

FOSTERING STUDENT AGENCY

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SCALE Fall 2017

Classroom Ground Rules . . .

What are yours?



A Chinese Proverb

Teachers open the door.
You enter by yourself.

- a. What does this mean?
- b. Do you have an example from your own life as a teacher or a student?

Student Agency

- What is it?
“the power to act “
- What does it look like in the classroom?

Brainstorm

Tonight's Session

- Classroom Culture
 - ▣ Practice
 - ▣ Feedback
- Three essential student questions
 - ▣ What am I going to learn?
 - ▣ How well do I understand what I am learning?
 - ▣ What do I need to learn better?

Classroom Culture

Encouraging effort and risk-taking.

Encouraging student risk-taking

1. Practice vs. performance.
2. Teacher feedback.

Practice vs. Performance



Eduardo Briceño

Practice:

Work on what we haven't yet learned.

We expect some mistakes because we are learning something new.

Performance:

Do the best that we can. Make as few mistakes as possible.

When students are practicing:

Mistakes are

- **expected.**
- **respected.**
- **inspected.**

The Teaching Cycle

1. Connect with previous knowledge
2. Present
3. Practice
4. Evaluate

Practice or performance?

1. Completing a worksheet
2. Going over homework
3. Reading aloud
4. Class discussion
5. Problem solving
6. Writing an answer
7. Giving a class presentation
- 8.
- 9.

PAIR DISCUSSION

Teacher Feedback



A Teacher-Student Interaction

T: What is the answer to #2? Joe?

S: True.

T: Good.

T: How about #3? Ana?

S: False.

T: Hmm. Nice try. Anyone else? Lisa?

S: True.

T: Good.

What kind of feedback encourages students to “practice”?

What phrases do you use when you give feedback?

Turn & Talk



3 Essential Student Questions

- What am I going to learn?
- How well do I understand what I'm learning?
- What do I need to learn better?

