



THE STRATEGIC TEACHER

How to Find the Right Research-Based Strategy for Every Lesson

Presented by
Tr. Harvey F. Silver, Ed.D.
Tr. Joyce Jackson



- Most importantly a Tr.
- Taught at all levels
- Former school administrator
- Former college football coach
- President of Silver Strong & Associates




- My old Kentucky home
- Elementary school teacher for 25 years
- "Highly Skilled Educator"
- Thoughtful Classroom leader
- Senior Associate for Silver Strong & Associates

What is the key to teaching more effectively?

The key to great teaching is decision making.

Word 1: d i c e s n i o

Word 2: k i n g a m





In fact, many educational researchers have concluded that *teachers*—and the instructional *decisions* that they make—have a greater *impact* on *student achievement* than any other factor!



**“There can be no improvement in
learning without the teacher!”**

Richard Strong

- 
- What teachers do in the classroom has six to ten times as much impact on student achievement as all other factors combined. (Mortimer & Sammons, 1987)
 - Individual teachers can have a profound impact on student achievement—even in otherwise ineffective schools. (Marzano, Pickering, & Pollock, 2001)
 - The key to improving education—more than any other factor—is improving the effectiveness of classroom instruction. (Wright, Horn, & Saunders, 1997)

- 
- Effective classroom instruction works—regardless of students' socioeconomic status.
(Schmoker, 2006)
 - Teachers can enhance student achievement by making good instructional decisions—by knowing what teaching strategies actually work and knowing when to use them.
(Marzano, Pickering, & Pollock, 2001)




Let's Get Started

Jot down...

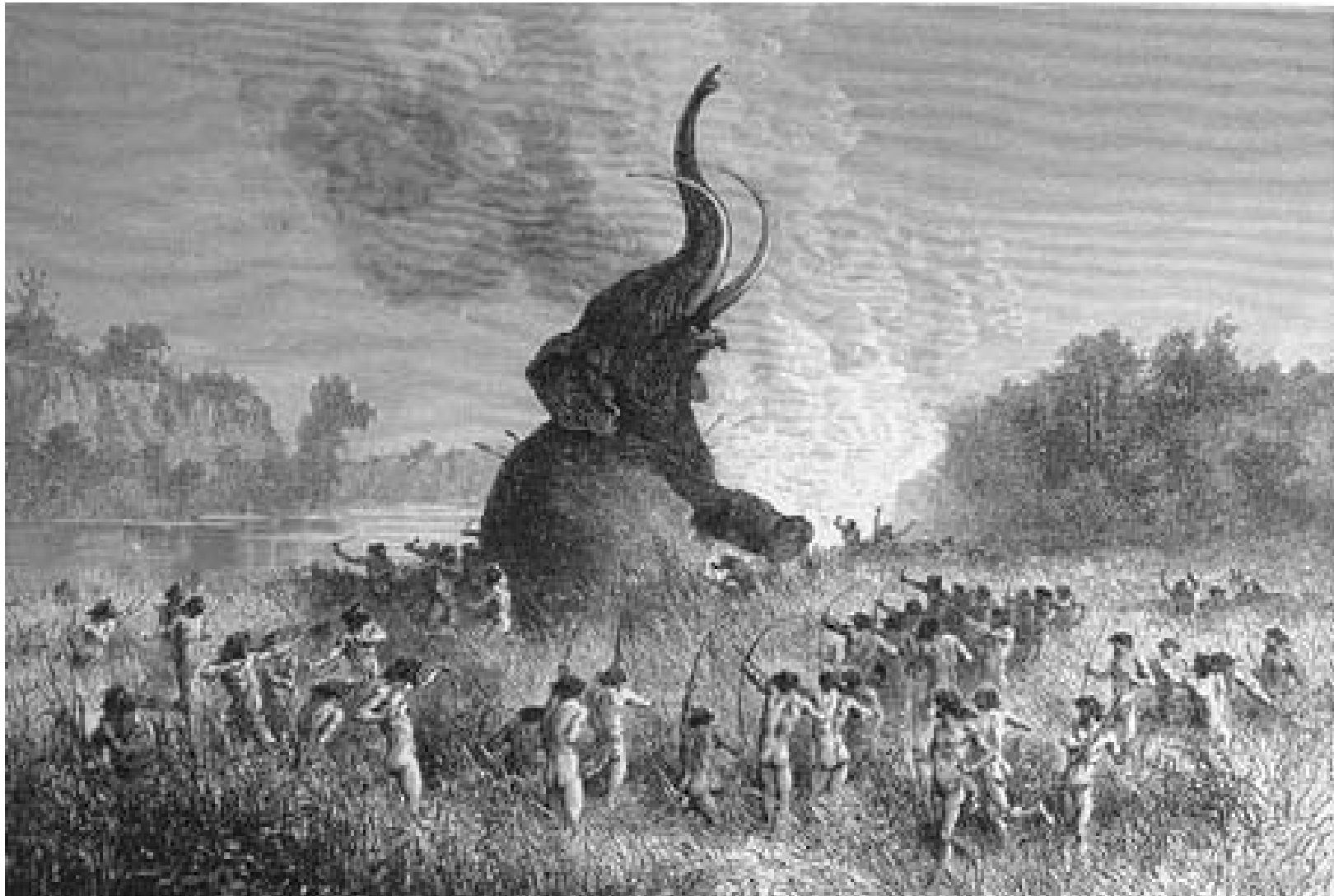
- One thing you know about research-based teaching strategies; plus
- One thing you wish to take away from this session

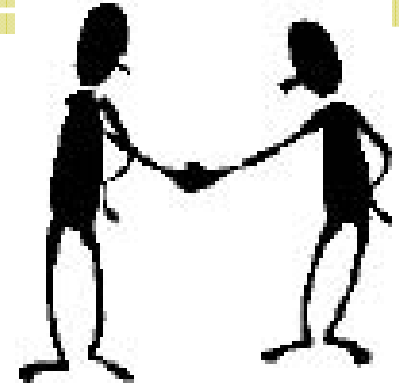
Talk to a neighbor...be ready to share.



