

Research for Better Teaching: High Expectations Teaching and Learning



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D97 Board of Education

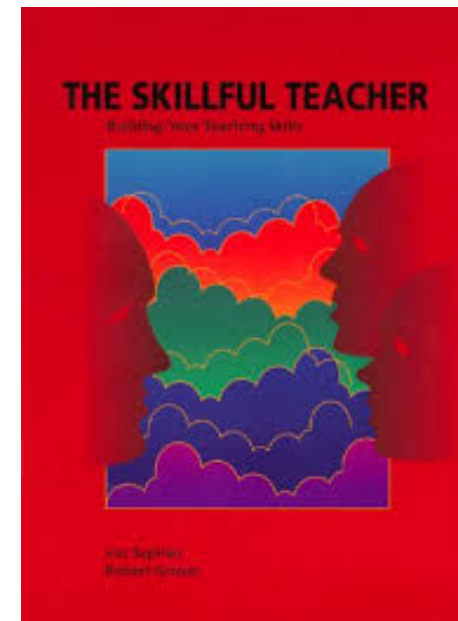
May 10, 2016

Presenters



Renee DeWald
Jonathan Ellwanger
John Hodge
Jennifer Las
Paul Manus
Katie Noonan
Felicia Starks Turner
Emile Williams

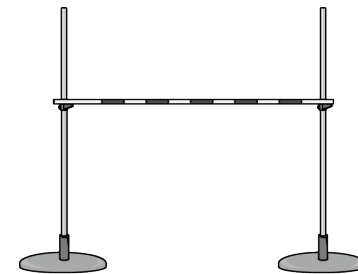
Introduction



Standards and Expectations



Standards: Established levels of proficiency (quantity and quality of work, work habits and procedures, general routines, interpersonal behavior).



Expectations: Our beliefs about students' capacity to achieve the standards.





What do teachers do to create an atmosphere in which high expectations are communicated clearly and convincingly to all students, not just some?



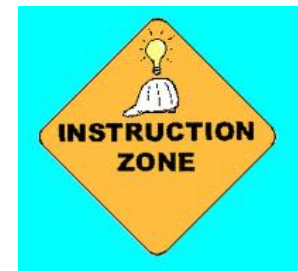
Components of High Expectations Teaching and Learning



Strategies to Develop and Nurture a Growth Mindset



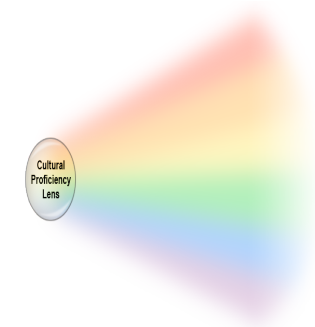
Daily Instructional Strategies



Motivational Structures



Cultural Proficiency



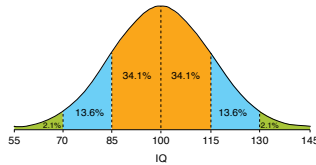


Strategies to Develop and Nurture a Growth Mindset

- Highlight and teach about attribution theory, fixed and growth mindsets and effective effort
- Teach learning strategies that help students exert effective effort
- Teach the research on brain malleability
- Be a model of a growth mindset
- Teacher choice of language in everyday interactions

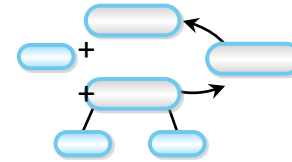


Ability and Effort-Based Belief Systems



Ability-based Believers

- Avoid challenge
- Give up easily
- See effort as useless
- Ignore constructive feedback
- Feel threatened by success of others



Effort-based Believers

- Embrace challenge
- Persist
- See effort as path to success
- Learn from constructive feedback
- Feel inspired by success of others
- Are invested in learning



The Effective Effort Cycle



Developing a Growth Mindsets in Emile Williams 4th Grade Classroom

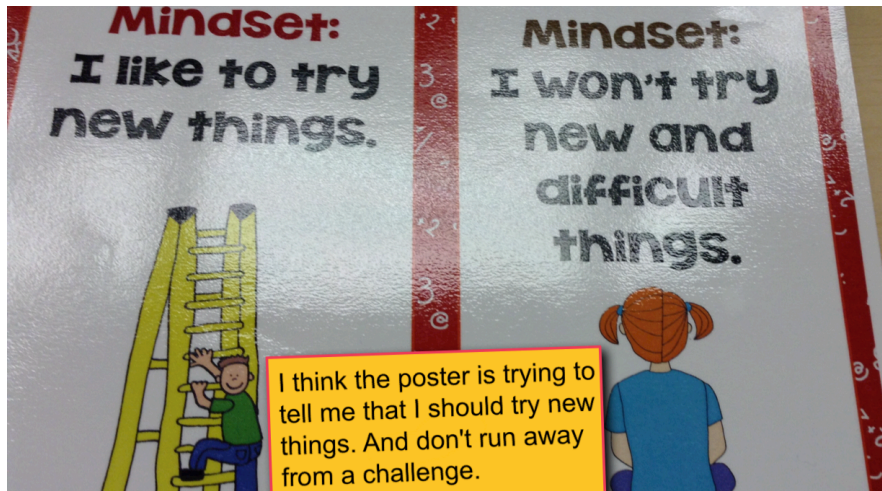


Growth Mindset Emphasize effort over smarts

- I' m no good in _____ or I don' t get this.
 - You just haven' t had me as a teacher yet.
 - I can see you' re committed to getting better and I' m proud of that.
 - You don' t have to get it all today, let' s just focus on one piece.
 - I' m never interested in the answer, I' m only interested in how you got there.

Doing these things can help to eliminate implicit biases that may affect your teaching.

Developing a Growth Mindsets in Emile Williams 4th Grade Classroom



One time I had saxophone homework. I had to record myself playing a few songs sounds easy huh? But the right note didn't come out a loud squeaking noise came out. Soon I was getting really stressed cause sax class was tomorrow and this was getting ridiculous! 😞😡

After a while brother came in and told me a way he plays it. But I just still didn't get it. I was beginning to think I was not good at this at all! But soon I figured that I was holding down a key! And now I know. I am good at saxophone! ✓

By:
Jake



Explicitness relates to teaching strategies

- Connect having a growth mindset to achievement
- Teach effective effort and learning strategies
- Teach brain malleability
- Be a model of a growth mindset

Implicitness relates to teacher decisions about

- Patterns of calling on students
- Responding to student answers
- When Students Don't Answer
- Giving help
- Positive framing of re-teaching
- Being tenacious

Teacher Choice of Language



“Sending high expectation messages and convincing students that they have the capacity to achieve at high levels is a moment by moment everyday mission...”



