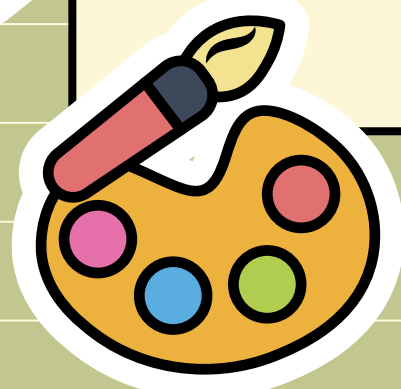
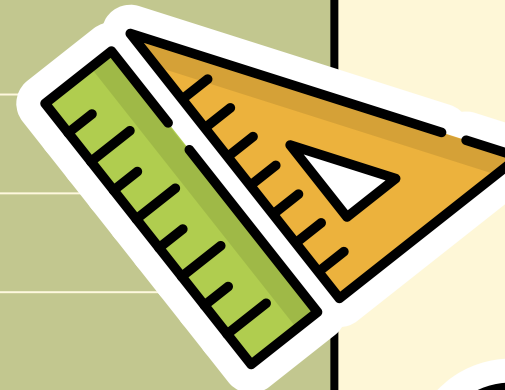
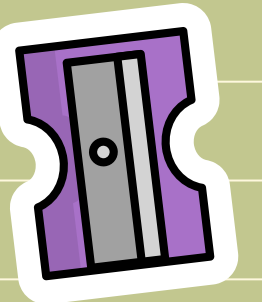
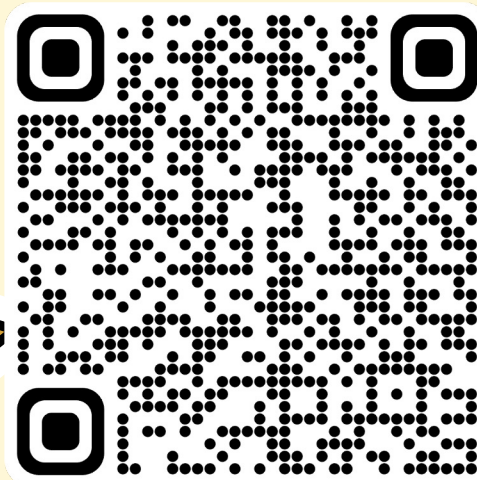
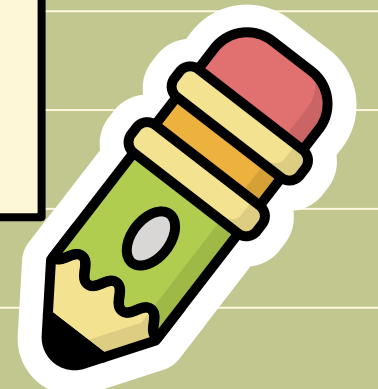


ONE YEAR LATER:
DACL and the SC Way
DCI SUMMIT
JUNE 2023

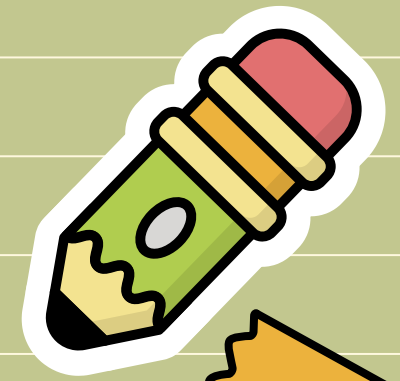


South Callaway School District



READY...SET...ACTION!

Our Team DCI Consultants



Chris Redmon

jcredmon@missouri.edu

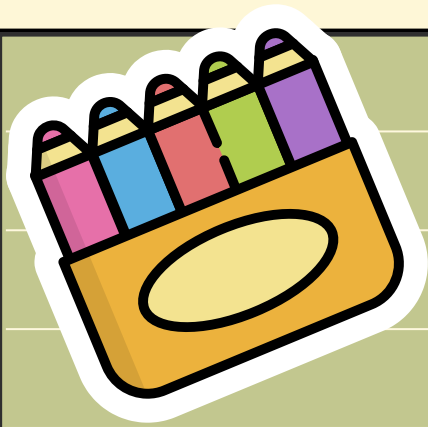
kmalone@truman.edu

Kirt Malone

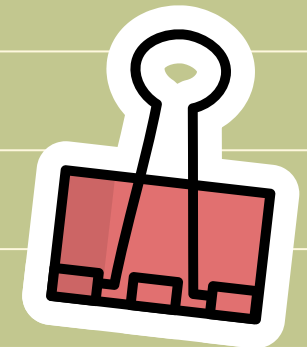
and

Dr. Berri Richardson
brichardson@edplus.org

Gina Bell-Moore
gbell-moore@edplus.org



Teachers



Elementary

Crystal McCaulley

- Special Education Grades 3-5
- 6 Years
- Previously 4th grade for 5 years
- crystal.mccauley@sc.k12.mo.us

Specials

Kati Gant

- Music Grades K-8
- 7 Years
- kati.gant@sc.k12.mo.us

SPED

Helen Knight

- Special Education 5-8
- 3 Years
- helen.knight@sc.k12.mo.us

Middle

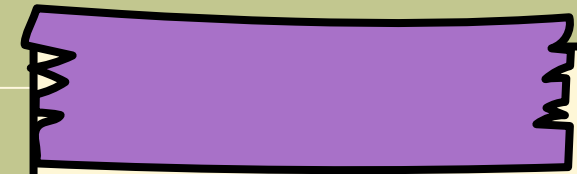
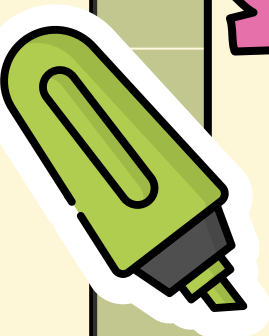
Michelle AuBuchon

- 6th Grade
- 6 years
- michelle.aubuchon@sc.k12.mo.us

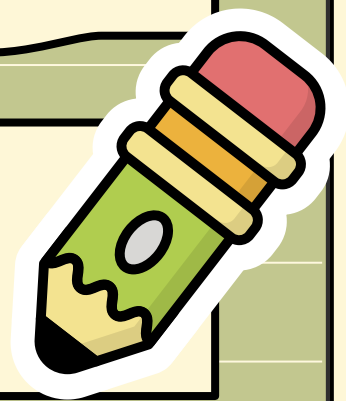
High

Ashley Benner

- 10-12 Life Science
- 4.5 years
- ashley.benner@sc.k12.mo.us



Hello There!





District Profile

Rural

836
Pk-12

34.6% Free
and
Reduced
Lunch

119
IEPs /504
Plans

ESSA

19-20
DCI

16.1
Student to
Teacher
Ratio

58.6%
Advanced
Degree
Holders

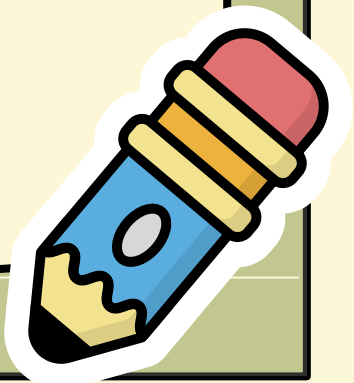
12.8%
Years of
Experience

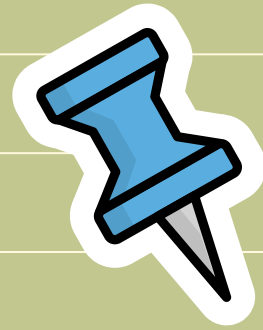
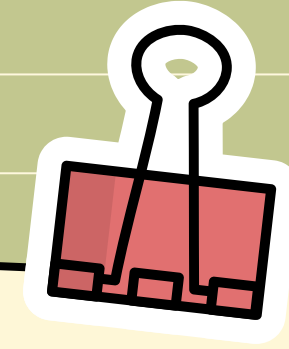
1. I can articulate the benefit that the DACL coaching cycle can have on my teaching.

2. I can explore how DACL strategies look in different classroom settings.

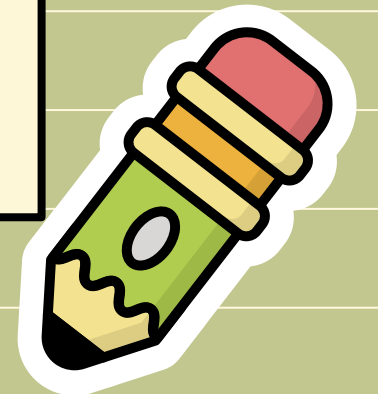
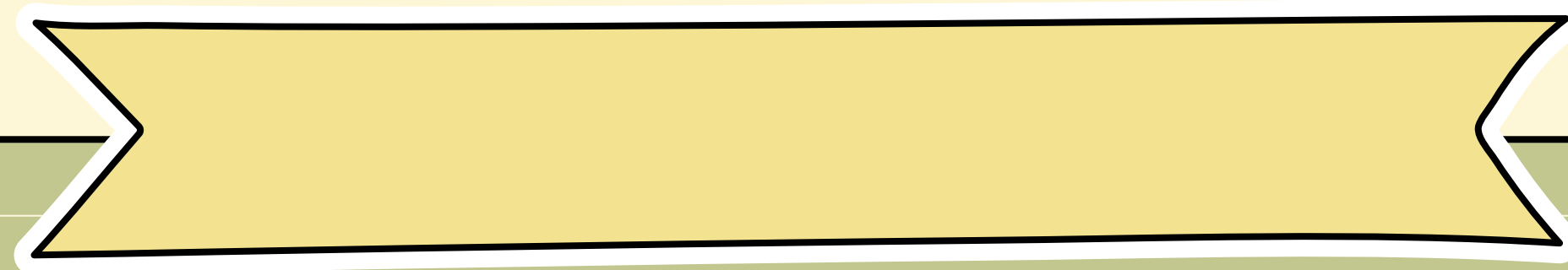
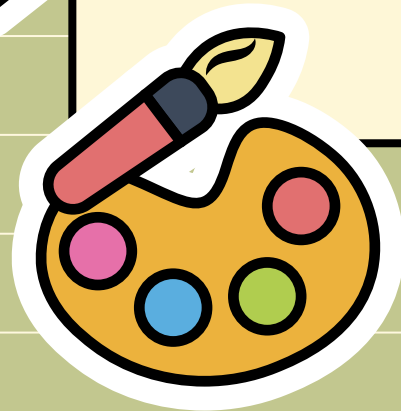
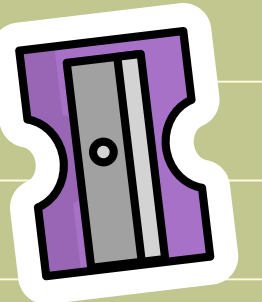
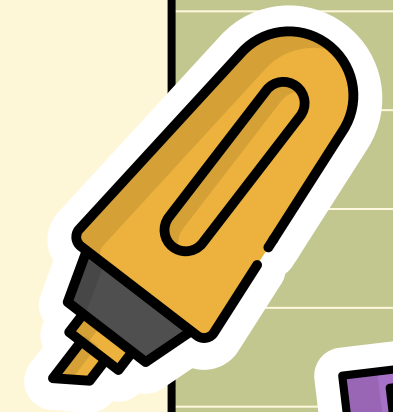
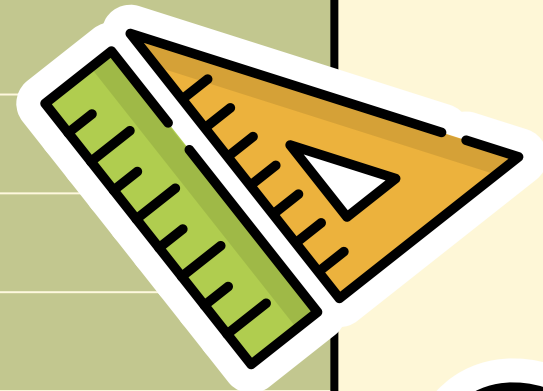
3. I can utilize DACL strategies in my teaching.

Learning Targets

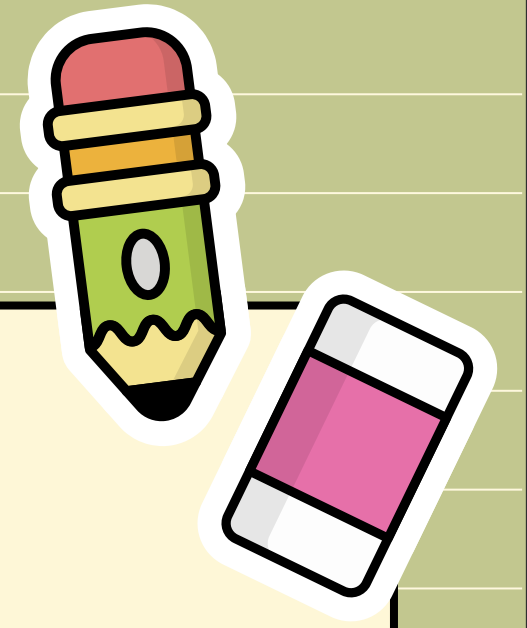




TEACHING & LEARNING ... THE SC WAY!



Developing Assessment Capable Learners (DACL)



Where Am I Going?

1. Provide students with a clear and understandable vision of learning.
2. Provide examples and models of strong and weak work.

Where Am I Now?

1. Offer regular descriptive feedback.
2. Teach students to self-assess and set goals.

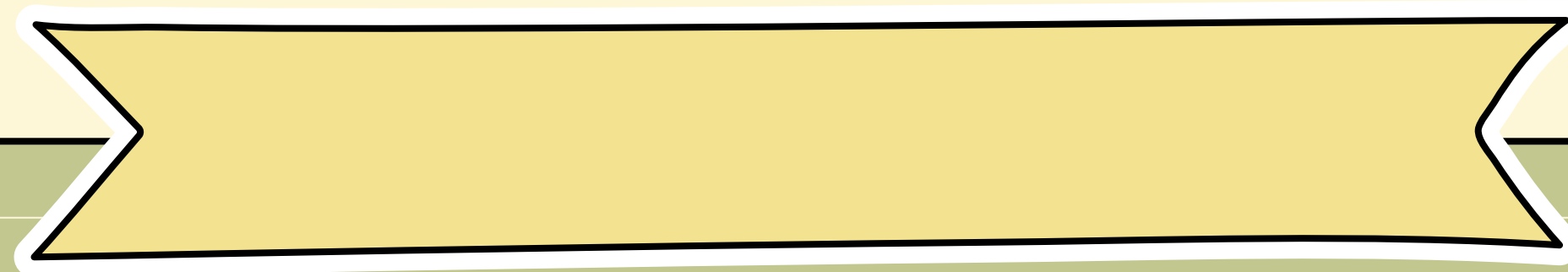
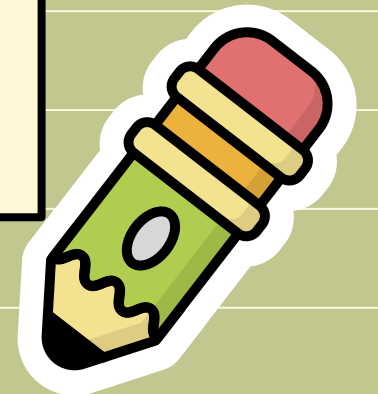
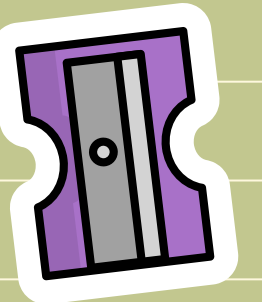
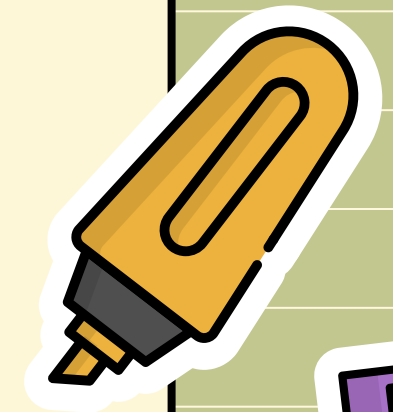
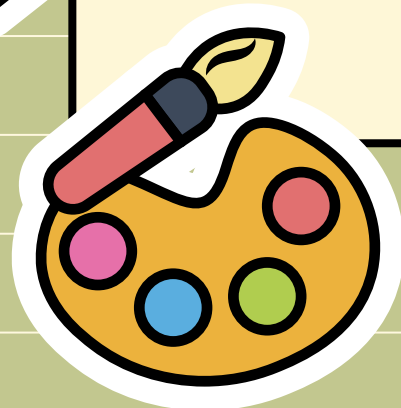
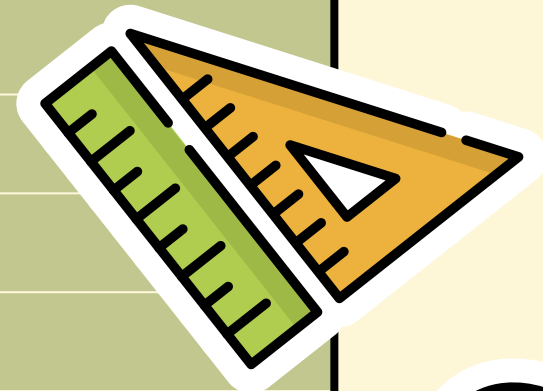
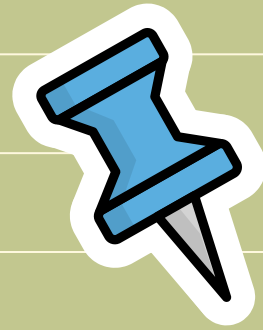
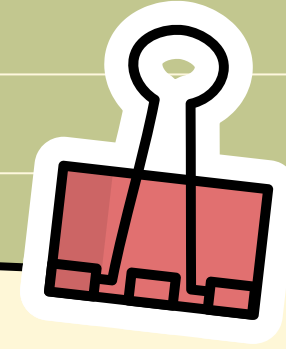
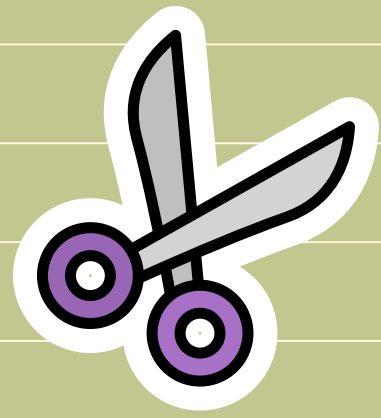
How Do I Close the Gap?

1. Use evidence of student learning needs to determine next steps in teaching.
2. Design focused instruction, followed by practice with feedback.
3. Provide students opportunities to track, reflect on, and share their learning progress.

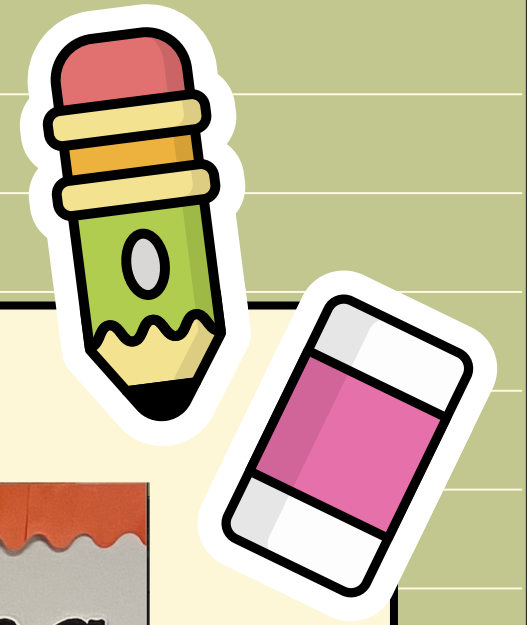
READY...SET...ACTION!

