Staff Meeting Handout

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**Discussion Posts:** Welcome to week three and I hope all of you had a wonderful Thanksgiving holiday and time off from your busy schedules. I am limited to the three points, but you are a fantastic student as you are posting all the time and your posts are informative, interesting and create conversations, your school is fortunate to have you and if you choose you will be a great administrator, but if your heart is not in it, stay a teacher as that is actually where the most fun is. As a teacher is is so nice to get the holidays and for most teachers they are three weeks from Christmas break and so this is the prime time for teachers and other than summer one of the perks from being an educator. That said week three has basically a teacher evaluation due, Standard 6 is about personal growth and development and I tend to put in "take time to reflect on all you do and find training to support your interests and ask your principal for funding", so it is appropriate UOP does not require that as it takes some knowledge of the person. If I missed any of your posts please let me know and if you have any questions please ask. Welcome to week three. 3/3 pts.   
Dr. David Berry

I appreciated both postings of the pdf and word document, you were thorough and informative in your descriptions of the various tools and the benefits as well as how to use the tools as a classroom teacher. It is very important that teachers when they go to trainings to come back with something that they can implement immediately if not soon in their classrooms and any teacher returning from training on your tools would be ready to go on Monday. Posting goals and lesson objectives is fairly new, but a great way to empower students to understand what they are doing in class that day, building up vocabulary is also something that needs to be explicitly taught for each lesson so the students understand what they are reading and the terms used in the lessons. Without a broad vocabulary students are really left at a disadvantage, so vocabulary development is something that I really should be done in every class. The three two one strategy was clever as it focused on strengths and only asks for one thing the student wants better clarity and understanding, so they list three things they know before the one thing they need more information on, and that keeps the students in the positive letting them self-realize that they have gained, but they still need more information for this one area. The Exit cards are similar, but those seem to be helpful in providing the teacher feedback into what areas to re teach to make sure the students learn the material. Overall the strategies are very realistic to use and will help students learn more. Well done and very interesting and I would hope that these techniques become so commonplace that all students get good teaching that utilizes strategies such as these. Well done. 5/5 pts. Dr. David Berry

**Introduction**

Leadership strategies for implementing best practices for *all* learners include mediational strategies that promote intentionality, with two levels to build in. Teacher leaders know first and foremost that they are concerned about the quality of the *interaction,* on multiple levels happening simultaneously. What the students are *doing* speaks volumes. Second to the verbal cues for collaboration requested, visual signs and facilitation from the teacher inform the students of the desired direction. For example: “Here's the essential question” or “The reason that we are doing this is…” The *level of interaction* serves as means of *formative assessment* that drives personalization of instruction for all learners (Rodriguez, Bellanca, & Esparza, 2017).

In these ways, the teacher becomes a mediator who persists in inviting the student(s) to overcome natural resistances and distractions. To capture the student's focus, the teacher mediator must build on his or her interests. Within this paper we will share mediational strategies that promote intentionality with purposeful direction, as well as tactics to promote intentionality and reciprocity.

**Formative Assessment Strategies**

The quality of teaching in the classroom is the most important factor in the educational system today (Wiliam 2011). The quality of instruction and evaluation processes of learning has a greater impact on some students (Kluger & DeNisi, 1996). Educators need to know if students are learning. Wiliam (2011) states that teachers and students should use the formative assessment process during classroom instruction. During this process, students can receive actionable feedback to adjust ongoing learning and teaching strategies to improve students learning goals. The teacher working with the students clarifies learning targets, searches for evidence to analyze characteristics of learning, and then decides what specific action steps are necessary to reach the learning goal for each student. Team B’s research identifies several formative assessment strategies including specific ways to monitor and evaluate the strategies. Listed below are formative assessment strategies for teachers to promote successful inclusion for his or her classroom.

**STRATEGY 1: Posted goals and objectives for a lesson**

Mediational strategies that promote intentionality can be part of the formative assessment process because these stratagems can support supporting all learners through the implementation of state-adopted academic standards (Rodriguez et al., 2017)*.* Reuven Feuerstein suggests that the start of intentionality gestures to students that they are shooting forward for a particular purpose (Rodriguez et al., 2017). It is an intentional structural design when Fisher and Frey (2008) use the word *purpose* instead of objective or goal. Mediation of intentionality facilitates student achievement. Teachers should include a mission (purpose) statement in their lesson plans. This mission statement removes barriers to learning by answering up front the questions *about what* and why we are learning this content and standard. The goal of learning sets the foundation for assessment of outcomes (Marzano, 2009). Students who do not have a mission have low expectations. Students should be able to tell a visiting principal or another stakeholder what they are learning. The purpose statement contains the two elements: content and language objectives (Fisher & Frey, 2008).

