

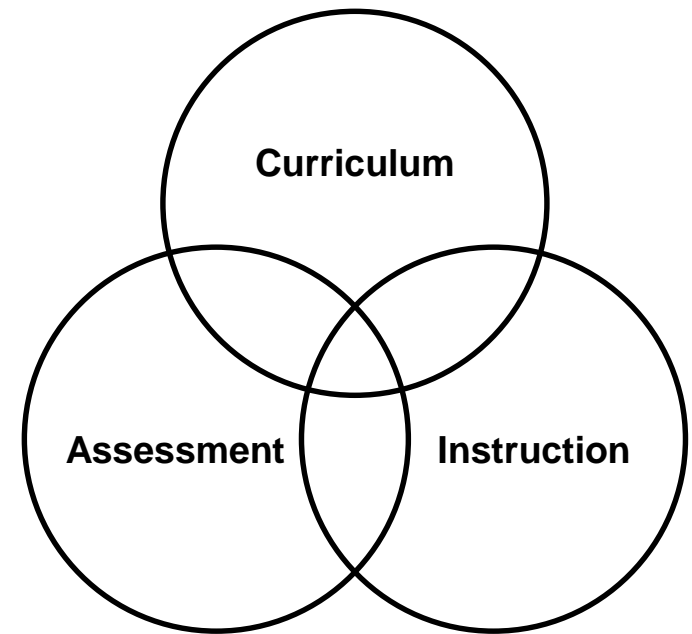
TEKS Resource System

Effective Planning from the IFD & Assessments

Presented by:

Kristin Arterbury, ESC Region 12

karterbury@esc12.net , 254-297-1115



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Effective Planning from IFDs and Assessments Pre and Post Self-Assessment

How would you rate your knowledge and understanding of planning from IFDs and Assessments?

(1 = low, 4 = high)

TEKS Resource System	Pre-Assessment	Post-Assessment
Awareness of the curriculum and assessment components available through the TEKS Resource System	1 2 3 4	1 2 3 4
Awareness of the purpose and design of each assessment component in the TEKS Resource System	1 2 3 4	1 2 3 4
Awareness of the purpose and design of each section of the Unit IFD	1 2 3 4	1 2 3 4
Ability to plan effective instruction aligned to each Unit IFD	1 2 3 4	1 2 3 4

“Fill” your beaker to represent your overall knowledge and understanding of the planning from IFDs and Assessments.

Pre-Assessment	Post-Assessment
	

Additional Comments:

Planning from the Instructional Focus Document Planning Tool

Step 1: Complete the Performance Assessment(s) and associated Unit Assessment Items.

Step 2: Review the Understandings (Overarching and Unit) and Questions (Overarching and Unit) aligned to the Performance Assessment(s).

Step 3: Consider other elements of the IFD (TEKS Specificity, Unit Overview, Misconceptions, Vocabulary) and how they impact the curriculum bundle.

****Step 4: Define learning objectives and evidence of learning based on IFD elements (Steps 1 -3).**

****Step 5: Sequence defined learning objectives for the curriculum bundle considering the suggested duration for the entire unit.**

****Step 6: Brainstorm ideas for learning experiences that align to learning objectives.**

Step 7: Quality check the instructional plan considering any additional days needed for review, reteach, and/or other assessments.

****These steps can be interchanged or happen simultaneously.**

Number of Day(s)	Targeted TEKS	Learning Objective The student will.....	Evidence of Learning	Ideas for Learning Experience
Note: Each unit suggested duration includes time for learning objectives and completion of the performance assessment(s).				

