

***Ready, Set, Apply the
Strategies from Classroom
Instruction That Works!***



**Just Read, Florida!
K-12 Leadership Conference, 2008
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Objectives for Today

Review CITW Strategies

Three Strategies

Real Examples

Handouts

High Yield Strategies

**Similarities/
Differences**

Comparisons

Classifying

Metaphors

Analogies

**Summarizing/
Notetaking**

**Delete, keep,
substitute
information**

**Analysis of
information**

**Questions/ Cues/
Organizers**

Wait time

**Focus on
important
points**

High Yield Strategies

**Reinforcing
Effort**

**Symbolic
rather than
tangible**

**Pause,
prompt,
praise**

**Homework/
Practice**

Purpose

Feedback

**Minimal
parental
involvement**

**Generalizing/
Hypothesis**

**System
analysis**

**Problem-
solving**

**Invention
& inquiry**

High Yield Strategies

**Non-
linguistic**

**Mental
Models**

**Represent
knowledge**

Descriptive

**Setting Objectives/
Feedback**

**Learning
Goals**

**Student
Driven**

**Timely and
Corrective**

**Cooperative
Learning**

Small Groups

**Specific
Directions**

Structured

Non-Linguistic Representation

Research shows knowledge is stored in two forms:

- 1. Linguistic form***
- 2. Imagery form
(non-linguistic)***

Non-Linguistic Representation

- *Students who have an opportunity to use **both forms** have increased student achievement.*
- *Explicitly engaging students in the creation of **nonlinguistic forms** stimulates and increases activity in the brain.*

Non-Linguistic Representation

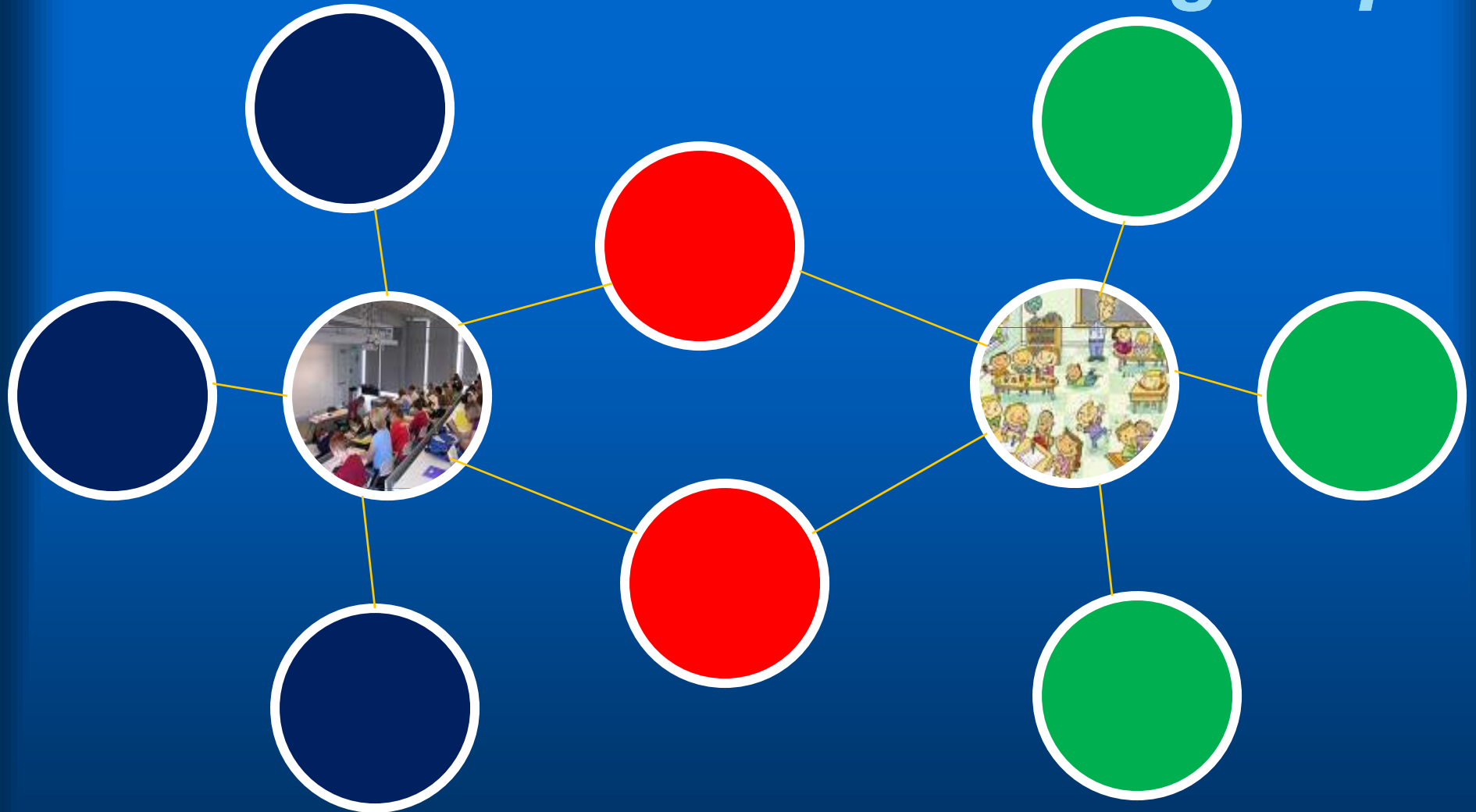
- The imagery mode of representation
- “Dual-coding”
- A variety of methods can be used

