Ohio Teacher Evaluation System

Instruction and Assessment

Instruction and Assessment

Montgomery County ESC
Training Norms

- Be present.
- Actively participate in activities.
- Respect time boundaries.
- Recognize the need for quiet while working.
- Use electronics respectfully and appropriately when prompted.
- Return to large group attention when signaled.
Session Goals

- Understand and apply the indicators of the OTES Rubric in the areas associated with instruction and assessment
- Plan effective lessons using criteria from and tools aligned with the OTES rubric
  - Lesson Delivery
  - Differentiation
  - Resources
  - Classroom Environment
  - Assessment of Student Learning
I do
- Trainers will provide information, demonstrate, and model instructional planning techniques

We do
- Participants will practice instructional planning using tools aligned with the OTES model

You do
- Participants will plan lessons using own district, school information
Ohio Teacher Evaluation System (OTES)

Teacher Performance on Standards

- Above Expected Growth
  - Formal Observation and Classroom Walkthroughs/Informal Observations
  - Pre-conference Observation
  - Final Review and Conference
- Expected Growth
  - Complete Performance Rubric
  - Written Report (by May 10)
- Below Expected Growth
  - Mid-Year Review and Conference
  - Formal Observation and Classroom Walkthroughs/Informal Observations
  - Pre-conference Observation
  - Final Review and Conference

Student Growth Measures

- Teacher Level Value Added
- Vendor Assessment
- LEA Measures

Final Summative Rating

*The student growth measure progress dimension shall be used in proportion to the part of a teacher's schedule of courses or subjects for which the dimension is applicable.

**A1: Teacher-level Value-Added data available only

A2: Teacher-level Value-Added

B: Approved Vendor Assessment

C: No Teacher-level Value-Added or Approved Vendor Assessment data available

LEA Measures 50%

10-40%
Instruction and Assessment

The importance of goals and focus for learning

Grade 6 Reading
When do you collect evidence?

- **Prior to the lesson being observed**
  - Pre-Conference
    - Review of lesson
    - Generate questions from lesson
  - Post-Conference
    - What the teacher says and does
    - What the students say and do

- **During the lesson**
  - • Communication between classroom evaluation and post-conference

- **After the lesson**
  - • Communication between classroom evaluation and post-conference
## OTEC Rubric Structure

<table>
<thead>
<tr>
<th>Standard Areas</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Skilled</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON DELIVERY</strong> <em>(Standard 2: Content, Standard 4: Instruction, Standard 6: Collaboration and Communication)</em></td>
<td>A teacher’s explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking. The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</td>
<td>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students’ questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</td>
<td>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</td>
<td>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Formative and summative assessments
- Classroom observation

**Ratings**

- **Ineffective**
- **Developing**
- **Skilled**
- **Accomplished**
<table>
<thead>
<tr>
<th>Lesson Delivery</th>
<th>Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</td>
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<td></td>
</tr>
</tbody>
</table>
Directions:

- As a table, discuss and highlight key words from the “Skilled” column for:
  - Differentiation
  - Resources
  - Classroom Environment
  - Assessment of Student Learning

- For groups who finish early, go back to the Skilled column for these areas and note the differences from Developing and Accomplished.
Differentiation
The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.
Resources

Instructional materials and resources are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.
Instruction and Assessment

Classroom Environment

The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.

Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.
Classroom Environment

Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).

The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.
A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.
Assessment of Student Learning

The teacher **uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly**, although the teacher may not be able to anticipate learning obstacles.

The teacher **checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students)**. The teacher **responds to student misunderstandings by providing additional clarification**.
Assessment of Student Learning

The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.

The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.
Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.
Lesson Delivery

- Hattie Effect Size of Teacher Clarity = .75
- Typical Effect Size = .40
- Retention = -.16
- Time on Task = .38
- Teacher Student Relationships = .72
Lesson Delivery – I Do

"IQ'? — I thought this was a haiku test!"
Lesson Delivery – I Do

Clarity Planning Template

<table>
<thead>
<tr>
<th>Framing the Learning</th>
<th>These are skills which prepare students for the learning to come and both give them the big picture and get their minds active and in gear.</th>
</tr>
</thead>
</table>
| **The Big Picture**  | - Understanding the learning objectives.  
|                      | - Seeing what the Sequence of events will be.  
|                      | - Preparing students for the experience of the day.  
|                      | - Understanding the reason the activity they are about to do will lead to the learning target.  
|                      | - Understanding the criteria for success in the activity. |
| **Getting Ready for Instruction** | - Activate students and current knowledge.  
|                      | - Give them important pre-assessment data.  
|                      | - Anticipate student confusions and misconceptions. |
| **Explanatory Devices** | - These are skills and techniques that make ideas clear and accessible to students.  
|                       | - Simple Cues.  
|                       | - Progressive Minimal Cues.  
|                       | - Analogies.  
|                       | - Translating into a simpler language.  
|                       | - Pictures, Charts, Whiteboards, Smartboard.  
|                       | - Video.  
|                       | - Models.  
|                       | - Models Think Aloud.  
|                       | - Graphic Organizers. |
| **Speech** | - These skills guide students through the cognitive landscape during instruction by:  
| | - Avoiding “Mazes” or “Vagueness”.  
| | - Matching Setting and Student Culture.  
| **Creating a Mental Image** | - These skills enable us to get students cognitively engaged with instruction.  
| | - Explicitness.  
| | - Intention of Cues.  
| | - Focus of Questions.  
| | - Necessary Steps in Directions.  
| | - Meaning of Reference. |
| **Making Cognitive Connections** | - These skills guide students through the cognitive landscape during instruction by:  
| | - Showing Resemblance to Student Experience of Something Already Learned.  
| | - Asking Students to Compare and Contrast.  
| | - Making Transitions Between Ideas.  
| | - Making Transitions Between Ideas.  
| | - Signal Shift in Activity, Pace or Level.  
| | - Foreshadowing. |
| **Getting Inside of the Head of Students** | - These skills enable us to find out what effect our instruction is having and make adjustments during teaching.  
| | - Checking for Understanding.  
| | - Unscrambling Confusion.  
| | - Making Students Think Visible.  
| **Consolidating and Anchoring Learning** | - These skills form a repertoire of strategies for getting students cognitively active in summarizing their own learning. They can be applied in the middle of lessons as well as at the end. Moreover they can be done with different strategies and them, which are useful to students bringing together their learning in their own words. Since many of the summarizing or thinking skills are suitable to our purpose students (e.g., learning how they can also learn the pleasure of giving or asking an student understanding).  

Handout
Lesson Delivery

Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.

Packet of Resources
Lesson Delivery–We Do

Table Activity

- Think-Tac-Toe Activity
  - You will need your Resource Packet as well.

