

The Teacher:

*The Single Most Important Factor in
Student Success!*

Let's keep it simple!

You Matter the Most!

- ▶ Every child should receive the benefit of a great teacher, every year, and in every classroom! (Goodwin 2011)

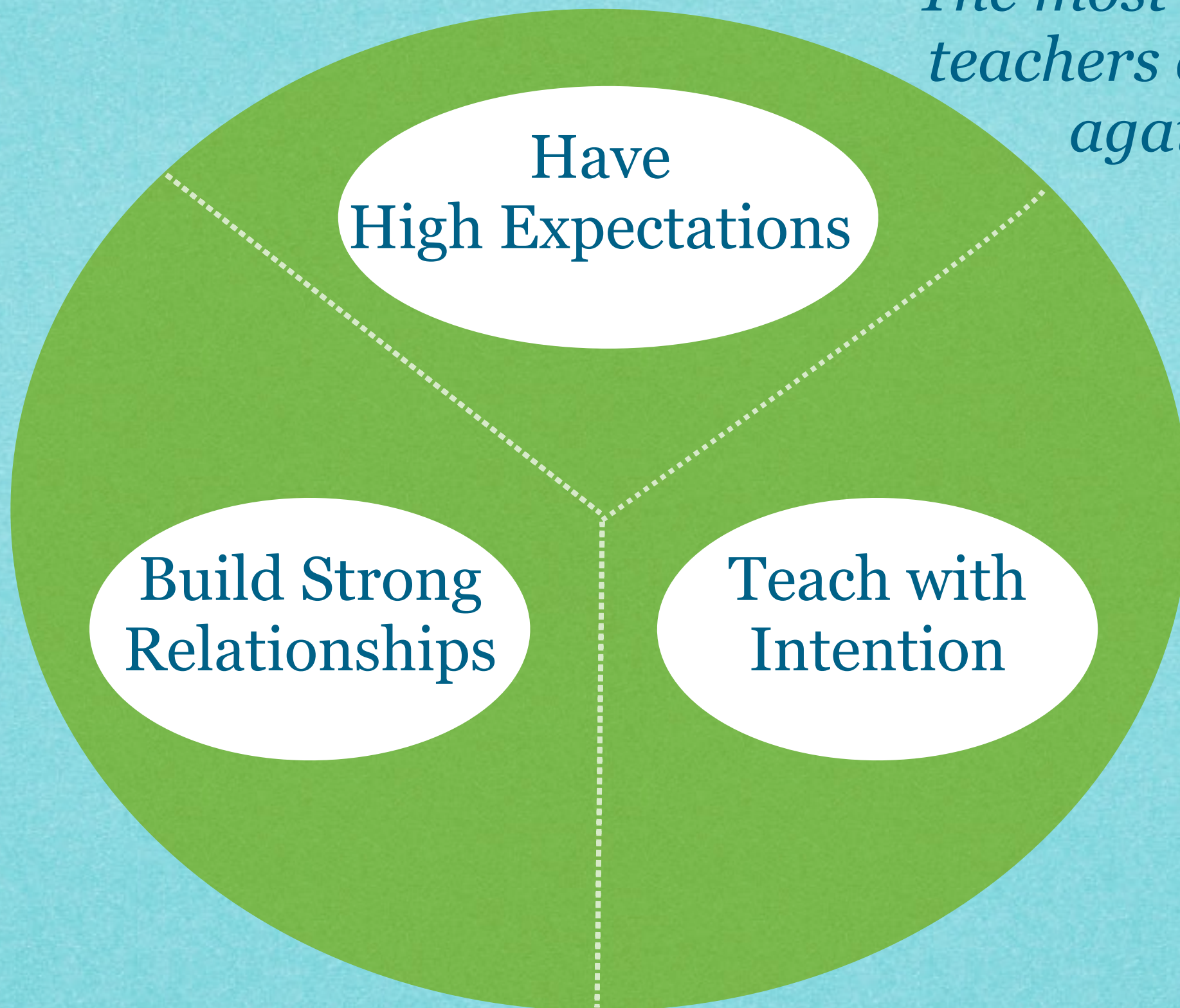
But not all teachers are created equal...

- ▶ *Highly effective teachers - the top fifth of all teachers - help students learn, on average, the equivalent of a year and a half of learning in a single year while those in the bottom fifth only impart a half-year of learning in a year. (Hanushek 2002)*

So what gives?