The Skillful Teacher p. 276

Tenacity in Paul Manus' 4th Grade Classroom



Tenacity is persistent
determination

This is important;
you can do this with
effective effort;
And I won't give up
on you!



Developing Growth Mindsets in Irving School




QUESTIONS RESPONSES 56

HOW DID I DO TODAY? - Alivia

Form description

Image title



Did I focus on my learning?

Yes

No

Did I think to remember?

Yes

No

Did I honor my learning?

Yes

No

Developing Growth Mindsets in Irving School



I met my goal because on Monday Tuesday Wednesday and Friday I completed it. I didn't finish it on Thursday because I was gone.

Zoie S
Feb 5 9:38am



Your reflection:
-should show proof you met your goal.
-should tell whether or not you met your goal.
-tells why you were successful or not.
-is in complete sentences.

Mrs. Homann
Feb 5 9:09am



I'm curious to see how it goes. Maybe keeping an eye on your time would help?

Mrs. Homann
Feb 5 9:07am



My goal for this week is to get journal done on time my EE plan is to practice righting at home.

Zoie S
Feb 1 8:48am



Criteria for success :

Your goal:

- is in complete sentences.
- is something you can accomplish in one week.
- is something you can prove or measure.
- is a speed goal, a quality goal, or a quantity goal.
- includes your Effective Effort plan, or what you are going to do to help you reach your goal. (Be specific!!)

Mrs. Homann
Feb 1 8:20am

Developing Growth Mindsets in Irving School



FIXED MINDSET

GROWTH MINDSET

I'm not good at art.

This is too hard.

I hate making mistakes.

She is a better artist than me.

Mine isn't good.

I'm going to train my brain & hands to do art!

This is challenging, but I'll try my best.

Mistakes help me learn.

If I keep practicing I can be as good as her!

What can I do to make mine better?

TYPES of STUDIO WORK

Skill BUILDER

- perspective drawing
- mixing paint colors
- overlapping shapes
- stitching a design
- attaching objects
- building with coils of clay
- printmaking techniques

EXPERIMENTS & PRACTICES

- collaborative art
- trying new tools & materials
- exploring new stations.

WOW Projects

- worked on over time
- ready to be displayed
- demonstrates what you've learned
- expresses original ideas
- complete with artist statement

take home

- cards
- gift for someone
- holiday artwork
- signs

Developing Growth Mindsets in Irving School

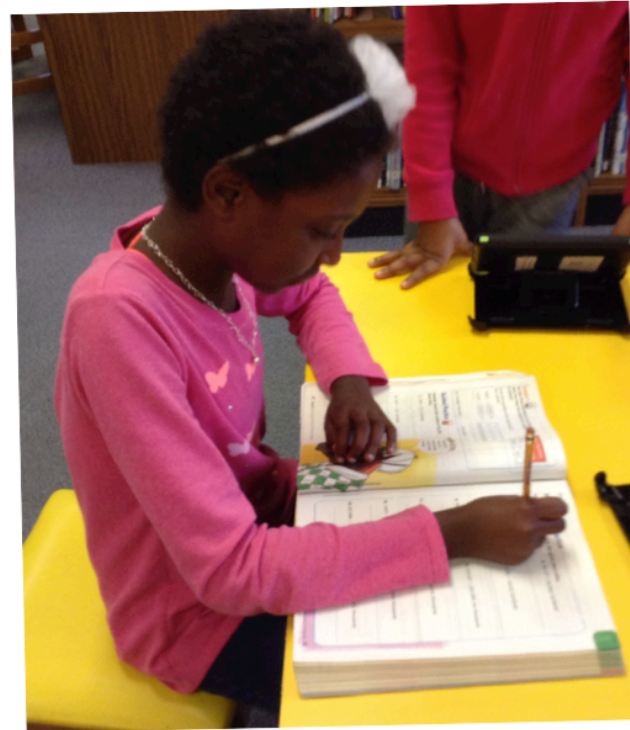


Math is difficult for me

So I am listening but
when we do something
new I am like what.

I will keep trying and not
give up

And ask questions and
ask for help when I need
it.



Developing Growth Mindsets in Irving School



I am bad at homework
especially math I just don't
like it like him
I can practice by doing
math on my own time

And I can ask for help
from my teacher or from
my parents



And when I know
how to do it from
practicing harder
and harder I can
be better like him



Daily Instructional Strategies

- Communicate mastery objectives
- Use formative assessment
- Create criteria for success
- Give students feedback
- Check for understanding
- Have students summarize frequently
- Make student thinking visible



Checking for Understanding in Jen Las' s 1st Grade Classroom



Checking for Understanding

The process of realizing who is not understanding a concept to make informed decisions on next steps.



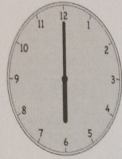
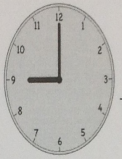
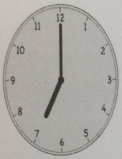
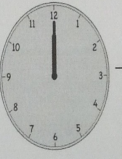
Reading body language
Asking checking questions
Dipsticking



