

A full-page background image showing two people in winter gear (jackets, hats, gloves, backpacks) standing on a snowy mountain peak. They are facing away from the camera, reaching their hands up towards each other in a celebratory gesture. The background is a clear blue sky with some light clouds. The overall tone is bright and positive.

PEDAGOGY AND YOU

Leveraging the art and science of teaching in your classroom to propel your students upward and forward



LEARNING INTENTIONS

- Explore and discuss best pedagogical practices
- Examine engaging qualities for lesson development
- Use classroom management to elevate lessons

SUCCESS CRITERIA

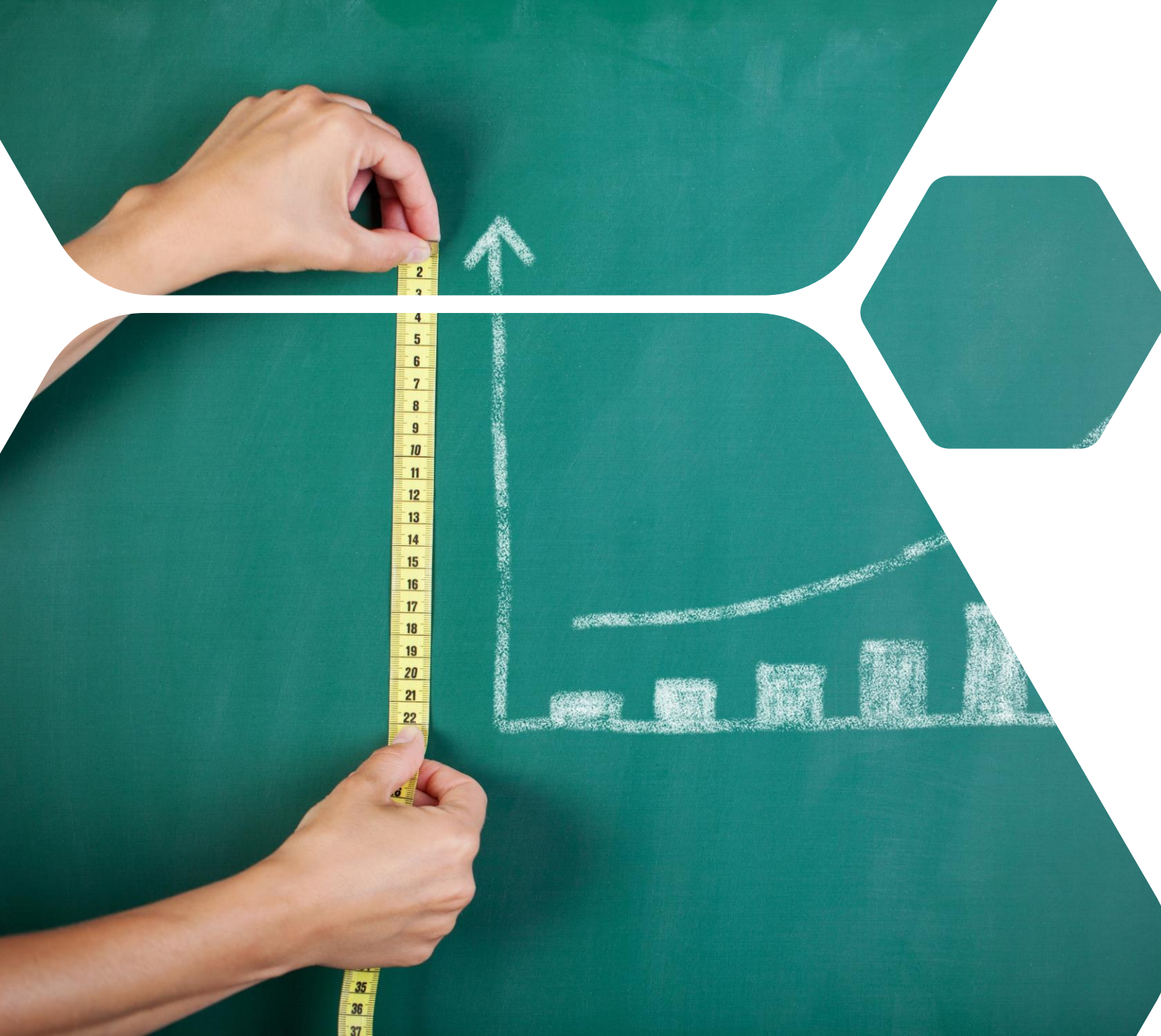
- I can take one idea that I learned today and develop a plan on how to implement.
- I can turn in my plan and share out.





