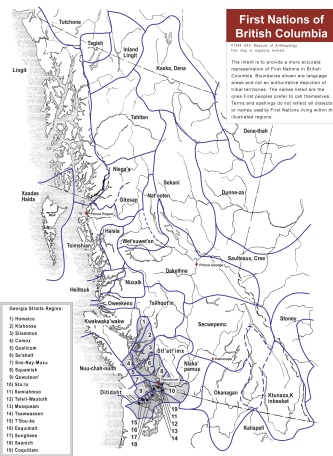


1

Land Acknowledgement

I would like to begin by acknowledging that the land that I join you from is the unceded territory of the Syilx (Okanagan) Peoples. I live, learn, and research together with the Land and its inhabitants, human and more-than-human. I am grateful and respectful of this place and the countless generations of Indigenous Peoples who have cared for it. I acknowledge, respect, and honour the enduring presence of all First Nations, Metis, and Inuit Peoples.

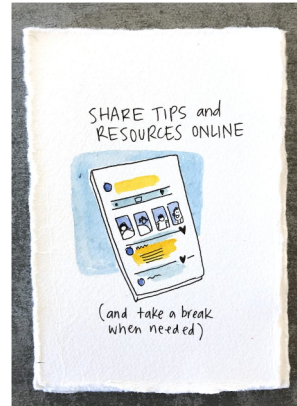


ruralteachers.com

2

Our purposes for today...

- Apply a competency-based teaching lens through backward design
- Reground ourselves in the fundamental task of seeing and nurturing competency(ies) in our middle years learners
- Collaborate with colleagues to move your practice forward



Gorgeous work from Sam Bradd @ [Drawing Change](#) [click for full set of images!]

3

- Experience the possibilities and features of [Liberating Structures](#) for gathering amazingly online
- Connect as colleagues to reflect on our work together this year, support each other, and generate possibilities for our work



4

Our (visual) Agenda

Impromptu Networking

Mad Tea

Conversation Cafe

WELCOME!

Slide credit: Nancy White

5

Essential Questions

- ▣ What do I have to know about my students before I teach?
- ▣ How can I plan for concept and competency-based learning?


6

Impromptu Networking

- Respond to the invitation with a partner
- One round of 2 minutes each
- Randomly Assigned Breakout Rooms
- Use to build quick connections, invite people's voices in, generate initial responses to a question



7



Invitation

What did you take away from our first session?
How are you hoping to deepen your practice through this series?

8

The Nature of Learning (Dumont et al., 2012)

... the ultimate goal of learning and associated teaching ... is to acquire adaptive expertise—the ability to apply meaningfully learned knowledge and skills flexibly and creatively in different situations.

The capacity to continuously learn and apply/integrate new knowledge and skills has never been more essential.

Students should become ... life-long learners, especially as they prepare for jobs that do not yet exist, to use technologies that have not yet been invented, and to solve problems not yet recognized as problems.

(see <http://www.oecd.org/edu/ceri/thenatureoflearningusingresearchtoinspirepractice.htm>)

9

Teaching for Understanding

Curriculum for:

- understanding
- personal relevance
- transfer

Instruction for:

- engagement and meaning making
- the development of cognitive strategies and skills

Assessment for:

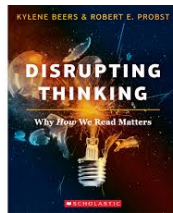
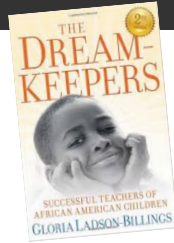
- evidence of learning
- feedback to students
- informing instruction
- reflection

- context-specific ways of knowing and doing (i.e. subject areas have their own ways of thinking and understanding that feature characteristic language forms and literate practices)
- the cultural and linguistic resources that students bring with them



10

Careful attention and deep listening

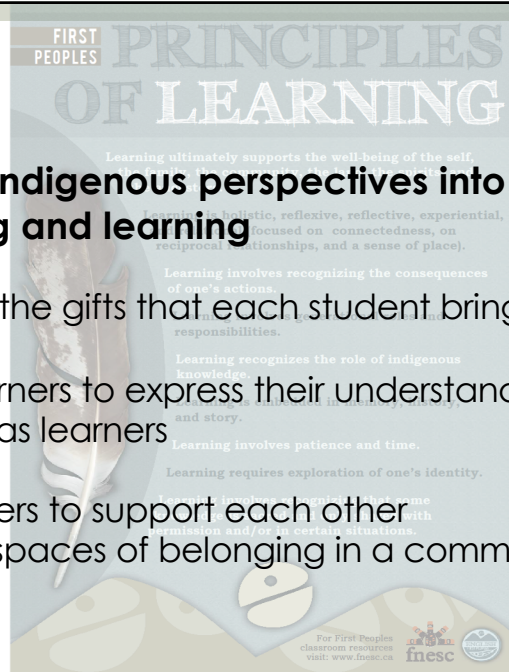


- Seek out our students' perspectives and funds of knowledge and identity
- Sharing responsibility for creating and adjusting the curriculum
- Responsive teaching is an ethical practice where students and teachers are co-learners
- Using diversity-positive and diversity welcoming language

11

inviting Indigenous perspectives into our teaching and learning

- focus on the gifts that each student brings
- invite learners to express their understanding of who they are as learners
- ask learners to support each other creating spaces of belonging in a community of learners

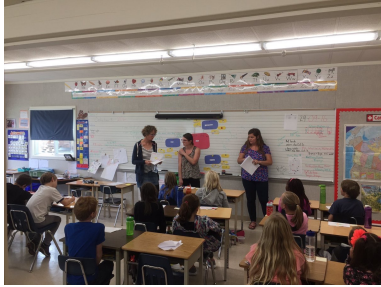


12

Class Profile

Class Profile Recording Form

Classroom Strengths	Classroom Stretches			
Interests				
Goals	Decisions			
Individual Concerns				
Medical	Language	Learning	Socio-Emotional	Other




Getting to know you

Who are you as a person and a learner?

