School District of

North Fond du Lac

Instructional Handbook

Instruction Overview

Instructional Philosophy

We believe **all** students can be successful in our district. We will be the difference in our students' learning journey. The use of research and educational practices will guide or work and shape our teaching craft. We believe in a tight-fit/loose-fit model for instruction. This means that we will have non-negotiable instructional practices, but also encourage risk-taking, teacher creativity, and teacher style to be present in our classrooms.

2018-2019 District Goals

- **Maximize** Student Learning in Literacy
- **Provide** High Quality Instruction
- **Promote** a Happy Culture for ALL

District Definitions

- **Data** - any information about a student
- **Differentiation** - responding to student needs
- **Conferring** - meeting with a student or a small group of students to give effective feedback
- **Learning Target** - goal for the lesson

Common Lesson Components

Overview

We believe that lesson design and planning is critical to student learning. Having common lesson components across our K-12 curriculum helps provide consistency and predictability for our students. This also allows for strong teacher collaboration and planning.

Oriole Way for Lesson Look-fors

- Learning Target
    - posted or clearly stated at the beginning of the lesson
    - referred to continually throughout the lesson
    - restated/reflected on at the end of the lesson
- Level of Questioning
    - Teacher to Student, Student to Student, and/or Student to Self questioning occurs
    - questions asked are mostly beyond the recall level
- Provide Feedback
    - Teacher to Student, Student to Student, and/or Student to Self feedback occurs
    - conferring with a student or a small group of students can take place during every lesson
- Formative Assessment
    - assessment is a part of every lesson **Examples**: teacher observation, teacher anecdotal notes, exit slips, paper assessments, surveys, virtuals notes, etc.
    - student evidence drives the teacher's next steps for learning

Support Documents **(documents linked here and available district website)**

- Learning Target Guiding Document - HERE
- Level of Questioning Guiding Document - HERE
- Effective Feedback Guiding Document - HERE

Learning Targets

Overview

We believe that learning targets guide learning. They serve as the overarching goal for a lesson. Learning Targets help students **and** teachers understand what learning is to be acquired. This instructional strategy works more effectively when aligned to teacher/student questioning and when assessed during the lesson.

Oriole Way for Learning Targets

- Aligned to Content Standards
- Clear and Concise - Student Friendly Language
- Purposefully Used Throughout the Lesson
- Questioning and Feedback Aligned to Learning Targets

Application and Examples

- Learning Targets may begin with "I can…", "I will…", "We will learn..."
    - Ex: *I can name the three laws of motion.*
    - Ex: *I will determine which war was the most influential in American history.*
    - Ex: *We will learn how to calculate the volume of a cylinder.*
- There are low level and deep level Learning Targets - **most** should be at a deep level
    - There can be purposes for different levels within a unit of study.
    - Bloom's taxonomy can serve as a guide to the varying levels.
- Learning Targets will differ depending on the needs of your students in the class you are teaching.
- Future Learning Targets are determined by evidence of student learning.

Level of Questioning

Overview

We believe that asking questions is a critical part of a learning environment. Asking questions at various levels allows students to practice learning at deep levels. Questions needs to come from the classroom teacher, other students, and from student self-reflection. Questioning is purposeful in our classrooms.

Oriole Way for Level of Questioning

- Aligned to the Learning Target for the lesson; the Learning Target is aligned content standards
- Teacher to Student, Student to Student, and/or Student to Self questioning occurs
- Most learning standards are written at a level beyond the recall level. Students will routinely be given practice answering and interacting with high level questions within the classroom.