Number of Day(s)	Targeted TEKS	Learning Objective The student will.....	Evidence of Learning	Ideas for Learning Experience

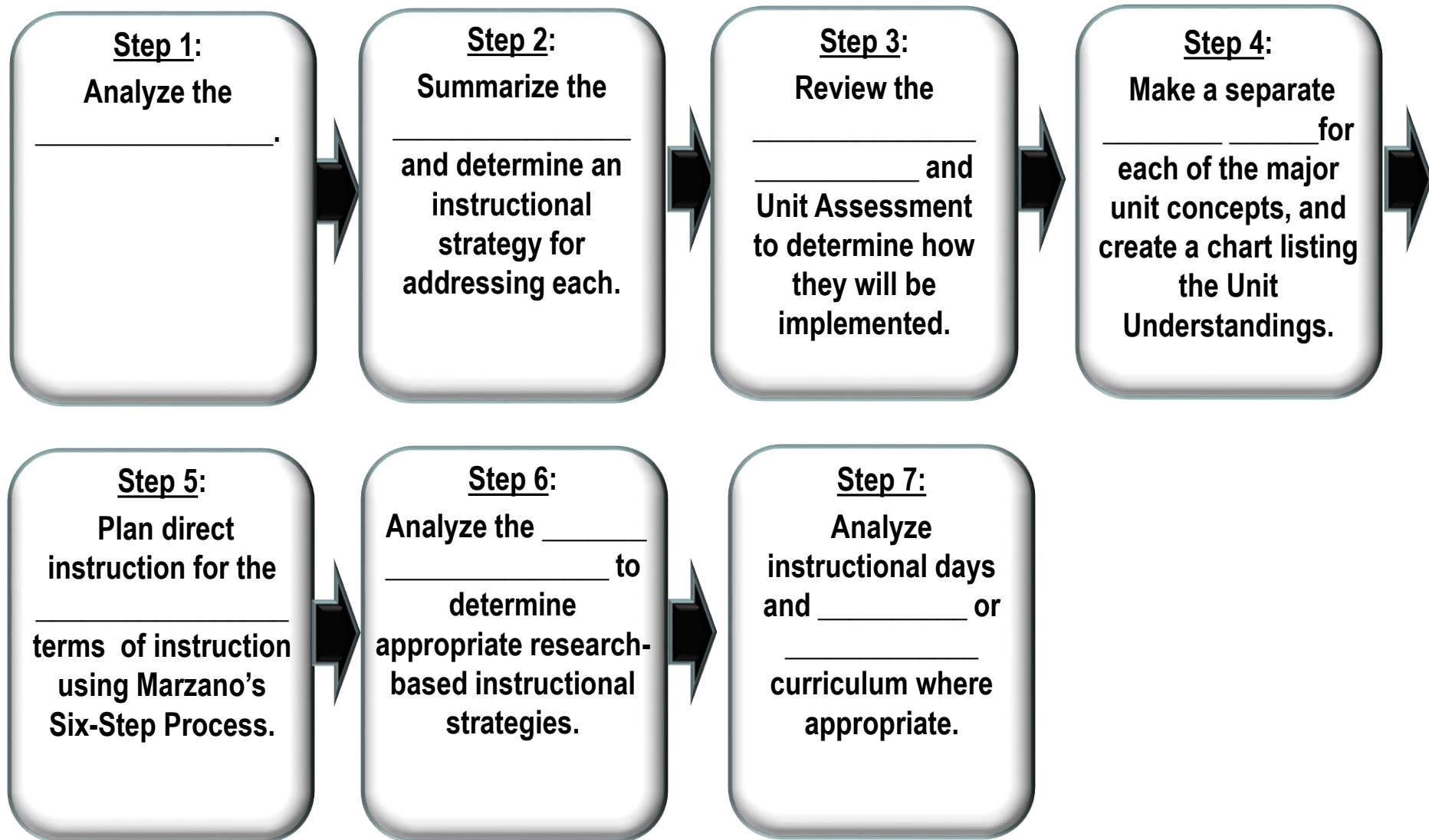
Number of Day(s)	Targeted TEKS	Learning Objective The student will.....	Evidence of Learning	Ideas for Learning Experience

Number of Day(s)	Targeted TEKS	Learning Objective The student will.....	Evidence of Learning	Ideas for Learning Experience

Number of Day(s)	Targeted TEKS	Learning Objective The student will.....	Evidence of Learning	Ideas for Learning Experience
*		Unit Assessment		

*Note: Time to complete assessment(s) required by your district (unit assessment, semester assessment, benchmarks, STAAR, etc.) is NOT included in the suggested duration for each unit.

