

Brenda Stein Dzaldov, PhD
Teachers Talking Together: Pembroke Day For Teachers
May 1, 2019

Inspiring Meaningful Learning

Language and Empathy in this Session

My goal is to use *people-first* language; please don't assume that I am using words purposely to imply advantage/disadvantage/lack of empathy/marginalization

Each of us comes from a different place, with different backgrounds, experiences and understandings; if I have not included a perspective, please help me do so (*Welcoming in*)

Inspiring Meaningful Learning

How this book came about:

- Working in PLCs over years and navigating the urgent/burning questions from new and experienced teachers about how to inspire students and create meaningful, engaged learning experiences
- Digging into the research about what works in teaching and learning and putting all the information together into lesson design that supports meaningful learning (**and happier teachers**)



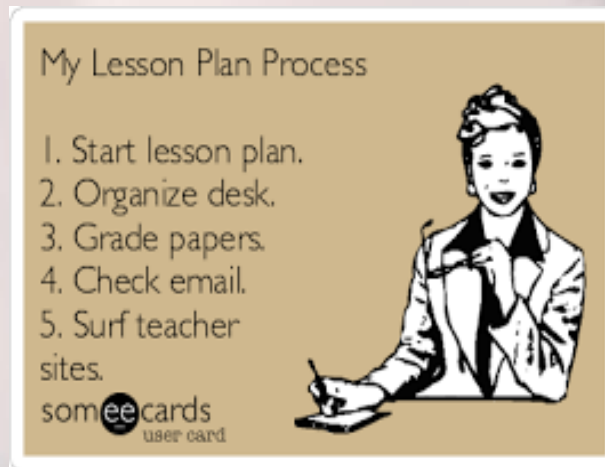
Inspiring Meaningful Learning

Teachers work hard! What is a “good day” for a teacher?

- *Building (and supporting) relationships that result in learning*
- *A calm and orderly classroom with clear instructions (that students follow) and smooth transitions*
- *When kids discuss, question and understand*
- *Engaged, excited students (e.g. when they love the book they are reading or the topic we’re learning about)*
- *When students pay attention to learning*
- *A chance to teach in small, guided groups (not just reading!)*
- *Really being able to use assessment to guide instruction*
- *Less marking!*

Inspiring Meaningful Learning

Lesson Design that Inspires Meaningful Learning



Inspiring Meaningful Learning



Turn and Talk

- Think about a great lesson you taught or observed!
- What are the characteristics of great lessons?

Maximizing Learning through Lesson Design

- ✓ Welcoming students into learning
- ✓ Sharing learning goals and success criteria
- ✓ Input and modelling
- ✓ Ensuring guided and independent practice
- ✓ Checking for understanding
- ✓ Closure

(Based on Madeline Hunter, Instructional Theory into Practice)

