

**TEACHER TO TEACHER – 2005
CURRAN 1 – Intro to RELATE**

MC: My name is Matt Curran and I love teaching, I really, really love it, it is so exciting for me. During the summer I actually start thinking oh wow here we go, August is coming up in a few more days, okay this is good okay? What I really like about it is teaching lots of different kinds of kids. And in my school I teaching learning... kids with learning disabilities, kids with emotional disabilities. I teach inclusion classrooms, what makes it great for me is teaching all the different levels of kids. And what happened in my teaching career at Magruder High School when I started there, was that Matt we have these state assessments okay for the course that you teach.

Now let me take that word say state assessment and let me go, do a whip. What word association do you make to state assessments? So just think about it for one second, sort of get your word in your mind, state assessment. Alright, we start over here and we'll just sort of go around and let's hear peoples word.

FS: Long.

MC: Long, long alright.

FS: Tedious.

MC: Tedious, okay.

FS: Lots of strategies.

MC: Lots of strategies.

FS: Accountable.

MC: Accountable.

FS: Stressful.

MC: Stressful.

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FS: Time consuming.

MC: Time consuming.

FS: (unintelligible) my time.

MC: Time.

MS: Structure.

MC: Structure.

MS: Funding.

MC: Funding alright, good one.

FS: Lots of writing.

MC: Writing, okay.

FS: Testing.

MC: Testing.

FS: Another one.

MC: Another one, alright.

MS: Computer lab.

MC: Okay, computer lab, alright, so we've got all these different ideas about state assessments and the course I was teaching... was government okay, in Montgomery County. And they said Matt, we want you to teach, and I was going to teach all the kids okay in my school, government which was the state assessed course OK, who had a learning disability or an emotional disability or were in the inclusion classroom or a self-contained classroom. And this is the outline for the material that I had, half of this... this is like a quarter of the outline. I said oh my goodness and I look at this, demographic trends, campaign finance, amendment process, seven or eight Supreme Court cases, I mean it was going to be a lot of stuff.

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Judicial review, I mean cool. And so let me see the page two outline, okay, writ of habeas corpus, tortes, eminent domain, this is a rich, rich class, this is the first semester, it's a two part class and I'm teaching all levels of learners. I said oh my goodness, but you know what, I love teaching, okay? So and I know my content, I'm certified in social studies, I'm certified in special education. Kids in my class usually participate well, they don't have a lot of behavior problems, once we get going. And I thought, I got into the challenge of it, state assessment okay, great. So what I'm going to do is we're going to really, we're going to take the bull by the horns, we're going to really crank it out. I got sort of graphic organizers that I'm making for all my units okay, I've got... we're going to play bingo, we're going to play Jeopardy, we're going to... I'm going to perfect the see and remember, OK, approach to teaching and learning, alright and we're going to do that and we're going to see how it goes and kids are going to learn hopefully. So I thought to myself, what went wrong here, okay? I had all my games we were playing, stuff we were doing which I all think is good okay, but I was missing a component, okay. I was missing a component that didn't make us as effective as we were and for me that component was strategic instruction, okay, cognitive strategy instruction. Instruction that would really help kids learn core concepts. What do you think gets in the way when kids, what are the barriers to kids learning concepts? You guys have listed some here on the wall federalism, ecology, nervous system, character, theme, what, what, what prevents a kid from learning one of those, yeah?

FS: Prior knowledge up to the concept, and there's a lot of gaps and you know not skip as tight as it was, they've heard of Nazi and they've heard of (unint.), they're missing the whole piece in-between.

