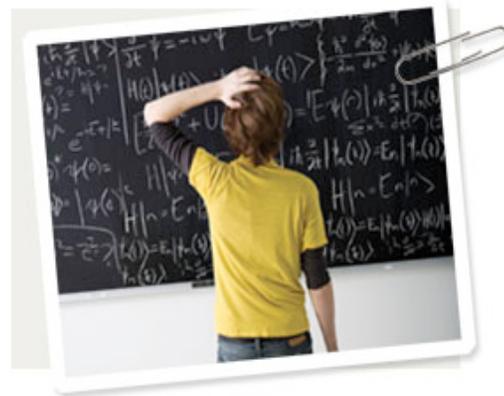


Five Things Struggling Learners Want Teachers to Know and Do



Help Needed

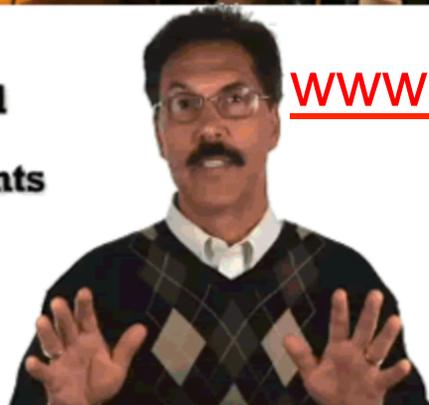
Dr. Bobb Darnell bobbdarnell@mac.com
www.achievementstrategies.org

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**Successful
Learning
Environments**



www.achievementstrategies.org

or
ASCD Handout site

Session Goals . . .

I will be able to . . .

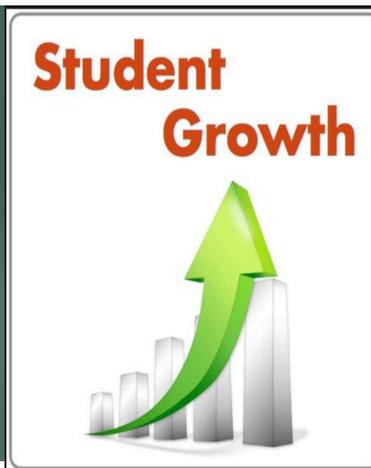
1. Describe the causes and effects of student failure/and underachievement.
2. Explain what we are doing to prevent and address student failure/underachievement (e.g., practices, strategies, interventions).
3. Describe some best instructional and assessment practices.

Trends Coming Together and Overlapping

NCLB

Common Core
Standards

TEACHER
EVALUATIONS



ESSA

Every school in America wants to . . .

- increase achievement



- reduce achievement gaps

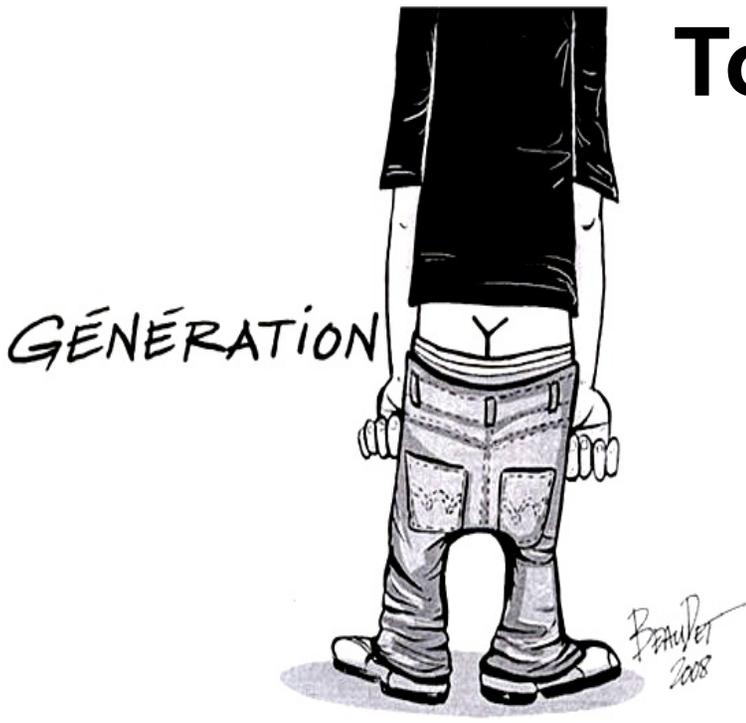


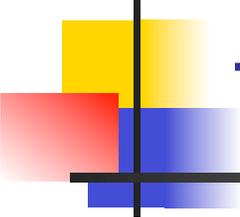
Students have gone from . . .



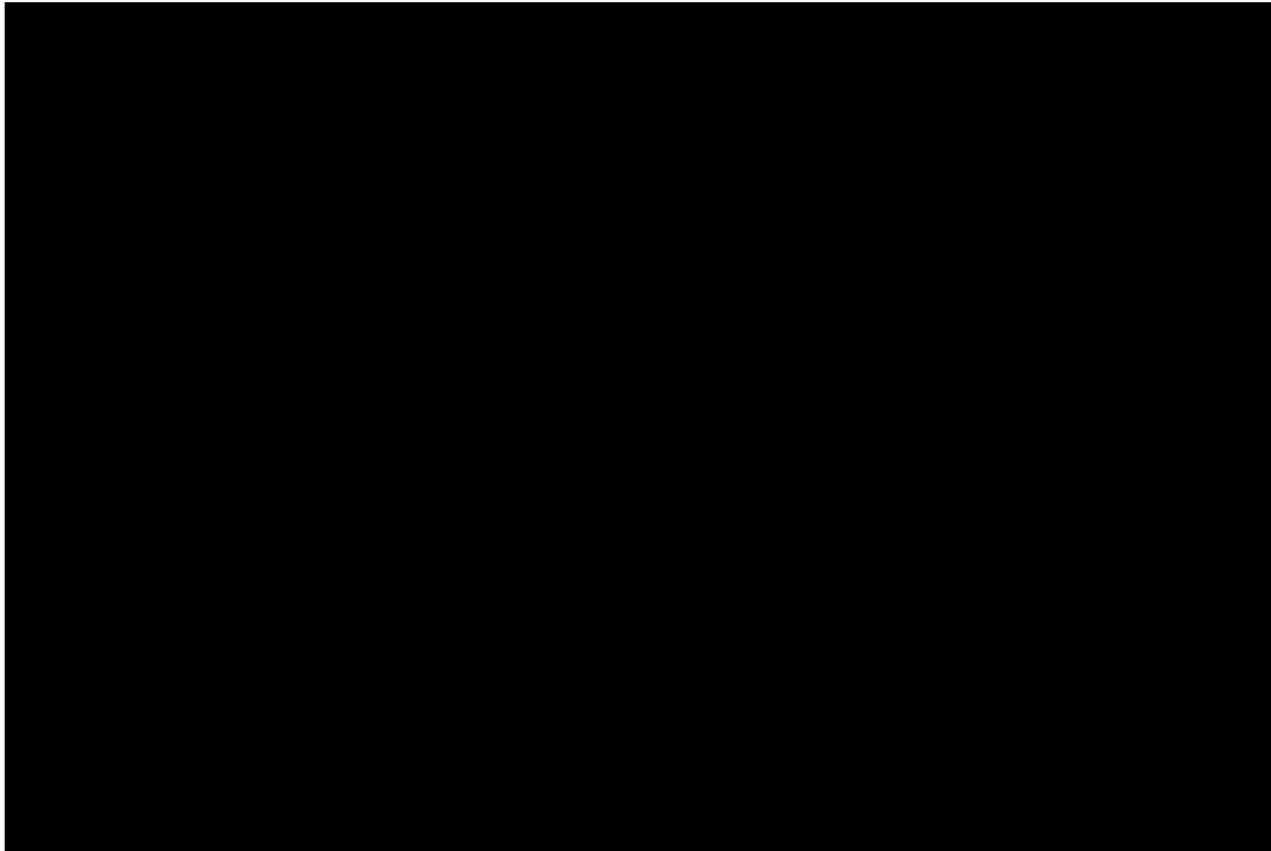
To . . .

To . . .





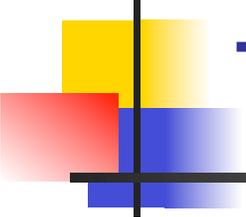
Their brains are being wired
for a certain kind of learning.



http://www.thq.com/us/spongebob-squigglepants/udraw_wii



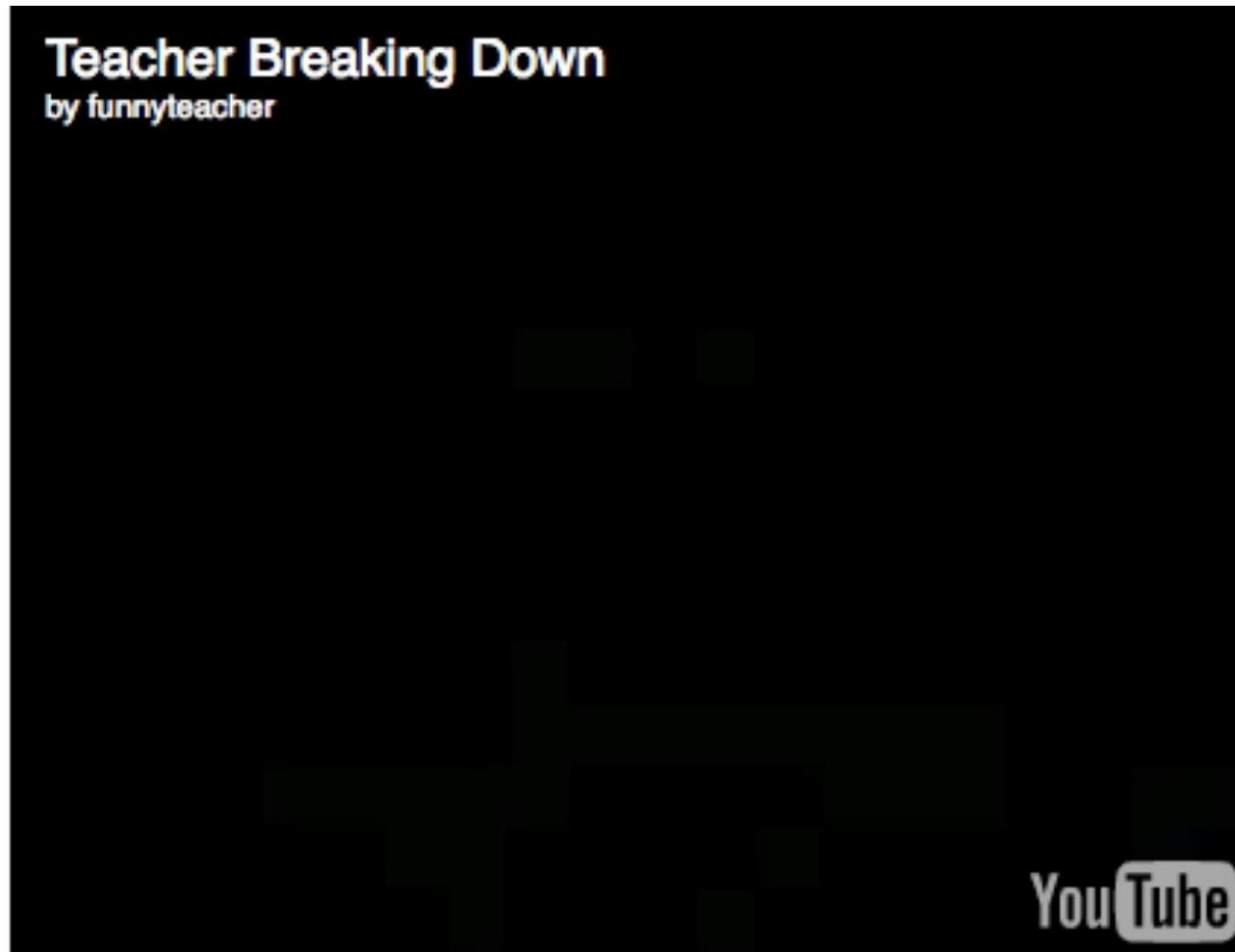
<p>1. Short attention spans and hate to be bored.</p>	<p>Boredom 8-12 minutes</p>
<p>2. Visually preferred</p>	<p>DVD High Definition </p>
<p>3. Want immediate gratification</p>	<p>“I want it now!” “Is it done yet?”</p>
<p>4. Choose to be interactive and hands-on</p>	<p> </p>
<p>5. Love challenge and are curious</p>	
<p>6. Want to succeed (win) using strategies, practice, and do-overs</p>	<p> </p>

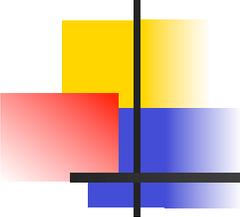


Teachers are **expected** to . . .

- Align curriculum and teach to rigorous standards
- Differentiate instruction
- Analyze and use data
- Collaborate in PLCs, PLTs, and _____
- Read all those emails and announcements.
- And, be very open minded and committed to the school's teacher evaluation system.

Struggling learners and underachievement may cause teachers to feel overwhelmed.

