

CREDE
Center for Research on Education, Diversity,
and Excellence
UC Berkeley
<http://crede.berkeley.edu/>

Adapted for use with teachers by:

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CREDE's Philosophy

- All children can learn.
- Children learn best when challenged by high standards.
- English proficiency is an attainable goal for all students.
- Bilingual proficiency is desirable for all students.
- Language and cultural diversity can be assets for teaching and learning.
- Teaching and learning must accommodate individuals.
- Schools can mitigate risk factors by teaching social and learning skills.
- Solutions to risk factors must be grounded in a valid general theory of developmental, teaching, and schooling processes.

The CREDE Five Standards for Effective Pedagogy

An important facet of CREDE's work is the development of a pedagogy that has been proven to be effective in educating all students, especially at-risk students. The Five Standards for Effective Pedagogy do not endorse a specific curriculum but, rather, establish ideals for best teaching practices that can be used in any classroom environment for any grade level or group of students. The Five Standards for Effective Pedagogy are:

1) **Teachers and Students Producing Together**

Facilitate learning through joint productive activity among teachers and students.

2) **Developing Language and Literacy Across the Curriculum**

Develop students' competence in the language and literacy of instruction throughout all instructional activities.

3) **Making Lessons Meaningful**

Connect curriculum to experience and skills of students' home and community.

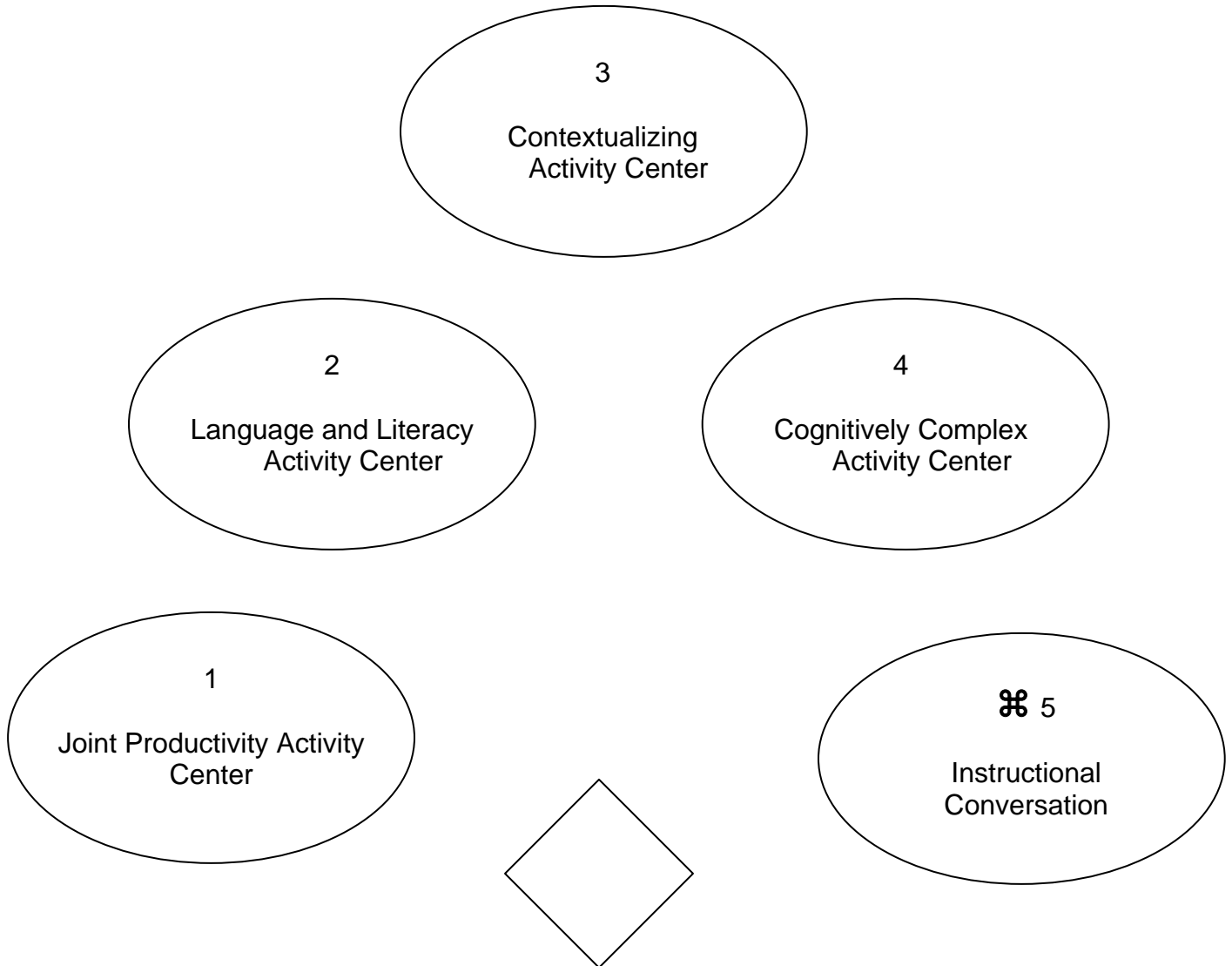
4) **Teaching Complex Thinking**

Challenge students toward cognitive complexity.