**WHAT IS A STRATEGY?
WHY DO WE NEED STRATEGIES IN THE
CLASSROOM?**

How do humans differ from other living organisms?





Give One, Get One

Stand up and partner with one other person.
GIVE one of your ideas, GET one from your partner.

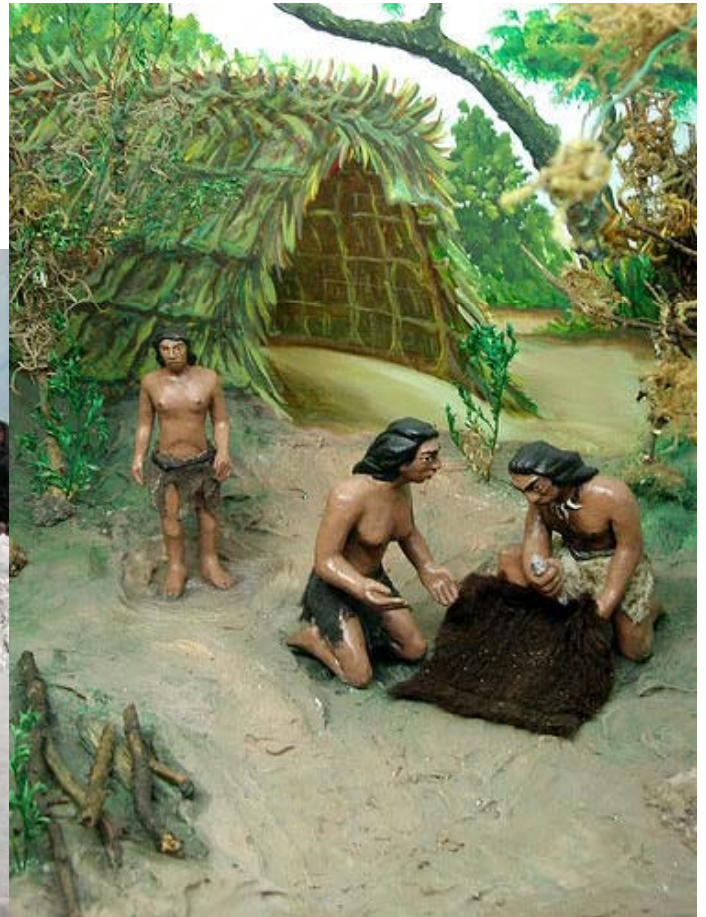
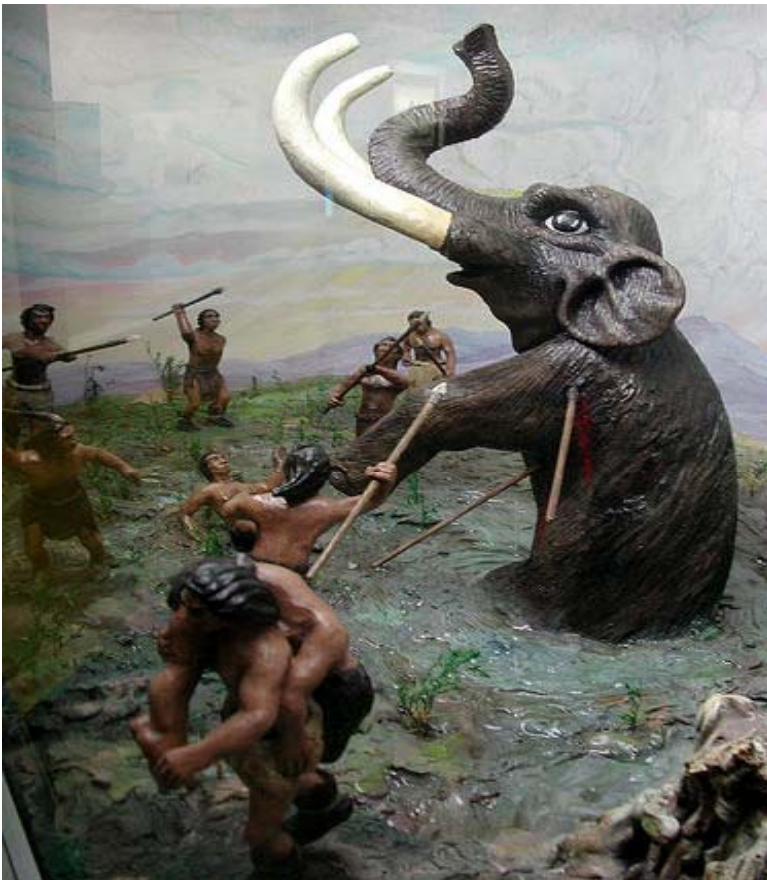
If you both have the same idea, create a new idea together to add to your lists.

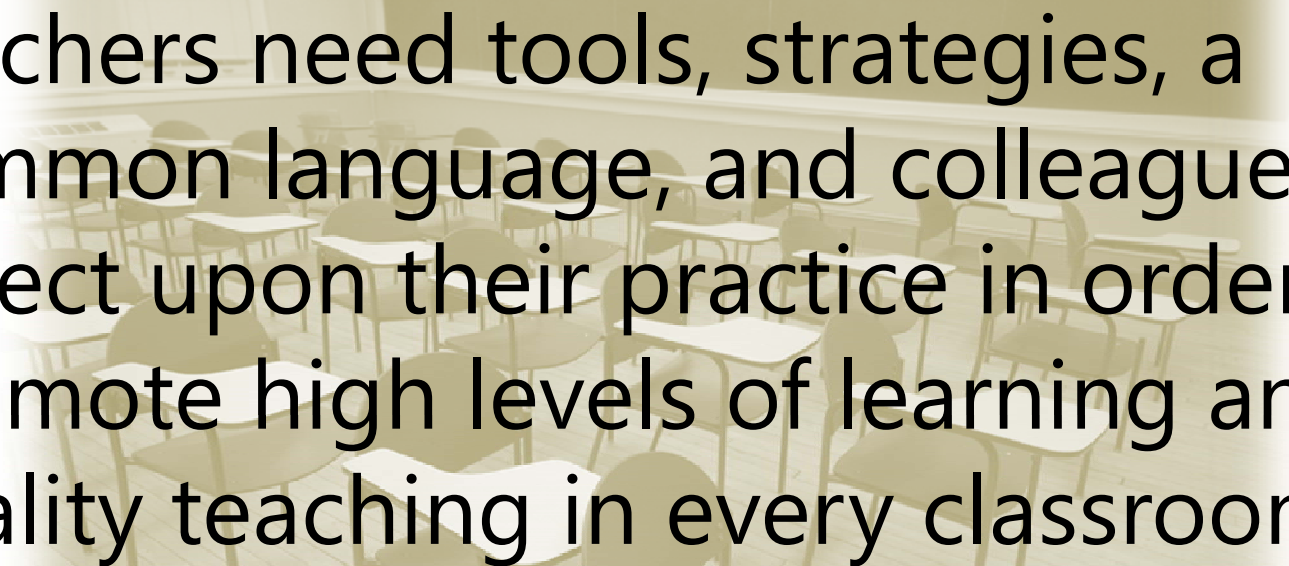
Quickly move to a new partner. Give One, Get One. Repeat three times for a total of six ideas.

