# STANDARDS AND OBJECTIVES SCRIPT

# (corresponds to slide #12)

**Say:** Norming is important because norming is the process of calibrating the use of a single set of rating criteria among multiple raters. If norming is successful, a particular body of evidence should receive the same rating regardless of who rated it. Without it, classroom observations will not yield reliable data. ”It’s good form to norm!”

However, before we can assign ratings, we need to look at the evidence collected and ask ourselves, “What does the standard(s) call for the students to know and be able to do?

What was the expectation for students in this lesson in relation to the standard(s)? Did all students meet the expectation? HOW do I know?” The answers to these questions will help keep you focused on what important as you evaluate the evidence for each indicator.

Let’s begin with Standards and Objectives. Instead of starting with Level 3 at expectations, let’s look at the descriptors at Above Expectations and really take a deep dive into the meanings of the descriptors.

*\*Note to facilitator—You will be sharing the metacognition behind each descriptor for the indicator, so consider how you might “act this out” as you read in a thoughtful tone. The script below reviews each indicator with metacognitive questions, followed by more information to help you clarify information for participants.*

# SCRIPT FOR DESCRIPTOR ONE:

**Say:** Let’s look at the first descriptor.

**[Read slowly.]** All daily learning objectives are clearly and explicitly communicated, connected to the state standard(s), and referenced throughout lesson.

* All daily learning objectives... So I know that the learning objective is today’s know and do…
* Are clearly… Is it clear what the teacher wants the students to know and do? How is it clear? How do I know? Is it explicitly communicated?
* Then I ask myself, what is the state standard for this lesson? Is today’s learning objective, the “Know and Do,” connected to the state standard for this subject? This grade level?
* Finally I ask myself, does the teacher refer to the day’s “Know and Do” throughout the lesson? At the beginning? Middle? End? Do the students know what it is they are learning today?
* Then, what types of evidence might I collect to help me align the teacher’s practice to

the descriptors and the performance levels?

*\*Note to facilitator--more information for you to build your knowledge around the descriptor:*

* ***What is a Learning Objective?*** *A Learning Objective is different from a content standard. The standard describes what students are to be taught over the course of a year. A learning objective is a statement that describes what students will KNOW and be able to DO successfully, consistently, and independently at the end of a specific lesson as a result of our classroom instruction. It is that day’s KNOW and DO.*
* ***How are learning objectives clearly and explicitly communicated?*** *You always teach the Learning objective to your students. You tell them—before the lesson is taught—what they are going to learn. Then you check for understanding to verify that they can describe what you are going to teach them throughout the lesson. Finally during the closure you tell them again what they learned today. Examples could be an “I CAN” statement or a learning target statement.*
* ***How does the teacher connect daily learning objectives to the standard?*** *Standards articulate what all students should know and be able to do successfully, consistently, and independently (unless otherwise noted) by the end of the grade or course. Ensuring students are able to master content standards requires they be unpacked to identify objectives and sub- objectives. These objectives, sub-objectives, and opportunities for practice translate into daily learning objectives. Daily learning objectives can also be referred to as learning targets—lesson- sized pieces of the standard.*

# SCRIPT FOR DESCRIPTOR TWO:

**[Read slowly.] Say:** Sub-objectives are aligned and logically sequenced to the lesson’s major objective.

* I ask myself what are the sub-objectives of this lesson?
* Are they aligned to the lesson’s major objective, today’s “KNOW and DO?”
* Are they logically sequenced to scaffold the learning for the students?

*\*Note to facilitator—more information for you to build your knowledge around the descriptor:*

* ***What are sub-objectives?*** *These are the skills/understandings the students must master along the way to meet the objective.*
* ***What is logical sequencing?*** *Is the content presented in an order that helps students make sense of the new learning and connect the steps coherently?*

# SCRIPT FOR DESCRIPTOR THREE:

**[Read slowly.]** *Remind everyone that objectives are the KNOW and DO of the lesson.*

**Say:** Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines.

* Did the teacher activate the student’s prior knowledge?
* Did she hook them in? Do I have evidence from this lesson that the teacher consistently connected today’s know and do to previous lessons?
* Does the teacher relate today’s know and do to the experiences that students have had?
* Does the teacher relate today’s know and know to other classes or topics that students have studied?

