

Center for Research on Education, Diversity, and Excellence

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5 STANDARDS OF EFFECTIVE PEDAGOGY BECOME 5 ACTIVITY CENTERS

Designing activity centers that increase learning opportunities is accomplished by strategically implementing the Standard for Effective Pedagogy. They become even more important in classrooms with learners from a variety of cultural, ethnic, and language backgrounds. In this section we discuss each standard and illustrate its critical features with classroom

RESEARCHED-BASED EVIDENCE of the 5 STANDARDS OF EFFECTIVE PEDAGOGY, based on DEMOCRATIC PRACTICES

- greater implementation of these 5 standards reliably predicts higher student achievement, as measured by standardized tests and a wide range of student outcomes
- achievement gains in comprehension, reading, spelling, and vocabulary increase as teachers transform their pedagogy, based on these 5 standards

These 5 standards

- are representative instructional activities that promote active student learning
- can be adapted to varying contexts and diverse student needs
- greatly enhance, and can be used in conjunction with, other instructional strategies and programs
- are not used at the exclusion of other site-based activities

Adapted originally for classroom use by Joan Wink (EDMS 4100, CSU, Stanislaus) and Le Putney (EPY 718, UN, Las Vegas) for Fall, 2006. This document was adapted from the rich body of research of Center for Research on Education, Diversity, and Excellence (CREDE).

THE FIVE STANDARDS AS ACTIVITY CENTERS

JOINT PRODUCTIVE ACTIVITY (JPA)

Facilitate Learning Through Joint Productive Activity Among Teacher and Students

LANGUAGE AND LITERACY DEVELOPMENT (LLD)

Develop Competence in the Language and Literacy of Instruction Across the Curriculum

CONTEXTUALIZATION (CTX) = MEANING MAKING (MM)

Contextualize Teaching and Curriculum in the Experiences and Skills of Students' Homes and Communities

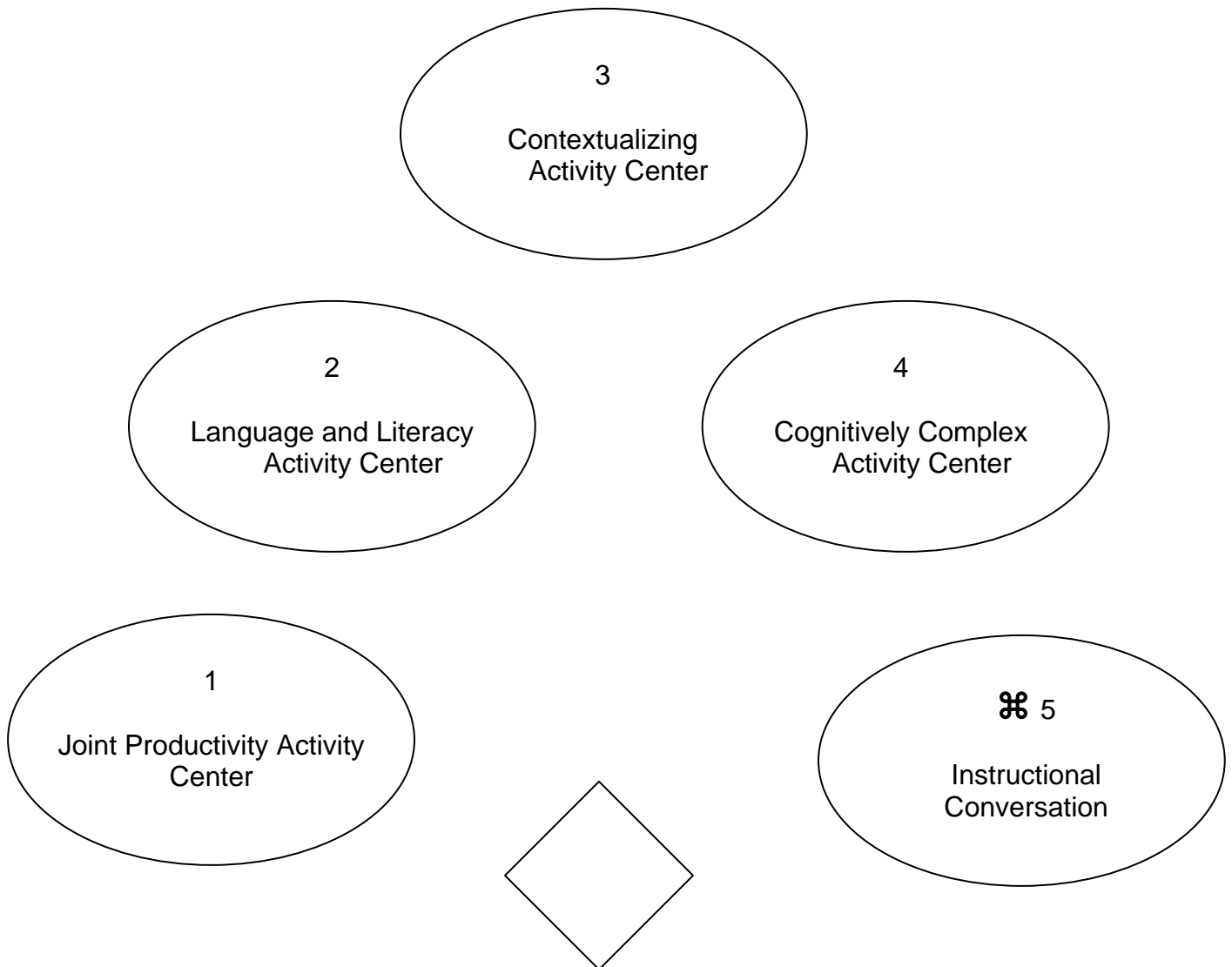
CHALLENGING ACTIVITIES (CA) = COMPLEX THINKING (CT)

