 

Community of support

**Allen County Schools**

**Windows of Common Practice**

Culture of Learners

**Community of Support**

**Culture of Learning**

Teacher Moves

* Allow students opportunities for productive struggle by allowing them to find solutions to their questions instead of bailing them out by giving the answer or doing the work for them.
* Builds a community of learners, which encourages student thinking, is risk free, and is supported by class routines and classroom established norms.
* Provides feedback to students using various conferring techniques.
* Model a growth mindset for students by emphasizing processes of learning and teaching students to embrace challenging work as an opportunity to learn and develop skills.
* Emphasize to students that learning/intelligence is not fixed and is attained by work. (Studying, note taking, etc.)
* Emphasize that all students can think and learn at high levels in spite of learning differences.
* Build a classroom where students know what quality work looks like and what great students do to be successful in school.
* Teacher facilitates the work. (Work is meaningful, rigorous, and grounded in real world applications)
* Create learning experiences that challenge students to think and understand deeply and attack complex tasks.
* Creates learning experiences, which promote student discourse and collaborative thinking and inquiry to solve problems and complete tasks. (Teacher establishes structure, routines, rituals, and celebrations)
* Models their own thinking to students – Use Think Aloud.
* Use workshop model as main delivery system – Plan learning experiences around student work time. For example, in a 45-minute period, students should be able to work for 25 minutes as teacher facilitates. Components include: mini lesson, work time, catch, release, reflection. Goal: Support students to reach independence. (Students doing work/thinking)
* Within Workshop, use gradual release of responsibility – Plans allow students to take ownership of their learning and high levels of thinking. Components include I do, We do, You do.

Purpose: Teachers gradually release responsibility for learning to students. Students become independent thinkers/ learners.

* Provide students with opportunities to practice using literacy (thinking) strategies as a common tool for thinking and attacking various texts.

**Student-Centered Classrooms**

Student Moves

* Students are heard using the comprehension strategies (Questioning, Inferring, Determining Importance, Make Connections, Visualize using sensory image, Synthesizing) while thinking and interacting with text, problems, issues, etc.
* Students articulate and understand learning intentions/targets and criteria for success. (Rubrics)
* Students set some of their own learning goals.
* Students take risks as learners to develop problem solving and thinking skills.
* Work collaboratively while engaging in a task. Indicators include sharing ideas, asking questions, debating, and assisting peers without teacher prompting.
* Believe they can contribute – Don’t bail out during tasks or deflect questions with escape tactics. (silence, I don’t know, etc.)
* Believe that it is the work they put into their learning experiences that determines their success.
* Do not shy away from challenging problems, courses, or assignments because they are afraid of failure.
* Are not afraid to ask questions, when they don’t understand content.
* Know what to do when they get stuck on a problem. (Strategies)
* Can identify the characteristics of a good learner.
* Reflect on the progress of their own learning and that of their peers.
* Does most of the work (thinking, writing, etc.) for most of the class time.
* Students persist on difficult activities. (Build stamina)
* Actively seek understanding by initiating the asking and answering of questions posed by themselves, teachers, and peers.
* Use technology to create, communicate, synthesize, analyze, & advocate for new ideas in the process of learning critical content.
* Explain their understanding using details, content vocabulary, and can provide examples/evidence. (Connect to real situations)
* Use developed writing skills in a variety of ways to support learning. (Writing to Learn activities)
* Students can make sense of the content they learn and can apply it to real world situations. Students engage various texts using annotations to hold their thinking and develop meta-cognition. (Making Connections)
* Students are able to apply their thinking to new and more complex problems. (Transfer learning to another subject or situation)
* Initiate engaging discourse with peers concerning content being studied.

**Student-Centered Classrooms**

Critical Terms

* **Gradual Release of Responsibility** – A framework that gives teachers a structured way to think about how to best support students in becoming independent thinkers. It is characterized by six stages: Direct Instruction, Modeling (I do, you watch), Guided Practice (I do, you help), Collaborative Work (You do with peers), Independent Work, Sharing and Reflection. (You do, I watch)
* **Growth Mindset** – A student’s belief about learning:

I can increase my intelligence

I understand people learn at different rates

I love to learn something new

I am excited by challenge

I feel clever when I am exerting effort to learn something new – stretching my skills

* **Fixed Mindset** – A student’s belief about learning:

I cannot increase my intelligence

Perceives challenges as threats, so avoids them (Includes challenging courses (AP) as well as some tasks

Worries that others will not think they are smart.

