

Project Go Ahead

Engaging the Individual Learner

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What is Project Go Ahead?

How Can Our Experience Help Students?

- Opportunity to understand our students on an individual level
"If you can reach them, you can teach them!"
- Grant
 - Students and Staff received Kolbe index
 - Staff training
- Not about change in who we are as educators
- Using information in our instruction to know our students and differentiate our instruction



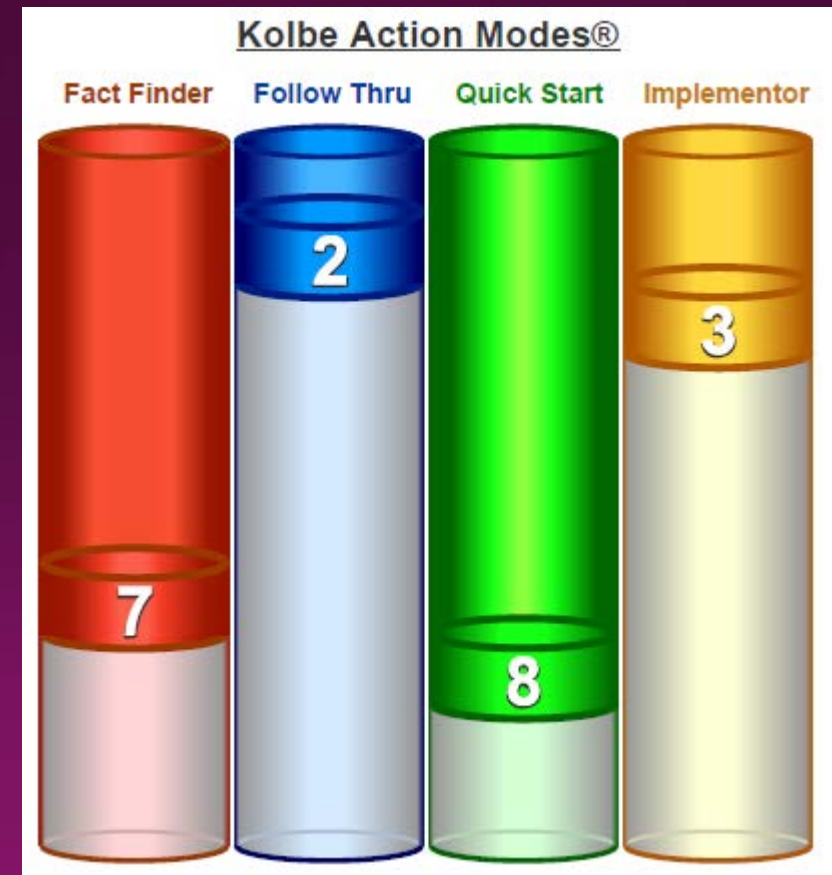
What would you do first...

If I put you in a group of four, and asked you to build an educational toy at least 6 inches high with one moving part?



What is the Kolbe Index?

- Research-based tool that measures how one *naturally* problem solves
- Does not change over time
- Instinct
- About Strengths, Not Weaknesses
- 3 Parts of the Mind
 - Affective
 - Cognitive
 - **Conative**



Three Parts of the Mind

Cognitive *Thinking*

IQ
Skills
Reason
Knowledge
Experience
Education

Affective *Feeling*

Desires
Motivation
Attitudes
Preferences
Emotions
Values

Conative *Doing*

Drive
Instinct
Necessity
Mental Energy
Innate Force
Talents



What the Kolbe Wisdom is not about...

- how smart you are
- how capable/skill level
- what you can and can't do

- personality
- social style
- what you want to do

Activity

Take a moment to trace your non-dominant hand...

Now trace your dominant hand...
...little tougher, isn't it?

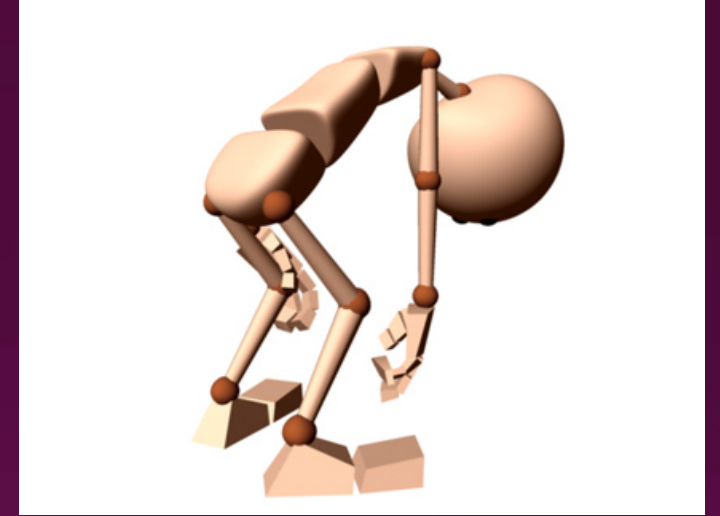


RED BLUE WHITE
YELLOW GREEN
PINK RED GREEN
WHITE PURPLE RED
GREEN PINK GREEN
ORANGE RED BLUE RED
YELLOW WHITE GREEN
RED PINK

Conative Stress

The concept of going against your grain.

