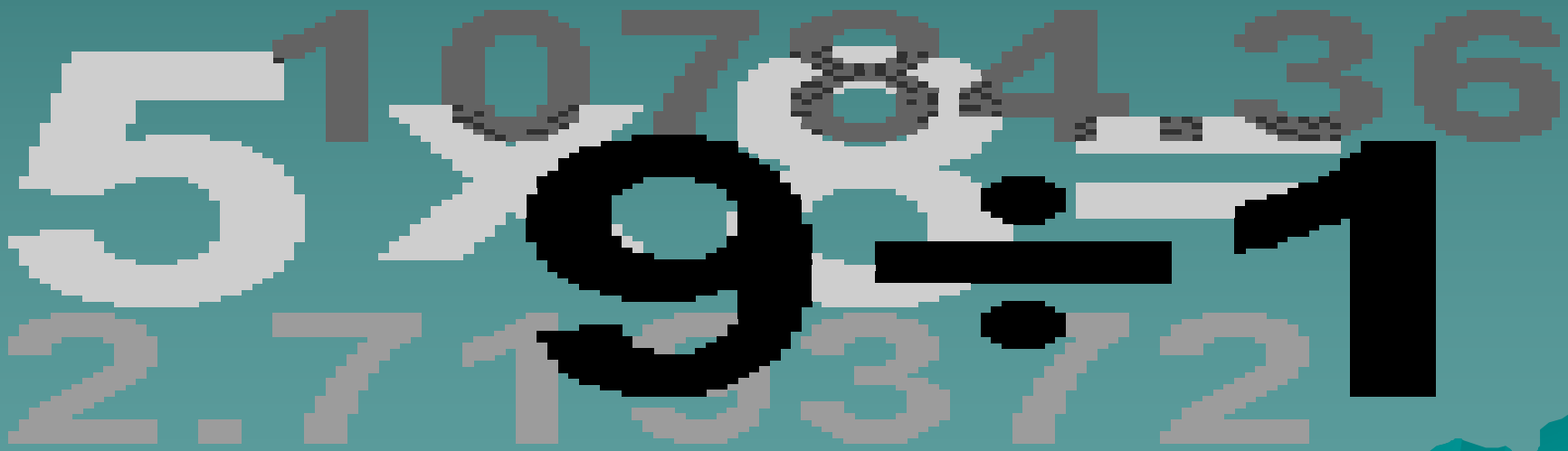
Leadership 2007

Presenters: Jacqueline Hill and Charles Wyszkowski

Reducing the Risk of At-Risk (Saturday)



"Leadership is action, not position."

Donald H McGannon

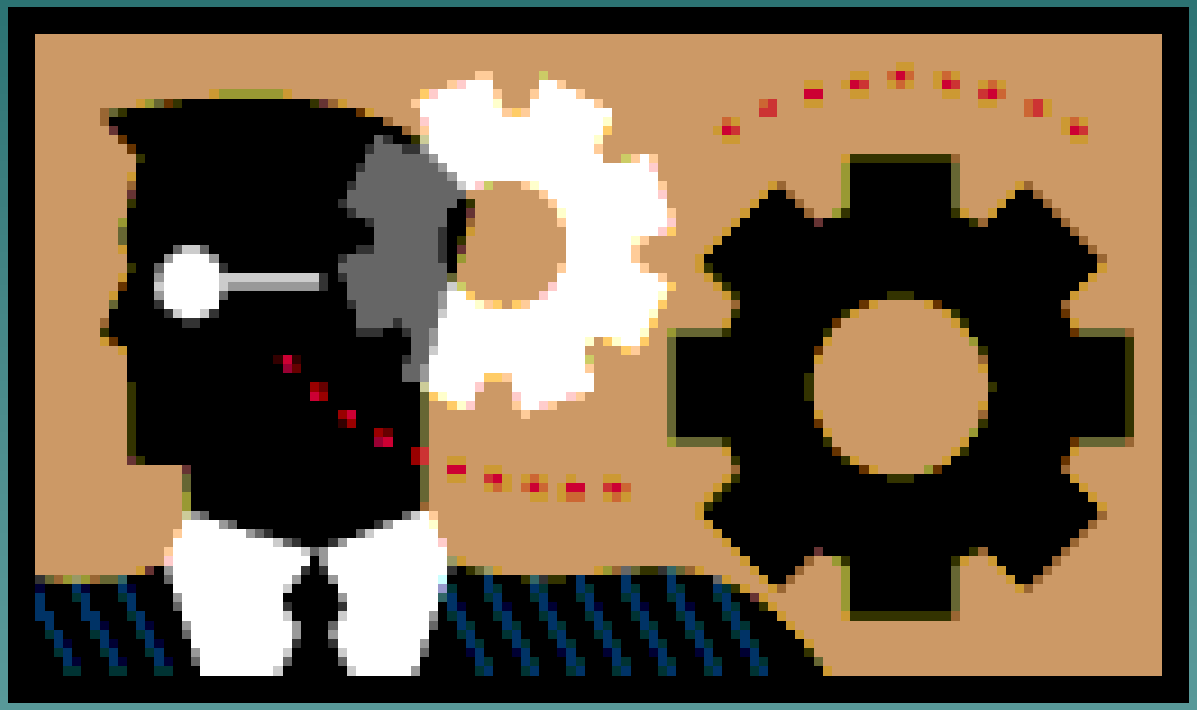
"The job of the leader is to speak to the possibility."

Benjamin Zander

“Motivation is complicated. Success nourishes motivation and motivation makes further success more likely. Failure dampens motivation, and a lack of motivation makes continuing failure a near certainty.”

- Mel Levine, M.D.,"One Mind At A Time"

Personal Reflection



Graffiti Activity

Jot down phrases or words that come to mind when you think about teaching at-risk students. Think as broadly as you wish, your emotions, your class, your Administration, and The Ministry.

Characteristics of an At-Risk Student

Individually, write on post-it notes the characteristics you associate with at-risk students

(one idea per small post-it)

As a table cluster them by category and develop a category title using the larger post-it notes. (make two copies of the category title)

Bring the second set of category titles to Charles.

Each table bring their little post-it notes to the wall and place under the corresponding category titles.

In 1997, researcher William Sanders and his colleagues, based on an analysis of 100 000 students across hundreds of schools, concluded that **"...the most important factor affecting student learning is the teacher... Effective teachers appear to be effective with students of all achievement levels, regardless of heterogeneity in their classrooms"**

(Wright et al., 1997 p. 63)

"…an individual teacher can have a powerful effect on her students *even if the school doesn't*."

Robert Marzano

There is evidence to suggest that many of the mathematical tasks at which low-achieving students fail around the age of 12 will still be beyond them when they leave secondary school.