Teach Complex Thinking, Challenging Students Toward Cognitive Complexity

⌘ INSTRUCTIONAL CONVERSATION (IC)

Teach Through Conversation, Engaging Students Through Dialogue

5 Standards As Activity Centers



ACTIVITY CENTER 1

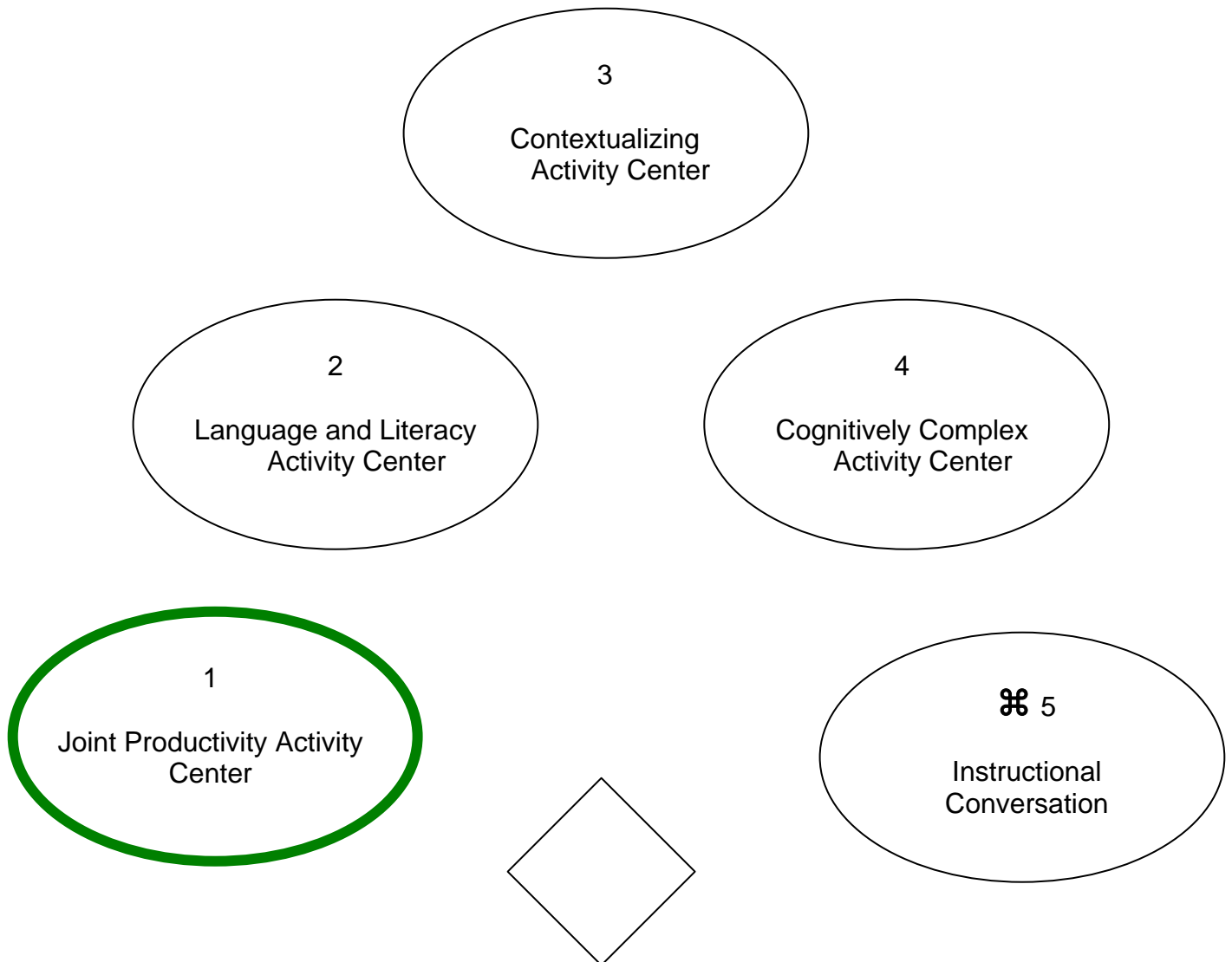
JOINT PRODUCTIVE ACTIVITY (JPA)

