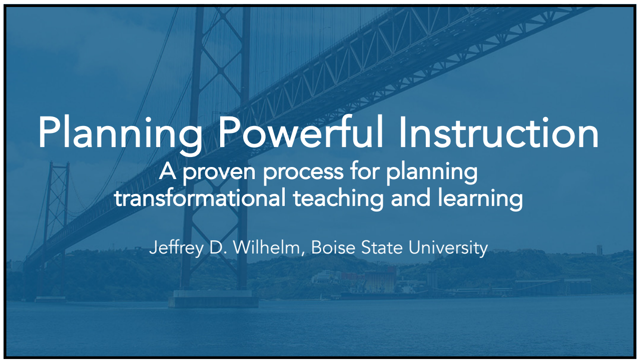
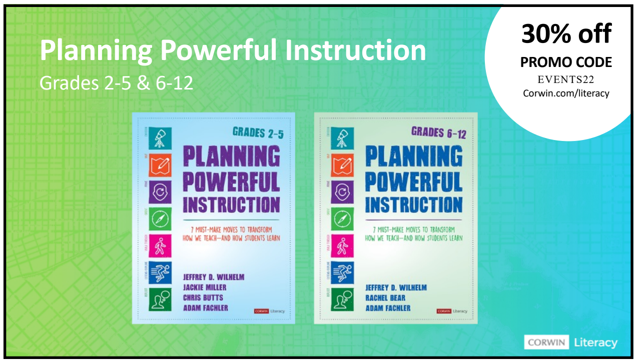


Planning Powerful Instruction

A proven process for planning
transformational teaching and learning

Jeffrey D. Wilhelm, Boise State University



Planning Powerful Instruction

Grades 2-5 & 6-12

30% off
PROMO CODE
EVENTS22
Corwin.com/literacy

GRADES 2-5
PLANNING POWERFUL INSTRUCTION
7 MUST-MAKE MOVES TO TRANSFORM HOW WE TEACH—AND HOW STUDENTS LEARN
JEFFREY D. WILHELM
JACKIE MILLER
CHRIS BUTTS
ADAM FACHLER
GRADES 6-12
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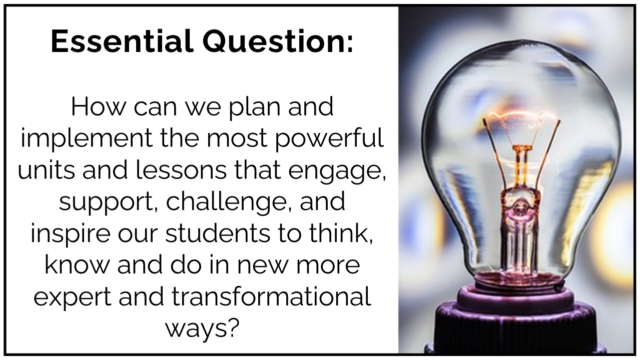
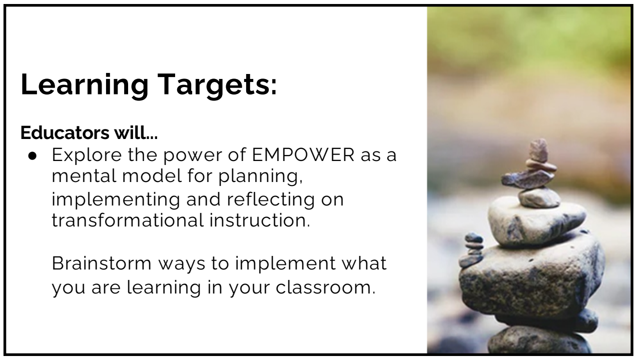


Essential Question:

How can we plan and implement the most powerful units and lessons that engage, support, challenge, and inspire our students to think, know and do in new more expert and transformational ways?

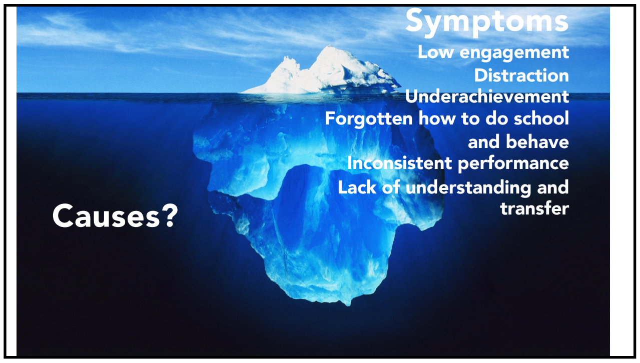


Learning Targets:

Educators will…

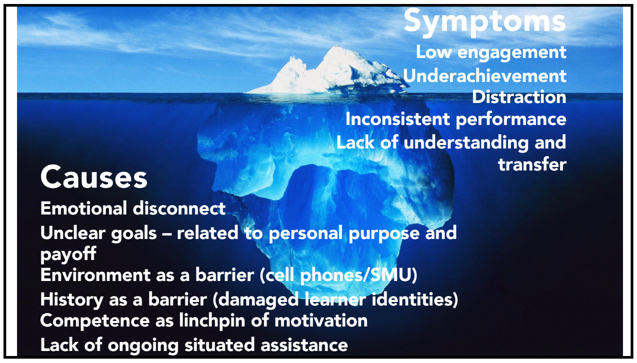
- Explore the power of EMPOWER as a mental model for planning, implementing and reflecting on transformational instruction.

  Brainstorm ways to implement what you are learning in your classroom.



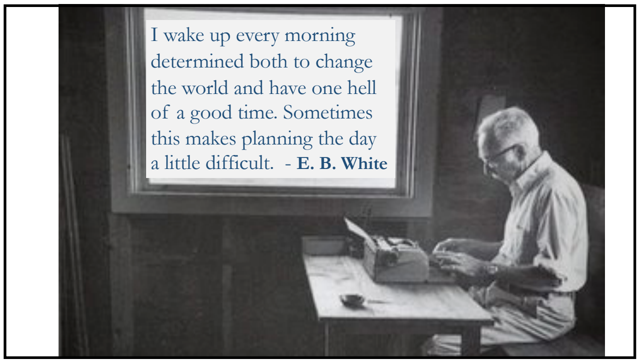
Symptoms
Low engagement
Distraction
Underachievement
Forgotten how to do school and behave
Inconsistent performance
Lack of understanding and transfer

Causes?

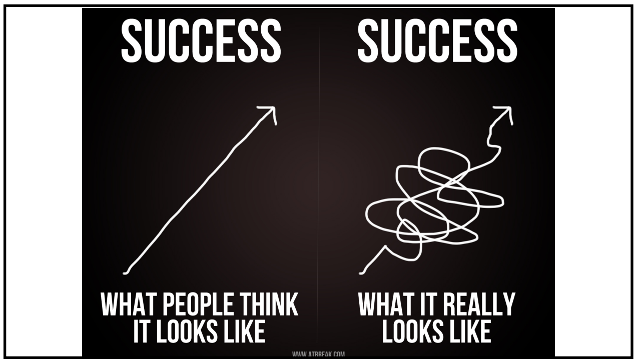


Symptoms
Low engagement
Underachievement
Distraction
Inconsistent performance
Lack of understanding and transfer

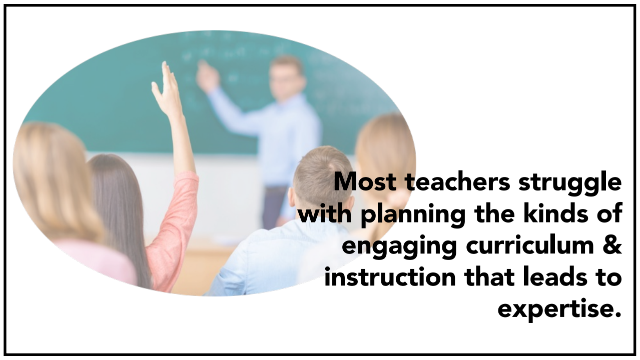
Causes
Emotional disconnect
Unclear goals – related to personal purpose and payoff
Environment as a barrier (cell phones/SMU)
History as a barrier (damaged learner identities)
Competence as linchpin of motivation
Lack of ongoing situated assistance



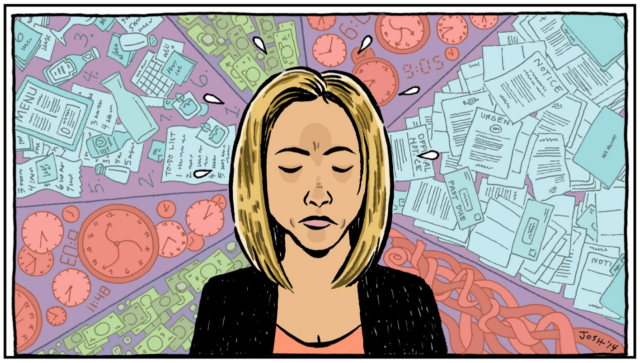
I wake up every morning determined both to change the world and have one hell of a good time. Sometimes this makes planning the day a little difficult. - **E. B. White**



SUCCESS
WHAT PEOPLE THINK IT LOOKS LIKE
SUCCESS
WHAT IT REALLY LOOKS LIKE
WWW.ATBREAK.COM



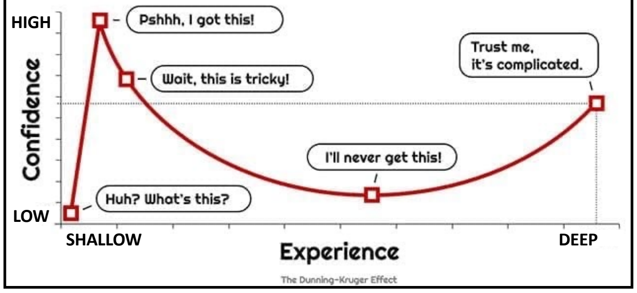
Most teachers struggle with planning the kinds of engaging curriculum & instruction that leads to expertise.



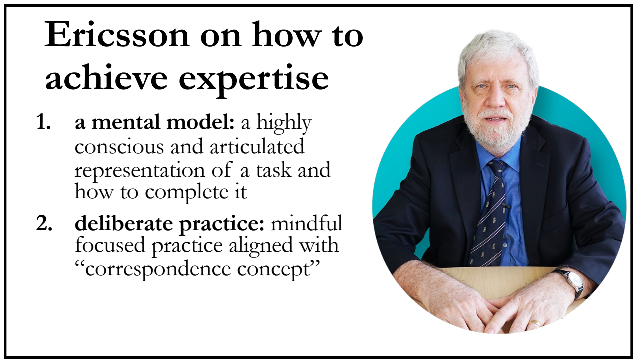
MENU
TO-DO LIST
URGENT
NOTICE
OFFICIAL NOTICE
PAST DUE
3:05
11:48
Josh '14

The Dunning-Kruger Effect

Relationship between level of confidence and depth of experience

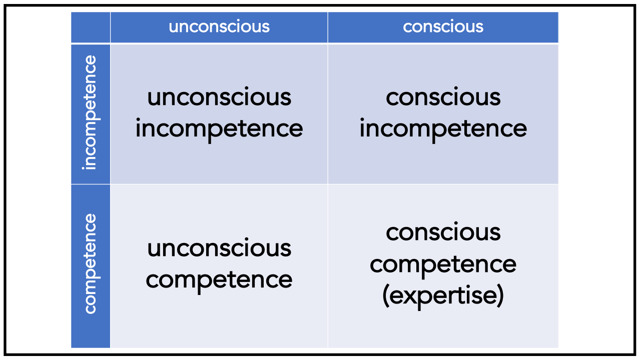


Two essential ingredients for expertise

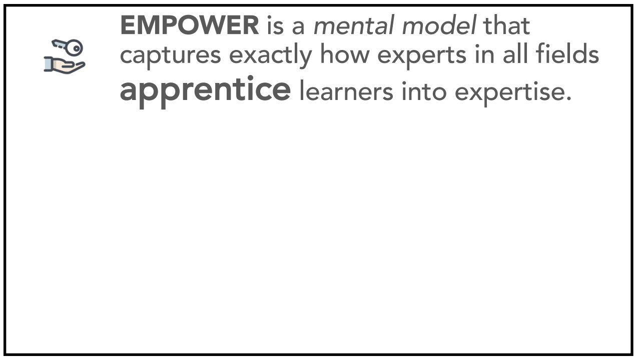


Ericsson on how to achieve expertise

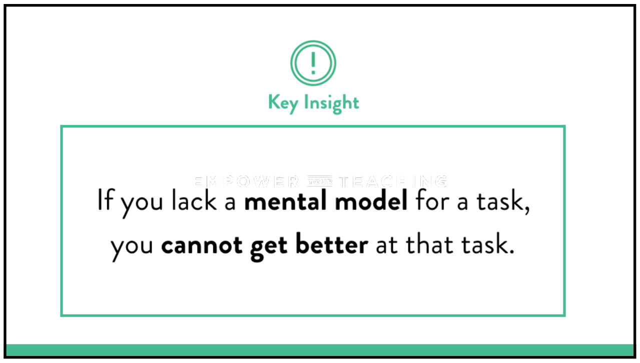
1. **a mental model:** a highly conscious and articulated representation of a task and how to complete it
2. **deliberate practice:** mindful focused practice aligned with "correspondence concept"



	unconscious	conscious
incompetence	unconscious incompetence	conscious incompetence
competence	unconscious competence	conscious competence (expertise)

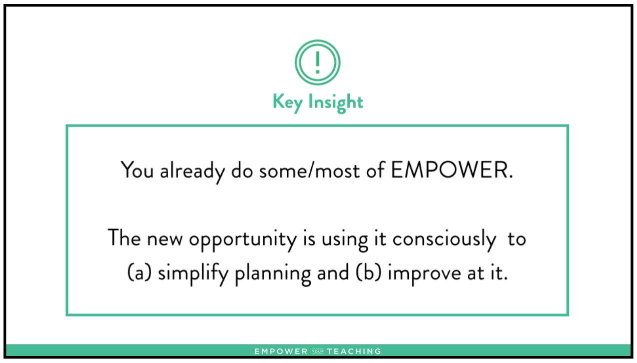


EMPOWER is a *mental model* that captures exactly how experts in all fields **apprentice** learners into expertise.



Key Insight

If you lack a **mental model** for a task, you **cannot get better** at that task.

