

What Works BEST?

Knowing that even more of our students are going to be further behind as we begin school this year can certainly make it hard to sift through and figure out what to do to accelerate their learning, whether teaching online or in-person. *According to "research" it seems that everything "works," so any choice we make seems reasonable, right? But, the fact of the matter is that some things work best to accelerate student learning and have large effect sizes (rate of growth for students.)* Remember an effect size of .4 equates to 1 year of growth for a student, .8 approximately 2 years growth, etc. Here are a few:

- There needs to be a **diversity of instructional approaches** (not just some direct instruction and then some off-line independent work).
- **Feedback** in a high-trust environment must be integrated into the learning cycle.
- **Teacher clarity** (.75) and **feedback** (.73) are used to fuel students' ability to become their own teachers (they are assessment-capable learners).
- Clear **learning targets** (.75) for students are essential.
- **Methods for measuring the impact of teaching** are used to understand each student's progress and achievement, with adjustments to teaching made accordingly. Think more "formative assessments" (formal and informal,) and less summative assessments (not zero).
- A well thought out **schedule** can make your classroom one of smooth functionality and accelerate high achievement.
- Invest time into teaching, modeling, rehearsing, and practicing classroom (online or in-person) **expectations**.



ASSESSMENTS
USED
FORMATIVELY
SHAPE
FEEDBACK AND
INSTRUCTION.



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- Investment in collaboration with adults and **relationships with students** is continuous.

Be ready to blow your students away with how prepared you are for them and how very glad you are to see them. Know their names and make them feel welcomed within the first few minutes of your class. Learn their interests early. There is no substitute for this action!

The more students feel valued, the more they trust you, the more they have confidence in you, the more teacher credibility you have in their eyes. Teacher credibility is a student's belief that he or she can learn from you. Hattie's extensive research has shown Teacher Credibility to have an effect size of 1.09! That equates to about 2 ½ years of learning in a year for a student. Talk about accelerated learning!

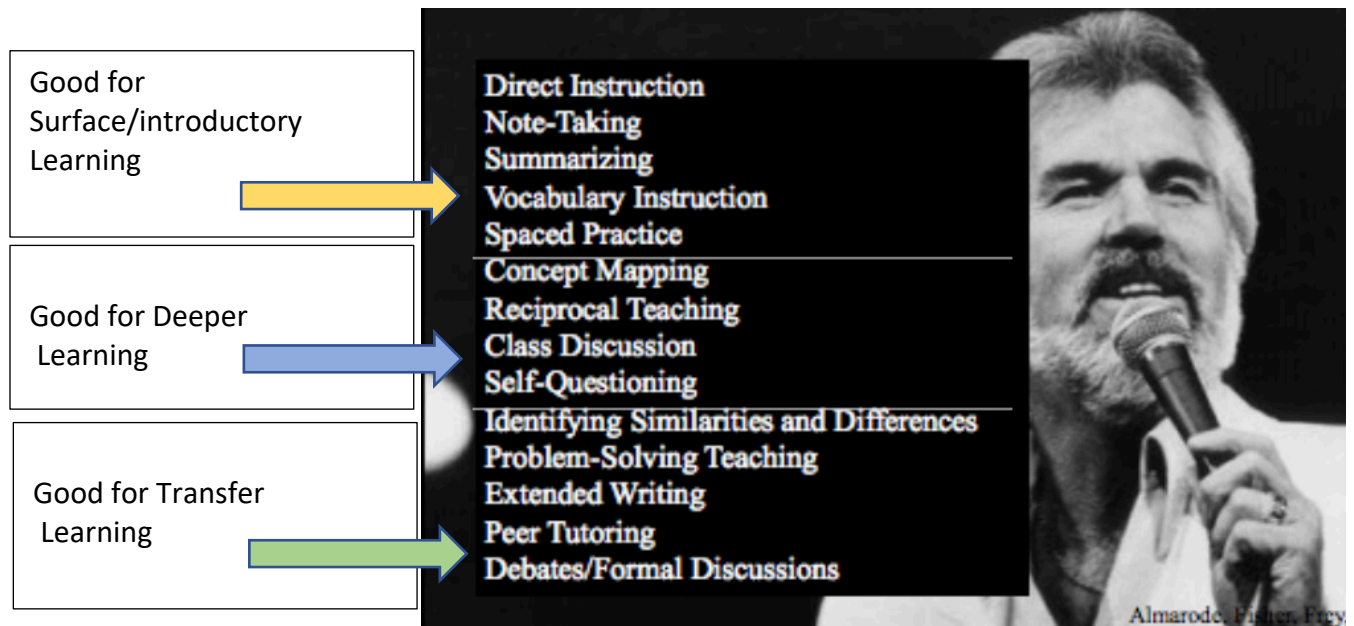


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What Works BEST?

So *MANY* instructional strategies! Variety is important, but so is consistency. When do I choose which strategies? That's where your good lesson planning comes in! Use the Kenny Rogers method of teaching (You got to know when to hold 'em, know when to fold 'em, ☺) when creating your lesson plans. This effective lesson planning increases your **Teacher Clarity** which has an effect size of almost 2 years growth for students in one year!

It is the choice of tasks relative to where students are now and where they need to go next that advances their learning. A strategically placed strategy can get the entire effect size, while a misplaced strategy could cause regression.) For Example:



Teacher, remember to limit your talking and **get the students talking**. *The one who is doing the talking is the one who is growing the most dendrites* (pathways of learning in the brain.) The key to strategies like Jigsaw (1.20!) and Reciprocal Teaching (.74) having such large effect sizes is the fact that students are doing most of the talking with these strategies. Coaching and facilitating their conversations rather than falling into the temptation of just telling them what to think produces strong, long-term learning for students.

The First Day-Either Online or In-Person

Be ready to accept that you probably will not be able to get ALL of your “ducks in a row” the first day, BUT which ducks MUST you get in a row the first day?

What are the five ducks that I must get right the first day?

- 1.
- 2.
- 3.
- 4.
- 5.

Now, go slay your first day!



Got my ducks in a row