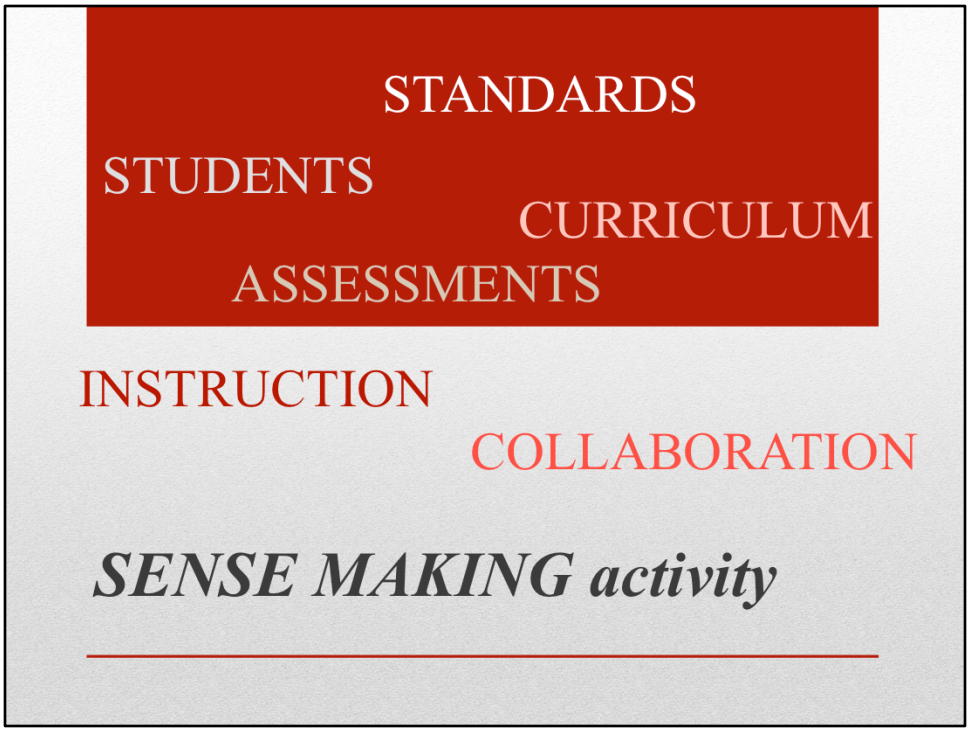
Standards-Based

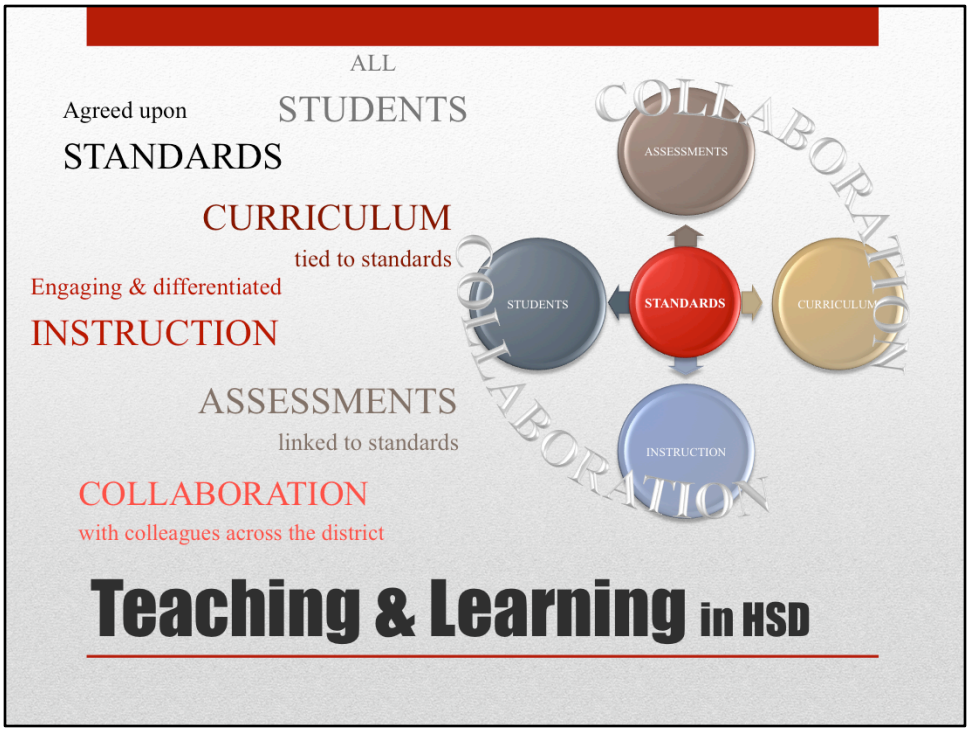
TEACHING & LEARNING

in Hillsboro School District



Make sense of the **relationship** between the 6 elements. Could be a graphic, a sculpture; your only limit is your imagination.

