

The Super 6

Big Rock #3 Effective Strategies

Goal: To saturate the district with these strategies through fan out Professional Development Sessions conducted by the Department of Curriculum and Instruction

STRATEGY	MAIN RESOURCE
NO OPT OUT	<p><i>MAIN RESOURCE: Teach Like a Champion</i> By Doug Lemov</p> <p>A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.</p>
BREAK IT DOWN	<p><i>MAIN RESOURCE: Teach Like a Champion</i> By Doug Lemov</p> <p>A reactive strategy used in response to a student error at the moment the incorrect answer happens.</p>
EFFECTIVE FEEDBACK	<p><i>MAIN RESOURCE: Seven Strategies of Assessment for Learning</i> By Jan Chappuis</p> <p>Effective feedback shows students where they are on their path to attaining the intended learning. It answers for students the questions, "What are my strengths?"; "What do I need to work on?" and "Where did I go wrong and what can I do about it?"</p>
CHECKING FOR UNDERSTANDING/OVERT RESPONSES	<p><i>MAIN RESOURCE: The Skillful Teacher</i> By Jon Saphier</p> <p>When teachers are checking, they are reacting to the class, reaching out to students, and making a "yes...no...who?" judgment about whether understanding exists.</p>
EFFECTIVE QUESTIONING	<p><i>MAIN RESOURCE: The Skillful Teacher</i> By Jon Saphier</p> <p>Questioning is not a unitary skill; it is an entire toolbox and the tools selected should be matched to the instructional purpose.</p>
REINFORCING EFFORT AND PROVIDING RECOGNITION	<p><i>MAIN RESOURCE: Classroom Instruction That Works</i> by Marzano, Pickering, & Pollock</p> <p>Unlike other strategies, these do not deal directly with enhancing or engaging the cognitive skills of students. Rather, this set of instructional techniques addresses students' attitudes and beliefs. This category has been subdivided into two parts:</p> <ol style="list-style-type: none">1. Reinforcing Effort2. Providing Recognition