OBJECTIVE FOR TODAY:

Provide you with a Simple Plan that ANY teacher can implement today that will begin to improve the Quality of Instruction and result in greater Student Achievement!
"Fundamental Five"

1. Frame the lesson

2. Work in the Power Zone

3. Frequent, Small Group, Purposeful Talk about the learning.

4. Recognize and Reinforce.

5. Write Critically

High frequency and high quality execution are the key to success!
OVERVIEW

- These are NOT RECOMMENDATIONS that you can pick and choose from.

- 5 individual practices that interact and interconnect to produce dramatic effects.

- One MUST execute ALL 5 fundamentals EVERY lesson (if even one is missing or used haphazardly in greatly dismisses the effects)

- Think of a fist—one finger is broken or goes astray you will not be able to strike with any force.
Framing the Lesson

Simplest form: represents the beginning and end of a lesson.

2 DISTINCT parts:

- The daily learning objective;
- The closing question, product, or task.

**DAILY LEARNING OBJECTIVE:**
- What the student can expect to learn today

Stating (Verbalizing) the learning objective(s) at the VERY beginning of each lesson MUST be a deliberate act on the part of the teacher.

MUST be written in concrete, student-friendly language. "We will statements."

Ex: We will IDENTIFY the components of an effective lesson frame.
Part 2 of the Frame:

- The closing question, product, or task.
  - How the student will demonstrate his understanding of the learning objective.
  - Also written in concrete, student-friendly language.
  - Provides proof to the student & teacher that the objective(s) was met.
  - Presented as "I WILL statement"
  - Ex: I will CREATE & share a lesson frame with my table group

Remember, a properly constructed lesson frame has 2 parts & when crafted correctly improves the RIGOR of the lesson.
Example of Improving Rigor

- We Will IDENTIFY the components of an effective lesson frame.
- I WILL CREATE and SHARE a lesson frame with my table group.
- Notice that the teacher moves students to higher level of cognition by stretching the rigor between the objective, closing question, product, or task.

- Objective: Key verb, IDENTIFY (comprehension level of Blooms)

- Successful completion of closing product: Key verb, CREATE (synthesis level of Blooms)

Lesson frame MUST BE POSTED PROMINENTLY & Visibly in the classroom (so teachers & students can refer back to it) and VERBALIZED DAILY.
Work in the Power Zone

- Simplest of the 5 Fundamental practices
- 3 areas teachers typically teach from
  1. The teacher work area
     - Usually engaged in 1 of 3 activities:
       - Teacher "administrivia": attendance, grading assignments, entering assignments, checking email, etc.
       - No Activity: watching students take tests, work on assignment, put up supplies, etc.
       - Delivering instruction
  2. The lecture position (standing at the front, back, or side of the room)
     - Sage on the stage, gulf of professional space between teachers/students.
     - Students serve as the adoring audience (usually bored out of their minds BUT talented enough to look interested as they "take notes")
  3. The POWER ZONE
The Power Zone

- MOST effective position to conduct your craft.
- Simply teaching or monitoring in close proximity.
- IF you engage in this practice EVERY other instructional practice you use is enhanced & more powerful.

EXPECTATION 75% or more of your class time spent in THE POWER ZONE
Reasons for Effectiveness

- On task behaviors increase, discipline issues decrease, & student retention of content increases = corresponding gains in Student Achievement.

- Proximity for behavior is no surprise (BEST classroom management technique since stone ages).

- Proximity for instruction EFFECTIVE because:
  - Teachers in the middle of the action, can immediately respond to student changes in behavior or performance.
  - Reinforce positive behaviors, extinguish negative behaviors before fires arise.
  - BEST position to conduct frequent and on-going formative assessments and micro adjust instruction.
  - BETTER address individual student misconceptions.
Frequent, Small Group, Purposeful Talk about the Learning (FSGPT)

- Most self-explanatory of the Fundamental 5
- Every 10-15 mins of teacher lead discussion or at completion of major concept--teacher stops and briefly (30secs-3 mins) has students discuss a seed question related to learning outcome.
- Key--focused, micro-discussion (NOT PLAYTIME)
- Structure provided by teacher:
  1. Frequency
  2. group size
  3. Seed question(s)
  4. Power zone
Seed Question(s)

- Pre-planned questions;
- Guide students to the desired learning outcome;
- Ex: I want you to briefly discuss with your partner the difference between the English Monarchy & the American Presidency
- Ex: Explain to your partner why you agree or disagree with....
- Ex: Outline the key elements of...
- Ex: What are some of the pros and cons of...
Power Zone

- Got to stay in it! GOT TO STAY IN IT!