Informative assessment

Words that describe me are...	My favorite books/stories are...	Things I like to do with my friends...	Things I like to do when I'm alone...	Things I like to do with my family...
I'm very interested in or good at...	Things I'd like you to know about me... (or need to know...)	My hopes and dreams for myself are...	The easiest way for me to show what I know is:	Things I would like to get better at in school this year are....



Schullert, Waino & Wickson

13

Who are you as a person and a learner?

Words that describe me

→

My favorite books/ stories

→

Things I like to do when I'm alone

→

Things I like to do with my friends

↓

My hopes and dreams for myself

←

Things I'd like (or need) you to know about me

←

Things I'm very good at or interested in

←

Things I like to do with my family

↓

The easiest way for me to show what I know is

→

Things I would like to get better at

THIS IS ME!

Reference: It's All About Thinking (2015)

14

Performance-Based Reading Assessment

Summarizing
Using a web, words, diagrams, and/or drawings, show that you can identify the key ideas and details from this passage. Complete the other side of this page.

Connections
How does what you just read connect with what you already know?

Vocabulary
Define each of the following words. Explain how you figured out what they meant.

Inferring
Read between the lines to find something that you believe to be true, but that isn't actually said. Explain your reasoning.

Reflecting
Was this reading easy or hard to understand? How did you help yourself understand? If it was easy, what do you do to help yourself understand something more difficult?

Literacy assessment

PBA Conference Sheet:

6. When you come to a challenging word, how do you figure it out?

Word strategies:

- reread it
- sound it out
- look it up in the dictionary
- skip it
- ask someone
- try and figure out what makes sense in the sentence

Other: _____

7. If you are reading a passage like this and it does not make sense, what do you do?

Word strategies:

- reread it
- skip it
- try another book
- make a picture in my mind
- make notes on what I've read
- make a connection between the text, yourself, the world, another text

Other: _____

8. What were the main ideas of this selection?

SRA Oral Reading

While the students are reading silently and responding, meet with each student and have them read the first 2 paragraphs to you. Score their oral reading as follows:

home	o	omission
home	r	repetition
home	s	substitution
old	i	insertion
in/the	r	reversal
dk	✓	don't know
s/c	✓	self correct
so	o	sound out

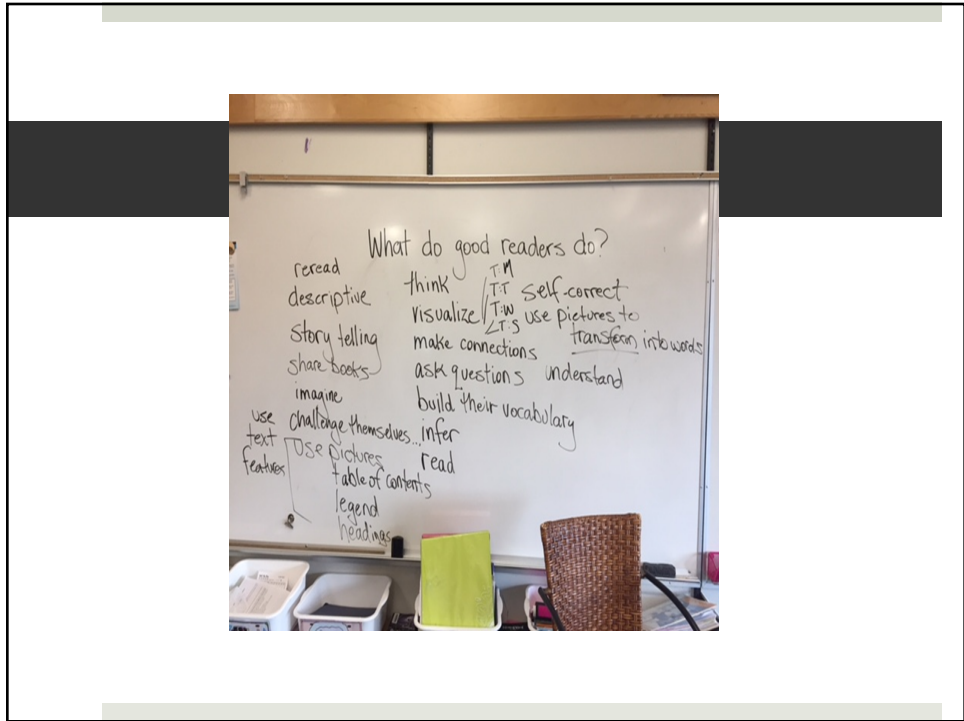
Score their use or misuse of punctuation by indicating their phrasing, especially if inappropriate phrasing seems to be interfering with fluency and/or comprehension.

15

Reading Assessment Hints

- Inform the students of the topic **BEFORE** they read.
- **Activate Prior Knowledge:** Give the students time to think of what they already know about the topic.
- Plan a **SHORT**, practice oral reading sample (Explain the coding system for miscue analysis to intermediate/middle and secondary students.)
- Let students know you will be conferencing with them

16



17

COMMONLIT


Name: _____ Class: _____

Teen Brain Takes Biggest Sports Hits

By Katherine Harmon
2012

Contact sports can pose serious threats to the athletes who play them, but are teenagers in greater danger than others? In this informational text, Katherine Harmon discusses the effects that head injuries can have on the teenage brain. As you read, take notes on what happens to an athlete as a result of a head injury and the additional effect it can have on teenagers.

