Impact Teachers Workshop

SURN

February 16, 2018

Welcome! While you wait, please fill out the tan survey located behind your agenda.

WILLIAM & MARY
CHARTERED 1693

3-2-1 Bio Poem

Make a table tent (hotdog fold) with cardstock

Write your name, school, & subject on front

On the back:

- 3 beliefs about learning
- 2 questions about preparing students for the future
- 1 interesting fact about yourself

Getting to Know You

- Use your name tent and bio poem to introduce yourself at your table
- 2-3 minutes each

Setting the Stage: Did you know

- In the United States today, 66% of students experience academic difficulty.
- Today, education in the U.S. is ranked only 18th out of 23 industrialized countries
- 85% of current jobs require some or more college or post-secondary education.
- Only 1 in 4 high school students graduates college-ready in English, Math and Science.

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Back in the day ...

The **Committee of Ten** was a working group of educators that, in 1892, recommended the standardization of American high school curriculum.

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That curriculum and design survives today

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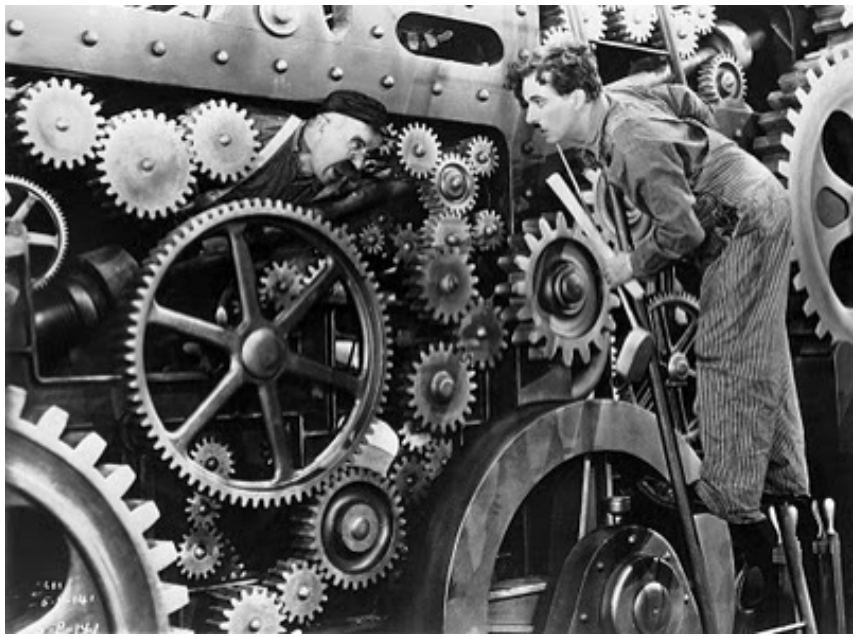
Unfortunately, it was designed to sustain an industrial economy …



…Not a Knowledge Economy

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We cannot predict with accuracy the occupations that will grow fastest in the future or the precise tasks that the human labor market will perform. Nonetheless, it is a safe bet that the human labor market will center on three kinds of work: **solving unstructured problems, working with new information, and carrying out non-routine manual tasks.** The rest will be done by computers and low wage workers abroad. It is also a safe bet that most **Americans will need to acquire new knowledge and skills over their work lives** in order to earn a good living in a changing work world. In this context, the nation's **challenge is to sharply increase the fraction of American children with the foundational skills needed to develop job-relevant knowledge and to learn efficiently over a lifetime.**

