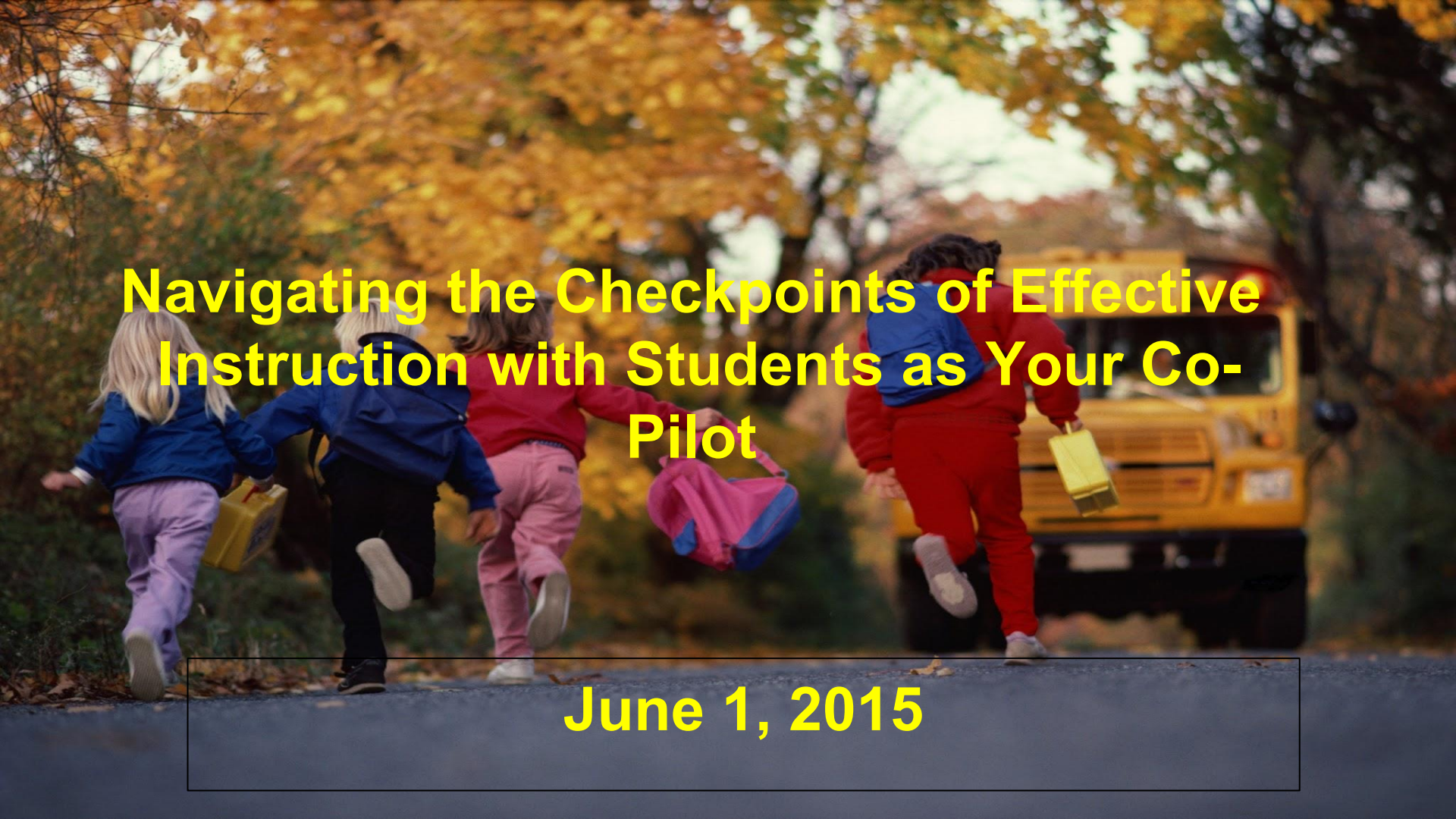


Navigating the Checkpoints of Effective Instruction with Students as Your Co-Pilot

June 1, 2015


Why are we here today?


Understanding by Design
Grant Wiggins

Lesson Topic-
Grade Level-
Length of Lesson-

Stage 1- Desired Results
Content Standard(s): NILS, IELDS, Next Gen Science, etc. *What relevant goals will this lesson address?*
Understanding(s): *The student will understand that:* ● *What are the "big ideas?'* ● *What specific understandings about them are desired?* ● *What misunderstandings are predictable?*
Student Outcomes: *The student will know..* ● *The key knowledge and skill the student will acquire as a result of this unit* *The student will be able to...* ● *These are observable, measurable outcomes that students should be able to demonstrate and that you can assess.*
Essential Question(s): ● What provoking questions will foster inquiry, understanding, and transfer of learning?

Lesson Topic- **Integration of Assessment within Effective Instruction**
Grade Level- **Pre-K - 12th**
Length of Lesson- **4 hours**

Stage 1- Desired Results
Content Standard(s):
Understanding(s): •
Student Outcomes: •
Essential Question(s): •


Indicate lesson topic, grade level and lesson length

Lesson Topic- **Integration of Assessment within Effective Instruction**
Grade Level-**Pre-K - 12th**
Length of Lesson-**4hours**

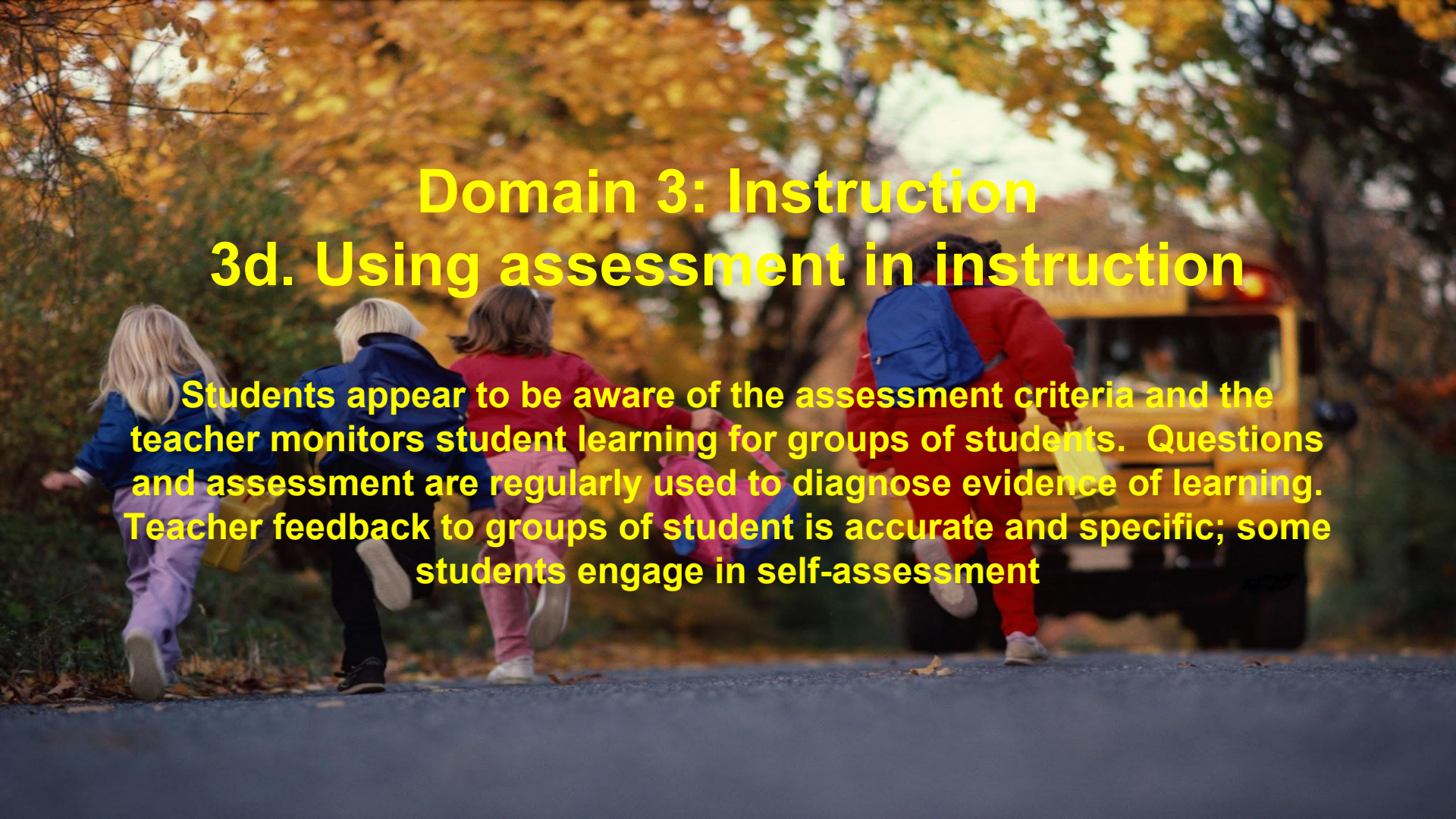
Stage 1- Desired Results
Content Standard(s): **Domain I Planning and Preparation** **Domain III Instruction**
Understanding(s):
Student Outcomes:
Essential Question(s):

Domain 1: Planning and Preparation
1c. Setting Instructional Outcomes

All outcomes represent rigorous and important learning in the discipline. They are clear and written in the form of student learning and permit viable methods of assessment.