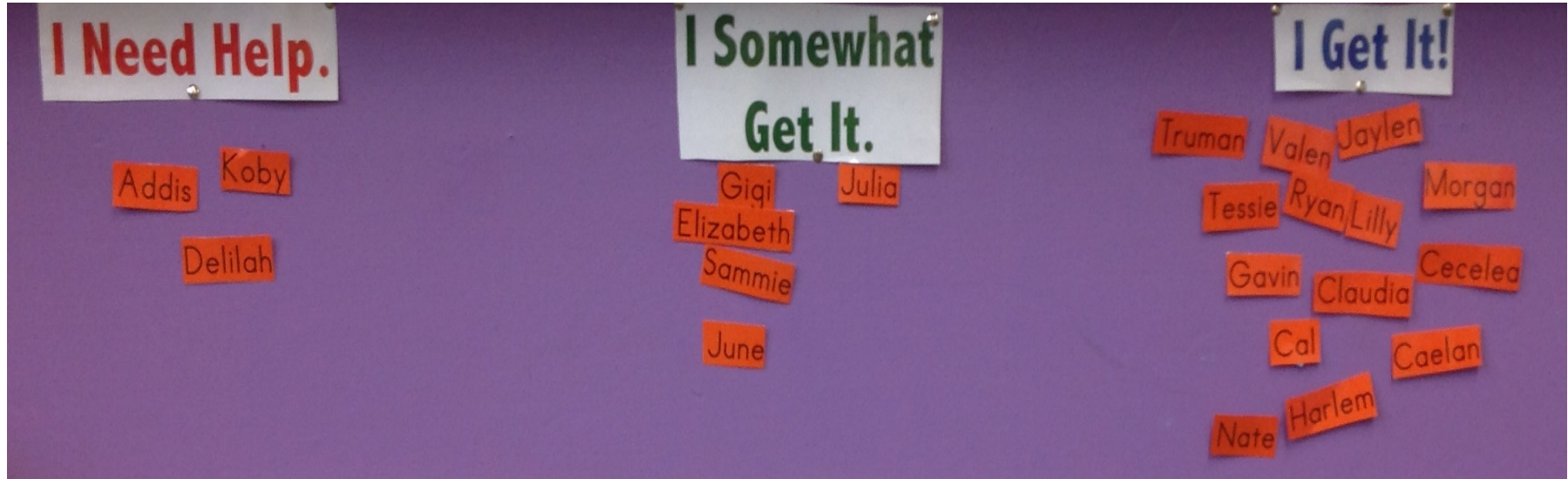
NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 10 Exit Ticket 1•5

Name _____ Date _____

Write the time shown on each clock.

1.  _____	2.  _____
3.  _____	4.  _____

Checking for Understanding Examples

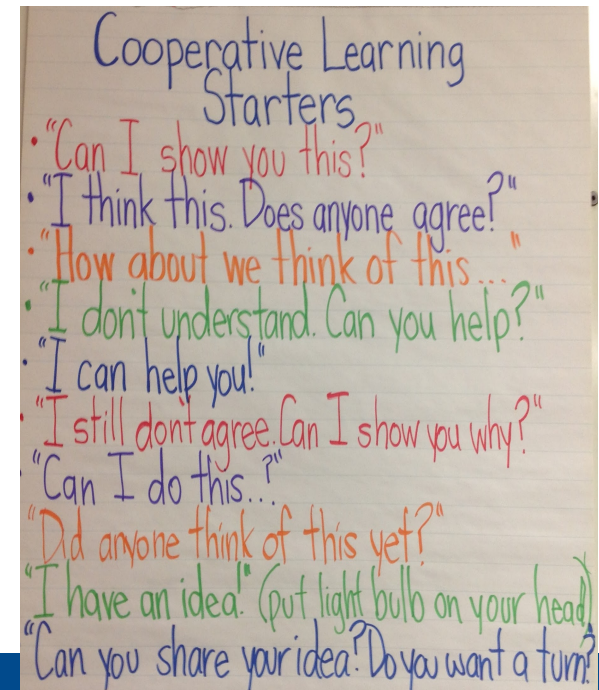
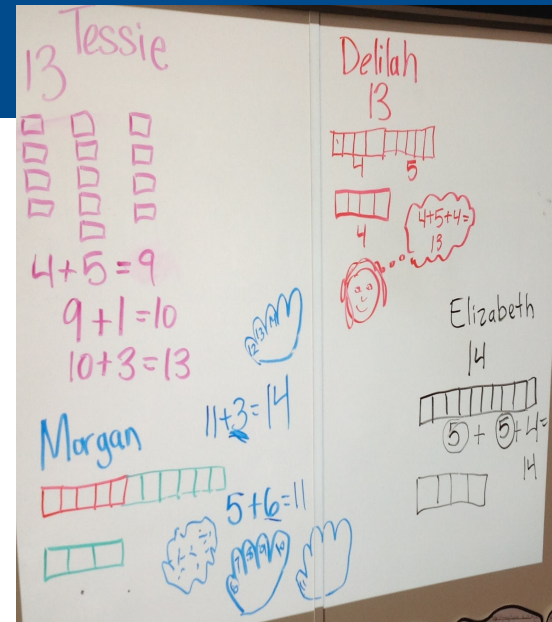


Making Student Thinking Visible in Jen Las' s 1st Grade Classroom



The importance of knowing what is going on inside students' heads.

- Structuring classroom interactions where frequent verbal or written expressions of student thinking are shown.
- Get students engaged in rational and supporting their thinking.
- Cause interactions and discussions among students.
- Build a climate of safety and mutual inquiry. Mistakes are OK!





Motivational Structures

- Student self-assessment
- Re-teaching, retakes, and re-dos
- Cooperative learning
- Student goal-setting



