

# Instructional Rounds 2013-2014

North Clackamas School District  
Services for English Learners

October 4, 2013  
(Elementary)

October 18, 2013  
(Secondary)

# Today's Targets...

- I can explain the “Instructional Core” and what “Focus Areas” are
- I can describe the roles of the Presenting Teacher and the Observing Teacher, and what an instructional round looks like.
- We can begin to build a culture of trust among our colleagues by expressing our hopes and fears.

# When I say Instructional Rounds, you say....

On the white index card in the center of your table, write down **ONE** word that expresses your understanding of what instructional rounds are,

**and,**

On a separate index card, write down **ONE** word that expresses the fear or anxiety you might be feeling about participating in instructional rounds.

# Wordle

10:2

Take the next 5 minutes to write honestly about your hopes and fears about introducing instructional rounds in ELD.

# Table Discussion

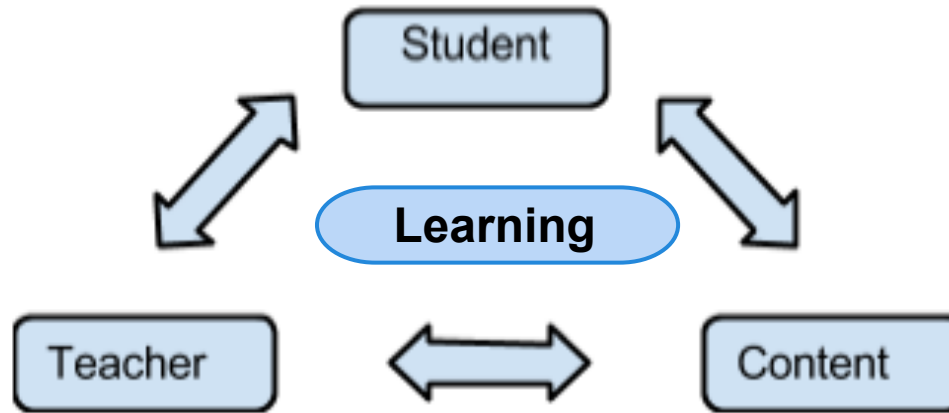
At your table, take 5 minutes to talk with your colleagues openly and honestly about your hopes and fears.

**Instructional rounds are a purposeful and beneficial practice of professional development that seeks to improve the craft of teaching.**

- **Through an explicit process, teachers have an opportunity to expand their knowledge of the discipline and pedagogy of English Language Development.**
- **shape your personal definition of what high quality instruction looks like.**
- **Instructional rounds help teachers, departments and/or schools build and propagate the norms of our practice.**



# Instructional Core

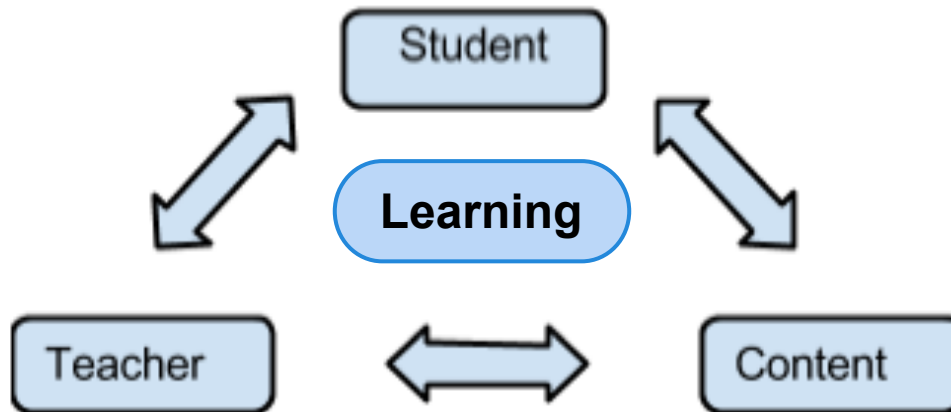


**Teacher** - Knowledge and skill that the practitioner brings to the process of learning

**Student** - Analyzing students responses, engagement, and what motivates them to high levels of content

**Content** - Levels and complexity of content students are asked to learn at all proficiency levels (Rigor!)

# core impact student learning?



“Intervening on any single axis of the instructional core means that you have to intervene on the other two to have a predictable effect on student learning (City 26).”

# Roles

## Presenting Teacher

1. Choose a Focus Area to model
2. Prepare a lesson that highlights this Focus Area
3. Model Focus Area lesson for others
4. Participate in a pre-observation conference.

## Observing Teacher

1. Actively engage in the process
2. Engage in the Art of Seeing
3. Reflect on the focus area as it relates to the Instructional Core in my classroom

# A Focus Area is:

...an aspect of one of the three components of the instructional core that a practitioner chooses to model for his/her peers.

# Focus Area: Presenting Teacher

How does this lesson **model**...

- the level of content in my classroom?

Content > Rigor > high interests, grade level materials

- the role of my students in the learning?

Student > Tasks > engaging activities to practice a skill

- my knowledge and skills?

Teacher > Skills > scaffolding grade level materials to the proficiency level

# Focus Area: Observing Teacher

How does this lesson **affect**...

- the level of content in my classroom?
- the role of my students in the learning?
- my knowledge and skills?

**5 min.**

**Break**

# Art of Seeing

Individually, please read the excerpt from:

*Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*  
by Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel.



In your observation today, you will practice recording judgement-free evidence of the focus area by answering the following three questions:

- What is the teacher doing and saying?
- What are the students doing and saying?
- What is the task(s) that students are doing?

# Video with Art of Seeing Observation

2nd grade, Beginning, ELD classroom

Focus Area: Teacher >skills/knowledge> assign student task that address all domains.

Elementary

# Round 1 Presenting Teachers Elementary

November 8, 2013

12:15-3:15

Presenting Teachers:

# Round 1 Presenting Teachers Secondary

November 12, 2013

Presenting Teachers:

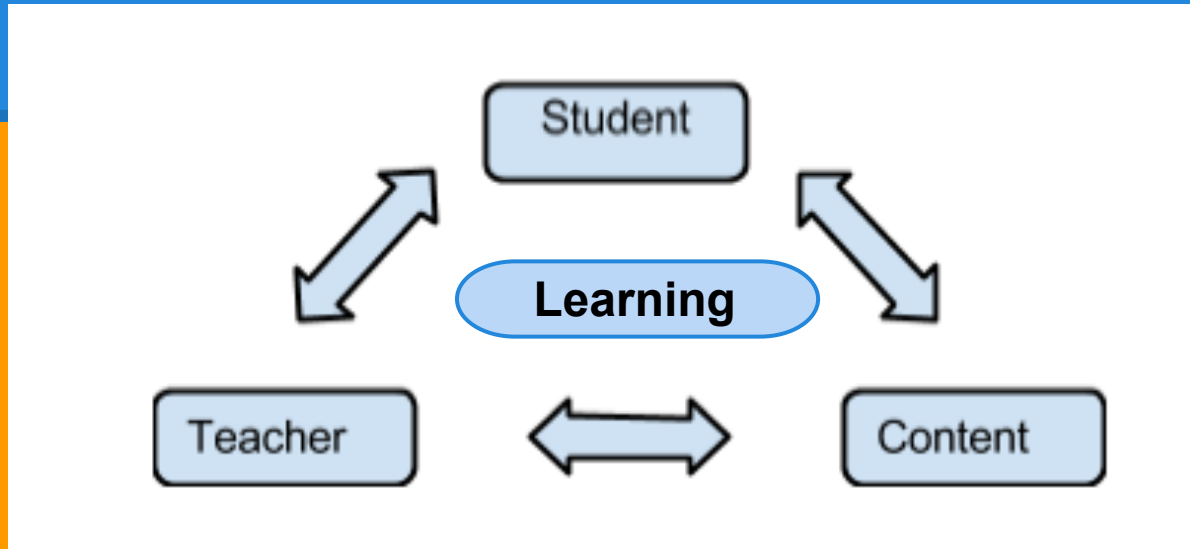
# Instructional Rounds: Nuts and Bolts

October 18, 2013

# This afternoon's targets...

- I can recall the Instructional Core, Focus Areas, and the roles of the Presenting & Observing Teachers
- We can establish protocols for the Pre-, during and post- observation

# Instructional Core



**Teacher** - Knowledge and skill that the practitioner brings to the process of learning

**Student** - Analyzing students responses, engagement, and what motivates them to high levels of content

**Content** - Levels and complexity of content students are asked to learn at all proficiency levels (Rigor!)

# Warm-Up

Informal self-assessment around components of your personal Instructional Core:

- Reflect on the Instructional Core in your classroom by rating each component based on where you feel you are at today
- Place a colored “dot” in that box



# Roles

## Presenting Teacher

1. Choose a Focus Area to model
2. Prepare a lesson that highlights this Focus Area
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4. Participate in a pre-observation conference.

