Sioux Falls School District
CLICK: Connecting Learning, Instruction, Content and Kids
Effective Instruction
Professional Development- Strategies for Designing, Implementing and Evaluating
Adapted from Sue Beers

Kids	Content
- Relationships matter most - Immediate feedback - One size does not fit all - Engagement/motivation - Feeling of competence - Sense of belonging - Maximize potential Understand student motivation and his/her academic, emotional and social needs.	- The *appropriate* challenge (rigor) - Multiple resources - Choice - A book is NOT curriculum, it's a resource - Focus on essentials and standards - Engage and build background knowledge - What will mastery look like? Results? - Relevance Understanding what is worthwhile to learn and the prerequisite skills needed to achieve it.
Learning Process	**Instruction**
- Differentiated instruction/assessment "Fair isn't always equal" - Classroom culture of inquiry - Actively involved Students - Self-assessment and reflection - Foster the joy of learning - Engage, explore, explain, evaluate and extend - Problem solving Understand how learning occurs and how students process new knowledge and skills.	- Higher-level/analytical thinking - Teachers need feedback, modeling, coaching, time to practice, *feedback!* - Classroom structure and grouping - Excellence and equity for *all* students - Data-driven instructional design - Communication and collaboration - Effective instructional strategies Understanding effective instructional strategies to help students learn the desired content.

Classroom MANAGEMENT that *Works*
By
Robert J. Marzano

"Research suggests there are specific classroom management strategies that can have a major positive impact on student achievement."

Rules and Procedures: Although the terms are often used interchangeably, rules and procedures have some important differences.

    <u>Action</u>: Identify rules and procedures for your classroom ON THE FIRST DAY!

Disciplinary Interventions: Classroom teachers are the "first line of defense" for discipline problems. Effective discipline strikes a balance between effective classroom management and effective response at the building level. A well-organized, well-run classroom can make a SIGNIFICANT difference for ALL students regardless of their abilities and/or backgrounds.

    <u>Action</u>: Use specific techniques to acknowledge and reinforce acceptable behavior and provide negative consequences for unacceptable behavior.

Teacher-Student Relationships: Establishing positive teacher-student relationships is the foundation of all classroom management. Good relationships with students pave the way for the ready acceptance of rules, procedures, and disciplinary actions. Establish a well-balanced classroom based on mutual respect.

    <u>Action</u>: Establish a balance between dominance and cooperation in your classroom.

Mental Set: Approach your classroom with a specific "frame of mind"; this element of management has the largest effect size! Mental set refers to "mindfulness" or "with-it-ness" – being aware of what is happening in all parts of the classroom at all times. The second component of mental set is "emotional objectivity": carrying out the various aspects of classroom management without becoming emotionally involved – i.e. without personalizing the actions of the students.

    <u>Action</u>: Develop your ability to maintain heightened awareness of the actions of ALL students in your classroom at ALL times.

The Student's Responsibility for Management: Students should be given the message that they are responsible for their own behavior and they should be provided with the strategies and training to realize that control.

    <u>Action</u>: Establish classroom procedures that develop student responsibility.

Classroom Management that *Works*

IN SUMMARY … clearly defined rules, procedures, and disciplinary interventions, attention to student-teacher relationships and mental set, and developing student responsibility are the guiding forces in classroom management. The beginning of the school year is the critical time for setting the tone for the entire year. Effective teachers focus on classroom management in a systematic manner, clearly and specifically articulating the strategies and expectations for ALL students.

GET OFF TO A GOOD START…
- ✓ Set up and arrange your classroom in a manner that facilitates effective management.
- ✓ Begin teaching the elements of effective management on the first day of school.
- ✓ Check for understanding – re-teach management strategies during the first few days.

Classroom INSTRUCTION that *Works*
By
Robert J. Marzano, Debra Pickering, Jane E Pollock

"Research suggests there are specific teaching strategies that can have major positive effects on student learning."

