Unlocking New Standards Using Formative Instructional Practices in TBTs

www.FIPYourSchoolOhio.org
Today’s Learning Targets

- Understand the core components of formative instructional practices
- Recognize the benefits of using clear learning targets
- Understand why the deconstruction process is critical to successfully transitioning to new standards
- Identify the steps of the deconstruction process
- Preview the tools available to help teacher-based teams transition to new standards and engage in professional learning
Why Formative Instructional Practices?
Defining Formative Instructional Practices

Formative instructional practices (FIP) are the formal and informal ways that teachers and students gather and respond to evidence of student learning.
Core Components of Formative Instructional Practices

- Using clear learning targets
- Collecting and documenting evidence of student learning
- Providing effective feedback
- Student ownership of learning

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Why Formative Instructional Practices?

- Research-based
- Improve student achievement
- Contribute to change in school culture
- Common language school-wide
- Transition to new standards
- Transition to OTES
How do you know your students are learning?
The FIP Your School Experience

Our mission is to advance and support the use of proven formative instructional practices that accelerate student learning.

Formative Instructional Practices

Formative Learning System

Intentional Approach to Change

Effective Delivery Systems
Formative Instructional Practices

- Represented by four core components
- Grounded in research and validated by experts
- Centered on student learning
- Focused on the intentional use of assessments in the teaching and learning process
Unlocking Ohio’s New Learning Standards

Transition to new standards is incomplete without formative instructional practices.

When using these practices, teachers are:

- Deconstructing standards
- Creating student-friendly, clear learning targets
- Building logical progressions for learning
- Monitoring and assessing student progress
- Using data to respond to student learning and inform instructional decisions
Focusing on Clear Learning Targets
In a FIP School ...

LEARNING TARGETS ARE CLEAR

- How are teachers in your schools using clear learning targets?
- What are some examples from your school/district of teachers making the learning visible to students?
- Can your students answer the question “Where am I going?”
FIP Starts with Clear Learning Targets

Clear learning targets help teachers:

- Know what to teach and what activities to plan
- Know what to assess
- Create a system for tracking and reporting information
- Accurately interpret and use assessment results
- Know how to give effective feedback
- Prepare students to take ownership of learning
What is Deconstruction?

**Deconstruction** is the process of breaking down a broad/complex standard or goal into smaller, more explicit learning targets; often the terms “unpack” or “unwrap” are used to describe the same process.

The deconstruction process ensures that teachers have clarity around the intended learning, and provides a common ground for teachers collaborating with each other.
Creating Clear Learning Targets
Step 1: Deconstruction
Steps to Create Clear Learning Targets

#1 Deconstruct, or unpack, the standard or learning goal if needed.

#2 Rewrite the learning targets in student-friendly language.

#3 Organize learning targets into a logical progression, considering targets that:
   • Lay the base for learning (foundation learning)
   • Demonstrate mastery of the standard
   • Go beyond the standard
Step #1: Deconstructing Complex Standards

Identifying the types of targets found in the curriculum helps develop our understanding of what students should know and be able to do. Only by having clarity ourselves, can we create and share learning targets for students in a language they will understand.

For complex standards—sometimes referred to as broader learning goals—we need to deconstruct the standard. This process is best done in teams of educators, together making meaning of the intended learning.
Benefits of Deconstructing Complex Standards

This process helps ensure that teachers collectively:

- Know the ultimate learning target type represented in the standard (knowledge, reasoning, performance skill or product).

- Teach and assess all of the content that is expected in the standard.

- Teach and assess at the level of rigor or cognitive demand that is the intent of the standard.

- Ensure a solid understanding of the intended learning that comes before and after this standard. Sometimes the relevant before and after learning comes within a school year or course. With other standards, it is important to recognize that the relevant before and after learning comes in the grades or courses before and after the standard that is being taught.
a) Determine the ultimate target type represented in the standard.

b) List the underpinning targets of the standard.

c) Define any academic language of the standard that needs clarification.

d) Review the intended learning that comes before and after this standard.
Deconstructing a Standard:
Common Core State Standards (CCSS) Reading Example

Standard #8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

(Strand: Reading Informational Text  Grade: 6  Topic: Integration of Knowledge and Skills)

Ultimate Target Type

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>X Reasoning</th>
<th>Performance Skill</th>
<th>Product</th>
</tr>
</thead>
</table>

Learning Targets

What are the knowledge, reasoning, performance skills and products that underpin the standard?