## Observing Teacher

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Student > Tasks > engaging activities to practice a skill

- my knowledge and skills?

Teacher > Skills > scaffolding grade level materials to the proficiency level

# Pre-Conference

Leah or Laurie will meet with the Presenting Teachers prior to the date of Instructional Round to:

- Craft your focus area
- talk about the demographic of the student group
- Discuss lesson plan details

# Focus Area: Observing Teacher

How does this lesson **affect**...

- the level of content in my classroom?
- the role of my students in the learning?
- my knowledge and skills?

# Pre-Observation Protocols

1. Review norms for the observation
2. Facilitator/Presenting Teacher state Focus Area & share background about the group to be observed  
(grade level, proficiency levels, previous instruction, etc.)
3. Presenting Teacher explains lesson plan
4. Specialists set up notebooks - quickwrite

# Observation Protocols

1. Practice art of seeing while maintaining agreed upon Norms
2. Record notes & observations related to the Focus Area

# Post-Observation Protocols

1. Restate norms and focus area
3. Share facts from the observations
4. Personal Reflection: Presenting & Observing Teachers
5. Discuss application to personal Instructional Core
6. Final thoughts about IR



# Our Norms for Instructional Rounds

- Start on time, end on time, come prepared
- Attend fully to the task at hand
- Be courteous; listen, respect opinions, and assume positive intent
- allow all voices to be heard
- Refrain from the use of electronics during the lesson (i.e. phones, laptops, tablets)
- Observing Teachers engage in the art of seeing only
- There is more than one way to teach a lesson

# Instructional Rounds Notebooks

Please bring your notebook with you to each instructional round

# Nuts and Bolts: Elementary

1. groups to be scheduled between 1:00 - 2:00
2. We will meet in ELD room for pre and post discussions
3. We will have focus areas written into Google Doc by Monday, October 29th. Sign-up anytime that week.
4. Check-in at front office
5. Notify classroom teachers about additional group being pulled

Instructional Round #1  
Elementary  
Friday, November 8th

# Pre-Observation Agenda

1. Review our norms
2. Facilitator/Presenting Teacher state Focus Area & share background about the group to be observed  
(grade level, proficiency levels, previous instruction, etc.)
3. Presenting Teacher explains lesson plan
4. Notebooks and Quick write

# Norms

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- Attend fully to the task at hand
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- There is more than one way to teach a lesson

# Target

I can practice the art of seeing and reflect both privately and in a group discussion on how it relates to my personal instructional core.

# Focus Area and Demographics





# Notebooks and Quickwrites

Review Graphic organizer

Why did you sign up for this particular observation?(e.g. focus area, teacher, student group)

What are you hoping to get from today's observation that will inform your personal instructional core?

# Ready...Set....

Break

Set up space

# Post Observation

## Break

1. Write observations on sticky notes, identify patterns, pair-share (A/B cards, etc.)

- What facts or ideas highlight the focus area?
- How would you classify these observations?

2. Reviewing observations on sticky notes, identify patterns in a round table discussion.

- I saw \_\_\_\_\_.
- I might apply this in my classroom by \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_.
- I could/will apply this in my classroom by doing \_\_\_\_\_ by \_\_\_\_\_ date.

# Reflective Writing

1. Take a moment to think quietly think about:
  - \*What you observed today
  - \*The post-observation discussion with your colleagues
2. Using the colored paper, write your thoughts about what you learned, how you will apply that learning into your personal Instructional Core, and when you plan to implement that new idea.
3. Seal your reflection in the envelope provided (ie. *Time Capsule*), write your name on it, and give it to your facilitator. We will revisit these reflections at a later date!

# Feedback/Ticket Out

Before you leave today...

Some of the presenting teachers are interested in receiving feedback from their colleagues about specific topics. Your facilitator will let you know what kind of feedback or ideas they are looking for.

Please write your suggestions on a sticky note and leave them on the whiteboard on your way out.

Instructional Round #2  
Elementary/Secondary  
Friday, January 10th

# Time Capsules - Revisited!

1. Return “time capsules”
2. Privately open and read your letter.
3. On the back of your letter, answer the following questions:
  - Did you, or did you not apply the learning to your personal instructional core?
  - If you did apply the learning, what was the outcome?
  - If you did not apply the learning, what was/were the roadblocks?
4. Talk quietly with a partner about this activity and how this type of goal-setting did or did not work for you. How might you use this activity in your classroom?

# Pre-Observation Agenda

1. Review our norms
2. Facilitator/Presenting Teacher state Focus Area & share background about the group to be observed  
(grade level, proficiency levels, previous instruction, etc.)
3. Presenting Teacher explains lesson plan
4. Notebooks and Quick write



# Norms

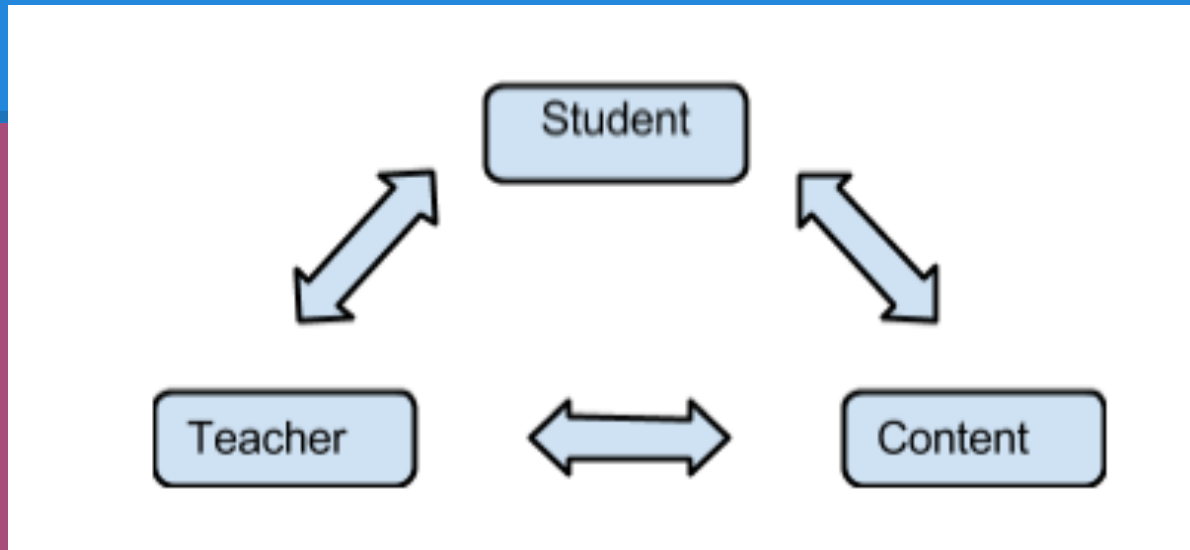
- Start on time, end on time, come prepared
- Attend fully to the task at hand
- Be courteous; listen, respect opinions, and assume positive intent
- Allow all voices to be heard
- Refrain from the use of electronics during the lesson (i. e. phones, laptops, tablets)
- Observing Teachers engage in the art of seeing only
- Accept that there is more than one way to teach a lesson

# Target

I can visualize how the three components of the Instructional Core (teacher, student, content) are interconnected and impact learning outcomes.