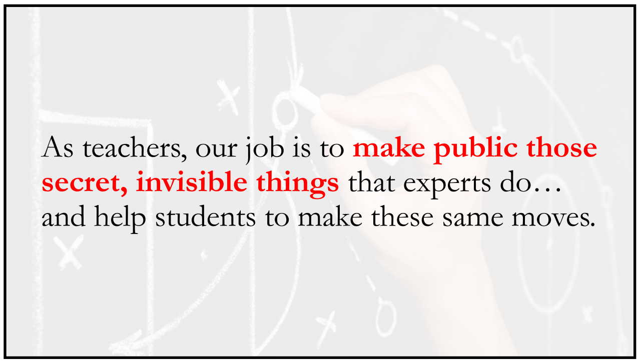


Key Insight

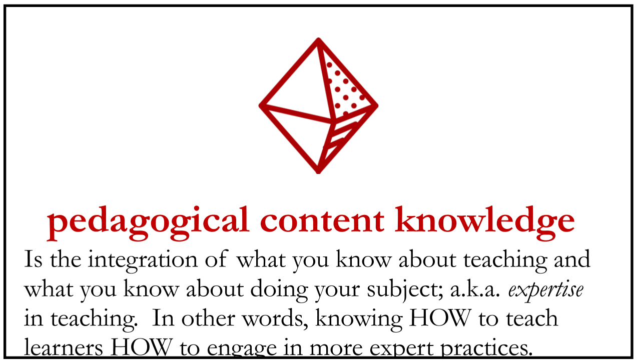
You already do some/most of EMPOWER.

The new opportunity is using it consciously to (a) simplify planning and (b) improve at it.

EMPOWER TEACHING

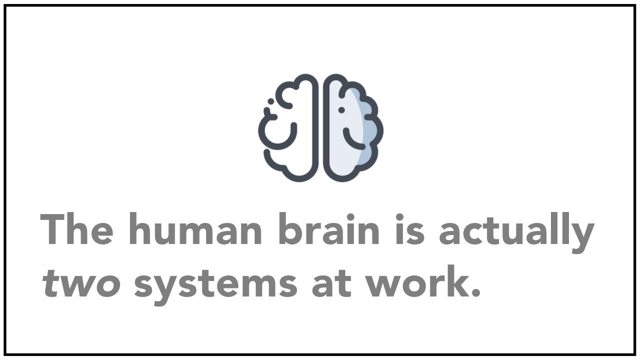


As teachers, our job is to **make public those secret, invisible things** that experts do… and help students to make these same moves.

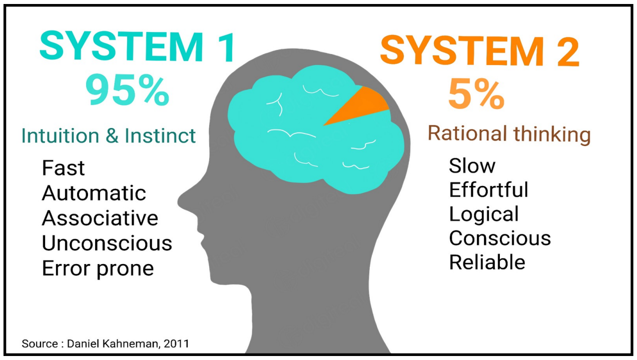


pedagogical content knowledge

Is the integration of what you know about teaching and what you know about doing your subject; a.k.a. *expertise* in teaching. In other words, knowing HOW to teach learners HOW to engage in more expert practices.



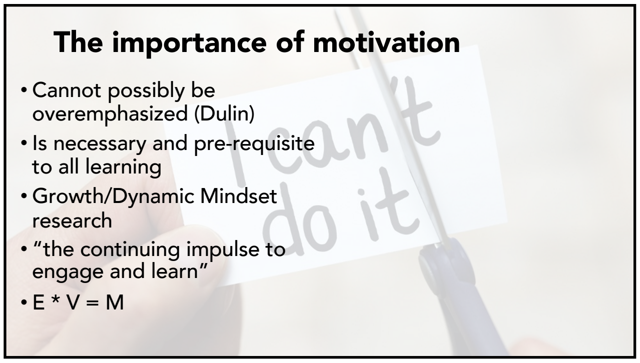
The human brain is actually *two* systems at work.



SYSTEM 1
95%
Intuition & Instinct
Fast
Automatic
Associative
Unconscious
Error prone

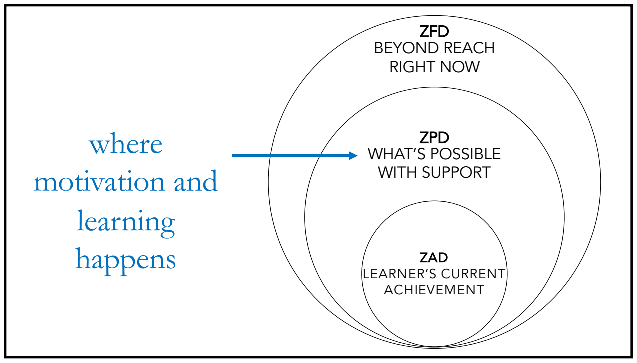
SYSTEM 2
5%
Rational thinking
Slow
Effortful
Logical
Conscious
Reliable

Source : Daniel Kahneman, 2011



The importance of motivation

- Cannot possibly be overemphasized (Dulin)
- Is necessary and pre-requisite to all learning
- Growth/Dynamic Mindset research
- "the continuing impulse to engage and learn"
- E * V = M



where motivation and learning happens

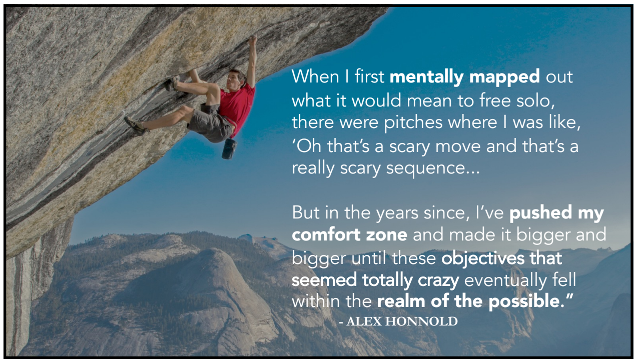
ZFD
BEYOND REACH
RIGHT NOW

ZPD
WHAT'S POSSIBLE
WITH SUPPORT

ZAD
LEARNER'S CURRENT
ACHIEVEMENT

Free-soloing El Capitan

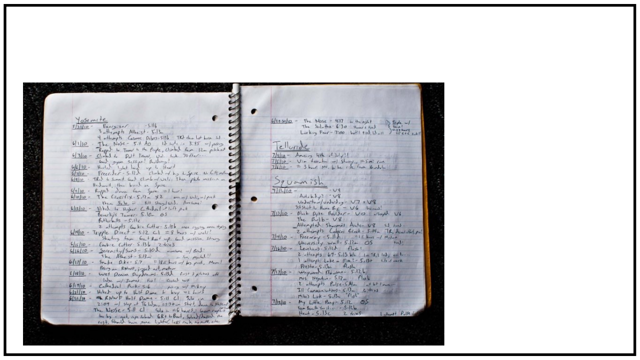
a case study in motivated learning

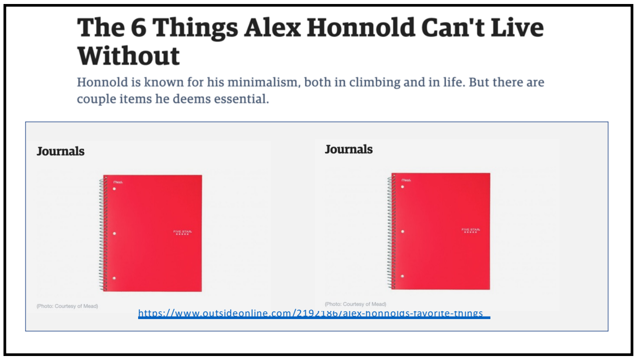


When I first **mentally mapped** out what it would mean to free solo, there were pitches where I was like, 'Oh that's a scary move and that's a really scary sequence...

But in the years since, I've **pushed my comfort zone** and made it bigger and bigger until these **objectives that seemed totally crazy** eventually fell within the **realm of the possible.**"

- ALEX HONNOLD





The 6 Things Alex Honnold Can't Live Without

Honnold is known for his minimalism, both in climbing and in life. But there are couple items he deems essential.

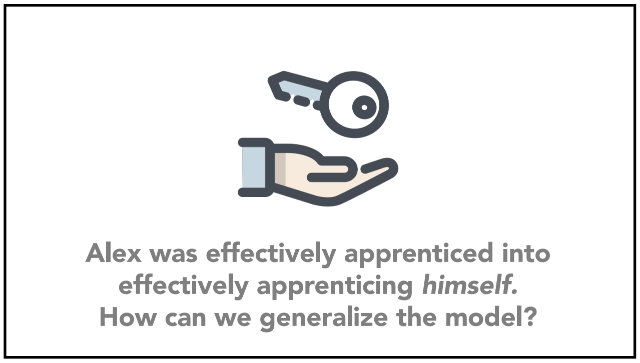
Journals

(Photo: Courtesy of Mead)

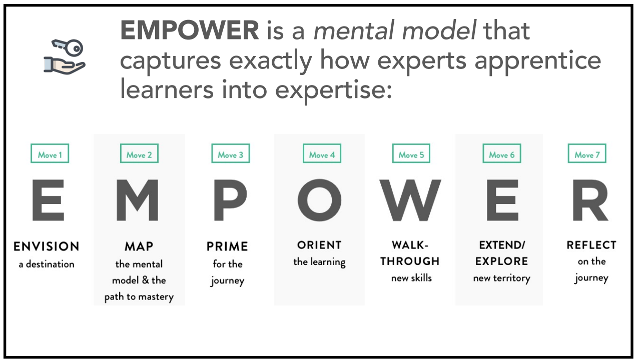
Journals

(Photo: Courtesy of Mead)

https://www.outsideonline.com/2192186/alex-honnolds-favorite-things



Alex was effectively apprenticed into effectively apprenticing *himself.*
How can we generalize the model?



EMPOWER is a *mental model* that captures exactly how experts apprentice learners into expertise:

Move 1 — E — ENVISION a destination

Move 2 — M — MAP the mental model & the path to mastery

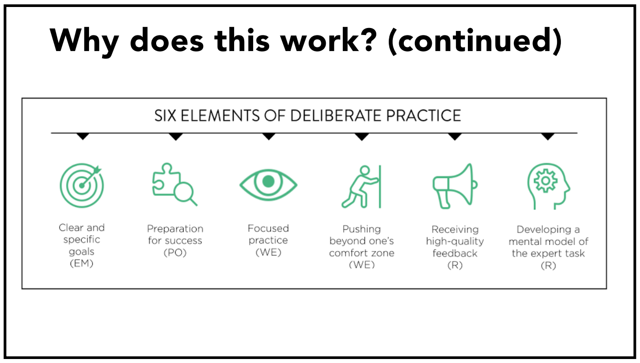
Move 3 — P — PRIME for the journey

Move 4 — O — ORIENT the learning

Move 5 — W — WALK-THROUGH new skills

Move 6 — E — EXTEND/ EXPLORE new territory

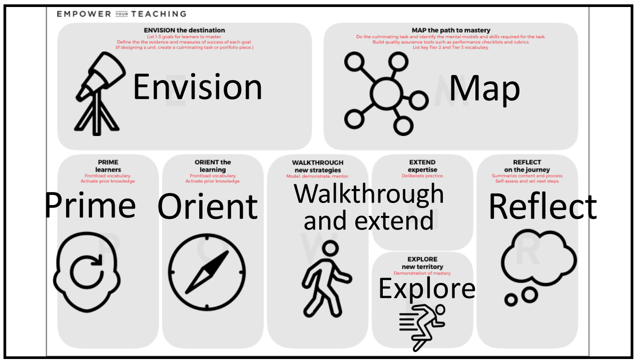
Move 7 — R — REFLECT on the journey



Why does this work? (continued)

SIX ELEMENTS OF DELIBERATE PRACTICE

- Clear and specific goals (EM)
- Preparation for success (PO)
- Focused practice (WE)
- Pushing beyond one's comfort zone (WE)
- Receiving high-quality feedback (R)
- Developing a mental model of the expert task (R)



EMPOWER YOUR TEACHING

ENVISION the destination
List 1-3 goals for learners to master.
Define the the evidence and measures of success of each goal.
(If designing a unit, create a culminating task or portfolio piece.)

Envision

MAP the path to mastery
Do the culminating task and identify the mental models and skills required for the task.
Build quality assurance tools such as performance checklists and rubrics.
List key Tier 2 and Tier 3 vocabulary.

Map

PRIME learners
Frontload vocabulary.
Activate prior knowledge.

Prime

ORIENT the learning
Frontload vocabulary.
Activate prior knowledge.

Orient

WALKTHROUGH new strategies
Model, demonstrate, mentor.

EXTEND expertise
Deliberate practice.

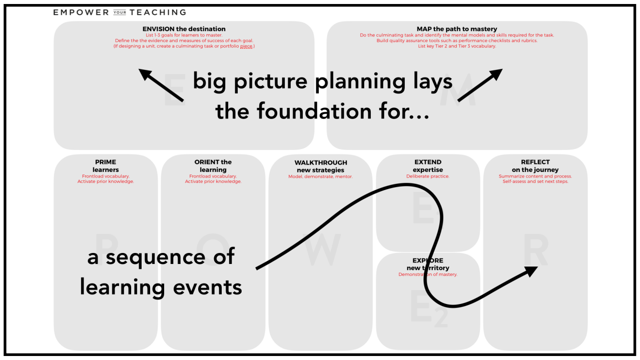
Walkthrough and extend

EXPLORE new territory
Demonstration of mastery.

Explore

REFLECT on the journey
Summarize content and process.
Self-assess and set next steps.

Reflect



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big picture planning lays the foundation for…

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Frontload vocabulary.
Activate prior knowledge.

ORIENT the learning
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WALKTHROUGH new strategies
Model, demonstrate, mentor.

EXTEND expertise
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EXPLORE new territory
Demonstration of mastery.

