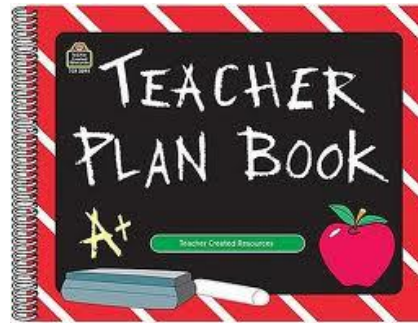


The Danielson Rubric: From Paper to **Practice!**



Lesson Planning and Instruction:
Bringing to life the **behind-the-scenes**
work of organizing highly effective
classroom instruction!



Today's Agenda



- Planning and Preparation
- Instruction
- Our Stories
- Reflection

Constant Reflection Results in Remarkable Teaching and Learning!

BEFORE

- **How** do my lessons reflect the Common Core “shifts”?
- **How** do my lessons support 21st Century Skills?
- **How** do my lessons reflect academic rigor?
- **How** do my lessons engage students in collaborative learning and enhance their collaborative learning skills?

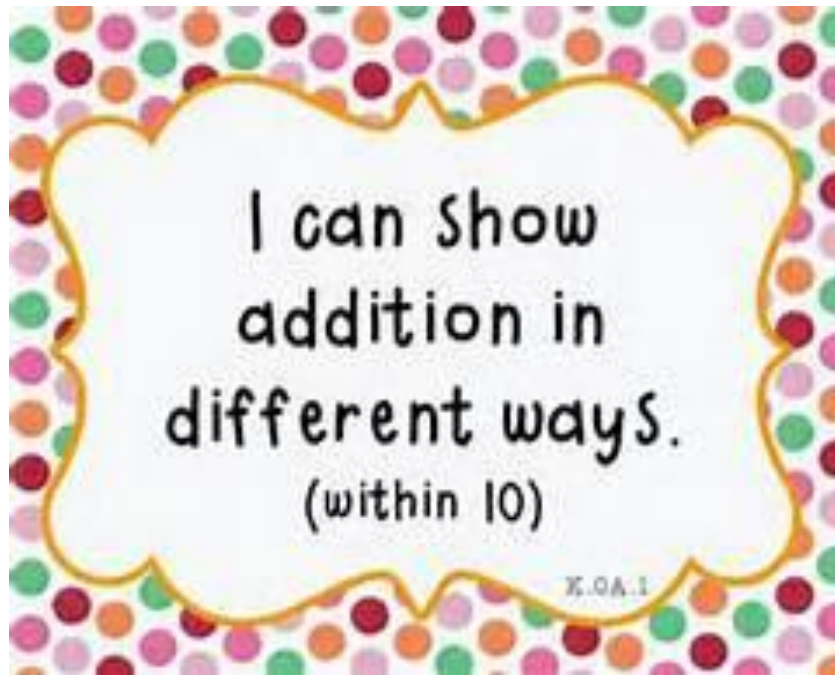
Make Objectives Rigorous!

Objectives: rewrite and tighten with assessments in mind (**BACKWARD DESIGN**)

- Connect to assessments
- Know and Do: I CAN STATEMENTS!
- Include assessment of “next skill” at the top of lesson plans
- Write/review assessments before writing lesson plans

from Bambrick-Santoyo's *Driven by Data*

Empowering Our Students: “I Can Statements”



Student-Created I Can Statement Displays



What Good/Not So Good Planning Looks Like on Paper:

- Specific Learning Objectives
- Engaging Instructional Modes (Procedure)
- Materials to be used are Supportive of Student Outcomes
- Effective Methods of Assessing Student Learning (formative and summative)
- Challenging Assignments with opportunities for success
- General Learning Objectives
- Teacher-Centered Procedures
- Materials to be Used are not Supportive of Student Outcomes
- Methods do not engage learners
- Assignments provide “more of the same”

Expectations adapted from the Sparke Faculty Handbook

ASSESSMENT STRATEGIES

h) Teacher uses assessment strategies to measure student understanding of the lesson objective(s).

Teacher develops and uses extensive and varied forms of assessment to measure student performance relevant to content curriculum and NYS Standards. Assessments are clearly communicated to students and assessment results are consistently used to adjust instruction.

Teacher develops and uses appropriate assessment tools to measure student performance relevant to content curriculum and NYS Standards. Assessments are clearly communicated to students and instruction is adjusted based on assessment results.

Teacher uses appropriate assessment tools consistently applied to content curriculum and NYS Standards but not clearly communicated to students.

