

Impact Teachers Workshop

SURN

November 28, 2017



WILLIAM & MARY

CHARTERED 1693

3-2-1 Bio Poem

Make a table tent (hotdog fold) with cardstock

Write your name, school, & grade level on front

On the back:

3 beliefs about learning

2 questions about nonfiction literacy or
mathematics problem solving

1 interesting fact about yourself

Getting to Know You

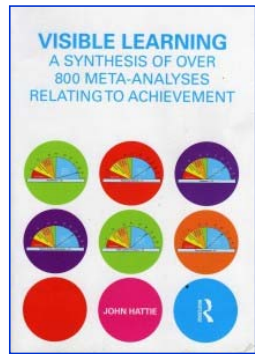
- Use your name tent and bio poem to introduce yourself at your table
- 2-3 minutes each



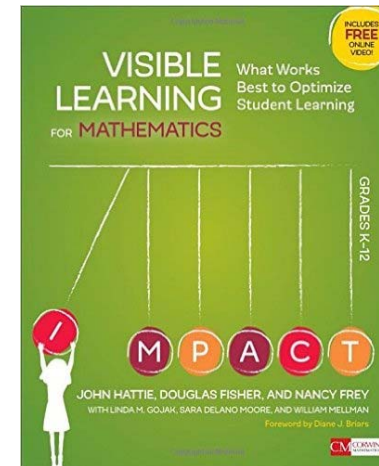
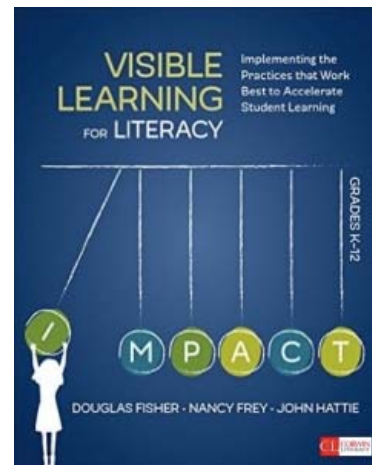
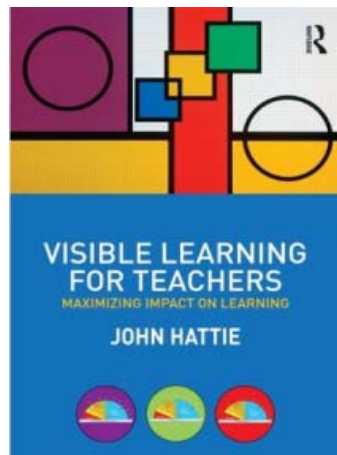
Visible Leading & Learning

...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)

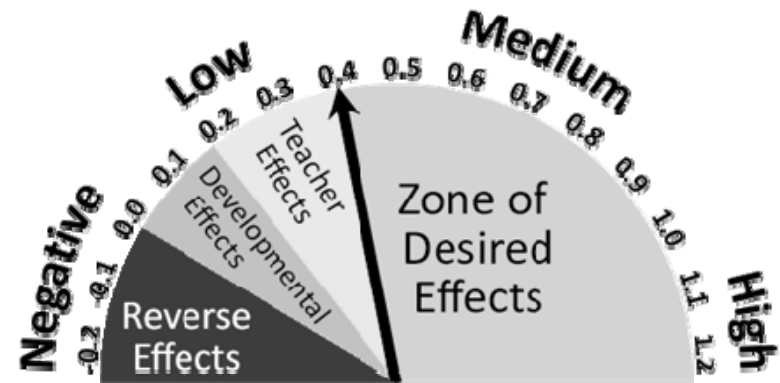
Learning Journal

- 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!



