“The task of the modern educator is not to cut down jungles, but to irrigate deserts.”

- C.S. Lewis
As I design a unit of study...

- Choose the appropriate curriculum TEKS and create enduring essential questions.
- Pre-assess students, use prior knowledge and expertise throughout unit.
- Create summative assessment where students have to apply essential skills and concepts.
- Integrate a writing task.
- Create or choose formative assessments to check for understandings throughout unit.
- Communicate criteria for formative and summative assessments to students.
- Target essential skills and concepts.
- Choose instructional strategies and best practices to teach targeted skills and concepts.
- Select multi-genre resources to use throughout the unit.
- Differentiate instruction.
- Provide opportunities for meta-cognition throughout the lesson.
2013-2014 Challenges

- Use your textbook as a resource, not as a daily lesson/activity.
- Visit colleagues classes to give input, to gain insight, to offer support
- Serve on a campus committee.
- Promote positive environment on campus.
- Take viable classroom risk in order to promote and instill critical thinking skills.
- Embedding technology TEKS in lessons.
- Implement flexible grouping.
- Utilizing data to drive instruction.
- Student’s writing skills by empowering them to write across the curriculum daily.

“I decided to think outside the box.”
Things that are for SURE!

1. It's not about you! Our calling is to serve others.
2. Start with the End in Mind. This approach brings about greater clarity for goals and yields great results.
3. Enlarge your vision. Do away with limited thoughts.
4. Have confident expectancy. Raise your level of expectations. Reach for new heights. Expect INCREASE.
5. Enthusiasm is contagious. Surround yourself with smart, funny, motivated people.
6. You can't soar like eagles if you keep picking around with chickens. Touch a child and pass it on.
7. A well-behaved teacher does not make history.
8. Mistakes are experiences. Learn from them. Don't repeat them.
10. You cause your own effect. Your actions revolve around you as surely the earth revolves around the sun. Make things happen!!!
Circle of Influence

“Enduring” (essential) Understanding

Important to know and do

Worth being familiar with
Writing Essential Questions

Writing essential questions takes patience and practice. As you begin to develop these skills, keep in mind that as an adult (as well as a teenager!) you are constantly required to make decisions and plan courses of action. Learning an effective set of tools to help you do both will make you more successful.

Essential questions are questions that:
1. Go to the heart of a discipline.
2. Recur naturally throughout one's learning.
3. Raise other important questions.
4. Require students to make a decision or plan a course of action.

Essential Question:
Should wetlands in the United States be preserved?

Unit Questions:
♦ What is a wetland?
♦ What are the reasons for saving wetlands?
♦ Why are wetlands being destroyed?
♦ Who is destroying wetlands?
♦ How many of acres of wetlands exist in the United States?

<table>
<thead>
<tr>
<th>Essential Question Example</th>
<th>Unit Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must a story have a moral, heroes, and villains?</td>
<td>Is Huck Finn a hero?</td>
</tr>
<tr>
<td>How does an organism's structure enable it to survive in its environment?</td>
<td>How do the structures of amphibians and reptiles support their survival?</td>
</tr>
<tr>
<td>Who is a friend?</td>
<td>Are Frog and Toad true friends?</td>
</tr>
<tr>
<td>Do we always mean what we say and say what we mean?</td>
<td>What are sarcasm, irony, and satire?</td>
</tr>
<tr>
<td>How can I reduce the likelihood of contracting aids?</td>
<td>What is aids?</td>
</tr>
</tbody>
</table>

Take the attitude of a student, never be too big to ask questions, never know too much to learn something new. ~Og Mandino
IDENTITY DESIRED RESULTS
- What should students already know, understand, and be able to do?
- What do students need to know?
- What is worthy of understanding?

DETERMINE ACCEPTABLE EVIDENCE
- How will you know if students have achieved the desired results and met the standards?
- What will we accept as evidence of students’ understanding and proficiency?