Have large paper and other resources available: tape, markers, etc.



Who do we teach? *students*
What do we teach them? *standards*
What do we use to teach standards? *curriculum*
How do we get students to mastery? *Engaging and differentiated instruction*
How do we know if they know it/can do it? *Assessments tied to standards*
What is the #1 support tool for standards-based teaching and learning? *collaboration*

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER
National Organizations
OREGON
DEPARTMENT OF
EDUCATION
What STANDARDS

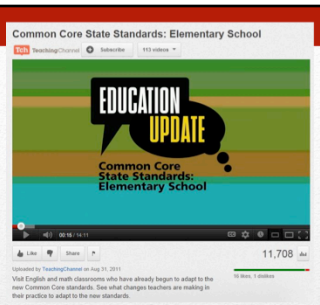
Break into 3 groups:
K-5
6-8
9-12

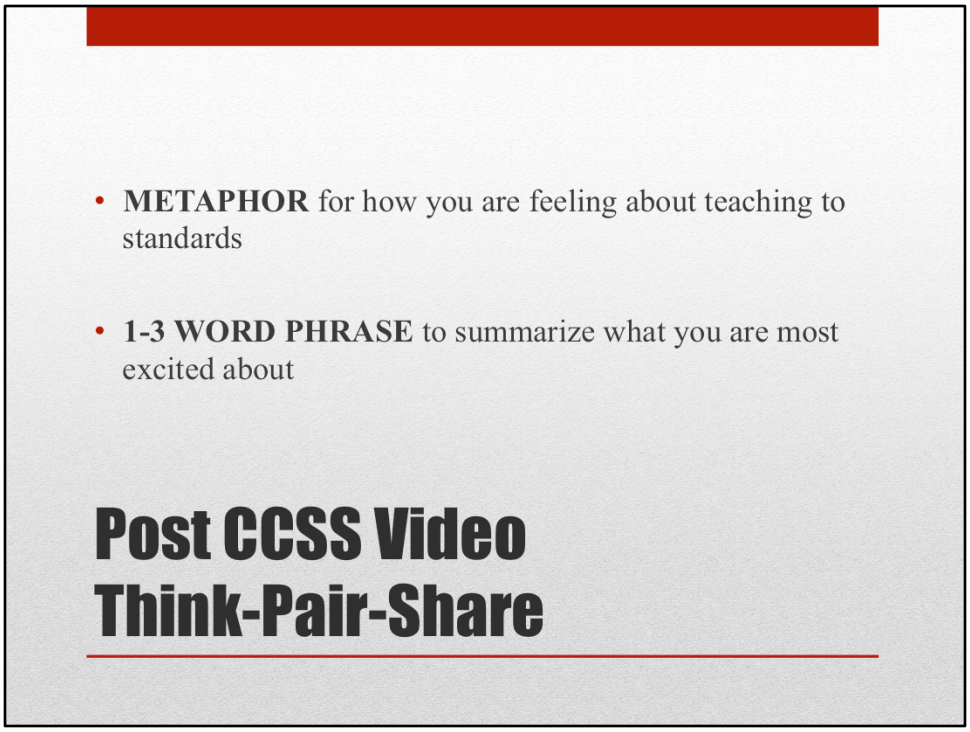
What **ASSUMPTIONS** are made?
With what do you **AGREE**?
With what would you **ARGUE** against?
What did you see that you **ASPIRE** to?

Modified Four A's Text Protocol (for Video)
In groups of 3-4, share thoughts about each of the 4 A questions one at a time.
1 minute per response
Rotate who begins sharing
Reference a specific element of the video with each response

Final question(s): What does this mean for our work with students? How will what I learned impact my practice right away?
1 minute of quiet think time
6-8 minutes of group share time
Make sure everyone has an opportunity to speak

