If you have not completed the pre-webinar assignment while you wait for the webinar to begin please do the following to prepare for discussion:

If your first name starts with:

- **A-H pull up Danielson Framework**
- **I-P pull up the IPG**
- **Q-Z pull up the CHETL**

Danielson sections 2b, 3a and 3b:

http://education.ky.gov/teachers/pges/tpges/documents/kentucky%20framework%20for%20teaching.pdf

IPG all sections:

http://achievethecore.org/content/upload/IPG_Coaching_PrintGuide_ELA_L_3-12_09.2015.pdf

CHETL sections 1 and 3:

http://education.ky.gov/curriculum/standards/teachtools/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx

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Thurgood Marshall College Fund Teacher Quality & Retention Program CCSS Quarterly Training April 26, 2016

Presenter: Hallie Hundemer-Booth
Facilitator: Moseka Medlock
TQRP Director: Amber Feight Rowe

Agenda

- Do Standards Matter?
- Video Discussion Using Protocols
- Question, Questions, Questions
- Lesson Focus

Do Standards Matter?

During this webinar I want you to think to yourself and answer the questions....

- **Does it really matter what standards I am asked to teach???**

Or....

- **Do I just teach my standards using best practices for teaching and learning in my subject area???**

Video Discussion

VIDEO :

https://youtu.be/nX3kNk3NrJo

FRAMEWORK

1. Instructional Practice Guide (IPG) All sections
http://achievethecore.org/content/upload/IPG_Coaching_PrintGuide_ELA_L_3-12_09.2015.pdf

2. Danielson Framework for Teaching use sections 2B, 3A, or 3B
http://education.ky.gov/teachers/pges/tpges/documents/kentucky%20framework%20for%20teaching.pdf

3. Characteristics for Highly Effective Teaching and Learning (CHETL) use section 1 or 3
http://education.ky.gov/curriculum/standards/teachtools/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx

How Does a Highly Effective Classroom Look ?

- Based on your observations, is the classroom you observed a highly effective classroom aligned with Danielson and aspects of the IPG?

- Be ready to share out when your group is called to discuss the findings

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How Does a Highly Effective Classroom Look ?

While listening to the discussion take note of "common" discussion points that were characteristics of a highly effective, CCSS aligned, Danielson Framework aligned classroom..

Be ready to discuss at the end…...

When Lesson Planning Ask Yourself:

- When planning ask yourself where does your lesson plan meet the criteria of "your" protocol for evaluation/assessing alignment.

- Highlight the areas you can show direct connection to provide evidence
  - Use the document to highlight and connect

Scaffolding Questions: When Lesson Planning Ask...

Did I...

- Develop 5 questions that drove the students learning throughout the process and provide direction to the struggling students?

Cognitive Rigor Matrix

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *ELA*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences	o Specify, explain, show relationships; explain why, cause-effect o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	o Explain how concepts or ideas specifically relate to *other* content domains or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources	o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing	o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	o Illustrate how multiple themes (historical, geographic, social) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose	o Categorize/compare literary elements, terms, facts/details, events o Identify use of literary devices o Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact/opinion o Identify characteristic text features; distinguish between texts, genres	o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences	o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn	o Evaluate relevancy, accuracy, & completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution	o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective

Questions, Questions

- What were some of the questions you came up with to go along with the lesson you viewed?

- Create a question and indicate DOK level
  - Level 1 (recall & reproduction)
  - Level 2 (skills & concepts)
  - Level 3 (strategic thinking & reasoning)
  - Level 4 (extended thinking)

- What is your reasoning behind the questions you chose and the order you placed them?

Do My Standards Matter?

- Going back to the original question….share your thoughts….

- Is it really the standards that matter or how we teach the standards we are given?

Should teachers set goals to reach the standards or should we be attempting to teach the standard?

- In education, the term **standards**-**based** refers to systems of instruction, assessment, grading, and academic reporting that are **based** on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

Wrap Up

Questions, comments and "real world discussions"