# Greene County Schools/NUA

## 3 Day Summer Institute
### May 26-28, 2010

## Stefanie Rome
## Eyka Stephens

# Day One

## Culture

# NUA on Culture

Whatever is meaningful and relevant...

# Essential Questions

1. How does culture affect learning?

2. What are some of the major components of the NUA Framework and what impact might those components have on student achievement?

3. How might the strategies experienced today foster learning and/or deepen relationships with students?

# The Power of Ritual

Rituals engage learners!

- Eric Jensen

Without relationship, no significant learning can take place.

- Dr. James Comer

# Community Builder

## "Self-Symbols"

# Self Symbols-Step by Step

1. Write your name in the center of a piece of paper and circle it.
2. Create a Bubble Map for yourself using adjectives and adjective phrases that describe you. (2 minutes)
3. Choose one word from your map that you will use for this activity.
4. Devise a way to express the meaning of the word that you chose (a "symbol") using only your self to express it-no words, no props, etc.

# Self-Symbols-In Action

► Form a whole-group large circle.
► Self Symbols Procedures:
  ■ The energy will be passed around the circle 3 times.
  ■ First pass: word and *symbol*
    *in order*
  ■ Second pass: **symbol only**
    *in order*
  ■ Third pass: symbol and symbol of any other person in the circle
    *random*

# Pedagogy Check

Add *Self-Symbols* to your Strategy Review Chart

# NUA Foundations
# Together We Remember!

- The Symbolic Representation for Learning

- The Five Critical Experiences

- Touching the Spirit

- Culture-Language-Cognition

How I see the world   my culture

prior knowledge

The Frame of Reference

life experience

How I perceive the world sees me

# The Frame of Reference

- Add your name to your Frame of Reference.

- Respond to each of the following questions anywhere in your frame in any style you choose (pictures, symbols, words, etc.)

# The Frame of Reference

1. Who are you? (personally/professionally)
2. What is something that you do well?
3. What did you have to do to become good at it?
4. Who helped you learn it?
5. What one critical piece of advice would you share with someone else who was trying to "get good" at the same thing?
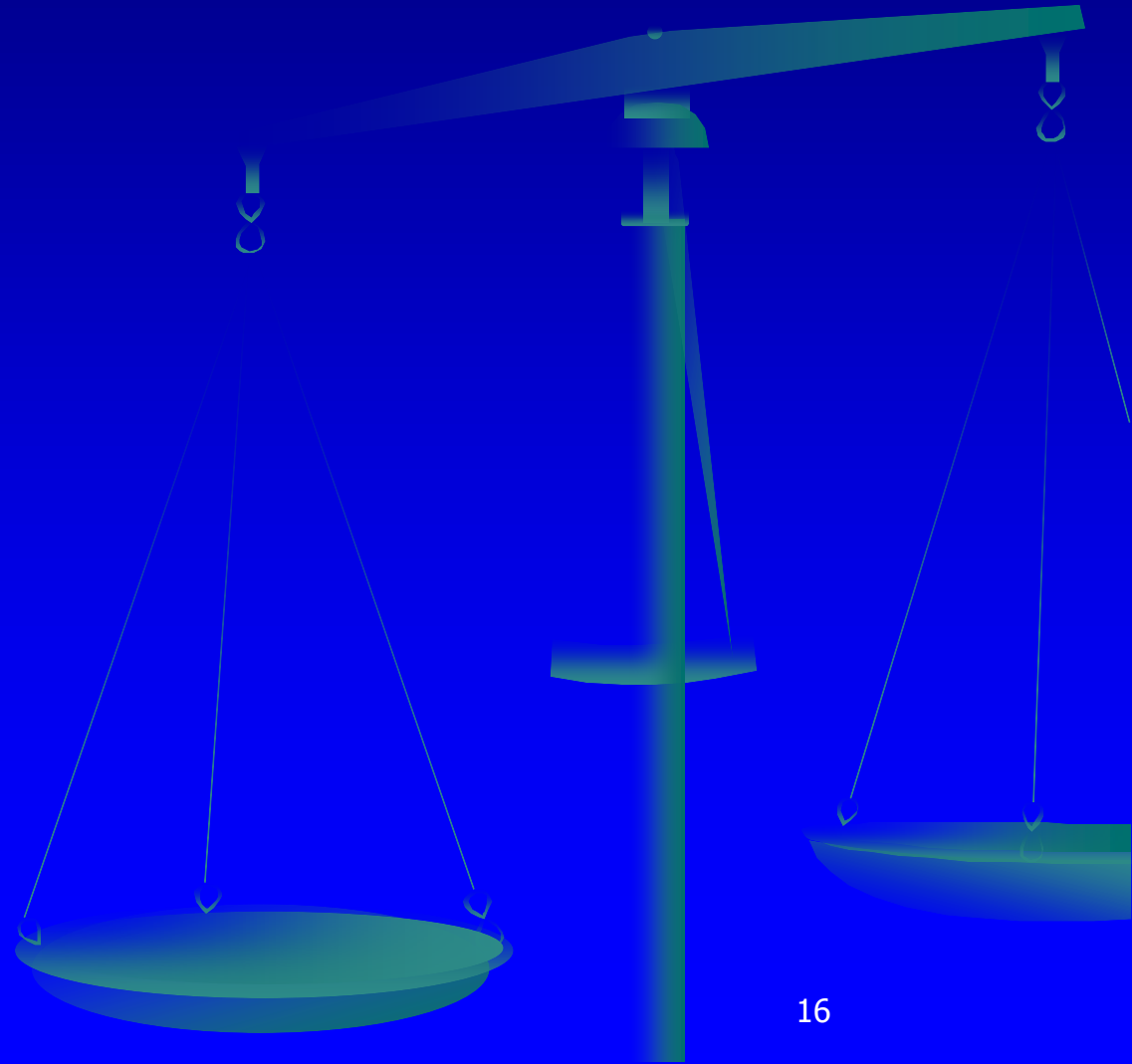
# The Frame of Reference

- Identify a partner.