- It's possible to do
 - It can cause you some stress or anxiety
 - On a short term, it's not a problem
 - Over time, it becomes exhaustive
-
- Think about a time where you completed a task that didn't feel natural or took extreme concentration, as opposed to a task of equal value, but was completed rather naturally.



Action Modes®

Fact Finder: Gather and share information

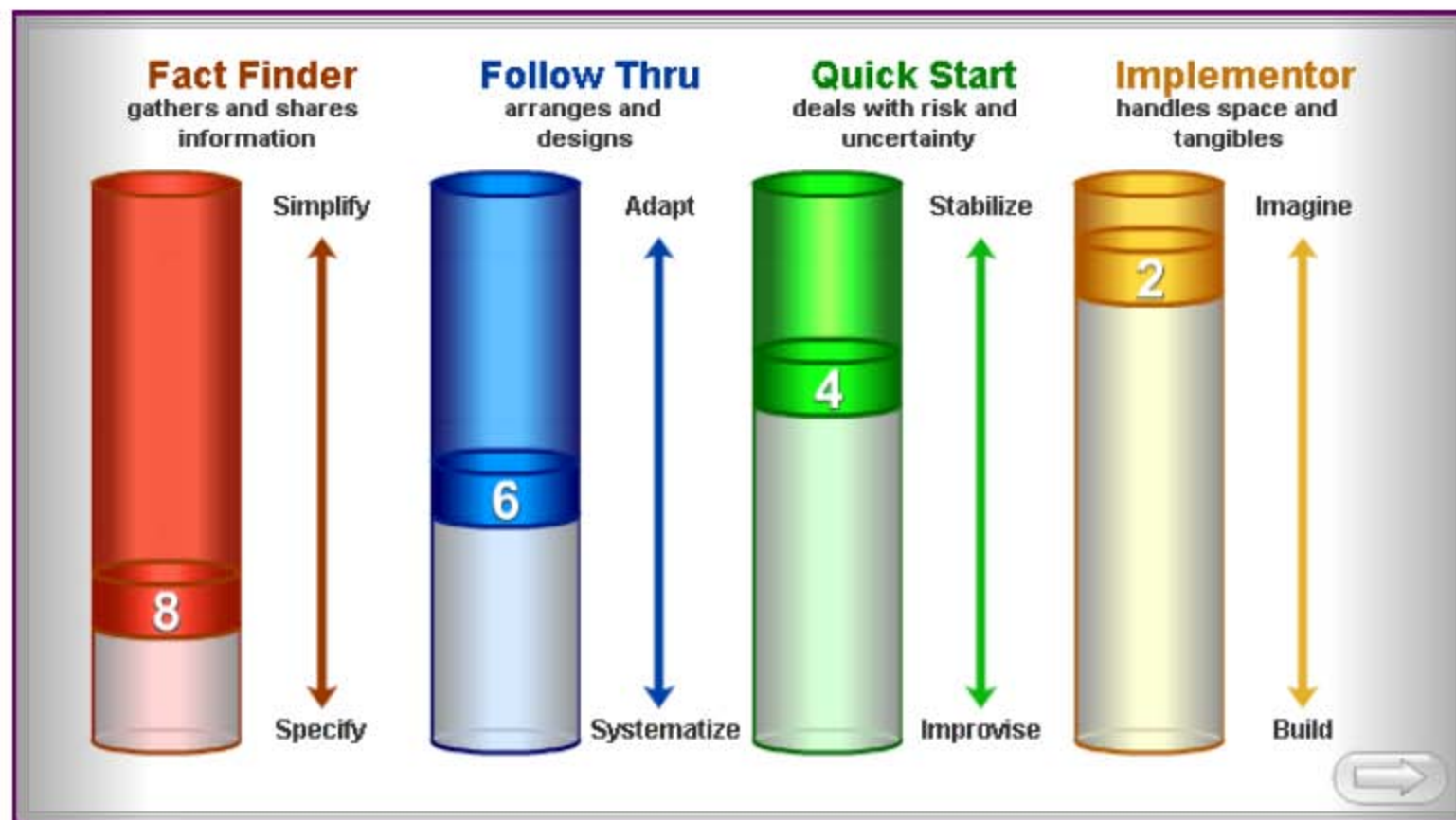