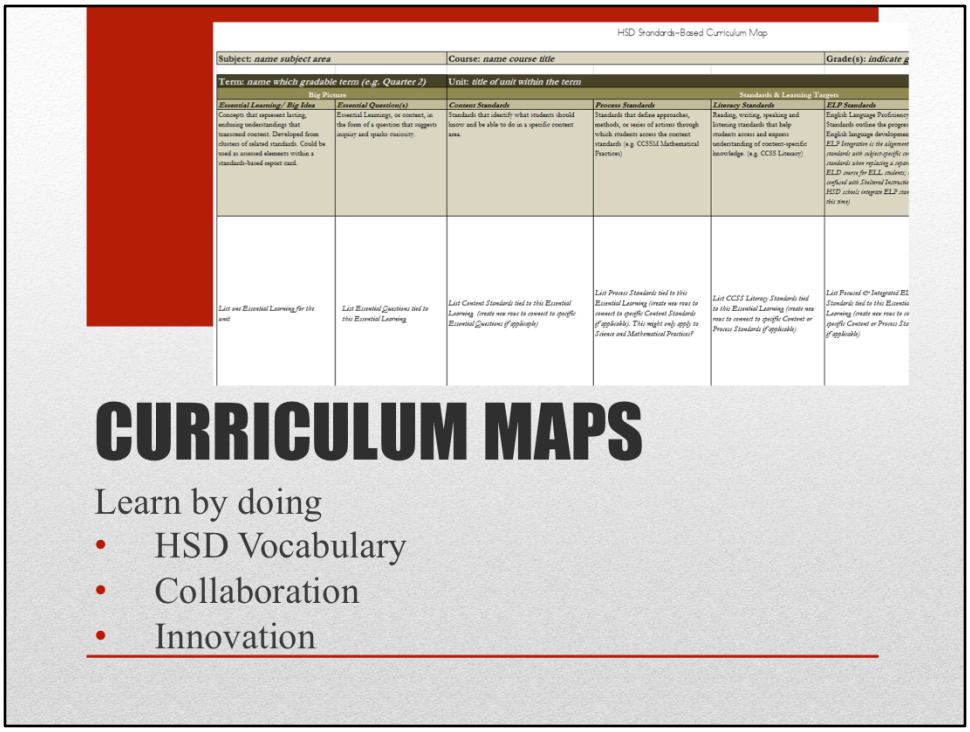
COMMON CORE in the CLASSROOM and PLCs





Find a partner from a different grade band (K-5, 6-8, 9-12).

