



South Lewis Central School

November Faculty Meeting

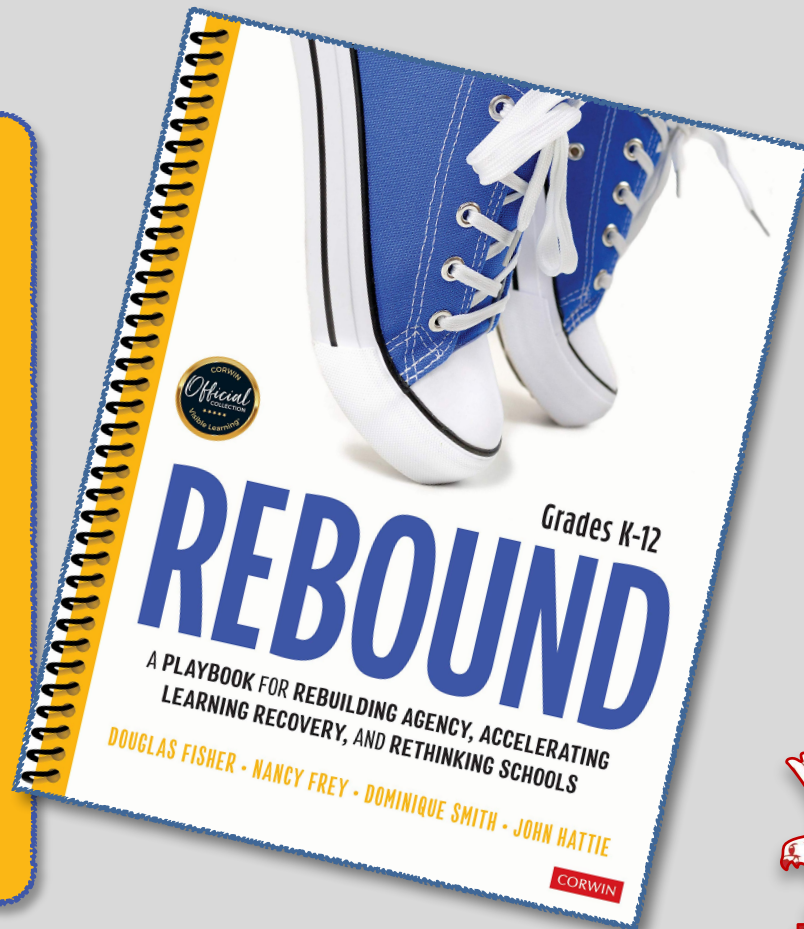
November, 2021



Rebound



A Playbook for
Rebuilding Agency,
Accelerating
Learning
Recovery, and
Rethinking Schools



Fisher, D., Frey, N., Smith, D. & Hattie, J. (2021). Grades K-12 rebound: A playbook for rebuilding agency, accelerating learning recovery, and rethinking schools. Thousand Oaks, CA: Corwin Press.

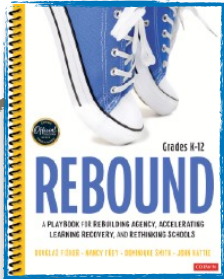


Module 3: Rebuilding Student Agency

8 Dimensions of Student Agency

A Thought to Ponder.....

Rebound describes agency as "the ability to engage in efforts to reach a goal, which can include impacting others" (Fisher, Frey, Smith & Hattie, 2021)



#1

Self-Efficacy

Students believe that they can achieve their goals. This is foundational to student agency.

#2

Pursuit of Interest

Students stick with something because it interests them and they are engaged (organic learning).

#3

Perseverance of Effort

These students persist and keep going when things get tough.

#4

Locus of Control

Do your students believe they are in control of their own success?

#5

Mastery Orientation

Do your students understand that what they are learning benefits them?

#6

Metacognition

"Thinking about thinking." Have students stop and explain their reasoning.

#7

Future Orientation

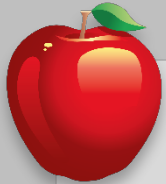
Help students see that their current learning is valuable to their future.

