



Gradual Release of Responsibility

~~An Introduction~~

Instructional Framework of YCSD



—x— Agenda

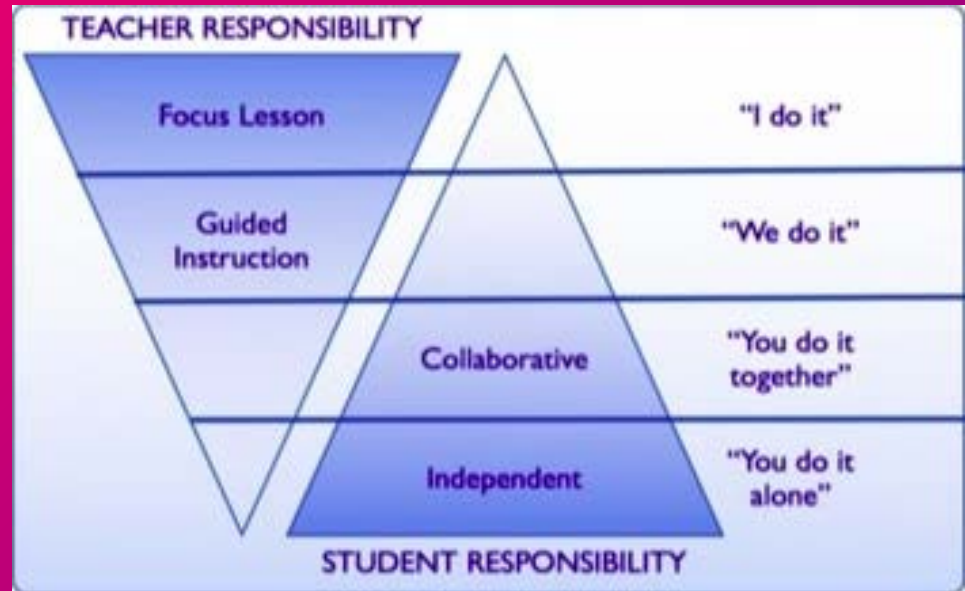
Welcome & Introductions

GRR Overview

A Closer Look.....

- GRR Components
- Guidance Tool

Question and Answer





Getting to Know Each Other

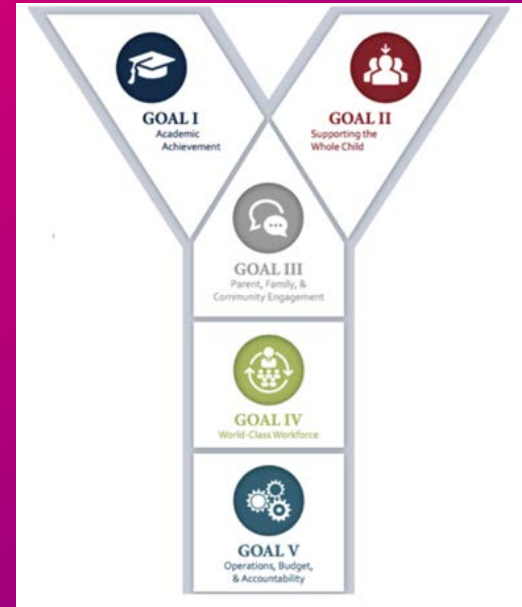
Collecting Autographs





Alignment to YCSD Strategic Plan

- **Goal 1**
- **Objective A** - Ensure every child in every classroom receives high -quality instruction every day.
 - ❑ 1. Define high -quality instruction and be clear about what it looks like in the classroom.
 - ❑ 2. Monitor high -quality, rigorous instruction through daily walk -throughs tied to the Ohio Learning Standards.
 - ❑ 3. Provide a learning experience that leads to a minimum of a full -year of academic growth for all students, preparing every student to achieve grade -level standards in reading and math.
- **Objective B** - Provide the necessary support to all district employees so that they have the skills needed to deliver the highest -quality education to students.
 - ❑ 1. Engage all staff in Comprehensive Professional Learning Series aligned to the standards and the Instructional Framework.



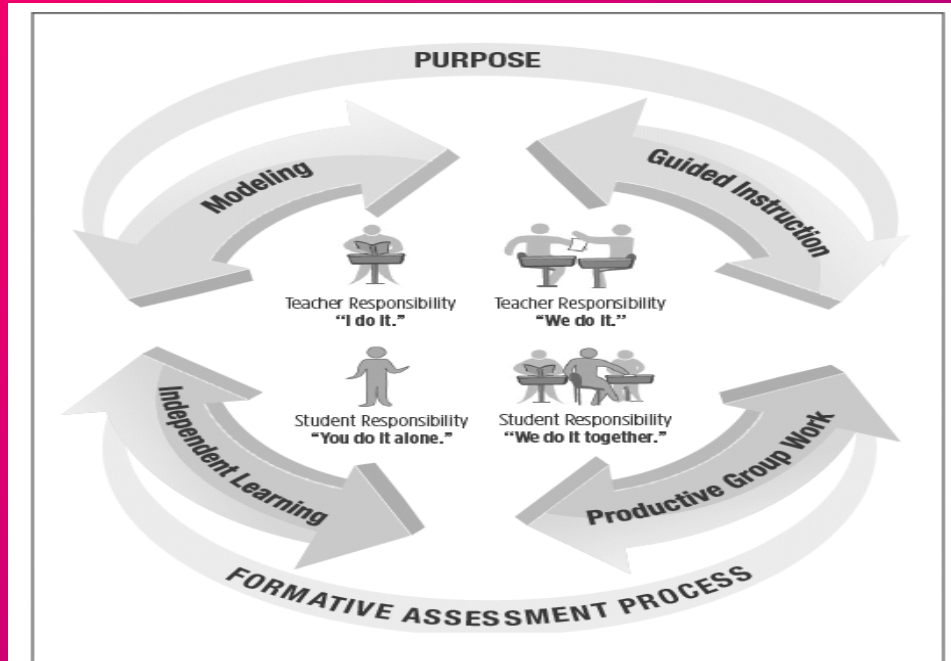


^{*} Purpose Statement

We will be able to describe the components of the
Gradual Release of Responsibility (GRR)
in order to support the implementation of the
YCSD instructional framework
by engaging in a closer look using video
observation and guidance tool annotation .



