

## Presentation Slides




### When Schools Account for 20% of Achievement Variance

	Success	Failure
Effective School	72%	28%
Ineffective School	28%	72%

### When Schools Account for 50% of Achievement Variance




	Success	Failure
Highly Effective School	85%	15%
Highly Ineffective School	15%	85%

### Factors Influencing Achievement

 <b>School</b>	<ol style="list-style-type: none"> <li>1. Guaranteed and Viable Curriculum</li> <li>2. Challenging Goals and Effective Feedback</li> <li>3. Parent and Community Involvement</li> <li>4. Safe and Orderly Environment</li> <li>5. Collegiality and Professionalism</li> </ol>
 <b>Teacher</b>	<ol style="list-style-type: none"> <li>6. Instructional Strategies</li> <li>7. Classroom Management</li> <li>8. Classroom Curriculum Design</li> </ol>
 <b>Student</b>	<ol style="list-style-type: none"> <li>9. Home Environment</li> <li>10. Learning Intelligence/ Background Knowledge</li> <li>11. Motivation</li> </ol>

### Leadership

#### Factors Influencing Achievement

<b>Leadership</b>	 <b>School</b>	<ol style="list-style-type: none"> <li>1. Guaranteed and Viable Curriculum</li> <li>2. Challenging Goals and Effective Feedback</li> <li>3. Parent and Community Involvement</li> <li>4. Safe and Orderly Environment</li> <li>5. Collegiality and Professionalism</li> </ol>	<b>Leadership</b>
	 <b>Teacher</b>	<ol style="list-style-type: none"> <li>6. Instructional Strategies</li> <li>7. Classroom Management</li> <li>8. Classroom Curriculum Design</li> </ol>	
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	<b>Leadership</b>		

The average correlation between principal leadership behavior and school achievement is .25 which means....

The average correlation between principal leadership behavior and school achievement is

.25  
which means....

a one standard deviation increase in principal leadership is associated with a 10 percentile point gain in school achievement.

Range of findings	P gain for 1 sd change leadership	Change from P50
High	19	69
Average	10	60
Low	-1	49

### Factors Mediating Leadership Behavior

Focus of the change

and

Order of the change

### Leadership for Incremental Change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes

### Leadership for Second Order Change

- Shake up the status quo
- Expect some things to seem worse
- Propose new ideas
- Operate from strong beliefs
- Tolerate ambiguity and dissent
- Talk research and theory
- Create explicit goals for change
- Define success in terms of goals

### Factors Influencing Achievement



**School**

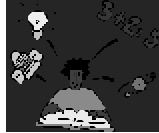
- 1. Guaranteed and Viable Curriculum**
- 2. Challenging Goals and Effective Feedback**
- 3. Parent and Community Involvement**
- 4. Safe and Orderly Environment**
- 5. Collegiality and Professionalism**

## Factors Influencing Achievement



School

### 1. Guaranteed and Viable Curriculum



If you wanted to teach all of the standards in the national documents, you would have to change schooling from K-12 to K-22 .

- 255 standards across 14 subject areas
- 3,500 benchmarks
- 13,000 hours of class time available
- 9,000 hours of instruction available
- 15,500 hours of instruction needed to cover the 3,500 benchmarks

## Factors Influencing Achievement



School

### 2. Challenging Goals & Effective Feedback



## Models for Standards-Based Design

- External Assessments
- Core Courses
- Projects, Exhibitions, & Portfolios
- Standards-Based Report Cards

Name: Al Elnetts  
Address: 1111 E. McSquared Drive  
City: Relativity, Colorado 80000  
Grade Level: 11  
Quarter: Fourth

Course Title	Overall	Academic	Nonacademic
Algebra	A	C	A
Adv. Placement Physics	A	B	B
U.S. History	A	A	C
Am. Literature	A	A	A
Phys. Ed.	A	A	A
Chorus	B	C	A
Geography	B	B	B

Current GPA: 3.33      3.24      3.43

Standards Rating				
	(1)	(2)	(3)	(4)
<b>Algebra II</b>				
Mathematics Standard 1: Numeric Problem Solving				
Mathematics Standard 2: Computation				3.00
Mathematics Standard 3: Measurement				
Mathematics Standard 4: Chemistry				
Mathematics Standard 5: Probability				
Mathematics Standard 6: Algebra				2.50
Mathematics Standard 7: Data Analysis				
Reasoning Standard: Decision Making				
Communication Standard: Written				
Communication Standard: Oral				
Nonachievement Factor: Effort				3.5
Nonachievement Factor: Attendance				4.0
Mathematics Achievement: 2.75    Overall: 3.30				Average Num: 3.67
<b>Advanced Placement Physics</b>				
Science Standard 1: Structure/Properties of Matter				3.5
Science Standard 2: Energy Types				4.0
Science Standard 3: Motion				
Science Standard 4: Forces				
Reasoning Standard: Experimental Inquiry				4.0
Reasoning Standard: Problem Solving				
Communication Standard: Audience				
Communication Standard: Oral				3.75
Nonachievement Factor: Behavior				3.00
Nonachievement Factor: Attendance				3.00
Science Achievement: 3.83    Overall: 3.54				Average Num: 3.25