(Chappuis, 2015)

DACL in the Elementary

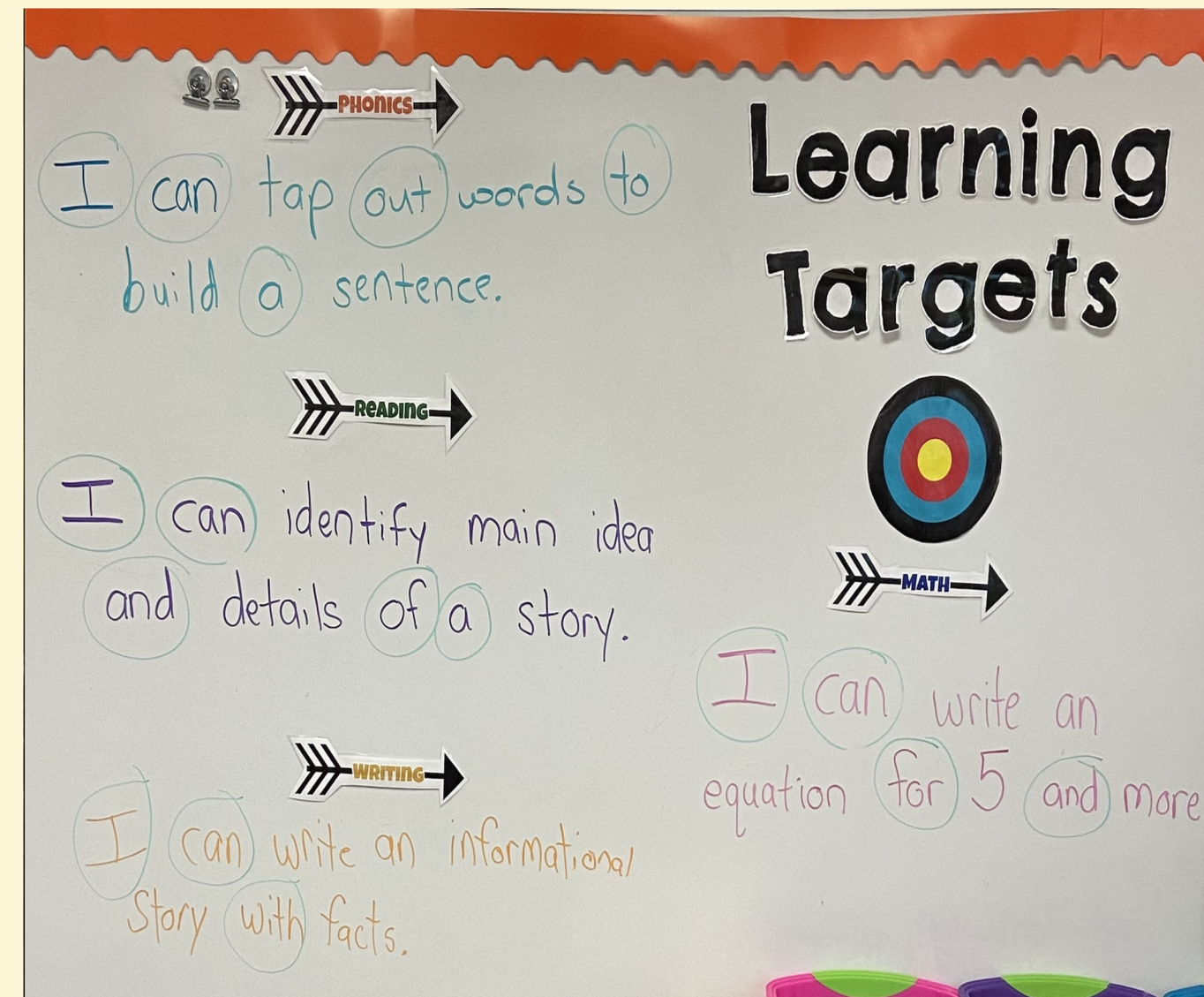


Elementary

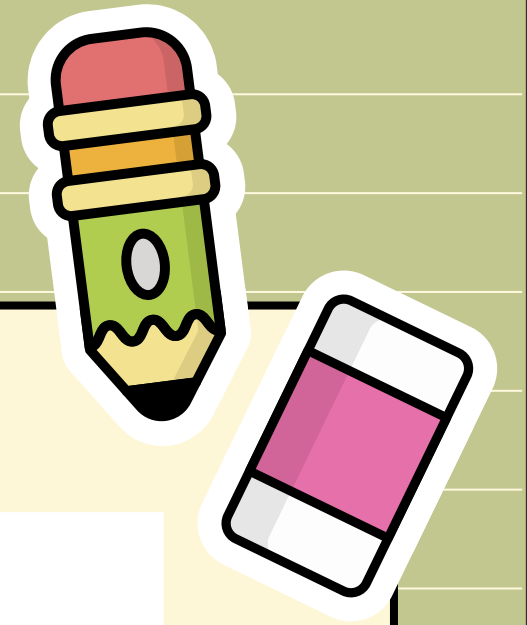


Brief Recap of Last Year

- Learning targets posted in a predictable and visible place
- Written in student friendly language without changing the meaning of the standard
- Have students help unpack
- Underline/circle and discuss challenging vocabulary



Elementary

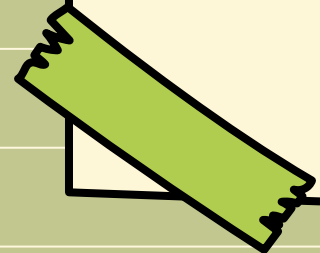


Brief Recap of Last Year

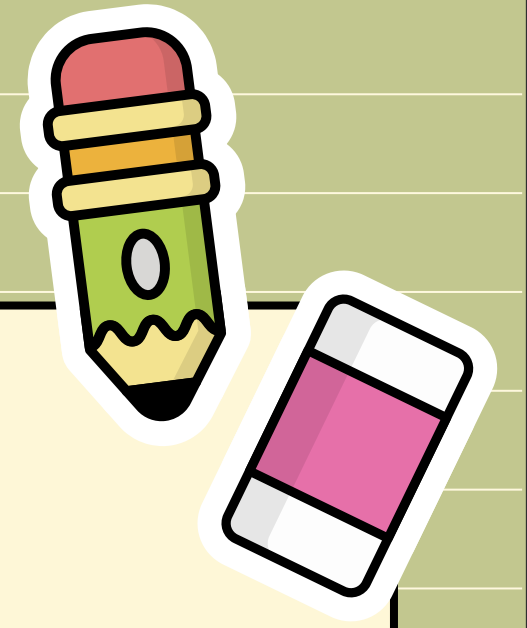
- Strong & Weak work can be more than just samples
 - Have students annotate and/or justify their work

Short Answer Response Checklist

<input type="checkbox"/> R	Restate the question. (Use words from the question.)
<input type="checkbox"/> A	Answer the question in your own words.
<input type="checkbox"/> P	Prove your answer using details (evidence) from the text. Remember the Evidence Wall to help start your sentence.
<input type="checkbox"/> P	Proofread Check for punctuation and capital letters. Then ask, "Does my answer make sense?"

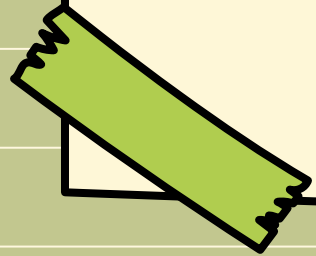


Elementary

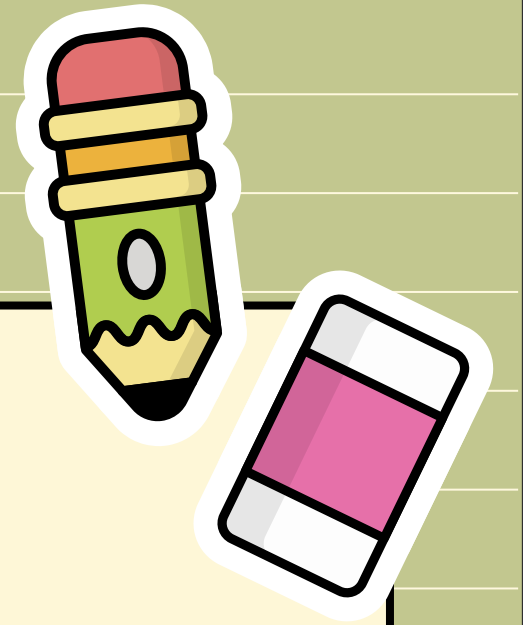


Changes Since Last Year

- Switch to special education (grades 3-5), small group setting
 - Rethink how and where learning targets are posted
 - How students relate to the learning target can vary depending on setting
- Strong and weak work still very important, if not more so
 - Strong work is not always another student's sample

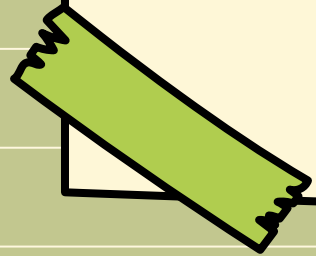


Elementary

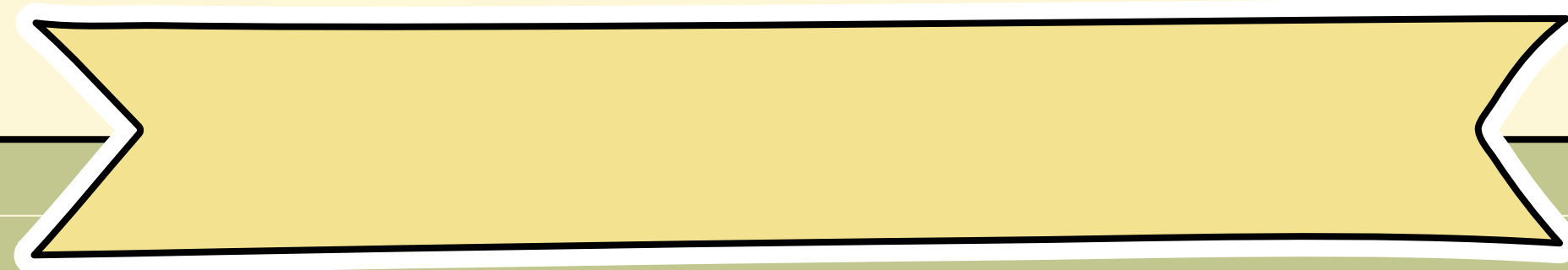
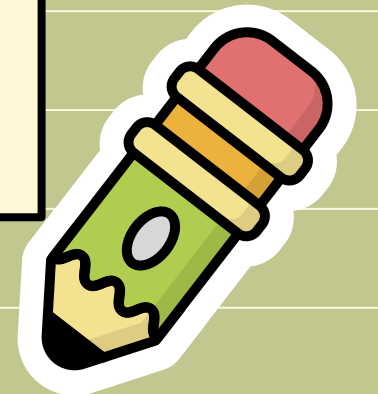
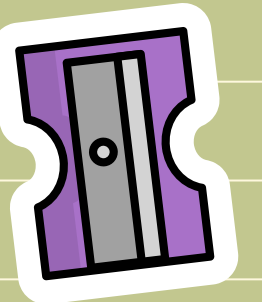
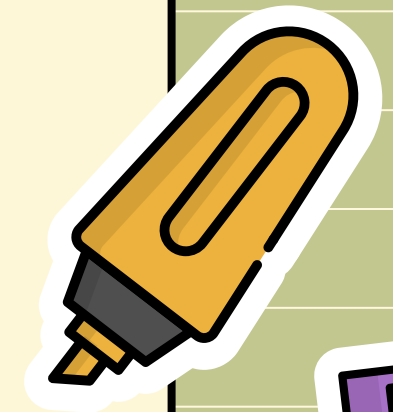
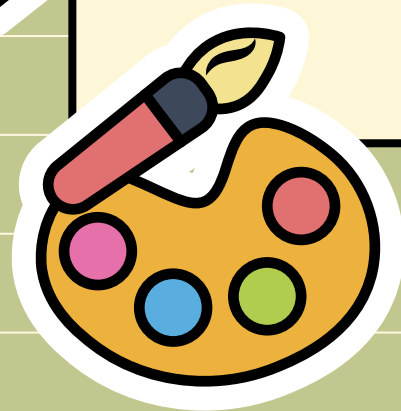
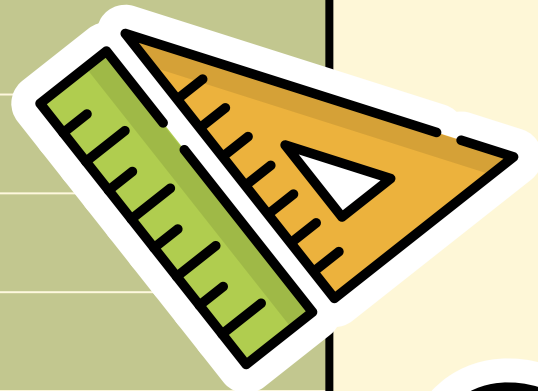
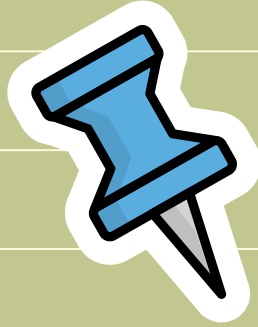
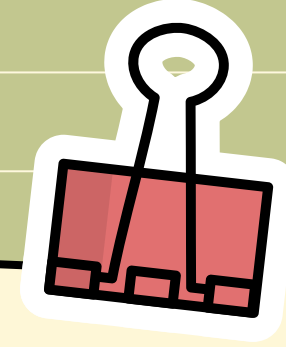
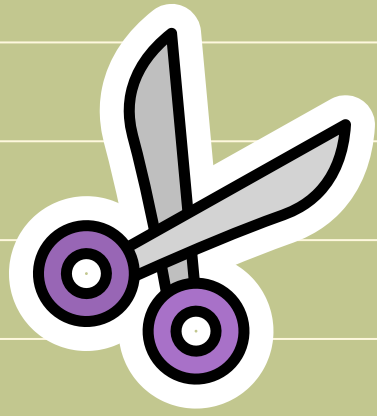


Changes Since Last Year

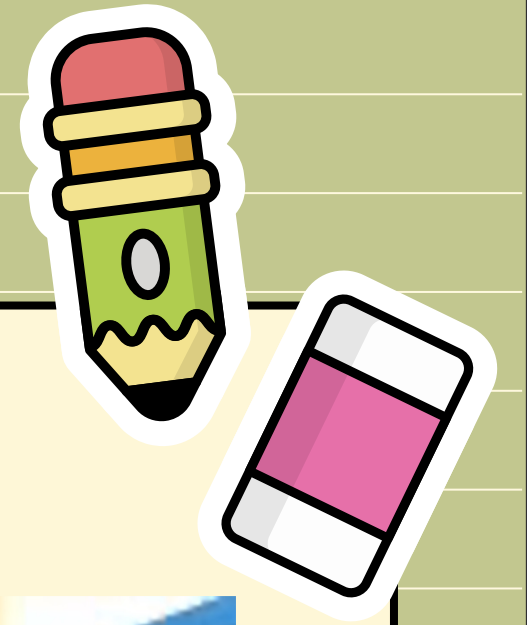
- Specific and descriptive feedback needs to be frequent
 - Bonus to using specific and descriptive feedback is helping unmotivated students
- Students can use teacher feedback in conjunction with their own learning to self-assess and then in turn set goals for themselves
 - Continue to use 1-4 to self-assess and justify (good opportunity for students to refer back to the learning target)



DACL in the Fine Arts



Specials

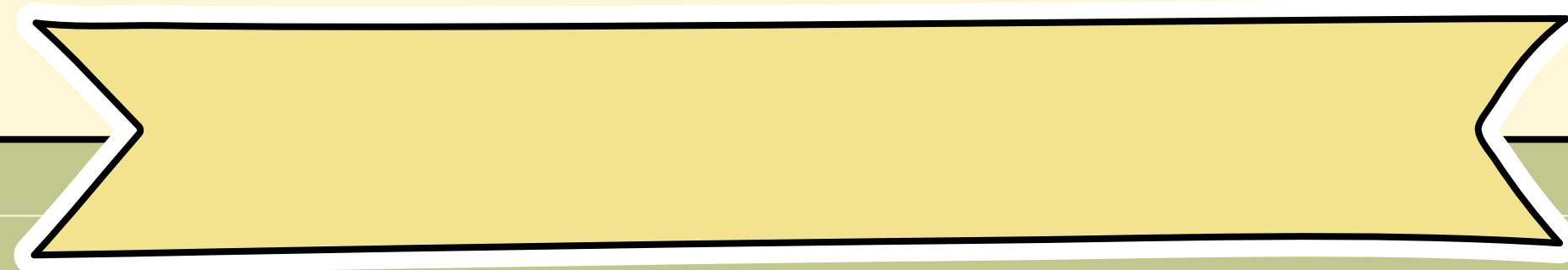
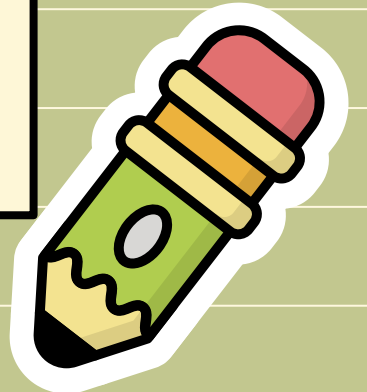
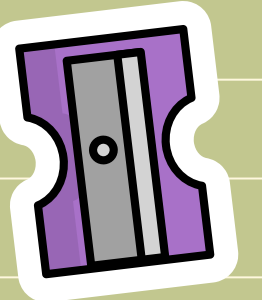
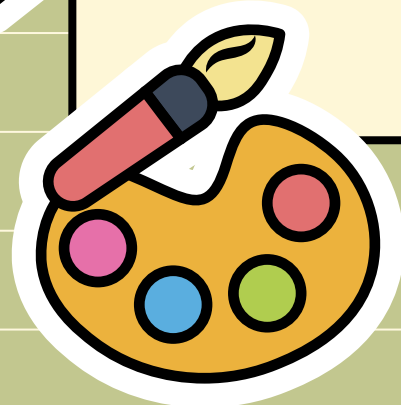
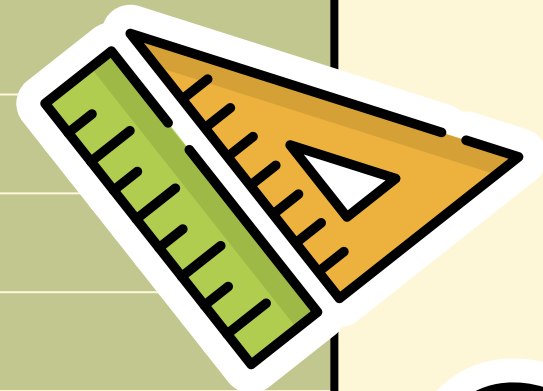
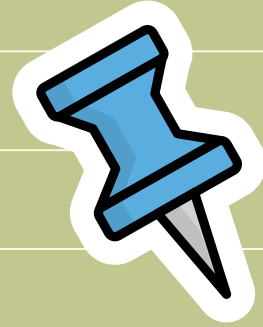
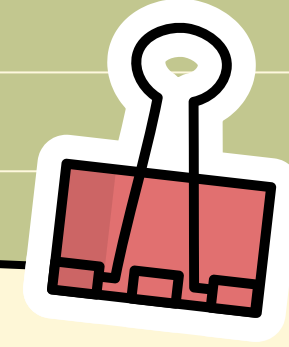
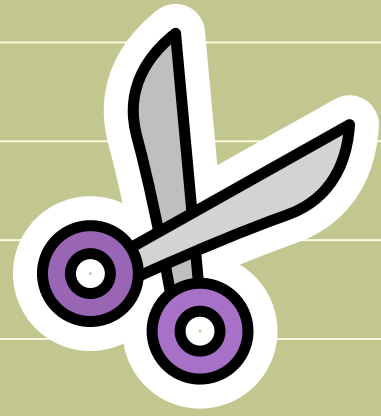


DACL in the Specials Rooms

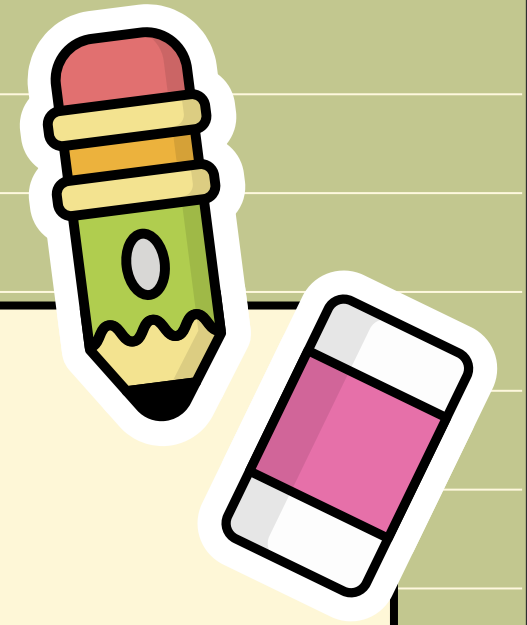
- I CAN (this'll change to meet content AND classroom mood!)
- Set goals, together. Use strong and weak work to show goal-setting.
- GET KIDS INVOLVED!! Create!!!!
- When making goals, set up “accountabilibuddies” to help with goal setting AND progression!



