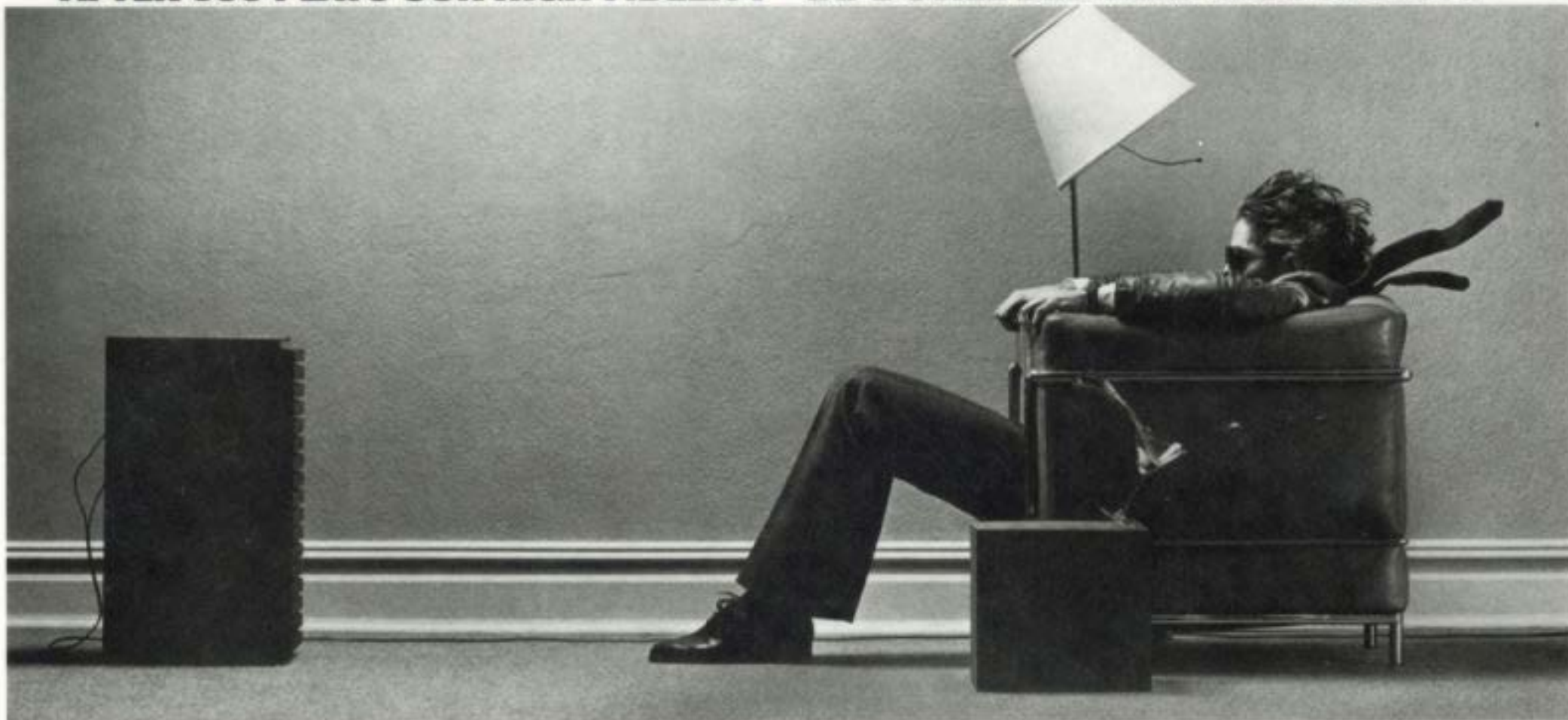# AFTER 500 PLAYS OUR HIGH FIDELITY TAPE STILL DELIVERS HIGH FIDELITY.

If your old favorites don't sound as good as they used to, the problem could be your recording tape.

Some tapes show their age more than others. And when a tape ages prematurely, the music on it does too.

What can happen is, the oxide particles that are bound onto tape loosen and fall off, taking some of your music with them.

At Maxell, we've developed a binding process that helps to prevent this. When oxide particles are bound onto our tape, they stay put. And so does your music.
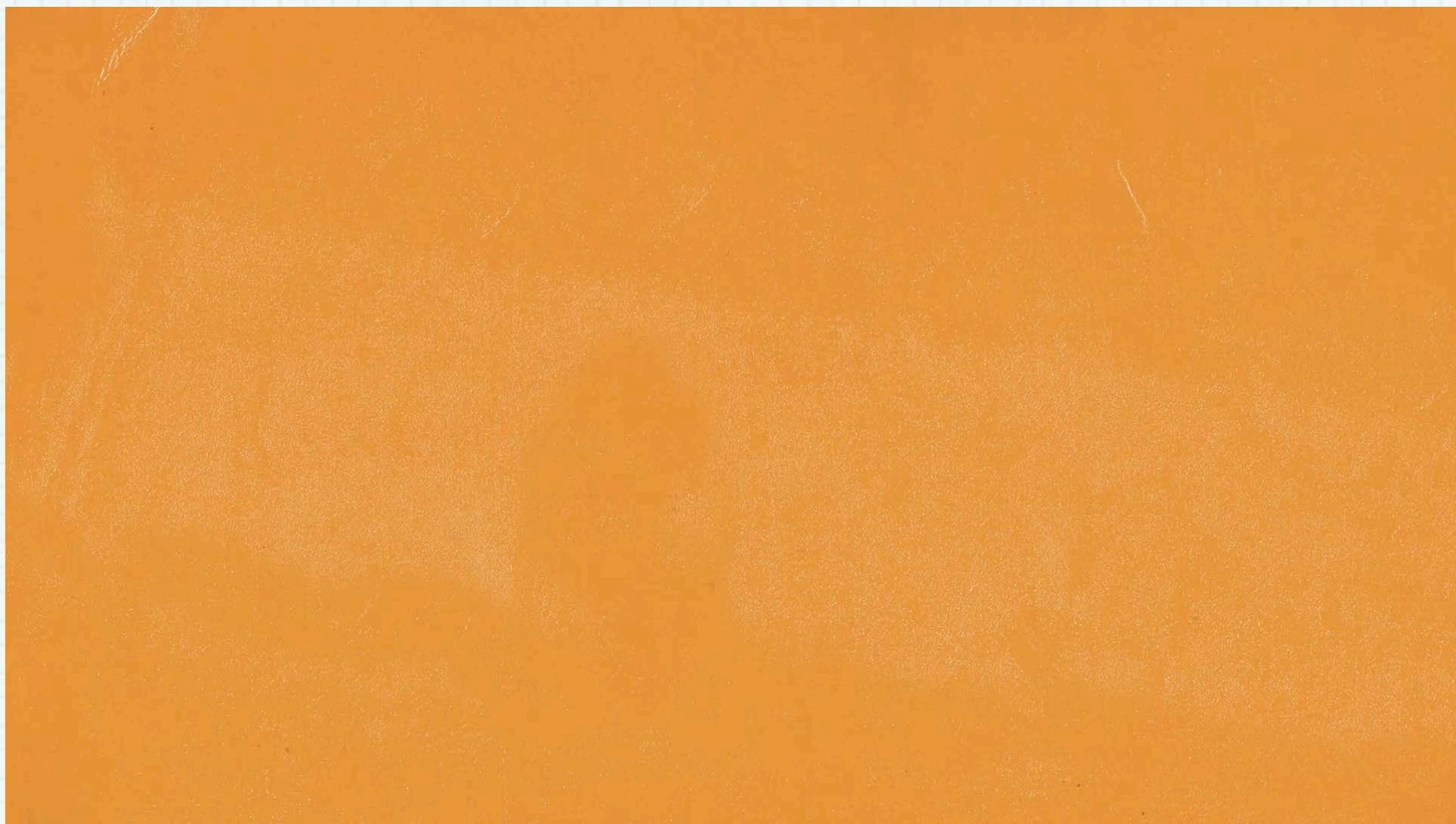
So even after a Maxell recording is 500 plays old, you'll swear it's not a play over five.

