



Elgin
Community
College

Bright Choice. Bright Future.

Highly Effective Teaching Practices

Marcia Luptak

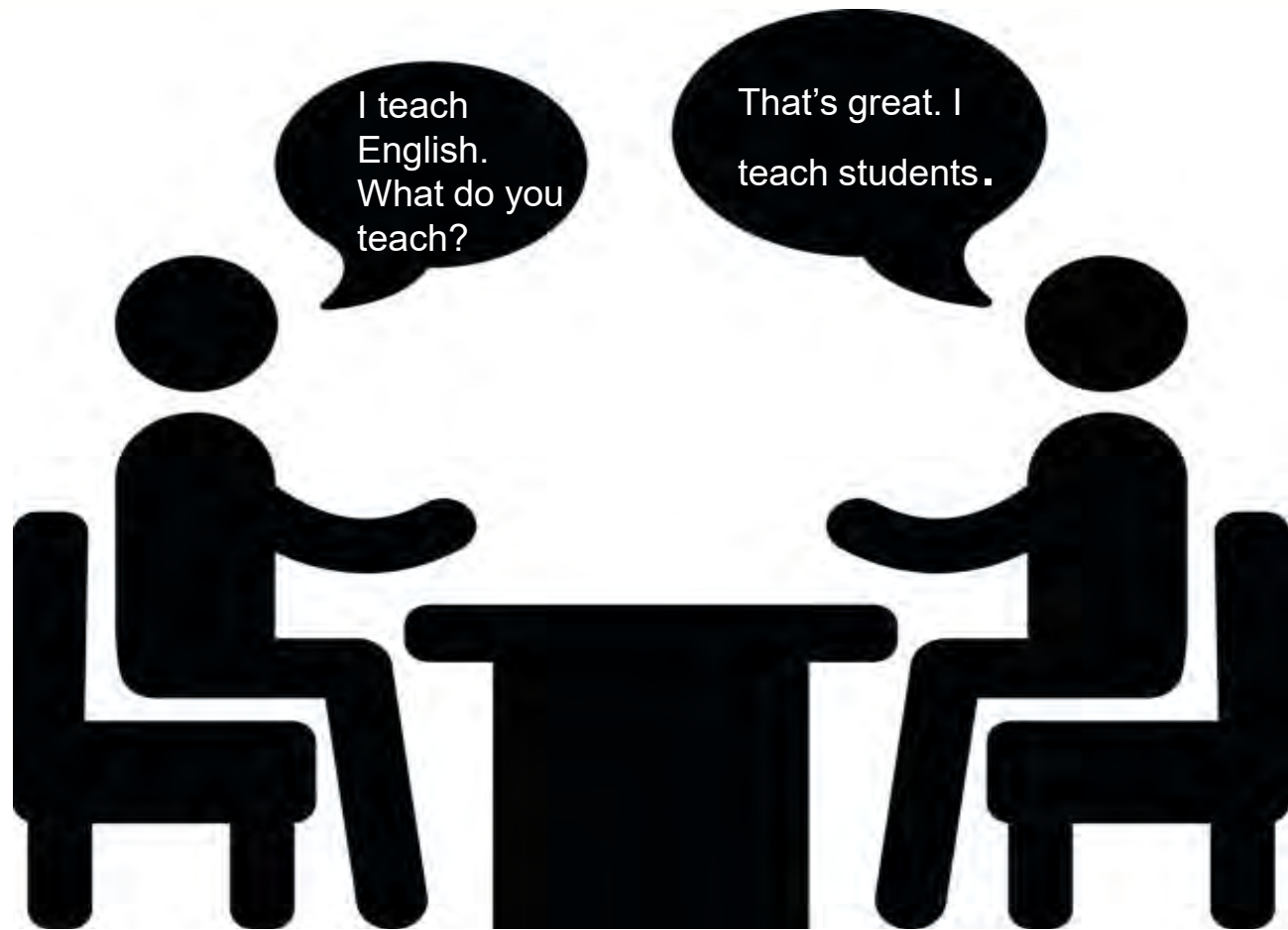
**Forum for
Excellence
Fall 2019**

Objectives

> Participants will be able to

- *Describe how to create a learning environment and explain why it is important to “set the stage” the first few classes.*
- *Create an effective learning objective and describe how, when, and why it should be applied to classroom instruction.*
- *List the steps of direct instruction and explain what they would look like in an actual lesson.*
- *Discuss different ways to engage students in the learning process.*
- *Explain the different ways that formative assessment can help improve instruction and learning.*
- *Detail ways they can incorporate metacognitive strategies into their classroom.*
- *Name different ways to differentiate in their classroom.*

I. Effective Teachers Create a Learning Environment with Their Students



Ways to Create a Learning Environment

Introductions

- >What is your first name?
- >Where are you from?
- >What do you do?