REFLECT on the journey
Summarize content and process.
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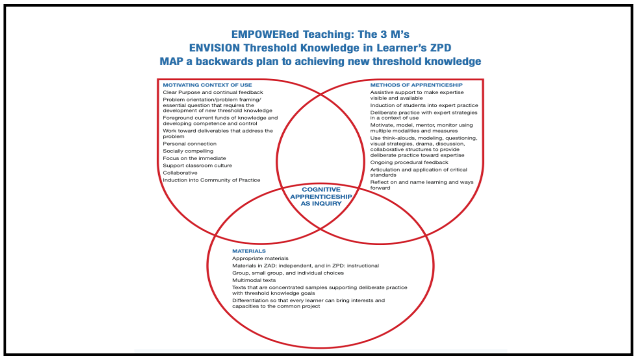
a sequence of learning events



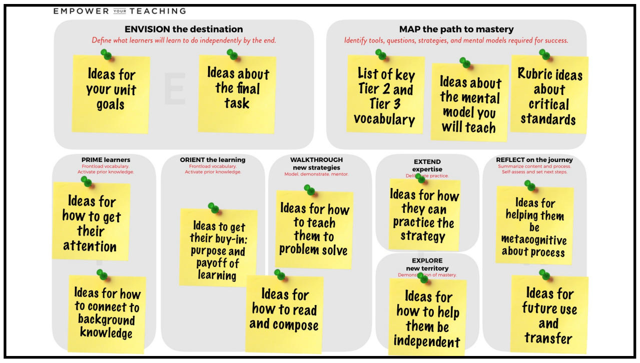
EMPOWERed Teaching: The 3 M's
ENVISION Threshold Knowledge in Learner's ZPD
MAP a backwards plan to achieving new threshold knowledge

MOTIVATING CONTEXT OF USE
- Clear Purpose and continual feedback
- Problem orientation/problem framing/essential question that requires the development of new threshold knowledge
- Foreground current funds of knowledge and developing competence and control
- Work toward deliverables that address the problem
- Personal connection
- Socially compelling
- Focus on the immediate
- Support classroom culture
- Collaborative
- Induction into Community of Practice

METHODS OF APPRENTICESHIP
- Assistive support to make expertise visible and available
- Induction of students into expert practice
- Deliberate practice with expert strategies in a context of use
- Motivate, model, mentor, monitor using multiple modalities and measures
- Use think-alouds, modeling, questioning, visual strategies, drama, discussion, collaborative structures to provide deliberate practice toward expertise
- Ongoing procedural feedback
- Articulation and application of critical standards
- Reflect on and name learning and ways forward

MATERIALS
- Appropriate materials
- Materials in ZAD: independent, and in ZPD: instructional
- Group, small group, and individual choices
- Multimodal texts
- Texts that are concentrated samples supporting deliberate practice with threshold knowledge goals
- Differentiation so that every learner can bring interests and capacities to the common project

COGNITIVE APPRENTICESHIP AS INQUIRY



EMPOWER YOUR TEACHING

ENVISION the destination
Define what learners will learn to do independently by the end.
- Ideas for your unit goals
- Ideas about the final task

MAP the path to mastery
Identify tools, questions, strategies, and mental models required for success.
- List of key Tier 2 and Tier 3 vocabulary
- Ideas about the mental model you will teach
- Rubric ideas about critical standards

PRIME learners
Frontload vocabulary.
Activate prior knowledge.
- Ideas for how to get their attention
- Ideas for how to connect to background knowledge

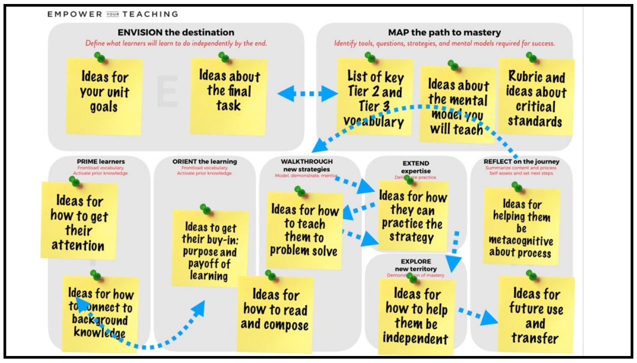
ORIENT the learning
Frontload vocabulary.
Activate prior knowledge.
- Ideas to get their buy-in: purpose and payoff of learning

WALKTHROUGH new strategies
Model, demonstrate, mentor.
- Ideas for how to teach them to problem solve
- Ideas for how to read and compose

EXTEND expertise
Deliberate practice.
- Ideas for how they can practice the strategy

EXPLORE new territory
Demonstration of mastery.
- Ideas for how to help them be independent

REFLECT on the journey
Summarize content and process.
Self-assess and set next steps.
- Ideas for helping them be metacognitive about process
- Ideas for future use and transfer



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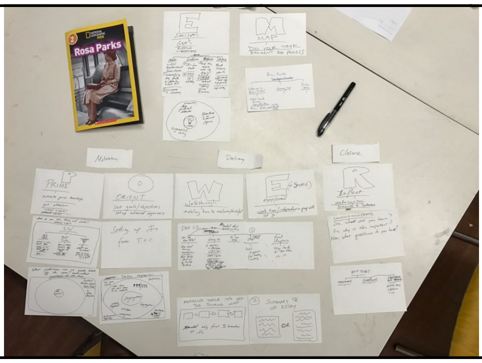

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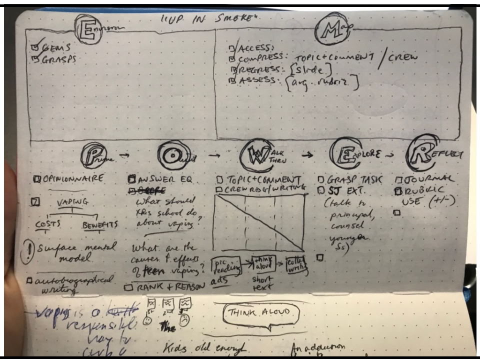

"UP IN SMOKE"

Envision
☑ GEMS
☑ GRASPS

Map
☑ ACCESS:
☑ COMPRESS: TOPIC+COMMENT / CREW
☑ REGRESS: [slide]
☑ ASSESS: [arg. rubric]

Prime → Orient → Walk Thru → Explore → Reflect

☑ OPINIONNAIRE
☐ VAPING
COSTS BENEFITS
! Surface mental model
☐ autobiographical writing

☑ ANSWER EQ
~~☐ SCOPE~~
What should this school do about vaping?
What are the causes & effects of ~~teen~~ vaping?
☐ RANK + REASON

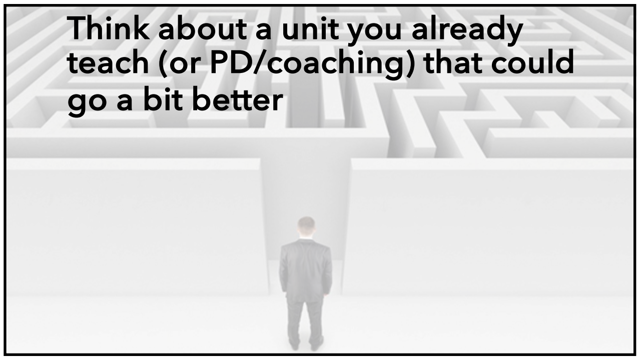
☐ TOPIC+COMMENT
☐ CREW RDG/WRITING
pic reading → think aloud → collab write
ads
short text

☐ GRASP TASK
☐ SJ EXT. (talk to principal, counsel younger Ss)
☐

☐ JOURNAL
☑ RUBRIC USE (+/-)
☐

~~vaping~~ is a ~~[illegible]~~ responsible way to curb
1st 2nd 3rd
The
THINK ALOUD
Kids old enough
An addiction

38



Think about a unit you already teach (or PD/coaching) that could go a bit better

39

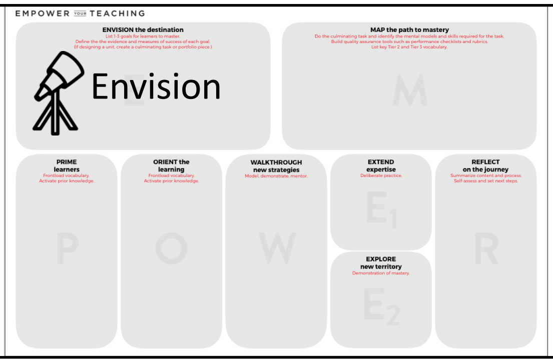
Up in Smoke
An inquiry into the teen vaping epidemic

40

Julie Bosman
September 2019
NYT

CRYSTAL LAKE, Ill. — In Alabama, a school removed the doors from bathroom stalls to stop students from sneaking inside to vape. In Colorado, a school decided to forfeit a volleyball game after finding "widespread vaping" and other infractions by the team. And in Pennsylvania, at a school where administrators have tried installing sensors to detect vaping in bathrooms and locker rooms, students caught with vape devices face a $50 fine and a three-day suspension.

41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WALKTHROUGH new strategies
Model, demonstrate, mentor.

EXTEND expertise
Deliberate practice.

EXPLORE new territory
Demonstration of mastery.

REFLECT on the journey
Summarize content and process.
Self-assess and set next steps.

42

EMPOWER Principle 1

ENVISION: Your goal is what students can do *independently* (that is new and transformational – threshold knowledge!) by the close of the unit.

Envision the destination

Setting a goal, deciding on a culminating task, identifying quality standards, and an "angle"

threshold knowledge

core concepts and processes that transform perception and participation in a subject

Threshold knowledge is...

- Transformative
- Troublesome
- Integrative
- Irreversible
- Bounded
- Discursive

Threshold knowledge is 3D/4D and is made up of TRANSFORMATIONS through

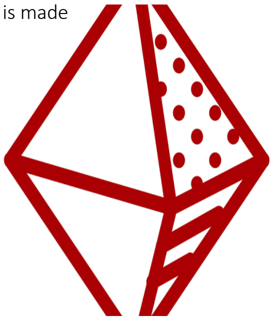
ENGAGING with

The threshold concept of . . . . (KNOWING- typically a mental model)

Necessary to problem-solving or meaning-making processes of . . . (DOING)

Supporting learners to consider, discuss, reflect, revise, extend, and rehearse for transfer by . . . . (THINKING)

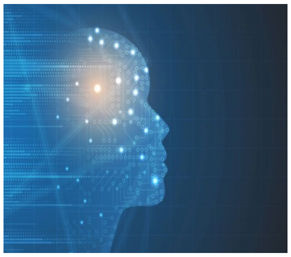
Which leads to deep understanding that take one through a GATEWAY to new transformed ways of knowing, doing, thinking and being (UNDERSTANDING)

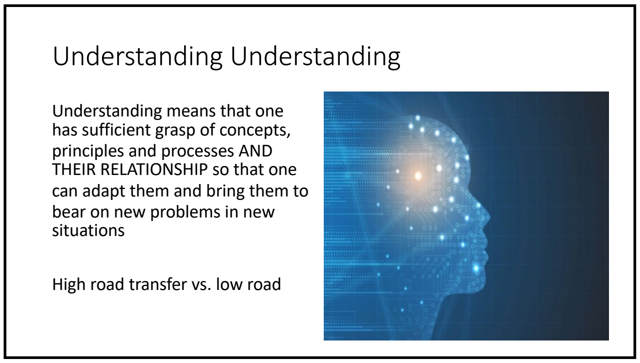


Understanding Understanding

Understanding means that one engages, knows, can do/apply, reflect and think about the relationships between a concept, set of connections, and processes of enacting knowledge

High road transfer vs. low road



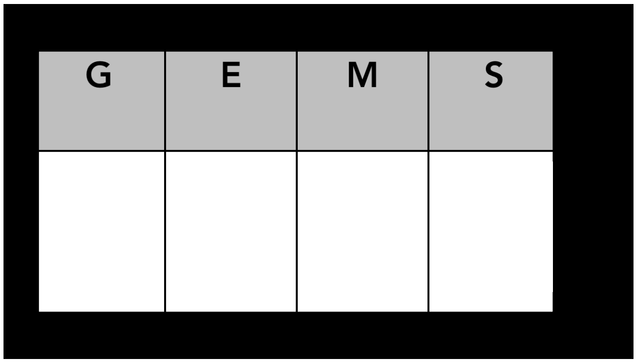


Understanding Understanding

Understanding means that one has sufficient grasp of concepts, principles and processes AND THEIR RELATIONSHIP so that one can adapt them and bring them to bear on new problems in new situations

High road transfer vs. low road

49



G	E	M	S

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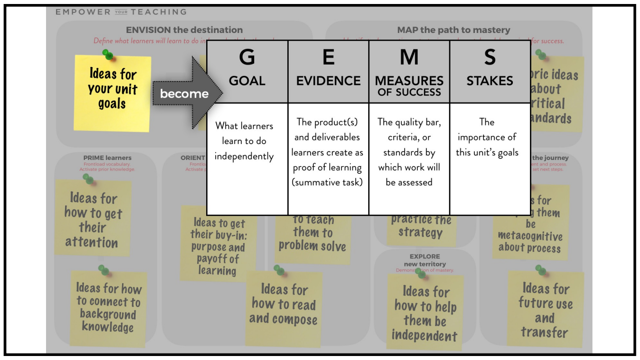


EMPOWER YOUR TEACHING

ENVISION the destination

Define what learners will learn to do in

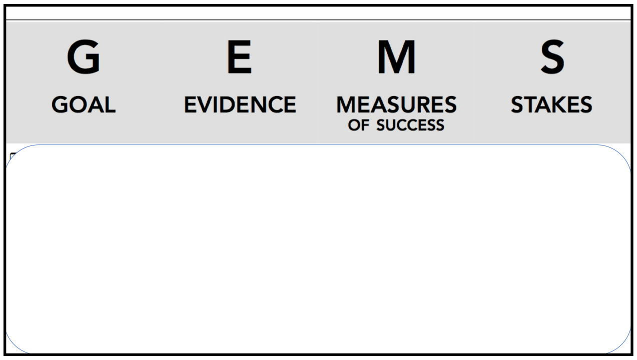
MAP the path to mastery

for success.