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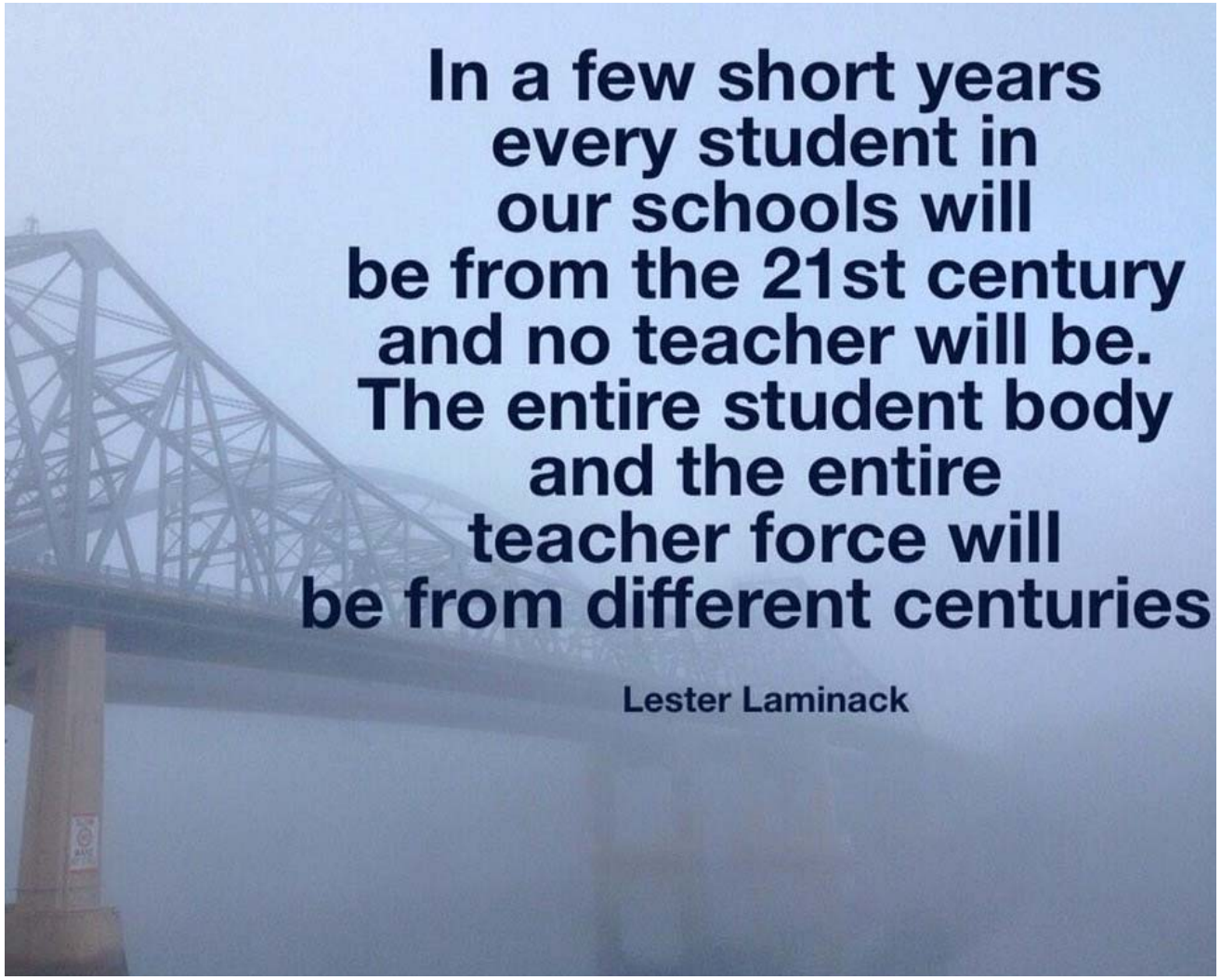
What Are Those Skills?

- Mastery of rigorous academic content
- Development of critical thinking and problem-solving skills
- The ability to work collaboratively
- Effective oral and written communication
- Learning how to learn
- Developing and maintaining an academic mindset


In a few short years
every student in
our schools will
be from the 21st century
and no teacher will be.
The entire student body
and the entire
teacher force will
be from different centuries
Lester Laminack

A Thought…

- We are faced with the task of shifting a hugely complex education enterprise from an orientation toward schooling to an orientation toward learning – to a system that is capable of delivering on the promise of an empowering education for every young person.

- As focus moves away from things like time and grades, learning becomes the culture and currency of a community working for a changed student experience…

Steven M. Constantino, Ed.D., 2017, VA Department of Education

Conditions for Transforming Learning Communities: Focus on Culture

- Condition #1: Vision for learning is shared, challenging and compelling

- Condition #2: Learning is the core mission and organizing force of the work – not teaching.

- Condition #3: A growth mindset means mistakes, missteps, and setbacks are mined as rich opportunities for learning and leaders to push to the edge of learning.

Steven M. Constantino, Ed.D., 2017, VA Department of Education

Conditions for Transforming Learning Communities: Focus on Culture

- Condition #4: Success is generated through transparency, shared responsibility, collaboration, and interdependence.

