



"Helping Young People Develop a Sense of Passion and Purpose for Their Learning and Lives"

GADSDEN INDEPENDENT SCHOOL DISTRICT

Exploring the What, Why & How of Service-Learning and PBL

May/June 2019: Session 4

Transition/Reflections from Session 3

Planning Time

The NMTeach Game

Presentations

Talking Points (3-4 minutes—Please stay within this time frame!)

- What issue/authentic needs(s) will your students be addressing?
- What authentic product(s)/service(s) will they create/provide?
Who will be their authentic audience(s)/clients?
- How will the project be connected to your curriculum standards (and others)?
- What "entry event(s)" will you use to inspire student engagement?
- How will you "capture the magic" of your project and its impact?

A Very Special Teacher: *The Last Lecture* and Accompanying Reflection

Legacy Quilt



The NMTeach Game

How Does PBL/SL Help Me With My Classroom Observations??

Through this activity you will explore the qualities in the 4 Domains of the NMTeach Observation Form through the lens of Project Based Learning/Service-Learning.

NMTeach Domains:

Domain 1: Preparation & Planning

Domain 2: Creating an Environment for Learning

Domain 3: Teaching or Learning

Domain 4: Professionalism

Activity Instructions

The cards provided each have a quality for each Domain and Sub Category that is either Effective or Highly Effective.

On the next page is your *"NMTeach Game Board"*

Sorting the Cards

As you read each card, ask yourself, "Can I accomplish this requirement through a PB/SLL Project with my students?"

Depending on your answer, place the card in the appropriate YES, NO, or MAYBE Box.

Setting Goals

Once you have sorted all your cards, take your YES Stack of Cards and read through them again. As you read through the cards, ask yourself, "Is this an area I would like to focus on through PBL/SL?"

Choose 3-5 qualities you want to focus on. Write the information on these cards in the MY GOALS Box.

Action Steps

Next, think about the PBL/SL project you are considering implementing. In the ACTION STEPS space list 1 or 2 specific observable steps you can take to meet each goal. When completing this section, consider, "When my principal comes to observe, what would he/she see happening in my classroom that would reflect mastery of this quality?"

You might want to refer to the New Mexico Teacher Observation Form Matrix on the following pages and review the Exemplary qualities of your choices to see what is expected at this level of mastery.