Ideas for your unit goals
become
PRIME learners
Frontload vocabulary.
Activate prior knowledge.
ORIENT
Ideas for how to get their attention
Ideas for how to connect to background knowledge
Ideas to get their buy-in: purpose and payoff of learning
to teach them to problem solve
Ideas for how to read and compose
practice the strategy
EXPLORE new territory
Ideas for how to help them be independent
ric ideas about ritical andards
the journey
s for them be metacognitive about process
Ideas for future use and transfer

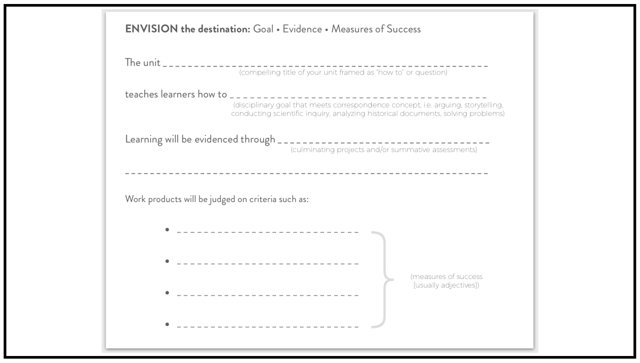
G GOAL	E EVIDENCE	M MEASURES OF SUCCESS	S STAKES
What learners learn to do independently	The product(s) and deliverables learners create as proof of learning (summative task)	The quality bar, criteria, or standards by which work will be assessed	The importance of this unit's goals

51



G GOAL	E EVIDENCE	M MEASURES OF SUCCESS	S STAKES

52



ENVISION the destination: Goal • Evidence • Measures of Success

The unit ____

(compelling title of your unit framed as "how to" or question)

teaches learners how to _______________________________________

(disciplinary goal that meets correspondence concept, i.e. arguing, storytelling, conducting scientific inquiry, analyzing historical documents, solving problems)

Learning will be evidenced through ______________________________

(culminating projects and/or summative assessments)

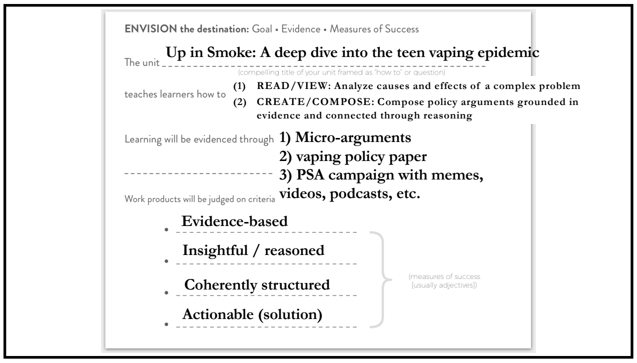
____

Work products will be judged on criteria such as:

- ________________________
- ________________________
- ________________________
- ________________________

(measures of success [usually adjectives])

53



ENVISION the destination: Goal • Evidence • Measures of Success

The unit **Up in Smoke: A deep dive into the teen vaping epidemic**

(compelling title of your unit framed as "how to" or question)

teaches learners how to
(1) **READ/VIEW: Analyze causes and effects of a complex problem**
(2) **CREATE/COMPOSE: Compose policy arguments grounded in evidence and connected through reasoning**

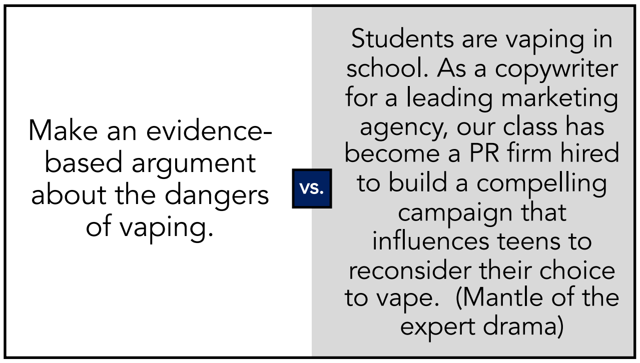
Learning will be evidenced through
1) Micro-arguments
2) vaping policy paper
3) PSA campaign with memes, videos, podcasts, etc.

Work products will be judged on criteria

- **Evidence-based**
- **Insightful / reasoned**
- **Coherently structured**
- **Actionable (solution)**

(measures of success [usually adjectives])

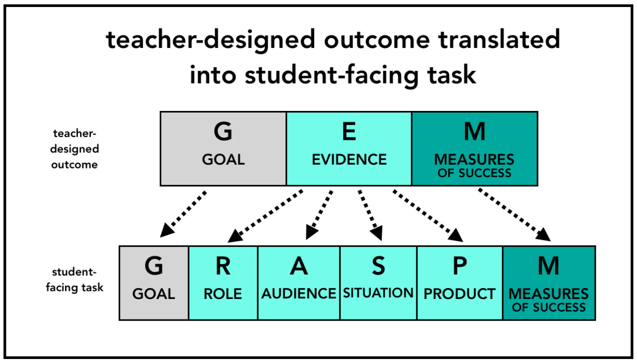
54



Make an evidence-based argument about the dangers of vaping.

vs.

Students are vaping in school. As a copywriter for a leading marketing agency, our class has become a PR firm hired to build a compelling campaign that influences teens to reconsider their choice to vape. (Mantle of the expert drama)



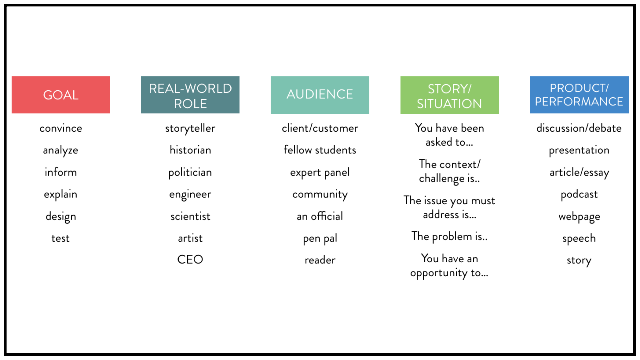
teacher-designed outcome translated into student-facing task

teacher-designed outcome

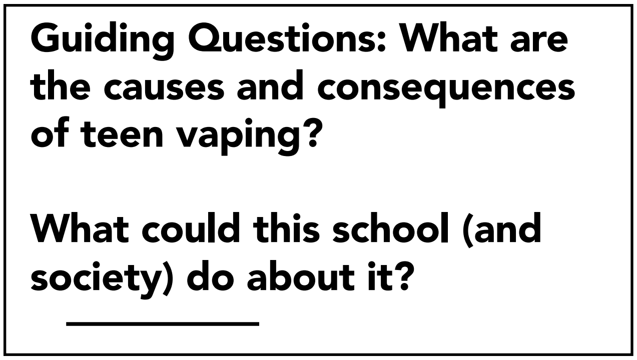
G GOAL	E EVIDENCE	M MEASURES OF SUCCESS

student-facing task

G GOAL	R ROLE	A AUDIENCE	S SITUATION	P PRODUCT	M MEASURES OF SUCCESS



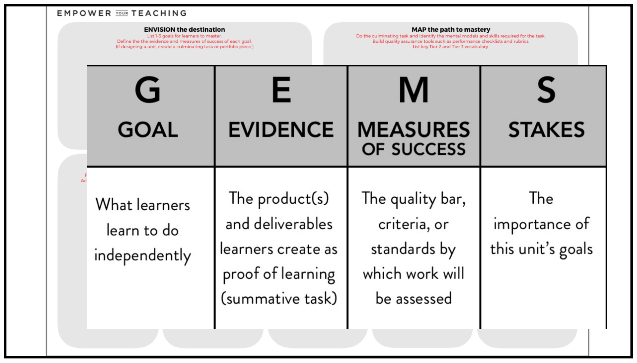
GOAL	REAL-WORLD ROLE	AUDIENCE	STORY/ SITUATION	PRODUCT/ PERFORMANCE
convince	storyteller	client/customer	You have been asked to…	discussion/debate
analyze	historian	fellow students	The context/ challenge is..	presentation
inform	politician	expert panel	The issue you must address is…	article/essay
explain	engineer	community	The problem is..	podcast
design	scientist	an official	You have an opportunity to…	webpage
test	artist	pen pal		speech
	CEO	reader		story



Guiding Questions: What are the causes and consequences of teen vaping?

What could this school (and society) do about it?

What questions do YOU have about this topic?



EMPOWER YOUR TEACHING

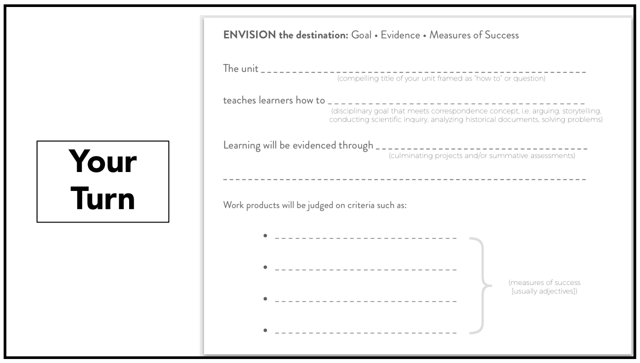
ENVISION the destination

List 1-3 goals for learners to master.
Define the the evidence and measures of success of each goal.
(If designing a unit, create a culminating task or portfolio piece.)

MAP the path to mastery

Do the culminating task and identify the mental models and skills required for the task.
Build quality assurance tools such as performance checklists and rubrics.
List key Tier 2 and Tier 3 vocabulary.

G GOAL	E EVIDENCE	M MEASURES OF SUCCESS	S STAKES
What learners learn to do independently	The product(s) and deliverables learners create as proof of learning (summative task)	The quality bar, criteria, or standards by which work will be assessed	The importance of this unit's goals



Your Turn

ENVISION the destination: Goal • Evidence • Measures of Success

The unit ____
(compelling title of your unit framed as "how to" or question)

teaches learners how to ___________________________________
(disciplinary goal that meets correspondence concept, i.e. arguing, storytelling, conducting scientific inquiry, analyzing historical documents, solving problems)

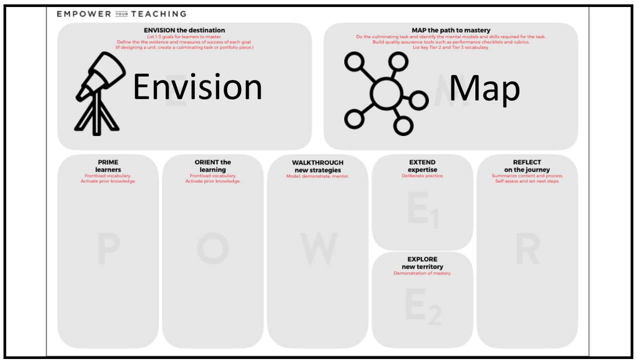
Learning will be evidenced through ____________________________
(culminating projects and/or summative assessments)

____

Work products will be judged on criteria such as:

- __________________________
- __________________________
- __________________________
- __________________________

(measures of success [usually adjectives])



EMPOWER YOUR TEACHING

ENVISION the destination
List 1-3 goals for learners to master.
Define the the evidence and measures of success of each goal.
(If designing a unit, create a culminating task or portfolio piece.)

Envision

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Do the culminating task and identify the mental models and skills required for the task.
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List key Tier 2 and Tier 3 vocabulary.

Map

PRIME learners
Frontload vocabulary.
Activate prior knowledge.

ORIENT the learning
Frontload vocabulary.
Activate prior knowledge.

WALKTHROUGH new strategies
Model, demonstrate, mentor.

EXTEND expertise
Deliberate practice.

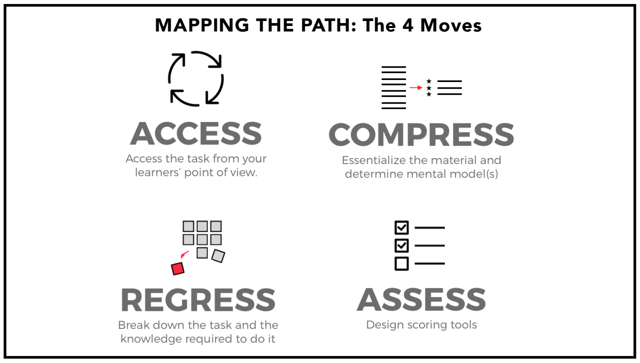
EXPLORE new territory
Demonstration of mastery.

REFLECT on the journey
Summarize content and process.
Self-assess and set next steps.

EMPOWER Principle 2

MAPPING THE PATH:
Go the way so you can **know** and **show** and grow the way!

Map the path to mastery



MAPPING THE PATH: The 4 Moves

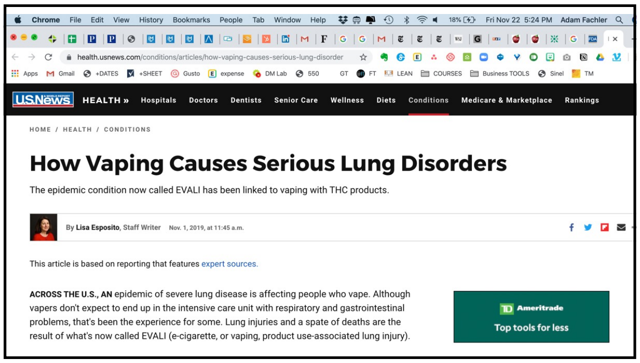
ACCESS
Access the task from your learners' point of view.

COMPRESS
Essentialize the material and determine mental model(s)

REGRESS
Break down the task and the knowledge required to do it

ASSESS
Design scoring tools

ACCESS
Access the task from your learners' point of view.



HOME / HEALTH / CONDITIONS

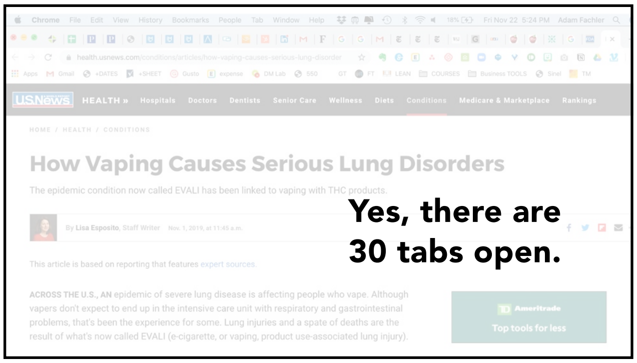
How Vaping Causes Serious Lung Disorders

The epidemic condition now called EVALI has been linked to vaping with THC products.

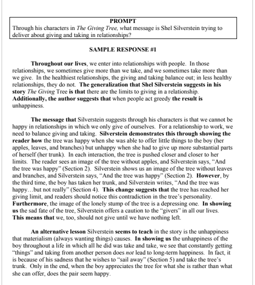
By Lisa Esposito, Staff Writer Nov. 1, 2019, at 11:45 a.m.

This article is based on reporting that features expert sources.

ACROSS THE U.S., AN epidemic of severe lung disease is affecting people who vape. Although vapers don't expect to end up in the intensive care unit with respiratory and gastrointestinal problems, that's been the experience for some. Lung injuries and a spate of deaths are the result of what's now called EVALI (e-cigarette, or vaping, product use-associated lung injury).



Yes, there are 30 tabs open.



