New Teacher Orientation 2018

Standards-Based Learning
Elbow Partners
EVERY GROUP PROJECT

DOES 99% OF THE WORK

SAYS HE’S GOING TO HELP BUT HE’S NOT

HAS NO IDEA WHAT’S GOING ON THE WHOLE TIME

DISAPPEAR AT THE VERY BEGINNING AND DOESN’T SHOW UP AGAIN TIL THE VERY END

Small Group
Design A Fidget Spinner
Fidget Spinner Activity

1. Ask: What is the Challenge? ~1 min
   Create a fidget spinner with the supplies in your brown bag.

   If you need more information, you can learn about Fidget Spinners here:
   - What is a Fidget Spinner?
   - Fidget Spinner Tricks

2. Imagine: Entering the Unknown ~3 min
   How large will your spinner be? How many arms will it have? What materials are available to use? Do you have design constraints?

3. Plan: Sketch a design ~3 min
   Sketch out your design for your spinner

   Sketch paper

4. Create: Transformation ~15 min
   Build the design and then test it. How long does it spin?

   Record and analyze the data.
   - Recording Sheet Found Here
Fidget Spinner Activity

Reflect: What are your key take-aways? \(~5\) min

How did working together as a group help to accomplish the task?
New Teacher Orientation Turn and Talk

How are you feeling about participating in NTO?

Pick an emoji that represents your answer.

Tell your elbow partner why you chose it.
What Are the Components We Will be Discussing Today?
Standards-Course of Study
Standards

Reflect state and national standards

Catholic identity throughout

Standards are the foundation for curriculum, instruction, and assessment

education.columbuscatholic.org
<table>
<thead>
<tr>
<th>From...</th>
<th>To...</th>
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<tbody>
<tr>
<td>Activities are the basis for planning</td>
<td>Identification of what a student needs to know and do are the basis for planning</td>
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<tr>
<td>Instruction is the same for all students</td>
<td>Instruction is tailored to individual student needs.</td>
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<tr>
<td>Instruction is delivered by the teacher</td>
<td>Instruction is student-centered</td>
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<td>The textbooks is the main source of information</td>
<td>A variety of resources are used</td>
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<td>Assessment is typically at the end of a unit</td>
<td>Assessment is ongoing throughout the unit</td>
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<tr>
<td>Students are unsure about what they are to learn</td>
<td>Students work to meet defined and known goals.</td>
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<tr>
<td>Students are unsure about what quality work looks like</td>
<td>Quality work is well defined and explained to students</td>
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Standards Based Learning
Curriculum
Curriculum captures what a school defines as essential.

Curriculum is based on key concepts and skills.

Curriculum integrates with related initiatives.

Curriculum uses the textbook, literature, or readings as resources.

Curriculum is *what* happens in the classroom
Planning
Teachers first identify what students must learn and be able to do. They must know how the students will demonstrate that learning at a mastery level, and then plan instruction based on those performance objectives and learning targets (i.e., backwards design).

The focus of lessons is on what type of thinking and learning students will engage in verses teacher-directed activities.

Learning targets and performance objectives are aligned to standards and should be clearly understood by students and teachers.
Higher Order Thinking Skills

Relationship between Depth of Knowledge and Bloom's Taxonomy

DoK Levels | New Version of Bloom's Taxonomy
---|---
1 | Remembering
2 | Understanding
3 | Applying
4 | Analyzing

Can the learner distinguish between the different parts?
Can the learner use the information in a new way?
Can the learner explain ideas or concepts?
Can the learner recall or remember the information?
Can the learner justify a stand or decision?
Can the learner create a new product or point of view?

http://www.odu.edu/educ/lischult/blooms_taxonomy.html

Depth of Knowledge was developed through a ten-state grant initiative to streamline Bloom's taxonomy to facilitate state-wide assessments.
A **Performance-Based Objective** should have two parts.

**Performance-Based Objectives**

Linked to a standard and to a higher-order thinking skill
Examples of Performance-Based Objectives

**Examples:**

- **ELA:**
  - I can determine the main idea IOT to summarize.

- **Social Studies:**
  - I can discuss democracy and communism IOT to compare and contrast branches of government of world powers.
Instruction
Instruction is differentiated based on assessment data.

Instruction is characterized by the gradual release of responsibility (from teacher dependence to student independence).

Students are engaged in learning and assessing their own progress.

Student work is aligned to standards.

Feedback to students is frequent, timely, aligned to standards, and focused on improving learning.

Instruction is *how* things go in the classroom.
Effective Feedback...

• Is specific to the learning target and success criteria
• Includes verification and elaboration
• Provides suggestions or cues for how to move forward
• Should match the student’s cognitive needs
• Must be timely and allow students adequate time to apply the feedback
• Is intentionally modeled
What is Classroom Management?
Discuss with your elbow partner.
Classroom management refers to all the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place.
The First Days Are Critical

Your success during the school year will be determined by what you do on the first days of school.
Three Characteristics of Effective Teachers

The effective teacher

- is an extremely good classroom manager.
- knows how to design lessons and assess for student learning.
- has positive expectations for student success.
In a Well-Managed Classroom.

