

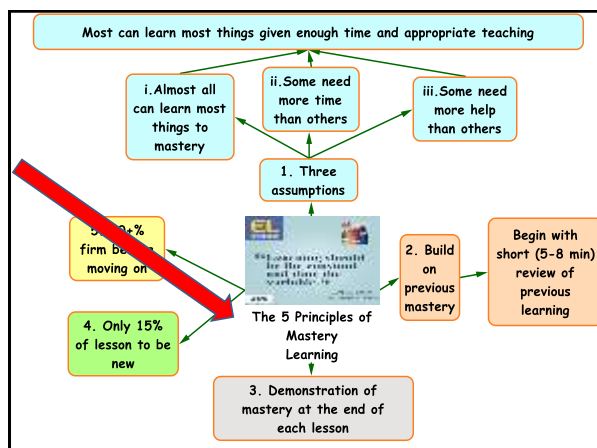
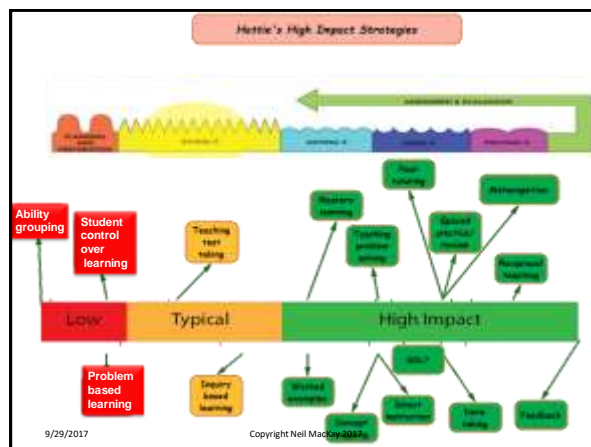
“Drilling down”

For Mastery



For Depth

9/29/2017 Neil MacKay www.actiondyslexia.co.uk 1



The three major messages for us:

- Transparent goals**
 - the more transparent we make the learning goals, the more likely the student is to engage in the work needed to meet the goal.
- Success criteria**
 - the more the student is aware of success criteria, the more s/he can see the specific actions that are needed to attain these criteria
- Rapid formative feedback**
 - the more feedback there is about progress (specifically from prior to desired outcomes) the more positive attributes to learning are developed

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```

graph LR
    subgraph Traditional_learning [Traditional learning]
        direction LR
        T1[Process] --> T2[Rationale]
        T2 --> T3[Key principle]
        T3 --> T4[Key implication]
        T4 --> T5[Opportunity cost]
    end
    subgraph Mastery_learning [Mastery learning]
        direction LR
        M1[Process] --> M2[Rationale]
        M2 --> M3[Key principle]
        M3 --> M4[Key implication]
        M4 --> M5[Opportunity cost]
    end
    T5 --- T5_Text[Looks good in Teacher Planner - everything ticked - but some students will be left behind]
    M5 --- M5_Text[Can't get through everything for everybody but no student will be left behind]
  
```

Traditional learning

- Process
- Rationale
- Key principle
- Key implication
- Opportunity cost: Looks good in Teacher Planner - everything ticked - but some students will be left behind

Mastery learning

- Process
- Rationale
- Key principle
- Key implication
- Opportunity cost: Can't get through everything for everybody but no student will be left behind

OFSTED Grading	Learning Gains	Lesson structure	Focuses On
Satisfactory (RI)	Loose	Tight	The activities
Good			
Outstanding			

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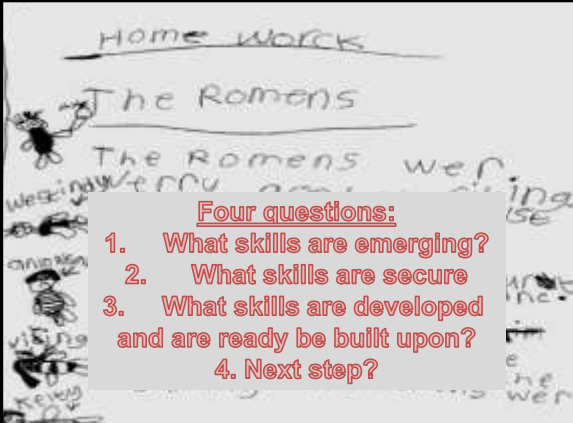
HOME WORK

The Romans

The Romans were very interesting

Four questions:

1. What skills are emerging?
2. What skills are secure
3. What skills are developed and are ready be built upon?
4. Next step?



Top ten design questions to help promote growth mindsets.