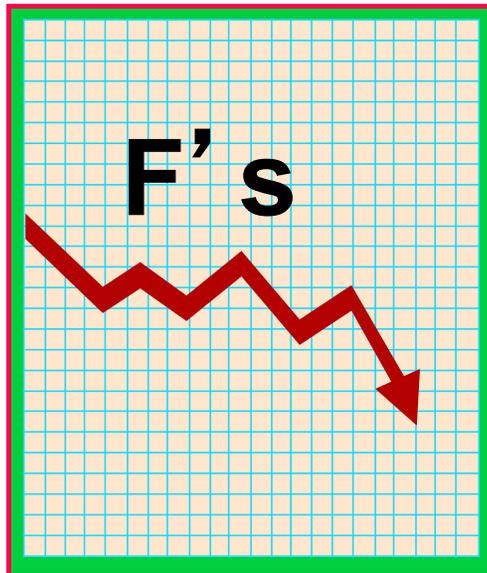




Evidence of Student Failure/ Underachievement/Struggles

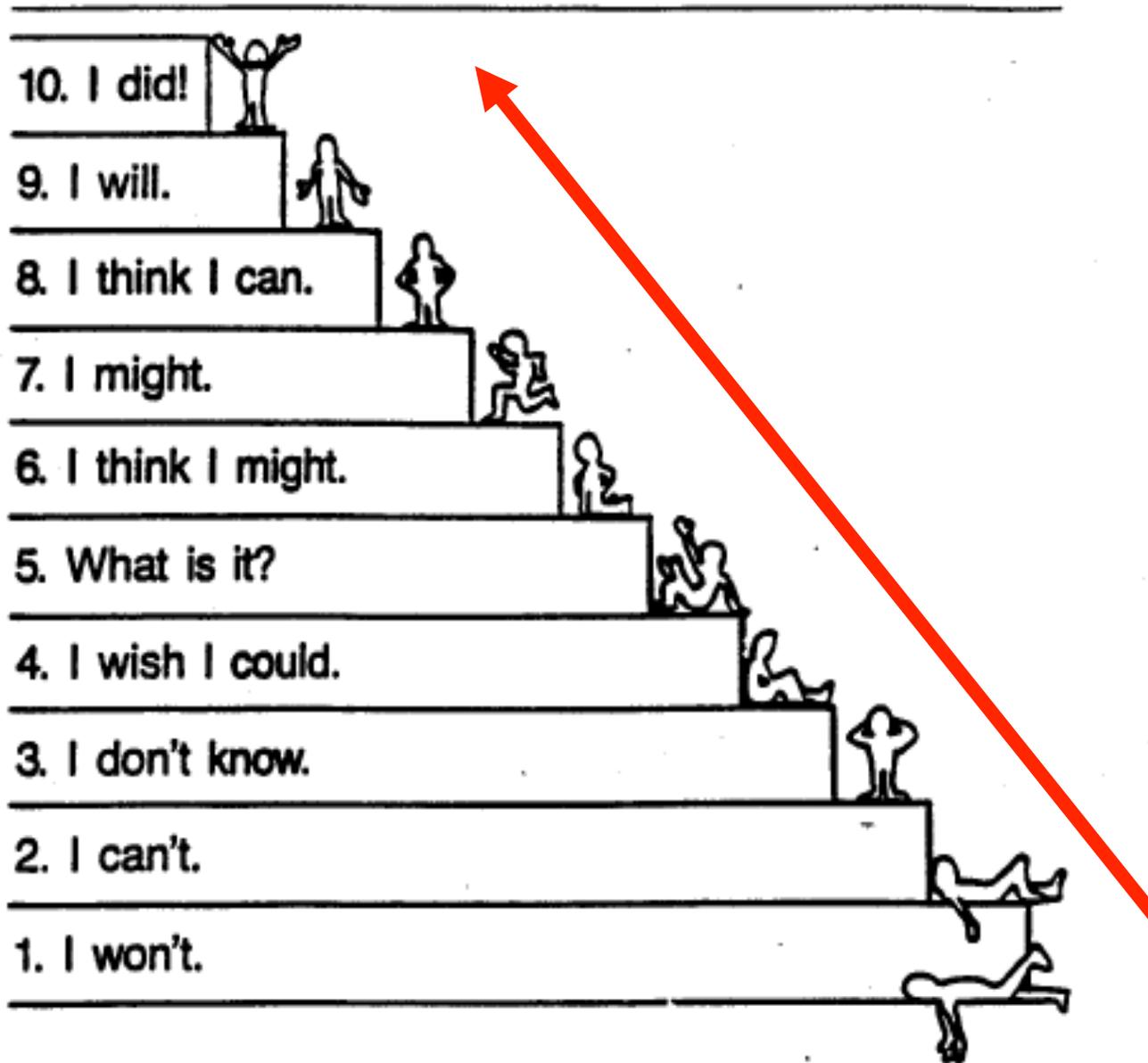
1. Poor attendance in school
2. Lack of attention in classes
3. Failure to attempt and/or complete in and out-of-class assignments
4. Revengeful behavior and chronic misconduct
5. Failure to participate in available interventions
6. Resistance and defiance
7. Low test scores and poor performance on assignments
8. A cycle of failure

Struggling learners and underachievement affects a lot of stakeholders.



1. students
2. teachers
3. administrators
4. parents
5. the organization

POWER THINKING



Marzano,
Tactics in
Thinking, 1989

Some students choose defiance and resistance. Defiance is often a . .

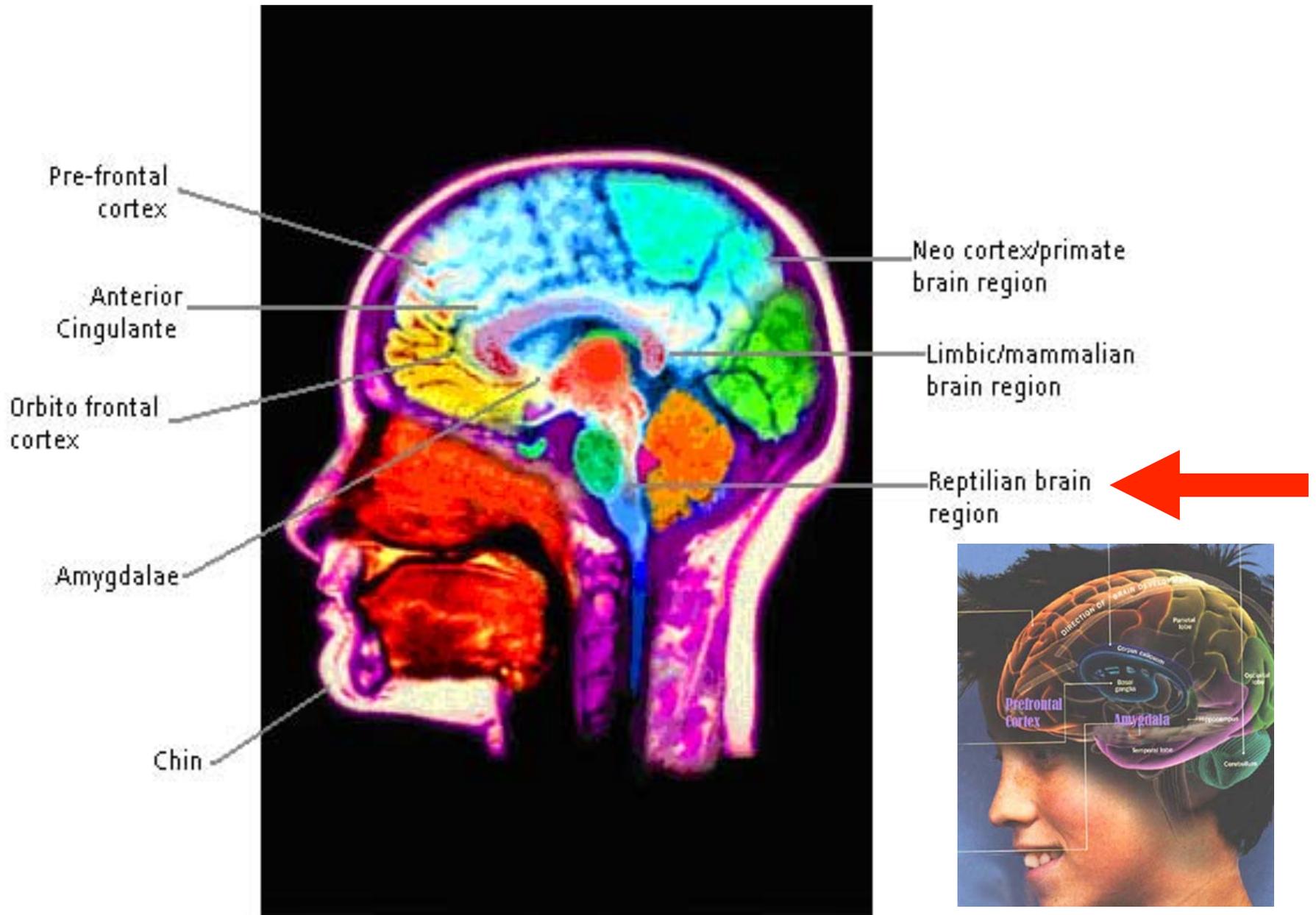
- response to too much anxiety.
- result of the student feeling out of control.
- result of the student trying to cover up feelings of impotence and/or incompetency.

Defiance is a . . .

- response to an overwhelmed limbic system--
flight or fight.



Defiance is a predicted response to anxiety overload.



Every school in America wants to . . .

- increase achievement



- reduce achievement gaps



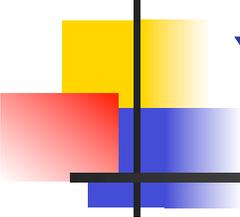
Do you feel this way while working with students who are underachieving and struggling?

You Say Yes



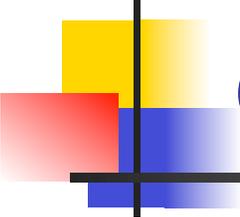
We Can Work It Out





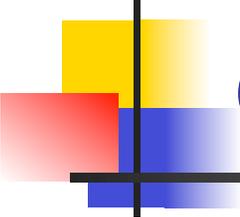
You may say, **WAIT!**

I am an experienced educator. I can handle these changes. I should be able to help struggling learners.



You might be an experienced educator if . . .

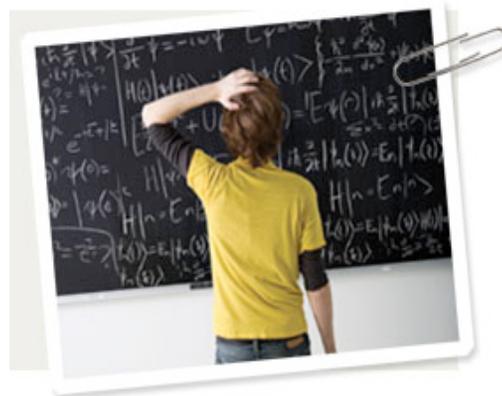
- You want to slap the next person who says, “Must be nice to have all your holidays and summers free.”
- Out in public you feel the urge to talk to strange children and correct their behavior.
- You encourage obnoxious parents to check into other schools or home schooling.



You might be an experienced educator if . . .

- You had a hard time choosing your child's name because there is NO name you could give a child that wouldn't bring on high blood pressure the moment you heard it.
- Around January, your staff vote on having a Prozac dispenser in the lounge.

We are often not worried about the average and high achievers.



What causes students to struggle and experience low achievement?



Underachievement Struggling Learners

1. Lack effective learning-to-learn/content skills and strategies
2. Lack effective executive functioning skills and strategies
3. Do not have a growth mindset
4. Do not have or take advantage of a success coach/coaches

Skills to Succeed at School!

Content Area Knowledge and Skills

Learning-to-Learn Skills

1. Memory Storage and Retrieval
2. Note taking
3. Vocabulary Attainment and Development
4. Writing/Summarizing
5. Reading for Information and Literary Analysis
6. Solving Multi-Step Math and Scientific Problems
7. Kinesthetic Coordination

Executive Functioning Skills

1. Goal Setting
2. Planning
3. Organization
4. Problem Solving
5. Self-Assessment/
Monitoring
6. Focusing Attention
7. Impulse Control
8. Self-Advocacy

Why do students struggle to succeed the first time?

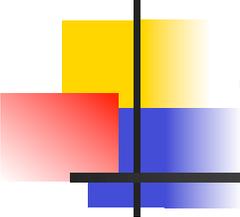


1. Lack of skills (Learning-to-learn, content executive functioning skills)
2. Lack of confidence (growth mindset)
3. Lack of motivation
4. Lack of perseverance/determination
5. Lack of respect for the culture of school/education
6. Lack of vision for the role school plays in career preparation or lifestyle
7. Lack of connection to positive relationships with teachers and/or peers



Underachievement Struggling Learners

1. Lack effective learning-to-learn/content skills and strategies
2. Lack effective executive functioning skills and strategies
3. **Do not have a growth mindset**
4. Do not have or take advantage of a success coach/coaches



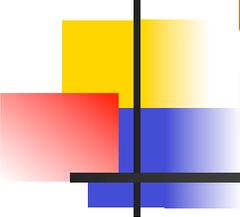
Growth Mindset

1. Believe that abilities are not fixed and can be developed through dedication and hard work
2. Possess a love of learning and improvement
3. Choose to be resilient
4. Desire accomplishment (i.e. reach a goal, solve a compelling problem)



