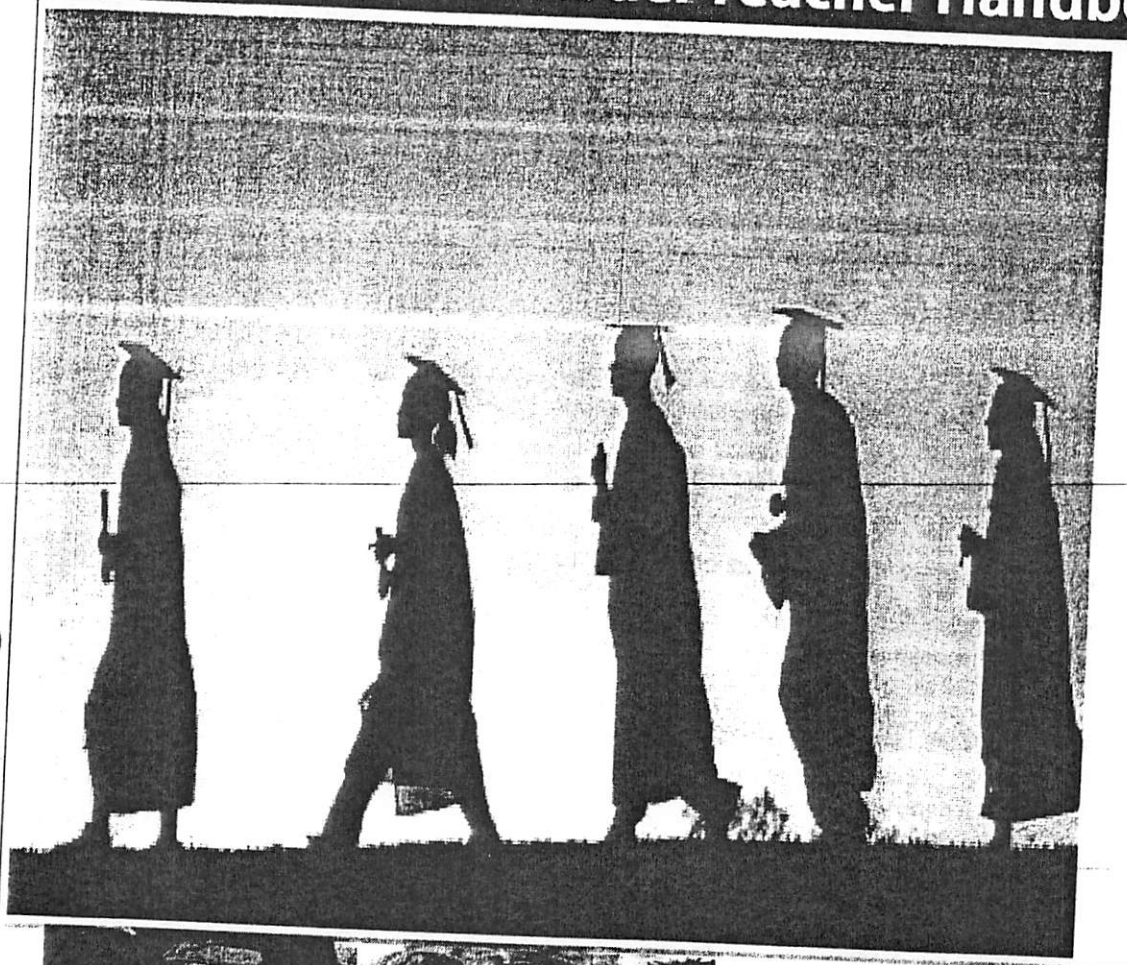
La Joya ISD

Quality District Model Teacher Handbook



2015-2016

LA JOYA ISD • BUILDING A LEGACY OF EXCELLENCE •

LA JOYA INDEPENDENT SCHOOL DISTRICT
201 EAST EXPRESSWAY 83-LA JOYA TX 78560

DISTRICT PHILOSOPHY

La Joya I.S.D. is dedicated to the belief that in order for all students to attain mastery of the instructional goals, there must be a district-wide commitment to constant renewal according to the most effective practices and procedures in the most current research findings. In order to operationalize this philosophy in the most comprehensive and organized manner, the district has adopted the Quality District Model.

The district's Mission Statement, Foundation Beliefs and Desired Student Exit Behaviors: Learner Outcomes exemplify this philosophy.

DISTRICT PHILOSOPHY

La Joya I.S.D. is dedicated to the belief that in order for all students to attain mastery of the instructional goals, there must be a district-wide commitment to constant renewal according to the most effective practices and procedures in the most current research findings. In order to operationalize this philosophy in the most comprehensive and organized manner, the district has adopted the Quality District Model.

The district's Mission Statement, Foundation Beliefs and Desired Student Exit Behaviors: Learner Outcomes exemplify this philosophy.

DISTRICT PHILOSOPHY

The La Joya Independent School District operates from the mission statement that "Educational Excellence is the Right of Every Student." This position demands that every adult in the organization will act purposefully to create conditions for every student to receive maximum educational services.

Our mission statement is based on a series of foundation beliefs regarding learning and teaching as a reciprocal relationship. These include:

1. We believe that all students can learn.
2. We believe that having sufficient time to learn and appropriate support are critical enablers.
3. We believe that schools control all of the variables that influence student success. The task of schools is to alter the learning environmental to provide conditions of success.
4. We believe that the manner in which a pupil views himself/herself will have direct and important bearing on success for that individual.
5. We believe that one of our most significant roles is to intentionally enhance the pupil's view of himself/herself as a learner and as a worthwhile person.
6. We believe that all pupils can be expected to successfully acquire what we identify as critical learning. The rate at which pupils will acquire these skills will vary but the expectations for their success will not.
7. We believe that all pupils have unique skills and talents. Our task is to identify them and nurture their development.
8. We believe that any artificial grouping or selecting process, which places pupils in situations where learning expectations and opportunities are automatically limited, is not acceptable.
9. We believe that all pupils can acquire skills and understanding at higher cognitive levels. We commit to keep opportunities open for each learning task.
10. We believe that students proficient in a language other than English are empowered through their first language.
11. We believe that the role of the teacher is that of advocate. All adversarial relationships need to be systematically reduced and eliminated.
12. We believe that learning will likely be more successful when learning experiences have meaning for the pupil.
13. We believe that all of our professional behaviors need to be intentionally aligned with most recent research regarding learning and individual behavior.
14. We believe that learning is an open experience. There are no mysteries or surprises in the total process. What is to be learned, how it is to be learned, and how it will be assessed will be clear and open at all times.
15. We believe that a pupil's rate of learning may vary from task to task. We are committed to keep opportunity open and support available until critical learning is acquired.
16. We believe that the rate at which a pupil learns not necessarily determines the success of the learner. The most critical requirements are that a pupil learn and be successful. Rate has no influence in determining the power of critical learning.

Desired Student Exit Behaviors: Learner Outcomes

1. Having positive self-esteem as a learner and a person.

2. Performing cognitively from low to high levels – both critically and creatively.

3. Demonstrating effective process skills including problem-solving, communication, decision-making, accountability, and group process skills.

4. Functioning as self-directed learners.

5. Showing concern for others.

6. Demonstrating proficiency in two-languages-English & Spanish.

7. Effectively utilizing computer technology.

8. Developing and maintaining physical well-being.

La Joya I.S.D. Mission and Vision Statements

Mission Statement

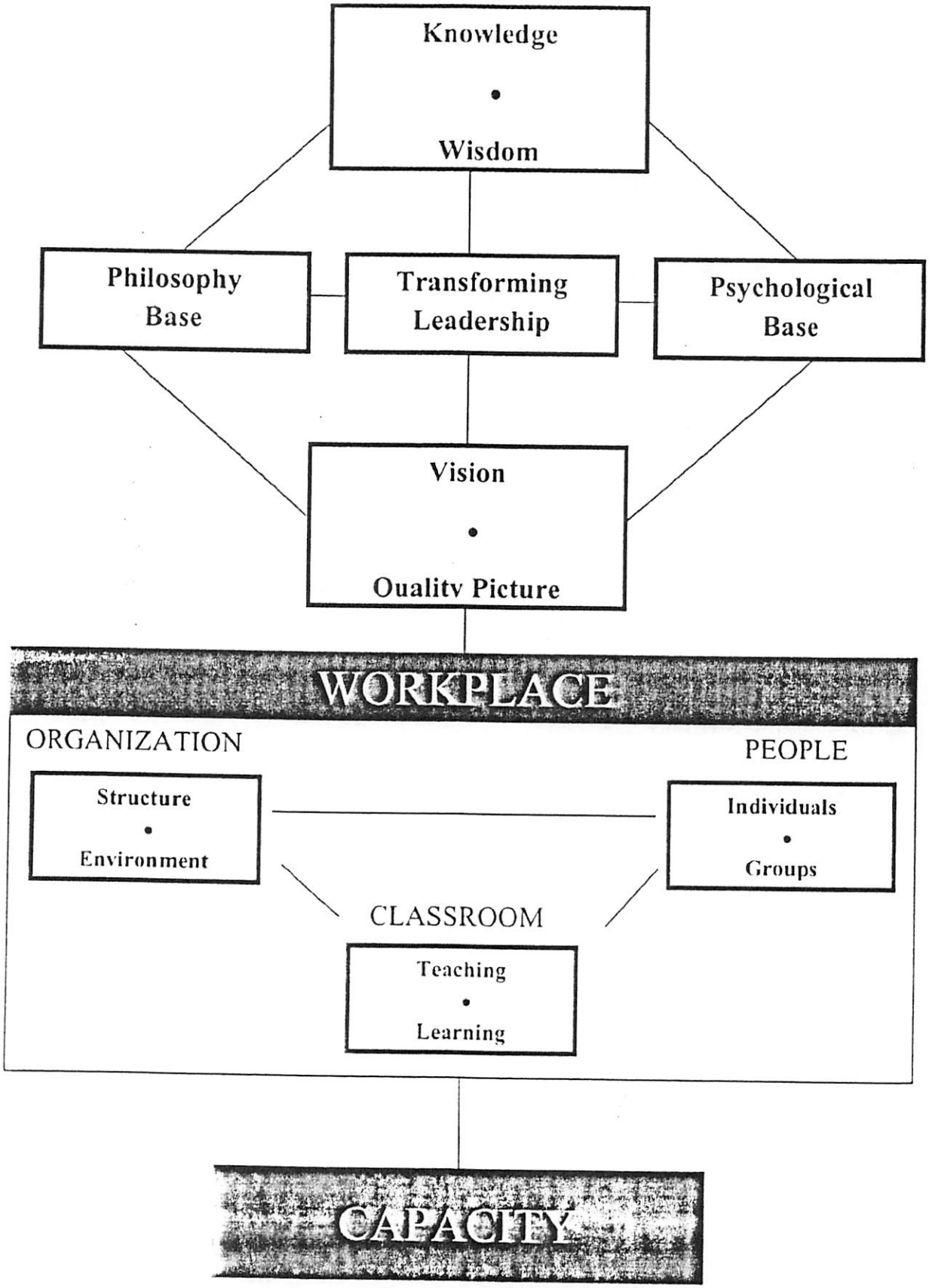
Educational Excellence: The Right of Every Student

District Vision

La Joya I.S.D. will create a nurturing environment that
encourages every
student to reach their highest potential.
We pledge to improve the
quality of work to address
community, state, and national
standards so that all learners
can be successful in and beyond school.
We commit to use
all resources to achieve
this purpose.

THE QUALITY DISTRICT

A Total Systems Module



Lesson Design and Delivery

The La Joya I.S.D. lesson planning process is aligned to the districts' belief that every student can learn given sufficient time and support.