Remember: work in pairs. NO huddling and NO copying off of each other's total lists.

Humans....

- Make tools to enhance their work;
- Think strategically to accomplish their goals;
- Use sophisticated language; and
- Reflect upon their practice.

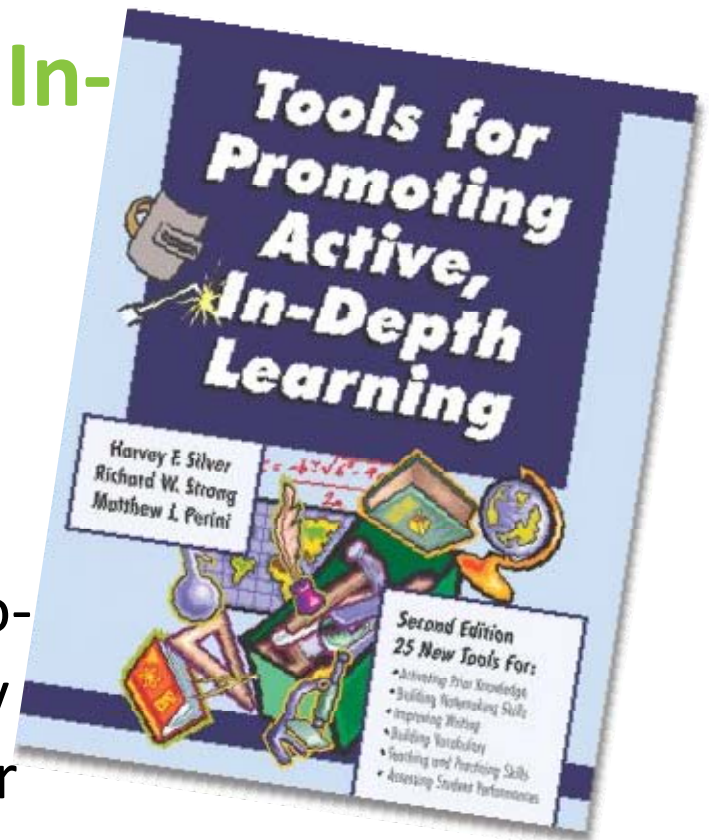




Teachers need tools, strategies, a common language, and colleagues to reflect upon their practice in order to promote high levels of learning and quality teaching in every classroom.

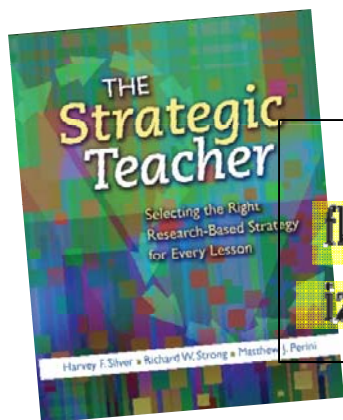
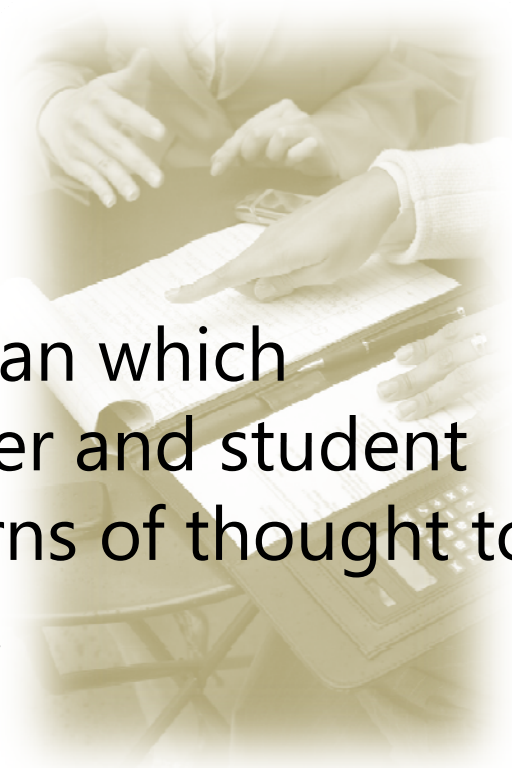
Tools for Promoting Active, In-Depth Learning

Contains 85 classroom-tested, ready-to-use techniques that will transform any classroom into an “aerobics session for the mind.”

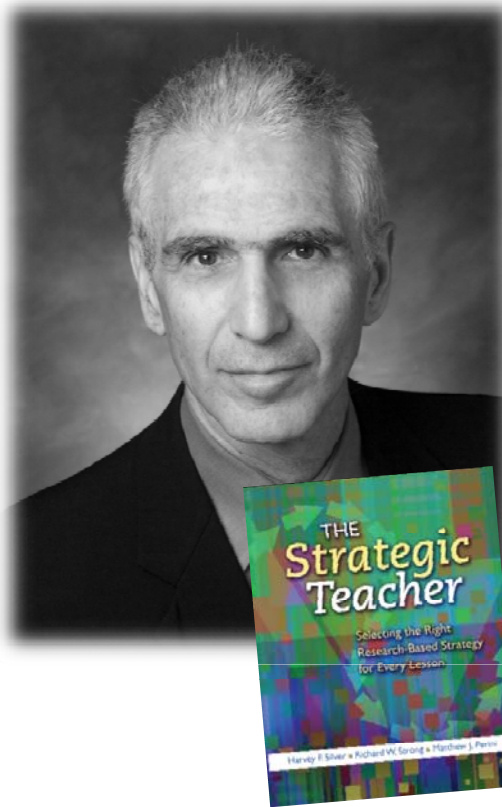


A teaching strategy is...

