

Impact Teachers Workshop

SURN

February 6, 2018



WILLIAM & MARY

CHARTERED 1693

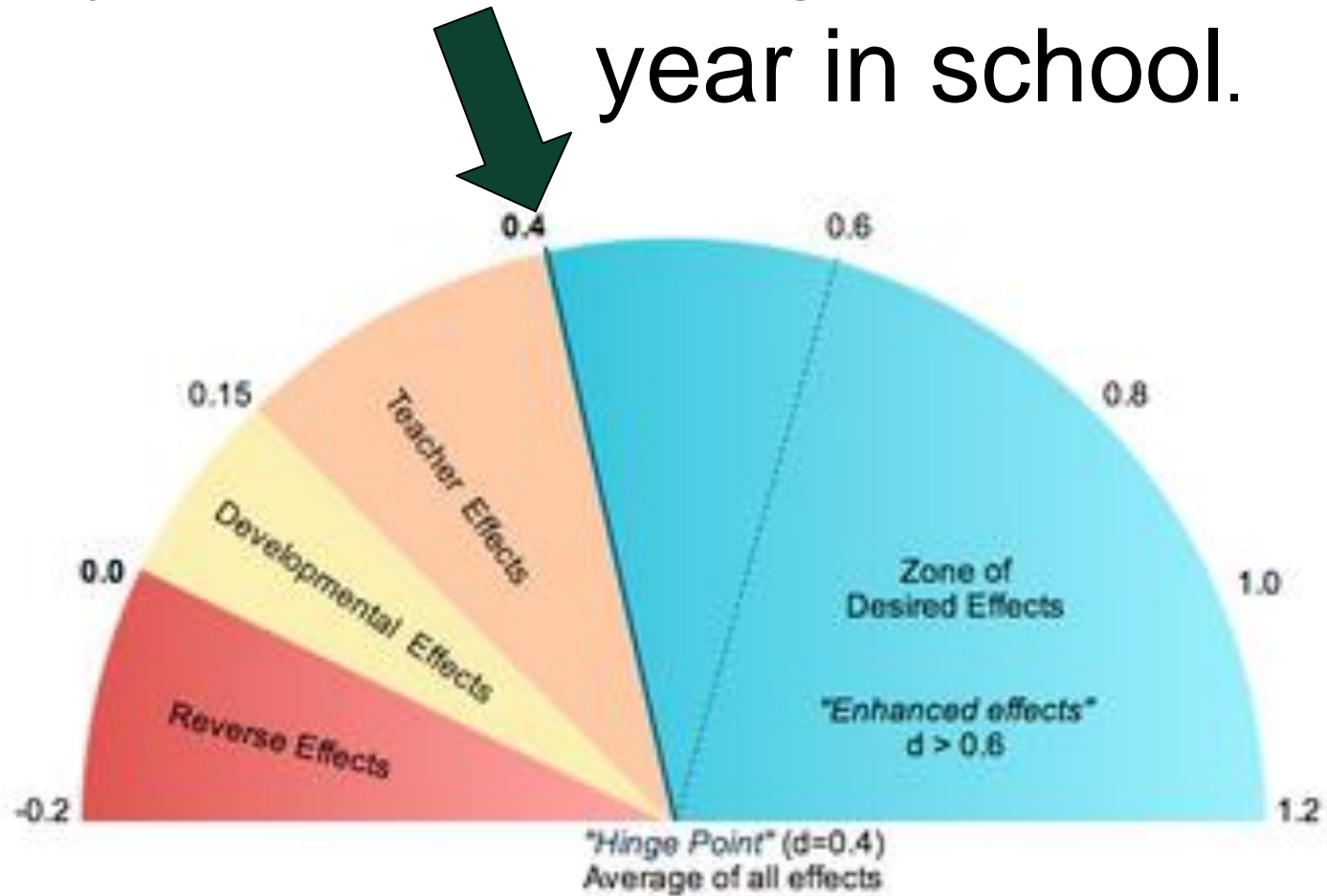
Lori Wall

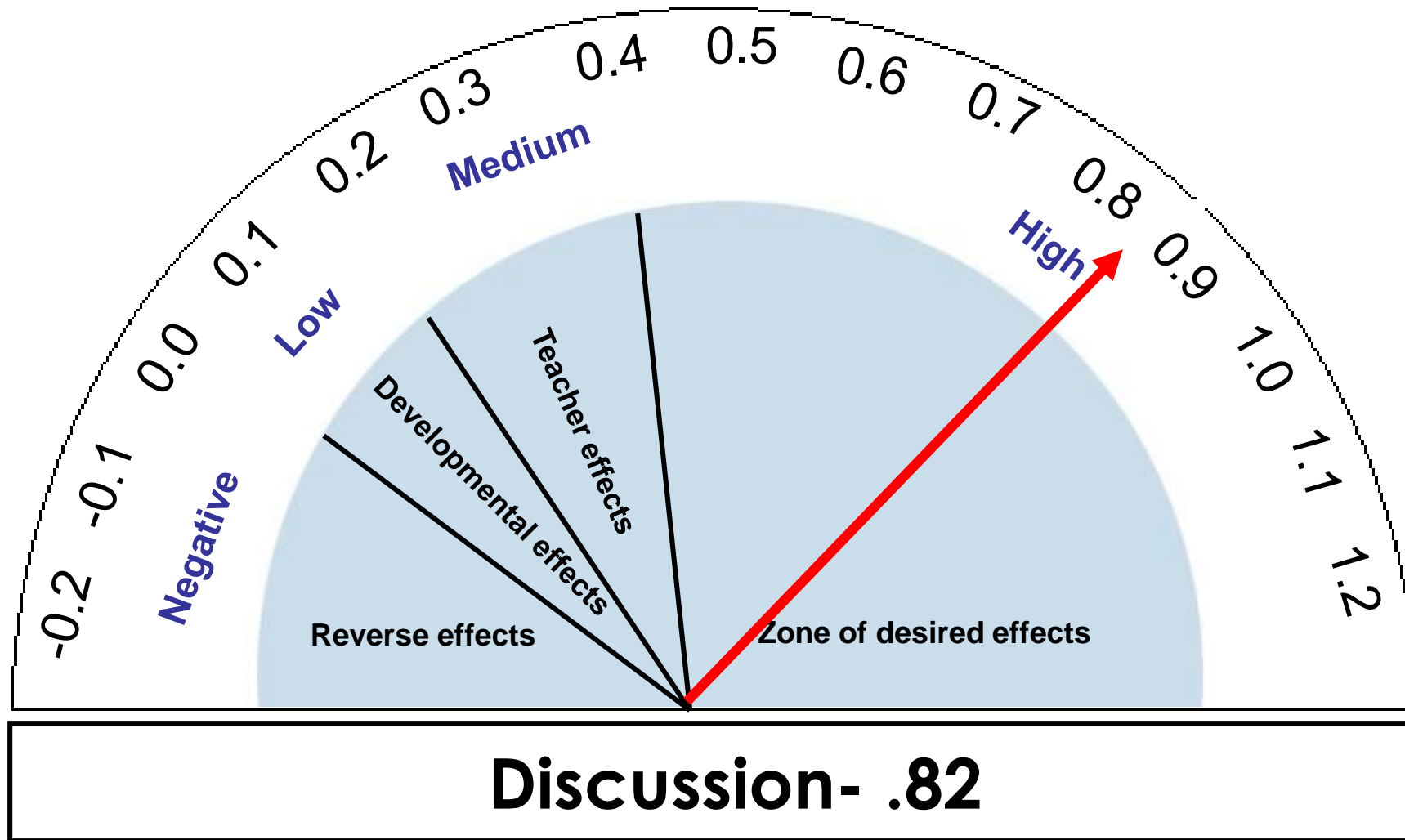


Indicators of Student Engagement

- ✓ Engages in setting learning goals.
- ✓ Engages in making choices.
- ✓ Engages in reading.
- ✓ Engages in writing.
- ✓ Engages in discussing text or other input.
- ✓ Engages in problem-solving.
- ✓ Creates products.
- ✓ Engages in peer tutoring, cooperative learning, reciprocal teaching, and other cooperative group structures.
- ✓ Engages in relevant, real-world learning experiences.
- ✓ Applies metacognitive strategies (specify).
- ✓ Creates/uses learning tools (specify).
- ✓ Engages in self-assessment of their work, what they learn, and how they learn.
- ✓ Engages in asking for and giving specific feedback to peers and the teacher.

