

**Dr. Jane Pollock**

October 22, 2010

12:00- 3:00

Over-Arching Goals

To Improve:

1. Student Learning
2. Pedagogical Automaticity
3. Communication

Elementary Teachers

Big idea- Declarative and Procedural Knowledge

"The Big Four" One Teacher at a Time pg. 8

1. *Use a well-articulated curriculum*
2. *Plan for delivery*
3. *Vary assessment*
4. *Give criterion-based feedback*

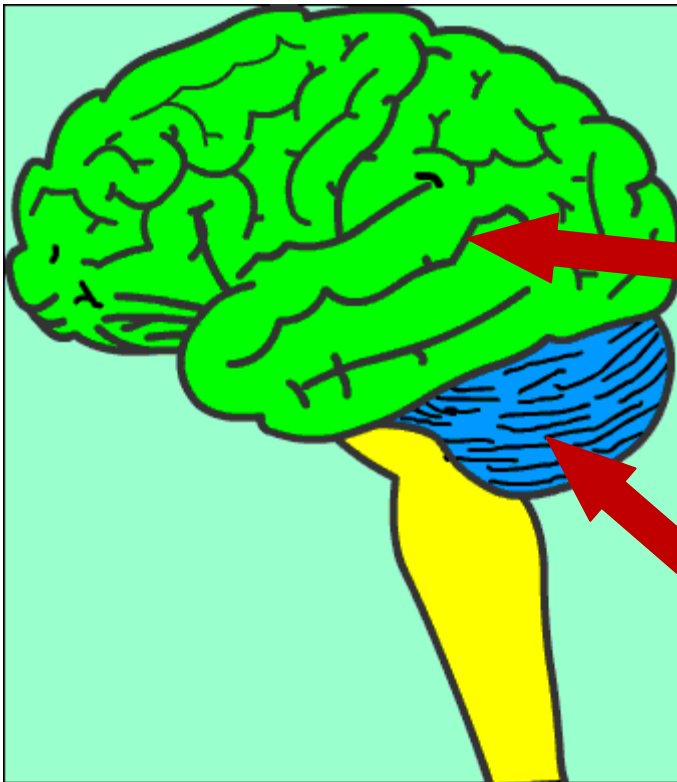
G

Set the Goal/Benchmark/Objective

Determine whether your goal is declarative or procedural so you will know if you need to *organize* or *practice*. (You should not *practice* declarative objectives.)

FIGURE 4.1  
Acquisition and Application of Knowledge

G	<input type="checkbox"/> Identify grade-level curriculum standards (declarative or procedural) <input type="checkbox"/> Identify skills, such as gathering and organizing (process) <input type="checkbox"/> Identify self-regulating skills <input type="checkbox"/> Identify character traits		
A	<input type="checkbox"/> Cue/prompt (prior knowledge)		
N	<b>Acquire and Process New Information</b> <table><tr><td><b>Declarative</b> <input type="checkbox"/> Gather     e.g., read, listen, view, experience, touch, taste, smell <input type="checkbox"/> Organize     e.g., take notes, use a graphic organizer</td><td><b>Procedural</b> <input type="checkbox"/> Gather     e.g., read steps, listen to steps, view a demonstration, experience <input type="checkbox"/> Practice     e.g., shape and modify to automaticity</td></tr></table>	<b>Declarative</b> <input type="checkbox"/> Gather e.g., read, listen, view, experience, touch, taste, smell <input type="checkbox"/> Organize e.g., take notes, use a graphic organizer	<b>Procedural</b> <input type="checkbox"/> Gather e.g., read steps, listen to steps, view a demonstration, experience <input type="checkbox"/> Practice e.g., shape and modify to automaticity
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A	<b>Use Higher-Order Processing Skills</b> <table><tr><td><input type="checkbox"/> Apply a thinking skill     e.g., solve a problem, make a decision, compare, analyze</td><td><input type="checkbox"/> Apply a procedure strategically, in a new situation</td></tr></table>	<input type="checkbox"/> Apply a thinking skill e.g., solve a problem, make a decision, compare, analyze	<input type="checkbox"/> Apply a procedure strategically, in a new situation
<input type="checkbox"/> Apply a thinking skill e.g., solve a problem, make a decision, compare, analyze	<input type="checkbox"/> Apply a procedure strategically, in a new situation		
G	<input type="checkbox"/> Review or score grade-level curriculum standards (declarative or procedural) <input type="checkbox"/> Review or score self-regulating skills <input type="checkbox"/> Review or score character traits		