An instructional management plan which describes the role of the teacher and student and promotes particular patterns of thought to achieve specific learning goals.



In *The Strategic Teacher* we have collected 20 of the most reliable and flexible of these strategies (along with dozens of variations) and organized them into four distinct styles of instruction: a *Mastery* style that



I have been paying close attention to the work of Harvey Silver and Richard Strong for 20 years now. Their model for integrating learning styles and teaching strategies to meet the full range of student diversity is, in my opinion, the best and most sensible approach to differentiation in education. I have also had the pleasure of working with them on a

Robert J. Marzano,
The Strategic Teacher

What does “Strategic Teaching” look like?

- Insert movie of what does strategic teaching look like (short)

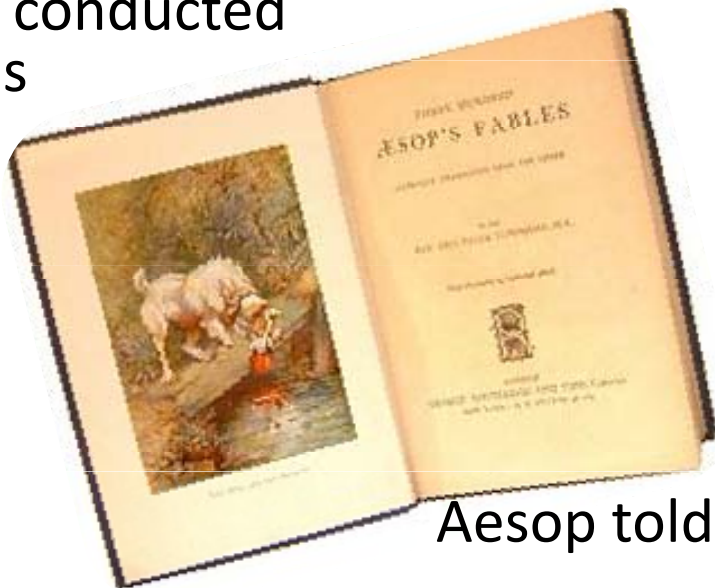
Teachers have always used **strategies**:



Socrates conducted dialogues



Medieval scholars gave lectures



Aesop told fables

Educational researcher and author, John Goodland, in his award-winning *A Place Called School*, concludes that:

Goodlad concluded:

“The American classroom is preoccupied with the dissemination of information and low-level intellectual processes, and the use of diverse instructional strategies to promote active engagement is minimal.”



A wooden desk with a yellow pencil and a transparent rectangular box containing text. The pencil is on the left, and the box is on the right. The text inside the box is centered and reads: "The New American Lecture" followed by "An interactive brain-based approach to presenting information for deep learning".

The New American Lecture

An interactive brain-based approach
to presenting information for deep
learning



Think about the whole idea of the LECTURE...

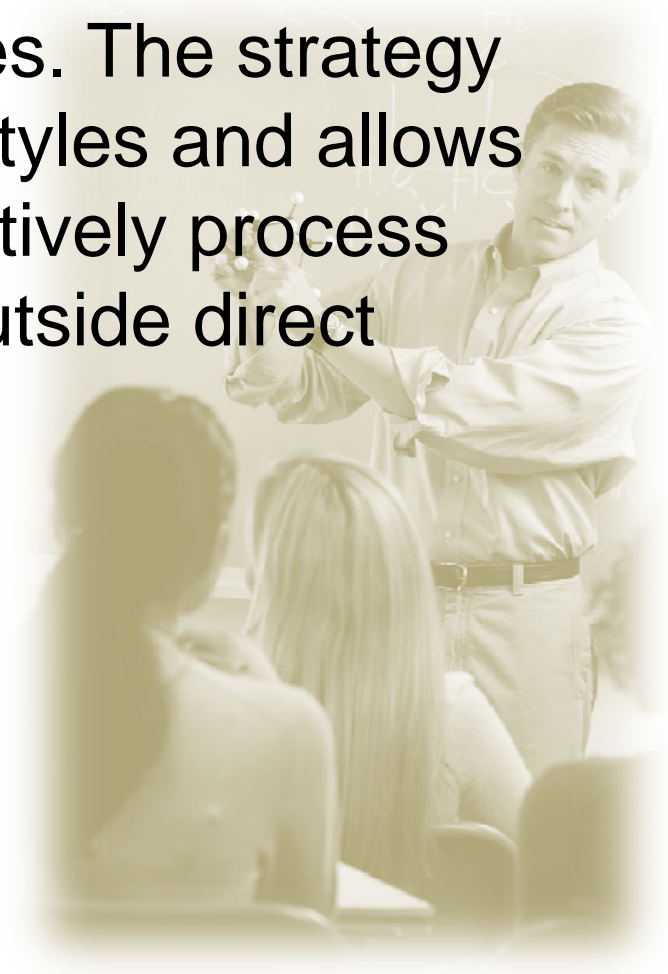
What are the lecture's
Assets? and Liabilities?



How would you maximize the ASSETS and minimize the LIABILITIES?

Jot down four things that come to mind, and why you would do these things...

The New American Lecture combines the characteristics of the traditional lecture with a variety of instructional activities. The strategy appeals to different learning styles and allows students the opportunity to actively process information both within and outside direct instruction.



Four Principles of Memory's C.O.D.E.

