

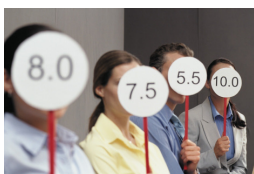
EDEL 143A

Session 6
October 16, 2009

Agenda

- Supervisor Groups 45 Mins
- Warm-up Activity: Technology
- Unpacking Standards
- Analyzing student work
- Coming up
- Wrap Up

Supervisor Groups: 45 minutes



How's it going?

Warm Up: Technology – Food for Thought

- <http://www.youtube.com/watch?v=dGCJ46vyR9o>
- In what ways did the instructor use technology to engage students in this class?
- What signs might your students hold up if the same activity were done?

Warm Up: Tech Lesson Brainstorm

- ***Using what's available at your school, how could you plan a tech lesson?***
- **Website Resources:**
www.edutopia.org
- **Check course website for more:**
- <http://www.sjsu.edu/faculty/marachi/mle>

Tech Lesson Plan

- Pages 61-65 in Guide
- Program standards
- Teacher modeling
- Student involvement
- CT involvement
- Responses to questions on Pre-Observation form can be submitted electronically (Word files are available on website)

Let's go back a bit

We've talked about

- Why plan
- What to include in a plan
- How to pace your teaching and manage your classroom
- How to assess / check for understanding



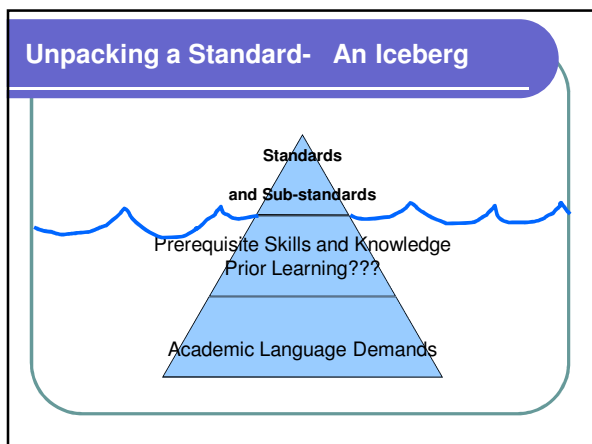
Next up:

- Making Standards Manageable
- Analyzing Student Work

Unpacking a Standard

FIRST GRADE MATH STANDARDS

- 1.0 Students understand and use numbers up to 100:**
- 1.1 Count, read, and write whole numbers to 100.
 - 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).
 - 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3).
 - 1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).
 - 1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.



Unpacking a Standard

3rd grade Math Content Standards
Geometry
2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons)

- In your own words, what does the standard say?
- What are the prerequisite skills and knowledge?
- What's between the lines?

Analyzing Student Work

- **“Did they get it?”**
 - (To what extent did my students achieve the “SWBAT” learning objective?)
- **Identify strengths** revealed in the student work
- **Identify challenges, misunderstandings, or confusion** in student work.
 - Use *student work evidence* to **answer** the question above and draw conclusions
- **Plan next steps** for teaching based on your conclusions about your students' learning of your objectives, content standards and/or essential question.

Analyzing Student Work

Working in groups of 2-3, analyze one to three pieces of student work in order to gain a deeper understanding of what the target standards entails.

Use this information as a platform for planning next steps.

Pulling it all together.

- What lesson was taught?
- What went well and for whom?
- From your general observations, how did students at different levels/subgroups perform?
- What might you consider doing differently next time?
- Concepts students need to know. Pose a question.
- Identify strengths revealed in the student work
- Identify challenges, misunderstandings, or confusion in student work.
 - Use student work evidence to Answer the questions from above and draw conclusions
- Plan next steps for teaching based on your conclusions about your students' learning of your objectives, content standards and/or essential question.

Looking Ahead

- Oct 23 – Collaborative Log #3 and weekly reflection/observation
- Oct 29 – Personal Attributes Survey. Your CT brings to planning meeting.
- Oct 30 – Weekly reflection/observation
- Nov 6 & 13 – Furlough Fridays. Weekly reflection/observation due 11/6. Tech lesson due 11/13.

Wrap-up

Give feedback!

What went well today?

What can be improved?