5) **Teaching through Conversation** (Instructional Conversation)

Engage students through dialogue, especially instructional conversation.

Activity Centers



ACTIVITY CENTER 1

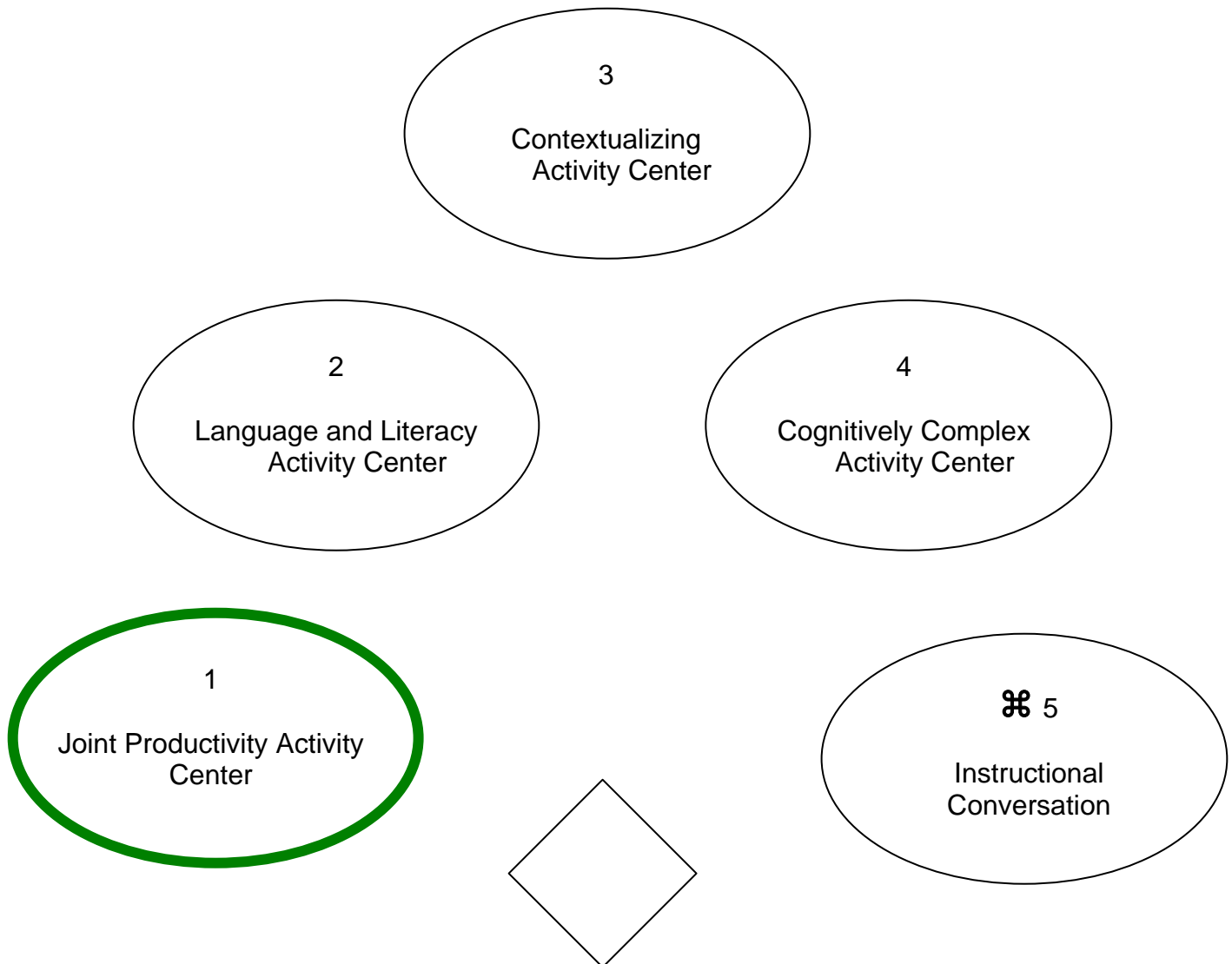
JOINT PRODUCTIVE ACTIVITY (JPA)

TEACHER AND STUDENTS PRODUCING TOGETHER

Facilitate learning through joint productive activity among teacher and students.

