Effective Teaching Strategies

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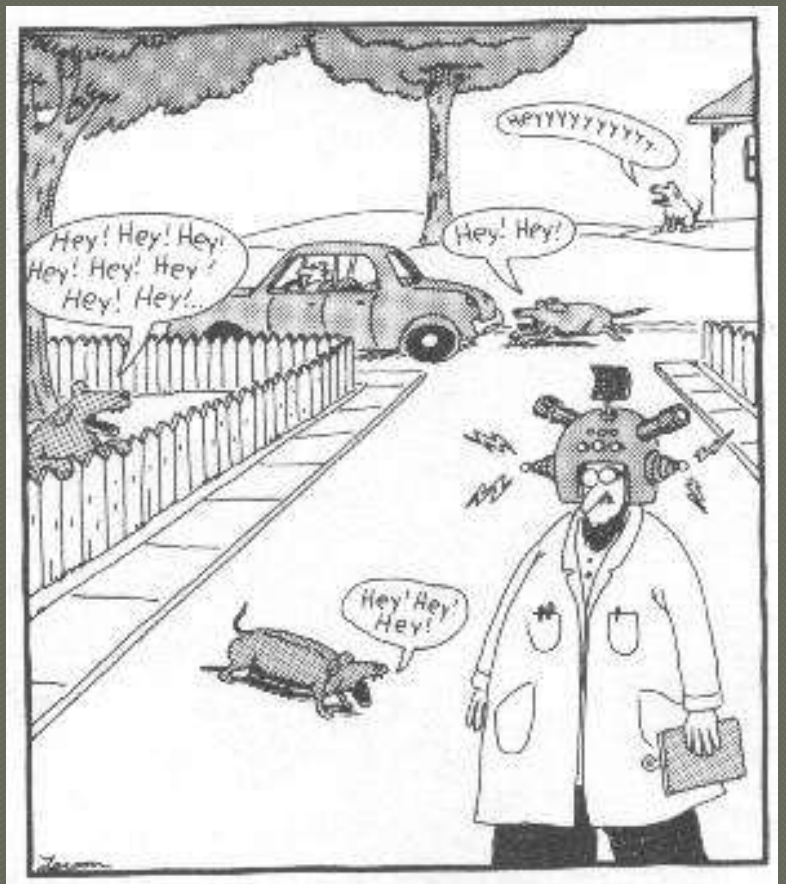
Have you had this experience?

How do you know if your students "get it"?



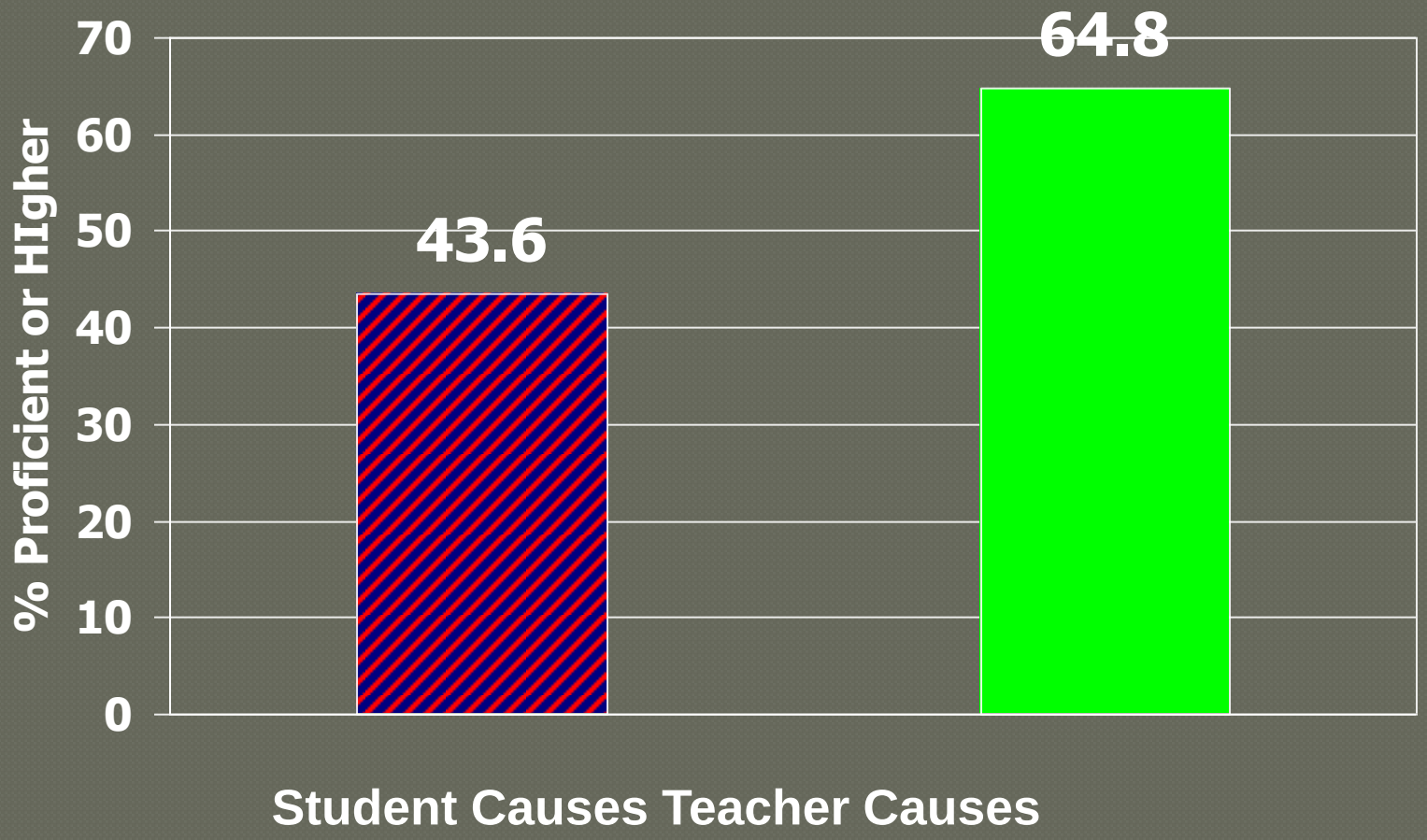
Donning his new canine decoder, Professor Schwartzman becomes the first human being on Earth to hear what barking dogs are actually saying.