DACL in the Middle School



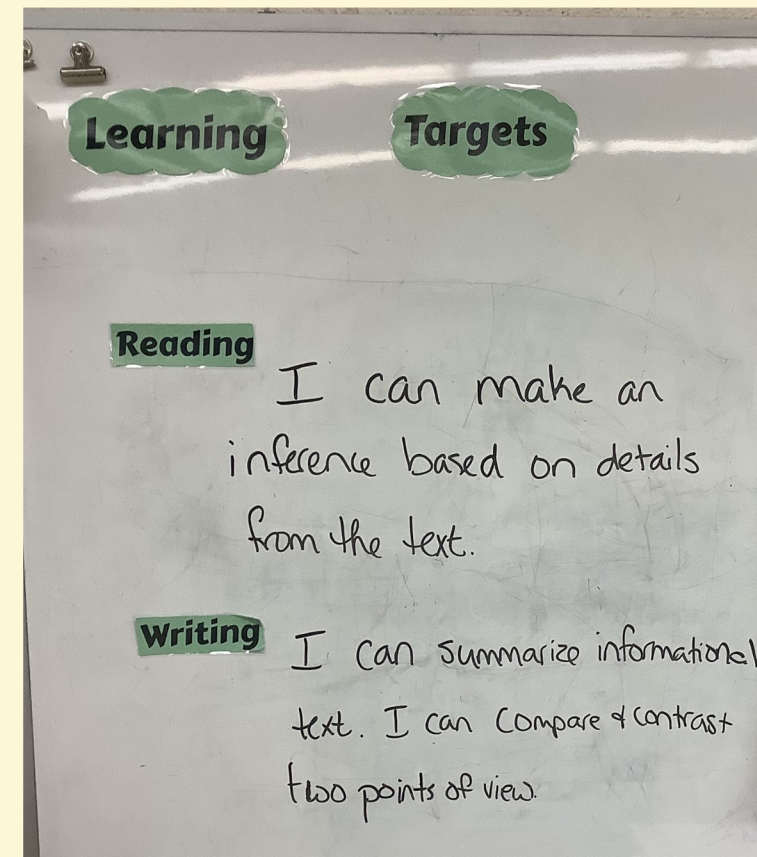
Middle



Recap of last year

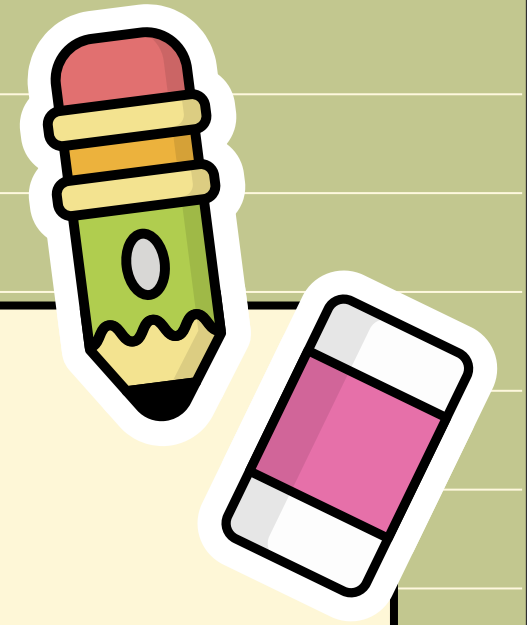
Learning Targets

- Written in student friendly language
- Expose students to content vocabulary
 - Break that vocabulary down for understanding
- Only one skill per target
- Viewable to all students at all times
 - Posted in two places in my room, but students KNOW where to look for them



Reading	Writing
<ul style="list-style-type: none">● <i>Library Day!</i>● <u>Reader's Workshop</u> <small>Voice level 0</small><ul style="list-style-type: none">○ Independent reading <p><i>Learning Target: I can comprehend grade level text. I can make an inference. I can summarize important details from the story.</i></p>	<ul style="list-style-type: none">○ <u>Journal:</u> Write a letter to a friend to persuade them to do something fun...○ <u>Mini Lesson:</u><ul style="list-style-type: none">■ I SHAMPOO review■ Personification Examples○ <u>Writer's Workshop</u> <small>Voice level 1</small><ul style="list-style-type: none">■ Personification Practice■ Figurative Language Drawing■ Typing/Free Write <p><i>Learning Target: I can define and identify personification. I can use context to determine meaning.</i></p>

Middle

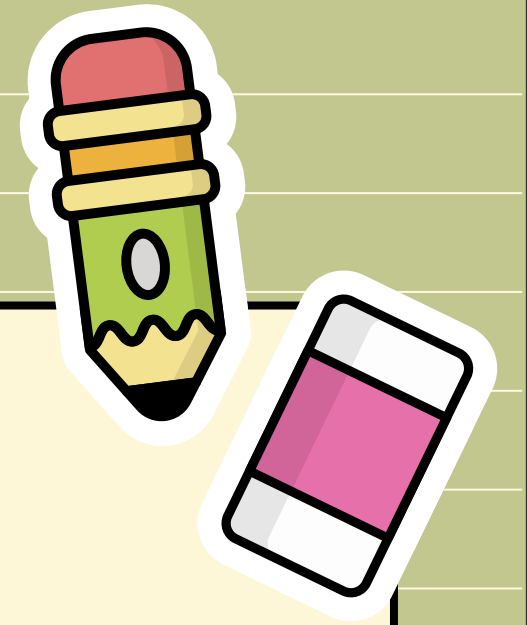


TRAITS	4 Above & Beyond!	3 Got it!	2 Getting there!	1 Not understanding
Ideas and Content	* Clear claim or argument * Claim is strongly supported with relevant and specific examples & evidence * Concession and rebuttal are strongly supported with specific and relevant evidence and examples 10 points	* Clear claim or argument * Claim is adequately supported with relevant and specific examples & evidence * Concession and Rebuttal are adequately supported with relevant evidence and examples 8 points	* Claim is vague * Claim is not adequately supported with relevant and specific examples and evidence * Concession and rebuttal are included but not adequately supported 6 points	* Claim is missing or unclear * Support is weak or non-existent * Concession and/or rebuttal is missing 4 or less points
Organization	Well organized with clear * introduction * support * concession & rebuttal * conclusion AND * smooth transitions**** 10 points	Organized with clear * introduction * support * concession & rebuttal * conclusion * attempt at transitions 8 points	<i>Disorganized</i> structure * introduction * support * concession & rebuttal * conclusion * missing transitions 6 points	<i>Missing or confusing</i> * introduction * support * concession & rebuttal * conclusion * transitions 4 or less points
Conventions	* No significant errors in spelling, grammar, or punctuation 10 points	* Few errors in spelling, grammar, or punctuation 8 points	* Multiple errors in spelling, grammar, or punctuation 6 points	* Multiple errors with spelling, grammar, or punctuation * Difficult to read or understand 4 or less points

Self-Assessment

- Allow students to interact with the rubric EARLY and OFTEN
- Teach students to self- assess honestly
- Hold students accountable for their self-assessments

Middle



Changes since last year

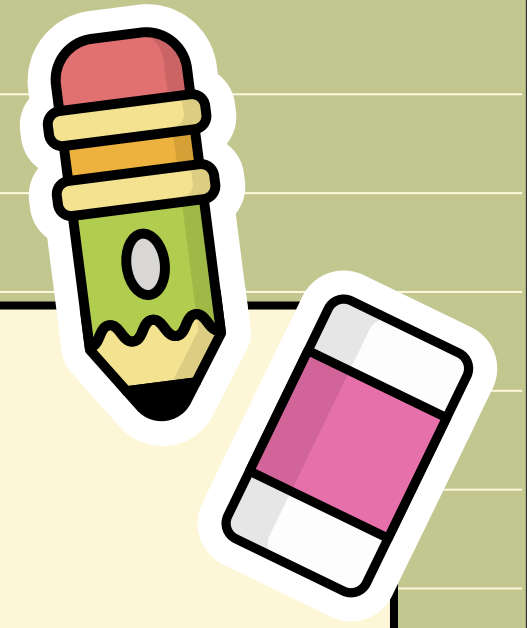
- Learning targets are routine and expected.
 - Students are familiar with seeing and unpacking vocabulary terms.
- Rubrics are used regularly. It provides consistency and lays out clear expectations.
- Self Assessment
 - Rate yourself 1-4. We do this almost daily in one form or another- might be a skill, might be understanding of a reading passage or even understanding instructions.

Strong & Weak Work Observations	
Strong	Weak

Strong & Weak Work

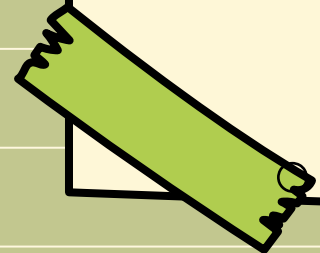
- Show examples- have students describe what is strong and is weak.

Middle

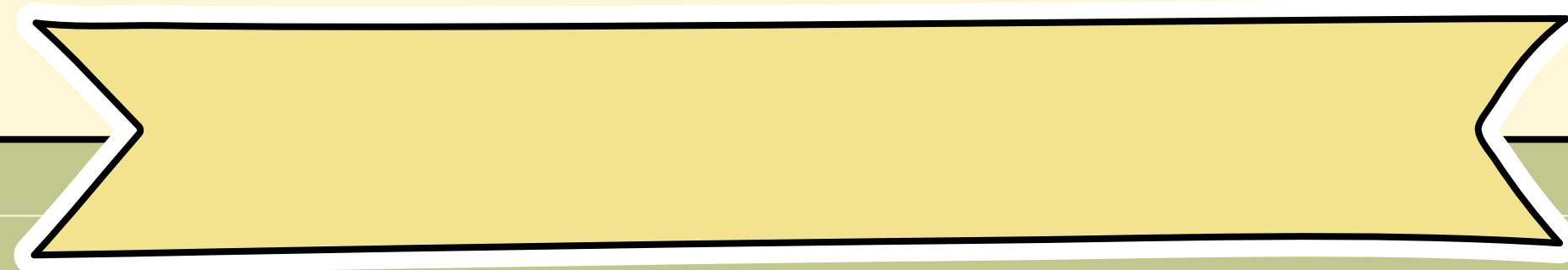
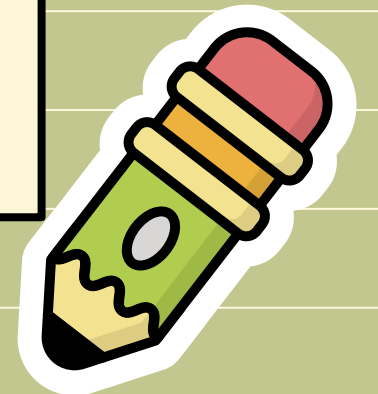
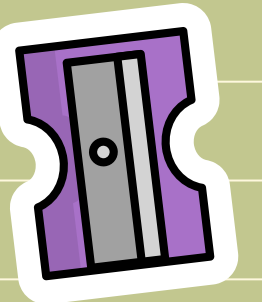
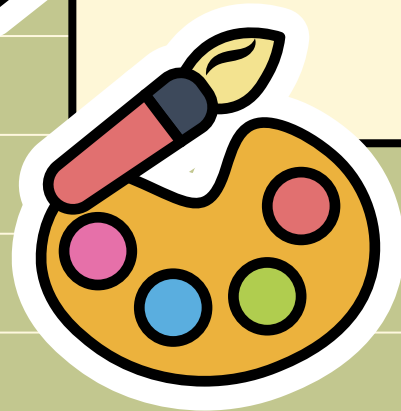
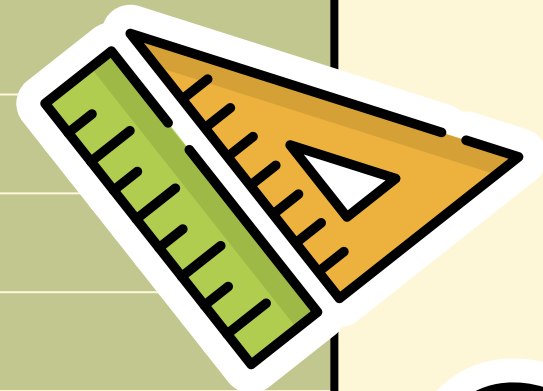
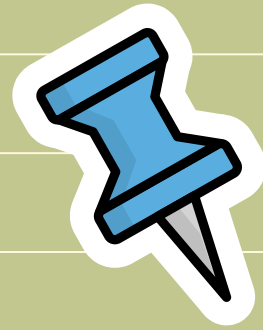
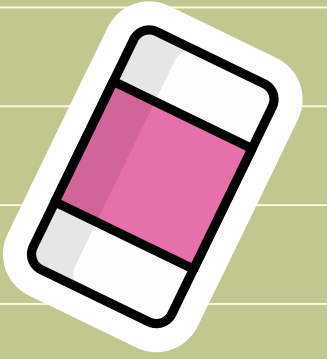
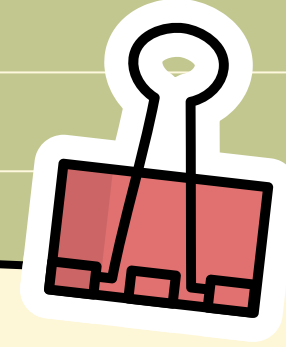
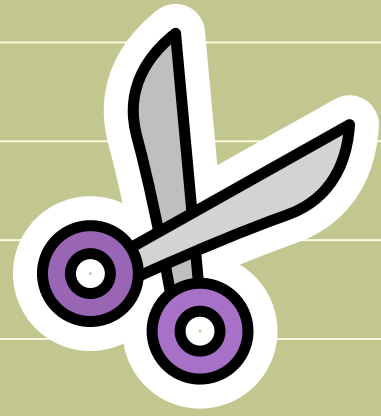


Where we are going

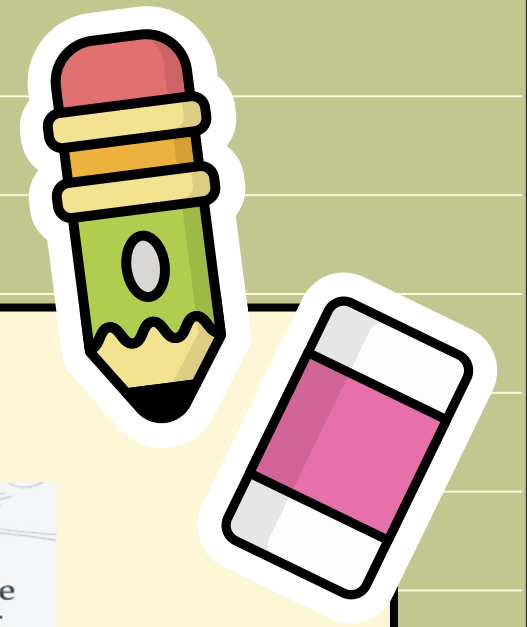
- Continue implementing the DACL essential functions with every class
 - Giving support to teachers who need it and introducing these concepts to new staff/team members.
- Creating a growth mindset for our students
- Work to hold students more accountable for their learning
 - Electronic Data/Accountability Sheets
 - Tracking data and goal setting with students regularly for EACH class.
- Consistently checking in on grades and assignments
- Moving to more efficient/effective teaming and



DACL in Special Services



Special Services



Daily Learning Target:

DAILY LEARNING TARGET:
I can use descriptive feedback support to lead my own learning...

WORDS YOU SHOULD GET TO KNOW...

Descriptive: To describe or a classify in a non-judgmental way.
Feedback: Information about reactions to a product, a person's performance of a task, which is used for improvement.
Support: Give assistance to, enable to function or act.
Lead: The initiative in an action; an example for others to follow.

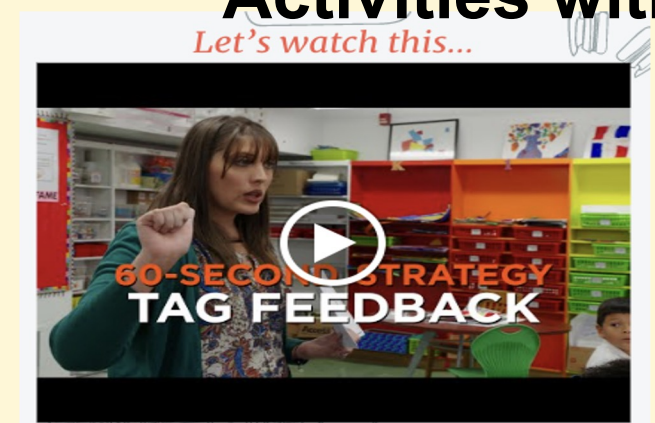
Tell them why it's important:

WHY IS GIVING DESCRIPTIVE FEEDBACK IMPORTANT?
It highlights areas where you might need a little more help, and show you how to improve your learning, or your skills as a student.

WHERE CAN YOU USE DESCRIPTIVE FEEDBACK?
EVERYWHERE! In every class you can have an opportunity to give descriptive feedback or even receive it.

SHOULD YOU LET DESCRIPTIVE FEEDBACK UPSET YOU?
No! Descriptive feedback is meant to help you learn.

Activities within the lesson:



WAS THIS A STRONG OR WEAK EXAMPLE OF WRITING?

What made it strong or weak?
Could anything be done better?
What would you do differently?

Let's try another example...

TRY T.A.G. ON THIS...