Goal Setting in the Irving School SLAM



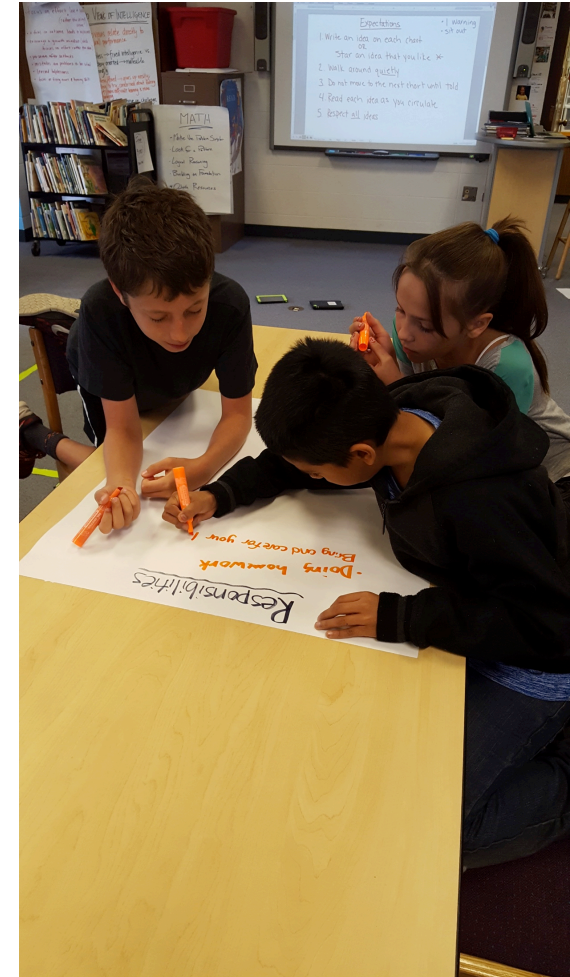
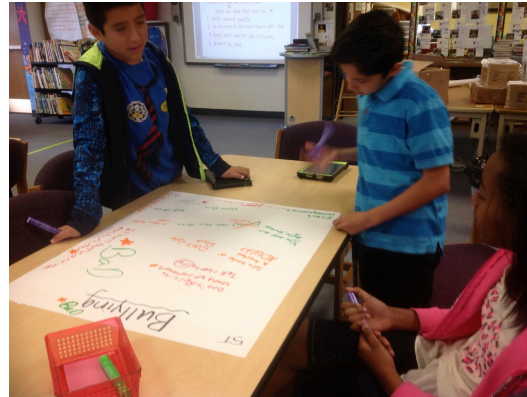
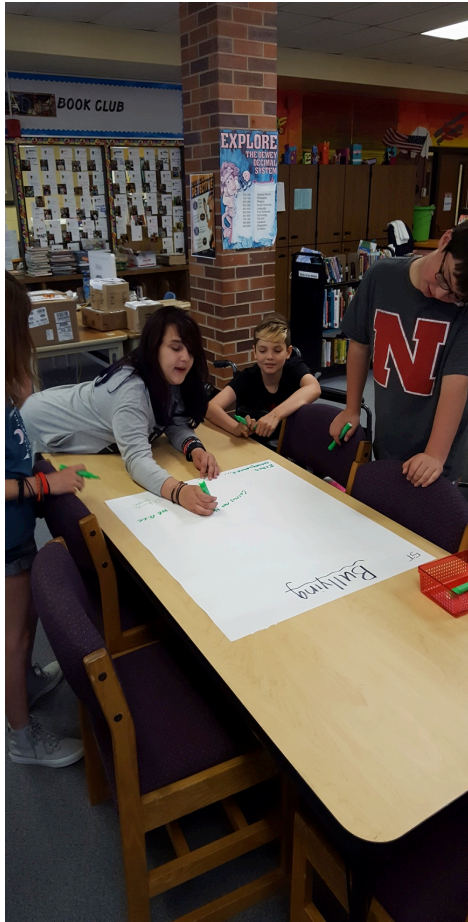
Self-Assessment of Effective Effort

SLAM-DUNK EFFORT: What level of effort did you give?

Slam-Dunk	I gave my absolute best effort and didn't give up! I am very proud of my work!
Off the Rim	I gave a good effort, but know that I could have tried a little harder. I didn't give up though!
Air-Ball	I tried for a little while, but gave up when things got tough.
Sat the Bench	I barely gave any effort or didn't even try at all.



Cooperative Learning in the Irving Library



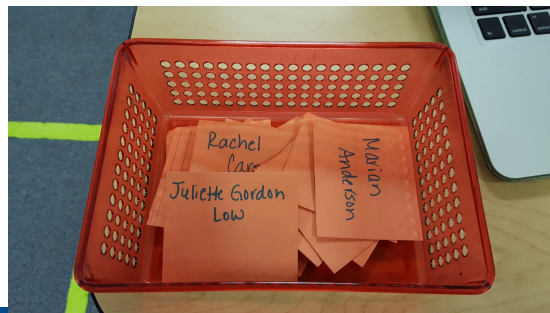
Students were given a maker of random colors. They found the basket with that color marker. They began their brainstorm at that chart. Then they moved around the room to each chart, adding their colors.