Whip Around

- >What are you hoping to get out of this session?

Ways to Create a Learning Environment

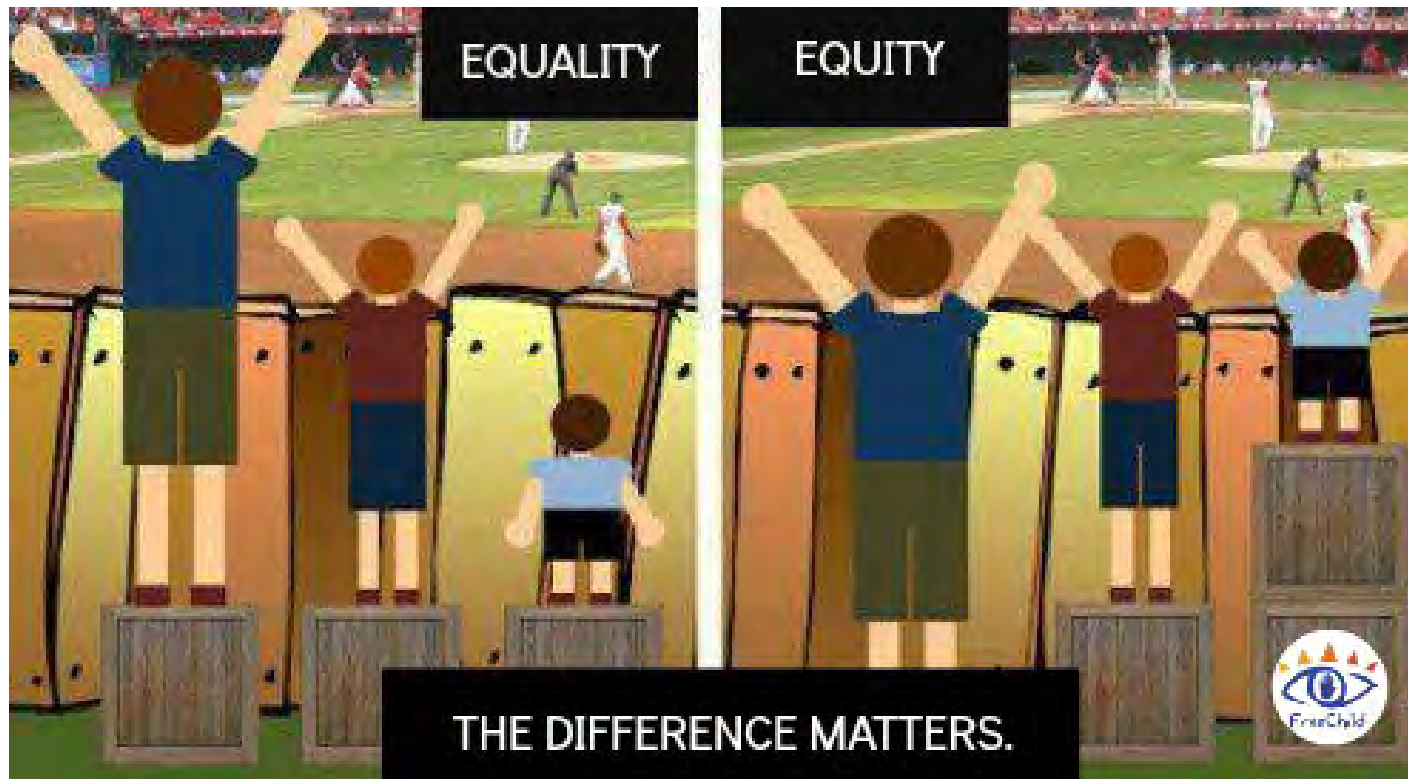
- >Student questionnaires
- >Create class norms
- >Create class mottos



"The best advice I can give to a new teacher is to listen to your students with your ears and heart."

Cartoonstock.com

Ways to Create a Learning Environment



Ways to Create a Learning Environment





- >Assign students jobs
- >Engage students in collaborative activities
- >Form support structures



