



Strategies for **STUDENT SUCCESS**

Engaging Educators • Improving Student Learning •
Aligned to Evaluation Rubrics







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OUR MISSION

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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Welcome to the AFT's Strategies for Student Success. This high-quality, research-based professional development program consists of three hour long modules that create a manageable way to connect with educators. The modules address teaching and learning in a way that benefits both new and veteran teachers. The content in the modules can be tailored to benefit individuals, groups and the whole school.

SSS approaches professional development and learning from an issues-based perspective. Whether the need is created by policy, mandates, feedback on evaluations or professional inquiry, SSS responds. Content is taught with activities that require reflection on daily practice, debate over research and current practices, utilizing modeling and experiential learning approaches. Engaged discussions augment the relevance of the research-based classroom strategies, and instruction is designed to facilitate immediate use.

What People Are Saying About Strategies for Student Success

- These are great sessions, and I have seen great improvement in my students after implementing strategies picked up here.
- I liked the fact that we have good, high-quality information in our handouts—but not tons of it to take in today.
- Just when I think I don't know anything, I find I have something to contribute.
- This session was very focused and full of practical ideas that work.
- This was one of the best professional development sessions I've ever been to.
- The session was very engaging and encouraged participation.
- Very informative. I've learned many new strategies that might be very helpful in my classroom.
- The learning environment and atmosphere were conducive to sharing ideas and strategies.
- The session provided an opportunity to learn new ways of reaching my students.
- The information was relevant and useful to my work.

*"I cannot teach anybody anything.
I can only teach them to think."*

—Socrates



The Benefits of the SSS Program

- SSS is a research-based program designed to meet the immediate needs of educators as it relates to their instructional processes and the indicators on the evaluation rubrics.
- The structure of the program lends itself to the immediate application of the knowledge gained in the classroom.
- Local unions can engage members around professional development issues in a local setting.
- Districts and unions can find common ground in the research to collaborate on educator preparedness.
- The program develops school-based experts to provide ongoing support to veteran and novice educators.
- Modules can be structured in a way that captures broader topics which permits the modules to be bundled in groups of three or four for more extensive study of a particular topic and earn college credits.

**In other words,
SSS is for you if you want:**

- high-quality professional development delivered in manageable chunks of time;
- a mechanism that fosters collaboration on teaching and learning among stake-holders;
- to provide supports to help educators meet the indicators on their evaluations; or
- a professional learning program that is ongoing and not a single event.

SSS is a Part of The AFT Professional Development (AFT PD) Program for Educators

AFT Professional Development is a program for educators that offers 45-hour graduate level courses, 3-hour SSS modules, webinars, lesson-sharing tools, online communities, technology tools and more to appeal to all educators. The program also provides solid research-based content that validates existing practice while encouraging professional growth. Professional learning opportunities based on the content of the courses are offered throughout

the year and the AFT national office works with state federations and local affiliates to deliver coursework locally and assist in developing the capacity to provide the offerings directly to affiliate members. For more information about the AFT PD program, please contact Lisa Dickinson at edickinson@aft.org.

SSS Module Descriptions

ACTIVATING LEARNING IN ALL DISCIPLINES

Teaching content without the necessary skills will not activate learning for students nor produce ownership of the learning. In this session, explore a pathway where lessons connect with cultural norms, and students own their learning and are expected to think and apply knowledge.

ASSESSING TEACHING AND LEARNING

The goal of every educator should be ongoing assessments of the students' depth of understanding. A misconception gone unattended can make the entire learning experience an

For local training opportunities and for developing SSS program trainers, please contact:

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abject failure for teacher and student alike. In this session, develop assessments at critical phases for a lesson you have created; investigate the “student factor” in the teaching and learning dynamics; and learn efficient study habits to teach to students.

BEYOND CLASSROOM MANAGEMENT

Beyond Classroom Management places educators at the center of the debate on compliance over motivation; autonomy; and an examination of how conventional structures (rewards, sanctions and punishments) are in place primarily to keep order. This session explores how growth mindsets, grit, peace building, compliance, autonomy, educator behaviors and classroom layout all affect the learning environment.

COHERENT, COHESIVE TEACHING AND LEARNING

Nothing can match the excitement of lessons that succeed—those times when our students light up with the recognition that they have learned something new. Research tells us we can make this happen more often when we create lessons that are coherent and cohesive because our lesson design aligns standards, curriculum, units, lessons and assessments. This experience will produce students who “get it.”