# Focus Area and Demographics





**Teacher** - Knowledge and skill that the practitioner brings to the process of learning

**Student** - Analyzing students responses, engagement, and what motivates them to high levels of content

**Content** - Levels and complexity of content students are asked to learn at all proficiency levels (Rigor!)

# Notebooks and Quick Writes

Review Graphic organizer

Why did you sign up for this particular observation?(e.g. focus area, teacher, student group, grade level)

What are you hoping to get from today's observation that will inform your personal instructional core?

# Ready...Set....

Break

Set up space

# Post Observation Instructional Core Web

- Transfer your observations to sticky notes and stick on the whiteboard.
- Place colored, laminated instructional core components on the floor in a large triangle.
- A few specialists should stand on each square.
- Designate one person to start the yarn toss.
- Facilitator will read one sticky note at a time.
  - The observers will collectively decide which component of the instructional core that the observation **best** fits.
- The observer holds one onto one segment of the yarn, while tossing the ball of yarn to someone standing on the appropriate instructional core component.
- Continue discussing observations and tossing the yarn until all sticky notes have been read.

# Whole Group Discussion

- Notice the web, discuss the interconnectedness of these three components.
  - What are the benefits in looking at learning outcomes in this way?
  - What conclusions can we draw from this web?



# Reflective Writing

1. Take a moment to quietly think about:
  - What you observed today
  - The post-observation discussion about the relationship between the instructional core components.
2. Review your self assessment and write about the following:
  - Which instructional core component would you like to continue to grow in?
  - What from today's observation and discussion will support your growth in that area?
  - In planning for your next instructional unit, how will you apply this learning?

# Ticket out!

1. Complete your mid year self-assessment placing a new colored dot with date on the three instructional core continuums.
2. Please give us your feedback on today's instructional round PD by filling out the half sheet ticket out.

# Feedback

Before you leave today...

Some of the presenting teachers are interested in receiving feedback from their colleagues about specific topics. Your facilitator will let you know what kind of feedback or ideas they are looking for.

Please write your suggestions on a sticky note and leave them on the whiteboard on your way out.

Instructional Round #3  
Elementary  
Friday, March 7, 2014

Secondary  
April 14, 2014

# Essential Lesson Components - Revisited!

Lesson Component's Link

# Pre-Observation Agenda

1. Review our norms
2. Facilitator/Presenting Teacher state Focus Area & share background about the group to be observed  
(grade level, proficiency levels, previous instruction, etc.)
3. Presenting Teacher explains lesson plan
4. Notebooks and Quick write

# Norms

- Start on time, end on time, come prepared
- Attend fully to the task at hand
- Be courteous; listen, respect opinions, and assume positive intent
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- Refrain from the use of electronics during the lesson (i. e. phones, laptops, tablets)
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- Accept that there is more than one way to teach a lesson

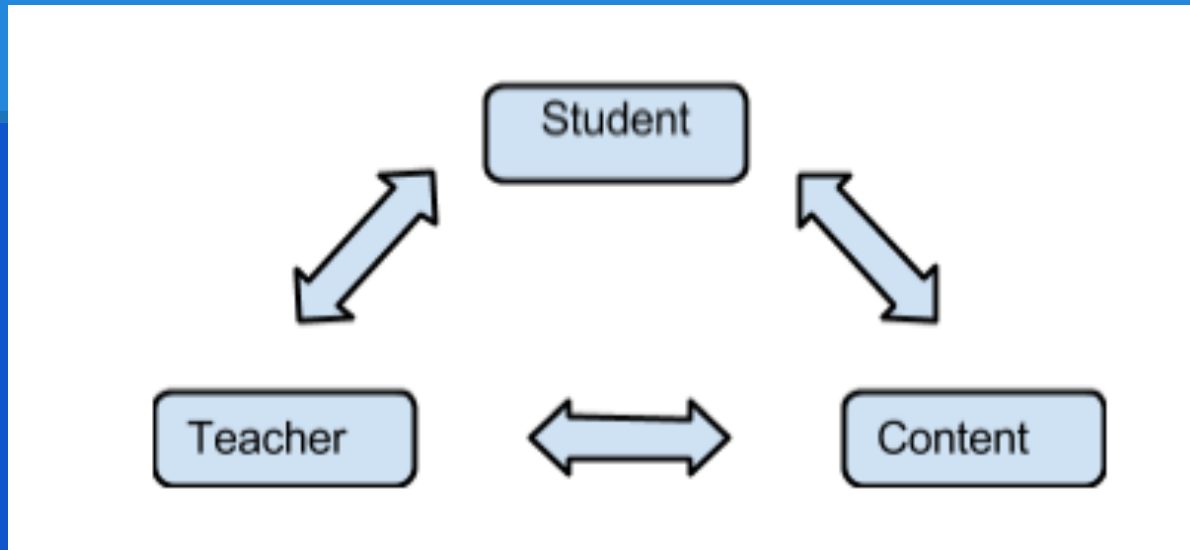
# Target

**I can explore how “practice” in the *We Do* component of an ELD lesson is a critical element of the instructional core and impacts learning outcomes.**



# Focus Area and Demographics





**Teacher** - Knowledge and skill that the practitioner brings to the process of learning

**Student** - Analyzing students responses, engagement, and what motivates them to high levels of content

**Content** - Levels and complexity of content students are asked to learn at all proficiency levels (Rigor!)

# Notebooks and Quick Writes

Review Graphic organizer

Why did you sign up for this particular observation?(e.g. focus area, teacher, student group, grade level)

What are you hoping to get from today's observation that will inform your personal instructional core?

# Ready...Set....

Break

Set up space

# Gradual Release of Responsibility

## Video Clip



**By  
Doug  
Fisher**

# Whole Group Discussion

Elaborate on Fisher's suggestion that "We Do" has two distinct elements; teacher/student and student/student practice. Why is this so critical?

In the video, Fisher emphasizes the flexibility of this model. How important is it that each of the 4 elements be evident in every lesson every day?

# Post Observation

## I do, We do, You do

1. After observing today's lesson what "I do," "We do teacher/student," "We do student/student" or "You do" observations did you note?
2. What strategies do you regularly use that are examples of each component of this Gradual Release of Responsibility model?

# Reflective Writing

Take a moment to quietly think and write about:

- How does this model impact student engagement and overall learning outcomes?



# Ticket out!

Give these to your facilitator before you leave the instructional round

# Feedback

Before you leave today...

Some of the presenting teachers are interested in receiving feedback from their colleagues about specific topics. Your facilitator will let you know what kind of feedback or ideas they are looking for.

Please write your suggestions on a sticky note and leave them on the whiteboard on your way out.

# **Instructional Round #4**

**May 2, 2014**

**Elementary**

# Target:

I can practice the art of seeing while observing an ELD lesson.

I can reflect on my experience and how it applies to the *Gradual Release of Responsibility* model (*I do, We do/We do together, You do*) within my personal Instructional Core.

# Pre-Observation Agenda

1. Review our norms
2. Facilitator/Presenting Teacher state Focus Area & share background about the group to be observed  
(grade level, proficiency levels, previous instruction, etc.)
3. Presenting Teacher explains lesson plan
4. Notebooks and Quick write

# Norms

- Start on time, end on time, come prepared
- Attend fully to the task at hand
- Be courteous; listen, respect opinions, and assume positive intent
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- Refrain from the use of electronics during the lesson (i. e. phones, laptops, tablets)
- Observing Teachers engage in the art of seeing only
- Accept that there is more than one way to teach a lesson

# Focus Area and Demographics



# Notebooks and Quick Writes

Review Graphic organizer

Why did you sign up for this particular observation?(e.g. focus area, teacher, student group, grade level)

What are you hoping to get from today's observation that will inform your personal instructional core?



