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Ferndale's Vision & Mission

Mission

Ferndale Public Schools' mission is to provide all students with an exceptional education that prepares them for college, careers, and success in a diverse society.

Vision

Our vision is to be among the best suburban school districts in the state. We will make sure all students, including special education students, are part of a supportive community and are educated to achieve their life goals, starting with success at the college of their choice.

We will provide high-quality, well-rounded education programs; offer culturally rich arts and music programs; support competitive athletic programs; engage students in contemporary science, technology and humanities; instill pride in our students, staff and families; and challenge ourselves and our students to attain the highest educational and citizenship standards. Students will learn in updated and well-maintained schools that are staffed with fully engaged teachers and professionals.

We are intent on graduating engaged global citizens who give back to their communities. We will celebrate our diversity, knowing that our students will thrive in a world that looks much like our community.

Instructional Goals for 2014-2015 School Year



**HIGH QUALITY
INSTRUCTION**



**SCHOOL
CULTURE**

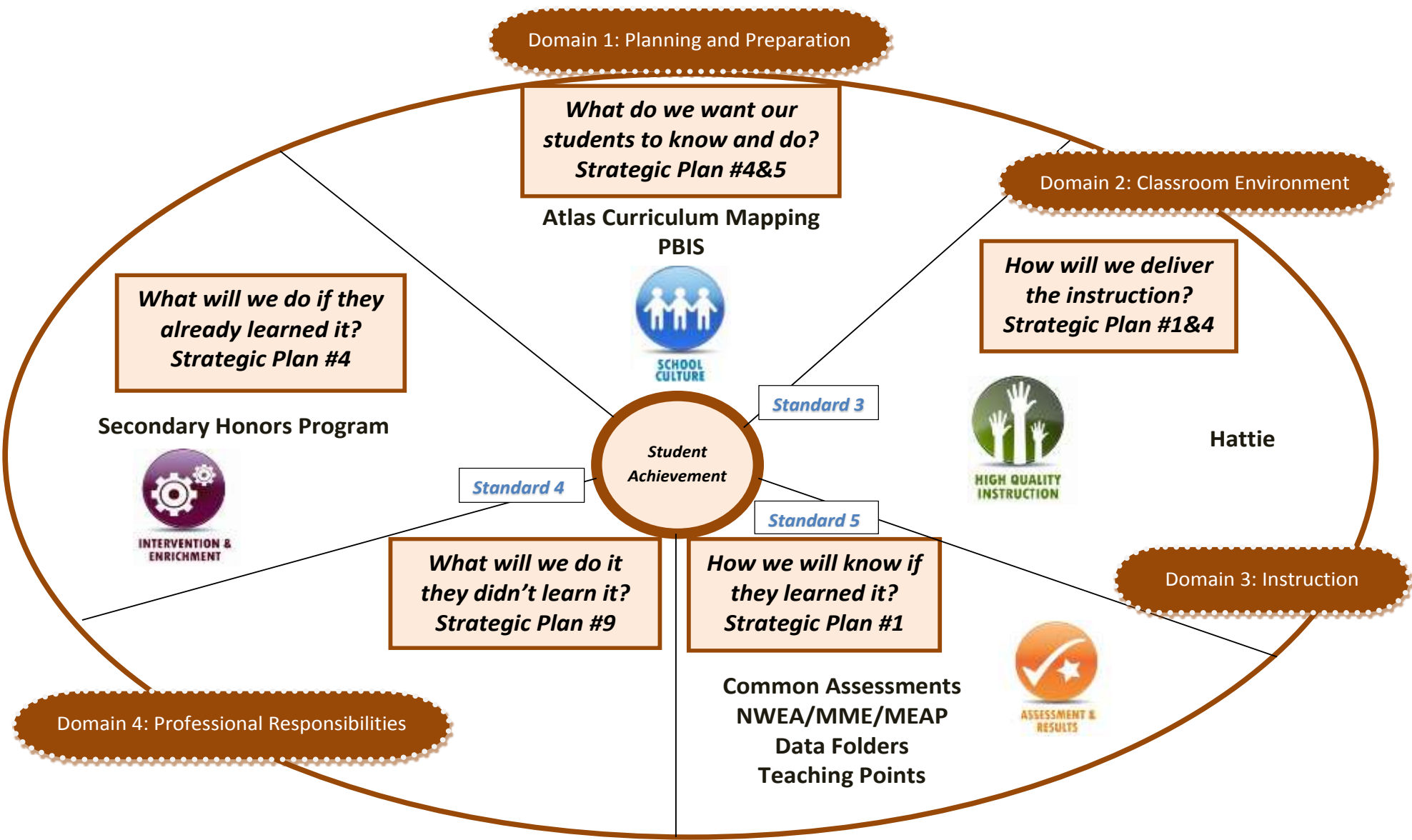


**INTERVENTION &
ENRICHMENT**



**ASSESSMENT &
RESULTS**

High Quality Instruction	School Culture	Intervention & Enrichment	Assessment & Results
Hattie Research	Culture of Achievement Pillars	Study Island, K-12	NWEA
Tier One Fidelity Depth of Knowledge	Positive Behavior Support, SOAR	AARI, 6-12 (Pilot & Study Group) Build LLI, K-6	Student Responsibility (I.E. – data folders at Elementary)
Professional Learning Communities	Teacher Credibility/Efficacy	Student Achievement Teams	Teaching Points: Learning Targets/Success Criteria



High-Quality Instruction

“Verbal competence (literacy) is the most important single goal of schooling in any nation. Verbal scores are reliable indexes to general competence, life chances and civic participation.” E.D. Hirsch
-from *Focus: Elevating the Essentials to Radically Improve Student Learning* by Mike Schmoker, ASCD, 2011

The Power and Importance of Simplicity, Clarity, and Priority

The argument of *Focus* is simple: If we choose to take just a few well-known, straightforward actions, in every subject area, we can make swift, dramatic improvements in schools. Focus only on implementing “what is essential.”

What Is Essential for Schools?

- 1) Reasonably coherent curriculum (what we teach)
- 2) Sound lessons (how we teach)
- 3) Authentic literacy or the intensive integration of purposeful reading, writing, and talking into every subject (integral to both what and how we teach)

Action Steps That Will Best Prepare Students for College, Careers and Citizenship—Core Practices:

Teachers work in teams, in true “professional learning communities,” where curriculum and lessons are continuously developed, tested, and refined on the basis of assessment results. Teams work on sound, ever-improving instruction, lessons and common assessments.

- **What We Teach:** Implement a common, content-rich curriculum, with topics, concepts and standards collectively selected by a team of teachers that gets to the core, and is actually taught. It is taught in sufficient intellectual depth, with adequate time for deep reading, writing and talking.
- **Good Lessons:** The pivotal feature of effective lessons is the conscientious effort, throughout the lesson, to ensure that all students are learning each segment of the lesson before moving to the next one. Teach whole-class lessons focused on a clear learning objective in short instructional “chunks” or segments, punctuated by multiple cycles of guided practice and formative assessment (“checks for understanding.”) Do it every day.

Effective lessons share the same well-known core structure:

- Clear **learning objective** are identified (for example: a topic, skill or concept is selected from the curriculum—“Make inferences/draw conclusions about a historical character.”)
- **Anticipatory Set** –Interest in the topic is created
- **Background knowledge** and vocabulary are developed
- **Teaching and modeling**—teach in small steps and establish a purpose for reading. The main event—a question or prompt, linked as often as possible to intellectual/thinking skills (making inferences/drawing conclusions, analyzing and forming arguments, resolving/synthesizing conflicting opinions, or problem solving)
- **Guided practice**
- **Checks for understanding** (formative assessment)
- **Circulate, observe and listen** as students work in pairs or do a quick-write; do a quick “walk-around” to review students’ notes and annotations

- Call on a **sample of students** or pairs randomly between each step—not on students who raise their hands
- Have students **signal their understanding**; thumbs up or down; red, green or yellow Popsicle sticks
- Work towards “**gradual release of responsibility**,” where students are given increasing amounts of responsibility to work on or complete an assignment independently on the basis of multiple iterations of guided instruction alternating with and informed by checks for understanding throughout the lesson
- **Actual writing**
- Participation in a **discussion** using a rubric
- **Independent practice/assessment** (which can be one and the same.) Have students purposefully underline, annotate, or take notes by themselves as they finish reading texts.

Practice these routines a couple of times a week, regularly and frequently in all subjects. Students can also do this in pairs, with one reading and the other annotating and then summarizing a chunk together. Students then reverse roles.

Questions and Texts: The Essence of Learning and Literacy

Much of a good education consists of one or more good texts matched with an interesting question. We teach students to read deeply and purposefully to answer such questions—and to discuss and write, even briefly about the text and what they learned from it. Use selected textbook pages, not the whole book or all of every chapter, aligned with units and topics.

Authentic Literacy Across the Curriculum

Meaningful literacy activities through far more purposeful reading and writing in every discipline across the curriculum such as close reading, writing, discussion, usually argumentative (support arguments with evidence).

We acquire knowledge and thinking skills best when we are asked to read, write, argue and problem solve as we engage with text and with an organized body of essential knowledge.

- Literacy-based lessons (read, talk, and write) with a focus on any text
- Interactive lecture and direct teaching where focus is on teacher’s words and directions, but students take part in lots of pair-sharing, note-taking or quick-writing. (Done wrong, lecture is ineffective.)
- Teach and model note-taking, reviewing notes and summarizing.

Every few minutes throughout learning, have students process new learning by:

- Reviewing notes and adding any new insights or connections
- Summarize their learning in the last segment of the learning
- Pairing up to compare or contrast notes, annotations, underlined text, perceptions, connections

Authentic literacy activities for every subject include:

- Close reading/underlining and annotation of text
- Writing about the text informed by close reading, discussion or annotation
- Teaching any vocabulary that could impede understanding before reading text
- Discussion of the text
- Whole class discussion and debate, or partner pair-and-shares followed by some form of writing. Set time limits to keep students focused and on task.
- “Fishbowl” discussions where an outside ring of students observe and evaluate the discussion shared among students in the inner ring

- Nothing enhances the power of a writing lesson like an actual example so students can see how good writers organize arguments, write effective sentences and choose appropriate language. Have students analyze exemplar papers.

Modeling higher order reading

- Show students how we would read the text, what we would underline or annotate, as we think aloud. (Talk to the text as you read Jack and the Beanstalk: “Well good for you Jack, don’t you think it’s admirable for a young boy to look for work to help his family?”)
- Model how adults often slow down or reread to understand certain important or dense sections of text, to help them make connections to the question or prompt, or to model how to collect supporting evidence for their arguments, always citing text.

In English language arts, language competency is the foundation of learning in the other disciplines. All disciplines connect and contribute to success in other disciplines. Students develop deep conceptual knowledge in a discipline only by using the habits of reading, writing, talking and thinking which that discipline values and uses.

