Improving Student Learning Series:

The i5 Teacher –
Teaching Thinking,
Teaching Innovation

Jane E. Pollock, Ph.D.
www.learninghorizon.net

Jane, former ESL and classroom teacher, has worked as a district administrator and at McRel Laboratory. She manages long-term projects worldwide to improve teaching and supervision in order to improve student learning.

Jane is co-author of Dimensions of Learning Teacher and Training Manuals (1996), Assessment, Grading and Record Keeping (1999), Classroom Instruction That Works (2001), Improving Student Learning One Principal at a Time (2009), and Minding the Achievement Gap: The Classroom at a Time (2010).

Jane authored Improving Student Learning One Teacher at a Time (2007) and Feedback: the Hinge that Joins Teaching and Learning (2011). Her current manuscript pending publication is i5: teaching innovation (2013).

Jane earned degrees at the University of Colorado and Duke University.

Frank Korb, a visual artist and educator, has been teaching art for 17 years. Frank works with high school students of all abilities, aiming to instill the process of learning, with all its frustrations and successes. He teaches the importance of setting day-to-day goals and then reflecting on what’s been achieved. He also emphasizes lifetime goals. Through an effective use of technology, he brings daily goals to his classroom and the world.

http://korbartwuhs.wordpress.com

Frank earned his BFA in Graphic Design and Art Education from the University of Wisconsin, Whitewater and his Masters in Visual Studies from Cardinal Stritch University in Milwaukee. He teaches visual art and is the Chairperson of the Art Department at Waterford Union High School. He maintains a professional artistic career (www.frankkorb.com) and is a marathon runner. He contributed to Feedback: The Hinge-Factor that Joins Teaching and Learning (2012). Frank lives with his wife and daughter in Burlington, Wisconsin.
Susan Hensley, elementary curriculum specialist with an ESL endorsement, works in Rogers, Arkansas. Susan has taught at the elementary level and now coordinates the implementation of the Common Core State Standards in her district.

She is a Northwest Arkansas National Writing Project Teacher Consultant and currently working on her master’s in curriculum leadership. Susan contributed a chapter to *Minding the Gap One Classroom at a Time* (2012).

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**Goals -**

- Improve Student Learning
- Change pedagogical automaticity
- Improve communication

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**Teach thinking & use technology**

- Plan to teach thinking skills in daily lessons GANAG
- Use technology to gather material, organize and process using thinking skills i5
Should thinking skills really be taught outside the classroom?

Information + Images + Interaction + Inquiry = Innovation
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**Lesson Planning**

Mastery TEACHING '70s

O – set objective
A – anticipatory set
I/M – input/modeling
GP – guided practice
IP – independent practice

Check for Understanding/Monitor and Adjust

C – closure

Madeline C. Hunter

Master LEARNERS 21st C

G - set a goal
A – access prior knowledge
N – new information (d or p)
A – apply thinking/practice
G – generalize, goal review

With lots of feedback
Homework Optional
Assessment timely

Jane E. Pollock

**Research & GANAG**

G - set a goal chapters 8/4 (CITW)
A – access prior knowledge chapters 6/7/10
N – new information (d or p) chapters 3/5
A – apply thinking/practice chapters 2/9/10 and 5
G – generalize, goal review, grade chapters 8/4

Formative Assessment at all steps
Homework, if necessary
How to Build a Better Lesson using GANAG and i5

A teacher can plan daily lessons using research-based strategies, including thinking skills & seek tech solutions to teach students to innovate.
Human Beings have an inherent tendency to seek out novelty and challenges, to extend and exercise their capacities, to explore, and to learn.

Daniel H. Pink (2009)