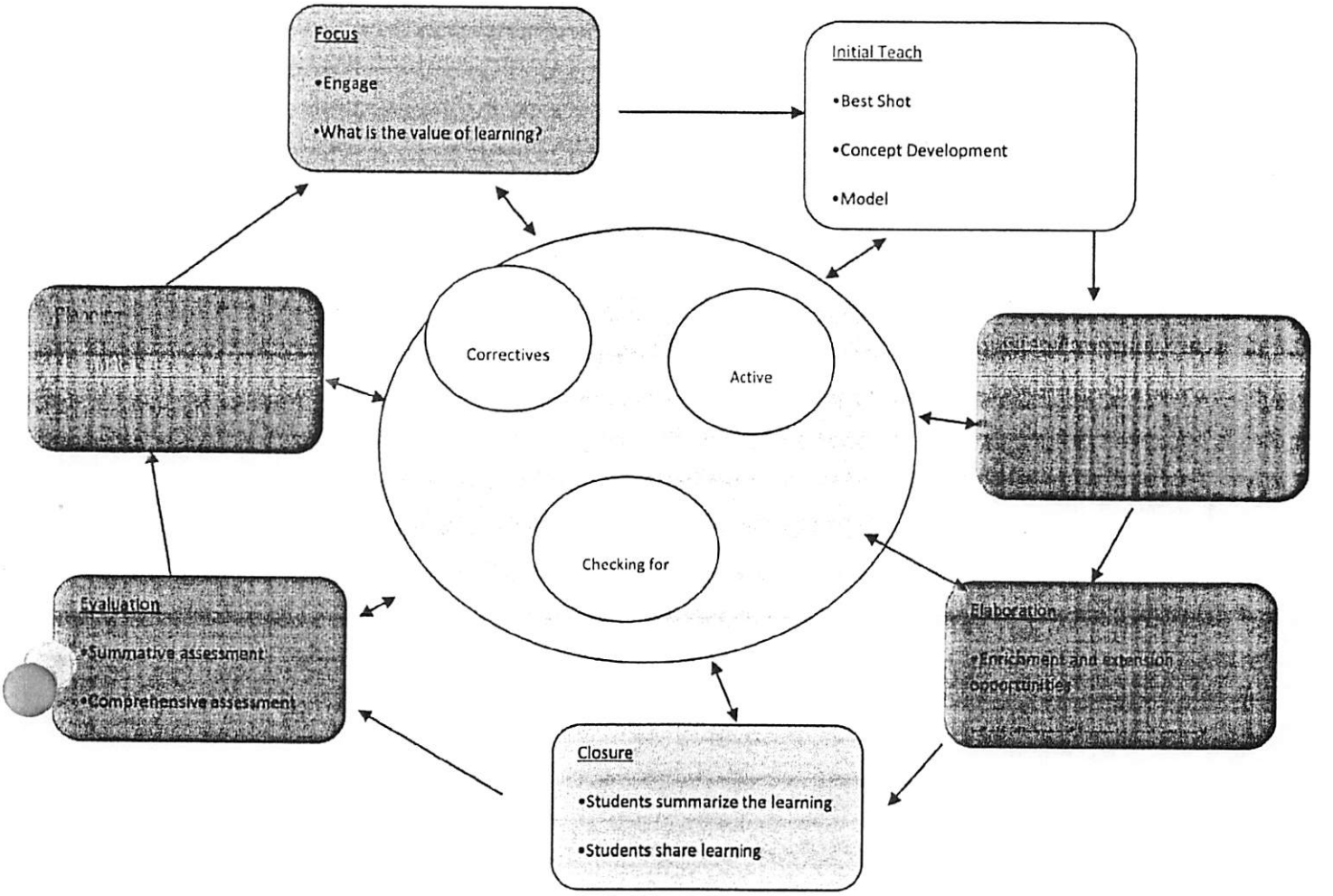
Lesson Design

The lesson planning process includes components that require teachers to use best practices by implementing the SEAL model. Teachers select appropriate Standards; Examine data to plan for pre-reguisite skills, use aligned Assessments, for the standard, and design Learning experiences that research has proven provide the highest learning yields. The lesson planning process also requires teachers to design engaging lessons by using the Working on the Work Framework by Philip Schlechty. The district lesson plan form is required to be used by all teachers. Administrators use the Lesson Plan Feedback Form to give teachers recommendations for improvement.

Lesson Delivery

The Instructional process is a proven method for teaching and learning. All teachers are required to use this process for all lessons. School principals provide training for teachers on the Instructional Process in August of each year.

The Instructional Process



La Joya ISD

Feedback for Weekly Lesson Plan

Teacher: _____ Subject: _____ Week of: _____

General Information	Yes	No	Comments
TEKS/ELPS Objectives			
Content Objective: Student Friendly *Did you state your daily content objectives? Remember content objectives state what you are teaching/what students are learning for the day. They should be based on the TEKS objectives.*			
Language Objective: Student Friendly *Did you state your daily language objectives? Remember language objectives state how students will learn/what they will be doing that ensures they learn the day's objective.*			
Data Examined: Listed Sources *(Quizzes, Exams, etc.)*			
Aligned to Timeline			
Learning Experiences			
Prerequisite Skills • *Did you state specific skills students must have in order to understand the day's lesson?*			
Cue Set / Focus • *Did you state how students' will be authentically focused on the day's lesson?*			
Best Shot / Initial Teach • *Did you state what information will be directly taught / modeled by you?*			
Guided Practice / Independent Practice • *Did you state what activities students will work on with teacher guidance and/or independently?*			
Elaboration / Enrichment • *Did you state how you will extend students' learning?*			
Correctives / Reteach • *Did you state what learning opportunities you will provide to reinforce the concepts students didn't grasp?*			
Closure • *Did you state how you are going to recap the information taught and tie it back to the focus?*			
Evaluation (Summative / Formative) • *Did you state how you will assess that students' learned the day's lesson?*			
Maintenance • *Did you state what skills and/or objectives from previous lessons need constant maintenance?*			
Other Information			
Daily Routines			
Questioning Strategies			
Modifications			
Instructional Technology			
Design Qualities of Choice/(WOW)			
Blooms Taxonomy			
9 High Yield Strategies			

Conference Requested: YES / NO Date/Time of Conference: _____

Appraiser's Signature: _____ Date: _____

Dept. Head Signature: _____ Date: _____

What We Believe-Educational Excellence: The Right of Every student

Planning for Success

Instructional Process	Use of Technology for Teaching and Learning
Summative Assessment / Goal(Comprehensive, cumulative assessment based on clear outcomes understood by students)	Authentic Performance Task, documentary, presentation, digital graphic organizer—that synthesizes learning
Materials (Determine what resources are needed for student learning)	Hardware, software, internet sources
Prerequisite Skills (Plan to teach the skills students need to be successful. How will they be assessed?)	Modeling of technology use How to use equipment, software Guidelines/Appropriate use Standards of technology products Using technology to fill knowledge gaps - internet resources, video,
Cue Set/ Focus (What is the value of this learning? Why is it important in real life? Design for student focus aligned to learning outcomes. Connect to students' experiences, needs, and prior learning.)	Build background knowledge using video, internet sources, graphics, Etc. Present real world scenarios that involve the SEs Multimedia presentation to capture interest
Best Shot / Initial Teach (Model, share, give input needed for students to be successful in guided practice.)	Introduce new concepts through multi-media presentation, graphic organizers, graphs/charts of data, internet resources
Guided Practice (Students practice outcomes with close teacher supervision and teacher feedback.)	Students work independently or in groups to conduct research; use software to collect, organize and/or analyze data; use graphic organizers to examine a topic in detail or outline a process; produce technology-based products such as presentations, web pages, graphic organizers, how-to videos or documents, brochures, etc.
Independent Practice (Students perform outcome with little or no teacher monitoring.)	
Formative Assessment (Teacher checks for understanding. Gives feedback and corrections: not used for grading.)	Teacher reviews rough drafts or storyboards to provide feedback; students rehearse performances/presentations and make revisions based on feedback; teacher and student use rubrics/checklists to give and respond to feedback
Active Participation / Activity (Can be both overt (observable) or covert (not observable). Design learning that requires students to be ACTIVE, not passive.)	Technology grabs student attention Group tasks Include roles for all students
Correctives (Additional opportunities for student to learn identified outcomes, no later than tomorrow! Address the time variable—offer more than drill and kill—design for higher level thinking.)	Individual assistance by teacher; peer assistance. Use of rubric/checklist provides immediate feedback and corrective opportunity.
Extensions (Extend student learning. Open to ALL students. Nurture self-directed learning.)	Expanded research; more advanced use of technology; interaction with community/ experts/ professionals
Closure (*Students* summarize the learning and share. Hook back to the Cue Set.)	Review learning objectives through email reflections/journals/learning logs or student-created multimedia lessons (student as teacher)

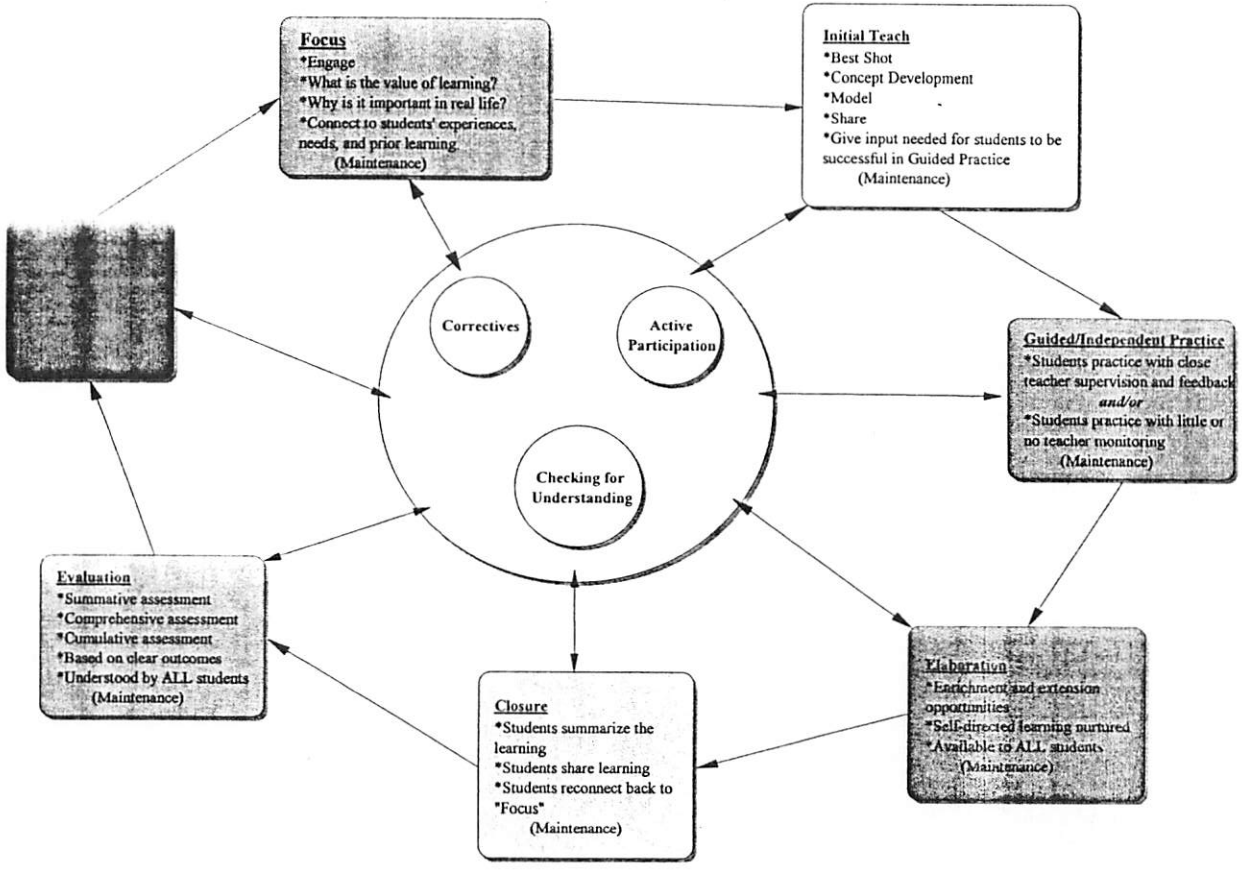
Higher Order Thinking (HOTS) Questions:

1. How will you apply this in real life?
2. How would you evaluate your work?
3. What is the best way to research/solve this problem?
4. Is the source credible? How do you know?
5. What does the data reveal? What questions arise from looking at the data?