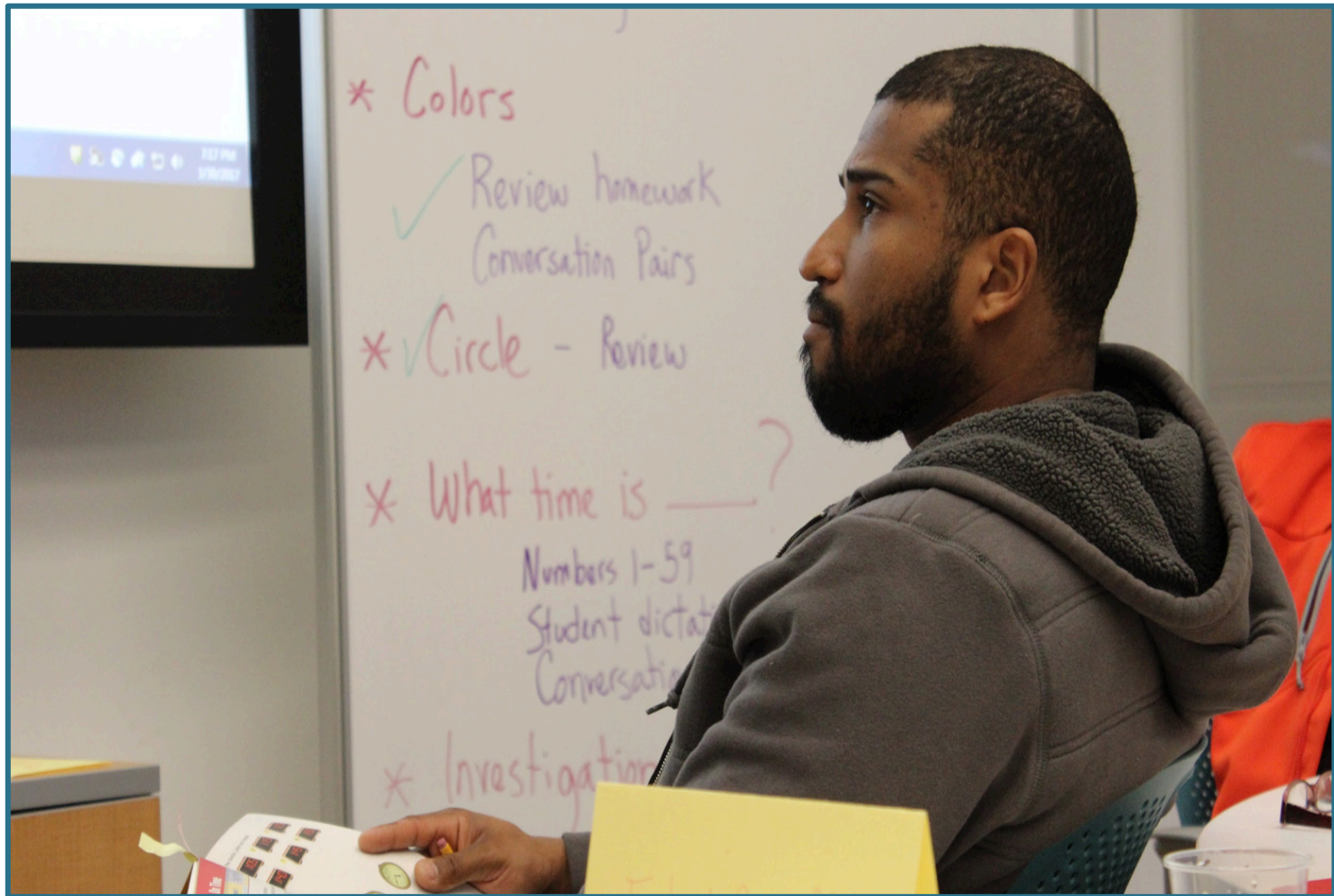
Question 1

What am I going to learn?

Class Agenda

1. Do you use one?
2. What do you write in your agenda?
3. What routines do you have around the agenda?

Turn and Talk



* Colors

✓ Review homework
Conversation Pairs

* ✓ Circle - Review

* What time is ___?

Numbers 1-59

Student dictat
Conversation

* Investigation

Pre-Test

Students who are given a pre-test improve their learning by 33%.

A. 11%

B. 22%

C. 33%

D. 44%

- Richland, Kornell, Kao (2009)

Pre-Test

- At the start of class.
- At the start of an activity, i.e. Anticipation Guide

What kinds of pre-tests would you use in your class?


Make Connections

What am I going to learn?

1. Class Agenda
2. Pre-test

Question 2

How well do I understand?



True wisdom is knowing
what you don't know.

~ Confucius

Anticipation Guide + Pair Reading

1. Read the Anticipation Guide.
2. With a partner, assign the reading:
 - A: Evaluating Strengths & Weakness
 - B: Monitoring Performance
2. Read your passage and mark an exclamation point next to any interesting point.
3. Tell your partner one interesting point. Explain why you found it interesting.
4. Return to the Anticipation Guide.

Elaboration

1. Total Recall
2. Explain Your Thinking

Total Recall

Group A studied the material and reviewed notes.

Group B was asked to recall their learning without notes or prompts.

□ Two days later: *Which group performed better?*

□ A week after that:

Which group remembered **48%** of the material?

Which group remembered **90%**?

ROEDIGER AND KARPICKE, 2006

Review vs. Recall

1. When you _____ material, you are **recognizing** material that looks familiar.
2. When you _____ material, you are **remembering** it.

TOTAL RECALL

Remember your Learning!



1. Read.



2. Read again.



3. Close the book.



4. Write what you remember.




5. Open the book.



6. Check your work

Elaboration

1. Total Recall ✓
2. Explain Your Thinking
3. Sentence Stems



**The person doing the
most talking is growing
the most dendrites.**

Marcia L. Tate

Marcia Tate developingmindsinc.com

Elliot teaching by flickr user yewenyi
<http://www.flickr.com/photos/yewenyi/381552561/>

Explain Your Thinking

What is the answer?

How do you know?

Why do you think so?

Elaboration

1. Total Recall ✓
2. Explain Your Thinking ✓
3. Sentence Stems

Time to Think

What phrases do students need to explain their thinking?

Turn & Talk

Share your list with your peers.

TTT + TT

Sentence Stems

- Provide stems.
- I do. We do. You do.
- Assign each student one stem per class.

Question 3

What do I need to learn better?

Self-Advocacy Skills

Never do for someone
what they can do for themselves.

~ Saul Alinsky's *Iron Rule*

Fostering Self-Advocacy

1. Classroom Questions
2. Class Recap and Reflection

Classroom Questions

- Provide question models.
- Chorally practice the questions.
- Assign each student one question per class.

What are questions students need to ask in your classroom?

Brainstorm

Class Recap & Reflection

Today in class we did:

- _____
- _____
- _____
- _____

I liked _____.

I want to practice more _____.

Session Recap & Reflection

Tonight we talked about:

The most important idea for me was _____ .

I want to further explore _____.

CLOSE THE LOOP

Look at the list of classroom ground rules you wrote at the beginning of the session.

Which ones help develop student agency?

Goal Implementation

- One practice or habit you want to do.
- What, when, where.
- What are the obstacles? What will you do when confronted with the obstacle?

Next Sessions

Teacher Feedback

Student learning strategies and routines

Formative assessment

Thank you!

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