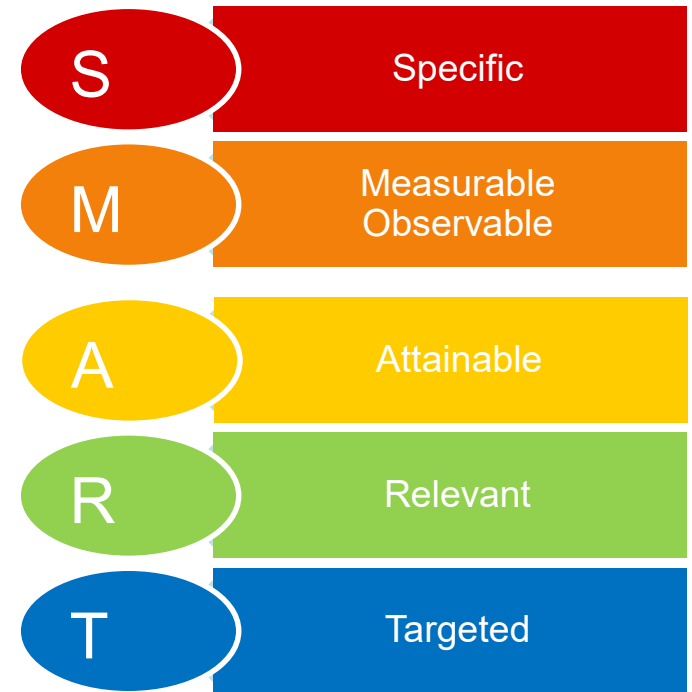
Ways to Create a Learning Environment

- >Whip Around 2: What do you do to create a learning environment in the classroom?
- >2 minute pair discussion: What are the benefits of creating a learning environment?

II. Effective Teachers Create Clear Learning Objectives and Use Them to Guide Instruction

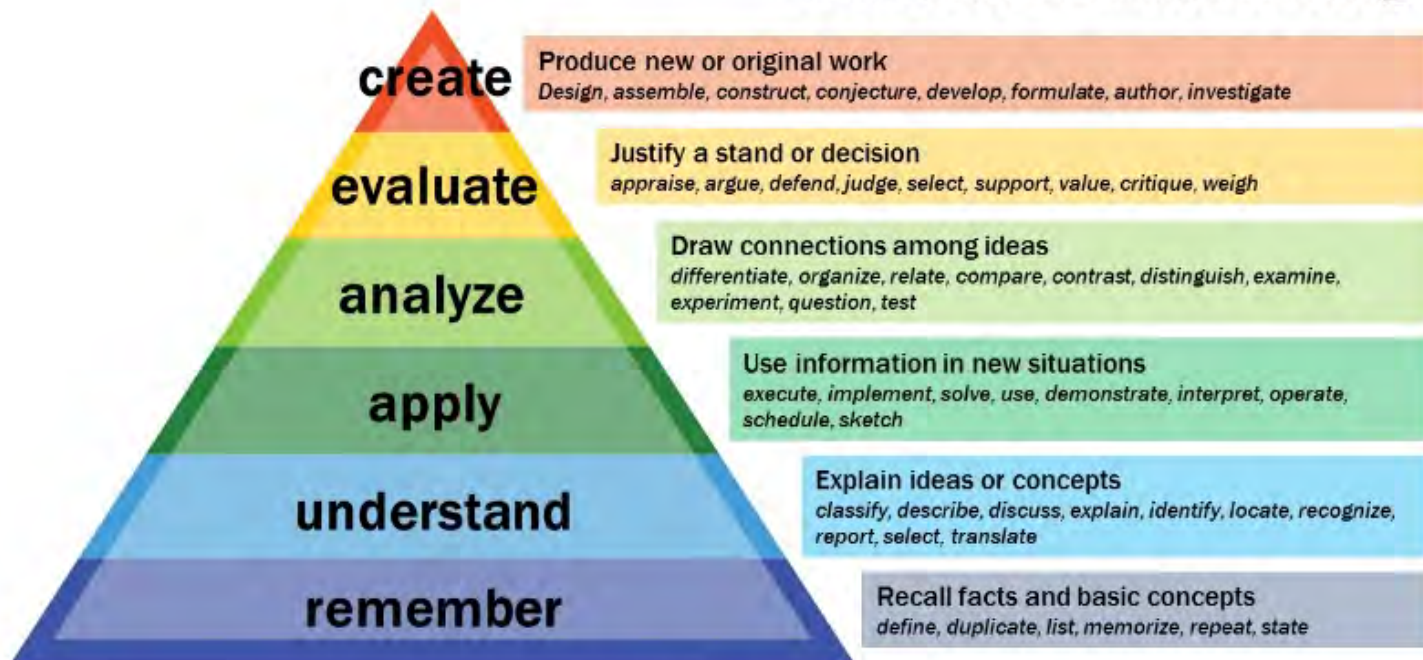
Performance Element	Description
<u>A</u> udience 	<ul style="list-style-type: none">Who is the <u>A</u>udience?What is their prior knowledge?
<u>B</u> ehaviour 	<ul style="list-style-type: none">What are the desired change in <u>B</u>ehaviour?
<u>C</u> ondition 	<ul style="list-style-type: none">What are the <u>C</u>onditions under which the objectives must be completed?
<u>D</u> egree 	<ul style="list-style-type: none">What is the <u>D</u>egree or standard that the learner must meet to reach acceptable performance?

https://cte.smu.edu.sg/sites/cte.smu.edu.sg/files/teaching_at_smu/learning_objectives/ABCD-model-writing-learning-objectives.png



