

The Field Files

From The Office of Field Services
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Now that you are in the field, are you trying to figure out how you are

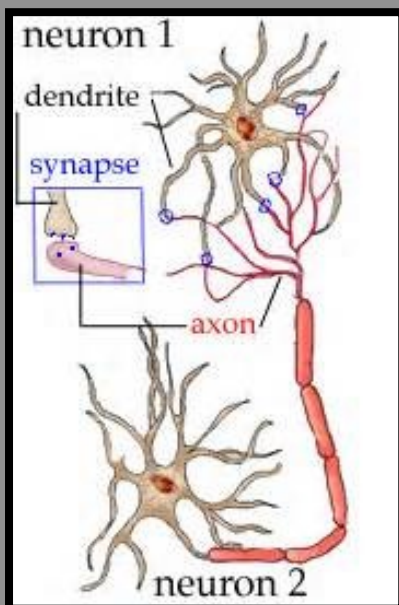
supposed to write creative, original lesson plans when your classroom follows a rigorous, strict curriculum aligned to a textbook series and the state standards?

What are the differences among standards, curriculum, and lesson plans? Visit page 2 for more information.

How do pre-assessments and baseline data fit into planning and delivering when curriculum is so fast paced and firm? Read the information in the column to the right.

How can you bridge the gap when you are aware of learning needs? Visit page 3 to see more.

Learning results in connections between neurons. As we learn, neurons connect with each other and pass on information. At the physiological level, learning results from the development of connected groups of neurons. Pre-assessment data helps teachers know what students know, and then teachers can link new knowledge.



Using unit pre-assessments, baseline data, and daily closure activities in lesson plan rationale

(OSTP 1, OSTP 2, OSTP 3, OSTP 4)



Data that shows us what students know helps us figure out what they still need to learn in order to show mastery of grade appropriate standards. Rationale can include that we need to work on the weak areas.

The official OFS lesson plan template required for observed lessons asks you to detail pre-assessments used in your lesson. **This does not mean you will be collecting pre-assessment data at the start of every lesson. You will likely have one unit pre-assessment that is aligned to your unit summative assessment and provides information you can use as rationale for each lesson.**

Pre-assessment data comes from several sources. Here are some ideas for consideration when you are articulating lesson rationale.

1. **Baseline data:** existing test scores, attendance, observations, likes/dislikes, interests, past successes and struggles, last year's data, success in previous experiences with the subject or other teachers, known knowledge gaps and learning needs (identified and not).
2. **Official pre-assessments:** Beginning of the unit assessments that capture existing knowledge associated with the standards assessed at the conclusion of the unit.
3. **Previous day's closure activities:** measurements of the previous day's "I cans" become part the essential daily rationale for the lesson's teaching and learning.

Coverage \neq Learning

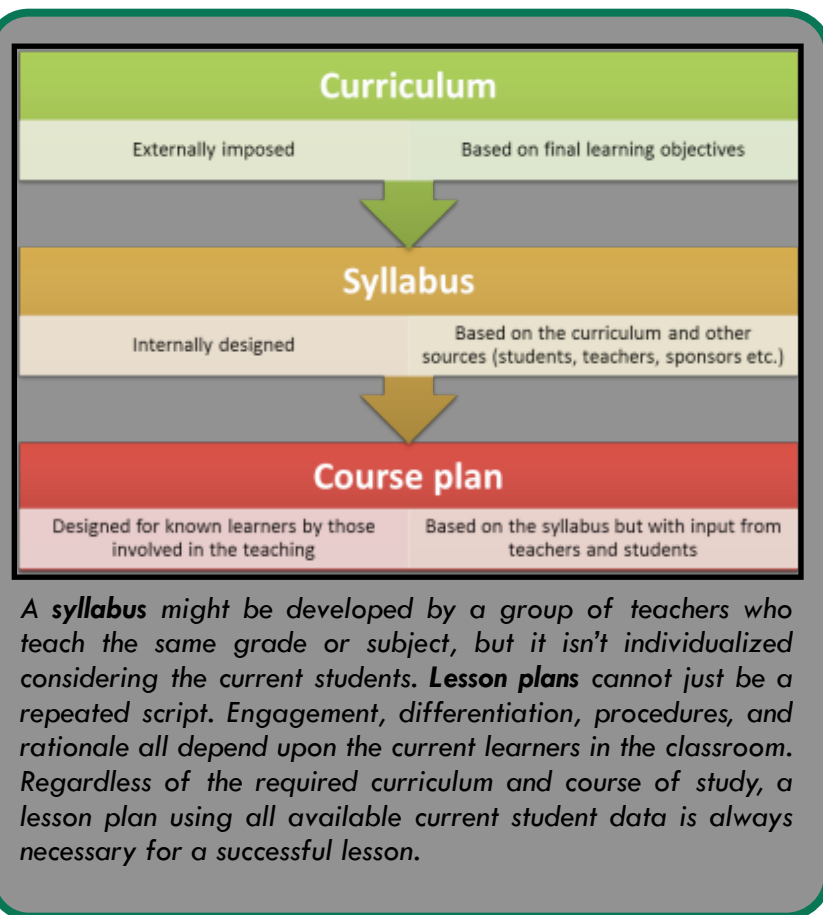
Teaching in the 21st Century is about teaching AND learning. Just because something was taught, does not mean learning has occurred. Teaching that allows for learning is essential in lesson plan rationale.

