

Start Time - 7:00 pm EST



DISTANCE LEARNING PLAYBOOK

Webinar Series

Tch TeachingChannel

CORWIN

Distance Learning Playbook:
Feedback and Assessing

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Things to Know

- The webinar recording will be available
- Test your sound – can you hear me now?
- All participants are muted and video is off
- We are using the Chat feature throughout the presentation – please send to “All panelists and all attendees”



Opening Chat Warm-up

Answer these questions in the Chat!

- What is your name, state / district and role?
- What feedback do you most enjoy RECEIVING and from whom?



Learn More...

Distance Learning Playbook Webinars for Teachers:

On Demand Webinar 1 - Engagement

On Demand Webinar 2: Planning learning

10/29 Webinar 3: Assessing learning and providing feedback

Leading Learning from a Distance Webinars for Leaders:

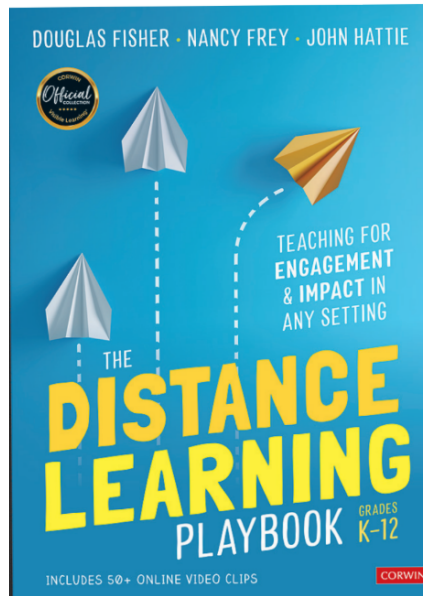
On Demand Webinar 1: Creating and Maintaining School Climate

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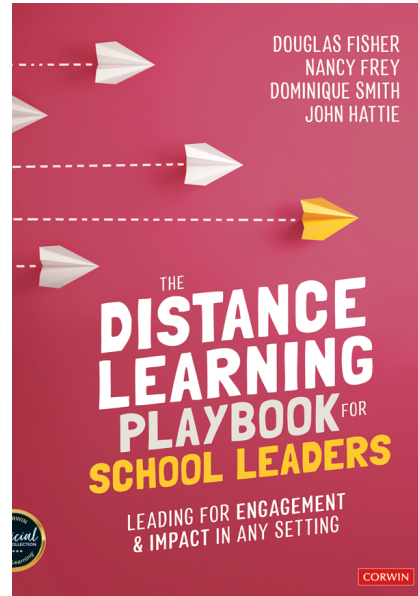
11/10 Webinar 3: Mindframes for Leaders



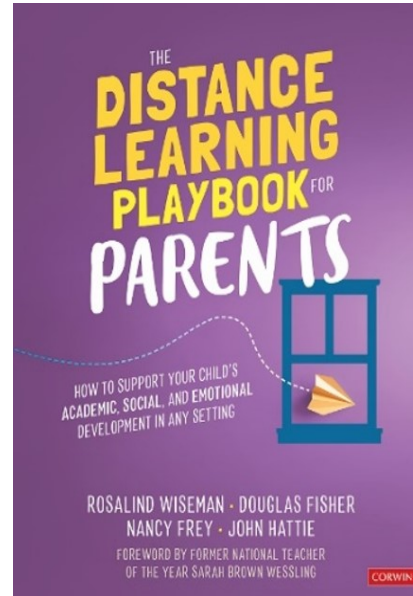
Get the books!



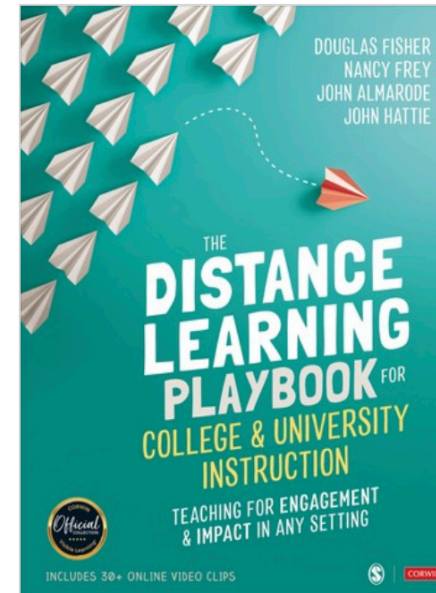
With Dominique Smith



With Rosalind Wiseman



With John Almarode



The Distance Learning
Playbook Collection:
Engagement and Impact in
Any Setting

by Douglas Fisher, Nancy
Frey, John Hattie

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Distance Distance Learning Playbook:
Feedback and Assessing



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- Private, customizable online learning platform for schools, districts, states, universities, and organizations
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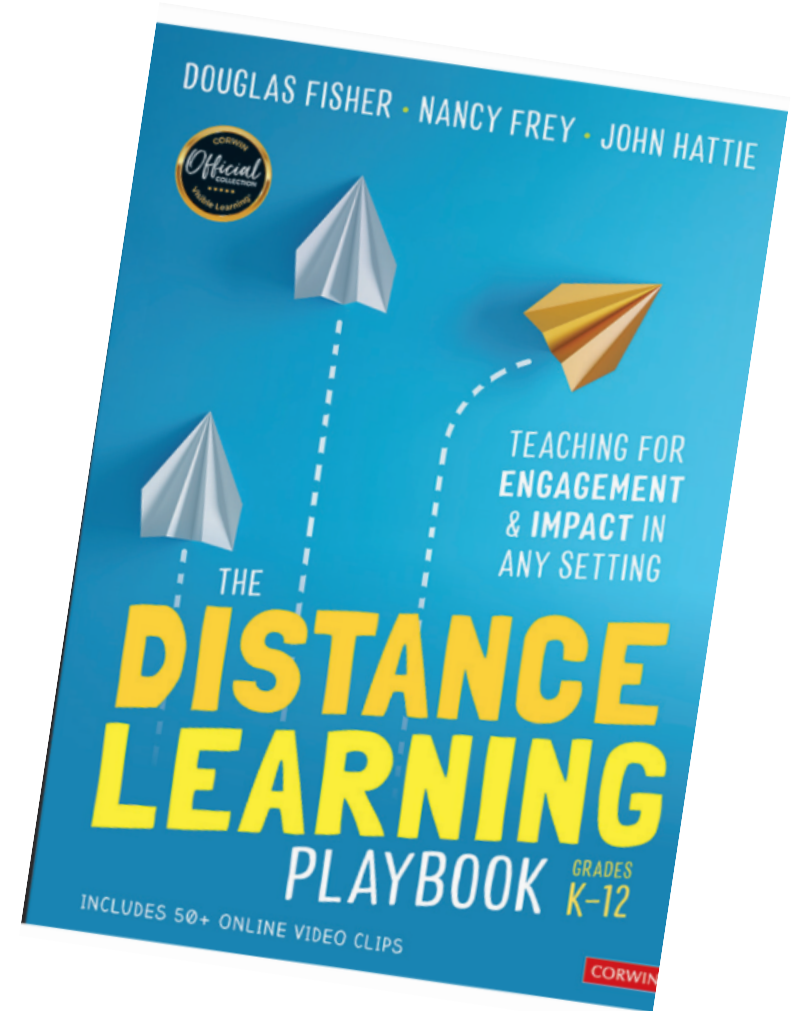
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The Distance Learning Playbook, Grades K-12**