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- MC: Right okay prior knowledge, good, anything else?
- FS: They don't see any use for it, how is it going to relate to me in my life?
- MC: How does it relate to me, how does learning about federalism or ecology going to relate to me, okay? Yes.
- FS: I think some kids, some kids do know the answers, they have an understanding but they don't have the confidence and so they constantly question themselves and they don't want to look like idiots in front of their peers and so they're afraid to come forth with the answer.
- MC: Right, right, confidence. Okay, confidence, prior knowledge, being able to relate. All these things are the barriers to learning concepts. So today what we're going to do is we're going to go through a strategy called the RELATE Think Sheet strategy which is going to help kids, and we're going to learn it in a way that we're going to go a mile deep, okay, when you walk out of here you'll be able to walk almost directly into a classroom and start ahead on this strategy. That's the plan, okay, we're going to focus on this one strategy. I used many, this is I think a really good one, okay. It's developed by Dr. Edwin Ellis, it's not something I invented but something I use. Alright. So these are things that we're going to be able to do kind of real behavioral, you're going to observe one, you're going to create one, behavioral objectives for the next kind of hour that we're... going to be working on it. Alright, kind of splays out over time, the last half we'll be practicing, you'll be coming up with a concept and you'll be walking through the steps that you'll be... the same steps you'll be using with your kids. Tell me and I'll forget, show me and I may not remember, involve me and I'll understand. Raise your hand if you've heard this, seen this before somewhere, yeah, it's a really popular quote, okay, but for me when

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I think of cognitive strategy instruction, this involve me, you kind of, you're involving a student, okay? This is how kids remember information is when they're involved in the process and it doesn't have to be physically all the time but it can be how are they mentally engaged or involved. And when you involve them that's how you're making that connection between the relating it to the kids. Alright, what is the RELATE Think Sheet? So we'll kind of summarize that for a minute or two. It's basically and you're got one in your packet there, it's a series of six questions that asks the students to elaborate on that key concept, each question builds a bridge and it's these bridges, here I kind of drew this earlier, kind of conceptualized for me... strategy instruction.

You have to as a teacher, you have to build a bridge to each individual student, because if you've got 30 different learners in your classroom and everybody's got a different background experience that you're trying to relate to, different family, different culture, different background knowledge, different class they had, different teacher coming into your class, you've got to be able to build a bridge to each one of those kids individually. And what this sheet allows you to do, it allows you to do that cause the response the kids are giving to each of these questions are all individual. And this picture of a bridge I see it in my mind, I picture kind of I'm building 30 bridges from federalism or from ecology to each individual student. These bridges are cognitive structures or how we retain information. And sometimes when we're teaching even in... when we're teaching we're trying to do that, we might way have you seen this movie or have you see that movie. I'm trying to relate it, I'm trying to get their background knowledge. But if only one kids has seen that movie or five kids, that's not 30 bridges. So that's what's strategic instruction or strategy

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instruction really is, it's being able to have an organized way, a sequenced way that you get to all the different learners. These are the six questions and we're going to talk about a lot of these for the next hour. What are the concepts, key features, should it be part of today's world, go ahead and read these, I'm going to ask you a question about it. What's an example from the lesson? How does society promote this concept or not promote this concept? What's this concept like, it's kind of a metaphor, a simile question. Explain an experience you've had with this concept. So when you see those questions, what do you think, what kind of questions are they? You can think about if you're familiar with Bloom's taxonomy, what would you, what kind of questions are these, how would you characterize the questions, the type of questions, anybody got a... make a stab at that, yeah?

MS: Analytical.

MC: Excuse me? Analytical, that's exactly right. When we think about Bloom's taxonomy, these questions are kind of on that, should it be part of today's world, that's kind of... you're having to evaluate, you're having to analyze something okay. It's not you know what is this, it's tell me not only what it is but is it a good thing for society, you're having to understand what it means and then apply it. So the questions are higher order, less is more, something I found in my experience using this was that if I focused on the key concepts, if I took that huge list that I showed you earlier, you know, of maybe 100 different things and I said what are those... what are the dozen most important pieces because I want to really learn those well, I'm going to really emphasize those. The kids actually seemed, in my class performed better. I really... what's going to stand out, what's going to be really important. And these were some of the results I had in the year that I did this.

