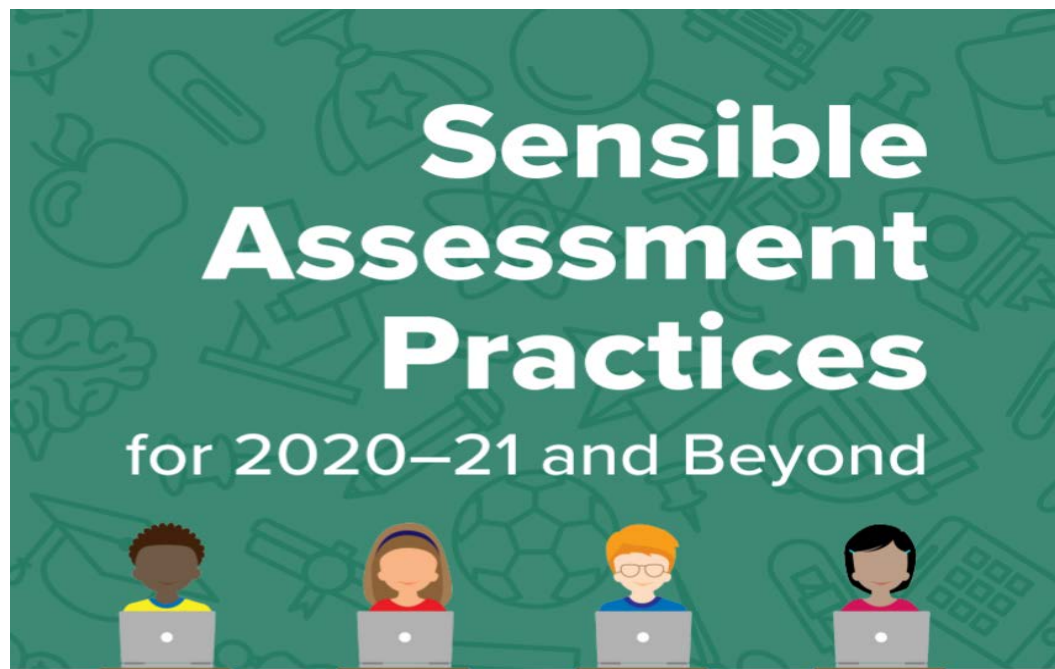





Beginning with Units Designed for Success



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Sensible Assessment Practices Webinar Overview



Start of School Year Analyzing qualitative and quantitative data to make informed decisions for **ALL** students



Building Community Building an effective community of learners while meeting the needs of **ALL** students (onsite, remote)




Beginning with Units Designed for Success
Modeling a unit of instruction and assessment
-Grade 5 standards



Instruction and Assessment Cycle Building from the instructional plan established for the academic year



Focusing on Sensible Assessment Practices Year Round



Strive to elevate
students to move
from participants
to drivers.

Drivers achieve
and learn more
deeply.

