Telling Our Stories:

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*Creative Approaches to **Documentation***

Intro / goal setting

Pulse-check: my relationship to documentation

Participants will be able to (PWBAT…)

- **Identify what is worth** documenting and why
- **Share strategies** for curating documentation in a useful way
- **Design opportunities** for documentation practices to be naturally woven into the structure and flow of classrooms / programs
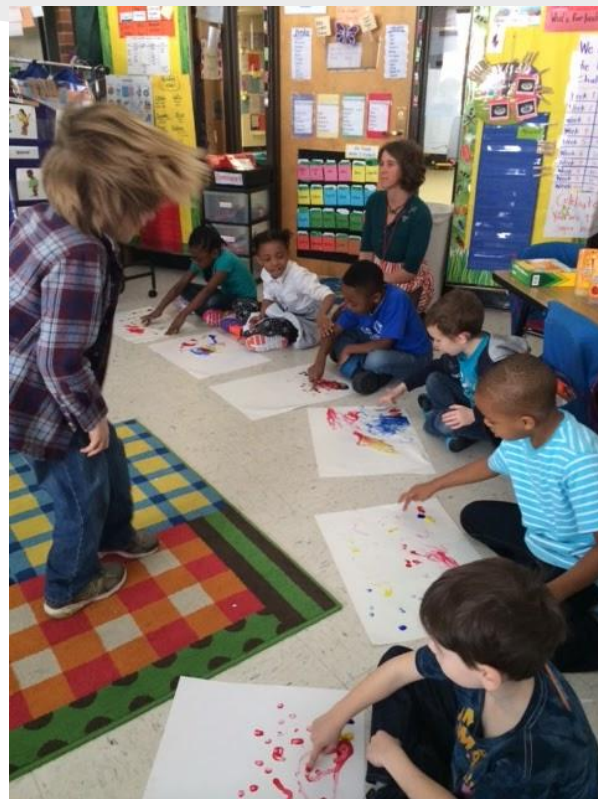
Essential Questions

- What is worth documenting and why?

- How can we curate our documentation in a useful way?

- How can documentation practices be naturally woven into the structure and flow of our classrooms?

Why document?

Two purposes/audiences:

- public-shareable
- internal-formative
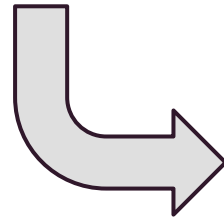
Documentation vs. assessment: what am I noticing?

What gets in our way?

- Time

- Skill

- Space/Storage

- Buy-in

What is Creative Documentation?

Creative documentation is focusing with an intention to either: 1) <u>answer a question</u>, or 2) <u>demonstrate an understanding</u> about teaching and learning.

KNOW
SHOW

This requires arranging artifacts strategically to <u>tell a story</u> about the work.

Know/Show: Choosing a Focus

What do you want to **know** or **show** about your work? How could your documentation accomplish that?

Classroom as studio / learning laboratory: how is our experiment working?

Types of documentation

- Student work artifacts (writing, artwork, etc.)
- Journal entries, blog posts, Tweets, emails
- Lesson plans & materials (handouts, worksheets, art supplies)
- Anchor charts
- Quotations, interviews
- Personal reflections
- Transcripts of dialogue /conversations
- Photos, videos, audio recording

- *How could we combine artifacts to tell an interesting story?*

- *What useful relationships exist between these sources of documentation?*

Belmont-Cragin Early Childhood Center -

Sun clay sculptures

Image + dialogue transcript

After the children were comfortable using clay as a media for expression, they were asked to show how the sun looks when it's shining. This is their dialogue as they created their interpretation of a shinning sun.

