Teaching & Learning

Key Ideas for New Teachers

Session 1

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First Literacy
November 2021

Overview

Session 1: Learning (How it really happens, barriers, experiences etc.)

Session 2: Teaching (Elements of a lesson, student engagement, assessment etc.)

Session 3: Implementing (Check in + Practical tips + TBD based on group needs)

Session 1 Agenda

Learning Experiences Reflection

Adults as Learners

Brains, Memory & Learning Process

Mindsets and Filters

Persistence & Attendance

Oral Histories of Adult Learners

About Me:

Adult basic education math teacher; writer-trainer-consultant; brain-geek and life-long learner; new mom, gardener and novice forager.

I believe in reflective practice, my students, and color-coded spreadsheets.

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Who's in the Zoom?

- Name and what you teach
- One thing that is working in your teaching/class
- One thing you want to work on in your teaching

Learning Experiences Reflection

In breakout rooms, tell a one minute story from your life about each prompt.

When you are sharing, share. When you are listening listen.

We will repeat with a new group and a new prompt.

Tell a story about a time when

learning felt easy

Your story might be from yesterday, or when you were a kid; about learning in a classroom, from a book, video or person; to solve an equation or to cook a recipe, dance, paint or change a tire.

Tell a story about a time when

learning felt hard

Your story might be from yesterday, or when you were a kid; about learning in a classroom, from a book, video or person; to solve an equation or to cook a recipe, dance, paint or change a tire.

Tell a story about someone who helped you learn

Your story might be from yesterday, or when you were a kid; this person might be a formal teacher, a coach, mentor, friend, colleague or anyone else.

Tell a story about

something someone did that helped you learn

Your story might be from yesterday, or when you were a kid; this person might be a formal teacher, a coach, mentor, friend, colleague or anyone else.

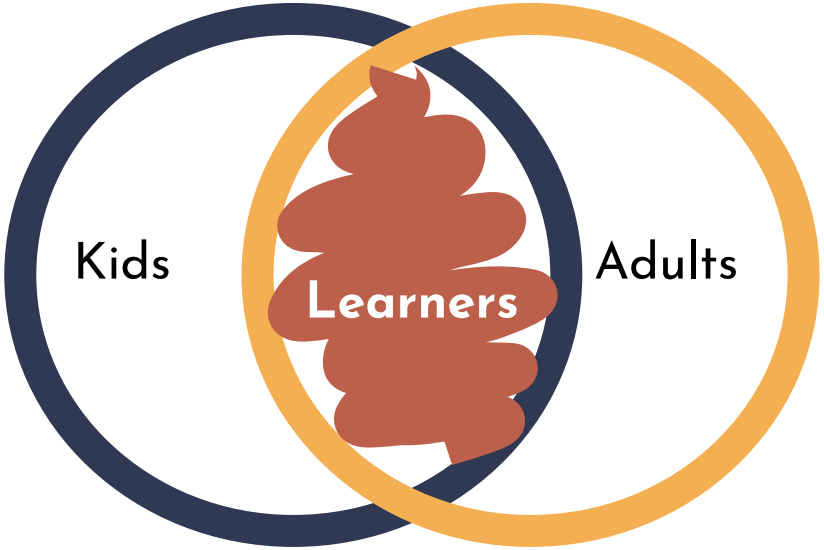
Without revealing the details of another person's story ...

- What came up for you as you spoke and listened?
- What themes or commonalities did you hear? What differences in our experiences did you notice?
- What does this show or remind us about learning?

Much of what is true about kids as learners, is also true about adults.