Subject and Standards Rated	Average Rating	Number of Ratings	Most Recent Rating	Highest Rating	Lowest Rating
<b>Subject: MATHEMATICS</b>					
Standard 1: Numeric Problem Solving	2.4	5	3.75	3.75	1.5
Standard 2: Computation	1.6	4	2.75	2.75	1.0
Standard 3: Measurement	2.7	3	2.75	3.00	2.0
Standard 4: Geometry	1.8	6	2.75	2.75	1.5
Standard 5: Probability	1.7	3	3.75	3.75	1.0
Standard 6: Algebra	2.4	2	3.75	3.75	1.0
Standard 7: Data Analysis	3.0	1	3.00	3.00	3.0
<b>Overall Mathematics</b>	<b>2.29</b>	<b>24</b>	<b>3.21</b>	<b>3.25</b>	<b>1.57</b>
<b>Subject: SCIENCE</b>					
Standard 1: Structure/Properties of Matter	3.4	4	3.75	3.75	1.25
Standard 2: Energy Types	3.5	6	4.0	4.0	3.25
Standard 3: Motion	3.5	4	3.75	4.0	2.75
Standard 4: Forces	3.75	4	4.0	4.0	3.0
<b>Overall Science</b>	<b>3.54</b>	<b>18</b>	<b>3.87</b>	<b>3.94</b>	<b>2.56</b>
<b>Subject: HISTORY</b>					
Standard 1: Civilization & Human Society	2.75	4	3.5	3.75	2.25
Standard 2: Exploration & Colonization	3.0	3	3.0	3.25	2.5
Standard 3: Revolution and Conflict	3.75	5	3.5	4.0	3.25
Standard 4: Industry and Commerce	2.7	3	3.25	3.5	1.25
Standard 5: Forms of Government	3.0	2	2.0	4.0	2.0
<b>Overall History</b>	<b>3.04</b>	<b>17</b>	<b>3.05</b>	<b>3.7</b>	<b>2.25</b>
<b>Subject: GEOGRAPHY</b>					
Standard 1: Places and Regions	2.0	3	1	3.75	1.0
Standard 2: Human Systems	3.75	4	3.25	4.0	3.25
Standard 3: Physical Systems	2.8	4	3.75	3.75	2.0
Standard 4: Uses of Geography	3.5	3	4.0	4.0	3.25
Standard 5: Environment & Society	3.0	3	4	4.0	2.5
Standard 6: The World in Spatial Terms	2.5	2	3.0	3.0	2.0
<b>Overall Geography</b>	<b>2.93</b>	<b>19</b>	<b>3.2</b>	<b>3.75</b>	<b>2.73</b>

**FIGURE 1.1**  
Percentage of Teachers Reporting Use of  
Effort, Behavior, Cooperation, and Attendance in Determining Grades

Grade Level	Effort	Behavior	Cooperation	Attendance
K (n=79)	31%	7%	4%	8%
1-3 (n=110)	29%	8%	4%	8%
4-6 (n=158)	30%	8%	8%	10%
7-9 (n=142)	36%	10%	8%	18%
10-12 (n=151)	36%	14%	9%	24%

Source: Marzano (1998b). Copyright © 1999 by McREL Institute. Reprinted with permission.

#### Assignments

- 4 The student is punctual or early turning in assignments and goes beyond the stated requirements relative to neatness and adherence to conventions.
- 3 The student is punctual in turning in assignments and meets the stated requirements relative to neatness and adherence to conventions.
- 2 The student is not punctual in turning in assignments or does not meet the stated requirements relative to neatness and adherence to conventions.
- 1 The student is not punctual in turning in assignments and does not meet the stated requirements relative to neatness and adherence to conventions.
- 0 No judgment can be made.

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Standards	Precipitation	Ocean Currents	Measurement of Temperature	Reading Tables	Estimation	Effort	Behavior	Attendance	Assessment Key:										
									A: Quiz, Sept. 10	B: Homework, Sept. 10	C: Homework, Sept. 15	D: Homework, Sept. 17	E: Quiz, Sept. 20	F: Unit Test #1, Sept. 22	G: Performance Task, Sept. 24	H: Homework, Sept. 29	I: Quiz, Oct. 1	J: Homework, Oct. 6	K: Quiz, Oct. 8
Student:																			
Cherise Walker	A	1.5		1.0		2.0	2.5	3.0	4.0										
	B	2.0			1.5		1.0	3.0	4.0										
	C	1.5				2.0	2.5	3.0	4.0										
	D	2.0					2.5	2.5	4.0										
	E	1.5		1.5		2.0	2.0	3.0	4.0										
	F	2.0		1.5	1.5		2.0	3.0	4.0										
	G	2.5		1.5	1.5	2.0	1.0	3.5	4.0										
	H		2.0				3.0	3.5	4.0										
	I		2.0			1.5	1.0	3.0	4.0										
	J			2.0	1.5		2.0	2.5	4.0										
	K		2.0		2.0		2.5	3.0	4.0										
	L		2.0				1.0	3.0	4.0										
	M		2.5				2.0	3.5	4.0										
	N		2.5				2.5	3.5	4.0										
	O	2.5	2.5	2.0	2.0		1.0	3.5	4.0										
Final Topic Score	2.25	2.5	1.75	1.75	2.0	1.9	3.1	4.0											

Figure 5.6. Standards-based Grade Book with Non-Achievement Factors.

## Making Standards-Based Reporting Work

- 20 or fewer elements per subject, per grade level, per year
- a residual category for teacher supplemental content
- a uniform way of scoring assessments and assignments that is RIGOROUS

## Language Arts Reporting Topics

- Reading
  - Comprehension
  - Word analysis
  - Genre and literary devices
  - The research process
  - Information gathering and organization
  - Technical material

## Language Arts Reporting Topics

- Writing
  - The writing process
  - Overall logic and complexity of thought
  - Adaptation to audience and purpose
  - Conventions
  - Use of writing formats

## Language Arts Reporting Topics

- Speaking and Listening
  - Structure and logic of presentations
  - Delivery techniques
  - Listening comprehension
  - Group discussion

## Mathematics Reporting Topics

- Number Operations and Concepts
  - Basic number concepts and operations
  - Fractions, proportions, decimals, & percents
  - Exponents, roots, & factors
  - Problem solving & mathematical reasoning

## Mathematics Reporting Topics

- Geometry
  - Lines and angles
  - Shapes and figures
  - Motion geometry, transformations, congruence, & similarity

## Mathematics Reporting Topics

- Measurement
  - Units and systems of measurement
  - Area, perimeter, circumference, & angles
  - Capacity, weight, mass, & volume
  - Time

## Mathematics Reporting Topics

- Algebra
  - Expressions, equations, & functions
  - Graphs and graphing systems

## Mathematics Reporting Topics

- Data Analysis and Probability
  - Data organization and display
  - Central tendency & dispersion
  - Probability and hypothesis testing

## Comprehension Grade 9

- While reading grade level appropriate material the student identifies and articulates major explicit and implicit patterns including:
  - Main idea with multiple levels of supporting detail
  - Arguments with complex systems of support
  - Complex causal relationships
  - Complex plots with multiple story lines

## Comprehension: Grade 3

- While reading grade level appropriate material the student identifies and articulates major explicit and implicit patterns including:
  - Main idea with supporting details
  - Simple causal relationships
  - Simple plots with single story lines
  - Simple chronologies

## Expressions, Equations, & Functions: Grade 9

- While solving problems and performing tasks involving mathematics, the student:
  - Writes and evaluates expressions, functions, equations and inequalities

## Expressions, Equations, & Functions: Grade 5

- While solving problems and performing tasks involving mathematics, the student:
  - Represents the idea of a variable as an unknown quantity using a letter or a symbol within any whole number operation
  - Creates generalized numeric patterns involving addition, subtraction, multiplication, and division

A generic template for rubric design

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	
1	
0	

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
1	
0	


4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.