PEDAGOGY

- It's a science.
- It's an art.
- It's applied science.
- It's a profession.
- It has multiple pronunciations.
- It is what we do.



SCIENCE

- John Hattie – analysis of research on effectiveness of teachers
- Robert Marzano – educational research, high yield teaching strategies.



ART

Where the “science” of teaching describes *how teaching should go*, “art” suggests *the unique way teaching unfolds* as a teacher pursues these and other practices. In this way, every successful teacher is an artist.



EFFICACY IN THE CLASSROOM

- Of the top 10, 60% of the effective strategies is related to the teacher.
- 30% is related to the student's efforts.
- 10% is the curriculum.
- That's right, you are the primary driver of effectiveness in the classroom!

BEST PRACTICES OF PEDAGOGY



Prepare clear intentions.

Effective teachers give examples in their instruction.

Develop new knowledge based on prior knowledge.

Advisements (feedback) from you – timely and authentic.

Generate more exposure to the concepts.

Organize the learning to solve real life problems.

Get students working together.

You need to build student self-efficacy.



P – PREPARE CLEAR INTENTIONS

Every lesson needs a clear focus, a clear intention that is stated for the teacher and the student.

**ARE WE
THERE
YET?**



CLEAR, EASY TO FOLLOW INTENTIONS



- **Where are we going?** (learning intention; objectives)
- **Why are we going there?** (standards; course requirements)
- **What do we need to get there?** (resources, tools, components)
- **How will we get there?** (methods, activities, and groupings)
- **How do we bring along everyone?** (differentiation)
- **How will you know you got there?** (assessment)
- **How will the student know if they arrived?** (feedback)



HOW WILL YOU KNOW YOU GOT THERE?

- Success Criteria!
- “I can” statements.
- What you expect, inspect.

