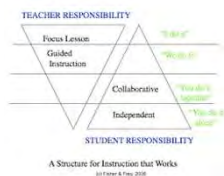




The Phases of Design Thinking Applied to All Areas of Instruction



PROBLEM SOLVE: Invert the Triangle



HOOKS!

- The Put Your Whole Self Hook
- The Costume Hook/Props Hook
- The All the World's a Stage Hook
- The Mime Hook
- The Student Directed Hook
- The Real Life Application Hook/The Opportunistic Hook
- The Inspiration Hook
- The Mystery Hook/t The Backwards Hook
- The Interior Design Hook
- The Mozart Hook
- The Picasso Hook
- The Chef Hook
- The Safari Hook



Learning Targets Drive Instruction

Students can master any target which is clearly marked and is stationary!



Number	Percentage	
Were able to describe what they were learning	32 / 262	12%
Described more of the activity or 'what they were doing' (or gave a compliance based response).	202 / 262	77%
Were not able to respond at all to the question	28 / 262	11%
Totals	262	100%

Number	Percentage	
Were able to fully describe how they would show mastery of target	26 / 262	10%
Were able to describe mastery assessment in general terms only	198 / 262	76%
Were not able to respond at all to the question	38 / 262	14%
Totals	/262	100%

UNDERSTANDING BY DESIGN.....SDRAWKCAB

STAGE ONE: IDENTIFY DESIRED RESULTS
STAGE TWO: DETERMINE EVIDENCE
STAGE THREE: PLAN LEARNING EXPERIENCES AND INSTRUCTION

AVOID THE TWO CARDINAL SINS OF TEACHING/"COTTON CANDY" ACTIVITIES AND COVERAGE OF CONTENT THROUGH STANDARDS OR TEXT BASED CURRICULUM



Essential Questions

The **Mental Velcro** of Unit of Study-Students Focus on Information which Sticks to the **EQ**

- Can be topical or overarching
- Focuses instruction, organizes student learning
- Makes connections cross curricularly
- Pushes students to higher levels of thinking



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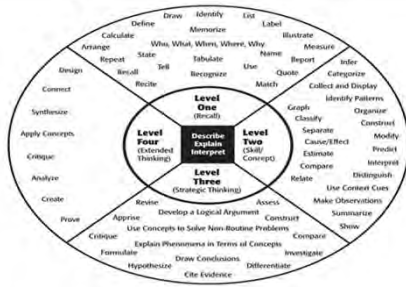
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Depth of Knowledge (DOK) Levels



KUD...Know, Understand, Do/3D Learning: Facts, Definitions/Concepts, Big Ideas/ Process Skills

Take a look at some examples of KUDs!



Grade 7 Math: Ratio

- Know
 - Equivalent
 - Scale
 - Compare
 - Proportion
 - Relative
 - Ratios represent relative sizes of quantities
- Understand
 - Ratio is the relative relationship between numbers.
 - The ratio between numbers is how the numbers compare to each other
 - A whole can be divided into various parts.
- Be able to do
 - Record the comparison between two quantities in a standard way
 - Recognize and solve problems involving simple ratios
 - Convert between fractions, percentages, and ratios
 - Represent the relationship between a whole and the parts within the whole in a variety of ways

Bigdim in the Torah

Knowledge: Requisite Facts, Vocabulary

- translation and content of relevant peskim/ perakim
- terminology and key phrases such as Shatnez; 'darsha tzemer ufeshtim'; 'ketonet passim'; 'hakol kol yaakov v'hayadain yidai Esav'; masra et haseamanim
- Rashi and commentaries on above pesukim
- origin and development of Biblical clothing from Adam and the cognate **bagad** as rebellion to kohanim and the sins for which each atone

Understanding: Concepts/Mussarei Haskel

- How does Biblical clothing symbolize personality? How do "clothes make the man"?
- How does the divine clothing of Adam and Chava portend the future role of clothing for mankind?
- How is clothing used to portray sibling tension in Biblical family dynamics?
- Why are the Bigdei kehuna/priestly vestments so significant so as to have two parshiot devoted towards their detail?

Doing: Process Skills/Transferable Cross Curricular Skills

- Independent preparation of new pesukim and commentaries
- Written and oral communication skills in the development of their culminating project of Biblical fashion show
- Critical thinking synthesis and compare/contrast skills
- Evaluation, technology and creative thinking skills

TALK

- How do you feel about the idea of using KUDs as a growth of learning targets and a pivot point for instructional planning and for formative assessment?
- How clear are your students on the essential understandings for lessons, units, and content areas?
- What do you do to keep the important understandings in the forefront of student thinking throughout a unit?

Formative Assessment

"Teaching without Formative Assessment is like painting with your eyes closed!"(Craig Barton)



Formative Assessment Is...



A process of accumulating information about a student's progress to help make instructional decisions that will improve his/her understandings and achievement levels.

