SECONDARY CURRICULUM NOTEBOOK

Career and Technology Education

Provo City School District

Teaching and Learning Department

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Career and Technology Education Secondary Curriculum Notebook

Downloading the Curriculum Notebook to your desktop will allow links to open as separate pages. Please note: Downloaded notebooks will not include ongoing updates. Please access the notebook from the PCSD website for up-to-date information.

Calendars

Utah Core Standards

Standards indicate the broad goals for a student to master in a course. Standards are typically set by a state or district school board.

Middle School Pathways

Classes taught in 7th and 8th grade.

High School Pathways

Classes taught 9th through 12th grade.

Graduation Information

Outlines the six sources of credit in PCSD secondary schools.

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Curriculum Resources

The materials teachers use to plan, prepare, and deliver instruction, including materials students use to learn about the subject such as texts, textbooks, tasks, tools, and media. For access to CTE Shared Drive contact: Denise Abbot, denisea@provo.edu or Waru Ngatai, waruN@provo.edu

- USBE Curriculum Resources
- UEN Curriculum Resources

Intervention Resources

A set of criteria to guide teachers to provide additional instruction to students who did not master the content in Tier 1 instruction. This might include: commercial intervention programs, teacher-developed intervention materials, diagnostic testing, RTI/MTSS processes, and a list of essential knowledge/skills that will prompt intervention if the student does not demonstrate mastery.

- Provo MTSS Model

Supplemental Resources

Resources to help educators engage students in the learning process in order to create meaningful learning experiences

- Provo Way instructional Model
- Success for Every Student: District Improvement Plan
- PCSD Teacher Resource Guide
- Understanding by Design
- Special Education Resources
- Depth of Knowledge (DOK) & The Hess Cognitive Rigor Matrices
- The Big 8 Engagement Strategies
- Return to School Plan-Frequently Asked Questions
- Canvas Quick Start
- Supporting Multilingual Learners

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Evidence-based Pedagogical Practices

Teaching strategies that are supported by adequate, empirical research as being highly effective.

Professional Development

Professional development includes many kinds of support, including; new teacher mentoring, instructional coaching, professional learning communities, district classes, district courses, university coursework, and conferences/workshops.

MIDDLE SCHOOL BUSINESS & MARKETING

Secondary Curriculum Notebook

Essential Learning Standards

Particular standards/objectives/indicators that a school/district defines as critical for student learning. In fact, they are so critical that students will receive intervention if they are not learned. Essentials are chosen because they have endurance, leverage, and are important for future learning.

- Digital Literacy

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- Digital Literacy

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

- Digital Literacy
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy

MIDDLE SCHOOL CCA

Secondary Curriculum Notebook

Essential Learning Standards

Particular standards/objectives/indicators that a school/district defines as critical for student learning. In fact, they are so critical that students will receive intervention if they are not learned. Essentials are chosen because they have endurance, leverage, and are important for future learning.

- Intro. to Business
- Intro to FACS
- Intro to Technology

Pacing Guides

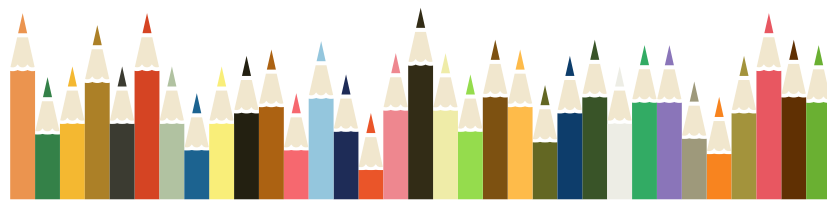The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- Intro. to Business
- Intro to FACS
- Intro to Technology

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

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- Intro to FACS
- Intro to Technology
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MIDDLE SCHOOL FACS

Secondary Curriculum Notebook

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- FACS Exploration A (Sewing)
- FACS Exploration B (Foods)

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- FACS Exploration A (Sewing)
- FACS Exploration B (Foods)

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

- FACS Exploration A (Sewing)
- FACS Exploration B (Foods)
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy

MIDDLE SCHOOL INFORMATION TECHNOLOGY

Secondary Curriculum Notebook

Essential Learning Standards

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- Creative Coding

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- Creative Coding

Assessment Standards

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- Creative Coding
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy

MIDDLE SCHOOL TECHNOLOGY & ENGINEERING

Secondary Curriculum Notebook

Essential Learning Standards

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- Exploring Technology- Robotics I & II

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- Exploring Technology- Robotics I & II

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

- Exploring Technology- Robotics I & II
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy

HIGH SCHOOL BUSINESS & MARKETING

Secondary Curriculum Notebook

Essential Learning Standards

Particular standards/objectives/indicators that a school/district defines as critical for student learning. In fact, they are so critical that students will receive intervention if they are not learned. Essentials are chosen because they have endurance, leverage, and are important for future learning.

- Accounting I
- Accounting II
- Business Management
- Business Office Specialist
- Economics
- Financial Literacy

- Leadership Principles I
- Marketing I
- Marketing II
- Sports and Entertainment Marketing

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- Accounting I
- Accounting II
- Business Management
- Business Office Specialist
- Economics
- Financial Literacy

- Leadership Principles I
- Marketing I
- Marketing II
- Sports and Entertainment Marketing

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

- CTE Skills Assessments
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy
- ACT Connections

HIGH SCHOOL EDUCATION

Secondary Curriculum Notebook

Essential Learning Standards

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- Teaching as a Profession I

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- Teaching as a Profession I

Assessment Standards

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- Teaching as a Profession I
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy
- ACT Connections

HIGH SCHOOL FACS

Secondary Curriculum Notebook

Essential Learning Standards

Particular standards/objectives/indicators that a school/district defines as critical for student learning. In fact, they are so critical that students will receive intervention if they are not learned. Essentials are chosen because they have endurance, leverage, and are important for future learning.

- Child Development
- Early Childhood Education I
- Early Childhood Education II
- Foods I
- Foods II

- Interior Design I
- Interior Design II
- ProStart I

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- Child Development
- Early Childhood Education I
- Early Childhood Education II
- Foods I
- Foods II

- Interior Design I
- Interior Design II
- ProStart I

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

- CTE Skills Assessments
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy
- ACT Connections

HIGH SCHOOL HEALTH SCIENCES

Secondary Curriculum Notebook

Essential Learning Standards

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- Emergency Medical Responder (EMR)
- Exercise Science/Sports Medicine
- Medical Anatomy and Physiology

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- Emergency Medical Responder (EMR)
- Exercise Science/Sports Medicine
- Medical Anatomy and Physiology

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

- CTE Skills Assessments
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy
- ACT Connections

HIGH SCHOOL INFORMATION TECHNOLOGY

Secondary Curriculum Notebook

Essential Learning Standards

Particular standards/objectives/indicators that a school/district defines as critical for student learning. In fact, they are so critical that students will receive intervention if they are not learned. Essentials are chosen because they have endurance, leverage, and are important for future learning.

- Computer Programming I
- Computer Programming II
- Computer Science Principles
- Cyber Security & Ethical Hacking
- Digital Media I
- Digital Media II
- Exploring Computer Science I
- Robotics I
- Web Development I

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- Computer Programming I & II
- Computer Science Principles
- Cyber Security & Ethical Hacking
- Digital Media I
- Digital Media II
- Exploring Computer Science I
- Robotics I
- Web Development I

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

- CTE Skills Assessments
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy
- ACT Connections

HIGH SCHOOL SKILLED & TECHNICAL SCIENCES

Secondary Curriculum Notebook

Essential Learning Standards

Particular standards/objectives/indicators that a school/district defines as critical for student learning. In fact, they are so critical that students will receive intervention if they are not learned. Essentials are chosen because they have endurance, leverage, and are important for future learning.

Communication

- Video Production I

Mechanics and Repairs

- ASE Brakes
- ASE Electrical/Electronics

Precisions Production Trades

- Woods I
- Woods II
- Welding (Entry & Intermediate)
- Introduction to Construction Trades

Protective Services

- Law Enforcement

Visual Arts

- Advanced Commercial Photography
- Basic Digital Photography
- Basic Film Photography
- Design and Visual Communication

HIGH SCHOOL SKILLED & TECHNICAL SCIENCES CONTINUED

Secondary Curriculum Notebook

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

Communication

- Video Production I

Mechanics and Repairs

- ASE Brakes
- ASE Electrical/Electronics

Precisions Production Trades

- Woods I
- Woods II
- Welding (Entry & Intermediate)
- Introduction to Construction Trades

Protective Services

- Law Enforcement

Visual Arts

- Advanced Commercial Photography
- Basic Digital Photography
- Basic Film Photography
- Design and Visual Communication

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

- CTE Skills Assessments
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy
- ACT Connections

HIGH SCHOOL TECHNOLOGY & ENGINEERING

Secondary Curriculum Notebook

Essential Learning Standards

Particular standards/objectives/indicators that a school/district defines as critical for student learning. In fact, they are so critical that students will receive intervention if they are not learned. Essentials are chosen because they have endurance, leverage, and are important for future learning.

- CAD Architectural Design I
- CAD Architectural Design II
- CAD Mechanical Design I
- CAD Mechanical Design II

Pacing Guides

The order and timeline of the instruction of standards, objective, indicator, and Essentials over the span of a course (semester or year).

- CAD Architectural Design I
- CAD Architectural Design II
- CAD Mechanical Design I
- CAD Mechanical Design II

Assessment Standards

The productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. These are the blueprints used to construct assessments.

- CTE Skills Assessments
- USBE Assessment Resources
- Standard Test Administration & Ethics Policy
- ACT Connections

SUPPLEMENTAL RESOURCES

The Provo Way Instructional Model

The **Provo Way Instructional Model** something something something really impressive and profound.

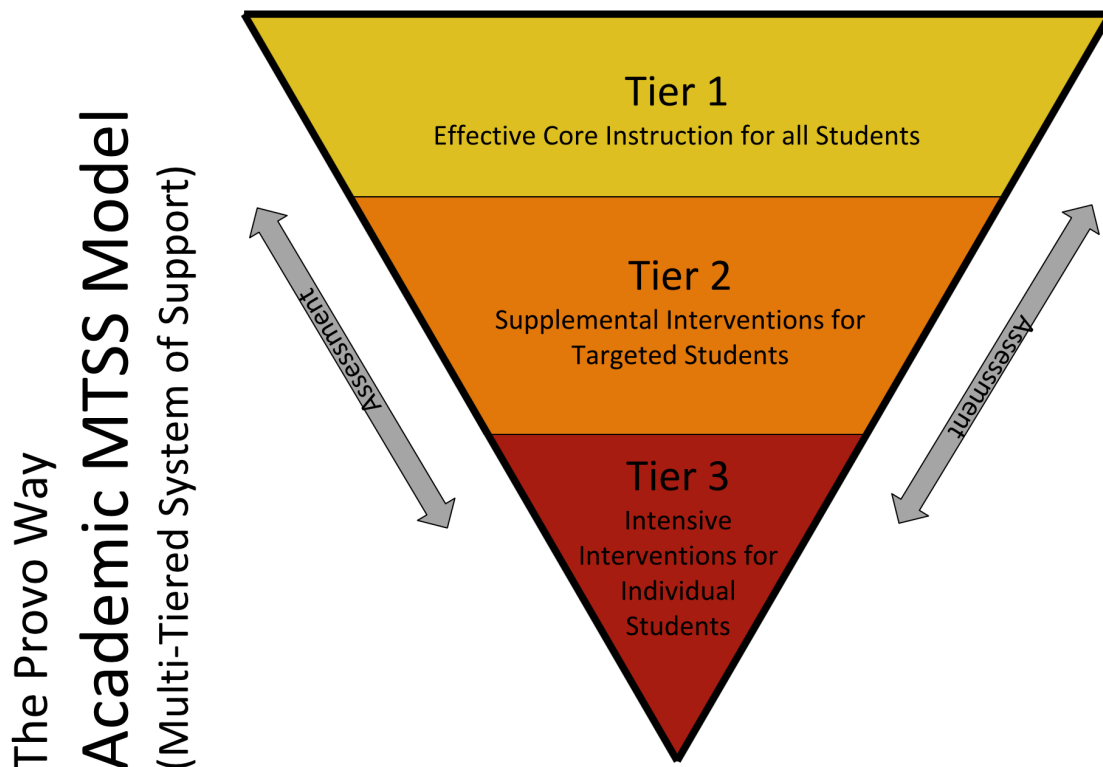| Professionalism	Environment	Content	Assessment	Instruction
• Student focus • Educator credibility • Meeting norms • Professional Learning Communities (PLC) collaboration • Civility policy • Appearance and interactions • Continual learning • Testing ethics • Research orientation • Policy adherence	• Safety - emotional and physical • Physical classroom space • Relationships • Family connections • Procedures • Classroom management • Student artifacts • Student focus	• State Standards • Curriculum Map/Pacing Guide • Units • Objectives • Curriculum Notebooks • Course essentials • Current • Planning	• Formative evaluation • Summative evaluation • Feedback (student to student, student to teacher, teacher to student) • Performances of Understanding • Self-reported grades • Student self-evaluation • Testing ethics • Differentiation • Data analysis • Response to Intervention (RTI/MTSS)	• Lesson design • Teacher clarity (LTs, SC, and PoU) • Evidence-based instructional strategies • Based on data • Student engagement • Depth of Knowledge (DOK) • Differentiation • Student ownership of learning • Curriculum Notebook • RTI/MTSS

INTERVENTION STANDARDS

MTSS Model

Provo City School District's Academic **MTSS (Multi-Tiered Systems of Support)** details the system for providing Tier 1, 2, and 3 instruction; interventions; and assessment to help each student receive appropriate support.

Successful MTSS implementation is a highly complex process that involves the following tasks:

- Gathering accurate and reliable data
- Correctly interpreting and validating data
- Using data to make meaningful instructional changes for students
- Establishing and managing increasingly intensive tiers of support
- Evaluating the process at all tiers to ensure the system is working

The Provo Way
Academic MTSS Model
(Multi-Tiered System of Support)

Tier 1
Effective Core Instruction for all Students

Tier 2
Supplemental Interventions for Targeted Students

Tier 3
Intensive Interventions for Individual Students

Assessment

Assessment

INTERVENTION STANDARDS

MTSS Model (continued)

TIER 1

- **Instruction**
  - Rigorous grade-level core instruction using evidence-based curriculum and instructional strategies
  - Considering various modes of delivery and learning needs
- **Data-based decision making**
  - Ongoing evaluation of all students using formative assessments, screening and formative assessments for T2 and T3 placement
- **Team-based problem solving**
  - School-, grade-, subject-, and/or class-wide Professional Learning Communities (PLCs) and School Leadership Teams use a problem-solving process to plan and evaluate academic supports
- **Groupings**
  - Equitable access and practices for core instruction for all students

TIER 2

- **Instruction**
  - Supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level core. These supports address the needs of students who have not responded sufficiently to Tier 1 instruction
  - Supports may include adapted strategies, increased frequency, intensity, and/or time
  - Considering various modes of delivery and learning needs
- **Data-based decision making**
  - Progress monitoring of students receiving targeted supports every 2-4 weeks, using reliable tools sensitive to incremental change.
- **Team-based problem solving**
  - Teams use a problem-solving process to select, implement, and evaluate Tier 2 support
- **Groupings**
  - Supplemental small group supports for about 20% of students

TIER 3

- **Instruction**
  - Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level core. These supports address specific needs to students who are most at risk or have not responded to Tier 2 interventions
  - For students who are low-performing, supports represent the use of adapted strategies, increase in frequency, intensity, and/or time and do not necessarily equate to special education services
  - On limited instances, Tier 3 appropriately replaces Tier 1/Tier 2 instruction
- **Data-based decision making**
  - Progress monitoring of students receiving intensive supports at least weekly, using valid, reliable tools sensitive to incremental change
- **Team-based problem solving**
  - Teams use a problem-solving process to select, implement, and evaluate Tier 3 Supports
- **Groupings**
  - Individually-responsive supports for about 3% of students

SUCCESS FOR EVERY STUDENT:
THE PROVO WAY

Assess
Plan
Improve
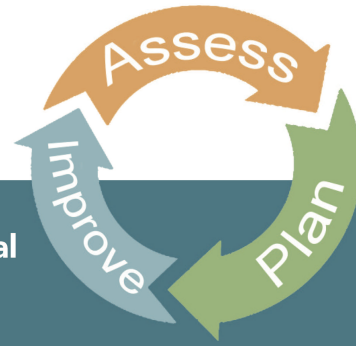
AIM: Every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.

ACADEMIC IMPROVEMENT
Continuous academic improvement and transparency.

TEACHER SUPPORT
Support for teachers and teaching aligned with research, best practices, and teacher-identified needs.

DISTRICT STABILITY
Improved certainty and stability in the direction of the district.

FINANCIAL RESPONSIBILITY
Financial prioritization, long-term planning, and transparency.

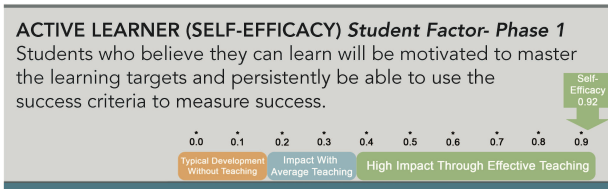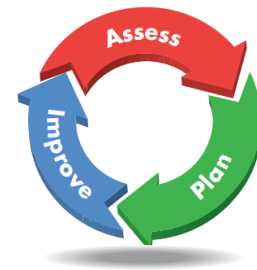### HIGH GRADUATION RATES
91% of students receiving a high school diploma.

PLAN: To accomplish our goal, we collaborate to set our priorities in this district improvement plan. As we implement this plan, we evaluate our impact and improve our actions as needed with a focus on student success.

The District Improvement Plan has two phases; each phase includes a goal in each of John Hattie's Visible Learning categories.

