

Instruction for All Students

Second
Edition

Paul

**Sneak
Peek**

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Instruction for All Students

Second Edition

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To access tools and templates for ***Instruction for All Students Second Edition***, go to www.justaskpublications.com/in4alltemplates

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Introduction

The purposes of these introductory pages are to introduce new readers to the text and to inform those familiar with the text that this second edition is “an old friend in a new dress.”

The content changes in the second edition of *Instruction for All Students* are based on new research, new learning, and new experiences. The use of the first edition of this text in workshops all over the world for the past thirteen years provided clear data about what organizational changes needed to be made in the text. Furthermore, the availability of technology resources has led to the inclusion of templates and exemplars online.

What Is the Same?

- Holds student learning as the central goal of our work
- Is based on the premise that the best management program is a strong instructional program
- Includes practical applications of research-based practices
- Is presented in a teacher-friendly format
- Printed in easy-on-the-eyes font sizes
- Features K-12 practitioner examples
- Is based on the same philosophical underpinnings as the first edition. To that end the following is reprinted from the Introduction to the first edition:

A wise educator said: We will conduct all of our interactions with students based on the most current data, research, and current thinking in our field. When this information changes, we will change our practice.

I do not believe that this statement in any way implies that we should continue to hop from bandwagon to bandwagon looking for materials and programs that will ensure quick fixes or successes. Quite the contrary. It means that we must constantly reach out to analyze, reflect on, and react to the massive body of research on teaching and learning that comes, not only from those doing formal research, but also from those of us working directly with students.

There are three additional ideas that we must come to terms with before we can accomplish all we might. The first is that we and our students have the capacity to achieve far more than we have so far. Ron Edmonds called us to action when he said that whether or not we and our students achieve more depends, to a large extent, on how we feel about the fact that what we've been doing has not brought all the results we seek.

The second important idea is that we cannot accomplish all we might until we see ourselves as part of a greater whole and expand our efforts for working collaboratively. The third major component is that we must agree on, and become much more clearly focused on, what students should know and be able to do; then we must focus our time and energy on moving all students toward those goals. It is no longer good enough for the lesson to be a “good lesson,” it must also be the “right lesson.”

This book is based on an analysis of the research base on teaching and learning, and on the work of educators in schools around the world. The ideas presented here have been productive for educators in many situations, but there is absolutely no guarantee that all of the material and ideas will work for you. There is, however, a strong likelihood that we will all accomplish far more if we engage in our practice with:

- A sense of self-efficacy
- A focus on clearly articulated standards
- An ever growing repertoire of skills for teaching and assessing diverse learners
- A passion for engaging all students in the learning process
- The use of data to make and assess instructional decisions
- A mission to promote high standards and expectations for both students and educators
- A commitment to collaborate with colleagues and parents

What Is New?

- An up-to-the-minute review of initiatives, including the **Common Core State Standards**, that are in the news and influencing our thinking
- Clearly articulated purposes for each of the strategies for actively engaging students
- A greater focus on the range of diversity in our classrooms and strategies for working with all students
- Strategies for vocabulary development and supporting struggling readers
- Multiple approaches to lesson and unit design with a focus on using the standards-based planning process
- Cutting-edge information on technology integration
- Thought-provoking information on formative assessment

- An expanded focus on 21st century thinking skills that promote rigor and relevance
- An array of formats for creating learning communities and opportunities for job-embedded learning and collegial collaboration

What New Tools Are Included?

- On our website (www.justaskpublications.com):
 - Multiple tools and templates for lesson and unit design, learning buddies, and organizational systems
 - Exemplars of standards-based units of study
 - Tools and templates for implementing the **Common Core State Standards**
 - Multiple self-assessments both embedded in the text and available online
- In the text
 - An updated list of resources and references
 - A mini-index of the uses and purposes of the active learning strategies (pages 88-89)
 - The use of the Top Ten Questions to provide focus for chapters II through IX (The questions explored in each chapter are highlighted on the second page of each chapter.)

What Support Materials Are Available?

