

AGENDA October 14 INSERVICE

Introduction by Dennis Misner

"Our thing is teaching. Our thing is not for the weak at heart."

Marsha Moyer

"Using the LEGENDS rubric to analyze teaching." –Kelly Turner

Learning Target: Teachers will deepen their understanding of effective practices in the following three focus areas: Question, Discussion & Prompts; Student Engagement and Using Assessment in Instruction.

NVHS & Fleming October 14 In-service

Evaluation Focus: Question and Discussion, Student Engagement & Using Assessment in Instruction

"I DO" (Model)

- High Five Questions and Answers
- PPT Explanation of Standards and Evidence for each area of focus.

"WE DO" (Guided Practice)

- Video Analysis (2 samples)

"YOU DO" (Independent Practice)

- Self-Reflection and Listing of Strategies for Each Focus Area

BREAK

Writing SLG (Student Growth Goals) –Erik Lathen

- PPT Explanation and Examples
- A/B Line Pair Discussion of Example Growth Goals



SINGULAR "E + A"

- Él -e
- Ella -a
- Usted
- el gato

PLURAL AN + EN

- Ellos -an
- Ellas -en
- Ustedes
- los gatos

Learning Target:

Teachers will deepen their understanding of effective practices in the following three focus areas:

Question, Discussion & Prompts;

8.4 & 8.5

Student Engagement

5.1 + 5.2
8.3 + 8.5

& Using Assessment in Instruction.

6.1 + 6.3


Which standards?


Legends

What is our focus to day?

Evidence of good practice.
S.strategies for effective practice

Pink - 1 

Blue - 2 

Yellow - 3 

to day?
practice.
practice

Links
maestraturner.nv.weebly.com
"Kelly's Korner"

a

Learning Target: Teachers will deepen understanding of Effective Practices in Assessment, Student Engagement & Questioning and Discussion

Evaluation Focus	Legends Standards	Evidence of Effective Practice
<p>Using Assessment in Instruction 6.1 and 6.3</p>	<p>6.1 Design and or select assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.</p> <p>6.3 Engages learner in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.</p>	<ul style="list-style-type: none"> Assessment Criteria Monitoring Of Student Learning Feedback To Students Student Self-assessment & Monitoring Of Progress Lesson Adjustment <p>Is feedback to students timely, constructive, and substantive? Does feedback provide guidance for student to improve? Are the assessment criteria clear? Is there evidence of the use of rubrics? Does the teacher monitor student learning through formative assessments, including prework? Is there evidence of lesson adjustment in response to formative assessments?</p>
<p>STUDENT ENGAGEMENT 5.1 and 5.2 8.3 and 8.5</p>	<p>5.1 Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.</p> <p>5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.</p> <p>8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.</p> <p>8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.</p>	<ul style="list-style-type: none"> Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing Quality of Questions Discussion Techniques Student Participation <p>Is there evidence of gradual release strategies: "I do, We do, You do." (Model, Guided Practice, Independent Practice) Are transitions (including groupings) quick? (10 sec.) Are instructional materials and resources engaging? Is the pacing fast enough to keep their attention? Is the pacing slow enough for most students to master skills? Is there evidence that students have rehearsed structures?</p>
<p>QUESTION & DISCUSSION 8.4 and 8.5</p>	<p>8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.</p> <p>8.5 Engages all learners in developing higher order thinking skills and metacognitive processes.</p>	<ul style="list-style-type: none"> Quality of Questions Discussion Techniques Student Participation <p>Do many simple questions scaffold higher order questions? Are students given opportunities to discuss questions with partners or groups? What is the level of student participation?</p>

Notes compiled by Kelly Turner from Marsha Moyer 10/20 9/26/2016 Workshop



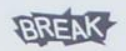
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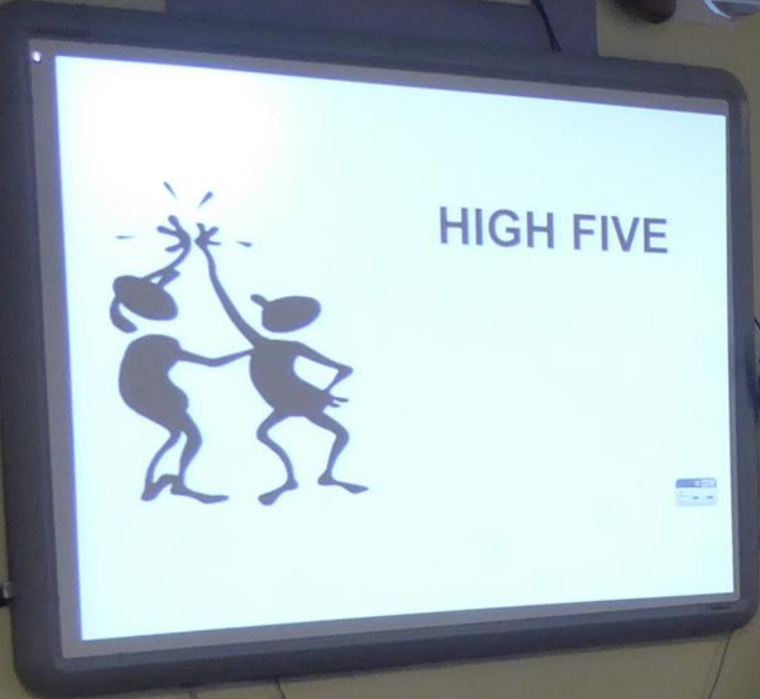


Writing SLG (Student Growth Goals) –Erik Lathen
 ➢ PPT Explanation and Examples
 ➢ A/B Line Pair Discussion of Example Growth Goals



Color Coded Groupings





Learning Target: Teachers will assess their understanding of effective practices in the following three focus areas:

Question, Discussion & Prompts, **Student Engagement** **& Using Assessment in Instruction.**


Which standards? Learning?