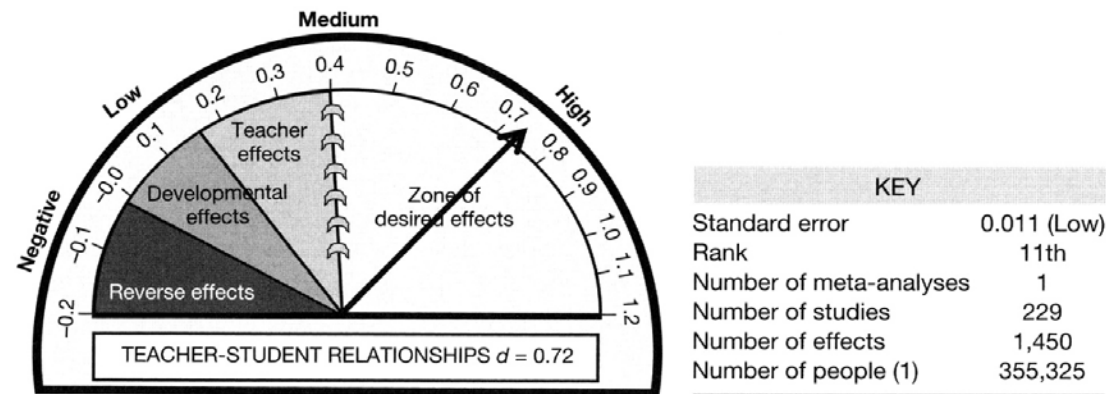
Effect Size

- **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 illustrate the impact of various factors on learning

Teacher-Student Relationships ($d = .72$)



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.

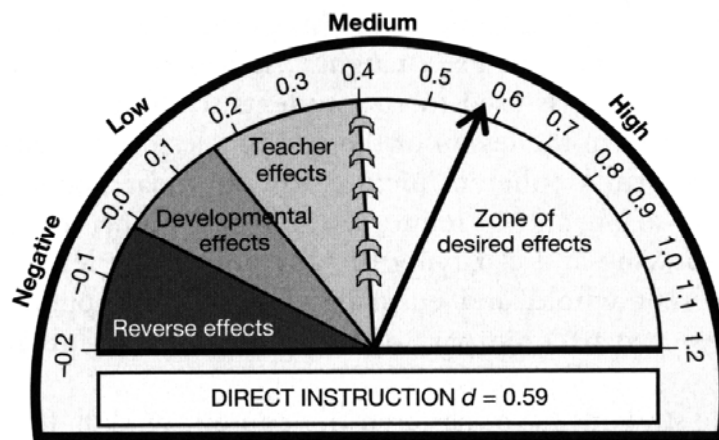
Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*, p. 218-219.

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).

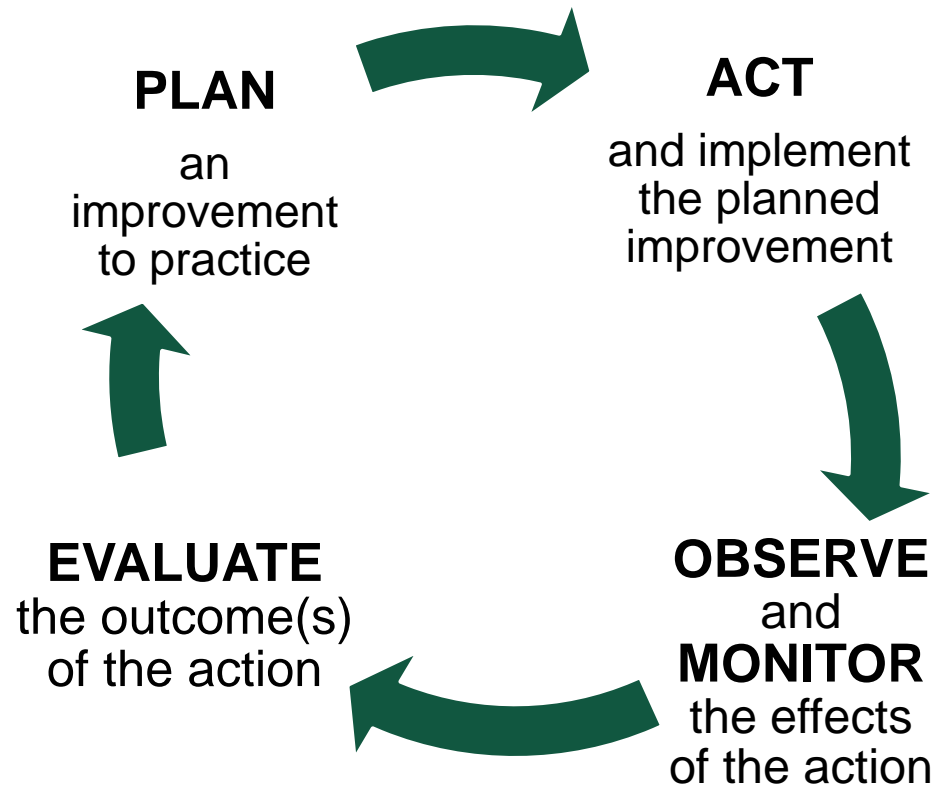
What Is Explicit Teaching?

