Trivial Pursuit—The Missing Piece: Bell to Bell Instruction

Caryn L. Sawlis, Ph.D.
Consultant for School Improvement/ School Climate

AIE Conference 2014
Talking Points

• Influences in Learning
• Time
• Reflection of Time in Your School/Classroom
• Examples of Bell to Bell Audit
• Relationships
• Unpacking Standards (Five-Step Plan)
• Reflect How
What are they?

- School
- Church
- TV
- Peers
- Home
Five Influences Impacting Our Youth

Importance in the 1950’s:

1. HOME
2. SCHOOL
3. CHURCH
4. PEERS
5. TV
Five Influences Impacting Our Youth

Importance in the 1980’s:

1. HOME
2. PEERS
3. TV
4. SCHOOL
5. CHURCH

Michigan State University Study
Five Influences Impacting Our Youth

Importance in the 1990’s:

1. PEERS
2. TV
3. HOME
4. SCHOOL
5. CHURCH
Five Influences Impacting Our Youth

In the **2000’s**, the king of the land is: **MEDIA**

- **PHONES** (and other mobile devices)
- **VIDEO** (TV and games)
- **INTERNET**
- **COMPUTERS**
- **MOVIES**
- **NETWORK TELEVISION**

Michigan State University Study
Did You Know?

• Roughly the amount of focus time you have with your students is about 1 minute times their age.
Five Influences Impact on the Classroom:

1. Short attention spans
2. Accustomed to being entertained
3. Possess a remote control in the head
4. Acclimated to receiving information faster than we are providing
5. Visual learners
Five Influences Strategies for Effective Instruction:

1. *Teachers should videotape themselves teaching for 2 full days back to back.*

   - *This is done for informational purposes only. The teacher is in control.*
   - *They need to see what the students see.*
   - *How different is the AM from the PM?*
Five Influences Strategies for Effective Instruction:

2. Lesson instruction should be broken down into smaller intervals.
   - Change up the script
   - Switch modalities

3. Teachers must be willing to change their teaching styles to meet the intelligences of the students.
   - Survey the students
   - MIDAS tool Dr. Shearer- [www.miresearch.org](http://www.miresearch.org)
Five Influences Strategies for Effective Instruction:

4. Embrace and use technology in the process of teaching and learning.

5. Teach to the DREAMS of the students.
   • Every child has a dream.
   • Connect their dreams to your subject.
Five Influences

How will you take advantage of this information to improve the classrooms in your building?
According to Robert Marzano:

- We need to create more thinkers instead of memorizers.
- With all of the TEKS... you have about 22 years of curriculum... we have them for 12 years.

What is the problem you see here?
More time is the ingredient, the resource, the accelerator that allows the others to happen effectively.

Coaching and developing teachers and continuously strengthening instruction

Building a culture of high expectations for achievement and behavior

Assessing student understanding and analyzing and responding to data

www.timeandlearning.org/transformation2012
Eight Powerful Practices at High Performing Expanded Time Schools

OPTIMIZE TIME FOR STUDENT LEARNING

1. Make Every Minute Count
2. Prioritize Time to Focus on a small set of school-wide goals
3. Individualize Learning Time and Instruction based on Student Needs

USE TIME TO HELP STUDENTS THRIVE IN SCHOOL AND BEYOND

4. Build a School Culture of High Expectations and Mutual Accountability
5. Provide a Well-Rounded Education
6. Prepare Students for College and Career

DEDICATE TIME TO IMPROVING TEACHER EFFECTIVENESS

7. Continuously Strengthen Instruction
8. Relentlessly Analyze and Respond to Data

www.timeandlearning.org/transformation2012
How is Time Spent?

• How is time in school currently spent?
• How much time is spent on academic instruction in a given school day and in a given class period?
• How well are teachers able to cover the curriculum within existing time constraints?
• Who are the exemplars in your school that use time well and how can others learn from them?

Silva, E. (2007). On the clock: Rethinking the way schools use time, Education Sector Reports.
How Is Time Spent in the Classroom?

• Are teachers doing most of the work?
• Are students engaged?
• Are there a lot of interruptions (behavior or other)?
• Is time spent doing homework?
• Is assessment taking place?
Continued: How Is Time Spent in the Classroom

• Do problems stem from ineffective teaching or poor curriculum coverage relative to state standards?

• How much time is lost to poor classroom management or “dead time,” when students are dozing or waiting for instruction?

