Instructional Leadership Team 11-20-19

- Welcome PreK

- Future Meetings
  - End of semester meeting

Instructional Leadership Team
11-20-19

Norms

- Start and end on time
- Limited/No multitasking
- Prepared for discussion with materials
- Decisions made with designated responsibilities
- Attend to ongoing instructional priorities (student work, walkthroughs, ILT agenda)

Feeder System Work

Feeder System Collective Commitments	
Donaldsonville	Ensure ALL students leave each campus on level
Dutchtown	Focus on Student Work to identify criteria-based student needs
East Ascension	Strong Curriculum Implementation
St. Amant	School leaders will challenge each PLC in intentionally supporting struggling learners

Feeder System Work

Commonalities for Feeder Systems		
Feeder System	**Strengths**	**Struggles**
Donaldsonville	• Identifying essential learning • Setting expectations	• Responding to students immediately (when & how)
Dutchtown	• Learning Targets aligned • Exemplar used	• Accommodating Struggling Learners • Using student work to identify needs based on criteria
East Ascension	• Quality criteria • Common learning targets	• Accommodations/ Differentiations • Scaffolding exemplars to get students to mastery
St. Amant	• Common, quality criteria • Analyzing Student Work	• Student self-assessment • Accommodating struggling learners post-primary

House Activity

Step 1: You have 2 minutes to draw a house. GO!

Step 2: Now partner up with someone at your table. Trade your pictures and give each other one piece of actionable feedback on their house.

Criteria for drawing a house

- exactly 2 windows (4 points)
- 1 door (2 points)
- chimney (2 points)
- shutters (1 point for each set)
- 3 dimensional house (5 points)
- bushes/flowers (-1 point for each)
- driveway (-2 points)
- sidewalk (-1 point)

Instructional Sweep Results:

- Learning targets and activities align.
- Criteria found in 6 classrooms

Leo needs 8 tickets to ride at the fair. He plans to ride 7 rides. How many tickets will his mom need to buy?

unknown → total   One Step

↳ How many tickets he buys?

T = _____

Leo needs 8 tickets to ride each ride at the fair. He plans to ride on 7 rides. After an hour, he has 24 tickets left. How many tickets did he already use?

unknown: total   T = ____   Two Step
unknown: part   U = ____   mult.   sub.

Resource 2 ☐   Resource 1 ☐   Resc

Criteria
Did you get information from Resource 1- If You Lived...?
Did you get information from Resource 2- Liberty!?
Is each piece of information relevant to the question?
Did you elaborate (explain) on each answer?

Writing a Definition Essay

ASSIGNMENT

Think about people who deserve status as heroes—from the past, from the present, from life, and from literature. What defines a hero? Write a multi-paragraph essay that develops your definition of heroism. Be sure to use strategies of definition (function, example, and negation) to guide your writing.

Planning and Prewriting: Take time to make a plan for your essay.	▪ Which activities and texts have you collected that will help you refine and expand your definition of a hero? ▪ What prewriting strategies (such as free writing or graphic organizers) could help you brainstorm ideas and organize your examples?
Drafting: Write a multi-paragraph essay that effectively organizes your ideas.	▪ How will you provide a hook, a bridge, and a thesis in the introduction? ▪ How will you use the strategies of definition (function, example, negation) in your support paragraphs? ▪ How will your conclusion demonstrate the significance of heroism and encourage readers to accept your definition?
Evaluating and Revising: Create opportunities to review and revise your work.	▪ During the process of writing, when can you pause to share and respond with others? ▪ What is your plan to include suggestions and revision ideas in your draft? ▪ How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?
Checking and Editing for Publication: Confirm that your final draft is ready for publication.	▪ How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage? ▪ What would be an engaging title for your essay?

Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task, and respond to the following:

- Explain how the activities in this unit helped prepare you for success in the Embedded Assessment.

- Which activities were especially helpful, and why?

Target

To use feedback loops to create a revision plan and final draft.

Unit 2 Embedded Assessment 2

To do this →
Write an argumentative essay that states and supports a claim, in order to convince the reader.

