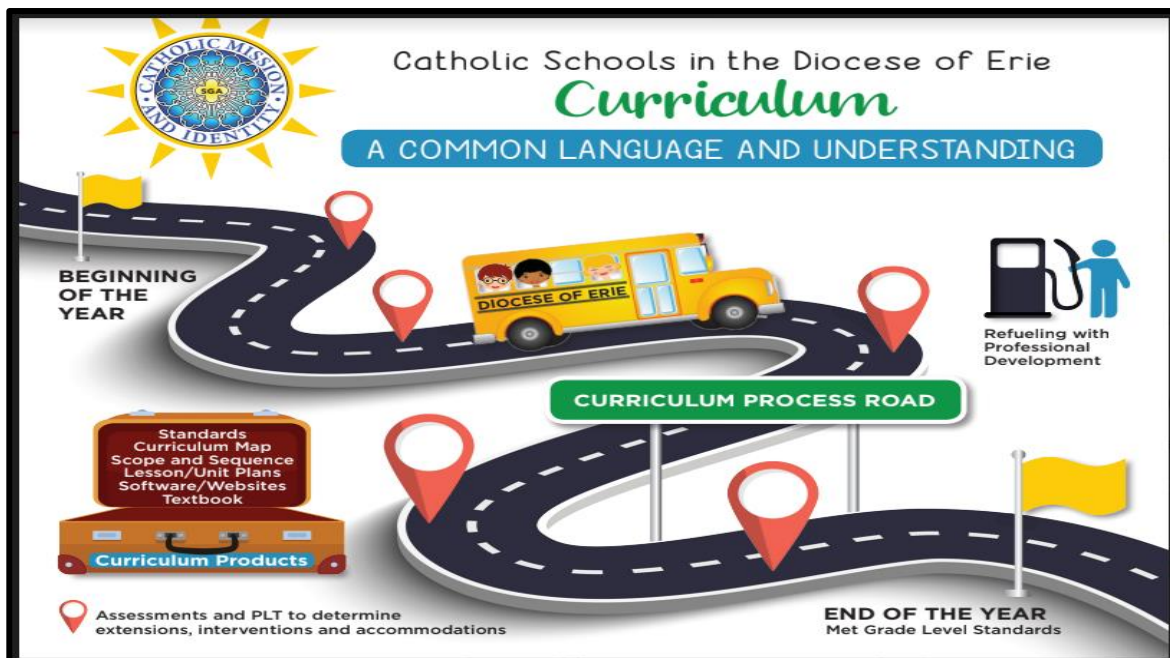


Curriculum Planning Journey: Going from a Standard to a Grade without Getting a Speeding Ticket

Diocese of Erie - K-12 Packet



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Super Sleuth (Activate Prior Knowledge)

1. Explain how a standard guides your planning and instruction.

2. How would you define assessment? Give an example too.

3. How would you explain how to “unwrap” a standard to a brand new teacher?

4. How would you define curriculum?

5. How is lesson planning going for you?

6. What do you think are common problems that teachers have with creating a unit and/or lesson plan?

7. What is one of your biggest struggles with lesson planning? What can be done about it?

8. Why are daily Learning Targets so important?

9. How do you share the learning target with your students? How do you assess whether or not they got there daily?

STARSS Planning

Going from a Standard to a Grade

By: LeAnn Nickelsen, M.Ed.

