César Chávez District Curriculum Management Plan

"Yes we can! ¡ Si Se Puede!”

The curriculum management plan has been developed to ensure quality control of the curriculum ,instruction and assessment process for the district. While the plan holds high expectations for all, as we plow deeper into best practices, we can expect student achievement to soar higher.
Yes we can! ¡Si Se Puede!

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J. Martinez, Leader

Teachers and Staff –

Welcome back to César Chávez Academy District to another year of learning for students and families. This summer has been packed with summer school enrichment, credit recovery, school improvement planning, renovations, and much more.

At the national level, the federal government continues to rightfully make public schools accountable for teaching and learning. Michigan is a leader in this movement, and as a district we ensuring that ALL our students are progressing academically irrespective of race, class, gender, and learning or language ability. To this end, we are requiring each campus to fully implement **Scantron** testing to gauge how each and every student is performing relative to their peers. In addition, we are placing a special emphasis on **Response to Intervention (RTI)** as a preventative measure to assist students from lagging in their course work and to address behavioral issues. Finally, the district will be implementing **Reading 180** in the Fall for grades 6-12 to analyze and support our struggling readers. We are confident that this program will improve our metrics in reading and writing on State mandated exams. CCA is resource-rich with highly qualified and dedicated teachers, staff, paraprofessionals, and interventionist that will assist even our most challenging students.

César Chávez Academy District has become *the* school of choice for Southwest Detroit residents. Parents and guardians who choose CCA do so because of the relevance we bring to the classroom and the rigor with which we exercise that craft. Not only do we expect a high level of learning, but we do so in a loving and caring manner.
Finally, a special welcome to our new staff who have joined us for the first time. May your time at CCA be enjoyable and productive.

Educationally,

Javier Garibay
Superintendent
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Dear CCA Family,

Welcome back to another *new* and *exciting* school year. A new school year presents opportunities for new beginnings, new classes, new faces and new strategies. Newness alone cannot produce transformation. We must be willing to be caught up in the rebirth that is possible with each new school year.

We will continue to unite and forge ahead in our never-ending effort to educate our students at César Chávez Academy. It is in this vein that we offer the ***District's Curriculum Management Plan*** to ensure ***student achievement***.

Thank you to all the Curriculum Management Plan team members, Tina Calleja, Central Office Manager for formatting and editing, and a great big thanks to all School Leaders for their input and support.

As always thank you for all that you do. We can't spell S-CCESS without U!

Pamela Williams
Curriculum Director

A culture of accountability
makes a good organization great
and a great organization unstoppable.
~Henry J. Evans

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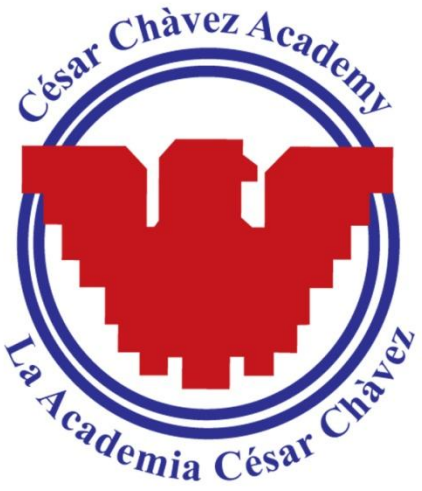


César Chávez Academy - District Vision Statement

Our vision at César Chávez Academy is to become the premier college preparatory school district in the State of Michigan. The statement that supports our foundation: "¡Si, Se Puede! -Yes, We Can", reflects the belief that every student is capable of greatness.

Mission statement

The mission of César Chávez Academy is to provide an opportunity for all students to learn in a safe atmosphere of academic excellence.

Belief statements

We believe and *envision* that every child is entitled to a **quality education.**

We believe all children will *grow* **academically**, **socially**, and **physically**.

We believe every child is *entitled* to a **safe** and **orderly** learning environment.

We believe that *family* involvement in the educational process is essential to the **success** of the child.

We believe in meeting the *diverse* needs of our **parents**.

We believe all students will be *prepared* to become **positive, productive** members of the community.

We believe that in *education*, creativity is an essential part of the **learning** process.

Motto: ¡Si Se Puede! -Yes we can!

Effective Schools Model 7 Correlates of Effectiveness

A safe and orderly environment
The effective school has an orderly, purposeful, businesslike environment, which is free from the threat of physical harm. Desirable student behaviors are consistently articulated and expectations are clear. Students help each other and want what is best for all. This environment nurtures interaction between students and teachers that is collaborative, cooperative, and student centered.

A clearly stated and focused mission
The effective school has a clearly articulated mission. The staff shares an understanding and commitment to the mission and the instructional goals, priorities, and assessment procedures it projects. The staff accepts responsibility and accountability for promoting and achieving the mission of learning for all students.

Instructional leadership
The effective school practices that the principal is the "leader of leaders" not the "leader of followers." The principal and all adults must take an active role in instructional leadership. The principal will become the coach, partner, and cheerleader.

High expectations for all students
The effective school expects that all students can attain mastery of the essential school skills. In order to meet these high expectations, a school is restructured to be an institution designed for "learning" not "instruction." Teachers and students must have access to "tools" and "time" to help all students learn.

Frequent monitoring of student progress
The effective school frequently measures academic student progress through a variety of assessment procedures. The assessment procedures must emphasize "more authentic assessment" in curriculum mastery. Assessment results are used to improve individual student performance and also improve instructional delivery. Assessment results will show that alignment must exist between the intended, taught, and tested curriculum.

Maximize learning opportunities
The effective school allocates and protects a significant amount of time for instruction of the essential skills. The instruction must take place in an integrated, interdisciplinary curriculum. Effective instruction time must focus on skills and curriculum content that are considered essential, that are assessed, and most valued. There should be abandonment of less important content.

Positive communication – school, home, community
The effective school builds trust and communicates within the school, with parents and the community. Forming partnerships with the parents and community enables all stakeholders to have the same goals and expectations.

Intermountain Center for Education Effectiveness, College of Education, Idaho State University
Adapted from: B. Taylor & P. Bullard The Revolution Revisited, D. Levine & L. Lezotte Unusually Effective Schools, 1990
Center for Effective Schools, CCE Oklahoma University

César Chávez Academy School District

Values and Expectations

César Chávez Academy Students

1. **Dress for Success**
   - Come to school dressed and groomed everyday

2. **Are honest, reliable and hard workers**
   - Are on time to class everyday

3. **Learn and improve everyday**
   - Put forth their best effort

4. **Respect self and other people's feelings, space and things**
   - Language will always be appropriate and respectful
   - Never accept "bullying" or intimidation
   - Do not tolerate physical or verbal confrontation
   - Keep our building and ground clean, "litter free" and "graffiti free"

5. **Create great options and choices for their lives**
   - Make good decisions
   - Plan, prepare and pursue

Curriculum Management Plan- Overview

The **César Chávez Academy Curriculum Management Plan (CMP)** is based on the belief that all students are capable of learning at high levels. It also honors the belief that students learn in different ways (learning styles, multiple intelligences) and timeframes. Thus, while the curriculum holds high expectations for all students, it is understood that mastery of content will require a variety of teaching strategies and learning experiences. Weekly lessons include specific instructional strategies and assessments to ensure that students gain a deep understanding of the "big ideas". Instruction then becomes the vehicle for students to accomplish the weekly outcomes and apply the acquired knowledge in response to the essential questions. Assignments and activities for enrichment and remediation are gathered from various resources. However, the teacher will determine student needs as the curriculum is implemented and develop customized lesson/activities accordingly.

In essence, it is the Curriculum Management Plan that provides the structure to ensure quality control of the curriculum and instructional process. Instead of leaving the primary function of a school to chance, a comprehensive Curriculum Management Plan recognizes that student learning is a result of a well-planned series of events. These events must be designed to happen consistently and coherently.

Thus board policies, guidelines, and procedures are developed to create the expectation and the context for developing well-articulated curriculum documents that contain aligned assessments. Ultimately, the Curriculum Management Plan conveys the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject areas. It also ensures quality control of the designed and delivered curriculum.

Curriculum
What Do We Teach ?

The Curriculum is not the Textbook !

The curriculum for all grades is *what we are expected to teach.* The curriculum is based upon Michigan Department of Education standards. In elementary grades, these are referred to as the Common Core State Standards and in secondary grades, the High School Content Expectations (HSCEs). The textbook should be viewed and utilized as a resource. Most are not aligned with the Michigan standards and benchmarks resulting in overlooked standards or benchmarks.

Curriculum Binders

All staff are expected to maintain a curriculum binder. The curriculum binder contains all the pieces of the curriculum plan specifically for your grade level or content area.

Curriculum

I. MDE Common Core State Standards (CCSS) / HSCEs
II. Pacing guides for each quarter
III. Sample lesson plans w/ modifications for special needs students

Instruction

IV. Copies of "Best Practices" for your grade level or content area
V. Examples of graphic organizers, student activities, etc.
VI. Information regarding SIOP and Differentiated Instruction

Assessment

V. MEAP / MME data from previous year
VI. Scantron / Study Island / DIBELS data from previous year
VII. Current assessment data
Note: Assessment data should be used to develop pacing guides

Other: Building level due dates etc.