- A CD-ROM of visual tools is available separately. You can use these 45 jpegs and pdfs to create full color posters, handouts, transparencies, or embed them in PowerPoint and Keynote presentations. Additionally, over 50 ready-to-use PowerPoint slides are included.
- The text, ***Leading the Learning: A Field Guide for Supervision and Evaluation***, is cross-referenced to ***Instruction for All Students***. This helps administrators provide explicit suggestions during coaching and supervisory conferences.
- The text, ***The 21st Century Mentor's Handbook***, is cross-referenced to both ***Instruction for All Students*** and ***Why Didn't I Learn This in College?***
- An ***Instruction for All Students Facilitator's Handbook*** with teaching notes and templates for each chapter is available separately. This facilitator's handbook provides outlines for over 30 hours of professional development exercises for faculty meetings, collaborative teams, and book clubs.
- **Scavenger Hunt** and **Sort Cards** to use in the study of active learning strategies presented in the text are available separately.
- The ***Instruction for All Students PLC Pack*** includes multiple copies of the text, the facilitator's handbook, visual tools cd-rom, and scavenger hunt and sort cards.

The ASK Framework

Our Essential Question

What do schools and classrooms look like when they are organized around a commitment to the achievement of high standards by all students?

The Just ASK team believes that we can better address the essential question of our work when all stakeholders use the same language and concept system. This text and our other primary texts do just that. For instance, the texts for supervisors, evaluators, and for mentors are cross-referenced to the books focused on instructional and collaborative practice. Both our publications and our workshops address the components of **The ASK Framework** described below.

The ASK Framework for the Study of Teaching and Learning

The ASK Framework is based on an analysis of areas of performance, standards, or domains developed by organizations, states, and school systems. The categories used in a given district may vary slightly from the six presented here; the components, however, are almost universal.

To see how Just ASK books are aligned with various state performance standards, go to www.justaskpublications.com/state_standards.htm.

Planning Instruction

- Using the **Common Core State Standards** and the Principles of Standards-Based Teaching, Learning, and Assessment in Lesson, Unit, and Course Design
- Incorporating Essential Understandings, Key Concepts, and Big Ideas
- Explicitly Using Appropriate Content Specific Pedagogy
- Using Research on Learning Styles, Multiple Intelligences, and Learning Theory
- Recognizing, Respecting, and Responding to the Diversity of Students
- Engaging Students in Active Learning
- Connecting Learning to Life Beyond the Classroom in Ways That Ensure College and Career Readiness
- Integrating the Curriculum
- Incorporating Literacy Instruction Across the Curriculum

Implementing Instruction

- Framing the Learning
- Dealing with Naïve Understandings and Misconceptions
- Communicating Purposes, Expectations, and Directions
- Using a Repertoire of Strategies, Materials, and Resources
- Designing Rigorous Questions and Assignments
- Promoting Student Connections and Meaning Making
- Differentiating Instruction to Meet the Needs of All Learners

The ASK Framework

Assessing Learning and the Instructional Program

- Including All Components of the Assessment Continuum
- Using Formative Assessment to Inform Teaching Decisions and Promote Student Responsibility
- Making Assessment a Learning Experience
- Designing, Selecting, and Assessing Paper and Pencil Assessments
- Designing, Selecting, Implementing, and Assessing Performance Assessments
- Designing and Using Rubrics and Performance Assessment Task Lists
- Using Data Beyond Tests to Inform Decisions

Orchestrating a Positive Learning Environment

- Building a Community of Learners
- Having and Communicating High Expectations to All Students
- Using Attribution Theory to Re-Frame Belief Systems
- Building Student Capacity Through Learning How to Learn Strategies
- Using Errors and/or Lack of Background Knowledge and Skills as Learning Opportunities
- Building in Reflection and Metacognition
- Developing Thinking Skills for the 21st Century
- Building Appropriate and Positive Personal Relationships with Students

Organizing and Leading a Productive Learning-Centered Environment

- Creating and Using Organizational Systems for Professional and Instructional Materials
- Developing, Implementing, and Teaching Organizational Systems for Learners and the Class
- Planning Proactively to Work with Reluctant and Resistant Learners

Professionalism and Collegial Collaboration

- Creating a Culture for Learning
- Collaborative Teams
- Formats for Collaboration and Job-Embedded Learning
- Peer Observation
- Mentoring
- Co-Teaching
- Professional Responsibilities
- Parents as Partners



Acknowledgements

The first people to come to mind when I think about who has significantly influenced my thinking about teaching, learning, and leading are my two sons, Doug and Mike, and my grandchildren, Will, Carter, Kelly, and Quinn. When it is personal, educational theory quickly becomes grounded in reality.

