GEORGIA

DEPARTMENT OF

EDUCATION

Kathy Cox, State Superintendent of Schools

Training for the New Georgia Performance Standards

Days 4 and 5: Making Instructional Decisions

Content Facilitator's Guide
General Curriculum

We will lead the nation in improving student achievement.

Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards.

For more information on this or other GPS training, contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Content Facilitator's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.

◢◣ *Table of Contents*

◢ *Overview*

Days Four and Five Objectives

By the end of Day 5 of training, participants will be able to:

1. Explain why instructional decision-making is stage three in the standards-based education process

2. Describe the WHERETO method of identifying the purpose of instructional strategies.

3. Identify a variety of instructional strategies for different achievement targets.

4. Evaluate a unit plan, focusing on the instructional plan detailed on the unit calendar, and develop a balanced plan for instruction, one that includes strategies appropriate to achievement targets and content.

5. Describe how to use a structured, collaborative process for examining student work.

6. Demonstrate how to use teacher commentary to increase student learning.

7. Explain different ways of curriculum mapping.

Module Sequence

Prior Preparation—Participants
➢ Unpack several standards to create Stages One and Two for a unit of study

Introduction to Stage Three (2 hours)
➢ Quotation Hook
➢ Review of Stages One and Two
➢ Preview of Stage Three
➢ Matching Strategies to Achievement Targets

Designing an Instructional Unit (6 hours)
➢ Hook Activity
➢ Evaluating an Instructional Plan
➢ Selecting Appropriate and Balanced Instructional Strategies for a Unit

Examining Student Work (2 hours)
➢ Collaborating to Improve the Quality of Student Work
➢ Developing Useful Teacher Commentary

Curriculum Mapping (1 hour)
➢ Basic Principles for Curriculum Mapping
➢ Creating a Sample Map

**Module
Materials for
Days Four and
Five of Training**

Content Facilitator's Kit contents:

➢ Content Facilitator's Guide (one for each leader)
➢ Complete set of slide transparencies (PowerPoint)
➢ Participant's Guide (one per participant and one per leader)
➢ Sample unit plan that includes unpacked standards, assessment plan with timeline, sample assessment tasks/assessment items, student work, and teacher commentary

Other materials needed:

➢ Name tags
➢ Easel chart paper and stand
➢ Flipchart paper and stand
➢ A number of colored markers for flipchart
➢ Post-it Notes
➢ Masking tape to post chart paper

Equipment:

➢ Overhead projector or computer and LCD projector

Resources: Each participant should have the following resource materials in their Participant's Guides.

    A.   Sample unit plan (in the Participant's Guide)

    B.   Wiggins, Grant, and Jay McTighe. *Understanding by Design Professional Development Workbook.* Association for Supervision and Curriculum Development. 2004. Pages 214 – 225. (Participant's should bring this resource to the training.)

    C.   Sample teacher assignment and student work

    D.   Sample Curriculum Maps

**Day Three Follow
Up/Days Four and
Five Preparation**

Remind participants to complete the Day 3 follow-up assignment as preparation for Days 4 and 5. Also remind participants to bring the *Understanding by Design* workbook, as well as their notebooks from Days 1 through 3 of training.

◣Recommended Readings/Viewings: Instruction

Note: A more general list of resources for the standards-based education process is contained in the materials for Day 1 of training.

Examining Student Work. Alexandria, VA: ASCD, 2002.

> This excellent resource includes four VHS tapes and a Facilitator's Guide that thoroughly illustrate a number of collaboration protocols for examining student work in order to improve student achievement. One set of these materials is being sent to each local system.

Hayes Jacobs, Heidi. *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*. Alexandria, VA: ASCD, 1997.

> In this step-by-step description of the process for creating and working with curriculum maps from data collection to ongoing curriculum review, Jacobs discusses the importance of "essential questions," as well as assessment design that reflects what teachers know about the students they teach. The benefits of this kind of mapping are obvious for integrating curriculum. Through the development of curriculum maps, educators can see not only where subjects already come together but also any gaps that may be present.

Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through Twelve. SREB, 2004.

> This volume is essential for state, district, and school leaders who plan to implement school wide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. The guide focuses on five literacy goals: reading 25 books across the curriculum; writing weekly in all classes; using reading and writing strategies; writing research papers; and taking rigorous language arts classes.

Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD, 2001.

> Using a meta-analysis of thousands of research studies, Marzano, et al., clearly answer the question, "Which instructional techniques are *proven* to work?" They provide 13 proven strategies that all teachers can use, and they explain the research in a clear, practical manner.

Marzano, R., et al. *A Handbook for Classroom Instruction That Works*. Alexandria, VA: ASCD, 2001.

> A perfect resource for self-help or school study groups, this handbook makes it much easier to apply the teaching practices outlined in *Classroom Instruction That Works*. The authors guide the reader through the nine categories of instructional strategies that are most likely to maximize student achievement and provide everything needed to use the strategies quickly in classrooms. The book includes the following: exercises to check understanding; brief questionnaires to reflect on current beliefs and practices; tips and recommendations to implement the strategies; samples, worksheets, and other tools to help plan classroom activities; and rubrics to assess the effectiveness of the strategies with students.

Marzano, Robert J. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Alexandria, VA: ASCD, 2003.

> The authors analyze research from more than 100 studies on classroom management to answer the questions, "How does classroom management affect student achievement?" and "What techniques do teachers find most effective?" The authors provide action steps, along with real stories of teachers and students, to guide teachers in implementing the research findings.

Strong, R., H. Silver, and M. Perini. *Teaching What Matters Most: Standards and Strategies for Raising Student Achievement*. Alexandria, VA: ASCD, 2001.

> This practical book about the responsibility educators have to teach what matters most includes many examples of educators throughout the nation who have been successful in increasing student performance on state and national assessments. The authors also explore three changes that must take place to achieve this goal: responsible standards, responsible strategies, and responsible assessment practices.

Wiggins, Grant, and Jay McTighe. *Understanding by Design*. Alexandria, VA: ASCD, 1998.

> This book explains the "backward design" process that is the backbone of standards-based education. The book explains both the underlying principles and the process teachers can use to put them into practice.

Wiggins, Grant, and Jay McTighe. *Understanding by Design Study Guide*. Alexandria, VA: ASCD, 2000.

> This companion book to *Understanding by Design* provides discussion questions, graphic organizers, and summaries to support faculty study groups that are exploring *Understanding by Design*.

Wiggins, Grant, and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: ASCD, 2004.

> This companion book to *Understanding by Design* is chock-full of templates and examples to help teachers put the process into place.

◤◤ *Suggested Web Sites for Instruction*

http://ims.ode.state.oh.us/ODE/IMS/Lessons/Default.asp

> This web site, created by the Ohio Department of Education, provides guidelines for planning standards-based instruction and for designing standards-based units and lessons.

http://pareonline.net

> *Practical Assessment, Research and Evaluation* (PARE) is an on-line journal supported, in part, by the Department of Measurement, Statistics, and Evaluation at the University of Maryland. Its purpose is to provide education professionals access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice.

http://users.edte.utwente.nl/lanzing/cm_home.htm

> This web site provides an overview of concept mapping that might be useful for determining those concepts and processes that fit together for units of instruction.

http://www.greece.k12.ny.us/instruction/ela/6-12/BackwardDesign/Overview.htm

> This page on the Greece Central School District of New York web site offers multiple resources related to instructional planning using the standards-based education process.

http://www.greece.k12.ny.us/instruction/ela/6-12/Curriculum%20Mapping/Index.htm

> This page on the Greece Central School District of New York web site offers multiple templates that can be modified and used to assist in mapping concepts into units of instruction.

http://www.lkwash.wednet.edu/lwsd/html/programs/curriculum/modelunits_t.asp

> This web site published by the Lake Washington School District includes a sample planning guide, a unit planning template, and several sample unit plans. GPS need to be unpacked through stages 1 and 2 before employing these templates.

http://www.learn-line.nrw.de/angebote/greenline/lernen/downloads/nine.pdf

> This article lists, explains, and provides examples of nine instructional strategies, identified by Marzano, Pickering, and Pollock, that improve student achievement across all content areas and grade levels.

http://www.pbs.org/pbsyou/about.html

> This PBS web site provides information about free, televised, adult education courses in everything from dramatic literature to cooking. Anyone teaching a new course or just wanting to revisit particular content topics might find this site useful.

http://www.rmcdenver.com/useguide/lessons/examples.htm?

> This site provides sample lessons/units based on the Texas state standards.

http://www.sasked.gov.sk.ca/docs/policy/approach/instrapp05.html

> This excellent article from Curriculum and Instruction Branch, Saskatchewan Education, 2220 College Avenue, Regina, Saskatchewan, provides information teachers may find helpful about matching instructional strategies to desired learning goals.

http://64.233.179.104/search?q=cache:FWPY3QS1C6wJ:www.pls.uni.edu/tws/rubricsamples/IDM2.pdf+Making+Instructional+Decisions&hl=en

> This web site provides two anecdotal examples of teachers using assessment of student learning to make instructional decisions.

http://www.techtrekers.com/

    This site provides information about simulations, web quests, and other strategies and activities that can provide students with opportunities to learn.

www.pals.sri.com

    PALS is an on-line, standards-based, continually updated resource bank of science performance tasks indexed via the National Science Education Standards (NSES) and various other standards frameworks.

www.teachersbridge.org

    This excellent site, created by a consortium of Georgia educators and other professionals in education, provides teaching resources, online learning communities, and much more.

http://www.sasked.gov.sk.ca/docs/policy/approach/instrapp02.html

    This article provides an overview of four foundations for instructional decision-making, as well as information on appropriate teacher reflection about the practice of instructional decision-making in the classroom.

◢◣ *Agenda*

This is a two-day course, with approximately 11 hours of instructional time.

Prior Preparation—Participants

> ➢ Unpack several standards to create Stages One and Two for a unit of study

Introduction to Stage Three.. 2 hours

> ➢ Quotation Hook
> ➢ Review of Stages One and Two
> ➢ Overview of the Training
> ➢ Preview of Stage Three
> ➢ Matching Strategies to Achievement Targets

Designing an Instructional Unit .... 6 hours

> ➢ Hook Activity
> ➢ Evaluating an Instructional Plan
> ➢ Selecting Appropriate and Balanced Instructional Strategies for a Unit

Examining Student Work .... 2 hours

> ➢ Collaborating to Improve the Quality of Student Work
> ➢ Developing Useful Teacher Commentary

Curriculum Mapping ....1 hour

> ➢ Basic Principles of Curriculum Mapping
> ➢ Creating a Sample Map

Introduction to Stage Three

Time	2 hours
Overview	In the introduction, the participants review key points from stages one and two in the standards-based education process. Then, the group investigates the purpose of stage three and the WHERETO acronym, which describes the purposes of various instructional strategies.

Objectives

➢ Explain why instruction is stage three in the standards-based education process.
➢ Describe the WHERETO method of identifying the purposes and uses of instructional strategies.
➢ Identify a variety of instructional strategies for different achievement targets

Activities

➢ Quotation Hook Activity
➢ Review of Stages One and Two
➢ Overview of the Training
➢ Preview of Stage Three
➢ Matching Strategies to Achievement Targets

Materials

➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
➢ Participant's Guide
➢ Agenda flipchart (create before class)
➢ Parking Lot flipchart (create before class)
➢ Pages 214 – 225 in the UbD Professional Development Workbook

Quotation Hook Activity

Title Slide   1. Show title slide and welcome participants to training.

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GEORGIA PERFORMANCE
STANDARDS

**Days 4 and 5: Making Instructional Decisions
ELA 9-12**

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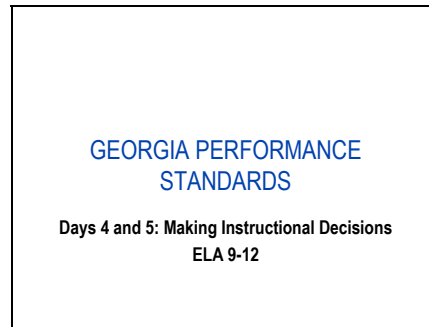
Slide: *Quotation*   2. Show slide, *H. L. Menken Quotation.*

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"For every complex problem there is a
solution that is simple, neat, and wrong."

H. L. Menken

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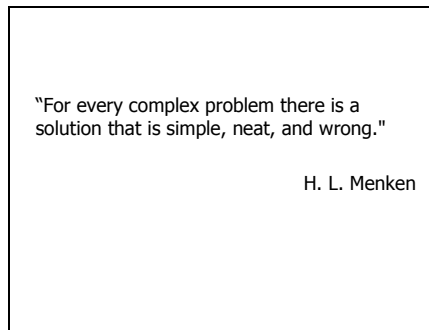
3. Present:

> ➢ **This statement by writer and philosopher H. L.
> Menken was referenced the other day on an early
> morning radio program, but it seems *à propos* as we
> begin Days 4 and 5.**

> ➢ **Keeping this quotation in mind, take a minute or two
> in your table groups to reflect on the GPS training—
> from where we started in the fall to where we are
> today. How does Menken's aphorism relate to the
> implementation of the Georgia Performance
> Standards?**

4. Allow participants a couple of minutes to discuss at their tables, then ask: **What do you think? Does Menken provide any insights for us?** Expect (or work to elicit) comments such as:

> ➤ The new GPS are very complex.
> ➤ Implementing the GPS is a complex process.
> ➤ We can't expect to accomplish this complex task without effort.
> ➤ There are no "quick fixes" to unpacking the GPS, developing assessments, or planning units of instruction.