In social studies we must infuse generous amounts of current and historical texts into students’ reading, to include primary source documents, alternative histories and current issues and events found in newspaper and magazine articles.

In science, students need frequent opportunities to carefully read science-related texts and to perform oral and written tasks within the framework of a coherent body of science content.

In math students need extensive practice expressing verbally the quantitative meanings of both problems and solutions. They need to be able to write fluently in complete sentences and coherent paragraphs; to explain the meaning of data, tables, graphs and formulas; to synthesize information, make sound assumptions, capitalize on ambiguity and explain their reasoning.

John Hattie Research

John Hattie developed a way of ranking various influences in different meta-analyses according to their effect sizes. In his ground-breaking study “Visible Learning” he ranked those influences which are related to learning outcomes from very positive effects to very negative effects on student achievement. Hattie found that the average effect size of all the interventions he studied was 0.40. Therefore he decided to judge the success of influences relative to this ‘hinge point’, in order to find an answer to the question “What works best in education?” (from <http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>)

Component	Effect Size	Explanation
Retention (holding back a year)	- 0.13	Repeating a grade. Also negatively correlated with social/emotional adjustment, behavior, and self-concept.
Open vs traditional learning spaces	0.01	Open classrooms range widely in features—not correlated to increases in achievement.
Student control over learning	0.04	Effect of student choice and control over learning is somewhat higher on motivation outcomes than achievement outcomes, but neither have major consequences on learning and too many choices can be overwhelming.
Teacher subject matter knowledge	0.09	Little data to support claim that teacher content knowledge is critical to student achievement. Darling-Hammond claims content knowledge influential up to some level of basic competence but less so thereafter. Since publishing <i>Visible Learning</i> , Hattie has studied this topic more in depth and has shared that the issue is a pedagogical issue—teaching is occurring at a surface level such that deep content knowledge has not presented itself as influential or not. Expert teachers know how to connect their content to other relevant issues and content and how to organize that content.
Ability grouping/tracking/streaming	0.12	Refers to whether classes are heterogeneous or homogeneous. Studies consider achievement effects and equity effects. More than 300 studies show tracking has minimal effects on learning outcomes and “profound negative equity effects.” Separate gifted programming is not considered in this set of studies—see ability grouping for gifted.
Gender (male compared with female achievement)	0.12	Males and females are more alike than they are different, and differences are minor. 2,926 studies all point to the same conclusion. “The differences between males and females should not be of major concern to educators.”
Matching teaching with student learning styles	0.17	Contends different students have differing preferences for particular ways of learning—auditory, visual, tactile, or kinesthetic, for example. No gains in achievement found when teacher matched instruction to preferred modality. Much skepticism surrounding claims around learning preferences. Research does not support correlation between matching learning style and increased achievement.
Within-class grouping	0.18	Defined as “teacher’s practice of forming groups of students of similar ability within an individual class.” Such groups that were studied were formed on semi-permanent basis. This is different from grouping for purpose of targeting instruction toward a specific skill area in which a heterogeneous group (achievement-wise) needs support for a short amount of time/intervention. Effects on research re: within class grouping (excluding gifted) was higher when class size was above 35—i.e. students in class sizes over 35 benefitted from small group instruction. Different from small group learning, defined as teacher assigning a task to small group and expecting them to complete.

Component	Effect Size	Explanation
Extra-Curricular	0.19	Not a high correlation between extra-curriculars and achievement—sports is even lower than academic-related activities like speech/drama/music; however, because students enjoy activities, they are engaged and keep attending schools where they “gain the dividend of instruction in more academic subjects.” Effects from activities were found to be more related to identity formation and peer self-esteem, which are especially important to adolescents.
Reducing class size	0.21	Effects may be higher for working conditions which may or may not translate into effects on learning. For smaller class size to yield higher effects, the type of instruction needs to be re-conceptualized to ensure the needs of all students are met within whatever the class size. Need to focus on strategies that are maximized in smaller or larger groups and apply respectively. (Reduce from 25-15, effect between 0.10 to 0.20)
Individualized instruction	0.22	Based on ideas that each student has unique interests and past learning experiences, and individualized program takes this into account. Allows for student flexibility and individual differences. Small effect, but one study claimed higher effects based upon teacher adapting instruction to needs of students and aligning to capability in addition to finding resources that were fitting. Other whole class/group influences like peer tutoring have higher effects. (Note: NOT special education)
School finance	0.23	Minimal relationship between educational expenditure and student achievement; more positive correlation between expenses for cost of instruction (e.g. teacher salaries and instructional supplies) and achievement. Not amount of money spent, but how it is spent.
Teaching test-taking and coaching	0.27	Many studies around SAT preparation show influence impacted by length of coaching/training. Other studies indicate that familiarizing students with the examination process and examiner can make a difference, more so than test prep. Students in the low SES group performed significantly higher on standardized tests when they were familiar with the examiner.
Homework	0.29	Involves “tasks assigned to students by teachers that are meant to be carried out during non-school hours.” Effects twice as large for high as for junior high, and twice as large again for junior high as for elementary. Smallest effects in math. Largest in science and social studies with English in the middle. Effects greater for higher than lower ability students. Homework for some reinforces that they cannot learn by themselves. Can undermine motivation and internalize incorrect routines and strategies. (Note: Elementary effect size of 0.15, and high school of 0.64)
Inquiry-based teaching	0.31	Art of developing challenging situations—students observe and question phenomena, pose explanations, devise and conduct experiments, collect data, analyze data, draw conclusions, design and build models, or any combination. Open-ended. Greater effects when teaching process rather than content. Shown to produce transferable critical thinking skills. (Note: Hattie wondered why effect wasn’t higher and since publishing, has learned that teaching content so students have some background knowledge about which they are inquiring increases effect)
Using simulations and gaming	0.33	Typically involves use of model or game (such as role playing, decision-making) with an aim to engage students in learning. Aims to mimic real-world problems.
Decreasing disruptive behavior	0.34	Teachers need skills to ensure no student disrupts his/her own learning or that of others. Argument is NOT that disruptive student should be removed.

Component	Effect Size	Explanation
Computer-assisted instruction	0.37	25 times out of 100, computer-aided instruction in the form of tutoring, managing, simulation, enrichment, programming, and/or problem-solving will make a positive difference. Majority of studies are about teachers using computers in instruction compared to those who don't—fewer about students using them in learning in different ways. Use of computers more effective when a diversity of teaching strategies, when teachers receive pre-training in their use, when multiple opportunities for learning, when the student (not teacher) is in control of learning, when peer learning is optimized, and when feedback is optimized. (Note: Web-based learning, interactive video methods, and simulations are analyzed separately)
Integrated curricular programs	0.39	More effective in elementary and middle school than high school. Greater effect when instruction was organized around a theme (0.46) and process skills were emphasized (0.36). Greater effect for lower achieving compared to middle and higher achieving students and when more experienced teachers implemented. (e.g. global studies class that incorporates both science and social studies or thematic unit--Friendship)
Effect Size greater than 0.4 effects student achievement		
How to develop high expectations for each teacher	0.43	Studies included effects related to the notion of self-fulfilling prophecy—teachers are more likely to have their students reach their expected outcomes regardless of the “veracity” of the outcomes. Studies in this meta-analysis also show students <i>know</i> they are treated differentially in the classroom due to expectations by teachers for certain students to take AP courses, for example, or others to pursue technical fields. (Note: Hattie contends teachers must stop over-emphasizing ability and start emphasizing progress—steep learning curves are the RIGHT of ALL students regardless of where they start. Be prepared to be surprised!)
Professional development on student achievement	0.51	Research re: PD seems to focus more on changes in teachers rather than impact on student outcomes. PD likely to change teacher learning but has less effect on teacher behavior. PD in science has highest effects on student outcomes (0.94) then writing (0.88). Seven themes re: what works best in PD were advocated as a result of 72 studies.
Home environment	0.52	Includes measures of the socio-psychological environment and intellectual stimulation in the home. Most highly correlated factors with achievement were maternal involvement, variety and play materials.
Peer influences on achievement	0.53	Studies include a variety of influences: peer tutoring, helping, friendship, and giving feedback. Studies examining what happens when a student moves schools show single greatest predictor of subsequent success is whether student makes friend in first month.
Phonics instruction	0.54	Teaching students the alphabetic code. Designed for beginners in early elementary.
Providing worked examples	0.57	Typically consist of a problem statement and the appropriate steps to a solution. Three steps: introductory phase, acquisition/training phase, test phase (assess learning). Reduces cognitive load for students such that they concentrate on the processes that lead to the correct answer and not just providing an answer.
Cooperative vs individualistic learning	0.59	Most powerful when students have acquired sufficient background knowledge to be involved in discussion and learning w/peers. Most useful when learning concepts, verbal problem-solving, spatial problem-solving, retention and memory. Effects increase with age.

Component	Effect Size	Explanation
Direct instruction	0.59	Not to be confused with didactic teacher-led talking from the front. Refers to 7 major steps: <ol style="list-style-type: none"> 1. Teacher specifies learning outcomes/intentions; 2. Teacher knows and communicates success criteria 3. Builds commitment and engagement in learning task (the hook) 4. Lesson design: input, model, check for understanding 5. Guided practice 6. Closure 7. Independent practice Speaks to power of stating learning intentions/outcomes and communicating standards for performance and then engaging students in getting there. Effects were found to be similar for regular education and special education—i.e. direct instruction is effective for all.
Concept mapping	0.60	Involves development of graphical representations of the conceptual structure of content to be learned. Importance of concept mapping is in its emphasis on summarizing main ideas in what is to be learned. Assists in synthesizing and identifying major ideas, themes, and interrelationships.
Comprehension programs	0.60	Comprehension programs with dominant focus on processing strategies (e.g. inferential reasoning, rules for summarizing, and chunking texts) produced higher effect than did text programs (e.g. repetition of concepts and explicitness) and task programs. (Interesting note: Hattie did not find a 4 th grade reading slump, just no growth or increase during upper elementary years. Several possible reasons for plateau: most curricula does not attend to reading progressions, lack of building upon learning to read once students have learned to read, and possibly perceived “unimportant” reading difficulties appear for the first time in Grade 5 when students encounter information materials and multiple text types requiring more inference and comprehension.
Teaching learning strategies	0.62	Teaching kids how to learn and developing students’ strategies for learning. Need to provide students with learning strategies in the context of learning, a chance to practice, and assurance that the strategies are effective. Need to understand intention to use, consistency in appropriate use ,and knowing when chosen strategy is effective—learning to learn or self-regulation.
Teaching study skills	0.63	To get to deeper levels of understanding and effectiveness, combine study skills instruction with the content.
Vocabulary programs	0.67	Students who experienced vocabulary instruction experienced major improvements in reading comprehension and overall reading skills. Most effective vocabulary instruction included providing both definitional and contextual information, involved students in deeper processing, and gave students more than 1 or 2 exposures to the word to be learned.
How to accelerate learning (e.g. skipping a year)	0.68	Other forms of acceleration include compacting curriculum, telescoping curriculum, and advanced placement. No negative social effects for accelerated students were supported by the research. Effect size for 2 meta-analyses and 37 studies regarding all forms of acceleration was 0.88.
How to better teach meta-cognitive strategies	0.69	Meta-cognitive strategies refer to those “thinking about thinking” strategies: planning how to approach a learning task, evaluating progress, and monitoring comprehension. Self-questioning is another meta-cognitive strategy.
Teacher-student relationships	0.72	Interestingly, “when students, parents, teachers and principals were asked about what influences student achievement, all BUT the teachers emphasized the relationships between the teachers and the students.” “Building relationships implies agency, efficacy, respect by the teacher for what the student brings to the class (from home, culture, and peers) and recognition of the life of the student.”

