THE ESSENTIALS:
HIGH ACHIEVEMENT
IN DPISD

Learning is not attained by chance; it must be sought for with ardor and diligence.

-Abigail Adams
Deer Park Independent School District
Deer Park, Texas

Preparing today’s students for tomorrow’s challenges

MISSION STATEMENT
The mission of the Deer Park Independent School District is to maximize educational opportunities for all students so they may perform at their highest potentials and be successful in meeting the challenges of the future.

Our Professional Goals

1. We will promote continuous professional learning with the ultimate goal of improving student learning.

2. We will develop our knowledge and skills about teaching and learning in a way that will result in building our capacity to mentor/coach each other.

3. We will learn together as professionals and continually reflect on what we are doing, making adjustments as necessary.

4. We will focus on implementing research-based strategies, with the goal of enhancing our instruction, so that student learning will continually improve.
Standards-Based Instructional Wheel

- College Ready
- Safety Nets
- Formative Assessments
- Aligned Instruction
- Instructional Materials
- Curriculum Framework
- Clear, High Expectations

Arrows indicating Professional Development and Leadership.
STANDARDS-BASED INSTRUCTIONAL SYSTEM

Clear, High Expectations

1. Expectations should be set at high levels.
2. Expectations should be rigorous and world-class.
3. Expectations should be useful—developing what is needed for citizenship, employment, and lifelong learning.
4. Expectations should be focused and sparse while including those elements that represent the most important knowledge and skills within the discipline.
5. Expectations should be adaptable, permitting flexibility in implementation needed for local control, state, and regional variation, and differing individual interests and cultural traditions.
6. Expectations should be clear and usable.
7. Expectations should be reflective of broad consensus, resulting from an iterative process of comment, feedback, and revision that included educators and the general public.

Formative Assessments

Formative assessment is designed to provide feedback to both the teacher and the student about how the student is progressing. Formative assessment can consist of formal instruments or informal observations. Results should be used to shape teaching and learning, assist teachers in determining to either re-teach concepts or provide additional help to individual students. Formative assessments should be referenced to the standards and connected to daily instructional activities.

Summative assessment seeks to make an overall judgment of progress made at the end of a defined period of instruction. Summative assessments are designed to produce clear data on a student's accomplishments. High stakes tests are considered summative assessments and are used in accountability systems.

Curriculum Framework

A curriculum framework specifies what topics are to be taught at which grade level for each subject in the curriculum.

Aligned Instruction

Aligning instruction with standards involves identifying strategies that are best suited to help students achieve the expected performance.

Instructional Materials

Selected instructional materials need to fit the curriculum framework and match the standards.

Safety Nets

1. Safety nets serve the purpose of catching students up with their peers as quickly as possible.
2. The very first safety net is the system for ensuring that the students attend school and are ready to learn.
3. Decisions regarding student entry to and exit from safety net programs should always be made on the basis of data.
4. Early intervention is essential.
5. The most qualified and most experienced teachers are required to implement safety net programs.
6. The expectations in the safety net system are identical to those in the regular classroom.
7. The most important safety nets are those built into the structure of the regular classroom.
8. A comprehensive system of safety nets involves a graduated set of interventions.
The Principles of Learning:

- Effort produces achievement.
- Learning is about making connections.
- We learn with and through others.
- Learning takes time.
- Motivation matters.

The Principles of Teaching:

- The teacher matters.
- Focused teaching promotes accelerated learning.
- Clear expectations and continuous feedback activate learning.
- Good teaching builds on students' strengths and respects individuals' differences.
- Good teaching involves modeling what students should learn.

The Principles of Curriculum:

- The curriculum should focus on powerful knowledge.
- All students should experience a Thinking Curriculum.
- The best results come from having an aligned instructional system.

Forms of Assistance Teachers Provide:

- Modeling
- Contingency management
- Feedback
- Questioning
- Instruction
- Cognitive structuring/scaffolding

Source: Pecos ISD, Farmers-Branch ISD
### PRINCIPLES OF LEARNING

<table>
<thead>
<tr>
<th>Effort produces achievement.</th>
<th>Learning is about making connections.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What opportunities are provided for students to reflect and self-assess regarding learning difficult concepts?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We learn with and through others.</th>
<th>Learning takes time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are the other students engaged in learning when the teacher is providing specific feedback to an individual or small group?</td>
<td>Does the teacher give the student multiple opportunities to figure out the answer(s) themselves? Does the teacher refrain from giving students too much information?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motivation matters.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the classroom open and conducive to risk taking? Has the teacher modeled the importance of listening to students’ responses?</td>
<td></td>
</tr>
</tbody>
</table>
## Principles of Teaching

<table>
<thead>
<tr>
<th>Principle</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher matters.</td>
<td>Does the teacher give the student multiple opportunities to figure out the answer(s) themselves? Does the teacher refrain from giving students too much information? If guidance is used, is it given at an appropriate time in the learning? Does the amount of wait time allow students to think before responding?</td>
</tr>
<tr>
<td>Focused teaching promotes accelerated learning.</td>
<td>How are the other students engaged in learning when the teacher is providing specific feedback to an individual or small group? Do the student responses demonstrate deep understanding?</td>
</tr>
<tr>
<td>Clear expectations and continuous feedback activate learning.</td>
<td>Is the learning goal communicated clearly? How does the feedback move the student toward mastery of the learning goal?</td>
</tr>
<tr>
<td>Good teaching builds on students’ strengths and respects differences.</td>
<td>What opportunities are provided for students to reflect and self-assess regarding learning difficult concepts?</td>
</tr>
<tr>
<td>Good teaching involves modeling what students should learn.</td>
<td>If guidance is used, is it given at an appropriate time in the learning?</td>
</tr>
</tbody>
</table>

## Principles of Curriculum

<table>
<thead>
<tr>
<th>Principle</th>
<th>Question</th>
</tr>
</thead>
</table>
| The curriculum should focus on powerful knowledge.                       | Do the student responses demonstrate deep understanding? 
| All students should experience a “Thinking Curriculum”.                  | Does the teacher provide feedback that promotes thinking and learning? |
| The best results come from having an aligned instructional system.        | What levels of questioning were used during the lesson?                  |
PRINCIPLES OF BEST PRACTICE

Student Centered
Takes into consideration students’ interests and allows opportunities for students to investigate their own questions

Components:
- Experiential: Hands-on, active, concrete experiences
- Holistic: Whole ideas taught in meaningful and purposeful contexts, not in isolation
- Authentic: Complex ideas, rich curriculum, real world learning instead of oversimplified curriculum
- Challenging: Genuine challenges, responsibility for one’s own learning, choices in learning

Cognitive
Considers that the most powerful learning is achieved through higher-order thinking, inquiry, and metacognition

Components:
- Developmental: School activities targeting the developmental level of students
- Constructivist: Learning as an interactive process through which learners construct meaning for themselves
- Expressive: Communicate to construct meaning, engage in ideas, and remember information; Communicative media: speech, writing, drawing, poetry, dance, drama, music, movement, and visual arts
- Reflective: Opportunities to reflect, debrief, and respond to learning experiences

Social
Acknowledges that learning is always socially constructed and often interactive; a need to design interactions to scaffold learning

Components:
- Collaborative: Cooperative learning rather than competitive or individualistic strategies
- Democratic: The classroom as a model of a democratic society
The English Language Proficiency Standards (ELPS) provide an opportunity through a common framework to improve instruction for English Language Learners and integrate what research shows is best practice for successful learning. One of the keys to success for ELL’s is a consistent focus on content area language acquisition. The ELPS emphasize the need to intentionally make content comprehensible while developing academic language skills for ELL’s. It also requires academic language instruction be integrated into every area of instruction.

Lessons and incorporated strategies should be appropriate to student's proficiency level in speaking, listening, reading, and writing.
**The Instructional Core**

- **Principle #1**: Increases in student learning occur only as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement.

- **Principle #2**: If you change one element of the instructional core, you have to change the other two.

- **Principle #3**: If you can’t see it in the core, it’s not there.

- **Principle #4**: Task predicts performance.

- **Principle #5**: The real accountability is in the tasks that students are asked to do.

- **Principle #6**: We learn to do the work by doing the work.

- **Principle #7**: Description before analysis, analysis before prediction, prediction before evaluation.
There are only three ways to improve student learning at scale. The first is to increase the level of knowledge and skill that the teacher brings to the instructional process. The second is to increase the level and complexity of the content that students are asked to learn. And the third is to change the role of the student in the instructional process. That’s it. If you are not doing one of these three things, you are not improving instruction of learning.

-Instructional Rounds in Education

The four components to an Instructional Rounds site visit area are as follows:

**Problem of Practice (PoP)** - the PoP is an instructional problem that emerges from data, dialogue, observation, or current work. Each PoP includes a Problem of Practice, Theory of Action, and Essential Questions. Addressing all components of the PoP impacts teaching and learning in a positive way.

**Observation** - In a network visit, teams of four to six participants observe four teachers for 20 minutes each. Two teams observe the same four teachers at different points in the class (beginning or end of the class). There are typically six to eight teams in a network-a total of around 30-40 participants. Campus and central office administrators, teachers, instructional coaches, and specialists compromise the network.

**Observation Debrief** - The Observation Debrief takes approximately three to four hours. Each team devotes half of the time for collaboration to note the patterns in the descriptive evidence and to analyze the data. The team creates an artifact on chart paper depicting what they observed in classrooms. Because Rounds is a growth improvement strategy, evaluative language is not used. One of the norms in the process is no evaluation or judgment.

**Next Level of Work** - the Next Level of Work allows each team to generate ideas/suggestions for the host school. It addresses the question: What are possible next steps to assist in moving the instructional work forward and improving instructional practices in relationship to the PoP?

In addition, DPISD schools create a **Rounds Momentum Plan (RMP)** that includes schedules for classroom observations; data collection with short-term targets; and study and professional development to ensure growth toward improving the Problem of Practice with purpose and consistency.

*Short term targets: Short-term targets are quantitative targets that emerge from the classroom descriptive data and analysis to address the Problem of Practice. These targets give the current state of the desired improvements as well as the target. The short-term targets provide the opportunity for a short-term win, a motivating component in a change process.*
A Professional Learning Community (PLC) is a powerful way of working together that profoundly affects the practices of schooling. It requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement. PLCs can easily be incorporated into the planning periods that are held in most schools in DPISD and naturally fit within the instructional improvement process.

**Shared Mission, Vision, Values, and Goals**

The fundamental purpose of school is learning, not teaching. This emphasis on learning leads those within the school to focus on the following four crucial questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we respond when a student already knows the content?

**Collaborative Teams**

In a PLC, team members work interdependently to achieve common goals. Building a school’s capacity to learn is a collective task rather than an individual task. People who engage in collaborative team learning are able to learn from one another and thus create momentum to fuel continued improvement. It is difficult to overstate the importance of collaborative teams in the improvement process.

**Collective Inquiry**

The teams of a PLC are organized to engage in collective inquiry into both best practice and the current reality regarding their students’ existing levels of achievement.

The people in such a school are relentless in examining and questioning the status quo, seeking new methods, testing those methods, and then reflecting on the results.

**Action Orientation and Experimentation**

PLCs are action oriented. Members of such organizations turn aspirations into action and visions into reality. Not only do they act, but they are unwilling to tolerate inaction. They recognize that learning always occurs in a context of taking action, and they value engagement and experiences as the most effective strategies for deep learning.

The educators in a PLC recognize that until they “do differently,” there is little reason to expect improved results.

**Continuous Improvement**

A persistent disquiet with the status quo and a constant search for a better way represents the heart of a PLC. Systematic processes engage each member of the organization in the consideration of several key questions:

1. What is our fundamental purpose?
2. What do we hope to become?
3. What are our strategies for getting better?
4. By what criteria will we assess our improvement efforts?

The goal is not simply learning a new system, but creating conditions for perpetual learning.

**Results Orientation**

Professional learning communities judge their effectiveness based on results. Working together to improve student achievement becomes the routine work of everyone in the school. Every team of teachers participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress. PLCs turn data into useful and relevant information for staff.

**Guiding Principle**

The ultimate goal of a PLC is to stay true to the guiding principle of “Whatever It Takes!”

planning
planning
planning
planning
planning
planning
### 5.1 THE COGNITIVE PROCESS DIMENSION

<table>
<thead>
<tr>
<th>CATEGORIES &amp; COGNITIVE PROCESSES</th>
<th>ALTERNATIVE NAMES</th>
<th>DEFINITIONS AND EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. REMEMBER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 RECOGNIZING</td>
<td>Identifying</td>
<td>Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in U.S. history)</td>
</tr>
<tr>
<td>1.2 RECALLING</td>
<td>Retrieving</td>
<td>Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in U.S. history)</td>
</tr>
<tr>
<td><strong>2. UNDERSTAND</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 INTERPRETING</td>
<td>Clarifying, paraphrasing, representing, translating</td>
<td>Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)</td>
</tr>
<tr>
<td>2.2 EXEMPLIFYING</td>
<td>Illustrating, instantiating</td>
<td>Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)</td>
</tr>
<tr>
<td>2.3 CLASSIFYING</td>
<td>Categorizing, subsuming</td>
<td>Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)</td>
</tr>
<tr>
<td>2.4 SUMMARIZING</td>
<td>Abstracting, generalizing</td>
<td>Abstracitng a general theme or major point(s) (e.g., Write a short summary of the event portrayed on a videotape)</td>
</tr>
<tr>
<td>2.5 INFERRING</td>
<td>Concluding, extrapolating, interpolating, predicting</td>
<td>Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)</td>
</tr>
<tr>
<td>2.6 COMPARING</td>
<td>Contrasting, mapping, matching</td>
<td>Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)</td>
</tr>
<tr>
<td>2.7 EXPLAINING</td>
<td>Constructing models</td>
<td>Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th-century events in France)</td>
</tr>
<tr>
<td><strong>3. APPLY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 EXECUTING</td>
<td>Carrying out</td>
<td>Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)</td>
</tr>
<tr>
<td>3.2 IMPLEMENTING</td>
<td>Using</td>
<td>Applying a procedure to an unfamiliar task (e.g., Use Newton’s Second Law in situations in which it is appropriate)</td>
</tr>
</tbody>
</table>
## 5.1 THE COGNITIVE PROCESS DIMENSION

<table>
<thead>
<tr>
<th>CATEGORIES &amp; COGNITIVE PROCESSES</th>
<th>ALTERNATIVE NAMES</th>
<th>DEFINITIONS AND EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. ANALYZE</strong></td>
<td>Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</td>
<td></td>
</tr>
<tr>
<td>4.1 <strong>DIFFERENTIATING</strong></td>
<td>Discriminating, distinguishing, focusing, selecting</td>
<td>Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)</td>
</tr>
<tr>
<td>4.2 <strong>ORGANIZING</strong></td>
<td>Finding coherence, integrating, outlining, parsing, structuring</td>
<td>Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)</td>
</tr>
<tr>
<td>4.3 <strong>ATTRIBUTING</strong></td>
<td>Deconstructing</td>
<td>Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)</td>
</tr>
<tr>
<td><strong>5. EVALUATE</strong></td>
<td>Make your judgments based on criteria and standards</td>
<td></td>
</tr>
<tr>
<td>5.1 <strong>CHECKING</strong></td>
<td>Coordinating, detecting, monitoring, testing</td>
<td>Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)</td>
</tr>
<tr>
<td>5.2 <strong>CRITIQUING</strong></td>
<td>Judging</td>
<td>Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)</td>
</tr>
<tr>
<td><strong>6. CREATE</strong></td>
<td>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</td>
<td></td>
</tr>
<tr>
<td>6.1 <strong>GENERATING</strong></td>
<td>Hypothesizing</td>
<td>Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)</td>
</tr>
<tr>
<td>6.2 <strong>PLANNING</strong></td>
<td>Designing</td>
<td>Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)</td>
</tr>
<tr>
<td>6.3 <strong>PRODUCING</strong></td>
<td>Constructing</td>
<td>Inventing a product (e.g., Build habitats for a specific purpose)</td>
</tr>
</tbody>
</table>
Costa’s Level of Thinking

1 – Gathering
- Define
- List
- Select

2 – Processing
- Compare
- Sort
- Infer
- Classify
- Distinguish
- Analyze
- Explain (Why?)

3 – Applying
- Evaluate
- Judge
- If/Then
- Generalize
- Speculate
- Summarize
- Imagine

21
# THE TAXONOMY TABLE

<table>
<thead>
<tr>
<th>The Knowledge Dimension</th>
<th>The Cognitive Process Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gathering – Costa’s Level 1</td>
</tr>
<tr>
<td></td>
<td>Remembering</td>
</tr>
<tr>
<td>Factual Knowledge</td>
<td></td>
</tr>
<tr>
<td>Conceptual Knowledge</td>
<td></td>
</tr>
<tr>
<td>Procedural Knowledge</td>
<td></td>
</tr>
<tr>
<td>Metacognitive Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

---

**TAXONOMY GUIDE FOR ASSESSING THE KNOWLEDGE & COGNITION**

A. Factual Knowledge – The basic elements students must know to be acquainted with a discipline or solve problems in it.
B. Conceptual Knowledge – The interrelationships among the basic elements of a larger structure that enable them to function together.
C. Procedural Knowledge – How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
D. Metacognitive Knowledge – Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition.

<table>
<thead>
<tr>
<th>The Knowledge Dimension</th>
<th>The Cognitive Process Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gathering – Costa’s Level 1</td>
</tr>
<tr>
<td>A. Factual Knowledge</td>
<td>Recognizing</td>
</tr>
<tr>
<td>B. Conceptual Knowledge</td>
<td>Interpreting</td>
</tr>
<tr>
<td>C. Procedural Knowledge</td>
<td></td>
</tr>
<tr>
<td>D. Metacognitive Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

1. Remember – Retrieve relevant knowledge from long-term memory.
2. Understand – Construct meaning from instructional messages, including oral, written, and graphic communication.
3. Apply – Carry out or use a procedure in a given situation.
4. Analyze – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.
5. Evaluate – Make judgments based on criteria and standards.
6. Create – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.
## Understanding by Design
### Goals for DPISD

<table>
<thead>
<tr>
<th>Unit Name: Title of Unit</th>
<th>Est. # of Weeks: Based on actual amount of instructional time available each week.</th>
</tr>
</thead>
</table>

#### Overview
To summarize the focus of the unit
- Also can include how that unit connects to prior and/or future learning
- Also can include areas of high priority, new learning, common misconceptions, significant assessments

#### Desired Results

<table>
<thead>
<tr>
<th>TEKS and SEs</th>
<th>Content Specificity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross reference number to TEKS and SEs that are a primary focus of the unit</td>
<td>Unit content that is used to accomplish the TEKS and SEs This is the list of topics/areas of focus of what students are expected to know and be able to do</td>
</tr>
</tbody>
</table>

Cross reference number and full text of the TEKS and SEs that have been identified as “high priority” in the subject area and that is the first time being incorporated into the curriculum

#### Enduring Understandings
- Big idea at the heart of the discipline
- Must be “uncovered” by students to be learned
- Written in measureable language that drives the design of the performance tasks
- Number of enduring understandings is limited to what can be measured during the amount of instructional time available (typically between 1-5 for a unit)

#### Essential Questions
- Spark a meaningful connection in the minds of students (connections to prior learning, accessible language, sentence structure)

#### Learning Targets
- Intended as a quality, complete set (but not a mandatory list for those who want to personalize learning goals for their classrooms)
- Written in student-friendly language
- Concise description that focuses the students’ work during the lesson (typically not more than one goal on a given day, and it could be the same goal over multiple days)
- Compatible with the essential question(s)

#### Assessment Plan

<table>
<thead>
<tr>
<th>Performance Tasks</th>
<th>Other Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures one or more of TEKS/SEs</td>
<td>Measures one or more of TEKS/SEs</td>
</tr>
<tr>
<td>Requires transfer of learning to a new context</td>
<td>Efficient and meaningful collection of evidence (zone of proximal development...measuring what students need to improve on, not what they are already good at or clearly still wildly struggling with)</td>
</tr>
<tr>
<td>Authentic application (what professionals in the subject do, what people do in the “real world”)</td>
<td></td>
</tr>
<tr>
<td>Differentiated (as appropriate) for learners to be an appropriate challenge, meaningful connection, compatible with learning preferences</td>
<td>Differentiated to address learner needs</td>
</tr>
</tbody>
</table>

- Full assessment plan measures all of the learning goals articulated above (TEKS, SEs, Enduring Understandings)

#### Learning Plan
- Where a sequence of lessons is provided, clearly states where teachers are “free” to be creative and where they must follow the order/design as stated
- Rationale for each activity is linked to a learning goal (EU, TEKS, SEs) and/or learner misconception that is predictable in the unit
- Resources are included (both materials and technology) that are needed to execute the unit
Backward design: process to design a curriculum or unit by beginning with the end in mind and designing toward that end. One starts with the end – the desired results – and then identifies the evidence necessary to determine that the results have been achieved - the assessments. With the results and assessments clearly specified, one can determine the necessary (enabling) knowledge and skill, and then the teaching needed to help students achieve mastery.

Content specificity: unit content that is used to accomplish the TEKS and SEs; this is the list of topics/areas of focus of what students are expected to know and be able to do.

Critical vocabulary: terms determined essential for understanding in order to meet standard expectations

Enduring understanding: important idea or core process that has lasting value beyond the classroom; generally, abstract in nature requiring discovery through sustained inquiry

Essential question: provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study; two types: overarching and topical

Exemplar: anchor for the top score in a rubric

Learning target: expected acquisition of knowledge/skill/concept by the conclusion of the lesson/unit vocabulary

Language target: details how the four language skills (speaking, writing, reading, and listening) will be used; aligned to TEKS and ELPS; written in student-friendly vocabulary

Learning plan: deliberate, sequenced path of instruction designed to develop student understanding of the desired results

Stage 1: Identify DESIRED RESULTS

• Learning Targets, TEKS, Content Specificity
• Critical Vocabulary
• Enduring Understandings
• Essential Questions

Stage 2: Determine ASSESSMENT PLAN

• Performance Tasks and Rubrics
• Other Evidence (quizzes, tests, prompts, self-assessment, etc.)

Stage 3: Create LEARNING PLAN

Performance expectation: established level of achievement, quality of performance, or degree of proficiency; specifies how well students are expected to achieve or perform.

Performance task: task that uses one’s knowledge to effectively act or bring to fruition a complex product in which one’s knowledge or expertise is revealed; tests or performance, whether authentic or not, are different from multiple-choice or short-answer tests. In a test of performance, a student must put everything together in the context of ill-structure, non-routine, or unpredictable problems or challenges.

Prerequisite knowledge and skill: the knowledge and skill required to accomplish the goals of a unit in a culminating and complex performance task; prerequisites identify the more discrete knowledge and know-how required to put everything together in a meaningful final performance.

SMART GOALS

Specific
Measurable
Achievable
Reasonable
Time-bound

Specific:
- What do I want to accomplish?
- Why is this goal important?
- Who is involved?
- Where is it located?
- Which resources or limits are involved?

Measurable:
- How can I quantify my results?
- How much?
- How will I know when it is accomplished?

Achievable:
- How will I accomplish this goal?
- Are there constraints that make this goal impossible?
- Beware of setting goals over which others have control!

Relevant:
- Why does this goal matter to you, your students and your campus?
- Is this the right time?
- Are you the right person to take this on?

Time-bound:
- When will I begin?
- What can I do in six months?
- What can I do in six weeks?
- What can I do now?

A Model for Success for All Students

Dr. Marzano describes a six-step process in the instruction of vocabulary (Building Academic Vocabulary). The first three steps are to assist the teacher in direct instruction. The last three steps are to provide the learner practice and reinforcement.

- **Step 1**: The teacher will give a description, explanation, or example of the new term.
- **Step 2**: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.
- **Step 3**: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.
- **Step 4**: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks.
- **Step 5**: The learner will discuss the term with other learners.
- **Step 6**: The learner will participate in games that provide more reinforcement of the new term.

**Step 1**: The teacher will give a description, explanation, or example of the new term.

- Provide learners information about the term.
- Determine what the learner already knows about the term.
- Ask learners to share what they already know as a means of monitoring misconceptions.
- Ask learners to share what they already know to use this knowledge as a foundation for more learning.
- Utilize examples, descriptions, but not definitions. Definitions are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.
- Instruct learning of proper noun terms through identifying characteristics of the proper noun.

**Step 2**: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words.

- Remind learners not to copy, but use their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these in their Interactive Notebook. These notebooks can travel with the learner as he/she moves through each grade level and become a compilation of vocabulary terms mastered.

**Step 3**: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

- Provides learners a nonlinguistic method of vocabulary mastery.
- Share examples of other learners’ drawings or allow students to work in teams to help those who complain they cannot draw.
- Teach the concept of speed drawing for those who labor too long over their work.
- Ask learner to share their work.
- Use graphics from magazines or the Internet.
- Illustrating terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term should be encouraged.
Step 4: The learner will participate in activities that provide more knowledge of the words in their Interactive Notebook.

- Remind learners to not copy, but use their own words.
- Distribute/show the Frayer Model or Academic Notebook Worksheet to assist learners in organizing their vocabulary terms in their Interactive Notebooks.

Step 5: The learner will discuss the term with other learners.

i.e. Pair-Share Strategy:

1. THINK: Allow think time for learners to review their own descriptions and images of the terms.
2. PAIR: Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.
3. SHARE: Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.

- Monitor as learners help each other identify and clear up confusion about new terms.

Step 6: The learner will participate in games that provide more reinforcement of the new term.

- A variety of games are available at this website: PowerPoint Games, Word Game Boards, Excel Games, WORDO, Twister, Fly Swat
- Walk around the room and check their work when learners are working in their Interactive Notebook.
- Check the notebooks to evaluate accuracy.
- Listen for misconceptions when learners are playing games/activities.
- Provide an opportunity for learners to work together.

Marzano’s Six Step Process

Step 1: Provide example, description, or explanation of word

- Pass the Basket
  1. Give a basket of vocabulary cards to a student.
  2. Turn on the music.
  3. While the music is playing, each student moves a card to the student sitting beside him/her.
  4. The student who holds the basket picks a vocabulary word.
  5. The student must read the word to the class and come up with a definition for the word.
  6. All cards are returned to the basket and the game starts again.

Step 2: Allow students to create their own definition of a word

- Whiteboard Race
  1. Give each student an individual whiteboard and dry erase marker.
  2. The teacher tells students to write the definition of one of the vocabulary words on the word wall.
  3. All students write the word from the word wall. Then they think of the definition as the teacher gave.
  4. The first student to raise their whiteboard with the word correctly written gets a point.

- Inside-Outside Circle
  1. Have the class write a question on one side of a card and the answer on the back.
  2. Class forms a circle, facing in and number off 1-2-3. 1’s move inside and face the 3’s.
  3. Question/answer round. 1 asks and 2’s answers, then switch.
  4. Trade cards and have inside circle relate to a new partner.

Step 3: Students construct pictures, symbols, or graphics that represent the new term nonverbally

- Mystery Word
  1. Choose a student to sit in a chair facing the class. Hold vocabulary card up between him/her.
  2. Student calls on classmates to give them a clue or two words clue about the Mystery Word.
  3. Student continues to call on others until they can guess the word.
  4. The student who gives the last clue that helps them guess the word becomes it.

Step 4: Periodically review/spiral vocabulary words

- Structural Indexing
  Polygon
  - Triangle
  - Pyramid
  - Circle
  - Square
  - Parallelogram
  - Pentagon
  - Hexagon

Step 5: Allow students to discuss vocabulary words with other students

- Pair-Share
  1. Give students a vocabulary word from the word wall.
  2. Allow students to write as many things as they can about the word.
  3. Allow students to partner and share with other students one thing they wrote and get one new idea from their partner.

- Silly Similar
  1. Give students a vocabulary word from the word wall.
  2. Have students use the word and definition of the word to create a similar.

Step 6: Play vocabulary games with the vocabulary words

- What’s the Connection?
  1. Put all the cards face up.
  2. Choose two cards that are connected in some way.
  3. Draw an arrow between the two cards.
  4. Write words under the arrow that explain the connection between the two words.
  5. Add additional word cards, adding arrows and connecting phrases.
  6. If a student draws, make sure there are connecting words.

- Guess Your Corner
  1. Post 4 or more concepts/words around the classroom.
  2. Each student must either a characteristic, attribute, picture, or synonym for the term/concepts.
  3. Students guess their correct term/concept to move to that corner.

- Cha-Cha Slide
  1. Have students stand in 2 circles facing each other.
  2. Give each student a vocabulary card.
  3. Have students cha-cha (dance) until the music stops and the teacher tells them to stop.
  4. When the music stops, each student stops. At that point, each student tells the student directly in front of him/her what he/she is thinking. The student holding the word on the card, and then tells his/her partner the word they are thinking. That student defines the word on the card. Student’s pass their card to the right to rotate cards.
  5. Begin the music again and repeat the activity.

Creating Words

- Roll the Die
  1. Give each partner or group a chosen number of vocabulary cards and a die.
  2. The first partner rolls the die and draws a vocabulary card.
  3. The number on the die tells the student how many attributes in the chart must be used to orally describe the vocabulary word. If difficulty occurs, the student may ask the partner for help.
  4. Then the other partner follows the same procedure.

Who/What Am I?

- First question: Am I a man or a woman? Was I first president? Am I an author?
1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a simpler way. Teachers can present similarities and differences directly, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding according to the research. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:
- Use Venn diagrams or charts to compare and classify items.
- Engage students in comparing, classifying, and creating metaphors and analogies.

2. Summarizing and Note Taking

These skills promote greater comprehension by asking students to analyze a subject to expose what is essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure for the information presented.

Applications:
- Provide a set of rules for creating a summary.
- When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.

3. Reinforcing Effort and Providing Recognition

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Applications:
- Share stories about people who succeeded by not giving up.
- Have students keep a log of their weekly efforts and achievements, reflect on them periodically, and even mathematically analyze the data.

According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

Applications:
- Find ways to personalize recognition. Give awards for individual accomplishments.
- “Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem; then prompt with specific suggestions to help him/her improve. If the student’s performance improves as a result, offer praise.
4. **Homework and Practice**

Homework provides students with the opportunity to extend their learning outside of the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

**Applications:**
- Establish a homework policy with advice, such as keeping a consistent schedule and setting a time limit that parents and students may not have considered.
- Tell students if homework is for practice or preparation for upcoming units.
- Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they are learning them. Speed and accuracy are key indicators of the effectiveness of practice.

**Applications:**
- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. **Nonlinguistic Representations**

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also to increase brain activity.

**Applications:**
- Incorporate words and images using symbols to represent relationships.
- Use physical models and physical movement to represent information.

6. **Cooperative Learning**

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and do not overuse this strategy - be systematic and consistent in your approach.

**Applications:**
- When grouping students, consider a variety of criteria such as common experiences or interests.
- Vary group sizes and objectives.
- Design group work around the core components of cooperative learning-positive interdependence, group processing, and appropriate use of social skills, face-to-face interaction, and individual and group accountability.
7. Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students’ own objectives.

Applications:
- Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know...” and “I want to know more about...” get students thinking about their interests and actively involved in the goal-setting process.
- Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:
- Make sure feedback is corrective in nature; tell student how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
- Keep feedback timely and specific.
- Encourage students to lead feedback sessions.

8. Generating and Testing Hypotheses

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

Applications:
- Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
- Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advanced Organizers

Cues, questions, and advanced organizers help students use what they already know about a topic to enhance learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:
- Pause briefly after asking a question. Doing so will increase the depth of your students’ answers.
- Vary the style of advanced organizers used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

John Hattie ranked various influences in different meta-analyses related to learning and achievement according to their effect sizes. "Visible Learning" ranks 138 influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this 'hinge point', in order to find an answer to the questions “what works best in education?” The research is based on nearly 1,200 meta-analyses.

Content Literacy Strategies

3-2-1 Send-Off

Examples:
- Students identify:
  - 3 important facts
  - 2 interesting ideas
  - 1 insight about your interest in the topic
- 3 key words
- 2 ideas to try
- 1 thought to think about
- 3 words to summarize the concept
- 2 words to organize your thinking
- 1 word to share with your friend

Visual/Verbal Word Association

<table>
<thead>
<tr>
<th>Vocabulary Term</th>
<th>Visual Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Personal Association or Characteristic</td>
</tr>
</tbody>
</table>
Student VOC Strategy Steps

1. Read the paragraph in which the vocabulary word is found. Write the sentence in which the vocabulary word appears in the text.
2. Based upon how it is used in the text, predict what the word means. What clues does the text give you as to the meaning of the word?
3. Consult an “expert” for the actual definition (e.g., a friend, teacher, or text resource). Identify the expert. Give the expert’s definition.
4. Show your understanding of the word by using it in a sentence of your own.
5. Choose one of the following ways to help you remember the word’s meaning: draw a picture of what the word means to you; select and perform a miming action that the word reminds you of; or connect the word with something similar that you’ve heard by creating a story, a news report, or a song. Write the association or connection you have made.
6. Explain why you chose this way to represent what the word means to you.

Group Summarizing

<table>
<thead>
<tr>
<th>Selection Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic 1</strong></td>
</tr>
<tr>
<td>1st—After reading the section, identify 3-4 important details; write a summary of the section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st—After reading the section, identify 3-4 important details; write a summary of the section.</td>
<td>1st—After reading the section, identify 3-4 important details. 2nd—Based on the details, write a summary of the sections.</td>
</tr>
</tbody>
</table>

Rules-Based Summarizing

1. Delete trivial material that is unnecessary to understanding.
2. Delete redundant material.
3. Substitute superordinate terms or phrases for more specific terms (e.g., use fish for rainbow trout, salmon, and halibut).
4. Select a topic sentence, or invent one if it is missing.
5. Summarize the information in your own words.
Frayer Model: a word categorization activity. The underlying principle of the model is that learners develop their understanding of concepts by studying them in a relational manner. Students analyze a word’s essential and nonessential attributes and also refine their understanding by choosing examples and non-examples of the concept.

Concept Definition Mapping: a strategy for teaching students the meaning of key concepts. Concept Definition Maps are graphic organizers that help students understand the essential attributes, qualities, or characteristics of a word’s meaning. Students must describe what the concept is, what it is not, and cite examples.

Verbal Visual Word Association (VVWA): a strategy that puts together a vocabulary word, and its definition with both a visual of the term and a personal association or characteristic of the term. It helps students learn vocabulary on their own and helps them retain the new vocabulary through visual characteristic associations. This strategy has been shown to be especially effective for low-achieving students and for second language learners in content area classes.

Zoom In Zoom Out: an instructional framework that helps students analyze a concept in two ways. First, it helps students examine a concept more closely by ranking important information about the concept and then listing what the concept would not be expected to do or tell us. Second, it introduces students to similar and related concepts and then provides a summary statement. It can be used both as a vocabulary and an instructional text strategy.

Group Summarizing: a summarization strategy that requires readers to distinguish between key concepts and subordinate ideas. This strategy requires students to survey the text passage to identify major topics on which to focus while reading. Students discuss the text and then identify categories; after the discussion, a class summary is written.
Critical Reading Process

**Build Vocabulary**
- Occurs throughout the process:
  - While building background knowledge
  - While engaging reading
  - While extending beyond the text

**Plan for reading**
- Establish purpose and expectations:
  - Teacher planning of activity
  - Essential questions/prompts
  - Student deconstruction of prompt
  - Student planning for task

**Pre-Read**
- Preview the text:
  - Ask questions and make predictions
  - Identify structure and determine strategies
  - Make connections to prior knowledge
  - Build knowledge base

**Interact with the text**
- Mark the text:
  - Number paragraphs
  - Circle key terms
  - Underline claims
- Write in the margins:
  - Visualize
  - Summarize
  - Clarify
  - Connect
  - Respond
  - Question
- Analyze the text
- Interpret main ideas

**Extend Beyond the Text**
- Engage the text to make meaning:
  - Examine meaning and evaluate significance
  - Synthesize interpretations
  - Connect with other texts, history, current events

Students engage in **rigorous** texts!

---

Content and Process are nested in CONTEXT, which includes every aspect of the learning and the learner. It answers the questions:

3. How will I create a brain-friendly environment so that the processes lead to mastery of the content? How do I prepare for the learners?

2. How will I teach this, and how will they know?

The center of the nest is the CONTENT.

This is the knowledge and skills to be learned. It answers the question:

1. What do I want my students to know and be able to do as a result of this lesson?

PROCESS considerations include:
- An effective lesson plan based on a G&V curriculum
- An understanding of learning styles
- Incorporation of effective instructional strategies
- Use of formative and summative assessment
- Effective questioning method

Context considerations include
- Social, emotional, physical, and intellectual safety.
- It is also a balance of challenge and support.
### Talk Moves

**Restate**
- To state or affirm again or in a new way
- Rephrase—the clarification of ideas or thoughts
- Revoice—adding specificity of language through academic terms

<table>
<thead>
<tr>
<th><strong>Frames for Prompting</strong></th>
<th><strong>Frames for Responding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you say that in your own words?</td>
<td>I heard (name) say...</td>
</tr>
<tr>
<td>What’s another way to say that?</td>
<td>(Name) said...</td>
</tr>
<tr>
<td>What did (name) just say?</td>
<td>I think I heard...</td>
</tr>
<tr>
<td>Can you summarize what (name) just said?</td>
<td>In other words...</td>
</tr>
<tr>
<td>How would a (historian, poet, mathematician, scientist, author) say</td>
<td>Let me see if I understand you...</td>
</tr>
</tbody>
</table>

**Agree/Disagree**
- To grant consent; accede
- To dissent from another’s opinion
- To have an alternate view about an idea, fact, opinion, etc.

<table>
<thead>
<tr>
<th><strong>Frames for Prompting</strong></th>
<th><strong>Frames for Responding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think about what (name) said?</td>
<td>I agree with the part where...</td>
</tr>
<tr>
<td>Do you agree? Why?</td>
<td>I don’t understand, you said...</td>
</tr>
<tr>
<td>Do you think that’s true? Why or why not?</td>
<td>I think this works because...</td>
</tr>
<tr>
<td>Do you think that is always, sometimes or never true? Why?</td>
<td>I feel the same way...</td>
</tr>
<tr>
<td>Which part do you agree/</td>
<td>That’s just like (idea).</td>
</tr>
</tbody>
</table>
Accountable Talk Moves

Elaborate
- To express at greater length or in greater detail
- Add On—to add your own words to extend someone else’s thoughts
- Clarify—to make clearer

Elaborate

<table>
<thead>
<tr>
<th>Frames for Prompting</th>
<th>Frames for Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaborate on...?</td>
<td>I think it means that...</td>
</tr>
<tr>
<td>Tell me more</td>
<td>In other words...</td>
</tr>
<tr>
<td>Be more specific.</td>
<td>I believe that...</td>
</tr>
<tr>
<td>How does that connect to...?</td>
<td>It is important because...</td>
</tr>
<tr>
<td>I’m a little confused about the part...</td>
<td>It’s similar to...</td>
</tr>
<tr>
<td>What details can you add?</td>
<td></td>
</tr>
<tr>
<td>What else would you add?</td>
<td></td>
</tr>
<tr>
<td>How did you figure that out?</td>
<td></td>
</tr>
<tr>
<td>How could we check that out?</td>
<td></td>
</tr>
</tbody>
</table>

Justify
- To demonstrate or prove to be just, right or valid
- Cite text evidence
- Examples
- Non-examples

Justify

<table>
<thead>
<tr>
<th>Frames for Prompting</th>
<th>Frames for Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>What makes you think that?</td>
<td>For example...</td>
</tr>
<tr>
<td>What is a real-world example?</td>
<td>In the text it said that...</td>
</tr>
<tr>
<td>If this is an example, what’s a non-example?</td>
<td>For instance...</td>
</tr>
<tr>
<td>How would you prove that?</td>
<td>At first I thought (idea). Now I am thinking...</td>
</tr>
<tr>
<td>What does it say in the text that makes you think that?</td>
<td>On one occasion...</td>
</tr>
<tr>
<td>What data supports your conclusion?</td>
<td>I’ve read/heard/seen...</td>
</tr>
<tr>
<td>How did you figure that out?</td>
<td>This (idea) is like...</td>
</tr>
</tbody>
</table>
WHAT IS ACCOUNTABLE TALK?

- Talking with others about ideas and work is fundamental to learning.
- Not all talk sustains learning.
- For classroom talk to promote learning it must be accountable to the following:
  - To the learning community
  - To accurate and appropriate knowledge
  - To rigorous standards of thinking and reasoning
- Instructional time involves students in talk related to the concepts delineated in the standards. Talk is directly related to the content and procedures being studied.
- People intentionally create the norms and skills of accountable talk by:
  - Modeling different protocols for discussion and questioning
  - Probing and facilitating conversations among students
  - Setting an expectation that discussion is the responsibility of all of the students and the teacher
- Accountable talk demands higher order thinking skills by asking students to use and create knowledge.
- Accountable talk responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue being discussed.
- Accountable talk uses evidence appropriate to the discipline (e.g., proofs in math, data from investigations in science, details in literature, and documentary sources in history) and follows established norms of good reasoning.
- Teachers and students press for clarification and explanations, require justifications, challenge proposals, recognize and challenge misconceptions, demand evidence for claims and arguments, and interpret and use each other’s statements.
1. **Frame the Lesson:** Introduce the learning objective at the beginning of the lesson, AND reflect on whether the learning objective was met at the end of the lesson.

2. **Work in the Power Zone:** Move about the room checking on everyone. Reinforce positive behaviors. Perform frequent and ongoing formative assessments. Continually micro-adjust instruction.

3. **Purposeful Small-group Talk:** 10-15 minutes of teacher talk is followed by 3-5 minutes of student talk.

4. **Recognize & Reinforce:** Make a big deal of small victories & reinforce the work it takes to be successful.

5. **Write Critically:** Provide students with opportunities to organize, clarify, defend, refute, analyze, dissect, connect, and/or expand on ideas or concepts (e.g., lists, comparison paragraph, summary, mind map, graphic organizer, purposeful note taking, exit ticket, or essay).

---

FOUR PARTS OF THE CORNELL WAY

**Note-Taking**
- **CREATE FORMAT**
  Step 1: Create Cornell notes format and complete heading

- **ORGANIZE NOTES**
  Step 2: Organize notes on the right side

**Note-Making**
- **REVIEW AND REVISE**
  Step 3: Review and revise notes

- **NOTE KEY IDEAS**
  Step 4: Note key ideas to create questions

- **EXCHANGE IDEAS**
  Step 5: Exchange ideas by collaborating

**Note-Reflecting**
- **WRITTEN FEEDBACK**
  Step 8: Provide written feedback

- **ADDRESS FEEDBACK**
  Step 9: Address written feedback

- **YOUR REFLECTION**
  Step 10: Reflect on your learning

---

**Cornell Notes**

<table>
<thead>
<tr>
<th>CORNELL NOTES</th>
<th>TOPIC/OBJECTIVE:</th>
<th>NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CLASS/PERIOD:</td>
<td>DATE:</td>
</tr>
<tr>
<td>ESSENTIAL QUESTION:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Essential Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUESTIONS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Interactions</td>
<td>2. Notes</td>
<td></td>
</tr>
<tr>
<td>5. Discuss</td>
<td>3. Discuss</td>
<td></td>
</tr>
<tr>
<td>SUMMARY:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Summary/Thesis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

Mission: To close the achievement gap by preparing all students for college readiness and success in a global society

Writing

Writing promotes clear thinking and effective, long-term learning. Those who attain mastery of high school level writing qualify themselves for college entry, college success, and post-college academic and career opportunities.

Prewrite: This is the time to generate ideas as well as give them shape and focus. This stage includes clustering, brainstorming, debating, freewriting, visualizing, drawing, etc. The idea is to have a "pool" of information to draw from in order to write.

Draft: Drafting involves producing cohesive versions of a piece of writing. Performed individually, the result of drafting is writing which is ready for response and revision. Done collaboratively, drafting incorporates a variety of points of view forged into writing that also merits response and revision. Either way, the drafting stage focuses on content, logic of presentation, audience, purpose, and form and allows for experimentation. Students who are accustomed to thinking of writing as a one-draft experience often need coaching to help them let go of concerns about mechanics and evaluation at this stage.

Respond: Sharing writing legitimizes writing as a process and completes its purpose. Having students respond to each other's work helps them to develop a sense of audience and helps writers understand the importance of revision.

Revise: Revision literally means to re-see, or to see again, a piece of writing and the writer's intentions for it and requires a writer to view the writing the way an objective reader would. As students revise, they need to revisit the critical areas of audience, purpose, and form. They need to review the components of writing pertinent to the type of writing they are producing.

Edit: Final editing for surface features familiarizes students with standard mechanics and guides them toward submitting writing that is free from mechanical distractions. Collaborative groups are ideal for editing such things as grammar, usage, spelling, punctuation and sentence structure. Time with a peer or teacher will help the student master the rules of mechanics.

Final Draft: Students will publish a final draft for an audience.

Class and Textbook Notes: Note-taking is valuable for several reasons since it requires students to stay alert in class, helps students stay engaged in reading and class lectures, and it provides a resource for making active contributions to collaborative groups. The AVID note-taking system is an adaptation of the Cornell note-taking system. Students need to learn methods for synthesizing and efficiently recording the important ideas as well as methods for interacting with their notes once they have made them.

Learning Logs and Journals: Learning logs help students get the most out of their classes by providing an opportunity to reflect on their learning by writing about what they did, what they learned, and what questions they still have. This type of writing is an excellent way to prepare for exams and papers because it helps to discover and clarify ideas. Journals do not require this reflective piece.
Inquiry

Inquiry method immediately engages students with their own thinking process. It teaches students to think for themselves instead of chasing the “right answer”. The result is student ownership of the learning process and a better understanding of concepts and values.

**Skilled Questioning:** Use of higher level and open-ended questions engages students in a true exploration of content. When they are carefully crafted and framed, questions enable students to reflect on their understanding and are expected, and teachers often probe a student’s answer, seeking clarification or elaboration.

**Socratic Seminars:** In a Socratic Seminar, participants seek deeper understanding of complex ideas through rigorously thoughtful dialogue, rather than by memorizing bits of information or meeting arbitrary demands for ‘coverage’. A Socratic Seminar fosters active learning as participants explore and evaluate the ideas, issues, and values in a particular text. A good seminar consists of four interdependent elements including the text, the question, the leader and the participants.

**Quick Write/Discussion:** Quick writing is essentially timed freewriting on a topic. Given a prompt, students write nonstop for four to eight minutes without their pens leaving the paper. If the students cannot think of anything to write, they are encouraged to rewrite the last word or phrase until a new idea weaves its way into the writing. This allows students to explore ideas without fear of criticism and without the premature editing that can inhibit expression. By reducing anxiety about writing and producing material that can become a foundation for further writing, quick writing is an excellent tool for prompting the thought and focus central to the entire writing process. Having students discuss their ideas after the quick write further fosters this inquiry process.

**Critical Thinking Activities:** Critical thinking activities include anything that allows the students to identify and evaluate their evidence to guide decision making. A critical thinker uses broad in-depth analysis of evidence to make decisions and communicate his/her beliefs clearly and accurately.

**Writing Questions:** Students craft their own questions on a variety of levels based on Bloom’s Taxonomy. This process helps students develop their own thinking strategies of what is important in the information/text.

**Open-Mindedness Activities:** Students have opportunities to consider or receive new and different ideas. After considering various alternatives, an open-minded person can take a firm stand on a position and act accordingly. Cultivating an open mind is another valuable outcome of critical thinking and reasoning (for example, Philosophical Chairs and World Café).
Collaboration

Collaboration brings students together to take responsibility for their own learning and enables students to serve as sources of information and feedback.

**Group Projects:** During this collaborative activity, students prepare to present their work to other students and must make decisions about who speaks when, how long each will speak, what order to go in, etc. This kind of decision-making is important and enables students to learn how to reach consensus and to navigate the dynamics of a group, currently something many employers suggest is missing in their employees.

**Study Groups:** Students experience the process of learning the “how” and the “what” of learning. The teacher must carefully guide the group thereby encouraging members to share their ideas and to explore and respect the ideas of others. The groups must constantly probe and define and redefine until the expression of ideas is precise and clear. The group task may have students share completed individual assignments or notes as well as work together to brainstorm or problem solve.

**Jigsaw Activities:** This strategy enables students to learn about ideas in a large portion of a text in a short period of time and reinforces the importance of collaboration. Students become experts on a small piece of a text and then share their expertise on a subject with others in a small group.

**Read-Arounds:** During the read-around, students provide each other accessible models of writing. They listen for what “works” in their peers’ pieces, to take notes on what they like, and then to use those techniques in their own writing. During the read-around, the teacher points out particular writing strategies. Because students learn to listen closely to each other’s papers for both ideas and literary tools, they can identify those strategies and use them in their own writing.

**Respond/Edit/Revise Groups:** This strategy can be done orally or in a written format in small groups with students’ writing. Orally, the student shares his paper aloud with the group; group members take notes through a first and second reading and then share their comments with the writer. The writer takes note of these suggestions. Students can also exchange drafts with partners or in small groups and provide written commentary to each other.

**Collaborative Activities:** The purpose of collaborative learning is to bring students together to take responsibility for their own learning. In small group, they ask, explore, and answer questions; they discover ideas and remember them because they are actively involved with them. The teacher becomes the coach, carefully guiding students through the learning. Research shows that students learn best when they are actively manipulating materials by making inference and then generalizing from those inferences.
Organization

Students who practice good organizational skills are better prepared for advanced level courses, participate more during instructional time, interact more constructively with instructors, effectively schedule time for homework, and manage their time through prioritizing and goal setting.

- Binders/Organization Tools
- Planners and Agendas
- Graphic Organizers
- Cornell Style Note-Taking System
- Project Planning and Goals

Reading

Scaffolding reading instruction helps students develop comprehension skills. Students must be able to handle increasingly difficult level of texts and tasks if they are to achieve high standards across the curriculum.

GIST: Gist is a comprehension strategy that may be used during and after reading. It is one approach to summarizing a text. When using GIST students create summaries of 20 words or less for increasingly large amounts of text. The end product is a 20-word summary that is tight and concise.

PQ5R: PQ5R is one of the best methods for reading and retaining information. The technique incorporates active reading with recording of information read. P = preview the material; Q = develop questions about the text; R = read to answer the questions; R = record key ideas found during reading; R = recite from the text; R = review the text (reread the text and notes); R = reflect.

KWL (What I Know; Want to Learn; Learned): This strategy models the active thinking needed when getting ready to read and when actually "reading to learn" from an expository text.

Reciprocal Teaching: This strategy refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Think-Alouds: This strategy helps students understand the kind of thinking required by a specific task. As a teacher reads, processes information or performs a task, he/she models the thinking process by verbalizing his/her thoughts. Students see how the teacher attempts to construct meaning for unfamiliar vocabulary, engages in dialogue with the author, or recognizes when he/she doesn’t comprehend and selects a fix-up strategy that addresses a problem she is having.
PICTURE FILE CARDS

Picture File Cards are collections of related pictures cut out and gathered together into sets. These can be a general set to help generate writing ideas or more unit-specific to help enforce certain vocabulary and stimulate conversations. This is an effective language building strategy as students will be listening to new vocabulary words and practicing speaking in a group setting. Sets of pictures should be given to groups of students to create sets, find pictures in magazines, newspapers, or on the internet. Cut out and place sets of pictures into bags. Each group needs a set.

Here are some ideas of ways to use them:

- **List, Group, Label**: Give groups of students a set and ask each group to sort the pictures into categories.

- **Open Sort**: Students will look at the pictures, sort their pictures into categories, give each category a label or title, and justify categories and reasoning.

- **Closed Sort**: Teacher gives the categories to the students. This works best when categories and pictures have a small level of ambiguity to encourage students to talk, defend decisions, etc. Another option is giving pictures to students and have them do an open sort first, then give categories and have them sort again.

- **Predicting Before the Lesson**: Use them to predict/infer what is going to be taught or discussed.

- **Writing**: Use the pictures to stimulate story writing or round table to teach the writing process.

- **Develop Listening and Speaking Skills**: One person will look at the pictures, choose one and describe to the others. After speaker finishes, the other students look at the pictures to determine which one was described. (You will have to teach students to be tricky with these - make sure the other students can’t guess based on the size of the photo; don’t specifically name it, etc.)
LANGUAGE ACQUISITION STRATEGIES

LANGUAGE OBJECTIVES

The implementation of clearly-stated language objectives along with the content objectives are critical to the growth of English Language Learners in the classroom. Both content and language objectives should be explicitly stated, shared in writing, and presented orally to students. Research confirms that content and language objectives must guide the selection of appropriate and meaningful activities that provide English learners with varied opportunities to practice and apply content knowledge while also developing English proficiency. State specifically the learning behaviors you plan to elicit and include the specific content and language concepts you are teaching and reinforcing (e.g., explain, diagram, discuss, predict, summarize, etc...)

A content objective is a clear statement that explains what students will learn or be able to do by the end of each lesson; these are the basis for all teaching and learning in the classroom.

A language objective is a clear statement that explains what language skills or processes students will use during a lesson. Many teachers use language objectives as a way to focus on language development for their students. Language objectives communicate the specific ways students will listen, speak, read or write as part of the lesson.

Examples of content and language objectives:

**Content objective:** Students will agree or disagree with statements about the main character’s motives.

**Language objective:** Students will complete sentences agreeing or disagreeing about the main character’s motives by using one of the following sentence stems:

  “I agree with this statement because...”

  “I disagree with this statement because...”

SHELTERED INSTRUCTION COMPONENTS

The implementation of these eight components of Sheltered Instruction are effective, research-based, and have been recommended to enhance instruction for students learning English. Integrating these throughout lessons will help students master content and language objectives and use a variety of instructional techniques in a purposeful, thoughtful and careful manner to maximize student achievement. A lesson might activate prior knowledge and build students’ backgrounds, but it can also make content comprehensible by teaching learning strategies, promoting interaction between partners, and providing for practice and application of the key content and language concepts.

1. **Preparation:** Teachers plan lessons carefully, paying particular attention to language and content objectives, appropriate content concepts, the use of supplemental materials, adaptation of content, and meaningful activities.

2. **Building Background:** Teachers make explicit links to their students’ background experiences and knowledge, and past learning, and teach and emphasize key vocabulary.
3. **Comprehensible Input:** Teachers use a variety of techniques to make instruction understandable, including speech appropriate to students’ English proficiency, clear academic tasks, modeling, and the use of visuals, hands-on activities, demonstrations, gestures, and body language.

4. **Strategies:** Teachers provide students with instruction in and practice with a variety of learning strategies, scaffolding their teaching with techniques such as think-alouds, and they promote higher-order thinking through a variety of question types and levels.

5. **Interaction:** Teachers provide students with frequent opportunities for interaction and discussion, group students to support content and language objectives, provide sufficient wait-time for student responses, and appropriately clarify concepts in the student’s first language, if possible and necessary.

6. **Practice and Application:** Teachers provide hands-on materials and/or manipulatives, and include activities for students to apply their content and language knowledge through all language skills (reading, writing, listening, and speaking).

7. **Lesson Delivery:** Teachers implement lessons that clearly support content and language objectives with appropriate pacing, while students are engaged 90-100 percent of the instructional period.

8. **Review and Assessment:** Teachers provide a comprehensive review of key vocabulary and concepts, regularly give specific, academic feedback to students, and conduct assessment of student comprehension and learning throughout the lesson.
### TEACH LIKE A CHAMPION

#### Setting High Academic Expectations

<table>
<thead>
<tr>
<th>1. No Opt Out</th>
<th>Everyone has a role in the class - A sequence that begins with a student unwilling or unable to answer a question ends with that student giving the right answer as often as possible even if they only repeat it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Right Is Right</td>
<td>Don’t round up!!! Set and defend a high standard of correctness in your classroom.</td>
</tr>
<tr>
<td>3. Stretch It</td>
<td>Getting to higher order! A sequence of learning does not end with the right answer; reward right answers with follow up questions that extend knowledge and test for reliability (DI).</td>
</tr>
<tr>
<td>4. Format Matters</td>
<td>It’s not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.</td>
</tr>
</tbody>
</table>

#### Planning That Ensures Academic Achievement

| 5. Without Apology | The skill of not apologizing for students is critical not only in the introduction and framing of material but in reacting to students’ response to it. Don’t blame the vague “they” for what you expect kids to learn. |
| 6. Begin w/End | Teaching by methodically asking how one day’s lesson builds off the previous day’s, prepares for the next day’s and how these three fit into a larger sequence of objectives that leads to mastery. |
| 7. 4 Ms | A great lesson objective and therefore a great lesson should be Manageable, Measureable, Made first, and Most important on the path to college (Todd McKee). |
| 8. Post It | Lesson objective is posted in a visible location - same location every day - and identifies your purpose for teaching that day. |
| 9. Shortest Path | All things being equal, the simplest explanation or strategy is the best; opt for the most direct route from point to point. Cut down on the “white noise” of your voice! |
| 10. Double Plan | It’s as important to plan for what students will be doing during each phase of a lesson as it is to plan for what you will be doing and saying. Literally, use T-chart to plan. Student side should be heavier!!! |
| 11. Draw The Map | Control the physical environment to support the specific lesson goal for the day. You need access to all! |

#### Structuring & Delivering Your Lessons

| 12. The Hook | A short introductory moment captures what is interesting and engaging about the material and puts it out in front. BRIEF! And not every lesson has to have one or they lose their impact. |
| 13. Name The Steps | Subdivide complex skills into component tasks and build knowledge up systematically. |
| 14. Board = Paper | Students learning how to be good students by learning to take notes and retain a record of their knowledge. Huge life lesson many of our students do not have. |
| 15. Circulate | Move strategically around the room during all parts of a lesson. Break the plane in the first 5 minutes. YOU own the real estate in your room. Don’t just focus on negative behavior or confusion. |
| 16. Break It Down | In regards to student error or guess, conceptualize the original material as a series of smaller, simpler pieces; build a student’s knowledge back up from a point of partial understanding. |
| 17. Ratio | Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive. |
| 18. Check For Understanding | Gather data constantly on what students can do while you’re teaching and act immediately on that knowledge to inform what you do next. Hand signs, visual indicators, walking the room and looking over shoulders, simple question/response and how you do it are various methods that can be used. |
| 19. At Bats | Lessons should include as many repetitions as possible. |
| 20. Exit Ticket | Use a single question or short sequence of problems to solve at the close of a class to check for understanding that provides strong data and critical insights. BRIEF! You should know before the next class enters exactly where the previous class stands on what you are checking. |
| 21. Take A Stand | Push students to actively engage in the ideas around them by making judgments about the answers their peers provide. |
### Engaging Students In Your Lessons

<table>
<thead>
<tr>
<th>22. Cold Call</th>
<th>In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands. Not punitive! A technique that must be taught and practiced. A key step to beginning true dialogue in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Call And Response</td>
<td>Use group choral response - you ask; they answer in unison - to build a culture of energetic, positive engagement.</td>
</tr>
<tr>
<td>24. Pepper</td>
<td>Use fast paced, group-oriented activities to review familiar information and foundational skills.</td>
</tr>
<tr>
<td>25. Wait Time</td>
<td>Delay a few strategic seconds after you finish asking a question and before you ask a student to begin to answer it. “I’m waiting for 2 more hands” or “I like how Joe is using his notes to find this answer!”</td>
</tr>
<tr>
<td>26. Everybody Writes</td>
<td>Set students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing. If you can write your thoughts, they are more concrete and you have double the recall!</td>
</tr>
<tr>
<td>27. Vegas</td>
<td>A moment during class when you might observe some production values: music, lights, rhythm, dancing.</td>
</tr>
</tbody>
</table>

### Creating A Strong Classroom Culture

<table>
<thead>
<tr>
<th>28. Entry Routine</th>
<th>Make a habit out of what’s efficient, productive, and scholarly after the greeting and as students take their seats and class begins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Do Now</td>
<td>A short activity written on the board or on desks before students enter that clearly states what to work on, and eliminates excuses leading to distractions. (Warm up, bell ringer, etc.)</td>
</tr>
<tr>
<td>30. Tight Transitions</td>
<td>Quick or routine movement from place to place or activity to activity that students can execute without extensive narration by the teacher. SAVE TONS OF TIME OVER THE YEAR!!!</td>
</tr>
<tr>
<td>31. Binder Control</td>
<td>Care enough about and the importance of what you teach to build a system for the storage, organization and recall of what students have learned.</td>
</tr>
<tr>
<td>32. SLANT</td>
<td>Key behaviors that maximize students’ ability to pay attention: Sit up; Listen; Ask &amp; answer questions; Nod your head; Track the speaker.</td>
</tr>
<tr>
<td>33. On Your Mark</td>
<td>Show students how to prepare for a lesson to begin and expect them to do so every day.</td>
</tr>
<tr>
<td>34. Seat Signals</td>
<td>Develop a set of signals for common needs, especially those that require or allow students to get out of their seats.</td>
</tr>
<tr>
<td>35. Props</td>
<td>Public praise for students who demonstrate excellence or exemplify virtues. Can change throughout the year.</td>
</tr>
</tbody>
</table>

### Setting & Maintaining High Behavioral Expectations

<table>
<thead>
<tr>
<th>36. 100 Percent</th>
<th>There’s one acceptable percentage of students following a direction: 100%. If you get less, your authority is subject to interpretation, situation, and motivation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. What To Do</td>
<td>Give directions to students in a way that provides clear and useful guidance - enough to allow any student who wanted to do as asked can do so easily.</td>
</tr>
<tr>
<td>38. Strong Voice</td>
<td>Establish control, command and benign authority that make the use of excessive consequences unnecessary.</td>
</tr>
<tr>
<td>39. Do It Again</td>
<td>Doing it again and doing it right or better or perfect is often the best consequence.</td>
</tr>
<tr>
<td>40. Sweat The Details</td>
<td>To reach the highest standards, you must create the perception of order.</td>
</tr>
<tr>
<td>41. Threshold</td>
<td>When students cross the threshold into the classroom, you must remind them of the expectations: establish rapport, set the tone, and reinforce the first steps in a routine that makes excellence habitual.</td>
</tr>
<tr>
<td>42. No Warnings</td>
<td>Using minor interventions and small consequences administered fairly and without hesitation before a situation gets emotional is the key to maintaining control and earning student respect. 1-2-3 Parents!!!</td>
</tr>
<tr>
<td>43. Positive Framing</td>
<td>Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it.</td>
</tr>
<tr>
<td>44. Precise Praise</td>
<td>Use positive reinforcement as a powerful classroom tool. Fake, gushing praise is dismissed by kids.</td>
</tr>
<tr>
<td>45. Warm/ Strict</td>
<td>At exactly the same time, be both warm (caring, funny, concerned, nurturing) and strict (by the book, relentless, and sometimes inflexible).</td>
</tr>
<tr>
<td>46. The J Factor</td>
<td>Find and promote the joy of learning to achieve a happy and high-achieving classroom. JOY!!!</td>
</tr>
<tr>
<td>47. Emotional Constancy</td>
<td>Model the modulation of emotions (no explosions) and tie emotions to student achievement not the emotions of students you teach. Don’t let them know your buttons. As far as they’re concerned, you are fully expecting every possible event that can occur in your classroom! Calm, cool, and collected!</td>
</tr>
<tr>
<td>48. Explain Everything</td>
<td>Make expectations clear, rational and logical; remind students why they do what they do and ground the explanation in the mission: getting to college (future success).</td>
</tr>
<tr>
<td>49. Normalize Error</td>
<td>Getting it wrong and then getting it right is the fundamental process of schooling; respond to both parts of the sequence as if they were totally and completely normal.</td>
</tr>
</tbody>
</table>
Assessment


Cognition


English Language Learners


Instruction


Leadership


Literacy


---. Units of Study for Teaching Writing Grades 3-5. Portsmouth, NH: Heinemann, 2010.


### Mathematics


### Professional Learning Communities


### Student Achievement


