

# Plan **SMART** or Plan to Fail

GISA Annual Conference- 2013

Woodward Academy

**I TEACH**  
 *therefore*  
**I LEARN**

<http://mrsjacksonsclasswebsiteblog.blogspot.com/2012/07/i-teach-poem-of-inspiration.html>

**venspired.com**

Jessica Parsons



Woodward Academy

Excellence- Character- Opportunity®

- 7<sup>th</sup> grade EP Life science teacher
- Horizons at Woodward Summer Program, Executive Director
- Middle Five Points advisor
- MS Discipline board

@jantec6 / [waeagles220.weebly.com](http://waeagles220.weebly.com)

# Make 4 appointments:



12 o'clock:

3 o'clock:

6 o'clock:

9 o'clock:

\*Preferably, with a new “specialist”  
each time!



***BETTER***

**| BY | *MISTAKE***

THE UNEXPECTED  
BENEFITS  
OF BEING WRONG

**Alina Tugend**

# My Students Need Me...

HOW I TEACH



I don't give answers.



I ask questions.

WHEN A STUDENT SAYS



BUT THEY REALLY MEAN





# Overachiever





Under the radar

ENGR/CS 143  
Exam 1  
Spring 2004  
EXAM VERSION A

DO NOT TURN THIS PAGE UNTIL INSTRUCTED TO DO SO.

$$\begin{array}{r} 54 \\ \cancel{46} \\ \hline 45 \\ \hline 54 \end{array} = \begin{array}{r} 100\% \\ \hline \cancel{85.2\%} \\ \hline 83.3\% \end{array}$$