[1] The teenage brain is special. Less plastic than a child's developing brain, but not yet with all of the executive functions¹ of an adult noggin. And that makes them more vulnerable² to long-term effects of head injury, according to new research. Especially when it comes to sports-related concussions.³



In football, soccer, hockey or rugby, the top-front of the head usually receives the brunt of the blow. And that region is where the all-important executive function areas are forming for teenagers: the frontal cortex.

To learn more, researchers recruited 96 male sports participants ages nine through 26 — half of whom had had a diagnosed concussion in the past year. Using a battery of memory, attention, motor tests and EEG⁴ monitors, the researchers found that all of the concussed athletes showed reduced working memory.

But the adolescents had the most cognitive⁵ impairment, even if months had passed since their injury, and they reported feeling just fine. The findings are in the journal *Brain Injury*; (Annie Ballargeon et al., "Neuropsychological and Neurophysiological Assessment of Sport Concussion in Children, Adolescents and Adults")

[5] So for high school athletes, a rough hit could lead to problems lasting longer than a bad headache.

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18

newsela

Human connection bolsters immune system; that's why it's important to be kind

By Sarah Kaplan | Washington Post on 04.03.20
Word Count: 1,144
Lexile: MAX



Studies have revealed that human connection can ease pain and reduce physical symptoms of stress. People who feel supported by their social networks are more likely to live longer. Photo: iStock.com/ChrisLipp

Don't go to work. Don't see your friends. Don't visit your grandparents in the nursing home. Don't bring food to your sister who works at a hospital. Don't hold your wife's hand while she gives birth. Don't play together. Don't pray together. Don't hug.

Of the many cruelest of the coronavirus pandemic, this is one of the hardest to accept: In a time when all we want is to be close to the people we care about, closeness is the one thing we can't have.

Six feet has never felt further away.

Psychologists are worried about the long-term effects of our new, socially distant reality. Decades of research has shown that loneliness and isolation are associated with high blood pressure, chronic inflammation, weakened immune systems and a host of other health issues.

The article is a version of a story written at Newsela.com.

But there is also hope in the data. Studies have revealed that human connection — something as simple as getting an offer of help from a stranger or looking at a picture of someone you love — can ease pain and reduce physical symptoms of stress. People who feel supported by their social networks are more likely to live longer. One experiment even found that people with many social ties are less susceptible to the common cold.

For everyone quarantined in solitude, wishing and praying for far-flung family and friends, this science can provide some solace. A supportive phone call, an empathetic eye, an expression of love — these things can bolster the immune system on a molecular level. Whether you are the recipient or the giver, kindness is good for your health.

"There are powerful protective effects that we shouldn't ignore," said Johannes Holt-Lunstedt, a professor of psychology and neuroscience at Brigham Young University. "And the extent to which we cannot only be open to receiving support from others ... but be a source of support to them, can potentially help us all get through this."

Without a vaccine or an antiviral that can work against COVID-19, the disease caused by the novel coronavirus, social distancing is one of the most powerful tools to combat it. Reducing interactions between infected and healthy people slows the spread of the virus, buying hospitals and public health officials time to treat the millions of sick people.

But a global pandemic is a tough time to be alone.

Humans are a social species, said Shamus Eisenberger, a neuroscientist at the University of California at Los Angeles. Our brains and bodies have evolved to count on the closeness of others. "Surrounded by family and friends, we feel safe from predators and stressors that we will be scared for if we're hurt."

But when we are on our own, or even when we just feel friendless, our bodies gear up for danger. Our nervous systems produce norepinephrine, a hormone associated with the "fight or flight" response. Inflammation — the way the immune system heals wounds and fights off bacterial infections — goes into overdrive. (Ironically, our anti-viral response is suppressed when we're lonely. Apparently, our bodies think they don't need to worry about viruses when we're not around other people.)






That response may have been adaptive for our distant ancestors, who needed it to avoid death by a saber-toothed cat. But modern humans face more abstract threats, ones we cannot easily fight or flee. Loneliness leaves people in a state of constant, unhealthy tension — their blood pressure elevated, blood sugar levels high. If this state persists for too long, it can contribute to chronic health conditions such as diabetes, atherosclerosis and heart disease.

In a survey of 10 studies involving more than 1 million people from around the world, Holt-Lunstedt found that people who lived alone were 30 percent more likely to die over a given period. People who reported feeling lonely were 40 percent more likely to die, and people who experienced social isolation — defined as few or infrequent contacts with other people — were 50 percent more likely to die. Even when the researchers adjusted for age, outside health conditions, anxiety, gender, smoking habits and a host of other traits, this trend persisted.

In a separate analysis of 48 studies involving more than 300,000 people, Holt-Lunstedt found that people who were more socially connected were 50 percent less likely to die over a given

The article is a version of a story written at Newsela.com.

19

Summarizing
Using a web, words, diagrams, and/or drawings, show that you can identify the key ideas and details from this passage (use the other side of this page).

Connections
How does what you just read connect with what you already know?

Vocabulary
Define each of the following words. Explain how you figured out what they meant.

Inferring
Read between the lines to find something that you believe to be true, but that isn't actually said. Explain your reasoning.

Reflecting
Was this reading easy or hard to understand? How did you help yourself understand? (If this was easy, what do you do to help yourself understand something more difficult?)

20


Conference

6. When you come to a challenging word, how do you figure it out?

Word strategies:

- reread it
- sound it out
- look it up in the dictionary
- skip it
- ask someone
- try and figure out what makes sense in the sentence

Other: _____




7. If you are reading a passage like this and it does not make sense, what do you do?

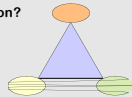
Sense strategies:

- reread it
- skip it
- try another book
- make a picture in my mind
- make notes on what I've read
- make a connection between the text, yourself, the world, another text

Other: _____



8. What were the main ideas of this selection?



21

Performance Based Reading Assessment

Key

Quick, Scale 8 Reading for Information
The Quick Scale is a summary of the following tasks that follow. Both describe student achievement in March-April of the school year.