May disengage or quit when confronted with difficult tasks to avoid feeling less intelligent than peers.

* **Student Centered Classroom** – A classroom where students do most of the thinking and doing during learning experiences and the teacher is the primary facilitator of those learning experiences. It is not independent study and does involve the teacher as presenter on a regular basis. The aim is to shift classroom time to less teacher talk, more student talk. Follows the premise that the one who is doing the talking, doing, and thinking, is the one who is doing the learning.
* **Understanding** – The ability to think and act flexibly with what one knows. In keeping with this, learning for understanding is like learning a flexible performance-more like learning to improvise jazz or hold a good conversation or rock climb than learning the multiplication table or the dates of the presidents or that F = MA. Learning facts can be a crucial backdrop to learning for understanding, but learning facts is not learning for understanding. (David Perkins, 1998) The ability to transfer what we have learned to new settings. (Wiggins)
* **Workshop** – A process of scaffolding student learning, characterized by a mini lesson followed by independent student or group work followed by teacher bringing class back to whole group to debrief, then releasing back to individual or group work. Often called catching and releasing.

**Student-Centered Classrooms**

CriticalTerms

* **Thinking** – \***Thinking** is active, it is not something that happens, but an activity that **makes meaning**. \***Thinking is** strategic; it is not automatic, inspired, or

random, but **learned. \*Thinking highlights what is important**; it does not treat all material equally -**\*Thinking** is focused; it **creates foreground and background**. (Plaut, 2009)

* **Teaching Thinking** – \*Empower students by helping them see the role thinking plays in the world. \*Provide them with material worth thinking about. \*Give time and space to practice the skill of thinking about material. \*Give them time to reflect on their own work and own thinking, and reassess their positions. (Plaut)
* **Problem Solving** – A process, not a skill, which engages students in a task for which the solution method is not

known in advance. In order to find a solution, students must draw on their knowledge, and through this process, they will often develop new understandings. Students should have frequent opportunities to formulate, grapple with, and solve complex problems that require a significant amount of effort and then be encouraged to reflect on their thinking.

* **Teaching Problem Solving & Reasoning** – Use complex word problems/scenarios. Model a strategy; Read and Reasoning (Plaut), Braid Model of Problem Solving are examples (Hyde). Assess and name students’ thinking as they work. Plan next steps of instruction. (Plaut)
* **Think Aloud** – Process of modeling one’s thinking out loud to students. Used to create an example of how to accomplish a task. Helps students learn how to think through different situations.
* **Thinking Strategies** – Making Connections, Asking Questions, Inference, Visualizing, Determining Importance, Synthesis.
* **Standards for Mathematical Practice -** A balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

**Student-Centered Classrooms**

Critical Terms

* **Tasks** - A set of problems or a single complex problem which focuses student attention on a particular idea.
* **Low-Level Tasks -** Involve memorizationand procedures without connections, have specific procedures, have very little ambiguity about what needs to be done and how to do it, focuses on producing correct answers, require no explanation or limited solely to procedure.
* **High- Level Tasks** – Procedures with connections and doing mathematics, no predictable approach to or pathway suggested, requires considerable cognitive effort and may involve anxiety for student due to unpredictable nature of the solution, students use past learning experiences to help solve problem.

