Improving Student Learning One Teacher at a Time
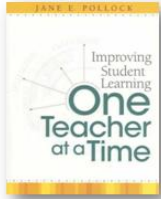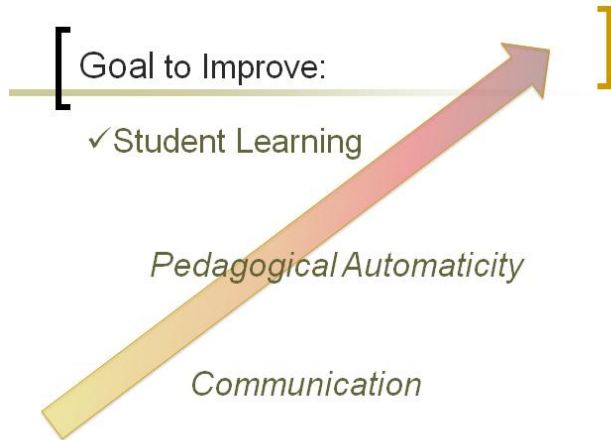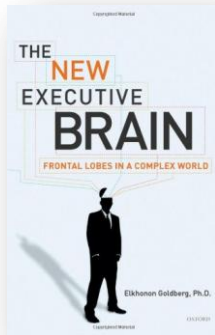
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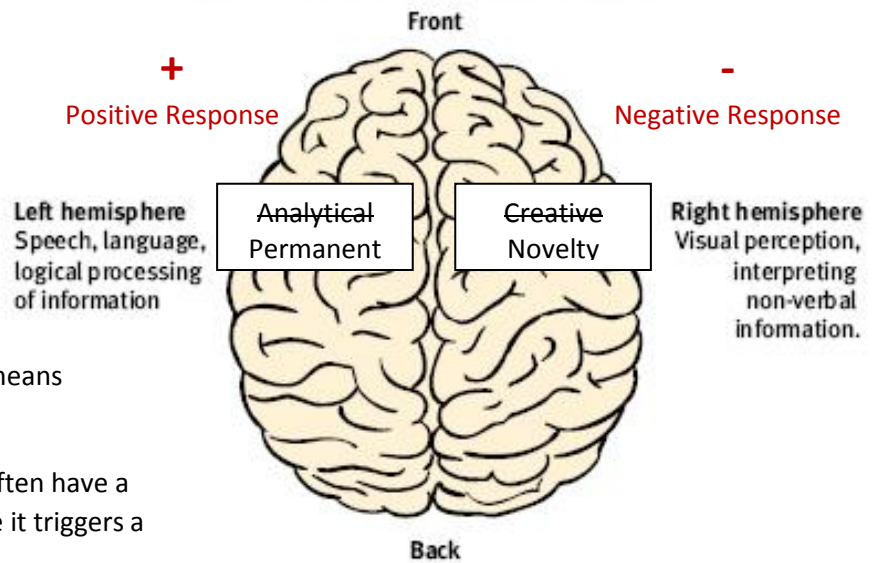**Goal to Improve:**

✓ Student Learning

Pedagogical Automaticity

Communication

Our over-all goal is "Improve Student Learning".
We will get there by improving our pedagogical automaticity and communication.

THE NEW EXECUTIVE BRAIN
FRONTAL LOBES IN A COMPLEX WORLD
Elkhonon Goldberg, Ph.D.

The hemispheres of the brain (top view)

Front

+
Positive Response

-
Negative Response

Left hemisphere
Speech, language,
logical processing
of information

~~Analytical~~
Permanent

~~Creative~~
Novelty

Right hemisphere
Visual perception,
interpreting
non-verbal
information.

Back

Improving our pedagogical automaticity means *changing* some of our teaching practices.

Dr. Elkhonon Goldberg explains that we often have a negative feeling towards *change* because it triggers a response to possible danger.