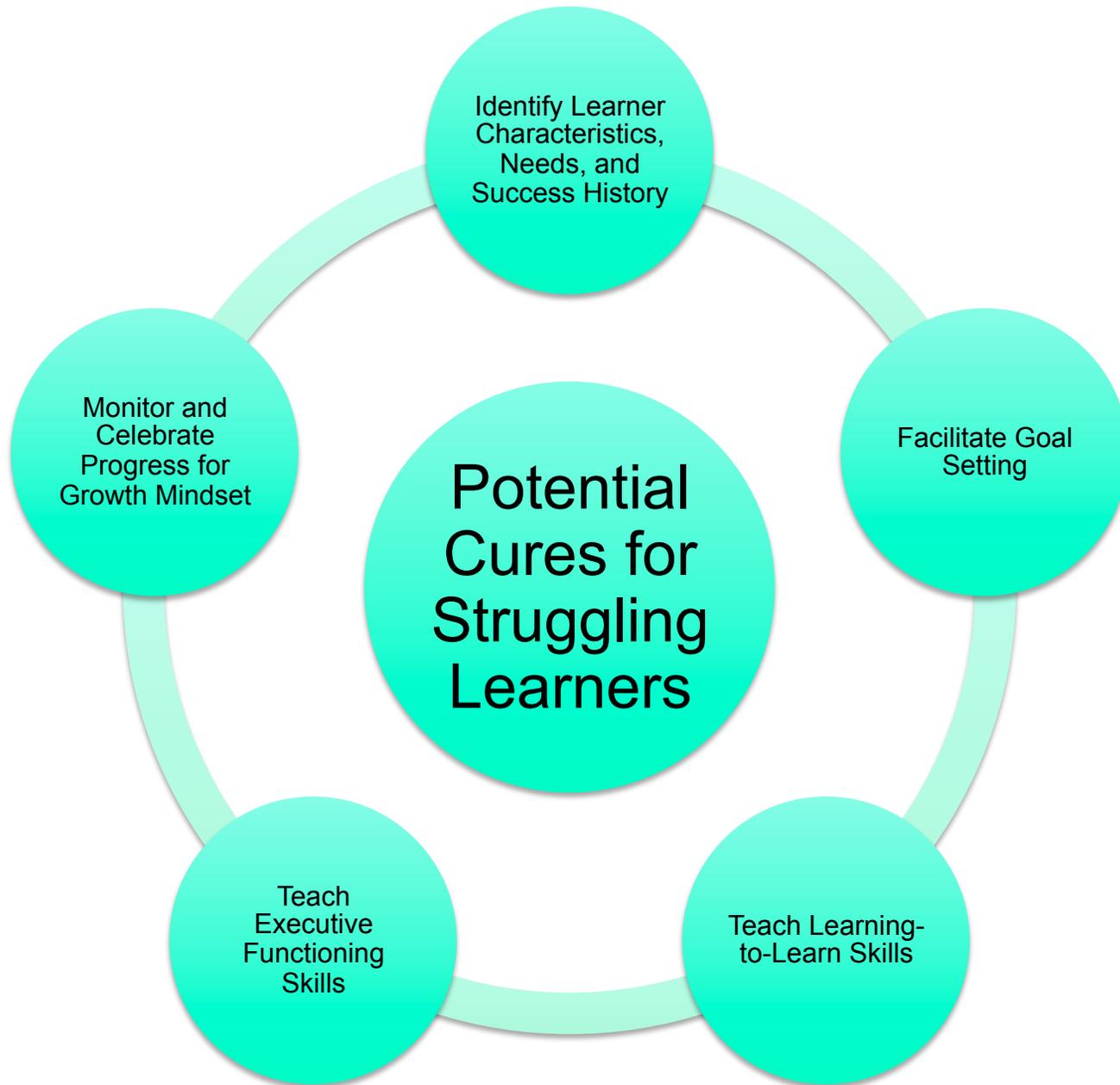
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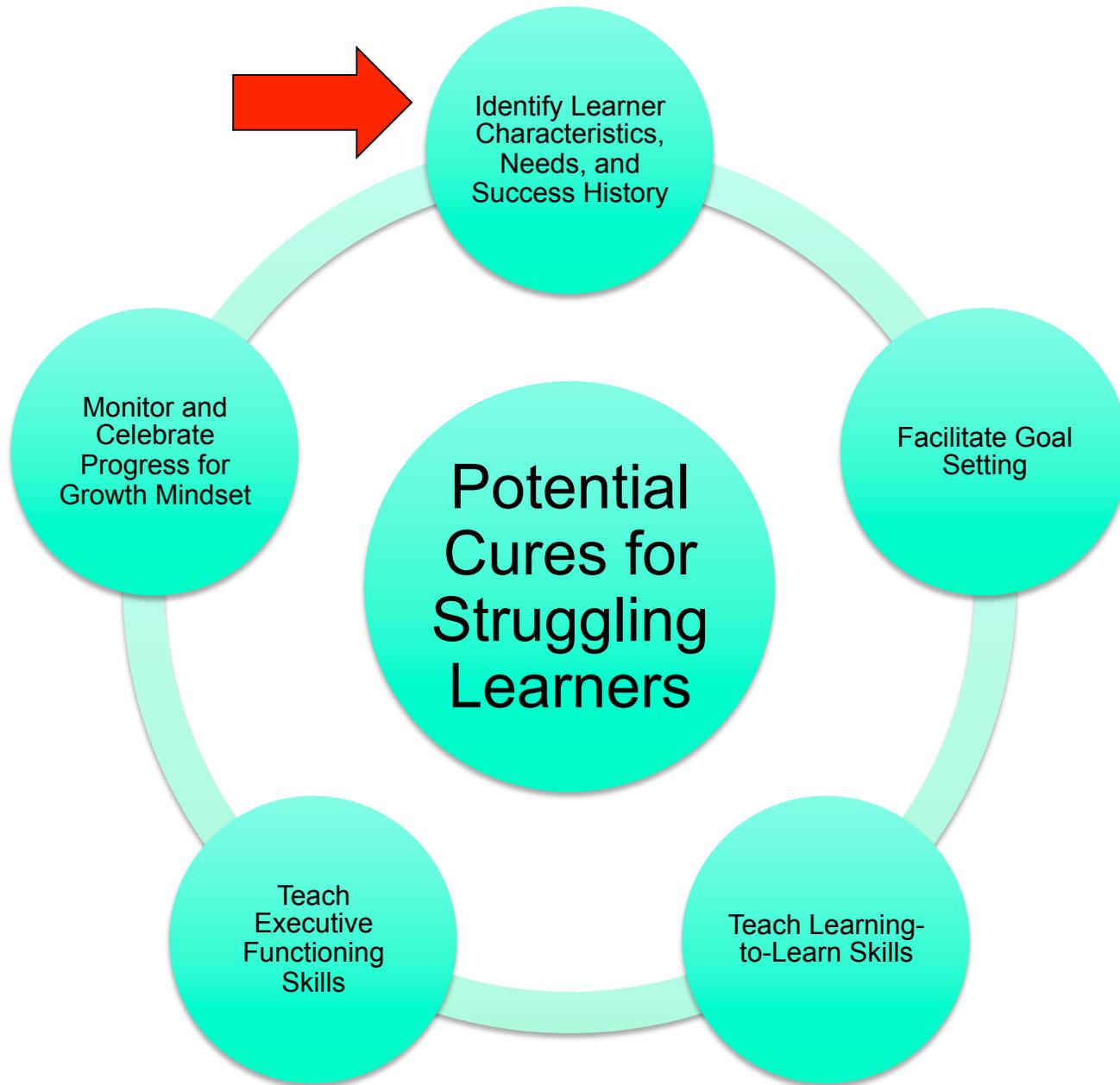


I'm proposing that struggling learners . . .

1. Lack effective learning-to-learn/content skills and strategies
2. Lack effective executive functioning skills and strategies
3. Do not have a growth mindset
4. Do not have or take advantage of a success coach/coaches



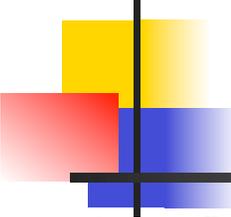
Teaching and Coaching for Success



Teaching and Coaching for Success

1 Identify student's learner needs, characteristics, and history of success.





Collect student profile data.

1. Grades % and Letter Grade
2. Attendance and Tardiness
3. Behavior Referrals
4. Standardized Test Results
5. State Test Results
6. Observations Performance
7. Responsible Behaviors Observations Checklist and Executive Functioning Skills
8. Attempted, Successful, and Unsuccessful Interventions

Factor	Results	Current	Last Year	Comments
Grades % and Letter Grade	English/Reading			
	Math			
	Science			
	Social Studies			
	PE			
	Elective			
Attendance and Tardiness	Excused			
	Unexcused			
Behavior Referrals	Infractions			
	Consequences			
Standardized Test Results				
State Test Results				
Observations/ Performance				
Responsible Behaviors Checklist Observations	Concerns			
Interventions Attempted	Successful			
	Unsuccessful			

Responsible Behaviors Rating Scale

±

Responsible Behaviors	Always	Most of the Time	Some of the Time	Rarely
Is Prompt and Prepared				
1. Comes on time				
2. Comes with needed materials				
3. Comes with assignments complete				
4. Accepts responsibility for identifying work missed during an absence				
Respects Authority				
5. Follows directions promptly				
6. Accepts responsibility for behavior				
7. Follows school rules and regulations				
Respects Others				
8. Uses appropriate voice and language				
9. Listens to speaker				
10. Refrains from harassment				
11. Manages and resolves disagreement and conflict				
12. Displays courtesy and tact				
13. Allows others to remain on task				
14. Works cooperatively with others to achieve group goals				
15. Values diversity				

Respects Property				
16. Uses facilities, equipment, and resources appropriately				
17. Requests to use the property of others				
Creates/Does Quality Work				
18. Understands and commits to learning goals and tasks				
19. Makes realistic plans and manages time to address questions and tasks				
20. Remains on task in independent and group situations				
21. Applies established standards while completing tasks/assignments				
22. Uses guidelines and criteria to evaluate work progress				
23. Responds productively to feedback from others by making corrections and adjustments				
24. Seeks help when needed from teachers, peers, parents, and other sources				
25. Applies problem solving strategies productively				
26. Applies decision making strategies productively				
27. Shows determination/perseverance in pursuit of a goal				
28. Controls and alters mood and impulsivity				
29. Recognizes incremental progress and celebrates success/achievement				
30. Establishes personal improvement goals and plans				

Skills to Succeed at School!

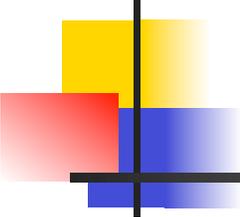
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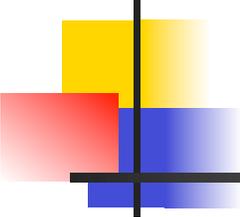


Identify the learning challenges and what specifically is happening when it occurs.

- What is the low performance?
- When is it occurring?
- Where is it occurring?
- How is the student responding to the feedback about low performance?
- Why is performance the way it is (contributing factors)?

Identify history of interventions
and determine their effectiveness.

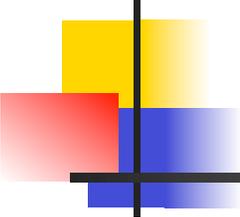




Identify the interventions that have been or are being used to address the learning challenge/problem.

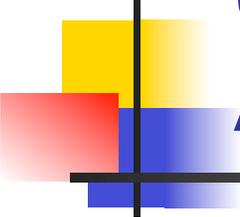
Intervention ↔ Results

Intervention ↔ Results



Attempted, Successful, and Unsuccessful Interventions

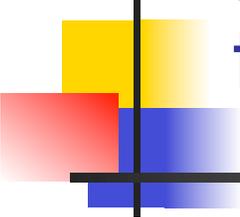
- One-on-one tutoring
- Classroom differentiation of curriculum, assessment, instruction, learning environment (Explain)
- Correctives and test re-takes and/or assignment re-dos
- Parent involvement
- After-school program
- Computer-assisted reading or math program
- At-home computer use
- Use of other support staff (e.g., special ed, paraprofessionals, psychologist, social worker)
- Explicit teaching of learning-to-learn skills/study strategies
- Other (Describe)



Categories of Instructional Strategies That Affect Student Achievement

Category	Percentile Gain
■ Identifying Similarities and Differences	45
■ Summarizing and note taking	34
■ Reinforcing effort and providing recognition	29
■ Homework and practice	28
■ Non-linguistic representations	27
■ Cooperative Learning	27
■ Setting objectives and feedback	23
■ Generating and testing hypotheses	23
■ Question, cues, and advanced organizers	22

Math Research: Students' performance increases when teachers . . .



1. Explicitly teach concept vocabulary.
2. Use non-linguistic presentations and graphic organizers.
3. Model and use tightly sequenced forms of explicit instruction.
4. Explicitly teach the use of problem representation and problem solving strategies.
5. Providing immediate feedback about incremental progress.
6. Use small group, cooperative learning, and peer tutoring.
7. Explicitly teach summarizing and writing extended responses.

Strategies to Teach Students Text Comprehension

National Reading Panel Report (2000)

1. Monitoring Comprehension
2. Metacognition
3. Graphic and semantic organizers
4. Answering questions
5. Generating questions
6. Recognizing story structure
7. Summarizing
8. Reciprocal teaching
9. Cooperative learning
10. Mental Imagery

Skills to Succeed at School!

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6. Focusing Attention
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What has been attempted and what has been successful and unsuccessful?