—x— Overview



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—*— Purpose Statement

What is it?

A statement that gives students information about what they will learn, why they are learning it, and how they will demonstrate that understanding.

Why do we use it?

- More focused and intentional teaching and assessment
- “Students can hit any target they can see and that will hold still for them ” (Stiggins)



Know Your Why!

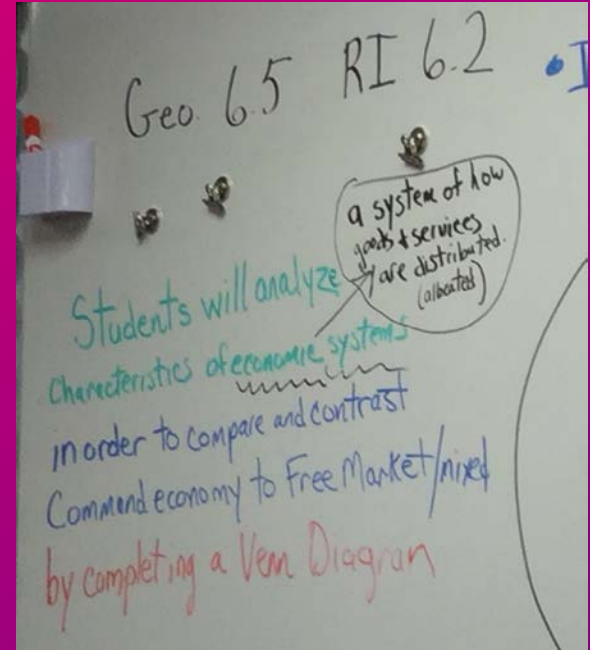


Purpose Statement

- **What:** Skill from the standard
- **Why:** Relevance
- **How:** Collaborative task students will complete

Location: Front left corner of your board

Label with the standard





—*—

Purpose Statement

We will be able to **explore real world problems containing whole numbers and decimals** in order to **use division to find a quotient** by **completing practice problems including annexing zeros.**

Video

<https://cloud.swivl.com/v/940c5606a2197e0d874a2755fc01b864>

—x— Purpose Statement

1. Purpose Statement	4	3	2	1
1A. Purpose statement (objective) is visible and derived from the Ohio Learning Standards	<ul style="list-style-type: none"> The purpose statement is clearly visible for all students The purpose statement is aligned to Ohio Learning Standard(s) The purpose statement reflects a focused skill derived from the standard Student friendly language is clear, visible, and connected to all academic vocabulary 	<ul style="list-style-type: none"> The purpose statement is clearly visible for all students The purpose statement is aligned to Ohio Learning Standard(s) The purpose statement reflects multiple skills derived from the standard Student friendly language is clear, visible, and connected to some academic vocabulary 	<ul style="list-style-type: none"> The purpose statement is clearly visible for all students The purpose statement is aligned to the Ohio Learning Standard(s) The purpose statement reflects too many skills that are embedded in the standard Student friendly language is not visible but is connected to academic vocabulary 	<ul style="list-style-type: none"> The purpose statement is not clearly visible for all students The purpose statement does not address any of the Ohio Learning Standards(s) The purpose statement does not reflect any skills embedded in the standard Student friendly language is not visible or connected to academic vocabulary
1B. Purpose Statement (objective) aligns with the instructional activity in the lesson	The purpose statement and 4/4 GRR components are tightly aligned	The purpose statement and 3/4 GRR components are aligned	The purpose statement and 2/4 GRR components are aligned	The purpose statement and 1/4 GRR components are aligned
1C. Students are able to use active response techniques to articulate and explain what they are expected to learn, why it is important, and how they will know when they have learned it. <i>(e.g., turn and talk, choral response, individual, etc.)</i>	3/3 observed <ul style="list-style-type: none"> Time is provided at the end of the purpose setting period for students to talk with each other about what they will be doing in today's lesson, why it is important, and how they are to learn it. 100% of students questioned can articulate "what", "why", and "how" Minimum of 4 students 	2/3 observed <ul style="list-style-type: none"> Time is provided at the end of the purpose setting period for students to talk with each other about what they will be doing in today's lesson, why it is important, and how they are to learn it. 75% of students questioned can articulate "what", "why", and "how" Minimum of 4 students 	1/3 observed <ul style="list-style-type: none"> Time is provided at the end of the purpose setting period for students to talk with each other about what they will be doing in today's lesson, why it is important, and how they are to learn it. 50% of students questioned can articulate "what", "why", and "how" Minimum of 4 students 	0/3 observed <ul style="list-style-type: none"> Time is not provided at the end of the purpose setting period for students to talk with each other about what they will be doing in today's lesson, why it is important, and how they are to learn it. Less than 50% of students questioned can articulate "what", "why", and "how" Minimum of 4 students



Purpose Statement

We will be able to **analyze**
different mediums in order
to **recognize the**
advantages and
disadvantages of using
different mediums when
presenting a report by
completing a round table
sheet.

Video

<https://cloud.swivl.com/v/2aa130208c89c8b5db802abb40f5eed>



Focused Instruction

What?