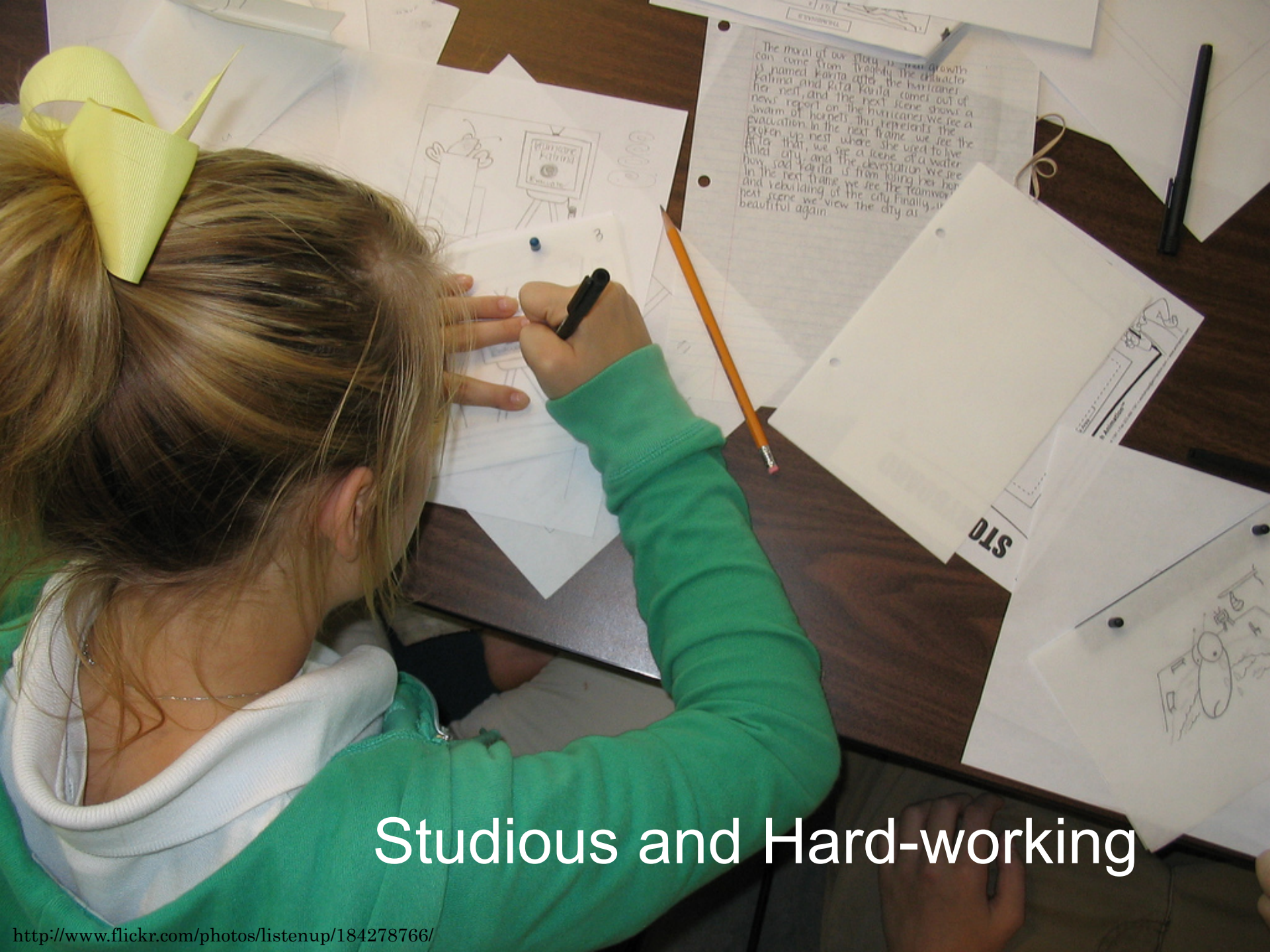
EVERGREEN

The Evergreen S  
Office of A  
2700 Evergr  
Olympia

Grade grubbers

Apathetic





The moral of our story is that growth can come from tragedy. The character is named Kaita after the hurricane her nest and the next scene comes out of news report on the hurricane we see a swarm of hornets. This represents the evacuation. In the next frame we see the broken up nest where she used to live after that we see a scene of a water filled city and the devastation we see how sad Kaita is from losing her home. In the next frame we see the teamwork and rebuilding of the city. Finally in the next scene we view the city as beautiful again.

Studious and Hard-working

# Patterns of Failure



# The Compound Effect



<http://goo.gl/p0txD>

# Think, Turn & Talk

What  
strategies  
could be/  
should be  
explicitly  
taught to  
students?







**Amber Teamann**  
@8Amber8

What you do in the first five days shows what you value in your classroom. #ISTE13