NMTeach Goal Board

YES



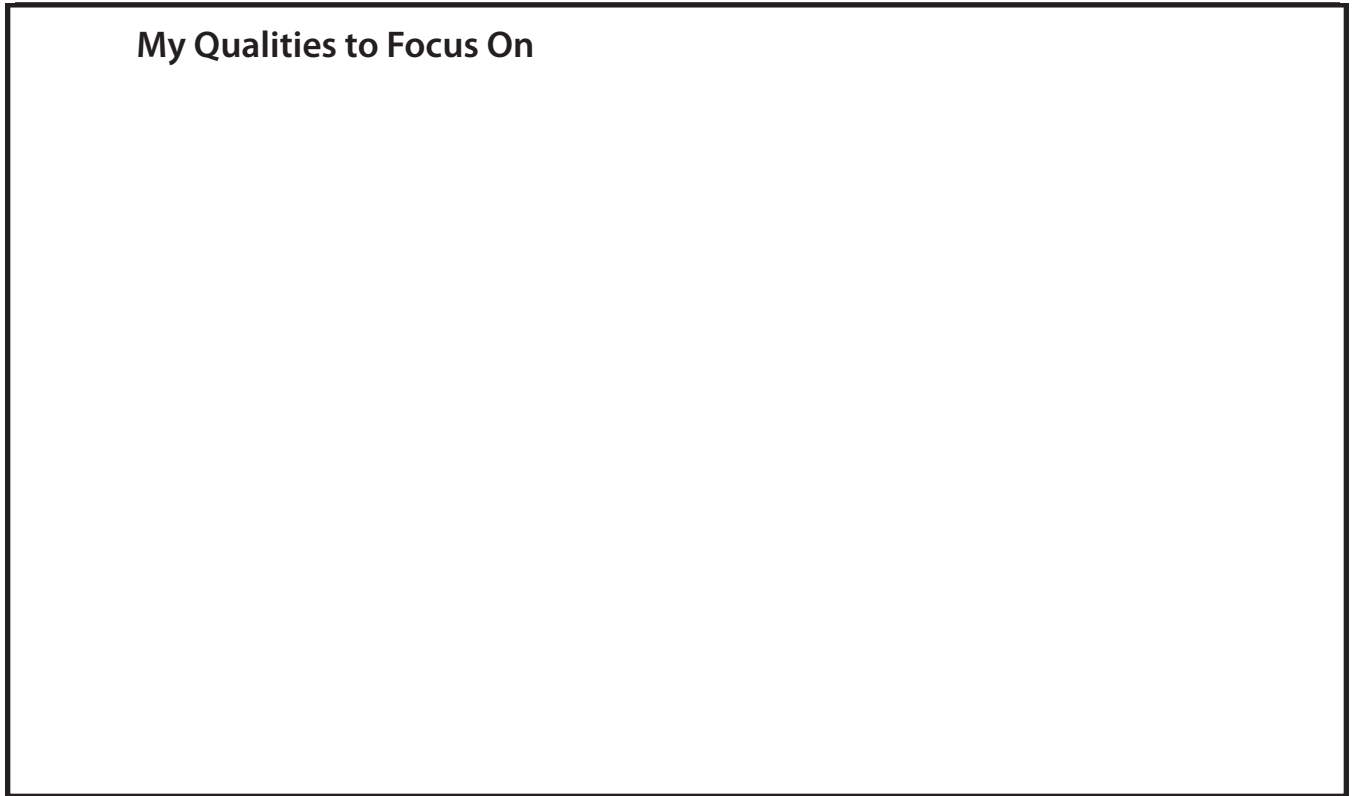
NO



MAYBE



My Qualities to Focus On



NMTeach Goal Board

My Goals

Action Steps

NEW MEXICO TEACHER OBSERVATION FORM

**Domain 1:
Planning &
Preparation**

Elements

CODED WITH PBL CARD SORT NUMBERS

Effective

Highly Effective

Exemplary

	CODED WITH PBL CARD SORT NUMBERS			
	Effective	Highly Effective	Exemplary	
Knowledge of Content and Pedagogy	NMTEACH 1A: Demonstrating knowledge of content and pedagogy	1) Teacher’s plans and practice reflect solid knowledge of the content.	Teacher’s plans and practice reflect extensive knowledge of the content and structure of the discipline.	Performance demonstrates highly effective standards, including active involvement in formal mentorship of colleagues, involvement in district and state implementation of professional development. Teacher provides modeling and instruction to colleagues in content and pedagogical areas of instruction.
	NMTEACH 1B: Designing Coherent Instruction	The sequence of learning experiences is aligned to instructional learning targets and accessible to the students in the classroom.	2) and 3) The sequence of learning experiences is aligned to instructional learning targets and is differentiated by scaffolding content and academic language for diverse learners (e.g., Subgroups).	The teacher creates an environment where all students are actively engaged in the instructional process. This teacher shares best practices by inviting colleagues into the classroom to observe techniques and strategies for student engagement.
	NMTEACH 1C: Setting Instructional Outcomes	Instructional targets are aligned to NM Content Standards (CCSS when implemented) and stated as goals for student learning. Instructional processes and activities are developmentally appropriate and aligned to instructional targets.	4) and 5) Instructional targets are aligned to NM Content Standards (CCSS when implemented), posted and stated at the beginning of instruction. The instructional process and learning activities are rigorous, planned and monitored to ensure student learning.	The teacher has a deep understanding of grade level NM Content Standards (CCSS when implemented), and supports colleagues by modeling the process of how to deconstruct standards to write essential learning targets.
	NMTEACH 1D: Demonstrating knowledge of resources	Teacher fully utilizes existing resources to enhance own knowledge, to use in teaching, or for students who demonstrate need.	6) Teacher seeks out and uses resources beyond school/district, in professional organizations, internet, and community to enhance own knowledge, to use in teaching, or for students who demonstrate need.	The teacher actively engages colleagues and provides resources to them in areas that are pertinent to their needs. The teacher also seeks to research and find outside resources, provides and trains staff for school-wide initiatives.
Knowledge of Students	NMTEACH 1E: Demonstrating knowledge of students	7) Teacher demonstrates solid knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs.	Teacher demonstrates extensive knowledge of students’ backgrounds, cultures, skills, academic language development, interests, and special needs.	The teacher provides novice and struggling teachers with understanding, resources and mentorship for addressing the unique needs of individual students. The teacher provides ongoing support to administration in demonstrating linguistically and culturally appropriate instructional programs for the school site.
	NMTEACH 1F: Designing student assessment	Teacher’s plan for assessing student learning is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students.	8) Teacher’s plan for assessing student learning is fully aligned with the instructional outcomes, uses clear criteria and standards that show evidence of student contribution to their development.	The teacher helps implement school-wide training and implementation for understanding and using assessment data. The teacher provides training, mentorship, and support. The teacher also utilizes global assessment to help inform larger instructional initiatives.

