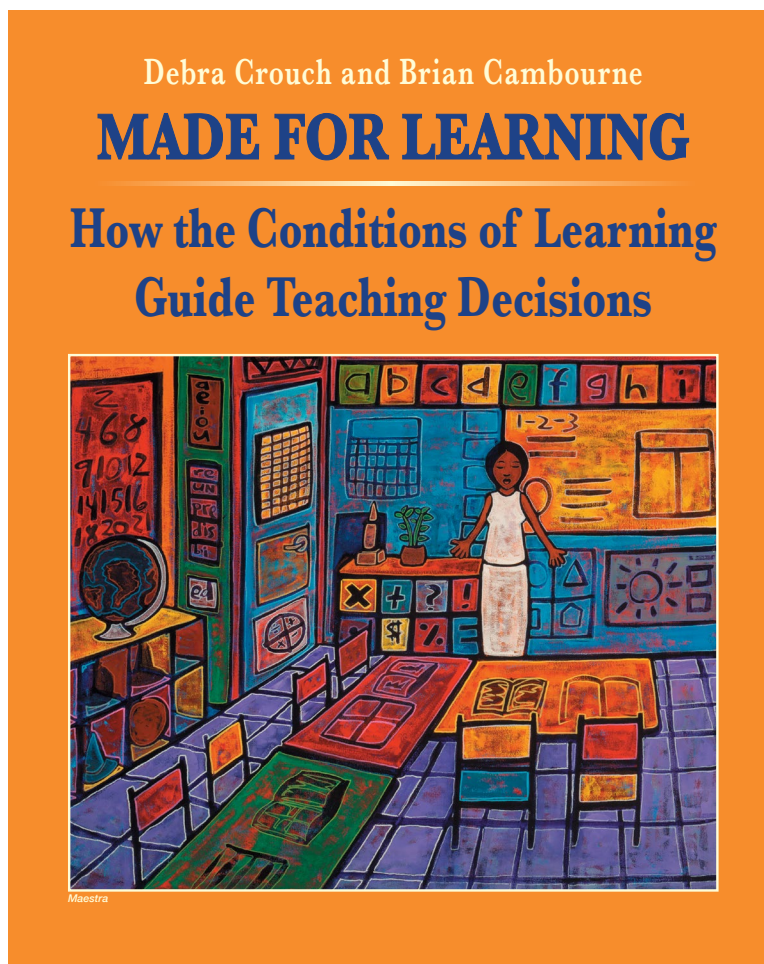


Book Study Guide for Facilitators

***Made for Learning: How the Conditions of Learning
Guide Teaching Decisions***

by Debra Crouch and Brian Cambourne



Copyright © 2020 by Debra Crouch and Brian Cambourne

All rights reserved.

ISBN: 1-978-1-57274-000-6

Table of Contents

Introduction	III
Chapter 2 Theories of Learning and Teaching	1
Chapter 3 Introduction to the Conditions of Learning	3
Chapter 4 Immersion and Demonstration	5
Chapter 5 Engagement	8
Chapter 6 Conditions That Increase the Probability of Engagement: Expectation, Responsibility, Employment, Approximation, and Response	11
Chapter 7 Language: The Bridge between Learning and Teaching	14
Chapter 8 Processes That Empower Learning	17
Chapter 9 Using This Theory of Learning to Guide Your Own Practice	19
Appendix Teaching Decisions Examined through the Conditions of Learning, Read Aloud from Chapter 4, Immersion and Demonstration	20
Teaching Decisions Examined through the Conditions of Learning, Guided Reading from Chapter 7, Language: The Bridge between Learning and Teaching.	22
Teaching Decisions Examined through the Conditions of Learning, Read Aloud from Chapter 8, Processes That Empower Learning	24
Teaching Decisions Examined through the Conditions of Learning, (Blank Template A)	25
Teaching Decisions Examined through the Conditions of Learning, Some Suggestions for Turning a Theory of Learning into Instruction	26
Teaching Decisions Examined through the Conditions of Learning, (Blank Template B)	28

Introduction

Thank you for beginning a close study of the ideas we have written about in *Made for Learning*. We believe teachers' and school leaders' decisions are critical and, to be most productive, are based on well-thought-out theories, or beliefs, about learning. Recognizing, challenging, and adjusting our own theories requires constructing, deconstructing, and reconstructing our thinking about learning in the company of others. Collaborations grounded in book studies offer safe and productive learning settings for these transformative conversations. We are honored to join you on your journey.

Made for Learning is not a “once-through, got-it” kind of professional book. Just as in all true professional learning, exploring beliefs and trusting in one's abilities to change are not easy steps, but they become less painful in the company of trusted companions. And, while the book offers ample classroom examples to illustrate powerful teaching and learning, in all likelihood, investigating one's own instruction through the framework of the Conditions of Learning is a multi-year and multi-read expedition.

However long the book study, it does help to have a road map to begin. That is the intent of this guide. The ideas we suggest are based on our collective experiences working with educators in diverse settings, across various grade levels, and over multiple conversations. Our suggestions are offered to initiate, probe, and extend your thinking. Please use them to fit your needs.

Structure of This Guide

For Chapters 2-9 of *Made for Learning*, we present a short synopsis of the chapter with key ideas discussed.

We collect the *Thinking about Our Own Meaning-Making* questions found throughout Chapters 2-8 for ease in preparing to facilitate conversations. We also include possible in-classroom, follow-up actions for each chapter to support application of ideas with learners. These action steps might launch follow-up discussions or guide lesson studies for teams of teachers observing and responding to one another.

To the right of the *Thinking about Our Own Meaning-Making* sets of questions and the Action Steps for Application, we have included space for Notes. If you choose, you can type your notes directly into the document. Be sure to capture your own questions, too.

At the end of the Guide we include the six templates from the back of the book. Incorporate the templates into your discussions as you see fit. Two of the templates are blank and both allow the user to add their notes directly to the document.

Structures for Book Study

The best structure for a book study is the one that works for those involved. While an undeniable understatement, in this case, it is unquestionably true. The amount of time allotted to any particular chapter or idea, or to any individual conversation, will be determined by the educators embarking on this journey together. Here, we simply offer some suggestions.

Leading a Book Study

While there are educators for whom leadership is recognized by a job description or position, we encourage all educator-learners to pursue professional conversations for their own purposes, whether through a formal book study, an online group, Twitter chats, or any other preferred forum. Later in this guide, we offer suggestions for bringing the Conditions of Learning alive for adult learners. Creating a learning space for ourselves and others is crucial to support the ongoing professional learning required of thoughtful educators.

As a leader, should book study hosting duties feel a bit daunting, we suggest using a common model found among non-professional book clubs: rotating the “hosting” duties among the participants. (The main role of the “host” will be to begin and end the session and facilitate the conversation during the meeting.) Shared leadership is powerful, and finding one's professional voice can lead to life-altering experiences. Rest assured, being a leader in any setting is a learned behavior and only strengthens with experience.

In this study guide, we have collected all the questions found throughout the book in the *Thinking about Our Own Meaning-Making* boxes. We caution you to be selective about their use; in no way do we suggest they all merit attention and discussion. As you read the chapter and prepare for leading the discussion, attend to those questions which resonate with you or that you feel will speak to the ongoing conversations in your professional learning community. We also encourage you to look to your participants' interests and experiences to guide your selection of any question, whether ours or your own. The book study belongs to the participants, not the book's authors.

Discussions by Chapter

Working chapter by chapter is one possible structure for book study. In this scenario, we would suggest pairing Chapters 1 and 2 together and then proceeding to read, think, and talk about each chapter one by one. There is a development of ideas across the chapters, so we suggest proceeding in the order in which they occur in the book. This model would necessitate at least eight meetings with colleagues and aligns well with a school-year-long book study.

However, we suggest reading and discussing Chapter 9 alongside each chapter throughout a year-long book study. This supports teachers to approximate applying the framework immediately. This also means only seven meetings are required to discuss all the chapters the first time through the book.

Discussion of Clusters of Chapters

Another structure for book study is to cluster chapters together. This model may allow for a faster conclusion to reading all the chapters before beginning to revisit ideas in subsequent meetings.

One such model, presented below, requires a minimum of five meetings. In this model, we considered the amount of content and ideas presented as we paired chapters, yet still allowed for depth of conversations. This model is, however, just a suggestion.

