



OVERVIEW

During today's session, participants examine the role of the teacher in knowing, organizing and facilitating curriculum and instruction around major concepts within a discipline, as well as supporting all students in accessing content and engaging in subject-matter-specific thinking/doing so that students develop independence with targeted concepts/skills. Participants learn to calibrate and analyze their understanding of indicators by examining observation and conversation evidence. In the afternoon, participants engage in a case study to create and analyze a script with detail and evidence, identify evidence connected to a teachers area of focus, and use this evidence to provide strength-based feedback.

LEARNING TARGETS

- Develop a deeper understanding of how to use inquiry cycles to collect and use evidence to support individual teacher learning and whole school learning.
- Use rubric indicators to analyze instruction for teacher knowledge of content, teaching approaches, and feedback to students, using academic standards.
- Use the 5D Instructional Framework and 5D+ rubric indicators to develop a common understanding and language for how to establish student ownership of learning.
- Apply critical stances in instructional leadership : equity stance, strengths-based stance, inquiry stance, and working from evidence.
- Strengthen skill sets for collecting, analyzing and utilizing evidence to support teachers with their inquiry: scripting, coding, noticing and wondering, sorting and giving feedback to teachers.

AGENDA (9 am - 4 pm)

- I. Welcome & Connect
- II. 7 R's of a Quality Curriculum
- III. 5D+ Rubric for Instructional Growth and Teacher Evaluations - Curriculum and Pedagogy

Break (10:30-10:45)

- IV. Case Study: Calibrate and Analyze Coded Observation and Conversation Evidence to Provide Formative Feedback

Lunch (12-12:30)

- V. Case Study: Strengthening Skills for Collecting Evidence of Instructional Practice

Break (2-2:15)

- VI. 5D+ Rubric for Instructional Growth and Teacher Evaluations - Professional Communication and Collaboration

- VII. Reflection & Next Steps

The Seven R's of a Quality Curriculum

Ron Ritchhart
Project Zero, Harvard Graduate School of Education

To teach for understanding, teachers must be able to identify the big ideas of their subject and know what it is they truly want students to understand. They also must engage students in understanding performances, that is, opportunities for actively building personal understanding, and provide meaningful feedback on learning as it unfolds. It is at this intersection of big ideas, understanding goals, performances, and assessment feedback that curriculum lives, in what I call the enacted curriculum.

Over the past fifteen years I have worked with teachers exploring the enacted curriculum of understanding. During that time I've had the opportunity to reflect on the qualities that make an activity, a unit, a curriculum something that effectively engages students in developing a deeper understanding. Seven common criteria emerge: rigorous, rewarding, real, requires independence, rich in thinking, revealing, and reflective. I present these here as guidelines for the planning, enacting, and evaluating of a curriculum focused on understanding.

Rigorous

What does it mean for a curriculum itself to be rigorous? For a task or a lesson? Rather than think of difficulty, I think in terms of affordances. A rigorous curriculum embodies and affords students opportunities to develop a deeper understanding and not just show what they already know. Too often curricula state carefully defined objectives that put an unintentional cap on students' understanding and obscure the big ideas of the discipline, leading to superficial coverage. A rigorous curriculum must point the direction for learning but be open enough to extend students' understanding beyond a minimal outcome.

When I look at an activity a class is to do, I ask myself, "How can students further their learning of big disciplinary ideas through this task? How does this task launch the learning but avoid truncating it?" I also ask myself if students can do a particular task without understanding, by merely walking through the steps or repeating back information. If so, that performance doesn't offer the rigor of understanding.

Real

Disciplinary learning can be thought of as a process by which individuals gradually increase their participation in communities of practice. As such, a curriculum that builds understanding must look to engage students in authentic disciplinary activities so that students' classroom activities mirror the real work of adults in the field. Rather than learning *about* math, science, writing, history, and so on, students must become mathematicians, scientists, authors, and historians to build true disciplinary understanding. When a topic is assigned to a curriculum, we need to ask: When, where, and how does this topic arise and/or become significant in the lives of those working in the field? What contexts give rise to this topic and can imbue it with meaning? How can this topic intersect with the lives of our students in a meaningful way?

Requires Independence

Educational theorist Jerome Bruner defines understanding as the ability to use and apply one's skills in novel situations to solve problems, make decisions, and advance new understandings. This means that learners must necessarily be able to spot occasions for the use of their skills and knowledge in the moment, make appropriate choices, and follow through with application. Too often schoolwork leaves students with few choices and strips them of opportunities to make the decisions that meaningfully

shape learning and lead to a sense of accomplishment. Rather than engaging in deep learning, students merely complete work.

A quality curriculum must be filled with opportunities for students to make choices and to direct their learning. When students experience difficulty and are at the edge of their competence, support needs to be there, but as educators we need to be more comfortable with the messiness and individuality of building understanding, asking ourselves: Where does the learning become personal? What choices were made and risks taken? Where and how did students learn from their mistakes?

Rich in Thinking

A quality curriculum asks more of students than just memorization and replication. Students must make connections, observe closely, ask questions, form conjectures, identify points of view, consider alternatives, evaluate outcomes, make evidence-based judgments, and so on. One of the most important questions educators can ask is, “What is the thinking students will do as they progress through this activity?” If teachers don’t know what and where the thinking is in a lesson, it is unlikely to be little more than an activity. Furthermore, to assess students’ developing understanding, educators have to find ways to uncover and make the thinking of students’ visible, which leads to the next point.

Revealing

A quality curriculum must constantly seek not only to reveal what it is that students do and do not understand, but *how* they understand it. This is the holy grail of ongoing assessment, which is not a separate piece of the enacted curriculum but part and parcel of it.

Students do lots of work over the course of a unit, but how does it reveal what they do and do not understand? Completion of a worksheet might tell you a student possesses a set of facts or mastered a skill, but it generally reveals little about understanding. Understanding goes beyond the possession of skills and knowledge to the use of that skills and knowledge. For example, solving for x in the equation $y = 3x + 15$ is a simple application of skill, but describing a situation for which that equation could be a possible model requires understanding the mathematics behind the equation.

A curriculum of understanding also should reveal students' naïve conceptions of a topic. In a coverage curriculum, these get glossed over, leading to fragile knowledge and what Howard Gardner has dubbed the "unschooled mind." However, in teaching for understanding, effort must be made to reveal these early so that they can be explored and addressed.

Rewarding

When you walk into a classroom where students are deeply engaged with learning, you know it right away. There is a sense of purpose to the work they are doing. They know what they are on about. Students can articulate what they are learning and why. This goes beyond activity and fun. Their efforts feel directed toward a well-defined learning goal. Talk, discussion, and debate advance progress toward that goal. Building understanding goes beyond working for the grade. It has its own intrinsic rewards through a sense of efficacy, accomplishment, and relevance.