Silva, E. (2007). On the clock: Rethinking the way schools use time, Education Sector Reports.
“Instruction itself has the largest influence on student achievement.”
Time Correlations

- Increase in student achievement when students have more instruction time.

- Student achievement increases even more with academic learning time.

- When students are actively engaged in their learning academic achievement goes up.

- “That the amount of time that students spend actively engaged in learning activities is directly linked to their academic achievement” (Wong & Wong, 1998, p. 84).

Silva, E. (2007). On the clock: Rethinking the way schools use time, Education Sector Reports.
Increased Student Performance Also Relies On:

• Strong leaders
• Excellent teachers
• High student expectations
• Careful monitoring of student performance
• Safe, supportive, and nurturing schools

Silva, E. (2007). On the clock: Rethinking the way schools use time, Education Sector Reports.
How Can Schools Collect Data Regarding Time?

Teachers can:

• Keep a time diary
• Teachers log what they are doing during the day
• Peer Classroom Observations (grade level teams, departments, etc.) especially with those that are great with managing time.

Administrators can:

• Identify best practices, routines, time savers that can be used across the school.
• Time different components of each class and categorize

Silva, E. (2007). On the clock: Rethinking the way schools use time, Education Sector Reports.
## Skill Acquisition Reflection – My Performance

Rate your teaching and preparation on the qualities associated with organizing for instruction using the scale for each quality.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Novice</th>
<th>Beginner</th>
<th>Advanced Beginner</th>
<th>Competent</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused Instruction (Objective/Essential Questions)</td>
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<tr>
<td>Use of Instruction Time (Bell to Bell)</td>
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<tr>
<td>Student Expectations (Assessment)</td>
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<td></td>
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<tr>
<td>Lesson Planning and Preparedness</td>
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<td></td>
<td></td>
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<tr>
<td>Student Engagement</td>
<td></td>
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</tr>
</tbody>
</table>

**Reflection Questions**
After reflecting on my performance, organizing for instruction can help me better understand...

To improve as a teacher and my overall performance, the next steps are...

Who can help me get better?

What else do I need (materials) to get better?
In Order to Maximize Learning Time:

• Assess with your leadership team how well your school uses time.

• Strengthen core instruction.

• Rules, routines, and norms must be used to maximize learning time.

• Attendance. If students are not in school, they cannot learn.

• Increase bell to bell strategies.

End in Mind

• Goal=Maximize Academic learning for all students....
  • Look for moments of non-learning during the day.
    • Taking attendance
    • Announcements
    • Bathroom Breaks
    • Transitions in classroom/ passing periods

www.timeandlearning.org
Grant Wiggins

“What you measure is what you value.”
Checklist for Making Every Minute Count

Morning Arrival
- Students arrive on time—tardiness is kept to a minimum through an effective rewards system.
- First class period begins as soon as the bell rings.
- Limited instructional time is wasted on routines involved in taking and reporting attendance.
- If day begins with homeroom or advisory period time in that class period is highly effective—goals, activities and routines are clearly defined and aligned with school objectives.
- Locker time is limited and just long enough for necessary preparations.

Transitions Between Classes
- Students carry materials they need for multiple classes to avoid repeat trips to lockers.
- Class locations are assigned to minimize travel time between classes.
- Transitions are supervised and orderly to reduce disruptions and delays in starting the next class.
- Time between classes is at a minimum.

Dismissal Time
- Classes and active learning occurs all the way through the end of the school day (e.g. last class ends at 2:30 vs. 2:15 when dismissal is at 2:30).
- End of day announcements are kept to a minimum to avoid disruption of last class periods.

In the Classroom
- Protocols and classroom expectations are established for the start of the class period so that students can begin working immediately when they walk in.
- Active learning and engagement occurs all the way from the beginning to the end of the class period. Minimal time is lost at the beginning and end of the class period for unpacking and packing up of materials and supplies.
- Teacher uses a stop watch or other time keeping device to monitor time use and designate amounts of time for specific tasks.
- Protocols and routines are established to minimize time lost on activities such as distributing materials, set up or clean up, moving from whole group to small group instruction, etc.
- Interruptions such as PA announcements are kept to a minimum.
- Protocols are established that limit trips to the bathroom and water fountain.
- Teachers actively work to minimize disruptions and maximize engagement.
- Students are actively rewarded for staying on task.