PLAN LEARNING EXPERIENCES AND INSTRUCTION
- Develop learning objectives
  - What facts, skills, procedures will students need to perform effectively to understand and achieve desired results?
  - What activities will equip students with the needed knowledge and skills?
  - How will I teach? What strategies or instructional methods will I use?
  - What materials and resources are best suited to accomplish these goals?
  - Does my lesson design make sense?
Framing Instruction
1. What are the curriculum TEKS, enduring understandings, and essential questions I want to target with this unit? How will I frame the learning so that students know the objectives and the rationale for what they are learning at the beginning of the unit?

2. How will I pre-assess what students already know and then draw upon their knowledge and expertise throughout the unit?

3. How will the summative assessment (at the end of the unit) require students to demonstrate their understanding and their ability to apply essential skills and concepts? How might I integrate a writing task as a part of the summative and/or formative assessment? What role can students play to help shape the summative task that they will complete?

4. How will formative assessments (throughout the unit) serve as ongoing checks for understanding and inform my teaching? How will students demonstrate their evolving understanding of the essential question(s) throughout the unit?

5. How will I communicate the criteria that will be used to evaluate both the formative and summative assessments?

6. Based on the summative assessment that students will be working toward, what are the essential skills and concepts to be targeted throughout the unit?

7. What instructional strategies or best practices will I use to explicitly teach the targeted skills and concepts throughout the unit?

8. What are the multi-genre resources that I will use throughout the unit as vehicles to teach the essential skills and concepts?

9. How will I differentiate instruction (i.e., content, process, or product) so that the learning experiences are both engaging and rigorous for all students?

10. How will opportunities for meta-cognition be incorporated throughout the unit to engage students in reflection on their learning? Based on
Metacognition consists of three basic elements:

- Developing a plan of action
- Maintaining/monitoring the plan
- Evaluating the plan

Text + Thinking = REAL READING
Metacognition

**Before** - When you are developing the plan of action, ask yourself:

- What is my prior knowledge will help me with this particular task?
- In what direction do I want my thinking to take me?
- What should I do first?
- Why am I reading this selection?
- How much time do I have to complete the task?

**During** - When you are maintaining/monitoring the plan of action, ask yourself:

- How am I doing?
- Am I on the right track?
- How should I proceed?
- What information is important to remember?
- Should I move in a different direction?
- Should I adjust the pace depending on the difficulty?
- What do I need to do if I do not understand?

**After** - When you are evaluating the plan of action ask yourself:

- How well did I do?
- Did my particular course of thinking produce more or less than I had expected?
- What could I have done differently?
- How might I apply this line of thinking to other problems?
- Do I need to go back through the task to fill in any “blanks” in my understanding?
WHICH TEKS?

Use the CSCOPE curriculum—your content campus calendar and Year-At-Glance, YAG to decide which TEKS to focus on during each unit. How can several TEKS be integrated into the unit?

SIX FACETS of UNDERSTANDING:

Enduring Understandings: Knowledge and understanding are both central to learning. However, knowledge and understanding are not the same thing. To know the characters are not the same thing. To know the characters in a novel is very different from understanding how the characters change in the face of conflicts or obstacles. How do we move students beyond mere knowledge to enduring understandings?

Students should be able to:

♦ **Explain:** provide thorough, supportable and justifiable accounts of phenomena, facts and data

♦ **Interpret:** tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events

♦ **Apply:** effectively use and adapt what we know in diverse contexts

♦ **Have perspective:** see and hear points of view through critical eyes and ears; see the big picture
Empathize: Find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience

Have self-knowledge: Perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; aware of what we do not understand and why understanding is so hard.

