

**INCREASING TEACHER CAPACITY:
THE INTERSECTION OF CULTURE, LEARNING AND INSTRUCTION**

April 26, 2012

Strategic Interventions for Student Success

U.S. Department of Education, Smaller Learning Communities Program

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ALLIANCE FOR LEADERSHIP IN EDUCATION



(Adapted from *Increasing Teacher Capacity The Intersection of Culture, Learning and Instruction* PowerPoint Presentation)

Desired Outcomes for this Session

- Participants will self-assess current practices of leadership and collaboration that foster the effectiveness of learning communities.
- Participants will explore strategies, protocols and support systems that sustain effective pedagogy.
- Participants will identify curriculum, assessment and instructional practices that incorporate culture and learning as “assets” for student success.

Teacher Quality & Effective Leadership

- Time for teacher collaboration that focuses on student work.
- Teachers provided more frequent feedback.
- Schools made dramatic changes in their schedules.
- Teachers engaged in action research and mid-course correction.

Leadership & School Wide Potential

- Principals made decisive moves in teacher assignments.
- Schools included an intensive focus on student data from multiple sources.
- Schools consistently used common assessments (as-opposed to tests).
- Schools employed the resources of every adult by providing professional development, especially around student achievement and disciplinary issues.
- Schools stressed a cross-disciplinary curriculum integrating subjects currently downplayed (e.g., art, and music, etc.)

Schools and Teachers Impact Learning

Student who enter with 50th percentile performance

School and Teacher Scenario	Achievement Percentile After Two Years
Average school and average	50 th
Least effective school and least effective teacher	3 rd
Most effective school and least effective teacher	37 th
Least effective school and most effective teacher	63 rd
Most effective school and average teacher	78 th
Most effective school and most effective teacher	96 th

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SMALL “LEARNING” COMMUNITIES AND STANDARDS

sLc

Learning Forward’s Professional Learning Standards

Professional learning that increases educator effectiveness and results for all students:

- **LEARNING COMMUNITIES:** occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **LEADERSHIP:** requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **RESOURCES:** requires prioritizing, monitoring, and coordinating resources for educator learning.
- **DATA:** uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **LEARNING DESIGNS:** integrates theories, research, and models of human learning to achieve its intended outcomes.
- **IMPLEMENTATION:** applies research on change and sustains support for implementation of professional learning for long term change.
- **OUTCOMES:** aligns its outcomes with educator performance and student curriculum standards.

Learning Communities

- ENGAGE IN CONTINUOUS IMPROVEMENT
- DEVELOP COLLECTIVE RESPONSIBILITY
- CREATE ALIGNMENT AND ACCOUNTABILITY

Leadership

- DEVELOP CAPACITY FOR LEARNING AND LEADING
- ADVOCATE FOR PROFESSIONAL LEARNING
- CREATE SUPPORT SYSTEMS AND STRUCTURES

Collaboration

- SUPPORTS COLLECTIVE INTERDEPENDENCY - “STRENGTHS BASED”
- PROMOTES EFFECTIVE AND EFFICIENT USE OF TIME
- CREATES STRATEGIC PROBLEM SOLVING AND INQUIRY

“UNDERSTANDING OTHER PEOPLE’S CHILDREN”

Student Culture, Learning and Instruction

- Differentiated Instruction and Culturally Competent Practices
- Formative Assessment as a Student Support
- 21st Century Instructional Strategies

What is Differentiation?

Differentiation adapts what we teach, how we teach and how students learn, and how students show what they have learned based on the readiness levels, interests, and preferred learning modes of students.

BRAIN RESEARCH

Reticular Activating System

RAS = “Toggle Switch”

Only one of these three states is activate (aroused) at a time:

HIGH	MIDDLE	LOW
Hot (EEG)	Middle (EEG)	Cold (EGG – sleeplike)
Limbic aroused	Cortical arousal	Sleep (depression)
Flight / Fight	Problem Solving	Relaxation
Out of Control	In Control	Off Duty
Carbohydrates	Proteins	Carbohydrates/Dairy
Burnout	Achievement	Depression
Extreme Challenge	Moderate Challenge	No Challenge

Learning only happens when the toggle switch is in the middle position.

Learning occurs when the learner experiences neither boredom nor anxiety – in other words, is neither over – or under-challenged.

