

# Novice Reduction for Gap Closure



## NOVICE REDUCTION STRATEGIES THAT IMPACT STUDENT LEARNING

Kentucky Department of Education, Novice Reduction for  
Gap Closure  
Workshop 2017

# Novice Reduction Strategies That Impact Student Learning

## For Additional Resources and Support:

✓ Visit the Novice Reduction for Gap Closure webpages at [www.education.ky.gov](http://www.education.ky.gov)

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**Novice Reduction for Gap Closure 2017**

# Design and Deploy Standards

Kentucky Academic Standards and Career Technical Education curriculum are being implemented with efficacy.

## Quality Practice and Evidence:

- **Valid Curriculum**
- **Taught with high level of fidelity**
- **System(s) in place for continuous improvement**

KAS ensures that all districts and schools have access to the same outline of expectations. It is imperative that schools continually assess, review and revise school curricula to support the assurance that all students have the knowledge, skills and dispositions for success.

**CLASSROOM EVALUATION OF KENTUCKY DEPARTMENT OF EDUCATION KEY CORE WORK PROCESSES  
FOR NOVICE REDUCTION**

**Design and Deploy Standards**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
<p><i>The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. Standards and curriculum are fundamental to each and every student.</i></p>	<ul style="list-style-type: none"> <li>• What is the assurance the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)?</li> <li>• What monitoring systems are in place to ensure the curriculum is taught at a high level of fidelity (e.g., complete document is consistently used by all staff, the intent of the standard is preserved)</li> <li>• What processes do teachers use to create clear and precise learning targets for students?</li> <li>• What systems are in place for teachers to readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)?</li> <li>• What is the established protocol for reviewing and revising the curriculum beyond pacing (e.g., how often, who, what is completed)?</li> <li>• Describe your process for ensuring vertical curriculum work includes Introduction, Development, and Mastery of standards?</li> </ul>	

# Design and Deliver Instruction

Instruction is congruent to the intent of the standard and is measured for student success. Teachers ensure high yield strategies are appropriately used in the instructional process.

## Quality Practice and Evidence:

- **Systems are in place to ensure Tier I Instruction**
- **All learning is intentional and measured daily for success by students and teachers**
- **Teachers are reflective of practices aligned with TPGES and CHETL**

Schools and districts are to ensure their instructional program is intentional and of the utmost quality. Tier I is the highly effective, evidence-based core provided to ALL students in the classroom.

**CLASSROOM EVALUATION OF KENTUCKY DEPARTMENT OF EDUCATION KEY CORE WORK PROCESSES FOR NOVICE REDUCTION**

**Design and Deliver Instruction**

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
<p><i>All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to <b>all</b> students in the classroom. Teachers must implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. It is the responsibility of the teacher to determine how a student learns best.</i></p>	<ul style="list-style-type: none"> <li>• What systems/processes do teachers have in place to ensure Tier I instruction and assessments meet the intent of the adopted standards?</li> <li>• What systems of collaboration are in place in order to meet the Tier I educational needs of all students?</li> <li>• What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?</li> <li>• How does the teacher monitor the learning before, during, and after instruction? (Explicit Instruction)</li> <li>• What process is in place to ensure your students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success?</li> <li>• What is the process classroom teachers use when measuring instructional effectiveness based on student data?</li> <li>• How does the teacher ensure lessons are designed with students' cultural, social, and developmental needs in mind?</li> <li>• How do teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target?</li> <li>• What system is in place to ensure students take responsibility for their own learning?</li> <li>• How does the teacher ensure cognitive engagement versus passive or active engagement?</li> <li>• What strategies and programs are implemented in classrooms and how do you measure their effectiveness on student achievement?</li> </ul>	

# MINDSET CHECK UP

Take a minute or two to answer these questions. There are no right or wrong answers here. Just circle the button that you think works best for you!

## PART #1

CIRCLE THE BUTTON THAT YOU THINK BEST FITS!

