

PRECONFERENCE SESSION

Student-Centered Instructional Design and Assessment with Diane Sweeney

EARCOS Teachers' Conference—March, 2014

AM **What is Student-Centered Instructional Design and Assessment?**

- The Process
- Use of Standards
- Role of Formative Assessments
- Analysis of Student Learning
- Planning Differentiated Instruction

Best Practice in Instructional Design

- Elementary and secondary examples of what it looks like to move through the process

Lunch

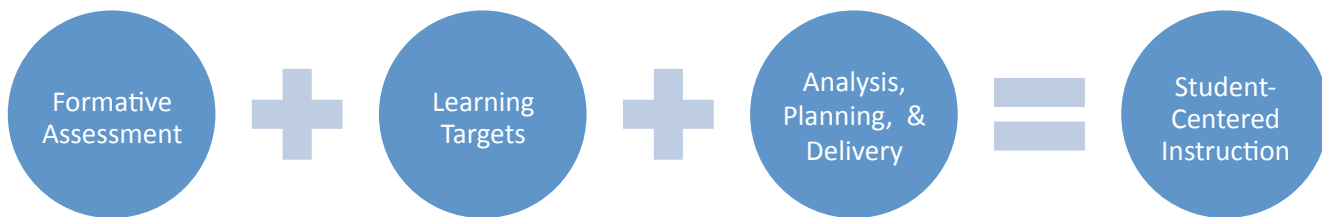
PM **The Role of Collaboration in Student-Centered Instructional Design and Assessment**

- Data-Driven Conversations
- Learning Labs
- PLC's

HANDOUTS

Morning Reflection: How do you approach planning and instructional design? In what ways does your planning set you up to meet your students' needs? In what ways do you feel challenged to do so? Please spend 3-5 minutes to write reflectively and share with a partner.

What is Student-Centered Instructional Design and Assessment?



How it's Done:

1. Design learning targets ('I can' statements)
2. Analyze student work against the learning targets
3. Plan differentiated instruction based on the analysis of student work
4. Deliver differentiated instruction and collect student evidence during instructional time
5. Design ways for students to self-assess against the learning targets

Step 1: Design Learning Targets ('I can' statements)

Read the standard and craft a series of 5-8 'I can' statements, or learning targets, that you feel summarize what the students should 'know and be able to do'.

2nd Grade Reading—Literature

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.

5th Grade Writing—Opinion-Based

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented

MS Math Standard: Students will understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

Step 2: Analyze Student Work Against the Learning Targets

Analyze the fifth grade writing assessments to determine where students are in relation to the learning targets.

Brainstorm all of the ways we can formatively assess students in relation to the learning targets.

Step 3: Plan Differentiated Instruction based on the Analysis of Student Work

Learning Targets:	
Group 1: Instructional Goal	Group 2: Instructional Goal
Group 3: Instructional Goal	Group 4: Instructional Goal
Whole Class Instructional Needs:	

Step 4: Deliver Differentiated Instruction and Collect Student Evidence During Instructional Time

Daily Lesson Planning Template (Elementary)

Teacher: Subject:	Unit Date:
Standard: Learning Targets:	Data used to plan this lesson:
Vocabulary:	Key Points: (3-5 key pieces of knowledge and/or skills students should take away from the lesson)
Focus Lesson: How will the key points be introduced?	
Work Period: How will students practice what was taught?	
Share Session: How will students share their progress towards standards mastery?	
Post-Lesson Reflection and Common Misconceptions: <i>How do I plan to address these?</i>	

Daily Lesson Planning Template (Secondary)

Teacher: Course:	Date: Unit/Week:
Standard:	Data used to plan this lesson:
Learning Targets:	Key points: (3-5 key pieces of knowledge and/or skills students should take away from the lesson)
Vocabulary:	
First three: <input type="checkbox"/> Sit down quietly and take out supplies. <input type="checkbox"/> Copy your HW into your planner silently. <input type="checkbox"/> Begin the Do Now silently and promptly.	
1:1 Laptop Usage Consideration: How and when will students setup and use laptops in this lesson?	
Do now:	Purpose of the do now: <input type="checkbox"/> Activate Prior Knowledge <input type="checkbox"/> Introduce Lesson <input type="checkbox"/> Spiraled review <input type="checkbox"/> Fluency activity <input type="checkbox"/> Other _____
Hook:	
Agenda: Outline of your lesson <i>(include shorter time segments – less than 10 minutes, scaffolded learning, and 1:1 laptop usage)</i>	Activity: Teacher Actions: Key questions to ask during this time:
Student Actions:	
Incorporate at least two of the following into the lesson: <input type="checkbox"/> Fluency <input type="checkbox"/> Spiraling <input type="checkbox"/> Differentiation <input type="checkbox"/> Multisensory	
Closure: <input type="checkbox"/> Review what students learned <input type="checkbox"/> Connect it to future learning <input type="checkbox"/> Connect it to HW	Assessment:
Homework:	
Post-Lesson Reflection and Common Misconceptions: <i>How do I plan to address these?</i>	

Conference Notes:

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Learning Targets:	
<ul style="list-style-type: none"> I can summarize what I read. I can identify the theme of a fictional text. I can infer how the theme affects the characters in the story. 	
Abby	Karma
Jensen	Jonathan
Danielle	Paige
Chloe	Zora
Bradley	Caroline
Brandon	Britney
Trevor	Alex
Haylee	Logan
Connor	Vincent

Step 5: Design Ways for Students to Self-Assess Against the Learning Targets

Success Criteria for 8th Grade Unit on Systems of Equations

<p>Standard: MA8.F.1.1 Students will understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>Students mark their progress on each skill in pen or pencil. Teacher will evaluate the progress with a color mark.</p>	<u>Information Heard of It</u>	<u>Knowledge</u> <i>I Can do this with help</i>	<u>Know-How</u> <i>I Can do this on my own</i>	<u>Mastery</u> <i>I can teach someone else or apply the skill to a new situation</i>	<u>Evidence of Learning</u> I mastered this because I was able to teach ____ I did this on my own when I did ____
I can identify solutions for single equations					
I can identify methods of solving equations (graphing, substitution, and elimination)					
I can recognize the number of solutions for a system and solves for y					
I can create linear equations with two variables					
I can solve a system by (graphing, substitution elimination) from ordered pairs; graph two lines and find the intersect					
I can read story problems and create two equations with two different data sets					
I can solve real-world and mathematical problems leading to two linear equations in two variables.					

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Success Criteria—Grade 3-5 Informative/Explanatory Writing

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Learning Targets	Date	Date	Date
I can introduce the topic clearly.			
I can organize the piece into paragraphs, sections, and headings.			
I can provide concrete details and examples about the topic.			
I can use linking words to help the reader move through the piece (i.e. another, for example, also, because)			
I can use vocabulary that is specific to the topic I am writing about.			
I can provide a conclusion that relates to the information I am writing about.			

Mid Day Reflection:

How might this method of planning and delivery enable you to design and deliver differentiated instruction? Please spend 3-5 minutes to write reflectively and share with a partner.

The Role of Collaboration in Student-Centered Instructional Design and Assessment

Why collaborate? What's in it for me as a teacher?

Group Work: Work with 2-3 other people to discuss and record your thoughts to the following questions.

What are the pros and cons to collaboration?

Pros

Cons

What systems and structures are important to make collaboration worthwhile?

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Create a list here...

Guiding Principles for Student-Centered Collaboration

- It's about student learning.
- Student evidence always informs instructional planning.
- Norms are set and participants are held accountable to the norms.
 - Protocols provide a clear structure for the meeting time.
 - Ownership is shared among group members.

Data-Driven Conversations

Protocol for Data-Driven Conversations

Suggested time: 30-40 minutes

1. Teachers name a goal for student learning (either shared or individual goal).
2. Teachers share the instructional practices that they have been trying with their students.
3. Teachers engage in a sorting session to examine student evidence (reader response, short assessments, writing tasks, etc.) against a set of learning targets (or 'I can' Statements)
4. Teachers determine an instructional plan for the following week that is differentiated and based on the students' demonstrated needs.

Learning Labs

Protocol for Student-Centered Learning Labs

Prebriefing Session to Frame the Observation (45 minutes)	<ul style="list-style-type: none">• The lab host introduces the focus question that will frame the observation• The lab host may also choose to share recent lessons, artifacts from the classroom; such as charts, student work, or other assessment data that will help the teachers understand the classroom context.• The lab host shares a set of student “look for’s” using the guiding question, “What will it look like if the students are demonstrating the intended learning?”• Participants are invited to ask clarifying questions to the host teacher.• Participants identify why they are participating in the observation and what new learning they would like to walk away with.• The facilitator reminds the group of the observation norms.
Observe the Teaching and Learning (50-60 minutes)	The facilitator hangs the chart of student look for’s in the classroom during the observation so that the teachers can refer to them when taking notes. During the observation, the participants take notes that are specific to the focus question and look for’s.
Debrief the Teaching and Learning (60 minutes)	<p>The group debriefs in the following rounds. Throughout each round, the facilitator ensures that the responses are specific and objective and do not include feedback or suggestions. Each round is done as a “whip around” so that the discussion moves from one person to the next. Participants may pass when it is their turn to speak.</p> <p>Round One: Student Evidence</p> <ul style="list-style-type: none">• What specific evidence can you provide to the teacher regarding the focus question and look for’s? What did you see the students doing that matched the teacher’s goals? <p>Round Two: Implications</p> <ul style="list-style-type: none">• What are the broader implications of what you observed? <p>Round Three: Response from the Host Teacher</p> <ul style="list-style-type: none">• The teacher responds by thinking aloud about what was shared. How has the teacher’s thinking changed? What is a future goal for instruction? <p>Round Four: Next Steps for Instruction</p> <ul style="list-style-type: none">• Each group member shares a next step for their instruction. The facilitator takes notes for future follow up and coaching.

Professional Learning Communities (PLCs)

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- How will we know if they have learned? Are we monitoring each student’s learning on a timely basis?
- What will we do if they don’t learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty
- What will we do if they already know it?

Plus one more important question—*What are our instructional next steps to meet the differing needs of our students?*

Facilitation of Small Group Collaboration

How Facilitators Help Small Group Work (from *Group Work Has its Dangers*, by Robert Garmston)

Anticipating issues

Facilitators aid collaborative processes by anticipating issues and preparing teams to address common obstacles to productivity. The facilitator talks to the group about processes when dangers emerge. One might say, "You know, there is a tendency for teams to settle for the first viable idea. I'm going to suggest you keep going until we have at least three more ideas on the table." The facilitator states the group's role in decision making and checks for participants' understanding before moving ahead.

Providing protocols

To avoid defensiveness or members assigning negative intentions to others, facilitators provide protocols for topics that are hard to talk about. Protocols determine the type of thinking required, place boundaries around conversations, and provide psychological safety. Brainstorming is an example of a protocol to generate ideas. Processes that use round-robin talk provide time for each person to speak. Paraphrase passport, in which each new speaker must paraphrase the preceding speaker as a "passport" before he or she can speak, is a protocol designed to assist listening (Garmston & Wellman, 1999).

Explaining processes

One of the most effective yet simple ideas I've learned in the past few years is to explain to participants why we are using a particular process. An explanation inevitably reduces the group's resistance and focuses members on what is most relevant--the content or purpose for the group's work.

Building understanding

Teams need the greatest possible collective understanding of an issue to be able to work on improving student learning. To build collective understanding, a group must be able to see relationships among systems and also to identify systems. An ever-present system is the cumulative effect of teaching. Problems at the 5th grade must be studied in relationship to what is occurring at 4th, 3rd, and 2nd grades. To understand systems relationships, the group needs the cognitive and emotional skills of inquiry, curiosity, and the discipline to ask, "What are some factors contributing to this problem?"

Following meeting standards

Teams must know how to talk together. When members know and practice five meeting standards, meetings are more efficient and effective. Leaders and members must be disciplined in maintaining these standards: one topic at a time, one process at a time, balanced participation, safe engagement in cognitive conflict, and understanding meeting roles (Garmston, 2002). Facilitators help groups remember and follow the meeting standards. Groups also must be skilled at both dialogue--talking to understand--and discussion--talking to decide. Members need skills in using fundamental communication tools, such as getting ideas heard, paraphrasing, pausing, and balancing inquiry and advocacy (Garmston & Wellman, 1998). Facilitators assist groups in learning these skills. Skilled facilitators see groups not as they are but as how they might become. They teach these skills and processes when necessary. They help the group assess its effectiveness and target future improvement.

Generate compelling conversations

Good facilitators work to help the group achieve a spirit of inquiry and conscious curiosity. Facilitators might use visual dialogue displays as one tool to help spark compelling conversations about difficult topics, even with diverse stakeholders. Seeing helps people think, especially about complex ideas. When groups are tired, the auditory system is the first to fade. A visual dialogue display is a cognitive organizer. It helps clarify the boundaries of the conversation and the selected form of thinking, and promote psychological safety so people are free to contribute (Garmston & Wellman, 1998).

Processes for Collaboration

Sorting Session	Participants analyze student work and then place the work into piles that represent the students' needs.
Notation on Student Work	Participants use post-its to notate the needs they see represented in the student work. This often occurs while teachers are engaged in a sorting session.
Turn and Talk	Participants have a brief conversation with a partner. The facilitator frames the topic for the discussion. The facilitator might ask a few groups to share back to the larger group if time permits.
Whip Around	Table groups share by moving around the table, moving from one participant to another. It is okay to pass.
Reflective Writing	Participants quietly reflect in writing. The facilitator can supply small sheets of paper in case s/he would like to directly receive feedback from participants with questions, comments, or suggestions.
Silent Chalk Talk	Participants engage in silent conversation on a large piece of chart paper. The facilitator leads with a guiding question.

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Name Your Next Steps	Participants take a few moments to write a specific next step for their practice. Then they share their next steps in a small or large group.
Gallery Walk	Charts are hung around the room and participants walk around reading, and possibly adding ideas to the other charts.
2 x 2 Share	Participants work in pairs and then join with another pair to share further and deepen their thinking.
Circle Share	Participants stand in a circle to share their thinking. This process is often used with groups of 10 or more.
+ / Δ	On chart paper, the facilitator creates a T-chart. On the plus side participants list what worked for them in terms of process. On the delta side, participants list suggested changes for next time.

End of the Day Reflection: How do you plan to apply what was learned today? What questions do you still have?