ALL MEANS ALL!

USING RESEARCH-BASED LEARNING STRATEGIES

TARGET AREA: RESEARCH-BASED LEARNING STRUCTURES

> The difference between who you are and who you want to be is what you do.
>
> ~Bill Phillips

PREPARED FOR THE

NEW COLLABORATIVE LEARNING TEAM MEMBERS OF

HICKMAN MILLS C-1 SCHOOL DISTRICT

BY DAN MULLIGAN, FLEXIBLECREATIVITY.COM

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"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

~Ron Edmonds

Research-Based Learning Strategies

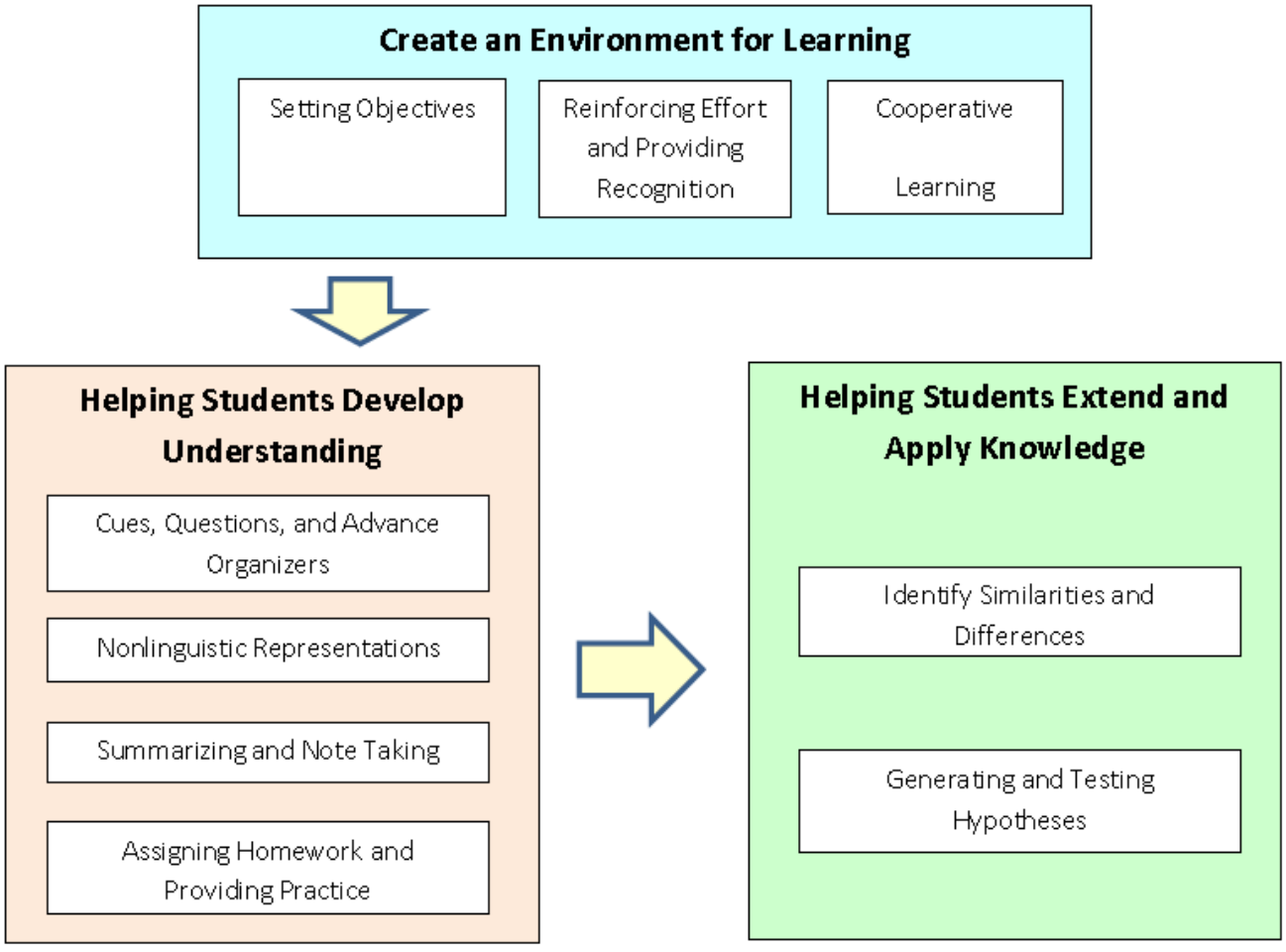
Instructional Strategy	Student/Teacher Behavior	Observed				
Identifying Similarities & Differences Engaging students in activities that help them examine similarities & differences among ideas, issues, events, etc. by engaging in comparing, classifying, creating metaphors, and creating analogies.	Complete comparison charts					
	Create/use Venn diagrams					
	Apply Frayer Model to define terms					
	Develop comparison matrices					
	Classify essential words into categories					
	Create analogies relating essential content to prior understandings					
	Explain/create metaphors involving essential content					
Summarizing & Note-taking Helping students to distill and/or synthesize information accurately & concisely.	Apply note-taking strategies (e.g. Cornell, Interactive)					
	Use summary frames					
	Complete EXIT cards to summarize key points					
	Practice paraphrasing strategies					
	Maintain journals (writing to explain thinking)					
Reinforcing Effort & Providing Recognition Teaching students about the relationship between effort & achievement & recognizing students for their progress	Use pause, prompt, & praise effectively					
	Completes scoring guides to self-assess effort & achievement					
	Display concrete symbols of recognition					
	Completes response or dialogue journals					
	Use mnemonics to understand concepts					
	Provided specific feedback on student samples					
	Model & practice student to student pause, prompt, praise					
Homework & Practice Providing students with opportunities to deepen their understanding of content and their proficiency & skills	Clearly state the purpose of assignments and practice					
	Fosters student/student discussions					
	Provides instructional games and inquiry					
	Assigns activities that focus on essential skills					
	Leads student charting of speed and accuracy					
	Allows time for oral reading					
	Encourages silent reading that is discussed					
	Requires daily writing that is shared					