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Students increased performance on a state assessment by 19 percent, okay, in one year. It was a pretty significant jump in my school district. Students moved from 16 out of 25 schools okay to 7th of 25. Again a pretty good jump in this kind of... the test wasn't necessarily easier or harder, this is relative to how other students performed in the same school district from the previous year. So you can see up here we finished up here after using these concepts where the previous year we were down here. Okay using strategy instruction... Another thing in terms of inclusion, a lot of the kids are in inclusive classrooms... and the gap that they made between their on-level peers closed too, there was a 53 percent difference in 2003 and it closed to 35. Here's how that kind of illustrates, I mean this is a pretty gap here and it goes down... gets cut for one year's progress.

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MC: So this is what the sheet looks like and what I've got in there is a little description of kind of what goes in each box. In that first box you develop the main idea and the critical details of the concept. So for example if I'm teaching federalism, you know, that's what are the three, and we'll go through an example in a minute. What are sort of the three components? I've already instructed federalism through maybe a direct instruction the day before or a couple of days before and now that they've learned it, they know these three or have notes about it, they have the main information, they can sort of summarize and say what are the three most important concep... most important pieces of the word character or the word theme if you were doing an English class. Then you decide if society is better off with it or without it or why. And again this is that analyzing. From the class what's an example of the concept, so now they have to think well gosh there were notes, let's see in this classroom what's an example of the concept from our class? And you know I knew was something onto something, I was teaching federalism which is the sharing of power between national government, state government, local governments, how do government share power. It's kind of a hard concept to get and kids say well you know Mr. Curran, it's kind of like having a party you know at my house. My mom agrees that she'll pay for some of the food and some of the snacks you know but we agree to follow all the rules and not to do anything dangerous or and then she also agrees to sort of like to be home, she has to be home but she doesn't come downstairs right we are in the party, okay. And um, so wow, that kid understands federalism better the most people okay that are around and that nature and use that as a metaphor okay. So that's kind of, I'm going down to what's this like okay,

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what's federalism like. He used metaphor for explaining how it was like having a party at his house. And onto more then knew, well maybe not.

How does society promote or prevent this concept, so how is that concept, is the concept of the nervous system even something like that as we'll learn later, you can engage, it's either promoted or it's not promoted by society. The metaphor, so he said it was like a party. Think of a personal experience of when you may have connected to the aspect of the concept. So hmm, do I have a relationship with federalism? You know is it possible that me, a ninth grader or a tenth grader has a relationship with federalism or experience with the term federalism? Alright, let's find out.

Alright so federalism, so here's where we'll go through, this one filled out. Power shared, there's an example about the constitution and a court case. So there sort of the three core terms or features of federalism. Now is federalism a good idea, oh yeah it's a good idea, because when power is shared, government's more able to meet the needs of bigger communities and smaller communities.

So kids have to have a deep understanding of these concepts. What's going to happen, I found, is that they're going to have an assessment question on a test, a writing question, writing was one of our whips over here, and it's not going to say what is federalism, please explain it in three paragraphs. It's going to say the Chesapeake Bay is experiencing you know low oysters, there's no oysters being, coming out this year, the crabs are really, it's bad for the economy, it's bad for the state. You know how is the concept of federalism relevant to solving that problem? It's a pretty big question. But a kid who's been able to go through a process and really understand a concept can say, can attack that question and say respond with,

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okay sharing, you know sharing of power and it's just like the states and the federal government working together to solve this problem. It's about organizing. So it... it's worked, it worked well.

