

Unbridled Learning.....
Next Steps in the Content Leadership Networks

- ✦ I can identify the key components of the work for the Leadership Networks this year
- ✦ I can identify ways to monitor the implementation of Unbridled Learning within my school and/or district.

4 Pillars of Unbridled learning

- ✦ Assessment Literacy
- ✦ Kentucky Core Academic Standards
- ✦ Characteristics of Highly Effective Teaching and Learning (CHETL)
- ✦ Leadership

What's working

✦ On a slip of paper identify what is currently being implemented in your school/district that is successful:

- ✦ New Standards (Ky. Core Academic Standards)
 - Use of Learning targets with students
- ✦ Formative Assessment Practices (Assessment literacy)
- ✦ CHETL -
- ✦ Other.....

What are the Barriers?

✦ On a slip of paper identify what are the barriers that you are finding as you implement.....

- ✦ New Standards (Ky. Core Academic Standards)
 - Use of Learning targets with students
- ✦ Formative Assessment Practices (Assessment literacy)
- ✦ CHETL -
- ✦ Other.....

monitoring implementation

✦ On a slip of paper - identify the ways that you are currently monitoring the implementation of:

- ✦ New Standards (Ky. Core Academic Standards)
 - Use of Learning targets with students
- ✦ Formative Assessment Practices (Assessment literacy)
- ✦ CHETL -
- ✦ Other.....

At Your table

✦ Share at your table - Identify any areas that you would want included in the Content Network section of KLA this year.

2011/12 Leadership networks

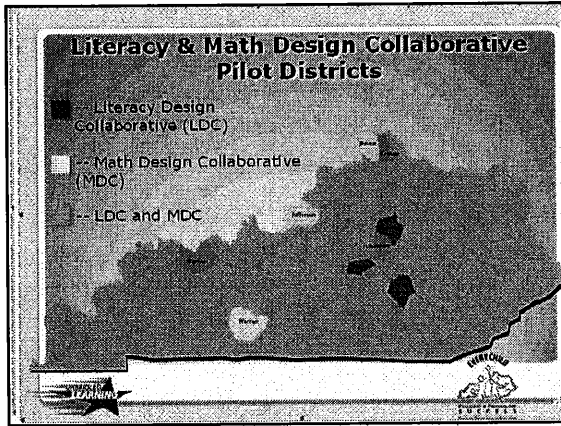
✦ It's about.....

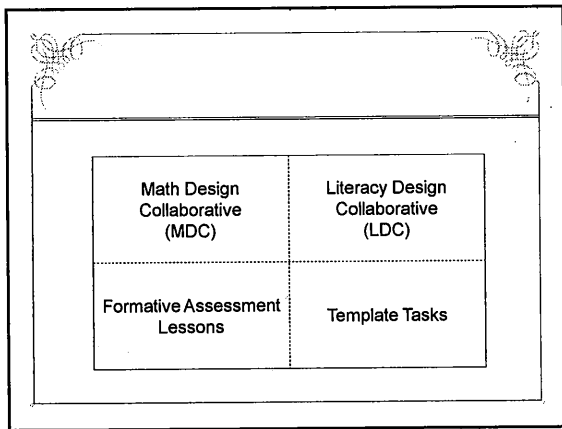
- ✦ Implementation
- ✦ Supporting Implementation
- ✦ Observing/Collecting/Analyzing/Providing feedback around evidence of implementation

Implementation Focus

✦ Literacy Design Collaborative (LDC)

✦ Math Design Collaborative (MDC)





ldc templates

- LDC template tasks are "shells" of assignments that ask students to read, write, and think about important academic content in science, social studies, English, or another subject.
- Teachers fill in those shells, deciding the texts students will read, the writing students will produce, and the content students will engage.

Task 2

✦ After reading _____ (literature or informational texts), write _____ (review, article, editorial, speech, etc.) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

task 11

✦ After researching _____ (informational texts) on _____ (content), write a _____ (report or substitute) that defines _____ (term or concept) and explains _____ (content). Support your discussion with evidence from your research. **L2** What implications can you draw?

teaching tasks

✦ Teachers fill in the prompt, including:

- ★ The content of the task
- ★ Texts to read
- ★ Text students will write
- ★ Whether to use the L2 and L3 options to make the task more demanding

✦ Teachers also decide on:

- ★ What background information about the teaching task should be shared with students
- ★ Which state or local standards the teaching task will address
- ★ Whether and how to use an extension activity with the teaching task

A Great LDC Teaching Task

- ★ Addresses content essential to the discipline, inviting students to engage deeply in thinking and literacy practices around that issue.
- ★ Makes effective use of the template task's writing mode (argumentation, information/explanation, or narrative).
- ★ Selects reading texts that use and develop academic understanding and vocabulary.
- ★ Designs a writing prompt that requires sustained writing and effective use of ideas and evidence from the reading texts.
- ★ Establishes a teaching task that is both challenging and feasible for students, with a balance of reading demands and writing demands that works well for the intended grade and content.