Planning Element	Description	Criteria for Success for Each Element
S = Standard	<p>Educational standards are the learning goals for what students should be able to know, understand, and do at each grade level for each subject. They are the foundation of curriculum and instruction. Schools design proficiency scales to determine levels of mastery toward the standards and point systems for effective Standards-Based Grading. These scales give teachers the criteria for achievement of the different levels in reaching the standard (beginning, developing, proficient, and distinguished). These level descriptions are used to help design daily Learning Targets for lessons.</p> <p>Starting with the standards that have been grouped by similarity and placed into a theme/unit, teacher teams plan their instruction. Some schools have created these units with possible formative and summative assessments, Essential Questions, vocabulary, and links to strategies and activities that come together to create their “curriculum.” This day-to-day teaching plan allows educators to “begin with the end in mind.” <u>Understanding by Design</u> (Wiggins and McTighe, 2005) is an effective way to organize a unit that begins with the end in mind. This organization helps teachers to define the <i>KUDo’s</i> of the standard: what learners will</p>	<p><u>A guaranteed and viable curriculum (What Works in Schools: Translating Research into Practice by Marzano, 2003):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that all students have equal opportunities to learn <input type="checkbox"/> Ensures that each student has access to an effective or highly effective teacher and access to the same content, knowledge and skills in each section or class <input type="checkbox"/> Has a horizontal sequence of what needs to be learned across the individual grade levels as well as vertical sequence from grade level to grade level <input type="checkbox"/> Correlates to the state and district standards and assessments (data-driven assessments to measure level of mastery) that support 21st Century Learning <input type="checkbox"/> Has Power or Priority Standards with indicators that fully outline the content, concepts, and skills that are essential within an academic discipline at each grade level <input type="checkbox"/> Has Proficiency Scales for each standard that are designed by the teachers to guide instruction, Learning Target progressions, and assessments so that fair and accurate grading can occur <input type="checkbox"/> Has Priority/Power Standards will reduce the urge to rush and “cover” curriculum within a certain timeframe (not how our brains learn) <input type="checkbox"/> Is developmentally appropriate <input type="checkbox"/> Includes adequate preparation and processing time: “Preparing a guaranteed curriculum requires that teachers have adequate time to prepare, instruction and assess, and the students have adequate time to receive, process, and retain new information.”

	<p>they need to <u>K</u>now, <u>U</u>nderstand and be able to <u>D</u>o by the end of this unit and then, at an even deeper level, at the end of the daily lesson plan.</p> <p>Educators take the school curriculum (standards chunked into meaningful units that form Learning Target Progressions), students’ interests and needs, special IEP goals, pre-assessment readiness data, vocabulary/concepts to be taught, Essential Questions, learning preferences, and develop a daily lesson plan for each Learning Target (a micro step towards reaching the standard).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is appropriately paced: “Viable curriculum means that the power standards, instructional calendar (pacing guide), and daily instruction are all manageable and can be realistically taught to mastery levels in the instructional year.” <input type="checkbox"/> Includes interventions/remediation: “Appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.” <input type="checkbox"/> Contains the following Key Components of a Curriculum: introduction, prerequisite skills and knowledge levels, standards, marked Power or Priority Standards, outcomes or Learning Targets, content framework, unit plans, assessment ideas, differentiation ideas, resources and references, etc. <input type="checkbox"/> Is viable across many different types of classrooms and teachers
<p>T = Target (Learning Target)</p>	<p>A Learning Target includes a powerful verb and specific content that becomes the learning goal for the day’s lesson. It’s what the student will know and be able to do at the end of the lesson. The kids can explain what they are to accomplish during that class period because of this posted Learning Target. A Learning Target is a micro-goal based on the Big Goal: The Standard. IT IS NOT THE STANDARD, but rather a step toward achieving the standard. Curriculum is set up so there is a sequence of Learning Targets or progression of learning goals.</p> <p>Pre-assessments are given to help the teacher to know where the students are with these Learning Targets before instructional planning begins. The data gathered from pre-assessments actively guides the teacher’s/team’s lesson planning and instructional</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are clearly posted and can be seen by all students <input type="checkbox"/> Can be reached by the end of the lesson that day (it is the goal of that daily lesson) <input type="checkbox"/> Are connected & aligned to your state standards (a micro-step toward the standard) <input type="checkbox"/> Are written in student-friendly language (could be in images for younger students) <input type="checkbox"/> Include an appropriate, rigorous verb and content/skills with “I Can” <input type="checkbox"/> Are used, explained and shared with students throughout the lesson (beginning, middle and end) <input type="checkbox"/> Can be explained by the students if asked <input type="checkbox"/> Are aligned with upcoming formal or informal assessments

