Teaching for Transformation: Instructional Strategies that Move Theory into Practice

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Essential Questions

- This institute answers the following essential questions:
- How do my beliefs about my role as a teacher and my students’ role as learner guide the decisions that I make in my classroom?
- What instructional strategies am I consciously choosing to maximize my impact on student learning?
- What instructional strategies am I consciously choosing to expand rigor, higher level thinking, visible thinking and student reflection?

Essential Questions

- How do I use the backward design process of curriculum planning, assessment and learning experiences to intentionally address all of the above?
- How do I motivate students through relationship and team building, reflection and descriptive feedback?
Essential Questions

• This institute is grounded philosophically by an even bigger essential question:
  "How do I ensure that my classroom instruction is fostering the highest level of student achievement on a daily basis?"

Morning Itinerary

• Community Builder: 3 by 5 Card Pre-Assessment
• John Hattie’s Research
• The Top Ten!
• Comprehension and Vocabulary Strategies

Afternoon Itinerary

• Metacognition Strategies
• Criteria for Success and Feedback
• Making Thinking Visible
• Effective Effort
• Summary and Next Steps
Name

Bio
The role of the learner

Effective teaching strategies
What I want to learn

Fran Prolman

Teaching Impact

• QUIZ TIME!!!!!
### Teaching Impact

- Concept mapping 0.60 27 High
- Comprehension programs 0.60 26 High
- Vocabulary programs 0.67 17 High
- Acceleration 0.68 15 High
- Meta-cognitive strategy programs 0.69 14 High
- Teacher-student relationships 0.72 12 High

### Teaching Impact

- Reciprocal teaching 0.74 11 High
- Feedback 0.75 10 High
- Formative evaluation to teachers 0.90 4 High
- Teacher credibility to the students 0.90 4 High
- Student expectations 1.44 1 High

### Morning Itinerary

- Comprehension and Vocabulary Strategies
Morning Itinerary
• TIC TAC TOE
• RANK ORDER
• NON-LINGUISTIC REPRESENTATIONS

Vocabulary Tic-Tac-Toe

Vocabulary Tic-Tac-Toe
X O O
O O X
X X X
Multiple Measures

If someone came into your classroom, what would you offer as evidence of the quality of your professional practice and why?
Between 1840 and 1860, 250,000 black and white pioneers journeyed across the Plains. Estimate the number of Native Americans who died in recorded battles with the pioneers during that period.
Six “Thinking Hats”

Metacognition

The ways I solve problems are…
What are the implications of McCarthy’s work for you?

Talk with your elbow buddy

Criteria for success
Effective Feedback

Effective feedback has three elements:

1. Recognition of the desired goal/standard of performance
2. Evidence about present position in relation to the goal/standard
3. Some understanding of a way to close the gap between the two—a system of corrective procedures

Black & William, 1998

Impact of Effective Feedback

Academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where it is not.

21 to 41 percentile points

Marzano, 2003, p. 37
“Academic feedback is more strongly and consistently related to achievement than any other teaching behavior. This relationship is consistent regardless of grade, socioeconomic status, race, or school setting. When feedback and corrective procedures are used, most students can attain the same level of achievement as the top 20% of students.”
Bellon, Bellon, & Blank, 1992, pp. 277-278

“Good feedback is descriptive of the work and the process used to do the work, not the learner.”
Brookhart, 2012