5. Present: **In his discussion of *What Works in Schools*, Bob Marzano discusses two types of change that occur in schools: First Order Change and Second Order Change. First Order Change involves those things that make our lives easier or make us feel better about ourselves, our schools, our jobs, etc. Eliminating those annoying interruptions during class time might be an example of a First Order Change. But Second Order Change is very different.**

Slide: *Second Order Change*

6. Show slide, *Second Order Change.* Reveal each bulleted point one at a time as you present the following information:

> ### Second Order Change
>
> - Shakes up the status quo
> - Holds everyone's feet to the fire
> - Proposes new and often revolutionary ideas
> - Involves a change in mindset
> - Causes moments of frustration
> - Invites ambiguity and dissent
> - Involves research and theory

> ➤ **Second Order Change isn't easily "implemented"— does that word sound familiar! Second Order Change necessitates a change in mindset; it takes time and effort and often causes periods of frustration. Second Order Change isn't easy, but as Marzano's work illustrates, it is Second Order Change that leads to improved student achievement, our goal in Georgia.**

➢ **We've all experienced moments of frustration as we've gone through this process leading up to the implementation of the GPS, and it's important to remember that we will have more of these moments. But achieving our goal of improving student achievement is worth it.**

➢ **To put everything back into the context of Menken's aphorism, implementing the GPS is a "complex" process. No "simple and neat" solution to this process exists; and if we attempt to address this "complex" process with "a simple and neat" solution, we run the risk of reducing the Second Order Change to a First Order Change, something that may make us feel better and/or alleviate our moments of frustration but at the potential cost of any real and substantive change; and that wouldn't be the right solution to this complex problem.**

➢ **Before we begin today, let's take a second and pat ourselves on the back. We've come a long way since Day 1 of GPS training. With each subsequent day of training, we've moved closer to our goal of implementing the Georgia Performance Standards in order to improve student achievement; and with each day of training we've all become less anxious and more confident about what we're doing. These feelings of increased confidence will continue in these final two days of training for this academic year, but we shouldn't become discouraged if we still have difficult moments. If there are no difficult moments, we aren't really attempting Second Order Change.**

> ➤ **As part of this training today and tomorrow, we will spend time discussing the importance of collaboration. The process of standards-based education does not end with the GPS training. Nor will it end as we implement the GPS next year. The second unit of instruction that we design will be better than the first. And we will become better and better at utilizing the standards-based education process and the Georgia Performance Standards each year. By supporting each other as we experience this Second Order Change, by working together and collaborating in our schools, our systems, our regions, and throughout the state, we can lead the nation in improving student achievement.**

7. Transition: **To begin today, we will briefly review the first two stages of the standards-based education process.**

Review of Stages One and Two

1. Refer participants to *GPS and the Standards-Based Education Process,* on page 6 in their Participant's Guides. Say: **In our previous workshops, we worked extensively on understanding and applying stages 1 and 2. In this workshop, we're going to focus on stage 3.**

2. Discuss: **We're going to discuss instruction shortly, but first, I'd like you to recall key points from stages 1 and 2.**

Slide: *Review of Stage 1*

3. Show slide, *Review of Stage 1*. Present: **The purpose of this activity is for you to think critically about stages 1 and 2 in the standards-based education process**.

Review of Stage 1

- Where do the Big Ideas and/or Established Goals originate?
- How are Enduring Understandings formed?
- Why do we need to formulate Essential Questions?
- Why do we need to identify Key Knowledge and Skills in Stage 1 of the SBE process?
- How might our unpacked standards be similar? How might they be different?

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4. Ask each question on this slide and allow participants time to share responses before going on to the next question. Answers will vary, but expect and/or elicit such responses as

   ➢ "The Big Ideas/Established Goals are in the standards themselves."
   ➢ "Enduring understandings are formed by grouping or relating core concepts and processes specified in the standards, either explicitly or implicitly; but these understandings specify the kinds of conceptual learning that students will retain beyond the unit and the course."
   ➢ "By using a variety of modalities to answer essential questions via different tasks, activities, and/or assessments, students will provide evidence of learning."
   ➢ "The knowledge and skill statements specify what students need to know and be able to do in order to provide evidence of learning, so this helps teachers design appropriate assessments in Stage 2."
   ➢ "The core concepts and processes are consistent because they are specified in the standards, so our unpacked standards should be similar, if not identical, in terms of the big ideas and established goals that we determine; however, because these core concepts and processes may be combined differently in different units, the standards we unpack for a unit may look different."

Slide: *Review of Stage 2*

5. Show slide, *Review of Stage 2.* Ask each question on this slide and allow participants time to share responses before going on to the next question. Answers will vary, but expect and/or elicit such responses as:

Review of Stage 2

■ Why should we develop an assessment plan before Stage 3, before we make instructional decisions?

■ What questions might we want to consider as we develop an assessment plan?

■ How can we tell if an assessment plan is balanced?

■ Why is assessment for learning our goal?

➢ We need to determine the assessments that will provide the best and most complete evidence of the desired learning goals from Stage 1 before we can plan the tasks and activities that will provide students with the best and most effective opportunities to learn.

➢ What learning goals have we determined for this unit? What are our achievement targets? Will this assessment generate evidence of learning appropriate to this achievement target? Is this the best assessment format for this achievement target? Will this assessment plan allow multiple opportunities for students to provide evidence of learning? Will students be able to use different modalities to provide evidence of learning?

➢ We can work to achieve balance in assessment by predetermining a list of assessment formats to include throughout the course and using this list as a preparation guide, and by working collaboratively with other teachers to evaluate our assessment plans.

➢ Classroom assessment for learning allows us to use assessment to guide instruction and to obtain a complete and ongoing record of student growth so that we can intervene whenever necessary in order to provide students with more practice, remediation, extension, or alternate means of understanding.

6. Present: **We also need to recall that:**

> **The Georgia Performance Standards provide year-long learning goals.**
> **Units of study typically involve multiple standards and elements, and many standards and elements will be addressed throughout a grade or course.**
> **Units of study often take weeks to complete; and during that time students should demonstrate growing levels of competence.**

7. Transition: **Now that we have recalled our prior knowledge, let's look at what this workshop holds for us.**

Overview of the Training

Slide, *Training Overview: Days 4 and 5*

8. Show slide, *Training Overview: Days 4 and 5*. Present:

Training Overview: Days Four & Five

- Introduction to Stage Three
- Designing an Instructional Unit (today into tomorrow)
- Examining Student Work
- Curriculum Mapping
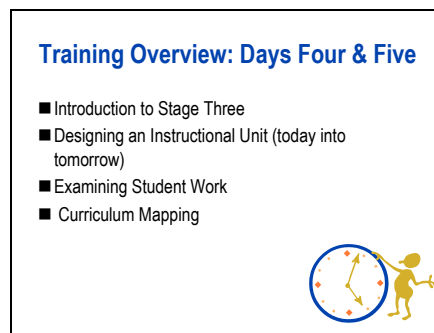
> **First, we're going to preview stage three and the WHERETO acronym, which address the purposes of various instructional strategies.**
> **The second section, *Designing an Instructional Unit,* forms the heart of this workshop, and this will take the majority of our time. In this section, we'll focus on how to select and design a balance of instructional activities, in much the same way we looked at balanced assessment. In this section, you'll work on applying what you learn in order to design a unit of instruction.**
> **Tomorrow, we'll look at *Examining Student Work,* a process for improving both teaching and learning.**
> **We'll conclude with a discussion of some different ways of *Curriculum Mapping*.**

Slide, *Days 4 & 5 Objectives*

9. Show slide, *Days 4 & 5 Objectives.*

Days 4 & 5 Objectives

1. Explain why instructional decision-making is stage three in the standards-based education process
2. Describe the WHERETO method of identifying the purpose of instructional strategies.
3. Identify a variety of instructional strategies for different achievement targets.
4. Evaluate a unit plan, focusing on the instructional plan detailed on the unit calendar, and develop a balanced plan for instruction, one that includes strategies appropriate to achievement targets and content.
5. Describe how to use a structured, collaborative process for examining student work.
6. Demonstrate how to use teacher commentary to increase student learning.
7. Explain different ways of curriculum mapping.

10. Ask participants to read the objectives (also contained on page 5 in their Participant's Guides) and jot down one specific thing that they hope to get from the workshop. Suggest that they refer back to this before leaving at the end of Day 5.

11. Ask: Are there any questions about the overview for Days 4 and 5?

Previewing Stage Three

Slide, *Essential Question 1*

1. Show slide, *Essential Question 1.* Present: **This is the first question we'll be answering. You probably already have a good idea of the answer**.
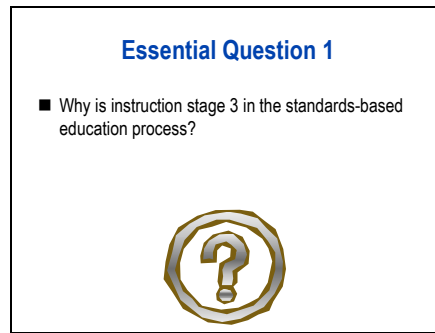
2. Ask: **What is stage three in standards-based education?**

    ➢ Making instructional decisions

3. Ask: **Why does this stage follow unpacking and assessment?**

    ➢ By getting a clear picture of the standards/elements and the evidence required, we can better plan our instruction to ensure that every student is given the opportunity to achieve the learning goals.

4. Present: **As we work to implement the new GPS, teachers, administrators, and other stakeholders often want to know how they can manage to "get through everything." Wiggins and McTighe acknowledge that teachers often worry about "covering" all the material, but they suggest that rather than thinking in terms of "covering" the material, we should focus on "uncovering." What does this mean to you?**

Slide, *Uncovering vs. Covering*

➢ See slide, *Covering vs. Uncovering: What does it mean to "uncover"?* for sample answers.

> **Covering vs. Uncovering:**
> **What does it mean to "uncover?"**
>
> ■ Bringing the "big ideas" to life
> ■ Focusing on learning, rather than teaching
> ■ Helping students to understand, not just remember the understanding of others
> ■ Incorporating a number of different teaching strategies that are driven by the achievement targets
> ■ Teaching for breadth and depth

Slide, *Teaching for Breadth and Depth*

5. Ask: **Wiggins and McTighe advocate teaching for depth and for breadth. What does this mean to you?**

P-7

➢ See slide, *Teaching for Breadth and Depth* for sample answers.
➢ Explain that more information on each of these points is contained on page 7 in the Participant's Guide.

> **Teaching for Breadth and Depth**
>
> | **Depth** | **Breadth** |
> |---|---|
> | ■ Unearth it | ■ Connect it |
> | ■ Analyze it | ■ Picture it |
> | ■ Question it | ■ Extend it |
> | ■ Prove it | |
> | ■ Generalize it | |

Teaching for Breadth and Depth (PG-7)

For Depth	Breadth
Unearth it ➢ Make assumptions explicit ➢ Clarify points of view ➢ Bring light to the subtle, the misunderstood, the not obvious, the controversial, the obscure, the problematic, the missing, and the lost *Analyze it* ➢ Separate into parts ➢ Inspect and examine ➢ Dissect, refine, and qualify ➢ Question ➢ Test ➢ Challenge ➢ Doubt ➢ Critique *Prove it* ➢ Argue ➢ Support ➢ Verify ➢ Justify *Generalize it* ➢ Subsume specifics under a more encompassing idea ➢ Compare and contrast	*Connect it* ➢ Link discrete and diverse ideas, facts, and experiences *Picture it* ➢ Make concrete and simple ➢ Represent or model in different ways *Extend it* ➢ Go beyond the given to implications ➢ Imagine "what if?"

Adapted from Wiggins, Grant, and Jay McTighe. *Understanding by Design.* ASCD. 1998. 102.

6. Present: **As you can see, designing instruction that allows students to "uncover" the depth of a topic or concept in order to reach understanding involves a number of different kinds of strategies.**

Slide, *Essential Question 1*

7. Show slide, *Essential Question 1.* Ask participants for any additional responses to this question.

> ### Essential Question 1
>
> ■ Why is instruction stage 3 in the standards-based education process?

