

Dare to Dream

We are gathered here today
to bear witness,
to bear witness to the union
of two beautiful people
Yes, today is the day that we merge
who you are
with who you want to be,
making the vision
and the reality – one
An integration
born of communication
and made tangible
by your commitment to yourself

Now, I know some of you might be afraid
but don't let cold feet
stop you from jumping the broom,
from taking the first step,
from beginning a journey
that will transform your life

Yes, I know some of you might be afraid,
But you see, it's my job
- to show you that better days are coming

Yes, it's my job
- to be Harriet Tubman like
with my movements and verse
So if I have to steal a way
just for us to make a way, well then Star
I'll be the first one with his hand in the cookie-jar
of self-advocacy,
I'll use these sticky fingers
to pick-pocket the pocket of
Self-determination
And if I got to grand-theft-auto
the Mercedes-Benz
of a quality-education,
then they might as well leave the doors unlocked
and the keys in the ignition
'cause I'm gone in 60 seconds
and aint' NOTHING, and I mean NOTHING
standing in my way
You see, it's my job
to unlock doors
unshackle minds
break through glass ceilings
motivate, inspire, and challenge you,
-I'm hear to challenge you

And so I dare you,
- I dare you to sit in your seat
and not feel moved
by the testimonies of these brave souls,
who come before you as examples of excellence

I dare you,
- I dare you to look in the mirror
without imagining,
see yourself as yourself
A diamond, that might need a little polishing,
but whose beauty has always existed

I dare you,
- I dare you to step,
bounce, and move to your own rhythm
excite minds
in time
we'll redefined the system
I write lines
designed to embrace and kiss,
plus supercharge like imports strapped with nitrous,
this is a revolution
a fight for inclusion
segregation is no solution
Brown vs. Ed is how I'm provin'
we deserve the best
nothin' more and nothin' less,
every child gets left behind
when all we focus on are tests

And so I dare you,
To judge yourselves by a different standard,
to lift as you climb,
to fight like gladiators
to become master and commander
of your own beautiful minds
But above all else,
I dare you to dream – dare to dream y'all

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Recording available on iTunes

INQUIRY JOURNAL PROMPTS

Inquiry Journal Prompts	Interesting Ideas to Explore
Write three things you learned in today's session.	I learned that . . .
Write about something that surprised you or was new to you.	I was surprised that . . .
Write something that you already knew about. Tell how you know.	I knew that ...
List some ideas that seem interesting to you.	Interesting ideas I have are ...
List ideas that you want to know more about.	I would like to know more about ...

STOP AND JOT

When you come across a good idea or a question occurs to you, get in the habit of stopping to jot it down in your inquiry journal. You don't need to go into detail at this point. Use this form or make two columns in your journal with the page number in the margin and jotted notes beside it.

This is important for keeping track of where you found the idea so that you can find it again when you want to. In addition, you will record the citation in your inquiry log so that later, when you are further along in your inquiry, you can cite the source that you used.

Source:	
Page Number	Ideas and questions

Source:	
Page Number	Ideas and questions

PAIR SHARE PROTOCOL

Pair Share Protocol Prompts	Getting ready to identify inquiry question
<p>As you dip in and read, write down what seems interesting to you.</p> <p>Write why you think it is interesting.</p>	<p>This is interesting . . .</p> <p>This is interesting because . . .</p>
<p>Read over what you have written and write the things you would like to tell someone else about.</p>	<p>I would like to tell about . . .</p>
<p>Pair Share Partner A: Shares. Partner B: Listens and takes notes. Partner B: Shares. Partner A: Listens and takes notes.</p>	<p>Share with your partner and take notes.</p> <p>Telling helps to clarify your ideas for forming a good inquiry question.</p>
<p>Partners exchange notes.</p>	<p>Your partner's notes on what you shared can give you insight for forming possible inquiry questions.</p>
<p>Reflect on what you found interesting and how you described it to your partner and think about possible questions to look into further.</p>	<p>Write three possible questions that you would like to explore further.</p>

