

143A – Session 7

October 23rd, 2009

Agenda

- Supervisor Groups – 45 Mins
- 1:30 Warm – up
- More specifics on Tech Lesson
- Evaluative Criteria
- Rubrics
- Finish Assessment Activity and Discuss

Supervisor Groups: 45 minutes



“Successes & Challenges”

Roxana – Stay here in 335
Susan – Room 344 (+ Carol, Terri & Amber)
Stefanie – Room 345 (+Jane, Stephanie, & Yena)
Shelby – Room 346 (+Bill, Michele & Mirna)

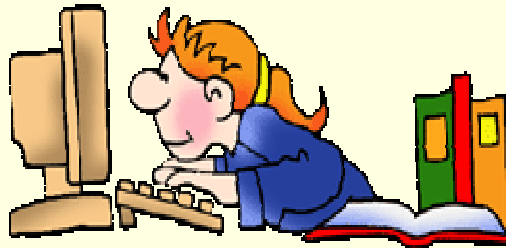
Learning Objectives

- SWB prepared to plan Technology Lesson based on understanding of requirements.
- SWBAT effectively **unpack a standard** and develop **evaluative criteria** for assessment of student learning.

Warm up! A History Lesson (& Connections to Assessment)

- <http://cooperativelearning.learnhub.com/lesson/9592-seinfeld-teaches-history>

Technology Lesson Plan 101



What is it?

- Not a “shock and awe” assignment.
- Purpose is to engage students and increase learning
- Computer is one form of technology; other forms may be more appropriate to your lesson
- If you use technology regularly, do something out of the ordinary for this assignment.

Program Standard #9

- Full text in Field Guide
- In brief
 - You must demonstrate use technology to facilitate the teaching and learning process
 - Computer-based is preferred under Program Standard #9
 - Goal is to choose the **appropriate** technology to enhance your lesson and increase student learning (9a)
 - You should be prepared to explain and support why your chosen technology was the most appropriate for the lesson (9b)

Standard 9 delineates the expectations for the lesson plan...

■ Student teacher

- 9c – is familiar with basic principles, troubleshooting techniques and relative devices of chosen technology
- 9g – chooses software for its relevance, effectiveness, alignment with content standards and value added to student learning
- 9h – demonstrates competence in used of electronic research tools and ability to assess the authenticity, reliability, and bias of the data gathered
- 9i - demonstrates knowledge of copyright issues and of privacy, security, safety issues, and Acceptable Use policies

...and for competency in use of technology

■ Student teacher

- 9d - uses computer applications to manage records and to communicate through printed media
- 9e - interacts with others using email and is familiar with a variety of computer-based collaborative
- 9f - examines, evaluates, and uses a variety of current education technologies

Pre-Observation Form

- Pre-Observation Form is in Field Guide and available on MLE website
- Think of the form as a road map to a successful lesson
 - A = know what you have available
 - B (a & b) = share info on your use of collaborative technology tools
 - C = knowledge and use of databases, spreadsheets, and electronic gradebooks
 - D (1-3) = what to consider in planning your lesson
 - Attachments = lesson plan, Acceptable Use Policy or Agreement (staff and students)

Rubric and Due Dates

- Level of proficiency of student teacher in meeting Program Standard 9
- Rubric is in Field Guide
- Due Dates
 - Pre-Observation form due to Supervisor by November 13th
 - Plan early so observation can be arranged
 - Due Date: Nov. 20th

Examples? Questions?



Quote on Assessment

- “ *Assessment should be deliberately designed to **improve** and **educate** student performance, **not merely to audit** as most school tests currently do.*”

- --Grant Wiggins, EdD., president and director of programs, Relearning by Design, Ewing, New Jersey

Evaluative Criteria

- Purpose is to **evaluate the extent to which** the student produces work that reflects the desired outcomes.
- Informs the **selection/design of assessment** tools.
- Used to **guide the feedback** that a teacher can give a student (where they stand in relation to the outcome; what they need to do to get better).
- Conclusions about students' performance in relation to evaluative criteria guides what teachers teach next.

Then... how do we derive evaluative criteria?

- They should come from whatever is defined as the **learning outcomes** (essential question, content standard, and/or objective).
- Example from the class

Then... how do we derive evaluative criteria?

- How would you **measure** these outcomes?
- What would be **evidence** that a student could do this well? (Assessment tool)
- How would you judge the **quality** of the students' performance on that assessment?
 - Not merely completeness/correctness
 - Description of quality depends on defined outcomes and the nature of the task the students have engaged in.

Another Example:

- **Essential Questions** – How do authors develop characters in a novel?
- **Content Standard** – Grade 7 (3.3) Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words and actions of other characters
- **Objective** – SWBAT compare how ... develops as a character from the beginning to the end of the novel...

Evaluative Criteria

- **Accurate selection** of examples of thoughts/feelings/actions from beginning to end of novel.
- **Depth of *explanation*** for differences beginning/end (**justify** conclusions using **evidence** from the novel about the character's change)

Assessment and Rubric Resources

- Rubric Sample Handouts
 - **Creating Rubrics: Establishing Standards**
 - Sample Rubrics
 - Persuasive Essay
 - Student Self Scoring Scale
 - General Life Skills Rubric
- <http://www.edutopia.org/teaching-module-assessment-rubrics>

Finishing up Activity from last week....

- **Using your own student data OR assessment data we distributed last week, complete the activity with the following questions in mind:**
 - 1) What essential question, content standard, and/or learning objective does your sample assess?
 - 2) What evaluative criteria will you use to judge student success related to these outcomes?
 - 3) Identify strengths and challenges using the evaluative criteria.
 - **4) Given this evidence, what are your next steps for teaching this student?**

Coaching Cycle

- **A. Planning**
 - *Final lesson plan*
 - *Planning conversation form (Left side on own, right side w/CT)*
 - *Rationale for lesson design (see prompts p.67/68)*
- **B. Instruction (Teaching)**
 - *Videotape of Lesson*
 - *Reflection form (with CT after watching videotape)*
- **C. Assessing Student Learning**
 - *Copy of Assessment Tool or prompt*
 - *Three samples of student work (one from English learner)*
 - *Assessment commentary (see prompts p.67/68)*
- **D. Reflection**
 - *Reflection Commentary (see prompts p.67/68)*
 - *2nd Lesson (to be designed after analyzing student work and reflecting on Lesson 1)*

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Wrap-up

We value your feedback!

What went well?

What can be improved?