8. Show slide, *Essential Question 2.*

> ### Essential Question 2
>
> ■ How can using the WHERETO model help us make appropriate instructional decisions?
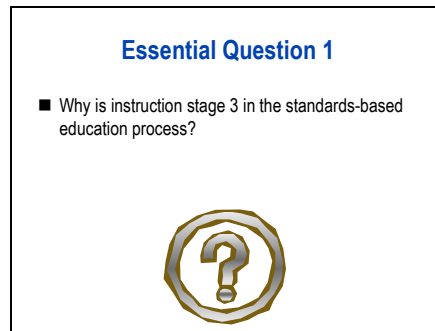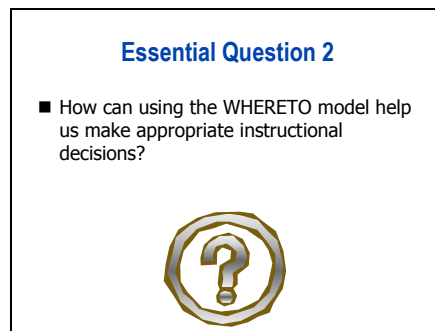
9. Present: **Let's consider one more model as we start to make decisions about instruction. This is the WHERETO model**.

10. Show slide, *WHERETO: Making Instructional Decisions.* Present: **This model provides some questions that we can use as we begin to consider appropriate instructional strategies for a unit.**
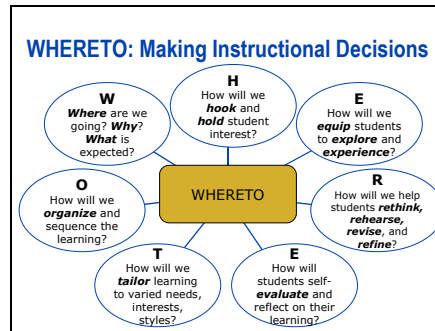
11. Ask: **What is the value of using WHERETO?**

   ➢ It keeps us mindful of the criteria we hope to address through various learning tasks and activities.
   ➢ It focuses on student learning and all that entails: engaging the students, designing instruction to meet the needs of the students, and encouraging students to become independent learners. In other words, even when the teacher is making the instructional decisions, the focus is on the student.

12. Present: **We're going to use a mini-jigsaw activity to explore the WHERETO model. By "mini," I mean that both the readings and the time will be very short. I'd like you to get a better idea of what each of the letters in the WHERETO model encompasses**.

13. Ask participants to count off by sevens and then form seven groups.

Slide, *Mini-Jigsaw*

14. Show slide, *Mini-Jigsaw.* Present: **Each group will focus on just one or two pages describing the WHERETO model. The pages assigned to each group are listed on this slide. I'd like you to take ten minutes to read and discuss the page or pages, and then present a one-minute summary of the information**.

> **Mini-Jigsaw**
>
> ■ Group 1: **W**: Pages 215 – 216
> ■ Group 2: **H**: Page 217
> ■ Group 3: **E**: Pages 218 – 219
> ■ Group 4: **R**: Pages 221 – 222
> ■ Group 5: **E**: Page 223
> ■ Group 6: **T**: Page 224
> ■ Group 7: **O**: Page 225
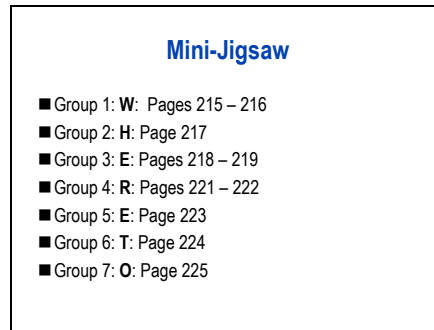
15. Ask each group to choose a recorder and a speaker.

Pages 214 – 225 of the UbD Professional Development Workbook

16. Ask the participants to turn to the designated pages in the UbD Professional Development Workbook.
(These pages have been included in the Participant's Guide to make this activity easier. You may copy these pages instead of using the workbook.)

17. Allow ten minutes for small group work. Provide two- and one-minute warnings.

18. Ask each group to present a one-minute summary.

Slide, *Essential Question 2*

19. Show slide, *Essential Question 2,* and ask participants to share their responses.

> **Essential Question 2**
>
> ■ How can using the WHERETO model help us make appropriate instructional decisions?
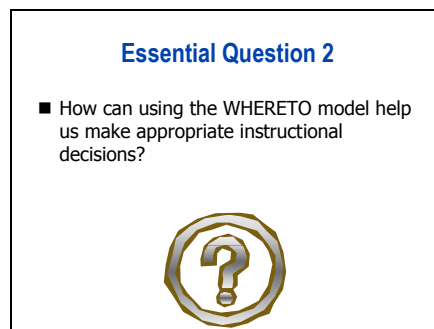
20. Transition: **The WHERETO model applies to all the various types of achievement targets (Knowledge/ Information, Skills/Processes, Thinking & Reasoning, and Communication) that we discussed in earlier workshops. However, additional questions need to be considered to ensure that the strategies you use are appropriate for the achievement targets**.

Slide, *Essential
Question 3*

21. Show slide, *Essential Question 3*. Explain: **In Day 3 of training, we matched assessment formats to different achievement targets in order to determine the most effective means of obtaining appropriate and meaningful evidence of student learning. Today we will use a similar process to match instructional strategies to achievement targets.**
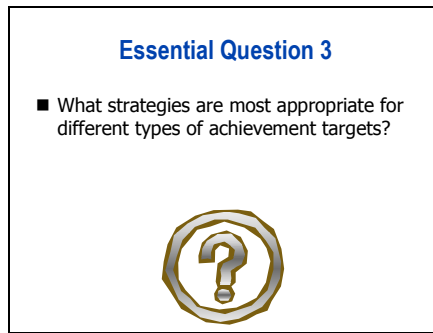
22. Show slide, *Categories of Instructional Strategies.*

Explain: **For our training purposes, we will be using five categories of instructional strategies—direct instruction, experiential learning, independent learning, indirect instruction, and interactive learning—but there's no single correct way of categorizing instructional strategies. You may choose to categorize differently in your school or system. Let's look at these five categories and come to an understanding of what each might mean.**

22. Review the contents of the slide.
   - **Direct Instruction – involves a high degree of teacher control.**
   - **Experiential Learning – students learn by doing or experiencing authentic or simulated situations.**
   - **Independent Learning – students work independently, sometimes at their own rate on self-selected assignments or topics.**
   - **Indirect Instruction – the teacher establishes the learning situation or task, but the students determine the direction and/or solution.**
   - **Interactive Instruction – students work with other students and/or teacher to move toward the learning goals.**

23. Show slide, *Matching Strategies to Achievement Targets.* Refer to the general types of strategies listed across the top of the chart and say:

   - **This slide is very similar to the one we used to match assessment formats to achievement targets. As you can see, the achievement targets in the first column are exactly the same.**
   - **If you look across the first row, however, you'll see the five categories of instructional strategies listed.**
   - **Placing different instructional strategies into categories can, however, help ensure that we select the best types of strategies for particular achievement targets.**

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Matching Strategies to Achievement Targets

Achievement Target	Direct Instruction	Experiential Learning	Independent Learning	Indirect Instruction	Interactive Instruction
Knowledge/ Information					
Skills/ Processes					
Thinking & Reasoning					
Communi- cation					

</div>

P-18   24. Ask participants to turn to the chart on page 18 in the Participant's Guide.

◣◼ General Categories of Instructional Strategies

Direct Instruction: Instructional strategies that involve a high degree of teacher control.

Compare & Contrast
Cues, Questions, & Advance
    Organizers*
Demonstrations
Didactic Questions
Drill and Practice

Explicit Teaching
Graphic Organizers
Guides for Reading, Listening,
    Viewing
Identifying Similarities and
    Differences*
Mastery Lecture

Reinforcing Effort & Providing
    Recognition*
Setting Objectives & Providing
    Feedback*
Summarizing & Note Taking*
Structured Overview

Experiential Learning: Instructional strategies where students learn by doing or experiencing authentic or simulated situations.

Conducting Experiments
Field Observations
Field Trips

Model Building
Surveys
Modeling
Nonlinguistic Representations*

Role Playing
Games
Simulations
Synectics

Independent Learning: Instructional strategies during which students work independently, sometimes at their own rate, on self-selected assignments or topics.

Assigned Questions
Computer Assisted Instruction
Correspondence Lessons
Essays

Graphic Organizers
Homework and Practice*
Learning Activity Package
Learning Centers

Learning Contracts
Reports
Research Projects
Summarizing and Note Taking*

Indirect Instruction: Instructional strategies where the teacher establishes the learning situation or task, but the students determine the direction and/or solution.

Case Studies
Concept Attainment
Concept Formation
Concept Mapping

Cloze Procedures
Generating & Testing
    Hypotheses*
Graphic Organizers
Inquiry

Problem Solving
Reading for Meaning
Reciprocal Teaching
Reflective Discussion

Interactive Instruction: Instructional strategies that involve students working with other students and/or the teacher to move toward the learning goals.

Brainstorming
Circle of Knowledge
Cooperative Learning*
Debates

Interviewing
Laboratory Groups
Panels
Peer Practice

Problem Solving
Role Playing
Socratic Seminars
Tutorial Groups

* Marzano, Pickering, and Pollock note that incorporating these nine strategies into instruction can improve student achievement across all content areas and grade levels. http://www.learn-line.nrw.de/angebote/greenline/lernen/downloads/nine.pdf

25. Present:
> **As you read over the different categories with their lists of instructional strategies, mark those that you use frequently with a plus (+), those that you use sometimes with a checkmark (✓), and those that you use rarely or never with a minus (-).**

26. Allow participants a few minutes to read over the list of instructional strategies, then say:

> **Now look over your marked list. What does this tell you about your classroom practice?**
> **How might you use this list as you make instructional decisions?**

A Self-Assessment Survey has been included in the Participant's Guide as an additional tool for working with teachers on this segment. This slide can be used with the survey (pgs. 19-21).

A Self-assessment -
Reflect and Consider
- What do the survey results suggest?
- What patterns do you notice?
- Does your classroom practice reflect a balance of instructional strategy types?
- Are you using one type of strategy more than others?
- Are there types of strategies that you use less frequently or not at all?
- Which types of instructional strategies might you add or use more frequently?
- Which types of instructional strategies might you use less frequently?
- How might you modify your classroom practice?   26

27. Allow participants to share responses, then say:
> **It's not enough, though, merely to pick instructional strategies from a list; we need to make sure that we're using the best strategies for particular achievement targets.**

28. Ask participants to close their Participant's Guide.

Trainer's Note: *The reason that the Participant's Guides should be closed is that key points in the discussion that follows are summarized in the Participant's Guide, and we want participants to think about and discuss them, rather than just reading from the guide.*

Four slides on matching strategies to achievement targets

29. Show the four slides that correspond to the five types of achievement targets. For each one, refer to the instructional strategy category and ask, "Would this type of strategy be appropriate for this achievement target?" After discussion, click on the slide to reveal the contents of each table cell in turn.

Trainer's Note: *The slides are set up to reveal the contents of each cell in turn, upon a mouse click (or other method of slide advancement).*

30. Say: **Responses other than those on the chart may be just as appropriate, or perhaps even more appropriate to particular teaching and learning situations. Furthermore, different strategies within a particular category may be more or less appropriate to a given situation; but it's important that we always examine the appropriateness of the instructional strategies for particular achievement targets.**

Achievement Target: Knowledge and Information

Direct Instruction	Experiential Learning	Independent Learning	Indirect Instruction	Interactive Instruction
Strategies such as direct instruction, graphic organizers, structured overview, etc., can convey facts or information to students.	Experiential strategies may be structured to allow students to arrive, inductively or deductively, at rules or principles.	Strategies such as assigned questions, learning activity packages or centers, reports, or research projects allow students to obtain facts, etc.	Strategies such as concept attainment or concept formation, reading for meaning, reciprocal teaching, and inquiry allow students to arrive at rules or principles.	Strategies such as discussion, interviewing, or tutorial groups can provide students with information or help them to review rules, etc.

Achievement Target: Skills/Processes

Direct Instruction	Experiential Learning	Independent Learning	Indirect Instruction	Interactive Instruction
Modeling can introduce or demonstrate skills or processes, but other, more student-directed strategies are needed as well.	Modeling, games, conducting experiments, etc., can introduce skills/processes or provide practice.	Essays, learning activity packages or centers, or research projects, etc., can provide opportunities for application or practice.	Instructional strategies that involve problem solving often provide the opportunity to acquire skills or practice processes.	Cooperative learning groups, debates, role playing, or laboratory groups, etc., work well.

Achievement Target:
Thinking and Reasoning

Direct Instruction	Experiential Learning	Independent Learning	Indirect Instruction	Interactive Instruction
Modeling can introduce or demonstrate thinking and reasoning processes, but other, more student-directed strategies are needed as well.	Most experiential strategies work well here, especially roll playing, games, experiments, and simulations.	Some, such as certain essay topics, learning activity packages or centers, or research projects, work better than others.	Strategies such as working with case studies, concept mapping, inquiry, problem solving, etc., work well with thinking and reasoning targets.	Most interactive instructional strategies work with these targets, but especially problem solving and Socratic Seminars.

Achievement Target:
Communication

Direct Instruction	Experiential Learning	Independent Learning	Indirect Instruction	Interactive Instruction
Not the best strategies for providing students with opportunities to acquire or practice communication skills.	Good when oral, written, or other forms of expression are included, such as reporting field observations, role playing, or simulations.	Again, essays or other strategies that involve oral, written, or other forms or expression can provide the opportunity to learn communication skills.	Reciprocal teaching, reflective discussion, or other strategies that involve oral, written, or other forms or expression work well.	By definition, interactive instructional strategies include opportunities to learn or practice communication skills.