(Hart, 1981: “Children’s Understanding of Mathematics”)

Effective teachers appear to be effective with students of all achievement levels, regardless of heterogeneity in their classrooms”

(Wright et al., 1997 p. 63)

The teacher is the child's most important role model for mathematics learning, and it is crucial that he or she adopt a knowledgeable, enthusiastic, and positive attitude towards mathematics and its applications.

(Mercer & Mercer, 1998).

Several studies show a relationship between a students attitude towards mathematics and achievement in mathematics.

(Dossey, Mullis, Lindquist, & Chambers, 1998)

The First Day of School

(it doesn't matter what grade or what course)

1) **Greet Them!**
2) **Multiplication Tables**
3) **Class Routines**
4) **Fire Drills**
5) **Course outline**
6) **Green Book Entry**
7) **The Five P's**

Please Take a 13 minute break



Motivating your students...

1) Survival Guides
2) Looptie Race
3) Wall of fame and pi
4) Pizza cookie math
5) Sing/chant with them
6) Fridays

Addressing the Whole Person…

This is a more wholistic approach to teaching - such as social skills. This is not just a side issue but a big idea piece of developing self esteem.

Social skills are rarely appreciated by those who don't have them, but only after they have gained them they can look back with enough confidence to appreciate them.

Addressing the Whole Person…

- What it looks like on the job (employers 'look for'…)

- The handshake.

- Knitting school with life.

- A math economy.

"If you can dream it you can do it."

Walt Disney

-

"Shoot for the moon. Even if you miss, you'll land among the stars."

Les Brown

And over to you Charles!

"Most leaders spend time trying to get others to think highly of them, when instead they should try to get their people to think more highly of themselves"

Booker T. Washington one of the most important figures in African-American history.

Personal Reflection

Do you alter your assessment strategies for at-risk students? If so, How?

Differentiated Instruction

Gayle Gregory and Carol Ann Tomlinson

Think of a one room school house…



Please Take a 9 minute break



Back to you Charles…

Happy Saturday Morning!



Nap time to start…. Story time….

Journal Inquiries…

- ESL Learners…
  - Behaviour Problems…
- Attendance on Friday…
- Dealing with Parents…
- Use of Technology….instruction, assessment

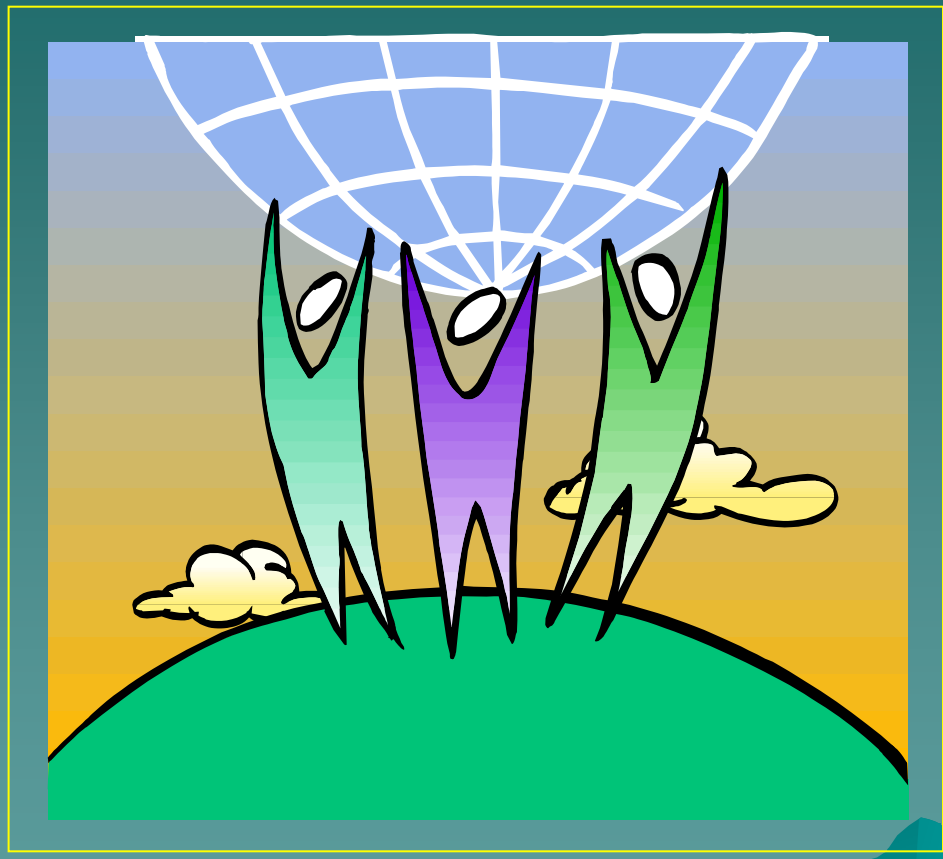
- Summative Assessments… e.g., rich performance tasks.

- Classroom teacher does not support SERT strategies…

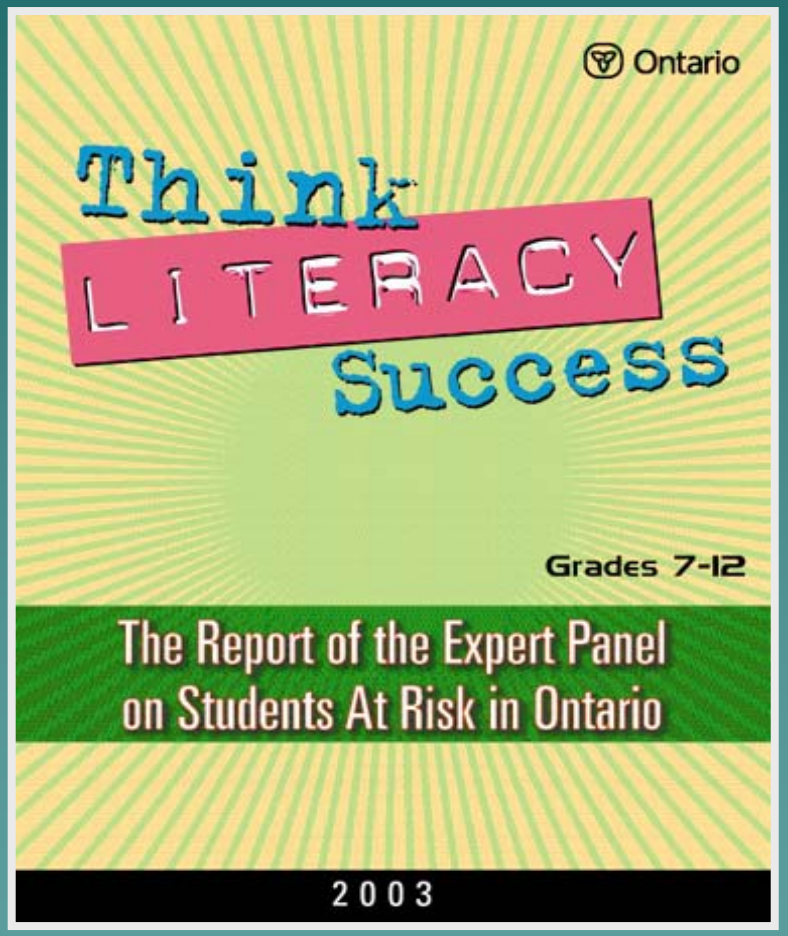
- Non-specialists who are driven to "cover" the curriculum… no strategies