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



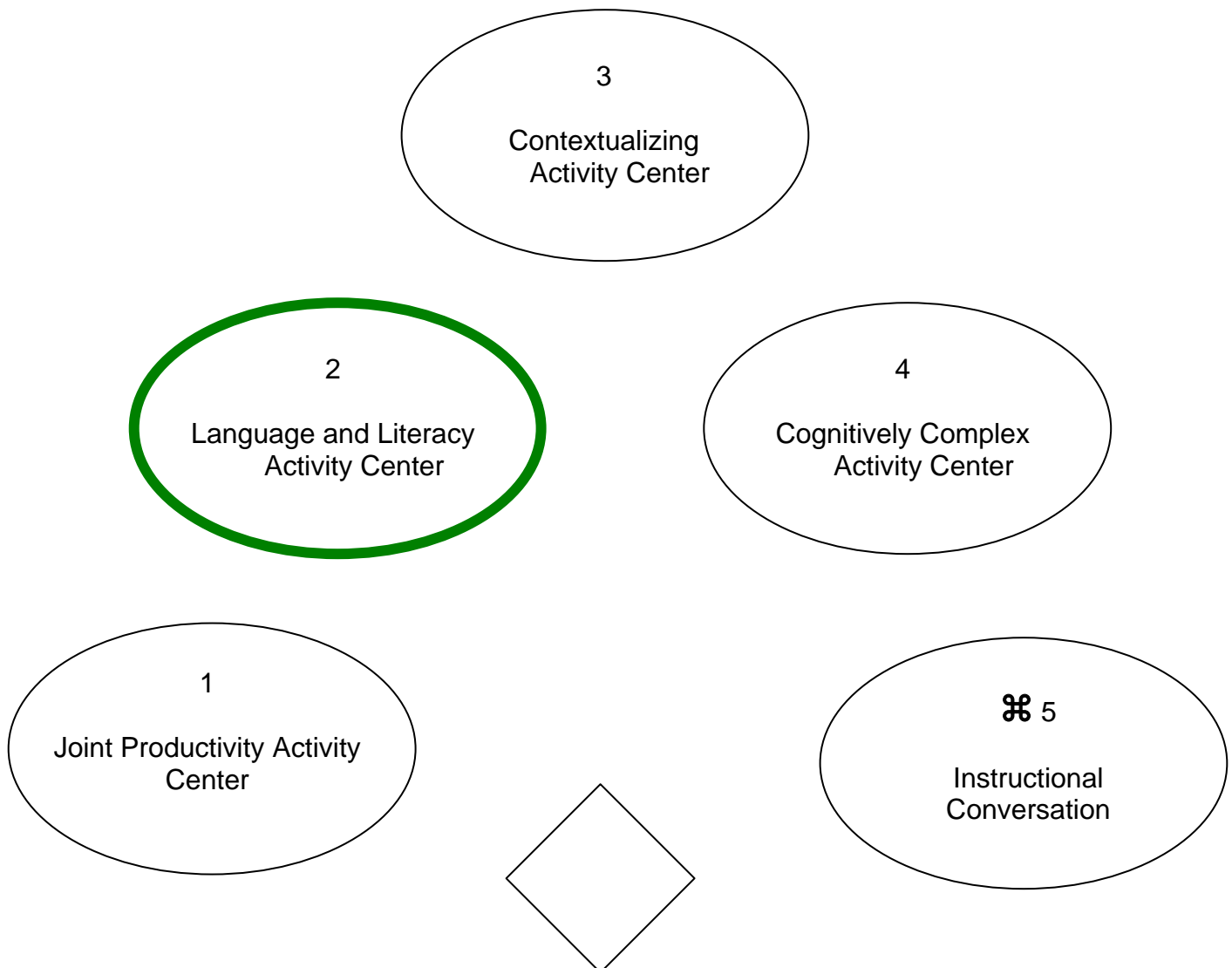
ACTIVITY CENTER 2

DEVELOPING LANGUAGE AND LITERACY 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