- You will have 10 minutes to work with a partner. Choose one of the activities from the Think-Tac-Toe to complete reflect on and discuss.
The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.
What Does Research Say about making sure students understand the topic/concept:

For students truly to be able to take responsibility for their learning, both teacher and students need to be very clear about what is being learnt, and how they should go about it. When learning and the path towards it are clear, research shows that there a number of important shifts for students. Their motivation improves, they stay on-task, their behavior improves and they are able to take more responsibility for their learning.

Absolum, M. *Clarity in the Classroom*, 2006
Lesson Delivery

Essential Components of Ensuring Understanding

- Learning Intentions – Framing the Learning
- Relevance – Creating a Mental Image
- Examples and Modeling
- Success Criteria – Ways in which student can judge if they were successful. They should be measurable, observable and open to negotiation.

Checking for Understanding

Getting inside the head of the student

1. Checking for Understanding

2. Unscrambling Confusion

3. Making Student Thinking Visible
The Skillful Teacher (2008), by Jon Saphier, Mary Ann Haley-Specia, Robert Gower

Research for Better Teaching:

http://www.rbteach.com/rbteach2/Face_Explorer.asp?elemName=Clarity

Clarity in the Classroom (2006), by Michael Absolum
The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.
Questioning techniques are a heavily used, and thus widely researched, teaching strategy.

Research indicates that asking questions is second only to lecturing. Teachers typically spend anywhere from 35 to 50 percent of their instructional time asking questions.
Lesson Delivery

- Are these questions effective in raising student achievement?
- How can teachers ask better questions of their students?
- How can current educational research inform practice?
Teachers ask questions for a variety of purposes, including:

- To actively involve students in the lesson
- To increase motivation or interest
- To evaluate students’ preparation
- To check on completion of work
- To develop critical thinking skills
- To review previous lessons
- To nurture insights
- To assess achievement or mastery of goals and objectives
- To stimulate independent learning
Key Components of Questioning
- Types of Questions (Blooms Taxonomy)
- How Many Questions - When
- Wait-Time
- Feedback: Redirecting, Probing and Responding
Lesson Delivery

**Questioning Resources**

- **School Improvement Research Series: Classroom Questioning**
  This document from the Northwest Regional Educational Laboratory summarizes research findings on questioning techniques.

- **Effective Questioning Techniques**
  A list of 15 techniques for asking questions. (handout)

- **Applying Bloom’s Taxonomy**
  This page provides verbs, sample question stems, and potential activities and products for each category of Bloom’s Taxonomy. A great reference for planning or reflecting on a lesson. [http://www.nwlink.com/~donclark/hrd/bloom.html](http://www.nwlink.com/~donclark/hrd/bloom.html)

- **The Right Way to Ask Questions in the Classroom**
  This blog post discussing effective questioning techniques:
  [http://www.edutopia.org/blog/asking-better-questions-deeper-learning-ben-johnson](http://www.edutopia.org/blog/asking-better-questions-deeper-learning-ben-johnson)

- **Classroom Instruction That Works**
  (Marzano, Pickering, and Pollock 2001)
The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.
Never Say Anything
a Kid Can Say!

STEVEN C. REINHART
Lesson Delivery

- Teacher Talk Time = 20-30%
  - TTT
- Student Talk Time = 80%
  - STT
- 2/3’s Rule
Lesson Delivery

DON’TS & DO’S

DON’TS

- Long explanations
- No elicitation
- T asks follow up Q
- T summarizes, paraphrase, etc.
- T talks about himself/herself.

DO’S

- Don’t explain, SHOW
- Elicit
- Promote S→S Q
- Have Ss summarize, paraphrase, etc.
- Give Ss a chance to talk about themselves (Pairs / Groups)
Instructional and Assessment - You Do

Task: True / False

- Teachers must give students sufficient time to formulate their ideas in order for them to sufficiently elaborate.
- The teacher should answer his or her own questions.
- Classroom techniques like personalization and student-to-student questions are not useful to maximize student talk time.

From ICPNA’s Teacher’s Guide: Concepts, Practices, & Techniques
Lesson Delivery - You Do

Task: True / False

- Students must be given ample opportunities to communicate, with as much teacher intervention as possible.
- Whenever a student can say something, the teacher should intervene or interfere by talking.
- Neither the teacher nor any one student should monopolize talking time in class.
“To differentiate instruction is to recognize students’ varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class.

The intent of differentiating instruction is to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process.”

Oaksford, L. & Jones, L., 2001
1) **Standards** guide us in **WHAT** to teach. **Differentiation** guides us in **HOW** to teach.

It’s possible to **TEACH** the phone book—or great books in a differentiated manner or a one-size-fits-all manner.

It’s likely that either will be **LEARNED** better when taught in a way that’s responsive to a learner’s needs.

2) **Differentiation** doesn’t advocate changing the standard in response to learner variance, but rather providing a variety of avenues to mastering the standard and a range of support systems for doing so.

The **richer** the framework of meaning, the more likely students are to be motivated to learn, be able to recall, relate to, retain, and retrieve what matters.
Are you differentiating instruction?

Are you clear on *what* you want the student to...?
- know (facts, information)
- understand (principles, generalizations, ideas)
- be able to do as a result of the learning experience.

When deciding on *instruction* do you consider...?
- alternate sources/resources
- varied support systems (reading buddies, tape recordings, graphic organizers, word banks, study guides)
- varied pacing plans
The OTES Description for SKILLED

DIFFERENTIATION (Students and Instruction)

The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.
Different trumps same.

We notice things that have changed. We ignore things that stay the same. Difference, novelty, uniqueness, contrast and the unexpected juice our brains. Boring is the nemesis of learning.

Example: mandating a conference branded PowerPoint template for all speakers creates an image of sameness in our audience’s minds from session to session and shuts down learning!
Brain science trumps traditional education.

Knowing how the brain naturally operates is similar to knowing the laws of driving. Could you drive without knowing the rules of the road? Sure you could! Yet, you would probably create a lot of traffic problems. And eventually cause a wreck.