- 1. *Something went wrong? Great! How can you use this mistake to improve your design?*
- 2. *Finished? Really? Have you put in the effort to achieve a result you are proud of?*
- 3. *Stuck? Awesome! What can you try next? What other ways might there be?*
- 4. *Not happy with your design? Fantastic! Who can you seek feedback from to make your design better?*
- 5. *Want to break the rules? Excellent! What new ideas will you try? What risks will you take?*
- 6. *Finding it tricky? Wonderful! What will you practice to get better? What strategies will you use?*
- 7. *Not the best? Brilliant! Who can you learn more from?*
- 8. *Don't know what to do? Terrific! How will you tackle this challenge?*
- 9. *Easy? Right! How can we make this more challenging for you?*
- 10. *Proud of your design? Congratulations! Where to next? What are your goals?*

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Issue:
Lacks confidence, specifically:
Over reacts to failure
"Performance anxiety"
Apparently won't try
Apparently lacks motivation



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"Notice and adjust"
to.....

Develop a
"Growth Mindset"

Moving from "judge and be judged"
to
"Learn and help learn"
Dweck 2010

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Dweck took 2 groups of 10 year olds

- Both given the same "slightly too hard problems"
- One group praised for being smart, gifted etc
- One group praised for effort, motivation and process and "not yet but soon"

On the next task:

- "Smarts" group said they would probably cheat - also looked for students who did less well to compare. **They ran from difficulty.**
- "Effort/Not yet" group - were excited about the next task and **embraced difficulty as a learning curve to the future.**

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The Message? When USA teachers:

- Built a bridge to "yet"
- Praised wisely
- Rewarded process, not smarts.....

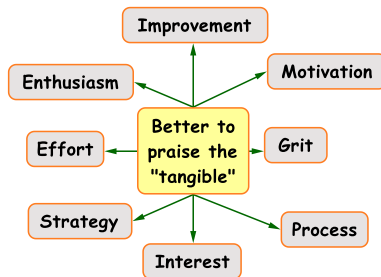
A group of S3/Year 8 Native American students in Seattle, from very, very low income backgrounds, **did much better than the "Microsoft kids"** from very prosperous backgrounds. So.....

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Praise process, not "smarts"



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Top ten design questions to help promote growth mindsets.

1. *Something went wrong?* Great! How can you use this mistake to improve your design?
2. *Finished?* Really? Have you put in the effort to achieve a result you are proud of?
3. *Stuck?* Awesome! What can you try next? What other ways might there be?
4. *Not happy with your design?* Fantastic! Who can you seek feedback from to make your design better?
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8. *Don't know what to do?* Terrific! How will you tackle this challenge?
9. *Easy?* Right! How can we make this more challenging for you?
10. *Proud of your design?* Congratulations! Where to next? What are your goals?

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The bottom line?

- *Praising natural intelligence* takes it out of the student's control - no recipe for responding to failure
- *Praising effort etc.* gives a variable students can control - "in control of their success" - or otherwise!

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Strategy:
Growth mindset language
"Not yet" marking and comments



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Issue:
Struggles to show ability
appropriate evidence of thinking

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The Message is in the Evidence!



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Establish a No Excuses Policy!

This can be harder than we might think.....

Most teachers will say they have high expectations but.....

"In initial discussions with school staff, this notion (all students can achieve high standards given sufficient time and support) is rarely rejected, but it was frequently qualified by all sorts of "Yes but...." excuses as to why such a notion was generally true but didn't apply to some or even all their students".

Fullan, Hill & Crevola 2006

Strategy:
Alternative Evidence File

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Issue:

**They think better than they read
Or read better than they think**

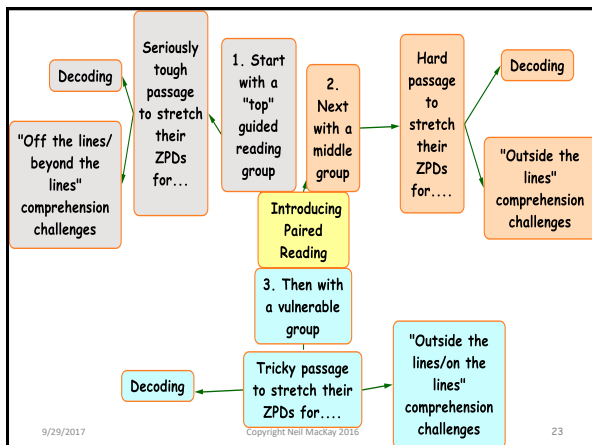


The simple view of reading as a way to explain reading difficulties

[Nicholson, Tom](#) | [Stewart-Brown, Barbara](#) 2013

- Students with high decoding but poor reading comprehension in this study also had poor listening ability.
