

THOA Breakout

HIGHER LEVEL STUDENT CENTERED
TEACHING

Improving outcomes and rocking your
evaluations

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POWER OF 1

Today we will approach our time together with the Power of 1. As long as we get 1 good idea today that we can implement in our classroom tomorrow, we will consider the day a success!



THE GOLDEN RULE OF TEACHING

The **content** is not as important as each
Student's interaction with the content





FIRST KEY POINT

Master teachers shift their
classrooms from **teacher centered**
to **Student Centered**





3 ELEMENTS OF HIGH LEVEL LEARNING

POSITIVE STUDENT/TEACHER
RELATIONSHIPS

EFFECTIVE INSTRUCTIONAL STRATEGIES

CLEAR LESSON PLANS FOR THE DAY





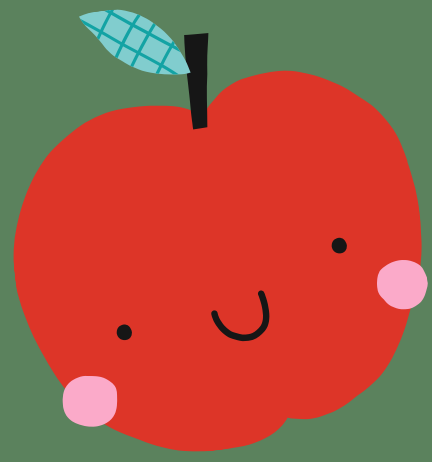
2ND KEY POINT:
FOR STUDENTS TO
INDEPENDANTLY MASTER THE
KNOWLEDGE AND SKILLS BEING
TAUGHT OVER TIME AND APPLY
IT TO THE REAL WORLD





HOW???





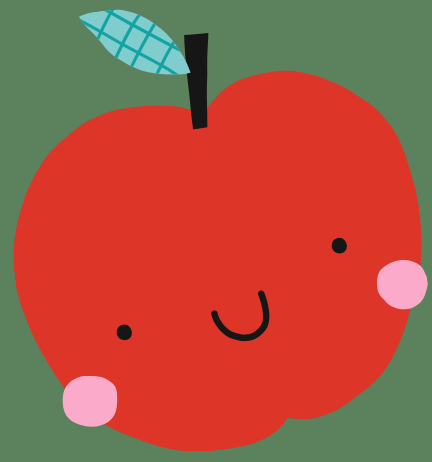
FIRST HAVE HIGH
EXPECTATIONS
FOR ALL
STUDENTS



HIGH EXPECTATIONS IN ONE SENTENCE

Teachers with high expectations tend to hold them for ALL students in the class and successfully raise achievement, whereas those with low expectations are, sadly, also successful in the opposite direction.





EXPECTATION ACTIVITY



TEACHER EXPECTATIONS

“Students know they are treated differently in the classroom due to expectations held by teachers and are quite accurate in informing on how teachers differ in degree to which they have higher expectations of some children over others.”

-Weinstein (2009) & Hattie (2003)

WHAT THE RESEARCH SAYS

(HATTIE, 2023)

Low expectations have negative to limited impact on students performance (-0.03 to 0.20)

High expectations have a medium to high positive impact on student performance (0.50 to 1.44)

Low expectations teachers see differences in terms of grouping, different activities, and levels of challenge (different exposure to curriculum).

High expectations teachers see differences in meaning, different times and ways of attaining success



WHAT DOES THIS LOOK LIKE FOR TEACHERS

All students can make incremental progress,
regardless of current level of ability.

Focus on learning as opposed to
ac❖vi❖es and behaviors.

Build learning opportuni❖es around student
interests.

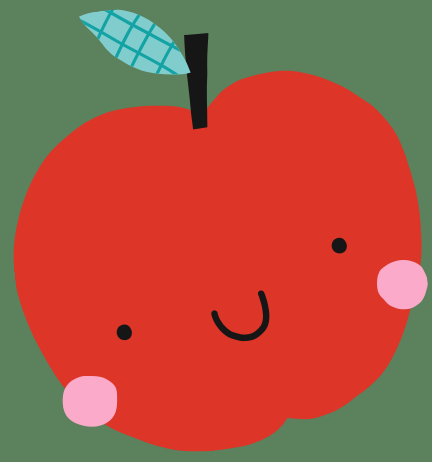


WHAT DOES THIS LOOK LIKE FOR STUDENTS

Students feel challenged in completing
activities.