1. Change Content

What students will learn and the materials that represent the content

2. Change Process

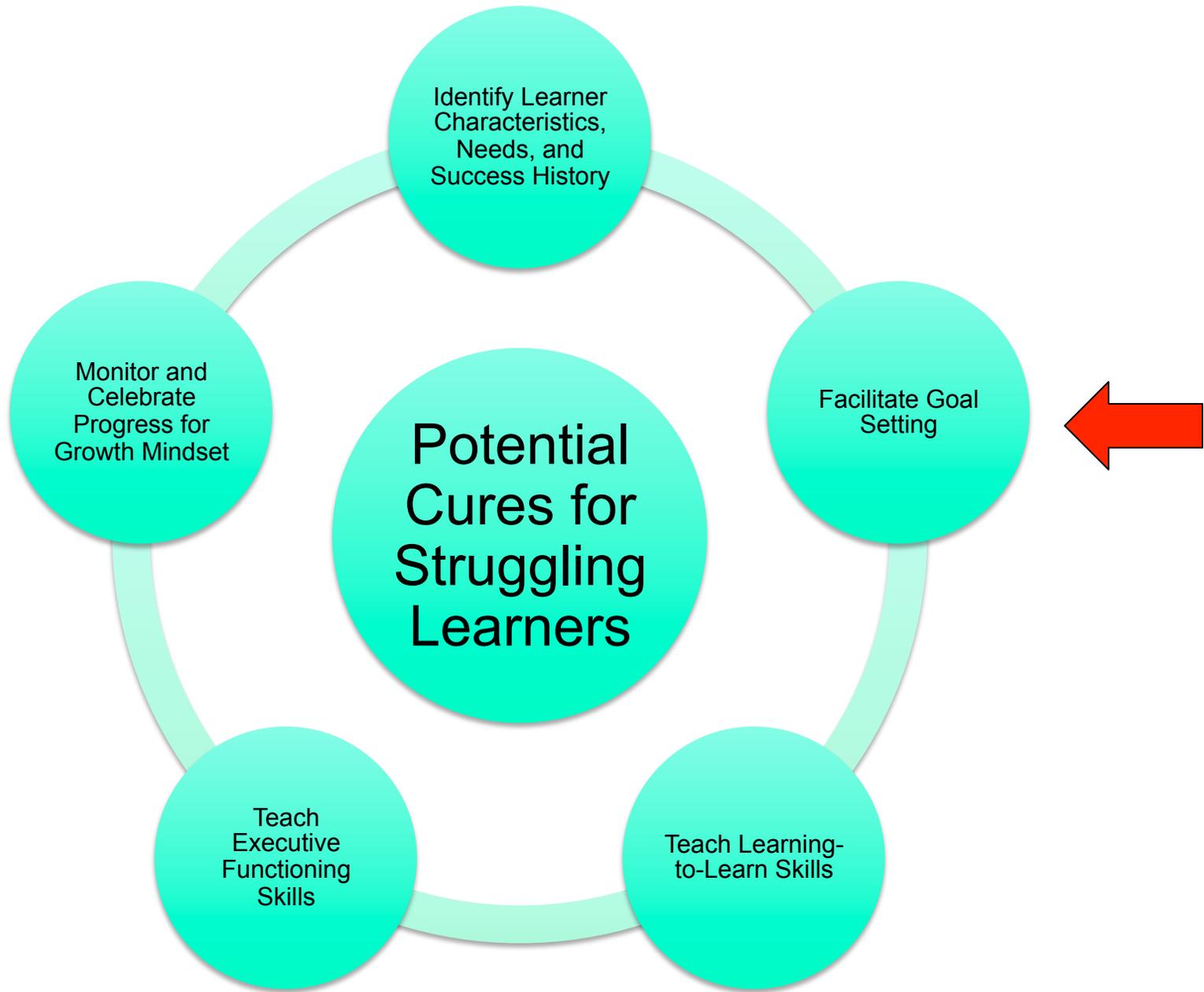
Activities through which students make sense of key ideas using essential skills

3. Change Product

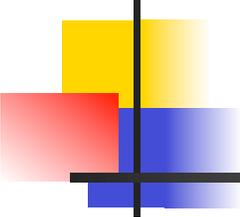
How students demonstrate and extend what they understand and can do as a result of a span of learning

4. Change Environment

The classroom conditions that set the tone expectations of learning



Teaching and Coaching for Success



2

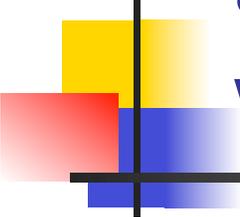
Coach students to establish goals, make plans, and self advocate.



GOAL

Plans

Support

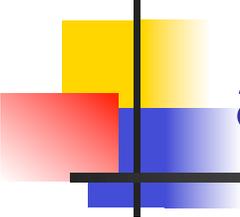


If you keep on doing what you have always done you will continue to get what you always got.

- What do you want?
- What have you been doing to get what you want?
- What do you need to change?
- What's my plan?

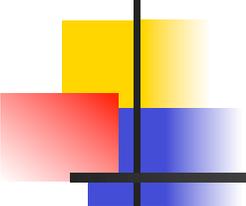
Let's use what we know about how the kids today achieve when they spend a 100 hours or more to “get good” at something.

- They don't . . .
 - get grades
 - get extra credit
 - win money
 - get public acclaim
- And they rarely play a game a second time without knowing/learning . . .
 1. Objectives/goals
 2. Strategies and skills
 3. Vocabulary
 4. How well they are doing
 5. What to do better next time



This is how they “get good” at games and activities.





Create a Success Plan

1. Identify a short-term goal (5-10 days).	2. Determine indicators of success (Look fors)
Subject area/class What improvement(s) is desired/needed?	<ul style="list-style-type: none">• Consistent and on-time attendance• Successful completion of in-class and homework assignments• Grades of C and above on assessments• Consistent participation in intervention services• Demonstration of learning-to-learning skills and responsible behaviors
3. Identify potential obstacles and what is needed to overcome obstacles.	4. What positive results might occur if the plan works?
5. What support/help is needed?	6.

Skills to Back Up a Growth Mindset

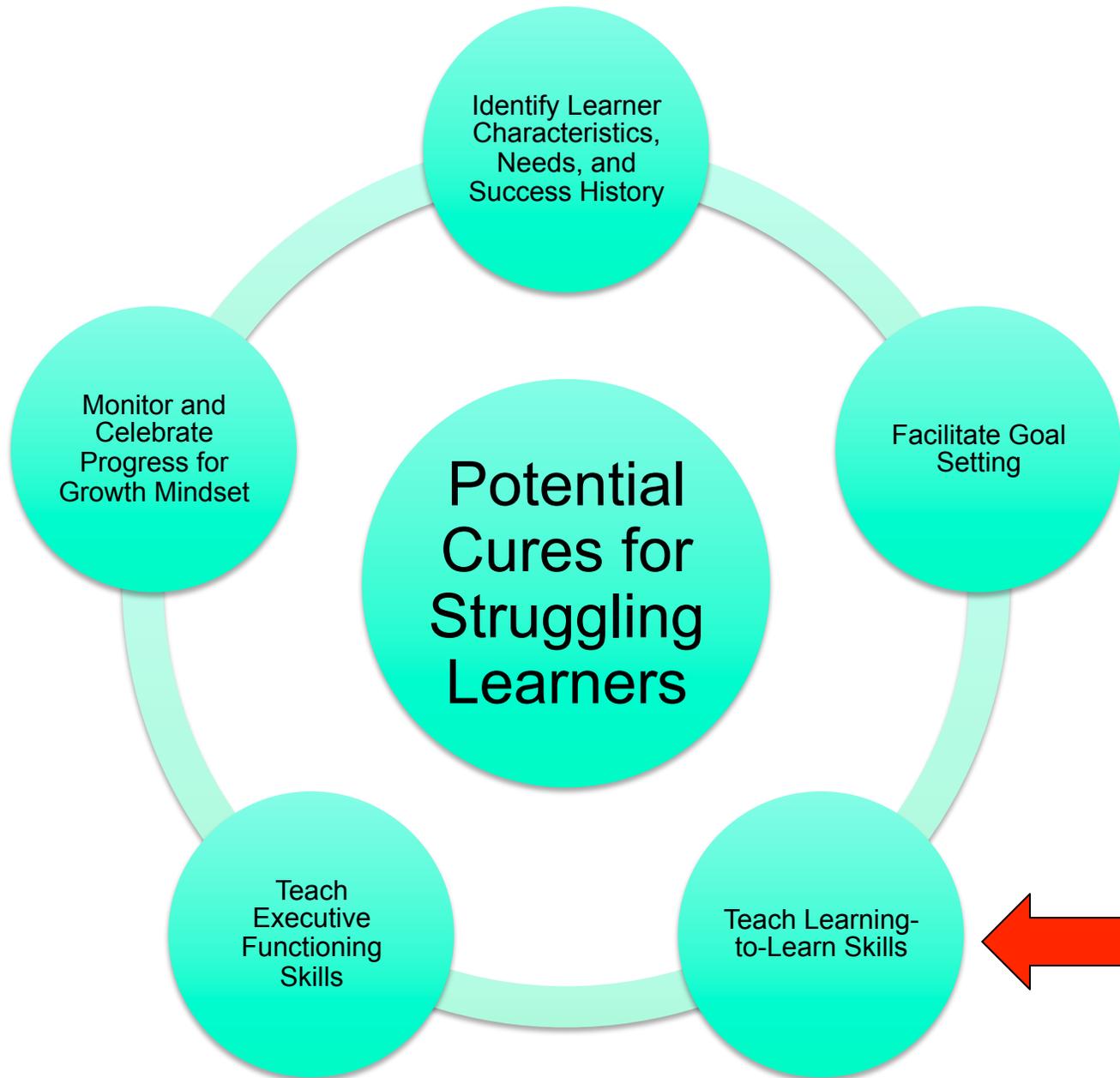
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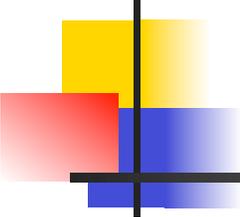
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Teaching and Coaching for Success

SD Buffets



Hot Topics-SD Du Jour

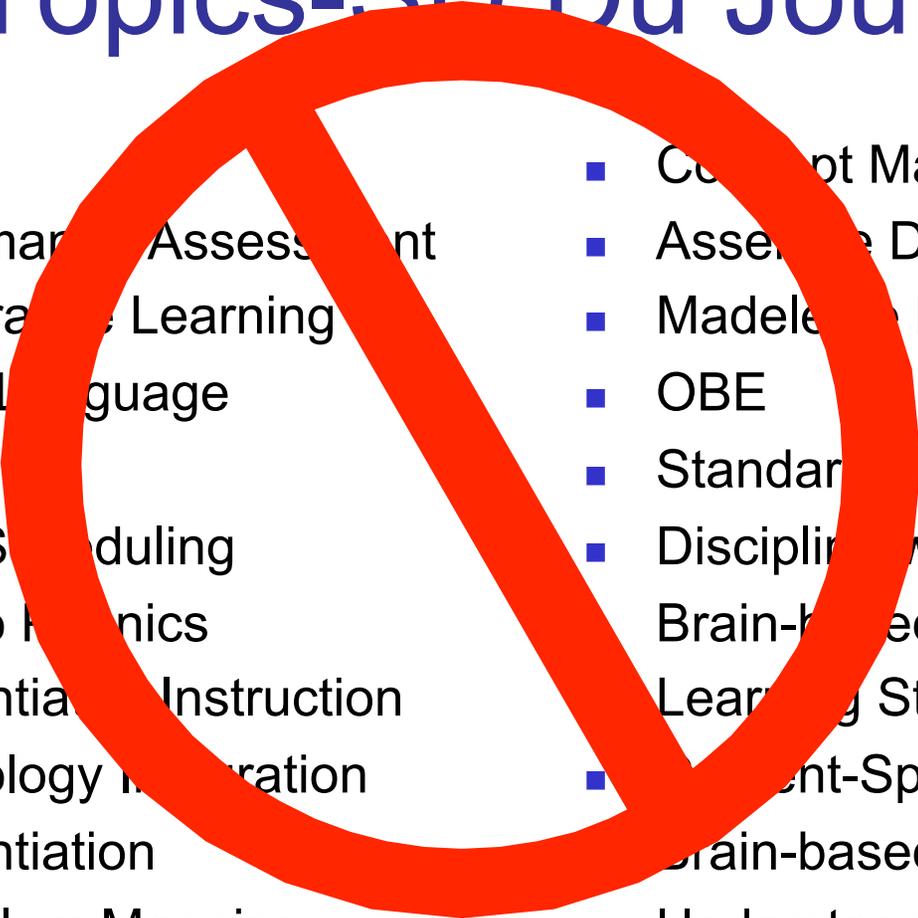
- Multiple Intelligences
- Performance Assessment
- Cooperative Learning
- Whole Language
- ESL
- Block Scheduling
- Back to Phonics
- Differentiated Instruction
- Technology Integration
- Differentiation
- Curriculum Mapping
- Concept Mapping
- Assertive Discipline
- Madeleine Hunter
- OBE
- Standards-based Learning
- Discipline with Dignity
- Brain-based Learning
- Learning Styles
- Content-Specific
- Brain-based Learning
- Understanding by Design

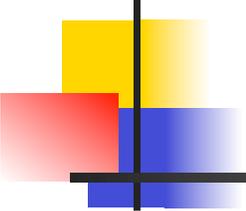
We may need change therapy.



NO MORE SD Buffets

Hot Topics-SD Du Jour

- 
- Performance Assessment
 - Cooperative Learning
 - Whole Language
 - ESL
 - Block Scheduling
 - Back to Basics
 - Differentiated Instruction
 - Technology Integration
 - Differentiation
 - Curriculum Mapping
 - Concept Mapping
 - Assessment Discipline
 - Madeline Hunter
 - OBE
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 - Discipline with Dignity
 - Brain-based Learning
 - Learning Styles
 - Student-Specific
 - Brain-based Learning
 - Understanding by Design



3 Explicitly teach learning-to-learn skills and strategies.

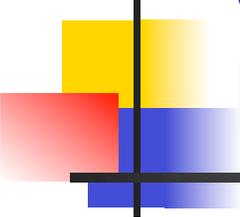
Learning-to-Learn Skills and Strategies

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7. Kinesthetic Coordination

Causing and Recognizing Growth by Teaching Skills



Karate Kid (1984) for Educational Use Only



Kids will play a video game, sport, or other activity an average of 100 hours to “get good “ at it.

- They don't . . .
 - get grades
 - get extra credit
 - win money
 - get public acclaim
- And they rarely play a game a second time without knowing/learning . . .
 1. Objectives/goals
 2. Strategies and skills
 3. Vocabulary
 4. How well they are doing
 5. What to do better next time

Why do students fail to succeed the first time?