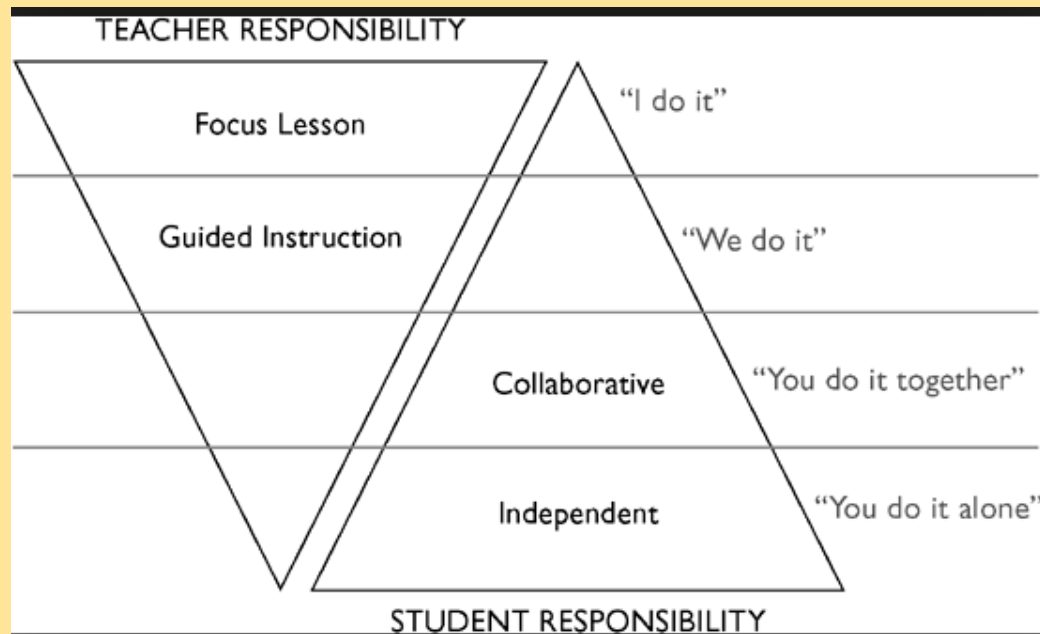
# Ready...Set....

Break

Set up space

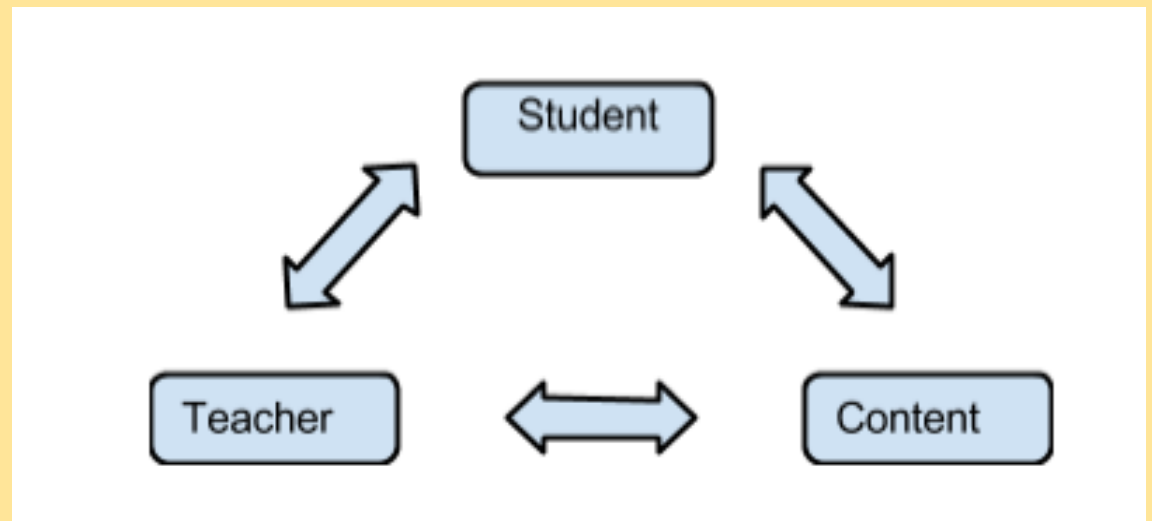
# Post Observation Sort

1. Write “art of seeing” observations on sticky notes.
2. Sort sticky notes on to the instructional core placemats.



# Gradual Release Responsibility Model

## The Instructional Core



# Revisit Self-Reflections

Informal self-assessment around components of your personal Instructional Core:

- Reflect on the Instructional Core in your classroom by rating each component based on where you feel you are today
- Place a colored “dot” in that box (*use a different color or write the date*)



# Gradual Release of Responsibility

## Video Clip

**By  
Doug  
Fisher**





# Whole Group Discussion

Fisher has observed that teachers have high levels of knowledge and skills, but low levels of implementation.

Do you agree or disagree with Fisher's statement? Why?



# Reflective Writing

Through this year's Professional Development, including Instructional Rounds, how has this affected your levels of knowledge and/or implementation, as they relate to the three components of the *Instructional Core*? Why?

# Partner Talk

Thinking forward to the remainder of this year, in what area would you like to continue to develop the level of knowledge and implementation in your personal Instructional Core (*Teacher, Student, Content*)?

List some ideas or strategies you have observed this year that can help you start focusing on that area.

Instructional Core Component	Observations

# Instructional Rounds 2014-2015

North Clackamas School District  
Services for English Learners

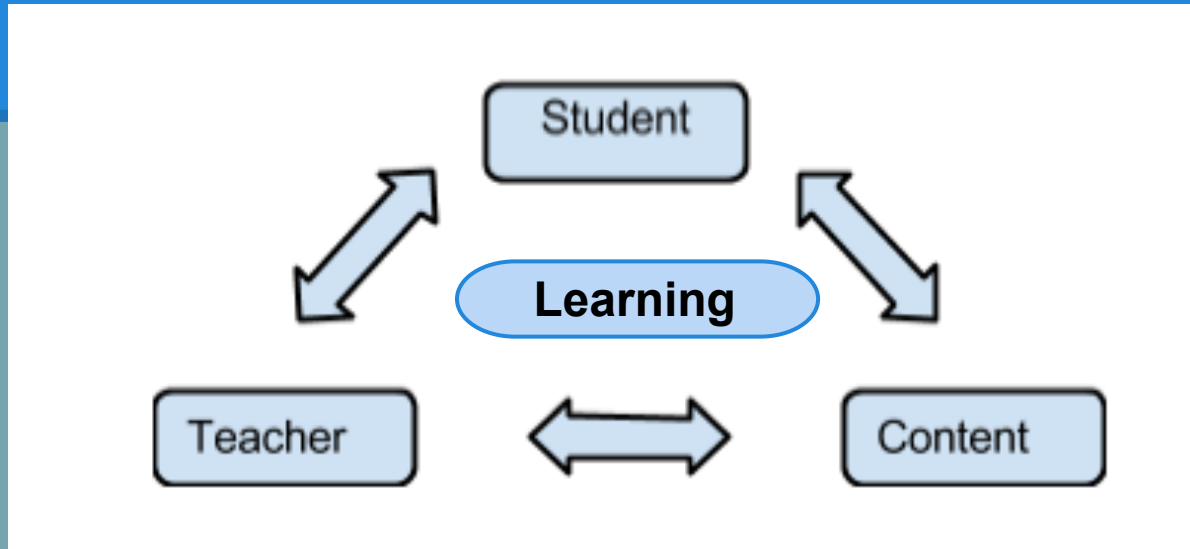
# This afternoon's targets...

- I can recall the Instructional Core, Focus Areas, and the roles of the Presenting & Observing Teachers
- I will select which Instructional Round I would like to be a presenting teacher at
- I understand how the focus area relates to our PD plan and essential question for the year.

**Instructional rounds are a purposeful and beneficial practice of professional development that seeks to improve the craft of teaching.**

- Through an explicit process, teachers have an opportunity to expand their knowledge of the discipline and pedagogy of English Language Development.
- shape your personal definition of what high quality instruction looks like.
- Instructional rounds help teachers, departments and/or schools build and propagate the norms of our practice.