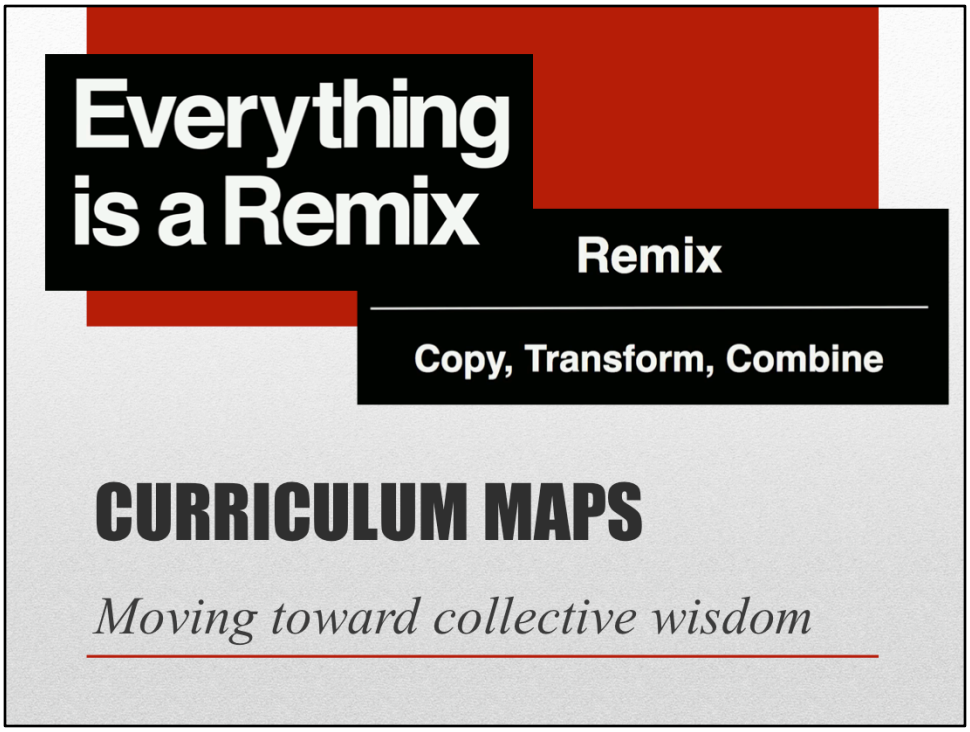
Think-pair-share

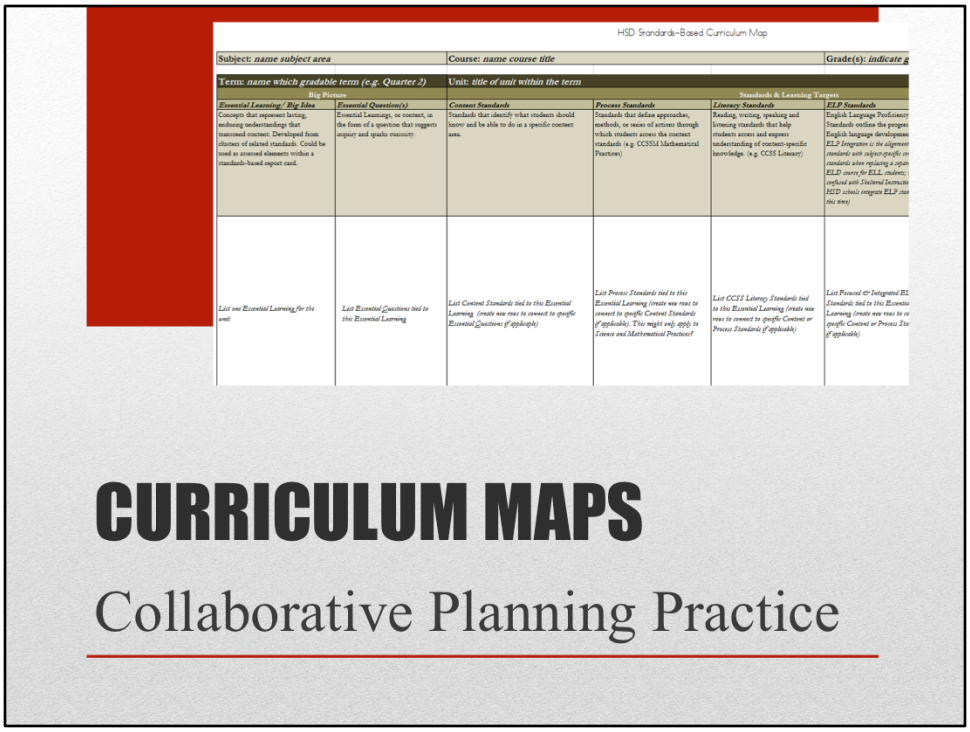


Objectives: to learn about HSD Vocab, to learn about collaboration and innovation

CURRICULUM MAPS

Moving toward collective wisdom


Everything is a Remix
Remix
Copy, Transform, Combine
CURRICULUM MAPS
Moving toward collective wisdom



In grade-alike groups

Time to pretend to be a PLC…select a standard, or cluster of related standards, collaboratively plan with the curriculum map.

Everything is a Remix—Kirby Ferguson, nothing is new, our creativity is based on the work of others, as teachers we need to pull from our previous experiences and the knowledge of our colleagues.

Remix elements: Kirby says all new thinking/innovation is a result of 3 things: copying, transforming and combining. How do we do these things when we are collaboratively planning?

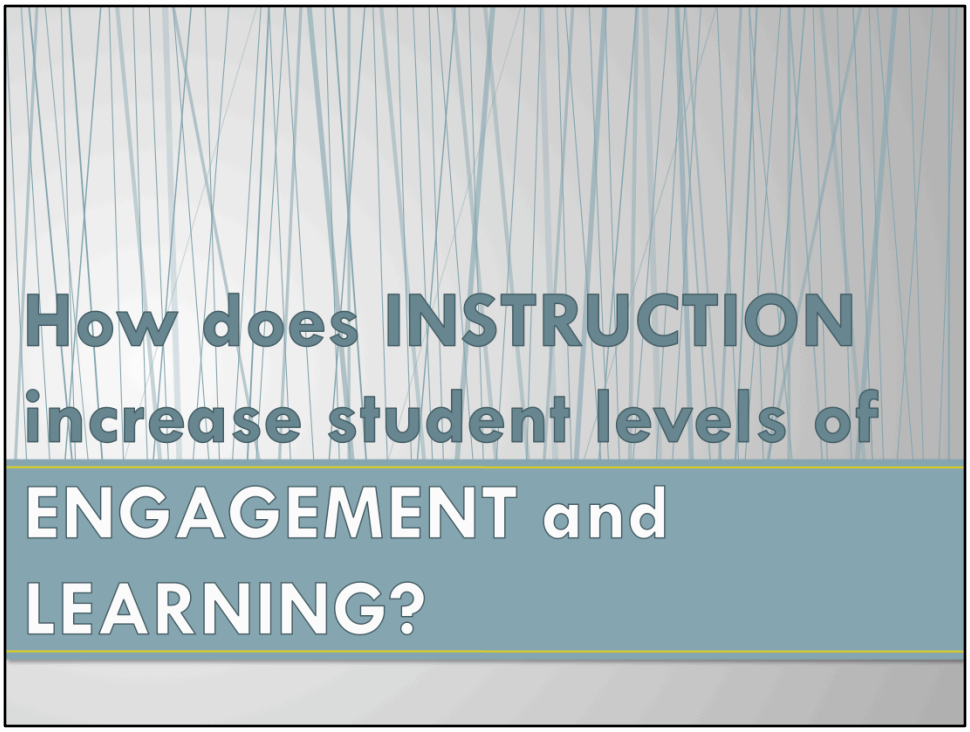
Pause group periodically to throw a scenario wrench in their planning:

- Curriculum free planning—think standards first, curriculum and resources last. Make what you have fit what you want to do, not what you want to do fit what resources you have.
- 3 new students from the Ukraine, who do not speak English, have been added to your classroom, how do you differentiate/scaffold for them?
- 4 students aced your pretest, how do you alter the learning experience for those students? What standards are they trying to master now?

Each school on a path that fits its unique needs.
Each working toward what is best for its students.
All students engaged and challenged, achieving academic success!
THE BIG PICTURE
Common Goals, Shared Responsibility, Multiple Paths

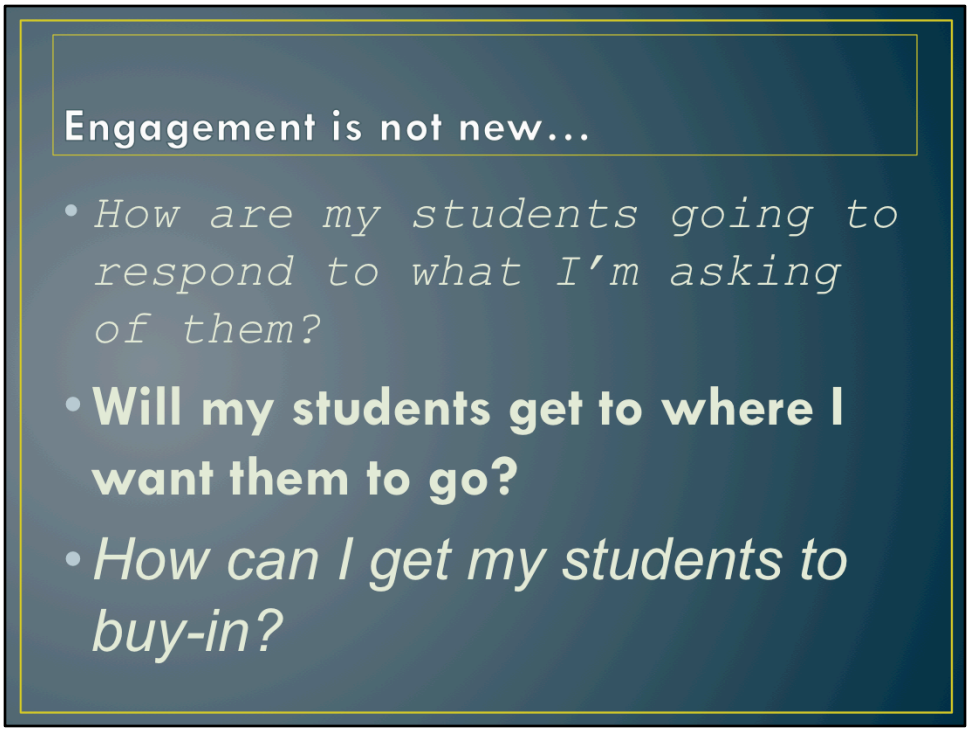
LET'S TAKE A BREAK...

Back in 10 minutes.