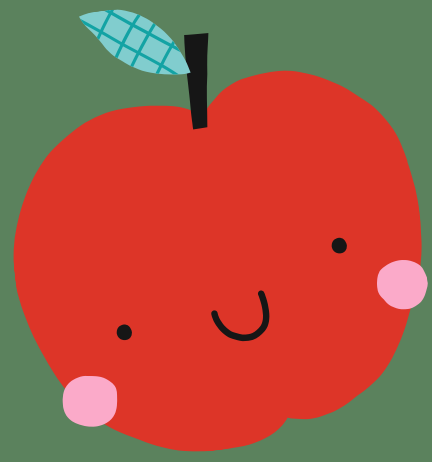
Students manage themselves regarding
procedures and routines.

Student learning is connected to prior
knowledge.



WHATS MY
TAKEAWAY





SECOND:

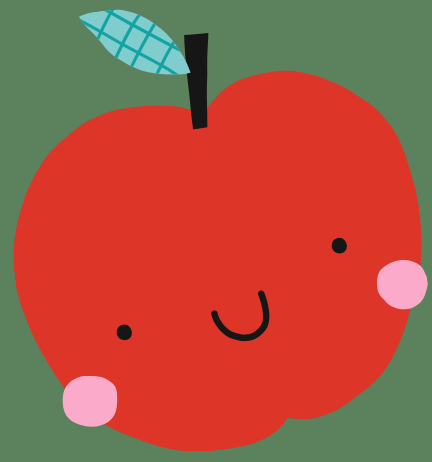
GUIDE LEARNING IN
A STUDENT LEAD
PROCESS





SKILL
MASTERY





STUDY TIP - GEORGE MASON UNIVERSITY WEBSITE

“THE KEY TO LEARNING SOMETHING
WELL IS REPETITION; THE MORE
TIMES YOU GO OVER THE MATERIAL
THE BETTER CHANCES YOU HAVE OF
STORING IT PERMANENTLY”



3 STEPS TO LEARNING:



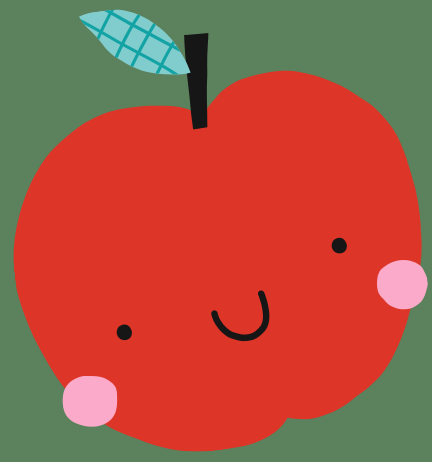
1. Initial encoding of information in short-term working memory.

2. Consolidation reorganizes and stabilizes memory traces, gives them meaning, makes connections to past experiences and long-term memory.

3. Retrieval updates learning and enables you to apply it when you need it.

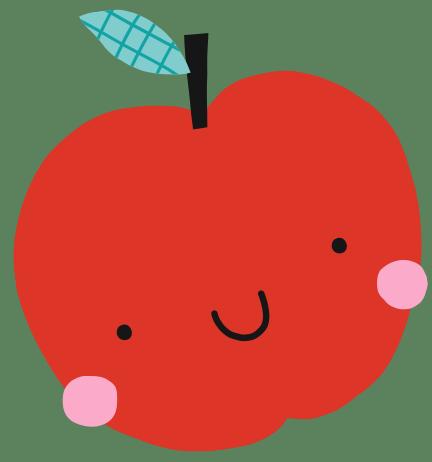
- Make It Stick - The Science of Successful Learning, Brown, Roediger, and McDaniel (2014).