maxell

IT'S WORTH IT.

Instructional Coaching
to Increase Achievement

⊙▷ Your Questions

What do you think of the tools for coaching for engagement?

Do you have any questions about any aspect of coaching?

2:00

PARTNERS

Guiding Questions

1. Why are teacher clarity and formative assessment important for achievement?
2. How do we write learning outcomes?
3. How do we create specific proficiencies?
4. How do we measure achievement?
5. What are learning maps?

2:00

WHY TEACHER CLARITY AND FORMATIVE ASSESSMENT ARE IMPORTANT FOR ACHIEVEMENT

Teacher Clarity and Formative Assessment*

- Teacher credibility .90
- Providing formative evaluation .90
- Teacher clarity .77
- Feedback .75
- Concept mapping .75

*From Hattie, J. (2008). *Visible Learning*.

Flow*

- Goals and feedback
- Challenge and skills

From Csikszentmihalyi, M. (1990).
Flow: The Psychology of Optimal Experience.

Flow*

Challenge

Skill

From Csikikszentmihalyi, M. (1990).
Flow: The Psychology of Optimal Experience.

workbook p. 7

Why?

- Increases engagement
- Increases hope
- Increases learning

workbook p. 7

If you know your curriculum, that's really key.

— **Wendy Hopf**

ⓘ▷ Your Questions

- On a scale of 1-10, how intentional are your teachers about what they teach?

- Do they need to do anything differently to be more intentional?

2:00

Glossary of Terms

- Guiding questions
- Specific proficiencies
- Formative assessment
- Unit of study
- Enduring understandings
- Essential questions
- Learning targets

1.

Guiding Questions

- Preparation improves teaching
- Provide a learning target
- Put proper emphasis on core content
- Support differentiation
- Provide a learning focus rather than an activity focus
- Support formative assessment

workbook p. 12

How to Create
Great Guiding Questions

Do the questions:	Yes	No
Address the standards?	○	○
Identify the knowledge students need to learn?	○	○
Identify the skills students need to learn?	○	○
Identify the big ideas students need to learn?	○	○
Choose meaningful or important topics?	○	○
Use the most appropriate words?	○	○
Keep language easy to understand?	○	○
Prompt students to use learning strategies?	○	○
Prompt students to use technology?	○	○
Prompt students to communicate skills?	○	○

Guiding Questions

- Address the standards

  CCSS.ELA-LITERACY.W.7.5
  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

Address the standards

CCSS.ELA-LITERACY.W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, editing, rewriting**, or **trying a new approach**, focusing on how well **purpose** and **audience** have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

workbook p. 18

Knowledge

- Planning
- Revising
- Editing
- Rewriting
- Trying a new approach
- Purpose
- Audience

workbook p. 18

Skills

- Planning
- Revising
- Editing
- Rewriting
- Trying a new approach

workbook p. 19

Big Ideas

- Writing is an important form of human communication.
- Writing can make a difference.
- Everyone can be a writer.
- Writing is a form of self-expression.
- Writing is a process with stages.

Guiding Questions

- What difference does writing make?
- Why is it true that everyone can become a writer?
- How can writing be used as a form of self-expression, and why is that important?
- What is the writing process, and how can I write, rewrite, revise, edit, and try new approaches to improve writing?
- Which strategies can be used to plan writing?
- Why is writing with the audience and purpose in mind important, and what strategies can writers use to do that?

workbook p. 20

Unless we can keep students believing that the goal is within reach, they'll stop trying… [and] when the feedback suggests to me that I'm not making it, leading me to an inference that I'm incapable of making it, then I give up in hopelessness and I stop trying.

—Richard Stiggins

Your Process

- Select a unit you'd like to explore

- Choose a topic

- Keep the Law of Two Feet in mind

Your Task

Using the Guiding Questions Checklist, create guiding questions for a unit you have identified.

(knowledge, skills, and big ideas)

10:00

workbook p. 21, guiding questions worksheet pp. 22-23

2.

SPECIFIC PROFICIENCIES

Specific Proficiencies

Specific proficiencies are sentences that state, in exact terms, the knowledge, skills, and big ideas that students need to learn. A specific proficiency describes a discrete item that must be assessed. Specific proficiencies are partial answers to guiding questions.