Component	Effect Size	Explanation
Reciprocal teaching	0.74	Teaching cognitive strategies intended to lead to improved learning outcomes. Emphasis on teachers enabling students to learn and use strategies such as summarizing, questioning, clarifying, and predicting. Dialogue between teacher and students around text. Students take turns as teacher and lead dialogue to bring meaning to written word with assistance to learn to monitor their own learning and thinking.
How to provide better feedback	0.75	Among most powerful of influences, especially when it is from the student to the teacher. If the teacher is open to feedback regarding what students know and understand, where they make errors, when they have misconceptions, and when they are disengaged, then they can respond accordingly. Feedback is about providing information about the task performance. Effect sizes from these studies show considerable variability, meaning some forms of feedback are more powerful than others. Least effective: programmed instruction, praise, punishment, and extrinsic rewards. Feedback is more effective when it provides information on correct rather than incorrect responses and when it builds on changes from previous trials.
Providing formative evaluation to teachers	0.90	Refers to teachers attending to what is happening for each student in their classrooms as a result of their instruction—when teachers ask, “How am I doing?” Highest effects when teachers seek evidence on where students are not doing well.
Teacher credibility in the eyes of the students	0.90	“If a teacher is not perceived as credible, the students just turn off. If a student doesn’t get (the value of education) by the age of 8, they are behind for most of the rest of their school life. Students are very perceptive about knowing which teachers can make a difference to their learning. And teachers who command this credibility are most likely to make the difference.” (Note: This link is to an interesting article on credibility and how to build it: http://bit.ly/WRZ5iA)
How to develop high expectations for each student	1.44	Refers to students’ expectations for and beliefs in themselves. Involves students predicting or self-reporting their grades. Implications: teachers need to provide opportunities for students to be involved in predicting their performance. “Making the learning intentions and success criteria transparent, having high, but appropriate, expectations, and providing feedback at the appropriate levels is critical to building confidence in taking on challenging tasks.”

Please see <http://ferndaleinstruction.weebly.com/resources.html> for a Power Point with more information about John Hattie’s work, or scan below!



Atlas Rubicon

Ferndale will continue its use of Atlas Rubicon Curriculum Mapping for planning and housing official curricula. All curriculum that has been board approved or is in the process of being board approved can be found in Atlas Rubicon.

There are several reasons why your use of Atlas Rubicon is important to the district and its students:

- 1) Atlas provides all teaching staff with access to and an understanding of Ferndale's curriculum, both vertically and horizontally.
- 2) The system allows teachers to easily share materials, teaching ideas, lesson plans, common assessments, and data in order to inform teaching practices.
- 3) Administrators can check Atlas to see what units are being taught at what point within a school year.
- 4) Atlas allows for easy vertical curriculum alignment, including common units within a content area.

Teachers should be able to log in to Atlas Rubicon by visiting

<http://ferndaleschools-oakland.rubiconatlas.org/>

If for some reason you can't find your name, email Beth Srigley Grillo or Tom Maes to be added to the system. You can reset your password at the login site if you don't remember it.

Professional Learning Communities

“The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community.”

Mibrey McLaughlin

(cited in Professional Learning Communities at Work by Dufour and Eaker)

“Quality teaching requires strong professional learning communities. Collegial interchange, not isolation, must become the norm for teachers. Communities of learning can no longer be considered utopian; they must become the building blocks that establish a new foundation for America's schools.”

-National Commission on Teaching, 2003

Professional Learning Community Teams (formerly known as Data Teams) will not officially begin until October. Early Release Mondays in September are for personal learning time. If grade level teams and content based teams want to meet that is allowed, but teachers need time to get the school year up and running.

Elementary Instructional Lead Teachers and Secondary Department Chair Leaders will meet with the Curriculum & Instruction Department in September.

Professional

Who, those in the school/district who share a codified body of knowledge, who operate with a specific code of ethics, and who are certified to engage in the work of the profession (Teaching & Learning)

Learning

Why, the purpose is to enhance and extend the learning of the membership in order to be more effective in its work with students

Community

How, the membership of the particular group convenes itself, using democratic principles, for a specific and shared purpose

What makes a PLC successful? What do we know about the world's best school systems?

The quality of the teachers is the way to improve student outcomes.

PLC – Is not a program, but an organized approach to allow educators to work collaboratively in recurring cycles of collective inquire and action research to achieve better results for the students served.

- Collaboration is embedded in routine practices
- Time for collaboration is built into the school day and school calendar
- Products of collaboration are made explicit
- Team norms guide collaboration

- Teams pursue specific and measurable performance goals
- Teams focus on key questions associated with learning
- Data driven, academic priorities
- Goals that are measurable and tied to an assessment
- Teamwork that produces short term assessment results
- Anchored by a guaranteed and viable curriculum
- Teams have access to relevant information

Big ideas behind the PLC, Early Release Mondays:

- Mutual accountability
- Dialogue at the team level to collectively and systematically enhance professional practices
- Results oriented mindset, not one of 'intentions' Be clear & 'Hungry' for evidence
- What is it we want students to learn for this unit?
- How will we know each student has learned?
- How will we respond when they don't learn?
- What will we do if they already know lesson outcomes?

What Makes Learning Communities Successful?

- Data driven, academic priorities
- Goals that are measurable and tied to an assessment
- Teamwork that produces short term assessment results
- Anchored by a guaranteed and viable curriculum

Each Professional Learning Community Team will:

- Establish Group Norms to work by
- Set a SMART goal for each unit that the team selects to work on
- Plan and teach unit
- Meet weekly to assess how unit is going, collaborate, analyze, adjust instruction if/when needed
- Implement interventions & enrichment opportunities

Positive School Culture

Culture of Achievement Pillars

An underground flow of feelings and folkways [wending] its way within schools in the form of vision and values, beliefs and assumptions, rituals and ceremonies, history and stories, and physical symbols. (Deal & Peterson, 1999, pp. 7–8)

The culture of a school matters to students, teachers, administrators, staff, and parents. Ferndale seeks to provide all stakeholders with a belief that student achievement is fostered and expected, and we provide and expect achievement through our words, behaviors, classroom and school environments, and interactions.

According to Deal and Peterson (2009), research suggests that a strong, positive culture serves several beneficial functions, including the following:

- Fostering effort and productivity.
- Improving collegial and collaborative activities that in turn promote better communication and problem solving.
- Supporting successful change and improvement efforts.
- Building commitment and helping students and teachers identify with the school.
- Amplifying energy and motivation of staff members and students.
- Focusing attention and daily behavior on what is important and valued.

The following “five pillars...are critical to the culture of achievement that each of us hopes to build” come from *How to Create a Culture of Achievement in Your School and Classroom* by Douglas Fisher, Nancy Frey, & Ian Pumpian:

1. **WELCOME:** Imagine if all staff members in your school considered it their job to make every student, parent, and visitor feel noticed, welcomed, and valued.
2. **DO NO HARM:** Your school rules should be tools for teaching students to become the moral and ethical citizens you expect them to be.
3. **CHOICE WORDS:** When the language students hear helps them see their own possibility and potential, students perform in ways that are consistent with that language (see next page).
4. **IT’S NEVER TOO LATE TO LEARN:** Can you push students to go beyond the minimum needed to get by, to discover what they are capable of achieving?
5. **BEST SCHOOL IN THE UNIVERSE:** Is your school the best place to teach and learn?

See the next page for an example of the Choice Words pillar! Try this out in your classroom this year!

INSTEAD OF

How about. . .

“WHAT DO YOU THINK?”

instead of “Do this.”

“TRY IT OUT”

instead of “Listen to this.”

“CHOOSE YOUR TOOL”

instead of “Here’s what you have to use.”

“CREATE SOMETHING”

instead of “Here’s a pattern.”

“HOW ARE YOU GOING TO SOLVE THE PROBLEM?”

instead of “Here are the steps...”

“YOU KNOW THIS ALREADY? SKIP IT.”

instead of “Go ahead and do it again.”

“WHAT ARE YOU INTERESTED IN?”

instead of “We’re all studying this.”

“MISTAKES ARE LEARNING IN PROGRESS.”

instead of “You got an F. The end.”

“LET’S DO THIS...”

instead of “We can’t...”

“BUILD. MODEL. INVENT. DESIGN. INNOVATE.”

instead of “Open your books to page 26.”

venspired.com

Classroom Environment Expectations

Not every classroom will be neat and orderly all the time – in fact, the workshop model begs for “organized chaos” every once in a while. What’s more important is the feel of the classroom when someone walks in – whether it’s an administrator, parent, community member, or student.



ELEMENTARY, K-6

AREA	DESCRIPTION
Classroom Arrangement	Room is organized with defined centers/areas. Pictures/charts/focus wall are placed for clear instructions. Classroom agreements/commitments are placed for students to reference daily. Student tables and/or teacher desk ready for instruction. There is a well-developed circle or whole group area/morning meeting with adequate space for all children. Kids take responsibility for cleanliness. Individual book baskets are in well-kept condition and orderly. Systems are in place for how students take care of room and materials. The room is warm and inviting when anyone walks in. It makes you want to stay, learn and take ownership.
Morning Rituals/Routines	The first transition of the day is essential. Teacher at the door/entrance welcoming students by name and eye contact. A ritual in place makes the transition more effective. Students know morning routine. Morning work is meaningful and when appropriate individualized.
Student Work	Authentic work displayed in a timely manner, a clear description of what the work aligns to is visible for the viewer to read so they understand lesson, learning target, standard and/or success criteria. Student work provides student pride, but also exemplars of work to model. Student work displays should be changed to align with unit.
Print/Visuals	There is an abundance of functional/educational print located in key areas of the classroom. Print is linked to the current theme/topic. Visuals clearly show daily routine/transition/processes. PBIS tools are visible and used daily with students. (SOAR, voice levels, etc) Visuals are updated on a systematic basis. Students can relay what is on the walls.
Daily Schedule	Daily schedule is accessible to students and is displayed at their level. There is a clip that is moved as students’ progress through their day if needed. There are relevant photos/writing for every activity. It is used systematically and some students have their own clip (or process) for 1 on 1 time with teacher. (pictures, words & times are displayed)
School Family/ Student Jobs	Job chart has a job for every child in class with picture representation. It is a systematic process that all students can share their role & purpose. Students know their job and carry out. At a minimum, students should all have ownership in the classroom process.
Literature/ Class Libraries	Books are clearly organized in containers with pictures/icons. There are routine/ritual books being used by students on a continual basis. Books are displayed to align with unit. Books are used to entice student learning.
Data Folders	Data folders are up to date for each child and students are able to share where they are, where they are moving to and their goal/commitment. Students should have their data folders in use each week so they continually are looking at where they are and where they are moving to. NWEA will support more individualized items in folders!