**Student-Centered Classrooms**

Reflections

* “As I reflect over my years of teaching, I can see a clear change in my teaching style from past years. It was as if a light bulb came on when I realized that I was doing most of the talking and thinking in my classes. I was learning a great wealth of information while my students touched only the surface. Through the Workshop Model and the Gradual Release I, realized that my students should be the ones thinking and discovering for themselves to allow for more meaning in the content. To allow for these moments to occur, I begin planning my lessons by asking myself, “What do I want the kids to know before they leave my classroom today?” “What products can they create as evidence to prove their understanding?” *Melissa Stephens - 7th grade Math, JEBMS*
* "When I was in 3rd grade I thought reading was saying the words. I had no idea that reading is thinking. Now when I read, I ask myself questions and find the

answers, I see pictures in mind. Reading takes me places”   *Sarah, 4th grade*

* If we want students to develop the capacity to think, reason, and problem solve then we need to start with high- level, cognitively complex tasks. (Stein & Lane, 1996)
* “Each year I seem to be burdened, a bit broken by “silver bullet” programs . . . the latest and greatest way to fill students’ minds. I share this with you because these are issues that so often beat us down, break us, and burden us. **How do I wade through it—keep from drowning?** I become increasingly knowledgeable grounded in best practices (practices that have a history . . . have stood the test of time, not just stand the time of tests). I’ve focused on best practices that advocate for the students who fill my classroom; those that support, initiate, and invite learning both in and out of my classroom. I know my negotiables and my non-negotiables. There are foundational beliefs that I use as my filter: the thinking strategies, units of study, understanding, inquiry, the gradual release of responsibility, and workshop model.” *Troy Rushmore 3rd grade teacher, Frontier Valley Elementary, Colorado*
* There is no decision that teachers make that has a greater impact on students’ opportunities to learn and on their perceptions about what mathematics is than the selection of or creation of the tasks with which the teacher engages students in studying mathematics. (Lappan & Briars, 1995)
* Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well. (NCTM, 2000)

**Student-Centered Classrooms**

Reflections

* When I finally took into consideration the statement, “The person doing the talking is the person doing the learning,” I realized I was doing most of the talking; therefore, maybe I was also doing most of the learning. That’s when I realized I was denying my students the opportunity to use a valuable learning strategy. I wasn’t allowing them to think for themselves. I was telling them what to think, when to think, and how to think. They were only passive participants in my world of thought. With this realization, I decided it was time for me to become a learner myself; a learner of my students’ own capabilities. In the beginning, it wasn’t easy for me stop providing answers to my student’s many questions. I remember the first time I answered a student’s question with, “I don’t know, what do you think?” The look I received was quite humorous! The comment was even more humorous. The student replied, “I don’t know, that’s why I asked you, you’re the teacher.” This was the big eye opener for me. I was asking the questions and then answering them too. It was time for change, a change that has caused me some very frustrating moments, lots of plan changes and many sleepless nights. However, I’m proud to say I wouldn’t go back to the “good teacher” I thought I was and had been for several years, because the learning and thinking I’ve seen take place in my classroom this year has been amazing! It hasn’t been easy for me, but the changes have been worth every struggle and doubt.” *Rita York - 8th grade Language Arts, JEBMS*
* Since my involvement with [thinking strategies], I have been able to create lessons that make my students think more about their learning. This has increased their understanding, independence, and motivation to think scientifically. One of the greatest challenges for me during this learning process has been to “relinquish control” of the learning in my classroom to the students. My biggest “AHA” moment so far has been the people who are doing the talking, are also doing the learning. Although I have a wealth of background knowledge to share with my students, I now realize that it is crucial to their development as lifelong learners for them to “sit in the driver’s seat”. It is my

hope that today you will see active, engaged learners who are motivated to think about complex ideas in science and preserve through tough challenges. I have faith that if I provide my students with the right tools and model proficient thinking, they will rise to the challenge and can achieve understanding without me “telling them the answer”.” *April Craft – 8th grade Science, JEBMS*

**Student-Centered Classrooms**

* “I have been teaching using the thinking strategies as an instructional underpinning for over 20 years.

Each year I try to refine and redefine each strategy. I look for the wisest ways to guide students to

use them independently [and please hear this—it looks different *every* year] sometimes with more

success than others. I don’t look at the strategies as a “philosophy, a lesson a minute, a program. My goal is to be authentic, not cute. Deep, not surface [I

mean depth in study—not surface versus deep structures]. Explicit, not implicit. Flexible, not

controlling. Mindful, not mindless. And I’ve come to realize that by teaching my students how

learners ***think*** *not just* ***do*** has had an amazing effect on our learning lives*. Patrick Allen – Frontier Valley*