Non-Linguistic Representation

A variety of methods can be used:

- Graphic organizers
- Pictures and pictographs
- Mental pictures
- Concrete representations
- Kinesthetic activity

The Double Bubble Thinking Map



Effect

There is too much Pollution from Transportation

trash

exhaust from
Airplanes

CRUISE SHIP

Car

Oil Spill From
The Ocean

Gas from motor
boats

Causes

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Reading

Climax

The point of highest dramatic interest, or a major turning point in the action.

Mr. Cleverly falls into the pool, and Jose helps him, but Arnie runs away.

Rising Action

Events in the story that lead to the solution to the problem.

Jose is cleaning the pool while Arnie is doing nothing and being lazy.

Resolution

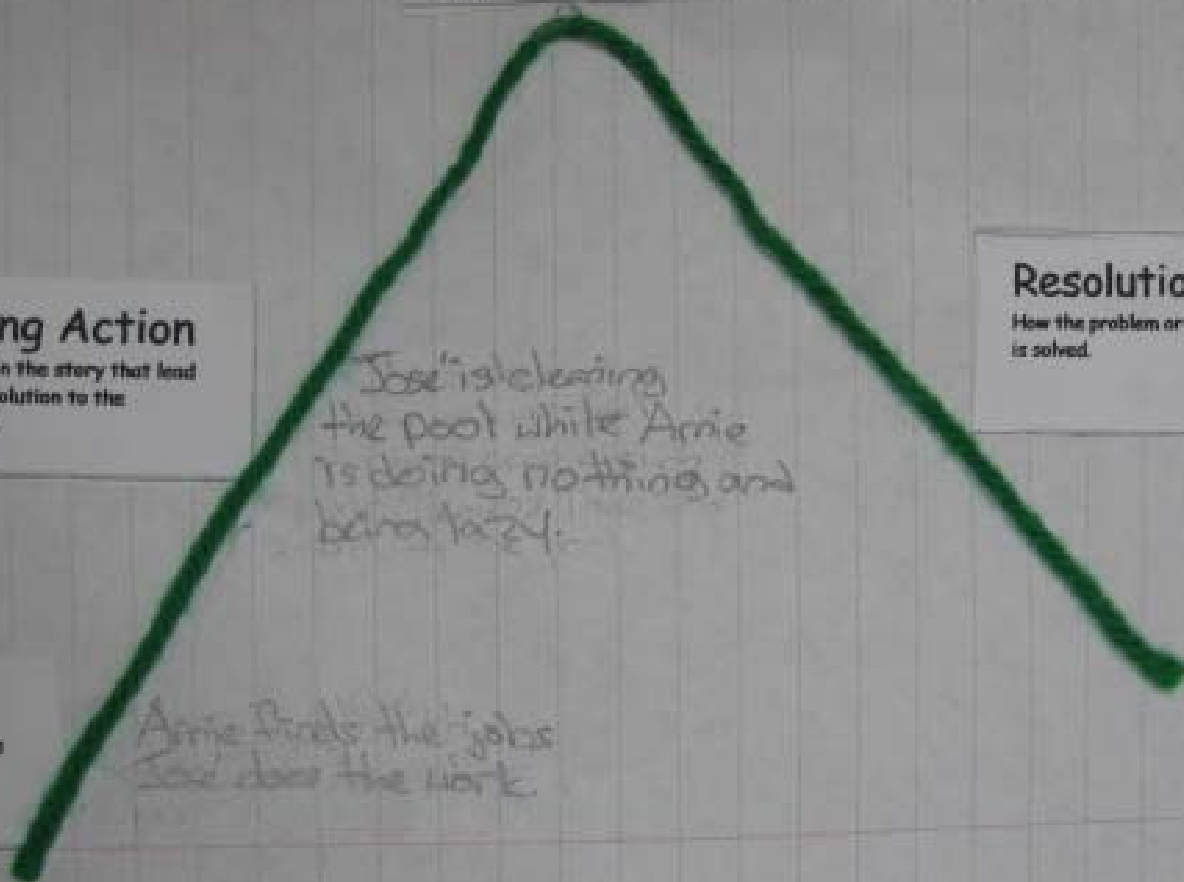
How the problem or conflict is solved.

There are going to be more people just like Arnie in the world.

Conflict

The main problem in the story.

Arnie finds the jobs Jose does the work.



Arnie

Vision
Sees Mr. Clemens fall.
Watches Jose do all the work.

Thoughts

He thinks Jose should do all the work. He thinks that would make a good team.

Feels

Feels Jose should do all the work while he just sits around.

Does (actions)

Kisses up to Mr. Clemens

Runs when he injures himself
Lazies around while Jose does all the work.

Says
"I have a business mind."
"Some people are meant to work, while others are meant to come up with brilliant ideas."

Connor Visser

Geometry

Lines

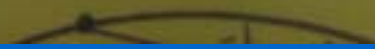
Angles

Triangles

Polygons

Circles

- ① Circle - closed figure with all of its points the same distance from the center.
Circle can be named by its center.
- ② chord - line segment that connects any 2 points on a circle.
- ③ diameter - chord that passes through the center of a circle.
- ④ radius - line segment that connects the center to a point on the circle.
- ⑤ central angle - formed between 2 radii. The sum of the measure of the central angles of a circle is always 360° .
- ⑥ circumference - distance around a circle.