ESL Strategies:

1. Multilevel cooperative groups
2. Use of visuals to present abstract concepts
3. Use of graphic organizers reduces language barrier
4. Interaction in groups promotes language development
5. Rehearsal of presentations and use of notes with PowerPoint presentation provides support for oral presentations

The Instructional Process



La Joya Inde nt School District
Weekly Plan fo ngaging Lessons

Name________________________________ Subject__________________________ Grade______

Week of ______________________________ Campus_________________________________

Standards(s)/Content and Substance (TEKS/TAKS)

____

Learner Objective (s)

____

Examine student, class, grade level, (or team) **Data** on

standard (s) to be taught ____________________

Prerequisite Skills____________________

Assessment

Formative____________________

Summative ____________________

Learning Experiences

Monday	Tuesday	Wednesday	Thursday	Friday	Materials Needed:
___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	Daily Routines Questioning Strategies

Modifications/Accommodations:

Instructional Technology:

Design Qualities of Choice

1. Product Focus
2. Affirmation of Performances
3. Affiliation
4. Novelty and Variety
5. Choice
6. Authenticity

Bloom's Taxonomy

Creating: create, compose, design
Evaluating: judge, decide, rank
Analyzing: classify, compare, separate
Applying: show, demonstrate, illustrate
Understanding: explain, describe, summarize
Remembering: name, list, define

9 High Yield Strategies

1. Identify Similarities/Differences
2. Summarizing/Note-taking
3. Reinforcing Effort/Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative learning
7. Setting Obj./Providing Feedback
8. Generating/Testing Hypothesis
9. Question, Clues, And Organizers

La Joya Inde[illegible]nt School District
Weekly Plan fo[illegible]ngaging Lessons

Name________________________ Subject____________________ Grade_______

Week of ______________________ Campus______________________

Standards(s)/Content and Substance (TEKS/TAKS) ______________________ Learner Objective (s) ______________________	**Examine** student, class, grade level, (or team) **Data** on standard (s) to be taught ____________ Prerequisite Skills________________	**Assessment** Formative________________ Summative ________________

Learning Experiences

Monday	Tuesday	Wednesday	Thursday	Friday
___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:

Materials Needed:

Daily Routines

Questioning Strategies

Modifications/Accommodations:	Instructional Technology:	**Design Qualities of Choice**	**Bloom's Taxonomy**	**9 High Yield Strategies**
		1. Product Focus 2. Affirmation of Performances 3. Affiliation 4. Novelty and Variety 5. Choice 6. Authenticity	**Creating:** create, compose, design **Evaluating:** judge, decide, rank **Analyzing:** classify, compare, separate **Applying:** show, demonstrate, illustrate **Understanding:** explain, describe, summarize **Remembering:** name, list, define	1. Identify Similarities/Differences 2. Summarizing/Note-taking 3. Reinforcing Effort/Providing Recognition 4. Homework and Practice 5. Nonlinguistic Representations 6. Cooperative learning 7. Setting Obj./Providing Feedback 8. Generating/Testing Hypothesis 9. Question, Clues, And Organizers

Professional Development and Appraisal System

Professional Growth Activities Guidelines

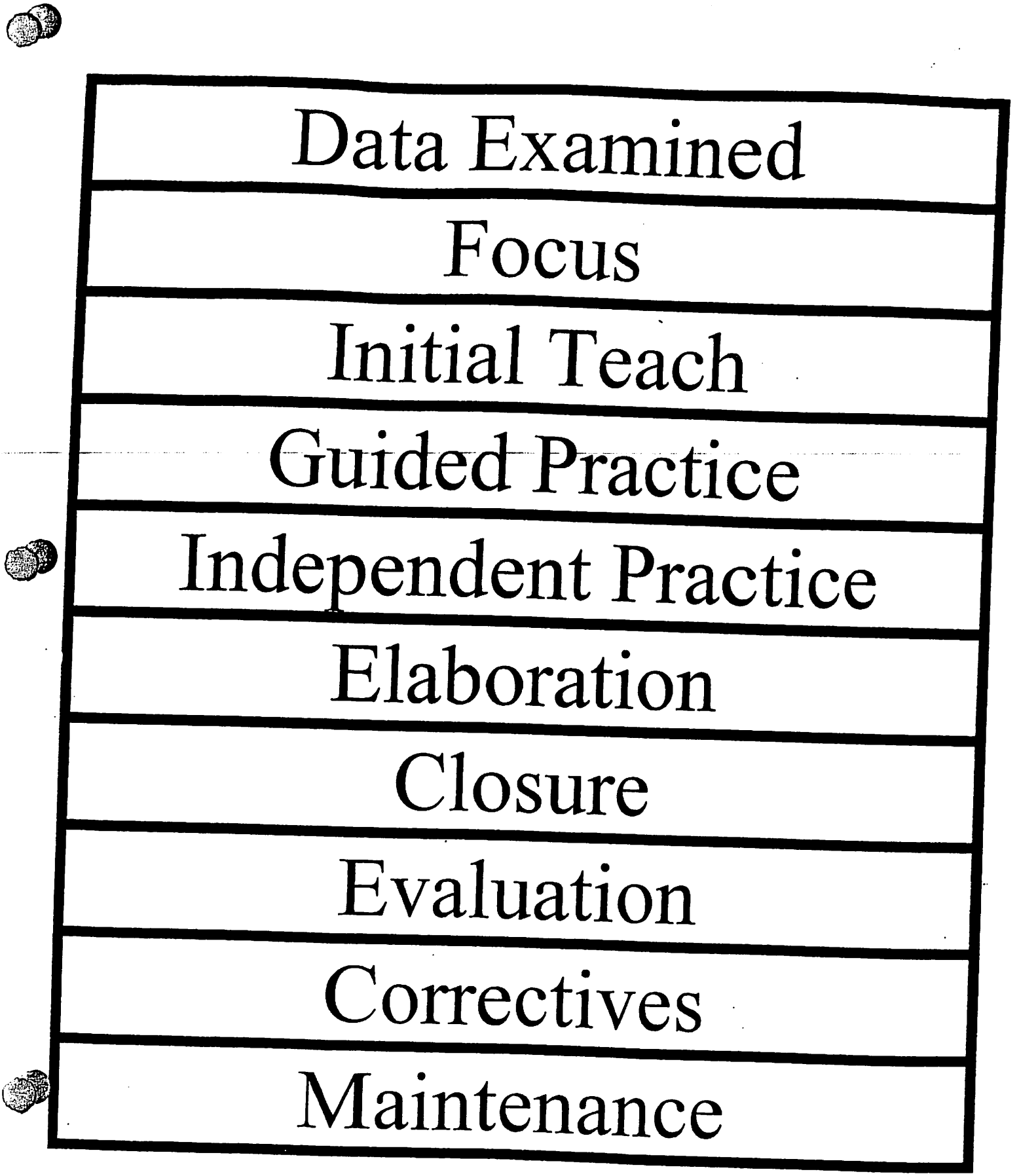
For Credit:

- All professional growth activities must pertain to the following dimensions:
  - Alignment with the goals of the campus and of the district;
  - Correlation to assigned subject content and varied needs of students;
  - Improvement of student performance;
  - Correlation to prior performance appraisal;
  - College courses for which the district does not provide reimbursement;
  - College courses related to the educational field.
  - Sessions should be scheduled after school hours or Saturdays.
  - Certificates are not needed for every session; however, verification of attendance by the campus administrator will be required for credit.

The following will not be allowed for credit:

- Faculty meetings
- School programs
- Parent/PTO meetings
- UIL events
- District staff development (waiver) days
- Campus council meetings
- District (DEIC) council meetings
- Staff development for which payment is received

Data Examined	Prerequisites needed are analyzed. A student's pri learning is considered. Assessment data is analyzed
Focus	The value of learning is established. Real-life connections are first made. Student experiences are brought into the lesson. Engagement is established.
Initial Teach	The lesson's "best shot" takes place. Concept development occurs. Concepts are modeled for and/or shared with all students.
Guided Practice	Practice with close teacher supervision occurs.
Independent Practice	Practice with little or no teacher monitoring occurs.
Elaboration	Enrichment and/or extension opportunities occur. Self-directed learning may take place. These are all readily available to ALL students.
Closure	Students summarize and share the learning that took place. Students reconnect to initial "value of learning," "real-life connections," and "student experiences" discussed.
Evaluation	Summative and comprehensive assessment opportunity based on clear outcomes understood by ALL students.
Correctives	Additional opportunities for learning. Designed for higher level thinking, and not as more "drill" of the same material initially taught.
Maintenance	On-going focus that ensures that material learned vi activities in lesson is retained long-term.


Data Examined
Focus
Initial Teach
Guided Practice
Independent Practice
Elaboration
Closure
Evaluation
Correctives
Maintenance

Prerequisites needed are analyzed. A student's prior learning is considered. Assessment data is analyzed.

The value of learning is established. Real-life connections are first made. Student experiences are brought into the lesson. Engagement is established.

The lesson's "best shot" takes place. Concept development occurs. Concepts are modeled for and/or shared with all students.

Practice with close teacher supervision occurs.

Practice with little or no teacher monitoring occurs.

Enrichment and/or extension opportunities occur. Self-directed learning may take place. These are all readily available to ALL students.

Students summarize and share the learning that took place. Students reconnect to initial "value of learning," "real-life connections," and "student experiences" discussed.

Summative and comprehensive assessment opportunity based on clear outcomes understood by ALL students.

Additional opportunities for learning. Designed for higher level thinking, and not as more "drill" of the same material initially taught.

On-going focus that ensures that material learned via activities in lesson is retained long-term.

The teacher ignores last year's TAKS and prior year's information on the students he has this year. As he begins to plan for instruction, he figures, "Hey, they better be ready, come hell or high water!! I don't need to know anything about them! They are on their OWN!!"

The 6th grade Social Studies teacher tells the students that because they must learn all of the brand new material in *Unit 4: China and India* this week so that she can move on to the next unit next week, she WILL NOT waste time answering questions as she lectures from her *Glencoe*-produced PowerPoint. Students know this is how she gives them her best try. Wow.

The Geometry teacher closes the door after the bell rings, marches to the podium, opens his 20-year-old teacher's edition textbook, and plans to begin the lesson on Sine, Cosine, Tangent, and Cotangent immediately. No one says anything. No one asks questions. No one looks up. Everyone knows the routine – sit down and shut up so he can start.

After working with students on a worksheet, the 5th grade teacher hands the students ANOTHER worksheet and leaves the classroom to answer a cell phone call. She explains to them that they have proven they do not need her for this activity – and the phone call *IS* important. "You are on your own – not a peep from you all!"

The ELA teacher moves quickly from lecture to a worksheet. He asks students to be extremely quiet and do their work by themselves. He announces that he'll "work" with them, allowing them to ask him only 1 question per student.

Orange – Guided Practice

The teacher hands the students a crossword puzzle and asks them to complete it to confirm that they connected to the learning in the lesson. She explains, "Guys, this is how we seal the deal! Y'all do the puzzle on the topic we covered that was so-o-o relevant to you, right? And we are so DONE!!"

Orange – Closure

The teacher writes an assignment from the back of the book on the board that the students must complete for homework with no discussion or instructions. The topic *IS* "sorta" connected to the topic, and she *INSISTS* it will help them get more in-depth information on it.

The teacher gives the students yet ANOTHER crossword puzzle that really does not relate to the topic that is being taught in class. This time the puzzle has 10 more words than the LAST puzzle. "Guys, this WILL help y'all that goofed it up last time!" The teacher's satisfied he's helping learners learn what they didn't get last time.