- Chapters 1-3
 - These chapters introduce the book, explore constructivist thinking, and familiarize readers with the Conditions of Learning model.
- Chapters 4-5, 9
 - These chapters explore three Conditions—Immersion, Demonstration, and Engagement. We include reading Chapter 9 with these earlier chapters, as it supports designing instruction using the Conditions as a framework. (We also pair Chapter 9 with other chapters for this same reason.)
- Chapter 6, 9
 - Chapter 6 explores five Conditions that make Engagement more likely to occur: Expectation, Responsibility, Employment, Approximation, and Response. Revisiting Chapter 9 alongside Chapter 6 is suggested.
- Chapter 7
 - Chapter 7 delves into theoretical understandings around language development and use.
- Chapter 8-9
 - Chapter 8 offers four Processes that Empower Learning. Revisiting Chapter 9 encourages using the Conditions of Learning across instructional approaches.

Nurturing Conditions of Learning for Adults

We view the Conditions of Learning and Processes that Empower Learning as fundamental to all learning settings, regardless of the age of the learner or the ideas being learned. Therefore, we encourage leaders of adult educators to be as intentional about designing their learning setting as we want leaders of young students to be. Why we do what we do matters tremendously.

We offer ideas below that can support the Conditions of Learning to come alive for the adults in the learning setting. We encourage you to use these as needed. And, as your meetings progress and your own structures, protocols, and interactions evolve, make note of how you and your group exist together. Become aware of how what you do in the way you do it supports (or hinders) each of the Conditions of Learning.

Immersion

- Send a reminder of questions to be discussed the week before a meeting so participants are encouraged to think about the questions before coming together. (The questions are embedded within each chapter in the book.)
- While we include all the questions presented in the book in this study guide, there are far more questions than needed for a book study. Be selective of the questions you use from those presented in the book. Use participant interest and engagement to determine which questions merit your attention.
- As suggested earlier, consider rotating the leadership role for the book study. (Leadership abilities only improve by leading.)

Demonstration

- Recognize that the strongest discussions will occur as the group meets over time.
- When discussions go awry or afield (as they will), use phrases (perhaps stated with humor) such as “*So, back to the book...*” or “*I wonder which Condition that connects to...*” (Remember, the strongest immersion and demonstrations are accompanied by engagement.)

Engagement

- Before meeting for the first time to discuss the book, hold a short meeting to begin establishing community for the group. Have participants respond to two questions: *How can this community support you as a learner?* and *How can you support this community of learners?*
- Use this process with the two questions above: Ask the first question, have members jot down their thoughts then have each member share. Repeat this process with the second question. Ask participants to be specific and to explain how their ideas can support them and the group. Look for commonalities to establish norms for interactions within the group and commitment to the process of learning.
- During discussions, here are some questions you might use to facilitate conversation, regardless of chapter or content.
 - What do you think were big ideas?
 - The authors think ___ is important. Why do you think they believe this is important? How do you interpret this idea?

Expectation

- Use the concept from improvisation known as “*Yes, and...*” to discuss ideas, rather than “*Yes, but...*” or “*No, but...*” This response communicates an openness to, acceptance of, and belief in what others offer.
- Communicate flexibility by honoring and acknowledging when discussions need to linger on certain topics. Recognizing what groups need is a sign of leadership.

Responsibility

- Have participants determine the ideas to discuss within a chapter.
- Sharing in a peer group can be difficult for some people. Use intentional silence (or “wait time”) so participants have time to speak up. Don’t regard silence as a negative; sometimes silence is about needing space for thinking.

Employment

- Use the Action Steps provided at the end of each chapter's section in this study guide, so teachers can align their practice to what has been discussed.

Approximation

- Reflect on examples of instruction using questions such as *“What worked? Why?”* and *“What didn't work? What do you wish had happened? What might you do differently next time?”*
- Have participants discuss how they will use the ideas discussed from the book to investigate and enhance their learning settings.

Response

- Use as many or as few of the questions as needed to support discussion.
- The best prompts to launch the discussion are the same as those suggested in the book (on page 50): *What are you thinking? Say more about that. What makes you think that?*

Chapter 2

Theories of Learning and Teaching

Synopsis of the Chapter

Chapter 2 articulates a theory for how the authors believe learning occurs as well as what they believe might get in the way of learning. The authors believe in a constructivist theory. This chapter begins an exploration of what the authors term a Discourse of Acquisition and a Discourse of Meaning-Making.

Big Ideas in This Chapter

- Learning is our ever-changing knowledge, understandings, feelings, values, and skills regarding what is to be learned.
- Learners construct, deconstruct, and reconstruct meanings for themselves.
- A teacher's role is to support meaning-making, not to transfer the teacher's knowledge to the learner.
- Teaching is a response to a learner, not a starting point.
- Discourse in a literacy setting includes thinking, behaving, and language use reflecting how literacy classrooms, in particular, and classrooms, in general, should "work." Discourse includes not only particular words and phrases used by participants as they communicate, interact, and respond but also any actions and behaviors, artifacts and tools, and beliefs and understandings that accompany that language.
- Language refers to any set of abstract symbols used to construct and share meanings. These symbols may be patterns of sound, visual symbols, or movement.
- While what is to be learned is different, learning oral and written language follows a similar process.
- Missteps of instruction may occur from a mismatch between theories of learning and instructional practices employed.

Thinking about Our Own Meaning-Making

Page 9:

- How do you define learning?

Page 10:

- Consider your own classroom. What teaching decisions are meaning driven? Which aren't?
- How might you adjust those decisions to make them meaning-driven?

Page 15:

- What mismatches in your own teaching practice can you identify?

Page 21:

- What professional resources do you rely upon to support your theory or beliefs about learning?

Notes

Page 22:

- What is your theory of learning? How does the description of learning in this chapter align with your beliefs about learning?
- What is an example of a mismatch between your theory of learning and an instructional practice you use or have used? How might you adjust the practice to align with your theory of learning?
- What other big ideas are you holding as you reflect on this chapter? What questions do you have?

Action Steps for Application

Notes

1. Examine instruction for language use or behaviors.
 - a. Record a lesson delivered to students. Study the language used during the lesson for words or phrases implying ideas or information are “given” or “transferred” to students. Notice when something is done for students they could have done for themselves. Some examples of this language or these behaviors include:
 - “Today I’m going to teach you...”
 - “You can’t do ___ until I show you how.”
 - “I’ll check your work later.”
 - Speaking for students instead of having them share their thinking.
 - Waiting for all students to be perfectly quiet and still before reading a text.
 - b. Consider how you might change the language in your lesson to support students as they construct ideas.
2. Look for examples of mismatches in classrooms. How is what was identified a mismatch? What might be adjusted to align teaching to a constructivist belief system of learning?

Chapter 3

Introduction to the Conditions of Learning

Synopsis of the Chapter

Chapter 3 outlines the model of learning known as The Conditions of Learning. A history and purpose of the naturalistic inquiry approach used by Brian Cambourne is shared. Each Condition is introduced and briefly defined. A visual representing Cambourne's Model of Learning is included.

Big Ideas in This Chapter

- Naturalistic inquiry researchers, such as Brian Cambourne, are motivated to understand how complex systems such as home and classroom settings work. Brian sought to understand underlying patterns and systems that effectively support durable learning.
- Cognitive abilities that characterize only our species strongly suggest that nature has already worked out what social, cultural, and physical factors are needed to make such complex learning possible.
- Brian's research studying children learning to talk examines one of the most universal examples of complex learning in which humans engage.
- To date, there are eight Conditions of Learning: Immersion, Demonstration, Engagement, Expectation, Responsibility, Employment, Approximation, and Response.
- To date, there are four Processes That Empower Learning: Transformation, Discussion/Reflection, Application, and Evaluation.

Thinking about Our Own Meaning-Making

Page 25:

- Have you ever observed a child learning to talk? What interested, intrigued, or fascinated you about this process?

Page 32:

- Which of the Conditions of Learning resonate most with you at this time?
- How have these Conditions been present in learning you've experienced yourself?
- How have these Conditions been reflected in your own classroom practice?
- Which of these Processes That Empower Learning are you currently using in your own classroom? How do you feel they support your learners?
- What other big ideas are you holding as you reflect on this chapter? What questions do you have?