Circles





1



2



3



4



5

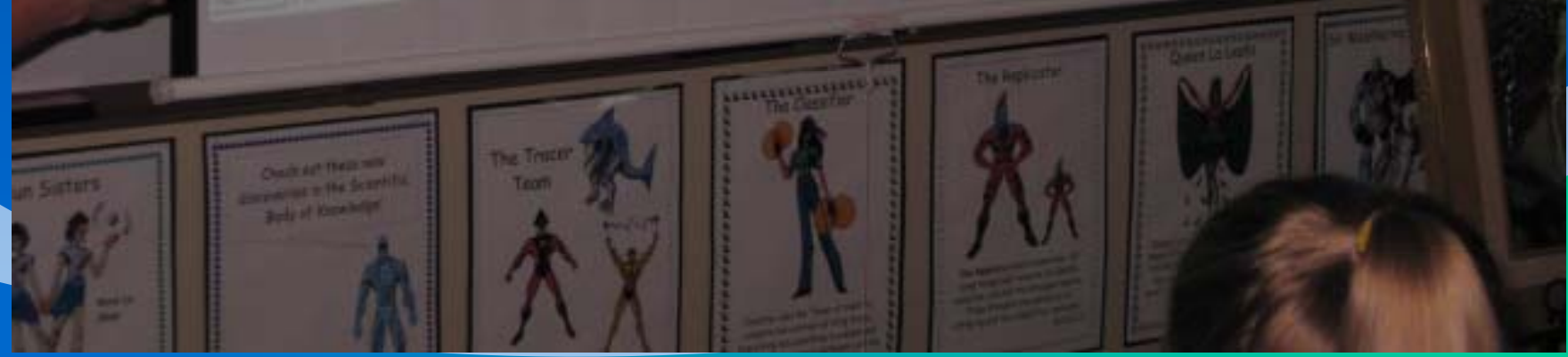
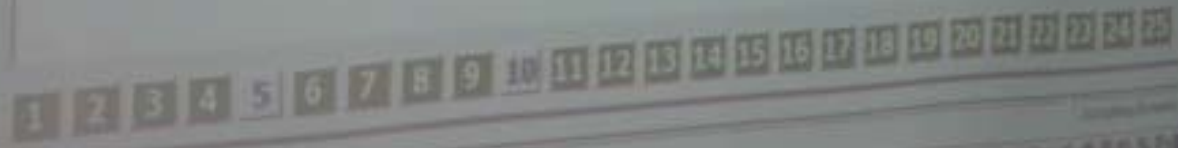
Research on Setting Objectives

- Narrows what students focus on
- Should not be too specific
- Students should create personal goals

Providing Feedback

- Feedback must be timely.
- Feedback should be specific a set criterion.
- Feedback should be focused on improvement
- Students can effectively provide some of their own feedback.

- dynamic lessons.
- B. Mrs. Stickler gets perturbed if we chit-chat during her dynamic lessons.
 - C. Mrs. Stickler gets perturbed if we chit-chat during her dynamic lessons.





Setting Objectives and Providing Feedback

Specific Behaviors for Units of Study:

- Teacher sets **learning goals**
- Students to set their **own learning goals**
- Students receive **feedback on progress**
- Students keep **track of their goals**
- Teachers give **summative feedback**
- Students **self-assess goals**

Cooperative Learning

1. Positive Interdependence
2. Individual Accountability
3. Equal Participation
4. Simultaneous Interaction

Kagan Cooperative Learning

Three types of groups

- **Informal Groups**-lasting a few moments to a class period
- **Formal Groups**-complete more detailed projects over several meetings
- **Base Groups**- Lasting a long period of time, usually grading period or semester

Give One

Take One

Think, Pair, Share

Turn to a partner and discuss how you could use the Give One, Take One

Inside, Outside Circle

- Half the group forms a large circle around the room
- Second half of group forms a circle inside, facing a partner
- Change partners by having either the inside or outside of the circle move specific number to their right

Technology

- Integrate technology in the nine strategies
- Begin with the curriculum
- Technology should be a help-not a hindrance

Integrating Technology

Non-linguistic Representation

- Inspiration Software
- Thinking Maps
- iMovie or MovieMaker

Integrating Technology

Setting Objectives and Providing Feedback

- Online and software assessments
 - FCAT
 - Writing Assessments
 - Classworks
- Electronic Responses
 - Quizdom

Integrating Technology

Cooperative Learning

- Collaborative Stories-Word Processing
- iMovie
- WebQuests
- Electronic Timer-Internet site

Internet Resources

Graphic Organizers

www.eduPlace.com/graphicorganizer

<http://edhelper.com>

Rubrics

<http://rubistar.4teachers.org/index.php>

<http://www.rubrics.com>

WebQuests

<http://webquest.org>

References

- *What Works in Schools: Translating Research into Action*; Marzano (2003)
- *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement*; Marzano, Pickering, & Pollock (2001)