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Bookmark the link posted in chat**

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Author



Doug Fisher brings decades of educational experience to his work. He is a Professor of Educational Leadership at San Diego State University as well as a leader at Health Sciences High and Middle College.

Doug has served as a teacher, language development specialist, and administrator in public schools and non-profit organizations, including 8 years as the Director of Professional Development for the City Heights collaborative.

Doug and co-authors have collaborated on numerous books on teaching and learning including *comprehension*, *The Teacher Clarity Playbook*, *This Is Balanced Literacy*, *PLC+* series, *Visible Learning for Literacy*, and many more.

DOUGLAS FISHER • NANCY FREY • JOHN HATTIE



TEACHING FOR
ENGAGEMENT
& IMPACT IN
ANY SETTING



THE DISTANCE LEARNING PLAYBOOK

GRADES
K-12

INCLUDES 50+ ONLINE VIDEO CLIPS

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Assessing and Providing Feedback

Learning Intentions

- I am learning about effective teaching and learning from a distance.

Success Criteria

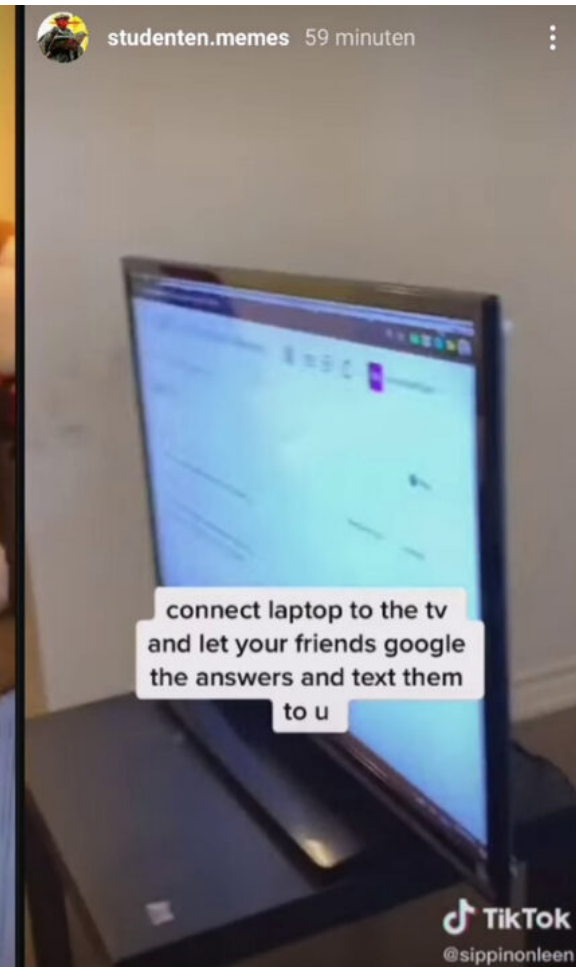
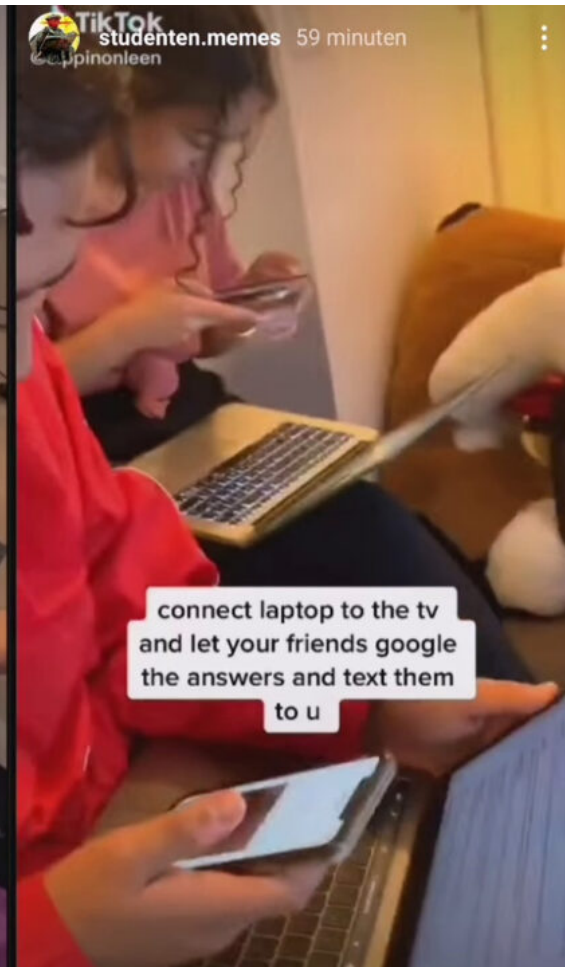
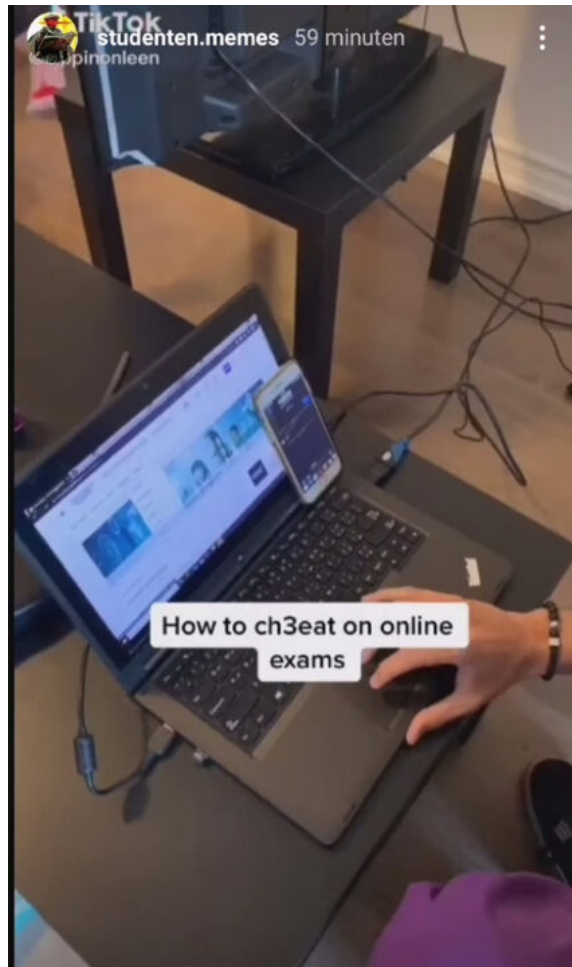
1. I can design lessons that allow students to drive their learning
2. I can identify tools that allow me to engage learners
3. I can plan lessons, synchronously and asynchronously
4. **TODAY:** I can assess learning from a distance and provide students with feedback

