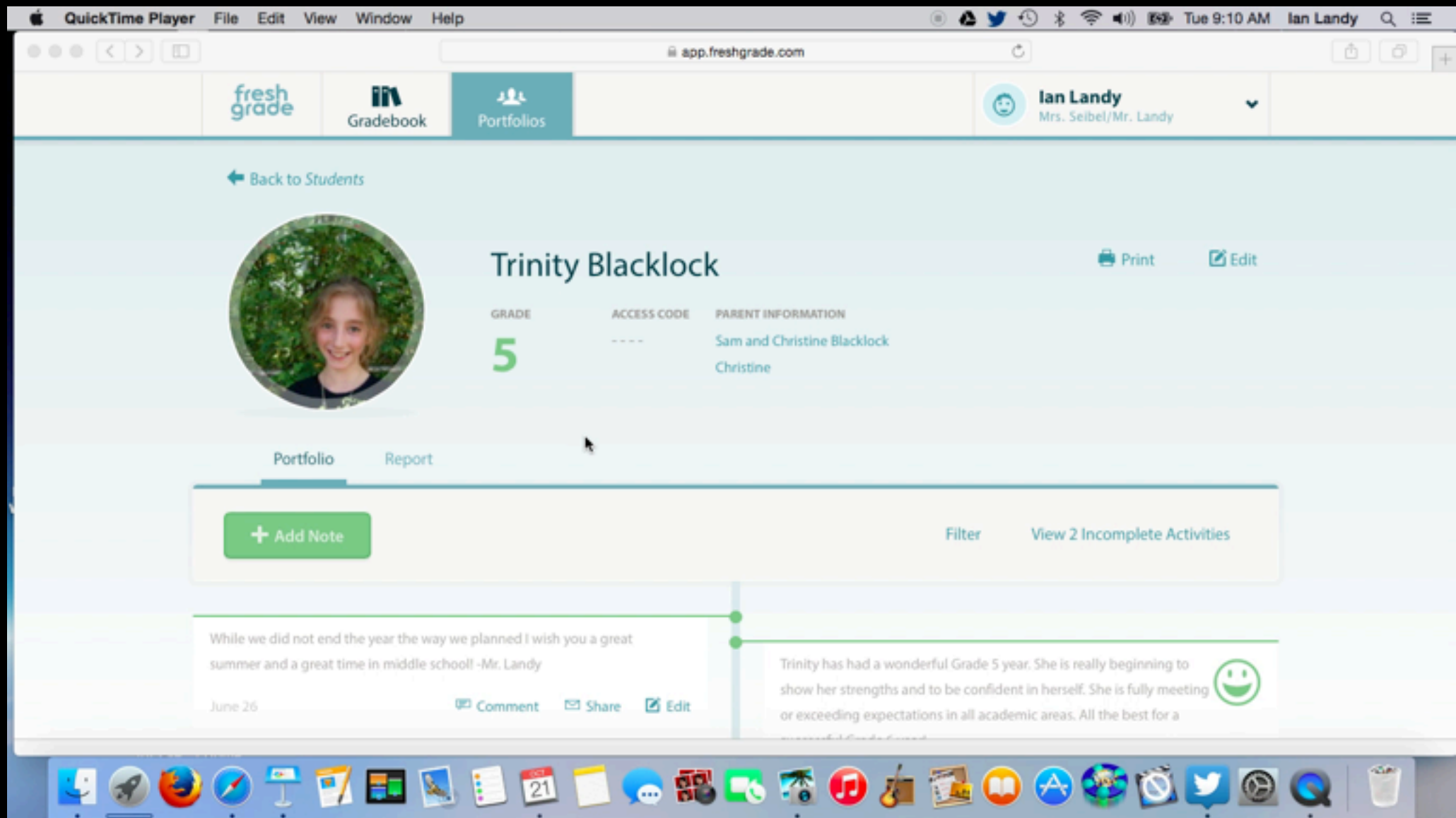Creative Writing: 74.5%

Or…

Does the medical school want:

Biology: A
Chemistry: 74.5%

Or...
"I've been passionate to learn about the human body since grade five"

sample @freshgrade

Key (somewhat rhetorical) Qs
Which communicates better on:

- Personalized learn

- Student strengths

- Non-traditional/D

- Assessment FOR

- What learners are
  at 'different grade

- And...