<p>C Connect</p>	<ul style="list-style-type: none">•Connecting to prior knowledge increases memory.•Must have <i>attention</i> before learning happens (short-term memory)
<p>O Organize</p>	<ul style="list-style-type: none">•Working memory handles 5-7 items.•The limit of working memory is 5-10 minutes.•Memory consists of <i>retention</i> and <i>recall</i>.
<p>D Deep Process</p>	<ul style="list-style-type: none">•Memory is complex network of multiple systems involving emotions, physical sensations, and the "brain."•Memory develops through drill/practice; searching for ideas; creating images/symbols; personal connections.
<p>E Exercise/ Elaborate</p>	<ul style="list-style-type: none">•Memories have <i>style</i>: we remember via conceptualization, visualization, imagination, analysis, and so on.•Long-term memory requires personal meaning that makes sense to the learner.

Planning New American Lecture

I Identify your topic and your purpose for your presentation.

N Negotiate what will be the big ideas and important details you want to present.

F Formulate an organizer for collecting the information.

O Orchestrate your presentation to fit the memory (e.g. Chunking, Deep Processing, etc.).

R Review content using questions in all four styles.

M Make a hook and bridge to connect students' prior knowledge, create interest, and focus attention.

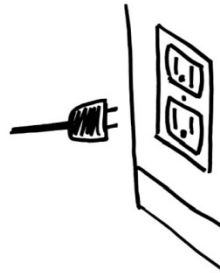


Student's Role for Collecting Information from Notes and Lectures

- Anticipate what you will be asked to read or listen to and what questions the text will try to address.
- Assess what you already know about the topic before you listen to or read the text.
- Actively read, listen to, and visualize the text. Record Big Ideas/Important Details, Questions, and Personal Connections.
- Answer questions using your notes.
- Apply what you have learned.

The Principle of Connecting

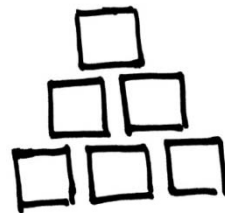
The Hook, Kindling, and the Bridge





The Principle of Organizing

The visual organizer





Because it is organized!





What are the parts of the U.S. Constitution?

PREAMBLE

*“We the People of
the United States”
Perfect Union*

ARTICLES

Executive

Judiciary

Legislative

AMENDMENTS

1-10

**BILL OF
RIGHTS**

11-27

The Principle of **D**eep Processing

Multisensory processing includes a variety of methods such as visual and “physical” aids, demonstration, stories, humor, elaboration, inflection of voice, and activities that deepen engagement.






How do we make important information stand out from the rest?

Read the two descriptions of Paul Revere's famous midnight ride.

Which is more memorable? Why?



Paul Revere rode through the town warning the colonists of the British army's invasion.

OR

Through the blustery night the Old Church Bell rang DONG, DONG, DONG...Paul Revere heard the twelve chimes and knew his time was running out. Before the clock would chime again, the British would be there to hear the dong from the Old Church Bell.

And so, as the last DONG's echo fell from the night, the sound of pounding hooves could be heard as Paul Revere's horse swept him through the town. "The British are coming! The British are coming! Prepare to fight! The British are coming!"

The Principle of **E**xercise and Elaborate

Reflecting in four thinking styles and a synthesis task



Mastery

Turn over your paper and write down who warned the colonists. Then write down what time it was, and how you know.

Interpersonal

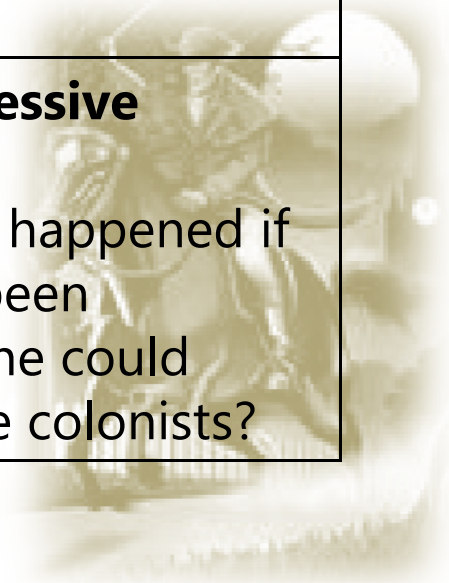
Have you ever been in a situation where you took a risk to help others? Do you feel Paul Revere was brave?

Understanding

Look at this statement and either prove or disprove it.
"The colonists were prepared for a surprise attack."

Self-Expressive

What would have happened if Paul Revere had been wounded before he could begin warning the colonists?



How do we make memories last?

<i>Remember:</i> Restate important FACTS.	<i>Relate:</i> Make connections to PERSONAL EXPERIENCES.
<i>Reason:</i> Draw a CONCLUSION or make a case.	<i>Reorganize:</i> SYMBOLIZE or hypothesize.

Connect
Hook, Kindle, and Bridge
to your content



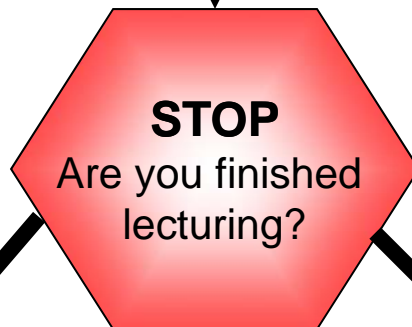
Organize
Present and explain organizer. Present information in chunks
(3-5 mins) for younger students, 5-7 mins for middle and high school students.



Deep Process
Allow students to process the key information in each chunk
deeply and through multiple senses.



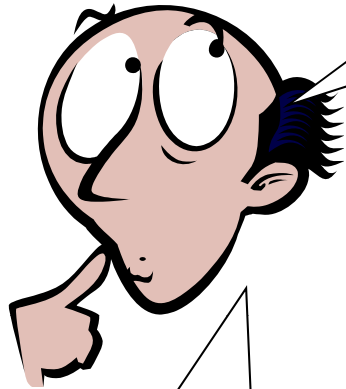
Exercise
Pose a review/reflection question after each chunk.
Engage all four learning styles with different styles of questions.