ESSENTIAL QUESTIONS:

After you identify the enduring understandings for your unit, you then develop your essential questions. These questions are geared to help students take an inquiry approach toward the various learning experiences you will design. Look at your list of enduring understandings and develop 2-5 essential questions that cover all of them. You may have one “overarching” essential question or a series of related questions that will cover the full range of your enduring understandings. Good essential questions have the following criteria in common:

♦ Open-ended questions that resist a simple or single right answer
♦ Deliberately thought-provoking, counterintuitive, and/or controversial
♦ Require students to draw upon content knowledge and personal experience
♦ Can be revisited throughout the unit to engage students in evolving dialogue and debate
♦ Lead to other essential questions posed by students
LOWER AND HIGHER LEVEL QUESTIONS

At times instead of referring to a specific level of the taxonomy people refer to "lower-level" and "higher level" questions or behaviors. Lower level questions are those at the knowledge, comprehension, and simple application levels of the taxonomy. Higher-level questions are those requiring complex application (e.g., analysis, synthesis, and evaluation skills).

Usually questions at the lower levels are appropriate for:

1. Evaluating students' preparation and comprehension.
2. Diagnosing students' strengths and weaknesses.
3. Reviewing and/or summarizing content.

Questions at higher levels of the taxonomy are usually most appropriate for:

1. Encouraging students to think more deeply and critically.
2. Problem solving.
3. Encouraging discussions.
4. Stimulating students to seek information on their own.
Decide on curriculum

TEKS, ENDURING

understandings, and ESSENTIAL questions

Page 19 : Bloom’s Taxonomy (23/50)
ESSENTIAL QUESTIONS TO SHAPE A SCHOOL'S CURRICULUM

In every class and every subject, students will learn to ask and to answer these questions:

• From whose viewpoint are we seeing or reading or hearing? From what angle or perspective?
• How do we know when we know? What's the evidence, and how reliable is it?
• How are things, events, or people connected to each other? What is the cause and what is the effect? How do they fit together?
• What's new and what's old? Have we run across this idea before?
• So what? Why does it matter? What does it all mean?
POST ASSESSMENTS

Post assessment occurs when teachers feed information back to students in ways that enable the student to learn better, or when students can engage in a similar, self-reflective process. When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as reteaching, trying alternative instructional approaches, or offering more opportunities for practice. These activities can lead to improved student success.

SUMMATIVE ASSESSMENTS

This is the origin of the phrase, "beginning with the end in mind." The best summative assessments often incorporate the essential question(s) that have focused the unit, requiring students to answer one or more of the essential questions drawing upon ideas from personal experience and from the texts studied. You may be asking, "How can I design an assessment before I teach a unit?" To be able to do this, you need to decide what is essential for students to know and then determine how students will demonstrate their understanding. Designing your assessment must occur early in the planning process to give both you and your students a clear destination for the unit; the teacher is then able to create the best roadmap for the learning experiences required to get there. Some considerations are:

- How will the summative assessment require students to demonstrate their understanding and their ability to apply essential skills and concepts?
- How can I incorporate/integrate the essential question(s) in the summative assessment to check for each student’s understanding?
- How will I communicate the components/elements of this summative assessment to the students at the beginning of the unit so students will know what will be expected and required?
- How will I communicate the criteria for a successfully completed performance assessment?

To review your Instructional Focus Document, IFD.
This is the point in the process where you identify the specific skills and concepts required to successfully complete the summative assessment. You might ask: "What will students need to know and be able to do so that when they get to the summative assessment, they will be able to successfully apply these skills and concepts?" Answering this question requires a careful task analysis of the summative assessment to determine the embedded skills and concepts that are a part of the task requirements. For example, a summative assessment may require students to "synthesize ideas and information from one or more texts." Given this requirement of the summative assessment, students need to practice applying the skill of synthesizing ideas and information from one or more texts throughout the unit so that they are prepared to apply this skill by the end of the unit. Once these skills and concepts are identified, it then becomes possible to design lessons that incorporate instructional strategies and best practices to explicitly teach these skills and concepts.