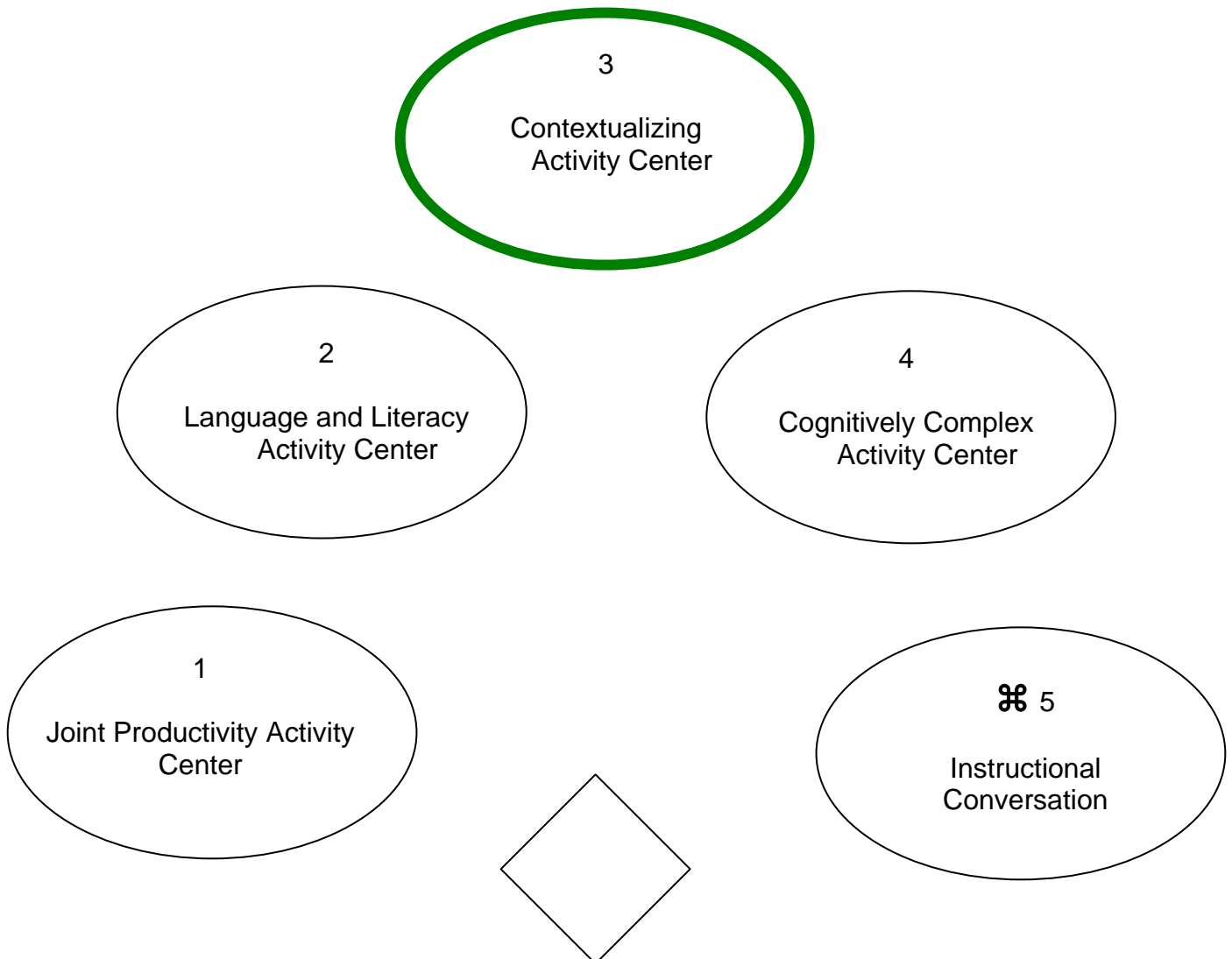
ACTIVITY CENTER 3

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