Declarative Knowledge (factual)  
Purpose= generating new ideas  
**ORGANIZE**

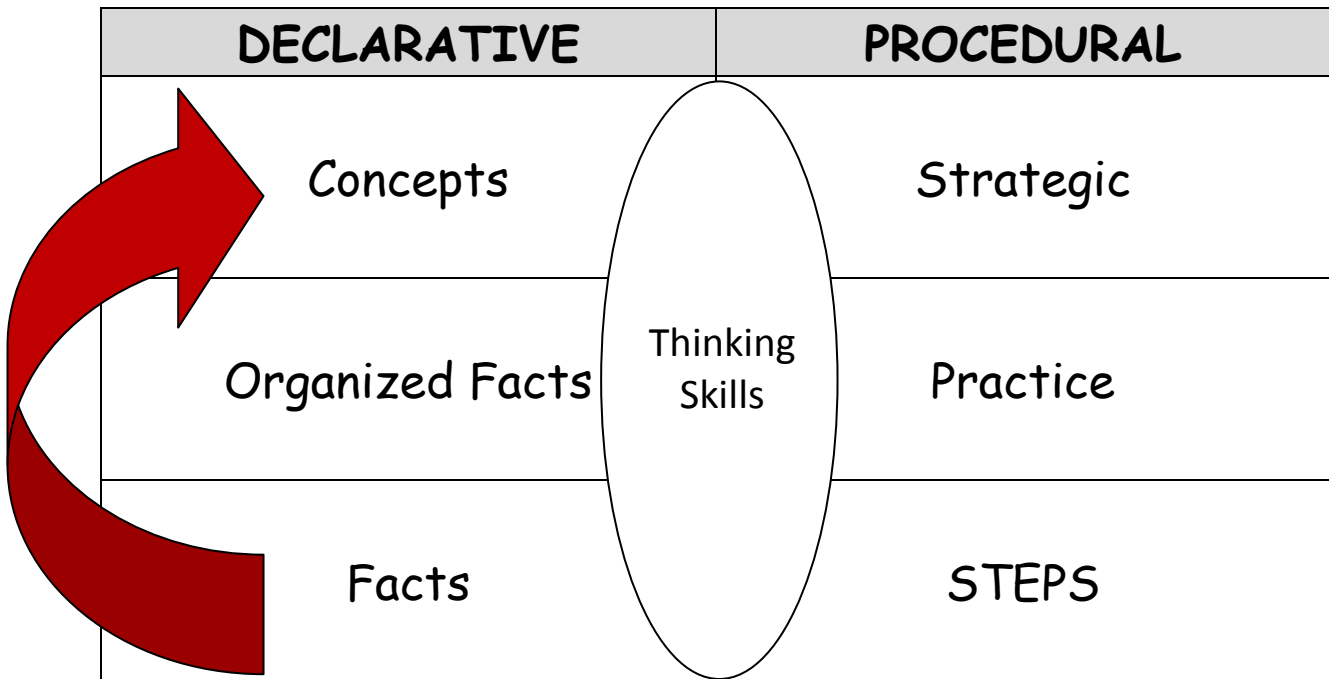
Takes place in the cerebrum

Procedural Knowledge  
Purpose= do it automatically  
and strategically  
**PRACTICE**

Takes place in the cerebellum

Declarative objectives contain verbs that mean "knows" or "understands"

Procedural objectives use any verb other than one meaning "knows" or "understands"



The more factual information you can retain that is tied to a concept- the more likely you will generate new ideas. (This has me thinking and questioning how I've taught math facts and spelling words in the past...hmmm)

\*You can read more about declarative and procedural knowledge in One Principal at a Time in Chapter 4 *The Middle of the Lesson*. (Many facilitators copied pages from this chapter for their teachers)

Assignment:

Read Chapter 4 in One Teacher at a Time *Varied Classroom Assessments*