Notes

Action Steps for Application

Notes

1. Reflect on a journey in learning something.
 - a. Have each participant think about a specific example of learning they've done in their own life. It might be a sport, a hobby, a functional kind of learning, such as driving a car or doing the laundry, or something learned for teaching, like using Google Docs or entering student attendance through a digital system.
 - b. How was it learned? What was the first step? Next step? And so on?
2. After reflecting on the something learned, reframe the learning experience using the Conditions of Learning. Use the Conditions to discuss the learning setting (physical, social, emotional, and intellectual) and how the setting supported (or hindered) what was learned.
3. Have each participant select a student from their classroom. Discuss the learning journey for the student in one area, such as reading, using the Conditions of Learning to describe the learning setting. What teaching decisions supported or hindered student learning?

Chapter 4

Immersion and Demonstration

Synopsis of the Chapter

Chapter 4 examines what it means to be an inspirational leader in a classroom, by exploring the Conditions of Immersion and Demonstration. A multi-day series of read aloud lessons are shared to illustrate these two Conditions. Teaching decisions made throughout the lessons are discussed.

Big Ideas in This Chapter

- In a classroom, the learner experience supports students to develop their own understandings of the roles literacy, numeracy, science, and history play in one's life. How we illuminate those roles implies teaching in ways that are authentic, meaningful, and relevant.
- As teachers in constructivist classrooms, we must present lessons that embody the construct–deconstruct–reconstruct journey to meaning.
- Immersion provides opportunities to surround students with what it is they are learning, so they experience the intellectual, physical, and emotional aspects of the something being learned.
- Demonstrations are opportunities to unpack immersive experiences with learners so they might more closely examine and refine what they learned within that experience.
- The physical, social, emotional, and intellectual settings for learning can be explored through four categories of instructional decisions (Space and Time, Routines and Behaviors, Materials and Resources, and Teacher Thinking and Language).

Thinking about Our Own Meaning-Making

Page 38:

- How do you define reading?
- How might your definition influence the messages about reading that you communicate to your learners?

Page 39:

- What immersive experiences do you provide for your students on a regular basis?

Page 41:

- What holistic demonstrations do you provide for your students on a regular basis?

Page 48:

- How do you organize classroom space and time to support student meaning-making?

Notes

Page 49:

- What routines and behaviors do you use to support your learners?
- How do they support meaning-making?

Page 50:

- What materials and resources do you use to support your learners?
- How do you use them to support meaning-making?

Page 53:

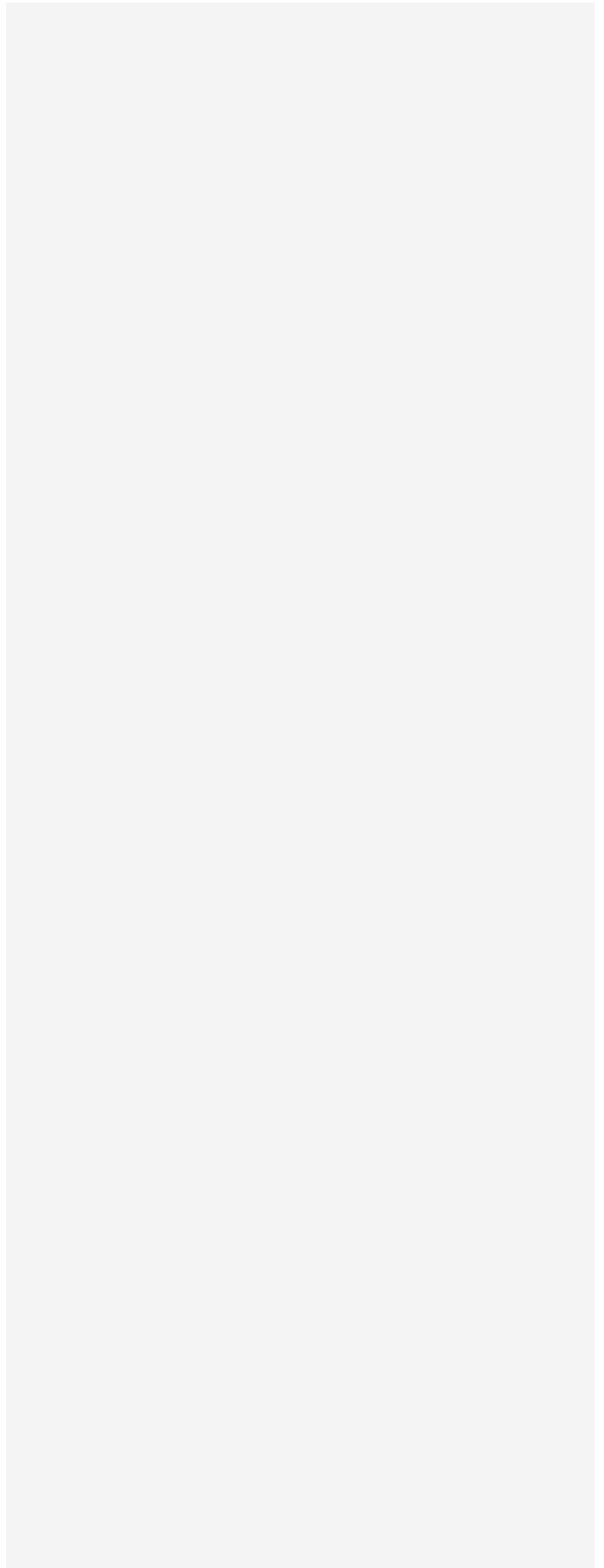
- How do you describe the reading and writing process for yourself?
- How do these beliefs affect the Conditions of Immersion and Demonstration for your students?
- Consider the Immersion and Demonstration you have provided for your students. What mismatches exist between your theory of learning and the Immersion and Demonstration you provide?
- How do you intentionally construct your Immersion and Demonstration to be “someone who leads?”
- What other big ideas are you holding as you reflect on this chapter? What questions do you have?

Action Steps for Application

1. Have participants explore the Condition of Immersion in their classroom.
 - a. What does the physical space communicate about literacy learning, mathematical learning, and or other areas of learning?
 - b. How are the social and emotional needs supported in this learning setting?
 - c. What messages are communicated about the intellectual learning taking place?
 - d. How does teacher thinking and language influence the learners in this classroom?
2. Have participants explore the Condition of Demonstration in their classrooms.
 - a. What does the physical space communicate about literacy learning, mathematical learning, and or other areas of learning?
 - b. How are the social and emotional needs supported in this learning setting?

Notes

- c. What messages are communicated about the intellectual learning taking place?
- d. How does teacher thinking and language influence the learners in this classroom?



Chapter 5

Engagement

Synopsis of the Chapter

Chapter 5 explores the Condition of Engagement. The authors describe principles of Engagement while distinguishing Engagement from other concepts with which it is often confused. The classroom example explores a science lesson with a group of third grade students as they interact with their teacher. The discussion highlights the teaching decisions made by their teacher.

Big Ideas in This Chapter

- The human brain is the organ of learning and discerns what is important or unimportant from the constant stream of incoming data.
- Engagement is fundamental to learning and involves attention and a desire to learn what is being demonstrated.
- Engagement positions us to attend to particular actions or artifacts (or both simultaneously) we deem worthy of notice and/or attention.
- Principles of engagement include the following: Learners see themselves as “doers” of what is being learned, understand how demonstrations are important to their lives, believe they aren’t risking harm as they make attempts at what is being learned, and have a strong relationship with their teachers (adults and children).
- Engagement is different from compliance, entertainment, accountability, and motivation.
- Without the presence of the principles of Engagement, even well-structured demonstrations and experiences, from well-intentioned and well-prepared teachers, aren’t likely to result in learning.

Thinking about Our Own Meaning-Making

Page 57:

- Think about your daily instruction. What routines, behaviors, and language do you use to support Engagement?