The 1st grade teacher tells the students that they will now have a test over all the material they learned this week so they need to put all their materials away, clear the table, and get ready. The young students look scared, but plod on.

The teacher tells the students "You should know this by now, you have had it in third grade, in fourth grade, in fifth grade, in sixth grade and you still don't remember. What is wrong with you? Y'all need to keep that stuff you got in the past in yer heads *now*!! Keep it! Don't *lose* it!"

Lesson Design and Delivery – Trainer of Trainers

Module 4: *Standards, Examine Data, Assessment, Learning Experience* (SEAL)

SEAL Jigsaw Activity

ssign the 4 SEAL Components as follows:

roup 1: S = Standards Handout *(SEAL Binder pages 4-9)*

roup 2: E = Examine Data Handout *(SEAL Binder pages 10-19)*

oup 3: A = Assessment Handout *(SEAL Binder pages 20-25)*

oup 4: L = Learning Experiences Handout *(SEAL Binder pages 26-35)*

structions for conducting the SEAL Jigsaw:

Read the handout corresponding to SEAL Component you were assigned. Note that your SEAL handout aterials are divided into three sections in this order:

a. *Introduction – 1 to 2 pages of information in paragraph form*

b. *Guiding Questions – 1 to 2 pages of questions pertinent to your component*

c. *Additional information on your component, after the Guiding Questions*

Using a chart tablet sheet & markers, ***create a poster that explains/depicts the Top 10 Most Important Ideas*** *ntained in the information of your SEAL Component. In your "Top 10" chart be sure to address:*

a. *The Introduction section of your SEAL component*

b. *The Guiding Questions of your SEAL component*

c. *The additional information of your SEAL component*

d. *Why your component is crucial to lesson planning*


SEAL

learning 24/7
Any Time Any Place

SEAL

SEAL the Lesson!

Development Team
Evelyn Arroyo
Cynthia Nations, Ph.D.
Maria Ramos

Guidance and Support
Linda Auman
Karen Young
Lorie Garver
Learning 24/7 Staff

2525 E. Arizona Biltmore Circle, Suite 240
Phoenix, Arizona 85016
Phone (602) 778-1030
Toll Free (800) 242-3419
Fax (602) 778-1030

SEAL

INTRODUCTION

Our nation's schools face new [redacted] in the 21st century. [redacted]. Many students representing this diversity have been excluded from mainstream instruction. Many of these students have, for the most part, been exempted from [redacted]. With NCLB, federal law now requires all of these students to be "proficient" on state tests aligned with grade level standards. This requirement is an extreme challenge for the nation's growing English language learner population (approximately 4.4 million), the nation's students receiving special education services (approximately 6.6 million), and other children being left behind, CLB.

Many of today's children are not taught at grade level standards. This is a common practice used to "help" students learn at a comfortable pace. By law, all students must be given equal opportunities to learn content at the appropriate grade level. They will only succeed if they are provided this opportunity. Building a repertoire of research-based strategies that are aligned with the standards at each grade level is essential for student success. New theories of learning are emerging that are giving rise to different approaches to the design and delivery of lessons focused on standards, teaching, and assessment. These approaches are meeting the need for the establishment of equity-oriented pedagogy that offers real-life applications. The SEAL framework addresses these important components for today's classroom.

4 different levels make informed decisions

In SEAL, teachers examine data to inform decisions about instruction. Examining the data gives teachers information about students' past performance by objective. Examining student performance on previous tests and other forms of assessments provide teachers with a "starting point" in lesson design. Teachers also use this knowledge to establish a scope and sequence of objectives.

Assessment is a major component in the SEAL framework. Stiggins (2001) pinpoints five standards of high-quality assessment practices. He also emphasizes assessment *for* learning (continuous formative, student-involved assessment) as well as assessment *of* learning (summative assessment). In SEAL, teachers explore the 5 quality assessment standards and learn more about assessment *of* and *for* learning.

Marzano, Pickering, and Pollock (2001) have turned the "art" of teaching into the "science" of teaching by researching the effects of instruction on student learning. A meta-analysis combined the results from a number of studies to determine the average effect of a given teaching strategy. From this analysis, the authors identified 9 categories of instructional strategies that affect student achievement. [redacted]

Research Based

SEAL Framework

1
STANDARDS

4
LEARNING EXPERIENCES

2
EXAMINE DATA

3
ASSESSMENT

learning 24/7
Any Time Any Place

SEAL

STANDARDS

SEAL
STANDARDS

INTRODUCTION

SEAL places emphasis on standards and standards-based practices in curriculum design. Wiggins and McTighe (1998) emphasize the importance of standards by stating, "We are not free to teach any topic we choose. Rather, we are guided by national, state, district, or institutional standards that specify what students should know and be able to do" (p. 7). In SEAL, units and lessons are formulated around the identification of desired results, determining acceptable evidence of student mastery and planning learning experiences (Wiggins and McTighe, 1998) to achieve high levels of proficiency as well as mastery of content.

The first step in unit/lesson planning is to identify the goals and objectives for a lesson. Looking at national, state and district standards are crucial in this step. What do we want students to know and be able to do as a result of the unit/lesson? What learning activities will be selected so that students will be engaged and will construct their own meaning from the lesson? How will students be assessed throughout the learning experiences so that their learning progress can be monitored?

Assessment plays a key role in determining acceptable evidence of student mastery. In the Examine Data section of SEAL, tools to determine student learning progression are provided. In the data disaggregation process, data is taken apart to obtain a clear understanding of how different subgroups of students are performing. The disaggregation process can help educators view areas of strengths and weaknesses of students. Continuous formative and summative assessment activities are planned for the unit/lesson so that a teacher will have a clear picture of students' learning throughout the learning process.

After we know the goals of the lessons based on the standards, and after we have planned how we will determine evidence of student mastery, we plan specific learning experiences. Wiggins and McTighe (1998) use the acronym WHERE when designing a unit. The teacher takes into consideration, "*where* are we headed, *hook* the student, *explore* the subject and *equip* the student, *rethink* our work and ideas, and *evaluate* results" (p. 115). This strategy provides a comprehensive, user-friendly format for teachers.

Throughout the unit/lesson planning, we carefully consider lesson products. What products or artifacts will students create by the end of the lesson to demonstrate their learning? What resources and materials will be used to enhance student learning? How will we integrate technology in students' learning experiences? How will we group students to maximize their learning? Student learning experiences are the center of the unit/lesson planning process.

Standards provide equity and all student populations are to be included in the equation of high standards. Elementary and secondary students must have unrestricted access to challenging academic content in order to become fully proficient. Standards-based instruction is the foundation for SEAL.

STANDARDS
GUIDING QUESTIONS

1. What are the steps in lesson design?

2. What is a good template to follow when designing a unit?

3. What is the role of standards in lesson design? Is there a scope and sequence or curriculum map to follow when looking at the standards?

4. How do we establish the goals and objectives of a lesson?

5. How do we identify essential questions of a lesson?

6. When designing learning experiences, how do we maximize learning activities for optimum student success?

7. How do we make formative and summative assessments a natural part of learning experiences?

STRATEGY: STANDARDS-BASED CLASSROOM ENVIRONMENT

STRATEGY PROCEDURES:

1. The standards are posted and taught.
2. Students feel free to express their ideas.
3. Work that meets the standard is displayed.
4. Students are shown models, rubrics, benchmarks papers and examples that demonstrate what "proficiency" looks and sounds like.
5. Student work is proudly displayed when completed and while in progress.
6. Students maintain portfolios containing drafts and revisions of work in progress. Students and parents have access to the work.
7. Students take more responsibility for their learning and are more actively involved.
8. The teacher's role moves from the traditional "fact teller" or "enforcer" to collaborator and coach.
9. Assessment is continuous and formative and emphasizes performance and compares student performance to the standard, not to other students.
10. Teachers and students continuously reflect on teaching and learning.

TEACHER NOTES:

INTRODUCTION:

A standards-based classroom is a place where students can talk about ideas and access the tools they need to build their own knowledge base. If students do not feel safe enough to express themselves, they cannot engage in the dialogue that is crucial to standards-based teaching.

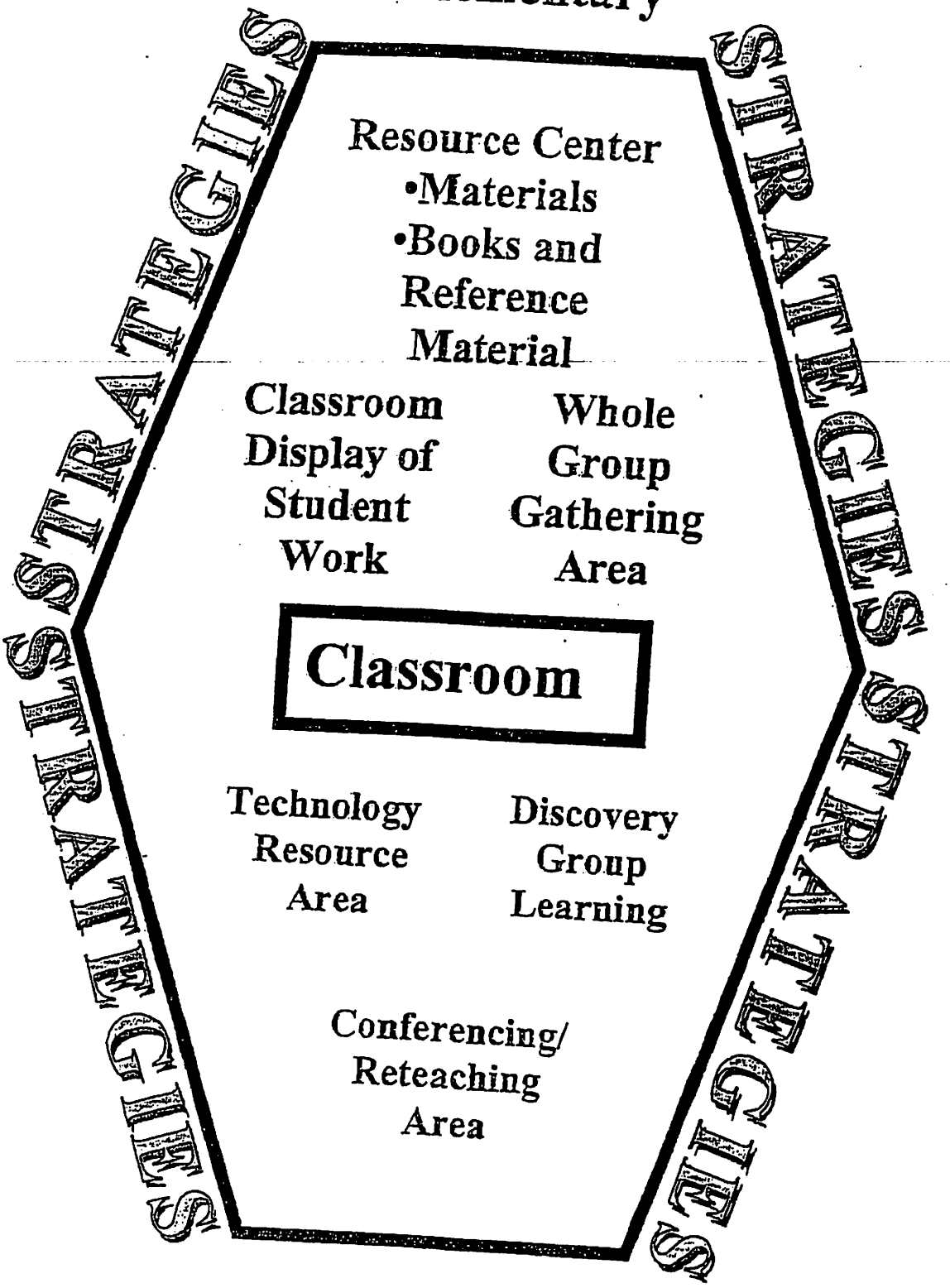
OBJECTIVES:

1) Create an awareness of the importance of establishing a standards-based classroom climate.
2) The climate established in the classroom is a place where students are allowed to think, reflect, and construct their own knowledge while building and sharing knowledge with their peers.