The written curriculum seldom addresses the issue of intrinsic rewards, but the enacted curriculum must if it is to engage students in building understanding. Good teachers know this, but curricula often loses sight of it. Rather than prescribing a list of knowledge and skills that *might* be useful at some later date, in some other place, for some other purpose, the curriculum should do all it can to situate learning in the present, learning for now as David Perkins calls it.

Reflective

As a learner, it can be challenging to know what one really thinks or understands. It is even more difficult to know what others really understand or where they are in their learning. Reflection can help address these challenges. Reflection on one's learning—not one's feelings about an activity or experience but on the actual learning itself—helps to anchor understanding and facilitates connection making.

For example, responses to the prompt "I used to think.... But now I think...." can reveal a lot about students' learning. Such reflections help make one's thinking visible to oneself and others by revealing thought processes and lines of reasoning. Reflection on learning forces us to reconsider the purposes of that learning and situate it within an ongoing process of developing understanding.

In Conclusion

Curriculum work generally focuses on the topics to be covered, skills to be mastered, and facts to be learned in a particular grade level in a given subject. These aspects of the written curriculum are certainly important as they guide teachers' planning, ensure some uniformity across schools, and provide a template for formal assessments. However, as teachers know, the written curriculum is just a shadow of the enacted curriculum. It is the enacted curriculum, what students actually experience and *how* they experience it, which ultimately shapes students' learning.

In using curriculum as a tool to improve education, we need to think beyond the traditional division of curriculum and instruction and focus on the enacted curriculum. The seven criteria outlined here can be a useful tool for that discussion and in the creation of a curriculum of understanding.

THE SEVEN R'S OF A QUALITY CURRICULUM

- **Rigorous** – embody and afford the demonstration of a high level of understanding.
- **Rewarding** – intrinsically motivating to the student and not just “work.”
- **Requires Independence** – students make choices that shape the performance and are largely self-directed.
- **Real** – have an authentic quality in that they mirror work of adults working in the discipline.
- **Rich in Thinking** – require more than memorization and replication. The types of thinking required can be identified.
- **Revealing** – uncover students level of understanding as well as any misconceptions.
- **Reflective** – written reflections on the process and learning often enhances the performance

Academic Vocabulary

- **Content Knowledge.** A deep understanding of the theories, principles and concepts of a particular subject.
- **Pedagogical Content Knowledge.** The teacher has discipline-specific content knowledge and ways of representing and formulating the content that make it comprehensible to others.
- **Conceptual Understanding.** The application of knowledge and skills to produce discourse, products or performances that have value beyond school (Newman, 2007). The ability to think and act flexibly with what one knows (Perkins & Wiske, 1998).
- **Discipline-Specific Habits of Thinking.** The habits and skills within a specific discipline that enable students to think and act within that discipline, for example: students think and act like mathematicians, like scientists, like writers.
- **Over Time.** In the Curriculum and Pedagogy dimension, this means that the teacher understands the learning progression of a concept through several grade bands, for example K-8 or 6-12. In the Assessment for Student Learning dimension, it means over the course of a unit or several units.



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Academic Vocabulary

- **Differentiation.** The teacher creates learning opportunities for students that address their individual strengths and learning needs.
- **Scaffolding.** The provision of sufficient support to promote learning when concepts and skills are first being introduced. These supports are removed as students develop automaticity.
- **Gradual Release of Responsibility.** A learning model in which the responsibility for tasks and processes shifts over time from the teacher to the student.



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CP1 Aligned Materials and Tasks

Purpose of the Lesson

Materials & Resources

First Grade Standard: 1.OA.A.1

Use addition and subtraction within 20 to solve problems involving situations of adding to, taking from, and comparing, by using objects, drawings, and equations.

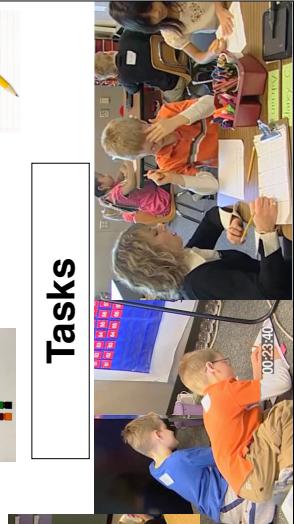
Second Grade Standard: 2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, putting together, taking apart and comparing, by using drawings and equations.

Learning Target and Success Criteria

Mathematicians can communicate thinking clearly and effectively when solving subtraction problems, using:

- Objects
- Pictures
- Equations
- Answer
- Explanation



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Non - Discipline Specific Teaching Approaches and Strategies

- Warm-up / Bellwork / Welcome & Connect (Launch)
 - D.O.L. / A.D.D. / 2-3 Problems to Solve
 - Read / Think / Stand / Say
 - Organize for lesson
- Direct Instruction (Explore)
 - Interactive Lecture (Prezi/PPTX/Keynote) with opportunity to turn and talk with partner / group at predetermined times to process information.
 - Auditorium Lecture with Two Column Notes
 - Sit and Get (no expected note-taking)
 - Cooperative Learning (Explore)
 - Station Rotation in Teams
 - Table groups working on same task/problem set
 - Lab
- Review / Closure (Summarize)
 - Exit Ticket(s)
 - Performance Task
 - Independent Practice/Homework

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CP2 Teacher Knowledge of Content

Content Knowledge

Progression of Learning

Civic and Political Institutions

INDICATORS OF DEMOCRACY
In order to be responsible and effective citizens, must understand the important institutions of their foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and governing society. Thus, civics is, in part, the study of how people participate in governing society.

Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too, students should also learn about state and local governments; markets, courts and legal systems; civil society; other nations; systems and practices; international institutions; and the techniques available to citizens for preserving and changing a society.

Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations. Not all participation is beneficial. This framework makes frequent reference to civic *virtues* and principles that guide participation and to the norm of *deliberation* (which means discussing issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). What defines civic virtue, which democratic principles apply in given situations, and when discussions are no longer easy in given situations, and when discussions are no longer easy in given situations, but they are topics for inquiry and reflection. In civics, students learn to contribute appropriately to public processes and discussions of real issues. Their contributions to public discussions may take many forms, ranging from personal testimony to abstract arguments. They will also learn civic practice such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves.

