EDTE 226
Agenda – June 9, 2009
8:30 – 1:00

1. Course Overview, Syllabus & Assignment Details
2. NB Unit Overview
3. Student Learning Profiles
4. Group sign-ups for units
5. Prep for tomorrow
Schedule

• In general, class sessions will last until noon, then you’ll be on your own from noon to 1PM to work with team members, consult with me, etc.

• This class is highly accelerated! It is essential that you keep up with the daily reading and assignment deadlines.

• Note that the last class session is Wednesday, June 24th, then you have until Sunday, June 28th to submit your final assignment.
Preparing for the National Boards
What Do You Need to Do for Entry 2?

1. Instructional Context
2. Planning & Instruction
3. Analysis of the Video Recording
4. Reflection
How Will This Class Help?

By focusing on planning a dynamic unit . . .
A Dynamic Process

Stage 1: Instructional Context
- Design your Lessons
- Differentiation
- Sequence & Flow
- Evaluation Criteria

Stage 2: Big Ideas/Enduring Outcomes
- Community
- School
- Classroom
- Student Needs
- Learning Styles
- Prior Knowledge

Stage 3: Evidence of Student Learning
- Multiple Methods: Diagnostic, Formative, Summative

Stage 4: Design Your Instructional Blueprint
- Standards
- Big Ideas
- Enduring Outcomes

Press to advance through this slide
Unit Planning Template

- A tool for organizing the Unit Plan Effectively
- Template embodies all 4 stages of the unit design
- This is not a NB template – Just a guide
Stage 1: Instructional Context (Who Are Your Students?)
Stage 1: Instructional Context (Classroom Community Profile)

- **Prompt 1:** Students: How many? Ages? Grades?
- **Prompt 2:** Relevant Characteristics: Ethnic, cultural, linguistic diversity? Range of abilities? Class personality?
- **Prompt 3:** Exceptional Needs & Abilities?
- **Prompt 4:** Relevant Features of Context that Influenced Selection of Learning Experience?
- **Prompt 5:** Particular Instructional Challenges of this Class?
Stage 2
Big Ideas/
Enduring Outcomes
Stage 2
Big Ideas/Enduring Outcomes

- **Prompt 1**: What Standards will this Unit Address?

- **Prompt 2**: What Big Ideas Characterize This Unit?

- **Prompt 3**: What Enduring Outcomes will Students Acquire? (Include a connected set of memory, analytical, creative and practical outcomes)
Stage 3
Evidence of Student Learning
Stage 3
Evidence of Student Learning

- Prompt 1: What evidence and applicable tasks will indicate the outcomes have been met? (Complete the table) Identify which assessments are diagnostic (D), formative (F), and summative assessments (S).

- Prompt 2: Attach actual sample diagnostic, formative and summative assessments.

- Prompt 3: By what criteria should the assessment product be evaluated; and what levels of mastery should be used to determine quality, proficiency, performance, or understanding?
Stage 4
Design Your Instructional Blueprint
### Stage 4: Instructional Blueprint

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Student Learning Objectives</th>
<th>Essential Questions</th>
<th>Instructional Strategies/Tasks to Support Inquiry (Include relevant 5 Es and a balance of analytical, creative, and practical activities)</th>
<th>Formative Assessment(s) (Aligned with Learning Objectives)</th>
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</thead>
<tbody>
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<td>15</td>
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<td><strong>Add as many rows as you have lessons.</strong></td>
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</tbody>
</table>
Individual Lessons
(The part)

Each of you selects a single lesson from the Unit Plan.

Individually plan this lesson and address 5 prompts...

Feedback from instructor.

Revise the lesson plan & Address 5 prompts...

Feedback from team members.
Select 1 Lesson and answer:

1. Knowledge/skill/concept/theme addressed? Why appropriate?
2. Overall instructional goal: Why did you choose it? How does it fit with overall goals for the year?
3. How does lesson fit with what came before & after in the unit?
4. Rationale for instructional materials?
5. Strategies/methods to foster fairness, equity, access?
Thinking Styles Inventory – Teachers about Themselves

- Take 10 minutes or so and complete the Thinking Styles Inventory
- You will not hand this in but I’ll give you a rating key so you can see how you did
Exploring Successful Intelligence

Sternberg's Triarchic Model: Balancing Three Skill Domains

Analytical Creative Practical

A means to differentiate instruction for diverse learners

Thanks to Robert Sternberg and the research teams at PACE and AURORA for many of these slides
Traditional Education

- Traditional education tends to “shine the spotlight” on certain students almost all of the time, and on other students almost none of the time.
- The result is that some students are placed in a much better position to achieve than others.
Why?

- Conventional view emphasizes memory and, to some extent, analytical thinking.
- This view rewards students high in memory and analytical intelligence but may bypass or punish students high in creative and/or practical thinking.
- But everyday life during and especially after schooling requires creative and practical abilities as much as or more than memory and analytical abilities.
Memory skills are necessary for analytical, creative, and practical intelligence.

Memory skills, however, are not sufficient for life success: One can remember information without being able to use it. Knowledge can be inert.
Successful Intelligence: The triarchic view

There are three aspects of intelligence:

- **analytical**
- **creative**
- **practical**

In addition to memory
UNIDENTIFIED POTENTIAL:

Albert Einstein
*Got poor grades and failed his entrance exams to Zurich’s Polytechnic Institute

Leonardo da Vinci
*Lack of aptitude for learning languages, a horrible speller with poor grammar

Thomas Edison
*Of himself:
  “I have not failed. I’ve just found 10,000 ways that won’t work.”

