Instructional Support Newsletter Issue Two 2012-2013

“Celebrate What you want to see more of.”

Thomas J. Peters

We hope you are finding the new Instructional Support Newsletter as an informative place to find new information and useful material. Please feel free to let any of your Instructional support leaders know if you have a topic or idea to be represented in the Newsletter.

We want to CELEBRATE you and the strategies which are working in your classes.

Amy, Carla, Christine, Hayley, Laurie and Rachelle

Formative Assessments

Formative Assessment vs. Summative Assessment
http://www.youtube.com/watch?v=rJxFXjfB_B4

“Formative assessment mean information gathered and reported for use in the development of knowledge and skills, and summative assessment means information gathered and reported for use in judging the outcome of the development.” Susan Brookhart

What is formative assessment: http://www.youtube.com/watch?v=jtlLp_ZsyvQ

Formative Assessments are:
frequent
ongoing
student focused
not graded
used to inform instruction

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"Formative Assessment Refers to the ongoing process students and teachers engage in when they 1. Focus on learning goals. 2. Take stock of where current work is in relation to the goal. 3. Take action to move closer to the goal." Susan Brookhart

- Research on Formative Assessment

John Hattie's meta-analysis of educational research ranks formative assessment as the #1 teacher influence on student learning.

2012–2013 A Coherent System.
Making the system make sense.

QComp Focus: Strengthening our Assessment for Learning (formative assessment) to Increase Student achievement.

Curriculum Team Goal: Each curriculum team will lead the development, use and refinement of two formative assessments aligned with our power standard

How does it Fit?

Assessment for Learning (formative Assessment)	The 4 Questions of a PLC
Where am I going? 1. Provide students with a clear and understandable vision of the learning target. 2. Use examples and models of strong and weak work.	1. What is it we expect students to learn?
Where am I now? 3. Offer regular descriptive feedback. 4. Teach students to self- assess and set goals.	2. How will we know when they have learned it?
How can I close the gap? 5. Design lessons to focus on one learning target or aspect of quality at a time. 6. Teach students focused revision. 7. Engage students in self-reflection, and let them keep track of and share their learning.	3. How do we respond if they don't learn?
	4. How do we respond if they already know it?

Paul Black and Dylan Wiliam found that formative assessment has an effect size on learning of .7 and stated,

"The research reported here shows conclusively that formative assessment does improve learning. The gains in achievement appear to be quite considerable, and as noted earlier, among the largest ever reported for educational interventions. As an illustration of just how big these gains are, an effect size of 0.7, if it could be achieved on a nationwide scale, would be equivalent to raising the mathematics attainment score of an "average" country like England, New Zealand, or the United States into the "top five" after the Pacific rim countries of Singapore, Korea, Japan, and Hong Kong." (1998a)

Common Formative Assessments vs. Formative Assessments

Collaboration and data collection are key in the ways we see if the instruction in our classes is essential and learned. While formative assessments work wonderfully within the walls of our own classroom we can learn so much from the colleagues around us. While many of our departments are using Common Summative Assessments we are beginning stages of the huge benefits to student learning from using Common Formative Assessments.

Much of the learning our departments have been finding beneficial to use as a Common Formative Assessment is from the skill assessment. So much of Education today focuses on the basis of how we get students to learn the skill so they will always be able to apply their knowledge in their collegiate careers, as well as work careers. For example using a rough draft of written work and creating a rubric for all students to use allows for the facilitator across curriculum to commonly assess what students have

learned.

Where do we go from here?
Providing regular and descriptive feedback to students. Whether it is in the form of rubrics, peer editing or student centered assessments we have to see if students are learning the material and where to go if students are not attaining the learning targets. As we continue to navigate the learning targets and benchmarks in our classes this is where formative assessments are the most useful in terms of re-teaching and what pace to take with the remainder of the lesson or unit.

According to Larry Ainsworth & Donald Viegut who wrote Common Formative Assessments: How to Connect Standards-based Instruction and Assessment agree that "to meet State and National standards and benchmarks we must assess our students in a common fashion to guide planning and delivery." (2006)

Below is a link to find an amazing PDF from Ainsworth and Viegut who outline in one page some of the best ways to commonly assess our students.

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/2fdtcommonformassess.pdf

Formative assessments pin.
http://pinterest.com/search/?q=formative+assessments

Ms. Lang's Pinterest. Please follow! You will find multiple pages and resources which are free!
http://pinterest.com/mshlang/education-at-a-hs/

TECH TIPS

How can technology help me with my formative assessments?

There are a variety of ways we can use computers, laptops, iPads/iPods, cell phones, e-readers, and other mobile devices to collect formative assessment data. Here are a few ideas to try in your classroom. Always remember that your building media specialist/ technology integrationist is happy to assist you with implementing these tools into your lessons. Don't forget, the media centers also have Kindle Fires and Netbooks available for checkout to use in your classroom… and iPads coming soon!