		Domain 2: Creating and Environment for Learning		
Elements		Effective	Highly Effective	Exemplary
Creating an Environment of Respect & Rapport	NMTEACH 2A: Creating an environment of respect and rapport	Classroom interactions, between teacher and students and among students are: <ul style="list-style-type: none"> Polite and respectful Reflect general warmth and caring Appropriate to the cultural and developmental differences among groups of students Free from conflict 	9) 10) 11) 12) Classroom interactions among the teacher and individual students are: <ul style="list-style-type: none"> Highly respectful Reflect genuine warmth and caring Reflect sensitivity to students' cultures and levels of development Students themselves ensure high levels of civility among members of the class 	In addition to all the requirements to be highly effective, the teacher as a leader: <ul style="list-style-type: none"> Helps create a school-wide environment of respect for the campus, the stakeholders and the rules Works with colleagues on developing support for students in need Helps to create school-wide interventions, and support programs.
	NMTEACH 2B: Organizing Physical Space	The classroom is safe: <ul style="list-style-type: none"> Learning is accessible to all students Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including technology 	13) 14) 15) 16) 17) The classroom is safe: <ul style="list-style-type: none"> Learning is accessible to all students Teacher ensures the learning of all students, including those with special needs Students contribute to the use or adaptation of the physical environment to advance learning *Technology is used skillfully, as appropriate to the lesson 	In addition to all the requirements to be highly effective, the teacher as a leader: <ul style="list-style-type: none"> Teacher creates a model or demonstration classroom Teacher helps colleagues arrange their environment so learning is accessible to all
Establishing a Culture of Learning	NMTEACH 2C: Establishing a culture for learning	The classroom culture is characterized by high expectations for most students: <ul style="list-style-type: none"> Genuine commitment to the subject by both teacher and students Students demonstrate pride in their efforts 	18) 19) 20) 21) Culture for learning in which everyone shares a belief in the importance of the subject: <ul style="list-style-type: none"> High levels of student energy and teacher passion for the subject All students hold themselves to high standards of performance Students initiate improvements to their efforts 	In addition to all the requirements to be highly effective, the teacher as a leader: <ul style="list-style-type: none"> Engages school-wide initiatives that support and models strong learning culture among stakeholders Promotes and organizes school-wide learning programs Sponsors extended learning opportunities and programs
Managing Classroom Procedures	NMTEACH 2D: Managing Classroom Procedures	Little instructional time is lost: <ul style="list-style-type: none"> Effective classroom routines and procedures Effective routines for transition Effective use of supplies Effective performance of non-instructional duties 	22) 23) 24) 25) Students contribute to the seamless operation of the classroom: <ul style="list-style-type: none"> Routines and procedures are evident Effective transitions and use of supplies Full performance of non-instructional duties 	In addition to all the requirements to be highly effective, the teacher as a leader: <ul style="list-style-type: none"> Helps to create a culture of student ownership of school-wide operations