Nonlinguistic Representation Helping students represent and elaborate on knowledge in an imagery form using mental pictures, physical models, graphic organizers, etc.	Uses manipulatives					
	Creates graphic organizers					
	Analyzes cause & effect relationships					
	Explores concept development					
	Plans for drawing diagrams and/or building models					
	Participates in performance tasks					
	Uses time/sequence charts					
Cooperative Learning Using grouping strategies to assist students in their learning	Provide each student with unique information needed by group					
	Create unique student roles in the group tied to the content					
	Create jigsaw expert for each group					
	Rotate group roles overtime					
Setting Goals & Providing Feedback Helping students to understand the direction for learning, to establish personal goals, and to provide feedback relative to how they are progressing on their goals	Explain personal lesson learning goal for each student					
	Experiences a variety of assessment formats					
	Provide students with self-check opportunities					
	Completes student contracts					
	Uses scoring guides (rubrics) to identify what 'good is'					
	Evaluates understanding of personal learning goal					
Generating & Testing Hypotheses Engaging students in activities that ask them to apply knowledge by generating and testing a hypothesis, such as problem solving, decision making, experimental inquiry, systems analysis, investigation, etc.	Gathers and interprets data to support position					
	Uses Direct Reading Thinking Activity (DRTA)					
	Uses Directed Listening Thinking Activity (DRTA)					
	Investigates problem situations					
	Uses a structure for problem solving					
	Uses a structure for decision making					
	Uses a structure for analyzing					
	Justifies conclusions					
	Asking/Responding to Second Questions					
Activating Prior Knowledge Providing situations for students to retrieve what they already know about a topic. Cues/questions/ advance organizers can be used for this strategy.	Engages students in Triangle Trivia activity					
	Provides opportunities to recall/build background vocabulary					
	Participates in brainstorming experiences					
	Engages in Motor Mouth activity					
	Dialogues with peers on prior understandings					
	Participates in pre-reading and pre-writing activities					

Practices: interventions and strategies that are evidence based.

Framework for Instructional Planning

1. **Create an Environment for Learning**
   - Helping students know what is expected of them, providing students with opportunities for regular feedback on progress, assuring students they are capable of learning content and skills
2. **Helping Students Develop Understanding***
   - Integrating prior knowledge with new knowledge
   - Procedural knowledge: constructing a model of the steps required of the process and practicing its variations; using the process or skill fluently or without any conscious thought
3. **Helping Students Extend and Apply Knowledge**
   - Moving beyond 'right answer' learning to an expanded understanding and use of concepts and skills in real-world contexts.



