

Four Corners



- Around the room, there are 4 statements:
 - Tried and Succeeded
 - Tried and Bombed
 - Plan on Trying
 - Not Tried...yet
- After each statement, move to the corner that best describes your experience with the statement.

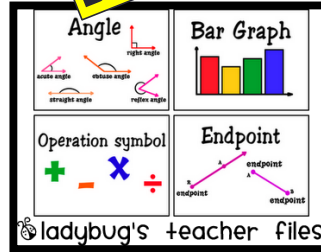
Statement #1



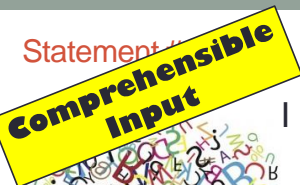
I have visited the SPAM museum!



I have tried using Content and Language Objectives in my classroom!



I have tried a vocabulary strategy!



I have matched instruction to student language proficiency!



I have tried using Higher Order Thinking Questions!

Statement 1

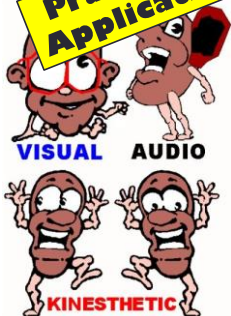
Interaction



I have purposefully grouped students!

Statement 2


Practice & Application



I have tried techniques connected to my students' learning styles!

Statement 3

Lesson Delivery



I have tried to align my lessons with my content and language objectives!

REVIEW & ASSESSMENT

SIOP Training

Lori Henry, District Coordinator of EL Services
David Wolff, District Coordinator of GT Services
Jennifer Gosha, Instructional Coach, Ellis Middle School

Content Objective

- I will learn about review and assessment of students.

Language Objective

- I will read about a review and assessment strategy.

Revised Content Objective

- The learner will align and apply the features of review and assessment to a lesson plan.

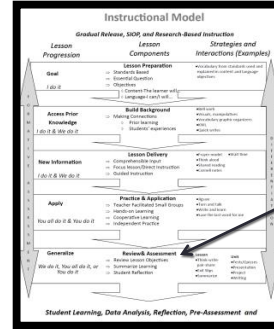
Revised Language Objective

- I will verbally summarize a review or assessment activity with a partner and ask a question about the activity presented by a partner

Review & Assessment Features

1. Comprehensive review of key vocabulary
2. Comprehensive review of key content concepts
3. Regular feedback provided to students on their output [i.e. language, content, work]
4. Assessment of student comprehension and learning of all lesson objectives throughout the lesson

Instructional Model



REVIEW & ASSESSMENT VIDEO



Take notes on the strategies used to assess student knowledge.

Discussion

- | Question 1 | Question 2 |
|--|---|
| <ul style="list-style-type: none"> • How did Ms. Phillips specifically connect the previous day's lesson review to this lesson? • How did this activity provide her with assessment information about what the students had learned and the degree to which they are ready to move on? | <ul style="list-style-type: none"> • List ways Ms. Phillips reviewed and assessed her students' understanding & vocabulary knowledge throughout the lesson. • If you were to have a different proportion of ELs in your class [more or less], which of the review and assessment techniques on your list would still be applicable? |

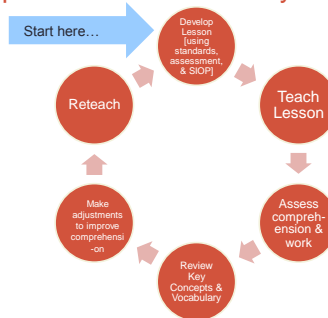
Review & Assessment

- Should occur throughout a lesson
 - pre-assessments
 - formative assessments
 - summative assessment



- Assessment must be cyclical and recursive – teaching, assessing, reviewing/re-teaching, and extending

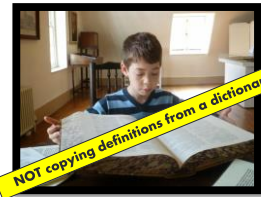
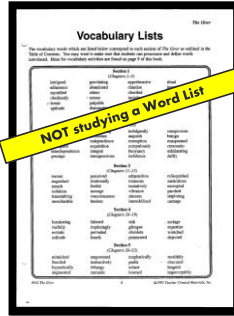
Comprehensive review of key vocabulary



Comprehensive review of key vocabulary

- Multiple exposure to new terminology
 - Builds familiarity
 - Builds confidence
 - Builds English proficiency
- Words can be reviewed through Paraphrasing
 - "Remember to share your ideas with your ____"
 - "The townspeople were pacifists, those who would not fight in a war."
 - Provides scaffolding for many EIs and others
- Expose through multiple modalities
 - written, spoken, acted out, sang, drawn...

Comprehensive review of key vocabulary



Isolated word lists and dictionary definitions alone do not promote vocabulary and language development!

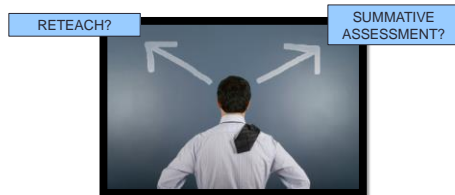
Comprehensive review of key content concepts

- Ask yourself, "What is the essential content that my students must know?"
- Must be linked to your content objectives
- Could include:
 - Brief summaries
 - Exit Slips
 - List main ideas
 - Journal prompts like:
 - I wonder...
 - I discovered...
 - I still want to know...
 - I learned...
 - I still don't understand...
 - I still have a question about...
 - I will ask a friend about...