Saginaw Valley State University – Partnership Office
Curriculum Overview

SVSU is the authorizer for the César Chávez Academy, and officially sanctions its charter with the Michigan Department of Education. We implement the curriculum advocated by Saginaw Valley State University and partner with them in striving to meet or exceed all state requirements.

SVSU has been very progressive in the manner in which they created a partnership between their highly trained curriculum staff, and Public School Academy teachers. That collaborative partnership has existed for several years, and is ongoing in its efforts to help create high quality pacing guides, learning activities, assessments, and listings of academic resources. The available sample pacing guides are all aligned with the Michigan Curriculum Framework and reflect the Michigan Department of Education standards, benchmarks, grade level expectations, as well as the corresponding high school content expectations. The fruits of the SVSU partnership with the Public School Academy teachers is easily accessed at http://www.svsu.edu/site/supo/.

Directions for accessing the SUPO site are as follows:

- Select any search engine, and type in http://www.svsu.edu/site/supo/ then click *enter.*
- On the left-hand side of the page, there are ten links; select Curriculum/Instruction/Assessment and click *enter* on that tab.
- When the new screen appears, scroll to the middle of the page headed "Curriculum". Scroll to the grade level you desire, and click *enter.*
- Select the content area that you require, and click *enter.* All content areas are represented.
- Scroll down to the pacing guide, or instructional activity you require, and click *enter.*

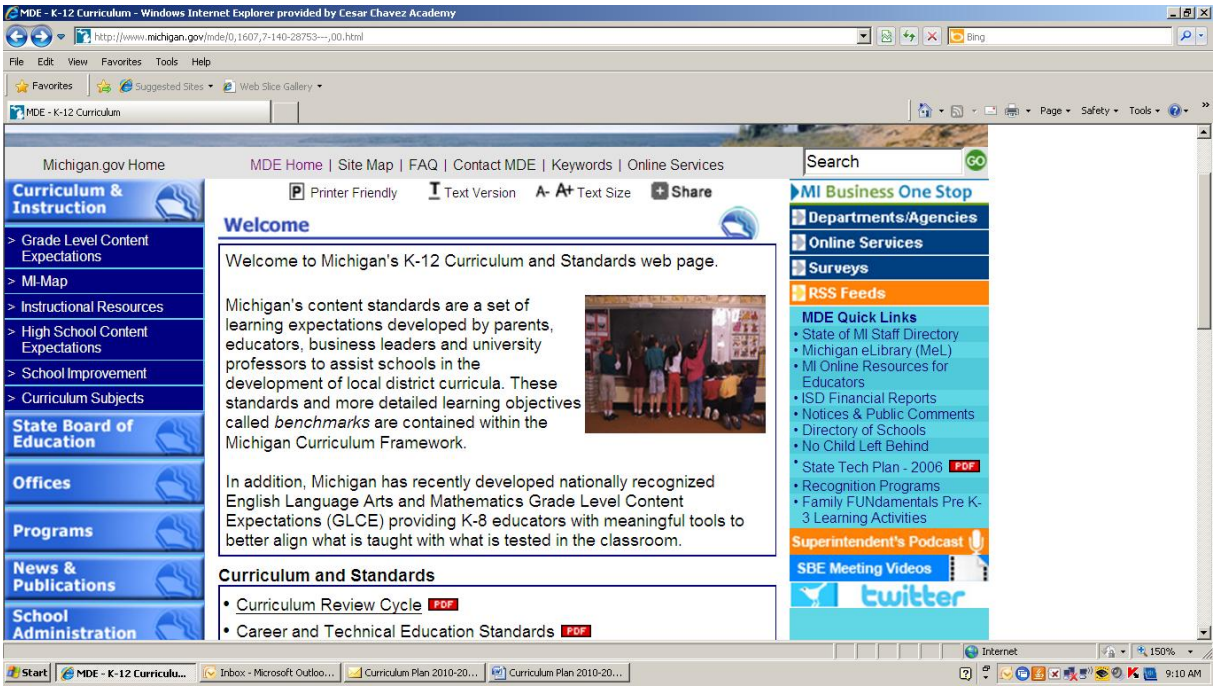
Anything that appears on your computer screen can be copied in the regular manner. If your computer is equipped with Windows 7, scroll up to the master icon on the top left of the screen. Click on the icon, scroll down to print, and click *enter.* Your selection should print in the usual manner.

Pacing guides are reviewed on a regular basis by teams of SVSU curriculum staff, and diverse teams of Public School Academy teachers. This ongoing improvement cycle is in keeping with the North Central Accreditation (NCA) standards.

Michigan Department of Education-
Grade Level Content Expectations and High School Content Expectations

Instructions for accessing the Michigan Department of Education Website

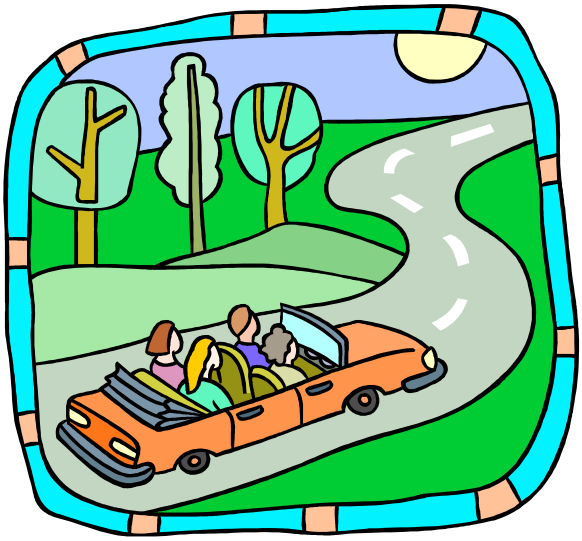
- Type the following web address: http://www.michigan.gov/mde
- Save the address to you favorites folder
- Clicking on Curriculum and Instruction will provide a drop-down menu for access to GLCEs and HSCEs.



In addition to access to GLCEs and HSCEs, the following links are also available:

- Student Testing (ELPA, MEAP, MEAP-Access, MI-Access, MME, NAAP and Secondary Credit Assessments)
- High School Graduation Requirements (Michigan Merit High School Curriculum, Current Items, About High School Requirements and Information for Parents and Students)
- Teacher Certification and Preparation
- Student Rights
- Top to Bottom School Rankings
- Project Re-Imagine

Lesson Plans and Pacing Guides ... The Road Map to the Curriculum



Now that you know what to teach, the pacing guides and lesson plans will provide you with an essential road map that will help increase the success rate of whatever you teach. A well-planned lesson or unit is much less likely to flop!

Pacing guides provide the scope and sequence for completing the curriculum during the school year. Lesson plans explain how you are going to teach content.

The teachers at each building create curriculum maps based upon data obtained from their specific assessments and observations. CCA district expects teachers to use the pacing guides and curriculum maps using resources provided by MDE and SVSU as a guide. The curriculum maps and pacing guides are available at http://www.svsu.edu/site/supo/. These guides are developed by educator's and based on the CCSSs or HSCEs.

These guides and maps are located in your curriculum binder, which will be provided by your Instructional Coach.

SIOP Lesson Plan

Date: February 24, 2009
Grade: 1st Grade, River Oaks
Subject: Language Arts—6 + 1 Writing--Details
Unit: The Important Book

1. Lesson Preparation:

Content Objective:	W.GN.01.03—Write an informational piece that addresses a focus question using descriptive, enumerative, or sequence patterns to enhance the understanding of central ideas. **Write an interesting description of an object.**
Language Objective:	S.DS.01.01—Engage in substantive conversations, remaining focused on subject matter... **Discuss important details about an object and add interesting describing words to writing.**
Supplemental Materials:	"The Important Book", bubble map, real objects—fork, orange, flower, mitten, cup, etc. , cards

2. Building Background
See if you can guess what I have by these words:
Silver, use it to eat with but not soup, can stab meat, has tines

3. Comprehensible Input
Explain step-by-step—details are what we see, feel, hear, taste, smell, shape, color, size
Using real objects, students work in groups to complete bubble map of details—use overhead

4. Strategies
Bubble map—to list details
Read Important book to add to details—page with spoon and apple

5. Interaction
Small groups then partners

6. Practice and Application
Students work with a partner to describe a common school object.
Groups sort out detail words by size, shape, color, feel.