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CP3 Discipline Specific Teaching Approaches

- **Civics:**
 - Reading statistics from polls
 - Conducting polls and interview research
 - Reading subtext into policies/pronouncements;
 - Reading power flow and blockage,
 - Converting data into evidence to make arguments and claims that answer questions
- **Economics:**
 - Reading statistics critically, for assessing agendas behind statistical representations
 - Conducting survey research;
 - Use statistical and spatial (often digitized) representations to make arguments and claims that address questions
- **Geography:**
 - Reading statistics critically, for assessing agendas behind statistical representations
 - Conducting survey research;
 - Use statistical and spatial (often digitized) representations to make arguments and claims that address questions
- **History:**
 - Critically read at the Birmingham ordinances of 1950 and analyze why Martin Luther King might be in Birmingham in 1950
 - Read subtext and agency in older sources;
 - Convert verbal, written, photographic, oral, artifactual accounts into evidence to make arguments and claims that address questions

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CP3 Discipline Specific Teaching Approaches

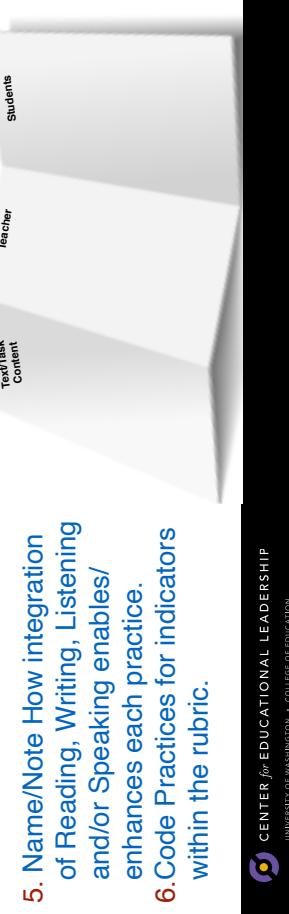
- 1.** Launch your web browser and go to the Michigan Standards Website:

- www.michigan.gov/mde/0,4615,7-140-28753_64839_65510--,00.html or

2. Click on Your Disciplines Content Standards

3. Identify 6-10 Disciplinary Concepts and Habits of Thinking

4. Name/Note these Concepts and Habits of Thinking in the first column of Trifold.



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CP3 Discipline Specific Teaching Approaches

Applying Discipline Specific Concepts

THE FOUR CORE DISCIPLINES within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines—civics, economics, geography, and history—offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content typically described in state standards. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses throughout the grades should lead to deep and enduring understanding.

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS
Civics	Economics	Geography	History
Anchor Writing Standard 1–10	Anchor Writing Standard 17	Anchor Speaking and Listening Standard 1	Anchor Language Standard 6
Shared Language			
DIMENSION 2: Applying Disciplinary Concepts and Tools			
CIVICS			
Governing and Political Institutions			
Role of Government in Protecting Rights and Democratic Principles			
Processes, Rules, and Laws			
ECONOMICS			
Economic Decision Making			
Exchange and Markets			
The National Economy			
GEOGRAPHY			
Geographic Representations: Spatial Views of the World			
Human-Environment Interaction: Place, Regions, and Culture			
Human Population: Spatial Patterns and Movements			
Global Interconnectedness: Changing Spatial Patterns			
HISTORY			
Change, Continuity, and Context			
Perspectives			
Historical Sources and Evidence			
English Language Arts/Literacy: Common Core Connections			
50	35	31	40



CP4 Differentiated Instruction

Elements of Effective Differentiation Through ...

- Content.
- Process.
- Product.
- Affect.
- Learning environment.
- High-quality curriculum.
- Continual assessment.
- Respectful tasks.
- Building community.
- Flexible grouping.
- Teaching up.

Institutes on Academic Diversity
Curry School of Education, University of Virginia
differentiationcentral.com

CP4 Differentiated Instruction

Content (what students learn)

- Goals/Lessons must align to standards
- Differentiate learning targets by using formative assessments to identify student learning needs, make in the moment adjustments and adjustments to future lessons to:
 - Supplement
 - Reinforce
 - Extend

Through an Intentional Change in...

Product (demonstration of learning)

- Tends to be tangible performance task: written reports, tests/quizzes, speeches, project performance (i.e., sing, dance).
- Differentiate by providing challenge, variety, and choice in how students demonstrate understanding, and/or success criteria for the performance task.

Time

Structure

Materials

Space



DIFFERENTIATION

Not Differentiated	Fully Differentiated
<ul style="list-style-type: none"> - Time and strategies are constant, standards are variable 	<ul style="list-style-type: none"> - Diagnostic Assessments and Performance tasks provide comprehensive information about student thinking and needs. - Ongoing formative assessment to progress monitor learning and adjust T & L - Teacher provides targeted and flexible supports within strategies. - Flexible grouping of students - Materials and Tasks vary based on individual student strengths, learning needs and interests - Students engage in inquiry and problem solving to deepen understanding
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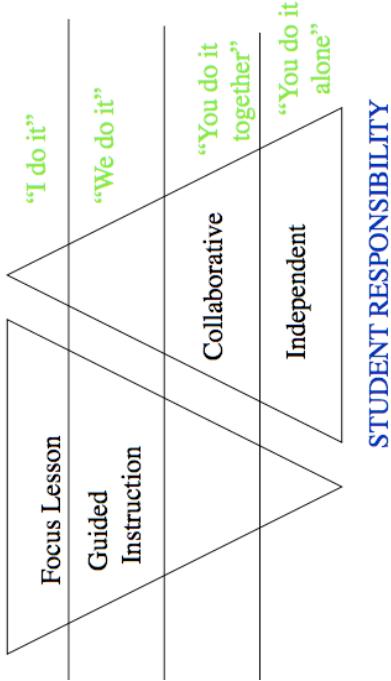
Independent Study	Choice Activities	Tiered Assignments	Adjusting Questions
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<p>When Tiering:</p> <ul style="list-style-type: none"> • Level of Complexity • Amount of Structure • Materials • Number of Steps • Time Pace • Format of Expression • Level of Dependence 	<p>CORE CURRICULUM</p> <p>Project-Based Learning</p> <p>Choice Chart</p> <p>French & English Resources</p>	<p>Tiered Assignments</p> <p>When Tiering:</p> <ul style="list-style-type: none"> • Level of Complexity • Amount of Structure • Materials • Number of Steps • Time Pace • Format of Expression • Level of Dependence 	<p>Adjusting Questions</p>
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CP5 Use of Scaffolds	Manipulatives	Assistive Technology
<p>CP5 Use of Scaffolds</p>	<p>Manipulatives</p>	<p>Assistive Technology</p> <p>audible an <u>amazon</u> company</p> <p>DRAGON</p> <p>Google Translate</p>
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Pre-Teach Vocabulary	Tap into Prior Knowledge	Show and Tell	Use of First Language
<p>Pre-Teach Vocabulary</p>	<p>Tap into Prior Knowledge</p>	<p>Show and Tell</p>	<p>Use of First Language</p> <p><small>Would you like to use French as your primary language? If so, we encourage you to switch your primary language to some other language until your computer is restarted.</small></p> <p><small>Use French</small></p> <p><small>Use English</small></p>
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Gradual Release