- 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.

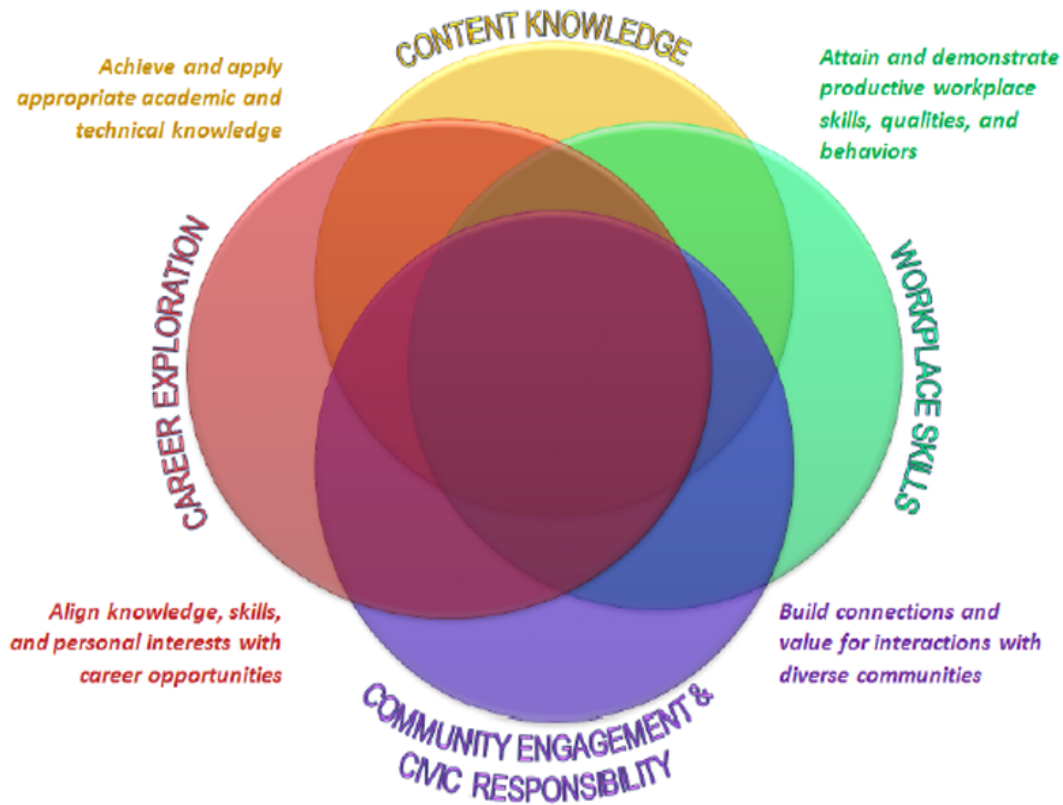
Basic Action Inquiry (Research) Cycle

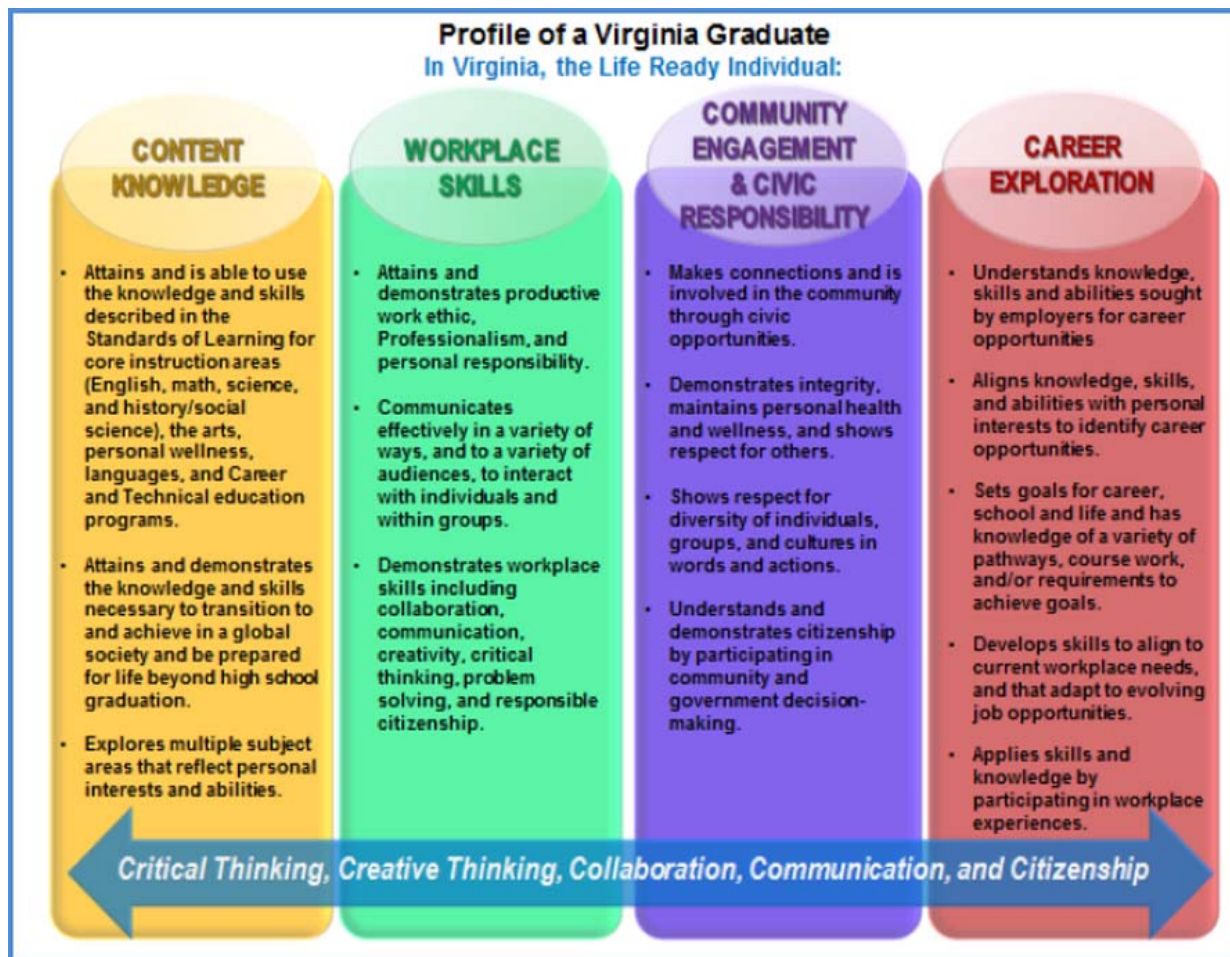


Profile of a Virginia Graduate

- **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 Virginia Graduate
In Virginia, the Life Ready Individual Will,
During His or Her K-12 Educational Experience:





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

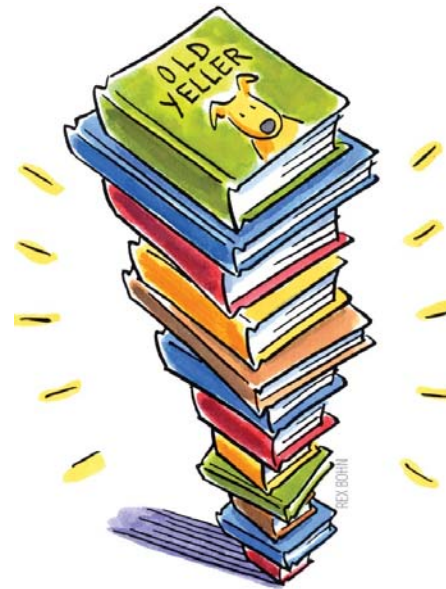
Students will:

- 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**



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**

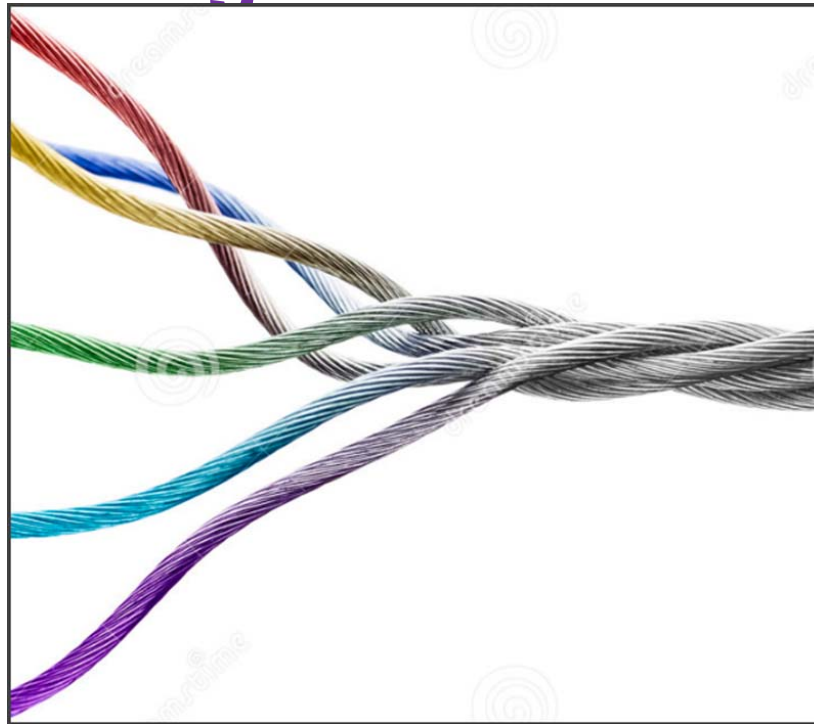
Implementation Timeline

- 2017 English Standards approved by BOE on 1/26/17
- [Supt's Memo #020-17](#) announces CF application
- March 10 CF applications due. Team announced in April
- June 26-29 CF Revision Team meets
- July/August DOE edits BOE CF Draft for 1st review
- September 28- BOE First Review of CF- 30 day public comment opens after the meeting
- November 16- BOE Final Review of CF
- January 2018- Crosswalk published