What is our "big idea"?

How do you practice? How do you assess? How do you differentiate?

Pink - 1
Blue - 2
Yellow - 3

Links
measuring progress
"High Fives"



A woman in a red cardigan is standing and presenting to the audience. She is holding a tablet or folder.

An audience of several people is seated at blue tables, facing the whiteboard. In the foreground, a man in a grey jacket and a woman in a blue striped shirt are visible. To the right, a man in a dark vest is seated at a table with a silver water bottle and a small card.

What is our focus today

Evidence of good practice
Strategies for effective practice

- Pink - 1
- Blue - 2
- Yellow - 3

Links

me...
"Yellow Notes"





















STUDENT ENGAGEMENT

OBSERVED STRATEGIES

- Graphic Organizer (Venn diagram)
- Referred to background knowledge (notes)
- answered questions of students
- "thumbs up, thumbs down" check-in
- colored grouping - follow-up activity

LEVEL - UP

- Better explanation of graphic organizer
"I do, We do, You do"
- Entry task as partner work
- Apply to real life.
- Active group activity.
- Check in with more students
- Room for higher level questioning
- Call on random students. - cold calling
- Student interaction (students write answers)
- Physical Examples

Give
ple opinions and
situations, such
d prices. Make
asic services.
commands.

questions to
memorized/familiar material.
Supporting Functions: Present material in an
organized manner. Write short messages,
postcards, simple descriptions and simple
narrations. Provide information on applications
and common documents.

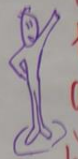
memory some high-frequer
words, phrases and simple
sentences and questions.
Supporting Functions: Pre
basic material in an organized
manner. Use vocabulary suffici
get meaning across. Use visua
enhance communication and m
audience attention.



Effective Strategies

#2

think time/write time



thumbs up/thumbs down for understanding

graphic organizer

had an "entry task" - structure

Missed Opportunities

kids could have shared Venn diagrams together before group discussion



Two boys answered twice - strategy to call on more kids (random selection)

let kids write on larger Venn diagram / use sticky notes - much faster & more interesting

group transition would be way more than 10 seconds - have better structure in place for facilitating group work

Venn diagrams + filling in as a group = not especially engaging. Needs better material.

Assessment

STRATEGIES:

- Proximity
- Cold Calling
- Lower Bloom's

LEVEL Up:

- Interaction
- Engagement
- Think Time w/ Higher Level Bloom's
- Quiz sooner than 2 weeks
- More feedback (teacher/student)
- Student Collaboration

OBSER

- Mon
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8.4 & 8.5

5.1 + 5
2.2 + 0

NT

OBSERVED

- MONITORED STUDENTS BY WALKING AROUND & CHECKING FOR UNDERSTANDING
- ASKED LEADING Q'S INSTEAD OF GIVING ANSWERS
- POSITIVE FEEDBACK / TIMELY
- CRITERIA FOR TEST CLEAR
- ASKED FOR CLARIFICATION

MISSED

- NOT ENOUGH TIME TO DISCUSS
- COULD HAVE REVIEWED NOTES
- NOT ALL STUDENTS ASSESSED
- NOT ALL GIVEN FEEDBACK
- ~~PEER~~ PEER CHECK FOR UNDERSTANDING
- THUMBS UP NOT NECESSARILY GAUGE OF UNDERSTANDING

room's

(sent)

$$\begin{array}{r} 5.1 + 5.2 \\ 2.2 \quad 0.5 \\ \hline \end{array}$$

$$6.1 + 6.3$$

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Observations:

- Students asked clarifying questions
- Teacher responded to student questions
- Teacher scaffolded higher-level thinking through questions
- Gave think time... asked students to consider differences & similarities

"Level up"

- Have students discuss before sharing w/ whole class.
- More of a hook for medication activity intro
- Groups to generate/compare venn diagram and then put them together w/ other groups
- Random participation strategy?

Which standards?

Legends

Step 1 - Effective observed strategies.

- 1.) Use of overhead & Venn
- 2.) Whole class - descent scaffolds in the questions... whats in it for the kids
- 3.) Referred to prior knowledge

Step 2 - "Level-up"

- A. PAIR
- B. Individual
- C. group
- D. whole class

- 1.) Beginning - review previous knowledge w/ a partner
- 2.) Group comparisons of Venn before whole class discussion.
- 3.) Whole class question posed to pairs or groups so all are thinking.
- 4.) More simple questions for all to think about - Yes or No - Elaborate

Questions
&
Discussion

(10/1)

organized
bulary sufficient to
s. Use visuals to
cation and maintain

Provide information
activities. Answer predictable questions with
memorized/rehearsed responses.



#2

Assessment

Obs Strategies

- Lecture
- V. diagram
- Walk around room
- T → ST
- ST ↔ ST
- Q strategies
- T-directed

NSI. colored groups @ end ~

Level ↑

- * ST-ST sharing
to compare lists.
- * Smaller sections of
V. diagram.
- * "High 5" model to
discovery of sim/dif

Part II: Erik Lathen

Writing SLG Goals Growth vs. Achievement Goals



A Guide for Setting Student Learning and Growth (SLG) Goals

Question Discussion & Prompts

Student Engagement

Instruction

6-12-3

Which standards?

Legends

Effective classroom strategies

Group comparisons of learn

Whole class discussion

Write class member present to present

Mini-lesson: all are learning

How much feedback for all to

Practice about Yes or No-Elaborate

en (right)

on (left)

Links

mae

"K"