Meet
and
Greet
Joyce and Showers
Student Achievement Through Staff Development

The Training Model
THE TRAINING MODEL

On a scale of 1-10… IMPACT of each element…

Theory

Demonstration

Practice

Coaching
THE TRAINING MODEL

Joyce and Showers

Percent of teachers that will transfer learning to classroom...

THEORY 0%

DEMONSTRATION 0%

PRACTICE 5%

COACHING 95%
THE TRAINING MODEL

Percent of teachers that will transfer learning to classroom…

<table>
<thead>
<tr>
<th></th>
<th>Knowledge</th>
<th>Skill</th>
<th>Transfer</th>
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<tbody>
<tr>
<td>THEORY</td>
<td>10</td>
<td>5</td>
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<td>DEMONSTRATION</td>
<td>30</td>
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<td>PRACTICE</td>
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<td>60</td>
<td>5%</td>
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<tr>
<td>COACHING</td>
<td>95</td>
<td>95</td>
<td>95%</td>
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Joyce and Showers’ Findings

Coached adults…

• Practice more frequently/develop greater skill
• Use new strategies more appropriately
• Exhibit greater retention of knowledge/skills
• More likely to explain new strategies to students
• Greater cognition/think with new strategies
Poll
Everywhere
We must Coach for Transfer of Thinking Skills in CCSS
High Frequency Thinking Verbs
### Common Core State Standards

#### High Frequency Words

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>MATH</th>
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<td><strong>6 - 12</strong></td>
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<tr>
<td>Understand</td>
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<td>Represent</td>
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<td>Analyze</td>
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<td>Solve</td>
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<td>Demonstrate</td>
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<td>Recognize</td>
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<td>Clarify</td>
<td>18</td>
<td>Interpret</td>
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<td>Find</td>
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<td>Write</td>
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<td>Explain</td>
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<td>Relationships</td>
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<td>18</td>
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<td>Compare/Contrast</td>
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<td>Create</td>
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<td>Explain</td>
<td>13</td>
<td>Identify</td>
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<td>Read</td>
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Seven Key Proficiencies
7 Proficiencies

- Critical Thinking
- Creative Thinking
- Complex Thinking
- Comprehensive Thinking
- Collaborative Thinking
- Communicative Thinking
- Cognitive Transfer
Syllabus of Seven
(with rate of frequency in CCSS)

Critical Thinking – Analysis Evaluation Problem Solving
Creative Thinking – Generate Associate Hypothesize
Complex Thinking – Clarify Interpret Determine
Comprehensive Thinking – Understand Infer Compare/
Collaborative Thinking – Explain Develop Decide
Communicative Thinking – Reason Connect Represent
Cognitive Transfer – Synthesize Generalize Apply
Transfer
Fogarty Dissertation

From Training to Transfer: Creativity of the Adult Learner

Loyola University of Chicago 1989
Committee Member: Art Costa
Advisement: Elliot Eisner
A Story of Transfer

Film Clip: Julie and Julia
Onions/Flip
Building Confidence and Motivation
Video:

Julie and Julia
Accordion
Book
Seven Steps
Seven Steps to Transfer

Name
Date
Transfer: Seven Transfer Strategies

1. Learn About Transfer
2. Set Expectations
3. Model
4. Reflect on Levels of Transfer
5. Plot Applications
6. Try Something
7. Dialogue within PLCs
Strategy #1: Learn About Transfer Theory
The Good Shepherd
Theory of Transfer
Strategy #2: Set Expectations for Transfer
Strategy #3: Demonstrate, Model, Show Artifacts
Transfer: Seven Transfer Strategies

Strategy #3: 
Demonstrate or Model 
Classroom “PD360” Clips 
Commercial Film Clips 
Classroom Demo Lesson 
Student Artifacts 
Digital Photos of Student Work
A Story of Transfer

Film Clip: Julia TV
Modeling Deboning a Duck
With Julie Duplicating
Video:

Julie and Julia
Strategy #4: Reflect on Levels of Transfer
Levels of Transfer

1. Ollie, Head in the Sand Ostrich - *overlooks* - swipe hand over head

2. Dan, the Drilling Woodpecker - *duplicates* - Prayer Hands

3. Laura, the Look-alike Penguin - *replicates* - hands open, flat and apart

4. Jonathon Livingston Seagull - *integrates* - fingers interlocked

5. Cathy, the Carrier Pigeon - *propagates* - fingers straighten up

6. Sam, the Soaring Eagle - *innovates* - Make circle/left; right through circle
Ollie, the Head-in-the-Sand Ostrich

Overlooks opportunity for transfer!
Dan, The Drilling Woodpecker

Duplicates;
Copies
Exactly!
Laura, the Look-Alike Penguin

Replicates; changes to fit context.
Jonathan Livingston, the Seagull

Integrates!