Inspiring Meaningful Learning



Inspiring Meaningful Learning

6 STEPS TO
CREATING
LESSONS THAT
ENGAGE
STUDENTS IN
DEEP LEARNING

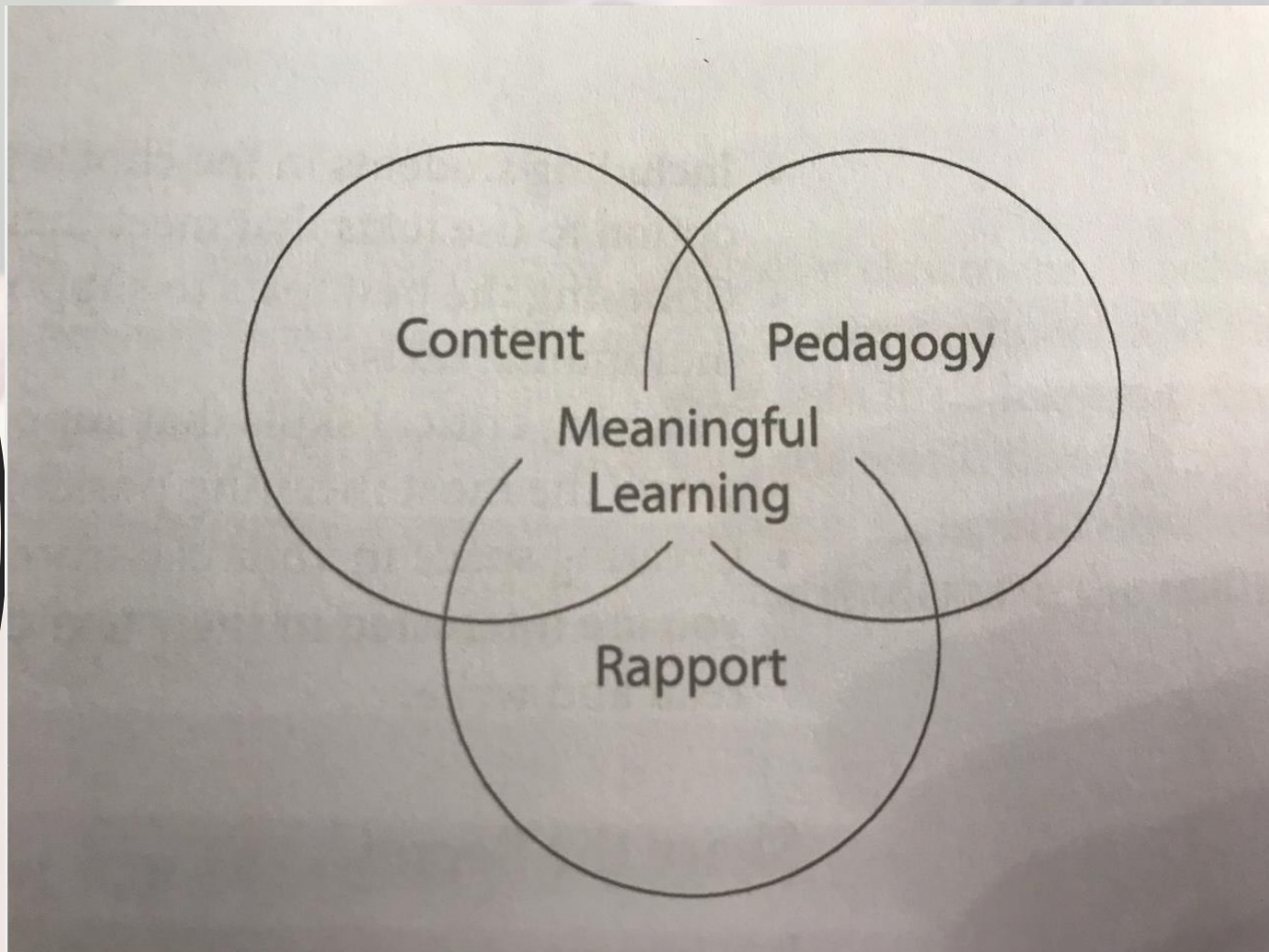
Planning is at the heart of meaningful learning



Principles of Inspiring Meaning Learning (pp. 11-13):

- **Share the stage** (*teachers aren't the only knowledgeable person in the room, or the only person who can assess learning*)
- **Share the choosing of texts** (*we all have preferences; consider difficulty*)
- **Share the secret (of learning)** (*it's not a secret*)
- **Share the importance** (*not because the curriculum says so or because it will be important in Grade 11*)
- **Share talk** (*Who does most of the talking? What do you say?*)
- **Share the world** (*Forge ahead? Or make it relevant?*)

In my experience, It
all comes down to
designing lessons
that incorporate...
(IML, page 11)



Model is based on Shulman, L. (1986)

Inspiring Meaningful Learning

The Lesson Design (pp. 21-23)

Use this lesson design to plan the 6 steps for engaging your students in deep learning. The lesson design offers a wide range of approaches to consider when planning any lesson.

Lesson Design for Meaningful Learning		
Lesson Title:	Date(s):	Class:
Welcome In (Establishing Rapport) Hook (Activating Background Knowledge) (10 minutes)	Welcome In <ul style="list-style-type: none"> • Make eye contact • Give a brief greeting • Make a personal connection Hook: A short activity that begins quickly and activates prior knowledge, engages student interests and curiosity, focuses attention before the lesson begins. <ul style="list-style-type: none"> <input type="checkbox"/> A quick review of what was learned in the last class <input type="checkbox"/> Ticket in the door or conference on check-in <ul style="list-style-type: none"> <input type="checkbox"/> A review question or prompt <input type="checkbox"/> A problem to solve using previous learning <input type="checkbox"/> A video, image, or text displayed with a thinking/guiding question <input type="checkbox"/> An activity to spark student interest/curiosity <input type="checkbox"/> A mindful moment where students breath, visualize, and/or focus attention <input type="checkbox"/> Other: 	
Sharing of Learning Goals and Criteria for Success (5 minutes)	<ul style="list-style-type: none"> • Share learning goals and the purpose for learning to make learning meaningful <hr/> <hr/> <hr/> <ul style="list-style-type: none"> • Share success criteria (what the students will know and be able to do when they have learned this) <hr/> <hr/> <hr/>	

Input (Teaching) and Modelling (Showing)
I do it while you watch.
I do it and you help.