- Share the information in your frame with your partner.

    *Remember:  You have the right to pass!*

# Pedagogy Check

Add *The Frame of Reference* to your Strategy Review Chart

# It's All About the Thinking

# LITERACY

Constructing, communicating, and creating meaning in many forms of representation.

(Elliot Eisner).

# Why these tools?

- Based on specific cognitive processes (ways of thinking)

- Represent a common visual language for meaningful learning

- Empower students with transferable (subject to subject) patterns

- Invite students' frames of reference into the learning experience.
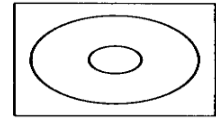
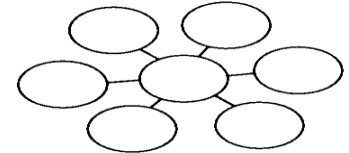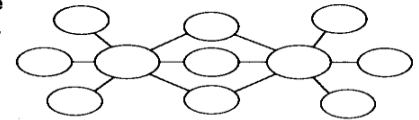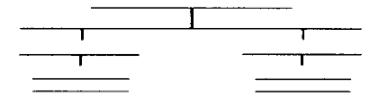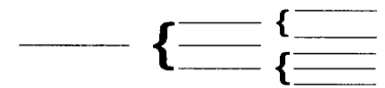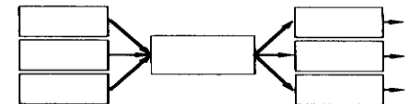| Questions from Texts, Teachers and Tests | Thinking Processes | Thinking Maps as Tools |
|---|---|---|
| How are you defining this thing or idea? What is the context? What is your frame of reference? | **DEFINING IN CONTEXT** | Circle Map  |
| How are you describing this thing? Which adjectives would best describe this thing? | **DESCRIBING QUALITIES** | Bubble Map  |
| What are the similar and different qualities of these things? Which qualities do you value most? Why? | **COMPARING and CONTRASTING** | Double Bubble Map  |
| What are the main ideas, supporting ideas, and details in this information? | **CLASSIFYING** | Tree Map  |
| What are the component parts and subparts of this whole physical object? | **PART-WHOLE** | Brace Map  |
| What happened? What is the sequence of events? What are the substages? | **SEQUENCING** | Flow Map  |
| What are the causes and effects of this event? What might happen next? | **CAUSE and EFFECT** | Multi-Flow Map  |
| What is the analogy being used? What is the guiding metaphor? | **SEEING ANALOGIES** | Bridge Map  |

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# Thinking Maps

## All About Me

# Pedagogy Check

Add *The Flow Map, Double Bubble Map and Multi-Flow Map* to your Strategy Review Chart