Create
Specific Proficiencies

Specific Proficiency Checklist

Students know:	Yes	No
Targeted: a partial answer to a guiding question	○	○
Focused: contains one idea	○	○
Complete: written as a complete sentence	○	○
Short: as concise as possible	○	○
Accessible: easily understood by students	○	○
Comprehensive: in combination with all other specific proficiencies, represents a complete answer to the question	○	○

workbook p. 27

Create
Specific Proficiencies

- Ask, "What knowledge, skills, and big ideas do students need to learn?"
- Write short sentences.
- Be concise (simple, not simplistic).
- Be comprehensive.
- Be precise.

Create
Specific Proficiencies

Specific Proficiencies for a Writing Unit

EXAMPLE

Guiding Question: *What strategies can writers use to plan effectively?*

SPECIFIC PROFICIENCY	ASSESSMENT
Planning involves getting ideas out of your head.	
Planning involves organizing ideas.	
A brain dump is writing down all the ideas you can think of about a topic.	
Clustering is doodling with bubbles to get ideas out of your head about a topic.	
Free writing is writing non-stop for five minutes or more.	
Ideas can be organized by using a planning map, frame, or other tool.	
Planning and organizing make writing more coherent.	

workbook p. 28

Your Task

Using the Specific Proficiency Checklist, create specific proficiencies for the unit you have identified.

10:00

workbook pp. 27-28

10:00

3.

MEASURES OF ACHIEVEMENT
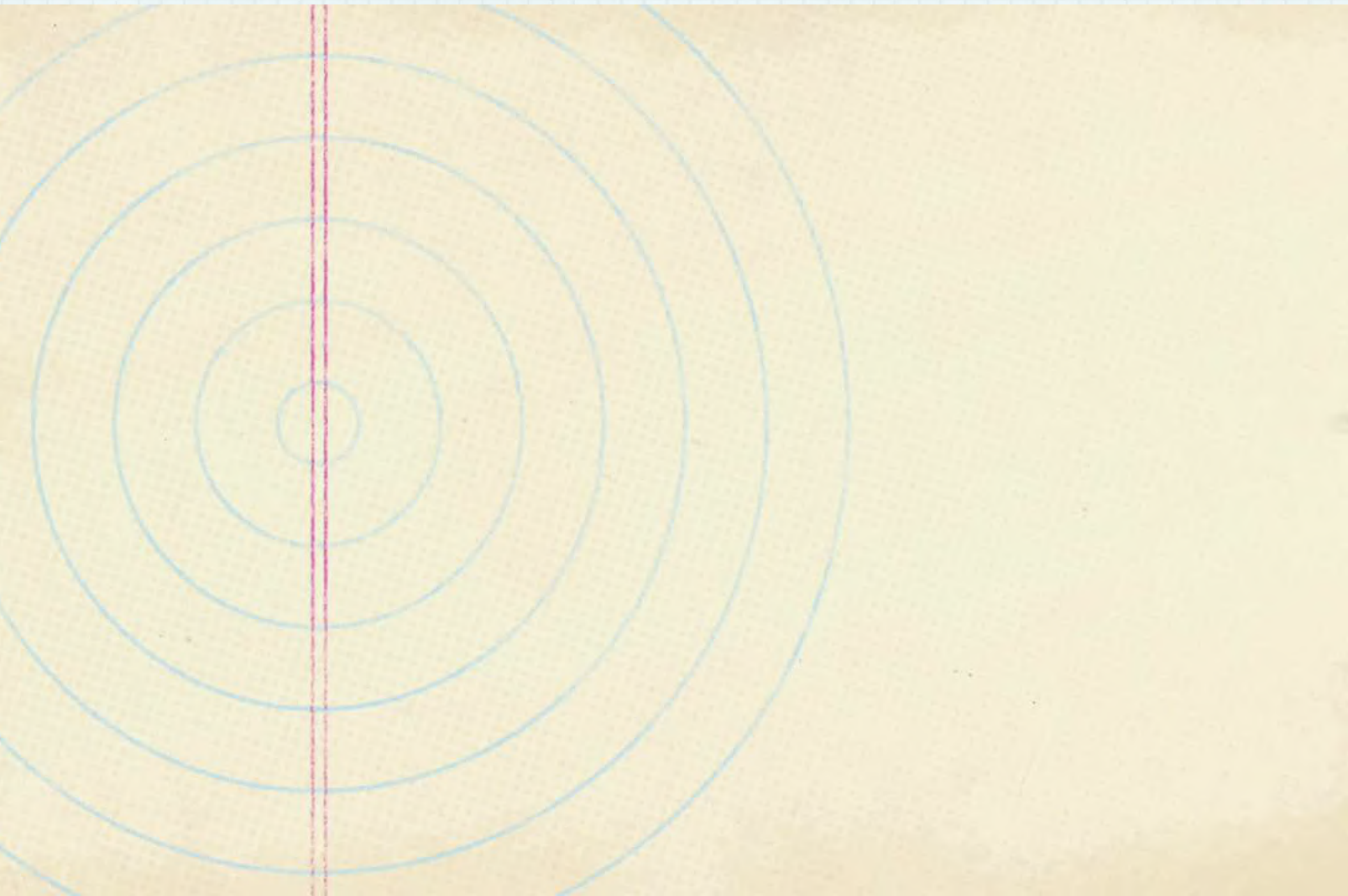
Your Questions

- How helpful to students is it when they have a clear understanding of their progress?
- How helpful is it to teachers when they have a clear understanding of each student's progress?
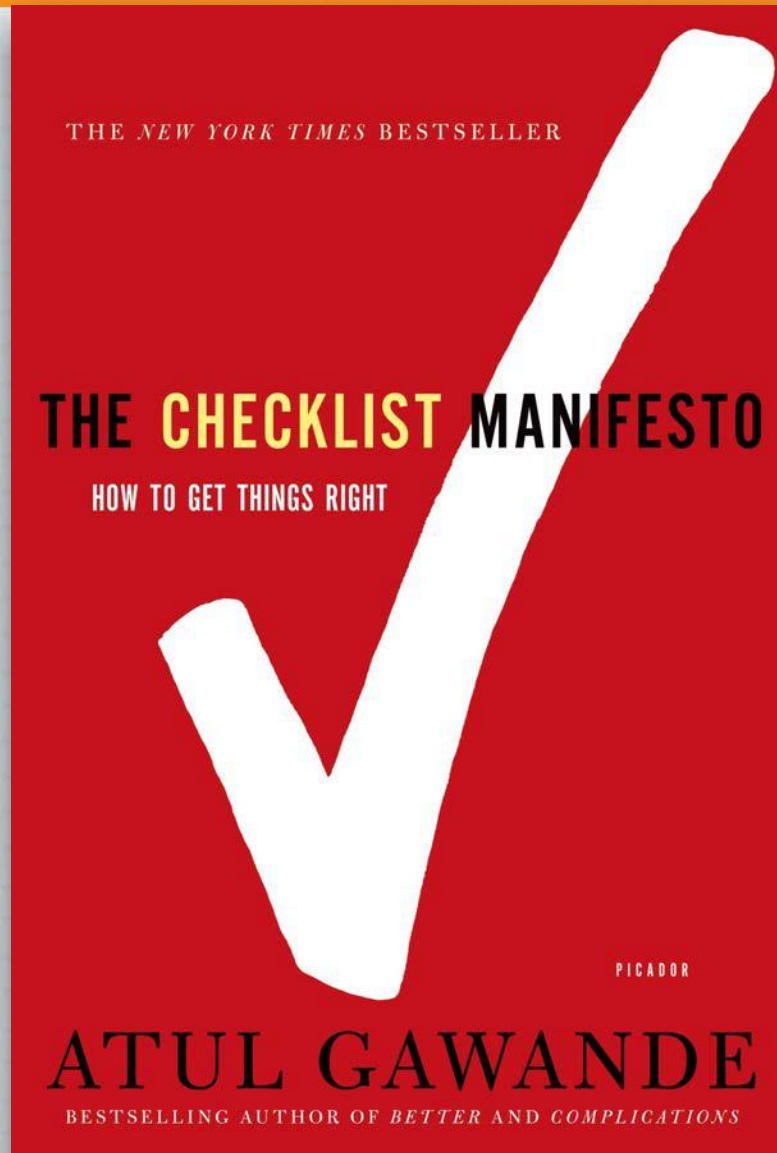
2:00

workbook p. 27

Measures of Achievement

The Goal: The teacher knows how well every student is doing, and every student knows how well he or she is doing.

Measures of Achievement

1. Checklists
2. Rubrics
3. Pre-test/Post-test
4. Checks for Understanding

workbook p. 30

Checklists

THE *NEW YORK TIMES* BESTSELLER

THE CHECKLIST MANIFESTO

HOW TO GET THINGS RIGHT

PICADOR

ATUL GAWANDE

BESTSELLING AUTHOR OF *BETTER* AND *COMPLICATIONS*

Creating a Checklist

1. Brainstorm all that goes on the checklist
2. Organize each item in a sequence
3. Edit to make the checklist shorter and clearer

workbook p. 37

Checklist for Checklists

AN EFFECTIVE CHECKLIST IS . . .	✓
Concise: Less than ten lines and as short as possible.	
Explicit: Everything important is stated.	
Precise: Each item is clearly described.	
Easy to Understand: Use the right words stated in the simplest way.	
Comprehensive: Everything that needs to be addressed is addressed.	

workbook p. 37

Checklists

CHECKLIST FOR THE WRITING PROCESS

	✓
Did I use strategies (such as brain dump, clustering, free writing) to get ideas out of my head?	
Did I use strategies (such as planning maps, the Frame, orderly notes) to organize my ideas?	
Did I write about a topic that I care about?	
Did I shape my writing to speak to a particular audience?	
Did I use editing strategies (such C.O.P.S., non-translatable words, Twitter test, active voice) to make my writing clearer?	
Did my writing express my chosen voice?	

workbook p. 38

Why would or why wouldn't a checklist be an effective assessment for the unit you're exploring?

5:00

Rubrics

- Focus on learning within identified boundaries
- Focus on learning outcomes, not learning tasks
- Describe one criteria at a time
- Use language children can easily understand
- Valid
- Comprehensive

A good map is both a useful tool and a magic carpet to faraway places.

—Author unknown

SCORE	4	3	2	1	0
PLANNING	Addresses all elements of the prompt.	Addresses most elements of the prompt.	Addresses some elements of the prompt.	Addresses the prompt minimally if at all.	There is no response, or the response is inappropriate.
	Clearly demonstrates attention to task and purpose and chooses evidence, organization, level of language, and writing style according to that task and purpose.	Mostly demonstrates attention to task and purpose and chooses most evidence, organization, level of language, and writing style according to that task and purpose.	Demonstrates some attention to task and purpose and chooses some evidence, organization, level of language, and writing style according to that task and purpose.	Demonstrates little to no attention to task and purpose and does not appear to choose evidence, organization, level of language, and writing style according to that task and purpose.	
	Clearly demonstrates attention to audience and chooses evidence, organization, level of language, and writing style according to the needs of that audience.	Mostly demonstrates attention to audience and chooses most evidence, organization, level of language, and writing style according to the needs of that audience.	Demonstrates some attention to audience and chooses some evidence, organization, level of language, and writing style according to the needs of that audience.	Demonstrates little to no attention to audience and does not appear to choose evidence, organization, level of language, and writing style according to the needs of that audience.	
REVISING	Consistently uses appropriate grade-level academic and general vocabulary throughout the piece.	Uses mostly appropriate grade-level academic and general vocabulary throughout the piece.	Uses some appropriate grade-level academic and general vocabulary throughout the piece.	Uses little to no appropriate grade-level academic and general vocabulary throughout the piece.	There is no response, or the response is inappropriate.
	Consistently maintains purpose and focus throughout the piece.	Mostly maintains purpose and focus throughout the piece.	Demonstrates some purpose and focus throughout the piece.	Maintains little to no purpose and focus throughout the piece.	
EDITING	Consistently conforms to the conventions of standard written English.	Mostly conforms to the conventions of standard written English.	Sometimes conforms to the conventions of standard written English.	Does not conform to the conventions of standard written English.	There is no response, or the response is inappropriate.
	Language and syntax are consistently clear and coherent.	Language and syntax are mostly clear and coherent.	Language and syntax are sometimes clear and coherent.	Language and syntax are not clear and coherent.	