4	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences that go beyond the information taught and an advanced fluency relative to the processes that were taught.
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
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0	The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.


## Factors Influencing Achievement



**School**

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### 3. Parent and Community Involvement



### Factors Influencing Achievement



**School**

**4. Safe and Orderly Environment**



### Factors Influencing Achievement



**School**

**5. Collegiality and Professionalism**



### Factors Influencing Achievement



**Teacher**

- 6. Instructional Strategies**
- 7. Classroom Management**
- 8. Classroom Curriculum Design**

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 <sup>th</sup>	50 <sup>th</sup>

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 <sup>th</sup>	50 <sup>th</sup>
Highly Ineffective School/ Highly Ineffective Teacher	50 <sup>th</sup>	3 <sup>rd</sup>

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 <sup>th</sup>	50 <sup>th</sup>
Highly Ineffective School/ Highly Ineffective Teacher	50 <sup>th</sup>	3 <sup>rd</sup>
Highly Effective School/ Highly Ineffective Teacher	50 <sup>th</sup>	37 <sup>th</sup>


	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 <sup>h</sup>	50 <sup>h</sup>
Highly Ineffective School/Highly Ineffective Teacher	50 <sup>h</sup>	3 <sup>rd</sup>
Highly Effective School/ Highly Ineffective Teacher	50 <sup>h</sup>	37 <sup>th</sup>
Highly Ineffective School/ Highly Effective Teacher	50 <sup>h</sup>	63 <sup>rd</sup>

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 <sup>h</sup>	50 <sup>h</sup>
Highly Ineffective School/Highly Ineffective Teacher	50 <sup>h</sup>	3 <sup>rd</sup>
Highly Effective School/ Highly Ineffective Teacher	50 <sup>h</sup>	37 <sup>th</sup>
Highly Ineffective School/ Highly Effective Teacher	50 <sup>h</sup>	63 <sup>rd</sup>
Highly Effective School/ Highly Effective Teacher	50 <sup>h</sup>	96 <sup>th</sup>

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 <sup>h</sup>	50 <sup>h</sup>
Highly Ineffective School/Highly Ineffective Teacher	50 <sup>h</sup>	3 <sup>rd</sup>
Highly Effective School/ Highly Ineffective Teacher	50 <sup>h</sup>	37 <sup>th</sup>
Highly Ineffective School/ Highly Effective Teacher	50 <sup>h</sup>	63 <sup>rd</sup>
Highly Effective School/ Highly Effective Teacher	50 <sup>h</sup>	96 <sup>th</sup>
Highly Effective School/ Average Teacher	50 <sup>h</sup>	78 <sup>th</sup>

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50 <sup>h</sup>	50 <sup>h</sup>
Highly Ineffective School/Highly Ineffective Teacher	50 <sup>h</sup>	3 <sup>rd</sup>
Highly Effective School/ Highly Ineffective Teacher	50 <sup>h</sup>	37 <sup>th</sup>
Highly Ineffective School/ Highly Effective Teacher	50 <sup>h</sup>	63 <sup>rd</sup>
Highly Effective School/ Highly Effective Teacher	50 <sup>h</sup>	96 <sup>th</sup>
Highly Effective School/ Average Teacher	50 <sup>h</sup>	78 <sup>th</sup>


**Factors Influencing Achievement**



**Teacher**

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**6. Instructional Strategies**



**Classroom Instruction That Works**

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

## Factors Influencing Achievement



Teacher

### 7. Classroom Management



## Factors Influencing Achievement



Teacher

### 8. Classroom Curriculum Design



Design

Delivery

Instruction

Instruction

Management

Management

## Questions for Instructional Design

Question 1: What will I do to establish and communicate learning goals, track student progress and celebrate success?

### Setting Objectives

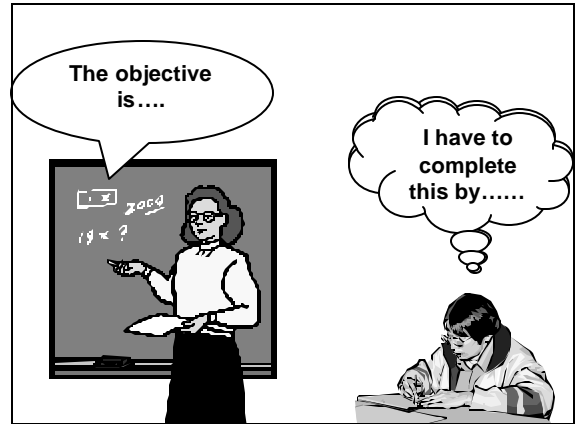
*Generalizations from research on Setting Objectives:*

**1. Instructional goals narrow students' focus.**

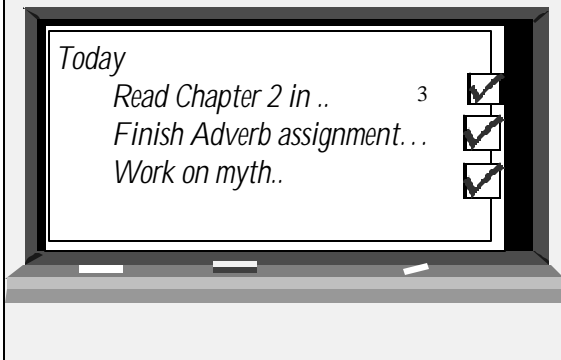
**2. Instructional goals should not be too specific.**

**3. Students should be encouraged to personalize the teacher's goals.**

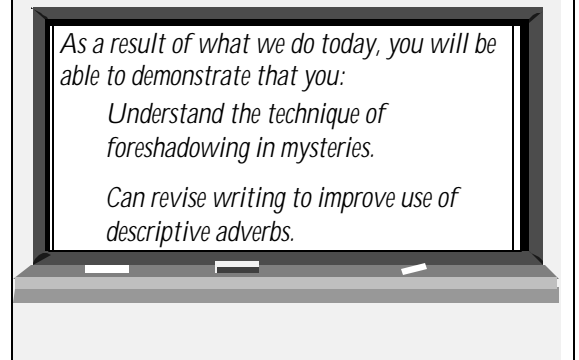
When students know what they are **learning**, their performance, on average, has been shown to be 27 percentile points higher than students who do not know what they are learning.