# Reflection-Shout Out

What have I done to this point that might help me get to know my students better?
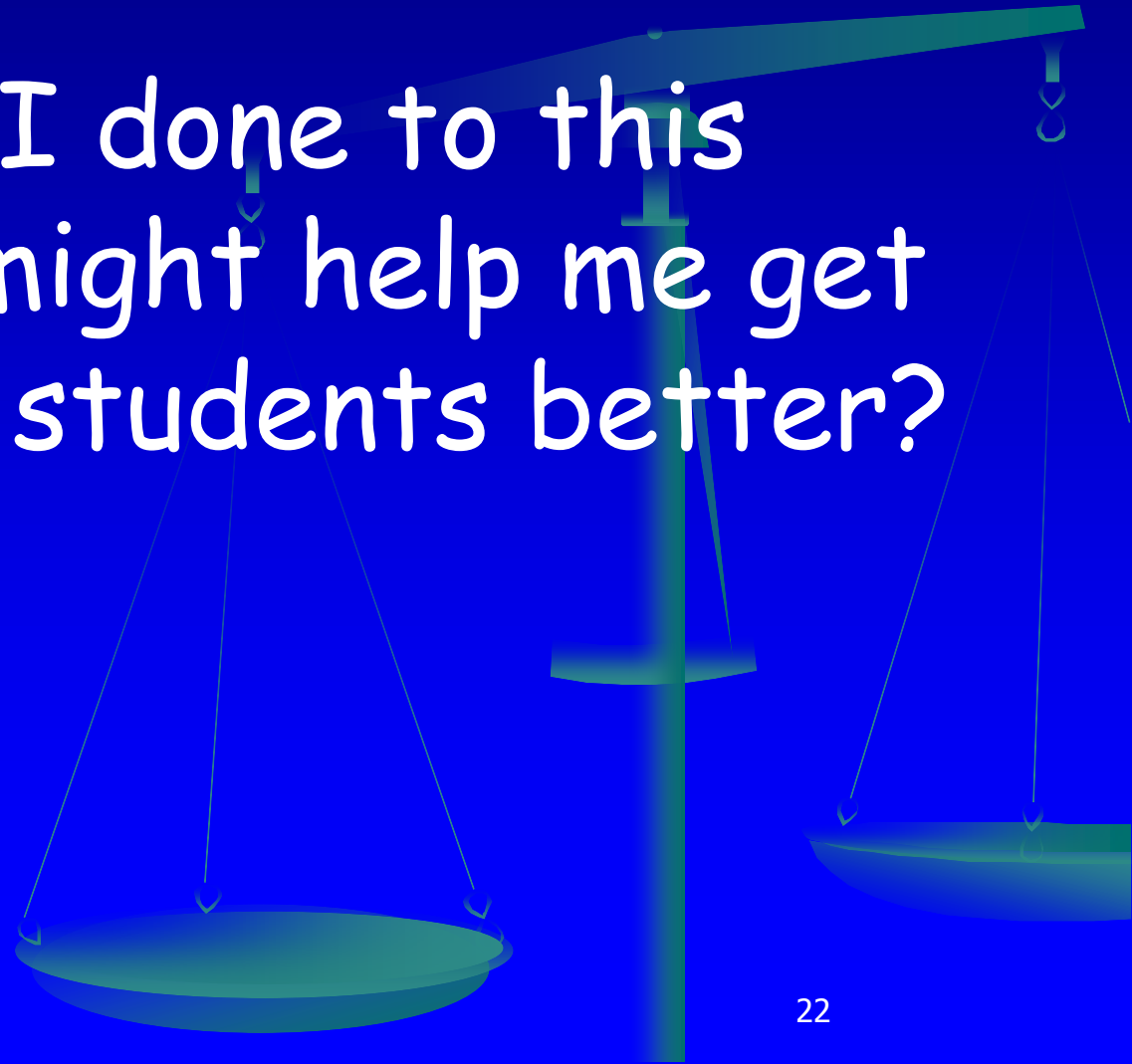
# The Panel Book
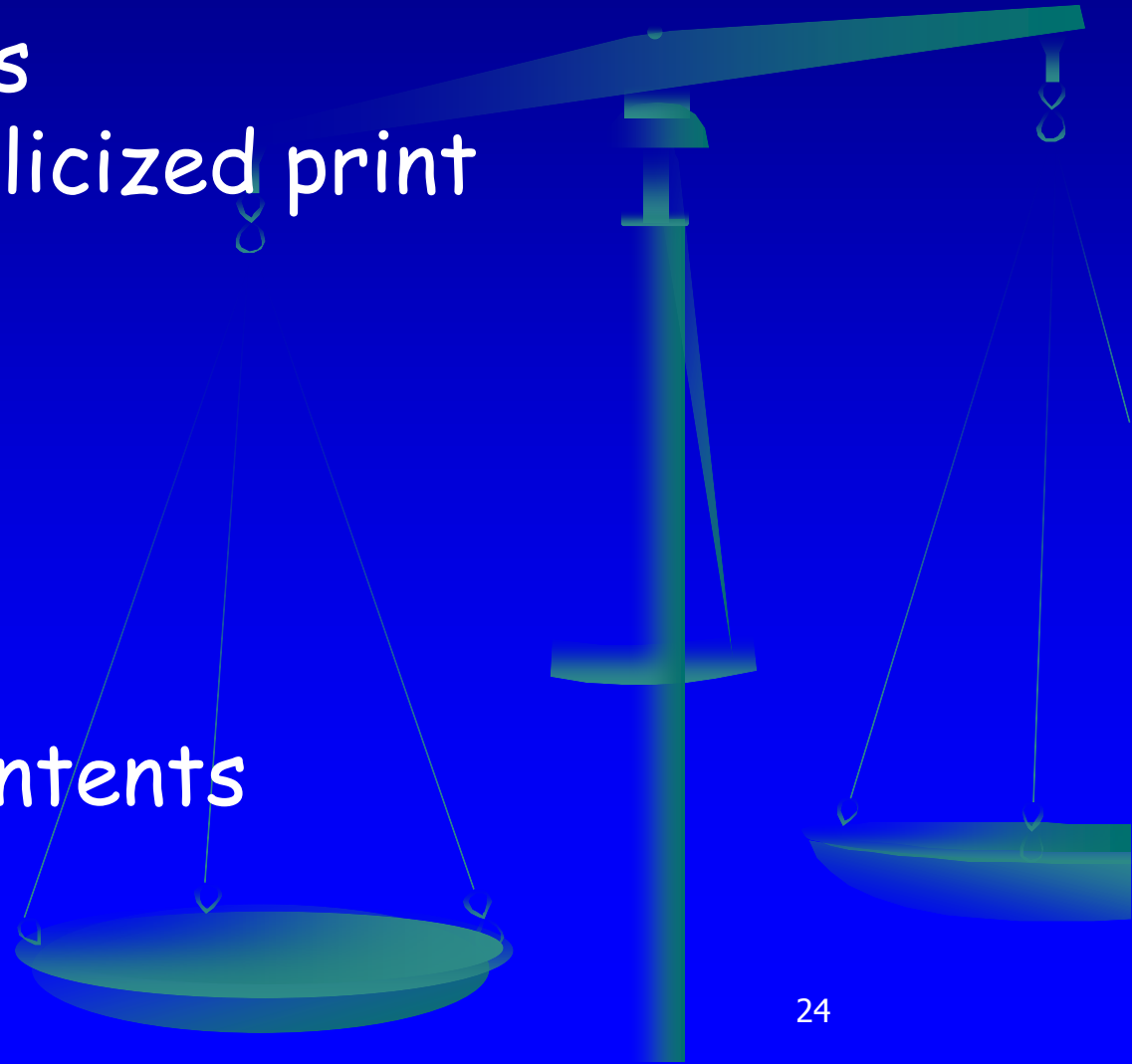
Wholes before parts are recalled better