Implementation Timeline

- **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

Seamless Integration of English Strands



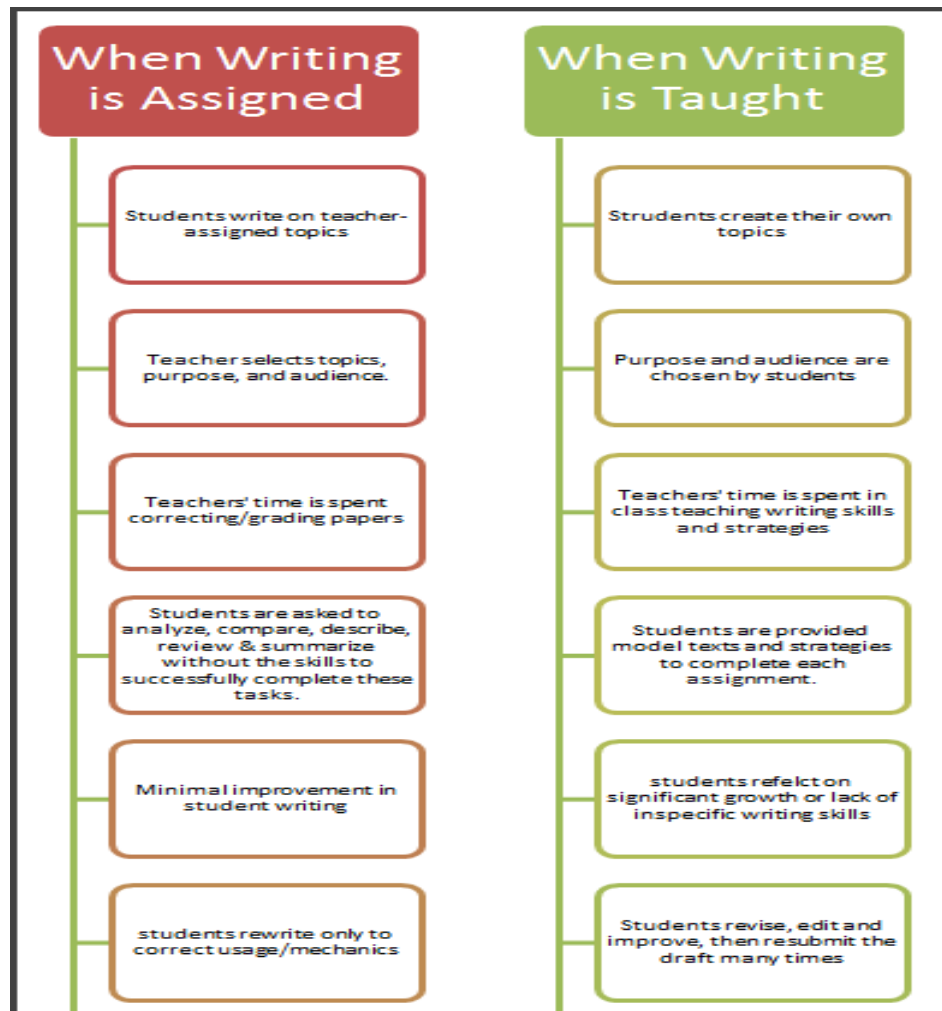
Successful English Instruction

Integrate the strands

- **Vocabulary Development**
 - Specific vocabulary from authentic texts
 - Vocabulary from assigned reading
- **Reading**
 - Both fiction & **nonfiction** text
 - Text-rich environment with variety of text and media
 - Student choice whenever possible
- **Writing**
 - Writing as a process for a variety of authentic purposes
 - Regular writing conferences
 - Use of Writing Portfolios
- **Research**
 - Ongoing and embedded in the learning process (when applicable)
- **Communication/Multimodal Literacies**

The Forgotten “R”

- The elimination of the grade 5 Writing SOL assessment threatens writing/research instruction
- Writing, like reading, is a life skill and should be included in all curricular areas.
- How much writing does your job require?