P-9   **Matching Strategies to Achievement Targets**

1. Present: **We've looked at a range of issues related to choosing appropriate instructional strategies:**

    ➤ **The learning goals and the types of evidence we want to obtain**
    ➤ **The importance of WHERETO (having a range of strategies for getting attention, focusing the learning, facilitating learning, differentiating instruction, and providing for practice and feedback)**
    ➤ **The need to match strategies to different achievement targets**

2. Show slide, *Essential Question 3*, and ask participants for any final reflections on this question.

    Essential Question 3

    ■ What strategies are most appropriate for different types of achievement targets?
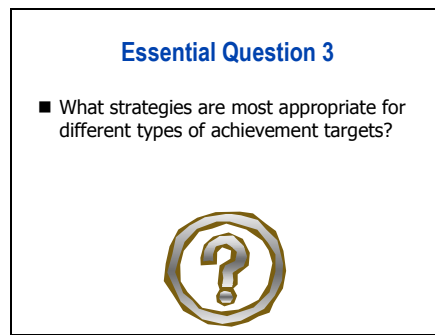
3. Transition:

    ➤ **In the next section of the training, we're going to look more in-depth at developing instructional strategies for a unit and put our learning to work by making some instructional decisions for particular units.**

Designing an Instructional Unit

Time   6 hours (extending to second day)

Overview   In this section, participants apply what they've learned in the first section. They evaluate an instructional plan and complete unit planning templates, including calendar templates for an instructional plan.

Objective   Evaluate a unit plan, focusing on the instructional plan detailed on the unit calendar, and develop a balanced plan for instruction, one that includes strategies appropriate to achievement targets and content.

Activities   ➢ Hook Activity
                    ➢ Evaluating an Instructional Plan
                    ➢ Selecting Appropriate and Balanced Instructional Strategies for a Unit

Materials   ➢ Chart paper and markers
                    ➢ Transparencies or PowerPoint presentation
                    ➢ Unit planning templates
                    ➢ Cards with the following titles, posted evenly spaced around the room with chart paper at each location.
                        Survivor
                        Fear Factor
                        American Idol
                        Extreme Makeover
                        Nanny 911
                        Clean Sweep

Hook Activity

4. Post cards with the following titles, evenly spaced around the room. Have chart paper and markers available at each location.

   ➢ Survivor
   ➢ Fear Factor
   ➢ American Idol
   ➢ Extreme Makeover
   ➢ Nanny 911
   ➢ Clean Sweep

5. Say: **Please get up, move, and stand by the sign that you most identify with at this time in your life/career/school year. Ignore characteristics such as gender, age, etc., but consider other characteristics of participants in these reality television shows**.

6. Allow participants time to decide where to stand and to move accordingly, then say:

   ➢ **Now, as a group, discuss your reasons for positioning yourselves here. To do this, you will need to come up with a description of the average participant that includes those characteristics with which each of you associated yourselves. In other words: Why do you see yourselves as a potential participant on this show?   What about this show's participants did you identify with? How do you see yourselves at this time in your life/career/school year as this relates to this show?**
   ➢ **Try to describe yourselves as a potential participant in this show.**
   ➢ **Record the characteristics of the average participant and your similarities to those participants on the chart paper provided.**
   ➢ **Be prepared to share the results from your group with the others in the room in 10 minutes.**

7. Now, within each group, members need to number off so that new groups can be formed. New groups should include at least one member from each of the original groups.

Say: **As each new group is formed, you have an assignment – a GRASP. You are a television reality show production assistant. You want to create a checklist of characteristics that could be used to screen potential participants in the shows you represent.** (*The GRASP activity is in the participant's guide. Pg. 30.)*

   ➢ **Within your new group, discuss the different shows represented and the characteristics of the members of the associated group.**
   ➢ **Using the characteristics charts from the first groups, design a graphic organizer to compare and contrast the characteristics of the average participants.**
   ➢ **Be prepared to share and justify your answers.**

8. Ask: **What instructional strategies can you see in this hook activity?**

   ➢ Answers may vary, but they should include such answers as Compare [and Contrast], Identify Similarities [and differences], Reflective Discussion, Cooperative Learning, and Synectics.

9. Say:

> ➢ **As you can see, this activity—just as most activities, tasks, or lessons—involves multiple instructional strategies.**
> ➢ **My purpose, however, is to demonstrate the use of synectics as an instructional strategy. With synectics, the teacher and/or the students employ creative thinking to aid in understanding new or different ideas.**
> ➢ **Utilizing predominantly analogies and/or metaphorical thinking, students connect the unfamiliar to the more familiar.**
> ➢ **This particular activity can be used to hook your students into a unit on characterization or heroes or, in a different format, a unit on British Romanticism. As Wiggins and McTighe note, it is important to connect any unit of study to the students' lives—to make the material relevant and meaningful. Asking students to relate their lives to these potential participants can provide an entry level connection.**

10. Transition: **Now, before we try our hand at writing a Stage 3 component of an instructional unit, let's look at some sample unit plans.**

Slide: *Essential*
Question 4

Evaluating an Instructional Plan

11. Show slide and present:

> ➢ **Here is our essential question for this entire section of the workshop. This question is deceptively simple; but planning instruction is a complex process, and as you'll recall from this morning, correct solutions to complex problems are never simple.**

Essential Question 4

■ How can we develop unit plans that include an appropriate variety of instructional strategies that will lead to student learning?
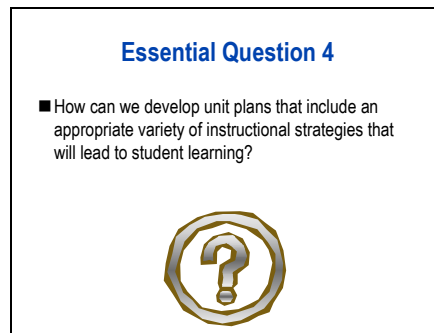
12. Present:

> ➢ **Before we try our hand at developing an instructional plan for a unit, we're going to evaluate several existing instructional plans.**
> ➢ **But before we can evaluate an instructional plan, we need to examine both the learning goals and the assessment plans that have been developed for each unit.**
> ➢ **This first unit has been developed for a 12th grade course that focuses on British literature. It's a year-long course organized chronologically, and the unit is planned for the literary period commonly referred to as British Romanticism.**

P-31

13. Refer participants to *Unit Design* on page 31 in their Participant's Guides. Say: **Please read the basic plan for this unit.**

◤ Unit Design (based on 8 units/year, 4/semester in a 2 semester course)
(PG-31)

Unit Title	Somewhere Under the Rainbow—The Romantic Period in British Literature
Course/Grade Level	British Literature/12th Grade
Subject/Topic Areas	British literature written between 1785 and 1837 (approximately), textual evidence, author's techniques, British Romanticism, genre, style, theme/underlying meaning, literary criticism, nonprint texts, and expository writing
Designed by	Cynde Snider
Time frame	5 weeks
District/School	
Brief Summary of Unit (including curricular context and unit goals)	In this, the sixth of eight units taught in 12th grade British literature, students will learn about the characteristics of texts written/created during the period commonly referred to as British Romanticism. They will compare and contrast texts from this period to texts from other, earlier time periods; and they will read, reflect on, and analyze nonprint texts, poems, *Frankenstein* by Mary Shelley, critical essays, and nonliterary historical texts/documents from the Romantic Period in order to evaluate the connections between the social, political, and economic events in Britain before and during the Romantic Period and the texts written/created during that time period. Students will simulate a trial of Victor Frankenstein in order to apply their knowledge of the novel and of the contemporary context of that novel (social, political, and economic factors). They will apply criteria established as characteristic of Romantic literature in order to classify texts as exhibiting/not exhibiting Romantic characteristics.
	In the culminating performance task, students will create 2-3 well-crafted poems, a children's story, or a work of two- or three-dimensional art to exhibit in a Museum of Romantic Ideals. In addition, the students will compose a two-page expository essay to accompany their artifact. In this essay students will demonstrate their understanding of Romanticism by analyzing the Romantic characteristics embodied in their artifacts. Students will orally explain their artifacts to visitors at a gallery opening for the museum.

14. Present: **This unit incorporates standards from all 5 ELA strands and some aspect of 15 of the 17 standards for British literature in 12th grade. Some of these standards provide the teaching and learning focus for the unit, while others relate to specific tasks, activities, or assessments. For example, instruction in writing is not the major focus of this unit; however, different tasks, activities, and/or assessments involve writing. Writing, therefore, is an integral part of the unit.**

P-32

15. Refer participants to *Stage 1: Unpacking the Standards* on page 32 in the Participant's Guide.

16. Ask participants to examine the completed first stage of the standards-based education process for this unit.

17. Present: **Let's take a few minutes to look over this completed template.**

18. Ask: **In your own words, what would you say are the overall conceptual learning goals for this unit?**

   ➢ Responses may vary, but they should center on those things specified in the enduring understandings and the essential questions.

19. Present: **Now let's look closely at the knowledge and skill statements. Is there any other knowledge or skill that students will need to answer the essential questions or to attain understanding of the concepts in this unit?**

   ➢ Allow participants time to respond.

Stage 1: Unpacking the Standards

ELABLRL1-5, ELABLRC1-4, ELA12W1-3, ELA12C1, ELA12LSV1-2

Big Ideas : textual evidence, authors' techniques, British Romanticism, genre, style, theme/underlying meaning, contemporary context, literary criticism, nonprint text, expository writing

To meet the standard, students will understand that...

- ➢ Texts are both a reflection of and a contributor to cultural and societal values of the time in which they are written/created.
- ➢ Texts from a particular literary period exhibit commonalities in structure, content, and/or underlying meaning.
- ➢ Warranted interpretations must be supported by textual evidence.
- ➢ Texts allow for more than one warranted interpretation.

To understand, students will need to consider such questions as

Unit: How do we determine whether a text is representative of British Romanticism?
How are British Romantic texts similar to/different from texts written/created earlier?
Why is it important to examine commonalities in texts from the Romantic Period?
How are the social, political, and economic events of the time reflected in texts from the British Romantic period?

To understand, students will need to

Know….

- ➢ Characteristics of texts from earlier literary periods
- ➢ Relevant literary terminology
- ➢ Social, political, and economic factors affecting Britain before and during the Romantic Period
- ➢ Process of close reading
- ➢ Process for determining and supporting themes, underlying meanings
- ➢ Format/structure of expository essay

Be able to……

- ➢ Compare and contrast Romantic texts and texts from earlier periods
- ➢ Analyze various texts and support warranted interpretations with textual evidence
- ➢ Synthesize information from a number of sources in order to evaluate the connections between the social, political, and economic events in Britain before and during the Romantic Period and the texts, written/created during that period
- ➢ Classify texts as exhibiting/not exhibiting Romantic characteristics
- ➢ Explain how specific texts represent a Romantic ideology

PG-33-34   20. Present: **It's also necessary to examine the assessment plan prior to evaluating an instructional plan.**

21. Refer participants to *Stage 2: Determining Acceptable Evidence* on pages 33-34 in the Participant's Guide.

◢◣ *Stage 2: Determining Acceptable Evidence*

What evidence will show that students understand?

Performance Tasks:

The Trial of Victor Frankenstein—Students will research and adopt assigned roles in order to try Victor Frankenstein for crimes against both man and nature (particular to the social, political, and economic characteristics of the time period). Once a verdict has been reached, students will debrief the simulation and extrapolate the process as well as the outcome in order to discern whether the same verdict would be rendered by a jury today.

The Museum of Romantic Ideals—Each student will create 2-3 well-crafted poems, a children's story, or a work of two- or three-dimensional art to exhibit in a Museum of Romantic Ideals. Each student will compose a two-page expository essay to accompany his/her artifact in the museum display. In this essay the student will demonstrate understanding of Romanticism by explaining how the created artifact(s*)* represent the characteristics of Romanticism. Each student will orally explain his/her artifact at the gallery opening.

Other evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Quizzes: Regular constructed response reading checks over *Frankenstein*
               Selected response questions on previously unread poems or passages to check
               understanding of literary terminology, authors' rhetorical strategies and their effects,
               and the characteristics of Romanticism

Observation: Informal assessment of small group discussions of specific poems or nonprint texts
               Informal assessment of students applying research skills in media center
               Informal assessment of completion of graphic organizers and split notes journals
               Informal assessment of students' rapid review responses
               Informal assessment of students' oral explanations at gallery opening

→

Dialogue: Identify similarities and differences between earlier texts and texts written during the Romantic Period
Read and formulate questions about *Frankenstein*
Apply characteristics of Romantic and Classical texts to classification of new texts
Discuss connections between nonliterary documents and literary texts
Explore the culture-bearing role of literature
Connect individually selected passages from *Frankenstein* and nonliterary documents
Conference regarding museum artifact
Discuss lessons from Romantic texts for today's world

Prompt: Read the attached poem/passage and nonliterary documents from the Romantic Period and use these resources to support, refute, or qualify the following statement: Literary texts are products of the times in which they are written.