Webs of what each group remembered from the August 16 session.
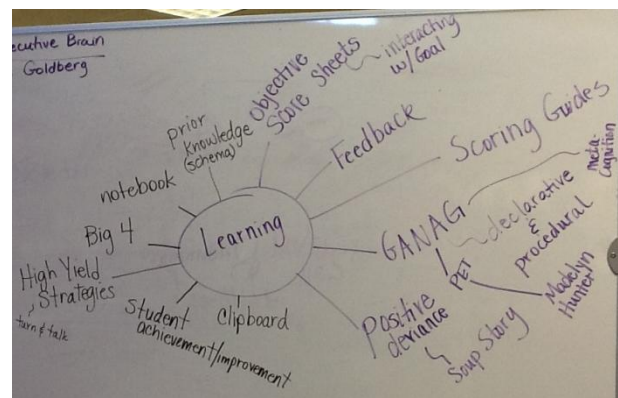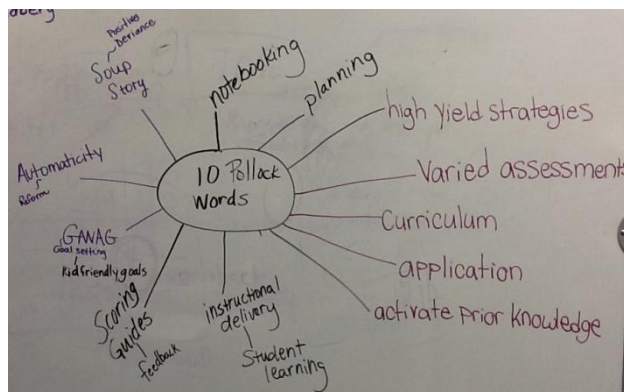
Pedagogical Automaticity

- Know about research on high-yield learning strategies
- Be able to design a lesson/unit using GANAG
- Know about standards-based scoring
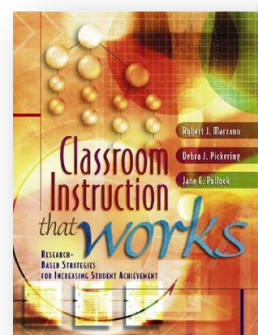
Chapter	Category	Average Effect Size	Percentile Gain
2	Identifying similarities and differences	1.61	+45%
3	Summarizing and note taking	1.00	+34%
4	Reinforcing effort and providing recognition	.80	+29%
5	Homework and practice	.77	+28%
6	Nonlinguistic representations	.75	+27%
7	Cooperative learning	.73	+27%
8	Setting objectives and providing feedback	.61	+23%
9	Generating and testing hypotheses	.61	+23%
10	Questions, cues, and advanced organizers	.59	+22%

For more information on each of the 9 strategies:

- Check the corresponding chapter in Classroom Instruction that Works

- Search the internet

- For declarative knowledge- (2) Identifying similarities and differences, (9) Generating and testing hypotheses (10) Questions, cues, and advanced organizers - See *How to Build a Better Lesson*

Daily Lessons: Update your schema

Mastery TEACHING '70s

O – set objective
A – anticipatory set
I/M – input/modeling
GP – guided practice
IP – independent practice
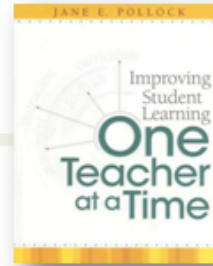
Check for Understanding/Monitor and Adjust

C – closure

Master LEARNERS 21st C

G - set a **goal**
A – **access** prior knowledge
N – **new** information (d or p)
A – **apply** thinking/practice
G – generalize, **goal review**, grade

With lots of feedback
Homework Optional
Assessment timely

Daily Instruction

G - set a goal   chapters 8/4

A – access prior knowledge chapters 6/7/10

N – new information (d or p) chapters 3/5/11

A – apply thinking/practice chapters 2/9/10 and 5

G – generalize, goal review, grade chapters 8/4

Homework/Assessment

Stir the Soup

From now until our next session-
Focus on the G's

BEGINNING OF THE LESSON

Set a **G**oal based on the standard

- Engage students with the goal (student objective score sheet*)

END OF THE LESSON

Revisit the **G**oal at the end of the lesson

- Engage students with the goal again (student objective score sheet*)
- Score to the standard (scoring guide)

*See *Curriculum Grade Level* web page for sample objective score sheets.