Training for the New Georgia Performance Standards
Days 4 and 5: Making Instructional Decisions

Content Facilitator’s Guide
ELA K-3

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.
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Overview

Days Four and Five Objectives

By the end of day five of training, participants will be able to:

1. Explain why designing instruction is stage three in the standards-based education process.

2. Describe the WHERE TO method of identifying the purpose of instructional strategies.

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

4. Develop a balanced instructional plan 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
- Overview 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 flipcharts
- Markers

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)


C. Sample teacher assignment and student work

D. Sample Curriculum Maps (see note on page 58)

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 4. 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 one of training.


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.


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.


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.

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.


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.


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.


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.

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.


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*.


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.


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

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

Designing an Instructional Unit

- Hook: Vocabulary Activity
- Group Presentations: The Essential Nine
- Completing a Sample Unit
- Learning Plan

Examining Student Work

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

Curriculum Mapping

- 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
- Overview 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.

Slide: Quotation 2. Show slide.

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 appropriate as we begin.

➢ 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 quote 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 occurs 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 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 quote, 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.
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?

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."
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](image)

- 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?
- 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...**
Overview of the Training

Slide, *Training Overview: Days Four & Five*

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

   - First, we’re going to look at an overview of 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 will take the majority of our time. In it, we’ll focus on how to select and design a balance of instructional activities, in much the same way as 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 mapping curriculum.
2. Show slide, Days 4 & 5 Objectives.

3. 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.

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

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.**

   - Essential Question 1
     - Why is instruction stage 3 in the backward design process?

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?

See slide, Covering vs. Uncovering: What does it mean to “uncover”? for sample answers.

Slide, Uncovering vs. Covering

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

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

See slide, Teaching for Breadth and Depth for sample answers.

Teaching for Breadth and Depth

- Depth
  - Unearth it
  - Analyze it
  - Question it
  - Prove it
  - Generalize it

- Breadth
  - Connect it
  - Picture it
  - Extend it

Explain that more information on each of these points is contained on page 7 in the Participant’s Guide.
### Teaching for Breadth and Depth (PG-7)

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

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.

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

8. Show slide, Essential Question 2.

9. Present: Let’s consider one more model as we start to make decisions about instruction. This is the WHERETO model.
10. Show slide, **WHERE TO: Making Instructional Decisions.** Present: This model provides some questions that we can use as we begin to consider appropriate instructional strategies for a unit.

![WHERE TO: Making Instructional Decisions](image)

11. Ask: **What is the value of using WHERE TO?**

- 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 WHERE TO 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 WHERE TO model encompasses.

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

<table>
<thead>
<tr>
<th>Mini-Jigsaw</th>
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<tbody>
<tr>
<td>Group 1: W: Pages 215 – 216</td>
</tr>
<tr>
<td>Group 2: H: Page 217</td>
</tr>
<tr>
<td>Group 3: E: Pages 218 – 219</td>
</tr>
<tr>
<td>Group 4: R: Pages 221 – 222</td>
</tr>
<tr>
<td>Group 5: E: Page 223</td>
</tr>
<tr>
<td>Group 6: T: Page 224</td>
</tr>
<tr>
<td>Group 7: O: Page 225</td>
</tr>
</tbody>
</table>

15. Ask each group to choose a recorder and a speaker.

16. Ask the participants to turn to the designated pages in the UbD Professional Development 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.

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

<table>
<thead>
<tr>
<th>Essential Question 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can using the WHERETO model help us make appropriate instructional decisions?</td>
</tr>
</tbody>
</table>
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.

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.

Essential Question 3
- What strategies are most appropriate for different types of achievement targets?
22. 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 five categories of instructional strategies listed.
- 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 not single correct way of categorizing instructional strategies. You may choose to categorize differently in your school or system.
- Placing different instructional strategies into categories can, however, help ensure that we select the best types of strategies for particular achievement targets.

<table>
<thead>
<tr>
<th>Matching Strategies to Achievement Targets</th>
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<tbody>
<tr>
<td>Achievement Target</td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Knowledge/Information</td>
</tr>
<tr>
<td>Skills/Processes</td>
</tr>
<tr>
<td>Thinking &amp; Reasoning</td>
</tr>
<tr>
<td>Communication</td>
</tr>
</tbody>
</table>