<p>APPROACH</p> <ul style="list-style-type: none"> • rereads or rereads • rereads • rereads • rereads 	<ul style="list-style-type: none"> • quickly rereads the challenging word • reads, rereads to understand • rereads to understand • rereads to understand • rereads to understand 	<ul style="list-style-type: none"> • attempts to adjust comprehension strategies when needed • uses text features to understand information • uses a variety of strategies • makes connections 	<ul style="list-style-type: none"> • independently rereads and adjusts strategies • uses text features to understand information • uses a variety of strategies • makes connections
<p>COMPREHENSION</p> <ul style="list-style-type: none"> • rereads • rereads • rereads • rereads 	<ul style="list-style-type: none"> • identifies main ideas • locates some specific details • makes connections • makes connections • makes connections 	<ul style="list-style-type: none"> • identifies main ideas • locates some specific details • makes connections • makes connections • makes connections 	<ul style="list-style-type: none"> • identifies main ideas • locates some specific details • makes connections • makes connections • makes connections
<p>ANALYSIS</p> <ul style="list-style-type: none"> • rereads • rereads • rereads • rereads 	<ul style="list-style-type: none"> • makes simple obvious connections • makes simple obvious connections • makes simple obvious connections • makes simple obvious connections 	<ul style="list-style-type: none"> • makes some logical connections • makes some logical connections • makes some logical connections • makes some logical connections 	<ul style="list-style-type: none"> • makes thoughtful and insightful connections • makes thoughtful and insightful connections • makes thoughtful and insightful connections • makes thoughtful and insightful connections

GRADE 8 READING FOR INFORMATION 261

Key in the 3rd column


11 Overall reader profile... I chose this...

12

22

Reading for Information

- **Strategies**
 - predictions
 - word skills
 - checks understanding
 - text features
- **Comprehension**
 - determining and paraphrasing main ideas
 - locating specific, relevant details
 - note-making
 - making and supporting inferences
- **Analysis**
 - making connections between new knowledge and prior knowledge
 - evaluating information and supporting judgements

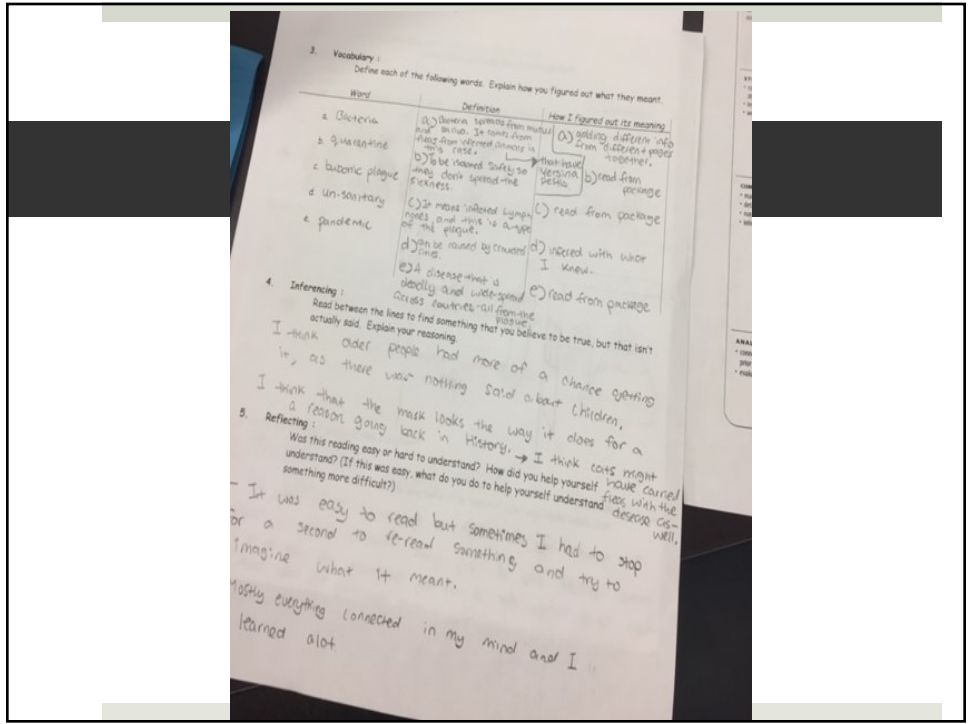


23

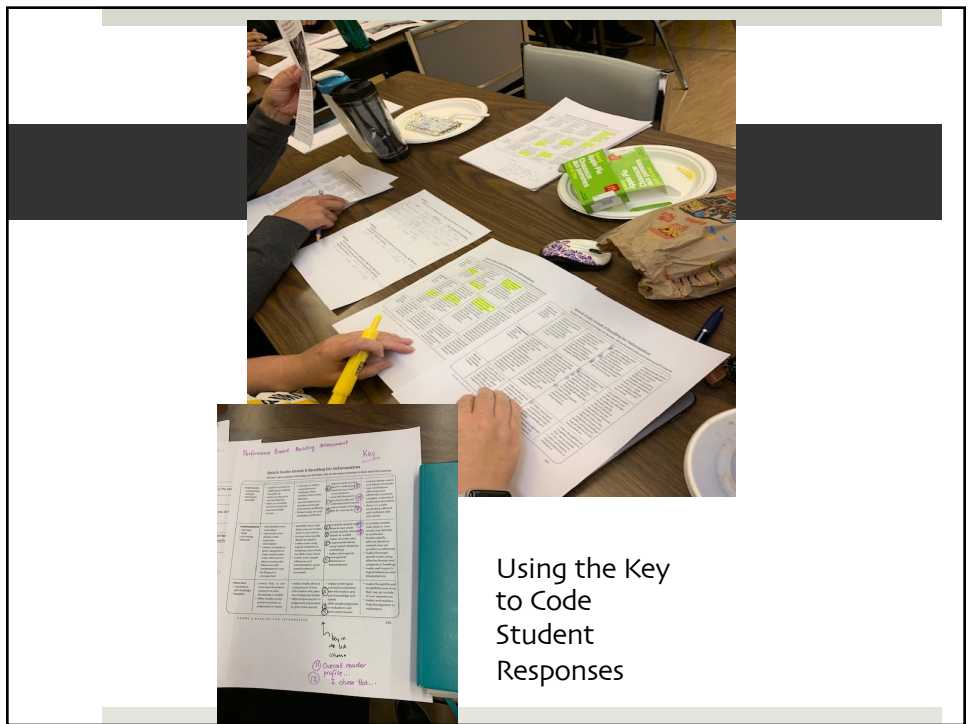
Quick Scale : Grade 7 Reading for Information