This is the hinge point –
a year's worth of growth for a
year in school.





Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.

Rank	Influence	ES
3	Response to intervention	1.07
4	Formative feedback (evaluation) to teachers	.90
7	Classroom Discussion	.82
10	Feedback to students	.75
11	Reciprocal teaching	.74
12	Teacher-student relationships	.72
13	Spaced vs. massed practice	.71
14	Meta-cognitive strategies	.69
24	Problem Solving Teaching	.61
29	Direct instruction	.59
27	Concept mapping	.57
34	Peer tutoring	.55
35	Cooperative learning	.54
94	Homework	.29
131	Ability Grouping	.12
148/150	Retention	-0.13

Profile of a Virginia Graduate In Virginia, the Life Ready Individual:

CONTENT KNOWLEDGE

- Attains and is able to use the knowledge and skills described in the Standards of Learning for core instruction areas (English, math, science, and history/social science), the arts, personal wellness, languages, and Career and Technical education programs.
- Attains and demonstrates the knowledge and skills necessary to transition to and achieve in a global society and be prepared for life beyond high school graduation.
- Explores multiple subject areas that reflect personal interests and abilities.

WORKPLACE SKILLS

- Attains and demonstrates productive work ethic, Professionalism, and personal responsibility.
- Communicates effectively in a variety of ways, and to a variety of audiences, to interact with individuals and within groups.
- Demonstrates workplace skills including collaboration, communication, creativity, critical thinking, problem solving, and responsible citizenship.

COMMUNITY ENGAGEMENT & CIVIC RESPONSIBILITY

- Makes connections and is involved in the community through civic opportunities.
- Demonstrates integrity, maintains personal health and wellness, and shows respect for others.
- Shows respect for diversity of individuals, groups, and cultures in words and actions.
- Understands and demonstrates citizenship by participating in community and government decision-making.

CAREER EXPLORATION

- Understands knowledge, skills and abilities sought by employers for career opportunities
- Aligns knowledge, skills, and abilities with personal interests to identify career opportunities.
- Sets goals for career, school and life and has knowledge of a variety of pathways, course work, and/or requirements to achieve goals.
- Develops skills to align to current workplace needs, and that adapt to evolving job opportunities.
- Applies skills and knowledge by participating in workplace experiences.

Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship

Strategies

- Even Dozen
- Possible Sentences
- Small Group Strategy Lesson
- Text Sets

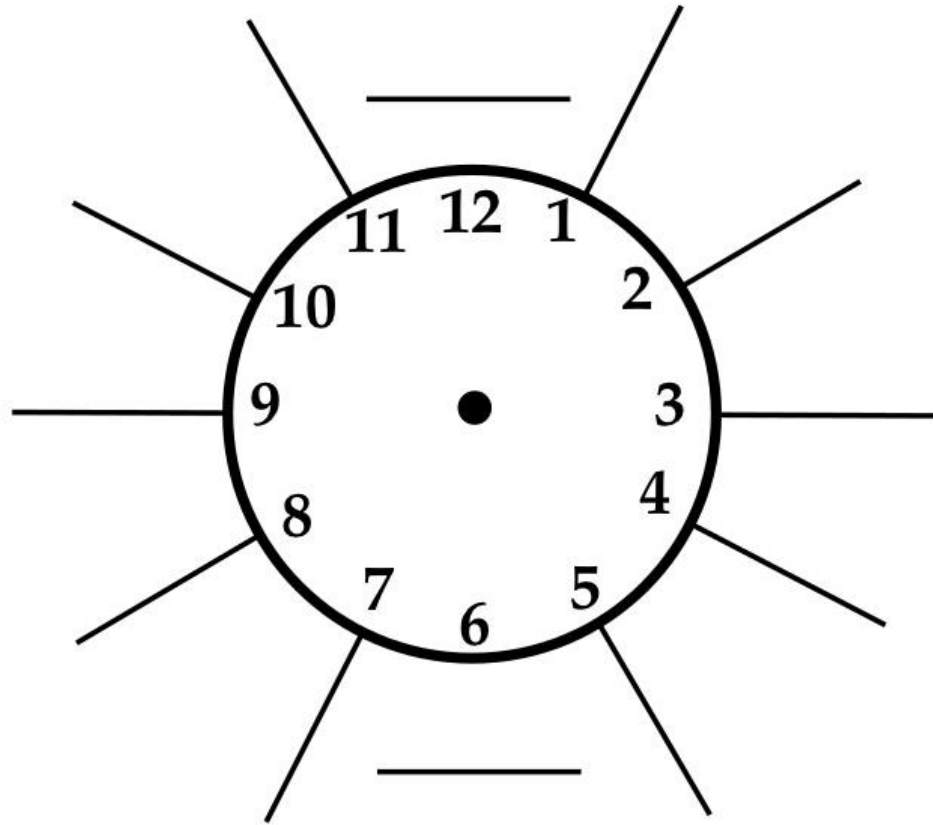


Learning Journal

- Everyone has a personal journal.
- Use it to take notes, record good ideas, write down thoughts, collect funny sayings or quotations you hear, gather data, and anything else that will help you leave here with information that will help you lead and improve teaching and learning!



CLOCK BUDDIES



12 o'clock partner

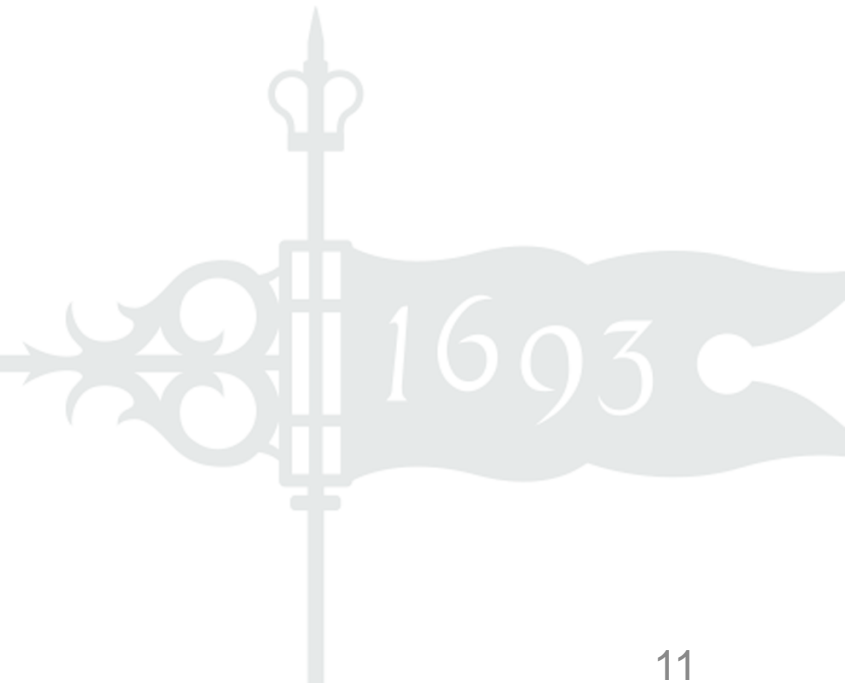
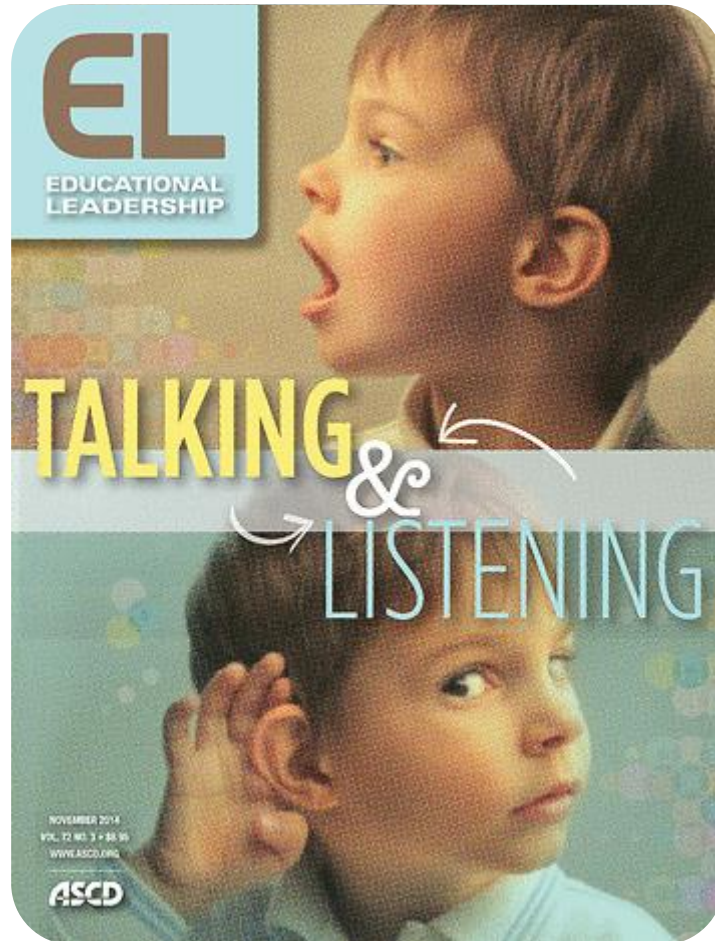
3 o'clock partner