~Classroom Instruction that Works, 2nd Edition, 2012

CONTINUING THE JOURNEY – REFINING OUR CRAFT

PURPOSEFUL USE OF RESEARCH-BASED STRATEGIES

RBIS	Framework	Structure	Comments
SOPF, SD	AS, SUM	**Alpha Block**	Provides context for what will be learned and allows checking for understanding. Introduces and concludes learning. *To be effective, requires scaffolding.
SOPF, NL, SD	AS, SUM	**Chatter Drawing**	
SOPF, GTH	AS, IP, SUM	**KWLHAQ**	
SOPF, GTH, NL	AS, SUM	**What I Know About**	
SD, GTH, SN	IP, SUM	**Where do I Belong**	Tactile sorting that requires analyzing
SD, GTH, SN	IP, SUM	**What's My Rule**	Student hypothesizing and analyzing
SD, GTH, SOPH	AS, IP, SUM	**These are…These are not**	Fosters thinking and student ownership of understanding
SD, GTH, SN	SUM, AS, IP	**Give One…Get One**	Summarizing/Note Taking, Analogies, Metaphors
SD, GTH	SUM, AS, IP	**Comparing Terms**	Analogies, Metaphors
SN, All others	AS, IP, SUM	**Interactive Note Taking**	Organizes thinking, fosters student ownership of learning
SN, GTH	IP, SUM	**Think-Tac-Toe**	Playfully requires students to think at variety of DOK levels
SN, GTH	SUM	**Quick Write**	Think about their own thinking
SN, CL	IP, SUM	**Justify Quartet/ Trio**	Differentiate support not expectations
SN	SUM	**What we did Today**	Student reflection
SN, GTH	SUM	**Two Word Strategy**	TAPS, powerful summarizing tool
REPR	IP	**Windshield Check**	Checking along the way
REPR, SOPF	IP	**Weekly Self-Evaluation**	Checking along the way
HP	SUM	**Dinner Menu**	Differentiated creating
HP, GTH, SN	SUM	**Cubing**	Playful (but effective) Blooms
NR, GTH, CQAO	SUM, AS, IP	**Triangle Trivia**	Teacher or Student Centered
NR	SUM	**Spin the Word** (Graph, Story)	Playful creating/thinking
CL, GTH HP	IP, SUM	**Team Turn**	Differ
CL, SN, GTH, HP	IP, SUM	**Fan & Pick**	Differentiate support not expectations
CL, GTH	SUM	**LaToya & Kirk Template**	Differentiate support not expectations

PURPOSEFUL USE OF RESEARCH-BASED STRATEGIES

RBIS	Framework	Structure	Comments
SOPF	SUM	**DOK Indicators**	Editable Spin the Word Cards
SOPF, GTH	SUM	**Genius Reflection**	Structured Genius Hour Tools STEAM, 21st century learning, college & career ready skills
SOPF, GTH	SUM	**Genius Planning**	
SOPF, GTH	SUM	**Genius Rubric**	
GTH	SUM	**Experimental Inquiry**	STEAM, 21st century learning, college & career ready skills
GTH, SN	SUM	**Guess the Fib**	Teacher or student centered
GTH, SOPF	IP	**Problem Solving Strategy**	Structure for problem-solving process
CQAO	SUM, IP	**Concept Definition Mapping**	Mind Mapping Tools
CQAO, SN, CL	IP, SUM, AS	**Think Pad**	Checking long the way
CQAO	IP, SUM, AS	**Effective Questions**	Deeper understanding through meaningful questioning
CQAO	IP, SUM, AS	**Second Question**	
CQAO	IP, SUM, AS	**Second Question ELA**	
CQAO	IP, SUM, AS	**Second Question Math**	
CQAO, SOPF	SUM, AS, IP	**Individual Learning Contract**	STEAM, 21st century learning, college & career ready skills
CQAO, SD, GTH	IP, SUM	**Frayer Model**	Vocabulary graphic organizer
CQAO, GTH	IP, SUM	**Y Chart**	Structured Thinking Organizer
SN, CQAO, CL	IP, SUM	**Responding to Fiction**	Intended to be used with the "Fan and Pick' Board. Guides students to strengthen comprehension skills
SN, CQAO, CL	IP, SUM	**Responding to Informational Text**	
SN, CQAO, CL	IP, SUM	**Literature Response Cards**	

LEGEND

RESEARCH-BASED INSTRUCTIONAL STRATEGIES

SD	Similarities and Differences	**SN**	Summarizing and Note-Taking	**REPR**	Reinforcing Effort and Providing Recognition
HP	Homework and Practice	**NR**	Nonlinguistic Representation	**CL**	Cooperative learning
SOPF	Setting Objectives and Providing Feedback	**GTH**	Generating and Testing Hypothesis	**CQAO**	Cues, Questions, and Advance Organizers