7. Lesson Delivery
Pace lesson appropriately

8. Review and Assessment
Review kinds of details: senses, size, shape, color, uses

Lesson Sequence and Reflection
1. Can you guess what I have? I will give you some hints—reveal bubble map one-by-one
2. These are details that can add interest to our writing.
3. Students work in groups to fill out bubble map on their object (orange, flower, leaf, mitten, cup)
4. Read "The Important Book" --only pages with spoon, daisy, apple, shoe
5. Choose important thing about fork—write out
6. Groups choose important thing about their object and write out description.
7. Students work in pairs to describe their card.
8. Groups sort out detail words according to categories: size, shape, color, feel
9. Review how we did—thumbs up/down

SIOP Lesson Plan

Date: February 24, 2009
Grade: 4th
Subject: Social Studies
Unit:

1. Lesson Preparation:

Content Objective:	4-H3.0.2 Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. **View pictures of maps of Michigan and people coming to Michigan and describe what you see.**
Language Objective:	S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning...from a picture. **Tell what you see in a picture, pointing out details. Discuss and ask questions. Infer what is happening.**
Supplemental Materials:	Overheads—immigration pictures, population maps

2. Building Background
Population map of Michigan from 1810-1920.
Pictures of logging and farming
Link pictures to what students have already learned

3. Comprehensible Input
Interact with population maps to show population growth

4. Strategies
Visual Discovery—
React to overheads
- What do you see?
- How do they feel?
- What are they saying?
- Where are they going?
- Why?

5. Interaction
Pairs—How would you feel if you had to leave your home?
Small groups

6. Practice and Application
Small groups—visual discovery with immigrant overheads

7. Lesson Delivery

Pacing

8. Review and Assessment

Write a paragraph about immigrants in 1920s
Thumbs up-down about objectives

Lesson Sequence and Reflection

1. What have you learned so far about how Michigan has grown in population?
2. Show Michigan population growth overhead.
3. Show landscape in 1810, native Americans
4. Refer to growth from 1810- 1890—loggers, miners, farmers
5. 1920—new immigrants to Michigan—show overhead—Where did they come from?
6. Visual discovery with immigrant scene
7. Small groups—they are the immigrants—magic paper, talking statues, interviews, questions
8. Review objectives

Educational Videos and Field Trips

Educational Videos

We believe multi-media technology help students make real-world connections to classroom learning. The learning takes on significance and directs the students attention and engagement. Thus, all educational videos should be tightly aligned with the curriculum. Videos shown for the purpose of a "free day" is not acceptable. The school leader or his/her designee must approve all educational films.

Please see your building administrator for internal procedures.

Field Trips

Field trips are important because they provide an opportunity for students to share a common experience which enhances overall learning. The purpose of a field trip should be to connect abstract classroom learning to real-world experiences.

All field trips, including community service or incentive-based trips that support our PBS plan, must be approved by the school leader or his/her designee.

Please see your building administrator for internal procedures.

Instruction
How Do We Teach ?

One Teacher on her Feet
beats Two in a Seat!

The art of teaching is often referred to as the Pedagogy. The curriculum defines *what* we teach and instruction defines *how* we teach. The primary instructional strategies for César Chávez Academy district are SIOP and Differentiated Instruction (DI) with an emphasis on Higher Order Thinking Skills (HOTS) .

Sheltered Instruction and the SIOP Model

Sheltered instruction (SI) is an approach to teaching that extends the time students have for receiving English language support while they learn content subjects. SI classrooms, which may include a mix of native English speakers and English learners or only ELs, integrate language and content while infusing socio-cultural awareness. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing appropriate background information and experiences. The ultimate goal is accessibility for ELs to grade-level content standards and concepts while they continue to improve their English language proficiency. SI has become a preferred instructional approach for teaching English learners, especially at the secondary level, as schools must prepare students to achieve high academic standards and to demonstrate English proficiency on high-stakes tests.

The Sheltered Instruction Observation Protocol (SIOP®) Model (Echevarria, Vogt & Short, 2000) was developed to provide teachers with a well articulated, practical model of sheltered instruction. The SIOP Model is comprised of 30 features organized into eight components. Its effectiveness was validated by a research study conducted through Guarino, et al (2001), who determined that it was a highly reliable and valid measure of sheltered instruction.

The 8 Components of SIOP

1. Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice and Application
7. Lesson Delivery
8. Review and Assessment

Sheltered Instruction Strategies for English Language Learners

Sheltered Instruction (SIOP) Components and Features	Suggested Instructional Activities
Interaction (I) 16. Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses. 17. Use **group configurations** that support language and content objectives of the lesson. 18. Provide sufficient **wait time for student responses** consistently. 19. Give ample opportunities for **students to clarify key concepts in first language (L1)** as needed with aide, peer, or L1 text.	Cooperative Learning Strategies (Think-Pair-Share, Numbered Heads Together, Jigsaw, Stay & Stray, Home-Expert Groups, etc.) Dialogue journals Pen pals / email exchanges Role play, charades, or pantomime Vary grouping configurations according to lesson objectives Incorporate sufficient wait time / avoid answering for students Student sharing of key words or concepts in L1
Practice & Application (PA) 20. Provide **hands-on materials** and/or manipulatives for students to practice using new content knowledge. 21. Provide activities for students to **apply content and language knowledge** in the classroom. 22. Provide activities that **integrate all language skills** (i.e., reading, writing, listening, and speaking).	Manipulatives / models Kinesthetic activities Thinking Maps and other graphic organizers Debate Discussion Role play Letter writing Interviews "Report out" information, orally or in writing Inquiry-based projects
Lesson Delivery (LD) 23. **Support content objectives** clearly. 24. **Support language objectives** clearly. 25. **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson). 26. **Pace** the lesson appropriately to the students' proficiency level.	State, post, and explain "student-friendly" objectives Explicitly address lesson objectives during instruction Think-Pair-Share Chunk and Chew technique Response cards Take a Stand Differentiate instruction based on student language levels
Review & Assessment (RA) 27. Give a comprehensive review of key vocabulary. 28. Give a comprehensive **review of key content concepts**. 29. Provide **feedback** to students regularly on their output (e.g., language, content, work). 30. Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).	Act out key vocabulary *(see activities for Feature 9: Emphasize Key Vocabulary)* Draw / Write the Answer on individual white boards Non-verbal responses (thumbs-up, thumbs-down) Journal entries Outcome sentences Student-generated rubrics Modeling language use and paraphrasing student responses Portfolios NCCLAS Samples On-going, informal assessment Teacher observation/ anecdotal records

Approved Testing Accommodations for Limited English Proficient Students (LEP)	English/Native Language Dictionary or Electronic Translator Multiple Sessions Scheduled Extended Time Student Reads Test Aloud to Self Test Administrator Reads Test Aloud Test in a Separate Room	**North Carolina Standardized Test**	Standardized Test without testing accommodations Standardized Test with testing accommodations NCCLAS (North Carolina Checklist of Academic Standards)

Sheltered Instruction Strategies for English Language Learners

Sheltered Instruction (SIOP) Components and Features	Suggested Instructional Activities
Lesson Preparation (LP) 1. Write **content objectives** clearly for students. 2. Write **language objectives** clearly for students. 3. Choose **content concepts appropriate** for age and educational background level of students. Teach required concepts without diminishing the content. 4. Identify **supplementary materials** to use (graphs, models, visuals). 5. **Adapt content** (e.g., text, assignment) to all levels of student proficiency. 6. Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking. Avoid planning a lecture as a meaningful activity.	Incorporate listening, speaking, reading, and writing activities Realia, manipulatives, props, photographs, illustrations Demonstration of lesson procedures Videos, DVDs, CD-ROMs, audio tapes Adapted, taped, or highlighted text Teacher-prepared outlines Jigsaw activities Marginal notes High-interest, low-readability texts, Trade books Thinking Maps and other graphic organizers Bilingual dictionaries, Native language texts
Building Background (BB) 7. **Explicitly link concepts** to students' backgrounds and experiences *("Have you ever...?)* 8. **Explicitly link past learning** and new concepts. *(Do you remember when we....?)* 9. **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.	Question Stems to elicit and share background experiences Classroom charts and posters to link prior learning to new learning Advance Organizers Videos, DVDs, stories, articles, books, pictures, or photographs Insert Method, Anticipation Guides Concept/Question Board, Concept definition maps Word sorts, Vocabulary flip books, Word generation activities Vocabulary Self-Collection Strategy (VSS), Personal dictionaries, Cloze activities Mnemonic strategies, Interactive word walls, Labeling Word knowledge self-assessment, Word banks, Cognate study
Comprehensible Input (CI) 10. Use **speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners). 11. **Explain academic tasks** clearly. 12. Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).	Preview lesson topic; provide multiple exposures to key details Provide both oral and written directions for tasks Step by step explanation and modeling of tasks Display a finished product as an example Assess students' comprehension often *("Tell your partner what to do.", Thumbs up if you can repeat the directions"*, etc.) Multimedia resources (music, overhead transparencies, PowerPoint presentations, Web sites, videos/DVDs, etc.) Graphic organizers specific to the task Allow students to express understanding via alternative forms
Strategies (S) 13. Provide ample opportunities for students to use **strategies**, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring). 14. Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson. 15. Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson (literal, analytical, and interpretive questions).	Mnemonic strategies SQP2Rs, GIST Rehearsal strategies Thinking Maps and other graphic organizers Text comprehension strategies (predicting, retelling, summarizing, etc.) QAR strategy Questioning the Author Anticipation / Reaction Guides Think Alouds Note Taking (Three-Column, Cornell notes, etc.) Scaffolded Questions / Verbal scaffolding of student responses Question stems that promote higher-order thinking skills

Differentiated Instruction

Differentiated instruction(DI) involves providing students with different strategies to acquire, process, construct, or make sense of ideas. This requires teachers to develop/plan activities that incorporate multiple learning styles. Howard Gardner's different learning styles are:

- Visual/Spatial: student prefers to use pictures, images, and spatial understanding. Teachers should consider using maps, diagrams, charts, colors, and pictures.
- Auditory/Musical: student prefers to use sound and music. Teachers should use listening activities, music, and rhythm.
- Verbal/Linguistic: student prefers to use words, both in speech and writing.
- Physical/kinesthetic: student prefers to use their body, hands and sense of touch.
- Logical/Mathematical: student prefers to use logic and reasoning.
- Social/Interpersonal: student prefers to learn in groups or with other people.
- Solitary/Intrapersonal: student prefers to work alone and use self-study.

