Teaching & Learning @ CFS Playbook

Introduction

The academic program emphasizes quality over quantity and depth over breadth within the context of core academic mastery. In each discipline, there are things students need to know (salient knowledge) and things students need to know how to do (essential skills), thereby preparing them for intellectual, creative, and ethical endeavors, as they go on to lead meaningful and purposeful lives. Critical and analytical thinking, creative problem solving, fluent written and oral expression, technological competence, cultural and global literacy with self-knowledge, service learning through civic engagement, and individual excellence in mind, body, heart, and spirit, these are the hallmarks of a Church Farm School education.

Academic Priorities:

Priority 1: Deeper Learning= Knowledge + Skills

- ***Mastery of Core Academic Content:*** Students build their academic foundation in subjects like reading, writing, math, and science. They understand key principles and procedures, recall facts, use the correct language, and draw on their knowledge to complete new tasks.
- ***Critical Thinking and Problem Solving:*** Students think critically, analytically, and creatively. They know how to find, evaluate, and synthesize information to construct arguments. They can design their own solutions to complex problems.
- ***Collaboration:*** Collaborative students work well in teams. They communicate and understand multiple points of view and they know how to cooperate to achieve a shared goal.
- ***Effective Communication:*** Students communicate effectively in writing and in oral presentations. They structure information in meaningful ways, listen to and give feedback, and construct messages for particular audiences.
- ***Self-directed Learning:*** Students develop an ability to direct their own learning. They set goals, monitor their own progress, and reflect on their own strengths and areas for improvement. They learn to see setbacks as opportunities for feedback and growth. Students who learn through self-direction are more adaptive than their peers.
- ***An "Academic Mindset":*** Students with an academic mindset have a strong belief in themselves. They trust their own abilities and believe their hard work will pay off, so they persist to overcome obstacles. They also learn from and support each other. They see the relevance of their schoolwork to the real world and their own future success.

(Hewlett Foundation)

Priority 2: Clear Standards of Excellence

- Planned, purposeful learning is at the heart of every classroom. Excellence is ensured through effective curriculum planning and clear communication so that understanding happens by design.
    - Understanding by Design is an effective means of planning for excellence. Furthermore, a well-planned unit facilitates communication, as you (and your students) always know where you are headed.

Priority 3: Maximize face to face & personalized learning time in a residential setting

- Boys are highly relational learners. Cultivating positive relationships is essential.
- Both Classroom & Cottage can be used effectively to master core academic content.
- Face-to-face time maximizes the development of skills through instructional practices that develop critical thinking and problem solving; collaboration; and effective communication.
- Evening school adds two additional hours of instructional time for students, which can be facilitated through blended learning.

Priority 4: Multiple Modalities of Instruction to support student learning needs.

- *Experience* and *practice* are both key to lasting learning:
    - Neuroscience research confirms the important role that experience plays in building the structure of the mind by modifying the structures of the brain. One of the simplest rules is that practice increases learning; in the brain, there is a similar relationship between the amount of experience in a complex environment and the amount of structural change (How People Learn: Brain, Mind, Experience, and School, p. 136).
- Teachers implement varied instructional strategies to support student learning needs of all students.
- Engage students in active learning.

Teaching and Learning Strategies

Strategy 1: Cooperative Learning

- **Warm up/Problem Solving (5 Minutes)**
    - "Do Now" Activity as Students are walking into class. Brief and engaging activities help to create a risk-free environment at the beginning of the lesson.
- **Direct Instruction (10-15 Minutes)**
    - Present a new topic that students will explore.
- **Work in Small Groups (20 Minutes)**
    - Activity for students in a small group setting 3-5 students.
        - Working as a team to organize content that is aligned to the lesson outcomes.
    - Small group processing: "What are two things your group did well? What is one thing you could do better next time?"
- **Small Group Presentations (15 Minutes)**
- **Large Group Interaction (10 Minutes)**
    - Five minute reflection paper on summary of the most interesting presentation/project.
    - "Critical Friends" give *warm* and *cool* feedback on the presentations.
- **Closure/Reflective Exercise/Exit Ticket (5 Minutes)**
    - 3-2-1: 3 Big Ideas; 2 New Learnings; 1 Question You Still Have

Strategy 2: Project Based Learning

- Establish a meaningful or challenging problem or question for students to answer that will address both content and skills (10 minutes)
    - Provide the necessary background information, materials needed, and leave space for clarifying questions
    - Check if your project has the proper elements
    - Designing your project
    - An example of the process with 11th graders on bullying
- Students work on the project in sustained and authentic inquiry with teacher facilitation and inquiry. Students should work through the design based thinking steps (35 minutes, but may require longer work time dependent on guidelines)
- Students should have the opportunity to reflect on what and how they are learning and also on the project's design and implementation (10 minutes)
- Students should present their work and receive critiques from audience members in order to revise prototypes and continue inquiry (15 minutes)