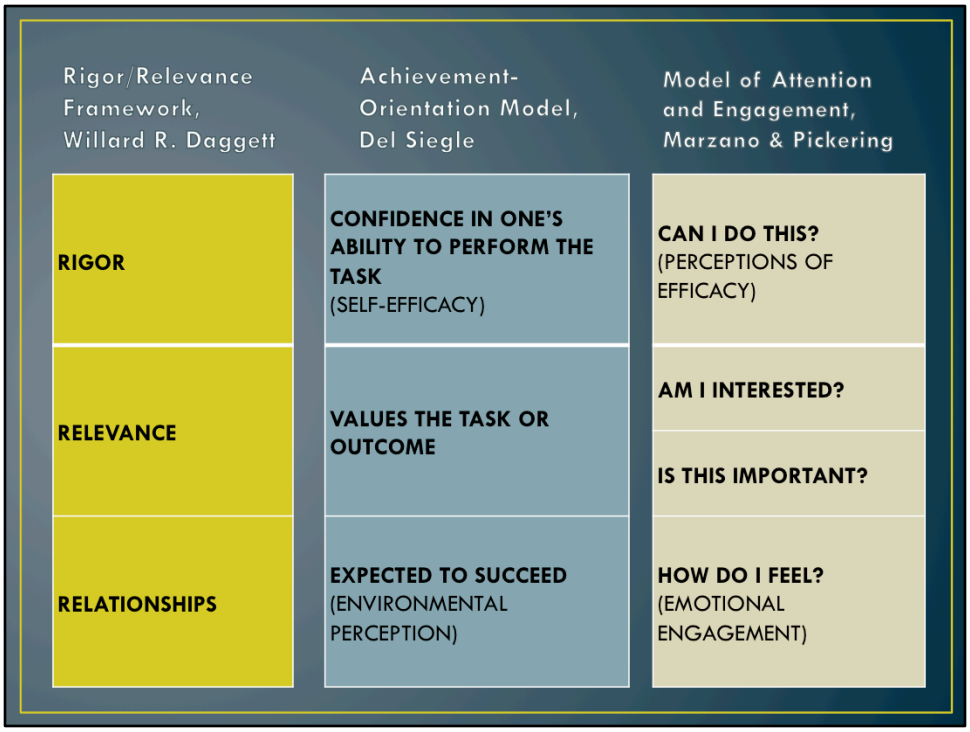
Essential Question

- Think/write about what you heard in the Student Voices just read that relates to the key vocabulary in the Essential Question—*instruction, engagement*, and *learning*?
- Turn to a partner and share your thoughts for 30 seconds each.
- Write two to four single words, not a phrase, that summary or convey an essential component of your, and/or, your partner's thinking.
- Turn to a new partner and share these words.
- Any commonalities? Let's hear them (Add words to a chart).



Engagement is not something new…Engagement is what we do, what we strive for everyday with students. When we think about curriculum, or teaching, or even assessment, whether we name it or not, we are simultaneously thinking about engagement. We are consistently asking ourselves: *How are my students going to respond to what I'm asking of them? Will my students get to where I want them to go? How can I get my student to buy in?* Without engagement, there's not likely to be new learning, and if there isn't new learning going on, why am I wasting my time and theirs?

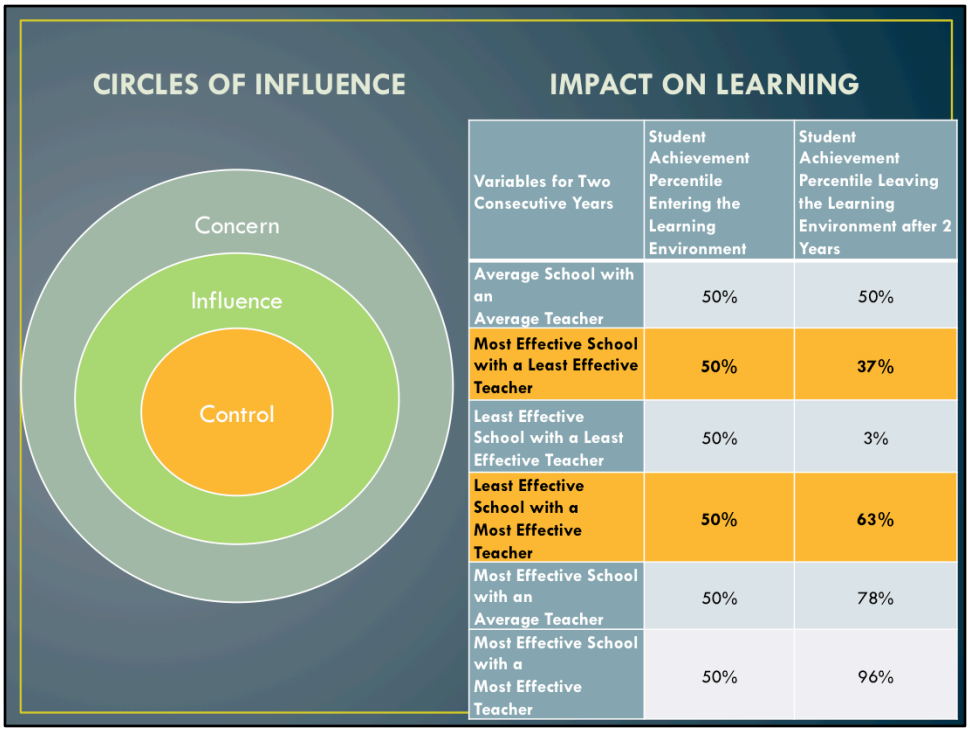
Researchers have been asking similar questions. *What makes students more engaged? What causes students to be motivated to learn? How can schools impact student motivation and engagement?* Here's what some of them have discovered…