AM group
Osvaldo: Some sticks here.
Abigail: I am putting lines. I want to put eyes.
Teacher: Why?
Abigail: So that it looks shiny.
Osvaldo: I put sticks and a ball. It is hot. It's very hot as if it's burning.
Abigail: When I go outside I always see the sun for many days. I always see that it has lines and a circle inside the lines.
Nayeli: I see the sun for many days. I always go outside with my cousins on the slides because the day is very nice. I like to see it (the sun) because it is very pretty and very shiny.

Jesus: I do not like the sun because it shines in the cars.
Ana: My sun is shining. And then I see sun on a blanket. And I go outside. My mom lets me play outside with the sun.
Daniela: It is shining. I like it. I dream that I am outside with the sun.

PM group
Jannely: It looks like a tortilla. It looks like a robot.
Diego: It is hot and it burns my eyes and I cover them.
Melany: It looks beautiful. The sun takes away the snow. It burns it. It burns when something is placed on it. Cream is placed on it and it burns.
**Jannely:** I put the rays. I did sticks. I made the ball and the ball is big.
Llocelin: It has sticks and circles. It is bright and pretty.
It is very hot and it warms people up. It is summer time and the people go outside.

Christopher: The sun was coming down. Then it came up when it was the moon. It came up when it was night time.
Liliana: It was hot and sun left. I went outside to play.
Xiomara: It was hot. It got cold. I can see it pretty, bright.
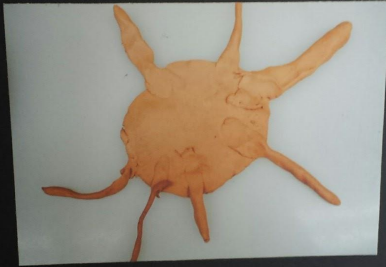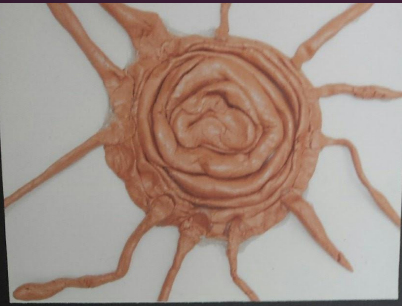
Know/Show: *Example*

"How can dance teach material science?"

1st grade

Solids and Liquids

What matters to you?
Come up with a list of inquiry questions about your teaching/program.

Core Doc values: what is success to you?

Some of **our values**: successful/quality documentation…
Has to do with *audience*

LOOKS LIKE	SOUNDS LIKE
- Kids taking risks - Student reaction - To the point (exclusive/concise) - Edited - Visually broken-up (still vs. video) - Consistent - Moments of growth - Process → project - Multiple perspectives - Space/relationship to others is transformed - Sharing/learning from each other	- Student voice - Clear audio - Narrative arc - Thoughtful reflection/critique - Silence - Kids exploring - Music - Vibrant voices - Equalized - Big idea / inquiry in discussion - Laughter / engagement

Know/Show: *Example*

Shared inquiry: Finding the Elegant Fit

7th grade
Language arts

**The Outsiders -
Shifting Power**

Documentation as storytelling

What makes a good story?

- a hook
- detail
- conflict or significant change
- relatability
- dialogue
- good/fully developed characters (nuance)
- setting or context (where, what's going on)

Writing our own Documentation Story

- ## Nichols Middle School
  - ### Music and poetry

My Know/Show:

How does arts integration impact the way teachers collaborate with students?

Crafting a Narrative: Documentation Story Map

- What do I already have?
- What does it show me?
- What does it make me wonder about? / What else would I need to tell this story?

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Planning for Doc: a framework to start with

- ○ Know/show: what's your focus?
  - ■ What are you collecting?
  - ■ Who's gonna do it?
  - ■ What does it show?
  - ■ How are you going to arrange and share?

How Will I Document: Choosing your Form

- What mediums are you most comfortable in? Most intrigued by?

- Consider the following
  - Video
    - Moving images
    - Photo slideshow with audio
  - Static photo (display board)
  - Audio (interviews/Podcast)
  - Blog

Go forth and document!