

Institute for Learning (IFL) University of Pittsburgh

Paterson Public Schools

What does Institute for Learning represent:

- A non-profit Learning Research and Development Center of educators and researchers who partner with school districts that serve large percentages of students of poverty and language diversity to develop tools and provide professional development and other supports to improve **teaching, learning, and leadership**.

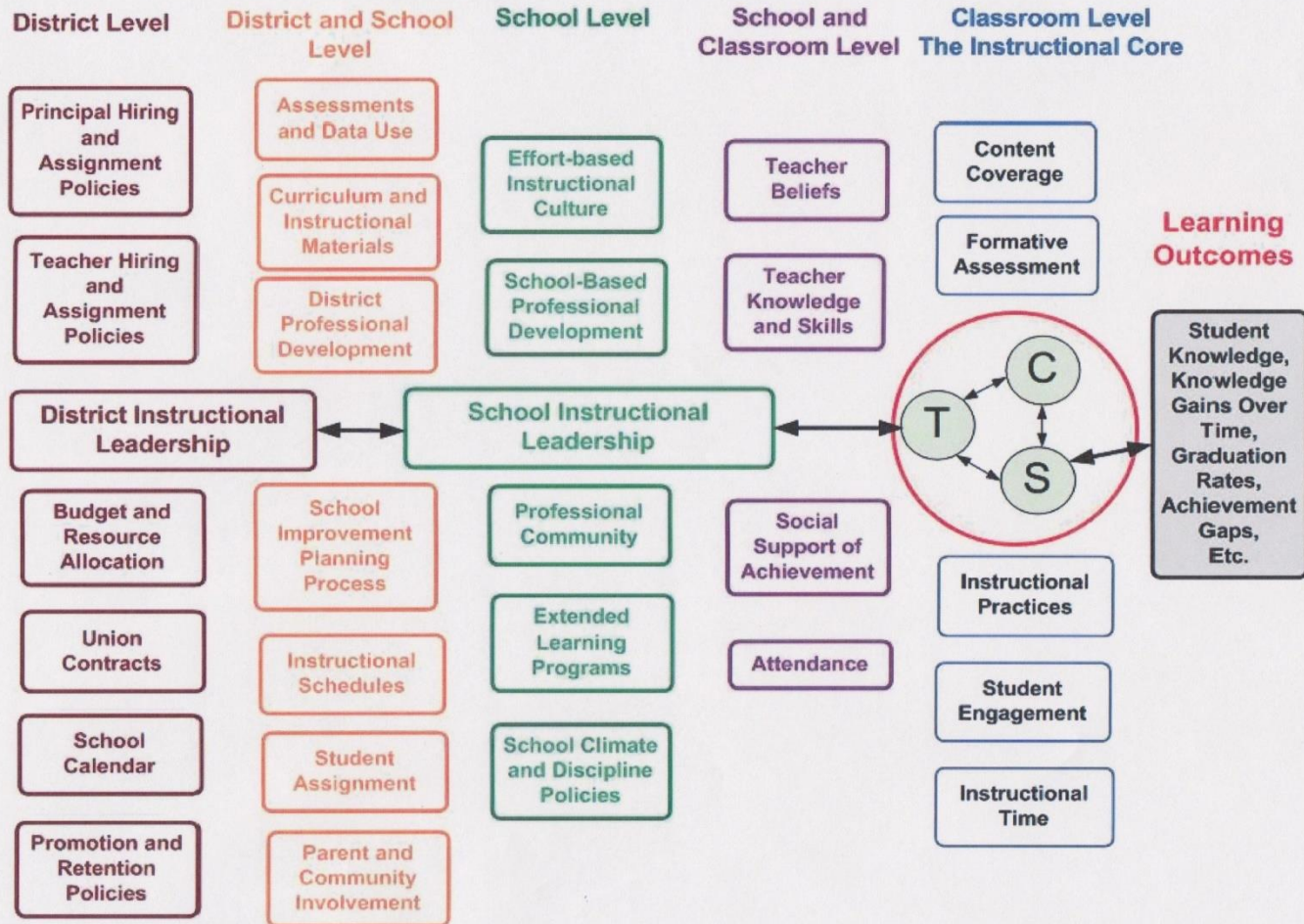
- An organization that has developed considerable research base of knowledge about the following:
 - How children learn math, English language arts, science and history-social science
 - What effective pedagogy looks like in each content area, and how to model this
 - How to design high quality lessons and units that address the content defined by standards and supports the work of teachers and students
 - How to design effective formative and summative assessments that are embedded in curriculum and align with district/state assessments
 - An organization that believes that the knowledge about how to improve teaching, learning, and leadership in a district is constructed through collaborative work and problem-solving with the leaders and teachers in the district (cohesive unit)