Raise your hand: Look familiar? Seen this before? See this in the words you selected earlier? What the research says, that we already knew, is that all three of these components need to be present in order for students to want to engage.

Siegle really frames this around student motivation. Without all three components students lack the motivation to engage and learn.

Students need to be able to answer all three questions positively in order to be engaged in a classroom.



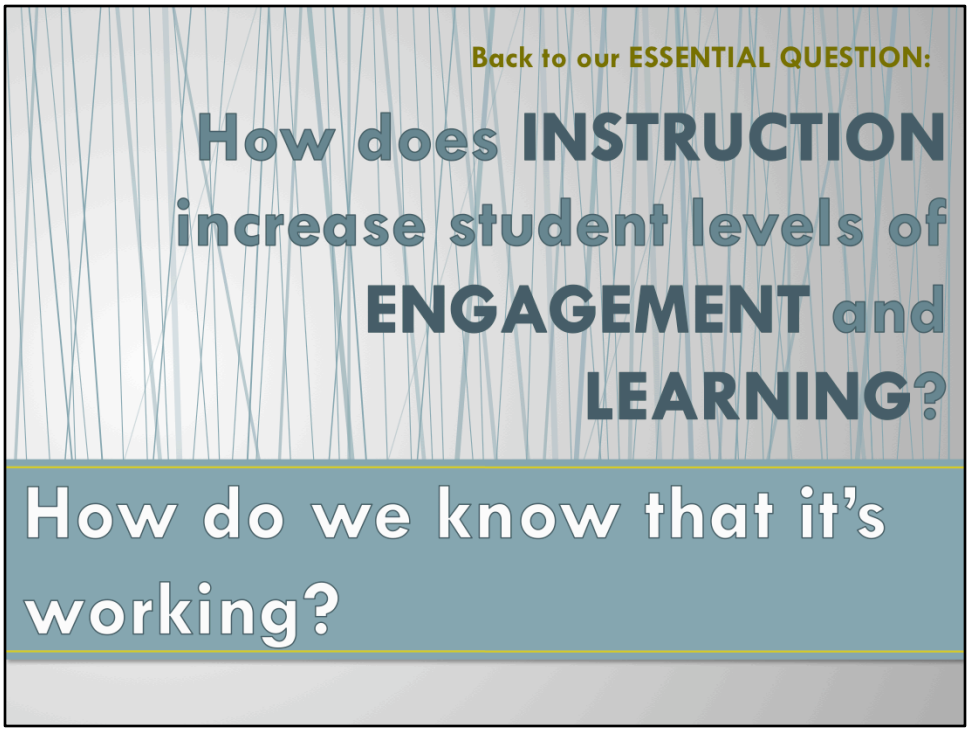
Variables for Two Consecutive Years	Student Achievement Percentile Entering the Learning Environment	Student Achievement Percentile Leaving the Learning Environment after 2 Years
Average School with an Average Teacher	50%	50%
Most Effective School with a Least Effective Teacher	**50%**	**37%**
Least Effective School with a Least Effective Teacher	50%	3%
Least Effective School with a Most Effective Teacher	**50%**	**63%**
Most Effective School with an Average Teacher	50%	78%
Most Effective School with a Most Effective Teacher	50%	96%

Sphere of influence (show circles). *We always believed motivation and engagement were in our sphere of influence, but now we have explicit details about what we can do to positively influence student motivation and engagement.*
Stephen Covey, 7 Habits