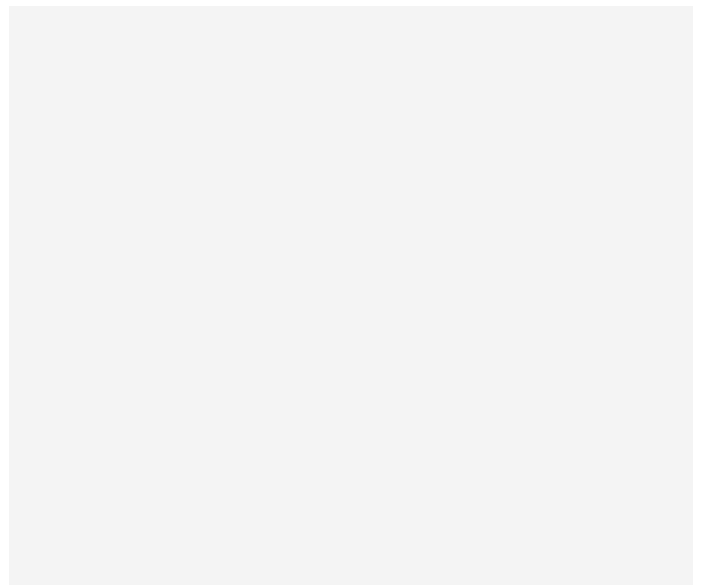
Page 60:

- What in your learning setting or instruction causes distractions for learners?
- How might you support learners to discern what to attend to and what to ignore?

Page 64:

- How might you design instruction that encourages moments of “intellectual unrest” to occur?
- How might you support students to make the best use of these moments of “intellectual unrest” in your classroom?

Notes



Page 66:

- How do you support learners to see themselves as “doers” of what you’re teaching?

Page 68:

- Do your students see what you’re teaching as purposeful?
- Why or why not?

Page 70:

- In your classroom, how do you intentionally create emotional safety for learners?

Page 72:

- Think about the relationships you have with your students. Which support Engagement?
- What have you done to develop that relationship?
- Which relationships might need further work?
- What might you do to develop that relationship?

Page 73:

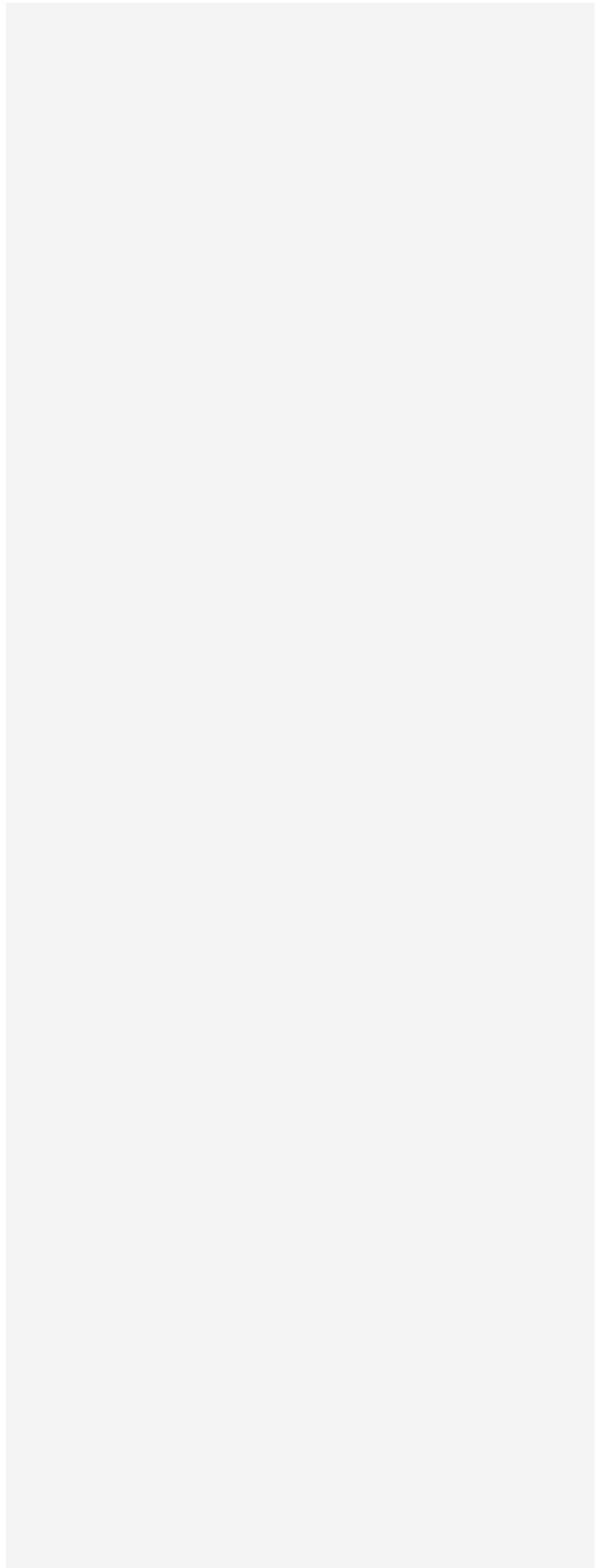
- Think of a moment in a classroom when you recognized that students were engaged in what was being learned. What were the signs?
- What intentional teaching decisions were made that supported Engagement to occur?
- How do you intentionally construct learning settings to support Engagement?
- What mismatches exist between your theory of learning and the ways you support Engagement?
- What other big ideas are you holding as you reflect on this chapter?
- What questions do you have?

Action Steps for Application

1. Have participants examine routines and protocols they use to support students to engage with what is being taught.
 - a. Which support Engagement?
 - b. Which of those routines and protocols are based on compliance, entertainment, accountability, or motivation, as described in this chapter?
 - c. How might those routines and protocols be adjusted to support the principles of Engagement, as described in this chapter?

Notes

2. Have participants examine teachers and students interacting during instruction. How does language use by the teacher and students support or indicate Engagement, as described in this chapter? In what way?



Chapter 6

Conditions That Increase the Probability of Engagement: Expectation, Responsibility, Employment, Approximation, and Response

Synopsis of the Chapter

In this chapter, the authors explore a learning culture or setting designed to increase the likelihood of Engagement. Five Conditions of Learning shape the system of possibilities in a learning setting: Expectation, Responsibility, Employment, Approximation, and Response. Each Condition is illustrated by a different classroom instructional experience and includes discussion of teaching decisions that support that Condition.

Big Ideas in This Chapter

- A learning environment, culture, or setting is permeated by a tone and ambiance where the Conditions of Learning are deliberately curated.
- Five Conditions of Learning increase the probability of Engagement occurring for learners: Expectation, Responsibility, Employment, Approximation, and Response.
- Expectation involves beliefs about a learner’s capabilities, both how learners view themselves and how they are viewed by significant others, often signaled through the messages sent by the language they use.
- Responsible learners need to make their own decisions about why, when, how, and what “bits” to learn in any learning task.
- Employment recognizes that learners need time and opportunity to use and practice what has been demonstrated, in order to develop control over their evolving abilities.
- Learners approximate, or make attempts, when learning and must have the freedom to approximate the desired model. Approximations are a normal aspect of learning.
- Learners must receive responses from exchanges with more-knowledgeable others. These responses must be relevant, appropriate, timely, readily available, and nonthreatening, with no strings attached.

Thinking about Our Own Meaning-Making

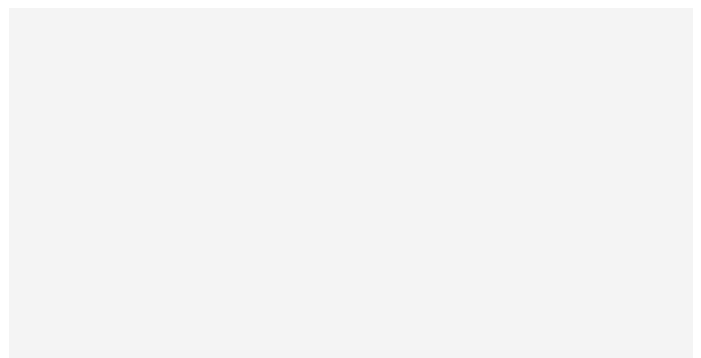
Page 84:

- In your classroom, how do you intentionally communicate expectations for your learners?
- What expectations do the students have for themselves?
- How do these expectations affect Engagement for students?

Page 88:

- In your classroom, what responsibilities do your

Notes



students assume for their own learning?

- How does this affect Engagement?

Page 92:

- Think about the Condition of Employment related to your own classroom. What opportunities do you provide for authentic practice of what is to be learned?
- How do these opportunities affect Engagement?

Page 96:

- In your classroom, how are approximations honored by teachers? By students?
- How are approximations used to support learning?
- How does honoring approximations affect Engagement?