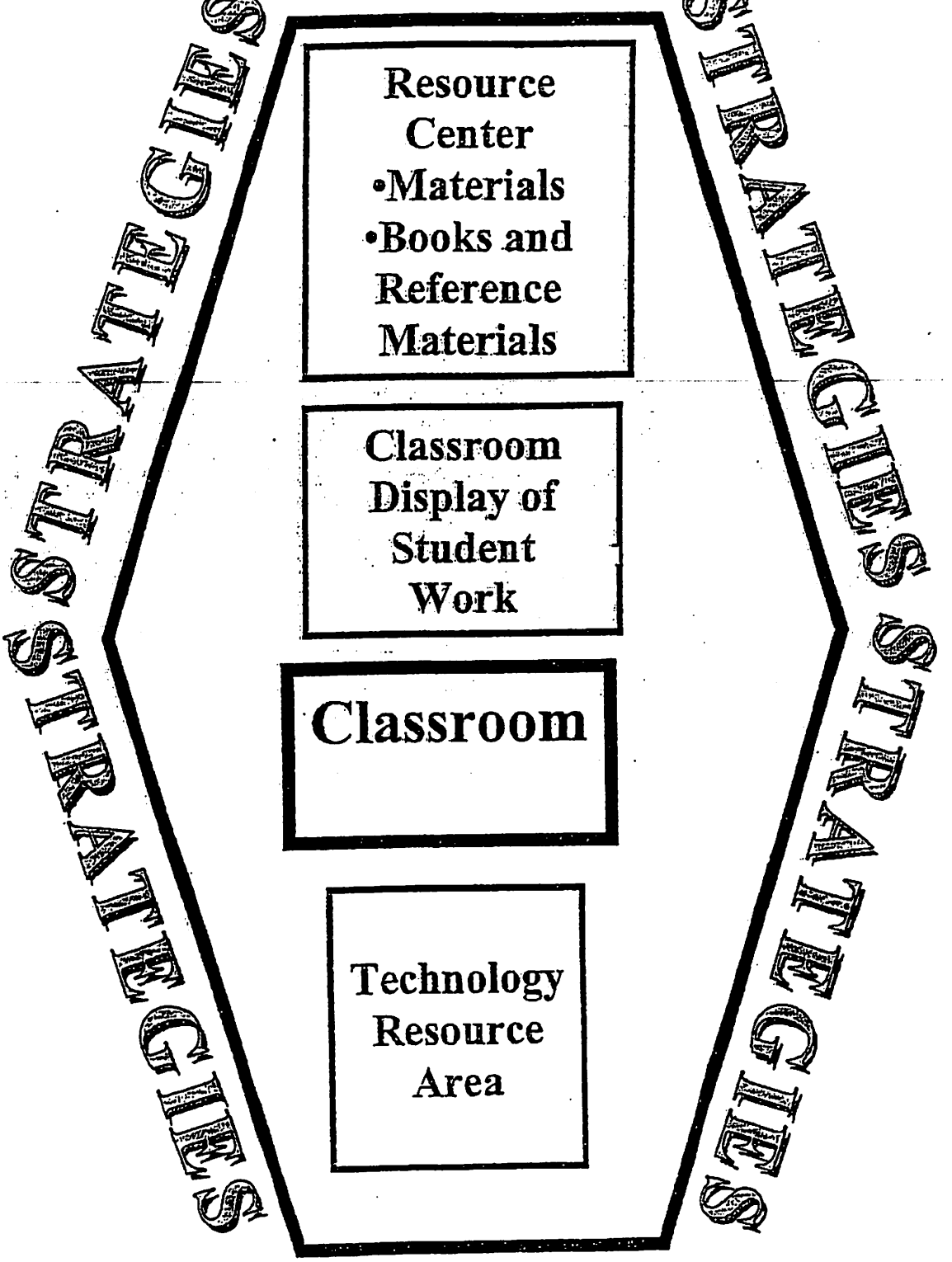
FAQs:

Is it difficult to establish a standards-based classroom?
How do I go about setting up a standards-based classroom?
A standards-based classroom starts with the standards. The teacher is aware of the standards in planning learning activities. Students are aware of the standards and of what is expected of them. The establishment of a standards-based classroom is a gradual process based on the ever-growing understanding of the standards.

Classroom Model Elementary



Classroom Model
Secondary



learning 24/7
Any Time Any Place

SEAL

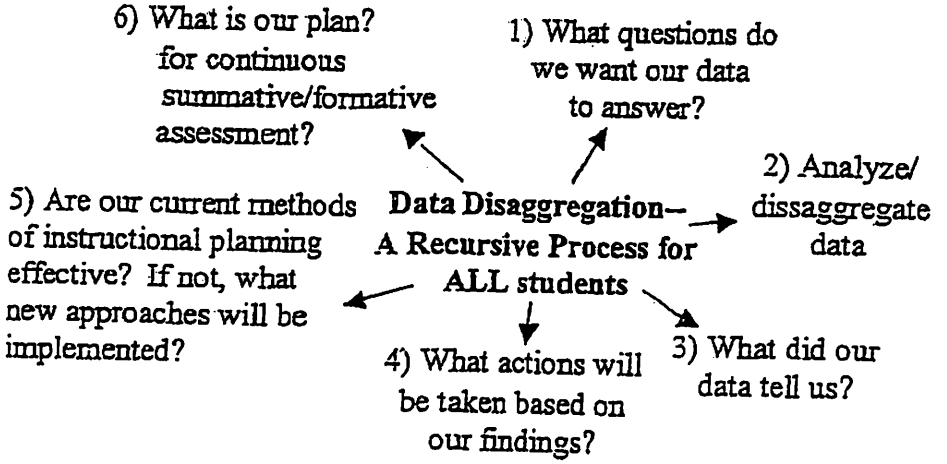
EXAMINE DATA

SEAL
EXAMINE DATA

INTRODUCTION

Test data results are given to districts neatly packaged in aggregated form. To make the most effective use of this information, it is necessary to disaggregate the data. In the process of disaggregation, data is taken apart to obtain a clear understanding of how different subgroups of students are performing. The disaggregation process can help educators view the learning gaps of ALL students. The process provides a clear picture of possible divisions that might occur for certain student populations. For example, are there many English Language Learners (ELLs), in special education classes? Are there very few African American students in gifted and talented programs? Are transience/mobility rates a factor in student achievement?

From the information obtained from the questions, an inquiry process can be established that is designed for the specific needs of the campus:



When looking at data, administrators and teachers continually ask questions about how to improve student learning. Data analysis becomes a recursive process. There are many ways educators can disaggregate data:

Look at students who consistently perform in the lowest quartile and further investigate to see if these students have access to the same content and curriculum as other students. Follow the achievement data of a group of students over a period of several years. The data obtained can be used to analyze the effects of changes in programs and instructional

practices. Use item analysis to examine how individual students perform on test items related to the same test objective. Areas of strength as well as weak areas can be determined from item analysis. From this information, teachers can prepare instructional strategies that will improve students' conceptual and content knowledge in the identified areas.

An important area to analyze when assessing students is curriculum calibration. A curriculum calibration analysis of student work ensures the instructional materials utilized are not below grade level standards. This analysis will provide educators with insight about poor student performance.

The data analysis results link directly to the improvement of programs and instructional practices. In the process, educators work collaboratively to examine and use data to uncover problems and continuously monitor results.

EXAMINE DATA
GUIDING QUESTIONS

1. What questions do we want our data to answer?	
2. How will we analyze (disaggregate) our data?	
3. What did our data tell us?	
4. What actions will be taken based on our findings?	
5. Instructional Planning--Are our current methods of instructional planning effective?	6. If not, what new approaches/programs will be implemented?
7. What is our plan for continuous formative/summative assessment?	

EXAMINE DATA
GUIDING QUESTIONS
ADDRESSING LEARNER-CENTERED PROBLEM (S)

1. What is/are the identified problem area(s) to address?

2. What evidence do we have that this/these is/are the problem(s)?

3. What student groups are affected by this/these problem(s)?

4. What is/are the source(s) of the problem(s)? How do we know?

5. What is/are the learning goal(s) for improvement?

STRATEGY: DATA DISAGGREGATION

STRATEGY PROCEDURES:

1. Look at data sources to disaggregate the aggregate picture. Sources for data disaggregation include: state test scores, grade-level performance assessments, school performance assessments, and district performance assessments.

2. Use the charts provided on the following pages to break down the data.

3. After information has been obtained, work together to discuss the findings. What practices and beliefs might be the cause of poor student achievement in certain areas and for individual students?

4. What can teachers/grade levels/departments do to improve student achievement?

5. Determine how records will be kept to demonstrate improvement over time.

TEACHER NOTES:

INTRODUCTION: Data disaggregation is a means to take a close and careful look at what areas need to be improved so that we can continue to help our students succeed in learning. Student data offers important clues about what to focus on when designing learning experiences. By systematically looking at student data, we are able to pinpoint problem areas and work together to create solutions for the identified areas. Looking at data helps schools to gain insights about student progress, keeps knowledge about student learning in the forefront as improvement plans are formulated, and establishes a baseline to formulate longitudinal progress over time.

Usually data is presented in an aggregate form and does not provide information about specific groups. Data disaggregation includes looking at student subgroups. From there, a campus should discuss what practices and/or beliefs might be the cause for low student achievement and steps that should be taken to help students progress.

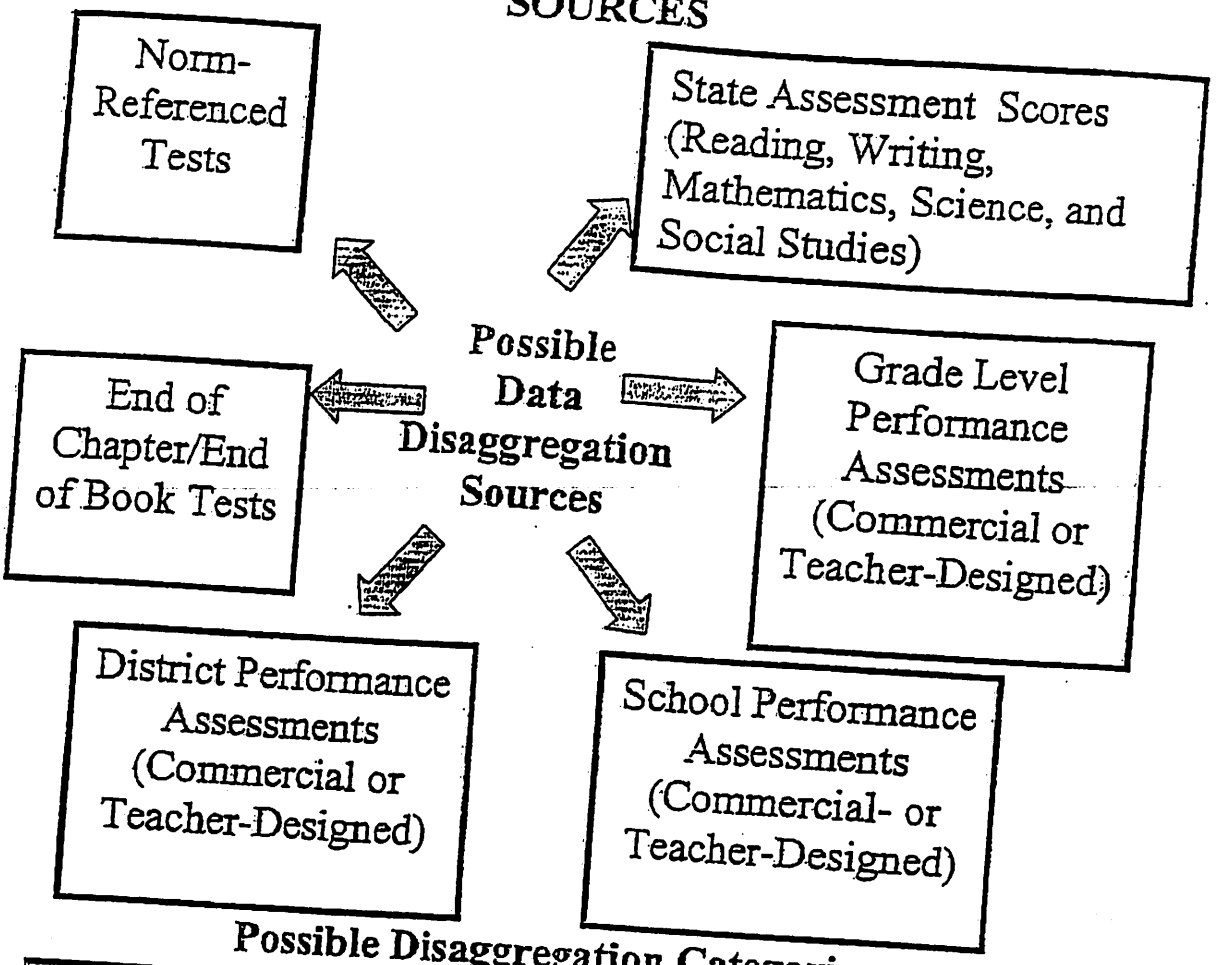
OBJECTIVES:

1) To break apart the aggregate data into subgroups
2) To analyze areas that need improvement
3) To work together as a team to improve areas that need improvement.

