TTESS: Beyond the Rubric

Part 1: The Fundamental 5

Zach Crawford
The rubric focuses on procedural.

- The rubric is like any other document you use in your classroom. It’s a resource, it’s a tool. It’s just (or should be) one piece of a larger system.
- The rubric does reveal good information, such as the “word bank”:

<table>
<thead>
<tr>
<th>DIMENSION EXAMPLE:</th>
<th>DISTINGUISHED</th>
<th>ACCOMPLISHED</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>IMPROVEMENT NEEDED</th>
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<tbody>
<tr>
<td>LEARNING ENVIRONMENT</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
<td>MOST</td>
<td>FEW</td>
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<tr>
<td>CLASSROOM CULTURE</td>
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<tr>
<td>MANAGING STUDENT BEHAVIOR</td>
<td>CONSISTENTLY</td>
<td>CONSISTENTLY</td>
<td>CONSISTENTLY</td>
<td>INCONSISTENTLY</td>
<td>RARELY</td>
</tr>
<tr>
<td>INSTRUCTION ACHIEVING EXPECTATIONS</td>
<td>ALL</td>
<td>MOST</td>
<td>MOST</td>
<td>SOME</td>
<td>FEW</td>
</tr>
<tr>
<td>INSTRUCTION CONTENT</td>
<td>CONSISTENTLY</td>
<td>REGULARLY</td>
<td>DOES (ACTION)</td>
<td>SOMETIMES</td>
<td>FEW</td>
</tr>
<tr>
<td>KNOWLEDGE AND EXPERTISE</td>
<td>ALWAYS</td>
<td>REGULARLY</td>
<td>DOES (ACTION)</td>
<td>SOMETIMES</td>
<td>DOES NOT (ACTION)</td>
</tr>
<tr>
<td>INSTRUCTION DIFFERENTIATION</td>
<td>MOVES TO STUDENT-CENTERED ACTIONS</td>
<td>MOVES TO STUDENT-CENTERED ACTIONS</td>
<td>FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER-CENTERED ACTIONS</td>
<td>FOCUSES ON TEACHER-CENTERED ACTIONS</td>
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Looking past the rubric (Fundamental 5)

1. **Frame the lesson**: anticipate mistakes, 2.1, sequence instruction, 2.2
2. **Power Zone** - 3.2 Learning Environment, consistently monitor (1.2, 1.3, 1.4)
3. FSGPT - student speak allows for differentiation, 2.4, differentiation, 3.3 
   Learning Environment; **Genius Questions** - Dimension 2.3, Communication, wait time, discussion.
4. **Reinforce and Recognize behaviors** - 3.2 Learning Environment (reinforce and intercept)
5. **Write Critically** - 1.4 Planning (similar, difference, summary, note taking)
Procedural vs. Conceptual

How are they different?
TTESS and conceptual knowledge

Declarative (Conceptual) Knowledge

- Knowledge rich in relationships and understanding.
- By definition, conceptual knowledge cannot be learned by rote. It must be learned by thoughtful, reflective mental activity.

Procedural Knowledge

- Knowledge of formal language or symbolic representations.
- Knowledge of rules, algorithms, and procedures.
Goal Setting

Dimension 2.1 - Achieving Expectations

Just as teachers are responsible for goal setting, students may also set goals.

For example, the +10 Mindset. This isn’t focused on the “outcome” but the journey one takes to better themselves. We don’t want a student to make “10 better” on the next test, but we want to continually work to improve their work ethic, character and how they will ultimately be an impact upon our society.
Goal setting practice

Turn to your table and share one goal that:

a. A student who failed last six weeks due to homework assignments having low grades
b. Students who come to class late
c. Students whose reading level has flatlined
d. Students who don’t interact well with others
The Fundamental 5

Step 1: Frame the Lesson
Step 2: Work in the Power Zone
Step 3: FSGPT
Step 4: Recognize & Reinforce
Step 5: Write Critically
Step 1 - Frame the Lesson

Dimension 1 - Instructional Planning - Framing the Lesson

Properly constructed lesson frame has two parts:

1. Informing the students of the learning objective or skills,
2. Describing to them what they will have learned or what final product may be.