Howard, P. (1994). *An owner’s manual for the brain. Austin, TX: Leornian.*

The Pedagogy of Poverty Versus Good Teaching

- assigning homework,
- reviewing homework,
- settling disputes,
- punishing noncompliance,
- marking papers, and
- giving grades,
- reviewing tests.
- giving information,
- asking questions,
- giving directions,
- making assignments,
- monitoring seatwork,
- reviewing assignments,
- giving tests

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Content, Process and Product

Content – varying what we teach or how students gain access to content

Process – providing varied opportunities for students to make sense of or process content

Product – allowing students to show in different ways, what they know, understand, and are able to do

Differentiating Content, Process, & Product	
Content	<ul style="list-style-type: none">• Online extension activities• Independent study options• Optional mini-lessons on the topic
Process	<ul style="list-style-type: none">• Opportunities to work alone, in pairs, or in small groups• Group roles when in small groups• Choice of review activities• Varied journal prompts• Amount or kind of teacher help• Homework options (“Do this section if you need more practice or “Do this section if you feel ready for a challenge”)
Product	<ul style="list-style-type: none">• Varied timelines or check-in points• Some choice of questions on tests or quizzes• Product options that respond to varied interests and learning profiles

Culturally Responsive Instruction

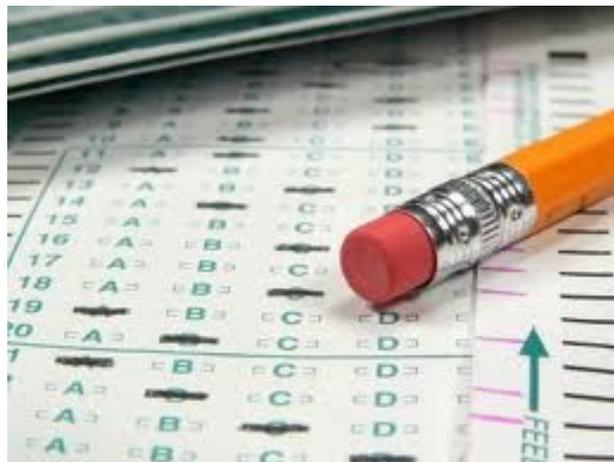
- One specific way to begin this curriculum transformation process is to teach teachers how to do deep cultural analyses of textbooks and other instructional materials, revise them for better representations of cultural diversity, and provide many opportunities to practice these skills under guided supervision.
- “Culturally competent teachers must become, in essence, students of the cultures of their students, acquiring “thorough knowledge about the cultural values, learning styles, historical legacies, contributions, and achievements of different ethnic groups” (Gay, 200, p. 44)
- Culturally competent teachers “use student culture as a basis for learning” and “pro-mote the flexible use of students’ local and global culture” (Ladson-Billings, 2001, p.98).”

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Culturally Responsive “Good Teaching”

- Whenever students are involved with issues they regard as vital concerns, good teaching is going on.
- Whenever students are involved in reflecting on their own lives and how they have come to believe? And feel as they do, good teaching is going on.
- Whenever teachers involve students with the technology of information access, good teaching is going on.
- Whenever students are involved in redoing, polishing, or perfecting their work, it is likely that good teaching is going on.
- Whenever students are asked to think about an idea in a way that questions common sense or a widely accepted assumption, that relates new ideas to ones learned previously, or that applies an idea to the problems of living, then there is a chance that good teaching is going on.
- Whenever students are actively involved in heterogeneous groups, it is likely that good teaching is going on.
- Whenever students are directly involved in a real-life experience, it is likely that good teaching is going on.
- Whenever students are involved with applying ideals such as fairness, equity, or justice to their world, it is likely that good teaching is going on.
- Whenever students are involved in planning what they will be doing, it is likely that good teaching is going on.
- Whenever students are being helped to see major concepts, big ideas, and general principles and are not merely engaged in the pursuit of isolated facts good teaching is going on.
- Whenever students are involved with explanations of human differences, good teaching is going on.

Formative Assessment



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Summative Assessment

(Assessment **Of Learning)**

- Summative assessment is the attempt to summarize student learning at some point in time.
- Summative assessments are not designed to give feedback useful to teachers and students during the learning process.

How well did they learn it?

(National Center for Fair and Open Testing, 1999)

Formative Assessment

(Assessment **for Learning)**

“All those activities undertaken by teachers and by their students [that] provide information to be used as feedback to modify the teaching and learning activities in which they were engaged”

What should we do next?

Black & Williams, 1998

Formative Assessment is ...

“A planned process in which teachers and students use assessment – based evidence to adjust what they’re currently doing.”