1. **Lack of skills**
2. Lack of confidence
3. Lack of motivation
4. Lack of perseverance/determination
5. Lack of respect for the culture of school/education
6. Lack of vision for the role school plays in career preparation or lifestyle
7. Lack of connection to positive relationships with teachers and/or peers

Reduction/elimination of low achievement has to include teaching for skill development, transfer, and retention.



strat·e·gy

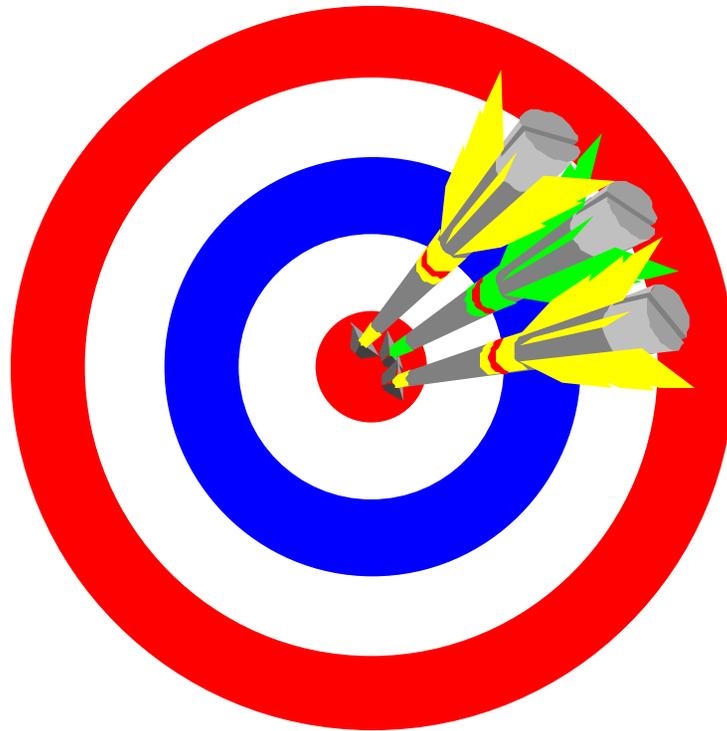
(strāt' ə-jē) *n.*

1. Plan of action
designed to achieve
a particular goal.

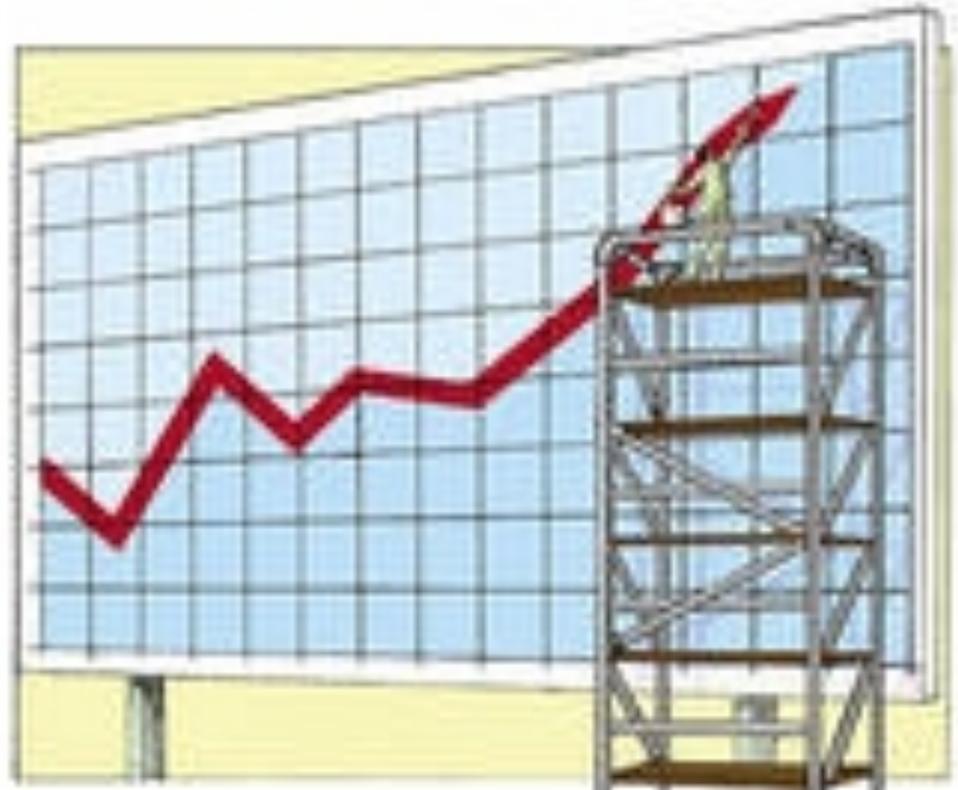
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 5. What to do better next time

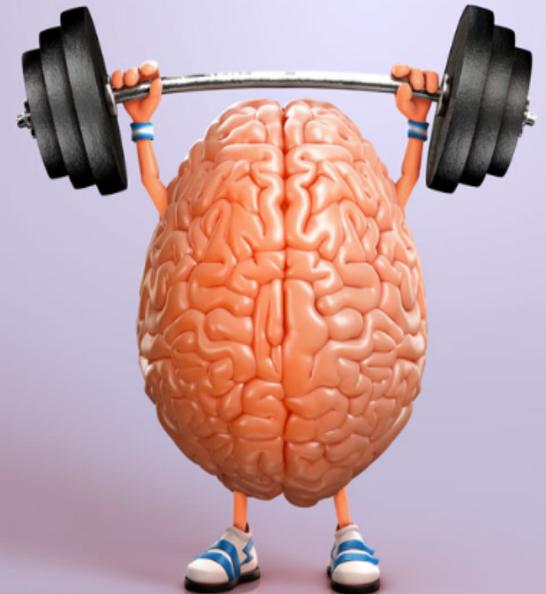
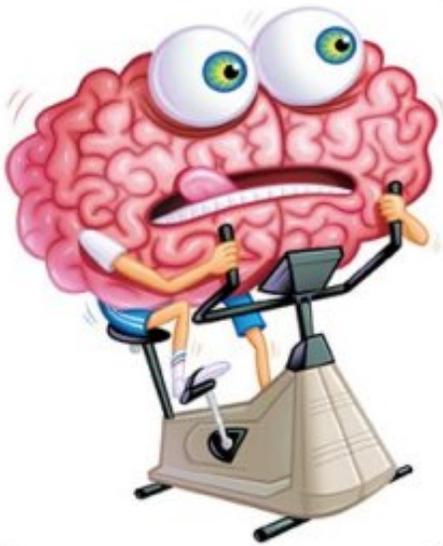
Here's how important it is to explicitly teach an important lesson or skill.



Scaffolding Skills and Content

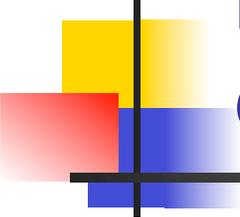


Train the Brain



Choose thinking/reading . . .



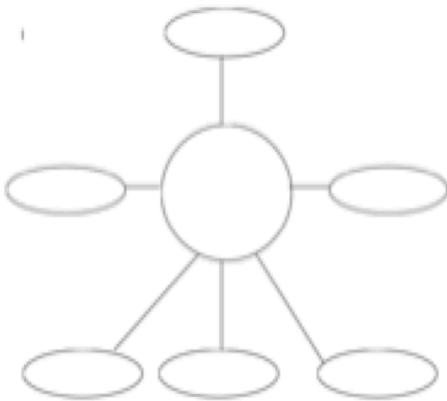


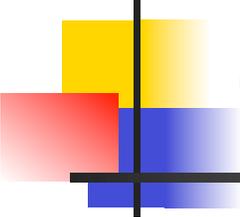
Reading, observing, & listening to information to identify, understand, communicate, and use . . .

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
8. Problem-Solution
Relationships
9. Multi-step Instructions/
Directions
10. Author's Purpose,
Techniques, Claims,
Views, and Arguments
11. Knowledge of Maps,
Charts, and Graphs
12. Literary Analysis
13. Information from
Researching

Select a standard and related skill.

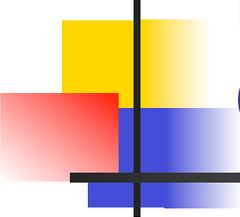
Select a matching graphic organizer.	Select a summary template and purpose.	Select question prompts.	Learn how to use a matching hand signal.
1	2	3	4

Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement
<p>Bubble Map</p> 	<p>The main idea of this passage is _____. The author stated that _____.</p> <p>The passage/article also mentioned that _____. In addition, (another idea) _____.</p> <p>Finally, the passage/article stated _____.</p>	<ol style="list-style-type: none"> The main point of the article is . . . Summarize what you read. The main theme of the story is . . . List the facts regarding . . . The text is about . . . The story/article mainly tells . . . Which of the following best expresses the main idea? <u>A</u> B C D E On the basis of information in the passage, we can determine that . . . What would be the best title for this passage? Which statement best expresses the central idea of this passage? The main idea expressed in this passage is . . . 	<p>Hold a fist (main idea) and dangle and wiggle fingers (details).</p>



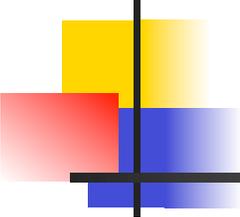
EXPLICIT TEACHING and Guided Practice

1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day



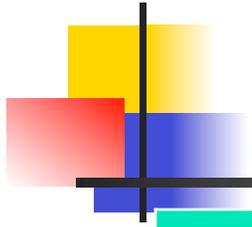
Making Reading/Thinking Skill Connections with Content

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
8. Problem-Solution
Relationships
9. Multi-step Instructions/
Directions
10. Author's Purpose,
Techniques, Claims,
Views, and Arguments
11. Knowledge of Maps,
Charts, and Graphs
12. Literary Analysis
13. Information from
Researching



I will be able to . . . /I can . . .

- identify and summarize the main idea and details.
- identify central themes about the history of the world.



Main/Central Idea



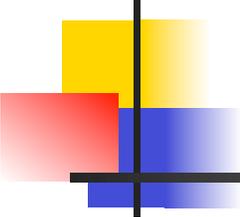
Detail

Detail

Detail

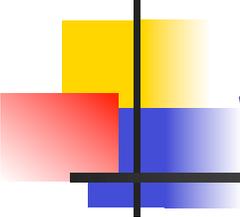
Detail

Detail

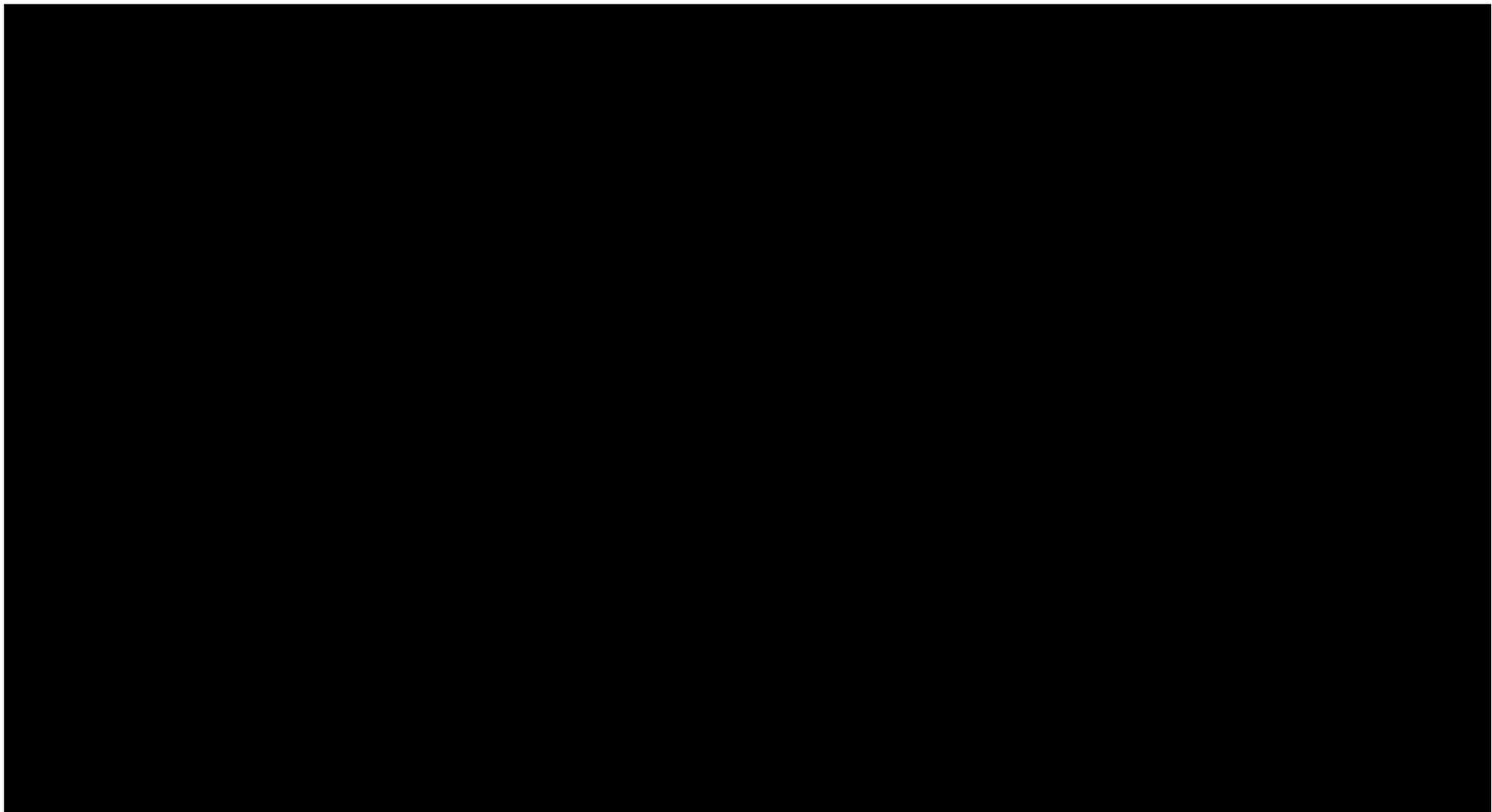


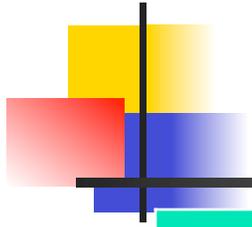
Main/Central Idea and Details

One main idea of the History of the World video is that humankind has been innovative/inventive. One example of that idea is when the floppy disk was invented. Another example of innovation/inventiveness was _____. In addition, innovation and inventiveness was illustrated when _____. Finally, innovation and inventiveness was shown when _____



Start Small! Three to six- Sentence Summaries





Main/Central Idea



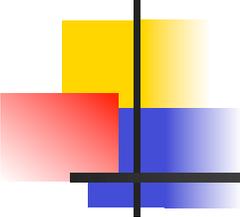
Detail

Detail

Detail

Detail

Detail



Main/Central Idea and Details

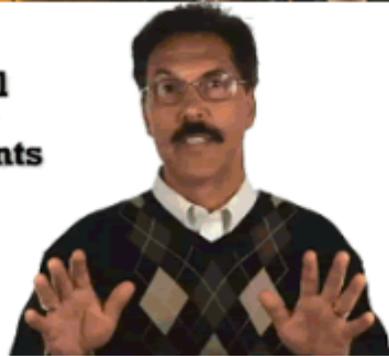
One main idea of the History of the World video is that humankind has been innovative/inventive. One example of that idea is when the floppy disk was invented. Another example of innovation/inventiveness was _____. In addition, innovation and inventiveness was illustrated when _____. Finally, innovation and inventiveness was shown when _____.