Skill Check: Close read poems or passages, employing graphic organizer to analyze and/or evaluate

Student Self-Assessment and Reflection:

Self-assess the museum artifact and the accompanying expository essay

Self-assess comprehension of *Frankenstein* via split notes journal

Reflect on motifs in *Frankenstein* via split notes journal

Reflect on their roles as inhabitants and/or stewards of the natural world

Reflect on their opinions about the ethical responsibilities of science and/or scientists

22. Present: **Let's take a few minutes to look over this completed template.**

Slide: *Assessment*   23. Show slide, *Assessment.* Present:

> **Assessment**
>
> ■ Does the plan include assessments from all four of the assessment formats?
>   ■ Selected Response
>   ■ Constructed Response
>   ■ Performance Tasks
>   ■ Informal and Self-Assessment
> ■ Will this assessment plan provide evidence of student learning for the predetermined learning goals for this unit?

> ➢ **Take 10 minutes in your table groups to examine this assessment plan.**
> ➢ **We don't have time for a complete evaluation of the plan, but consider the two questions on the slide:**

24. Allow participants 10 minutes, then ask them to share their responses.

Ask: **Look back at the assessment plan again. What connections do you see between the assessment plan and instruction?**

Trainer's Note: Responses may vary, but they should indicate that many assessments are also tasks and activities that involve both assessment and instruction.

25. Say: **This becomes even clearer when we take a more detailed look at the performance tasks that are listed in the assessment plan.**

PG-35-36   26. Refer participants to pages 35-36 in the Participant's Guide to examine the blueprints for the Trial Simulation and the Museum of the Romantic Ideal.

◢Performance Task Blueprint for Trial Simulation

What understandings and goals will be assessed through this task?

➢ Texts are both a reflection of and a contributor to cultural and societal values of the time in which they are written/created.
➢ Warranted interpretations must be supported by textual evidence.
➢ Texts allow for more than one warranted interpretation.

What criteria are implied in the standards and understanding regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

➢ Author's rhetorical strategies
➢ Character development
➢ Social, political, and economic values of Romantic Era
➢ Valid, verifiable textual evidence
➢ Warranted interpretation of evidence
➢ Culture-bearing texts

Through what authentic performance task will students demonstrate understanding?

Task Overview: Since the ending of *Frankenstein* remains somewhat ambiguous, the editors at Random House have asked us to resolve the matter of Victor Frankenstein's guilt or innocence once and for all. Therefore, you will act as judges, jury members, prosecution and defense attorneys, defendant, accusers, witnesses, and members of the media in order to simulate the trial of Victor Frankenstein for crimes against man and nature. I have asked Steven Snider, Attorney at Law, to speak to you regarding these roles and responsibilities. Once you understand your roles and responsibilities, your goal will be to work collaboratively to prepare your case for trial or, if you are the judge, jury, or media member, to research the social, political, and economic values operating during the Romantic Era that might influence any decisions or judgments you might be called on to make. Use clear, concise note taking to record your case preparation or research information so that your information/evidence can be verified. Once a verdict has been reached, students will debrief the simulation and extrapolate the process as well as the outcome in order to discern whether the same verdict would be rendered by a jury today. Be prepared to begin this trial on 13 March.

What student products and performances will provide evidence of desired understandings?

➢ Performance in simulated trial
➢ Student notebook
➢ Contribution to debriefing and extrapolating discussion

By what criteria will student products and performances be evaluated?

➢ Evidence presented verifiable (in novel or informational texts)
➢ Judgment supported by valid reasoning process (warranted interpretation of the evidence)
➢ Role play consistent and appropriate to assigned responsibilities
➢ Contributions to debriefing discussion appropriate and insightful

Performance Task Blueprint for Museum of Romantic Ideals

What understandings and goals will be assessed through this task?

➢ Texts from a particular literary period exhibit commonalities in structure, content, and/or underlying meaning.

What criteria are implied in the standards and understanding regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

➢ Genre characteristics (poetry, children's fiction)
➢ Commonalities found in Romantic texts (structure, content, and/or underlying meaning)
➢ Romantic ideals
➢ Format/structure of informal expository essay

Through what authentic performance task will students demonstrate understanding?

Task Overview: In order to make the best use of her space, our media specialist would like to display different attractive and informative exhibits each month. Since we have been learning about British Romanticism, she has asked us to take the lead and develop a Museum of Romantic Ideals to install in mid-March. Each of you will create an artifact or artifacts, along with accompanying commentary, to display in the museum. You may choose to craft 2-3 poems or a children's story with appropriate illustrations, or to create a work of two- or three-dimensional art (a painting, sculpture, mobile, etc.) to exhibit. The accompanying commentary should consist of a word processed, two-page, expository essay written for students at _____ high school who are not familiar with the Romantic Period in Britain. Your commentary should explain how the ideals of the Romantic Era are represented in the artifact(s) you have created.

What student products and performances will provide evidence of desired understandings?

➢ Created artifact(s)
➢ Expository essay (commentary)
➢ Oral explanation

By what criteria will student products and performances be evaluated?

➢ Artifact embodies at least five characteristics representative of British Romantic texts
➢ Structure and content of commentary is appropriate for intended purpose and audience
➢ Commentary clearly and concisely explains the characteristics of Romanticism embodied in the artifact
➢ Content and structure of oral explanation of artifact appropriate for intended purpose and audience
➢ Essay correctly employs conventions of Standard English

27. Present: **I'm going to ask half of you to examine the Trial Simulation and the other half to examine the Museum of Romantic Ideals.**

28. Designate which tables are to work on each blueprint.

29. Present: **In your table groups, examine the blueprint for your assigned performance task carefully. Then, on chart paper, jot list the types of instruction students might need in order to perform this task. In other words, in brief, what would you need to do and what would the students need to do in order to be ready to perform this task?**

30. Allow table groups 10 to 15 minutes to complete this task, then ask them to post their lists, using one wall for the Trial Simulation and another wall for the Museum of Romantic Ideals.

31. Ask participants to peruse the lists for the other groups, then ask: **Does this provide any insights regarding the planning of instruction?**

   ➢ Responses may vary, but they should include such insights as: "My instructional strategies should be designed to prepare students for the performance tasks," "This is why we develop the assessment plan before we develop the instructional plan," etc.

PG-18

32. **Now refer back to the General Categories of Instructional Strategies on page 18 in the Participant's Guide (page 33 in the Facilitator's Guide). In your table group, look over the lists in the various categories to determine how many of these strategies you can identify in the introductory activities for this unit. Mark those strategies on the list or jot list them on a separate sheet.**

33. Allow a few minutes for this task, then ask participants to share their lists.

34. Say: **It's amazing just how many different instructional strategies are employed in every task or activity, but we need to be mindful of this as we design our instructional plan. Even though we focus on specific instructional strategies as we design instruction, it's rare that we employ any single strategy in isolation.**

35. Present: **Now, we need to consider one last thing before we actually evaluate the instructional plan—the criteria we should consider when we evaluate an instructional plan**.

Slide: *Evaluating an Instructional Plan*

36. Show slide, *Evaluating an Instructional Plan.*

Evaluating an Instructional Plan

Does the instructional plan:
- Focus on the learning goals for the unit?
- Address the questions posed in the WHERETO model?
- Provide a balanced range of strategies from the five categories?
- Match instructional strategies to the achievement targets for the unit?
- Offer students multiple opportunities to learn?
- Allow for students to learn using multiple modalities?

What other questions might we need to ask when evaluating an instructional plan?

---

37. Review the questions on the slide and list any additional questions on chart paper.

PG 37-38   38. Say:
PG 39-41

> **Now we're ready to evaluate the instructional plan for the Unit on British Romanticism.**
> **Turn to pages 37 and 38 in the Participant's Guide where you will find the calendars for February and March of 2006, the two months this unit spans.**
> **You will have approximately 30 minutes to evaluate this unit in your table groups before we come back together to discuss our evaluations.**
> **Following the calendars, you'll find some additional materials (pages 39-41) for the instructional plan that might help as you evaluate the instructional strategies.**

February 2006

Mon	Tue	Wed	Thu	Fri
6 -Begin <u>synectic</u> hook activity. -<u>Preview</u> essential questions and key vocabulary, along with unit calendar and expectations. -Inform students that some of the fictional characters from the hook activity might be considered Classical in nature, while others would be considered Romantic in nature. -Ask students to <u>predict</u> which category their character fits. -Indicate that we will <u>check their predictions</u> later in the week.	**7** -<u>Access prior knowledge</u> from earlier time periods to list characteristics of those texts. -Complete 1st column on <u>contrast</u> chart of Classical and Romantic characteristics. -Project various rainbow paintings [<u>nonlinguistic texts</u>] and ask students to examine and <u>record details and reactions</u>. -Jot list responses on board. -Ask students to <u>reflect</u> on the first time they saw a rainbow. -Note responses and transfer key words from both response lists to 2nd column of contrast chart. -For homework, ask students to <u>hypothesize</u> a definition of Romanticism from what they have seen so far.	**8** -Ask students to share definitions -Project and read Wm. Wordsworth's "Rainbow." -Inform students that many of the characteristics of Romantic texts are embodied in this poem. -Ask students to complete the <u>contrast</u> chart from their working definitions and from the poem. -Assist students as they <u>close read</u> the poem. -Record students' responses in appropriate places on contrast chart [<u>indirect teaching</u>] -Ask students to <u>apply</u> what they've learned and, in pairs, <u>classify</u> characters from hook activity as Classical or Romantic.	**9** -Student pairs share <u>reasons for classifications and address differing opinions</u> in order to reach consensus OR agree that multiple interpretations are plausible [<u>peer practice</u>]. -Form <u>small groups</u>; provide groups with a number of the same poems to read and <u>classify</u> as Classical or Romantic in nature. -Return to group of the whole and allow students to <u>compare and contrast</u> their classified poems.	**10** -Ask students to <u>brainstorm</u> list of preconceptions about *Frankenstein*. -<u>View</u> clips of *Great Books* video on *Frankenstein*. -<u>Compare and contrast</u> preconceptions and information from video clips. -Introduce novel and reading schedule, assign <u>focus areas for reading groups</u> , and <u>model</u> <u>split notes journal</u>. -Note that many of the characteristics we've identified as Romantic will be encountered in the novel. -Begin reading the novel aloud. -Allow students time to continue reading individually.
13 [*Frankenstein*, Bantam ed. pp. 1-21] -Reading check quiz. -<u>Guided discussion</u> of opening of novel. -<u>Model</u> <u>split notes journal</u>.	**14** [pp. 22- 42] -Reading check quiz. -Student Q & A about novel. -<u>Model</u> close reading of a passage. -<u>Guided practice</u>: close reading of selected passages.	**15** [pp. 43- 67] -Reading check quiz. -Student Q & A about novel -<u>Paired reading comprehension partners</u> for Wednesday's reading. -<u>Conference</u> with students regarding artifacts.	**16** [pp. 68-89] -Student Q & A about novel -<u>Focus group reading/discussion</u> of nonliterary texts/documents and critical essays from Romantic Era [<u>inquiry</u>]. -<u>Conference</u> with students regarding artifacts.	**17** [pp. 90-109] -Timed, in-class writing <u>prompt</u>: Read the attached poem/passage and nonliterary documents from the Romantic Period and use these resources to support, refute, or qualify the following statement: *Literary texts are products of the times in which they are written.*
20 MLK Holiday	**21** Winter Break	**22** Winter Break	**23** Winter Break	**24** Winter Break
27 -Return and discuss responses to prompt. -<u>Jigsaw</u> poetry discussions using <u>graphic organizers</u> to skill check close reading process.	**28** [pp. 110- 133] -Reading check quiz. -Student Q & A about novel. -<u>Focused reading/discussion groups</u> [<u>inquiry</u>].			

March 2006

Mon	Tue	Wed	Thu	Fri
		1 [pp. 134-154] -Selected response quiz, 1 poem and 1 passage from *Frankenstein*, each with 3-5 questions. -Pyramid the quiz [cooperative learning].	**2** [pp. 155-174] -Reciprocal teaching: students bring passages and guide the large group discussion: *How does this novel reflect the culture and society of Britain during the Romantic Era?*	**3** [pp. 175-191] -Student Q & A about novel. -Peer review and revision groups for artifacts and commentary.
6 [pp. 175-191] -Reading check quiz. - Focused reading/discussion groups [inquiry]. -Meet briefly with small groups to preview simulation and assign roles.	**7** [pp. 192-213] -Rapid, Random Ramblings to Wrap-up: draw topics from hat and respond orally.	**8** DUE: artifacts and commentary for Museum of Romantic Ideal. -Guest speaker: Steven Snider, Attorney at Law.	**9** -Review research process. - Observe groups as they research, prepare cases, gather information, etc., for trial [cooperative learning].	**10** -Observe groups as they prepare cases, gather information, and rehearse for trial [cooperative learning].
13 -Simulation: *The Trial of Victor Frankenstein.*	**14** -Conclude simulation. -Dialogue and debrief simulation. -Dialogue and extrapolate to today.	**15** -Return artifacts and allow students to share them and address questions about them in preparation for gallery opening. -Observe students' understanding of key concepts for unit.	**16** -Seminar discussion: *What lessons can those of us living in the 21st century learn from the literature of the Romantic Era in Britain?*	**17** -Gallery opening: students in Media Center to explain artifacts to other students and teachers.