Because Writing Matters by Carl Nagin
[The National Writing Project](#)

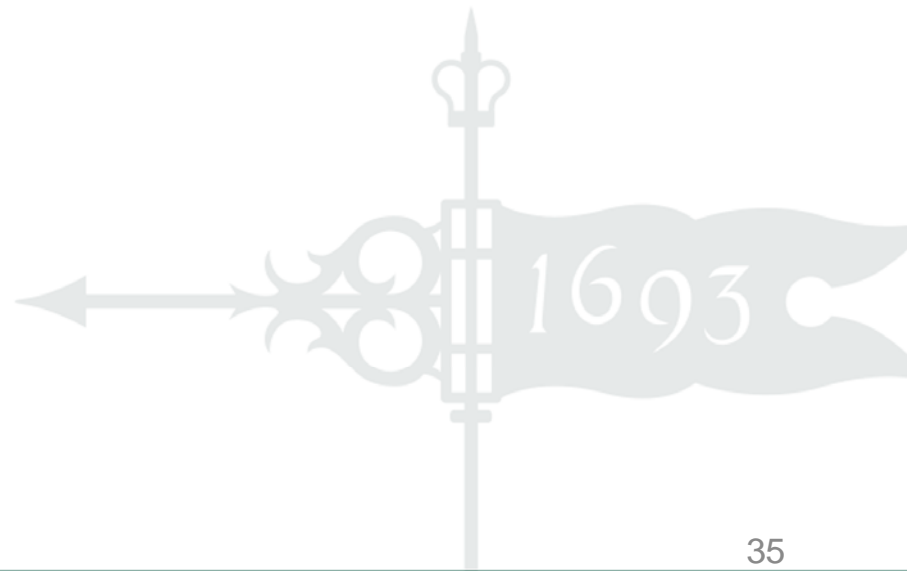
When writing is taught...

- **Teachers model by**

- Writing with the students
- Revealing the hard work of writing
- Thinking aloud through revision of their writing
- Editing only after revision is complete

Let's Take a Peek at the Curriculum Framework

- Features
- In groups
 - What do you notice about nonfiction?
 - What's different? The same? Gone?
 - How might that impact instruction?
 - What do you need?
- Create a chart that captures your thoughts
 - Make your grade level the title
 - Use words, lists, graphic representations
 - Be prepared to share



Reciprocal Teaching

(Palinscar & Brown, 1984)

- Framework for talking about text
- Structured dialogue using comprehension strategies:
 - Predicting
 - Questioning
 - Clarifying
 - Summarizing

Reciprocal Teaching

When I Predict, I

- Guess
- Estimate
- Assume
- Infer
- Speculate
- Suspect
- Believe
- Forecast
- Project

When I Question, I

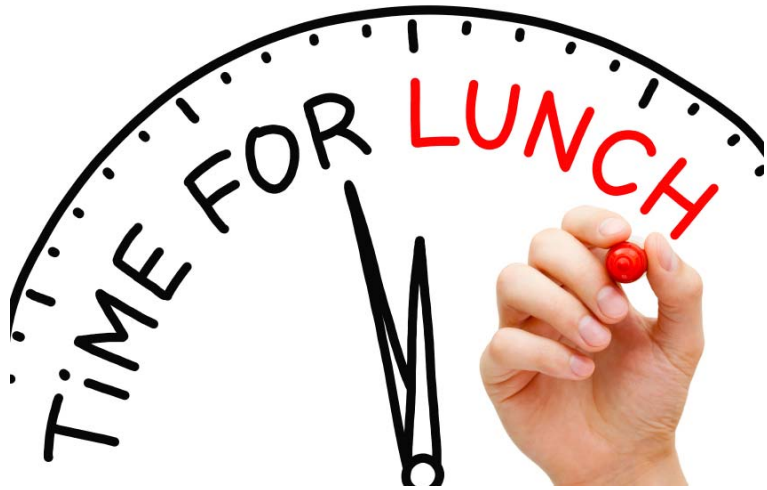
- Search
- Ask
- Investigate
- Challenge
- Examine
- Dispute
- Doubt
- Explore
- Inquire

When I Clarify, I

- Explain
- Reread
- Solve
- Monitor
- Refine
- Simplify
- Define
- Sharpen
- Remember

When I Summarize, I

- Sum up
- Conclude
- Judge
- Determine
- Review
- Decide
- Surmise
- Organize



LUNCH BREAK