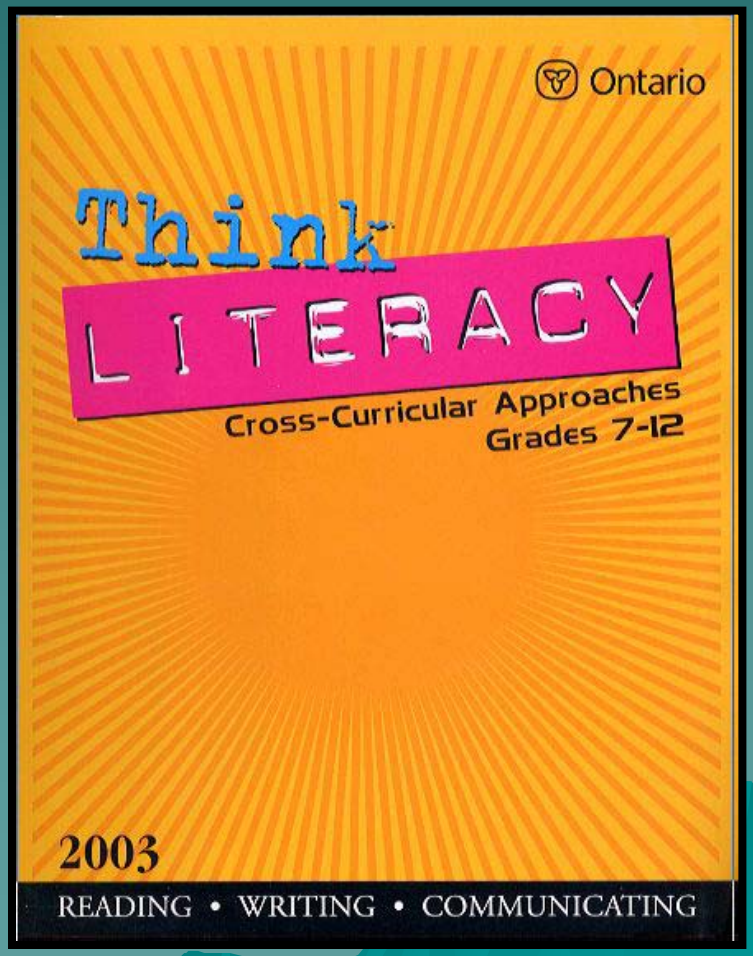
Think Literacy in Mathematics

(from a leadership perspective and keeping in mind At-Risk Students)



Starting Points





Key Messages

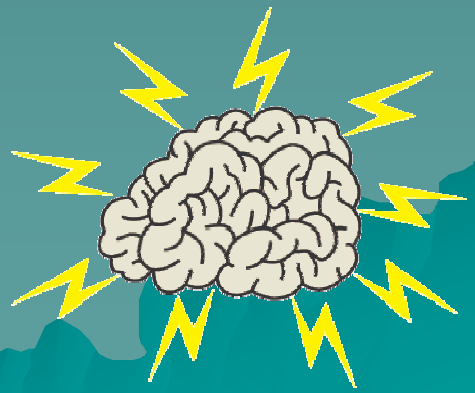
Struggling students need:

- **to believe they can read and write**
- **to learn through meaningful and challenging experiences**
- **to have lots of opportunities for purposeful talk**

Minds On Literacy

Anticipate strategies that would help with:

- Getting Ready to Read
- Engaging in Reading
- Oral Communication
- Written Communication



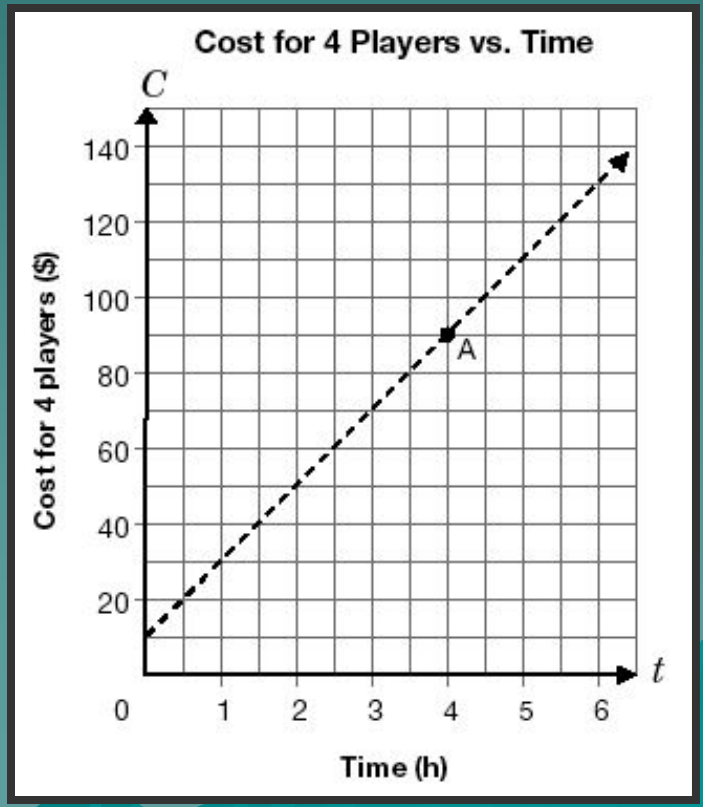
Key Messages

Effective teachers:

- **focus instruction on *before, during* and *after* phases of learning**
- **provide students with modelling, teaching, guided practice, and ongoing feedback**
- **explicitly teach literacy strategies**

Reading Strategies

- **Reading text in Math class requires the ability to read:**
  - from left to right
  - from right to left
  - from top to bottom
  - from bottom to top
  - diagonally



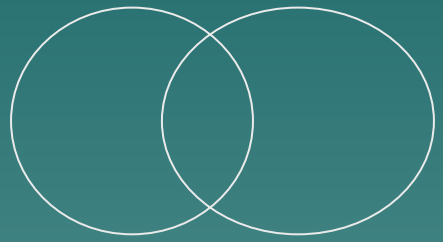
EQAO Release Material 2003

Creating a Word Wall

(In terms of Leadership… look at a typical mathematics classroom… what do you notice?)