Here we go, list an example of: the FBI is the national police, the troopers are the state's police and even maybe the country police. And that's an example from the lesson that we talked about during our direct instruction. Real world example, the national government does not get to make schools dress policy, okay, so there's an example of how federalism, they share the power, how parts of it are shared but not everything. Ways that it's promoted by the Supreme Court, so that's the example we chose about where it was promoted and the student would circle promoted there and say it or on my example here, I kind of have a boring teacher example. It's like I can keep my bedroom like I want it but I have to keep the family room like my mom wants it. Another one that came from a kid about how federalism, what it's like. It's like having some contri... some authority, some control over an area but, but sharing, sharing that power. Allright, when I travel in and out of my state and you can see this one about a girl who goes to El Salvador and she understands that a passport, well that's the relationship she has with the federal government, not with her... not with Maryland or the school and that she can see those different relationships, that there are these three different levels of government. This is kind of our process in teaching this concept. I do it and that's just what I did. I just did one, I'm going to model exactly the way I would do it with the kids, we're going to stretch it out a little bit to fill in, but I just did it in front of them and I walked through an example. And I might choose, I wouldn't start off with federalism, okay, because that's a pretty complex example, maybe something like budget, some term

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we've already talked about, federal budget, which the kids have money, they know about saving money for something they want, so they can go through. Yeah a budget's needed because you should write out a plan so that you won't run out of money, that's why it's important, okay. So they get that. So this is the I do it. Then the we do it, and you do the I do it a couple of times, and the we do it, you want to do that bunches of times and that can take forms and we do it together like this or we get can get into smaller groups. And I take a blank sheet and I come up with something that kids will really like. What do kids like to do? I come up with my first one, it's one that's fun for the kids, something... I'm just not trying to teach a concept at this point, I'm trying to teach them the strategy. Okay so I actually kind of even go away from one of the concepts for a minute because I want them to focus on the strategy not on the concept. So I pick something that they're engaged in and they can really focus on the concept. So I do bunches of different ones, ones I do often as I say, well what's about the concept of a good party? And everyone goes, oh yeah good party Mr. Curran, that's a good concept, that's good. Let's do that okay. And now they're not focusing on budget or federalism for a minute, they're focusing on how we do this, this concept. So what are the key features of a good party? Yeah.

FS: (unintelligible)

MC: You've got have good food, okay sure. Okay... yep.

MS: Good music.

MC: Oh good music, sure.

MC: And kids you know they're real specific. Yep.

FS: Good friends.

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MC: Good friends, okay, good friends. Anything else. Yeah?

FS: (unintelligible)

MC: Everyone's enjoying themselves. And what they might brainstorm a list of like eight or nine things, kids get real specific, oh the lighting's got to be just right and you got to have a cool place and you know all this stuff. So what we want to do here is we're teaching kids how to evaluate, what are the three key concepts, it's already started, the kind of higher order thinking has already started even in the most basic point. Those three, we're going to say, hey this is good food, good music, good friends, that's the three most important features of a good party.

Allright, now... should parties be part of today's society? What do you guys think?

Yes, okay, why?

MS: It's time to celebrate.

MC: Okay, you've got to celebrate, okay. So we're going to circle the kids are going to say, and they're going to say yes, okay and then we're going to say well we need to celebrate stuff. Okay, why else, why else should we have parties?

FS: To connect with people.

MC: Okay, connect with people, meet people. Okay, what else? Anything else, why do we need to have parties, what's the purpose of a party? Yeah.

FS: Sometimes it's a break from your regular routine or work.

MC: Yeah break, routine, we need those breaks, stress. You know kids say oh we've got stress, Mr. Curran, breaks. Okay... so we're trying to evaluate are these parties are good or are they bad to have, this concept of parties? Well example from the lesson gets a little tricky here for me, umm, 'cause we haven't really talked about parties, but just if you're doing something fun like videogames or something that kids can

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really connect to, you know you might have to, umm... I always kind of throw in inaugural ball cause something, some party that relates to government, give them that one.

A real world example, what's a real world example of a party that celebrates something or relieves stress or maybe where you meet people? Kids, what would kids think of or you, it doesn't matter?

FS: Graduation.

MC: Graduation, okay sure, that's a really big one. Okay graduation, kids say super bowl... okay super bowl party, those are all real world examples of this concept, alright. How about are parties promoted, is that concept of party promoted by society or is it not? Who says yeah? Okay so you would say yes, how is it promoted, how are they promoted?