LET'S
PRACTICE





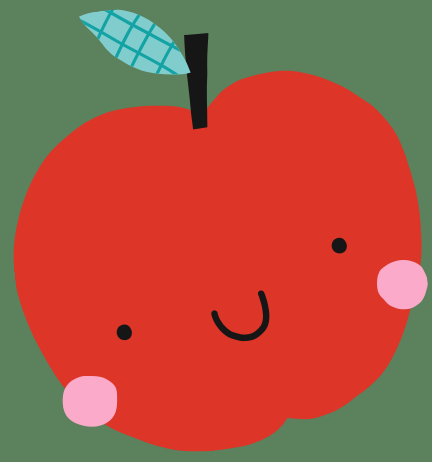
A STUDENT USES
FLASHCARDS TO QUIZ
THEMSELVES





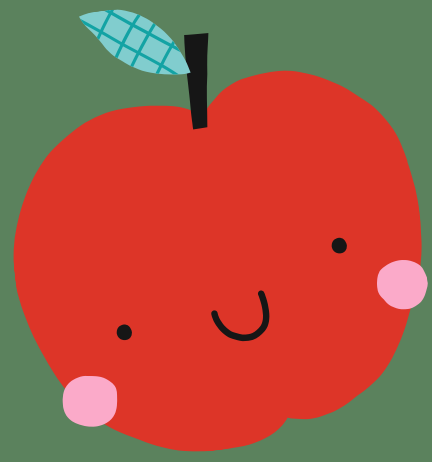
ENCODING





STUDENTS STUDY 10
ACADEMIC WORDS THEY
NEED TO KNOW FOR
THEIR TEST TOMORROW





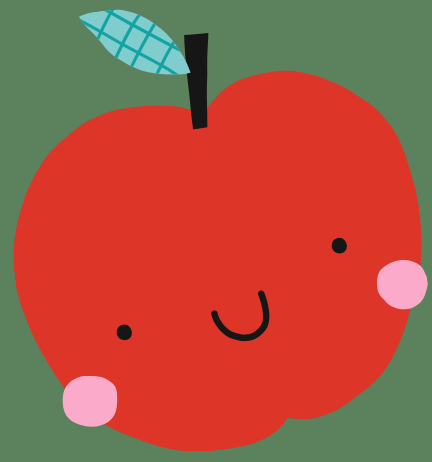
CRAMMING





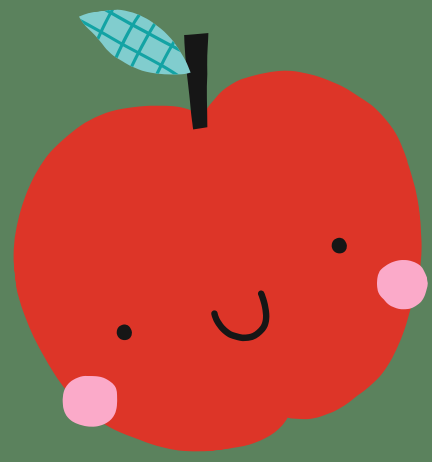
A STUDENT REVIEWS FOR
THEIR TEST BY STUDYING
CONTENT OVER SEVERAL
SHORT SESSIONS:
STUDY, SLEEP, TEST





RETRIEVAL



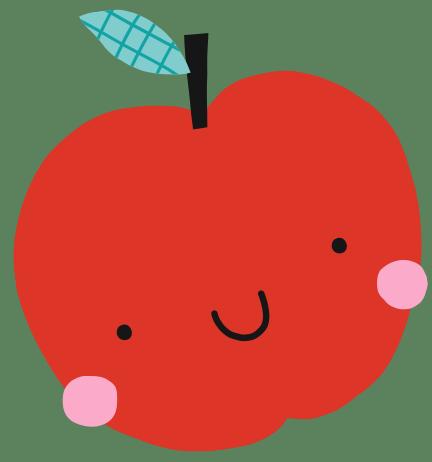


THE TEACHER ASK
“WHY” QUESTIONS TO
MAKE CONNECTIONS
BETWEEN OLD AND NEW
CONTENT



CONSOLIDATION





THE STUDENT FILL OUT
AN OUTLINE DURING
DESINATED BREAKS
SCHEDULED IN THE
LECTURE





ENCODING



MIXING UP YOUR PRACTICE



1. Space practice out over time.
2. Connect practice to other knowledge (not in isolation).
3. Keep practicing the fundamentals with all students.
4. Change it up in practice because too much repetition is boring.