In addition to those acknowledged in the first edition: Clint Van Nagel and Paul Eggen of the University of North Florida; Jon Saphier, Executive Director of Research for Better Teaching (RBT), as well as all my colleagues in that organization; and incredible educational leaders, Katherine Ruh, Mary Alice Price, Janie Smith, and Mary Herrmann, the contributions of the three ASK Group Senior Consultants, Brenda Kaylor, Bruce Oliver, and Louise Thompson to this work must be noted. In addition to constantly teaching me what they know, these three continuously challenge me by asking hard questions that cause me to think deeply and re-examine old understandings.

This book also represents what I have learned from the thousands of educators and students I have had the good fortune to work with in schools and workshops throughout the past thirty plus years. Educators of special significance are those who have so willingly shared their expertise and thinking by providing specific examples of strategies that have worked well in their instructional programs. They are cited by name and school district; their contributions are presented on pages with the sub-title: Through the Voice of... These colleagues have taught me much about teaching and learning and truly exemplify the concept of collegial collaboration.

A special thanks goes to the women who worked with me as graphic designers and administrative assistants as I wrote the first edition. They are: Karen Grady, Anna Daley, Margie Spendiker, Valerie Fairchild, Kris Saum, Jennifer Wiley, Connie Phares, and Mary Crohn.

The second edition could not have made it to print without Donovan Goode and Mike Rutherford's patient reformatting, Caitlin Cooper and Bruce Oliver's amazing proofing and editing skills, Shilpa Shah's incredible cover design, and Laura Pavlock-Albright's organizational skills.

The biggest thanks goes to the person who is still president of my fan club and believes in me beyond all reason, my husband, David.

The N4ALL News

That's Shaping Our Thinking

Vocabulary Development

Read through this list of words related to the integration of technology.

- teacher and student-made videos
- class blogs
- Google Docs
- Evernote
- Inspiration
- classroom websites
- Teaching Channel
- HUDL
- Khan Academy
- Digital Storytelling
- podcasts
- Edutopia
- Skype
- streaming video
- KeyNote
- Edmodo
- webcast
- Wikis
- BYOD
- Easel.ly
- Dropbox
- Interactive whiteboards
- Movie Maker

If you have any questions, do a Google search or ask a digital native; that is, according to Marc Prensky, anyone under 45.

Some Things Never Change!

Ralph Tyler's Questions in
Basic Principles of Curriculum and Instruction, 1949

- What educational purposes should the school seek to attain?
- How can learning experiences be selected which are likely to be useful in attaining these objectives?
- How can learning experiences be organized for effective instruction?
- How can the effectiveness of learning experiences be evaluated?

We Are All on the Same Team

What do Judith Warren Little, Susan Rosenholtz, Ann Lieberman, Jon Saphier, Shirley Hord, Rick and Becky DuFour, Bob Eaker, Kent Peterson, Terry Deal, Linda Lambert, Michael Fullan, and Roland Barth have in common?

They all have written extensively on creating a culture for

learning. They describe a culture where all the adults in a school use data, common vocabulary and concept systems, and work collaboratively around a shared mission and vision to promote student learning.

The challenge is clear. Now it is up to us to make it happen.