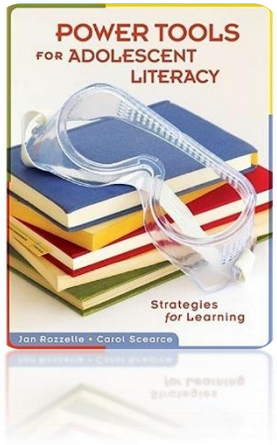
6 o'clock partner

9 o'clock partner



Speaking Volumes

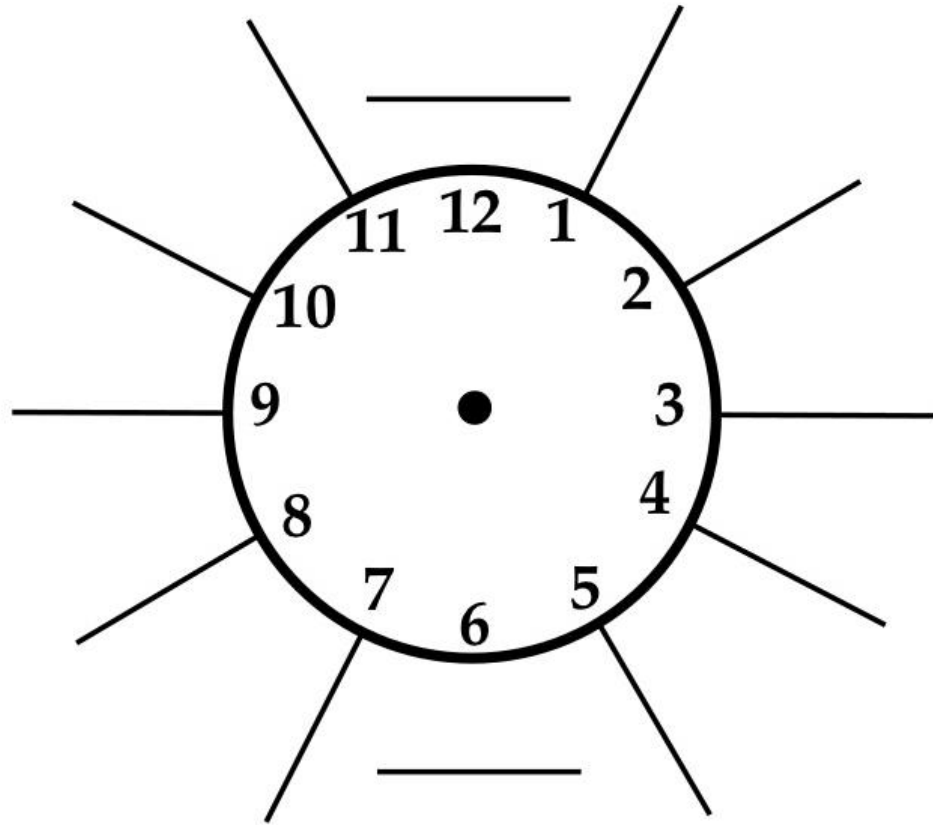




Even Dozen

1. Draw a large square with 12 boxes on the chart paper.
2. Identify 12 critical ideas, concepts, or principles from the text and write one in each box.
3. Once all boxes have been completed, the person who is selected as number 1 will choose one of the boxes. That person will then review with the others in the group what they know about the key idea in the box and write #1 in the box.
4. Going clockwise, the second person selects a box and explains the key idea in that box and how it connects or relates to the idea in box 1.
5. The third person selects a box and explains the key idea in that box and how it connects or relates to the ideas in boxes 1 and 2.
6. The group keeps going until the last box is explained and connected. The group synthesizes the ideas by reporting each concept and then linking each idea.

CLOCK BUDDIES



12 o'clock partner

3 o'clock partner

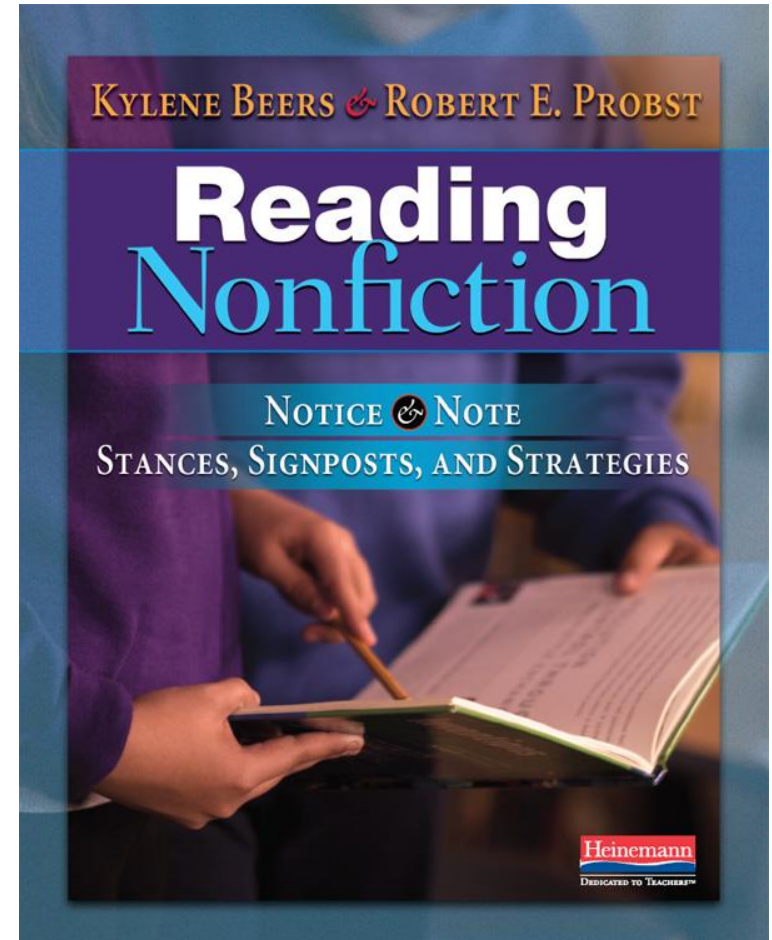
6 o'clock partner

9 o'clock partner

Possible Sentence

Pre-reading Strategy

Help students make *predictions* and help them stay *engaged* while reading.



Possible Sentences

Ecuador	banning child labor laws
10 year-old	12-hour workdays
banana trees	as little as \$27 a week
sharp heavy knives	no longer attend school
poor country	forced to work
harmful chemicals	250 million kids

Possible Sentences

Sentences	Predictions
1.	1. 2.
2.	
3.	
4.	
5.	