- Teacher focused
- Directly connected to the purpose statement
- Scaffolds/ supports expert thinking
- Students are engaged in the text
- Key components: Model, Think Aloud, Anchor Chart, Noticing

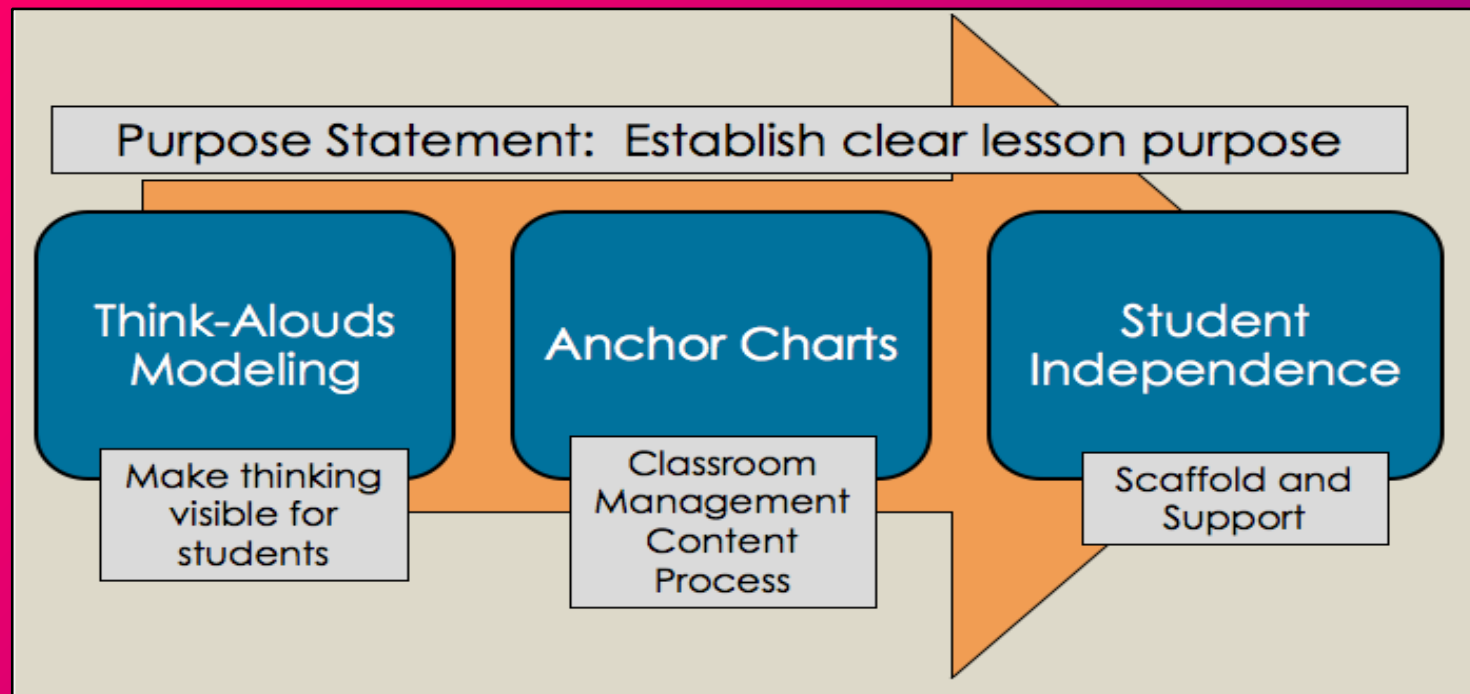
Why?

Allows teachers to...

- Demonstrate expert thinking and decision making while completing complex tasks
- Provide students with the opportunity to witness metacognition



Focused Instruction

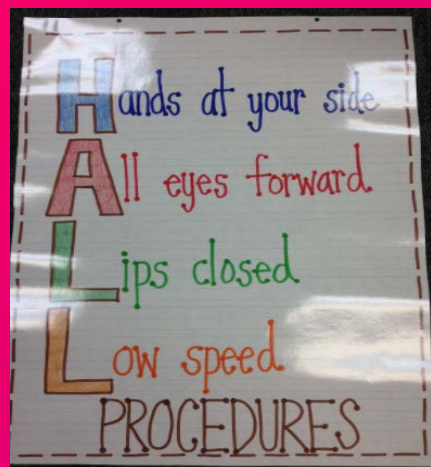




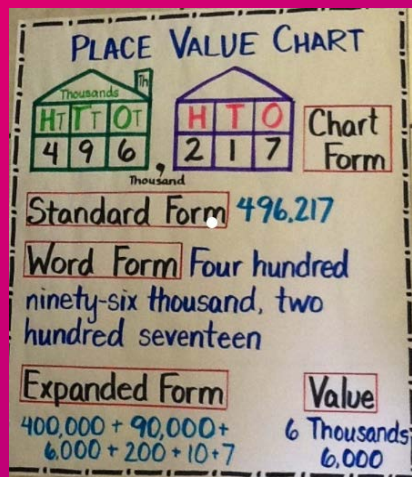
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Focused Instruction

Classroom Management and Procedure



Content



Process

A handwritten poster titled 'Multiplying by Multiples of 10 and 100'. It lists three steps: 1) Find the basic fact, 2) Count the amount of zeros in your factors, and 3) Attach the amount of zeros to your product. Below the steps is a table with columns for 'Seniors', 'Adult M', 'Child M', 'Adult R', and 'Child R'. The table contains the numbers 90, 300, 600, 100, and 40. Below the table, there are several multiplication problems and their solutions: $90 \times 10 = 900$, $40 \times 100 = 4,000$, $300 \times 30 = 9,000$, $100 \times 30 = 3,000$, $600 \times 20 = 12,000$, and $90 \times 600 = 54,000$. At the bottom, there is a note: 'The number of zeros in the PRODUCT is the same as the number of zeros in your factors. If your basic fact ends in a zero, you must add an extra zero to your product.' An example is given: $50 \times 60 = 3,000$.