Generate Hypotheses

- Same population – diversity:
  - minority, ELL, Low SES, Sp.Ed
- Same class size
- Same schedule, materials, curriculum
- Teacher A: 18% of students proficient
- Teacher B: 82 % of students proficient

ACTIVITY: *Develop hypotheses about causes of differences of success*

If you think that teachers and leaders influence student achievement, you are right!



Source: Center for Performance Assessment, *Leadership for Learning* (2005); www.MakingStandardsWork.com.

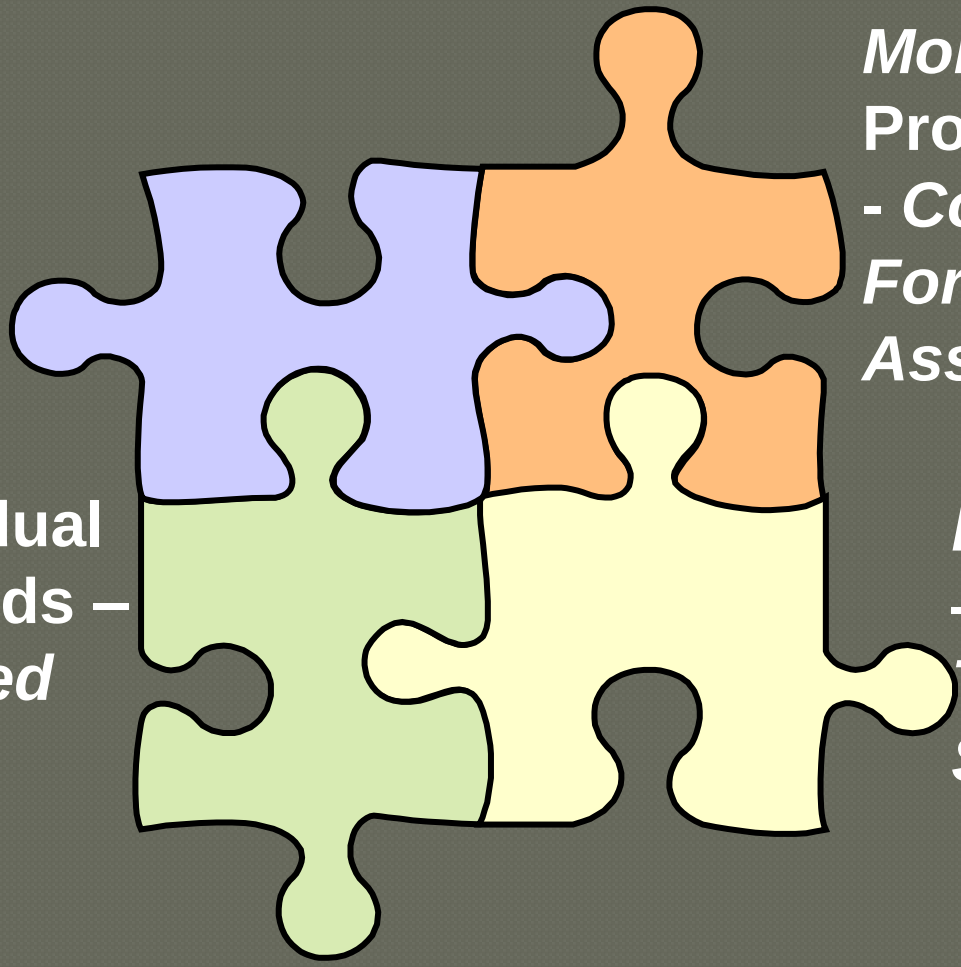
Effective Teaching Strategies

- You already do these – this is NOT new!
- ETS connects teaching strategies with research showing which works with what objectives
- Key to success
  - Connecting lesson plan objective with specific teaching strategies
  - Familiarity with the ten strategies
  - Applying the strategies to specific teaching context
  - Using easy and frequent formative assessments to plan for future application of strategies