Page 102:

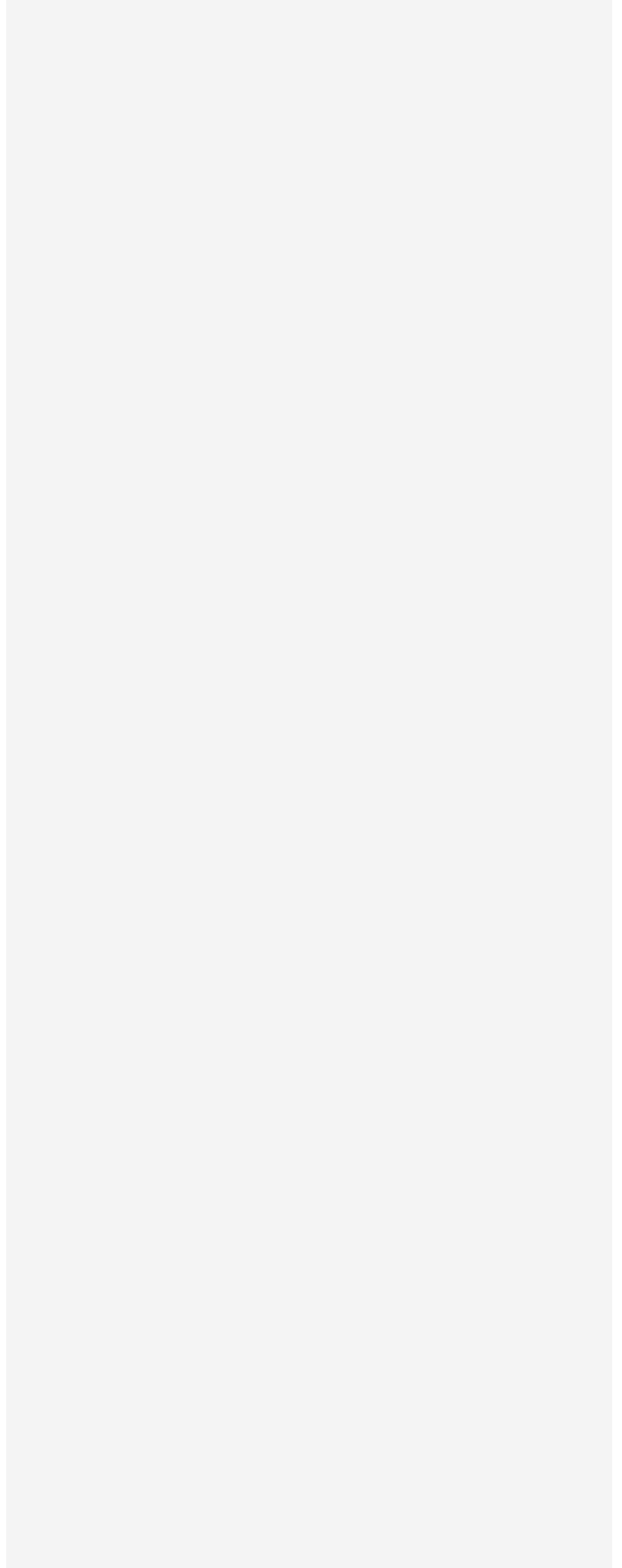
- In your classroom, what kind of responses do you provide for your learners?
- What kind of responses do you encourage from your learners?
- Have you ever had to “up the ante” for a learner? How did you do it?
- How do these responses affect Engagement?

Page 103:

- What intentional experiences in your ecosystem of learning “enliven the soils”?
- What do you choose to bring into your learning setting because of its inherent value to learning?
- What “toxic” behaviors, activities, or language have you stopped doing or using simply because they didn’t support a healthy or happy learning culture?
- What mismatches exist between your theory of learning and your expectations and responses to learners? How does this affect Engagement?
- What mismatches exist in how you support student responsibility, provide opportunities for employment, or use approximations to recognize and honor students’ learning? How does this affect Engagement?
- What other big ideas are you holding as you reflect on this chapter? What questions do you have?

Action Steps for Application**Notes**

1. Have participants explore their classroom setting (physical, social, emotional, and intellectual) through the framework of these five Conditions and consider how they support Engagement.
2. Have participants examine teachers and students interacting during instruction. Discuss the interaction using the five Conditions that make Engagement more likely to occur. How does language use by the teacher and students support this learning setting? In what way?



Chapter 7

Language: The Bridge between Learning and Teaching

Synopsis of the Chapter

Chapter 7 articulates particular understandings about language necessary to teach from a constructivist stance. The authors explore language, its development and its use, positioning language as a bridge between learning and teaching. This chapter discusses brain research, genre, and commonalities among learners who view language as a tool for communication. The lesson example considers teaching decisions within a guided reading experience, exploring how a teacher's stance on language development influences the learning opportunities offered.

Big Ideas in This Chapter

- Central to all learning is language.
- Uncomplicated learning and teaching requires particular understandings about language, its development, and its use.
- One key understanding about language is Halliday's idea that learners learn language, through language, and about language simultaneously.
- Brain research shows us the potential for developing our learners' brains through the active, purposeful experiences and language-based, social interactions we put into place on a regular basis.
- Language is the mediator, the bridge, in all these learning and teaching scenarios.
- One aspect of the bridging role of language on learning and teaching is how our beliefs and metaphors shape the experiences we create for learners to think and behave in certain ways.
- A second aspect of the bridging role is how it supports students to become effective users of language.
- Four commonalities among learners who view language as a tool for communication include confidence in themselves as effective users of language, use of language to achieve a range of personal and social ends, a commitment to literacy and the wide range of behaviors it brings, and an ability to articulate (in age-appropriate language) ideas about literacy.
- In all learning situations, there is a language underlying and influencing what is being learned.
- Knowledge of genre helps us understand the decisions about language use and structure an author makes to communicate intended messages.

Thinking about Our Own Meaning-Making

Page 109:

- How does brain research influence your instructional practice?
- How does the research you're reading align with your belief system of learning?

Page 110:

- What mismatches in your own teaching practice can you identify?

Notes

Page 113:

- Consider students you've taught who became successful literacy learners and those who didn't. What behaviors or attitudes did these learners have?
- How do you think those behaviors or attitudes developed?

Page 118:

- In your classroom, what perceptions of your learners have influenced your expectations?
- How were those expectations communicated through your language use?

Page 121:

- In your classroom, how does your understanding of genre affect your reading and writing demonstrations?
- How do your students use genre to make meaning?

Page 124:

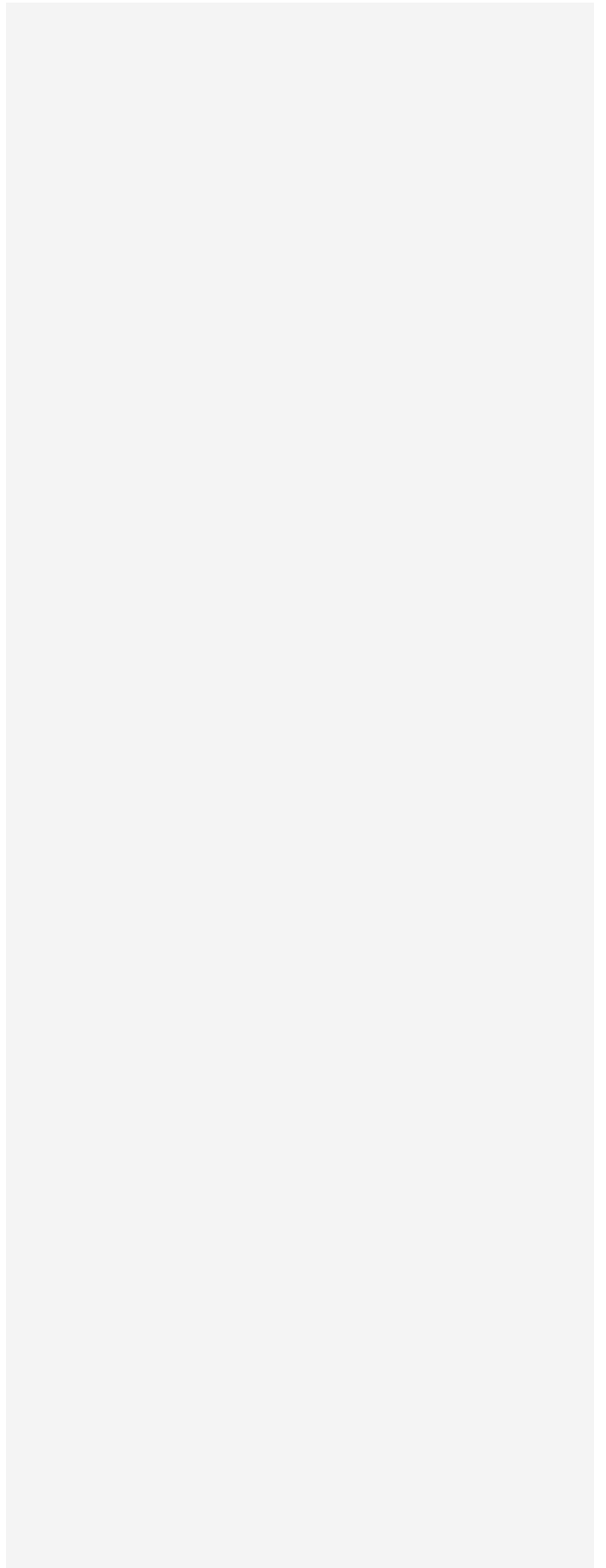
- How do you think your theory of learning and teaching aligns with current brain research on language development and its use?
- How have you structured lessons so students “learn language, through language, and about language simultaneously?” What effects do you observe in your learners?
- How do you invite children into the “literacy club?”
- What is an example of a mismatch between your theory of learning and the instructional language you use or have used? What adjustments to your language would more closely align with your theory of learning?

