EDTE 226
Agenda – June 17, 2009

1. Review of Stage 3 and other Q & A
2. Stage 4: Instructional Blueprint
3. Team work on unit plans
4. Prep for tomorrow & next week
Instructional Blueprint

Working through Each Prompt .. .
Instructional Blueprint Prompts:

- Essential Questions
- Content Standards
- Student Learning Objectives
- Instructional Strategies
- Assessments that match objectives
Essential Questions
(from Grant Wiggins)

What questions –

- are **arguable** - and **important** to argue about?
- are **at the heart** of the subject?
- **recur** - and **should recur** - in professional work, adult life, as well as in classroom inquiry?
- raise **more questions** – provoking and sustaining **engaged inquiry**?
- often raise **important conceptual or philosophical issues**?
- can provide **purpose** for learning?
Sample Essential Questions:
(from Grant Wiggins)

- Does a good read differ from a ‘great book’?
- Why are some books fads, and others classics?
- To what extent is geography destiny?
- How important is the past?
- Shouldn’t an axiom be obvious?
- Is a scientific theory (evolution, Big Bang) more than a plausible opinion?
Types of Essential Questions
(from Grant Wiggins)

- Provoking:
  - “Are icky bugs less worthy of protection than ‘nice’ animals?”
  - “Why leave home?”
- Guiding:
  - “How strong are insects?”
  - “Why did so many easterners head West?”
In your teams, come up with 4 of your own essential questions

- What Essential Question is arguable - and *important* to argue about?
- What Essential Question lies at the heart of the subject and helps provide purpose for learning?
- What Essential Question raises more questions – provoking and sustaining engaged inquiry?
- What Essential Question raises important conceptual or philosophical issues?
Instructional Objectives

From Stage 2, what is the difference between an *Objective* and *Enduring Outcome*?
Enduring Outcomes and Objectives

- *Enduring Outcomes* are general student expectations for students to hold onto by the end of the unit (Stage 2)

- An *objective* is a lesson-specific statement of what the student should know or be able to do as a result of the instruction (Stage 4)
What’s wrong with this objective?

“Students *know* how to compare the physical properties of different kinds of rocks and *know* that rock is composed of different combinations of minerals.”
“Know” is vague and difficult to assess.

Q: How can we fix it?

A: ACTION VERBS!
Bloom’s 6 Levels of Thinking
LEARNING OBJECTIVES USING TRIARCHIC THINKING ABILITIES

OUTER RING = Assessment Product

INNER RING = Instruction Activities (Action Verb)

Memory
- Recall
- Name
- Retell
- Say
- Recite
- Describe
- List
- Identify
- Locate

Analytical
- Analyze
- Compare
- Contrast
- Evaluate
- Explain
- Critique
- Organize
- Sort
- Classify
- Sequence
- Report
- Survey
- Graph
- Questionnaire
- Recommendation
- An argument
- Definition
- Propaganda
- Statement
- Conclusion
- Survey
- Evaluation
- Experiment
- Play
- Book
- Game
- Machine
- Article
- Invention
- Song
- Skit
- Speech

Practical
- Apply
- Use
- Implement
- Do
- Connect to
- Find examples
- Translate
- Demonstrate
- Diagram
- Script
- Solution
- Questions
- Map
- List
- Forecast
- Project
- Real life
- Drama
- Painting
- Model

Creative
- Imagine
- Invent
- Suppose
- Design
- Create
- Brainstorm
- Reorganize
- Synthesize
- Combine
- Predict
- Set of rules or principles
- Alternative plan
- Hypothesis
- Report
- Song
- Skit
- Speech
- Machine
- Article
- Invention
- Report
- Survey
- Graph
- Questionnaire
- Recommendation
- An argument
- Definition
- Propaganda
- Statement
- Conclusion
- Survey
- Evaluation
- Experiment
- Play
- Book
- Game
- Machine
- Article
- Invention
- Song
- Skit
- Speech
Compare the 2 objectives

“Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.”

“Students will identify and compare the physical properties of different kinds of rocks. Additionally, students will be able to sort and classify rocks according to their different combinations of minerals.”
Assessments that match objectives

- How will you know students achieved the objectives for this lesson?
- Have you provided multiple ways for students to demonstrate their understanding?
- Is assessment imbedded in the lesson so you can adjust it as needed?
- How will you provide adequate feedback and guidance?
Your turn . . .

• Come up with student learning objectives for one of your lessons.
• Then identify a lesson-imbedded assessment that matches these objectives.
Instructional Strategies to Support Differentiation...

- Inquiry (5 Es)
- Background/Prior Knowledge
- Academic Language
- Accommodations for EL Learners
- Accommodations for Students with Special Needs
Include inquiry strategies to:

✓ Engage,
✓ Explore,
✓ Explain
✓ Extend &
✓ Evaluate

(More on this after tonight’s reading)
Accommodation Strategies

- What specific accommodations, scaffolds or strategies will you use to help students?
- How will instruction be differentiated to meet the needs of all students, including advanced learners?
Management Strategies

- What room arrangements, student groupings and planning details should be considered before implementing the lesson?

- What strategies will you use to manage “difficult” situations or students?
Summary for your Overall Instructional Blueprint

**Summary**

**Instructional Blueprint**

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

**Balance**

- **Objectives**
- **Teaching**
- **Assessment**

**match**
For Tomorrow & Next Week

- Evacuation drill sometime between 9 and 12 Thursday
- Read Jelinek Ch 3 & pay particular attention to the 10 areas outlined on yesterday’s PPT
- As you work on the instructional blueprint, strive to incorporate inquiry components (from Jelinek Ch 3)
- “Models of Instruction” reality check
- PowerPoint Presentations . . .
Next Wed PowerPoint Presentations:

- Five prompts (last page of Stage 4)
- You may give equal time to each prompt or emphasize what you feel is most critical
- Timeframe: 5 to 6 minute presentation followed by 4 to 5 minute feedback.
- The prompts . . .
Prompts for PPT Presentations:

- **Instructional Goal** and why did you choose it? How does it fit with overall goals for year?
- **Big Idea/Enduring Outcome** you’ll address. Why appropriate for your students
- How does this lesson fit with what will come before & after in the unit?
- **Instructional materials** and rationale for selecting these?
- Strategies and methods and how these will foster fairness, equity and access.

*See sample PowerPoints from former NB group.*