Just ASK Recommended Books

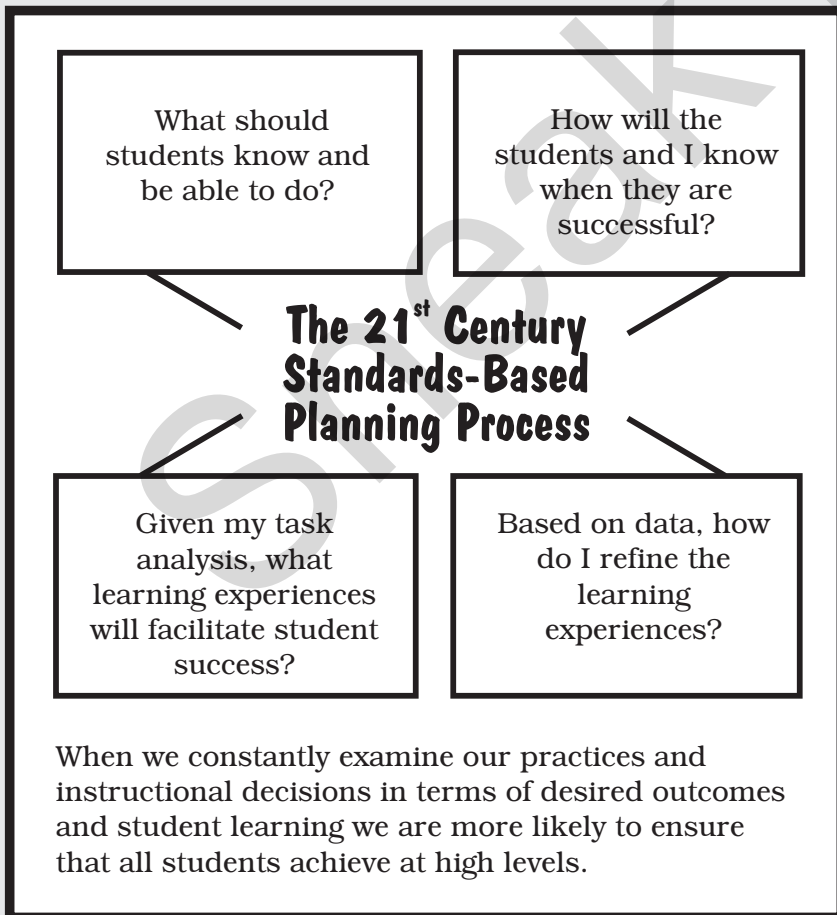
- *A Whole New Mind* by Daniel Pink
- *Classroom Instruction That Works* by Marzano, Pickering, and Pollack
- *Concept-Based Curriculum and Instruction* by Lynn Erickson
- *Fair Isn't Always Equal* by Rick Wormeli
- *In the Best Interest of Students* by Kelly Gallagher
- *Meeting the Needs of Diverse Learners* by Paula Rutherford
- *Results Now* by Mike Schmoker
- *The World Is Flat* by Thomas Friedman

The N4AII News

That's Shaping Our Thinking

Questions on Our Minds

- What do schools and classrooms look like when they are organized around a commitment to the achievement of high standards by all students?
- How do we use data to inform our practices?
- How can we provide multiple pathways to learning?
- How do we make assessment a learning experience?
- What learning experiences will connect with the digital natives in our classrooms?
- How do we work together to maximize student learning?



Do You Hear What We Hear?

- standards-based planning process
- English language learners
- 21st century skills
- formative assessment
- Common Core
- differentiation
- inclusive education
- technology integration
- engagement
- data-driven decisions
- flipped classrooms
- graphic organizers
- rigor, relevance, and relationships
- common assessments
- project-based learning
- response to intervention
- literacy across the curriculum
- co-teaching
- concept-based instruction
- creating a culture for learning
- performance assessment
- learning-centered environments
- scaffolding and extensions

Marzano's High Probability Strategies

1. Identify similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representation
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues, and advance organizers

Yesterday & Today...

Where We've Been & Where We Are Going

Curriculum

What is taught	What is learned
Chapters covered and workbooks completed	Identification of what student should know and be able to do
Organized around topics	Organized around essential understandings
Academic context	Life context
Textbook as resource	Multiple resources including complex texts
Individual subjects	Integrated subjects
Basics emphasized for all; thinking skills emphasized for gifted	Basics and thinking skills emphasized for all students

Instruction

Teacher centered	Learner centered
Organized around time	Organized for results
Single teaching strategy	Multiple teaching strategies
Teach once	Reteaching and enrichment
Fixed groups	Flexible groups
Whole group instruction	Differentiated instruction
Passive learning	Active learning

Assessment

Bell curve	Public and precise criteria
One opportunity	Multiple opportunities
After instruction	Integrated with instruction
Paper and pencil based	Performance based
Grades averaged	Standard met or not met
Proving and accountability	Diagnose and prescribe
Focus on product	Focus on product and process

Common Core State Standards

The **Common Core State Standards Initiative's** website (www.corestandards.org) states that the initiative is a “state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).” The website further states that “these standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.”