Institute for Learning

- IFL is not an external “provider” of strategies or programs
- IFL has a framework and tools for thinking about teaching, learning, and leadership through the 9 Principles of Learning that allow for the development of common language and coherence
- Partner with districts who face similar challenges to change the quality of learning and teaching occurring by incorporating models of units and lessons, sample tools, and IFL designs a plan of action with each individual district to meet specific needs
- Do not believe that there is a “one size fits all” solution for meeting challenges faced by urban school districts in becoming a successful standard based system. Goal is to problem solve together to achieve specific challenges
- Do not believe in a “top-down” or “bottom-up” approach however only a system-wide collaborative approach with distributed leadership has a chance of creating the changes and supports needed to meet the goals of continuous improvement

System-Wide Instructional Improvement Framework

System-Wide Instructional Improvement Framework



IFL Collaboration with Paterson School District

- Providing Professional Development for Central Office, Principals, and Teachers of different subject areas and at different grade levels that:
 - Deepens and extends prior knowledge and builds on existing instructional practices rooted in research
 - Is curriculum based- uses cognitively demanding tasks and texts with instruction for increasing the demand of existing materials
 - Provides models of instructional practices around cognitively demanding tasks and texts for addressing the diverse learning needs of Paterson students
 - Emphasizes on classroom discourse and framework to track what students know/don't know, are understanding/not understanding
 - Creates a foundation across grade levels and subjects in a school for developing a common vision of high quality teaching and learning

IFL Theory of Action in 5 Key Areas:

1. Establish a shared, common view of high quality, content and teaching and learning of the instructional core
2. Increase coherence among curriculum, assessments, and professional development around this shared view
3. Increase staff capacity (teachers and leaders) for achieving high quality practice through enactment of a robust learning system
4. Increase internal accountability for high quality practice through observation, critical analysis, monitoring and feedback
5. Increase organizational capacity and coherence to support rather than constrain this vision of high quality teaching, learning and leadership

What are you thinking?

- Break for 5 minutes

Task 2 Quick Write on index cards

- Please take a few minutes to write down any comments, issues, concerns, questions that you have about IFL, IFL's collaboration with Paterson School District, and any issues that were not addressed during this introduction
- I will collect these and look at them during the break with the plan of noting these comments and responding to these after the workshop

Examining your beliefs about effort and ability

Task 3- Quick Write

Take 5 minutes to write your thinking about the following:

1. What does it mean to be smart?
2. Can all students get smarter? Why or why not?
3. What is the relationship between effort and ability?
4. How can we help all students get smarter?

Share your thoughts with a partner.....

So what is the relationship between effort and ability?

At least three possible relationships that exist between effort and ability.

Take a few minutes to think about each one, then with a partner discuss which one you think is most accurate and provide evidence to support your response.

1. Only ability really matters
2. Effort compensates for ability
3. Effort creates ability

Video: Carol Dweck: Mindset Interview

<http://www.youtube.com/watch?v=ICILzbB1Obg>

- Hard work and Effort creates Ability
- Educators have to create an environment that challenges students to metacognitively think
- Educators must set high expectations and demands for their students
- Intelligence can be socialized

SMART IS NOT SOMETHING YOU ARE, IT IS SOMETHING YOU GET.

-From Jeff Howard You Can't Get There From Here: The Need for a New Logic in Education Reform

Nine Principles of Learning

Background Information

- 9 Principle of Learning (POL's) are drawn from 20 years of cognitive research about how a climate of a classroom should look like and what high quality teaching demonstrates

Nine Principles of Learning

1. **Organize for an effort-based concept of intelligence and learning**- that all students are capable of higher level of work
2. **Clear and high expectations**- students need to be challenged and have a clear understanding of the classroom goals and expectations
3. **Fair and credible evaluations**- assess what we want our students to learn
4. **Recognition of accomplishment**- if we want our students to put forth effort we must regularly recognize their learning and accomplishments