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

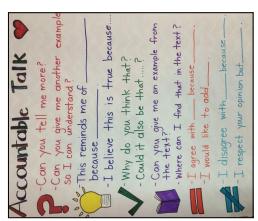
A Structure for Instruction that Works

(c) Fisher & Frey, 2006

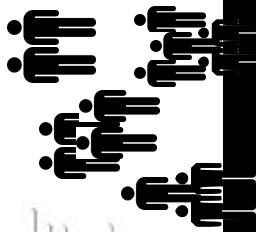


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Give Time to Talk



Intentional Grouping / Collaboration



CP5

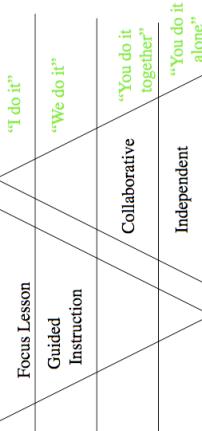
Use of Scaffolds

Use Visual Aids



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TEACHER RESPONSIBILITY



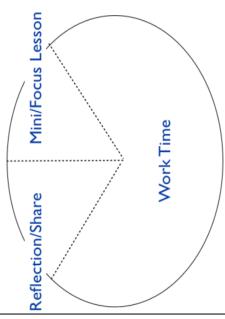
STUDENT RESPONSIBILITY

A Structure for Instruction that Works

(c) Fisher & Frey, 2006

WORKSHOP

Small Group & Large Group Instructional Cycle



Interactive Lecture

10 minute segments of content

- Teacher Talk (focused on learning target- modeling, example, guided instruction, inquiry)
- Students interact w/content
- Teacher Checks for Understanding
- ...Repeat Pattern



Growth Plan Information

Teacher Name:	Carrie Howell
Growth Plan Name:	Area of Focus
School Year:	2017-2018
Status:	Approved Growth Plan by Colin Ripmaster on 01/08/2017 2:06pm
	Our school's focus and professional development is specific to secondary literacy, including: developing and communicating a clear grade-level learning target; creating literacy-based scaffolds (either providing different text or a more supported task); creating more effective formative assessment systems through class-based structures like conferring and small group instruction.
Comments:	The district's focus and professional development in relation to secondary literacy includes: access to AP classes for all students; Common Core Standards and ongoing development of literacy based units of study (for alignment).
	I need to work on giving my students tools for taking more ownership of their learning and for engaging in cognitively demanding conversations around their writing, specifically around revision.
	In particular I need to work to support students in having effective conversations in pairs, small group and large group.

Start Date: 09/11/2017

End Date: 05/11/2018

Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Purpose
Indicator	Learning target(s) connected to standards P1
Comments	Vision Statement (Research Based Practice): The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. Guiding Questions (focus learning): How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)?

Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Student Engagement SE4
Indicator	Opportunity and support for participation and meaning making
Comments	Vision Statement (Research Based Practice): Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. Guiding Questions (focus learning): What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Curriculum & Pedagogy
Indicator	Discipline-specific teaching approaches CP3
Comments	Vision Statement (Research Based Practice): Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. Guiding Questions (focus learning): How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials?

Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Curriculum & Pedagogy
Indicator	Use of Scaffolds CP5
Comments	Vision Statement (Research Based Practice): The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. Guiding Question (focus learning): How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making?

Goal

Start Date	09/11/2017
End Date	05/04/2018
	National Assessment (15%) All students will increase their score on the AP Language and Composition exam by 1 or more points from the practice test in September to the AP test in May.
	Local Benchmark Assessment (10%) All students will be able to successfully (3 or higher aggregate on revision rubric): 1) read a draft text of a grade level peer 2) identify points of revision specific to ideas and content, organization, voice, word choice, sentence fluency, conventions and presentation. 3) communicate revisions to a peer, and 4) explain why specific revisions are needed.
Goal	Success Criteria for Student Growth Effectiveness Rating My student growth rating will be determined through the established district scoring band articulated below: * HE if 90-100% of my students demonstrate proficiency on aggregate of measures * E if 75-89% of my students demonstrate proficiency on aggregate of measures * ME if 60-74% of my students demonstrate proficiency on aggregate of measures * IE if less than 50% of my students demonstrate proficiency on aggregate of measures

Action 2 - Revise benchmark assessments based on assessment audit to assure performance tasks align with the rigor of standard and provide opportunity for students to demonstrate discipline specific content knowledge and habits of thinking.

Action 3 - Create and articulate a daily learning target and success criteria to students to ensure students know what they are supposed to learn, as well as how well they need to learn it.

Action 4 - Define the discipline specific habits and skills to target within the lesson (i.e., students think and act like mathematicians, like scientists, like writers.)

Action 5 - Implement specific strategies and structures that facilitate participation and meaning making by all students (e.g. visuals, communication devices, small grouping), including clearly communicating the expectations for engagement and adjusting support as needed to ensure each and every student has opportunity and support to meaningfully participate in each lesson..

Action 6 - Reflect on the progression of learning for the daily learning target, including at which points during each lesson students will be ready to take the lead, make choices and support one another.

Action 7 - Provide opportunities during the lesson for students to use strategies to take ownership of the learning.

Action Steps

Action 8 - Monitor engagement and adjust input as students work through progression of learning.

Action 9 - Formatively assess student learning to make adjustments in the moment and in future lessons in order to ensure sufficient support is provided to promote learning when concepts and skills are first being introduced, and removed as students develop automaticity with targeted content and skills. (I do / We do / You do together / You do independently).

Action 10 - Engage students in process writing that intentionally moves them through the process from prewriting and drafting to revising, then editing and publishing.

Action 11 - Intentionally and explicitly communicate the broader purpose or transferable skill of each activity, including revising vs editing.

Action 12 - Use mentor text and model AP analysis papers as success criteria that students can analyze and compare their writing.

Action 13 - Participate in the AP Literature PLN to network, curate and share resources, identify best practices/new ideas, etc.

Action 14 - Attend the College Board's Annual AP conference in Chicago

Action 15 - Become an AP Reader to evaluate and score the free-response sections of the AP Exams; share expertise, best practices, and insight with the College Board community of students, teachers, counselors, and administrators.