In our e-newsletter ***Making the Common Core Come Alive!***, Heather Clayton writes of **Mind Shifts** that must occur if we are to successfully implement the **Common Core**. These include:

- The goal of curriculum should not be the coverage of content, but rather the discovery of content.
- A deep understanding of the content to be taught is paramount. (Or, we cannot teach what we do not understand.)
- In our classrooms, it is the students’ voices, not the teachers’, that are heard.
- We are preparing our students to do the learning without us.
- We are educating our children for an unknown future.
- We have a responsibility to help each student reach higher.
- We can’t ignore the evidence before us.

Clayton elaborates on the first **Mind Shift** by presenting points to ponder when developing a curriculum based on the discovery of content in lieu of the coverage of content. She suggests that we ask:

- What authentic, performance-based assessments drive the learning?
- Do the assessments emphasize critical thinking and the transfer of knowledge?
- Do the assessments emphasize meaning making and deep understanding?
- Is the curriculum written with a focus on larger, overarching concepts?
- Are lessons and units focused on these concepts and generalizations?
- Does the curriculum align vertically? Is there careful consideration of prerequisite skills and knowledge?
- Is student engagement central to the teaching and learning?
- Is an emphasis placed on 21st century skills such as critical thinking, problem solving, creativity, innovation, collaboration, and research?

Excerpts from “Common Core Mind Shifts.” *Making the Common Core Come Alive!* October 2012 by Heather Clayton reprinted with permission of the publisher. All rights reserved. Access issues of *Making the Common Core Come Alive!* at www.justaskpublications.com.

Common Core State Standards and The Partnership for 21st Century Skills

Because these new standards have been adopted by almost all the states, much has been written about the **Common Core** and much of what has been written is available on the Internet. Access the following websites for guidance in implementation and specific and extensive information on the curricular shifts called for by the **Common Core**.

- www.corestandards.org/. Be sure to review the appendices of the standards which include the research base, a glossary, exemplar texts, sample performance tasks and examples of student writing.
- www.engageNY.org. This site includes examples of ELA and math curriculum maps and tool kits, videos, and K-12 lesson plans.
- www.parcconline.org/. The introduction on this website reads, “PARCC is a 23-state consortium working together to develop next-generation K-12 assessments in English and math. The page on Items and Task Prototypes provides extensive information about the connection of these assessments to the **Common Core**.”
- www.p21.org/our-work/resources/for-educators/1005-p21-common-core-toolkit
See information below about the **Partnership for 21st Century Skills**.

Results That Matter: 21st Century Skills and High School Reform

The **Partnership for 21st Century Skills**, established in 2002, has over twenty-five member organizations including Microsoft, Apple, Adobe, AFT, NEA, Dell, PBS, and Time Warner. The Partnership’s 2006 report ***Results That Matter: 21st Century Skills and High School Reform*** recommends redefining rigor to include mastery of:

- the core subjects identified by the 2001 reauthorization of the Elementary and Secondary Education Act of 1965 known as No Child Left Behind
- 21st century content including global awareness, financial, economic, and business and entrepreneurial literacy, civic literacy, and health and wellness awareness
- learning and thinking skills comprised of critical-thinking and problem-solving skills, communication skills, creativity and innovation skills, collaboration skills, contextual learning skills, and information and media literacy skills
- information and communications technology literacy
- life skills including leadership, ethics, accountability, adaptability, personal productivity and responsibility, people skills, self-direction, and social responsibility

The report further states that student learning must be measured with a balance of assessments including both high-quality standardized testing and classroom assessments using modern technology. The entire twenty-six page report can be accessed at www.p21.org.