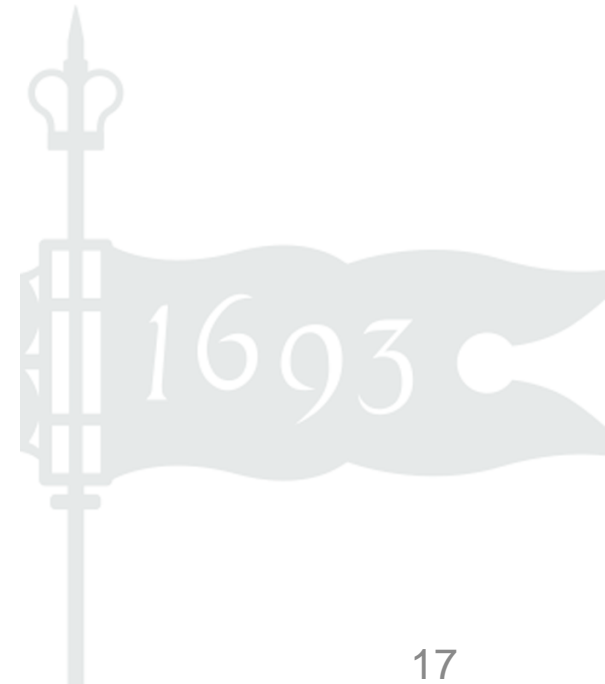
Possible Sentences

Hard at Work

Ten-year-old Wilbur Carreno is less than four feet tall and weighs only 50 pounds. He is small for his age. That's exactly what makes him good at his job.

Wilbur spends his afternoons climbing banana trees four times his height. He expertly ties the heavy stalks of bananas so the trees won't droop from the weight of the fruit. "I've been working since I was 8," he told TFK. "I finish school at noon and then go to the field."

In Wilbur's poor country of Ecuador, one in every four children is working. An estimated 69,000 kids toil away on the vast banana plantations along the country's coast. Ecuador is the world's largest banana exporter. Kids working in the industry are exposed to harmful chemicals, pull loads twice their weight and use sharp, heavy knives.

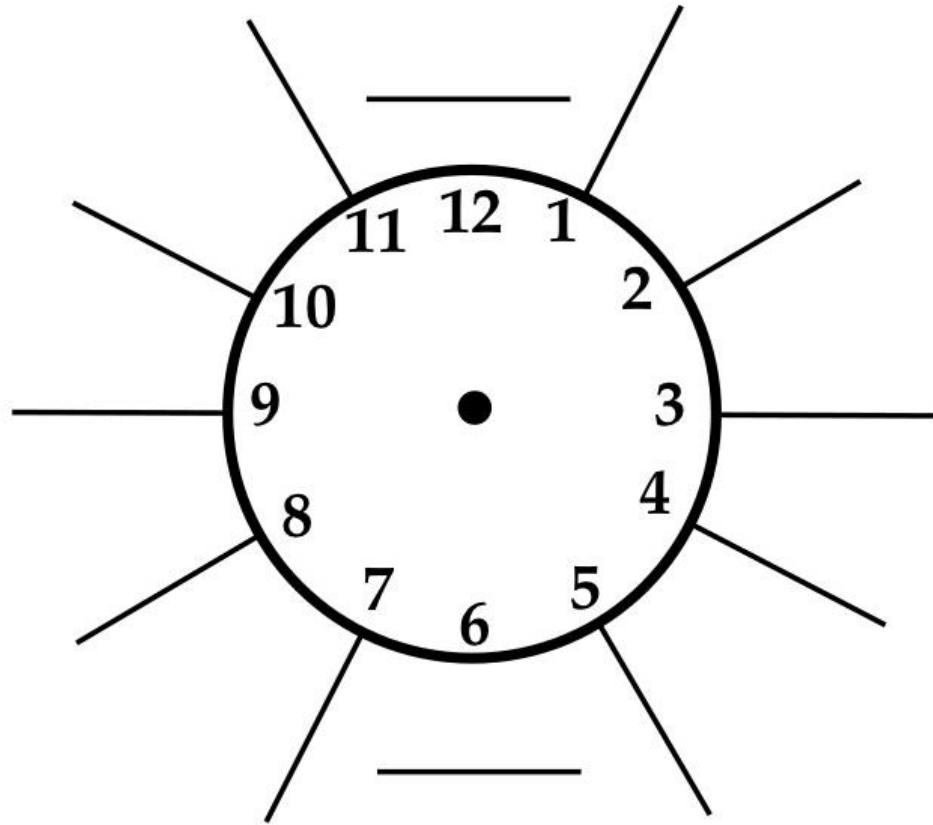


Possible Sentences

Sentences	Predictions
1.	1. 2.
2.	
3.	
4.	
5.	

- No change needed
- Rewrite the sentence to make it accurate

CLOCK BUDDIES



12 o'clock partner

3 o'clock partner

6 o'clock partner

9 o'clock partner

"When teachers make the transition from textbook only classrooms to multitext classrooms, the focus of study becomes concepts rather than the content of one particular book. Students gain both a broad perspective and an in-depth sense of the subject matter from reading many texts on the same topic. I know of no one textbook that contains enough information to help a student become even mildly expert on any topic." --Gail Ivey

References for "Text Sets: A Supplemental Alternative" Ivey, G. (2002). Getting started: Manageable practices. Educational Leadership,

Today we're going to talk about...

Reading

Paired

texts!

Text Sets

A text set is a collection of multimodal, multigenre sources that support a common theme, topic, or essential question.

- **Multimodal** – videos, photographs, primary source documents, podcasts, digital texts that are multimodal in their construction, etc.
- **Multigenre** – all traditional genres of literature, as well as, purpose-driven types of writing, from blog entries to recipes

A collection of texts compiled through a journey of reading and inquiry with a purpose of developing in-depth understanding and high level of engagement in related topics in order to derive thematic generalizations built on synthesizing new and prior learning.