Domain 1: Planning and Preparation
1f. Designing Student Assessments

All instructional outcomes may be assessed by the proposed assessment plan. Assessment criteria and stardards are clear. Teacher has a well developed strategy for using formative assessment and has designed particular approached to be used.



Domain 3: Instruction
3d. Using assessment in instruction

Students appear to be aware of the assessment criteria and the teacher monitors student learning for groups of students. Questions and assessment are regularly used to diagnose evidence of learning. Teacher feedback to groups of student is accurate and specific; some students engage in self-assessment


Activity
Choose standard

Lesson Topic- **Integration of Assessment within Effective Instruction**
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Stage 1- Desired Results

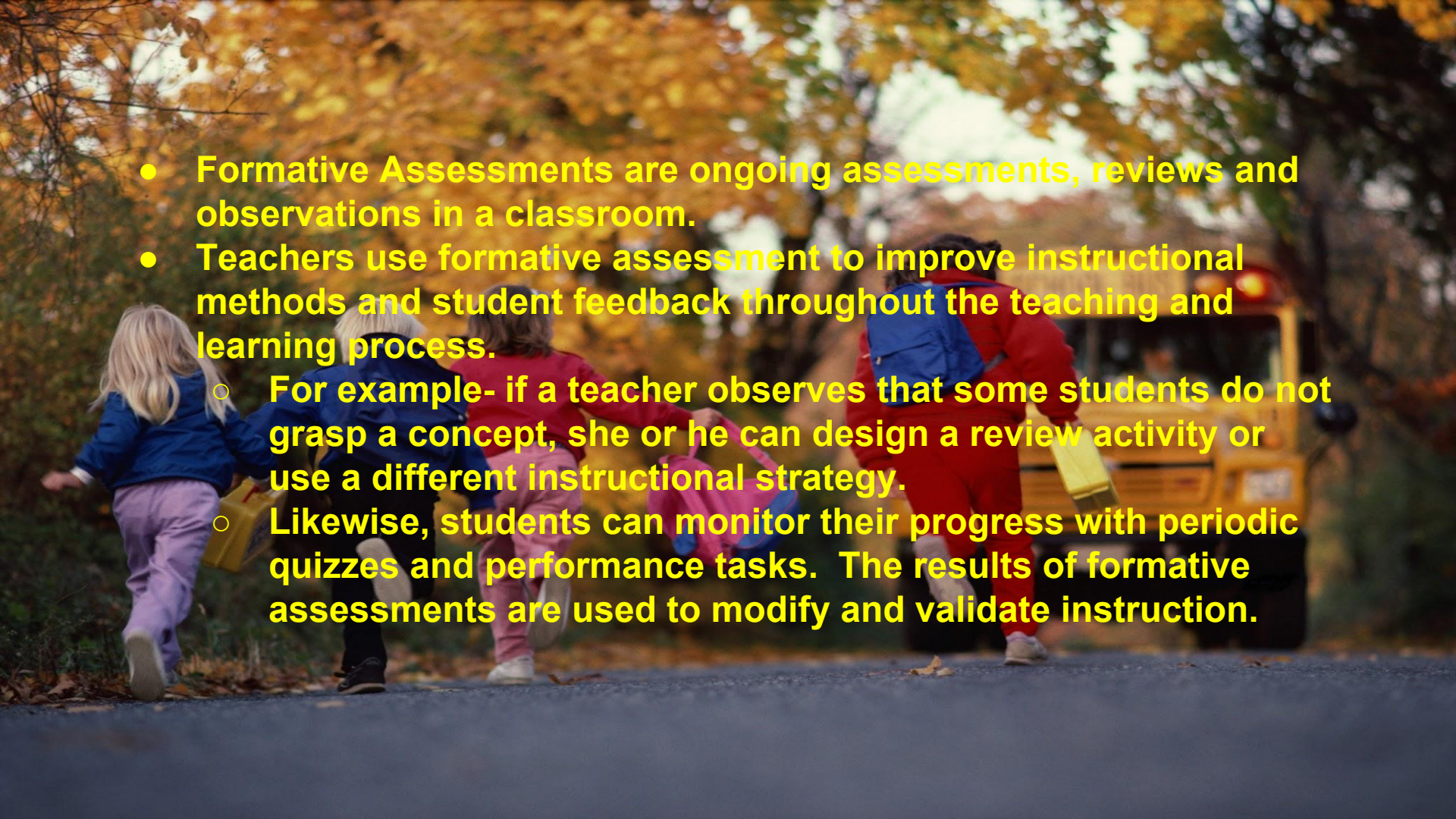
Content Standard(s): NILS, IELDS, Next Gen Science, etc.
Domain I Planning and Preparation
Domain III Instruction

Understanding(s):
The student will understand that:

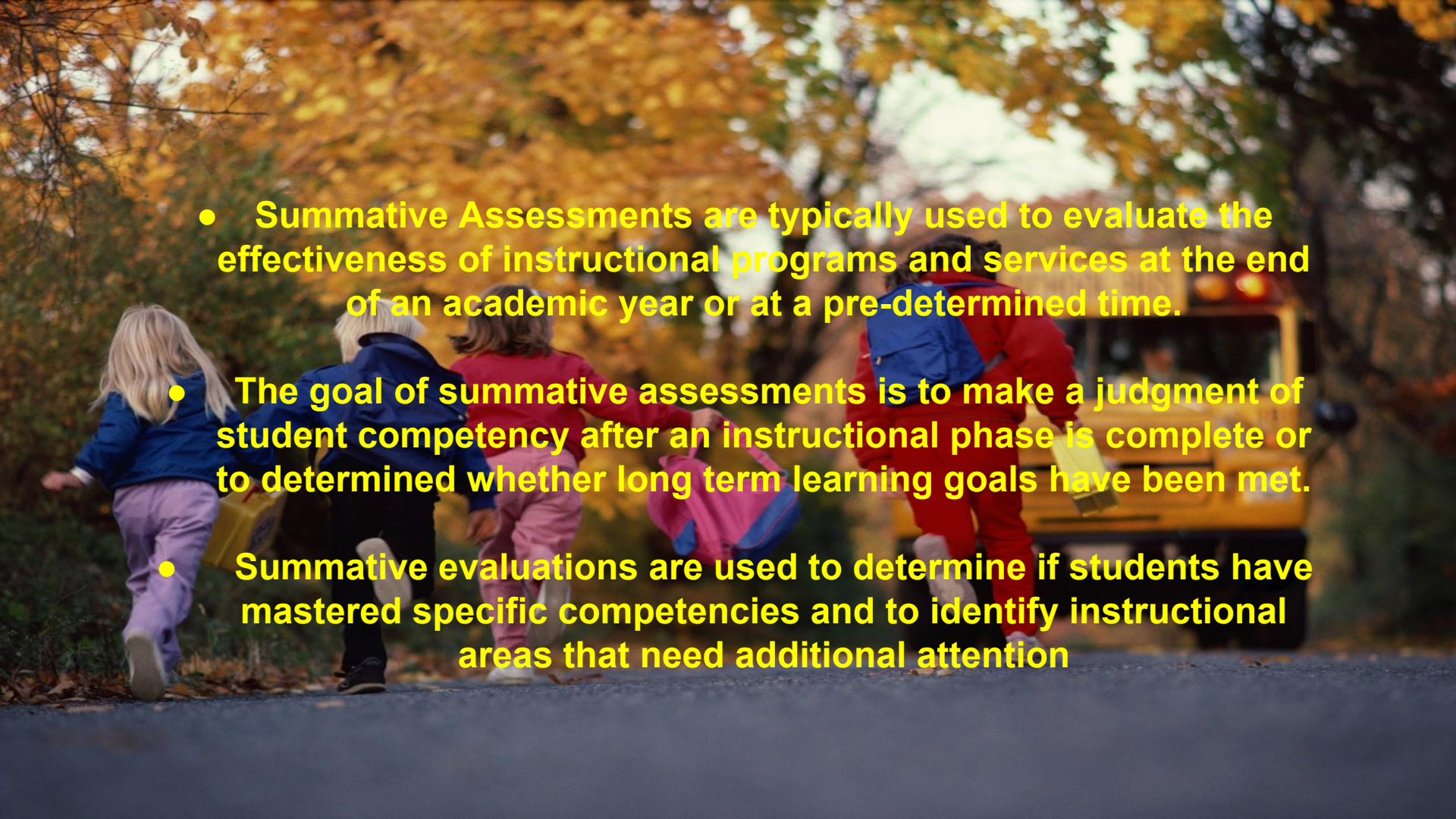
- **what formative and summative assessment are**
- **what Understanding by Design is**
- **how to integrate assessment into planning and preparation and instruction**
- **the importance of differentiation of outcomes by student(s)**
- **Possible misunderstandings are:**
  --that summative and formative assessment is the same
  --that the student outcomes are what the student will actually do in the activity
  --that the students will all be able to demonstrate the same learning

Student Outcomes:

Essential Question(s):



- Formative Assessments are ongoing assessments, reviews and observations in a classroom.
- Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process.
  - For example- if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy.
  - Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.



- Summative Assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time.

- The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete or to determined whether long term learning goals have been met.

- Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention

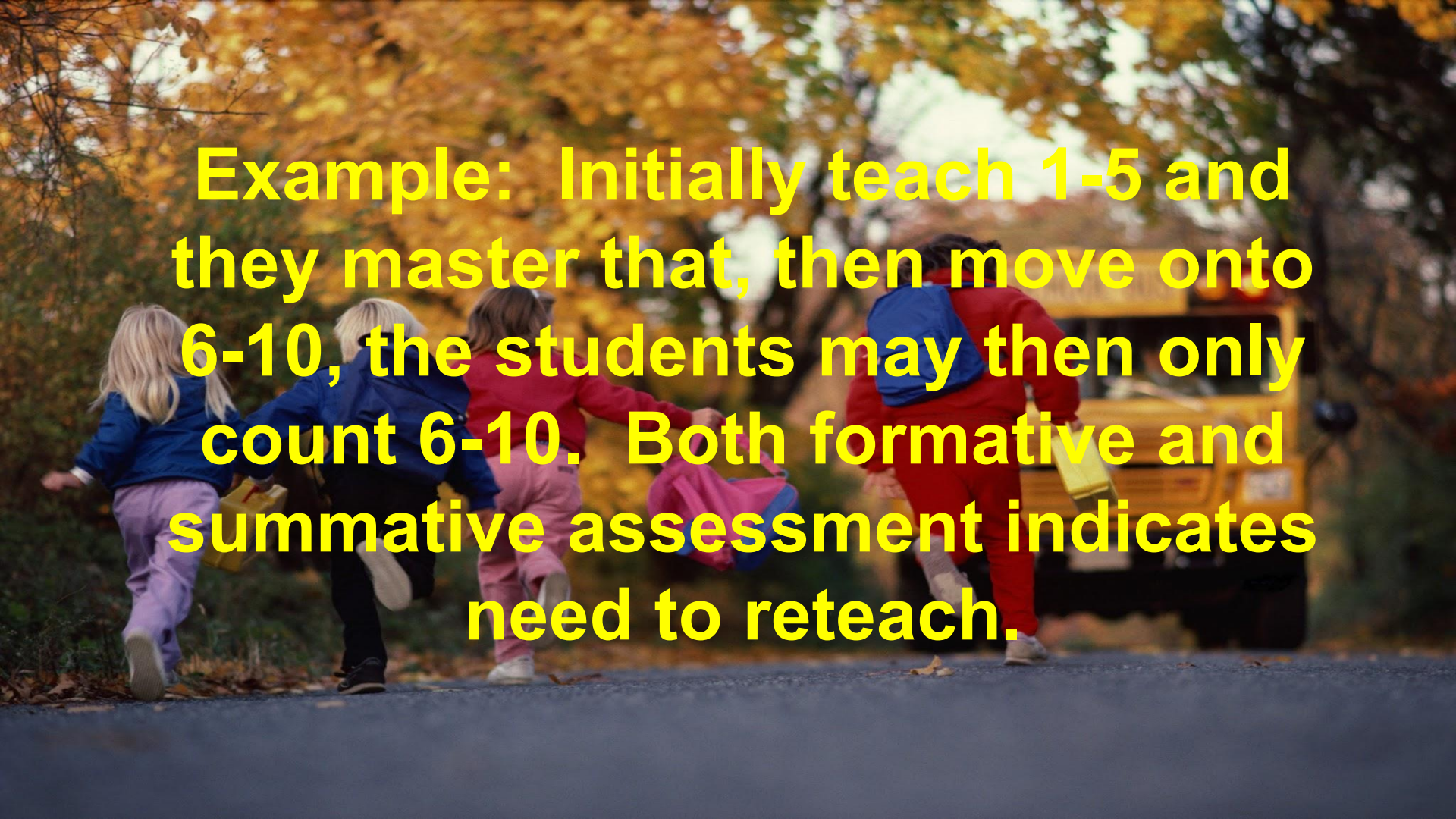
Formative vs Summative

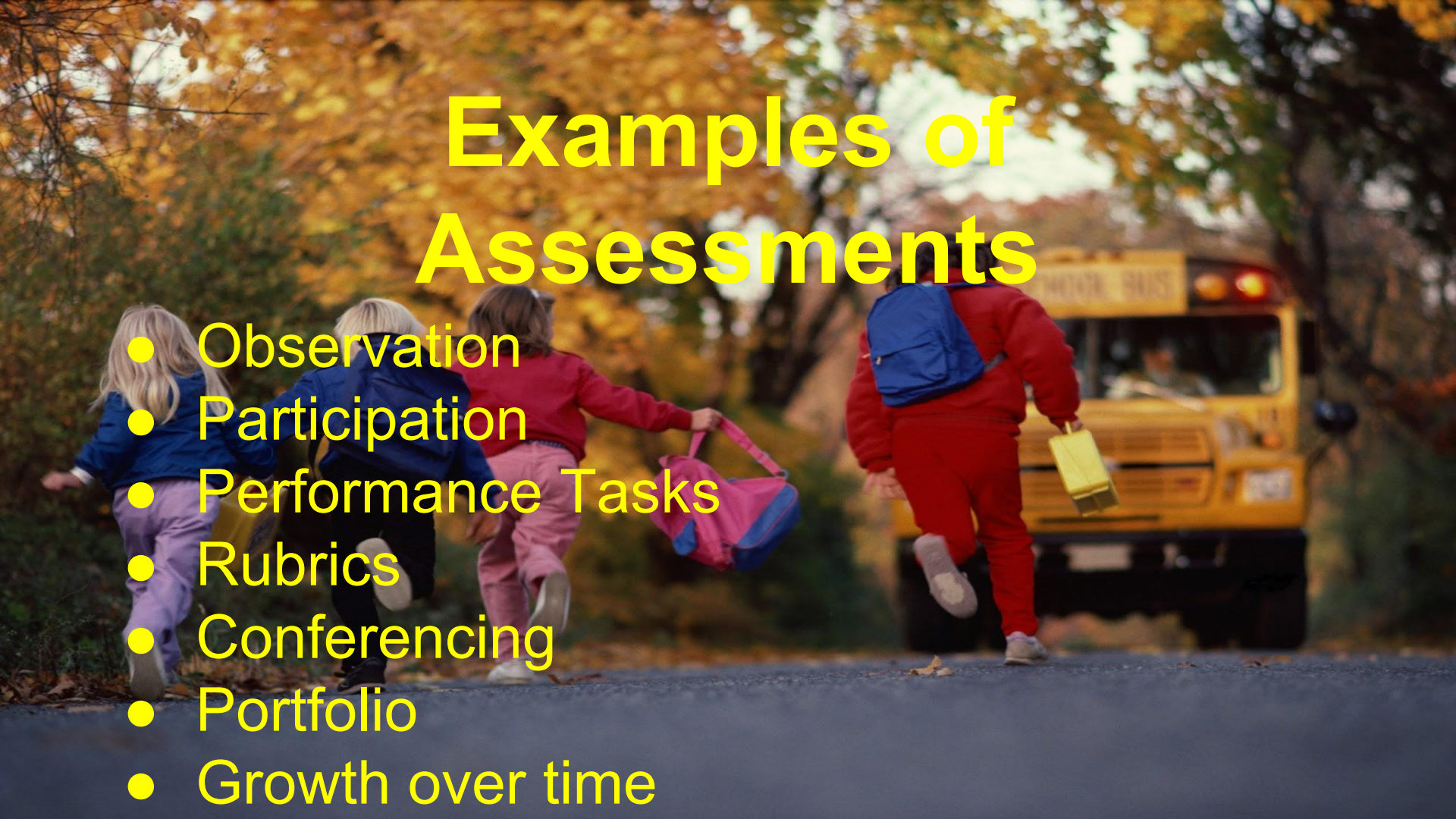
immediate vs. long term

guides instruction vs. assesses instruction

Example: PASS reading curriculum at ECE level

Summative Assessment indicates that after the instruction has been stopped on a certain skill, such as blending (students met the criteria to move onto next skill), then the students no longer "have" the skill. The results of this assessment indicate that review and reteaching of the skill is necessary.


Example: Initially teach 1-5 and they master that, then move onto 6-10, the students may then only count 6-10. Both formative and summative assessment indicates need to reteach.



Examples of Assessments

- Observation
- Participation
- Performance Tasks
- Rubrics
- Conferencing
- Portfolio
- Growth over time

Big Ideas

1. UbD is a way of thinking purposefully about curricular planning.
2. The end goal of UbCV is understanding and the ability to transfer learning.
3. Evidence of understanding is revealed through performance.
4. Educators are coaches of understanding.
5. Planning is best done backward from the desired result.
6. UbD transforms Content Standards into focused learning targets.
7. Design standards guide self-assessment and peer review of curriculum, instruction and assessment for quality control.
8. UbD reflects a continuous improvement approach to design and learning. The results of our design inform needed adjustment.

Differentiation

- Consideration of IEP goals and objectives
- Individual plan for student learning
- Reflected naturally within student outcomes based upon individual student current skills and targeted outcomes


Activity
List student understandings

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Student Outcomes:
The student will know..

- **how to include formative and summative assessments into lesson plans**
- **how to plan from the standard and the understandings that are targeted**
- **how to indicate differentiation**

The student will be able to...