~ Linda Darling-
Hammond



Key Concepts



Planned and purposeful instruction



Accessible to **all** learners



Intentional



Keeps the "How" in mind when delivering content



Embeds standards in meaningful work



Focuses on meeting students where they are

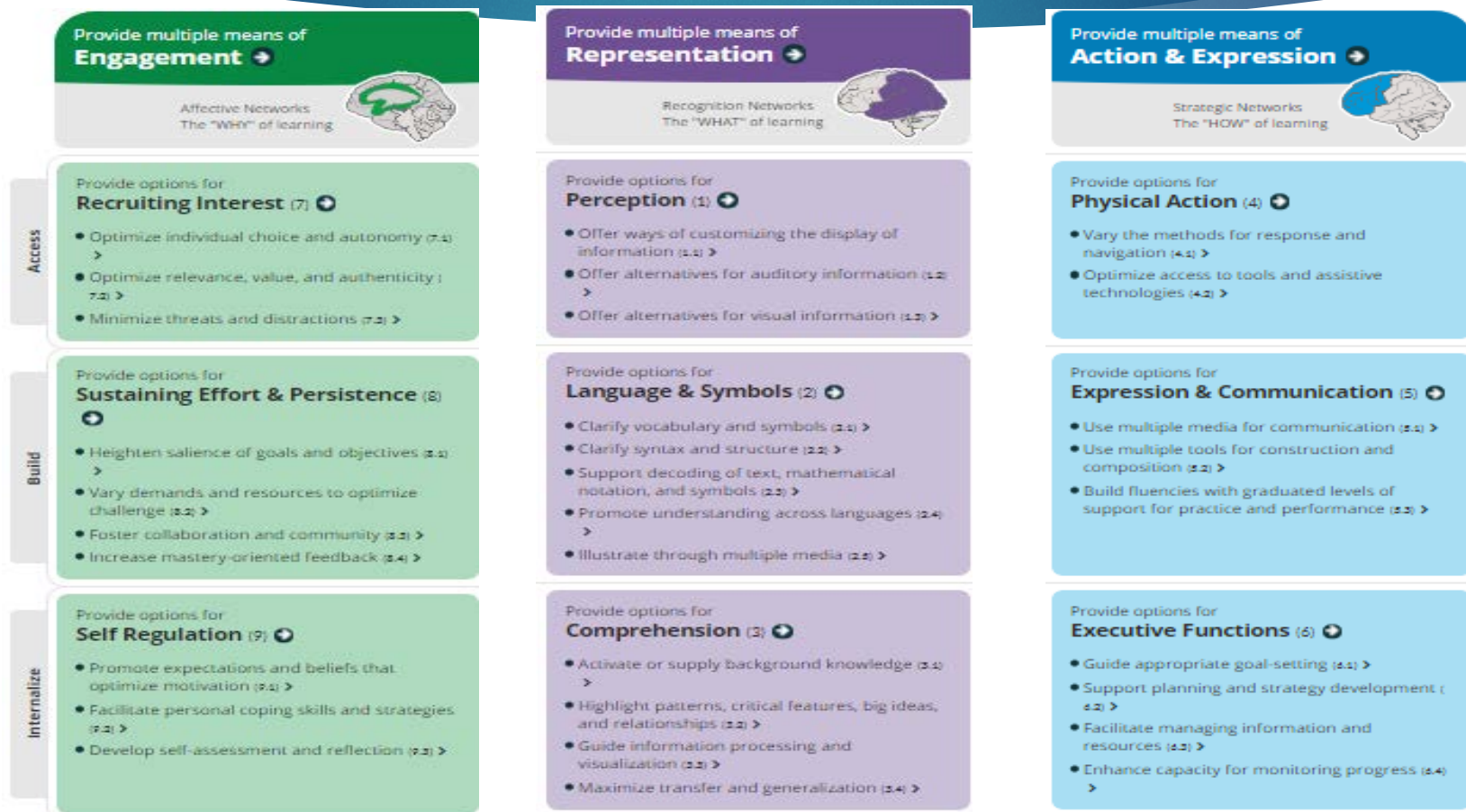


Areas of Focus

When designing units for success...

- ▶ Embed formative assessment practices that support and inform teaching and learning
- ▶ Create opportunities to support building rapport, fostering community
- ▶ Consider time and delivery; unit implementation can range from a few days to a week or two
- ▶ Provide instructional feedback and positive reinforcement often
- ▶ Keep parents/guardians involved in expectations and learner progress

Making Instruction Accessible Using the Universal Design for Learning Guidelines



[Learn more about the Universal Design for Learning framework](#) from CAST.

Access, Build, Internalize



The **access** row suggests ways to increase access to learning goals by recruiting interest and by offering options for perception and physical action.



The **build** row suggests ways to develop effort and persistence, language and symbols, and expression and communication.



The **internalize** row suggests ways to empower learners through self-regulation, comprehension, and executive function.



Formative Assessment

What is formative assessment?

- ▶ the ongoing process students and teachers engage in when they
 - ▶ focus on learning goals.
 - ▶ take stock of where current work is in relation to the goal.
 - ▶ take action to move closer to the goal.
- ▶ used before instruction to find out where students are, and during instruction to find out how they are progressing
- ▶ when students and teachers routinely share information about the quality of student work relative to the learning targets, learning improves





Sample Beginner Unit Grade 5

- ▶ Choose a grade-appropriate anchor text
- ▶ Bridge activities that build cohort and classroom community
- ▶ Enhance icebreaker/get-to-know-you activities
- ▶ Connect with other relevant lessons across content areas
- ▶ Design collaborative activities that can be conducted in-person or remotely



Take an Online Class Poll

- ▶ Did you enjoy taking classes remotely?
- ▶ What was the best part about remote learning?
- ▶ What was the worst part of remote learning?
- ▶ What did you miss most about not being in school?
- ▶ What did you miss least about not being in school?
- ▶ List two positive things you learned about yourself during the closure?
- ▶ Name one skill you learned that you should work on or improve.
- ▶ What is your favorite subject?
- ▶ Do you speak more than one language?
- ▶ Do you play a sport?
- ▶ Do you play an instrument?