ACTIVE LEARNER (SELF-EFFICACY) *Student Factor- Phase 1*
Students who believe they can learn will be motivated to master the learning targets and persistently be able to use the success criteria to measure success.

Self-Efficacy 0.92

0.0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9
Typical Development Without Teaching | Impact With Average Teaching | High Impact Through Effective Teaching

TEACHER CLARITY *Teacher Factor-Phase 1*
Teacher clarity is the effective use of learning targets, success criteria, performances of understanding, feedback, and formative assessment.

Teacher Clarity 0.75

0.0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9
Typical Development Without Teaching | Impact With Average Teaching | High Impact Through Effective Teaching

ACTIVE PARENTAL ENGAGEMENT *Home Factor-Phase 1*
Parents actively engaged in their child's learning at school and at home.

Parent & Learning 0.51

0.0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9
Typical Development Without Teaching | Impact With Average Teaching | High Impact Through Effective Teaching

REPEATED READINGS *Curriulum Factor-Phase 1*
Repeated readings in curriculum means curricular materials provide beginning readers with short passages of text to reread until a satisfactory level of fluency is achieved.

Repeated Reading 0.67

0.0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9
Typical Development Without Teaching | Impact With Average Teaching | High Impact Through Effective Teaching

INSTRUCTIONAL LEADERSHIP *School Factor-Phase 1*
Administrators focus on teaching and learning—especially measurable student progress—to help ensure student and teacher success.

Formative Assessment 0.84

0.0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9
Typical Development Without Teaching | Impact With Average Teaching | High Impact Through Effective Teaching

FEEDBACK *Teaching Approach Factor-Phase 1*
Feedback is timely information about the performance of a task. Teachers give feedback to students, students give feedback to teachers, and teachers train students to give peer feedback.

Feedback 0.79

0.0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9
Typical Development Without Teaching | Impact With Average Teaching | High Impact Through Effective Teaching

Provo City SCHOOL DISTRICT

District Improvement Plan 2018

![Provo City School District logo]

SUCCESS FOR EVERY STUDENT:
THE PROVO WAY

District Improvement Plan 2018

EVERY STUDENT WILL END EACH SCHOOL YEAR HAVING MET OR EXCEEDED THE ESSENTIAL
LEARNING STANDARDS, FULLY PREPARED FOR THE NEXT GRADE/COURSE.

INTRODUCTION

The students and educators of Provo City School District enjoy a legacy of commitment and caring in a community rich with diversity. The community has rallied to support the building of four new schools, and rebuilding five schools, in the past decade. This community support and interest in its schools has been a hallmark of Provo City.

GOALS

Superintendent Keith Rittel and the Board of Education define the aim for the district improvement plan:

Every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.

Because, as emphasized by Connie Moss and Susan Brookhart in *Learning Targets*, "our beliefs are the best predictors of our actions in any situation," the district aim statement establishes our core belief and is the foundation of the actions we plan and take.

And, this belief predicts our actions –
- We have an improvement plan that focuses on student outcomes.
- We will execute our plan together.
- We will review and measure our performance.
- We will continuously improve teaching and learning.

Board of Education Goals

Our actions will focus on achieving five goals set by the board of education:

1. Continuous academic improvement and transparency.
2. Support for teachers and teaching aligned with research, best practices, and teacher-identified needs.
3. Improved certainty and stability in the direction of the district.
4. Financial prioritization, long-term planning, and transparency.
5. 91% of students receiving a high school diploma.

Additionally, the district commits to the state goal of ensuring reading proficiency for students by the end of third grade.

PLAN

To accomplish our goals, we collaborate to set our priorities in this district improvement plan. As we implement this plan, we evaluate our impact and improve our actions as needed with a focus on student success.

The District Improvement Plan has two phases; each phase includes a goal in each of John Hattie's *Visible Learning* categories.

Category	Phase 1	Phase 2
Student	Active Learner	Student Expectations
Home	Active Parental Engagement	Positive Parental Communication
School	Instructional Leadership	Acceleration of Learning
Teacher	Teacher Clarity	Teacher Credibility
Curriculum	Repeated Readings	Vocabulary Programs
Teaching Approach	Feedback	Formative Assessment

1. ACTIVE LEARNER (SELF-EFFICACY)

STUDENT FACTORS – PHASE 1

DEFINITION

Students who believe they can learn will be motivated to master the learning targets and persistently be able to use the success criteria to measure success.
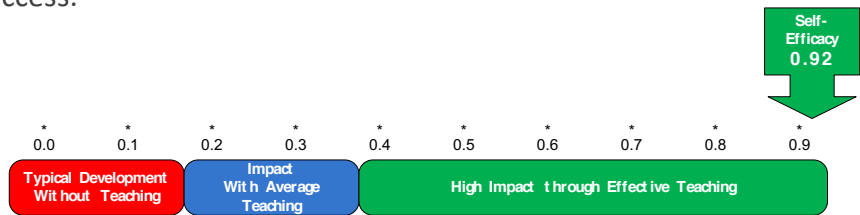
EVIDENCE OF IMPLEMENTATION

- Students will demonstrate grit/perseverence/a growth mindset in their learning.
- Students demonstrate a belief that, with work, they can learn difficult concepts and skills.
- Students will know learning targets and success criteria and will seek feedback as they assess themselves in their learning.

2. ACTIVE PARENTAL ENGAGEMENT

HOME FACTORS – PHASE 1

DEFINITION

Parents actively engaged in their child's learning at school and at home.
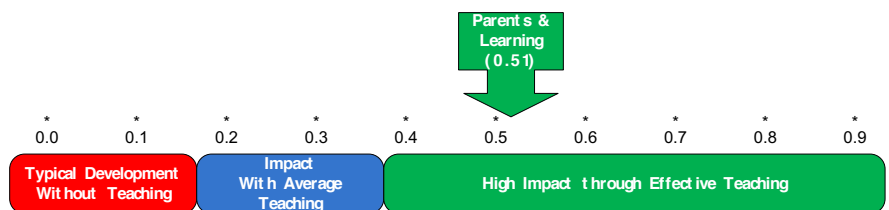
EVIDENCE OF IMPLEMENTATION

- Parents create a home environment that promotes and supports education.
- Parents have high expectations for their child's learning.
- Parents regularly participate in school activities and communicate with school staff members, particularly when they are concerned about their child's learning.

3. INSTRUCTIONAL LEADERSHIP

SCHOOL FACTORS – PHASE 1

DEFINITION

Administrators focus on teaching and learning—especially measurable student progress—to help ensure student and teacher success.

Instructional Leadership 0.84

0.0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9

Typical Development Without Instructional Leadership	Impact - Average Instructional Leadership	High Impact through Effective Instructional Leadership
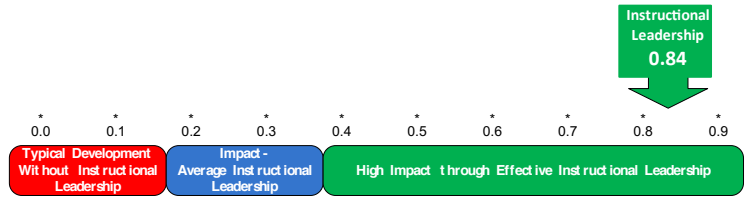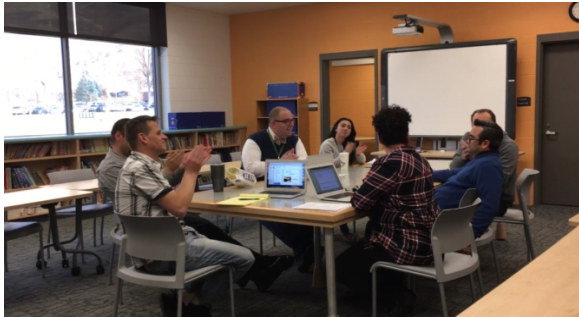
EVIDENCE OF IMPLEMENTATION

- Administrators make instructional decisions based on student achievement data.
- Administrators demonstrate strong pedagogical skills and knowledge.
- Administrators focus their schools on student learning by measuring learning, providing coaching and clinical supervision, and communicating goals and progress.

4. TEACHER CLARITY

TEACHER FACTORS – PHASE 1

DEFINITION

Teacher clarity is the effective use of learning targets, success criteria, performances of understanding, feedback, and formative assessment.

Teacher Clarity 0.75

0.0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9

Typical Development Without Teaching	Impact With Average Teaching	High Impact through Effective Teaching
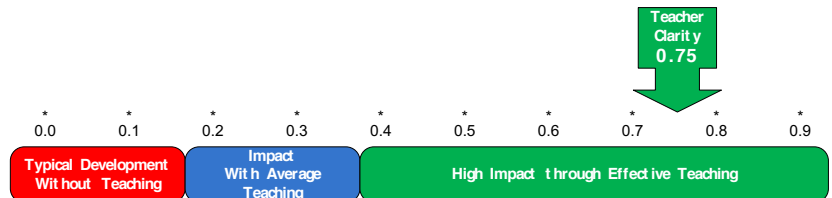
EVIDENCE OF IMPLEMENTATION

- Teachers post, share, and embed learning targets with success criteria in daily lessons to promote self-regulated learners.
- Teachers assess students and give targeted feedback based on success criteria.
- Teachers elicit and apply student feedback to improve instruction.
- Teachers foster student ownership of learning.

5. REPEATED READINGS
CURRICULUM FACTORS – PHASE 1

DEFINITION
Repeated readings in curriculum means curricular materials provide beginning readers with short passages of text to reread until a satisfactory level of fluency is achieved.

Repeated Readings 0.67

*	*	*	*	*	*	*	*	*	*
0.0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9

Typical Development Without Teaching | Impact With Average Teaching | High Impact through Effective Teaching
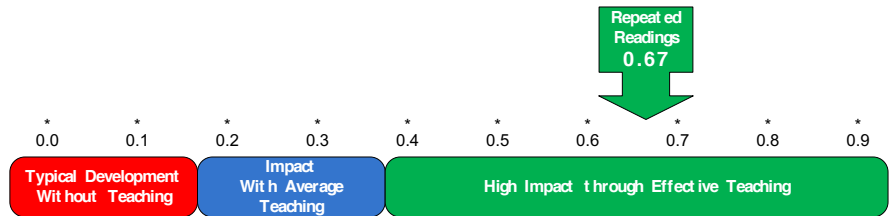
EVIDENCE OF IMPLEMENTATION
- Elementary ELA curricular materials include texts for repeated readings and guidance to teachers on their use.
- Elementary ELA curricular materials guide teachers in knowing how and when to use the repeated reading method.
- Supplementary and intervention ELA curricula, for struggling readers, includes repeated reading to build student fluency.

6. FEEDBACK
TEACHING APPROACH FACTORS – PHASE 1

DEFINITION
Feedback is timely information about the performance of a task, given from one person to another. Teachers give feedback to students, students give feedback to teachers, and teachers train students to give peer feedback.

Feedback 0.79

*	*	*	*	*	*	*	*	*	*
0.0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9

Typical Development Without Teaching | Impact With Average Teaching | High Impact through Effective Teaching
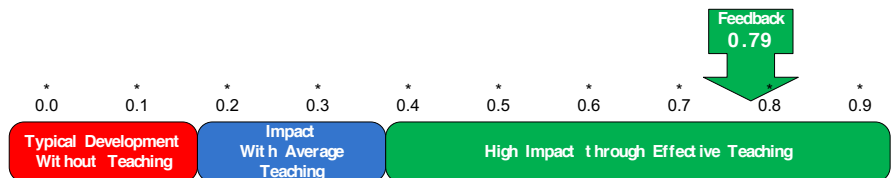
EVIDENCE OF IMPLEMENTATION
- Teachers provide timely feedback to students throughout the learning process.
- Teachers seek feedback from students to improve instruction.
- Teachers and students base feedback on success criteria.

Provo City School District

Teacher Resource Guide

A Guide for Teachers to Improve Instruction Using Utah Effective Teaching Standards

CONTENTS

This guide is patterned after the Utah Effective Teaching Standards and contains concrete ideas and resources teachers can use to more fully implement those standards in their classrooms. Click on one of the ten standard below to see more specific elements and get concrete ideas, applicable at a student-level.

The Learner and Learning

Instructional Practice

Professional Responsibility

The Learner and Learning:

TEACHING BEGINS WITH THE LEARNER.

To ensure each student learns new knowledge and skills, teachers must understand that learning and development patterns vary among individuals, that learners bring unique, individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

STANDARD 1: Learner Development

The teacher understands the cognitive, linguistic, social, emotional and physical areas of student development.

a The teacher creates developmentally appropriate and challenging learning experiences based on each *student's strengths, interests, and needs.*

b The teacher collaborates with families, colleagues, and other professionals to promote student growth and development.

STANDARD 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

a The teacher understands individual learner differences and holds high expectations of students.

b *The teacher designs, adapts and delivers instruction to address each students' divers learning* strengths and needs

c The teacher allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.

d The teacher creates a learning culture that encourages individual learners to persevere and advance.

e The teacher incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

STANDARD 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning and self-motivation.

a The teacher develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations and procedures

b The teacher collaborates with students to establish a positive learning climate of openness, respectful interactions, support and inquiry.

c The teacher uses a variety of classroom management strategies to effectively maintain a positive learning environment

d The teacher equitably engages students in learning by organizing, allocating and managing the resources of time, space and attention.

e The teacher extends the learning environment using technology, media and local and global resources.

f The teacher encourages students to use speaking, listening, reading, writing, analysis, synthesis and decision-making skills in various real-world contexts.

The Learner and Learning:

STANDARD 1: Learner Development

The teacher understands the cognitive, linguistic, social, emotional and physical areas of student development.

a The teacher creates developmentally appropriate and challenging learning experiences based on each student's strengths, interests, and needs.

EFFECTIVE Creates developmentally appropriate and challenging learning experiences based on students needs.

HIGHLY EFFECTIVE Uses data from multiple measures to create appropriate and challenging learning experiences based on identified individual learning needs.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Build relationships with students and cultivate respect for student culture, gender and individual differences	▪ Incorporate activities to get to know your students ▪ Student profile cards ▪ Family/parent interviews ▪ Learn about students' culture	▪ BYU David O. McKay School of Education Diversity Webpage ▪ Latinos in Action
▪ Use data from multiple sources to understand each student's learning levels	▪ Look at students' prior test scores and grades/standards reports ▪ Discuss students' strengths and weaknesses with students' parents ▪ Discuss students self-perceptions from interviews/questionnaires	▪ Power School test data ▪ Power School grade/standards report data ▪ Student cumulative folders ▪ SAGE assessment system
▪ Research what is appropriate for student age level and needs	▪ Research students' age level characteristics ▪ Collaborate with other teachers on the same grade/course	▪ Developmentally Appropriate Practice information ▪ Robert Marzano resources ▪ Adolescent Development - Background ▪ Child Development - background

Teacher Resource Guide
The Learner and Learning:

STANDARD 1: Learner Development
The teacher understands the cognitive, linguistic, social, emotional and physical areas of student development.

b The teacher collaborates with families, colleagues, and other professionals to promote student growth and development.

[EFFECTIVE] Collaborates with families and colleagues to support learner growth and development.

[HIGHLY EFFECTIVE] Takes initiative to engage families and colleagues in supporting each student's individual growth and development.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Collaborate with families and school community	▪ Contact parents through email, phone, and/or meetings ▪ Send newsletters to parents ▪ Log your interactions with parents ▪ Hold student-led Conferences ▪ Initiate parent classroom visits ▪ Share information with student's education team ▪ Create, update and share a class blog with parents.	▪ Annie E. Casey community resources ▪ State of Utah community resources ▪ Example of class blog: ▪ Edublogs - free class blog program ▪ Weebly - free class blog program
▪ Demonstrate awareness of and sensitivity to social, cultural, and language backgrounds when communicating with and about families	▪ Respect students and parents ▪ Recognize and take initiative to learn about students' social, cultural, and language backgrounds ▪ Seek to accommodate parents' language and culture needs in meetings and interactions ▪ Read information about cultural, language, and social minorities ▪ Seek a school staff member who has experience with specific languages/cultures. ▪ Utilize the ParentLink program to communicate with families	▪ BYU David O. McKay School of Education Diversity webpage ▪ Obtain/utilize ELL Endorsement ▪ Communicate with district ELL Coordinator ▪ Ruby Payne book - A Framework for Understanding Poverty ▪ Ruby Payne article - Nine Powerful Practices ▪ Latinos in Action ▪ CultureGrams - Information on cultures for teachers and students ▪ Community Tool Box – Understanding Culture and Diversity in Building Communities
▪ Utilize district student data tools	▪ Use Power School to provide information to colleagues and parents	▪ Building technology specialist ▪ District technology help desk ▪ Assessment department

The Learner and Learning:

STANDARD 2: Learning Differences
The teacher understands individual learner differences and cultural and linguistic diversity.

a The teacher understands individual learner differences and holds high expectations of students.

[EFFECTIVE] The teacher ensures inclusive learning environments that allow each student to reach learning goals.

