Hatfield PS November 9, 2017

 Staff Day Agenda

I. Ice Breaker

II. Questioning Strategies

III. Inviting Uncertainty into the Classroom

IV. Assessment

V. Feedback

VII. Next Steps.

All materials on your district page on my website, <http://mattersofeducation.org/workshop_materials/hatfield/>

 as well as in google folder, <https://drive.google.com/drive/u/0/folders/0BzaIyFVxOKlLLU5PeTZKZXd4Ulk>

I. Ice Breaker: Reminder of our Prior Work

WHAT?/SO WHAT?/NOW WHAT?

II: Questioning Strategies

1. Questions and Self Reflection
2. As you watch this teacher, please note

What questions does she ask and

1. What is the objective of this lesson?
2. what do you conclude about her as a teacher from these questions?
3. what message does she convey to her students by these questions?

 2) *How did we get here*?

1. What was my objective (short term)?
2. What were my long term goals?
3. What might one conclude about me as a teacher based on this question?

3 ) Now it’s YOUR turn. (Learning Strategy: Pair-Share)

1. Identify a question that you ask frequently in your role as an educator
2. Share it with a partner.
3. As you do so, please consider
4. your short term objectives
5. your long term goals
6. what someone might conclude about you as an educator based on this question

B. Different Question Models

 1) Scientific Method

1. Components
	* The Power of Observation
	* Facts first
	* Then Questions
	* Test hypotheses
	* Fine tune
	* Present findings

 b) Design An Experiment

* What is an observation you have made about something in your ‘universe’?
* What question does it make you ask?
* How would you design an experiment to get an answer to this question?
* What would be your hypothesis?
* How might you test it? What information would you gather?
* What new questions might you have?

2) Integrative

|  |  |
| --- | --- |
| TEXT DEPENDENTQuestion can be answered using everything ‘in front of you’—the book, the problem, the experiment… | TEXT EXTENDEROne hand on the text, the other reaching out |
| ANALYTICBrings together several pieces—but posed BY THE TEACHER… | CREATIVEAlso brings together several pieces, but generated BY THE STUDENT and demonstrates internalization of the concepts/ideas taught |

KEY POINTS:

· Not necessarily a progression

· Often dependent on one another

· Big Goal: Student Interaction, Cooperative Learning, Checks for Understanding

1. Some Examples--

Science Text [in Supporting Materials Packet [SMP], p.1)

MA Population and Electoral College Graph

1. Try with a ‘text’ you brought

3) RAFT Question Model

|  |  |  |  |
| --- | --- | --- | --- |
| ROLE | AUDIENCE | FORMAT | TOPIC |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

4) Numbered Heads Together

Numbered Heads Together is a [cooperative learning](https://www.teachervision.com/pro-dev/cooperative-learning/48531.html) strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. Alternatively, the students may write the questions as well. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

 [We’re going to use this strategy when we read an article later in the training]

C. Questions and Critical Thinking-

1. Essential Questions Box Us In--What Do We Really Want To Ask??
2. Why Do We Need to Ask Big Questions?
3. How Do We Ask Big Questions?

Model: What Is a Map?(p. 2 in SMP)

Practice--In Your Discipline-Work by Department

D. Dare to Disagree, , Margaret Heffernan, <https://www.youtube.com/watch?v=PY_kd46RfVE>

As you watch this TedTalk, identify two or three big ideas that you heard.

What role does ‘Disagreement’ play in your discipline?

How can it be a force for a positive outcome?

III. Inviting Uncertainty Into the Classroom, [https://docs.google.com/document/d/1YjhAgRFBN53FtFiJ779MAlvJm-5ZMItHAH8g3i357Tw/edit#](https://docs.google.com/document/d/1YjhAgRFBN53FtFiJ779MAlvJm-5ZMItHAH8g3i357Tw/edit)

(Also in SMP, pp 3-6 and hardcopy)

Three Step Jigsaw

Step 1: Divide Content into parts--each group reads its portion closely and writes 3 questions that it thinks summarizes its portion.

Step 2: Rearrange the groups so that each group now has one person from each of the original groups. Each person presents a brief summary of the section that s/he read to his/her new group.

Step 3: Check for Understanding using a Questioning Strategy: #ed Heads Together

IV: Assessment

1. What is the Purpose of Assessment?
2. Assessment as Part of Curriculum Design
3. What is the Next Step(s) with the Information Taught/Learned?
4. What is the Goal of the Assessment?
5. Connecting Assessment to Goal

Three Key Elements (and lots of sub-elements) to Consider:

a)What is the Next Step with the Information Taught/Learned?

1. Application/Practice/Ritual
2. Question
3. More Learning
4. Accept
5. Understand/Explain

b) What the Goal of the Assessment?

1. Content Mastery
2. Checks for Understanding
3. Reflection
4. Deepening Understanding
5. Direction for Future Learning

 c) Connecting Assessment to Goal

* Formative
	+ Checks for Understanding
	+ Active Engagement
	+ Cooperative Learning
	+ Genuine Differentiation
	+ Deliberate Grouping
	+ Process before Participation
* Summative (Objective--Matching/Multiple Choice/Fill in the Blank)
* Essay
* Performance
* Problem Solving
* Case Study

 2. Items to Balance

* Ideals of Learning with Reality of Grades/Reports/College Admissions
* Types of Knowledge
* What Do You Want To Assess: Concepts/Skills/Understandings
* Student Work: Effort/Accomplishments
* Student Attitudes: Stress/Sense of Accomplishment
* Grading Inconsistencies
1. Establish Criteria/Agreement?
2. Each group will select an MCAs Question (SMP, p. 7)

[If you have brought student work, I am happy to substitute that--just let me know]

1. What grading criteria would you establish for this question?
2. Would you scaffold/differentiate? If so, how?
3. Once you have established your criteria, I will provide you with sample student responses. Please apply the criteria your group created **independently** and grade the student work. Then you compare your results.
4. Did your group agree in your assessment of the student work?
5. Steps Along the Way

Each group will get the ‘bare bones’ of a Curriculum Unit.

Please create formative assessments for the unit. For each

1. Identify what you hope to learn from the formative assessment
2. Any scaffolding/variations you would include
3. Explain how the results of the formative assessment will affect ongoing instruction
4. Please plan to present your assessment plan to the full group

V: Feedback

1. What Role Does Feedback Play in Assessment?
2. Distinctive Feedback
3. Coach/Evaluate/Appreciate
4. Types of responses: Reactive-Receptive-Reflective

 C. Actionable v. Non-Actionable Feedback

Read written Feedback Examples 1 and 2 (SMP, p. 8). Underline the places where you

see a claim supported by evidence. What else do you notice about these lesson write-ups?

 D. Let’s Go to the Video Tape

As you watch the video of the lesson, what are the key elements that you would want to

provide feedback on? Why do you think they are important?

 E. We will look at one Peer Classroom Observation Form (handout) together to consider a

template for observing your colleagues.

VI: Next Steps (between 11/9-3/7)

Please fill out exit ticket <https://docs.google.com/forms/d/1-1_oqpix9uG6nAL0mueCyd9re531fDrrBtAsKtC2-Pk/edit>