Multiplying by Multiples of 10 and 100

- Find the basic fact.
- Count the amount of zeros in your factors.
- Attach the amount of zeros to your product.

Seniors	Adult M	Child M	Adult R	Child R
90	300	600	100	40

Average of 200 visitors a day
How many Seniors in 10 days? $90 \times 10 = 900$
How many Adult M in 30 days? $300 \times 30 = 9,000$
How many Child M in 20 days? $600 \times 20 = 12,000$
How many Adult R in 100 days? $100 \times 100 = 10,000$
How many Child R in 40 days? $40 \times 40 = 1,600$

The number of zeros in the PRODUCT is the same as the number of zeros in your factors.
If your basic fact ends in a zero, you must add an extra zero to your product.
 $50 \times 60 = 3,000$



— ✕ —
Focused Instruction

Noticings





Focused Instruction

2. Focused Instruction	4	3	2	1
2A. The teacher makes the thinking process visible.	4/4 are observed <ul style="list-style-type: none"><input type="checkbox"/> The teacher activates prior knowledge.<input type="checkbox"/> The teacher verbalizes a brief and targeted think aloud of a targeted skill or concept, unpacking expert thinking to show how to arrive at understanding.<input type="checkbox"/> The teacher uses "I" statements to help avoid telling or providing direct explanations<input type="checkbox"/> The teacher aligns thinking to an anchor chart.	3/4 are observed <ul style="list-style-type: none"><input type="checkbox"/> The teacher activates prior knowledge.<input type="checkbox"/> The teacher verbalizes a brief and targeted think aloud of a targeted skill or concept, unpacking expert thinking to show how to arrive at understanding.<input type="checkbox"/> The teacher uses "I" statements to help avoid telling or providing direct explanations<input type="checkbox"/> The teacher aligns thinking to an anchor chart.	2/4 are observed <ul style="list-style-type: none"><input type="checkbox"/> The teacher activates prior knowledge.<input type="checkbox"/> The teacher verbalizes a brief and targeted think aloud of a targeted skill or concept, unpacking expert thinking to show how to arrive at understanding.<input type="checkbox"/> The teacher uses "I" statements to help avoid telling or providing direct explanations<input type="checkbox"/> The teacher aligns thinking to an anchor chart.	1/4 or less are observed <ul style="list-style-type: none"><input type="checkbox"/> The teacher activates prior knowledge.<input type="checkbox"/> The teacher verbalizes a brief and targeted think aloud of a targeted skill or concept, unpacking expert thinking to show how to arrive at understanding.<input type="checkbox"/> The teacher uses "I" statements to help avoid telling or providing direct explanations<input type="checkbox"/> The teacher aligns thinking to an anchor chart.
2B. The teacher uses an anchor chart and/or process chart that remains visible for the students.	3/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> The anchor chart reflects the instructional focus<input type="checkbox"/> The anchor chart incorporates academic vocabulary<input type="checkbox"/> The anchor chart illustrates a concept and/or helps students remember the process of a skill or strategy.	2/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> The anchor chart reflects the instructional focus<input type="checkbox"/> The anchor chart incorporates academic vocabulary<input type="checkbox"/> The anchor chart illustrates a concept and/or helps students remember the process of a skill or strategy.	1/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> The anchor chart reflects the instructional focus<input type="checkbox"/> The anchor chart incorporates academic vocabulary<input type="checkbox"/> The anchor chart illustrates a concept and/or helps students remember the process of a skill or strategy.	0/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> The anchor chart does not reflect the instructional focus<input type="checkbox"/> The anchor chart does not incorporate academic vocabulary<input type="checkbox"/> The anchor chart does not illustrate a concept and/or helps students remember the process of a skill or strategy.



Focused Instruction

2C. The teacher models the process of the strategy being taught to create a product documenting the teacher's thinking	4/4 are observed <ul style="list-style-type: none"><input type="checkbox"/> The model created by the teacher remains visible for students during the other GRR components.<input type="checkbox"/> The model has the teacher's thinking documented.<input type="checkbox"/> The model aligns to the instructional activity students will be engaged in.<input type="checkbox"/> Students follow along with and/or are creating the model with the teacher	3/4 are observed <ul style="list-style-type: none"><input type="checkbox"/> The model created by the teacher remains visible for students during the other GRR components.<input type="checkbox"/> The model has the teacher's thinking documented.<input type="checkbox"/> The model aligns to the instructional activity students will be engaged in.<input type="checkbox"/> Students follow along with and/or are creating the model with the teacher	2/4 are observed <ul style="list-style-type: none"><input type="checkbox"/> The model created by the teacher remains visible for students during the other GRR components.<input type="checkbox"/> The model has the teacher's thinking documented.<input type="checkbox"/> The model aligns to the instructional activity students will be engaged in.<input type="checkbox"/> Students follow along with and/or are creating the model with the teacher	1/4 are observed <ul style="list-style-type: none"><input type="checkbox"/> The model created by the teacher remains visible for students during the other GRR components.<input type="checkbox"/> The model has the teacher's thinking documented.<input type="checkbox"/> The model aligns to the instructional activity students will be engaged in.<input type="checkbox"/> Students follow along with and/or are creating the model with the teacher
2D. The students are actively listening and engaged.	100% of students are actively listening, facing the teacher, silent and engaged in the think-aloud and model.	75% of students are actively listening, facing the teacher, silent and engaged in the think-aloud and model.	50% of students are actively listening, facing the teacher, silent and engaged in the think-aloud and model.	Less than 50% of students are actively listening, facing the teacher, silent and engaged in the think-aloud and model