Cooperative Learning in the Irving Library

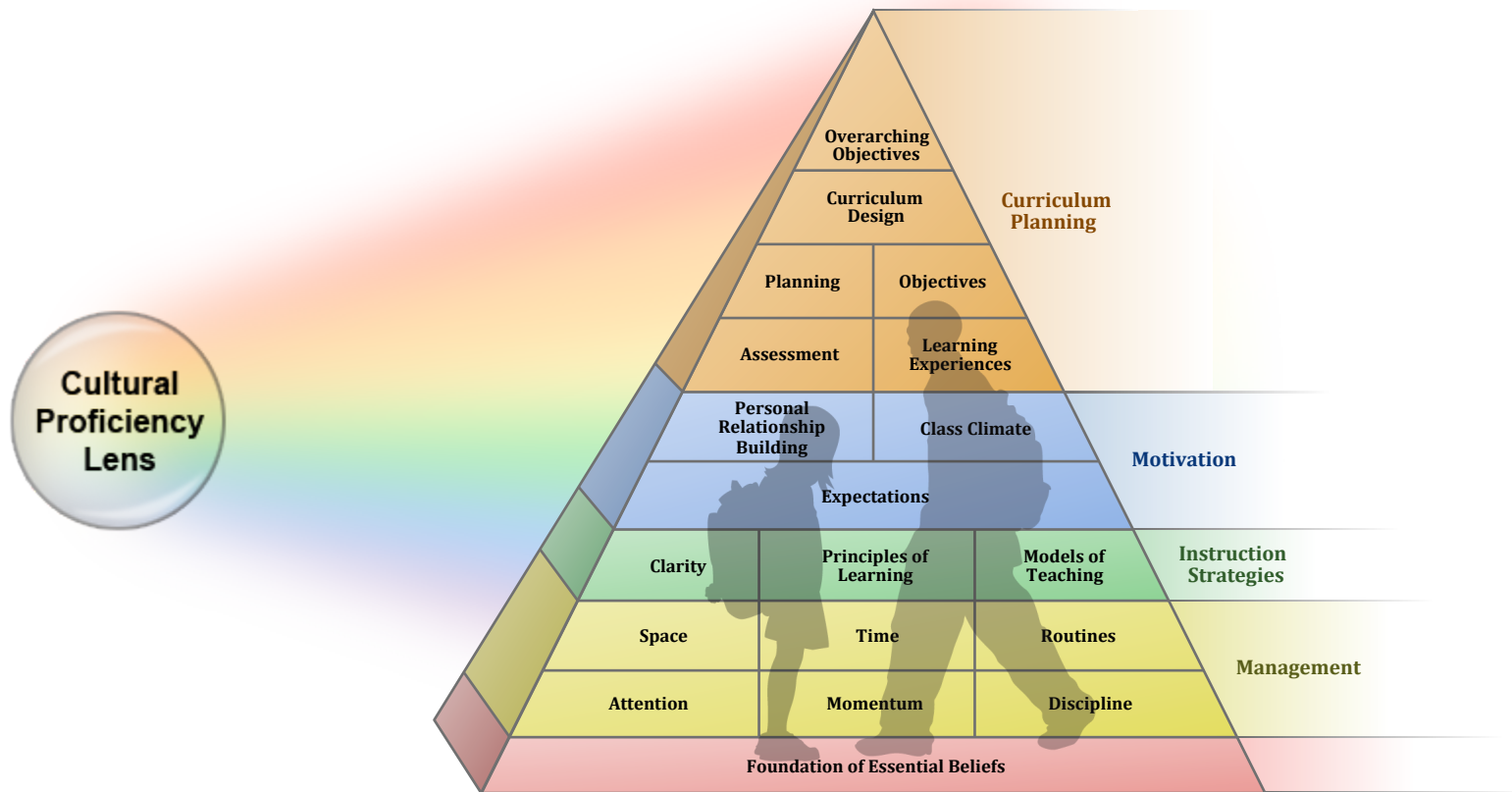


Biography Pairs

Students chose a name out of a basket of a famous person. They had to find the person who picked the same name. That was their partner for the project.



Components of High Expectations Teaching and Learning



Follow Up Sessions For Cohorts 1 and 2



Goals:

- To continue to share strategies for high expectations teaching that we are implementing
- To continue to learn about high expectations teaching strategies in greater depth
 - Growth Mindsets
 - Formative Assessment and Criteria for Success
 - Cultural Proficiency
 - Professional Community
- To apply what we have learned by co-creating materials



RBT Parent Workshop Series



- planned in response to the district goal of parent engagement and in connection with the ongoing RBT teacher trainings
- initial strategizing in late fall to target parents who are less likely to respond to an all call
- initial invitations to only those under-represented families, with dinner & babysitting provided
- followed by an open invitation to the entire school community
- consistent schedule - 3 sessions in January/ March / May with specific days determined at the building level

RBT Parent Workshop Series



- consistent curriculum developed by Jen Las
 - 1: Growth Mindset
 - 2: Effective Effort
 - 3: Goal Setting
- led by teachers and administrators with resources and other take aways (bookmarks, bracelets)
- created an online "Padlet" for each session to provide resources and a discussion forum
- gathering parent feedback now to assess effectiveness, applicability, and actual demographics of attendees

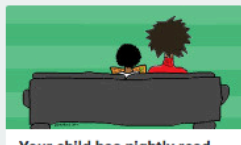
RBT Parent Workshop Series



RBT PARENT WORKSHOP #2

DOUBLE CLICK TO POST. PLEASE START YOUR ENTRY WITH "QUESTION" or "COMMENT" AND HAVE AT IT!

Tips for Parents



Your child has nightly read... Kindergarten, first, and sec...

CULT OF PEDAGOGY

Strategies for Reading, Math and Spelling

NEVER DO FOR YOUR CHILD WHAT THE CHILD CAN DO FOR HIMSELF
ASK MORE ASK TELL
ALLOW YOUR CHILD TO EXPERIENCE BOREDOM
LET CHILDREN KNOW WHAT TO EXPECT AHEAD OF TIME

Parent Involvement
Along with teachers and st...

FOR THE TEACHERS

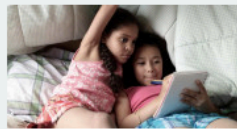
Reading Strategies



Writing Strategies

Handwritten notes on writing strategies:
* Pre-writing notes → (brainstorming) questions
* Break down Paragraph Structure
* make approachable
* ask questions, give cues
→ Look up the new list words (new words, try to write something you don't know how to write)
→ read to your child
→ record their thoughts (Don't tell them what they should say)

7 Tips for Improving Homework and Study Skills



7 Tips for Improving Your ...
Homework timers are a gre...

UNDERSTOOD.ORG

Homework Strategies with Children with ADHD



Homework Strategies for ...
Posts on this site include a...

LOOK! WE'RE LEARNING!

3 Ideas for Common Core

3 [CORE] KEY IDEAS FOR PARENTS about the Common Core

Thinking Deeply
The Common Core emphasizes critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more and explain their thinking & understanding clearly, especially in writing. Take-Home Family Reading Strategy is a hand-out to help help them take it out.
Integrating Learning
The Common Core emphasizes learning across disciplines (reading with math & social studies standards combined into one task). Students spend

Spelling Strategies

Handwritten notes on spelling strategies:
- phonics - breaking everything up
- Flash cards
- Picture Walk
- Read to your child
- Record on tape (don't forget to read it back)

Multiplication Strategies

FACTS!	Strategy
1	It's just that number 2x3=6
2	Double it! 2x10=10+10=20
3	Double it and add a through 3x7=7+7+7=21
4	Double, Double! 4x7=7+7+7+7=28
5	Count by 5's that many times! 5x7=5+5+5+5+5=25
6	Multiply by 5 and add a group 6x10=5x10+10=60

Math Strategies

Handwritten notes on math strategies:
- Reading
- Regrouping
- patterns
- memorization
- Real life examples (food, money)
- Card games
- playing math
- drawing with
- Check with multiple ways to solve
- Let them figure out their own problems
- Make it easy
- Have fun and celebrate
- Use real life situations
- Logic