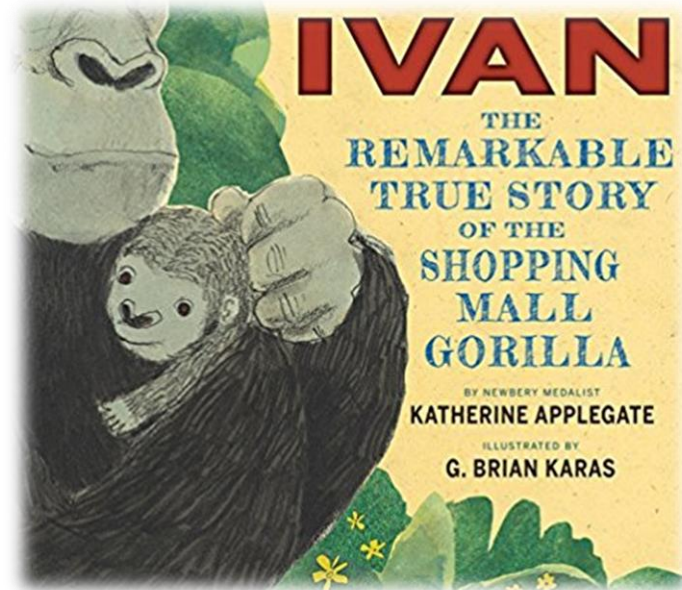
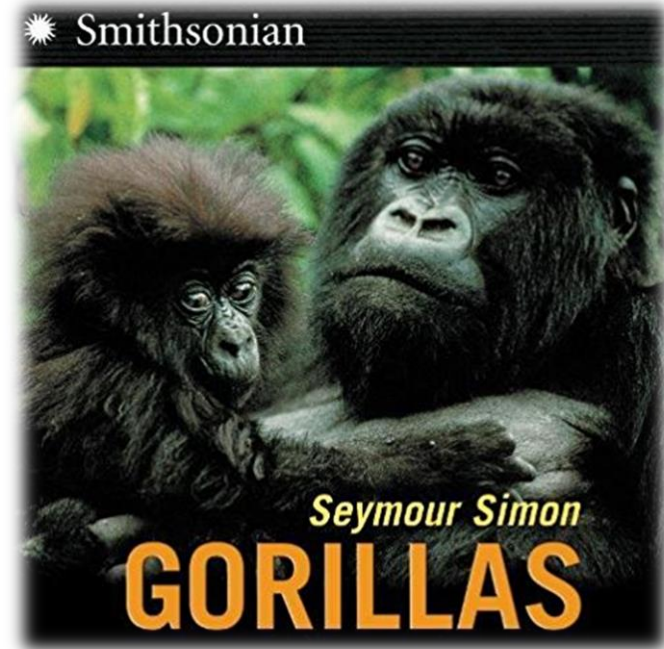
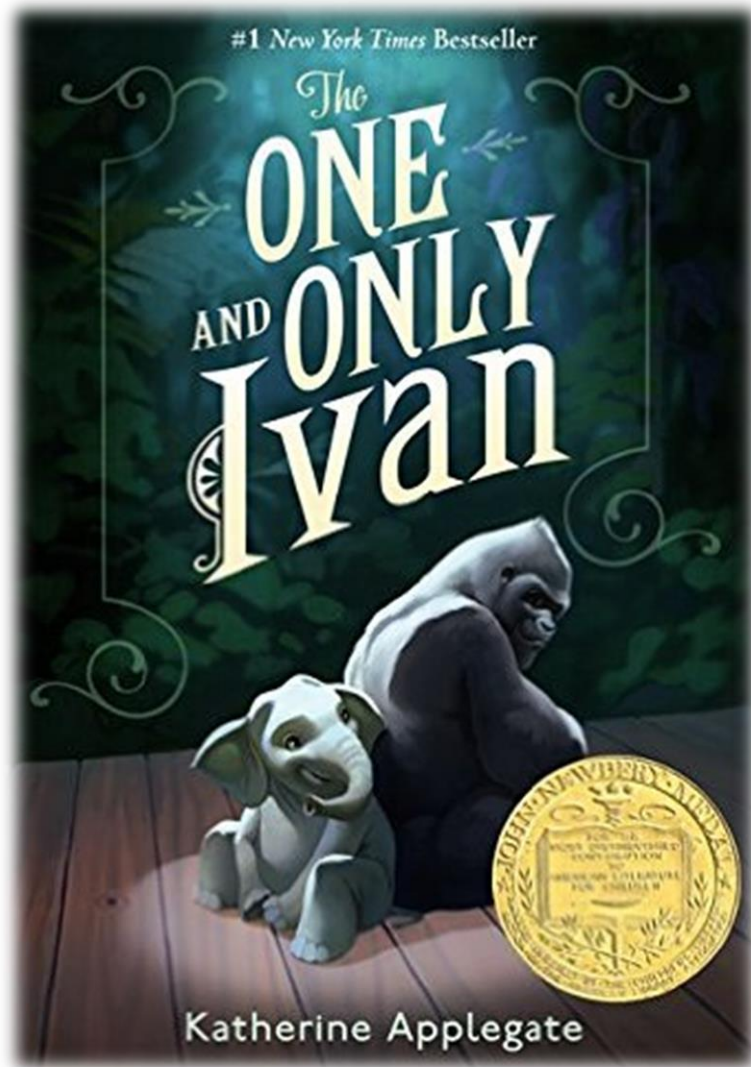
How Do I Begin Teaching Paired Passages?

Passages?

Have students compare and contrast two pictures.

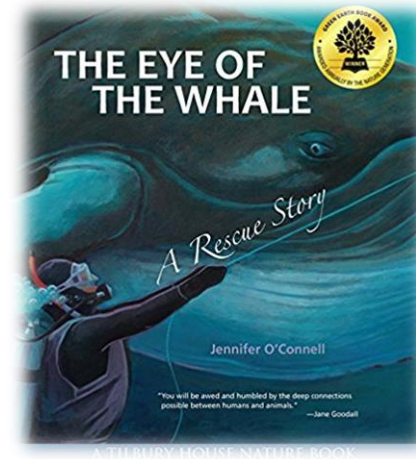
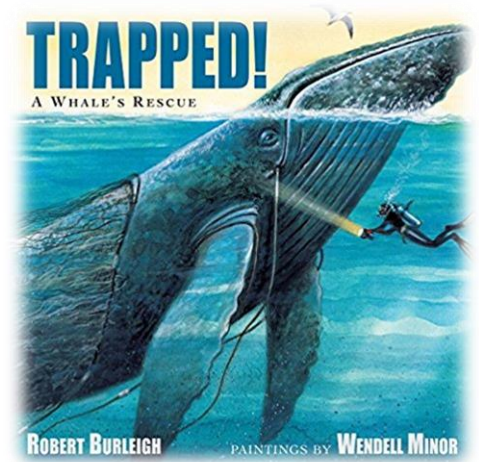
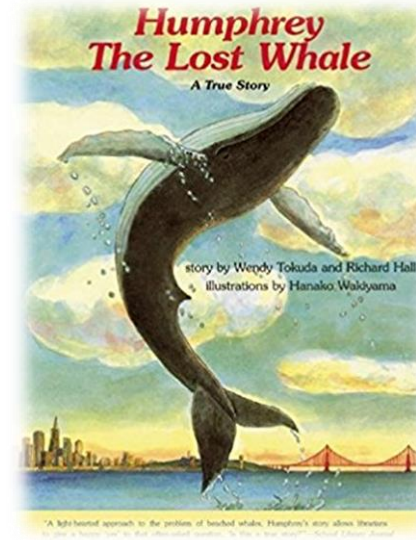


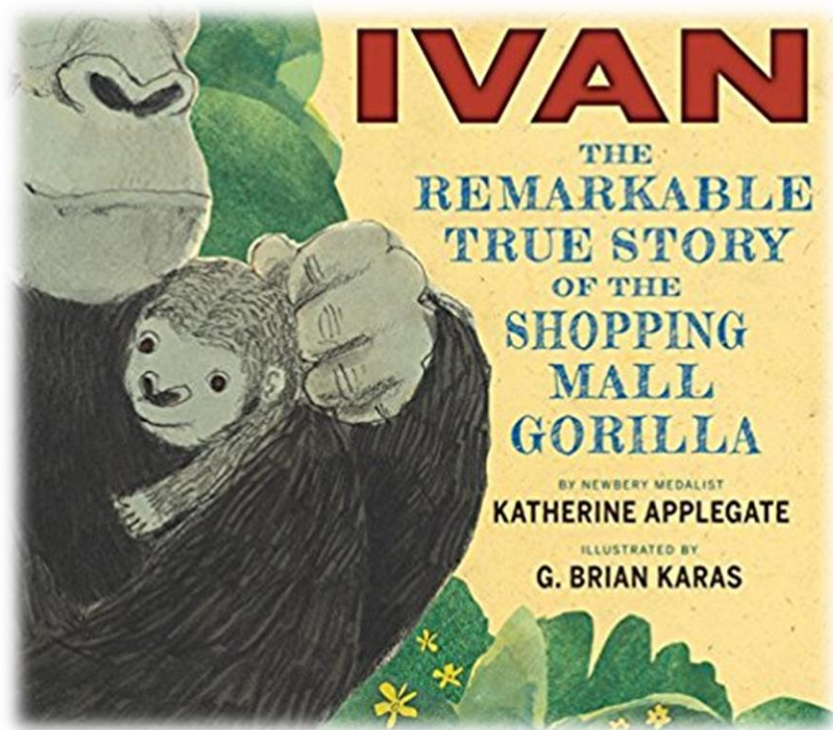
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Daring rescue of whale off Farallones / Humpback nuzzled her saviors in thanks after they untangled her from crab lines, diver says

By Peter Fimrite Published 4:00 am, Wednesday, December 14, 2005





ABOUT IVAN

The facts of Ivan's early life are not well recorded, but as far as we know, Ivan was born in 1962 in what is now the Democratic Republic of the Congo. He was about six months old when he was caught by poachers, traders who illegally capture—and often kill—wild animals.