SECONDARY, 7-12

AREA	DESCRIPTION
Classroom Arrangement	Teachers should decide how they arrange their rooms based on their classroom management style and teaching methods. This can include rows, groups, and tables, but remember to be able to move furniture around for group work if your classroom is arranged in rows.
Classroom Culture	It is important to spend a few days building a positive culture in the classroom. This takes shape in many different ways depending on the teacher. Get to know your students and help them get to know each other as you launch into your syllabi and expectations. Building positive classroom culture is an ongoing process. Revisit culture-building activities throughout the year in order to strengthen what you do the first few days.
Rituals/ Routines	Students should know where to turn things in, where to look for their daily agenda, where to pick up notebooks/folders/binders (if you keep them in the classroom), where and how to get a bathroom pass, where to find grades, how the teacher will hand back assignments, and any other expectations that the teacher may have. These routines should be set in the beginning of the year after your positive classroom culture building activities, and reinforced throughout the year.
Student Work	Authentic work displayed in a timely manner, a clear description of what the work aligns to is visible for the viewer to read so they understand lesson, learning target, standard and/or success criteria. Student work provides student pride, but also exemplars of work to model. Student work displays should be changed to align with unit.
Print/Visuals	There is an abundance of functional/educational print located in key areas of the classroom. Print is linked to the current theme/topic. Visuals clearly show daily routine/transition/processes. PBIS tools are visible and used daily with students (SOAR, voice levels, etc). Visuals are updated on a systematic basis. Students can relay what is on the walls.
Grades/ Progress Reports	Display updated grades often so students have the chance to track their own progress, see missing assignment and get them turned in, and talk to the teacher about their grades. Students should not be seeing their grades for the first time at progress reports or report cards. Give them ownership over their own scores by keeping them updated.
Daily Schedule	Daily schedule is accessible to students and is displayed at their level. Student learning objectives are clearly written for the day on the board to give students a target. A key to the student learning objectives is that they should NOT be written as state standards. Standards aren't as accessible to students as the learning objectives you put into your own words. For example, a student learning objective isn't, " CCSS.ELA-LITERACY.W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. " Instead, write the following on your board, for example: " I can find a quote that supports my claim " or " I can recognize a credible source. "
Literature/ Class Libraries	ELA classrooms should have classroom libraries with a variety of books of varying levels to accommodate different learners' reading levels.

Positive Behavior Support (PBS)

Definition:

School-wide **Positive Behavioral Interventions & Supports** (PBIS) is a proactive, team based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

PBIS Tier I: Universal Interventions for all students, Pre K - 12

PBIS is a prevention model. It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behavior. School-wide PBIS provides a comprehensive framework that can be used by any school to design their own system of behavioral supports for all students. It also provides informed decision-making, based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need. School-wide PBIS provides a positive focus to encouraging desirable student behaviors. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety. Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- Periodic direct instruction in specific student behaviors that demonstrate respect, responsibility, and safety in various locations in the school.
- Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviors, especially specific behavior expectations identified by the school.
- Predictable consequences for behavior infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum matched to the intensity of the misbehavior.
- A PBIS school incorporates a few simple systems practices that are crucial to sustaining the program over time. These include: The establishment of a representative, school-based PBIS team with a strong administrative presence and support. The PBIS team uses the “framework” of school-wide PBIS to design that school’s unique set of practices.
- PBIS activities are embedded into existing school activities such as school improvement and student assistance teams.
- The school establishes a system for using behavioral data (e.g., office discipline referrals or some other method of incident reporting). These data are analyzed and used in a robust way to guide the design and implementation of additional behavior supports, especially at the targeted and intense levels.

First Steps of PBIS: Eagles SOAR

S = Show Respect

O = Own Your Behavior

A = Act in Excellence

R = Ready to Learn !



SHOW RESPECT
OWN YOUR BEHAVIOR
ACT IN EXCELLENCE
READY TO LEARN



School-wide PBIS is a visual approach. It asks the question, “What do respectful and responsible behaviors look like in different locations in the school?” It also asks the question, “What does a PBIS school look like?”

A school should be immediately identifiable as a PBIS school to a visitor. Posters and other visual displays that communicate the expectations and that acknowledge students positively should be prominently displayed. Within the first few minutes of entering the school, an individual should know the behavior expectations of that school. This is accomplished through visual display of the expectations.

Typically, posters with the expectations described on the matrix are developed for all classroom and non-classroom settings. These posters serve as:

- Teaching tools
- Reminders or pre-corrections for everyone throughout the day.
- A communication to parents, visitors, and the community

Each school will develop the behavior matrix for the SOAR expectations.

Each school will design systems for positive acknowledgement and reinforcement

As a universal strategy, systems should be established within the school to ensure that all students receive positive acknowledgement for demonstrating the high priority behaviors established in the expectations matrix.

Think of reward systems on a continuum, beginning with positive teacher attention, moving to visual or written acknowledgements, then to more concrete systems if/when necessary.

The golden rule: Students won’t know how much you care until they know how much you care. Developing true relationships is key to everything!

For additional information about PBIS please visit: <https://www.pbis.org/pbis-network/michigan>.

Weekly Character Quotes

The following is a list of quotes about personal character that you can use in your classroom. They are divided by week.

Source: <http://www.inspiremykids.com>

Week of	Quote	Who said it?
September 2	The time is always right to do what is right.	Martin Luther King, Jr.
September 8	Be true to your work, your word, and your friend.	Henry David Thoreau
September 15	A true hero isn't measured by the size of his strength, but by the strength of his heart.	Hercules
September 22	You will never know unless you try.	Disney
September 29	Always do right. This will gratify some people and astonish the rest.	Mark Twain
October 6	Leave everything a bit better than you found it.	Unknown
October 13	Character is doing the right thing when no one is watching.	J.C. Watts
October 20	Whoever is happy will make others happy too!	Anne Frank
October 27	Happiness springs from doing good and helping others.	Plato
November 3	Nothing of real worth can ever be bought. Love, friendship, honour, valour, respect. All these things have to be earned.	David Gemmell
November 10	If at first you don't succeed, try, try again.	T.H.Palmer
November 17	No one is perfect – that's why pencils have erasers.	Unknown
November 24	Believe you can, then you will.	<i>Mulan</i>
December 1	Respect for ourselves guides our morals; respect for others guides our manners.	Laurence Sterne
December 8	The time is always right to do what is right.	Martin Luther King, Jr.
December 15	We all have the power to make wishes come true, as long as we keep believing.	Louisa May Alcott
January 5	Differences were meant not to divide but to enrich.	J. H. Oldham
January 12	You can't have a good day with a bad attitude. And you can't have a bad day with a good attitude.	Unknown
January 19	A fruit salad is delicious precisely because each fruit maintains its own flavor.	Sean Covey
January 26	If you think you can't – you're right. If you think you can, you're right.	Ken Halton
February 2	We can work together like fingers on a hand.	Booker T. Washington
February 9	A warm smile is the universal language of kindness.	William Arthur Ward

Week of	Quote	Who said it?
February 23	You have brains in your heart. You have feet in your shoes. You can steer yourself, any direction you choose.	Dr. Seuss
March 2	Greatness is not in where we stand, but in what direction we are moving.	Oliver Wendell Holmes
March 9	Peace begins with a smile.	Mother Theresa
March 16	Make each day your masterpiece.	John Wooden
March 23	You can't hit a home run unless you step up to the plate. You can't catch a fish unless you put your line in the water. You can't reach your goals if you don't try.	K. Seligman
March 30	No one cares how much you know, until they know how much you care.	Theodore Roosevelt
April 13	No act of kindness no matter how small is every waster.	Aesop
April 20	Be yourself. Above all, let who you are, what you are, what you believe, shine through every sentence you write & every piece you finish.	John Jakes
April 27	Your life is your message.	Gandhi
May 4	Today I will do what others won't, so tomorrow I can accomplish what others can't.	Jerry Rice
May 11	Share our similarities, celebrate our differences.	M. Scott Peck
May 18	The heart has eyes which the brain knows nothing of.	Charles Perkhurst
May 25	How wonderful it is that nobody need wait a single moment before starting to improve the world.	Anne Frank
June 1	Have the courage to follow your heart and intuition. They somehow already know what you want to become.	Steve Jobs
June 8	Yesterday is history. Tomorrow is a mystery. Today is a gift. That's why we call it 'The Present'.	Eleanor Roosevelt
June 15	A person can succeed at almost anything for which they have unlimited enthusiasm.	Charles Schwab

Others can be found here: <http://www.forcharacter.com/Quotes.htm>
and here: <http://www.pinterest.com/ivydpw/quotes-and-character-counts/>

Intervention & Enrichment

Leveled Literacy Intervention (Elementary ELA Intervention)

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

Lessons across the seven systems progress from level A (beginning reading in kindergarten) through level Z (represents competencies at the middle and secondary school level) on the F&P Text Level Gradient™.

LLI is designed to be used with small groups of students who need intensive support to achieve grade-level competency.

Each Level of LLI provides:

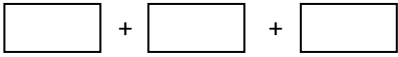
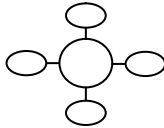
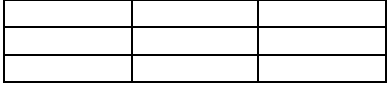
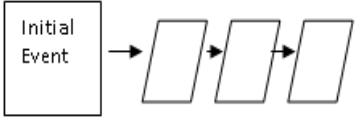
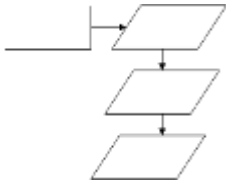
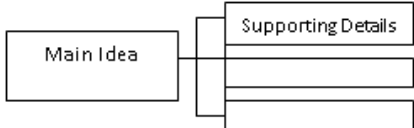
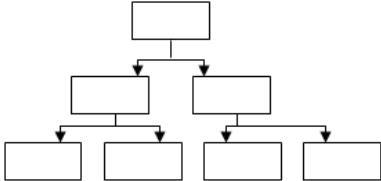
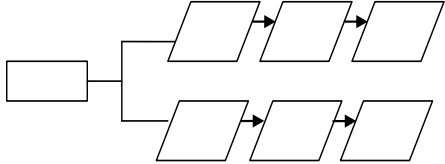
- Combination of reading, writing, and phonics/word study.
- Emphasis on teaching for comprehending strategies.
- Explicit attention to genre and to the features of nonfiction and fiction texts.
- Special attention to disciplinary reading, literature inquiry, and writing about reading.
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work."
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.
- Explicit teaching for fluent and phrased reading.
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.
- Built-in level-by-level descriptions and competencies from The Continuum of Literacy Learning, PreK-8 (2011) to monitor student progress and guide teaching.
- Communication tools for informing parents about what children are learning and how they can support them at home.
- Technology support for assessment, record keeping, lesson instruction, and home and classroom connections.
- Detailed analysis of the characteristics of text difficulty for each book.