[HIGHLY EFFECTIVE] The teacher develops and maintains a positive and nurturing learning environment that values the contribution of students with all background and abilities.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
Know each student's capabilities	▪ Analyze current and past student test data and any applicable 504/SEP/ELL information ▪ Have students complete self-assessments ▪ Administer pre-tests before instruction	▪ Cumulative folders ▪ School records
Communicate high expectations to students	▪ Verbally communicate high expectations directly to students, both individually and as a group. ▪ Communicate high expectations of students in interactions with colleagues ▪ Provide support as students strive to achieve high expectations	▪ Book - The Art and Science of Teaching, Marzano (2007) [chapter 9] ▪ Book - *Class Acts: Every Teacher's Guide* to Activate Learning
Develop a community feeling which fosters **respect for students'** cultures, genders, and individual differences	▪ Consider students' cultures and differences when planning lessons ▪ Ensure materials, language, and examples show respect for and acknowledge students' backgrounds	▪ Community Tool Box – Understanding Culture and Diversity in Building Communities ▪ CCEI Article – Creating a Multicultural Classroom Environment
Understand students' cultures	▪ Student/parent interviews ▪ Student/parent surveys ▪ Read information (books, online sites) about students' cultures	▪ Community Tool Box – Understanding Culture and Diversity in Building Communities
Understand learning disabilities and differences	▪ Read professional texts and journals on the topics ▪ Discuss students' disabilities/differences with school SPED/ESL/Intervention specialists ▪ Ensure students with SPED/504 accommodations have them all year, in all instruction and testing	▪ NCLD Classroom Strategies ▪ HELPGUIDE.ORG – Signs and symptoms of learning disabilities and disorders ▪ NCLD Article – Common Modifications and Accommodations ▪ UW DO-IT Resource – What is the difference between an IEP and a 504 Plan?

The Learner and Learning:

STANDARD 2: Learning Differences
The teacher understands individual learner differences and cultural and linguistic diversity.

b The teacher designs, adapts and delivers instruction to address each student's diverse learning needs and strengths.

[EFFECTIVE] The teacher designs, adapts, and delivers instruction to honor individual differences and learning strengths and needs. The teacher evaluates and selects materials and lessons that counteract stereotypes and uses culturally responsive instruction.

[HIGHLY EFFECTIVE] The teacher uses learner differences as an asset in designing effective instruction for all students. The teacher scaffolds support for diverse learners in the classroom and matches resources and strategies to individual student needs.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Plan activities that encourage/rely upon student discourse	▪ Utilize student-centered teaching methods (e.g. reciprocal teaching, pair & share, close reading, and cooperative learning)	▪ Book – The Highly Engaged Classroom, Marzano (2011) ▪ Book –Teach like a Champion, Lemov/Atkins (2010) ▪ FacingHistory.org – Student-centered teaching strategies
▪ Consistently use data to modify content, process, and product based on readiness, interests and learning profile	▪ Use data to establish flexible, tiered groupings ▪ Utilize performances of understanding with all lessons to gather daily information on student understanding of learning targets	▪ Book – Learning Targets, Moss/Brookhart, 2012 ▪ Edutopia Article – Three Ways Student Data Can Inform Your Teaching
▪ Accommodate needs of ELL, SPED, 504, and accelerated students	▪ Know and plan for student IEP/ELL/504 plans ▪ Differentiate instruction (e.g. groupings, pre-teaching, learning aids [such as lecture outlines and vocabulary lists], and adjusted assignments)	▪ Student cumulative folders ▪ Book – The Differentiated Classroom, Tomlinson (1991) ▪ Book – Differentiating Instruction in the Regular Classroom, Heacox (2001)
▪ Help students who have little home support	▪ Know students' backgrounds ▪ Provide support before, during, and after school ▪ Establish and communicate contracts and deadlines	▪ Book – Explicit Instruction: Effective and Efficient Teaching (What Works for Special Needs Learners), Archer/Hughes (2010)

The Learner and Learning:

STANDARD 2: Learning Differences
The teacher understands individual learner differences and cultural and linguistic diversity.

C The teacher allows students to demonstrate learning in different ways, sensitive to multiple experiences and diverse backgrounds.

[EFFECTIVE] The teacher allows students to demonstrate learning in many ways, sensitive to student experiences and diverse backgrounds.

[HIGHLY EFFECTIVE] The teacher encourages students to demonstrate learning based on understanding of individual learning characteristics.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ **Understand students'** learning preferences	▪ Questionnaires ▪ Inventories ▪ Group Discussions	▪ <u>Overview</u> – The Seven Learning Styles ▪ <u>About Education Article</u> – Understanding and Using Learning Styles
▪ Allow students a choice in showing understanding of learning targets	▪ Brainstorm different ways to show understanding with students ▪ Differentiate performances of understanding	▪ <u>Forum</u> – 200 Ways to Show What You Know ▪ <u>Forum</u> – 72 Creative Ways for Students to Show What They Know ▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) [pages 44-45]
▪ Create and use performances of understanding to assess learning targets	▪ Ensure performances of understanding ▪ Have public success criteria or "look-fors" ▪ Ensure assessment does not hinder students' abilities to demonstrate understanding (example: consider non-verbal/less-verbal methods of assessing non-Language Arts content for students with limited English skills)	▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) [pages 44-45]

STANDARD 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

d The teacher creates a learning culture that encourages individual learners to persevere and advance.

[EFFECTIVE] The teacher encourages learners to reach their full potential by applying an understanding of student diversity.

[HIGHLY EFFECTIVE] The teacher bridges school and community cultures by connecting multiple perspectives and encouraging students to learn from each other.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Develop a community feeling in the classroom	▪ Strategically make a seating chart based on strengths, weaknesses, personalities, and language abilities ▪ Utilize team-building activities to establish trusting relationships ▪ Conduct team-building/getting to know you activities	▪ CCEI Article – Creating a Multicultural Classroom Environment ▪ Community Tool Box – Understanding Culture and Diversity in Building Communities
▪ Cultivate respect for cultural, gender, and individual differences	▪ Student presentations about their unique background ▪ Student/parent questionnaires or interviews ▪ Model and require respectful language and tone with students and colleagues	▪ CCEI Article – Creating a Multicultural Classroom Environment ▪ Community Tool Box – Understanding Culture and Diversity in Building Communities
▪ Establish a culture of learning	▪ Deliberately model and reinforce positive learning behaviors ▪ Increase student engagement by creating a class culture which inspires student learning ▪ Maximize learning time	▪ SREB Site Development Guide – Ten Strategies for Creating a Classroom Culture of High Expectations ▪ PLNU Article – Classroom Culture that Inspires Student Learning

STANDARD 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

e The teacher incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.

[EFFECTIVE] The teacher incorporates tools of language development into planning and instruction, including strategies for development of English proficiency. The teacher uses strategies, visuals, and modeling to augment auditory direction and adapts instruction accordingly.

[HIGHLY EFFECTIVE] The teacher incorporates knowledge of English language development and English learners' strengths and assessed needs into English language and content instruction. The teacher engages English learners in assessment of their progress in English language development and in meeting content standards.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Incorporate WIDA standards in planning	▪ Locate ELLs' WIDA testing and learn student levels ▪ Use the WIDA standards scales in planning and differentiating instruction ▪ Obtain and utilize ELL Endorsement ▪ Utilize SIOP model in planning and instruction	▪ WiDA – World-class Instructional Design and Assessment ▪ Book – Authentic Assessments for English Language Learners: Practical Approaches for Teachers, O'Malley/Pierce (1996) ▪ USOE – ESL Endorsement information ▪ UCLA International Presentation – Explanation of SIOP model ▪ SIOP – Sheltered Instructional Observation Protocol)
▪ Support ELL learning and academic vocabulary development of all students	▪ Plan instruction that includes modeling, highlighting academic vocabulary and visuals.	▪ Alliance for Excellent Education Report/Factsheet – Six Key Strategies for Teachers of English Learners
▪ Plan for students to self-assess daily	▪ Tailor performances of understanding of daily learning targets to provide students meaningful information about their learning ▪ Have students track their learning over time	▪ Book – Learning Targets, Moss/Brookhart (2012) ▪ Assessment for Learning Article – Strategies to enhance student self-assessment

The Learner and Learning:

STANDARD 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning and self-motivation.

a The teacher develops learning experiences that engage and support students as self-directed learners who internalize classroom expectations, routines and procedures.

[EFFECTIVE] The teacher establishes and maintains routines, expectations, and procedures that support student learning.

[HIGHLY EFFECTIVE] The teacher collaborates with students in establishing and reflecting on classroom procedures to improve the learning environment.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Establish clear and consistent classroom procedures and routines	• Guide students in helping to create procedures • Post and practice procedures in the classroom • Create looks like-sounds like charts for routines • Spend ample time at the beginning of the year/semester reviewing and practicing routines • Establish efficient routines for daily tasks (e.g. distributing papers, lining up, taking roll, coming into class, turning in homework) • Have students conduct a debate on classroom rules/disclosure on the first day of school • Invite an Instructional Coach or colleague to visit your class to observe and give feedback on routines	• <u>Book</u> –Teach like a Champion, Lemov/Atkins (2010) [chapter 5] • <u>Scholastic Article</u> – 30 Classroom Procedures to Head Off Behavior Problems • <u>NEA Article</u> – Determine Classroom Procedures Before School Starts • <u>Contact an Instructional Coach</u> for support in setting up/improving classroom procedures
• Establish clear expectations about learning and effort	• At the beginning of a new unit, give students unit plans with a daily schedule • Post daily learning schedule • Post and share daily learning targets • Blog/post reminders about assignments • Post/ discuss examples of good work and good effort • Create success criteria for both learning and effort	• <u>Book</u> –Teach like a Champion, Lemov/Atkins (2010) [chapters 1,6] • <u>Book</u> – Learning Targets, Moss/Brookhart (2012) [chapter 3] •
• Reflect as a teacher individually, with colleagues and with students	• Have a discussion or conduct a survey at the end of a lesson/unit/term to get and give feedback • Individually reflect on each lesson and identify keepers, polishers, and "throw-aways" • Schedule time in PLC meetings to reflect on lessons and units with colleagues • Conduct a lesson study with colleagues	• <u>ASCD Article</u> – What is a Professional Learning Community? • <u>Book</u> – Class Acts*: Every Teacher's Guide* to Activate Learning, Forlini/Brinkman/Williams (2010) • <u>Book</u> – Help Teachers Engage Students: Action Tools for Administrators, Forlini/Brinkman/Williams (2009) • <u>Learning Through Reflection</u> – Learning and Leading with Habits of Mind, Costa/Kallick (2008) [link goes to chapter 12 of the book, available free online] • <u>BBC Article</u> – Reflective Teaching: Exploring Our Own Classroom Practice

STANDARD 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning and self-motivation.

b The teacher collaborates with students to establish a positive learning climate of openness, respectful interactions, support and inquiry.

[EFFECTIVE] The teacher collaborates with students to establish a positive learning climate of openness, respectful interactions, support and inquiry. The teacher organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

[HIGHLY EFFECTIVE] The teacher models positive learning interactions and guides students to consistently refine interactions through self-reflection. The teacher supports students to create and manage learning teams to meet learning goals.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Set clear expectations, particularly at the start of each year, term, unit, and lesson	▪ Create a "Looks-Like, Sounds-Like" chart as you model and explain specific expectations ▪ At the beginnings of lessons, share the success criteria (look-ors) and tell and show students what good and poor work/work products look like ▪ Provide positive and corrective verbal cues ▪ Arrange physical space to accommodate for learning space and student learning needs ▪ Utilize PBSSS (Positive Behavior Support in Secondary Schools) strategies ▪ Conduct a debate, at the beginning of the year/term, about the class rules/disclosure document	▪ ASCD Article – The Teacher as Warm Demander, Bondy/Ross (2008) ▪ Book – The First Days of School, Harry Wong (2001) [chapter 6] ▪ Book – Positive Behavioral Support in Secondary Schools, Young/Young/Caldarella/Richardson (2001) ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 3] ▪ About Education Article – 10 Things New Teachers Should DO for the First Day of School
▪ Create and use a classroom management plan	▪ Facilitate class meetings to review and process rules and procedures ▪ Video record your class and analyze the needs for management improvement	▪ Book – *Class Acts: Every Teacher's Guide to Activate Learning*, Forlini/Brinkman/Williams (2010) ▪ Book – The First Days of School, Harry Wong (2001) [chapter 6] ▪ Wiki-How – How to make a Classroom Management Plan ▪ ASCD Article – The Key to Classroom Management, Robert and Jana Marzano (2003)
▪ Establish and use effective learning teams/ ▪ cooperative/collaborative learning structures	▪ Strategically group students (in pairs or small groups) ▪ Ensure each individual is supported by the group and also individually accountable ▪ Structure group talk (e.g. reciprocal teaching and debates) ▪ Ensure each student is accountable for their part in the group work	▪ Concept to Classroom Presentation – Cooperative and Collaborative Learning ▪ Starting Point Article – What is Cooperative Learning? ▪ Book – How to Differentiate Instruction in Mixed-Ability Classrooms, Tomlinson/ ▪ Dufour (2001) ▪ Reading Rockets – Reciprocal Teaching ▪ NWABR Article – Education Strategies for Structured Discussion (Secondary)

The Learner and Learning:

STANDARD 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning and self-motivation.

C The teacher uses a variety of classroom management strategies to effectively maintain a positive learning environment.

[EFFECTIVE] The teacher uses research-based strategies to reinforce positive learning interactions. The teacher consistently responds to classroom disruptions in an appropriate and timely matter to maintain a positive learning environment.

[HIGHLY EFFECTIVE] The teacher collects and analyzes classroom-based data and makes modifications to facilitate a positive learning environment. The teacher encourages learners' involvement in maintaining and monitoring their own contribution to a positive learning environment.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Build appropriate relationships with students	▪ Gather useful background information on each student on the first day of class ▪ Write comments on their assignments ▪ Use student interests in teaching ▪ Use teacher-student dialogue journals ▪ Regularly communicate with students (in class, via blogs, emails, before/after class, at school activities, etc.)	▪ Book –Teach like a Champion, Lemov/Atkins (2010) [chapters 3,6] SurveyMonkey – Free electronic surveys ▪ Remind – a free app for teachers that allows teachers to text to a group (of students or parents) but does not show the teacher phone number or allow the receivers to text back
▪ **Reflect on students'** behaviors and apply a variety of classroom management strategies to increase engagement	▪ Learn about and use Class Acts Big 8 engagement strategies ▪ Involve students in developing rules and routines ▪ Make lessons reasonably fast-paced, focusing the students on the learning target ▪ Ask a colleague, administrator, mentor, or instructional coach to observe your teaching and note the management strategies you use. Ask for ideas on other useful strategies	▪ Book – *Class Acts: Every Teacher's* Guide to Activate Learning, Forlini/Brinkman/Williams (2010) ▪ PowerPoint Presentation – Guidelines for managing students ▪ NEA Article – Management Tips for New Teachers ▪ NEA Classroom Management – Articles and Resources
▪ Respond to classroom disruptions in at timely manner	▪ Prevent disruptions by being consistent with routines and rules ▪ Compliment good behavior ▪ Stop bad behavior quickly and strategically (e.g. say no, increase proximity, move student location, remove distractions)	▪ TeacherVision Classroom Management Strategies – ideas for reducing bad behavior

STANDARD 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning and self-motivation.

d The teacher equitably engages students in learning by organizing, allocating, and managing the resources of time, space and attention.

[EFFECTIVE] The teacher maintains a functional and organized physical environment conductive to thought and interaction. The teacher manages schedules, pacing, and transitions to maximize learning time. Proactively gains and maintains student attention through active participation.

[HIGHLY EFFECTIVE] The teacher coordinates time, materials, and space to design various learning patterns and multiple learning activities. The teacher fosters each student's ability to manage his or her own learning time. The teacher selects engagement strategies that align with individual student learning patterns and goals.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Organize physical environment and space (desks, tables, materials, personal supplies, computers, rug area) for maximum student use	▪ Allow for appropriate and easy traffic flow in classroom ▪ Limit student materials to those needed and make them accessible ▪ Circulation of teacher ▪ Plan and draw a classroom map, considering pathways, high use areas, materials, student groupings, etc.	▪ Book –Teach like a Champion, Lemov/Atkins (2010) [chapters 3,6] ▪ Scholastic Article – Classroom Organization: The Physical Environment
▪ Manage time appropriately (schedules, time limits, time requirements, transitions, pacing)	▪ Post daily schedule ▪ Use clock/timer ▪ Teach expectations and practice routines and procedures	▪ Book – *Class Acts: Every Teacher's* Guide to Activate Learning, Forlini/Brinkman/Williams (2010) ▪ TeachingChannel.org – Video models and examples of classroom management
▪ Manage and increase student engagement	▪ State expectations ▪ Use attention prompts ▪ Increase proximity ▪ Use cueing and signals ▪ Give time limits ▪ Continually refer to the learning target	▪ Book – *Class Acts: Every Teacher's* Guide to Activate Learning, Forlini/Brinkman/Williams (2010) ▪ American Psychological Association Article – Classroom Management

The Learner and Learning:

STANDARD 3: Learning Environments
The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning and self-motivation.

e The teacher extends the learning environment using technology, media and local and global resources.

[EFFECTIVE] The teacher incorporates a variety of technology tools and media in the learning environment.

[HIGHLY EFFECTIVE] The teacher actively and consistently incorporates technology and media.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Strategically use various means of technology in instruction (e.g. student responders, electronic flip charts, PowerPoint, interactive white boards, calculators, iPads, Chromebooks, mobile computer labs, classroom computers, smart phones, online labs/tools)	▪ Actively participate in technology training ▪ Create blog/webpage to post activities and assignments ▪ Meet with CT/IT departments to find out how to meet students needs in content areas ▪ Ask administrator to link you with a teacher who is using technology well	▪ lynda.com - Online tutorials for using various technologies ▪ Education World – list of resources regarding technology in the classroom ▪ readwritethink.org – online teaching tools ▪ freetech4teachers.com – Free technology tools for teachers ▪ BrainPop – Website with many subject-based videos, games, and lesson plans ▪ Online Microscope Simulation – with tutorial
▪ Provide home help/ ▪ connections with technology	▪ Keep PowerGrade up to date ▪ Maintain a website/blog students can access with relevant documents, resources, schedules, assignment descriptions, etc.	▪ Remind – a free app for teachers that allows teachers to text to a group (of students or parents) but does not show the teacher phone number or allow the receivers to text back ▪ Example of class blog: ▪ Edublogs - free class blog program ▪ Weebly - free class blog program ▪ Edmondo – a service that allows teachers to give students access to assignments, surveys, turn in assignments, and more
▪ Use resources to connect students with real world information and tools	▪ Find and use online resources that help teach learning targets (e.g. space station video, virtual weight scales, video interviews, etc.) ▪ Teach students to find and use online tools (for research, writing, etc.)	▪ EasyBib – Online tool for APA/MLA formatting ▪ StudyBlue – Online flash card tool ▪ diigo - Online tool for research that allows students to highlight and add notes to websites ▪ Online Microscope Simulation – with tutorial

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STANDARD 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning and self-motivation.

f The teacher encourages students to use speaking, listening, reading, writing, analysis, synthesis and decision-making skills in various real-world contexts.