6/25/13, 2:03 PM

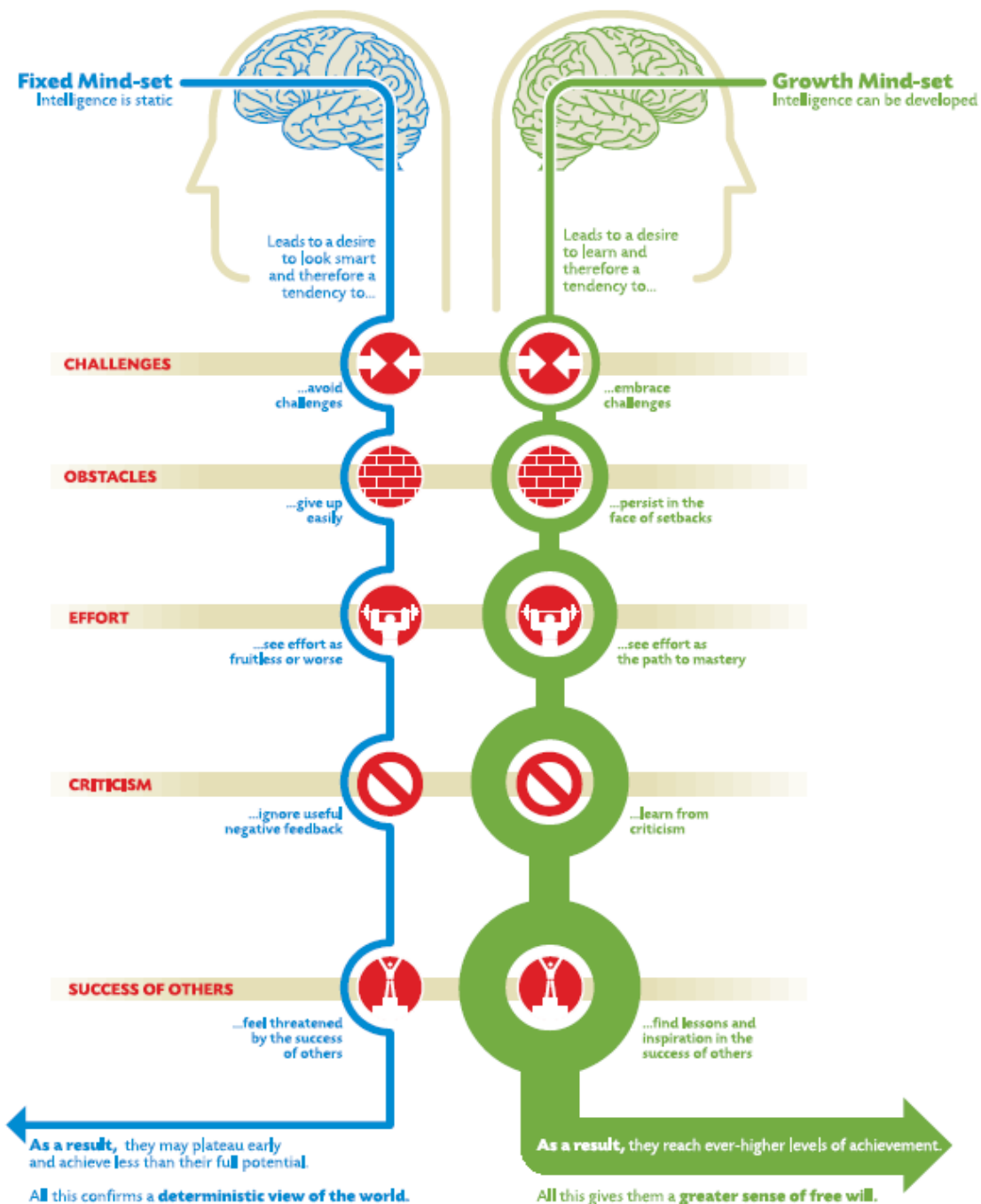
21 RETWEETS 10 FAVORITES



**Kenneth Durham** @Princip... 6/25/13

RT "@8Amber8: What you do in the first five days shows what you value in  
#ISTE13"

# Easy Lesson: use a graphic organizer



[Graphic organizer by Nigel Holmes](#)

# INSIDE THE TEENAGE BRAIN

What's going on in there? How science may help to explain the mysteries of the teen years.

**NEW**  
View the Full  
Program Online

Introduction

From Zzzzz's  
to A's

Does a good night's  
sleep lead to better  
memory and grades?

Do Your Teens  
Seem Like Aliens?

Advice and online activities  
for parents, plus links to  
other resources.

The Teen Brain is  
a Work in Progress

Neuroscientists and  
psychologists discuss their  
findings; overviews of recent  
research; and an interactive  
illustration of the brain.

How Much Can  
Science Tell Us?

The challenges of applying brain  
research to parenting and public  
policy, with a look at "the myth of  
the first three years."