From http://www.heinemann.com/fountasandpinnell/lli_Overview.aspx

Adolescent Accelerated Reading Initiative (AARI)

AARI stands for **Adolescent Accelerated Reading Initiative**. AARI is a series of teaching methods that bring struggling readers up at least 1 grade level in 1 semester of work.

AARI focuses on informational texts, and teaches students how to unlock these texts using inferential questioning and understanding of text structures. The text structures used in AARI are below:

Name	Description	Visual structure
List	Disconnected details of description	
Topical Net	Topics are only connected loosely to the main topic	
Matrix	Compare and contrast	
Linear String	Events must occur in order or they do not make sense	
Falling Dominoes	Cause and Effect	
Main Idea	Details prove author's claim (Not necessarily persuasion)	
Hierarchy	Each sub-category under the main topic is equal but subordinate to and subsumed by the level above it. There needs to be more than two levels (family tree)	
Branching Tree	Two or more sequences occurring from one event	

Student Achievement Team Standards

The purpose of the Student Achievement Team (SAT) is for teachers, specialists and support staff to develop an intervention plan to address the needs of a student who is showing academic or behavioral concerns. The ultimate goal of the Student Achievement Team is to assist all students who may need curriculum modifications, additional support or other interventions in place to reach his/her school potential in all areas of development.

An intervention plan will be developed by the SAT members and used to address a student's concern area(s) directly and increase opportunities for success. Researched based interventions will be used; data collected on how well they are working and changes made over the 4 to 6 week period the plan is in place. With the support of Instructional Lead Teachers and Intervention Specialists at each elementary school a system will be developed to support the student/teacher.

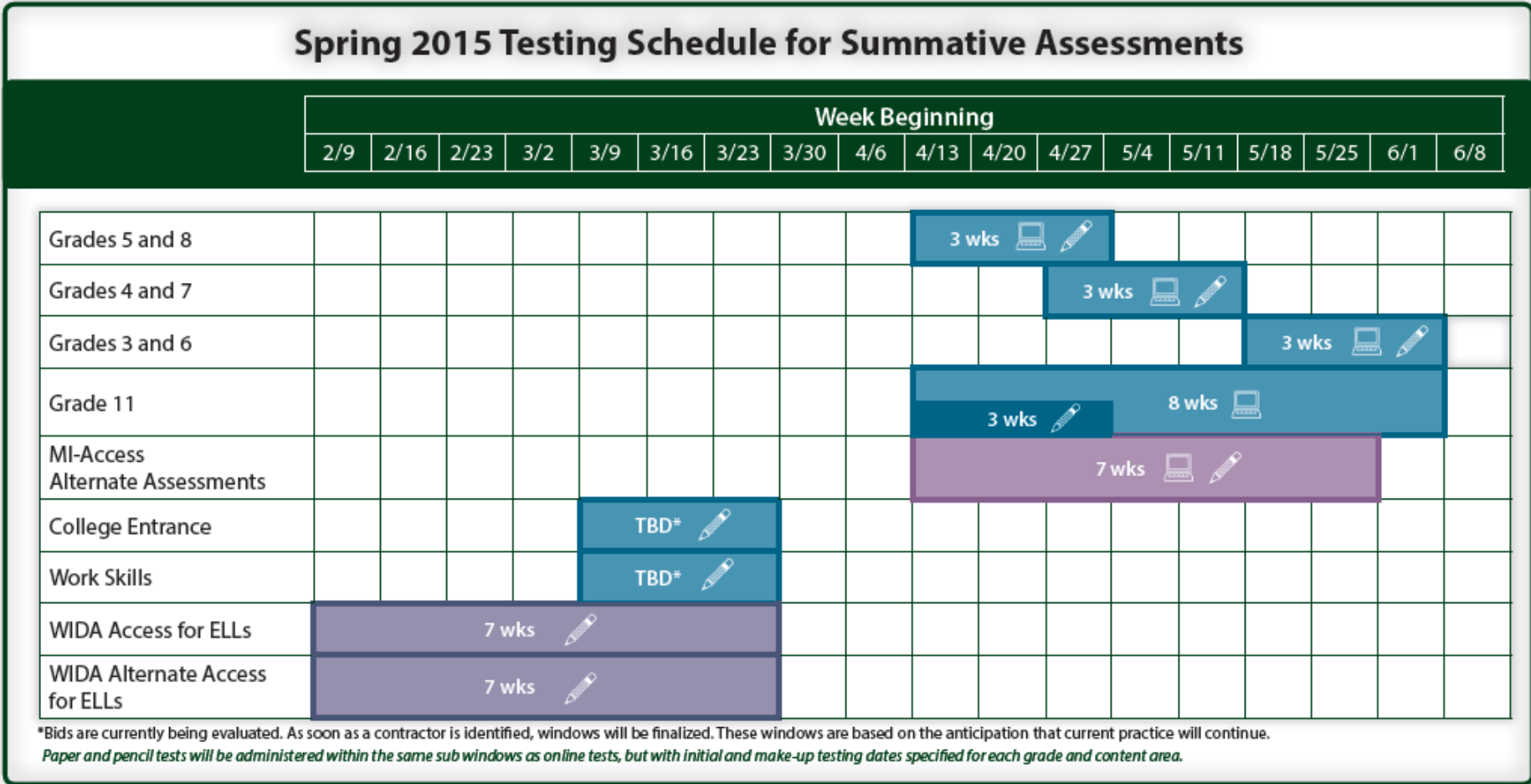
After 4 to 6 weeks of documented interventions there will be a follow-up SAT meeting to discuss the intervention plan success. At that time the SAT members will make a decision to continue with current interventions, change the intervention plan strategies, refer for specific educational testing or other recommendations to help each student succeed.

SAT BASICS:

- Building Student Achievement Teams at the elementary and middle school level should meet on a regular schedule and include building principal, social worker, resource room teacher or Instructional Lead Teacher, early intervention/reading specialist, parent(s), other support staff if necessary.
- Building Student Achievement Teams at the secondary level will be looked at during the 2014-2015 school year.
- All Student Achievement Team forms can be found on Ferndale's Shared Drive, Everyone, SAT Folder

Assessments & Results

State Assessments Testing Window, Spring 2015



NWEA

NWEA is a research-based, computerized assessment system that helps educators answer a crucial question: Are my students learning? NWEA delivers precise, real time information about every student's learning triumphs and challenges.

MAP, Grades 2 – 10 (We will continue to explore K, 1 & 11th grade)

Measures of Academic Progress® (MAP®) and MAP for Primary Grades (MPG) interim assessments include our proprietary interactive tool for teachers, the Learning Continuum. Teachers using the Learning Continuum can see what students performing at a given RIT level on MAP assessments are typically ready to learn. From there, they can use the learning statements within the continuum to help them differentiate instruction for both individual students and skill-based activity groups.

- Will support and inform instruction using valid, reliable, and real-time data
- Measure the growth of every student over time regardless of on, above or below grade level performance – and if standards change
- Engages students and families in goal setting
- Create and reinforce evidence-informed instructional practices
- Evaluate programs and identify professional development needs (On your own, as a school or district)
- Compare and predict student achievement and growth over time via exclusive normative and growth information
- TESTS ARE UNTIMED
- Empowers teachers to maximize every student's academic growth
- Helps guide instruction for students at all levels, including Gifted and Talented, Title I, and English Language Learners (ELL)
- Supports personalized learning paths
- Enables teachers to easily scaffold instruction for students struggling with grade level content or challenge high-performing students with new material
- Aids curriculum planning
- Serves as a resource when developing curriculum or revising programs
- Offers insights relevant to school improvement planning
- Informs instructional time, flexible grouping, and staffing priorities
- Assists student progress monitoring
- Helps teachers understand where students are on a learning continuum
- Contributes to Individual Education Plans (IEPs)
- Identifies specific skills needed to reach targeted goals
- Provides discussion points for Parent-Teacher conferences
- Connects a student's MAP test scores to concrete skills and concepts, making it easier for parents to reinforce goals

Teaching Point Expectations

Excerpts taken from *Advancing Formative Assessment in Every Classroom* by Connie M. Moss and Susan M. Brookhart

Leveling the Playing Field: Sharing Learning Targets and Criteria for Success

The first step in formative assessment is being clear about learning goals. Actually, the first step in any kind of assessment is being clear about what it is that you want to know about. You may have heard this expressed as "identify outcomes" or in some other terminology used in your state or district. Simply put, if assessment is looking for evidence of something, you have to know what that something is.

For an external assessor, identifying outcomes is enough. For the classroom teacher, however, being clear about learning goals requires more than just identifying outcomes. For formative assessment, teachers not only must be clear about what they want students to learn (the lesson objective or intended outcome for students who "get it"); they also must know typical student steps and missteps toward this goal (the typical learning progression). This knowledge is necessary because what the teacher is looking for in formative assessment is evidence of where students are on their journey toward mastery of the learning outcome. To interpret student work that is on the way toward mastery, teachers need to be able to recognize typical and not-so-typical progress.

What Does It Mean to Share Learning Targets and Criteria for Success?

Sharing learning targets does not mean merely writing the objective on the board or telling students what the objective is in a sentence or two. Most students will, of course, be able to repeat back to the teacher what she said the objective was, and that can be somewhat useful. What we mean by sharing learning targets and criteria for success, however, is that students comprehend what those objectives mean. For example, a reading objective might be that students can identify the main idea in passages of a certain type and level. What we want is more than students being able to say "identify main idea." We want students to understand that they will learn how to get a better grasp on the meaning of what they read, why that should be a goal for them, and what it feels like to do that. For the student, this means both understanding the learning goal and knowing what good work on the assignment looks like. It's not a goal if the student can't envision it.

The single most important method for routinely sharing learning targets is using assignments that match—really match—the learning goal. It is in the assignment that the teacher translates the learning goal into action for the student. The student will strive to do the assignment, not the abstract goal. When we say an assignment or activity must "embody" the learning goal, we mean that the assignment or activity is such a close match with the goal that the student would be able to think, "If I can do [this assignment], then I can do [the learning objective]."

Teachers should always share their goals for students' learning — both by telling or writing the goals and by giving assignments and activities that embody them—and then check for students' understanding. It is not enough to ask students, "Do you understand?" They'll say yes, of course! Rather, teachers should use strategies that help assess students' comprehension of the meaning of learning goals and their comprehension of what good work looks like. Teachers should use this information to affirm understanding and clarify misconceptions.

How Does Sharing Learning Targets and Criteria for Success Affect Student Learning and Achievement?

One of the sweet moments in the life of one of the authors illustrates this question's point. Sue's adult daughter, newly on her own, asked Sue to make her a collection of the recipes that she had come to know and love (including Sue's apple pie and pot roast). Of course, it felt good to know that she associated these foods with home and wanted to take them with her to her own new home. But this homey story is a good metaphor for this chapter. Sue's daughter had a very clear picture of the intended outcome, based on her experiences of that pie and that pot roast over the years. She would compare her attempts to make these recipes with her sense of what they should taste like. Now, the pot roast was easy enough, but she had to practice several times to get the pie right. The point for this chapter is that if she did not have a concept of what "good" pie was, she would not have been able to shape her pie baking toward it, or at least not as effectively or efficiently.

Academic learning targets, although less concrete, work in a similar way. A vision of the end point makes the journey possible. So, for example, a 4th grade teacher might ask her students to write a book report. Her learning target, however, is not "write a book report." She wants students to be able to read and comprehend the plot of a chapter book and to be able to make a personal connection with the story. Therefore, she says, "Your book report should be two paragraphs. In the first paragraph, summarize the story so that someone who has not read the book would know what happened. In the second paragraph, tell what your favorite part of the story was, and why."

In so doing, this teacher has given clear directions. She has also made a start at sharing the learning target. All the students in her class may well understand what they are supposed to do. However, we can almost guarantee that there will be many different visions of what constitutes a good, clear summary of a book and an engaging description of one's favorite part.

What would help students envision the target more clearly? Showing students some good examples and having them discuss why they were good examples would help. Showing students examples of various quality levels and having them use comparison and contrast to order them and explain why some are better than others would be an even stronger strategy. Using rubrics with specific descriptions could help with either of these processes and would be a good default strategy if no examples were available. Now the students are ready to start their book reports with a clear target in mind. They may use those rubrics and examples again, during their work, to self-assess.

Thinking Points:

- Most "lesson objectives" are written in language for teachers. Learning targets need to be written for the students.
- Discussion about what a lesson objective means can help students express the objective in their own words and clarify the concept in their own minds. I.E. -Turn & Talk strategy
- Students will understand best what a goal really means when they can see examples of good work. Showing examples of exemplary student work is critical for students to understand the success criteria.
- Rubrics are a good starting point because they organize the criteria for students into levels of description about various aspects of the work. Students helping make the rubric is important.
- You can find out how students comprehend what the descriptive levels of a rubric mean by asking them to state them in their own words.
- Students can learn to more precisely identify levels of quality when they see them by looking at examples of work.

- Students who can identify quality levels in sample papers are better at self-assessment and at producing desired levels of work themselves.

What Is the Motivation Connection?

Students who have clear pictures of the learning target and of the criteria for success are likely to also have a sense of what they can and should do to make their work measure up to those criteria and that goal. Clear learning targets direct both teachers and students toward specific goals. Students can meet goals only if they are actually working toward them, and they can't work toward them until they understand what they are.

Once students understand where they are headed, they are more likely to feel that they can be successful, can actually reach the goal. Students' belief that they can be successful at a particular task or assignment is called self-efficacy (Bandura, 1997). Students who have self-efficacy are more likely to persist in their work and especially more likely to persist in the face of challenge (Pajares, 1996).

When students feel that they understand the criteria by which their work will be judged, they also have some sense of control over their work and are poised to be strategic self-regulators. If I, the student author, understand that a good story needs a sense of voice that engages readers and makes them feel like I am a real person communicating with them, and if I (or someone else) read my story and find it flat and wooden, then I know I have work to do—and, more important, I know what work I have to do. That student decision ("My story lacks a vibrant voice, and I should revise it for that reason") is an example of self-regulation.

Notice that it takes both an understanding of the learning target (what "voice" is in writing) and an understanding of the criteria for success (recognizing writing with effective use of voice when we see it) to foster self-efficacy and self-regulation. If students understand the learning target but don't know what qualities will get them there, they are likely to feel discouraged.

Sharing Learning Targets

To share learning targets and criteria for success by showing this information to students or by having students discover this information for themselves. Directed student conversation can be a powerful way for students to develop comprehension of their learning target. Strategies that put information in written form enable teachers and students to review and refer to it. Both oral and written strategies are ways to get what's inside a student's head out into public space so that others can hear it or read it and respond. Figure 2.1 summarizes the strategies that we discuss in the following sections.

Figure 2.1. Strategies for Sharing Learning Targets and Criteria for Success

General Strategy	Specific Tactics	Examples
Questioning	<ul style="list-style-type: none"> • Teachers check for understanding by asking for student questions or by asking students to put learning goals in their own words. 	<p><i>Kevin, can you tell me one thing about the water cycle you already know? ... Jacob, can you tell me one other thing about the water cycle? ... Jaden, can you put those two things together so we have a definition of the water cycle?</i></p> <p><i>Why is it important to know about the water</i></p>

General Strategy	Specific Tactics	Examples
	<ul style="list-style-type: none"> Teachers use directed discussion or warm-up questions. Students think-pair-share what they think they will be learning, why it's important, and how it relates to previous learning. 	<p><i>cycle?</i></p> <p><i>What would a good report on the water cycle look like?</i></p> <p><i>Donna, what do you think of Matthew's idea about the way to do a picture of the water cycle?</i></p> <p><i>How long would the report have to be to show you really understood the whole water cycle?</i></p>
Planning and Envisioning	<ul style="list-style-type: none"> Students list what they know and want to know. Students make planning charts for individual or group work. 	<p><i>Groups working on water cycle reports plan a week of work, including library research, reading, writing, drawing, editing, and planning a presentation.</i></p> <p><i>Students use these planning charts to keep track of progress. The teacher uses these planning charts for interim assessment of student progress and for asking questions about what students learn along the way.</i></p> <p><i>The teacher asks for interim assessments as checkpoints along the way—for example, a list of sources after library day, an outline as the report is planned, a draft as the report is written, a list of students' roles for an oral presentation.</i></p>
Using Examples	<ul style="list-style-type: none"> Students look at good examples and make a list of what makes them good. Students look at a range of examples, sort them into quality levels, and write descriptions of the levels that turn into draft rubrics. 	<p><i>Here are the five best water cycle reports from last year. What do you notice about them?</i></p> <p><i>Can you organize these things you notice into categories?</i></p> <p><i>Put these water cycle reports into three piles: Good, OK, and Not Good.</i></p> <p><i>What makes the Good ones good? How are the OK reports different from the Good ones? From the Not Good ones?</i></p>

General Strategy	Specific Tactics	Examples
Using Rubrics	<ul style="list-style-type: none"> Students use teacher-made rubrics to assess examples. 	<i>Here are some water cycle reports from last year. Discuss with your group how you would evaluate them using this rubric, and why.</i>
	<ul style="list-style-type: none"> Students rephrase teacher-made rubrics into their own words. 	<i>Here is the rubric we will use for your water cycle reports. How would you describe these qualities to another student?</i>
	<ul style="list-style-type: none"> Students use rubrics to assess their own work and revise. 	<i>How do you think your water cycle report measures up on this rubric? Use a highlighter to show the descriptions in the rubric that you think describe your work. Is there anything you want to revise?</i>

Questioning

Questioning, along with directed conversation, is one strategy for communicating learning targets. The strategy can be simple or elaborate, depending on the particular students and content. Sometimes all that is needed is that a teacher ask students what questions they have about an assignment. Listening to these questions can provide the teacher with some information about what the students think they are to do and what they are to learn.

A variation on simple questioning as a strategy to communicate the learning target is for the teacher to describe a lesson's target and an assignment or activity that embodies it and then to ask students to repeat what she said in their own words. Putting something in one's own words is a classic comprehension activity. In so doing, students will show how they are understanding what the teacher is asking them to do.

A slightly more complex version of this questioning strategy is to use a think-pair-share activity. The teacher can have pairs of students (1) explain what they think they are going to learn, in their own words, (2) explain why they think it is important, and (3) figure out at least one previous lesson topic this goal is related to. In whole-class discussion, the pairs share and discuss their answers and come to a class consensus for the three questions (What are you going to learn? Why is it important? What previous lesson topic is this goal related to?). The purpose of the third question is to explicitly help students see that they are building knowledge and skill and to activate relevant prior knowledge that they can then use as they work.

Sato and Atkin (2006/2007) report on a version of this activity that they call "warm-up questions." The teacher prepares warm-up questions that review the previous lesson or preview the coming lesson. As students respond, the teacher asks students to comment on their peers' ideas and clarify or extend them. This directed discussion brings students' ideas about the learning target out into the open, where they can be examined and focused until everyone is clear on what the upcoming lesson is going to be about. An important feature of this strategy is that the teacher should discuss with students what high-

quality responses to these questions would sound like. Students will not immediately be good "clarifiers and extenders." This skill needs to be developed.

When teachers use questioning as a strategy for clarifying a learning target, they should ask students about their attitudes and experiences as well as their knowledge. Teachers can ask students to describe what prior school or other experiences and what attitudes and feelings come to mind, as appropriate to the topic. They can assess students' responses for relevance and then use the information for adjusting instruction. For example, many elementary school students study recycling as a community activity or as part of a science unit. It would be useful to know which students come from homes where recycling is an important activity, what they do at home to recycle, and why their parents have told them they are doing it.

Planning and Envisioning

For some learning targets, having students envision what they know and what they will know (or do) can be a good way to give them a picture of what their learning will be about. The K and W columns ("know" and "want to know") of a KWL chart are classic examples of this strategy for clarifying learning targets. For younger students, teachers can use actual pictures that are images for "what we will do" or "what we will need" (for example, a crystal ball might represent what they think an assignment will be about, and a tool box might represent the supplies they think they will need). Dictated or student-written words can be added to the pictures in appropriate places. Colored pictures can be used as cover sheets for folders of work, as appropriate.

For older students doing project work, planning charts for individual or group work can help clarify the learning target. Students must identify what needs to be done before they can plan how to do it. Such planning charts help more with the logistical aspects of the work than with understanding concepts, but they can be important steps along the way.

Using Examples

Giving students examples of work to review and describe helps them discover and develop conceptions of the learning target and criteria for good work by induction. If possible, teachers can use real examples from previous years from anonymous students. If no real examples from previous students are available, teachers can construct examples to illustrate the range of possible performance. If a teacher is using a rubric, it should include at least one example per level; two is better at the common levels of performance. For learning targets involving higher-order thinking, the teacher should try to have these represent levels of quality rather than quantity, so students will have to explain characteristics of the work rather than just say things like "You wanted three sources, and this paper only has two."