We need to know this →
gather credible information from multiple sources
2. establish a claim and support with evidence and counter
3. provide clear introduction and conclusion
4. use formal diction and transitions.
5. use

Class: _____ Date: _____

1st Block

Name: Kennedy Temples   Unit 2: Embedded Assessment 2 Essay

Quick Feedback Loop

Round 1 - Introduction Background & Thesis   Name: Cierra Smith
Answer the questions giving actionable feedback so the writer knows what to fix and what they did well on.

- Does the essay have a thesis that clearly states the claim? Identify it.

Claim and first reason don't match up. Competitiveness and online school?

- Does the thesis list the 2 reasons supporting the claim?

-Good thesis, has reasons and Claim. Thesis is "online school is bad because it is harder to find study groups. also foreign students with a different languages have a harder time."

- Does the introduction lead with an effective, engaging hook?

-There is no hook at all

Is this feedback strong? ✓ yes ✓ no   Can you take action? ✓ yes ___ no

Round 2 - Body Paragraphs Support for Thesis   Name: Gavin H
Answer the questions giving actionable feedback so the writer knows what to fix and what they did well on.

- Does the topic sentence connect to the first reason listed in the thesis statement?

it does connect really good

- Does the paragraph have details that support the topic/reason?

the paragraph has a ton of details

- Does the reasoning include evidence or paraphrasing that is correctly cited and relevant to the topic?

one of the evidence that supported her reasoning was good

- Identify the rhetorical devices used in the paragraphs?

She used Logos :) ☺

this feedback strong?   yes ✓ no   Can you take action?   yes ✓ no
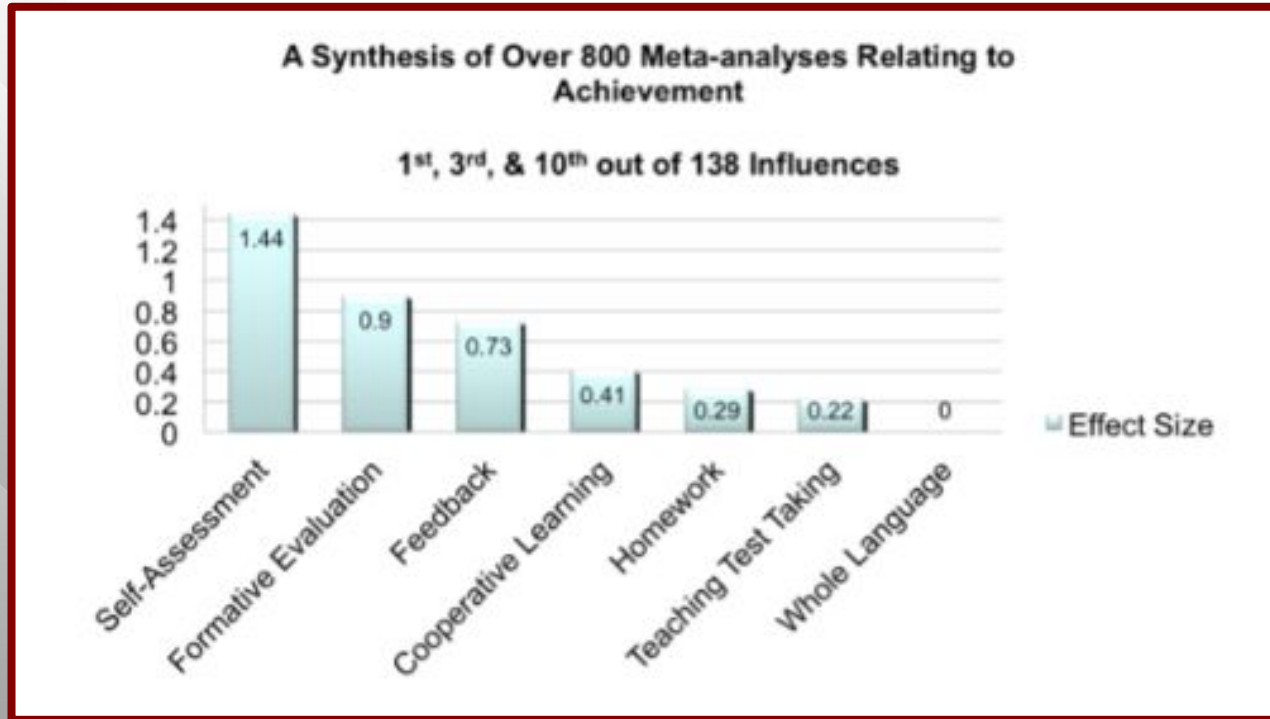
What is Criteria?
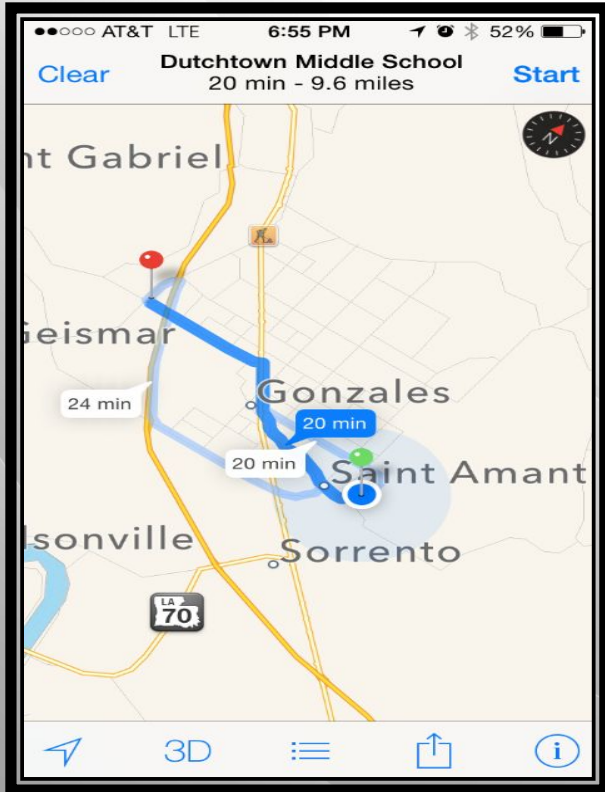
If targets tell the students where they're going, criteria tells the students how they will get there.

