# Thurgood Marshall College Fund
# Teacher Quality & Retention Program
# CCSS Quarterly Training #3
# April 22nd 2015

Facilitators: Moseka Medlock & Hallie Hundemer-Booth

# AGENDA

- Review concepts presented in previous webinars
- Fellows share out
- Q & A

# DEFENSIBLE EVIDENCE

Linking the information given in the webinar to application into the classroom

# EVIDENCE

Examples of why Defensible Evidence is important in education today:

- Danielson Model framework/Teacher Evaluations
- State Testing – Defending your students scores
- PGES/OPGES – Professional Growth and Effectiveness System
- Students/Parents for feedback

# Defensible Evidence

Defensible evidence is evidence that can be proven/understood/shown without you being there to speak or share additional thoughts/ rationalizations; if this is the case then there is no doubt that the evidence itself is solid defensible evidence (self explanatory)

# Clear Learning Target

- If the learning is unclear to you then
  - You will not be able to make it clear to students.
  - It will be unclear what to teach and how to assess.
  - It could be interpreted different ways that could lead to significantly different learning experiences.
- Create learning targets that are inherent to the intent of the standard.
- Sometimes the benchmark or standard is stated in a manner that is clear and may only need to be categorized to determine which method should be used to assess the intended learning.

# Which needs deconstruction to create learning targets?

CCSS.Math.Content.5.NF.B.4.a

Interpret the product $(a/b) \times q$ as $a$ parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show* $(2/3) \times 4 = 8/3$, *and create a story context for this equation. Do the same with* $(2/3) \times (4/5) = 8/15$. *(In general,* $(a/b) \times (c/d) = ac/bd$.*)*

CCSS.Math.Content.5.NF.A.1

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,* $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. *(In general,* $a/b + c/d = (ad + bc)/bd$.*)*

# Linking Learning Targets to Assessment

## Activity 4.2

Target – Method Match Template

**Take each LT:**

Determine what type of Assessment Method would be appropriate for each.

# Types of Assessments

- **Selected Response**
  - Multiple choice
- **Extended Written Response**
- **Performance**
- **Personal Communication**
  - Anecdotal notes from verbal discussion with student

**Selected Response:**

Which picture shows a way that will change the object's motion? (Show several pictures of objects being pushed or pulled and some where there is no push or pull) (One picture with several descriptions, "a push is causing the box to move, a pull is causing the box to move)

**Personal Communication:**

Show me how to change the motion of _____.

What did you have to do to change the motion?

Make the _____ go faster; change its direction, etc.

What did you have to do to change the motion?

**Written Response:**
Teacher demonstrates motion of an object (e.g. using a rubber band launcher to launch a ball fast, slow, make it bounce off a book, etc.) In journals or on paper, students independently describe (with drawing and/or words) how the motion of the ball changed.

**Performance Assessment:**
Ask student to roll a ball. Then ask them to make it change direction. Ask how the motion of the ball changed. Roll the ball in a straight line. Ask them if the direction changed. Ask them how they know if the direction changes or not.

**Selected Response:**

**Pros:**

- quick way of assessing basic content knowledge
- quick to grade with easy grader (scan tron)
- Norm referenced (can be)

**Cons:**

- Do not see the reasoning behind the students answers
- Can guess and not truly know the answer and get it correct
- tough to write a good selected response question.

## Personal Communication:

## Pros:

- Great insight with students
- Determine misconceptions and areas that need remediation
- Listen to the students thought process or understanding of concepts

## Cons:

-Can listen to each others discussions

-must take notes from students discussions

-can not do all at once

# Written Expression:

## Pro:

- Shows students misconceptions and in-depth understanding of the concepts
- Forces the students to explain and use vocabulary to explain content pieces.
- Students use defensible evidence to take their positions

## Cons:

-students who have written communication problems will not be able to express their true understanding
-takes longer to complete comments back to the students
-Takes longer to complete in the classroom

## Performance Assessment:

### Pros:

- Puts all the pieces together to the content and allows the student to "show" their understanding and explain why if the "performance " did not go as planned.
- Allows all students to utilize their strengths and knowledge of the content.
- Students design and create

### Cons:

- Time
- Materials
- Must pre teach skills
- Must pre teach some content

# Webinar to Practice Fellows Share Out

## Quentin Alimayu

### Learning Target Assessment Match

### 9th grade American History/Social Studies

# Easy instruction leading to formative assessments

Think Tanks

Socratic Seminar

# Think Tanks

- Pose a question to the students (that you have developed as a spring board to the learning )
- Have them think in individual think tanks the answer to the question or statement posed.
- Have them use defensible evidence from the previous lesson material to defend their statements.

# Webinar to Practice Fellows Share Out

Bianca Fung A Loi

"Think Tank" strategy

6th and 7th grade Math

# Socratic seminar - Modified

- The teacher begins by crafting 5-7 questions that encompass the information they should have learned from the different learning experiences along during the unit.
- The teacher hands the questions to the students at the beginning of the unit without any prompts and allows the students to write/ convey their understanding/beliefs of the questions. (pre test using writing to express)

# Unwrapping the Standards

1. Identify key concepts by **underlining important nouns or noun phrases**

2. Identify skills by **circling the verbs**

3. Create a graphic organizer to **represent the "unwrapped" concepts and skills**

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

| Skills (verbs) | Concepts (Nouns) |
| --- | --- |
| DETERMINE (2, 4) | A central idea of a text<br>How [central idea] is conveyed through particular details |
| PROVIDE (2, 4) | Summary of the text, distinct from personal opinions or judgments |
| WRITE (4, 6)<br>SUPPORT (2, 4) | Arguments<br>Claims with clear reasons and relevant evidence |
| INTRODUCE (2,3)<br>ORGANIZE (3,5) | Claims<br>Reasons<br>Evidence |
| USE (3)<br>DEMONSTRATE (2) | Credible sources<br>Understanding of topic or text |

# Webinar to Practice Fellows Share Out

## Eric Williamson

"Unwrapping the Standards" strategy

# Webinar to Practice

- What strategy did you implement?
- How was it put into practice?
- How did this assist you in the classroom?
- How did it change or alter classroom instruction?
- What were any "AH HA" moments?
- What were the struggles/adaptions you made to the process?

# Questions/Comments/Next Steps

- Any questions about any of the strategies/material mentioned in this or any other seminars?
- Any other questions about instruction/best practices/frustration points, etc.?
- What is the next step for participants?