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**Successful
Learning
Environments**



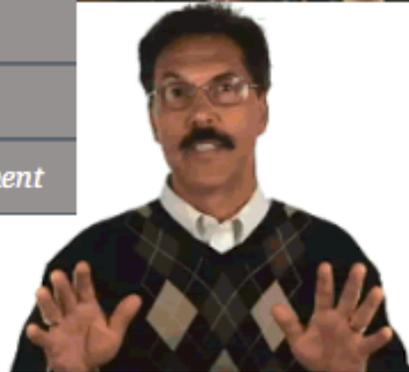
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Dr. Bobb Darnell | email: bobbdarnell@achievementstrategies.org | 847.452.4300

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- Leadership
- Special Needs
- School Improvement





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Instruction



English Language Arts and Content Area Literacy

Math

Technology

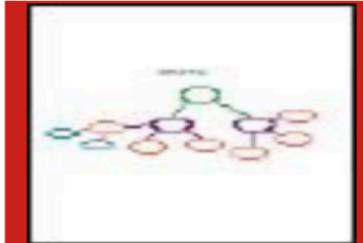
English Language Learners

Reading Skills	Graphic Organizers	Summary Templates	Questions/Prompts	Hand Signals
1. <i>Main/Central Idea</i>	<ul style="list-style-type: none"> • spider map • network tree map • cluster map • bubble map 	<ul style="list-style-type: none"> • main idea paragraph and two-sentence summary • MEL-Con 	<ul style="list-style-type: none"> • main/central idea 	<ul style="list-style-type: none"> • Hold a fist (main idea) and dangle and wiggle fingers (details).
2. <i>Significant Details/Evidence</i>	<ul style="list-style-type: none"> • spider map • network tree map • cluster map • bubble map • w's chart 	<ul style="list-style-type: none"> • topic sentence evidence/detail • MEL-Con 	<ul style="list-style-type: none"> • significant details/evidence 	<ul style="list-style-type: none"> • Dangle and wiggle fingers (details)
3. <i>Sequential/Order Relationships</i>	<ul style="list-style-type: none"> • cycle map • flow map • storyboard • continuum/timeline 	<ul style="list-style-type: none"> • sequence paragraph • chronological summary 	<ul style="list-style-type: none"> • sequence/ order 	<ul style="list-style-type: none"> • Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.

Graphic Organizers



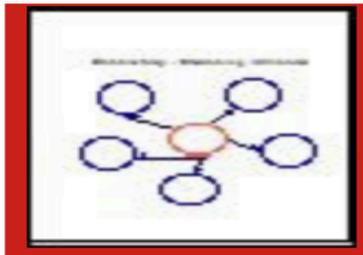
Spider Map



Network Tree



Cluster Map



Bubble Map

Summary and Constructed-Response Templates

Main Idea/Details Summary

MEL-Con

Two-Sentence Summary

Paragraph

Questions/ Prompts

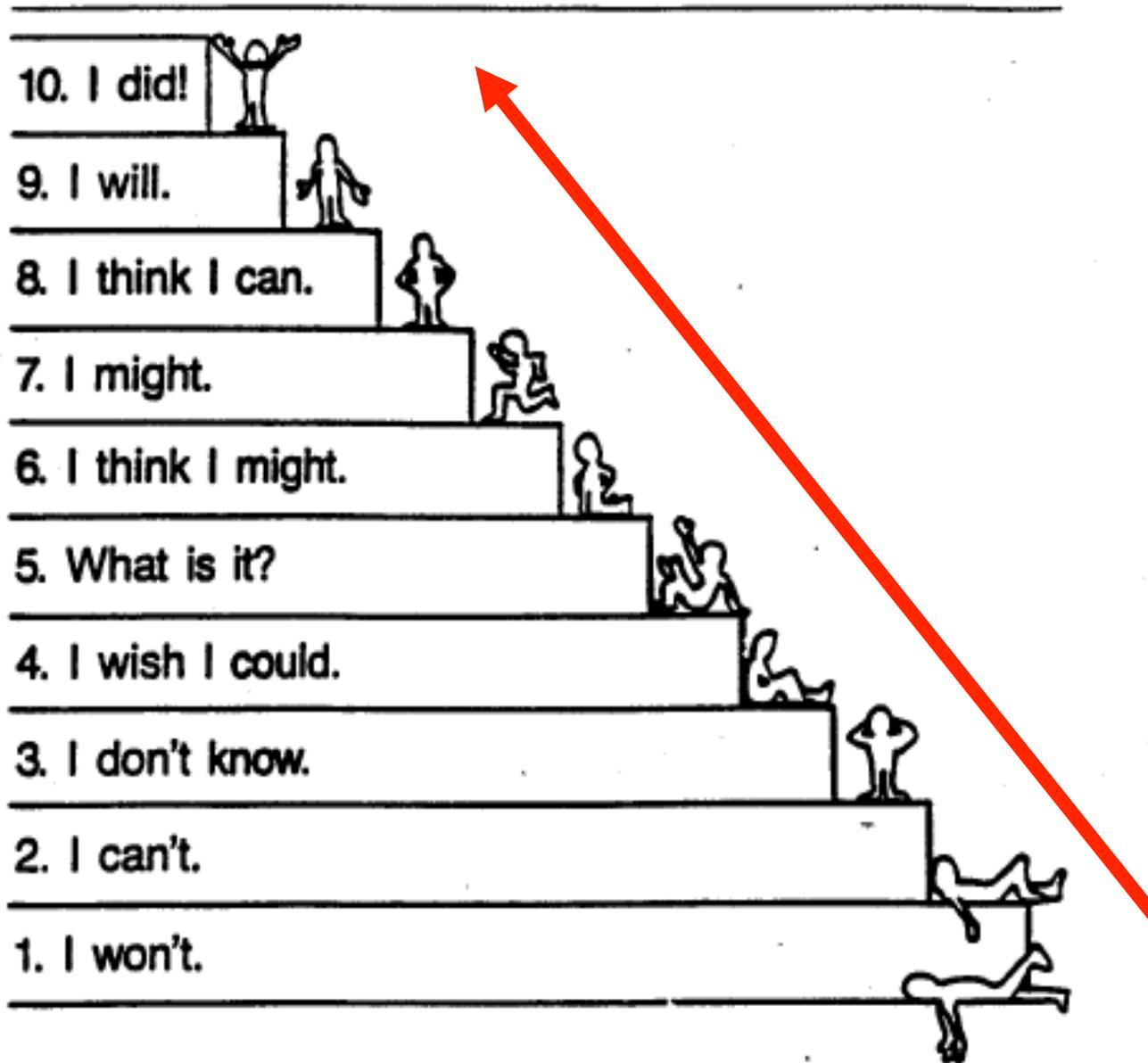
- 1. The main point of the article is . . .*
- 2. Summarize what you read.*
- 3. The main theme of the story is . . .*
- 4. List the facts regarding . . .*
- 5. The text is about . . .*
- 6. The main idea is about . . .*
- 7. The story/article mainly tells . . .*
- 8. Which of the following best expresses the main idea?*
- 9. On the basis of information in the passage, we can determine that . . .*
- 10. What would be the best title for this passage?*
- 11. Which statement best expresses the central idea of this passage?*
- 12. The main idea expressed in this passage is . . .*

Hand Signals for Focusing on the Skills & Strategies

Hold a fist (main idea) and dangle and wiggle fingers (details).



POWER THINKING



Marzano,
Tactics in
Thinking, 1989

Transportation

Space, Land, Water, Air

airplane

automobile

anchor

Apollo

astronaut

balloon

beam

bicycle

bilge

brig

bus

cable car

deck

Galileo

galley

Glenn

glider

Hubble

keel

missions

NASA

Orbiter

parachute

probe

ports

rocket

taxi

terminal

train

trolley

truck

van

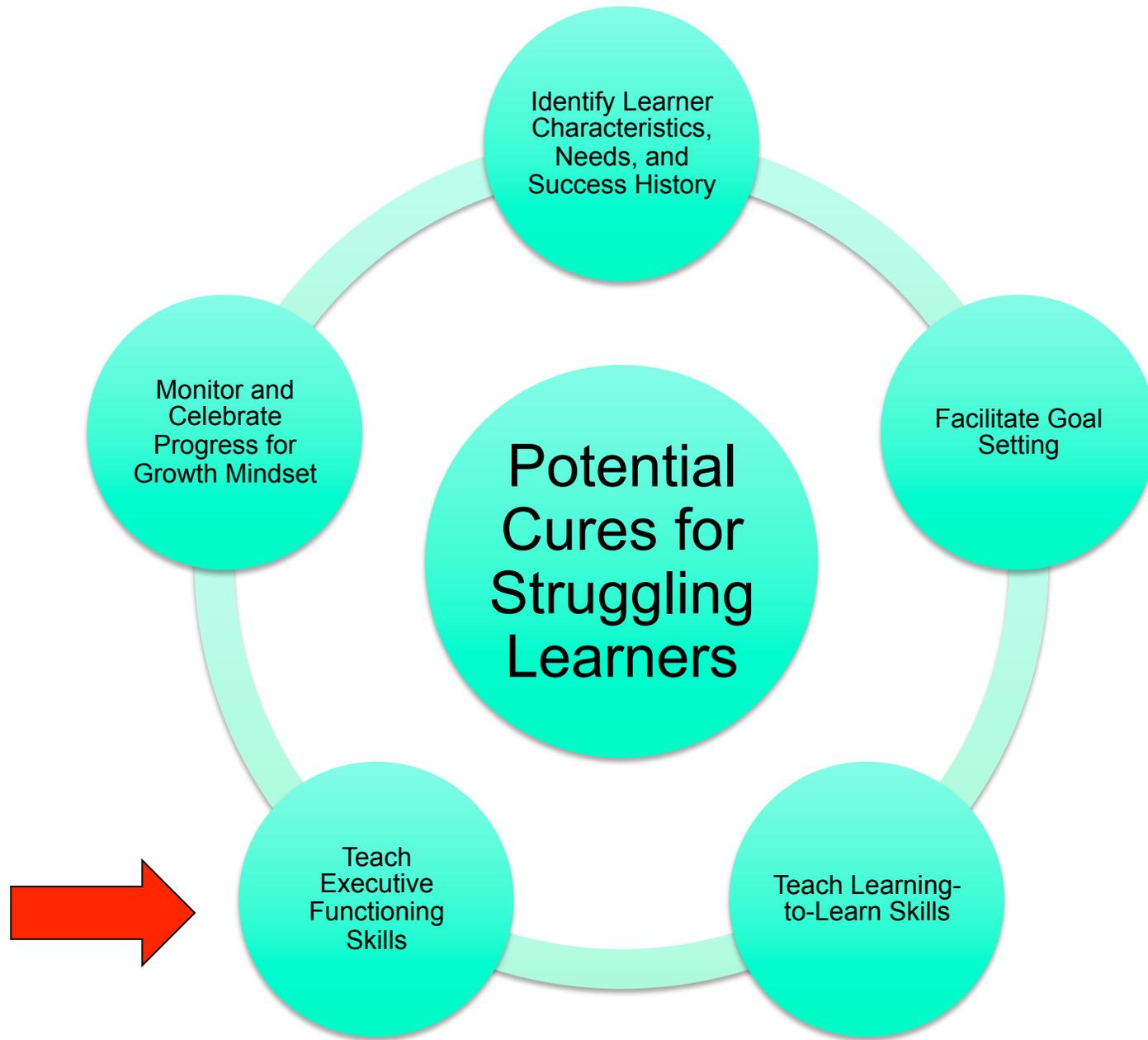
wings

Transportation

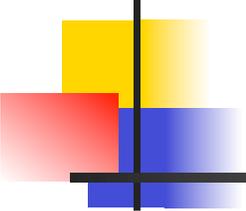
Space Exploration	Transportation on Land	Transportation on Water	Transportation in the Air
<ul style="list-style-type: none">• Apollo• astronaut• Galileo• Glenn• Hubble• missions• NASA• Orbiter• probe• rocket	<ul style="list-style-type: none">• bicycle• automobile• bus• cable car• taxi• train• trolley• truck• van	<ul style="list-style-type: none">• anchor• beam• bilge• brig• deck• galley• keel• ports	<ul style="list-style-type: none">• airplane• balloon• glider• parachute• terminal• wings

Transportation

Space Exploration	Transportation on Earth/Land	Transportation on Water	Transportation in the Air



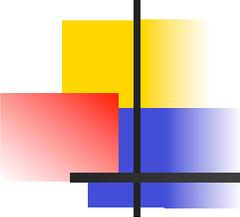
Teaching and Coaching for Success



4 Explicitly teach executive functioning skills and strategies.

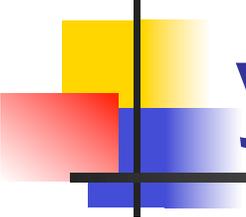
Executive Functioning Skills

1. Goal Setting
2. Planning
3. Organization
4. Problem Solving
5. Self-Assessment/Monitoring
6. Focusing Attention
7. Impulse Control
8. Self-Advocacy



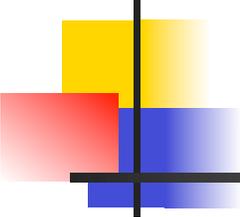
High performers . . .