Nine Principles of Learning

5. **Social Intelligence**- create challenging learning environments where students believe that they are smart and can learn from each other
6. **Academic Rigor in a thinking curriculum**- Thinking and problem-solving will be the "new basics" of the 21st century. Students should provide evidence and justify their responses
7. **Accountable Talk**- Talking with others about ideas and providing evidence is fundamental to learning. To have accountable talk in a classroom it has to be accountable to the **learning community, use accurate and appropriate knowledge, and rigorous thinking**. Students can expand on each others thoughts. It is not talking for the sake of talking.
8. **Self management of Learning**- students need to critically reflect on their learning in order to be responsible for the quality of their thinking and learning. Need to have self-monitoring and self-management strategies
9. **Learning as Apprenticeship**- organizing learning environments so that complex thinking is modeled and provide coaching/mentoring when students attempt challenging tasks

Accountable Talk

- Accountable talk sharpens student's thinking by reinforcing their ability to use and create knowledge.
- Teachers model talk by questioning, probing, and leading conversations.
- There are Cross Curricular Expectations:
 - Reading
 - Writing
 - **Speaking (Accountable Talk)**
 - Listening

Three Components of Accountable Talk

Talking with others about ideas and thoughts is fundamental to learning. In order for a classroom talk to promote learning it must have:

1. Accountability to the Learning Community
2. Accountability to knowledge
3. Accountability to Rigorous Thinking

Accountability to the Learning Community

- Active participation in classroom talk
- Listen Attentively
- Elaborate and build on each other's ideas
- Work to clarify or expand a proposition

Example:

Student: I agree with Molly because.....

Student: "I need some help from Pete because I do not understand what he was saying."

Teacher: "Pete, please rephrase what you just said."

*Pete would restate the comment. Teacher would go back to the student that was unsure and make certain the student is on board.

Accountability to Knowledge

- Specific and accurate knowledge
- Appropriate evidence for arguments
- Commitment to getting it right
- Question unsupported arguments for a better understanding

Example:

Student: "Where in the story does it show you that?"

Student: "I disagree with Dan because on the first page it states....."

Teacher: "Where in the text did you see that?"

Student: "The evidence for my answer is found on page 29, second paragraph of the text."

Teacher: "Dan would you like to elaborate on your findings?"

*Students are held responsible/accountable for the information they are sharing. Regurgitation of facts is not acceptable.

Accountability to Rigorous Thinking

- Synthesize several sources of information
- Construct explanations and test understanding of concepts
- Formulate hypotheses
- Challenge the quality of evidence and reasoning

Example

Teacher: "What changes would you make to solve the conflict?"

Student: "I would view all the point of views and evaluate my options."

Teacher: "What types of options?"

Student: "Perhaps Lord Capulet and Montague can meet to discuss the family feud and decide to make peace."

Teacher: "Can you elaborate on what you mean?"

*Students are asked to move beyond the obvious and think in a rigorous way (THINK OUTSIDE THE BOX)

We want our students to start small, think BIG!!!!

Accountable Talk Activity: Video

- Watch the Accountable Talk Video Grade 3 ELA- "The Singing Man" Chapter 1
- http://www2.eboard.com/eboard/servlet/BoardServlet;jsessionid=791B5557442AFEC2679E8FD25B625B78?ACTION=NOTE_SHOW&ACTION_ON=NOTE&OBJECT_ID=5379577&SITE_NAME=paterson&BOARD_NAME=zoneschools&SESSION_ID=wwlonv7sp2cmk542998&TAB_ID=648668
- Turn to your partner and discuss the Accountable Talk Indicators witnessed using the observation sheet as a guide
- Whole Group Discussion about Accountable Talk Indicators witnessed watching this video from the observation sheet

21st Century Skills

- Ways of thinking- creativity, critical thinking, problem- solving, decision making and learning
- Ways of working- communication and collaboration
- Tools for working- information and communications technology (ICT) and information literacy
- Skills for living in the world- Citizenship, life and career, and personal and social responsibility
- *GOAL*- all students to become productive, life-long learners and active participants of their community

21st Century Activity

Task 4 Text Discussion

- Independently read article "21st-Century" Skills Not New, but Worthy Challenge by Andrew J. Rotherham and Daniel T. Willingham
- Discussion about the article and how it relates to the 9 Principles of Learning and the collaboration with IFL
- Individually complete the Text Discussion Handout and have a brief discussion about it
- Watch a video on 21st century skills called "Did you know? Shift happens 2012"
- <http://www.youtube.com/watch?v=XVQ1ULfQawk>

**Let's push our students to the top
because we know they all can do it!!!!!!!!!!!!**

