
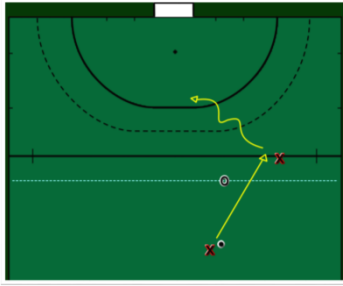


What if
teachers
thought like
coaches?

A 3D white figure is shown in a thinking pose, with its hand on its chin. Above its head is a small yellow lightbulb icon. To the right of the figure is a thought bubble containing a green soccer field with white lines and a soccer ball. The entire slide has a green horizontal bar at the bottom.

1



Coaching = guidance, adaptability, feedback, strategy



Practice isn't easy and it can't be done at the last minute!



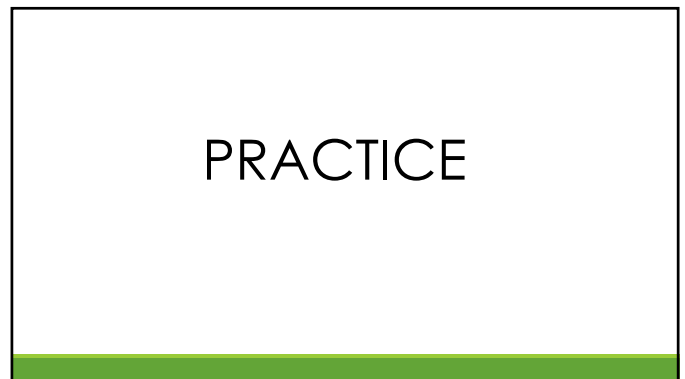
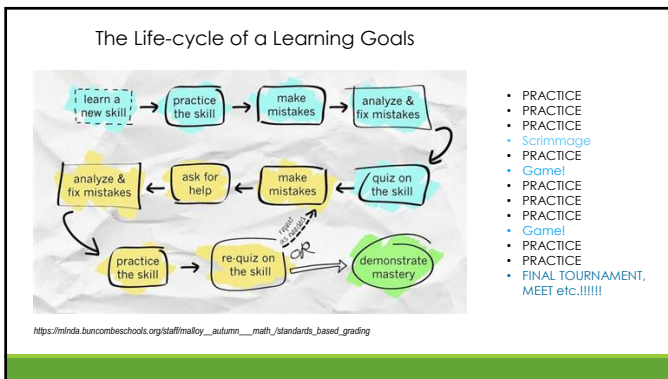
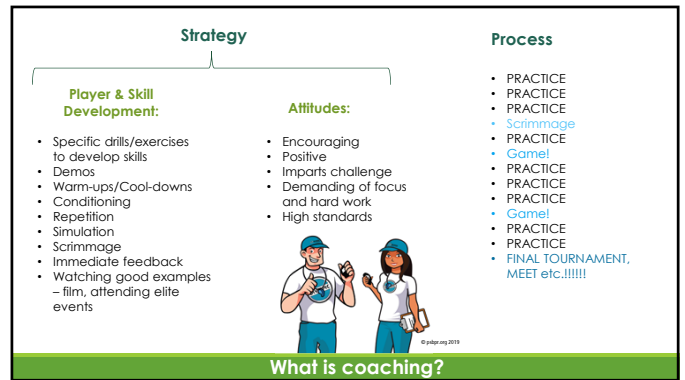
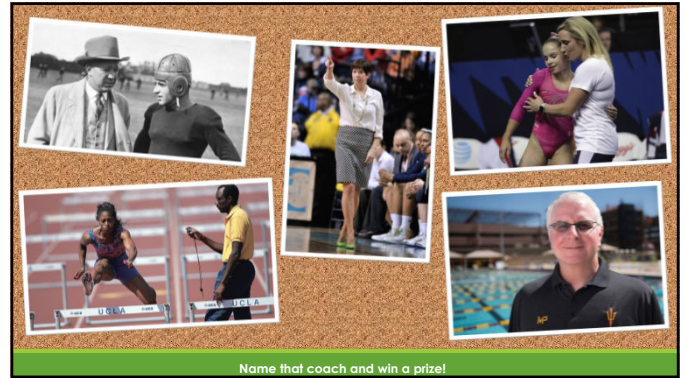
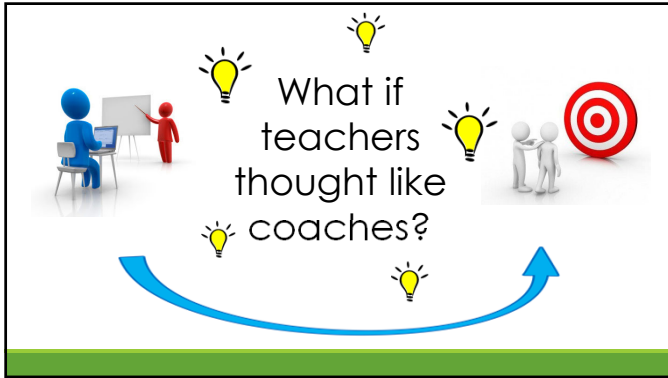
Coaches want everyone to excel, but understand personal bests vary