Creating Clear Learning Objectives

Bloom's Taxonomy



@cirtfmooc







<https://cft.vanderbilt.edu/wp-content/uploads/sites/59/Bloomtaxonomy.jpg>

Creating Clear Learning Objectives

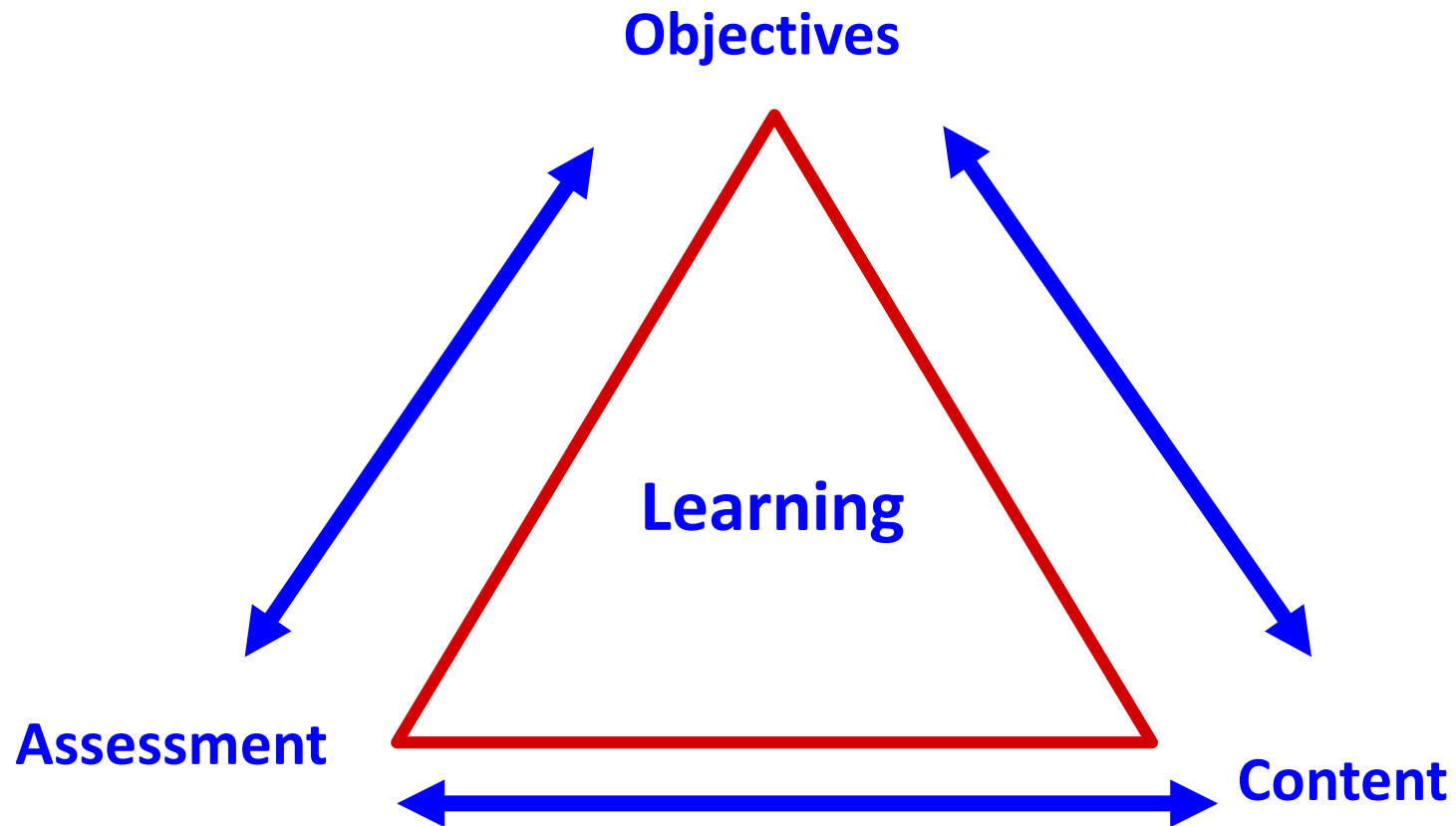
>Create: Write a learning objective that encompasses the ABCD performance elements for a class in your program.

>Discuss: How would you use that learning objective in the classroom?