PROMPT

Through his characters in *The Giving Tree,* what message is Shel Silverstein trying to deliver about giving and taking in relationships?

SAMPLE RESPONSE #1

Throughout our lives, we enter into relationships with people. In those relationships, we sometimes give more than we take, and we sometimes take more than we give. In the healthiest relationships, the giving and taking balance out; in less healthy relationships, they do not. **The generalization that Shel Silverstein suggests in his story** *The Giving* Tree **is that** there are the limits to giving in a relationship. **Additionally, the author suggests that** when people act greedy **the result is** unhappiness.

The message that Silverstein suggests through his characters is that we cannot be happy in relationships in which we only give of ourselves. For a relationship to work, we need to balance giving and taking. **Silverstein demonstrates this through showing the reader how** the tree was happy when she was able to offer little things to the boy (her apples, leaves, and branches) but unhappy when she had to give up more substantial parts of herself (her trunk). In each interaction, the tree is pushed closer and closer to her limits. The reader sees an image of the tree without apples, and Silverstein says, "And the tree was happy" (Section 2). Silverstein shows us an image of the tree without leaves and branches, and Silverstein says, "And the tree was happy" (Section 2). **However**, by the third time, the boy has taken her trunk, and Silverstein writes, "And the tree was happy…but not really" (Section 4). **This change suggests that** the tree has reached her giving limit, and readers should notice this contradiction in the tree's personality. **Furthermore**, the image of the lonely stump of the tree is a depressing one. **In showing us** the sad fate of the tree, Silverstein offers a caution to the "givers" in all our lives. **This means that** we, too, should not give until we have nothing left.

An alternative lesson Silverstein **seems to teach** in the story is the unhappiness that materialism (always wanting things) causes. **In showing us** the unhappiness of the boy throughout a life in which all he did was take and take, we see that constantly getting "things" and taking from another person does *not* lead to long-term happiness. In fact, it is because of his sadness that he wishes to "sail away" (Section 5) and take the tree's trunk. Only in the end, when the boy appreciates the tree for what she is rather than what she can offer, does the pair seem happy.

Ever since I read the story as a child, I have felt that we should heed Silverstein's message in our lives. Children should monitor how much they take from parents, grown men and women should monitor how much they take from their significant others, and we should all be aware of how much we take from our friends.

Ask yourself: Who is *your* Giving Tree? And how have you treated them?

ACCESS:
RESPOND TO PROMPT
What message about teen health and vaping is being communicated by this position paper, i.e. what is the major topic and major comment/ takeaway?

Taking my shot at a microargument

WHAT ARE THE MOST IMPORTANT SUB-SKILLS FOR ARGUMENT?

REGRESS

Break down the task and the knowledge required to do it

- Generating data
- Making personal connections to the topic
- Reasoning about data
- Evaluating data
- Reading for key details and themes/generalizations
- Finding data
- Generating claims
- Identifying counterclaims
- Reasoning about data
- Responding to counterclaims
- Analyzing data to see data patterns and to explain them

Parts of a Strong Argument	**INTERPRETIVE QUESTION:** **Why does Ms. Jones take Roger in?**
CLAIM *What is the main point you are trying to argue?*	I believe… In my own view…
REASON *Why are you arguing this claim/point? What reasons do you have?*	I think this because… I hold this view because…
EVIDENCE *What specific evidence from the text supports your reason?*	Evidence that supports this idea can be found on page ___ when… My perspective is supported by, "INSERT QUOTE".
WARRANT *What is the connection between your claim/reason and evidence? Why does your point matter?*	If ___________________(reason/evidence), then ___________________(insert connection to claim or reason). Since ______ , we can infer that __________ (what conclusion can you draw?).

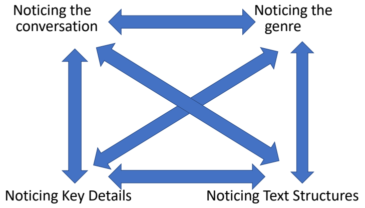
REGRESS

Break down the task and the knowledge required to do it

COMPRESS

Essentialize the material and determine mental model(s)

COMPRESS: A MENTAL MODEL and the topic comment strategy for understanding theme/main idea



MODEL FOR LOGICAL ARGUMENTATION

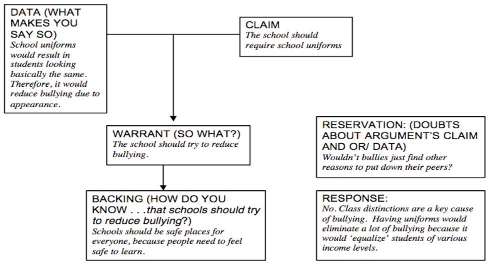
C
A debatable, defensible CLAIM supported by…

R
Logical REASONS based in…

E
Reliable and sufficient EVIDENCE and…

W
Thorough explanation of how they all connect (WARRANTING)

THE ELEMENTS OF ARGUMENT



DATA (WHAT MAKES YOU SAY SO)
School uniforms would result in students looking basically the same. Therefore, it would reduce bullying due to appearance.

CLAIM
The school should require school uniforms

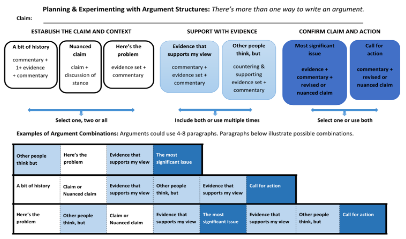
WARRANT (SO WHAT?)
The school should try to reduce bullying.

BACKING (HOW DO YOU KNOW . . .*that schools should try to reduce bullying*?)
Schools should be safe places for everyone, because people need to feel safe to learn.

RESERVATION: (DOUBTS ABOUT ARGUMENT'S CLAIM AND OR/ DATA)
Wouldn't bullies just find other reasons to put down their peers?

RESPONSE:
No. Class distinctions are a key cause of bullying. Having uniforms would eliminate a lot of bullying because it would 'equalize' students of various income levels.

THE MENTAL MODEL MUST BE FLEXIBLE/MODULAR (NOT A FORMULA)



Planning & Experimenting with Argument Structures: *There's more than one way to write an argument.*

Claim:

ESTABLISH THE CLAIM AND CONTEXT			SUPPORT WITH EVIDENCE		CONFIRM CLAIM AND ACTION	
A bit of history	**Nuanced claim**	**Here's the problem**	**Evidence that supports my view**	**Other people think, but**	**Most significant issue**	**Call for action**
commentary + 1+ evidence + commentary	claim + discussion of stance	evidence set + commentary	commentary + evidence set + commentary	countering & supporting evidence set + commentary	**evidence + commentary + revised or nuanced claim**	**commentary + revised or nuanced claim**
Select one, two or all			Include both or use multiple times		Select one or use both	

Examples of Argument Combinations: Arguments could use 4-8 paragraphs. Paragraphs below illustrate possible combinations.

Other people think but	Here's the problem	Evidence that supports my view	The most significant issue				
A bit of history	Claim or Nuanced claim	Evidence that supports my view	Other people think, but	Evidence that supports my view	Call for action		
Here's the problem	Other people think, but	Claim or Nuanced claim	Evidence that supports my view	The most significant issue	Evidence that supports my view	Other people think, but	Call for action

A mental model for claims – and how they relate to evidence, warranting/reasoning, counterclaims in the ongoing conversation

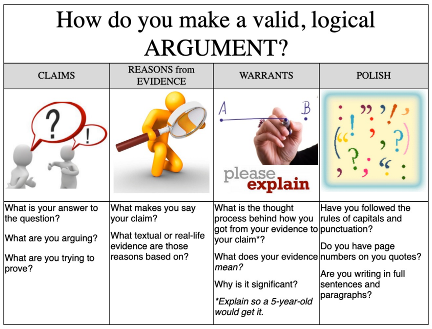
- **Topic** + **Comment**
- **Topic (+ qualifier/conditions/context)** + **Comment (+qualifier/conditions/context)** + **(causal statement)**
- ***Abstract Noun (+ Q/C/C)*** + ***Evaluative Statement (+ QCC)*** + ***Causal Statement***

Music censorship is a policy tool that **should be carefully used to protect our youth from deleterious influences because music is an especially influential medium that often works through subliminal suggestion.**

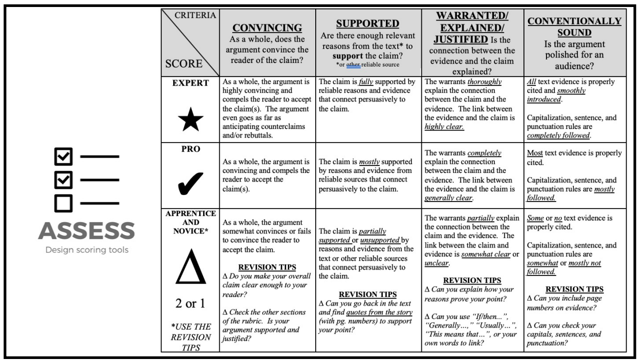
☑
☑
☐

ASSESS
Design scoring tools

How do you make a valid, logical ARGUMENT?



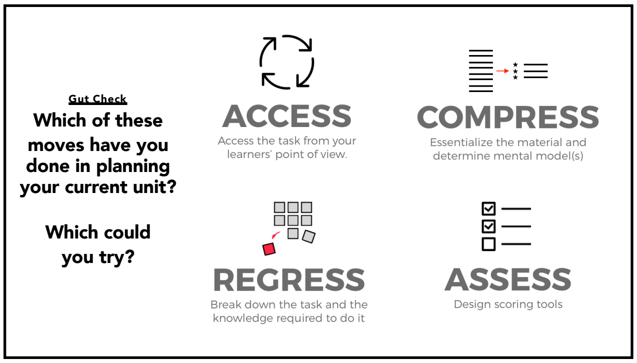
CLAIMS	REASONS from EVIDENCE	WARRANTS	POLISH
What is your answer to the question? What are you arguing? What are you trying to prove?	What makes you say your claim? What textual or real-life evidence are those reasons based on?	What is the thought process behind how you got from your evidence to your claim*? What does your evidence *mean?* Why is it significant? **Explain so a 5-year-old would get it.*	Have you followed the rules of capitals and punctuation? Do you have page numbers on you quotes? Are you writing in full sentences and paragraphs?



ASSESS

Design scoring tools

CRITERIA / SCORE	**CONVINCING** As a whole, does the argument convince the reader of the claim?	**SUPPORTED** Are there enough relevant reasons from the text* to **support** the claim? *or other reliable source	**WARRANTED/ EXPLAINED/ JUSTIFIED** Is the connection between the evidence and the claim explained?	**CONVENTIONALLY SOUND** Is the argument polished for an audience?
EXPERT ★	As a whole, the argument is highly convincing and compels the reader to accept the claim(s). The argument even goes as far as anticipating counterclaims and/or rebuttals.	The claim is *fully* supported by reliable reasons and evidence that connect persuasively to the claim.	The warrants *thoroughly* explain the connection between the claim and the evidence. The link between the evidence and the claim is *highly clear.*	*All* text evidence is properly cited and *smoothly introduced*. Capitalization, sentence, and punctuation rules are *completely followed*.
PRO ✔	As a whole, the argument is convincing and compels the reader to accept the claim(s).	The claim is *mostly* supported by reasons and evidence from reliable sources that connect persuasively to the claim.	The warrants *completely* explain the connection between the claim and the evidence. The link between the evidence and the claim is *generally clear*.	Most text evidence is properly cited. Capitalization, sentence, and punctuation rules are *mostly followed.*
APPRENTICE AND NOVICE* Δ 2 or 1 **USE THE REVISION TIPS*	As a whole, the argument somewhat convinces or fails to convince the reader to accept the claim. **REVISION TIPS** Δ *Do you make your overall claim clear enough to your reader?* Δ *Check the other sections of the rubric. Is your argument supported and justified?*	The claim is *partially supported* or *unsupported* by reasons and evidence from the text or other reliable sources that connect persuasively to the claim. **REVISION TIPS** Δ *Can you go back in the text and find quotes from the story (with pg. numbers) to support your point?*	The warrants *partially* explain the connection between the claim and the evidence. The link between the claim and evidence is *somewhat clear* or *unclear*. **REVISION TIPS** Δ *Can you explain how your reasons prove your point?* Δ *Can you use "If/then...", "Generally...," "Usually...", "This means that...", or your own words to link?*	*Some* or *no* text evidence is properly cited. Capitalization, sentence, and punctuation rules are *somewhat* or *mostly not followed.* **REVISION TIPS** Δ *Can you include page numbers on evidence?* Δ *Can you check your capitals, sentences, and punctuation?*



Gut Check

Which of these moves have you done in planning your current unit?

Which could you try?

ACCESS

Access the task from your learners' point of view.

COMPRESS

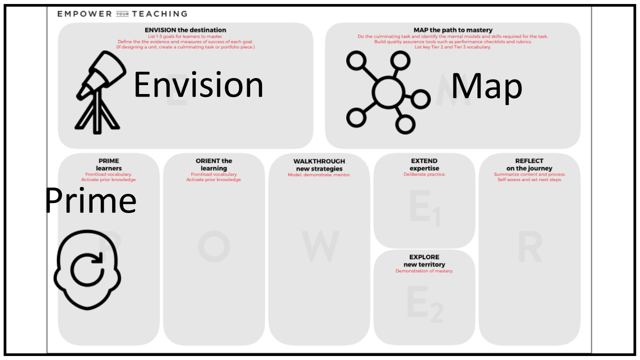
Essentialize the material and determine mental model(s)

REGRESS

Break down the task and the knowledge required to do it

ASSESS

Design scoring tools



EMPOWER YOUR TEACHING

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List 1-3 goals for learners to master.
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Envision

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Frontload vocabulary.
Activate prior knowledge.

Prime

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Model, demonstrate, mentor.

EXTEND expertise

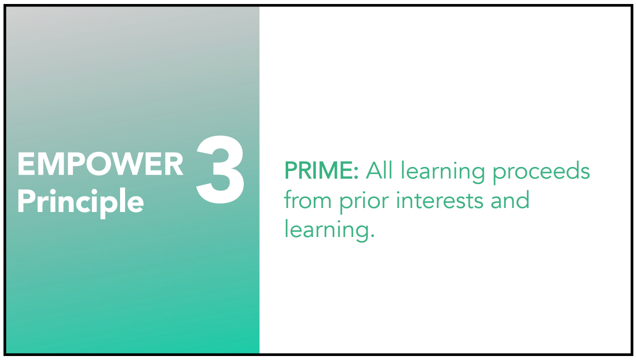
Deliberate practice.

