

Teaching Beliefs:

- Student engagement is more important than content coverage.
- There is more to teach than time to teach it. Therefore I must be thoughtful about what I give my instructional time to.
- The world is an interesting place and the standards are connected to the real world. My job is show students how the two are connected.
- The “need to know” drives engagement.
- Interesting text exists but sometimes it takes time to find it.
- I need to know what my students know so that I can plan for the next day.
- Doing what I ask my students to do helps me to find glitches in planning.
- Students need time to read, write, and think if they are going to better at reading, writing, and thinking.

“Bureaucracy/3”

...at a barracks in Seville, in the middle of the courtyard of that barracks was a small bench. Next to the small bench, a soldier stood guard. No one knew why the bench had to be guarded. It was guarded around the clock-- every day, every night, and from one generation of officers to the next the order was passed on and the soldiers obeyed it. No one expressed any doubts or ever asked why. If that's how it was done, there had to be a reason.

And so it continued until someone, some general or colonel, wanted to look at the original order. He had to rummage through all the files. After a good bit of poking around, he found the answer. Thirty-one years, two months and four days ago, an officer had ordered a guard to be stationed beside the small bench, which had just been painted, so that no one would think of sitting on wet paint.

From: *The Book of Embraces*
By: Eduardo Galeano

Time is the Enemy

In a limited amount of time, where should teachers focus their efforts? Should time be spent:

Covering vast amounts of content?

Engaging students in purposeful work?

Wrestling with meaning to comprehend?

Number One Teaching Belief:

“Whoever is doing the reading, writing, and talking is the one who is getting smarter.” *Tovani/Bennett Literacy Lab Mantra*

Practices I believe matter most to student learning:

What is the core belief that drives this instructional practice?

Strategy Instruction	In order for my students to access difficult text, write clearly, and think critically, I need to explicitly teach strategies that will help them interact with content and curriculum.
Accessible, Engaging Text	In order for students to pursue rigorous reading, they must have engaging, readable text.
Formative Assessments	In order to differentiate instruction, I must know my students well. I must provide daily formative assessment opportunities so that I can see what they know and need to learn.
Systems, Structures, and Planning	<i>Workshop Model</i> is a planning structure that makes it possible for my students to do the majority of the work. I have to intentionally make time for students to do the reading, writing, and thinking during class time, if I want them to grow as learners.

“We are most powerful as teachers when our core beliefs align with our instructional practices.” Sam Bennett
author of *That Workshop Book*

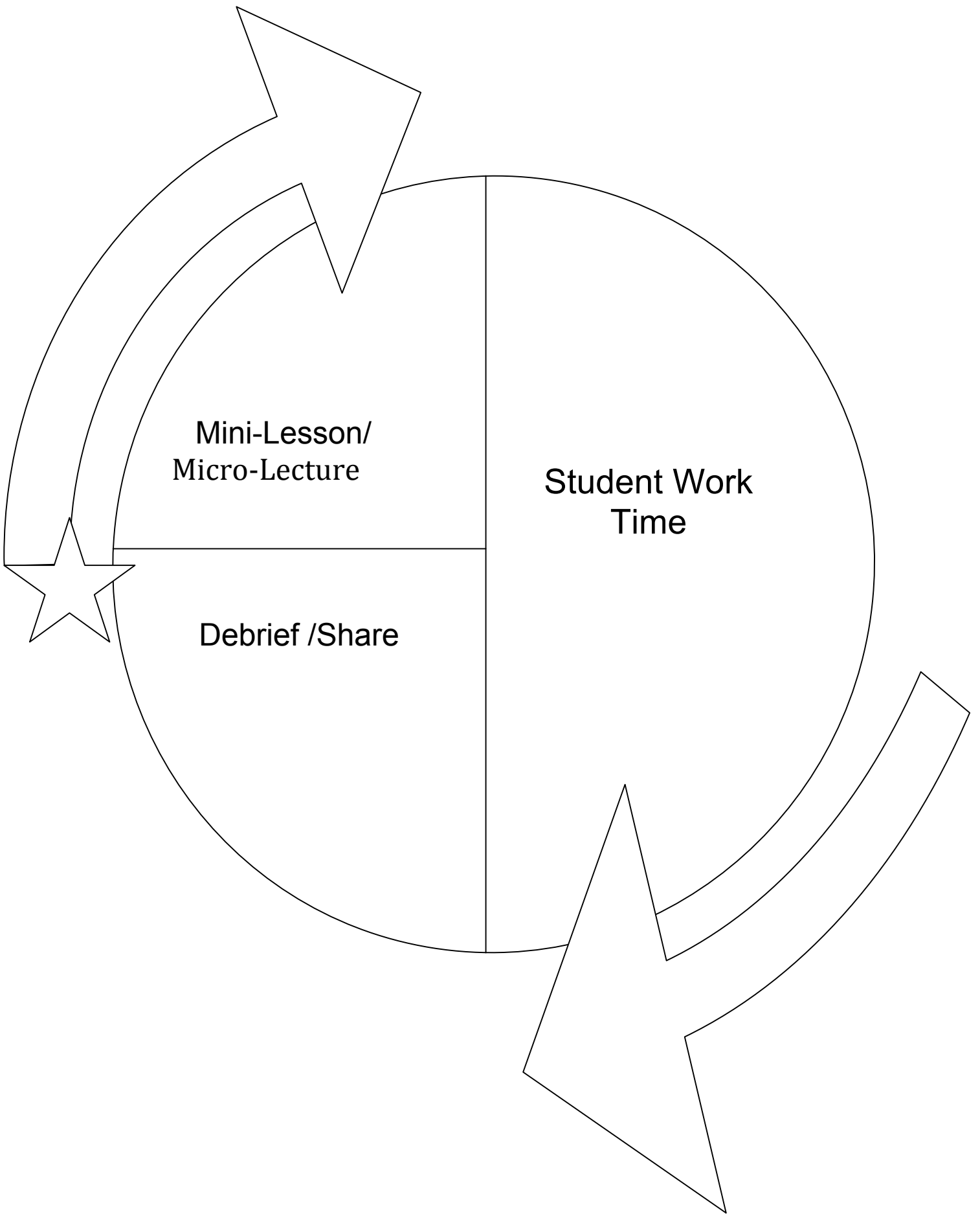
Thinking Strategies Used by Proficient Readers