Purposeful Planning Process



Planning Instruction from the IFD

Grade: **Unit #:** **Unit Title:** **# Days:**

Step 1: To understand the foundation of the unit, analyze the Unit Overview from the IFD by summarizing each paragraph.

How are SE's bundled in this unit?	Prior knowledge needed? Current grade level focus?	Instructional notes or STAAR notes?	Research?

Step 2: Summarize Misconceptions/Underdeveloped Concepts and select an instructional strategy to address them.

Misconceptions Summarized:	Research-based Instructional Strategies for Addressing Misconceptions	
	<u>Cooperative Learning Strategies</u> (Marzano, Pickering & Pollock, 2005)	
	<input type="checkbox"/> Play Fact or Fib Showdown (Kagan, 2002)	<ul style="list-style-type: none"> Have students label 2 notecards, one with the word "fact" and other other with the word "fib." Teacher presents students with one of the misconceptions phrased as either a fact or a fib. Give students 5-10 seconds wait time for them determine (or guess) if the statement is either a fact or a fib. When the teacher says, "Showdown!" students slap down the response card that reflects their answer face-up on their desk. Students compare and discuss answers. Teacher verifies the correct response and clarifies the misconceptions.
	<input type="checkbox"/> Find-the-Fib Activity (Kagan, 2002)	<ul style="list-style-type: none"> Provide students with three statements ... 2 are facts and 1 is a fib. (Use one of the misconceptions as the fib.) Ask students to find the fib in a Think- Pair- Share activity Teacher verifies the correct response and clarifies the misconceptions.
	<u>Nonlinguistic Representations</u> (Marzano, Pickering & Pollock, 2005)	
	<input type="checkbox"/> K – W – L Chart	<ul style="list-style-type: none"> Teacher presents the unit's main concept. Have students write what they <u>KNOW</u> about this concept on the "K" of their K-W-L chart. Teacher verifies correct information and corrects any misconceptions. Continue to use the K-W-L chart as the unit progresses. <p><i>(Activity can be implemented with whole group, cooperative groups, partners, chart paper, white boards, etc.)</i></p>

Step 3: Determine how Performance Assessments and Unit Assessment (if available) will be implemented and differentiated.

- Content: How will you differentiate the assessments in regard to content?
- Process: How will you differentiate the assessments in the following areas: flexible grouping, structure, readiness level (strugglers, advanced students, ELL students), and learning styles?
- Product: What will you allow students to submit to demonstrate mastery of the Performance Indicators?
- Evaluation Method: How will the Performance Indicators and Unit Tests be evaluated?

Use the Checklist on the following page to select differentiation strategies for each Performance Assessment and for the Unit Assessment

<u>Summary Performance Assessment #1</u>	<u>Summary Performance Assessment #2</u>	<u>Summary Performance Assessment #3</u>
<u>Content</u> :	<u>Content</u> :	<u>Content</u> :
<u>Process</u> :	<u>Process</u> :	<u>Process</u> :
<u>Product</u> :	<u>Product</u> :	<u>Product</u> :
<u>Evaluation Method</u> :	<u>Evaluation Method</u> :	<u>Evaluation Method</u> :
<u>Unit Assessment</u> : Available _____ Not Available _____ Total # of Questions: _____ # Multiple Choice: _____ # Open-ended or griddable: _____		
*NOTE: For more in-depth analysis of each test item, attend the training, Assessment: Measuring Student Outcomes, Informing Instruction and complete its accompanying Assessment Item Evaluation Document		
<ul style="list-style-type: none">• How are SEs bundled?• Any significant features?• Notes on how the questions are phrased.	<u>Content</u> :	
	<u>Process</u> :	
	<u>Product</u> :	
	<u>Evaluation Method</u> :	

