Coffee Talk

January 23, 2019

"A Look at Curriculum"

Head of School: Mr. Dan Quesnel
Director of Teaching and Learning: Dr. Linda Uveges

THE OAKWOOD SCHOOL

Introduction

Purpose of the Coffee Talks

- Parent Education
- Question/Answer Session
- Getting to know those on campus

Future Topics

- **February 12- Focus on Divisions, including a tour**
- **April 17:** *Transition from Lower School to Middle School*

Community Education Resource Page

Website:

P.E.R.K.

Parent **E**ducation, **R**esources, and **K**nowledge Program

Coffee Talks

Coffee Talks is where parents, the Head of School, and the Director of Teaching and Learning gather on a monthly basis, learn from different experts, and dive deeply into relevant education topics and trends...all while drinking a nice cup of joe, of course!

The next Coffee Talk is scheduled for **Wednesday, January 23** with coffee beginning at 8:00 a.m. followed by a discussion and Q&A at 8:15 a.m. in Dr. Uveges' room in Founders' Hall. It will be led by Dr. Uveges and Mr. Quesnel and will focus on teaching and learning in the digital age.

MONTHLY AGENDA

Education Resources

Here you will find a list of articles, videos, and other resources we have compiled to help parents engage productively with their child and school.

HERE'S WHAT'S BREWIN' (HOT TOPICS)

COOL BEANS (HELPFUL RESOURCES)

MONTHLY AGENDA

January February

Wednesday, January 23

A Look at Curriculum

Presenters:
Dan Quesnel, Head of School
Dr. Linda Uveges, Director of Teaching and Learning

8:00 - 8:15 a.m. Coffee
8:15 - 9:15 a.m. Discussion and Q&A
Location: Dr. Uveges' Classroom in Founders' Hall (Lower School)

FUTURE COFFEE TALKS

HERE'S WHAT'S BREWIN' (HOT TOPICS)

Visible Learning

Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.

What Works Best for Learning

Applying the Evidence

John Hattie's research got a lot of attention from the media linked to the publication of his Visible Learning meta-study. The problem was that many individual aspects of his research were taken and used as a kind of checklist that could magically improve schools. It won't work like that. John Hattie's TED talk "Why are so many of our teachers and schools so successful" can be a good starting point to putting it all in context.

John Hattie TED Talk

Growth Mindset

Book:
The Gift of Failure - How the best parents learn to let go so their children can succeed
Author:
Jessica Lahey

FUTURE COFFEE TALKS

RECAPS

- September - Maximizing Student Learning
- October - Transformational Learning
- November - Growth Mindset
- December - Teaching and Learning in a Digital Age

Recap of Coffee Talk Presentations thus far:

Coffee Talk #1 - Visible Learning

* *John Hattie*

Coffee Talk #2 - Transformational Learning

* *Sir Ken Robinson*

Coffee Talk #3 - Growth Mindset

* *Carol Dweck and Angela Duckworth*

Coffee Talk #4 - Teaching & Learning in a Digital Age

* *Marc Prensky, Ian Jukes, Jennifer Casa-Todd & John Medina*

Coffee Talk #5- A Look at Curriculum

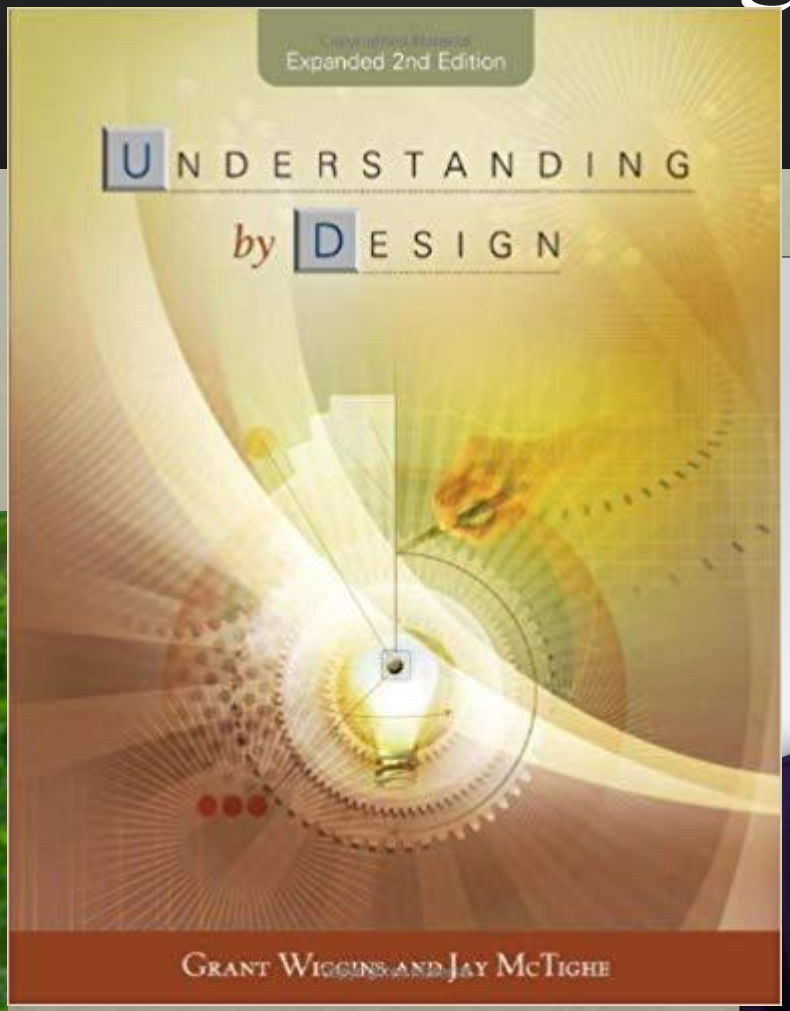
Tie in of Growth Mindset, Passion and Perseverance and Student Success

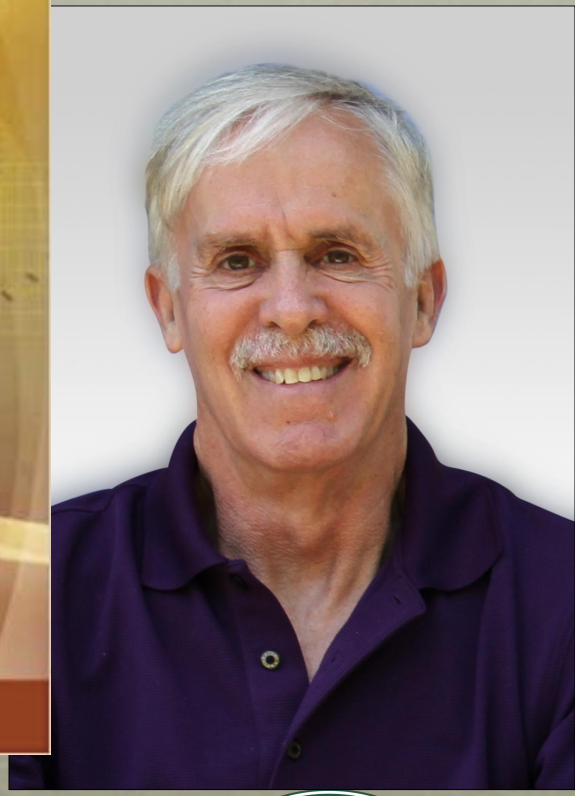
This month’s choice is...

Instructional Design

Jay McTighe

Grant Wiggins





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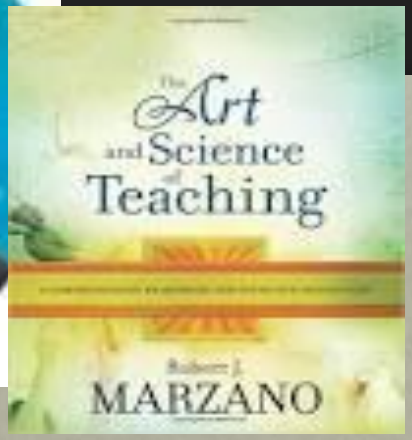
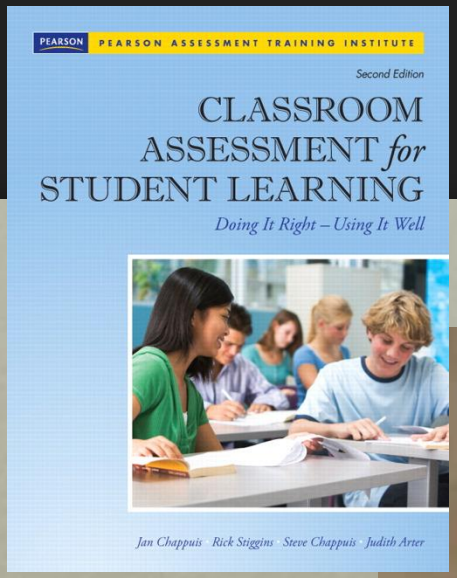
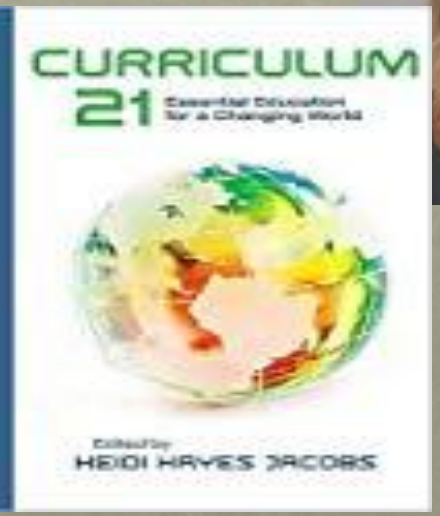
Robert Marzano