Performance Element	Description
<u>A</u> udience 	<ul style="list-style-type: none">Who is the <u>A</u>udience?What is their prior knowledge?
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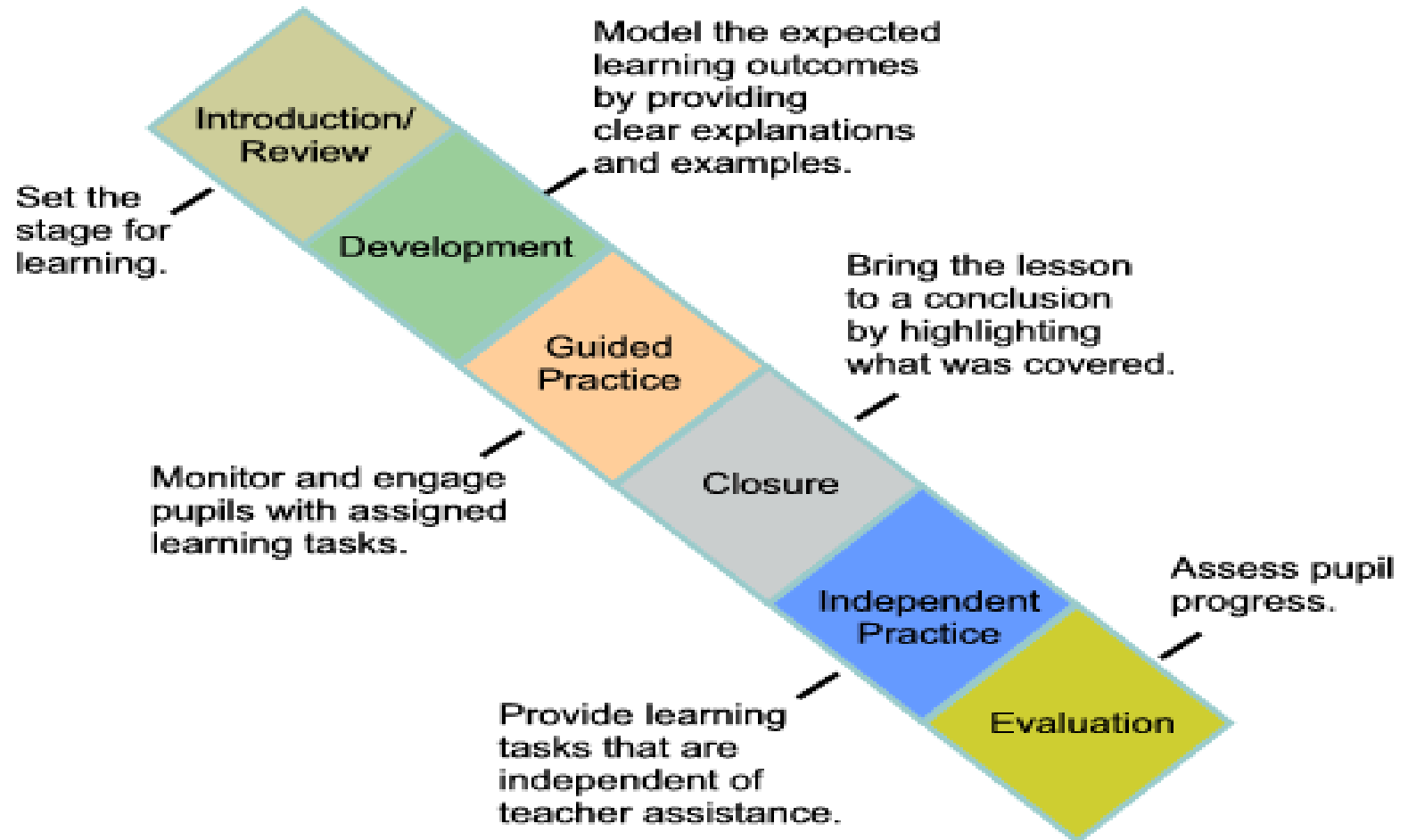
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Create Clear Learning Objectives and Use Them to Guide Instruction



III. Effective Teachers Facilitate Learning

Direct Instruction




Facilitating Learning

>Look at handout and discuss:

- *What do you notice about this activity?*
- *How could a teacher change this to incorporate direct instruction practices?*

3 READ A MAP

CLASS. Look at the map of North Bus Terminal and the symbols.



The map of North Bus Terminal includes the following locations and symbols:

- Carlo's Pizza
- Gates 5-20
- House of Java
- Sandwich Plus
- Information Booth
- Entrance
- Halton News
- Stairway to Gates 1-5
- Baggage Check
- Security/Police
- Phones
- Men's Restrooms
- Women's Restrooms
- Bus Gates
- ATM
- Ticket Booths
- Elevators

4 PRACTICE

A You are looking for something in the bus terminal. Match each question with the correct answer. Write the correct letter.

1. Someone stole my wallet. Where is security? <u> b </u>	a. Go to the middle of the terminal. You'll see it there.
2. Where is a newsstand? <u> </u>	b. Next to the newsstand.
3. Excuse me, where are the elevators? <u> </u>	c. Next to the women's room.
4. I need to find an ATM. <u> </u>	d. There's one near the entrance.
5. Where is Information? <u> </u>	e. Next to the ticket booths.
6. I need to find a telephone. <u> </u>	f. There's one next to the men's room.