[EFFECTIVE] The teacher provides a classroom that supports the acquisition of learning skills, and incorporates authentic real-world experiences.

[HIGHLY EFFECTIVE] The teacher models and expects students to transfer learning skills and content knowledge to real-world and work-place contexts.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Plan lessons that include real-world problems/situations	▪ Search the web for content that is relevant to topic(s) of instruction ▪ Use applicable news articles and current events in instruction ▪ Conduct class debates on current issues ▪ Conduct simulations with students ▪ Strategically use guest speakers/interviews to give students multiple views of current and historical events	▪ Teach HUB – Ideas for bringing real-world experiences into teaching ▪ EducationWorld – Resource list for using debate in all grades
▪ Deliberately use effective literacy practices in content areas	▪ Support language learners by teaching academic vocabulary ▪ Incorporate meaningful readings into class work ▪ Incorporate meaningful writing tasks into class work ▪ Model reading and writing within the content area ▪ Plan content instruction with both content standards and Utah State Content Literacy Standards	▪ Common Core Standards – ELA ▪ Edutopia Article – How Important is Teaching Literacy in All Content Areas?

Instructional Practice:

STANDARD 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

a The teacher knows the content of the discipline and conveys accurate information and concepts.

b The teacher demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.

c The teacher engages students in applying methods of inquiry and standards of evidence of the discipline.

d The teacher uses multiple representations of concepts that capture key ideas.

e The teacher supports students in learning and using academic language accurately and meaningfully.

STANDARD 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

a The teacher designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.

b The teacher engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guise their progress in producing that work.

c The teacher adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.

d The teacher uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

e The teacher documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.

f The teacher understands and practices appropriate and ethical assessment principles and procedures.

STANDARD 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

a The teacher plans instruction based on the Utah Core Standards.

b The teacher individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.

c The teacher differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

d The teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

e The teacher integrates cross-disciplinary skills into instruction to purposefully engage   learners in applying content knowledge.

STANDARD 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

a The teacher understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.

b The teacher uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual learners and groups of learners.

c The teacher analyzes student errors and misconception in order to redirect, focus, and deepen learning.

d The teacher uses a variety of *instructional strategies to support and expand each learner's* communication skills.

e The teacher provides multiple opportunities for students to develop higher-order and meta-cognitive skills.

f The teacher provides opportunities for student to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

g The teacher supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.

h The teacher uses a variety of questioning strategies to promote engagement and learning.

STANDARD 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

a The teacher knows the content of the discipline and conveys accurate information and concepts.

[EFFECTIVE] The teacher knows the content of the discipline(s) taught and conveys accurate information.

[HIGHLY EFFECTIVE] The teacher pursues opportunities to learn new developments in the discipline and continually deepens content knowledge.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Know the Utah Core Standards for literacy, content literacy, math and Utah State Core Curriculum for all other content (science, social studies, art, music, etc.) for current grade-level/subjects	▪ Participate in school, district and USOE professional learning activities ▪ Participate in online professional learning opportunities ▪ Read current professional literature and research	▪ UEN.org – Utah Core Standards for every content area ▪ corestandards.org – Common Core State Standards, with appendices, background information, and resources ▪ OnTrack – search and register for district and state professional learning activities ▪ UEN.org – Online USOE courses
▪ Present, explain and share resources, articles, and latest technology with colleagues to enhance content knowledge and delivery	▪ Invite a colleague to plan with you ▪ Offer to share information learned with faculty and staff ▪ Establish a time in PLC/collaborative meetings to discuss and share resources ▪ Ask for help from a colleague, department chair/team leader or instructional coach	▪ Instructional Coaches ▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] ▪ Book – Learning by Doing, DuFour/Many (2006) [chapter 5]
▪ Engage with professional associations	▪ Find and attend meetings, webinars or conferences ▪ Find and read related content journals ▪ Submit articles to professional journals ▪ Share useful professional resources with colleagues	▪ NBTS.org – National Board of Professional Teaching Standards ▪ UEA.org – Utah Education Association ▪ UtahReading.org – Utah chapter of the International Reading Association ▪ utahCTM.org – Utah Council of Teachers of Mathematics

Instructional Practice:

STANDARD 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

b The teacher demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.

[EFFECTIVE] The teacher bases instruction on approved content standards and current research to create rigorous and relevant learning activities.

[HIGHLY EFFECTIVE] The teacher continually updates knowledge in the discipline(s) taught and connects concepts across disciplines to support student understanding.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Participate in professional development activities (inside/outside district, group/individual) to improve understanding of Core Standards and research-based practice	▪ Check the On Track system for professional development opportunities in the district and state ▪ Start a book club with colleagues/team/online communities to study relevant articles/books ▪ Attend and thoughtfully participate in weekly PLC/collaborative meetings; be proactive in making meetings productive ▪ Collaborate with a teacher or team who is one level above or below your students to plan for ways to better align and support each others' instruction ▪ Participate in quality webinars and online learning ▪ View videos of exemplary instruction	▪ UEN.org – Utah Core Standards for every content area ▪ corestandards.org – Common Core State Standards, with appendices, background information, and resources ▪ OnTrack – search and register for district and state professional learning activities ▪ UEN.org – Online USOE courses ▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] ▪ Book – Learning by Doing, DuFour/Many (2006) [chapter 5] ▪ Engage NY – Online course library Teaching Channel – Exemplary teaching videos ▪ Common Core Works – Exemplary teaching videos
▪ Utilize professional organizations to improve instruction	▪ Read professional journals ▪ Join professional associations ▪ Participate in educational webinars, meetings, online communities, seminars, and workshops	▪ UEA.org – Utah Education Association ▪ UtahReading.org – Utah chapter of the International Reading Association ▪ utahCTM.org – Utah Council of Teachers of Mathematics
▪ Partner with families in improving student learning	▪ Provide useful information to parents/guardians on a regular basis ▪ Promote and utilize Parent-Teacher Conferences ▪ Solicit parent/guardian communication about student learning ▪ Participate in school-sponsored family activities (e.g. Parent Nights, PTA/PTO events, extracurricular activities) to build appropriate relationships with families ▪ Promote use of digital tools that provide parents/guardians with information (share your email address, class phone number [with hours of availability], class blog/webpages)	▪ Edublogs - free class blog program ▪ Teach HUB Article – 7 Effective Parent Teacher Communication Tips ▪ Remind – a free app for teachers that allows teachers to text to a group (of students or parents) but does not show the teacher phone number or allow the receivers to text back

Teacher Resource Guide
Instructional Practice:

STANDARD 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

C The teacher engages students in applying methods of inquiry and standards of evidence of the discipline.

[EFFECTIVE] The teacher bases instruction on approved content standards and current research to create rigorous and relevant learning activities.

[HIGHLY EFFECTIVE] The teacher continually updates knowledge in the discipline(s) taught and connects concepts across disciplines to support student understanding.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Learn about inquiry-based and problem-based teaching and learning	▪ Discuss how/when to use inquiry-based teaching in PLC and other collaborative meetings with colleagues ▪ Study when and where inquiry (vs. direct instruction) is best utilized ▪ Take district CMI classes	▪ Eduscapes Resources – Project, Problem and Inquiry-based Learning ▪ Book - The Art and Science of Teaching, Marzano (2007) [chapter 4] ▪ AIBL – The Academy of Inquiry-based Learning ▪ Teaching Channel – Inquiry-based Teaching
▪ Use inquiry and problem-solving methods in instruction	▪ Ask open-ended questions ▪ Give students problems that require multiple solutions ▪ Have students work in groups to promote student-led problem solving ▪ Allow students to generate and test hypotheses multiple times ▪ Learn about and use guided inquiry ▪ Set learning targets for the inquiry/problem solving, as well as the content goal	▪ NCTM Article – Problem-Based Learning ▪ Vanderbilt Teaching Guide – Teaching Problem Solving ▪ NTSE Article – Promoting Inquiry Based Learning: Strategies in the Classroom ▪ TeachInquiry Article – Introduction to Inquiry Based Learning
▪ Design instruction that requires critical thinking	▪ Understand critical thinking (Bloom's Taxonomy and Webb's Depth of Knowledge [DOK]) ▪ Give students multi-step problems to solve ▪ Use questions that involve higher-order thinking skills and limit questions that do not ▪ Have students investigate at real-world applications to promote critical thinking ▪ Scrutinize worksheets and activities to consider their value before use	▪ Power Curriculum – Webb's DOK Explanation and Resource list ▪ Vanderbilt Teaching Guide – Bloom's Taxonomy

Teacher Resource Guide
Instructional Practice:

STANDARD 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

d The teacher uses multiple representations of concepts that capture key ideas.

[EFFECTIVE] The teacher uses multiple representations and explanations to convey concepts of the discipline.

[HIGHLY EFFECTIVE] The teacher regularly adapts various methods and materials to convey key ideas of the discipline.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Vary teaching methods	▪ After determining learning targets, select teaching methods that best match the learning target	
▪ Help students understand the learning target in various contexts	▪ Introduce/teach the learning target using multiple explanations, models, examples, visuals, etc. ▪ Teach academic vocabulary in lessons; use multiple modes to make it comprehensible (e.g. picture, representation, video, definitions with examples)	▪ APMC Teaching Guide – Tasks Involving Models, Tools and Representations: Makine the Mathematics Explicit as We build Tasks into Lessons ▪ SIOP Strategies – Making Content Comprehensible for English Language Learners ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 3]
▪ Adapt instruction for specific student needs	▪ Identify learners who aren't learning through traditional methods ▪ Identify learners with IEPs, 504 plans, and ESL needs ▪ Use learning targets to differentiate instruction	▪ Inclusing Schools Network – Resources for differentiating instruction ▪ SERGE – Special Education Resources for General Educators: How to design lessons that meet the needs of all students ▪ Study.com – Differentiation methods ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 6]

Teacher Resource Guide
Instructional Practice:

STANDARD 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

e The teacher supports students in learning and using academic language accurately and meaningfully.

[EFFECTIVE] The teacher incorporates academic vocabulary to enhance learning.

[HIGHLY EFFECTIVE] The teacher expects students to use academic language accurately and meaningfully.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
Understand, identify, and explicitly teach academic vocabulary in all content areas	▪ Review learning targets to identify academic and key vocabulary ▪ Visually display academic and key vocabulary ▪ Refer to vocabulary words during the lesson and throughout the day as it is encountered in various contexts	▪ WiDA – World-class Instructional Design and Assessment ▪ SIOP – videos and teaching resources ▪ Edutopia Article – Guide for choosing appropriate vocabulary for instruction ▪ Engage NY – Video explanation of academic vocabulary ▪ Teach Thought Article – 10 Dos and Don'ts for Teaching Vocabulary in Any Content Area
Include academic vocabulary with content learning targets	▪ Write learning targets that contain key academic vocabulary, referencing it as you share the learning target ▪ Discuss vocabulary while the learning target is shared ▪ Utilize SIOP strategies of using content and language objectives	▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 2] ▪ CREATE Brief – Explanation of SIOP model and vocabulary instruction
Use academic vocabulary many times so student see its use in various content areas	▪ Elementary: use vocabulary from one subject in other subjects ▪ Secondary: Collaborate to ensure students learn and encounter key academic vocabulary in multiple classes/content areas (such as school-wide curriculum map collaboration, cross-team PLC/collaboration meetings)	▪ Reading Rockets Article – Linking the Language: A Cross-Disciplinary Vocabulary Approach ▪ JESPR Article – Creating a Schoolwide Vocabulary Initiative in an Urban High School ▪ Scholastic Professional Paper – Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction

STANDARD 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

a The teacher designs or selects pre-, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.

[EFFECTIVE] The teacher designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives.

[HIGHLY EFFECTIVE] The teacher elects and integrates varied assessment types and involves learners in demonstrating knowledge and skills.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Use multiple types of assessments	▪ Pre-test and post-test students ▪ Use exit cards/tickets with success criteria ▪ Use single student response cards ▪ Elicit non-verbal responses (hand signals) ▪ Use team-, district-, and state-created assessments to guide instruction ▪ Have students write quick summaries to demonstrate understanding ▪ Use success criteria with each learning target	▪ Carnegie Mellon Basics – What is the difference between formative and summative assessment? ▪ ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 2]
▪ Learn the principles of good assessment	▪ Begin with the end in mind, "what do you want them to learn?" ▪ Check district essentials	▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 2] ▪ Edutopia – Assessment Section
▪ Collaborate with colleagues in using assessment data and creating common assessments	▪ Meet in PLC with colleagues, look at assessment data, create assessments from targets, essentials, and the Utah Core. ▪ Design assessments to do what you want	▪ RCS – What is a Common Assessment? Why Do We Create and Use Them?

STANDARD 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

b The teacher engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guise their progress in producing that work.

> [EFFECTIVE] The teacher engages students in understanding and identifying the elements of quality work. The teacher provides students with feedback to guide their progress in producing quality work.

> [HIGHLY EFFECTIVE] The teacher engages students in the regular production of quality work and supports students in self-assessment and goal setting. The teacher provides students with timely, descriptive feedback to guide their progress in producing quality work.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Plan units using **"B**ackward Design**"**	▪ Identify what meeting the standard looks like and what evidence will demonstrate that students have met the standard. ▪ Create a rubric as early as possible ▪ Identify the steps students must master leading up to the standard ▪ Have students track their own scores and assessment data. Have them reflect on their own progress ▪ Meet with students to discuss individual goals	▪ <u>Book</u> – Understanding by Design, Wiggins/McTighe (2005) ▪ <u>Book</u> – Checking for Understanding, Nancy Frey (2007) ▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) ▪ <u>Sun Ridge Middle</u> – "Backwards Design explanation and lesson plate templates
▪ Allow students to help create success criteria for learning targets and projects	▪ Discuss/debate performance of understanding and success criteria with students	▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) [chapter 3] ▪
▪ Have students participate in continual self-assessment using established success criteria	▪ Post and discuss learning targets with performances of understanding ▪ Model/show example with success criteria ▪ Use rubrics ▪ Use graphic organizers ▪ Allow time for student reflection	▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) [chapters 3-5] ▪ <u>Rubistar</u> – Rubric creator

Teacher Resource Guide
Instructional Practice:

STANDARD 5: Assessment
The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

C The teacher adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.

[EFFECTIVE] The teacher adjusts assessment methods to meet various student-learning needs.

[HIGHLY EFFECTIVE] The teacher modifies assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advances students, and student who are not meeting learning goals.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ **Know students'** 504/IEP/ELL status, accommodations and goals, then consistently provide the guaranteed accommodations	▪ Acquire and read student plans ▪ Collaborate with SPED, ELL, and other specialized instructors to understand and meet requirements	▪ Book – Dual Language Essentials for Teachers & Administrators, Freeman, Freeman & Mercuri (2004) [pages 124-128] ▪ ELL Endorsement program ▪ Understood.org – Resource for understanding diverse types of accommodations for students with disabilities
▪ Understand the laws associated with IEPs, 504s, and ELLs	▪ Meet with the SPED facilitator and/or 504 coordinator for your school	▪ CPIR Article – Summary & Explanation of IDEA Laws
▪ As needed, modify formative assessments to allow students to best demonstrate their skills and knowledge	▪ Focus assessments on academic language ▪ Use a variety of formative assessments to ensure students have the opportunity to demonstrate their skills/knowledge	

STANDARD 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

d The teacher uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.

[EFFECTIVE] The teacher uses multiple sources of data to gauge the effectiveness of instruction to make adjustments in planning and instruction.

[HIGHLY EFFECTIVE] The teacher uses formative and summative inputs to reflect on and make ongoing modifications in instruction that result in increases learner achievement.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Access and analyze formal student data from various assessments	▪ Use technology to collect and analyze data efficiently ▪ Analyze data from the pre-, mid- and post-SAGE assessment	▪ Book – Understanding by Design, Wiggins/McTighe (2005)
▪ Develop a method for compiling ongoing, formative assessment information	▪ Analyze results and make a plan of action based on results ▪ Change, adjust, and/or clarify assessment based on results ▪ Use a GoogleDoc to allow peers access to view and even (when needed) make changes	▪ LearnFree.org – Google Drive tutorials
▪ Understand the purposes of various assessments	▪ Research various assessment purposes to determine which assessment method is best for the situation	▪ Consult with school testing coordinator
▪ Utilize daily performances of understanding as formative assessment information	▪ Ensure performance of understanding ties to the learning target ▪ Have "look-fors" to check for understanding	▪ Book – Learning Targets, Moss/Brookhart (2012)

Instructional Practice:

STANDARD 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

e The teacher documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.

> [EFFECTIVE] The teacher documents student progress and provides feedback to students, parents/guardians, and other stakeholders in a variety of ways.