Aspect	Not yet within expectations	Minimally meets expectations	Fully meets expectations	Exceeds expectations
Snapshot	With support, the student may be able to read simple and direct selections with familiar language. Work incomplete or inaccurate	Student is able to read straightforward fiction and poetry, but may need help to complete assigned tasks. Work lacks detail	The student is able to read straightforward fiction and poetry, complete assigned tasks independently. Work is generally accurate and complete	The student is able to read fiction and poetry with complex language or ideas, and complete assigned tasks. Work exceed requirements
Strategies -Purpose -Check understanding -Word skills -Comprehension strategies	-Unable to identify problems or self correct -Gives up on unfamiliar words -Random guess	-Recognizes problems: has difficulty adjusting strategies -Uses context clues if prompted -Makes predictions based on story structure or genre -May have difficulty finding specific detail	-Checks for understanding, adjusts strategies -Uses various strategies to understand unfamiliar words -Uses story structure or genre to predict or confirm meaning -Skims and rereads for details	-Evaluates own understanding; choose strategies effectively -Independently figures out unfamiliar words -Uses story structure or genre to make predictions and inferences -Finds details efficiently
Comprehension -accuracy and completeness -Main ideas and details -Note-making -inferences	-Work incomplete, confusing or inaccurate -Does not identify most main ideas -Needs support to make simple notes -Misinterprets literal information	-Work may be vague, incomplete -Identifies most main events and characters, gives some details -Retells most events in correct sequence -Difficulty making inferences	-Clear, complete, accurate -Describes main characters and events in some detail -Retells events in sequence, explains how they are related -Makes logical inferences	-Precise, detailed, complete -Describes characters, events, settings and message -Retells events in sequence, speculating other possibilities -Makes inferences, shows insight
Analysis - Connect to other information	-Has difficulty telling how the information in a selection is like or unlike other information they know	-makes direct and obvious connections to own experiences or other selections -Offers simple and often vague reactions and opinions with little support	-Connections to own experiences or other selections often focus on feelings or ideas -Offers reactions and opinions with some supporting reasons or examples	-Insightful connections to "big ideas" or themes -Offers reactions or opinions with logical supporting reasons or examples