1. You can always change your talent a good amount, no matter how much you have.

1 — 2 — 3 — 4 — 5 — 6  
disagree disagree kind of kind of agree agree  
big time big time disagree agree big time

2. I like work the best when it makes me think hard.

1 — 2 — 3 — 4 — 5 — 6  
disagree disagree kind of kind of agree agree  
big time big time disagree agree big time

3. I like doing things that I'll learn from even if I make a lot of errors.

1 — 2 — 3 — 4 — 5 — 6  
disagree disagree kind of kind of agree agree  
big time big time disagree agree big time

4. When something is hard, it makes me want to spend more time on it, not less.

1 — 2 — 3 — 4 — 5 — 6  
disagree disagree kind of kind of agree agree  
big time big time disagree agree big time

## PART #1 TOTAL

\_\_\_\_\_

## PART #2



NOTICE WE CHANGED THE SCORING FOR THIS PART. READ CAREFULLY! :)

5. You can always learn things, but you can't really change how smart you are.

1 — 2 — 3 — 4 — 5 — 6  
agree agree kind of kind of disagree disagree  
big time big time agree disagree big time

6. I like work the best when I can do well without putting a lot of effort in.

1 — 2 — 3 — 4 — 5 — 6  
agree agree kind of kind of disagree disagree  
big time big time agree disagree big time

7. I like doing work that I can do perfectly almost all of the time.

1 — 2 — 3 — 4 — 5 — 6  
agree agree kind of kind of disagree disagree  
big time big time agree disagree big time

8. When I have to put extra work in it makes me feel like I'm not as good as my peers.

1 — 2 — 3 — 4 — 5 — 6  
agree agree kind of kind of disagree disagree  
big time big time agree disagree big time

## PART #2 TOTAL

\_\_\_\_\_

(NOW ADD THE TWO PARTS TOGETHER!)

## GRAND TOTAL

\_\_\_\_\_

# MINDSET CHECK UP

**YOUR SCORE** \_\_\_\_\_

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## WHAT IT MEANS

### **8-16**

You firmly believe that your talents, skills, and abilities are set traits. These things can't be changed very much. If you can't perform really well and look good on a test or project you would rather just not do it. You think that smart and talented people don't have to work very hard to be good.

### **17-24**

You think that your skills and intelligence probably don't change much. You like situations where you perform well, are less likely to make mistakes, and don't have to put in too much effort. You believe that learning and getting better at things should be relatively easy.

### **25-32**

You're not too sure whether or not you can change your skills and intelligence. Your grades and performances are important to you and so is learning. You're not the biggest fan of putting in too much effort though.

### **33-40**

You believe that you can develop your skills and intelligence. You really care about learning and don't mind having to put in some effort to make it happen. Performing well matters to you but you think that learning is actually more important than always scoring well and looking good.

### **41-48**

You totally believe that you can grow and improve your skills and intelligence. You love challenges and know that the best way to learn is by working really hard. You don't mind making mistakes or looking bad in order to get better.



### **DID YOU KNOW...**

That your mindset can change and develop. If you don't like where you're at right now, it's totally fine - you can change it!

# Comprehension (Thinking) Strategies

“Thinking Strategies” lead to deeper understanding!

Monitoring for Meaning



Asking Questions



Determining Importance

Using Schema



Creating Mental Images



Synthesizing



Inferring

## Thinking Stems

### Metacognition

I'm thinking...  
I'm noticing...  
I believe...



### Monitoring for Meaning

I'm understanding...  
I am confused about...  
I need more information about...



### Asking Questions

I'm wondering...  
Who/What/When/Where/  
Why...  
How...



### Determining Importance

What matters most is...  
It's important to remember...  
The big ideas are...



### Using Schema

This reminds me of...  
I have a connection to...  
I'm remembering...



### Inferring

I'm inferring...  
It could be that... because...  
Perhaps...



### Creating Mental Images

I'm picturing...  
I'm imagining...  
I'm feeling...



### Synthesizing

I'm changing my thinking...  
At first, I thought... But now, I think...  
Now, I understand that...



# **10 COOPERATIVE LEARNING ACTIVITIES**

## **1. FACT OR FICTION**

This may be a familiar cooperative learning activity for some of you, with many ways to use. After giving students an open ended question or task, each student in the group writes two correct responses and one incorrect. Students then work together to identify all possible correct responses. Not only do students have to come up with correct answers, but they are using higher level thinking when coming up with an answer that is incorrect.