FAQs:

How often should I refer to my data? If a template is provided, it is critical to examine data as you design your lessons. Time needs to be provided for teachers to accomplish this job.

DATA DISSAGREGATION SOURCES



Possible Disaggregation Categories

Grade Level/Subject Area/ Course Objectives	Quartiles (01-25; 26-50; 51-75; 76-99)

Individual Student Categories

Reading Level	English Proficiency Level
Gender: Male/Female	Math Level
Ethnicity: African American/ Hispanic/Native American/White/Asian/Other	Socioeconomic Status: free/reduced lunch/ Other

SEAL
DISAGGREGATION CATEGORY:
GRADE LEVEL/SUBJECT/OBJECTIVES

Data Source_____Grade Level_____Subject_____

Disaggregated by (check one):

☐ % Passed (met minimum criteria) ☐ % Mastered (met highest standard)

Student	# Correct/ # Possible	% Passed/ % Mastered	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Obj 6	Obj 7	Obj 8

*Under each objective, record the number correct or the percentage passed or mastered.

SEAL
DISAGGREGATION CATEGORY: QUARTILES

Data Source____________________ Grade Level__________ Subject__________________

Disaggregate by Quartile

01-25	51-75
26-50	76-99

Student	Total Subject Quartile	Quartile Obj 1	Quartile Obj 2	Quartile Obj 3	Quartile Obj 4	Quartile Obj 5	Quartile Obj 6	Quartile Obj 7	Quartile Obj 8

SEAL
DATA DISAGGREGATION CATEGORY:
STUDENT INFORMATION/PROFILE

Teacher_____Grade Level_____Year_____

Student	Male/ Female	*Ethnicity	English Proficiency Level	Reading Level	Math Level	Informal Assessment Information

*Ethnicity—A-African American; H-Hispanic; NA-Native American; W-White; A-Asian; O-Other

SEAL
DATA DISAGGREGATION CATEGORY:
LONGITUDINAL STUDENT INFORMATION/PROFILE

Student:	**Parent/Guardian:**
Address:	**Contact Information:**
***Ethnicity:**	**Gender:**
Other Information:	

Year/ Grade	English Proficiency Level	Test Score READING	Test Score WRITING	Test Score MATH	Amount of Time in Our School	Amount of Time in My Class	Informal Assessment Information

Notes:

*Ethnicity—A-African American; H-Hispanic; NA-Native American; W-White; A-Asian; O-Other

learning 24/7
Any Time Any Place

SEAL

ASSESSMENT

SEAL ASSESSMENT

INTRODUCTION

Assessment includes any activity that provides feedback to the teacher and students about what students have learned. It is also very important to include students in the assessment process (Stiggins, 2001; Marzano, Pickering, and Pollock, 2001; Wiggins and McTighe, 1998). Rick Stiggins focuses on the learning goal(s) of the unit and the importance of students' involvement in continuous self-assessment before, during, and after the lesson.

Wiggins and McTighe (1998) focus on various facets of student understanding. The authors also focus on assessment as "the act of determining the extent to which the curricular goals are being and have been achieved" (p. 4). They emphasize "information gathered through a variety of formal and informal assessment during a unit of study or a course" (p. 4). In the "backward design" approach, Wiggins and McTighe call for educators "to operationalize our goals or standards in terms of assessment evidence as we begin to plan a unit or course" (p. 8). Their important question is, "what would we accept as evidence that students have attained the desired understanding and proficiencies—before proceeding to plan teaching and learning experiences?"(p. 8).

The planning and design of assessment holds true for ALL students. Students should be provided opportunities to demonstrate and share what they know and are able to do. Assessment is inclusive in that it refers to the general process of monitoring student progress in both formative and summative ways. Students are shown ways to take and interest in and monitor their own learning progress.

ASSESSMENT
GUIDING QUESTIONS

1. Are assessments in place that will continually monitor students' learning? Do assessments focus on desired outcomes?
2. Are assessments directly related to what has been taught?
3. Are formative assessments routinely designed and utilized as part of learning experiences?
4. Is the information obtained by formative and summative assessments used to design learning experiences that will focus on every learner's strengths and weaknesses?
5. Do students have opportunities to take part in their own assessment?
6. Are portfolios included in assessment? If so, do writings, notes, video recordings, audio recordings, projects, test results, etc., reflect students' development and achievement?
7. Do the educators in your school have discussions about what constitutes sound assessment practices?

ASSESSMENT: FOR LEARNING

1. Prepare a list of criteria to judge a...
2. Indicate priority and ratings.
3. Conduct a debate about an area of special interest.
4. Make a booklet about 5 rules you value.
5. Form a panel to discuss a topic. State criteria.
6. Write a letter to....advising changes needed.
7. Prepare arguments to present your view about...
8. Invent a machine to do a specific task.
9. Design a building.
10. Create a new product. Give it a name and plan a marketing campaign.
11. Write about your feelings in relation to....
12. Write a TV show, play a puppet show, role play, song, or pantomime about...
13. Design a record, book, or magazine cover for....
14. Devise a way to...
15. Create a language code.
16. Sell an idea to a billionaire.
17. Compose a rhythm or put new words to a known melody.
18. Design a questionnaire to gather information.
19. Make a flow chart to show critical stages.
20. Write a commercial for a new/familiar product.
21. Review a work of art in terms of form, color, and texture.
22. Construct a graph to illustrate selected information.
23. Construct a jigsaw puzzle.
24. Analyze a family tree showing relationships.
25. Write a biography about a person being studied.
26. Arrange a party and record/list the steps you took.
27. Construct a model to demonstrate how it will work.
28. Make a diorama to illustrate an important event.
29. Compose a book about...
30. Make a scrapbook about the areas of study.
31. Make a paper-mache map showing information about an event.
32. Make a puzzle game using ideas from the study area.
33. Make a clay model of...
34. Paint a mural.
35. Design a market strategy for your product.
36. Design an ethnic costume.

FORMAL AND INFORMAL ASSESSMENTS

(Determine before lessons begin.)

Traditional Assessments *(Typically completed at the end of a lesson/unit)*	**Higher Cognitive Demand Student Self-Assessment** *(Used before, during, at the end of a lesson/unit)*	**Performance Tasks/Projects** *(Used before, during, at the end of a lesson/unit)*
Daily Quiz	KWL and More Charts	Student responses in the form of diagrams, concept maps, drawings, short answers, etc.
End of Chapter/Book Test	Student Journals See section on Bloom's Taxonomy	Student performances include individual/group reports, journals or summaries, poems and stories, plays, student portfolios, science project, athletic competition, dance, dramatic reading, debates, etc.
Criterion-referenced test	Questioning Strategies at Higher Cognitive Demand Levels	Student products include individual/group reports/research papers/essays, plays/stories/poems, student portfolios, art exhibits, science exhibits, video/technology productions, etc.
Norm-referenced test	Student Reflection and Discourse Practices	Learning processes include continuous questioning by teacher and students, discourse practices, interviews, conferences, KWL More charts/learning logs, etc.

Data Examples from Traditional and Performance Tasks/Projects

Norm-referenced test results (National test)	Criterion-referenced test results (State test)
Performance-based assessment results	Student Work
Surveys given to teachers, parents, students	Classroom Observation Checklists
Focus Group discussion records	Interviews with students, teachers, administrators, and parents

RUBRIC FOR TEACHERS
EVAULATION OF INSTRUCTIONAL STRATEGIES

4	3	2	1
The standard(s) selected are appropriate for content area and grade level; outcomes address relevant standards.	Standard(s) chosen are somewhat appropriate for content and grade level; module outcomes are somewhat appropriate to relevant standards.	Unit does not address important content or grade level standards; module outcomes are not related to appropriate standards.	No standards are identified.
The strategy provides means and opportunities for all students to learn and recognizes the diverse needs (learning styles, learning disabilities, culture, language, etc.) of the students.	It is not clear if the strategy meets the needs the needs of the diverse classroom (meets some needs, but not all groups).	Strategy only meets the needs of the general student population	No consideration is given to meeting the needs of diverse learners.
Assessments are planned first and assessment guides instruction. The students are assessed using a variety of methods throughout the unit; assessments tap deeper scientific and cultural understanding, reasoning, and skill development, and timely feedback is provided to students.	Students are assessed using a variety of methods, but the assessments do not guide subsequent instruction, assessments do not tap into deeper understanding, reasoning and skill development; and timely feedback is not provided to students.	Students are assessed using traditional approaches (end of chapter tests,. teacher-created tests, etc.)	No assessment provided.
The strategy employs a wide variety of questions, prompts, and modeling at different levels of cognitive thinking.	The strategy employs some questions, prompts, and modeling at some levels of cognitive thinking	Questioning, the use of prompts and modeling are not used in a planned, consistent manner.	There is no evidence of questioning, the use of prompts or modeling.

learning 24/7
Any Time Any Place

SEAL

LEARNING EXPERIENCES

RUBRIC FOR TEACHERS
EVAULATION OF INSTRUCTIONAL STRATEGIES
(Continued)

4	3	2	1
The strategy places primary focus on instruction with ethical, competent, and supportive use of technology.	Technology is used, but students are not able to see the connection with the instruction.	Technology is used with no connection to the learning concepts.	No technology is used in the lesson.
The students have access to multiple materials and resources to increase learning opportunities (e.g., the Internet, library, etc.)	The students have very limited access to materials and resources to increase learning opportunities.	Students are not clear about which materials and resources to look for or use.	No other materials are available for students to use.

SEAL
LEARNING EXPERIENCES

INTRODUCTION

After standards have been identified, the learning goals have been selected, and formative and summative assessments have been planned, the focus turns to the selection of the best learning experiences that will relate directly to the standards, learning goals and assessment for the grade level. Learning experiences and standards cannot be "watered down." In addition, teachers of ALL students must consider the integration of strong literacy development and positive attitudes for learning as well as strategies that will continuously incorporate listening, speaking, writing, and reading skills.

When choosing learning experiences, the teacher focuses on the student as an individual learner. What will motivate each student to want to know more about the content? What strategies will be used to create "enduring understandings" (Wiggins and McTighe, 1998)? How do students differ from one another? In what ways will each student's needs be met? Is there a system in place in which students will be able to monitor their own learning? The planning of learning experiences, coupled with strong literacy experiences, is a complex undertaking that involves teacher decision-making at many different levels.