**Implementation Strategy**

First, the Content Objective (CO) is more than just a reiteration of the state content standards. The CO should focus not on the tasks within a lesson. Instead, the CO should reflect what a student understands, because of his or her engagement in the learning experience (Fisher & Frey, 2008). The content part of the purpose statement does begin with a review of the content standards. Teachers write objectives, but then students must understand what they are about to learn. Next, teachers consider ways to outline the role of language that is necessary to comprehend the content. A correctly written language objective should make connections to the academic vocabulary of the content area.

The teacher must communicate the lesson’s purpose statement to his or her students. There are several ways to do this. It is not advisable to just only post them on the board for external reviewers. The teacher should briefly speak about the purpose at the beginning of the lesson to discuss its relevance and possible connection to previous knowledge. The introduction of mediation of reciprocity can prompt student discussions about what and why they are learning. Some teachers ask their students to rewrite the purpose statement using his or her individual words and place them in a journal book or personal learning blog (Rodriguez et al., 2017).

**Ways to Monitor Strategy for Success**

The implementation of this approach is only useful with some form of formative assessment to check student understanding of the concepts and to provide accurate feedback to move learning forward (see Strategy 6 below). Feedback cannot be evaluated as satisfactory if the learning objective is poorly defined, because the breach between the present and projected comprehension is improbable. Student goals for learning must be clearly understood by students if he or she is to judge their knowledge shortfalls (Hattie & Timperley, 2007). Teachers can post rubrics in advance for peer, student, and teacher evaluation. Teachers can verify, review, and correct entries into student learning blogs or journals. Students should rewrite their purpose statements if necessary to enhance comprehension. Some classroom teachers use a map of yearly goals which are being posted on the walls in the classroom. Since the content objectives from the purpose statement originate from the content standards, students can reflect upon which standards are in the lesson.

**STRATEGY 2: Checking Previous Vocabulary Knowledge**

Teachers should know who are the English Language Learners in their classrooms. The mediation aspect of learning is neccesary throughout a lesson, especially for intentionality and reciprocity. Teachers, as the mediators while working through the instructional phase of each lesson, should repeatedly return toward the mission of engaging his or her students physically and mentally into what they are teaching. Lessons become more efficient using the mediation of reciprocity that allows students to engage and re-engage deeper into the learning task (Rodriguez et al., 2017). Since language is a challenge for ELLs, then it should be a priority for the teacher to incorporate academic language into each lesson using specific strategies to clarify and deepen student understanding. Therefore, it is important to teach vocabulary before starting the lesson.

**Implementation**

Teachers should set high expectations for ELLs through assessment of the background knowledge of students and use bilingual students as helpers. Teachers can use structured note-taking formats such as graphic organizers or Thinking Maps. The KWL Chart may be useful to complete the formative assessment in the classroom. Students can write down the academic vocabulary in the lesson. Using close reading strategies students may also annotate the reading passages or problem-solving tasks to identify new and old vocabulary. Teachers can have students write down academic vocabulary in a personal journal using Frayer Models, think-pair-shares, bilingual handouts, cue lists, metaphors, and imagery for clues.

**Ways to Monitor Strategy for Success**

Research from Marzano identifies the necessity of an advance organizer like the KWL chart as a high-effect instructional strategy (Rodriguez et al., 2017; Marzano, 2009). Using the table to organize and identify academic vocabulary facilitate better understanding and is a tool for gaining attention and setting the stage for the lesson. Warm-ups or bell work are opportunities to introduce new vocabulary and link to each student’s personal experience. These chains of knowledge can help students discover the importance of connecting and synthesizing facts into ideas. Teachers can quickly observe the student learning experience before and after the lesson.

**STRATEGY 3: Three-Two-One**

Three-Two-One (3-2-1)strategy gives the students a way to record their comprehension and summarize their learning. It also allows teachers to gain knowledge to pinpoint areas of need and that need re-teaching, as well as areas of student interest (Sandhu, 2017).

**Implementation**

To use this strategy in the classroom, the teacher would ask the students to list three things they know, two things they find interesting, and one thing they do not understand. There are many variations of this strategy that students can use. The 3-2-1 approach can be used anytime during the lesson to inspire students to think about their learning. A teacher can use the tactic to:

* + assess students’ prior knowledge,
  + start the lesson with 3-2-1, as way to engage the students in learning, and
  + Check for Understanding at any point during the lesson (Sandhu, 2017).
  + 3-2-1 Strategy may be used as a tool for students to write down their thoughts during class discussions (Sandhu, 2017), and
  + used as a review activity at the close of lesson students will write down what they learn (Sandhu, 2017).