# Instructional Core

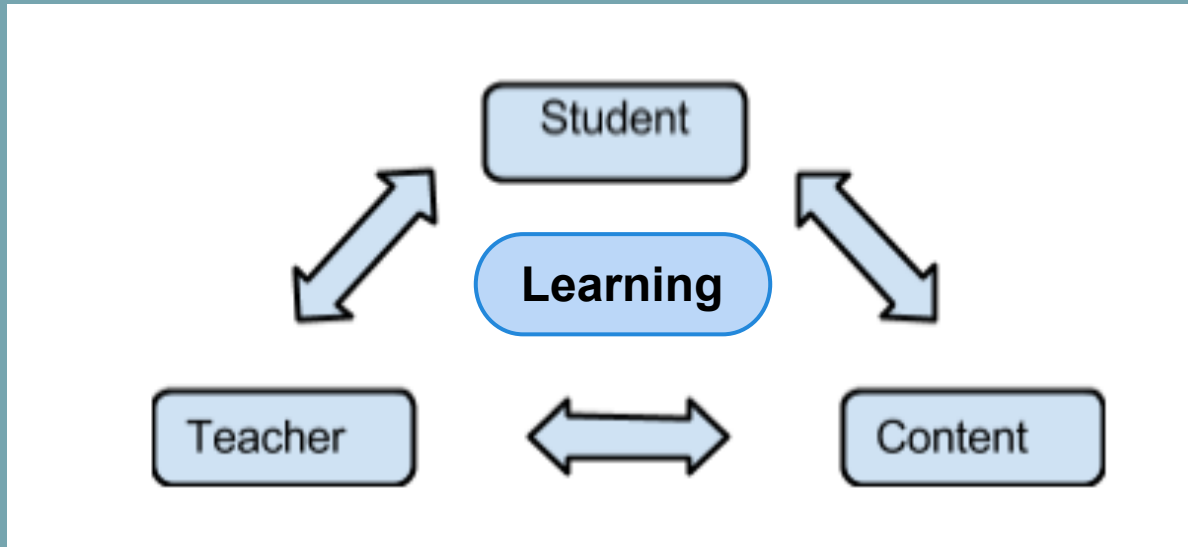


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# core impact student learning?



“Intervening on any single axis of the instructional core means that you have to intervene on the other two to have a predictable effect on student learning (City 26).”

# Roles

## Presenting Teacher

1. Choose a Focus Area to model
2. Prepare a lesson that highlights this Focus Area
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4. Participate in a pre-observation conference.

## Observing Teacher

1. Actively engage in the process
2. Engage in the Art of Seeing
3. Reflect on the focus area as it relates to the Instructional Core in my classroom



# A Focus Area is:

**Content > Rigor > new ELP standards**

# Focus Area: Presenting Teacher

How does this lesson **model**...

- the level of content in my classroom?

Content > Rigor > high interests, grade level materials

- the role of my students in the learning?

Student > Tasks > engaging activities to practice a skill

- my knowledge and skills?

Teacher > Skills > scaffolding grade level materials to the proficiency level

# Focus Area: Observing Teacher

How does this lesson **affect**...

- the level of content in my classroom?
- the role of my students in the learning?
- my knowledge and skills?

**Friday, November 14, 2014**

Instructional Round #1

**Friday, January 30, 2015**

Instructional Round #2

**Monday, March 16, 2015**

Instructional Round #3

**Friday, April 17, 2015**

Instructional Round #4

**Friday, November 7, 2014**  
Instructional Round #1

**Friday, January 23, 2015**  
Instructional Round #2

**Friday, March 6, 2015**  
Instructional Round #3

**Friday, April 17, 2015**  
Instructional Round #4

**Instructional Round #1**  
**Elementary**  
**Friday, November 7th**

**Instructional Round #1**  
**Secondary**  
**Friday, November 14th**

# Pre-Observation Agenda

1. Review our norms
2. Facilitator/Presenting Teacher state Focus Area & share background about the group to be observed  
(grade level, proficiency levels, previous instruction, etc.)
3. Presenting Teacher explains lesson plan
4. Notebooks and Quick write



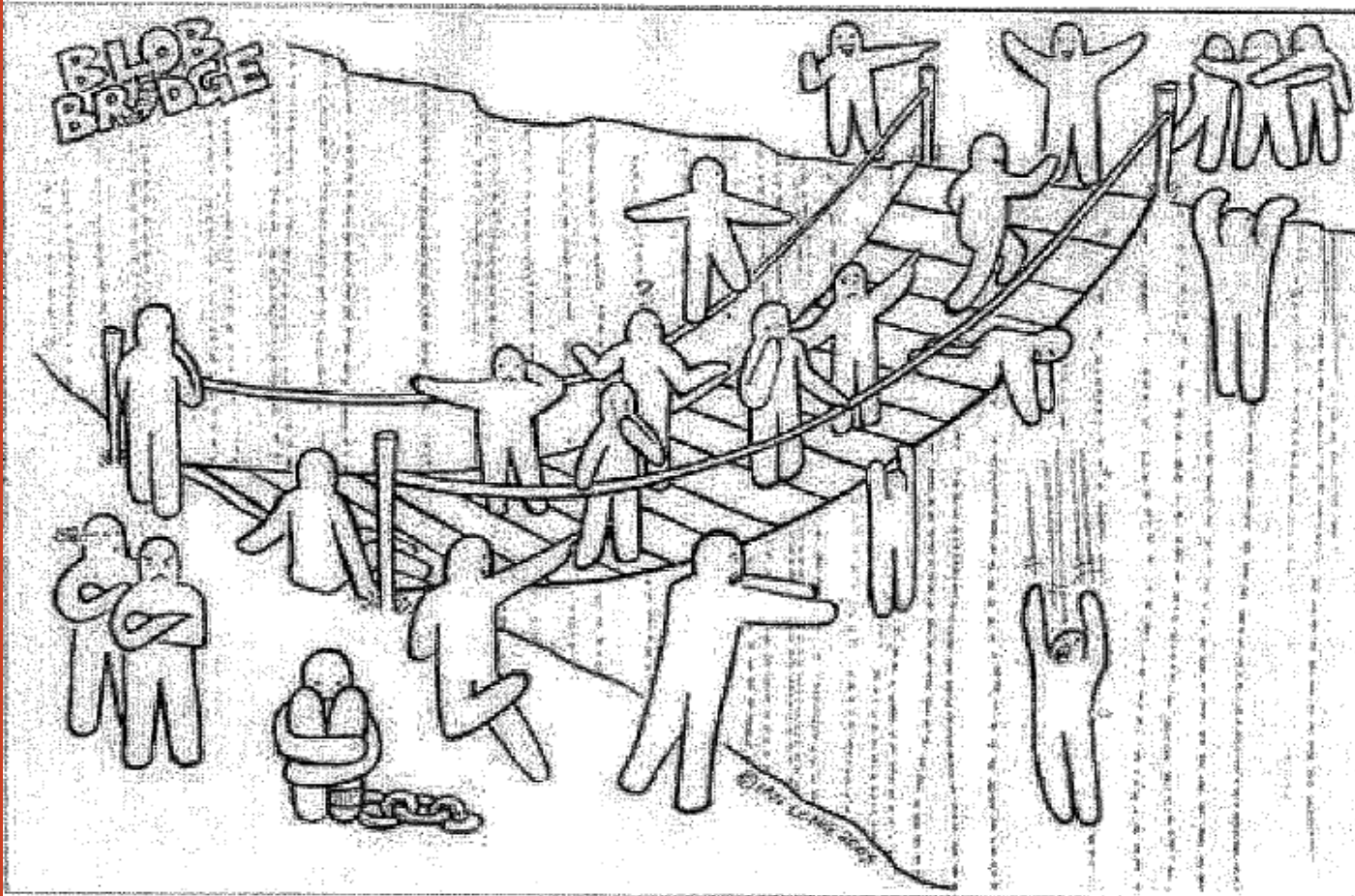
# Norms

- Assume positive intent
- Engage fully in the task at hand
- Provide opportunities for multiple voices to be heard
- Accept non-closure
- Use electronics responsibly
- Start on time, end on time, come prepared (If you will be late/absent, communicate with Title III Director)
- Observing Teachers engage in the “art of seeing” only
- There is more than one “right” way to teach a lesson
- Observing teachers will not engage with teacher or students

# Focus Area and Demographics



***Which Blob represents how you feel regarding:***



***I understand how forms, functions and the new ELP standards are intertwined.***

***I know how to plan and implement instruction for Standard 4.***

# Notebooks and Quickwrites

1. Review Graphic organizer
2. Why did you sign up for this particular observation?  
(e.g. focus area, teacher, student group)
3. What are you hoping to get from today's observation that will inform your personal instructional core?