In order to meet the needs of each leaner, learning experiences are designed in ways so students will have opportunities to construct their own meaning of the content. Constructivists propose that when students construct their own meaning, their learning is deeper and lasting, and they are able to become critical thinkers (Dewey, 1933; Wigginton, 1989). Students should also be provided with ample opportunities to interact with their peers in order to build on each others' knowledge.

The role of the teacher as a facilitator of learning is considered in this process. "The teacher's role is to guide, focus, suggest, lead, and continually evaluate the progress of students (Marlowe and Page, 1998, p. 57). The teacher also models language consistently and provides direct instruction for the students. Many strategies are included in the lesson to model listening, speaking, writing, and reading skills. Harmer (1991) provides the following roles for the teacher: 1) *controller* in eliciting nationality words; 2) *assessor* of accuracy as students pronounce words; 3) *model* of pronunciation; 4) *organizer* in providing instructions

for pair interaction; 5) *initiator, monitor*, and *organizer* of feedback; and as 6) *resource guide* to help students with words during lesson.

Learning experiences must be strategically planned so that all students will be aware of their own learning. This awareness includes not only the content, but also how to apply and use the knowledge in the future. Careful consideration about the materials and resources to be used and how students will integrate technology in the learning experience require deliberate and careful planning by the teacher. "Having a clear goal helps educators to focus our planning and guide purposeful action toward the intended results" (Wiggins and McTighe, 1998, p. 13).

LEARNING EXPERIENCES
GUIDING QUESTIONS

1. Have standards, learning goals, and assessment been carefully considered and planned before planning learning activities?
2. Do the learning activities relate directly to the standards, learning goals and assessment?
3. What activities will be the "fit" with the standards, learning goals, and assessment?
4. Are learning experiences calibrated to grade level and standards for the grade level?
5. What will motivate students to want to know more about the topic?
6. How will students self-monitor their own learning?
7. Will learner differences be considered during the lesson? In what ways?
8. What roles will students play during the learning process? What roles will the teacher play?

LEARNING EXPERIENCES
GUIDING QUESTIONS

9. Are students given opportunities to build on each others' learning experiences during the lesson?
10. What resources and materials will be used to accomplish the goals of the lesson?
11. Will technology be included in the learning activities? If so, how?
12. Is the design of the lesson effective to ensure "enduring understandings"? (Wiggins and McTighe, 1998)

CLASSROOM INSTRUCTION THAT WORKS
RESEARCH-BASED STRATEGIES

Marzano, Robert J., Pickering, Debra J., and Pollock, Jane E.
Classroom Instruction That Works. Alexandria, VA; ASCD, 2001

Instructional Strategy	Percentile Gain	Strategies
Identifying similarities and differences	45	T-charts, Venn diagram, classifying, analogies, cause and effect links, compare and contrast organizers, etc.
Summarizing and note taking	34	Summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, sub/delete/keep, panorama view, shared summary, etc.
Reinforcing effort and providing recognition	29	Explicit teaching of effort, seek out examples of famous people and their effort, students describe personal experiences, chart effort and achievement, establish when, and why recognition will be provided, use tokens and/or certificates, use pause, prompt/praise, etc.
Homework and practice	28	Data-driven homework, design homework policy, retell, recite, and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution, etc.
Linguistic and Nonlinguistic representations	27	Central idea graph, flow charts, cause and effect, time lines, generating mental pictures, pictographs, physical models, brainstorming webs, visual tools, kinesthetic representations, thinking process maps, etc.
Cooperative learning	27	Group engaged learning, rules of engagement, carousel, cube it, pass the pencil, circle of friends, jigsaw, integrate content and literacy through group engagement, shared reading and writing, plays, science projects, debates, group reports, language experience approach, multi-media use, etc.
Setting objectives and providing feedback	23	Set objectives, personalize objectives, communicate objectives, negotiate contracts, criterion-referenced feedback, assessment feedback, peer feedback, self assessment feedback, etc.
Generating and testing hypothesis	23	Systems analysis, student reflection, student discourse, problem solving, historical investigation, inventions, experimental inquiry, decision making, etc.
Questions, cues, and advance organizers	22	KWL and more, constructivist practices, cues, inferential and analytic questions, higher level of Bloom's Taxonomy, etc.

RESEARCH-BASED INSTRUCTIONAL STRATEGIES

Source: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering, and Pollock

1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand complex problems by analyzing them in a more simple way.

2. Summarizing and Note Taking

Summarizing and note taking skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, keeping some ideas, and having an awareness of the basic structure of the information presented. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes. Notes can be the best study guides for tests.

3. Reinforcing Effort and Providing Recognition

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows students can learn to change their beliefs to emphasize effort even though not all students realize the importance of effort. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

4. Providing Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers explain the purpose of homework to both the student and the parent or guardian, and teachers try to give feedback on all homework assigned. Research shows that students should adapt skills while they are learning them. Speed and accuracy are key indicators of the effectiveness of practice.

5. Using Both Linguistic and Nonlinguistic Representations

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

6. Incorporating Cooperative Learning

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

7. Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Research shows that feedback generally produces positive results. Teachers can never give too much feedback; however, they should manage the form that feedback takes.

8. Generating and Testing Hypotheses

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

9. Using Cues, Questions, and Advance Organizers

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

ROBERT MARZANO'S 9 HIGH-YIELD STRATEGIES TOOL

How do you currently use these strategies with students?
What learning experiences would you like to add to your list?
How will these strategies benefit ALL students?

STRATEGY	CURRENTLY USING?	ADD TO LIST?	IMPLEMENTATION FOR MY CLASS?
Identifying Similarities and Differences			
Summarizing And Note Taking			
Reinforcing Effort and Providing Recognition			

STRATEGY	CURRENTLY USING?	ADD TO LIST?	IMPLEMENTATION FOR MY CLASS?
Homework and Practice			
Nonlinguistic Representations			
Cooperative Learning			
Setting Objectives and Providing Feedback			

STRATEGY	CURRENTLY USING?	ADD TO LIST?	IMPLEMENTATION FOR MY CLASS?
Generating and Testing Hypotheses			
Questions, Cues, and Advance Organizers			

SEAL Final Reflection Activity

Reflect individually on the following questions:

- How do the 4 *SEAL* components work together as a framework for planning instruction?

- Why do you think the authors decided on the order of the components which they chose – in other words why did they decide it had to be *Standards*, followed by *Examine Data*, then *Assessment*, and finally *Learning Experiences*? Why not a different order?

- What questions about *SEAL* do you still have?


SIOP

Working on the work

La Joya Indep[illegible]nt S[illegible]ol District
Weekly Plan for Engaging Lessons

Name_____ Subject_____ Grade_____

Week of _____ Campus_____

dards(s)/Content and Substance (TEKS/TAKS)	Examine student, class, grade level, (or team) Data on	Assessment
ner Objective (s)	standard (s) to be taught _____	Formative_____
	Prerequisite Skills_____	Summative _____

Learning Experiences

day ıe Set/Focus st Shot/Initial Teach ıided/Independent Practice aboration ırrectives/Reteach osure aluation aintenance ription:	Tuesday ___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	Wednesday ___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	Thursday ___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	Friday ___Cue Set/Focus ___Best Shot/Initial Teach ___Guided/Independent Practice ___Elaboration ___Correctives/Reteach ___Closure ___Evaluation ___Maintenance Description:	Materials Needed: Daily Routines Questioning Strategies

ifications/Accommodations:	Instructional Technology:	**Design Qualities of Choice** 1. Product Focus 2. Affirmation of Performances 3. Affiliation 4. Novelty and Variety 5. Choice 6. Authenticity	**Bloom's Taxonomy** **Creating:** create, compose, design **Evaluating:** judge, decide, rank **Analyzing:** classify, compare, separate **Applying:** show, demonstrate, illustrate **Understanding:** explain, describe, summarize **Remembering:** name, list, define	**9 High Yield Strategies** 1. Identify Similarities/Differences 2. Summarizing/Note-taking 3. Reinforcing Effort.Providing Recognition 4. Homework and Practice 5. Nonlinguistic Representations 6. Cooperative learning 7. Setting Obj./Providing Feedback 8. Generating/Testing Hypothesis 9. Question, Clues, And Organizers

Engagement:
The task, activity, or work the student is assigned or encouraged to undertake has inherent meaning or value to the student.

Students who are *engaged*:
learn at high levels and have a profound grasp of what they learn; retain what they learn; and can transfer what they learn to new contexts.

Strategic Compliance:
The task, activity, or work has little or no inherent meaning or value to the student, but it is associated in the student's mind with outcomes and results that are of value (e.g., entry into college).

Students who are *strategically compliant*:
learn at high levels but have a superficial grasp of what they learn; do not retain what they learn; and usually cannot transfer what they learn from one context to another.

Ritual Compliance:
The student is willing to expend whatever effort is needed to avoid negative consequences, though seeing little meaning in the tasks assigned or the consequences of doing those tasks.

Students who are *ritually compliant*:
learn only at low levels and have a superficial grasp of what they learn; do not retain what they learn; and seldom can transfer what they learn from one context to another.

Retreatism:
The student is disengaged from the task, expends no energy in attempting to comply with the demands of the task, but does not act in a way that disrupts others and does not try to substitute other activities for the assigned task.

Students who are in *retreat*:
Do not participate, and therefore learn little or nothing from the task or activity assigned.

Rebellion:
The student summarily refuses to do the task assigned, acts in a way that disrupts others, and/or attempts to substitute tasks and activities committed to in lieu of those assigned by the school and the teacher.

Students who are in *rebellion*:
Learn little or nothing from the task or activity assigned; Sometimes learn a great deal from what they elect to do (though rarely that which was expected); and Develop poor work habits and sometimes develop negative attitudes toward intellectual tasks and formal education.

Marzano's 9 high yield strategies

CLASSROOM INSTRUCTION THAT WORKS
RESEARCH-BASED STRATEGIES

Marzano, Robert J., Pickering, Debra J., and Pollock, Jane E.
Classroom Instruction That Works. Alexandria, VA: ASCD, 2001

Instructional Strategy	Percentile Gain	Strategies
Identifying similarities and differences	45	T-charts, Venn diagram, classifying, analogies, cause and effect links, compare and contrast organizers, etc.
Summarizing and note taking	34	Summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, sub/delete/keep, panorama view, shared summary, etc.
Reinforcing effort and providing recognition	29	Explicit teaching of effort, seek out examples of famous people and their effort, students describe personal experiences, chart effort and achievement, establish when, and why recognition will be provided, use tokens and/or certificates, use pause, prompt/praise, etc.
Homework and practice	28	Data-driven homework, design homework policy, retell, recite, and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution, etc.
Linguistic and Nonlinguistic representations	27	Central idea graph, flow charts, cause and effect, time lines, generating mental pictures, pictographs, physical models, brainstorming webs, visual tools, kinesthetic representations, thinking process maps, etc.
Cooperative learning	27	Group engaged learning, rules of engagement, carousel, cube it, pass the pencil, circle of friends, jigsaw, integrate content and literacy through group engagement, shared reading and writing, plays, science projects, debates, group reports, language experience approach, multi-media use, etc.
Setting objectives and providing feedback	23	Set objectives, personalize objectives, communicate objectives, negotiate contracts, criterion-referenced feedback, assessment feedback, peer feedback, self assessment feedback, etc.
Generating and testing hypothesis	23	Systems analysis, student reflection, student discourse, problem solving, historical investigation, inventions, experimental inquiry, decision making, etc.
Questions, cues, and advance organizers	22	KWL and more, constructivist practices, cues, inferentia and analytic questions, higher level of Bloom's Taxonomy, etc.

RESEARCH-BASED INSTRUCTIONAL STRATEGIES

Source: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement by Marzano, Pickering, and Pollock

1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand complex problems by analyzing them in a more simple way.

2. Summarizing and Note Taking

Summarizing and note taking skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, keeping some ideas, and having an awareness of the basic structure of the information presented. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes. Notes can be the best study guides for tests.