## **2. FOUR CORNERS**

This technique stimulates student learning through movement and discussion, and it can also be used as a formative assessment. Students are presented with a controversial statement or are asked a question. In each of the four corners of the classroom, an opinion or response is posted. Students show their answer or position by moving to a particular corner. Once there, student engage in dialogue about the topic.

## **3. ASK-N-SWITCH**

This activity lends itself well to review of content. Questions should be written on cards prior to the activity. Students partner up. Partner 1 asks the question on his card, and partner 2 answers. Then, they switch roles: Partner 2 asks the question on his card, and Partner 1 answers. Finally, the partners switch cards, go find new partners, and repeat the process.

## **4. SYNCHRONIZED WRITE-N-PASS**

Students sit in a circle and write a specific prompt or open ended question on top of a piece of paper or white board. After writing their answers, responses, or thoughts, students pass the papers or white boards. Students continue passing and writing answers, responses, and thinking for a designated time period. Finally, students form small groups and discuss the prompts.

## **5. NUMBER DRAW**

With Number Draw, students can practice a variety of concepts without the paper and pencil! Concepts may include sums, differences, products, odd and even numbers, and also prime and composite numbers. Students put hands behind their backs and make a number with their fingers. On the count of three, partners “draw”, showing fingers and revealing numbers. The first person to correctly identify the product of the numbers wins the round. There are many variations for this activity.

## **6. FIX-IT**

This is a cooperative learning activity in which small groups of students are given a problem and three answers. Two of the answers are correct and one incorrect. Students work together to find the incorrect answer, explain why it is incorrect, and then fix it.

## 7. TRADITIONAL WRITE-N-PASS

Write-n-Pass is a cooperative learning strategy that gets students responding and writing with partners. There are many, many ways to use Write-n-Pass. It can be used as a quick formative assessment or as a filler for that extra five minutes of time. Students work in pairs. Partner 1 writes an answer or response to a given topic, then passes the paper to partner 2. Partner 2 writes his answer or response, then passes the paper back to partner 1. The process continues for designated amount of time. Finally, students discuss (and possibly share out) their responses.

## 8. MATCH-IT

Match-It is a version of the game “Memory”. It can be used in a variety of ways: matching questions and answers, vocabulary words and definitions, etc. Students work in pairs, triads, or small groups to make matches. Cards are shuffled and placed face down. Students take turns flipping two cards over. If the cards are a match, the student keeps the pair and explains how he knows it is a match. Play continues until all matches have been made.

## 9. PICK-A-CARD

Task cards should be prepared before the activity. Students work in groups of four. Student 1 holds the cards and fans them out. Student 2 picks a card, and then reads the question to Student 3. Think time is given to Student 3, then Student 3 answers. Student 4 paraphrases the answer and provides assistance/clarification as needed. Roles rotate clockwise each round.

## 10. FIND A BUDDY WHO

Find a Buddy Who is a very simple activity and a great way to get kids moving, reviewing, and connecting with classmates. This activity involves learners by asking them to try to find someone in the class who matches a description or knows certain information.

# Talking Stems

## Sharing Thinking

I believe \_\_\_\_\_ because \_\_\_\_\_

It says \_\_\_\_\_, so I think \_\_\_\_\_

I noticed that \_\_\_\_\_

I am wondering \_\_\_\_\_

## Building on

Let me add to what we have been discussing...

To add to what \_\_\_\_\_ said, I think \_\_\_\_\_

Building on that, \_\_\_\_\_

In response to \_\_\_\_\_, I think \_\_\_\_\_

## Agreeing/Disagreeing

I agree with \_\_\_\_\_ because \_\_\_\_\_

I respectfully disagree with \_\_\_\_\_ because \_\_\_\_\_

I can see that \_\_\_\_\_; however, \_\_\_\_\_

I like what \_\_\_\_\_ said because \_\_\_\_\_

I'm not sure I agree with what \_\_\_\_\_ said because \_\_\_\_\_

## Clarifying

Could you please clarify what you mean by \_\_\_\_\_?

I understood that you said \_\_\_\_\_. Is that correct?

Could you please repeat that for me?

So, what I hear you saying is \_\_\_\_\_

I am confused about \_\_\_\_\_

# “Effective Talk in the Classroom” video – Capture Your Thinking...

<i>I'm Noticing</i>	<i>I'm Wondering</i>	<i>I'm Connecting...</i>

# CLARIFY

## **As you read, THINK...**

What is confusing to me?