- **write an effective lesson plan that integrates both summative and formative assessment strategies that assess understandings that are aligned to the standards**
- **use assessment information to refine or adjust planning and instruction (ie: materials, need for reteaching, etc.), differentiating for individual students.**

Essential Question(s):


Activity
List Student Outcomes

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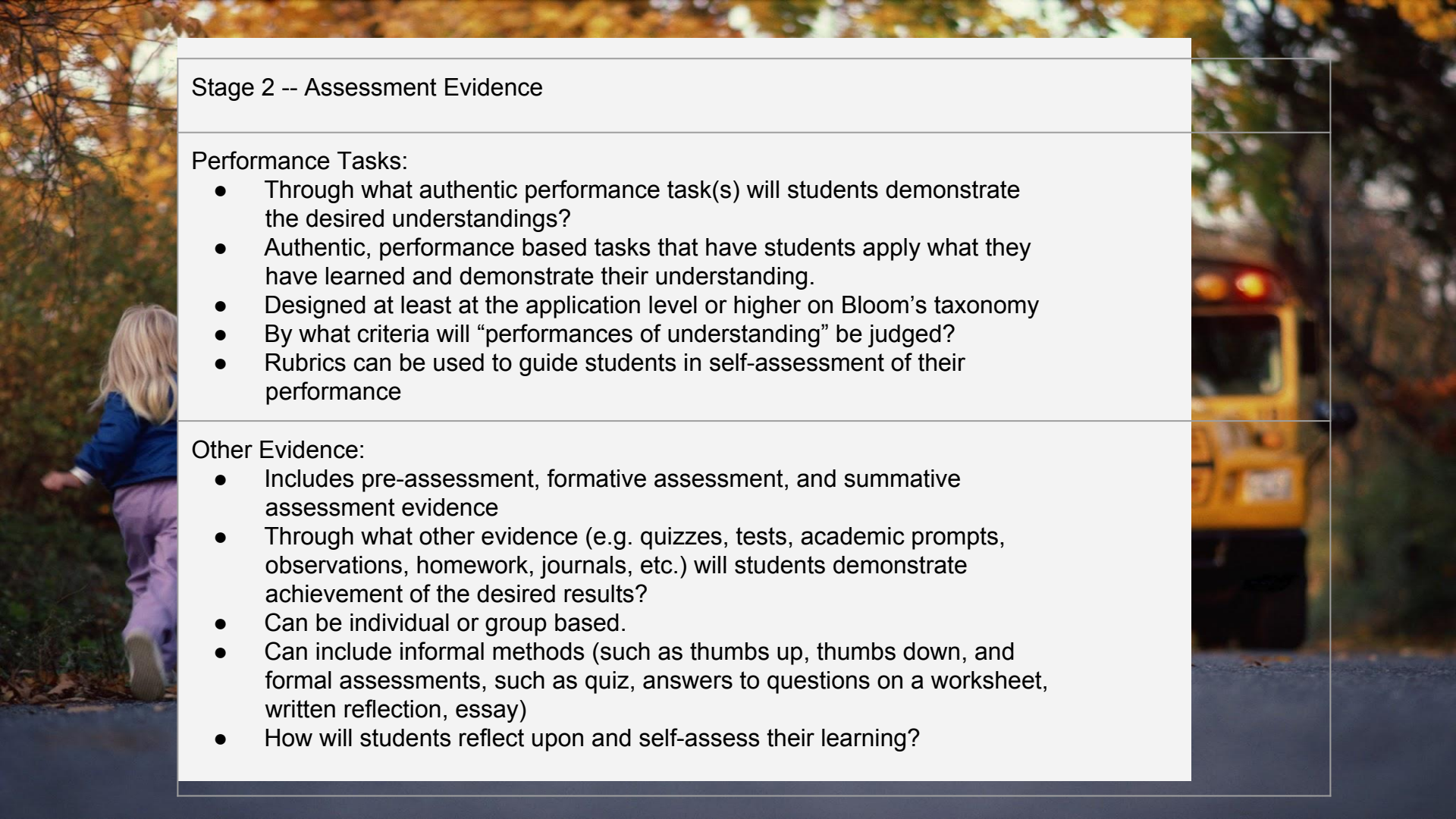
Essential Question(s):

How do I determine when to use formative and summative assessment?
How do I use assessment results to drive instruction (modifications, review, reteaching, moving on to next skill)?


Activity
List Essential Questions



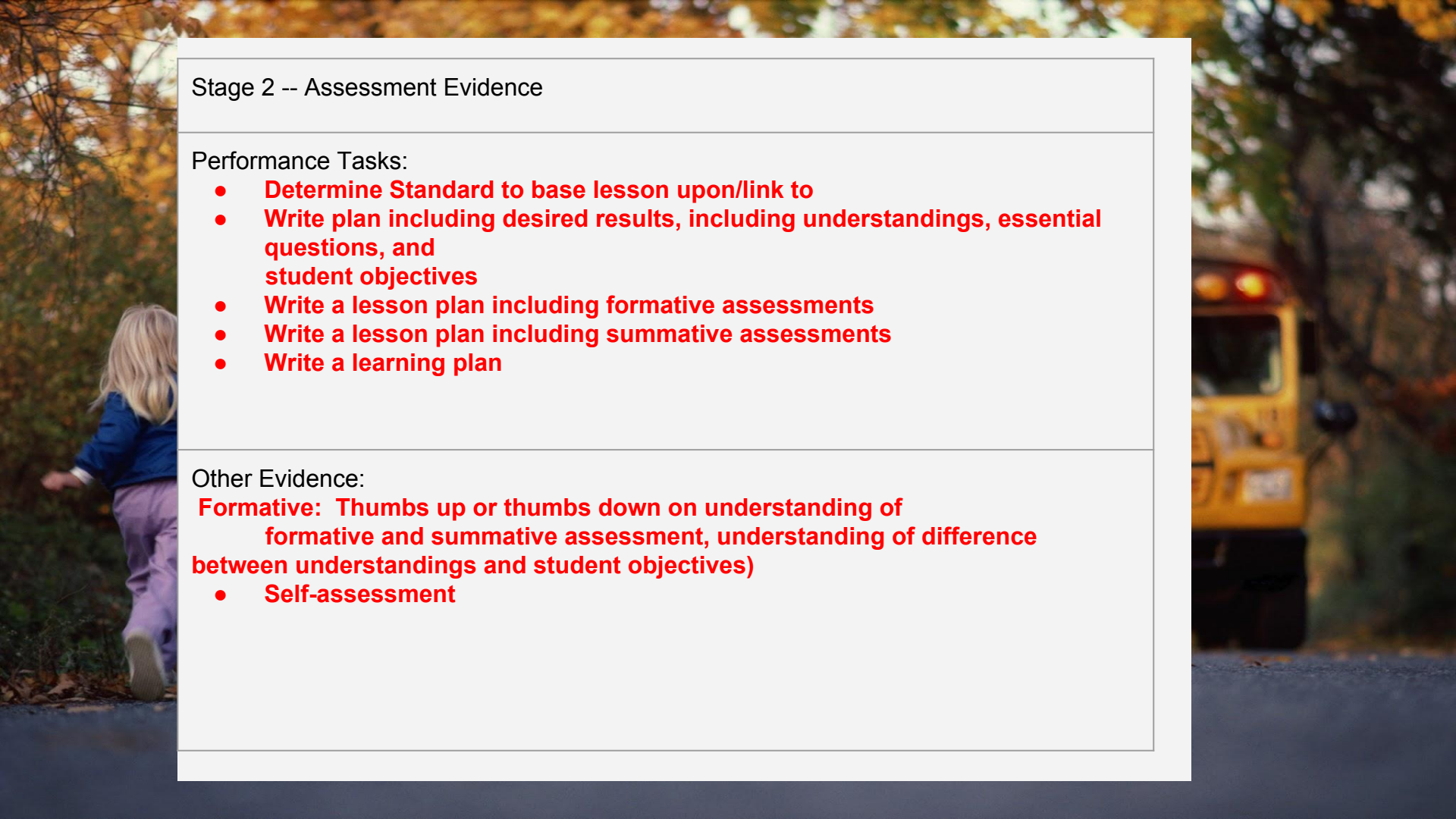
Stage 2 -- Assessment Evidence

Performance Tasks:

- Through what authentic performance task(s) will students demonstrate the desired understandings?
- Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding.
- Designed at least at the application level or higher on Bloom's taxonomy
- By what criteria will "performances of understanding" be judged?
- Rubrics can be used to guide students in self-assessment of their performance

Other Evidence:

- Includes pre-assessment, formative assessment, and summative assessment evidence
- Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?
- Can be individual or group based.
- Can include informal methods (such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay)
- How will students reflect upon and self-assess their learning?