# Ready...Set....

- Break
- Set up space

# Target:

What do students need to know in order to engage in argumentation & how do we teach and scaffold that in ELD?

# Sticky Note Shuffle



# “Key Ingredients”

Dr. Sara Rutherford-Quach explains that there are five *key ingredients* to engaging English Language Learners in argumentation.

How does this fit in ELD instruction?



# Key Ingredients for Engaging ELLs in argumentation



# “Key Ingredients”

1. Building background information
2. Designing worthy tasks
3. Providing engaging & supportive materials
4. Creating time, space, and scaffolds for constructive interactions and conversations
5. Fostering a classroom culture of distributed knowledge

# Video

Setting the stage for  
argumentation in  
particular disciplines



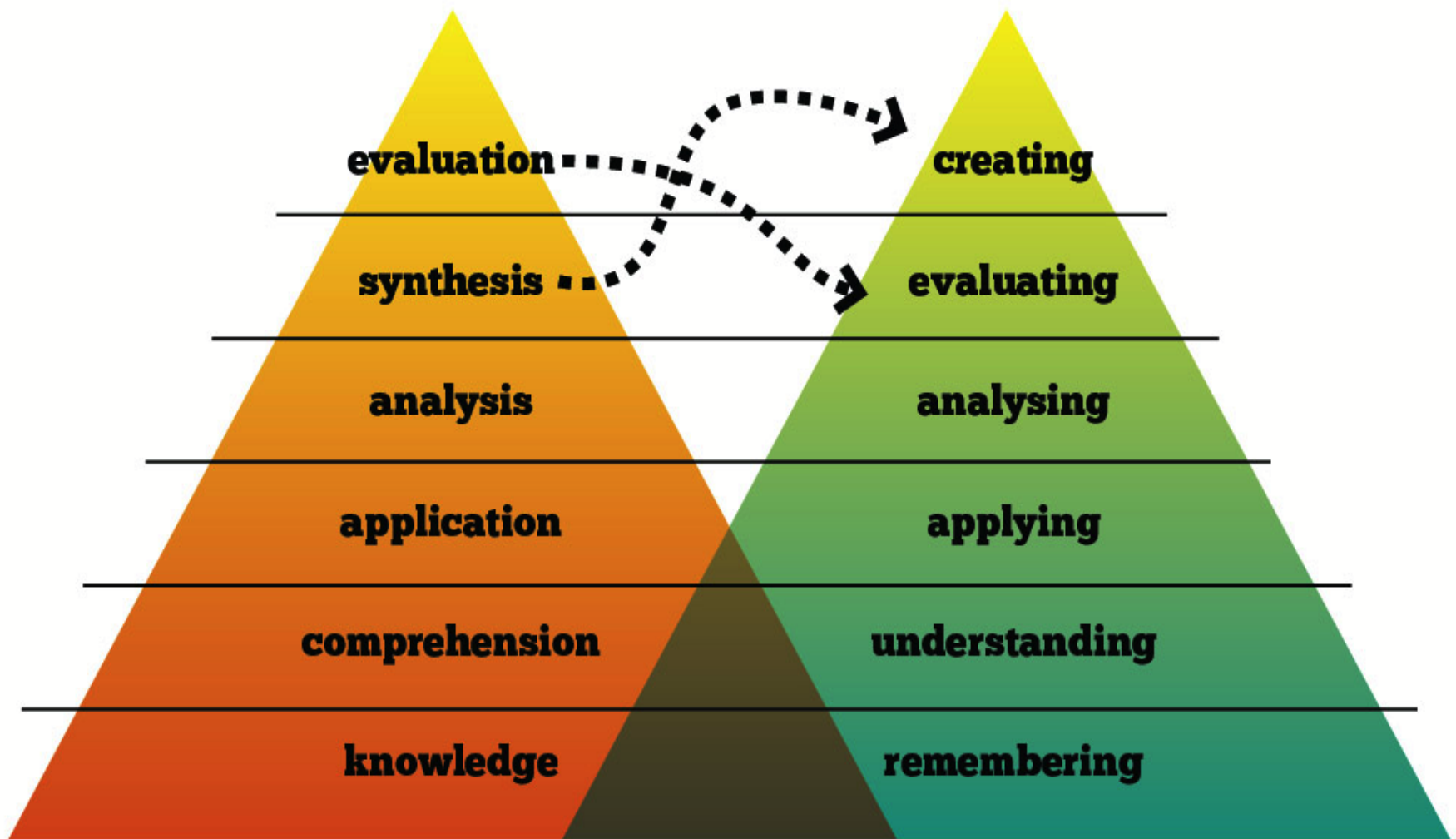
# **“Meaty” questions**

**Explain what “meaty” questions are.**

**How do we help our kids produce “meaty” answers?**

**In ELD, how do we scaffold language so that ELLs can access “meaty” questions/answers in classrooms?**





**The Old Version**

**The New Version**

Schultz 2005

# Reflection

**What do students need to know in order to engage in argumentation & how do we teach and scaffold that in ELD?**

**Instructional Round #2**  
**Secondary**  
**Friday, January 30th**

# Pre-Observation Agenda

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2. Facilitator/Presenting Teacher state Focus Area & share background about the group to be observed  
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3. Presenting Teacher explains lesson plan
4. Notebooks and Quick write



# Norms

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# Focus Area and Demographics



# Notebooks and Quick Writes

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# Ready...Set....