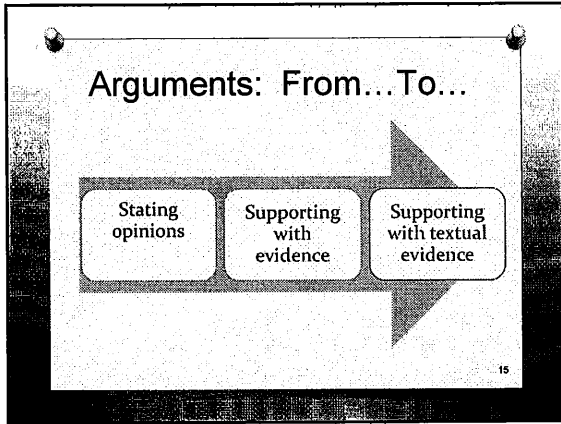
Argumentative Writing

- ✦ Started with this task:
 - ✦ Motivating for students
 - ✦ New standards require moving to argumentative writing instead of persuasive

What's the difference?

Opinion	Persuasion	Argumentation
✓May acknowledge other perspectives on the issue, but generally focuses on 1 point of view ✓Relies on opinion to support ideas; often uses emotional appeals; generalized support ✓Focuses on convincing the reader to adopt the opinion	✓May consider other perspectives on the issue. ✓Blends facts and emotion to make its case, relying often on opinion. ✓May predict the results of accepting the position, especially if the information will help convince the reader to adopt the opinion.	✓May consider other perspectives on the issue. ✓Blends facts and emotion to make its case, relying often on opinion ✓May predict the results of accepting the position, especially if the information will convince the reader to adopt the opinion.

From Writing & KY Core Standards Webinar September, 2011



Implications of Ldc.....

- * Provides a content specific way to embed writing across the curriculum.
- * Supports the expectations in Writing Program Reviews
- * Will build collaboration across the disciplines
- * Supports the move from Persuasive Writing to Argumentative Writing

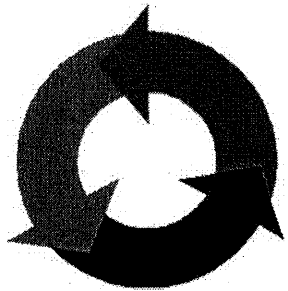
Ties to Writing Program Reviews

- * You have been given the Administrative Section of the Writing Program Review
- * Go through and read the "proficient" section of the rubric making any notes to yourself.
- * Be ready to discuss with your table the implications
- * As a group be ready to share something that you need to take into consideration as a school/district leader.

MDC

- * Formative Assessment Lessons
- * 20 lessons developed through the Gates Grant which can be used 6-12
- * State is developing elementary lessons

Formative Assessment Lessons



Five Strategies of Formative Assessment

- Clarifying and sharing learning intentions and criteria for success
- Engaging effective discussion, questions, activities and tasks that allow evidence of learning
- Providing feedback that moves students forward
- Activating students as resources for one another
- Activating students owners of their own learning

Michelle Thompson and Dylan Williams

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Seven Strategies of Assessment for Learning

Where are we going?

1. Provide students with a clear and understandable vision of the learning target.
2. Use a variety and range of strong and weak tasks.

Where are we now?

3. Offer regular descriptive feedback.
4. Teach students to self-assess and set goals.

How can I show I have learned?

5. Design lessons to focus on one learning target or aspect of skills at a time.
6. Teach students focus, direction.
7. Engage students in self-reflection and to track their own progress and their learning.

Where Are We Going?
Connections to CASL

Structure of fALs

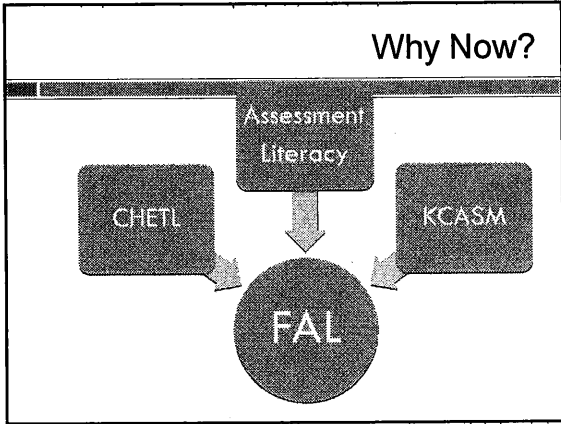
- * Prior to the day of the lesson:
 - * Students work on problem independently.
 - * Teachers analyze and summarize student responses into Common Issues.
 - * Teachers brainstorm suggested questions/prompts to use with students in the follow up lesson

Structure of FALS

- * On the day of the lesson:
 - * Teachers give back the student work and the related comments
 - * Students re-engage with their solutions individually to address the issues raised by the teacher
 - * Students work in groups of 2-3 to try the task again, combining their ideas.
 - * Students work collaboratively to analyze other student examples - gives the students a chance to evaluate other possible approaches.
 - * Students participate in a whole class discussion about the student examples
 - * Students re-engage with their solutions and revise using a different color pen - students are encouraged to try a different process.

Pedagogical Capacities

- Select assessments/ tasks aligned to a lesson's learning targets.
- Thoughtfully and thoroughly plan lessons.
- Implement cooperative learning strategies.
- Engineer effective classroom discussions.
- Provide students with feedback that will move their learning forward, without "doing the thinking" for them.
- Effectively analyze student work.
- Implement a variety of short-term and medium-term formative assessment strategies.



September: Math Teacher Leader Network Targets

- Participants can describe why formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.
- Participants can describe the design and purpose of a Formative Assessment Lesson.
- Participants can modify a task from low cognitive demand into a high cognitive demand task.

On-Going Targets for 2011-2012

- Participants will deepen their understanding of number, operations, algebraic thinking and mathematics pedagogy.
- I can set personal goals for myself and my school/ district related to our vision of next generation learning and identify actions needed to accomplish them.
