



Elements of Effective Instruction

Frederick High School

December 14, 2017

TODAY'S

FACILITATORS

From the Great Schools Partnership

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Agenda: Nov. 8

Introductions, Agenda, and Outcomes

Report out on Competency Feedback

Elements of Effective Instruction: Overview and Resources

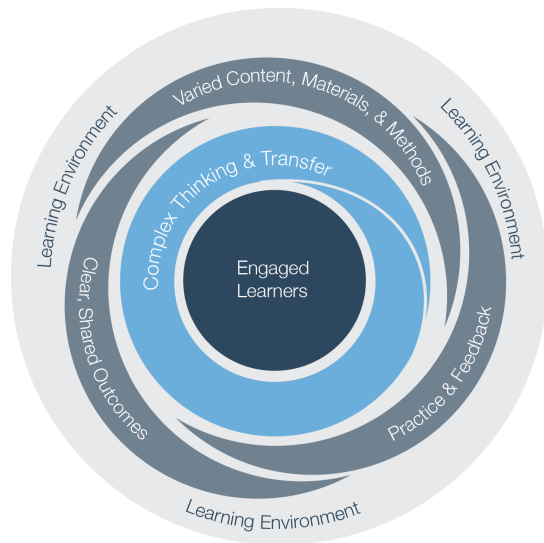
Elements of Effective Instruction: Select a “Next Step”

Competency Feedback

Social Studies
Feedback for Competencies

For my content area competencies, I have the following “plus” feedback.	For my content area competencies, I have the following “delta” feedback.	For my content area competencies, I have the following questions that I still need answered.
<p>I like just about everything in competency 5. Those describe what kids should be able to actually DO with historical evidence. I think it forces teachers to do more with the kind of research and writing that all history majors did back in college; it prepares kids to independently and collaboratively face those tasks in their future. This area should be absolutely mandatory in order to pass any social studies course.</p> <p>I think it is great to have specific areas where kids can show mastery or improvement. The explicit nature of exactly what is expected as an educational outcome makes it easy to incorporate into any lesson at any time.</p> <p>I think that the competencies are global and I like that.</p> <p>Broad enough to cover multiple courses Nice that it covers a wide range of content good global perspective; inclusive of higher level application to current events using historic context See Beth Strakosky's answers(done as a group) Current events and historical context</p>	<p>For high school social studies, I recommend adding a list of relevant courses beneath each competency. I can see this entire list overwhelming teachers early on (or early career educators). For example, while all 6 do apply to some extent in a world history course, the same cannot be said for sociology, government, macroeconomics, world religions, etc... Have we discussed how course completion requirements would be weighted with fewer relevant competencies per course? Will writing and research count more in those courses because they hit fewer of the graduation competencies?</p> <p>The competencies are very vague and lofty. The verbs used would be difficult for a high school student to understand and then be able to improve upon. For example, “assess the interdependence of states...” I think it needs to be a lot more specific so students have actionable ways to improve. It is hard to improve on vague terms like “assess” “How?” More kid-friendly language is needed.</p> <p>The explicit nature of exactly what is expected as an educational outcome makes it easy to incorporate into any lesson at any time.</p> <p>none They are fine None It appears as though you have hit the biggest themes in the social sciences. Continue to focus on how the past relates to the present and can help predict the future See Beth Strakosky's answers(done as a group) all the big areas are covered...just make sure to continue to include them in the future.</p>	<p>I think I accidentally embedded these into my other comments. I'm copy-pasting that here. For high school social studies, I recommend adding a list of relevant courses beneath each competency. I can see this entire list overwhelming teachers early on (or early career educators). For example, while all 6 do apply to some extent in a world history course, the same cannot be said for sociology, government, macroeconomics, world religions, etc... Have we discussed how course completion requirements would be weighted with fewer relevant competencies per course? Will writing and research count more in those courses because they hit fewer of the graduation competencies?</p> <p>How are benchmarks connected to the standards? N/A are these only for core/required social studies classes not electives? How are we fulfilling them? Grading and assessing practice? HSA prep. Kid friendly language. None will we be placing more emphasis on contemporary history and current events application v going back in history and continuing to tell the “story”... it's what we do...and that is primarily because of the testing involved in assessing students' knowledge. Moving to a CBE approach would require a great deal of training and philosophical “switch”....are we going to do this and have the support of the “data geeks”? We must be honest and say that we teach to a test via the content...not the competencies. See Beth Strakosky's answers(done as a group) As a history teacher learning the content is important and how to apply that content to modern situations is another important point. They, the students, need to understand what has happened and how that affects the their world.</p>

Elements of Effective Instruction



Student Engagement

Key to Learning

“We have to stop seeing boredom as a frilly side effect. It is a central issue.

Engagement is a precondition for learning. No learning happens until students agree to become engaged with the material.”

- Jal Mehta

<https://www.gse.harvard.edu/news/ed/17/01/bored-out-their-minds>

Elements of Effective Instruction

Beliefs and Traits

1

Learning Environment

A shared domain that fosters risk-taking for learning:

- Physical Space and Routines
- Relationships and Culture



Learning Environment

“[W]hen students feel a **sense of belonging** in a classroom community, believe that their **efforts will increase their ability and competence**, believe that **success is possible** and within their control, and **see work as interesting or relevant to their lives**, they are much more likely to persist at academic tasks despite setbacks and to demonstrate the kinds of academic behaviors that lead to learning and school success.”