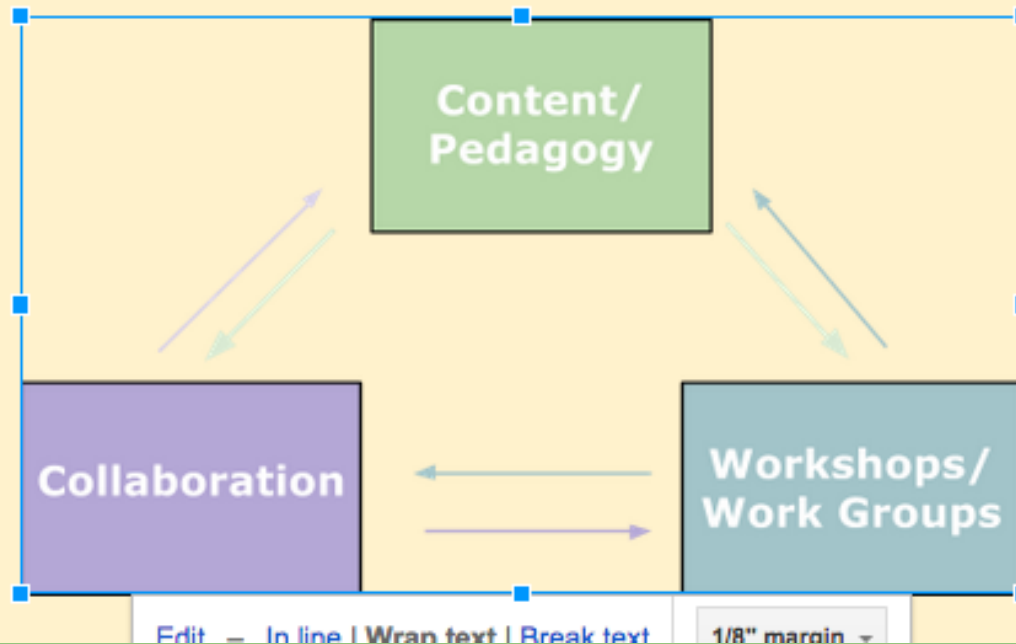
- Break
- Set up space

# ***Targets:***

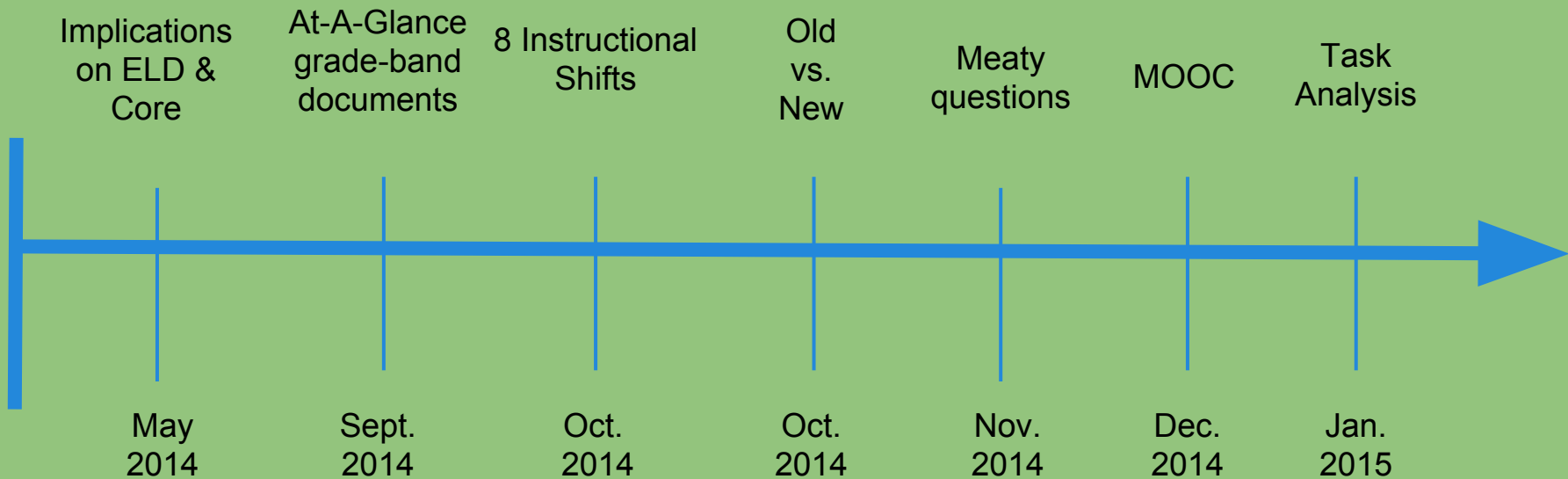
- ***What does task analysis reveal about the depth of student mastery of the new ELP Standards?***
- ***How do we analyze our current tasks to address the rigor and depth of the new ELP Standards?***

## Essential Questions

- What collaborative professional development opportunities will be facilitated for ELD Specialists to:
  - analyze and align new ELP standards to current instructional practices and units of study?
  - develop ownership of the newly adopted ELP standards?
  - become aware of district initiatives?
- What support will ELD specialists have in order to maintain accurate and timely records at each school site?



# Timeline



## **Pause & Reflect**

**What does “ownership” of  
the new ELP Standards  
mean to you?**



# Ownership...

automaticity

know the key ideas  
across the standards

assessing student  
learning

**All instruction is aligned and designed  
with the new ELP standards in mind.**

training & examples

fully understanding what  
the standards are &  
what students are  
expected to do

macro & micro (different  
points of view, yearlong planning & lesson  
planning)

# 5 corners standards shuffle...



## ELP Standards

<b>1</b>	<b>construct meaning</b> from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
<b>2</b>	<b>participate in grade-appropriate oral and written exchanges</b> of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
<b>3</b>	speak and write about <b>grade-appropriate complex literary and informational texts</b> and topics
<b>4</b>	<b>construct grade-appropriate oral and written claims</b> and support them with reasoning and evidence
<b>5</b>	<b>conduct research and evaluate and communicate findings</b> to answer questions or solve problems
<b>6</b>	<b>analyze and critique</b> the arguments of others orally and in writing
<b>7</b>	<b>adapt language choices to purpose</b> , task, and audience when speaking and writing
<b>8</b>	<b>determine the meaning</b> of words and phrases in oral presentations and literary and informational text
<b>9</b>	<b>create clear and coherent grade-appropriate</b> speech and text
<b>10</b>	<b>make accurate use</b> of standard English to communicate in grade-appropriate speech and writing

# ELP Standards Organized by Modality

<b>Receptive modalities*:</b> Ways in which students receive communications from others (e.g., listening, reading, viewing). Instruction and assessment of receptive modalities focus on students' communication of their understanding of the meaning of communications from others.	Listening & reading	<b>1</b>	<b>construct meaning</b> from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		<b>8</b>	<b>determine the meaning</b> of words and phrases in oral presentations and literary and informational text
<b>Productive modalities*:</b> Ways in which students communicate to others (e.g., speaking, writing, drawing). Instruction and assessment of productive modalities focus on students' communication of their own understanding or interpretation.	Speaking & Writing	<b>3</b>	<b>speak and write about grade-appropriate complex literary and informational texts</b> and topics
		<b>4</b>	<b>construct grade-appropriate oral and written claims</b> and support them with reasoning and evidence
		<b>7</b>	<b>adapt language choices</b> to purpose, task, and audience when speaking and writing
<b>Interactive modalities:</b> Collaborative use of receptive and productive modalities as “students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions” (Phillips, 2008, p. 3).	Listening, speaking, reading, and writing	<b>2</b>	<b>participate in grade-appropriate oral and written exchanges</b> of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		<b>5</b>	<b>conduct research and evaluate and communicate</b> findings to answer questions or solve problems
		<b>6</b>	<b>analyze and critique</b> the arguments of others orally and in writing

1. Which standard do you feel you “own” the most? What experiences have you had that cause you to feel this way?

2. Which standard do you feel the least comfortable teaching and explaining to teachers in your building? What do you need next that will help move toward ownership of this standard?

# Secondary Task Analysis

***Based on your analysis of the student writing task, which standards were assessed? To what degree does the student master these standards?***

Standards	Proficiency Description	Why?

# Reflective Writing

Reflecting on your own growth thus far with the ELP Standards, what do you need to reach ***ownership*** by the end of the school year?