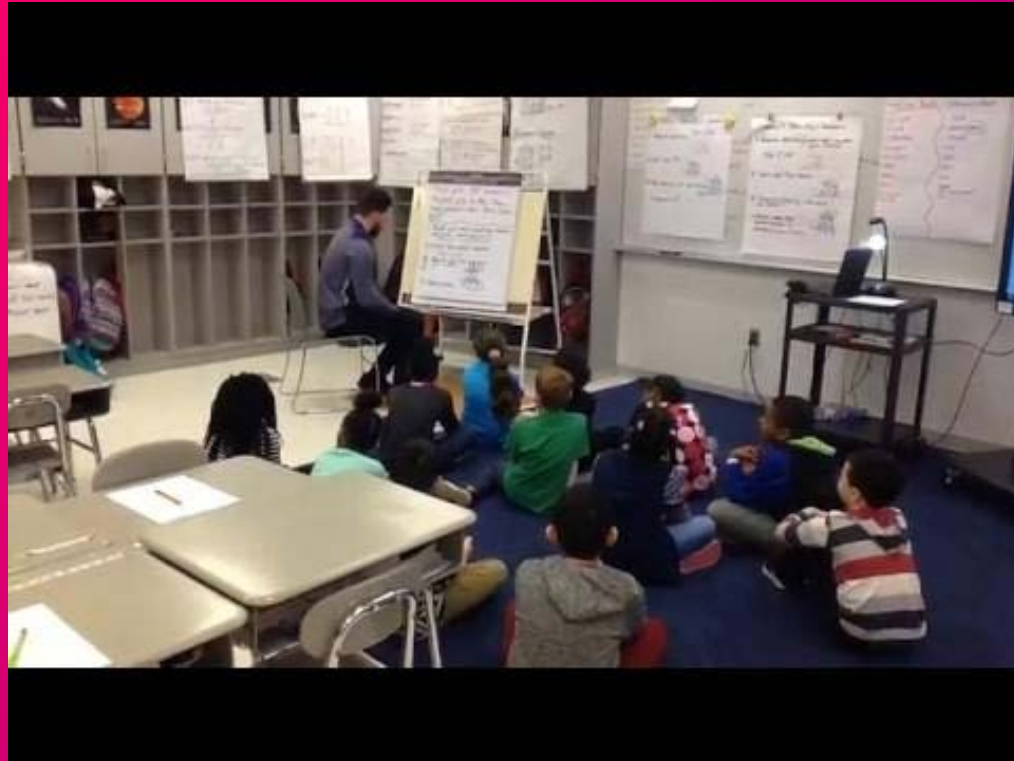


Focused Instruction

2E. Only at the end of the model, students discuss what they noticed the teacher doing during the model and think aloud that serves as a transition into guided instruction.	3/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> Only at the end of the model do students engage in conversation with each other to discuss what they noticed during the teacher model and think aloud.<input type="checkbox"/> The teacher provides time for a few students to report out on what they have seen. This is a quick process.<input type="checkbox"/> The teacher names the steps explaining the thinking process during focused instruction	2/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> Only at the end of the model do students engage in conversation with each other to discuss what they noticed during the teacher model and think aloud.<input type="checkbox"/> The teacher provides time for a few students to report out on what they have seen. This is a quick process.<input type="checkbox"/> The teacher names the steps explaining the thinking process during focused instruction	1/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> Only at the end of the model do students engage in conversation with each other to discuss what they noticed during the teacher model and think aloud.<input type="checkbox"/> The teacher provides time for a few students to report out on what they have seen. This is a quick process.<input type="checkbox"/> The teacher names the steps explaining the thinking process during focused instruction	0/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> Only at the end of the model do students engage in conversation with each other to discuss what they noticed during the teacher model and think aloud.<input type="checkbox"/> The teacher provides time for a few students to report out on what they have seen. This is a quick process.<input type="checkbox"/> The teacher names the steps explaining the thinking process during focused instruction
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Focused Instruction Video



Focused Instruction

1.) Think Aloud

- + Brief & Targeted
- + I statements
- + Alligns to Anchor

Key
Components

2.) Anchor Chart

- + Academic Vocabulary
- + Process / Content

3.) Model

- + Remains Visible
- + Thinking is documented (teacher)
- + Copy / Follow along (students)

4.) T & T

- + Teacher names steps
- + Students t & t to process



Guided Instruction

What?

- Connecting focused instruction to collaborative learning
- Beginning the shift from teacher to student
- Responsive, temporary and flexible
- Scaffolding student thinking
- Key features are questions, prompts and cues

Why?

- To assess student understanding and inform future instruction
- Notice what students need to succeed
- Connect with the purpose set in focused instruction
- Anticipate and plan what students need in order to move forward to collaborative
- Allows students to be engaged and empowered in a positive learning environment



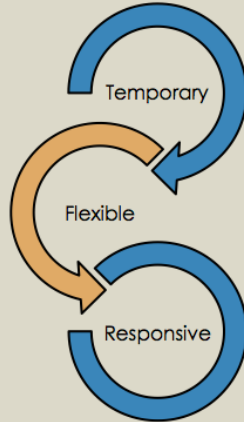
Guided Instruction

- Guide student thinking with Question, Prompts, Cues
- Design an activity that is a direct match of what was modeled in focused (whole group)
- Use noticing Strategies
- Include “Cold Calling” strategies
- Are students referring to the anchor chart?

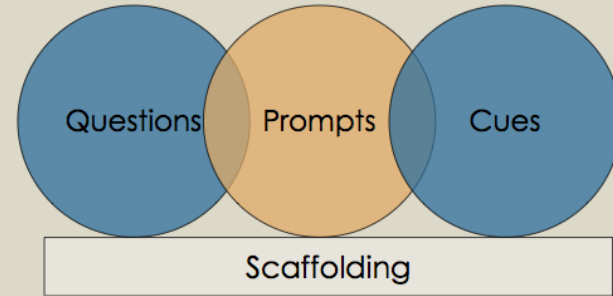


Guided Instruction

Whole Group
Guided
Instruction is...



