

BATTLE HILL

School Professional Development Committee Profile and Sign-Off Sheet

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

SECTION SCHOOL PROFILE

1

Name of School: Battle Hill School
 School Address: 2600 Killian Pl. Union, NJ 07083
 Principal: Mrs. Warren Email mwarren@twunionschools Phone 857-6486
 Grade Levels: Pre-K to 4th Student Enrollment: 426


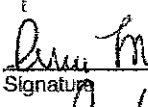
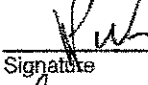
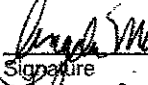


Staff (provide number of staff members in each category):

Teachers: Content Area Special Education Special Area Teachers (Arts, Phys. Ed, Tech)
 Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
 Paraprofessionals

Administrators:

Date submitted 5/5/2014

Please provide the following information for the School Professional Development Committee:

Chair Name (please print)	Signature	Position	Term Expires	Email
Michelle Osborne-Warren		Principal		
Ann Michele Long		K-Teacher		
Aly Pule		Teacher		
Angela M. Michelli		1 st grade teacher		
Toni Ann Titmas		1 st grade teacher		
Barbara Kuer		Pre-K Teacher		

School Professional Development Committee Profile and Sign-Off Sheet

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SECTION SCHOOL PROFILE

1

Name of School: Battle Hill School

School Address: _____

Principal: _____ E-mail _____ Phone _____

Grade Levels: _____ Student Enrollment: _____

Staff (provide number of staff members in each category):

Teachers: _____ Content Area _____ Special Education _____ Special Area Teachers (Arts, Phys. Ed, Tech)
 _____ Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
 _____ Paraprofessionals

Administrators: _____

Date submitted _____

Please provide the following information for the School Professional Development Committee:

Chair:

Chair Name (please print)	Signature	Position	Term Expires	Email
John Boger	<i>John Boger</i>	4 th grade teacher		
Lisa Erickson	<i>Lisa Erickson</i>	Special Ed - ^{2nd} grade		
Alison Brehm	<i>Alison Brehm</i>	4 th grade teacher		
Patricia Boger	<i>Patricia Boger</i>	3 rd grade		
_____	_____	_____	_____	_____

TEMPLATE FOR

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2014-2015

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

The 2013-2014 professional development program for staff members of the Battle Hill School continued the practice of scheduling three five-hour days of training. Staff development consisted almost exclusively of building-based training. Topics for these sessions were intended to respond to Teachscape, the new observation tool the district has adopted. The other staff development days were canceled due to Inclement Weather. Careful consideration was given to teachers' input regarding instructional practices, classroom management, and special education needs.

The programs presented begin at 8:00 am and conclude at 1:00 pm. This is a variance from the regular school work day for some staff members.

The schedule for the building-based PD days is authorized by the Superintendent as part of the annual school calendar. The days often coincide with other district holidays and/or school closings to minimize inconvenience for parents.

Ideally, professional development will be job-embedded throughout the school year. Due to canceling of school, the SPDC has no data on the sessions.

The New Jersey Assessments of Skills and Knowledge (NJASK), was administered in grades 3 and 4. In addition to state assessments the district administered the end of the year tests in the spring to students in grades 1 and 2. A district-designed assessment is also administered at the kindergarten level. Results from spring assessments are analyzed and used for program

evaluation and modification. The school continued to make strides in student achievement in language arts/literacy and mathematics in the reported scores from the spring 2012 assessments.

We identified benchmarks to meet school-level goals; we are aware that some of the goals have not been met and are repeated annually in our district plan.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

The school defines student achievement in terms of student growth based on student academic levels at the beginning of the school year and how that growth is measured based on results by the end of the year. With the initiative of the Common Core Standards, a transition has taken place in which students' progress is embedded with College and Career Readiness Skills. It takes into consideration both the academic as well as technology and career preparation. To prepare students for College and Career, one has to consider academic confidence, students' behaviors, both socially and emotionally, and student success both inside and outside of the school.

To determine the performance of the school, surveys were used both with staff and students, a Needs Assessment was developed and distributed, the Principal's Roundtable, input from conferences with staff members, PTA meetings, e-mails and other mediums of communication.

The Professional Development Committee will use the following resources to provide data to drive Professional Growth and student achievement; NJASK scores, data from the Department of Education (the ESEA report), District Assessments, ASSESS NOW scores, Go-Math results, writing benchmarks, and information from both the School Improvement Plan as well as the Data team. Additionally, the website Achieve Now, which is influential in the adoption of the new teacher evaluation process, will be used as well as results from SGOs and mSGPs.