Example:

Objective - “We will identify the rising action in a work of fiction.”

Closing task - “I will work with my partner to identify and list words that create suspense.”
Sample Lesson

The next five slides begin a sample lesson.

Slides with green indicate that the students will have an opportunity to discuss with each other.
Mr. Crawford
ELA, 1st Block

1. Enter room quietly and find your seat.
2. Have materials for class at your seat (binder, pen, paper, library book)

Rules

1. Raise hand to be acknowledge
2. Remain quiet during individual work and while others have the floor
3. Write your name and date on all assignments
4. Respect your group members during collaborative work.
Figurative Language
10-18-2016

**Objective** - We will describe, define and give examples of figurative language and how figurative language is used in various texts.

**Closing Tasks** - I will use a metaphor to describe a character’s feelings from their perspective in my writing journal and share it with the class.
Figurative Language

1. What does it mean?
2. Have you used this before?
3. Have you heard someone use it before?

*Take 2-3 minutes to discuss numbers 1,2,3.*
Figurative Language

Examples of Metaphors:

“I’m like a bird, I’ll only fly away.”

“You ain’t nothin but a hound dog, Cryin all the time.”

“I’ve been a miner, For a heart of gold.”

Activity
- Take 2-3 minutes and discuss what the above metaphors mean.
- Take 3-4 minutes to write similarities and differences from all three.
Figurative Language

There are many types of figurative language. Some include the use of a specific type of word or word meaning such as:

- **Metaphor** - When you use a metaphor, you make a statement that doesn’t make sense literally, like “time is a thief.” It only makes sense when the similarities between the two things become apparent or someone understands the connection between the two words.

**Activity**

- Why would an author need to use a metaphor?
- Share a metaphor you use often.
- Use a metaphor in a sentence that describes a student’s perspective to having too much homework.
Exit ticket

Write a brief summary over figurative language on an index card. This should include but is not limited to:

- What is figurative language?
- What are the different types?
- What some examples?
- Who uses them?
- Why are they important to use in writing and other areas of expression?
End Sample Lesson

Thank you for participating.
Step 1 - Frame the Lesson

Dimension 1 - Instructional Planning - Framing the Lesson

Relevance

Students learn, understand recall information better if it has relevance.

- **In-content** - *using content specific knowledge within the content area.*
- **Across-content** - *using content from one area across to other contents (cross-curricular)*
- **Real-world** - *using content-specific knowledge to solve needs in the student’s nonacademic world.*

A properly framed lesson helps student assign their personal relevance to their learning. In most cases, students make connections to lessons using “kid speak” relevant vocabulary that teachers may have not thought to use.
Step 1 - Frame the Lesson

Dimension 1 - Instructional Planning - Framing the Lesson

“Do I have to include my learning objective on the board everyday for every lesson?” (I would suggest using Google Slides, Chromecast, Chromebook for visuals)

That IS a good practice for both teacher and student and your main learning objective SHOULD be posted. As you are framing your lesson in the beginning, you can also orally state the objective and the closing task. That way, the appraiser and students can continue to hear the framework of the lesson throughout the learning.

With the learning objective being visible, students do not have to “guess” what they are learning or wonder what they will do with what they’re learning for the day.
Step 2 - Work in the Power Zone

Learning Environment - Dim. 3.1 - 3.3 - Power Zone

https://www.youtube.com/watch?v=a-FZ5LbphQE

It is ideal to be up and monitoring students and facilitating learning to keep students on task, productivity high and discipline issues at a minimum.