Growth Plan Feedback

Carrie, Your growth plan clearly aligns with our building/district school improvement goals/plan, and our agreed upon areas of focus based on your students learning needs, self assessment and previous evaluation. I will support you in attending the AP conference in Chicago, as well as writing a letter of support to become an AP Reader. In addition, I will plan to observe you 4-6 times this year for approximately 15 minutes, and provide formative feedback after each specific to your areas of focus.

Observation for Roberta CEL Observation #3

Staff Member Roberta CEL (roberta@five-startech.com)
 Observer Ben Mainka (ben@michiganprincipals.org)
 Observation Rubric 5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
 Observation Type Unannounced
 School Year 2015 - 2016
 Observation Start Date 2/16/2016 1:57pm
 Observation Timer
 Observation Finalized Date 2/16/2016 2:26pm
 Area of Focus Teacher: 1.P.1, 2.SE.4, 4.A.4, 5.CEC.2 District: 1.P.1, 1.P.3, 1.P.4, 1.P.5, 2.SE.3

Date/Time	Script	Code
2/16/2016 1:57pm	Students are seated in groups of six. T uses a smartboard. Each S has a laptop.	5.CEC.1
2/16/2016 1:57pm	Okay, here we go, I'm asking you to write a thesis. LT, SC & CCSS on smartboard – 1 1/2 min LT for today. You're going to understand the importance of organizing an argument into a standard format. What does that mean? Okay, understand the importance of organizing an argument into a standard format – I'm asking you to write a thesis. You're going to be able to understand how to write that argument, your claim, a thesis. Success Criteria - you're going to have a working thesis by the end of the period, okay? And you're going to complete the parameter exit slip, and actually, the exit slip is in Swift (Learning management system) and its under the discussion category in Swift.	1.P.1, 1.P.3, 1.P.4, 1.P.5, 2.SE.4, 3.CP.1, 5.CEC.1
2/16/2016 1:59pm	Our standard today is Wriging 8.1 - Write arguments to support claims with clear reasons and relevant evidence. Does any of that need to be explained? Does the learning target, success criteria or CCSS need to be explained further? S – like write a thesis and support something else that gives evidence and reasons why you're supporting it? T - you don't need to paraphrase this standard, and actually, the exit slip is on Swift and it's under the discussion, category in Swift. We're learning how to write an argument to support a claim and we need clear and relevant information there. So that's where we're going.	1.P.1, 1.P.4, 1.P.5, 2.SE.1, 2.SE.4, 3.CP.1, 3.CP.2
2/16/2016 2:02pm	I'm going to show you an essay and I'm going to read the first introductory paragraph. I want you to decide what my hook is and then I want you to decide what my thesis is. And then obviously everything in between is what? Background information, okay? So here we go.	1.P.2, 1.P.5, 2.SE.1, 2.SE.3, 2.SE.4, 3.CP.1, 3.CP.2, 3.CP.5, 5.CEC.3
2/16/2016 2:03pm	The teacher reads a paragraph about dogs vs. cats as pets. T – Okay, go ahead with a partner, decide what my hook is, what my thesis is. Ss talk with partner – 15 secs. T walks by screen.	2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5, 3.CP.1, 5.CEC.1, 5.CEC.2, 5.CEC.3
2/16/2016 2:04pm	T - That is plenty of time here, okay. What is my hook? What is my hook, Glory? S1 – Everything up to do dogs or cats make better pets. T – I could see where that is – Glory, I'm going to say no. S1 - It is just the first sentence? T - Yes! (Laugh) why just the first sentence? S2 - Because the rest is just background information. T - Yes.	2.SE.1, 2.SE.2, 2.SE.4, 2.SE.5, 5.CEC.2, 5.CEC.3, 5.CEC.4, 5.CEC.5
2/16/2016 2:05pm	Yeah, remember yesterday's that was long and I think that's where you got a little confused. It was an antidote. it connected together. Here's a question, right? (T points to screen.) I'm not really connecting anything after that. And, is a question one of the techniques regarding a hook, writing a hook? Yes. Okay -we're going to say are you a cat person or a dog person, okay. What is my thesis? Where is my thesis? Jacqueline? T highlights the hook in yellow on the smartboard. S- dogs, however, make better pets than cats because they are smarter, more fun and affordable" is the thesis statement.	1.P.2, 2.SE.1, 2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5, 3.CP.1, 3.CP.2, 3.CP.5, 4.A.3, 4.A.4, 5.CEC.1

2/16/2016 2:05pm	T-Yes, okay? Okay, now on a scale of 1 to 5, 5 being absolutely fantastic and 1 being ehh, okay, how do you rate that thesis? Ss hold up fingers. T - I see lots of numbers and I am going to agree with the people like this (holding up a number 1). T asks a student who also held up a "1". Okay, now tell me why. S5 - Yesterday you told us you did not like lists and they didn't use very good grammar. It could just be better.	1.P.2, 1.P.5, 2.SE.2, 2.SE.4, 2.SE.5, 4.A.3, 4.A.4, 5.CEC.2, 5.CEC.4, 5.CEC.5
2/16/2016 2:06pm	T – I’m not interested in the grammar part here when I’m looking at the thesis for this particular one, but the fact that there’s a list, that is not a good thesis. Okay, you’re moved past that. You’re not beyond the list for a thesis. So if I had to change this, what could I do to make S6 – you could add more detail., not it’s bland. T - a thesis is just a statement that can be discussed in detail in the other paragraphs. I don’t want to ramble. She cautions the student that they don’t have to ramble. What do I need to do? S7 –take out a few of your arguments. Don’t need as many. Blend others together so there’s not a list. You’re telling but not in list form. T –you know what, I could leave it just like this: Dogs, however, make better pets than cats. Do you know what my essay’s going to be about? T –So this part here – smarter, more fun and affordable, can that be my body paragraph? Can those be my three topics for my body paragraphs? Remember, your thesis does not have to be sparkly and glittery and wearing a tiara. That’s too much, okay. Your thesis is just the facts.	1.P.3, 2.SE.1, 2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5, 3.CP.2, 3.CP.3, 3.CP.5, 4.A.4
2/16/2016 2:08pm	T-"dogs are 2/16/2015 cats" is an opinion even teachers need to tweak what they write. 1:57pm always teachers need to tweak what we write, okay, we never do anything first draft. T -We're going to have some practice with thesis. It's in S drive outbox and called Doctoring Up Thesis. Ss type on laptops to find doc. T- With a partner, work on this, remember those areas that we said, they're not listed here, but you know too broad, too narrow, too vague, fact, rambling, okay? Five choices here. If you find that a thesis is not acceptable, go ahead and rewrite it, say why and rewrite it. I'm going to come around and check what your thinking is. get in partner pairs.	1.P.2, 1.P.3, 2.SE.2, 2.SE.3, 2.SE.4, 3.CP.1, 3.CP.2, 3.CP.3, 3.CP.4, 5.CEC.2, 5.CEC.3
2/16/2016 2:08pm	Students work in pairs. Ss read and discuss the thesis statements found on the activity sheet. Ss point to text on computer screen and discuss with partner. The teacher checks in with each group and offers feedback on their revisions to the thesis statements. T goes to one group S1 – it states their topic. T- S2- All body enhancing agents should be illegal for professional athletes. S3- I don’t think you should say that for all professional athletes. Maybe we should say it for, like, a sport? T- OK. S3 - That’s kind of broad. And all body enhancing agents. S2- Yeah. Maybe narrow it down. T - Yes. I think with the “all professional athletes,” I don’t have a problem with that because how many of the population are professional athletes? That’s pretty narrow. I would agree with you on the “body enhancing drugs,” because how many are there? S2- There are a lot. T – how could we change that? S2 – specific S1 – a specific one T - So which one would be... S2 - Steroids. T - Yeah. That would probably be the one that does the most damage, right? You guys are on a nice start.	1.P.3, 2.SE.1, 2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5, 3.CP.1, 3.CP.2, 3.CP.5, 4.A.3, 4.A.4, 5.CEC.1, 5.CEC.2, 5.CEC.5
2/16/2016 2:10pm	T moves to another group. S1 same gender bc the students will learn better S2 yeah S1 that doesn’t fit any categories S1 I think it’s too specific – it lists T you have a list, all middle school classrooms in the US S2 – I mean comprised T – yeah, it’s the opposite. What do you think about 6? S2 – interesting S1 I also think ____ S2 it’s vague T I agree. Why?	2.SE.1, 2.SE.2, 2.SE.4, 2.SE.5, 4.A.3, 4.A.4, 5.CEC.2
2/16/2016 2:10pm	T moves to different group ____ T: See already, they are kind of rambling a tiny bit. They are trying to sound smart, aren’t they?S: Yeah.T: People do that in their writing. They use words that they don’t exactly know to sound smart. In reality it’s the opposite. Ss work with partner, revise thesis statement and move on to the next one. S5 reads - says that it is too broad.T nods “I would agree. Why?” Other ss still working in pairs.	2.SE.1, 3.CP.1, 5.CEC.2, 2.SE.2, 2.SE.4, 2.SE.5, 3.CP.5, 4.A.3, 4.A.4, 5.CEC.3, 5.CEC.4

	T: Raise the number of fingers that show what you know about thesis '5' I absolutely know what a thesis was and I could teach it – put the '5' up. Then 4-3-2-1. OK. Go ahead and lift them up high. Students raise their hands to show the teacher their understanding of thesis statement. The teacher looks around the room and says "Wow. OK." The majority of you were 4s and 5s, so that means you feel really, really comfortable. What I'm going to do now is I'm going to let you continue to work. If any of you have questions about yesterday's homework, yesterday's flipped classroom and have some questions about we can work over there until everybody's done with this, okay?	2.SE.1, 2.SE.2, 2.SE.4, 4.A.3, 4.A.4
2/16/2016 2:11pm	T puts t-chart on the smartboard, what student "must do" and what students "can do" for the remainder of the period. 10 am Ss continue working in pairs to finish the learning activity. All students were on task. T checks in with pairs and answers questions that come up.	2.SE.2, 2.SE.4, 3.CP.4, 5.CEC.1, 5.CEC.2, 5.CEC.3
2/16/2016 2:16pm	NOTICING/WONDERING: LT, SC & CCSS on SmartBoard – 1.5 min. How do you decide how to visually communicate the Learning Target to students? Are there other ways you use the learning target during your lesson. How are you sure that students understand the learning target for the day?	1.P.1, 1.P.4, 1.P.5
2/17/2016 6:50am	RESPONSE: I insert the learning target into my daily powerpoint and am sure to verbalize the learning target when the learning target slide is on the screen. Today I wasn't able to get back to the learning target at the end of the lesson. I try to each day. I actually get to it about ½ the time, if I am lucky. I ask the students to paraphrase the common core state standard each day. I try to stress that paraphrasing is not dumbing down the standard and that the learning target is based on the standard.	1.P.1, 1.P.4
2/16/2016 2:18pm	NOTICING/WONDERING: You said, "you're going to have a working thesis by the end of the period, okay? And you're going to complete the parameter exit slip" How do students know that the success criteria are connected to the learning target and show the extent to which they have accomplished the learning target?	1.P.3, 1.P.5
2/17/2016 6:55am	RESPONSE: Sometimes the exit slip prompt was the learning target itself. Today the exit slip really asked students to demonstrate part of the learning target. They were asked to identify their working thesis. The rest of the learning targets and success criteria weren't really addressed.	1.P.3, 1.P.5
2/16/2016 2:20pm	NOTICING/WONDERING: The teacher reads a paragraph about dogs vs. cats as pets. T - Okay, go ahead with a partner, decide what my hook is, what my thesis is. Ss talk with partner – 15 secs. T walks by screen. T -That is plenty of time here, okay. How did your students learn about hook and thesis for organizing an argument? How did you decide on a paragraph to use when modeling the idea of hook?	1.P.5, 2.SE.3
2/17/2016 6:59am	RESPONSE: Earlier this week we looked at structures for an introduction and I highlighted work on hook and thesis. I know many of my students have pets, and there always seems to be a tension between dog lovers and cat lovers. It is an easy topic for students to get their minds around and find the hook.	1.P.2, 2.SE.3
2/16/2016 2:24pm	NOTICING/WONDERING: You said, "Remember, your thesis does not have to be sparkly and glittery and wearing a tiara. That's too much, okay. Your thesis is just the facts. How did you decide to bring up this idea at this moment in the lesson?	4.A.4
2/17/2016 7:05am	RESPONSE: I noticed that the students' responses seemed to indicate the students might be getting a little anxious about all the things that needed to be considered in writing a thesis. I wanted to reassure them that this was just about the facts, and the details can be added later.	4.A.3, 4.A.4