Study Skills

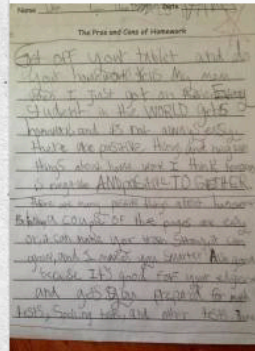
Handwritten notes on study skills:
- Flash cards
- Schedule - consistency
- Time management - dividing up a big job
- goal setting
- Verbally written
- Talk to your teacher when you need help
- Work study space - consistency
- Knowing strengths + weaknesses
- Take a break - regroup
- Check your work / Revise
- When is this due? Make a plan
- Keep track of work - turn it in
- Understand Rubric
- Read + list
- Ask them to explain

Reading Strategies

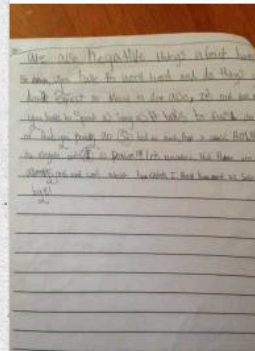
Handwritten notes on reading strategies:
- Flash cards
- Picture Walk
- Read to your child
- Record on tape (don't forget to read it back)

Liam's Pros and Cons of Homework

If anyone would a good chuckle... my son wrote a persuasive writing piece on homework, and I find it amusing.



Page 2 of Liam's writing piece.



RBT Staff Participation



Cohort I: 2013 - 2014



Central Office Administrators	5
Principals/Asst. Principals	8*
Classroom Teachers K-5	11*
Classroom Teachers 6-8	3*
ESL/Spanish Immersion Teachers	2
Student Support Specialist	1
Special Education Teachers	1
Speech Pathologist	1
Teacher Leader for Mentoring	1

*Three principals, one K-5 teacher, and one 6-8 teacher are no longer employed by the district

Cohort II: 2014 - 2015



Principals/Asst. Principals	4
Classroom Teachers K-5	18*
Classroom Teachers 6-8	4
Special Education Teachers	3
Special Education Coordinator	2*
Media Specialists	1
Behavior Interventionist	1
Teacher Librarians	2

*The Special Education Coordinator and one K-5 teacher no longer employed by the district

Cohort III: 2015 - 2016



Central Office Administrators	1
Principals/Asst. Principals	5
Classroom Teachers K-5	25
Classroom Teachers 6-8	2
Special Education Teachers	1
Special Education Coordinators	1
Student Support Specialist	1
Data Coaches	1

Follow Up Cohort: 2015 - 2016



Central Office Administrators	3
Principals/Asst. Principals	8
Classroom Teachers K-5	17
Classroom Teachers 6-8	4
Language Arts Specialists	2

RBT Trained Staff



Beye	7
Brooks	7
Hatch	8
Holmes	8
Irving	7
Julian	7
Lincoln	11
Longfellow	12
Mann	8
Whittier	8
Central Office	7

*Numbers reflect staff currently employed by the district.

Parent Feedback, Participation & Feedback



phillipmartin.info

Parent Participation Dates



	January	March	April	May
Beye	Thursday, 21	Thursday, 10	-	Thursday, 5
Time	6-8 pm	6-8 pm	-	6-8 pm
Location	commons	commons	-	
Hatch	Wednesday, 13	Wednesday, 2	Wednesday, 20	-
Time	5:45-7:45pm	5:45-7:55pm	6:30-8:15pm	-
Location	Hatch	Mann	Hatch	
Holmes	Thursday, 21	Thursday, 3	-	Tuesday, 10
Time	6:00 - 8:00	6:00 - 8:00	-	6:00 - 8:00
Location	Media Center	Media Center	-	Media Center
Irving	Wednesday, 13	Wednesday, 9.	-	Wednesday, 11
Time	6:00-8:00p	6:00-8:00p	-	6:00-8:00p
Location	Media Center	Media Center		
Lincoln	Thursday, 21	Thursday, 10	-	Tuesday, 10
Time	6:00-8:00	6:00-8:00	-	6:00-8:00
Location	Media Center	Media Center		Media Center

Parent Participation Dates Contd ...



	January	March	April	May
Longfellow	Monday, 25	Thursday, 3	-	Tuesday, 3
Time	6:00-8:00	6:00-8:00	-	6:00-8:00
Location	Media Center	Media Center		Media Center
Mann	Wednesday, 13	Wednesday, 2	Wednesday, 20	-
Time	6:30-8:15pm	6:30-8:15pm	6:30-8:15pm	-
Location	Hatch	Mann	Hatch	
Whittier	Thursday, 21	Thursday, 3	-	Tuesday, 10
Time	5:30-7:30 PM	5:30-7:30 PM	-	5:30-7:30 PM
Location	Community Rm	Community Rm		Community Rm
Brooks	Tuesday, 26	Wednesday, 16	-	Tuesday, 17
Time	6:00-8:00	6:00-8:00	-	6:00-8:00
Location	Media Center	Media Center		Media Center
Julian	Thursday, 28	Tuesday, 1	-	Tuesday, 3
Time	6:00-8:00	6:00-8:00	-	6:00-8:00
Location	Commons	Commons		Commons

Parent Feedback Survey Questions



Rating Scale (Not at all, Slightly, Moderately, Very):

- Overall, how valuable & informative did you find the RBT parent sessions?
- Based on what you've learned in these sessions, how comfortable would you feel...
 - Explaining to someone else the difference between a fixed and a growth mindset?
 - Changing your language to support a growth mindset?
 - Defining effective effort and making use of different learning strategies?
 - Describing the characteristics of effective goals and setting family goals?
- Tools & Takeaways
 - How helpful were the session takeaways (bookmark, effort meter, & handouts)?
 - How useful was the Padlet for collaboration & learning between sessions?

Open-Ended:

- Can you share some ways you've used (or plan to use) the strategies you've learned in these sessions at home?
- Is there any other feedback you'd like to provide on the content or logistics of these sessions?