- BEST place to:
  - Ensure students remain focused/on task;
  - Critical insights made by students can be shared with whole class;
  - Individual points of misunderstanding can be retaught now rather than AFTER a test or quiz.
Why FSGPT IS IMPORTANT

- Adult language v. Student Language
- Time to translate
- Students who understand adult speak have an advantage.
- Student retention
- Peer-peer instruction
- Plow ahead at full speed & leave kids in your wake OR FSGPT
- Research...slower, more deliberate, OR peer-peer
Primacy/Recency Effect

1880's research (Ebbinghaus) -- in a learning episode we tend to remember BEST which comes first, 2nd best second, etc.

Remember LEAST anything after the middle of the learning episode.

Problem - MOST teachers have 1 start & 1 finish

Brain DOESN'T track time (class periods), it tracks state changes.

- Change in physical or mental state!
- Multiple changes = multiple starts/finishes
- Multiple vibrant learning throughout class!

Typical adult attention span = 10-15 mins

Typical teenager 8-10 (Allen 2009, 31).
Recognize & Reinforce

- SHOULD BE THE EASIEST TO IMPLEMENT--Disneyland of Schools.
- Addresses both sides of the learning coin--Academic & Behavioral

Why FOCUS:

- Marzano (2001)--use of effective reinforcement produced between a 20 to 48 percentile gain in student achievement!

Think about that from: School perspective? Teacher perspective? Student perspective?
Tips/Points

- MAKE Academic Success a REALLY BIG DEAL!
- Praise OFTEN!
- Not just the A students.
  - Student avg 71% on test now gets an 85%
  - More participation in class discussions
  - Struggling student turning in HW MORE.
- Recognition at ANY level provides student with motivation to continue pursuit of academic success.
- Students (especially At-Risk) can FINALLY see the connection between effort and reward.
- Personalize it and be specific.
  - "Good jobs class, MOST of you turned in your homework this week."
  - "Good job table 3. Your group has turned in 100% of your HW THIS WEEK."
Write Critically

- Critical writing—writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting/ expanding on ideas & concepts.

- LEAST frequently used fundamental instruction technique.

- "Results Now" M. Schmoker (2006).
  - 1500 classroom observations
  - ___# classrooms either writing or using rubrics?
Misconceptions of Critical writing

- Function of Weight: lots of pages, citations, footnotes, revisions.

- Takes a significant amount of time: perfect spelling, for publication student products.

- Job of the English/Writing Teachers--not applicable to your content area.
What CW IS &
What CW IS NOT

- Process of putting focused thought on to paper.
- Ex: short list, comparison paragraph, summary of non-fiction article, mind map, written exit ticket, formal essay or term paper.
- Distill abstract thoughts into concrete understandings.
- Not copying—turns entire classrooms into slow-speed Xerox machines.
- Not fill in the blank
- Not free writing
Marzano (2001) Classroom Instruction that Works

- Identify Similarities & Differences -- 31-46 percentile pts Student Achievement
- Summarizing -- 23-47 percentile pts
- Note Taking -- 13-44 percentile pts

Increases the amount of material that can be recalled and improves retention speed.

Writing critically on a regular basis improves literacy skills.

Reading/writing so intertwined that cognitively they are essentially the same skill.
More Reasons to incorporate CW

- Allows teacher to stretch rigor of ANY lesson & extend high level of rigor longer.
- Can be completed in as little as 10 min.
- Excellent source of Formative Assessment
  - Should ALWAYS be assessed
  - Does NOT have to be FORMALLY assessed.
- Natural Closing Product (but can be used at ANY pt in lesson)
Stretch Rigor Longer

Ex: CW Exercises

1. Create a list of the Fundamental 5 practice. (Knowledge Level--Blooms)

2. Indicate which practice you feel is MOST important (Analysis level)

3. Defend your selection (Evaluation level)

4. READ/DISCUSS In small groups--extend length of time in high level of cognition.
CW writing makes for GREAT Closing Product

- Short critical writing exercise can be a GREAT closing product.
- Ex: I WILL...answer the following question; What obstacles might I have to overcome to implement the Fundamental 5 in my classroom?
- Less than 5 mins 3x5 index card
- Analysis level & relevant to "students"