- They would not have understood the text material even if we had read it aloud to them.
- To improve their reading levels they need to improve listening comprehension.

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Issue
Often understands it quite well
but may struggle
to demonstrate what
s/he has learnt

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Studies on Reading Factors

Studies showing good word recognition skills can be developed in the absence of good comprehension:

Snowling & Frith 1986

Stothard & Hulme 1992

Studies showing that good comprehension can be developed in the absence of good word recognition skills:

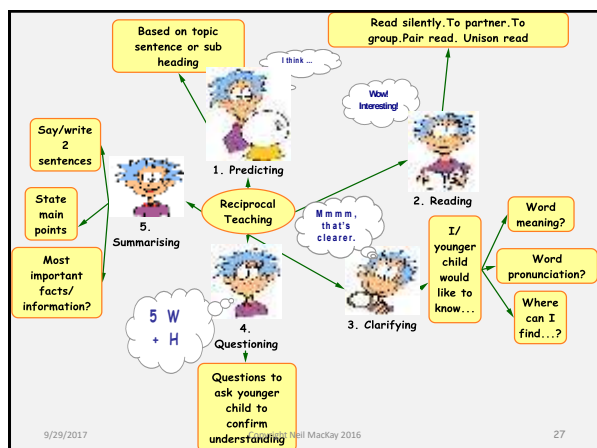
Catts, Adolf & Weismer 2006

Spooner, Baddley & Gathercole 2004

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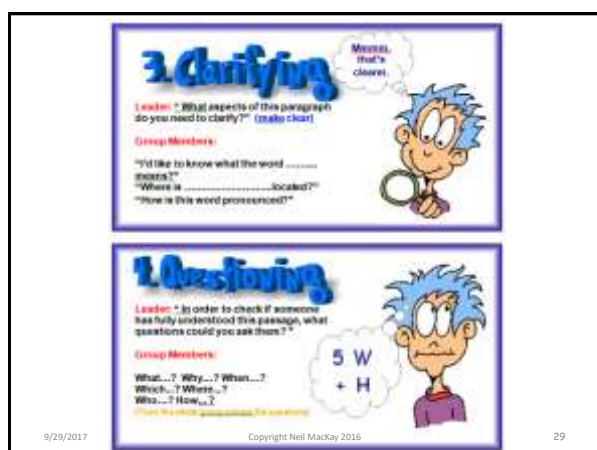
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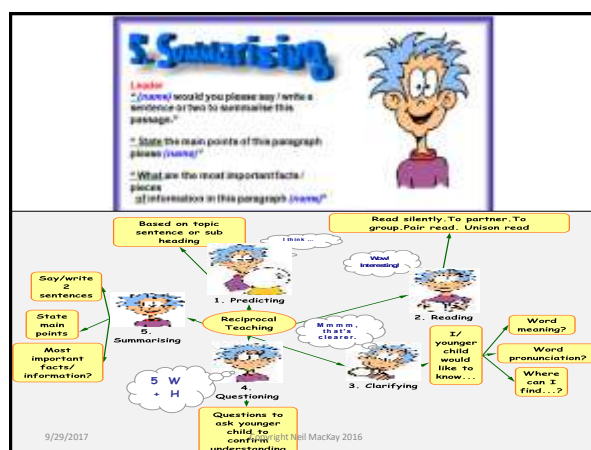
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Questions and Statements Stems for *Evaluating*

- Which is the better solution to...?
- Judge the value of... What do you think about...?
- Defend your position about...?
- Decide if a good or bad thing? What are your reasons?
- How would you have handled...?
- What changes to... would you recommend?
- How effective are...?
- What are the consequences...?
- What influence will... have on our lives?
- What are the pros and cons of...?
- Why is... of value?
- What are the alternatives?
- Who will gain & who will lose?

Creating
 Evaluating
 Analyzing
 Applying
 Understanding
 Remembering

Creating
 Evaluating
 Analyzing
 Applying
 Understanding
 Remembering

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5. Summarising

Levels

- 1. (Level 1) Select your given key / write a sentence or two to summarise this passage.