(Based on the research synthesis of P. David Pearson and Janice A. Dole)

A strategy is an intentional plan that is flexible and can be adapted to meet the demands of the situation.

Proficient Readers:

- **Activate background knowledge** and make connections between new and known information.
- **Question the text** in order to clarify ambiguity and deepen understanding.
- **Draw inferences** using background knowledge and clues from the text.
- **Determine importance** in order to distinguish details from main ideas.
- **Monitor comprehension** in order to make sure meaning is being constructed.
- **Reread and employ fix-up strategies** to repair confusion.
- **Use sensory images** to enhance comprehension and visualize the reading.
- **Synthesize** and extend thinking.

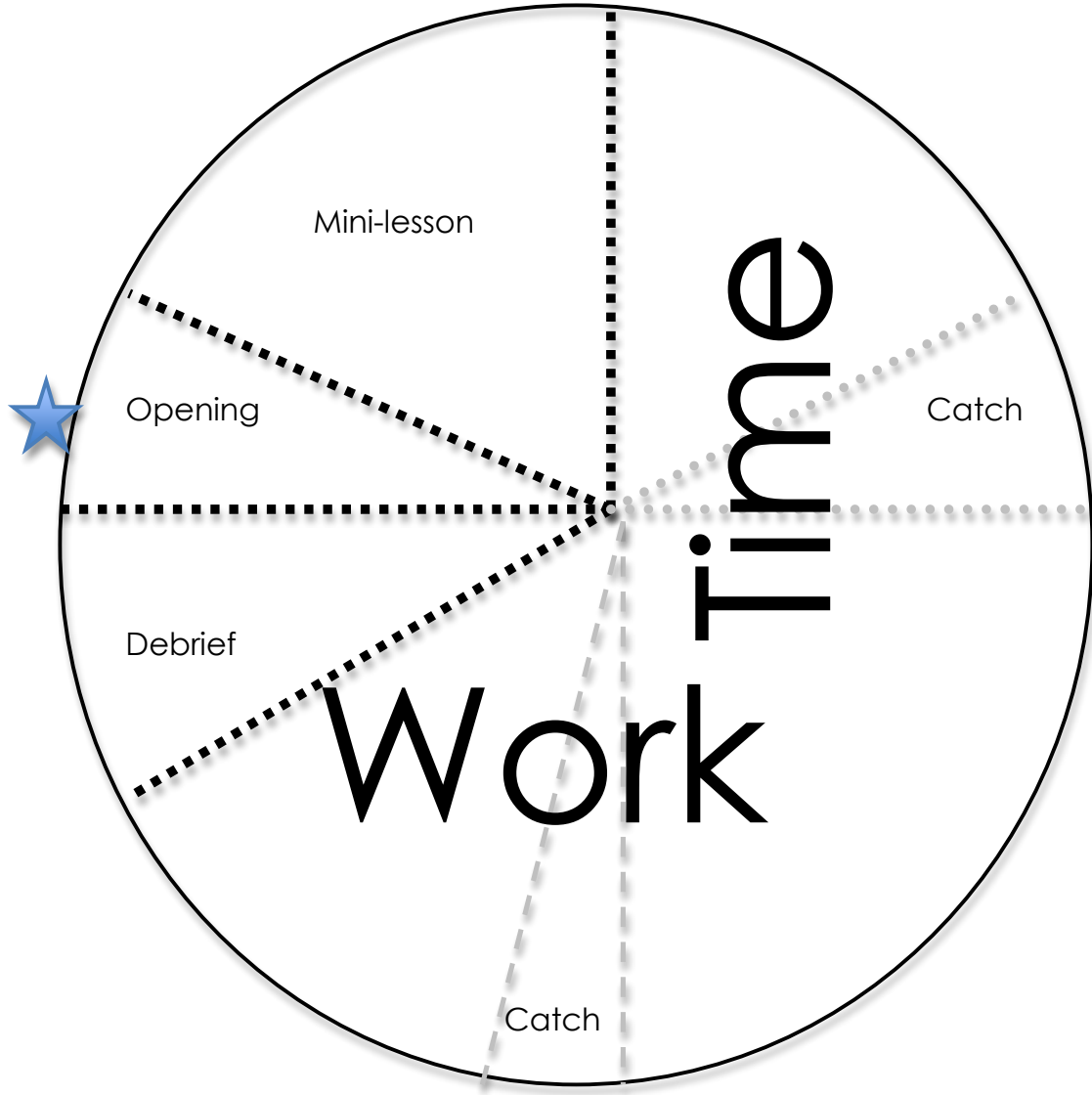


Mini-Lesson/
Micro-Lecture

Student Work
Time

Debrief /Share

Catch and Release Workshop



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