Other
- Staff discuss strategies to improve the efficiency and effectiveness of certain routines.
- Staff are rewarded for innovative ideas that maximize time on task.
QR Code For The Checklist Making Every Minute Count
## Categories for Bell to Bell

<table>
<thead>
<tr>
<th>Total Time by Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Time: Transitions</td>
</tr>
<tr>
<td>Total Time: Teacher-Led Time</td>
</tr>
<tr>
<td>Total Time: Student Work Time</td>
</tr>
<tr>
<td>Total Time: Assessment</td>
</tr>
<tr>
<td>Definitions: Categories of Classroom Time Use</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Arrival Time</td>
</tr>
<tr>
<td>May include students entering classroom, getting out materials, handing in HW, completing a &quot;Do Now&quot;, teacher taking attendance and greeting students</td>
</tr>
<tr>
<td>Transition to next component</td>
</tr>
<tr>
<td>May include distributing HW, students recording HW in agenda books, putting away materials, exiting classroom</td>
</tr>
<tr>
<td>Closing</td>
</tr>
<tr>
<td>May include interruption (PA system, behavior/classroom management issue, etc) and disruptions to lesson</td>
</tr>
<tr>
<td>Unplanned interruption</td>
</tr>
<tr>
<td>May include introducing daily agenda/objectives, reviewing HW and/or Do Now</td>
</tr>
<tr>
<td>Welcome/Lesson Plan</td>
</tr>
<tr>
<td>Teacher-directed instruction</td>
</tr>
<tr>
<td>Mini-lesson, lecture, read aloud, teacher modeling, guided practice, summarizing lesson</td>
</tr>
<tr>
<td>Whole-class discussion/activity</td>
</tr>
<tr>
<td>May include whole-class discussion and/or activity</td>
</tr>
<tr>
<td>Small group discussion/activity</td>
</tr>
<tr>
<td>May include pair-and-share, small group discussion and/or activity</td>
</tr>
<tr>
<td>Independent practice/activity</td>
</tr>
<tr>
<td>Combined Practices</td>
</tr>
<tr>
<td>When different student are doing a variety of activities at the same time -- such as centers or when some students doing independent work, others are in small groups, and teacher working with specific students</td>
</tr>
<tr>
<td>Assessment of student learning</td>
</tr>
<tr>
<td>Quiz, &quot;ticket to leave&quot;, test, presentation, other</td>
</tr>
</tbody>
</table>
**3rd Grade**

### Bell To Bell Time Category Percentages

<table>
<thead>
<tr>
<th>Total Time by Category</th>
<th>Time</th>
<th>% of Allocated Class Time</th>
</tr>
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<tbody>
<tr>
<td>Total Time: Transitions</td>
<td>0:30:00</td>
<td>18.99%</td>
</tr>
<tr>
<td>Total Time: Teacher-Led Time</td>
<td>0:50:00</td>
<td>31.65%</td>
</tr>
<tr>
<td>Total Time: Student Work Time</td>
<td>1:11:00</td>
<td>44.94%</td>
</tr>
<tr>
<td>Total Time: Assessment</td>
<td>0:07:00</td>
<td>4.43%</td>
</tr>
</tbody>
</table>

**TOTAL:** 2:38:00 100.00%
Bell To Bell Time Category Percentages

<table>
<thead>
<tr>
<th>Total Time by Category</th>
<th>Time</th>
<th>% of Allocated Class Time</th>
<th>% of Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Time: Transitions</td>
<td>0:05:00</td>
<td>5.56%</td>
<td>5.56%</td>
</tr>
<tr>
<td>Total Time: Teacher-Led Time</td>
<td>0:37:00</td>
<td>41.11%</td>
<td>41.11%</td>
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<tr>
<td>Total Time: Student Work Time</td>
<td>0:27:00</td>
<td>30.00%</td>
<td>30.00%</td>
</tr>
<tr>
<td>Total Time: Assessment</td>
<td>0:21:00</td>
<td>23.33%</td>
<td>23.33%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>1:30:00</td>
<td>100.00%</td>
<td>100.00%</td>
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</table>
Bell To Bell Time Category Percentages