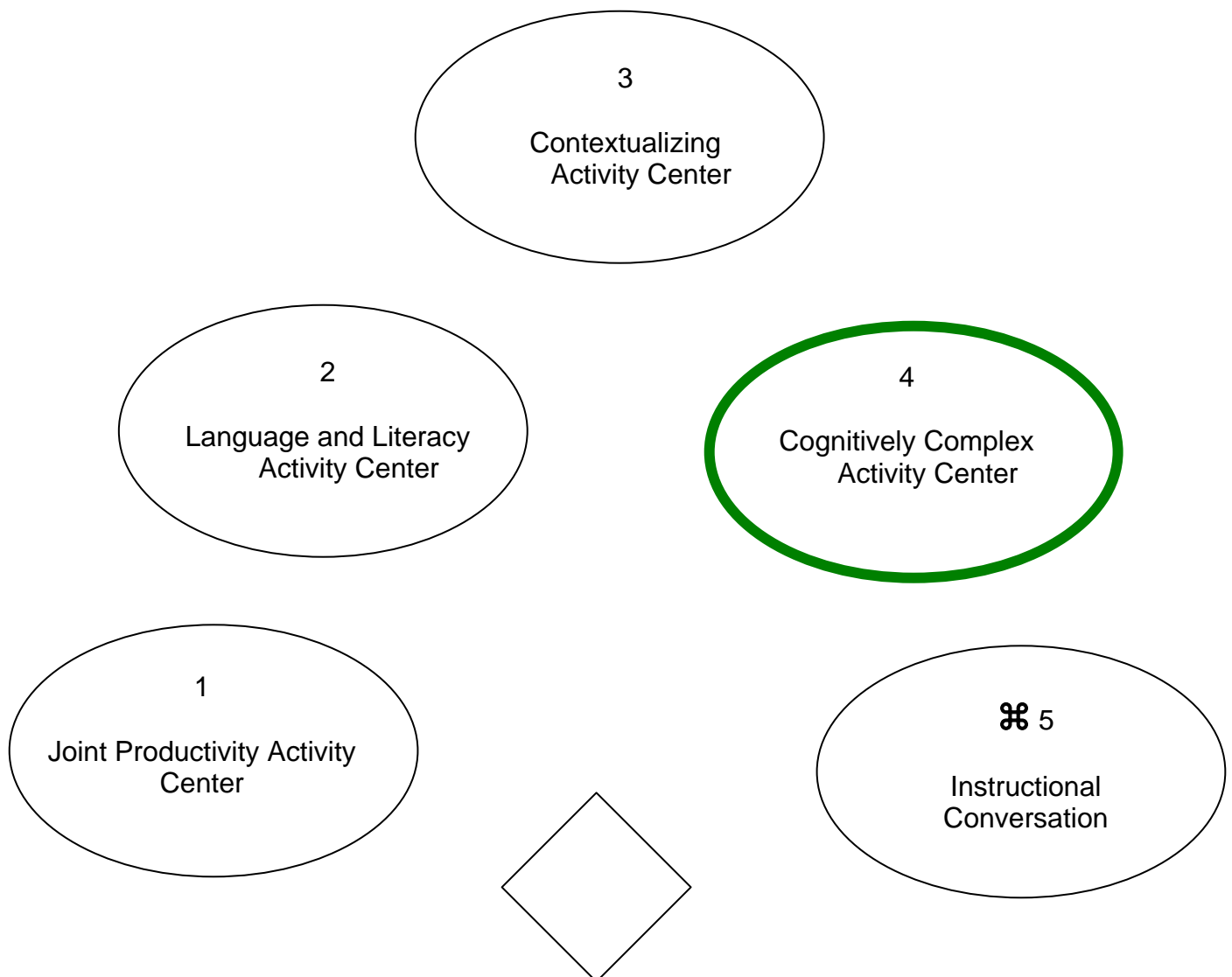
ACTIVITY CENTER 4

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