23. Ask participants to turn to page 8 in the Participant’s Guide.
General Categories of Instructional Strategies (PG-8)

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare &amp; Contrast</td>
<td>Explicit Teaching</td>
</tr>
<tr>
<td>Cues, Questions, &amp; Advance</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td>Organizers*</td>
<td>Guides for Reading, Listening,</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>Viewing</td>
</tr>
<tr>
<td>Didactic Questions</td>
<td>Identifying Similarities and Differences*</td>
</tr>
<tr>
<td>Drill and Practice</td>
<td>Mastery Lecture</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>Reinforcing Effort &amp; Providing Recognition*</td>
</tr>
<tr>
<td>Didactic Questions</td>
<td>Setting Objectives &amp; Providing Feedback*</td>
</tr>
<tr>
<td>Drill and Practice</td>
<td>Summarizing &amp; Note Taking*</td>
</tr>
<tr>
<td>Mastery Lecture</td>
<td>Structured Overview</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting Experiments</td>
<td>Model Building</td>
</tr>
<tr>
<td>Field Observations</td>
<td>Surveys</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Modeling</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>Nonlinguistic Representations*</td>
</tr>
<tr>
<td>Role Playing</td>
<td>Games</td>
</tr>
<tr>
<td>Conducting Experiments</td>
<td>Surveys</td>
</tr>
<tr>
<td>Field Observations</td>
<td>Modeling</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Nonlinguistic Representations*</td>
</tr>
<tr>
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<td>Role Playing</td>
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<tr>
<td>Field Observations</td>
<td>Modeling</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Nonlinguistic Representations*</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>Role Playing</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Questions</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td>Computer Assisted Instruction</td>
<td>Learning Contracts</td>
</tr>
<tr>
<td>Correspondence Lessons</td>
<td>Reports</td>
</tr>
<tr>
<td>Essays</td>
<td>Research Projects</td>
</tr>
<tr>
<td>Essay</td>
<td>Summarizing and Note Taking*</td>
</tr>
<tr>
<td>Independent Learning</td>
<td>Independent Learning</td>
</tr>
<tr>
<td>Assigned Questions</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td>Computer Assisted Instruction</td>
<td>Learning Contracts</td>
</tr>
<tr>
<td>Correspondence Lessons</td>
<td>Reports</td>
</tr>
<tr>
<td>Essays</td>
<td>Research Projects</td>
</tr>
<tr>
<td>Essay</td>
<td>Summarizing and Note Taking*</td>
</tr>
<tr>
<td>Independent Learning</td>
<td>Independent Learning</td>
</tr>
<tr>
<td>Assigned Questions</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td>Computer Assisted Instruction</td>
<td>Learning Contracts</td>
</tr>
<tr>
<td>Correspondence Lessons</td>
<td>Reports</td>
</tr>
<tr>
<td>Essays</td>
<td>Research Projects</td>
</tr>
<tr>
<td>Essay</td>
<td>Summarizing and Note Taking*</td>
</tr>
<tr>
<td>Independent Learning</td>
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</tr>
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<td>Assigned Questions</td>
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</tr>
<tr>
<td>Essays</td>
<td>Research Projects</td>
</tr>
<tr>
<td>Essay</td>
<td>Summarizing and Note Taking*</td>
</tr>
<tr>
<td>Independent Learning</td>
<td>Independent Learning</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Studies</td>
<td>Cloze Procedures</td>
</tr>
<tr>
<td>Concept Attainment</td>
<td>Generating &amp; Testing</td>
</tr>
<tr>
<td>Concept Formation</td>
<td>Hypotheses*</td>
</tr>
<tr>
<td>Concept Mapping</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td>Concept Mapping</td>
<td>Inquiry</td>
</tr>
<tr>
<td>Indirect Instruction</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Cloze Procedures</td>
</tr>
<tr>
<td>Concept Attainment</td>
<td>Generating &amp; Testing</td>
</tr>
<tr>
<td>Concept Formation</td>
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<td>Concept Mapping</td>
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<tr>
<td>Concept Mapping</td>
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</tr>
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<td>Problem Solving</td>
</tr>
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</tr>
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<td>Concept Mapping</td>
<td>Inquiry</td>
</tr>
<tr>
<td>Indirect Instruction</td>
<td>Problem Solving</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming</td>
<td>Interviewing</td>
</tr>
<tr>
<td>Circle of Knowledge</td>
<td>Laboratory Groups</td>
</tr>
<tr>
<td>Cooperative Learning*</td>
<td>Panels</td>
</tr>
<tr>
<td>Debates</td>
<td>Peer Practice</td>
</tr>
<tr>
<td>Interactive Instruction</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>Interviewing</td>
</tr>
<tr>
<td>Circle of Knowledge</td>
<td>Laboratory Groups</td>
</tr>
<tr>
<td>Cooperative Learning*</td>
<td>Panels</td>
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<tr>
<td>Debates</td>
<td>Peer Practice</td>
</tr>
<tr>
<td>Interactive Instruction</td>
<td>Problem Solving</td>
</tr>
</tbody>
</table>

* 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](http://www.learn-line.nrw.de/angebote/greenline/lernen/downloads/nine.pdf)
24. 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 (−).