Join the Discussion

Interviews

# EFFORT x *learning strategies* = Success!



# Showcase



# Descriptive



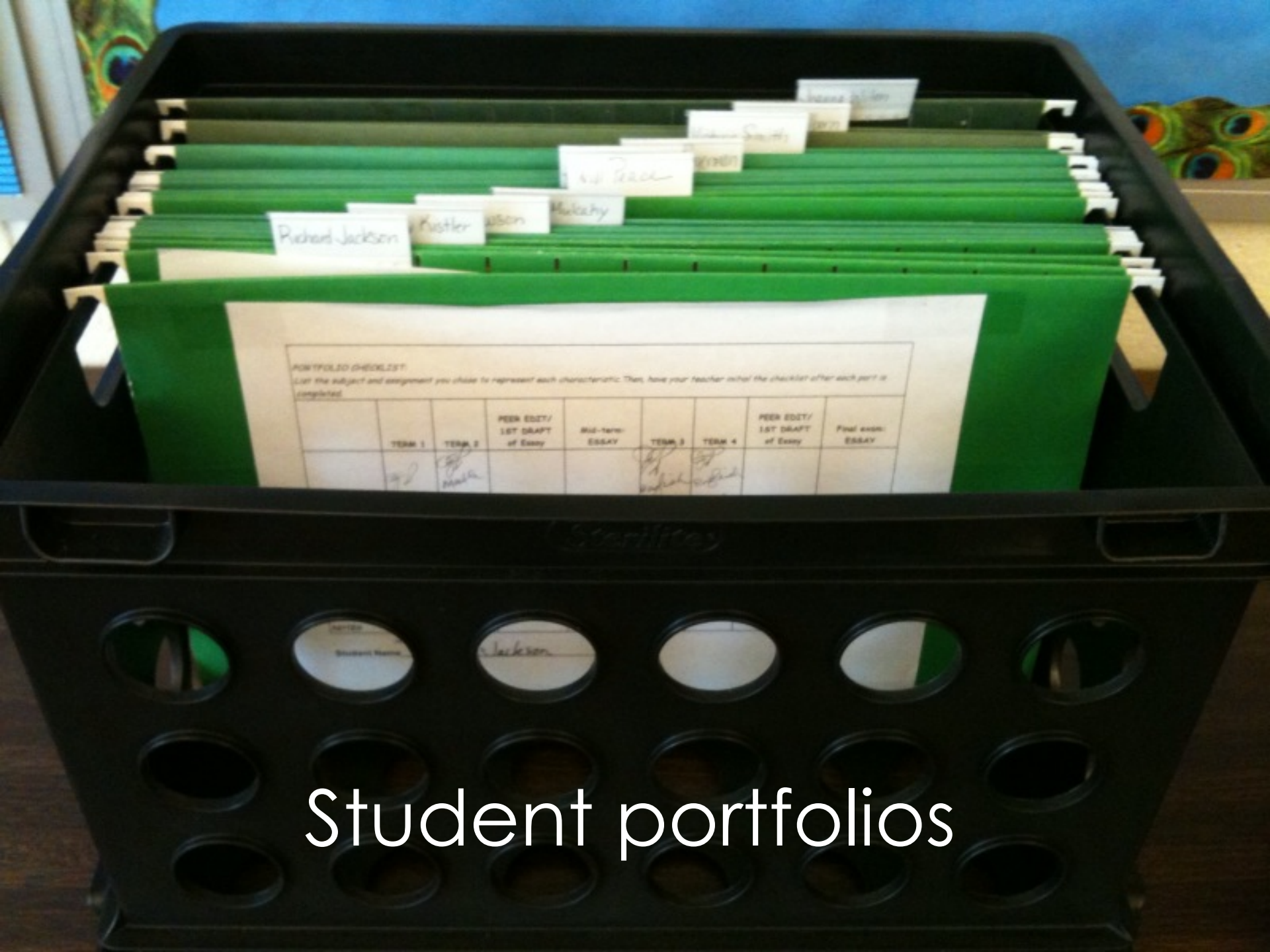
# Evaluative



<http://www.flickr.com/photos/alstonfamily/2412788410/>

<http://www.flickr.com/photos/hyperborea/3484337819/>

<http://www.flickr.com/photos/michaelcr/4159795365/in/photostream/>



# Student portfolios



My Drive > Champion Learners

- Drive
  - 2013-2014 Middle Scl
  - Book Club
  - Champion Learners**
    - Effort
    - Persistence
    - Strategies
  - Horizons
  - LW CMG 1
  - presentations
  - WA Summer Camp 2
  - ired with Me
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  - :ent
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- Connect Drive to



Strategies



Effort



Persistence

*PORTFOLIO CHECKLIST:*

*List the subject and assignment you chose to represent each characteristic. Then, have your teacher initial the checklist after each part is completed.*

	TERM 1	TERM 2	PEER EDIT/ 1ST DRAFT of Essay	Mid-term: ESSAY	TERM 3	TERM 4	PEER EDIT/ 1ST DRAFT of Essay	Final exam: ESSAY
<i>EFFORT</i>								
<i>PERSISTENCE</i>								
<i>ACHIEVEMENT</i>								
<i>NOTES</i>								

**Student Name** \_\_\_\_\_




**Learning Requires Reflection**



What? So What? Now What?