Reflections

* **Where I am as a Teacher/Learner…**

“Ultimately, I want my students to be successful when they leave my classroom, both in next year’s math class as well as for the rest of their lives. I have been grappling with how to really get at what they need to know and be able to do and then relate it to their lives. I want students to see a purpose for every single topic and to help them see connections to the math they’ve already learned. I also want them to recognize the patterns found in mathematics. Backward planning and learning targets have been helping me with this. Another thing I am focusing on is really increasing the time that my students are doing the reading, writing, and talking and thus the thinking! The workshop model has been so useful for this.” *Tracey McCumber Smokey Hill High School Algebra II Honors class*

**Student-Centered Classrooms**

Teacher Moves

* Gives academic grades only for academic tasks.
* Focuses students on intended learning by offering feedback as opposed to grades for practice/developmental work.
* Regularly assesses student progress then pauses to reteach concepts/targets not learned.
* Use common formative and summative assessments along with standardized common tests to determine student needs.
* Plans instructional next steps based on various data.
* Uses flexible grouping to differentiate instruction following a formative assessment.
* Develops unit assessments based on common core standards.
* Develops learning experiences around the unit assessment.
* Develops unit assessments that check for student understanding of specific learning targets.
* Develops unit assessments that are in line with the rigors of state and national tests.
* Develops quarterly tests to check for mastery of concepts.
* Use STAR benchmark data to make adjustments to instruction and provide intervention.

**Assessment for Learning**

* Shares learning targets and essential questions with all students as part of daily practice.
* Helps students set personal learning goals.
* Provides students with examples of strong and weak work.
* Provides feedback that is clear, descriptive, and timely.
* Teaches students to self-assess progress toward learning targets and personal learning goals and provides time and resources to do so.
* Models the revision of an answer, product, etc.
* Teaches students how to analyze work for quality and make suggestions for improvement.
* Uses various methods that allow students to reflect on their thinking and learning.
* Teaches students to track their own progress and provides time for students to monitor regularly.
* Monitors student progress regularly during a unit with various formative assessment tools.
* Adjusts instruction based on results of formative assessments. (Re-teaching, pause days, etc..)
* Allows/Expects students to re-test over learning targets that are missed and a level of mastery is achieved by the student.
* Has an intervention plan to address student needs based on formative data.

Student Moves

**Assessment for Learning**

* Can identify/explain what the intended learning is for the class today.
* Sets personal learning goals for each unit of study
* Can identify characteristics of good and bad examples of work.
* Responds to feedback by making necessary adjustments to increase learning or develop skills.
* Self-assesses work compared to certain criteria and determines cause and effect and identifies next steps to improve.
* Can easily articulate where they are in their learning process; They can identify targets they know, and ones they are still working on.
* Analyzes work (self or peer) for quality and suggests areas for improvement.
* Makes thoughtful reflections about their learning.
* Regularly tracks progress of learning targets and keeps this data where it is easily pulled for use.
* Studies missed learning targets until an acceptable level of mastery is obtained.
* Re-tests over targets formerly missed but recently mastered to prove targets have been learned.
* Understands that practice is not for punishment but for learning. They persist to do the work even when it is not for a grade.
* Understands that when learning targets are not mastered, time and opportunity will be provided and effort is expected to make improvements.

Critical Terms

* **Model strong and weak work** – The process of showing students work that best illustrates the quality standards they are expected to meet and work that does not. It is considered best practice to allow students to analyze samples for quality and justify their evaluations.
* **Self-Assess** – Involves students looking at their own work and or performances to identify strengths and weaknesses. Helps students to see where they are in the learning process and what they need to do to improve.
* **Seven Strategies of Formative Assessment:**

Provide an understandable vision of learning target.

Use examples of strong and weak work.

Offer regular descriptive feedback.

Teach students to self-assess and set goals.

Design lessons to focus on one aspect of quality at a time.

Teach students focused revision.

Engage students in self-reflection and keep track of and share learning.