Why set criteria?

- So that students know specifically what they need to know

- Students know exactly what they need to be able to do

- Allows students to assess their own learning progress toward achieving **MASTERY**

Why set criteria?

A Synthesis of Over 800 Meta-analyses Relating to Achievement

1st, 3rd, & 10th out of 138 Influences

John Hattie, Visible Learning

What does it look like?

- Answers the question, "Where am I going?"

- Created before the lesson

- Includes language from the standard and explains characteristics of the work

- Referred to throughout a lesson

How can you use criteria?

- To diagnose strengths and areas for improvement

- To provide feedback that guides students in revision of their work

- To help students self-assess the quality of their work, and set goals for improvement.

  FORMATIVE ASSESSMENT

Strong Learning Target
with Success Criteria

Learning Target: I will be able to explain how the inventions of the Industrial Revolution affected the nation's economy.

Success Criteria
–Explain the major factors in an economy
–Identify key inventions from the Industrial Revolution
–Explain how the inventions impacted the economy in the South
–Explain how the inventions impacted the economy in the North

Communicating Learning Targets & Success Criteria

John Hattie, Visible Learning

Share your biggest takeaways from this short video

Sharing a Target is NOT...?   IS...?

Is Not...

-Just having it posted on the board or at the top of your notes.

-The teacher just reading it at the beginning of class.

Is...

-Setting students up to make connections to the new learning.

-Using strong examples to model your expectations of the goal.

How can you share learning targets and success criteria with students?