B **ROLE PLAY. PAIRS.** Look at the map. You are next to the newsstand. Ask and give directions to four places.

Can you...read screen instructions and maps? ☐

Facilitating learning



Facilitating learning

>Student centered learning

>Homework



IV. Effective Teachers Contextualize Learning



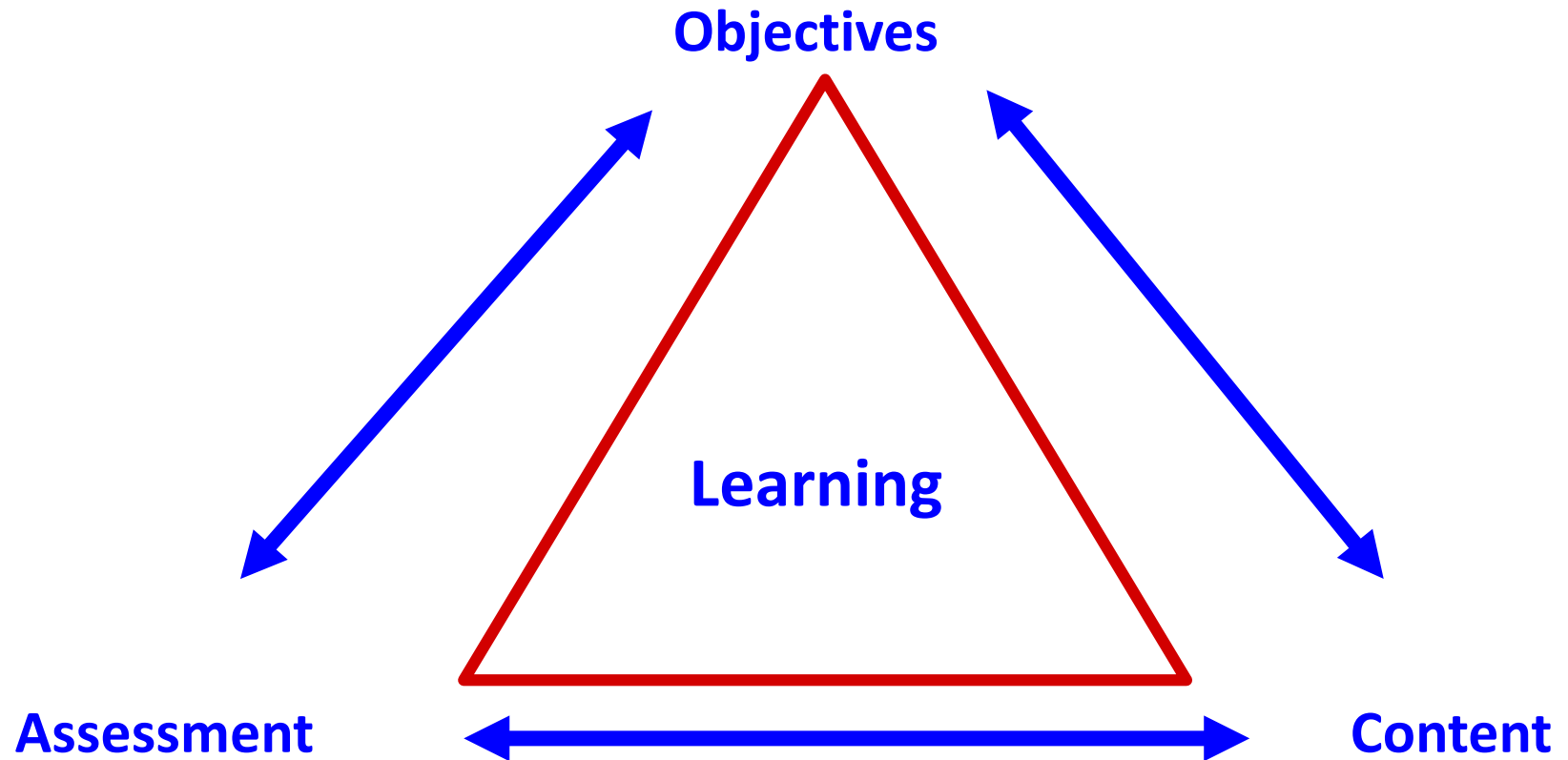
V. Effective Teachers Use Assessment

SCHOOLIES

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Using Assessment



Using Assessment