- Melissa Roderick

The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. Chicago, IL: University of Chicago Consortium on Chicago School Research.

Elements of Effective Instruction

Beliefs and Traits

2

Clear, Shared Outcomes

Where we're going and why it matters:

- Choice in learning experiences
- Reflection about learning process



Clear, Shared Outcomes

“Learning is empowered when students understand what they are aiming to learn, and something has to happen beyond posting the objective on the board to ensure that student understanding.”

- Jon Saphier, Mary Ann Haley-Speca, and Robert Gower

Saphier, Jon, Mary Ann Haley-Speca, and Robert Gower (2008). *The Skillful Teacher*. Acton, MA: Research For Better Teaching, Inc.

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Beliefs and Traits

3

Varied Content, Materials, Methods

Differentiated entry points, learning experiences and end products:

- Choice and voice in **content**;
- Vary **process** structures, resources;
- Choice of assessment **products**.

Varied Content, Materials, & Methods

“That's at the core of equity: understanding **who your kids are** and how to meet their needs. You are still focused on outcomes, but **the path to get there may not be the same for each one.**”

—Pedro Noguera

<http://www.motherjones.com/politics/2016/01/no-child-left-behind-pedro-noguera-black-latino-kids>

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Beliefs and Traits

4

Complex Thinking and Transfer

Every student is capable of complex thinking which promotes engagement:

- Wrestle with authentic problems
- Integrate, apply, practice learning



Complex Thinking and Transfer

“[H]igher-order thinking happens when **students engage with what they know in such a way as to transform it.** That is, this kind of thinking doesn’t just reproduce the same knowledge; it **results in something new....** Higher-order thinking only makes sense if to truly ‘know’ something means that you can use it and transform it.”

- Susan Brookhart

Brookhart, S.M. (2014). How to Design Questions and Tasks to Assess Student Thinking, Alexandria, VA: ASCD.

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Beliefs and Traits

5

Practice and Feedback

Targeted feedback supports learning from mistakes to develop competency:

- Cycle of practice and feedback
- Opportunities to revise, show growth



Practice and Feedback

Teachers need to seek and learn from feedback...as much as do students, and only when assessment provides such learning is it of value to either.”

- John Hattie and Helen Timperley

Hattie, J. and Timperley, H. (2007). "The Power of Feedback," Journal of Educational Research, 77: 81.

Learning from Student Work

Photosynthesis and Foliage Inquiry



Investigative Question: How does the lack of sunlight affect the color of a Red Maple leaf in the fall?

Prediction / Hypothesis: If there is lack of light on a red maple leaf in fall, then the leaf will turn..... because...

Foliage Inquiry: Proficiency Scales

Learning Expectation 05: Integrative Thinking
Middle Level Grades 5-8

Integrative Thinking	Beginning	Emerging	Proficient	Advanced
MS.05.07 Make hypotheses based on observations.	I can identify the variables in the situation.	I can identify and explain an inferred relationship between variables.	I can develop a hypothesis that specifically predicts the relationship between variables based on theories and / or observations.	I can justify my hypothesis using reliable evidence. OR I can justify a revision to my hypothesis using reliable evidence.

Learning Target and/or Content of this task:

I can use evidence to make and revise a prediction / hypothesis for my foliage inquiry. My hypothesis will guide which questions to investigate and which evidence is applicable to solving the problem.

Specific Requirements of this task:

- Write a prediction / hypothesis using if, then, because format, identifying variables and clearly showing cause and effect.
- Use information from readings in class as well as class experimental data, as evidence to support your prediction / hypothesis.
- Revise prediction / hypothesis using a different color text based on new evidence gathered.
- Use the hypothesis to guide further investigations in order to solve our foliage question.

To demonstrate proficiency for this task:

- Write a prediction / hypothesis that describes how the manipulated variable will affect the responding variable using evidence gathered in class.
- Write a prediction / hypothesis that describes why the manipulated variable will affect the responding variable using evidence gathered in class.
- Justify revisions to the hypothesis using reliable evidence

Implications for Clear, Shared Outcomes

In what ways did the teacher make sure that students understood and shared ownership of the outcomes of the task?

How did the teacher use her content to teach students important skills?

Choose a “Next Step”

Resources:

<http://greatschoolspartnership.org/fcps/>

Task:

- Choose a focus area
- Select resources to review
- Use what you learn to:
 - revise a **unit/part of unit**
 - revise **an assessment or rubric**
 - revise a **classroom routine** or structure
 - unpack a **learning target** with students
 - revise an **observation or feedback tool**

Frame your Inquiry

1. Go back to your self-assessment. What are strengths that you can build on to reach more students, more effectively?
2. What strategies could you learn more about and use to engage students?
3. Write a focus area on your self-assessment
4. Open and scan the resources on GC

Your Commitment

1. What were the experiences of the early adopters from their commitment in November?
2. What will you create, implement, or try out before our next meeting in February?



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