Parent Feedback Responses



Responses are still coming in, but here are a few comments we've already received from parents:

“I just loved the discussions and ideas with teachers and other parents. I think partnerships like this are so important. The teachers know the current research on how kids learn and parents know their kids--getting us all together to help children get better, feel good about the process, and persevere was awesome!” – *Parent at Mann*

“Was really fantastic having both Principals present for each session. I was really impressed by the ways they contributed to the discussion and it showed how much they truly care about our students and teachers.” – *Parent at Mann*

“I photocopied and shared with so many friends the first session's handout, including with my spouse, who got so inspired that he bought the Carol Dweck book *Mindset*. I've incorporated the concept of effective effort with my daughter, as well as trying to use process language vs. fixed outcome language.” – *Parent at Hatch*

“Thank you for offering this series to parents. It is essential for creating a strong partnership between home and school.” – *Parent at Hatch*

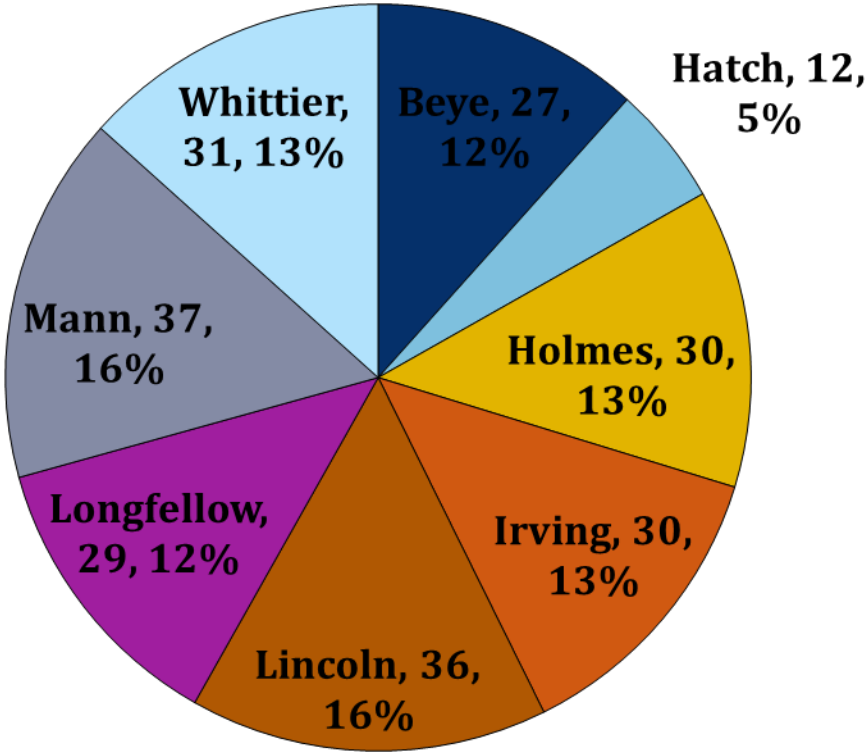
Elementary School Parent/Guardian Participation



Parent/Guardian Participation,
by School

232 parents, representing **329** students, participated in at least 1 RBT parent session

119 parents (51%) participated in both sessions held to date



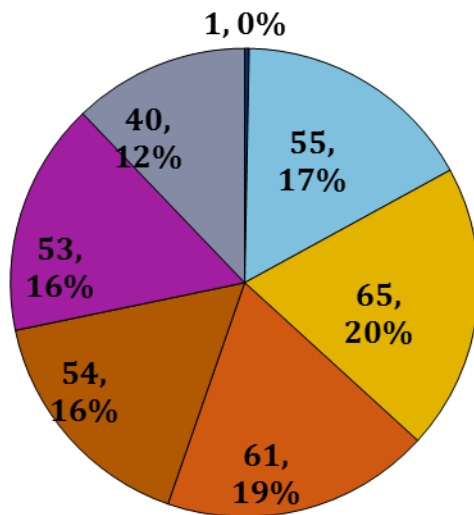
Elementary School Students



329 elementary students have been touched by RBT parent programming

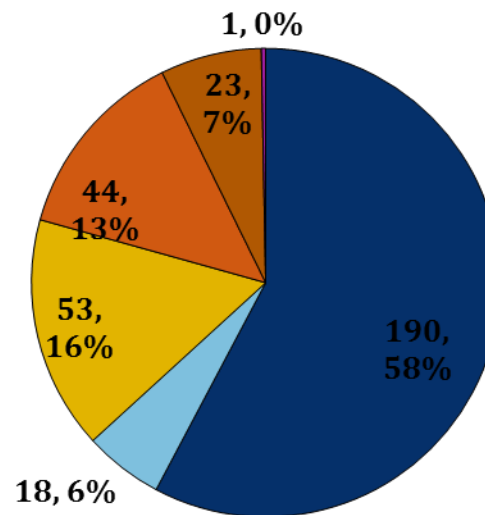
RBT Students by Grade Level

■ Pre-K ■ K ■ 1 ■ 2 ■ 3 ■ 4 ■ 5



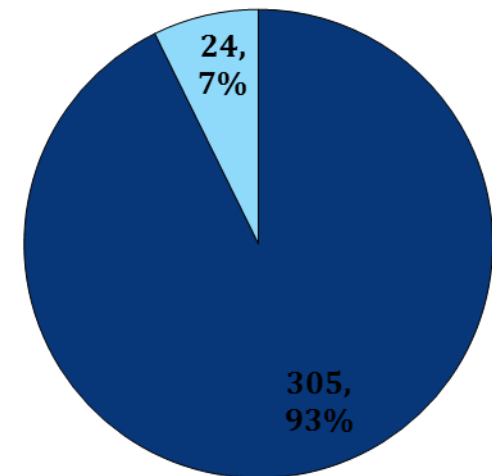
RBT Students by Race

■ WH ■ BL ■ HI ■ MR ■ AS ■ PI



RBT Students by Lunch Status

■ Full Price ■ Free/Reduced



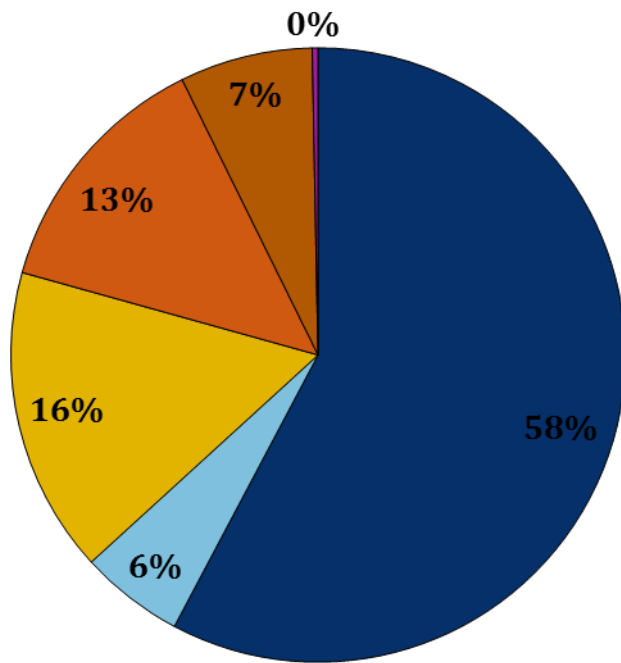
Data labels represent Number of Students, % of 329

