

143A – Session 8

October 30, 2009

1

Agenda

- **Welcome**
 - Info from CT Meeting (10.29.09)
 - Professional Development
- **Warm-up**
- **Assessment/ReflectionActivity –**
 - Evaluative Criteria & Student Work
 - Subject Area groups & Reflection related to Higher Order Thinking Skills
- **Coaching Cycle**
- **Supervisor Groups**

2

Learning Objectives for today

SWBAT determine evaluative criteria to assess student learning related to learning objectives.

- SWBAT analyze lesson plans for engagement in higher level thinking skills (Bloom's Taxonomy)
- SWB Prepared to implement the coaching cycle and see its connection to powerful teaching and learning.

3

Warm-up

Finish this sentence and share with a partner:

"One successful student engagement strategy I've applied in my teaching is _____"

4

Strategies that engage students & build relationships:

Real life examples – connecting to students

Eat lunch with students – connect

Reinforcement games

Using visuals in teaching/learning

Personal relationships - support

Greets students at the door – make connection

Using the timer as a tool – stays on topic and allows you to interact more with students

Giving the students more ownership of their learning – DOL opportunities...

Providing tools/opportunities – internet use/learning – offering separate time to meet

Journal writes – for connection and for assessment (and sharing)

Practice problems – hearing classmates discuss solutions

Groups responsible for giving answers/correcting homework

Offering a lot choice in what they study – tend to stay on task more ++

Hands-on manipulatives and activities

Make warm-ups engaging (find cartoons related to what they're learning about, do quickwrites about students). i.e. "Tell me something about yourself that we already don't know... something fun and interesting."

Create culture where students are free to ask questions

Textbook is dry, so I use anecdotes. Llamas/Inca example... provide rich/vivid descriptions & examples

Include a story in the learning

Used clicker technology – students can respond in real time and see their responses

Personalization of your teaching and their learning.

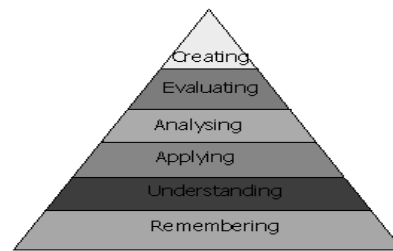
Finishing up from last week...

Using your *own student data*, complete the activity with the following questions in mind:

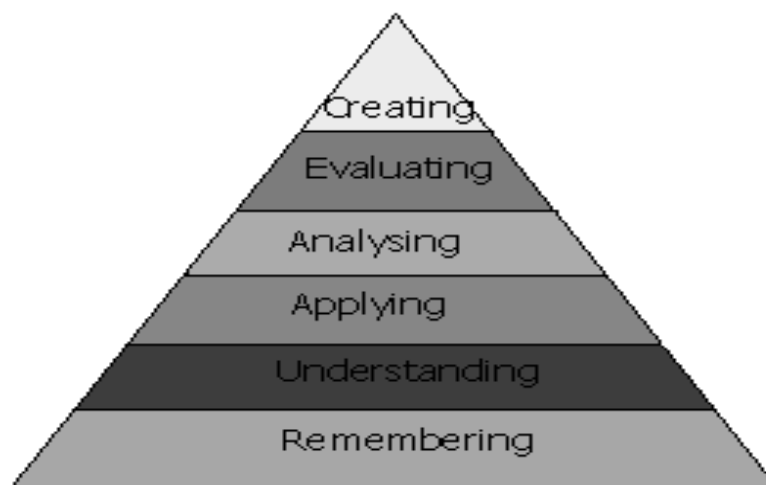
1. What essential question, content standard, and/or **learning objective** does your sample assess?
2. What **evaluative criteria** will you use to judge student success related to these outcomes?
3. Identify strengths and challenges using the evaluative criteria.
4. **Given this evidence, what are your next steps for teaching this student?**

Get in Subject Area Groups!

- **Analyze your lesson plan** (related to the student work you brought in) to determine which levels of Bloom's Taxonomy are included.
- Check your learning objectives, and in what ways does your lesson plan engage students in higher level thinking and in what ways might it be improved.
- Be prepared to share out.



Lesson Reflection



Overview of the Coaching Cycle

- It's about developing the skills to ensure powerful teaching and learning
- Powerful teaching includes
 - Planning instruction that engages all students
 - Facilitating and monitoring student learning
 - Examining student work and assessments results to evaluate the effectiveness of the instruction
 - Reflecting on your own teaching and what was learned in order to plan for the next lesson

See pages 67-68 in your Field Guide

9

In EDEL 143A Coaching Cycle...

- Student teachers articulate the process of planning, instruction, assessment, reflection, and revision in teaching.
- The coaching cycle assignment allows us to guide you through each step.
- This process is often internalized by expert teachers.

10

Overview – What to include

A. Planning

- o Final lesson plan
- o **Planning conversation form** (left side on own/ right side w/CT)
- o Rationale for lesson design (see prompts p. 67-68)

B. Instruction (Teaching)

- o Videotape of lesson
- o **Reflection form** (w/CT after watching videotape)

C. Assessing Student Learning

- o Copy of Assessment Tool or prompt
- o Three samples of student work (one from English Learner)
- o Assessment commentary (see prompts p. 67-68)

D. Reflection

- o Reflection Commentary (see prompts p. 67-68)
- o 2nd lesson (to be designed after analyzing student work and reflection on Lesson 1)

11

Looking ahead

- o November 6th – No class. Email weekly reflection/observation to supervisor by 11/6
- o November 13th – No class. Pre-Observation Form due to Supervisor.
- o November 20th – Class meeting (Room 231).
 - **Coaching Cycle and Collaborative Log 4 due.**
 - Observation date must be set with Supervisor by 11/20.
- o November 27th – No Class. Thanksgiving Break.
- o December 4th – Course Wrap-up

12