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**The will to succeed is only
overshadowed by the will
to prepare to succeed!**

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Getting Students to Proficiency with Proficient

Level Questions
High Schools That Work

Instruction Review Process

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Basic Fact

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

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Goal

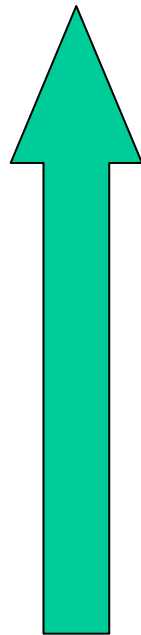
**The goal is to review a
CONCRETE STRATEGY
schools can use to engage
teachers in systematically
looking at their assignments
and assessments.**

BLOOM'S TAXONOMY – Did anybody really use this in college?

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Evaluation	Judging
Synthesis	Creating
Analysis	Breaking into parts
Application	Solving
Comprehension	Understanding
Knowledge	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

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Questions

Thank you

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