Collaborative Work

Three Categories of Learning Packages

(Aligns with the Bookshelf Graphic)

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| Foundation Learning Packages | | |
| These learning packages provide foundational knowledge in three key areas.   * **Collaborative Teams** help each other learn to select and use Effective Teaching/Learning Practices to improve student outcomes * Collaborative Teams use **Common Formative Assessments** to monitor the value of the teaching and learning practices and student acquisition of knowledge and skills. * Collaborative Teams collectively chart and analyze data (**Data-Based Decision Making**) to determine student needs and what practices are most likely to work for re-teaching. Re-assessment validates their decisions. | | |
| Name of Package | Effect Size | Definition |
| Collaborative Teams | NA | Collaborative teaming at the classroom level involves educators working interdependently to learn about and communicate the impact of their teaching, using evidence of student progress to improve outcomes for all students. |
| Common Formative Assessment | NA | Common formative assessment at the classroom level is a systematic and cyclical process designed to provide timely teacher/student feedback on curricula and student learning to improve both instructional practices and academic achievement. |
| Data-Based Decision Making | NA | Data-based decision making involves small teams meeting regularly and using an explicit, data-driven structure to disaggregate data, analyze student performance, set incremental student learning goals, engage in dialogue around explicit and deliberate classroom instruction, and create a plan to monitor instruction and student learning. |

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| Effective Teaching and Learning Practices | | |
| Effective teaching/learning practices at the classroom level are evidence-based effective methods when implemented with fidelity and informed through data can produce positive, sustained results for every student. | | |
| **Connecting with Students** | | |
| Name of Package | Effect Size | Definition |
| Student-Teacher Relationships | 0.72  (2009, 2011)  0.52  (2015) | Building relations with students implies agency, efficacy, respect by the teacher for what the child brings to the class (from home, culture, peers) and allowing the experiences of the child to be recognized in the classroom. Further, developing relationships requires skill by the teacher- such as the skills of listening, empathy, caring and having positive regard for others. |
| Engaging Student Learners | 0.48  (2009, 2011)  0.47  (2015) | In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged.” |

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Effect sizes from <http://www.visibllearning.org>

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| Effective Teaching and Learning Practices | | |
| Effective Teaching/Learning Practices at the classroom level are evidence-based effective methods that ae not content related and when implemented with fidelity and informed through data can produce positive, sustained results for every student. | | |
| **Students Learning to Learn** | | |
| Name of Package | Effect Size | Definition |
| Feedback | 0.73  (2009)  0.75  (2011)  0.73  (2015) | Feedback is information provided by an agent (e.g., teacher, peer, book, parent, self/experience) regarding aspects of one’s performance or understanding. |
| Assessment Capable Learners  (Self-report grades) | 1.44  (2009, 2011)  1.33  (2015) | Assessment capable learners are students who know the learning target for the lesson, can describe where they are in relation to the criteria, and use that information to select learning strategies to improve their work. |
| Metacognition | 0.69  (2009, 2011)  0.53  (2015) | Metacognition is thinking about thinking and knowledge and understanding of what we know and how we think, including the ability to regulate our thinking as we work on a task. |

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| **Instructional Practices** | | |
| Name of Package | Effect Size | Definition |
| Differentiated Instruction | 0.60  (2009)  0.62  (2011)  0.60  (2015) | Differentiated instruction is an instructional process in which teachers proactively modify curriculum, instruction, learning activities, and student products to maximize each student’s growth and individual success by meeting their learning needs. |
| Direct Instruction | 0.59  (2009, 2011)  0.60  (2015) | Direct Instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. |
| Reciprocal Teaching | 0.74  (2009, 2011, 2015) | Reciprocal teaching is defined as the process of teaching students how to learn by summarizing, questioning, clarifying, and predicting content. Using this practice allows students to take turns being the teacher. |
| Student Practice: Spaced vs Massed | 0.71  (2009, 2011)  0.60  (2015) | Massed Practice refers to conditions in which individuals practice a task continuously without rest. Spaced Practice refers to conditions in which individuals are given rest intervals within the practice sessions. |

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| Implementation Supports | | |
| Implementation Supports are learning packages designed to help school staff support and enhance the implementation of *Effective Teaching & Learning Practices* through using technology and peer coaching supports. | | |
| Name of Package | Effect Size | Definition |
| Using Technology to Support CW | NA | Participants will examine and practice technology applications to support CW, including common formative assessments and four selected effective learning practices. |
| Using Technology in Classroom Instruction | NA | The use of hardware and software to enhance and provide opportunities for critical thinking, communicating clearly, collaborative learning, creative thinking, and problem solving in the classroom. |
| School-Based Implementation Coaching | NA | Peer coaching is a process in which two or more professional colleagues work together for a specific, predetermined purpose in order that teaching performance can be improved as well as validated. |

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