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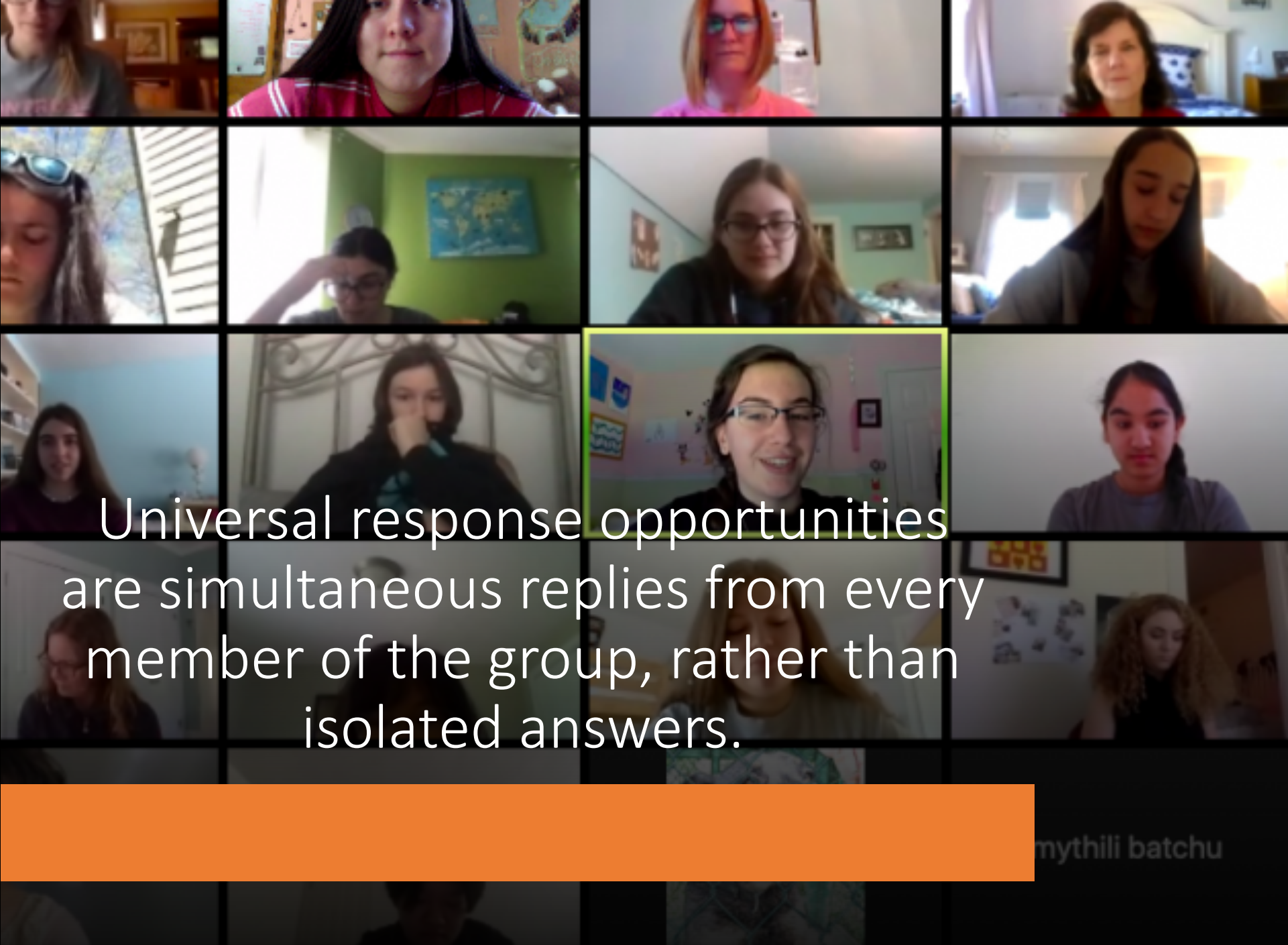


What are we seeing?





Universal Responses: Micro-assessments That Propel Learning



Universal response opportunities
are simultaneous replies from every
member of the group, rather than
isolated answers.

mythili batchu

A good rule of thumb:
Provide a universal response
opportunity at least every 10
minutes during synchronous
sessions.

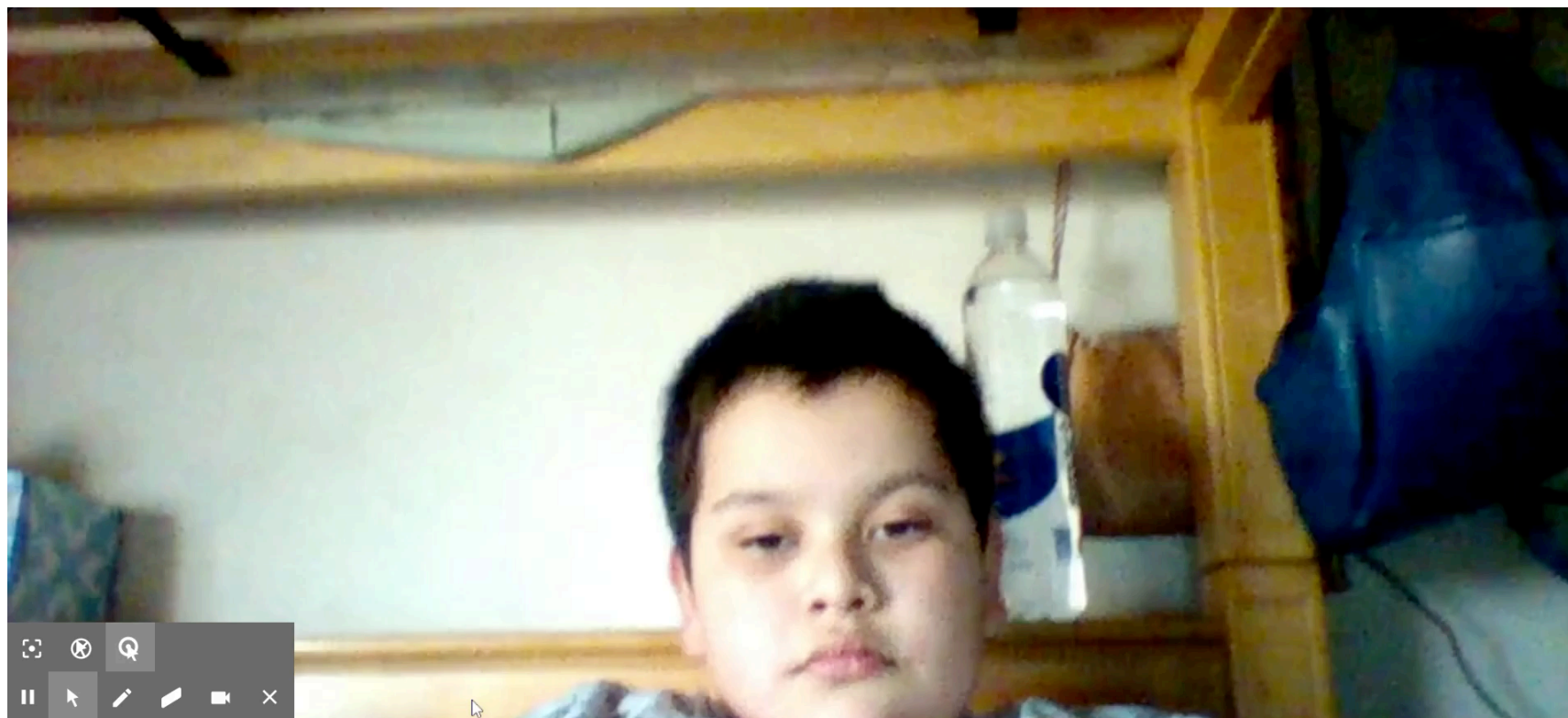


retell



Retelling

	Proficient—3	Adequate—2	Needs Attention—1
Main Ideas	Main ideas are identified. Examples are given to illustrate these ideas.	Most main ideas identified. Examples are less descriptive.	Main ideas essential to the text are overlooked. Few or no examples or descriptions of main ideas offered.
Supporting Details	Supporting details are clearly connected to the main ideas.	Supporting details are identified but are not told in association with main ideas.	Few or no supporting details offered.
Sequence	Sequence of retelling is accurate and reflects the order used by the author.	Sequence is similar to order in book, with some instances of “doubling back” during retelling.	Sequence is difficult to discern.
Accuracy	Facts are relayed accurately.	Retelling is mostly accurate, with few errors.	Retelling is inaccurate.
Inferences	Student makes connections within text (e.g., meaning of title, usefulness of information).	Student makes few associations between pieces of information in text.	Student makes no associations within text.



Three Questions



What am I learning today?

Why am I learning this?

How will I know that I
have learned it?







I can describe characteristics of each: atoms, molecules, macromolecules, cells, tissues, organs, organ systems, and the human body.

KNOW	SHOW

I can describe characteristics of each: atoms, molecules, macromolecules, cells, tissues, organs, organ systems, and the human body.

KNOW	SHOW
List all of the things that you know based on the success criteria	

I can describe characteristics of each: atoms, molecules, macromolecules, cells, tissues, organs, organ systems, and the human body.

KNOW	SHOW
List all of the things that you know based on the success criteria	How can you show that you know these things?

Know

Show

hundreds

→ 100, 200, 300, 400, 500, 600, 700, 800, 900

thousands

→ 1,000, 2,000, 3,000, 4,000, 5,000

rounding

→ 400 450 500 → (454)

Answer →

comparing

→ 567 < 594

594 > 567

Standard form

→ 284

Expanded form

→ 200, 80, 4

word form

→ two hundred eighty-four

Place value

Place Value chart

→ 1, 037, 462

Value of a digit

8 9 4 , 6 0 1

800,000 90,000 4,000 600 0 1

digit

→ Example: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Number Line

500,000 535,481 550,000 600,000

535,481

Know and Show

Instructions: Complete the following table to explain what you **know** about writing a scientific explanation. **Show** me that you know how to write a scientific explanation by providing examples from class. Use Canvas and your A&P Digital Notebook to revisit last week’s learning.

Know	Show
<p>Here is what I know about creating a scientific explanation...</p> <p>In order to create a scientific explanation, you need a specific claim and evidence to back up your claim. For example, you can be given a scientific explanation to back up and you’d need a claim, evidence, and some reasoning! Your evidence needs to match with what you’re saying in your claim, and your reasoning MUST tie into what you’re saying with your evidence. You must also have the correct information stated with your claim, otherwise you’ll be proven wrong therefore your evidence isn’t real evidence and will be mistaken.</p>	<p>I can show you that I know how to create a scientific explanation by one of the examples I’ve done last week. I was assigned the claim, “You can catch warts from other animals that have them, like toads, is a misconception.” I had to back this up, and I did that by doing my research about warts and different animals that can cause warts to appear. I stated evidence from nylabone.com, that you can <u>only</u> get warts from humans with a virus and not toads. Another piece of evidence I stated was an example with oral papillomas with dogs. This is a type of wart that dogs get and is impossible to pass on to humans. My reasoning to sum everything up was how humans can’t get warts from toads because humans get warts from a human virus called human papillomas, which ties back into my claim.</p>

What I know

How I can prove it

- I know what the American Dream is and different perspectives of it.

- I can explicate my understanding of the American Dream and my perception of it.

- I know about the preamble and the purpose of it.

- I can delineate in CER form what the preamble portrays and the importance of it in the constitution

- I learned about the amendment and the freedoms they include, as well as the Bill of Rights.

- I can list the 5 freedoms of expression guaranteed in the first amendments as well as the first 10 amendments (Bill of Rights). I can also list the 6 Basic Principles of the constitution and why the constitution is a living document.

- I know about the three branches of government and how they function.

- I can elucidate the three branches of government, their jobs, power, and who they work for. I can also break down the process of adding an amendment to the constitution.

I can describe characteristics of each: atoms, molecules, macromolecules, cells, tissues, organs, organ systems, and the human body.

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List all of the things that you know based on the success criteria	

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KNOW	SHOW
List all of the things that you know based on the success criteria	How can you show that you know these things?

Know

Show

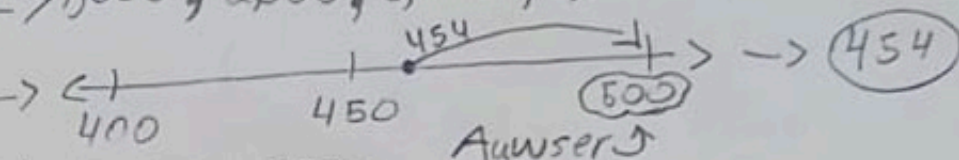
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→ 100, 200, 300, 400, 500, 600, 700, 800, 900

thousands

→ 1,000, 2,000, 3,000, 4,000, 5,000

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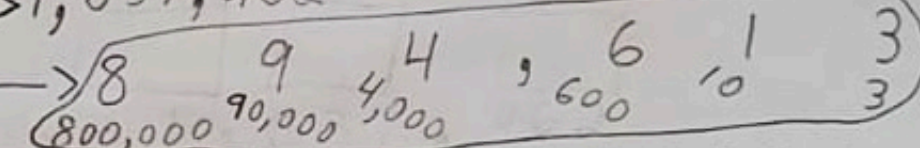
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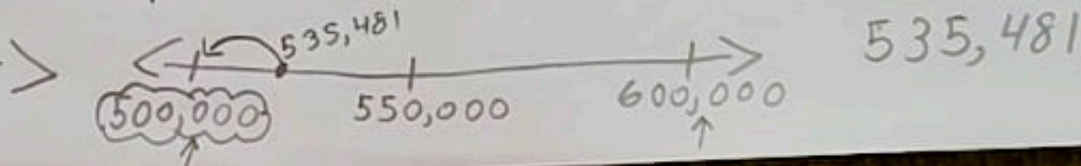
Value of a digit

→ 

digit

→ Example: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Number Line

→ 

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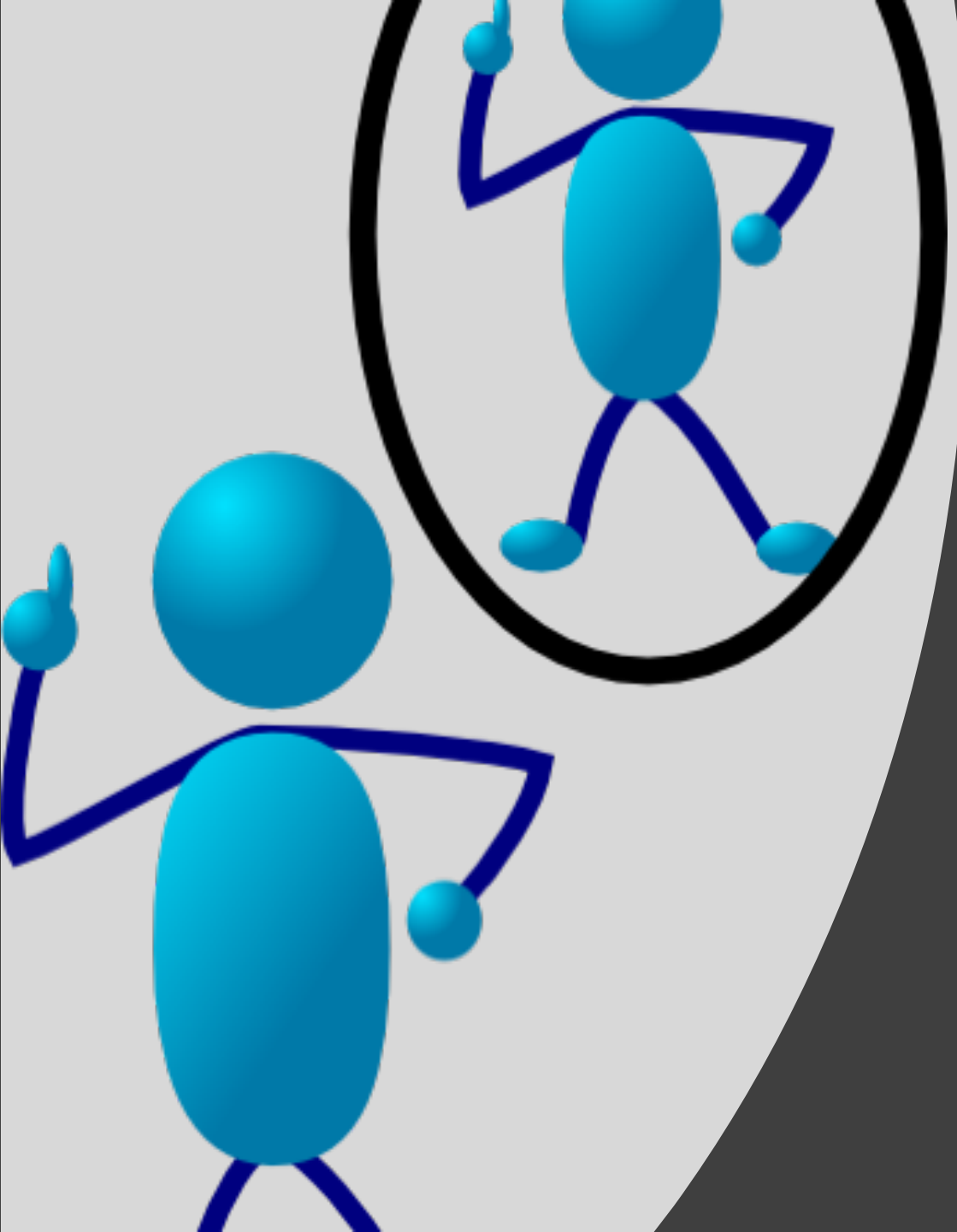
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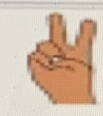
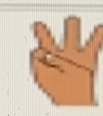
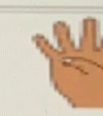
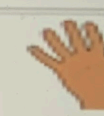
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Self-
assessment

Please rate your breakout room conversation from 1-5

1	2	3	4	5
				

SUCCESS CRITERIA!

This week's Learning Targets/Intentions	Tasks/Assessments	Success Criteria	Before Rating	After Rating
<p>I am learning...</p> <ul style="list-style-type: none"> • About how waves travel through matter • About loud and soft sounds • About the different types of waves (mechanical, transverse, longitudinal, sound) 	<p>I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Pre-Assessment <input type="checkbox"/> Watch phenomenon video <input type="checkbox"/> Complete "Encounter the Phenomenon"- document observations when a tuning fork is hit hard and soft <input type="checkbox"/> Read "At the Core of It" and complete the graphic organizer <input type="checkbox"/> Complete the "Strike That" lab and reflection question 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Predict if a ball thrown in the ocean will be pushed back to shore or not <input type="checkbox"/> Document observations and generate questions about loud and soft sounds <input type="checkbox"/> Define mechanical wave, transverse wave, longitudinal wave, and sound wave. <input type="checkbox"/> Describe the features of P-Waves and S-Waves <input type="checkbox"/> Explain why the rice behaves differently when the glass is struck hard and soft. 		

**Grows – How I Can
Strengthen My Work**

**Criteria and Descriptors
for *learning about subtracting
numbers.***

**Glows – Strong Aspects of
My Work**

	I can use mental math to subtract 10 and 100.	
	I can use an open number line to take away.	
	I can use an open number line to find the difference between.	
	I can think addition to subtract.	
	I can use compensation to subtract.	
	I select and defend a strategy of my choice to subtract three-digit numbers.	

Areas that Need Work	Success Criteria	Evidence of Exceeding Standards
	Topic introduced effectively.	
	Related ideas grouped together to give some organization.	
	Topic developed with multiple facts, definitions, details.	
	Linking words and phrases connect ideas within a category of information.	
	Strong concluding statement or section.	

5th Grade Writing Rubric

Learning intention:
We are learning to justify our mathematics answers and thinking.

Areas to strengthen	Success criteria	Strengths
	State the answer and use 'because'. ✓	
	Use precise vocabulary ✓	used all through my writing
	Label your work to make it clear ✓	
	Explain how you got the answer ✓	
Not Connected Add "I have Shown by"	Connect the model, labels, vocabulary and answer together so they are all saying the same thing	
	Explain why your answer is correct "My model shows my answer is correct because." ✓	
	Show your answer is correct using more than one piece of evidence or way of solving it	I used folding and mirrors
My next step is: to connect my information together.		

Learning intention:
We are learning to justify our mathematics answers and thinking.

Areas to strengthen	Success criteria	Strengths
	State the answer and use 'because'. ✓	
	Use precise vocabulary ✓	used all through my writing
	Label your work to make it clear ✓	You have used words from the word wall correctly.
	Explain how you got the answer ✓	
Not Connected Add "I have Shown by" I agree.	Connect the model, labels, vocabulary and answer together so they are all saying the same thing	Your labels are accurate and make it easy to understand.
	Explain why your answer is correct "My model shows my answer is correct because." ✓	
	Show your answer is correct using more than one piece of evidence or way of solving it ✓	I used folding and mirrors
My next step is: to connect my information together. What is going to help you do this?		

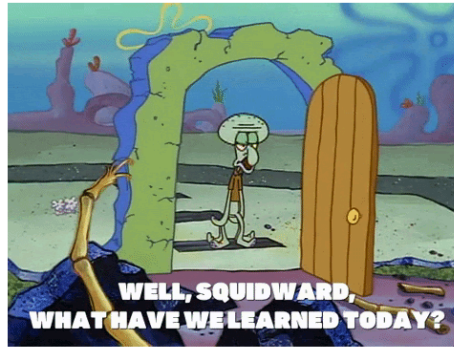
How confident do you feel about today's lesson/skill? Would you be successful if today's content/skill was on a test? *



1 2 3 4 5

Not very confident ☐ ☐ ☐ ☐ ☒ Very confident

Please describe today's lesson. What did you learn? *



we reviewed the hero's journey type of story, talked about the stories it is included in and talked about dystopia.

Joaquin





EVALUATION



Grade!

Ortega

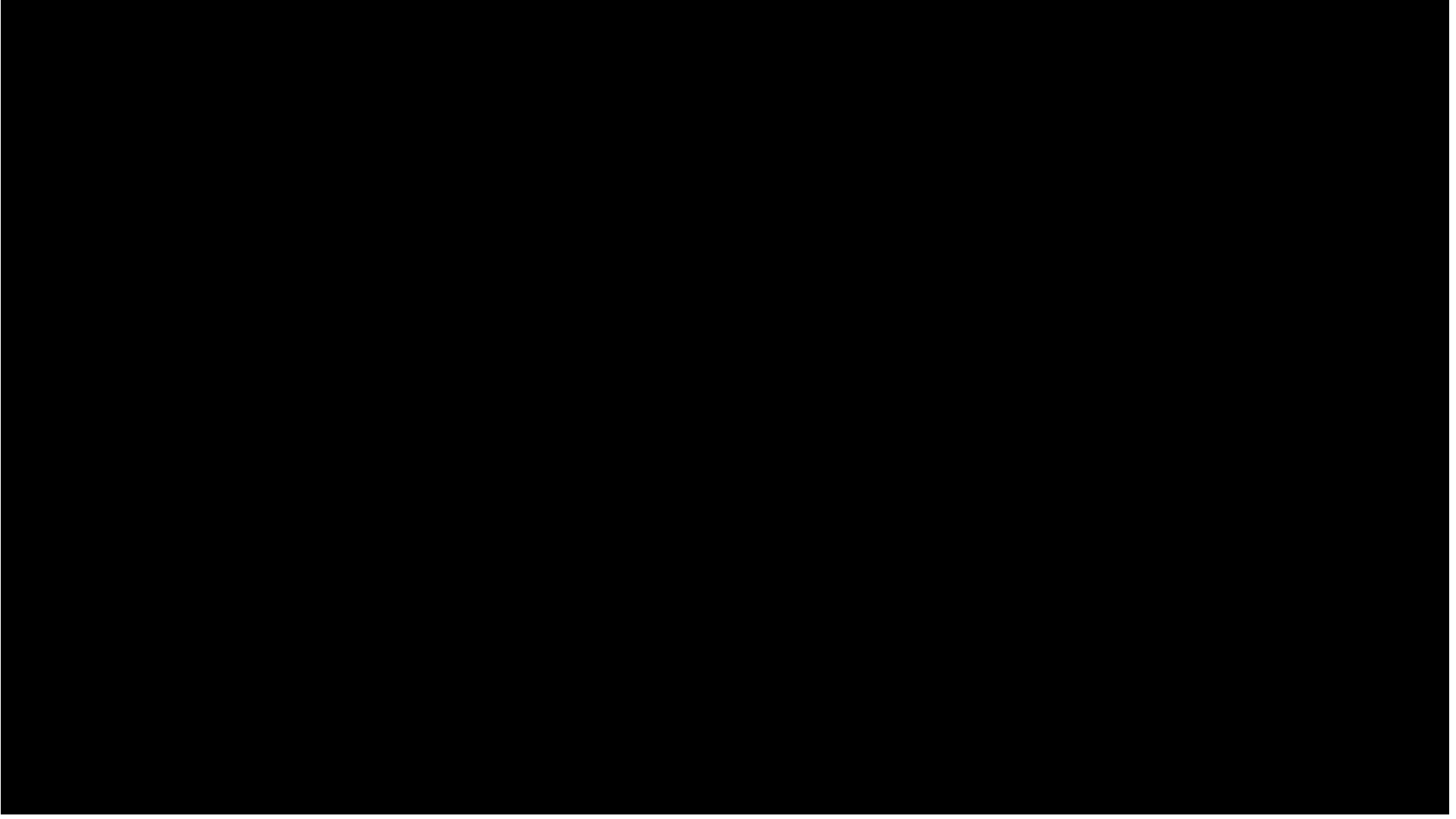
702

Look / Read

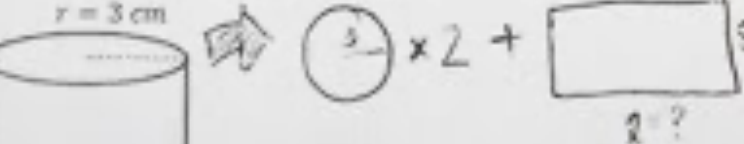


THE STAND-UP





Directions. Answer the questions in the right column using the worked example in the left column.
Find the SA and Lateral SA of the cylinder.

$r = 3 \text{ cm}$

 $h = 8 \text{ cm}$
 $l = C = \pi d = \pi(6)$
 $l = 18.84 \text{ cm}$
rectangle
 $A = lw = 18.84(8)$
 $A = 150.72$
circles
 $A = \pi r^2 = \pi(3)^2$
 $= \pi(9) = (3.14)(9)$
 $A = 28.26$
 $SA = 2 \times 28.26 + 150.72 = 207.24 \text{ cm}^2$
 Lat S.A. = 150.72 cm^2 ^{SA} _{Lat S.A.}

4. Why are the surfaces of a cylinder a RECTANGLE and TWO CIRCLES?

IF IT WAS FLATTENED IT WOULD BE A RECTANGLE. OR UNWRAPPED UNWRAPPED.

5. Why did the student find the CIRCUMFERENCE of the circle?

BECAUSE THAT'S HOW YOU FIND THE AREA OF A CIRCLE.

6. What area was included in the S.A. calculation but not the LATERAL S.A. calculation? Why?

THE CIRCLE CAUSE ITS BASE.

Directions. Find the surface and lateral surface area of the cylinders.

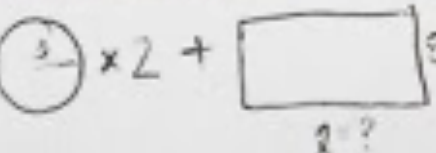
$r = 6 \text{ in}$

Directions: The entire test has already been finished for you.

Your job is
to figure
out if this
person did
it right and
if not,
what
caused the
error.

questions in the right column using the worked example in the left column.

SA of the cylinder.



$$2 \times \pi r^2 + 2\pi rh$$

$$= C = \pi d = \pi(6)$$

$$= 18.84 \text{ cm}$$

rectangle

$$A = lw = 18.84(8)$$

$$A = 150.72$$

$$150.72 = \boxed{207.24 \text{ cm}^2}$$

2 cm² ← Lateral SA

4. Why are the surfaces of a cylinder a RECTANGLE and TWO CIRCLES?

IF IT WAS FLATTENED IT W
BEA RECTANGLE. OR UNRAV
UNWRAPPED.

5. Why did the student find the CIRCUMFERENCE of the circle?

BECAUSE THATS HOW YO
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6. What area was included in the S.A. calculation but not the LATERAL S.A. calculation? Why?

THE CIRCLE CAUSE
ITS BASE.

face and lateral surface area of the cylinders.

r =

Poll Question

Directions: Answer on the screen

Which form of FEEDBACK are you
MOST comfortable offering?

1. Written
2. Verbal
3. Video

Poll Question

Directions: Answer on the screen

How comfortable are you discussing
ACADEMIC HONESTY in distance learning?

1. Very comfortable
2. Somewhat comfortable
3. Somewhat uncomfortable
4. Very uncomfortable

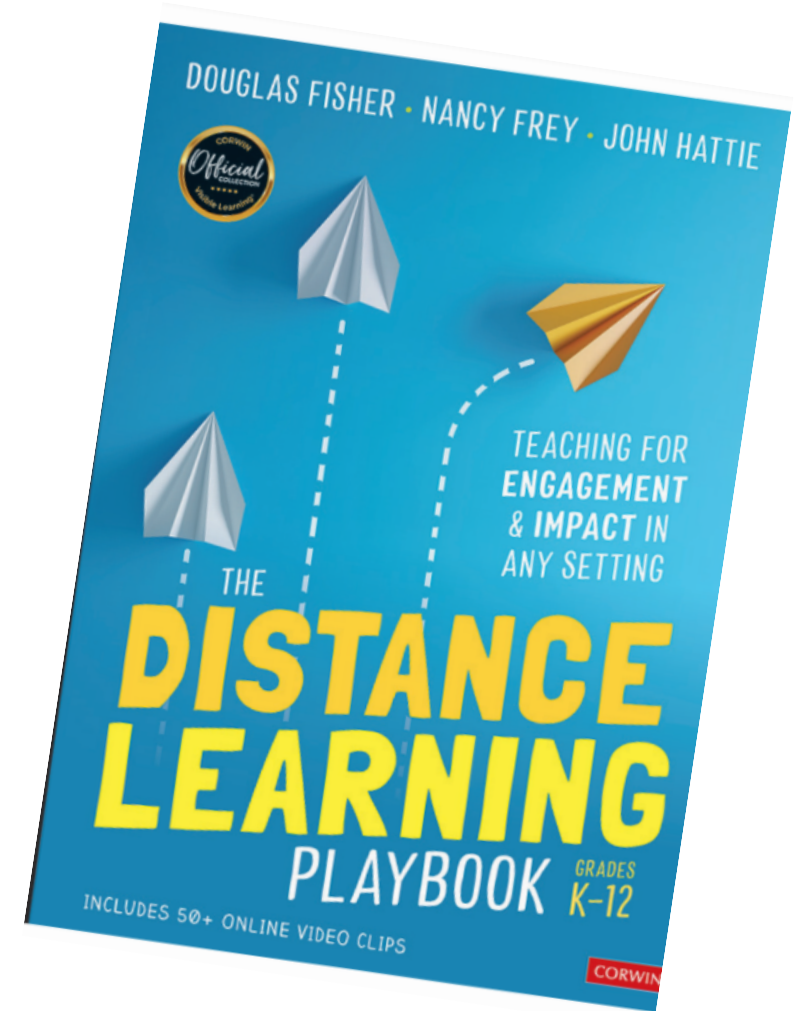
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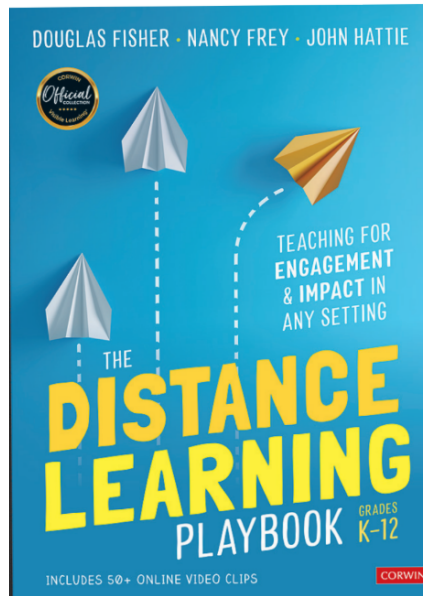
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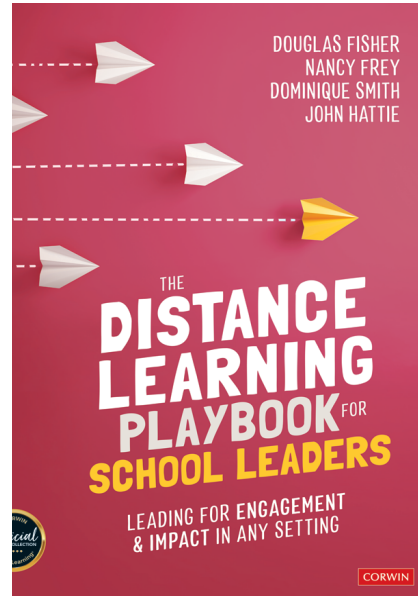
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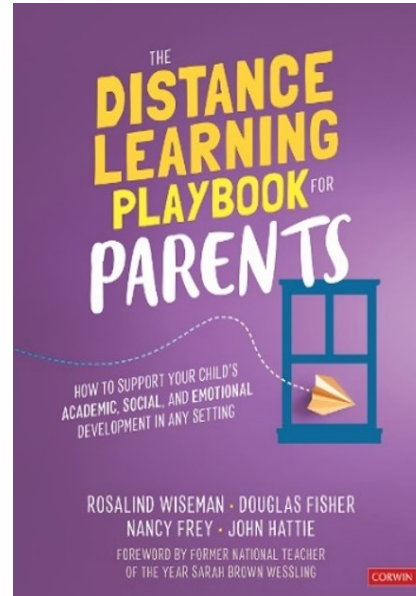
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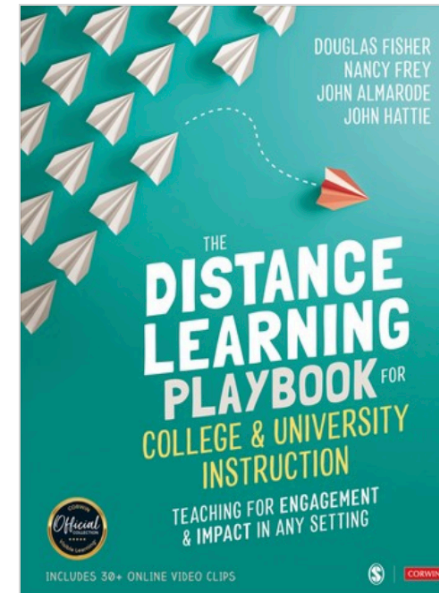
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Thank you!