

Learning Rounds Norms

Teams spread out
 Speak to students if appropriate
 Smile

Take notes after you leave the room (leave clipboards outside)
 Focus on student behavior and work
 Think about DOK and our School Focus

K-1 visit	Hill	Congdon	Thompson	Goosen	Bolton	Lindsey	Fox
8:25-8:35	Davenport Henry	Lau Austin	Wood Ellis	B/L Quincy			
8:40-8:50					Davenport Henry Wood	Lau Austin Ellis	B/L Quincy
8:50-9:05	Back	in	data	room	to	debrief	

2-3 visit	MacDonald	Maher	Townson	Lucas	Henry	Davenport
9:30-9:40	Crayley Bolton	Lindsey Riley	Fox Brothers	Crissman Lyons		
9:45-9:55	Lindsey Riley	Crayley Bolton			Fox Brothers	Crissman Lyons
9:55-10:10	Back	in	data	room	to	debrief

4-5 visit	Fox	Brothers	Crissman	Wood	Lyons	Ellis	B/L	Quincy
10:35-10:45	Rogers Blanchard	Hill Riley	Hill Congdon	Goosen Thompson	Devahl Spec. Ed			
10:50-11:00		Goosen Thompson				Rogers Blanchard	Hill Riley	Hill Congdon
11:00-11:15	Back	in	data	room		to	debrief	

5-6 visit	Rogers	Blanchard	Hill	Austin	Lau	
12:35-12:45	Goosen Thompson	Congdon Hill	MacDonald Maher	Lucas Townson		
				Congdon	Goosen	



Examining Evidence of Student Learning

Learning Rounds Guide: VESL & DOK



Gradually releasing students to successfully attain and consistently demonstrate each of these skills and behaviors requires careful attention to rigor and complexity and must include **higher order thinking skills** such as use of analysis, evaluation, logic, reasoning, problem-solving, justifying, and transfer of learning to new contexts via planning and creativity.

Close and Analytic Reading of Various Media Types	Students read/observe with a clear purpose and prompt that requires: <ul style="list-style-type: none"> Annotating, source-dependent questions, multiple readings, note-taking, and use of analysis Multiple sources to gain knowledge and transfer to evidenced-based conversations and writing tasks
Communicate Using Precise Academic Language	Students speak and write precisely using academic language that requires: <ul style="list-style-type: none"> Effective use of general academic and domain-specific vocabulary Productive discourse connected to prompts, starters, frames, and scaffolds appropriate to the domain of study Meaning of academic terms and syntax solidified through conversation and applied in writing
Structured Collaborative Conversations	Students effectively work in pairs or groups on clearly defined tasks that require: <ul style="list-style-type: none"> Accountability for roles, responsibilities, and completion of tasks/processes Structured academic discourse to analyze, evaluate, and use evidence-based reasoning for problem-solving Conveying understanding, sharing ideas, critiquing, and building upon the reasoning of others
Evidenced-based Arguments	Students develop claims, conjectures, and hypotheses that require: <ul style="list-style-type: none"> Analyzing information and applying reasoning to justify with evidence Constructing, applying, and justifying mathematical/scientific models
Evidenced-based Writing	Students clearly communicate through a range of writing tasks that require: <ul style="list-style-type: none"> Short constructed responses and process writing (pre-write, draft, revise, edit, and publish) Responding to a variety of purposes and audiences, and justifying opinions and arguments with reasoning and evidence Use of writing across content areas to show understanding of concepts and transfer of learning

<p>DOK 4: Extended Thinking</p> <p>An investigation or application to real world; requires time to research, problem solve, and process multiple conditions; could require synthesis of information across multiple sources and/or disciplines</p> <p><i>Example: Develop a thesis, hypothesis, and/or solution to a real-world problem and support it with evidence from multiple sources or content areas.</i></p>	<p>DOK 3: Strategic Thinking</p> <p>Requires reasoning or developing a plan or sequence of steps, requires decision-making or justification</p> <p><i>Example: Develop a thesis/prediction/hypothesis and support it with evidence and reasoning.</i></p>
<p>DOK 2: Basic Application of Skills/Concepts</p> <p>Use of Information, two or more steps with decision points along the way, explain relationships</p> <p><i>Example: Support a given main idea, thesis, prediction, or hypothesis with evidence.</i></p>	<p>DOK 1: Recall & Reproduction</p> <p>Recall of a fact, term, principle, concept; perform a routine procedure, locate details</p> <p><i>Example: Retell details of a story/text: who, what, when, where, how...</i></p>