- 2. State the main points of this paragraph please (Level 2)
- 3. (Level 3) What are the most important facts / pieces of information in this paragraph (Level 3)

Reciprocal Teaching

1. Predicting
2. Reading
3. Clarifying
4. Questioning
5. Summarising

Based on topic sentence or sub heading
Read silently. To partner. To group. Pair read. Unison read

Word meaning?
Word pronunciation?
Where can I find...?

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LOTS (lower order thinking skills) HOTS (higher order thinking skills)

1	2	3	4	5	6
remember	understand	apply	analyse	evaluate	create
recognise	interpret	implement	analyse	check	design
list	summarise	compare	compare	evaluate	construct
describe	infer	compare	analyse	critique	plan
identify	interpret	compare	analyse	critique	produce
locate	interpret	compare	analyse	critique	produce
locate	interpret	compare	analyse	critique	produce
locate	interpret	compare	analyse	critique	produce
locate	interpret	compare	analyse	critique	produce
locate	interpret	compare	analyse	critique	produce
locate	interpret	compare	analyse	critique	produce

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Remembering	1 Understanding	2 Applying	3 Analysing	4 Evaluating	5 Creating	6
Define	Explain	Solve	Analyse	Critique	Design	
Identify	Describe	Apply	Compare	Evaluate	Compose	
Describe	Interpret	Illustrate	Classify	Order	Create	
Label	Paraphrase	Modify	Construct	Appraise	Plan	
List	Summarise	Use	Distinguish	Judge	Formulate	
Name	Classify	Calculate	Defend	Support	Defend	
State	Compare	Change	Separate	Decide	Hypothesize	
Match	Discuss	Interpret	Categorize	Recommend	Write	
Select	Distinguish	Experiment	Differentiate	Assess	Compile	
Locate	Predict	Relate	Discriminate	Assess	Construct	
Memorise	Associate	Complete	Complete	Complete	Develop	
Quote	Convert	Construct	Order	Defend	Interpolate	
Recall	Demonstrate	Interpret	Interpolate	Find among	Modify	
Reproduce	Estimate	Interpret	Survey	Measure	Organize	
Tabulate	Express	Manipulate	Advocate	Grade	Prognose	
Tell	Defend	Produce	Conclude	Rank	Produce	
Copy	Relate	Produce	Conclude	Score	Reorganize	
Duplicate	Relate	Produce	Conclude	Select	Revert	
Enumerate	Select	Teach	Diagram	Test	Adapt	
Order	Typology	Adapt	Diagram	Argue	Arrange	
Record	Class	Administer	Estimate	Assemble	Collaborate	
Reproduce	Generalize	Articulate	Illustrate	Consider	Collaborate	
Recall	Give examples	Chart	Organize	Critique	Devise	
	Draw	Collect	Outline	Debate	Express	
	Illustrate	Compare	Plan	Distinguish	Facilitate	
	Order	Determine	Plan	Editorialize	Make	
	Report	Develop	Generate	Justify	Manipulate	
	Represent	Employ	Test	Persuade	Organize	
	Rewrite	Explain		Rate	Prognose	
	Show	Interview		Weigh	Reorganize	
	Trace	List		Validate	Simulate	

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Haiku

5 Syllables – Glo/bal warm/ing ?
7 Syllables
5 Syllables

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Questions and Statements Stems for *Evaluating*

- Which is the better solution to...?
- Judge the value of... What do you think about...?