AND

Adult learners / students are often different in significant ways



Key characteristics of (many) adult learners

- Have previous experience (in the world and in school)
- Opting in / motivated by their own goals and needs
- School must fit in / around life

Resource: Characteristics of Adult Learners

Brains, memory & the learning process

Working & Long Term Memory

Working: Can hold 4 - 7 things simultaneously

Long Term: Nearly unlimited capacity BUT not everything makes it there

Resources: Made to Stick Model

How your "working memory" makes sense of the world

Input & Retrieval

Input: Information IN

Retrieval: Information OUT

Resource: What is Retrieval Practice

Recognition & Recall

Recognition (Receptive): I know it when I see it

Recall (Productive): I can generate it myself

Mindset, beliefs & the affective filter

The Affective Filter Hypothesis

- Motivation (low)
- Self-confidence (low)
- Anxiety (high)

When the filter is 'up', learning is impeded

Resource: Principles and Practice in Second Language Acquisition

Study # 1:

Students read short biographies of famous scientists, that either focused on achievements, perseverance or overcoming personal challenges, researchers compared later science grades

Scientists who Struggle

"...the students who had read about scientists' struggles—whether intellectual or personal—now had higher grades than students who had read about achievements."

Resource: "A simple story can improve students' grades in science"

Study # 2:

Students were given an IQ test; teachers were told that it showed that certain (random) students were about to experience high levels of growth. Students were tested again to see actual growth.

Teachers with Expectations

"If teachers had been led to expect greater gains in IQ, then increasingly, those kids gained more IQ,"

Resource: [“ Teachers' Expectations Can Influence How Students Perform”]

Teachers w/ Expectations Give Students ...

- More time to answer
- More specific feedback
- More (non-verbal) signals of approval

Attendance & Persistence

Push & Pull Factors

What factors in and out of class draw our students to come/stay in class? What draws our students away from class?

Push & Pull Factors

Students leave when push outweighs pull.

Interventions can decrease push factors, increase pull factors, or both.

Drivers of Persistence

"What keeps students coming *despite* all the obstacles...."

Resource: Drivers of Persistence

Drivers of Persistence

- ★ Sense of belonging and community
- ★ Clarity of purpose
- ★ Agency (choices, power, a sense of control)
- ★ Competence
- ★ Relevance
- ★ Stability

Resource: Drivers of Persistence

Oral Histories of Adult Learners

In breakout groups:

…. Read the first excerpts of oral histories of one adult learner. Your group name will tell you which one. Imagine this student is in your class.

… Discuss:

What challenges do you imagine they would have? What strengths?

How would you approach this student to help them succeed?

… Then, finish the oral history (one additional slide)

Resource: Oral Histories

See you Friday 11/12
Session 2

Thanks & Stay in Touch

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Teaching & Learning
Key Ideas for New Teachers

2
Session

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First Literacy
November 2021

Welcome Back

Please go to :
PollEv.com/mathacognitive618
for a quick check in

Agenda

Lesson planning

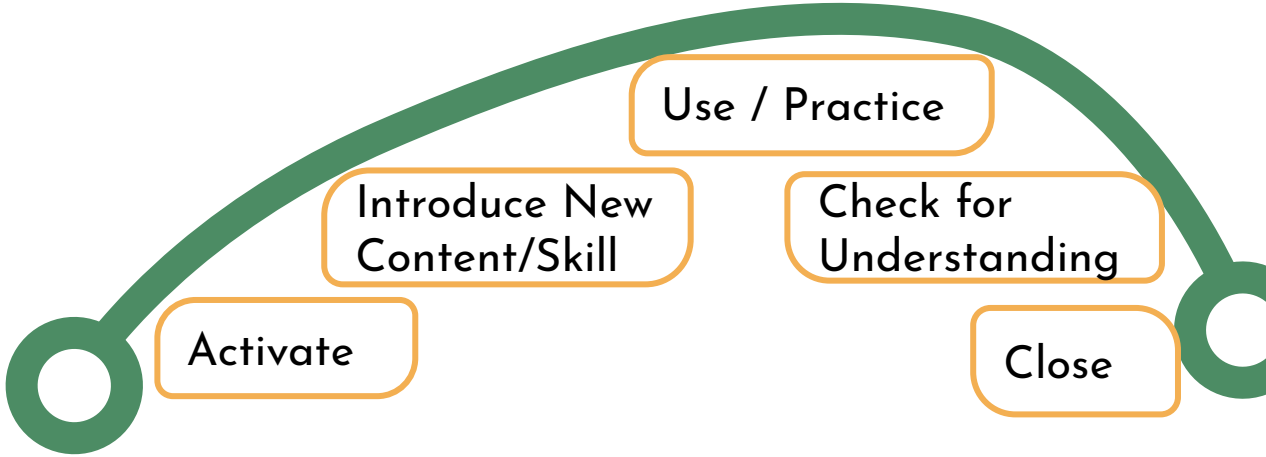
Objectives

Activities

Checking for Understanding

Differentiation, UDL & Choice

Lesson Arcs


Use / Practice
Introduce New Content/Skill
Check for Understanding
Activate
Close

Objectives

Objectives ≠ Topics ≠ Activities

Objectives:

Students will be able to ...

