Instructional Rounds @ Roybal Allard March 11, 2015

Problem of Practice:
1. Effective implementation of Comprehension Strategy Instruction (CSI) is not systemic. The focus was on teaching the strategy, as opposed to using the reading strategy to address the Common Core State Standards to deepen student comprehension of text.
2. In addition, there is a need to establish a uniform understanding of how CSI lessons are to be delivered.

Theory of Action:
If teachers effectively* deliver a comprehension strategy lesson based on the Common Core College and Career Readiness Anchor Reading Standards #1-#3, then students will demonstrate deep comprehension of the text as evidenced by student talk, student work, and other assessment data.

*effectively is defined as:
•   gradual release is achieved
•   complex text is purposeful and appropriate for students;
•   strategy selection and delivery is intentional

Instructional Rounds
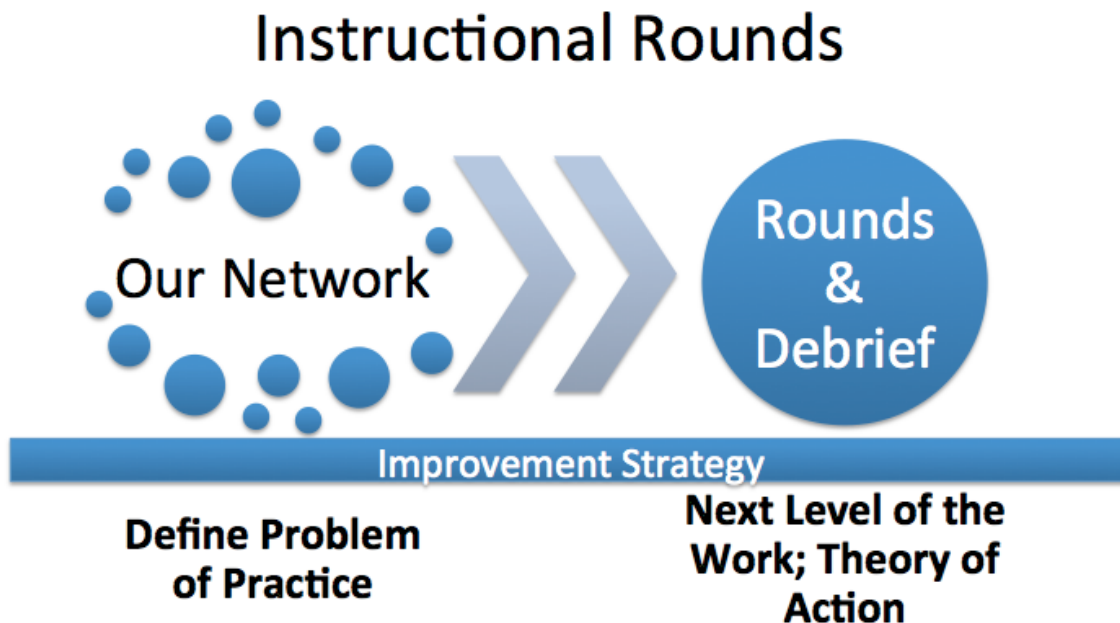
1. **Team identification**
   Please select your team from the list
   Mark only one oval.

   - ( ) Team A: A. Draghi, V.Carbino, A. Maxon, J.Chaikittirattana, M.Gonzales, G.Zamora
   - ( ) Team B: K.McGrath, J.Espinosa, P.Woods, S. Zuniga, Lorena Davis
   - ( ) Team C: E.Leyva, G.Berhitoe, E.Cuevas, A.Draghi, M.Navarro
   - ( ) Team D: T.Miller, J.Rodriguez, K.Boswell, L.Machuca, Lisa Davis
   - ( ) Team E: C.Felch, L.Raphael, H.Carlos, M.Barker, E.Solorio
   - ( ) Team F: B.Lucas, C.Katayama, C.McKnight, C.Gonzalez, C.Sims
   - ( ) Team G: H.Nguyen, A.Fuentes, T.Welch, J.Gage, Laura Hernandez
   - ( ) Team H: D.Pandullo, A.Rivera, D.Lowe, F. Lara, Parent
   - ( ) Team I: N.Grakal, J. Gonzalez, M.Dean, D.Gettinger
   - ( ) Team J: R.Schaffer, R.Casarez, W.Lupejkis, Lupe Hernandez, M.Beiersdorf
   - ( ) Other: ....

2. **Low Inference Evidence for Class Observation #1**
   Please insert a complete script for observation #1, include room #

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3. **Low Inference Evidence for Class Observation #2**
   Please insert a complete script for observation #2, include room #

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4. **Analyze the Script for Reading Strategy, Criteria #1**
   Did your team find evidence that demonstrates this criteria? Check all that apply
   Check all that apply.

   ☐ Teaches an appropriate and intentional reading strategy

   ☐ Strategy deepened student understanding of text

   ☐ Activate and Connect Strategy

   ☐ Ask Questions Strategy

   ☐ Infer Strategy

   ☐ Summarize and Synthesize Strategy

   ☐ Determine Importance Strategy

   ☐ Monitor Comprehension Strategy

   ☐ No evidence of strategy taught

   ☐ Other: ....

5. **Evidence Aligned with Reading Strategy, Criteria #1**
   Insert select evidence here to support claim

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6. **Analyze the Evidence for Text Complexity, Criteria #2**
   Did your team find evidence that demonstrates this criteria? Check all that apply
   Check all that apply.

   ☐ There is complex text used by the teacher

   ☐ Text is appropriate for reader and task

   ☐ Qualitative aspects of text meet criteria

   ☐ Quantitative aspects of text meet criteria

   ☐ Does not meet criteria

   ☐ Other: ....