It's unclear what happened to Ivan's family, but he was seized with another gorilla, a young female, most likely the infant of a different mother from Ivan's troop. The two babies were shipped to the B&I Circus Store in Tacoma, a shopping center that frequently displayed wild animals, including an elephant, a seal, and chimpanzees, to attract customers.

To advertise their latest acquisition, the B&I sponsored a contest to come up with the best names for the babies. The names had to begin with a B and an I. The winner received five hundred dollars.



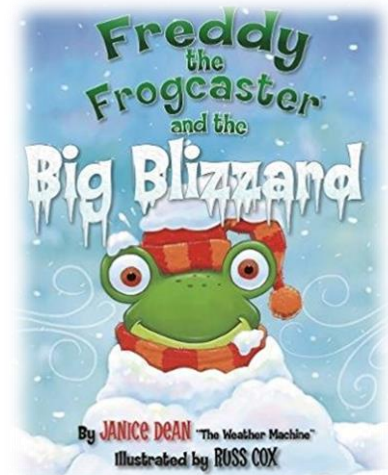
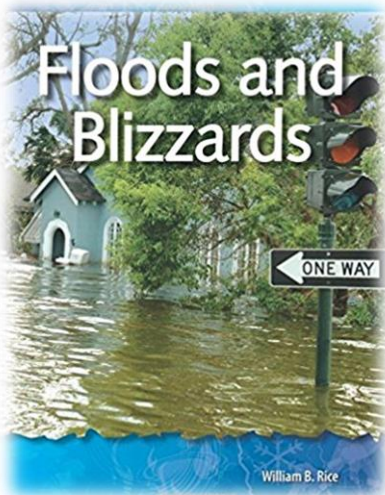
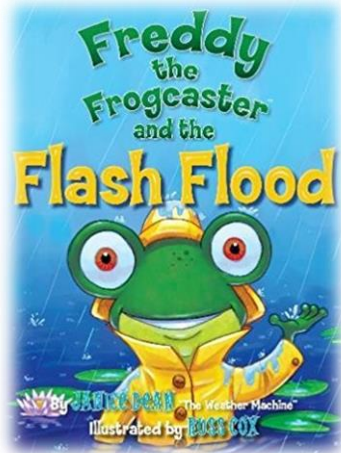
The little female gorilla, Burma, died shortly after her arrival in the United States, but Ivan survived. For the next three years he lived in the home of a family who ran a pet store at the B&I. While there, Ivan had a very human existence. He particularly liked fried chicken dinners and swinging from lamps and curtains.

When he grew too big to handle—around age five—Ivan was placed in an enclosure at the B&I and spent much of his time in a small fourteen-by-fourteen-foot steel and cement room. He quickly became a popular attraction and was known as the Shopping Mall Gorilla.

There was little for Ivan to do with his days, although he seemed to enjoy finger-painting, and often watched television. Many children grew up visiting Ivan regularly. They would stare into his eyes, or press their hands to Ivan's window, waiting for him to pound on the glass as he dashed by.

During the twenty-seven years Ivan lived in his cage, people became more aware of the needs of captive wild animals. The idea that animals need habitats that mimic their natural environment, as well as daily stimulation and the company of others of their own kind, represented a new approach to care.

In 1990, when Ivan's story was featured in the *National Geographic* documentary *The Urban Gorilla*, his plight became widely known. Several newspapers



How do people (and frogs!) know when flooding is possible?

Local news shows, radio shows, and the Internet help spread the word. Here's what those advisories mean:

FLOOD WATCH—means that there is a possibility that flooding will occur in a specified area over a period longer than six hours.

FLASH FLOOD WATCH—means that flash flooding is possible in or close to the watch area. Flash Flood Watches can be put into effect for as long as twelve hours, while heavy rains move into and across the area.

FLOOD WARNING—means that flooding conditions are actually occurring in the warning area.

FLASH FLOOD WARNING—means that flash flooding is actually occurring in the warning area. A warning can also be issued as a result of torrential rains, a dam failure, or snow thaw.

FLOOD WATCH

Get ready in the next 24–48 hours for heavy rainfall in the area that could result in flash flooding. It is very difficult to pinpoint exactly where flooding will develop so you'll want to pay close attention to forecast updates.

FLOOD ADVISORY

Flooding that may not necessarily be life threatening but could cause impacts to travel and potentially become dangerous. Slick roadways, hydroplaning, standing water over roadways, and a few low water crossing closures are all possibilities in an advisory.

FLOOD WARNING

Flash flooding is either imminent or already ongoing. Many times, flash flooding has been reported within the warning area and conditions are expected to worsen, and potentially rapidly.

How can you BE PREPARED for a flood?

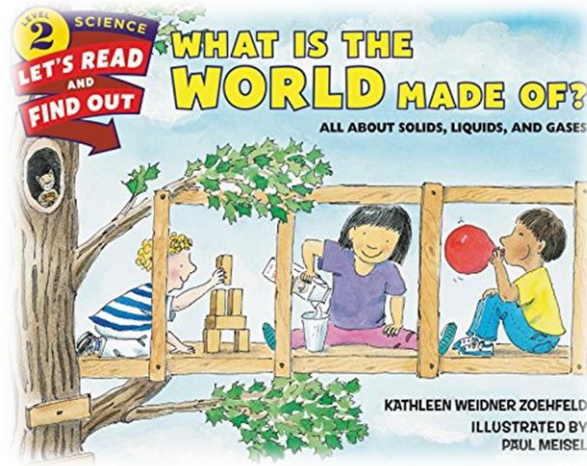
BE WEATHER READY: Have a disaster plan and prepare a disaster supplies kit for your home and car. Include a first aid kit, canned food, can opener, bottled water, battery-operated radio, flashlight, protective clothing, and written instructions on how to turn off electricity, gas, and water.

DURING A FLOOD: Move to a safe area quickly. Move to higher ground, like the highest floor of your home. Avoid areas subject to sudden flooding like low spots and canyons. Avoid already flooded areas. If a flowing stream of water is above your ankles, stop, turn around, and go the other way. Do not attempt to drive through a flooded road. The depth of the water is not obvious and the road may be washed away. If your car stalls, leave it and seek higher ground. Rapidly rising water may engulf the car and pick it up and sweep it away. Kids should never play around high water, storm drains, or viaducts. Be cautious at night, because it's harder to see flood dangers. If told to evacuate, do so immediately.

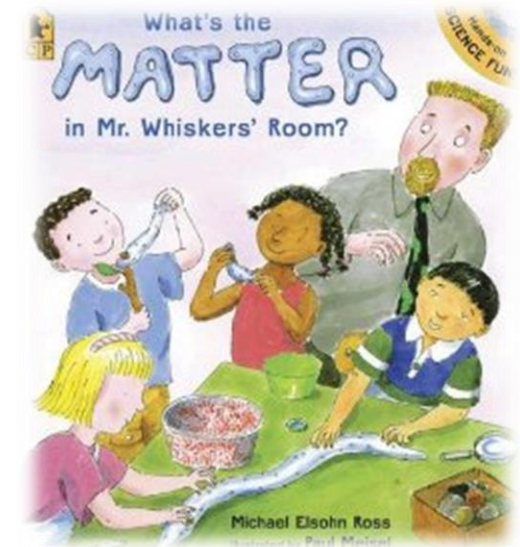
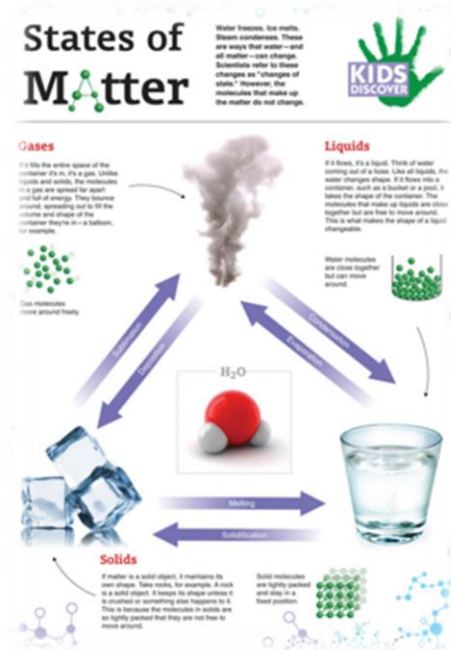
What were some of the worst floods in U.S. history?