- want to engage in the task.
- know the standards.
- learn strategies to achieve the benchmarks.
- practice and get great coaching.
- **self-assess**
- solve problems.
- celebrate success.



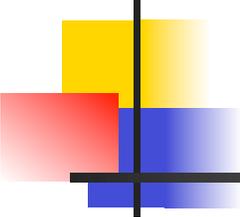
Think of a big project or task you completed successfully.

- What strategies, techniques, or resources did you use successfully?
- What would change if you did this project again?
- What are the first two steps you would take to make one of the changes?



Students can self-assess/ reflect for higher achievement.

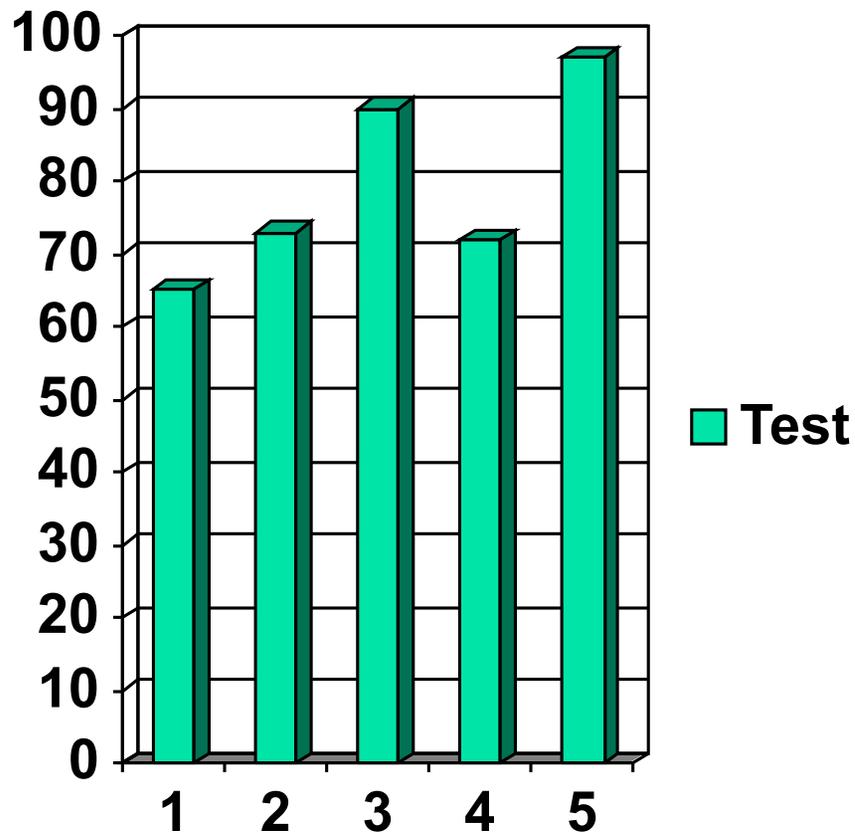
1. selecting strategies.
2. monitoring task performance.
3. establishing improvement goals and adjustments to your strategies.



Metacognition

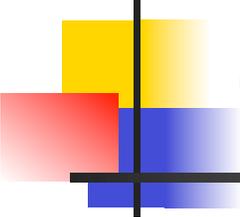
- Lesson:
 - Students can increase their performance when they think about and adjust their strategies the learning process.

Tracking Progress and Determining What Worked and Didn't Work



- Strategies that helped
- Strategies that didn't help
- What caused changes?

My level of understanding	I can...
  	1. Define and use unit vocabulary.
  	2. Evaluate numeric expressions using properties of exponents.
  	3. Evaluate expressions that have zero and negative exponents.
  	4. Simplify algebraic expressions using multiplication properties of exponents.
  	5. Simplify algebraic expressions using division properties of exponents.
  	6. Convert numbers from decimal (standard) form to scientific notation.
  	7. Convert numbers from scientific notation to decimal (standard) form.



The Self-Assessment and Goals Setting Strategy

1. What did you accomplish?
2. What strategies, steps, or practices did you successfully apply?
3. What do you need to abandon or change? (goal setting)
4. What's your plan? (planning)
5. What assistance do you need? (self advocacy)

Skills to Succeed at School!

Content Area Knowledge and Skills ✓

Learning-to-Learn Skills

1. Memory Storage and Retrieval
2. Note taking
3. Vocabulary Attainment and Development
4. Writing/Summarizing
5. Reading for Information and Literary Analysis
6. Solving Multi-Step Math and Scientific Problems

Executive Functioning Skills

1. Goal Setting ✓
2. Planning ✓
3. Organization ✓
4. Problem Solving
5. **Self-Assessment/Monitoring** ✓
6. Focusing Attention ✓
7. Impulse Control ✓
8. **Self-Advocacy** ✓

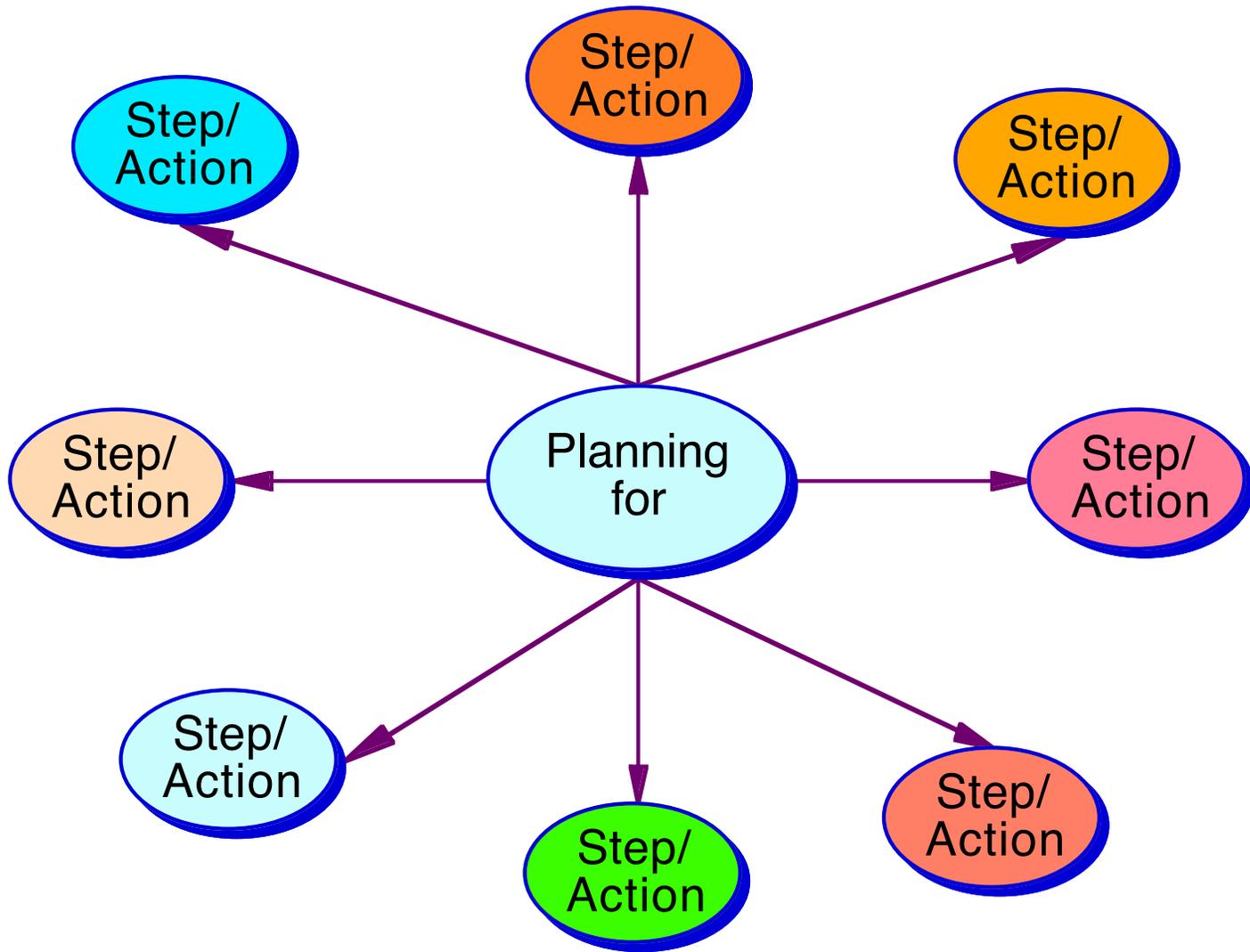
Create a Failure Reduction/ Improvement Plan

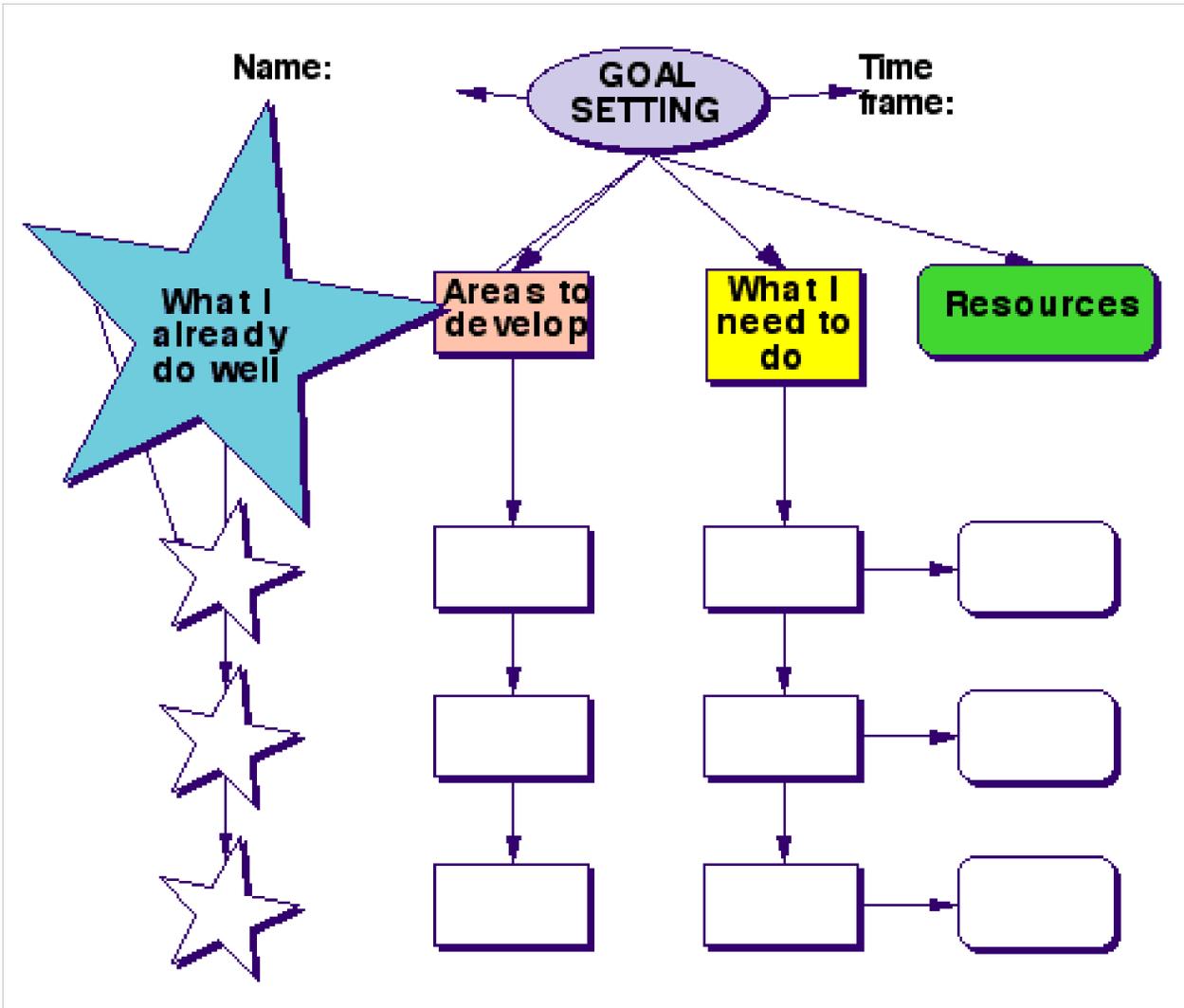
1. Identify a short-term goal (5-10 days).	2. Determine indicators of success (Look fors)
Subject area/class What improvement(s) is desired/needed?	<ul style="list-style-type: none"> • Consistent and on-time attendance • Successful completion of in-class and homework assignments • Grades of C and above on assessments • Consistent participation in intervention services • Demonstration of learning-to-learning skills and responsible behaviors
3. Identify potential obstacles and what is needed to overcome obstacles.	4. What positive results might occur if the plan works?
5. What support/help is needed?	6.