- Popham, 2006, p.6

4	Advanced learning goal
3	Target learning goal
2	Simpler learning goal
1	Partial credit with help
0	Even with help no success

Keeping Track of My Learning

Name: **Jana**

Measurement Topic: **Language Conventions**

My score at the beginning **1.5** My goal is to be **3** by **May 30**

Specific things I am going to do to improve **Work 15 minutes three times per week**

	A	B	C	D	E	F	G
4							
3						X	
2		X	X		X		
1	X			X			

A: April 5

D: April 30

G: ____

B: April 22

E: May 12

C: April 20

F: May 26

Why use portfolios?

- Process oriented portfolios tell a story about the growth of the learner. They document the processes of learning and creating, including earlier drafts, reflections on the process and barriers to learning throughout the course / program.

What is a portfolio?

- “are **sources of evidence** for judgements of ... achievement in a range of contexts, from classroom monitoring of student performance to high stakes summative assessment.
- ... contain ‘pieces of evidence.’ The **more relevant** the evidence, the more useful it is for inferring a student’s level of achievement in a learning area.”

Forster & Masters (1996:2)

Processes

- The identification of the **purpose** of the portfolio, together with the **criteria** and **guidelines**, can assist the student in selecting work for inclusion in the portfolio.
- By involving students in the **assessment process** and by making clear to students that **self-evaluation** is important for demonstrating what has been learned, and also how this has been achieved, an important message about what is valued in assessment is being communicated.