Concept Circles

May be used in conjunction with word walls

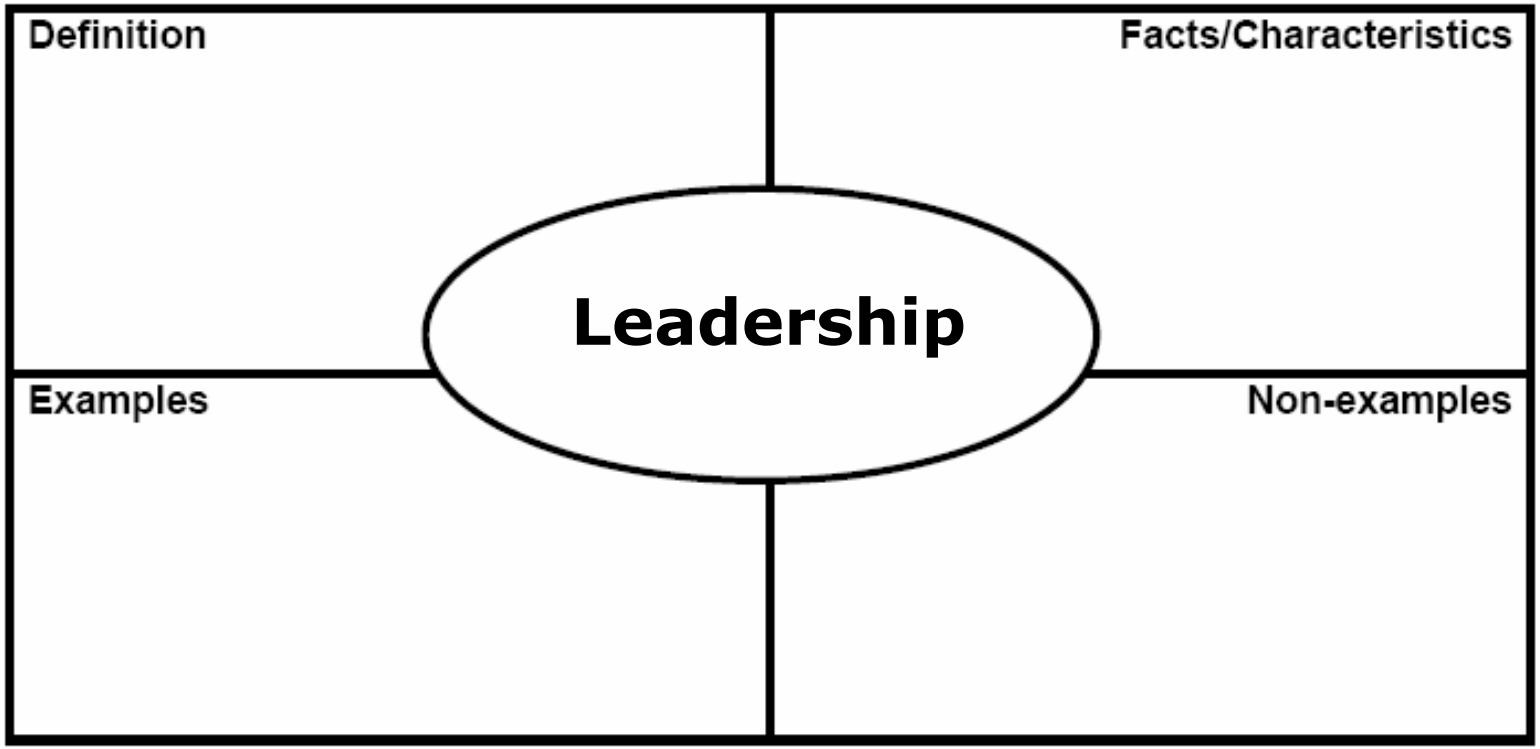


With your shoulder partner generate a concept circle for… either

a) From a leadership point of view addressing anxiety about a course being taught vs. Rekindling enthusiasm for teaching math…

b) One of your own based on Leadership concerns or challenges.

The Frayer Model





Differentiating Instruction



Teaching for Learning…



No two student are the same…

"Experience as well as the research we now have about the human brain tells us that students are different, that they learn differently and have different likes, preferences and needs.

G. Gregory & R. King,





What is Differentiated Instruction?

Remember the one room school house…

"…A differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each learner can learn effectively in a learning environment that suits his or her individual learning needs. [A teacher employing] a philosophy to reach the unique needs of all learners equally."

Gregory & Chapman, p. X

"Curriculum tells teachers *what* to teach, while differentiated instruction tells teachers *how* to teach it to a range of learners by employing a variety of student teaching approaches."

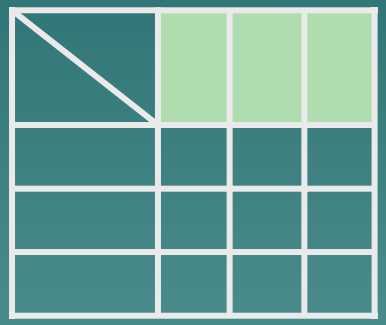
Education for All, 2005 p. C.A. Tomlinson, 2001

A Framework

Curriculum Factors / **Student Factors**	Content (input)	Process (how)	Product (output)
Readiness			
Interests			
Learning Profile			

Curriculum Factors

- Content – input (what and format)
- Process – how
- Product – output (what and when)



"A task that's a good match for student readiness extends that students' knowledge, understanding, and skills a bit beyond what the student can do independently …and then provides support in bridging the gap between the known and unknown."

Carol Ann Tomlinson

Adjusting for Readiness

Teachers consider varying degrees of readiness.