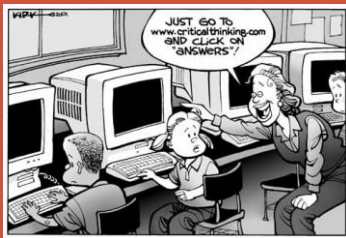


Comprehensive review of key content concepts

- Review of key content concepts:
 1. Helps students assess their own understandings
 2. Reveal any misconceptions that need to be clarified
 3. Guide teacher's next steps:



CRITICAL QUESTION



How do you know when to reteach and when to move forward?
 What are challenges related to reteaching concepts?

CRITICAL QUESTION



Who is hungry?

Regular feedback provided to students on their output

- Clarifies/corrects misconceptions/misunderstandings
- Validates student ideas and responses
 - Models correct English usage
 - "The scientists *were confused* by the items found in the cave."
 - Paraphrasing the student's answer
 - "Is this what you were thinking/saying?"
 - Completing one or two word answers in a complete sentence
 - "Yes! *Embalming* is the process of preserving bodies."
- Can be given orally, written, or nonverbally through facial expressions like nods, smiles, or physically like a pat on the shoulder or a thumbs up.



Assessment of student comprehension and learning of all lesson objectives throughout the lesson

Assessment VS Evaluation

- Gathering and synthesizing information about students' learning
- FIRST - assess

- Making judgments about students' learning
- LAST - evaluate
- Typically takes form as tests, quizzes, reports for report card grades

Formative

Summative

Assessment of student comprehension and learning of all lesson objectives throughout the lesson

Assessment should:

1. occur throughout a lesson
2. be linked to the instruction
3. target the lesson objectives

Assessment of student comprehension and learning of all lesson objectives throughout the lesson

- Informal Assessment – on-the-spot, ongoing assessments
 - Teacher observations
 - Teacher/student or student/student conversations
 - Quick writes
 - Brainstorming
 - Thumbs-up/Thumbs-down; response boards
- Authentic Assessment – application to real life
 - Usually multidimensional
 - Written pieces
 - Interviews
 - Creative work
 - Performances
- Can give evidence to multiple indicators – mastery toward meeting content and language objectives



Assessment of student comprehension and learning of all lesson objectives throughout the lesson

Possible Adaptations for EIs:

1. Range – adapt the number of items to be completed
2. Time – adapt the amount of time to complete a task
3. Level of support – adapting the amount of scaffolding
4. Difficulty – adapt the skill level, type of problem or task & process
5. Product – adapt the type of response
6. Participation – adapt the degree of active involvement



TO THE BINDER

- Turn to the Review & Assessment section in your binder.
- Browse the various Review & Assessment strategies.
- Choose 1 to become an expert on.

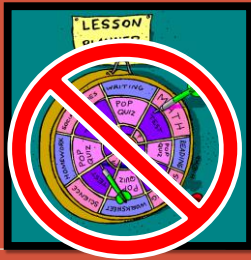
Inside-Outside

- Jen and David will assist participants to form 2 circles – one inside the other.
- Participants who are part of the inside circle turn to face the participants who are part of the outside circle.
- At the prompt, the inside circle will walk to the right/ the outside circle will walk to the left.
- At the next prompt, the circles will stop walking. Participants find a partner across from them and share their Review & Assessment strategy.
- Repeat.



Instructional Model		Designing a Lesson: Basic Building Construction I
Lesson Progression Lesson Preparation Lesson Delivery Practice & Application Review & Assessment	Lesson Components Lesson Preparation Lesson Delivery Practice & Application Review & Assessment	Strategies and Interactions (Examples)
Goal Standards Based Essential Questions Objectives Language Learners will...	Build Background Prior Learning Student Experiences Texts	Pre-Assess your class – what do we already know? Do we need adaptive text? Do you need additional manipulatives?
Assess Prior Knowledge Making Connections Student Experiences	Lesson Delivery Comprehension Strategies Formative Assessment Student Experiences	Word Wall with Pictures
New Information Comprehension Strategies Formative Assessment Student Experiences	Practice & Application Teacher Facilitated Group Work Hands-on Learning Cooperative Learning Independent Practice	Note Taking with Frayer's 4-Square Model – define, examples, drawing, and non-examples
Apply Teacher Facilitated Group Work Hands-on Learning Cooperative Learning Independent Practice	Review & Assessment Exit Ticket Student Experiences Student Reflection	Ample interactions with students who know a lot about construction and opportunities with other novices
Generalize Exit Ticket Student Experiences Student Reflection	Student Learning, Data Analysis, Reflection, Pre-Assessment and	Offer choice in product to create for novices vs. experts Have us label or identify various construction tools and materials

LESSON PLANNING TIME



- Goal:
- Integrate all 8 components of SIOP into a lesson you will teach this year.
 - Eat!

Review of Content Objective

- The learner will align and apply the features of review and assessment to a lesson plan.

Review of Language Objective

- I will verbally summarize a review or assessment activity with a partner and ask a question about the activity presented by a partner

SIOP Model Self –Assessment

<https://www.surveymonkey.com/r/DK7899V>



THANK YOU FOR YOUR ATTENDANCE AND PARTICIPATION!

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Exit Ticket

Using the post-it notes on the tables...

Write any comments about what you learned in today's or any of the New Teacher Trainings.	Write any questions or wonderings you may.	Write any constructive feedback for future trainings.	
Place these post-it notes on the GREEN poster	Place these post-it notes on the YELLOW poster	Place these post-it notes on the RED poster	