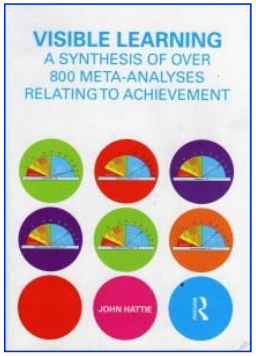
- Condition #5: Learning is treated as an inside-out, student-centered process.

- Condition #6: Definition of success is anchored in agency and capacity for future learning

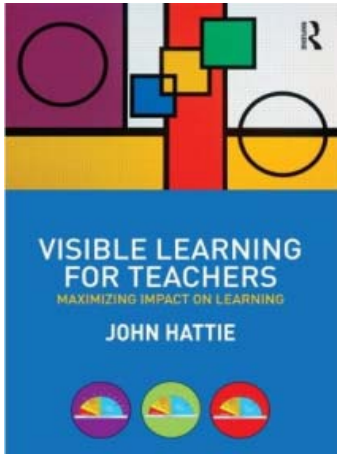
Steven M. Constantino, Ed.D., 2017, VA Department of Education

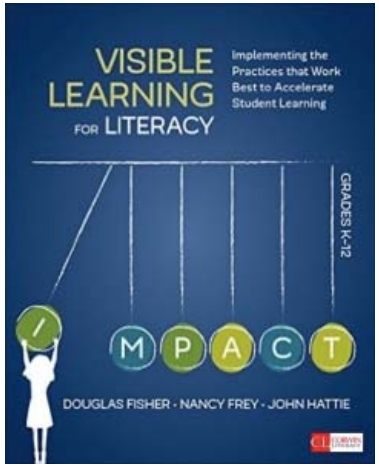
Visible Leading & Learning

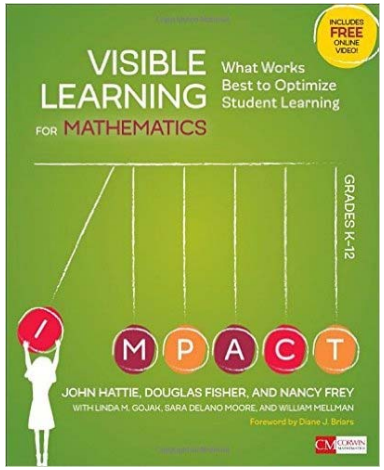
…focuses on generating educator to educator dialogue on pedagogy, student engagement, and classroom observation-based data.



Visible Learning Texts







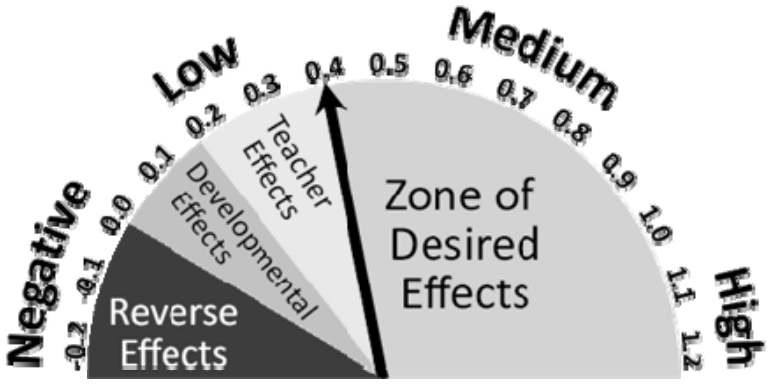
"The greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers." (Hattie, 2012, p.18)

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!

Effect Size

- ***Effect Size*** is a common scale that allows various influences on learning to be measured and compared.
- The average effect size is 0.4
- 0.4 is close to the average effect that we can expect from a year's schooling.