T- Tell something that you like...
A- Ask a question...
G- Give a suggestion...

One dark and stormy Halloween night I ventured out to meet with my friends at the nearby bonfire. The wind was cold and sharp, the chill biting right through my thick jacket right down to my bones. The street lights around me gave off warm yellow light, but the darkness that reached out beyond that light was vast and menacing. I was running late so I kept my head down and hurried along the deserted streets. It was along this walk that I first heard the call from a deserted alleyway.

TRY T.A.G. ON THIS...

T- Tell something that you like...
A- Ask a question...
G- Give a suggestion...

One dark and stormy halloween night, I went out with my friends. We went to different houses to get candy. It was cold. I didn't believe in ghosts until I heard a story about it. The old abandoned house was dark and creepy.

Other Examples of DACL in a Special Education classroom:

One Point Rubric

NAME: _____

	Percy Project Rubric	
For Sure! (Evidence of going beyond the learning target)	Learning Targets	Not Quite Yet... (Evidence of not quite reaching the learning target)
	Learning Target #1- Developing Craft: I have chosen the methods or tools for my project carefully.	
	Learning Target #2- Developing Craft: I applied new methods/techniques as well as made connections to the book that we read as a class.	
	Learning Target #3- Engaging: I challenged myself to create something that would be engaging to others that are viewing my project.	
	Learning Target #4- Engaging: I created my project using methods and techniques that are neat, colorful and easy to interpret.	
	Learning Target #5- Evision: I considered and tried out a few ideas before and during my project.	

Self Assessment and Goal Setting

ASSESS YOURSELF

Student Progress Tracker:

1. Student Name: _____

2. Student Goal: _____

	PRETEST	BLAST	1st READ	SKILLS	CLOSE READ	EXIT TICKETS	FINAL ASSESSMENT	GOAL MET? (Y/N)
Week One:	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____	_____
Week Two:	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____	_____
Week Three:	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____	Score: _____	_____

What is something that I need to review and rethink? How can I do better for the unit?

What can I do to reach my goal?

What can I do differently?

What is something that I need to work on or revisit in the future?

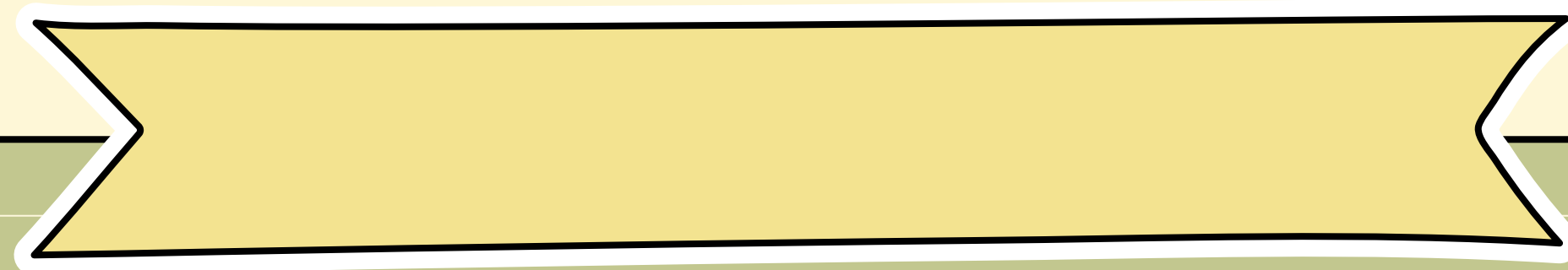
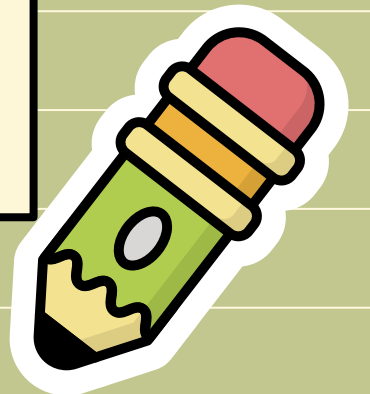
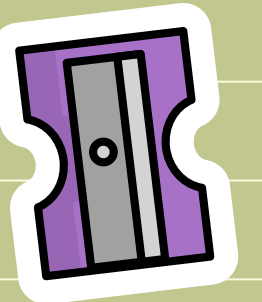
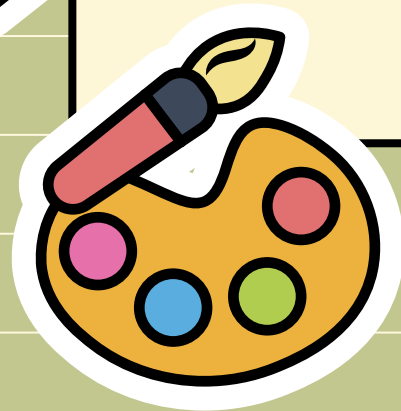
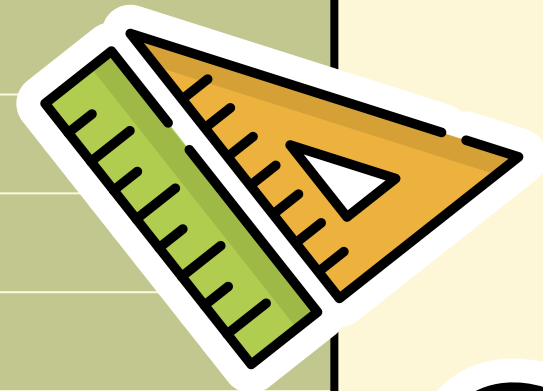
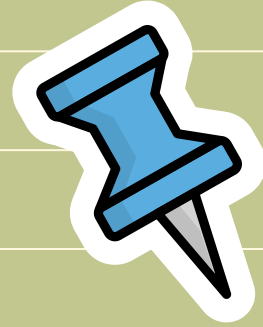
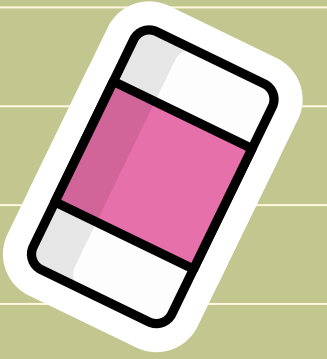
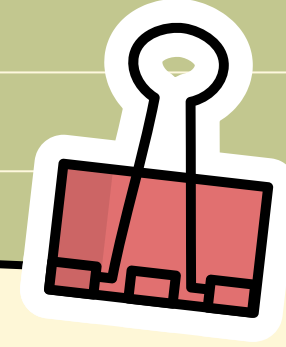
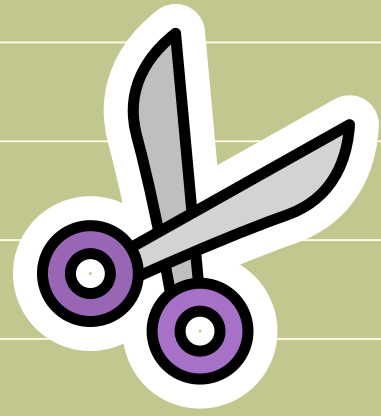
What are my successes?

Post-Assessment Score: _____

Reflection:

- ★ One thing I have done well this unit:
- ★ One thing I can improve on next unit:
- ★ Did I achieve my goal? Why or why not?

DACL in the High School

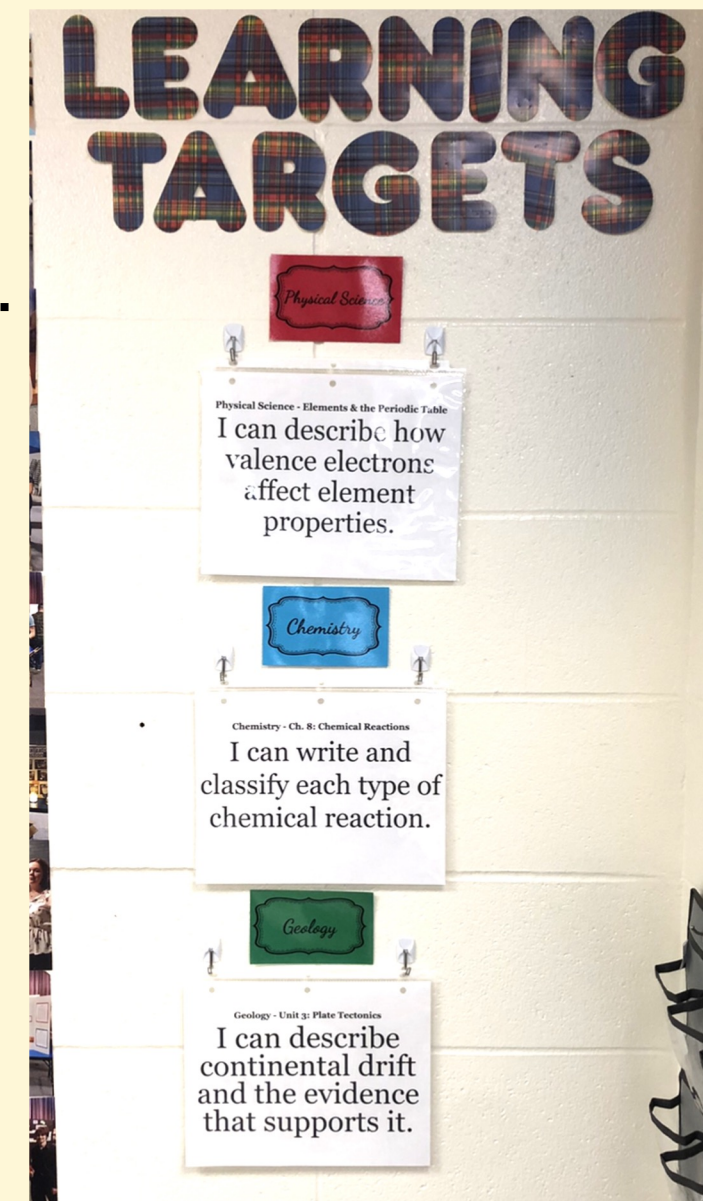
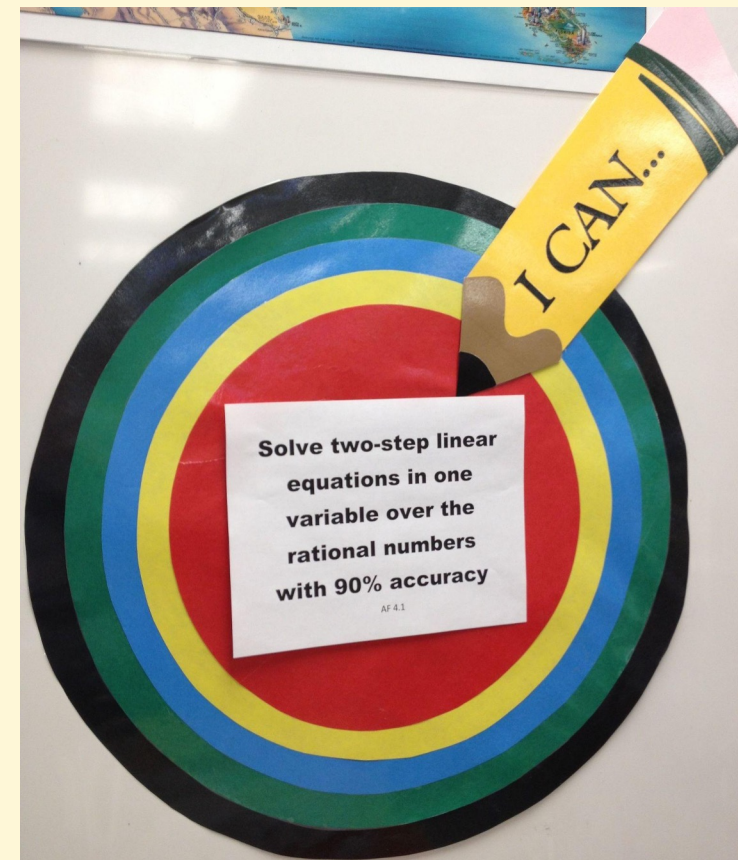


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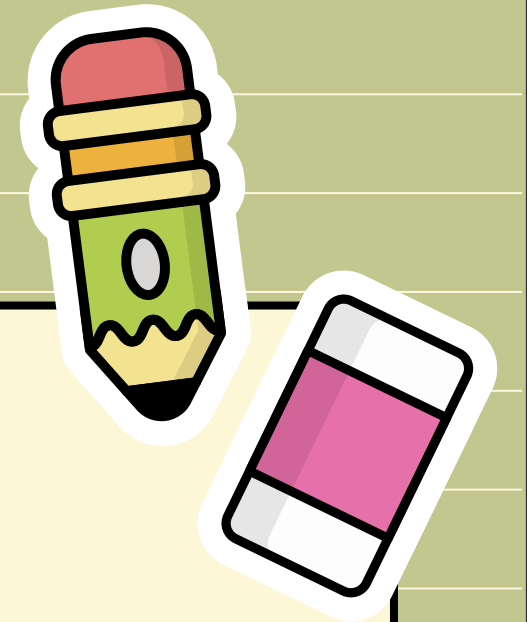


Recap of last year

- Learning targets
 - No right or wrong way to display learning targets, as long as...
 - The targets are written in student friendly language
 - The targets are visible to students always



High



Recap of last year

- **Rubrics**

- Help switch grading from subjective to objective
 - Students are able to assess their work as they work through the assignment

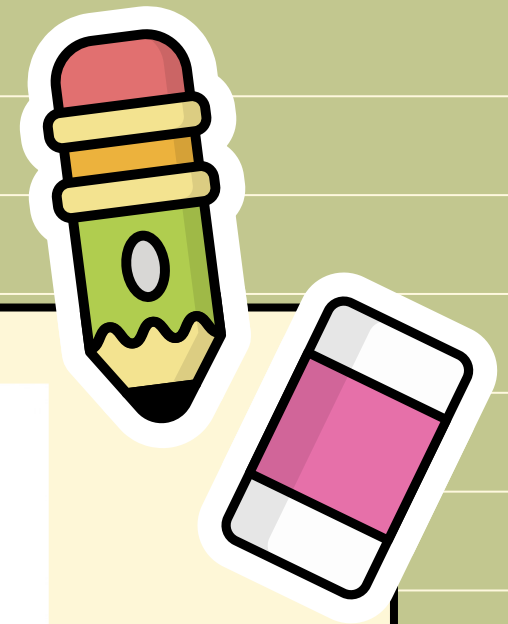
- **Strong and weak work**

- Not used for everything
 - I primarily use this technique for projects, papers, graphs, etc.

Scoring breakdown:

	5 points	4 points	3 points	2 points	1 point	0 points
Front cover <ul style="list-style-type: none">• Title• Illustration• Author's name• Colorful	Cover includes all four identified elements	Cover includes three identified elements	Cover includes two identified elements	Cover includes only one identified elements	Cover does not include any of the identified elements, but is present	Front cover is missing
Table of contents	Includes all letters and identified terms along with page numbers	Includes most letters (at least 20) and identified terms along with page numbers	Includes some letters (19 or less) and identified terms along with page numbers	Includes only the letter and page numbers	Includes only the letter.	Table of contents is missing
Individual Letter Pages <ul style="list-style-type: none">• Letter Written and word identified• Simple definition• Word used in context• Illustration• One element by hand x26 (per letter)	Page includes all five of the identified elements.	Page includes four of the identified elements.	Page includes three of the identified elements	Page includes two of the identified elements	Page includes one of the identified elements	Page is missing
Neatness x2	All letter pages have an obvious organization that is consistent throughout (letter, term, sentence, picture are placed in a manner that is easy to understand)	Most letter pages are neatly organized (20-24)	Some letter pages are neatly organized (14-18)	Some letter pages are neatly organized (8-12)	Few letter pages are neatly organized (2-6)	No letter pages are neatly organized.
Conventions x2	Free of any spelling, grammar, or punctuation mistakes	2-5 mistakes	7-10 mistakes	12-15 mistakes	16-20 mistakes	22+ mistakes
Choice of terms x2	Terms used are a mixture of simple and complex. 75% of terms are more complex 25% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms used are a mixture of simple and complex. 50% of terms are more complex 50% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms used are a mixture of simple and complex. 25% of terms are more complex 75% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms are all simple, but come from a variety of different units/areas of micro.	Terms are all simple, <u>and</u> do not come from a variety of different units/areas of micro.	Terms are not applicable to microbiology.

High



Changes since last year

- Learning targets are second nature at this point
 - Every classroom has a designated spot and way they display their learning targets
 - Students are familiar with seeing and unpacking them
 - Working on students utilizing them
 - Referring back to the targets throughout the lesson, unit, etc.
 - Goal setting around the targets
 - Self-assessing mastery of the learning targets

Unit 8: Molecular Genetics - Review Guide

8.1 - DNA: The Genetic Material

LT 1: I can describe the experiments that led to the discovery of DNA.

- Briefly describe the experiments done by each of the following scientists:
 - Frederick Griffith:
 - Oswald Avery:
 - Alfred Hersey and Martha Chase:
- Which of the above confirmed DNA was the genetic material, not protein?

LT 2: I can describe the experiments that led to the discovery of the structure of DNA.

- Briefly describe the experiments done by each of the following scientists:
 - Erwin Chargaff:
 - Rosalind Franklin and Maurice Wilkins:
 - James Watson and Francis Crick:
- What is Chargaff's rule?
- If an organism's DNA is composed of 30% Adenine, how much would you expect to be composed of Cytosine?

LT 3: I can describe the flow of genetic information.

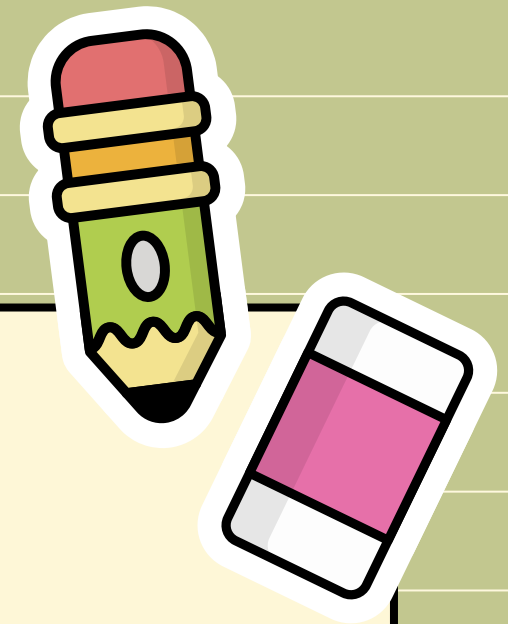
Biology 1st Hour
Abbie
Unit 1

Totally Got It 37%

Part Way There 32%

1. Just Beginning	2. Part Way There	3. Almost There	4. Totally Got It	Learning Target
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can differentiate between biotic and abiotic factors.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can explain how various biotic and abiotic factors affect the carrying capacity and biodiversity.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can differentiate the levels of organization.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I can analyze community interactions to determine the type of interaction.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can explain why autotrophs play a major role within ecosystems.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can explain how different organisms obtain energy in their ecosystem.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can use models, such as food chains, food webs, and ecological pyramids, to analyze the flow of energy.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can define a biogeochemical cycle by breaking down the three disciplines involved (biology, geology, and chemistry).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I can explain how water is cycled throughout the biosphere.