“In the beginning I was definitely struggling in [science], especially with my academic confidence...”

Victoria S.



“I kept putting more effort and determination into getting a higher grade every time. I finally achieved my goal and got an A!!”  
- Joanna W.



“I made an A on my English test because I decided for this test that I was going to be an effective learner and pay more attention.”

- Richard J.

# Think, Turn & Talk

Could these lessons be integrated into your classroom?  
Department?  
Across  
Departments?

What would success look like? Pitfalls?

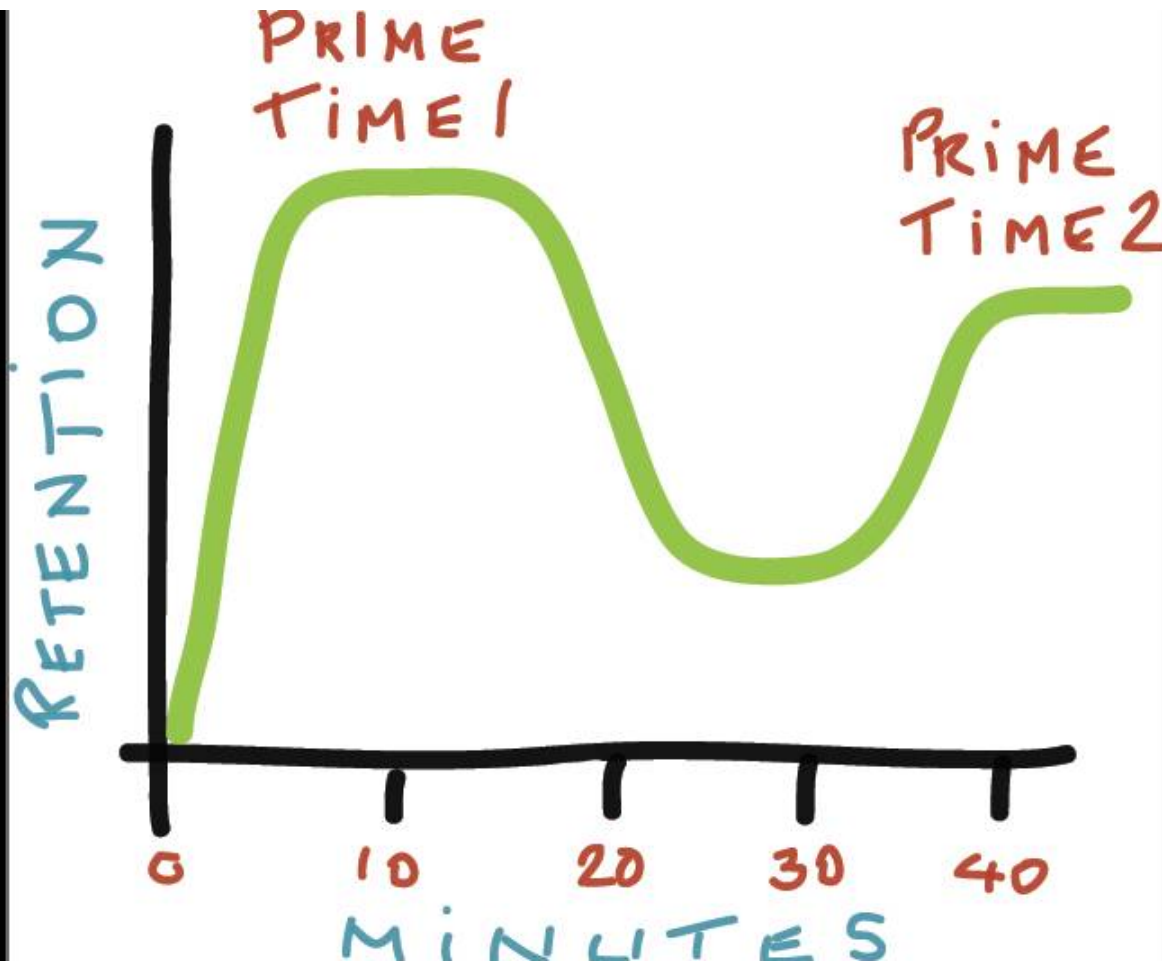


# Warm Up...

Map out a personal goal:

Consider a goal for your  
classroom:

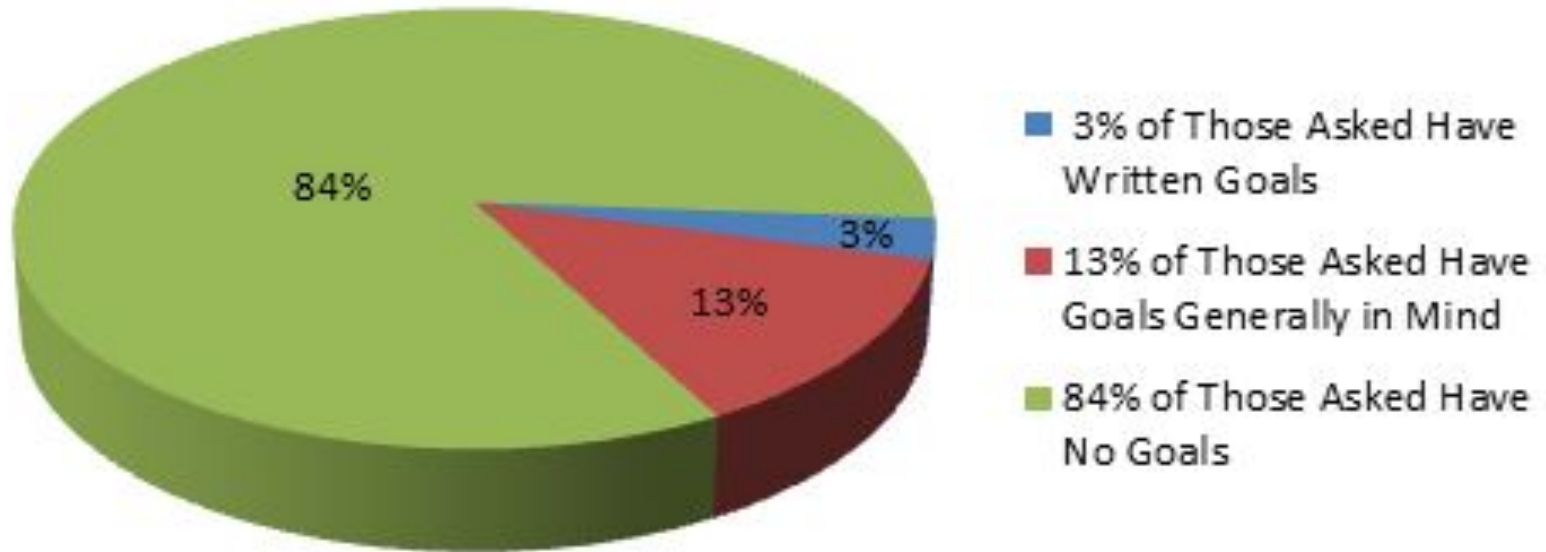
# Primacy-Recency Effect





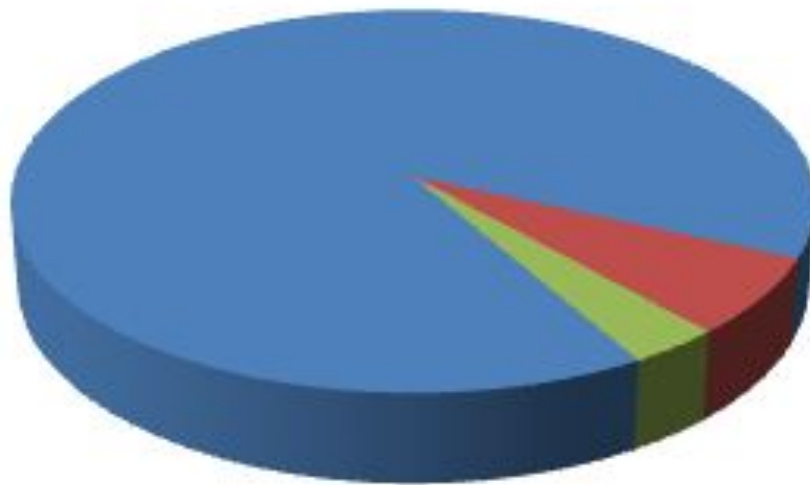
# Urban Legend

## Harvard Business School Study on Goals




Which Category are You In?