Stage 2 -- Assessment Evidence

Performance Tasks:

- **Determine Standard to base lesson upon/link to**
- **Write plan including desired results, including understandings, essential questions, and**
  student objectives
- **Write a lesson plan including formative assessments**
- **Write a lesson plan including summative assessments**
- **Write a learning plan**

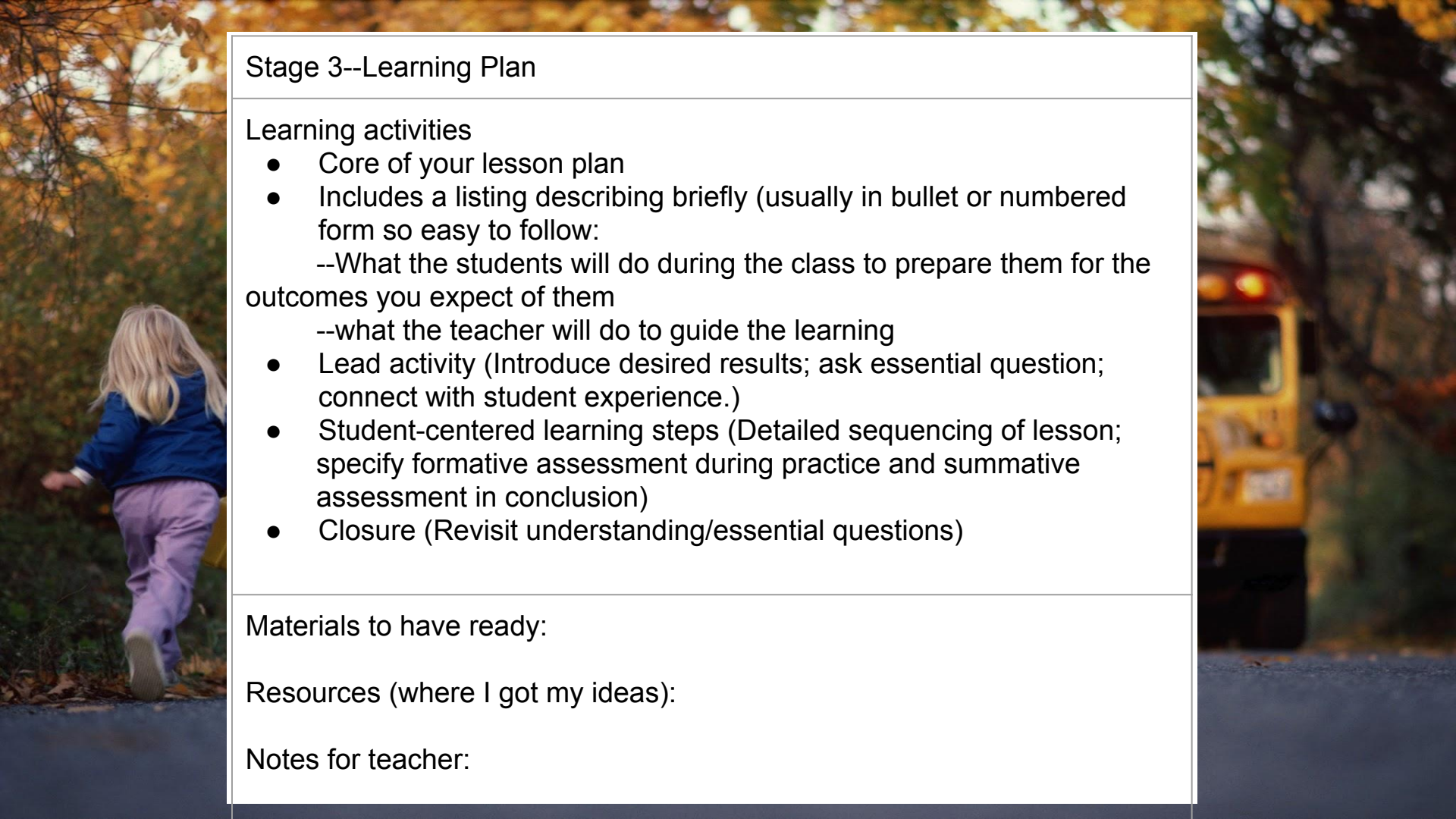
Other Evidence:

Formative: Thumbs up or thumbs down on understanding of
formative and summative assessment, understanding of difference between understandings and student objectives)

- **Self-assessment**


Activity
List and Discuss
Assessments (both
formative and summative)


Lunch



Stage 3--Learning Plan

Learning activities

- Core of your lesson plan
- Includes a listing describing briefly (usually in bullet or numbered form so easy to follow:

--What the students will do during the class to prepare them for the outcomes you expect of them

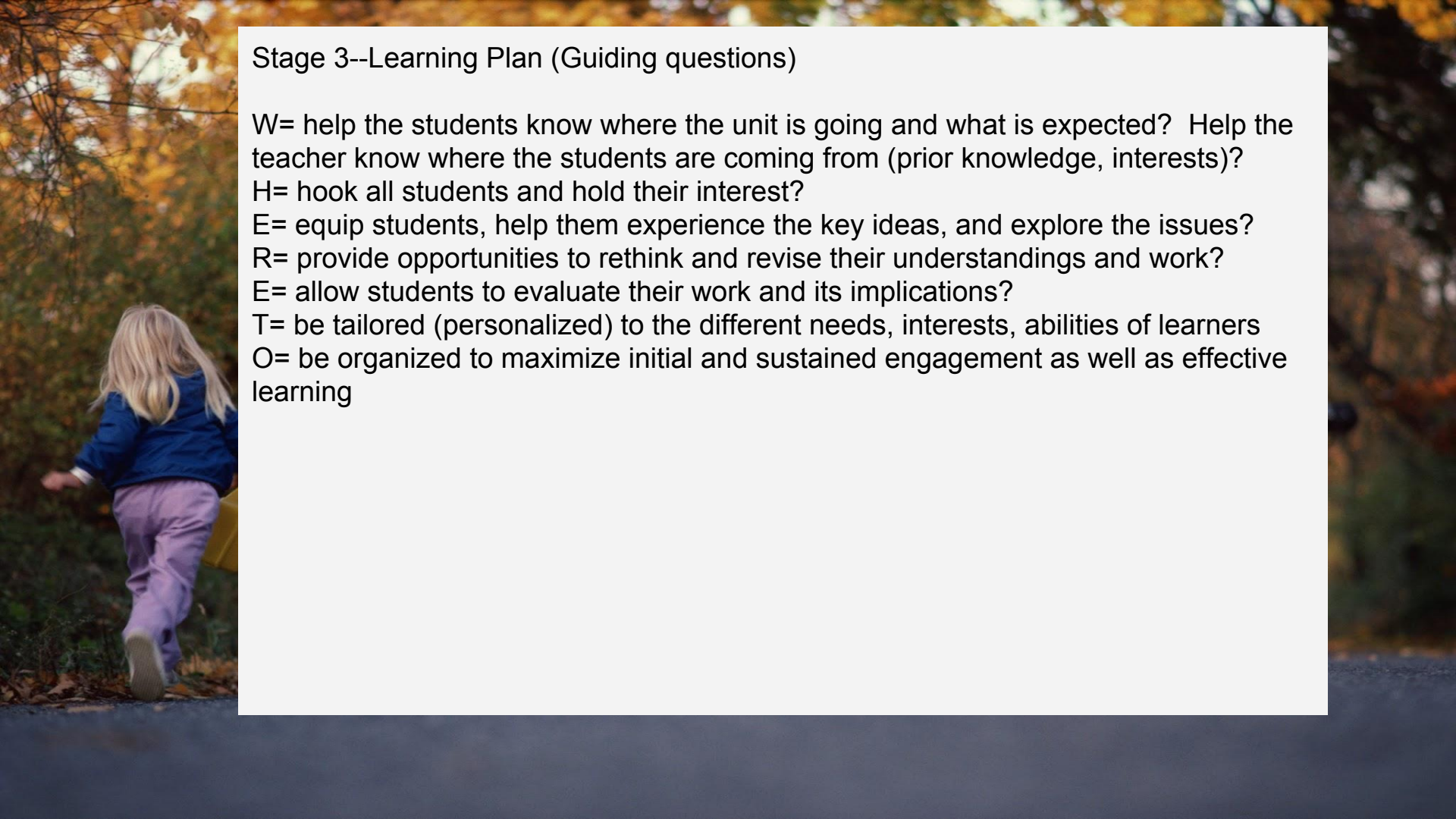
--what the teacher will do to guide the learning

- Lead activity (Introduce desired results; ask essential question; connect with student experience.)
- Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion)
- Closure (Revisit understanding/essential questions)

Materials to have ready:

Resources (where I got my ideas):

Notes for teacher:



Stage 3--Learning Plan (Guiding questions)

W= help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?
H= hook all students and hold their interest?
E= equip students, help them experience the key ideas, and explore the issues?
R= provide opportunities to rethink and revise their understandings and work?
E= allow students to evaluate their work and its implications?
T= be tailored (personalized) to the different needs, interests, abilities of learners
O= be organized to maximize initial and sustained engagement as well as effective learning

Activity
Develop and Write Out Learning Plan

Stage 4: Reflection

A. What happened during my lesson (what did the students and I say and do?) How effective was my lesson design and teaching?

B. What evidence can I show about my student's learning (e.g., student work)? How effective was my assessment plan for getting information about my students' learning?

C. How did I do in meeting my desired results for this lesson? What are my next steps to improve student learning?

--What did I learn?

--How will I improve my lesson next time?


Activity
Reflect on activity using possible occurrences during a typical lesson

Developing Student Guided Instruction

2b: Establishing a Culture for Learning

Students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers

Examples

- Students may submit their essays to a student editor who has successfully completed the assignment. The student editor uses a rubric provided by the teacher. Students are permitted to revise their essays with student-editor support until ready for submission to the teacher.