Five Ways to Boost Metacognition In the Classroom

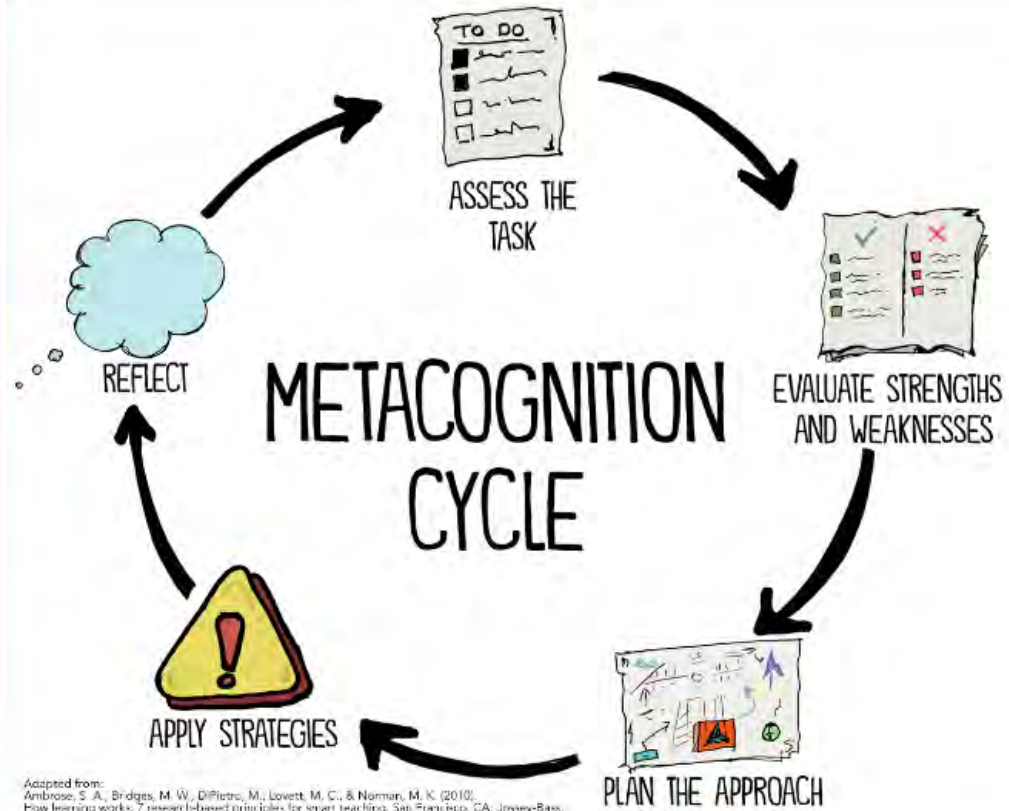
THE POWER OF METACOGNITION

Metacognition is vital for students to thrive in college, in their careers, and in life-long learning. It helps promote autonomy and resiliency. When students improve their metacognitive skills, they are more likely to embrace a Growth Mindset and learn from mistakes.

If we want students to grow into problem-solvers and critical thinkers, we need to help them develop metacognition.