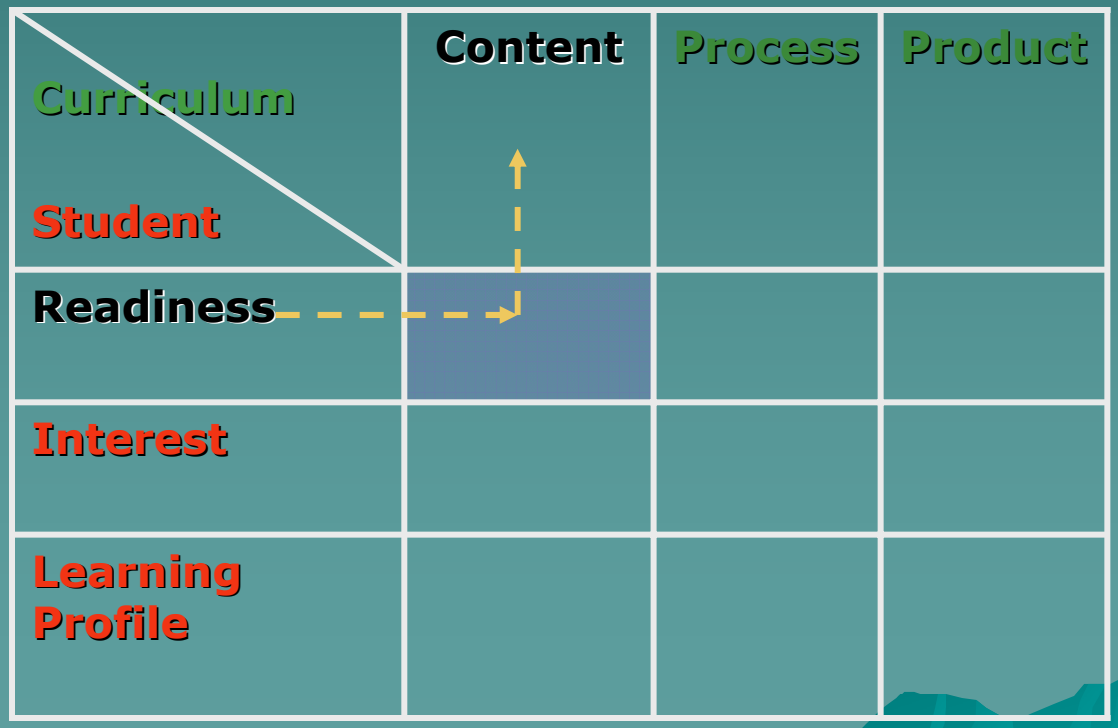
Structured → Open

Concrete → Abstract

Simple → Complex

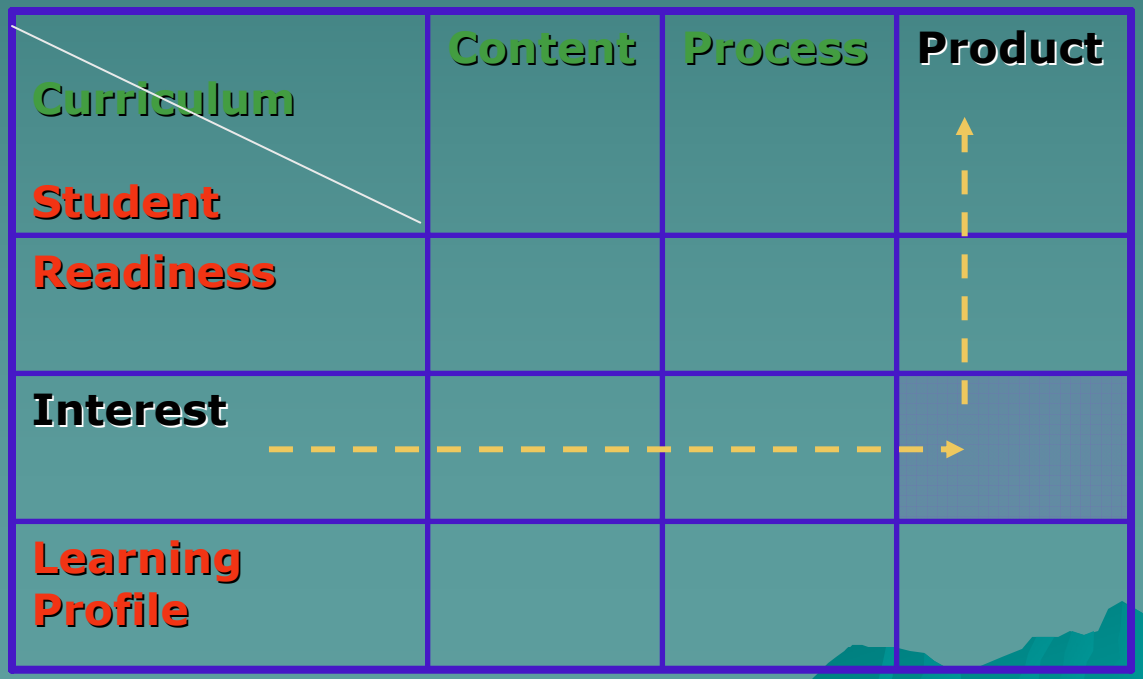
Example

Accommodate readiness levels by varying the content of homework assignments.



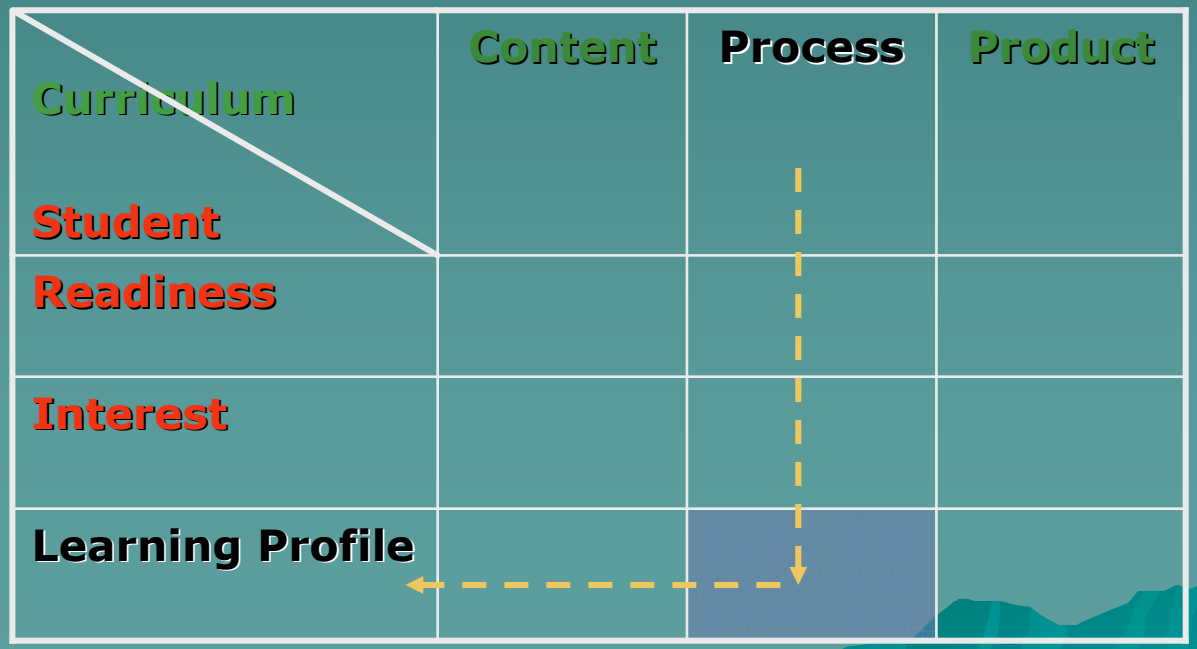
Example

- Accommodate student interests by allowing choice in product (e.g., photo essay, scale model, or written report).