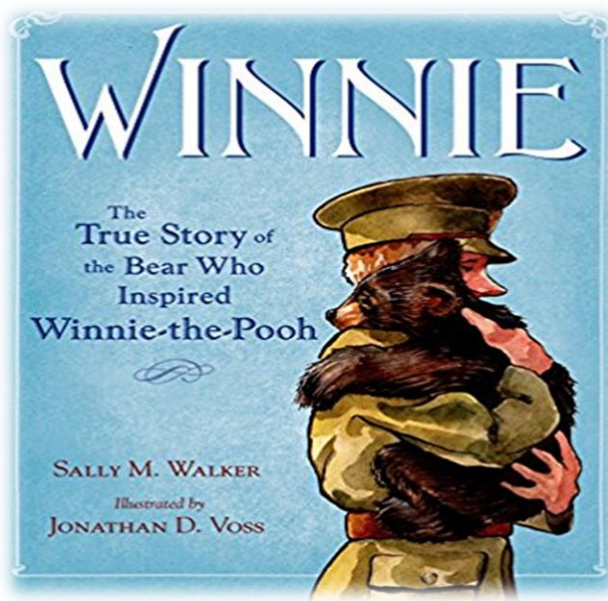
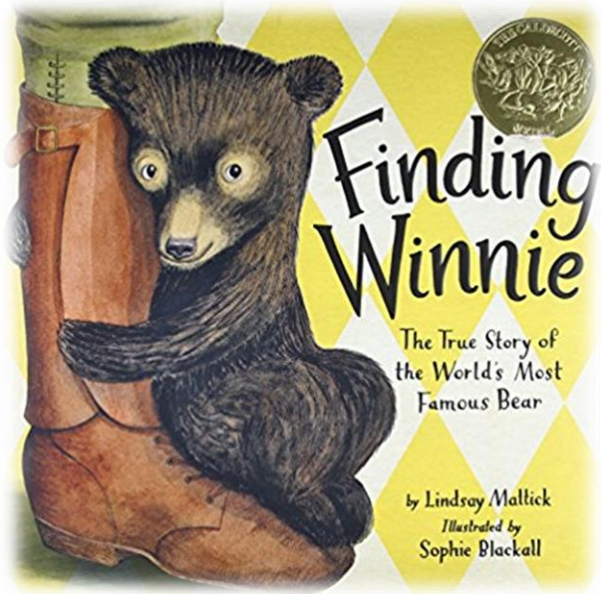
The worst flood in U.S. history resulted from a dam break upstream from Johnstown, Pennsylvania, on May 31, 1889. Although ample warnings were given, they were disregarded by many townspeople, and 2,200 residents died.





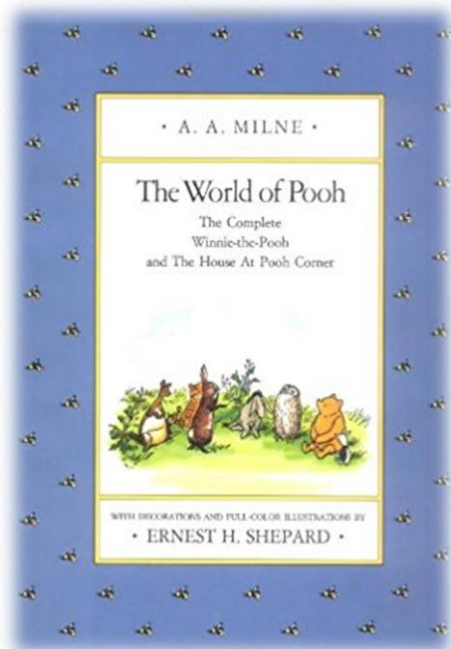
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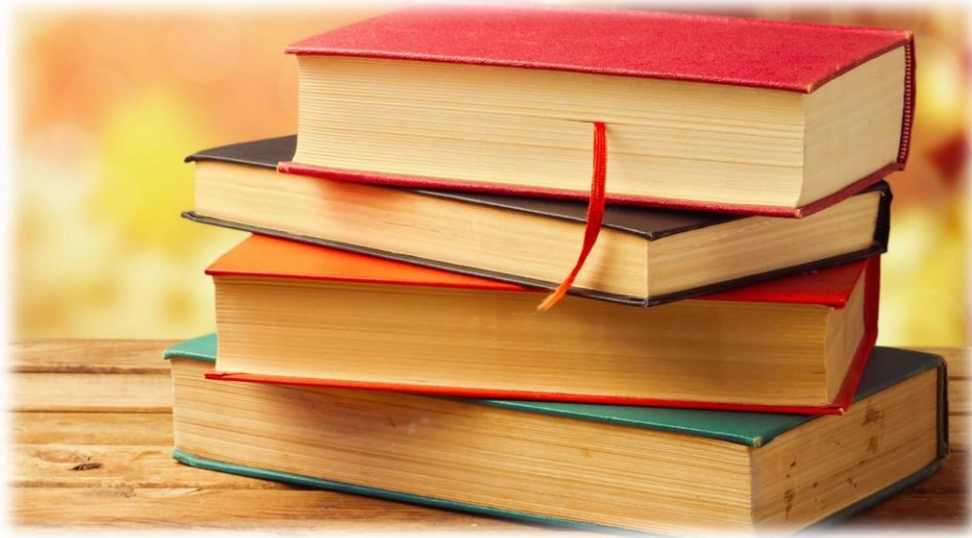
The Origins of Winnie-The-Pooh

WatchMojo.com





Amy's Text Sets



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As you develop a text set consider...

- What are topics that you are interested in?
- What are you curious about?
- Where could you go looking to start your text set?
- Where are other places to find interesting and relevant texts?

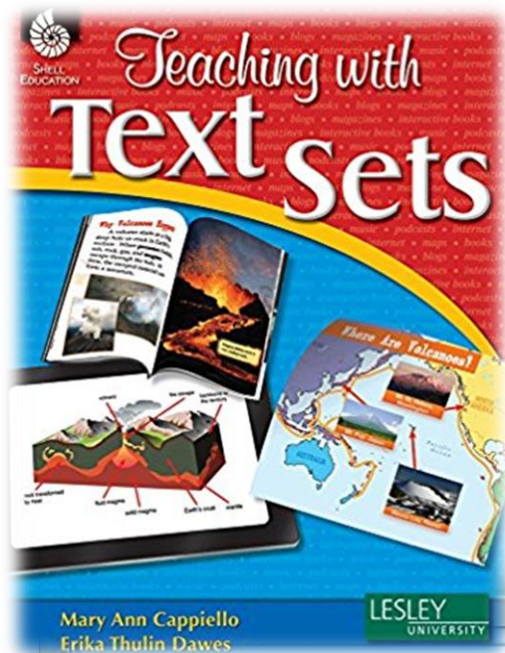
Build Your Text Set

Think about a favorite book that you like to use with students.

List it first to start building a text set.

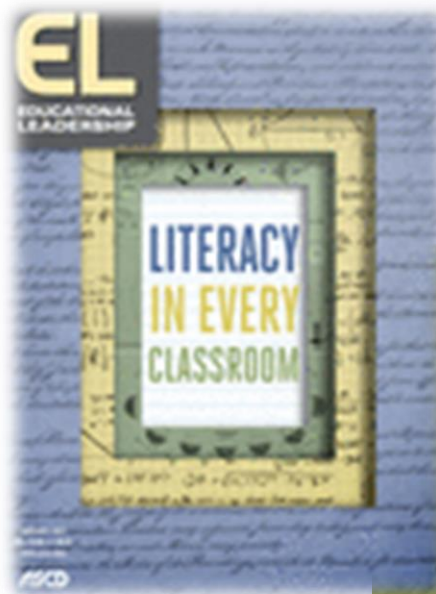
In addition to your book, your text should include the following, **appropriate for use with your students**, from the list below.