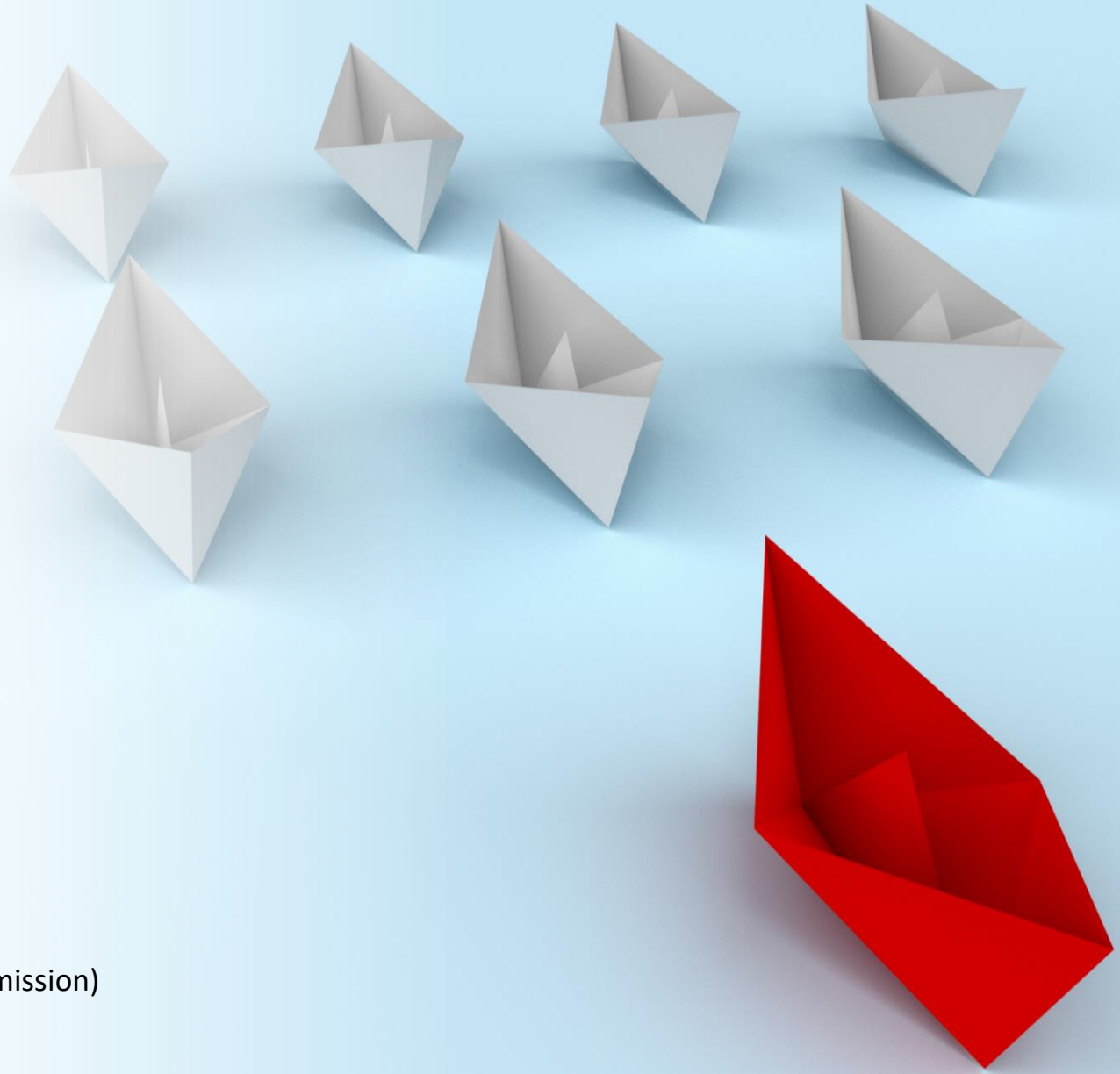


E - EFFECTIVE TEACHERS GIVE EXAMPLES IN THEIR INSTRUCTION

- You must explicitly teach students what they need to know and show them how to do things they must be able to do for themselves.
- You must give examples and non-examples to students.
- You must give students worked examples.
- Graphic organizers are great too!

EFFECTIVE TEACHERS GIVE EXAMPLES IN THEIR INSTRUCTION

- Rubrics
- Examples
- Models
- Previous student work (with permission)





**D – DEVELOP
NEW
KNOWLEDGE
BASED ON
PRIOR
KNOWLEDGE.**



.....

DEVELOP NEW KNOWLEDGE BASED ON PRIOR KNOWLEDGE

Determine prior knowledge!

- ❖ Formative assessments
- ❖ Exit tickets
- ❖ Games