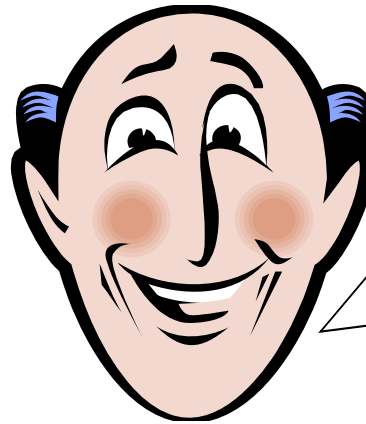
NO
Return to Organize and
Present the next chunk.



YES
Provide students with
a synthesis task.




Contestant: Alex, I'll take
the "Name of the Game"
for \$500.



Alex: This famous
television game show
is known for providing
answers rather than
questions.

Contestant: What is
Jeopardy?



If “research-based instructional strategies” is the ANSWER,
what might be the QUESTION?



Watch the following two teaching vignettes.

One uses the Metaphorical Expression strategy and the other uses Reciprocal Learning.

As you watch, think about...

- The purpose of the teacher.
- The roles of the teacher and students.
- The types of thinking students were engaged in.
- Where the strategy fits in to the lesson design.

Insert ME video on Wuthering Hts
(short)

Insert video on Reciprocal Learning
with Abby

WHAT QUESTIONS CAN INSTRUCTIONAL STRATEGIES ANSWER FOR TEACHERS?

Q: How can I differentiate instruction so that all styles of learners are able to succeed?

A: Research-based instructional strategies!

Q: How can I help students develop the skills they need to succeed on state assessment tests?

A: Research-based instructional strategies!

Q: How can I incorporate the latest research about effective instruction into my lesson plans?

A: Research-based instructional strategies!

Q: How can I increase my students' level of engagement and commitment to learning?


A: Research-based instructional strategies!

Q: How can I prepare my students to succeed in the 21st century?

A: Research-based instructional strategies!

Q: How can I develop more thoughtful and effective lessons and units?

A: Research-based instructional strategies!

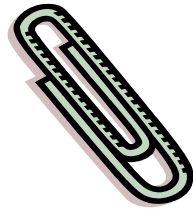


Q: How can I differentiate instruction so that all styles of learners are able to succeed?

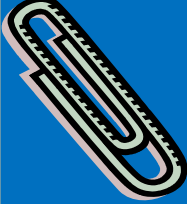
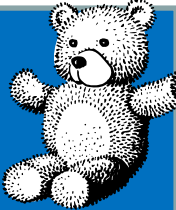


A: Research-based instructional strategies!

How do you learn?

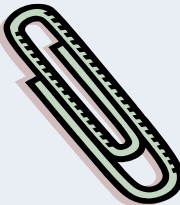


How is learning like a...




Strategies can be organized into four motivational styles:

 <h2>Mastery</h2> <p>Memory “Step-by-Step” Clarity and Competence Success Correct Answers</p>	 <h2>Interpersonal</h2> <p>Relate “Friend-by-Friend” Cooperative and Connected Personal Relationships Relevant Experience</p>
 <h2>Understanding</h2> <p>Reason “Doubt-by-Doubt” Critical Thinking and Challenge Curiosity Explanations and Proof</p>	 <h2>Self-Expressive</h2> <p>Reorganize “Dream-by-Dream” Choice and Creativity Originality Expressive Product</p>

What style of learning does each strategy appeal to?

New American Lecture	Reciprocal Learning	Metaphorical Expression
<p data-bbox="241 609 609 722">Mastery "Step-by-Step"</p>  A black and white illustration of a standard metal paperclip, symbolizing a step-by-step process.	<p data-bbox="829 609 1302 722">Interpersonal "Friend-by-Friend"</p>  A black and white illustration of a small, sitting teddy bear, symbolizing interpersonal relationships.	<p data-bbox="1396 609 1869 722">Self-Expressive "Dream-by-Dream"</p>  A black and white illustration of a metal slinky toy, symbolizing self-expression and metaphorical thinking.



Q: How can I help students develop the skills they need to succeed on state assessment tests?

A: Research-based instructional strategies!

Research clearly indicates the impact of *each* of these on student learning:

Category:

Percentile Gain:

Identifying Similarities & Differences	45
Summarizing & Note-taking	34
Reinforcing Effort & Providing Recognition	29
Homework & Practice	28
Non-Linguistic Representation	27
Cooperative Learning	27
Setting Objectives & Providing Feedback	23
Generating & Testing Hypotheses	23
Questions, Cues, and Advance Organizers	22

What research-based practices does each strategy address?

New American Lecture	Reciprocal Learning	Metaphorical Expression
Summarizing & Note-taking	Homework & Practice	Non-Linguistic Representation
Questions, Cues, and Advance Organizers	Cooperative Learning	Generating & Testing Hypotheses
Non-Linguistic Representation	Reinforcing Effort & Providing Recognition	Identifying Similarities & Differences



Q: How can I develop more thoughtful and effective lessons and units?

A: Research-based instructional strategies!




To generate a successful blueprint, you need to have a place for:

- 1) KNOWLEDGE ANTICIPATION.** This is where you aim to “hook” students into the unit by capturing their attention, activating their prior knowledge, and helping them anticipate the things they’re about to learn.
- 2) KNOWLEDGE ACQUISITION.** This is where students acquire new information via readings, lectures, or other sources.
- 3) PRACTICING AND PROCESSING KNOWLEDGE & SKILLS.** This is where students explore the content more deeply and work hard to master essential skills.
- 4) KNOWLEDGE APPLICATION.** This is where students are asked to demonstrate the full scope of their learning by completing a summative assessment task.
- 5) REFLECTION.** This is where students get the chance to take a step back and reflect on what they learned.

	<p style="text-align: center;">Foyer (Knowledge Anticipation)</p> <p>Where we “hook” students into the unit by activating their prior knowledge, arousing their interest, and/or helping them anticipate what they are about to learn</p>	
<p style="text-align: center;">Workshop (Practicing and Processing)</p> <p>Where students practice the skills and process the content that they have learned and evaluate their progress</p>	<p style="text-align: center;">Library (Knowledge Acquisition)</p> <p>Where students acquire new information via lectures, readings, pictures, etc.</p>	<p style="text-align: center;">Porch (Reflection)</p> <p>Where students sit back and reflect on what they have learned and what they still want to accomplish</p>
	<p style="text-align: center;">Kitchen (Knowledge Application)</p> <p>Where students “cook up” a final product that demonstrates the full scope of their learning</p>	

What part of lesson design does each strategy best address?