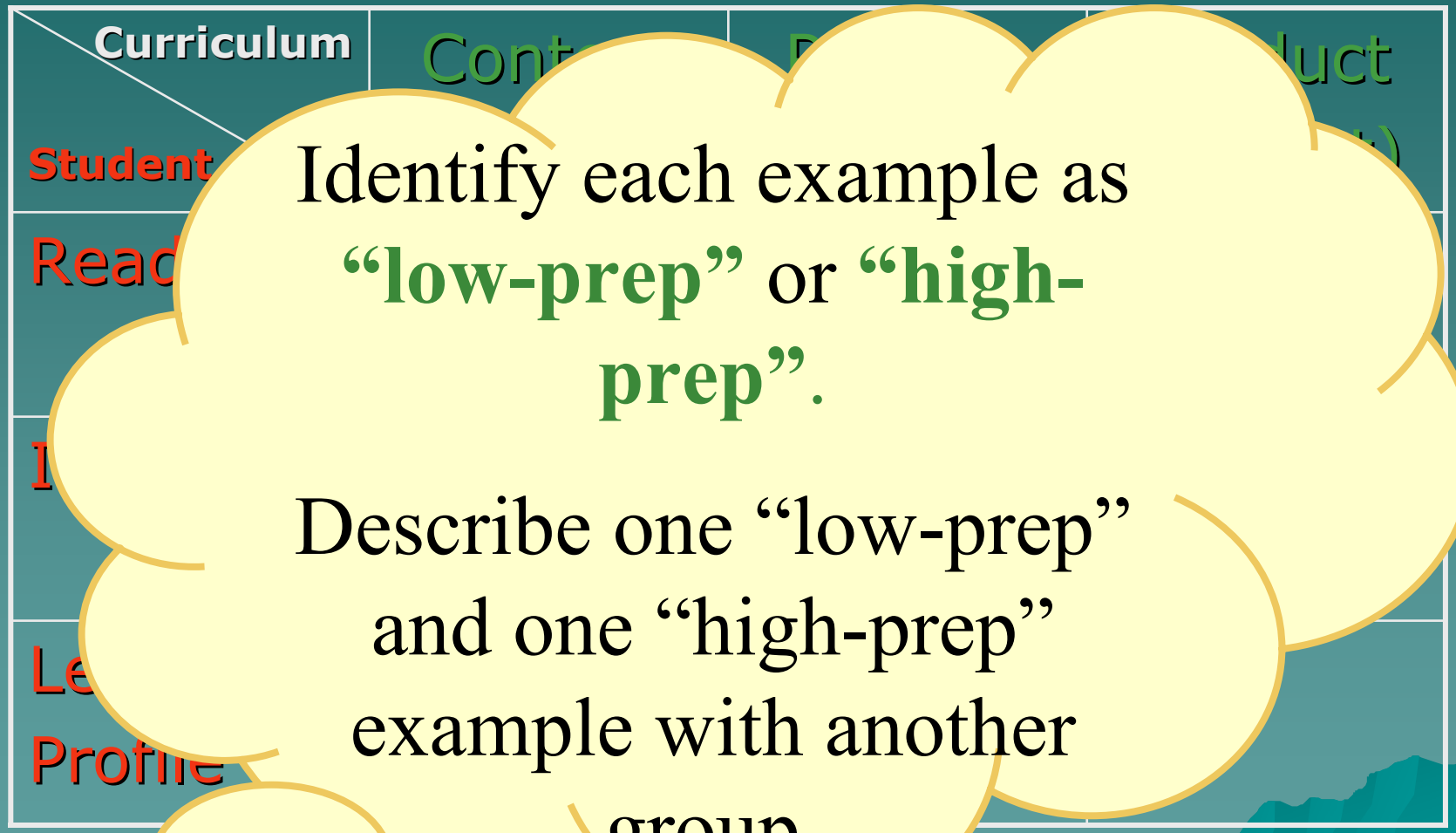


Example

- Adjust process (e.g., brainstorm, role play, think/pair/share) to address learning style preferences.



Your Examples



Teacher Preparation

Curriculum / Student	Content (input)	Process (how)	Product (output)
Readiness	Respond to diagnostic assessments	Scaffold	Numerical, algebraic, or physical model
Interest	Use examples based on student interest	Jigsaw **high-prep**	Skit, rap, or graphic organizer
Learning Profile	Use wait time for questions **low-prep**	Use kinesthetic, visual,& auditory strategies	Oral or written

Differentiating Instruction: The Big Ideas

- **Learning environment**
- **Content**
- **Process**
- **Product**
- **Assessment**

Which area do you want to concentrate on?

- **Select one area**
- **Research the area**
- **Take Baby steps**
- **Don’t try to change your practices overnight.**



Differentiating Instruction

Teaching for Learning…





Please Take a 8 minute break



Placemat Activity

- Individually write your thoughts on the strategies that have worked for you in your classroom with at-risk students.
- In the centre write all of the strategies (without repetition) that were listed in the corners; add the initials of the contributors.
- Gallery Tour

"People watch the leader. You should not seek to establish clones, but remember that in every aspect of your behaviour, you are setting standards for more junior colleagues who are ambitious."

