"They need to see us try things and fail. They need to see that it's a part of learning and growing. Hopefully, they will try themselves and not be afraid."

"My class has gone digital. Everything is online including how they submit assignments. They can do a test online and get an immediate score."

"There is a battle with classroom management. There is training students on the appropriate ways to use it."

"One of the most valuable tools [to assess learning] is very informal — I observe and actually walk around and engage with students … I know my students."

"[Students] designed a project through the scientific inquiry method. They have variables and controls ... I think the process is important to go through and teaches them that it is OK to fail and go back and fix it."

"For projects, I'm not evaluating it for a grade. I want them to be successful in life, not just for a grade. I want them to learn the skills … and attitudes rather than just learn to add or subtract."

"It's not about what they learn necessarily. I want them to eventually be good problem solvers."

"I've worked with individual teachers and teams with effective rubric writing. That's the change of the times. It's the effective way now."

"I think a lot of our teachers aren't scared of doing something different."

"I think it's important for an administration to make the teachers and staff know that if they try something different, they will not be dinged for succeeding in it right away … Adults are no different than students. If my teachers are afraid to fail, then so are my students."

"I'm a Ph.D. student and seek undergraduates who know much more than I do. I use professional resources. I know like Adam Welcome who I follow their Twitter feed and see his retreats. I follow the education commissioner. I like to see what other people are doing."

"We have a lot [of professional development] on campus. I get to go every couple of years to a conference to prepare to help teachers get Hispanic students into highly selective schools."

"There is tremendous administrative support here. Professional development is huge. The very first year I was here, I went to a training and conferences. My other trainings have been tied to AP training or one-day sessions."

"The nice thing is that our schedule affords us [professional development time]. All teachers have a prep period when we can collaborate. On Wednesdays, we have instructional prep time when we can share lessons and ideas. We are teaching each other."

"If there are accountability assessments like state or AP tests, then we have time frames to hit. So they have to r G[odet fn nodevshe v sorething mor

Counselors

"If you don't change it, it's no longer creativity. It may be creative the first time out, but it's not later."

"Kids are bound by their grades or GPA ... We need to try to get the kids here to loosen up — it's not all about the grades."

"There are different ways to get to the same end goal. You don't have to take the same path. Kids are at different levels."

Instructional Coaches

"I will help support teachers one by one. We do a lot of hands-on training … Sometimes, we'll have a newsletter on what is upcoming. I'll put out challenges to teachers, and it's up to the teacher on whether they take on the challenge. We don't make teachers do anything."

"The grading system is archaic. This is a discussion that we have as a staff and within the district on how to fairly assess kids. Parents are focused on [the grade], but we're focused on formative assessment and growth."

"We're lower-middle SES. Technology levels the playing field a little bit. Kids get to develop the soft skills and learn the critical thinking skills. It's not an assessment we can give to measure something for, like cooperation. It's a conundrum. But creativity and technology develop those critical thinking skills."

"[Technology] provides individualized learning. You can set up three different classrooms with math, and I could send out what each group can be doing. They immediately have what they need. I think it's helped switch from instruction to facilitation."

"The personalized learning will continue to increase. We've had some schools in our district that are getting rid of traditional grade levels … You got kids moving at all different levels. Some kids can master something with one or two lessons, while others may take seven or eight and others who will take 12 or 13."

Students

"Students actually learn rather than just doing busy work. If we're given the time to be creative, then we're more willing to learn and put effort into it."

"With the absence of fear, creativity can flourish."

"It's a part of the education system to be stressed about the SAT and be good enough for universities, which limits our creativity and puts it to a test."

"In English, everything is on the iPad. I don't like to read on the iPad. Sometimes, I wish I had a paper book."

"I wouldn't say [technology] contributes much to creativity. It comes from us more."

"My parents are old school and use traditional paper and pen. I tell them that I prefer a screen. They try to limit my access, but we're at an age where everything is on a screen."

"We're an Apple Distinguished School. We get iPads, and the teachers and administration make the most out of that. It's really helpful that we get digital copies of what we get done. We're able to have clear instructions and evidence for it. It helps us to be more responsible too."

"What I like is 'the ability to imagine new ways' because, at this school, every teacher gives a lesson differently, even in the same subject. You can see a new approach and see things in a new light."