- ❖ Pretests
- ❖ Activities



A - ADVISEMENTS (FEEDBACK) FROM YOU

- As students engage with new material, you need to provide them feedback.
- Highlighting what is right and wrong, or good and bad about their work
- Helping students to see how they can improve

ADVISEMENTS (FEEDBACK) FROM YOU

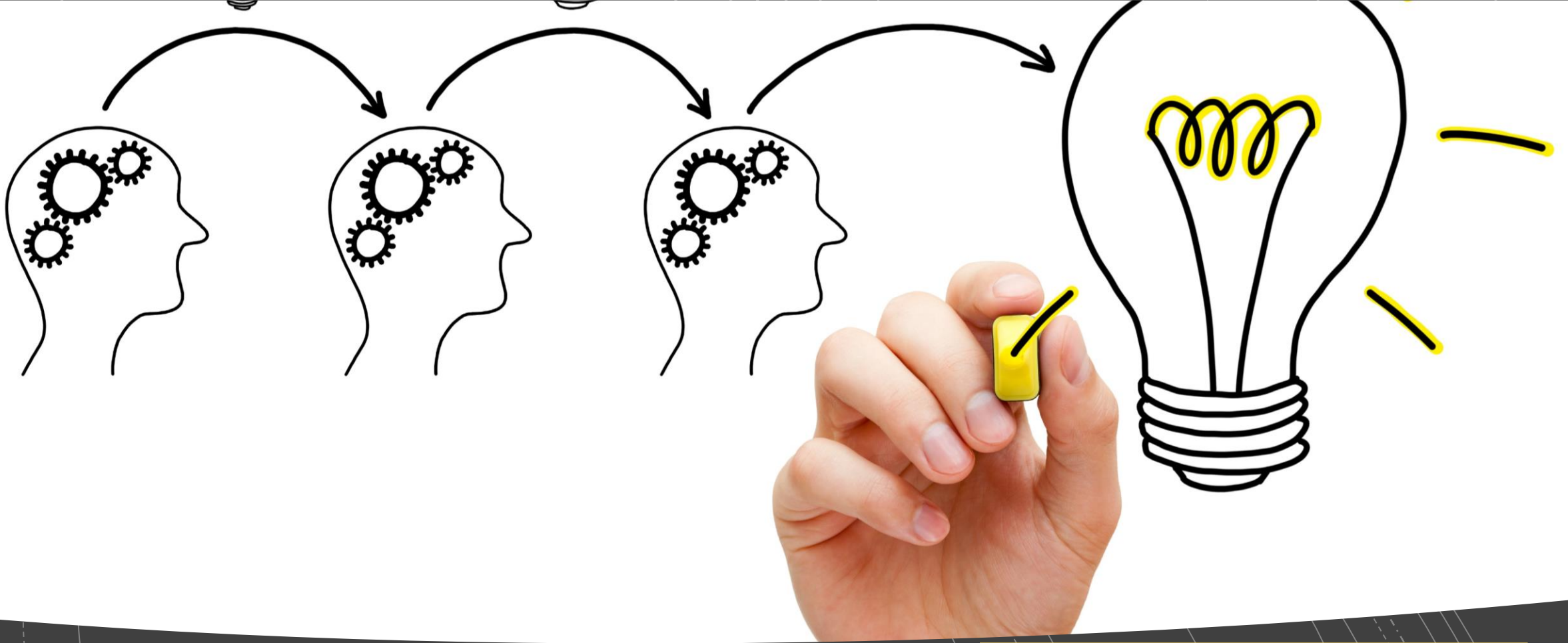
- Basic feedback – tell students things are correct or incorrect (with the correct answer).
- Instructional feedback – tell students what specific things they need to get it right or to improve their performance in some way.
- Coaching feedback prompts students to think of ways to improve their work without explicitly telling them what to do.