Action Steps for Application

1. Have participants notice the degree to which their learners view language as a tool for communication. Use the four commonalities discussed in this chapter to discuss the learners' confidence in themselves as effective users of language, how they use language to achieve a range of personal and social ends, their commitment to literacy and the wide range of behaviors it brings, and their ability to articulate (in age-appropriate language) ideas about literacy.
2. Examine video of lessons to gauge how well the instruction provides opportunities for students to “learn language, through language, and about language

Notes

simultaneously.” What adjustments could be made to strengthen this learning and teaching stance?



Chapter 8

Processes That Empower Learning

Synopsis of the Chapter

Chapter 8 identifies the four Processes that Empower Learning: Transformation, Discussion/Reflection, Application, and Evaluation. Multiple classroom examples bring the four Processes to life; the teaching decisions inherent in each learning opportunity are explored to consider the purpose of each Process and how it supports learning.

Big Ideas in This Chapter

- When teachers intentionally use the Conditions of Learning as a framework for making instructional decisions, the Processes that Empower Learning emerge.
- These Processes provide interactions, among all the learners, that are necessary in classrooms for learning language, through language, and about language simultaneously.
- Embedding these Processes into the ebb and flow of classroom practice not only increases the depth and durability of the learning but simultaneously honors and encourages approximations as a valid and powerful strategy when learning new ways of knowing and being.
- Transformation enables learners to use and apply constructed meanings in other settings, events, and experiences. Transformation isn't simply copying the person who is demonstrating or memorizing by rote what is being taught; learners actually transform what is learned into something that is uniquely theirs.
- Discussion/Reflection with others (or, as is the case with reflection, talk with ourselves) about our thinking allows learners to construct, clarify, interpret, adjust, and expand understandings.
- Application involves opportunities to apply what the learner has been engaged with; doing so makes it possible for approximation of what a learner thinks they're supposed to be learning and elicits a response from a more knowledgeable other. While the definitions of Employment and Application are very similar, the subtle, but important, difference is in who determines what is being applied or employed.
- Evaluation is self-evaluation, when each of us evaluates our own performance by asking, "How am I doing?" Building reflection time into our teaching experiences supports this self-evaluation.

Thinking about Our Own Meaning-Making

Page 134:

- What examples of the Process of Transformation have occurred in your classroom?
- What, in your learning setting, supported this transformation?

Page 138:

- How do you support the Process of Discussion/Reflection in your classroom?
- How have you adjusted your instruction to include

Notes

more opportunities for discussion and reflection?

Page 142:

- How do you include opportunities for both Application and Employment throughout your instructional day?

Page 147:

- How do you include the Process of Evaluation throughout your instructional day?
- How do you support students' self-evaluation through your responses to their approximations?

Page 148:

- How do you intentionally support meaning-making so students are invited into the “learning club?”
- Which Processes that Empower Learning do you support in your classroom?
- How do they align with your theory of learning?
- What mismatches exist between your theory of learning and the intentional language and facilitation you use to support learners?
- What other big ideas are you holding as you reflect on this chapter?
- What questions do you have?

Action Steps for Application

1. Have participants explore their classroom to notice the degree to which the four Processes are supported. Discuss how the Conditions of Learning and the Processes That Empower Learning align in their instructional space.
2. Have participants determine what adjustments to make to strengthen the Processes. Notice teacher and students' interactions and language and how they support or hinder the Processes.

Notes

Chapter 9

Using This Theory of Learning to Guide Your Own Practice

Synopsis of the Chapter

Chapter 9 is designed to support educators engaging in learning opportunities that characterize the professional stance taken throughout the book. A series of templates are presented using the Conditions of Learning and Processes That Empower Learning. The templates are designed as reflective lenses and a means for exploring instructional practice. Three lessons from earlier in the book are explored more deeply, bringing multiple Conditions and Processes to the forefront. A different template supports an examination of the study of writing instruction. Two blank templates are included to support teachers in using the framework of Conditions and Processes to examine teaching decisions.

Big Ideas in This Chapter

- A teacher establishes the tone and language within a learning community.
- Effective teachers continuously reflect on outcomes for learners and the alternatives for achieving them, and they make in-the-moment and long-term decisions based on these reflections.
- The authors' belief is that, if learning isn't occurring, it's because our learning settings aren't built and structured for such complex learning. On the other hand, if learning continues for our students, it's because we design settings that affirm kids are "made for learning."
- The Conditions of Learning is a well-thought-out theory that offers a lens, or framework, for examining our existing belief system about learning and the practices we use in our classrooms.
- The goal in using the Conditions and Processes as a framework is to strengthen the learning setting by bringing intentionality to decisions that make learning more likely to occur.

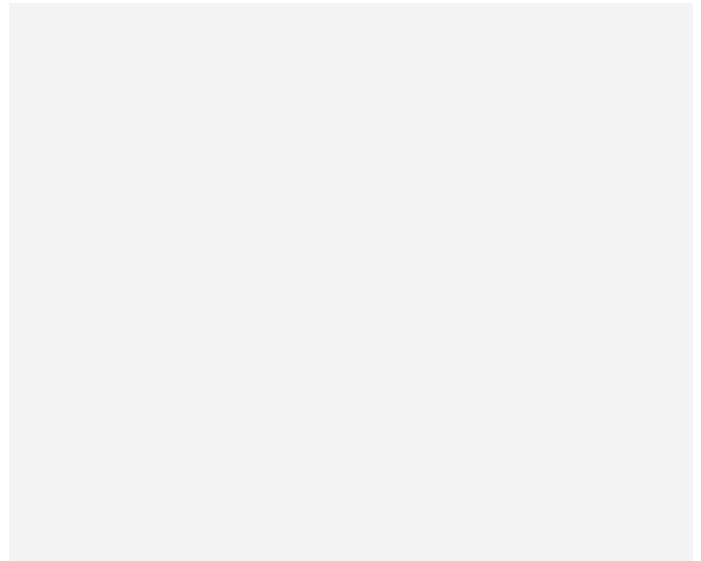
Thinking about Our Own Meaning-Making

There are no Thinking about Our Own Meaning-Making Boxes found in Chapter 9

Notes

Action Steps for Application

The authors suggest that, rather than viewing Chapter 9 as a "final chapter," this chapter be explored alongside the first eight chapters so application occurs during the time spent reading the book. Since Chapter 9 was written explicitly to support application of the theory of Conditions of Learning and Processes that Empower Learning, no further suggestions are offered other than those found in the chapter itself.