> [HIGHLY EFFECTIVE] The teacher selects or designs a variety of effective formats to document and provide feedback on student progress.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Provide students with timely, descriptive feedback	▪ Use rubrics ▪ Only focus on one skill (based on student need) ▪ Only focus on one part of the assignment ▪ Comment rather than correct, use narrative feedback ▪ Provide feedback in a timely manner	▪ Teaching Channel – How to conduct a conference ▪ Mind Tools Article – Giving feedback ▪ Edutopia Article – Tips for Grading and Giving Students Feedback
▪ Document student data well	▪ Utilize PowerGrade ▪ Keep records up to date ▪ Use rubrics to ensure grading is consistent and clear ▪ Post examples of quality work on the class blog	▪ Rubistar – Rubric creator ▪ Teach-nology – 26 different Rubric Generators by subject and grade
▪ Frequently provide parents with student achievement data	▪ Encourage, adjust and plan meaningfully for parent conferences ▪ Be available for parent questions ▪ Utilize various technologies to make student achievement information readily available to parents (PowerGrade, etc.) ▪ Encourage parents to join their student's Edmodo account ▪ Student-led parent-teacher conferences ▪ Frequent reports sent home to parents/students ▪ Provide categorized grade report to parents at parent-teacher conferences	▪ Edmondo – a service that allows teachers to give students and parents access to assignments, surveys, turn in assignments, and more ▪ Education Week Teacher Blog – Seven Ideas for Meaningful Parent-Teacher Conferences

STANDARD 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

ƒ The teacher understands and practices appropriate, ethical assessment principles and procedures.

[EFFECTIVE] The teacher understands and practices appropriate and ethical assessment principles and procedures.

[HIGHLY EFFECTIVE] The teacher supports students in their understanding of ethical assessment principals and procedures and provides an ethical learning environment to support them.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Know and follow Utah Ethical Practices	• Attend required testing ethics trainings and inservices • Discuss testing ethics with students as a class • Read Utah Test Administration and Testing Ethics Policy	• USOE – Standard Test Administration and Testing Ethics Policy for Utah Educators (4 pages)
• Teach students ethical testing practices	• Model ethical testing practices for students • Communicate expectations for ethical behavior	• APA Article – Encouraging Students' Ethical Behavior
• Ensure that the teacher and the students understand the success criteria for all assessments.	• Consistently grade all assessments based on an objective rubric	• Rubistar – Rubric creator • Teach-nology – 26 different Rubric Generators by subject and grade • Pearson Assessment Training Institute Study Guide – Creating & Recognizing Quality Rubrics

Instructional Practice:

STANDARD 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

a The teacher plans instruction based on the Utah Core Standards

[EFFECTIVE] The teacher systematically plans instruction based on approved standards.

[HIGHLY EFFECTIVE] The teacher develops short and long-term instructional plans, including a content-based scope and sequence based on approved standards.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Know the Utah Core Standards (Math, Literacy-Language Arts, and Content Literacy for other subjects) ▪ Know the PCSD essentials	▪ Attend Utah Standards Academy or another USOE Standards training ▪ Read the Core Standards ▪ Focus lesson planning on essentials	▪ UEN – Utah Core Standards by grade/subject
▪ Review curriculum and materials currently being used for instruction to ensure they match current standards	▪ Build a curriculum map/pacing guide from the Utah Standards and then select appropriate materials	▪ education world – Creating a curriculum map ▪ UEN – PreK-12 Educator Resources

Teacher Resource Guide
Instructional Practice:

STANDARD 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

b The teacher individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.

> [EFFECTIVE] The teacher adapts learning experiences based on content standards and learner needs.

> [HIGHLY EFFECTIVE] The teacher creates learning experiences that are appropriate for reaching content standards, are relevant to learners, and based on principles of effective instruction.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Work with team to create lesson plans, unit plans, yearly plans (curriculum maps/scope & sequence), etc.	▪ Have all parties bring possible resources to broaden the scope of options ▪ Work with PLC to create subject specific curriculum maps/scope & sequence and learning target based lessons and assessments	▪ ALLTHINGSPLC – PLC Tools and Resources ▪ ACSD Article – What is a Professional Learning Community? ▪ Book – Learning Targets, Moss/Brookhart (2012)
▪ Create adequate time for individual planning in your schedule	▪ Protect planning time, before school time, after school time, professional development time, etc. to have specific blocks of time available to plan and prepare ▪ Handle department information via email when necessary	▪ Talk with department chair/team leader to discuss strategies to capture time ▪ Planning resources ▪ UEN – PreK-12 Educator Resources
▪ Plan lessons centered around student needs and core curriculum	▪ Reflect on and determine individual student needs ▪ Base lessons on reflected student needs to improve success in content material ▪ Collect feedback during and at the end of a unit or semester ▪ Use the data to identify what concepts your students generally struggle with ▪ Review lesson plans and outcomes with your PLCs ▪ Borrow best practices form other professionals	▪ Edutopia Article – Teachers Need Time to Reflect, Too ▪ CRLT Article – Strategies for Effective Lesson Planning

STANDARD 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

C The teacher differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

[EFFECTIVE] The teacher differentiates instruction by choosing appropriate strategies to meet individual student needs.

[HIGHLY EFFECTIVE] The teacher differentiates instruction for both individuals and groups by choosing appropriate strategies, accommodations, resources, sequencing, and demonstrations of learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Identify students who need differentiated instruction	▪ Review student assessment data ▪ Discuss individual perceptions and/or needs with students	▪ TeAchnology tutorial – How to Differentiate Instruction ▪ Education.com Article – A Teacher's Guide to Differentiating Instruction
▪ Identify groups of student with like needs and use various methods to differentiate lessons	▪ Adjust instruction, resources, accommodations and sequences of learning targets for groups of students ▪ Differentiate through formative assessments ▪ Assign teams to create structure for differentiated instruction	▪ Edutopia Article – Quality Instruction + Differentiation: Beyond the Checklist

Instructional Practice:

STANDARD 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

d The teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems and create original work.

[EFFECTIVE] The teacher provides opportunities for students to use complex thinking skills in organizing and generating original work.

[HIGHLY EFFECTIVE] The teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Create experiences for students to use higher order/critical thinking skills	▪ Understand Webb's Depth of Knowledge and Bloom's Taxonomy in order to move students to higher levels through tasks and questions	▪ Hess' Cognitive Rigor Matrix & Curricular Examples – Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions ▪
▪ Prompt higher order student thinking in discussions/writing	▪ Prompt students to think more deeply by using higher order question stems and appropriately-challenging content	
▪ Create exploratory projects or let students choose the reporting medium	▪ Design a project with guidelines and let the students pick the topic or concept they will explore ▪ Assign the topic and let the student decide how they will present the information paper, picture, song multimedia, movie, etc.	▪ Book – Literacy Strategies for Grades 4-12, Tankersley (2005) [chapter 5]

Instructional Practice:

STANDARD 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context.

e The teacher integrates cross-disciplinary skills with instruction to purposefully engage learners in applying content knowledge.

[EFFECTIVE] The teacher introduces cross-disciplinary concepts to support the understanding of content.

[HIGHLY EFFECTIVE] The teacher integrates into instructional plans cross-disciplinary skills that purposefully engage learners in their applications of content knowledge.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Work with colleagues to teach concepts across the curriculum	▪ Meet in cross-disciplinary teams (e.g. English and Social Studies) to plan ways to teach the same skills/concepts in different curricular areas	▪ Common Core Standards – ELA ▪ Powerful Learning Practice Article – Going Deep: STEM in the Connected Classroom
▪ Teach key English language vocabulary/phrases with content lessons	▪ Using SIOP strategies, give lessons with both a content learning target and a language learning target	▪ Color in Colorado Article – Language Objectives: The Key to Effective Content Area Instruction for English Learners
▪ Integrate literacy instruction into content instruction	▪ Read and plan with the Utah Core Standards Content Literacy Standards	▪ Common Core Standards – ELA

Teacher Resource Guide
Instructional Practice:

STANDARD 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

a The teacher understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.

[EFFECTIVE] The teacher appropriately uses a variety of developmentally, culturally, and linguistically appropriate instructional strategies.

[HIGHLY EFFECTIVE] The teacher adapts a variety of pedagogical strategies to meet the assessed needs of individual students.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Use a variety of evidence-based teaching practices	▪ Know how to find and identify strong educational research ▪ Learn when to best use various teaching practices ▪ Utilize teaching practices that show effectiveness in meta analyses	▪ Institute of Education Sciences – What Works Clearinghouse ▪ UNESCO – Educational Research: Some Basic Concepts and Terminology ▪ Dept. of Education – National Math Panel Report on Effective Instruction ▪ National Institute for Literacy – Developing Early Literacy: Report of the National Early Literacy Panel
▪ Demonstrate respect **toward students' cultures** and languages	▪ Know students' cultures and primary/home languages ▪ Model and foster respect for various cultures and languages ▪ Help English Language Learners recognize the advantages of keeping and developing their primary languages	▪ Multicultural Education Internet Resource Guide – Dr. Jon Reyhner ▪ EdChange.org – Cultural Awareness Activities for Students ▪ The Internet TESL Journal Article – The ELS Teacher's Role in Heritage Language Maintenance
▪ Support English Language **Learners' language needs**	▪ Teach academic vocabulary ▪ Use several methods (e.g. pictures, videos, models, charts, demonstrations, graphic organizers, templates) to make vocabulary, instructions and learning targets clear ▪ Use essential questions to help students connect learning with real-world events/applications	▪ Journal of Literacy Research Article – Report of the National Literacy Panel on Language-Minority Children and Youth ▪ ASCD Article – Essential Questions ▪ NNE TESOL – list of online ESL PD opportunities ▪ SIOP Strategies – Making Content Comprehensible for English Language Learners
▪ Differentiate instruction to meet individual student needs	▪ Analyze and use student assessment data at the end of units to plan for re-teaching ▪ Consistently assess students formatively during instruction Identify learners who aren't learning through traditional methods ▪ Identify learners with IEPs, 504 plans, and ESL needs ▪ Use learning targets to differentiate instruction	▪ Inclusive Schools Network – Resources and Strategies for Differentiating Instruction ▪ SERGE – Special Education Resources for General Educators: How to design lessons that meet the needs of all students ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 6] ▪ Study.com – Differentiated Instruction: Adapting the Learning Environment for Students ▪ New Visions for Public Schools – 56 Different Examples of Formative Assessment

STANDARD 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

b The teacher uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individual learners and groups of learners.

[EFFECTIVE] The teacher adapts instruction and varies his or her role appropriate to particular content and concepts.

[HIGHLY EFFECTIVE] The teacher continuously checks for each student's understanding and draws from a wide range of strategies, resources, and roles to meet individual and group learning needs.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Plan to adapt instruction for diverse learners	▪ Anticipate student responses ▪ Be aware of students with diverse needs (students with disabilities, English Language Learners, accelerated students, etc.) ▪ Consider prior formative and summative assessment while planning ▪ Plan success criteria that can show different levels of student understanding ▪ Collaboratively establish deadlines with students by writing customized contracts/ ▪ compacts	▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) [pg. 46-48] ▪ <u>Reading Rockets Article</u> – How to Adapt your Teaching Strategies to Student Needs
▪ Use formative assessment	▪ Learn methods for assessing formatively (e.g. KWL, exit tickets, progress monitoring, student discourse, entrance tasks, nonverbal cues, response cards, technological response devices, performances, presentations, etc.) ▪ Prepare for specific formative assessments when planning lessons	▪ <u>Book</u> – Learning Targets, Moss/Brookhart (2012) [chapter 5] ▪ <u>Video</u> – The Formative Classroom ▪ <u>Video</u> – Understanding Formative Assessments

Instructional Practice:

STANDARD 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

C The teacher analyzes student errors and misconception in order to redirect, focus, and deepen learning.

[EFFECTIVE] The teacher analyzes student learning and responds to errors and misconceptions.

[HIGHLY EFFECTIVE] The teacher encourages and supports students in learning and using multiple forms of communication to convey ideas.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Work to prevent student confusion	▪ In lesson planning, conduct task analyses on learning target content in order to plan for lesson adaptations ▪ Create precise learning targets ▪ Thoroughly explain learning targets and performance of understanding criteria ▪ Establish procedures for students to indicate confusion early	▪ Mesa Public Schools – Task Analysis Template ▪ Book – Learning Targets, Moss/Brookhart (2012) [chapters 2-3]
▪ Use formative assessment	▪ Learn methods for assessing formatively (e.g. KWL, exit tickets, progress monitoring, student discourse, entrance tasks, nonverbal cues, etc.) ▪ Prepare for specific formative assessments when planning lessons	▪ Book – Learning Targets, Moss/Brookhart (2012) [chapter 5] ▪ Syracuse City Schools – Specific ways to formatively assess ▪ Video – The Formative Classroom ▪ Video – Understanding Formative Assessments
▪ Adjust and adapt instruction based on student responses	▪ Anticipate student responses ▪ Consider prior formative and summative assessment while planning ▪ Plan success criteria that can show different levels of student understanding	▪ Book – Learning Targets, Moss/Brookhart (2012) [pg. 46-48] ▪ Reading Rockets Article – How to Adapt your Teaching Strategies to Student Needs
▪ Understand how to analyze student errors	▪ Learn methods of error analysis	▪ Video – Conducting Miscue Analysis of Student Reading ▪ NSW Mathematics Support – Error Analysis and Types of Errors ▪ CSU Writing Guide – Instructions for Analyzing Student Errors in Writing

STANDARD 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

d The teacher uses a variety of instructional strategies to support and expand each learner's communication skills.

[EFFECTIVE] The teacher uses a variety of strategies to support and expand each learner's communication skills.

[HIGHLY EFFECTIVE] The Teacher analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Engage students in discussing the learning target	▪ Share the learning target by having students recite, restate, and give examples of the target ▪ Prompt students to ask for clarification of the learning target ▪ Create learning targets that are in kid-friendly language ▪ Consider sharing both language and content learning targets	▪ Book – Learning Targets, Moss/Brookhart (2012) [chapters 1-3] ▪ Video – Comprehensible Input ▪ SIOP Strategies – Making Content Comprehensible for English Language Learners
▪ Plan lessons with structured conversations	▪ Understand and plan for various forms of structured conversations (e.g. debate, reciprocal teaching, Socratic seminar, cooperative learning, think-pair-share)	▪ Reading Rockets – Reciprocal Teaching ▪ NWABR.org – Ideas for secondary structured group talk ▪ Accountability, Promotive Interaction: Three Pillars of Cooperative Learning ▪ Book – The Highly Engaged Classroom (The Classroom Strategies series), Marzano/Pickering (2010) [pg. 99-115] ▪ Book –Teach like a Champion, Lemov/Atkins (2010) [pg. 426-431]

Teacher Resource Guide
Instructional Practice:

STANDARD 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

e The teacher provides multiple opportunities for students to develop higher-order and meta-cognitive skills.

[EFFECTIVE] The teacher provides multiple opportunities for students to remember, understand, analyze, evaluate, and create.

[HIGHLY EFFECTIVE] The teacher guides students to think creatively and critically, and to apply thinking skills to support answers and solutions, test ideas, draw conclusions, make complex choices, and solve problems. The teacher consistently embeds opportunities for students to reflect on their learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Design instruction that requires critical thinking	▪ Understand critical thinking (Bloom's Taxonomy and Webb's Depth of Knowledge [DOK]) ▪ Give students multi-step problems to solve ▪ Use questions that involve higher-order thinking skills and limit those that do not ▪ Have students investigate real-world applications to promote critical thinking ▪ Scrutinize worksheets and activities to consider their value before use ▪ Scrutinize lesson plans/curricular materials to change activities and questions (in activities, discussions, assessments) from lower level thinking skills (label, select, highlight, quote, draw, recall, etc.) to higher level thinking skills (judge, solve, design, justify, create, explain, modify, analyze)	▪ Power Curriculum – Webb's DOK Explanation and Resource list ▪ Vanderbilt Teaching Guide – Bloom's Taxonomy ▪ Teacher Vision Methods and Strategies – Levels of questions in Bloom's Taxonomy
▪ Guide students in self-evaluating their performance and understanding	▪ Create strong performances of understanding with clear success criteria	▪ UEN – Thinking and Reasoning Skills Rubric for (teacher and student use) ▪ Evaluation rubric for teacher and student use ▪ Assessment for Learning – Strategies to Enhance Student Self-assessment

Teacher Resource Guide
Instructional Practice:

STANDARD 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

ƒ The teacher provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.

[EFFECTIVE] The systematically includes a variety of perspectives and sources to stimulate questioning, analysis, and increase understanding.

[HIGHLY EFFECTIVE] Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives in order to answer questions and solve real-world problems.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Use inquiry and problem-solving methods in instruction	• Allow students to generate and test hypotheses multiple times • Learn about and use guided inquiry • In inquiry instruction, set learning targets for the inquiry/problem solving phase as well as the content goal • Ask open-ended questions • Give students problems that require multiple solutions • Have students work in groups to promote student-led problem solving	• Vanderbilt Center for Teaching – Teaching Problem Solving • NTSE Article – Promoting Inquiry Based Learning: Strategies in the Classroom
• Make content and instruction relevant to students	• Include real-world problems/ • events in instruction and connect knowledge/skills to real-world applications • Develop questioning skills • Utilize guest speakers (digital/in person), interviews, news text/video, etc. • Link instruction to essential questions	• Book - Class Acts: Every Teacher's Guide to Activate Learning, Forlini/Brinkman/Williams (2010) • NY Times Learning Blog – "How 'Real' is Your Classroom? Bringing Students' Lives and Voices into School" • Scholastic Article – Experts in the Classroom • Language Arts Journal of Michigan Article – Relevancy in the Classroom: Bringing The Real World into School • Video – Teach with Real World Examples • Video – Supply and Demand Made Relevant

Teacher Resource Guide
Instructional Practice:

STANDARD 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

g The teacher supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness

[EFFECTIVE] The teacher assesses and uses various technologies to support content and skill development.