Whole Group
Guided Instruction: Key Features





Guided Instruction

3. Whole Group Guided Instruction	4	3	2	1
3A. The teacher strategically uses questions, prompts, and cues to check for student understanding to determine if further instruction is needed as well as clear misconceptions	4/4 are observed <ul style="list-style-type: none">❑ The teacher strategically uses questions, prompts and cues to facilitate and assess student understanding and clear misconceptions❑ The teacher assesses student understanding to inform further instruction and flexible student grouping❑ If the teacher notices that students are not understanding what to do, another model is completed. This model is tailored to the misunderstandings the students are having.❑ The activity is a direct match of what was modeled and what will be completed in collaborative learning	3/4 are observed <ul style="list-style-type: none">❑ The teacher strategically uses questions, prompts and cues to facilitate and assess student understanding and clear misconceptions❑ The teacher assesses student understanding to inform further instruction and flexible student grouping❑ If the teacher notices that students are not understanding what to do, another model is completed. This model is tailored to the misunderstandings the students are having.❑ The activity is a direct match of what was modeled and what will be completed in collaborative learning	2/4 are observed <ul style="list-style-type: none">❑ The teacher strategically uses questions, prompts and cues to facilitate and assess student understanding and clear misconceptions❑ The teacher assesses student understanding to inform further instruction and flexible student grouping❑ If the teacher notices that students are not understanding what to do, another model is completed. This model is tailored to the misunderstandings the students are having.❑ The activity is a direct match of what was modeled and what will be completed in collaborative learning	1/4 or less are observed <ul style="list-style-type: none">❑ The teacher strategically uses questions, prompts and cues to facilitate and assess student understanding and clear misconceptions❑ The teacher assesses student understanding to inform further instruction and flexible student grouping❑ If the teacher notices that students are not understanding what to do, another model is completed. This model is tailored to the misunderstandings the students are having.❑ The activity is a direct match of what was modeled and what will be completed in collaborative learning
3B. The teacher provides for active student engagement	100% of students activate knowledge from the think aloud and model and are prepared to answer questions by teacher cold calling to check for understanding	75% of students activate knowledge from the think aloud and model and are prepared to answer questions by teacher cold calling to check for understanding	50% of students activate knowledge from the think aloud and model and are prepared to answer questions by teacher cold calling to check for understanding	25% of students activate knowledge from the think aloud and model and are prepared to answer questions by teacher cold calling to check for understanding



Guided Instruction Video





—✕— Create a Group Resume



Create Group Name

College/ Universities Attended

City and State Born In

Previous Work Experience

Number of Kids (Ages Span)

Number of Pets

Hobbies

Favorite Vacation Spot



—*— Collaborative Learning



What?

- Involves groups of students working together to solve a problem, complete a task, or create a product.

Why?

- Learning flourishes in an environment where conversation between the **LEARNERS** is taking place.

"Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994). It is through the talk that learning occurs."



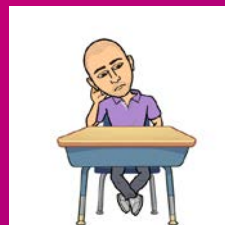
—x— Collaborative Learning



- During collaboration, students will be demonstrating: Interaction, Accountable Talk, Academic Language
- Create a task that requires students to productively struggle through the work.
- Groups are purposefully created (and flexible) in a manner that promotes success based on student strengths and needs.
- Teachers pulls small groups during the activity in order to differentiate through further guided instruction



Collaborative Learning



4. Collaborative Learning	4	3	2	1
4A. The teacher creates a learning environment conducive to collaborative learning	3/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> The physical learning environment is arranged to promote collaborative learning<input type="checkbox"/> The student conversations are respectful<input type="checkbox"/> Students are held accountable for their learning tasks	2/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> The physical learning environment is arranged to promote collaborative learning<input type="checkbox"/> The student conversations are respectful<input type="checkbox"/> Students are held accountable for their learning tasks	1/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> The physical learning environment is arranged to promote collaborative learning<input type="checkbox"/> The student conversations are respectful<input type="checkbox"/> Students are held accountable for their learning tasks	0/3 are observed <ul style="list-style-type: none"><input type="checkbox"/> The physical learning environment is arranged to promote collaborative learning<input type="checkbox"/> The student conversations are respectful<input type="checkbox"/> Students are held accountable for their learning tasks
4B. The task created reflects students' ability to work collaboratively on a complex task	The teacher designs a complex task aligned to the purpose statement and is a direct match to the model and guided instruction tasks. The activity requires the students to productively struggle together	The teacher designs a task aligned to the purpose statement and is a direct match to the model and guided instruction tasks. The activity requires students to productively struggle together	The teacher designs a task aligned to the purpose statement and is a direct match to the model and guided instruction tasks. The activity does not require students to productively struggle together	The teacher does not design a task aligned to the purpose statement that is a direct match to the model and guided instruction tasks. The activity does not require the students to productively struggle together