#8

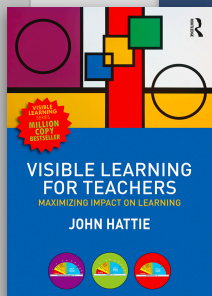
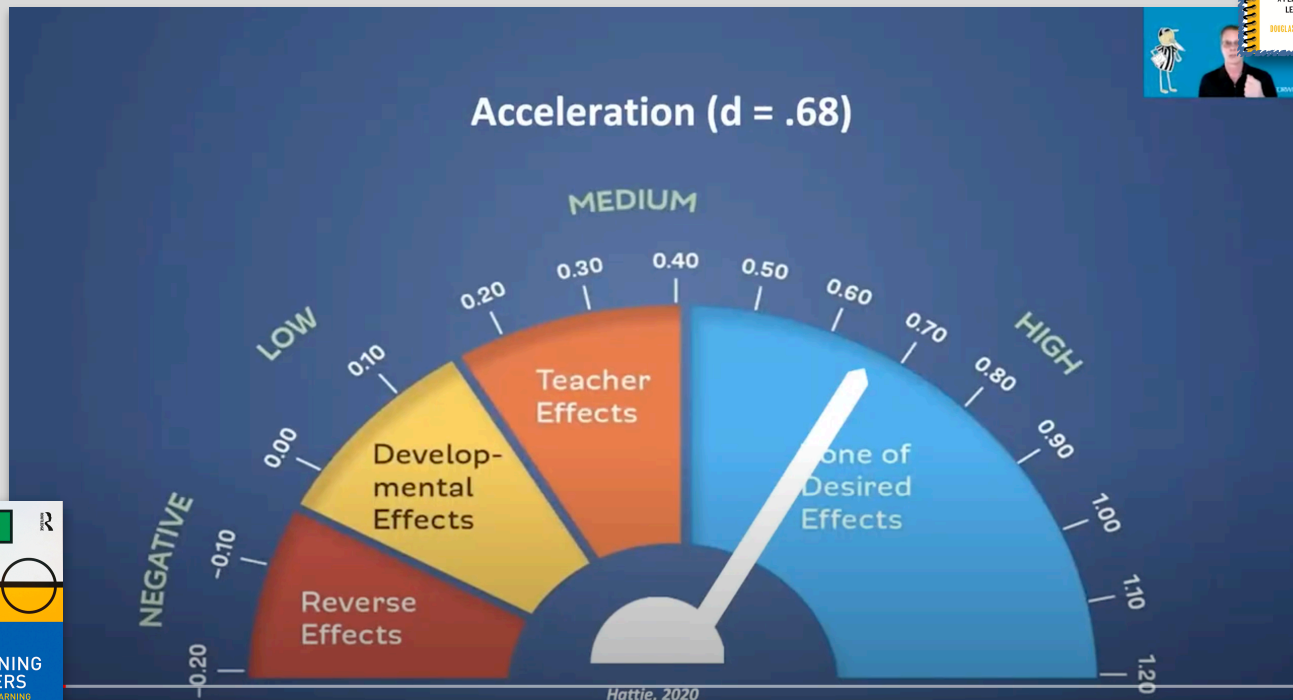
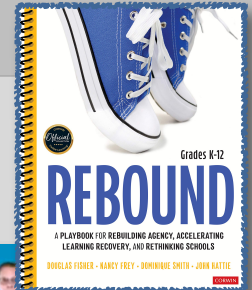
Self-Regulation

These students can reset their attention during lessons and are organized. Posting objectives supports this!

"Student agency fuels learning. During COVID times, many students have likely experienced some loss of agency about their learning and their lives, compromising their relationship with learning" (Fisher, Frey, Smith & Hattie, 2021)

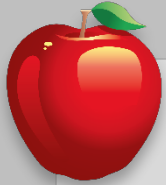


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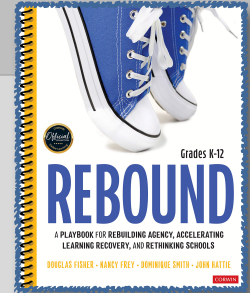




Rebound

Module 1: Rebound

Module 2: Rebuilding
Educator Agency



Module 3: Rebound

Module 4: Recovering Learning

Module 5: Rebound

Module 4: Recovering Learning
Through Curriculum

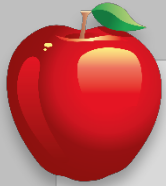
Module 6: Rebound

Module 7: Recovering Learning
Through Supportive Schoolwide
Systems

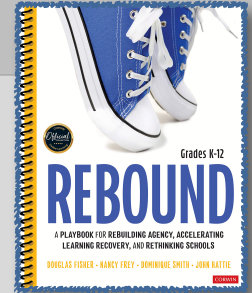
Module 8: Learning Leaps That
Mobilize Intervention Efforts



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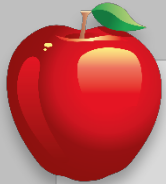


LEARNING OBJECTIVES

- I. Today we will learn to recognize high expectation teaching practices.
- II. Today we will learn to recognize the selection criteria for analyzing standards.
- III. Today we will learn how to design challenging tasks for our students.