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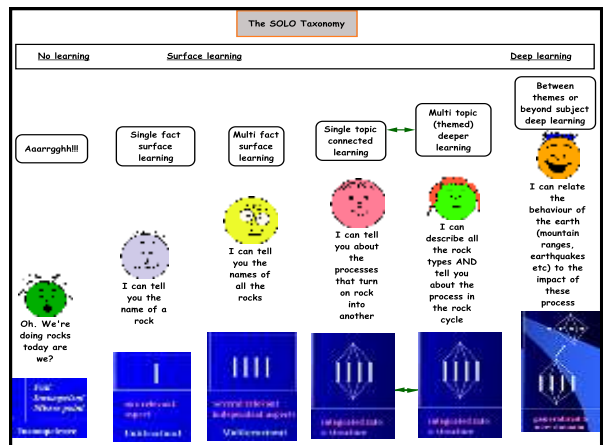
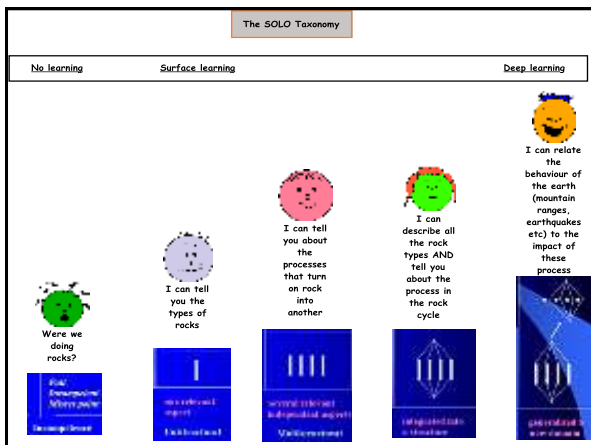
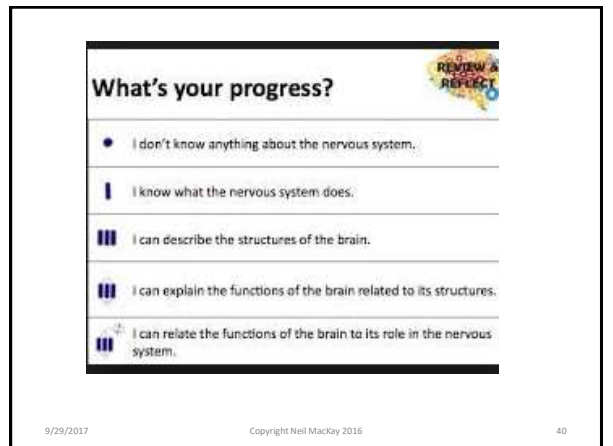
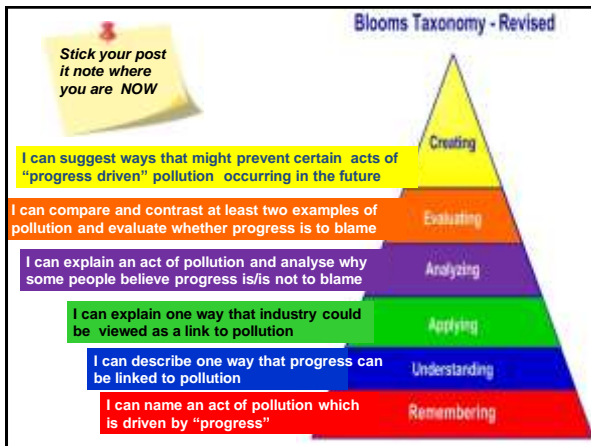
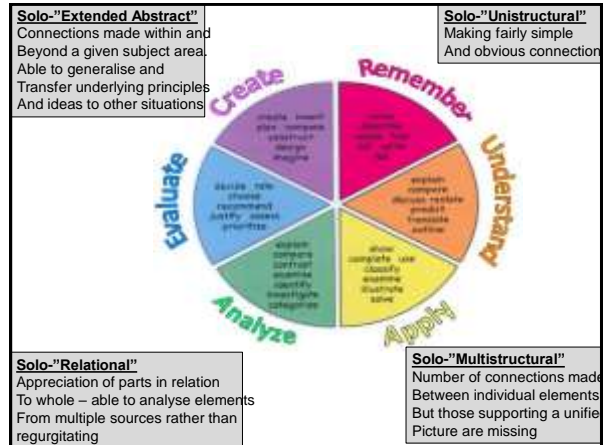
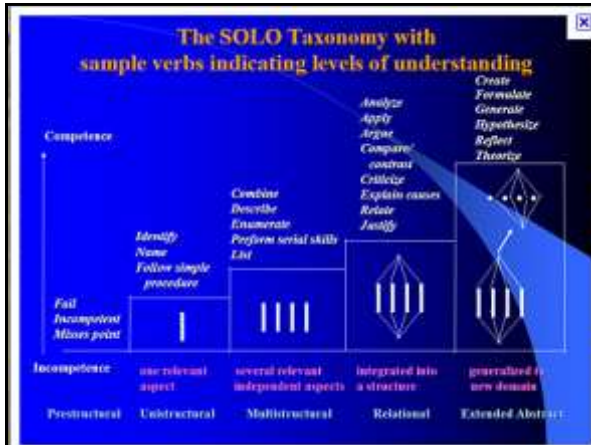
Creating
 Evaluating
 Analyzing
 Applying
 Understanding
 Remembering

Questions and Statements Stems for *Analyzing*

- Which events could not have happened?