2c: Managing Classroom Procedures

- Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by the students.

Examples

- Students are responsible for distributing and collecting materials. Peer tutors are responsible for coaching students who are having difficulty getting started with an independent activity.

2d: Managing Student Behavior

- Students take an active role in monitoring their own behavior and that of other students against standards of conduct.

Examples

- The teacher uses Morning Meeting to have students construct rules of conduct. Using AT the teacher projects pictorial representations of the rules proposed by the students. The teacher then programs the AT with the icons selected by their peers.
- Students analyze their own behavior and writing their own debrief and behavior plans which establishes short and long tem goals.
- Students review each others plans.

2e: Organizing Physical Space

- Students contribute to the use or adaptation of the physical environment into advance learning.

Example

- The teacher has created a placemat for each device and has taught the student that the device must be placed on the mat when they are finished using it. Students are observed selecting devices and returning to the appropriate locations when finished.

3a: Communicating clearly and accurately

- Student contribute to extending the content, and in explaining concepts to their classmates.

Examples

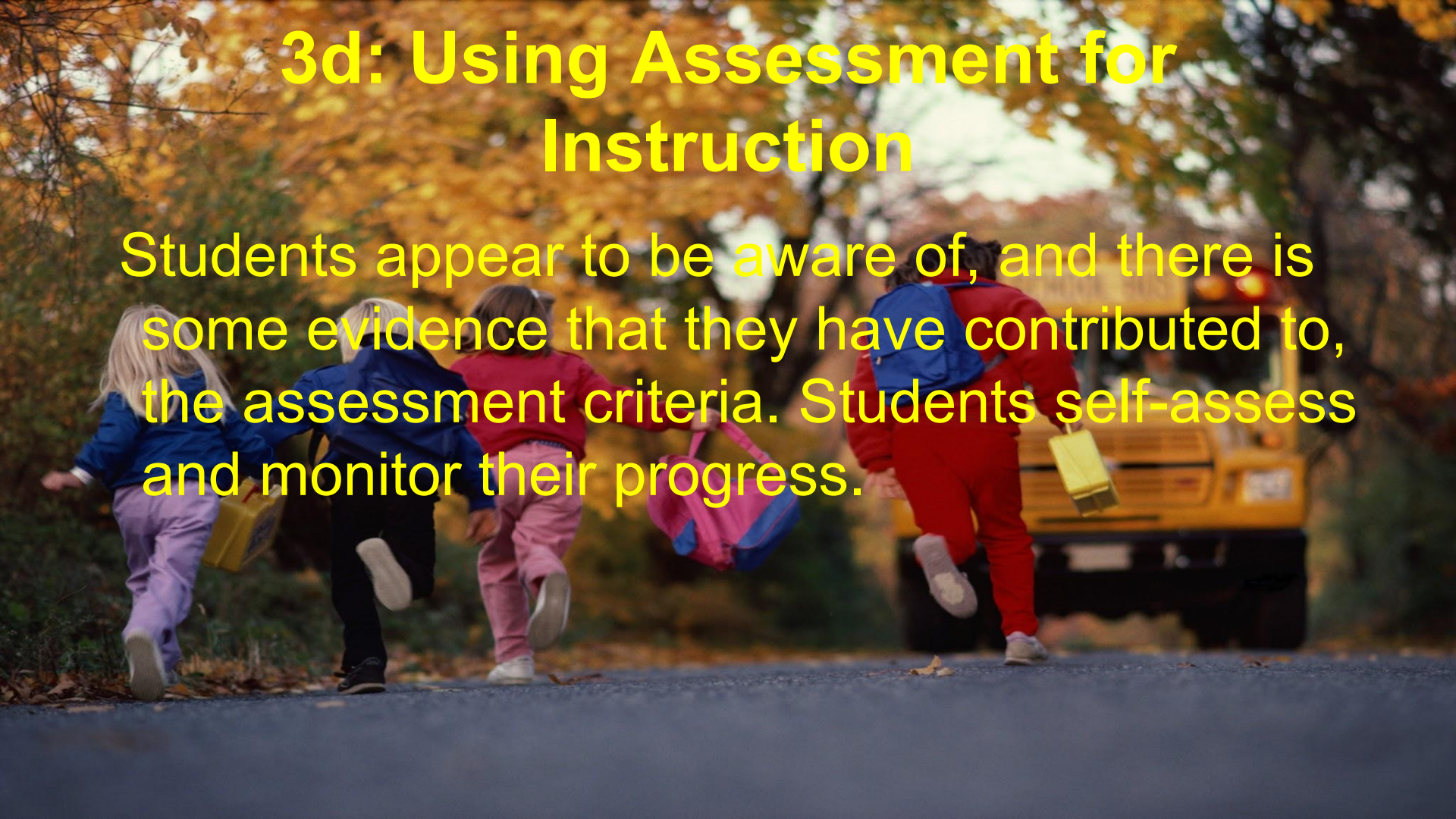
- When a student with a hearing impairment does not understand how to proceed with a math problem, her classmate picks up the microphone/ FM system and offers an explanation to her peer.
- During a Food Pyramid lesson, the teacher passes the SmartBoard remote to a student who has volunteered to “be the teacher” and explain to the class how to determine in which categories to place various foods. Key concepts are provided along the bottom of the screen.

3c: Engaging Students in Learning

- There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. Students may have some choice in how they complete tasks and may serve as resources for one another.

Examples

- Each student is given a different actiivty of daily ling, such as making a snack or making the bed to complete. First students arrange individualized picture cards of their assigned task in sequence. Then they perform the actions with their small-group partner. Picture card sequences are displayed on the white board as each pair of students tells the class how they completed their task. These sequences become class-wide prompts.

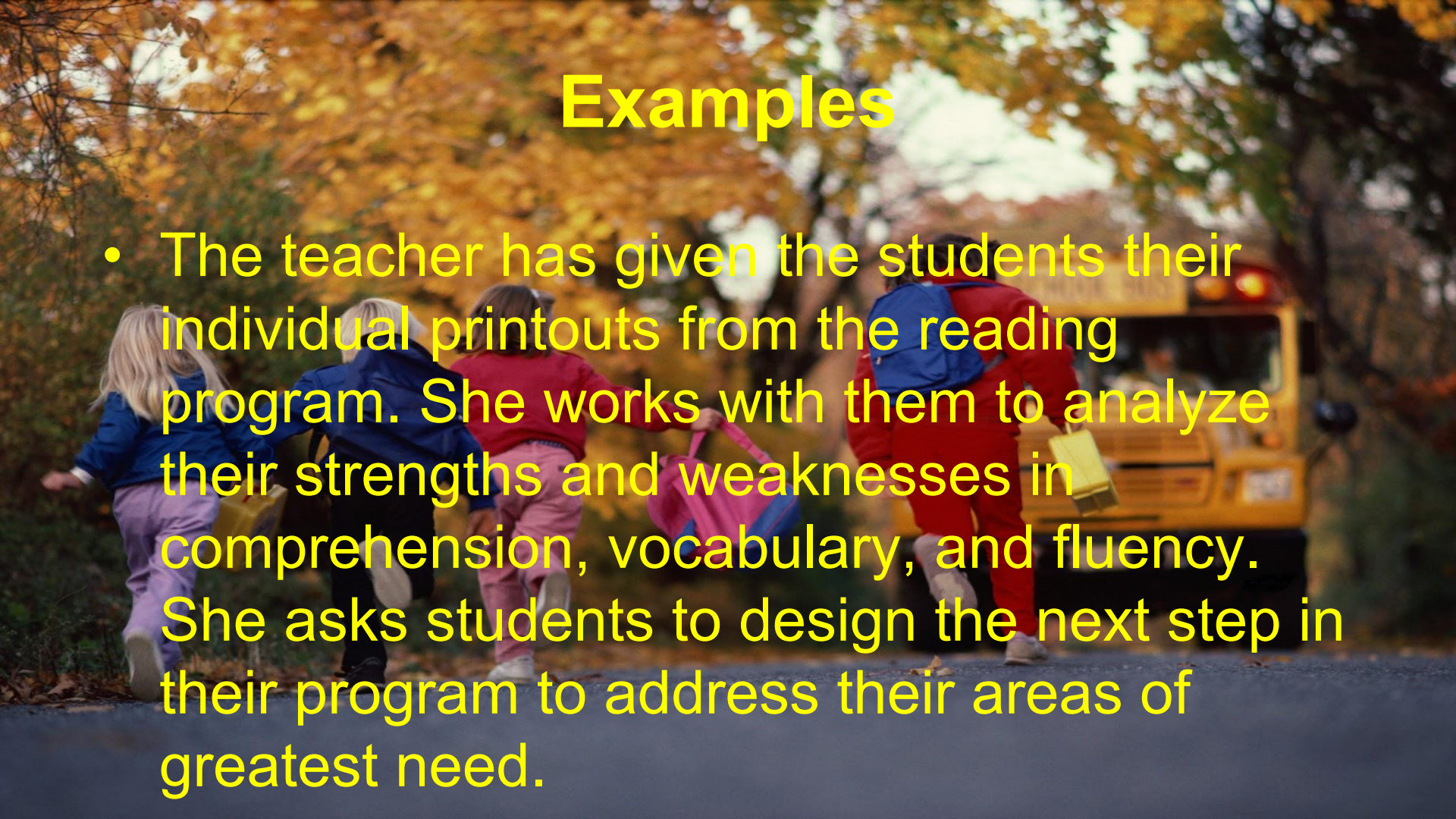


3d: Using Assessment for Instruction

Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress.

