

Focus on Venn Diagrams: They're Harder than They Look

Agenda for Learning

St Pius X Catholic School, Face-to-face Session #1

Knowing your participants	Learning goals	Instructional strategy	Assessment for, as, and of learning
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will I know they are learning?
<ul style="list-style-type: none"> • What is the participants' attitude towards literacy strategy instruction? • What experience have participants had with using a variety of graphic organizers? • How much understanding do participants have of the cognitive processing demands of graphic organizers? <p>Subject focus: This session is intended for teachers of all subjects. Pairing participants with different subject interests and expertise will enrich the conversation, comparisons, and contrasts, and initiate thinking about subject-specific contexts for literacy.</p>	<ul style="list-style-type: none"> • Understand the importance of teaching students the structure of graphic organizers and their relation to integrative thinking • Understand the cognitive processing demands of using a Venn diagram • Plan ways to effectively use and scaffold for the Venn diagram <p>Key literacy-related concepts:</p> <ul style="list-style-type: none"> • Structure • Integrative thinking • Gradual release of responsibility • Scaffolding • Funds of knowledge 	<p>See p. 41-44</p> <p>Duration: 60 mins.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Observation Protocols and Guidelines • Selected indicators from <i>Moving Literacies for Learning Forward: Guide for Administrators and Other Facilitators of Teachers' Learning</i> • St Pius X Chapter, DI Video • Highlighters, 3 different colours for each participant • Copies of a Venn diagram, concept map, <i>I read, I think, therefore</i>, and PMI • Excerpts about Venn diagrams from a variety of professional and student textbooks • Venn diagrams • Blank Literacy CPR card 	<p>Assessment opportunities include:</p> <p>Assessment for Learning: Observation of and mental note on use of Venn diagram</p> <p>Assessment for Learning: Report on scaffolds for effective use</p> <p>Assessment as Learning: Venn Diagram Exit Card</p>

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Minds On...	Approximately 15 minutes	Pause and Ponder
<p>Pairs → Accessing and Building Prior Knowledge Display three different graphic organizers: a Venn diagram, a concept map, and I read, I think, therefore.</p> <p>Participants discuss the following questions:</p> <ul style="list-style-type: none"> • How does each organize information? • How does each represent ideas? • What kinds of relationships does each represent? • In what ways and to what degree does each facilitate conceptual understanding and integrative thinking? <p>Display a PMI (Plus, Minus, Interesting) graphic organizer and ask:</p> <ul style="list-style-type: none"> • How does this organizer compare with the other three? • What is similar? • What is different? <p>Whole Group → Discussion Debrief by facilitating a discussion. Suggestions:</p> <ul style="list-style-type: none"> • highlight that the complexity of graphic organizers is sometimes overlooked • focus on the nature of internal relationships, the meaning of lines, spatial arrangement, relationship to conceptual understanding <p>Whole Group → Share Learning Goals Share the learning goals:</p> <ul style="list-style-type: none"> • Understand the cognitive processing demands of using a Venn diagram • Identify appropriate ways to use and scaffold the use of the Venn diagram <p>Participants pause-ponder-write on their Literacy CPR card.</p>		<p>It is not necessary that the graphic organizers be completed, but the content of complete templates increases opportunities for in-depth analysis; this relationship between strategy and content holds true for all literacy strategies.</p> <p>Analyzing Graphic Organizers: Michael D. Hardt and the late Dr. Peter B. Mosenthal, Performance by Design, use the following framework to discuss structure: parts, functions, connections.</p> <ul style="list-style-type: none"> • What are the components of the graphic organizer? Describe their features and critical attributes. • What is the purpose, or function, of each of the components? • What are the internal connections in the organizer? • With what does the organizer connect beyond itself, e.g., is it a particular type of organizer? <p>Mosenthal and Hardt apply this framework to analyze questions. See “Question Structure: A Four-Step Strategy, One Approach to Questions”, a video posted in the Library of the EDUGAINS web site: http://www.edugains.ca</p>