Sample Supplementary Materials

Introduction to the Romantic Period in British Literature—1798-1837

Essential Questions:
➢ How do we determine whether a text is representative of British Romanticism?
➢ How are British Romantic texts similar to/different from texts written/created earlier?
➢ Why is it important to examine commonalities in texts from the Romantic Period?
➢ How are the social, political, and economic events of the time reflected in texts from the British Romantic period?

Relevant Historical Events:
1789-1790—beginning of the French Revolution
1800—Napoleon conquers Italy
1814-1815—British burn Washington, D. C. during War of 1812
1818—Mary Shelley begins *Frankenstein*
1829—Catholic Emancipation Act in England
1831—Darwin set sail on the *Beagle*
1832—1st Reform Bill in England curtails political privilege of aristocracy

Relevant Content Terminology:

imagination   democratization
nature/natural   intuition
civilization   spots of time
primitivism   epistolary novel
Noble Savage

Some Important People:

William Blake   John Keats
William Wordsworth   Mary Wollstonecraft Shelley
Samuel Taylor Coleridge   J.M.W. Turner
George Gordon, Lord Byron   John Constable
Percy Bysshe Shelley

Sample Supplementary Materials

Explanation of Focused Reading Groups. Focused reading groups involve strategies for improving students' comprehension of difficult texts. When students begin reading a novel or other difficult text, they are assigned a particular topic, motif, pattern of imagery, etc., to pay particular attention to as they read. Students record instances of this topic, motif, pattern of imagery, etc., as they occur throughout the text. They then reflect on the topic, motif, pattern of imagery, etc., in terms of its meaning and/or significance. Small groups of students are assigned the same focus area, and these groups meet at specified times during the unit of instruction to discuss their topic, motif, pattern of imagery, etc., and its meaning, significance, or importance, and to formulate questions or work toward insightful contributions for larger group discussions. These smaller groups encourage more reluctant students to share in a less threatening environment, and they allow students the opportunity to try out and refine ideas, hypotheses, etc., with their peers.

Focused topics, motifs, or patterns of imagery, etc., provide students with achievable goals for their reading; consequently, they are more likely to read and comprehend. Focused reading groups allow students the opportunity to use inquiry learning to make meaning out of texts.

Some possible focus areas for *Frankenstein* might be:
family relationships, friendship/companionship, education/learning, nature (natural landscapes)/civilization (cities, etc.) [this could be broken down into two], innocence/guilt.

Explanation of Split Notes Journal. Split notes journals help students comprehend difficult material and provide them with a vehicle for reflection. Students fold each page of a journal or notebook in half vertically. In the left column they record notes from their reading. These notes specifically include textual references to their focus for reading, but they may include other details from the text as well. After a day's reading has been completed, students read through their notes in order to begin responding on the right side of the journal. The right side allows students to summarize main ideas that they see, reflect and respond to their reading, and formulate questions or hypotheses.

The split notes journals provide the stimulus for the focused reading groups. During the reading group sessions, students may add additional textual notes to the left side of the journal, and/or they may add additional comments, questions, or insights to the right side of the journal.

Explanation of Jigsaw Activity. Students work in small groups; the number of groups should be the same as the number of people in each group (or as close as possible). Each group receives the same graphic organizer to aid close reading, but each group receives a different poem. Allow the first half of the allotted activity time for the original groups to close read and analyze the poems. For the second half of the allotted time, rearrange groups so that there is one person from each original group in each new group. For example, if you begin with five groups of five persons each (groups A, B, C, D, and E), students will move to five new groups and each new group will have

one A, one B, one C, one D, and one E group member. In the new groups students share their close readings and compare and contrast their poems for theme/underlying meaning and specified literary devices such as allusions, figures of speech, sound devices, etc.

Explanation of Pyramid Quiz. This strategy begins with each student as one of the many blocks forming the base of the pyramid. As such, each student takes the selected response quiz individually. When individuals complete the quiz, form the next layer of the pyramid (which has fewer blocks) by grouping students into dyads or triads. In these dyads or triads, they discuss and defend their individual answers. As a result of this discussion, individual students may elect to change their responses, or they may keep their first answers. Continue this strategy, moving up the pyramid where each layer will have fewer blocks (fewer groups with more students in each group) as many times as desired. Finish with one group of the whole. Each time, students may elect to change their answers. It is important that the teacher not contribute to these discussions at all. Students must determine the best answers without help. This strategy not only improves students' reasoning skills, it also improves their test-taking strategies because they see how other students reason out their answers. By the top of the pyramid, students generally have most or all of the correct answers.

Explanation of Rapid, Random Ramblings to Wrap-up. This strategy provides a good review for a novel or unit as well as evidence of understanding. Create a number of short prompts equal to the number of students in the class plus 2-3 extra prompts. Place all the prompts in a hat. Pick one student to start. S/he pulls a prompt from the hat and immediately responds. Predetermine the amount of time allotted for each response, but schedule it so that everyone in the class will have the opportunity to respond during that period (usually about a minute). When the first person has responded, s/he calls on the next person, and so on. These prompts should be thought-provoking (as well as fun) rather than factoid. For example, "If Victor Frankenstein were an animal, he would be a(n) _____ because _____." OR "The course Victor's creation would like to take at _____ HS would be _____ because _____." OR "A TV show [movie, etc.] popular today that exemplifies the Romantic Ideal is _____ because_____." "I'm more [Classical/Romantic] in nature because _____." Prompts should allow students to demonstrate understanding of Romanticism, character analysis, etc.

39. After participants have had time to evaluate the instructional plan, ask the various groups to share their evaluations via their responses to the criteria questions listed on the slide.

30. **FOR OUR TRAINING PURPOSES, WE ARE LOOKING AT UNITS FROM OTHER CONTENT AREAS. THIS WILL NOT BE NECESSARY IN REDELIVERY TO CONTENT-SPECIFIC GROUPS.**
    [Note: There is a sample ELA 4-8 unit included in the participant's guide on pages 42-57.]

31. Show slide, *Essential Question 4* and ask participants for final comments on this question.

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Essential Question 4

■ How can we develop unit plans that include an appropriate variety of instructional strategies to maximize student learning?

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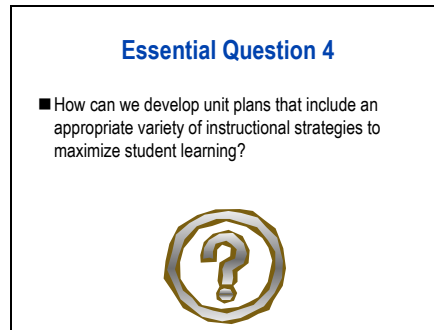
32. Ask: **What other questions can I answer about instructional decision-making at this point before we move on to designing an instructional plan?**

   ➢ Allow time for Q and A.

33. Transition: **Now we're ready for some hands-on instructional planning.**

Selecting Appropriate and Balanced Instructional Strategies for a Unit

34. Present: **We will work together in collaborative groups to design an instructional unit. So that the work we do is practical and relevant, we are going to use the templates to write a unit to be used for your lessons on the GPS – a redelivery unit.**

Slide: *Making Instructional Decisions*

35. Show slide, *Making Instructional Decisions.*

<div style="border:1px solid black; padding:10px; max-width:450px; margin:auto;">

Making Instructional Decisions

1. Complete the first two stages of the standards-based education process.
2. Prepare the blueprint for at least one performance task.
3. Apply the WHERETO model to begin your instructional plan.
4. Refer to the five categories of instructional strategies to ensure balance.
5. Match instructional strategies to unit achievement targets.
6. Use the calendar templates to plot your instructional plan (in pencil!).
7. Provide multiple opportunities for students to learn using multiple modalities.
8. Check to ensure that the learning goals are the focus of the instructional plan.
9. Revise as needed to meet the needs of the students.

</div>

36. Present:

> ➢ **We've created a sample checklist to use as a guide for instructional planning, but you may wish to use a slightly different checklist from one of the books we've provided to your schools, or you may wish to create your own checklist for your department or your school.**
> ➢ **For most of the remainder of the 6 hours we have allotted for this section, you will be working on your instructional plan.**
> ➢ **Remember the importance of collaboration.**
> ➢ **I'll be walking around and listening to various groups as you plan, but don't hesitate to ask questions of me or one of your colleagues as you work through this task.**
> ➢ **About 15 minutes before we break for lunch, I'd like for you to begin posting your instructional plans around the room.**

P 58-62   37. Refer participants to the blank templates on pages 58 through 62 in their Participant's Guides.

◣ Stage: 1: Unpacking the Standards

Big Ideas:

To meet the standard, students will understand that…

To understand, students will need to consider such questions as…

Unit:

To understand, students will need to…

Know…	Be able to…

Stage 2: Determining Acceptable Evidence

What evidence will show that students understand?

Performance Tasks:

Other evidence (quizzes, tests, prompts, observations, dialogues, work samples):

Students Self-Assessment and Reflection:

◢ *Performance Task Blueprint for _____*

What understandings and goals will be assessed through this task?

What criteria are implied in the standards and understanding regardless of the task specifics?
What qualities must student work demonstrate to signify that standards were met?

Through what authentic performance task will students demonstrate understanding?

What student products and performances will provide evidence of desired understandings?

By what criteria will student products and performances be evaluated?

August 2005

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2005

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

38. Keep participants informed regarding the time they have remaining for this task.

39. When approximately 15 minutes remain, say:

> ➢ **If you'll remove your completed templates from your module notebook, you can use the blue masking tape to display your instructional plans on the walls. You will be able to take your instructional plans before you leave today and place them back in your notebook.**
> ➢ **As the instructional plans are posted, please take time to examine those from the other groups and use the post-it notes to respond. You may wish to suggest additional or different strategies, suggest resources, or comment on something that has worked well for you.**

40. Transition: **We need to break for lunch now; but when you return, please continue to peruse these instructional plans until it's time to resume with the next section of the workshop on Examining Student Work.**

Examining Student Work

Time	2 hours
Overview	Participants learn about different protocols for examining student work.
Objective	➢ Describe how to use a structured, collaborative process for examining student work. ➢ Demonstrate how to use teacher commentary to increase student learning.
Activities	➢ Collaborating to Improve the Quality of Student Work ➢ Developing Useful Teacher Commentary
Materials	➢ Chart paper ➢ Transparencies or PowerPoint presentation ➢ Flipchart markers ➢ Sample teacher assignment and student work

Collaborating to Improve the Quality of Student Work

Slide, *Essential Question 5*

41. Show slide, *Essential Question 5.* Present: This is the essential question that we will attempt to answer next.

Essential Question 5

■ Why is examining student work important for all educators? What are the benefits of looking collaboratively at student work?
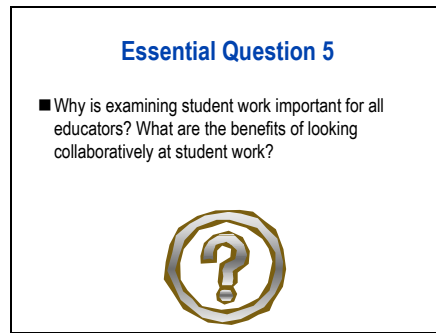
P-63

42. Refer participants to *How We Know What Students Know and Are Able to Do*, on page 63 in their Participant's Guides. (See next page.)

43. Ask participants to identify methods classroom teachers use to assess student knowledge and skills. Explain that the identified method should be placed on the map on the page to show a relationship between the methods listed. For example, asking students direct questions is not closely related to testing them, so these items should be separated by considerable space. However, various types of testing are closely related and should be put in closer proximity to each other. Explain that participants can draw additional lines and boxes on the organizer to include sub-topics.

Flipchart

44. Have groups share their work. Record the comments on a flipchart or overhead transparency.

◢◼How We Know What Students Know and Are Able to Do

Identify ways we know what students know and are able to do. Use the map below to show relationships among the different methods.

```
                        ┌──────────┐         ┌──────────────┐
                        │          │         │              │
  ┌────────────────┐    │          │         │              │
  │ Asking Students│    └────┬─────┘         └──────┬───────┘
  │    Directly    │         │                      │
  └───────┬────────┘         │               ┌──────┴───────┐
          │                  │               │              │
          │                  │               │              │
          │        ┌─────────┴──────────┐    └──────┬───────┘
          │        │  How We Know What  │           │
  ┌───────┴──┐     │  Students Know and │    ┌───────┴──────┐
  │          │─────│   Are Able to Do   │────│              │
  │          │     └──────┬──────┬──────┘    └──────────────┘
  └──────────┘            │      │   \
                      ┌───┴──────┴──┐  \
                      │             │   \  ┌──────────────┐
                      │             │    \ │   Testing    │
                      └──┬──────────┘     \│              │
                         │                 └──────┬───────┘
              ┌──────────┴──┐                     │
              │             │            ┌────────┴─────┐
              │             │            │              │
              └─────────────┘            └──────────────┘
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From the Association for Supervision and Curriculum Development (ASCD)
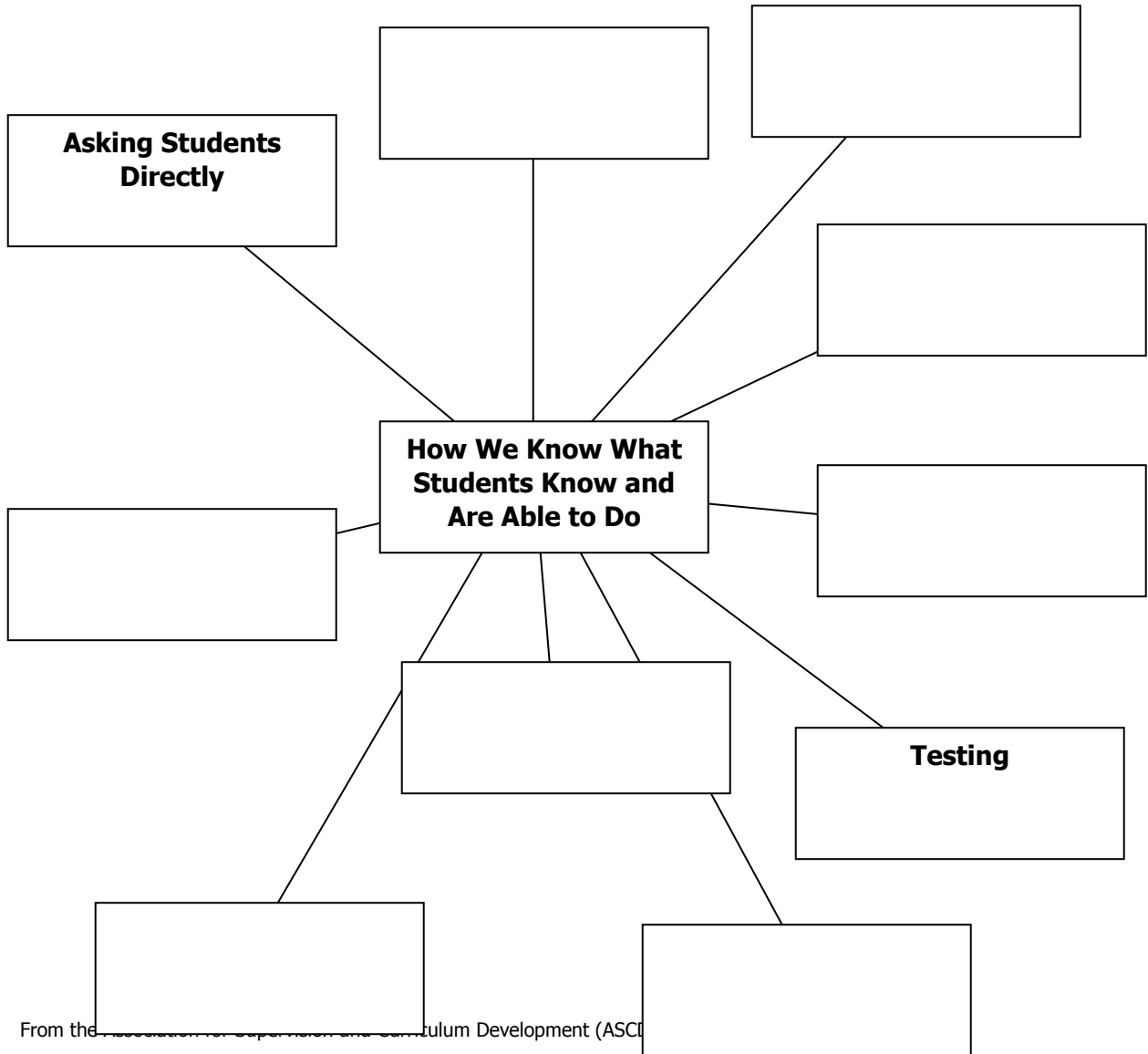
45. Present: **For schools and leaders to be truly effective they must clearly understand what their students know and are able to do. We are going to discuss a method that may not be on your organizer: collaboratively examining student work**.

Slide: *Examining Student Work: What is it?*

46. Show slide, *Examining Student Work: What is it?* Present contents of slide.

> **Examining Student Work: What is it?**
>
> - Involves a group of educators committed to improving their practice and improving curriculum, instruction, assessment, and the learning environment for students
> - Requires bringing real student work to the group to be examined
> - Uses a formal process for examining that work
> - Requires follow-up after student work is examined so that the resulting knowledge is not lost

47. Present:

> ➤ **In 1993 a group of 23 heart surgeons agreed to observe each other regularly in the operating room and to share their know-how, insights, and approaches. In the two years after their nine-month-long project, the death rate among their patients fell by an astonishing 25 percent. The study shows that merely by emphasizing teamwork and communication instead of functioning like solitary craftsmen, all the doctors brought about major changes in their individual and institutional practices.**

> ➤ **Teachers, like heart surgeons, have traditionally worked in isolation. A powerful lesson can be learned from this study. Many educators now emphatically believe that if our goal is to lower the "death rate" of young minds and see them thrive, we can do it better together than by working alone. (www.essentialschools.org)**

Slide: *Examining Student Work: Why do it*

48. Show slide, *Examining Student Work: Why do it?*

> **Examining Student Work: Why do it?**
>
> - To improve teaching and student learning
> - To ensure learning activities and strategies align with standards
> - To allow teachers to calibrate their understanding of what quality looks like
> - To encourage appropriate rigor in learning activities
> - To inform instructional decision-making
> - To help identify trends

49. Present:

> ➢ **Working collaboratively to examine student work, educators can learn not only what their students know and are able to do but also how to help them move forward through improved classroom instruction.**
>
> ➢ **Educators also desire and need quality professional development experiences that reduce the isolation they often feel. While outside experts often share wisdom and inspiration, their messages, by themselves, seldom result in substantive change. Good job-embedded professional development can be more effective in bringing about change in the classroom when it arises from the classroom, when educators contribute their personal teaching experiences to discussions with their colleagues, and when educators begin to make changes with their colleagues' support.**

50. Present: **To improve teaching and student learning**:

> ➢ **Teachers share responsibility among themselves for improved practice and for improved student achievement.**

51. Present: **To inform instructional decision-making:**

> ➢ **Instead of disappearing into a book bag or trash can, student work becomes a valuable piece of evidence of the effectiveness of a school's practice.**
> ➢ **Unlike standardized test results, the evidence provided by examining student work speaks about what teachers do and what students learn.**

52. Present: **To ensure learning activities and strategies align with standards**:

> ➢ **We need to make sure that our assignments and expectations are aligned with the GPS, and we can do this by looking collaboratively at student work.**
> ➢ **We need to be continually questioning ourselves about the expectations at each grade level. In many cases, we may have misconceptions about <u>what proficient work looks like.</u> We may think that our expectations match those of others only to be surprised when our students do not do well on a statewide criterion-reference test, an AP exam, or an EOCT. Clearly, if our students are meeting our expectations, but not doing well on standardized exams, then our expectations are too low. Research has shown that when expectations are raised (and appropriate supports are put in place), student achievement rises.**

53. Present: **When considering appropriate rigor in learning activities:**

> ➢ **Do you ever wonder whether the demands that you place on your students are rigorous enough?**
> ➢ **Do you ever worry that you are assigning work that is below the grade level expectations that are stated in the GPS?**
> ➢ **Do you ever wonder whether others who teach the same subject at the same grade have the same level of rigor?**
> ➢ **How often do you work collaboratively with other teachers to make sure that the assignments, and the ways you score them, really meet the standards?**
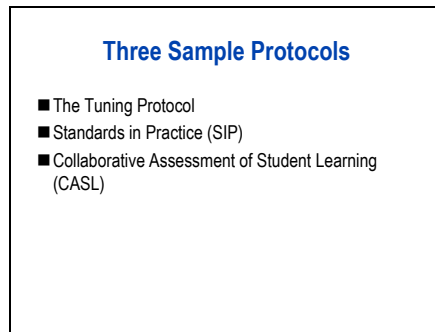
Slide: *Why Use Protocols?*

54. Show slide, *Why Use Protocols?* Present:

> ➢ **Many organizations have developed strategies for examining student work. Many different protocols have been developed. Many have specific assessment purposes but all have, at the heart of the strategy, the goal of creating a safe place for teachers to share the work of their students, a place that encourages honest exchange among the teacher participants.**
> ➢ **Protocols have been developed for different purposes. Each emphasizes a different aspect of evaluation.**

Why Use Protocols?

■ To provide agreed upon guidelines for a conversation
■ To build the skills and culture necessary for collaborative work
■ To allow groups to build trust doing substantive work together
■ To create a structure that makes it safe to ask challenging questions
■ To ensure equity and parity in terms of how each person's issues are attended to
■ To give a license to listen without having to respond continuously
■ To help make the most of the time available

Slide: *Three Sample Protocols*　　55. Show slide, *Three Sample Protocols.* Present: **We are going to look at three protocols today**:

Three Sample Protocols

■ The Tuning Protocol
■ Standards in Practice (SIP)
■ Collaborative Assessment of Student Learning (CASL)

> **The Tuning Protocol emphasizes evaluative feedback from participants. It is a collaborative process that helps participants "fine tune" their instruction (which will lead to more "tuned" student work) using a definite protocol or process. Participants and presenters take turns both talking and listening to each other trying to answer the questions the presenter of the student work is asking.**

> **Standards in Practice (SIP) is a process that works to ensure that student work is aligned with the standards. Developed by the Education Trust, a non-profit organization that advocates for the high achievement of all students in kindergarten through college, SIP helps schools improve student achievement by monitoring the effectiveness of instruction. SIP looks at teacher work through the dual lenses of classroom assignments and students' performance on assignments. The purpose of SIP is to increase the rigor of teachers' assignments by aligning them with standards so that student achievement rises to meet the standards.**

> **The Collaborative Assessment of Student Learning (CASL) works to help teachers identify and evaluate learning strategies for students. CASL focuses on accomplishing a particular learning target linked to a specific standard. A teacher does this by identifying and focusing on the progress of a student over time. This helps deepen a teachers' understanding of how children come to make meaning of and master a particular concept or skill.**

56. Present: **It is very important that you select the protocol that best fits the culture of your school. We have included information on these three protocols in your Participant's Guides**. **You may get more information at the website Looking at Student Work (www.lasw.org) maintained by the Annenberg Institute for School Reform. This web site includes a synopsis of approximately a dozen different strategies for examining student work as well as links to learn more about each of them.**

57. Present:

   ➢ **All these processes work with many types of groups – job-alike, grade level, administrators, combined grade-levels, mixed groups, etc.**
   ➢ **It is important, no matter how the groups are determined, that the same groups work together regularly. The more regularly the same people meet, the more beneficial the process.**
   ➢ **The number of people in a group may vary. Most groups average six to eight members.**
   ➢ **The ideal amount of time varies from one to three hours, depending on the process. All protocols can be modified to use time available!**
   ➢ **Having a time keeper is very important. This can help ensure that the process is accomplished in the allotted time.**
   ➢ **These processes can take place anywhere. The optimal setting is a table where all participants can see one another as they work.**
   ➢ **When possible, any group meeting for the first time should have a facilitator who is familiar with the process.**
   ➢ **As with all professional learning activities, follow-up is a key component. Examining student work is important, but taking action as a result of the process is even more important.**

Sample Student
Work
PG 64-67

58. Transition: **Let's use a jigsaw activity to explore these three protocols**.

59. Show slide *Jigsaw Directions* and facilitate activity:

> ➢ Ask participants to count off by threes.
> ➢ Assign protocols as shown on slide.
> ➢ Refer participants to correct pages in Participant's Guide.
> ➢ Ask them to concentrate on the three questions on the slide.
> ➢ Distribute sample work for jigsaw. Explain that they can look at this work and discuss how using the protocol might be helpful.

Jigsaw Directions

- Form groups:
    1. Tuning Protocol (pages 28-31)
    2. SIP (pages 32-41)
    3. CASL (pages 42-44)
- Read the materials and be prepared to present:
    - Why use this protocol?
    - When would it be most helpful?
    - What are some key guidelines for making the most from this protocol?

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60. Allow 25 minutes for small group work.

61. Ask each group to report out.

62. Discuss: **How can you get started using one or more of these protocols in your schools?**

Slide, *Essential
Question 5*

63. Show slide, *Essential Question 5,* and ask participants to share their observations.


Essential Question 5

- Why is examining student work important for all educators? What are the benefits of looking collaboratively at student work?

Developing Useful Teacher Commentary

64. Show slide, *Essential Question 6.* Present: **Related to the process of examining student work is the task of writing teacher commentary. Let's look at that.**

Essential Question 6

■ How can we use use teacher commentary to increase student learning?
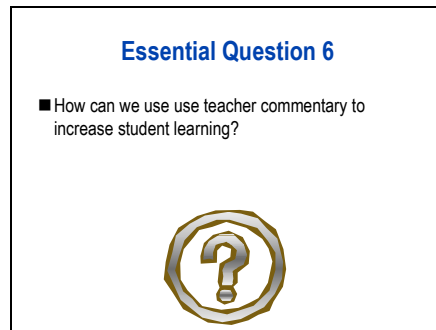
65. Ask: **What is teacher commentary?** Allow for responses, but be sure to include:

> ➢ **Feedback to students that lets them know how the students' "evidence" matches up against the expectations expressed in the standards. It may be oral or in writing, and both are suggested.**
> ➢ **Teacher commentary is formative in nature; it tells the student how to improve (and assumes that s/he will have opportunities to do so!)**