All of the resources mentioned will influence Professional Growth for the 2014-2015 school year.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
 - be based on school district goals;
 - be aligned to school improvement plans;
 - be based on an analysis of the Needs Assessment Data;
 - support enhanced student learning; and
 - be measurable and attainable.
2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

Based on the analysis of the needs survey, beginning in September of 2014 and ending in June of 2015, Battle Hill Elementary School will be implementing and enforcing a "code of conduct" for all students in an attempt to significantly improve school discipline and increase academic achievement. This "code of conduct" will provide a clear, concise and consistent framework of rules for expected student behavior. It is the firm belief of the faculty and administration that every student is entitled to an education, and a right to be free of a climate that disrupts the education and rights of others. This code will encompass respect for individual and cultural differences and appreciation and the basic worth of each individual and cultural group (3.5). It will lend itself to the creation of a learning community in which individual differences are respected (3.7) In addition, the code of conduct will be provided in written form for each student, parent, and staff member to sign and confirm its objectives. An ongoing school-wide tracking system will be employed to monitor the effectiveness and consistency of enforcement of rules through the generation of quarterly reports.

Our school professional development goals are as follows:

- Implement professional development/workshops
- Assist educators in developing a code of conduct
- Implement student grade level meetings to assist students in understanding the code of conduct
- Implementation of a measurable school tracking system
- Use of visual cues of rules of conduct posted around the building
- Increase professional development on student to student interaction and to explore outside opportunities for professional development currently not offered in the district

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4. How will the school communicate the professional development plan to all staff members?

Our school's professional development opportunities during the 2014-2015 school year will be implemented in a variety of ways. The days' presentations will be focused on fostering effective school-wide discipline plan/code of conduct in our school. We will provide activities that will clearly respond to the specific needs of particular school cultures. Building programs will include, but not be limited to:

- effective school-wide discipline,
- behavior conduct analysis and review,

Some workshops will concentrate on structured settings while others will focus on unstructured areas of the building; some will provide opportunities for colleagues across grade-levels and/or subject areas to interact and discuss possible integration/interdisciplinary strategies. Teachers will take advantage of opportunities to observe other processes and collaborate with other professionals.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

In order to meet the professional development goals of the school, staff members will collaborate during grade level meetings to discuss relevant issues pertaining to the grade.

In addition, teachers will be encouraged to seek their own professional learning opportunities when they find a workshop applicable to their classroom needs and turnkey information with colleagues.

Time commitments are reflected in the inclusion in the school calendar of three professional development days of five hours each and up to two professional days per staff member to attend conferences/workshops and to make visitations to other schools outside the district.

There are many resources and structures available in place at Battle Hill that demonstrate the school community values and nurture quality professional development for adult learners. Teachers may be given the opportunity to observe or speak with other educators to become informed of other strategies or ways to help meet our goal. They will have the opportunity to collaborate with colleagues on various assertive discipline techniques and programs. Furthermore, teachers will have input in developing a school wide code of conduct.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
 - How might you consider holding focus groups to get teacher input on needed professional learning?
 - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
 - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

As a result of the School Professional Development Plan, educators will learn new and varied strategies to improve student behavior by using positive reinforcement while abiding by a strict and obtainable code of conduct.

Evidence indicating that the staff has learned new skills may include workshops, teacher surveys, staff discussion, and student behavioral data.

Student data used to determine how these knowledge, skills, and behaviors impact student learning may include grade level evaluation of the impact of PD on student behavior, teacher observation and tracking within the classroom, building wide (grade level) behavioral benchmarks and comparable end of the year data.

Evaluation of the school PD plan will be provided for in the following ways:

- Classroom data to support effectiveness of new plan;
- Analysis of data from homeroom teachers, special area teachers and cafeteria/recess;
- Feedback from parent surveys, PTA Meetings, staff surveys and student surveys; and
- Grade-level/Principal evaluation of the impact of PD on student behavior.

Battle School will continue three days of five hour professional development. We will also continue to create a safe haven for students, promote the development of well rounded, responsible individuals, and provide the building blocks for a good education. Our professional development goals will be connected to student learning goals. Our staff will continue to be encouraged to pursue all opportunities to enhance professional development.

Our goal of the professional development team will be to provide staff with opportunities to learn and implement strategies that will improve the behavior of the school, therefore positively impacting student learning and achievement.

Each grade level has a common prep period or PLC, which serves as a valuable time for teachers to discuss strengths/weaknesses of students, and share ideas/strategies. In addition, each grade level meets with the principal once a month to communicate findings. The building staff meets as a community once a month to discuss building wide concerns and needs. Workshops that may be provided depending on district assigned PD.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan.
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

Battle School will continue three days of five hour professional development. We will also continue to create a safe haven for students, promote the development of well rounded, responsible individuals, and provide the building blocks for a good education. Our professional development goals will be connected to student learning goals. Our staff will continue to be encouraged to pursue all opportunities to enhance professional development.

Our goal of the professional development team will be to provide staff with opportunities to learn and implement strategies that will improve their teaching skills, therefore positively impacting student behavior and achievement.

Each grade level has a common prep period which serves as a valuable time for teachers to discuss strengths/weaknesses of students, and share ideas/strategies. In addition, each grade level meets with the principal once a month to communicate findings. One of these meeting will to serve as a forum to discuss student behavior and conduct. The building staff meets as a community twice a month to discuss building wide concerns and needs. This is in addition to the staff development workshops provided by the PD team three times a year.

Workshop evaluations, teacher surveys, and staff discussions, will provide evidence that educators followed a Code of Conduct to create a positive learning environment.

Battle Hill School
Grade Level Minutes

Date of Meeting: 1/5

Names of those attending:

Cara LeBlond
Toni Ann Titmas
Danna Cardinale
Angela Micchelli

Meeting Objectives:

Video Course: Teachscape
Domain 3b- Questioning and Discussion
Techniques

Outcomes:

Samples of each level were explored.
Higher levels were more student
driven lessons and promoted self-directed
learning.

Concerns:

We would like to see a level
4 in first grade since we feel
this grade level requires alot of
modeling to be internalized by the
students.

Follow up:

Now that we are familiar with
the video courses, we can view
some independently on other domains
or during an occasional grade level
meeting.

3rd/4th Grade Teachers
Professional Development Day
November 5, 2013
Reinforcing Effort and Providing Recognition

Question/Response

Getting Started Activity

1. What do I know?

Students perform best when given positive reinforcement.

2. What do I want to know?

How do you draw the line between expected behaviors versus behaviors that require correction through reinforcement to foster intrinsic motivation and academic growth?

3. What do I want to know more about?

How to maintain a positive classroom environment.

-
- **How would you have responded to the student if you were in a similar situation to Mr. Mulder? In what ways do you reinforce the effort of your students and provide them recognition?**

We would have responded in a similar manner. We would have recognized the work he has already completed and encouraged his perseverance to finish the task.

- **What effect do you believe the strategies of reinforcing effort and providing recognition have on your students' academic achievement?**

A positive outlook on learning and confidence in their own knowledge enables continued academic growth.

- **What techniques do you already use to reinforce student effort and provide them recognition?**

Some techniques the group uses are: Class Dojo, Battle Hill bucks, tickets, group points, Pro-Award, Student of the Month, Student of the Week, and verbal recognition.

Reflect on It

(see attached worksheet in addition to the questions below)

- **What have you learned about reinforcing effort and providing recognition?**

Reinforcing effort empowers the children to work harder and persevere and take ownership of their learning.

- **What are the ways in which you currently reinforce students' effort and recognize them for accomplishing specific tasks? How do your students track their own efforts?**

Some techniques the group uses are: Class Dojo, Battle Hill bucks, tickets, group points, Pro-Award, Student of the Month, Student of the Week, and verbal recognition.

- **In what ways is your current use of these strategies appropriate to your grade level and content area?**

The strategies are appropriate to our primary grade level development and within the content area since they have proven to be effective strategies developed by Marzano, Danielson, et al.

- **How might you reinforce student effort and provide recognition differently in the future?**

In the event that our strategies do not motivate a specific child or group, we will revisit our strategies in a cooperative group (PLC, Common Planning, etc.) to find a suitable alternative that will motivate the students.

**Learning About Reinforcing Effort
and Providing Recognition
Reflect on It**

Here are several strategies that can be used to reinforce students' effort and recognize them for their accomplishments:

- Teach about effort 1
- Help students keep track of effort and achievement 2
- Personalize recognition for individual students 3
- Use the pause, prompt, and praise strategy 4
- Use concrete symbols of recognition 5

Think about your own use of these strategies during lessons. Classify each of the five strategies for reinforcing effort and providing recognition into one of the boxes below.

I use these strategies:

All the time	Occasionally	Not very often
#s 2-5	#1	

How often do your students keep track of their effort and achievement? How could you provide more opportunities for students to track their effort and achievement?

Daily. A way to provide more opportunities
(^{daily} goal sheet)

What support or resources might you need to integrate the strategies of reinforcing effort and providing recognition into instruction?

Colleague collaboration, parental involvement,
internet resources.

How can you coordinate with other teachers and colleagues in your school?

Share ideas at PLC's and common
planning.

Reflect on the Teaching Examples

- **Do you think the use of the instructional strategies (reinforcing effort and providing recognition) vary as they are used across content areas or across grade levels? Do you think that they should?**

Instructional strategies do not vary across content areas however they may vary across grade level. The strategies and intervention should vary across grade levels and individual student achievement.

- **Based on what you know of the lesson, how did the use of the instructional strategies seem to advance the learning goals of the lesson?**

The use of the instructional strategies seemed to advance the learning goals of the lesson because it gave the children encouraging support and confidence in their mastery of skills. The teacher encouraged peer instruction.

- **Notice how in each example one or two of the research generalizations and classroom practices are implemented. Consider whether that makes sense in terms of the classroom example. Could the implementation of the strategies have been modified to exemplify more of the research generalizations and classroom practices and still have achieved the learning goals of the lesson?**

The research generalizations and classroom practices that were implemented in the video made sense in terms of the examples shown. Yes, the implementation of the strategies could have been modified to exemplify more of the research generalizations and classroom practices and still have achieved the learning goals of the lesson.

Check Yourself

- What changes might you make in the way you reinforce students' effort and provide them recognition?

See previous responses.

- What kinds of explicit modeling or guided practice might you need to provide for your students so that they can begin to change their attitudes toward effort, understand the importance that effort has on their achievement, and track their own effort?

Discuss and model appropriate behaviors and clearly define expectations. Also model appropriate strategies to assess effort.

- What steps might you take next?

See worksheet (Using the Strategies in Your Classroom, Check Yourself)

Next Steps

Since this is the first course we have completed it is suggested that we move onto *Planning for the High Yield Strategies* next which focuses on how to figure out which instructional strategy might best fit a specific unit or specific lessons within a unit.

Using the Strategies in Your Classroom Check Yourself

Here are several strategies that can be used to reinforce students' effort and recognize them for their accomplishments:

- Teach about effort
- Help students keep track of effort and achievement
- Personalize recognition for individual students
- Use the pause, prompt, and praise strategy
- Use concrete symbols of recognition

1. Which of the following best describes what your next step might be in working with the reinforcing effort and providing recognition strategies?

- Identify places in upcoming lessons where you would look to reinforce students' effort and recognize both individual students' accomplishments as well as the effort of the class.
- Identify specific strategies to recognize students' accomplishments.
- Be explicit with students about what effort means in your class and your rationale for recognizing their accomplishments.
- Provide students with opportunities to use multiple aspects of the strategies (e.g., if you have been recognizing students' effort, look for opportunities to help them assess their own effort and link it to their achievement).
- Work with colleagues to help them use these strategies with their students.

Other: _____



Using the Strategies in Your Classroom Check Yourself

Page 2 of 2

2. Below, write two or three concrete steps you can take related to the use of these strategies in your classroom.

For example:

- Look for opportunities to explicitly reinforce students' effort and achievement.
- Provide students with a rubric to assess their effort and achievement.
- Use an aspect of each strategy you don't use very often (e.g., being explicit with students about your rationale for providing recognition or following the guidelines for effective praise).
- Work with colleagues on identifying next steps they can take to reinforce effort and provide students with recognition more often and more effectively.

In the spaces provided below, write out the next steps you plan on taking.

1. Rubrics and checklists to monitor their effort and achievement.
2. Continue to work with colleagues to improve/modify strategies.
- 3.

Teacher Attendance

Alexa Behm

Angela Kalin

Ed Crac

Patricia Boyce

Janet Shalun

Alexa Sub

Michelle R. R. R. R.

Walter P. P. P.

Battle Hill Special Ed Elementary and Pre-K

November 5, 2013 Professional Development

John Bogner	<i>John Bogner</i>
Jennifer Hampp	<i>Jennifer Hampp</i>
Lisa Erickson	<i>Lisa Erickson</i>
Marcy Musarra	<i>Marcy Musarra</i>
Lisa Cassano	<i>Lisa Cassano</i>
Barbara Juarez	<i>Barbara Juarez</i>
Jennifer Duggan	<i>Jennifer Duggan</i>
Christina Birstler	<i>Christina Birstler</i>

Learning About Nonlinguistic Representations Reflect on It

Here are several activities that can be used to represent information nonlinguistically:

- Creating graphic organizers
- Making physical models
- Generating mental pictures
- Drawing pictures and pictographs
- Engaging in kinesthetic activity

Think about your own use of these different activities during lessons. Classify each of the five ways you can represent knowledge nonlinguistically into one of the boxes below.

I use these activities:

All the time	Occasionally	Not very often
<i>drawing pictures</i> <i>kinesthetic activity</i> <i>graphic organizers</i>	<i>pictographs</i> <i>mental pictures</i> <i>making physical models</i>	

Think about your students' use of these activities. Classify each of the five ways students can represent knowledge nonlinguistically into one of the boxes below.

My students use these activities:

All the time	Occasionally	Not very often
<i>kinesthetic activity</i>		<i>graphic organizers</i> <i>pictographs</i> <i>mental pictures</i>
<i>← drawing pictures (according to grade level) →</i>		

For those that you use all the time, describe the kinds of activities you usually do with students to help them to acquire and integrate knowledge, or practice, review, and apply knowledge.

Kinesthetic Activity

Math balls (squishy, math ball)
 clap out/jump for the amount of a number
 manipulatives
 YouTube videos
 "google" images

Using the Strategies in Your Classroom Check Yourself

Representing knowledge nonlinguistically can be accomplished through the following activities:

- Creating graphic organizers
- Making physical models
- Generating mental pictures
- Drawing pictures and pictographs
- Engaging in kinesthetic activity

1. Which of the following best describes what your next step might be in working with nonlinguistic representations?

- Identify places in upcoming lessons where one activity might fit and be intentional in using it more consistently.
- Focus on explicit modeling and guidance for students about how to use the activity and when it might help students with their work.
- Scaffold experiences for students so they become more independent in their own use of each of the activities.
- Provide students with opportunities to use multiple aspects of the strategy (e.g., if you have been using graphic organizers, look for opportunities to have students generate mental pictures or make drawings).
- Work with colleagues to help them use the strategy with their students.

Other: _____



2. Below, write two or three concrete steps you can take related to the use of this strategy in your classroom.

For example:

- Look for opportunities to try out nonlinguistic representations with students.
- Review each lesson plan and consider whether there is an appropriate opportunity to have students use one of the activities for this strategy.
- Find out whether students know how to use each of the activities in this strategy.
- Help students become more independent in their use of the activities in this strategy.
- Use an aspect of the strategy you don't use very often (e.g., if your class does lots of drawing of pictures, look for opportunities to use kinesthetic activities).
- Work with colleagues on identifying next steps they can take to use nonlinguistic representations more often and more effectively.

In the spaces provided below, write out the next steps you plan on taking.

1. Look for opportunities to try out nonlinguistic representations w/ students.

Ex. yarn, waxy sticks, smartboard activities, rice, sand paper, shaving cream, "dip dot" letters, play dough

2. Review each lesson plan and consider whether there is an appropriate opportunity to have students use one of the activities for this strategy

3.

Framework: 3b Using Questioning/Prompts and Discussion Techniques

Professional Development: 11/5/2013

Debra Moyer

Debra Moyer

Erin O'Grady

Erin O'Grady

Michele Lang

Michele Lang

Alexandra Aiello

Alexandra Aiello

The teacher asks, "Student M, can you comment on Student T's idea?" and Student M responds directly to Student T.

The teacher asks, "Student M, can you comment on Student T's idea?" and Student M responds directly to Student T.

Relevant

Not relevant

Students attend fully to what the teacher is saying.

Students attend fully to what the teacher is saying.

Relevant

Not relevant

The teacher only calls on students who have their hands up.

The teacher only calls on students who have their hands up.

Relevant

Not relevant

The teacher asks a student to explain the task to other students.

The teacher asks a student to explain the task to other students.

Relevant

Not relevant

In a lesson on plot structure in a Dickens novel, the teacher asks, "Where was Shakespeare born?"

In a lesson on plot structure in a Dickens novel, the teacher asks, "Where was Shakespeare born?"

Relevant



Not relevant



A student says to a classmate, "I don't think I agree with you on this because..."

A student says to a classmate, "I don't think I agree with you on this because..."

Relevant



Not relevant



Having reviewed the indicators for **Using Questioning/Prompts and Discussion Techniques**, select whether each piece of evidence is "relevant" or "not relevant" for the component. (We discuss more examples of evidence when we discuss rubric levels in detail.) You will not be able to click on "See Answers" until you have selected an answer choice for every piece of evidence.

.....
Review the correct answers below.
.....

Identify relevant evidence

See Answers

✓
This is the correct answer

✓
This is the correct answer

✓
This is the correct answer

✓
This is the correct answer

✓
This is the correct answer

✓
This is the correct answer

teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Level 1



Level 2



Level 3



Level 4



The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

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Level 1



Level 2



Level 3



Level 4



The teacher's questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

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Level 1

Level 2

Level 3

Level 4

The teacher's questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.

The teacher's questions lead students along a single path of inquiry, with answers seemingly determined in advance. Or, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.

Level 1

Level 2

Level 3

Level 4

.....
Review the correct answers below.

.....
For each description below, identify the correct level of performance.

Recognize level descriptions

See Answers

.....

This is the correct answer



This is the correct answer



This is the correct answer



This is the correct answer



.....
.....
.....
Most observers do not have difficulty identifying levels of performance 1 and 4 but have more difficulty distinguishing between levels 2 and 3. Some of the differences between these levels can be subtle.

- Review the descriptions of levels of performance 2 and 3 and the highlighted words and phrases that distinguish the levels.
- In the text box, note general statements that characterize the difference(s) between these two levels of performance.
- Click on *See Answer* to compare your answer with an expert's.

In Level 2, the teacher engaged few students. There was only 1 path of inquiry, along with only one right answer. It was teacher directed and students did not engage with one another.

In Level 3, most students were engaged. There was discussion with open-ended questions, not explanations. The lesson was student directed.

When determining the level of performance for **Using Questioning/Prompts and Discussion Techniques**, consider the quality of the questions posed to students, whether or not most students engage in the discussion, and whether or not the students seem to be engaging in discussion with each other or just with the teacher.

Expert Answers

In a level of performance 2, the teacher keeps the conversation going with question prompts. Students do not engage in conversation directly with each other. Instead, they talk directly to the teacher. The questions posed

to students seem to have one desired answer and do not encourage different ways of thinking about a problem. Moreover, not all students participate in the discussions.

In a level of performance 3, the teacher poses at least some open-ended questions to students that have no single correct answer. Most students participate in discussions that follow and engage in substantive conversations directly with each other without the teacher always mediating the discussion.

Video ID: T-25.1

Subject: Science

Grade: 6th

Lesson Length: 0:39:45

Start Time: 0:14:52

End Time: 0:18:52

Deepen Your Understanding

- Was there any evidence that you did not notice?
- How would you interpret this evidence and determine a level of performance?

Our Answer:

There was no real discussion between students. The lesson was teacher directed. The teacher presented activities that the students would be later working on.

- The teacher relates a few questions involved in the project.
- "How much food would it take to feed five students for an entire year?"
- "What types of rocks are found in your backyard?"
- Several, but not all, students appear to be engaged as the teacher reads through the list.

- "Think about 24 hours without electricity. Would you have to build a fire and make your own food? How about taking a hot shower?"
- Students are reminded that they will be able to go to a site to ask other students, "How did you do this?" etc.
- No real discussion takes place during class.

frames some questions designed to promote student thinking, but only a few students are involved.

Critical Attribute: The teacher invites students to respond directly to one another's ideas, but few students respond.

The score is a high 2 rather than a 3 because most of the questions are of lower quality, and few questions are truly high quality, and student participation is low.

These observations demonstrate critical attributes of a level of performance 1.

Critical Attribute: Questions do not invite student thinking.

Critical Attribute: All discussion is between teacher and students; students are not invited to speak directly to one another.

Critical Attribute: A few students dominate the discussion.

These observations demonstrate critical attributes of a level of performance 3.

Critical Attribute: The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher asks students to explain what they know about segregation; she also asks a student "What else does that make you think of?"—two questions that have no single correct response.

Critical Attribute: Discussions enable students to talk to one another, without ongoing mediation by the teacher. Discussion continues among the groups of students after the teacher poses her question about the picture captions.

If there were evidence that students initiated higher-order discussions among themselves, then these observations would illustrate a level of performance 4.

These observations demonstrate the critical attributes of a level of performance 4.

Critical Attribute: The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. (This is a critical attribute of a level of performance 3.) The teacher asks questions like "What did you learn?" and "What is the difference between a *house* and a *home*?"

Critical Attribute: Students invite comments from their classmates during a discussion. Students want their classmate who read a passage

to elaborate on it; they ask that directly of the student without the teacher mediating the discussion. And, by acknowledging what other students say, the students encourage all students to participate.

Critical Attribute: Students extend the discussion, enriching it. When the student questions the credibility of the author, she adds a new dimension to the discussion of literature.

The teacher's prompts are a mix of low and high quality—most of the questions are of moderate cognitive challenge and only a few provide higher cognitive challenge. The students answer with choral responses, and, for some questions, the teacher chooses students who raise their hands to go to the board to share their responses. Only a few students raise their hands. The teacher encourages students to respond to one another but does not provide enough wait time, so students frequently do not respond.

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Level 1

○

Level 2

⊙

Level 3

○

Level 4

○

The teacher's questions/prompts have only one correct response. In addition, the teacher mediates all of the questions and answers; students do not speak directly to each other. The teacher asks questions for which most answers are on the board or on students' papers. Most of the questions do not invite student thinking, and only a few students answer the questions.

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Level 1

⊙

Level 2

○

Level 3

C

Level 4

C

The teacher's prompts are of high quality and support the lesson objectives. The teacher tells students to read the captions on the pictures then asks, "What do the captions tell you?" The teacher's question creates a discussion among the groups of students. The teacher also guides students through another line of inquiry that requires higher-order thinking; "What do you know about segregation?" "What does the word *apart* mean?" "To what extent do we still have segregation in the United States?" "What else does that make you think of?"

The teacher's prompts are of high quality and support the lesson objectives. The teacher tells students to read the captions on the pictures then asks, "What do the captions tell you?" The teacher's question creates a discussion among the groups of students. The teacher also guides students through another line of inquiry that requires higher-order thinking; "What do you know about segregation?" "What does the word *apart* mean?" "To what extent do we still have segregation in the United States?" "What else does that make you think of?"

Level 1

C

Level 2

C

Level 3

C

Level 4

C

The teacher uses many open-ended questions that prompt students to think, such as "What did you learn?" and "What is the difference between a house and a home?" Students respond and engage in a substantive discussion. One student makes a contribution to the discussion that questions the credibility of the author. Other students make additional unsolicited, substantive contributions to the class discussion. In discussion, the students say, "I agree with..." and "I heard what Pam is saying." After a student reads a passage that she wrote, others call out, "What do you mean by that?"

The teacher uses many open-ended questions that prompt students to think, such as "What did you learn?" and "What is the difference between a *house* and a *home*?" Students respond and engage in a substantive discussion. One student makes a contribution to the discussion that questions the credibility of the author. Other students make additional unsolicited, substantive contributions to the class discussion. In discussion, the students say, "I agree with..." and "I heard what Pam is saying." After a student reads a passage that she wrote, others call out, "What do you mean by that?"

Level 1

○

Level 2

○

Level 3

○

Level 4

○

.....
Review the correct answers below.

Joanna Riley

Colleen Cannon

BHES In-Service; November 5, 2013; Domain 3e – Differentiating Instruction

Discussion Questions

1. **What do the three principles of UDL help to explain?**
 - a. Firstly, information needs to be presented to students in various ways because not all people are the same type of learners. For example, some students are visual learners, other are auditory, others are kinesthetic, and others may be musical learners. In order to reach all students, multiple teaching methods must be used. Additionally, all children are different and may need to express themselves differently. You need to give them multiple avenues for expression and learning.

2. **How do we see ourselves using these principles?**
 - a. We agree that we use various means/techniques currently in our teaching, however more engagement with peers can be used to apply experience principle 3 more effectively.

3. **Two questions we have about differentiating instruction are**
 - a. How can we apply it to every lesson when we have limited time?
 - i. Know your students in advance and who may need different types of instruction. Have these students grouped for various means of instruction.
 - b. With over 400 students, how is it possible to make sure every student has their needs met?
 - i. Discuss students with their classroom teachers ahead of time and techniques they use which can be applied to our classroom.

4. **Why are these techniques important in reading instruction?**
 - a. Because students do not all feel comfortable reading aloud and by engaging them in activities such as readers theater, extrinsic rewards, or different methods, all students can feel comfortable and learn to their fullest extent.

Analyze Model Lesson

1. What parts of this fourth grade lesson plan design did you find to be the best representation of the UDL principles in action? Why?
 - a. Beginning with a discussion instead of a lecture to engage students.
 - b. Not all students were able to read and take notes, so she used text to speech software to assist students. They also did collaborate learning via buddy reading.
 - c. How she assessed the students with various ways of presenting their finished projects – either being written, oral, visual, or video presentations.

2. What methods demonstrated in this lesson do you think you could apply in your classroom?
 - a. Joanna - When doing internet research, I can use text to speech software for students who are on a lower reading level.
 - b. Colleen – Discussing what students know about art at the beginning of lessons.

Reflection Questions

1. *Differentiating instruction to meet the needs of all learners is challenging because...we only meet with students once a week for forty minutes. It is difficult to know every student and what their individual needs are when we only see them for a limited time.*
2. *Parents might view UDL as...beneficial to their children as all their needs will be met.*
3. *UDL offers a solution to the problem of differentiating instruction in at least two ways...*
 1. Students are able to find what they need for themselves.
 2. Students will become more independent and will be able to differentiate for themselves in a sense.
4. *The significance of UDL for the school is... and for the community is...students will be better learners and will eventually become more contributing to the world around them because of it.*
5. *UDL is a viable solution because...most needs of students will be met.*
6. *Some drawbacks of UDL are...it is time consuming and may cause disruption due to the many choices and distractions.*
7. *My use of UDL is...going to improve and become more well-rounded.*

Explore Guiding Principles Lesson Design Checklist

Use this blank template to help you analyze the case lesson in the *Differentiating Instruction* course. A table is provided for each of the three UDL principles. In the column on the left, place a check mark when a particular method is used in the lesson. Then, be more specific by citing the example in the rightmost column.

✓	Method	Example
Principle 1: Representation		
✓	Multiple examples	Choice of books
✓	Highlight critical features	Questions for students
✓	Multiple media & formats	Different levels of books.
✓	Support background knowledge	Discussion
Principle 2: Expression		
✓	Models of skilled performance	Partner read
	Practice with supports	
✓	Ongoing relevant feedback	Share Findings
	Opportunities to demonstrate skill	
Principle 3: Engagement		
✓	Offer content & tools	Choice of book
✓	Adjustable support & challenge	Different levels of books
✓	Choice of learning context	

Differentiating Instruction

Build Background Knowledge

- Title Page
- About This Course
- Review Research Base
- Meet the Expert
- Review UDL Background
- Assess, Plan, Teach (APT)

Explore Guiding Principles

- About This Section
- Experience Principle 1: Representation
- Experience Principle 2: Expression
- Experience Principle 3: Engagement
- Reflect and Share

Analyze Model Lesson

- About This Section
- Meet Grace
- Review Lesson Introduction
- Review Lesson Teaching Steps
- Review Lesson Closing
- Reflect and Share

Complete Case Lesson

- About This Section
- Critique Part One
- Critique Part Two
- Reflect and Share

Reflect on the Course

- About This Section
- Reflection Questions

Critique Part Two

Back Next

Review Lesson Critique Lesson Compare with Grace

Now that you have reviewed Part Two of the lesson, document your findings either on the printed Lesson Design Checklist (see **About This Section**) or in the checklist below. When you're finished, compare your answers with Grace's by clicking the "compare with grace" tab above.

	Method	Example
Principle 1: Representation		
<input checked="" type="checkbox"/>	Multiple examples	Sticky notes
<input type="checkbox"/>	Highlight critical features	
<input checked="" type="checkbox"/>	Multiple media & formats	Different media options
<input type="checkbox"/>	Support background knowledge	Predictions and questions for students to answer independently
Principle 2: Expression		
<input checked="" type="checkbox"/>	Models of skilled performance	Students share responses
<input checked="" type="checkbox"/>	Practice with supports	Read and record answers
<input checked="" type="checkbox"/>	Ongoing relevant feedback	Asks for answers to be highlighted

	Opportunities to demonstrate skill	Record & review responses
Principle 3: Engagement		
	Offer content & tools	
	Adjustable support & challenge	Circulate & ask ?s
	Choice of learning context	Partner Reading

Complete Case Lesson Lesson Plan Template

This template provides a framework for differentiating instruction in the assess, plan, teach approach already familiar to you. The template includes some hints to help you apply the UDL principles of representation, expression, and engagement in different lesson segments. Choose a lesson you plan to teach and design the lesson using this template.

ELA Standard: W.4.2

Benchmark:

N/A

Grade Level Indicator(s): Grade 4

Lesson Goals:

- Students will be able to create a new ^{and improved} way to use an everyday object

Materials: 9x12 white paper, pencils, examples of everyday objects and ways they have improved

Assessments:

product based assessment.

Instructional Sequence:

Before (Introduction)	During (Teaching Steps)	After (Closing)
<ul style="list-style-type: none"> • Introduce the profession of industrial design. ↳ designers improve the ways we use everyday objects - show examples 	<ul style="list-style-type: none"> • Discuss technologies, simple machine etc. in their everyday lives that has improved for the better in their memory. • Show examples 	<ul style="list-style-type: none"> • Students will choose an everyday object to improve. • Students will draw object and label new parts. • Students will type up a summary of their ideas for their new improved machine.
<ul style="list-style-type: none"> ✓ Representation Expression ✓ Engagement 	<ul style="list-style-type: none"> ✓ Representation Expression Engagement 	<ul style="list-style-type: none"> Representation ✓ Expression ✓ Engagement

Research Base:

Reflections:

Explore Guiding Principles Rate Your Knowledge Survey

Use this survey to assess your understanding so far. Place a check mark in the column that best describes your personal knowledge of each of the Big Ideas (Concepts) at this point in your learning.

Big Ideas (Concepts)	Know Enough to Present to an Educator Group	Know Enough to Explain to Another Teacher	Know Some but Not in Detail	Know Little/Nothing About Concept
Neuroscience discoveries about learning				✓
How the brain works during learning				✓
Why some people learn differently from others			✓	
Three "universal" learning networks in the brain		✓		
Three principles of teaching that support the learning brain		✓	✓	
Methods that support multiple means of representation		✓		
Methods that support multiple means of expression		✓		
Methods that support multiple means of engagement		✓		
Reading techniques that support differentiating instruction			✓	
Implications of the learning networks for lesson planning		✓		
What the three UDL principles look like in the classroom		✓		
A description of differentiating instruction from the perspective of neuroscience				✓
What the three UDL principles mean for your own teaching			✓	

Joanna Riley

Explore Guiding Principles
Rate Your Knowledge Survey

Colleen Cannon

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How the brain works during learning				✓
Why some people learn differently from others			✓	
Three "universal" learning networks in the brain		✓		
Three principles of teaching that support the learning brain		✓		
Methods that support multiple means of representation		✓		
Methods that support multiple means of expression		✓		
Methods that support multiple means of engagement		✓		
Reading techniques that support differentiating instruction				✓
Implications of the learning networks for lesson planning		✓		
What the three UDL principles look like in the classroom		✓		
A description of differentiating instruction from the perspective of neuroscience				✓
What the three UDL principles mean for your own teaching			✓	