

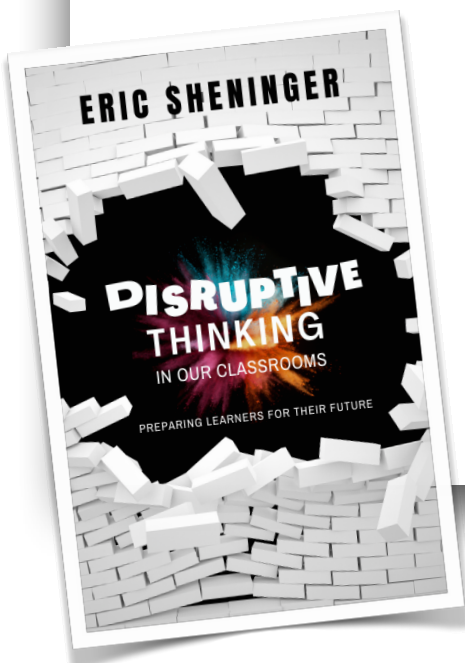
DISRUPTIVE THINKING

IN OUR CLASSROOMS

PREPARING LEARNERS FOR THEIR FUTURE

STUDY GUIDE

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Part I: Re-Thinking “Normal”

- How is the future of work emphasized in your classroom, school, or district culture? Where is there an opportunity to grow?
- Reflect on a major disruptor that you have witnessed during your life (e.g., Uber, iPhone, Netflix, TikTok, Airbnb, etc.). What lessons can be applied to spark needed changes to education?
- To what extent are you developing the learner mindsets and behaviors listed in Table 1 on page 11? What changes to instruction, curriculum, and assessment must be made in order to address those needing attention? Develop a timeline and specific actions for accomplishing.
- When reviewing the definition of Disruptive Thinking on page 15, develop a list of specific examples where it is already taking place in your setting. What future changes need to be made in order to scale?
- How can you “future-proof” learning?

Complete *Disruptive Challenge #1* on page 15
and share on social media using the hashtag:
#DisruptiveThink

- Are you comfortable where you are professionally? Why or why not? Is your school, district, or organization comfortable? Where do you see opportunities for growth? What will or can you do differently to grow and improve yourself and those with whom you serve?
- Using the image on page 30, complete an honest assessment of where you are and why. Develop an action plan with success criteria in the areas of the learning and growth zone where you feel improvement is needed.
- How has the status quo held you or your school back and why? What actions can be taken to create a new reality?
- Research a famous failure in history that you can identify with and develop a list of key lessons learned that can be applied to improve your practice.
- How does your culture meet the needs of your learners? Develop a way to engage them in the following questions next year to use as a springboard for further growth:
 - Why are you learning what you are learning?
 - How will you use what you are learning?
 - What is missing from your learning experience?

Complete *Disruptive Challenge #2* on
page 34 and share on social media using
the hashtag:
#DisruptiveThink

Part II: Re-Thinking Learning

- Conduct an audit of instructional practices currently in use in your classroom or school, then determine which ones need to be implemented more consistently.
- Explain what “rigor” means to you. How can you make learning more rigorous for your students?
- How might the *Rigor Relevance Framework* on page 50 be used to promote and scale disruptive thinking in your classroom or school? Self-assess questions, tasks, and assessments to see where you currently are and what changes need to be made to move forward.
- How is technology used in a purposeful way aligned with the strategies outlined in this chapter? Analyze specific examples and determine where there are opportunities to move the needle.
- When looking at the image on page 72, what high-agency strategies on the right hand side do you feel need to be emphasized more and why? What action steps need to be taken and when?

Complete *Disruptive Challenge #3* on page 74 and share on social media using the hashtag:
#DisruptiveThink

- Review the following research-based strategies to make learning stick [HERE](#). How will you go about implementing these in your classroom or school?
- How does learning in your classroom, school, or district help students become autonomous inquirers, creative thinkers, reflective learners, collaborative workers, self-managers, and active participators? Where is their opportunity for growth?
- How do you get your students into the learning pit? Utilize the image on page 89 to determine current status and identify steps needed to improve disruptive thinking.
- Identify a unit, lesson, or activity that can be transformed into a performance task, using the GRASPS model to convert it while emphasizing rigor and relevance. If you are an administrator, think about the feedback you would provide to a teacher after observing a lesson that could be developed into a performance task.
- How might movement, reflection, and purposeful play be better incorporated to make learning stick?

Complete *Disruptive Challenge #4* on page 108 and share on social media using the hashtag:
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Part III: Re-Thinking the Learner

- How do you ensure equity in your classroom, school, or district?
- How have you implemented personalized learning up to this point in your classroom, school, or district? Refer to the image on page 118 and list successes as well as needed action steps for each listed element.
- When looking at the image on page 122, where do you feel you are on the right track with the five listed elements of student agency (voice, choice, path, pace, place) and why? What steps must be taken to improve in these areas?
- Which blended learning model (station rotation, choice boards/activities, playlists, flipped classroom) do you see as the most relevant strategy for your classroom or school? What steps can be taken to implement the model with fidelity?
- How is data currently used in your classroom to personalize learning? Think about what is needed to improve its use.

Complete *Disruptive Challenge #5* on page 137 and share on social media using the hashtag:
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- When thinking about learning environments, consider the following questions and brainstorm actions that need to be taken to improve the learning environment:
 - Do they meet the needs of today's learners?
 - Do they foster and inspire creativity, provide flexible opportunities to learn, and address unique and specific interests?
 - Are they reminiscent of what students can expect to find in today's society as well as in the future?
- How have your flexible spaces led to flexible learning? If you are just beginning this journey, map out a plan.
- Going forward, how can lessons learned during the pandemic either be integrated into or re-shape your practice and opportunities for your learners as we transition back?
- What role should virtual learning play in our schools going forward?
- How can asynchronous learning be used to improve professional development?

Complete *Disruptive Challenge #6* on
page 163 and share on social media
using the hashtag:
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Part IV: Re-Thinking Our Mindset

- What is your current philosophy when it comes to grades, zeros, and homework? How might current practices be tweaked or improved so they are more aligned with learning?
- How can you work with families to change their perspectives of the outlier practices discussed in this chapter?
- Develop a list of some other outlier practices and what can be done to improve them in your classroom or school.
- How is feedback currently used in the classroom? What strategies can be implemented to ensure that feedback is a regular component of instruction and acted upon by students? How might technology help?
- Using the questions on page 181, reflect on some current lessons or tasks in order to identify potential ways to improve them.

Complete *Disruptive Challenge #7* on
page 182 and share on social media
using the hashtag:
#DisruptiveThink

- What major lesson(s) did you learn during the pandemic and how will it be applied to your work going forward?
- When referring to the **BEST** acronym on page 186, where do you see some ways that you can improve your practice?
- Brag about a colleague and reflect on how their strategies or actions can be incorporated into your own practice.
- Think about some situations in which you might develop a “Yeah, but...” response and consider ways to shift to “What if...?” taking into account the actions you would need to take to make this shift.
- How can you work to improve relationships with students, colleagues, and stakeholders to scale disruptive thinking?
- Share a story with a colleague about a teacher who impacted you in a positive, memorable way. As you listen to each story, develop a list of the key actions or characteristics that made the teacher memorable and consider how you can apply these to your own practice.