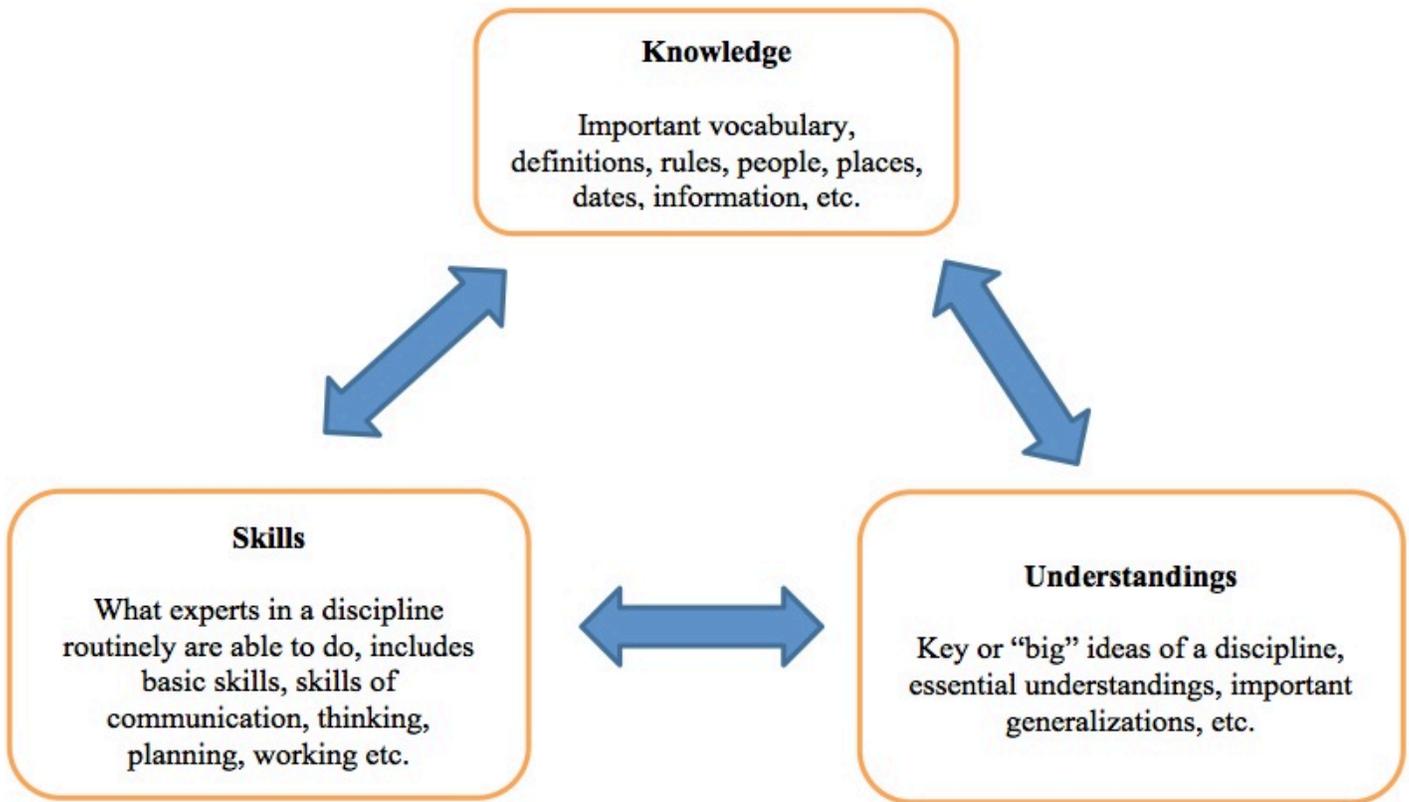
PHILOSOPHY

Student led conferences reflect the belief that students should be actively involved in their learning and assume responsibility for the learning process.

Through student led conference students become more motivated reflective and evaluative. They also become more critical in their approach to learning.

STRATEGIC INSTRUCTION

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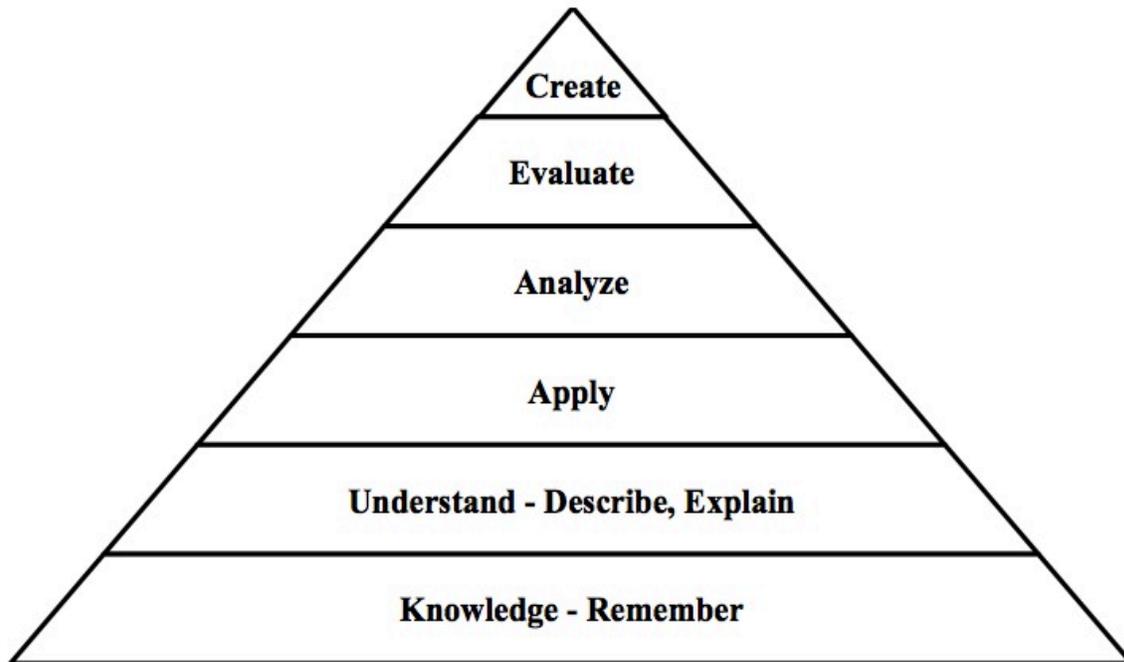
Level	Depth of Knowledge
I. Recall of Information	Asks students to recall facts, terms, concepts, trends, generalizations or to identify specific information contained in graphics.
II. Basic reasoning	This level requires students to do simple comparisons between two events or places, convert simple information from one form to another, or identify an example; classify, or sort information
III. Complex Reasoning	This level requires complex and abstract reasoning skills to draw conclusions, apply concepts to new situations and process complex similarities and differences.
IV. Extended Reasoning	At this level, cognitive demands include applications across content areas, or to analyze and synthesize information from multiple sources; examine alternative perspectives and illustrate how common themes and concepts are found across time and place.

Classroom Instruction That

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers

Bloom's Taxonomy (Revised)

<http://www.apa.org/ed/governance/bea/assessment-cyberguide-v2.pdf>



Based on an APA adaptation of Anderson, L. W. & Krathwohl, D. R. (Eds.) (2001)

Your Problem – Based Scenario

Team Planning: Collaborating through Cross Functional Roles

Implications and Next Steps for My Team

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