7. **Evidence Aligned with Text Complexity, Criteria #2**
   Insert select evidence here to support claim

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Text Complexity Criteria

Text Complexity: Appendix A

Text complexity is defined by:

Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative measures – readability and other scores of text complexity (word length or frequency, sentence length, text cohesion)

Reader and Task – background knowledge of reader, motivation, interests, and **complexity generated by tasks assigned**
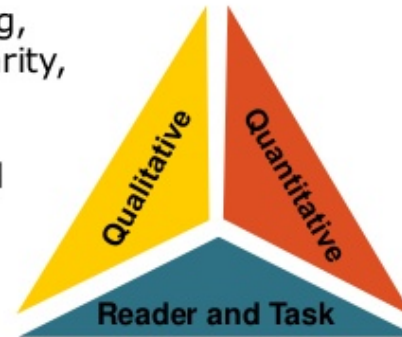
Predict Student Learning
What are students learning to do or know?

8. **DOK Level**
   What level(s) of DOK are the students engaged?
   Check all that apply.

   ☐ DOK Level 1 - Recall/Reproduction

   ☐ DOK Level 2 - Skill/Concept/Understanding

   ☐ DOK Level 3 - Strategic Thinking/Reasoning/Non-routine problems

   ☐ DOK Level 4 - Extended Thinking/Independent Research

   ☐ Other: ....

Webb's Depth of Knowledge

Webb's Depth of Knowledge

DOK Level 1
(Recall)

Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

Focus: on specific facts, definitions, details, or procedures

Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2

DOK Level 2
(Skill / Concept)

Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

Focus: on applying skills and concepts ● explaining how or why

Note: there's one correct answer

DOK Level 3
(Strategic Thinking)

Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

Focus: on reasoning and planning in order to respond ● complex and abstract thinking required ● defending reasoning or conclusions

Note: multiple answers or approaches

DOK Level 4
(Extended Thinking)

Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...

Focus: on complex reasoning, planning, and thinking ● make real-world applications in new situations

Note: has multiple answers or approaches ● often requires extended periods of time with multiple steps
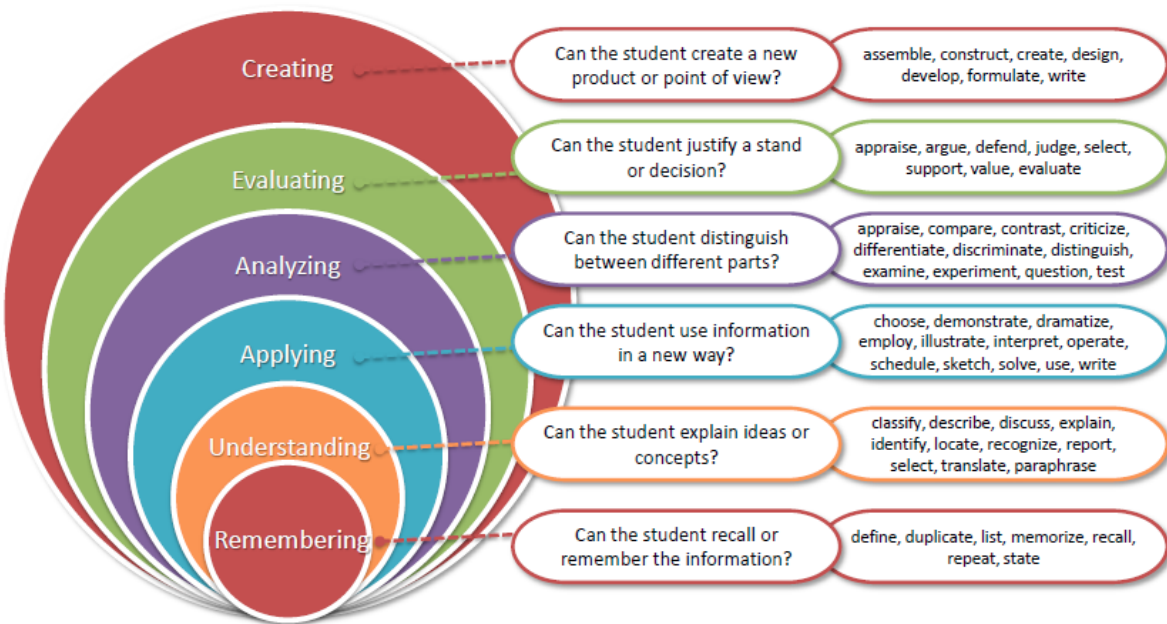
9. **Level of Thinking on Blooms' Taxonomy**
What level of thinking was required by students?
Check all that apply.

☐ Creating: Putting together ideas or elements to develop an original idea or engage in creative thinking

☐ Evaluating: Judging the value of ideas, materials and methods by developing and applying standards and criteria

☐ Analyzing: Breaking information down into its component elements

☐ Applying: Carrying out, executing, implementing, using

☐ Understanding: Understanding of given information

☐ Remembering: Recall or recognition of specific information

☐ Other: ....

Bloom's Taxonomy Revised Version

Bloom's Taxonomy (Revised)

	Can the student...	Verbs
Creating	Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

10. **Evidence to Support Your Claim**

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Next Level of the Work

What actions might the school commit to taking in regards to their "theory of action" to take the work to the next level of sophistication?

The Next Level of the Work

11. **Prescription**

   What is the "next level of the work?" State 3-4 actions for improvement in the text box:

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12. **Cite Analysis**

   How do you know? State 3-4 patterns in analysis and prediction that relate to the problem of practice and theory of action:

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13. **Reflective Questions**

Might you craft a question that prompts reflection regarding the next level of the work?

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