Poll Everywhere

- Take a one question poll of your students.
- Works with computers, cell phones, and devices with internet connection
- Click here to see how Poll Everywhere works

Socrative

- Give your students a quiz (not limited to one question), collect exit tickets, run a quiz as a game, and share what you create with colleagues…and it's self grading! You are emailed the results on a spreadsheet.
- Works with computers and devices with internet connection.
- Click here to see how socrative works

Google Forms and Flubaroo

- Create a quiz using Google Forms (in your Google Docs page). Students take the quiz by using the website link for your quiz or you can email it to them.
- Click here to see how to create a form
- Use Flubaroo to grade the quiz. Flubaroo will also email your students the results!
- Click here to see how to use Flubaroo

TodaysMeet

- Create a "backchannel" for online discussions. It allows students to ask questions and discuss during a lecture without interrupting the flow of the lesson.
- Works with computers and devices with internet connection.
- Click here to see how to use TodaysMeet. (This sample includes an option to use Twitter. Please know you do not have to use this if you don't want to.)

A couple more from Pinterest....

- http://pinterest.com/pin/145593000424392881/
- http://pinterest.com/pin/201958364510028575/
- http://pinterest.com/search/?q=formative+assessment

Contact your building media specialist/technology integrationist with questions at:
HS - Amy Carney - ex. 1526
MS - Rachelle Weinand - ex. 1326
SR - Laurie Bednarczyk - ex. 1177

Instructional Strategies

Interested in How to Teach Like A Champion? Visit the Instructional Coach Cache blog for weekly posts of Doug Lemov's Teach Like a Champion Techniques.
http://instructionalcoachingcache.blogspot.com/

Looking for new tricks tools and tips on . . (just click on your area of interest)

Accessing Prior Knowledge
Classroom Management
Closure
Cooperative Learning
Foldables
Formative Assessment
Graphic Organizers
Learning Targets
Lesson Plans
Math
Questioning Strategies
Technology

Multiplicative Structures (Multiplying and Dividing)

Multiplicative problems are solved by proportional reasoning. Some researchers call this the cornerstone of higher mathematics. Recent research done in Australia with struggling high school students in a high poverty area found that although students knew their basic facts, they didn't have any understanding of how you arrive at the product or quotient. Lacking that understanding was keeping them from learning higher math.
It is interesting to note that very young children can make equal groups with objects and share the objects equally with playmates. This is multiplying and dividing and suggests that we can do what high achieving math countries do by introducing multiplication and division concepts well before 3rd grade. Taking a problem solving approach to multiplication and division is one way to help students learn these concepts. Model drawing is an excellent way to help students conceptualize the multiplicative structure. See the links below for examples.

Singapore Math - Basic Multiplication

http://www.youtube.com/watch?v=lyyw1gnGAhE

Singapore Math - Multiplication Part 1
http://www.youtube.com/watch?v=OyvgHvDXStQ&feature=relmfu

Singapore Math - Multiplication Part 2
http://www.youtube.com/watch?v=bmJCKFpJqOE&feature=relmfu

Singapore Math – Division
http://www.youtube.com/watch?v=Zfe2U0gxSEI&feature=relmfu

Singapore Math – Multiplying and Dividing Fractions
http://www.youtube.com/watch?v=_11SEY-P_h0&feature=relmfu

Singapore Math - Ratios Part 1
http://www.youtube.com/watch?v=VWWcNSTK7Rw&feature=relmfu

Singapore Math - Ratios Part 2
http://www.youtube.com/watch?v=i12_WFJVIVA&feature=relmfu

Singapore Math - Ratios Part 3
http://www.youtube.com/watch?v=jy0DNTTcwAI&feature=relmfu

Singapore Math - Part: Whole Ratios
http://www.youtube.com/watch?v=b4uwbM40l3Y&feature=relmfu

Singapore Math - Ratio Challenge Problem
http://www.youtube.com/watch?v=XaHftZe-zck&feature=relmfu

Singapore Math - Percent Part 1
http://www.youtube.com/watch?v=7bPjWu3fluo&feature=relmfu

Singapore Math - Percent Challenge Part 2
http://www.youtube.com/watch?v=AjSjfr_E1W4&feature=channel&list=UL

December - January 2012 Calendar
6 Week

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

						1
2	3 District Inservice AM PLC meetings	4	5	6	7 Mentor stipend paperwork due	8
9	10 No School	11	12 AM PLC meetings at all sites	13 District Q Comp Advisory meeting	14	15
16	17 No School 8:00 - 4:00 District Peer Coaching Class	18	19	20	21 Peer Coaches 2nd observation completed	22
23	24 No School	25 No School	26 No School	27 No School	28 No School	29
30	31 No School	January 1 No School	2	3	4 Peer Coaching 1st stipend paperwork due	5
6	7 No School	8 Plan A tenured colleagues set up collaborative observation	9 AM PLC meetings at all sites SRS Q-Comp Peer Review	10 District Q Comp Advisory meeting MS Q-Comp Peer Review	11	12

Notes/ Meetings/ Plans/ Reflections/ PDP notes for November