[HIGHLY EFFECTIVE] The teacher uses technology to foster student engagement in higher level content and skill development.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Make full use of available technologies	▪ Determine what technology hardware is available for your students to use (e.g. iPads, laptops, student responders, interactive white boards, portable labs) ▪ Determine what technology software is available for your students' use (e.g. Parent Link, blogs, PowerPoint/presentation programs, PowerSchool) ▪ Participate in technology professional development opportunities	▪ Discuss available technology with mentor, Instructional Coach, technology specialist, administrator, or team leader/department chair ▪ USOE – Technology-related professional development opportunities ▪ UEN – Tutorials for technological educator resources
▪ Use technology to increase student learning	▪ Assess technologies for their usefulness and appropriateness in helping students meeting learning targets ▪ Use research-based technology methods ▪ Find freeware/shareware that helps extend/apply learning	▪ Teaching Channel – Videos about using technology in the classroom ▪ Book – Enhancing the Art and Science of Teaching with Technology, Magaña/Marzano (2013)
▪ Use technology to increase student engagement	▪ Ask students what technology apps/programs they use and consider how they can be utilized your teaching ▪ Find freeware/shareware that helps engage students ▪ Find ways for students to have access to technology (e.g. city library, open computer lab hours, cell phone apps)	▪ Information Week Article – 10 Tech Tools to Engage Students

STANDARD 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

h The teacher uses a variety of questioning strategies to promote engagement and learning.

[EFFECTIVE] The teacher uses a variety of questioning strategies to promote engagement and learning.
[HIGHLY EFFECTIVE] The teacher purposefully selects questioning strategies aligned with learning goals.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Use a variety of questioning strategies	• Know various questioning strategies and their purposes • Use questioning strategies with research support	• Book – Questioning Strategies in the Classroom, Marzano/Simms (2014) • Online Resources – Questioning Strategies in the Classroom, Marzano/Simms (2014) •
• Ask questions strategically	• Plan questions directly related to the learning target • Ask questions that require engagement from all students • Plan specific questions for lessons • Ask open-ended questions • Avoid "fishing" for the answer • Avoid excessive recall questions • Use questions that involve higher-order thinking skills and limit those that do not	• Book – *Class Acts: Every Teacher's Guide to Activate Learning,* Forlini/Brinkman/Williams (2010) • Book –Teach like a Champion, Lemov/ Atkins (2010) [chapters 4,9] • Book – The Highly Engaged Classroom, Marzano/Pickering (2011) •

Professional Responsibility:

Professionalism requires consistent self-evaluation.

Creating and supporting safe, productive learning environments that result *in learners achieving at the highest levels is a teacher's primary* responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

STANDARD 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

a The teacher uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice both independently and collaboratively.

b The teacher actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.

c The teacher recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationship and create more relevant learning experiences.

d The teacher actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

e The teacher develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

STANDARD 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focus on student growth and success.

a The teacher prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community.

b The teacher participates actively as part of the learning community, sharing responsibility for decision-*making and accountability for each student's* learning, and giving and receiving feedback.

c The teacher advocates for the learners, the school, the community, and the profession.

d The teacher works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.

e The teacher engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice.

STANDARD 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

a The teacher is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.

b The teacher is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels.

Professional Responsibility:

STANDARD 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

a The teacher uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice both independently and collaboratively.

[EFFECTIVE] The teacher assesses student progress and adapts strategies based on past student performances. The teacher collaborates with colleagues to evaluate learning outcomes and identify and meet learning needs.

[HIGHLY EFFECTIVE] The teacher uses multiple data sources to evaluate the outcomes of teaching and learning, in order to reflect on and adapt planning and instruction. The teacher understands the roles of and collaborates with a full range of colleagues and support specialist to help meet the needs of all students.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Collaborate with colleagues to improve instruction and provide intervention/extension for students	• Develop PLC/collaborative meetings to include time to discuss student performance and interventions/extensions • Score student assessments and review assessment data as a team to understand and develop team responses to student learning	• Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] • Video – Data Carousels • Video – Teaching as a Team Sport • ALLTHINGSPLC.info – PLC Resource
• **Utilize school's Response To Intervention (RTI) systems**	• Find out what RTI systems are in place • Develop/enhance RTI systems • Regroup classes among colleagues (for periods of the day) to address specific student needs	• Book – Simplifying Response to Intervention, Buffum/Mattos/Weber (2011) • Video – School-wide Response to Instruction • RTI Action Network – RTI Professional Organization
• Use common assessments to improve instruction for students	• Determine what assessments are common in your team/grade • Find/develop common assessments for use at the end of units/time periods • Review assessment data with colleagues and make team plans to provide interventions/ extensions	• Book – Common Formative Assessment: A Toolkit for Professional Learning Communities at Work, Bailey/Jakicic (2011)

STANDARD 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

b The teacher actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.

[EFFECTIVE] The teacher applies professional learning to classroom practice and evaluates the use of new approaches based on student outcomes.

[HIGHLY EFFECTIVE] The teacher actively seeks professional learning within and outside the school setting to refine professional practices based on feedback and reflection.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Participate in professional learning activities (**"professional development"**), particularly school- and district-directed initiatives	▪ Seek and register for professional learning experiences (e.g. webinars, conferences, online courses) ▪ Participate in school, district and state committees ▪ Seek and accept school leadership roles ▪ Implement practices learned in professional development ▪ Understand and implement Provo City School District's Learning Target initiative	▪ OnTrack – website to search and register for district and state professional learning activities ▪ UEN – Online USOE courses ▪ Book – Learning Targets, Moss/Brookhart (2012) ▪ Edutopia Article – The 4 Components of a DIY Professional-Development Toolkit
▪ Proactively seek and initiate professional learning activities with/for colleagues	▪ Maximize effectiveness of PLC/collaborative meetings ▪ Start a professional book club with colleagues ▪ Invite a colleague to plan with you ▪ Offer to share information learned with faculty and staff ▪ Ask for help from a colleague, department chair/team leader or instructional coach ▪ Accept mentoring/leadership invitations	▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) ▪ ALLTHINGSPLC.info – PLC Resources ▪ Instructional Coaches
▪ Work with supervisor to create a professional growth plan based on most recent evaluation	▪ Ask supervisor to suggest key areas for improvement ▪ Study Utah Effective Teaching Standards to know expectations and evaluation standards	▪ ▪ UEN – Utah Effective Teaching Standards ▪ New Jersey State – Teacher Professional Development Plan Template and Sample

STANDARD 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

C The teacher recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationship and create more relevant learning experiences.

[EFFECTIVE] The teacher identifies own background and experiences that have an impact on teaching and learning relationships.

[HIGHLY EFFECTIVE] The teacher identifies and accesses resources that support the development of a broader understanding of differences.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Demonstrate an awareness of how your background and experience have effected your beliefs and possible biases	• Reflect on, discuss, and write about your background and identity • Take assessment(s) to determine possible biases	• Teaching Tolerance – Test Yourself for Hidden Bias
• Demonstrate awareness **and respect for students'** cultures, languages, heritage, families, and differences	• Speak and behave in a respectful manner to all students and student groups • Speak and behave in a respectful manner to all students' parents and families • Refrain from assuming students come from the majority culture, religion, language, and socioeconomic status • Learn about the cultures, languages and heritage of students • Obtain and utilize ESL endorsement	• ASCD Article – One to Grown On / Respecting Students • Teach Magazine Article – How to Show Students You Respect Them

Professional Responsibility:

STANDARD 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

d The teacher actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

[EFFECTIVE] The teacher actively investigates and considers new ideas drawing upon current research and policy as sources of reflection.

[HIGHLY EFFECTIVE] The teacher seeks new ideas and participates in dialogue regarding new research, regulations, and requirements and the subsequent implications for classroom teaching and learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Use research-supported methods and up-to-date curriculum in instruction	▪ Read professional journals, articles, and books ▪ Attend professional development activities ▪ Seek meta-analyses and experimental research when investigating teaching practices ▪ Use most current curricular materials from school and/or district	▪ Institute of Education Sciences – What Works Clearinghouse ▪ Book – Visible Learning for Teachers, Hattie (2011) ▪ Book – What Works in Schools: Translating Research into Action, Marzano (2003) ▪ Aft.org Article – Principles of Instruction: Research-based Strategies that All Teachers Should Know ▪ Instructional coaches
▪ Participate in professional development and dialogue	▪ Go to the On Track system for professional development opportunities in the district and state ▪ Start a book club with colleagues/team/online communities to study relevant articles/books ▪ Attend and thoughtfully participate in weekly PLC/collaborative meetings; be work to make meetings productive ▪ Participate in professional organizations ▪ Attend professional development conferences and workshops ▪ Pursue advanced degrees and endorsements ▪ Study exemplary teaching videos	▪ OnTrack – search and register for district and state professional learning activities ▪ UEN.org – Online USOE courses ▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] ▪ Book – Learning by Doing, DuFour/Many (2006) [chapter 5] ▪ Engage NY – Online course library ▪ Teaching Channel – Exemplary teaching videos ▪ Common Core Works – Exemplary teaching videos ▪ Utah Council of the International Reading Association ▪ Utah Council of Teachers of Mathematics

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Professional Responsibility:

STANDARD 8: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

e The teacher develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.

[EFFECTIVE] The teacher consults with supervisor to develop a standards-based professional learning plan.

[HIGHLY EFFECTIVE] The teacher develops a professional learning plan based on standards, individual needs, the needs of learners, and the needs of the school.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Work with supervisor to create a professional growth plan based on most recent evaluation	▪ Ask supervisor to suggest key areas for improvement ▪ Study Utah Effective Teaching Standards to know expectations and evaluation standards ▪ Consider student assessment data when creating plan ▪ Consider needs of diverse learners when creating plan	▪ ▪ <u>UEN</u> – Utah Effective Teaching Standards ▪ <u>New Jersey State</u> – Teacher 'Professional Development Plan' Template and Sample
▪ Utilize and continually **revisit one's professional** growth plan	▪ Periodically ask principal/supervisor to give feedback on your progress along your professional growth plan ▪ Ask an instructional coach for assistance in meeting professional goals	▪ Principal/supervisor ▪ Instructional coach

Professional Responsibility:

STANDARD 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focus on student growth and success.

a The teacher prepares for and participates actively as a team member in decision-making process and building a shared culture that affects the school and larger educational community.

[EFFECTIVE] The teacher establishes positive working relationships and participates in the school's decision-making processes as required. The teacher participates in developing and/or implementing the school improvement plan.

[HIGHLY EFFECTIVE] The teacher takes initiative to participate in developing and implementing policies and practices that improve instruction. The teacher collaborates with colleagues on school improvement issues

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Develop professional relationships with colleagues that are focused on school improvement	▪ Take initiative to implement policies and practices that improve instruction ▪ Thoroughly understand your school's mission, vision, and plan ▪ Share your ideas for school improvement with colleagues ▪ Be willing to participate on committees working to improve student learning ▪ Demonstrate a willingness to build consensus and follow group/leader initiatives ▪ Demonstrate professionalism in all communication (both spoken and written), dress and behavior	▪ Book – Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration, Carr/Herman/Harris (2005) [chapter 1-free] ▪ School mission statement ▪ District 20/20 Vision document and current Provo City Board of Education goals
▪ Participate in the larger school community to improve education	▪ Develop good relationships with parents/guardians of students ▪ Support PTA/PTO activities at school ▪ Support parent nights and student activities ▪ Advocate for the school, district, and education in the community	▪ School PTA/PTO president and calendars ▪ School community council members

Professional Responsibility:

STANDARD 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focus on student growth and success.

b The teacher actively participates as part of the learning community, sharing responsibility for decision-making and accountability for each student's learning, and giving and receiving feedback.

[EFFECTIVE] The teacher actively participates with colleagues to support the goals of the learning community.

[HIGHLY EFFECTIVE] The teacher assumes a leadership role within his or her area of assignment that includes a shared responsibility for student work, examination of problems of practice, and the identification of improvement strategies.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
• Maximize time set aside for PLC/collaborative meetings	• Identify specific goals for meetings • Be prepared for meetings • Follow the meeting agenda and norms • Hold each other accountable for the work and progress • Make suggestions for improvement • Invite an instructional coach/supervisor to attend meeting(s) to provide feedback	• Book – Professional Learning Communities at Work, DuFour/Eaker (1998) • ALLTHINGSPLC.info – PLC Resources
• Participate in leadership of school/district initiatives	• Accept and seek leadership opportunities (e.g. school community council, district committees, team/department leadership) • Reliably fulfill leadership responsibilities • Ask principal/supervisor how you can specifically help promote school initiatives	• Principal/supervisor • Team leader/department chair

Teacher Resource Guide
Professional Responsibility:

STANDARD 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focus on student growth and success.

C The teacher advocates for the learners, the school, the community, and the profession.

[EFFECTIVE] The teacher advocates for all students to be prepared for high school graduation and future school and or/work success. The teacher seeks opportunities to make a positive impact on teaching quality, school improvement, and student achievement.

[HIGHLY EFFECTIVE] The teacher actively communicates the vision of college and career readiness to students. The teacher actively participates, and provides support for initiatives in the school and community to have an impact on student success.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Promote college and career preparation with students and families	▪ Connect students to upcoming education/career opportunities (e.g. college information and applications, career days, concurrent enrollment) ▪ Invite guest presenters from institutions of higher learning to expose students to different fields of interest ▪ Connect students with secondary school counselors for career planning ▪ Advertise scholarship opportunities for high school students	▪ Career Aptitude Test
▪ Academically prepare students for college and career readiness	▪ Have high expectations for all students and provide high levels of support ▪ Use the most effective teaching strategies ▪ Help students learn how to track and manage credits	▪ ASCD Article – Expecting Excellence: Rigor Redefined ▪ ASCD Article – What Makes a Student College Ready? ▪ Book – Visible Learning for Teachers, Hattie (2011) ▪ Book – What Works in Schools: Translating Research into Action, Marzano (2003)

Professional Responsibility:

STANDARD 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focus on student growth and success.

d The teacher works with other school professionals to plan and jointly facilitate learning to meet the diverse needs of learners.

[EFFECTIVE] The teacher works with colleagues to plan and jointly facilitate learning to meet diverse needs.

[HIGHLY EFFECTIVE] The teacher implements, reflects on, and improves joint plans to re-teach, enrich, and reinforce learning.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Collaborate with other teachers to provide maximum support for all learners	▪ Participate in and maximize effectiveness of PLC/collaboration meetings ▪ Develop learning targets, lessons, units, and curriculum maps with colleagues ▪ Analyze student data in groups and utilize cross-classroom groupings/interventions/ extensions	▪ Book – Learning By Doing, DuFour/DuFour/ Eaker/Many (2006) ▪ Book – Learning Targets, Moss/Brookhart, (2012) [chapters 1-2]
▪ Collaborate with **educators, beyond one's** team/department, to provide maximum support for all learners	▪ Refer student's families to necessary community and school resources ▪ Follow-up on student contracts and plans ▪ Occasionally invite administrator/supervisor to attend collaborative meetings to collaborate on serious needs	▪ Administrators ▪ School counselors ▪ Cross-curricular teachers ▪ District social workers (via administrators/ ▪ counselors) ▪ Instructional coaches ▪ Utah County – Health Resources

Professional Responsibility:

STANDARD 9: Leadership and Collaboration

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focus on student growth and success.

e The teacher engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skills of others, and to work collaboratively to advance professional practice.

[EFFECTIVE] The teacher engages in professional learning with colleagues to enhance professional practice.

[HIGHLY EFFECTIVE] The teacher participates in professional dialogue, peer observation and feedback, peer coaching, and other collegial learning activities.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Collaborate with other teachers to provide maximum support for all learners	▪ Participate in and maximize effectiveness of PLC/collaboration meetings ▪ Develop learning targets, lessons, units, and curriculum maps with colleagues ▪ Analyze student data in collegial groups and utilize cross-classroom groupings/interventions/extensions ▪ Ask department chair/team leader how your participation in PLC/collaboration meetings can improve the group's work	▪ Book – Learning By Doing, DuFour/DuFour/ Eaker/Many (2006) ▪ Instructional Coaches ▪ Mentor teacher ▪ Department chair/team leader
▪ Seek for and participate in professional development activities	▪ Go to the On Track system for professional development opportunities in the district and state Attend and thoughtfully participate in weekly PLC/collaborative meetings; be proactive in making meetings productive ▪ Participate in professional organizations ▪ Attend professional development conferences and workshops ▪ Pursue advanced degrees and endorsements ▪ Study exemplary teaching videos	▪ OnTrack – search and register for district and state professional learning activities ▪ UEN.org – Online USOE courses ▪ Book – Professional Learning Communities at Work, DuFour/Eaker (1998) [chapter 8] ▪ Book – Learning by Doing, DuFour/Many (2006) [chapter 5] ▪ Engage NY – Online course library ▪ Teaching Channel – Exemplary teaching videos ▪ Common Core Works – Exemplary teaching videos ▪ Utah Council of the International Reading Association ▪ Utah Council of Teachers of Mathematics

Professional Responsibility:

STANDARD 10: Professional and Ethical Behavior

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

a The teacher is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.

[EFFECTIVE] knows which laws, rules, policies, and directives guide legal, moral, and ethical conducts of educators and where to access them.

[HIGHLY EFFECTIVE] The teacher adheres to and upholds laws, rules, policies, and directives, and holds others accountable to do the same.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
▪ Follow law and policies	▪ Internalize and demonstrate professional and ethical responsibilities as explained in Utah State Board Rule R-277-515 ▪ Follow USOE, Provo City School District, and school policies and procedures related to educator conduct (5000 series)	▪ School policy-procedure manual ▪ PCSD – all policies ▪ PCSD – policy 5253: Maintaining Professional Staff/Student Boundaries ▪ USOE – Professional and ethical behavior requirements ▪ Utah Code- R277-515: Utah Educator Standards
▪ Maintain confidentiality in all school, student, and parent matters	▪ Limit discussions about students to employees who are directly involved with the student's needs	
▪ Maintain professional demeanor and appearance as defined by school and district	▪ Model the importance of school by dressing professionally ▪ Ensure professional writing is edited and free of errors ▪ Do not talk negatively about students, parents, school employees, or district employees	▪ PCSD – policy 5100: Expectations for Professional Conduct of all Employees
▪ Maintain moral and ethical standards in schools	▪ Report evidence of employees violating moral/ethical conduct (e.g. testing violations, inappropriate student relationships, placing students in danger)	▪ USOE –Testing Ethics Policy (pg. 7-8: Unethical Practices/Ethics Violations) ▪ Principal/supervisor ▪ District Human Resources Director

STANDARD 10: Professional and Ethical Behavior
The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

b The teacher is responsible for compliance with all requirements of State Board of Education Rule R277-530 at all levels.

