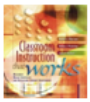
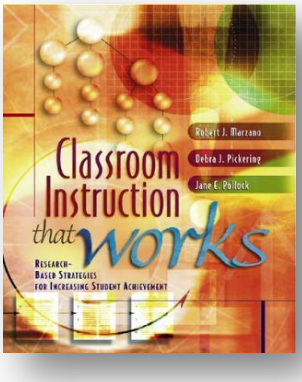
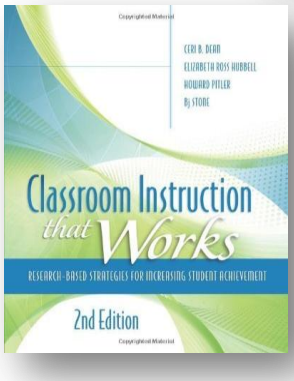
Pollock Training- September, 2013

Chapter 	Category	Average Effect Size	Percentile Gain
2	Identifying similarities and differences	1.61	+45%
3	Summarizing and note taking	1.00	+34%
4	Reinforcing effort and providing recognition	.80	+29%
5	Homework and practice	.77	+28%
6	Nonlinguistic representations	.75	+27%
7	Cooperative learning	.73	+27%
8	Setting objectives and providing feedback	.61	+23%
9	Generating and testing hypotheses	.61	+23%
10	Questions, cues, and advanced organizers	.59	+22%

1st Edition- chapters by effect size (noted on chart)





2nd Edition- chapters by when strategy is most effective in the teaching day

Invisible in Plain Sight

Traditional Framework
CIA

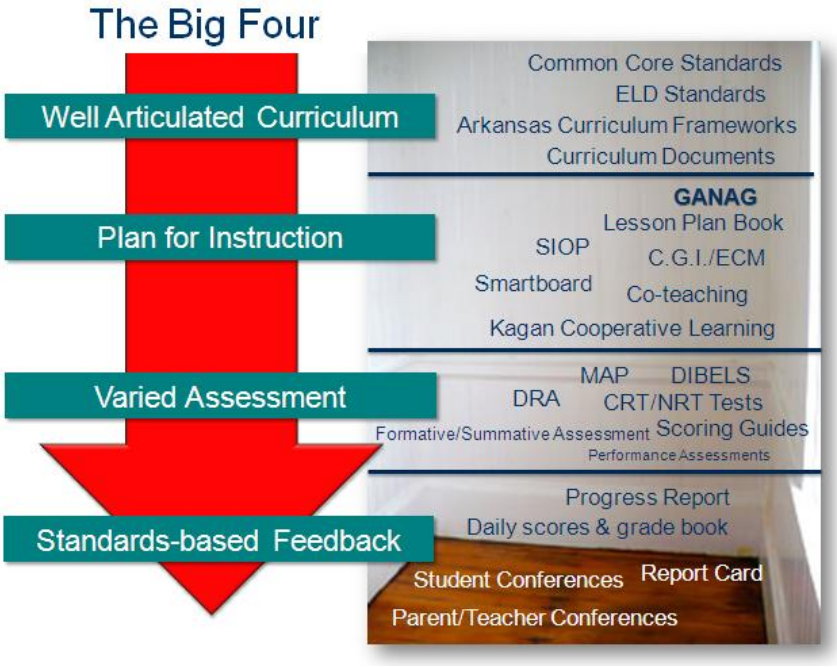
- Curriculum
- Instruction
- Assessment

Focus= Teacher and the Teaching

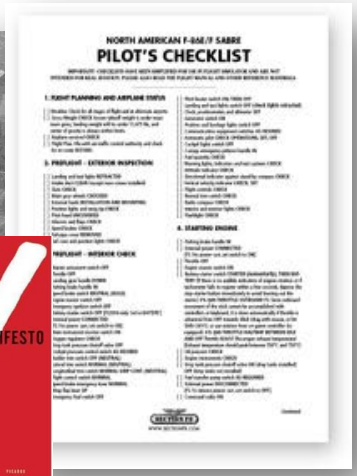
The Big Four Framework

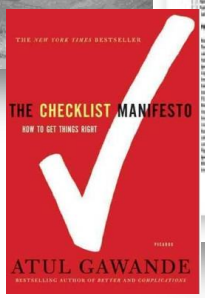
- Well Articulated Curriculum
- Plan for Instruction
- Varied Assessment
- Standards-based Feedback