workbook p. 44-45

Rubrics

	Consistently uses transitions appropriately between paragraphs and between sections of text.	Mostly uses transitions appropriately between paragraphs and between sections of text.	Sometimes uses transitions appropriately between paragraphs and between sections of text.	Does not use transitions appropriately between paragraphs and between sections of text.	There is no response, or the response is inappropriate.
REWRITING					
TRYING NEW APPROACHES	[Not assessed by via writing tasks but necessary to include in instruction so that students have the tools to complete writing tasks independently.]				

workbook p. 44-45

Pre and Post-test

Pre-post test

- Create the post-test for your unit
- Ensure that the test is valid
- Ensure that the test is reliable
- Ensure that the text is tied to instruction and learning progressions
- Consider creating a learning map
- Create the pre-test either with the same items as the post-test or other items

workbook p. 42

Choose Between

Selected Response
and
Constructed Response

Effective Assessments

Based on Ainsworth, L (2016) *Common Formative Assessments 2.0*

- Are quick and easy to use
- Use clearly worded questions
  Prompt application of knowledge
- Use proper academic vocabulary
- Have the right number of questions
- Are fair and bias free

Roadblocks to Effective Items

Based on Ainsworth, L (2016) *Common Formative Assessments 2.0*

- Unclear Directions
- Ambiguous Statements
- Unintentional Clues
- Complex Phrasing
- Difficult Vocabulary

Your Task

Consider: what would a post-test look like for your unit?

Would a pre-test/post-test assessment be the best way to measure learning?

5:00

Checks for Understanding

- Exit Tickets
- White Boards
- Response Cards
- Clickers
- Thumbs up, thumbs down thumbs wiggly
- Turn-to your neighbor
- Hot Potato
- Soccer, Hockey, Basketball

- Graphic organizers
- Writing game shows
- Jigsaw or gallery work
- Four corners bell work
- Quizzes or tests
- Paraphrasing
- Group answers
- Writing

workbook p. 30-33

Proficiency Assessment Form

EXAMPLE

SPECIFIC PROFICIENCY	ASSESSMENT
Planning involves getting ideas out of your head.	*Exit ticket*
Planning involves organizing ideas.	*White boards*
A brain dump is writing down all the ideas you can think of about a topic.	*Response cards*
Clustering is doodling with bubbles to get ideas out of your head about a topic.	*Whie boards*
Free writing is writing non-stop for five minutes or more.	*Bell work*
Ideas can be organized by using a planning map, frame, or other too.	*Group answers*
Planning and organizing make writing more coherent.	*Exit ticket*

Checks for Understanding

Effective use of checks for understanding:

- 5:1 ratio

- Ask questions of all students

- Connect and redirect

- Non-verbals

- Signals

- Try progress charts

- Consider pretests

workbook p. 33

Checks for Understanding

Proficiency Assessment Form

For each guiding question list the specific that pertains to the question, then determine the best assessment method from the list provided in the previous pages..

GUIDING QUESTIONS:

SPECIFIC PROFICIENCY	ASSESSMENT

workbook p. 34

Your Task

Using the Proficiency Assessment Form, identify checks for understanding you could use to assess learning for the specific proficiencies you have created.

5:00

4.

Learning Maps

Learning maps are graphic organizers that highlights the knowledge, skills, and big ideas that students should get from a lesson, unit, or course. The map depicts the most important information to be learned and how the different pieces of learning are connected.
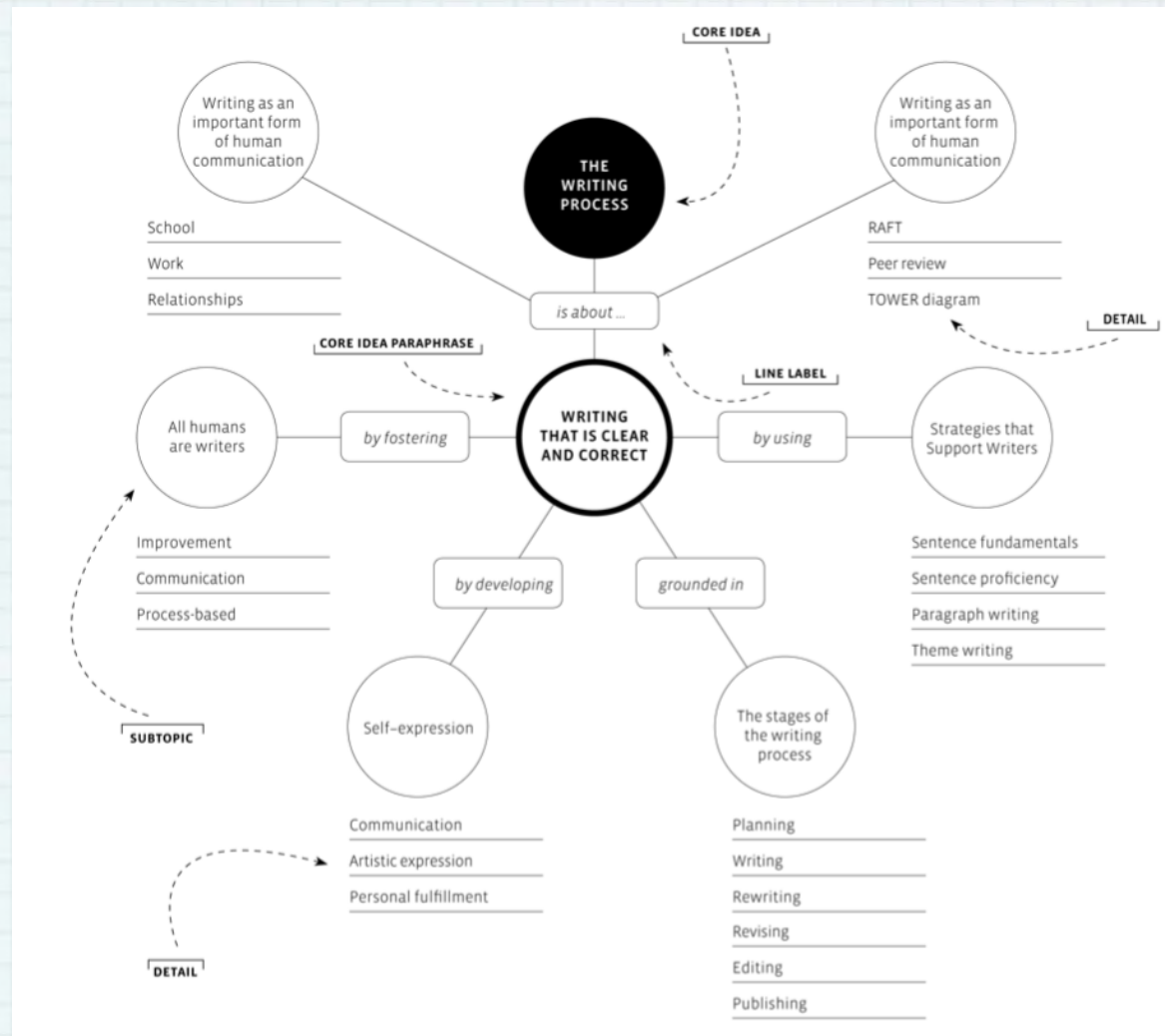
Learning Maps