Evidence Based Arguments

- Students develop claims, conjectures, and hypotheses that require:
- Analyzing information and applying reasoning to justify with evidence
 - Constructing, applying and justifying mathematical/scientific models

check math prob. using inverse relationship
making predictions in math DOK 2

"Why isn't working as expected" ^{DOK 3-4}
(Making Sense)

Students analyzed ethical problems in chapter
based on text evidence and gave opinion. ^{DOK 4}
topics: sexism, lack of parenting, robbery

- Text Evidence - small group
Topic: Man vs. Man or Man vs. Nature.

- analyze word problem: come up w/ strategy to solve. Constructing
models to justify: solve ^{DOK 3-4}

- teacher shared that there are many names for same thing:
count up/down, subtract, take away, etc. (DOK 3)

- Students drew pic to prove math problem
Non example given (DOK 3)

- sorting words

Strategies for Collaborative Conversations

Students effectively work in pairs or groups on clearly defined tasks that require:

- Accountability for roles, responsibilities and completion of task/processes
- Structured academic discourse to analyze, evaluate, and used evidence-based reasoning for problem-solving.
- Conveying understanding, sharing ideas, critiquing, and building upon the reasoning of others.

- Working in small groups

- whisper aloud and with partner ^{Dok 2}

- Small group discussions

- Kagan Strategies (Stand up, hand up, pair up)

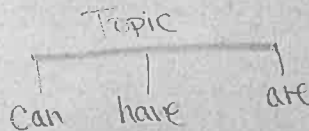
- students collaborating using Icon Frames ^{Dok 3}

- Students analyzed a word problem (multi-step). Had meaningful collaborative conversations that used academic vocabulary and strategies to organize information and solve the problem. (Dok 3)

- pairshare ~ justify answer (2)

- face your partner (on carpet) in order to communicate.

- Whisper pair-share



Evidence Based Writing

Students clearly communicate through a range of writing tasks that require:

- Short constructed responses and process writing (pre-write, draft, revise, edit, and publish)
- Responding to a variety of purposes and audiences, and justifying opinions and arguments with reasoning and evidence
- Use of writing across content areas to show understanding of concepts and transfer of learning.

• Book marks

• analyze the text DOK 2

• Citing textual evidence DOK 3

- Citing evidence from novel

ex: Rising Action, Climax, Falling Action

• Students used 1/2 sheets to record problems / take notes
DOK 1-2

• editing & revising narrative

Communicate Using Precise Academic Language

Students speak and write precisely using academic language that requires:

- Effective use of general academic and domain-specific vocabulary
- Productive discourse connected to prompts, starters, frames, and scaffolds appropriate to the domain of study
- Meaning of academic terms and syntax solidified through conversation and applied in writing.

check your answer w/ your neighbor DOK 1

• Students teaching each other
(ex: Ethics) DOK 3

• Labeled Math problem Answers (DOK 1)

• Used lang. to explain strategies for subtraction (DOK 1)
eg: cross out, count up, draw a picture, visualize

• Math academic language
(subtract, ~~ex~~ grouped etc.)

• initial & final sound academic language

• using topic vocabulary (Snood, tom, fiction, Binary code, etc.)

scientific vocab
"pit tag" "endangered"

Close and Analytic Reading of Various Media Types

Students read/observe with a clear purpose and prompt that requires:

- Annotation, source-dependent questions, multiple readings, note-taking, use of analysis
- Multiple sources to gain knowledge and transfer to evidenced-based conversations and writing tasks

- transferred prior knowledge from multiple sources to a study guide. DOK 2
- citing text evidence when analyzing the story DOK 2
- word problem - st. had to do multiple steps to solve DOK 2
- Teacher lead collaborative conversation
Multiple perspectives, character developments
- Use of Gate Icons.
- Note taking: identify can, are, have of a Turkey from story and video
- circled/underlined key #'s: Academic vocab. in math problems (DOK 2)
- class w/ broken Smartboard learned to "improvise" using large whiteboard, students seated on carpet

Teachers meet school wide to go over the learns from the Learning Rounds.