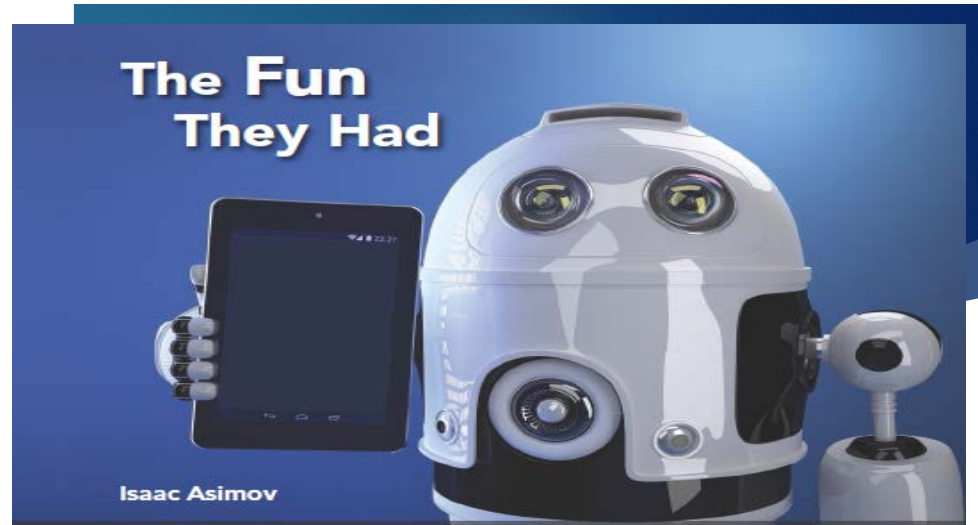


Integrate Mathematics

(5.MD.A.1): Convert measures of length, area, capacity, weight, and time expressed in a given unit to other units in the same measurement system in number and word problems.

- ▶ Gather, collect a variety of student information
- ▶ Enter data as a cohort/class
- ▶ Graph/plot
- ▶ Make qualitative/quantitative observations
- ▶ Draw conclusions based on data findings

Literary Anchor Text



- ▶ Read alone, in pairs, or small groups
- ▶ Interview someone who attended school in the 50's
- ▶ Create a timeline of inventions
- ▶ Review pictures of classrooms from the 50's
- ▶ Write to a prompt
- ▶ Learn more about the author's background



Differentiating to Meet the Needs of All Learners

Consider modalities that provide text in print, audio, and video.

- ▶ [The Fun They Had](#)- video of the story being read aloud without captions.
- ▶ [The Fun They Had](#)- video of the story being read (shows the words).

Model strategies of note taking, annotating, building vocabulary



Connecting With the Story

- ▶ What will the children of the future say about our schools today?
- ▶ What is the lesson the author is trying to convey?
- ▶ How is learning in present different from learning in 2157? What similarities do they share?
- ▶ How do the roles of the student and teacher in 2157 compare to these roles in today's learning environment?
- ▶ What feelings did you share with the main characters about remote or in-person classes? What experiences did you have that might be similar to those in the story?
- ▶ How is modern technology helpful and harmful to society? How has this story made you think about the impact of modern technology on society?



Pairing With Other Texts Across Disciplinary Content Areas

thinkalong™
Current events for the curious classroom

SHOULD SCHOOLS PROVIDE A LAPTOP AND INTERNET ACCESS FOR ALL STUDENTS?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the Thinkalong module. Students can use the Investigate graphic organizer to summarize each piece of media and record new information from the Thinkalong module.

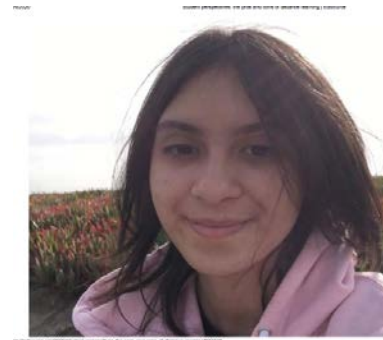
HOW LIMITED INTERNET ACCESS CAN SUBTRACT FROM LEARNING
NPR | February 6, 2016 | Audio
3:34 minutes

About one-quarter of lower-income families with school-age children do not have a computer at home, according to a national study.

- Rutgers University and Joan Ganz Cooney Center : 13 with family incomes below the national poverty line
- Smartphones reduce historic internet use disparities, but tend to rely more heavily on their smartphones to access the internet
- Accessing the internet through a smartphone makes it harder for a kid to become digitally savvy.
- Some discount programs for internet access have requirements that families do not have internet access.