-Eric Jensen

Text Features

Text Structures

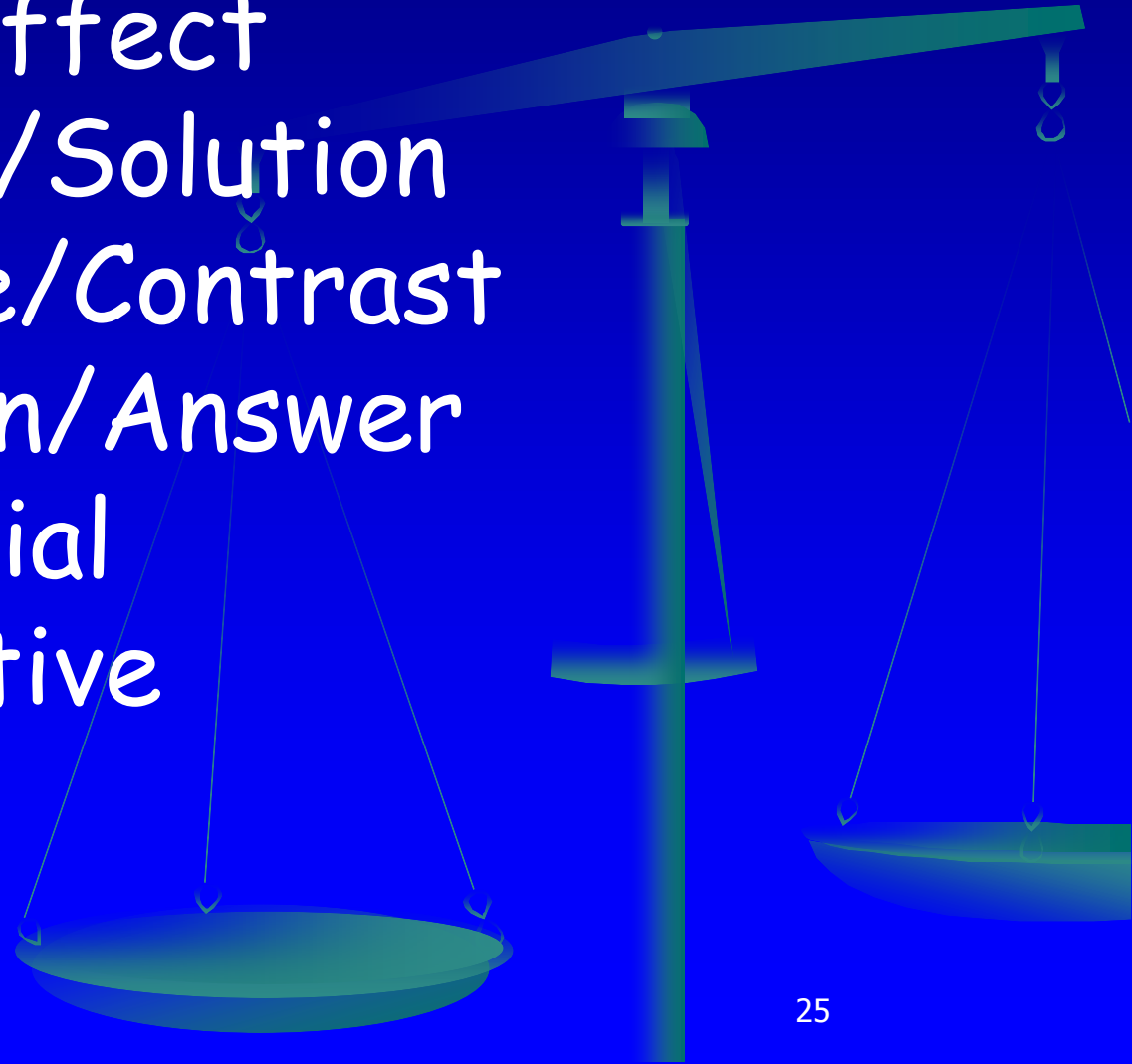*Comprehension of the Discipline*

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# Text Features

- Maps
- Charts
- Illustrations
- Bold and italicized print
- Headings
- Captions
- Labels
- Diagrams
- Graphs
- Table of Contents
- Glossary
- Index

# Text Structures

- Cause/Effect
- Problem/Solution
- Compare/Contrast
- Question/Answer
- Sequential
- Descriptive

# Pedagogy Check

Add *The Panel Book* to your Strategy Review Chart

# How can you help make this happen?

examples

Professional Development

characteristics

# Put Yourself on the Line

- *Listen* to the facilitator's prompt.

- *Negotiate* for your place on the line based upon the facilitator's guidance.

# Final Reflection-E.Q.s

1. How does culture affect learning?

2. What are some of the major components of the NUA Framework and what impact might those components have on student achievement?