5th Grade

Total Time by Category

<table>
<thead>
<tr>
<th>Total Time: Category</th>
<th>Duration</th>
<th>% of Allocated Class Time</th>
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<tbody>
<tr>
<td>Total Time: Transitions</td>
<td>0:29:00</td>
<td>32.22%</td>
</tr>
<tr>
<td>Total Time: Teacher-Led Time</td>
<td>0:17:00</td>
<td>18.89%</td>
</tr>
<tr>
<td>Total Time: Student Work Time</td>
<td>0:40:00</td>
<td>44.44%</td>
</tr>
<tr>
<td>Total Time: Assessment</td>
<td>0:04:00</td>
<td>4.44%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>1:30:00</td>
<td><strong>100.00%</strong></td>
</tr>
<tr>
<td>Total Time by Category</td>
<td>Time</td>
<td>% of Allocated Class Time</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Total Time: Transitions</td>
<td>3:25:00</td>
<td>18.50%</td>
</tr>
<tr>
<td>Total Time: Teacher-Led Time</td>
<td>6:49:00</td>
<td>36.91%</td>
</tr>
<tr>
<td>Total Time: Student Work Time</td>
<td>6:28:00</td>
<td>35.02%</td>
</tr>
<tr>
<td>Total Time: Assessment</td>
<td>1:46:00</td>
<td>9.57%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>18:28:00</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
How Do We Get Back the Time?
Navigating Lessons

“Shortest point between any two distances is a straight line—that is, lessons need not be complicated or lengthy to be effective; they simply need to provide students with opportunities to learn what they must know and be able to do” (Goodwin, B., & Hubbell, 2013, p. 11).

First Priority

• Not to take attendance!
• It is to get them working.
• When class starts, students should be able to:

  1. Have an assignment/task
  2. Know where to find that assignment/tasks
  3. Understand the reason for doing the assignment


Before The Bell

• Greet students at the door.
• Use their names in addressing them.
• Have an activity ready for them as they take their seats.
• Have all papers ready to pass out.
• Have locations for: late work, missed assignments, completed work, and supplies.
• Policies and procedures are evident.
• STUDENTS ARRIVE TO CLASS ON TIME!
Setting The Stage

• Room is clean, has adequate supplies, meets students’ needs.
• Agenda is posted.
• Bell Ringer/warm up is posted.
• Students begin working with little or no directive.
• Essential questions are posted and visible.
• Objective of the day is posted and visible.
• Students are able to articulate objective into their own learning goal.
Setting the Stage- Continued

• Teacher grabs student attention with a “hook” or anticipatory set.
• Independent practice correlates with agenda.
• Teacher makes connections to previous lesson and learning.
• Students engage in big ideas.
• Teacher transitions into the “body” of the lesson.
• Teacher demonstrates bell-to-bell systems in place for learning.
What are those systems?
According to Grant Wiggins and Jay McTighe (2005), many classrooms commit the “twin sins” of “aimless coverage” of content by plowing through the textbook and attempting to cover everything before the end of the semester. Then offer “aimless activities”—enjoyable learning diversions that fail to develop understanding (p.16).
How Do We Keep From Doing That?

Wiggins and McTighe recommend teachers identify two critical components:

1. What they want students to learn (i.e., their learning objectives).
2. How students will demonstrate learning.
Five-Step Process for Translating Standards Into A Bell to Bell Unit Cycle

1. Identify your focus for the lesson.
2. Determine how you will assess learning.
3. Determine how to engage students.
4. Determine how you will engage students in learning and mastering content.
5. Identify how to close the lesson.

1. Identify Your Focus For the Lesson

- Teachers must determine the what. What will students learn?
- Established Goal(s)
  - What relevant goals (e.g., Content Standards, Course or Program Objectives, Learning Outcomes, etc.) will this design address?

- Teacher must translate the learning objective into something meaningful to students. Teachers must help students personalize their learning goals as well.

- Model examples for students:
  - “I can...”
  - “I will...”
  - “I want to know if”

Doing so helps (especially older students) with “whys” and “so whats”.

Essential Questions

• “Know and understand are not synonyms.” - Wiggins and McTighe, Understanding by Design
Understanding(s): Students Will Understand...

- What are the “big ideas”?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Essential Question(s)

• What provocative questions will foster inquiry, understanding, and transfer learning?

Reflect

• What is your model at your school for questioning and answering?
  • Is it worksheets?
  • Is it lecture based?
  • Is it Socratic seminars?
  • AVID strategies?
  • Higher order thinking?
  • Low level thinking?
Quality Questioning Strategies

• Appropriate use of wait time (lag time, think time).
• Question, pause, call on the student.
• Random-key to checking for understanding.
• Right answer only syndrome. Where students feel comfortable answering if they only know the “right” answer.
• Student held accountable for an answer that goes beyond “I dunno”.