The same applies to presenting to others without knowing how the human brain learns. If you do it, you increase the chance that it won’t work well. Unfortunately, the learner is the one that deals with the disaster.
### Traditional Classroom vs. Differentiated Classroom

**Which classroom is more like yours?**

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Differentiated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment at the end of a unit of study</td>
<td>1. Assessment ongoing, diagnostic and influences instruction</td>
</tr>
<tr>
<td>2. Dominance of whole class instruction</td>
<td>2. Variety of instructional strategies and arrangements within a classroom</td>
</tr>
<tr>
<td>3. Adopted textbooks the main instructional resource</td>
<td>3. Multiple types of materials utilized as resources</td>
</tr>
<tr>
<td>4. Teacher the main problem solver</td>
<td>4. Students actually engaged in solving problems</td>
</tr>
<tr>
<td>5. Quantitative focus on assignments</td>
<td>5. Qualitative focus to assignments</td>
</tr>
<tr>
<td>6. Commercially prepared worksheets the primary method of practicing skills</td>
<td>6. Students use multiple methods of skill practice</td>
</tr>
<tr>
<td>7. Convergent questions dominate and single correct answers rewarded</td>
<td>7. Questions asked frequently by students as well as teachers, open-ended questions spark divergent thinking</td>
</tr>
<tr>
<td>8. Instruction time predetermined and relatively fixed for assigned tasks - inflexible</td>
<td>8. Student assessment determines how much time spent on a task or project - flexible</td>
</tr>
</tbody>
</table>
Images trump words.

We remember images. We forget words. Why? 50%-80% of our brain’s natural processing power is devoted to processing sight. That’s more than all of our other senses. We actually see with our brains, not our eyes. Likewise, when we hear a word, our brain translates it into an image.
Whole Brain Model®

CEREBRAL MODE
- Logical
- Analytical
- Fact based
- Quantitative
- Holistic
- Intuitive
- Integrating
- Synthesising

LEFT MODE
- Organised
- Sequential
- Planned
- Detailed
- Interpersonal
- Feeling based
- Kinesthetic
- Emotional

LIMBIC MODE

RIGHT MODE
The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.
The teacher **supports the learning needs** of students through a variety of strategies, materials, and/or pacing that **make learning accessible and challenging for the group**.

This means that you have evidence that demonstrates a scaffolded approach to your learning target; students well below, near, and above the target will all be challenged toward mastery of the target and beyond.

The method of instructional delivery should meet the needs of the learning target.

This means that the teacher knows the learners’ needs, readiness, and interests and those are accounted for within planning in order to have meet SKILLED requirements for Differentiation.
The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.

This means that you have evidence that demonstrates the instructional strategies you’ve chosen meet the multiple learning needs of students.

You have purposefully planned which strategies make learning accessible and challenging enough that all students can reach and exceed the learning target.
The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.

This means that you have evidence that demonstrates your chosen materials will support active engagement of all students throughout the lesson.
### Engaged vs. Entertained

<table>
<thead>
<tr>
<th>Students are ENGAGED if...</th>
<th>Students are ENTERTAINED if...</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are actively involved in learning</td>
<td>They are simply participating in an activity</td>
</tr>
<tr>
<td>They are acquiring new knowledge and skills as a result of the activity</td>
<td>Any knowledge and skills they acquire is directly related to the activity itself but is not or cannot be transferred to the overall learning objectives of the lesson</td>
</tr>
<tr>
<td>They are using knowledge they already have to acquire new knowledge and skills</td>
<td>They may use some knowledge they have already but doing so does not lead to the acquisition of new knowledge</td>
</tr>
<tr>
<td>They are adjusting the activity to make it fit their needs</td>
<td>They are trying to conform to the activity in order to get it “right”</td>
</tr>
<tr>
<td>They are asking questions and using the answers to increase their own understanding</td>
<td>They are asking questions related to how they can complete the activity itself</td>
</tr>
<tr>
<td>They are integrating what they are learning with what they know already</td>
<td>They are not connecting what they are doing to what they are supposed to be learning or have already learned</td>
</tr>
<tr>
<td>They are accessing other resources to increase their understanding</td>
<td>They are only using the resources provided</td>
</tr>
<tr>
<td>They are interested in what they are learning</td>
<td>They are excited by what they are doing</td>
</tr>
<tr>
<td>They make connection between what they are learning and their own lives</td>
<td>They are completing the activity without connecting it to their own lives</td>
</tr>
<tr>
<td>They are curious about what they are learning and want to learn more</td>
<td>They enjoy the activity and want to do it again</td>
</tr>
</tbody>
</table>

*Are Students Engaged or Merely Entertained?* By Robyn R. Jackson ©2009 mindsteps inc

[www.mindstepsinc.com](http://www.mindstepsinc.com)
Student/Teacher Level of Engagement Rubric
Source: Learning Pyramid

1% Students completing worksheets
10% Students reading assignments only
20% Teacher-led/limited student participation
30% Teacher-led using visuals with most students participating in discussion
50% Teacher modeling/ students practicing/checks for learning
70% Teacher grouped students by ability/ differentiated instruction
80% Students having a personal experience working in pairs/groups on hands-on activities, using technology
95% Students teaching someone else using technology
98% Using art, drama, music, etc. – integrated curriculum with content
Differentiation of Instruction

is a teacher’s response to learner’s needs

guided by general principles of differentiation, such as

- respectful tasks
- flexible grouping
- ongoing assessment and adjustment

Teachers can differentiate

- Content
- Process
- Product

according to student’s

- Readiness
- Interests
- Learning Profile

through a range of instructional and management strategies such as

- multiple intelligences
- jigsaw
- taped material
- anchor activities
- varying organizers
- varied texts
- varied supplementary materials
- literature circles

- tiered lessons
- tiered centers
- tiered products
- learning contracts
- small-group instruction
- group investigation
- orbitals
- independent study

- 4MAT
- varied questioning strategies
- interest centers
- interest groups
- varied homework
- compacting
- varied journal prompts
- complex instruction
Writing trumps reading (and listening).

Most audiences have been conditioned to sit and listen and not do anything else.

We write to remember. We remember because we write. (Now insert type or text for the word write in those sentences.)

When we write or type, we are processing information. We are thinking about it and thinking increases the likelihood or retention.
In your planning, you must select a delivery method for instruction for Differentiation to be effective.
Scaffold
for deeper understanding

#1 Ask students a question.
What do you know about ants?

#2 Present a mystery for students to solve.
How does an ant carry 50 times its body weight? Can you?

#3 Ask students to draw what they know.
Can you draw how you think ants carry things? How do you carry things?

#4 Give students ample time to research the mystery.
Can you find the answer and bring it back to class?

#5 Ask students to draw the mystery and the solution again.
Can you draw that for me?

#6 Ask students to share their drawing with other students.
Can you explain your drawing to each other?

#7 Ask students to pull all their ideas together in one drawing.
Can you use all your ideas to solve the mystery?

#8 Teacher patiently asks what if questions.
What if I have an apple on my desk, how will your ant carry it? Do you carry it differently? Why?

#9 If students need more information, send them back to step #4, and start over until the outcome or objective is reached.
What does the internet say?