Connect the Pieces: What *Every* Learning Team Must Know and Do

What **must be learned – *Priority Standards***

Monitor **learning, Provide feedback - *Common Formative Assessments***



M**eet individual student needs – *Differentiated Instruction***

How **to teach – *Effective Teaching Strategies***

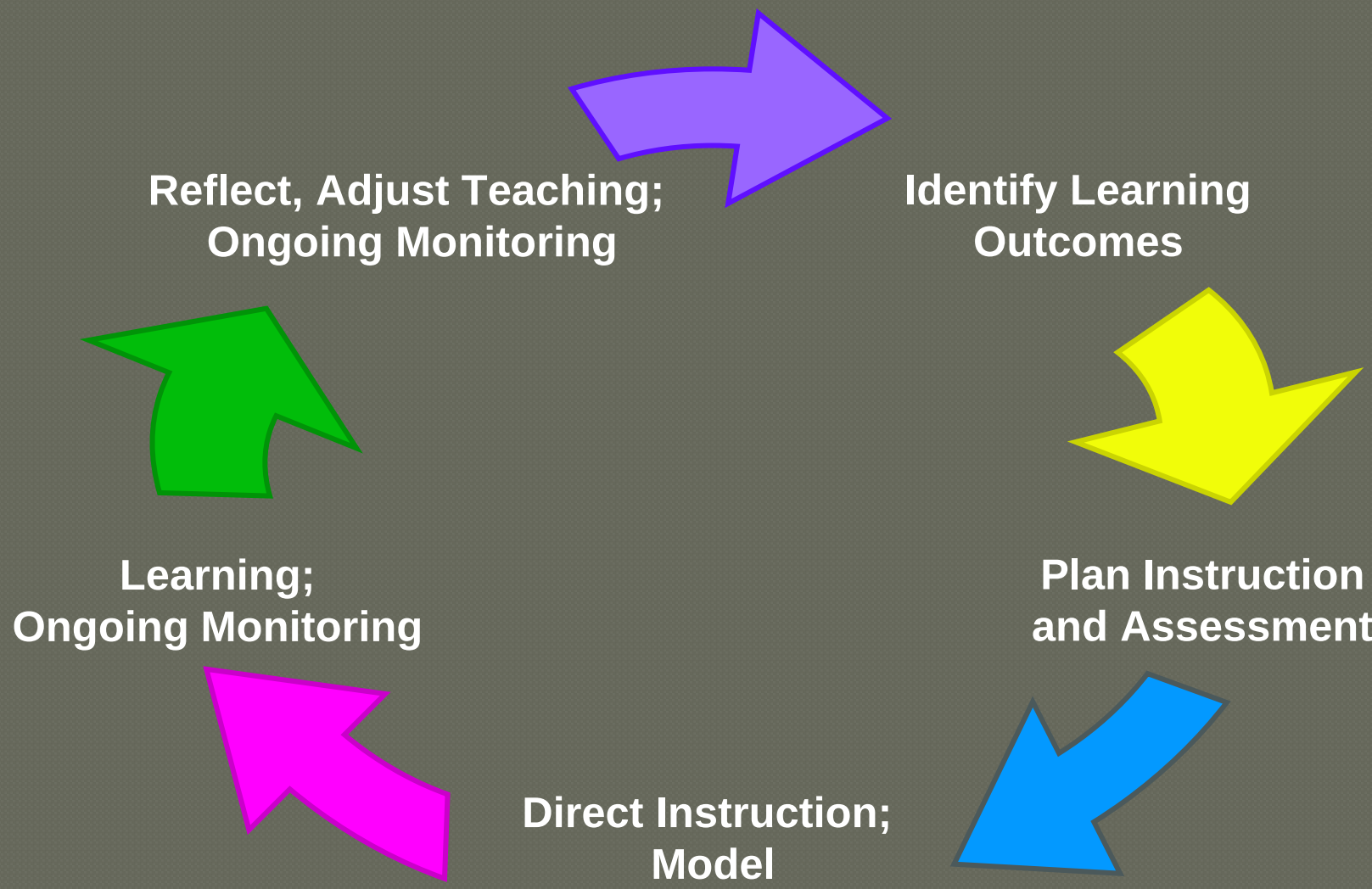
Setting Context for ETS

Data Teams/Learning Teams/Professional Learning Communities –

1. Generate, Collect, Graph Data
2. Analyze, Identify Obstacles, Prioritize
3. Set Goal(s)
4. Determine Instructional Strategies*
5. Identify Results Indicators

*Natural extension: Collaborative Lesson Planning

Student Learning Cycle: Teaching, Assessing, Reflecting



Point to Ponder …

"Optimal learning is a direct result of effective instruction which is a direct result of essential and thorough lesson planning."

Nan Woodson

Synthesis of Studies

- Marzano, Pickering, and Pollock, *Classroom Instruction That Works (2001)*
- Reeves, *Accountability in Action, 2nd Edition (2004)*
- Reeves, *Accountability for Learning (2004)*
- Mendler, *Motivating Students Who Don't Care* (2000)
- White, *Show Me the Proof!* (2005)
- The "jury standard"

Most Effective Teaching Strategies?

- "Effective" = actions of the teacher that elevate or lift cognition of learners
- The simple question is, "Is it working for you?"
- What teaching strategies are most commonly used in your schools?

- ACTIVITY: Turn to someone next to you and discuss what types of teaching strategies work for you

What Does *Effective* Mean?