The Teacher

- designs activities for students' collaborative project
- participates with students in joint productive activity
- plans with students how to work in groups and move from one activity to another
- positively monitors and supports student collaboration



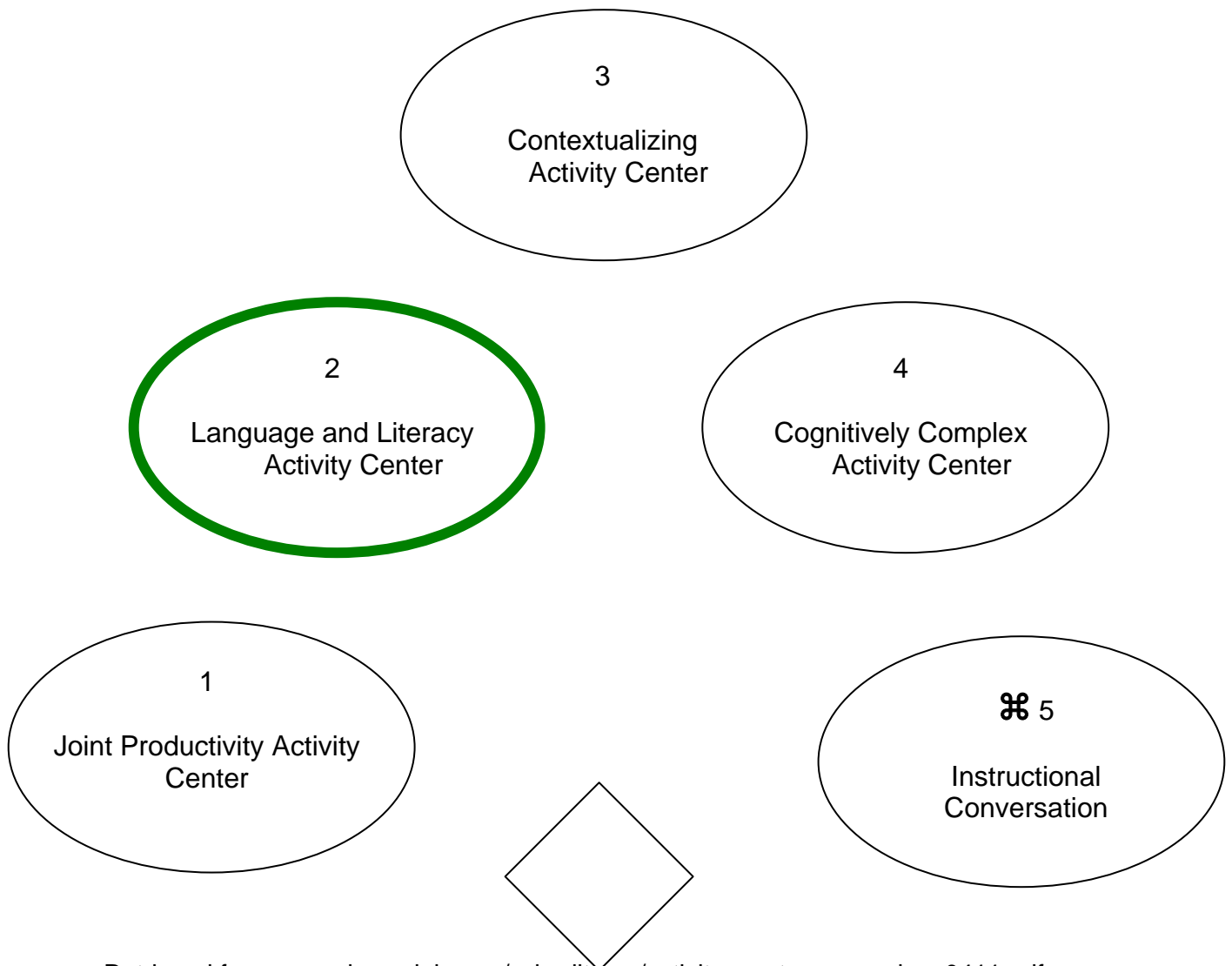
ACTIVITY CENTER 2

DEVELOPING LANGUAGE AND LITERACY Development ACROSS THE CURRICULUM (LLD)

Develop competence in the language and literacy of instruction
across the curriculum