Application and Examples

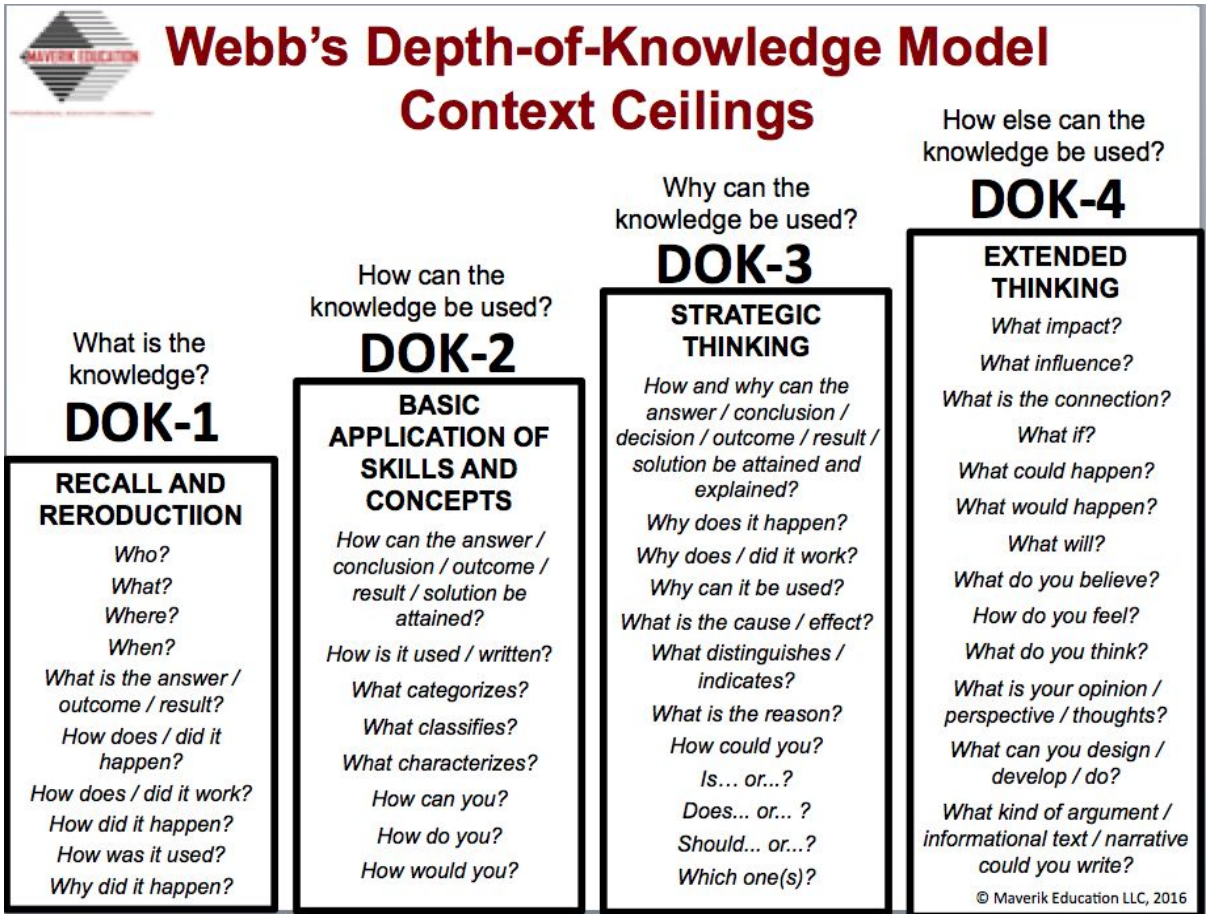
- Allow at least 5 seconds wait time for questions. Students and adults need time to process and think.
- If a student can look up the answer to a question, it might not be an effective question.
- Let students find their own answers to recall questions, when appropriate.
- Let students explain their own thinking; don't guess what they are thinking.
    - **Use questions/statements like**; *Why do you think that? Tell me more. Defend your thinking. What evidence supports your thinking? Why?*
- Questions that require students to defend or justify their thinking promote higher levels of learning. They will need to understand basic knowledge about a topic **and** apply that knowledge to deeper learning.
    - **Examples**: Was this war a successful war? What are you going to do to find research to support your thinking? *Does anyone agree/disagree? What is the biggest mistake made by President Kennedy? What's the most important part of a cell?*

Guiding Research & Visuals

Bloom's Taxonomy (1956, 2000)

	Bloom's Level	Key Verbs
Most Complex ⇑ ⇑ ⇑ ⇑ ⇑ ⇑ **Simplest**	*Creating*	design, invent, imagine, improve, modify
	Evaluating	defend, criticize, choose, determine, justify, perceive, prioritize, interpret
	Analyzing	analyze, compare, contrast, examine, relate
	Applying	apply, build, construct, model, organize
	Understanding	restate, explain, identify, describe, summarize
	Remembering	define, recall, memorize, repeat, show, list

Webb's Depth of Knowledge (1997, 2002)



Effective Feedback

Overview

Research strongly supports that effective feedback can lead to better relationships, increased motivation, and increased student learning. When students receive informational feedback about their work they are more engaged and better understand where to take their learning next. The craft of giving feedback is very important for a classroom teacher. These brief conversations provide the teacher with guidance for the next steps in the learning process and also help to differentiate instruction for each student.