Why?

- Seeing supports learning
- Keeps students and teachers on track
- Shows the big picture
- Structures the beginning and ending of lessons

Learning Maps

Why?

- Supports repeated review
- Makes connections explicit
- Helps struggling note-takers
- Is a living study guide

Learning Maps

workbook p. 47

Learning Maps

Quality Map Checklist

A QUALITY MAP . . .	YES	NO
Answers all the guiding questions.	○	○
Has a starting map with only the core idea, paraphrase, and subtopics.	○	○
Has a complete ending map on no more than one page.	○	○
Shows connections through line labels.	○	○
Is organized in the sequence of the learning in the unit.	○	○
Comprehensive: in combination with all other specific proficiencies, represents a complete answer to the question	○	○

workbook p. 50

Creating Learning Maps

Step 1: Identify knowledge, skills, and big ideas
Step 2: Display everything
Step 3: Organize
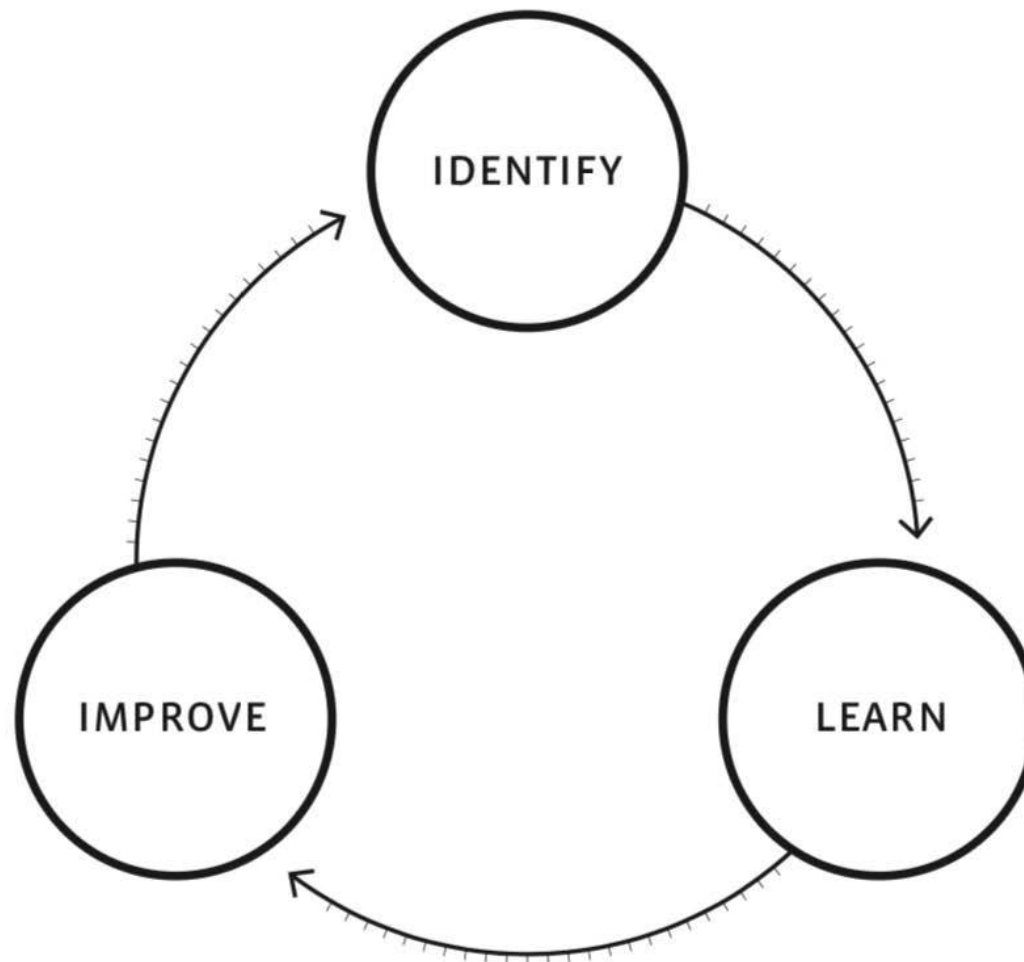Step 4: Connect
Step 5: Refine