FRAMEWORK FOR INSTRUCTIONAL PLANNING

AS	**Activating Strategy** Creating an Environment for Learning	**IP**	**Instructional Period** Helping Students Develop Understanding	**SUM**	**Summation** Helping Students Extend & Apply Knowledge

CREATING AN ENVIRONMENT FOR LEARNING (UNPACKING THE STANDARD)

Focus Strategy: ALPHA BLOCKS SORT

Topic: _____

ABC	DEF	GHI
JKL	MN	OPQ
RST	UVW	XYZ

On the back of the sheet, write a summary of the topic. In the summary, use the most important words from the list of words that appear in the above blocks.

Chatter Drawing

Goal: To activate and evaluate student knowledge of a topic.

Description: In this activity, students will activate prior knowledge by creating a graphic representation of a topic before the lesson. After engaging in learning about that topic, students will re-evaluate their prior knowledge by drawing a second depiction of their topic. They will then summarize what the different drawing *say* to them about what they learned.

Procedure:

1. Ask students to close their eyes and think about topic X. Using the Chatter Drawing worksheet, have students draw a picture what they saw while they were thinking about topic X.
2. Teach cognitive portion of your lesson.
3. At the end of the lesson, ask students to elaborate upon their initial drawing by creating a new drawing that incorporates what they learned about topic X during the lesson.
4. Have students share their ideas before and after drawings with a partner. Students should discuss the differences between the two depictions of topic X.
5. Finally, have students respond in writing at the bottom of their Chatter Drawing worksheet. What do the two drawings tell them about what they learned during the lesson?

My notes/variations on this structure:

Chatter Drawing

1. **Close your eyes and think about _____ . Now, open your eyes and draw what you saw.**

2. **Now that you have learned more about _____ , draw a second picture to show what you learned.**

3. **In the space below, tell what you have changed about your before and after pictures. Explain why you made those changes.**

KWHLAQ Chart – 21st Century Style

K	W	H	L	A	Q
What do I know?	What do I want to know?	How do I find out?	What have I learned?	What action will I take?	What new questions do I have?

What I KNOW about _____!

I think _____ is:

One question I have about _____ is:

Here is a picture to show what _____ is:

It's All About the Second Question

What if…?	Is _____ the reason for ___?
I wonder why _____?	Can…?
If…?	Would you rather…?
What is it that…?	What would it take to…?
When is it…?	Why is it that…?
Who could…?	Would _____ be possible if…?
How is _____ like _____?	Is it possible to…?
When is…?	Could…?
What could happen if…?	How can…?
If it were possible…?	What is your opinion about…?
Are there…?	Is it right to…?
Why is…?	I wonder when…?
How…?	I'm wondering if…?
Where did…?	How could it…?
Do you…?	Why are…?
Does it matter if…?	If it ___, could _____?
When is it…?	What can…?

The impact of a first question can be enriched by following with:

"How do you know?"

"What makes you say that?"

These are _____

These are NOT _____

Which of these are _____?

Explain how to recognize a _____?

These are my examples of _____

Dan Mulligan, version 2.0, 2016

T.A.P.S.

Total group, Alone, Partners, Small group

In any unit of study, some time must be spent in each of the areas that are defined by the term TAPS:

- ✓**(T) Total group –** There may be information and new skills that need to be shared or demonstrated to the whole class (modeled, guided practice, independent practice).
- ✓**(A) Alone –** Students sometimes need to practice by working alone, which is how they perform or standardized tests. In life, we often work and think independently of others.
- ✓**(P) Partners –** Partnering gives students a process: a narrow audience with whom to share ideas, discusses new information, or process learning. Random partners, or teacher-constructed pairs can accomplish this.
- ✓**(S) Small group** – Groups of three or four students may be constructed for a variety or purposes. IN any group larger than three or four, some students may be off-task or lack real commitment to the goal.