	<p>delivery so that all students can access and achieve the goals.</p> <p>Once the Learning Targets (micro-goals) are clear and aligned to achievement of the Standards (Big Goals), teachers design ways to collect evidence of students' mastery towards the Learning Targets (these are your Assessments).</p>	
<p>A = Assessment with Engaging Instruction</p>	<p>Once the goal is crystal clear (via standard and Learning Targets), then teacher teams design engaging instruction and an assessment to determine what the evidence will be for reaching that goal.</p> <p>Engaging instruction is all about using high-impact, evidence-based strategies and tools that help students get it to: "Got It!" (See Source: Teaching with Instructional Cha-Chas: 4 Steps to Make Learning Stick)</p> <p>On a larger scale, teachers design summative assessments that are strategically placed within each unit to measure students' mastery levels towards the standards. On a smaller, daily level, educators design daily formative assessments that give teachers visible, tangible evidence of progress towards the Learning Target/s (which eventually lead to the standard). Bottom Line: The difference between a summative and a formative is <i>when</i> you give it to students in the learning and <i>how</i> you use it.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the tasks or work that the students are doing, making, saying or writing to accomplish the goal; students are practicing what they learned. <input type="checkbox"/> Are calibrated to the Learning Target – directly connect <input type="checkbox"/> Measure the mastery of the Learning Target (quantifiable – you can collect data to determine where each student is with the Learning Target) <input type="checkbox"/> Have clear Criteria for Success (maybe even a sample) to explain the characteristics and qualities of a successful attempt <input type="checkbox"/> Should be "checked" by teacher and student to drive the next steps of instruction (evidence that students achieved the Learning Target) <input type="checkbox"/> Examples: writing, Socratic Seminar, sorting, Depths of Knowledge verbs/tasks, technology products, presentations, mindmaps, question/answer, discussions/debates, graphic organizers, etc. <input type="checkbox"/> Can be accomplished individually (independent work) or within a group (cooperative learning)

	<p>Teachers must ensure alignment of the assessment (can be products, writing, discussions, performances, demonstrations, etc.) to the Learning Target and to the standard. Ask: <i>Does this assessment or task give me evidence of where students are with the Learning Target? Do the verbs of thinking match up with the task? How will they know they are being successful towards the goal?</i></p> <p>Teachers, along with student input when appropriate, design the details of the formative and summative assessments so there is clarity to the tasks and so they know exactly what is needed to reach the Learning Targets successfully (Called Criteria for Success).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Are not graded but rather are checked, analyzed, and used to determine next steps (to inform instruction) <p>Summative Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are given after many formative assessments and much feedback <input type="checkbox"/> Align with that unit’s formative assessments <input type="checkbox"/> Are graded and used to determine next steps (reteach, redo/retake) <input type="checkbox"/> Are designed by teachers based on a section of standards (Learning Targets) that were already taught – they measure mastery level. <input type="checkbox"/> Are designed and used hand-in-hand with the proficiency scales <input type="checkbox"/> Are not just tests or quizzes but rather can also be products with rubrics to guide the work. <input type="checkbox"/> Should never be a surprise to the students (the date and the contents are always known well beforehand) <input type="checkbox"/> Should have student and teacher reflection opportunities after the test (what went well, what didn’t go so well and why, how to fix those mistakes, etc.) <input type="checkbox"/> Results could be graphed by the students so they can see progress toward the standards.
<p>R = Rubric (Criteria for Success) with Rigor</p>	<p>A rubric is just one effective tool for helping students know what it takes to be successful towards the Learning Target through the formative assessment. Rubrics organize the criteria for the task or the assessment into levels of description about various aspects of the work and are used to assign a rating to</p>	<p>Your Criteria for Success for the formative assessment has the following characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It lists individual attributes of the quality/quantity of the excellent product, performance or main formative. <input type="checkbox"/> It contains present tense verbs. <input type="checkbox"/> It links to the Learning Target.

	<p>each of the rubric components. “Criteria for Success are the qualities that must be present for performances and products to meet the standards and be deemed successful” (Saphier, Haley-Speca and Gower, 2018). The Criteria for Success for each product/assessment help students visualize the Learning Target and give clarity to the desired outcome.</p> <p>A rubric should be a vehicle for meaningful feedback from teacher to student, student to self and potentially student to student on next steps towards meeting that Learning Target. Before giving feedback to a student(s) based on the Criteria for Success, it is important that students provide evidence that they themselves have used the criteria to self-assess their work.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> It is discussed, understood and agreed upon prior to undertaking the product or performance. <input type="checkbox"/> It is either written down visually or visually represented for students to refer to as they complete the task <input type="checkbox"/> Examples: checklist, rubric, template/graphic organizer, student self-assessment, etc. <input type="checkbox"/> It is presented through concrete models of work that exemplify the criteria (exemplar). <input type="checkbox"/> It may be further clarified by examining and discussing models of work that do not exemplify the criteria (non-exemplar). <input type="checkbox"/> It is developed with student input when appropriate. <input type="checkbox"/> It is the basis for assessment and feedback by students, by teachers, and when appropriate, by their peers. <input type="checkbox"/> It is used to help you differentiate for your students.
<p>S = Student, Peer, and Teacher Feedback (Student Agency)</p>	<p>Provide co-designed clear criteria with students, modeling how to self-reflect and peer assess using that criteria. Provide time and techniques to guide students toward more reliable self-feedback and reflection that invokes thoughtful analysis of progress thus far, which then leads to helpful next steps in learning and growth, <i>not</i> comparison, status, or defensiveness.</p> <p>Student should be able to say: “If I can accomplish this task or main formative, then I have met the Learning Target. If my work does not meet this goal, both my teacher and I, using the criteria for success, know where to focus our effective effort next.” The Criteria</p>	<p>Student Self-Assessment and Teacher Feedback:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are based on the Criteria for Success for reaching the Learning Target <input type="checkbox"/> Are written with student-friendly language and co-designed <input type="checkbox"/> Are in a format that encourages reflection <input type="checkbox"/> Are actionable ideas about what is going well and what gaps need to be closed in order to reach the learning goal. <input type="checkbox"/> Are descriptive, timely, consistent, constructive, and specific to that individual student and his/her work <input type="checkbox"/> Visually show growth, progress and potential (setting more goals to close the gaps in the learning) <input type="checkbox"/> Are action-oriented and need follow-up