This process of chunking skills and concepts and teaching them throughout the unit is sometime referred to as scaffolding because we are providing students with temporary assistance to help them develop independence with the skills and concepts. Knowing what the summative assessment will require of students is necessary before we can identify the scaffolding they will require to be successful.
In the educational setting, we start with the theme and enduring understandings and then gather resources to enhance our students' exploration of the designated essential questions. Create a circle of resources and activities that are linked to the same theme. Teachers often find that it is helpful to introduce students to a theme by reading a piece of nonfiction or poetry, and then using this as a bridge to unit's concepts.

For example, a unit that might explore the theme of choices, actions, and consequences and might Feature The Scarlet Letter as the anchor text could begin with a nonfiction text that addresses current debate over whether or not people convicted of drunk driving should be required to put a bumper sticker on their cars publicizing their convictions. Later in the unit, students might read short stories related to the same theme, and then make synthesizing connections among the various texts.

Resource Table of Content:
Lead and Learn
LeadForward
CScope
Kilgo
CScope
Creating a unit using the backward design planning process takes time, discussions, and sharing ideas. It is a recursive one; you will move back and forth across the curriculum map, making revisions and refinements each time you add something to a section of your planning.

Some examples might include:

- As you add a new title to the variety of resources you want to use, you then need to return to the essential skills and concepts and decide which ones you will explicitly teach.

- As your students explore, consider and construct their own understanding of the essential questions, you may find yourself revising and refining the post and summative assessments.

- As students raise their own questions related to the theme, demonstrating an interest to explore related topics and for texts of personal relevance, you may need to allow time for students to make these personally meaningful connections.

- When you think the unit is complete, in reviewing it, you may realize that you need to revise the strategies and best practices choices to add variety so as to capitalize on the learning styles of all of your students.

- Looking at how you will teach the TEKS, you may find you need to "let go" of an old favorite lesson or activity because it does not "mesh or link" with the other pieces of the unit; although fun or entertaining, if it will not further your students' understanding of the enduring understandings or essential questions, it may need to be let go.

As you teach the unit, you will also make continual adjustments based on the post assessment data you gather about what students know and can do. You will find some skills or concepts need more time and/or instructional emphasis than others, requiring you to make adjustments to the unit.
QUESTIONING STRATEGIES:

WAIT TIME: Providing "thinking time" prior to calling on students

DELVING: Giving students hints and clues to seek initial responses

CLARIFYING AND PROBING: Asking students follow up questions to refine their thinking

EVIDENCE SEEKING: Asking students to support their ideas with specific rationale

RESPONSE OPPORTUNITIES: Giving students opportunities to actively share their thinking

Examples include:

• writing responses

• Reflect > pair > share

• Covert thinking ("Imagine in your mind that ... ")

• Overt thinking ("Raise five fingers if you believe ... ")

PARAPHRASING: Reflecting back student responses. Paraphrasing holds a mirror to the child's thinking and invites the child to elaborate on his/her ideas. Paraphrasing is a good alternative to praise which research suggests closes down thinking rather than encouraging it.

JIGSAW LEARNING:

All the "ones" go to a table where they research their aspect using articles and auxiliary materials (pamphlets, section of video, etc.); all the "twos" to another table where they research their aspect, etc. Each student will later return to her/his original group as the "expert" on that aspect and thus all the "ones" will discuss their aspect among themselves so they all understand it and will be able to explain it fully and clearly. The teacher circulates listening to the various groups, suggesting where necessary. At the end of the two group meetings all students should understand all five aspects.
CASE STUDIES:
Assuming that bioethical decision-making has been done previously, one case study on AIDS is given to each group for discussion. Students will identify the problem, generate alternatives, discuss possible solutions in accordance with their values, and hopefully come to consensus while realizing the possible consequences of their decision. The recorder for each group will report of the case study, the direction of their discussion and their solution. The other students can then challenge, ask questions, make comments, etc.