Connecting Content with Executive Functioning Skills:

Goal Setting and Planning

- **English** What are the goals of the main character?
How did the main character accomplish her goals?
- **Math** What are you trying to find, locate, or solve?
- **Science** What is the goal of the experiment? What is the scientist's plan?
- **Social Studies** What were the goals of Germany, US, and England prior to WWII? After WWII?
How would you plan to improve your strength, endurance, and flexibility?
- **PE** What mood did the composer try to set and maintain?
- **Music** How do you plan to communicate your message to your viewers? Which techniques and tools will you use?
- **Art**

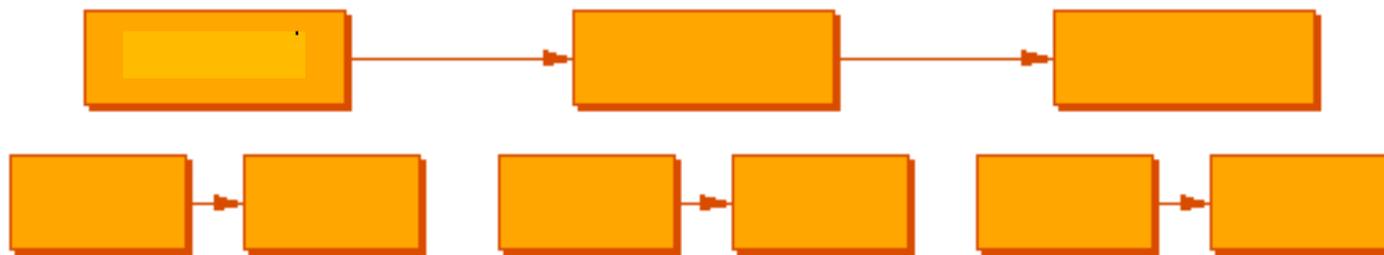




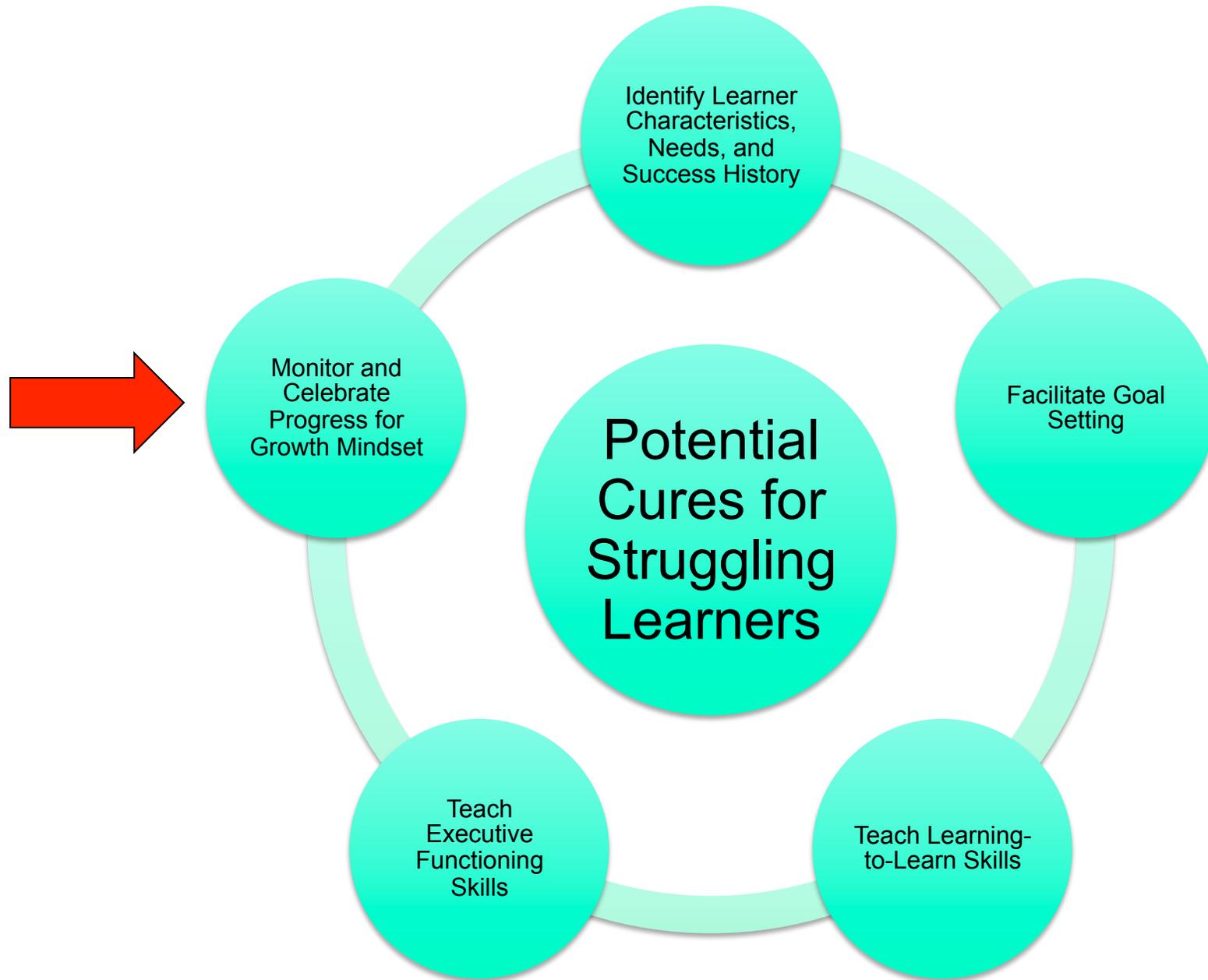
Goal Setting
Worksheet

Today's date:





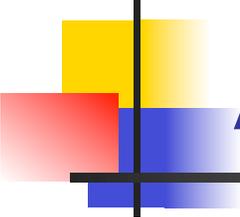
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



Teaching and Coaching for Success

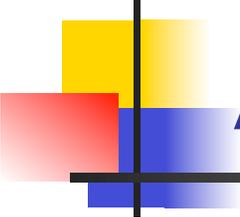
5 Monitor and Celebrate Progress for Growth Mindset





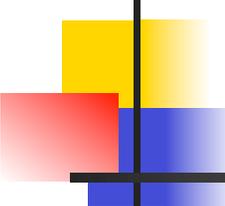
Monitoring Progress and Making Adjustments: Self Assessment

1. selecting strategies.
2. monitoring task performance.
3. establishing improvement goals and adjustments to your strategies.



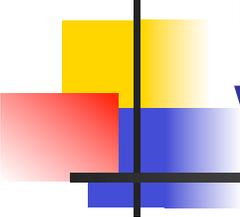
Teacher-Guided Monitoring, Adjusting, and Celebrating

1. **Review the look-fors** (i.e. success indicators with the student).
2. **Recognize incremental progress** and determine what created positive results.
3. **Adjust the plan and strategies** and/or establish a new goal.
4. **Share the feedback** with other teachers, parents, and support staff.
5. **Radically celebrate progress** and provide encouragement and optimism.



Review the look-fors (i.e. success indicators) with the student.

1. Identify a short-term goal (5-10 days).	2. Determine indicators of success (Look fors)
Subject area/class What improvement(s) is desired/needed?	<ul style="list-style-type: none">• Consistent and on-time attendance• Successful completion of in-class and homework assignments• Grades of C and above on assessments• Consistent participation in intervention services• Demonstration of learning-to-learning skills and responsible behaviors
3. Identify potential obstacles and what is needed to overcome obstacles.	4. What positive results might occur if the plan works?
5. What support/help is needed?	6.

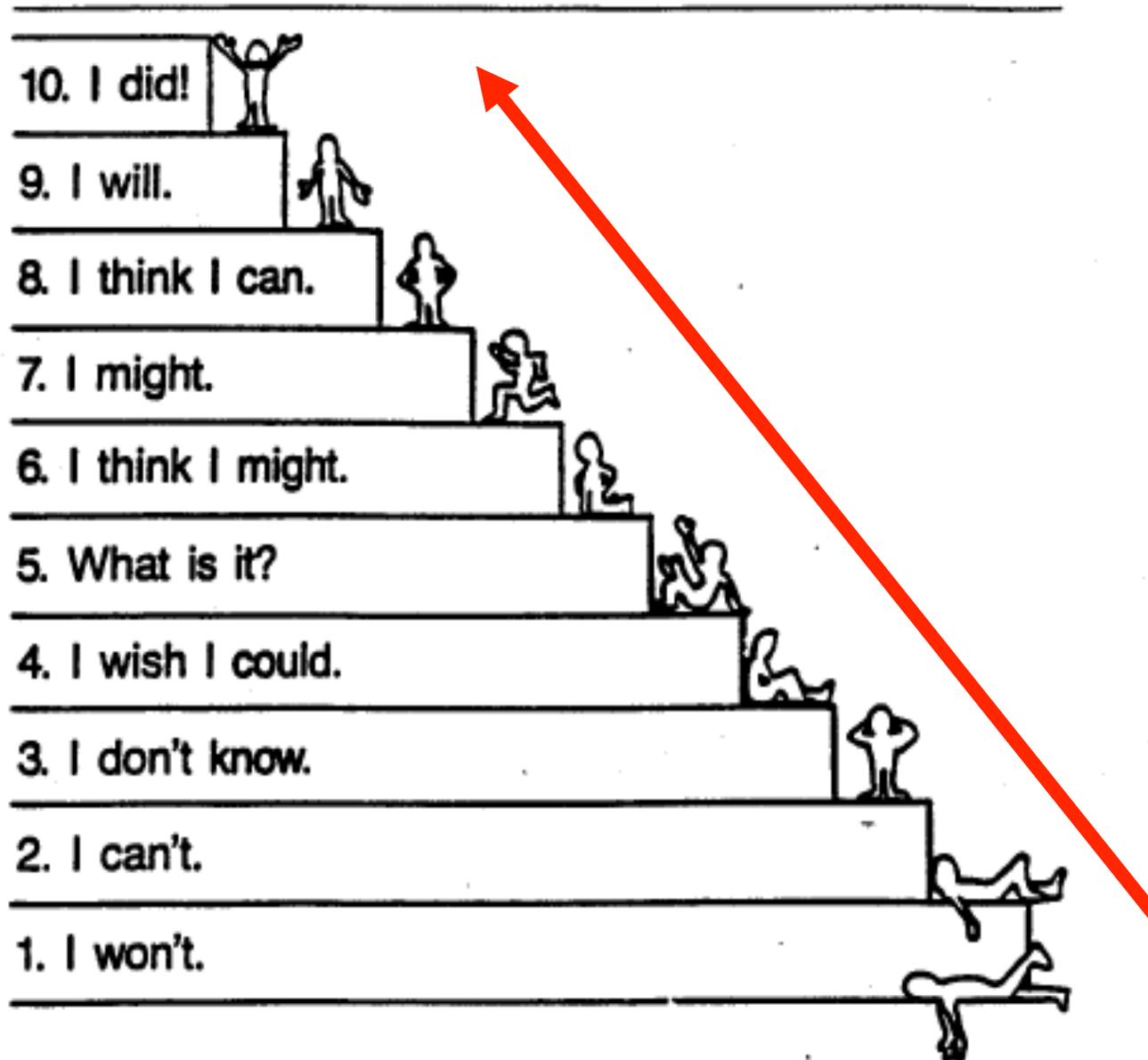


Recognize progress and determine what created positive results.

■ Intervention ■ Results

■ Intervention ■ Results

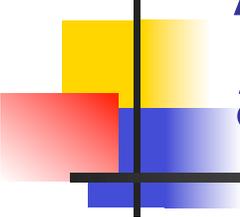
POWER THINKING



Marzano,
Tactics in
Thinking, 1989

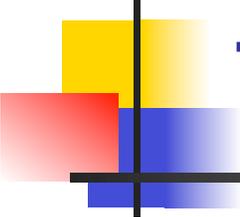
The Brain and Successful Learning

Neurotransmitter	Purpose and Result
Noradrenalin	Arousal Energy Drive Excitement
Serotonin	Calming neurotransmitter important to the maintenance of good mood
Acetylcholine	Focus Memory Feelings of pleasure
Dopamine	Pleasure Reward Good Feelings towards others



Adjust the plan and strategies
and/or establish a new goal.

If your
PLAN A
doesn't work,
the alphabet has
25 more letters!
Stay cool!



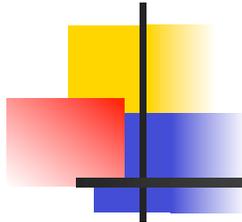
Try the IDEAL Strategy

- **I**dentify the dimensions of the problem.
- **D**etermine alternative solutions.
- **E**stablish standards and evaluate each alternative solution.
- **A**dopt and implement a plan.
- **L**ook back, evaluate, and adjust.

Session Goals . . .

can . . .

1. Describe the causes and effects of student failure/and underachievement.
2. Explain what we are doing to prevent and address student failure/underachievement (e.g., practices, strategies, interventions).
3. Describe best instructional and assessment practices.



Success

To laugh often and much

To win the respect of intelligent people and endure the betrayal of fake friends

To make the world a bit better . . .

by a healthy child

a garden patch

or a redeemed social condition

To know that one life breathes easier because you lived

This is to be a success. (Emerson)