3. How might the strategies experienced today foster learning and/or deepen relationships with students?
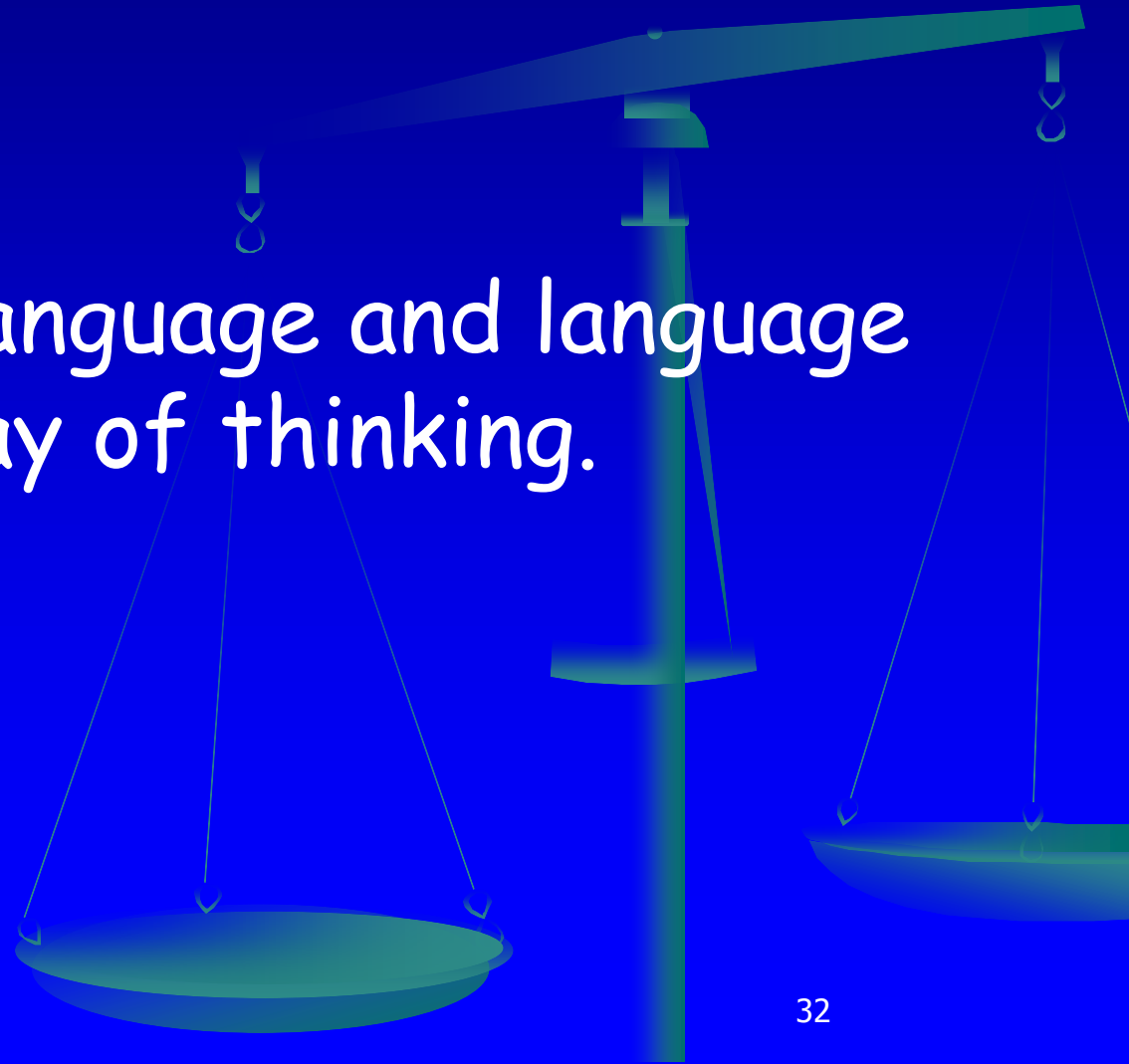
# Thank You!

# Day Two

## Language

# NUA on Language

Culture molds language and language represents a way of thinking.

# Community Builder

## "Quotation Connections"

# "Quotation Connections"

- Take 1 minute to read your quote and make a *personal connection* to it.

- When the music starts, circulate.
- When the music stops,  find a partner.
- Share your quote and your connection with your partner.
- Listen as your partner shares.
- When the music starts, circulate again to find a new partner.
- Repeat the process.
- Debrief

# Reflection-Shout Out

How is what we just experienced culturally relevant?

# Essential Questions

1. How does language affect learning?

1. What might be some of the benefits of studying and mastering language patterns?

1. How might the strategies experienced today help to amplify student vocabulary?

# Explicit Strategy Instruction

# Explicit Strategy Instruction Frame

Today I am going to teach you how to use ____.

_____ is used for _____ .

(function)

It is _____ .

(give some information about the strategy)

This is the way you draw the primitive for ____.

# Essential Summaries

## Is used for:

- Supporting successful comprehension of content area texts

- Accelerating the building of essential vocabulary, concepts and background knowledge prior to reading.

## Is excellent because:

- Provides students with necessary background in the content

- Helps students develop the concept of summarization.