G - GENERATE MORE EXPOSURE TO THE CONCEPTS

- Multiple exposures to the same material spaced over time increases a 26% improvement in student grades.
- *Rehearsal* means going over the material until you can remember it
- *Review* involves going over things you have learned previously

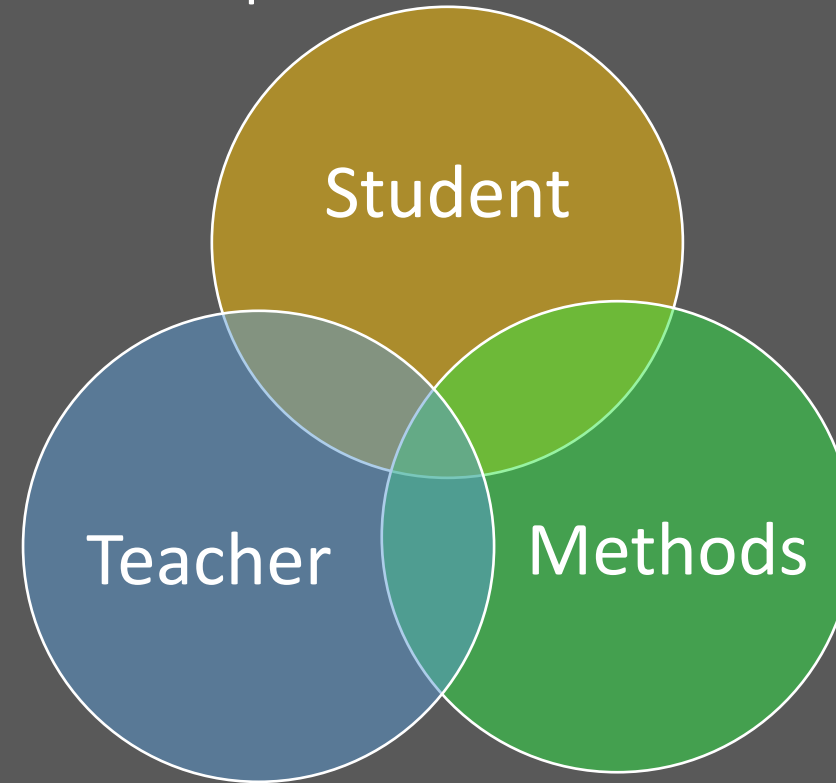


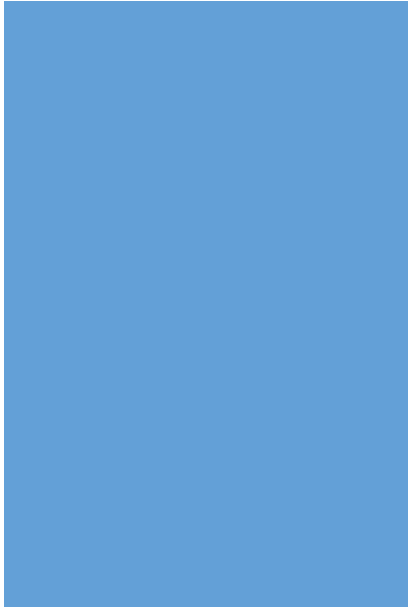
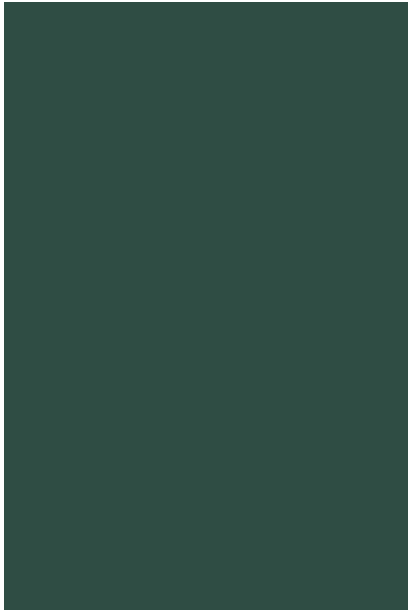
GENERATE MORE EXPOSURE TO THE CONCEPTS

- Learning links make a great review tool.
- Trashketball
- Jeopardy
- Match games

ORGANIZE THE LEARNING TO SOLVE REAL LIFE PROBLEMS

- Graphic Organizers that show relationships
- Taking notes
- Physical Manipulatives
- Ask questions
- Activate prior knowledge
- Clarify any faulty assumptions





**REAL LIFE
CONNECTIONS
BUILD
LEARNING.**

G- GET STUDENTS WORKING TOGETHER

- Flexible grouping!
- Benefits: Gives students and teachers a voice in work arrangements. • Allows students to work with a variety of peers. • Keeps students from being “pegged” as advanced or struggling.
- Flexible grouping is an opportunity for students to work with a variety of students, through whole group or in many different forms of small groups. The key to flexible grouping is in the name...FLEXIBLE. Students have an opportunity to be in different groups depending on the activity
- Initially use whole group for instruction • Divide group for practice or enrichment • Not used as a permanent arrangement • Use groups for one activity, a day, a week, etc. Flexible Grouping Flexible grouping is the cornerstone of successful differentiated instruction – Carol Ann Tomlinson





FLEXIBLE GROUPS SUGGESTIONS

All suggestions work, just don't fixate on one. Mix it up!

- Readiness
- Interest
- Reading level
- Skill level
- Background knowledge
- Social skills



Y – YOU NEED TO BUILD STUDENT SELF-EFFICACY

- I Do, We Do, You Do is a tool you can use to have a gradual release of responsibility from teacher to student.
- I Do
- When teaching something with procedures or steps, the teacher models all the steps and thinks aloud to demonstrate their thinking to the students.

I DO, WE DO, YOU DO CONCEPTS



VERBAL

- ☐ Activate prior understanding
- ☐ Be as simple as possible
- ☐ Break things down in a step-by-step manner
- ☐ Stress difficult points
- ☐ Show how concepts are distinct from similar concepts

VISUAL

- ☐ Be shown at the same time as relevant verbal points
- ☐ Be directly relevant to your verbal explanation
- ☐ Contain minimal text
- ☐ Integrate any text within them (no legends)
- ☐ Organize information (sequence, comparison, cause-effect, hierarchy)

I DO, WE DO, YOU DO

We Do, Procedural

- You complete some of the steps
- Your students complete the remaining steps
- Examples begin to have less answers supplied