### Activities/Assignments



### Learning Goals



### Activities/Assignments or Learning Goals?????

- Add and subtract fractions.
- Understand the various components of culture.
- Make a travel brochure for a region.
- Make a simple machine.
- Understand the relationship between fractions and decimals
- Write a report on Charles Dickens.
- Design a menu that includes a balance of foods from the food pyramid.
- Know states and their capitals.

### Nonfiction Reading Expectation

In reading this six weeks you have a minimum requirement of reading two nonfiction books. One of the books must be a biography or an autobiography. The second book must be a nonfiction about any subject of interest to you such as tigers, astronomy, World War I, medicine, or computers. After you read these two books, you must select one of them for the class expectation.

For the expectation, you must either dress up as the character in your biography/autobiography or as a character presenting information about the subject in your nonfiction. I will schedule presentations the last week of the six weeks. You will need to come prepared on your scheduled day ready for me to video tape you in front of the class as you present. I will be grading you on the following criteria:

(10 pts) 1. thorough introduction to person or subject and an appropriate conclusion

(10 pts) 2. costume  
 •well thought out and thorough  
 •original/creative  
 •must include at least one prop

(10 pts)	1. thorough introduction to person or subject and an appropriate conclusion
(10 pts)	2. costume -well thought out and thorough -original/creative -must include at least one prop
(10 pts)	3. 10 important facts or events about the subject or person
(10 pts)	4. stage presence -standing tall and holding still -looking at the audience -speaking loudly and clearly -using an interesting voice -having a rehearsed presentation
(10 pts)	5. memorized 2-4 minutes presentation
Total Points = 50 points	

Formats for homework that clarify purpose:

## Assignment Notebook

Language Arts	<p><b>Assignment:</b></p> <p><b>Due:</b></p> <p><b>Learning Goal: As a result of doing this assignment, I should</b></p> <p><i>Know more about...?</i></p> <p><i>Understand better...?</i></p> <p><i>Be more skilled at...?</i></p>
Math	
Science	
Social Studies	

**On this writing task, I will be working on, and would like to receive feedback on,**

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**In my next writing assignment, I need to work on**\_\_\_\_\_.

**How effective am I when I set objectives?**

**When I set objectives, to what extent do I believe that my students**

- ✓ could describe what they are learning, not just describe what they are doing
- ✓ focus more on learning goals than on completing assignments
- ✓ personalize the learning goals

Not at all			To a great extent
1	2	3	4

**Setting Objectives and Providing Feedback**

*Generalizations from research on Providing Feedback*

1. Feedback should be “corrective” in nature.
2. Feedback should be timely.
3. Feedback should be specific to a criterion.
4. Students can effectively provide their own feedback.

Name: \_\_\_\_\_

Paragraph/Essay Writing Rubric

Content	(20)	15
Paragraphing	(10)	5
Sentence Structure	(10)	10
Topic Sentence/Paragraph	(10)	10
Details/Body Paragraph	(10)	10
Concluding Sentence/Paragraph	(10)	10
Transitions	(10)	5
Word Choice	(10)	10
Spelling	(10)	10
<b>Total Score</b>	<b>(100)</b>	<b>75%</b>

C

Let's see more descriptive detail !!

Name: \_\_\_\_\_

Paragraph/Essay Writing Rubric

Content	(20)	15
Paragraphing	(10)	5
Sentence Structure	(10)	6
Topic Sentence/Paragraph	(10)	10
Details/Body Paragraph	(10)	10
Concluding Sentence/Paragraph	(10)	10
Transitions	(10)	10
Word Choice	(10)	10
Spelling	(10)	8
<b>Total Score</b>	<b>(100)</b>	<b>80%</b>

Good!  
Watch your sentence structure.  
B

Name: \_\_\_\_\_

Paragraph/Essay Writing Rubric

Content	(20)	16
Paragraphing	(10)	10
Sentence Structure	(10)	6
Topic Sentence/Paragraph	(10)	10
Details/Body Paragraph	(10)	8
Concluding Sentence/Paragraph	(10)	10
Transitions	(10)	8
Word Choice	(10)	8
Spelling	(10)	10
<b>Total Score</b>	<b>(100)</b>	<b>86%</b>

Nice Job!  
B

Plastic Cover - 10

Ferdinand Magellan

Writter 35  
Date 7/3  
160

Ferdinand Magellan was born in Sabrosa, Portugal in the spring of 1480. He was raised in the northern province of Minho. He was enrolled in the Royal School for Pages when he was 12 years old. He learned about mapmaking, astronomy, and celestial navigation. Magellan heard about how Bartholomeu Dias had rounded the bottom of Africa, and how Christopher Columbus reached some of the islands of the New World. He heard about Vasco da Gama sailed around Africa and crossed the Indian Ocean to India and the Spice Islands. These explorations caused Magellan to dream about the day when he would search for new places.

After a long process, Magellan finally got approval from King Charles to set out on his voyage. Five tall, square-rigged ships were built for the voyage. They were the San Antonio, the Victoria, the Concepcion, the Santiago, and the Trinidad.

At the last minute, Antonio Pigafetta joined the crew. He turned out to be a spy sent by the rulers of Venice with orders to inform them of any new trade routes to the Orient discovered by the expedition.

Egyptian Alphabet Book

\_\_\_\_\_

INFORMATION HAS TO BE IN SENTENCES. IT HAS TO BE RELEVANT TO ANCIENT EGYPT. NO PENCIL.

