Learning in the Fast Lane

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Preview:
Standards Walls with TIP
Scaffolding for Rigor
Success Starters
See what students know via ongoing, visual formative assessments
Self-efficacy development

Standards Walls
Transforming Standards into Explicit Learning Goals
"Posting the Standard"

Typical Day for Students…
1. Describe how heat can be transferred through matter by the collisions of atoms (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection).
2. Explain the importance of key issues and events that led to the Civil War, including slavery, states’ rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860…
3. Introduce a topic clearly, previewing what is to follow, organize ideas, concepts and information into broader categories, include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
4. Determine how societal influences can affect physical health (e.g., food choices, participation in unhealthy activities, etc.) and describe their impact on emotional and social health. Describe the health-related consequences that participation in risky health behaviors can have on the emotional, physical, and social health of adolescents.
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

What did you learn in school today?
What are we learning today?
(Non Examples of Explicit Learning Goals)

Standards Wall: Examples
K. Farnsworth
Walls are Instructional Tools

Standards Walls: Examples
Ms. Jackson
Ms. Murtha
Steps in Creating Standards Walls:

1. Center: Unit essential question or “I Can” statement
2. Articulate learning goals in progression around unit EQ.
3. Identify starting point with symbol. This sticky arrow moves as goals are met.

In Sum…

- Large Amount Detailed Text
- Reconfigure into Concept Maps Showing Progression of Learning
- Explicit Learning Goals that are Reachable
Walls: Ongoing TIP Chart

3 Components to Walls:
1. Concept Map
   • Rigor of Standard (maintain verbs – add synonyms if necessary)
   • Learning Progression/Targets
2. TIP (Term-Info-Picture)
   • Academic vocabulary highlighted upon encounter
3. Student Work

FAQ’s about Walls:
1. ELA?
2. How far do we take them?
3. Changing words of standards?
4. Multiple preps or courses?
5. Implementation during class?
6. TIP throughout day?
Reflections on Explicit Learning Goals via Walls:
• Learning begins with goals
• Feedback dependent on learning goals
• Grades are based on learning goals
• Academic success dependent on understanding learning expectations
• See patterns of understandings; not isolated activities
• Benefit to teachers

Questions on Standards Walls?

Scaffolding for Rigor…Just in Time
Benefits of Just in Time Scaffolding:

- Upward movement for rigor
- Stretches students academically
- Remediation in context for today’s learning
- Clears mind for focus on today, not in the weeds of the details
- Maintenance of engagement
My students could master this if they just knew…
• Fractions
• How to organize their thoughts
• Comma use
• Multiplication tables
• How to read for important details
• How to cite evidence
• Integer rules

Examples of Scaffolding Devices:
1. Bookmarks: capitalization, perfect squares, integer rules, parts of speech
2. Steps: 1.2.3.
3. Flow Charts: Bill becomes a law; Steps in writing a research paper
4. Cheat sheets: Reminders, processes
5. Annotations: tricky vocabulary
6. Samples: essay, problem solved
Reflections on Scaffolding:

- Fade based on observations
- Natural part of learning
- Ship moves forward as holes are plugged
- Reaching upward
- Largely planned in advance
Questions on Scaffolding?

Spark Success in Opening Minutes

The Trouble with Warm-ups...

Spark Success in Opening Minutes:

How long do you typically remember the name of your server at a restaurant? Why?
Spark Success in Opening Minutes
• What’s this got to do with me?
• Will I have a good chance of being successful?
• Most info is deleted by the brain
• Relevant, valuable, and kinesthetic information is more likely to be processed and stored.

Success Starters: Local Menu

Example: Surveys
Surveys: All subjects
• Can you curl your tongue?
• Have you know someone who lost his/her job?
• Has someone had influence over positive or negative?
Alphabet Brainstorm

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

Success Starters: Sorts

- Facts or Fibs
- Predictions
- Positive/Negative Numbers
- Sometimes-Always-Never

Sort Example: HS Science
Question Sun

Questions on Success Starters?

See what Students Know Minute-by-Minute

Vehicles for Feedback: It’s all about Meeting the Learning Goal

B. Give feedback right now.

Ongoing Immediate Feedback

Feedback

1. All about the learning goals, not the student
2. Immediate as possible
3. Link progress to controllable factors, such as hard work or tenacity
4. Peer, teacher, self feedback
How Self-efficacious are you?
Rate yourself from 1-5

1. Decorate a cake for a 50th anniversary party
2. Sing in a Karaoke contest
3. Run in a 5K this weekend
4. Calculate the surface area of a cylinder

Students’ brains are weighing…

1. Does the task have value?
2. What are my chances of being successful?

Value & Confidence High = Engagement

Self-efficacy Techniques:

1. Level of difficulty
2. Value of task
3. Incorporate choices & social interaction
4. Compelling openers that build success
5. Safe for mistakes
6. Short term goals
7. Ongoing, quick feedback
Summary:
Standards Walls with TIP
Scaffolding for Rigor
Success Starters
See what students know via ongoing, visual formative assessments
Self-efficacy development

Time to Process…
Questions? Next Steps?