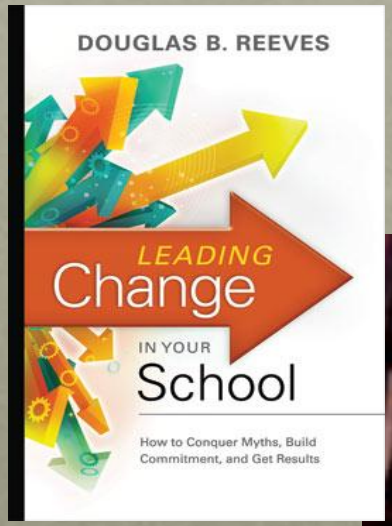




Rick Stiggins

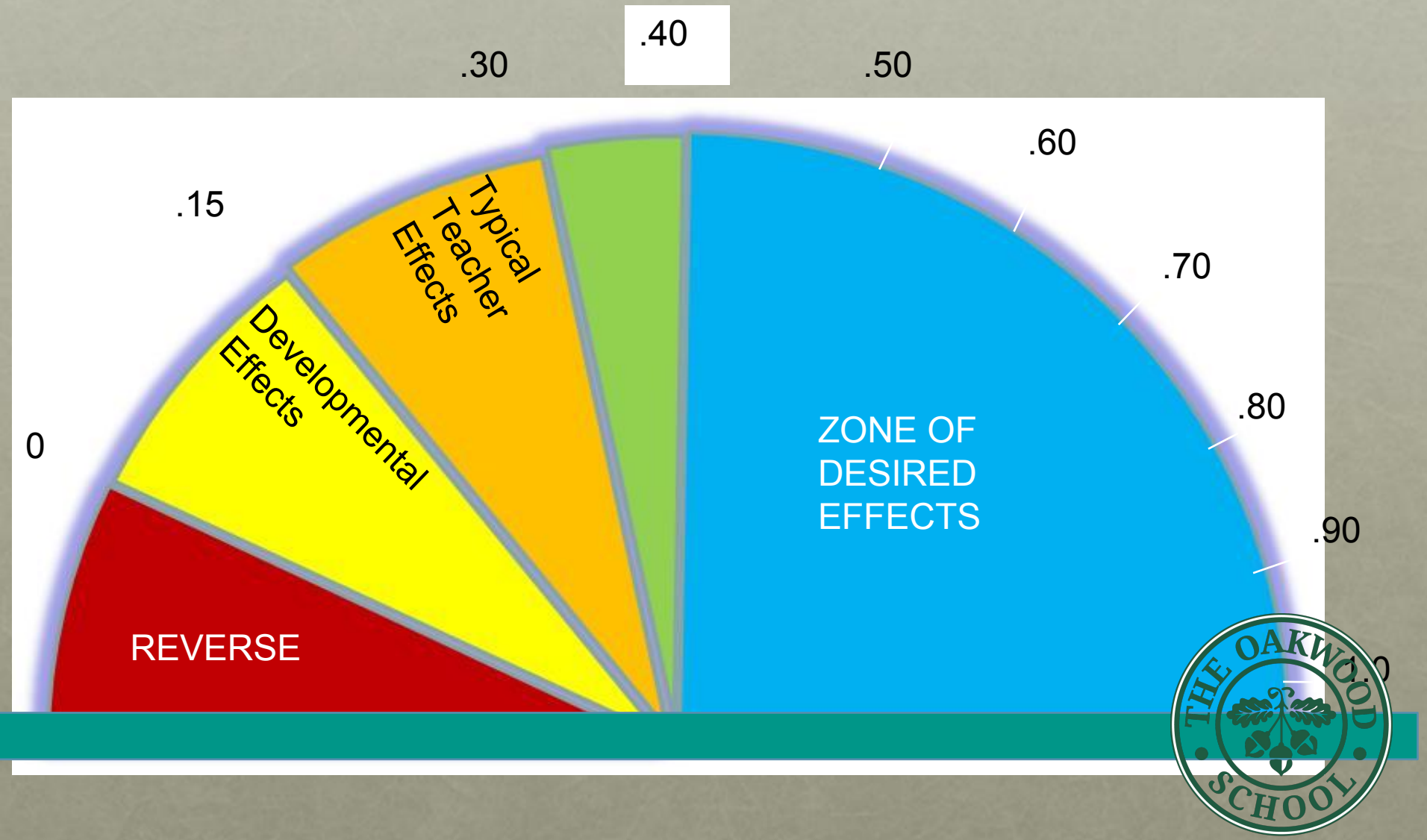
Heidi Hayes Jacobs





Douglas Reeves

Achievement



Before we get started...

Using your phone or ipad:

The question is

" What do you think of when you think of classroom teaching and curriculum?"

https://tinyurl.com/ybgxplxo

In Case you need some help.... Let's watch this while you think of things:

A Typical Classroom?

Poll Everywhere

Formative Assessment

Quick way to see what prior knowledge students have

A method of being able to adapt teaching based on prior knowledge

Could be part of a “hidden” curriculum

Talking the Talk… "I've heard these words, what do they mean?"

- Curriculum
- Content Standard
- Context
- Cognitive Requirement
- Curriculum Management
- Alignment
- Coordination
- Articulation
- Frontloading
- Backloading

Curriculum Mapping
Curriculum Alignment
Instructional Blueprint

Activities
Rubrics
Performance Tasks
Blueprints

Curriculum

Defined as the planned learning experiences with intended outcomes while recognizing the importance of possible unintended outcomes.

Three components:

1. Intended outcomes
2. What is taught
3. The manner of implementation

Three types :

There are three types of curriculum:
(1) explicit (stated curriculum),
(2) hidden (unofficial curriculum),
(3) absent or null (excluded curriculum).

Explicit Curriculum

It is explicit, or formal (mandated) curricula that contain explicit steps and procedures to follow for proper implementation; stated and intended outcomes.

Explicit is what is intentionally presented as the basic material of schooling. Explicit curriculum or “official” curriculum entails the lessons to follow, their sequence and objectives.

Hidden Curriculum

Practices and procedures resulting from decisions made when implementing the explicit curriculum, unintended outcomes that occur as the explicit curriculum is implemented.

Many aspects of learning give rise to aspects of the hidden curriculum.

Ideas: the social structures of the classroom, the teacher's exercise of authority, rules governing the relationship between teachers and students and standard learning activities.

Absent Curriculum

Curricular aspects excluded (either intentionally or unintentionally from classroom instruction that are appropriate to the explicit curriculum. The null curriculum is what is not taught.

Not teaching some particular idea or sets of ideas may be due to mandates from higher authorities, to a teacher's lack of knowledge, or to deeply ingrained assumptions and biases.

Teachers and schools may be under pressure not to teach evolution

What is curriculum ALIGNMENT?

Curriculum alignment means the skills & concepts we TEACH the students MATCH the skills/concepts that are ASSESSED.

Curriculum alignment means that we have a SCOPE of WHAT to teach (the CCSS/GLCEs) and we follow an established SEQUENCE of WHEN to teach each skill/concept within the school year.

"Curriculum refers to a specific blueprint for learning that is derived from content and performance standards. Curriculum takes content and shapes it into a plan for effective teaching and learning."

[Wiggins, Grant & McTighe, Jay (1998) *Understanding by Design*]

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Curriculum alignment means that we establish an ongoing DIALOGUE (horizontally & vertically) with our peers about how to IMPROVE TEACHING & LEARNING by identifying & addressing potential gaps and/or trouble spots.

"[Curriculum] …mapping enables teachers to identify gaps, redundancies, and misalignments in the curriculum and instructional programs and to foster dialogue among teachers about their work."

[Jacobs, Heidi Hayes (2004) Getting Results With Curriculum Mapping]

What about textbooks?

Relying on textbooks to determine what is taught and when it is taught is a curriculum error.

- **The text may not thoroughly address a tested content expectation in which your students are weak.**
- **The text may not "get to" a tested content expectation before assessment!**

Relying on <u>textbooks</u> to determine what is taught and when it is taught is a curriculum error!

- **The text may not teach specific skills to the appropriate thinking level (DOK) at which the content expectation is targeted.**
- ***For example, a text may cover a skill at "application" level, but the assessment may test it at "evaluation."***

Relying on textbooks to determine what is taught and when it is taught is a curriculum error!

Texts claim to be correlated to state standards - BIG red flag!

- ***The text company is selling a product.***
- ***Quick references are not the same as in depth coverage, for mastery.***

Using the content expectations as a checklist is a curriculum error!

- **We know when we've "taught it"… but do we know when they've "got it?"**
- **If we just check off the expectations as we teach them, we miss a very important part of alignment… FORMATIVE ASSESSMENT!**
  - ***Short, informal assessments along the way are vital in knowing how our instruction is impacting learning and who needs intervention in specific skills.***
  - ***Monitored, formal benchmarks help us predict success and target learning gaps.***

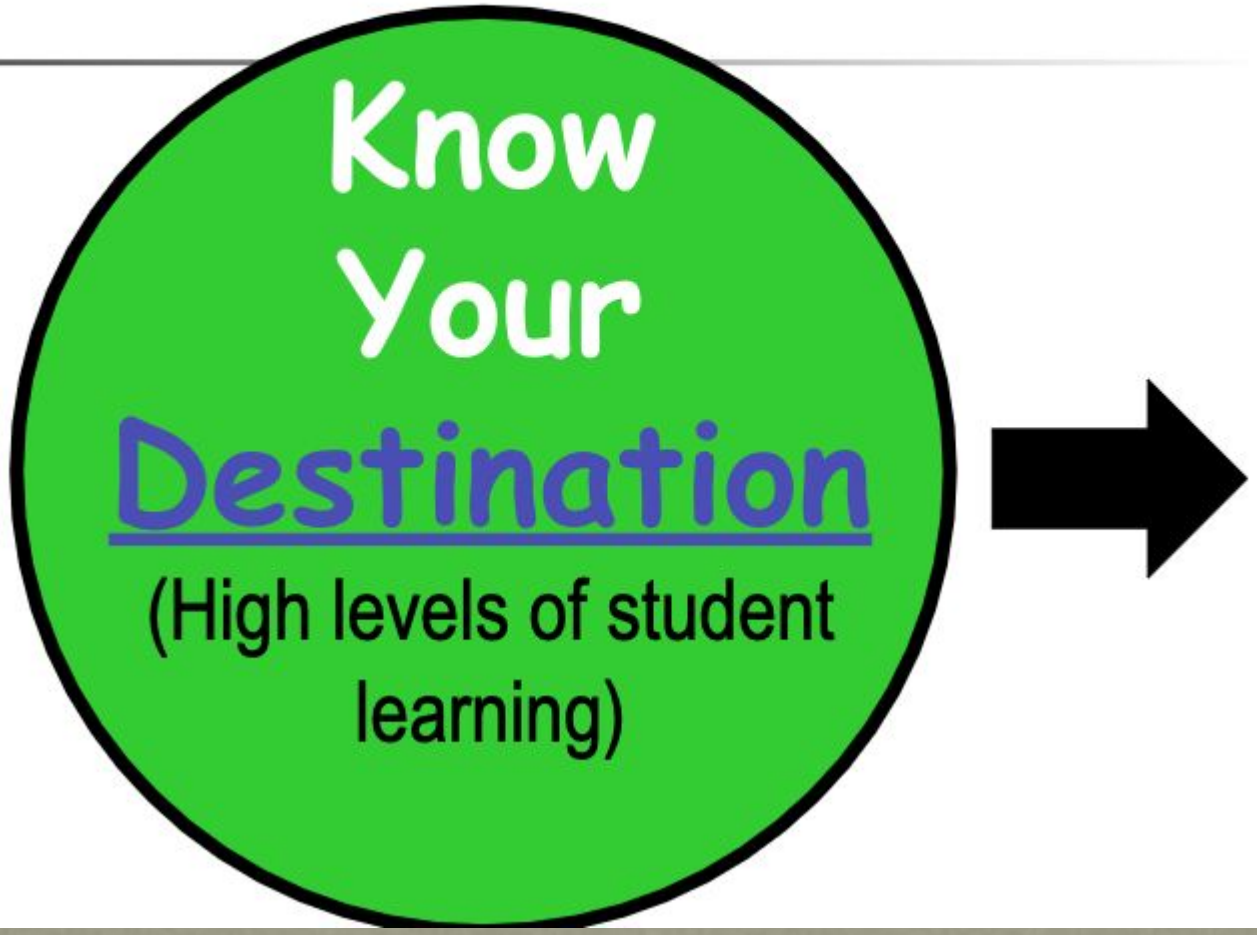
Planning instruction first, and THEN matching the lesson plan to content skills is a curriculum error.