Teacher uses limited assessment tools which are inconsistently applied to context curriculum and/or not relevant to NYS Standards.

Our Stories.....

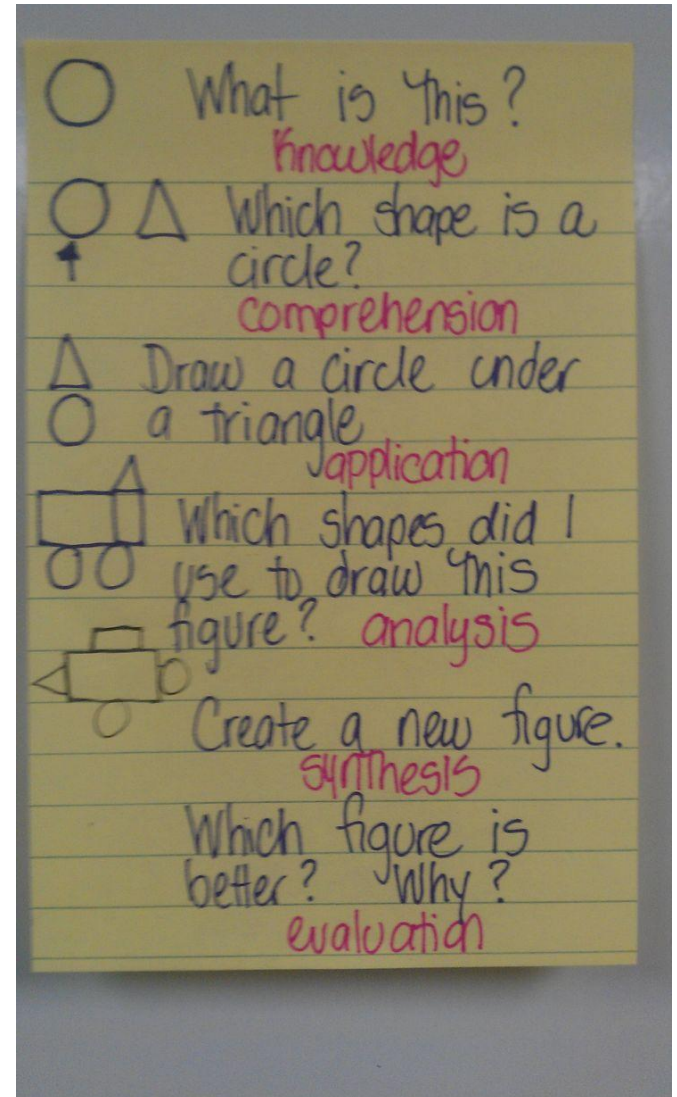
- Key Techniques allow us to track learning and adapt instruction on the spot!