Applications of TAPS to the Learning Process

Total Whole class instruction All students doing the same thing	Pre-assessment Presenting new information Modeling new skills Guest speaker Viewing a video/podcast Using a jigsaw strategy Textbook assignments
Alone All students working alone may have a variety of tasks based on interest or readiness	Pre-assessment Journal entry Portfolio assessing Self-assessment Independent study Interactive Notetaking Reflection
Paired All students have a partner Random selection (card, color, etc.) Teacher selection Task or interest orientation	Brainstorming Checking homework Checking for understanding Processing information Peer editing Peer evaluation Researching Interest in similar topic Planning for homework
Small Group Homogeneous for skill development Heterogeneous for cooperative groups Random or structured by teacher or students	Problem solving Group investigations Learning centers Carousel brainstorming

NOTE: In a 4 x 4 block schedule, 3 of the 4 structures would be used in the lesson (in a purposeful order).

INSTRUCTIONAL EXPLICITNESS

A meta-analysis of 58 studies (Kroesbergen & Van Luit, 2003) revealed that students with learning deficits benefit more from explicit instruction than from discovery-oriented methods. Therefore, effective intervention in Tier 2 requires an explicit, didactic form of instruction in which the teacher directly shares the information the child needs to learn.

Action Step:

Students create individualized (data-driven) interactive portfolios/journals/notebook containing explicit notes reflecting essential knowledge, skills, processes, and vocabulary.

Student notebooks contain **student-selected work samples that chart their progress** in understanding essential previously difficult content. Teacher and home feedback throughout the development of the portfolio is a powerful motivator.

NOTE: A free app, *pdfcabinet*, integrates technology with college and career skills

Clues

Written at conclusion of intervention

Anticipated assessment samples

Main ideas

Vocabulary words*
*individualized
*included in glossary

Used for review & study

Name, Date, Topic, Page #

Taken During Class

- Main points
- Bullet points
- Diagrams/Charts/Graphs
- Abbreviate
- Paraphrase
- Outlines
- Leave space between topics
- Can be teacher provided and student annotated using a highlighter

CORNELL / INTERACTIVE ORGANIZED NOTE-TAKING

Student Summary

Written at the conclusion of each intervention.
Summarizes the main points in the notes/examples on this page
Used to find/spiral back to information later.

Table of Contents

Ch. 13 math notes 4-26-10

System of equations

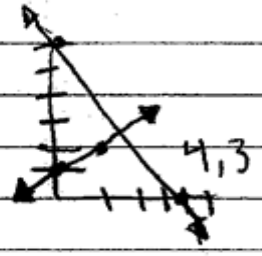
- solving system of equations

$3x + y = 15$

$y = 1/2 + 1$

x	y
0	15
5	0

- graphing method



- substitution method

$3x + y = 15$

$y = (1/2x + 1)$

$2(3x + 1/2x + 1 = 15$

$6x + 1x + 2 = 30$

$7x + 2 = 30$

$\frac{7x}{7} = \frac{28}{7}$

$x = 4$

$y = 3$ (4,3)

- elimination

1. make opposites
2. add to eliminate
3. substitute
4. answer with a point! (,)

$2x + 3y = 8$

$-2(x + 6y = 13)$

$2x + 3y = 8$

You should do work to all the way

Word	Page #	My Description	My example or picture
Acute angle			
Addend			
Associative Property			
Binomial			
Expression			
Equation			
Dilation			
Equilateral Triangle			

HELPING STUDENTS EXTEND AND APPLY KNOWLEDGE

Fan the Cards

Coach and Compliment

Choose a Card

Fan and Pick

4

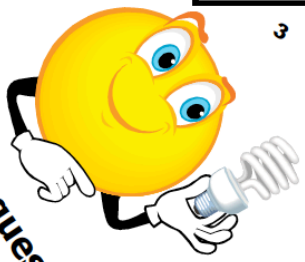
Coach, compliment and encourage.

1

Fan the cards.

3

Answer the question in your own words.



2

Choose a card and read the question.