## 10 Years Later and the \$ Results of Written Goals



- 3% with Written Goals Group Earn 10X the Other 2 Groups Combined
- 10% with Goals in Mind Group Earn Twice as Much As the 87% Group
- 87% without Goals Group Earned the Least

Which Group do You Want to be In?

A dandelion seed head is silhouetted against a background of colorful bokeh lights. The lights are in shades of red, orange, yellow, and green, creating a soft, out-of-focus effect. The dandelion stem is dark and extends from the bottom of the frame up to the seed head.

“Goals without a  
plan are just a  
wish...”

Antoine de Saint Exupery,  
French writer

# SMART Goals

Aristotle advised we must,

"First, have a definite, clear, practical ideal - a goal, an objective."



Be  
SPECIFIC!



?

who

what

where

how

when

why

Measurable



# Attainable



Relevant





Timely



Goals should always be: **S** - specific **M** – measurable **A** – achievable **R** – relevant **T** – Timely

1. **Goal:** Briefly describe your *short term* (1 to 2 weeks maximum) goal and the date it should be accomplished

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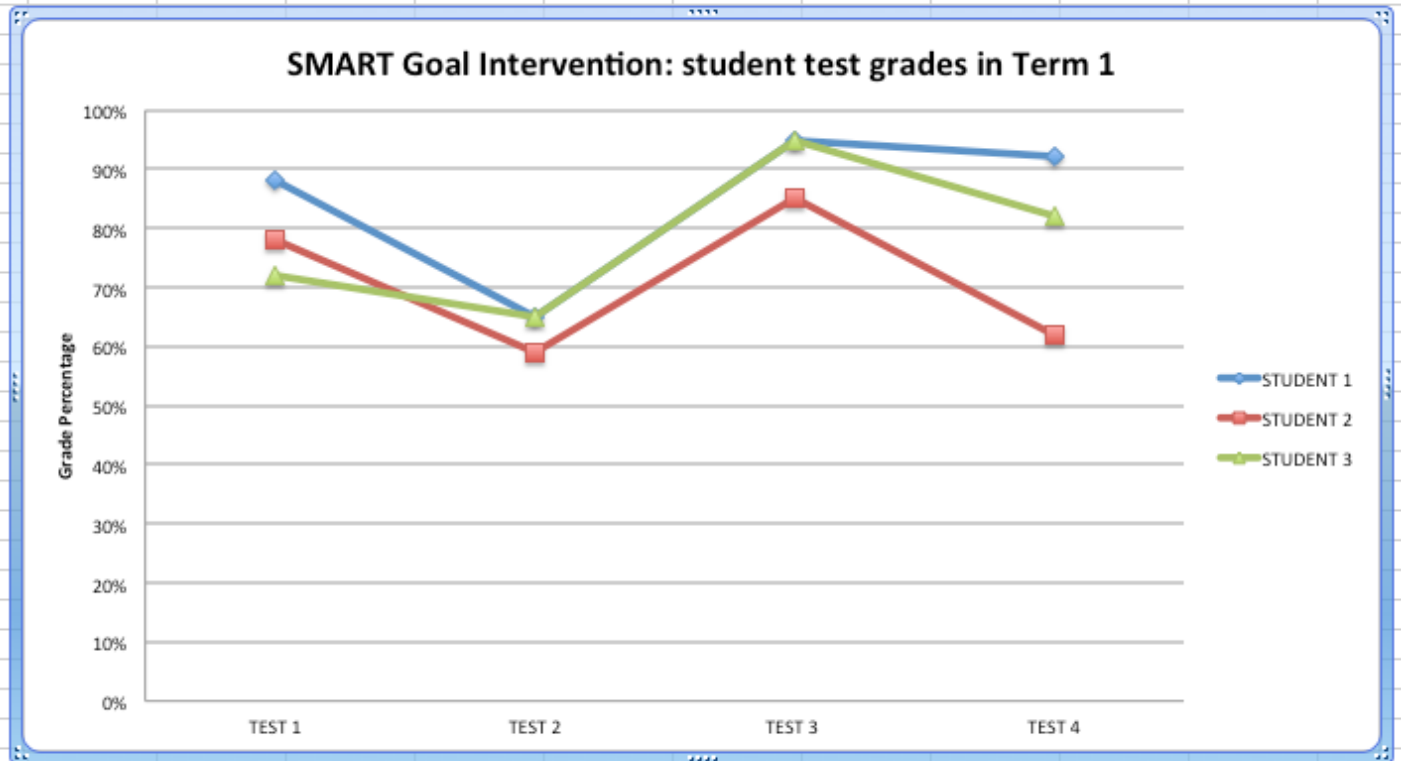
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2. **Measurement:** Measure your progress using percentage increases or a description of activities. *For example, to prepare for Friday's reading test, I will increase my score on the Quizlet activity by 10% each evening.*
3. **Achievable:** Map out your strategy for achieving your goal over the next week. What do you need to do each day to get closer to the finish line? *Example provided below.*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>EXAMPLE:</b>	5 minutes uninterrupted <u>vocab card</u> review	10 minutes reviewing <u>vocab cards</u> ; make my own quiz	Take <u>Quizlet</u>	Take <u>Quizlet</u> : <u>incrs score</u> by 20%	<b>Reading test!</b>	