1. **Identifying Similarities and Differences:** Instruction in identifying similarities and differences can vary greatly between classrooms. Activities may be either teacher and/or student directed. Generally, students' understanding of and ability to use knowledge are enhanced. These strategies include comparing/contrasting, classifying/categorizing and creating metaphors and analogies.
2. **Summarizing and Note Taking:** Typically, these skills are referred to as "study skills", BUT summarizing and note taking are two of the most powerful skills available to students. Summarizing and note taking provide students with the tools required for identifying and understanding the most important aspects of what they are learning.
3. **Reinforcing Effort and Providing Recognition: Reinforcing effort teaches students a valuable** lesson: the harder you try, the more you learn. Recognizing success for achieving specific goals serves not only to enhance achievement but also ignites motivation.
4. **Homework and Practice:** Homework and practice are strategies that are used to extend the school day. They provide students with opportunities to process and broaden their learning. Both homework and practice can be powerful tools.
5. **Nonlinguistic Representations:** Nonlinguistic representations help students understand content in a new way. These strategies range from graphic organizers to physical models.
6. **Cooperative Learning:** Cooperative learning is the most powerful of all classroom grouping strategies. It can be used in a variety of ways and in many different situations.
7. **Setting Objectives and Providing Feedback:** These powerful strategies are often under used. Setting objectives establishes a direction for learning. Providing feedback informs students of their progress and achievement relative to their learning objectives and goals.
8. **Generating and Testing Hypotheses:** Generating and testing hypotheses is one of the most powerful and analytic cognitive operations. Far from being reserved for science only, this cognitive skill applies to a variety of tasks and content areas. Students must practice explaining their hypotheses and conclusions, preferably in writing.
9. **Cues, Questions, and Advance Organizers (ACTIVATING PRIOR KNOWLEDGE):** Activation of prior knowledge is essential to ALL learning. Precise instruction ensures more efficient learning. Helping students generalize prior knowledge to new learning positively enhances student achievement.

Classroom Instruction that *Works*

For a brief description of each of Marzano's Nine Instructional Strategies: http://www.middleweb.com/MWLresources/marzchat1.html

Websites that support Marzano's Nine Instructional Strategies:
https://www.rcschools.net/

Using the Nine Instructional Strategies:

- ✓ At the <u>beginning</u> of a unit, strategically identify GOALS.
- ✓ <u>During</u> a unit, strategically, monitor progress toward the goals, introduce new knowledge, and practice, review, and apply new knowledge.
- ✓ At the <u>end</u> of a unit, strategically evaluate achievement and reflect on the learning

Benefits of Strategic Instruction: Validation, rethinking your classroom practices, and improved learning and achievement.

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DIFFERENTIATED INSTRUCTION
A Teachable Point of View

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What is differentiated instruction (DI)?
According to DI expert Carol Ann Tomlinson, differentiated instruction " … is a teaching philosophy based upon the premise that teachers should adapt instruction to student differences … to meet students' varying readiness levels, learning preferences, and interests." Using this approach, instruction then benefits all learners, including those who are racially, culturally, and linguistically diverse, as well as those students with a range of skills, gifts, strengths, needs, abilities and challenges.

What are some basic principles of DI?
Teachers use a variety of instructional and management strategies to accomplish differentiation such as formative and summative assessments and small, flexible group instruction.

DI is responsive teaching; it is NOT individualization. The teachers' response is guided by DI principles such as:
- ❖ Ongoing formal and informal assessment to guide instruction and choice of content formats.
- ❖ Flexible student grouping arrangements such as whole class, small groups, and individual work groups.
- ❖ Respectful tasks geared toward the needs of the student.

How do teachers differentiate?
Teachers can differentiate according to students':
- ❖ <u>Readiness</u> reflects what a student knows, understands, and can do in light of what the teacher is planning for the lesson
- ❖ <u>Interests</u> take into consideration what a student enjoys thinking about, learning about, and doing
- ❖ <u>Learning styles</u> represent a student's preferred mode of learning

What can a teacher differentiate?
Armed with knowledge about students' readiness, learning preferences, and interests, teachers are able to differentiate three aspects of the curriculum: CONTENT, PROCESS, and PRODUCT.
- ❖ <u>CONTENT</u> refers to the concepts, principles, and skills that teachers want students to learn and be able to do. All students should have access to the same core content.
- ❖ <u>PROCESS</u> refers to the activities and methods the teacher will use to provide students with opportunities to internalize and "make meaning of" the content.

Differentiation

❖ <u>PRODUCT</u> refers to the culminating projects that students complete as a means of demonstrating that learning has occurred. Products provide students with opportunities to extend learning beyond the classroom.

Why use differentiated instruction?

Simply put, students vary greatly, and if teachers want to maximize their students' potential, they will have to attend to differences (Tomlinson, 2001).
Effective teachers have always recognized that "one size fits all" instruction does not meet the needs of diverse learners (Strickland, 2004). This is especially true in the 21st Century. Teachers attending to vast student differences find answers in differentiated practices. Marzano (2003) clearly identifies the benefits of DI stating, "… it is perhaps self-evident that more effective teachers use more effective instructional strategies. It is probably also true that effective teachers have more instructional strategies at their disposal." Most importantly, then, DI is connected to teacher professionalism: "… expert teachers are attentive to students' varied learning needs." (Danielson, 1996). Those who differentiate are " … more competent, creative, and professional …" (Tomlinson, 2001).

How do we begin to implement differentiated instruction?