Knowledge Target(s)

Define:
- An argument
- A claim

Identify a claim made in a text.

Identify the reasons and evidence in the text.

Reasoning Target(s)

Trace the argument and specific claims in a text.

Distinguish between supported and unsupported claims.

Evaluate the argument and its specific claims in a text.

Performance Skill Target(s)

Product Target(s)

Define any academic language of the standard that needs clarification.

- **Argument**: According to the Common Core State Standards document, an argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid.
- **Claim**: According to the Common Core State Standards document, claims are about determining the worth or meaning of a literary work or work.
Let’s Practice Deconstructing a Standard Together
Deconstructing a Standard Template

<table>
<thead>
<tr>
<th>Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ultimate Target Type</strong></td>
</tr>
<tr>
<td>___ Knowledge ___ Reasoning ___ Performance Skill ___ Product</td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>What are the knowledge, reasoning, performance skills and products that underpin the standard?</td>
</tr>
<tr>
<td>Knowledge Target(s)</td>
</tr>
<tr>
<td>Reasoning Target(s)</td>
</tr>
<tr>
<td>Performance Skill Target(s)</td>
</tr>
<tr>
<td>Product Target(s)</td>
</tr>
</tbody>
</table>

Define any academic language of the standard that needs clarification.

Review the intended learning that comes before and after the standard.

Based on professional judgment and experience, is there anything else about this standard you should consider?
SWBATE?

www.teachingchannel.org
Working on Formative Instructional Practices in TBTs
Formative Learning System

- Requires an explicit system-wide commitment to use and model formative instructional practices daily.
- Ensures that formative instructional practices are visible throughout the school.
- Clarifies each stakeholder's role in the system.
Ohio Standards for the Teaching Profession

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers understand student learning and development and respect the diversity of the students they teach.</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers know and understand the content area for which they have instructional responsibility.</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers understand and use varied assessment to inform instruction, evaluate and ensure student learning.</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers plan and deliver effective instruction that advances the learning of each individual student.</td>
</tr>
<tr>
<td>5.</td>
<td>Teachers create learning environment that promote high levels of learning and achievement for all students.</td>
</tr>
<tr>
<td>6.</td>
<td>Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.</td>
</tr>
<tr>
<td>7.</td>
<td>Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of the learning community.</td>
</tr>
</tbody>
</table>
FIP Helps Deepen the 5-Step Process for TBTs

1. Collect and chart data.
2. Analyze data.
3. Establish shared expectations for implementing specific changes.
4. Implement changes consistently.
5. Collect, chart, and analyze post data.

Ohio 5-Step Process
Overview of Support for LEAs

Statewide System of Support

- Regional FIP Specialists
- Local FIP Facilitators
- FIP Campus

Blended Learning Tools

- Facilitation Guide
- Online learning modules (*published and under development*)
- Implementation Guide (*under development*)
- Online Learning Resources (*under development*)
FIP Your School is supporting a blended learning approach.

Blended Learning

- Online Learning
- Practice and Feedback
- Face to Face Learning
Professional Learning in TBTs

Section I: Confirming Our Learning

- All activities ensure teachers have met the learning targets of each module.

Section II: Confirming Our Practice

- All activities facilitate reflection and discussion about teacher practice.

Section III: Confirming Our Commitment

- All activities help teachers set goals and take action based on what they’ve learned from each module.
Navigating the Learning Journey

Navigating Your Learning Journey - Module 1

**Online Learning**

**Module 1: Introduction to Formative Instructional Practices**

**Learning Targets:**
- Understand what formative instructional practices are.
- Become familiar with key research findings related to the effects of formative instructional practices on student achievement.