Examples

- The teacher embeds real-world scenarios into teaching routines, bringing students on community-based instruction trips to learn how to take public transportation and shop for groceries. Each student carries an individualized assessment sheet and is asked to rate his or her performance of specific tasks by circling the icon for “yes, by myself,” or “yes, with help,” or “did not do.” Tasks include putting the right amount of money in the cash bin on the bus or finding each item on the shopping list. Picture icons accompany each task description.



Examples

- The teacher has given the students their individual printouts from the reading program. She works with them to analyze their strengths and weaknesses in comprehension, vocabulary, and fluency. She asks students to design the next step in their program to address their areas of greatest need.

Examples

- Teachers and students hold weekly conferences, reviewing entries in the students' workplace readiness portfolios, whose entries include samples of print, audio, and video work. A student monitoring his entries against a rubric developed by the teacher is heard saying, "I have not been showing up on time." When asked what might improve his being on time, he states, "I think I will put an alert in my phone to tell me when to leave for my office assignment."

Examples

- A student with a visual motor disability uses text-to-speech software to proofread his personal narrative. Using a touch screen, he inserts corrections on his computer, where the writing rubric is displayed in a side-by-side window.The student checks off the steps in the rubric and prints out for the teacher.
- Students exchange essays and become editors for their partner using the provided rubric.


Next step in lesson plan
**Add student guided instruction
to your lesson plan

Individual and Group Activity

- Complete Handout Given
  - 5 min : List 3 examples of student guided instruction that you have used.
  - 15 min : Share your examples with department colleagues.
  - 15 min: As a group, brainstorm ways to expand on or improve one of your examples for each person.
  - 15 min: Share department ideas with large group.

Questioning and Discussion Techniques

The “Big 3”:

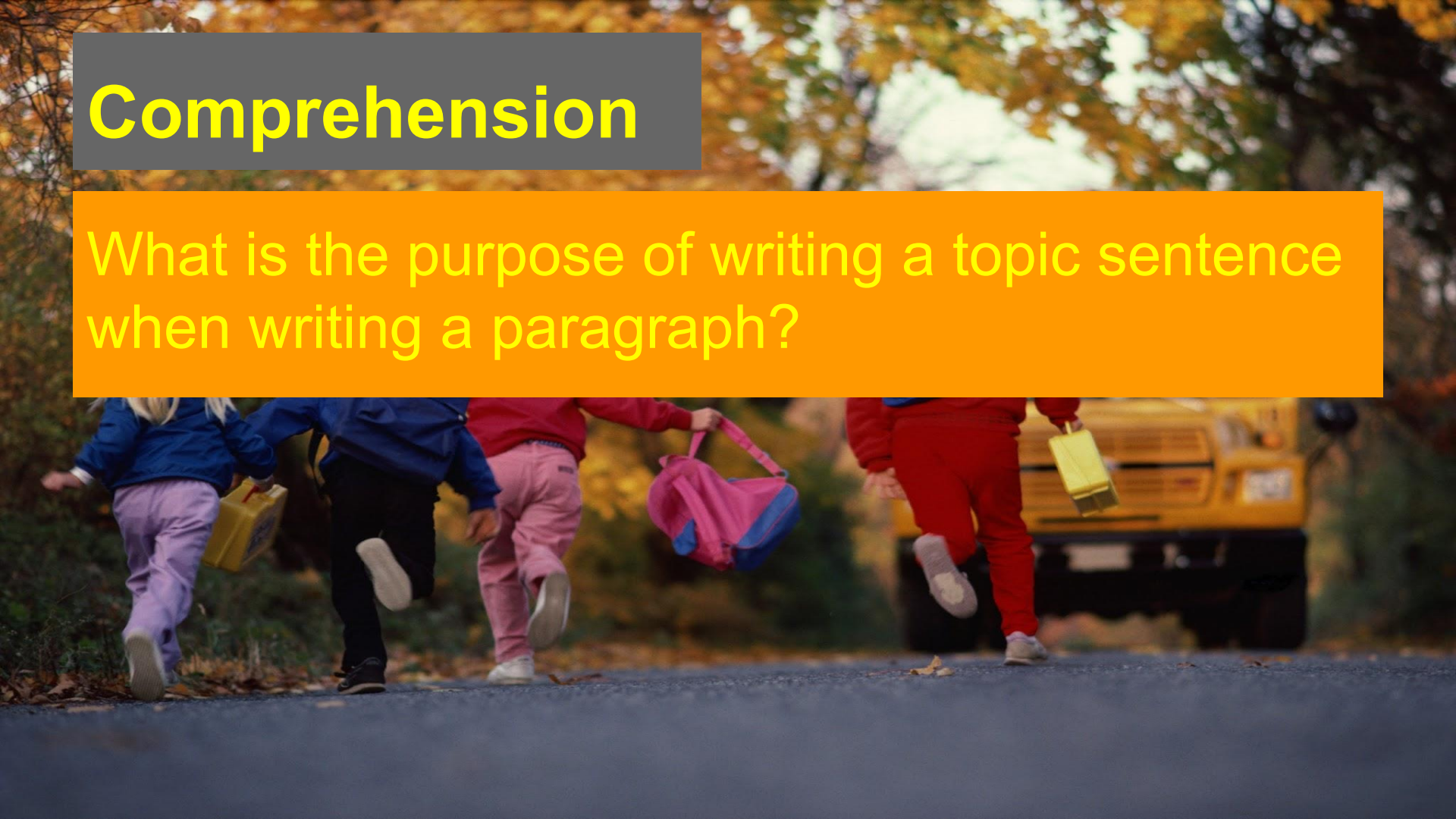
1. Quality of questions and prompts
2. Discussion techniques
3. Student participation

Questioning Techniques

Bloom's Taxonomy

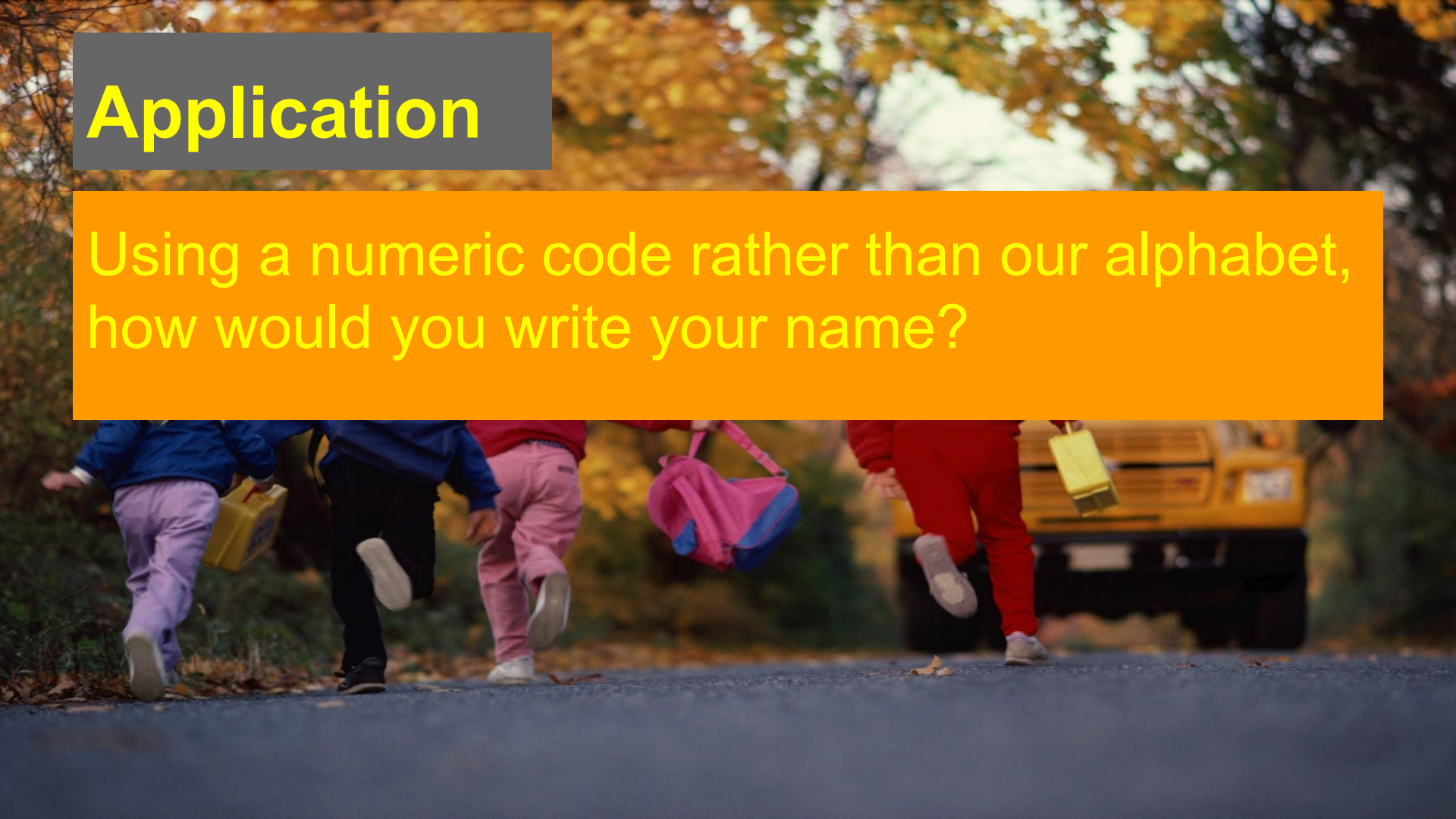
1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation


Knowledge
What is the word for a group of geese?