High



Changes since last year

- Rubrics + strong and weak work
 - Students have to be taught how to read and use rubrics and scoring guides
 - Having examples of strong and weak work is very effective
 - Allow students to make corrections
 - Need for resubmissions

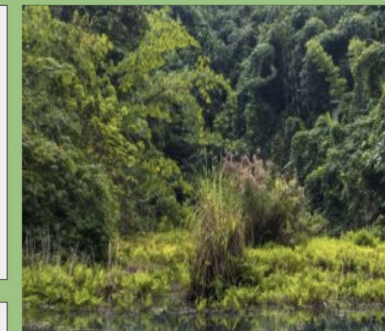
Tropical Rainforest

Description

Temperature: This biome experiences 12 hours of daylight and 12 hours of darkness year-round with temperatures ranging from 10°C-30°C.

Precipitation: This biome experiences over 200 centimeters of rainfall per year. Rain is most likely experienced in the spring and summer months.

Vegetation: This biome contains 1,000 different tree species in a single square kilometer and keep their leaves year-round.



Wildlife

Number of mammal species: 74
Number of reptile species: 47
Number of amphibian species: 35

Descriptions:

Asian Badger. This badger is a mammal with facial stripes. Their bodies range from 3-9 kg and it usually light in color.

Chinese Pangolin: This animal is a mammal that is critically endangered. It looks like a scaly anteater and measures at about 60 cm with a tail of 18 cm.

Asian Grass Frog: This frog is an amphibian with big lips and V shaped mark between the eyes. The snout length is between 39-43 mm.

Chinese Edible Frog: This frog is an amphibian that is vulnerable. It is a large frog up to 12 cm in length.

Indian Wolf Snake: This snake is a reptile that are around 3 feet long. It has uniquely shaped teeth and a square snout.

Burmese Python: This snake is an reptile that is vulnerable. It is a dark colored snake with brown blotches and grow to be 5-7 m.

Location

24.7°N, 115.2°E
Guangdong, China

Community Relationships

Relationship 1: The red fox represents parasitism because it is the main carrier and victim of rabies.

Relationship 2: The sambar represents predation because it eats deer with antlers.

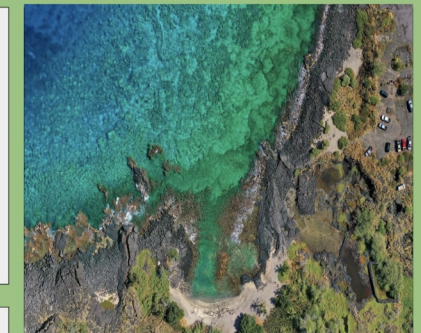
Tropical Rainforest

Description

Temperature: low:15 high: 29

Precipitation:low: 100 high:270

Vegetation:its not uncommon to find 1,000 different tree species in one place



Wildlife

Number of mammal species:9
Number of reptile species:4
Number of amphibian species:5

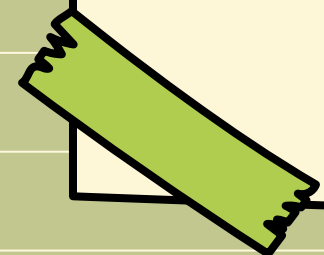
Descriptions: reptiles are the most endangered here because there are only 4 different species of reptile and amphibians are the second most endangered because they only have 5 different species of amphibions and mammals are the least endangered because they have 7 different species of mammals

Honokohau, Hawaii

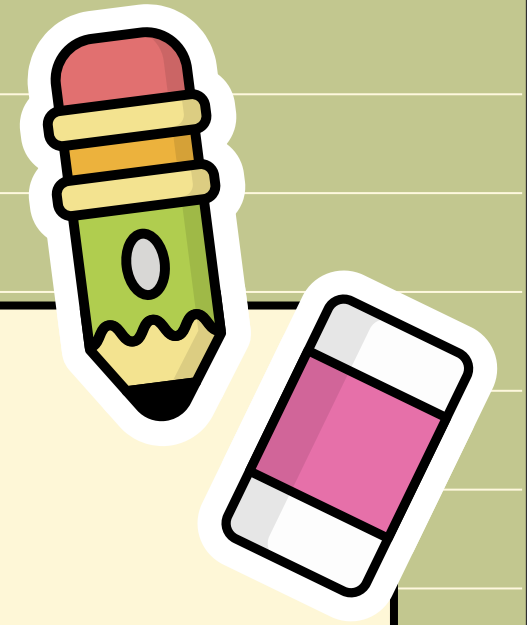
Community Relationships

Relationship1: river otters feed on crayfish, crabs, fish, birds, small mammals, and some aquatic plants.

Relationship 2: Monk seals feed on fish, including eels, cephalopods such as octopus and squid

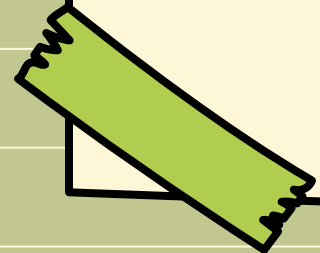


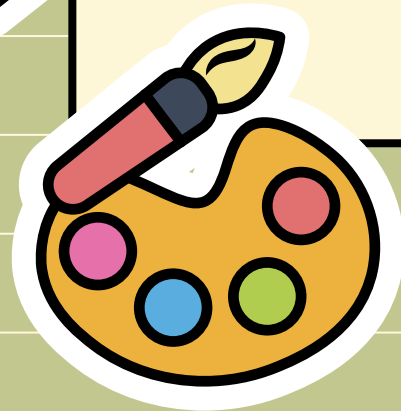
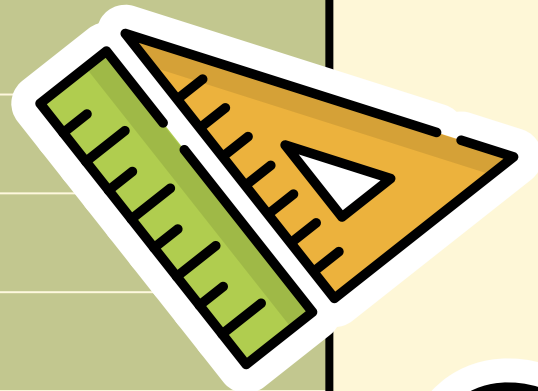
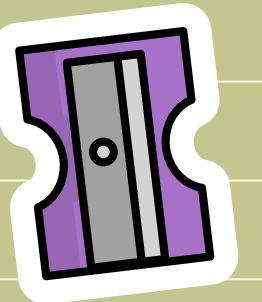
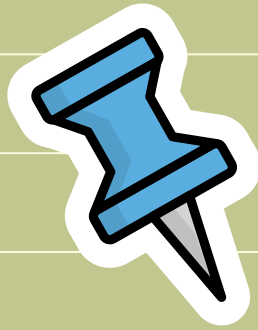
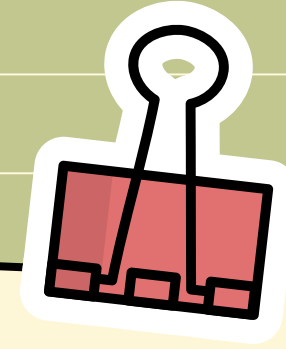
High



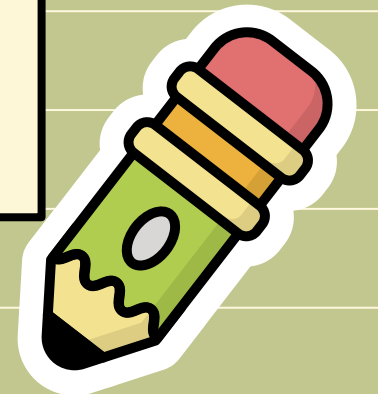
Moving Forward

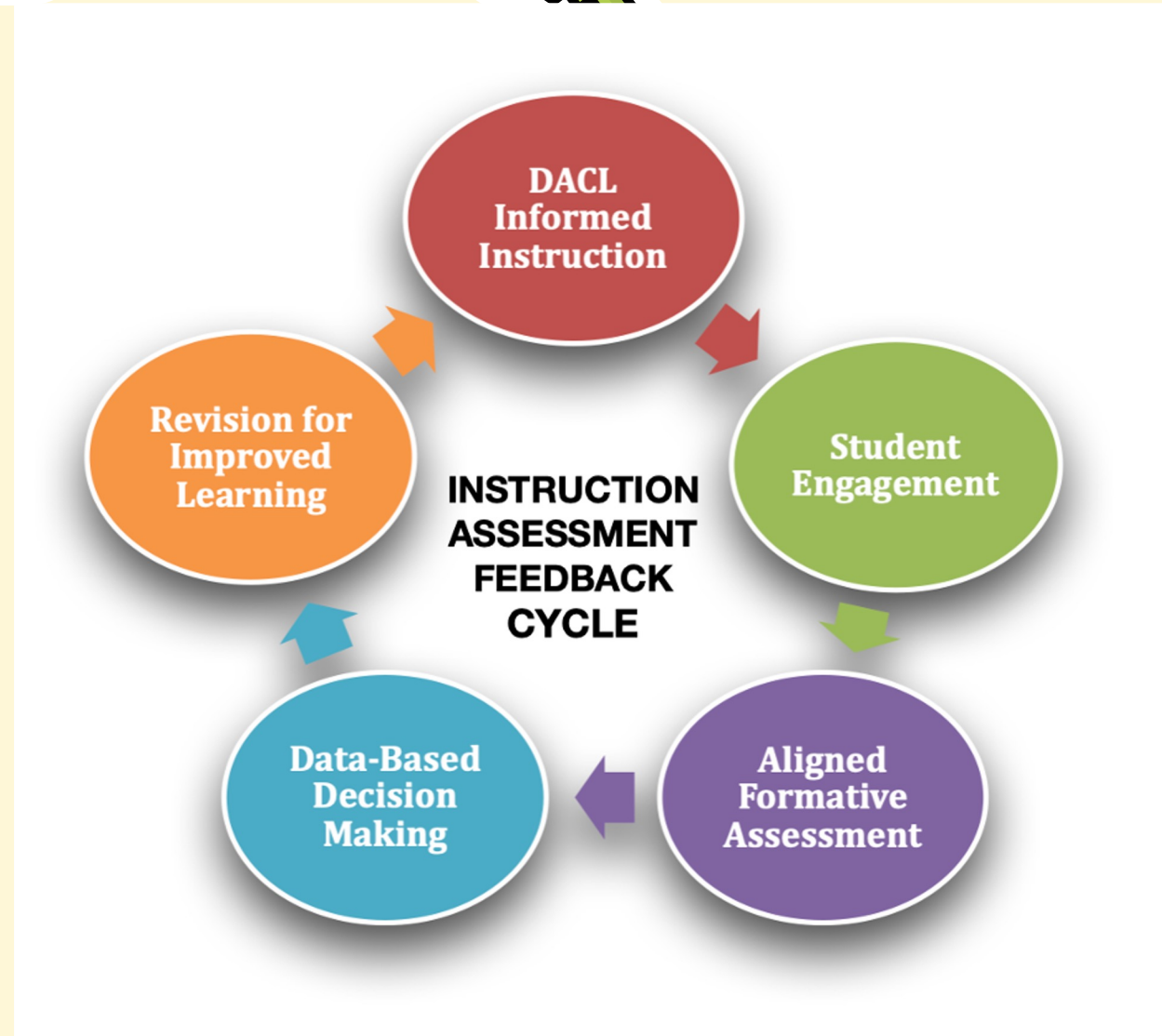
- Continue the practices we've become proficient in
 - Learning targets, strong/weak work, rubrics, feedback, etc.
- Begin shifting more of the DACL "workload" to the students
 - Essential Functions of DACL
 - Educators teach students to determine "Where am I going?" ✓ ✓
 - Educators teach students to determine "Where am I now?" ✓
 - Educators teach students to determine "How do I close the gap?"
 - Students set daily goals in relation to the learning target
 - Students monitor their progress towards their daily goals



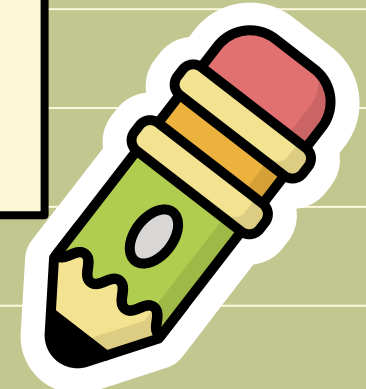
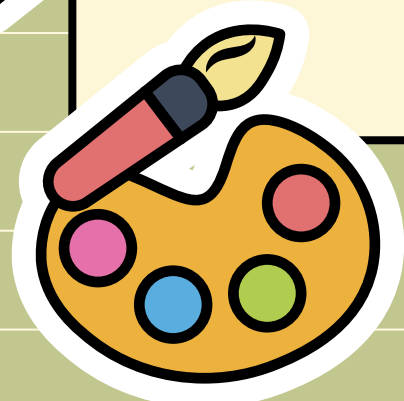
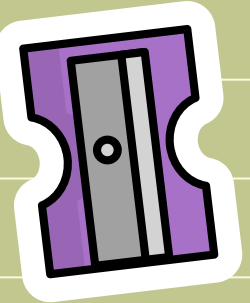
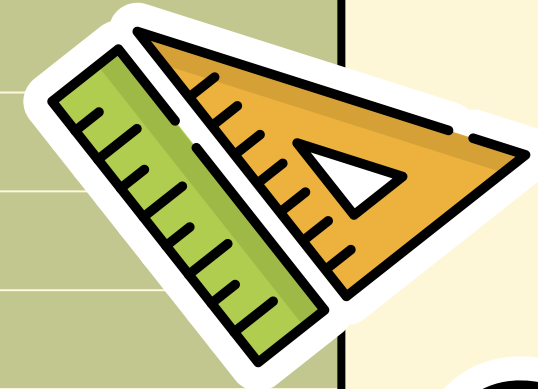
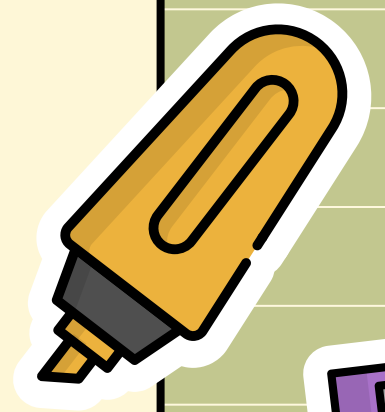
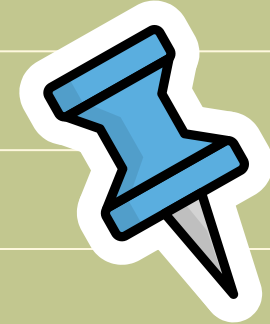
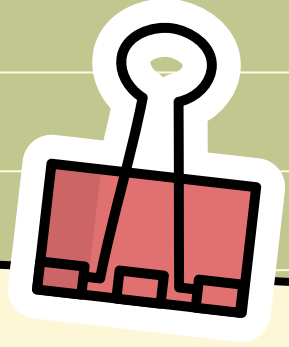
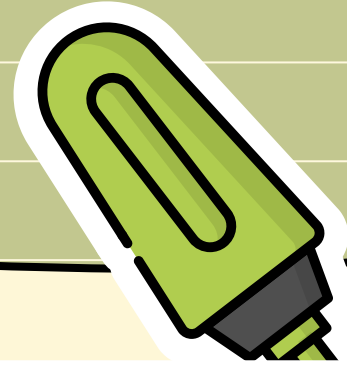


Next Steps - District Wide

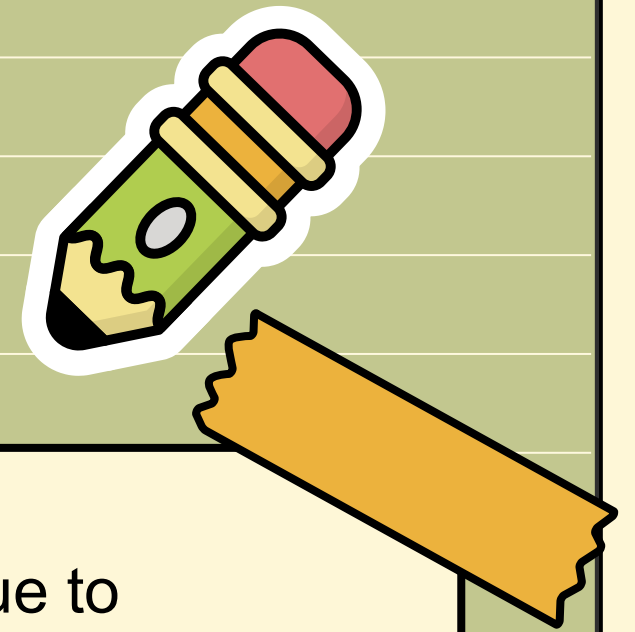




Next Steps - District Wide



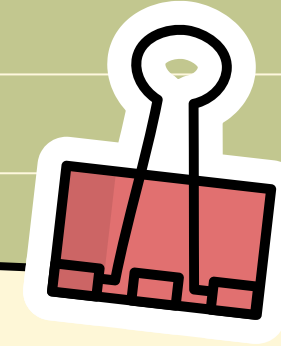
DACL BECOMES A FOUNDATIONAL PRACTICE...



THROUGH SUPERVISED OBSERVATIONS: Principals and District Administrators will continue to look for evidence of the Essential Functions as they conduct regular teacher observations for evaluative purposes. Peer Observation will be incorporated, especially for first and second year teachers.

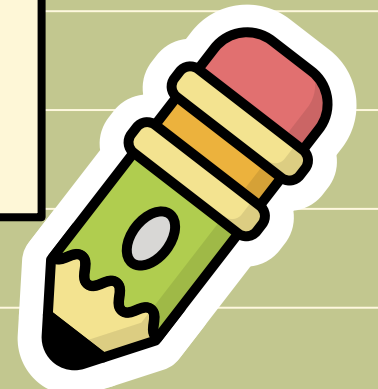
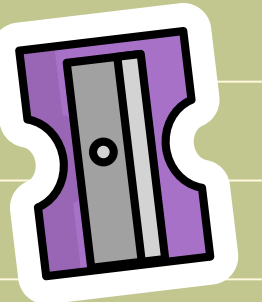
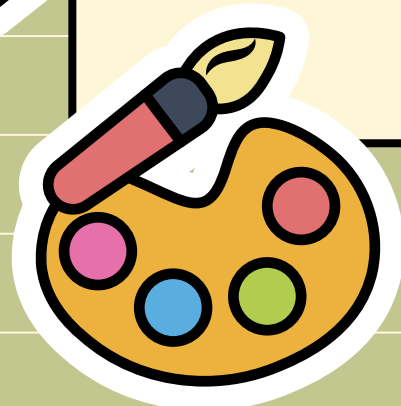
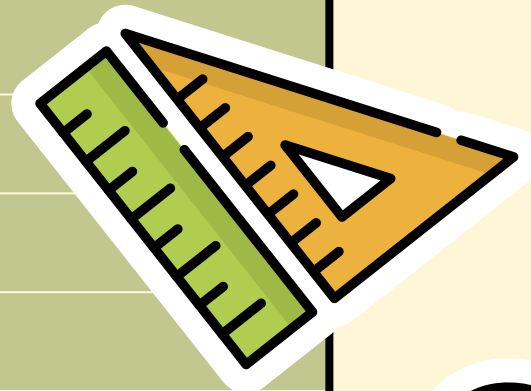
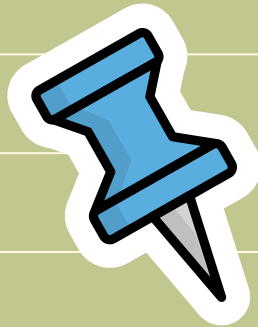
THROUGH TARGETED INTRODUCTIONS : All new certificated staff will receive a 2-hour introduction to DACL by the DCI consultants during the district's orientation for new hires held in early August. The DACL Practice Profile along with samples has been added to our digital SC Teacher Guide.