EXPLORE new territory

Demonstration of mastery.

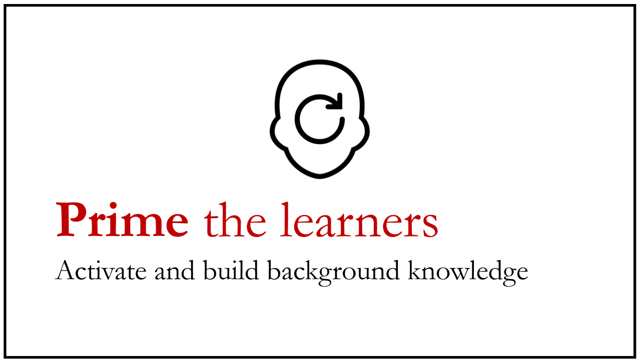
REFLECT on the journey

Summarize content and process.
Self-assess and set next steps.



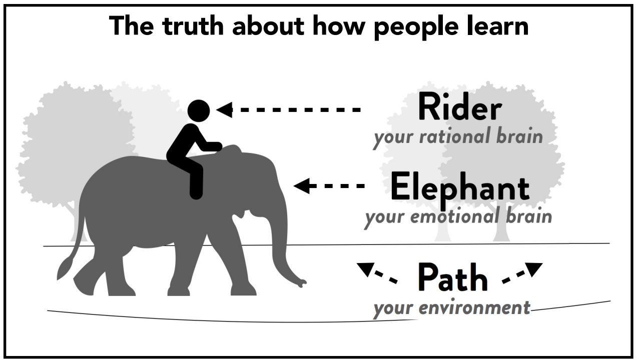
EMPOWER Principle 3

PRIME: All learning proceeds from prior interests and learning.



Prime the learners

Activate and build background knowledge



The truth about how people learn

"PRIMING" the pump

- To connect learners personally to the inquiry
- To activate prior interest and knowledge – and then build on it
- To set a purpose and problem-orientation
- To create a template for gauging progress

Frontloading with an Opinionnaire

Evaluate from Strongly Disagree to Strongly Agree

↔

- Kids who vape in school should be disciplined, if not suspended.
- Vaping is a responsible way to curb a smoking addiction.
- An addiction (to nicotine) is something outside of a student's control.
- Vaping companies should be able to produce whatever kinds of flavors they want, even if they seem enticingly "kid-friendly" (e.g. Cocoa Puffs).

We are already doing micro-arguments and interpretive analysis:

"YOUR RANKING IS YOUR **CLAIM.**"

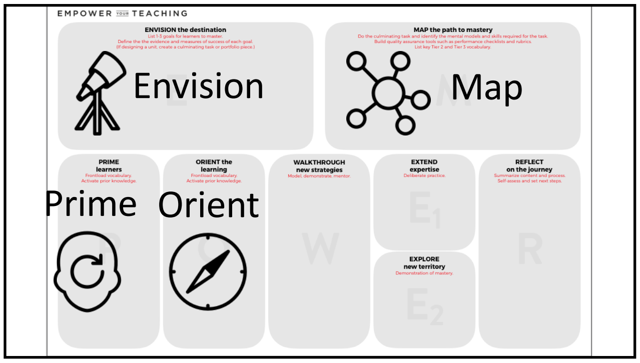
But claims only hold weight when supported by safe evidence and reasoning

- WHAT MAKES YOU SAY SO? What evidence do you have from the text – from your life experience?
- SO WHAT? What rule are you placing on the data so it fits your claim about what is necessary to a good relationship?

Other Frontloading ideas: Which ones are you using? Could you use?

- K-W-L
- Brainstorming and Webbing
- Analogy Organizers
- Autobiographical Writing
- Rankings
- Drama/Role Playing
- Character Quotes
- Floorstorming/Video Clips – infer topic
- Mad Libs

IF YOU FAIL TO
PREPARE,
YOU
PREPARE
TO FAIL



EMPOWER YOUR TEACHING

ENVISION the destination
List 1-3 goals for learners to master.
Define the the evidence and measures of success of each goal.
(If designing a unit, create a culminating task or portfolio piece.)

Envision

MAP the path to mastery
Do the culminating task and identify the mental models and skills required for the task.
Build quality assurance tools such as performance checklists and rubrics.
List key Tier 2 and Tier 3 vocabulary.

Map

PRIME learners
Frontload vocabulary.
Activate prior knowledge.

Prime

ORIENT the learning
Frontload vocabulary.
Activate prior knowledge.

Orient

WALKTHROUGH new strategies
Model, demonstrate, mentor.

EXTEND expertise
Deliberate practice.

EXPLORE new territory
Demonstration of mastery.

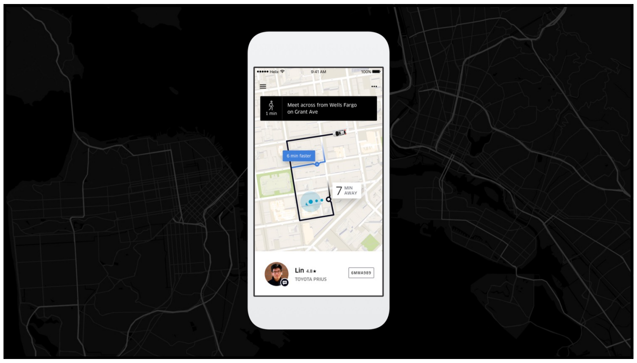
REFLECT on the journey
Summarize content and process.
Self-assess and set next steps.

Orient the learning

Concretize goals with learners and assure them they will get the help they need.

EMPOWER Principle 4

ORIENT: No one moves into the "fog" without a clear vision of where they're going, how they'll get there, and what makes the trip worth it.


Meet across from Wells Fargo on Grant Ave
7 MIN AWAY
Lin
TOYOTA PRIUS

SIMPLE FORMULA FOR MOTIVATION

$$E \times V = M$$

expectation of success (E) * valuing of success (V) = motivation (M)

WHO
WHAT
WHERE
WHEN
WHY
HOW
STIONS
ANSWER

Two Essential Characteristics of Essential/Existential Questions

Engaging.

Offers potential for intriguing students and motivating student learning

Enduring.

Leads to learning big ideas that have value beyond the classroom

Recent Essential Questions

Admin/PD: What is an effective EQ? What is the most effective teaching and how can we implement it?

Macbeth: How far are you willing to go to get what you want?

Pre-Algebra: What determines who wins?

Civics: What makes a law useful and fair?

Essential Question for *Romeo and Juliet*

- What makes and breaks a relationship?

For other units:

- What are my civil rights and how can I best protect them? What makes a good home? What makes a good friend? What can we do to protect the environment? Do We Find or Create Our True Selves?
- What Rights and Responsibilities Should Teens Have? How Can We Balance Everyone's Rights? What Makes a Hero? What Influences a Person's Choices? What Makes a Good Parent?

Ways to generate Essential Questions – with learners! TRY ONE or TWO or ….

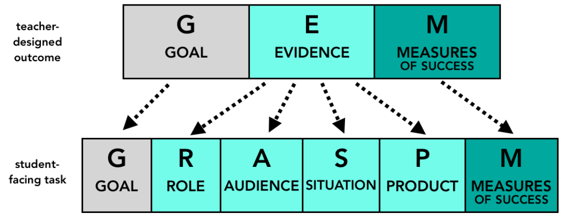
- **Qualitative/Comparative.** *What are the most influential inventions/ movies/works of art?*
- **Analogies.** *How are cells and their operations like modern cities/cell phone networks/the water cycle?*
- **Impacts.** *How do/might genetically modified organisms affect the safety of our food supply?*
- **What if . . . questions.** *What (would American and world history be like) if the American Revolution had never happened?*
- **Applications.** *How should we use our knowledge of energy exchange to create more environmentally sustainable schools, homes and policies?*
- **Ethics/Fairness.** *To what degree and in what situations should we use what we know about genetic manipulation, bioengineering, nuclear energy, nuclear weaponry, etc.?*
- **Improvement questions.** *How can we improve our school lunches to make them healthier?*

Identifying Culminating Projects

The world is filled with testing situations . . .

- What is a real world test/application for the developed knowledge?
- In school?
- In the community?
- Service learning and social action possibilities?
- Personal growth?

teacher-designed outcome translated into student-facing task



teacher-designed outcome

G GOAL

E EVIDENCE

M MEASURES OF SUCCESS

student-facing task

G GOAL

R ROLE

A AUDIENCE

S SITUATION

P PRODUCT

M MEASURES OF SUCCESS

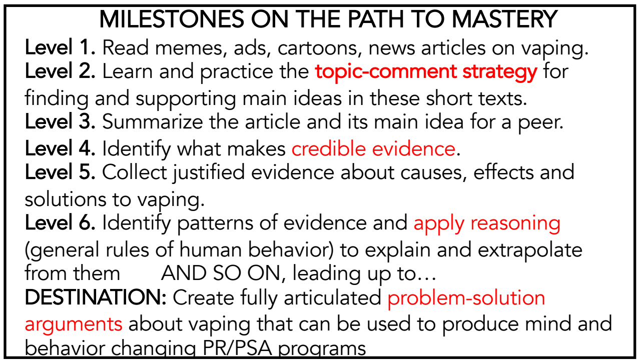
EMPOWER Principle 5

WALKTHROUGH AND EXTEND EXPERTISE.

Deliberate practice yields proficient performance.

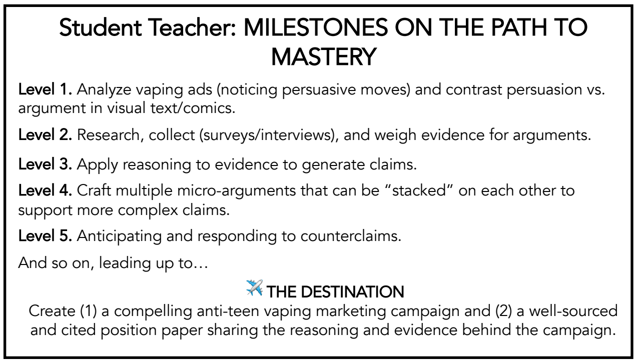
Walkthrough and extend expertise

Guide students in deliberate practice through increasingly harder "junior versions" of the final task.



MILESTONES ON THE PATH TO MASTERY

Level 1. Read memes, ads, cartoons, news articles on vaping.
Level 2. Learn and practice the **topic-comment strategy** for finding and supporting main ideas in these short texts.
Level 3. Summarize the article and its main idea for a peer.
Level 4. Identify what makes credible evidence.
Level 5. Collect justified evidence about causes, effects and solutions to vaping.
Level 6. Identify patterns of evidence and apply reasoning (general rules of human behavior) to explain and extrapolate from them AND SO ON, leading up to…
DESTINATION: Create fully articulated problem-solution arguments about vaping that can be used to produce mind and behavior changing PR/PSA programs



Student Teacher: MILESTONES ON THE PATH TO MASTERY

Level 1. Analyze vaping ads (noticing persuasive moves) and contrast persuasion vs. argument in visual text/comics.

Level 2. Research, collect (surveys/interviews), and weigh evidence for arguments.

Level 3. Apply reasoning to evidence to generate claims.

Level 4. Craft multiple micro-arguments that can be "stacked" on each other to support more complex claims.

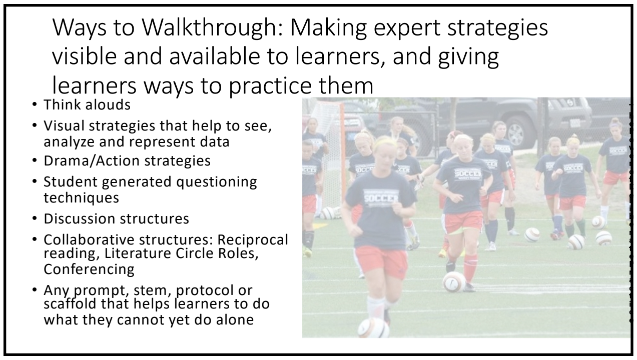
Level 5. Anticipating and responding to counterclaims.

And so on, leading up to…

✈ THE DESTINATION

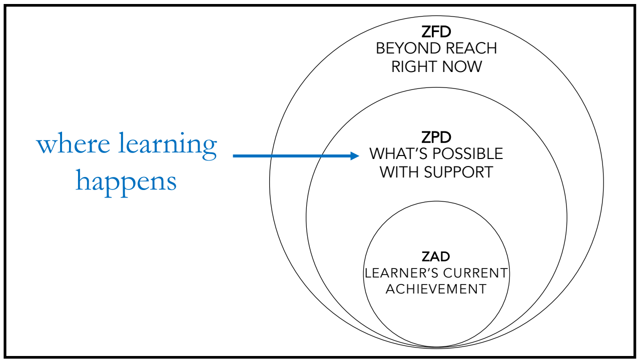
Create (1) a compelling anti-teen vaping marketing campaign and (2) a well-sourced and cited position paper sharing the reasoning and evidence behind the campaign.

Scaffolds help us do what we cannot yet do.



Ways to Walkthrough: Making expert strategies visible and available to learners, and giving learners ways to practice them

- Think alouds
- Visual strategies that help to see, analyze and represent data
- Drama/Action strategies
- Student generated questioning techniques
- Discussion structures
- Collaborative structures: Reciprocal reading, Literature Circle Roles, Conferencing
- Any prompt, stem, protocol or scaffold that helps learners to do what they cannot yet do alone

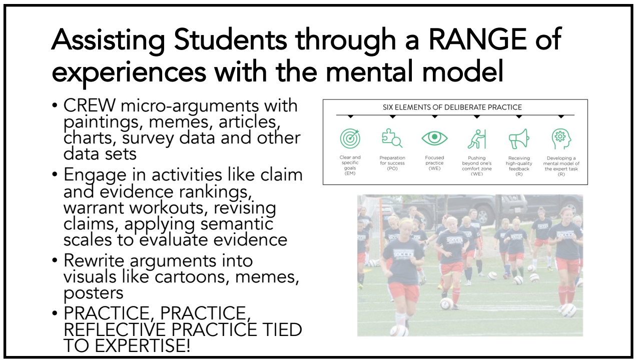


where learning happens

ZFD
BEYOND REACH
RIGHT NOW

ZPD
WHAT'S POSSIBLE
WITH SUPPORT

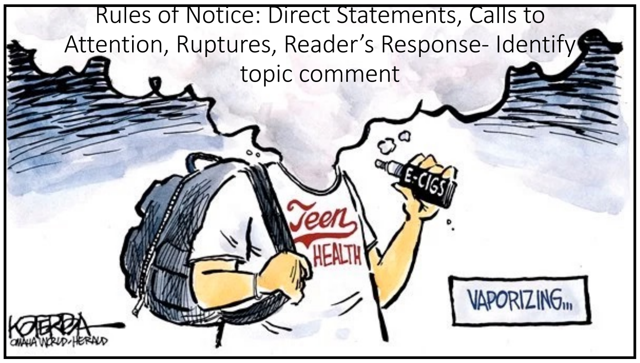
ZAD
LEARNER'S CURRENT
ACHIEVEMENT



Assisting Students through a RANGE of experiences with the mental model

- CREW micro-arguments with paintings, memes, articles, charts, survey data and other data sets
- Engage in activities like claim and evidence rankings, warrant workouts, revising claims, applying semantic scales to evaluate evidence
- Rewrite arguments into visuals like cartoons, memes, posters
- PRACTICE, PRACTICE, REFLECTIVE PRACTICE TIED TO EXPERTISE!