Managing Student Behavior	<p>NMTEACH 2E: Managing Student Behavior</p>	<p>Standards of conduct are clear to students:</p> <ul style="list-style-type: none"> • Teacher monitors students' behavior against those standards • Teacher response to student misbehavior is appropriate and respects the students' dignity • Teacher response is consistent 	<p>27) 28) 29) 30)</p> <p>In addition to standards being clear to students:</p> <ul style="list-style-type: none"> • Evidence of student participation in setting conduct standards • Teacher's monitoring of student behavior is highly effective • Teacher's response to student misbehavior is sensitive to individual needs. • Students take an active role in monitoring the standards of behavior 	<p>In addition to all the requirements to be highly effective, the teacher as a leader:</p> <ul style="list-style-type: none"> • Actively engages in the monitoring of student behavior school-wide • Serves as a model of positive behavior for stakeholders • Teacher initiates systems of school-wide positive behavioral support that encourages stakeholders to promote and monitor a safe and healthy environment
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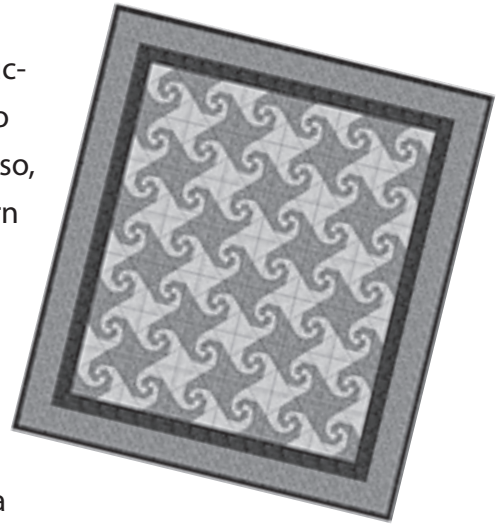
Domain 3: TEACHING FOR LEARNING		Elements		
		Effective	Highly Effective	Exemplary
Communicates Clearly and Accurately	NMTEACH 3A: Communicating with students in a manner that is appropriate to their culture and level of development	Expectation for learning, directions, procedures, and explanation of content are evident and consistent.	31) Expectation for learning, directions, procedures, and explanation of content are evident, consistent, and anticipate possible student misconceptions	The highly effective teacher establishes ongoing and consistent communication with students. Students are always able to express concepts being taught in class and are clearly aware of their progress with those concepts
	NMTEACH 3B: Using questioning and discussion techniques	Teacher questioning techniques elicit a deep response and allows for sufficient time for students to answer through interaction	32) 33) Questioning techniques are engaging and reflect a high level of thinking in a culturally and developmentally appropriate environment	The teacher promotes consistent dialectical approaches to understanding, always uses questioning techniques that scaffold instruction for deep understanding of concepts, and exhibits practices that engage student use of synthesis and evaluation
Engaging Student Learning	NMTEACH 3C: Engaging students in learning	Activities, assignments, materials, and grouping of students are fully appropriate to the instructional outcomes: <ul style="list-style-type: none"> All students are engaged in work of a high level of rigor The lesson's structure is coherent and paced appropriately 	34) 35) 36) 37) Activities, assignments, materials, and grouping of students are highly challenging: <ul style="list-style-type: none"> Students are highly intellectually engaged The lesson is adapted as needed to the readiness of each student and the structure and pacing allow for students' reflection and closure 	Expectations of students are at an advanced level to engage learners to obtain depth of knowledge: <ul style="list-style-type: none"> The teacher formatively assesses student engagement, understanding, and ability to analyze, and immediately adapts methods for improved learning
	NMTEACH 3D: Assessment in Instruction	Assessments are consistently used in instruction: <ul style="list-style-type: none"> Students are fully aware of the assessment criteria The teacher consistently monitors students' progress and provides high quality feedback 	38) 39) 40) 41) Assessments are used in a sophisticated manner to drive instruction: <ul style="list-style-type: none"> Students utilize the assessment to improve learning The teacher involves students in establishing the assessment criteria and provides high quality feedback from a variety of sources 	Students are able to analyze and evaluate assessment data, information and apply same to improved learning: <ul style="list-style-type: none"> The teacher establishes, supports, and models the use of consistent assessment of progression and development as a tool for improved learning to stakeholders
	NMTEACH 3E: Demonstrating flexibility and responsiveness	Teacher promotes the successful learning of all students: <ul style="list-style-type: none"> The teacher adjusts instructional plans and makes accommodations for student questions, needs and interests. 	42) 43) Teacher seizes an opportunity to enhance learning by building on a spontaneous event or student interests: <ul style="list-style-type: none"> The teacher ensures the success of all students, using an extensive repertoire of instructional strategies 	The teacher identifies unique "teachable moments" that relate current lessons/standards to individual and student groups: <ul style="list-style-type: none"> The instructional strategy enhances depth of knowledge and cultural or learning relevance.