For some learning targets, a good source of anonymous examples that range in quality from excellent to poor is the National Assessment of Educational Progress released items, available at <http://nces.ed.gov/nationsreportcard/itmrls/>. Use the Questions Tool to bring up released items and examples of student work. Be sure to select "constructed response" (that is, not multiple-choice items) so there will be student work associated with the writing prompts, math problems, or social studies and science questions.

Students can discuss the qualities of the examples and arrive at a description of what good work looks like. If the teacher gave students a rubric, students can come to consensus on where each example would fall on the rubric, and why.

If the teacher has not given students a rubric, students can sort the examples into piles, come up with a description of each pile, and thus develop their own draft rubrics. For example, students can sort examples of work into "Good," "OK," and "Not Good" piles and then describe the characteristics of each. Teachers can use the student-generated rubrics as is or edit them as necessary. Even 1st graders can create rubrics in this way. Research suggests young children's first attempts at rubrics might give neatness and appearance too much weight and substance too little weight (Higgins, Harris, & Kuehn, 1994), but even this can make a teachable moment.

One of us met a teacher in Nebraska who had used the strategy of providing examples and "created a monster," as she said with a smile. Each year, her middle school science students created a notebook about the material they were studying. She decided to save some of the good science notebooks to use as examples, with student permission, of course. She found her students were eager to have her use their work as good examples. However, by her third year of using this strategy, she found that each year the notebooks were better than the year before. Students would look at the examples, figure out what the previous students had done, and go one better. The notebooks developed to be not only longer but also more substantive, because using examples made it easy for students to envision what could be done.

Sharing only good examples helps students envision a target. Sharing a range of examples, from good to poor, allows students to develop a conceptual understanding of the criteria. In the Nebraska example, if the teacher had shown students some mediocre and poor notebooks, too, the students would have had more opportunity to discuss the criteria. However, identifying a student's work as "not a good example" is something some teachers are reluctant to do, for the sake of the student. For a range of examples, it is best to use examples from anonymous sources or teacher-created examples.

Using Rubrics

The strategy of using examples often involves rubrics—either ones the teacher has provided or ones the students generate from the examples. Even if examples are not available, however, rubrics can help clarify learning targets in students' minds and help them understand the criteria for success. In some cases, student translations of teacher rubrics into what is sometimes called "kid-friendly" language can be helpful as well.

Teachers can also use rubrics to clarify learning targets through opportunities for revision, if appropriate. Students can review their own work against rubrics, decide what needs to be revised for improvement, and then do that before they turn in the work. Alternatively, the teacher can allow "not acceptable" papers or projects to be redone, although it is usually better for students to revise work before they turn it in for a grade. That makes them, and not the teacher, the arbiters of their revisions. Some teachers have students do peer review and revision. We advise that even if teachers incorporate peer review into their students' work time, they also allow for self-assessment. Peers can make helpful suggestions, but it is the students' own decisions about their work that lead to learning.

Ferndale Criteria for Learning Targets & Success Criteria:

- Learning Targets & Success Criteria should be posted as a first step in showing students and visitors to your classroom or setting
- Ask students to put the learning targets (or lesson objectives) in their own words?
- Ask students to talk about their ideas and previous experiences related to learning targets?
- Listen to student visions of their work, and, more important, using that information in some way
- Encourage students to plan their work, and providing opportunities to implement those plans

- Provide students an opportunity to review and respond to examples of work
- Use rubrics formatively—that is, to shape work, not just to grade it

Probably the most accurate marker of classrooms where learning targets and criteria are shared effectively is that students can explain, when asked, what it is that they are supposed to do, and why.

QUALITY EXAMPLES can be found on the district share drive:

J:/Everyone/Elementary Support Materials/ELA Support Materials/ K-12 ELA Learning Targets

Elementary Curriculum Practices

English Language Arts

Ferndale Public Schools Elementary Reading and Language Arts program works to make all students successful readers and writers. This is done by using direct and indirect instruction, large group, small group, and individual instruction, and the use of technology resources and skills.

Kindergarten – 6th grade teachers use a **Balanced Literacy Program**. The program has five components:

- **Word Study** - This is explicit and meaningful instruction in phonics and other principles of how words are constructed. In other words, students are given instruction and practice to foster word recognition and meaning. K-2 teachers will use Fountas & Pinnell Word Study
- **Read Aloud** - Teachers choose selections to read aloud that they enjoy. Being read to is a critical factor in students becoming successful readers. **Teacher Read Aloud is expected to happen daily. This is a great time for accountable talk.**
- **Shared Reading** - Reading with students. The teachers are actually showing students how to read and supporting them in the reading process.
- **Guided Reading** - Guided reading lessons make it possible for the students not only to read more difficult text but to reflect and understand challenging text and use it as a way of learning more about the reading process.
- **Independent Reading** - The independent reading period is a critical part of the balanced literacy program. It is essential that students be given opportunities to read self-selected books, daily, for extended periods of time. This is a necessity in order to develop the persistence and stamina that are needed to perform at their best.

Readers Workshop:

Readers' Workshop gives students the opportunity to interact with text by questioning, inferring, clarifying, and making meaning out of what they're reading. A key part of readers' workshop is to provide students with "a text worth reading" – either an informational or narrative piece of writing of quality that challenges students to understand more and more complex texts.

Readers should be interacting with text during readers' workshop. They should be reading with a pen or pencil in their hands, and reading in "passes", or multiple times looking for different things each time they read. For example, in a 3-pass system, students will read 3 times:

- In the "first pass" they will read to get the flow of the language.
- In the "second pass" they will read to get the gist of the article and circle key or unknown words
- In the "third pass" they will read to get the main idea or author's claim.

An important note about readers' workshop: During readers' workshop, students should be active readers with a pencil in their hands. When doing independent reading or reading for pleasure, this is not always necessary. Sometimes kids (and adults!) need to read just to read.

Five Areas of Reading:

- **Phonemic Awareness** - the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken language.
- **Phonics** - the study of the relationships between letters and the sounds they represent.
- **Fluency** - the ability to read text quickly, accurately, and with proper expression.
- **Vocabulary** - refers to the word we must know to communicate effectively.

- **Comprehension** - the ability to understand what is read; it is the ultimate goal of all reading activity.

Writing Instruction:

Writing is an art best learned and understood in a nurturing environment. All children can write, want to write, and have experiences to write about. Their diverse backgrounds help determine the rate, pace, and style in which their writers' voices are developed.

Writing instruction in Ferndale Public Schools is based on research and teaching practices that support writing as a process best taught when it takes place within a predictable daily structure called Writing Workshop. Within the daily structure of Writing Workshop, our teachers follow a comprehensive K-6 writing curriculum called Units of Study in Writing. Based on the work and research of Lucy Calkins and her colleagues at Teachers College, Columbia University, each unit is centered on a particular writing genre, style, craft element, strategy, or skill that students are required to know.

Writer's Workshop:

Teachers use the writing workshop to teach effective writing skills. The Writing Workshop has three components:

- **Direct Instruction:** Teachers provide a mini-lesson in which they set the tone and establish the purpose of the lesson.
- **Modeling:** Teachers show students examples of the type of writing they're about to perform. Students see the teacher writing along with them, developing trust and credibility. This also provides students with a basis for imitation.
- **Quiet Writing/Independent Practice:** During this time, students practice what was taught in the mini-lesson. Students spend their time composing, revising, and editing their work. The teacher conferences with students individually.
- **Sharing:** Students share their work in pairs or with the entire class. Students celebrate the progress they've made throughout their writing unit and share in each other's successes.

Mathematics

Ferndale Public Schools Elementary Mathematics is aligned to the Common Core State Standards (CCSS) with an end goal of every student being college and career ready by the time they graduate from high school. The CCSS is not a checklist of necessary skills, but rather a set of standards that requires a narrowed but deeper focus on critical mathematics concepts, coherence across grade levels and to other content areas, as well as a demand for increased rigor, understanding and fluency. In addition to grade or course specific content standards the CCSS includes eight practice standards which describe the ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

Common Core State Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically
- Attend to precision.

- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Elementary Mathematics Grades K- 5th use the MAISA curriculum units and Everyday Mathematics. All K - 5 math teachers are required to use the new EDM Enactment guides - no exceptions. Students in the 6th grade use the MAISA units and the Connected Mathematics Project.

In addition, teachers have various supplemental materials that are used for planning and delivering instruction to meet diverse needs and learning styles of all students.

Interventions: Compass Learning or Study Island, Ten Marks

Science

The elementary science program in Ferndale Public Schools is designed to provide a quality science program for all students. The ability to think scientifically is a skill our students will need every day of their lives. Scientific thinking skills have become essential survival skills for all Americans. Science understanding and ability also enhance the capability of all students to hold meaningful and productive jobs in the future.

To allow teachers of science to focus on teaching and learning all elementary science unit kits (except Trees) will be managed and refurbished by ECA Educational Services. ECA will return our kits to like new condition and all materials prepped and ready to use. Scheduling, delivery and pick up procedures will be sent via email by ECA. Automated teacher notifications will be sent to individual teachers for kit order confirmation, advance instruction letter one month prior, pick up email notice two weeks prior, and a pick up reminder letter to secretary/Principal one week prior.

Unlike years past, with the support of ECA services all same grade level teachers will teach the same unit/kit at the same time. This will allow for teachers to plan, dialogue and support each other in a better manner.

Effective science learning enables our students to connect and apply science concepts and processes to everyday events. In Ferndale Public Schools, students learn science by being actively engaged in the following ways.

- Quantitative and qualitative observations
- Investigation of thoughtful questions
- Design and conduct experiments and other types of investigations
- Collect and organize data
- Make logical predictions and offer reasonable explanations
- Explore possible conclusions
- Communicate their understanding

Interventions: Study Island

Social Studies

The K-6 Social Studies curriculum follows the MC3 (Michigan Citizenship Collaborative Curriculum) based on Michigan Social Studies Content Expectations. Its general sequence begins with a focus on “Myself and Others” in kindergarten. Students widen their scope to “Families and Schools” in first grade, and then to the broader field of “Communities” in second grade. Third graders concentrate on “Michigan Studies,” including our state’s history, geography, government, and economy. Having defined these areas, fourth grade students expand their range to the study of the “United States.” Fifth graders

continue their attention on the U.S.A. by concentrating on “Early American History.” At the sixth grade level, students are prepared to explore cultural and geographical development of the “Western World,” especially noticing factors that contributed to the development of various regions from past to present. In order to meet these goals, teachers use textbooks, newspapers, museums, current events, technology, and trade books. Social Studies incorporates writing, reading, thinking, problem solving, and real life into classrooms.

Through social studies, students learn to clarify, think critically, read for detail and main idea, explain ideas, predict, summarize, describe, retell and support ideas.

Social studies instruction should also be embedded into Readers Workshop in the ELA classroom with non-fiction texts used throughout the year.