Examples of DI include:

- ✓ Centers
- ✓ Collaborative and Cooperative Groups
- ✓ Bloom's Taxonomy (Different Levels of Questioning)
- ✓ HOTS
- ✓ Choices/Options
- ✓ Accommodations
- ✓ Assessments
- ✓ Modifications
- ✓ Multiple Intelligences
- ✓ Active Engagement

Differentiated Instruction
Comparing Classrooms

Traditional Classroom	Differentiated Classroom
Student differences are masked or acted upon when problematic	Student differences are studied as a basis for planning
Assessment is most common at the end of learning to see "who got it"	Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner needs
A relatively narrow sense of intelligence prevails	Focus on multiple forms of intelligences is evident
A single definition of excellence exists	Excellence is defined in large measure by individual growth from a starting point
Student interest is infrequently tapped	Students are frequently guided in making interest-based learning choices
Relatively few learning profile options are taken into account	Many learning profile options are provided
Whole-class instruction dominates	Many instructional arrangements are used
Coverage of texts and curriculum guides drives instruction	Student readiness, interest, and learning profile shape instruction
Mastery of facts and skills out-of context are the focus of learning	Use of essential skills to make sense of and understand key concepts and principles is the focus of learning
Single option assignments are the norm	Multi-option assignments are frequently used
Time is relatively inflexible	Time is used flexibly in accordance with student need
A singe text prevails	·Multiple materials are provided
Single interpretations of ideas and events may be sought	Multiple perspectives on ideas and events are routinely sought
The teacher directs student behavior	The teacher facilitates students' skills at becoming more self-reliant learners
The teacher solves problems	Students help other students and the teacher solve problems
The teacher provides whole-class standards for grading	·Students work with the teacher to establish both whole-class and individual learning goals
A single form of assessment is often used	·Students are assessed in multiple ways

Instructional and Management Strategies

multiple intelligences	tiered lessons	4MAT
jigsaw	tiered centers	varied questioning strategies
taped material	tiered products	interest centers
anchor activities	learning contracts	interest groups
varying organizers	small-group instruction	varied homework
varied texts	group investigation	compacting
varied supplementary materials	orbitals	varied journal prompts
literature circles	independent study	complex instruction

Tiered Lesson Plan – 1st Grade
Map Skills

Objectives:
1. Students will be able to explain the purpose of a map.
2. Students will be able to read a map key to interpret a map.
3. Students will be able to draw their own map.
4. Students will be able to use cardinal and intermediate direction on a map or globe.

Whole Class Activities

1. Class will brainstorm all the ways that a map is used in their world. The teacher will list on a board or on chart paper.

2. Teacher will show students various types of maps. Students will identify the different elements on a map such as scale, key, compass rose, equator, cities, states, landforms, etc.

Assessment

1. All students involved in brainstorming
Involved in discussion
List should have 15 or more examples.
2. Required items identified correctly
All items are included

Level 1 Activities

1. Students will follow directional cues (N, E, S, W) given by the teacher to end in a specific location on a map. i.e. a student would take 2 steps north, 3 steps east, and 1 step north and end up where?
2. Students will work in pairs to create a map of their classroom. By creating a map key, students will identify at least 5 objects in the room.

Assessment

1. Distance calculated correctly
Correct directions were followed

2. Everyone in the group participated
All required fields were included
Map is neatly drawn
Key uses three or more symbols

Level 2 Activities

1. Students will follow directional cues (N, E, S, W, NW, SE, etc) given by the teacher to end in a specific location on a map. i.e. a student would take 2 steps north, 3 steps east, and 1 step north and end up where?
2. Students will work in pairs to create a map of their school. By creating a map key, students will identify at least 8 objects in the school.

Assessment

1. Distance calculated correctly
Correct directions were followed

2. Everyone in the group participated
All required fields were included
Map is neatly drawn
Key uses five or more symbols

Level 3 Activities

1. Students will follow directional cues (N, E, S, W, NW, SE, etc) given by the teacher and follow the scale provided to end in a specific location on a map. i.e. student would go 1 mile northwest, 3 miles west, and 5 miles south and end up where?
2. Students will work in pairs to create a detailed map of a town. By creating a map key and using compass rose, students will identify at least 10 objects in the town.

Assessment

1. Distance calculated correctly
Correct directions were followed

2. Everyone in the group participated
All required fields were included
Map is neatly drawn
Key uses eight or more symbols
Scale and compass rose are accurate

Whole Class Culminating Activities

1. Students will return to whole group and share and explain the maps that they created.
2. Students as a class will invent and name an imaginary state and everyone will contribute their previously made map of a classroom, school, or town as a part of the new state.

Assessment

1. Group cooperation and sharing
Oral explanation is clear
2. Maps are drawn neatly
Shows creative and original thinking

Tiered Lesson Plan
Matter- 5th Grade

Objectives:
1. Demonstrate the various physical properties of matter.
2. Define density as a physical property of matter.
3. Measure density and explain the meaning of density and how it differs from weight.

Whole Class Activities

Assessment

1. Students should already have studied the physical properties of mass and volume at the time of this lesson. Teacher will read the storybook Mr. Archimedes' Bath to the whole class. This book can be used as an introduction to the topic of density.

Class discussion about density

Level 1 Activities

1. Students make a hydrometer and test several liquids. I would suggest testing the hydrometer in water first, marking that level on the device with a fine-point marker. If you do this, there will be some benchmark to use when testing the other liquids. Data should be displayed in a table or chart. Students may simply mark whether the hydrometer floated higher or lower than it did in water.

Assessment
Informal: Teacher observation
Formative: Charts in lab notebook

Level 2 Activities

1. These students will perform the investigation that less dense liquids float on liquids that have a greater density. The activity is called "Wave Machines." Students should grasp the concept of density and be able to express that understanding in their own words.

Assessment
Informal: Teacher observation
Formative: Lab Drawing

Level 3 Activities

1. These students will perform the investigation, "Layering Salt Solutions," from the book, Discovering Density or use activity sheet for investigation. After completing this activity, students should be able to explain the meaning of density and how it differs from weight. Students will actually calculate density in this activity.

Assessment
Informal: Teacher observation
Formative: Charts in lab notebook

Whole Class Culminating Activities

Assessment

1. Class discussion involving these probing questions:
Which is heavier, one pound of lead or one pound of feathers?
Which is heavier, a cup of lead or a cup of feathers?
How do you use density in your everyday lives?

Informal: Answers to questions from class discussion
Summative: Lab notebook including the charts and a description of the investigation

Example of a Differentiated Instruction

Topic: Causes of the Civil War

by John Marron

Standard
This lesson will cover a national standard of US history.

Background
Prior to giving this assignment the students will receive lectures and readings explaining the rising conflicts prior to and throughout the 1850's. They will receive material through lectures and readings on the following historical figures and events: Nat Turner, Elijah Lovejoy, William Lloyd Garrison, Henry Clay, John Calhoun, Stephan Douglas, Fredrick Douglass, Harriet Beecher Stowe's Uncle Toms Cabin, John Brown and Harper's Ferry, Dred Scott Case, Abraham Lincoln, Lincoln/Douglas debates, Kansas-Nebraska Act, and the Presidential Nominating Conventions of 1860.

Process
This lesson will be tiered by process. Different groups of students will receive different assignments to exhibit their understanding of the ideas presented. The easier assignments will be longer in length to accommodate for the difference in the difficulty of assignments.

Make up of tiers

Level I will be made up of students who I feel will benefit best from a simpler form of learning, such as defining and giving the significance of various key terms or people and answering basic questions. Some of the terms they will be expected to identify will be:

Slavery, Nat Turner, Elijah Lovejoy, William Lloyd Garrison, abolitionists, Henry Clay, John Calhoun, Stephan Douglas, popular sovereignty, Fredrick Douglass, Harriet Beecher Stowe's Uncle Toms Cabin, John Brown and Harper's Ferry, Dred Scott Case, Abraham Lincoln, republicans, democrats, Lincoln/Douglas debates, Kansas-Nebraska Act, and the Presidential Nominating Conventions of 1860, etc.