	for Success guides teacher, peer and student feedback and the next steps for mastery.	
S = Success Celebrations or Next Steps Action Plan	<p>With dopamine's help, success breeds success. Let's model how to reflect on and even celebrate success, and find meaning in every step (both large and small), towards achieving our goals. We can also model how to respond when a step (or steps) was not successful. Here we promote the oft-shared interpretation of F.A.I.L. as, "First Attempt in Learning." Failure is not an inescapable pit. We need to truly understand, interact with, and believe in failure's role as a steppingstone to success. While we positively affirm student progress and encourage them to do so as well, they hear what they are doing correctly and accurately (versus a focus on all the mistakes) to see themselves as capable problem-solvers and goal attainers.</p>	<p>Success Celebrations and Next Step Action Plans:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are responses to the checkpoints (can be formative or summative) <input type="checkbox"/> Are celebrations of progress and achievement of a goal or Learning Target that are co-designed with student and teacher (high fives, placing work in portfolio, share the work with a partner, read the writing from author's chair, special certificates of honor, etc.) <input type="checkbox"/> Are not extrinsic rewards (candy, food, toys, etc.) but rather descriptive praise, checkmarks or stars on the Criteria for Success templates, etc. <input type="checkbox"/> Produce a plan of action of relearning a concept through reteaching or special intervention time <input type="checkbox"/> Use an MTSS/Response to Intervention Schedule to determine how to close the larger gaps noticed

Unwrapping Essential Standards Process

1. Write out entire Essential Standard:		
2. UNWRAP THE ESSENTIAL STANDARD		
What do we want students to do? (verbs)	With what knowledge or concepts? (nouns)	In what context? For what purpose?

3. List potential daily **learning targets** to get the students to this standard and then sequence them with a number (#1 – first LT to teach, #2 – second LT to teach, etc.). Use “I Can” and circle the verb.

Weekly Planning Matrix

Week: _____

	Standard	Learning Target	Vocabulary to Teach	Main Formative	Criteria for Success	Strategies to Use (Differentiated Strategies)
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

All About Learning Targets

Sources: Moss & Brookhart (2019). *Advancing Formative Assessment in Every Classroom*. ASCD

Chappuis, Jan. (2019). *Seven Strategies for Assessment for Learning*.

Reeves, Anne. (2014) *Where Great Teaching Begins*. ASCD.

Dueck, Myron (2014). *Grading Smarter Not Harder*. ASCD

Moss & Brookhart (2012) *Learning Targets*. ASCD

1. A Learning Target includes a powerful verb and specific content that becomes the learning goal for the day's lesson. It's what student will know and be able to do by the end of the lesson. The kids can explain what they are to accomplish during that class period because of this posted and shared Learning Target.

2. A Learning Target is a micro-goal based on the Big Goal: The Standard. It's a specific step toward accomplishing the big, broad standard. IT IS NOT THE STANDARD, but rather a step toward achieving the standard.

3. Learning Targets should have **powerful verbs** that you can visualize your students doing. Avoid the following vague verbs: understand, learn, know, explore, be familiar with, comprehend, appreciate, think about, see, and realize.

4. To help you create a better Learning Target, add the phrase **"at the end of this lesson"** before it. EX: At the end of this lesson, students will write a How To about how 5 local businesses have come into existence as a result of urbanization.