1. Learning Target Organizers
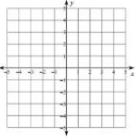2. Unpacking the Learning Target
3. Student Created Success Criteria

Learning Target Organizer

Name:_____   Date:_____

Rate Yourself!
Solving Systems of Linear Inequalities

Learning Target	Practice Problem	Rating: BEFORE	Rating: AFTER	Justification (What did you learn today that caused you to change your score? Be specific!)	Questions (What questions do you still have? What are you still struggling with?)
LT #1: I can solve a system of linear inequalities by graphing.	$y \geq -\frac{1}{3}x + 2$ $y < 2x - 1$			I scored myself a _____ because...	
LT #2: I can explain whether an ordered pair is a solution of a system of linear inequalities.	Is (4, 0) a solution? Explain how you know.			I scored myself a _____ because...	

- Provides learning targets
- Promotes self-questioning
- Students can see and rate their own progress
- Gives students ownership of the learning

Learning Target Unit Organizer

UNIT ORGANIZER	6th Grade World Studies	Test 2: Early Farming & Civilization
Key Concepts & Essential Questions:		**SKILLS**
1. Early humans learned to domesticate plants & animals		**MAP SKILLS:**
Why was domestication important? What types of plants and animals were domesticated throughout the world?		- know all continents & oceans - know major landforms within the Fertile Crescent (mountains, seas, deserts, & rivers) - latitude & longitude - equator & prime meridian - cardinal directions (N, S, E, W) - intermediate directions (NE, NW, SE, SW)
2. Early humans learned to cooperate		
How did farming lead to specialization and division of labor?		
3. Different types of farming		**TIMELINE SKILLS:**
What are the similarities & differences between slash & burn farming, terrace farming, and farming today?		- BC, AD - BCE, CE - circa - Y.A. - Be able to determine how many years ago an event happened - Be able to determine how many years are between two events (BC to BC and BC to AD)
4. Early farmers formed societies		
What is a society? How did farming lead to the development of civilizations?		
5. Technology improved farming		
What technology helped improve farming? How did technological advances improve farming for early humans?		

VOCABULARY:

Paleolithic	Plow	Scarcity	Herd	Circa
Neolithic	Harvest	Domesticate	Technology	Era
Artifact	Agriculture	Climate	Specialization	Geography
Trade	Surplus	Crops	Division of Labor	Technology

WRITING: Remember the Strategies

SPAM	Subject	Prior Knowledge	Analyze	Make Connections
RAGE	Restate	Answer	Give Evidence	Explain

- Provides overview
- Identifies key terms and essential questions
- Steps out content criteria so students know where they are and what they still need to be able to achieve the learning target.
- Gives students ownership of the learning

Co-Creating Success Criteria with Students

Once students are familiar with criteria, teachers can engage students in co-creating success criteria.
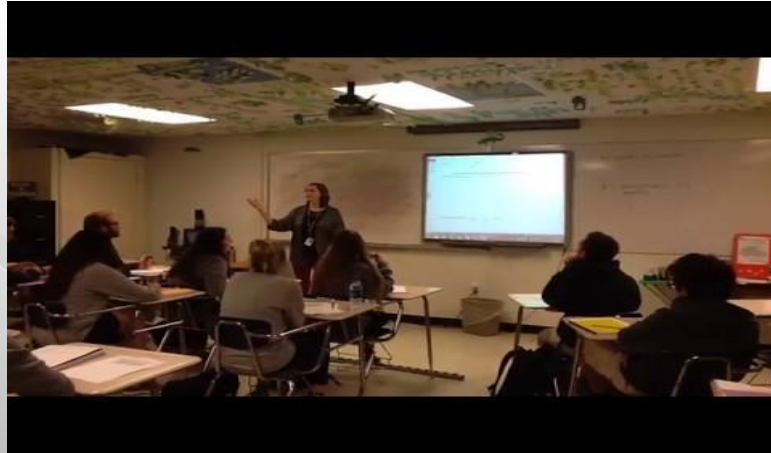
As you watch this video, consider what teacher actions result in effective communication of the learning target and success criteria.

NIET Rubric Connections

What indicators are impacted by Learning Targets and Success Criteria?

INSTRUCTION

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

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