# Pedagogy Check

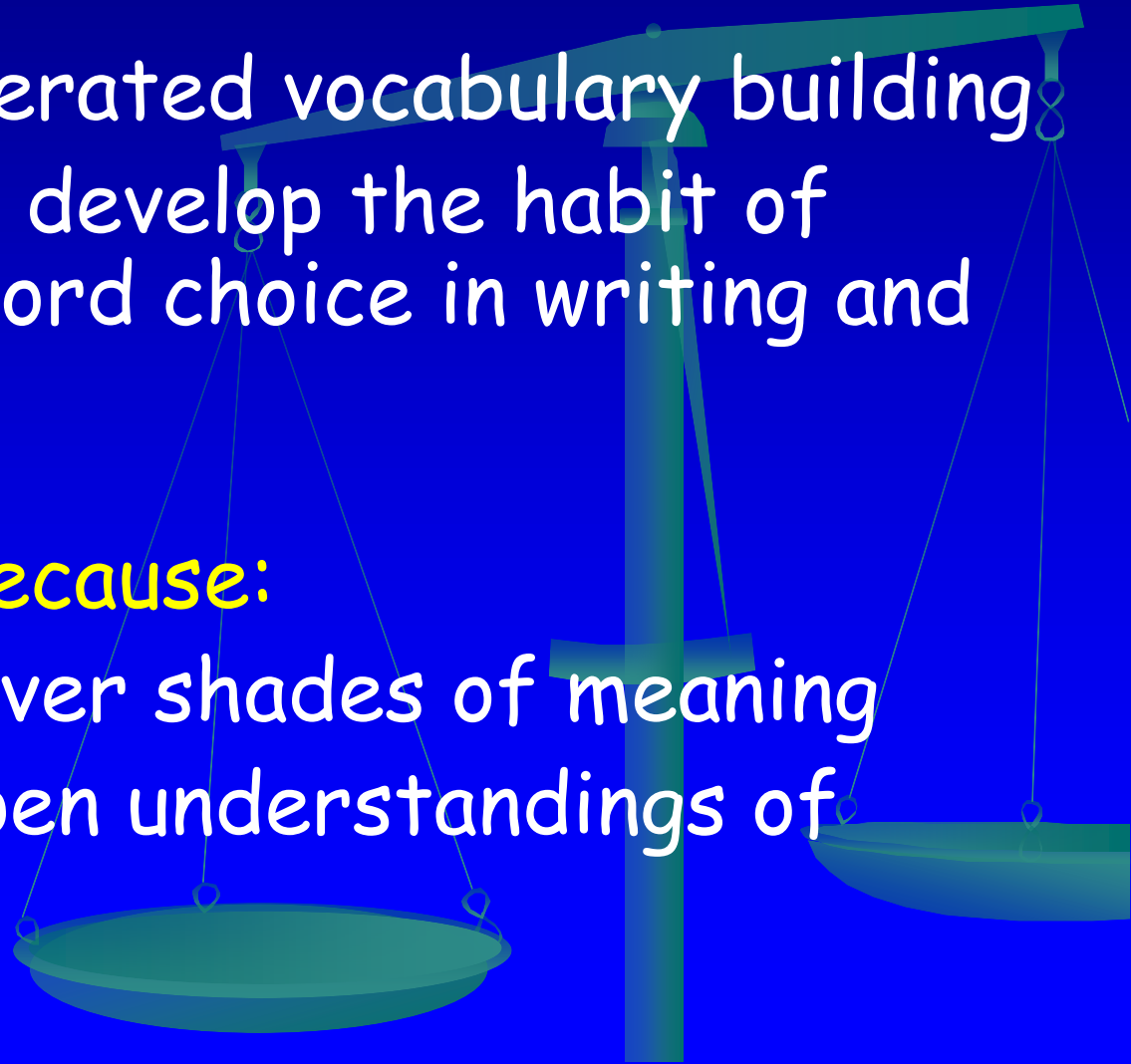Add *Essential Summaries* to your Strategy Review Chart

# Synonym Triplets

## Is used for:

- Providing accelerated vocabulary building
- Helps students develop the habit of reflecting on word choice in writing and speech

## Is empowering because:

- Students discover shades of meaning
- Students deepen understandings of synonomy

# Pedagogy Check

Add *Synonym Triplets* to your Strategy Review Chart

# LUNCH

# Pronoun Boxes

## Is used for:

- Developing Reading Comprehension
- Awareness of connections between pronouns and their antecedents

## Is commanding because

- Provides an intensified, culture-centered approach
- Leads students to immediately identify the antecedents of pronouns

# Pedagogy Check

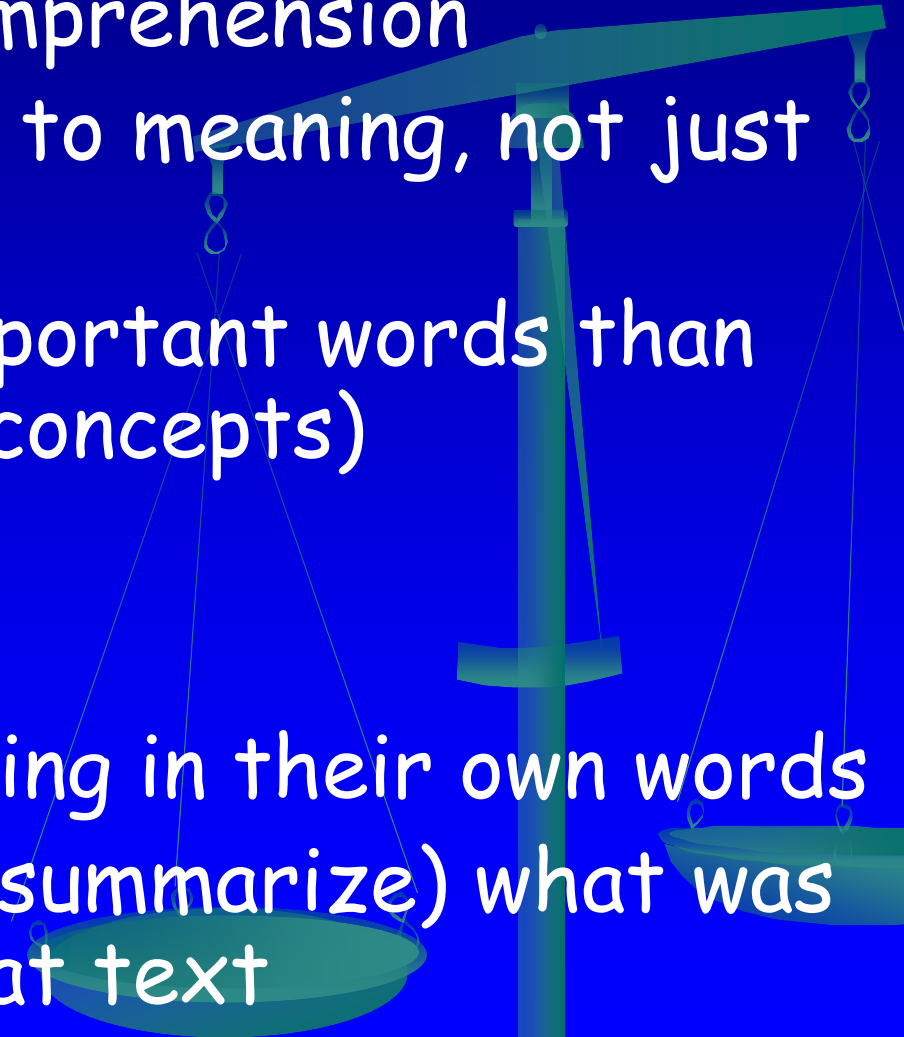Add *Pronoun Boxes* to your Strategy Review Chart