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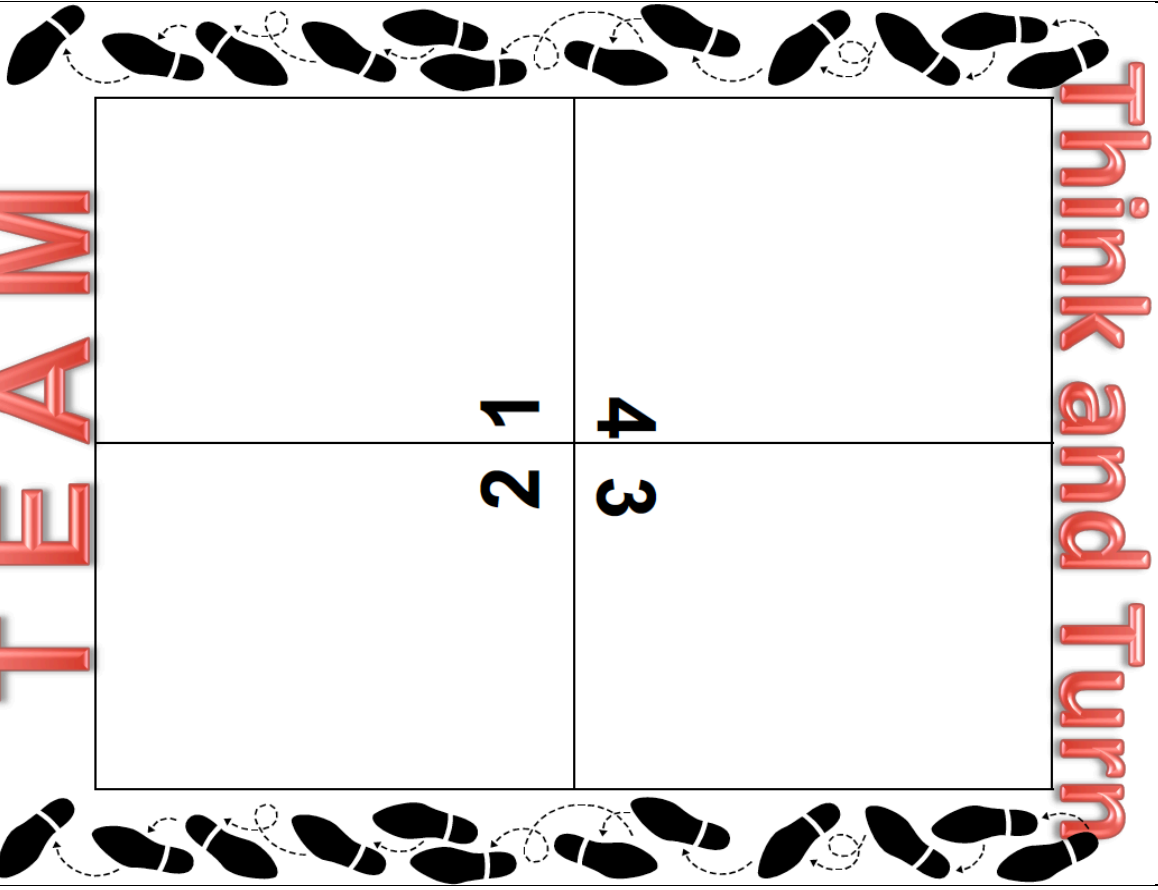
Answer the Question



Verbs and Products by Quadrant (DOK) of the Learning Framework

C (DOK 3) Student Thinks		D (DOK 4) Student Thinks and Works	
VERBS	**PRODUCTS**	**VERBS**	**PRODUCTS**
Analyze	Essay	Evaluate	Evaluation
Compare	Abstract	Formulate	Newspaper
Examine	Blueprint	Justify	Estimation
Contrast	Inventory	Rate	Trial
Differentiate	Report	Recommend	Editorial
Explain	Plan	Infer	Radio Program
Dissect	Chart	Prioritize	Play
Categorize	Investigation	Revise	Collage
Classify	Questionnaire	Predict	Machine
Diagram	Classification	Argue	Adaptation
Discriminate		Conclude	Poem
			Debate
			New Game
			Invention
A (DOK 1) Teacher Works		**B (DOK 2) Student Works**	
VERBS	**PRODUCTS**	**VERBS**	**PRODUCTS**
Name	Definition	Apply	Scrapbook
Label	Worksheet	Sequence	Summary
Define	List	Demonstrate	Interpretation
Select	Quiz	Interview	Collection
Identify	Test	Construct	Annotation
List	Workbook	Solve	Explanation
Recite	True-False	Calculate	Solution
Locate	Reproduction	Dramatize	Demonstration
Record	Recitation	Interpret	Outline
Memorize		Illustrate	

VERBS AND PRODUCTS BY QUADRANT (DOK)

Ask questions to summarize, analyze, organize, or evaluate:

- How are these similar/different?
- How is this like___?
- What's another way we could say/explain/express that?
- What do you think are some reasons/causes that ___?
- Why did ___ changes occur?
- How can you distinguish between ___?
- What is a better solution to ___?
- How would you defend your position about ___?
- What changes to ___ would you recommend?
- What evidence can you offer?
- How do you know?
- Which ones do you think belong together?
- What things/events lead up to ___?
- What is the author's purpose?