Clinton Silver

-

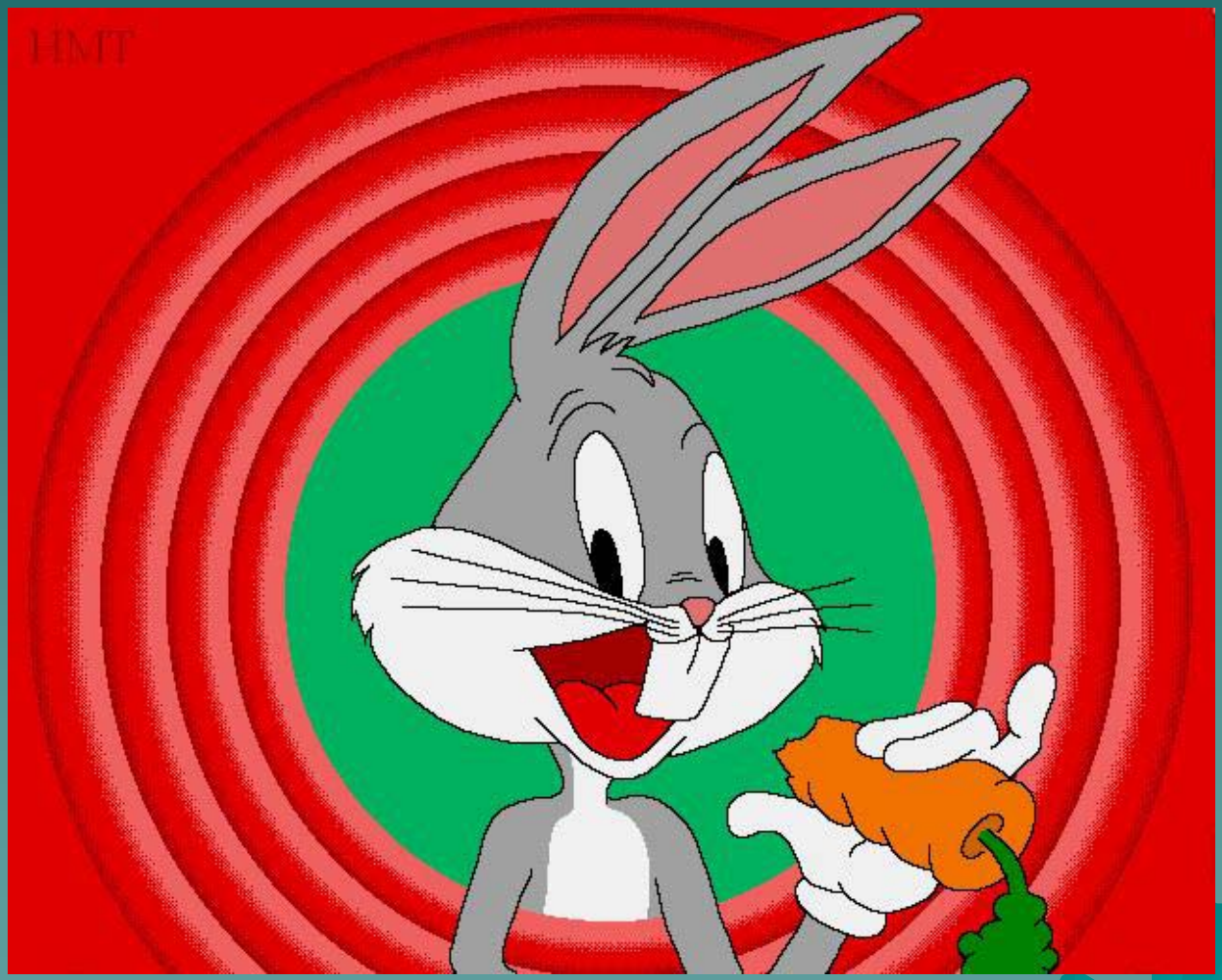
"Example is leadership."

Albert Schweitzwer

Reference Materials Cited:

- "Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement"; Marzano, Pickering,Pollack; ASCD 2001
- "Teaching What Matters Most"; Strong, Silver, Perini; ASCD 2001
- "A Mind at a Time"; Mel Levine; Simon & Schuster 2002
- "Helping Low Achievers Succeed at Mathematics"; Haylock and D'Eon; Trifolium Books 1999
- "Inside the Black Box"; Black,Wiliam; Phi Delta Kappan; October 1998

That's All Folks!