High Stakes Assessment = Game

💡 Goals of this Session

- 💡 What are research-based methods for academic practice that will effectively help students learn content and develop skills?
- 💡 What is winning and how will you know if you've won?



What is practice?



- Active
- Repetitive
- Applied
- Task oriented
- Working towards proficiency or mastery
- Place to make mistakes
- Place to try to different approaches

What makes practice effective?



- Feedback
- Monitoring progress
- Correcting mistakes
- Consistency
- Grit
- Patience
- Persistence
- Dedication
- Authentic situations

What does academic practice look like?



✦ What has the research said about effective studying techniques for long-term retention?

- ✦ Elaboration- through words, art, music etc.
- ✦ Repetition - improve muscle memory (brain muscle @)
- ✦ Distributed practice - a little bit each day!
- ✦ Retrieval/Recall - flashcards, quizzes
- ✦ Mixing it up - varying the order
- ✦ Forgetting/getting it wrong
- ✦ Storytelling
- ✦ Applying to self - how does this relate to you?

Course Goals



What do they need to know or be able to do to be successful in the finals?

Class Behavioral Learning Objectives



What are you doing in practice today?

What specific skill/information are you focusing on today and what do they have to do to master it?

Content



How are you delivering the information, coach?

Think about: engagement, application, motivation, emotion, variety

Learning Activities



What/how are they practicing?

How are they receiving feedback about their strengths and weaknesses? Where are they learning from mistakes? Trying different approaches? Taking risks?

Practice Plan

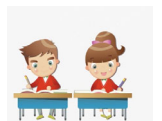
It's all in the mindset!

What would it look like if you called:

"CLASS", "PRACTICE"?

5 min.

Game Day!

As a Coach:

As a Professor:

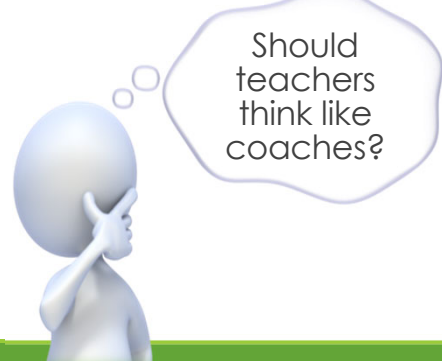
What is your role?

Are you confident in your ^{students'}athletes' abilities to perform?
Why or why not?

Do you know what to expect or will it be a surprise?
Do your expectations change as the ^{semester}season progresses?

Was your ^{class/student}team/athlete successful?
How do you know?

GAME DAY ASSESSMENT DAY



Should teachers think like coaches?

(At least one other person thinks so and wrote about it in the NYT recently!)

[Math Teachers Should Be More Like Football Coaches](#)

That style of motivation could help in the classroom, too.

By John Uschel
Mr. Uschel is a Ph.D. candidate in mathematics and former professional football player.

References

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thank you!