Appendix

Teaching Decisions Examined through the Conditions of Learning

Read Aloud from Chapter 4, Immersion and Demonstration

Text: The First Revisit to *The Other Side* (Woodson, 2001)
 Teacher: *Trish Candia*

Lesson	Teaching Decisions	How the Conditions and Processes are Affected by these Teaching Decisions (Specific Conditions and Processes are in bold)
<p>Ashley: <i>She said I couldn't swing 'cause I wasn't big enough and I said yes, I was, but she still wouldn't let me play.</i></p> <p>Trish: <i>How did you feel when the girl wouldn't let you play?</i></p> <p>Ashley: <i>I felt sad. I almost cried but I didn't.</i></p> <p>Trish: <i>So, Ashley, you felt sad when someone said you couldn't play. How do you think Annie feels when Sandra says no, you can't jump rope with us?</i></p> <p>Ashley: <i>Annie feels sad.</i></p>	<p>Trish probes the learner to support the student to expand her own thinking.</p> <p>Trish helps Ashley relate her connection to a character in the book and understand how this connection helped her understand the character.</p>	<p>When teachers follow up by asking students to expand on their thinking, students make attempts free from the fear of being wrong, a critical factor for engagement.</p> <p>The teacher has communicated her expectations and believes that the learner is capable, helping the student assume responsibility for her own thinking.</p> <p>These interactions allow teachers to assess authentically and to provide appropriate responses to learners.</p>
<p>Trish (to the entire class): <i>When Ashley remembered how sad she felt when someone wouldn't let her play, Ashley knew how Annie felt when Sandra told Annie she couldn't play</i></p> <p>(Refers back to relevant pages in the book)</p> <p><i>Connections can help us understand how characters are feeling in a story. They make the story more interesting to us and make us want to know more about our characters. Thank you, Ashley, for helping us understand how our connections help us understand the stories we read.</i></p>	<p>Trish helps other students understand how connections help us as readers, using Ashley's connection as an example.</p>	<p>Response to students about a process they used supports them to understand how they made meaning (assumed responsibility) and why doing so is important for readers (a factor for engagement).</p> <p>This articulation of student employment of a reading strategy communicates that students have taken responsibility for learning and have met expectations we have for them as learners.</p> <p>Engagement increases as readers see themselves as capable and have a clear understanding of how our demonstrations relate to meaning-making.</p>

Lesson	Teaching Decisions	How the Conditions and Processes are Affected by these Teaching Decisions (Specific Conditions and Processes are in bold)
<p>Trish continues to read.</p> <p>A few pages later, Trish read: <i>“Some mornings my mama watched us. I waited for her to tell me to get down from that fence before I break my neck or something. But she never did.”</i></p> <p><i>“I see you made a new friend,’ she said one morning.”</i></p> <p>Trish paused, and silence hung in the air. After a few seconds of quiet, Maya spoke up: <i>I wonder why her mama changed her mind?</i></p> <p>Trish was silent, allowing time and space for the other students to respond to Maya’s “wondering.” No one did. Trish hesitated, then continued reading to the end of the story.</p>	<p>Trish pauses and allows space for thinking to occur. She does not require students to raise their hands to share thinking.</p> <p>Trish’s silence gave space for the other students to decide for themselves if they wanted to respond to Maya’s question; they did not.</p> <p>Trish also did not offer an “answer” herself.</p>	<p>A belief in learner’s thinking and their abilities supports engagement. It strengthens the relationship that is crucial for engagement to occur.</p> <p>Offering to students the opportunity to decide when and how to share thinking also supports engagement, ensuring students see themselves as “doers” of reading.</p> <p>Not providing easy answers to student’s questions sets up expectations of learners that they can be solvers of their own questions and problems. This kind of response to a learner increases engagement and responsibility.</p>
<p style="text-align: center;">What decisions might you make next time? How will this affect each of the Conditions?</p> <p>Supporting students to discuss another student’s question will strengthen the Condition of Responsibility by turning the discussion over to the students. It can also strengthen Engagement and the Process of Evaluation as the students engage in further discussion about Maya’s question. This will make a strong “next lesson” focus.</p>		

Teaching Decisions Examined through the Conditions of Learning

Guided Reading from Chapter 7, Language: The Bridge between Learning and Teaching

Text: First Reading of *Spiders* (Feely, 2009)
 Teacher: *Debra Crouch*

Lesson	Teaching Decisions	How the Conditions and Processes are Affected by these Teaching Decisions (Specific Conditions and Processes are in bold)
<p>The students independently looked through the book <i>Spiders</i> (Feely, 2009), unreservedly sharing things they already knew about this topic as prompted by the vivid photographs. Several children strengthened their claims by drawing the group’s attention to specific photographic details that linked to their declarations. The discussion moved quickly and enthusiastically.</p> <p><i>They have eight legs. See, I can count them, one, two, three, four ...</i></p> <p><i>Spiders make webs to catch bugs. I saw a spider web like that at my house.</i></p> <p><i>Sometimes they’re furry—ewww!— and different colors, too.</i></p> <p><i>Sometimes they’re big or really little. Spiders are scary.</i></p> <p>At this point, Joseph, who had been nodding along as each of these ideas emerged, added, <i>They eat insects. Well, they don’t really eat them. They suck their blood.</i></p> <p>The other first graders were appropriately horror-struck and amused by this idea, which delighted Joseph.</p>	<p>Debra asked the students to introduce the book to themselves rather than having them follow her page by page through the book.</p> <p>She was quiet while the students shared ideas, neither confirming nor denying the validity of their ideas.</p> <p>She laughed along with the children, including Joseph, at the “horror” of his idea.</p>	<p>When teachers support learners to take responsibility for their own learning, they nurture the students’ belief in themselves as learners. This supports student engagement.</p> <p>By accepting all their ideas as equally valid, Debra encourages approximation and communicates an expectation of them as capable learners.</p> <p>By engaging with the group’s meaning-making (the group’s “horror” at Joseph’s idea), Debra’s response expresses her acceptance of all ideas. This encourages students to participate without judgment or harm, a key factor in engagement. This also supports the Process of Evaluation, through which students determine how they’re doing with the meaning-making being constructed.</p>

Lesson	Teaching Decisions	How the Conditions and Processes are Affected by these Teaching Decisions (Specific Conditions and Processes are in bold)
<p>As the lesson moved on, the group returned to the beginning of the book to read, think, and talk more about author's ideas shared on each of the book's pages. A distinctive change seemed to occur in the group's dynamic. For some reason, rather than continuing to share easily and excitedly, the readers now settled for rote recall of factual information read in the book. In other words, the ideas from the book became the focus for their discussion. They rarely link what they already knew and had shared to what they were learning from the author. Debra believed they were capable of more complex thinking.</p>	<p>Debra attended to the change in the group's discussion and confidence.</p>	<p>Recognizing the unspoken lack of confidence about their abilities to make sense of a text is important for responses to the learners. As the children shared, Debra continued to accept all approximations from the learners.</p> <p>Her observations about how their thinking changed influenced subsequent demonstrations for the class.</p>
<p>Later in the lesson, after students read about various ways spiders catch insects to eat, Debra decided to remind Joseph and the other students of an idea shared in the initial discussion.</p> <p>Debra: <i>Joseph, you shared earlier you thought that spiders don't actually eat the insect, they just suck the blood. Did you find out about that idea in this book?</i></p> <p>Joseph: <i>No, it just says they eat the insects.</i></p> <p>Debra: <i>Hmm ... why do you think the author didn't include your idea?</i></p> <p>Joseph, after pondering the question for a few seconds, sagely replied, <i>The author didn't say 'suck the blood' 'cause this book is for little kids. That might be too scary.</i></p>	<p>Debra recalled Joseph's idea about spiders from the earlier discussion and brought the idea back for deeper consideration.</p> <p>She phrased her question to elevate Joseph's idea to those in the book: <i>Did you find out about that idea in this book?</i></p> <p>She probed to offer Joseph the opportunity to consider why the author had made a decision about how the book was written.</p>	<p>Lifting up a student's ideas in this way validates their approximations and encourages responsibility for thinking.</p> <p>Phrasing her question in a way that elevates the students' thinking to that of the book's author communicates a belief in the learner to make sense of a topic and text. This kind of response to a learner increases engagement and responsibility. Engagement increases as readers see themselves as capable.</p>

What decisions might you make next time? How will this affect each of the Conditions?

Read aloud and shared reading lessons should emphasize that the ideas found in a text are not the "right" answers or the only ideas to value. Shared and independent writing will also be important for thinking about topics from varying perspectives.

Demonstrations in both reading and writing will support engagement for learners. Thinking critically about what is not included in a book will be an important focus while reading and writing texts. This will help students form their own expectations of and beliefs in themselves as capable of making sense of a text. This will also help students recognize that just because a text differs from their thinking doesn't invalidate that thinking.