**Ways to Monitor Strategy forS**

The most important step in this strategy is to review the students’ replies to the questions asked. The information gained from the students’ responses can help determine if information needs to be re-taught and to develop new lessons (Sandhu, 2017).

**STRATEGY 4: Exit Cards**

Exit Cards is a strategy used to assess where your students are in their thinking and what knowledge have they gained at the end of the lesson (Randall, Schell, & Romero, 2016).

At the end of the lesson, and before students can move on to the next activity or leave the class, the students fill out an “Exit Card” answers they three questions created by the teacher.   
The questions and comments on the cards are determined by the teacher to gain perspective of where their students are in their concept development.

**Implementation**

Once students are done completing the questions, the teacher collects the cards before the students leave the classroom (Randall, Schell, & Romero, 2016). With technology, the teacher can create a Google Form, on which the student can submit responses directly on the form electronically, and the teacher can remotely open the response in a Google Sheet.

**Teacher may use the Exit Card to:**

* Check students’ understanding (Randall, Schell, & Romero, 2016).
* Verify that student can solve a problem (Randall, Schell, & Romero, 2016).
* Answer questions based on the lesson (Randall, Schell, & Romero, 2016).
* Students can ask question for clarification (Randall, Schell, & Romero, 2016).
* Gain knowledge on what information needs re-taught (Randall, Schell, & Romero, 2016).
* Can form groups of students depending on ability to understand the material (Randall, Schell, & Romero, 2016).

**Ways to Monitor Strategy for Success**

The teacher reviews the tickets to gain information on the understanding of the lesson. Teachers can use heterogeneous groups to group students by ones who have great knowledge, and those who need re-teaching. The information gained from the students’ responses can help the teacher determine if information needs to be re-taught and to develop new lessons (Randall, Schell, & Romero, 2016).

**STRATEGY 5 - Providing Feedback that Moves Learning Forward**

Research on the effects of different kinds of feedback on student’s achievement in both the short and long term recommends several techniques that teachers can use to harness the power of feedback to improve learning (Wiliam, 2011). When we elicit evidence about what our students have learned we often realize that it is not what we wanted them to learn. Therefore, it is imperative to provide feedback to get the students back on track (Wiliam, 2015). Kluger and DeNisi (1996) examined nearly 2,5000 journal articles and over 500 technical reports about feedback. The authors suggest that when one receives feedback, there are only four things a person can do. They can change behavior, change the goal, abandon the target, or reject the feedback. The only thing that is important about feedback is the reaction of the recipient (Wiliam, 2015). Therefore, it is critical that teachers provide feedback such that students will use the feedback to increase their learning. Feedback should contribute to improving the relationship between teacher and student in support of learning.

**Implementation Strategy**

This process of providing formative feedback to students transforms the direct instructional teacher into the preferred model facilitator of learning. Feedback must be designed to move learning forward. “Bad feedback is like telling an unsuccessful comedian to be funnier” (Wiliam, 201, p. 120). This statement is accurate, but not very helpful. The secret of effective feedback is to provide a recipe for *future action*. The classic feedback loop model is the climate control system in our homes. We set the temperature, evaluate the current temperature, compare temperature (thermostat), and then the system adjusts the temperature (up or down) to match the temperature setting again. In our classrooms, a teacher “sets the temperature” through establishing *content, language, and social objectives*. We know what students are expected to learn. We continually collect evidence (metaphorically to “check the temperature using a thermometer”) to determine if students are meeting the learning targets of the lesson. We make observations and ask questions to determine the depth of knowledge (“thermostat”). When the learning is not on track, we provide feedback to move learning forward by scaffolding and offering (“furnace or cooling system”) additional activities for moving the student from the current state to the goal state. One way to do this is to give students other examples to work out and use depth of knowledge (DOK) questions to promote further inquiry and reflection.

**Ways to Monitor Strategy for Success**

Research shows clearly that the present grading system in secondary schools are reducing student achievement because it does not tell teachers what students know (Hatti & Timperley, 2007). Kohn (1994) suggest teachers never to give a grade when the student is still learning. Teachers need to decide what is the end goal for learning and use a system for providing feedback to the student. The use of the following Table is helpful to monitor student progress in Algebra and provide feedback about student learning concerning linear functions with a resource for help.