Strategy 3: Blended Learning (Lab Rotation Model)

- Differentiate students by content level or skill development needs and create three groups.
- Students move through three 20-minute rotations with their group
- Instructional Model:
    - **Face to Face Direct Instruction (20 Minutes)**
        - Targeted instruction to meet the needs of students in each ability group.
        - Coaching to develop skills and master content.
    - **Online Learning (20 Minutes)**
        - Online modules with formative assessments that give a report to the teacher (e.g. Edpuzzle)
    - **Peer-to-Peer or Small Group Work (20 Minutes)**
        - Students practice applying content and skills.
        - Students work on applying academic content and skill development in a project-based learning context.

Strategy 4: Plan to Teach in a Block

- **Skill/Concept Review (5-10 minutes)**
    - Great time for a quick formative assessment
        - Quick write
        - Word sort
        - Cloze activity (Take attendance and collect homework during this time)
- **Direct Instruction (20-30 minutes)**
    - Interactive lecture (e.g., 10/2 or “Chunk and Chew” format)
    - Video with Cornell note-taking (with discussion during or afterward)
    - Shared reading or read-aloud of text
    - Introduction of new concept or skill with handouts or student note-taking
- **Shared practice (20-30 minutes)**
    - Small groups work collectively on task to practice a skill or concept presented during Direct Instruction time.
    - Strategies include guided reading, numbered heads, writing tasks, and jigsaw.
- **OR**
- **Individual Practice (20-30 minutes)**
    - Standards-based assignment work time
    - Opportunity for individual conferencing
    - Opportunity for students to clarify progress on tasks
- **Closure/ Reflection (10-15 minutes)**
    - Metacognitive Journal (What did I learn?/ How did I learn it? / How will I use it?)
    - Reflection on a reading completed in class
    - Time for students to set up for homework

(Hanover Research Group)

Strategy 5: Plan and implement effective transitions & routines to school; between cottage and classroom; between classes; and within classes.

- This is about the consistent format of a late-night talk show. The standard format lowers the cognitive load placed on the viewers. Because we know the general format we are freed to engage more fully with the content of the program. Having a solid and relatively predictable lesson structure can free up some of the cognitive capacity of your students to engage more deeply with the material you're teaching (Teach Like a Champion).
- Threshold: Meet your students at the door, setting expectations before they enter the classroom.
- Establish expectations for your class with a laptop policy. For example, laptops should be out on the desk but remain closed until asked to open them.
- Have a picture on the projector when the students enter the class to describe the materials they should have out to be prepared for class
    - Examples from the book Picture This: Visuals and Rubrics to Teach Procedures, Save Your Voice and Love Your Students by Smith, Dearborn & Lambert
- Door to Do Now: Establish a routine for when the students enter the room they have something to engage them and transition them to the class. A Do Now activity is an independent exercise that will vary based on the discipline but is meant to engage them in the material right away and maximize face to face instruction time. Some examples of this strategy is a short reading, journal prompt, review from the previous day's lesson, MAP intervention work, or practice problems (Teach Like a Champion, Ch 5 & p. 357)
- Thinking Prompts: This strategy is similar to a Do Now and is meant to engage the students in material that the lesson will focus on. "A Thinking Prompt can be any device a teacher puts in front of students to prompt thinking, discussion, and dialogue. Thinking prompts can include video clips, newspaper articles, cartoons, photographs, problems, works of art, and artifacts." Thinking prompts will help to focus and engage a student and then you can use conversation, writing, direct instruction, or activity to further the idea presented. (High Impact Instruction: A Framework for Great Teaching by Knight, Ch 5)

Appendix

Curriculum Planning:

- Understanding by Design Framework
- *4MAT (See Chuck for books/resources)*
- Sample Lesson for a 50-70 minute block
- Match Mini on backward design planning

Classroom Instruction in a 70 minute period:

- Teaching in a Block Schedule Resources on Padlet curated by Chuck, Eric, & Doug
- Teaching Works: High Leverage Practices
- Mastery Practice in Teaching Boys: A Report to the International Boys school Coalition
- Cooperative Learning in overview
- Cooperative Learning Strategies
- Project Based Learning
- Organizing Instruction and Study to Improve Student Learning
- Emotion is essential to learning
- Do you know what "Conation" is, and why it's important in your classroom?

Do Now:

- Start with a "Do Now"
- Research Do Now
- More Intentional Practice
- Video from Match Minis on Do Now
- Find and/or Add your own CFS Do Now strategies here!