Teaching Decisions Examined through the Conditions of Learning

Read Aloud from Chapter 8, Processes That Empower Learning

Text: First Reading of *Dave the Potter: Artist, Poet, Slave* (Hill, 2010)
 Teacher: *Maria Nichols*

Lesson	Teaching Decisions	How the Conditions and Processes are Affected by these Teaching Decisions (Specific Conditions and Processes are in bold)
<p>At one point, the conversation slows and Maria, their teacher, notices and acknowledges frustration on the students' faces; she begins to explore the source of this thinking.</p>	<p>Maria understands the importance of attending to the nonverbal cues of student thinking and uses these to begin discussion.</p>	<p>When teachers acknowledge nonverbal cues as indicators of thinking and acknowledge confusion as normal thinking, students make attempts free from the fear of being "wrong," a critical factor for engagement.</p> <p>Through honoring their approximations the teacher has communicated her expectations and believes that the learners are capable, helping the students assume responsibility for their own thinking.</p> <p>These interactions allow teachers to assess authentically and to provide appropriate responses and feedback to learners.</p>
<p>Maria: <i>Jaylen, what's going on over there? You're shaking your head.</i></p> <p>Jaylen: <i>Well—I don't get—the words are weird. Why did he put them [the poems] on it?</i></p> <p>Ellie: <i>On the pots?</i></p> <p>Multiple voices: <i>Yeah ... I don't get why ... me, too ...</i></p>	<p>Maria notes the nonverbal cue to the student, supporting students to recognize and appreciate nonverbal cues as evidence of thinking.</p>	<p>Response to students about her recognition and appreciation of their approximations supports them to understand how they are working to make meaning (assume responsibility) and how Maria trusts them to work through their confusions (a factor for engagement).</p> <p>A belief in learners' thinking and their abilities supports engagement. It also strengthens the relationship that is crucial for engagement to occur.</p>
<p>Maria realizes the students are stuck, but rather than adding her thinking to the mix, she honors the approximations of tentative thinking by asking the students to turn and talk with partners.</p>	<p>Maria decides not to include her thinking. She gives students time to grapple with their confusions and to talk with others about their confusions.</p>	<p>Not providing easy answers to students' questions sets up expectations of learners that they can be solvers of their own questions and problems. This kind of response to a learner increases engagement and responsibility. Engagement increases as readers see themselves as capable.</p>

What decisions might you make next time? How will this affect each of the Conditions?

In read aloud and shared reading, the teacher can continue supporting students to notice their own and others' nonverbal cues of thinking. This supports them to assume responsibility for meaning-making and strengthens discussions.

In these lessons, the teacher can also continue withholding teacher thinking when students are confused and provide time for turn and talks when students are grappling with confusions. This strengthens **engagement** by demonstrating belief in students' abilities.

Teaching Decisions Examined through the Conditions of Learning

(Blank Template A)

Instructional Area:		
Teacher:		
Lesson	Teaching Decisions	How the Conditions and Processes are Affected by these Teaching Decisions
What decisions might you make next time? How will this affect each of the Conditions?		

Teaching Decisions Examined through the Conditions of Learning

Some Suggestions for Turning a Theory of Learning into Instruction

Instructional Area: <i>Writing</i>		
Teacher: <i>Brian Cambourne</i>		
Condition	Aspects of the Condition That Apply to Teaching: Writing	Some Possible Classroom Strategies (Note to reader: This is not an exhaustive list.)
Immersion	<p><i>Students Need:</i></p> <ul style="list-style-type: none"> • Aural saturation of sounds of written texts, words, syllables, etc. • Visual saturation with conventional spellings, letters, syllables, letter groups, and other parameters of print. 	<ul style="list-style-type: none"> • Tell “stories” of role, history, purposes, rationale, etc., of importance of writing. • Conduct wall print, print walks, shared book (big books) with a writing focus. • Use read aloud and shared reading, in which writing skills, knowledge, and understandings are modeled.
Demonstration	<p><i>Students Need:</i></p> <ul style="list-style-type: none"> • Repeated opportunities to witness both overt and covert processes that make effective writing possible. 	<ul style="list-style-type: none"> • Use teacher think-alouds of different aspects of writing process. (e.g., brainstorming a topic, drafting, free writing, leads, tightening, proofreading activities). • Use teacher-led individual conferences and peer-conferencing. • Rewrite informational texts as fairy tales/narratives using the same content. • Model the process of “reading like a writer.”
Engagement	<p><i>Students Need:</i></p> <ul style="list-style-type: none"> • Constant reminders of the power and value of effective writing. • To understand that writing is not just a tool of communication but also the most powerful tool available to us for thinking and learning. 	<ul style="list-style-type: none"> • Tell stories or share examples that make explicit the reasons for becoming an effective user of writing. • Share one’s own (or others’) attempts at using writing to clarify and extend our own thinking and learning.
Expectation	<p><i>Students Need:</i></p> <ul style="list-style-type: none"> • To believe you are an adult whom they can trust, and who has their best interests at heart. (i.e., you have bonded with them). • To believe that that anyone who has learned to talk can learn to write. • To be convinced that you truly believe they are smart enough to become effective users of writing. 	<ul style="list-style-type: none"> • Share your own writing to present yourself as an adult whom the students can trust—and who has their best interests at heart. • Repeatedly remind students that anyone who has learned to talk can learn to write. • Highlight, share, and celebrate the gems the students produce.

Condition	Aspects of the Condition That Apply to Teaching: Writing	Some Possible Classroom Strategies (Note to reader: This is not an exhaustive list.)
Employment	<p><i>Students Need:</i></p> <ul style="list-style-type: none"> • To know and understand that a “successful” text is one that achieves its purpose with its intended audience. • Multiple opportunities to use, apply, and adjust their emerging writing skills and know-how until an appropriate level of competence in creating “successful” texts has been achieved. • To understand and apply the processes for going from blank page to successful text. • To understand and apply the process of conferring or shaping and refining texts. 	<ul style="list-style-type: none"> • Repeatedly draw attention to, explore, and discuss examples of “successful texts.” • Negotiate and construct a class contract that makes explicit the minimum number of pieces they <i>must</i> “publish” in a given time span (e.g., three pieces per term). • Model the conferring process. • Provide time and space for conferences to occur.
Responsibility	<p><i>Students Need:</i></p> <ul style="list-style-type: none"> • To understand that effective learners are independent learners, i.e., they decide what and how they’ll learn. • To know how to avoid surrendering control of their learning to someone else (aka the Just-Tell-Me-What-I-Need-to-Learn Syndrome). 	<ul style="list-style-type: none"> • Model the decision-making process to continually make explicit the idea that good learners know how to make learning decisions. • Model and demonstrate examples of “taking responsibility” or “ownership” of learning. • Draw attention to and publicly notice and acknowledge when students take responsibility.
Approximation	<p><i>Students Need:</i></p> <ul style="list-style-type: none"> • To understand that “having-a- go” is fundamental to learning. • To understand how “mistakes” help us adjust and refine our knowledge, understandings, and skills so that next time we do better. • To understand that ultimately approximations must become conventional. (See Expectations). 	<ul style="list-style-type: none"> • Explain how baby talk is a necessary stage in learning to talk and how this relates to learning to write and spell. • Cease applying such terms as <i>mistake, error</i> and <i>correct/incorrect</i> to students’ oral or written responses. Instead, replace with the language of approximation. • Honor and respect all approximations. • Never let a chance go by to model and/or share examples of approximations and how they support learning.
Response	<p><i>Students Need:</i></p> <ul style="list-style-type: none"> • Positive, supportive responses (“feedback”) which support their burgeoning control over using writing to create “successful texts.” (See Employment). 	<ul style="list-style-type: none"> • Closely attend to learners’ approximations in order to reference them in future demonstrations that contain information or knowledge they’ve not yet got under control (see “Upping the Ante” in Chapter 6). • Draw explicit attention to salient features of demonstrations that will help learners modify approximations.

Teaching Decisions Examined through the Conditions of Learning

(Blank Template B)

Instructional Area:
Teacher:

Condition	Aspects of the Condition That Apply to Teaching: _____	Some possible classroom teaching behaviors
Immersion		
Demonstration		
Engagement		
Expectations		
Employment		
Responsibility		
Approximation		
Response		