Focus= Student and the Learning



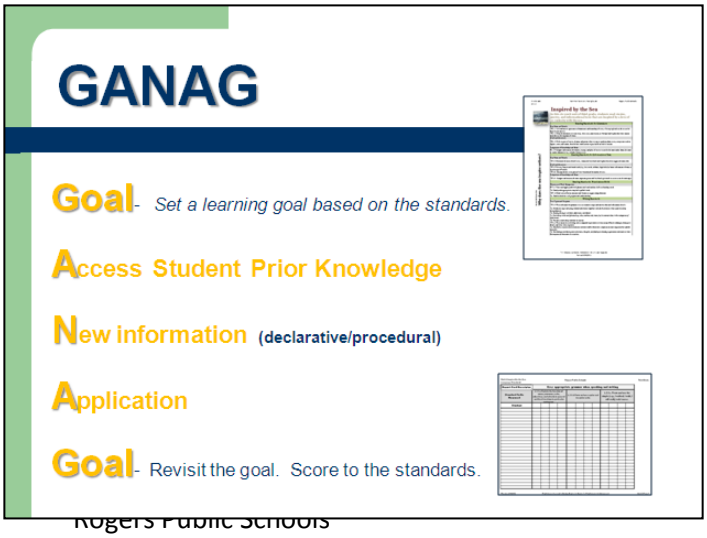
Pilot's Checklist/Teacher's Checklist





The Checklist Manifesto
by Atul Gwande

GANAG



Pedagogical Automaticity

Suggested Strategy Use
G- chapters 8/4
A- chapters 6/7/10
N- chapters 3/5/11
A- chapters 2/9/10 and 5
G- chapters 8/4

GANAG Lesson Plans

3rd Grade Unit 2 9-21-13

Unit 2	**Inspired by the Sea** Unit Essential Question: *Why does the sea inspire writers?*	
Materials	Amos & Boris Steig *Amos & Boris* PPT	
STANDARDS	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	
Lesson Structure	**High Yield Strategies**	**Lesson Plan**
Goal (2 minutes)	(8) Setting Objective and Providing Feedback (4) Reinforcing effort and Providing Recognition	I can use words I learn from a text. "How well do you think you will do?" Score perceived performance of the goal
Access Prior Knowledge (3minutes)	(6) Nonlinguistic Representations (7) Cooperative Learning (10) Cues, Questions and Advance Organizers	"Tell your partner about a new word you learned last week."
New Information	(3) Summarizing and Note Taking (5) Homework and Practice (11) Teaching Specific Types of Knowledge	Read Amos & Boris . Provide a brief explanation of any words that may be new or unfamiliar. Teach the following words: **miserable** **ambitious** **leisurely** Use Text Talk steps: 1. Contextualize the word 2. Say the word together 3. Give a student friendly definition 4. Use the words in other contexts 5. Engage the students in using the word 6. Relate all three words together
Application	**Declarative** (2) Identifying Similarities and Differences (3)Generating and Testing Hypotheses (10) Cues, Questions and Advance Organizers **Procedural** (5) Homework and Practice	Students draw a picture or write a sentence to show they know what each word means.
Goal (2 minutes)	(8) Setting Objective and Providing Feedback (4) Reinforcing effort and Providing Recognition	Revisit the goals and record understanding after the goal. I can use words I learn from a text.

Formal Lesson Plan

How the same plan might look in a lesson plan book-

Standard/s- L.3.6- acquire and use general academic vocab.
G- "I can use words I learn from a text"
A- Turn and talk about a word you learned
N- Read Amos & Boris /Text Talk:
- miserable
- ambitious
- leisurely

A- Write sentence/draw pic. for each word (notebook)
G- Revisit Goal