Secondary Curriculum Practices

English Language Arts

Ferndale’s ELA Curriculum focuses around Readers’ and Writers’ Workshop model and has begun to implement the MAISA ELA units, written by Oakland County teachers to prepare for the Common Core state tests. At the heart of these units is a shift from a traditional teacher-focused classroom to a student-focused paradigm. The Workshop classroom combines several aspects within a “session,” which may take up more than one class period. These components are:

- A **teaching point** and learning objective that drives the session and relates to the unit overall
- **Direct instruction**, which includes introduction of new material and connections to past sessions
- **Modeling**, which asks the teacher to show students how to perform tasks that lead to understanding
- **Independent Practice**, or time when the students practice what the teacher has shown them
- **Sharing** in small groups, through conferring with the teacher, or the whole class
- Various **assessment practices** throughout the unit
- A **culminating assignment** or project that demonstrates growth and understanding
- **Rubrics** for assessing progress

All secondary ELA curricula include some form of the following: Launching the Writer’s Notebook, Independent Reading, Narrative Reading, Literary Essay, Informational Reading and Writing, and Argument Writing. Genres vary from grade to grade.

There are varying levels of all of the above bulleted components within the units, and the units build upon each other year by year. In Kindergarten, for example, students work on similar units to those that 6th graders are working on, and that 11th graders are working on. As such, vertical alignment becomes vital for students because the skills are scaffolded from year to year.

Another shift in the Common Core is an increased focus in the ELA classroom to informational texts. There are several units within each grade level that focus solely on informational texts, but the teacher should be careful not to abandon fiction altogether.

Seniors and Juniors in high school have the opportunity to take AP English Literature and Composition, and AP English Language and Composition. These curricula prepare students to succeed on the corresponding AP tests, and operate outside of the Common Core.

Secondary Mathematics

Ferndale Public Schools Elementary Mathematics is aligned to the Common Core State Standards (CCSS) with an end goal of every student being college and career ready by the time they graduate from high school. The CCSS is not a checklist of necessary skills, but rather a set of standards that requires a narrowed but deeper focus on critical mathematics concepts, coherence across grade levels and to other content areas, as well as a demand for increased rigor, understanding and fluency. In addition to grade or course specific content standards the CCSS includes eight practice standards which describe the ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

Common Core State Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Students in the 7th and 8th grade use the MAISA units and the Connected Mathematics Project. High school students also use the MAISA units with support from Holt or Glencoe textbooks.

In addition, teachers have various supplemental materials that are used for planning and delivering instruction to meet diverse needs and learning styles of all students.

Interventions: College Preparatory Mathematics and Compass Learning or Study Island

Secondary Science

The secondary science program in Ferndale Public Schools is designed to promote critical thinking skills that allow each student to think like a scientist. The ability to think critically and scientifically is a skill our students will need every day of their lives as they have become essential survival skills for all Americans. Science understanding and ability also enhance the capability of all students to hold meaningful and productive jobs in the future. All secondary science courses are based on the Michigan Merit Curriculum, but are also integrating the core ideas, science practices and cross-cutting ideas of the Next Generation Science Standards (NGSS).

All secondary science courses use the 5E model which is based on the constructivist approach to learning. The 5 E's are: Engage, Explore, Explain, Elaborate and Evaluate. In addition the CER (Claim, evidence and reason) protocol is used in each secondary science course.

The typical secondary science course sequence is SEPUP science for 7th grade, the SCoPE Earth Science curriculum for 8th grade, Physics First in 9th grade, Biology in 10th grade and Chemistry in 11th grade.

Interventions: Compass Learning or Study Island

Social Studies

Ferndale Social Studies offers many opportunities for students to explore the ways that humans interact and have interacted throughout history. Courses from Civics and US History & Geography give students background on our nation and its laws. Ancient Civilizations, Global Issues, and World History allow students to look outside of our borders and see how things have evolved throughout time in other parts of the world. Economics informs students about monetary systems and how they impact the lives of humans.

All Ferndale Social Studies courses have been moving towards a project-based model. This means that students are encouraged to make meaning not simply by reading textbooks, but also by creating, sharing, and understanding by doing. This allows Ferndale students to experience history and social studies – to become active participants – instead of standing back as passive observers. It is through project-based learning that students contextualize and fully understand that complexities of what it means to be a human in the world.

Professional Development Opportunities

This year, we are very excited to announce that we will be hosting professional development opportunities for Ferndale teachers and staff! All PD will be held at our new PD Café, room 4 at the Harding Administration Center.

PD will focus on the four strategies of our school and district improvement plans: High-Quality Instruction, School Culture, Intervention and Enrichment, and Assessment and Results. Our sessions are designed to help teachers implement and enhance these strategies in their practices, and to learn from each other as each session is taught by a Ferndale teacher or staff member.

We are also happy to let you know that we are in the process of obtaining approval to offer teachers SCECHs, or State Continuing Education Clock Hours. We will keep you updated as we learn more information about SCECHs.

Here are some quick facts about Ferndale PD:

- Our professional development is designed to be applicable across content areas, unless otherwise noted.
- All sessions will be held from 4:00-6:00 pm at the PD Cafe (room 4 at Harding).
- Attending these sessions satisfy the 12 additional PD hours that are required contractually and all are aligned to the School and District Improvement Plans.
- All sessions are 3 part series. You must attend all 3 sessions in a series in order to get your SCECHs and to satisfy your 12 contractual hours.
- Sessions are limited to 25 attendees, so sign up early. If we have an overwhelming number of RSVPs for a series, we may open an encore.
- All sessions are free of charge.

The semester 1 offerings are below. They and a registration form can be found on our Weebly, ferndaleinstruction.weebly.com. You can also scan the QR code to the left to go to the Instruction department Weebly.

Strategy: High-Quality Instruction

Series Title: Discovering the Work of John Hattie

Dates: September 9, October 7, and November 11 (all Tuesdays)

Strategy: School Culture

Series Title: Starting the Year Off Right – Creating a Positive Culture

Dates: September 18, October 16, and November 20 (All Thursdays)

Strategy: Intervention and Enrichment

Series Title: The Teacher’s Technology Toolchest

Dates: September 23, October 21, November 25 (All Tuesdays)

Strategy: School Culture

Series Title: Culturally-Responsive Teaching with Jay Marks

Dates: Sept. 22, Oct. 27, Nov. 24, Dec. 15, Jan. 26 (All Mondays)



Resources

Ferndale Public Schools School Improvement Plan Research – Master List 2014-2015

Ainsworth and Viegut, Common Formative Assessments

www.wera-web.org/activities/WERA

<https://www.aea267.k12.ia.us/>

Allington, What Really Matters for Struggling Readers

<http://www.readingonline.org/articles/reviews/whatmatters/>

Barnes, The 5-Minute Teacher: How do I maximize time for learning in my classroom?

<http://www.ascd.org/Publications/Books/Overview/The-Five-Minute-Teacher.aspx>

Blooms Taxonomy/DOK

<http://www.ccrea.net/curriculum-development/assessment-resources/depth-of-knowledge-dok-blooms-taxonomies-crosswalks/>

Calkins, The Art of Teaching Reading & Writing

<http://readingandwritingproject.com/about/overview>

Calkins, Writing Workshop

<http://www.unitsofstudy.com>

Danielson McGreal, Teacher Evaluation to Enhance Professional Practice

<http://www.ascd.org/publications/books/100219.aspx>

Davenport Anderson, Closing the Achievement Gap

<http://www.ascd.org/publications/educational-leadership/mar01/vol58/num06/Closing-the-Achievement-Gap.aspx>

DuFour, Common Formative Assessments

<http://www.allthingsplc.info>

Fisher, Frey and Pumpian How to Create a Culture of Achievement in your school and classroom

<http://www.ascd.org/publications/books/111014.aspx>

Fountas and Pinnell, Leveled Literacy Intervention

www.heinemann.com/fountasandpinnell/lli_Overview.aspx

Gay, Culturally Responsive Teaching

<http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm>

Ginsburg and Leinwand, Informing Grades 1-6 Mathematics Standards Development

http://www.edweek.org/media/25common_3.pdf

http://www.air.org/sites/default/files/downloads/report/MathStandards_0.pdf

Hattie, Visible Learning

<http://visiblelearningplus.com/>

<http://visible-learning.org/>

Jackson, How to Motivate Reluctant Learners

<http://www.ascd.org/professional-development/webinars/robyn-jackson-webinar.aspx>
<http://info.marygrove.edu/MATblog/bid/98069/4-Ways-to-Motivate-Reluctant-Learners>

Kafele, Motivating Black Males to Achieve

<http://www.principalkafele.com/>

Kreite, The Responsive Classroom

<https://www.responsiveclassroom.org>

Kriete, The Morning Meeting Book

<https://www.responsiveclassroom.org/product/morning-meeting-book>

Kunjufu, Black Students. Middle Class Teachers

<http://www.africanamericanimages.com/>

Marzano School Leadership that Works

<http://www.marzanoresearch.com/leadership>

Marzano, Classroom Instruction That Works

<http://www.marzanoresearch.com>
<http://web.wmisd.org/ge/es/rm/default.aspx>

Marzano, Frontier Livingston, Effective Supervision: Supporting the Art and Science of Teaching

<http://www.marzanoresearch.com>

Marzano, Nine Essential Instructional Strategies

<http://www.marzanoresearch.com>

Marzano, The Art and Science of Teaching

<http://www.marzanoresearch.com>

Ratey SPARK

www.sparkinglife.org/

Reeves, Accountability in Action: A Blueprint for Learning Organizations

<http://www.schoolimprovement.com/experts/douglas-reeves/>
http://hepg.org/hel-home/issues/18_2/helarticle/six-principles-of-effective-accountability_208

Reeves, Data Teams

<http://www.schoolimprovement.com/experts/douglas-reeves/>

Reeves, High Performance in High Poverty Schools: 90/90/90

http://www.gvsu.edu/cms3/assets/8D75A61E-920B-A470-F74EFFF5D49C6AC0/forms/boardmembers/resources/high_performance_in_high_poverty_schools.pdf

Schmoker, Focus: Elevating the Essentials to Radically Improve Student Learning

<http://mikeschmoker.com/>

Singleton, Courageous Conversations About Race

<http://www.schoolimprovement.com/experts/glenn-singleton/>

Tate, Brain-Based Learning
<http://www.developingmindsinc.com/>

Tatum, Reading for their Life: (Re)Building the Textual Lineages of African American Adolescent Males
<http://librariesliteracyandaamaleoyouth.weebly.com/module-7-enabling-texts.html>

The Heyns Study: “Summer Learning and Effects of Schooling”
<http://www.edweek.org>

Tomlinson, Differentiated Instruction
<http://www.caroltomlinson.com/>

Tovani, Do I Really Have to Teach Reading? Content Comprehension, Grades 6 – 12
<http://www.literacylabs.org/>

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<http://www.literacylabs.org/>

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