3. Reinforcing Effort and Providing Recognition

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows students can learn to change their beliefs to emphasize effort even though not all students realize the importance of effort. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

4. Providing Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers explain the purpose of homework to both the student and the parent or guardian, and teachers try to give feedback on all homework assigned. Research shows that students should adapt skills while they are learning them. Speed and accuracy are key indicators of the effectiveness of practice.

5. Using Both Linguistic and Nonlinguistic Representations

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

6. Incorporating Cooperative Learning

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

7. Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Research shows that feedback generally produces positive results. Teachers can never give too much feedback; however, they should manage the form that feedback takes.

8. Generating and Testing Hypotheses

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

9. Using Cues, Questions, and Advance Organizers

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


ELPS

§74.4. English Language Proficiency Standards.

(a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in

assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

c) Cross-curricular second language acquisition essential knowledge and skills. 5 components

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) use prior knowledge and experiences to understand meanings in English;

(B) monitor oral and written language production and employ self-corrective techniques or other resources;

(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;

(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);

(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;

(F) use accessible language and learn new and essential language in the process;

(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and

(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) distinguish sounds and intonation patterns of English with increasing ease;

(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;

(C) learn new language structures, expressions, and basic and academic vocabulary heard dur classroom instruction and interactions;

(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;

(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;

(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;

(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and

(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for variety of purposes with an awareness of different language registers (formal/informal) using vocabula with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;

(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;

(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;

(E) share information in cooperative learning interactions;

(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic

communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;

(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;

(I) adapt spoken language appropriately for formal and informal purposes; and

(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(B) recognize directionality of English reading such as left to right and top to bottom;

(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;

(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;

(H) read silently with increasing ease and comprehension for longer periods;

(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;

(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and

(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;

(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;

(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;

(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;

(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:

(i) using correct verbs, tenses, and pronouns/antecedents;

(ii) using possessive case (apostrophe *s*) correctly; and

(iii) using negatives and contractions correctly;

(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and

(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs commensurate with English

(D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependenc on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;

(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and

(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:

(i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;

(ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts;

(iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;

(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and

(v) typically use pronunciation that significantly inhibits communication.

(B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:

(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;

(ii) speak simply using basic vocabulary needed in everyday social interactions and

(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;

(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and

(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.

(C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:

(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;

(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;

(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;

(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and

(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.

(D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:

(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;

(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;

(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;

(iv) make few second language acquisition errors that interfere with overall communication; and

(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.

(3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:

(i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:

(I) read in short "chunks;"

(II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and

(III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;

(ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and

(iii) have difficulty decoding most grade-appropriate English text because they:

(I) understand the meaning of very few words in English; and

(II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:

(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:

(I) predictable story lines;

(II) highly familiar topics;

(III) primarily high-frequency, concrete vocabulary;

(IV) short, simple sentences; and

(V) visual and linguistic supports;

(ii) regularly recognize and understand common environmental print in English such as signs, labeled items, [illegible]

(iii) have difficulty decoding grade-appropriate English text because they:

(I) understand the meaning of only those English words they hear frequently; and

(II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.

(C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;

(ii) recognize some basic English vocabulary and high-frequency words in isolated print; and

(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:

(I) understand the meaning of most grade-appropriate English words; and

(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;

(ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and

(iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.

(4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:

(i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:

(I) environmental print;

(II) some very high-frequency words; and

(III) concrete words that can be represented by pictures;

(ii) read slowly, word by word;

(iii) have a very limited sense of English language structures;

(iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text;

(v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and

(vi) are able to apply reading comprehension skills in English only when reading texts written for this level.

(B) Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:

(i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:

(I) everyday oral language;

(II) literal meanings of common words;

(III) routine academic language and terms; and

(IV) commonly used abstract language such as terms used to describe basic feelings;

(ii) often read slowly and in short phrases; may re-read to clarify meaning;

(iii) have a growing understanding of basic, routinely used English language structures;

(iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;

(v) struggle to independently read and understand grade-level texts; and

(vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.

(C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:

(I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;

(II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and

(III) understand multiple meanings of commonly used words;

(ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;

(iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply basic and higher-order comprehension skills when reading grade-~~appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance,~~ and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

(D) Advanced high. Advanced high ELLs have the ability to read and understand, with minim second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;

(ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;

(iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

(5) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students:

(i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.);

(ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language;

(iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and

(iv) may demonstrate little or no awareness of English print conventions.

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:

(i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;

(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;

(iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and

(iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating.

(C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:

(i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language;

(iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and

(iv) occasionally exhibit second language acquisition errors when writing in English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:

(i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and

(iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.

(6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:

(i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and

(iii) exhibit writing features typical at this level, including:

(I) ability to label, list, and copy;

(II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate;

(III) present tense used primarily; and

(IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs.

(B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:

(i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and

(iii) exhibit writing features typical at this level, including:

(I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;

(II) high-frequency vocabulary; academic writing often has an oral tone;

(III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;

(IV) repetition of ideas due to lack of vocabulary and language structures;

(V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;

(VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;

(VII) primary language features and errors associated with second language acquisition may be frequent; and

(VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing.

(C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:

(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and

(iii) exhibit writing features typical at this level, including:

(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;

(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;

(III) use of a variety of common cohesive devices [illegible]

(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required;

(V) occasional second language acquisition errors; and

(VI) communications are usually understood by individuals not accustomed to the writing of ELLs.

(D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:

(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and

(iii) exhibit writing features typical at this level, including:

(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;

(II) occasional difficulty with naturalness of phrasing and expression; and

(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.

(e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

Source: The provisions of this §74.4 adopted to be effective December 25, 2007, 32 TexReg 9615.

Last updated: April 21, 2010

Division of Policy Coordination
(512) 475-1497
rules@tea.state.tx.us

First year teacher tango

Differentiated Instruction

Adapted for each student

On a simple level, differentiated instruction is teaching with student variance in mind. It means starting where the kids are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus, differentiated instruction is "responsive" teaching rather than "one-size-fits-all" teaching.

A fuller definition of differentiated instruction is that a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.

Module 9: *Differentiated Instruction*
Handout 2: What the research says about differentiated instruction...

Research Item 1
Today's classrooms are becoming more academically diverse in most regions of the United States (and elsewhere for that matter). Many, if not most, classrooms contain students representing both genders and multiple cultures, frequently include students who do not speak English as the first language, and generally contain students with a range of exceptionalities and markedly different experiential backgrounds. These students almost certainly work at differing readiness levels, have varying interests, and learn in a variety of ways.

Research Item 2
Psychologists tell us that a student learns only when a task is a little too hard for that student. When a student can do work with little effort, and virtually independently, that student is not learning, but rather rehearsing the known. When a student finds a task beyond his or her reach, frustration, not learning, is the result. Only when a task is a bit beyond the student's comfort level, and the student finds a support system to bridge the gap, does learning occur. This optimum degree of difficulty for learning is referred to as a student's zone of proximal development. Considering today's diverse classrooms, it is unlikely that a teacher will be consistently able to develop one-size-fits-all learning experiences that are in the zones of proximal development of all students in a particular class.

Research Item 3
Brain research suggests that when tasks are too hard for a learner, the brain "downshifts" to the limbic area of the brain that does not "think," but rather is designed to protect an individual from harm. Also, when tasks are too easy for learners, those learners do not show thoughtful brain activity, but rather display patterns that look more like the early stages of sleep. Only when tasks are moderately challenging for an individual does the brain "think" in a way that prompts learning. Once again, teachers will find it difficult to consistently find single tasks that are moderately challenging for all learners in a class that includes a range of readiness and experiential levels.

Research Item 4

It is likely that male and female learning patterns and preferences vary. The variance probably has biological, cultural, and environmental origins. There is also, of course, great variety among both male and female populations in regard to learning. Nonetheless, it is likely counterproductive to assume that gender is an irrelevant factor in what individuals learns and how they learn.

Research Item 5

Culture has an important bearing on how individuals learn. While it is clearly not the case that all members of a given culture learn in similar ways, it is the case that learning environments and procedures that are comfortable for many members of one cultural group may not be so to many members of other cultural groups. Students whose classrooms are a cultural misfit often do poorly in school. In classrooms where varied cultural groups are represented, a single approach to teaching and learning is unlikely to serve all students well. In fact, because students in any cultural group also vary, even classrooms that are more culturally homogeneous would benefit from multiple approaches to teaching and learning.

Research Item 6

Student motivation and task persistence increase when students can work with topics that are of personal interest. Modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence. Encouraging students to link required learning to that which is personally interesting to them seems an important modification for teachers in most classrooms.

NOTE: The research items found on this 2-page handout were prepared by the Advanced Academic Services Department at la Joya ISD.

Module 9: *Differentiated Instruction*
Handout 3: Ten Strategies to Make Differentiation Work

Ten Strategies to Make Differentiation Work

Tiered Instruction - activities that designed to teach the same skill or concept but at varying levels or degrees of challenge

Compacting Curriculum - assessing a student's knowledge and skills, and providing alternative activities for the student who has already mastered curriculum content (pre-testing)

Anchoring Activities - activities which students may do at any time when they have completed present assignments or when the teacher is busy with other students (may relate to specific needs or enrichment opportunities, including problems to solve or journals to write or a project that a student is working on)

Problem-Based Learning – a curricular approach that develops problems-solving and disciplinary knowledge & skills by asking students to solve open-ended real world problems (apply higher level thinking skills)

Multiple Intelligences – an ideal format for differentiating instruction to meet the needs of a broad range of learners (based on Howard Gardner's idea that there are different ways of perceiving and understanding the world – every student exhibits a strength in one or more areas, thus instruction can be designed to tap into each student's strength)

Flexible Grouping – allows students to be appropriately challenged and avoids labeling a student's readiness as a static state.

Cooperative Learning – a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject

Learning Centers – activities are varied by complexity, taking into account different student ability and readiness

Arts-Based Learning – a vehicle in which students can learn subjects such as reading, writing, math, science, and social studies through poetry and song, storytelling and drawing, dance and drama

Project-Based Learning – an approach to any subject that allows students to choose a subtopic of their own interest, study that topic in depth, and present their learning to others (great way to differentiate instruction by allowing students to work at their own levels and use their own strengths)

Bloom's Taxonomy 1956	Anderson and Krathwohl's Taxonomy 2000
1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are: know, identify, relate, list, define, recall, memorize, repeat, record, name, recognize, acquire	**1. Remembering: Retrieving,** recalling, or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.
2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are: restate, locate, report, recognize, explain, express, identify, discuss, describe, review, infer, conclude, illustrate, interpret, draw, represent, differentiate	**2. Understanding:** Constructing meaning from different types of functions be they written or graphic messages activities like **interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.**
3. Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are: apply, relate, develop, translate, use, operate, organize, employ, restructure, interpret, demonstrate, illustrate, practice, calculate, show, exhibit, dramatize	**3. Applying:** Carrying out or using a procedure through **executing, or implementing.** Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.

4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are:

analyze
compare
probe

inquire	differentiate	experiment
examine	contrast	scrutinize
contrast	investigate	discover
categorize	detect	inspect
	survey	dissect
	classify	discriminate
	deduce	separate

4. Analyzing: Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are **differentiating, organizing, and attributing**, as well as **being able to distinguish between** the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are:

compose	plan	propose
produce	invent	develop
design	formulate	arrange
assemble	collect	construct
create	set up	organize
prepare	generalize	originate
predict	document	derive
modify	combine	write
tell	relate	propose

5. Evaluating: Making judgments based on criteria and standards through **checking and critiquing.** Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something.

Remember this one has now changed places with the last one on the other side.

6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are: judge, assess, compare, evaluate, conclude, measure, deduce, argue, decide, choose, rate, select, estimate, validate, consider, appraise, value, criticize, infer	**6. Creating:** Putting elements together to form a coherent or functional whole; **reorganizing** elements into a new pattern or structure through **generating, planning, or producing.** Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy. ■ **This one used to be #5 in Bloom's known as synthesis.**

Table 1.1 Bloom vs. Anderson/Krathwohl