- We START with a clear understanding of your content expectations.
- Determine how you will know when students have mastered the expectation? Format your assessment.
- Then develop a learning plan that contains appropriate research-based strategies that compliment the targeted skills or concepts and will support high levels of student success.

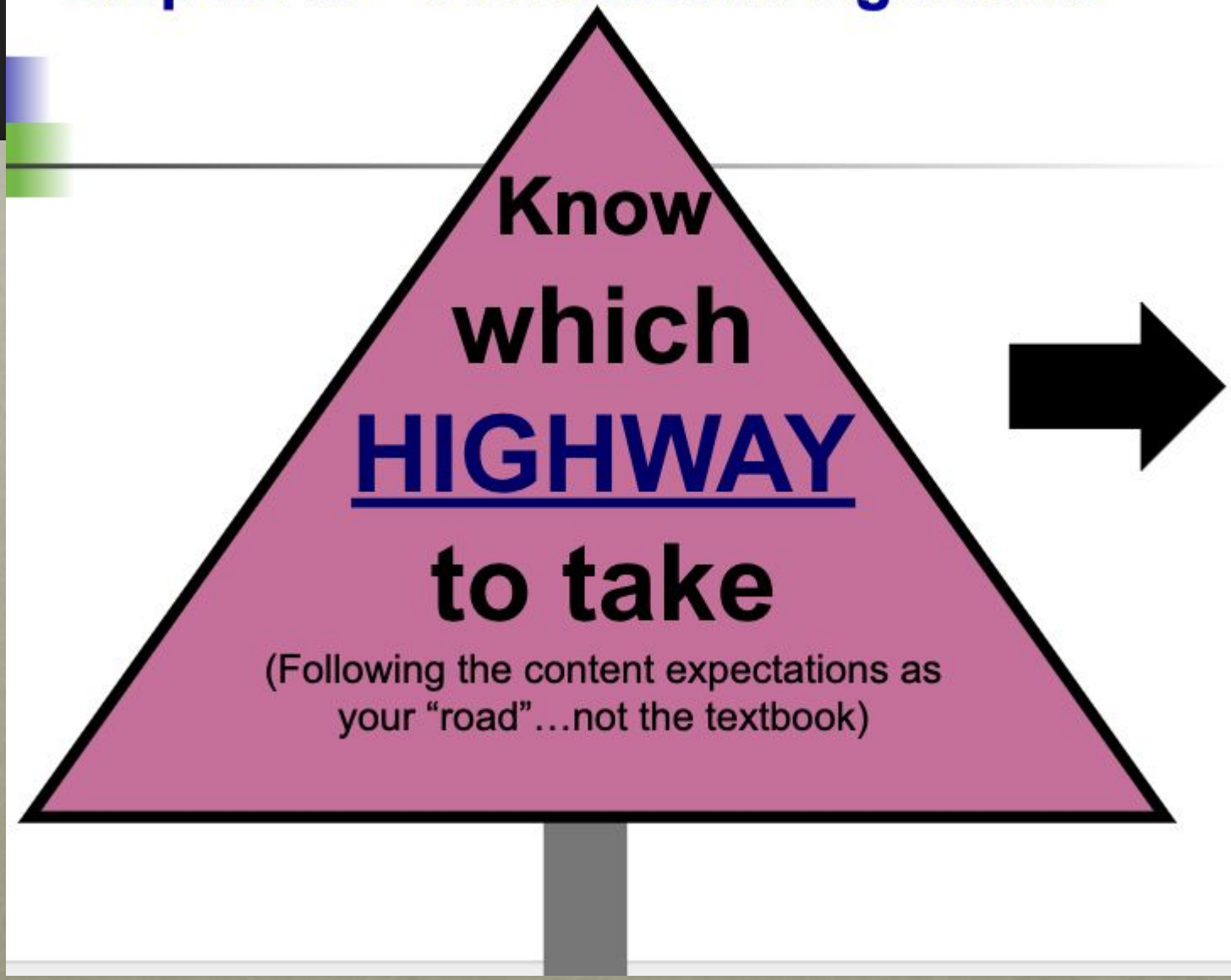
Skipping or minimizing alignment discussions, vertically or horizontally, is a curriculum error!

- **Only by addressing alignment, by beginning a dialog horizontally (same grade/subject) & vertically (same subject/multiple grades), will we be able to "hit the bull's eye" with our instruction and fill in the gaps in student learning.**

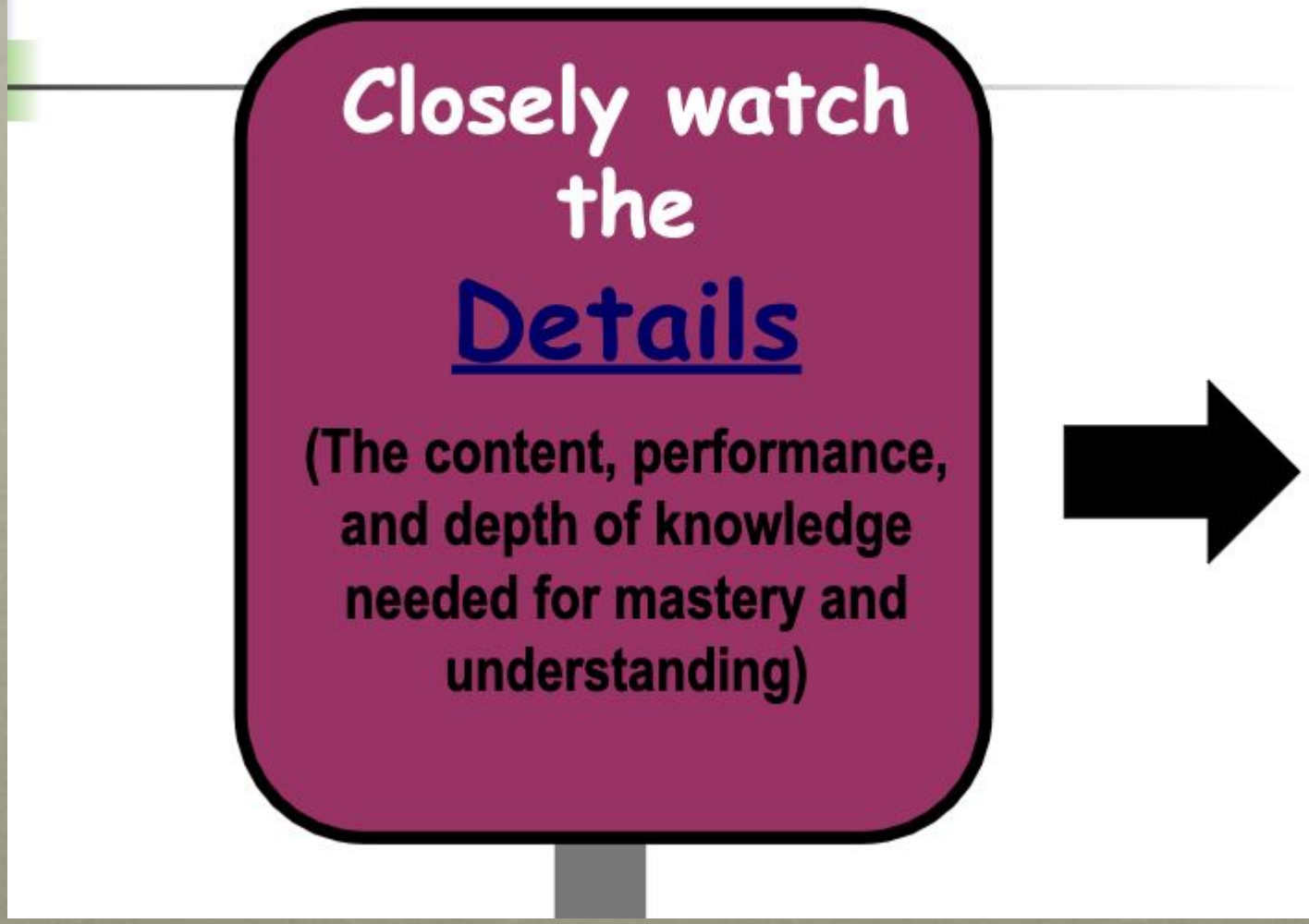
Step #1 to "Curriculum Alignment."



Step #2 to "Curriculum Alignment."

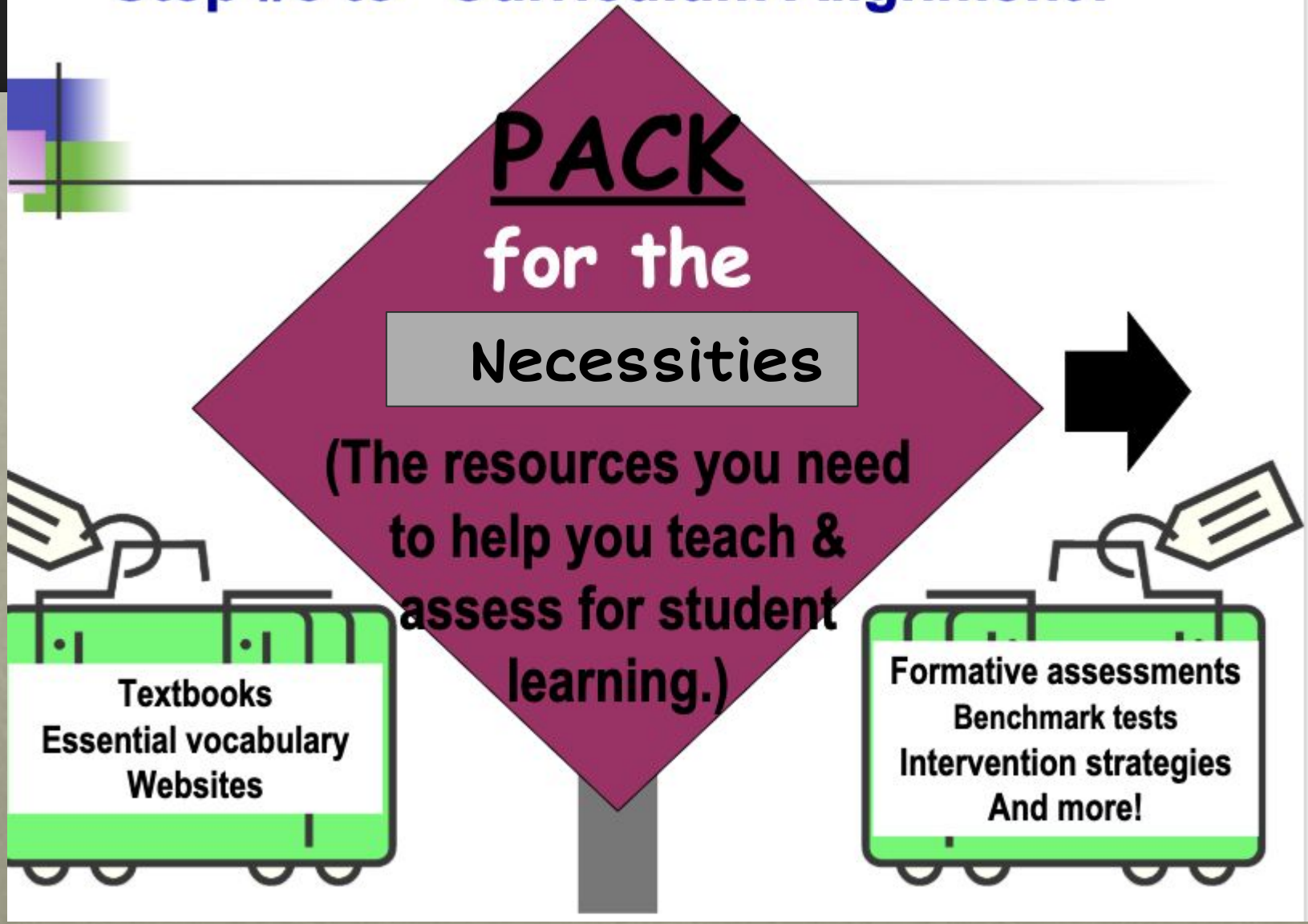


Step #3 to "Curriculum Alignment."