**Segment One:** In the Literature (1 hour)
**Segment Two:** In the Field (1 hour)

**Facilitated Learning**

In Teacher Teams

**Section I: Confirming Our Learning**
- Activity 1: Misconceptions about Formative Instructional Practices (30 minutes)

**Section II: Confirming Our Practice**
- Activity 1: My Formative Instructional Practices (20 minutes)
- Activity 2: I Used to Think, But Now I Think… (10 minutes)

**Section III: Confirming Our Commitment**
- Activity 1: What Comes Next in Our Learning? (20 minutes)
- Activity 2: How Are You Progressing on Your Learning Journey? (10 minutes)

**Total Learning Time for Module 1:** 3.5 Hours

**Total Time:**
- 2 Hours
- 1.5 Hours

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Clear Learning Targets: Conceptions and Misconceptions
Creating Clear Learning Targets Learning Paths

Provide guidance and practice in deconstructing standards, creating and classifying clear learning targets, and organizing targets into logical progressions for learning.

• **English Language Arts** *(Just published!)*

• **Social Studies** *(Just published!)*

• **Mathematics** *(Coming soon!)*

• **Science** *(Coming soon!)*

**Target audience:** Pre K-12 teachers, curriculum specialists, instructional coaches
Creating Clear Learning Targets Using the Common Core State Standards

Reading Standards for Literature 6-12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and topics. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Topics</th>
<th>STRANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 students:</td>
<td>Grade 7 students:</td>
<td>Grade 8 students:</td>
</tr>
<tr>
<td>1. Cite the textual evidence to support the claim the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>2. Determine a theme or central idea of a text and analyze how it is developed through particular details and examples; provide a summary of the text distinct from personal opinions or judgments.</td>
<td>2. Determine a theme or central idea of a text and how it is revealed through particular details and examples; provide an objective summary of the text.</td>
<td>2. Determine a theme or central idea of a text and how it is revealed through particular details and examples; provide an objective summary of the text.</td>
</tr>
<tr>
<td>3. Describe how a particular story, drama, or poem's plot sets the stage for particular moments or episodes; analyze how the actions, interactions, and descriptions of characters advance the plot or develop the central idea.</td>
<td>3. Analyze how particular elements of drama or poetry interact (e.g., setting, characters, plot, or narrator) and how they contribute to the development of the plot or theme.</td>
<td>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
</tr>
</tbody>
</table>

Craft and Structure

<table>
<thead>
<tr>
<th>STANDARD STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the use of specific word choices on meaning and tone, including analogy and allusion to other texts.</td>
</tr>
<tr>
<td>5. Analyze how an author develops the point of view or narrator in a text.</td>
</tr>
<tr>
<td>6. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
</tr>
</tbody>
</table>

**Creating Clear Learning Targets**

**Vertical Progressions**

- **CCR**
  - Grade 11-12
  - Grade 9-10
  - Grade 8
  - Grade 7
  - Grade 6
  - Grade 5
  - Grade 4
  - Grade 3
  - Grade 2
  - Grade 1
  - Kindergarten

Write informative/explanatory texts that:

- Name a topic
- Supply some facts about the topic
- Provide a sense of closure
Foundations of Formative Instructional Practices

Module 1: Introduction to Formative Instructional Practices

Module 2: Clear Learning Targets

Module 3: Collecting and Documenting Evidence of Student Learning

Module 4: Analyzing Evidence and Providing Effective Feedback

Module 5: Student Ownership of Learning: Peer Feedback, Self-Assessment, and More
Leading and Coaching Formative Instructional Practices

Module 6: Leading Formative Instructional Practices
  
  **Target audience:** FIP Facilitators, district and school leaders

Module 7: Coaching Formative Instructional Practices

  **Target audience:** FIP Facilitators, instructional coaches, curriculum supervisors, department heads, district and school leaders
Participation Statistics

- **230** LEAs have signed Partnership Agreements

- **Over 1,500** FIP Facilitators have been trained

- **Almost 17,000** educators enrolled in the Foundations of Formative Instructional Practices online learning modules
Contact Information

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Technical questions regarding online modules:
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