Do I need to re-read or slow down to make sure I understand what I am reading?

Are there any confusing words?

### **Sentence Starters:**

One of the words I wasn't sure about was \_\_\_\_\_.

I was confused about \_\_\_\_\_.

I think we should replace the word \_\_\_\_ with \_\_\_\_\_.

# PREDICT

## **As you read, THINK...**

As I am reading, what do I think will happen next?

Are there any text features that help me guess what's coming next?

### **Sentence Starters:**

I predict that \_\_\_\_\_ will happen next.

I wonder if \_\_\_\_\_ will happen.

I think the text will talk about \_\_\_\_\_.

# SUMMARIZE

**As you read, THINK...**

What does the author want us to remember or learn?

What is the most important information?

What is the main idea?

**Sentence Starters:**

In my own words, this is about \_\_\_\_\_.

The main idea is about \_\_\_\_\_.

The author wanted me to remember \_\_\_\_\_.

# QUESTION

**As you read, THINK...**

What questions can I ask about what we are reading?

What am I thinking about as I read?

**Sentence Starters:**

I wonder \_\_\_\_\_.

Who...What...Where...When...Why \_\_\_\_\_.

How are \_\_\_\_\_ and \_\_\_\_\_ connected?

# Culturally Responsive Teaching

Let us look at an actual episode of culturally responsive teaching based on this motivational framework. It occurs in an urban high school social science class with a diverse group of students and an experienced teacher.

At the start of a new term, the teacher wants to familiarize students with active research methods. She will use such methods throughout the semester, and she knows from previous experience that many students view research as abstract, irrelevant, and oppressive work.

After reflecting on the framework, her teaching goal, and her repertoire of methods, she randomly assigns students to small groups. She encourages them to discuss any previous experiences they may have had in doing research as well as their expectations and concerns for the course. Each group then shares its experiences, expectations, and concerns as she records them on the chalkboard. In this manner, she is able to understand her students' perspectives and to increase their connection to one another and herself (*motivational condition: establishing inclusion*).

The teacher explains that most people are researchers much of the time, and she asks the students what they would like to research among themselves. After a lively discussion, the class decides to investigate and predict the amount of sleep some members of the class had the previous night. This experience engages student choice, increases the relevance of the activity, and contributes to the favorable disposition emerging in the class (*motivational condition: developing attitude*). The students are learning in a way that includes their experiences and perspectives.

Five students volunteer to serve as subjects, and the other students form research teams. Each team must develop a set of observations and questions to ask the volunteers. (They cannot ask them how many hours of sleep they had the night before.) After they ask their questions, the teams rank the five volunteers from the most to the least amount of sleep. When the volunteers reveal the amount of time they slept, the students discover that no research team was correct in ranking more than three students.

Students discuss why this outcome may have occurred, and consider questions that might have increased their accuracy, such as, "How many hours of sleep do you need to feel rested?" Collaborative learning, hypothesis testing, critical questioning, and predicting heighten the engagement, challenge, and complexity of this process for the students (*motivational condition: enhancing meaning*).

These procedures encourage and model equitable participation for all students.

After the discussion, the teacher asks the students to write a series of statements about what this activity has taught them about research. Students then break into small groups to exchange their

insights. Self-assessment helps the students to gain, from an authentic experience, an understanding of something they may value (*motivational condition: engendering competence*).

This snapshot of culturally responsive teaching illustrates how the four motivational conditions constantly influence and interact with one another. Without establishing inclusion (small groups to discuss experiences) and developing attitude (students choosing a relevant research), the enhancement of meaning (research teams devising hypotheses) may not have occurred with equal ease and energy; and the self-assessment to engender competence (what students learned from their perspective) may have had a dismal outcome. According to this model of teaching, all the motivational conditions contribute to student engagement.

*excerpt from:*

Wlodkowski, R. J., & Ginseng, M. B. (1995). A Framework for Culturally Responsive Teaching. *Educational Leadership*, 53(1), 17-21. Retrieved May 10, 2017, from <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

(Entire article available on the Novice Reduction for Gap Closure webpages; *Culturally Responsive Pedagogy*)