Winston Churchill
*Twice failed the entrance exam to Sandhurst British military college
UNIDENTIFIED POTENTIAL:

- **Steven Spielberg**
  *Dropped out of high school after being placed in a learning disabled class*

- **Sydney Poitier**
  *Dropped out of his elementary school*

- **Walt Disney**
  *Fired by a newspaper editor because he “had no good ideas”*

- **Agatha Christie**
  *Thought to have had a learning disability*

- **Steven Spielberg**
  *Dropped out of high school after being placed in a learning disabled class*
The concept of Successful Intelligence

- The ability to achieve success in life, given one’s personal standards, within one’s sociocultural context;
- Recognition of and capitalization on strengths and remediation of or compensation for weaknesses;
- Accomplished through adapting, shaping and selecting one’s environment;
- A balance of analytical, creative, and practical abilities.
Successful Intelligence and *differentiation*

- Balanced use of instruction and assessment that is
  - Memory-Based
  - Analytically-Based
  - Creatively-Based
  - Practically-Based
- A rethinking of how students learn, how learning varies and how students should be taught.
CREATIVE SKILLS

Imagine

Design

Compose

Invent

Pretend

Think of New Solutions
PRACTICAL SKILLS

- **Knowledge Applied**: Real-Life Understanding, Learning, Adapting

- **The Classroom**: A wide range from navigating the social environment to building a machine

- **“Tacit Knowledge:”** Understanding how to behave, what decisions to make, how to achieve a goal in practical situations without explicit direction.
Advantages of Triarchic Teaching

- Enables students to capitalize on strengths and remediate or compensate for weaknesses
- Enables students to encode learning material in multiple ways
- Motivates students more strongly
- Prepares students better for actual job requirements
Thought Exercise

- What would be some examples of teaching/assessing for memory in your classroom?
- Remember
  - Who?
  - What?
  - Where?
  - When?
  - Why?
  - How?
Analytical intelligence is evoked when we:

- analyze
- compare and contrast
- evaluate
- explain
- judge
- critique
Analytical instruction and assessment should enable students to:

- Identify the existence of problems
- Mentally represent the problems
- Formulate strategies for solving the problems
- Monitor their strategies while problem solving
- Evaluate their solutions after they are done
Thought Exercise

- What would be some examples of teaching/assessing for analytical thinking in your classroom?
Applications of the Concept of Analytical Intelligence

- **ANALYZE** (a literary plot, a theory in the sciences, a mathematical problem)
- **COMPARE AND CONTRAST** (two characters in a novel, two systems of government, the styles of two artists)
- **EVALUATE** (a poem, a cultural custom, a strategy in tennis)
- **EXPLAIN** (the use of grammar in a sentence, your interpretation of an historical event, the solution to a scientific problem)
Creative intelligence is evoked when we:

- create
- design
- invent
- imagine
- suppose
Creative instruction and assessment should enable students to:

- Redefine problems
- Ensure that they are solving good problems and have good solutions
- Sell their ideas
- Develop a sense of perspective on themselves and their work
- Defy the crowd
Thought Exercise

- What would be some examples of teaching/assessing for creative thinking in your classroom?
Applications of the Concept of Creative Intelligence:

- **CREATE** (a poem, a sculpture, a new game)

- **DESIGN** (a new system of government for the classroom, a scientific investigation, a comfortable home)

- **IMAGINE** (what life would be like in another country, what it would be like to be president of a country, how bees communicate with each other)

- **SUPPOSE** (worldwide temperatures increased 5 degrees on average..., people were paid to inform on neighbors who do not support the political party in power..., the ozone layer were completely depleted)
Practical intelligence is involved when we:

- Use
- Apply
- Implement
- Employ
- Contextualize
Thought Exercise

- What would be some examples of teaching/assessing for practical thinking in your classroom?
Applications of the Concept of Practical Intelligence:

- **USE** (a lesson that a literary character learned in *your* life, a mathematical lesson in the supermarket, a lesson learned on the playing field in everyday life)

- **APPLY** (what you learned in a foreign-language class to an interaction with a foreigner, a lesson from history to the present, a scientific principle to everyday life)

- **Put** problems in real-world context
Principles of teaching for successful intelligence

1. The goal of instruction is the creation of expertise through a well and flexibly organized, easily retrievable, knowledge base.

2. Instruction should involve teaching for analytical, creative, and practical thinking, as well as for memory learning.

3. Assessment should also involve analytical, creative, and practical as well as memory components.
4. Instruction and assessment should enable students to identify and capitalize on their strengths.

5. Instruction and assessment should enable students to identify, correct, and as necessary, compensate for weaknesses.
For tomorrow. . .

1. Read Jelinek Ch 1 and become familiar with the distinguishing features of Sternberg’s “Successful Intelligence” framework
2. Relate the individual student profiles to your own students
3. Read about components of “classroom community profile” even though the prompts for your Stage 1 (context) are different than those in the chapter
4. Be working on Stage 1: Draft due via email tomorrow evening
5. Preview Stage 2 (Jelinek Ch 5, pp 6-10)