Dr. Gary M. Fields, Senior Consultant
garyfieldssap@msn.com
Brain Friendly Classrooms

• Inspire to analyze: Ask them, “Why? How? What?”

• Ask them to write a summary of a lesson
  They have to retain info, delete info...

• Identify similarities and differences
Discussion Techniques Rubric

• Unsatisfactory - interaction between teacher & students is predominantly recitation style with teacher mediating all questions & answers.

• Basic – teacher makes some attempt to engage students in genuine discussion vs. recitation with uneven results.

• Proficient – teacher creates genuine discussion among students, stepping aside when appropriate.

• Distinguished – students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited relevant contributions.
Student Participation Rubric

• Unsatisfactory – a few students dominate the discussion, much blurting.

• Basic – teacher attempts to engage ALL students in the discussion, but with limited success.

• Proficient – teacher successfully engages ALL students in the discussion, no blurting, limited choral response, limited hand raising, some “cold call” used.

• Distinguished – students themselves ensure that all voices are heard in the discussion. No blurting, much “cold call” by teacher, “no opt out,” frequent checking for understanding.
Sample Question Starters

• Who was ...?
• What is the main idea of ...?
• Who were the main .....?
• Can you make use of the facts to ...?
• How would you show your understanding of..?
• Can you state or interpret _____ in your own words...?
• How would you summarize...?
• Can you list the 3 ...?
• When/how/why did ....?
• What other way would you plan to ...?
• Can you explain what is happening/what is meant...?
Sample HOTS Question Starters - 1

- Can you identify the different parts .......?
- What ideas justify...........?
- What is the theme of........? 
- Why do you think......?
- How would you categorize........?
- Can you compare and contrast.........?
- How is ______ related to ........?
- What inference can you make........?
Sample HOTS Question Starters - 2

- What is your opinion of....... And why?
- What choice would you have made....why?
- How would you prove...? Disprove...?
- What judgment would you make ....why?
- What data was used to make the conclusion..?
- Based on what you know, how would you explain...?
- How could you determine...?
- How would you rate the...?
Students Will Know...Students Will Be Able to Do....

- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skill?

2. Determine **How** You Will Assess Learning

- Begin with the end in mind.
- How will you know if the students have met those learning objectives?
- How are you going to gather data to determine student progress?
- When do you provide feedback?
- When do you applaud effort? Encourage grit?

Assessment Evidence

• Performance Task(s):
  • Through what authentic performance task(s) will students demonstrate the desired understandings?
  
  • By what criteria will “performances of understanding” be judged?

Stage 2- Assessment Evidence

• Other Evidence:
  
  • Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?

  • How will students reflect upon and self-assess their learning?

Look and Listen For During Practicing

• Teacher frequently checks for understanding.
• Students comfortably seek clarification.
• Responsive re-teaching is evident.
• Opportunities for students to demonstrate mastery are embedded in the lesson.
• The level of student support is varied based upon student needs.
• Guided and independent practice are used as appropriate.
• A variety of strategies are used.

Dr. Gary M. Fields, Senior Consultant
garyfieldssap@msn.com
3. Determine **How To Engage Students**

- Are you going to tell stories?
- Offer a hook?
- Reflection
- A question
- Use their own sparks- those fires within to pique their interest and help them connect learning with their own interests.

Stage 3- Learning Plan

Learning Activities

W=help the student know where the unit is going and what is expected? Help the teacher know where the students are coming from prior knowledge, interests)?

H= hook all students and hold their interest?

E= equip students, help them experience the key ideas, and explore the issues?
Stage 3- Learning Plan

R= provide opportunities to rethink and revise their understandings and work?

E= allow students to evaluate their work and its implications?

T= be tailored (personalized) to the different needs, interests, abilities of learners?

O= be organized to maximize initial and sustained engagement as well as effective learning?

Engaging Our Learners

• Beginning- setting the stage for learning.
• Engagement-allowing students to take ownership. Think. Act. Do.
• Practice-providing moments of struggle and “aha” moments. Guided as well as independent practice. Checking for understanding throughout the lesson.
• Ending-how do we know what they are supposed to know.

Behavior Issues?

• Does behavior become a factor during your lessons? If it does, chances are, the content is not meeting the student where they are at.