Observation for Roberta CEL**Observation #4**

Staff Member	Roberta CEL (roberta@five-startech.com)
Observer	Ben Mainka (ben@michiganprincipals.org)
Observation Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Observation Type	Unannounced
School Year	2015 - 2016
Observation Start Date	4/17/2016 8:31am
Observation Timer	
Observation Finalized Date	4/17/2016 8:58am
Area of Focus	Teacher: 1.P.1, 2.SE.4, 4.A.4, 5.CEC.2 District: 1.P.1, 1.P.3, 1.P.4, 1.P.5, 2.SE.3

Date/Time	Script	Code
4/17/2016 8:31am	Students are seated in groups of 4	5.CEC.1
4/17/2016 8:31am	T Excellent. do you guys see how deep, close reading helps us understand more thoroughly, okay, did you guys see that yesterday? Did you walk away from class yesterday going wow, and that's only five paragraphs, okay? I'm sure you can also see why we can't do that every day. Your brains would get tired. I would not like that either, if every single days was like that. So remember I promised you guys that today would be more of an activity day and so I'm going to explain to you what we're going to do.	1.P.2, 2.SE.1, 3.CP.3, 4.A.4
4/17/2016 8:33am	I want to tell you what our learning targets are today. We're going to understand why Dr. King is in Birmingham. That's one of the first things we're going to do.	1.P.1, 1.P.4
4/17/2016 8:33am	he had justification for being in Birmingham but why is he there? we're going to look at that and you're going to understand the Birmingham ordinances of 1950. That's where we're going to spend our time today - looking at the ordinances and doing something with them and that something with them is apply your knowledge of the ordinances by creating a That Was Then, This Is Now poster.	1.P.1, 1.P.2, 1.P.3, 1.P.4, 1.P.5, 2.SE.4, 3.CP.1
4/17/2016 8:35am	one person at your table is going to need a computer and that will be – that will be it. Everybody else can put them – everybody else can put them on the ground please. Oh, that does not take talking, truly. Students put away computers and get out crayons and colored pencils.	5.CEC.1, 5.CEC.3
4/17/2016 8:35am	Okay. Back up here. Pod two. These are the Birmingham racial segregation ordinances, May of 1951. Some of them you're going to see in effect in 1950, they were kind of updated. these would be considered laws for the city in Birmingham and I need to tell you, they're a little concerning. You're going to understand why we're looking at those. The first one is – and again, these are on your S drive outbox. Don't need them now because we've got them up there, but if you want to reference them, that's where they are. so separation of races, that's our first one in section 369. It shall be unlawful to conduct a restaurant/other place for the serving of food in the city at which White and Colored people are served in the same room, unless ... are separated by a solid partition extending from the floor upward to a distance of seven feet or higher and a separate entrance from the street is provided for each compartment. basically what that's saying is let's just take our wall that separates Olsen and my class, let's put that up and we're going to say okay, Whites here, you can eat here and come through this door, okay, and Coloreds can go through Olsen's door. never the two shall interact. I'm looking at your faces, like really? Yes, that was law. That is what the law was then.	1.P.2, 2.SE.3, 3.CP.1, 3.CP.2, 5.CEC.1, 5.CEC.3

	Okay, next section is section 957: Negroes and White persons not to play together. unlawful for a Negro and a White person to play together or in the company of each other in any game of cards, dice, dominoes or checkers and – I'm just going to summarize this, and if you are the owner of the place where people are doing this and you decide it's okay, you're going to go to jail. You will be fined or going to jail. You are going to have a conviction and you're going to be punished if you allow White people and Colored people to play together. Again, I wish you guys were seeing the shocked look on your faces here. They decided guess what, you know what, we forgot a couple things in that last one, in that 597 because there was that guy, you know Jackie Robinson? in 1947, he was playing with White people, we can't have that. have to increase our separation, now not just can't they play cards, etc. we're going to include baseball, any other similar game.	1.P.2, 2.SE.1, 2.SE.2, 2.SE.3, 3.CP.1, 3.CP.2, 3.CP.5
4/17/2016 8:38am	Remember yesterday when I told you this was going to make you mad? Okay, this – are you starting to get an understanding why Dr. King was in Birmingham? Mmm. So far, we've only been through a few of these. I want you, in your groups, just to come up with one word to describe these ordinances. In your group, talk about it. 30 seconds. One word to describe these ordinances.	1.P.2, 1.P.4, 1.P.5, 2.SE.2, 2.SE.3, 2.SE.4, 3.CP.1, 4.A.3, 5.CEC.2
4/17/2016 8:41am	Students talk in groups T- let's come back. I know, lots of words. What was your word? S1: UNFAIR. T: Unfair. S2: RIDICULOUS. T: Ridiculous. S3: RIDICULOUS T Okay. S4: FRUSTRATING. T: Frustrating. S5: UNCONSTITUTIONAL. T: Excellent, unconstitutional. Absolutely correct. S6: OUTRAGEOUS. T: Outrageous, yes. Outlandish, racist, segregation, it's hard. Anti-American, anti-Biblical, anti –correct.	2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5, 3.CP.1, 4.A.3, 4.A.4, 5.CEC.2, 5.CEC.3, 5.CEC.5
4/17/2016 8:42am	we've only gone through a couple, right? Let's continue. so far, these categories are separation of race and you shall not play. A White and a Negro person can't play together. are you seeing an overarching theme here? Okay, called segregation. shall be unlawful for any person in charge or in control of any room, hall, theater, picture house, or any indoor or outdoor place, so basically unlawful no matter where you step foot has entrances and exits and seatings or standing sections set aside for and assigned to the use of White persons and another entrance for Black persons. Guess who got the standing section? We're going to give you your own section because you need to be with your own kind, so you're going to have your own section here, your special own entrance and aren't we just so incredibly kind to provide you with that? Yes? S7: IS THAT ALSO WHERE THEY HAVE TO PUT UP A WALL? T- Two different sections. I would think in a theatre, there's probably two levels, okay, there has to be some type of separation. Yes? S8: WHEN THEY SAY COLORED, DO THEY JUST STRICTLY MEAN BLACK OR DO THEY ACTUALLY MEAN LIKE OR OTHER T- You know what, I think what we're focusing on now – and that's a really good question and I am not sure of that. Right now, I know it's Colored. Right now, I think that Colored was a synonym for Black, Negro.	2.SE.1, 2.SE.2, 2.SE.5, 3.CP.2, 5.CEC.3, 5.CEC.4
4/17/2016 8:43am	S8: YEAH, SO WHAT HAPPENED TO SOMEONE WHO WAS LIKE, YOU KNOW – T - I don't know, that's a great question and that's something that I will need to look into. that that's a great, great question. I would think discrimination is discrimination. S9: WAIT, BUT IT DOES SAY AT THE BOTTOM, MEMBERS OF OTHER – T: the other race, not races. next one. It shall be unlawful – now, guess what, oh my gosh, we forgot one thing. We forgot one more thing. They can't play pool together. S10: OH, WE CAN'T DO ANYTHING. LOTS OF STUDENT CHATTER	2.SE.1, 2.SE.2, 2.SE.4, 2.SE.5, 3.CP.1, 3.CP.2, 5.CEC.2, 5.CEC.4
4/17/2016 8:44am	T- I'm going to just briefly summarize the next two because pods 5 and 6 have them at their table. In pod 5, now we're into transportation. it is saying anything like a streetcar, our light rail but on the ground, so not buses but streetcars, trains, okay, it is unlawful for White people and Black people to be riding together. There has to be separate cars. Not even separate rows of seating, separate cars for them. the same is true on six with taxi cabs, okay, and buses. You have to have – in a taxicab, you have to have a White only and a Colored only, Negro only taxicabs and on the bus, you guys know about that, has to be sectioned – sectioned off - very clear where that section ends, where one ends and the other begins. Yes, Allison?	2.SE.2, 3.CP.2, 3.CP.5