New American Lecture	Reciprocal Learning	Metaphorical Expression
Knowledge Acquisition	Practice and Processing	Knowledge Application



Q: How can I increase my students' level of engagement and commitment to learning?

A: Research-based instructional strategies!

Engaging Work

Our research points out that there are four distinct patterns in people's responses.

- Stimulates your curiosity
- Permits you to express your creativity
- Fosters positive relationships
- Doing things you're good at or getting better at

Four Styles of Motivation

Success

the drive
toward

Mastery

Relationships

the drive
toward

Interpersonal

Engagement

Core content

Curiosity

the drive
toward

Understanding

Originality

the drive
toward

Self-expressive

What aspect of motivation does each strategy address?

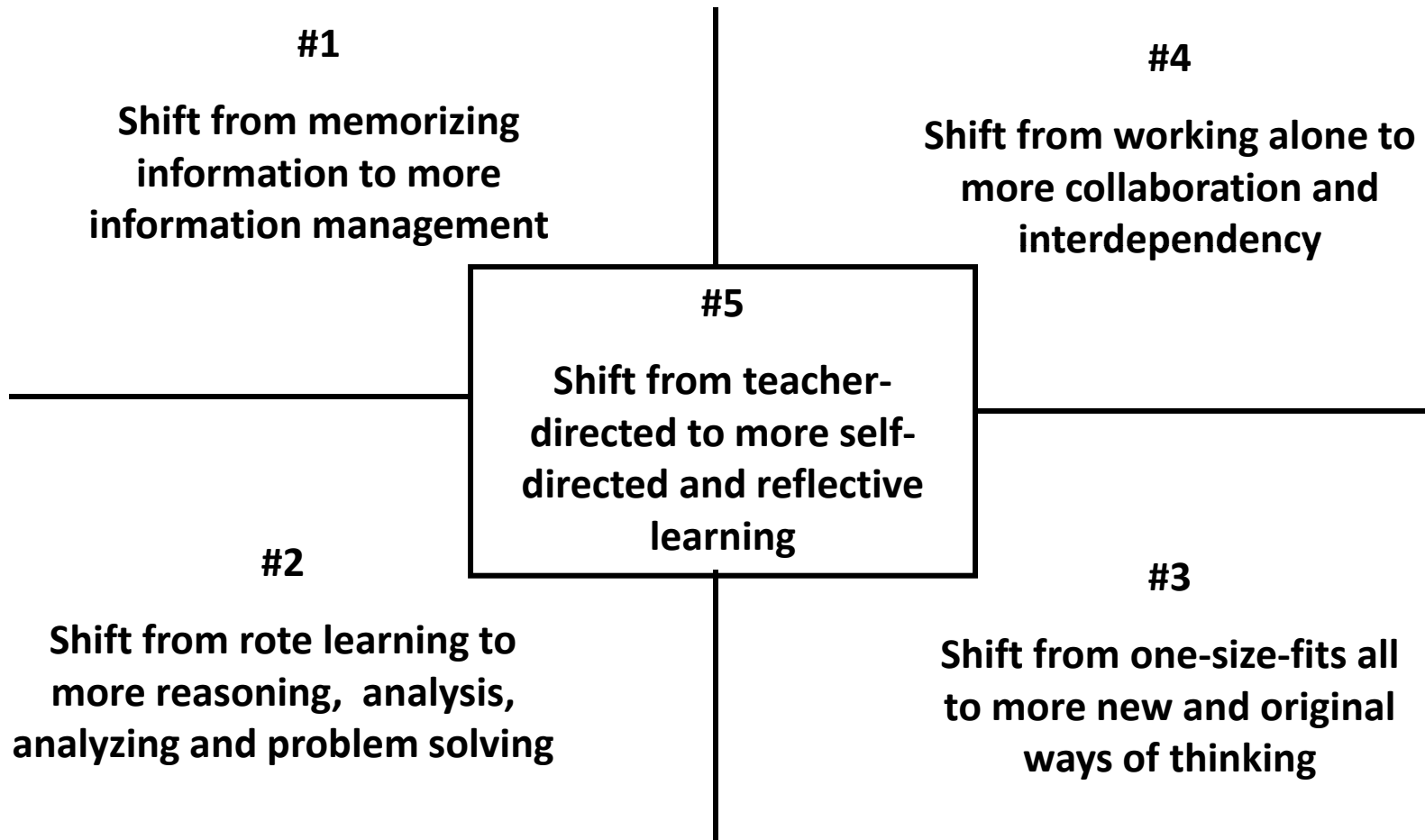
New American Lecture	Reciprocal Learning	Metaphorical Expression
Success Drive towards Mastery	Relationships Drive toward Interpersonal relationships	Originality Drive towards Self-expression



Q: How can I prepare my students to succeed in the 21st Century?

A: Research-based instructional strategies!

To prepare students for the demands of the 21st Century, we need to make five key shifts in instruction.



What 21st Century learning shift does each of the strategies address?


New American Lecture	Reciprocal Learning	Metaphorical Expression
Shift from memorizing information to more information management	Shift from working alone to more collaboration and interdependency	Shift from one-size-fits all to more new and original ways of thinking


A photograph of a hammer and a nail, rendered in a faded, sepia tone. The hammer is positioned vertically, with its head at the top and handle extending downwards. A single nail is placed horizontally on the surface below the hammer's head. The background is a light, neutral color.

If the only tool you had was a hammer, you would tend to treat everything like a nail.

Robert Sternberg, Professor of Education and Psychology at Yale University and Tufts University and Former President of the American Psychological Association, assigned students to one of five approaches

- A memory-based approach emphasizing identification and recall of facts and concepts
- An analytical approach emphasizing critical thinking, evaluation, and comparative analysis
- A creative approach emphasizing imagination and invention
- A practical approach emphasizing the application of concepts to real-world contexts and situations
- A diverse approach incorporating all of the individual approaches described above

- 
- Sternberg found that when students were taught in a manner that matched their learning styles, they outperformed students who were not.
 - The results are clear: students who participated in discussion groups that matched their pattern of abilities outperformed students who were mismatched.