- At least **3 nonfiction books** connected to your identified theme/topic
- At least **one nonfiction article** published in newspapers, magazines, or journals
- At least **one fiction book** connected to your identified theme/topic
- At least **one** of the following:
 - Short film, video clip, or documentary
 - One or more primary source documents (photograph, letter, historical document, etc.)
 - Article from current periodical source



TEACHING WITH TEXT SETS

DR. MARY ANN CAPPIELLO
DR. ERIKA THULIN DAWES



The Case for MULTIPLE TEXTS

Students grasp more information, think more critically, and learn to synthesize when they read many texts on one topic.

Sunday Cummins

If we want students to be able to engage in thoughtful conversations and write fluently about a topic, reading one text on that topic isn't enough. When students read multiple texts on a topic, their understanding of that topic expands, and they can use knowledge they develop reading the first text to help them comprehend a second and third. What's more, readers can begin to think critically about what's being shared in each of those texts because they've read multiple texts.

Let me further this case with a quick example. In the picture book *Trapped! A Whale's Rescue* by Robert Burleigh and Wendell Minor (Charlesbridge, 2015), the author describes the rescue of a whale trapped in fishing nets off the coast of California in 2005. As you read this excerpt, consider what you're learning about the whale's struggle.

But wait—danger haunts these waters. Unseen nets, left by crab fishermen, drift through the dark sea.

The whale feels the tickle of thin threads. She plunges on. She tenses. She spins sideways as spidery lines tighten around her.

The struggle begins. The web of ropes cuts into her skin.

She flails, starts to sink, fights for air.

With each thrust of her tail, she tires.

Her sides heave. She flops. She flounders.

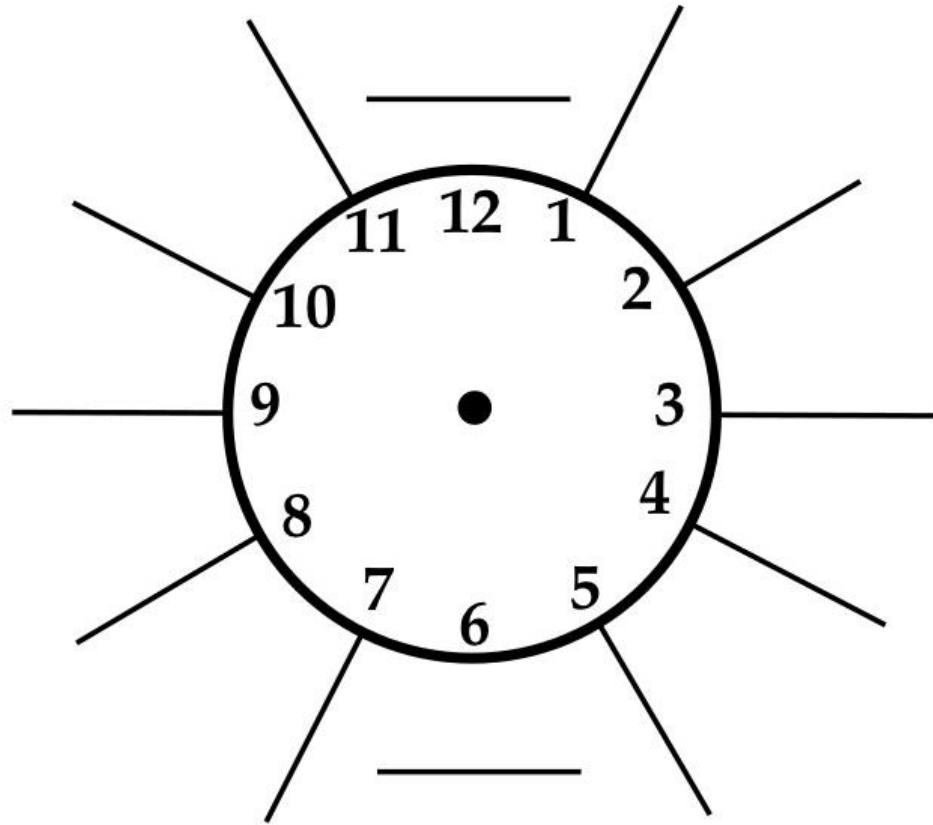
At last the great whale shudders and lies still.¹

Because you read this, you have a better understanding of what happened when the whale got tangled in the net. You probably noticed the powerful language the author uses to reveal the whale's struggle—"web of ropes cuts," "flails," "sink." You might also sense the potential gravity of this problem.

Now let's read an excerpt from a news article about the same event. Again, note what you're learning about the whale's struggle as well as its entrapment.

About 20 crab-pot ropes, which are 240 feet long with weights every 60 feet, were wrapped around the animal. Rope was wrapped at least four times around the tail, the back and the left front flipper, and there was a line in the whale's mouth. . . . At least 12 crab traps, weighing 90 pounds each, hung off the whale, the divers said. The combined weight was pulling the whale downward.²

CLOCK BUDDIES



12 o'clock partner

3 o'clock partner

6 o'clock partner

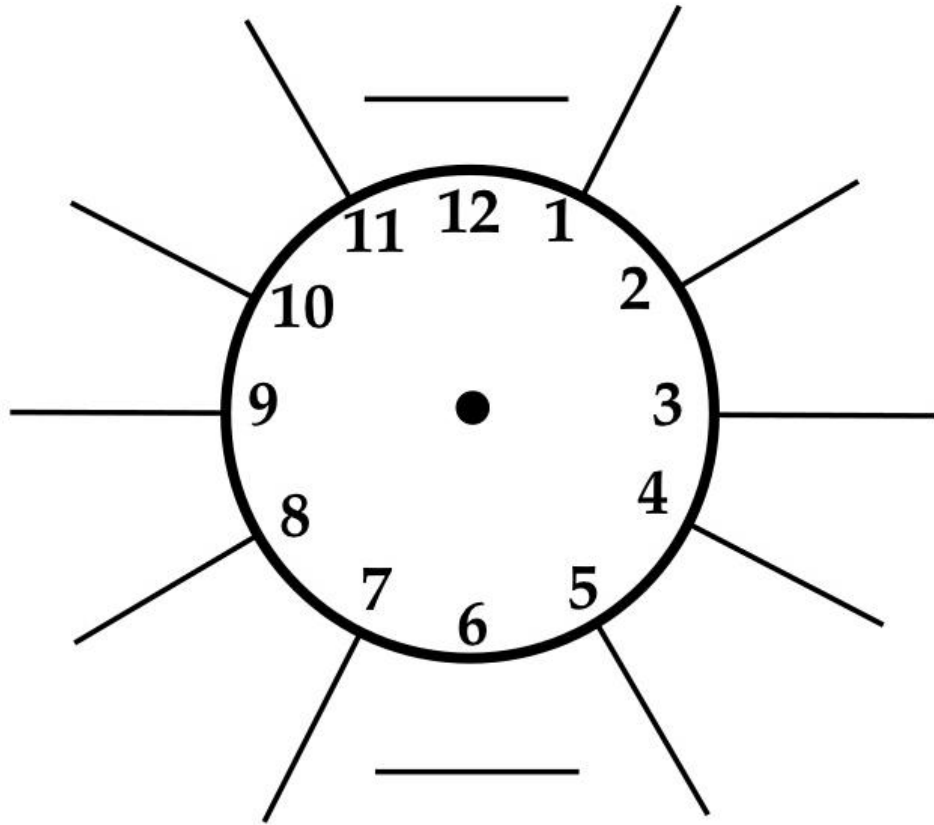
9 o'clock partner





Strategy Lesson: Vocabulary

CLOCK BUDDIES



12 o'clock partner

3 o'clock partner

6 o'clock partner

9 o'clock partner

WHAT DO YOU DO WITH A CHANCE?



Written by Kobi Yamada 🐰 Illustrated by Mae Besom

Creators of the New York Times Best Sellers What Do You Do With an Idea? and What Do You Do With a Problem?

Exit Card

Name: _____ **School** _____

I learned/ thought...

This will help me...

Comments:

