

# Data Team Training

## Unit Mapping - Step 1

Lake Oswego School District

### Objectives:

- Briefly Preview the Steps of the Process
- Increase Shared Understanding about the Flow of Step One
- Provide a Guided Practice Work Time

### Agenda:

Welcome

Brief Process Review

Catch/Release for Step 1:

The “Flow”

Guided Practice

Next Steps

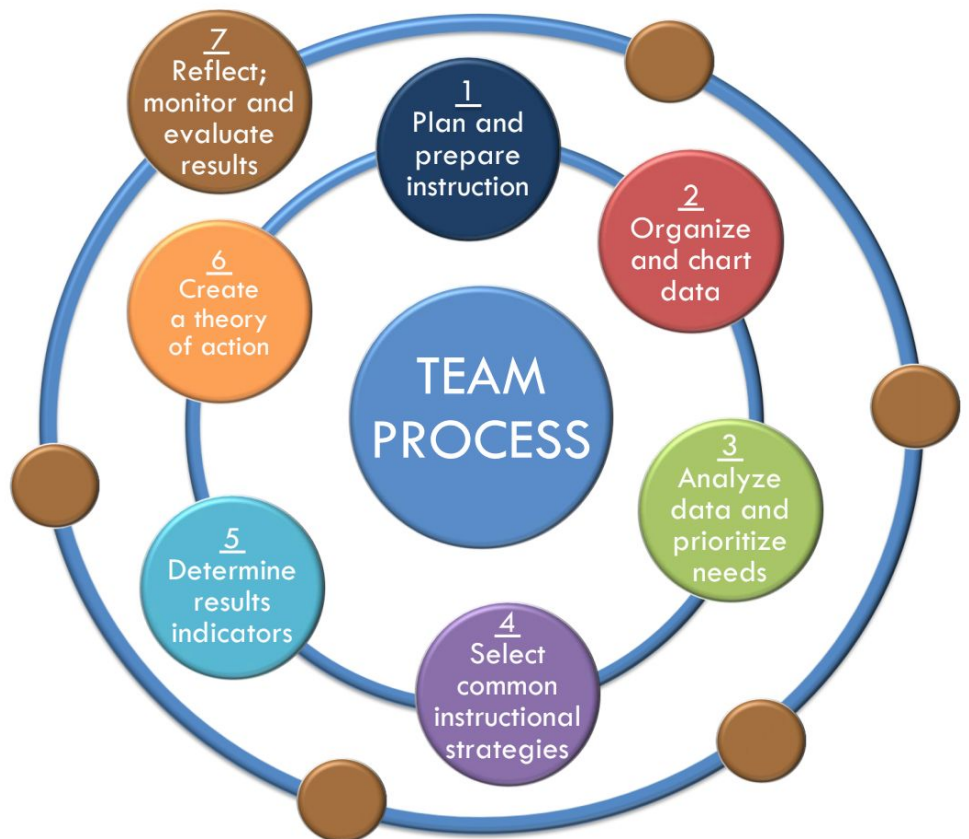
- Pre-Assessment
- Scoring Agreements

Tools of the Trade

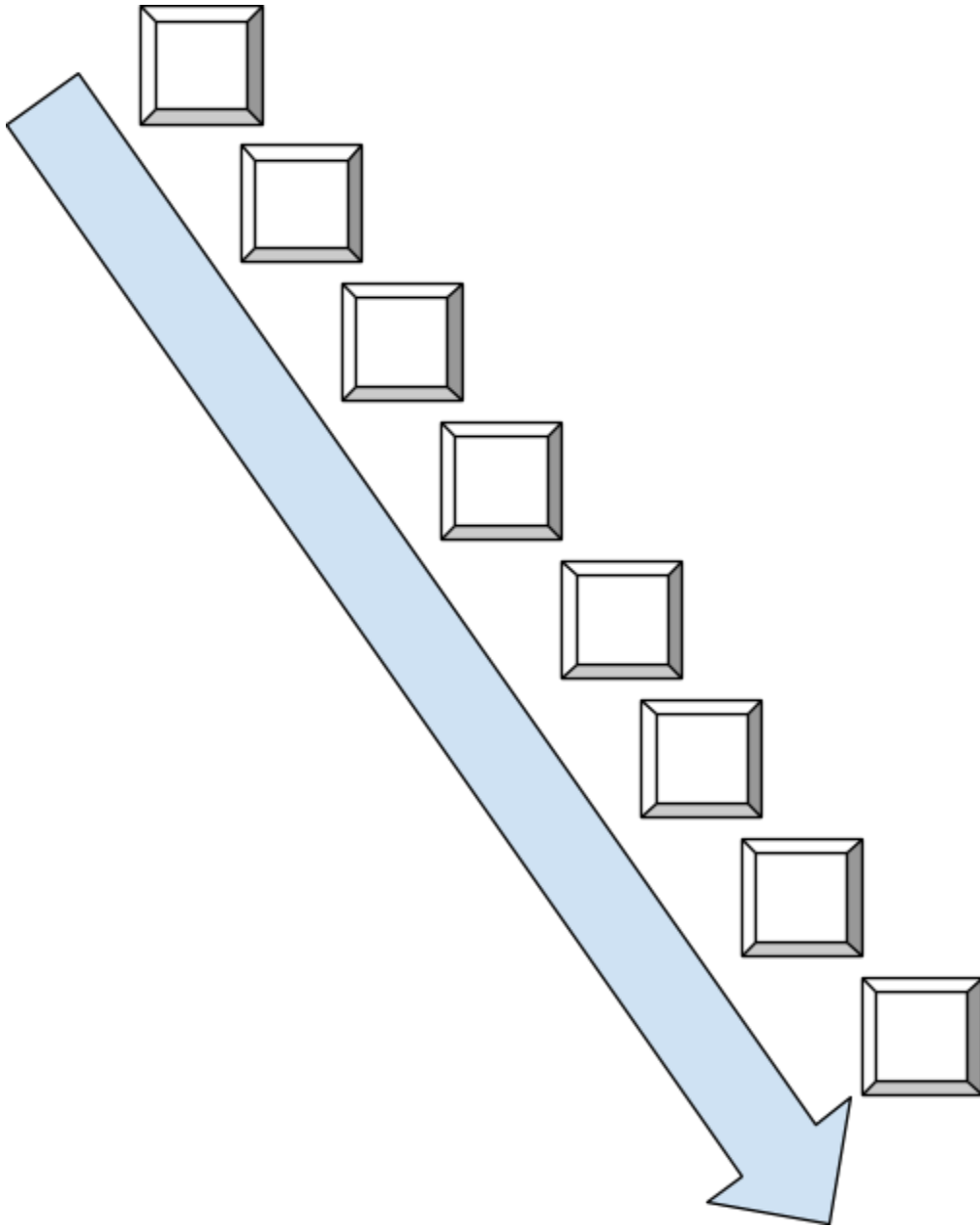
Closing/Reflection

**Unit Map Template:**  
<http://bit.ly/Step1Doc>

**Deconstruction Template**  
**(Google Doc):**  
<http://bit.ly/standardDeconstruct>



## The Flow of Step One: Plan and Prepare



**Online Deconstruction Template: <http://bit.ly/standardDeconstruct>**

**Deconstructing the Standard(s):**

Standard:

Type(s)

- Knowledge
- Reasoning
- Performance Skill
- Product

Circle the Nouns. Underline the Verbs.

Define Nouns:

Define Verbs:

<b>Learning Targets</b> What is the knowledge, reasoning, skill or product target underpinning this objective?			
Knowledge Targets: What knowledge is necessary?	Reasoning Targets: How are students using knowledge to solve a problem, make a decision, etc.	Performance Skill Targets What must students be able to do? How are they using knowledge and reasoning to perform a task?	Product Target: What are students asked to produce or create?

<b>Standard</b>	Enduring Understanding	Essential Questions	Content and Vocab	Learning Targets	Assessment	Instructional Strategies and Resources

## Marzano's Instructional Strategies

### The Nine Categories of Instructional Strategies

Category	Definition
<b>Setting Objectives and Providing Feedback</b>	Provide students with a direction for learning and with information about how well they are performing relative to a particular learning objective so they can improve their performance.
<b>Reinforcing Effort and Providing Recognition</b>	Enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Provide students with abstract tokens of recognition or praise for their accomplishments related to the attainment of a goal.
<b>Cooperative Learning</b>	Provide students with opportunities to interact with one another in ways that enhance their learning.
<b>Cues, Questions, and Advance Organizers</b>	Enhance students' ability to retrieve, use, and organize what they already know about a topic.
<b>Nonlinguistic Representations</b>	Enhance students' ability to represent and elaborate on knowledge using mental images.
<b>Summarizing and Note Taking</b>	Enhance students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details.
<b>Assigning Homework and Providing Practice</b>	Extend the learning opportunities for students to practice, review, and apply knowledge. Enhance students' ability to reach the expected level of proficiency for a skill or process.
<b>Identifying Similarities and Differences</b>	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways in which items are alike and different.
<b>Generating and Testing Hypotheses</b>	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses.

## **List of Effective Strategies (Sample ELL & GLAD Strategies)**

- Learning Targets
- Language Objectives
- Daily Plan/Schedule

### *Graphic organizers are visible*

- ABC chart
- CCD (Cognitive Content Dictionary)
- Exploration chart
- Inquiry chart
- Mind map
- SPC-sentence patterning chart
- Story map
- T-Chart
- Process Grid
- Teacher made direction chart
- Venn
- Student made charts

### *Input Charts with essential concepts*

- Pictorial
- Comparative
- Timeline
- World Map
- Narrative

### *Evidence of teacher and student input on the chart*

### *Other GLAD/ELL strategies visible*

- Chants, songs memory devices
- Color coding
- Co-op strip paragraph
- Guess My Category
- Illustrated word bank
- Multicultural connection
- Observation charts
- Picture file
- Pocket chart activities
- Realia
- Research center
- Scouts
- Sentence frames
- Word card review

## **NEXT STEPS**

**Notes on pre-assessments**

**Notes on scoring agreements**

# Feedback Form



**Data Team Training**  
**Unit Mapping - Step 1**  
*Lake Oswego School District*

**Objectives:**

- Briefly Review the Steps of the Process
- Increase Shared Understanding about the Flow of Step One
- Provide a Guided Practice Work Time

I want to remember \_\_\_\_\_

\_\_\_\_\_

My next step will be \_\_\_\_\_

\_\_\_\_\_

Other feedback \_\_\_\_\_