Level II would be comprised of students that I felt capable of taking historical facts and analyzing them to show how these people/events led to the escalation of conflict that led to the civil war. I would give these students various questions that asked them to link certain events to the causes of the civil war. Some example questions that I may ask of these students are:

1) How did the publishing of Harriet Beecher Stowe's Uncle Toms Cabin help lead to civil war?
2) What did the Dred Scott Case decide? What did it mean for slaves and former slaves? Did the Supreme Court overstep its constitutional limits in their decision?
3) What were the differing points of view in the Lincoln/Douglas debates?
4) What key figure in this time period favored popular sovereignty? How did other key figures react to his ideas?
5) What were the views of the abolitionists? What were the differences in views held by Lovejoy, Garrison, and Douglass?
6) What role did John Brown and Harper's Ferry play in escalating the rift between North and South?
7) What caused the Democratic Presidential Appointing Convention in Charleston, SC to break up? What were the effects of this?

These students will be expected to answer these questions in a complete manner. Most answers should consist of at least one or two paragraphs, sometimes more. They will be expected to show full understanding of these terms, and how they led to an escalation of conflict between the North and the South.

Level III students will be those students who I feel have a good grip on the ideas presented and can think critically and explain how these key terms/figures/events eventually led to the civil war. I would ask these students to present a 3-4 page essay on how the key points of the lecture and readings ended up causing the civil war. These students will be

expected to provide their own ideas on why these situations occurred and what the effects of these events were. These students will be given more freedom to handle the material. Their own ideas will shape their responses and mold the essay.

Assessment

These students will be eligible to earn equal points on their respective assignments. For example, this assignment may be worth 50 points. The Tier I students would have 25 terms to identify at two points apiece. The Tier II students would have 10 questions at five points per question. The Tier III students' essays would be worth 50 points in itself. In this way, the students doing the harder work would only be expected to present one essay, and be able to receive the same credit as the students who must do 25 easier identifications.

On the test, I would assess their knowledge through basic multiple-choice questions to measure their understanding of key concepts and ideas. These questions would all have been covered in lectures or assigned readings. I would then give about 25 identifications (worth five points apiece) and 5 essays (worth 10 points apiece). The students would be responsible for completing a combination of these totaling to 30 points. In this manner, the students who learned by knowledge and comprehension would have the option of using the method by which they were assigned to show their knowledge of the key concepts. Those who were able to analyze and/or evaluate the history would have the option of writing essays to demonstrate their knowledge of the subject. This way no student would have an unfair advantage over others because of the differing assignments.

Bloom's Taxonomy

Using Bloom's Taxonomy to Plan Lessons and Develop Questions

Categories	Actions Verbs	Items to Use	Questions to Ask
Knowledge Recall facts, terms, basic concepts and answers.	list, identify, locate memorize, review, label, describe, define, name, match, read,	books, magazines, diagrams, films, tapes, models, people	What is…? Who was…? When did…? How would you show…? Can you recall?
Comprehension Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, describing, and stating main ideas.	match, recall, reproduce, summarize, explain, give an example, demonstrate, translate, rephrase	books, magazines, diagrams, films, tapes, models, people	Why did…? How would you classify the type of…? What is the main idea of…? Will you state or interpret in your own words…? Which is the best answer? How would you summarize…?
Application Solve problems by applying acquired knowledge, facts, techniques, and rules.	predict, compare solve, contrast, classify, categorize, show, apply, make, build a replica, choose	model, diary, map, photos, mobile, cartoon, diary illustration, diagram, collection, map, puzzle, diary, report, lesson, photograph	What would you use to…? What examples can you find to…? How would you solve ___ using what you've learned? How would you organize…? How could you show that you understand…? What would happen if…?
Analysis Examine and break information into parts by identifying motives or causes, making inferences, and finding evidence to support generalizations.	analyze, categorize, take apart, separate, compare/contrast, distinguish between, show relationships between, infer, draw conclusions	graphs, surveys, questionnaires, diagrams, charts, reports	What are the main parts or features of…? How is…related to…? What inferences can you make? What conclusions can you draw? Why do you think…? What is the theme or main idea of…? How would you classify…?

Categories	Actions Verbs	Items to Use	Questions to Ask
Synthesis State information in different ways by combining elements in a new pattern or proposing alternative solutions.	build a model, choose, combine, compile, compose, construct, create, design, elaborate, test, infer, predict, hypothesize, design, invent	story, pantomime, news article, puppet show, invention, new game, recipe, poem, song, product	What changes would you make to solve…? How would you improve…? Can you elaborate on that reason? Can you propose an alternative solution? Can you invent…? What could be added to improve this further…? How would you test..?
Evaluation Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	choose, decide, recommend, select, justify, defend, support	editorial, survey, recommendation, panel, evaluation, court trial, debate, group discussion	Do you agree with the actions of…? Do you agree with the outcomes? What's wrong, if anything? How can you prove/disprove…? How would you evaluate…? What would you select…? Why did they choose to…? What would you recommend?

Sources

1. District of Columbia Public Schools (1976). Preparation Booklet for Implementing a Competency Based Curriculum. Washington, DC: Author.
2. Fowler, B. (2002). Critical thinking across the curriculum project: Bloom's taxonomy and critical thinking. Lee's Summit, Missouri: Longview Community College. Retrieved December 24, 2002 from www.hemetro.cc.mo.us/longview/ctac/blooms.htm
3. Kizlik, B. (2002). Examples of behavioral verbs and students activities. Retrieved December 24, 2002 from www.adprima.com/examples.htm

Questions for Higher Order Thinking Skills

We have already talked about Bloom's taxonomy of educational objectives (Bloom and colleagues, 1956): knowledge, comprehension, application, analysis, synthesis, evaluation.

A revised version has also been published by Anderson and Krathwohl (2001).

Revised Taxonomy of Educational Objectives[2]

Level	Functions
Remember	Recognizing, recalling
Understand	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
Apply	Executing, implementing
Analyze	Differentiating, organizing, attributing
Evaluate	Checking, critiquing
Create	Generating, planning, producing

Examples

- **Remember**: Which country gave the Statue of Liberty to the United States?
- **Understand**: What does the Statue of Liberty symbolize for the American people?
- **Apply**: Can you think of another statue that symbolizes something important to a group of people? Please describe it.
- **Analyze**: What are four aspects of freedom that are important to American citizens?
- **Evaluate**: Do you think that people in the U.S. are really free? Why or why not? Explain.
- **Create**: How would you change the Statue of Liberty to symbolize freedom and justice at the same time?

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[2] Formulated in Anderson & Krathwohl (2008) and summarized in Echevarría, Vogt & Short (2008). Making content comprehensible for English learners: The SIOP Model (3rd ed.). Boston: Pearson.

Integrating Technology

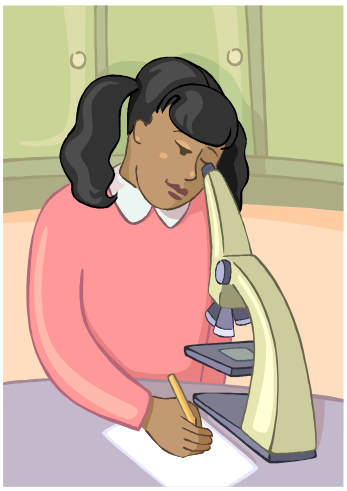
Today's students are wired to learn. By the time they begin school, they are already astute users of technology, from channel surfing to websites to digital cameras, mp3 players and cell phones. We must meet students where they are—savvy, high-tech learners.

See your school leader for the equipment available in your building. It is our desire to provide you with the professional development you need to utilize these interactive tools that will be required in every classroom by the 2010 - 2011 school year.