25. 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?

26. 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.

27. 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

28. 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).
29. 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.**
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 WHERE TO (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 will present their homework assignments on "best practices" outlined in chapters from Marzano’s book, *Classroom Instruction that Works*. Participants will also focus on applying what they’ve learned in the first section. They will model strategies and complete a template for a unit.

Objective
- Given a unit plan with stages one and two completed, develop a balanced plan for instruction that include strategies appropriate to achievement targets and content.

Activities
- Hook: Vocabulary Activity
- Group Presentations: The Essential Nine
- Completing a Sample Unit
- Learning Plan

Materials
- Word Cards
- Tape
- Chart paper
- Transparencies or PowerPoint presentation
- Highlighter markers
- Marzano Handout
- K-3 Tasks
- Sample Unit
Hook Activity

1. Show slide Essential Question 4. Present: **We will work on answering this question for the rest of the day today and tomorrow morning.**

   ![Essential Question 4 Image]

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

2. Divide participants into groups of five. Choose one person in each group to be the “Word Wizard.”

3. Have “Word Wizards” assemble in front of the room. Trainer tapes a word card to each “Wizard’s” back. Send “Wizards” back to their groups.

4. Group members will give the “Word Wizards” clues to the meaning of their word to assist the “Word Wizard” in determining the target word.

5. Ask participants to work in groups until words are guessed. Allow 5-10 minutes.

6. **Discuss:** *How does this strategy compare with traditional ways of teaching vocabulary?* (allow for discussion).

7. Present: **In our next section, we will explore “best practices” that provide the basis for sound curriculum decisions and instructional approaches that lead to increased student achievement.**
Group Presentations

8. Present: **The nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels are explained in the book *Classroom Instruction that Works*, by Robert Marzano et al.**

9. Show slide, *Marzano’s Strategies*. Present: **We will review the research behind these strategies as well as the applications for the classroom. We will use these practices when we begin planning for instruction (Stage 3) in our sample unit.**

`Marzano’s Strategies`
- These nine strategies are foundations for best practices in classroom instruction.
- They are validated by findings of the National Reading Panel.
- They should guide instructional decision making in the classroom.
- We will connect the research-based strategies with the implementation of Georgia Performance Standards.

10. Show slide, *Follow Up Assignment*. Refer participants to handout (Essential Nine). These pages maybe used to enhance your Marzano book discussions and summaries of the follow up assignment from day 3.

`Follow Up Assignment`
- Read assigned chapter from Classroom Instruction that Works.
- Prepare 10-minute presentation on the “best practices” outlined in your chapter.
- Presentation should include:
  - How research supports the strategy
  - General principles for using this strategy effectively
  - Variations on the strategy
11. Facilitate activity
   - As time allows, divide participants into small groups to summarize book discussions using a graphic organizer.
   - Distribute chart papers and markers.
   - Assign book chapters to groups.
   - Each group is to discuss the information presented and design a graphic organizer using only 5 key words and as many illustrations as needed to summarize the assigned chapter.
   - Allow about 30 minutes for small group work.

12. Present: These presentations will provide a bridge to Stage 3 in the backwards design process (Learning Plan). Let’s briefly discuss the major points from our presentations.

13. Allow 10 minutes for groups to present their chapter information.

Completing a Sample Unit (2nd Grade Life Science)

14. Present: Let’s look at a unit and discuss how we can incorporate our ELA Standards in a content area.

15. Present: In previous trainings we discussed parts of a Performance Standard: Standard, Elements, Tasks, Student Work and Teacher Commentary. Tasks will play a vital role in Stages 2 and 3. Tasks provide a sample performance that demonstrates what students should know and be able to do during or by the end of the school year, can serve as activities that will help students achieve the learning goals of the standard, or can be used to assess student learning (Many serve both purposes).

16. Present: The Georgia Department of Education has posted sample ELA K-3 tasks on its website. These examples may be considered when developing a repertoire of strategies for your learning plan (Stage 3).

17. Distribute copies of K-3 Tasks to group.
18. Refer participants to the sample unit on page 10 in the Participant’s Guide.

19. Present: Let’s discuss Stage 1 of sample unit. First we will take a look at the established goals. How have multiple standards been addressed within the context of the unit topic? Can we address any other 2nd grade ELA standards?