5. Characteristics of Good Learning Targets:

- They are clear and specific
- They focus on thinking rather than activities
- Their mastery can be demonstrated
- They are measurable (mastery, close or not yet)
- They help students get to a bigger picture: the standard
- They are written so students understand them and with "I can" language.
- They are shared and explained by the teachers so the goal for that lesson is clear to the students. So, they can self-assess!

6. Four types of targets:

- **Knowledge-level learning targets** (What do I need to know?) EX: I can list 4 conditions in 1930s Germany that resulted in Hitler gaining power.
- **Reasoning- level learning targets** (What can I do with what I know?) EX: I can explain how the U.S. followed a policy of isolationism in the 1930's. Other verbs: *hypothesize, critique, draw conclusions, justify, evaluate, etc.*
- **Skill-level learning targets** (What can I demonstrate?) EX: I can research a member of the Jewish community from 1930's Germany and give a 2-minute speech on his/her specific concerns or challenges.
- **Product-level learning targets** (What can I make to show my learning?) EX: I can write a 1-2-page reflection on my experience at our own Paris Peace Conference. My written assignment will incorporate the following topics...

ELECTRONIC PRODUCTS SITE (rubrics, checklists):

<http://www.schrockguide.net/assessment-and-rubrics.html>

**Special Note: Reasoning- level learning targets are the type most commonly used. We assess their thinking towards the Learning Target.

7. Every Learning Target must be assessed somehow in order to determine who was successful hitting it and then responding to those who didn't make it to the Learning Target. To determine: Pre-Assessment, Formative Assessment or Summative Assessment; Traditional or Alternative; Does this assessment help students get to the Learning Target? Is it evidence of mastery? Is it valid and reliable? Does this assessment make learning "visible" so teacher and students will know the level of mastery towards the Learning Target?

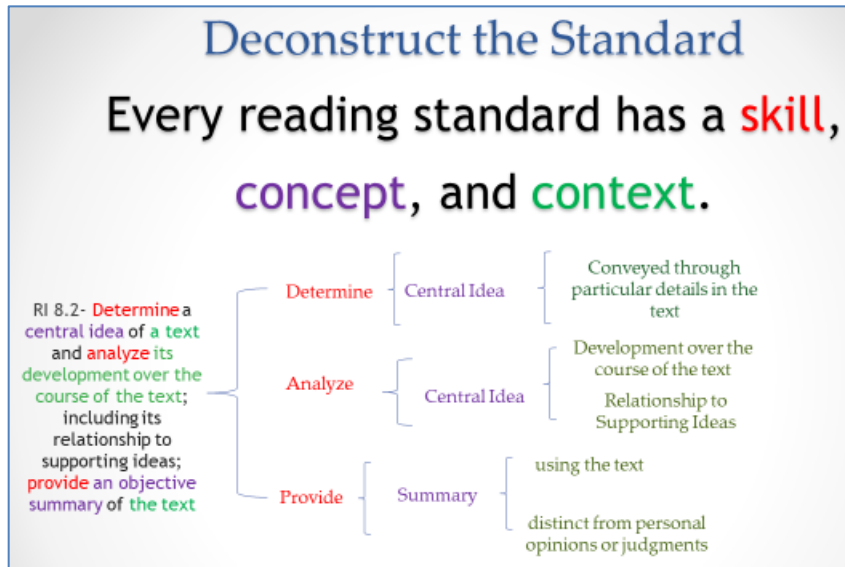
CHALLENGE: Give students a list of Learning Targets at the beginning of a unit so they can progress monitor their levels of mastery of each Learning Target.

www.thecurriculumcorner.com (has examples ready to go)

8. What is the process for designing Learning Targets that are fully aligned towards the standards?

- Always create Learning Target Progressions towards a standard with a group of teachers who know the students and standards. School A will have a different progression than School B because students are different. But you can still design a set of progressions before meeting the students. Just determine where to start instruction within that progression. (some schools might have smaller chunks in their lessons, might be able to skip a few Learning Targets in the progression because of the pre-assessment results; etc.
- Learning Targets are designed by a group of teachers who are "unwrapping" or "deconstructing" a standard: What the students should know, understand and be able to do after mastering this

standard. We list the concepts in the standard in the following way to help us understand the details towards mastery of the standard:



- C. Then we write potential student-friendly Learning Targets in a logical sequence for teaching those skills and concepts. We place them in a progression. What a progression? It’s a set of sequential daily Learning Targets that students will need to mastery in order to get it to “Got It!” (The Learning Target). See example from Delaware’s website (<https://www.doe.k12.de.us/Page/2425>):