# Key Word Notes

Is used for:

- Developing Reading Comprehension
- Reading with attention to meaning, not just "word calling"
- Distinguishing more important words than less important words (concepts)

Is powerful because

- Leads students to writing in their own words
- Helps students recall (summarize) what was read while not looking at text

# Key Word Notes

Topic _____

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |
| 5 | |

# Pedagogy Check

Add *Key Word Notes* to your Strategy Review Chart
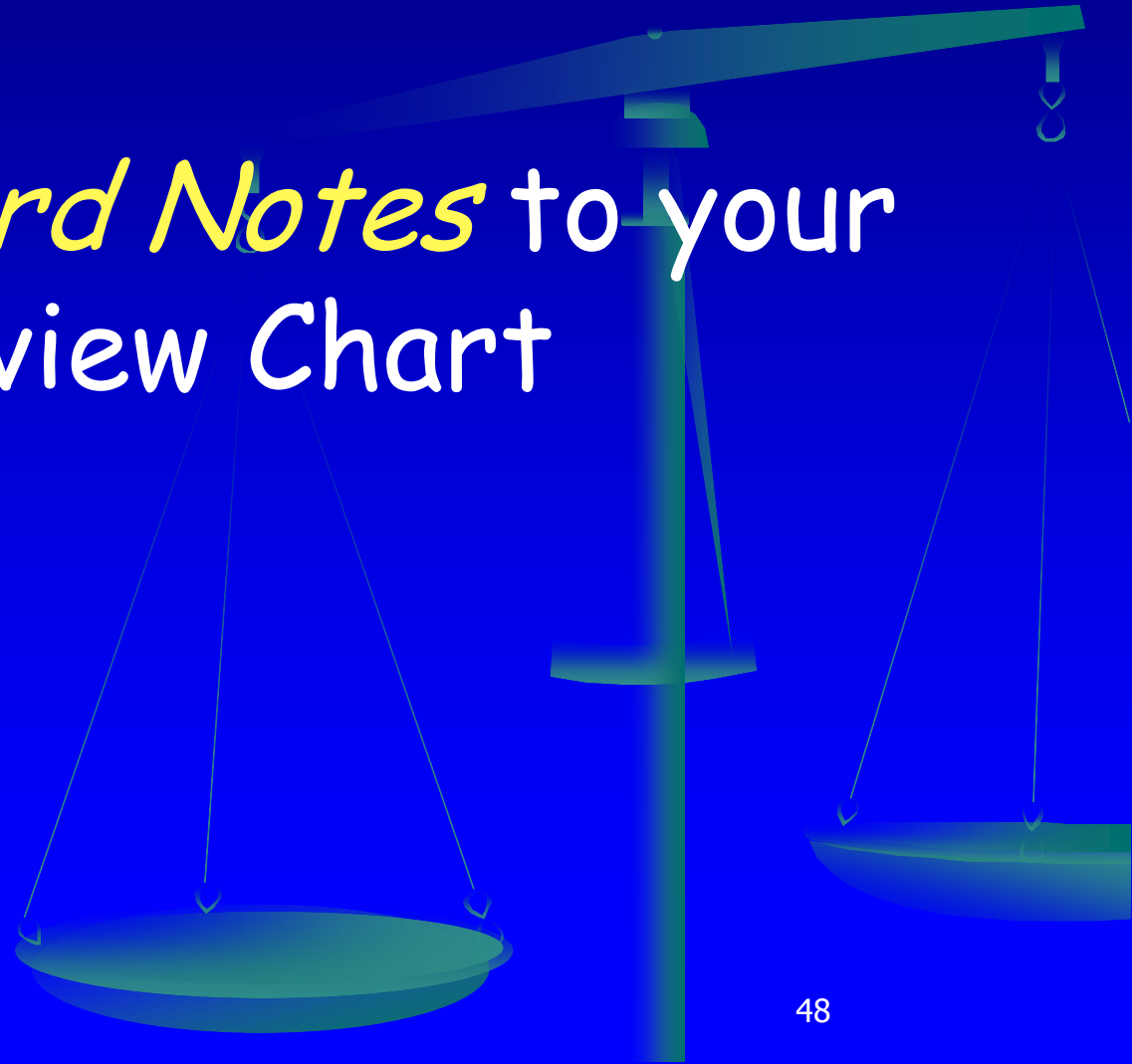
# Essential Questions

1. How does language affect learning?

2. What might be some of the benefits of studying and mastering language patterns?

1. How might the strategies experienced today help to amplify student vocabulary?

# Final Reflection

What have I learned today that I can implement into my instruction?

# Day One

## Cognition

# Essential Questions

1. How do the strategies presented support High Intellectual Performance (HIP)?

1. What are some of the major components of the NUA Framework and what impact might those components impact HIP?

1. What are some of the professional decisions we must make as we design powerful learning experiences for our students next year?

# Community Builder

## "Two Truths & A Tall Tale"

# Two Truths & A Tall Tale

1. Think of 3 statements about yourself

2. Two statements are True and One is a Tall Tale

3. Share your statements with everyone in your group. Can they guess your Tall Tale?

4. Debrief

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# Pedagogy Check

Add *Two Truths & A Tall Tale* to your Strategy Review Chart

# Text-Based Discussion

Unlocking the Potential...

# Explicit Strategy Instruction Frame

Today I am going to teach you how to use **Paraphrase Passport**.

**Paraphrase Passport** is used for **synthesizing**.

*(function)*

It is for making inferences and **drawing conclusions**.

*(give some information about the strategy)*

There is no primitive .

# Paraphrase Passport

- Teacher selects a piece of text and divides the text into "manageable" sections or paragraphs.