Teachers vary as greatly as their students. Some "naturally" differentiate; others find the challenge of creating an inclusive, responsive environment daunting. There are no recipes (Tomlinson, 2001). However, the following guidelines have proven helpful to teachers as they begin to differentiate, begin to differentiate more proactively, and/or seek to perfect a differentiated classroom.

Practice self-reflection: how does your classroom match the philosophy of DI?

Start small, but start!! Choose a single content, process, or product.

Utilize interventions available at the building and district level.

How will teachers know that differentiation is occurring?

The use of differentiation in the classroom is most often imperceptible. Students in a DI classroom might simultaneously be working on different activities at different levels or based on different interests. Despite the many activities that are occurring, the DI classroom is not chaotic but is conducive to meeting the needs of all learners.

Remember:
"Enjoy your own growth. One of the great joys of teaching is recognizing that the teacher has always more to learn than the students and that learning is no less empowering for adults than for students." (Tomlinson, 2001).

Resources:
Marzano, R.J. (2003). **What Works in Schools.** Association for Supervision and Curriculum Development.

Tomlinson, C.A. (2001). **How to Differentiate Instruction in Mixed Ability Classrooms**. Association for Supervision and Curriculum Development.

Web Article: **Differentiated Instruction: An Overview.**
http://www.epsbooks.com
Dr. Cindy A.Strickland, University of Virginia, Charlottesville, VA

GLOSSARY

Formative Assessment is intended to give students feedback on their learning progress and to give the teacher an indication of what students have mastered and areas of difficulty. Formative assessment is not used to assign grades toward determining whether the student earns credit for a lesson or unit.

Intervention is additional instructional time focused on areas of student need in structured, flexible group settings.

Respectful Tasks are designed to meet specific student challenges without demeaning the students' readiness, interests, or learning profile.

Responsive Teaching is teaching within the zone of proximal development; teaching and assessment based upon student readiness, interests, and learning profiles.

Summative Assessment is evaluation at the conclusion of a unit or units of instruction or an activity or plan to determine or judge student skills and knowledge or effectiveness of a plan or activity. Outcomes are the culmination of a teaching/learning process for a unit, subject, or year's study.

Diversity and Poverty-
A Teachable Point of View

Sioux Falls
- 2009-10 - 24% of the Sioux Falls School District students are from ethnic groups other than Caucasian
- 2008-09 - 31,061 families, 4,687 live on an annual income of less than $25,000
- 2009-10 - 35% of our 20,905 students received free or reduced meals at school
- 2009-10 - 1,034 students were identified as homeless
   (Data Sources: District Data Profile, District Homeless Ed Office)

Ethnic diversity within the Sioux Falls School District has increased, which includes refugees from different parts of the world. The current refugees and immigrants come from 76 countries and speak 57 languages and dialects. The Sioux Falls School District embraces the increasing diverse student population. Everyone can learn from one another. The District's goal is to provide all students with the skills they need to succeed in our changing world.

The poverty rate has increased over the last twenty years in the Sioux Falls School District. Research shows children who live at or below the poverty line are more likely to have difficulty in school than are children who live above the poverty line. Staff members must learn to understand the backgrounds students come from and how to support their academic development at school.

Ruby Payne outlines key points to remember when working with students from poverty. It is important that educators understand how the "hidden rules" within each social register (generational poverty, middle class, wealth) impact how students and adults respond to situations and make decisions. For more information: http://homepages.wmich.edu/~ljohnson/Payne.pdf.

Ruby Payne states that to prepare students to function in middle-class settings may in the future break the cycle of generational poverty. Schools can do the following to support this effort:
- Provide emotional resources (e.g. mentoring and role modeling). Create support systems such as homework support, supplemental reading programs, and parent training.
- Offer direct instruction to give students particular experiences needed to learn specific strategies and skills such as the ability to plan and organize and the opportunity to expand vocabulary.
- Positive and supportive interpersonal relationships are crucial to success.
- Establish schedules and instructional arrangements that allow students to stay with the same teachers for two or more years, commonly known as looping.
- Focus on staff development with a diagnostic approach rather than a programmatic approach.

Diversity and Poverty

Literacy is viewed as the cornerstone for all current and future learning. Literacy understanding is affected profoundly for children coming from disadvantaged homes. It is through literacy that children explore their thoughts and understandings. It is the place to build background knowledge, oral language skills, academic vocabulary and comprehension. It is also the place to develop communication skills of writing, listening, speaking and viewing.

Most parents want their children to succeed. Schools must establish high expectations and the belief that all students can succeed. It is not enough to expect a child from an impoverished home to "just make it through the year." We must set realistic expectations with all students and strive to meet those goals.

For information on the Red Apple courses on Poverty: http://www.escweb.net/sd_sfsd/.