Top Ten Questions to ask myself as I design lessons

1. What should **students know and be able to do** as a result of this lesson? How are these objectives related to **Common Core**, state, and/or district standards?
2. How will **students demonstrate what they know and what they can do**? What will be the **assessment criteria** and what form will it take?
3. How will I find out what students already know (**pre-assessment**), and how will I help them access what they know and have experienced both inside and outside the classroom? How will I help them **build on prior experiences, deal with misconceptions**, and reframe their thinking when appropriate?
4. How will new knowledge, concepts, and skills be introduced? Given the **diversity of my students** and the **task analysis**, what are my **best options for sources and presentation modes**?
5. How will I **facilitate student processing (meaning making)** of new information or processes? What key questions, activities, and assignments (in class or homework) will promote understanding, retention, and transfer?
6. What shall I use as **formative assessments** or **checks for understanding** during the lesson? How can I use the **data** from those assessments to **inform my teaching decisions**?
7. What do I need to do to **scaffold** and **extend instruction** so that the learning experiences are productive for all students? What are the multiple ways students can access information and then process and demonstrate their learning?
8. How will I **Frame the Learning** so that students know the objectives, the rationale for the objectives and activities, the directions and procedures, as well as the assessment criteria at the beginning of the learning process?
9. How will I build in opportunities for students to make **real-world connections** and to learn and use the **rigorous and complex thinking skills** they need to succeed in the classroom and the world beyond?
10. What adjustments need to be made in the **learning environment** so that we can work and learn efficiently during this study?

Active Learning Strategies to Use If You Want...

Students to work in pairs or in small groups

Think-Pair-Share - 112	Sort Cards - 94
Learning Buddies - 99-100	Collaborative Controversy - 76
Discussion Partners - 67	Literature Circles - 75
Frame of Reference - 91	Walking Tour - 116-117
Graffiti - 92	Five Card Draw - 97
Numbered Heads Together - 103	Jigsaw - 242-243

To gather pre-assessment data

Anticipation/Reaction Guide - 110	Exclusion Brainstorming - 108
Signal Cards - 154	Three-Column Charts - 113
Sort Cards - 94	Graffiti - 92
Frame of Reference - 91	Stir the Class - 106
Line-Ups - 101-102	All Hands on Deck - 96
Think-Pair-Share - 112	Take a Stand - 107

Students to access prior knowledge and make real world connections

Anticipation/Reaction Guide - 110	Graffiti - 92
Corners - 90	Personal Opinion Guide - 111
Stir the Class - 106	Exclusion Brainstorming - 108
Frame of Reference - 91	Three-Column Charts - 113
Line-Ups - 101-102	All Hands on Deck - 96
Think-Pair-Share - 112	Sort Cards - 94

To surface misconceptions and naive understandings

Anticipation/Reaction Guide - 110	3-2-1 - 114
Personal Opinion Guides - 111	Facts and Folklore - 109
Three-Column Charts - 113	
Frame of Reference - 91	
Line-Ups - 101-102	
Think-Pair-Share - 112	

To promote vocabulary development

Inside-Outside Circles - 93	Graffiti - 92
Word Splash - 18	Word Sorts - 17
Three-Column Charts - 113	Fray Model - 18
Journals - 14	Five Card Draw - 97
Tic-Tac-Toe - 98	Six-Step Process - 19
Interactive Notebooks - 228	Reciprocal Teaching - 78

Active Learning Strategies to Use If You Want...

Students to set purpose for reading, listening or viewing

Walking Tour - 116-117	Exclusion Brainstorming - 108
Three-Column Charts - 113	Take a Stand - 107
Corners - 90	Think-Pair-Share - 112
Line-ups - 101-102	
Personal Opinion Guide - 111	
Anticipation Reaction Guide - 110	

Students to summarize their learning

3-2-1 - 114	Graffiti - 92
Interactive Notebooks - 228	Tic-Tac-Toe - 98
Three-Column Charts - 113	Ticket to Leave - 115
Scavenger Hunt - 104-105	Connection Collections - 118
Podcasts, blogs, etc. - 13, 73, 133-134	Think-Pair-Share - 112
Journals/Interactive Notebooks - 14, 228	ABC to XYZ - 119

To check for understanding

Signal Cards - 154	I Have the Question...? - 95
Line-Ups - 101-102	Numbered Heads Together - 103
Slates - 156	
Sort Cards - 94	
Scavenger Hunt - 104-105	
Think-Pair-Share - 112	

To have students "handle" their learning

Inside-Outside Circles - 93	Connection Collections - 118
Tic-Tac-Toe - 98	
MI Kinesthetic Strategies - 128	
Sort Cards - 94	
Five Card Draw - 97	
All Hands on Deck - 96	

To build in movement

Scavenger Hunt - 104-105	Walking Tour - 116-117
Stir the Class - 106	Learning Buddies - 99-100
Graffiti - 92	Corners - 90
Inside-Outside Circles - 93	
Line-Ups - 101-102	
MI Kinesthetic Strategies - 128	

Self-Assessment Assignments*

Access your practice around each of these variables to ensure that the assignments you design are a good use of time and energy for you and your students.