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Action!	Approximately 30 minutes	
<p>Whole Group/Small Group → Review of Protocols and Indicators Review observation protocols.</p> <p>Use selected indicators from <i>Literacy for Learning Guide for Administrators and Other Facilitators of Teachers' Learning</i> from the following categories:</p> <ul style="list-style-type: none"> • Equity: Increased use and explicit teaching of literacy and learning strategies that benefit all (universal design) • Curriculum: Increasingly explicit support of learners' strategic and metacognitive skill development • Assessment and Evaluation: Increased student understanding of learning goals and criteria for assessment, and increased opportunities to reflect on their progress • Learning: A shift from students working independently to structures that enable cooperative learning and engage students in productive interaction and talk • Teaching Practices: A shift from rapid, closed question-response sequences that focus on recall, to open-ended questions that engage all learners in higher-order thinking and that prompt learners to explore various ways of thinking, such as describing, analyzing, integrating, comparing, and explaining <p>Distribute one indicator per group. Groups predict what the indicator would look/sound/feel like in a lesson using Venn diagrams to scaffold writing a comparison paragraph.</p> <p>As participants view the St. Pius X video chapter, they identify samples of evidence of the indicator in action, remembering that the video sample may show any point along the implementation continuum. Emphasize that evidence be concrete and specific.</p> <p>Participants debrief in their groups.</p> <p>Each group shares the indicator and observations with the whole group.</p> <p>Small Group → Focus on Venn Diagrams Provide each group with excerpts of continuous prose on the topic of Venn diagrams from two different sources, e.g., professional resources and student textbooks from a range of subject disciplines.</p> <p>Groups identify similarities and differences by highlighting common ideas and information in one colour, and identifying differences with the two other colours. Participants write differences on a blank Venn diagram.</p>		<p>Differentiate for Readiness: Decide whether it's instructionally necessary to model identifying evidence from records of practice using a think aloud while viewing.</p> <p>Compare/Contrast: Increasingly research shows that the cognitive processes of comparing and contrasting are fundamental to thinking and learning. Compare and contrast strategies encourage students to make connections, see patterns, and integrate information, particularly when non-linguistic representations are used. See Bransford, John D.; Brown, Anne L.; and Cocking, Rodney R., and Marano, Robert J.; Pickering, Debra; and Pollock, Jane E. (2001)</p> <p>Sample resource for Venn excerpt Bennett, B., and Rolheiser, C. (2002).</p>

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Action!	Approximately 30 minutes
<p>Whole Group → Discussion</p> <p>Facilitate a discussion, posing the following questions:</p> <ul style="list-style-type: none"> • What do we mean by the “same” or “similar”? • How do we decide what is important? • How much low-level and high-level inferencing do we need to complete Venn diagrams? • How do you know what to include as a difference on each non-overlapping side of the Venn? • How do you know how many differences to include? • How are bias and perspective involved in identifying similarities and differences? • What are the strong structural features of a Venn diagram? What are the weak structures features? • Why is this particularly important for students who struggle with literacy? • Do we help students understand variations of the typical Venn diagram, e.g., two separate circles, one large and one small circle, one circle inside another circle)? • Do we teach the conceptual meaning of these? • Is all of this clear to students? • How do we help them problem solve with respect to these issues? <p>Pose the question: How does the teacher in the video scaffold for the Venn diagram? (Possible response: She uses familiar material to teach a new strategy.)</p> <p>Participants pause-ponder-write on their Literacy CPR card.</p>	

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Consolidation and Connections	Approximately 15 minutes
<p>Whole Group /Pairs → Discussion Facilitate a discussion about:</p> <ul style="list-style-type: none"> the challenges in using the Venn diagram and about situations in which they are useful and appropriate tools. Probe thinking by posing the question about specific subjects, rather than leaving the discussion generic. Ask participants to think about circumstances and situations where the Venn diagram “works,” e.g., as a planner, to access prior knowledge, to check for understanding, to summarize ways of knowing students and helping adolescents understand themselves as learners the use of the indicators, e.g., different readiness levels of teachers for certain indicators, indicators that align with participants’ current professional learning activities. <p>Pairs → Think-Pair-Share Using a Think-Pair-Share strategy, participants compare thinking about the appropriate circumstances for using a Venn diagram and comment on its importance to their discipline. If participants teach the same subject, they might compare use of a Venn to use of another graphic organizer. They summarize their conversation on a Venn Diagram Exit Card.</p>	<p>Funds of Knowledge: See p. 5</p> <p>Assessment for Learning: Venn Diagram Exit Card</p>