\*Rick Stiggins – *Classroom Assessment for Learning*

**Assessment for Learning**

* **Assessment for Learning** – Process of using tests, quizzes, etc. for the purpose of checking for understanding. Information gained is used to adjust instruction to recover any deficit in student learning. Tests at this stage are not punitive so no grade is assigned. It is also good practice to let the students peer and self-assess.
* **Assessment of Learning** – Process of measuring the end result of all learning experiences. Usually defined by a summative test given at the end of a unit and or quarter of instruction.
* **Feedback** – Descriptive information for students that details how they are doing and what they can do to improve.
* **Flexible Grouping** – Groups formed by the teacher based on an assessment for learning. Each group receives some type of intervention on missed learning targets, or gets some enrichment, stretching their thinking about a topic. Also referred to as a “pause” day.
* **Learning Target** – What the student is supposed to know and be able to do at the end of instruction. Usually seen in student friendly form as an “I can” statement.

Reflections

* Words open up communication whereas numbers close it down. (O’Connor, 2002)
* What does count for grades are the performances students give to demonstrate the knowledge, skills, and behaviors they have acquired as a result of instruction and practice.
* Give students opportunities to practice before undertaking assessments that count directly in grades.
* If students demonstrate achievement at any time that, in effect, renders past assessment information inaccurate, then you must drop the former assessment from the record and replace it with the new. To do otherwise is to misrepresent that achievement. (Stiggins, 2001)
* For knowledge or skills that are cumulative, teachers need to look at the more recent information to determine grades.
* As life provides second chances (and more) so should school.
* Second chances do not mean an endless set of opportunities for students.
* The consequence for a student who fails to meet a standard is not a low grade but rather a requirement to re-submit his or her work. (Reeves, 2000)
* We must devise other ways to deal with students whose work is late or missing rather than giving zeros.

**Assessment for Learning**

* Show us what good work looks like and what we have to do to get there. An 8th grade student
* In a standards-based accountability system, achievement alone should be the basis for grades. If behavior or effort is to be related, it should be reported separately. (Trumbull, 2000)
* For grades to have real meaning, they must be relatively pure measures of each student’s achievement of the learning targets.
* Bonus points and bonus grades distort true achievement since they factor in other behaviors so it is better not to use them. (O’Connor, 2002)
* Strong effort, active participation, and positive attitudes are highly valued attributes, but they are reporting variables, not grading variables. (O’Connor, 2002)
* We know that students will rarely perform at high levels on challenging learning tasks at their first attempt. Deep understanding or high levels of proficiency are achieved only as a result of trial, practice, adjustments based on feedback, and more practice. Performance-based instruction underscores the importance of using assessments to provide information to guide improvement throughout the learning process, instead of waiting to give feedback at the end of instruction. (McTighe, 1996/1997)
* Many assessments are designed to provide information so that teachers can adjust instruction and students can improve performance. This is should be the prime purpose of quizzes.

Reflections

**Assessment for Learning**

* The consequence for a student who fails to complete work is to complete the work. (Reeves, 2000)
* No studies support low grades or marks as punishments. Instead of prompting greater effort, low grades more often cause students to withdraw from learning. (Guskey, 2000)
* We must constantly remind ourselves that the ultimate purpose of education is to have students become self-evaluating. If students graduate from our schools still dependent on others to tell them when they are adequate, good, or excellent, then we have missed the whole point of what education is about. (Costa & Kallick, 1992)
* The time has come to de-emphasize traditional grades and to demystify the entire grading process. We need to focus on the process of learning and the progress of the individual student. (Kaye Burke)
* I am thoroughly enjoying this new way of teaching!  My students are plugged-in to US history more than I've ever seen!   One of my students told me yesterday, "This is the first thing I've been interested in all year."

(Glory hallelujah!). (ACSH Teacher)