"The reflective process is at the very heart of accountability. It is through reflection that we distinguish between the popularity of teaching techniques and their effectiveness. The question is not 'Did I like it?' but rather, 'Was it effective?'"

Source: Douglas B. Reeves, *Accountability for Learning* (2004), p. 52.

Planning and Selecting Strategies

Strategies should be selected on the basis of 'best fit' related to:

- WHAT: Expected learning outcomes
- WHO: Learners (needs, interests, levels)
- WHY: Relevance, Enduring Understanding
- WHEN: Timing or stage of learning

WHAT: Expected Learning Outcomes

Starting Point: Expected learning outcomes

- State Standards
- District Power Standards/Objectives
- Unwrapped Standards: Content
  - Concepts – Information/Declarative Knowledge
  - Skills – Procedural/Application Knowledge

WHO: Learners

- Interests
- Strengths
- Processes
- Products or Evidence of Learning
- Choices/Options
- Differentiated Instruction

WHY: Relevance, Enduring Understanding

- Authentic learning opportunities
- Develop high level thinking skills/processes
- Applications in context of relevant topics, tools, examples
- Emphasis on connections

Activities lead to learning but the learning is for life…

WHEN: Timing/Stage of Learning

- Does the path to the intended learning include considerations of beginning, middle, and end/closure stages?
  - access and activate prior knowledge, building background
  - multiple, high-level guided practice
  - relevant, authentic independent applications

What DOES Work: "Top Ten Teaching Strategies"