THROUGH ONGOING MINI-PD: All new certificated staff will attend a monthly 30-minute DACL workshop once per month from Sept. - April. Each workshop is aimed at one of the features in each Essential Function of the Practice Profile. Returning teachers who would like a "booster shot" in a particular area may also attend. Attendance may also be assigned by a principal based on a teacher observation.

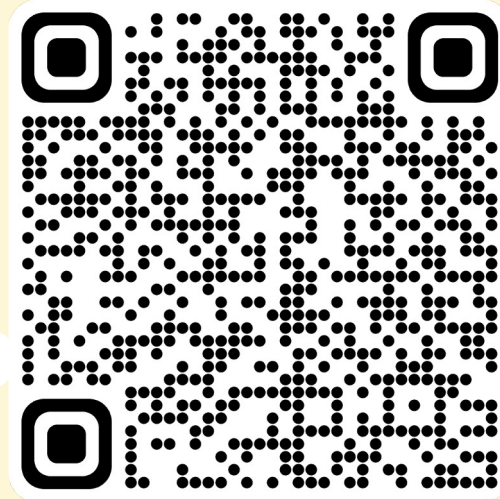
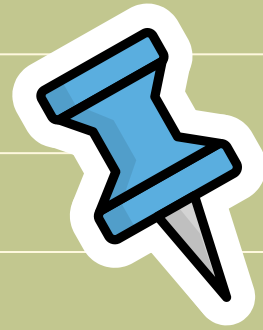
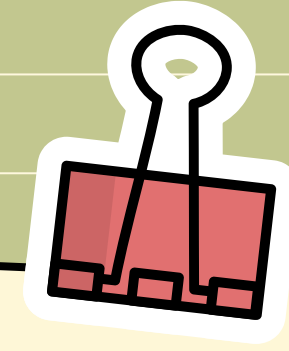


DIFFERENTIATED PROFESSIONAL DEVELOPMENT

- *Developing Assessment Capable Learnings is a foundational instructional practice is included as a part of all teachers' Professional Development Plan.*
- *New PD for the District focuses on Common Formative Assessment and Data-Based Decision Making.*
- *Building leaders schedule the DCI consultants to join them in providing observation with feedback on the all three PPs as needed.*

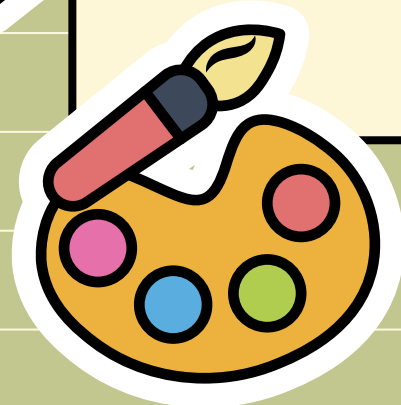
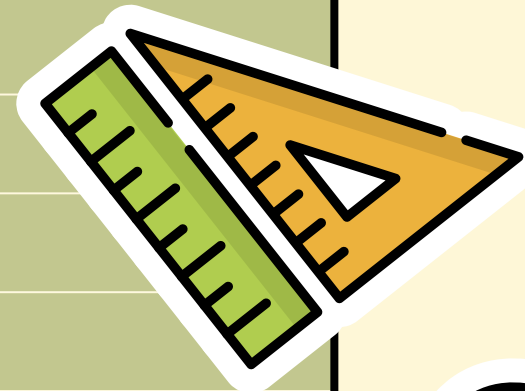
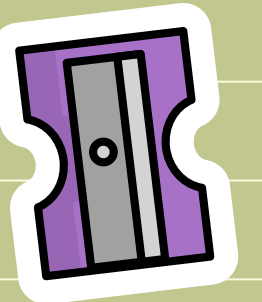


BUILDING BLOCKS OF EFTL!



Thank

YOU

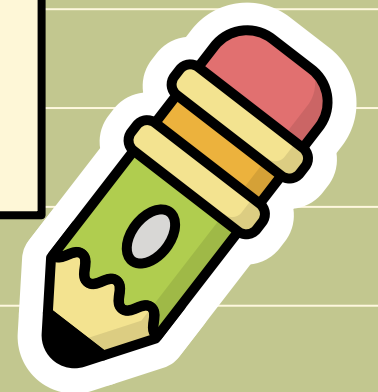


Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

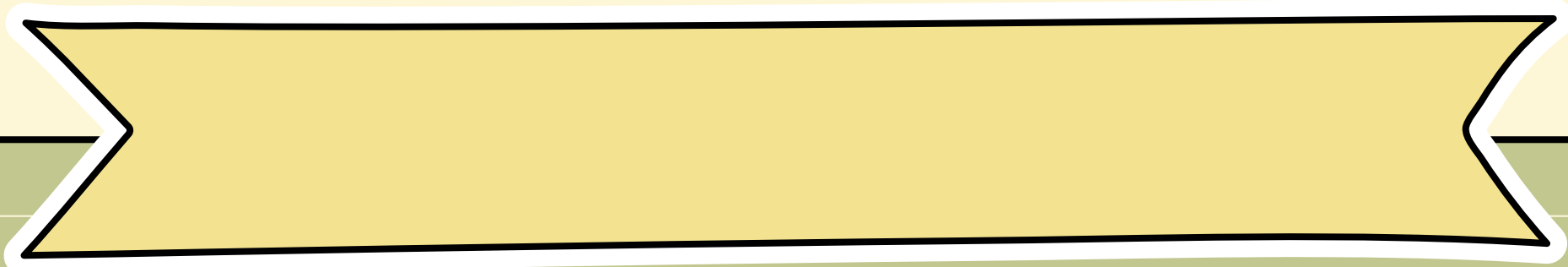
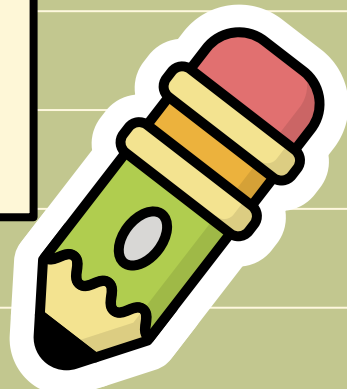
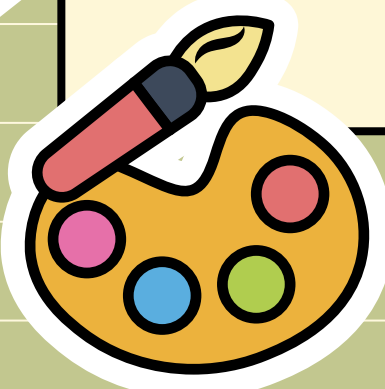
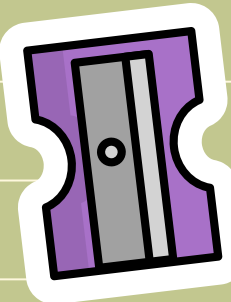
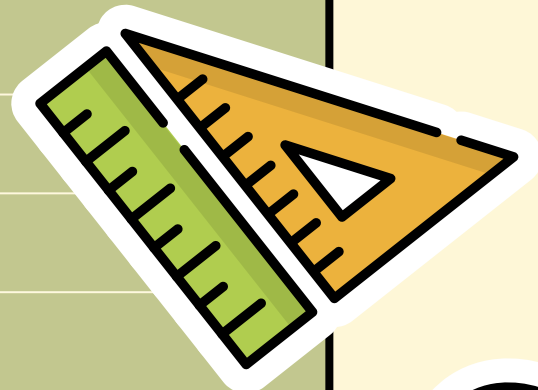
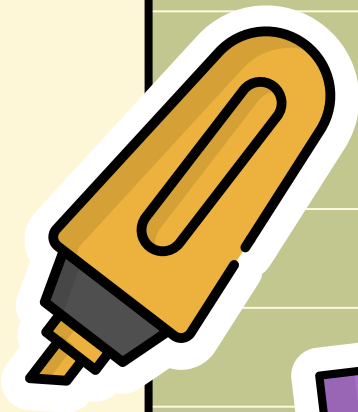
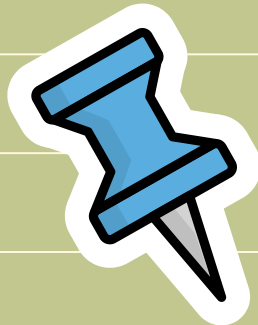
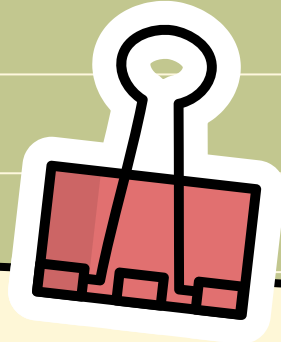
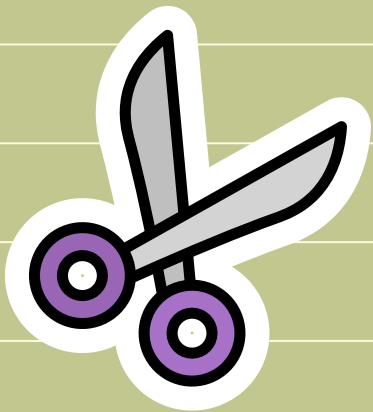
MO EDU-SAIL Educational Systems and Instruction for Learning

Effective teaching and learning for ALL students Missouri District Continuous Improvement (DCI)

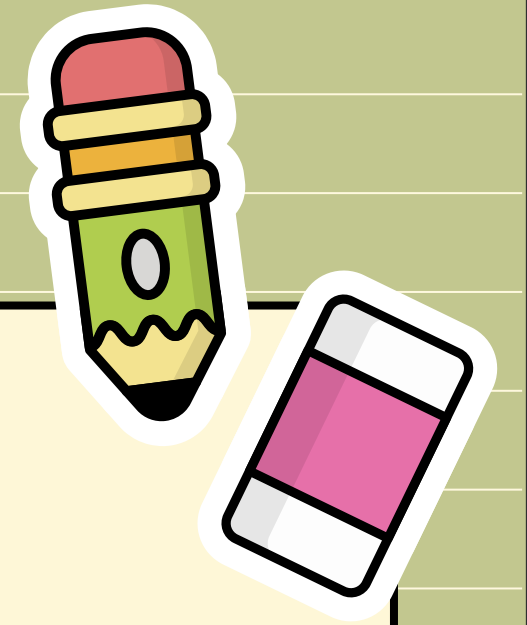
NAU NORTHERN ARIZONA UNIVERSITY Institute for Human Development



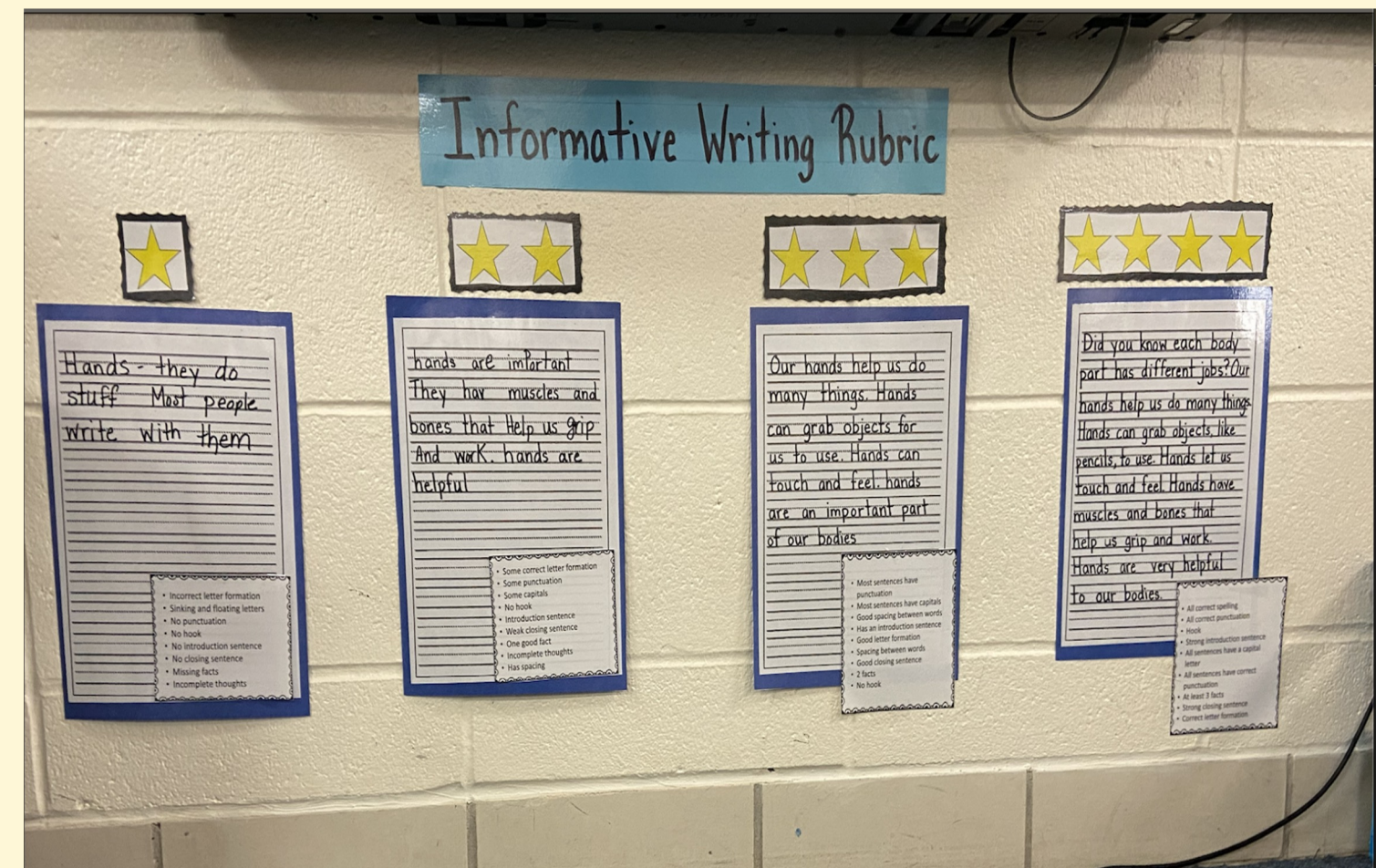
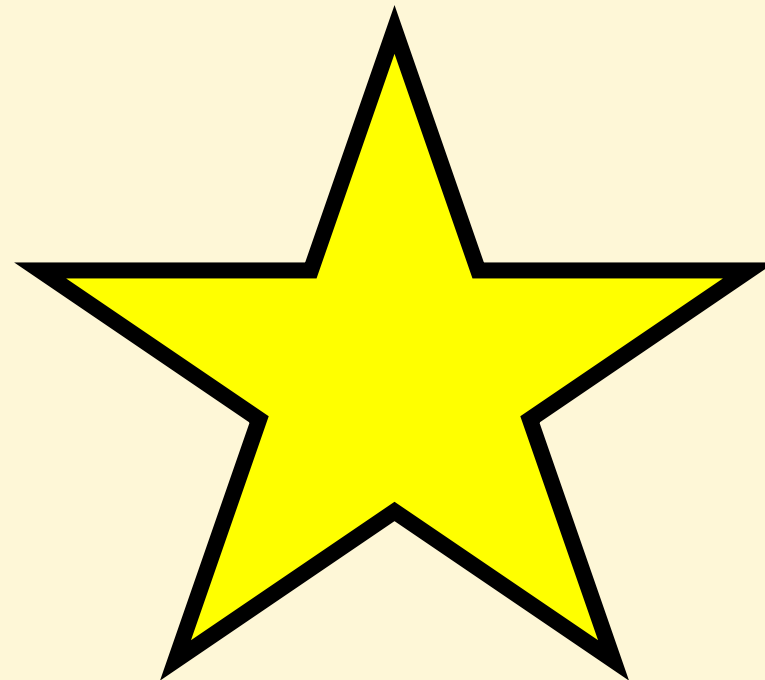
Other Resources



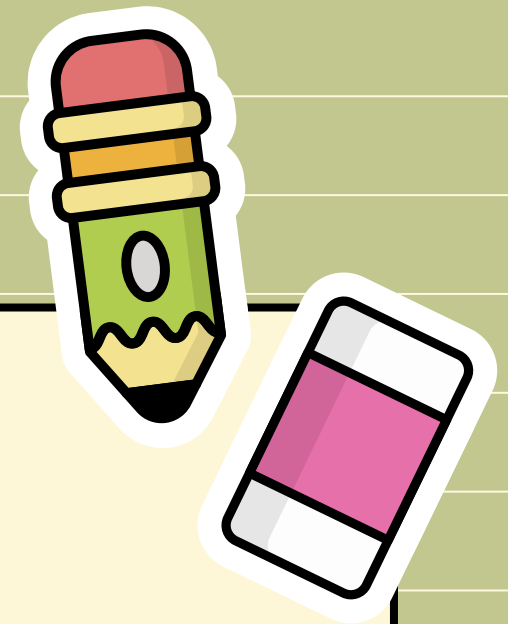
Early Childhood



- Goal setting is KEY!
- Goals should be student friendly
- Goals should be measurable
- Self-assessment is powerful!



High



- Provide rubrics at the beginning
- Designate time to allow students to assess their own work using rubrics prior to submitting
- Provide time to self assess
 - Honesty and progress over perfection *
 - Practice

Unit 8: Molecular Genetics - Review Guide

8.1 - DNA: The Genetic Material

LT 1: I can describe the experiments that led to the discovery of DNA.

1. Briefly describe the experiments done by each of the following scientists:
 - a. Frederick Griffith:
 - b. Oswald Avery:
 - c. Alfred Hersey and Martha Chase:
2. Which of the above confirmed DNA was the genetic material, not protein?

LT 2: I can describe the experiments that led to the discovery of the structure of DNA.

3. Briefly describe the experiments done by each of the following scientists:
 - a. Erwin Chargaff:
 - b. Rosalind Franklin and Maurice Wilkins:
 - c. James Watson and Francis Crick:
4. What is Chargaff's rule?
5. If an organism's DNA is composed of 30% Adenine, how much would you expect to be composed of Cytosine?
6. What shape is DNA?
7. What are three important features of the model constructed by Watson and Crick?
 - a.
 - b.
 - c.

LT 3: I can describe the structure of DNA.

Biology 1st Hour
Abbie
Unit 1

Totally Got It

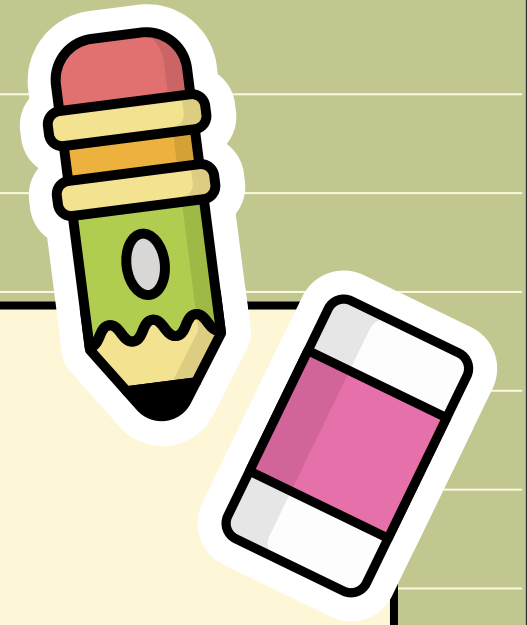
Progress 37%

Part Way There

Progress 32%

1. Just Beginning	2. Part Way There	3. Almost There	4. Totally Got It	Learning Target
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can differentiate between biotic and abiotic factors.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can explain how various biotic and abiotic factors affect the carrying capacity and biodiversity.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can differentiate the levels of organization.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I can analyze community interactions to determine the type of interaction.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can explain why autotrophs play a major role within ecosystems.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can explain how different organisms obtain energy in their ecosystem.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can use models, such as food chains, food webs, and ecological pyramids, to analyze the flow
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	I can define a biogeochemical cycle by breaking down the three disciplines involved (biology, ge
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	I can explain how water is cycled throughout the biosphere.