The Teacher

- encourages students' use of first and second languages in instructional activities
- listens to student talk about familiar topics
- assists language and literacy through modeling, eliciting, probing, restating, clarifying, questioning, and affirming
- encourages students to use content vocabulary to express their understanding



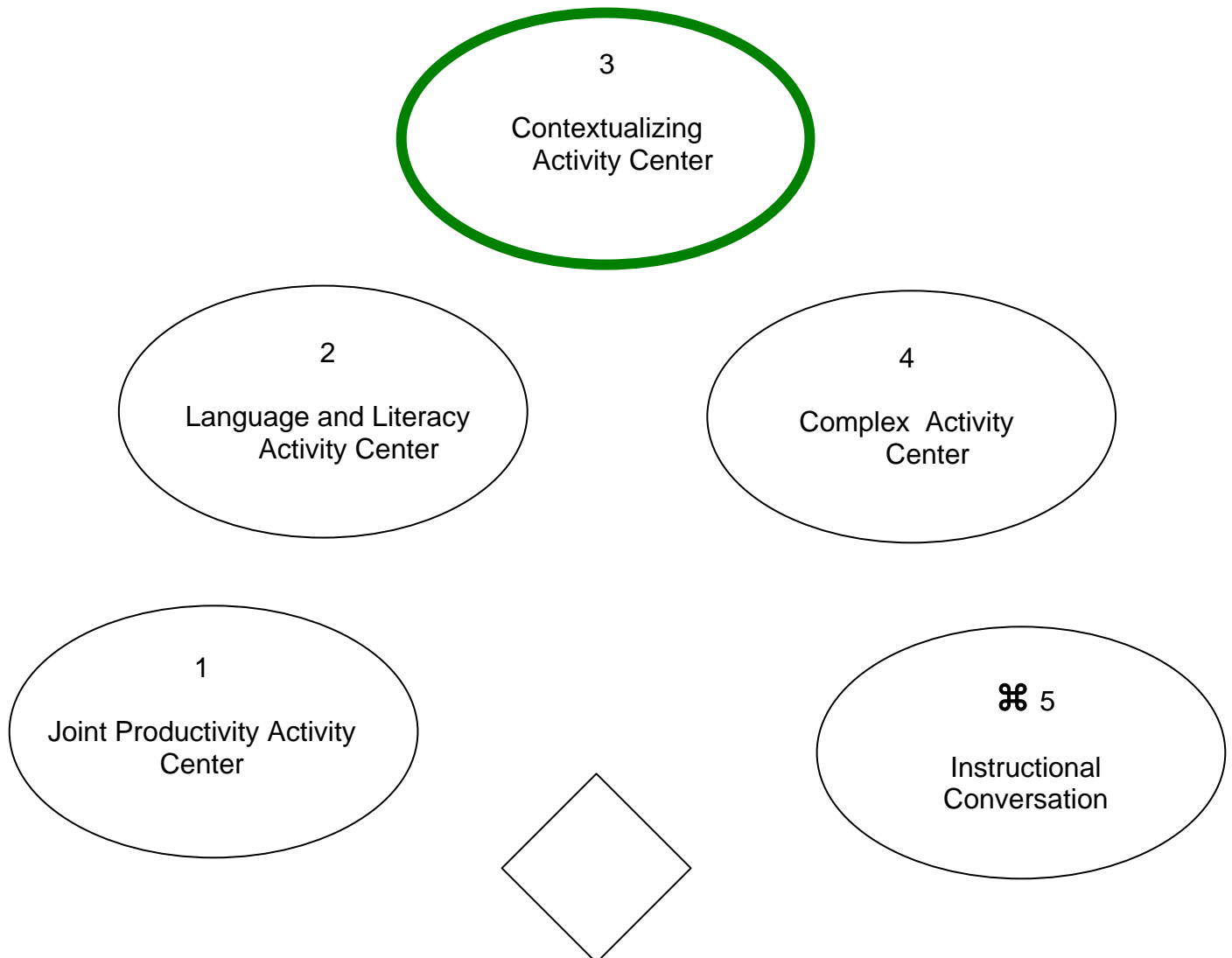
ACTIVITY CENTER 3

MAKING MEANING (MM): CONNECTING SCHOOL TO STUDENTS' LIVES

Connect teaching and curriculum with experiences and skills of students' home and community.