Creating Learning Maps

workbook pp. 50-52
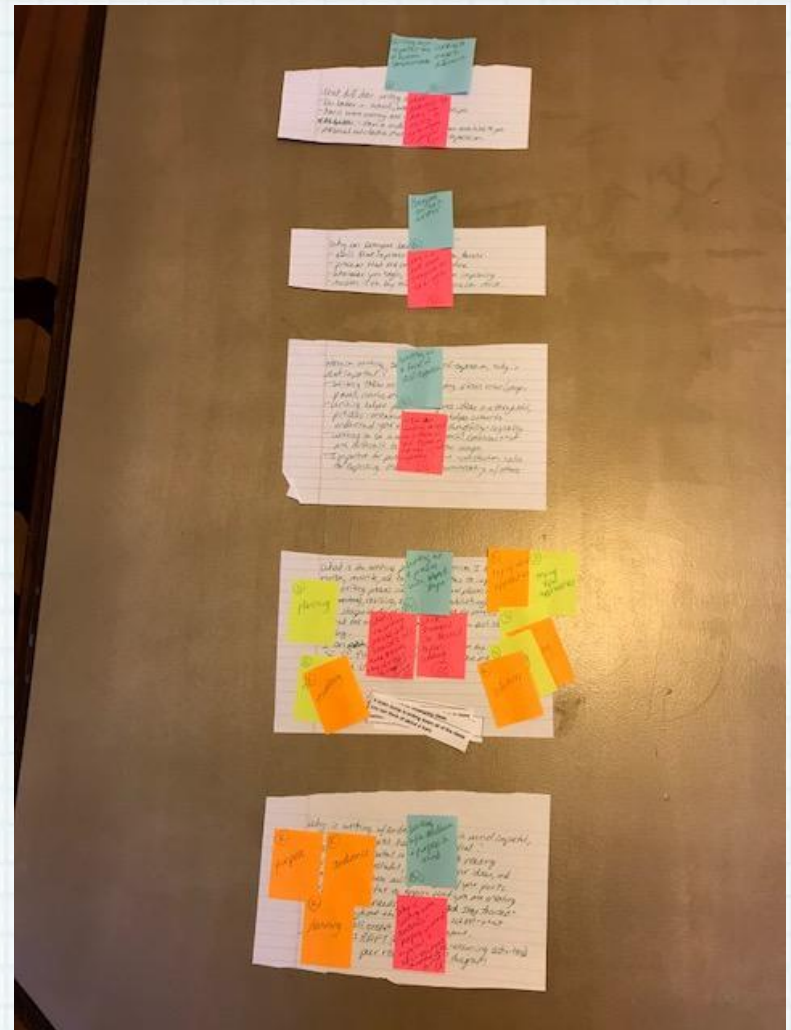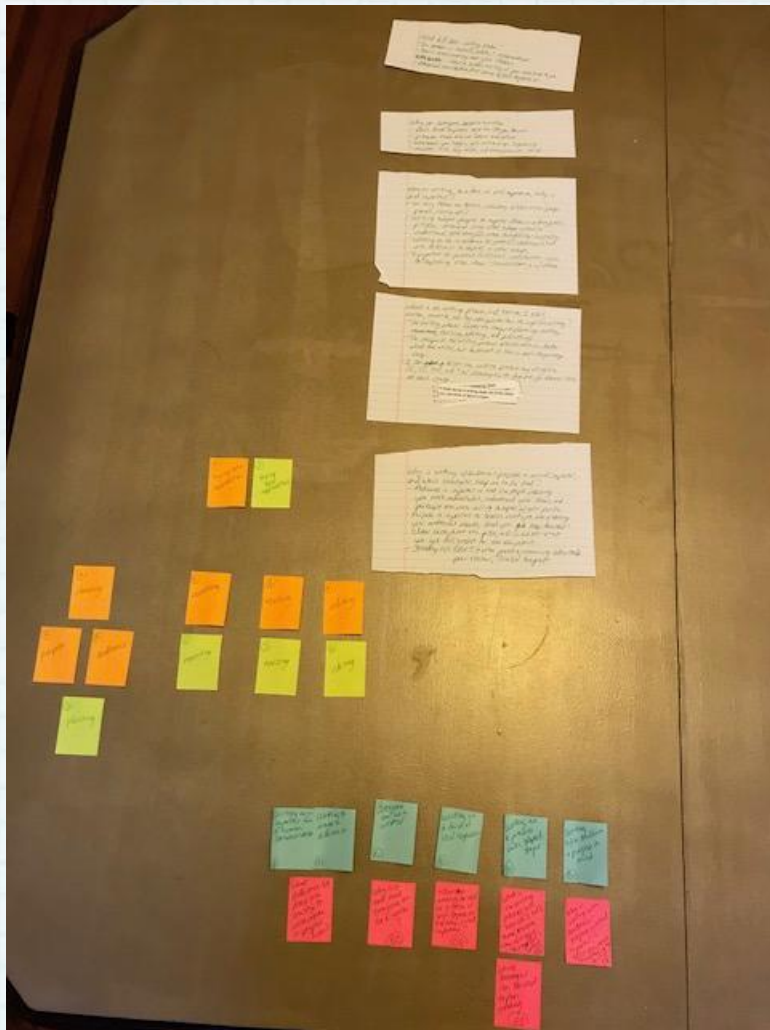
How to Use Learning Maps

- **Introducing The Unit**
- **Daily Use**
- **End of Unit**

workbook p. 52

Your Question

Why would or why wouldn't a learning map support learning in the unit you are exploring?

5:00

The Process

workbook p. 58

Marti Elford

I guess there are two sides to watching myself on video. Sometimes I would watch my lessons and think about all those things I am stressing out about. I would think, 'Wow. I wish they could hear my thinking.' Sometimes I would see the student needs and I would have to kind of change what I was doing. All the things that a student sees, I could see them. I could see the difference between the perceptions I wanted the students to have versus what it really looked like ---it was right there. It was very telling.

Jaycee Gonzalez

Identify

- current reality
- goal
- strategy

Identify Achievement

- Unwrap the standards

- Develop guiding questions (Learning Intentions)

- Create specific proficiencies (success criteria)

- Create Assessments

- Establish a goal

Goal

80% of students get 5 out of 5 on paragraph checklist

The goal was essential. Without the goal I really think they would have just spun in circles for months.