FS: Well, um... Super Bowl parties are promoted just by the advertising involved, the food involved.

MC: So we're going to say it's been promoted or prevented, so we're going to say promoted and you're going to say advertising, okay TV, okay it's an example of advertising. Anybody else, how are TV's promote, how do kids promote parties?

FS: Well they have whole stores devoted to different kinds of parties and catalogs you can get all different kind of supplies for parties.

MC: Okay, okay good, okay so we've got stores, retail okay. And here's a... I like to throw out, whenever I have an opportunity, I know what those words are that I have on my sheet that I'm doing, you know my outline, media for example is a word. So if a kid says TV or says that, I might then just link media okay so that I'm always

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thinking ahead well we're going to be talking about media later on, just a little teachable moment there, yeah?

FS: I think this section would be... that it wouldn't be you know all or nothing, the kids would definitely be giving examples of how it might not be promoted as well. You know parents... stopping you, not wanting you to have gatherings, worrying about drinks or drugs or... I think they wouldn't be circling one or the other.

MC: Right. Here's a key... a key part of doing this activity is that this activity is alive and you have to go with the flow cause you're not building bridges if you're going along in a rigid sort of way. This is the organizer and it's sequenced and it's strategic, but you've also got to make these connections. So all of a sudden you raise your hand and say wait a minute Mr. Curran, I don't think parties are promoted, okay? So I say okay well tell me what do you mean okay? So I'd say we're going to take this and we're going to split cause we've got some people here who don't think that they're promoted and that's okay, we can do that. So go ahead and... cause it's all about the why okay, that's your... the students are at this point, they're generating thought, okay this is an advanced level that's why this is an effective method cause kids are generating thought and it's generative thinking and they're starting to come up now with their own, own ideas and that was what anchors federalism or whatever concept we're doing. So why aren't they... why aren't they um...

FS: Well there are curfews, sometimes have curfews...

MC: Curfews, okay.

FS: Police not wanting you know gatherings on the street... parents don't necessarily want you to use their house... the drinking age is too high.

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MC: Drinking age is too high. Okay, drinking age, OK, so wow look at that, you know you're right, she's right, they're not promote... so now we've got, it's really a good thing here, so we've got some different ideas and you can circle both and you can do both. It isn't sort of a right or wrong type of thing. Great thank you.

Okay this idea is like, this is kind of one of the fun ones. And one of the harder ones I found for kids when they first start out, but one of the things they really get into because I'm saying, well what's this idea like? Well it's like a Super Bowl party. Well that's an example, but what's a metaphor for a party? Okay, what's a metaphor, what's something else that maybe is an abstract concept or something that's a metaphor for the term for the word party? Everybody takes a little, got any ideas, I can share a couple that have come my way. One of the, one of my favorites that happened not so long ago actually was a kid said, well it's like a football game, a party is like a football game Mr. Curran. I said, how so? He said well the field's like the dance floor, those are the people that kind of out there in the action. I said, oh yeah, okay. Referees, well those are like you know your mom and dad walking around you know. So right then, okay, that has taken... that's his bridge okay, that's that 30 bridges, that's Marcus's bridge okay. It's like a football game, okay now, that concept, there are summer parties right now, but when we get into it, that's how we're anchoring information one student at a time. And if I'm lecturing, I'm just asking questions or rolling stuff out, it's not individualized. Alright anybody come with a metaphor for... I can fill in with a couple. One they like...

Yeah that wait time, 30 seconds in education, very important, very important for everybody. Umm, salad, one of the... this came from an adult in a session, it's like a salad, some parties everybody's kind of mixed together, this wasn't a kid, it's all

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mixed together and people are having a good time or maybe it starts out it's on top like the little tomato section, little Cobb salad, you know little something. And then you know by the time the music gets kicked in and you know so... pretty interesting. This idea is like, we can say football game, I think I said that one.

FS: With football game there's an opposing team.