César Chávez Academy - District Equipment

- Promethean Boards
- Activslate / Activote
- Document Camera's / Elmo
- United Streaming
- Mobile Lap-top carts
- NEO's
- Digital Dialer
- LCD projectors
- NOOKs / Kindles

Best Practices for Every Content Area



Best Practices in Teaching **Reading**

Increase	Decrease
Teacher reading good literature aloud to students	Students compelled to read aloud to whole class or reading group, being corrected and marked down for errors
Time for independent reading	Exclusive emphasis on whole-class or reading-group activities
Children's choice of their own reading materials	Teacher selection of all reading materials for individuals and groups
Balance of easy and hard books	Exclusively difficult "instructional level" books Relying on selections in basal reader
Exposing children to a wide and rich range of literature	Teacher keeping his/her own reading tastes and habits private
Teacher modeling and discussing his/her own reading processes	Primary instructional emphasis on reading subskills such as phonics, word analysis, syllabication
Primary instructional emphasis on comprehension	Teaching reading as a single, one-step act
Teaching reading as a process: • Use strategies that activate prior knowledge • Help students make and test predictions • Structure help during reading • Provide after-reading applications	Solitary seatwork
Social, collaborative activities with much discussion and interaction	Grouping by reading level
Grouping by interests or book choices	Round-robin oral reading
Silent reading followed by discussion	Teaching isolated skills in phonics workbooks or drills
Teaching skills in the context of whole and meaningful literature	Little or no chance to write
Writing before and after reading	Punishing pre conventional spelling in students' early writings
Encouraging invented spelling in children's early writings	Segregation of reading to reading time
Use of reading in content fields (e.g., historical novels in social studies)	Evaluation focused on individual, low-level subskills Measuring success of reading program only by test scores
Evaluation focused on holistic, higher-order thinking processes	
Measuring success of reading program by students' reading habits, attitudes, and comprehension	

Best Practice, Third Edition by Zemelman, Daniels, and Hyde (Heinemann: Portsmouth, NH); © 2005

Best Practice in Teaching **Writing**

Increase	**Decrease**
Student ownership and responsibility by: • helping students choose their own topics and goals for improvement • using brief teacher-student conferences • teaching students to review their own progress	Teacher control of decision making by: • deciding all writing topics • dictating improvements without student problem-solving • setting learning objectives without student input providing instruction only through whole-class activity
Class time on writing whole, original pieces through: • real purposes and audiences for writing • instruction and support for all stages of writing • prewriting, drafting, revising, editing	Time spent on isolated drills on "subskills" of grammar, vocabulary, spelling, etc. Writing assignments given briefly, with no context or purpose, completed in one step
Writing for real audiences, publishing for the class and wider communities Teacher modeling writing • drafting, revising, sharing • as a fellow author and as demonstration of processes	Finished pieces read only by teacher Teacher talks about writing but never writes or shares own work
Learning grammar and mechanics in context, at the editing stage, and as items are needed	Isolated grammar lessons, given in order determined by textbook, before writing is begun
Making the classroom a supportive setting, using: • active exchange and valuing of students' ideas • collaborative small-group work • conferences and peer critiquing that give responsibility to authors	Devaluation of students' ideas: students viewed as lacking knowledge and language abilities • sense of class as competing individuals' cooperation among students viewed as cheating, disruptive • Writing taught only during "language arts" period
Writing across the curriculum as a tool for learning	Evaluation as negative burden for teacher and student by: marking all papers heavily for all errors, making teacher a bottleneck
• Constructive and efficient evaluation that involves: brief informal oral responses as students work • focus on a few errors at a time • thorough grading of just a few of student-selected, polished pieces • cumulative view of growth and self-evaluation • encouragement of risk taking and honest expression	• editing by teacher, and only after paper completed, rather than student making improvements • grading punitively, focused on errors, not growth

Best Practice in Teaching **Mathematics**

Increase	Decrease
TEACHING PRACTICES	TEACHING PRACTICES
Use of manipulative materials	Rote practice
Cooperative group work	Rote memorization of rules and formulas
Discussion of mathematics	Teaching by telling
Questioning and making conjectures	Single answers and single methods to find answers
Justification of thinking	Stressing memorization instead of understanding
Writing about mathematics	Repetitive written practice
Problem-solving approach to instruction	Use of drill worksheets
Content integration	Teaching computation out of context
Use of calculators and computers	Reliance on paper and pencil calculations
Being a facilitator of learning	Being the dispenser of knowledge
Assessing learning as an integral part of instruction	Testing for grades only
	PROBLEM SOLVING
PROBLEM SOLVING	Use of cue words to determine operation to be used
Word problems with a variety of structures and solution paths	Practicing problems categorized by type
Everyday problems and applications	Practicing routine, on-step problems
Problem-solving strategies (especially representational strategies)	CREATING REPRESENTATIONS
Open-ended problems and extended problem- solving projects	Copying conventional representations without understanding
Investigating and formulating questions from problem situations	Reliance on a few representations
CREATING REPRESENTATIONS	
Creating one's own representations that make sense	
Creating multiple representations of the same problem or situation	
Translating between representations of the same problem or situation	
Representations using electronic technology	
Using representations to make the abstract ideas more concrete	Premature introduction of highly abstract representations
Using representations to build understanding of concepts through reflection	Forms of representations as an end product or goal
Sharing representations to communicate ideas	*(continues)*

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Best Practice in Teaching **Mathematics**

Increase	**Decrease**
COMMUNICATING MATH IDEAS Discussing mathematics Reading mathematics Writing mathematics Listening to mathematical ideas REASONING AND PROOF Drawing logical conclusions justifying answers and solution processes Reasoning inductively and deductively MAKING CONNECTIONS Connecting mathematics to other subjects and to the real world Connecting topics within mathematics Applying mathematics NUMBERS/OPERATIONS/COMPUTATION Developing number and operation sense Understanding the meaning of key concepts such as place value, fractions, decimals, ratios, proportions, and percents Various estimation strategies Thinking strategies for basic facts Using calculators for complex calculations GEOMETRY/MEASUREMENT Developing spatial sense Actual measuring and exploring the concepts related to units of measure Using geometry in problem solving STATISTICS/PROBABILITY Collecting and organizing data Using statistical methods to describe, analyze, evaluate, and make decisions	COMMUNICATING MATH IDEAS Doing fill-in-the-blank worksheets Answering questions that need only yes or no responses Answering questions that need only numerical responses REASONING AND PROOF Relying on authorities (teacher, answer key) MAKING CONNECTIONS Learning isolated topics Developing skills out of context NUMBERS/OPERATIONS/COMPUTATION Early use of symbolic notation Memorizing rules and procedures without understanding Complex and tedious paper-and-pencil computations GEOMETRY/MEASUREMENT Memorizing facts and relationships Memorizing equivalencies between units of measure Memorizing geometric formulas STATISTICS/PRO BABILITY Memorizing formulas

Increase	Decrease
ALGEBRA Recognizing and describing patterns identifying and using functional relationships Developing and using tables, graphs, and rules to describe situations Using variables to express relationships ASSESSMENT Making assessment an integral part of teaching Focusing on a broad range of mathematical tasks and taking a holistic view of mathematics Developing problem situations that require applications of a number of mathematical ideas Using multiple assessment techniques, including written, oral, and demonstration formats	ALGEBRA Manipulating symbols Memorizing procedures ASSESSMENT Having assessment be simply counting correct answers on tests for the sole purpose of assigning grades Focusing on a large number of specific and isolated skills Using exercises or word problems requiring only one or two skills Using only written tests

Best Practice in Teaching **Science**

Increase	**Decrease**
ADAPTING THE CURRICULUM Selecting and adapting curriculum	Rigidly following curriculum
Curriculum with a variety of components emphasizing active and extended scientific inquiry	Curriculum dominated by presentations of scientific knowledge through lecture, text, and demonstration
Learning disciplines (physical, life, earth sciences) in the context of inquiry, technology, personal and social perspectives, history and nature of science	Studying disciplines (physical, life, earth sciences) for their own sake
	Broad coverage of unconnected factual information
Curriculum that includes natural phenomena and science-related social issues that students encounter in everyday life	Covering many disconnected science topics Memorizing scientific facts and information
Studying a few fundamental, unifying science concepts	Separating science knowledge and science process
	Treating science as a subject isolated from other school subjects
Understanding scientific concepts and developing abilities of inquiry	
Integrating all aspects of science Connecting science to other school subjects	Providing science learning opportunities that favor one group of students
BUILDING UNDERSTANDING	Focusing on student acquisition of information
Providing challenging opportunities for all students to learn science	Providing direct instruction irrespective of prior knowledge
Focusing on student understanding and use of scientific knowledge, ideas, and inquiry processes	Teacher maintaining responsibility and authority Supporting competition
Building on students' prior knowledge to foster conceptual change	Asking for recitation of acquired knowledge
Sharing responsibility for learning with students Supporting a classroom community with cooperation, shared responsibility, and respect Providing opportunities for scientific discussion and debate among students	Treating all students alike and responding to the group as a whole
Understanding and responding to individual student's interests, strengths, experiences, and needs	

Best Practice in Teaching **Science**

Increase	**Decrease**
PROMOTING INQUIRY Implementing inquiry as instructional strategies, abilities, and ideas to be learned	Implementing inquiry as a set of processes
Activities that investigate and analyze science questions over extended periods of time	Activities that demonstrate and verify science content and investigations confined to one class period
Emphasizing multiple process skills (manipulation, cognitive, procedural) in context	Emphasizing individual process skills (e.g., observation or inference) out of context
Using evidence and strategies for developing or revising an explanation	Getting an answer
Science as argument and explanation	Science as exploration without purpose and experiment based on recipes
Communicating science explanations	Providing answers to questions about science content
Student collaborative groups defending conclusions, analyzing and synthesizing data	Individuals and groups of students analyzing and synthesizing data without defending a conclusion
Doing more investigations in order to develop understanding, ability, values of inquiry, and knowledge of science content	Doing few investigations in order to leave time to cover large amounts of content
	Concluding inquiries with the result of the experiment
Applying the results of experiments to scientific arguments and explanations	Private communication of student ideas and conclusions to teacher
Public communication of student ideas and work to classmates	Testing students for factual information at the end of the unit, chapter, or term
ASSESSING SCIENCE LITERACY Continuously assessing student understanding with students engaged in ongoing assessment of their work	Assessing to learn what students do not know
Assessing to learn what students do understand	Assessing what is easily measured: discrete, scientific knowledge
Assessing what is most highly valued: rich, well-structured knowledge as well as scientific reasoning and conceptual change	