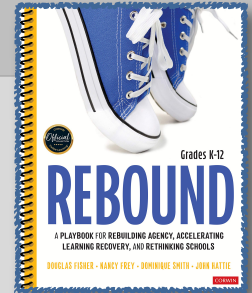
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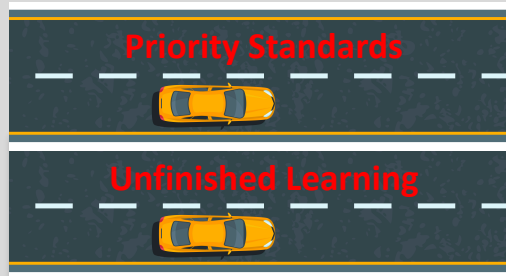
Module 4: Recovering Learning Through Curriculum



Educators make decisions every day about curriculum, instruction and assessment. **Pandemic teaching** gave us new insight into student engagement and assessment practices.



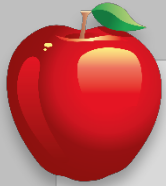
Curriculum, instruction and **assessment** are intertwined and inseparable from each other.



Analyzing and prioritizing this year's standards along with **identifying unfinished learning** is necessary for learning recovery.

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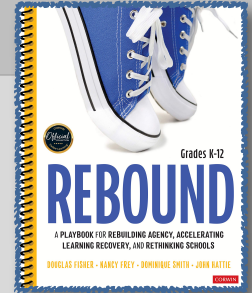




Rebound

1. Today we will learn to recognize high expectation teaching practices.

Module 4: Recovering Learning Through Curriculum



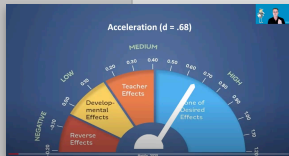
Teacher Expectations

“The words you use are the house you live in”

(Fisher, Frey, Smith & Hattie, 2021, pg 64).

We need to re-write the “learning loss” headlines. *If we believe there is learning loss, we have a tendency to look for learning gaps and focus on remediation.*

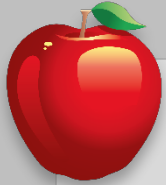
We need to focus on learning acceleration and learning recovery. *Then we can start dialoguing about learning leaps instead of learning loss.*



Holding high expectations for our students can accelerate growth. *This equates to an effect size of .43!*



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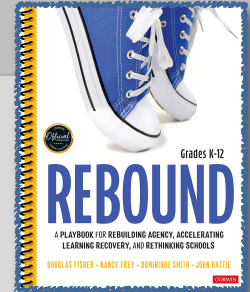


Rebound

- Today we will learn to recognize high expectation teaching practices.

Module 4: Recovering Learning Through Curriculum

High Expectation Teaching Practices Include....



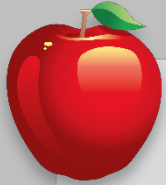
PAUSE & PONDER

Use the following self-assessment checklist to identify the frequency of the high expectation practices that you use.

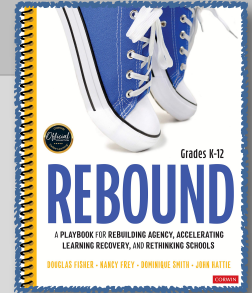
HOW OFTEN DO YOU USE THE FOLLOWING HIGH EXPECTATION PRACTICES IN YOUR TEACHING?	RARELY	SOMETIMES	OFTEN
Ask open questions			
Praise effort rather than correct answers			
Use regular formative assessment			

(Continued)





II. Today we will learn to recognize
the selection criteria for analyzing standards.



Module 4: Recovering Learning Through Curriculum

Analyzing Standards

Standard(s)

Concepts (nouns)

Skills (verbs)

Standard(s) NY-4.OA

Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.

Concepts (nouns)

- Word Problems
- Multiplicative Comparison
- Additive Comparison
- Drawings
- Equations
- Symbol
- Unknown Number

Skills (verbs)

- Multiply
- Divide
- Solve
- Distinguishing
- Represent

Break down the words!