• There exists a set of procedures and routines that structure the classroom
• Students are engaged in learning
• Students know what is expected of them
• There is little wasted time, confusion or disruption
• The climate of the classroom is work-oriented, relaxed, pleasant, and welcoming
• Teachers and their students are successful
Difference between Discipline and Procedures

- Discipline concerns how students behave.
- **Procedures** concern how things are done.
- Discipline has penalties and rewards.
- **Procedures** have no penalties or rewards.
- **ROUTINE:** What the students do automatically. (habit)
- Students readily accept a uniform set of classroom procedures because it simplifies their task in succeeding in school. **It creates a predictable and consistent environment.**
Lunch anyone?
Most problems in the classroom are caused by the teacher’s failure to teach students how to follow procedures.

- **Explain.** State, explain, model, demonstrate (not just tell.)
- **Rehearse.** Rehearse and practice the procedure step-by-step. **Must DO!**
- **Reinforce.** Reteach, rehearse, practice and reinforce until it becomes a routine.
Example: How to Quiet a Class

**Explain** that you will raise your hand and the students are to freeze, turn and face teacher, and be ready for what comes next. Model.

**Rehearse** the procedure by having the students visit quietly for a few minutes. Then raise your hand.

**Reinforce** the behavior by correcting any mistakes or giving praise. Then rehearse again.
Classroom Procedures that MUST become Routines

- Beginning a class
- Quieting a class
- Student seeking help
- Movement of student and papers
- End of class

As a group, brainstorm other procedures that you must teach. Choose a procedure and teach it to the group. Remember to explain, rehearse, and reinforce.
What About Rules?

- Rules should be limited to a number that you and the students can readily remember—usually not more than five.
- Should be stated positively, if possible.
- Describe behavior that is observable.
- Should be concerned with behavior; not academic work.
How to Introduce Your Rules

- Important to introduce on first day.
- You have carefully planned for what you want to accomplish.
- You have posted the rules.
- You can have copies to go home to parents.
- Remember to keep around five. Rules do not include academic work.
Management vs. Discipline

- Three students
- Two pencils
- Both pencils belong to Mary
- Mary lends to Bob
- Mary changes mind – lends to Charlie
- Bob and Charlie argue
- Teacher questions Bob
- Bob and Charlie argue again
- Mary adds two cents
- All three are now arguing at once

What would you do?

What's the problem?

What's the solution?

Management or Discipline?
Physical Space

- Assign seats, and change at will.
- Be sure all students are easily seen by the teacher at all times.
- Be sure all students can easily see all instructional presentations and displays.
- Allow for ease of movement.
- Keep high traffic areas free of congestion.
- Make frequently used teaching materials/student supplies readily available.
- Seat students away from distracters.

*Supports good movement, thinking, collaboration/communication, and creativity*
"Using a Balanced Assessment Approach to Improve Student Learning"

What is meant by Balanced Assessment Approach? What are some of the essential factors?

What are the differences between formative and summative assessments? Why do we need both?

What are some ways you can implement a balanced system in your classroom?
Formative and Summative Assessment

Balanced Assessment System

What do I know about my students?

Before Instruction:
- Diagnostic Baseline Pre-Test

During Instruction:
- Ongoing Formative

After Instruction:
- Summative Post-Test End of Course

Formative or Summative Use
How is Formative Data Used?

- To check for understanding
- To discover misconceptions
- To create flexible student groups for remediation or enrichment
- To provide effective feedback
- To drive instruction
How is Summative Data Used?

• To determine class grades
• To report achievement
• To determine percentage of students meeting standards for accountability
• To determine retention or promotion
• To determine readiness for class placement
Grading and Reporting
"Grades" are determined through evidence of learning and reported by standard.

Most recent evidence and progress over time are used to reflect achievement.

Behavior and academic progress are both valued but are reported on and addressed differently.

There is a system in place for communicating progress on students with special needs and English learners.
Let's Learn a New Skill

- Work in pairs.
- One of you stands up and imitates the slide to the right.
- One of you remains seated.
- As your tablemate imitates the slide, assign him/her a grade (A, B, C, D, or F).
Reflection

1. What was the criteria for the grade?
2. Will that grade help in improving this skill?
3. What would be more helpful feedback?
Let's Try It Again

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<td>Not trying/remaining seated.</td>
<td>Begin standing with your arms at your sides</td>
<td>Bend your knees. Balance on your right foot and cross your left thigh over your right, resting your toes gently on the floor. Fix your gaze at a point in front of you.</td>
<td>Keep balancing on your right foot. Pick your left leg off the floor and hook your left foot behind your right calf. Balance for one breath.</td>
<td>Hold the bottom half of your body in place. Extend your arms straight out in front of your Body. Drop your left arm under your right. Bend your elbows, and...</td>
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References

