The will to succeed is only overshadowed by the will to prepare to succeed!
Getting Students to Proficiency with Proficient Level Questions

*High Schools That Work*

Instruction Review Process

Scott Warren

Director of *HSTW State Services*
Basic Fact

Students cannot perform at the proficient level if they are never asked proficient level questions.
Goal

The goal is to review a CONCRETE STRATEGY schools can use to engage teachers in systematically looking at their assignments and assessments.
BLOOM’S TAXONOMY – Did anybody really use this in college?

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

- Judging
- Creating
- Breaking into parts
- Solving
- Understanding
- Facts
Simple Strategies to Get Teachers Focused

- Table flip charts – www.edupressinc.com
- State Power Verbs – Classroom Charts (p. 3)
- Question of the week/month at faculty meetings
- Twelve most common missed processes on the SAT – a project for teachers and students (p. 4)
Instructional Review Process

- Part of Technical Assistance Visits
- Assignments and assessments
- Goal of over 50% at the Application Level based upon Presidential Commission of 1996
- Starting point for discussions
David Letterman Time (Abbreviated)

- Group together in three’s or four.
- Top Five items that jump out at you in reviewing the instructional review.
  - May be good, bad or a concern
  - 10 Minutes
School Uses

- Collect data on the level of classroom assignments and assessments.
- Assist teachers in creating higher level assignments and assessments.
- Give clear expectations for how teachers should raise the rigor in classrooms – not just more.
Conduct Reviews

- **Initial Review**
  - Random sample
  - All
  - Collect all and the random sample

- **Set Goals**

  Remember, what gets monitored, gets done!
Faculty Meeting Review

1. Have teachers bring assessments and/or assignments.
2. Have teachers use the rubric to self-analyze their assignments - assessments.
3. Have teachers work in departments to re-write questions to higher levels.

Assessment Goal – At least 50% at Application Level or Higher!
Peer Editing

This idea is based upon the concept of teachers working together to analyze student work.

1. Teachers bring samples of recent assignments and/or assessments to a faculty meeting.

2. Teachers are paired (or grouped) for a peer review using the rubric.

3. The partner (or group) make recommendations to the teacher about how the piece can be brought to a higher level.
Standards Focus

This procedure requires a positive teacher – leader relationship.

1. Have teachers bring a recent assignment or assessment to a meeting.
2. Hand out the Information Sheet and ask teachers to complete with special attention to the State Standards Column (you may choose to create a new sheet that specifically addresses your standards).
3. Collect and review before use the results to guide a discussion on targeting instruction to the standards.
Other Ideas?

- Take two minutes in your groups to discuss how you might adapt one of the processes discussed or use the Instructional Review in a new way.
- Be prepared to share out any ideas!
Another Tool

- Webb’s Depths of Knowledge
- Focus on what students must do rather than on the question.
- Jigsaw review
Next Steps

- Teachers Collaborating using Protocols
  - Tuning Protocol
  - Standards in Practice
  - Consultancy
  - www.lasw.org
Questions

Thank you

Scott Warren
scott.warren@sreb.org
404-879-5613