Specials

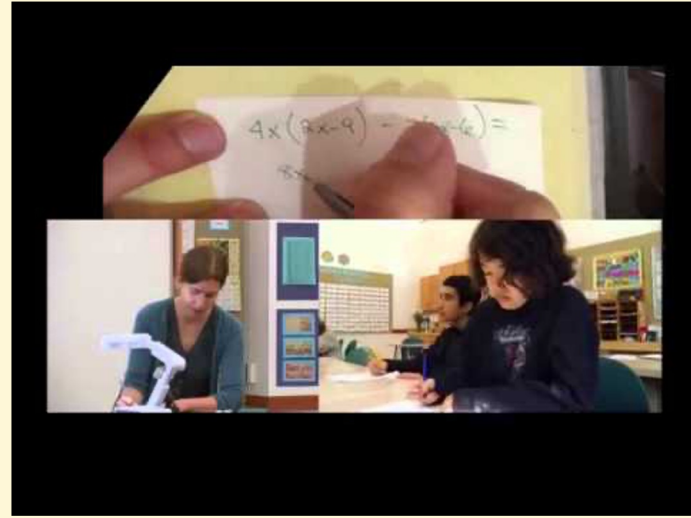
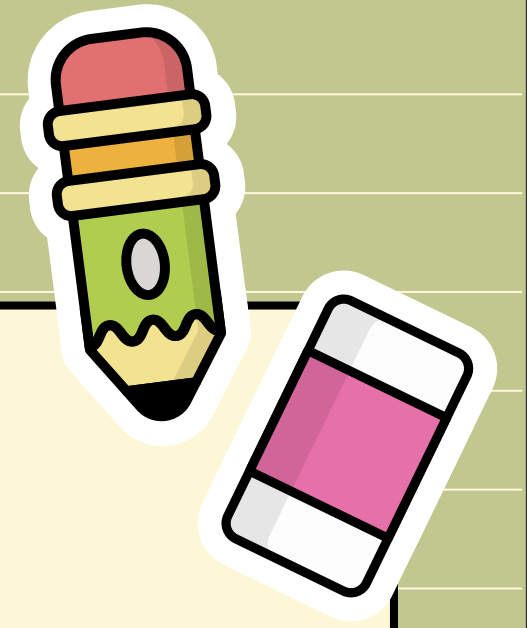


Self-Assessment/Goal Setting

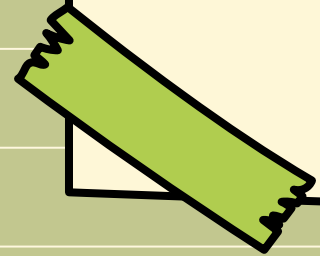
- May look different in your class compared to core teachers.
- Quick and easy. (keep them moving)
- Goal setting can happen over the course of unit or specific lesson.



Other Ideas

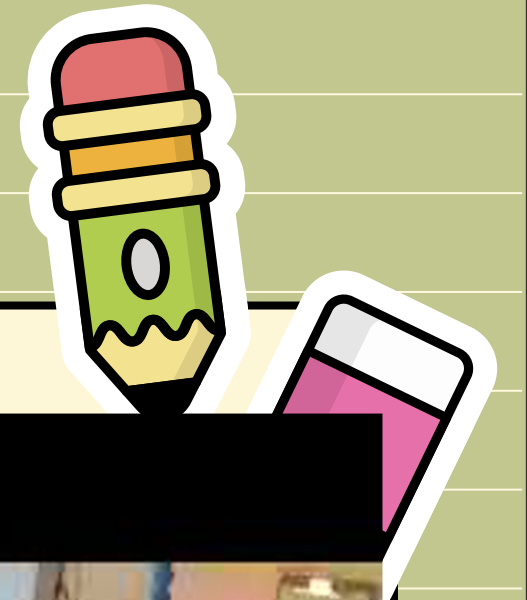


My favorite No





Elementary



Scan the QR code for a copy of the checklist.

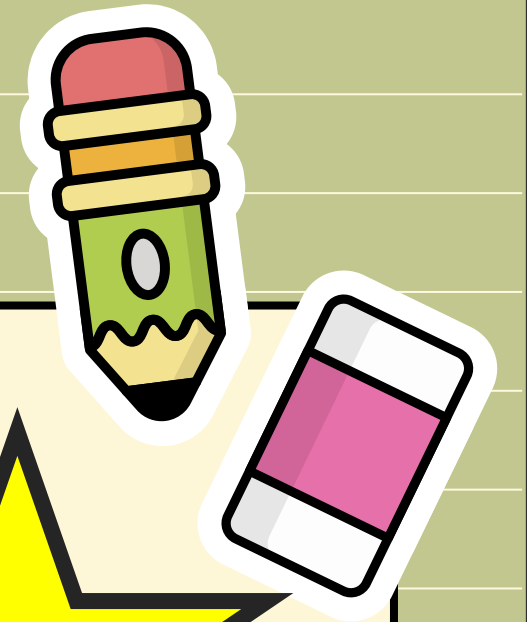
Short Answer Response Checklist

<input type="checkbox"/> R	Restate the question. (Use words from the question.)
<input type="checkbox"/> A	Answer the question in your own words.
<input type="checkbox"/> P	Prove your answer using details (evidence) from the text. Remember the Evidence Wall to help start your sentence.
<input type="checkbox"/> P	Proofread Check for punctuation and capital letters. Then ask, "Does my answer make sense?"



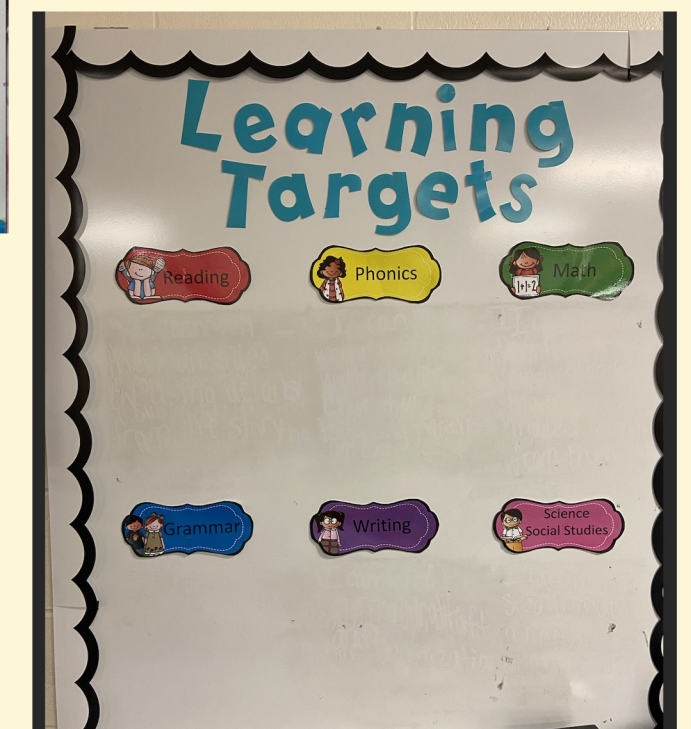
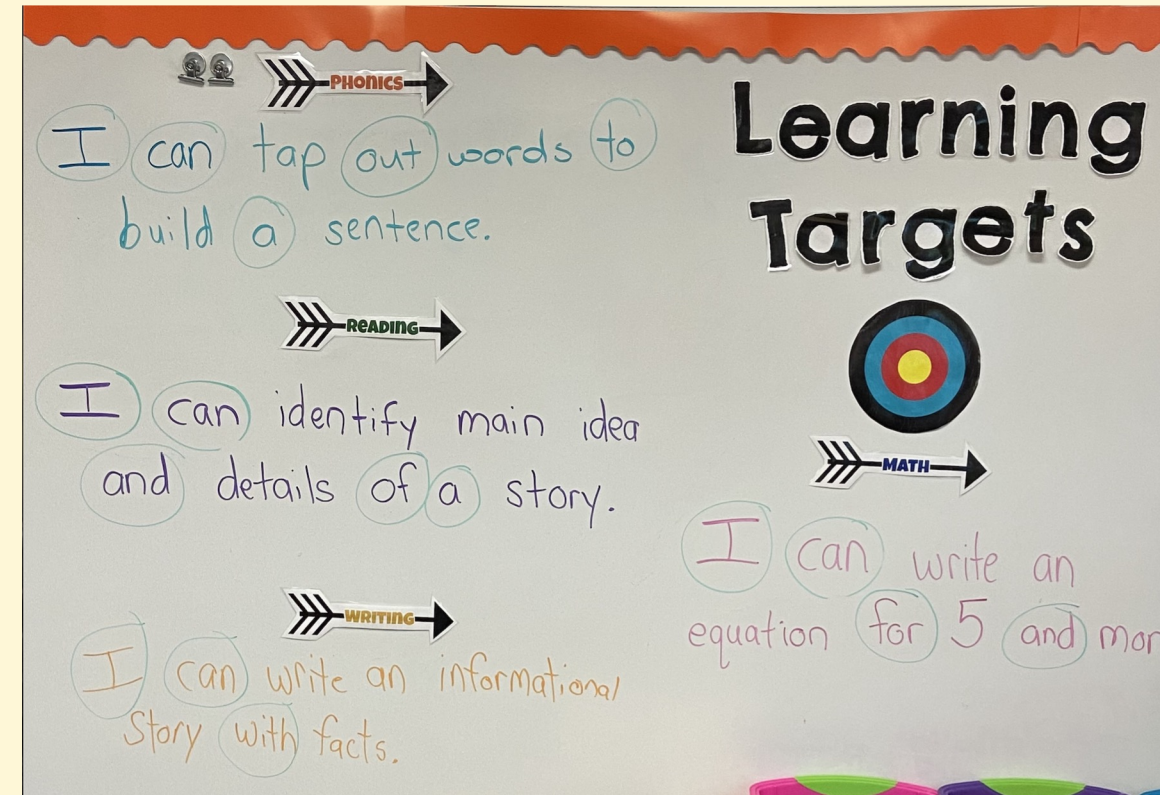
Strong & Weak Work

Early Childhood

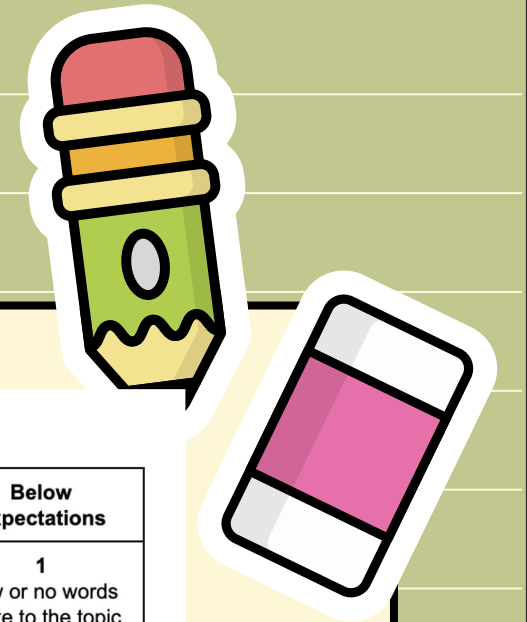


Learning Targets

- Align to grade level standards
- "I can"
- Written in student friendly language
- Deeper level vocabulary
- Observable
- Measurable
- Viewable to all students at all times

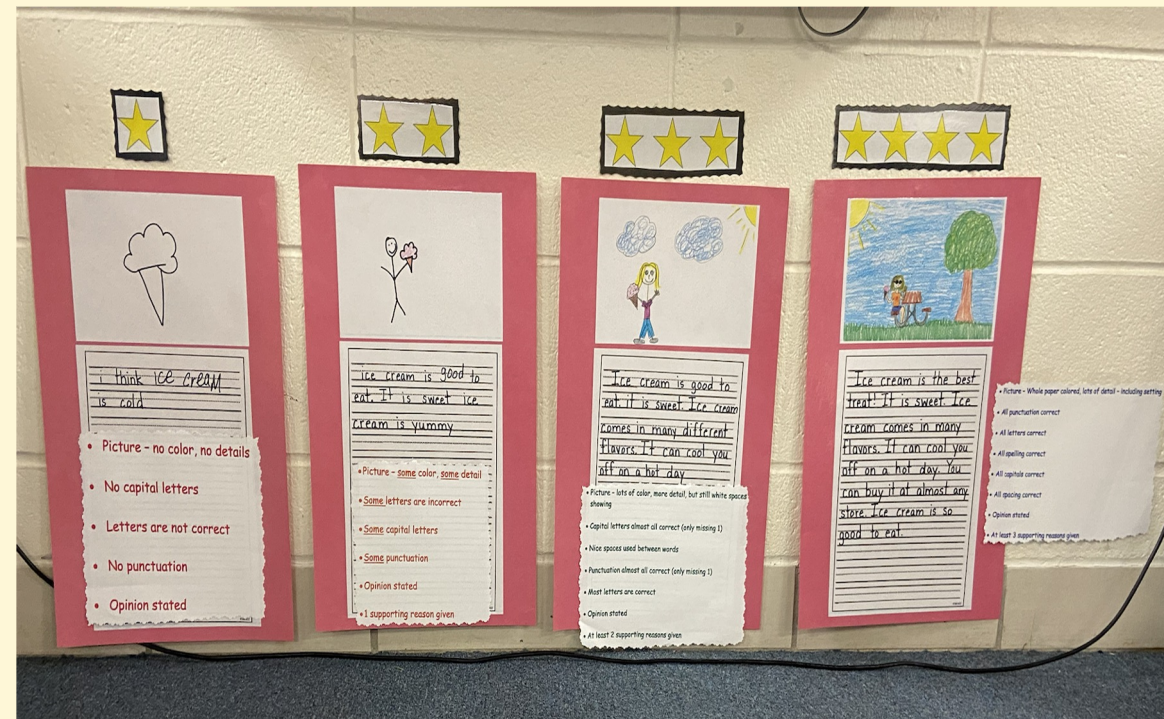


Early Childhood



Strong and Weak Work

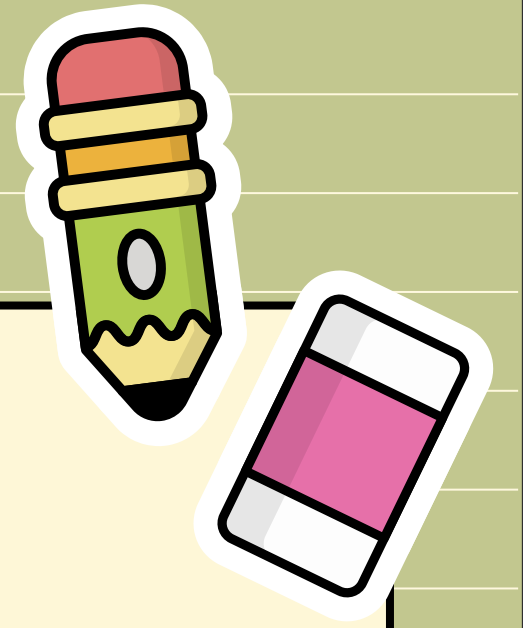
- Easy and accessible
- Examples align to grade level expectations
- Examples go hand-in-hand with grading rubric
- Why?



1st Grade Narrative Writing Rubric
Narrative Writing

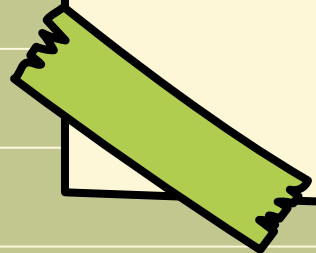
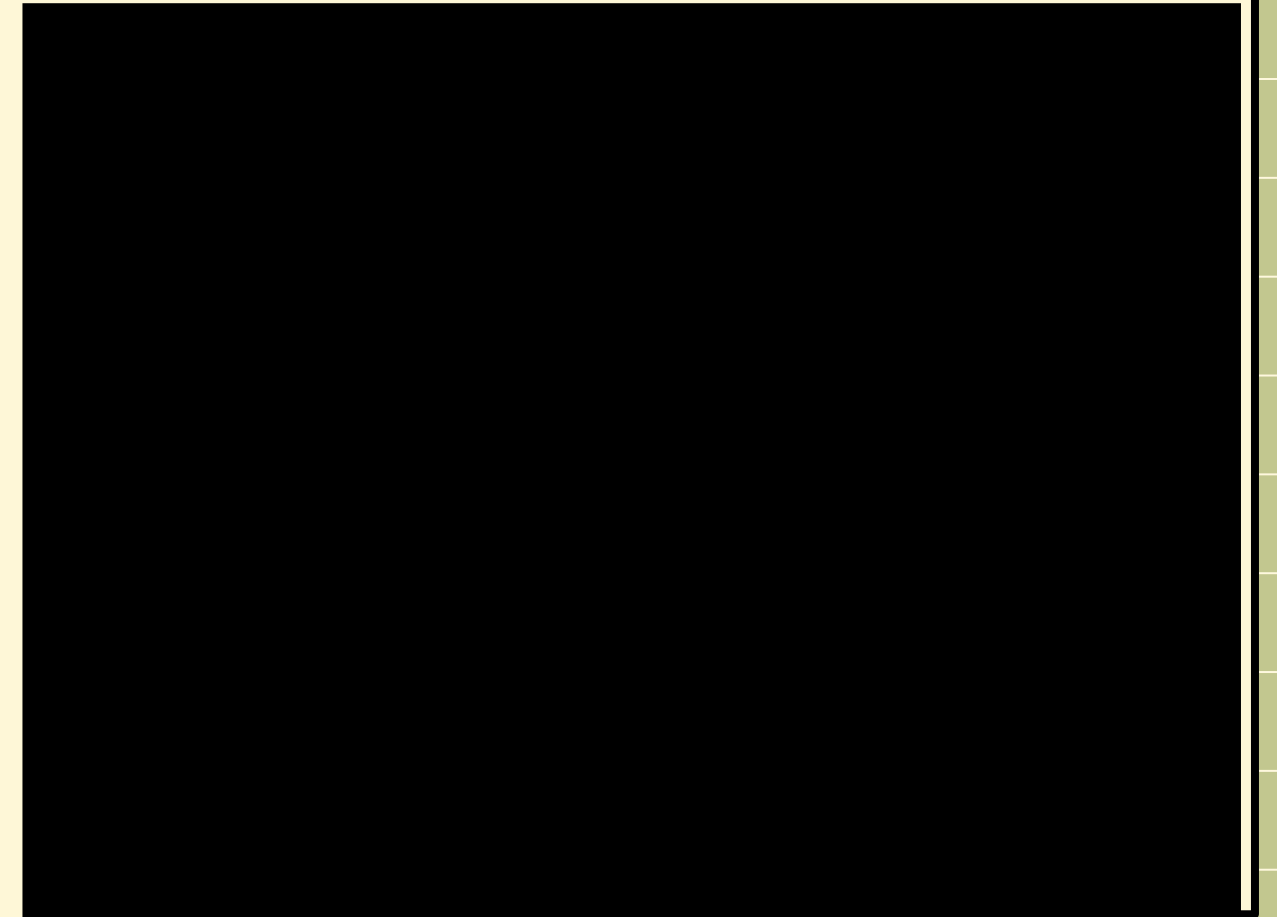
	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Topic	4 All words relate to the topic	3 Most words relate to the topic	2 Some words relate to the topic	1 Few or no words relate to the topic
The student places the events in the order they occurred.	4 Three events are placed in the order they occurred.	3 Two events are placed in the order they occurred.	2 One event is placed in the order they occurred.	1 No events
The student identifies words in their sentences using word spaces	4 All words written with the correct word spacing	3 Most words written with the correct word spacing	2 Some words written with the correct word spacing	1 No words words written with the correct word spacing
The student uses correct letter formation	4 All words written with correct letter formation	3 Most words written with correct letter formation	2 Some words written with correct letter formation	1 No words words written with correct letter formation
The student uses a capital letter at the beginning of any/all sentences.	4 All sentences begin with a capital letter	3 Most sentences begin with a capital letter	2 Some sentences begin with a capital letter	1 No sentences written with capital letter
Sentences are written as complete thoughts	4 All sentences are written as a complete thought	3 Most sentences are written as a complete thought	2 Some words are missing/out of order to complete the thought	1 Words are unorganized/ missing to complete a thought
Sentences end with a punctuation mark	4 All sentences end with a punctuation mark	3 Most sentences end with a punctuation mark	2 Some sentences end with a punctuation mark	1 No sentences end with a punctuation mark
The student uses details to describe the setting or events in their story.	4 Three or more details were used to describe the setting or events in the story.	3 Two details were used to describe the setting or events in the story.	2 One detail was used to describe the setting or events in the story.	1 No details were used to describe the setting or events in the story.