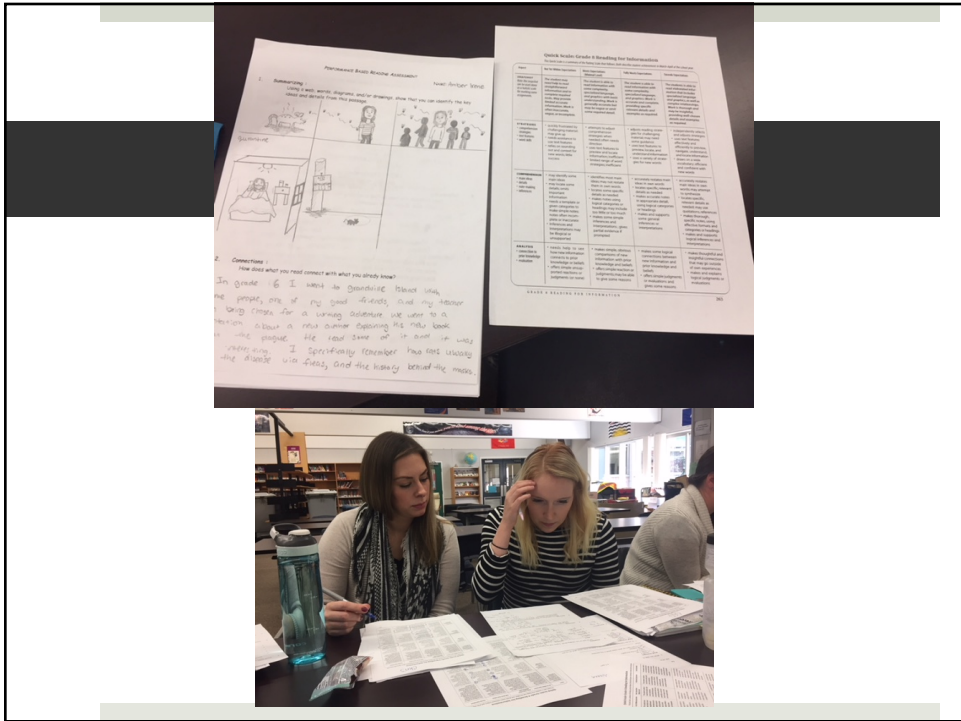
24



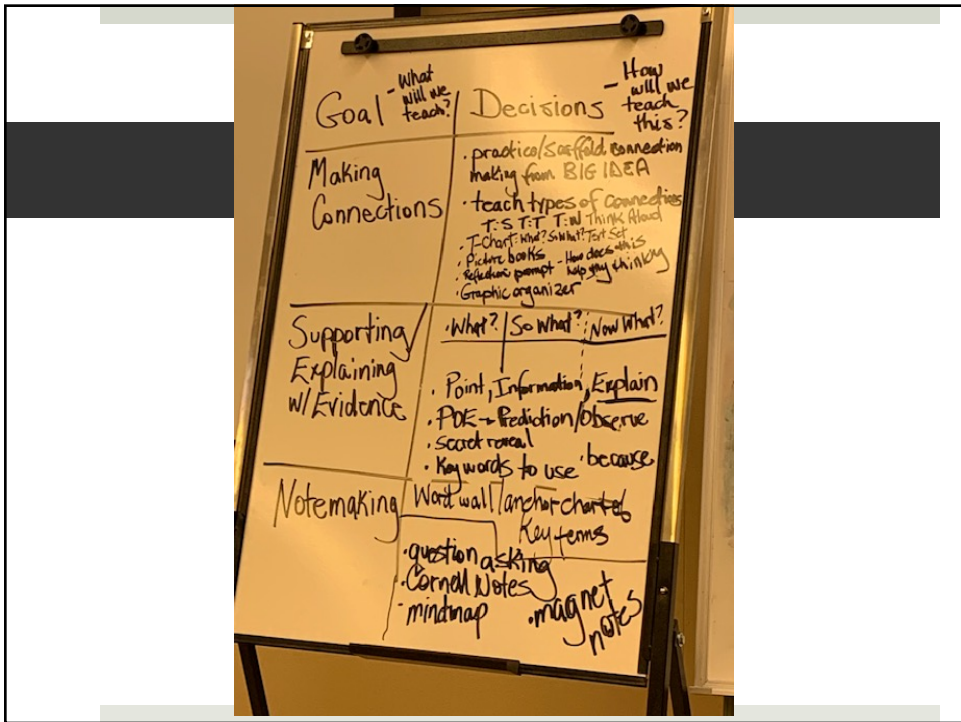
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26

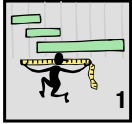
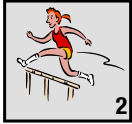

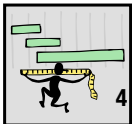


27



28


From Assessment to Instruction

<p>Assess (against criteria)</p>		<p>What can my students do?</p>
<p>Set a Goal (target)</p>		<p>What do they need?</p>
<p>Plan/Teach (with the goal in mind)</p>		<p>What do I need to teach?</p>
<p>Reassess</p>		<p>Is my teaching making a difference? - did it make a difference? - what do I need to do now? - move on? - revisit in a different way?</p>

Brownlie, Feniak, Schnellert, 2016

29

Gradual Release of Responsibility



Modeled

Shared

Guided

Independent

I show, you watch

I do, you help

You do, I help

You do, I watch

Pearson & Gallagher, 1983

30

Open-ended strategies

Connect

Process

**Transform/
Personalize**

(Brownlie, Feriok & Schnellert, 2016; Buehl, 2001; Cook, 2005; Harvey & Goudvis, 2007)

31

Goals written as learning intentions

- I can reflect on my learning, identify my strengths, and set personal goals
- I can read to find key ideas

32

Tourist suffered horror from taco

'I realized that they were going to cut open my brain and take a worm out'

By GRACE BRADBERRY

LOS ANGELES- Dawn Becerra went on holiday to Mexico and ate a pork taco from a street stand. It is a meal she will never forget, and one that doubtless will serve as a cautionary travellers' tale for years to come.

Becerra, a teacher from California, was ill for three weeks. Then she began to have seizures. Last week her ordeal finally came to an end when brain surgeons at the Mayo Clinic, in Phoenix, Arizona, extracted the remains of a dead worm she had consumed in the taco.

The six-hour operation was performed with Becerra conscious the whole time, using only acupuncture and a mild anesthetic to dull the pain.

Despite her composure during the operation, Becerra has admitted that she was initially horrified when the diagnosis was made in November.

"The thought of a worm being in your brain is very strange, very difficult to deal with," she told a TV station in Phoenix. "But the thought of brain surgery wasn't easy to deal with either."

"All of a sudden, I realized that they were going to cut open my brain and take a worm out," she said. "I don't even know if I had cried before this. I guess I have a couple of times, but that realization was devastating."

The condition is one of the biggest causes of seizures and

epilepsy in Latin America, but is unusual in the U.S.

Dr. Joseph Strven, the epilepsy specialist who diagnosed Becerra's affliction, says that she was fortunate because there was only one worm.

"If you have enough of these cysts, they can take over the entire brain. Luckily for Dawn, she only had the one." The worms, which are borne through undercooked food, travel first to the large intestine and then enter the bloodstream. They settle in locations that are conducive to growth, such as the brain and kidneys. The diagnosis was made based on Becerra's health problems that had followed the consumption of the pork taco, and on a brain scan. However, the neurosurgeon who performed the operation, Dr. Richard Zimmerman, decided to remove the part of the brain that was causing the seizures so that he could be certain it was not a tumour. Pathology tests subsequently confirmed that it had indeed been a worm.

"It was not a live worm," Strven says. "But it's the remnants that cause the problem, not the live worm."

During its occupation, the worm had destroyed part of Becerra's brain tissue, but the doctors were able to remove both the worm and the damaged tissue, without doing long-term damage to the patient.

At the moment, however, she is doing well.

Times of London.

33

Tourist suffered horror from taco

'I realized that they were going to cut open my brain and take a worm out'

By GRACE
BRADBERRY

LOS ANGELES-

Times of London.

34

Purpose: reading to find Key Ideas	
Connecting	
Things I think I know about the topic and/or text	What are 4 big questions I think will be answered?
>	>
>	>
>	>

35

Name: _____

Purpose: reading to find Key Ideas	
Processing	
- Use pictures, words, diagrams, charts, images, webs or icons to make notes. - Talk to your partner about why this is important; make some notes under 'why'	
Most Important Idea, Event or Action (use pictures, words, icons)	Why is this important? (and how do I know?)