Blends!

Weaves it in!
Cathy, The Carrier Pigeon

Propagates!

Maps ideas!
Samantha, the Soaring Eagle

Innovates!

Diverges
Levels of Transfer

1. **Ollie**, Head in the Sand Ostrich - **overlooks** - swipe hand over head

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Strategy 5#: Plot Applications
Mindful transfer; practical, relevant, customized use of new learnings...owning it!...
Compromise of 1850

Proposed by Henry Clay, this compromise settled differences between the North and the South temporarily.

Uncle Tom's Cabin
By: Harriet Beecher Stowe

This novel written by Harriet Beecher Stowe
stirred up northern opposition to the Fugitive Slave Act.

The anti-slavery novel persuaded northerners that slavery was morally wrong. It angered the South and caused it to be banned in many Southern states.
AMERICAN DREAM

- National Anthem
- Education
- Learning
- Knowledge
- Uncle Sam
- Music
- Apple Pie
- Fast Food
- Pledge of Allegiance
- Bill of Rights
- Speech
- Freedom
- Financial
- Religious
- Independence
- Patriotic
- Happiness
- Friends
- Love
- Success
- Achievement
- Streets lined w/gold
- Wealth
- Prosperity
- Good Health
- Fame
- Respect
- Honor
- Fitness
- Spouse
- Family
- Children
- Hilarie
- Matt
- Jen
Strategy 6#
Try Something
Immediately
A Story of Transfer

Film Clip: Julie
Beef Bourgurnon and Dinner
Video:

Julie and Julia
Transfer: Seven Transfer Strategies

Strategy 7#:
Dialogue within PLC
Transfer: Seven Transfer Strategies

1. Learn About Transfer
2. Set Expectations
3. Model
4. Reflect on Levels of Transfer
5. Plot Applications
6. Try Something
7. Dialogue within PLCs
Six Levels
Descriptions/ Stories of Transfer

Ollie Overlooks
Dan Duplicates
Laura Replicates
Jon Integrates
Cathy Propagates
Sam Innovates
Six Levels of Transfer

Name
Date
Simple

Complex
Six Levels of Transfer

AB Pairs
Levels of Transfer

1. **Ollie**, Head in the Sand Ostrich - **overlooks** - swipe hand over head

2. **Dan**, the Drilling Woodpecker - **duplicates** - Prayer Hands

3. **Laura**, the Look-alike Penguin - **replicates** - hands open, flat and apart

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Descriptions/ Stories of Transfer

1  Ollie Overlooks
2  Dan Duplicates
3  Laura Replicates
4  Jon Integrates
5  Cathy Propagates
6  Sam Innovates
Ollie, the Head-in-the-Sand Ostrich
Overlooks opportunity for transfer!
Ollie, the Head-in-the Sand Ostrich

Ollie Overlooks!

Does nothing

Unaware of relevance

Misses appropriate applications

Does not use...intentionally or unintentionally
The Birds of Transfer

Ollie…Head-in-the-Sand Ostrich

Overlooks

Story: Sailing / “Volcanoes!”
A1 Partner
Dan, The Drilling Woodpecker

Duplicates;
Copies
Exactly!
Dan, The Drilling Woodpecker
Duplicates
Drills and practices exactly as presented
Drill! Drill! Drill!
Uses as a one time activity, not as a multiple-times strategy
The Birds of Transfer

Dan...The Drilling Woodpecker

Duplicates

Story: PP /“Pack it”
A2 Partner
Laura, the Look-Alike Penguin

Replicates; changes to fit context.
Laura, the Look-Alike Penguin

Replicates

Tailors to kids and content

Applies in similar context

All applications look alike

Does not transfer into different situations
The Birds of Transfer

Laura…the Look-Alike Penguin

Replicates

Story: Spanish / Recipe
A2 Partner
Jonathan Livingston, the Seagull Integrates! Blends! Weaves it in!
Jonathan Livingston, the Seagull

Integrates

Has raised consciousness

Acute awareness

Deliberate refinement

Blends idea subtly with existing repertoire
The Birds of Transfer

Jonathon Livingston…the Seagull

Integrates

Story: Craig’s List / “Bloom”
The Birds of Transfer

Jonathon Livingston…the Seagull

Integrates

“It’s hard to teach someone something they think they already know?”
Cathy, The Carrier Pigeon

Propagates!