Follow Thru: Arrange and design

Quick Start: Deal with risk and uncertainty

Implementor: Handle space and tangibles



How you take action in these four instinct-based Action Modes® defines your MO



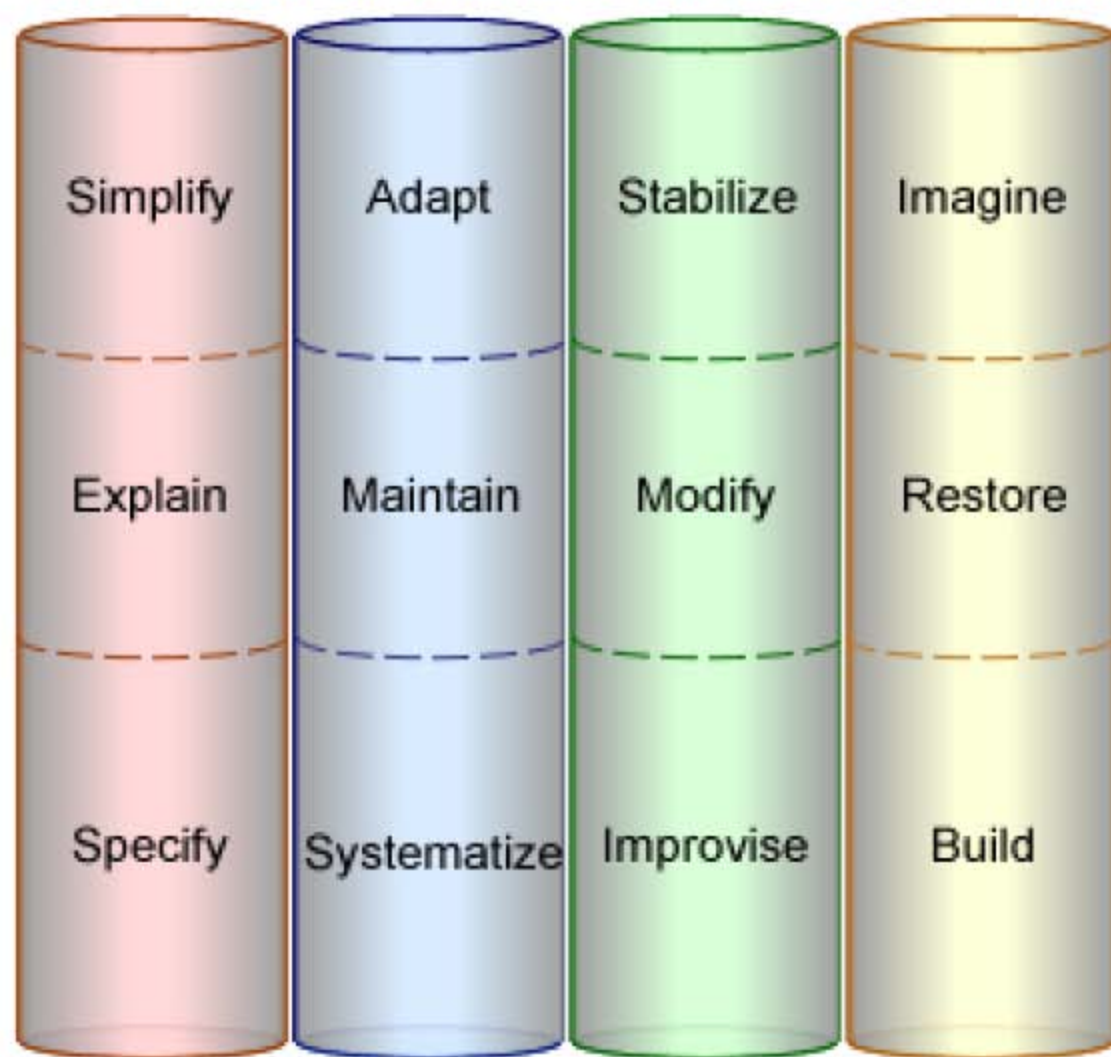


12 Kolbe Strengths™

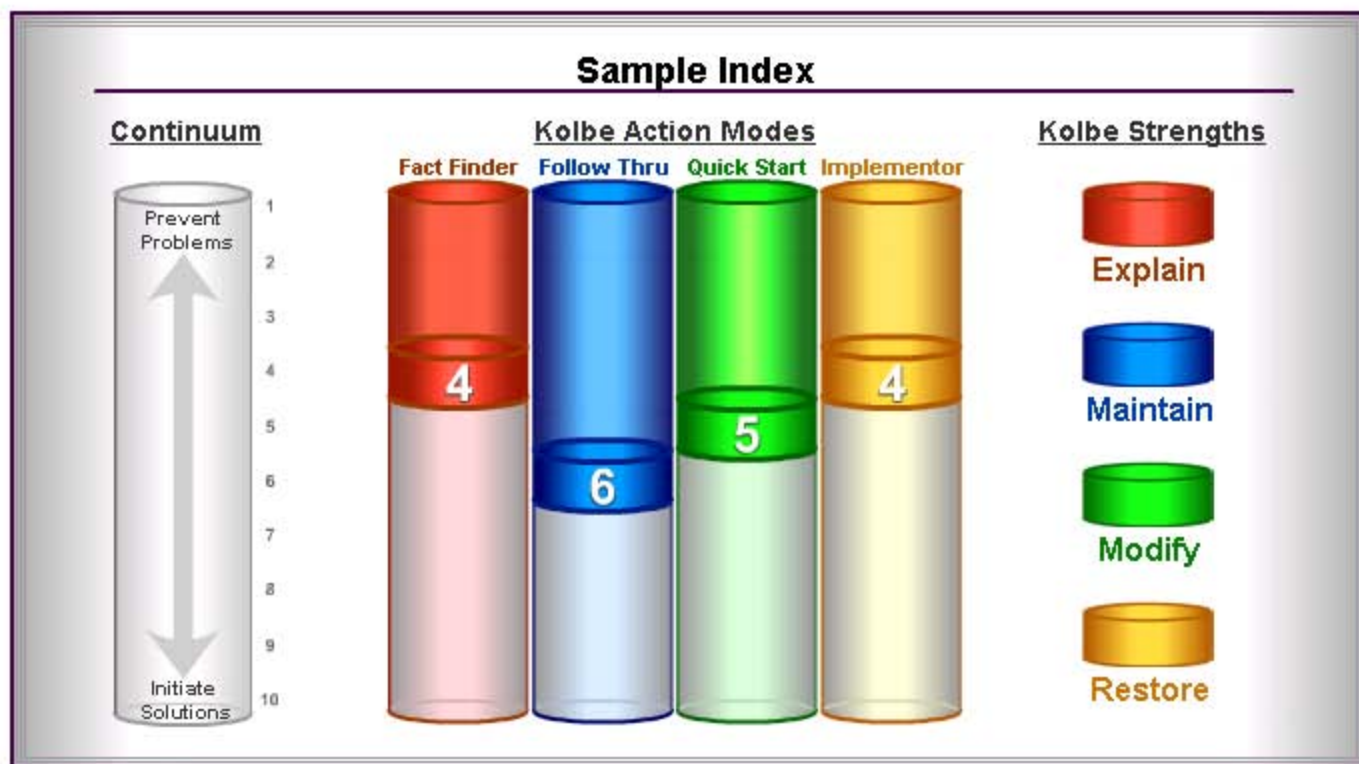
Everyone has a strength in each mode.

Diversity in the combination of strengths creates a multitude of MOs.