C

Ask questions to predict, design, or create:

- How would you design a ___ to ___?
- How would you compose a song about ___?
- How would you rewrite the ending to the story?
- What would be different today, if that event occurred as ___?
- Can you see a possible solution to ___?
- How could you teach that to others?
- If you had access to all the resources, how would you deal with ___?
- How would you devise your own to deal with ___?
- What new and unusual uses would you create for ___?
- Can you develop a proposal that would ___?
- How would you have handled ___?
- How would you do it differently?

D

A

Ask questions to recall facts, make observations, or demonstrate understanding:

- What is/are ___?
- How many ___?
- How do/does ___?
- What did you observe ___?
- What else can you tell me about ___?
- What does it mean ___?
- What can you recall ___?
- Where did you find that ___?
- Who is/was ___?
- In what ways ___?
- How would you define that in your own terms?
- What do/did you notice about this ___?
- What do/did you feel/see/hear/smell ___?
- What do/did you remember about ___?
- What did you find out about ___?

B

Ask questions to apply or relate:

- How would you do that?
- Where will you use that knowledge?
- How does that relate to your experience?
- How can you demonstrate that?
- What observations relate to ___?
- Where would you locate that information?
- Calculate that for ___?
- How would you illustrate that?
- How would you interpret that?
- Who could you interview?
- How could you collect the data?
- How do you know it works?
- Can you show me?
- Can you apply what you know to this real-world problem?
- How do you make sure it is done correctly?

Step BAS1:	Identify the essential knowledge, vocabulary, skills, & processes of the state, division, and/or school standards to be assessed

Essential Knowledge *(What each student should know)*	**Essential Skills** *(What each student should be able to do)*	**Essential Vocabulary** *(What each student should be able to communicate)*

Step BAS2:	Determine the assessment type based on desired feedback.

We assess to inform instructional decisions and to encourage students to try. Use the chart below to determine the assessment that will provide valid and reliable feedback:

Assessment Type	DOK/Bloom Alignment	Format	Usefulness and Resulting Evidence
Closed Tasks & Selected Response	**DOK 1** **Recall & Reproduction** **Bloom A/B** **Remembering, Understanding**	• Multiple Choice • True False • Fill-in-Blank • Solve (without showing work) • TEI	• Useful for assessing content-based standards (facts, knowledge, concepts) • Takes less time
Open Tasks & Constructed Response	**DOK 2** **Basic Skills & Concepts** **Bloom B/C** **Understanding, Applying**	• Tasks with different possible answers • Tasks with different possible processes • TEI	Useful for assessing ability to: • Use processes and strategies • Interpret information • Apply information • Reasoning • Communicate thinking
Performance Assessment	**DOK 3** **Strategic Thinking** **DOK 4** **Extended Thinking** **Bloom E, F** **Evaluate, Create**	• Integrative tasks that yield specific products • Real-life situations • Authentic assessments	Useful for assessing ability to: • Organize, synthesize, and apply information and skills • Use of resources • Cite specific evidence • Develop and justify solution path
Informal Assessment	**DOK 2** **Basic Skills & Concepts** **DOK 3** **Strategic Thinking** **Bloom B, D** **Understand, Analyze**	• Teacher observations • Teacher/Student Rubrics • Conversations • Interviews • Portfolio	Depending on what is discussed or observed, these may reveal: • Process/thinking used to accomplish task • Understanding of a topic or concept • Ability to communicate and collaborate
Self-Assessment or Reflection	**DOK 3** **Strategic Thinking & Reasoning** **Bloom E** **Evaluate**	• Student journals or interactive Notebooks • Student checklists/observations • Daily or weekly self-evaluation • Teacher/Student interview	• Develops student awareness of strengths and opportunities to improve; conscious use of thinking skills • Can illustrate progress, thinking, and reasoning • Reveals student disposition • Sets personal goals

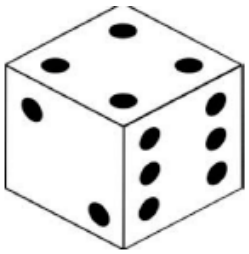
CONTINUED ON NEXT PAGE

A Balanced Assessment includes a variety of assessment formats. Each format is chosen based on the thinking skill specified by the goal.