Dr. Marti Alford

Strategies

- checklist
- learning maps

*The goal was essential. Without the
goal I really think they would have
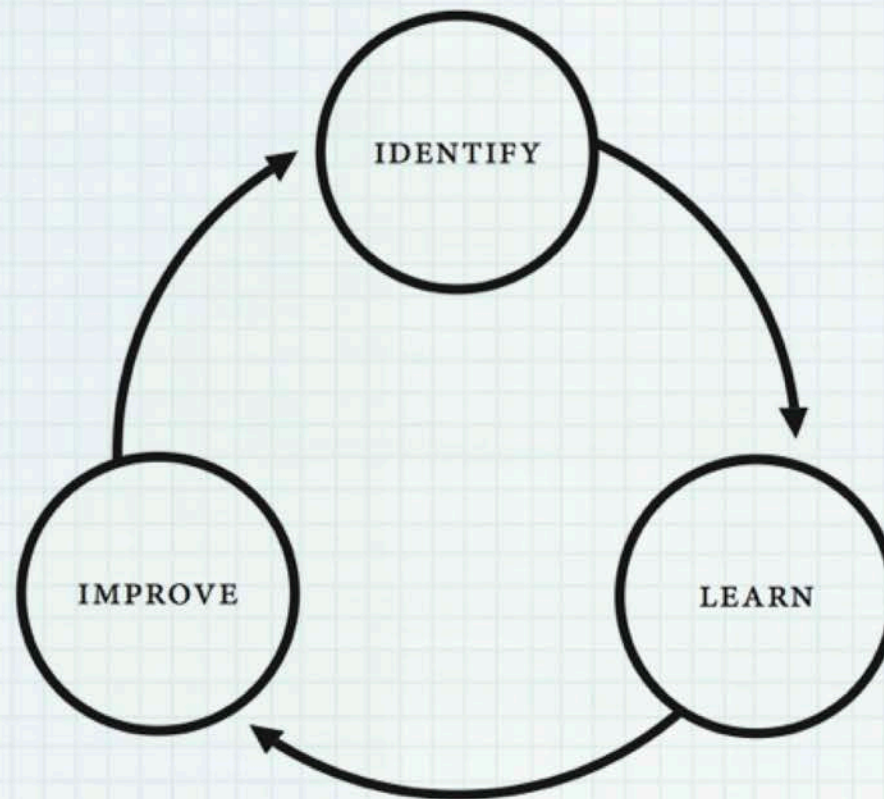just spun in circles for months.*

Dr. Marti Alford

Goal

80% of students get 5 out of 5 on paragraph checklist

? Your Questions

What questions do you have about the "Identify" stage of coaching for achievement.

2:00

The Impact Cycle

Learn

- checklists
- modeling

The goal was something that we adjusted and came back to and worked on for a long time and she persisted through it. I think the support I was able to give her---we looked at some research, the content planning process was pretty eye opening to help her see how complex writing is. There were many times I positioned myself in the class as a co-teacher. I might not have been modeling but I was there to just bounce ideas off of if she got stuck in the middle of a lesson. I remember one time she said "when things get really, really hard in the middle of a classroom my default is to just stop everything and do something totally different. So, one of the reasons I positioned myself as a co-teacher in the classroom was that when it got hard in their writing, and it was kind of messy and all over the place, and she did not know what to do I could just offer a question or two to get us thinking about how we could keep going with writing and not quit. Don't stop the lesson. Let's push through it.
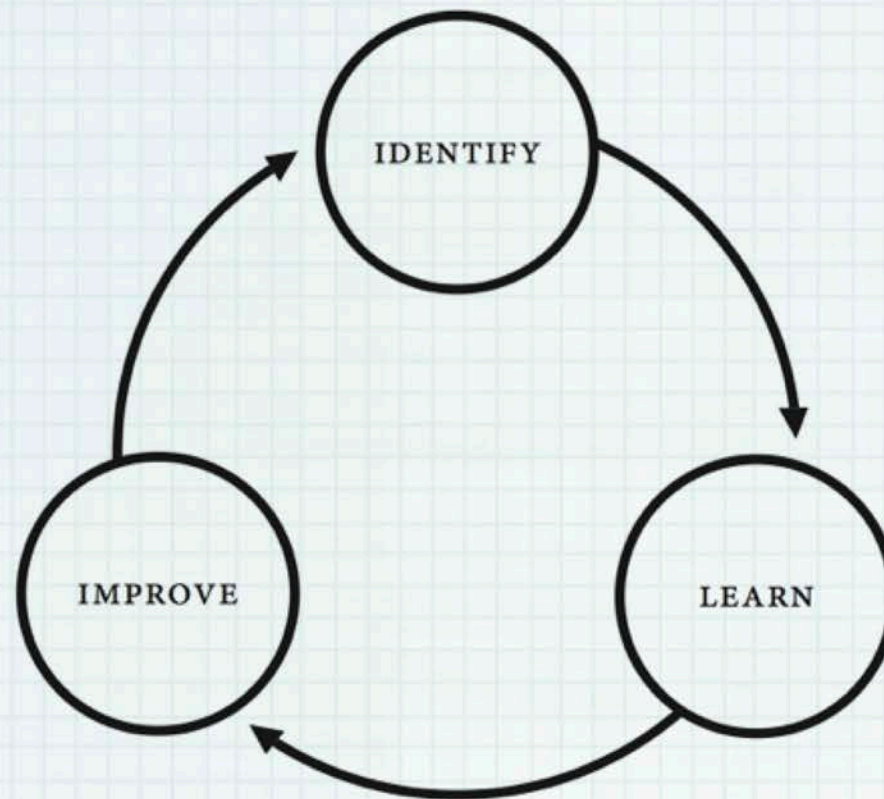
Marci Gonzalez

What questions do you have about the "Learn" stage of coaching

2:00

The Impact Cycle

A cycle diagram with three connected circles: IDENTIFY (top), LEARN (bottom right), and IMPROVE (bottom left), with arrows flowing clockwise between them.

Improve

- confirm direction
- monitor progress
- invent improvements
- plan next actions

When you hit a goal, you feel like you have actually accomplished something in the classroom. It is motivating, and no matter how hard a day gets or how many times you feel like you failed you know that you have accomplished something and you can hang on to that and get motivated to set another goal after that goal.

Marci Gonzalez

None of us were willing to give up because Jaycee was so invested in her students, and Marci was so invested in Jacee, and I was so invested in Marci. So when those students succeeded, when they reached their goal and when they understood what a great thing they'd done and how important it was—that was the reward. If I never do anything else in my career, the work we did is some of the most rewarding work I've ever done.

Martha Alford

What questions do you have about the "Improve" stage or <u>anything else</u> about coaching?

2:00

I think there are teachers who are born with a teacher's heart. Those people realize they have a limited amount of time to pour knowledge and confidence and the right amount of challenge into the students that come into their classroom. I think Jacee is one of those people. I think she's predisposed to be concerned. She had a diverse group of children. She had those who would have succeeded without a lot of instruction and support. Then she had a couple who might never have succeeded. I really believe that this goal, and Marci and Jacee working together is so big in the success of those students who really never had success. It may make all the difference in their lives because now they know they can succeed.

Martha Alford