• Check for understanding. Modify your instruction. Differentiate your instruction.
Look and Listen For That Are Engaging

• High expectations for ALL students are evident throughout the lesson.
• Students are actively engaged with each other and the teacher.
• Activities/techniques are learner-focused rather than teacher focused.
• The teacher uses a variety of instructional strategies.
• Room configuration matches the instructional strategy.
• Work is relevant and meaningful for students.
• When appropriate and available, technology is utilized.
Engagement Look For – Continued

- Teacher uses the essential question/objective to frame the day’s learning activities.
- Cognitive teaching strategies that tap higher order thinking skills are evident.
  ✓ reading in the content area
  ✓ writing is integrated
  ✓ collaborative pairing or cooperative learning
  ✓ multi-modal approaches for different learning styles (e.g. graphic organizers, mnemonic devices, etc.)
  ✓ other
- Teacher and students identify the quadrant (A, B, C, D) the teacher is focusing on.

Dr. Gary M. Fields, Senior Consultant
garyfieldssap@msn.com
We Remember

• 5% of lecture
• 10% of what we read
• 20% of what we hear-see (audio-visual)
• 30% of what is demonstrated (exhibits-demonstrations)
• 50% of what we discuss (pair share-group processing)
• 75% of what we do (labs-manipulatives)
• 90% of what we use and teach others (cooperative learning simulations and role plays experiments and action projects)

Cooperative learning has a positive influence on student achievement (Hattie, 2008).

But, teachers are still “worried” about students interacting thus spending a lot of time keeping kids from interacting.

Unwise practice because of social media, online gaming, think back to influences on students.

*Teachers from pre-k-secondary level need to invest half of the class with some kind of social interaction- Eric Jensen

Lecture-Rule

• Reduce lecture time.
• Short chunk your lectures.
• 5-8 minutes for elementary students
• 8-12 minutes for secondary students

Teen Cognition and Learning

• Physical movement helps the cerebellum develop, thereby helping teens improve their cognitive processing skills

• Feedback improves the brain efficiency.

• Teens crave structure and organization in spite of their attraction to novelty.
Teens Need to Move

- A strong cerebellum is essential to problem solving.
- A Teen brain needs physical activity or the cerebellum won’t get signals and other parts of the brain will.
- The Cerebellum keeps thought processes moving and balances and guides physical movement.
Brain Breaks

• Add energizers every 10-20 minutes.

• This can be in the form of brain breaks, quick moments, social contact, and verbal requests.

• Helps reset the brain, oxygenates brain, and helps keep students in a positive state of learning.

Example of Brain Break
Processing Lecture (Understanding)

- Allow students to transfer that understanding, fights boredom, and helps with becoming overwhelmed
- Remember lag time
- Thus- have students:
  - Write summaries
  - Create a quiz
  - Think-Pair-Share

Why Wait Time is Important
According to the CDC, Students who feel connected to their school are more likely to have better academic achievement, including higher grades and test scores, have better school attendance, and stay in school longer.

“Students don’t care what you can teach them until they know you care about them.”
Spring 2012 Student Forums

• Students disclosed that they felt that their teachers *don’t know enough about them to be effectively teaching them*, that they often *didn’t care about them*, and that they wanted to *make the students clones of themselves.*

• Additionally, the forums divulged that students were *bored, disengaged* and felt their *opinions were not valued* or that the teachers were only looking for the *right answer.*
Caring Culture: Looks like?

“Happiness, Joy, Love”

“Like we are a family.”

Caring Culture: Feels like? Sounds like?

“Everyone is free to give their opinion.”

“Everyone is friends with each other.”

“Feels like home, as if you are completely comfortable in that room.”
Students Want Teachers and Staff Members To:

• Know their names
• Smile at them
• Know them outside of the school
• Know their dreams
• Care about them
• Not be so mean
• Love their job
Students Want Teachers and Staff Members to:

- Passionate about job
- Expertise in subject area
- Cares about students more than subject matter
- Prepared
- Makes learning fun
- Doesn’t rely on work sheets and lectures
- Connects learning to the real world
- Models appropriate behavior (good role model)
- Does not play favorites
- Listens

Sawlis 2013
4. Determine **How** You Will Engage Students in Learning and Mastering Content

- How will you introduce new learning to students?
- What opportunities will you offer?
- How will you allow them to practice their new skill?