Oriole Way for Effective Feedback

- Most commonly given to students during the conferring process
    - One-on-one with a student or with a small group of students
- Aligned to the Learning Target for the lesson; the Learning Target is aligned content standards
- Feedback should be Targeted, Specific, Timely

- Teacher to Student, Student to Student, and/or Student to Self feedback occurs
- Steps of conferring: **Listen** (let the student talk); **Affirm** a skill you notice (current skill or past skill taught); **Teach** a skill you don't see (tied to learning target or past learning); **Show Excitement** for their next learning step-give them a reason to continue (motivate)

Application and Examples

- A classroom teacher will typically be able to confer with 3-7 students in a given lesson. There isn't time to confer with or give meaningful feedback all students, every lesson.
- Develop a bank of phrases you like to use with conferring with students
    - **Listen** - *Tell me what you are working on... Read your paper to me... This is interesting...*
    - **Affirm** - *I like the way you… I noticed that you… You (state what you see)...*
    - **Teach** - *One thing scientists do when they research is… At the beginning of the lesson we talked about… Did you think about trying… What interesting words did you use in your writing?*
    - **Show Excitement** - *I can't wait to see where you are at tomorrow... I'm going to check back in with you in a few minutes… Will you share this with the class...*

- Teach your students the words and phrases you want them to use when giving feedback to other students
    - *I appreciate what (student name) said, but I believe… I agree with (student name), but I wonder...*

Recording Student Learning Evidence

Teacher Anecdotal Records Examples

- All Class list on one-page - see example
    - Notes are written in each box while conferring with a student
    - Helps to keep track of who you have or have not conferred with

Joe	Gavin	Macy	Levi
Josh	Lukas	Carrie	Mary

Julie	Maple	Focus for Next Lesson:	

- Separate Student Folder/Sheet for each student - see example
  - Notes are written for each conferring session
  - Overtime you will see growth through your notes or areas to teach

Student Name: Lorrie Brown	
Date: What am I learning about this student?: What do I need to teach this student	Date: What am I learning about this student?: What do I need to teach this student?:
Date: What am I learning about this student?: What do I need to teach this student?:	Date: What am I learning about this student?: What do I need to teach this student?:

District Directory for Needs/Support

Instructional Needs

PBIS - Oriole Way 6-12	Brandon Switz - BAMS
PBIS - Oriole Way K-5	Carol McCarthy - FLC
RtI Handbook/Questions	Adam Broten - DO
Gifted and Talented	Adam Broten - DO
Summer School	Mike Gonzalez - BAMS
EL Department	Mike Gonzalez - BAMS
Special Education	Chris Schultz - DO
eduCLIMBER	Adam Broten - DO
Career Cruising Set-up	Adam Broten - DO
Career Cruising Student Learning Questions	Jill Goebel - HMHS
STAR Assessments	Adam Broten - DO
District Edu/Admin Evaluation Questions	Adam Broten - DO
Frontline Technologies Support (evaluation tool)	Adam Broten - DO
“I” Statements	Adam Broten - DO
State Assessment Questions	Adam Broten - DO
Professional Development Requests	Building Principals

SEEDS4Schools	Chris Schultz - DO
District Safety & Procedures	Samantha Freimund - HMHS

Procedural Needs

WECAN Needs - Online Hiring Site	Amy Morenzien - DO
Skyward Student/Grading Set-up	Samantha McGill-Freimund - HMHS
Skyward Student/Grading Questions	Linda Will - HMHS
Skyward Employee Access Set-up/Questions	Bonnie Detert - DO
Maintenance/Custodial Needs	Building Principal/Maintenance Form
AESOP (for obtaining subs) Set-up/Questions	Amy Morenzien - DO
Busing Questions	Building Principals
Medical	Bridgett Amadon - District Nurse
Key Cards	Maria Putzer - DO
Budget Questions	Building Principal
District Ordering	Karen Hoff - DO
District Social Media Postings	Karen Hoff - DO
District Website	Karen Hoff - DO
Notify System - used for mass communication to families	Karen Hoff - DO
District Credit Card Checkout	Building Principals
Requisitions for Classroom Supplies/Needs	Building Principals
Licensing Questions/Help	Adam Broten - DO

Technology Needs

Email Setup for Staff	Bonnie Detert - DO
Technology Equipment Needs	Karen Hoff - DO
Student Devices/Technology Support	EMT - Building Tech Team
Staff Devices/Technology Support	EMT - Building Tech Team
Student Google Email Account	EMT - Building Tech Team
Printing Needs	EMT - Building Tech Team
WiFi Questions/Needs	EMT - Building Tech Team
Desktop Computer Help	Ivan Esquivel - IT Intern
Computer Repair	Doug Forsythe - HMHS
Technology Director	Aaron Sadoff - DO
Google	Kurt Wismer, Dan Sitter - HMHS
PowerSchool (formerly Haiku)	Dan Sitter - HMHS
eBackpack	Lee Skaar - BAMS

ELC-Early Learning Center FLC-Friendship Learning Center BA-Bessie Allen MS
HM-Horace Mann HS DO-District Office