Standards, Curriculum and Daily Lesson Plans: How do they all relate? [\(OSTP 2\)](#)

Educational standards are the learning goals for what students should know and be able to do at each grade level. They help teachers ensure their students have the skills and knowledge they need to be successful, while also helping parents understand what is expected of their children. (corestandards.org).

Standards tend to pack multiple skills and complicated academic language ([click here](#) for more about academic language) into complex statements. In establishing a valid and guaranteed curriculum, teachers and district leaders create learning targets or “I can” statements to construct clear goals, enduring understandings (i.e. “systems are interdependent” or “living things change”), essential questions, and key knowledge and skills. This builds a curriculum.

Many Practicum Students and Student Teachers express concerns that they will not be able to create lessons because their school follows a structured, specific curriculum (like Springboard for example). **Your curriculum does tell you which standards need to be addressed and when, but it does not tell you every detail of how!** The HOW is your lesson plan. Use the required standard, learning target or “I can”, content, etc. However, create materials, use the teaching strategies you find most appropriate, provide rationale for grouping, differentiate on behalf of students, and use data from assessment to adjust the pace. Personalize the way you present the material as you create your lesson plans.



A **syllabus** might be developed by a group of teachers who teach the same grade or subject, but it isn't individualized considering the current students. **Lesson plans** cannot just be a repeated script. Engagement, differentiation, procedures, and rationale all depend upon the current learners in the classroom. Regardless of the required curriculum and course of study, a lesson plan using all available current student data is always necessary for a successful lesson.

vocabulary corner

Standards - These are set by the state - currently 43 states have adopted The Common Core for English Language Arts and Mathematics instruction. They are detailed descriptions of what students are expected to know and be able to do at a specific stage of education. In the case of the Common Core, they are intended to be measured at the conclusion of each course. Standards do not describe any particular teaching practice, curriculum, or assessment method.

Curriculum - The lessons and academic content taught in a school or in a specific course or program. This typically refers to the knowledge and skills students are expected to learn in specific courses. This includes learning standards or objectives; units and lessons the teachers teach; the assignments and projects given; the books, materials, videos, presentations, and reading used in a course; and the assessments and evaluations. (The Glossary of Education Reform).

Pacing Guides - Calendar based description of what teachers teach in a particular grade or course; the order which it is taught, and the amount of time dedicated to teaching this content. (Tennessee Curriculum Center).

None of the above account for the individual learner and provide rationale for lessons. Lesson plans require pre-assessment and baseline data

Aspects of Individuals that Lesson Plans NEED to Consider and Standards do not address



Image from DyslexicKids.net

The Common Core: Corestandards.org

(OSTP 2, OSTP 4)

According to corestandards.org, The Common Core State Standards are a clear set of shared goals and expectations for the knowledge and skills students need in English language arts and mathematics at each grade level so they can be prepared to succeed in college, career, and life." Visit the website to see:

- Frequently Asked Questions about the Common Core
- Myths and Facts
- What parents should know
- A complete list of the Common Core State Standards
- Key shifts in Language Arts and Math Standards



View this 3 minute video found on www.corestandards.org ([click here](#)). This is sponsored by the Common Core State Standards Initiative

Bridging the Gap through Scaffolding Instruction

(OSTP 1, OSTP 2, OSTP 3, OSTP 4)

What can teachers do about the knowledge gaps many students bring to the classroom? It seems almost unethical to teach skills associated with grade level standards to students who are lacking necessary prior knowledge to go to the next step. Not only that, but brain research tells us that new information more easily becomes knowledge stored in long term memory if it can "hook" to an existing neuron (or existing knowledge). (Wolfe, 2001).

The dilemma we face - and possibly at a higher degree in our beginning years in the classroom - is finding a way to fulfill curricular requirements and state mandated testing demands that use grade appropriate standards, and meeting students where they are. What can you do if you are teaching 5th grade math and 50% of your students are at a 3rd grade level?

1. Use pre-assessment and baseline data to provide rationale for your lessons.
2. Differentiate by providing scaffolding for your struggling learners through mini - lessons focused on needed skills.
3. Use the Academic Content Standards Extended (see link below) or related past grade standards as scaffolding to reach the grade appropriate standard.
4. Keep in mind that the grade appropriate standard is required for your lesson standards. Your daily learning targets and "I cans" need to be aligned to these.

Wolfe, P. (2001). BrainMatters: Translating research into classroom practice. Alexandria, VA: Association for Supervision and Curriculum Development.