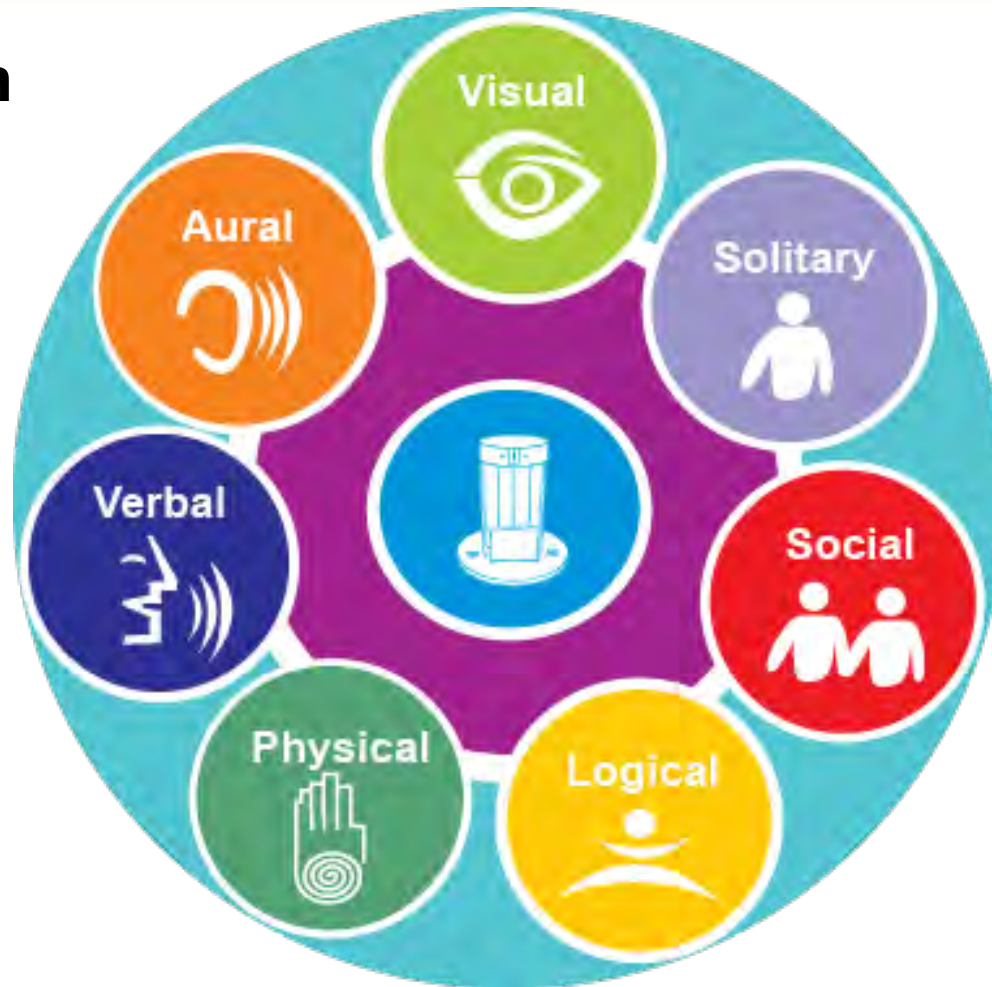
JOHN SPEER



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VI. Effective Teachers Differentiate

Instruction



Differentiation

Content

[Newsela](#), [leveled readings](#), [readworks](#), [marshall education](#), etc.

Ventures: multilevel worksheets

[Khan academy](#): self-paced, independent work

I-pathways

[Usalearns](#)

[Randall's listening lab](#)

[California Distance Learning Project](#)



Differentiation

Process

Flexible grouping

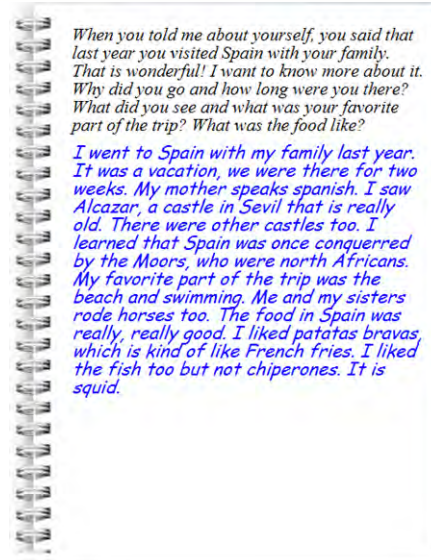
Learning centers

Interactive journals

Jigsaw activities

Manipulatives

Graphic organizers



Learning Center

This is an example of a learning center based on readiness level (struggling students, red folders; average students, orange folders; advanced students, green folders).



Theme: Metamorphosis
Unit of Study: Insects

Materials: Plastic models of each stage of the butterfly's life cycle, pictures of all stages of the life cycle, poster of different caterpillars and the corresponding butterflies, books about the butterfly's life cycle, a bug box containing several caterpillars.



Activity: Using the table provided, describe each stage of the life cycle (what it looks like, what butterflies eat during each, number of days in stage)



Activity: Create a table and record three characteristics for each stage of the butterfly's life cycle



Activity: Create a table and record five characteristics for each stage of the butterfly's life cycle. In addition, do this for the life cycle of a frog.



Differentiation

Assessment

Universal Design

Examples of Product Choices

- | | | |
|------------------------|----------------------------|---------------------------|
| • Video | • Diorama | • Travel brochure |
| • Poster | • Skit | • Song |
| • Web page | • Puppet show | • Poem |
| • Mock trial | • Map | • PowerPoint presentation |
| • Letter to the editor | • Demonstration | • Debate |
| • Exhibit | • Photo essay | • Reenactment |
| • News report | • Play | • Diagram |
| • Written report | • Creative writing project | • Advertising campaign |

The School Diner – Idioms



Appetizer (You must do this)

- With a partner, select one idiom from the bulletin board. Discuss what you think the idiom means. Then look up the idiom in the book *In a Pickle: And Other Funny Idioms*, *Scholastic Dictionary of Idioms*, or *Super Silly Sayings That Are Over Your Head: A Children's Illustrated Book of Idioms*. You can find copies in the class library.



Entrees (You must do all)

- Read one of the following books provided by the teacher:
 - Any Amelia Bedelia book
 - *Butterflies in My Stomach and Other School Hazards*
 - *Reach for the Stars and Other Advice for Life's Journey*
 - *You Are What You Eat and Other Mealtime Hazards*
- Make a list of all of the idioms in the book and write their meaning.



Side Dishes (Select at least two)

- Write an idiom you have heard used in your life and explain what it means. Draw a picture of what the main character of the story you read might do if he or she heard it.
- Select an idiom from the bulletin board or one that you have heard used and add it to the story you read. Write at least 6 sentences.
- With a partner, create a short skit using an idiom from the bulletin board or one that you have heard used.



Dessert (Optional)

- Learn more about idioms from other cultures.
 - Read *I'm Not Hanging Noodles on Your Ears and Other Intriguing Idioms From Around the World*

Review Objectives

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