\_\_\_\_\_

(C-)

LETTERS:  
H P P ✓  
I H P ✓  
Z ... IN EGYPT?

INFORMATION HAS TO BE IN SENTENCES. ✓  
IT HAS TO BE RELEVANT TO ANCIENT EGYPT. ✓  
NO PENCIL ✓

Feedback Research

Students assessed, Group A received feedback, Group B did not; Both groups assessed again

Type of Feedback	# of studies	Group A performance compared to Group B
Right/wrong answers	6	-3
Correct answers	30	+9
Repeat until correct	4	+20
Explain	9	+20

How do you provide feedback in a way that students

- Know what they are learning and how well they are progressing
- Can explain what they need to do to get better.

Rubrics

Name: \_\_\_\_\_

Paragraph/Essay Writing Rubric

Content	(10)	10
Paragraph	(10)	10
Sentence	(10)	10
Topic Sentence	(10)	10
Details/Body	(10)	8
Concluding Sentence/Paragraph	(10)	10
Transitions	(10)	8
Word Choice	(10)	8
Spelling	(10)	10
<b>Total Score</b>	<b>(100)</b>	<b>86%</b>

Nice Job!

**Clean refrigerator**

- 4 Entire refrigerator is sparkling and smells clean. All items are fresh, in proper containers (original or Tupperware, with lids), and organized into categories
- 3 Refrigerator is generally wiped clean. All items are relatively fresh, in some type of container (some Tupperware lids are missing or don't fit) and are sitting upright

- 2 Some of the shelves are wiped clean, although there are some crusty spots. There are some suspicious smells. Items are in containers, but there seems to be some green stuff growing in some of the Tupperware
- 1 Items stick to the shelves when they are picked up. The smells linger long after the refrigerator door is closed. Several items need to be thrown out—Tupperware and all

Rubrics

•How can they help students learn?

Feedback should be corrective.  
Feedback should be specific to a criterion.

*What is the focus of the criteria?*

Name: \_\_\_\_\_

Paragraph/Essay Writing Rubric

Content	(20)	15
Paragraphing	(10)	5
Sentence Structure	(10)	10
Topic Sentence/Paragraph	(10)	10
Details/Body Paragraph	(10)	10
Concluding Sentence/Paragraph	(10)	10
Transitions	(10)	10
Word Choice	(10)	10
Spelling	(10)	10
<b>Total Score</b>	<b>(100)</b>	<b>75%</b>

Let's see more descriptive detail !!  
C

Name: \_\_\_\_\_

Paragraph/Essay Writing Rubric

Content	(25)	15
Paragraphing	5 (10)	5
Sentence Structure	(10)	6
Topic Sentence/Paragraph	(10)	10
Details/Body Paragraph	(10)	10
Concluding Sentence/Paragraph	(10)	10
Transitions	(10)	10
Word Choice	(10)	10
Spelling	(10)	8
<b>Total Score</b>	<b>(100)</b>	<b>80%</b>

Good! Watch your sentence structure.  
B

Name: \_\_\_\_\_

Paragraph/Essay Writing Rubric

Content	(20)	16
Paragraphing	(10)	10
Sentence Structure	(10)	6
Topic Sentence/Paragraph	(10)	10
Details/Body Paragraph	(10)	8
Concluding Sentence/Paragraph	(10)	10
Transitions	(10)	8
Word Choice	(10)	8
Spelling	(10)	10
<b>Total Score</b>	<b>(100)</b>	<b>86%</b>

Nice Job!  
D

**On this writing task, I will be working on, and would like to receive feedback on,** \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**In my next writing assignment, I will be working on** \_\_\_\_\_.

**How effective am I when I provide feedback?**

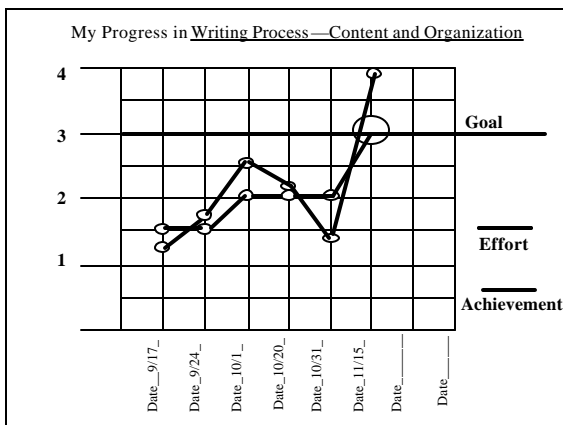
**When I provide feedback, to what extent do I believe that my students**

**Understand..**

- ✓ How well they are progressing toward specific learning goals when compared to a consistently applied standard,
- ✓ How much they have improved over time, *and*
- ✓ How to improve their performance.

Not at all To a great extent

**1                      2                      3                      4**



Name: \_\_\_\_\_

For the week beginning: 2/1/04

	Mon.	Tues.	Wed.
On time to class	20	20	20
Prepared for class	0-10-20	0-10-20	0-10-20
Work all period	0-10-20	0-10-20	0-10-20
Be verbally and physically respectful	0-10-20	0-10-20	0-10-20
Complete all work	0-10-20	0-10-20	0-10-20
<b>Total</b>		<b>30</b>	<b>14</b>

100 points per day for five days a week earns you a cold wash of your work is turned in for the week.

---

For the week beginning: 2/9/04

	Mon.	Tues.	Wed.	Thurs.	Fri.
On time to class	20	20	20		



## Elaborate

(in pairs, triads, small groups)

- Infer relationships/patterns
- Identify similarities and differences with other content
  - Comparison
  - Classification
  - Metaphors
  - Analogies

## Comparing

**Identifying and describing similarities and differences among items.**

**A and B are similar because they both**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A and B are different because**

- A** is \_\_\_\_\_, but **B** is \_\_\_\_\_.
- A** is \_\_\_\_\_, but **B** is \_\_\_\_\_.
- A** is \_\_\_\_\_, but **B** is \_\_\_\_\_.

**Fun and Enjoyment are similar because they both**

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**Fun and Enjoyment are different because**

- Fun** is \_\_\_\_, but **Enjoyment** is \_\_\_\_\_.
- Fun** is \_\_\_\_, but **Enjoyment** is \_\_\_\_\_.
- Fun** is \_\_\_\_, but **Enjoyment** is \_\_\_\_\_.