- Avoids actions that may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role-model responsibilities.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
- Develop professional relationships with students	- Avoid any physical contact with students and social connections with students or do anything which could be construed as inappropriate: phone calls, texts, contact on social media accounts, being alone with student, meeting with students outside of school, etc. - Be familiar with rules, laws and ethics policies	- Utah Code- R277-515 – Utah Educator Standards - PCSD – policy 5253: Maintaining Professional Staff/Student Boundaries - PCSD – policy 5125: Conduct Expectations of Coaches and Activity Advisors
- Follow, and ensure students follow, risk management and school safety requirements	- Be aware of risk management requirements - Be aware of school safety requirements - Actively participate in yearly safety trainings - Carefully supervise students at all times and in all activities (e.g. do not leave students unattended, be aware during recess and activities, train students for emergency situations) - Train student to respond appropriately in emergencies and emergency drills	- Principal/supervisor - PCSD – policy 5253: Maintaining Professional Staff/Student Boundaries

- Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals and additional requirements in a timely way.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
- Maintain current teaching credentials	- Track expiration date of teaching licenses - Know rules and guidelines of relicensure and renew in a timely manner - Be proactive in completing license renewal requirements before expiration	- USOE – License renewal requirements - CACTUS website - District Licensing Specialist

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- Maintains accurate instructional and non-instructional records.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
- Accurately maintain student records	- Enter grades into PowerSchool in timely manner - Maintain updated grades, blogs, calendars, etc.	- PowerSchool – tutorials (requires sign-in) - TESS Presentation – Professsional Responsibilities: Maintaining Accurate Records

- Maintains integrity and confidentiality in matters concerning student records and collegial consultation.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
- Maintain confidentiality in all school, student, and parent matters	- Limit discussions about students to only employees who are directly involved with the students' needs	

- Develops appropriate student-teacher relationships as defined in rule, law and policy.

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
- Develop professional relationships with students	- Avoid any physical contact with students and social connections with students or do anything which could be construed as inappropriate: phone calls, texts, contact on social media accounts, being alone with student, meeting with students outside of school, etc. - Be familiar with rule, law and ethical policy	- Utah Code- R277-515 – Utah Educator Standards - PCSD – policy 5253: Maintaining Professional Staff/Student Boundaries - PCSD – policy 5125: Conduct Expectations of Coaches and Activity Advisors

- Maintains professional demeanor and appearance as defined by the local education agency (LEA).

What can the teacher do?	How can the teacher do it?	Where can the teacher learn about it?
- Maintain professional demeanor and appearance as defined by school and district	- Model the importance of school by dressing professionally	- PCSD – Policy 5100: Expectations for Professional Conduct of all Employees
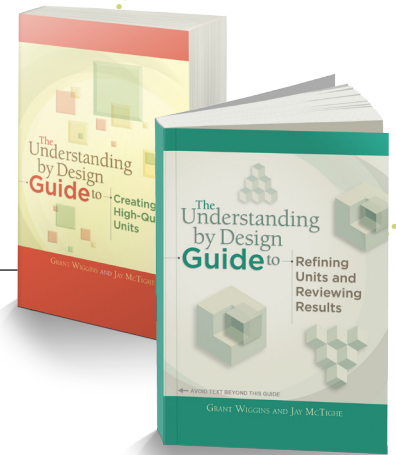
UNDERSTANDING BY DESIGN® FRAMEWORK

BY JAY MCTIGHE AND
GRANT WIGGINS

INTRODUCTION: WHAT IS UbD™ FRAMEWORK?

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.

The UbD framework is based on seven key tenets:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.

2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.

6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.

7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies. A summary of the key research that undergirds UbD framework can be found at www.ascd.org under Research A Topic.

The Three Stages of Backward Design

The UbD framework offers a three-stage backward design process for curriculum planning, and includes a template and set of design tools that embody the process. A key concept in UbD framework is alignment (i.e., all three stages must clearly align not only to standards, but also to one another). In other words, the Stage 1 content and understanding must be what is assessed in Stage 2 and taught in Stage 3.

Stage 1—Identify Desired Results

Key Questions: *What should students know, understand, and be able to do? What is the ultimate transfer we seek as a result of this unit? What enduring understandings are desired? What essential questions will be explored in-depth and provide focus to all learning?*

In the first stage of backward design, we consider our goals, examine established content standards (national, state, province, and district), and review curriculum expectations. Because there is typically more content than can reasonably be addressed within the available time, teachers are obliged to make choices. This first stage in the design process calls for clarity about priorities.

Learning priorities are established by long-term performance goals—what it is we want students, in the end, to be able to do with what they have learned. The bottom-line goal of education is transfer. The point of school is not to simply excel in each class, but to be able to use one's learning in other settings. Accordingly,

Stage 1 focuses on "transfer of learning." Essential companion questions are used to engage learners in thoughtful "meaning making" to help them develop and deepen their understanding of important ideas and processes that support such transfer. Figure 1 contains sample transfer goals and Figure 2 shows sample understandings and essential questions.

FIGURE 1—SAMPLE TRANSFER GOALS

Discipline/Subject/Skill	Transfer Goals
Mathematics	• Apply mathematical knowledge, skill, and reasoning to solve real-world problems.
Writing	• Effectively write for various audiences to explain (narrative, expository), entertain (creative), persuade (persuasive), and help others perform a task (technical).
History	• Apply lessons of the past (historical patterns) to current and future events and issues. • Critically appraise historical claims.
Arts	• Create and perform an original work in a selected medium to express ideas or evoke mood and emotion.
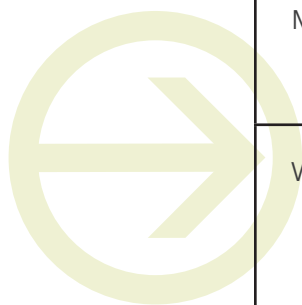
FIGURE 2—SAMPLE UNDERSTANDINGS AND ESSENTIAL QUESTIONS

Understandings	Essential Questions
Great literature explores universal themes of human existence and can reveal truths through fiction.	How can stories from other places and times relate to our current lives?
Quantitative data can be collected, organized, and displayed in a variety of ways. Mathematical ideas can be represented numerically, graphically, or symbolically.	What's the best way of showing (or representing) _____? In what other way(s) can this be represented?
The geography, climate, and natural resources of a region influence the culture, economy, and lifestyle of its inhabitants.	How does where we live influence how we live?
The relationship between the arts and culture is mutually dependent; culture affects the arts, and the arts reflect and preserve culture.	In what ways do the arts reflect as well as shape culture?

Important knowledge and skill objectives, targeted by established standards, are also identified in Stage 1. An important point in the UbD framework is to recognize that factual knowledge and skills are not taught for their own sake, but as a means to larger ends. Acquisition of content is a means, in the service of meaning making and transfer. Ultimately, teaching should equip learners to be able to use or transfer their learning (i.e., meaningful performance with content). This is the result we always want to keep in mind.

Stage 2—Determine Assessment Evidence

Key Questions: *How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?*

Backward design encourages teachers and curriculum planners to first think like assessors before designing specific units and lessons. The assessment evidence we need reflects the desired results identified in Stage 1. Thus, we consider in advance the assessment evidence needed to document and validate that the targeted learning has been achieved. Doing so invariably sharpens and focuses teaching.

In Stage 2, we distinguish between two broad types of assessment—performance tasks and other evidence. The performance tasks ask students to apply their learning to a new and authentic situation as means of assessing their understanding and ability to transfer their learning. In the UbD framework, we have identified six facets of understanding for assessment purposes. When someone truly understands, they

• Can **explain** concepts, principles, and processes by putting it their own words, teaching it to others, justifying their answers, and showing their reasoning.

• Can **interpret** by making sense of data, text, and experience through images, analogies, stories, and models.

• Can **apply** by effectively using and adapting what they know in new and complex contexts.

• Demonstrate **perspective** by seeing the big picture and recognizing different points of view.

• Display **empathy** by perceiving sensitively and walking in someone else's shoes.

• Have **self-knowledge** by showing meta-cognitive awareness, using productive habits of mind, and reflecting on the meaning of the learning and experience.

Keep the following two points in mind when assessing understanding through the facets:

1. All six facets of understanding need not be used all of the time in assessment. In mathematics, application, interpretation, and explanation are the most natural, whereas in social studies, empathy and perspective may be added when appropriate.

2. Performance tasks based on one or more facets are not intended for use in daily lessons. Rather, these tasks should be seen as culminating performances for a unit of study. Daily lessons develop the related knowledge and skills needed for the understanding performances, just as practices in athletics prepare teams for the upcoming game.

In addition to performance tasks, Stage 2 includes other evidence, such as traditional quizzes, tests, observations, and work samples to round out the assessment picture to determine what students know and can do. A key idea in backward design has to do with alignment. In other words, are we assessing everything that we are trying to achieve (in Stage 1), or only those things that are easiest to test and grade? Is anything important slipping through the cracks because it is not being assessed? Checking the alignment between Stages 1 and 2 helps ensure that all important goals are appropriately assessed, resulting in a more coherent and focused unit plan.
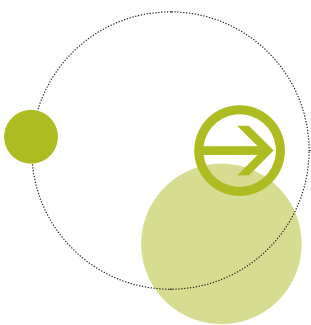
Stage 3—Plan Learning Experiences and Instruction

Key Questions: *How will we support learners as they come to understand important ideas and processes? How will we prepare them to autonomously transfer their learning? What enabling knowledge and skills will students need to perform effectively and achieve desired results? What activities, sequence, and resources are best suited to accomplish our goals?*

In Stage 3 of backward design, teachers plan the most appropriate lessons and learning activities to address the three different types of goals identified in Stage 1: transfer, meaning making, and acquisition (T, M, and A). We suggest that teachers code the various events in their learning plan with the letters T, M, and A to ensure that all three goals are addressed in instruction. Too often, teaching focuses primarily on presenting information or modeling basic skills for acquisition without extending the lessons to help students make meaning or transfer the learning.

Teaching for understanding requires that students be given numerous opportunities to draw inferences and make generalizations for themselves (with teacher support). Understanding cannot simply be told; the learner has to actively construct meaning (or misconceptions and forgetfulness will ensue). Teaching for transfer means that learners are given opportunities to apply their learning to new situations and receive timely feedback on their performance to help them improve. Thus, the teacher's role expands from solely a "sage on the stage" to a facilitator of meaning making and a coach giving feedback and advice about how to use content effectively.

SUMMARY

We have included a summary of the key ideas in UbD framework as a figure (see "UbD in a Nutshell") in Appendix A at the end of this paper. Also see "Learning Goals and Teaching Roles" in Appendix B for a detailed account of the three interrelated learning goals.

FREQUENTLY ASKED QUESTIONS

Over the years, educators have posed the following questions about the UbD framework. We provide brief responses to each question and conclude with thoughts about moving forward.

1. This three-stage planning approach makes sense. So, why do you call it "backward" design?

We use the term "backward" in two ways:

1. Plan with the end in mind by first clarifying the learning you seek—the learning results (Stage 1). Then, think about the assessment evidence needed to show that students have achieved that desired learning (Stage 2). Finally, plan the means to the end—the teaching and learning activities and resources to help them achieve the goals (Stage 3). We have found that backward design, whether applied by individual teachers or district curriculum committees, helps avoid the twin sins of activity-oriented and coverage-oriented curriculum planning.

2. Our second use of the term refers to the fact that this approach is backward to the way many educators plan. For years, we have observed that curriculum planning often translates into listing activities (Stage 3), with only a general sense of intended results and little, if any, attention to assessment evidence (Stage 2). Many teachers have commented that the UbD planning process makes sense, but feels awkward because it requires a break from comfortable planning habits.

2. I have heard that the UbD framework de-emphasizes the teaching of content knowledge and skill to focus on more general understanding. Is this your recommendation?

On the contrary, the UbD framework requires that unit designers specify what students will know and be able to do (knowledge and skills) in Stage 1. However, we contend that content acquisition is a means, not an end. The UbD framework promotes not only acquisition, but also the student's ability to know why the knowledge and skills are important, and how to apply or transfer them in meaningful, professional, and socially important ways.

3. Should you use the three-stage backward design process and the UbD template for planning lessons as well as units?

Careful lesson planning is essential to guide student learning. However, we do not recommend isolated lesson planning separate from unit planning. We have chosen the unit as a focus for design because the key elements of the UbD framework—understandings, essential questions, and transfer performance tasks—are too complex and multifaceted to be satisfactorily addressed within a single lesson. For instance, essential questions are meant to be explored and revisited over time, not answered by the end of a single class period.

Nonetheless, the larger unit goals provide the context in which individual lessons are planned. Teachers often report that careful attention to Stages 1 and 2 sharpens their lesson planning, resulting in more purposeful teaching and improved learning.

4. What is the relationship between the Six Facets of Understanding and Bloom's Taxonomy?

Although both function as frameworks for assessment, one key difference is that Bloom's Taxonomy presents a hierarchy of
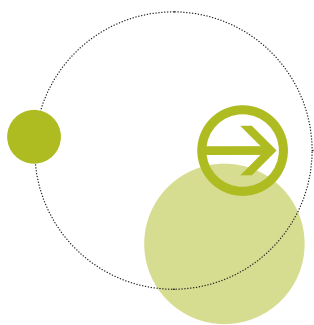
cognitive complexity. The taxonomy was initially developed for analyzing the demands of assessment items on university exams.

The Six Facets of Understanding were conceived as six equal and suggestive indicators of understanding, and thus are used to develop, select, or critique assessment tasks and prompts. They were never intended to be a hierarchy. Rather, one selects the appropriate facet(s) depending on the nature of the content and the desired understandings about it.

5. I find it hard to use all Six Facets of Understanding in a classroom assessment. How can I do this?

We have never suggested that a teacher must use all of the facets when assessing students' understanding. For example, an assessment in mathematics might ask students to apply their understanding of an algorithm to a real-world problem and explain their reasoning. In history, we might ask learners to explain a historical event from different perspectives. In sum, we recommend that teachers use only the facet or facets that will provide appropriate evidence of the targeted understanding.

6. Our national/state/provincial tests use primarily multiple-choice and brief, constructed response items that do not assess for deep understanding in the way that you recommend. How can we prepare students for these high-stakes standardized tests?

For many educators, instruction and assessing for understanding are viewed as incompatible with high-stakes accountability tests. This perceived incompatibility is based on a flawed assumption that the only way to raise test scores is to cover those things that are tested and practice the test format. By implication, there is no time for or need to engage in in-depth instruction that focuses on developing and deepening students' understanding of big ideas. Although it is certainly true that we are obligated to teach to established standards, it does not follow that the best way to meet those standards is merely to mimic the format of a standardized test, and use primarily low-level test items locally. Such an approach mistakes the measures for the goals—the equivalent of practicing for your annual physical exam to improve your health!

In other words, the format of the test misleads us. Furthermore, the format of the test causes many educators to erroneously believe that the state test or provincial exam only assesses low-level knowledge and skill. This, too, is false. Indeed, the data from released national tests show conclusively that the students have the most difficulty with those items that require understanding and transfer, not recall or recognition.

7. Are textbooks important in the implementation of UbD framework?

Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.

Major textbook companies have worked to integrate UbD approaches into their materials. When well done, such textbooks can be very helpful. Educators are encouraged to carefully examine textbooks and use them as a resource for implementing the curriculum, rather than as the sole source.

8. Is the UbD framework appropriate for mathematics?

Some educators have questioned the use of the UbD framework in mathematics (and other skill-focused areas, such as world languages or early literacy). The most commonly expressed concern is that the UbD framework seems to stress understanding to the exclusion of basic knowledge and skills.

The suggestion that UbD framework does not recognize the need for learners to develop basic knowledge and skills could not be further from the truth! Indeed, the UbD Unit Planning Template in Stage 1 calls for teachers to identify the important things students should know (e.g., multiplication tables) and be able to do (e.g., division). While acknowledging the importance of the basics, UbD framework also emphasizes understanding of conceptually larger ideas (e.g., equivalence and modeling) and processes (e.g., problem solving and mathematical reasoning). This is a point repeatedly stressed in the new Common Core Mathematics Standards.

The distinction between basic knowledge and understanding is important not only for curriculum planning, but also for pedagogy. Effective educators know from research that rote learning of mathematical facts and skills does not promote mathematical reasoning, problem solving, or the capacity to transfer learning. In fact, test score analysis repeatedly shows that although learners may be able to solve a decontextualized problem that resembles ones that they learned in a mechanical way, they are often unable to apply the same facts and skills to a novel problem or more complex situation. Moreover, superficial learning in a rote fashion leaves students unable to explain their reasoning or the meaning of the concepts involved.

These symptoms point to an essential goal of UbD framework—teaching so students understand and can transfer

their mathematics learning to new situations. Because knowledge acquired in a rote manner rarely transfers, there is a need to develop understanding of the larger concepts and processes along with the basics.

Note: For a good example of an Algebra 1 course designed using the UbD framework, we encourage readers to visit the following website and click on "Sample Algebra Course" to download a PDF file. This example shows how UbD framework should be applied in mathematics: www.acps.k12.va.us/curriculum/design.

