

Integrated Leadership
Course Class 1

Key Question #4
Section

Student Support for Readiness

In this section, we will focus on three different teaching practices to support ALL students and their diverse needs within core instruction.

Student
Feedback

Differentiation

Soft Skills

Notes:

Does feedback impact student achievement?

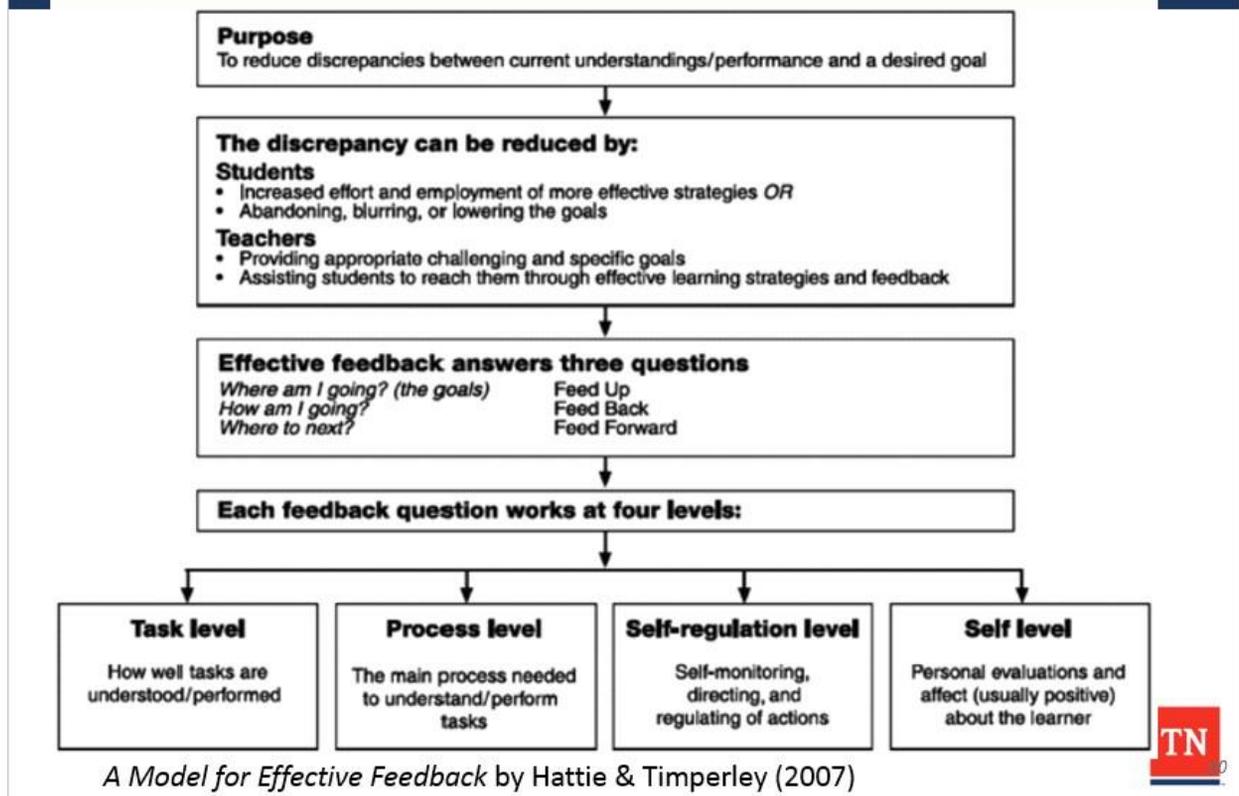
John Hattie, in Visible Learning for Teachers, identified feedback as one of the **top 10** strategies for increasing student achievement. The effect size of feedback was **twice** the average score for other schooling effects!

You have the Hattie article attached in your digital notebook as an additional resource.

Notes:

Resource: [A Model for Effective Feedback by Hattie and Timperley \(2007\)](#)

Student Feedback enhances Teacher Effectiveness



Notes:

What student feedback strategies should administrators see?