✕ Collaborative Learning



4C. Collaborative learning and small group guided instruction with the teacher happen simultaneously	4/4 are observed <ul style="list-style-type: none">❑ The teacher creates flexible groups where students are working together to complete a complex task❑ The teacher pulls a small group of students to a designated spot in the room to work for 5-15 minutes per group, while other students are working collaboratively❑ The teacher uses questions, prompts and cues to gain meaningful data on student learning❑ The teacher collects and documents formative data on each individual student by checking in with all groups to inform future instructional decisions	3/4 are observed <ul style="list-style-type: none">❑ The teacher creates flexible groups where students are working together to complete a complex task❑ The teacher pulls a small group of students to a designated spot in the room to work for 5-15 minutes per group, while other students are working collaboratively❑ The teacher uses questions, prompts and cues to gain meaningful data on student learning❑ The teacher collects and documents formative data on each individual student by checking in with all groups to inform future instructional decisions	2/4 are observed <ul style="list-style-type: none">❑ The teacher creates flexible groups where students are working together to complete a complex task❑ The teacher pulls a small group of students to a designated spot in the room to work for 5-15 minutes per group, while other students are working collaboratively❑ The teacher uses questions, prompts and cues to gain meaningful data on student learning❑ The teacher collects and documents formative data on each individual student by checking in with all groups to inform future instructional decisions	1/4 or less are observed <ul style="list-style-type: none">❑ The teacher creates flexible groups where students are working together to complete a complex task❑ The teacher pulls a small group of students to a designated spot in the room to work for 5-15 minutes per group, while other students are working collaboratively❑ The teacher uses questions, prompts and cues to gain meaningful data on student learning❑ The teacher collects and documents formative data on each individual student by checking in with all groups to inform future instructional decisions
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<p><u>Jigsaw Activity</u></p> <ul style="list-style-type: none">❑ Split a complex learning task among members. Each student is part of a home group and an expert group. After mastering content in expert groups, students teach one another in home groups.	<p><u>Collaborative Poster/Gallery Walk</u></p> <ul style="list-style-type: none">❑ Work with your group to create a poster summarizing your work on a topic. Each member must write in a different colored marker.*	<p><u>Conversation Roundtable</u></p> <ul style="list-style-type: none">❑ Create notes about a topic, then discuss these with your group. Write each member's ideas, then summarize on your own.*
<p><u>Walking Review</u></p> <ul style="list-style-type: none">❑ Seek other students to answer questions on a worksheet. Students must sign their names for each solution. Answer the last question on your own at your desk.*	<p><u>Save the Last Word Protocol</u></p> <ul style="list-style-type: none">❑ Choose three sentences that stand out and explain why they are important. Working in groups of 3, each student takes turns going first to share his/her sentence.	<p><u>Novel Ideas Only</u></p> <ul style="list-style-type: none">❑ Brainstorm a list of prior knowledge on a topic, then stand. One group member reads an item on the list, without repeating ideas. The goal is to have the most novel ideas.*
<p><u>Interrupted Reading Passage</u></p> <ul style="list-style-type: none">❑ Chunk a difficult text for students to focus on key lines for annotation before discussing within a group.	<p><u>Think, Pair, Square</u></p> <ul style="list-style-type: none">❑ Discuss a topic with your partner, then extend the discussion with another set of partners.*	<p><u>Bridges and Barriers Protocol</u></p> <ul style="list-style-type: none">❑ Identify successes and challenges related to a topic in the content and/or identify successes and challenges of student learning.
<p><u>Four Corners Discussion</u></p> <ul style="list-style-type: none">❑ Students show their position on a specific statement or question by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to choose and discuss a position.	<p><u>Numbered Heads Together</u></p> <ul style="list-style-type: none">❑ Resolve a problem with your group, making sure all group members can answer it. The teacher will identify the spokesperson for the group by selecting a number.*	<p><u>Writing Frames</u> (Extension of <u>Accountable Talk Stems</u>)</p> <ul style="list-style-type: none">❑ Scaffold student responses to summarize work and compare and contrast writing responses with other group members.



Independent Learning

What?

- Opportunity for students to work alone and apply what they have learned in Focused and Guided Instruction as well as Collaborative Learning
- “You do it alone” Phase
- An opportunity for the teacher to provide additional feedback and support

Why?

- Assess student learning on the the day’s purpose
- Provides an opportunity for additional scaffolding



Independent Learning

- Create a task for students to complete independently that will demonstrate their understanding of the day's purpose
- Pull Individuals or a small group that may need additional scaffolding



Independent Learning

5. Independent Learning	4	3	2	1
5A. The teacher designs a task aligned to the purpose statement for students to work on independently	<p>3/3 are observed</p> <ul style="list-style-type: none">❑ The teacher designs a complex task for students to demonstrate their understanding and skills independently that are aligned to the purpose statement and is a match to the model, guided, and collaborative learning activities.❑ The teacher provides re-teaching and/or additional modeling and guided instruction to students who need it based on data collected during collaborative learning.❑ Students work independently on their task with grade level text	<p>2/3 are observed</p> <ul style="list-style-type: none">❑ The teacher designs a complex task for students to demonstrate their understanding and skills independently that are aligned to the purpose statement and is a match to the model, guided, and collaborative learning activities.❑ The teacher provides re-teaching and/or additional modeling and guided instruction to students who need it based on data collected during collaborative learning.❑ Students work independently on their task with grade level text	<p>1/3 are observed</p> <ul style="list-style-type: none">❑ The teacher designs a complex task for students to demonstrate their understanding and skills independently that are aligned to the purpose statement and is a match to the model, guided, and collaborative learning activities.❑ The teacher provides re-teaching and/or additional modeling and guided instruction to students who need it based on data collected during collaborative learning.❑ Students work independently on their task with grade level text	<p>0/3 are observed</p> <ul style="list-style-type: none">❑ The teacher designs a complex task for students to demonstrate their understanding and skills independently that are aligned to the purpose statement and is a match to the model, guided, and collaborative learning activities.❑ The teacher provides re-teaching and/or additional modeling and guided instruction to students who need it based on data collected during collaborative learning.❑ Students work independently on their task with grade level text



—x— Exit Slip

What?

- A daily formative assessment
- Direct measure of the purpose statement

Why?