Principal Moves

Teacher Moves

**Professional Learning**

* Plans and coordinates ongoing opportunities for professional learning communities to engage in their work.
* Monitors the effectiveness of the PLC work.
* Creates ongoing professional development opportunities that are:
  + Intensive and connected to everyday practice
  + Focused on teaching and learning specific content
  + Connected to school initiatives
* Establishes/Maintains induction programs for new staff.
* Openly shares successes, failures and mistakes.
* Provides opportunities for staff to share successes and ideas that worked well.
* Constructively analyze and criticize practice and procedure.
* Establishes clear, specific, measurable, elevated goals for the school, with a results driven structure.
* Helps establish problem of practice and rounds process.
* Plans units of instruction using the standards, targets, and assessments as a guide to create learning activities.
* Works within the professional learning community (PLC) to analyze: Student work, assessment data (Teacher made formative and summative tests, quarterly assessments, and units of study. (Data Team)
* Working with PLC, makes informed instructional decisions based on data from student assessments. (Data Team)
* Works with the PLC to conduct learning walks (rounds) each quarter.
* Works with the PLC to develop common formative and summative assessments.
* Develops curriculum maps (pacing guides), which identify the grade level, the content to be learned, when it will be presented (by nine weeks), and the length of the unit. (days or weeks)
* Monitors curriculum maps/pacing guides and makes adjustments as needed annually as related to what when, and how long.
* Openly shares successes, failures and mistakes.
* Works to keep updated on best teaching practices and latest knowledge/practices in their content area.
* Constructively analyze and criticize practice and procedure.
* Meet with department and or team at least monthly to discuss progress toward goals.
* Collects, charts and analyzes student performance on teacher made and standardized tests. (Data Walls)

Critical Terms

**Professional Learning**

* **Unit Plans** – Two to three week blocks of instruction focused on student learning of common core standards and skills in each content area. Characterized by essential questions, learning targets, differentiation, vocabulary development, and learning experiences.
* **Analyze Student Work** – The process of looking at student performance work to see if it meets an acceptable standard. Specifically, it tells the teacher what skills and literacy strategies, a student is using (or not) to complete tasks.
* **Analyze Student Data** – The process of looking at student assessment scores. (Pre/post, summative, formative, STAR, state tests, etc.)
* **Unit Reviews** – The process of meeting with grade level, content area peers to reflect on the assessment results of a unit pre and post, the activities used, and make adjustments or plan changes for next time.
* **Data Team** – A five-step process where members of the same content and grade level meet together up to three times per two week unit to analyze student work and or formative data. Identify cause and effect of successes and failures; Establish goals, then make adjustments as needed in instruction to intervene and reach defined goals and defined success criteria.
* **Instructional Rounds** – Process of getting all members of the school community organized around a shared language and common practice, then focusing energy on gathering information about its implementation and effectiveness.

The team is usually composed of teachers and administrators from the school who visit classrooms with intent to collect data about the problem of practice. Rounds is a four-step process: Identifying a problem of practice, observing, debriefing, and next levels of work.

* **Problem of Practice** – The specific problem the school is focused on gathering feedback about. For example: If the school is wondering what levels (Bloom’s) of questions are being posed in classrooms, the team would visit classrooms and gather data on the types which are being used.
* **Professional Learning Community (PLC)** – A group of teachers and administrators working together to improve instruction for students. PLCs can be a content specific department, an interdisciplinary team, a pilot group or other ad-hoc committee who are looking at student work, sharing ideas and strategies, learning new or refining practices, analyzing data (assessment information), conducting rounds, etc. Members will usually be involved in multiple PLCs at any one time.
* **Induction Programs** – Aimed at providing intense training and support by a mentor for all new teachers at each building level. (In addition to District new teacher cohort)

Reflections

**Professional Learning**

* Professional learning communities **shift focus to three critical areas**. It is impossible to improve the achievement levels of large numbers of students across all abilities and backgrounds unless **teachers are clear and consistent regarding what they expect students to learn in each course, grade level and unit of instruction**. It is also imperative that **teachers frequently gather evidence of each student’s learning using multiple forms of collaboratively developed assessments**. Finally, the **staff must develop a plan to identify students who experience initial difficulty in learning and provide additional time and support in a systematic way.**
* Teachers learn best from each other. (Rosenholtz, 1991)
* The image of the future would be a group of teachers sitting around a table talking about their student work, learning and asking “What do we need to do differently to get the work we would like from the kids”. (Sparks, 1998)
* Learning teams should meet at least monthly if improvement is to continue.
* Data are to goals what signposts are to travelers; data are not end points, but are essential to reaching them-the signposts on the road to school improvement. (Schmoker, 1999)
* The use of common assessments is essential to learning communities. Without them, teams cannot discern or enjoy the impact of their instruction on an ongoing basis. Celebrating and enjoying these short-term results is the key to progress, to achieve momentum toward improvement. (Collins, 2001) (Schmoker, 2006)
* Learning to make effective, standards based units and assessments require teamwork. I have worked with teams who within a meeting or two, were able to produce lessons that enabled 100% of the students to master standards where the majority had previously failed. Collective planning…will produce far better assessment results. (Schmoker, 2006)
* The single most important step a school will take on the journey to becoming a learning community will be the adoption of learning (not teaching) as the central purpose of the school. (Dufour, 2004)