**Scale Scoring: X - not yet, ? - Almost, ✔ - Mastery**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Identify Orientation | Determine X and Y-Intercepts | Rate of Change | Identify Linear Features in a Table of Values | Write the Recursive Equation | Write the Explicit Equation | Graph the Function |
| ✔ | X | ? | ? | ? | X | ✔ |
| Video -1 | Video-2 | Video-3 | Video -4 | Warm-up | Warm-up | Khan Academy |

Table 1 – Feedback and Improvement Card

**Conclusion**

As teacher leaders facilitate, they are in a continual process of formative assessment.   
The teacher becomes a mediator who listens deeply and observes carefully to understand what each student’s individual learning needs are. Instructional steps are directed by the interactions between the student(s), as well as by the *quality* of these interactions. The *visible learning* that takes place, as students develop higher critical thinking skills and integrate multiple modalities, informs our decisions for next instructional steps. As we listen to understand we help our students to grow. When students come up with their plan there’s typically more buy-in; and more impact on learning. Listening and observing in these ways allows students to think about the means to find the issues and then to solve them on their own. Classrooms that successfully include fluid formative assessment strategies are designed to welcome diversity and to address the individual needs of all students.

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**5 Spectacular Strategies for Formative Assessment**

Leadership strategies for implementing best practices for *all* learners include mediational strategies that promote intentionality, with two levels to build in. Teacher leaders know first and foremost that they are concerned about the quality of the *interaction,* on multiple levels happening simultaneously. What the students are *doing* speaks volumes. Second to the verbal cues for communication requested, visual signs and facilitation from the teacher inform the students of the desired direction. For example: “Here's the essential question” or “The reason that we are doing this is…” The *level of interaction* serves as means of *formative assessment* that drives personalization of instruction for all learners.

(pixabay.com free images., 2016)

In these ways, the teacher becomes a mediator who persists in inviting the student(s) to overcome natural resistances and distractions. It is imperative to build on his or her interests to capture the student focus. Within this blog post, we will share mediational strategies that promote intentionality with purposeful direction as well as tactics to promote intentionality and reciprocity. Listed below are five formative assessment strategies to promote successful inclusion within your classroom.

**STRATEGY 1:** Mediational Strategies That Promote Intentionality

(pixabay.com free images., 2016)

*Strategies for supporting all learners through implementation of state-adopted academic standards and the state-adopted assessment systems.*

* **Strategy Name**: Posted goals and objectives for a lesson
* **Strategy Explanation**: A mission (purpose) statement in the lesson
* **Implementation**: Content, Language, and Social Objective (COLOSO)
* **Ways to monitor strategy for succes**s: Verify, review, and correct entries into student learning blogs or journals

**STRATEGY 2:** Tactics to Promote Reciprocity

(pixabay.com free images., 2016)

*Instructional practices for English learners, exceptional learners,*

*moreover, gifted or talented learners*

* **Strategy Name**: Checking Previous Vocabulary Knowledge
* **Strategy Explanation:** Teach vocabulary before starting the lesson.
* **Implementation:** KWL Chart, Graphic Organizer,   
  Thinking Maps
* Ways to monitor strategy for success: Observation review of (L) and have students write sentences with the new vocabulary in their journals.

**STRATEGY 3:** Deep Differentiation Through Needs to Know Strategy

(pixabay.com free images., 2016)

*When students are challenged to start with what they know, their levels*

*of interest rise.*

* **Strategy Name**: 3-2-1
* **Strategy Explanation**: Record comprehension and summarize learning.
* **Implementation**: Students list three things they know, two things they find interesting, and one thing they do not understand
* **Ways to monitor strategy for success**: Review the students’ responses

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**STRATEGY 4:** Mediation of Meaning

*Students seek to make sense of new information that is clear and precise.*

* **Strategy Name**: Exit Cards
* **Strategy Explanation**: Assess where students are in their thinking and what they have learned from the lesson.
* **Implementation**: Students provide answers and complete an “Exit Card” to three questions chosen by the teacher.
* **Ways to monitor strategy for success**: Review the tickets

**STRATEGY 5:** Moving Learning Forward

*Students seek to make sense of learning goals and receive guided feedback toward deeper learning by additional tasks.*

* **Strategy:** Providing Feedback
* **Strategy Explanation:**  Provide a recipe for future action
* **Implementation:** When the learning is not on track we provide feedback to move learning forward by scaffolding by providing additional activities for moving the student from the current state to the goal state.

(ASCD.org, 2016)

* **Ways to monitor strategy for success:** Provide feedback, which directs to purpose and identifies additional activities to move learning forward.

As teacher leaders facilitate, they are in a continual process of formative assessment. The teacher becomes a mediator who *listens deeply* and *observes carefully* to understand what each student's individual learning needs are. Instructional steps are directed by the interactions between the student(s), as well as by the quality of these interactions. The visible learning that takes place as students develop higher critical thinking skills and integrate multiple modalities informs decisions for next instructional steps. As we listen to, understand we help our students to grow. When students come up with their plan, then there’s typically more buy-in to the learning. Listening in these ways allows them to think about the means to find the issues and solve them on their own. Classrooms that successfully include fluid formative assessment strategies are designed to welcome diversity and to address the individual   
needs of all students.

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