Step #4 to "Curriculum Alignment."

Step #5 to "Curriculum Alignment?"



Step #6 to "Curriculum Alignment?"

What does Backward Design mean?

Listen for: Pedagogy, planning, design, socratic seminar and TRANSFER

- Soccer Coach, Instructional Design

Let's hear from the Master... Grant Wiggins

Example of Standard Clarification

Standard: Science 8.11A **Readiness Standard**

describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems.[8.11A]

Cognitive Rigor: What should students be doing? **Describing**

Describe: to give an account of in words; to tell in words what something or someone is like

Content: What will the students describe?

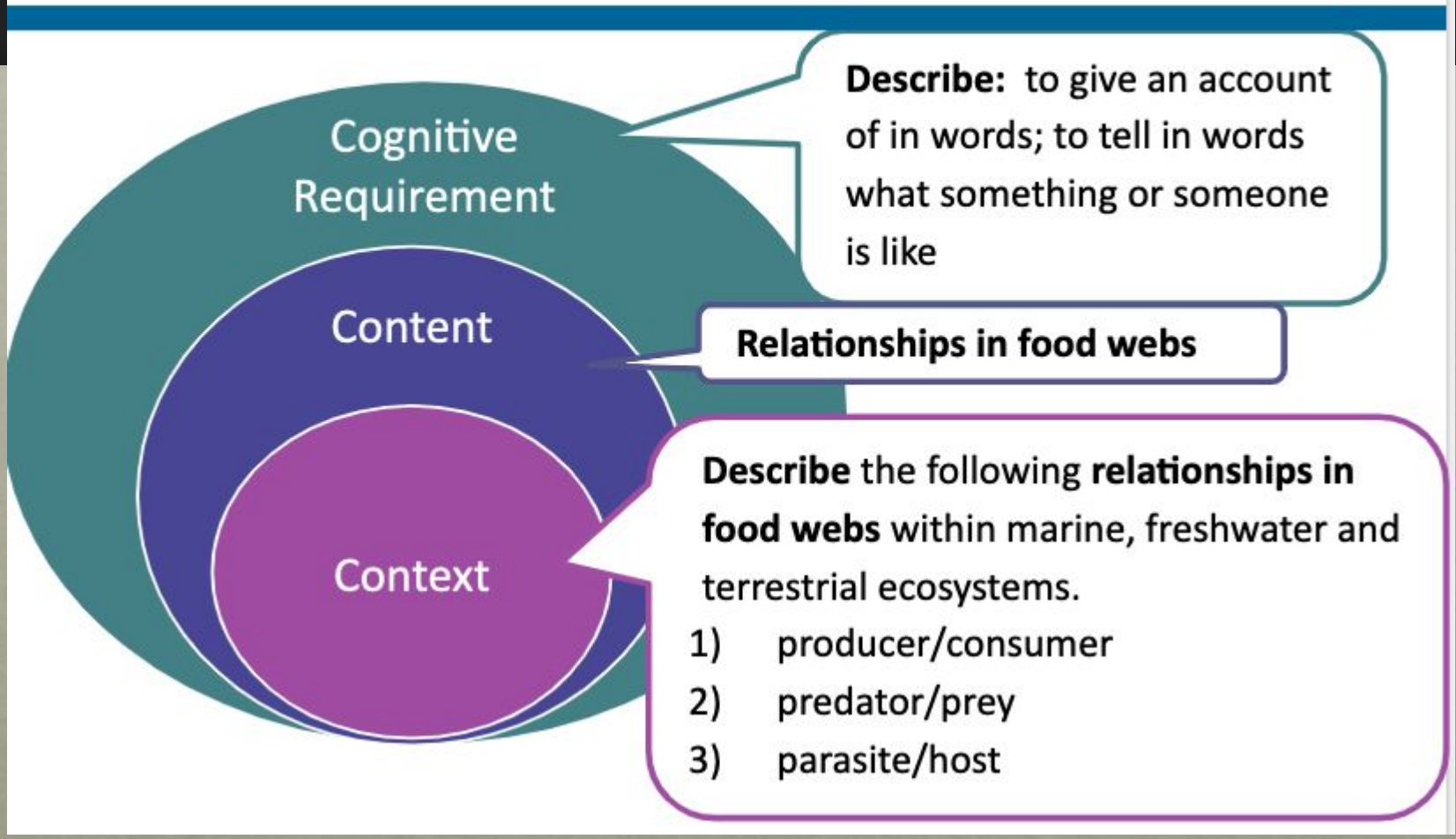
Relationships in food webs

Context: In what context will students describe relationships in food webs?

They will describe the following relationships in food webs within marine, freshwater and terrestrial ecosystems.

1) producer/consumer 2) predator/prey 3) parasite/host

Three Cs of the Standard



Curriculum Coordination

The focus and connectivity of the curriculum **laterally** (often referred to as horizontally) at any designated point, as in the case of a grade level or series of grades in the primary unit.

Curriculum Articulation

The focus and connectivity of the curriculum **vertically** within a school or school system.

This can be discipline specific or interdisciplinary in nature

Vertical Work

We ask ourselves these questions:

- How are the various grade levels connected so that standards are scaffolded in an effort to lead students to mastery of the required outcome?

-What is the suggested time allotted each year for standards that are continued across grade levels, based upon the context and cognitive requirements?

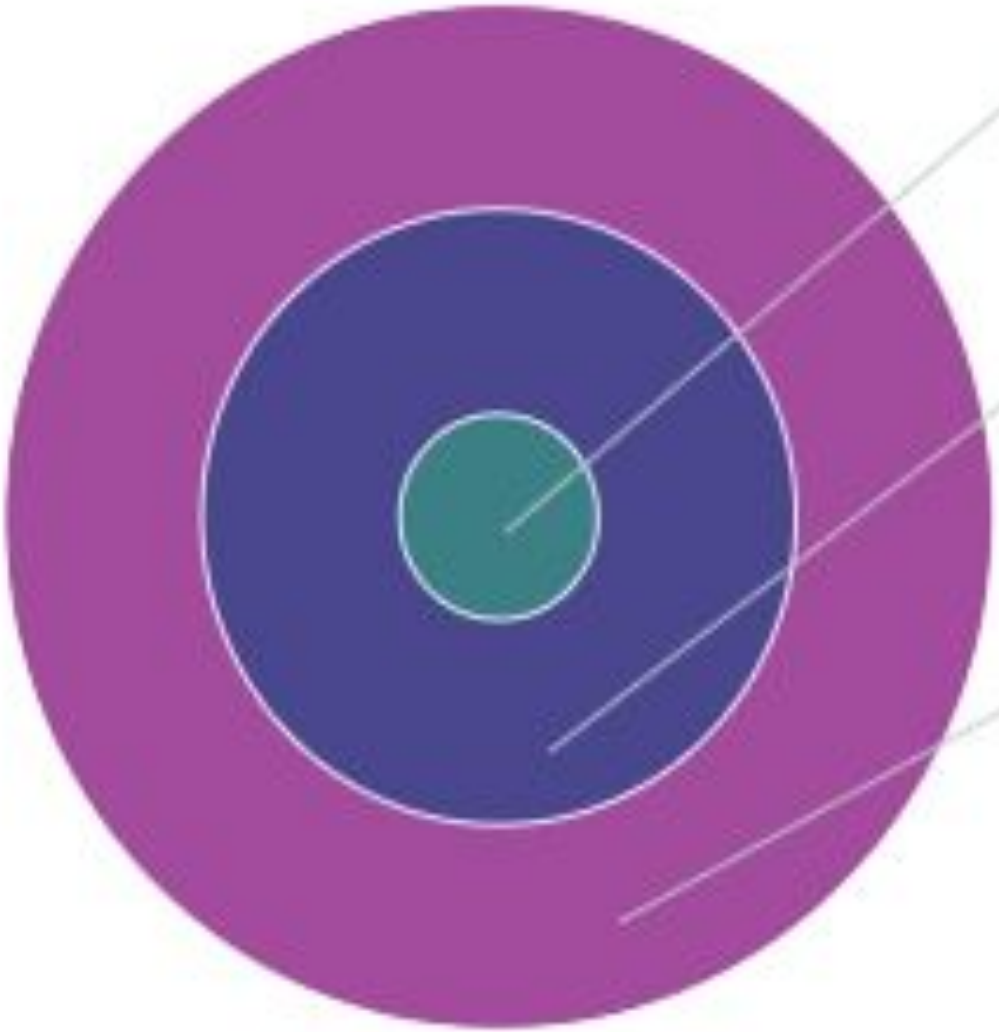
-How can we prevent unnecessary overlap?

Horizontal Curriculum

Defining the curriculum at the required levels of focus and connectivity.

The goal is to optimize student performance laterally.