Elementary School Students, by Race



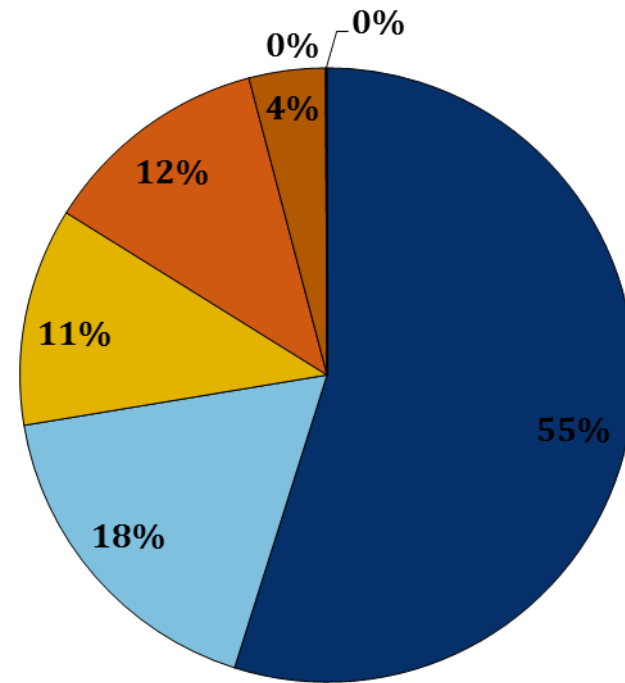
RBT Students

■ WH ■ BL ■ HI ■ MR ■ AS ■ PI



D97 K-5 Students Overall

■ WH ■ BL ■ HI ■ MR ■ AS ■ PI ■ AI

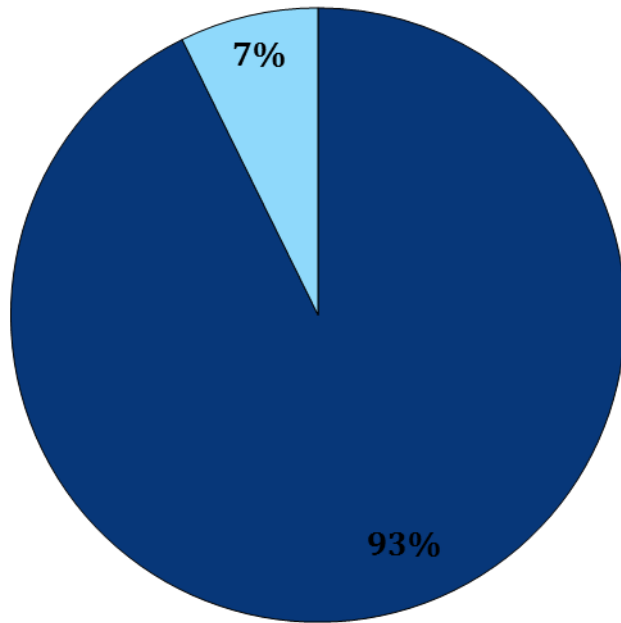


Elementary School Students, by Lunch Status



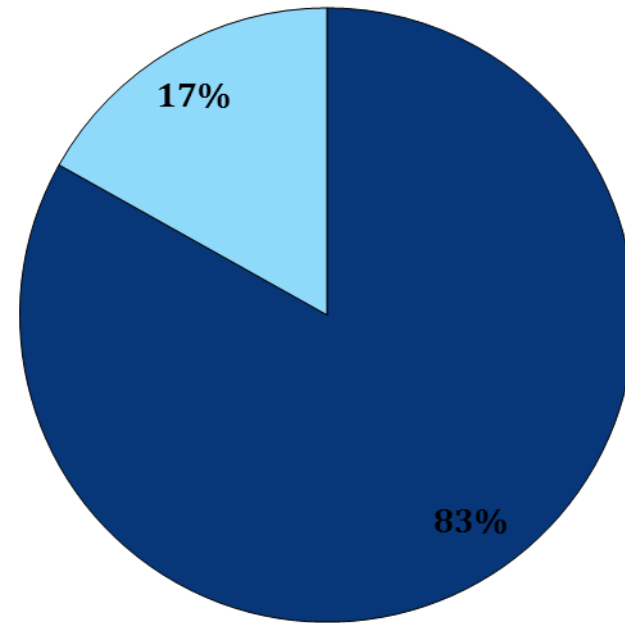
RBT Students

■ Full Price ■ Free/Reduced



D97 K-5 Students Overall

■ Full Price ■ Free/Reduced



Next Steps ...



Next Steps ...



Administrator Quick Reference Guide for High Expectations Teaching

Teachers are significant figures in the lives of students and in the motivation they form as learners. Research shows a high correlation between teacher expectation and student learning. (Excerpt taken from Introduction to MOTIVATION section of *The Skillful Teacher* – 6th Edition, September 2007).



This quick reference guide is designed to be a resource to Instructional Leaders in “looking for” High Expectations Teaching (HET) strategies in classroom instruction. This document is not intended to be an exhaustive list of Research for Better Teaching (RBT) strategies but rather a resource document to support the array of HET materials provided during RBT training.

Strategies to Develop and Nurture a Growth Mindset

<ul style="list-style-type: none">• Teacher monitors his/her language to encourage a growth mindset in students.	
<ul style="list-style-type: none">• Teacher explicitly teaches attribution theory, fixed and growth mindsets and effective effort.	
<ul style="list-style-type: none">• Teacher explicitly teaches learning strategies that help students exert effective effort.	

Next Steps