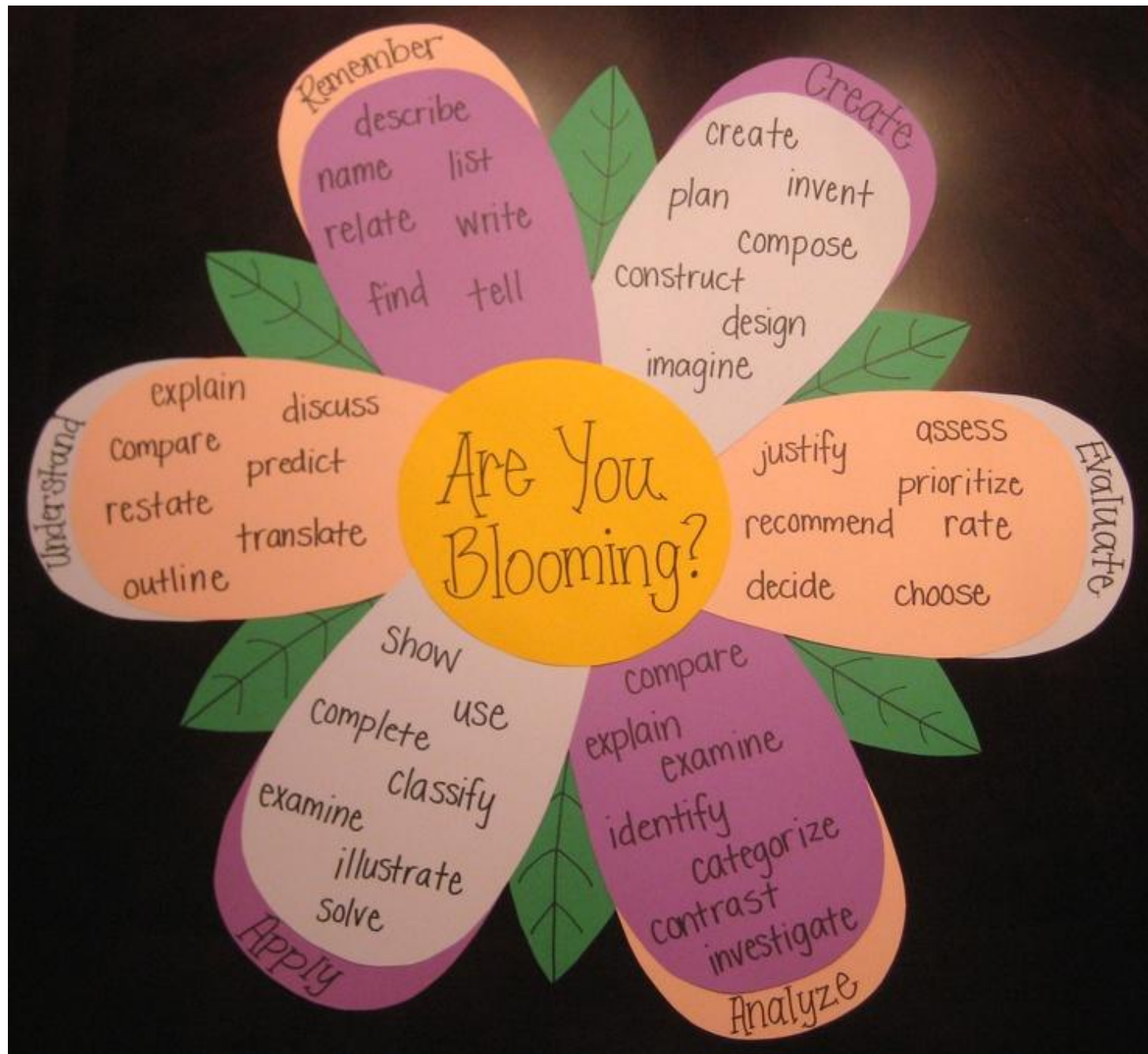
QUESTIONING:

<p>f) Teacher's questions are formulated clearly and are used to assess understanding during the lesson.</p>	<p>Teacher's questions are formulated to assess understanding at a variety of hierarchical levels of thinking during the lesson. There is evidence that the teacher uses student responses to adjust teaching and pacing.</p>	<p>Teacher's questions are formulated clearly and are used to assess understanding during the lesson. There is evidence that the teacher uses student responses to adjust teaching. ?</p>	<p>Teacher asks questions and/or assesses understanding.</p>	<p>Teacher does not ask questions or check for understanding during lesson. ?</p>
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ALL QUESTIONS BUILD!

All questions are necessary to build background; however, the **HOT** questions build **stamina!**





KEEP THEM HOT!

- HOT questions can change the face of our teaching and challenge our students!
 - HOT questions are open-ended.
 - **HOT** questions promote dialogue
 - Have students work in small groups and share reasoning with class.
 - **HOT** questions lead to more questions!

Sharing Our Stories.....



Constant Reflection Results in Remarkable Teaching and Learning!

AFTER

- What was the extent to which my instructional outcomes were achieved? (Danielson)
- Can my students demonstrate that they have achieved through stated learning target(s)? *(ie; I can describe the reasons an author gives to support his/her points.)*

Planning for Highly Effective Questioning & Assessment

- Objective: Use concrete objects to solve “putting together” addition problems
- Vocabulary: Add, addend, sum
- Materials & Procedures: pp. 21-24

Use counters to show various word problems, then write equations based on counters;



Ask for each Q:

What do we need to find? What do the counters stand for in each problem? How can we use them to solve the problem?



- Assess Mid-Way: Share & Show 1-2 (if needed, differentiate for students who miss Qs 1 & 2)
- Problem-Solving: Group children & use story cards for “extend the Math” activity (writing own story problems and solutions), p. 24
- Summarize & go deeper: Have students turn & talk, & share out – **or** use exit cards:
Ask: How do I model “putting together?” How does using counters help us solve problems? How is “adding on” addition similar to “putting together addition”? How are they different?



THE BEST RESOURCE IS YOU!

“No other interventions make the difference that a knowledgeable, skillful teacher can make in the learning process.”

From *Doing What Matters Most*, a report from the National Commission on Teaching and America's Future