Best Practice in Teaching **Social Studies**

Increase	Decrease
In-depth study of topics in each social studies field in which students make choices about what to study	Cursory coverage of a lockstep curriculum that includes everything but allows no time for deeper study understanding of topics
Activities that engage a students in inquiry and problem solving about significant human issues	Memorization of isolated facts in textbooks
Student decision making and participation in wider community affairs, to build a sense of responsibility for their school and community	Isolation from the actual exercise of responsible citizenship; emphasis only on reading about such topics
Participation in interactive and cooperative classroom study processes that bring together students of all ability levels	Lecture classes in which students sit passively; classes in which lower-achieving students are deprived of knowledge and opportunities to learn deprived of knowledge and opportunities to learn
Integration of social studies with other areas of the curriculum; use of real-world reading	Narrowing social studies activity to include only textbook reading and test taking
Richer content in elementary grades, using children's prior knowledge, from psychology, sociology, economics, and political science, as well as history and geography; younger students' experience can relate to social institutions and problems of everyday living	Assumption that students are ignorant about or uninterested in issues raised in social studies
Students' sense of connection with American and global history, diverse social groups, and other in their school and community, thus building ownership in the curriculum	Postponement of significant curriculum until secondary grades
Use of evaluation that involves further learning and that promotes responsible citizenship and open expression of ideas.	Use of curriculum restricted to only one dominant cultural heritage
	Use of curriculum that leaves students disconnected from and excited about social studies topics
	Assessments only at the end of a unit or grading period; assessments that test only factual knowledge or memorization

Strategies for Effective Classroom Management

Derived from Harry Wong's The First Days of School

Classroom management refers to all of the things that a teacher does to organize students, space, time and materials so that instruction in *content* and *student learning* can take place.

Have your classroom ready to maximize student learning.

- Prepare the floor space (workability and safety)
- Prepare the work area (visibility and safety)
- Prepare the student area (books, backpacks, coats, etc.)
- Prepare the wall space (procedures, schedules, student work, emergency information)
- Prepare the teacher area
- Prepare the teaching materials

How you introduce yourself may determine how much respect and success you will have for the rest of the school year. Protect your reputation and create a positive image.

- Cultivate a positive reputation
- Communicate with parents and students before school starts
- Greet the students with positive expectations

How to arrange and assign seating. The students must sit in such a way as to accomplish what you want them to accomplish.

- Seating arrangements: Arranged to coincide with the task you have designed (cooperative learning, listening to a lecture, sitting to hear a story, class discussion, small group)
- Seating assignments: Assigned to maximize learning and classroom management and minimize behavioral problems (by height or age, alphabetical, tutoring, ability)

How to have an effective discipline plan.

Part 1: Rules

Effective teachers present their rules clearly and provide reasonable explanation of the need for them. The three most important student behaviors that must be taught the first days of school are:

- Discipline
- Procedures
- Routines

Part 2: Consequences and Rewards

Classroom procedures will help minimize student misbehavior.

- A procedure is how you want something done and it the responsibility of the teacher to have procedures clearly stated
- A routine is what the student does automatically without prompting or supervision

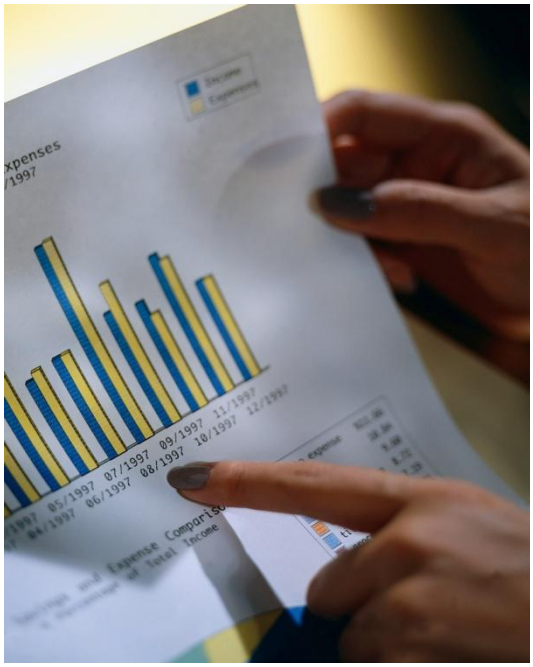
Typical classroom procedures that must become student routines include:

1. Beginning of period or day
2. Quieting a class
3. Students seeking help
4. Movement of students and papers
5. End of the period or day

A well-managed classroom is task-oriented and has a predictable environment. *Harry Wong*, 1998

Assessment

How Do We Know What Students Have Learned?



District Assessment and Timeline

Revision based on M-STEP

Assessment Tools used for Progress Monitoring

"Without data, we are just guessing!"

Assessment	Measure	Grade Level(s)
Scantron	Performance Series is a computer-adaptive test that gives the proficiency level of students, across a range of subjects, that correspond with the specific standards of your state. Achievement Series is a computer adaptive engine designed to help educators develop and deploy tests. Achievement Series allows districts to align any content they choose with established state standards. The achievement series is made available to high school staff.	2nd - 12th grade
Study Island	Study Island's lessons and practice tests are based on the standards and are specifically designed to prepare students for the state assessments (MEAP/MME). It Study Island should be used for Formative and Summative assessments (pre-test and post- test).	6th - 11h grade
Star Reader / Accelerated Reader	Reading score that represents how students perform on test compared with the performance of nationally representative sample students	1st - 8th grade
DIBELS	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assess the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.	K - 5th grade
ACT Explore/Plan	Explore - preparation exam test includes English, Math, Reading, and Science. Plan- preparation exam test includes English, Math, Reading, and Science.	8th or 10th grade 10th grade

Math Level Indicators	Measures the grade level of student performance. Used for progress monitoring	6th-8th grade 11th grade?
M-STEP	Standardized State Assessment	3rd-9th and 11th grade
ELPA	English Language Proficiency Assessment (ELPA) is the annual assessment given to Michigan's students who are eligible for ELL services. ELPA screener is used to measure the ability level of the ELL student	K-12th grade
Running Records	Assesses a student's reading performance as she/he reads from a leveled book, which has be indentifies for assessment purposes.	K - 5th grade
Read 180	*READ 180* is an intensive reading intervention program that helps monitor the progress of students identified for Tier II and Tier III intervention.	6th - 11th grade

Formative vs. Summative Assessment

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve, targeted standards-based learning goals within a set time frame. Although formative assessment strategies appear in a variety of formats, there are some distinct ways to distinguish them from summative assessments.

One distinction is to think of formative assessment as "practice." We do not hold students accountable in "grade book fashion" for skills and concepts they have just been introduced to or are learning. We must allow for practice. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning. Examples include:

- Chapter tests
- DIBELS
- Scantron Achievement Series
- Read 180

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. Examples include:

- MEAP/MME
- Scantron Performance Series
- End-of-unit or chapter tests
- End-of-term or semester exams

The key is to think of summative assessment as a means to gauge, at a particular point in time, student learning relative to content standards.

Michigan Annual AYP Objectives

School Year	English Language Arts						
	Grade						
	3	4	5	6	7	8	11
2001-02		38%			31%		42%
2002-03		38%			31%		42%
2003-04		38%			31%		42%
2004-05		48%			43%		52%
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	60%	59%	57%	56%	54%	53%	61%
2010-11	70%	69%	68%	67%	66%	65%	71%
2011-12	80%	79%	79%	78%	77%	77%	81%
2012-13	90%	90%	90%	89%	89%	89%	90%
2013-14	100%	100%	100%	100%	100%	100%	100%

School Year	Mathematics						
	Grade						
	3	4	5	6	7	8	11
2001-02		47%				31%	33%
2002-03		47%				31%	33%
2003-04		47%				31%	33%
2004-05		56%				43%	44%
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%
2013-14	100%	100%	100%	100%	100%	100%	100%

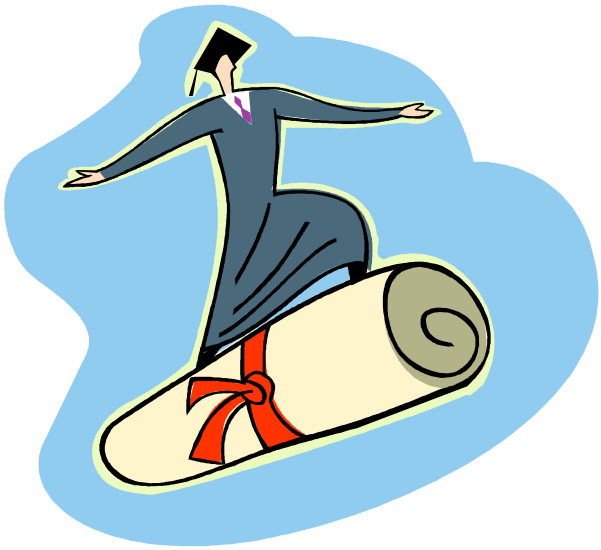
Adequate Yearly Progress (AYP) - The measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates.