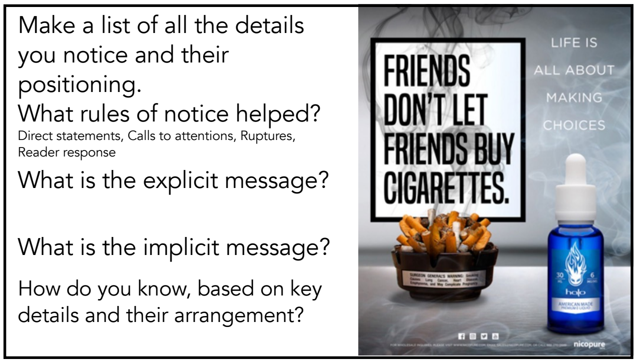
SIX ELEMENTS OF DELIBERATE PRACTICE
Clear and specific goals (EM)
Preparation for success (PO)
Focused practice (WE)
Pushing beyond one's comfort zone (WE)
Receiving high-quality feedback (R)
Developing a mental model of the expert task (R)



Rules of Notice: Direct Statements, Calls to Attention, Ruptures, Reader's Response- Identify topic comment

E-CIGS
Teen
HEALTH
VAPORIZING...
KOTERBA
OMAHA WORLD-HERALD

109



Make a list of all the details you notice and their positioning.

What rules of notice helped?

Direct statements, Calls to attentions, Ruptures, Reader response

What is the explicit message?

What is the implicit message?

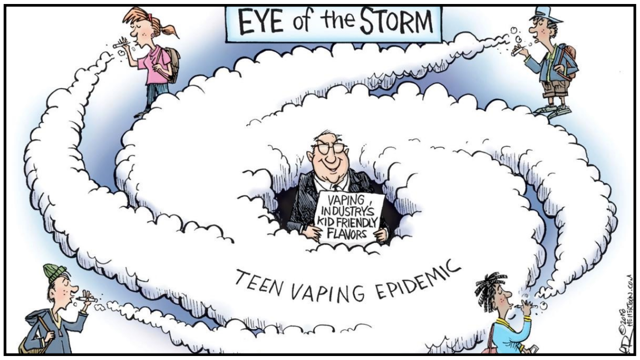
How do you know, based on key details and their arrangement?

FRIENDS DON'T LET FRIENDS BUY CIGARETTES.

LIFE IS ALL ABOUT MAKING CHOICES

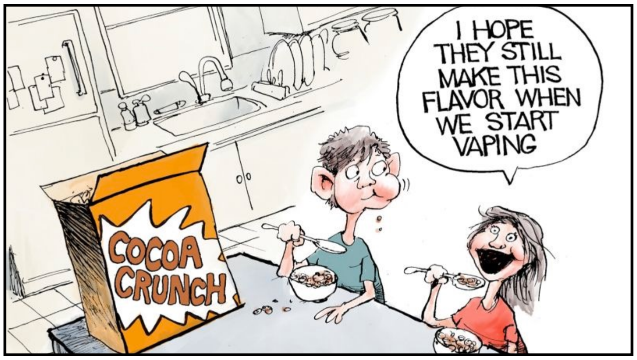
SURGEON GENERAL'S WARNING
halo
AMERICAN MADE
nicopure

110



EYE of the STORM
VAPING INDUSTRY'S KID FRIENDLY FLAVORS
TEEN VAPING EPIDEMIC

111



I HOPE THEY STILL MAKE THIS FLAVOR WHEN WE START VAPING
COCOA CRUNCH

112

"Give your throat a vacation...

Smoke a FRESH cigarette"

If the cigarette you have been smoking stings or burns your throat, switch to Camels and see the difference.

It's the peppery dust left in tobacco by inefficient cleaning methods that makes you cough.

It's the unkindly hot smoke of harsh, dried-out tobacco that burns and irritates your throat.

There is no peppery dust in Camels—that's whisked away by a special vacuum-cleaning process.

There are no stale, crumbly, parched tobaccos—the fine Turkish and mild Domestic tobaccos of which Camels are blended come to you in prime, factory-fresh condition, thanks to the Humidor Pack.

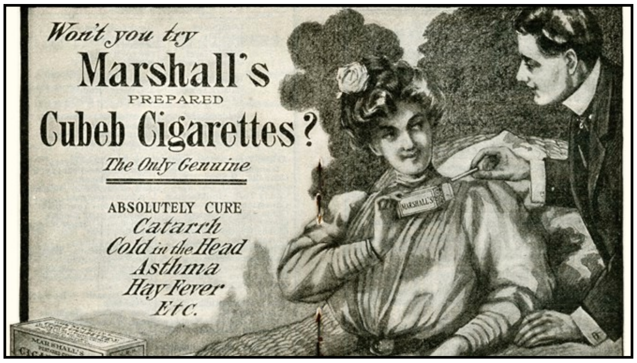
This scientific germ-safe wrapping—not plain ordinary Cellophane, but moisture-proof Cellophane which costs nearly twice as much—seals in all the natural aroma and freshness, seals it so tightly that wet weather cannot make Camels damp, nor drought weather make them dry.

Camels are milder and more throat-friendly because they are dust-free and fresh.

Give your throat a vacation, switch to Camels for just one day. Then leave them—if you can.

CAMEL
HUMIDOR PACK

113



Won't you try Marshall's PREPARED Cubeb Cigarettes?

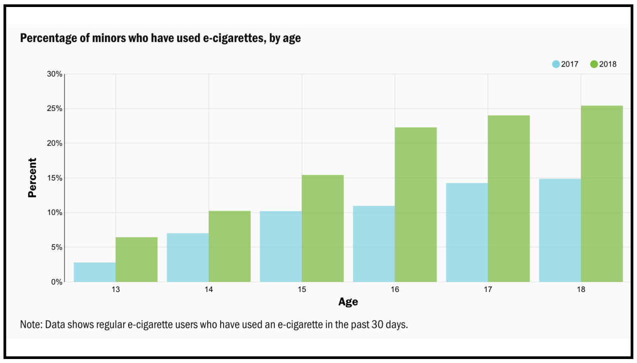
The Only Genuine

ABSOLUTELY CURE
Catarrh
Cold in the Head
Asthma
Hay Fever
Etc.

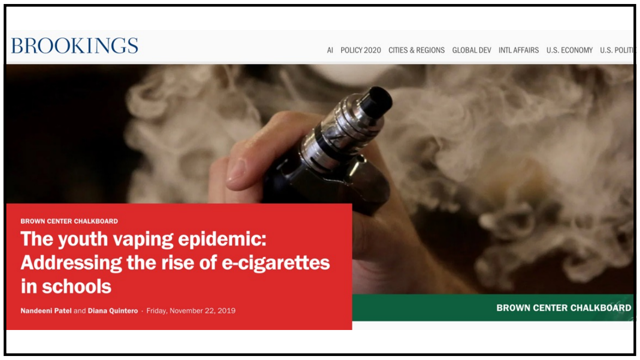
114

vype
e-cigarettes
EXPERIENCE THE
BREAKTHROUGH
vype
reload

Percentage of minors who have used e-cigarettes, by age



Note: Data shows regular e-cigarette users who have used an e-cigarette in the past 30 days.



BROOKINGS

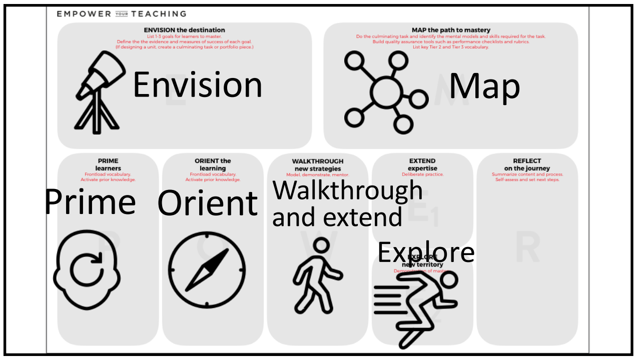
AI POLICY 2020 CITIES & REGIONS GLOBAL DEV INTL AFFAIRS U.S. ECONOMY U.S. POLIT

BROWN CENTER CHALKBOARD

The youth vaping epidemic: Addressing the rise of e-cigarettes in schools

Nandeeni Patel and Diana Quintero · Friday, November 22, 2019

BROWN CENTER CHALKBOARD



EMPOWER YOUR TEACHING

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Model, demonstrate, mentor.

Walkthrough and extend

EXTEND expertise
Deliberate practice.

EXPLORE new territory
Demonstration of mastery

Explore

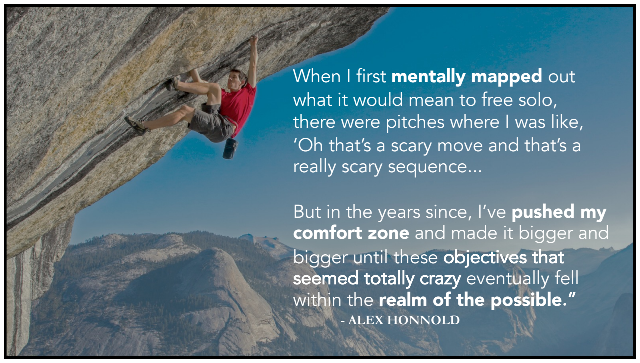
REFLECT on the journey
Summarize content and process.
Self-assess and set next steps.

EMPOWER Principle 6

EXPLORE NEW TERRITORY:
Breadth of our training predicts breadth of our transfer.

Explore new territory

Invite students to transfer their learning.
No more training wheels. How and where do they want to apply what they have learned?

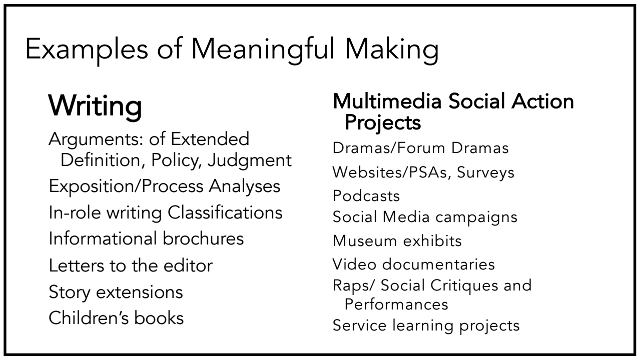


When I first **mentally mapped** out what it would mean to free solo, there were pitches where I was like, 'Oh that's a scary move and that's a really scary sequence…

But in the years since, I've **pushed my comfort zone** and made it bigger and bigger until these **objectives that seemed totally crazy** eventually fell within the **realm of the possible.**"

- ALEX HONNOLD

What would YOU want to look at to explore this topic?



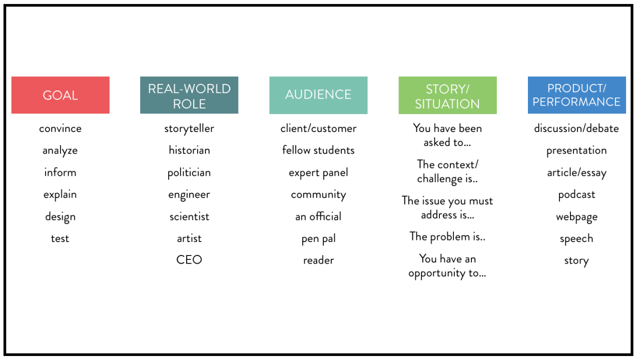
Examples of Meaningful Making

Writing

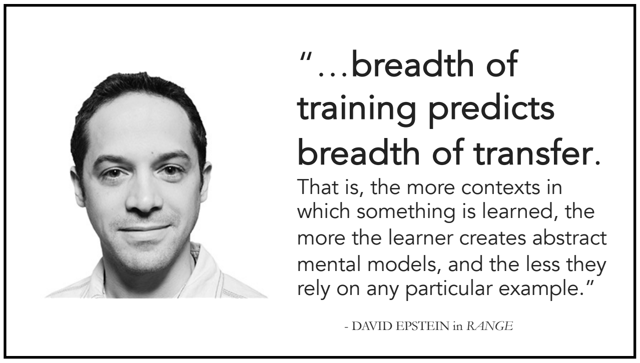
- Arguments: of Extended Definition, Policy, Judgment
- Exposition/Process Analyses
- In-role writing Classifications
- Informational brochures
- Letters to the editor
- Story extensions
- Children's books

Multimedia Social Action Projects

- Dramas/Forum Dramas
- Websites/PSAs, Surveys
- Podcasts
- Social Media campaigns
- Museum exhibits
- Video documentaries
- Raps/ Social Critiques and Performances
- Service learning projects

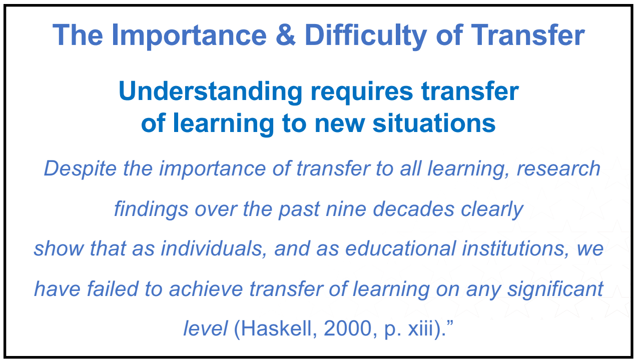


GOAL	REAL-WORLD ROLE	AUDIENCE	STORY/ SITUATION	PRODUCT/ PERFORMANCE
convince	storyteller	client/customer	You have been asked to…	discussion/debate
analyze	historian	fellow students	The context/ challenge is..	presentation
inform	politician	expert panel	The issue you must address is…	article/essay
explain	engineer	community	The problem is..	podcast
design	scientist	an official	You have an opportunity to…	webpage
test	artist	pen pal		speech
	CEO	reader		story



"…breadth of training predicts breadth of transfer. That is, the more contexts in which something is learned, the more the learner creates abstract mental models, and the less they rely on any particular example."