Basically, you are teaching in close proximity to students and not disengaging from them or the lesson.
Step 3 - FSGPT

Frequent, Small-Group, Purposeful Talk About the Learning - Dimensions 1.4, 3.1 (Planning, Culture)

FSGPT - After 10-15 minutes of instruction or after a major instructional concept, break students into groups of 2 or 4 and provide a “seed” question to spark conversation. This should last between 2-3 minutes in groups for conversation.

Walk about the room and check for basic understanding of the topic being discussed in class. This can provide an opportunity to “monitor and adjust” if necessary.
Frequent, Small-Group, Purposeful Talk About the Learning - Dimensions 1.4, 3.1 (Planning, Culture)

As students discuss their “seed” question, this can allow for students to verify their knowledge using “kid language” as opposed to “adult language”.

Basically, peer groups have a higher chance of getting the objective across if there are members in the group who understand “teacher speak” and can translate that into “student speak.”

Yes, students need to answer questions, oral and written, in academic language. However, this is only formative and does not carry any point value.
Frequent, Small-Group, Purposeful Talk About the Learning - Dimensions 1.4, 3.1 (Planning, Culture)

Research shows that humans are more apt to remember the beginning and the ending. Hence, the framing of the lesson and the other components:

The need of FSGPT every 10-15 minutes will keep students engaged during the “meat of the lesson” and keep their brains engaged in the activity.

Example: 10-15 minutes engaged instruction in whole group; One to three minutes engaged conversation in small group.
What about rigor?

What can FSGPT do for increasing rigor? Plenty.

Instead of searching for the perfect “hook” to make content relevant to students, allow the students to break into small groups (2 or 4) and discuss what the relevance means to them. They can access their in-content, across-content and real-world relevance and make an authentic connection.
Talk Like a Genius
Question Stems

Add FSGPT and teach how you have always taught! No egg timers!

<table>
<thead>
<tr>
<th>Smart Questions (Knowledge &amp; Comprehension)</th>
<th>Smarter Questions (Application &amp; Analysis)</th>
<th>Smartest Questions (Synthesis &amp; Evaluation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is it that…?</td>
<td>How would you use…?</td>
<td>What would happen if…?</td>
</tr>
<tr>
<td>Tell why…?</td>
<td>How is this similar to …?</td>
<td>Develop a plan to…?</td>
</tr>
<tr>
<td>Give an example of…?</td>
<td>Contrast this to…?</td>
<td>Find a better solution to…?</td>
</tr>
<tr>
<td>What do you think will happen next…?</td>
<td>What is the relationship between…?</td>
<td>What is the most important…?</td>
</tr>
</tbody>
</table>

Step 3 - FSGPT
Step 4 - Recognize and Reinforce

Recognize and Reinforce - Dimension 3.1, 3.2., 3.3

Reinforce (Intercept)

Target 2 - 5 behaviors in your classroom that need to be changed in order to improve instruction.

Think of it like TTESS and TPRESS: “a growth plan”; not a TINA.

Until ALL students achieve mastery in academics, attendance, behavior, etc., EVERYONE has room to grow.

Once these targeted behaviors improve, acknowledge the students and their achievement and proceed with adding additional targeted behaviors if necessary.
Step 4 - Recognize and Reinforce

Recognize and Reinforce - Dimension 3.1, 3.2, 3.3

Recognize

Always take time to address students who are “caught doing good”, following directions, being kind to others, etc.

A simple, “Thank you for picking that up and keeping our school neat,” or “That was very kind holding the door for an adult.”

When we model this behavior, students are more likely to repeat the act in their nonacademic world and academic world alike.

Spence Rogers’ Six Keys

Safety
Love and Belonging
Fun and Enjoyment

Freedom and Independence
Success
Valued Purpose
Critical Writing

“Everything we write is a potential learning experience.” - (Paul and Elder, 2007).

From note taking, copying notes, expository, fictional, persuasive, science journals, reflections, summaries, etc.

Identifying similarities and differences - 31 to 46 percentile points.

Summarization - 23 to 47 percentile points

Note taking - 11 to 47 percentile points

(Marzano, 2001)