How Do You View Guided Practice?

How Do You View Independent Practice?

• Is the teacher circulating around?
• What is your view on homework?
• Do you allow extended time in class to do homework?
According to Jensen, “Use gallery walks, have students build a physical model, provide games with competition, implement using an author’s chair, small-group discussion, use audio or video feedback, peer editing, student presentations, hypothesis building and testing, have students use a checklist, engage them in brainstorming, compare and contrast work”.

Look and Listen For During Practicing

- Teacher frequently checks for understanding
- Students comfortably seek clarification
- Responsive re-teaching is evident
- Opportunities for students to demonstrate mastery are embedded in the lesson
- The level of student support is varied based upon student needs
- Guided and independent practice are used as appropriate
- A variety of strategies are used
Bruce Perry Psychiatrist & Child Trauma Expert - Article For Scholastic

• Explains why lectures and worksheets interfere with learning.
• Explains such instructional practices inhibit the brain’s desire for novelty.

“Only four to eight minutes of pure factual lecture can be tolerated before the brain seeks other stimuli, either internal (e.g., daydreaming) or external (Who is that walking down the hall?). If the teacher is not providing that novelty, the brain will go elsewhere,” he writes in “How the Brain Learns Best.”

http://teacher.scholastic.com/professional/bruceperry
5. Identify How You Will Close Your Lesson

• How will you help your students reflect on their learning?
• How will they demonstrate their learning?
• How are you checking for understanding?

Look and Listen For in the Ending/Closure

• “Did they get it?” (the objective for the class)
• How do you know?
  • The teacher wraps up the lesson by tying learning back to the essential question/objective.
  • The teacher connects today’s learning to tomorrow’s
  • The teacher checks for understanding
  • **Students** summarize the concepts and skills addressed in the day’s lesson
  • Students demonstrate their level of master by completing a summary/closure activity
  • There is evidence of bell-to-bell teaching & learning
  • The teacher, not the bell, dismisses class

Dr. Gary M. Fields, Senior Consultant
garyfieldssap@msn.com
Females and Learning

• The corpus callosum that allows for communication between the right and left hemispheres is 20% larger in females. This allows them to use more verbal.

• Absorb more sensory data, hear and smell better. They take in information more effectively through touching.

(Math teachers- need to add concrete for your abstract concepts)
Females

• Increased production of estrogen promotes sudden growth of the hippocampus (front part of the brain) which allows for better memory of names and faces in social situations and relationships.

• Are more verbal and more adept at multi-tasking.
Females

• Estrogen produces more emotions, which promotes more immediate discussion and handling of problems.

• Need to move from specific and concrete in order to build up to conceptualizations.

• Work better in groups and in darkened rooms.
Males

• Take in more information through spatial and abstract means. They need clear evidence.

• Unable to successfully multitask.

• During puberty, boys receive 5-7 daily surges of testosterone, which creates aggressiveness and stimulates abstract thinking.
Males

• When physically active, testosterone is produced, which increases competitive behavior.

• Push down emotions that will often fester from several hours to days, then they will have more of a tendency to physically explode.

• Plan a strategy to a problem, challenge, often individually.
Males

• Prefer to work independently.

• Hear a louder voice better than a softer one.

• Work better in a well-lit room.

• Until about the age of 15, they need more physical space in which to work.
Helpful Brain Tips

• Use yellow paper or yellow background to remember important information.

• Use chocolate to master a difficult idea. Chocolate evokes emotion. Emotion evokes memory. Chocolate/math.

• Chew gum during exams- students remember up to 10% more.

• Stories. Share you own (or made up stories) so kids can attach meaning.

• Get students out of their seats.

Time and Students

• Engage your students for the entire class.
  • Divide lesson plans up into 10 minute lessons
  • Use variety of activities
  • Include their music, art, etc.
  • Secondary students don’t always use time wisely...
    • So: watch for signs of trouble, sleepiness, poor concentration
    • Work with them on short term/long term goals
    • Time management skills: daily planners, syllabus, or a personal calendar
Comfort in School

• Involve students with your lessons.
• Be sensitive to their fears, shyness, and insecurities
• Be positive with your students
• Foster respect in your classroom
• Listen to your students
• Show you care
Reflection: How

How are you going to increase your learning time?
In the last two pages of your AIE Quick Reference booklet, write...

**HOW...**

will this session help you further YOUR school improvement?

AIE Conference 2014