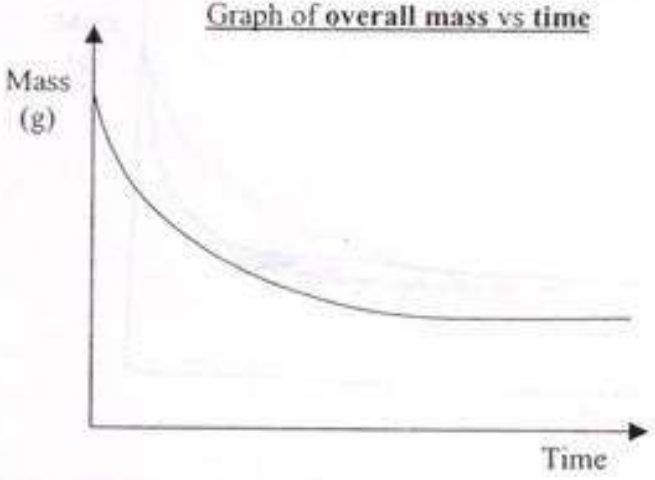
1) Similarities and differences
2) Summarizing and note taking
3) Reinforcing effort and recognition
4) Homework and practice
5) Nonlinguistic representation
6) Cooperative learning
7) Objectives and feedback
8) Generate and test hypotheses
9) Questions, cues, advance organizers
10) Nonfiction writing

A Closer Look

Category:	*Achievement Gain (Percentiles):*
1. Identifying Similarities and Differences	45
2. Summarizing and Note taking	34
3. Reinforcing Effort and Providing Recognition	29
4. Homework and Practice	28
5. Nonlinguistic Representations	27
6. Cooperative Learning	27
7. Setting Objectives and Providing Feedback	23
8. Generating and Testing Hypotheses	23
9. Questions, Cues, and Advance Organizers	22

Category #1 – Similarities and Differences

Can your students do this?



1. Explain the shape of the graph.

It's curvy, with a higher bit at the end and a rather aesthetically pleasing slope downwards towards a pretty flat strait bit. The actual graph itself consists of 2 strait lines meeting at the lower left hand corner of the graph and moving away at a 90° angle. Each line has an arrow head on the end.

Category – Similarities and Differences

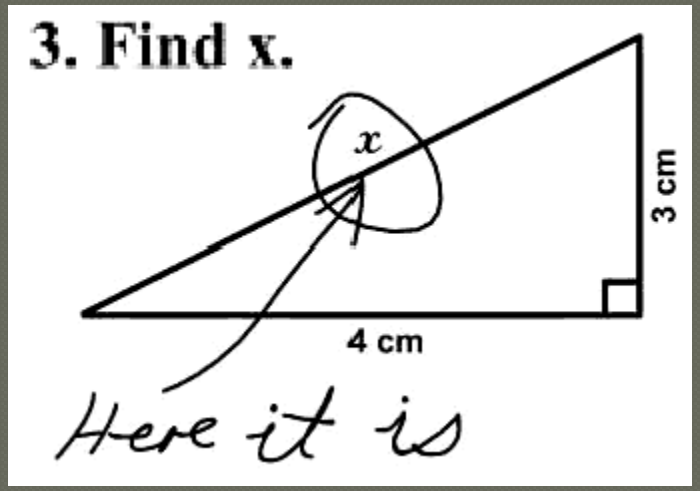
- Key premises
  - Basic to human thought
  - Core of all learning and thinking
- Strategies/Techniques
  - Compare
  - Classify
  - Metaphor
  - Analogy

Comparing Math Concepts

Characteristics	Linear Functions	Non-Linear Functions	Similarities/ Differences
Graphs	Straight line	Curves	Sim – can be graphed (both functions)
			Diff - appearance
Degree	First degree	Second degree or higher	Sim – has x, y
			Diff – exp/logs in non-linear functions
Solving	Substitution Factoring Simultaneous equations	Factoring Simultaneous equations	Sim – factoring, simultaneous
			Differences

Category #2 – Summarizing and Note Taking

Solving for "X"



Category – Summarizing and Note Taking

- Key Premises
  - Two of the most useful academic skills students can have
  - Note taking *then* summarizing
  - Templates help students organize thinking
- Techniques
  - Note taking
  - Summarizing

Category #3 – Reinforcing Effort and Providing Recognition

Category – Reinforcing Effort and Providing Recognition

- Key Premises
  - Effort can be taught and learned
  - Increased effort = greater success
  - Recognize accomplishments that go above and beyond what is expected
- Techniques
  - Effort/Motivation
  - Providing Recognition

Lunch and fun times for all

- A special prize will be awarded to any who can solve this puzzle over lunch (must be back by 1pm to claim prize)

