



University of Pittsburgh
Institute for Learning (IFL)
Professional Development

Paterson Public Schools



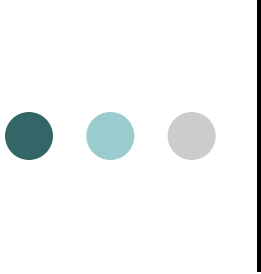
What is the IFL?

- A non-profit Learning Research and Development Center of educators and researchers who partner with school districts that serve large percentages of students of poverty and language diversity.
- They develop tools and provide professional development and other supports to improve teaching, learning, and leadership.



What is the IFL?

- An organization that believes that the knowledge about how to improve teaching, learning, and leadership in a district and specific schools is constructed through collaborative work and problem-solving with the leaders and teachers in the district



IFL Collaboration with Paterson School District

- Professional development for Principals, District representatives, and Teachers that:
 - Deepens and extends prior knowledge and builds on existing instructional practice
 - Creates a beginning foundation across grade levels and subjects in a school for developing a common vision of high quality teaching and learning
 - Emphasizes classroom discourse and formative assessments to track what students know/don't know, are understanding/not understanding
 - Provides models of instructional practices around tasks and texts with strategies for addressing diverse learning needs




Additional IFL Support

- Review of curriculum in content areas
- ELL Program Review and report
- Ongoing planning for expansion of support for teachers at different grade levels and schools



IFL

Foundation for their work
The Principles of
Learning...



Examining your Beliefs About Effort and Ability

- Quick Write

Take 3-5 minutes to write your thinking about the following:

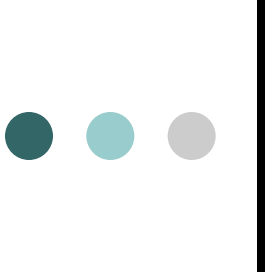
1. What does it mean to be smart?
2. Can **all** students get smarter? Why or why not?
3. What is the relationship between effort and ability?

Share your thoughts with a partner...



The Principles of Learning:

- Are drawn from 20 years of cognitive research
- Challenge the assumption that inherited ability places a ceiling on what a student can learn
- Enables the kinds of effort required to learn the intended content



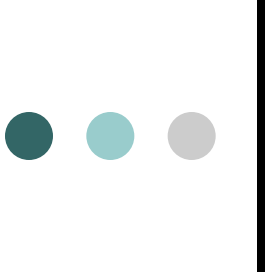
Aptitude vs. Effort: A Fundamental Tension

- Talents and gifts are valued
- The work ethic runs deep
- Our strong belief in the importance of aptitude leads to a devaluing of effort



Aptitude and Effort:

- Aptitude is paramount...
- Effort compensates for lack of ability...
- Effort *creates* ability...



Human Capability is Open-ended

- People can become more intelligent through sustained and targeted effort
- Upper limits of human capability are unknown



Promoting Learning

- Environments can foster learning orientation
- An environment that routinely challenges learners to use metacognitive strategies fosters learning-oriented habits of mind
- Intelligence can be socialized



Principles of Learning 1-4:

- Organize for an effort-based concept of intelligence and learning
- Clear and high expectations
- Fair and credible evaluations
- Recognition of accomplishment



Principles of Learning 5-9:

- Providing high quality instructional practice and developing student capacity for effective engagement with rigorous, cognitively demanding content
- Socializing Intelligence
- Academic Rigor in a Thinking Curriculum
- **Accountable Talk**
- Self-management of Learning
- Learning as Apprenticeship



Accountable Talk

- Talk is essential to learning
- Talk must be accountable
 - ...to the learning community
 - ...to knowledge
 - ...to rigorous thinking