- 
- In other words, when we teach students in a way that fits how they think, they do better in school.
 - Students with creative and practical abilities who are almost never taught or assessed in a way that matches their pattern of abilities may be at a disadvantage in course after course, year after year.



His research demonstrated:

- Students who were taught in a way that supported their style of thinking once again outperformed students who were taught in a traditional manner.


But more important...

- Students who were taught using diverse teaching methodologies outperformed both the traditional and the “matched” students.



Sternberg concludes:

“Most important, students in the diverse teaching condition outperformed the other students even in the multiple choice memory tests. In other words, even if our goal is just to maximize our students’ retention of information, teaching for diverse styles of learning still produces superior results. This approach apparently enables students to capitalize on their strengths and to correct or to compensate for their weaknesses, encoding material in a variety of interesting ways.”



Many of the students we are consigning to the dust heaps of our classrooms have the abilities to succeed. It is we, not they, who are failing. We are failing to recognize the variety of thinking and learning styles they bring to the classroom, and teaching them in ways that don't fit them well.

--Robert J. Sternberg

What would be the consequences if you used a variety of teaching strategies to address the diversity of learning styles in your classroom?

However beautiful the **strategy**, you should occasionally look at the results.

--

Winston Churchill

When you're prepared, you're more confident. When you have a **strategy**, you're more comfortable.

-- *Anonymous*

Strategy is about making choices, trade-offs; it's about deliberately choosing to be different.

-- *Michael Porter*

Strategy requires thought, tactics require observation.

-- *Max Euwe*

You have to be fast on your feet and adaptive or else a **strategy** is useless.

-- *Charles de Gaulle*

Sound **strategy** starts with having the right goal.

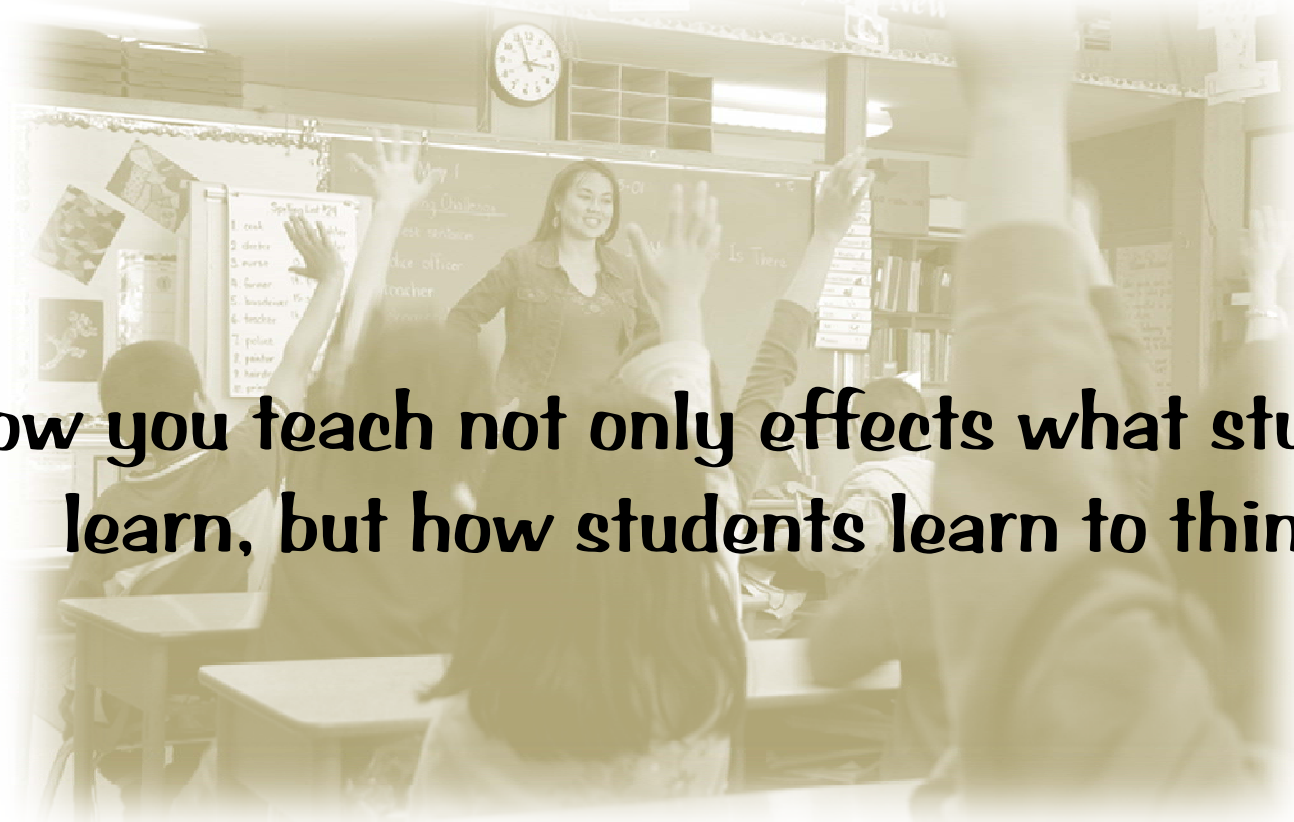
-- *Michael Porter*

Strategy is a style or thinking, a conscious and deliberate process, an intensive implementation system, the science of ensuring future success.

--Pete Johnson

There is always a better **strategy** than the one you have; you just haven't thought of it yet.

-- *Sir Bryn Pitman*

A photograph of a classroom scene, overlaid with a semi-transparent white box containing text. The background image shows a female teacher standing at the front of a classroom, smiling. Several students are seated at desks, with their hands raised in the air, indicating an interactive or questioning session. The classroom features a chalkboard with writing, a clock on the wall, and various educational posters. The overall tone is bright and positive.

How you teach not only effects what students learn, but how students learn to think.