Fact Finder Follow Thru Quick Start Implementor



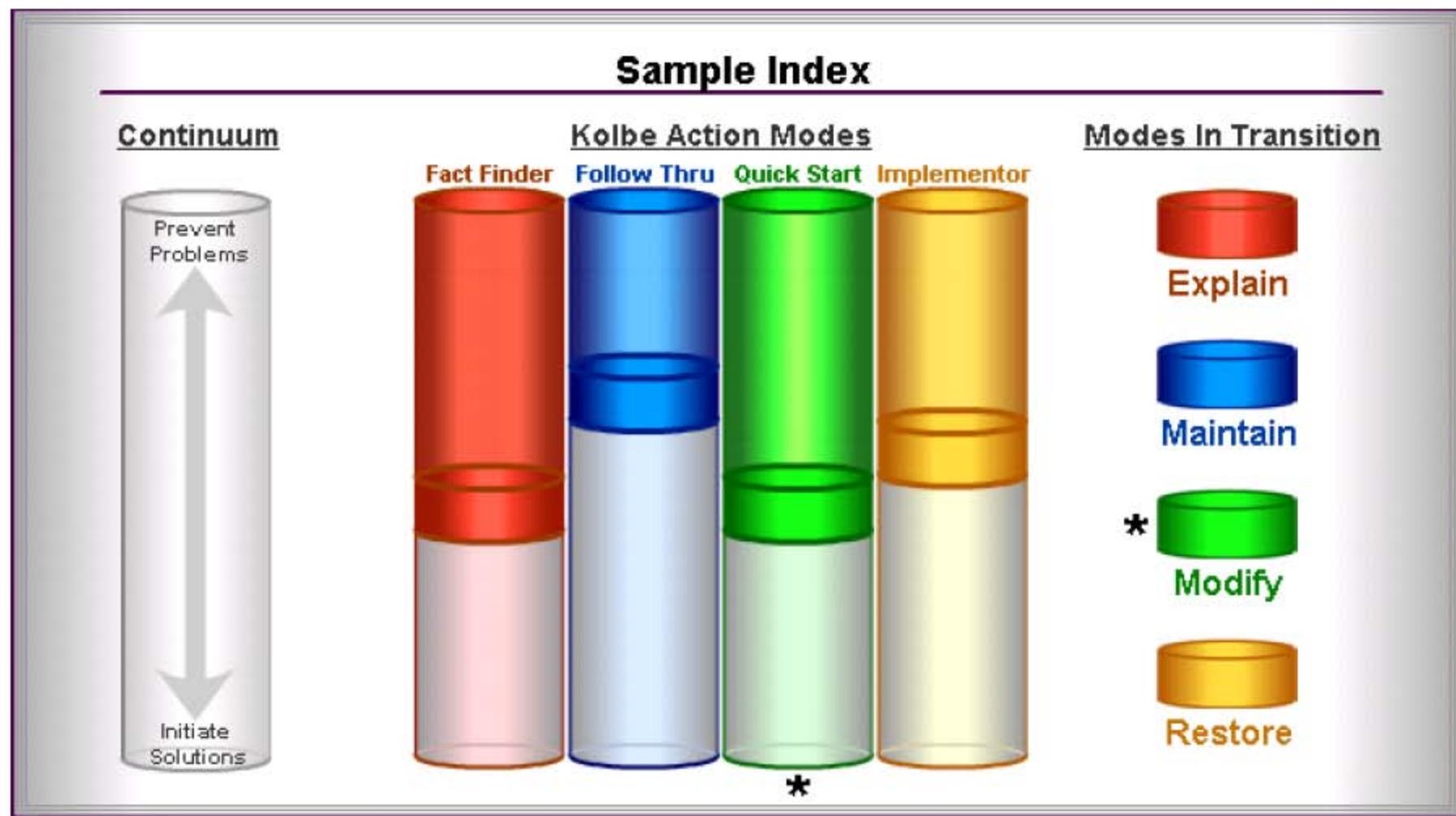
Mediator/Facilitator Result



- A Mediator/Facilitator:
- does not initiate in any mode
- contributes by accommodating and adapting to others
- easily switches between modes as needs arise



Kolbe A™ Index Transition Result



Startling Statistic First Hand

- High School At Risk Freshman Academy: 42 students identified
- When looking at their Kolbe results, **86%** of the students were Quick Starts, Implementors, and Mediators