Teaching Goals / Process Objectives:

- Build a sense of community
- Use multiple learning modes
- Increase wait time
- Incorporate metacognition
- Connect to current events

Teaching Goals / Process Objectives:

What experience will students have?

What pedagogies or approaches will you incorporate?

How will you grow as a teacher?

Activities

Gradual release of responsibility	“The person who is doing the talking, is doing the learning”	I do / we do / you do

Three ways to say (more or less) the same thing: We have to “get off the stage”

Resource: Telling you the Answer isn’t the Answer | Whoever is doing the talking

Format Changes to Boost Engagement

- Card Sort
- I have / who has
- Gallery walk
- Stations

Resource: [15 Ways to Hack a Math Textbook]

Small Changes to Deepen Learning

- Read and recall
- Annotate
- Error correction
- Metacognitive questions

Resource: 15 Ways to Hack a Math Textbook

Small Changes to Scaffold or Challenge Learning

- Add or remove an answer bank
- Students create examples
- Isolate or interleave skills
- Jigsaw/peer teaching

Resource: 15 Ways to Hack a Math Textbook

Review the standard textbook activity. What (student) objective might this activity serve? Write at least one SWBAT- objective statement

Brainstorm ways you could transform it into a higher-engagement activity.

Reflect back on session 1. What activities might you pick if you focused on the drivers of persistence? On the affective filter? On retrieval and recall?

ESOL

ELA

Math

Google Doc

PDF

Checking for Understanding

Formative Assessment

What do we **need** to learn?

Summative Assessment

What **have** we learned?

Formative Assessment

- If you have to choose, I'd choose formative
- It can be informal, but it needs to be thorough
- It's only a (formative) assessment if you use it to inform what happens

Formative Assessment

" Most of these actives [sic] can also be thought of as engagement strategies in addition to assessing what students know and can do."

Resource: Formative (Informal) Assessment Strategies

Differentiation, UDL & Student Choice

Differentiation

"Differentiated instruction is a teaching approach that tailors instruction to all students' learning needs. All the students have the same learning goal. But the instruction varies based on students' interests, preferences, strengths and struggles.

Resource: What is Differentiated Instruction

Differentiation by...