Assessment Differentiation Checklist

DIFFERENTIATING CONTENT	DIFFERENTIATING PROCESS		DIFFERENTIATING PRODUCTS			DIFFERENTIATING EVALUATION
Advanced Readiness	Flexible Grouping Processes		Nonlinguistic Representations			Evaluation Options
<ul style="list-style-type: none">Blank graphic organizers for advance readinessAdded layer of detail	<ul style="list-style-type: none">IndividualPartner Activity	<ul style="list-style-type: none">Cooperative Group ActivityLearning Stations	<ul style="list-style-type: none">PostersGraphic OrganizersThinking Maps®Concrete ModelsBrochure or pamphletIllustrationGraphs, charts, diagramsDemonstration	<ul style="list-style-type: none">Maps3-Dimensional artifactsDisplay BoardStory BoardMuseum displaysMuralsTimelinesAdvertisements	<ul style="list-style-type: none">PowerPoint PresentationPhotographsVideo Presentation,Interview,PerformancePromethean or Smart Board presentationPodcast“Rap” or Musical Performance	Performance Indicators
Low Readiness	Structure Processes					<ul style="list-style-type: none">Rubric4-Point ScaleChecklist100-Point ScaleChecked, but not Graded
<ul style="list-style-type: none">TEKS modifications (based upon IEP)Word bankOpen-book referencesPartially completed graphic organizers for low readiness levels	<ul style="list-style-type: none">In-classHomework	<ul style="list-style-type: none">Pre-testPost-test				
	Low Readiness Level Processes					
	<ul style="list-style-type: none">Word bankPartial outlineSentence frames	<ul style="list-style-type: none">Sentence startersPartially completed Thinking Map® or graphic organizer, etc.				
ELL	Advanced Readiness Processes		Written Artifacts			Unit Tests
<ul style="list-style-type: none">Spanish versions of Performance Assessment and/or Unit Assessment	<ul style="list-style-type: none">Combine Performance AssessmentsCombine two different strategies (example: nonlinguistic representation + multi-media)		<ul style="list-style-type: none">Student journalsManuals, “how to” instructionsCompositionsNarratives	<ul style="list-style-type: none">BiographiesParagraphsLettersSentences	<ul style="list-style-type: none">Original poems, scripts, or storiesEditorials3-2-1 Summary1-Minute Paper	<ul style="list-style-type: none">4-Point Scale100-Point Scale<ul style="list-style-type: none">➤ Each question weighted the same➤ Each question weighted according to difficulty levelChecked, but not GradedStars & Steps Chart
	Learning Styles Processes					
	<ul style="list-style-type: none"><u>Auditory/Verbal</u>: Cooperative Learning structures, presentations, Podcasts<u>Tactile/Kinesthetic</u>: models, card sorts, demonstrations<u>Visual</u>: graphic organizers, color-coding, Thinking Maps®, models; uses of highlighters					
	ELL Processes					
	<ul style="list-style-type: none">Any of the strategies aboveDictionary/glossary useOral testing	<ul style="list-style-type: none">TranslationsVerbal & nonverbal instructionsVisual cues				

Step 4: To maintain concept-based instruction, make and post a separate Anchor Chart for each of the major UNIT CONCEPTS and post a chart listing the UNIT UNDERSTANDINGS.

- ☐ Create a chart listing all the UNIT UNDERSTANDINGS and post it in the room throughout the unit.
- ☐ Create an Anchor Chart for each of the UNIT CONCEPTS. These charts “anchor” student thinking during the unit and follow 5 criteria:
 - 1.) Focuses on a single concept.
 - 2.) Co-constructed WITH the students.
 - 3.) Presented in an organized format [Circle Map®, concept map, T-chart, Venn Diagram, list, or any other graphic representation].
 - 4.) Reflects a developmentally appropriate format.
 - 5.) Allows for additional ideas, examples, and deeper understandings as the unit progresses.
- ☐ Frequently throughout the unit, ask students these questions to continually link lesson activities and objectives with the UNIT CONCEPTS and UNIT UNDERSTANDINGS:
 - Which UNIT UNDERSTANDING fits with the activity we are doing right now?
 - Which UNIT CONCEPT is a “big idea” for what we are learning today?
 - What can we add to our Anchor Charts from what we have learned today?

☐ Example of Unit Understanding Chart:

Unit 2: KEY UNDERSTANDINGS

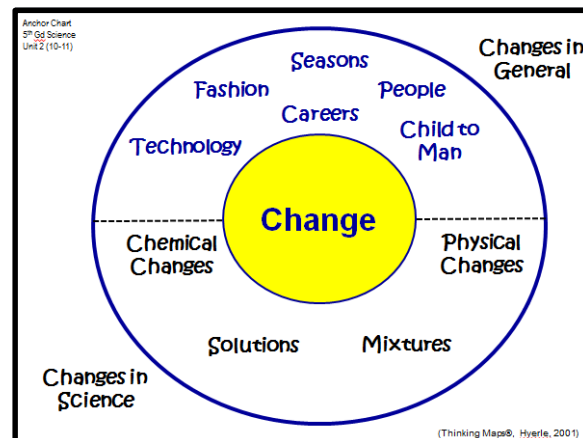
- 1. Matter has measureable physical properties, and those properties determine how matter is classified, changed, and used.**
- 2. Changes in water are caused by heating and cooling.**
- 3. Physical properties may remain the same in some mixtures, but may change in other mixtures.**
- 4. The physical properties of ingredients can change when they are combined into a solution.**

Examples of Anchor Charts: Ideas Added throughout the Unit

Anchor Chart
5th Gd Science
Unit 2 (10-11)

Properties (physical characteristics that help us determine how matter can be classified, changed, and used)							
Mass	Magnetism	Physical State	Density	Solubility	Conduct Thermal Energy	Conduct Electric Energy	Melt/boil Point
Describe	Describe	Describe	Describe	Describe	Describe	Describe	Describe
Illustrate	Illustrate	Illustrate	Illustrate	Illustrate	Illustrate	Illustrate	Illustrate
Measure	Measure	Measure	Measure	Measure	Measure	Measure	Measure
Change	Change	Change	Change	Change	Change	Change	Change

(Thinking Maps®, Hyerle, 2003)



Step 5: Plan strategies for each step of Marzano’s 6-Step Process for the Unit Vocabulary Terms on the IFD.

Vocabulary Term	Step 1: Teacher Describes Term	Step 2: Students Restate	Step 3: Students Illustrate	Step 4: Students Engage in Activities with the Terms	Step 5: Students Talk about the Terms	Step 6: Students Play Games
Use the Vocabulary Strategy Checklist on the following page to select strategies for each of the 6-Step process.						

6-Step Vocabulary Strategy Checklist

1. Describe Provide a description, explanation, or example of the new term.	2. Restate Ask students to restate the description, explanation, or example in their own words	3. Illustrate Ask students to construct a picture, symbol, or graphic representing the term	4. Activities Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks/journals.	5. Talk Periodically ask students to discuss terms with one another	6. Games Involve students periodically in games that allow them to play with terms
<ul style="list-style-type: none"> <input type="checkbox"/> Tell a story <input type="checkbox"/> Use a video clip <input type="checkbox"/> Use a current event (something interesting to students) <input type="checkbox"/> Describe a mental picture of the term <input type="checkbox"/> Provide a concrete visual or picture of the term <input type="checkbox"/> Give examples <input type="checkbox"/> Describe the term in student-friendly language <input type="checkbox"/> Relate the term to something familiar (video game, song, etc.) <input type="checkbox"/> Quick skit or role play <input type="checkbox"/> Concept Attainment Model 	<p>Possible Restatement Structures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vocab. Journals <input type="checkbox"/> Vocab. Notecards kept in a file box <input type="checkbox"/> 6-step notebook <input type="checkbox"/> Word Walls (at all grade levels) <input type="checkbox"/> Anchor Charts <p>To Assist Strugglers (Low Readiness)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides additional descriptions, examples, or explanations <input type="checkbox"/> Allow student to partner with another student for a Think – Pair – Share activity <input type="checkbox"/> Ask student to go on to Step 3 (illustrate) and come back to step 2 if they are struggling 	<ul style="list-style-type: none"> <input type="checkbox"/> Free sketch (<i>preferred method</i>) <input type="checkbox"/> Word art <input type="checkbox"/> Collage <input type="checkbox"/> Magazine pictures <input type="checkbox"/> Trace a picture <input type="checkbox"/> Trace a map <p>Students may draw ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> A symbol <input type="checkbox"/> An example <input type="checkbox"/> A graphic <input type="checkbox"/> A dramatization using cartoon bubbles <input type="checkbox"/> The actual thing 	<ul style="list-style-type: none"> <input type="checkbox"/> Frayer Model <input type="checkbox"/> Compare/contrast terms (<i>Thinking Maps Double Bubble® Map or a Venn diagram</i>) <input type="checkbox"/> Brainstorm synonyms and/or anonyms (<i>Thinking Maps Circle® Map</i>) <input type="checkbox"/> Creating Analogies with the terms (<i>Thinking Maps Bridge® Map</i>) <input type="checkbox"/> Classify/Categorize words (<i>word card sort, a Thinking Maps® Tree Map, or a table/matrix</i>) <input type="checkbox"/> Examine cause/effect thinking (<i>Thinking Maps® Multi-flow Map; cause/effect graphic organizer</i>) <input type="checkbox"/> Describe a term in detail with adjectives (<i>Thinking Maps® Bubble Map</i>) <input type="checkbox"/> Break the word apart visually and/or physically into prefix / root / suffix (<i>Thinking Maps® Brace Map; cut word apart physically</i>) <input type="checkbox"/> Additional graphic or pictures <input type="checkbox"/> List related words <input type="checkbox"/> Write brief cautions or reminders <input type="checkbox"/> List commonly confused words <input type="checkbox"/> Translate into another language if appropriate <input type="checkbox"/> Use the terms in Sentence Frames <input type="checkbox"/> Use the terms in writing assignments or experiment summaries <input type="checkbox"/> Use a technology application to enhance word meaning (<i>WORDLE http://www.wordle.net/; PowerPoint slide, Podcast, Video clip, etc.</i>) 	<ul style="list-style-type: none"> <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Four Corners <input type="checkbox"/> Give One - Get One <input type="checkbox"/> Inside-Outside Circle <input type="checkbox"/> Make-An-Appointment <input type="checkbox"/> Mix-Freeze-Group <input type="checkbox"/> Mix- N-Match <input type="checkbox"/> Quiz-Quiz-Trade <input type="checkbox"/> Rotating Review <input type="checkbox"/> Showdown <input type="checkbox"/> Talking Chips <input type="checkbox"/> Team-Pair-Solo <input type="checkbox"/> Who am I? 	<ul style="list-style-type: none"> <input type="checkbox"/> Talk a Mile a Minute <input type="checkbox"/> Vocabulary Pyramid <input type="checkbox"/> What's the Question? (Jeopardy) <input type="checkbox"/> Charades <input type="checkbox"/> Pictionary <p>Free PowerPoint Game Templates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> http://jcschools.net/tutorials/PPT-games/ <input type="checkbox"/> http://people.uncw.edu/ertzbergerj/ppt_games.html

Step 6: Analyze Student Expectations to determine the following: identification of Readiness or Supporting standards, a reminder of the cognitive rigor, the content & significant bulleted specificity, supplemental resources, and potential research-based instructional strategies.

(NOTE: For a more in-depth examination of supplemental resources, attend the training *Evaluating and Calibrating District Resources* and complete its accompanying *Resource Calibration Document*.)

TEKS SE#	R or S Standard?	COGNITIVE RIGOR <small>(The VERBS in both the K & S Statement & the SE)</small>	CONTENT SPECIFICITY <small>(All Caps) (Include Significant Bulleted Specificity)</small>	Supplemental Resources <small>(Page #'s)</small>	Potential Research-based Instructional Strategies
Use the Research-based Instructional Strategies Checklist on the following page to select potential research-based strategies.					

Research-based Instructional Strategies (Marzano, Pickering, & Pollock, 2001)

Identifying Similarities & Differences*

- ☐ Thinking Maps®
- ☐ Compare/Contrast; Classify/Categorize; Analogies
- ☐ Venn Diagrams
- ☐ T-Chart
- ☐ Sentence Frame
- ☐ Card Sort
- ☐ Manipulative Sorts

Reinforcing Effort*

- ☐ Thinking Maps®
- ☐ Rubric
- ☐ Stars & Steps Analysis Chart
- ☐ Effort & Achievement Charts

Focused Classroom Practice*

- ☐ Thinking Maps®;
- ☐ Learning Stations
- ☐ Model + Guided Practice [Scaffolding]
- ☐ Anchor Activities

Summarizing*

- ☐ Thinking Maps®
- ☐ Exit Ticket
- ☐ 1 Minute "Big Idea" paper
- ☐ Delete, Substitute, Keep Strategy
- ☐ Summary Frames
- ☐ Cooperative Rotating Review
- ☐ 3-2-1- Summary

Nonlinguistic Representations*

- ☐ Thinking Maps®
- ☐ Graphic Organizers
- ☐ Kinesthetic Activities (manipulatives, motions, etc.)
- ☐ Role Play
- ☐ Demonstrations
- ☐ Creating model
- ☐ Drawing illustrations
- ☐ Pictographs

Generating & Testing a Hypothesis*

- ☐ Thinking Maps®
- ☐ Concept Attainment
- ☐ Inductive Thinking
- ☐ Guess, Test, Revise Strategy
- ☐ Mystery Concept
- ☐ 20 Questions
- ☐ 5 E Lesson Design [Engage, Explore, Explain, Elaborate, Evaluate]

Cooperative Learning*

- ☐ Jig Saw
- ☐ Think-Pair-Share
- ☐ Mix-Freeze-Group
- ☐ Inner/Outer Circle
- ☐ 4 Corners
- ☐ Take a Stand
- ☐ Fact or Fib Showdown
- ☐ Talking Chips



Explore additional Kagan's
Cooperative Learning Structures at
www.kaganonline.com

Cues, Questioning, & Advanced Organizers*

- ☐ Thinking Maps®
- ☐ Bloom's Question Stems or Question Cubes
- ☐ KWL Charts
- ☐ Partially Completed Graphic Organizers

Setting Goals & Objectives*

- ☐ Thinking Maps®
- ☐ Smart Goals
- ☐ Stars & Steps Analysis Chart
- ☐ Rubrics, Learning Contract

Direct Vocabulary Instruction

- ☐ Thinking Maps®
- ☐ Six-Step Process from **Building Academic Vocabulary** (Marzano & Pickering, 2005)

Step 7: Revisit the Year-at-a-Glance tool you have completed in the past to determine the number of days truly available for this six weeks. Then consult the VAD, current assessment data, and your lesson plans to make decisions about compacting or expanding instruction as necessary.

Be sure to include the following as NON-instructional days:

- District or campus events
- Early release days
- Staff development days
- Community events
- Recurring events (pep rallies, picture days, field trips, etc.)

Grade Level/Course	<input type="text"/>
1st Six Weeks Start Date (M/D/Y)	<input type="text"/>
1st Six Weeks End Date (M/D/Y)	<input type="text"/>
Total Calendar Days Available	<input type="text"/>
Non Instructional Days	<input type="text"/>
Instructional Days Available	<input type="text" value="0"/>

Unit Number/Title	Days in Unit
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
Total Days in Units	<input type="text" value="0"/>

Instructional Days Available	<input type="text" value="0"/>
Balance	<input type="text" value="0"/>

A negative balance indicates that more instructional days are needed than are available .

A zero balance indicates that enough instructional days are available.

A positive balance indicates that more than enough instructional days are available .

After examining the VAD, what can you do during the unit to make this number of instructional days work?

NOTE: for a more in-depth examination of vertical alignment issues, attend the training **Vertical Alignment/TEKS Clarification Study** and complete its accompanying VAD tool.

Based upon appropriate benchmark data, pre-tests, Performance Assessment results, and other evidence of student understanding, answer the following questions:

- Based on consistent evidence, which Student Expectations have been revealed as thoroughly understood in regard to current grade level content and cognitive rigor? Is this understanding significant enough to allow you to compact instruction in these areas?
- Prior to and during the unit, which Student Expectations need the most attention? (Readiness and/or supporting standards? Standards that build to mastery in the next grade level? Standards in which students have had past difficulty?)
- Based upon student's learning needs and consistent evidence, are there any instructional activities that need to be condensed or expanded?