1. Teacher defines **criteria for success** on the task.
2. Teacher **models** what success for the task looks like.
3. Teacher provides students **a road map** between current performance and the criteria for success on the task.
4. Teacher accepts errors and uses **questioning to cue and prompt** students towards success.
5. Teacher provides the student **quality feedback that is relative to the task** instead of other students.
6. Teacher gives **immediate concrete feedback versus praise** as student is learning.

How does this connect to Academic Feedback- Level 5

<p>n</p> <p>Feedback</p> 	<ul style="list-style-type: none">• Oral and written feedback is consistently academically focused, frequent, high-quality and references expectations• Feedback is frequently given during guided practice and homework review.• The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.• Feedback <i>from</i> students is regularly used to monitor and adjust instruction.• Students participate in giving specific and high-quality feedback to one another.
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Student Support for Readiness

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Differentiation

Soft Skills

What is differentiation?

Differentiation is NOT a set of strategies . . . It's an approach to teaching and learning.

1. Strategies are tools to accomplish the goals of differentiation.
2. Differentiated core instruction meets all learners where they are and scaffolds them to mastery of the learning target.

Carol Tomlinson (2008)

Notes:

Methods for Differentiation by Process—Bridging

Bridging

Defined: Explicit moves by the teacher to help students make a connection, see patterns, or discover relationship between prior knowledge and new knowledge.

What are the connections to previous, future and other content areas? How much content is foundational, repeated, new and essential?

Why the bridging approach:

1. Brains can only hold **seven** new and unassociated concepts in working memory. (Not seven pieces of information in every class, but seven new items in all).

Teachers should plan with essential understandings to reduce number of new concepts, and they also need to plan focusing on “student backgrounds” not “teacher expertise.”

2. Teachers have to **chunk and connect** new learning so that it can be transferred effectively to long-term memory.

Tools include: concept maps, graphic organizers

3. Students need **prior knowledge** to anchor new knowledge.

Teachers may have to build schema to help students bridge knowledge.



Differentiation by Process –process is how the learner comes to make sense of, understand and “own” the key ideas and skills of a learning target. 86

Notes:

Bridging Look Fors

Is the teacher planning with focus, rigor and coherence strategies?

- **Focus: alignment** of concept depth to past foundation and future stretch
- **Coherence:** connections in the learning to past and present instruction as well as to other content disciplines



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Methods for Differentiation by Process— Metacognitive Skills

Developing Metacognition Skills

Defined: Students think about their processes and conceptual knowledge effectively to apply to authentic learning situations/developing thinking about thinking

Students map their thinking, analyze their understandings orally and in writing, and reflect on learning. These skills are linked closely to the “Action and Accountability” component of a ready student.

Effective Tasks Look Fors

1. **Complexity of Task:** designed at application level or higher and so that the outcome is not guaranteed (a chance for productive failure exists)
2. **Discussion of Process:** Students are interacting with one another to build each other's knowledge.
3. **Argumentation:** Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.
4. **High Frequency of Questioning and Academic Feedback:** (to be discussed in the next module)



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Notes:

What am I seeing?	What should I see?

Methods for Differentiation by Process— Using a Model

Using a Model

Ask students to use models to help students to make sense of the learning target. The models may help students see relationships or patterns that they may not have been able to see previously.

ie. Exemplar writing or a completed math problem

- When should a model be used during a lesson?
- When is the most important time for students to have a **CORRECT** model of what the learning target/objective should be?

English Language Arts Models

- a. before moving to brooklyn heights in new york ny five years ago tj lived with his family in the south and subsequently moved back there
- b. as Lt moore raises his hand to salute gen keller during the memorial day parade he was distracted by a loud noise

Utilizing Student Models

1. Use work samples that model strong of the success criteria.
2. How does this opening ELA activity provide an model?
3. How does it not?
4. Can students gain feedback towards this model of success?
5. Does this activity give students a model of what success looks like?



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Notes:

English Language Arts Models

- a. Before moving to Brooklyn Heights in New York, NY, five years ago, T. J. had lived with his family in the South, and, subsequently, moved back there.
- b. As Lt. Moore raised his hand to salute Gen. Keller during the Memorial Day parade, the lieutenant [general] was distracted by a loud noise.