CULTURALLY RESPONSIVE PEDAGOGY

Research suggests that students from diverse cultures may need to be engaged differently in ways that support their self-efficacy, esteem and their learning. In this session, we will establish the connection between culture and learning, and explore research-based strategies, such as cultural competency, high expectations and critical consciousness.

DIFFERENTIATING INSTRUCTION

Despite the fact that students learn at different rates, have different interests and levels of motivation, many instructors overlook these differences and treat students as if they were all alike. This session will examine three differentiation models: Tomlinson’s tiered lessons, Conklin’s choice boards and Sternberg’s triarchic model.

ENGAGING STUDENTS’ LONG-TERM MEMORY

The greatest desire of educators is to have students retrieve information long after it has been taught. Research shows that information can easily be retrieved over a long period of time if lodged in the long-term memory. This session probes research-based strategies to assist students in storing content in their long-term memory.

ESSENTIAL SUPPORTS FOR THE SOCIAL-EMOTIONAL CONTEXT OF THE CLASSROOM

Research is clear: To reach their potential, students need to learn academic skills and non-cognitive skills in a socially-emotionally supportive environment. This module examines research findings on the social-emotional context of the classroom, and equips educators with tools and strategies to establish a learning environment that is essential to students' academic success.

THE GAME FACTOR

Would you consider using games as an instructional tool? Research says that you should. Fun is in store for teachers and students through this module, which examines the research, different types of games, and how they can be used to enhance content instruction for students in today's diverse classrooms. (Note: We are not talking about games such as "Family Feud" and "Jeopardy," although they do support retention.)

HANDLING STRESS

Stress is inevitable. Educators face many challenges, especially the desire to be the best for their students. Unmanaged stress, however, can cause irreparable health issues. This module examines research findings that identify ways of handling stress

more successfully and provides tips on how to turn challenges into opportunities—not more stress.

IS MY TEACHING EFFECTIVE?

You did your best to teach it, but your students didn't seem to get it; they're tuning out, maybe even dropping out. You're looking for something more powerful to engage them, but what is it? This module explores high-quality research that shows how to create effective learning conditions in the classroom and add effective tools, such as appropriate ways to assess background knowledge, develop student-friendly instructional plans, examine units and lessons for specific learning opportunities, and infuse rigor and relevance into your repertoire of instructional strategies.

LEARNING COMMUNITIES

This module has two sections that can be done individually or consecutively. Group work provides a social setting for learning, both for students and adults. This module examines what it means to students in a cooperative learning structure and for adults in a professional learning community. In this interactive session, learn the how and why of cooperative learning and the types of lessons that produce highly productive group work.

As a sequence, examine ways of forming professional learning

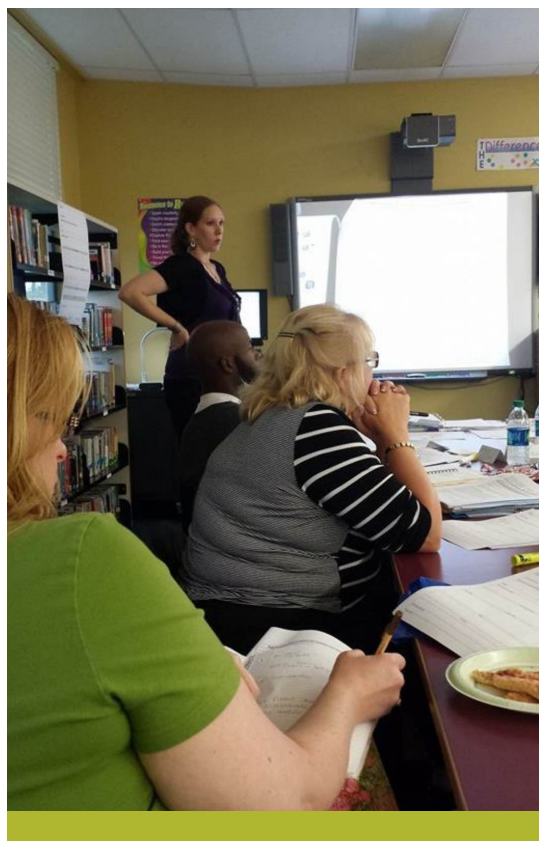
communities by developing collaborative and decision-making skills and by using proven protocols for researching, planning and implementing lesson plans that get results.

MAKING PARENTS AND GUARDIANS PARTNERS IN EDUCATING STUDENTS

We need to communicate with our students' parents and guardians, but how do we do it successfully? How do we develop a partnership that works to help our students reach their highest potential? Research can provide us with answers. This session outlines how and when to talk most effectively with parents or guardians, the kind of school climate that fosters a positive learning and working environment, and what teachers can do to help parents discover how to effectively support student learning at home.