**A win and a victory are similar because they both**

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**A win and a victory are different because**

- Win** is \_\_\_\_, but **Victory** is \_\_\_\_\_.
- Win** is \_\_\_\_,but **Victory** is \_\_\_\_\_.
- Win** is \_\_\_\_,but **Victory** is \_\_\_\_\_.

**Fractions and Decimals are similar because they both** \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

**Fractions and Decimals are different because**

- Fractions** \_\_\_\_, but **Decimals** \_\_\_\_.
- Fractions** \_\_\_\_, but **Decimals** \_\_\_\_.
- Fractions** \_\_\_\_, but **Decimals** \_\_\_\_.

A monarchy and a dictatorship are similar because they both \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

A monarchy and a dictatorship are different because

a monarchy \_\_\_\_\_, but a dictatorship \_\_\_\_\_.

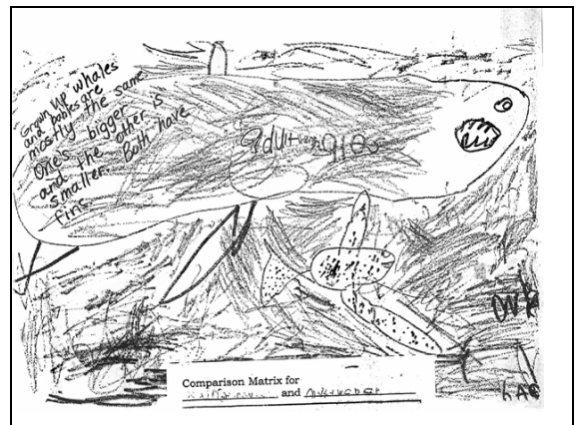
a monarchy \_\_\_\_\_, but a dictatorship \_\_\_\_\_.

a monarchy \_\_\_\_\_, but a dictatorship \_\_\_\_\_.

	Item 1	Item 2	Item 3	
Characteristic 1				Similarities and Differences
Characteristic 2				Similarities and Differences
Characteristic 3				Similarities and Differences
Characteristic 4				Similarities and Differences

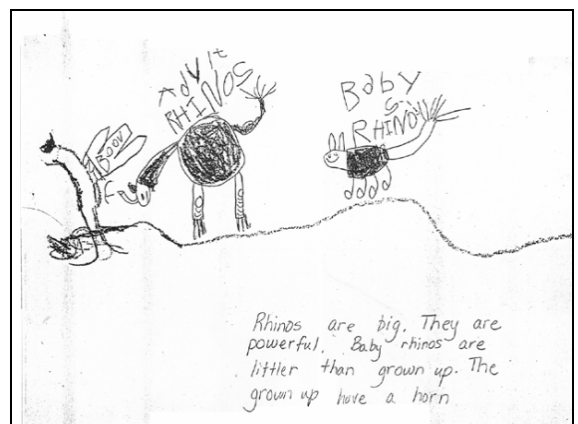
Comparison Matrix for Whales and Porpoises

Characteristics	Adult Whales	Baby Whales
CLR	W/B	W/B
FES	R/P	W/B
SIES	B/C	S/M

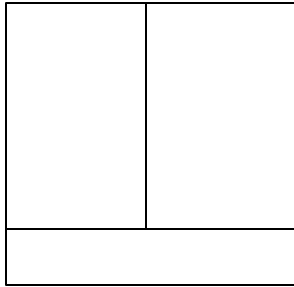


Comparison Matrix for Rhinos and Baby Rhinos

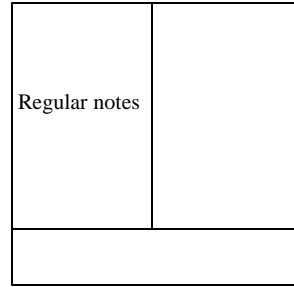
Characteristics	Adult Rhinos	Baby Rhinos
HN	2	0
SIS	BOOG	ZML
EPs	BOOG	SML



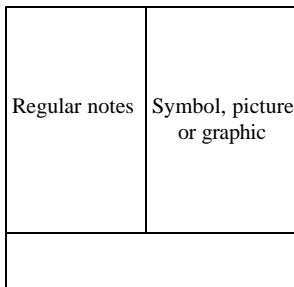
### Combination Notes



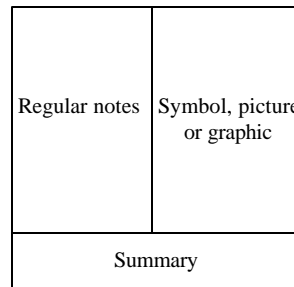
### Combination Notes



### Combination Notes



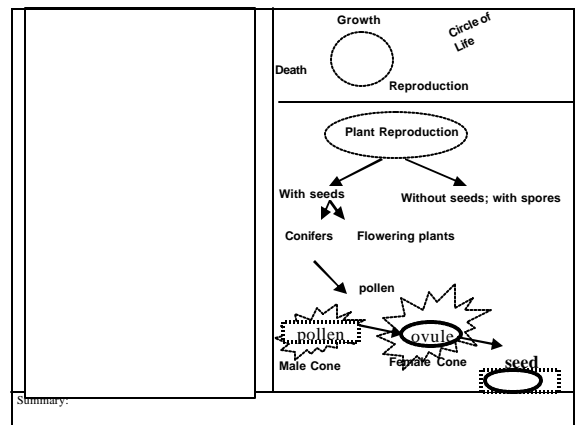
### Combination Notes

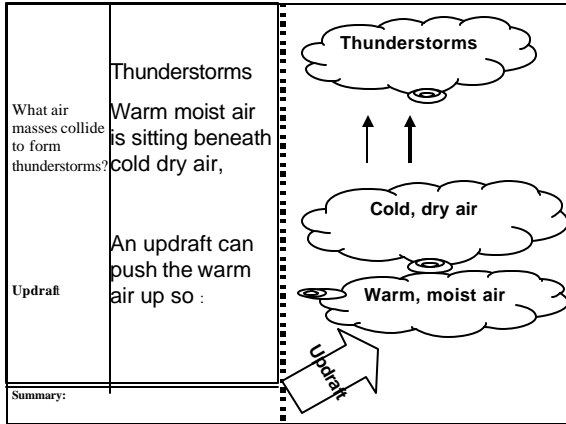


### Summarize

(individually or in pairs, triads, small groups)