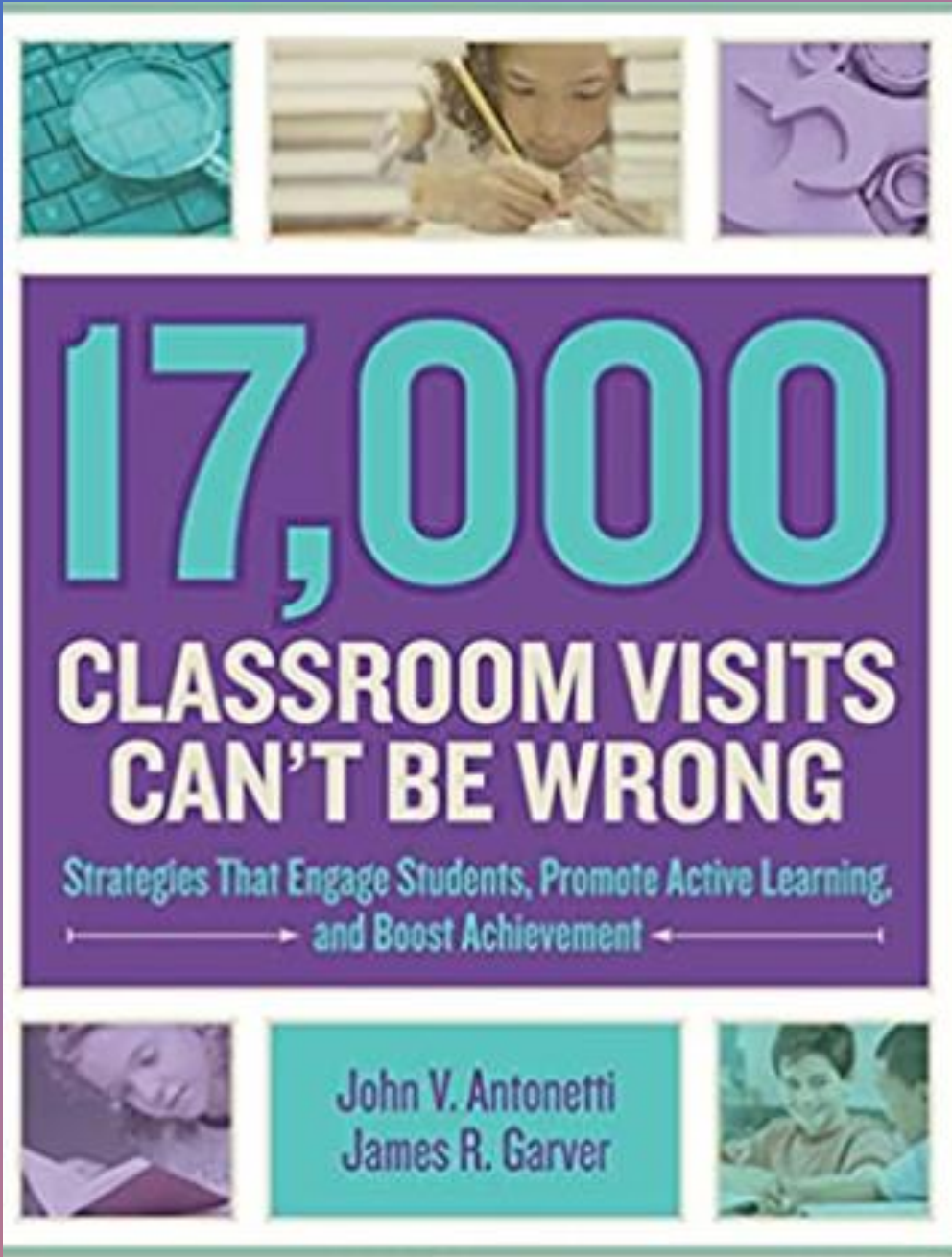
We Do, Conceptual

- You can help your students **encode** information by getting them to:
- Consider how new information adds to and changes what they **previously understood**
- Think about what makes new concepts **distinct** from similar concepts
- **Organize material** without having to remember it (e.g., outlining, note-taking, concept mapping)
- You can help your students **retrieve** information using 2 strategies:
- **Recognizing** material (e.g., multiple choice questions, sort activities, match activities)
- **Recalling** material with prompts (e.g., cloze exercises with prompts, completing a concept map with prompts)
- You can also do this:
- On the board (or screen) with the whole class
- By giving your students partially completed handouts to finish

YOU NEED TO BUILD STUDENT SELF-EFFICACY

- We are teaching them to fly solo.
- We are boosting confidence.
- We are reducing anxiety.
- We are making our input less vital as we develop learners who become independent, life-long learners.
- We need to cultivate this before they leave our gates and head to college or career.





EFFECTIVE ENGAGEMENT IN YOUR CLASSES

- Visited 17,000 classrooms and concluded the following about engagement.
- Engaged Classroom: Most students are engaged in the learning, and all students are engaged in some aspect of the task. Off-task behavior is rare.
- On-Task Classroom: The classroom is orderly, and most students are completing assignments willingly.

WHAT YOU NEED TO ENGAGE!

- Personal response: The work allows me to react and have my own thoughts. Consequently, there is more than one right answer.
 - Clear/modeled expectations: I know what success looks like: it has been modeled for me. I know the criteria for my personal response.
- Emotional/Intellectual safety: I am comfortable taking risks. It is OK to have a different answer or to be wrong on the way to be right.
- Learning with Others: I have the opportunity to interact with others, sharing and analyzing my ideas and theirs. My learning is different because of this process.