Annual State Objective - The level of achievement on the MEAP English language arts and mathematics tests needed to make AYP based on achievement. The annual state objective will increase gradually until it reaches 100 percent in 2014.

More valuable information may be found at the MDE website:

www.Michigan.gov.mde

Meeting the Needs of *ALL* Students



Response to Intervention (RTI)

Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

Cesar Chavez Academy District SAS RtI -Plan of Action

	TIER I	TIER II	TIER III*
Who	All Students	Students not progressing at Tier I	Students not progressing at Tier II*
What is monitored ?	**Core curriculum and instruction** with research-based universal supports. Examples: Differentiated instruction, flexible grouping, enrichment, SIOP	**Supplemental instruction** using research-based strategies and interventions (small groups).	**Intensive support** for specific skill deficits (one-on-one or small group).
When ?	As appropriate with instruction	At least 2 times per month	1 or more times per week
How ?	Content/Skill Assessment, Unit test, DIBELs (K-5), Scaintron	Intervention-embedded monitoring tools, Focused Assessments, DIBELS, Accelerated Reader, STAR reader	Intervention-embedded monitoring tools, Focused Assessments, DIBELS, Accelerated Reader, STAR reader,
Why?	Assess student understanding of concepts taught and use data to inform instruction.	Determine if intervention is addressing concern and student is moving towards goal.	Determine if intervention is addressing concern and student is moving towards goal.
Document	For struggling students: Area of concern, strategies used, progress. Chart individual student results vs. class average (all students may be on one chart).	For each student: Chart results and trend over time. Examine gap to reach goal or benchmark. Note any changes in intervention intensity, duration, frequency and/or group size. Refer to Vernor campus - Google Doc	For each student: Chart results and trend over time. Examine gap to reach goal or benchmark. Note any changes in intervention intensity, duration, frequency and/or group size.
Analyze	Determine if there is a gap based on data points. Continue or change strategy? Move to Tier II?	How many data points are above/below goal line? Based on data points, is the gap closing?	Based on data points, is the gap closing? Consider diagnostic/prescriptive assessments?

SAS - Student Academic Support

RtI - Response to Intervention

César Chávez Academy – District
English Language Learner (ELL) Plan

Identification of Students

1. Each student is given a home language survey upon entering the district.
2. Students are identified as needing an ELPA (English Language Proficiency Assessment) Screener if student speaks a language other than English at home.
3. Students are given the ELPA Screener within *at the beginning of year* of being identified as needing the assessment.
4. If a student scores basic or intermediate on the assessment, they are identified as an ELL (English Language Learner). If the student scores proficient or advanced proficient they have shown they have mastered the English language and will not receive ESL (English as a Second Language) services.
5. Spring ELPA administered to all ELL students.

Program overview

Once a student is identified as an ELL they will receive services to help him/her be successful. There is a range of services the student can receive. They include, but are not limited to the following:

1. ESL (English as a Second Language) class
2. Additional support in the classroom using SIOP (Sheltered Instruction Observation Protocol)components
3. Assistance of para-professionals
4. Students scheduled together in classes to maximize assistance
5. Accommodations and/or modifications of content for basic and intermediate students.
6. Modified grading

Program effectiveness will be addressed at S.I.T. (School Improvement Team) meetings.

Progress monitoring

Student progress is monitored in different ways.

1. Bi-weekly progress reports/ report cards
2. Running records from content area teachers and ESL staff
3. Standardized test scores

	High School	Middle School	Elementary school
Standardized Test	ELPA	ELPA	ELPA
	MEAP /MME	MEAP	MEAP
	Scantron	Study Island	DIBELS
		Star Reader	Accelerated reader
		Accelerated reader	

4. Feedback and observation from teachers and students
5. Formative assessment

Exiting the Program

In order for a student to exit the ELL program they must pass the ELPA with a score of proficient or advanced proficient for 2 years. Once they have passed the test 2 consecutive years they are considered FLEP (Formally Limited English Proficient). Once the student is considered FLEP they are monitored for 3 years using the methods addressed above.

Professional Development

Staff is provided with professional development to help support the ELL Plan

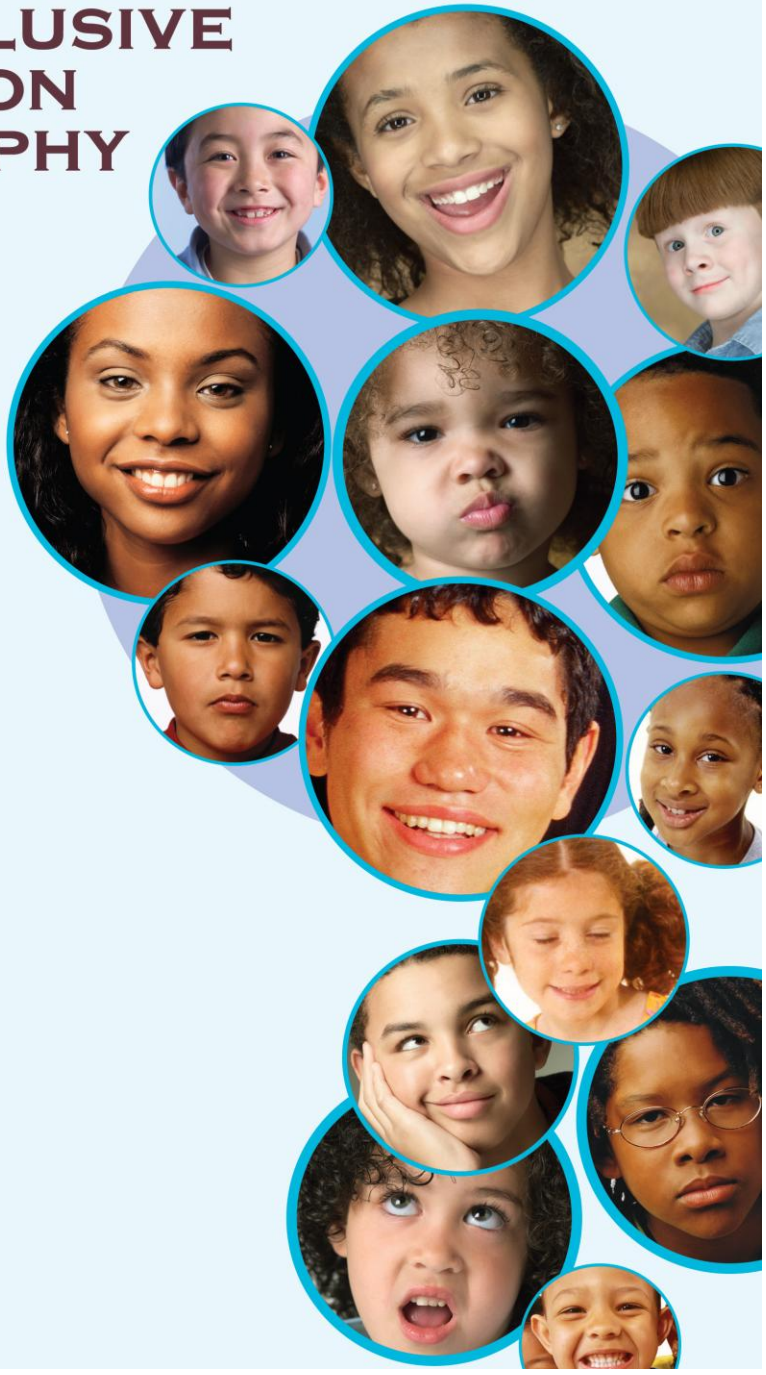
1. Advanced SIOP (Sheltered Instruction Observation Protocol) model teacher support
2. Differentiated Instruction
3. Other professional development opportunities geared toward teaching ELL students

Goals of the Program

1. To educate Limited English proficient students to the same rigorous standards as all students in the school district.
2. To teach the English language, including listening, speaking, reading, and writing skills.
3. To provide students with an opportunity to progress academically with their peer group by using tutor assistance in their first language.
4. To foster positive attitudes toward school and positive self-concepts.
5. To assist students in understanding and functioning within American society.
6. To promote pride in the students' cultural and linguistic backgrounds.
7. To involve families and community leaders in the educational process in order to make education a cooperative effort between home and school.

THE LEONA GROUP, L.L.C.

OUR INCLUSIVE EDUCATION PHILOSOPHY



Positive Behavior Support

Prevention instead of Remediation

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:

WHY SUPPORT PBS?

If a child doesn't know how to read, *we teach*.
If a child doesn't know how to swim, *we teach.*
If a child doesn't know how to multiply, *we teach*.
If a child doesn't know how to drive, *we teach.*
If a child doesn't know how to behave, *we... ...teach?*
...punish?

Why can't we finish the last sentence as automatically as we do the others?

John Herner, Counterpoint (1998, p.2)

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