(20 minutes)

Input
Teach and show the content and skills students need to know to be successful

- Content Focus:
- Skills Focus:
- Guiding Question(s) for listening, reading, and learning:

Model

Model examples that clarify understanding and make this learning meaningful

- Example #1: _____
- Example #2: _____
- Procedures, task instructions: show/lead the students through hear/see/do steps for success

Notes for Accommodations and Differentiation:
(content process product learning environment)

Guided and Independent Practice
We do it.
You do it.

(20 minutes)

Observe, prompt, and possibly meet with a small group of students to support guided or independent practice.

Student(s): _____

Inspi

earning

Guided and Independent Practice

- Turn and Talk: Pick a grade range. *What can students typically do independently?* (p. 91)
- K/1
- Grades 2-5
- Grades 7-8

- Guided instruction can only be effective if the other students are working productively and independently



	<p>Content (circle one):</p> <p>Reading Writing Math Science Social Studies Other</p> <p><input type="checkbox"/> Check in on progress <input type="checkbox"/> Reteach content and skills <input type="checkbox"/> Provide enrichment instruction</p> <p>Instructional Focus:</p>
<p>Checks for Understanding and Ongoing Formative Assessment</p> <p>(10 minutes)</p>	<p>Content knowledge/Skill checks for understanding: Focus on learning goals and success criteria</p> <p><input type="checkbox"/> Observations that focus first on strengths <input type="checkbox"/> Conversations that support assessment and promote rapport <input type="checkbox"/> Products (for feedback)</p>
<p>Closure</p> <p>(5 minutes)</p>	<p><input type="checkbox"/> Lesson review and wrap-up/Reflection <input type="checkbox"/> Recording of homework, important information <input type="checkbox"/> Closure question/prompt (to spark curiosity for next lesson) <input type="checkbox"/> Appreciations</p>

Resources/Materials:

Assessment:

for learning: observation anecdotal notes checklist conversations/conferencing
 work samples/products check-ins

as learning: rubric success criteria self-reflection other

of learning: quiz test presentation assignment other product

Notes:

Checks for Understanding and Ongoing Formative Assessment (10 minutes)	Content knowledge/Skill checks for understanding: Focus on learning goals and success criteria <input type="checkbox"/> Observations that focus first on strengths <input type="checkbox"/> Conversations that support assessment and promote rapport <input type="checkbox"/> Products (for feedback)
---	---

(p. 101)

- Observation t-charts (+/- or Next steps) based on learning goal and success criteria
- Self-assessments related to the learning goal and success criteria
- Conversations that promote rapport
- ✓ Tell me more about thinking.
- ✓ What in the text made you think this?
- ✓ Thank you. How did you know?

Inspiring Meaningful Learning

Checks for Understanding — Feedback (p. 97)

There are a number of different types of feedback, and teachers may use each one at different points in the lesson/unit. This helpful chart explains three important types of feedback used during checks for understanding.

Type of Feedback	Examples	Best if...	Effect
Motivational Feedback	“Well done.” “Good for you.” “I really like the way you are trying.”	...focused on the task, not the learner.	This type of feedback affects self-concept and perceptions about motivation and intelligence, and so should be used carefully.
Evaluative Feedback	Marks, Percentages, Summative comments	...given at the end of a feedback cycle. ...not the only type of feedback for learning.	Clarity about overall achievement at the end of a learning cycle
Descriptive Feedback	Information about current achievement in relation to a goal and success criteria	...shared with students as strengths/next steps.	If focused on the task and structured effectively, it can support students to improve learning and achievement.

Closure

Closure

(5 minutes)

- Lesson review and wrap-up/Reflection
- Recording of homework, important information
- Closure question/prompt (to spark curiosity for next lesson)
- Appreciations

Ponder That Quote

Choose one of the quotes above. Respond to it in one of the following ways (your choice):

1. Explain it (to a friend/to your group/to the class) using your own examples.
2. Make a personal connection to the quote.
3. Tell us something you agree with or don't agree with and why.
4. Share a question that you have about the quote.

Questions and
Answers
bdzaldovphd@
gmail.com

Handouts