A simple way to Scaffold for deeper understanding.
By: Mia MacNeekin Epigogs, Inc. and An Ethical Island Blog
Just a sampling of strategies that support Differentiated Instruction

<table>
<thead>
<tr>
<th>Multiple Intelligences</th>
<th>Tiered Lessons</th>
<th>4-MAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jigsaw</td>
<td>Tiered Centers</td>
<td>Varied questioning strategies</td>
</tr>
<tr>
<td>Taped material</td>
<td>Tiered Products</td>
<td>Interest Centers</td>
</tr>
<tr>
<td>Anchor Activities</td>
<td>Learning Contracts</td>
<td>Interest Groups</td>
</tr>
<tr>
<td>Varying Organizers</td>
<td>Small Group Instruction</td>
<td>Varied Homework</td>
</tr>
<tr>
<td>Varied Texts</td>
<td>Group Investigation</td>
<td>Compacting</td>
</tr>
<tr>
<td>Varied Supplementary Materials</td>
<td>Orbitals</td>
<td>Varied Journal Prompts</td>
</tr>
<tr>
<td>Literature Circles</td>
<td>Independent Study</td>
<td>Complex Instruction</td>
</tr>
<tr>
<td>Cubing</td>
<td>Tiered Assignments</td>
<td>Reading Buddies</td>
</tr>
</tbody>
</table>

Source: The Differentiated Classroom, Tomlinson 1999
1. Have a strong rationale for differentiating instruction based on student readiness, interest and learning profile.

2. Begin differentiating at a pace that is comfortable for you.

3. Tune differentiated activities for student success.

4. Use an “anchor activity” for enrichment or remediation.

5. Create and deliver instructions carefully.

Tomlinson
10 Strategies for Managing a Differentiated Classroom

6. Have a “home base” for students.

7. Be sure students have a plan for getting help when you are busy with another student or group.

8. Give your students as much responsibility for their learning as possible.

9. Engage your students in talking about classroom procedures and group processes.

10. Use flexible grouping.
Movement trumps sitting.

The longer an audience sits, the less they learn.

From the beginning of time, our bodies and brains were made to move. It’s in our genes. We think better when we move. For education, this means getting up and moving across the room to a new table. Finding someone you don’t know, introducing yourself and then sharing some new learning.
What is meant by “Flexible Grouping?”

- Students move frequently between groups as learning objectives change, as their needs evolve, and as they gain proficiency.
- Students sometimes work in groups defined by interests and/or learning styles.
- Teachers sometimes move between groups to provide instruction.
Benefits of Flexible Grouping

- Teacher becomes more of a “facilitator” of knowledge and skills
- Removes the negatives and stigma of “static” groups, i.e. “Once a buzzard, always a buzzard” syndrome
- Students see that they can and will progress as they learn. Growth becomes a visible and expected part of the classroom culture
Dr. Edward de Bono

Using “Hats” for flexible groups allows different perspectives of students in a safe manner while discussing a topic, concept, or critical reading.
DIFFERENTIATION (Students and Instruction)

- The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.

- The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.
Instructional materials and resources are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.

This means that you have evidence that demonstrates purposeful selection of materials and resources that guide students toward mastering the learning target.

The learners’ needs, readiness, and interests must be accounted for within planning and delivery.

Ensure that the materials you’re choosing is accessible and challenging enough that all students can reach the learning target.

Your materials and pacing will need to support active engagement throughout the lesson.
Instructional materials and resources are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.
INSTRUCTIONAL STRATEGIES

Monitor Progress
- Alternative Assessments
- Anchor Activities
- Grade as You Go
- Homework Options
- KWL Charts
- Learning Contracts
- Menus/Agendas
- Mini White Boards

Form Groups
- Appointment Clocks
- Cubing
- Curriculum Compacting
- Four Sides
- Jigsaw
- Learning Contracts
- Menus/Agendas
- Mini White Boards

Get Moving!
- Appointment Clocks
- Four Sides
- Heads together
- Jigsaw
- Literature Circles
- Reading Buddies
- Sticky Note Graph

Work Together
- Anchor Activity
- Appointment Clocks
- Centers/Stations
- Cubing
- Four Sides
- Grade as You Go

Compare & Contrast Ideas
- Cubing
- Sticky Note Graph
- Think-Tac-Toe
- Think-Pair-Share

Tiered Activities
- Tiered Rubrics
- Varied Products
As you create differentiated activities (processes), are you certain:

- They call for high-level thinking?
- They vary along the continuum for readiness?
- Student have choices about how to apply skills and understandings or how to express them?
- Student choice is provided within teacher-generated parameters?
- Each activity is focused on one or few key concepts?
- You have a plan for gathering ongoing assessment data?
- You have a plan for bringing closure and clarity to the task?
Do you also consider:

- Use of instructional strategies such as interest groups, contracts, compacting, jigsawing etc?

- Use of small groups for direct instruction (re-teaching, extension)?

- Meaningful tasks for reinforcements, extension, and exploration when students complete required work (anchor activities)?
Additional Strategies...

- Adjusting questions by ability or readiness
- Tiered assignments
- Acceleration/Deceleration
- Peer teaching
- Assign tasks by learning profile
- Reading buddies
- Anchor activities
# Padlet in the classroom...
## Ideas you can stick to!

<table>
<thead>
<tr>
<th>Create a wall of student questions before beginning a project</th>
<th>Send a list of questions to an author, expert or another class</th>
<th>Collect photos representing shape, letters, color, angles, numbers, etc.</th>
<th>Create a vocabulary board for a reading selection</th>
<th>List Facts and Opinions about a topic, reading or piece of writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write a Thank You wall for someone who helped in your classroom</strong></td>
<td><strong>Record a Firestorm of Ideas When Talking As A Class</strong></td>
<td><strong>Use as a space to reflect on an on-going class read-aloud story</strong></td>
<td><strong>Post locations found on a map of your local town, state, etc.</strong></td>
<td><strong>Post a video and have students post responses</strong></td>
</tr>
<tr>
<td><strong>Make predictions before reading a story, performing an experiment or solving a problem.</strong></td>
<td><strong>Post Text-Self, Text-World or Text-Text connections while reading</strong></td>
<td><strong>Free Choice?</strong></td>
<td><strong>Post a picture for students to use as a writing prompt</strong></td>
<td><strong>Post facts learned about a topic during the scope of a unit</strong></td>
</tr>
<tr>
<td><strong>Post directions for a project so students can refer back to it</strong></td>
<td><strong>Use as a homework alternative to collect responses</strong></td>
<td><strong>Post a Problem of the Day and have students post answers</strong></td>
<td><strong>Collect links surrounding a particular curricular topic</strong></td>
<td><strong>Create Star Student boards where each classmate posts positive messages for a student</strong></td>
</tr>
<tr>
<td><strong>Provide tips for something students have expertise in.</strong></td>
<td><strong>Give a vocabulary word and have students write sentences</strong></td>
<td><strong>Reflect at the end of a project and share ideas about what worked/didn’t work</strong></td>
<td><strong>Invite outsiders to provide info, ideas, suggestions, answers, etc...</strong></td>
<td><strong>Have parents leave comments for the class to encourage Best Effort!!</strong></td>
</tr>
</tbody>
</table>

Created by @SimplySuzy (Technically Invisible)
DIFFERENTIATION (Students and Instruction)

The teacher **supports the learning needs** of students through a variety of strategies, materials, and/or pacing that **make learning accessible and challenging for the group**.