		Domain 4: PROFESSIONALISM			
		Elements	Effective	Highly Effective	Exemplary
Provides Feedback to Parents	NMTEACH 4A: Communicating with Families: <ul style="list-style-type: none"> How well does the teacher engage families in the instructional program? Is the teacher's communication with families frequent and culturally appropriate? 	The teacher successfully engages families in the instructional program: <ul style="list-style-type: none"> Teacher communicates with families in a culturally appropriate manner Teacher communicates frequently with families 	45) 46) The teacher successfully engages families in the instructional program: <ul style="list-style-type: none"> Teacher's communications are sensitive to cultural traditions, and students participate in the communication Teacher communicates frequently and effectively with families 	The teacher helps promote school-wide activities that increase parental understanding of the instructional program: <ul style="list-style-type: none"> Teacher helps promote school-wide activities that increase parental involvement Teacher serves as a liaison to families Teacher breaks down barriers that inhibit active engagement of stakeholders Teacher actively seeks out and engages with stakeholders within the community, and becomes a part of the community 	
	Professional Collaboration	NMTEACH 4B: Participating in a Professional Community: <ul style="list-style-type: none"> How willing and eager is the teacher to participate in the professional community? How collegial and productive are teacher's relationships with their colleagues? 	The teacher participates actively in professional community, and in school and district events and projects: <ul style="list-style-type: none"> Teacher maintains positive and productive relationships with colleagues 	47) 48) The teacher makes a substantial contribution to the professional community, to school and district events and projects: <ul style="list-style-type: none"> Teacher assumes a leadership role among the stakeholders 	The teacher is actively engaging in ongoing research, leads study groups, and identifies new practices for school and district implementation: <ul style="list-style-type: none"> Teacher serves as an instructional leader, and is accepted by faculty for exceptional skills in delivering professional development and mentorship
Professional Growth	NMTEACH 4C: Reflecting on Teaching: <ul style="list-style-type: none"> How accurate and thoughtful is the teacher's reflection on their lesson? How detailed and thoughtful are the teacher's strategies for improving their lesson? 	Teacher provides an accurate and objective description of the lesson with specific evidence: <ul style="list-style-type: none"> Teacher makes some specific suggestions as to how the lesson might be improved 	49) 50) Teacher's reflection on the lesson is thoughtful and accurate with specific evidence: <ul style="list-style-type: none"> Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each 	Teacher's reflection is ongoing and immediate: <ul style="list-style-type: none"> The teacher demonstrates immediate understanding of lesson effectiveness Teacher modifies and adapts as necessary Teacher implements high yield strategies within the instruction that differentiates to all levels of learning 	
	NMTEACH 4D: Demonstrating Professionalism: <ul style="list-style-type: none"> How high are the teacher's ethical and professional standards and practices? To what degree is the teacher willing to comply with district and school rules and regulations? 	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues: <ul style="list-style-type: none"> Teacher complies fully and voluntarily with regulations 	51) 52) 53) The teacher is proactive and assumes a leadership role in ensuring the highest-level of ethical standards and professional practices by all colleagues: <ul style="list-style-type: none"> Teacher takes a leadership role in ensuring that school practices honor all stakeholders Teacher takes a leadership role in seeing that colleagues comply with regulations 	In addition to the highly effective qualifiers, the teacher proactively and in a positive way seeks to continually improve the culture of the school by consistently raising expectations for adults and students, raising the engagement of adults and students and contributing to the efficacy of adults and students.	