- The truth hurts.



Kolbe Team Synergy™

Synergy Algorithm

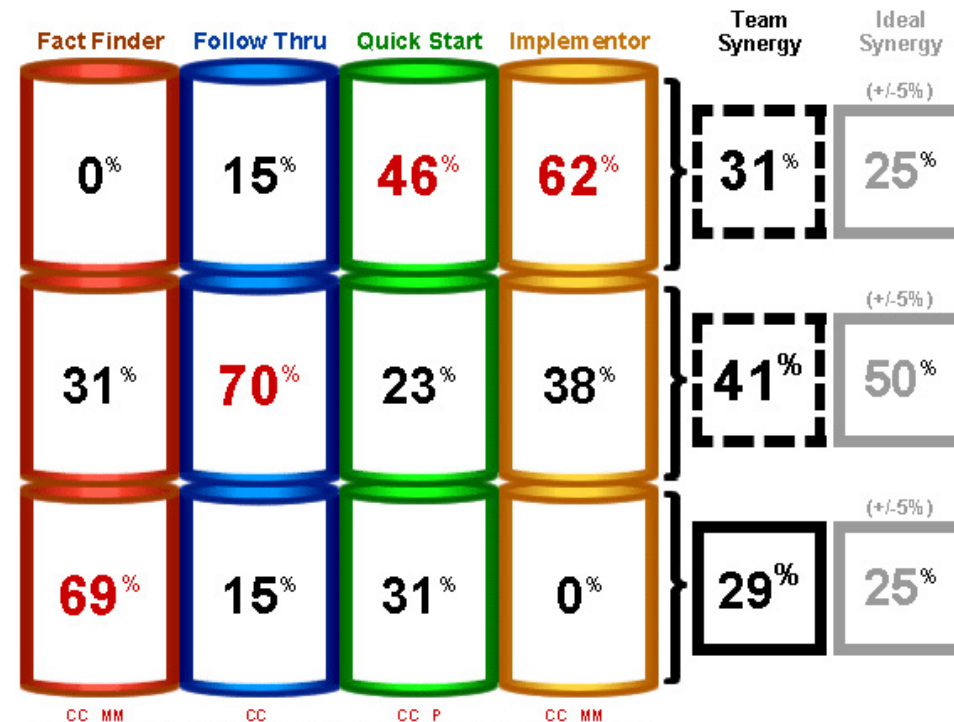
Kolbe has proven:

Without synergy, teams
are prone to failure.

Kolbe also makes synergy:

- Definable
- Quantifiable
- Predictable
- Improvable

Productivity Chart
Sample Management Team



These figures are based on 13 out of 14 team members' Kolbe A Index results.
If an Index is not completed or is in Transition it is not included.

CC = There is 1 or more instances of Conative Cloning in the specific mode.
P = There is 1 or more instances of Polarization in the specific mode.
MM = There is 1 or more instances of Missing Methods in the specific mode.

Synergy in Teams

- Business to Education Model
- Faculty
 - Middle School Teaming Model
 - High School and Elementary Application
- Students
 - Identifiable contributions to team
 - Makes cooperative learning even more powerful



Shouldn't students learn to work outside their comfort zones?



- An individual's Kolbe index doesn't change over time.
- It's not an excuse. A Fact Finder-Follow Through doesn't mean a student won't try new things. It means they tend to want more information before making that leap.
- When a student naturally learns a certain way, maximizing that style of learning when possible only adds to retention of material and enjoyment of learning.
 - *Think about what changes between elementary and high school classes...*

Kolbe and Shawnee Heights



- Partnership with our middle school
 - 568 students, approx. 70 staff members
- \$30,000 Grant
- Benefit:
 - Each staff member and student has an individual Kolbe index
 - Training and software provided
- Last Year:
 - Awareness of Student Strengths; Grouping, Some Differentiation
- This Year:
 - Classroom tool to differentiate instruction (PBL, Kagan, daily activities)

Observation #1: Increased Engagement



- Students found:
 - Role in group projects
 - Value
 - Contribution to team
 - Teachers “understood them”
 - Success in core areas

Observation #2: Decreased Discipline Issues



- Data pulled in Feb 2013, 67% of our students sent to the office were **Quick Start** or **Implementors**.
 - Disruptive Behavior
 - Off Task/Inappropriate Behaviors
- This **SAME** population of students had **6.6%** office referrals in elective classes, where content was hands on and their identified strengths more naturally utilized.

Observation #3: Patterns



Qualitative Findings

- Initiating Fact Finders and Follow Throughs tend to do better in school and enjoy it more.
- Teachers “tend” to be initiating Fact Finders and Follow Throughs.
- Our Quick Start students especially shared they gravitated towards the QS teachers in the building.
 - Why? Movement/Activities Changed Often

Areas of Continued Research

- High number of Initiating **Quick Starts** and Resistant **Follow Throughs** self reported to have ADD.
- Matching Teacher to Student MO increase student achievement?



Project Go Ahead

Implementation

Staff Training



- Staff received indexes first, training for student use second
- Experience it to believe in it
- Statistical Research Available
- Training from both consultants and Kathy Kolbe, Founder

Project Go Ahead with Students



Logistics

- Parent Letters
 - Communication #1
- Grant and Benefits
- Indexed students online
- Confidential Last Name ID
 - Research collected as grant

Benefits for Students

- Results in small groups with similarities
 - Affirmed and strengths recognized
- Learned how their strengths work in their favor
- Most natural way to approach studying and test taking

Students Provided With Their Results



Conable Cards

Fact Finder 
How you gather + share information

 **Research**
You study most effectively when you gather details

- Identify key points
- Write down specifics
- Establish priorities
- Figure out how to justify opinions
- Compare similarities and differences in what you're studying


Kolbe Conables™


Quick Start 
How you deal with risk + uncertainty

 **Innovate**
Your best way to make choices is to play your hunches

- Keep your options open
- Challenge yourself with deadlines
- Explore the unusual
- Defy the odds
- Don't over-think it

Kolbe Conables™

Mediator 
You do your best work when you're part of a team



- Groups and teams will work better when you help bridge differences
- Teaching others is your best way to learn
- Understand tough subjects by figuring out how to explain it to someone else
- Work with others on projects when possible

Kolbe Conables™

Follow Thru 
How you arrange + design

 **Plan**
Your best way of preparing for a big project is to plan ahead

- Create a checklist
- Put the list in a timeline
- Outline what and who are involved
- Design a routine and follow it
- Sort and store everything project-related


Kolbe Conables™

Implementor 
How you handle space + objects

 **Build**
Do your best work by using your talent to demonstrate

- Build models for reports
- Use objects to see ways to solve problems
- Volunteer to build or use the tools on projects
- Get up and move around while figuring things out
- Bring an object to touch as a stress-buster

Kolbe Conables™

Transition 
On my way to being me

This is a new start— use your talents in your own way today

- Relax + do what comes natural
- Create your own way of showing what you know
- Commit your best efforts by working in a way that's best for you.
- Evaluate every option and choose the best one for you