**Instructional Round #2**  
**Elementary**  
**Friday, March 6th**



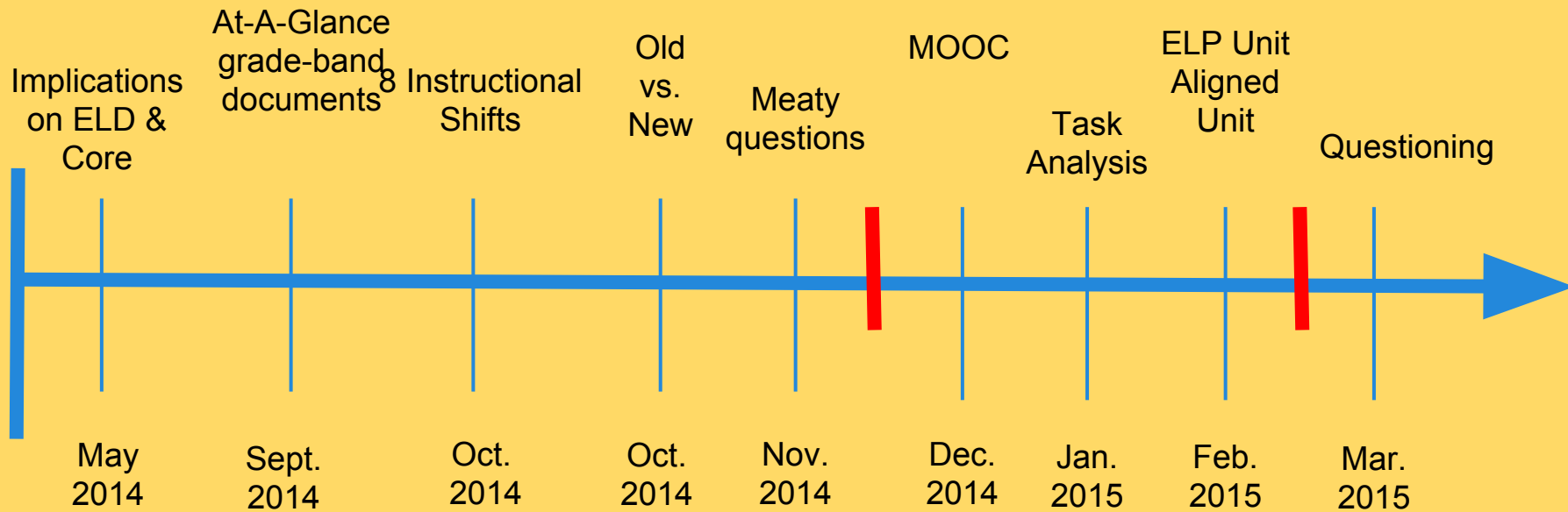
# Pre-Observation Agenda

1. Review our norms
2. Facilitator/Presenting Teacher state Focus Area & share background about the group to be observed  
(grade level, proficiency levels, previous instruction, etc.)
3. Presenting Teacher explains lesson plan
4. Notebooks and Quick write

# Norms

- Assume positive intent
  - Engage fully in the task at hand
  - Provide opportunities for multiple voices to be heard
  - Accept non-closure
  - Use electronics responsibly
  - Start on time, end on time, come prepared (If you will be late/absent, communicate with Title III Director)
- 
- **Observing Teachers engage in the “art of seeing” only**
  - **There is more than one “right” way to teach a lesson**
  - **Observing teachers will not engage with teacher or students**

# Timeline



# Focus Area and Demographics



# Essential Lesson Components - Revisited

**We do**

(student-to-student &  
student-to-teacher)

**materials**

**Check for  
understanding**

**building  
background  
knowledge**

**You do**

**I do**

**Purpose  
(Target)**

**Closure**

# Essential Lesson Components +

Now that we have established what the essential components of an ELD lesson are... what are the additional essential components of an ELD unit?

**Tiered vocabulary**

**Sentence frames**

**Essential  
Questions**

**Academic  
Skills**

**Assessment**

**Enduring  
Understandings/Take-  
aways for students**

**Functions**

# Notebooks and Quick Writes

1. Review Graphic organizer
2. Why did you sign up for this particular observation?  
(e.g. focus area, teacher, student group)
3. How and where does questioning fit into ELP Standards-based lesson planning and unit design?

# Ready...Set....

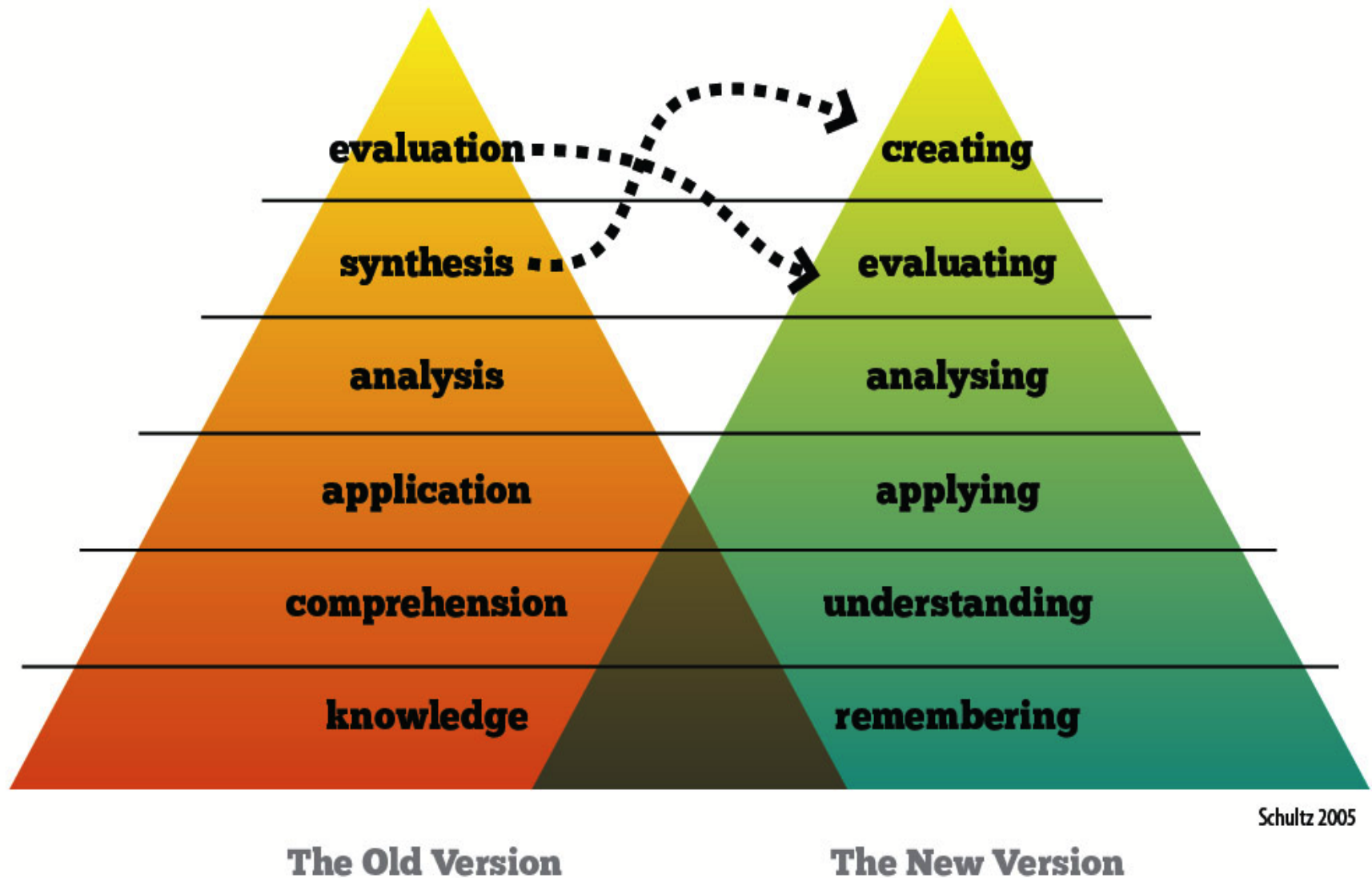
- Break
- Set up space



# ***Targets:***

- ***I can discuss how and where questioning fits into ELP standards-based lesson planning and unit design.***

# Knowledge/Remembering: What levels questioning did we observe?



# Analysis

Think about the questions you and your students ask and answer in a day.

Speculate which levels of questioning you use in a given lesson.

What level of Bloom's do the ELP standards demand (instruction, discourse, assessment)?

Is one level of Bloom's more important than all other levels?

How does questioning help students connect to the content?

# From learning to action...

## **Application:**

In your next unit, what levels of questioning will you intentionally embed into your daily plans to increase the rigor of instruction for your students?

## **Analysis:**

How do you think this will impact learning outcomes for your students? Is there a relationship between the levels of critical thinking questions used and providing students with multiple opportunities for oral language practice as the *We Do* in a lesson? Elaborate.

# Exit Portfolio Review Refresher

# Glossary

Instructional Core

Instructional Round

Presenting Teacher

Observing Teacher

Facilitator

Art of Seeing

Focus Area