- *Depicts student's life as a learner*
- *used to make instructional adjustments*
- *alerts the teacher about student misconceptions "early warning signal"*
- *allows students to build on previous experiences*
- *provides regular feedback*
- *provides evidence of progress*
- *a aligns with instructional/curricular outcomes*

TOTAL PARTICIPATION TECHNIQUES/Ongoing Assessment

WHITEBOARDS(can use laminated light colored construction paper, socks)
PAIR/SHARE

ROW PAPER PASS

RANDOM QUESTIONING

PAINT CHIP CARDS

QUICK DRAW/WRITE

BOARD SPLASH/WALKTHROUGHS(students note patterns)

CUT/PASTE(Prefix, Suffix)

Exit Tickets Redefined

- Stoplight
- Anonymous
- Rotation
- 1,2,3
- 6 words
- One Pager-combines visual with verbal



Summative Assessment Is...



A means to determine a student's mastery and understanding of information, skills, concepts, or processes.

- *Should reflect formative assessments that precede it*
- *should match material taught*
- *may determine student's exit achievement*
- *may be tied to a final decision, grade or report*
- *should align with instructional/curricular outcomes*
- *may be a form of alternative assessment*

QUALITY SUMMATIVE ASSESSMENTS

- Mirror learning goals/KUD'S and does not measure creativity, artistic product unless part of rubric.
- Priorities within the KUD'S are clear to students
- Format of assessment is aligned with instructional mode and cognitive level(multiple choice type for knowledge and performance task for deeper evidence based thinking or skill combination)
- Assessment does not require specialized knowledge or resources beyond the the learning goal. IEP students are the exception to these

Differentiated Assessment



How To Manage Differentiated Assessment

Managing differentiated assessment Consider the following tips to help you make meaningful, manageable decisions about how to differentiate assessment. • Be realistic. Assessing differentiated content, process or product places demands on you as the teacher. In general, **content differentiation** tends to put the highest demand on teachers' understanding of the subject matter. **Process differentiation** tends to put the highest demand on teachers' classroom management skills. **Product differentiation** tends to put the most demand on teachers' planning skills because they will need to have choices laid out, materials available and general rubrics ready.

3 P

PERFORMANCE-achievement

PROCESS-habits of mind, work effort


PROGRESS-growth of learning KUD over **time**/ learning trajectory/heavy ended on later grades


NEVER AVERAGE THE THREE/REPORT EACH SEPARATELY


**TIC-TAC-TOE Choice Board
For a Book Report**


Draw a picture of the main character.	Perform a play that shows the conclusion of a story.	Write a song about one of the main events.
Write a poem about two main events in the story.	Make a poster that shows the order of events in the story.	Dress up as your favorite character and perform a speech telling who you are.
Create a Venn diagram comparing and contrasting the introduction to the closing.	Write two paragraphs about the main character.	Write two paragraphs about the setting.

Diner Menu - Photosynthesis

Appetizer (Everyone Shares)
 • Write the chemical equation for photosynthesis. 

Entrée (Select One)
 • Draw a picture that shows what happens during photosynthesis.
 • Write two paragraphs about what happens during photosynthesis.
 • Create a rap that explains what happens during photosynthesis. 

Side Dishes (Select at Least Two)
 • Define respiration, in writing.
 • Compare photosynthesis to respiration using a Venn Diagram. 
 • Write a journal entry from the point of view of a green plant.
 • With a partner, create and perform a skit that shows the differences between photosynthesis and respiration.

Dessert (Optional)
 • Create a test to assess the teacher's knowledge of 

Learning Contract #2

To demonstrate what I have learned about _____, I want to

<input type="checkbox"/> Write a report	<input type="checkbox"/> Design a mural
<input type="checkbox"/> Put on a demonstration	<input type="checkbox"/> Write a song
<input type="checkbox"/> Set up an experiment	<input type="checkbox"/> Make a movie
<input type="checkbox"/> Develop a computer presentation	<input type="checkbox"/> Create a graphic organizer or diagram
<input type="checkbox"/> Build a model	<input type="checkbox"/> Other _____

This will be a good way to demonstrate understanding of this concept because _____

To do this project, I will need help with _____

My Action Plan is _____

The criteria/rubric which will be used to assess my final product is _____

My project will be completed by this date _____

Student signature: _____ Date __/__/__

Teacher signature: _____ Date __/__/__

Possible Products 

Map	Lecture	Book List	Puzzle
Diagram	Editorial	Calendar	Model
Sculpture	Painting	Coloring Book	Timeline
Discussion	Costume	Game	Toy
Demonstration	Placement	Research Project	Article
Poem	Blueprint	TV Show	Diary
Profile	Catalogue	Song	Poster
Chart	Dialogue	Dictionary	Magazine
Play	Newspaper	Film	Computer
Dance	Scrapbook	Collection	Program
Campaign	Lecture	Trial	Photographs
Cassette	Questionnaire	Machine	Terrarium
Quiz Show	Flag	Book	Petition Drive
Barrier	Scrapbook	Mural	Teaching
Brochure	Graph	Award	Lesson
Debate	Museum	Recipe	Prototype
Flow Chart	Learning Center	Test	Speech
Puppet Show	Advertisement		Club
Tour			Cartoon
			Biography
			Review
			Invention

Book Recommendations

The Power of Our Words- Paula Denton
Yardsticks-Chip Wood
Learning and Managing the Differentiated Classroom- Carol Ann Tomlinson
Productive Group Work- Frey and Fisher
Disruptive Innovation and Disrupting Class- Clayton Christensen