The missing dollar

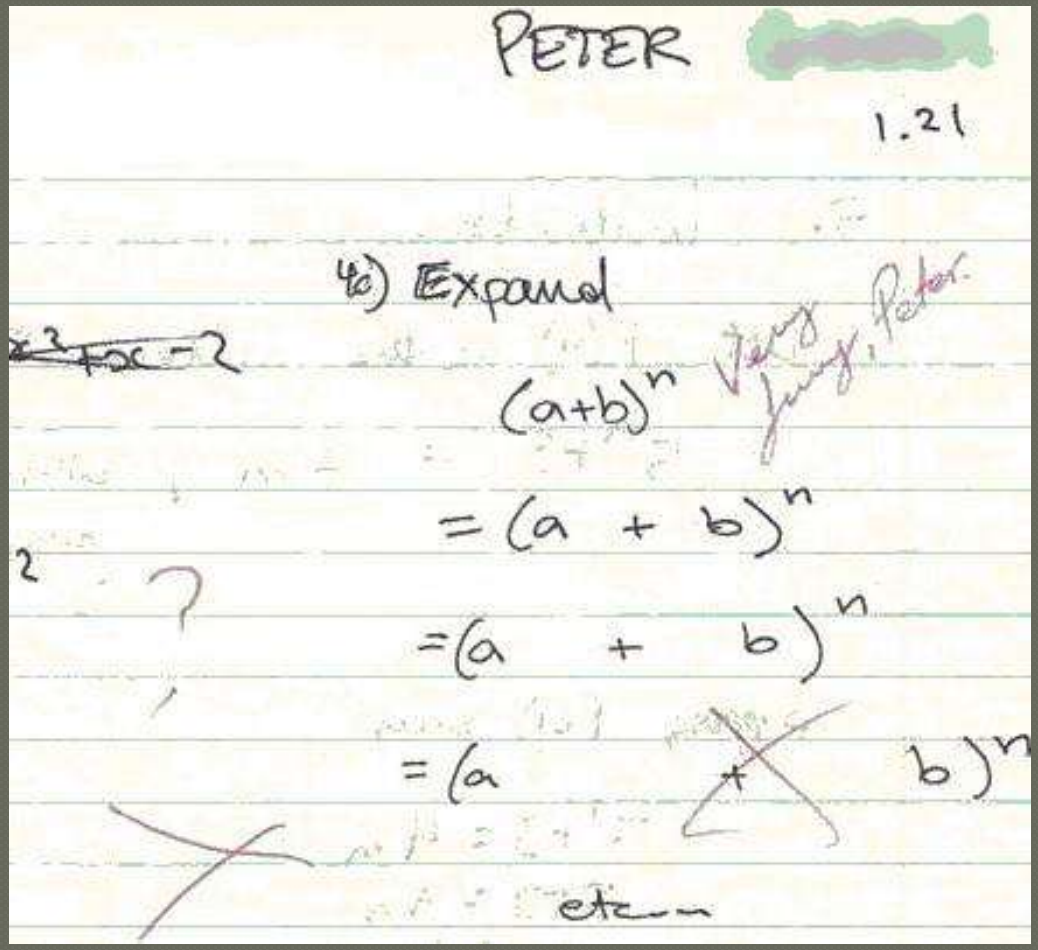
- **Three men go to stay at a motel, and the man at the desk charges them $30.00 for a room.** They split the cost ten dollars each. Later the manager tells the desk man that he overcharged the men, that the actual cost should have been $25.00. The manager gives the bellboy $5.00 and tells him to give it to the men. The bellboy, however, decides to cheat the men and pockets $2.00, giving each of the men only one dollar.
- Now each man has paid $9.00 to stay in the room and 3 x $9.00 = $27.00. The bellboy has pocketed $2.00. $27.00 + $2.00 = $29.00 - so **where is the missing $1.00?**

Category #4 – Homework and Practice

Category – Homework and Practice

- Key Premises
  - Both provide students with opportunities to deepen their skills relative to content
- Techniques
  - Homework
  - Practice

Homework –what a headache



Strategy: Homework

- Vary amount of homework by grade level; general guideline of 10 minutes per grade level
- Minimize parental involvement
- State purpose of homework
- Create time for homework to be completed DURING SCHOOL
- Provide feedback on assignments

Strategy: Practice

- Massed/Focused practice - skills and processes: frequent repetitions
- Mastering a skill requires:
  - appropriate focused practice
  - 24 repetitions = 80% competency
- Distributed practice - concepts: develop understanding through experiences and applications over time

Evaluation and Feedback

Your ideas and reflections are important to us. Please take time to complete and turn in the short evaluation form provided for you.

Center for Performance Assessment

1-800-844-6599 www.MakingStandardsWork.com


THANK YOU!