Schnellert, 2006


36

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37

Purpose: reading to find **Key Ideas**

Processing 

-Then use pictures, words, diagrams, charts, images, webs or icons to make notes.
 -Talk to your partner about why this is important; make some notes under 'why'

Most Important Idea, Event or Action (use pictures, words, icons)	Why is this important? (and how do I know?)
	

Schnellert, 2006

38

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39

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40

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41


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At the moment, however, she is doing well.

42


Synthesizing/ Transforming 

What is the big idea in this text?	How do I know?	What is an image or symbol that represents this?



Schnellert, 2006


43

Purpose: reading to find **Key Ideas** 

Synthesizing/Transforming

What clues can I use to figure out main ideas when reading this kind of text?

The next time I read focusing on main idea and details, I want to...



Schnellert, 2006

44

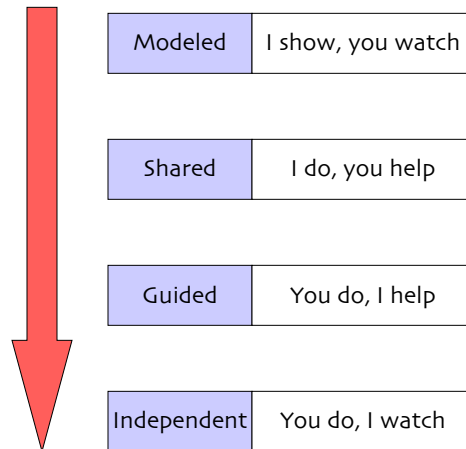
What's the difference between

a thinking page and a worksheet?



45

Gradual Release of Responsibility



Pearson & Gallagher, 1983

46


Lesson Planning		
Lesson: _____		
Big Ideas or Key Concepts Students will understand that ...		
Competencies or Strategies Students will be able to ...		
Connecting	Purpose: Engagement. Activate prior knowledge. Predict content. Focus on a purpose for reading. I/we will ...	How can I/we tap into students' interests, offer appropriate challenges, and increase motivation?
Processing	Purpose: Construct meaning. Monitor understanding. Process ideas. I/we will ...	How will I/we help students interact with new ideas they encounter?
Transforming and Personalizing	Purpose: Process ideas. Apply knowledge. Reflect on thinking and learning. I/we will ...	How can I/we provide learners with alternatives for demonstrating what they know?
Assessment If students are engaged and I/we have modeled this well, I/we hope that they will ...		
1. _____ 2. _____		
3. _____ 4. _____		

Prentice Publishers © 2016 Student Diversity, 3rd ed., by Haje Boesche, Catherine Fessak, Lepton Schofield ISBN 978-1-55136-314-7


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Strategic Teaching in the Middle Years		
Connecting	Processing	Transforming/ Personalizing
<ul style="list-style-type: none"> Work with essential concepts Activate appropriate background knowledge Focus interest and sets purpose <p>Model/ Guide with Students: Previewing content Previewing text organization</p>	Checking predictions Compare information with prior knowledge Asking clarification questions Summarizing segments of text Identifying contradictions and gaps in knowledge Self-correcting Asking questions about the content	Use of organizational patterns for restructuring information Ask students to represent concept(s) in another mode Assess achievement of purpose Provide opportunities to apply new information Provide opportunities for questions and extension Reflecting in learning
3-2-1 Anticipation Guide What's In? What's Out? Predicting Vocabulary/ PReP Rating Vocabulary Placemat Four Words Think of a Time KWL	Marking/Coding Text Power Notes Cornell Notes Skinny/ 3 Column Notes Placemat Magnet Strategy Mind Map Possible Sentences Think Alouds	Exit Slip Connect Two Pair Analysis Two Column Journal Ideagram/ Visual Cluster Collaborative Summary Frayer Model Critical Timeline Concept Map KWL+
EXAMPLES		

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[More gorgeous visuals from Sam Bradd @ Drawing Change!](#)

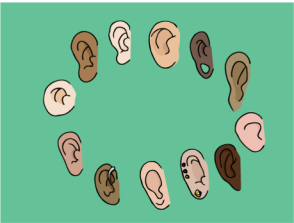
 **Conversation Cafe**
Engage everyone in making sense of challenges

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Conversation Cafe Process

Round 1 *Talking Circle: One-by-one each person shares their perspective on the question or topic. [3-4 mins]

Round 2 *Talking Circle: Follow-up on anything or elaborate on what was said in Round 1. Continue one-by one. [3-4 mins]



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Taking Turns to Speak



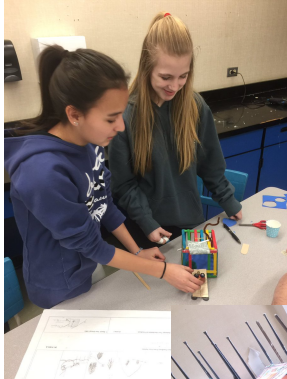
- Name the next person to go after you in talking circle rounds (1, 2 + 4)
- When someone else has the mic, you are invited to listen
- You may always “pass” the mic if you do not feel like contributing in the moment
- Set a timer for yourself for 1 minute



Zoom “selfie”!

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The curriculum we need



- ▣ Deeper learning needs to be *about something*
- ▣ Develop knowledge and competence over time



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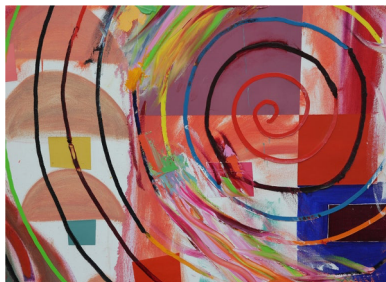
Backward Design



- Building interest over time
- Working with a big idea – foundational knowledge to a field or discipline
- Engaging learners in a quest
- Repeatedly tapping into background knowledge, making connections, and seeking diverse resources, information, perspectives

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The bigger picture



- Working with a **big ideas** allows for inquiry and exploration
- Permission to uncover, instead of cover, content

<https://vernoncommunityschool.files.wordpress.com/2016/02/math-mag-social-justice-pdf.pdf>

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Our Goal for this Morning


Clarify your thinking about incorporating...



- Essential **Questions** 
- **Big Ideas**
- Gradual Release of Responsibility
- Formative & Summative **Assessment**

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Three Stages of Backward Design



1. Identify desired **results**.
2. Determine acceptable **evidence**.
3. Plan learning **experiences & instruction**.

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Big idea(s):




What concepts will my student learn?

What competencies will they develop?

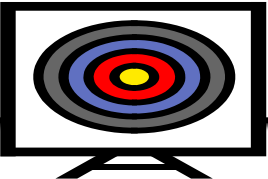
Essential Question(s)



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- **Big Ideas at the heart of a unit**
- **Requires “uncoverage” in order to be developed**



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Ecosystems

Big Ideas

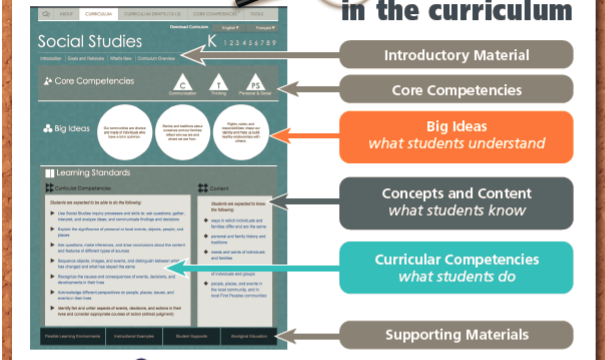
<p>Human beings are keepers of an Earth in which everything is connected.</p> <p>To survive organisms depend on one another to break down, recycle and transfer food/ energy/ chemicals</p> <p>Our actions can sustain or damage an ecosystem</p>	<p>We can use information texts to collect, examine and develop our understanding of ecosystems and our impact on them.</p>
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CURRICULUM ORIENTATION GUIDE



What to look for in the curriculum






www.curriculum.gov.bc.ca

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Big idea(s):

What concepts do my students need to know?




What concepts will my student learn?

What competencies will they develop?





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Essential Questions



- **Spark meaningful connections** in the mind of a student
- **Encourage genuine inquiry**
- **Encourage transfer**




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Essential Questions

Essential Questions need to:

- Be interesting and real for students, and address their point of view.
- Invite students in emotionally/intellectually, involving them in real-world issues.
- Be open-ended, with many possible answers or responses or perspectives.
- Spark questions and connections for students.
- Be linked to resources, materials, &/or data.
- Be brief and clear.



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Essential Questions

Some sample essential questions about life

- When is it ok to lie, and to what extent?
- How does story impact our lives?
- What qualities would make the best friend?
- How can we make sense of the evil in humanity?
- How do we create and sustain hope?
- Why do we have so much stuff?
- How do we find “strength from within” to overcome our problems?

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Essential


Questions

What's wrong with these essential questions?

- How did Canada become an independent nation?
- Why is it bad that animals are going extinct?
- Why is English/ Science/ Math/ Socials important?
- How did Canada successfully incorporate multiculturalism as a national policy?
- How does the water cycle impact us?
- Who am I?

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Leah and Pete's Essential Questions

Essential Questions:

- How does economic self-interest create conflict among peoples and governments?
- How do media sources positively and negatively affect our understanding of important events/conflicts?
- How does exploring and sharing multiple perspectives extend our thinking?
- Why is questioning what we hear, read, and view important to being an educated and engaged citizen?
- How are mixtures important in/part of our everyday life?

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Stop and talk...



Work with your group or a partner to generate some essential questions for your unit

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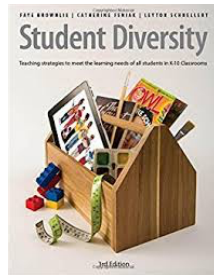
Resources You Can Draw On

- Brownlie, F., Feniak, C., & L. Schnellert (2016). *Student diversity*. Pembroke.
- Brownlie, F., & Schnellert, L. (2009). *It's all about thinking*. Portage & Main Press.
- Butler, D. L., Schnellert, L., & N. Perry (2017). *Developing self-regulating learners*. Don Mills, ON: Pearson.
- Duriak, J. et al. (2015). *Handbook of social emotional learning: Research and practice*. <http://www.casel.org/sel-handbook/>
- Davies, A. (2011). *Making classroom assessment work*. Solution Tree.
- Davies, A. & S. Herbst (2013, June). Co-constructing success criteria. *Education Canada*.
- Gregory, K., Cameron C., & A. Davies (2011). *Setting and using criteria*. (2011). Portage & Main Press.
- Schnellert, L., Watson, L., & N. Widdess (2015). *It's all about thinking: Building pathways for all learners in the middle years*. Portage and Main Press.

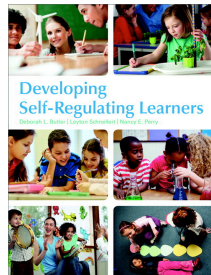
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Resources

Brownlie, Feniak & Schnellert (2016). ***Student diversity.*** Pembroke.



Butler, Schnellert & Perry. (2017). ***Developing Self-Regulating Learners.*** Pearson Publishers.



Schnellert, Watson & Widdess (2015). ***It's all about thinking: Building pathways for all learners in the middle years.*** Portage and Main Press.

