

The Compass Classroom

1c: Setting Instructional Outcomes

- Outcomes should describe not what the students will do, but what they will LEARN! It's not an agenda! Rigorous outcomes should be clear and reflect several different types of learning. Differentiation to account for the needs of individual students.
- We all display and discuss clear and rigorous outcomes for each lesson. How can we address the other elements of this domain?
 - I like to make sure that my students can connect each learning outcome with previous knowledge – by using concept maps, vocabulary games, etc.
 - By the end of the lesson students should be able to link the day's outcomes with not only previous outcomes, but ones to follow. Rigor and relevance!
 - What do you do that makes you a highly effective teacher for this domain? How do we apply these elements in a student centered classroom?

Notes:

2c: Managing Classroom Procedures

- “A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement.”
- Does your class “run itself?” Establishing routines and teaching the students how to use them is vital to having a compass classroom. This starts on DAY 1!
- How do I do this?
 - Class jobs – clear and precise procedures on how to use class jobs
 - Class routines – what to do when entering, how to answer questions, etc
 - Group jobs – used during groups activities, group work, and group discussions
- What do you do? What's one procedure/routine that you can establish to be one step closer to having a class that “runs itself?”

Notes:

3b: Using Questioning and Discussion Techniques

- High-level questions vs. Low-level questions – I like to use low level questions to review previous taught skills. In turn this can generate good class discussions and allow other students to build on these questions with higher-order questions. I use high-order questions before teaching a skill when I want students to think about what's to come or after learning the skill.

- Our students do an excellent job of posing lower-level questions; how do we get them to ask higher-level questions – WE TEACH THEM!
- Students need to know the difference between open-ended questions and close-ended questions.
- When students generate high-level questions we then have the evidence that the skill has been taught!
- How do you teach them? How do you get everyone to participate in discussions?

Notes:

3c: Engaging Students in Learning

- Students that are “on task” or “busy” or not necessarily engaged in learning.
- Students that are “engaged in learning” are developing their understanding through what they are doing – discussions, questioning, answering questions, etc.
- This domain is not about what the teacher is doing or saying, but what your students are doing and saying!
 - Activities/assignments
 - Grouping of Students
 - Materials/Resources
 - Structure/Pacing
- How do you give students a choice?
- What are some good ways to have students reflect on the lesson/what’s your closure?

Notes:

3d: Using Assessment in Instruction

- Begin with the End in Mind! – What should your students know by the end of the lesson?
- Monitoring student learning is not like monitoring student behavior. The teacher can’t just walk around the class watching what the students are doing, instead he/she must look at what students are writing and saying.
- I find that my kids assess each other very well. By finding each other’s mistakes and helping to fix them they learn what not to do. I also find that peer tutoring works well. I allow my students to ask “how did you get that,” “why are you doing it that way,” etc. This leads to rich discussions that allow the students to understand the skills being taught.
- How do we do this?
 - Exit tickets – pros/cons?
 - Class discussions – I like to facilitate discussions to assess how deep understanding is, I or other students can also provide immediate feedback.
 - What do you do?

Notes:

