

The Learning Framework

Coppell Independent School District

March 2017

INTRODUCTION

Inspired by *Creating a New Vision for Public Education in Texas*, which outlines ideas and premises for transforming education to better address the needs of learners and educators in the 21st Century, the Coppell ISD (CISD) Learning Framework provides a support for administrators and educators, creating a common vision for teaching and learning. The Learning Framework supports the design of experiences, which allow for the construction of knowledge, disciplined inquiry and connections in and beyond the classroom. It nurtures learning through a constructivist mindset, with meaningful dialogue, collaboration and reflection.

As the focus of education continues to shift from acquiring knowledge and skills through the memorization of facts to developing the ability to find and use information to construct knowledge, The Learning Framework provides an explanation of the instructional pedagogy needed to support this educational shift philosophy. By utilizing methods of inquiry, educators are able to design experiences for learners as a way to increase intellectual engagement and foster a deeper understanding. Technology provides opportunities for personalized and individualized learning through the use of creative and interactive tools. Integration of technology across the curriculum optimizes engagement, collaboration, communication, feedback and global dispositions. This results in the ability to apply new learning and a deeper understanding of concepts.

CISD operates as a learning organization utilizing Professional Learning Communities (PLCs) to support ongoing processes in which educators work collaboratively in recurring cycles of collective inquiry and action research for improved learning. Coaching provides structure for feedback to increase educators' pedagogical skills, developing a culture of collaboration and increasing academic outcomes. The Learning Framework supports instructional practices to answer the questions of PLCs:

- What do we expect our learners to learn?
- How will we know they have learned it?
- What will we do if they do not learn it?
- What will we do if they already know it?

The Learning Framework is a dynamic document divided into five chapters: Environment, Learning, Curriculum, Design and Assessment. Through this common vision and language, administrators and educators are empowered to create physically, intellectually and emotionally safe environments, to develop growth mindsets, to design active and engaging learning experiences and to promote learning as a lifelong process.



The CISD Learning Framework beliefs are:

- Learning is not the transmission of knowledge
- Knowledge is not an entity to be transmitted from the teacher to the learner.
- Knowledge is the constructed result of the interaction between the learner's mental model (experiences, beliefs, emotions and prejudices) and the new learning experiences of the curriculum.

Assumed beliefs of this model:

- Learners are not blank slates.
- Learners come with mental models.
- Intelligence is malleable.

Chapter 1: Environment

*“Our environment, the world in which we live and work,
is a mirror of our attitudes and expectations.”
Earl Nightingale*

Descriptor

For learning to occur, the learning environment must be safe—physically, intellectually and emotionally.

A constructivist-learning environment supports the construction of knowledge, disciplined inquiry and value beyond school. It nurtures higher order thinking, natural curiosity, deep knowledge, substantive conversation and connections to the world beyond the classroom. It promotes meaningful dialogue and meaning making together and within self through collaboration and reflection. Every educator has the responsibility to provide a safe and healthy learning environment. The following four dimensions: Academic/Learning, Physical/Virtual, Social/Emotional and Community provide a framework for establishing such an environment.

Designing Learning Environments – District/Campus

To help educators create a constructivist-learning environment, the district and campus will:

- provide systems of support for educator efficacy
- respond to the unique needs of novice, experienced, master and struggling educators
- create a system-wide culture of collaboration and engagement
- provide a professional learning system that builds capacity in facilitating meaningful learning for all
commit resources for the design and expansion of flexible learning spaces

Designing Learning Environments – Educator

Academic/Learning

Create a learner-centered environment in which learners gradually construct their own meaning. Educators:

- facilitate rigorous authentic experiences
- create a brain-friendly environment that considers the learner’s emotions, interests, previous experiences and learning styles

- build in reflection time to make meaning
- design experiences and investigations in which learners develop understandings of concepts through their own experiences
- encourage differences of opinion and use them as potential solutions to problems
- collaborate with learners to determine how learning is demonstrated and assessed
- capitalize on learners' interests to make learning relevant
- collaborate within professional learning communities (PLCs) to improve the art and science of learning design
- facilitate the transfer of knowledge across multiple disciplines

Physical/Virtual

Design classrooms that include the flexible use of space, technology, materials and time. Educators:

- bring in external resources
- provide equitable access to quality learning tools and resources for all
- collaborate with learners to ensure classrooms and common spaces are clean and maintained with pride
- display learner work purposefully in classrooms, common spaces and/or virtual environment that reflects a community of learner-created materials or anchors
- ensure classroom procedures and routines are clear and consistent for learners
- provide flexible furnishings, that reflect learner voice, within the learning spaces

Social/Emotional

Build appropriate and positive relationships that foster a mutual respect. Educators:

- create a non-threatening environment that is conducive to risk taking
- communicate high expectations for all
- interact in a positive way with each learner each day
- foster reciprocal relationships through mutual respect and dignity
- celebrate the successes of others
- provide frequent, authentic positive feedback
- treat learner misbehavior as a learning opportunity and design natural and logical consequences that are not academically or socially punitive
- establish classroom norms collaboratively with learners to foster social and academic success

Community

Engage families and the community in the life of the school. Educators:

- establish positive relationships and maintain regular communication with families and community members
- maintain virtual communication avenues including digital newsletters, email, websites
- establish reciprocal communication and relationships that respect the cultures, backgrounds and values of their learners and their families
- provide a variety of ways for families and community members to participate in the school community during and beyond the school day
- provide resources and assistance for families new to the District

- collaborate with parents and community members as part of the campus decision-making process

Reference: *Creating a New Vision for Public Education* (Article 1 a, b, c, d, e, f, g, h, i; Article V e, h)

Chapter 2: Learning

“The more the [learner] becomes the [educator] and the more the [educator] becomes the learner, then the more successful are the outcomes.”

John Hattie

Descriptor

We believe every individual involved in the learning process can make a significant impact. Every learner is an educator. Every educator is a learner.

Learner

With an innate sense of curiosity, learners wonder, dream, imagine and create. Desiring to grow in knowledge and skills, learners question, connect, process and reflect in order to further their understanding of concepts and skills. Learners are self-regulated, diverse individuals bringing with them prior experiences, skills and mental models that influence beliefs, emotions and prejudices as they continuously construct meaning. Learners advocate for their own understanding and seek opportunities, both local and global, to educate and serve others.

Educator

Educators model the construction of knowledge, skills, learning processes and dispositions as they actively engage in learning. They respond to learner’s needs by designing and facilitating learner-centered experiences, monitoring learner progress and providing specific feedback. Educators communicate clearly and hold high expectations for every learner. The ultimate goal of an educator is to ignite learners’ passions and give them a sense of interdependence, seeking out their own learning.

Supports for Facilitating Learning – District/Campus

Both the District and campuses provide support for educators to engage in collective inquiry and action research (professional learning) as a means for continuing to hone their craft and develop proficiencies in their discipline. By working in local and global networks, educators develop partnerships for reciprocal learning that serves as a support system for educators to take risks in their classroom.

Instructional Coaching

The District provides opportunities for educators to improve instructional practice by supporting a

partnership between instructional coaches and educators in order to collaborate and reflect on their goals for classroom practice. With an emphasis on learning environment, curriculum, design and assessment, instructional coaching provides:

- differentiated support to educators so they are able to implement proven practices
- empathetic listeners that build trusting relationships with a repertoire of excellent communication skills
- encouragement and support for educator reflection about their classroom practice evidence-based
- help in creating a plan for realizing the educator's goals with a focus on improving instruction
- support in developing a deep understanding of evidence-based instructional practices

Learning Walks

The District provides opportunities for educators to improve instructional practice by giving and receiving descriptive feedback from peers involved in professional learning communities. Learning walks provide:

- established norms
- goals related to a specific focus point
- descriptive feedback
- debrief and reflection

Professional Learning Communities (PLC)

The District supports partnerships between educators as they collaborate and reflect on their goals for classroom practice. Educators refine their practice by:

- creating and sustaining collaborative relationships
- aligning systems
- facilitating shared responsibility
- building coherence and clarity
- modeling practices and expectations
- reflecting on the effectiveness of self and others
- developing leadership capacity in self and others

Critical Friends Protocol

The Critical Friends protocol empowers both learners and educators to give and receive feedback in a non-threatening environment. The protocol includes:

- "I likes" (What are the strengths or assets of the current design?)
- "I wonders" (What are the areas of confusion? Alignment to standards?)
- "next steps" (Possible next steps to take or consider in the design process)

Supports for Facilitating Learning – Educator

Empowering Leadership

Leaders mobilize, energize and empower others. Leaders, both formal and informal, possess dispositions that influence others to improve individual and group performance. Characteristics of quality leaders include:

- Building a shared vision
- Creating and sustaining collaborative relationships
- Aligning systems
- Facilitating shared responsibility
- Building coherence and clarity
- Modeling practices and expectations
- Reflecting on effectiveness of self and others
- Developing leadership capacity in self and others

Designing and Facilitating Constructivist Learning Experiences

Educators intentionally design authentic learning experiences that bridge learners' prior understandings and new ideas. The designed learning experiences allow learners to collaborate, communicate, model, investigate and reflect as they develop understanding of the big ideas. To support this meaning making, educators are expected to:

- deconstruct content standards to identify the big ideas learners should know, understand and be able to do
- use essential or driving questions to connect the content to broader disciplinary and transdisciplinary concepts and ideas
- plan performance based assessments of understanding prior to planning the scaffolded learning experiences
- analyze learner data to identify individual needs of learners
- model appropriate strategies for learning

Integrating Opportunities for Fluency

Educators design opportunities within scaffolding learning design for learners to practice newly acquired knowledge and skills. Learner automaticity allows for increased efficiency to access and engage in more rigorous and complex tasks and experiences because learners are able to retrieve foundational skills quickly and accurately with minimal effort. To support learner's fluency, educators are expected to:

- identify small elements, or chunks, of more complex knowledge/skills where fluency is necessary
- design opportunities for learners to engage in varied, staggered and contextual practice
- measure learners' ability to accurately and quickly access information
- challenge learners to achieve their personal best

Assessing and Providing Descriptive Feedback

Descriptive feedback is essential for learner success. It should show learners how they can improve their learning by highlighting gaps in understanding rather than listing what is right or wrong. Effective feedback that is accurate, fair, specific and timely facilitates a reciprocal learning process. Feedback must be:

- an accurate representation of what learners have and have not learned
- free of bias or judgment
- a reflection of how the work compares with the targeted standard or model
- given with sufficient timeliness to influence performance
- provided in a manner that brings clarity to identified skills and gaps in learning

Responding to Learners

The goal of teaching is successful learning. Responsive teaching means an educator establishes a positive relationship with each learner in order to understand the background experiences, learning preferences, interests, culture and supports needed to ensure successful learning. Just as all learners are not the same, a one-size-fits-all approach does not meet the needs of all learners. Responsive educators:

- establish a safe learning environment
- employ multiple learning strategies
- incorporate content literacy strategies
- facilitate inquiry
- differentiate according to interest, culture and readiness
- make the content relevant
- maintain high expectations for all learners
- design learning experiences to intentionally embrace diversity
- create personalized learning pathways for all learners

Embracing Diversity

Educators reach and teach all learners while embracing cultural factors. Past experiences, perceptions and preferences influence the lens through which the world is viewed. Educators create environments and design learning experiences, which capitalize on diversity (race, ethnicity, socioeconomic status, gender). Viewed as an asset to the learning community, the needs of diverse learners are intentionally met by educators. Educators who embrace diversity:

- understand the perspective of all learners and their families
- use knowledge of learning preferences of various cultures to design learning experiences
- enrich classroom resources through the use of materials which reflect the cultural diversity
- empower all learners to achieve success through relevant, cognitively rigorous and authentic learning experiences

Operating within a Growth Mindset

A growth mindset is based on the belief that one's qualities, including intelligence, can be cultivated through effort. It is the belief that a person's true potential is unknowable and future accomplishments cannot be predicted. Educators:

- embrace the belief that there is no limit to the skills any learner can acquire with practice
- equip each learner with the skills and understandings needed to achieve success at high levels
- provide a safe nurturing learning environment in which all learners can construct their own meaning
- promote a growth mindset for learners

Supporting Global Connectedness

Education for international mindedness values the world as the broadest context for learning, develops conceptual understanding across a range of subjects and offers opportunities to inquire, act and reflect and serve. Educators nurture and foster the development of responsible global citizens. Global citizens:

- are aware of the wider world and their place within it
- think and act on their role as world citizens
- respect and value diversity

- understand how the world works
- are empathetic
- participate in the community at a range of levels from local to global
- are willing to act to make the world a more equitable and sustainable place
- take responsibility for their actions

Employing Brain-Based Strategies

Brain-based research for teaching supports mechanisms of human learning based on the premise that learning changes the physical structural and functional organization of the brain. Because different parts of the brain may be ready at different times, a variety of brain-friendly strategies must be included within the learning environment. Brain and psychological development involve continuous interaction between the learner and the external environment. Educators employing brain-based strategies:

- design learning integrating engagement strategies based on how our brain works
- recognize that all learners have different combinations of intelligences
- create environments suitable for learning by doing, receiving feedback, refining understanding and building new knowledge

Strategies for Learning

Becoming Self-Regulated Learners

Intelligent people when confronted with problems display certain thinking dispositions, for which the solutions are not immediately apparent. Educators guide learners to take control of their own learning by instilling the following habits of mind:

- **Persisting**
seeing a task through to completion and staying focused
- **Managing impulsivity**
thinking before acting; remaining calm, thoughtful and deliberate
- **Listening with understanding and empathy**
seeking to understand others
- **Thinking flexibly**
changing perspectives, generating alternatives, considering options
- **Metacognition**
being aware of one's own thoughts, strategies, feelings and actions
- **Striving for greater accuracy and precision**
desiring exactness, fidelity and craftsmanship
- **Questioning and problem solving**
considering what data are needed and choosing strategies for collecting those data; finding problems to solve
- **Applying past knowledge to new situations**
accessing prior knowledge, transferring that knowledge
- **Thinking and communicating with clarity and precision**

striving for accurate communication in both written and oral form; avoiding over generalizations, distortions and deletions

- **Gathering data through all senses**
using all sensory pathways to gather data
- **Creating, imagining, innovating**
trying a different way, generating novel ideas, seeking originality
- **Taking responsible risks**
venturing out; living on the edge of one's competence
- **Thinking interdependently**
truly working with and learning from others in reciprocal situations
- **Remaining open to continuous learning**
learning from experiences; admitting when one doesn't know; resisting complacency

Advocating for Self

Learners, propelled by their creativity, drive their educational path and pursuits (self-determination). The learner uses internal knowledge of personal interests, passions and strengths to mobilize and energize themselves as well as others. This knowledge and awareness produce the ability to advocate for resources necessary to customize and personalize a plan for success (self-advocacy). The learner, who self-determines and self-advocates develops:

- a growth mindset
- self-efficacy
- a sense of belonging
- relevance for their work

Reference: *Creating a New Vision for Public Education* (Article I a,c,d,h; Article II c-f,l,k; Article III a-m)

Chapter 3: Curriculum

“As educators... we need a shared vision of the skills and dispositions that students will need to be successful regardless of the content.”

Arthur L. Costa and Bena Kallick

Descriptor

Curriculum design involves weaving together the basic elements of content, skills and assessments. A curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments and recommended resources. We utilize Understanding by Design, UbD, as a curriculum framework, which includes both macro and micro level planning.

Curriculum Design – District

During macro planning, curriculum directors support educators to design the scope and sequence of the course to ensure vertical alignment of standards. In addition, connections are made to the macro level through transfer goals. These goals explicitly communicate skills and knowledge that the learners are able to demonstrate independently to bring greater coherence to the program. The macro level curriculum including transfer goals guides Stage 1 and Stage 2 of curriculum design.

Curriculum directors work with groups of educators to create Splash Screens, which contains the essentials of the curriculum, needed for educators to design learning. The Splash Screen provides content to be utilized by educators with the UbD template. Curriculum should be reviewed and revised regularly for relevance and alignment.

Stage 1: UbD Learning Outcomes

In Stage 1 of curriculum design, curriculum directors facilitate the design and prioritize the learning standards (TEKS, ELPS, CCRS, Pre-K Guidelines, Global Competencies) in order to support vertical and horizontal alignment. In addition, this stage includes transfer goals, enduring understandings and essential questions for each unit of study, noting what students will understand and continue to consider during and beyond the learning process. Along with associated content vocabulary, the acquisition of knowledge and skills are noted, with delineation between what learners will know and be able to do following the unit of study.

Stage 2: UbD Assessment Evidence

In Stage 2 of curriculum design, curriculum directors recommend performance assessments to measure learner progress towards mastery. For additional support with assessment, please review Chapter 5 on Assessment.

Curriculum Design – Educator

The curriculum provides essential guidance for educators in designing learning experiences that are responsive to the needs of each learner. In Stage 1, educators are provided a scope and sequence that reflects the expectations for learning in Coppell ISD. In Stages 2 and 3, educators have the flexibility to design assessments and learning experiences and compact the curriculum.

Curriculum & Learning Design Process

Curriculum Design: District Responsibility	Stage 1: Learning Outcomes	Define and prioritize learning standards, design enduring understandings and essential questions, identify content vocabulary, note what students will know and be skilled at doing following the unit of study. The District has provided this for educators on the Splash Screens in Forethought.
	Stage 2: Assessment Evidence	Plan the formative and summative assessment(s). The District has provided recommended performance assessments for educators on the Splash Screens in Forethought.
Learning Design: Educator Responsibility	Stage 3: Constructivist Learning Design	Plan for constructivist learning with formative assessments and scaffolding experiences. Educators work interdependently to design learning experiences.

Note: Stage 3 is further defined in Chapter 4 and Stage 2 is further defined in Chapter 5.

CISD *Splash Screen* Template

Splash screens, housed in Forethought within the Eduphoria application (<http://eduphoria.coppellisd.com>), contain:

Unit Title:
Transfer Goal(s):
Established Learning Standard(s):
Enduring Understanding(s)

Essential Question(s):
Acquisition of Knowledge and Skills Students will know... Students will be skilled at...
Vocabulary:
Performance (Transfer) Assessment(s):

District Curriculum Design – Working with Standards

Beginning with the End in Mind – From Standards to Concepts & Questions

Learning standards such as TEKS, ELPS, CCRS, AP and IB Standards, Pre-K Guidelines and Global Competencies, are identified expectations of learning stating what learners will know and be able to do. The primary goal of curriculum design is working with standards to derive the concepts from which deeper understandings can occur, rather than reducing learning to remembering isolated, random knowledge and skills. The process for creating meaningful, standards-based, conceptual learning outcomes involves:

- Establishing Transfer Goals
- Identifying Concepts
- Creating Enduring Understandings
- Creating Essential Questions
- Clarifying the knowledge and skills embedded within the standards

Transfer Goals

Transfer is about independent performance in context. The learner understands when they can apply their learning without being told what to do and when to do it. The learner independently draws from their own repertoire, to handle new contexts on their own. Transfer goals have several distinguishing characteristics:

- Long-term in nature developing and deepening over time
- Performance based requiring application
- Occur in new situations, not ones previously taught or a result of rote learning
- Require learners to apply their own learning
- Calls for the use of habits of mind along with academic understanding, knowledge and skill

Developing the Whole Child – Identifying and Implementing Future-Ready Learning Outcomes

Future-ready learning outcomes are crucial for preparing learners for success and should be embedded in every content area. While identifying future-ready learning outcomes is a campus-based practice, CISD provides resources for creating learning outcomes. These outcomes include the thinking, interaction and other skills learners need to develop and are sometimes referred to as “21st Century Skills.” These skills include:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship

- Adaptability and Initiative

Curriculum Design Supporting Tools: Working with Standards

Resources	Description
Required Standards	<p>Texas Essential Knowledge and Skills (TEKS) are the state standards learners should know and be able to do. The TEKS are required curriculum in Pre-K through 12. http://www.tea.state.tx.us/index2.aspx?id=6148</p> <p>College and Career Readiness Standards (CCRS) are core content and cross-disciplinary standards focusing on strong foundational knowledge and intellectual skills necessary for success in postsecondary education and the workforce. The CCRS are required curriculum in grades 9-12. http://www.theccb.state.tx.us/collegereadiness/crs.pdf</p> <p>Global Competencies – Global Competence is the knowledge, skills and dispositions to understand and act creatively and innovatively on issues of global significance. https://www.neafoundation.org/content/assets/2012/11/Global%20Competence%20Content-Area%20Matrices.pdf</p> <p>English Language Proficiency Standards (ELPS) provide English language proficiency level descriptors and learner expectations for English language learners. The ELPS are required curriculum in K-12. http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4</p> <p>CISD Technology Proficiency Standards (TPS) are a developmentally appropriate, vertically aligned blend of TEKS and CISD standards for technology proficiency.</p> <p>NEW ELEM TEKS – K – 2 (http://bit.ly/tTEKSK2)</p> <p>NEW ELEM TEKS – 3 – 5 (http://bil.ly/tTEKS3-5)</p> <p>Middle School TEKS (http://bit.ly/tTEKS6-8)</p> <p>MS TEKS for TPA (http://bit.ly/msTEKStpa)</p> <p>Advanced Placement (AP) Standards are standards identified by the College Board for all AP courses. http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html</p> <p>International Baccalaureate (IB) Standards are internationally accepted standards used for learners enrolled in the IB Diploma Programme. http://www.ibo.org/diploma/curriculum/</p>
Additional Standards for Support	<p>National Association for Gifted Children Standards apply the theory and research-based models of curriculum and instruction related to learners with gifts and talents and respond to their needs by planning, selecting, adapting and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific learning outcomes. http://www.nagc.org/index.aspx?id=6502</p> <p>The Next Generation Science Standards include three strands: core content, crosscutting concepts and science and engineering practices that all learners should master from</p>

	<p>kindergarten to high school graduation. The three strands are interwoven to create performance expectations. http://www.nextgenscience.org/next-generation-science-standards</p> <p>National Education Technology Standards are the standards for evaluating the skills and knowledge learners need to learn effectively and live productively in an increasingly global and digital world. http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2</p>
<p>Websites for Identifying Learning Outcomes</p>	<p>21st Century Fluency Project: http://www.fluency21.com/</p> <p>Partnership for 21st Century Skills: www.p21.org</p> <p>Seven Survival Skills: http://www.tonywagner.com/7-survival-skills</p> <p>CISD Digital Literacy Skills Infographic: https://magic.piktochart.com/output/2347835-digital-literacy</p>

Chapter 4: Design

“The development of collective meaning is an essential characteristic of a learning organization.”
Peter Senge

Descriptor

Educators design constructivist experiences and facilitate learners’ conceptual development and deep understandings as they construct meaning. Learners are engaged in active learning by thinking collaboratively, thinking critically, communicating their thinking, representing their thinking and reflecting on their thinking.

Educators have autonomy in creating experiences for the learning process. The district expectation is to follow the scope and sequence for each content area for the designated grade or course and to maintain the integrity of the UbD design model.

Lesson Design

In Stage 3 of UbD, learning experiences are developed with Stage 1 and Stage 2 in mind to ensure alignment and effectiveness of the activities. Lesson design includes several basic components including a meaningful objective, appropriate learning experiences, formative assessments, a plan to adjust and appropriate closure.

In Stage 3, the educator will consider the following:

- Activities, experiences and lessons leading to learners acquiring knowledge and skills, making meaning of the important ideas and equipping them to transfer learning
- Learning designs supports learners’ acquisition, meaning making and transfer
- Sequence of the unit and scaffolded support to optimize achievement for all learners
- Alignment of Stage 3 to Stage 1 and 2

Meaningful Objective

An objective for the lesson is justified in terms of past learning, related to learner interest and linked to longer-term goals.

Learning Experiences

Learning experiences are created to maximize the transfer, meaning and/or acquisition of understandings, which must be actively constructed by the learner. Consideration should be given to:

- Authentic experiences with multiple opportunities for practice and constructive feedback in the transfer of knowledge and skills using the learning in realistic ways
- Opportunities which lead learners to make meaning, moving them beyond literal thinking, drawing inferences and making generalizations
- Learning experiences that enable learner acquisition of knowledge and skill

Scaffolding.

Educators employ a variety of instructional tools and techniques used to support the needs of individual learners as each move progressively towards greater understanding and independence in the learning process. Tailored to the needs of the learner, design considerations should be made throughout the process including, but not limited to, content, process, product, affect, readiness, interest and learning profile.

Curriculum Compacting

By demonstrating mastery in TEKS/learning outcomes, the learner may utilize time to pursue a related topic in greater depth or an alternate topic of interest. Well-designed pre-assessments are crucial to gathering evidence of learners' mastery to determine how the curriculum should be compacted. Each learner's path may be customized utilizing curriculum compacting.

Formative Assessment

Acquired through formal and informal means, assessing for learning enables educators to check along the way for learners' misconceptions or skill deficits and adjust instruction accordingly. For more detailed information about formative assessment, see Chapter 5.

A Plan to Adjust

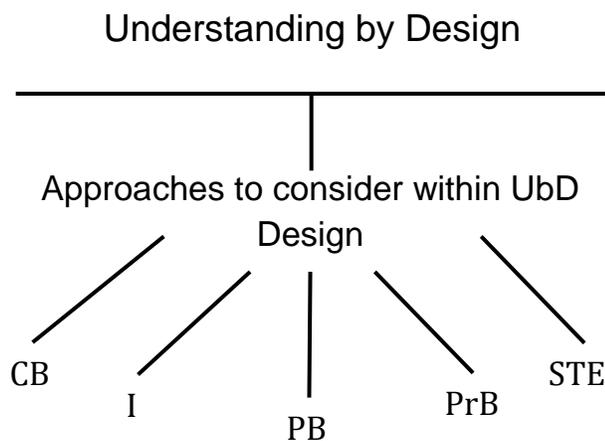
As the needs of learners are revealed through formative assessment, the educator responds and adjusts instruction accordingly to ensure successful mastery of learning goals.

Appropriate Closure

Debrief, self-assessment and/or reflection are ways to provide appropriate closure for the learning experience.

Approaches

While Understanding by Design is the framework CISD educators use to craft learning, instructional approaches such as IB, PBL, STEM, CBL and PrBL which may be utilized within the UbD model in order to enhance the learner understanding and ability to transfer. For clarity, these approaches do not stand-alone and if used, should fall within the UbD framework.



Challenge Based Learning (CBL)

Challenge Based Learning is a multidisciplinary approach that encourages learners to leverage technology used in their daily lives to solve real-world problems. It is a collaborative and hands on form of learning that encourages learners to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action and share their experience. It is very aligned with the UbD model of planning.

International Baccalaureate (IB)

The International Baccalaureate Primary Years Program (PYP) and International Baccalaureate Diploma Programme (DP) share a number of essential practices and principals. At each level, IB requires learners to become truly engaged in the study of compelling topics, real-world problems and high level texts. IB learning design considerations should include:

- readings that require learners to think critically
- opportunities for persuasive writing
- debates of big ideas
- circumstances where learners would design their own experiments
- regular presentations of learner work to peers and educators
- analysis of information
- evaluation and constructing of arguments
- creative problem solving

Project-Based Learning (PBL)

Project - Based Learning is a systematic method of instruction that engages learners in learning important knowledge and 21st Century skills through an extended, learner-influenced inquiry process structured around complex, authentic questions and carefully design products and learning tasks. The PBL process includes:

- driving question(s)
- entry event or launch
- knows and need-to-knows
- social contract(s)
- scaffolding experiences
- critical friends protocol
- rubric(s)

These processes are not in a hierarchical order but should be included in ALL projects to ensure fidelity to the model. The sequence above describes a typical PBL unit, please note however, that the process is cyclical and several components may be repeated throughout the course of a unit.

Problem-Based Learning (PrBL)

Problem-based learning is similar to Project-based learning in several ways. Both approaches focus on an open-ended question or task, provide authentic applications of content and skills and emphasize learner inquiry.

The primary differences between the PrBL approach and the PBL approach to learning design are:

- PrBLs usually focus on a single subject or content instead of being multidisciplinary
- PrBLs tend to run several days or up to a week but are seldom several weeks or months long
- PrBLs tend to follow specific and prescribed steps
- PrBLs may only require learners to articulate a solution to the problem being studied, not necessarily create a product
- PrBLs often utilize “ill-structured problems” such as fictitious scenarios or case studies as the basis for learning as opposed to fully authentic tasks and settings

Science, Technology, Engineering, Mathematics (STEM)

STEM curriculum choices promote base knowledge in science and technology development and have implications for workforce development. STEM education promotes active, investigative learning, problem solving, persistence, curiosity, creativity, career awareness and critical thinking. The engineering portion of STEM also assists learners in understanding the world around them.

UbD and PBL Crosswalk

There are similarities between the way accomplished PBL educators design projects which very parallels learning design as described by Wiggins and McTighe in Understanding by Design. PBL educators should consider these nuances when embedding a PBL in a UbD.

UbD Nomenclature	Similar PBL features	Notes
Stage 1: Identify Desired Results	Start with the end in mind	Both PBL and UbD literature exhort teachers to identify skills and knowledge that they wish students to master and then plan a performance or product that embodies those skills and knowledge. UbD does not necessarily require a performance or product, but does require evidence of proficiency with the desired results.
Essential Question	Driving Question	<p>Both are open-ended and often philosophical in nature. Both invoke a need to know the content and skills a learning experience is meant to teach.</p> <p>In UbD, essential questions are intentionally crafted to promote enduring understandings of concepts that can later be applied to new situations. The focus is on conceptual understanding, which requires the learner have an understanding of necessary foundational knowledge in order to apply what they have learned in new situations later on in life and learning.</p>
Assessment Evidence	Final Product	<p>In projects, teachers or students identify a final product that:</p> <ul style="list-style-type: none"> ● Can be considered an answer to the driving question and ● Requires the content and skills identified in the standards <p>In both UbD and PBL, the final product is not necessarily the <i>only</i> way that students can demonstrate their understanding. Pencil and paper tests are frequently also part of projects or assessment evidence. There is not necessarily a “project” in the UbD assessment evidence, but rather a large variety of ways learners can demonstrate their proficiency in learning outcomes.</p> <p>In UbD, transfer of the learning to unfamiliar situations throughout one’s life is the ultimate evidence.</p>

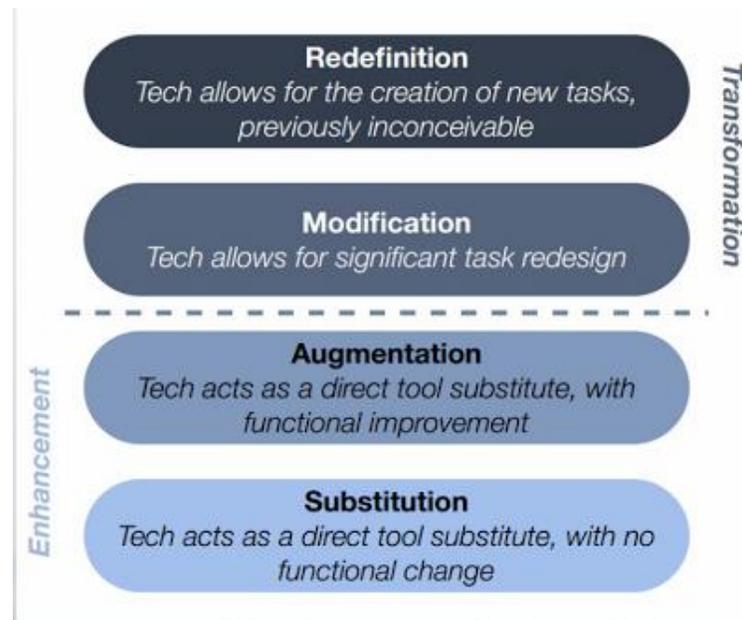
Learning experiences and instruction	Scaffolding	<p>Just as learning experiences (note that they assiduously avoid the word activities) are designed to get students to gain the knowledge and skills in order to do well on the assessment evidence, so are scaffolds designed in a project to help students create their final product. However, there is a push on the part of PBL to move this towards a student-centered approach, by pushing the teacher to provide scaffolds, as a result students articulating a “need to know” or “need to understand”.</p> <p>In UbD, the educator is proactive in ensuring foundation skills needed are in place and actively monitors, asks questions and encourages learners to ask their own questions in order to promote deeper understanding of the learning.</p>
Explain Concepts		<p>Final exhibitions in PBL always require a level of explanation, either orally or in writing.</p> <p>Learners are expected to be able to demonstrate and/or explain their learning in relation to the conceptual understanding.</p>
Interpret		<p>Authentic tasks in PBL typically require that students engage in interpreting a variety of information sources, like data, images, fiction and non-fictional texts.</p> <p>In a well planned UbD lesson or unit, learners are expected to continuously interpret, discuss and make meaning of the learning. Learners are expected to grow in their information literacy skills throughout the learning process.</p>
Apply		<p>Complex tasks, by their very nature, require foundational knowledge that must be applied to authentic situations.</p>
Perspective/empathy		<p>Particularly scenario-based projects put students into a roles that they must use as they solve a problem or create something.</p>
Empathy		<p>Projects are frequently collaborative affairs, requiring a high degree of interaction and negotiation, all of which push students towards the need to understand others’ outlook.</p>

Technology Within Lesson Design

Technology should be seamlessly integrated into lesson design to enhance the learning. The SAMR model is used as a guide to the level of technology integration.

SAMR

The SAMR model describes a continuum of the extent to which technology is integrated in the classroom; from the enhancement of existing practices to the development and creation of new practices.



Technology integration is considered as a continuum - moving from substitution to redefinition of classroom activity. SAMR is not a tool to evaluate the educator; however a tool to assess learning design and the role of technology.

- **Substitution** is when technology is used as a direct substitute for existing classroom practices. It is doing the same task with the introduction of technology but without any modification of the task. For example, using a note taking application on the iPad to draft a document rather than handwriting with paper and a pencil.
- **Augmentation** involves some functional improvement but is still a direct tool substitute. The task has not changed but has been enhanced slightly. For example, using some of the iPad's built in tools such as the thesaurus, dictionary or speak mode to augment a classroom task.
- **Modification** technology is being used more effectively not to do the same task using different tools but to redesign new parts of the task and transform students learning. For example, learners collaborating in one Google doc and using the comments feature to provide feedback.
- **Redefinition** is doing something that was inconceivable without technology and gives learners a stage. For example, learners connect to a classroom across the world where they would each write a narrative of the same historical event in Google Docs using the chat and comment section to discuss the differences and they use voice comments to discuss the differences they noticed.

<http://tinyurl.com/EcoPondExemplar> (This is an example of redefinition because the learners were able to do something they could not have done without technology. They are sharing their knowledge not only with their campus, but the world. To take it one step further, the learners could insert a tab for questions in order to interact with readers and potential users of this site.

Reference: *Creating a New Vision for Public Education* (Article II a-c; e-l)

Chapter 5

Part 1: Assessment

“Ultimately, we want students to grow to be independent. For them to do that, they have to have a sense of what the criteria are that make them successful. For a long time, the criteria have been a mystery to students.”

R.J. Tierney, M. Carter, & L. Desai

Descriptor

Assessment, as both a process and product, promotes learner success when used intentionally to uncover each learner’s level of mastery and to determine the next steps in instruction. In the process of assessment, educators regularly check for understanding through systematic monitoring. A systematic and systemic assessment process ensures that educators, learners and parents have an understanding of where each learner is along the continuum of content and skill mastery.

Assessments, when considered as a product (e.g., portfolios, multiple-choice tests, constructed response items and performance assessments) provide a measure of mastery, which typically occurs at the end of instruction.

Assessment as a process or product informs multiple aspects of learning, including differentiation of instruction, mild or intensive interventions and placement and graduation decisions. To this end, assessment provides valid and reliable qualitative and quantitative data, which improves the learning of each individual.

The goal of a comprehensive assessment program is to provide educators information to guide student learning through formative and summative assessment. When used formatively, assessments provide a means to assess FOR learning while learning is taking place. Summative assessments, assessments OF learning, provide a means for educators, learners and parents to identify mastery of learning outcomes at a culminating moment, such as the end of a unit, grading period or semester.

Educators use all forms of data, both qualitative and quantitative, to inform decisions about learning design and learning pathways. A balanced assessment system includes daily ongoing assessment strategies, periodic diagnostic progress assessments and large scale standardized assessments.

Role of the Administrators

Effective assessment leaders promote a coherent system of standards, a common curriculum, common formative assessments, confirmed instructional practices and timely interventions. Administrators develop:

- high expectations for all learners
- a culture of continuous improvement
- systematic communication of accountability and assessment

The Design and Use of Assessment

Educators align and design assessments to standards, learning outcomes and cognitive rigor of instruction to identify if learners are meeting the expectations of the curriculum. Sound assessment design includes:

- an alignment between the assessed content and clearly defined learning outcomes
- well-designed rubrics, when appropriate, to provide learners with an understanding of where they are on the learning continuum
- an appreciation for learner goals, learning modalities and learner choice
- transfer (performance) tasks, when appropriate, to measure deep understandings resulting from the curriculum and elements of cognitive rigor such as application of knowledge
- an opportunity for educators and learners to provide specific, accurate, fair and timely feedback regarding learner performance
- collaboration among educators in the design of common assessments and subsequent use of the data to monitor and adjust instruction
- clearly set success criteria that the learner understands and can articulate

The design of assessments should provide sufficient information to allow educators to respond to the four questions asked by professional learning communities (PLC):

- What do we expect our learners to learn?
- How will we know they have learned it?
- What will we do if they do not learn it?
- What will we do if they already know it?

Using Assessments for Formative Purpose

The assessment process is ongoing. It is a spiraling, data driven practice that guides instruction. As such, assessments used for formative purposes must entail sufficient breadth, depth and cognitive rigor to promote a deeper level of understanding. With formative assessment, educators use quantitative and qualitative data, acquired through formal and informal means, to determine where the learner is, where the learner should be and how to move the learner forward on the learning continuum.

Educators and learners use assessment formatively for the improvement of learning. The formative assessment process is validated through both the educator's and the learner's use of the information derived from the assessment.

Using Assessments for Summative Purpose

Educators use assessments for summative purposes as a means for the measurement of learning, effectiveness of instruction and the alignment of the curriculum. The summative assessment process evaluates and communicates performance at established times.

Types of Assessments

Universal Screeners are:

- brief assessments administered to all learners to determine as early as possible which learners are at risk of not meeting academic goals
- norm-referenced measures
- administered on grade level three times a year in K-8

Progress Monitoring is:

- a brief assessment to determine if learners are making adequate progress
- appropriate at the learner's instructional level over an extended period of time
- measuring the rate of improvement
- measurements to match specific intervention/deficit

Diagnostic Assessments are:

- designed to provide the educator with an understanding of the prior knowledge and skills, as well as the strengths and specific needs of their learners
- conducted before instruction is given

Formative Assessments are:

- designed scaffolding learning experiences to customize learning
- checks for understanding which identify learning gaps
- specific, accurate, fair and timely

Summative Assessments are:

- measurements of mastery of standards and learning outcomes
- a tool to communicate learners' strengths and areas for growth
- used to inform curricular and programmatic decisions

Part 2: Grading Beliefs and Best Practices

Descriptor

Grading is a process of quantifying measured learning based solely on academic achievement. Consequently, grading is one form of feedback and communicates learner progress towards mastery of standard(s) and/or learning outcome(s). This process must be accurate, fair, specific and timely. These are the criteria for effective grading practice.

In the following video, Doug Reeves speaks to toxic grading practices for learners. In our beliefs stated below, we hope to make coming to school about learning, not a grade, although we acknowledge that grades are important in applying to college. [Toxic Grading Practices](#)

Grading Beliefs

- Grades communicate learner achievement relative to standards [Grades Communicate Achievement](#)
- Grades clearly reflect a learner’s growth rather than average performance [Mastery Grading](#)
- Behavior and academic achievement are reported separately
- Grades should be based on valid and reliable assessments

Level of Mastery	Descriptor (The Learner:)
Mastery	<ul style="list-style-type: none"> • Demonstrates a broad in-depth understanding of concepts and skills • Exhibits fluency by applying efficient and sophisticated strategies to solve complex problems • Transfers learning across content areas, with prior and future knowledge, or concepts • Demonstrates understanding in at least three different ways • Communicates effectively and thoroughly
Met Standard (Proficiency)	<ul style="list-style-type: none"> • Demonstrates a solid understanding and display of concepts and skills • Applies concepts and skills to solve problems using appropriate strategies • Extends meaning among multiple important ideas or concepts • Communicates in an efficient fashion
Approaching Proficiency	<ul style="list-style-type: none"> • Demonstrates partial understanding of concepts and skills • Applies concepts and skills to routine problems and situations • Makes simple or basic connections among ideas • Communicates in a limited fashion

Insufficient Progress	<ul style="list-style-type: none"> ● Shows minimal understanding of foundational concepts and skills ● Occasionally makes connections among ideas ● Has difficulty applying foundational knowledge and skills ● Cannot communicate effectively
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(For the CISD Standards Based Report Card, mastery is denoted in the comment section.)

Grading Practices

In designing learning experiences for learners, learning is the ultimate goal. Effectively measuring learning is the driving force behind our grading beliefs. Grades should be a measurement of what a learner has learned or in which proficiency has been demonstrated and should reflect the depth and complexity of knowledge attained. Grades should not be punitive. The methods an educator utilizes to assess learners should set learners up for success.

Bonus-Extra Credit

Statement of Philosophy: Bonus points and extra credit distort a learner’s record of achievement. Grades are broken as a communication tool if we give extra or bonus points for actions that do not reflect the desired learning outcome or mastery of the learning standard.

Change of Practice:

- Extra Credit will not be given to learners
- Bonus Points will not be awarded to learners

Homework or Practice

Statement of Philosophy: Homework can be a false report of what learners know. It should be a formative tool to allow the learners to practice and extend their learning experience. Homework, if given, may provide enrichment geared towards an individual’s ability level. Homework should only be given for the following four purposes:

1. Practice or review
2. Preparation
3. Extension
4. Skill Integration

Change of practice:

- Educators will make data driven decisions to intentionally design homework based on the needs of the learners
- Homework should not inflate or deflate the grade or reflect behavior

Incomplete Work

Statement of Philosophy: There is a reason learners do not complete work on time or submit completed work. For the learner to establish ownership of learning, support in developing a plan for completion and submission is essential.

Change of Practice:

- Educators will assist learners in establishing a personal plan for completing work and submitting it in a timely manner
- Work that is not sufficient to determine mastery will be returned to learner for completion

Late Work Practices

Statement of Philosophy: Penalties for late work distort a learner's record of achievement. Late work practices should lead to personal investment in learning. Deducting points for late work impedes our ability to discern whether learners' have mastered the standards by negatively skewing the reported outcome.

Change of Practice:

- Points will not be deducted for late work
- Meeting deadlines will be reflected in learning outcomes or Future-Ready Outcomes (Professional Ethics or Agency)

Late Work

No Zeroes

Statement of Philosophy: Academic achievement should not be masked by behaviors such as failure to meet deadlines. Practicing a punitive mindset by deflating academic grades for behaviors negatively skews the reporting of learners' mastery of standards.

Change of Practice:

- Mastery on reassessments earns full credit
- No academic grade penalties will be given for non-academic behaviors
- No zeros

Reassessment

Statement of Philosophy: Recognizing that all learners do not progress at the same rate, reassessment is imperative to accurately document the level of mastery. [Re-Takes and Do-Overs](#)

Change of Practice:

- Reassessment opportunities must be provided to all learners who do not attain proficiency of the standard (Proficiency is defined as a passing grade equivalent to a "C" or average ability with a standard.)

- Corrective instruction should occur before reassessment takes place
- Reassessment grades will not be averaged with the original score, but will replace it with an opportunity to earn a maximum score of 80% (Note: a learner who earns a grade of C or higher on an assignment may not retest due to a C denoting average proficiency with a standard)
- Reassessment should focus on the standards for which proficiency has not yet been met, rather than all those previously evaluated
- Reassessment tools may take various forms such as retests, conversations, performance tasks, etc.

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Appendix B: Glossary of Terms

Academically punitive consequences – examples of academically punitive consequences: points off for late work, no name, pen not pencil, zeros, etc.

Authentic Learning - educational and instructional techniques focused on connecting relevant learning to meaningful issues, problems and applications

Blended Learning – a learner-centered design with shared responsibility between learner and educator that takes place in part at a brick-and-mortar facility and through online delivery, while allowing for flexibility with time, place, path and/or pace of learning

Concept attainment – a process by which learners are provided examples and non-examples for which they determine the concept represented

Conceptual Learning – a process organizing logical and mental structures while making lasting connections

Constructivism – a theory of learning that is an interactive process that includes one's prior knowledge and experiences, problem solving and making meaning collaboratively and through reflection

Cooperative Learning – cooperative learning refers to a set of instructional strategies, which include cooperative student-student interaction over subject matter as an integral part of the learning process

Design Tools – a variety of instructional strategies to respond and support learners, allowing him/her to: experience new knowledge, activate prior knowledge and solidify existing understandings

Flipped Learning – delivering instruction online outside of class and moving “homework” into the classroom.

Formative Assessment – ongoing and varied assessments that provide information to learners and educators that are used to improve teaching and learning

Future-Ready Outcomes – 21st Century skills that include but are not limited to: Global Awareness, Digital Literacy, Professional Ethics, Communication, etc.

Graphic Organizers – also known as a knowledge map, concept map or story map, visual representations displaying the relationship between facts, terms and ideas

Inquiry-based Learning – a term defined as a learner-centered and educator-guided instructional approach that engages learners in investigating authentic questions that the learners choose within a broad thematic framework.

Interdisciplinary – integrating knowledge, methods and concepts from different academic disciplines to establish connections and transference of understanding

International Mindedness – valuing the world as the broadest context for learning and fostering the development of responsible global citizenship

Intradisciplinary – working with concepts within a single academic discipline

Learning Outcomes – identified curricular objective(s) describing what the learning will know and be able to do by the end of a course or program

Multidisciplinary – integrating knowledge, methods and concepts from several academic disciplines and/or professional specializations while maintaining multiple content perspectives through questions, conclusions, and products

Pedagogy – the science and art of education

Performance Assessment – authentic assessments requiring learners to perform complex tasks representative of activities done in and out of school

Professional Learning – a comprehensive, sustained and intensive approach to improving educator effectiveness resulting in increased learner achievement

Qualitative Data – is data based on non-numerical observations, such as, people's knowledge, attitudes or behaviors to a certain environment

Quantitative Data – data is used to describe a type of information that can be counted or expressed numerically

Questioning – a form of inquiry, questioning helps learners develop thought, insight and deeper understandings of concepts

Responsive Learning – a learning design reflecting the diversity of each learner's prior experiences/skills and takes into account their learning styles, multiple intelligences, and interests which will be incorporated according to the learner's voice in both process and product e.g. adapting instruction to the needs of the learners

Scaffolding – a combination of intentionally designed and “just in time” instructional techniques to move learners progressively toward deeper understanding and, ultimately, greater independence in the learning process.

Socially punitive consequences – examples of socially punitive consequences: missing recess for not completing an assignment, detentions for late work, etc.

Summative Assessment – cumulative assessments used to measure learner growth after instruction

Systematic – something that is well organized or arranged according to a set plan and or is grouped into systems

Systemic – something that belongs to, works together with, or can affect the entire body or system as a whole

Thinking Maps – a form of graphic organizers that facilitate the instinctual patterning of information by providing visual representations of the thinking processes we use to transform information into knowledge

Transdisciplinary – focusing on authentic learning, new perspectives, and current issues through multiple disciplines by connecting to a unifying issue or topic of inquiry, beyond disciplinary perspectives to achieve a common goal

Virtual Learning – flexible use of space, technology, materials and time that takes place primarily in an online environment, providing equitable access to quality learning for all

Appendix D: UbD Unit Template

Content Area:

Unit Title:

Course/Grade Level:

Time Frame:

Stage 1: Desired Results

High Priority Learning Standards:

Established Outcome Goals (Standards):

What outcome goal(s) and curriculum goal(s) or teacher's guide focus areas will this unit address?

Transfer

Students will be able to independently use their learning to...

What kinds of long term independent outcome accomplishments are desired?

Meaning

Understandings

Students will understand that...

What specifically do you want students to understand?

Essential Questions

Students will keep considering...

What thought-provoking questions will foster inquiry, meaning making, and transfer?

Acquisition

*Students will **know** that...*

What facts and basic concepts should students know and be able to recall?

*Students will be **skilled** at...*

What discrete skills and processes should students be able to do?

Unit Considerations / Misconceptions		<i>Academic Vocabulary</i>

Stage 2: Evidence	
Evaluative Criteria	Assessment Evidence
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p> <p>Regardless of the format of the assessment, what qualities are most important?</p>	<p>Performance Assessments/Tasks</p> <p>Performance Task Description -Anchors the unit by providing evidence of student understanding</p> <p><i>Students will show that they really understand by evidence of:</i></p>

<p>Pre Assessment</p> <p><i>assessments listed below</i></p>	<p>Post Assessment</p> <p><i>assessments listed below</i></p>	
<p>Formative Assessment</p> <p><i>assessments listed below</i></p>	<p>Summative Assessment</p> <p><i>Summative assessments (Unit Tests) will be designed by Professional Learning Communities.</i></p>	

Stage 3: Learning Plan

Responding to the Needs of All Learners

Consider:

ELPS

GT Strategies

Accommodations/Modifications

Enrichment & Extension

Multiple Intelligences/Learning Styles

Code	Learning Plan: <i>sample learning experiences listed below</i>	
<p>What is the goal for each event?</p> <ul style="list-style-type: none"> ● Acquisition? ● Meaning making? ● Transfer? 	<p>The lessons designed in this section are not a daily plan. Lessons may take more than one class session, or be part of a class session.</p> <p>Learning Events (think about these as you plan)</p> <p><i>Student success at transfer, meaning, and acquisition depends on...</i></p> <ul style="list-style-type: none"> ● Are all three types of goals (A, M, T) addressed in the learning plan? ● Does the learning plan reflect principles of learning and best practices? ● Is there tight alignment with stages 1 and 2? ● Is the plan likely to be engaging and effective for all students? 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● How will you monitor students' progress toward acquisition, meaning making, and transfer during lesson events? ● What are potential rough spots and student misunderstandings? ● How will students get the feedback they need? ● What are checks for understanding used? <p>Responsive Instruction - What</p>

		<p>intentional steps will you take for learners who do not show mastery?</p> <p><i>How will we respond when they don't learn?</i></p>
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Appendix F: Suggested Practices in Support of The Learning Framework

	Learning Framework Chapter				Professional Learning Focus		
	Environment	Learner/ Educator	Curriculum Design	Learning Design	Assessment	Scaffolding	Assessment

Affinity Mapping					X		X	
Anchor Charts				X		X		
Carousel Writing				X		X		
CASH Out					X		X	
Chain Notes				X		X		
Cloze					X		X	
Exit Tickets					X		X	
First Word/Last Word					X		X	
Flexible Grouping	X							X
Four Corners					X		X	
Goal Setting		X			X		X	X
I Used to Think...But Now I Know					X		X	
Menus				X	X	X	X	
North - South - East - West					X		X	
Paint a Picture					X		X	
Plus/Delta		X						X

Read, Cover, Remember, Retell					X		X	
Self-Evaluation					X		X	
Socratic Seminars				X	X	X	X	
Social Contracts		X						X
Theme Triangle					X		X	
Topic Chart				X		X		
Two Stars and a Wish								
Whip Around					X		X	
100%	X							X
3-2-1					X		X	

Affinity Mapping

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: Used to organize data and ideas, affinity maps provide groups the opportunity to move beyond static thinking and preconceived notions. This technique is ideal for complex issues, situations where there are seemingly too many facts and ideas, or when consensus is vital.

Process: After a question is posed, learners will record each idea on a separate sticky note. Once the group has finished recording ideas, the sticky notes should be spread out at random on a surface visible to everyone. While not talking, everyone should look for patterns and start to physically categorize ideas based on similarities. The process should continue until all ideas belong to a category. Now, participants should talk and discuss categories and debrief the process. A few changes might be made during this phase.

Possible Alternatives: Clustering

Anchor Charts

Learning Framework Connection: Learning Design

Professional Learning Focus Connection: Scaffolding

Purpose: By connecting to past and future learning as well as serving as a reminder of learning, anchor charts provide a record of thinking about a text, lesson, or strategy in order to make the thinking of both the educator and the learners visible and concrete.

Process: In building anchor charts, educators can work with learners to debrief or reinforce a specified skill modeled in a mini-lesson. Learners add ideas to an anchor chart as they apply new learning and develop strategies for problem solving. Learners will have ownership of the anchor charts if their ideas are included and educators will ensure that the information is relevant and authentic if ideas are added during a learning discussion. Learners should be encouraged to reference the charts when they have questions and educators should use the as a reminder of previous learning.

Possible Alternatives: Learner-created posters, Topic Charts

Carousel Writing

Learning Framework Connection: Learning Design

Professional Learning Focus Connection: Scaffolding

Purpose: Through writing and collaborating with others, the process of carousel writing allows for prior knowledge to be activated, providing scaffolding for new information to be learned or learned information to be reinforced.

Process: In preparation, the educator should determine several questions or topics as prompts. When carousel writing, learners will start writing about one of the topics or prompts for a designated amount of

time. With each topic, learners will activate their prior knowledge of different topics or different aspects of a single topic by jotting down ideas. After a short period of time (1-3 minutes) learners should rotate their writing, left or right, to the next person. Quickly skimming the previous comments, the learners should then continue the conversation by adding to the topic or by responding to what the previous student wrote. This process should continue until the original owner's paper is returned. To conclude, the original owner will summarize the thinking of the entire group in 1-2 sentences.

Possible Alternatives: Chain Notes

CASH Out

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: This requires learners to reflect on a reading passage, article or video using four guiding questions:

1. What did you learn about the topic? (Cognitive)
2. How did you react to the topic? (Affective)
3. What surprised you about the topic? (Surprise)
4. What idea or topic was helpful for you? (Help)

These questions provide a focus for reading and a guided discussion opportunity.

Process: Participants respond individually after reading a passage or viewing a video, followed by a time to pair share in which each partner has one minute to share out his or her responses to each question. The learners should be provided the four guiding questions prior to reading the passage or viewing the video.

Possible Alternatives: North-South-East-West, I Used to Think...But Now I Know

Chain Notes

Learning Framework Connection: Learning Design

Professional Learning Focus Connection: Scaffolding

Purpose: Chain notes provides a written opportunity for learners to articulate their understanding, build upon the understanding of others and contribute to a group effort to respond to a given question or prompt.

Process: This activity begins with a question printed at the top of a paper. The paper is then circulated from learner to learner. Each learner responds with one or two sentences related to the question and passes it on to the next learner. Upon receiving the previous "chain of responses," a learner adds a new thought or builds upon a prior statement.

Possible Alternatives: Carousel Writing

Cloze

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: This technique is used to assess the extent of learners' vocabulary and knowledge of a subject, to encourage learners to monitor for meaning while reading and/or to encourage learners to think critically and analytically about text and content.

Process: This is a technique in which words are deleted from a passage according to a word-count formula or various other criteria. The passage is presented to learners who insert words as they read to complete and construct meaning from the text.

Possible Alternatives: Cornell Notes

Exit Tickets

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: Exit Tickets allow learners to process new concepts, reflect on learning and express their thoughts about new information. Educators can use exit tickets as a way to adapt and differentiate instruction, collect information about learner interest and even provide learners with a recap of the previous day's lesson. While extremely easy to implement, this informal measurement is a quick way for educators to gauge the level of understanding of a new lesson or concept by their learners and make necessary modifications or adaptations to the lesson.

Process: An exit ticket is one or two questions or problems for learners to answer quickly at the end of class. To successfully execute this strategy in your classroom, make sure that you have the exit ticket questions ready before class begins, so that you don't waste time at the end of class trying to come up with questions. Either write them on the board or pass out a slip of paper so that the learners can visually see the questions. After allowing learners to respond to the questions, collect the responses and begin to look for patterns in the answers. Use this data to determine next steps, identify those in need of assistance or acceleration, or to group learners for an upcoming activity. Exit tickets work best if they are short and simple and typically focused on the main points of the lesson, not small details.

Resources: <http://www.theteachertoolkit.com/index.php/tool/exit-ticket>
<http://service.columbia.k12.mo.us/lhagen/files/2013/07/Exit-Entrance-Slip-explanation-examples.pdf>

First Word/Last Word

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: This is a technique used for pre- and post-assessment of learners' understanding of a topic. Learners' thinking is made visible when they create an acronym using a vocabulary term.

Process: Choose a vocabulary word from the content and ask learners to write the word vertically on a sheet of paper. Learners will use each letter in the vocabulary words as the first letter of a word that is a characteristic of the vocabulary word. As a post-assessment, ask the learners to repeat the process.

Possible Alternatives: Paint a Picture

Flexible Grouping

Learning Framework Connection: Environment

Professional Learning Focus Connection: Responding to Learners

Purpose: By allowing learners to work in differently mixed groups, depending on the goal of the learning task at hand, learners are empowered to feel more involved in the learning experience. Flexible learning groups help ensure that all learners feel part of the learning environment. It also allows the educator to provide learners with appropriate instruction and materials while providing room for individual differences using open-ended assignments.

Process: Select a text or a scaffolded learning activity that can be written at multiple instructional levels. Match text or activity to individual learners. Differentiate engaging activities within each group but hold the same expectations of the standards for all learners. Assess several times within the activity to ensure that standards are being met. Use assessment data to dissolve and form new groups of learners.

Possible Alternatives: Ability Grouping, Heterogeneous Grouping, Homogeneous Grouping

Four Corners

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: This is used with selected response questions to identify groups of learners with similar responses to the question asked. By meeting “in the corner” with learners who have similar ideas, learners can further discuss and clarify their own thinking with others before returning to their seats and engaging in discussion with the class or small groups of learners with different ideas.

Process: After learners are given time to respond to given question or prompt, learners move to a corner of the room designated to match their response or similar way of thinking. Images or descriptions are posted in each corner of the room and are designed to prompt discussion. Time is given for learners to engage in discussion within their corner (homogeneous) group as well as with learners from other corner groups (heterogeneous).

Possible Alternatives: Clothespin

Goal Setting

Learning Framework Connection: Learner/Educator, Assessment

Professional Learning Focus Connection: Responding to Learners, Assessments

Purpose: Setting learning goals provides learners with opportunities to articulate the purpose of the learning experiences, while emphasizing the learning and de-emphasizing the errors and consequences. Utilizing learning goals supports a growth mindset about intelligence, believing it can be developed. Learners recognize opportunities to learn through both successes and failures.

Process: Learning goals may be set at the start of a school year, grading period, or unit of study. Learners may draft their own learning goals, in their own language, or educators may provide support through clearly defined learning objectives. The educator may support the learner to connect the goals to the learning

outcomes for the course, lesson, or unit of study. Attention should be paid that the goals are: specific, measurable, achievable, relevant and time-bound. Educators should guide learners to reflect on the learning goals throughout the learning experiences as well as at the close of the course.

Possible Alternatives: Learner-designed rubrics

I Used to Think...But Now I Know

Learning Framework Connection: Assessment

Professional Learning Connection: Assessment

Purpose: This activity asks learners to compare verbally or in writing their ideas at the beginning of a lesson instructional sequence to the ideas they have after completing the lesson(s).

Process: Using the prompt, "I used to think...but now I know," learners articulate how their learning has changed as a result of the learning experience. Possible responses may include specific commentary connected to the content or metacognitive statements regarding the amount of knowledge a learner recognizes before and after a learning experience.

Possible Alternatives: K-W-L

Menus

Learning Framework Connection: Learning Design, Assessment

Professional Learning Focus Connection: Scaffolding, Assessment

Purpose: Menus give learners choices in topics, products, purpose and/or audience. Skills and objectives are met with differentiation, while also allowing learner voice and choice. The educator still has the opportunity to guide learners through complex outcomes.

Process: Create a multitude of possible products that consistently support the skills and learning outcomes. Arrange products in a menu that allows learners to choose. Formats include: Breakfast/lunch/dinner/dessert, point values add up to 100 and tic-tac-toe.

North-South-East-West

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: This activity provides learners the opportunity to reflect on their learning, self-assess or provide immediate feedback to learners during or at the end of a class period. Learners respond to four questions:

1. What else do you need to move forward? (North)
2. What is our next step? (South)
3. What do you find worrisome? (West)
4. What excites you about these ideas? (East)

These questions provide systematic reflection for learners.

Process: Participants respond individually to the four given questions during or following a learning experience. Learners should be prompted to reflect upon the responses and begin to make decisions and communicate needs as a result.

Possible Alternatives: CASH Out, I Used to Think...But Now I Know

Paint a Picture

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: This activity visually depicts learners' thinking about an idea without using any annotations. Learners must think differently about a concept and illustrate their understanding clearly and effectively.

Process: This involves giving learners a question and asking them to design a visual representation that reveals their thinking and answers the question. The picture needs to stand alone without labels and can be used to explain their thinking. Learners may paint their picture using chart paper and markers/paint or create their illustration digitally.

Possible Alternatives: First Word/Last Word, Visual Synectics

Plus/Delta

Learning Framework Connection: Learner/Educator

Professional Learning Focus Connection: Responding to Learners

Purpose: This is a way for learners to consider the positives and negatives about their learning experience. It can be used at any time feedback is needed - end of the day, after a project or report, end of the week.

Process: Using slips of paper such as sticky notes or a digital platform such as Linoit.com, learners record positive and negative aspects of their learning experience. Positive reflections are noted using the icon of plus while negative reflections are noted with the Greek letter Delta, meaning change. Reflections are compiled from the entire class and sorted according to Plus/Delta. Then, the educator and/or learners may discuss adjustments to subsequent learning experiences as a result.

Possible Alternatives: surveys

Read, Cover, Remember, Retell

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: The strategy assists learners in reading more carefully and taking responsibility for consciously focusing on remembering information in the text. The approach stops readers frequently, to encourage them to think about the meaning of what they are reading.

Process: 1. Learners find a partner. 2. Learners read as much as they think they can cover with their hand. 3. Learners cover the text with their hand. 4. As they read, learners consciously focus on remembering what

they have read (it is ok for them to peek back at the text for help). 5. Learners tell their partner what they remember. 6. Learners read some more and follow the steps again.

Technology Connection: Independently, follow steps 2-4, record (using Audioboo or Voice Memo) retell, play back and assess self

Possible Alternatives: Journal writing, draw a picture, think pair share, Thinking Map

Self-Evaluation

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: Self-assessment is an essential part of evaluation because it's an opportunity for the learner to assess his/her own achievements and areas for growth. It can be used as an opportunity to build perceived value, distinguish self and show how strong his/her contributions have been and could be. Learners are able to objectively reflect on their own progress, identify gaps in their understandings and even identify ways to improve their performance. The evidence of a growth mindset, for both the educator and the learner, is key to developing a learner for life.

Process: Creating opportunities for the learners to goal set and reflect, on a consistent basis allows a learner to monitor his/her own progress. To begin, either involve the learners in deciding the criteria for which they will be evaluated or clearly explain the criteria to the learners. Ensure that learners understand and can explain the different levels of criteria. Assist learners in creating plans of action to improve their performance. Provide opportunities through reflective journaling, portfolio reviews, learner contracts, teacher-student conferencing, or peer conferencing for learners to reflect on their process and evaluate their work. This should include setting general or specific goals.

Possible Alternatives: Journaling, Peer Evaluation

Socratic Seminars

Learning Framework Connection: Learning Design, Assessment

Professional Learning Focus Connection: Scaffolding, Assessment

Purpose: In Socratic seminars, learners must respond with a variety of thoughtful explanations: they must give evidence, make generalizations and tell how the information is represented for them. In other words, they must engage in active learning. When they develop knowledge, understanding and ethical attitudes and behaviors, they are more apt to retain these attributes than if they had received them passively.

Process: Socratic seminars typically consist of 50-80 minute periods. In groups of 25 or fewer, learners prepare for the seminar by reading a common text (e.g., a novel, poem, essay, or document) or viewing a work of art. While reading, learners should consider an analytical question that was set forth before the group. Learners should draw from the reading and be prepared to articulate their thoughts and defend their answers with support from the text. Arrange the desks into two circles, one within the other. Pose the analytical question to the inner circle for them to begin conversation. While the inner circle is discussing, the outer circle should be making observations and considering the responses of the inner circle's conversation,

knowing they will rotate in. After about half the time has passed, the circles should swap spots. Ask a volunteer to state the question and then repeat the process.

Possible Alternatives: Philosophical Chairs

Social Contracts

Learning Framework Connection: Learner/Educator

Professional Learning Focus Connection: Responding to Learners

Purpose: Social contracts can reinforce positive behaviors by creating a culture of trust, mutual respect and accountability. When everyone understands the social contract, members of the group are better equipped to support and help each other.

Process: To develop a social contract, one must first create established group norms that are few and stated positively. The educator should consider ways in which to solicit involvement from the learners. Group norms should promote respect, teamwork and mutual interdependence. It is vital that the educator consistently respond appropriately to contract violations.

Possible Alternatives: Classroom rules and procedures, class creed

Theme Triangles

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: Theme triangles allow the learners make contemporary thematic connections between a novel (whether whole group, smaller lit circles, or independent reading selections) and a film as well as one other genre (poetry, song, art, speeches).

Process: After a review of theme statements, the small group identifies a theme from the novel. They next choose a film to watch outside of class that has this same theme (not a film of the novel they just read). They must also find an example of this same theme in another medium or genre. They then prepare a presentation to discuss the theme and it's relevance in the novel and the other examples. The presentation can include a writing component that defends the chosen theme and the support from each component.

Possible Alternatives: Whole group decisions that then lead to small groups with a similar film interest

Gallagher, K. (2004). *Deeper reading: comprehending challenging texts, 4-12*. Portland, Me.: Stenhouse Publishers.

Two Stars and a Wish

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: This is a very simple technique for getting started with peer assessment. Each learner is charged with providing feedback to another learner, noting two positive comments as well as one area for

improvement. Practicing the design of such feedback with Two Stars and a Wish helps empower learners as owners of their learning.

Process: The educator should explain to learners that they will be providing feedback on the work of their peers. Make sure that learners are aware of the significance of this strategy and the importance of constructive feedback. The feedback must directly relate to the criteria established in the classroom. It is important that the educator and learners negotiate and construct the criteria together. This provides the learners with clear objectives and guidelines and demonstrates fair and equitable assessment practice.

1. Learners listen to or review a peer's work.
2. Learners identify two positive aspects (stars) of the work and record a reflection in support of this.
3. Learners express a wish about what the peer might do next time in order to improve the work.
4. Learners provide the feedback in a written response.
5. Educators need to model this strategy several times, using samples of anonymous learner work, before asking learners to use the strategy in pairs or on their own.

Possible Alternatives: Peer Feedback

Whip Around

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: Whip Around is a formative assessment where an educator can quickly gauge learners' understanding of a given topic. It can also be used as a check of understanding.

Process: With everyone encouraged to participate, learners individually write down answers or responses to a question as prompted by the educator. Learners then "whip" around the classroom as they share their responses with the class being careful to pay attention so as not to repeat a response from another learner.

100%

Learning Framework Connection: Environment

Professional Learning Focus Connection: Responding to Learners

Purpose: 100% is a strategy in which the educator does not proceed to the next activity until the entire class is attentive. This creates an environment of high expectations and does not allow any one learner to be labeled as "bad" or "good". The educator will move on when he/she has 100% of the classes focus.

Process: At the beginning of the year, the educator works with the learners to create a signal that will be used to gain their full attention when needed. When needed, the educator will give the signal to focus the learners and eliminate as many distractions as possible.

Possible Alternatives: Give Me Five

3-2-1

Learning Framework Connection: Assessment

Professional Learning Focus Connection: Assessment

Purpose: Learners will reflect, organize their thoughts and prioritize ideas. It is an opportunity to give learners a chance to summarize key ideas, focus on concepts they are most interested in and pose questions that can reveal where their understanding is still uncertain.

Process: While reading, or at the end of a lesson, learners list three things they learned, two questions or wonders and one personal connection. Can be shared or collected.

With reading (on the line, between the line and beyond)

3 - Right there questions

2- Think and search questions

1- Author and me questions that go beyond the text

Technology Connection: post to blog, Today's Meet, Linoit

Possible Alternatives: On, Between, Beyond