Comprehension

What is the purpose of writing a topic sentence when writing a paragraph?



Application

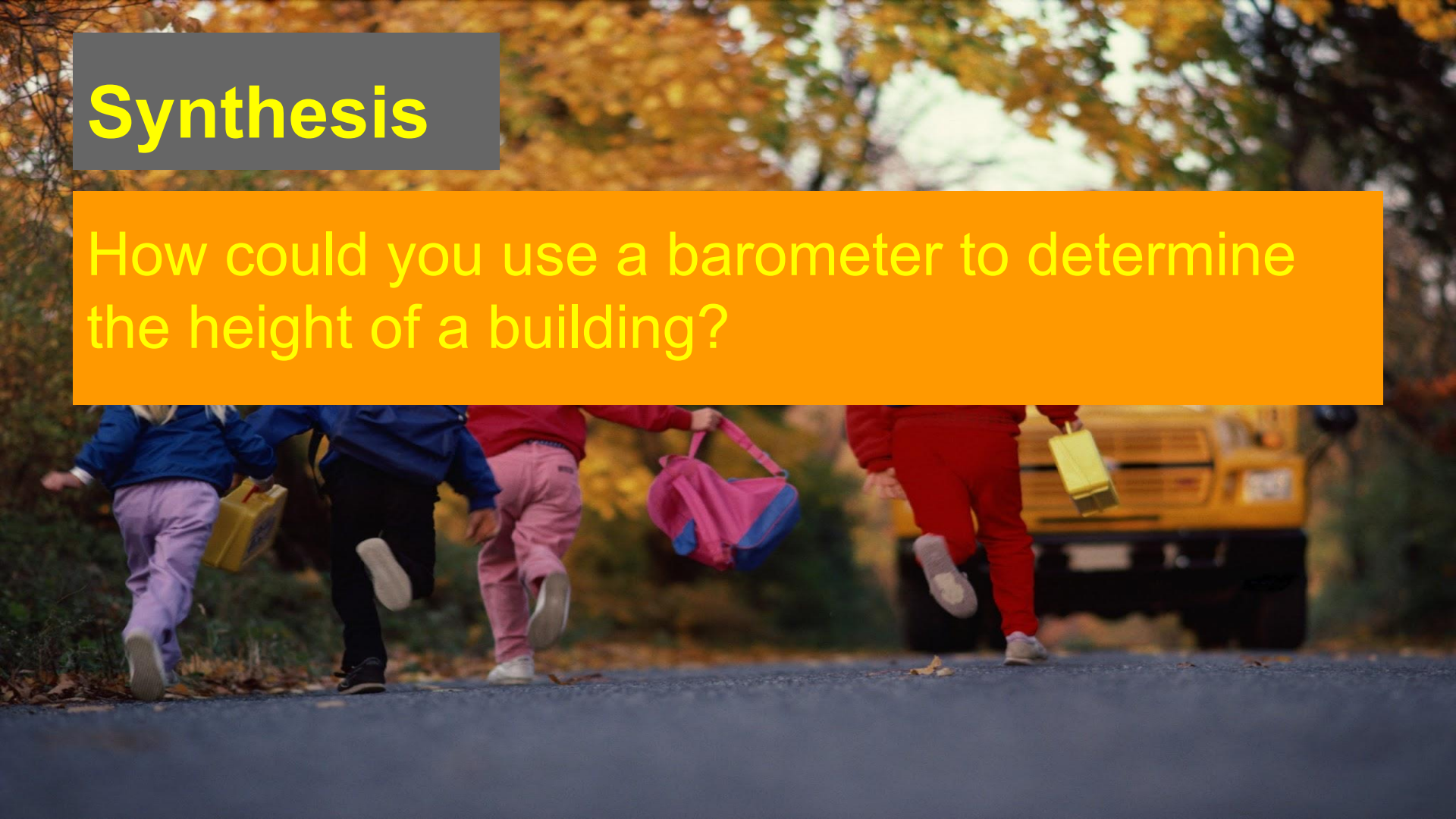
Using a numeric code rather than our alphabet, how would you write your name?

Analysis

In what ways are monkeys and chimpanzees similar?

Synthesis

How could you use a barometer to determine the height of a building?



Evaluation

What do you think will be the most significant change that individuals can make to offset global warming? Why?

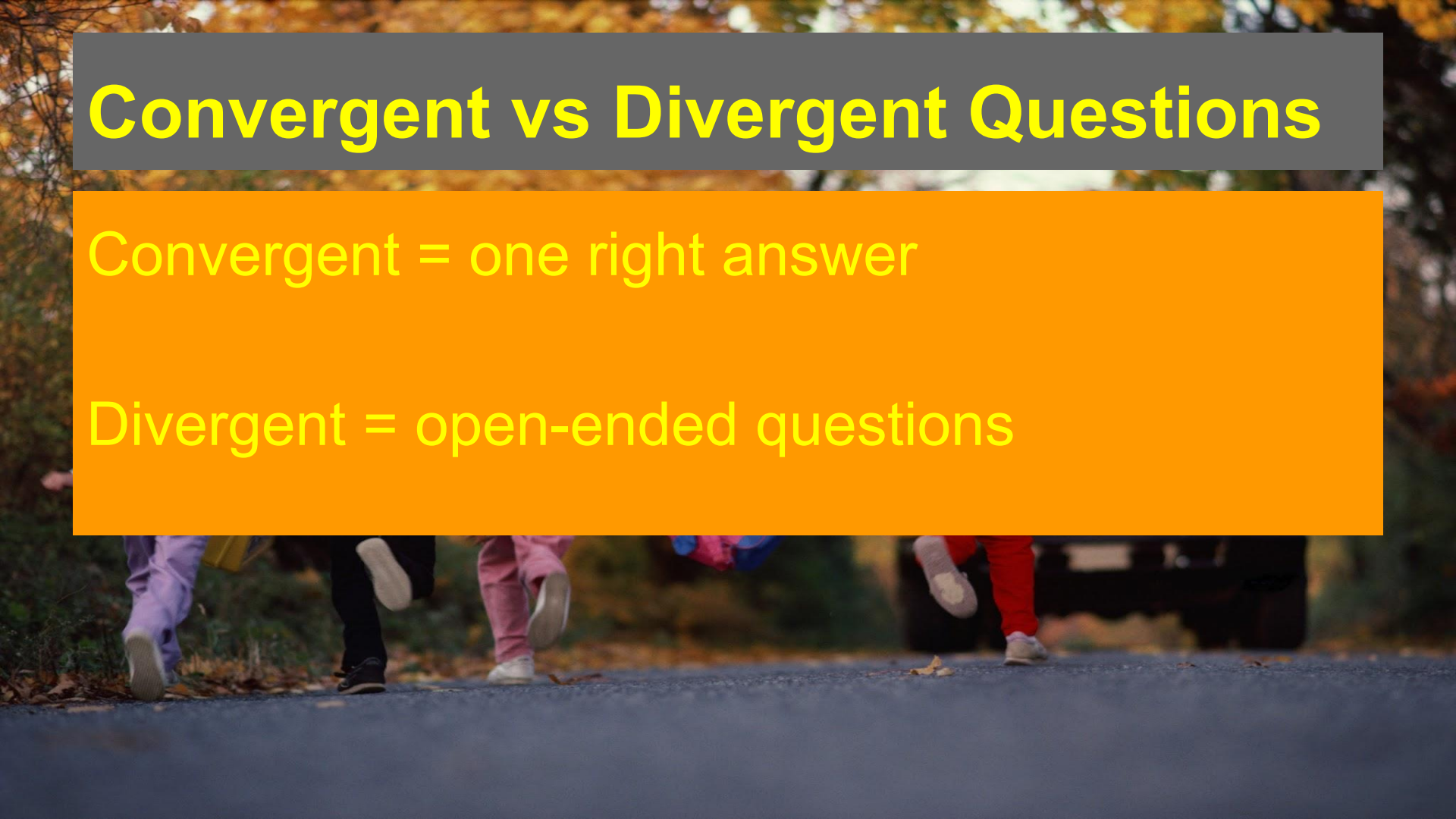
Higher order questions vs. Lower level questions

Higher level = comprehension, application, analysis, synthesis, evaluation questions

Lower level = knowledge questions

Activity

Your classroom discussion is on penguins. Write a question for each area of Bloom's Taxonomy.



Convergent vs Divergent Questions

Convergent = one right answer

Divergent = open-ended questions

Danielson examples for special ed

Share resource handout

Group Activity

Break into Class Groups

Looking at the questions you wrote for each area of Bloom's Taxonomy, now determine how you will get your students involved in discussion and asking their own questions.

Group Activity

What questioning, discussion, and prompting techniques do you use now? Share within your group.

Share with whole group.