NONLINGUISTIC REPRESENTATION:
Nonlinguistic representation encompasses a variety of instructional activities. Creating graphic representations, constructing models, developing mental pictures, drawing pictures, and kinesthetic activities are just a few examples of nonverbal ways of processing information.

IDENTIFYING SIMILARITIES AND DIFFERENCES:
Students will connect the information by identifying the similarities and differences. There are four domains (Comparing, Classifying, Metaphors, and Analogies) in this category. Comparing how alike two concepts are based on certain characteristics. Classifying involves grouping things into categories based on certain characteristics. Metaphors link together two different concepts. Analogies involve finding relationship between pairs of concepts.

REINFORCING EFFORT AND PROVIDING RECOGNITION:
Reinforcing effort is critical because many students do not realize there is a correlation between effort and achievement. One way to help students see this relationship is to grade with a rubric or utilize a tracking system so the students can visualize their progress. Providing recognition is most effective when it is based on a standard or criterion. This allows the student to know the expectations. The research has shown that abstract symbolic recognition is more effective than tangible awards.
GENERATING HYPOTHESES AND TESTING:
Generating and testing hypotheses involves applying knowledge. Students can approach the task inductively (from small to big) or deductively (from big to small). Once the students have generated their hypotheses, it is important that they explain their thinking. Research has shown that explaining, verbally or written, helps students deepen their understanding of the principles they are studying.

COOPERATIVE LEARNING:
Includes placing students in groups and asking them to work cooperatively. Students must learn and master the skills for working in groups. The defining elements of cooperative learning are positive interdependence, face to face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing.

CUES, QUESTIONS, AND ADVANCED ORGANIZERS
Cues are reminders or hints about what students will experience in the lesson. Cues also trigger memories and emotions relating to the topic, as well as, help students focus on important information. Questions based on higher-level thinking ask students to restructure information or apply what they know. Higher-level questions also require students to analyze information and have more impact on learning than questions that ask students to recall or recognize information. Advanced organizers help students focus on what is important. They provide structure to information that is not well organized. As with other graphic organizers, there are a variety of advanced organizers, each providing a different result.

SOCRATIC INSTRUCTION
Socratic questioning fosters critical thinking, evaluation and knowledge application in students and should be used as frequently as possible in assignments and class discussions. During the Socratic method, promotes higher level thinking. Students should be given wait time to answer questions and most questions should be open ended. Also, students should have prior knowledge on the item for discussion.

ROUND TABLE
Roundtable structures can be used to brainstorm ideas
GENERATING HYPOTHESES AND TESTING:
Generating and testing hypotheses involves applying knowledge. Students can approach the task inductively (from small to big) or deductively (from big to small). Once the students have generated their hypotheses, it is important that they explain their thinking. Research has shown that explaining, verbally or written, helps students deepen their understanding of the principles they are studying.

COOPERATIVE LEARNING:
Includes placing students in groups and asking them to work cooperatively. Students must learn and master the skills for working in groups. The defining elements of cooperative learning are positive interdependence, face to face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing.

CUES, QUESTIONS, AND ADVANCED ORGANIZERS
Cues are reminders or hints about what students will experience in the lesson. Cues also trigger memories and emotions relating to the topic, as well as, help students focus on important information. Questions based on higher-level thinking ask students to restructure information or apply what they know. Higher-level questions also require students to analyze information and have more impact on learning than questions that ask students to recall or recognize information. Advanced organizers help students focus on what is important. They provide structure to information that is not well organized. As with other graphic organizers, there are a variety of advanced organizers, each providing a different result.

SOCRATIC INSTRUCTION
Socratic questioning fosters critical thinking, evaluation and knowledge application in students and should be used as frequently as possible in assignments and class discussions. During the Socratic method, promotes higher level thinking. Students should be given wait time to answer questions and most questions should be open ended. Also, students should have prior knowledge on the item for discussion.

ROUND TABLE
Roundtable structures can be used to brainstorm ideas