EDTE 226
Agenda – June 25, 2009
9 to 12:30

1. Q & A
2. Navigating through SacCT
3. Student Learning Profiles
4. Group sign-ups for units
5. Prep for tomorrow
Thinking Styles Inventory – Teachers about Themselves

- Take 10 minutes or so and complete the Thinking Styles Inventory
- You will not hand this in but I’ll give you a rating key so you can see how you did
From SacCT Instructions

- Note that we have already addressed Steps 1 through 3.
- **Step 4:** Click on “First Discussion Posting”.
  - You’ll be brought to a prompt from me. Reply to the prompt.
  - After everybody has had a chance to reply to the initial prompt, read through them, select one, and respond to it.
  - Once everybody has responded to at least one other classmate’s posting, we’ll debrief the process before moving on.
  - If you have time try playing around with the "Chat" feature. I have posed an initial question but because this is a real-time discussion, it may go someplace else.
Exploring Successful Intelligence
A means to differentiate instruction for diverse learners

Sternberg's Triarchic Model: Balancing Three Skill Domains
Analytical Creative Practical

Thanks to Robert Sternberg and the research teams at PACE and AURORA for many of these slides
Traditional Education

- Traditional education tends to “shine the spotlight” on certain students almost all of the time, and on other students almost none of the time.
- The result is that some students are placed in a much better position to achieve than are others.
Why?

- Conventional view emphasizes memory and, to some extent, analytical thinking.
- This view rewards students high in memory and analytical intelligence but may bypass or punish students high in creative and/or practical thinking.
Memory skills are necessary for analytical, creative, and practical intelligence.

Memory skills, however, are not sufficient for life success: One can remember information without being able to use it. Knowledge can be inert.
Successful Intelligence: 
The triarchic view

There are three aspects of intelligence:

- **analytical**
- **creative**
- **practical**

In addition to memory
UNIDENTIFIED POTENTIAL:

Albert Einstein

*Got poor grades and failed his entrance exams to Zurich’s Polytechnic Institute

Leonardo da Vinci

*Lack of aptitude for learning languages, a horrible speller with poor grammar

Thomas Edison

*Of himself: “I have not failed. I’ve just found 10,000 ways that won’t work.”

Winston Churchill

*Twice failed the entrance exam to Sandhurst British military college
UNIDENTIFIED POTENTIAL:

**Sydney Poitier**
*Dropped out of his elementary school*

**Walt Disney**
*Fired by a newspaper editor because he “had no good ideas”*

**Agatha Christie**
*Thought to have had a learning disability*

**Steven Spielberg**
*Dropped out of high school after being placed in a learning disabled class*
The concept of Successful Intelligence

- The ability to achieve success in life, given one’s personal standards, within one’s sociocultural context;
- Recognition of and capitalization on strengths and remediation of or compensation for weaknesses;
- A balance of analytical, creative, and practical abilities.
For tomorrow (From SacCT) . . .

- **Step 5**: The last thing we'll work on Thursday will be meeting with your unit teams and "Classroom Community Profiles" (Attachment 1). There are 5 prompts for the profile and they can be found in Jelinek, Chapter 1, pages 14-15.
  - In your team, decide on a specific class of students, then answer the prompts in 1 to 2 double-spaced pages. **Submit to me tonight** (just one person in the team needs to submit this, then cc the other team members).
  - Save the document as “ProfileTeamNameDate”. For example: "ProfileMath(24June09)".
  - To submit, click on "Mail" on the left. We will review the process in class.

- **Step 6**: Refer to the course syllabus and complete the "Reading Due" and "Assignments Due" requirements.