- **Selected-response items** prompt students to select one or more responses for a set of options.
- **Technology-enhanced items** take advantage of computer-based administration to assess a deeper understanding of content and skills than would otherwise be possible with traditional item types. Technology-enhanced items capitalize on technology to collect evidence through a non-traditional response type, such as hot spots, drag-and-drop, etc. Selected-response and technology-enhanced items can be scored automatically. These items can be simulated when technology is not available.
- **Constructed-response items** prompt students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given assessment target.
- **Performance tasks** measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. Performance tasks can be used to better measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items.

CURRENT REALITY IN MY SCHOOL/DIVISION:	OPPORTUNITIES TO KICK-UP ASSESSMENT IN MY SCHOOL/DIVISION:

LET'S CUBE IT!



TEAM NAME: _____

TOPIC: _____

1. **DESCRIBE IT:** *What is it?*

WORDS…	IMAGE…

2. **EXPLAIN IT:** *HOW WOULD YOU MAKE IT CLEARER FOR SOMEONE TO UNDERSTAND IT?*

WORDS…	IMAGES…

3. **APPLY IT:** *WHAT DOES IT MAKE YOU THINK OF? WHAT CAN YOU DO WITH IT?*

WORDS…	IMAGES…

4. **ANALYZE IT:** *WHAT ARE ITS ESSENTIAL PARTS? HOW IS IT MADE? WHAT IS IT COMPOSED OF?*

WORDS…	IMAGES…

5. **JUDGE IT:** *ARGUE FOR OR AGAINST IT. SUPPORT YOUR THINKING.*

WORDS…	IMAGES…

6. **CREATE WITH IT:** *WHAT IS SOMETHING YOU CAN DO WITH IT?*

WORDS…	IMAGES…

Individual Learning Contract

Project #: ____

To demonstrate what I have learned about:

_____

I want to:

_____

____ **Author** a report	____ **Produce** a movie (podcast)
____ **Conduct** a demonstration	____ **Generate** graphic organizer
____ **Design** an experiment	____ **Build** a model
____ **Create** a multimedia presentation	____ **Construct** a model
____ **Invent** a mural	____ **Other:** _____

This is a valid way to demonstrate understanding of this concept because:

To do this task, I will need:

My action plan is:

The criteria/rubric which will be used to assess my final product is:

My project will be completed by this date: _____

Student signature: _____ Date: ___/___/____

Teacher signature: _____ Date: ___/___/____

_____ Unit

Role - Audience - Format - Topic

Your RAFT must show that you understand the following concepts:

Choose one of the following RAFT options:

Role	Audience	Format	Topic

Other Ideas?

Submit a proposal below:

BEST PRACTICES

TEACHERS

Traditional	What is Needed
"Deliver" instruction	"Facilitate" learning
Student	Learner
Test scores (easy to measure)	Holistic assessment of learner (difficult to measure)
Proficiency	Growth
Standardized approach	Personalized, differentiated for each learner
Content-focused and narrow (Quadrants A / C)	Application focused (Quadrants B / D) Probing questions, scaffolding
Instruction in classroom only, bell schedule-limited	Learning anyplace/anytime, 24x7, technology
Teacher-centered	Learner-centered
Passive learning	Active learning
Learn to do	Do to learn
Assessment has single purpose (proficiency)	Smarter, balanced assessments with multiple purposes (assess for proficiency, growth, formative, predictive)
Teacher as "sage on the stage"	Teacher as facilitator of learning
Define learning in terms of required content to teach	Define learning in terms of skills and knowledge as results
Define learning from specific skills up to total student	Define learning from whole student down to specific skills
Cover as many topics as possible	Help students learn priority skills deeply
Break apart curriculum	Integrate curriculum
Entire curriculum mandatory	Curriculum includes some student choice
Teach skills in isolation	Teach skills in context
Focus on deficiencies	Focus on proficiencies
Look for evidence of good teaching	Look for evidence of good learning
Standardized procedures	Shared best practices
Give separate assessments	Give embedded assessments
Isolate instruction from community	Connect instruction to community

INSTRUCTIONAL LEADERS

Traditional	What is Needed
Manage in the current system	**Change the system**
Use past experience to solve problems	**Learn new ways to adapt and change**
Promote standard procedures	**Adapt to unique situations**
Replicate practices with fidelity	**Create new practices to meet student needs**
Look to supervisors for answers	**Look to staff to take actions**
Rely on individual expertise	**Share each other's expertise**
Authority	**Collaboration**

REFLECTIONS