- Short oral summaries
- Short written summaries
- Nonlinguistic representations
- Formal notes

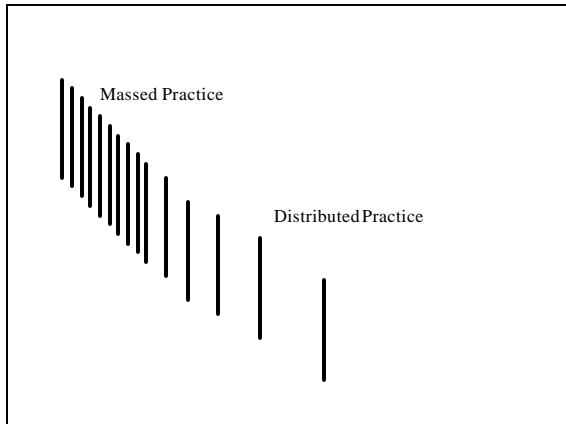
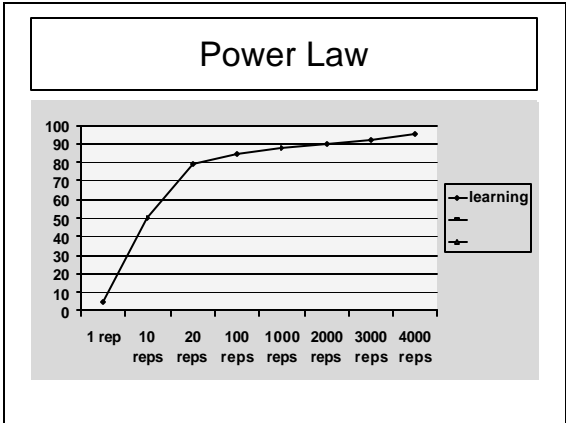




### Reflect

- What was new?
- About what was I right/wrong?
- About what am I sure/not sure?

Question 3: What will I do to help students review, revise and practice new content?



Question 4: What will I do to help students apply new knowledge?

### EXPERIMENTAL INQUIRY

People who were in high school and college during the 1960's are now in their forties and fifties. Consider this population. Some would say that it is interesting that there seems to be no lasting effect of the '60's on these people. One possible explanation for this is that the effect is there, but it is very subtle. Try to determine what effects the experiences of the '60's are having on the lives of these people now. Test your hypothesis and report on...

OR

### EXPERIMENTAL INQUIRY--Continued

During the late '80's, there was a renewed interest in the Vietnam War (movies, books, documentaries). Hypothesize a possible explanation for this. Set up an experiment or other activity to test your hypothesis. Report on...

- a) your hypothesis and how you tested your hypothesis
- b) your findings
- c) your conclusions

### DECISION MAKING

It is 1969. You are on the Board of *Time* Magazine. For the cover of the December issue, you want to select a "Person of the Decade." Your job is to decide which person should be selected and then justify your decision to the publishers by listing the people that were considered, the criteria you used, and how each person was rated under each criterion. Report on

- a) The criteria you used and the importance you placed on each;
- b) The individuals you considered and the extent to which they met your criteria; and
- c) Your final selection

### PROJECTIVE INVESTIGATION

Select a major movement from the '60's that involved civil disobedience. Consider what would have happened if there had been no civil disobedience as part of the movement. Identify a different method of seeking change. Describe

- 1) how the movement during the decade might have played out differently, and
- 2) how the present would be different.

if there had been no civil disobedience and, instead, the method of change you identify had been used exclusively.

### Problem Solving

1. Identify the goal you are trying to accomplish
2. Describe the barriers or constraints that are preventing you from achieving your goal—that are creating the problem.
3. Identify different solutions for overcoming the barriers or constraints and hypothesize which solution is likely to be the most effective.
4. Try your solution—either in reality or through a simulation.
5. Explain whether your hypothesis was correct. Determine if you want to test another hypothesis, using a different solution.

## Questions for Instructional Delivery

Question 5: What will I do to engage students and keep their energy level up?

- Games, puzzles, simulations
- Inconsequential competition
- Friendly controversy
- Possibility of being put on the spot
- Physical movement
- Opportunity to talk about myself
- Unusual information
- Contextual variety

Question 6: What will I do to ensure effective pacing and flow of activities?

Monitor input overload  
Use effective transitions

## Questions for Management Design

Question 7: What are the rules and procedures governing classroom behavior?

## Typical Areas for Rules and Procedures

- General classroom behavior
- Beginning the day or period
- Transitions and interruptions
- Materials and equipment
- Group work
- Seatwork
- Base group behavior

Question 8: What are the consequences for not following rules and procedures?

## Questions for Management Delivery

Question 9: What will I do to establish and maintain effective relationships with students?

### A

- In the movie E.T., who was E.T.'s voice? (Ans: Debra Winger)
- Spell "broccoli."
- What do you call a baby rabbit? (Ans: kitten)
- Who has lost the most Super Bowls and how many have they lost? (Ans: Denver, Minnesota, & Buffalo have all lost 4)
- What is Queen Elizabeth's surname? (Ans: Windsor)

### B

- Singapore is in what country? (Ans: Singapore)
- What two mountain ranges boarder Seattle (Ans: Olympics and Cascades)
- How many items are in a gross? (Ans: 144)
- What book did Ken Kesey write that was turned into an Oscar-winning movie? (Ans: One Flew over the Cuckoo's Nest)
- Spell "Albuquerque."

Question 10: What will I do to maintain an appropriate mental set?

## Mental Set

- Withitness
- Emotional objectivity

FINAL FOLIOS SEEM TO RESULT FROM YEARS OF DUTIFUL STUDY OF TEXTS ALONG WITH YEARS OF SCIENTIFIC EXPERIENCE.

FINAL FOLIOS SEEM TO RESULT FROM YEARS OF DUTIFUL STUDY OF TEXTS ALONG WITH YEARS OF SCIENTIFIC EXPERIENCE.