The Teacher:

- begins with what students already know by emphasizing local norms and knowledge
- assists students in connecting and applying their learning to home and community
- provides opportunities for parents to participate
- varies activities to involve students' learning preferences



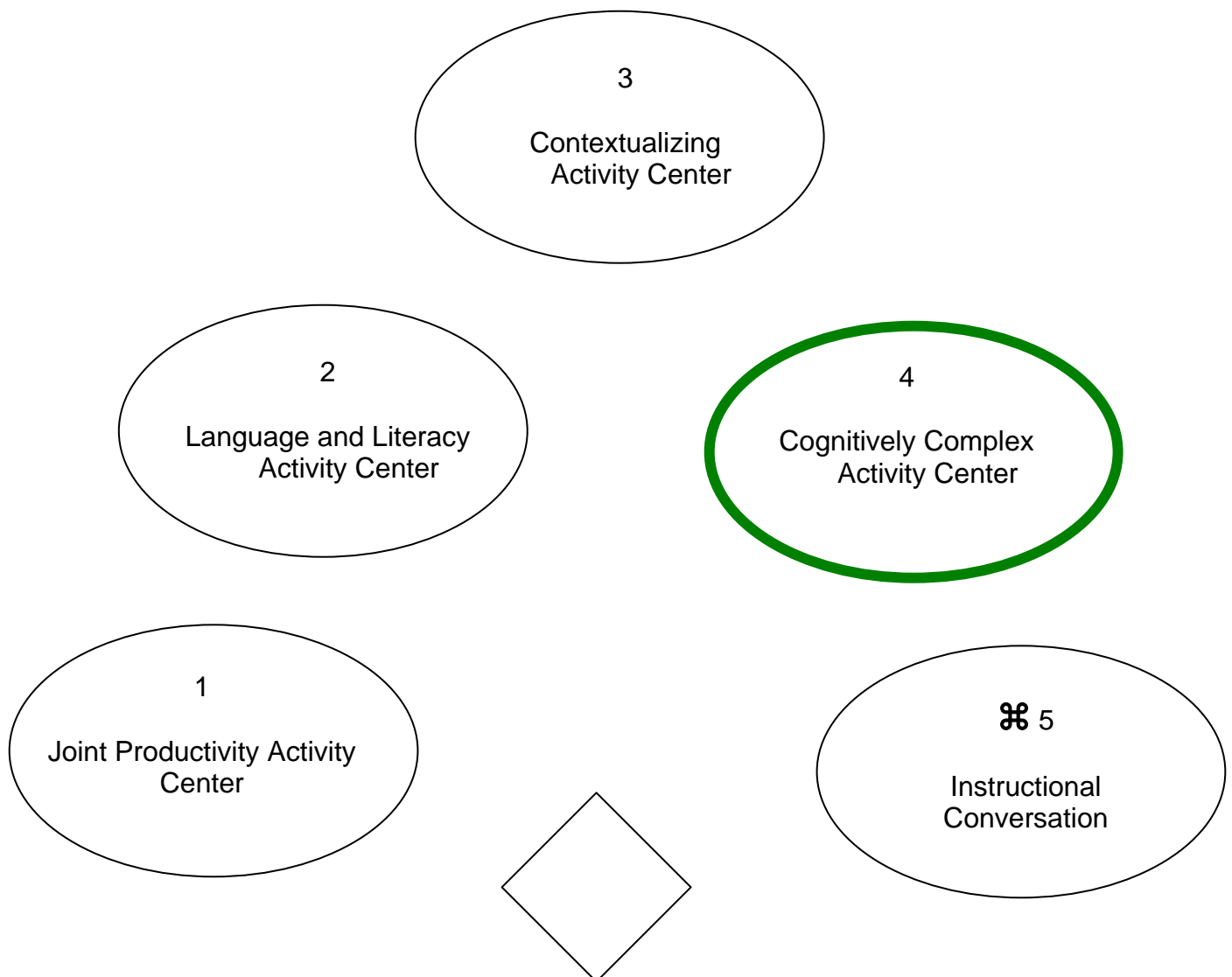
ACTIVITY CENTER 4

TEACHING COMPLEX THINKING (CT) THROUGH COGNITIVE ACTIVITY (CA)

Challenge students toward cognitive complexity

The Teacher

- emphasizes the whole picture to understand the parts
- designs instructional tasks that advance student understanding to more complex levels
- promotes more complex understanding by relating instruction to students' real-life experience
- gives clear, direct feedback about how students' performance relates to standards



⌘ ACTIVITY CENTER 5

TEACHING THROUGH CONVERSATION

Engage students through dialogue, especially the instructional conversation (IC)

The Teacher

- has a clear academic goal that guides conversations
- ensures that students talk by guiding conversation to include students' views, using text evidence
- assists students learning by questioning, restating, praising, and encouraging
- listens carefully to assess levels of students' understanding which guides students to generate a product indicative of the Instructional Conversation's goal