Horizontal Work

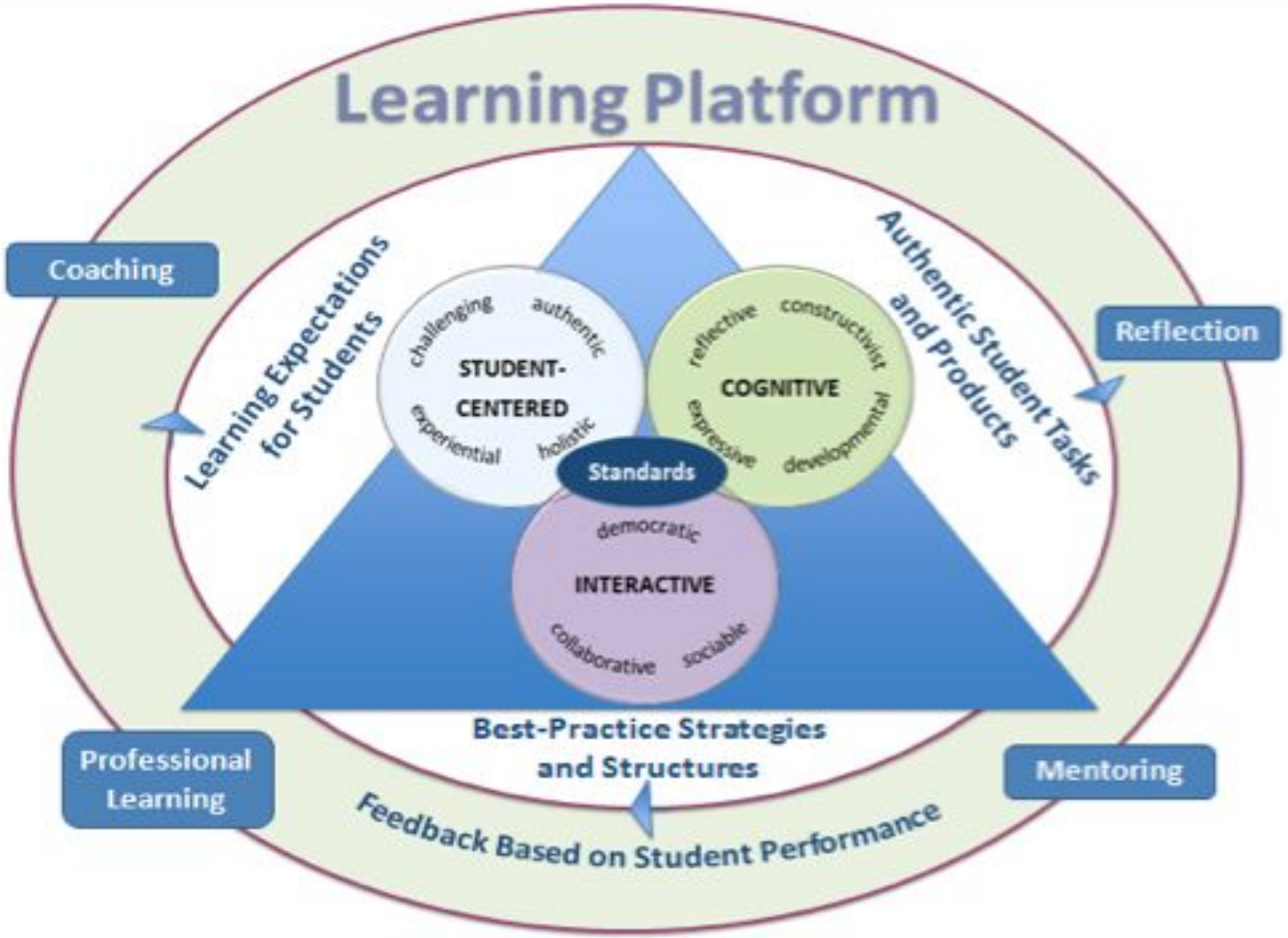


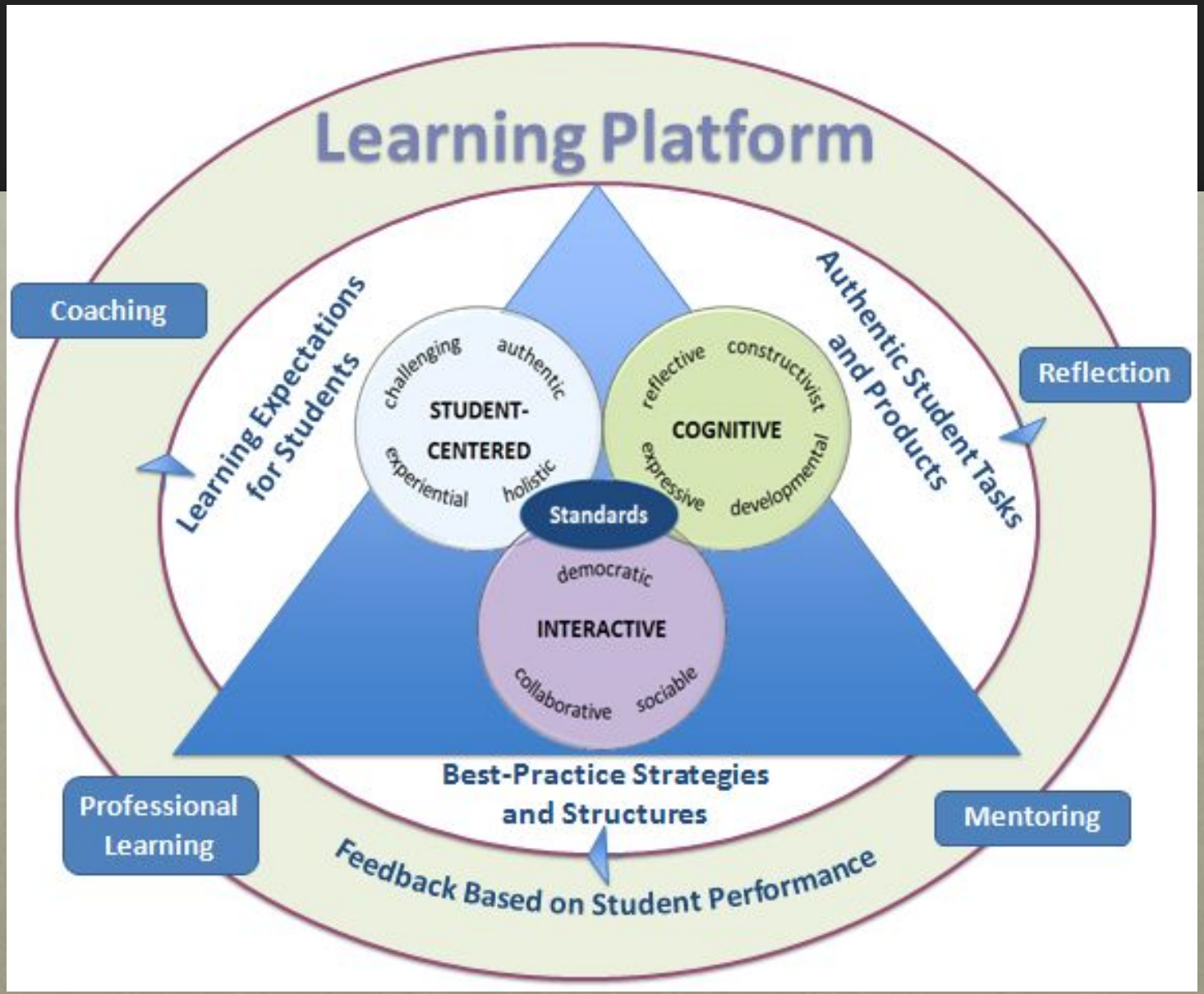
Bundling of sequenced standards, Standard Clarification documents, Unit Overviews, and Resources

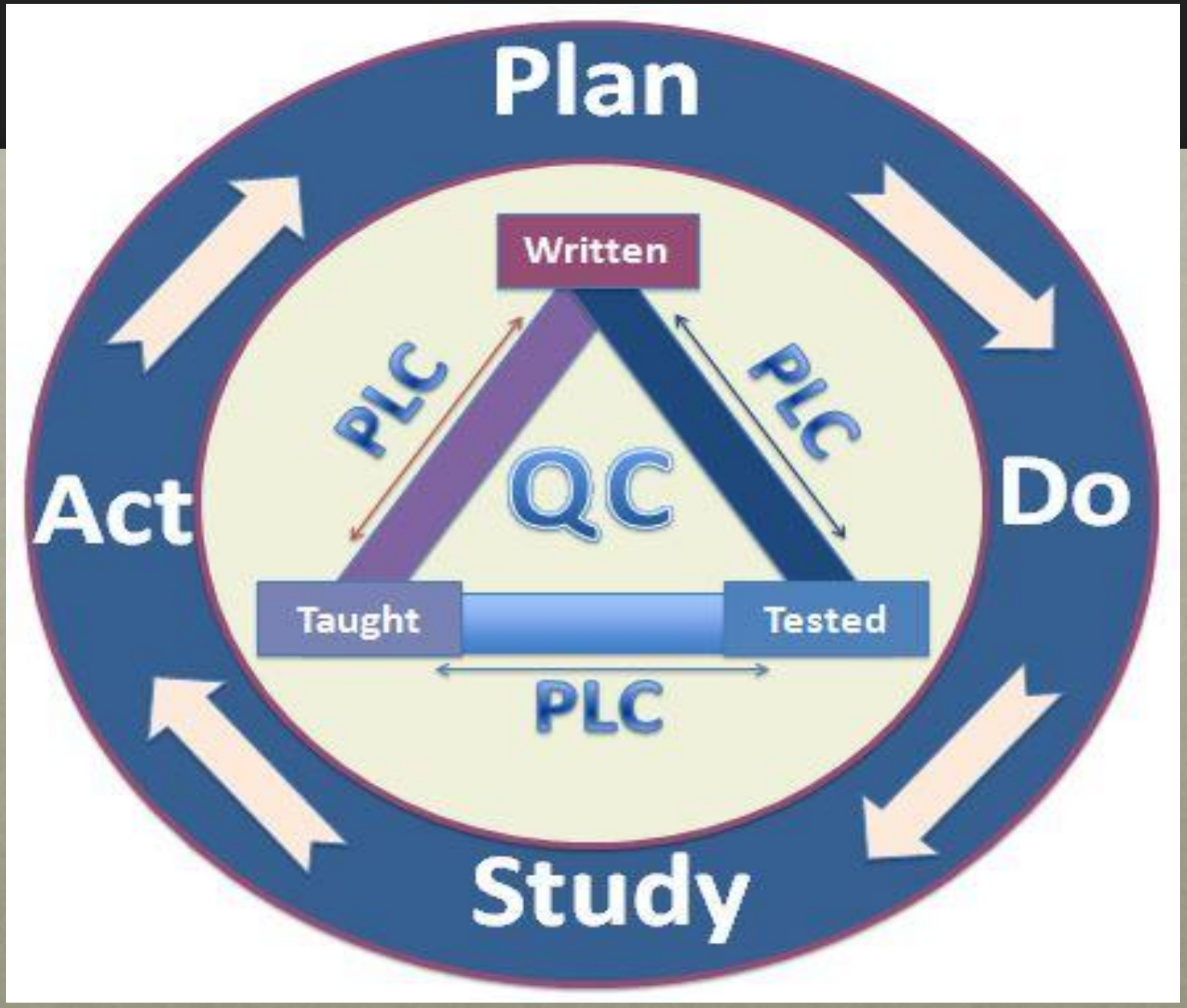
Assessments, Vocabulary, Timing, and Tasks

Exemplar Lessons, Strategies, and Structures

What this looks like as a whole:




Learning Platform
Coaching
Reflection
Professional Learning
Mentoring
Learning Expectations for Students
Authentic Student Tasks and Products
Best-Practice Strategies and Structures
Feedback Based on Student Performance
STUDENT-CENTERED
challenging
authentic
experiential
holistic
COGNITIVE
reflective
constructivist
expressive
developmental
INTERACTIVE
democratic
collaborative
sociable
Standards