Kolbe Conables™

Each Student Has Their Own Lanyard



Kolbe Conable Tricks

Fact Finder

Follow-Thru

Quick Start

Implementor

<p>SIMPLIFY</p> <p><i>Your most effective ways of studying</i></p> <ul style="list-style-type: none"> ➤ Skim—get to the bottom-line. ➤ Find the big picture information—give it a slogan or commercial. ➤ Write down one-word summaries or simple examples. ➤ Put complex ideas on 3X5 cards, or slides. ➤ Pick out what matters most. 	<p>ADAPT</p> <p><i>Your best way of preparing for a BIG event</i></p> <ul style="list-style-type: none"> ✕ As you get ideas, write them down and put them in a special place. ✕ Figure out how long it will take you to get ready and set aside time just before it happens. ✕ Set deadlines for yourself to do the most important parts as they need to happen. ✕ Just before the event, stop everything else possible and focus completely on it. 	<p>STABILIZE</p> <p><i>Your best way of preparing for a BIG event</i></p> <ul style="list-style-type: none"> ☉ Have a solid set of rules for things you would <u>not</u> do. ☉ Consider whether choices fit those standards. ☉ Avoid the choices that do not fit your goals. ☉ Seek ways of doing things that match your goals. ☉ Stick with choices made this way. 	<p>IMAGINE</p> <p><i>Your best way of preparing for a BIG event</i></p> <ul style="list-style-type: none"> ☑ See the results in your head. ☑ Decide what has to work especially well. ☑ Find something like it that could make it work. ☑ Look for short cuts or ways that would work for as long as it needs to work. ☑ Find others to do what you don't do best.
<p>EXPLAIN</p> <p><i>Your most effective ways of studying</i></p> <ul style="list-style-type: none"> ➤ Keep studying when you're on a roll; come back later if you are not. ➤ Review everything and go back to the most important things. ➤ Write down key points. ➤ Explain and talk it through with others. ➤ Check through everything—without getting bored. 	<p>MAINTAIN</p> <p><i>Your best way of preparing for a BIG event</i></p> <ul style="list-style-type: none"> ✕ Find out what is expected of you. ✕ Agree on times that will work for you to check back. ✕ Set times when you will have your part done. ✕ Schedule your time so you can be sure you'll be ready. ✕ Have a place where you keep everything relating to it. 	<p>MODIFY</p> <p><i>Your best way of preparing for a BIG event</i></p> <ul style="list-style-type: none"> ☉ Talk ideas over with others. ☉ Be sure your ideas fit in with your other choices. ☉ Pay attention to how ideas play out for others. ☉ See if people you admire would also make the same choices. ☉ Consider the worst that could happen if you made a particular choice. 	<p>REPAIR</p> <p><i>Your best way of preparing for a BIG event</i></p> <ul style="list-style-type: none"> ☑ Get parts and materials that you know work. ☑ Discuss possibilities with others. ☑ Read directions. ☑ Find others to work with when necessary. ☑ Decide what really needs to work and for how long.
<p>SPECIFY</p> <p><i>Your most effective ways of studying</i></p> <ul style="list-style-type: none"> ➤ Write it down. ➤ Make notes. ➤ Identify the most important points. ➤ Find out what topics have been covered on past tests. ➤ Prove—but don't argue. 	<p>SYSTEMATIZE</p> <p><i>Your best way of preparing for a BIG event</i></p> <ul style="list-style-type: none"> ✕ Outline what and who it involves. ✕ List everything you need to do and check it off as you do it. ✕ Put the list in a time-line, giving yourself deadlines. ✕ Schedule a regular time to work on it. ✕ Have a special place to put everything you're working on. 	<p>IMPROVISE</p> <p><i>Your best way of preparing for a BIG event</i></p> <ul style="list-style-type: none"> ☉ Keep your options open. ☉ Know what you would never risk—and don't. ☉ Take risks—unless things keep going wrong along the way. ☉ Experiment with ideas that don't put you in danger. ☉ Listen to what you say—and act upon it. 	<p>BUILD</p> <p><i>Your best way of preparing for a BIG event</i></p> <ul style="list-style-type: none"> ☑ Get quality tools and materials. ☑ Don't try to hurry. ☑ Find a place to work where you can leave it until it's done. ☑ Don't try to tell people what you're doing while you're doing it. ☑ Do as much as possible by hand.

Engaging the Individual Learner



Teachers Have....

- Access to “how” individual students best problem solve.
- Decreased conative stress and frustration with students
- Better relationships