## Mental Set

- Withitness
- Emotional objectivity

## Emotional Objectivity

- Acting as if the following statements are true:
  - “I take nothing that occurs in this classroom personally.”
  - “Nothing can alter my calm demeanor.”

or

Mastering the art of  
little discernable reaction.

## Factors Influencing Achievement



**Student**

9. Home Environment

10. Learned Intelligence/  
Background Knowledge

11. Motivation

## Findings from 15 Action Research Projects

	Don't Use	Use
<b>No adjustments</b>	50% pass	55%pass
<b>Ceiling effect adjusted</b>	50% pass	58% pass
<b>Ceiling &amp; outliers adjusted</b>	50% pass	70% pass
<b>Best case</b>	50% pass	84% pass

Focus area:

I'm going to work on the part of question 2 that deals with elaborating on what students have learned using comparison and contrast.

Reaction:

(Nov. 5) This took more time than I thought to get through the comparison activity. It also seemed harder than it should be.

(Nov 7) I'm surprised that the kids remembered what we did 2 days ago about polynomials. This might have worked better than I thought.

## Protocol for Monthly Reflective Practice Meeting

- Describe what you were trying
- Describe how well it worked and the evidence for your conclusion
- Identify areas of strength
- Identify areas of weakness/questions
- Someone summarizes the data at the end of each meeting. Data is aggregated at the school level and reported at monthly faculty meetings.

## Factors Influencing Achievement



**Student**

9. Home Environment



## 9. Home Environment



Socio-Economic Indicators	% of Variance Explained
Income Only	10
Education Only	3
Occupation Only	4
Home Atmosphere Only	33
Income and Education	5

## Factors Influencing Achievement



Student

## 10. Learned Intelligence/ Background Knowledge



		ACCESS TO EXPERIENCES THAT INCREASE ACADEMIC BACKGROUND		
		LOW	MEDIUM	HIGH
INFORMATION PROCESSING ABILITY	HIGH	Delbert	Barbara	Alan
	MEDIUM	Gina	Ethan	Calvin
	LOW	Iris	Hilda	Frank

## Vocabulary Terms & Phrases

### Generalizations from Research

1. Students must encounter words in context more than once to learn them.
2. Instruction in new words enhances learning those words in context.
3. One of the best ways to learn a new word is to associate an image with it.
4. Direct vocabulary instruction works.
5. Direct instruction on words that are critical to new content produces the most powerful learning.

## Chances of Learning New Words in Context

	Factor	Chances of Learning Word
Ability	Low	8%
	Medium	12%
	High	19%
Grade Level	Grade 4	8%
	Grade 11	33%
Text Density	1 new/10 words	7%
	1 new/74 words	14%
	1 new/150 words	30%

Students read new information; comprehension assessed:

If there is some regular vocabulary instruction--

12%ile gain

If the direct instruction is for words in the passage that is being read,

33%ile gain



## Vocabulary Terms & Phrases

*Classroom Practice:*

1. Identify critical terms and phrases
2. Use a research-based process for teaching new terms and phrases

### 3rd Grade Mathematics

angle	octagon
area	parallel
average	perimeter
bar graph	product
congruent	rhombus
difference	square
estimation	symmetry
hexagon	triangle
length	vertical
width	horizontal

### 3rd Grade Science

predict	pitch
compare	food web
observe	life cycle
investigate	living organism
analyze	structure
amplify	inherit
frequency	reproduction
vibration	environment
Newton	characteristics
properties	hypothesis

### 3rd Language Arts

actor	ending
animation	facial expression
audience	humor
cause & effect	minor character
commercial	main character
conclusion	plot development
cue	role playing
detail	central idea
directions	mood
drama	myth

### 3rd Social Studies

prairie	Native American
Oregon Trail	legacy
lariat	stampede
oxen	fertile
expedition	wagon trails
territory	cabin
homestead	cattle
settlement	seasonal dwelling
pioneer	plateau
farm/ranch	stampede

Building Background Knowledge  
for Academic Achievement  
[ascd.org](http://ascd.org)

### A Six-Step Process for Teaching New Terms

**Step 1:** Provide a description, explanation, or example of the new term.

**Step 2:** Ask students to restate the description, explanation, or example in their own words.

**Step 3:** Ask students to construct a picture, symbol, or graphic representing the term or phrase.

**Step 4:** Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.

**Step 5:** Periodically ask students to discuss the terms with one another..

**Step 6:** Involve students periodically in games that allow them to play with terms.

Grade 3-5  
Standard: The student understands and applies the concepts of life science.

Term:	Description	Picture/graphic
Food chain	It's like when a bird eats a snake, a snake eats a mouse, and a mouse eats corn.	

Grade 3-5  
Standard: The student understands and uses the concepts of probability and statistics.

Term:	Description	Picture/graphic
Bar graph	Organize your data	

Grade 3-5  
Standard: The student reads with evidence of understanding.

Term:	Description	Picture/graphic
Context clues	how you figure out a word by reading the other words around it.	

Category: (standard, unit, alphabetical...)	
Term, phrase	
Description:	Picture/graphic
Related terms, phrases	

Word or words: Mistaken	Picture
Category:	
What it means: It means one thing helps a other thing.	
Other words I think of:	
Word or words:	Picture

Word or words: <u>Mutualism</u>	Picture
Category: <u>birthday boy/girl</u>	
What it means:	
Other words I think of:	
Word or words:	

Word or words: <u>Mutualism</u>	Picture
Category:	
What it means: <u>The something that gets something from together.</u>	
Other words I think of:	
Word or words:	

Word or words: <u>Mutualism</u>	Picture
Category: <u>Relationship in nature</u>	
What it means: <u>2 things that do something for one another.</u>	
Other words I think of: <u>Symbiosis</u>	
Word or words:	

Word or words:	Picture
Describe or explain:	
Category:	
What it means:	
Other words I think of:	

Word or words: <u>Picket</u>	Picture
Describe or explain: <u>watchful soldiers who are responsible for guard duty. They watch for enemies patrolling the grounds.</u>	
Category:	
What it means:	
Other words I think of:	

**Vocabulary Terms & Phrases**

- Periodically have students review the explanations and representations?

**Establish personal vocabulary records**

**Have fun with words**

## Factors Influencing Achievement



***Student***

### 9. Motivation