GRADE 5: Writing Standard 1

College and Career Readiness (CCR) Anchor Writing Standard (1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Grade 4: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Grade 5: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Grade 6: Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		
Progression to Mastery	Key Concepts	Guiding Prompts
<ul style="list-style-type: none"> • Identify an issue in a topic or text • Agree or disagree with the issue • Develop an opinion and hook the reader into caring about the opinion 	<ul style="list-style-type: none"> • Opinion/Position • Reason/support • Evidence • Writer’s purpose • Opening Techniques (e.g., direct statement, personal connection, fact-based) 	<ul style="list-style-type: none"> • What is the topic or text you are writing about? • What is your opinion? • Why do you think this? • Can the reader tell what you think about the topic? How?

<ul style="list-style-type: none"> • Introduce reasons that will be developed later to support opinion • Organize and logically group ideas to support writer's purpose • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose 	<p>question, quotation, analogy, fact or detail)</p>	<ul style="list-style-type: none"> • How did you introduce the piece? • In the introduction did you hook the reader into caring about your opinion? • How did you introduce your reasons? • What is the best way to group your information? • Does it support your purpose?
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D. Then each Learning Target becomes a lesson to teach.

9. Now we get to design a daily lesson plan to help our students reach that one Learning Target (which ultimately, they are all tied together so mastery of the standard occurs). In order to share the Learning Target so students own the goal for that lesson, Jan Chappuis (2019) explains the following steps to ensure that it's super clear to our learners.

A. Identify words or phrases that are in the Learning Target that might need explicit instruction or an image shared to clarify the meanings. (Ask yourself: Which terms might confuse them?) Teach them while sharing the Learning Target. Create visuals or simple phrases to help them remember the meaning of the words. Make sure all teachers agree on the definition of the term and they are lined up with state assessments.

B. Use the "I can..." language since it supports positive intention. Yes, all kids can get it to "Got It!" but they will get there on different days and in different ways. But they can with your support, reteaching, feedback, time, and positive relationships.

C. Show students the Criteria for Success, formative, exemplars so they can visualize what the success of that Learning Target will look like. Warning: Showing them a completed worksheet will not excite them about that lesson! Use other formatives!

D. Share the Learning Target visually and verbally several times in that lesson. Teach them toward mastery of that Learning target, and then assess! Then you get to practice the formative assessment process...To Be Continued!

The Criteria for Success for a Fully-Aligned Lesson

TEACHER LESSON PLANNING GUIDE

<p>Learning Target:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly posted and can be seen by students <input type="checkbox"/> Written in student-friendly language <input type="checkbox"/> Includes an appropriate, rigorous verb and content/skills with “I Can” <input type="checkbox"/> Connected & Aligned to your state standards <input type="checkbox"/> Used throughout the lesson (beginning, middle and end) <input type="checkbox"/> Student is able to explain to visitor the Learning Target <input type="checkbox"/> Can be reached by the end of the lesson that day
<p>Formative Assessments:</p>	<p>Main Formative:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student work is calibrated to the Learning Target – directly connects <input type="checkbox"/> Measures the mastery of the Learning Target (quantifiable – you can collect data to determine where each student is with the LT) <input type="checkbox"/> Has the Criteria for Success to explain the characteristics and qualities of it. <input type="checkbox"/> Should be “checked” to drive your next step of instruction – it’s evidence that students achieved the Learning Target <input type="checkbox"/> Examples: writing, Socratic Seminar, sorting, Depths of Knowledge verbs/tasks, technology products, presentations, mindmaps, etc. <p>2-3 formatives are used in a lesson (some examples)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student work – the assignment – the main formative <input type="checkbox"/> Evidence on Dry-Erase boards <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Turn & Talk <input type="checkbox"/> Teacher Observation (clipboard) <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment <input type="checkbox"/> Writing <input type="checkbox"/> Questioning <input type="checkbox"/> Other: _____ <input type="checkbox"/>
<p>Criteria for Success:</p>	<p>Your Criteria for Success for a main formative assessment has the following characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It lists individual attributes of the quality/quantity of the excellent product, performance or main formative. <input type="checkbox"/> It contains present tense verbs. <input type="checkbox"/> It links to the Learning Target. <input type="checkbox"/> It is discussed, understood and agreed upon prior to undertaking the product or performance. <input type="checkbox"/> It is written down visually or visually represented for students to refer to as they complete the task (checklist, rubric, template, student self-assessment, etc.). <input type="checkbox"/> It is presented through concrete models of work that exemplify the criteria (exemplar).