Plan
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Study
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Written
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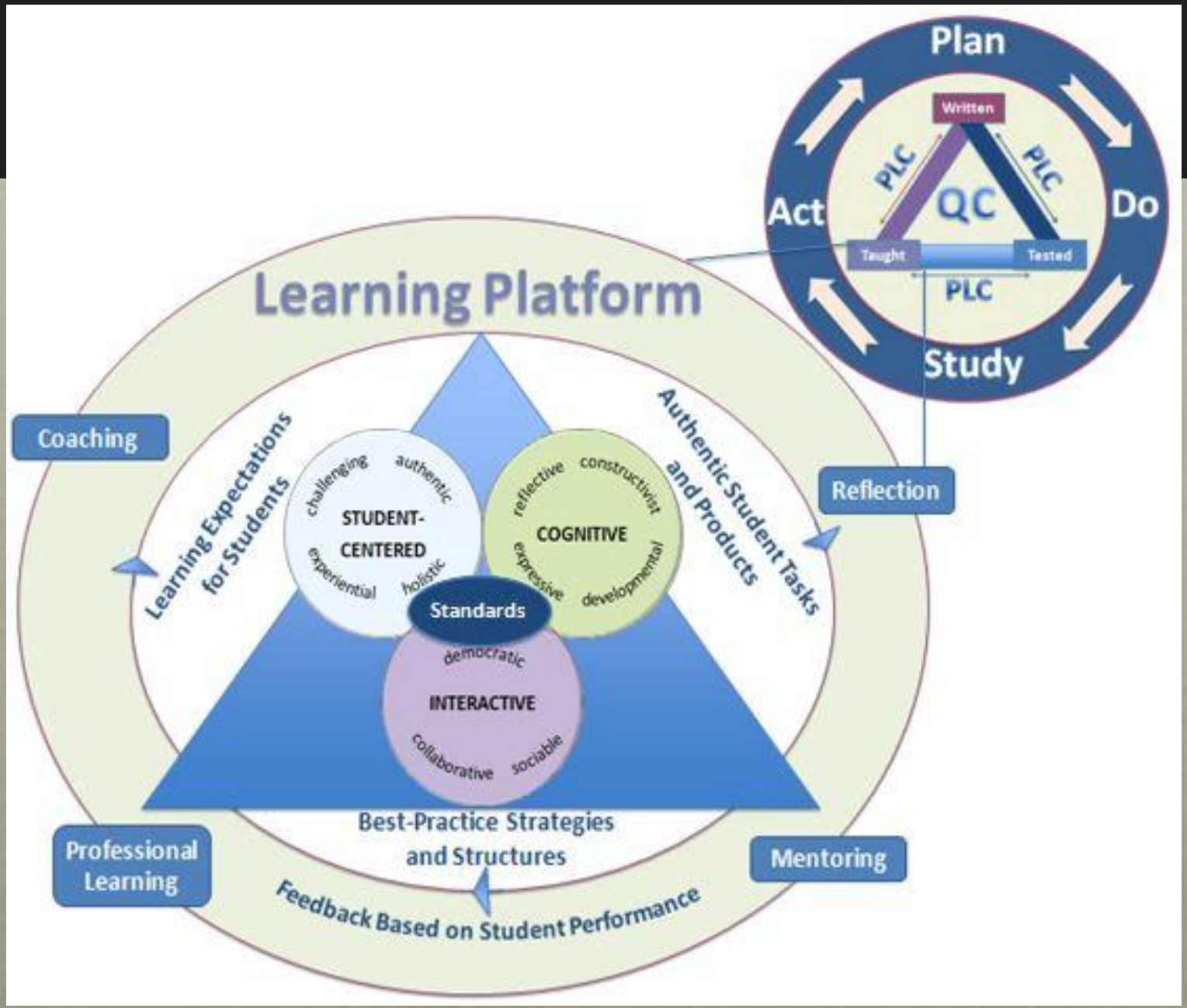
PLC
PLC
QC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sociable
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Reflection
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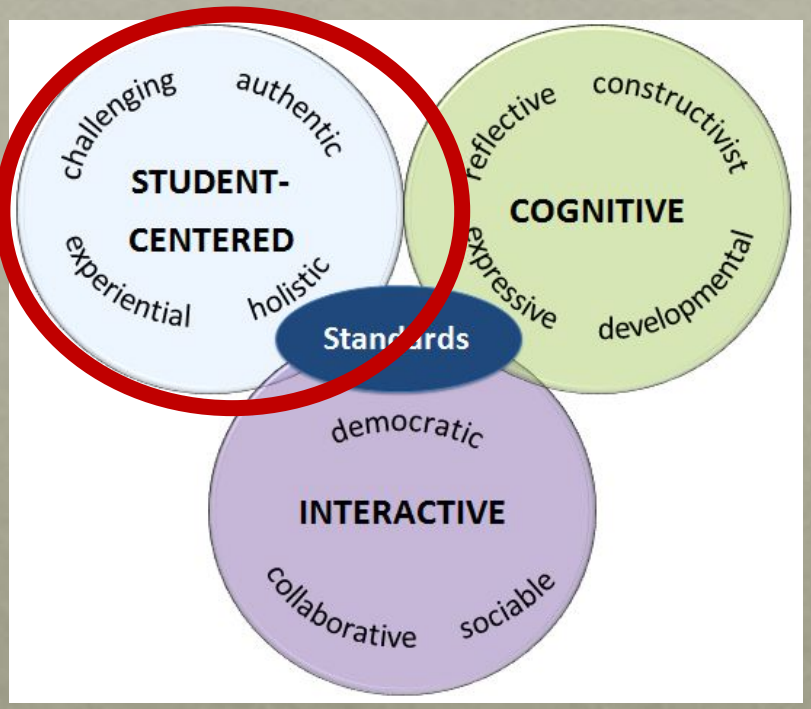
Best-Practice Strategies and Structures
Mentoring
Feedback Based on Student Performance

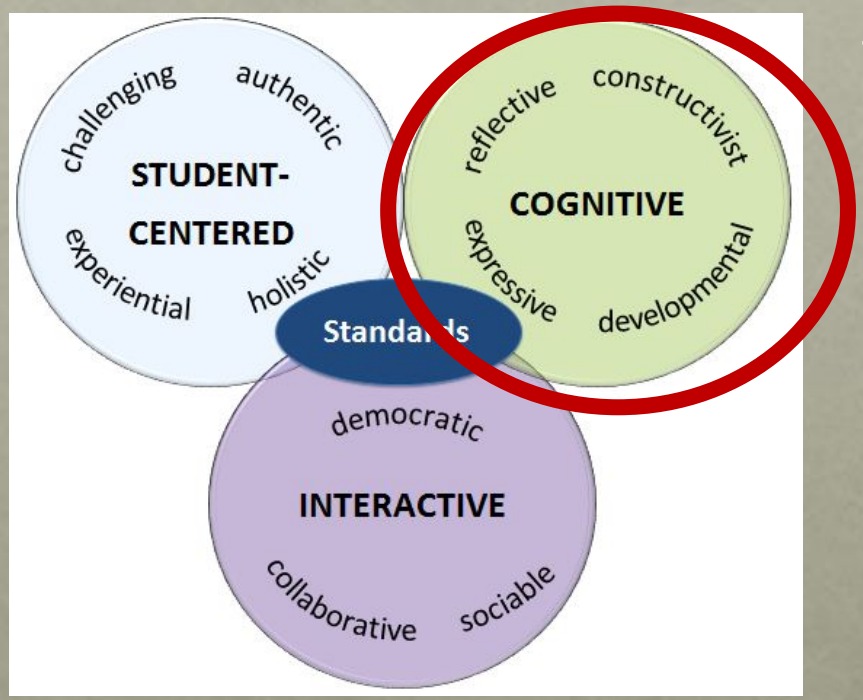
Student-Centered



The focus is on what **STUDENTS** do, not what the teacher is doing. It is about the **LEARNING.**

Students will be involved in more **authentic** tasks that are **challenging** and provide **experiences** that lead to **holistic** learning.

Cognitive

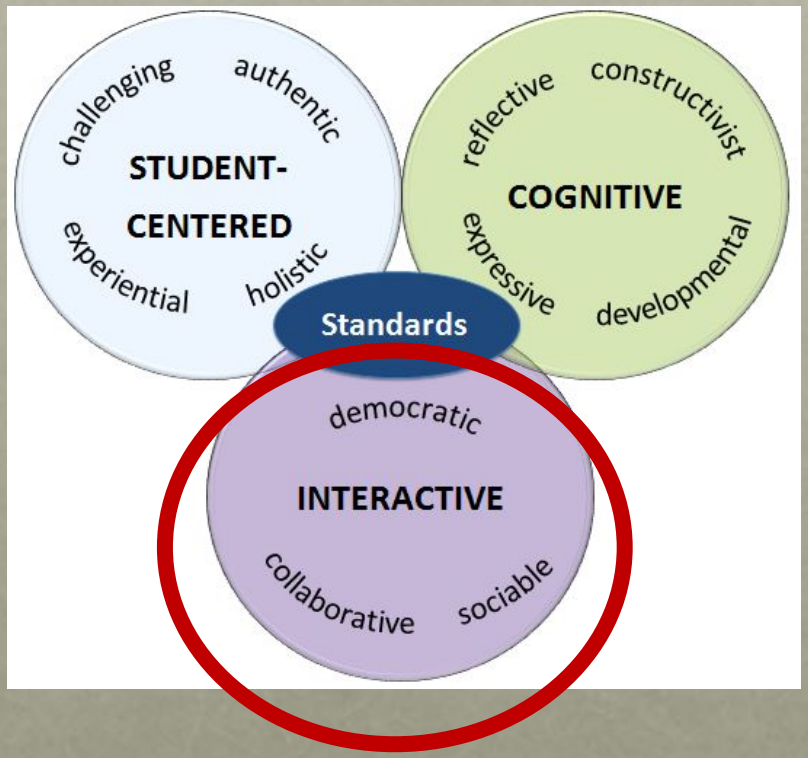


This is about the **RIGOR -** higher-order, conceptual learning.

This represents the **THINKING** required by the standards. Learning causes students to **construct** their thinking according to their **developmental** stage.

When they can **reflect** upon and **express this**, their thinking is made visible and teachers can better assess their levels of cognition to determine necessary scaffolding.