LECTURE IS NOT THE ANSWER!

- Change it up every 10 minutes with more active teaching techniques to increase learning.
- Classes with traditional stand-and-deliver lectures are 1.5 times more likely to fail than students in classes that use more stimulating, so-called active learning methods.



WE NEED TO LISTEN

- Teacher talk time and student talk time should be planned into lessons
- Teacher talk should only be about 20-30% of the class time
- 80% of class time should be dedicated to allowing students to express their thoughts





BENEFITS OF GIVING STUDENTS TALK TIME

- Students will learn that when the teacher is talking it is only to give out vital information and will therefore be more likely to listen
- When students talk about material, it increases their retention of knowledge
- Students are more likely to collaborate with other students to gain a better understanding of the material
- Allowing student to think things through on their own increases the challenge of the task

WAYS TO GET LISTENING EFFECTIVELY

Instead of...	Try...
Calling on a few raised hands during a discussion	Asking all students to engage <ul style="list-style-type: none">• Ask everyone to write their responses first• Use Think-Pair-Share before whole class discussion
Having your voice dominate discussion time	Student-led discussions <ul style="list-style-type: none">• Challenge yourself NOT to repeat, rephrase or validate what students say• “Can anyone build on that?”, “Thoughts?”, “Do we agree?”, “Disagree?”
You doing most of the reading	Getting students to read and re-read <ul style="list-style-type: none">• “Re-read this paragraph to yourself”• Partner reading• Echo reading (you read, students repeat)• Choral reading (we all read together)
You evaluating what’s tricky and directing kids to strategies	Asking kids to self-assess and problem solve <ul style="list-style-type: none">• “What made this hard?”• “What have you tried so far?”/”What could you try?”• “Re-read this page and circle words or ideas you don’t understand.”

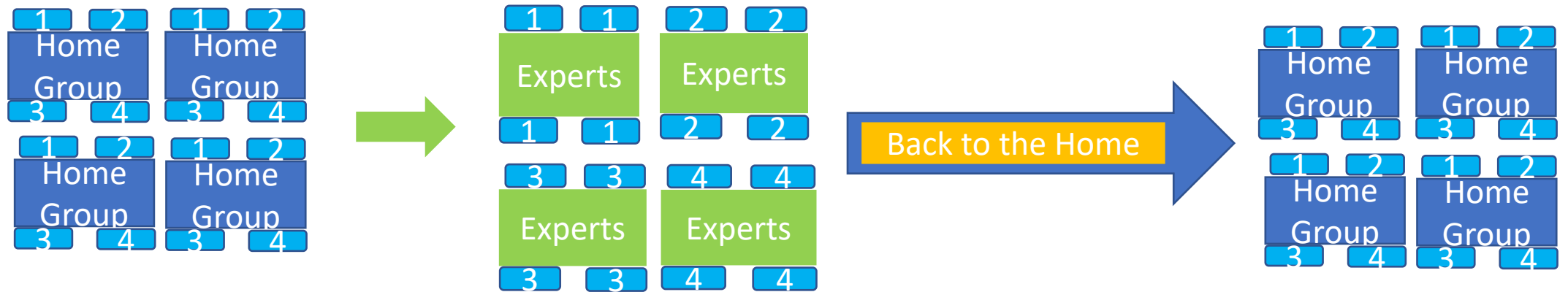


WHAT DO I NEED TO ENGAGE?

- 5. Sense of audience: Someone whose opinion I care about is going to see my work. I'll be more attentive to my work because of an "elevated level of concern".
- 6. Choice: I get to choose how I am going to gain information or knowledge or how I will demonstrate my learning. I have some control over my work.
- 7. Novelty and variety: The work grabs my attention because it is new and different. It may be different in procedure, product, perspective or place.
- 8. Authenticity: I understand that real people need to know how to do this work. I see connections to my world or the world at large.

JIGSAW

- Don't be puzzled about their thinking – use jigsaw
- Ask probing questions
- Listen for true understanding





YOUR CLASS ENGAGEMENT IS....





**CLASSROOM
MANAGEMENT HELPS
IMPROVE ENGAGEMENT**

And engagement
improves classroom
management



**I WANT
MY CLASS
TO
BE.....**



WHAT CHANGES DURING THE COURSE OF THE YEAR?