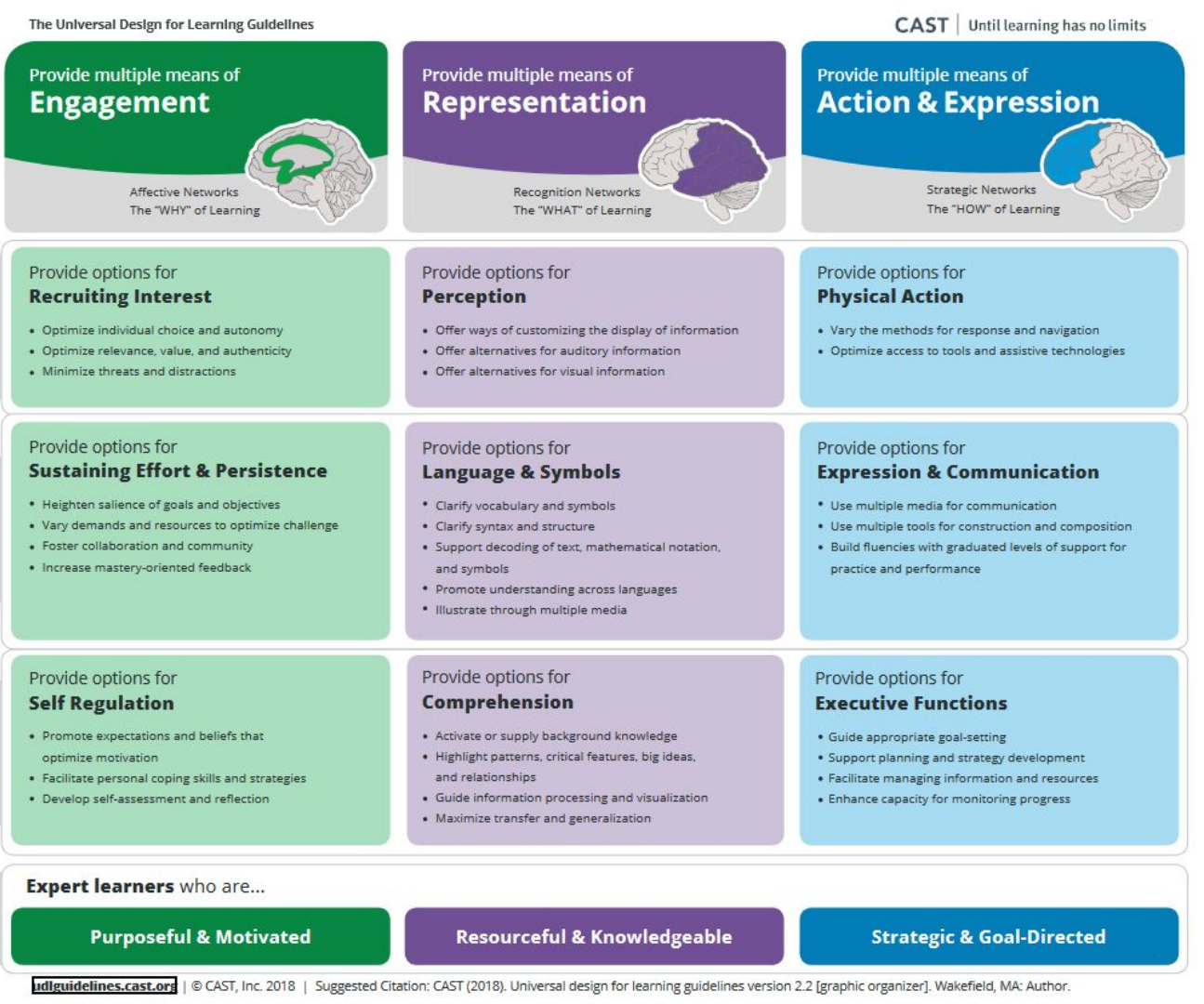
- Content
- Process
- Product
- Environment

Universal Design for Learning

"The goal of UDL is to use a variety of teaching methods to remove any barriers to learning. It's about building in flexibility that can be adjusted for every person's strengths and needs. That's why UDL benefits all learners."

Resource: What is Universal Design for Learning

Resource: [UDL Guidelines]



Student Choice:

The short route to differentiation and UDL

(and agency, relevance etc.)

(and also, lowering the affective filter)

Small Steps toward Student Choice

- ➔ We're going to do X and Y, which do you want to do first?
- ➔ You can read/do/write __ or __, which would you like?

- ➔ Solo or group work?
- ➔ Handwrite, type or speak/audio

- ➔ Pick __ questions from this list
- ➔ Choice menus

Think about the objective and activities you worked on earlier.

How could you add a formative assessment to that lesson? How might you adapt based on the results?

How could you differentiate to offer support? To offer challenge? How could you apply a UDL lens?

Formative (Informal) Assessment Strategies

Formative Assessment Strategies (List on Page 7)

UDL Guidelines

Preparing for Implementation

What's one step you want to take in the next month to improve your teaching?

Share your action step and request resources via this form

Teaching & Learning

Key Ideas for New Teachers

Session 3

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First Literacy
December 2021

Agenda

Check In / Review

Behavior Change

Reflection

Your Goals / Break Out Groups

Managing Teaching

Reflective Practices

Objective: P.W.B.A.T. Identify at least one specific, actionable change to their teaching practice

Process goal: Less facilitator talk, more participant dialogue

Think/Write/Share:

What has stayed with you from sessions 1 and 2?