CHECKING FOR
UNDERSTANDING





QUIZZES



PURPOSE OF QUIZZES

1. To practice retrieval
over time
2. To monitor student
progress



LEVERAGING YOUR QUIZZES

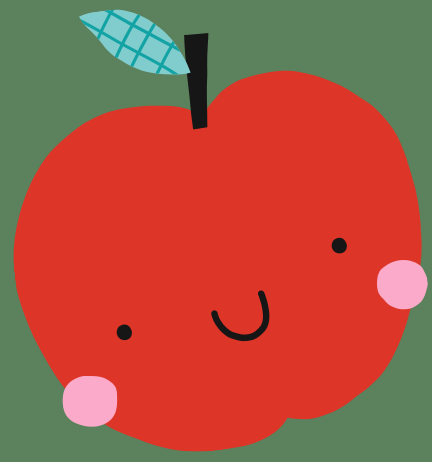
space retrieval over time

Plan them (no Pop quiz)

Make learner supply answer

make them low stakes





EMBRACE
DIFFICULTY



When students struggle to solve a problem
the solution is better learned and more
durably remembered.

Even when students get the wrong answers
they learn material more deeply



EMBRACE DIFFICULTY

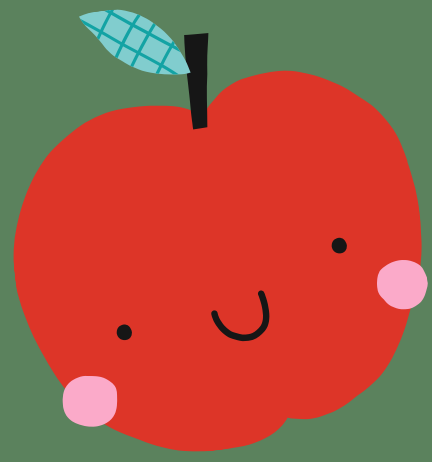
Ask students to recall
information at different times
with different context



EMBRACE DIFFICULTY

Ask students to recall
information at different times
with different context





REFLECT



What are some key ideas?

What are some examples?

How does this relate to what I
already know?

What is the main idea in my own
words?





RETEST AND
RETEACH



Assessment alone do little
to improve student
learning, what counts is
what happens after the
assessment.



Giving students another
chances at success can
help motivate them to do
better



Re-Teaching and Re-
testing should build both
confidence and
competence



4 WAYS TO RETEACH

work out examples

Peer teaching

ABC strategy

Recipocal teaching



WORK OUT EXAMPLES

Show students the work done incorrectly. Have them analyze what went wrong.



ABC STRATEGY

A-Demonstrate Mastery by
participating in a higher level
activity or peer teach



ABC STRATEGY

B- Demonstrated partial mastery, will need minimal reteaching before moving on.



ABC STRATEGY

C-Needs reteaching on the majority of the skills





DIRECT
INSTRUCTION



A 2013 study of 3000 classrooms determined that 60% of classes did not have a single classroom discussion in over 3 months.
(Kane et al., 2013)



Classroom discussion is rare.

Researchers estimate that

$2/3$ rds of talking in class is

done by the teacher, and

$2/3$ rds of the talk is direct

instruction. (Hattie 2023)



3 STAGES OF CLASSROOM DISCUSSION

1. Priming: Students gain a basic understanding of the topic, text, or concept



3 STAGES OF CLASSROOM DISCUSSION

2. Discussion: Students experience

“think-aloud” interactions with peers and content to understand the topic at a deeper level



3 STAGES OF CLASSROOM DISCUSSION

3. Reflection: Summative feedback regarding how students participated in discussion and interaction with the topic.



TEACHERS SHOULD GET
IN THE HABIT OF
ANSWERING QUESTIONS
WITH A QUESTION



WHAT INFORMATION DO
YOU HAVE?
WHAT RESOURCES DO YOU
HAVE?
WHAT STEP SHOULD YOU DO
FIRST?





QUESTIONS?