Teacher Moves

**Students as Customers of Instruction**

* Know which students find school boring and attempt to compensate by adding learning experiences that are attractive to these students.
* Makes sure that each student experiences some level of success. (pre/post-test, feedback, spotlight, etc.)
* Develops and maintains a rapport with all students that fosters caring relationships.
* Allows students to set goals that are meaningful to them.
* Teach students that effort leads to a level of success.
* Teach students that learning is not a product of luck.
* Celebrate moments of student success.
* Identifies student-learning styles as defined by Carl Jung and uses this information in the development of learning experiences.
* Articulates the best practice research and uses it during instruction. (90/90/90 Research; Marzano’s nine strategies, Thoughtful Ed. Tools, PEBC continuum)
* When failure occurs, teacher works directly with the student to determine the reason and correct it.
* Frequently explains/reminds why a given content is important to students in the real world. (Relevant)
* Design the pattern of activity in the classroom to keep students authentically engaged. (See types of engagement)
* Maintains a highly engaged classroom.
* Finds ways to give students hope that they can succeed.
* Views teachers as leaders and inventors. Views students as customers and seeks to improve the learning experiences in their classroom. (See critical vocabulary)
* Views students as customers and understands they must earn students’ attention and commitment to the learning tasks.
* Designs learning experiences upon which students will place value and thus be engaged. (see critical vocabulary)
* Link activities to outcomes that students care about. (Relevant)
* Gain commitment from students by providing clear standards for work that students see as reasonable and significant.
* Provide feedback to the extent that students see that with effort they can be successful at meeting the learning target.
* Provide feedback that moves earning forward.
* Provide protection to students from initial failure by letting them practice new skills without penalty.
* Provide students protection from humiliation when they take a risk such as asking questions, making comments, testing a hypothesis, etc.
* Provide opportunities for students to affiliate with each other during the learning process. (Cooperative Learning)
* Teach students what is and what is not, effective collaborative learning.
* Provide students with some degree of choice or personal control over their working arrangements. (Choice to work alone, with a partner, or small group)

Teacher Moves

Student Moves

**Students as Customers of Instruction**

* Can be heard having intense discussion over a topic.
* Can be heard posing new questions about a topic.
* Can be seen persevering with difficult content/problems.
* Can identify the learning targets being learned today.
* Can identify personal learning goals when asked.
* Can describe his or her progress toward mastery of learning targets.
* Can be viewed participating in discussions, asking questions, etc. as everyday behavior in both small and whole group situations.
* When learning targets are not mastered, student puts in time to prepare and then re-take tests.
* Can identify their individual learning style and the positive and negative effects it has on their learning.
* Celebrates success with peers.
* Can articulate that the summative grades they receive are a result of the effort they put forth during learning experiences.
* Students have frequent opportunities to display their work and or highlight their thinking to peers and others.
* Students can articulate the importance of concepts/skills they are learning.
* Is authentically engaged for most of a class period.
* Exhibits a sense of hope, optimism that they can succeed
* Designs units and teaches for the goal of student understanding.
* Designs rigorous classroom learning experiences and tasks based on effective practices (Multiple correct responses/approaches) that extend into the higher order of Bloom and connect to real situations - Rigor & Relevance. (Experiences are designed to scaffold learning from the knowledge to the synthesis level of thinking)
* Writing is used regularly, including the use of LDC components and the three writing modes to foster student abilities to communicate and develop deeper understanding.
* Designs questions that are open ended, higher order, and require student thinking to answer.
* Plans for students to use technology as a tool for higher order thinking. (Analysis, Synthesis, Creating)

