Haiti School Project
Villard Workshop
August 2013

<u>Day Two :</u>
Instructional strategies from Theory to Application

Facilitator
Marta del Pilar Lynch

"Inclusion without resources,
without support,
without teacher preparation time,
without commitment,
without a vision statement,
without restructuring,
without staff development, won't work."
-Mara Sapon-Shevin, Educator

Agenda

* **9-9:15 Do Now Reflection & Review Objective**
* **9:15-9:30 Share Vision Boards**
* **9:30-10:15 Instructional Strategies**
* **10:15-10:30 Break**
* **10:30-11:15 Using Clinical Observational Tool as a guide**
* **11:15-11:45 Why Rubrics?**
* **11:45-12:00 Break**
* **12:00-12:45 Application of Concept & Theories**
* **12:45-1pm Exit Ticket Activity**

Instructional Strategies

Learning Style _inventories_ *are especially helpful for teachers to understand methods in which best characterizes their students' learning styles.*

✓ **Using Student learning style inventories as the basis to parallel scope of work. (First Day of School)**

<u>**Learning Style Inventory Quiz:**</u>

1. I would rather read instructions than listen to the teacher explain them.
2. I like having someone explain directions out loud.
3. When I study, I have to take a lot of breaks to get up and move around.
4. I draw a lot of pictures during class.
5. I remember things better if I write them down.
6. I study spelling words by reciting them out loud.
7. Charts, diagrams, and maps help me understand what I'm reading.
8. I can concentrate better if I have a snack when I study.
9. I like to listen to music while I'm studying.
10. I am good at visualizing what I'm studying in my mind.
11. It's easy for me to remember jokes.
12. I can think better if I tap my foot or play with a pencil.

Instructional Strategies

✓ **Develop a therapeutic milieu within the classroom by creating safe dialogue that addresses social emotional needs of the student:**

✓ **Clearly Defined Behavior Management System**

✓ **Exploratory Learning Opportunities- beyond the parameters of the classroom**

Activity One: Think-Pair-Share

Think about how you have exemplified these concepts in your experiences, Pair up with your neighbor-Share your experience

Instructional Strategies

✓ **Teach Executive functioning Skills i e note taking**

✓ **Built in incentives for learning**

✓ **Technology integration as a platform not a crutch-notes to be provided on student flash drives**

✓ **Make content language accessible for students**

✓ **Using data driven instruction-biweekly/mthly assessments –extra classes for remediation**

✓ **BREAK: 15 minutes**

Using Clinical Observational Tool as a guide

* **Clinical Observation:** Most teachers are 'fearful when they have an observation , however clinical observations and post conferencing provides teachers the opportunity to be on a lifelong continuum of learning and growing professionally.

Sample Clinical Observation Tool:

❑ The teacher ensured that everything was in the class room/lab before starting the lesson

❑ The objective of the lesson is clearly stated in triplicate (written on the board, student notes, and articulated).

❑ There is evidence that the teacher took the prior knowledge ie social emotional development of the students into consideration.

❑ The objectives show an attempt to have learning in different holistic domains: connectedness, wholeness, being

❑ The learning objectives are written in terms of observable outcomes ie SWBAT (students will be able to .)

❑ The set introduction is planned to arouse interest in the topic and helped the students to become focused and engaged

❑ The lesson contains a sufficient number of activities to address the topic

❑ The lessons flow follows a logical sequence and progression

❑ There is evidence in the lesson of tasks for the different level of students' ie differentiated instruction.

Sample Clinical Observation Tool:

- ❑ The teacher asked stimulating questions during the lesson
- ❑ The teacher gave students an opportunity to think about the answers to the questions by exhibiting wait time.
- ❑ The teacher asked stimulating questions during the lesson
- ❑ The grouping was appropriate for this lesson and each group was given an opportunity to report.
- ❑ The teacher acted a facilitator during the group work
- ❑ There is evidence in the lesson of the use of technology or arts infusion
- ❑ There is a planned summary and closure for the lesson.
- ❑ The planned homework is effective in reinforcing the concepts taught.
- ❑ The evaluation matched the objectives of the lesson

Do you agree that…

- ✓ If **students** have a clear understanding of the standards and expectations, their potential for success might be greater?

- ✓ If **teachers** had a tool for communicating specific and immediate feedback, effectively and efficiently, there would be a greater probability for it?

- ✓ If **students** are to become self-reliant, self-directed, self-assessing learners they must have the opportunity to practice self-reliance, self-assessment and self-direction?

- ✓ If **parents** understood their child's growth and progress in clear terms, they might assume a greater role in their child's learning?

- ✓ If **administrators** and board members were provided multifaceted assessments of student learning, they might be better prepared to develop and monitor school policies and practices?

Implementation of Rubrics

Why Rubrics?

* Why Rubrics? Think of the word "rubric" as a verb, it is the action of telling a performer (learner) tips to improve their performance/product. =

* It becomes a noun when one creates a document that records the tips.

* The document maybe formatted as a grid or a list of indicators.

* Both representing the necessary elements of each stage of competency (very proficient to not yet proficient).

* BREAK: 15 minutes

Classroom Role Plays
Action-Freeze-Transform

* Activity: 10 participants will be given student archetypes from compliant to defiant students.

* The group will complete a role play of a typical day. The facilitator will freeze the lesson when an instructional error has been identified.

* The remaining participants will use the clinical observation tool to identify the error.

* The participant with the correct answer will run in and transform the lesson.

One of the greatest impediments to the provision of a meaningful education is not a lack of good programs, or innovation, or good teachers, but a lack of up to date perspectives. Old world-views have not only out lived their usefulness; they are detrimental to further progress. 21st century education needs a more holistic world-view.

We need a leaner centered e_____stem built on explicit assumptions o_____ness, wholeness and being
          (Miller, 2009).