

Central and Eastern European Schools Association

**Teaching for Transformation:  
Instructional Strategies that Move  
Theory into Practice**

Presented by: Dr. Fran Prolman  
CEESA Conference  
March 14, 2013

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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?

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**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?

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### 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?"



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### Morning Itinerary

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



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### Afternoon Itinerary

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



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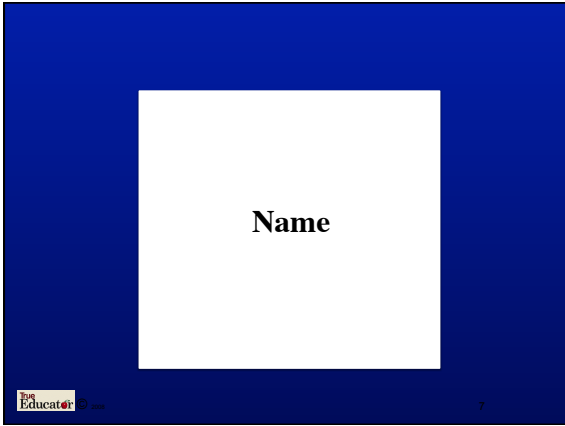
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**Name**

A blue rectangular slide with a white square in the center. The word "Name" is written in bold black text inside the white square. In the bottom left corner, there is a small logo that says "The Educator" with a stylized figure. In the bottom right corner, there is a small number "7".

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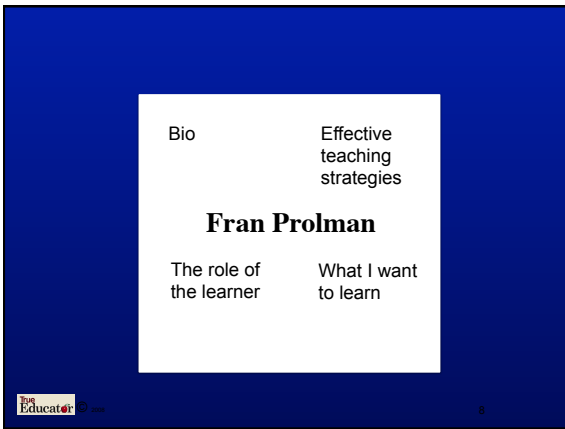
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|                         |                               |
|-------------------------|-------------------------------|
| Bio                     | Effective teaching strategies |
| <b>Fran Prolman</b>     |                               |
| The role of the learner | What I want to learn          |

A blue rectangular slide with a white rectangular area in the center. The white area contains text arranged in a table-like format. At the top left is "Bio", at the top right is "Effective teaching strategies". In the center is the name "Fran Prolman" in bold. At the bottom left is "The role of the learner", and at the bottom right is "What I want to learn". In the bottom left corner, there is a small logo that says "The Educator" with a stylized figure. In the bottom right corner, there is a small number "8".

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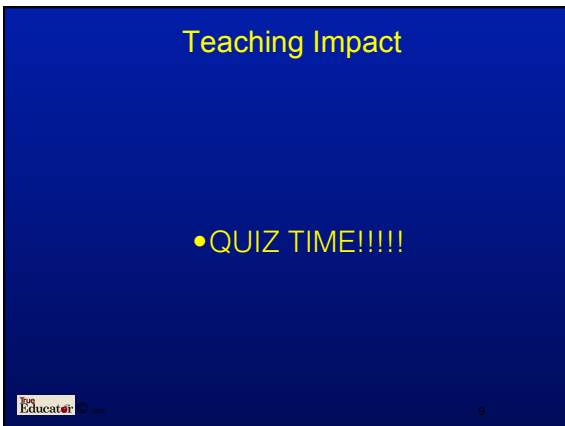
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**Teaching Impact**

• QUIZ TIME!!!!

A blue rectangular slide. The text "Teaching Impact" is written in yellow at the top. Below it, "• QUIZ TIME!!!!" is written in yellow. In the bottom left corner, there is a small logo that says "The Educator" with a stylized figure. In the bottom right corner, there is a small number "9".

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### 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 |

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### 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 |