The teacher supports the learning needs of students through a variety of strategies, **materials**, and/or pacing that make learning accessible and challenging for the group.
# BLOOM’S TAXONOMY & TWITTER

<table>
<thead>
<tr>
<th>CREATE</th>
<th>EVALUATE</th>
<th>ANALYZE</th>
<th>APPLY</th>
<th>UNDERSTAND</th>
<th>REMEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Invent a Twitter application</td>
<td>- Combine multiple tweets on a single topic</td>
<td>- Compare &amp; contrast Twitter to other forms</td>
<td>- Give an example of a tweet for an assigned</td>
<td>- Summarize tweets on a relevant topic</td>
<td>- Follow relevant Twitter users (historians,</td>
</tr>
<tr>
<td>- Create a fake but accurate Twitter profile for a historical or literary figure</td>
<td>into a story</td>
<td>of social media</td>
<td>political leader</td>
<td>tweets on a relevant topic</td>
<td>scientists, etc.)</td>
</tr>
<tr>
<td>- Remix trending tweets with video and music to create a PSA</td>
<td>- Criticize a Twitter user’s argument</td>
<td>- Analyze tone in different tweets</td>
<td>- Illustrate popular/trending tweets</td>
<td>- Translate tweets in other languages</td>
<td>- Define major elements of Twitter (tweet,</td>
</tr>
<tr>
<td></td>
<td>- Predict trending words and phrases based</td>
<td>- Examine bias in different tweets</td>
<td>- Paraphrase a book, poem, or text using 140</td>
<td>- Estimate the number of tweets a user will</td>
<td>hashtag, etc.)</td>
</tr>
<tr>
<td></td>
<td>on current Twitter trends and world news</td>
<td>- Diagram a web showing connections</td>
<td>characters</td>
<td>post based on previous tweets per day</td>
<td>- Observe geographical trends in tweets with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>between popular/trending tweets</td>
<td></td>
<td>- Rewrite tweets in your own words</td>
<td>TrendsMap</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Match political tweets with political parties</td>
</tr>
</tbody>
</table>

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Instructional materials and resources are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.
Shorter trumps longer.

Neuroscience has proven that our attention span is 10 minutes. After that, our attention starts to wane. Chunking content into ten minute segments and then allowing learners 10 minutes to digest is the best way to learn. Does this mean the three hour session is dead? Absolutely not. It’s just designed differently with lots of breaks to allow time for discussion, reflection and application.
The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.

Your pacing will need to support active engagement throughout the lesson.
What is meant by ongoing assessment and adjustment?

- PACING!
- Quick, not always recorded for a grade
- Is a tool that directly affects ongoing plans for instruction
- Leads to increased “yields” in academic growth

Figure 1. Standard instructional delivery components essential to all explicit instructional episodes (Hall, 2002).
How do teachers make it all work?

Start small! But START somewhere!
- Anchor activities
- Flexible grouping
- Projects based on learning styles

Grow slowly-but GROW!
- Try creating one differentiated lesson per unit, differentiate one product per semester, etc.
- Gives structured choices more often

Step back and reflect
- Don’t be afraid to throw an idea out and start over again!
- Talk with students regularly to get their feedback!
- Continue to EMPOWER students
  - Don’t do things for them that they can do for themselves
  - Give them increasing responsibility for documentation

Give thoughtful directions
Work together with colleagues
Bring principals and parents on board!
It’s not easy but it’s worth it...

It’s magical thinking to believe that we will reach the promise land where no child is left behind by demanding more of every teacher without vast changes in the organization of schools. Differentiated instruction is a great pedagogical tool, undoubtedly part of the equation, but we have to keep it in perspective: differentiated instruction is initially hard to do, as it requires a fair amount of upfront planning, more resources, and a rich understanding of how each child learns. Differentiated instruction also demands that class time—now used to funnel content into young minds to prepare them for high-stakes testing—must be devoted to help students learn to use new materials, work in groups, and transition from activity to activity.

–Jeffrey Benson *Hanging In*
Instructional materials and resources are aligned to the instructional purposes and are appropriate for students’ learning styles and needs, actively engaging students.
Emotions trump facts.

For years we’ve assumed that dumping data, information and stats on audiences is in their best interest. We believe that we should separate feelings from facts and leave emotions at home.

Wrong! Neuroscience has proven that everything the brain learns is filtered through emotions. There are no exceptions. How we use emotion to aide learning determines learning’s success.
Talking trumps listening.

Here’s the law: the person doing the most talking during an education session is the one doing the most learning. So that’s actually the speaker.

We need to create more learning opportunities where the speaker talks for about 10 minutes and then the audience talks to each other. We talk in pairs or small groups so we can understand. We talk so we can remember. We talk so we can process.

No, not Q & A time with the presenter. Then only one person is talking and learning. Peer to peer or small group talking trumps one person asking a question any day!
White space trumps information dumps.

Many presenters try to cram as much information and data into their presentation as the time permits. We’ve assumed that content covered means content learned. We’ve also assumed that if we cover more content, the listener learns more.

Wrong! The amount of learning directly aligns to the amount of thinking and reflection. We need to create more white space (time for the learner to think) and less pushing of content. The more the learner is allowed to reflect, the more they learn.
Insight trumps knowledge.

Knowing $2+2=4$ is one thing. Knowing how to apply that fact is more important.

Our brains learn information by applying new knowledge to past experience. Gaining insight into how to apply a fact or research is more important to our brain than the fact. Our brains crave meaning!
If what we teach diminishes who we teach and erodes how we teach, we are no longer teaching.

Tomlinson, 2001
The teacher has **positive rapport** with students and demonstrates **respect for and interest** in all students. For example, the teacher makes eye contact and connects with individual students.
Positive Rapport with Students goes back to your Instructional Planning – Knowledge of Students

- Interest Surveys, etc.
Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.
Classroom Environment

Adapted from Doug Fisher, 2008

TEACHER RESPONSIBILITY

Focus Lesson
Modeled Instruction

Shared Instruction

Guided Practice

“I do it” (You Watch)

“We do it” (Together!)