Core Competencies

Core competencies are the sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deeper learning. Provincial consultation and extensive research identified the following categories of core competencies that support life-long learning:

Thinking—the knowledge, skills, and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific content and transform it into new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. Together, these components of thinking competency represent the abilities students need in order to undertake deep and lifelong learning.

Communication—Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

Personal and Social—Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. Personal and social competency is a responsibility the school

Starting with the end in mind:
have a goal

mine: in three years BC will be Report Card Free

What is your digital footprint?

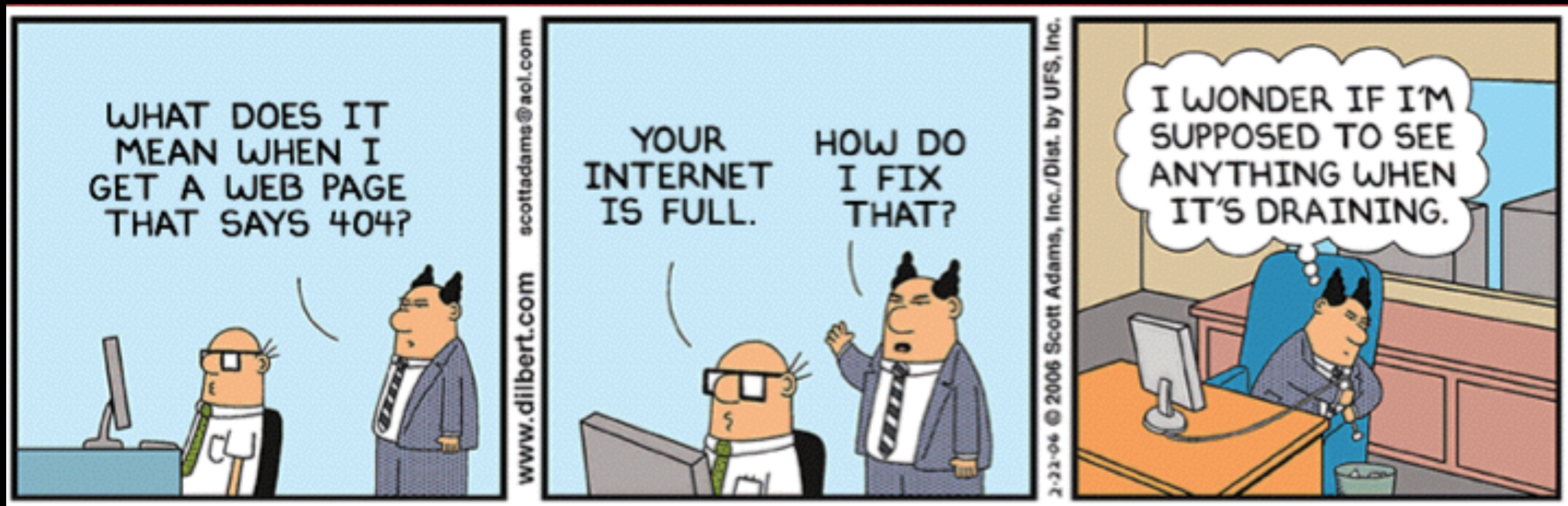thanks to @willrich45 @gcouros

What are you modelling?

So…..

What are some ways that you might connect with your school community?

.…gotta meet them where they are, not where you wish they were…..

I used to be afraid of failing at something that really mattered to me, but now I'm more afraid of succeeding at things that don't matter.

-Bob Goff

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