Identifying the Correct Curricular Cobble:
RGSE's Curricular History and Approach
TeachingWorks – November 14, 2011
Brent Maddin, Provost

Please Do Now:

The Wentworth sediment size chart	How might you apply the Wentworth sediment size chart to a conversation about new teacher training?

The Wentworth sediment size chart

Phi Units*	Size	Wentworth Size Class	Sediment/Rock Name
-8	256 mm	Boulders	Sediment: GRAVEL
-6	64 mm	Cobbles	Rock RUDITES: (conglomerates, breccias)
-2	4 mm	Pebbles	
-1	2 mm	Granules	
0	1 mm	Very Coarse Sand	Sediment: SAND
1	1/2 mm	Coarse Sand	Rocks: SANDSTONES (arenites, wackes)
2	1/4 mm	Medium Sand	
3	1/8 mm	Fine Sand	
4	1/16 mm	Very Fine Sand	
8	1/256 mm	Silt	Sediment: MUD
		Clay	Rocks: LUTITES (mudrocks)

* Udden-Wentworth Scale

Session Objectives:
- ❑ Describe at least 3 defining characteristics of RGSE's approach to new teacher training
- ❑ Evaluate a sample of RGSE instruction
- ❑ Define grain size
- ❑ Evaluate RGSE's identification of "Curricular Cobble"

Session Agenda:
- Please Do Now (5 min)
- Relay 101 (20 min)
  - o Programmatic Details
  - o 10 Defining Characteristics
  - o Q&A
- "Do Not Talk Over" (25 min)
  - o Sample Session
  - o Q&A
- Our Curriculum (60 min)
  - o Origins + Topics
  - o Review
  - o Big Q&A

Programmatic Details

- Program
    - Two-year program that results in a Master of Arts in Teaching (MAT) and a NY State Teaching Certificate

- Current Enrollment (Fall 2011)
    - ~250 full-time teachers pursuing a master's at Relay Graduate School of Education in NYC (Class of 2013)
    - ~60 full-time teachers pursuing a NJ teaching certificate in Newark
    - ~150 full-time teachers pursuing a master's at Teacher U Hunter College in NYC (Class of 2012)

- Profile of the Class of 2013
    - 83% are first-year teachers
    - Vast majority work in NYC/NJ charter schools (>80%)

- Contact (from RGSE NYC Teachers)
    - 2x / month on weeknights (5:00-7:30PM) @ geographically proximate sites
    - 1x / month on Saturday (9:00-2:30) @ a central location in Manhattan
    - 1-2 hrs / week @ online sessions
    - 3x / year formal observations in teachers' classrooms (+ informal observations)

Ten Defining Characteristics of RGSE

Characteristic	Notes
1. Concrete Teaching Techniques	
2. Profs. who are GREAT K-12 Teachers	
3. Analyzing Teaching "Game Film"	
4. "At-Bats"	
5. Hybrid Learning	
6. Proficiency, not Seat Time	
7. Alignment with Schools	
8. Data-Driven Instruction	
9. Character Strengths	
10. Accountability + Gains = Graduation	\<slide on next page\> ☺

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Graduation Requirements

Student Outcomes	
Year 1 Academic Gains	5
Year 2 Academic Gains	40
Year 2 Character Growth	5
	50

Program Success	
Total Modules Passed	20
Year 1 Professionalism (Average of 4 Checks)	5
Year 2 Professionalism (Average of 4 Checks)	5
	30

Master's Defense	
Master's Defense (Portfolio + Oral Presentation)	8
	8

In-Person Observations	
Year 1 Observations	4
Year 2 Observations	8
	12

Total Program Points	100
CUT SCORE	70

In-Person Observations 12%
Elements Portfolio 8%
Program Success 30%
Student Outcomes 50%

RELAY/GSE
GRADUATE SCHOOL of EDUCATION

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CC-113: Classroom Management Workshops
Session 2: *Do Not Talk Over*

Do Not Talk Over.[1] If what you're saying is truly worth attention, then every student has the right and the responsibility to hear it. And if what you're saying is not that important, maybe you shouldn't be saying it, at least to the whole class. When you need them to listen, your words must be far and away the most important in the room, so make a habit of showing that they matter. Before beginning, wait until there is no other talking or rustling. By ensuring that your voice never competes for attention, you will demonstrate to students that their decision to listen isn't situational (that is, you do it if it seems as if maybe it really matters this time). Moreover, controlling who has the floor is the mark of your authority and a necessity to your teaching. If you repeat ten instructions per day at half a minute per instruction, you will waste two full days of school over the course of the year. You cannot afford to talk over students.

In some cases, you may need to start in order to stop, that is, start a sentence and break it off to show that you will not go on until you have full attention. Using this **"self-interrupt"** avoids the ironic necessity of talking over students to tell students you won't talk over them. Typically a teacher might plan to address his class with some direction like this: "Sixth grade, I need your binders out so you can write down the homework correctly." However, if students were inattentive or if there was noise or talking persisting after his first word or two, he would cut off his own sentence, ideally at the most noticeable place, and remain silent for a few seconds before starting again: "Sixth grade, I need your . . . " If the low-level muttering and distractions did not entirely disappear, he might initiate another self-interrupt, this time with a bit less of the direction given: "Sixth grade, I . . . " During these interruptions he might **square up** and **stand stock-still** to demonstrate that nothing could continue until attentiveness was restored.

Session Objectives:
• Identify effective *Do Not Talk Over* techniques in classroom footage
Session Key Points:

• "If what you're saying is truly worth attention, then every student has the right and the responsibility to hear it" (Lemov, 183).
 • There are several ways to make it work:
         o Self-Interrupt
         o Adjust Your Tone
         o Adjust Your Body Language

Session Agenda:
• Welcome   • Do Not Talk Over   • To the Tape!   • Closing

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[1] Text excerpt taken (and modified slightly) from Lemov, D. (2010). *Teach like a champion*. San Francisco: Jossey-Bass (p. 183 – 184).

Do Not Talk Over

Concrete Strategies

Strategy	Notes
Self-Interrupt	
Change Tone (e.g., warm and/or demanding, lower volume, etc...)	
Change Body Language (square up, stand still, etc…)	

Teacher	Do Not Talk Over Strategy			Additional Strategies / Notes
	Self-Interrupt	*Adjust Tone*	*Adjust Body*	
Mr. Vea				
Ms. Settles				
Mr. Hureau				
Ms. Hansen				

Stages of RGSE Curriculum Development
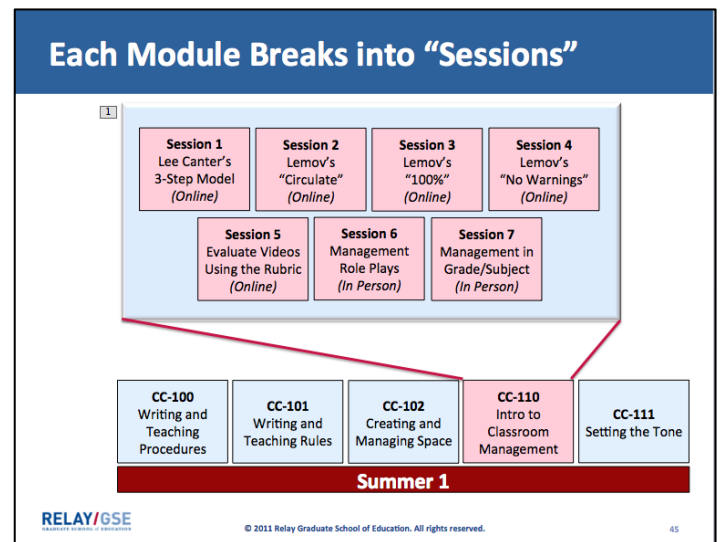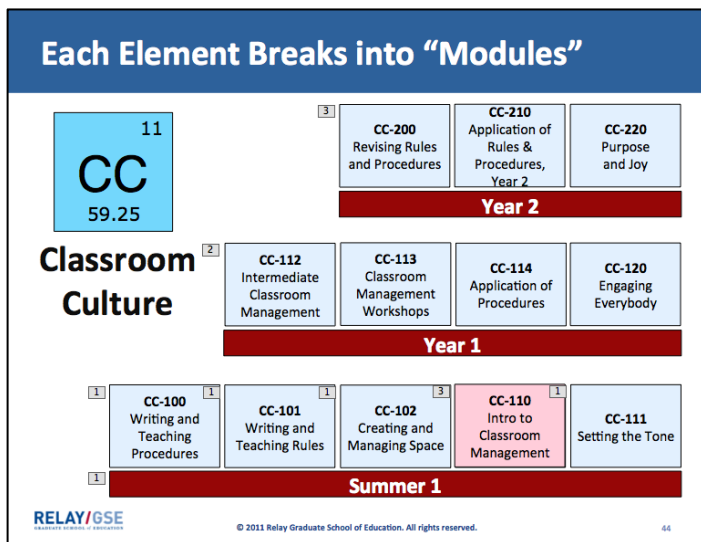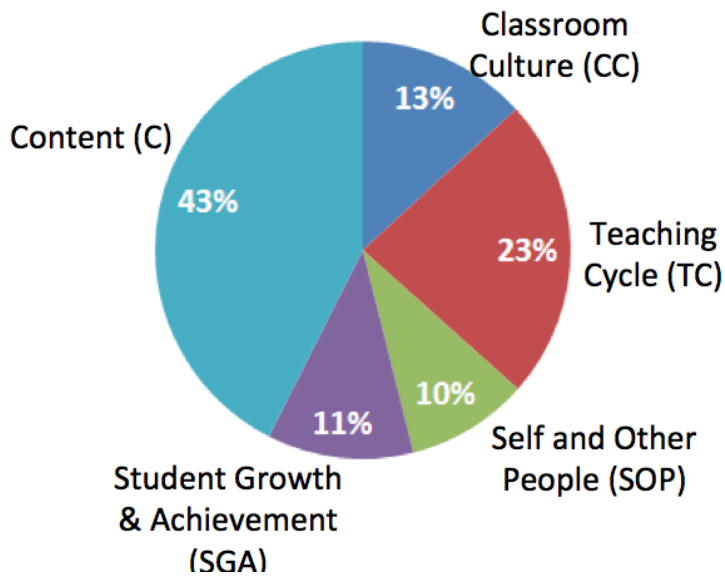
Stage 1: Visited schools and interviewed school leaders
Stage 2: Convened program design committees
Stage 3: Implemented two-years at Teacher U at Hunter College
Stage 4: Redesigned as a new graduate school of education

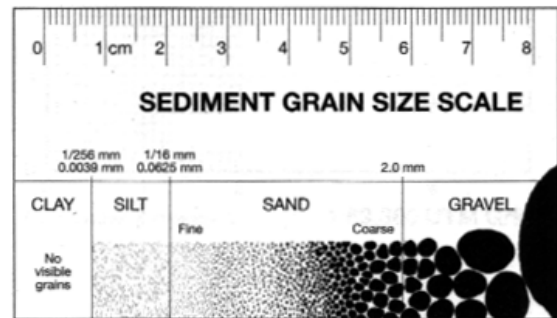## 5 Elements of Effective Instruction (450 total hours)

Grain Size

Grain Size is the _____

_____

The Wentworth sediment size chart

Phi Units*	Size	Wentworth Size Class	Sediment/Rock Name
-8	256 mm	Boulders	Sediment: GRAVEL
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* Udden-Wentworth Scale

SEDIMENT GRAIN SIZE SCALE

	BOULDER	COBBLE	SAND	SILT
9	Classroom Culture	Teacher Tone		
10			Register	
11				Formal
12				Urgent
13				Casual
14			Warm/Demanding	
15			Without Apology	
16			Normalize Error	
17			Emotional Constancy	
18			Strong Voice	
19				Economy of Language
20				Do Not Engage
21				Do Not Talk Over
22				Square Up/Stand Still
23				Quiet Power
24			Positive Framing	
25				Assume the Best
26				Plausible Anonymity
27				Normalize the Positive
28				Live in the Now
29				Challenge
30				Talk Aspirations

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RGSE's Curricular Cobble

B	Cobble	Definition
1: CC	Procedures	Academic and management systems that help classrooms operate efficiently
2: CC	Classroom Setup	The classroom is intentionally organized /arranged to maximize learning
3: CC	Classroom Management	Effective techniques to foster and maintain student behavior
4: CC	Teacher Tone	The teacher establishes a warm & demanding environment through words and tones
5: CC	Engaging Students	Strategies for increasing participation in the lesson
6: CC	J-Factor	Strategies for increasing joy in the lesson
7: SOP	Teacher Mindsets	Reflections on the mindsets highly-effective teachers share
8: SOP	Teacher Organization	Strategies for keeping the teacher organized given the complexity of the work
9:SOP	What to Expect from an X-Grader	Articulating the key developmental milestones for students of a particular age
10: SOP	Building Cultural Responsiveness	Appreciating one's own identity and the identity of others
11: SOP	Character	Identifying, modeling, and developing character strengths in oneself and students
12: SOP	Working with Families & Communities	Strategies for working with families and communities
13: SGA	Classroom Vision	The academic and character goals that students should achieve over many years / a lifetime
14: SGA	Classroom Goals	The academic and character goals that students should achieve in one academic year
15: SGA	Tracking Progress	Systems for recording and communicating student growth and achievement over the year
16: SGA	Data-Driven Instruction	Strategies for leveraging achievement data to inform instructional decisions
17: TC	Long-Term Planning	Plans that include the standards to be mastered, grouped into units, and sequenced on a calendar
18: TC	Unit Planning	Plans that include the enduring understandings, essential questions, sequence of learning experiences, and key assessment(s)
19: TC	The 5-Step Lesson Plan	Key components and strategies for openings, introduction to new material, guided practice, independent practice, and closings
20: TC	Lesson Alignment	Ensuring that objectives, learning experiences, and assessments align within a lesson
21: TC	Additional Lesson Planning Formats	Additional lesson planning formats beyond the 5-step lesson plan
22: TC	Explanatory Devices	General strategies for effectively explaining content to students
23: TC	Checking for Understanding	Strategies for estimating student understanding during a lesson and to act given those data
24: TC	Questioning	Strategies for effectively planning and asking questions
25: TC	Pacing	Ability to plan for, and implement, lessons that appropriately maximize the given instructional time
26: TC	Academic Rigor	General strategies for shifting the intellectual work during class time from teacher to student
27: TC	Reviewing Content	Strategies for reviewing material that was previously taught
28: TC	Procuring/Creating Assessments	Strategies for procuring/creating high-quality formative and summative assessments
29: TC	Feedback and Grading	Strategies for providing high-leverage feedback to students and efficient processes for translating feedback into grades

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Do We Have the Correct Curricular Cobble?

B	Cobble	Cut?	Thoughts
1: CC	Procedures		
2: CC	Classroom Setup		
3: CC	Classroom Management		
4: CC	Teacher Tone		
5: CC	Engaging Students		
6: CC	J-Factor		
7: SOP	Teacher Mindsets		
8: SOP	Teacher Organization		
9: SOP	What to Expect from an X-Grader		
10: SOP	Building Cultural Responsiveness		
11: SOP	Character		
12: SOP	Working with Families & Communities		
13: SGA	Classroom Vision		
14: SGA	Classroom Goals		
15: SGA	Tracking Progress		
16: SGA	Data-Driven Instruction		
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28: TC	Procuring/Creating Assessments		
29: TC	Feedback and Grading		

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Exit Ticket:

Please describe at least 3 of the defining characteristics of the RGSE program.

Feedback for Brent

What did I (Brent) do well in this talk? What worked for you?	What should I (Brent) do differently when giving a similar talk in the future?