Resource: What is Think-Pair-Share and How to Use it In Your Classroom

Behavior Change

It is hard to break a bad habit.

It is easier and more effective to focus on replacing it with a good alternative.

Behavior Change Process

What (do you want to change)

When/Where (the context/triggers/cues)

Why (the reason or motivation)

New What (the replacement)

How (to implement)

“New What” Examples: Teacher Talk

- Students read directions
- T/P/S
- Video/reading to intro content
- Wait time
- Whole class -> Small group work
- “Good question… who has an idea for ___”

Learning Experiences Reflection

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Tell a story about a time when

learning felt easy

Your story might be from yesterday, or when you were a kid; about learning in a classroom, from a book, video or person; to solve an equation, work a cash register or cook a recipe; to dance, speak a language or change a tire.

Tell a story about a time when learning felt hard

Your story might be from yesterday, or when you were a kid; about learning in a classroom, from a book, video or person; to solve an equation, work a cash register or cook a recipe; to dance, paint or change a tire.

Tell a story about someone who helped you learn

Your story might be from yesterday, or when you were a kid; this person might be a formal teacher, a coach, mentor, friend, colleague or anyone else.

Food for Thought: What Makes a Good Teacher

Check In:

Share a teaching high and something you want to work on.

Without revealing the details of another person's story ...

- What came up for you as you spoke and listened?
- What themes or commonalities did you hear? What differences in our experiences did you notice?
- What does this show or remind us about learning?

Your Goals

What is one step you want to take in the next month to improve your teaching?

Top Answers:

1. Student choice
2. Differentiation
3. Checking for Understanding

Other goals: UDL, one-on-one conversations, build student confidence ...

My two best tips ...

Start small. But definitely start. It's easy to get overwhelmed if you go too big.

But, do it repeatedly. You and students will both need time to get comfortable with a new way of doing class.

Breakout Groups

1. Choose your group: Choice or Differentiation
2. Open the jamboard for your topic
3. As a group, reflect and record re: goals/benefits; challenges and solutions/responses
4. Prepare to share out

Differentiation

Why?

Take a few minutes to reflect on your or other teachers goals in incorporating differentiation or choice. What benefits or opportunities does it offer?

Record your ideas on the next slide

Why not?

Please take a few minutes to brainstorm the challenges that keep you and/or other teachers from offering (more) student choice or differentiation.

These may be logistical, resource issues, mindset issues or something else entirely.

Record your ideas on the next slide

Now what?

Choose a few of these challenges and work together to identify some steps you or other teachers could take to address them.

Record your ideas on the next slide

Sharing 3-2-1

Please pick three goals or benefits to share

Pick two challenges to share your responses

Pick one challenge that you would like more input from the other group and/or Allison

Managing Teaching

(or, things I learned the hard way)

I wish someone had told me...

- Good teachers have different styles/ approaches/ voices.
- You don't have to be like the teacher you admire.

I wish someone had told me...

- You can't do everything; prioritize (also, it will be ok)
- It's worth prioritizing systems that will help you in the future

I wish someone had told me...

- Don't reinvent the wheel if you don't have to
- You're less likely to have to if you save and organize your wheels (lessons, activities, sources)

I wish someone had told me...

- It's easier to plan the lesson if you've already outlined the month/term/unit
- Leave a margin/flex time... you'll need it for something

I wish someone had told me...

- Develop a set of ‘go-to’ activities.
- Post the list where you’ll see it when you’re stressing about a lesson

Reflective Practice(s)

Setting process goals

Personal reflections / lesson notes

Video yourself

Read/listen/follow

Student feedback

Observations (peer or supervisor)

Community of practice / peer learning (formal or informal)

Behavior Change Process

What (do you want to change)

When/Where (the context/triggers/cues)

Why (the reason or motivation)

New What (the replacement)

Preparing for Implementation

What's one step you want to take in the next month to improve your teaching?

Share your action step and

A few favorite sources

Truth for Teachers
Cult of Pedagogy
Edutopia

Thanks & Stay in Touch

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Request follow up via this form

Image Sources

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