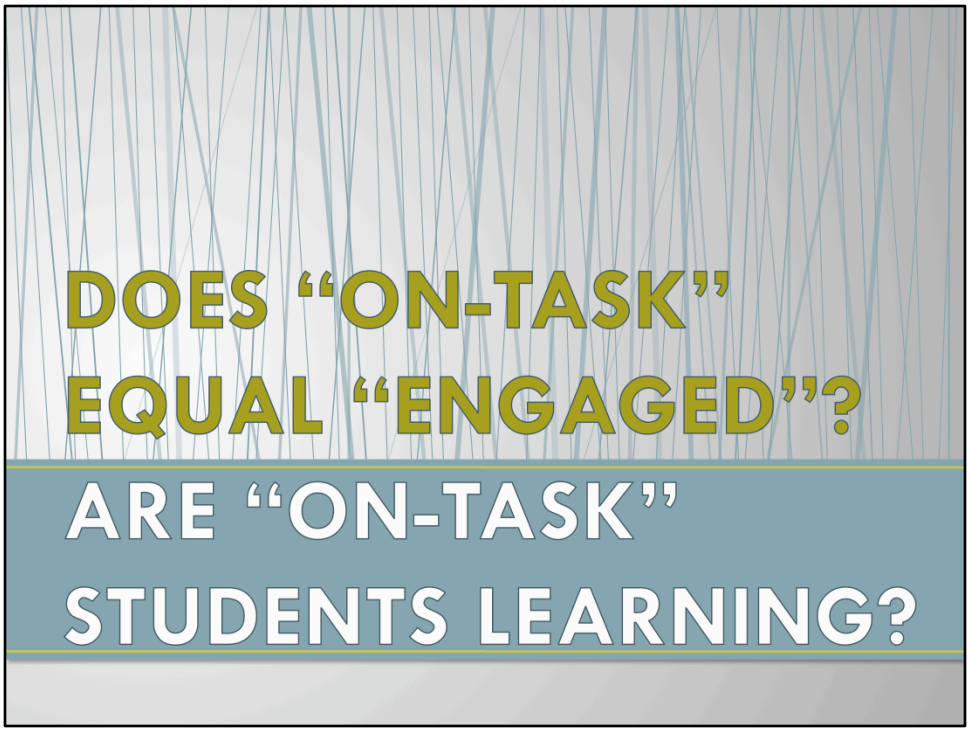
Marzano, 2003, *What Works in Schools*

"Put another way, a student scoring at the 50th percentile who spends two years in an average school, with an average teacher, is likely to continue scoring at the 50th achievement percentile. That same student, having spent two years in a 'most effective' school with a 'most effective' teacher, rockets to the 96th achievement percentile. The converse also holds: If this same student spends two years in a 'least effective' school with a 'least effective' teacher, that student's achievement level plunges to the third percentile (Marzano 2003)."

McREL (Mid-Continent Research For Education and Learning), November 2003, *School, Teacher, and Leadership Impacts on Student Achievement*



Back to our Essential Question: *How does INSTRUCTION increase student levels of ENGAGEMENT and LEARNING?* Great…so someone has once again told us something we already knew, although now perhaps more neatly packaged and clearly expressed. The bottom line that students need to be engaged to learn has not changed. We can incorporate these new components of engagement more intentionally into our planning…yes, but how do we know that it's working? It doesn't make sense to wait until state test results come out, or even report card windows, to see if our students are learning And it absolutely doesn't make sense to assume that because a teacher is using a particular teaching strategy that the students must all be really engaged. The only way to check if our students are more engaged, and therefore, hopefully learning more, is to watch how the students respond to what we do.



This use to fall under the realm of classroom management—are we, or are we not, able to keep a majority of our students ON TASK? Whatever "on task" meant translated into "engaged**".**

I think we can safely agree that just because a student is doing what we asked them to do does not always mean they are learning.

Instead of just thinking about students being engaged (on task) or not engaged (off task), we need to start thinking about and looking at HOW our students are engaged or not engaged. Once we know what it looks and sounds like when our students are truly engaged in learning, we can begin to focus our instruction on what really matters, whether or not a strategy gets our students to engage for learning.

Researchers have identified 5 main Levels of Student Engagement (handout): Rebellion, Resistance, Passive Compliance, Ritual, and Authentic. What do students look and sound like when they are at each level? This is straight observation without any conjecture or interpretation of the behavior—think Diane Fossey—you are simply another gorilla in the mist recording what you see and hear (e.g. "student rests chin on hand and stares out window," not "student seems bored"). A few of us will filter around and annoyingly drop in to question your thinking as you work ;-).

Post Chart paper by Engagement Level. Gallery walk with Post-it Notes for questions or suggestions for movement.

THE BIG QUESTION:
Once we know what we are seeing and want to see, WHAT DO WE DO TO GET STUDENTS TO MOVE TO HIGHER LEVELS OF ENGAGEMENT?
Brainstorm

TED
Ideas worth spreading
What's your 30 day professional challenge?