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### Morning Itinerary

- Comprehension and Vocabulary Strategies

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Morning Itinerary

- TIC TAC TOE
- RANK ORDER
- NON-LINGUISTIC REPRESENTATIONS

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Vocabulary Tic-Tac-Toe

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Vocabulary Tic-Tac-Toe

|   |   |   |
|---|---|---|
| X | O | O |
| O | O | X |
| X | X | X |

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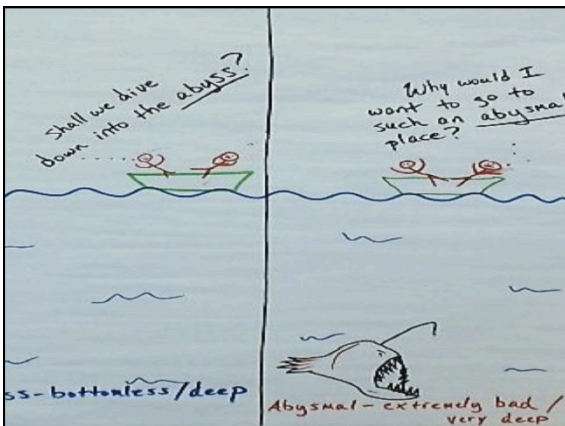
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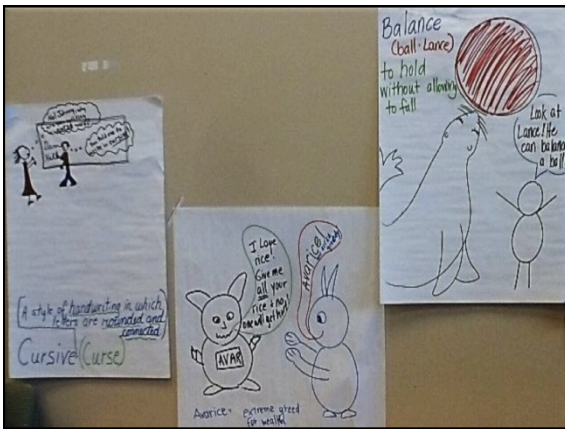
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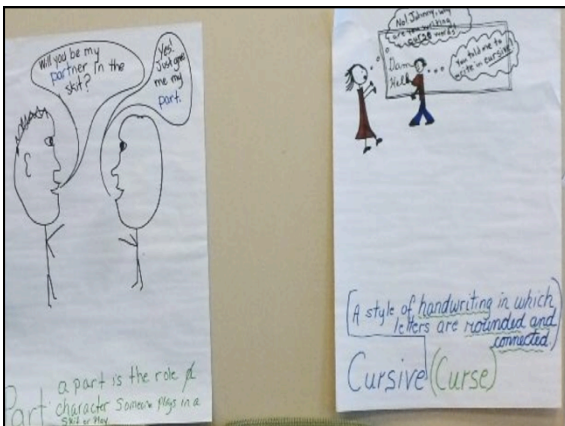
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## Multiple Measures

If someone came into your classroom, what would you offer as evidence of the quality of your professional practice and why?

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## METACOGNITION

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## COGNITION

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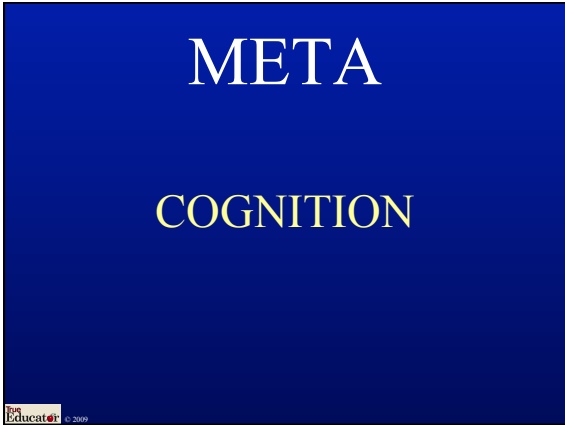
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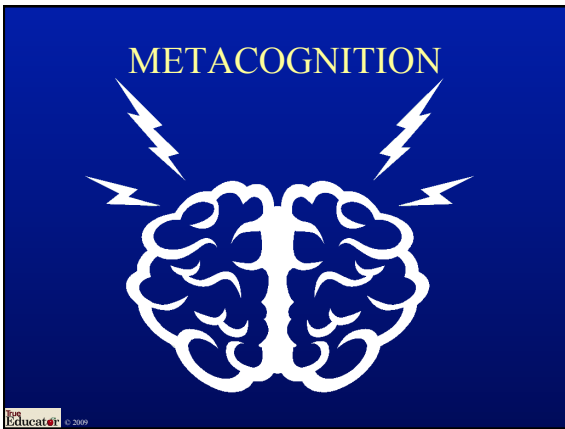
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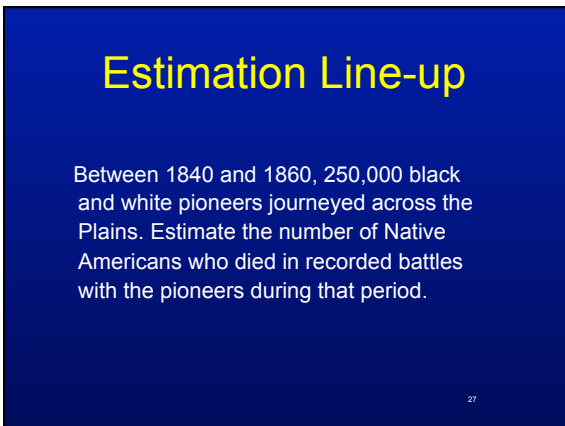
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## Six "Thinking Hats"



By Edward DeBono

For Educator © 2009 28

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## Metacognition

The ways I solve problems are...

For Educator © 2009

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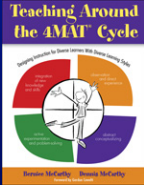
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### Dr. Bernice McCarthy

# AMAT



For Educator © 2009

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**People Learn Differently:** Each learner brings a personalized approach to new learning. Which type of learner are you?



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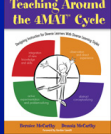
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Teaching Around the MAT Cycle



What are the implications of McCarthy's work for you?

Talk with your elbow buddy

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Criteria for success

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# Effective Feedback

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**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

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**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

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“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, 1981, pp. 277-288

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

Brookhart, 2012

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*Professional Development for True Success in Education*

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 fran@trueeducator.com

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