20. Present: Now let’s look at the understandings and essential questions. How are they related to the established goals? Are there others that could be included here?

21. Present: Now let’s look at knowledge and skills. (Recall that “knowledge” is identified in terms of nouns and adjectives and “skills” is identified in terms of verbs.) How are they related to the established goals? Are there other aspects of knowledge and skills that can and/or should be addressed here?

22. Transition: We have worked thus far through Stage 1 of our sample unit plan. We will now take a look at assessment evidence in this unit (Stage 2). You will notice that there are only a few performance tasks listed in this plan.

23. Present: Let’s evaluate our assessment evidence in Stage 2 using these criteria. These criteria will be helpful in designing a balanced assessment plan.

Slide: Evaluating an Assessment Plan


<table>
<thead>
<tr>
<th>Evaluating an Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is this assessment plan balanced?</td>
</tr>
<tr>
<td>- How does the assessment plan relate to the standard(s)?</td>
</tr>
<tr>
<td>- How might we improve the individual assessments?</td>
</tr>
<tr>
<td>- Could the addition of other assessments provide a better, more complete picture of student learning?</td>
</tr>
<tr>
<td>- What other assessments might we use to obtain evidence of student learning for this unit?</td>
</tr>
</tbody>
</table>
25. Refer participants to *Evaluating an Assessment Plan* and *Design Template for Assessment for a Unit*, on pages 14 and 15 in their Participant's Guides.

26. Present: **Using the criteria for “Evaluating an Assessment Plan” and the “Design Template for Assessment for a Unit”, work at your tables to evaluate and revise Stage 2 of the sample unit.**

27. Allow participants 10 minutes to evaluate and revise Stage 2 of the sample unit. Volunteers may then present their finished products.

END DAY ONE
Learning Plan

1. **Introduction:** Our goal for today and in the remaining training sessions is to work through a step-by-step process for developing a balanced plan for instruction to include appropriate strategies for all learners.

2. **Present:** We will use what we have learned about desired outcomes, (considering goals) and determining acceptable evidence, (considering evidence) of learning, to plan learning experiences and instruction. Before we begin to plan the learning activities, let’s consider some guidelines for finalizing a plan.

3. **Show slide, Learning Plan.**

<table>
<thead>
<tr>
<th>Learning Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will need to be taught and coached?</td>
</tr>
<tr>
<td>How should it be taught in light of performance goals?</td>
</tr>
<tr>
<td>What sequence of activities best suits the desired results?</td>
</tr>
</tbody>
</table>

4. **Present:** To what extent is the learning plan effective and engaging?

5. **Present:** **Consider:** Will the students... (Show slide, WHERE TO).

<table>
<thead>
<tr>
<th>WHERE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>W know where they are going, why, and what is required of them?</td>
</tr>
<tr>
<td>H be hooked—engaged in digging into the Big Ideas?</td>
</tr>
<tr>
<td>E have adequate opportunities to explore and experience Big Ideas and instruction to equip them for the required performances?</td>
</tr>
<tr>
<td>R have sufficient opportunities to rethink, rehash, review, and refine their work based upon timely feedback?</td>
</tr>
<tr>
<td>E have an opportunity to evaluate their work and set future goals?</td>
</tr>
<tr>
<td>Consider the extent to which the learning plan is tailored and flexible to address the interests and learning styles of all students.</td>
</tr>
<tr>
<td>O organized and sequenced to maximize engagement and effectiveness?</td>
</tr>
</tbody>
</table>
6. Present:

- For the next activity, you will need to refer to the sample unit plan on pages 10 to 13 in your Participant’s Guides.
- The first two pages (10 and 11) contain the completed Stages 1 and 2.
- You will now complete Stage 3, which is on pages 12 and 13.
- If you prefer, you can use a different format.
- The first page will be used to list best practice learning activities, considering the WHERE TO elements. When planning Stage 3 of the unit, all activities and strategies, such as the Marzano strategies discussed earlier should be embedded in the plan.
- The second page is an instructional map of learning activities for the entire unit.

7. Assign participants to work in groups. Make sure everyone has a suitable working peer group.

8. Present: You are going to have an hour and a half to complete this activity in small groups, but we are going to take two or three pauses in the middle to share our thinking.

9. Facilitate activity:

- Ask groups to begin working.
- At a suitable time, ask participants to pause in their work.
- Ask each group what they have accomplished, what insights they’ve had. Ask how they are providing a balance of strategies in the activities.
- Repeat this process as groups seem to need it.
- At the end of ninety minutes, allow groups to share their work and concerns if need be.
10. Show slide, *Essential Question 4* and ask participants for final comments on this question.