- We get new students, and it's difficult to train them like we trained the beginning of the year students.
- Students feel loved and secure, and they are so comfortable they neglect the expectations.
- We have become inconsistent because we feel time is not on our side.
- We get aggravated with repeat behaviors and head straight to DEFCON 19.



EXPECTATIONS



- The expectations must be clear.
- “We listen without speaking when someone else is sharing in the class.”
- “We are kind and let everyone have a turn when we play.”
- “We raise our hand for a turn to speak.”



- The expectations must have clear belief that everyone will fulfill the expectations.
- You must believe in the class.
- They need to believe in each other.



- You must have a clear path for the successful and the unsuccessful.
- Fresh start every morning.
- Encourage everyone to win!

GREAT EXPECTATIONS

Respect others, materials, yourself, teacher, and school.







- Conversation
- Help
- Activity
- Movement
- Participation
- Success

CHAMPS adapted from
Randy Sprick's Safe
and Civil Schools
program.

- Respect
 - Integrity
 - Determination
 - Gratitude
 - Excellence
- RIDGE a high school's
expectations.



BEST BEHAVIOR MANAGEMENT SYSTEMS MUST HAVE

-  Clear expectations with clear results (or rewards).
-  Fair implementation. Always fair.
-  Consistent implementation. Not when you remember it.
-  Make it visual. Everyone can see where they are in the process.
-  Frequent rewards. (Not once a quarter. Remember your age group!).
-  Everyone can participate, and everyone can win!



THE SECRET SAUCE

1. You are excited about it, and you get your class excited about it!
2. Reward what you want repeated. Every time. It's as simple as that. "I like the way that..."

BEHAVIOR MANAGEMENT TYPES

- Token Economy
 - Visual
 - Easy to have kids run
 - Rewards are great
- Class Dojo
 - Every behavior has a value
 - People who meet expectations receive rewards
 - Digital
 - Public
- Clip chart
 - Easy to manage
 - Visual
 - Public



HOW YOU BUILD YOUR SYSTEM



- 🚧 Start with the end in mind.
- 🚧 Create values for behaviors you want repeated.
- 🚧 Decide on the rewards for those behaviors.
- 🚧 Determine to make it visual and present.
- 🚧 How would I stay consistent?
- 🚧 Who can help me do this?

FREE REWARD IDEAS

1. Sit at the teacher's desk.
2. Take care of the class animals for the day.
3. Have lunch with your favorite person.
4. Have lunch with the principal.
5. Join another class for indoor recess.
6. Have the teacher phone parents to tell them what a great kid you are.
7. Draw on the chalkboard. (smartboard, whiteboard)
8. Be first in line.
9. Do only half an assignment.
10. Choose any class job for the week.
11. Choose the music for lunch. Bring in a tape. (this dates the list!) 😊
12. Take a tape recorder home for the night. (Again, outdated reference, but maybe instead make playlist)
13. Use colored chalk.
14. Do all the class jobs for the day.
15. Invite a visitor from outside the school.
16. Get a drink whenever you want.
17. Use the pencil sharpener any time.
18. No early morning work.
19. Take a class pet home overnight.
20. Be a helper in the room with younger children.
21. Help the custodian.
22. Help the secretary.
23. Help the librarian.
24. Stay in at recess to play a game with a friend.

EVEN MORE FREE REWARD IDEAS

- 26. Use stamps and ink.
- 27. Invite a friend from another class into the room for lunch.
- 28. Use the teacher's chair.
- 29. Work in the lunchroom.
- 30. Take a class game home for the night.
- 31. Choose a book for the teacher to read to the class.
- 32. Move your desk to a chosen location.
- 33. Keep an animal on your desk—stuffed or not stuffed.
- 34. No homework pass.
- 35. Lunch with the teacher.
- 36. Operate the projector. (smart board)
- 37. Use the couch or beanbag chair for the day.
- 38. Go to another class for lunch.
- 39. Use the computer.
- 40. Be the first to eat.
- 41. Use the tape recorder and tape a story. (create a video)
- 42. Have a special sharing time to teach something to the class, set up a display etc.
- 43. Be leader of a class game.
- 44. Go to the center/station or your choice during play time. Or choice time.
- 45. Extra center time or extra recess.
- 46. Read to a younger child.
- 47. Read to someone else.
- 48. Get first pick of recess equipment.
- 49. Get a fun worksheet.
- 50. Choose a movie for the class to watch.



KEEP WORKING AT ENGAGING YOUR CLASS

- It may not always be perfect, but it should always be a work in progress.

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