“You do it” (I Watch/Guide)

“You do it alone” (Reflect)

STUDENT RESPONSIBILITY

Copyright Angela Maiers 2008
Classroom Environment

**Rules**
- Provide overarching guidance for daily behavior—Listen when teacher is talking to you.
- Apply across settings
- Must be behaviorally defined—What does it look like? sound like?

**Routines**
- Specific procedures for accomplishing daily tasks—How to move chair or carpet square.
- Vary somewhat from setting to setting
- Provide the “how-to” for meeting rule expectations
- Behaviorally defined
Classroom Environment

Routines
- attendance/tardiness procedures
- heading papers
- assigning and collecting work
- homework
- procedures for when there are classroom visitors
- transitioning individual to group work
- lining up
- attention signal
- sharpening pencils
- organizing desks/workspace
- bathroom breaks
- preparing for and returning from recess/assembly
- requesting assistance
Positive Effects of Routines

- More than 60 minutes of instructional time saved by systematically teaching routines (LaFleur, Witt, Naquin, Harwell, & Gilbertson, 1998)

- Less off task behaviors impeded the classroom (Emmer & Evertson, 1981)

- Higher engagement rates are noted and directly related to student achievement (Brophy, 1986)
Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).
Transitions

- Transitions are an integral part of the classroom procedures.

- The teacher and students should understand the transitions of the class.

- Try to bridge a transition with a developmentally appropriate learning activity.

- Find any excuse to weave in an academic twist to every transition.
Classroom Environment

Transition Time
- Arrival into the classroom
- Gathering for meeting time or beginning instruction
- Cleaning up
- Lining up to go to different places
- Changing groups or activities
- Getting student’s attention
- Ending the school day or class period
Transition Tips

Prepare your students for classroom transitions before they occur. Let students know up front how much time they have to work on a task in class. Watch your time carefully and let them know throughout the task how much time they still have. Transitions are far smoother when students can anticipate the change and know the time constraints they are under.

Maintain a predictable class structure. Set up classroom routines for transitions such as entering and exiting the classroom and handing in homework at the beginning of each semester.

Anticipate and answer questions about classroom procedures such as grading and homework up front. Provide students with written documentation about grading and homework procedures to save classroom time and repetitive explanations.
Transition Tips

*Provide clear boundaries between activities.* Announce transitions and monitor them as you guide the class from one thing to another.

*Be flexible with classroom time when necessary.* When students are on task and engaged in an activity, consider postponing a planned activity if the task they are engrossed in is both meaningful and appropriate.

*Review expectations.* Review what is suppose to happen during transition times. This helps ensure that everyone understands the expectations during transition times.
Transition Ideas

Silent Math - During the times your entire class is lined up and waiting, have one child start by using fingers and hand signals to give math problems. (Example: Hold up one finger (1), then make a plus sign (+), then two fingers (1+2). Lastly, put one hand above the other facing in opposite directions for the equal sign (=).) If a student wants to answer, he/she must raise their hand to be called on. They must give the answer using fingers and hand signals.
Transition Ideas

Lining Up Ideas – Have students line in alphabetical order, in sequence of their birthdays, have the students spell or define vocabulary words while lining up, spell a spelling word, by height, by colors, or patterns, etc.
**Classroom Environment – I Do**

- **Transition Ideas**
  - **Lining Up Ideas** – Have students line in alphabetical order, in sequence of their birthdays, have the students spell or define vocabulary words while lining up, spell a spelling word, by height, by colors, or patterns, etc.
More Transition Ideas

Marvelous Microphone – Pre-make out of a cardboard roll, aluminum foil, black tissue paper and glue. This could be used as an attention grabber or used when students would like to speak during circle/meeting time.

Sensory Starters – Before kicking off a lesson give students a clue of what they’ll be learning about by creatively appealing to one or several of the senses – smell, hear, taste, touch, and sight.

Picture Talk- Collect a series of different pictures or postcards that are related to a learning unit – ex: places, animals, people from other cultures, homes, seasons, etc. Use the pictures as a tool to create math word problems, as writing prompts, to ask open-ended questions, or as a visual memory game, etc.
Transition Ideas

Pass the Parcel – Cover a small box in brown paper. It is played like hot potato. It could be used as a lesson summarizer - when the music or counting stops that student has to say a fact that they learned about in the learning unit, ask a question about the unit, or answer a question.

Create a classroom “Happy Box” – decorate several shoe boxes with contact paper/wrapping paper/or fabric. Fill it with a variety of themed materials. These materials should correlate with your specific learning unit. Rotate the materials out for each unit and add to items every few weeks. This could be a filler for students who finish an activity.
Think-Pair-Share

- Think about transition times in your classroom and the procedures you have in place for those times.
- With a partner, discuss transitions that you feel are going well, and those you feel are not going well.
- Brainstorm with your partner ways to improve transitions that need improving.
Classroom Environment

More Resources

• www.atozteacherstuff.com

• Every Teacher’s Guide to Classroom Management by Alice Terry

• www.ilovethatteachingidea.com

• Transition Time – Let’s Do Something Different by: Jean Feldman
The teacher engages in **two-way communication** and offers a variety of **volunteer opportunities** and **activities for families** to support student learning.
A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.
Classroom Environment

- Students know what is against the rules.
- Do Students know how “to do school?”
- It is not something we should just expect.
- We have to clearly teach and demonstrate what expected behaviors, routines, and procedures look like sound like.
  - And revisit when needed....K-12!
Classroom Environment

Scaffolding

I do.... we do, we do, we do.... you do

Teacher Directed

Student Led

Time

Adapted from Dr. David Chard, University of Oregon (2004)
PBIS Video from a local school district.
Classroom Environment

- **C -Conversation** (Can students talk to each other?)
- **H -Help** (How do students get their questions answered?)
- **A -Activity** (What is the task/objective/end product?)
- **M -Movement** (Can students move about?)
- **P -Participation** (What does the expected student behavior look/sound like?)

CHAMPS, Sprick, Garrison, Howard
List as many of your classroom routines as you can

Examples:
- Small group instruction
- Independent work
- Cooperative groups
- Transition to hallways

Choose one routine

Complete CHAMPS worksheet
Assessment of Student Learning

Independently, reflect on the most recent lesson you taught. (30 sec.)

How did you know the students learned what you taught?

Share your reflections with the person sitting next to you and listen for what’s similar & what’s different. (1 min.)
Assessment of Student Learning: SKILLED

#1. The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.

#2. The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.
Assessment of Student Learning: SKILLED

#3. The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.

#4. The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.
The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.
What **assessment data** do you have to *inform* the varying needs of students within your class related to the learning target(s)?