Specials

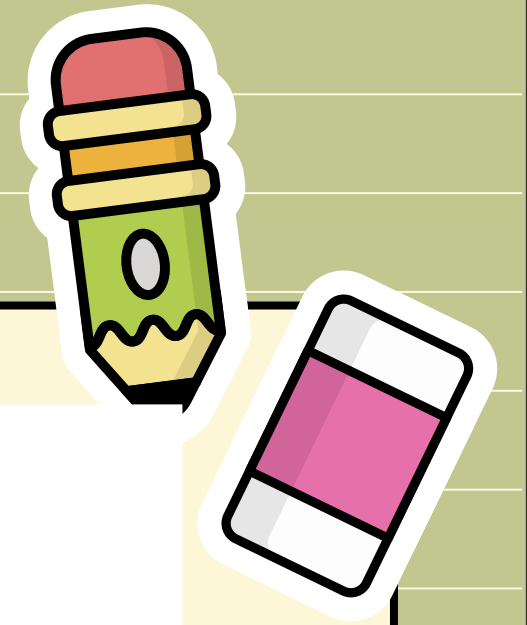


Learning Targets

- Student friendly language
- Position matters
- Great for helping students learn manipulative skills (throwing, catching, kicking etc.)
- Aligned with MO teaching standard



Middle



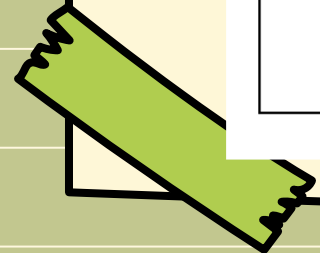
Strong & Weak Work Observations

Strong	Weak

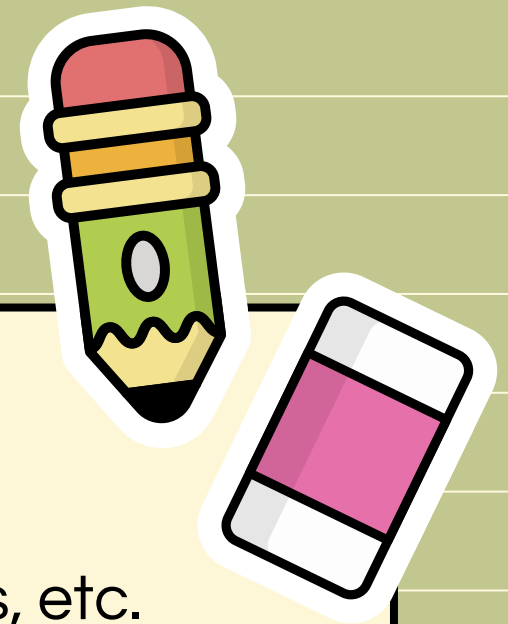
10. Suspense is the state of nervousness or excitement that comes from being unsure about something. How does this poem create a feeling of suspense? Use evidence from the poem to support your answer.

- When Casey steps up to bat everyone was nervous.
- This story creates the feeling of suspense because it shows how the people in the background are very interested and scared and are in suspense.
- The poem creates suspense by not telling you at the very start if she struck out.
- You feel suspense when Casey is coming to bat, and the times when he is at bat and striking out.
- It creates a feeling of suspense by they were anxious when they thought Casey would win the game for them.
- The poem creates suspense with every detail in the beginning about Casey like "they thought if only Casey could but get a whack at that." Also when Casey gets a strike, "that ain't my style," said Casey, "strike one." The crowd wasn't even expecting this so they yelled at the umpire, "Fraud," cried the maddened thousands." But then on the last strike they read every motion for more suspense, "and now the pitcher holds the ball, and now he lets it go."

1	2	3	4
Not there.	Getting there...	You've got it!	Above and Beyond!
		R- Restate A- Answer P-Prove w/ evidence P-Proofread	



High



Rubrics:

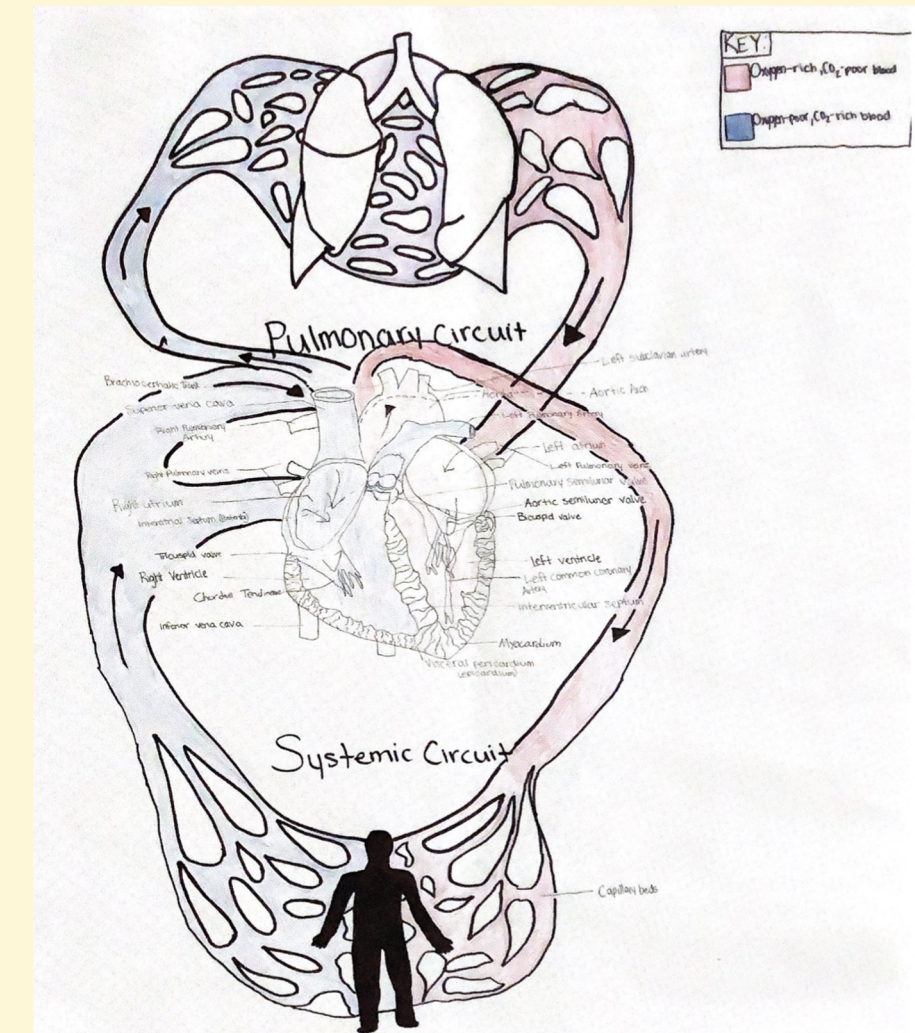
- Switches grading from subjective to objective
- Students should not be surprised regarding grade

Strong and weak work:

- Not used for everything
- Projects, papers, graphs, etc.

Scoring breakdown:

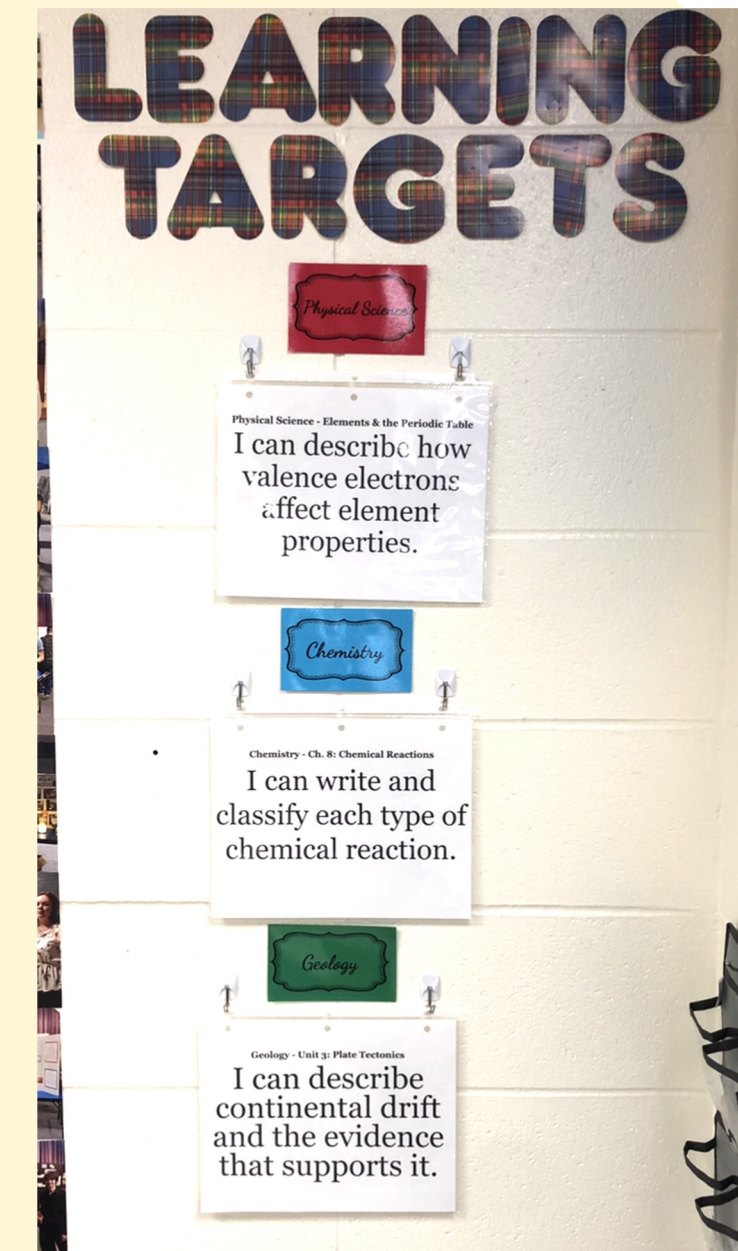
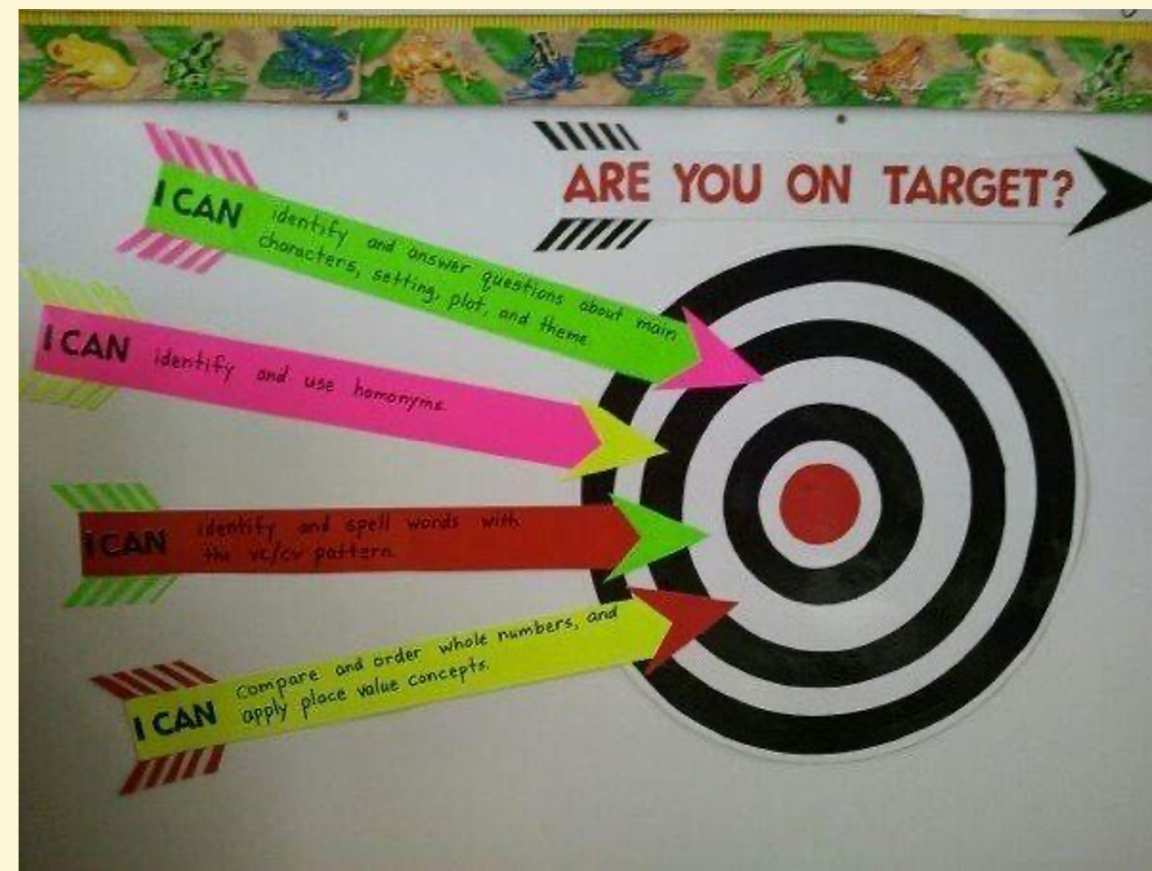
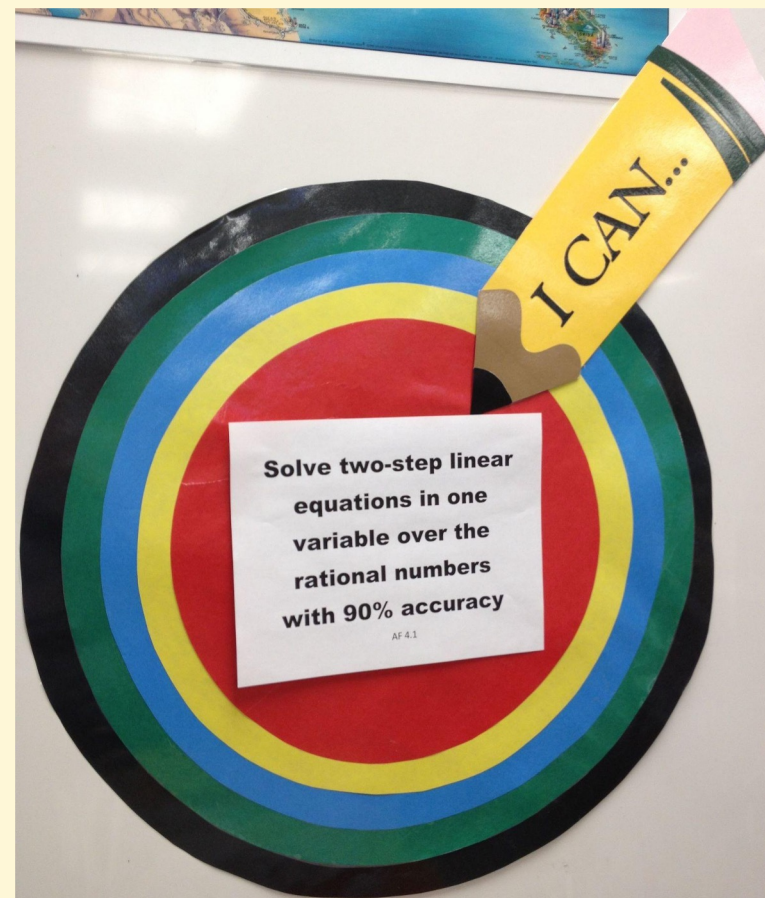
	5 points	4 points	3 points	2 points	1 point	0 points
Front cover • Title • Illustration • Author's name • Colorful	Cover includes all four identified elements	Cover includes three identified elements	Cover includes two identified elements	Cover includes only one identified element	Cover does not include any of the identified elements, but is present	Front cover is missing
Table of contents	Includes all letters and identified terms along with page numbers	Includes most letters (at least 20) and identified terms along with page numbers	Includes some letters (19 or less) and identified terms along with page numbers	Includes only the letter and page numbers	Includes only the letter.	Table of contents is missing
Individual Letter Pages • Letter Written and word identified • Simple definition • Word used in context • Illustration • One element by hand x26 (per letter)	Page includes all five of the identified elements.	Page includes four of the identified elements.	Page includes three of the identified elements	Page includes two of the identified elements	Page includes one of the identified elements	Page is missing
Neatness x2	All letter pages have an obvious organization that is consistent throughout (letter, term, sentence, picture are placed in a manner that is easy to understand)	Most letter pages are neatly organized (20-24)	Some letter pages are neatly organized (14-18)	Some letter pages are neatly organized (8-12)	Few letter pages are neatly organized (2-6)	No letter pages are neatly organized.
Conventions x2	Free of any spelling, grammar, or punctuation mistakes	2-5 mistakes	7-10 mistakes	12-15 mistakes	16-20 mistakes	22+ mistakes
Choice of terms x2	Terms used are a mixture of simple and complex. 75% of terms are more complex 25% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms used are a mixture of simple and complex. 50% of terms are more complex 50% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms used are a mixture of simple and complex. 25% of terms are more complex 75% of the terms are simple. Terms come from a variety of different units/areas of micro.	Terms are all simple, but come from a variety of different units/areas of micro.	Terms are all simple, and do not come from a variety of different units/areas of micro.	Terms are not applicable to microbiology.



Other Ideas - High School



- No right or wrong way to display learning targets
 - Visible to students **always**



Specials



Strong and Weak Work/Rubric

- Easy and accessible
- 3 levels (hand gestures)
- Use pictures to show levels