	<p>NMTEACH 4E: Growing and Developing Professionally:</p> <ul style="list-style-type: none"> • To what degree does the teacher seek out and share professional learning? • How well does the teacher utilize feedback? 	<p>The teacher seeks out opportunities for professional development after an individual assessment of need:</p> <ul style="list-style-type: none"> • Teacher actively shares expertise with others • Teacher welcomes feedback from supervisors and colleagues 	<p>54) 55) 56) The teacher actively pursues professional development opportunities:</p> <ul style="list-style-type: none"> • Teacher initiates activities to share expertise with others • Teacher seeks out feedback from supervisors and colleagues 	<p>The teacher is an established leader in the school:</p> <ul style="list-style-type: none"> • Teacher is able to provide feedback to colleagues and supervisors in a manner that is welcomed and utilized by all stakeholders
	<p>NMTEACH 4F: Maintaining Accurate Records:</p> <ul style="list-style-type: none"> • How efficient and accurate are the teacher's record-keeping systems? 	<p>The teacher's systems for maintaining both instructional and non-instructional records are efficient and successful:</p> <ul style="list-style-type: none"> • Information from records is accurate 	<p>57) 58) The students contribute to the maintenance of the efficient and successful systems for both instructional and non-instructional records:</p> <ul style="list-style-type: none"> • Information from records is accurate and used constructively 	

LEGACY QUILT INSTRUCTIONS

- Distribute crayons/markers and various colors of construction paper (enough for one sheet per person). It's best to use bright colors on which writing will show up easily; also, it helps to select colors that will form an attractive pattern when assembled together.
- Have each group member design a "quilt piece" using his/her sheet of construction paper. Make sure everyone positions his/her sheet in the same direction—all horizontally, or all vertically. Each quilt piece should be a tribute to a role model selected by the group member. Together, the pieces will form a "legacy quilt."
- Each quilt piece should contain the following components:
 - The honoree's name, prominently displayed
 - The honoree's major role or connection to the "designer"
 - Words/phrases that capture the honoree's spirit, strengths and accomplishments. Feel free to use ideas from previous activities like the *Verb List*, *Calling Cards* and *Multiple Intelligences Inventory*.
 - At least one visual symbol
 - Border "stitching" around the perimeter
- Assemble the pieces together into a unified quilt. You may or may not choose to use a pre-determined color pattern; but in either case, the finished produce will look better if same-color pieces are not placed side by side. You can hang pieces individually, or tape together (on the back side) units of 4-6 pieces prior to hanging. "Velcro for posters" is an ideal product for attaching quilt pieces or units to the wall or other surface.
- Have group members share the highlights of their tribute pieces with one another, encouraging mutual feedback throughout the process.



PBL/SL Workshop Series
Gadsden Independent School District: May/June 2019

Grade Level _____

Please rate the following by circling the appropriate number:

	VERY HELPFUL				NOT HELPFUL				
1. Workshop Content (overall)									
a. Content was geared to participant needs:	4	3	2	1	0	0	0	0	0
b. Handouts were helpful and relevant:	4	3	2	1	0	0	0	0	0
c. Content is applicable to my situation:	4	3	2	1	0	0	0	0	0
Comments:									
2. Workshop Process (overall)									
a. Helpful variety of methods and media:	4	3	2	1	0	0	0	0	0
b. Relevant examples and applications:	4	3	2	1	0	0	0	0	0
c. Sufficient time for questions and discussions:	4	3	2	1	0	0	0	0	0
Comments:									
3. Presenters (overall)									
a. Well-prepared:	4	3	2	1	0	0	0	0	0
b. Competent:	4	3	2	1	0	0	0	0	0
c. Interesting, easy to listen to:	4	3	2	1	0	0	0	0	0
Comments:									

Complete the following:

What part(s) of the workshop were most helpful to you? (Be as specific as possible.)

What part(s) of the workshop could be improved? (Be as specific as possible.)

What were the two or three most important ideas/concepts you learned at this workshop that you can take home and apply to your situation?

Name (optional): _____ **School** (optional): _____

On behalf of Partnerships Make A Difference and the Gadsden Independent School District, we thank you for your participation in this workshop series.