Teacher Moves

Expect more from kids

Believe more in yourself

* Motto: “It is up to me and the tasks I design in my classroom, not student home-life, which will determine if my students are successful”.
* Set and defend a high standard for answering questions: Use no opt out, wait time, cold & warm calling, and Talk Moves strategies consistently
* Expect critical vocabulary to be used.
* Expect students to write and speak using complete sentences. (Grades 1 – 12)
* Expect all students to reach proficiency.
* Hold the same high expectations for all ability students
* Confront the brutal facts of the situation but maintain an unwavering belief that they will prevail will all their students
* Develop as a professional – continue to learn and refine teaching practices
* Do everything in their power to ensure that their students are successful.
* Seek to develop their own skills to handle students who are in need.
* Refuse to blame students for not learning. Instead, look for tools and strategies to overcome.
* Talk with colleagues who may be having success with a particular student to see what is working for them.
* Expect students to do school work and take measures to correct when they don’t.

**High Expectations**

**Words to Consider**

* Standards are not the same as expectations. A standard is the bar and the expectation is our belief about whether students will ever reach this bar.
* Low expectations (belief that some students just can’t do the work) of students says more about what you think of your own abilities than they do about what you think of your students’ abilities. When you say that you don’t think the students can achieve a goal, what you are really saying is that you don’t think you have the skills to help them achieve it.

(Robyn Jackson, 2009)

* I know most of you can’t spell your name. You don’t know the alphabet, you don’t know how to read, you don’t know homonyms or how to syllabicate. I promise you that you will. None of you has ever failed. School may have failed you. Well, goodbye to failure, children. Welcome to success. You will read hard books in here and understand what you read. You will write everyday…But you must help me to help you. If you don’t give anything, don’t expect anything. Success is not coming to you, you must come to it.” Marva Collins
* Reluctant students quickly come to recognize that “I don’t know”, is the Rosetta stone of work avoidance. (Lemov, 2010)
* If you cold call for a few minutes every day, students will come to expect it and change their behavior in advance. (Lemov, 2010)
* Effort-based ability is the belief that all students can do rigorous academic work at high standards, even if they are far behind academically and need a significant amount of time to catch up. Educators who carry this belief into their practice are not unrealistic about the obstacles they and their students face. They simply have not given up. (Jonathon Saphier)
* Expectation is defined as the confidence that something will happen. (Robyn Jackson, 2009)

**High Expectations**

**Strategies that**

**Work**

* **Cold Call** – Is an engagement strategy where the teacher calls on students regardless of whether they have their hand raised. It is effective for several reasons. Cold call helps you to formally assess students, increases class speed since you are not waiting on volunteers, and helps you distribute the work among more students. It is most effective as a tool for engagement since it keeps students alert, knowing they could be called upon at any time.
* **No Opt Out** – An approach where students who are unable or are unwilling to answer a question do so correctly even if they repeat the correct answer. Prevents students from using the “I don’t know” strategy to avoid engagement and accountability. There are four different formats. The bottom line is that students know they are expected to answer correctly Example: Teacher - What is 3x8, Johnny? Student - 32 Teacher - What is 3x8, Mark? Student - 24 Teacher – Good. What is 3x8, Johnny? Johnny – 24
* **Right is Right** – The practice of not accepting partially correct answers from students. We teachers often get partially correct answers from students, tell them they are right and then we embellish the answer to make it exactly right. Using right is right, we expect students to give the full correct answer, even if we have to cue, or use a no opt out strategy.
* **Stretch It** – A tool for assessment and differentiation. Helps rule out the factors of luck, coincidence, or partial mastery leading to the correct answer. It is the practice of probing to check for deeper understanding after a student correctly answers a question. It also serves as a tool to stretch your stronger students’ thinking thus making class more challenging for them. Adapted from the book *Teach Like a Champion* by Doug Lemov.
* **Wait Time**- 3 to 5 second pause after asking a question. Gives students time to process information and form an answer in their mind.
* **Warm Call** – Allow students time to think by letting them talk with a partner before calling on someone.
* **Talk Moves** – Series of questioning strategies that require students to summarize peer answers, determine important points from peer answers, or offer another opinion.

**High Expectations**