MC: That's right, yeah. Well that's not really, the key is... you should write this, is the why because when you're looking at these and you're reading through and you've got in here football games, salad, you know all this stuff, it's the why, why football? And then when they explain it, that's where the, that cognitive thinking is happening. Alright... and then for an example of a party, what's my connection and I could say, okay well, use someone's... I can say well Mr. Curran... planned you know... his birthday party.

And that's an example and what's important here is that you... that things want to be specific. So planned his birthday party, you know planned his 30th birthday party, something like that. So it's an event okay. Sometimes people want to get vague on the examples or the connections and say well you know, I'm connected to federalism because my dad is in the military. That's pretty good, my dad's in the military and he's stationed here, the more specific it is, the more relating that's happening, like Laurie said, the more relating. Okay, here's an example, this is what I already showed you, this is a pretty advanced one. This is... one of Ellis's examples, Gandhi's peaceful resistance and you can sort of see how a kid who's even operating at a pretty high level can take you know non-violent, Gandhi's peaceful resistance, that concept okay and can then go through and really do a good job understanding. Taking your time to clean your room because you think it's a waste of time, hopefully

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your parents will get tired of asking you, that's non-violent, peaceful resistance, okay, that's sort of what the idea is like a metaphor.

Um, let me give you guys, this is some that some students did and I want to put, I'll put one, I'll pass these around a couple at a table and then you look at them and I want you to answer, here we go, answer these questions or think about questions when you're reading it. What I'm doing is giving you... this is kids who are just doing this for like maybe their second or third time or first time. So... I don't want to sort of build you up with a lot of great examples and then have you do it and then... it didn't turn out perfect okay? This is real world, kid examples when they're just given this a shot.

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MC: This kid says...um, how is it TV ads, it's been prevented and TV ads try to get people to spend their money without doing any cost-benefit analysis. A lot of people say, oh the cost benefit analysis weighing the cost of things would be promoted, but it you know came at from that side, very, very clever, very good. Yeah?

FS: (unintelligible) the thing that I noticed on this was that this idea is like really more of an example to me.

MC: Uh, huh.

FS: It just was another idea of how to spend his money.

MC: Good.

FS: I'm wondering if you really have a hard time with students, this kind of concrete thinkers, you talked about using this for inclusion and the ones to really, you know is getting a metaphor or a simile one of the hardest parts of this do you think?

MC: Really good question. Do people understand what she's asking? She's asking well this is kind of an example, it could really fit into real world example box, what he's put here, okay? How much should we push a student to come up with a metaphor? Does anybody else a metaphor here?

MS: The scale.

MC: So sometimes what I would try to say is can you think of an image, okay, and you're right, he hasn't... I would push more maybe but if not, part of here is you can... I had kids draw pictures in here before and use the scale. So it's... the scale is the metaphor, the concept of weighing is sort of a metaphor and then combined an example with that. So you know I think you have to kind of use your students, use your connection with your students to how much you want to push more based on

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what they can do. But I think it's important to try to get that concept of what this idea is like.

Let me show you, this is a good one because this is sort of a teacher error and I circled this cause I want to point it out. One of the things I did is I said the concept was how can individuals in groups influence foreign policy? Well what I found out here is I actually had given more, this is two concepts, influencing, having individuals influence is one concept. Foreign policy is another concept. So there's sort of two concepts in my and it really works best if you can narrow it down to sort of one concept as best as possible because the students go through and then answers it, in some boxes they've got examples or about foreign policy and in other boxes they've got things about...umm, influencing government. So it's influencing government is the one concept mentioned and the other concept is foreign policy. And here's the why part, just the feedback about pushing kids, is getting more on the why.

Wearing shorts in the winter and wearing heavy coats in the summer, well you know I can't make heads or tails of exactly what that bridge is all about there, okay, about how that is a metaphor for foreign policy. But what's important is if the kid can tell me and they explain it, what has to do with sort of bucking the system or you know whatever it is, then it's a great metaphor. But they have to sort of do the explanation of why so that you can seem to see those bridges, can't take their word for it all the time.