# Clear Results

	TEST 1	TEST 2	TEST 3	TEST 4
STUDENT 1	88%	65%	95%	92%
STUDENT 2	78%	59%	85%	62%
STUDENT 3	72%	65%	95%	82%



# Genius Questions

- What if . . . ?
- I wonder why . . .
- If . . . ?
- What is it that . . . ?
- When is it . . . ?
- Who could . . . ?
- Is it possible to . . . ?
- When is . . . ?
- What could happen if . . . ?
- If it were possible . . . ?
- Are there . . . ?
- Why is . . . ?
- How . . . ?
- Where did . . . ?
- Do you . . . ?
- Is . . . the reason for . . . ?
- Can . . . ?
- Would you rather . . . ?
- What would it take to . . . ?
- Why is it like that . . . ?
- How is . . . like . . . ?
- If I . . . , could . . . ?
- Does it matter if . . . ?
- How can . . . ?
- What is your opinion about . . . ?
- Is it right to . . . ?
- I wonder when . . .
- I'm wondering if . . . ?
- How could it . . . ?
- Why are . . . ?



Rigor				
Evaluate	Generalize	Imagine	Judge	
Predict	If/Then	Speculate	Hypothesize	
Forecast	Idealize	Apply the Principle		
Compare	Contrast	Sort	Distinguish	
Explain Why	Infer	Sequence		
Analyze	Synthesize	Make Analogies		
Complete	Count	Match	Name	Define
Observe	Describe	Identify	List	Select
Recite	Scan			

Costa's Levels of Questioning

Wind down...

*Rewrite your goals*

Write a SMART personal goal:

Write a SMART goal for your  
classroom:



# Think, Turn & Talk

Share your  
new goals  
with your  
colleague.

Or discuss  
Costa's  
Questions for

Procrastination? Fear of failure?  
Fear of success?



<http://goo.gl/c5grZq>

Knowledgeable



Knowledge - able

Confidence that they are able



I want to know more...



Check out my web site: [waeagles220.weebly.com](http://waeagles220.weebly.com)



Think,  
Turn &  
Talk

How do  
you  
develop  
confident  
learners?

# Hattie's Meta-Analysis: Practices with an Effect Size of .7 or greater

1. Student self-assessment/self-grading\*
2. Response to intervention\*
3. Teacher credibility\*
4. Providing formative assessments\*
5. Classroom discussion\*
6. Teacher clarity\*
7. Feedback\*
8. Reciprocal teaching\*
9. Teacher-student relationships fostered\*
10. Spaced vs. mass practice\*

# Take-Aways

- Make learning deliberate and visible
- Student-centered practices that develop self-efficacy
- Practices that have the greatest effect size





# Resources

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You can grow your intelligence. Retrieved from <http://www.nais.org/publications/ismagazinearticle.cfm?itemNumber=150439>