Own Your Learning Conferences:
Conference Preparation and Execution Rubric

	10 (A+)	8.5 (B)	7.5 (C)	5 (F)
Conference Plan: Categorizing Frame	You include the given number of items for each of the 6 categories	You include the given number of details for 5 of the 6 categories	You include the given number of details for 4 of the 6 categories	You include the given number of details for 3 or fewer of the 6 categories
Conference Plan: Document	Your document is neat and detailed; it reflects a great deal of care	Your document is neat and detailed; it gets the job done	Your document is neat and fairly basic; you could have put more work into this	Your document is sloppy and/or sparse; you clearly did not put time or effort into this
Conference Execution: Presentation	You clearly practiced your presentation thoroughly: you delivered it smoothly and confidently	You clearly put some effort into practicing: your delivery was generally smooth and you seemed pretty confident	You did not seem to put enough effort into practicing: your delivery was rocky and you appeared unprepared	You did not seem to put any effort into practicing: it seemed like you were “winging it”
Conference Execution: Question Answering	You provide your teachers with a lot of detailed information about yourself	You provide your teachers with sufficient information about yourself	You provide your teachers with some information about yourself; your answers are sparse	You provide your teachers with very little information about yourself

Total Score: _____/40

Own Your Learning
Conference Plan Outline

Type your information for the following headings as bullet points in a Google Doc.

Participants

My strengths and interests

Major points I want everyone to take away from this meeting

My diagnosis and a brief description of what it means

My inquiry question

What I found out about my inquiry question

How what I found out applies to me

How you can support my learning

Sample Conference Planning Document

Kendra Whiteside
September 13, 2018

Own Your Learning Conference Plan

Participants

- Mr. Kamosky
- Ms. Chodnowsky
- Mrs. McCuine
- George Whiteside
- Mrs. O'Connor

My strengths and interests

- I'm an excellent artist. I especially love to paint. I hope you'll come see my artwork in the upcoming art show!
- Science is really interesting to me. I love to do labs in class. I'm a great lab partner.
- I play hockey outside of school six days a week. This year I'm on a traveling team, which keeps me really busy.

Major points I want everyone to take away from this meeting

- I'm smart and want to do well. I just need some help from you.
- My difficulties with executive function make it hard for me to finish work on time and keep myself organized
- I'm excited to learn and practice some executive function strategies this year

My diagnosis and a brief description of what it means

- Unspecified Neurodevelopmental Disorder (Executive Function): this means I have trouble planning ahead, staying organized, and getting started on assignments.
- Dysgraphia: this means I have trouble with handwriting. I also have a hard time thinking of what I want to say when I write and getting it in an order that makes sense.

My inquiry question

What is executive function and how does it impact my school work?

What I found out about my inquiry question

- People are born with executive function difficulties, and they're usually passed down from one family member to the next.
- Executive function difficulties do not affect your intelligence. You can be very smart and struggle with executive function.
- School-age kids who struggle with executive function can leave things to the last minute. They often think that long assignments are going to take them much less time than they actually do.
- Executive function difficulties can make it very easy to lose things. This includes homework assignments, notebooks, and projects.
- There are specific strategies that people can learn to get around executive functioning difficulties!

How what I found out applies to me

- My dad is really disorganized, so my executive weakness was probably passed down from him
- Just because I lose things and procrastinate does not mean I'm not smart. In fact, I'm very bright.

- I often leave things to the last minute. I'll think that five minutes is enough time to finish a 30-minute assignment.
- My teachers have said I leave a "trail" of things behind me. This can be funny, but it also makes it really hard to keep track of my things. I often do my homework but then can't find it when it's time to pass it in.

How you can support my learning

- Teach me some strategies for planning my time and keeping track of my materials. If I'm leaving your room and you've noticed that I've left things behind, let me know.
- Give me paper copies of things instead of sending them as emails. As hard as it is to keep track of paper, I find managing my email to be even more challenging.
- Don't get mad at me for being disorganized. It would be more helpful if you helped me to practice ways to get better at it.