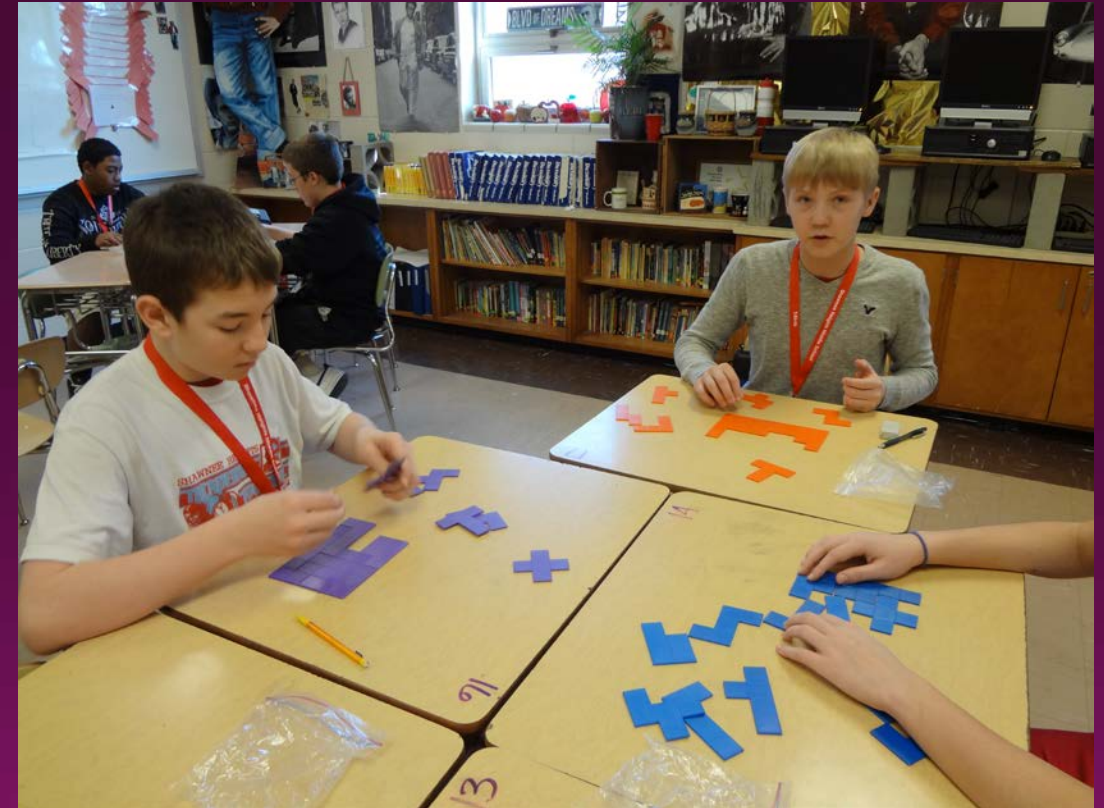
Students Have...

- Affirmation
- Tools to use these instincts to their advantage
- Increased attendance, increased satisfaction with school

Project Go Ahead in Action



Student Experience



What our teacher's say about Kolbe...

From our Instructional Coach, Stacey Bell...

Kolbe Became Part of Our School Culture



...and part of our vocabulary with staff and students.



What the Students Say....

How Can Kolbe Be Used in the Classroom?

#1) Awareness

- Talk about Kolbe results
 - Yours and Theirs
 - Not an Excuse-Strength
- Remind them of their initiating strengths-positive recognition!
- Compassion and Understanding
- Knowledge



How Can Kolbe Be Used in the Classroom?

#2) Grouping to Maximize Synergy

- Kagan Groups
- Project Based Learning
- Identifiable student strengths
- Project Design/Grouping

Examples grouped with like Strengths not as productive.



How Can Kolbe Be Used in the Classroom?

#3) DIFFERENTIATION!

- Providing choices in assignments for students
- Assigning roles/tasks good fit to students just like employers would at the workplace

Ready for more??

- Allowing students to submit proposals for projects



Ideas for Differentiation



PBL or Group Project Planning:

- Task your **Quick Start** with leading the generating ideas discussion
- Have your **Follow Through** student outline group project tasks and timeline
- Utilize the **Fact Finder** consider the details
- **Implementor**-What visuals or models will your team create?

Ideas for Differentiation

Fact Finders:

- Research
- Identify supporting details
- Compare and contrast
- Put together data points
- Find previous examples
- Debate with supporting details-writing
- Explain in detail

Follow Through

- **Systemize**
 - Create mnemonic device
- **Complete self-paced, teacher designed tasks with steps**
- **Logs-daily journals**
- **Explain steps or process start to finish**
- **Know the syllabus-daily activities or routines**

Ideas for Differentiation



Quick Start:

- Create
- Present
- Let them get started quickly and change their minds as they work through an activity
- Exploration
- Verbal Exchanges-Discussion

Implementor

- Build-Replicate
- Model
- Draw, Depict Visually
- Textile
- “Show” others-presentation
- Movement
- Run experiments, labs

Ideas for Differentiation

Mediators

- Work best in groups
- Allow for contribution
- Teach others
- Demonstrate

Transition

- Encourage them to do what's natural
- Find their own way to complete a task
 - See them try other student's ways



Discussion

We have found there is three basic phases to implementing Project Go Ahead:

1. Awareness
2. Synergistic Grouping
3. DIFFERENTIATION

Where does your building fit?
What could this look like in your school?



Replication of Project Go Ahead

Project Go Ahead...
GO AHEAD! Be Yourself!!

Grants Available

OpGo Alternative



Password: projectgoahead

Contact Information

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