*\*Note to facilitator—This is more information for you to build your knowledge around the descriptor:*

* ***Activating Prior Knowledge can be done in two ways:*** *Universal experience or sub-skill review. When you Activate Prior Knowledge using universal experience, you activate something from your students’ prior experiences that is related to the new learning. When you Activate Prior Knowledge using a sub-skill review, you reteach a sub-skill that is needed in the new lesson.*
  + *An example: The teacher asks her students to describe how they knew the scary part of the movie was coming. From their prior life experiences, they were able to provide responses such as “the music,” “the lighting,” or “the camera angle.” She then connected this knowledge to the new lesson.*
  + *The second method of Activating Prior Knowledge, a sub-skill review, is the explicit review of something previously taught that is directly pertinent to the new lesson. It could be something you taught earlier in the year or something from a prior grade. In either case, Activating Prior Knowledge by subskill review is the revisiting of a pertinent sub-skill needed for the new lesson. (How to do distributive property in connection with how to balance an equation.)*

# SCRIPT FOR DESCRIPTOR FOUR:

**[Read slowly] Say:** Expectations for student performance are clear, demanding, and high.

* Expectations? What are expectations? Expectations is what I expect you to DO. Where do I find evidence of what students DO? It might be in their student work.
* Student performance? What is a performance? Performance is an action. Students are expected to demonstrate their progress towards mastery of daily learning objectives and content standards as a result of clear, demanding, and high expectations. Clear?
  + How does the teacher make it clear what she expects the students to DO? Does she

model? Are there visuals? Is there clear feedback?

* + What evidence of clarity is produced by students? Are students confused? Do they know what to do in their groups? Does the student work meet the established expectations?
* Demanding and High? Are the students thinking? Are the students problem solving?

Where does evidence for student thinking and problem solving live? It might be in their questions, discussions, or written work.

*\*Note to facilitator—Here you will move* ***out of think aloud*** *and* ***into direct instruction****.*

**Say:** Now, look at the Thinking indicator with me and follow along as I read the first descriptor. “The teacher thoroughly teaches two or more types of thinking.” What

does thoroughly mean? It means throughout the lesson. This might include a think aloud, a gradual release model, or some other means of assisting students with developing metacognitive skills.

Now look at the Problem Solving indicator with me and follow along as I read the first descriptor. “The teacher implements ACTIVITIES that teach and reinforce three or more types of problem solving.” Notice it does not say the teacher teaches or the teacher demonstrates—the teacher implements activities that allow the students to do this.

*\*Note to facilitator—Here you will move* ***out of direct instruction*** *and* ***back into think aloud.***

**Say:** Now to continue my think aloud…So, I must ask myself: If students are not thinking and problem solving, is the expectation for their performance (student work) demanding and high?

*\*Note to facilitator--This is more information for you to build your knowledge around the descriptor:*

* ***The key take-away here: the work that students produce*** *is the evidence for this descriptor and it ties directly to the practices found in Thinking and Problem Solving. All indicators are interconnected, so the effectiveness of practices in one area impacts the effectiveness of practices in other areas. Without a student product, rating accurately becomes difficult.*

# SCRIPT FOR DESCRIPTOR FIVE:

**[Read slowly] Say:** There is evidence that most students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standard(s).

* There is evidence. What is evidence? It is something I can see, hear, or touch. It can be

found in the student’s actions and in what the student produces. Evidence can be captured.

* That most students demonstrate… What does it mean to demonstrate? It means DO something. What did students DO? Did most of the students DO or was it just some or a few. Do I have evidence from most students?
* What are the students demonstrating mastery of? The daily OBJECTIVE- the lesson’s know and do. When I look at my evidence of what the students DID, does it show evidence of mastery of today’s know and do? Does this mastery support significant progress towards mastery of the standard?
* HOW do I know?

*\*Note to facilitator--This is more information for you to build your knowledge around the descriptor: Note this builds upon descriptor four.*

* ***The key take-away here:*** *Student work and student actions are the evidence for this descriptor and tie directly to the practices found in Thinking and Problem Solving. All indicators are interconnected, so the effectiveness of practices in one area impacts the effectiveness of practices in other areas. Without student products, rating accurately becomes difficult.*
* ***Additional take-away****—this is closely related to descriptor one. If the objective is not clearly communicated, the students cannot master it. If tasks are not effectively designed, the students can’t practice key skills and master the “know and do” of the lesson.*