Breaking down the Extended Standards

(OSTP 4)

The Academic Content Standards Extended provide multiple ways to learn and demonstrate knowledge for those with significant cognitive disabilities. This is only about 1% of the population or less. **However, these play a part in helping teachers create steps to provide support (or scaffolding) for struggling learners.** When considering knowledge gaps in your classroom, build in some skills associated with the least complex standard from the extended standards and work toward the grade appropriate standard. **Remember (for 99% of the learners) the standard for the lesson needs to be the true grade appropriate standard.**

| Reading Standards for Informational Text Extended Standards | | | Grades 6 - 8 |
|---|--|--|-----------------|
| Essence of the Standards: <ul style="list-style-type: none"> • Use key ideas and details to support understanding of informational text. • Use word choice and structures to support meaning. • Compare information across sources. • Demonstrate understanding of informational text while actively engaged in reading. | | | |
| Most Complex ← | Key Ideas and Details | | → Least Complex |
| RI.68.1a Cite evidence in text to support answers to literal or inferential questions. RI.68.2a Summarize text including central ideas and details. RI.68.3a Explain connections between events, ideas, individuals or steps in procedures in historical, scientific or technical text. | RI.68.1b Cite details from text to support the answers to literal questions. RI.68.2b Identify the topic of a text including central ideas and details. RI.68.3b Identify a connection between two events, ideas, individuals or steps in procedures in historical, scientific or technical text. | RI.68.1c Identify details that support answers to literal questions. RI.68.2c Sequence main ideas in relation to a stated topic. RI.68.3c Identify a series of steps or events described in historical, scientific or technical text (e.g., first, middle, last). | |

Working from left to right, the Extended Standards provide the most -to -least complex scaffold of the standard.

* ODE Links * Bookmark Me!!

(OSTP 7)

- Ohio's Learning Standards ([click here](#))
- Early Learning and Development Standards ([click here](#))
- Academic Content Standards Extended ([click here](#))
- Ohio's State Tests ([click here](#))

- Strategies for Diverse Learners - Focus on Students with Disabilities ([click here](#))
- Strategies for Diverse Learners - Focus on Gifted Learners ([click here](#))
- Strategies for Diverse Learners - Focus on English Language Learners ([click here](#))

Important Dates

Online Application for Spring 2016 Experience Deadline

Wednesday, September 30, 2015

Apply on the OFS website ([click here](#))

Non-Academic Pre- reqs for Spring 2016 experiences

Due Monday, November 16, 2015 in 187 Julka Hall no later than 5:00

Practicum edTPA Support Session 2

Held in Fenn Tower Rm 303

Friday, September 25, 2015
9:00 - 10:20 - Middle, Secondary, Foreign Language, and Physical Education interns
10:30 - 11:50 - Early Childhood and Special Education interns

edTPA Submission Deadline for Student Teachers only

Tuesday, November 10, 2015 submitted electronically through the edTPA website

OFS is open on Monday, October 12, 2015 (Columbus Day)

OFS is closed on Wednesday, November 11, 2015 (Veteran's Day)

Teaching Your Classroom Rules

[\(OSTP 5\)](#)

When a teacher says, "You need to be a good listener!" to students, they very likely will want to please the teacher and will say, "Okay." However, they may not quite know what that really means to the teacher. **Many of the rules and procedures of a classroom are up to interpretation and need to be taught to students.**

As a guest in your mentor's classroom, it is important to first talk with him or her about any and all shifts that will take place as you slowly step into the role of teacher. Students need to know what the expectations are and if there is any difference in the procedures of the classroom as your role evolves.

In order to avoid confusion, **keep it simple!**

1. Limit your classroom rules to 4 or 5 at most.
2. Promote an environment focused on teaching and learning by stating your rules as positive expectation ("Be alert!" instead of "Don't put your head down.").
3. Search "The 4 B's classroom rules" online for thousands of examples of simple, effective rules that are phrased positively.
4. Remove ambiguity by discussing what the rules actually mean as a class. Form an agreement. (What is evidence of good listening?) You may even want students to illustrate or act out an example of following the rules. Sometimes it helps if there are also examples of what breaking the rules looks like so students can discuss why that is not an example of following classroom procedure.

Ice Breaker Activities

[\(OSTP 1\)](#)

- Back to school ice breakers ([click here](#))
- Education World Back to School Archive ([click here](#))
- Ice Breakers for Team Building ([click here](#))
- Pinterest Ice Breaker boards ([click here](#))

Helpful Links

[\(OSTP 2, OSTP 4, OSTP 7\)](#)

- **Core Standards Information** corestandards.org - This is a website sponsored by the Common Core State Standards Initiative. It provides helpful information that is directed by its sponsor. (Also on page 3).
- **The Ohio Continuum of Teacher Development** ([click here](#)) Please click on the link midway down the page once you arrive to the Ohio Department of Education website. The Continuum provides insight into what the Ohio Standards for the Teaching Profession might look like in action during the Practicum (look at the pre-service category) and near the conclusion of Student Teaching (look at the residency category).
- **Pre-assessment Strategies** ([click here](#))
- **Dare to Differentiate Pre-assessment strategies** ([click here](#))
- **90 second assessments** ([click here](#))
- **Early Childhood Ohio Website** ([click here](#)): This is strongly recommended if you are working in an Early Childhood (Birth - K) classroom