- If... happened, what might the ending have been?
- How is... similar to...?
- What do you see as other possible outcomes?
- Why did... changes occur?
- Explain what must have happened when...?
- What are some of the problems of...?
- Distinguish between...?
- What were some of the motives behind...?
- What was the turning point?
- What was the problem with...?

Creating
 Evaluating
 Analyzing
 Applying
 Understanding
 Remembering

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Uni-structural :Write one fact about the topic on a post-it

Multi-structural:
Now stick your Post-It note on the board. While you're there, have a look at everyone else's points...already progressing!

Relational:
In pairs, come up to the board and pick 3 Post-Its that have something in common. For example about one particular character, setting or idea. Combine your points into a short paragraph and use connectives.

Extended abstract : Add at least one sentence to your paragraph that begins with one of the following: "I think this is really effective because..." or "This made me think about..."

[illegible]

Issue
Good understanding but
comprehension not matched
by decoding and/or fluency

**Strategy:
Contextualised guessing,
reciprocal teaching
and
“question stems”**

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- Twitter - [@actiondyslexia](https://twitter.com/actiondyslexia) - please tweet, add pictures from the training, tag me in photos of any improved work completed by your students using new strategies
- Facebook - [Action Dyslexia Ltd.](https://www.facebook.com/ActionDyslexiaLtd) Please follow and comment on training etc, especially things that worked well back in class.
- Please get back with any questions and I will respond as soon as I can - info@actiondyslexia.co.uk

Whole School Training 2017/18

(more details on www.actiondyslexia.co.uk)

The titles below are interactive and inspirational whole/half day training opportunities for full staff/groups of staff in primary and secondary schools. Each title can stand alone or schools can "pick and mix" - bespoke training is a speciality. All training is Primary or Secondary focused as required.

Neil regularly goes into classes to model inclusive strategies while being observed by teachers. This leads nicely into plenaries and/or as the basis for a whole school twilight.

- **"Too many on the SEN Register?"** - inclusive strategies which help individuals with learning individual help. This training equips class teachers with "just enough" SEN skills to notice and adjust for students with clear learning needs but without formal labels
- **"Going for mastery - drilling down for greater depth."** Life without levels provides opportunities to provide stretch, challenge and risk for students with age/ability appropriate thinking but who struggle with weak basics. Evidence validated solutions are modelled and discussed, based around formative evaluation, alternative evidence of achievement and scaffolding to create deep learning that sticks.

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- **"Get it right for Dyslexia - get it right for all".** Current research validated solutions are discussed and modelled to raise the achievement of students on the Dyslexia Spectrum in ways that extend the learning of all - with a special focus on students with clear dyslexic type learning needs but without official labels. The training can also be extended to include AD(H)D and ASD, as featured in Neil's books "Removing Dyslexia as a Barrier to Achievement" and "Total Teaching" and as presented annually to Trafford NQT groups.
- **"Writing skills for reluctant writers, especially boys - but great for girls too"** Using the best of current research, this training shows how to support students to generate, select and process their ideas - and then get them down on paper. In a very practical and interactive session, a variety of styles and genres can be covered, from fiction and persuasion, through reports and, of particular importance, exposition. This training stands alone and works well when modelled lessons lead into discussion and feedback.
- **"Comprehends well but struggles to decode - or decodes well but struggles to comprehend."** Another very hands on training opportunity which models a range of practical, whole class strategies to improve the functional literacy of vulnerable groups. The strategies work well for second/additional language learners as well as native speakers. This training combines well with "Writing Skills" above.

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- **"Can't seem to remember from one moment to the next."** This session presents insights and solutions to address issues with working memory - specifically to create the "memory lite" classroom. Current research is spun into strategies and solutions to ensure that, when students are stuck, it is because they are genuinely stuck, not because they have forgotten what to do next! Learning for tests/revision skills can also be included.

=====

Workshops for students and parents - these very interactive, practical and fun events work well at the end of a full/half day session with staff and/or students.

- **"Learning how to learn" or "How to wake up in the morning still remembering what was learnt the night before."** This twilight/evening session can be for students, students with their parents (which works really well) or just for parents. It models effective revision strategies based on current thinking around the psychology of learning.
- **"Taking the Hell out of homework"** - a session for parents based on Neil's book of the same title. It offers strategies and solutions around typical homework tasks, including tackling comprehensions, learning spellings, getting ideas down on paper and learning for test. Managing behavior for learning at home is also included.

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