- ...It is teachers using particular teaching methods, teachers with high expectations for all students, and teachers who have created positive student-teacher relationships that are more likely to have the above average effects on student achievement. (Hattie 2009)

*The most effective
teachers do what
again?*



Teachers with High Expectations

- ▶ Praise students for their efforts, not their ability (Dweck 2006)
- ▶ Have a growth mindset (view achievement not as innate but rather as changeable - the result of hard work) instead of a fixed mindset (Dweck 2006)
- ▶ Believe the brain becomes stronger the more it is used (Carnegie Mellon University Brain Research)
- ▶ Believe they can teach all students

Teachers with Strong Relationships

- ▶ BOTH challenge and nurture students
 - ▶ Have empathy
 - ▶ Demonstrate warmth
 - ▶ Encourage non-directive learning (student-initiated and -regulated activities)
 - ▶ Encourage higher-order thinking
 - ▶ Get to know students personally

Remind you of CKH?

- ▶ Meet and Greet
- ▶ The Social Contract
- ▶ The EXCEL Model
 - ▶ Engage
 - ▶ X-plore
 - ▶ Communicate
 - ▶ Empower
 - ▶ Launch

Teachers Who Teach with Intention

- ▶ Teachers who know WHY they are doing WHAT they are doing
- ▶ Teachers who know HOW, WHEN, and WHY to use research-based instructional strategies
- ▶ Teachers who actively seek to cognitively engage all students

Remember These RBIs?

- ▶ Identifying Similarities and Differences
- ▶ Summarizing and Note Taking
- ▶ Reinforcing Effort and Providing Recognition
- ▶ Homework and Practice
- ▶ Nonlinguistic Representation
- ▶ Cooperative Learning
- ▶ Setting Objectives and Providing Feedback
- ▶ Generating and Testing Hypotheses
- ▶ Questions, Cues, and Advanced Organizers

It is important to understand why and when each strategy should be used.

Remember Bloom's?

▶ Old Bloom's

- ▶ Knowledge
- ▶ Comprehension
- ▶ Application
- ▶ Analysis
- ▶ Synthesis
- ▶ Evaluation

▶ New Bloom's

- ▶ Remembering
- ▶ Understanding
- ▶ Applying
- ▶ Analyzing
- ▶ Evaluating
- ▶ Creating

Total Participation Techniques

- ▶ On-the-Spot Strategies
 - ▶ Think, Pair, Share/Quick Writes/Quick Draws
 - ▶ Ranking/Similes
 - ▶ Numbered Heads
 - ▶ Hold-Ups
 - ▶ Selected Response/Multiple Choice
 - ▶ True/Not True
 - ▶ White Boards

More TPTs...

- ▶ Movement Techniques
 - ▶ Line-Ups/Networking
 - ▶ Three 3's
 - ▶ Categorizing
 - ▶ Appointments
 - ▶ Bounce

*Kidprov was about movement and creativity - just be sure that the **COGNITIVE** element is present!*

Last TPTs...

▶ Note Taking Strategies

- ▶ Confer, Compare, Clarify
- ▶ Graphic Organizers
- ▶ Anticipatory Guides
- ▶ Picture Notes
- ▶ Lecture T-Charts (Cornell Note Taking System)
- ▶ 3-Sentence Wrap Up
- ▶ A-Z Summaries
- ▶ Pause, Star, Rank
- ▶ Key-Word Dance
- ▶ Debate Team Carousel

Teaching with Intention cont...

- ▶ Teachers who begin with the end in mind
 - ▶ Convey the student-friendly learner objective to students
 - ▶ Know what will be assessed
 - ▶ Know what performance indicators will be used to show that the students have mastered the material

Teaching with Intention cont...

- ▶ Use DIRECT INSTRUCTION
 - ▶ Research shows that using Direct Instruction - not simply didactic instruction - is the most effective way to introduce NEW knowledge to students. (Hattie 2009)
 - ▶ Direct Instruction is an intensely intentional process of instruction (Engelmann and Becker)

Can we say LESSON CYCLE?

- ▶ Introducing the a clear learner objective up front
- ▶ Demonstrating through modeling
- ▶ Monitoring student progress by moving around the room
- ▶ Constantly interacting with students
- ▶ Giving students opportunities for independent practice
- ▶ Pulling the lesson together with thoughtful closure

Students learn best in a structured environment, especially lower achieving students.

(Kirschnew, Sweller, and Clark 2006)

*The single most
important factor*

*in determining whether or not GISD students
will learn this year*

is YOU!!

Keri Thoele
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