Almost Always (A), Sometimes (S), Not Yet (N)

- _____ I provide a clear explanation of the task so that students know exactly what they are supposed to do. To double check my clarity, I complete the task following the directions exactly as they are written.
- _____ I provide the specific purpose for the task so that students know why they are engaged in the project or assignment.
- _____ I explain the relation of the assignment or project to the learning outcomes, standards, key concepts, and essential understandings that provide the focus for our work.
- _____ I clearly articulate the relevance of this assignment to life beyond the classroom.
- _____ I consider who might be an audience (beyond my inbox) and have students complete the work with that audience in mind.
- _____ I know and communicate to students the levels and kinds of thinking required by the task.
- _____ I consider how to build student choice into the task and include choice as often as possible.
- _____ I am purposeful in the selection and communication of the working conditions for student learning. That is:
- Individual and group work is identified.
 - Roles are assigned as appropriate.
 - Materials, resources, and equipment are identified and readily available to students.
 - Administrative constraints are planned and communicated: time line, order of tasks, how to obtain help and answers to questions, etc.
- _____ I task analyze so that I know who has the prerequisite skills and knowledge to successfully complete the task and then build background knowledge and provide scaffolding to those who do not have the needed skills and knowledge.
- _____ I communicate exactly how students will know when they have successfully completed the task.
- _____ I provide models of and/or practice with new behaviors, processes, and products.
- _____ I ensure that students know what to do when they are finished with the assignment or project.

*Self-Assessment: Assignments template is available online.

Integrating Technology

Digital Storytelling

Vincy Marie Murgillo, Technology Integration Coach in Brockport Central School District, New York, writes on the district website: A digital story is told using images, video, narration, music, and text. Motion, lighting, and music are used to set the mood or tone of the story. Students begin with a storyboard, then write and revise the script through the production process.

Murgillo further writes, digital storytelling supports the following ELA **Common Core** anchor standards for writing:

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

There are many tools to use in creating digital stories. Go to www.educatorstechnology.com/2012/06/list-of-best-free-digital-storytelling.html for a list of over 20 tools.

The Flipped Classroom

Bruce Oliver writes in the *Just for the ASKing!* issue titled “Ten Trending Topics Impacting Our Practice” that the **Flipped Classroom**, the brainchild of Colorado high school teachers Jonathan Bergman and Aaron Sams, uses Internet capability to reverse the typical way students learn new content. When classrooms are flipped, instead of completing homework assignments after school hours, students watch videos related to the content they are learning. The online videos and video podcasts, some of which are created by the teacher, take the place of direct instruction or a lecture by the teacher. The prevalence of online videos has exploded in recent years with over 2,400 available on the Khan Academy website alone. Whereas some students may not have access to computers outside of school, a significant number of young people have cell phones from which they can access assigned videos. After viewing the videos outside of the classroom at their own pace, stopping and starting as needed, students then spend classroom time on learning experiences that apply the information and processes introduced in the previously viewed videos. Unfortunately, in some traditional classrooms, many students find themselves in a passive mode since their responsibility is to listen and capture what the teacher is saying in their notebooks or on their handouts. When the classroom is flipped, in many cases students work collaboratively. With

Thinking Skills for the 21st Century

Creative Thinking is

- open-minded
- fluent
- flexible
- innovative
- adaptative
- visualizing
- done with future-oriented lens
- synthesizing
- metaphorical
- responsible risk



Metacognitive Thinking *(thinking about your thinking)*

- set goals
- have repertoire of thinking skills
- know which skills to use when
- monitor effectiveness of efforts
- monitor results
- assess processes and products

Conceptual Thinking *(includes creative, critical, and metacognitive thinking)*

- examine facts
- connect facts to prior knowledge
- seek and see patterns
- form conclusions or generalizations
- transfer understanding across time and situations

(Erickson, 2008)

Aha!