	<ul style="list-style-type: none"> <input type="checkbox"/> It may be further clarified by examining and discussing models of work that do not exemplify the criteria (non-exemplar). <input type="checkbox"/> It is developed with student input when appropriate. <input type="checkbox"/> It is the basis for assessment and feedback by students, by teachers, and when appropriate, by their peers. <input type="checkbox"/> It is used to help you differentiate for your students.
The Chunks should have a variety of the following:	<ul style="list-style-type: none"> <input type="checkbox"/> Coherent content (logical, sequential) <input type="checkbox"/> Visuals match – Anchor Charts to explain content <input type="checkbox"/> Big picture is explained (shows how this lesson is tied to something bigger) <input type="checkbox"/> All questions must help the students get it to the Learning Target Students are active and engaged <input type="checkbox"/> Several RELEVANT examples given so students can make better connections <input type="checkbox"/> Emotions are evoked positively to enhance memory of concepts <input type="checkbox"/> Many retrieval opportunities
I Do = Direct Instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Target is shared – purpose of lesson <input type="checkbox"/> Teacher models the skill being taught – use a Think Aloud <input type="checkbox"/> VAK – visuals (anchor charts, word walls, models, cycles, etc.), auditory (music, chants, rhymes, video clips), and kinesthetic tools should help them remember the content. <input type="checkbox"/> Developmentally appropriate amount of time teaching <input type="checkbox"/> Introduce key vocabulary words <input type="checkbox"/> Lots of examples shared <input type="checkbox"/> Could be small group of students or whole group
We Do = Guided Instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Could be small groups of students or whole group -the small groups share a common need <input type="checkbox"/> Practice and teach the chunks from above WITH the kids – make sure they have dry-erase boards or paper, etc. <input type="checkbox"/> Create many questions to ask students to answer to help you with the instruction. Students respond to the many cues, prompts and questions that the teacher has planned to guide students. <input type="checkbox"/> Students might take notes during this section but are highly engaged <input type="checkbox"/> Many little bitty formatives and/or Total Participation Techniques (TPTs) <input type="checkbox"/> Play ignorant: “Did I get that right?” or “I can’t remember the next steps.” <input type="checkbox"/> You are checking for understanding and giving feedback.
Two Do = Collaboration Small groups practice together	<ul style="list-style-type: none"> <input type="checkbox"/> Small groups of students (less than 4) are practicing the skill or conversing about what was learned. <input type="checkbox"/> Create engaging activity that students can do collaboratively in a high engagement manner. Make sure to give them Criteria for Success for working as a group and what that end product should look like/sound like. Might need an exemplar and rules for group work. <input type="checkbox"/> Create questions for groups to discuss/debate

	<ul style="list-style-type: none"> □ Make sure resources are available so they can practice. □ You are checking for understanding and giving feedback.
You Do	<ul style="list-style-type: none"> □ Usually quiet during this time. Students will need to work on a main formative independently to show you how close they are to the Learning Target. □ Make sure students are using the Criteria for Success for this section. □ Bonus: Student self-assessment planned based on where the student feels he/she is with the Learning Target. □ Check for understanding so students are not practicing incorrectly. □ Closure to the lesson – wrap it up. Go over Learning Target

Examples of Formative Assessments

Quick Little Bitty Chews

Research: Giving students opportunities to “quiz”, chew, or recall information often in the classroom, along with *effective feedback (through checking)*, had an effect size of more than **.80** on student achievement.

www.retrievalpractice.org (Agarwal, Pooja; Roediger, Henry; McDaniel, Mark; McDermott, Kathleen. (2017). How to Use the Retrieval Practice to Improve Learning. Institute of Educational Sciences. St. Louis: Washington University).

- Dry Erase Boards
- Exit Slips
- Super Sleuth
- Think-Pair-Share (Turn & Talk)
- 30 Second Expert
- Quick Write
- Quick Draw
- Anchorperson
- Ball Toss
- Do 3 and Come See Me
- Show Me Cards
- Observations with Cruisin' Clipboards
- Student Self-Assessments
- Touch Cards with vocabulary words or concepts
- Thinking Job – tabs
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-
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Examples of Formative Assessments

Longer, Deeper Main Formatives

The following Effect Sizes came from:

Hattie, John (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, NY: Routledge.