66. Ask: **What is the purpose of teacher commentary?**   Allow for responses, but be sure to include:

> ➢ **To correct knowledge gaps or skill deficits**
> ➢ **To provide feedback that is specific and helpful to the student**
> ➢ **To encourage the student to continue trying**
> ➢ **To guide learning by letting the student know where s/he needs to focus.**
> ➢ **To keep a written record of student progress.**

67. Ask: **How often should one provide teacher commentary on student work?** Allow for responses, but be sure to include:

> - **There are no hard-and-fast rules about how often you should include teacher commentary in your feedback to students. Common sense says that it is impractical to expect that every piece of work would have detailed commentary; on the other hand, if teacher commentary is only provided at the end of a unit/course, it doesn't offer much opportunity for the student to learn and improve! Here are some general guidelines.**

> - **Often enough to document progress throughout a unit/course**
> - **Often enough so that students can make adjustments and learn and then demonstrate new learning**
> - **Often enough so that students can see patterns in their work and in the commentary their work elicits.**

68. Ask: **What are some guidelines for providing good teacher commentary?** Allow for responses, but be sure to include:

> - **First, review the standards and elements so that you have expectations clearly in your mind, and so that you can refer to them (in terms students understand) in your commentary.**
> - **Center your comments around the standards and elements. If the teacher commentary is in writing, think of it as a "written conference."**
> - **Be very specific; this helps students know exactly what they're doing right and/or wrong.**

P-81

69. Refer participants to a summary of the above information on page 81 in their Participant's Guides.
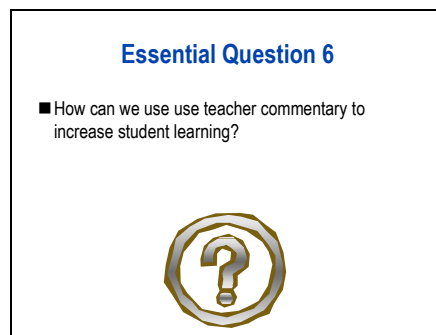
◢◤ Teacher Commentary

What	Feedback to students that lets them know how the students' "evidence" matches up against the expectations expressed in the standards. It may be oral or in writing, and both are suggested. Teacher commentary is formative in nature; it tells the student how to improve (and assumes that s/he will have opportunities to do so!)
Why	➢ To correct knowledge gaps or skill deficits ➢ To provide feedback that is specific and helpful to the student ➢ To encourage the student to continue trying ➢ To guide learning by letting the student know where s/he needs to focus. ➢ To keep a written record of student progress.
When	There are no hard-and-fast rules about how often you should include teacher commentary in your feedback to students. Common sense says that it is impractical to expect that every piece of work would have detailed commentary; on the other hand, if teacher commentary is only provided at the end of a unit/course, it doesn't offer much opportunity for the student to learn and improve! Here are some general guidelines. ➢ Often enough to document progress throughout a unit/course ➢ Often enough so that students can make adjustments and learn and then demonstrate new learning. ➢ Often enough so that students can see patterns in their work and in the commentary their work elicits.
How	First, review the standards and elements so that you have expectations clearly in your mind, and so that you can refer to them (in terms students understand) in your commentary. Center your comments around the standards and elements. If the teacher commentary is in writing, think of it as a "written conference." Be very specific; this helps students know exactly what they are doing right and/or wrong.

Sample student work	70. Refer participants to the student work that they saw in the previous exercise and ask them to independently develop teacher commentary for one piece of work.
	71. Allow ten minutes.
	72. Ask participants to share their commentary with a partner. Ask partners to provide "commentary on the commentary."
	73. Allow five minutes.
	74. Ask volunteers to offer one thing each that they could do immediately to improve their practice in the area of teacher commentary.
Slide, *Essential Question 6*	75. Show slide, *Essential Question 6,* and ask participants to share their observations.

Essential Question 6

■ How can we use use teacher commentary to increase student learning?

76. Transition: Now that we've taken a look at student work and teacher commentary, we're going to move on to a brief discussion of curriculum mapping.

◢ *Curriculum Mapping*

|	
Time	1 hour
Overview	In this brief section, participants begin to think about the formats and processes that they would like to use to map out their instructional units throughout the school year.
Objective	➢ Explain different ways to map curricula.
Activities	➢ Basic Principles of Curriculum Mapping ➢ Creating a Sample Map
Materials	➢ Chart paper ➢ Transparencies or PowerPoint presentation ➢ Sample maps

Trainer's Note: *The Heidi Hayes Jacobs book,* Mapping the Big Picture, *contains 17 sample curriculum maps in the appendix. You should choose a sample from those, or from others that you have, to show the participants. Because different types of maps might appeal differently to teachers in various subjects and at various grade levels, we are not prescribing a specific set of samples for you to use, but the Hayes Jacobs book is a great starting point. Also, you should provide a variety of maps to show the many ways that they can be used.*

25 min.   **Basic Principles for Curriculum Mapping**

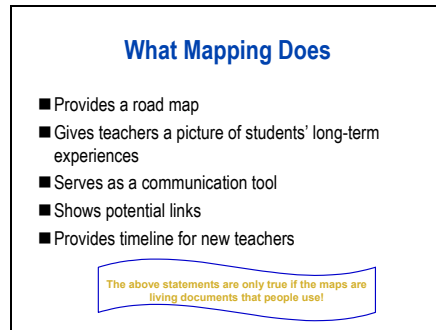Slide, *Essential*   1. Show slide, *Essential Question 7.*
Question 7

Essential Question 7

■ How can we map our units over the course of a year?
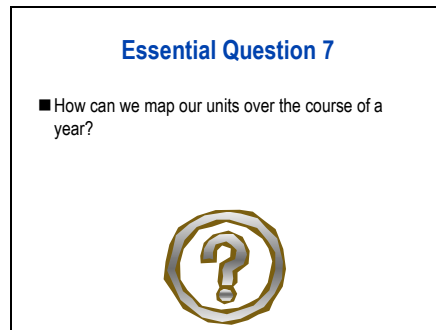
2. Ask: **How is mapping like planning a group tour for 100 people in Europe? Jot down your thoughts, then share with your table partners.**

3. Lead a discussion of the similarities. Make the following points if they do not come from the participants:

    ➢ You need a master itinerary that shows where everyone will be at all times.
    ➢ You want everyone to see the really important sites.
    ➢ Without a plan, many group members could wander off on side trips or stay too long in "favorite places."
    ➢ You need a way to communicate all the events to the tour group members.
    ➢ You need some flexibility to allow for special needs and interests.
    ➢ If you are to have a common assessment at the end of the trip [CRCT, EOCT, GHSGT], you need a common itinerary.

4. Present: **Teachers often work in isolation, or in what we have come to refer to as "private practice," to plan the scope and sequence of their instructional units. Mapping, by contrast, is a collegial or collaborative approach.**

Slide, *What Mapping Does*

5. Show slide, *What Mapping Does*, and go over the following points, revealing each bullet on the slide to correspond with the discussion points below:

> **What Mapping Does**
>
> ■ Provides a road map
> ■ Gives teachers a picture of students' long-term experiences
> ■ Serves as a communication tool
> ■ Shows potential links
> ■ Provides timeline for new teachers
>
> The above statements are only true if the maps are living documents that people use!

➢ **Maps work just like itineraries or road maps to show teachers where they are in a particular scope and sequence, what their students have been learning, and where their students need to be by the end of the unit, year, or grade level. They simply show where students have been and where they are going. Teachers need each other's maps to see the bigger, K-12 curriculum perspective.**

➢ **Individual teachers use maps to get a picture of what students experience from grade to grade. Though teachers work in the same building, they may have sketchy knowledge about what goes on in other classrooms. If gaps exist among teachers within buildings, there are chasms among buildings in a district. When this is true, transient students experience a happenstance curriculum.**

➢ **There may be gaps between a standard and what is actually taught. These curriculum gaps negatively impact student learning. Maps may indicate missing pieces in vertical and horizontal articulation.**

➢ **Maps may also reveal repetitions. Too often teachers assume that they are introducing a concept, or even a book, for the first time, and students are subjected to repetitious instruction.**

➢ **Maps serve as communication tools, not only for teachers, but for parents and students as well. They are especially useful for communicating curricular expectations to parents and students and for determining progress toward those expectations.**

➢ **Maps show potential links between subject matter and possibilities for natural connections for content integration or interdisciplinary units.**

> ➤ **Maps provide a calendar-based timeline for teachers. This is most helpful for new teachers not experienced in planning for an entire course.**

6. Present: **The map should be viewed as a "living" document that plays an integral part in teacher planning each day. For that reason, many of our schools need to redo old maps, especially if they do not reflect the new GPS.**

Sample Maps

7. Distribute sample maps or refer participants to sample maps in *Mapping the Big Picture*.

   Trainer's Note: *You should have chosen several from the Heidi Hayes Jacob book (or from your own files). See note on previous page.*

8. Discuss the maps, pointing out that they are not free from error but represent efforts by these schools/systems.

Slides (2), *Grade Level Content Maps*

9. Show slide with sample maps, *Grade Level Content Maps*. Explain that these are just two types of examples.

Grade Level Content Map 1

Grade		Subject Area			
Aug	Sep	Oct	Nov	Dec	

Grade Level Content Map 2

Grade		Subject Area		
	Content	Skills	Assessment	
Aug				
Sep				
Oct				
Nov				
Dec				

10. Present: **The samples you have may differ, and the variations on the curriculum maps are limited only by your imagination. As we've discussed, you can:**

   ➤ **Use them to map out textbooks, technology, and other resources to units.**
   ➤ **Use them to show relationships from subject to subject (horizontal) or from year to year in the same subject (vertical).**
   ➤ **Create them on large butcher paper, index cards, standard 8½ X 11 sheets of paper, or on a computer.**
   ➤ **Organize them by the months of the school year down the side or across the top.**
   ➤ **Create both "macro" level maps that show the high level curriculum throughout the K-12 experience and "micro" level maps that explain in detail what happens in one subject in one grade level in one year, and various combinations of the two.**

Slide, *What types of maps would serve you well?*

11. Show slide, *What types of maps would serve you well?* Read the directions.

> **What types of maps would serve you well?**
>
> ■ Work in small groups.
> ■ Generate some possible map formats.
> ■ For each one:
>   ■ Identify its purpose and audience
>   ■ Tell what type of information it would contain
>   ■ Identify the relative level of detail (high, medium, low)
>   ■ Show what it might look like
>   ■ Create a one-page description and thumbnail drawing to post on the wall.
>   ■ Put any new units that you have created into the map.

Flipchart paper
Markers

12. Divide the class into groups of 3 – 5. Provide each group with chart paper and markers to display each idea they have. Encourage creativity.

13. Allow 15 minutes for small group work.

14. Ask each group to post their work. Invite all participants to walk around the room and see what each team has developed.

   Trainer's Note: *Ask participants to remain standing for the next activity.*

15. Debrief: Were there any "Aha's--revelations" during this activity? What were they?

Slide, *Essential Question 7*

16. Show slide, *Essential Question 7,* and ask participants to share their observations.

Essential Question 7

- How can we map our units over the course of a year?

Slide: *Wrapping Up*   17. Summarize the workshop: Ask participants to volunteer one
                           immediate and one long-term "to do" related to instruction.

18. Show slide, *Wrapping Up.* Present:
    ➢ **At the beginning of this workshop, I asked you to
      think of one specific thing you hoped to get out of
      this training. I'd like for you to return to that at this
      time.**
    ➢ **Did you learn what you hoped to learn?**
    ➢ **Is there anything you still need to know before you
      leave today?**
    ➢ **Pages 82-86 of the Participant's Guide contain
      Indicators of Achievement: Instruction. You can use
      this guide to review what you've learned or to guide
      your practice in your schools and/or systems.**

Wrapping Up

What have you learned over the past two days?

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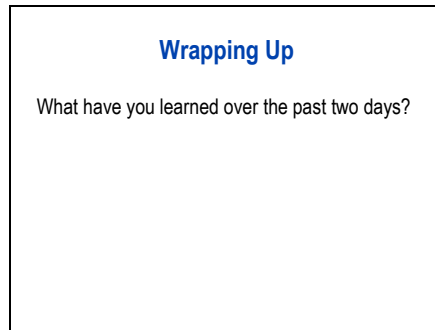
19. Present: **This has been a challenging year for all of us, but
I'm confident that you're ready to begin implementing the
GPS. Please remember that the system curriculum
personnel and the curriculum specialists at the DOE are
available to answer questions or provide assistance.**