The Energy to Teach: Matching Instruction to our Beliefs

Literacy Lifts Lives

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• What core beliefs do you hold to when it comes to teaching and learning?

Teaching Beliefs:

- Student engagement is more important than content coverage.
- There is more to teach than time to teach it. Therefore I must be thoughtful about what I give my instructional time to.
- The world is an interesting place and the standards are connected to the real world. My job is show students how the two are connected.
- The "need to know" drives engagement.
- Interesting text exists but sometimes it takes time to find it.
- I need to know what my students know so that I can plan for the next day.
- Doing what I ask my students to do helps me to find glitches in planning.
- Students need time to read, write, and think if they are going to better at reading, writing, and thinking.

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"Bureaucracy/3"

...at a barracks in Seville, in the middle of the courtyard of that barracks was a small bench. Next to the small bench, a soldier stood guard. No one knew why the bench had to be guarded. It was guarded around the clock-- every day, every night, and from one generation of officers to the next the order was passed on and the soldiers obeyed it. No one expressed any doubts or ever asked why. If that's how it was done, there had to be a reason.

And so it continued until someone, some general or colonel, wanted to look at the original order. He had to rummage through all the files. After a good bit of poking around, he found the answer. Thirty-one years, two months and four days ago, an officer had ordered a guard to be stationed beside the small bench, which had just been painted, so that no one would think of sitting on wet paint.

From: *The Book of Embraces*

By: Eduardo Galeano

- What benches will I fight to guard?
- Which ones will I consider abandoning?
- Which ones must I stop guarding?

Number One Teaching Belief:

"Whoever is doing the reading, writing, and talking is the one who is getting Smarter." Tovani/Bennett Literacy Lab Mantra

Practices I believe matter to student learning:	Core belief that drives this instructional practice:
Model Strategy Instruction	In order for my students to access difficult text, write clearly, and think critically, I need to explicitly teach strategies that will help them interact with content and curriculum.
Provide Accessible, Engaging Text	In order for students to pursue rigorous reading, they must have engaging, readable text.
Collect Formative Assessments	In order to differentiate instruction, I must know my students well. I must provide daily formative assessment opportunities so that I can see what they know and need to learn.
Organize Systems and Structures for Planning, Instruction and Assessment	Workshop Model is a planning structure that makes it possible for my students to do the majority of the work. I have to intentionally make time for students to do the reading, writing, and thinking during class time, if I want them to grow as learners.

"We are most powerful as teachers when our core beliefs align with our instructional practices." Sam Bennett author of **That Workshop Book**

Thinking Strategies Used by Proficient Readers

(Based on the research synthesis of P. David Pearson and Janice A. Dole)

A strategy is an intentional plan that is flexible and can be adapted to meet the demands of the situation.

Proficient Readers:

- Activate background knowledge and make connections between new and known information.
- Question the text in order to clarify ambiguity and deepen understanding.
- **Draw inferences** using background knowledge and clues from the text.
- **Determine importance** in order to distinguish details from main ideas.
- Monitor comprehension in order to make sure meaning is being constructed.
- Reread and employ fix-up strategies to repair confusion.
- Use sensory images to enhance comprehension and visualize the reading.
- Synthesize and extend thinking.

Rigor is...

Teachers are frequently asked to raise the "rigor" in their classrooms. However the term "rigor" doesn't always mean the same thing to all people. In order to make sure students are receiving a rigorous academic experience, we must define for ourselves what rigor is.

• What makes reading hard?

• How is *rigorous* reading different from *hard* reading?

• For me rigor is...

Redefining Reading

1. What is your role as a reader? How does your role change as you help students become better readers of your text?

2. List the types of text that students might encounter in your class. At what grade level should students first be taught how to read these texts?

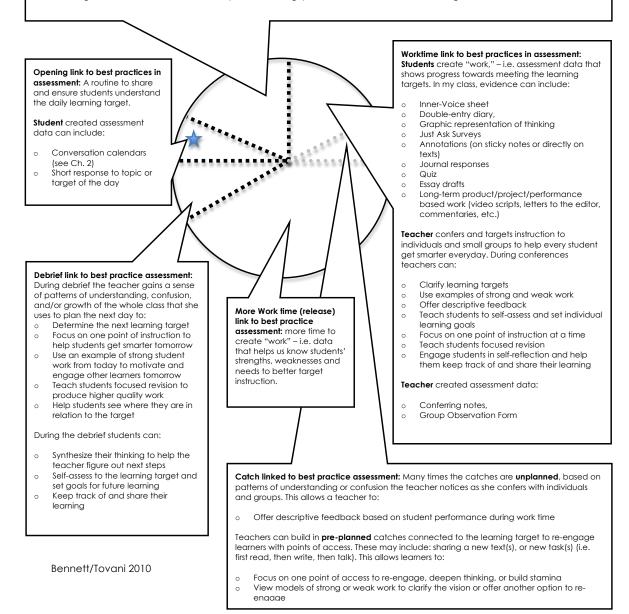
3. Select a text that you want your students to be able to read and comprehend. Carefully think through how you would construct meaning if you were to encounter this particular text structure for the first time.

Workshop Model as a Structure for Assessment:

Creating & Collecting Data to Figure Out What Students Know and Need EVERYDAY

Mini-lesson link to best practices in assessment: Should be based on students' work the previous day – targeted specifically to patterns of student understanding – what they need next to go deeper or to clarify misconceptions and clear up confusion. Teachers show students HOW to meet learning targets by:

- Sharing examples of strong and weak work so students can build a vision of what they will produce
- o Focusing on one point of instruction so students can hone in to create higher-quality work
- Periodically slowing down and focusing on practices of self-assessment: reflection and goal setting
- Modeling focused revision for students so they can close the gap between their own work and a strong model



From: So What Do They Really Know Tovani 2011

Number One Teaching Belief:	
Practices I believe matter to student learning:	Core belief that drives this instructional practice: