Give One, Get One

A compilation of instructional practices to support student success.

Learning about the instructional practices that teachers put into action in classrooms every day is a priority for advancing educational excellence for all students.

During the winter of 2016, District teachers participated in the Professional Learning and Leadership Development Branch's (PLLD) Give One, Get One campaign. Teachers were asked to submit an instructional practice that has contributed to student success in their classroom. This handbook includes a compilation of instructional practices implemented by LAUSD teachers aligned to the LAUSD *Teaching and Learning Framework*.

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Dear LAUSD Educators,

The Professional Learning and Leadership Development Branch (PLLD) seeks to empower educators to be courageous and transformational leaders at all levels of the District by designing and delivering capacity-building coaching, growth and development opportunities, and innovative tools.

During the winter of 2016, LAUSD teachers participated in this year's Give One, Get One campaign to share instructional practices that have contributed to student success in their classrooms. This handbook includes teachers' instructional practices aligned to the District's three unified focus elements of the *Teaching and Learning Framework (TLF)*. To ensure that the practices address various content areas, subjects, grade levels, and all learners, in some instances, submissions have been edited and/or combined.

Through tools like this handbook, teachers can leverage the learnings of other teachers and share instructional practices that have impacted students. This handbook, as well as additional learning opportunities, including in-person, virtual, and blended learning professional development aligned to the *TLF*, may be accessed through the District's online learning management system, My Professional Learning Network (MyPLN). As we identify resources aligned to the District's three unified focus elements, educators will be able to access them through MyPLN by using the search keyword "Give One, Get One".

I would like to thank all of the teachers that contributed to this Give One, Get One handbook and I hope that this is one of many tools that our office can disseminate to support teacher growth and development.

Sincerely,

Ileana Dávalos

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Instructional Practices Aligned to 3 District-Unified Focus Elements

LAUSD *Teaching and Learning Framework*

3b2: Discussion Techniques and Student Participation

Per the *TLF*, at the Effective practice level, teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in intellectually challenging discussions.

Sentence Starters: Meaningful Conversations

Intended content area: All content areas

What is one instructional practice you have used in your classroom that has contributed to student success?
To engage students in meaningful student-to-student discussions, I use specific sentence starters outlined in my Meaningful Conversations poster. The poster includes sentence starters that help my students to have meaningful conversations with their peers and to justify their ideas and claims by showing evidence.

The following are examples of the sentence starters included in the poster for my students:

Meaningful Conversations
- *I agree with ___ because...*
- *I disagree with ___ because...*
- *I'd like to go back to what ___ said about...*
- *I'd like to add...*
- *I noticed that...*
- *Another example is...*
- *So, what you're saying is...*
- *Do you think that...?*
- *Couldn't it also be that...?*
- *Why do you think that?*
- *Where can I find that in the book?*
- *Can you explain what you mean?*
- *Can you tell me more?*
- *Can you give an example of that?*

Justify Your Thoughts
Defend your thinking by using specific examples and evidence. When speaking and writing, be sure to justify your responses with specific evidence from the text and examples from your life/world. Here are evidence-based terms that will help you to justify your thoughts:
- *Because*
- *For instance...*
- *For example...*
- *The author said...*
- *According to the text...*
- *It said on page ___ that...*
- *From the reading I know that...*

Quiz, Quiz, Trade

Intended content area: All content areas

What is one instructional practice you have used in your classroom that has contributed to student success?
One instructional practice that I have used is Quiz, Quiz, Trade. Quiz, Quiz, Trade is a Kagan strategy designed to engage students in discussion by practicing content and quizzing each other on the content material. As part of this practice, students have questions on cards with the answer provided on the back. They are asked to walk around and find a partner to quiz using each of their cards. Once students complete a round, they trade cards with their current partner and begin to search for a new partner.

Open for Questions

Intended content area: English Language Arts

What is one instructional practice you have used in your classroom that has contributed to student success?
To ensure all students have the opportunity to participate in classroom discussions, I use popsicle sticks and an *Open s*ign. After a section of a text is read, I ask my students questions regarding the text. The questions may vary from easy to challenging. I use popsicle sticks with each of my students' names on them to ensure they all have an equal opportunity to participate in the discussion. When students have an answer they want to share, they may do so without waiting for their stick to be called only if the *Open* sign is posted. I have found that the balance of both questioning techniques affords all students the chance to offer ideas, answers, and opinions in a non-threatening way.

Mathematical Centers

Intended content area: Math

What is one instructional practice you have used in your classroom that has contributed to student success?
As part of this strategy, one mathematical word problem is provided to students. To represent the problem in multiple ways, there are four centers. The teacher chooses how students are grouped in each of the centers, with rotations lasting about eight minutes. In the first center, students use whiteboards to represent the problem using drawings that involve ten-frames, flats, rods, units, open number lines, decomposing numbers, and/or part-part whole. In the second center, students manipulate objects to represent and solve the problem in their own way. Students are provided with cubes, flats, rods, and units and can use these concrete tools to solve the problem. The third center involves number sentences and math vocabulary. Students create number sentences to represent the problem and identify the math vocabulary to ensure comprehension of the problem and its solution. In the fourth center, students explain their thinking and process. Students write in great detail about how they solved the problem and the reasons why they decided to solve the problem in the way(s) that they did.

4 R's Strategy

Intended content area: English Language Arts/English Language Development

What is one instructional practice you have used in your classroom that has contributed to student success?
One instructional practice I use in my classroom is the 4 R's strategy (Read-Review-Retell-Reflect). This strategy works best in a small group settings of eight students or less. Using stories that connect to our unit of study, I read to students during read aloud story time. We review the story by asking and answering teacher- and student-generated questions. To encourage students' ownership of the story during the retell portion of the strategy, both teacher and student take turns using their own words to retell the story. At the end, I reflect on the whole learning process to determine any necessary changes or additions.

Numbered Heads Together

Intended content area: All content areas

What is one instructional practice you have used in your classroom that has contributed to student success?
Numbered Heads Together is a Kagan cooperative learning strategy that holds each student accountable for learning the material. I provide students with a question and ask that they first individually write their answers on white boards. Armed with their answer, I place students into small groups and assign each of them a number. In their small groups, students "put their heads together" to discuss and reach consensus on their answer. Once consensus has been reached, I call a specific number and that student is the spokesperson for the group. This strategy ensures that each member knows the answer and is ready to discuss.

LAUSD *Teaching and Learning Framework*

3c1: Standards-Based Projects, Activities, and Assignments

Per the *TLF*, at the Effective practice level, instructional projects, activities and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Most students are cognitively engaged, constructing their own understanding, and exploring content. The learning activities are differentiated, as necessary, to meet the learning needs of student subgroups.

Literature Circle

Intended content area: English Language Arts/English Language Development

What is one instructional practice you have used in your classroom that has contributed to student success?
The Literature Circle strategy provides structure to students to engage in collaborative and student-directed learning. In my classroom, I place three to six students who are reading the same text into a Literature Circle. As part of the Literature Circle, students are assigned a "job" and work together to complete the final product. Examples and descriptions of Literature Circle jobs may include:

- *Discussion Director* – Asks questions to increase comprehension
- *Word Finder* – Finds new/unfamiliar vocabulary, identifies definitions, and shares with group members
- *Connector* – Makes connections between the text and previously read texts or other real-world situations, people, places, etc.
- *Summarizer* – Summarizes the key points of the text read
- *Group Reporter* – Takes notes on group's discussion and shares out to the whole group

To facilitate the student-led discussions, I provide graphic organizers, sentences frames, and examples.

Marking the Text

Intended content area: English Language Arts/English Language Development

What is one instructional practice you have used in your classroom that has contributed to student success?
Marking the Text is an active reading strategy used to ask students to identify information in the text that is relevant to the reading purpose. For emergent and early readers, this strategy may support them in learning that reading is a transactional activity. Students can use annotations to have a "conversation" with the author, other readers, or themselves. There are many different types of symbols that can be used to annotate text, but as a class we have developed the following set of symbols:

- ♥ = My favorite part is...
- ? = I have a question or I'm confused
- + = I made a connection
- ! = I learned something new
- ▲ = I made a prediction
- ▲ * = Prediction confirmed
- ▲ ! = Prediction not confirmed

I introduce each of these symbols to my students by showing them how I annotate my own text and model this strategy during Think Aloud, Read Aloud, and Shared Reading time. Students are then asked to annotate their own text during independent reading. As my students become fluent readers, they use sticky notes and add comments to support their annotations.

> **Differentiating Marking the Text for English Learners**
>
> To support students at all English Language Development (ELD) levels, teachers may use the following **C.U.B.S.** symbols:
>
> **CIRCLE** - Dates, numbers, names, and places
> **UNDERLINE** - Important information
> **BOX** - Words you do not know
> **SIDE COMMENTS** - Include comments and notations.

Structured Problem-Solving Plan

Intended content area: Math

What is one instructional practice you have used in your classroom that has contributed to student success?
To help students engage in rigorous math problem-solving activities, I utilize a structured problem-solving plan. The plan helps students to organize their mathematical thinking, effectively use learned strategies, and reflect on their solutions. This structured problem-solving plan also provides students the opportunity to reason and utilize academic language. The following are the steps provided to students to implement the structured problem-solving plan:

1. Read the problem and ask:
   - *"What do I know?"*
   - *"What do I need to find out?"*
2. Highlight key words.
3. Choose a strategy.
4. Check for reasonableness:
   - *"How did I solve the problem using this strategy?"*
   - *"What were my steps?"*
   - *"Is the solution reasonable?"*
5. Explain your solution using the following words: *First, Then, Next, Finally*.

Close Reading

Intended content area: English Language Arts/English Language Development

What is one instructional practice you have used in your classroom that has contributed to student success?
Close Reading is a high impact instructional strategy that I utilize in my classroom of English Language Learners and Dual Language Learners. Close reading provides my students with the opportunity to engage in critical analysis of text to determine meaning, develop understanding, and deepen comprehension. In my classroom, each student chooses one to two paragraphs from the text and I ask them to do the following:

1. Closely read the paragraph and circle key words.
2. Make a visual movie in your mind from the information presented in the text.
   - *"What does the author want you to see in your visual movie?"*
3. Draw a picture with labels and include a title depicting the main idea of the paragraph.
4. Prepare to explain your drawing with two to three supporting details.

Once students have had the opportunity to independently engage with the text, I have them work in collaborative close reading groups. In these groups, students chunk the complex informational text into paragraphs and discuss the text in their groups. Students are then asked to synthesize and analyze the information and record their ideas on post-its notes, graphic organizer, etc. using evidence from the text.

Journaling

Intended content area: Math

What is one instructional practice you have used in your classroom that has contributed to student success?
A strategy I have incorporated into my teaching practice to stimulate students' critical thinking is journaling. I provide my students with a question or prompt and ask that they write in complete sentences, be specific, and show examples. For example, in Algebra 1, the prompt may be, "Describe a solution to a system of inequalities visually, algebraically, and verbally".

LAUSD *Teaching and Learning Framework*

3d3: Feedback to Students

Per the *TLF*, at the Effective practice level, teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

Examples and Non-examples

Intended content area: English Language Arts

What is one instructional practice you have used in your classroom that has contributed to student success?
An instructional practice that I have found to be effective when teaching a writing lesson is using "examples" and "non-examples" of a specific work. I begin by providing my students with a rubric for grading the writing assignment and a writing sample. By providing my students with these tools, they are able to engage in a productive and focused discussion with other students aligned to the instructional outcomes.

To assist students with discussion, I provide them with different sentence starters, such as: "I would like to add to what (name) said, _____" or " Another idea is _____." Using the rubric, students are then asked to grade the writing sample. Students signal (showing 1, 2, 3 or 4 fingers) to indicate the grade they would provide the author and provide the class with specific feedback, including recommended corrections or additions. Finally, students are asked to come up to the board to discuss with their peers their feedback and reasoning for the edits.

Test Maps

Intended content area: All content areas

What is one instructional practice you have used in your classroom that has contributed to student success?
For students who do not meet the standard of achievement on a test or who would like the opportunity to retake a test, I provide them with test maps and intervention sheets. The test map indicates which questions the student missed, the key idea or skill associated with the questions missed, and the student's score. I attach this test map to a worksheet that includes more practice questions (divided by key areas) so that students can determine which topics they need to practice before retaking the test. These tools provide students with feedback to impact their learning and focus on specific areas for improvement.

Two Stars and a Wish

Intended content area: All content areas

What is one instructional practice you have used in your classroom that has contributed to student success?
Peer feedback provides an opportunity for students to engage with each other to promote meaningful learning. Feedback is most effective when my students have a clear understanding of how to revise and improve their work. Two Stars and a Wish is an instructional strategy that provides students with specific and descriptive feedback on a task or assignment. The feedback is non-evaluative and it is directly connected to the criteria for the assignment. Students provide their peers with two stars to indicate two things they did well and one wish to indicate an area for improvement.

Additional Resources: Videos

The My Professional Learning Network (MyPLN) is the District's online professional learning management system for all certificated staff. District departments utilize MyPLN to provide educators with access to diverse learning content aligned to the *TLF*. Educators may search for resources, in-person and online professional development, and blended learning opportunities by *TLF* focus element.

To support educators with professional development aligned to the District's three unified focus elements of the *TLF* (3b2: Discussion Techniques and Student Participation, 3c1: Standards-Based Projects, Activities, and Assignments, and 3d3: Feedback to Students), PLLD staff have incorporated professional content into MyPLN. The following are examples of videos available in MyPLN aligned to the three unified focus elements:

3b2: Discussion Techniques and Student Participation

Open-Ended Questions In Teaching

Use open-ended questions to encourage academic thinking and conversation.
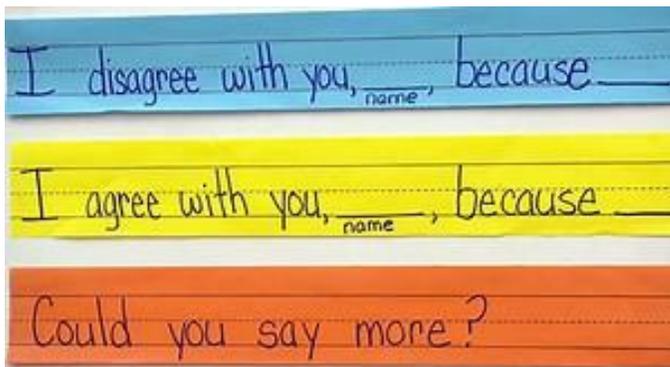
Engaging in Productive Struggle: Number Talks

Explore subtraction strategies through student-led number talks.

How to Assess Student Listening and Speaking Skills

Formatively assess speaking and listening skills.

3c1: Standards-Based Projects, Activities, and Assignments

Conjecturing About Functions

Analyze patterns and represent functions.

Table for 22: A Real-World Geometry Project

Apply knowledge of area and perimeter to solve real-world problems.

Academic Choice: Comprehending and Retelling a Story

Retell a fairy tale, including characters, setting, and events.

Asking and Answering Questions About Soil

Ask and answer questions to understand key details about soil.

3d3: Feedback to Students

Austin's Butterfly: Building Excellence in Student Work

Demonstrates the transformational power of models, critique, and descriptive feedback to improve student work.

Growing From Peer Feedback

Use peer feedback to set goals.

Making Feedback Meaningful

Provide personalized and customized feedback.

For a step-by-step user guide on how to search for professional development content in MyPLN, click here. For technical assistance, send an email to mypln@lausd.net.

For more information, please contact Professional Learning and Leadership Development.