Maps ideas!
Cathy…the Carrier Pigeon

Propagates

Consciously transfers ideas to various situations; contents

Carries strategy as part of available repertoire;

Maps ideas; strategizes
The Birds of Transfer
Cathy...The Carrier Pigeon
Propagates
Story: Body Language/G.O.’s
A3 Partner
Samantha, the Soaring Eagle Innovates!
Diverges
Samantha...the Soaring  Eagle

Innovates

Flies with an idea;

Takes ideas into action;

Goes beyond the initial conception

Creates; enhances; invents; diverges; risks
The Birds of Transfer
Sam...The Soaring Eagle
Innovates

Story: Wikipedia / LB Basket
B3 Partner
### Learner Dispositions for Transfer

<table>
<thead>
<tr>
<th>Teacher (Training) Transfer</th>
<th>Transfer Disposition</th>
<th>Student (Classroom) Transfer</th>
</tr>
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<tbody>
<tr>
<td>Ollie the Head-in-the-sand Ostrich</td>
<td>Misses appropriate opportunity; overlooks; persists in former way.</td>
<td></td>
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<tr>
<td>&quot;Great lesson but this won't work with my kids or content,&quot; or &quot;I chose not to use...because...&quot;</td>
<td>&quot;I get it right on the ditto, but I forget to use punctuation when I write an essay.&quot;</td>
<td></td>
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<tr>
<td>OVERLOOKS</td>
<td>(Not connecting appropriateness.)</td>
<td></td>
</tr>
<tr>
<td>Dan the Drilling Woodpecker</td>
<td>Performs the drill exactly as practiced; duplicates.</td>
<td></td>
</tr>
<tr>
<td>Drills and practices exactly as presented; Drill Drill. Then stops; uses as an activity rather than as a strategy; duplicates. (observes)</td>
<td>&quot;I am not to question why - I just invert and multiply.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;Could I have a copy of that transparency?&quot;</td>
<td>(When dividing fractions)</td>
<td></td>
</tr>
<tr>
<td>DUPLICATES</td>
<td>(No understanding of what she/he is doing.)</td>
<td></td>
</tr>
<tr>
<td>Laura the Look-alike Penguin</td>
<td>Tailors, but applies in similar situation; all look alike; replicates.</td>
<td></td>
</tr>
<tr>
<td>Tailors to kids and content, but applies in similar content; all look alike; does not transfer into new situations; replicates. (differentiates)</td>
<td>&quot;Paragraphing means I must have three &quot;indents&quot; per page.&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I use the web for every character analysis.&quot;</td>
<td>(Tailors into own story or essay at superficial level.)</td>
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## Learner Dispositions for Transfer

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|                             | Jonathan Livingston Seagull | Has awareness; integrates, subtly; combines with other ideas and situations.  
“Tina always tries to guess (predict) what’s gonna happen next on TV shows.”  
(Connects to prior knowledge and experience.) |
|                             | Cathy the Carrier Pigeon | Carries strategy to other content and situations. Associates and maps.  
Parent-related story: “Tina suggested we brainstorm our vacation ideas and rank them to help us decide.”  
(Carries new skills in life situations.) |
|                             | Samantha the Soaring Eagle | Innovates; takes ideas beyond initial conception; risk; diverges.  
“After studying flow charts for computer class, a student constructs a Rube Goldberg type of invention.”  
(Innovates; invents; diverges; goes beyond and creates: has novel ideas.) |

**Integrates**
- Has talked consciousness, acute awareness, deliberate refinement; integrates subtly with existing repertoire. (combines)
- “I haven’t used any of your ideas, but I’m working my questions carefully. I’ve always done this, but I’m doing more of it.”

**Maps**
- Consiously transfers ideas to various situations; contents carries strategy as part of available repertoire: maps, associates
- “I use the weaving strategy in everything.”

**Innovates**
- Innovates; flies with an idea; takes ideas into action beyond the initial conception; creates; enhances; invents; risks; diverges
- “You have changed my teaching forever. I can never go back to what I used to do. I know too much, I’m too excited.”
Simple Transfer

Driving:
Does with Simulator
Drives with Instructor
Drives Independently
Simple Transfer

Hugging Strategies…

Near to the original learning…
Similar situation…
Automatic transfer…

Perkins and Solomon
Simple Transfer
Hugging Strategies...

Simple Transfer
Automatic transfer...

Driver’s ED - Simulator
Drive a car...
Drive a U-Haul truck

Perkins and Solomon
Complex Transfer

Drives Stick Shift U-Haul
Drives on Wrong Side in AU
Drives Motorcycle, dune buggy
Complex Transfer

Bridging Strategies…
Remote to the original learning…
Unique situation…
Mindful transfer…

Perkins and Solomon
Complex Transfer
Bridging Strategies…

Unique situation… Mindful transfer…

Drive a car
Drive a car on the left hand side of road in Australia . . . (steering wheel on the right..
Remote transfer…
Use an analogy…map the inference from one idea to the next…

Tire : car :: Infer relationship
Tire: car :: ? Part : ? Whole
Map new analogy:: Arm is to body

Perkins and Solomon