9. What does it take for a school or district to successfully implement the UbD framework?

We propose three general requirements for successful implementation of the UbD framework.

1. Help the key constituents (administrators, teachers, parents, students, and the general public) understand the rationale for and the requirements of the UbD framework prior to moving forward. Without sufficient time to disseminate basic information and offer necessary training, key constituents may form opinions based on misconceptions or inaccurately conclude that the UbD framework is too demanding or irrelevant to their needs.

2. Teachers must have access to high-quality UbD curriculum materials. Weak or flawed examples convey the wrong idea of what UbD curriculum should look like, and teachers who use imperfect resources will have negative experiences that hurt the overall reform effort designed to influence student learning. Time is once again an important factor here; we know from years of experience that it takes time to develop high-quality curriculum using the UbD framework.

3. Long-term and ongoing professional development is essential to ensure that all teachers and administrators have sufficient expertise to implement the UbD framework with fidelity.

For Further Information

Additional information about the Understanding by Design framework is available through the following publications.

McTighe, J., & Wiggins, G. (1999). *Understanding by Design professional development workbook.* Alexandria, VA: ASCD.

http://shop.ascd.org/ProductDetail.aspx?ProductId=411

Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and Understanding by Design: Connecting content and kids.* Alexandria, VA: ASCD.

http://shop.ascd.org/productdisplay.cfm?productid=105004

Wiggins, G., & McTighe, J. (2005). *Understanding by Design (expanded 2nd edition).* Alexandria, VA: ASCD.

http://shop.ascd.org/ProductDetailCross.aspx?ProductId=406

Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action, achievement.* Alexandria, VA: ASCD.

http://shop.ascd.org/ProductDetailCross.aspx?ProductId=822

Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units.* Alexandria, VA: ASCD.

http://www.ascd.org/publications/books/109107.aspx

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Stage 1: Desired Results

What long-term transfer goals are targeted?
What meanings should students make in order to arrive at important understandings?
What essential questions will students explore?
What knowledge and skill will students acquire?
What established goals/standards are targeted?

Stage 2: Evidence

What performances and products will reveal evidence of meaning-making and transfer?
By what criteria will performance be assessed, in light of Stage 1 desired results?
What additional evidence will be collected for all Stage 1 desired results?
Are the assessments aligned to all Stage 1 elements?

Stage 3: Learning Plan

What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?
How will the learning plan help students with acquisition, meaning-making, and transfer?
How will the unit be sequenced and differentiated to optimize achievement for all learners?
How will progress be monitored?
Are the learning events in Stage 3 aligned with Stage 1 goals and Stage 2 assessments?

The Seven Tenets of the UbD Framework

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.

2. The UbD framework helps to focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.

6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.

7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

Source: Adapted from Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units.* Alexandria, VA: ASCD.

Three Interrelated Learning Goals →	ACQUIRE	MAKE MEANING	TRANSFER
Note: These three goals are of course interrelated. However, there is merit in distinguishing them to sharpen and focus teaching and assessment.	This goal seeks to help learners *acquire* factual information and basic skills.	This goal seeks to help students *construct meaning* (i.e., *come to an understanding*) of important ideas and processes.	This goal seeks to support the learner's ability to *transfer* their learning autonomously and effectively in new situations.
Teacher Role/ Instructional Strategies *Note: Like the above learning goals, these three teaching roles (and their associated methods) work together in pursuit of identified learning results.*	<u>Direct Instruction</u> In this role, the teacher's primary role is to *inform* the learners through explicit instruction in targeted knowledge and skills; differentiating as needed. *Strategies include:* ○ diagnostic assessment ○ lecture ○ advanced organizers ○ graphic organizers ○ questioning (convergent) ○ demonstration/modeling ○ process guides ○ guided practice ○ feedback, corrections ○ differentiation	<u>Facilitative Teaching</u> Teachers in this role engage the learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations; differentiating as needed. *Strategies include:* ○ diagnostic assessment ○ using analogies ○ graphic organizers ○ questioning (divergent) & probing ○ concept attainment ○ inquiry-oriented approaches ○ Problem-Based Learning ○ Socratic Seminar ○ Reciprocal Teaching ○ formative (on-going) assessments ○ understanding notebook ○ feedback/ corrections ○ rethinking and reflection prompts ○ differentiated instruction	<u>Coaching</u> In a coaching role, teachers establish clear performance goals, supervise on-going opportunities to perform (independent practice) in increasingly complex situations, provide models and give on-going feedback (as personalized as possible). They also provide "just in time teaching" (direct instruction) when needed. *Strategies include:* ○ on-going assessment ○ providing specific feedback in the context of authentic application ○ conferencing ○ prompting self assessment and reflection

Source: Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units.* Alexandria, VA: ASCD.

PEDAGOGICAL PRACTICES

Teacher Clarity

John Hattie (2009) describes **Teacher Clarity** as communicating the learning intentions and success criteria for the learning intentions. Teachers and students have clarity if they are able to answer three questions:

1. What am I learning?
2. Why am I learning it?
3. How will I know when I have learned it?

With an average effect size of 0.75, teacher clarity results in almost twice the average effect size of one year of formal schooling. When teachers are clear on what students are learning, they can better select learning experiences that specifically target that learning. Similarly, when teachers know why students are learning what they are learning, they can better design learning experiences that are authentic and relevant to learners. Finally, when teachers know what success looks like, they can show learners what success looks like, design opportunities for students to make their own thinking and learning visible, and gather evidence about where to go next in the teaching and learning. All this, because of teacher clarity.

Bringing Teacher Clarity into Focus:

- Learning Targets

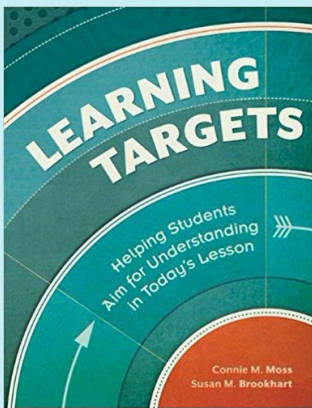- Success Criteria

- Performance of Understanding

- Feedback

Resources for Educators:

- What is "Effect size"?

- Evidence-based Research

Adapted from http://corwin-connect.com/2017/10/teacher-clarity-collective-teacher-efficacy/
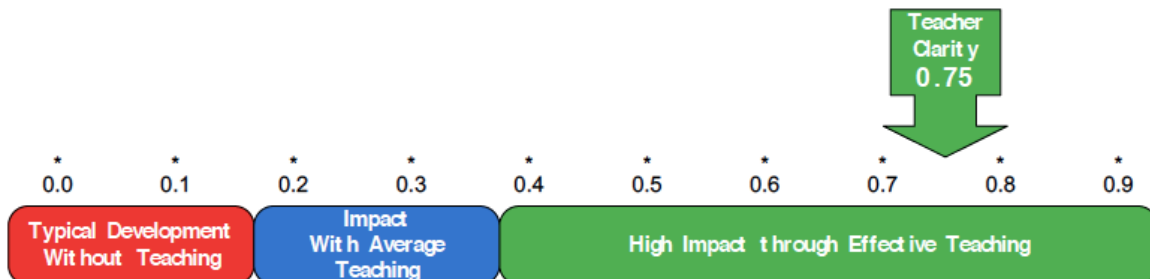
PEDAGOGICAL PRACTICES

Learning Targets

Learning targets describe in student-friendly language the learning to occur in the day's lesson. Learning targets are written from the students' point of view and represent what both the teacher and the students are aiming for during the lesson. Learning targets also include a performance of understanding, or learning experience, that provides evidence to answer the question "What do students understand and what are they able to do?"

Learning targets are a part of a cycle that includes student goal setting and teacher feedback. Formative assessment, assessment for learning, starts when the teacher communicates the learning target at the beginning of the lesson. Providing examples of what is expected along with the target written in student-friendly language gives students the opportunity to set goals, self-assess, and make improvements.

What students are actually doing during a lesson is both the source and the yardstick for school improvement efforts. By applying the insights in this book to your own work, you can improve your teaching expertise and dramatically empower all students as stakeholders in their own learning.
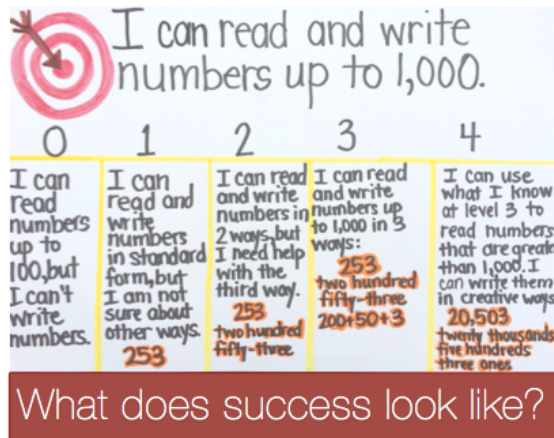
Learning Targets
by Moss & Brookhart

Students who can identify what they are learning significantly outscore those who cannot.

Robert J. Marzano

PEDAGOGICAL PRACTICES

Success Criteria

Success criteria are the descriptions of what it means to do quality work in a lesson in terms that are lesson-sized, observable, and measurable, so that students can use them to assess the quality of their work while they are learning. The criteria explain what good work (success) looks like for the lesson to help students understand what they will be asked to do to demonstrate their learning and how well they will be asked to do it. Success criteria are specific to the learning target, understandable, and visible.

Success Criteria Are Most Effective When:

- They are clear and specific to avoid ambiguity. If too general, they risk becoming meaningless, providing little guidance to students.

- Exemplary sample of work are also provided to help clarify and communicate what quality looks like.

Practical Techniques

- **Rubrics** are guidelines for measuring achievement that state the learning i intentions with clear performance criteria, a rating scale and a checklist. Ideally, they are relevant to multiple tasks over a unit of learning.

- **Work samples**, usually on a wall inside the classroom, where teachers share exemplary work. Students are encourages to refer to the work samples while assessing their own or their peers' work.

- **A progression display** involves teachers sharing annotated work samples at different levels of quality on the wall in the classroom. The work samples are often rated against rubrics and annotated. Students are asked to review their work against the samples to self-assess their performance and to determine how they might improve the quality of their work.

PEDAGOGICAL PRACTICES

Performance of Understanding

Performance of Understanding is what the students are:
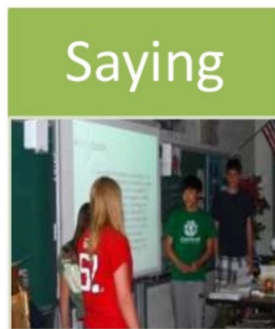
It is a learning experience or task that requires students to actually do, say, write, or make something during the lesson to aim for the target, apply the success criteria, deepen their understanding, and produce compelling evidence of what they know and can do related to

Every student deserves a *great* teacher, not by chance, but by **design**.

Doug Fisher

PEDAGOGICAL PRACTICES

Feedback

Feedback lets the learner know whether or not a task was performed correctly and how it might be improved. Feedback is most effective when it is specific, clear, purposeful, compatible with prior knowledge, immediate, and non-threatening.

7 Things to Remember About Feedback

1 Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal.
Grant Wiggins, p. 10

2 If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.
Dylan Wiliam, p. 30

3 The feedback students give teachers can be more powerful than the feedback teachers give students.
Cris Tovani, p. 48

4 When we give a grade as part of our feedback, students routinely read only as far as the grade.
Peter Johnston, p. 64

5 Effective feedback occurs during the learning, while there is still time to act on it.
Jan Chappuis, p. 36

6 Most of the feedback that students receive about their classroom work is from other students—and much of that feedback is wrong.
John Hattie, p. 18

7 Students need to know their learning target— the specific skill they're supposed to learn— or else "feedback" is just someone telling them what to do.
*Susan Brookhart, p. 24*

Source: The collective wisdom of authors published in the September 2012 issue of Educational Leadership: "Feedback for Learning." (Volume 70, Issue 1).

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PEDAGOGICAL PRACTICES

What is "Effect Size"?

John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size (Cohen's d). In his ground-breaking study "Visible Learning" he ranked 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 question "What works best in education?"
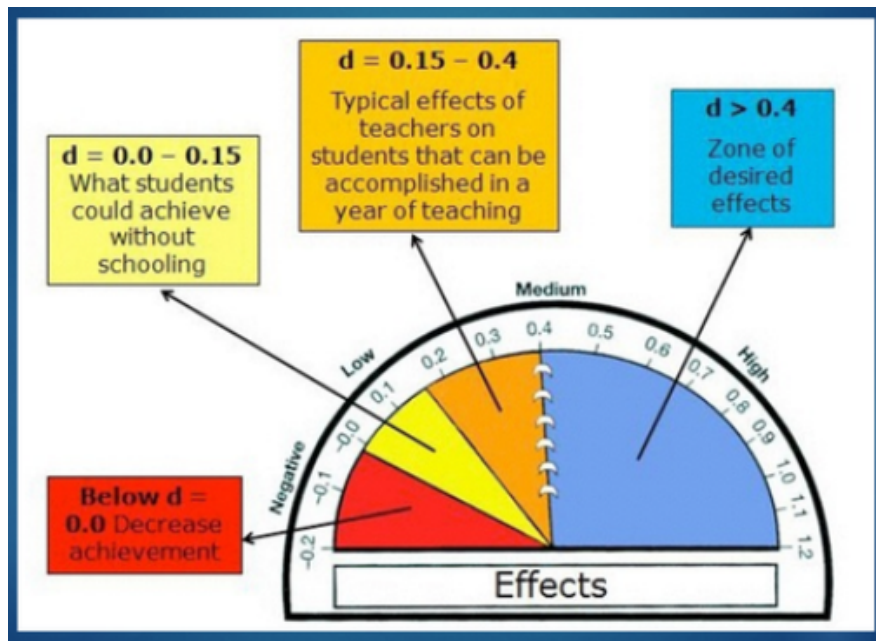
Jacob Cohen described a basic method for interpreting the effect size: .20 as "small," .50 as "medium," and .80 as "large." Ever since, these values have been widely cited as the standard for assessing the magnitude of the effects found in intervention research.

PEDAGOGICAL PRACTICES

Suggested Readings/Resources

- **<u>Visible Learning</u> by John Hattie**
  John Hattie, creator of Visible Learning, is a leading education researcher who has analyzed meta analyses in order to rank education practices (and factors) from most effective to least effective.
  https://visible-learning.org

- **National Reading Panel Research**
  The federal government commissioned a National Reading Panel to review and compile the best evidence of effective practices for reading instruction.
  https://lincs.ed.gov/communications/NRP

- **<u>Learning Targets</u> by Connie Moss and Susan Brookhart**
  Provo City School District employs the use of learning targets, success criteria, formative assessment, and feedback. A basis of study on these topic is in the book, Learning Targets, by Connie Moss and Susan Brookhart.
  https://www.amazon.com/Learning-Targets-Helping-Students-Understanding-ebook/dp/B008FOKP5S

- **National Mathematics Panel**
  Created by the President in 2006, the National Mathematics Advisory Panel was tasked with the responsibilities of relying upon the "best available scientific evidence" and recommending ways "...to foster greater knowledge of, and improved performance in, mathematics among American students."
  https://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf

- **<u>Embedded Formative Assessment</u> by Dylan Wiliam**
  By integrating classroom formative assessment practices into daily activities, educators can substantially increase student engagement and the rate of student learning. The second edition of t his best-selling book by Dylan Wiliam presents new research, insights, and formative assessment strategies teachers can immediately apply in their classrooms.
  https://www.amazon.com/Formative-Assessment-Strategies-Classroom-Engagement/dp/1945349220/ref=sr_1_2?ie=UTF8&qid=1547447837&sr=8-2&keywords=dylan+wiliam

- **<u>Embedding Formative Assessment: Practical Techniques for K-12 Classrooms</u> by Siobhan and Dylan William**
  This clear, practical guide for teachers centers on practical formative assessment techniques for implementing five key strategies in K-12 classrooms.
  https://www.amazon.com/Embedding-Formative-Assessment-Techniques-Classrooms/dp/1941112293/ref=sr_1_4?ie=UTF8&qid=1547447837&sr=8-4&keywords=dylan+wiliam

- **<u>High Expectations Teaching: How We Persuade Students to Believe and Act on "Smart Is Something You Can Get</u> by Jon Saphier**
  https://www.amazon.com/High-Expectations-Teaching-Persuade-Something/dp/1506356796/ref=sr_1_2?ie=UTF8&qid=1547447942&sr=8-2&keywords=jon+saphier

PEDAGOGICAL PRACTICES

Suggested Readings/Resources (continued)

- **A Repair Kit for Grading: Fifteen Fixes for Broken Grades with DVD** by Ken O'Connor
Communicating about student achievement requires accurate, consistent, and meaningful grades.
https://www.amazon.com/Repair-Kit-Grading-Assessment-Institute/dp/0132488639/ref=sr_1_1?ie=UTF8&qid=1547448025&sr=8-1&keywords=fixes+grading

- **What Works in Schools: Translating Research into Action** by Robert J. Marzano
Any school in the United States can operate at advanced levels of effectiveness —– if it is willing to implement what is known about effective schooling. "If we follow the guidance offered from 35 years of research," says author Robert J. Marzano, "we can enter an era of unprecedented effectiveness for the public practice of education." In his book, Marzano synthesizes that research to provide insight into the nature of schooling.
https://www.amazon.com/What-Works-Schools-Translating-Research/dp/0871207176/ref=sr_1_1?ie=UTF8&qid=1547448066&sr=8-1&keywords=what+works+in+schools+marzano

SPECIAL EDUCATION

SPED

Provo City School District is committed to ensuring that all students with disabilities have access to a free appropriate public education that emphasizes specially designed instruction, and related services, to meet each student's unique needs, as well as access and progress in general education curriculum as appropriate.

Resources:

- Teacher Special Education Handbook

- Referral for Evaluation to Determine Eligibility