Interactive



This is about the **dynamics and structures** of the class, as well as the **locus of control.**

Teachers **empower students** to be more accountable for their own learning and provide opportunities for **sociable collaboration** that allows students to **interact** not only with each other, but with their own **learning.**

Learning expectations for students

Teachers deeply understand the content, context, and cognitive requirements of the standards

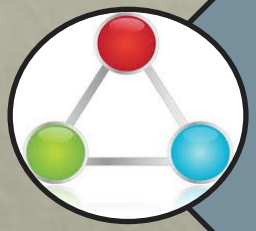
Teachers explicitly communicate learning expectations so students clearly understand and can take ownership over their own learning

Teachers design learning tasks that closely align to the content, context, and cognitive requirements of the standards

Teachers and students monitor learning toward achievement of standards

Feedback based on student performance

Mostly formative and reflective



Triangulation of data: numerical, descriptive, observational feedback

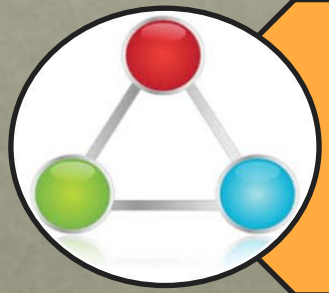
Timing and efficiency of assessments

Feedback from teacher, peers, and self-reflection throughout the learning cycle

Authentic Student Tasks and Products

The focus is on what students are actually doing each day

The work students do causes them to engage in the content, context, and cognitive rigor of the standards

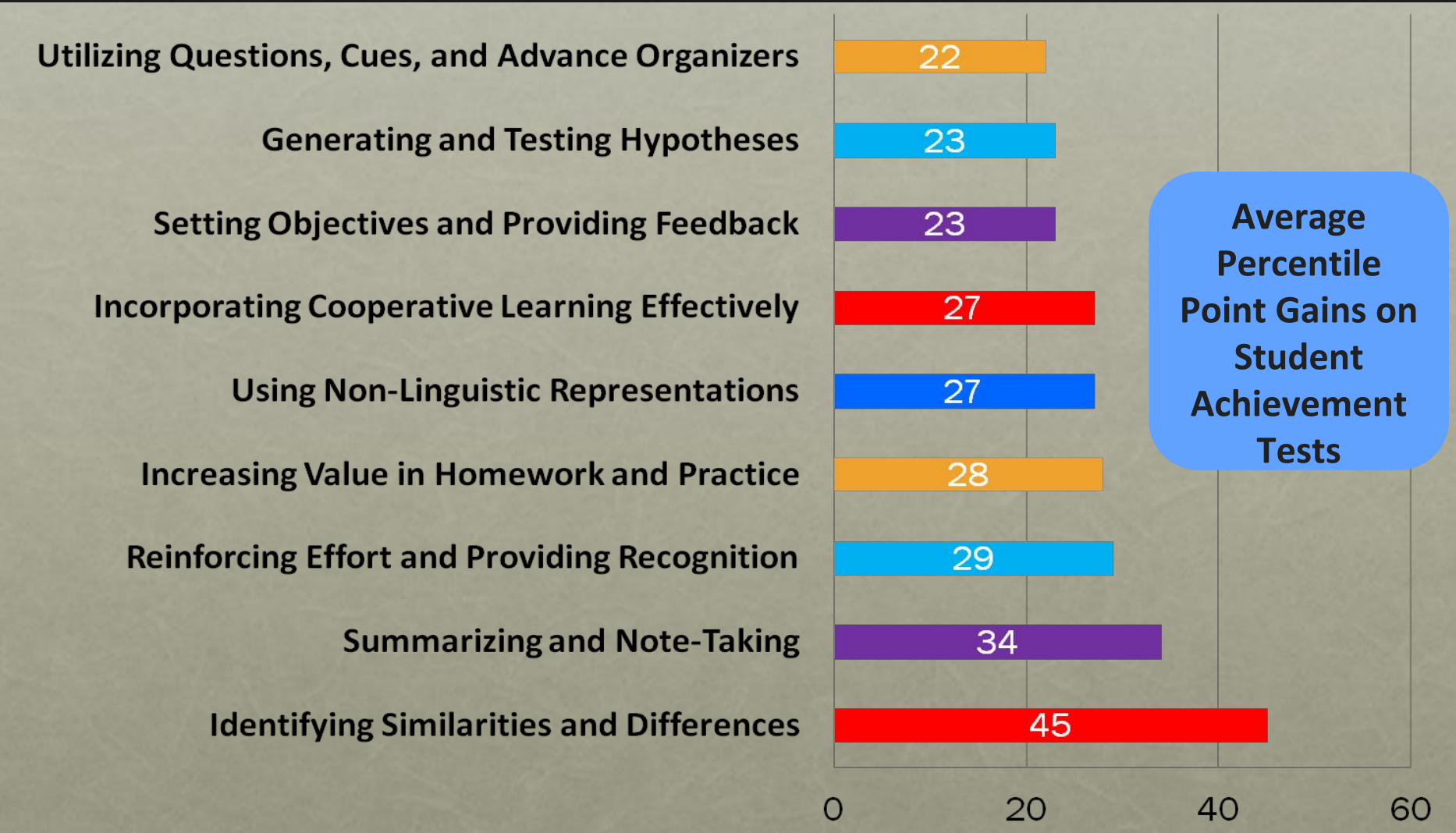


Students are able to demonstrate understanding of the connection between the standards and their work tasks and products

Best-practice strategies and structures

Robert Marzano and John Hattie have both done extensive work in determining what effect certain teaching strategies and structures have on learning.

Best Practices

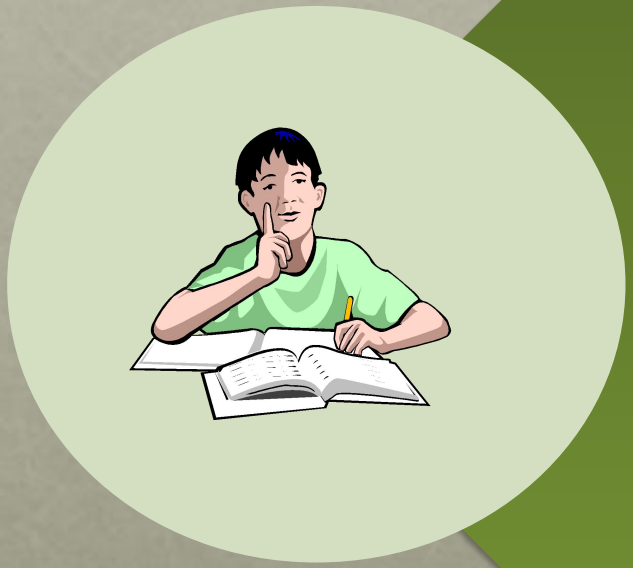


Setting Objectives & Providing Feedback

Research:

- Students learn more efficiently when they know the goals and objectives of a specific lesson or learning activity.

Valuable Homework and Practice



Research:

- Both homework and practice give students opportunities to deepen their understanding and proficiency with content they are learning.

Best-Practice Teaching

Involves incorporating all pedagogical categories

All strategies will not work all of the time

Categories help us select strategies based upon their purposes

Accounts for the art and science of teaching

Critical for the shift to a learning platform

Critical to ensuring that all students learn

Backward Design

by Wiggins and McTighe

Learning Target

Assessment

Curriculum

Instruction

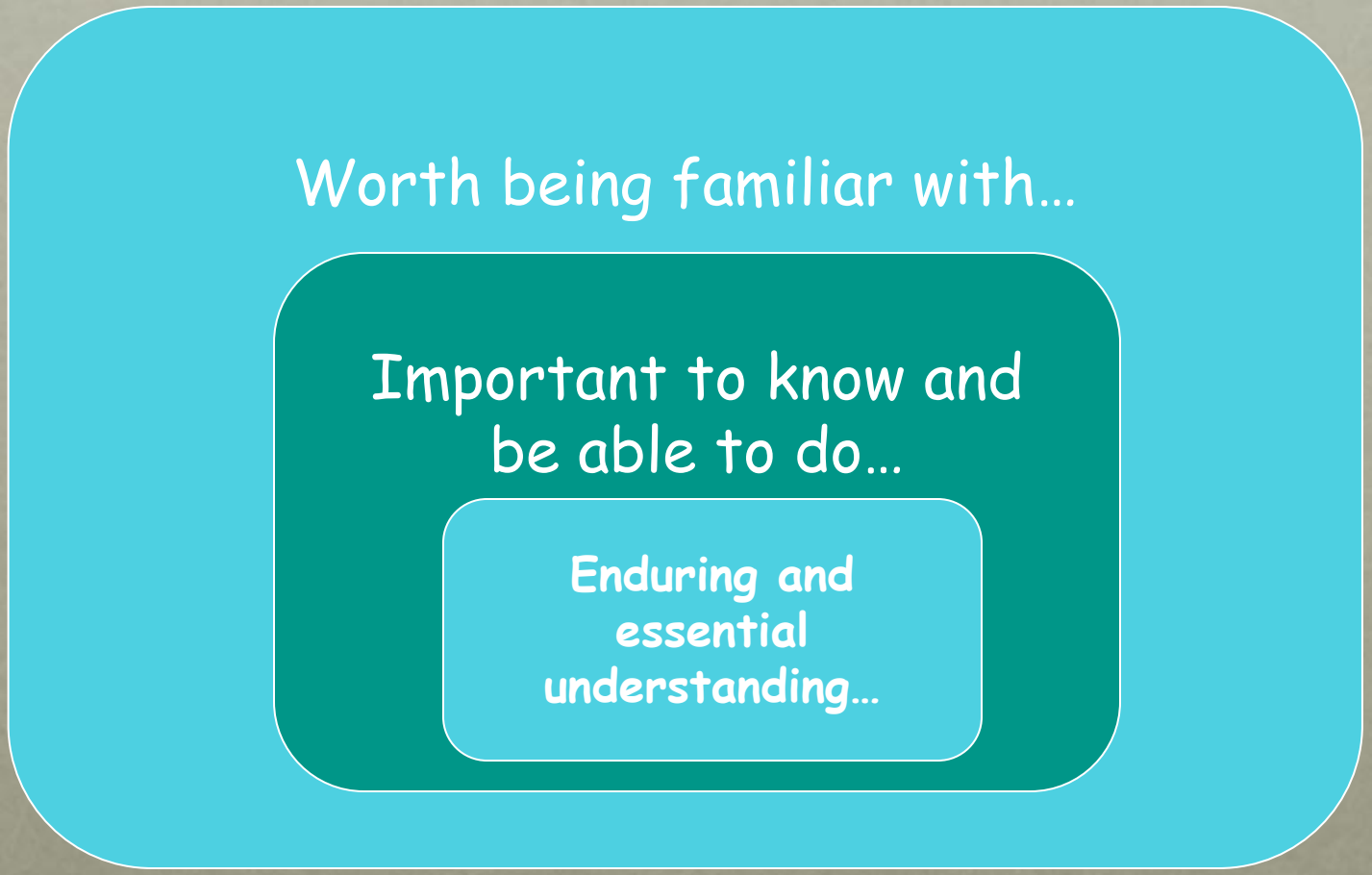
Results Oriented Teaching: Three Stages of Backward Design

- Identify desired results.
- Determine acceptable evidence.
- Plan learning experiences and instruction.

Rick Stiggins, "The single most common barrier to sound classroom assessment is the teachers lack of vision of appropriate achievement targets within the subjects they are supposed to teach."

Identify Desired Results

Grant Wiggins & Jay McTighe



The Importance of Beginning with Targets

Is this a target?

- Math
- Decimals
- Page 152 in text
- Go on a “decimal hunt”
- Correctly read decimals and put them in numerical order

Key Questions for Learning Targets

- What do my students need to **know and understand** to be ready to meet this standard expectation?
- What **patterns of reasoning** must my students have mastered to be ready to meet this standard or expectation?
- What **performance** skills must my students have mastered, if any, to be ready to meet this standard or expectation?
- What **product** development capabilities, if any, must my students have mastered to be ready to meet this standard/expectation?