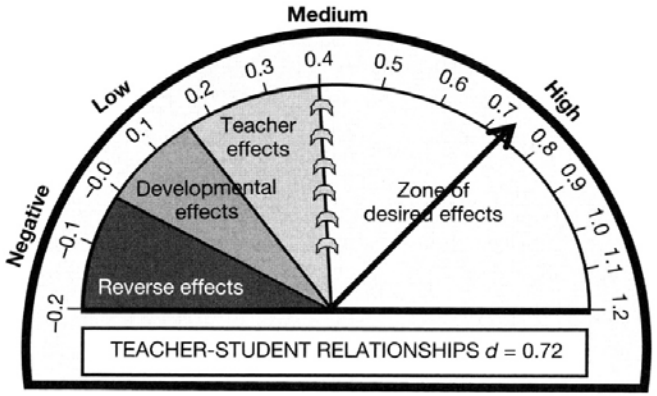


The hinge-point; average effect-size 0.4

John Hattie uses a 'barometer of influence' to illustrated the impact of various factors on learning

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

Teacher-Student Relationships (d =.72)

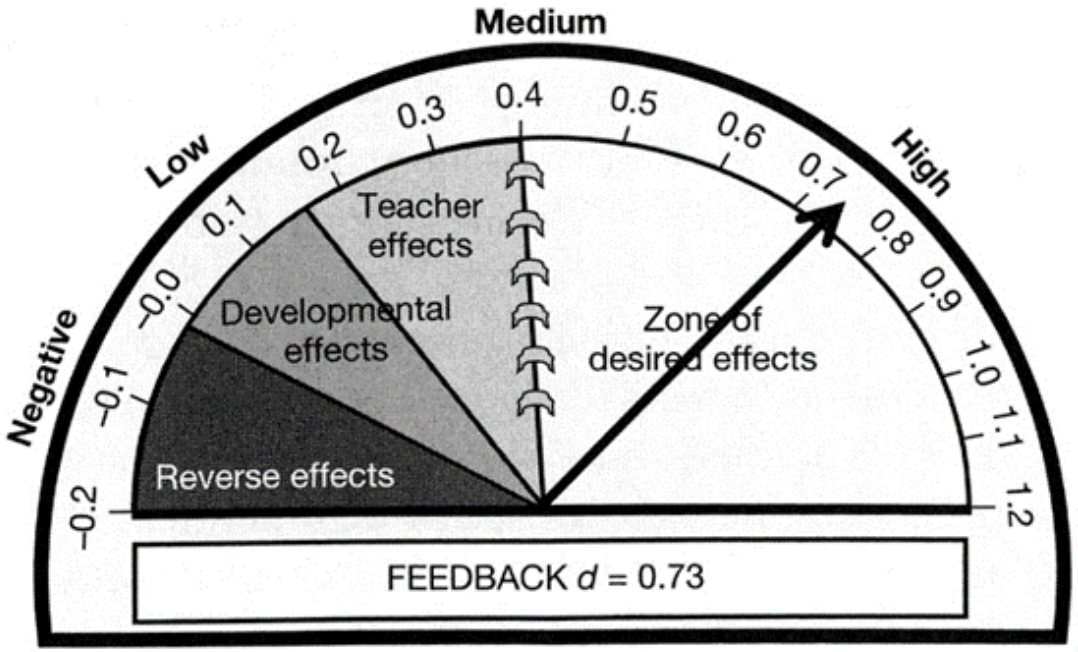


KEY	
Standard error	0.011 (Low)
Rank	11th
Number of meta-analyses	1
Number of studies	229
Number of effects	1,450
Number of people (1)	355,325

In classes with person-centered teachers, there is more engagement, more respect of self and others, there are fewer resistant behaviors, there is greater non-directivity (student-initiated and student-regulated activities), and there are higher achievement outcomes.

Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement,* p. 218-219.

The Power of Feedback (*d*=.73)



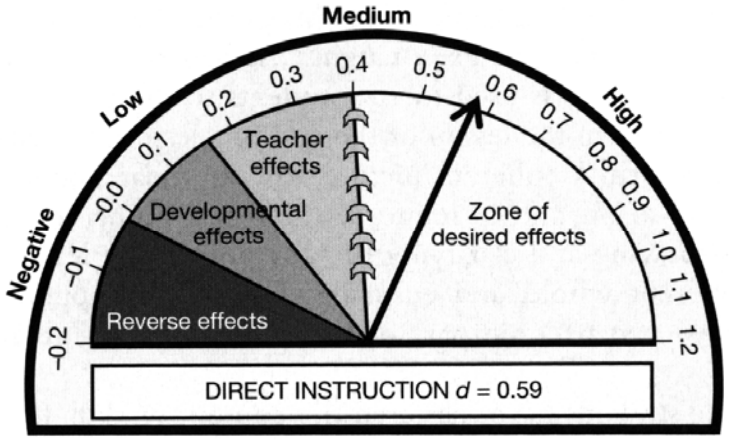
KEY	
Standard error	0.061 (Medium)
Rank	10th
Number of meta-analyses	23
Number of studies	1,287
Number of effects	2,050
Number of people (10)	67,931

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

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.