**Examples:**
- Diagnostic assessments: Pre-Tests, Screening Measures, KRA-L
- Formative assessments: Progress Monitoring, Student Conferences, Student Self-Assessments
- Summative assessments: OAA, OGT, EOY exams, end of unit tests, etc.
Assessment of Student Learning: Indicator #1

- What **assessment data** will you collect **during** the lesson?
- What specific **products** or **demonstrations** will assess student learning/achievement of learning target(s)?

**Formative Assessment Examples:**
- Small-group assignments during which students investigate or practice concepts and skills
- Rough drafts of essays/papers
- Rehearsals for presentations/exhibitions/demonstrations
- Learning Logs
- Text Response Journals
- Periodic quizzes
- Exit slip
What process will you use to analyze the assessment data to **identify students’ strengths and needs**?

**Examples Resources:**
- OIP 5-step process
- RE T Chart: Examining Assessment Practices ((Collaborative Conversations))
- RE Monitoring Student Learning (Assessment of Students)
- RE Examining Student Work (Collaborative Conversations)
Assessment of Student Learning: Indicator #1

What does the analysis identify about students’ strengths and needs?

- Which subgroups did better, which did not?
- What class trends and patterns did the assessment(s) reveal?
- How can this data help identify potential learning obstacles?

For further reflection:

- What will I do with this information?
- What might have caused these results?
How will you use assessment data to inform your next steps?

Examples:
- Re-teaching
- Enrichment
- *Differentiated Instruction
Based on the available assessment data and analysis of students’ strengths and needs, how will you modify and differentiate instruction accordingly?

Examples:

- Instructional Grouping:
  - Enrichment – Who is ready to go beyond the standard?
  - On Target - Who is working towards mastery of the standard?
  - Re-teaching – Who needs foundational support for the standard?
### “I Do” – Indicator #1: Assessment of Student Learning

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Student Learning</td>
<td>1</td>
<td>The teacher uses assessment data to identify students’ strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher: Says/Does</th>
<th>Students: Say/Do</th>
<th>Connections to other OTES Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher analyzed assessment data prior to the lesson &amp; is instructing students based on learning readiness ---- small group and individualized instruction occurring .</td>
<td>Students are engaged in tiered assignments; independent projects, etc.</td>
<td>Assessment Data (Instructional Planning)</td>
</tr>
</tbody>
</table>
At your table, assign one person to be the:
- Chart Creator
- Facilitator
- Reporter

On poster paper, chart what that indicator “looks like and sounds like” in the classroom. (5 minutes)

Your chart will capture what may actually be done and said during a lesson to show evidence for that area.

As you create your chart, consider:
1. What are the students doing to illustrate this area?
2. What is the teacher doing? What is the teacher saying?
3. What do the products and performances look like?
4. How is this indicator connected to other OTES standard areas?

*(Record your table’s ideas on your take-away template.)*
Think about an instructional unit you are planning to teach next week. Identify:

1.) What **assessment data** will you use and collect to inform the varying needs of students within your class related to the learning target(s)? What assessment data will you collect during the lesson? What will the products and performances look like?

2.) How you will analyze the assessment data to **identify students’ strengths and needs**?

3.) How will you **modify and differentiate instruction accordingly**?
**“You Do” - Applying it to the Lesson Plan**

| Assessment Data | How is this assessment matched to the student ability?  
<table>
<thead>
<tr>
<th></th>
<th>What are student areas of strength and growth?</th>
<th>Analysis: how has analyzing this assessment impacted instructional planning and delivery?</th>
<th>Assessment Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment Type(s) Used:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>① diagnostic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>② formative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>③ summative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Description:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Delivery</th>
<th>Laying the base for foundational support</th>
<th>Mastering the Standard</th>
<th>Going Beyond the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Delivery</td>
<td>Differentiated to meet student need</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>⑥ New Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>⑥ Practice</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Assessment Used During</th>
<th>Activity</th>
<th>Assessment Used During</th>
<th>Activity</th>
<th>Assessment Used During</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.
Think About

How often do you ask your students the following:

- “Any questions?”
- “Did you all get that?”
- “Everybody understand?”
- “Does that make sense?”
Why Check for Understanding?

- How do you know students learned the learning target(s)?
- How well did they learn the learning target(s)?
- Who mastered the learning target and who didn’t?
- What parts of the learning target(s) did students struggle with? What misconceptions did they have?
- Must occur throughout the lesson, *at least every 5–10 minutes*, if teachers want to maintain the rigor of the lesson and support student learning.
Guiding Questions to Check for Understanding

- Do I know what misconceptions or naïve assumptions my students possess?
- How do I know what they understand?
- What evidence will I accept for this understanding?
- How will I use their understandings to plan future instruction?
How will you check for understanding during the lesson?

- **Oral Language**
  - **Example Strategies**: Retellings, Think-Pair-Share, Accountable Talk

- **Questioning**
  - **Example Strategies**: Constructing Effective Questions, Bloom’s Taxonomy, Webb’s DOK, Response Cards, Hand Signals, Audience Response Systems, Socratic Seminar

- **Writing**
  - **Example Strategies**: Interactive writing, Read-Write-Pair-Share, RAFT, Summary Writing

- **Projects and Performances**
  - **Example Strategies**: Readers’ Theatre, Multimedia Presentations, Electronic and Paper Portfolios, Public Performances

- **Tests**
  - **Example Strategies**: Multiple Choice, Short Answer, Extended Response
Assessment of Student Learning: Indicator #2

What formative assessment strategies will be used to check for understanding?

Examples:

- Questioning strategies (used with the whole group or individuals)
- Think-pair-share
- Individual mini-white boards (ongoing assessment during a lesson)
- Exit ticket
- Hand signals
Assessment of Student Learning: Indicator #2

What **misconceptions** about content need to be considered?

How will **adjustments** and **additional clarification** be provided during the lesson?

Examples:

- After teaching a strategy or concept, teacher deliberately asks or poses a statement that is incorrect. Ex., In math, the teacher could post a problem that is solved incorrectly and ask students to analyze it.

- The teacher then asks pairs of students to figure out if the statement or problem is correct & explain why it is incorrect.

- Teacher circulates around the room, listening and watching, stepping in to correct misconceptions & making mental notes of struggling students.

- Teacher ask groups to share their process for figuring out the misconception or teacher can share general comments about what was heard.

- Teacher can pull small groups or re-design instruction immediately.

**Always consider:** How will I respond when students still don’t learn?
### “I Do” – Indicator #2: Assessment of Student Learning

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Student Learning</td>
<td>2</td>
<td>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher: Says/Does</th>
<th>Students: Say/Do</th>
<th>Connections to other OTES Standards</th>
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<tbody>
<tr>
<td>Teacher uses “Thumbs Up” strategy. Up- “I understand ____ &amp; can explain it.” Sideways – “I’m not completely sure about __.” Down- “I do not yet understand ______.”</td>
<td>Students are restating sections of the material in their own words, asking themselves questions about the material......monitoring their own understanding.</td>
<td>Classroom Environment</td>
</tr>
</tbody>
</table>
At your table, assign one person to be the:

- Chart Creator
- Facilitator
- Reporter

On poster paper, chart what that indicator “looks like and sounds like” in the classroom. (7 minutes)

Your chart will capture what may actually be done and said during a lesson to show evidence for that area.

As you create your chart, consider:

1. What are the students doing to illustrate this area?
2. What is the teacher doing? What is the teacher saying?
3. How is this indicator connected to other OTES standard areas?

(Record your table’s ideas on your take-away template.)
In order for checking for understanding to be as useful as possible, carefully plan and consider which strategy will be most effective with the planned activity.

- Consider creating a column in your instructional plan to write the activity students will do or where you will detail your instructional actions.

- Then, create a second column to identify the formative assessment strategies you will use during those activities.
The teacher **gathers and uses student data** from a **variety of sources** to **choose and implement appropriate instructional strategies** for groups of students.
Let’s Compare and Contrast

With an elbow partner, discuss what is similar and what is different.

<table>
<thead>
<tr>
<th>Indicator #1:</th>
<th>Indicator #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher uses assessment data</strong></td>
<td><strong>The teacher gathers and uses student data from a</strong></td>
</tr>
<tr>
<td>to identify students’ strengths and needs,</td>
<td><strong>variety of sources</strong></td>
</tr>
<tr>
<td>and <strong>modifies and differentiates instruction</strong></td>
<td><strong>to choose and implement appropriate instructional</strong></td>
</tr>
<tr>
<td><strong>accordingly</strong>,</td>
<td><strong>strategies</strong> <strong>for groups of students.</strong></td>
</tr>
<tr>
<td><strong>although the teacher may not be able to anticipate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>learning obstacles.</strong></td>
<td></td>
</tr>
</tbody>
</table>
What **student data** sources do you have available?

**Examples:**

- Cumulative Folders
- Student and Parent Surveys
- Learning Style Inventories
- WEP’s, WAP’s, IEP’s, 504 Plans, previous IAT data and interventions
What **instructional strategies** are **appropriate**?

**Examples:**

- **Pacing:** More repetition vs. less repetition
- **Grouping:** Flexible grouping based on readiness, interests, learning profile
- **Formats:** Whole group, small group, peer, individualized
- **Strategies:** Abstract vs. Concrete, independent study, tiered assignments, compacting
### “I Do” – Indicator #3: Assessment of Student Learning

<table>
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</tr>
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<tbody>
<tr>
<td>Assessment of Student Learning</td>
<td>3</td>
<td>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Teacher selects instructional strategies based on students learning styles, learning needs, etc.</td>
<td>Students are working in groups based on learning style and need.</td>
<td>Knowledge of Students (Instructional Planning)</td>
</tr>
</tbody>
</table>
At your table, assign one person to be the:

- Chart Creator
- Facilitator
- Reporter

On poster paper, chart what that indicator “looks like and sounds like” in the classroom. (7 minutes)

Your chart will capture what may actually be done and said during a lesson to show evidence for that area.

As you create your chart, consider:

1. What are the students doing to illustrate this area?
2. What is the teacher doing? What is the teacher saying?
3. How is this indicator connected to other OTES standard areas?

_Record your table’s ideas on your take-away template._
Think about an instructional unit you are planning to teach next week. Identify:

1.) What **student data** do you have to inform the varying needs of students within your class related to the learning target(s)?

2.) How will you **choose and implement appropriate instructional strategies for groups of students**?
The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.
How do the experts define effective feedback?

“To be effective, feedback needs to be clear, **purposeful**, meaningful, and compatible with students’ prior knowledge, and to provide logical connections.”

Which of the formative assessment questions does feedback address?

Where am I going?
Where am I now?
How can I close the gap?
Characteristics of Effective Feedback

1. Directs attention to the intended learning, pointing out strengths and offering specific information to guide improvement.

2. Occurs during learning

3. Addresses partial understanding.

4. Does not do the thinking for the student.

5. Limits corrective information to the amount of advice the student can act on.
Content of Feedback

- **Focus** – the work itself
- **Function** – descriptive
- **Comparison** – criterion-referenced; self-referenced
- **Valence** – positive
- **Clarity** – clear to the student
- **Specificity** – “just right”
- **Tone** – implications; what the student will “hear”
Think About

How can feedback be provided?

Who provides it?
Methods of Feedback

How will you ensure that students understand how they are doing and support students’ self-assessment?

- **Timing** – when given; how often
- **Amount** – how many points are made; how much about each point
- **Mode** – oral; written; visual/demonstration
- **Audience** – individual; group/class
“…..It was only when I discovered that feedback was most powerful when it is *from the student to the teacher*....When teachers seek, or at least are open to, feedback from students as to....what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged.....then teaching and learning can be synchronized and powerful.”

Hattie 2009, p. 173
Reflection Time

Think about a recent lesson.

- What feedback did you provide students to prepare them for the next lesson?

Think about a recent assessment you administered to your students.

- What purposeful feedback on that assessment led students to deeper understanding of the assessed content and/or processes?

Share your reflections with an elbow partner.
How can student progress be *communicated* to *families* and *other school personnel*?

**Examples:**

- Progress reports
- Daily assignment notebooks
- Student data binders
- Teacher website
"I Do" – Indicator #4: Assessment of Student Learning

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<tr>
<td>Assessment of Student Learning</td>
<td>4</td>
<td>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</td>
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<td>Teacher gives feedback that is focused, generative, and descriptive such as, “Keep going, I want to hear more.” Teacher uses strategies such as “stair and chairs” or “codes”.</td>
<td>Students can articulate their strengths and weaknesses. Students know what to do to close the gap. Students are providing feedback to one another.</td>
<td>Lesson Delivery</td>
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At your table, assign one person to be the:

- Chart Creator
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On poster paper, chart what that indicator “looks like and sounds like” in the classroom. (7 minutes)

Your chart will capture what may actually be done and said during a lesson to show evidence for that area.

As you create your chart, consider:

1. What are the students doing to illustrate this area?
2. What is the teacher doing? What is the teacher saying?
3. How is this indicator connected to other OTES standard areas?

(Record your table’s ideas on your take-away template.)
Think about an instructional unit you are planning to teach next week. Identify:

- **Strategies** you will use for providing feedback to your students during the lesson.
- How you will **build in time** for your students to act on feedback.
- How you will give students **opportunities** to **track, reflect on, and share** their **learning progress** with others.
What benefits might result from involving students in these processes?

What steps could you take to involve students more fully in the gathering, analysis, and feedback from assessments?

What difficulties might be encountered by involving them?