7/14/2020

Student perspectives: the pros and cons of distance learning | EdSource



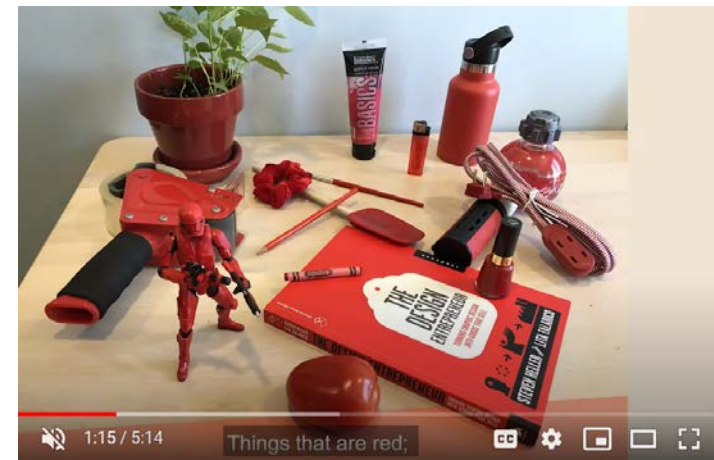
Nayeli Mercado, 15, sophomore, Richmond High

Before distance learning, my mental health was never great, but it was controllable. Although, once quarantine started, where we don't go out, I feel way more mentally exhausted. Along with that, I've been really emotional. I get really sad over little things or angry at things I shouldn't get angry about. I used to complain about school a lot but I kind of miss it now. I miss my friends, teachers, attending class. I miss school in general.



Curate Your Own Exhibit About YOU!

- ▶ [Watch video](#) on how to curate your own exhibition from things at home developed by the Smithsonian Learning Lab
- ▶ Choose a theme or story. What are the objects you love? What do they tell about you?
- ▶ Assign students to create their own exhibition that can be shared in-person via a photograph or video
- ▶ Students can write about their exhibit and then provide an oral presentation highlighting aspects of themselves both in the remote or in-person learning environment



Education Department, Cooper Hewitt. "Smithsonian Learning Lab Resource: Design at Home: Mini Exhibition." Smithsonian Learning Lab. Accessed July 23, 2020.



Design for Access, Connectivity, and Success

- ▶ Plans purposeful instruction
- ▶ Embeds standards in meaningful work
- ▶ Students research and explore
- ▶ Accessible to **all** learners
- ▶ Builds community
- ▶ Promotes agency in student learning



Foundational Resources

- ▶ [Sensible Assessment Practices](#) This document offers guidance to educators on how they can “assess” their incoming students when schools re-open without necessarily having to “test” them. The assessment and instructional practices in this document are intended to apply to all students, including students with disabilities and English learners.
- ▶ [Plan for Reimagining CT Classrooms for Continuous Learning](#) The purpose of this document is to provide a framework for developing local Continuous Learning Plans to support the reopening of all schools that will provide continuity of learning.
- ▶ [Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together](#) This document is intended to be a fluid document that will evolve based on the public health data trends as well as the understanding of the best way to mitigate spread. To close the digital divide in Connecticut and empower students across the state to learn from home, Governor Lamont recently announced this initiative [Everybody Learns Initiative](#) to fill any device and/or connectivity gaps that may still remain.





Resources

- ▶ EdSource, [*Student Perspectives: The Pros and Cons of Distance Learning*](#) [Student Perspectives: the pros and cons of distance learning](#), June 3, 2020, Sixteen students from the West Contra Costa school district in Richmond, California, share their opinions on distance learning during the pandemic.
- ▶ [The Fun They Had](#) A video of the story by Isaac Asimov being read aloud without captions.
- ▶ [The Fun They Had](#) A video of the story by Isaac Asimov being read aloud that shows the text during the reading.
- ▶ [The CT Learning Hub](#) This free and interactive site, located on the CSDE main page, provides access to curated tools and resources to accelerate learning and advance equity, in both on-line and off-line learning.





Resources

- ▶ ["Smithsonian Learning Lab - Design it Yourself"](#) This lesson shows students how to design a mini exhibit about themselves using items they own.
- ▶ New York Times ["Making It Relevant: Helping Students Connect Their Studies to the World Today"](#) (December 6, 2018). This article includes lessons written to accompany New York Times' articles with engaging ideas for authentic research and project based learning activities.
- ▶ Sanford Inspires Webinars, ["The Contrasting Realities of Reopening Schools: Understanding Inequities to support the Whole Child"](#) is a panel discussion about how to be an inspiring educator while facing challenges during this pandemic.
- ▶ [Universal Design Guidelines](#) This document, offered by CAST, includes descriptions of possible activities and the research associated with UDL.





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