Direct Instruction d = .59



KEY	
Standard error	0.096 (High)
Rank	26th
Number of meta-analyses	4
Number of studies	304
Number of effects	597
Number of people (1)	42,618

One of the more successful methods for maximizing the impact of teaching and enabling teachers to talk to each other about teaching is direct instruction (VLT, Hattie, 2012, p. 65).

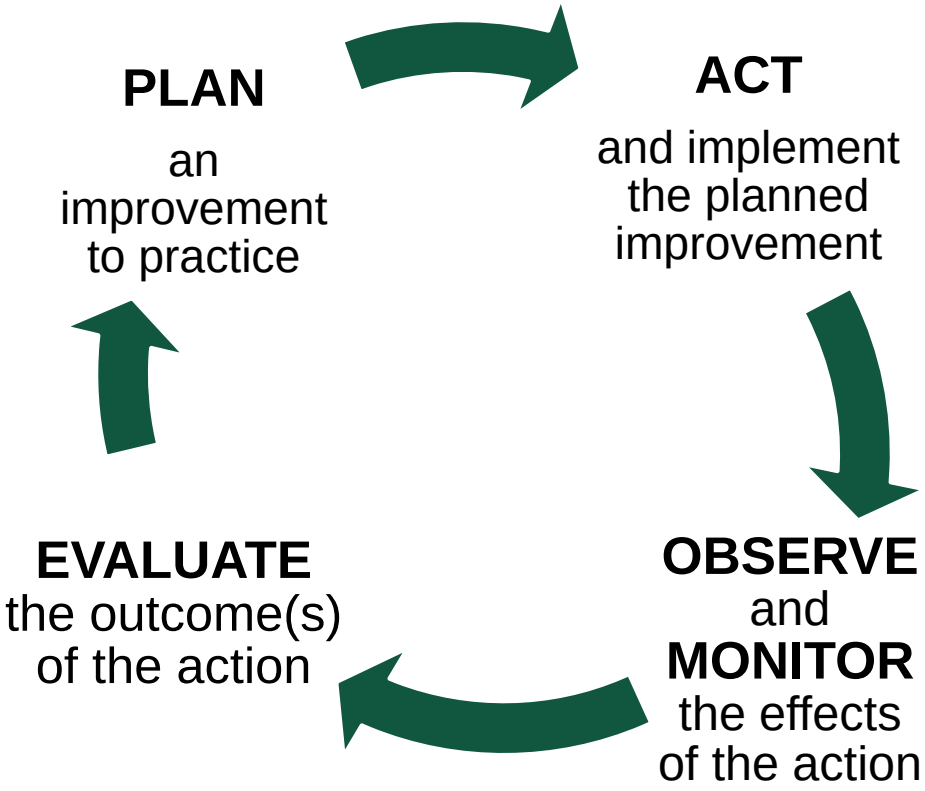
What Is Explicit Teaching?

- Involves directing student attention toward specific learning
- Occurs in a highly structured environment
- Focuses on producing specific learning outcomes
- Breaks down topics and content into small parts taught individually, in a logical order
- Involves modeling skills and behaviors and modeling thinking with the teacher thinking out loud when working through problems and demonstrating processes for students

Explicit Teaching

- Begins with setting the stage for learning
- Is followed by a clear explanation of what to do (telling)
- Is followed by modeling of the process (showing)
- Is followed by multiple opportunities for practice (guiding) until independence is attained
- Moves systematically from extensive teacher input and little student responsibility initially — to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle.

Basic Action Inquiry (Research) Cycle



Profile of a Virginia Graduate

- Describes knowledge, skills, competencies, and experiences students should attain during K-12 education to make them “life-ready.”
- English Standards were the first to be developed under the Profile.

Profile of a VA Graduate

Achieve & apply appropriate academic & technical knowledge

Align knowledge, skills, & personal interests with career opportunities

Attain & demonstrate productive workplace skills, qualities, & behaviors

Build connections & value for interactions with diverse communities

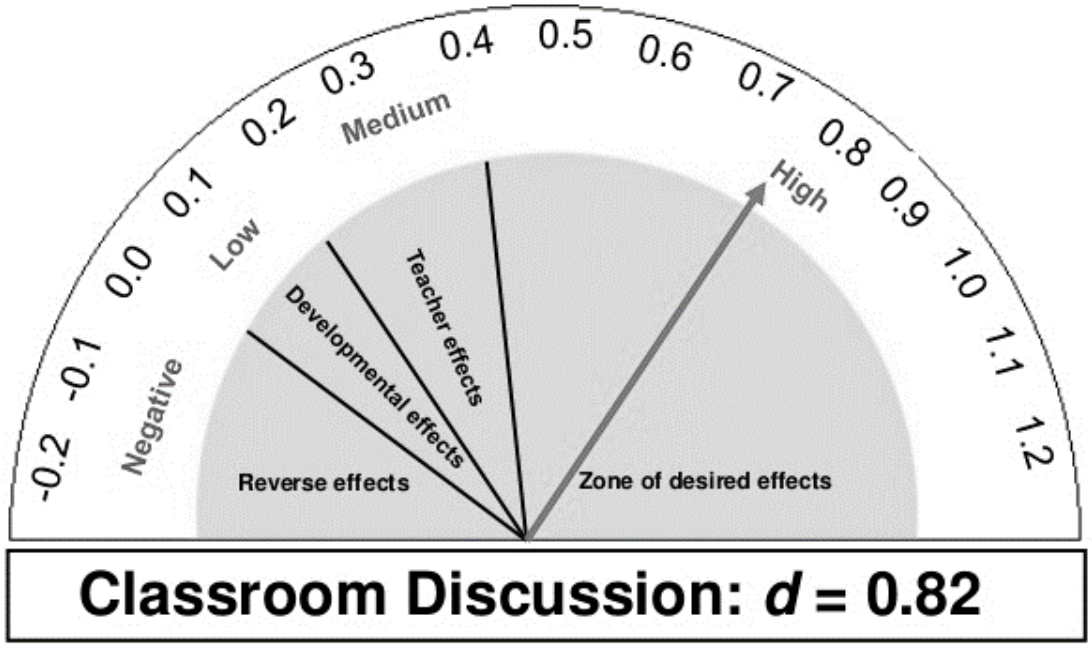
Content Knowledge	Workplace Skills	Community Engagement & Civic Responsibility	Career Exploration
Attains and is able to use the knowledge and skills described in the Standards of Learning for core instructional areas (English, math, science, and history/social studies), the arts, personal wellness, 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.	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.	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.	Understands knowledge, skills, & abilities sought by employers for career opportunities. Aligns knowledge, skills, & abilities with personal interests to identify career opportunities. Sets goals for career, school, & 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 & knowledge by participating in workplace experiences.

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

Board Identified Priority Areas for Profile of a Graduate

- EXPAND the use of performance assessments
- REDUCE the number of credits verified by SOL tests
- INCREASE internships and work-based learning experiences
- INCREASE career exposure, exploration, and planning
- EMPHASIZE the “5 Cs”
  - critical thinking,
  - creative thinking,
  - collaboration,
  - communication, and
  - citizenship

Classroom Discussion *d*=0.82



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

Summary of Changes in the 2017 English Standards of Learning

- **The strands of the 2017 English Standards:**
  - Communication & Multimodal Literacies
  - Reading
  - Writing
  - Research
- **The goals are to teach students to read, write, research and communicate. The strands are developed separately, but expected to be seamlessly integrated in the classroom. Through the rigorous application of the English Standards of Learning, students become critical thinkers, effective contributors, and global citizens.**

Summary of Changes in the 2017 English Standards of Learning

- **Alignment with the 5 Cs: Critical Thinking, Creative Thinking, Communication, Collaboration, and Citizenship**
- **Alignment to the applicable VA Workplace Readiness Skills**
- **Reorganization of K-3 to align with 4-12**
- **Expansion of technical reading & writing in grades 9-12**

Summary of Changes in the 2017 English Standards of Learning

- **Introduction of reflective writing in grades 6-12**
- **Expansion of skills for collaboration, consensus-building, team-building, and working toward common goals**
- **Creation of standards in reading requiring comparing/contrasting details in literary and informational nonfiction texts**
- **Expansion of requirements for nonfiction/informational/technical reading in grades 4-12**