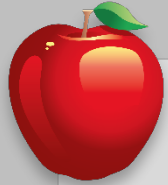
NYS Next Generation
ED
LEARNING STANDARDS

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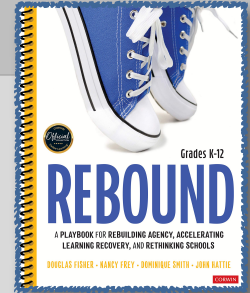
||. Today we will learn to recognize
the selection criteria for analyzing standards.



Break down the words!

Module 4: Recovering Learning Through Curriculum

Analyzing Standards



Standard(s)

Concepts (nouns)

Skills (verbs)

Standard(s) 9-10R4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)

Concepts (nouns)

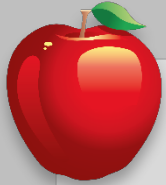
- Meaning of Words and Phrases
- Text
- Figurative Meanings
- Connotative Meanings
- Impact

- Tone
- Mood
- Technical or Key Terms
- Genres

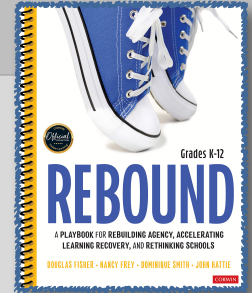
Skills (verbs)

- Determine
- Analyze
- Examine





II. Today we will learn to recognize the selection criteria for analyzing standards.



Module 4: Recovering Learning Through Curriculum

Analyzing Standards



Standards analysis aides in the development of “learning intentions,” a/k/a learning objectives. *Posting objectives has a positive impact on student learning (.68 effect size).*

☒ **What** am I learning today?

Today we will learn..... I am learning.....



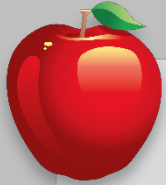
Success criteria let students know how their work will be evaluated. *Providing success criteria to students has a positive impact on student learning (.88 effect size).*

☒ **How** will I know I learned it?

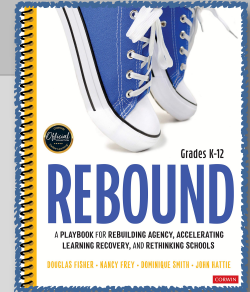
I can..... We can.....



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II. Today we will learn to recognize
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Module 4: Recovering Learning Through Curriculum

Prioritizing Standards

“For the time being, identify nonnegotiable curriculum that all students need to learn and accelerate their learning on that”

(Fisher, Frey, Smith & Hattie, 2021, pg. 76).

Priority Standards Selection Criteria

✓ ENDURANCE

Will these concepts and skills be necessary beyond the present?

✓ LEVERAGE

Is there a carryover between content areas? (i.e. writing skills)

✓ READINESS

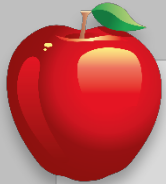
Is this concept/content necessary for another grade or course? (Foundational)

✓ EXTERNAL EXAMS

Will this content be on this year's assessments? (i.e. NYS Assessments)



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Rebound

|||. Today we will learn how to design challenging tasks for our students.

Module 4: Recovering Learning Through Curriculum

Designing Challenging Tasks

Tasks assigned to students have two variables: difficulty and cognitive complexity.....

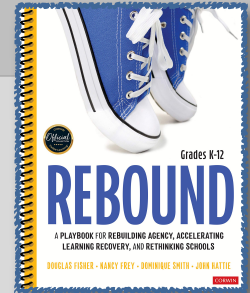
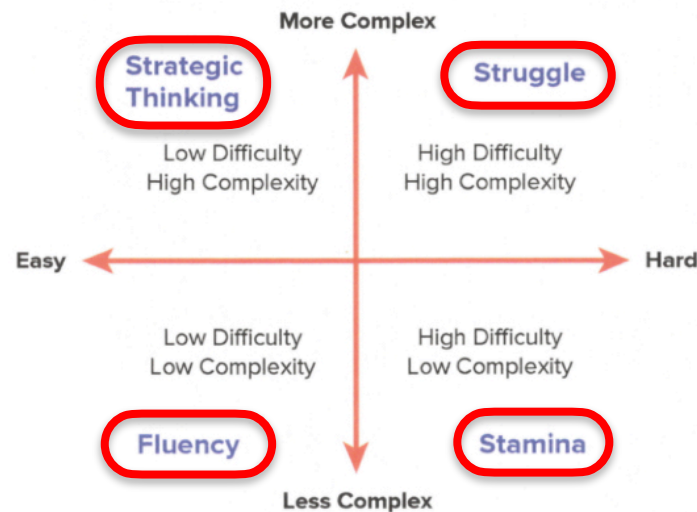


Figure 7 Complexity and Difficulty

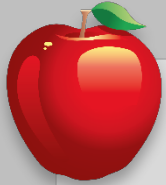


We need to find the right balance of difficulty and complexity.....