Present

Prepared

+ Productive

Pleasant

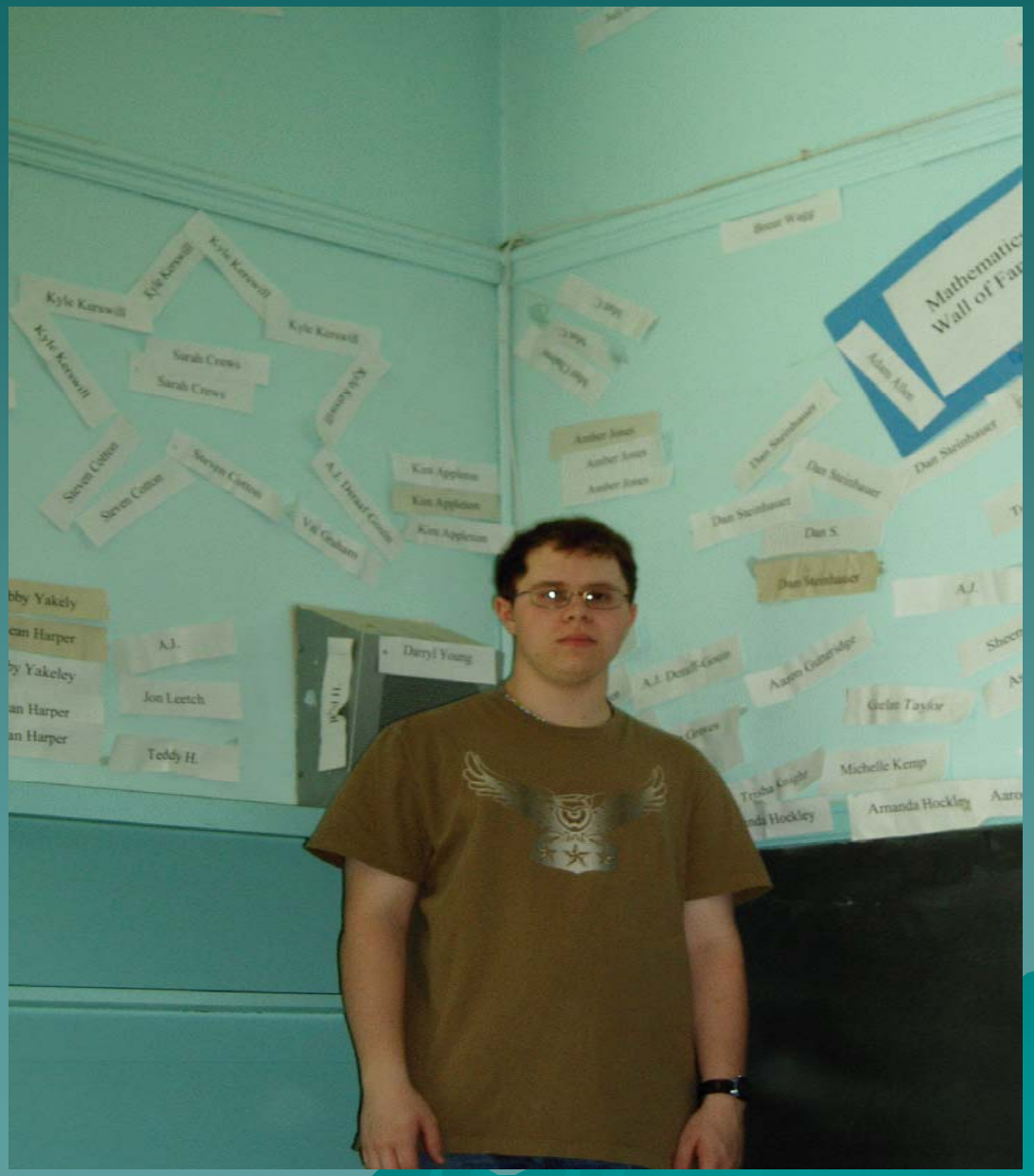
PASS



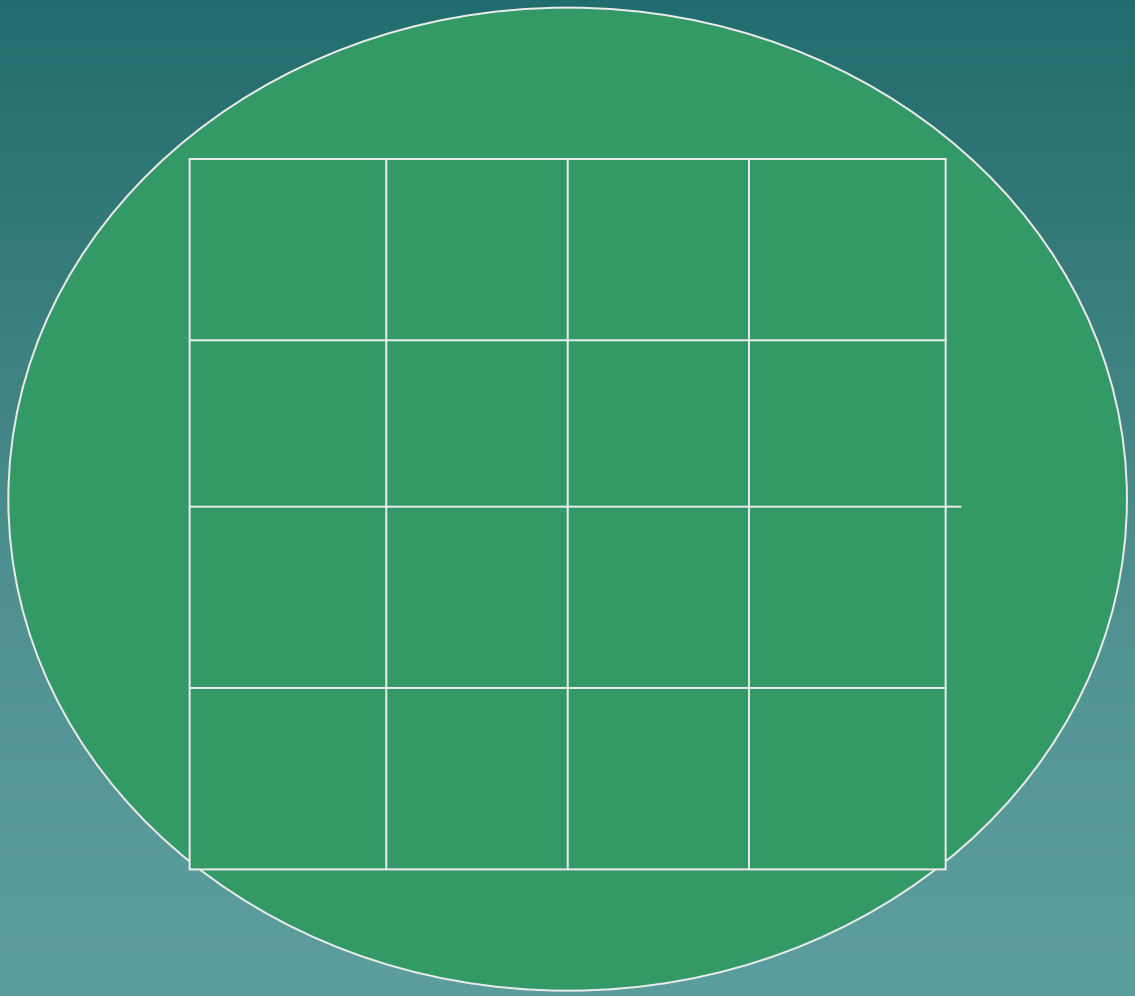
Looptie Race…



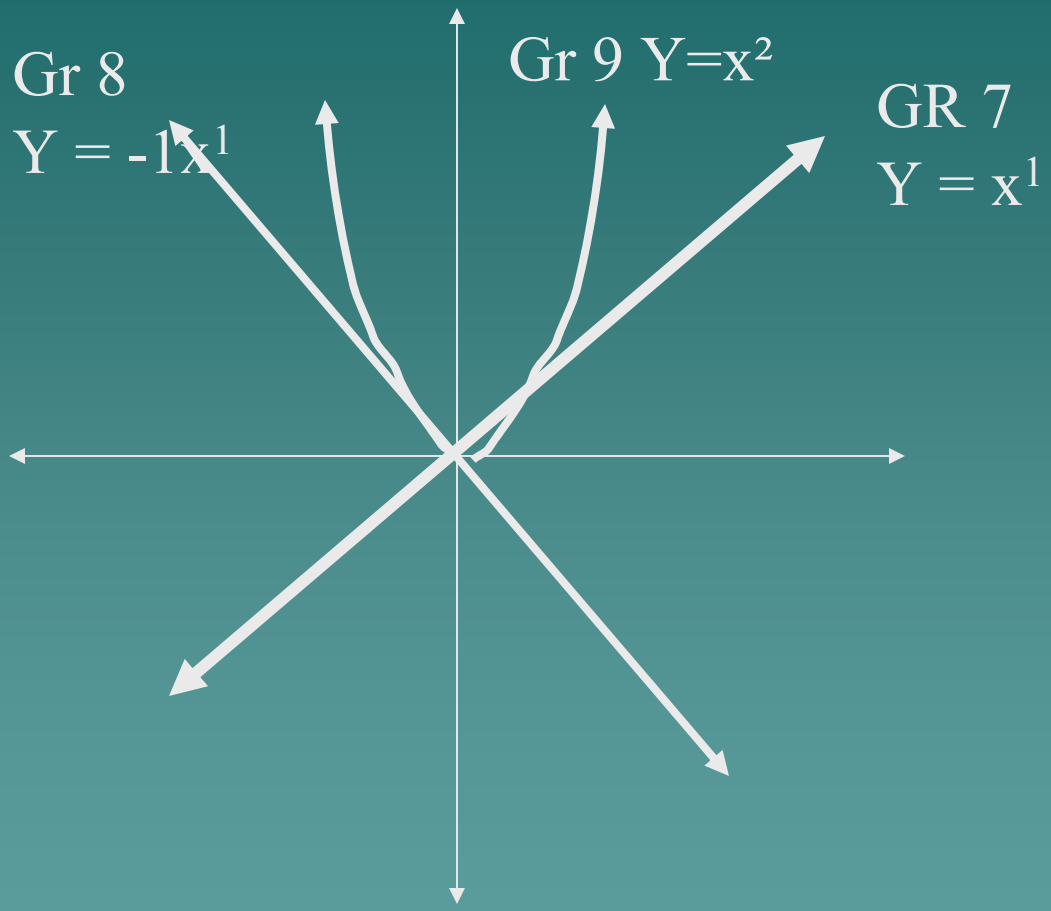
WALL OF FAME


Kyle Kerswill
Sarah Crews
Steven Cotton
Kim Appleton
Darryl Young
A.J.
Jon Leetch
Teddy H.
Dan Steinhauer
Amanda Hockley
Michelle Kemp

Pizza Cookie Math



How many rectangles?


Gr 8
Y = -1x1
Gr 9 Y=x2
GR 7
Y = x1