Hattie, John (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. New York, NY: Routledge.

Fisher, Fry, and Hattie (2017). *Teaching Literacy in the Visible Learning Classroom (Grades K-12)*. Thousand Oaks, CA: Corwin Press.

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| <ul style="list-style-type: none"> ● Organizing conceptual knowledge = .85 ● Worked Examples = .57 ● Classroom Discussion (formal like debate) = .82 ● Response to Intervention = 1.29 ● Jigsaw Method = 1.20 ● Scaffolding = .82 ● Metacognitive Strategies = .60 ● Peer Tutoring = .53 ● Prediction = .76 ● Identifying similarities and differences = 1.32 | <ul style="list-style-type: none"> ● Summarization = .79 ● Underlining and Highlighting = .50 ● Annotating = .63 ● Phonics Instruction = .54 ● Comprehension Strategy Instruction = .60 ● Synthesizing Across Texts = .63 ● Reciprocal Teaching = .74 ● Repeated Reading = .67 ● Vocabulary instruction = .67 ● Close Reading = .63 ● Writing = 1.47 (Graham & Perin, 2007) |
|---|--|

Daily Lesson Plan

Subject/Unit: _____ **Grade:** _____ **Date to be Taught:** _____

Standard:

Learning Target:

<p>Main Formative: (Evidence for achieving the LT)</p>	<p>Differentiation Explained:</p>	<p>Criteria for Success (check type):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist (Self-Assessment) <input type="checkbox"/> Peer Assessment <input type="checkbox"/> Exemplars/ Non-Exemplars <input type="checkbox"/> Other: _____ 	<p>Criteria for Success (explain details):</p>
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<p align="center">The Chunk Explained: What Teacher Will Do</p>	<p align="center">The Chew Explained: What Students Will Do</p>	<p align="center">Checking For Understanding; (Check those that apply)</p>
<p>Beginning Chunks (I Do)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket/Final Stretch Check <input type="checkbox"/> Electronic Tools <input type="checkbox"/> Dry Erase Boards – quick checks <input type="checkbox"/> Turn & Talk Discussion (verbal responses) <input type="checkbox"/> Teacher Observation – document on Cruisin' Clipboard <input type="checkbox"/> Writing <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative- evidence <input type="checkbox"/> Other: _____
<p>Middle Chunk (We Do)</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Exit Ticket/Final Stretch Check <input type="checkbox"/> Electronic Tools <input type="checkbox"/> Dry Erase Boards – quick checks <input type="checkbox"/> Turn & Talk Discussion (verbal responses) <input type="checkbox"/> Teacher Observation – document on Cruisin' Clipboard <input type="checkbox"/> Writing <input type="checkbox"/> Self-Assessment/Peer Assessment <input type="checkbox"/> The Main Formative- evidence

Middle Chunk (Two Do/Group Do) – Collaboration

Ending Chunk (closure) (You Do)

- Exit Ticket/Final Stretch Check
 - Electronic Tools
 - Dry Erase Boards – quick checks
 - Turn & Talk Discussion (verbal responses)
 - Teacher Observation – document on Cruisin’ Clipboard
 - Writing
 - Self-Assessment/Peer Assessment
 - The Main Formative- evidence
- Other: _____

August	September	October	November
December	January	February	March
April	May	June	July

Overview of the Day
Teacher Self-Assessment Tool to Determine Journey Path

Criteria for a Successful Journey	YES!	Starting	Not Yet
1. I can articulate the basics of how to plan my subject area/grade level curriculum to ensure I'm teaching the standards. I can give a brief explanation the components of the curriculum journey.			
2. I know my standards for each unit of instruction . I know a variety of resources that will guide each unit of instruction.			
3. I know how to find the Essential Standards in each unit and how to use them to ensure that all students master each one.			
4. I can unwrap Essential Standards to determine a possible Learning Target Progression that will guide my students with baby steps to mastery of the standards.			
5. I can help my school develop a Guaranteed and Viable Curriculum – I have strengths that will help the entire school with this process.			
6. I can create a pacing calendar for each subject that I teach to ensure that the Essential Standards have adequate time and energy spent on them so there is stronger student mastery of these Essential Standards.			
7. I can list a variety of daily formative assessments that will measure where my students are with the daily Learning Targets that ultimately tell me how they are "going" towards the standard.			
8. I can set goals throughout my school year to ensure that I'm improving how I plan my curriculum and eventually plan my daily lessons. I'm ready to take the curriculum planning journey!			