- DAVID EPSTEIN in *RANGE*



The Importance & Difficulty of Transfer

Understanding requires transfer of learning to new situations

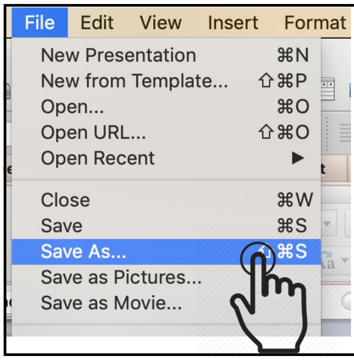
Despite the importance of transfer to all learning, research findings over the past nine decades clearly show that as individuals, and as educational institutions, we have failed to achieve transfer of learning on any significant level (Haskell, 2000, p. xiii)."

EMPOWER Principle 7

REFLECT ON THE JOURNEY:
When you can name it, then you can tame it.

Reflect on the journey

Promote thinking about the thinking, self-regulation, high-road transfer, and self-efficacy.


File
Edit
View
Insert
Format
New Presentation ⌘N
New from Template... ⇧⌘P
Open... ⌘O
Open URL... ⇧⌘O
Open Recent ▶
Close ⌘W
Save ⌘S
Save As... ⇧⌘S
Save as Pictures...
Save as Movie...

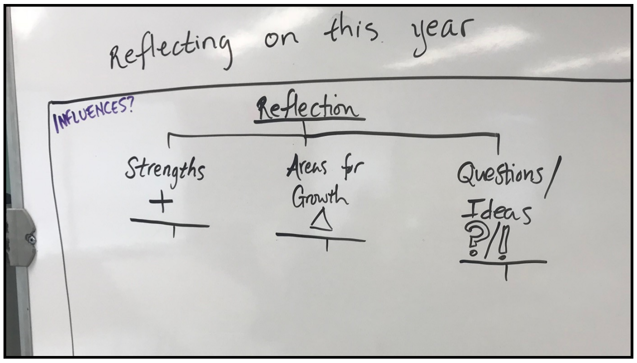
Reflecting is like clicking save…

If you don't **do it, you lose your work.**

Look for: High Road Transfer

Haskell's 4 Principles: Transfer ONLY OCCURS when we have 4D Teaching/Learning

- If students connect to and develop command of the knowledge that is to be transferred (KNOWING) POW
- If students get plenty of practice in applying meaning-making and problem-solving principles to new situations (ENGAGING AND DOING) WE
- If a classroom culture cultivates a spirit of engagement and transfer (ENGAGING AND DOING), WER
- If students have a theoretical understanding of the principles to be transferred (THINKING) POWER



Reflecting on this year

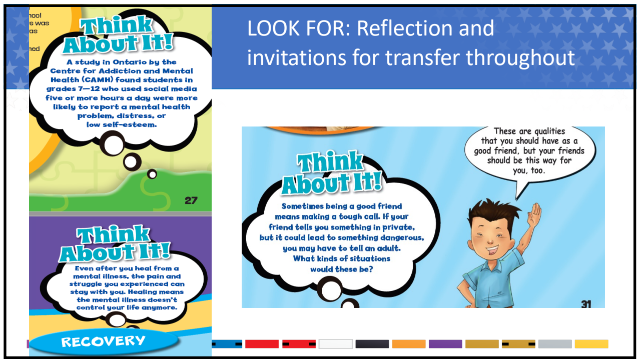
INFLUENCES?

Reflection

Strengths
+

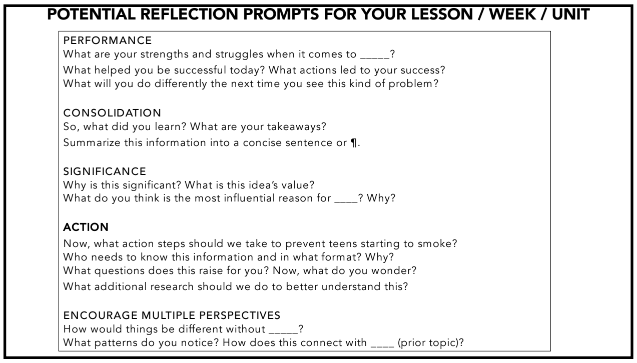
Areas for Growth
Δ

Questions / Ideas
?/!



LOOK FOR: Reflection and invitations for transfer throughout

Think About It!
A study in Ontario by the Centre for Addiction and Mental Health (CAMH) found students in grades 7—12 who used social media five or more hours a day were more likely to report a mental health problem, distress, or low self-esteem.
27
Think About It!
Even after you heal from a mental illness, the pain and struggle you experienced can stay with you. Healing means the mental illness doesn't control your life anymore.
RECOVERY
Think About It!
Sometimes being a good friend means making a tough call. If your friend tells you something in private, but it could lead to something dangerous, you may have to tell an adult. What kinds of situations would these be?
These are qualities that you should have as a good friend, but your friends should be this way for you, too.
31



POTENTIAL REFLECTION PROMPTS FOR YOUR LESSON / WEEK / UNIT

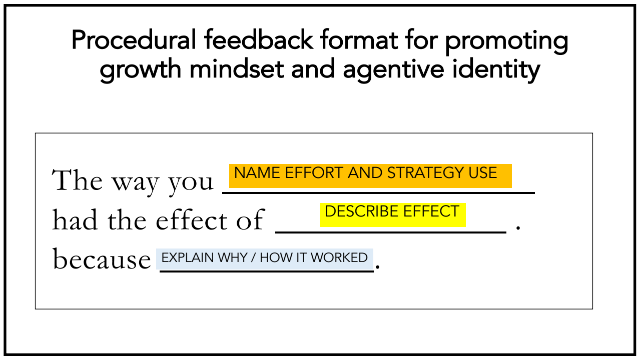
PERFORMANCE
What are your strengths and struggles when it comes to _____?
What helped you be successful today? What actions led to your success?
What will you do differently the next time you see this kind of problem?

CONSOLIDATION
So, what did you learn? What are your takeaways?
Summarize this information into a concise sentence or ¶.

SIGNIFICANCE
Why is this significant? What is this idea's value?
What do you think is the most influential reason for ____? Why?

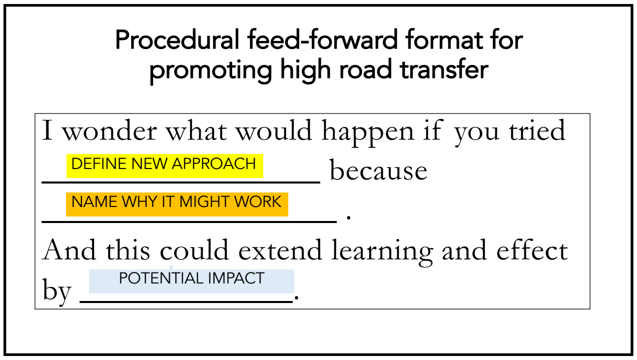
ACTION
Now, what action steps should we take to prevent teens starting to smoke?
Who needs to know this information and in what format? Why?
What questions does this raise for you? Now, what do you wonder?
What additional research should we do to better understand this?

ENCOURAGE MULTIPLE PERSPECTIVES
How would things be different without _____?
What patterns do you notice? How does this connect with ____ (prior topic)?



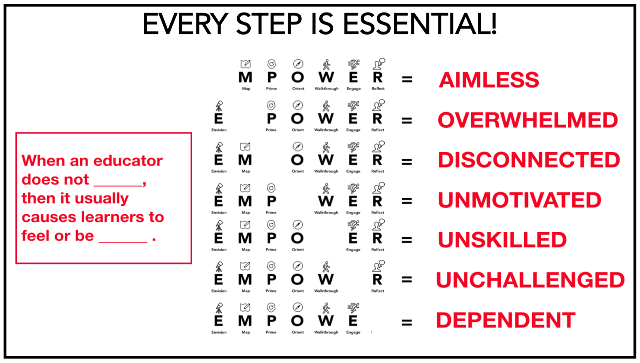
Procedural feedback format for promoting growth mindset and agentive identity

The way you NAME EFFORT AND STRATEGY USE
had the effect of DESCRIBE EFFECT .
because EXPLAIN WHY / HOW IT WORKED.



Procedural feed-forward format for promoting high road transfer

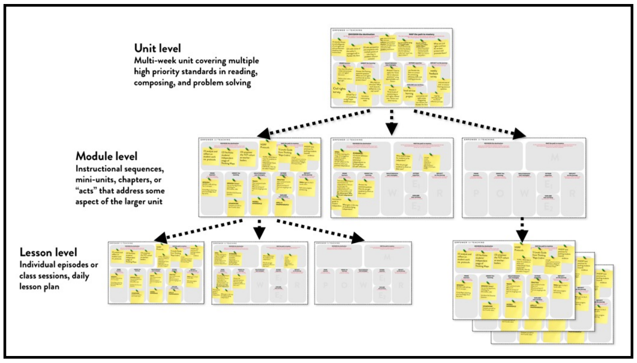
I wonder what would happen if you tried
DEFINE NEW APPROACH because
NAME WHY IT MIGHT WORK .
And this could extend learning and effect
by POTENTIAL IMPACT.



EVERY STEP IS ESSENTIAL!

When an educator does not ______, then it usually causes learners to feel or be ______ .

	M Map	P Prime	O Orient	W Walkthrough	E Engage	R Reflect	=	AIMLESS
E Envision		P Prime	O Orient	W Walkthrough	E Engage	R Reflect	=	OVERWHELMED
E Envision	M Map		O Orient	W Walkthrough	E Engage	R Reflect	=	DISCONNECTED
E Envision	M Map	P Prime		W Walkthrough	E Engage	R Reflect	=	UNMOTIVATED
E Envision	M Map	P Prime	O Orient		E Engage	R Reflect	=	UNSKILLED
E Envision	M Map	P Prime	O Orient	W Walkthrough		R Reflect	=	UNCHALLENGED
E Envision	M Map	P Prime	O Orient	W Walkthrough	E Engage		=	DEPENDENT



Unit level
Multi-week unit covering multiple high priority standards in reading, composing, and problem solving

Module level
Instructional sequences, mini-units, chapters, or "acts" that address some aspect of the larger unit

Lesson level
Individual episodes or class sessions, daily lesson plan

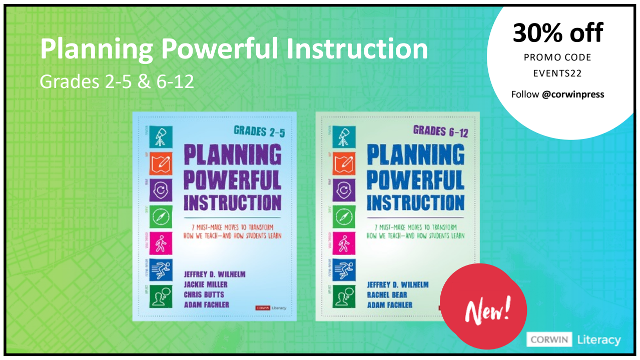
Your turn to Reflect and Rehearse for Future Action and Transfer

Name a principle and/or a practice that you can use immediately in your teaching

- Action plan: what is your commitment to trying it out?
- Every journey starts with the first step and continues with the next one – take the first step!

Conclusion, playing the old preacher

- Learning should be hard fun
- Teaching should be responsive and relational
- Learning should be meaningful and substantive and mirror what experts do
- Teaching should be apprenticing students into doing what we, as experts, do.



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GRADES 2–5
PLANNING POWERFUL INSTRUCTION
7 MUST-MAKE MOVES TO TRANSFORM HOW WE TEACH—AND HOW STUDENTS LEARN
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GRADES 6–12
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7 MUST-MAKE MOVES TO TRANSFORM HOW WE TEACH—AND HOW STUDENTS LEARN
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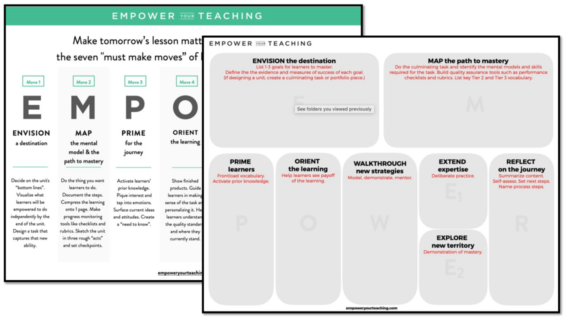
New!
CORWIN Literacy



EMPOWER YOUR TEACHING

Make tomorrow's lesson matt
the seven "must make moves" of

Move 1
E
ENVISION
a destination

Decide on the unit's "bottom lines". Visualize what learners will be empowered to do *independently* by the end of the unit. Design a task that captures that new ability.

Move 2
M
MAP
the mental model & the path to mastery

Do the thing you want learners to do. Document the steps. Compress the learning onto 1 page. Make progress monitoring tools like checklists and rubrics. Sketch the unit in three rough "acts" and set checkpoints.

Move 3
P
PRIME
for the journey

Activate learners' prior knowledge. Pique interest and tap into emotions. Surface current ideas and attitudes. Create a "need to know".

Move 4
O
ORIENT
the learning

Show finished products. Guide learners in making sense of the task a personalizing it. He learners understan the quality standar and where they currently stand.

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ENVISION the destination
List 1-3 goals for learners to master.
Define the the evidence and measures of success of each goal.
(If designing a unit, create a culminating task or portfolio piece.)

See folders you viewed previously

MAP the path to mastery
Do the culminating task and identify the mental models and skills required for the task. Build quality assurance tools such as performance checklists and rubrics. List key Tier 2 and Tier 3 vocabulary.

PRIME learners
Frontload vocabulary.
Activate prior knowledge.

ORIENT the learning
Help learners see payoff of the learning.

WALKTHROUGH new strategies
Model, demonstrate, mentor.

EXTEND expertise
Deliberate practice.

EXPLORE new territory
Demonstration of mastery.

REFLECT on the journey
Summarize content.
Self-assess. Set next steps.
Name process steps.

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