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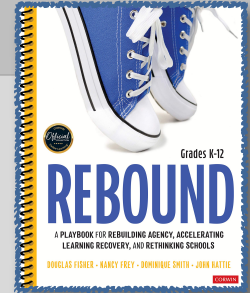




Rebound

III. Today we will learn how to design challenging tasks for our students.

Module 4: Recovering Learning Through Curriculum



Designing Challenging Tasks

How can we adjust our current tasks to increase complexity?

From closed to open

- Multiple Representations
- Open Ended Questions

From information to understanding

- Application of Thinking Skills
- Making Connections: Generalizing: Compare/Contrast

From telling to asking

- Don't Just Give the Information. Extract it Through Questions!

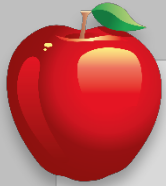
From procedure to problem solving:

- Allow Students to Identify the Problem to be Solved.
- Provide Some Information. But Not All Information.
- Provide a Scenario.

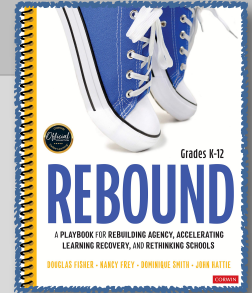


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Module 4: Recovering Learning Through Curriculum

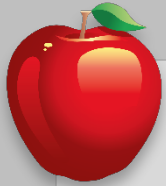


One final thought.....

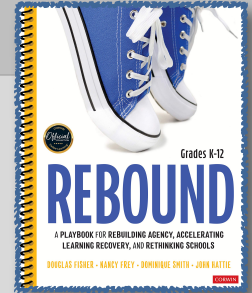
“When it comes to **curriculum**, our first area to address learning recovery, it’s important to know the **expectations** for a grade level or subject area” (Fisher, Frey, Smith & Hattie, 2021, pg. 62).

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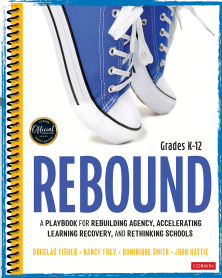


Module 4: Recovering Learning Through Curriculum



A Thought to Ponder.....

Educators make decisions about **curriculum, instruction and assessment** every day. **Curriculum** is one of the **foundational puzzle pieces** in **rebounding** and **addressing learning recovery**.



High Expectation Teaching Practices

- Holding high expectations for students can **accelerate growth**. (.43 effect size!)
- If we think within a learning deficit mindset, **we may unintentionally lower our expectations** and limit student growth potential.
- Utilizing high expectation practices can help accelerate growth - equating to **learning recovery**.

Analyzing/Prioritizing Standards

- Analyzing standards helps educators develop **learning intentions**. (.68 effect size!)
- Sharing success criteria lets students know **how their work will be evaluated**. (.88 effect size!)
- Break down the "words" of the standards to determine the **concepts (nouns)** and **skills (verbs)** the standard addresses.
- **Prioritize standards** based on Endurance, Leverage, Readiness and External Exams.

Designing Challenging Tasks

- There are two variables for tasks, **difficulty** and **complexity**.
- We need to find the **right balance** of difficulty and complexity.
- Analyze current student tasks to see **how you can increase the complexity**... (i.e. allow students to demonstrate knowledge in multiple ways, ask open-ended questions, don't just give information - **EXTRACT** it! Get those brains working!)

"When it comes to **curriculum**, it's important to know the expectations for a grade level or subject area"
(Fisher, Frey, Smith & Hattie, 2021, pg. 62)

*We all own this
We're all in this together.....*


**KEEP
CALM
AND
BE**

#SouthLewisStrong

LET'S ALL
PULL



TOGETHER

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**THE NICE THING
ABOUT
TEAMWORK IS
THAT YOU
ALWAYS HAVE
OTHERS ON
YOUR SIDE.**

MARGARET CARTY