FS: One question, if you're teaching remedial or developmental learners and in case you probably do. Do you find that you will have to give some choices for the metaphor aspect of it and have them choose. Which one is actually the metaphor here? So this might not be readily... viewable as a metaphor but obviously to the kid it was.

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But there might be two or three others that really were and so they get the idea of that means. Have you found that you've had to do that?

MC: Okay yes. A great, great question. The question is kind of around differentiation, when you've got different levels of kids. I find this kind of works in two ways. One is that just the blank worksheet works really well with high level learners. Like this cost benefit analysis, high level kid did a really good job on there. At the same time you know a lower level learner can also have... this high level learner is not bored with it when this person who is also challenged and is not feeling overwhelmed with it because they're answering those same questions on their level, building their bridge. So now that's one kind of way. Another way to differentiate is like what you're saying, is yes, I could put, have another stack of these with my concept already with some a closed procedure, where I've got maybe choices that they could circle or I've got some parts of it and they have to fill in some, some sentences that sort of give it, so like an example from class, I might have a little piece and that gives them a kind of a half-developed example from class and they have to then fill in those blanks to figure that out.

All right. Here's what we're gonna practice. Okay? And the best way... And where I am in sort of the modeling process is kind of the "you all do it", which is that third step. After we've done a couple together, we've looked at examples, now you guys are gonna work independently but in pairs or in groups. And what I'd like to—what works best, I think, with this is you either come up with something that you teach... We've got our list of things you guys have put on the board to sort of get your—unlock your mind. And then also...you can also, if you want to... if you think of a concept that's appropriate for teachers, okay... Think of your concept in your group.

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Let me go over a couple things. Think of your concept in your group together. So the three of you... We'll do this just by table. This will work great. You guys can get one right by your table and there's two on this side. Agree on your concept, bring your chairs around or stand around, then go through those steps. And then I'll float around and help you answer those questions.

END OF SEGMENT

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- FS: The one that we chose... [ALL TALKING AT ONCE]
- FS: You said graphs, tables...
- MS: Tables and equations...
- FS: Right.
- MS: ...are all part of the solution.
- FS: Right.
- FS: ... back to the promotion, the fact that people continue to vote, even though in lesser numbers, to ensure that this system continues. They don't—they don't... (unintelligible) has to change things along the way. They continue to vote for and they continue to be a part of this particular system.
- FS: Giving kids the responsibility of estimating their own time based on them figuring it out through linear equation...
- MS: Right. Or if they're—if they ride their bike to school or something...
- FS: Right.
- MS: ...what's the last possible minute I can leave and still be on time?
- FS: Exactly.
- MC: All right so use another minute or two to put feedback on a poster, read your own feedback that another group gave you or float around and see one you haven't seen yet. So about another minute or two.
- All right. Does anybody wanna point out something they saw on one of the sheets that they—that they really liked? Yeah.
- MS: Oh, okay. I was just gonna say we were talking about the performance art one and the concept of actually getting the children to make their own videos, to—to—to basically express a concept.
- MC: Uh huh. Uh huh. Right. Right.

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MS: Cause that's a... You know, for a performance art that's something that they would probably love to do.

MC: Right. I think that is a great example of what can happen when you do these things. You kind of take the lid off of a concept. All different ideas can emerge out of that. Pretty soon, "Oh, you know, we should have a trial in her" or, you know, "Mr. Curran, we're—we're—let's—you know, let's have a defendant and a prosecu"... You know. So you start—you start getting concept out, people start talking about metaphors and start coming up with ideas and it'll—it will bring, I think, some more life to your teaching or give you ideas and the kids ideas about things just like that. Great. Anybody see anything else that they liked or wanna give feedback? We don't have to but if you wanna do that, we can take a second. What we're doing here is going through this step. And I'm trying to model this process, like I said, how we would do it with students. And we're right here at the "you all do it". Okay? You guys are working in groups or pairs or however I might do it. And then the next step is "you do it", that final independent stage. Maybe for a homework assignment we would—we would go around and everyone would get their own concept and do it completely independently. Something came up—asked a question about, umm you know, how do I evaluate these or how do these work into assessment? Okay? I think that sort of assessment is a good way to sort of wrap up. The way that works is I give these out to the kids when we're sort of at the independent level now, you do it. And they come—they go through the steps, they turn em back into me. And then I look at these questions, the simil—these same questions that we've been looking at and I give the kids feedback just like you just did on theirs. I need to know more why Gumbo, okay, is, you know, a math—how that relates to math. And then they can start to answer that question. So if they only got sort of 15 out of 20