Classroom/Instructional Organization Strategies:

- The Black Board Configuration is a tool that is used to get students academically engaged immediately upon entering the class, and to set the stage for the learning that will take place that day. It is drawn from the Lorraine Monroe Leadership Institute.

XQ Super Schools Research & Resources

Students in the 21st Century (Summary)

- FACT: Student demographics and the workplace of the future are changing rapidly.
  - 5 Facts About America's Students
  - Gearing up for 2020
  - Education for Life and Work
  - The Future Employee
- FACT: Post secondary education is a must for career success.
  - The Readiness Gap
  - Do students feel prepared for college?

    - What can states do solves this gap?
    - Opportunities for disabled
- FACT: Race, ethnicity, and socioeconomic status still influence success.
    - Restoring Opportunity
    - Zeroing in on place and race
    - The State of Education: African American and Latino Students
    - Learning Innovations that promote equity

Youth Experience and Aspirations (Summary)

- FACT: Young people are the best judges of how they experience high school.
    - Degrees of youth participation
    - Youth Engagement
    - Interest-Based Learning
    - The New York Times Learning Network
- FACT: Young people must feel empowered to take charge of their own learning journeys.
    - We the Students
    - Building Student Resilience
    - Youth Engagement and Equity
    - Student Polls
- FACT: When adolescents and adults collaborate, extraordinary things can happen.
    - Youth-led community service
    - Human-centered design
    - What students expect of their schools
    - D.School Design methods

The Science of Adolescent Learning: How do teenagers learn and grow? (Summary)

- FACT: Adolescence is prime time for shaping identity
    - Positive Youth Development and School Design
    - Teaching Adolescents to Become Learners
    - How People Learn: Brain, Mind, Experience, and School
    - The Mysterious Working of the Adolescent Brain
- FACT: Intelligence is Not Fixed
    - The Power of Believing That You Can Improve
    - The Science of Scarcity
    - Embedding Youth Development in Schools
    - Rethinking Student Motivation
- FACT: Learning is Cumulative
    - Making Mastery Work
    - Understanding by Design
    - How Schools Can Develop Self Directed Learners
    - Khan Academy on Upending Learning

School Culture (Summary)

- Expert Series Podcast
- FACT: An effective school has clearly articulated learning goals.
    - 10 Design principles
    - Smalls School's mission and culture
    - Intended Impact
    - High Tech High Design Principles
- FACT: A Successful school has an inspiring mission.
    - A culture of student support
    - Greenhouse culture
    - Micro-schools
    - The Reset Foundation
- FACT: A good mission supports strong culture. Strong culture sustains mission.
    - Advisory: A Culture that fosters personalization
    - Harlem Children's Zone's Theory of Change
    - Bringing culture back to a New Orleans High School
    - A mission to develop African leaders

Teaching & Learning (Summary)

- Expert Series Podcast
- FACT: Deeper learning means putting content in context.
    - Expert Series Podcast
    - Understanding by Design
    - Next Generation Science Standards
    - Creatively Exceeding Standards
- FACT: Students learn best when teaching is personalized and varied.
    - Students at the Center
    - Mean what you say
    - The science of the individual
    - Learning with video games
- FACT: Inspiring instruction connects with the real world and makes connections across subject areas.
    - Rules to break for deeper learning
    - Learning in and out of school
    - Time for Deeper Learning
    - Teach engineering

Student Agency & Engagement (Summary)

- Expert Series Podcast
- FACT: Students deserve to choose how they learn.
    - Ladder of Participation for Youth
    - Why students should grade teachers
    - Digital Badges for lifelong learning
    - Girl-Centered Design in Ethiopia

- FACT: Students need an authentic voice in-decision making.
    - How to survey students
    - Student voice rubric
    - Student-designed spaces
    - Student perspectives toolkit
- FACT: Young people want to create meaningful change in their own communities.
    - Youth Voice in Action
    - Kids designing solutions to homelessness
    - Service Learning
    - Young people in local government

Networks & Partnerships (Summary)

- Expert Series Podcast
- FACT: Learning Happens 24/7
    - School Faculty Reinvented
    - College Tack
    - The Future Project
    - STEM Innovations Challenge
- FACT: Collaboration opens up new possibilities
    - IBM Meets High School: STEM Pathways
    - Family and Community Engagement Tools
    - Work-Based Learning That Works
    - Community Collaboration
- FACT: When people unite in their support of young people, valuable lifelong relationships are formed.
    - What is collective impact?
    - What does collective impact look like in action?
    - Strive Partnership
    - The Rural Innovative Schools Initiative

Teacher Talk 5-10 Departmental Groups

1. Humanities 9 &10
2. Humanities 11 & 12
3. Math
4. Science
5. Art
6. Foreign Language