Adolescent Literacy Resources

Agenda for Learning

St Pius X Catholic School and Woodland Park Public School, Face-to-face Session #2

Knowing your participants	Learning goals	Instructional strategy	Assessment for, as, and of learning
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will I know they are learning?
<ul style="list-style-type: none"> • What is the participants' attitude towards literacy strategy instruction? • What experience have participants had with the gradual release model? • Do participants have sufficient knowledge about the cognitive processing demands of graphic organizers? 	<ul style="list-style-type: none"> • Understand the gradual release model as it applies to teaching strategies • Use the Strategy Implementation Continuum and create descriptions for a specific graphic organizer 	<p>See p. 46-47</p> <p>Duration: 60 mins.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Copies of graphic organizers (e.g., RAFT, Anticipation Guide, Three-circle Venn diagram, table, fishbone, sequence flow chart) • St Pius X Chapter and Woodland Chapter, DI Video • Strategy Implementation Continuum • Blank Literacy CPR card <p>Key Literacy-related Concepts</p> <ul style="list-style-type: none"> • Gradual release of responsibility model • Implementation continuum 	<p>Assessment opportunities include:</p> <p>Specific descriptions for the Strategy Implementation Continuum</p> <p>Assessment for Learning: Exit Card</p>

Adolescent Literacy Resources

Minds On...	Approximately 15 minutes	Pause and Ponder
<p>Small Group → Compare/Contrast Distribute a different graphic organizer to each group. Participants consider the following:</p> <ul style="list-style-type: none"> • What does this graphic organizer have to do with literacy? • What skills and knowledge do they need in order to use this graphic organizer successfully? • How does it support literacy learning? • How does it help learners to be more strategic? <p>Whole Group → Deconstructing Graphic Organizers Facilitate sharing of the small group discussion. Share the learning goals for the session:</p> <ul style="list-style-type: none"> • Understand the gradual release model as it applies to teaching strategies. • Use the Strategy Implementation Continuum and create continuum descriptions for a specific graphic organizer. 		<p>Assessment for Learning: Observation</p>
Action!	Approximately 30 minutes	
<p>Whole Group/Jigsaw → Applying the Gradual Release Continuum Facilitate a discussion of the gradual release model. Review the “Strategy Implementation Continuum,” and orient participants to the text by posing locate and inference questions about the content and discussing its structure. Show a clip from each of the St Pius X and Woodland Park video segments. Participants determine at what point teachers are on the continuum, providing samples of evidence from the video record of practice. Point out that the Continuum provides general descriptions. Model creating specific descriptions for the Venn diagram. Expert groups select a graphic organizer from the Minds On and create descriptors for an organizer-specific continuum. They share their descriptions for the specific graphic organizer with their home group.</p>		<p>Differentiation: Readiness: Use participants’ knowledge of and experience with the gradual release model to gauge discussion.</p> <p>Observation Protocols: Refer back to the observation protocols. Ensure that the discussion is descriptive and non-evaluative.</p> <p>Assessment for Learning: Circulate to provide clarification, support, feedback</p>

Adolescent Literacy Resources

Consolidation and Connections	Approximately 15 minutes
<p>Small Group → Consolidating Home groups discuss:</p> <ul style="list-style-type: none"> • How the use of their graphic organizer helps to make students more literate. • How it helps to make them more strategic. <p>Participants pause-ponder-write on the Literacy CPR card. Home groups submit organizer-specific criteria. Collage, edit, and share with participants after the session.</p> <p>Individual → Self-assessment Participants complete a 1-1-1 Exit Ticket, responding to the following prompts:</p> <ul style="list-style-type: none"> • one thing I will implement from this session • one thing I will share with students from this session • one thing I'd like to know more about 	<p>Research Connection:</p> <ul style="list-style-type: none"> • To what extent does the graphic organizer help students build coherent and meaningful representations of information? This is Goldman and Rakestraw's (2003) definition of understanding. • How does the graphical nature of the Venn reinforce students' conceptual understanding? • To what extent does the Venn diagram activity prepare students for reading comparative expository text? (According to Goldman and Rakestraw (2003), comparison is one of the five top-level expository text structures.) <p>Assessment for Learning: Venn Diagram Exit Card</p>