![Essential Question 4](image)

11. Transition: **Now that we have completed Stages 1, 2, and 3 of the Unit Plan, it is vital to examine protocols for improving the quality of student work.**
Exercising 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  
1. 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-15  
2. Refer participants to How We Know What Students Know and Are Able to Do, on page 15 in their Participant’s Guides. (See next page.)

3. 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  
4. 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.

From the Association for Supervision and Curriculum Development (ASCD).
5. 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?


Exercising Student Work: What is it?
- 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

7. 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)
8. 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

9. 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.

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

- Teachers share responsibility among themselves for improved practice and for improved student achievement.

11. 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 of what teachers do and students learn.
12. 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 what proficient work looks like. 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.

13. 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?
14. 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?**

- Agreed upon guidelines for a conversation
- Build the skills and culture necessary for collaborative work
- Allows groups to build trust doing substantive work together
- Creates a structure that makes it safe to ask challenging questions
- Ensures equity and parity in terms of how each person’s issues are attended to
- Give a license to listen without having to continuously respond
- Helps make the most of the time available
15. Show slide, *Three Sample Protocols*. Present: **We are going to look at three protocols today:**

<table>
<thead>
<tr>
<th>Three Sample Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Tuning Protocol</td>
</tr>
<tr>
<td>- Standards in Practice (SIP)</td>
</tr>
<tr>
<td>- Collaborative Assessment of Student Learning (CASL)</td>
</tr>
</tbody>
</table>

- **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, it helps schools improve student achievement by monitoring the effectiveness of instruction. SIP looks at teacher work through the lens 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.
16. 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](http://www.lasw.org)) maintained by the Annenberg Institute for School Reform. This web site includes a synopsis of a dozen different strategies for examining student work as well as links to learn more about each of them.

17. 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

18. Transition: **Let’s use a jigsaw activity to explore these three protocols.**

19. 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 16-19)
     2. SIP (pages 20-29)
     3. CASL (pages 30-32)
   - 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?

20. Allow 25 minutes for small group work.

21. Ask each group to report out.

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

Slide, *Essential Question 5*

23. 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

1. 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](image)

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

2. Ask: **What is teacher commentary?**

   - 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!)

3. Ask: **What is the purpose of teacher commentary?**

   - 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.
4. Ask: **How often should one provide teacher commentary on student work?**

- 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, 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
- 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.

5. Ask: **What are some guidelines for providing good teacher commentary?**

- 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-28 6. Refer participants to a summary of the above information on page 28 in their Participant’s Guides.
# Teacher Commentary (PG-31)

<table>
<thead>
<tr>
<th><strong>What</strong></th>
<th>Feedback to students that lets them know how the student’s “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!)</th>
</tr>
</thead>
</table>
| **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, 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

7. 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.

8. Allow ten minutes.

9. Ask participants to share their commentary with a partner. Ask partners to provide “commentary on the commentary.”

10. Allow five minutes.

11. 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

12. Show slide, Essential Question 6, and ask participants to share their observations.

Essential Question 6

- How can we use teacher commentary to increase student learning?
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.
Basic Principles for Curriculum Mapping

Sample maps

1. Distribute sample maps.

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

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

Slide, Essential Question 7


4. Ask: **How is mapping like planning a group tour for 100 people in Europe?** Jot down your thoughts, then share with your table partners.

5. 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.
   - Could there be a common assessment at the end of the trip if there were no common itinerary?
6. 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

7. 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 picture of students’ long-term experiences
  - Serves as a communication tool
  - Shows potential links
  - Provides timeline for new teachers

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 a communication tool, 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 pacing the curriculum.

8. 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.

9. Present: The samples you have are different from each other, and the variations on the curriculum map 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.
10. Show slide with sample maps, *Grade Level Content Maps*. Explain that these are just two types of examples.

![Grade Level Content Map 1](image1)

![Grade Level Content Map 2](image2)

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

![What types of maps would serve you well?](image3)

12. Divide the class into groups of 3 – 5. Provide each group with flipchart paper (or other large-format paper) and markers to display each idea they have. Encourage creativity.

13. Allow 25 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?

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

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**Essential Question 7**

- How can we map out our units over the course of a year?
16. Summarize the workshop: Ask participants to volunteer one immediate and one long-term “to do” related to instruction.

17. 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?

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18. Present: This has been a challenging year for all of us, but you’re I’m confident that you’re ready to begin implementing the GPS. Remember that those of us at the DOE are always available by phone or email to answer questions or provide assistance.