INSTITUTE FOR LEARNING (IFL)

OVERVIEW

What does Institute for Learning represent:

- A non-profit Learning Research and Development Center of educators and researchers
- Partner with school districts that serve larger percentages of students of poverty and language diversity
- Work towards developing tools and support to improve teaching, learning and leadership

Founder

 Lauren B. Resnick started IFL in 1995 and developed the nine principles of learning that she believes should be embedded in daily instruction

 IFL is an organization that has developed research base of knowledge about the following:

  How children learn Math, Language Arts, Science and History

  What effective pedagogy looks like in each content area

  How to design high quality lessons and units that address the content defined by standards

ℭℬ

 How to design effective formative and summative assessments that are embedded in curriculum and align with state assessment requirements

 An organization that believes that the knowledge about how to improve teaching, learning and leadership in a district is constructed through collaborative work and problem-solving with leaders/teachers. (Cohesive Unit)

 IFL has a framework of tools for thinking about teaching, learning and leadership through the 9 principles of learning

ᴔ Incorporate models of units, lessons, sample tools, and IFL designs a plan of action with each individual district to meet specific needs

ᴔ Do not believe there is a "one size fits all" solution for meeting challenges

ᴔ Goal is to problem-solve together

ᴔ Do not believe in a "top-down" or "bottom-up" approach only collaborative and cohesive

ᴔ Refer to the System-Wide Instructional Improvement Framework (handout)

IFL Collaboration with PPS

ଓ Provide Professional Development for Central Office, Principals and Teachers of different subject areas and at different grade levels that:

ଓ Deepens and extends prior knowledge

ଓ Curriculum based uses cognitively demanding tasks and texts with instruction

ଓ Emphasize what students know/don't know or understand/don't understand

ଓ Creates a foundation across grade levels and subjects in a school for developing a common vision of high quality learning and teaching

IFL Theory of Action in 5 Key Areas:

☘ Establish a shared common view of learning and teaching

☘ Increase coherence among curriculum, assessments and professional development

☘ Increase staff capacity for achieving high quality practice through a robust learning system

☘ Increase accountability through observation, critical analysis, monitoring and feedback

☘ Increase support rather than a "got you" method

What are you thinking?

Please take a few minutes and write down any comments, issues, concerns or questions that you have about IFL and the IFL's collaboration with PPS that was not addressed during this overview/introduction

IFL

Hard work and Effort creates ability

Educators have to create an environment that challenges students to metacognitively think

Educators must see high expectations and demands for their students

Intelligence can be socialized

"SMART IS NOT SOMETHING YOU ARE, IT IS SOMETHING YOU GET"

Jeff Howard

9 Principles of Learning

Background Information:

- POL's are drawn from 20 years of cognitive research about how a climate of a classroom should look like and what high quality teaching demonstrates

1. Organizing for an effort- based concept of intelligence and learning- all students are capable of higher level work

2. Clear and high expectations- students need to be challenged and have a clear understanding of classroom goals and expectations

    - Objectives, DOL's, and assigned task

9 Principles of Learning

3. Fair and credible evaluations- assess what we want our students to learn

4. Recognition of accomplishment- if we want our students to put forth effort we must regularly recognize their learning accomplishments

     ex. Student of the month, weekly recognition of each student or high fives (get parents involved)

5. Social Intelligence- create challenging learning environments where students believe that they are smart and can learn from each other

6. Academic rigor in a thinking curriculum- thinking and problem- solving will be the "new basics" of the 21st century. Students need to provide evidence to justify responses

9 Principles of Learning

7. Accountable Talk- Talking with others about ideas and providing evidence is fundamental to learning. To have accountable talk in classroom it has to be accountable to learning community, use of accurate knowledge and rigorous thinking. Students can expand on each others thoughts. It is not talking for the sake of talking. "Deep meaningful dialogue"

http://ifl.lrdc.pitt.edu/ifl/index.php/resources/ask_the_educator/lauren_resnick

9 Principles of Learning

8. Self management of learning- students must critically learn how to reflect on their learning in order to be responsible for the quality of their thinking and learning. Need to develop self monitoring and self management strategies

9. Learning as Apprenticeship- organizing learning environments so that complex thinking is modeled and provide coaching/mentoring when students attempt challenging tasks

Accountable Talk

 G3

Discuss Accountable Talk in depth

Discuss the Accountable Talk stems or sentence starters

Briefly the Learning Walk

Discuss authentic learning and accountable talk embedded in everyday instruction

Accountable Talk

 Accountable Talk sharpens student's thinking by reinforcing their ability to use and create knowledge.
 Teachers model talk by questioning, probing and leading conversations.
 Talking with others about ideas and thoughts is fundamental to learning.
 There are Cross Curricular Expectations:
   Reading
   Writing
   Speaking (Accountable Talk)
   Listening

Accountability to the Learning Community

ଓ Active participation

ଓ Listen Attentively

ଓ Elaborate and build on each others ideas

ଓ Work to clarify or expand a proposition

Example:

<u>Student</u>: "I agree with Tommy because…."

<u>Student</u>: "I need help from Molly because I do not understand what she was saying."

<u>Teacher</u>: "Tommy, please rephrase what you just said."

Tommy would restate the comment. Teacher would go back to the student that was unsure and make certain the student is on board.

Accountability to Knowledge

 Specific and accurate knowledge

 Appropriate evidence for arguments

 Commitment to getting it right

 Question unsupported arguments or statements for a better understanding

Example:

Student: "Where in the story does it show you that?"

Student: "I disagree with Dan because on the first page it states…"

Teacher: "Where in the text did you find that information."

Student: "The evidence for my answer is found on page 29."

Students are held responsible/accountable for the information they are sharing. Regurgitation of facts is not acceptable. Teacher does not provide students with answers.

Accountability to Rigorous Thinking

❧ Synthesize several sources of information
❧ Construct explanations and test understanding of concepts
❧ Formulate hypotheses
❧ Challenge the quality of evidence and reasoning

Example:

Teacher: "What changes would you make to solve the conflict?"

Student: "I would view all the point of views and evaluate my options."

Teacher: "What types of options and elaborate on what you mean?"

Students are asked to move beyond the obvious and think in a rigorous way (think outside the box)

Have the students start small, and end up thinking BIG!

Videos

 લ્

https://moodle.etlo.org/login/index.php

ભ્ Accountability to Learning Community

ભ્ Accountability to Accurate Knowledge

ભ્ Accountability to Rigorous Thinking

Resources

ℛ http://www.parcconline.org/parcc-assessment-design

Institute for Learning

ℛ http://ifl.lrdc.pitt.edu/ifl/index.php

Username: dl-paterson
Password: dl-paterson-2011

New Jersey Department of Education

ℛ http://www.state.nj.us/education/