Resources
Marzano, Robert J., *Building Background Knowledge for Academic Achievement,* Association for Supervision and Curriculum Development, 2004.
Solley, Bobbie A., *When Poverty's Children Write,* Heinemann, 2005.
Payne, Ruby K., *A Framework for Understanding Poverty,* aha! Process, Inc., 2003.

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Direct Vocabulary Instruction
Building Background Knowledge, **Robert Marzano**

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Students walk into our classrooms and are faced with new curriculum in all academic areas. For some this is a daunting task. We know that the effectiveness of the teacher and having a viable curriculum play an important role in helping all students learn.

Marzano's research in ***Building Background Knowledge,*** states that what students already know about the content being studied is one of the strongest indicators of how well they will learn new information relative to the content. There is a strong relationship between background knowledge and achievement.

One way to build background knowledge is through direct vocabulary instruction. Students come into classrooms with vocabulary sizes that vary greatly depending on their experiences and the amount of oral language, reading and writing they have experienced.

There are eight characteristics of effective direct vocabulary instruction.
Characteristic 1: Effective vocabulary instruction does not rely on definitions.
Characteristic 2: Students must represent their knowledge of words in both linguistic and
                 nonlinguistic ways.
Characteristic 3: Effective vocabulary instruction involves the gradual shaping of word
                 meanings through multiple exposures.
Characteristic 4: Teaching word parts enhances students' understanding of the terms.
Characteristic 5: Different types of words require different types of instruction.
Characteristic 6: Students should discuss the terms they are learning.
Characteristic 7: Students should play with words.
Characteristic 8: Instruction should focus on terms that have a high probability of
                 enhancing academic success.

The direct vocabulary approach involves six steps.
Step 1: The teacher provides a description, explanation or example of the new term. This
       description is not just the dictionary meaning.
Step 2: Students restate the explanation of the new term in their own words. These are
       written in their academic notebooks.
Step 3: Students create nonlinguistic representations. These can be graphic organizers,
       drawings, photographs, or pictographs. Students can also be encouraged to create
       mental pictures and act out meanings of the new words.
Step 4: Student periodically do activities that help them add to their knowledge of
       vocabulary terms. Activities might include comparing and contrasting terms,
       generating metaphors or analogies using terms, and revising initial descriptions or
       nonlinguistic representations of terms.

Direct Vocabulary Instruction

Step 5: Students periodically are asked to discuss the terms with one another. Students can be organized into small groups and discuss the terms in the vocabulary section of the academic notebook. Prompts for discussion may include terms interesting to students, questions about specific terms, identifying terms with multiple meanings, favorite terms and terms that were difficult to learn and why.

Step 6: Students periodically are involved in games that allow them to play with the terms. These games may include charades, Pictionary, Gestures, and Taboo.

As lesson plans are developed for each week the following schedule may be used-

Monday   Introduce the word and do steps 1-3.
Tuesday   Step 4
Wednesday   Introduce another word or words and do steps 1-3.
Thursday   Step 4
Friday   Choose from Step 5 or 6

21st Century Life Skills for a Changing World

Assure that all students, as individuals, as a whole and within each subgroup (white, black, Hispanic, Native American, Asian, limited English proficient, special education and economically disadvantaged), demonstrate 21st Century life skills (analytical thinking, problem solving, finding and evaluating information, communicating, and collaborating).

Society's demand that schools be held accountable for mastery of core curriculum is one step in determining if students are prepared for a changing world. The second step is to prepare our graduates to use their core knowledge to make difficult decisions about complex problems. New discoveries, technologies, and scientific advances continuously add to human knowledge, making the ability to find information and use it creatively and cooperatively is essential for students to thrive in the future. Our classrooms must become laboratories where students learn to activate core content knowledge using information and communication tools and 21st Century life skills to understand their fast-changing world.

Communicating
- Conveying ideas graphically - Reading with understanding and in writing
- Speaking so others understand
- Listening actively
- Observing critically

Creating and Innovating
- Originality and inventiveness in work
- Developing, implementing and communicating new ideas
- Being open and responsive to diverse perspectives
- Acting on creative ideas

Collaborating
- Learning cooperatively
- Valuing contributions of others
- Negotiating and resolving conflict
- Guiding others
- Working together as a team

21st Century Skills

Marzano Instructional Strategies
1. Identifying Similarities and Differences
2. Summarizing and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cue, Questions, & Advance Organizers

Finding and Evaluating Information
- -Recognizing need for more information
- -Developing a strategy to find information
- -Using multiple sources of information
- -Determining credibility, reliability, accuracy and relevance

Problem Solving
- Defining the problem and its variables
- Generating and testing hypotheses and predictions
- Summarizing and note taking
- Determining relationships
- (e.g. cause-effect, correlation)
- Making decisions

Analytical Thinking
- Identifying similarities and differences
- Using cues, questions and advance organizers
- Planning
- Classifying
- Prioritizing