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points or 10 out of 20 points... And I expect this to go back and forth. My expectation is that there's gonna have to be a little bit more back and forth where they're continuing to build this. Kind of like the way you would in writing, you know. So they give it back to me, they staple another sheet to it and fill in that one and give more detail about the metaphor. Or maybe the example and the real world connection are the same and I want them to have two separate ones. Okay? And then they can then slowly work their points up in terms of evaluating it. So what I've done is I've done direct instruction, we've done this concept attainment on the concept. Then I go to a traditional assessment. And if I feel like I've gotten em all back, maybe I've met with people individually, then I'm gonna give them a regular—maybe a multiple choice test or an essay question around—or a quiz around just the concept, and then that—we'll be able to then sort of go full circle to preparing for assessments and understanding the kids can really sort of apply what they—what they've learned. I guess what I'd like to do is close by maybe asking a few people kind of what are some things that you like about this and share that. Something that you've—something that you did or something that you've learned today that kind of says, "Hey, this is something that I like or that I see value in what we've—in what we've done or in this style of—this style of teaching". Yeah.

MS: Just thinking. It makes—it made me think, so I figured making the kids think now be able to think out of the box, out of the bun...

MC: Right.

MS: ...type of commercial and make em think out of the typical textbook or worksheet in front of you.

MC: Right.

MS: So I would have to say thinking skills.

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MS: Right.

MS: It is. It's thinking about thinking. Yeah.

FS: I like the verbal interaction and the thinking at the same time and just bouncing the ideas. So it was a—it was—it's exciting to do that. And for the students that I work with I think this is really good.

MC: Okay. Terrific. Terrific. Yeah.

FS: I think it'd be really successful as a collaborative group activity in that it's definitely challenging.

MC: Okay. Yeah. Someone asked about that. You could take the boxes, do one concept, cut them up and give everybody one box. You've got the metaphor, you've got this and then jigsaw it around. You can actually take an overhead, cut it up, do on your box and then assemble it on the overhead and sort of see how it works in terms of that group activity. So really, really good. Somebody el... Yeah.

FS: I think it's important to have them relate the concept their working on to an experience they've had. I think it makes it more personal. It's something they're gonna hold onto a lot longer.

MC: Right. Bridges. That's right. Yep.

FS: I also think that it did a great job of differentiating because our example was performance arts and we have an art teacher and two people who really couldn't define it in the beginning. So we didn't even have the benefit of the... You said, you know, you do direct instruction first and then you do this. Well, we didn't even have that and we're walking away, first of all, with much more knowledge. And it didn't mean that we couldn't participate through the whole group. So I think that obviously you don't have to have the same level of knowledge to still feel like you're collaborating in this kind of activity.

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MC: Good. Good.

FS: I also think it makes it very easy for a teacher to differentiate cause, as you were saying, you could take some off the bottom and off the top and nobody really notices. And if you put a little graphic on it, that's what the kids look at.

MC: Right.

FS: That's all they see. They haven't a clue what else is on the sheet.

MC: Right. Right. Right. Right. Good. Allright. Well, I hope that this helps improve your teaching and I hope it's something that you can share with other people where you teach. And I just wanna say thanks very much for coming today and coming to Teacher to Teacher. All right. See ya.

FS: Thank you.

MC: Bye-bye. [CLAPPING]

END OF SEGMENT

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