Summary of Changes in the 2017 English Standards of Learning

- **Renamed Communication strand now Communication & Multimodal Literacies. Reflects the integration of multiple modes of communication and expression, digital citizenship, and current best practices**
- **Includes and encourages options such as podcasts, presentations with visuals and media, blogs, etc.**

Summary of Changes in the 2017 English Standards of Learning

Multimodal

- **Strategic use of two or more codependent modes of communication**
- **Both modes are essential to convey the intended message.**
- **For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.**

Summary of Changes in the 2017 English Standards of Learning

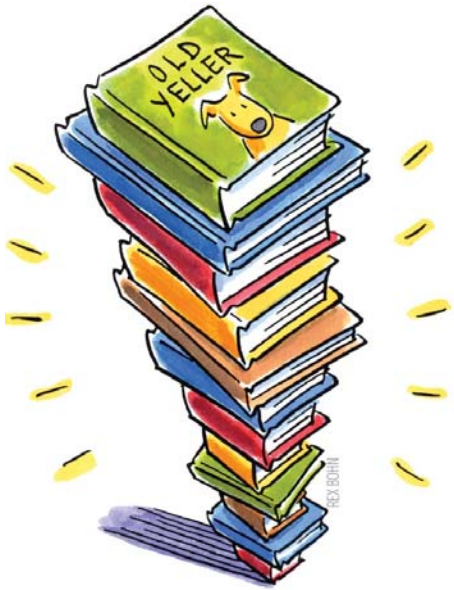
- **Clarification of main idea and theme in K-5**
- **Students will now identify only theme in fictional texts and poetry**
- **Students will continue to identify main idea in nonfiction**

Summary of Changes in the 2017 English Standards of Learning

- **Creation of a Research Strand in K-3 to focus on the early stages of research**
- **Students will:**
  - Generate topics of interest
  - Generate questions to gather information
  - Identify sources (books, media, people) to answer questions and solve problems
  - Find and record information
    - * Can be done collaboratively*

Summary of Changes in the 2017 English Standards of Learning

- **Deeper focus on elements and characteristics of fictional text and poetry in K-5:**
  - Character development
  - Setting
  - Plot events/development
  - Conflict and resolution
  - Theme
  - Narrator/speaker
  - Genres
  - Point of view



Virginia Department of Education

Summary of Changes in the 2017 English Standards of Learning

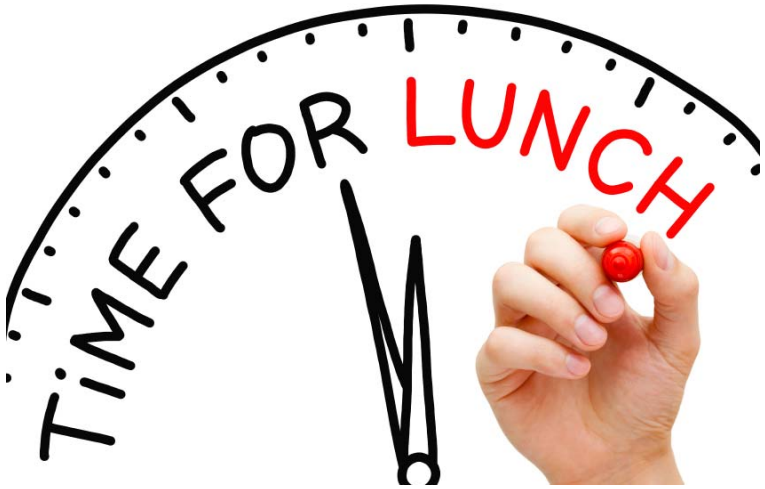
- **Emphasis on ethical use of the Internet when gathering & using information**
- **Introduction of a focus on a mode of writing at each grade level:**
  - 6th- narrative & reflective
  - 7th & 8th – expository & persuasive
  - 9th & 10th – persuasive & analytical
  - 11th & 12th – persuasive & argumentative

Implementation Timeline

- **February 2018** Crosswalk published
- **2018-2019** Crosswalk Year- School divisions should be including 2017 Standards in instruction
- **2010 & 2017** Standards are similar enough that students will pass the 2010 tests with instruction in the 2017 Standards
- **2019-2020** Full Implementation of 2017 Standards

VIRGINIA DEPARTMENT OF EDUCATION

TIME FOR A BREAK



LUNCH BREAK