- To inform day to day instruction



Exit Slip

An Exit is **NOT**:

- An opinion, things they want to learn a general question asking what they have learned

Exit Ticket
1 Thing I Have A Question About

2 Things I Learned

3 Things I Know That I Can Build On

Name: _____ Date: _____

What Stuck With You Today?

EXIT TICKET
What would you like to know more about?



—x— Exit Slip

An Exit Slip **IS:**

- A direct measure of the purpose statement
- 1 - 3 focused, air-like questions
- Brief (3-5 minutes)

An Exit Slip **CAN BE :**

- Graphic Organizer
- Multiple Choice
- Multiple Choice + Explanation
- Writing/explanations
- Word Problems



We will be able to describe how an illustration supports the text in order to determine what the author wants us to know by locating details within the illustration.

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—*—
Exit Slip

Middle School Example


We will be able to determine the central idea of an informational text in order to understand what the text is mainly about by writing a summary and supporting details.

Exit Slip Name _____

Thinking It Through

Read the following paragraph, and then answer the questions that follow.

Thomas Jefferson was such a lover of reading that he had a collection of thousands of books in his home at Monticello. In fact, when the Library of Congress was burned by the British during the War of 1812, Jefferson was able to sell his collection to Congress as a replacement. The Library of Congress is the largest collection of books in the world. It was Jefferson who helped to organize the books by a number system that categorized them by their subject instead of alphabetically by their titles. Today the Library of Congress remains the most important collection of books in the world.



What is the central idea of the text? What are the supporting details? Write a short summary about the text below.

Thomas Jefferson loved to read and he had a collection of books. When a library burnt down Thomas sold his books to the Library. Jefferson helped organize the library of Congress.

HINT The main idea is what the passage is mainly about. The supporting details help explain the main idea.

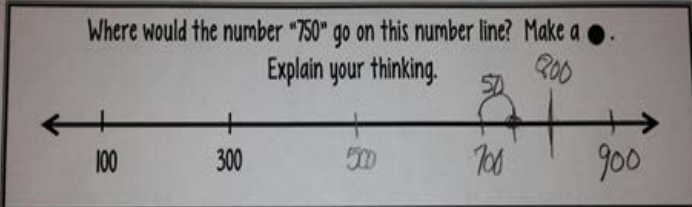
✖
Exit Slip

Elementary Math Example

We will be able to explain and justify the placement of a number on a number line in order to understand the position of a number by justifying our thinking.

Show You Know #11! Name _____

Where would the number "750" go on this number line? Make a ●.
Explain your thinking.



I kept counting by 200s until I got past 750. Then I split the section between 700 and 900, so now there is a line at 800. Then I split the section between 700 and 800 so there would be a line at 750.

Fourth Grade Studio

—✕—
Exit Slip

High School ELA Example

We will be able to determine the central idea of a text in order to understand the author's message by using our knowledge of the setting and characters of the story.

Name _____ Date _____ Period _____

Exit Slip 16

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Theme Exit Slip

Bertha struggled with the idea that her father would probably not let her drive the new Model T Ford that the family had just purchased. She watched her younger brother swirl dirt into the air as the back wheels of the automobile kicked into movement.

It just wasn't fair, thought Bertha. It is the year 1912 and things should have changed by now. Even Ms. Kennedy down the street had a job away from home. How could things begin to change and father still keep to the same old fashioned customs.

Question: Analyze the setting and the thoughts of the characters. What is the central theme of the text? Circle the correct answer below. Then, explain the details that best helped you determine your answer on the back of this exit slip.

- | | |
|------------------|------------------|
| a. Be yourself | c. Gender roles |
| b. Determination | d. Coming of age |



✕ Exit Slip

7. Exit Slip	4	3	2	1
7A. The exit slip is aligned to the Ohio Learning Standards and assesses the focus skill addressed in the purpose statement	The exit slip evaluates a focused skill aligned to the Ohio Learning standards and is a direct measure of the purpose statement	The exit slip evaluates a skill aligned to the Ohio Learning standards and is a direct measure of the purpose statement	The exit slip evaluates a skill aligned to the Ohio Learning standards but not to the purpose statement	The exit slip does not evaluate a focused skill and is not aligned to the Ohio Learning standards and the purpose statement
7B. The exit slip is a daily formative assessment that measures student mastery of the daily purpose statement	3/3 are observed <ul style="list-style-type: none">❑ The exit slip created consists of 1-3 focused questions❑ The exit slip reflects an air-like task❑ The exit slip can be completed in 3-5 minutes	2/3 are observed <ul style="list-style-type: none">❑ The exit slip created consists of 1-3 focused questions❑ The exit slip reflects an air-like task❑ The exit slip can be completed in 3-5 minutes	1/3 are observed <ul style="list-style-type: none">❑ The exit slip created consists of 1-3 focused questions❑ The exit slip reflects an air-like task❑ The exit slip can be completed in 3-5 minutes	0/3 are observed <ul style="list-style-type: none">❑ The exit slip created consists of 1-3 focused questions❑ The exit slip reflects an air-like task❑ The exit slip can be completed in 3-5 minutes



—*— Want to Revisit later?

- www.ycsd.org
- Departments
- Teaching and Learning
- Professional Development
- Purpose Statements
- Exit Slips
- Depth of Knowledge



Simple instructional strategies that incorporate digital media in meaningful, effective, and practical ways.

25 THINGS YOU DIDN'T KNOW

Divide into groups of 5

- As a group:
 - Peruse your GRR resources
 - Discuss your new learning
 - List your top 25 things that you learned about our framework
 - Be prepared to share out!



To access visit the YCSD webpage:

- Staff
 - Log Ins
 - Discovery Education
 - Waffle: Instructional Strategies
 - Waffle: Professional Learning
 - Add */youngstown* to the url

Questions/IFS time?

What are you still wondering?





Find Your Marigolds





Let us know how we did!