PEER TUTORING

Discover two student-centered learning strategies. Classwide peer tutoring entails the review, study and quizzing on the content with a partner. LINCS, a great way to build vocabulary, is a research-based memory-enhancement technique that requires students to transform information in a variety of ways, including creating visual images, using mnemonic devices and relating new information to prior knowledge.



RETHINKING PUNISHMENT

It is important to identify behavior that impedes learning and apply interventions that promote positive student attitudes to learning and the acquisition of social skills. Through hands-on and reflective activities, participants will learn how to identify the root cause of behavior by determining the questions they should ask in order to implement an appropriate intervention.



SOCIAL MEDIA, STUDENTS, TECHNOLOGY AND LEARNING

Is social media a learning tool or one that students should be discouraged from using? Are restricting school policies the best way to handle the rapid rise of digital media (some call it an epidemic) that has infected this generation? This session will increase your knowledge of digital literacies in educational technology; examine the benefits and cautions of social media and evaluate what it all means for education and the world.

STUDENT ENGAGEMENT

Data show that engaging your students in the classroom is an area greatly in need of improvement. In this session, discover structures and resources that foster student engagement and support learning.

SUPPORTING ENGLISH LANGUAGE LEARNERS

The research is clear: Every student can learn through the use of effective pedagogy and instructional strategies. In this session, participants will become proficient at five standards for effective teaching that work for all students, especially English language learners.

TEACH THEM TO THINK

There seems to be little time to teach the soft skills that standards and curriculums have always demanded. But students need these skills, attitudes and dispositions particularly for 21st-century success in learning and living. In this session, we will show educators how to make decision-making, problem-solving and assessing the reliability of a source more explicit during instruction.

TOOLS FOR TEACHERS FROM BRAIN RESEARCHERS

Join this interactive session for tips from research that you can use as you plan your next classroom lesson. This session will focus on the brain's essential workings related to class work, strategies for designing a lesson so that students can recall tomorrow what you taught today, in a way that results in professional satisfaction.

USING QUESTIONS TO TEACH AND LEARN

This session is a series of three modules that can be done consecutively or independently. In Surface and Deep Structures, educators learn to reframe the use of Bloom's educational objectives (taxonomy) as a thinking tool and how to guide educators and students to formulate meaningful questions and respond accurately. In Questions: A Second Look, participants examine how

questions can be used to assess understanding. The third in this series, Questions Beyond Bloom, exposes participants to three models used to design questions that highlight the purpose of questioning, and equips participants to use research to inform the structure of questions.

WORDS CAN NURTURE OR HURT

Educators give continuous feedback to students; unfortunately, sometimes what is said, no matter how well intentioned, can destroy rather than uplift. In an energized setting, examine everyday scenarios to discover how positive words can sometimes have a negative impact. You will walk away from this session thinking twice about what you say and how you say it.

WORKING WITH STUDENTS WITH CHALLENGES

Robyn Jackson informs us that currency is a medium of exchange and that any behavior students use to acquire knowledge and skills functions as currency. However, students who are "wired" differently (most often because of medical conditions) do not possess this currency. In this session, participants will learn how to meet students where they are, but still ensure success. They will also learn how to engage the power of social networks, technology and career identification as academic supports.

Let's Bundle!

Whether for a week, on consecutive days or throughout the school year, you can bundle SSS modules. Here are a few ideas:

A Close Look at Lesson Design

- Coherent, Cohesive Teaching and Learning
- Tools for Teachers from Brain Researchers
- The Game Factor

Social Context Matters

- Beyond Classroom Management
- Essential Structures for the Social-Emotional Context of the Classroom
- Words Can Nurture or Hurt: Are You a Feedback Friend or Foe?
- Rethinking Punishment

The Reflective Practitioner

- Is My Teaching Effective?
- Assessing Teaching and Learning
- The Power of Collaboration

Motivating Students to Learn

- Culturally Responsive Pedagogy
- Activating Learning in All Disciplines
- The Game Factor

Teaching and Learning 3.0

- Student Engagement
- Social Media, Students, Technology and Learning

Strategies Matter

- Engaging Students' Long-Term Memory
- The Game Factor

Other SSS Modules

We are regularly adding new SSS modules. For a complete list of all offerings including our newest additions, please contact Rosalind LaRocque at rlarocqu@aft.org.



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