Introspective Thinking *(knowing self)*

- know own preferences for processing information and the world
- self-assess and self-adjust
- recognize own emotions
- recognize own world lens, perspective, and bias
- aware of own strengths and weaknesses



Thinking Skills for the 21st Century

Systems Thinking

(organizational, social and technological systems)

- understand systems
- monitor and correct systems performance
- improve and design systems

(SCANS Report, 1992)

Critical Thinking

(skills apply to the acceptance, use, and creation of information and conclusions)

Determine

- criteria to be used to assess information
- accuracy and relevance of information
- credibility of sources
- reliability and validity of the data used to support the information or conclusions drawn

Identify and reconcile

- inconsistencies
- lack of data to support conclusions
- missing/omitted information
- bias or prejudices of source

Navigate unpredictable situations

Collaborative Thinking

- read environment
- be empathic
- understand social context
- know when to lead and when to follow
- know what to say and not to say

Analytical Thinking

- note and remember facts and details
- grasp key points
- identify critical attributes
- sequence steps and events
- compare and contrast
- note similarities and differences
- identify patterns and trends
- determine cause and effect
- use data to make predictions

Aha!

???

!

Orchestrating the Learning Environment

Stop the Stoplight!

No more names on the board! No more names in lights! No more student's hearts in and out of the teacher's heart! What were we thinking when we engaged in such humiliating practices? Just imagine how we would feel if the principal or workshop leader wrote our names on the board when we arrived late, forgot our materials, had a side conversation, or some other infraction. If that response would make us feel bad, it has to be true for children as well. Yes, we should communicate clear expectations and have attitude adjustment chats with students, but we should have them privately. Nagging and public humiliation does not work in international relations and it does not work in the classroom. We want to provide students growth-producing feedback on both academic and behavioral issues and then provide scaffolding so that they can be successful.

Stop the Pop Quizzes!

We should not use assessment as a management tool. The purpose of assessment is to help the students and teacher know what is being learned and to provide feedback on the effectiveness of the instructional program.

Design a Strong Instructional Program!

Rather than focusing time and energy developing and implementing an elaborate control and compliance system, spend your time and energy on designing a strong instructional program. Humans, young and old, tend to act out when they are frustrated or bored. Given clear and realistic expectations along with engaging and relevant learning exercises, we will almost always join in the learning process with enthusiasm.

So, what do you do when clearly communicated and realistic expectations are not met? See the next two pages for alternatives to public humiliation and the gotcha' game of pop quizzes.



Getting Started with Action Research

According to St. Vrain Valley School District's (Longmont, Colorado) **Results-Based Professional Development Models**, action research is:

- A methodical evaluation of topics or issues about teaching practice and student performance
- Research-based, data-driven, and centered on student learning
- A structure for determining areas of focus for research, for gathering data, and for writing summary reports that describe observations and findings
- Generating information that is talked about, shared with students and colleagues, and acted upon

While action research may be conducted by an individual teacher, the results should be shared with colleagues and impact their practice as well. A team approach to action research could provide valuable school improvement information and probably develop on-site expertise on the selected area of study.

Results-Based Professional Development Models is available free online at www.justaskpublications.com; other good sources of information on action research include **Tools for Schools** from Learning Forward and multiple books available from ASCD.

Possible Purposes of an Action Research Project

- to develop reflective, inquiry-based skills as a teaching professional
- to enhance teacher decision-making
- to pursue, in depth, a topic or research question that is important to you or your students
- to enhance student learning opportunities
- to transfer your discoveries to classroom practices

Questions to Ask When Selecting a Research Question or Topic

- What questions do I have about instruction either in a general sense or in the context of my own teaching? (Example: How should phonics be incorporated in instruction? How should I teach spelling? When/How should I group for math instruction?)
- What issues have I been wrestling with as a teacher?
- What teaching methods would I like to investigate more fully in an action research study?
- What topics interest me most?
- Based on student data, what do I/we need to know or learn?

Ordering Information

Books	Page#	Item #	Price
<i>Active Learning and Engagement Strategies</i>	15	11060	\$ 34.95
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<i>Instruction for All Students</i>	14	11027	\$ 39.95
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