Beyond the Workshop: Putting Best Practices and Research Into Action

Student achievement increases when teachers . . .	Possible Activities
1. Display and state objectives before and at the end of the lesson	•Create unit objectives for upcoming units. •Examine previously written objectives and determine their depth, variety, and comprehensiveness.
2. Provide frequent feedback to students about their learning related to the objectives (usually within 48 hours of the learning most of the time).	•Create a rubric for a performance, product, or task. •Examine a previously written test and tag the items with the unit objectives. •Create a test directly based upon the importance of the objectives and their emphasis during instruction. •Review a test to determine how effective it is for measuring students' strengths and learning needs. Make necessary or desired changes. •Create an assessment plan for an upcoming unit identifying types, frequency, and placement of assessments.
3. Provide corrective or enrichment activities that respond to the student progress and provide additional opportunities (learning and re-assessment) for students to demonstrate their learning.	•Create corrective activities that respond to students' learning needs for upcoming units. •Create enrichment activities that respond to students' mastery of tested materials and need for extension. •Create alternative assessments to use for reassessing student learning.
4. Activate and build background information about the topic of learning before you begin teaching new unit content.	•Create activities that activate and build students' background information to be used before new information/content is delivered
5. Explicitly teach vocabulary as well as memory retention and retrieval strategies.	•List vocabulary words that are important for students to know for each unit of study. •Create a list of "no excuse" words that students must know by the end of the course.
6. Explicitly teach reading, writing, and thinking skills as well as content material by using graphic organizers.	•Select graphic organizers that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction. •Create exemplars of graphic organizers for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.
7. Explicitly teach reading, writing, and thinking skills as well as content material by using summary frames and writing templates.	•Select summary frames that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction. •Create exemplars of summaries for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.
8. Encourage students to regularly think about their strategies for learning and doing, set improvement goals, and make adjustments to the way they learn.	•Determine practices/techniques you will use to engage students in the process of self-assessment and adjustment. •Create exemplars of improvement goals.
9. Work in professional learning teams to examine student achievement and take decisive actions based upon research-supported practices.	•Examine student work and/or achievement data and identify the greatest areas of student learning needs. •Create a 30-60 day SMART goal to increase student learning. •Explore research-supported and classroom-testing practices/strategies that could address the student learning needs. •Create a plan for taking decisive new actions and/or for implementing new practices. •Review the implementation of new practices, determine the impact on student learning, and identify what your professional team has learned.

Dr. Bobb Darnell   bobbdarnell@mac.com   1/08