

# Professional Development Title I, Part C

## *HITS: High Impact Teaching Strategies*

August 2022

# Georgia's System of Continuous Improvement



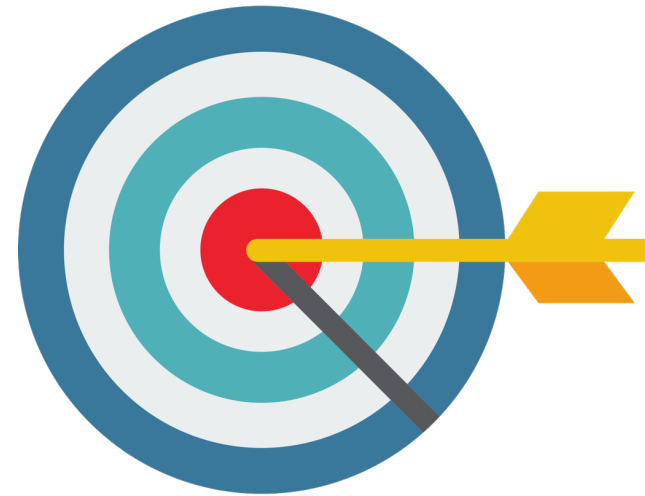
# AGENDA



- Welcome and Purpose
- Description of HITS
- HIT 1: Setting Goals
- Activity 1: Setting Goals
- HIT 2: Making a Plan
- Activity 2: Making a Plan
- Preview of March and Exit Survey

# Purpose

- Learn strategies to strengthen tutoring → improve academic outcomes for participants
  - Preschool/PreK
  - K-12
  - Out of School Youth (OSY)



## High Impact Teaching Strategies (HITS)

- Ten instructional practices that are internationally recognized as some of the most reliable teaching strategies for delivering learning outcomes.
- HITS do not intend to replace existing teaching strategies but rather add to your understanding to what you are already using and suggest new approaches to your work
- Proven approaches to teaching that research shows have a high impact on student learning.

**Source:** [Victoria State Government \(HITS\)](#)

## HITS: High Impact Teaching Strategies

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Goal Setting</li><li>• Structuring Lessons</li></ul>                                   | <ul style="list-style-type: none"><li>• Multiple Exposures</li><li>• Questioning</li></ul>                                      |
| <ul style="list-style-type: none"><li>• Explicit Teaching</li><li>• Worked Examples</li><li>• Collaborative Learning</li></ul> | <ul style="list-style-type: none"><li>• Feedback</li><li>• Metacognitive Strategies</li><li>• Differentiated Teaching</li></ul> |

# Setting Goals

## An Evidence-based, High Impact Teaching Strategy

# How many of us set goals in our personal lives?

**Financial Goals** (e.g., adding \$15 to savings each month)

**Health Goals** (e.g., lowering a1c blood glucose)

**Relationship Goals** (e.g., not taking criticism personally)

**Travel Goals** (e.g., going to see a relative in 2022)

**Educational Goals** (e.g., considering a certification program)

**Spiritual Goals** (e.g., being more active in a place of worship)

**Career Goals** (e.g., applying for a job opening)



# Setting Goals Has an Impact on Learners and Providers

- ☒ Learners know what they are striving to achieve.
- ☒ Learners can self-assess their own progress.
- ☒ The service provider or tutor can better choose activities and materials to meet the desired outcomes.

# Setting Goals for Academic Student Support

- ☑ Having clear intentions
- ☑ Having a sense of what success looks like
- ☑ Sharing the goal with the learner



# Two Driving Questions for Setting Goals

- What should the learner know or understand?
- What should the learner be able to do?



## What Should the Learner Know or Understand?

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- The teacher wants my **9<sup>th</sup> grader** to understand how to solve for  $x$  in two-step equations.
- I want my **kindergartner** to know sight words.
- I want my **3<sup>rd</sup> grader** to understand the difference between fact and opinion.
- My **OSY** needs to know enough English to order in a McDonald's.
- I want my **preschooler** to know her colors.

# What Should the Learner Be Able to Do?

- My **9<sup>th</sup> grader** will be able to solve for x in basic, two-step equations by the end of the hour.
- My **kindergartner** will be able to read and speak the first 20 sight words by the end of the year.
- This month, my **3<sup>rd</sup> grader** will be able to explain in his own words how he knows a sentence reflects an opinion.
- My **OSY** will soon be able to speak the English phrases “I want to order,” “How much do I owe,” and “Can I get extra sauce.”
- In a few months, my **preschooler** will to be able to identify four colors accurately when I show her different colored blocks.

# In Summary

- Ask ourselves what the learner needs to know or understand.
- Decide about what the learner should reasonably be able to do and when.
- Review the learner's current capabilities.
- Choose activities and materials to meet the learner where they are and begin to take them higher in stages.

# Activity: Setting Goals



*you got this.*

<https://padlet.com/zlivingston/f78r5fdlamsbmdo2>



# Structuring Lessons (“Making a Plan”)

An Evidence-based, High Impact  
Teaching Strategy



# We've set our goals, so what next?

- Make a plan to achieve your goals.
- Research shows that change happens when participants receive supplemental support that is:
  - ✓ Structured
  - ✓ Consistent
  - ✓ Supportive

# Scheduling Has an Impact on Learners and Providers

- ☐ The service provider or tutor prepares activities and materials ahead of time to meet the desired outcomes
- ☐ The service provider or tutor is intentional
- ☐ The participant is provided with a structured and well-organized experience
- ☐ The participant benefits from maximized instructional time

# Inquiring Minds Want to Know:

- For K-12 students, does your district/school offer any of the following consistently:
  - Flex Blocks (i.e., “Jacket Time,” “W.I.N.” Time, homeroom, advisement, study hall)
  - Intervention Period/Block
  - Extended Block Scheduling
  - Small Group Time

# Schedules

- Adhere faithfully to dedicated schedules
- Provide services during the most opportune time for students
- Offer participants at least 30 minutes of instruction 3xs per week, if possible

# Unenrolled Service Delivery

- Adequate time dedicated to P3-P5 (exclusive of travel time)
- Consistent with arrangements/obligations
- Flexible scheduling for OSY schedules
- Reminders (text, WhatsApp, etc.)

# Important Considerations

- Communication is critical: Schedule time separately from core content area instruction (with no student missing grade-level content instruction in the general education classroom) to discuss where help is needed and to hear concerns
- Find a quiet place for OSY service delivery; distractions and noise limit the amount of information being received
- Be on time and consistent

# Activity: Let's Make a Plan



1. Review Objectives
2. Outline Content & Signal Transitions
3. Call Attention to Main Ideas
4. Review Main Ideas at the End

[Padlet](#)

# Try it Out: Make a Plan

1. Review Objectives
2. Outline Content & Signal Transitions
3. Call Attention to Main Ideas
4. Review Main Ideas at the End

Think about an activity that you have taught or want to teach.

Using the format on the left, type what you would do for each step.

Please post your work to the Padlet. The link is in the chat box.

[Padlet](#)



# Summary

## HITS 1: Setting Goals

- What does the learner need to know?
- What does the learner need to be able to do?
- What are the learner's current capabilities?
- What resources are needed?

## HITS 2: Making a Plan

What preparations do you need to make to:

- ✓ provide structure and routine;
- ✓ maximize instructional time;
- ✓ be intentional and prepared; and
- ✓ best supplement core content.

# What is next for Professional Development?



# Math for all!

Our next Professional Development will continue exploring High Impact Teaching Strategies (HITS), and how these strategies can be used during math tutoring sessions. Feel free to read more information about the following HITS:

- **Explicit Teaching/Tutoring**



- **Worked Examples**



# Your opinion counts!

As we conclude our professional development session today, we want to hear from you. Please use a mobile device and scan the QR code or use the link provided in the chat and complete the survey.



<https://gamep.formstack.com/forms/fy23hits>

# References

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