

## Instruction for All Students Year Two Teachers

Second-year teachers study teaching and learning. The course uses Instruction for All Students second edition, by Paula Rutherford. Instruction for All Students is based on an analysis of the research on teaching and learning, and on the work of educators in schools around the world. It is based on a synthesis of practitioners' use of and potential use of best practice from hundreds of sources. The research background is embedded throughout the text. The focus of the 15 hour course is on the ASK framework for the study of teaching and learning.

Each new concept or component of the framework begins with a self-assessment, reflection of current practice or uses some other strategy to activate prior knowledge. Teachers learn, discuss, analyze, practice, and apply the components of the framework while making deliberate connections to the Iowa Teaching Standards and the Iowa Core throughout each session. Teachers are held accountable for application between sessions. The culminating project is a fully planned unit using the standards-based education framework. Evidence created throughout the sessions may be added to both the beginning teacher's body of evidence of demonstration of the Iowa Teaching Standards.

### The framework for the study

#### Essential Question:

*How do I ensure that all students achieve at high levels in my classroom?*

#### Session 1:

- Standards-Based Education (SBE)
- Overview of the Planning Process in SBE
  - What should students know and be able to do?
  - How will the students and I know when they are successful?
  - What learning experiences will facilitate student success?
  - Based on data, how do I refine the learning experiences?

#### Session 2:

- Using the Top Ten Questions when Planning a Lesson
- Unit Design in Standards-Based Classroom
- Add detail to the SBE Planning Process Ovals
  - Identify the variables we need to consider when designing lessons or units
  - Increase understanding of what focused and thorough planning looks like in a standards-based classroom
  - Promote planning in units or chunks, instead of focusing on daily lesson plans as isolated events
- **What should students know and be able to do?**
  1. On which content standards will the students be working?  
What are the learning targets, objectives, learning goals, I Can Statements or Outcomes addressed in this unit?
  2. What are the big ideas, major themes, key concepts or essential understandings, embedded or which transcend the standard?
  3. Given the essential to know/key concepts and ideas in Question 2, , how will this unit be different from what/how I taught and asked students to do in years past? *Skip if new unit.*

4. When or where have the students encountered information about and had experience with these key concepts/big ideas before?

### **Session 3:**

#### **How will the students and I know when they are successful?**

- Bloom's Revised Taxonomy: Matching cognitive complexity between learning targets and assessments
- Iowa Core Assessment Vocabulary
- Assessment Strategies on the Assessment Continuum
  1. What would it look like when students can demonstrate that they understand the big ideas and have mastered the essential skills?
  2. Which tasks/products would best demonstrate student understanding?
  3. Do I already have pre-assessment data or do I need to gather more? ?  
If sufficient data, what does the pre-assessment data tell me? If not, what method shall I use?

### **Session 4:**

#### **How will the students and I know when they are successful?**

- Determine the role of task analysis and use of data
  1. What does a task analysis reveal about the skills, knowledge and level of understanding required by the task?

### **Session 5:**

#### **What learning experiences will facilitate student success?**

- Getting Started with Differentiation - a philosophical approach to thinking about meeting the needs of diverse learners
- Creating a Differentiated Classroom
  1. What methods of presentation and what active learning experiences can I use to help students achieve the standard?
  2. What assignments, projects, and homework will help students see the relevance of the learning?
  3. What are the ways I can gather formative assessment data that will provide me and my students information on their progress toward meeting the standard?
- Programmatic Scaffolding

### **Session 6:**

#### **What learning experiences will facilitate student success?**

- Using an array of scaffolding options
  - Teacher Guidance
  - Teacher Feedback and Opportunities to Respond
  - Instructional Materials
  - Lesson Design: Gradual Release of Responsibility
    1. What materials/resources do I need to locate to provide multiple pathways to learning?
    2. What else might I do to provide challenging and meaningful experiences to both struggling and advanced learners?

#### **Based on data, how do I refine the learning experiences?**