	S11: IF THEY HAD TO BE SO SECTIONED OFF, WOULD BLACK PEOPLE HAVE TO DRIVE THE CARS FOR THE OTHER PEOPLE OR WOULD STILL WHITE DRIVERS DRIVE THE STREETCARS? T: I don't know. I'll have to look.. Great questions you guys are asking me that I have to – so I need to write myself a note, that's two. S12: WHAT IF THERE'S LIKE – LIKE A PERSON WHO OWNS LIKE THE PORTS [? 12:58] OR WHATEVER, WHAT IF IT'S A BLACK PERSON WHO OWNS THE PORTS, I MEAN, LIKE – T: They wouldn't. S12: THEY WOULDN'T. T- it's hard for us to even imagine. these were created in 1950 and '51, so that – that wasn't happening, you know, we're just trying to get equality right now, that's what Dr. King is doing. does this give you a little bit more knowledge as to why Dr. King is in Birmingham? T -yes, it does.	1.P.2, 1.P.4, 2.SE.1, 2.SE.4, 2.SE.5, 3.CP.1, 3.CP.2, 5.CEC.2, 5.CEC.4
4/17/2016 8:44am	one of the things that we're going to do today to kind of make sure you understand this and that you can apply that is at each pod you have an ordinance, ordinance taped to your desk. You are going to create posters. Your poster is going to be separated in half. Need you to listen, please. Half of your poster is going to be that was then okay? So you're going to write that was then and underneath, you're going to write your ordinance number, okay, so that was then, ordinance. then over here on this side is now.	1.P.3, 2.SE.2, 2.SE.3, 2.SE.4, 3.CP.1, 5.CEC.1, 5.CEC.2, 5.CEC.3
4/17/2016 8:46am	Excuse me, I'm not quite done yet. we're creating something for the wall, That Was Then, This Is Now, okay, so it's very, very big. And then next to we have all of the ordinances written and each one of your posters will go under your ordinance on the back of your paper – so on the front, that was then, this is now. On the back, everybody at your table's name and your pod number. It will be easier for us to organize it like that.	1.P.3, 2.SE.4, 3.CP.1, 3.CP.3, 5.CEC.3
4/17/2016 8:46am	I'm going to come around and check your thinking with this. What I want you to discuss at your tables while you're drawing this is how did these ordinances impact Dr. King being in Birmingham, why is he there, that was then, how did his work impact where we are today? That's the discussion you're having at your tables while you're working on the poster, okay? Any questions about what you're going to do? have the rest of the class period to work on this. due tomorrow. I know that's homework for somebody, okay, but there's no reading tonight. Okay. Go ahead and start.	1.P.2, 1.P.4, 2.SE.1, 2.SE.4, 3.CP.1, 5.CEC.3
4/17/2016 8:49am	NOTICING/WONDERING: I noticed that you gave the students a task to write a poster. What concept did you want the students to learn with this activity?	1.P.1, 1.P.3, 1.P.4
4/17/2016 3:42pm	RESPONSE: Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. This is a CCSS standard. I want my students to delve into the meaning of the words in the 1950 Ordinances then to develop a pictorial representation of its meaning. Their posters will represent this understanding.	1.P.1, 1.P.3, 3.CP.1, 3.CP.2, 3.CP.3, 3.CP.5, 4.A.3
4/17/2016 8:52am	NOTICING/WONDERING: I noticed the students worked in groups of 4. How did you decide which students were in each group?	2.SE.3, 4.A.4
4/17/2016 3:48pm	RESPONSE: Several of my students missed the lesson yesterday regarding close reading. I put them each into three groups with students who could help them with the skill to make meaning of the Ordinances. I checked in with them from time to time to see how they were doing and was pleased with the help they received.	2.SE.3, 2.SE.4, 3.CP.4
4/17/2016 8:54am	NOTICING/WONDERING: You asked the students to come up with one word to describe the ordinances. How did this one word help them with their understanding of the text?	1.P.3, 2.SE.3

4/17/2016 3:52pm	RESPONSE: I wanted the students to think about the background information that I gave them and articulate a quick, first response. I think that their initial responses to the reality of the time could help them understand Dr. King's feelings about the ordinances and the way people were treated.	1.P.2, 2.SE.2
4/17/2016 8:55am	NOTICING/WONDERING: You asked students to discuss in their groups how the ordinances impacted Dr. King being in Birmingham, why he was there and how his work impacted where we are today. What are your expectations for group discussions and how do ensure that all voices are heard?	2.SE.4, 2.SE.5, 5.CEC.2
4/17/2016 3:55pm	RESPONSE: That's a good question. I have some basic routines to support talk, but the students aren't independent of me yet. I do walk around and listen in on conversations and often say that I'd like everyone to participate. It's something I need to work on.	2.SE.2, 2.SE.4, 5.CEC.2
4/17/2016 8:57am	NOTICING/WONDERING: I noticed you reminded students of a close reading they did yesterday. What kind of close reading did you engage your students in yesterday?	1.P.2
4/17/2016 3:57pm	RESPONSE: We did a close reading of the Declaration of Independence.	1.P.2, 3.CP.1
4/17/2016 8:58am	NOTICING/WONDERING: I noticed students will have to hand in posters tomorrow. What will students do with the posters they create?	1.P.3, 1.P.2
4/17/2016 3:57pm	RESPONSE: I'll be grading them. It will be interesting to see where they are at.	1.P.2, 4.A.3, 4.A.4

Staff Signature:**Date:****Observer Signature:****Date:**