- Form partnerships (A & B)

- Partners sit, in chairs, "shoulder to shoulder", facing opposite directions.

- Both partners look at their copy of the text. Partner A reads the first paragraph *aloud* as Partner B reads along *silently*.

# Paraphrase Passport

- Partner B paraphrases what they heard Partner A read.

- Partners exchange roles.  Partner B reads the second paragraph aloud as Partner A reads along silently.
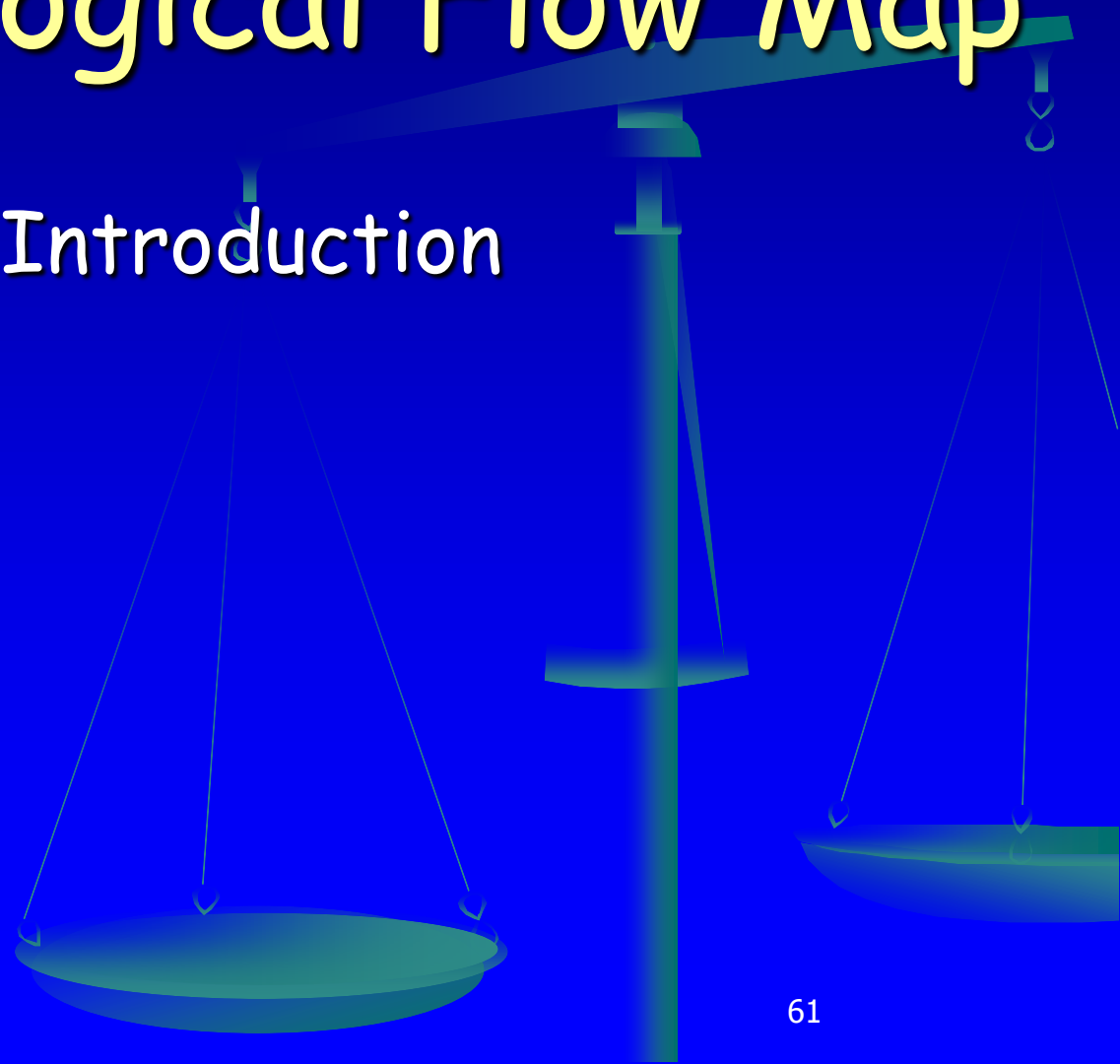
- Grand Discussion

# Pedagogy Check

Add *Paraphrase Passport* to your Strategy Review Chart

# The Pedagogical Flow Map

## An Introduction

# Interpret this Image

PFM ⟷

pedagogy

art  science

# The Pedagogical Flow Map

- The Pedagogical Flow Map is an instructional tool used to meld both the art and the science of instruction.

- The Pedagogical Flow Map provides teachers with a channel to translate pedagogy into lesson design and classroom practice.

# Why The Pedagogical Flow Map?

- Consistent use of the Pedagogical Flow Map with students, empowers them with experiences that enable them to "learn how to learn".

# Why the PFM cont…

- Students are provided both <u>pre-requisite</u> experiences (between introducing the objective and introducing the text) and <u>post- requisite</u> experiences (between introducing the text and giving the assessment) that develop the confidence and the competence to demonstrate mastery.

# PFM – One Minute Highlight

- Form triads

- Share one part of the PFM with the whole group

- Give content examples

# Essential Questions

1. How do the strategies presented support High Intellectual Performance (HIP)?

1. What are some of the major components of the NUA Framework and what impact might those components impact HIP?

1. What are some of the professional decisions we must make as we design powerful learning experiences for our students next year?

**Tree Map**

NUA 3 Day Summer Institute

Culture          Language          Cognition

Reflect back on our time together, select experiences, research, and strategies you have learned. Place them in the category that resonates with you.

Be prepared to share your ideas.

# Final Reflection

Ball Toss