Utilizing Student Models

1. Use strong work samples that model accurate thinking examples of the success criteria.
2. How could a teacher begin with this model instead; and then, provide student feedback towards this model?
3. How could students monitor their progress towards this success criteria provided at the beginning of the lesson?



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Modeling Look Fors

1. Does the model provide students with a destination point for success?
2. Does the teacher used the model as a reference for student feedback towards the model (expected outcome)?
3. Does the teacher provide opportunities for students to provide other students feedback based on the model?
4. Do the students monitor their own progress using the model?

Note: Models are not used in every lesson. Inquiry based lessons may not use a model; however, the teacher understands when a model is necessary to guide the thinking of all learners.



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Notes:

What am I seeing?	What should I see?

How do these differentiation strategies translate to the TEAM rubric and teacher feedback?

Presenting Instructional Content-Level 5

Presentation of content always includes:

- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
- examples, illustrations, analogies, and labels for new concepts and ideas;
- effective modeling of thinking process by the teacher and/or students guided by the teacher to demonstrate performance expectations;
- concise communication;
- logical sequencing and segmenting;
- all essential information;
- no irrelevant, confusing, or non-essential information.



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Notes:

What other pieces of the TEAM rubric connect to these strategies?

- **Teacher Content Knowledge**
- **Thinking**

What else?



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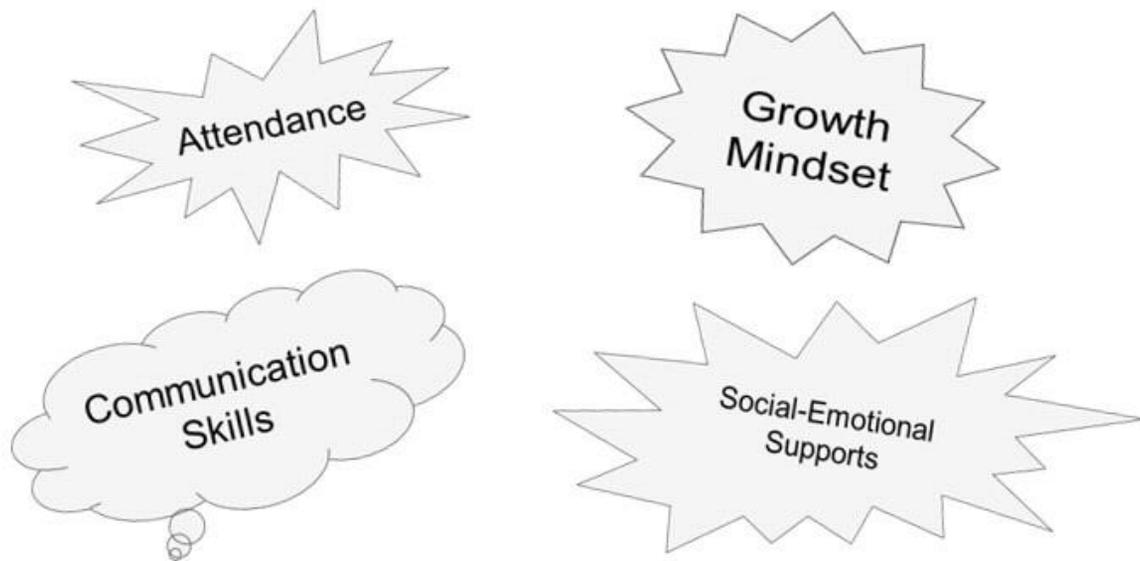
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What other skills are critical for learner readiness?



Notes:

Table Activity:

Using the readiness soft skill assigned to your table, complete the following activity. Be prepared to report your findings.

Define the assigned soft skill in your own words and language.

Discuss and list the ways the assigned skill impacts student readiness.

List ideas, strategies, and/or resources that can help students.

Example: student persistence

Reflections

From the range of student supports presented, which student supports are a focus area of strength for your school?

From the range of student supports presented, which student supports are a focus area of strength for your school?

How can you support your teachers in developing strategies to support all learners?

Resources and Tools

[John Hattie's Top Ten Strategies](#)

[Lipscomb Ayer's Institute Video Resources](#)