Kinds of Learning Targets

- **Knowledge**
  - The facts and concepts we want students to know
- **Reasoning**
  - Students use what they know to reason and solve problems
- **Skills**
  - Students use their knowledge and reasoning
- **Products**
  - Students use their knowledge, reasoning, and skills to create a concrete product
- **Dispositions**
  - Students' attitudes about school and learning

Depth of Knowledge
~ "Deep Dive"~

Can be applied to Standards (Content Expectations), AND to Assessment Items

1. Recall
2. Skills and Concepts
3. Strategic Thinking
4. Extended Thinking

Grade 3: M.PS.03.03

Solve applied problems involving money, length and time.

Target DOK = 2

- Applied
- Not naked math
- Reasoning Target

Grade 8: R.CM.08.03

Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusion, making inferences, and synthesizing.

Target DOK = 3

Connections

Target DOK = 4

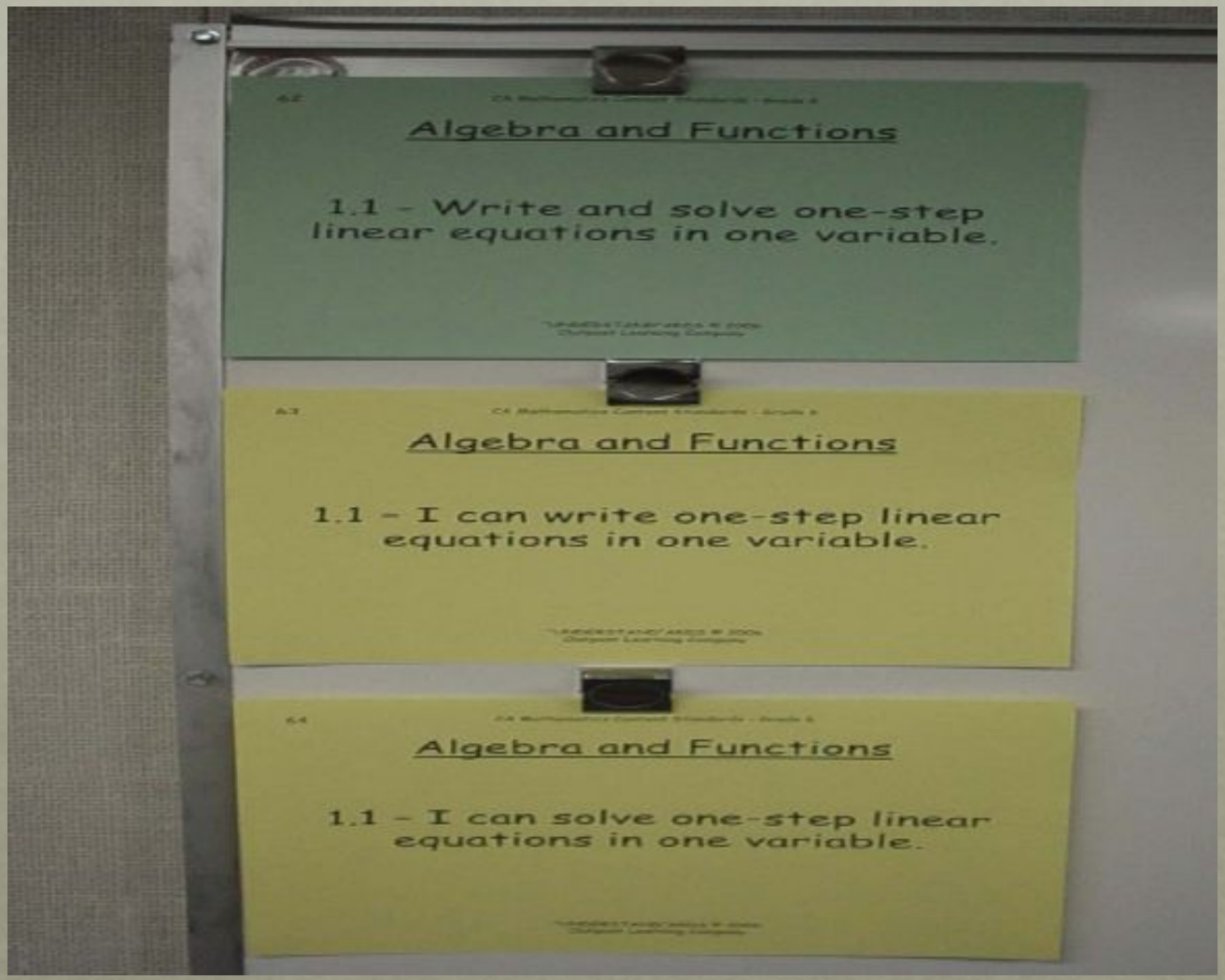
Analyze and synthesize

Reasoning Target

Clear Targets: Benefits to Students

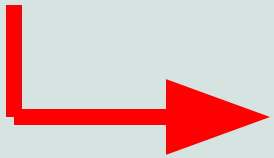
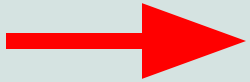
- Students who could identify their learning scored 27 percentile points higher than those who could not (Marzano, 2005)
- A student's success on a standardized math test: 40% is dependent upon mathematics literacy (Jacobs, 2004)

Effective Posting



Key points to remember…

- Too many students lack transferrable knowledge
  - Instruction has become an activity in repeating the teacher
- Most test questions are recall
  - Where's the deeper thinking?
- The "Course" is NOT
  - The textbook: that's a resource
  - The activities: these are steps
  - The content: this is to be mastered
- There is a BIG difference between just knowing and really understanding…

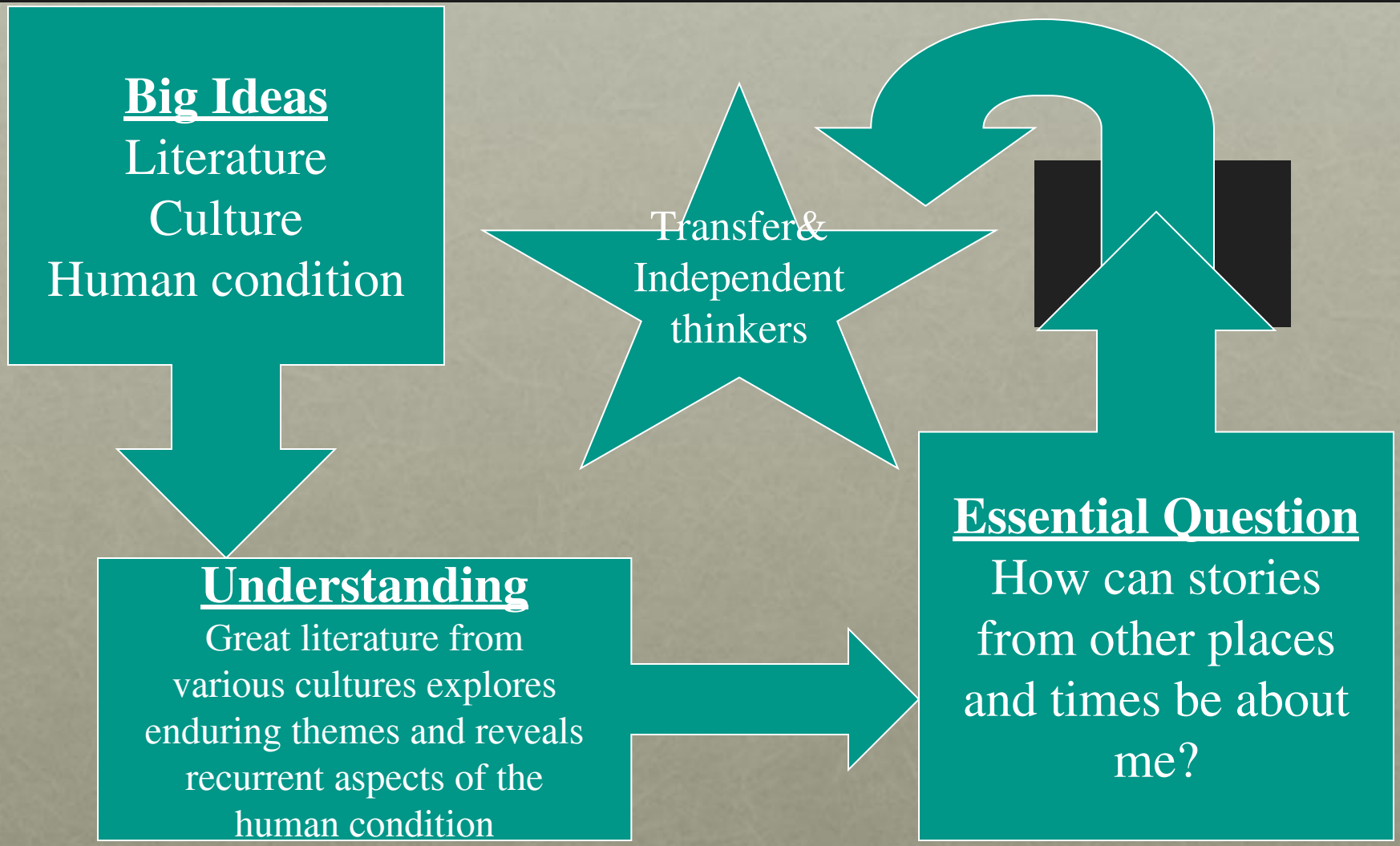
I want students to understand…	I want students to understand **<u>THAT</u>**…
The US Constitution  *(this is content!)* The three branches of US government 	*The US Constitution was a solution based on compromise to real and pressing problems and disagreements in government* *They were a brilliant balance and limit of powers.*

Use Big Ideas to form Understandings and Essential Questions

Understandings	Essential Questions
✓What insights will students take away about the meanings of the content via Big Ideas?	✓Important questions that will re-occur throughout our lives
✓Understandings summarize the desired insights we want the students to realize about the Big Ideas	✓Helps students make sense of Big Ideas through questioning and then making decisions.
✓Understandings connect the dots; they tell us what our knowledge means and make sense of facts and skills.	✓Engages and motivates.

Essential Questions

Examples	Non-examples
✓How would life be different if we couldn't measure time?	✓How many minutes are in an hour? A day?
✓In what ways does art reflect, as well as shape, culture?	✓Between what years did the Italian Renaissance occur?
✓How do effective writers hook and hold their readers?	✓What is foreshadowing? Can you find an example?


Big Ideas
Literature
Culture
Human condition
Transfer&
Independent
thinkers
Understanding
Great literature from various cultures explores enduring themes and reveals recurrent aspects of the human condition
Essential Question
How can stories from other places and times be about me?

Stage 3!

Stage 1- Desired Results

Established Goals:
G

Understandings: **U** *Students will understand that…*	Essential Questions: **Q**
Students will know… **K**	*Students will be able to…* **S**

Stage 2- Assessment Evidence

Performance Tasks: **T**	Other Evidence: **OE**

Stage 3- Learning Plan

Learning Activities:
L

Thank you for coming today!