

Top Ten Tips for Teaching & Learning in the 21st Century

1. **Begin with the end in mind**...the end of the year, the end of the unit, the end of the lesson. Always ask yourself what students are supposed to know and be able to do as a result of the lessons you plan.
2. Make the use of **10:2 Theory and Wait Time** as much a part of your professional practice as brushing your teeth is of your personal life!
3. Help students **access and use prior knowledge** at the beginning of each new unit of study! Don't ever skip this step!
4. Have students **process and summarize** learning inside and outside of class. Use **homework as formative assessment data** rather than as a management tool. Include the use of technology when possible and appropriate.
5. Use a wide range of **assessment** strategies including **pre-assessment**. Help students develop strong **self-assessment habits**.
6. Use the research on **differences in learners** (learning styles, multiple intelligences, modality preferences, second language learners, special needs, etc.) as a check and balance system on your instructional decisions.
7. **Make learning active and relevant!** Be sure that your students are the workers not spectators watching you work! Help them make real world connections.
8. Analyze the **levels/kinds of thinking** required in the learning standards and make sure the questions, learning experiences, assignments, and assessments you design are rigorous, feature 21st century skills, and are aligned with the standards. Remember to go beyond fact-based teaching.
9. Work collaboratively to use **student work** and **classroom assessment data** in combination with **standardized achievement results** to inform your instructional decisions.
10. Always remember: Kids are people and deserve to be treated accordingly. When setting up routines and procedures, **focus on learning** rather than compliance and control.

Top Ten Tips for Teaching & Learning in the 21st Century
Page References for
Why Didn't I Learn This in College?
3rd Edition

1. Begin with the end in mind. See pages 169-192.
2. Use 10:2 Theory and Wait Time every day. See pages 82, 230, and 234.
3. Help students access and use prior knowledge at the beginning of each new unit of study. See pages 49-50, 66, 69, 77, 79, 81-82, 88, 89, 96, 98, and 100
4. Have students process and summarize their learning both inside and outside of class. See pages 66-107.
5. Use a wide range of assessment strategies including pre-assessment and student self-assessment. See pages 137-167.
6. Respond to differences in learners: scaffold and extend instruction. See 39-42, 115 -116, and 184-187.
7. Make learning active and relevant! See pages 66-107.
8. Analyze the levels and kinds of thinking required in the standards and match learning experiences to those requirements. See pages 52-60, 81-84, 118-121, and 176-179.
9. Use student work and classroom assessment data to inform instructional decisions. See pages 172-174, 182, and 185.
10. Focus on student learning. See pages 7-44 and 221-258.

Don't miss pages 66-68!

The text *Why Didn't I Learn This in College?* is available at www.justaskpublications.com.

Top Ten Tips for Teaching & Learning in the 21st Century
Page References for
Why Didn't I Learn This in College?
2nd Edition

1. **Begin with the end in mind. See pages 169-192.**
2. **Use 10:2 Theory and Wait Time. See pages 82, 230, and 234.**
3. **Help students access and use prior knowledge. See pages 49-50, 60, 68, 69, 77, 78, 79, 81-82, 88, 89, 96, 98, 100, 122, and 125.**
4. **Have students process and summarize their learning. See pages 65-106.**
5. **Use a wide range of assessment strategies including pre-assessment and student self-assessment. See pages 10-11, 19 and 137-167.**
6. **Respond to differences in learners: scaffold and extend instruction. See pages 39-42, 112, 117, and 185-186.**
7. **Make learning active and relevant. See pages 63-107.**
8. **Analyze the levels and kinds of thinking required in the standards and match learning experiences to those requirements. See pages 56-60, 81-82, 118-121 and 176-180.**
9. **Use student work and classroom assessment data to inform instructional decisions. See pages 172-175, 183, and 185.**
10. **Focus on student learning. See pages 7-44 and 221-258.**

Don't miss pages 66-67!

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Page References for

Instruction for All Students

- 1. Begin with the end in mind. See pages 8-9, 28-30, and 31-54.**
- 2. Use 10:2 Theory and Wait Time. See pages 57, 63, 87, and 263-264.**
- 3. Help students access and use prior knowledge. See pages 57-62 and 83-120.**
- 4. Have students process and summarize their learning. See pages 14-19, 26-27, 57-62, 73-80, 83-120, and 123-148.**
- 5. Use a wide range of assessment strategies including pre-assessment and student self-assessment. See pages 22-25, 151-180, and 254-257.**
- 6. Respond to differences in learners; scaffold and extend instruction. See pages 127-132 and 195-216.**
- 7. Make learning active and relevant. See pages 73-78 and 83-120.**
- 8. Analyze the levels and kinds of thinking required in the standards and match learning experiences to those requirements. See pages 9, 12-13, 158, 168, and 217-248.**
- 9. Use student work and classroom assessment data to inform decisions. See pages 10-11 and 270-285.**
- 10. Focus on student learning. See pages 6-7 and 249-267.**

Don't miss pages 88-89!