

Kindergarten - Math

	Performance Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
2.1	Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity while holding high expectations for all. (2a, 2b, 2c, 2d)	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> - Unaware of personal biases - Not accepting of differences - Resists change and adaptation - Doesn't hold high expectations - Evaluated on completion only 	<ul style="list-style-type: none"> ○ Applies understanding of learner diversity to encourage all learners to reach their full potential. 	<p>...and</p> <ul style="list-style-type: none"> ○ Uses learner differences as an asset in designing adapting and delivering instruction for all learners. ○ Applies knowledge of language acquisition in instruction. 	<p>...and</p> <ul style="list-style-type: none"> ○ Contributes to a school-wide culture that encourages learner perseverance and advancement. ○ Connects multiple perspectives and encourages learners to learn from each other.
3.1	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. (3a)	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> - No schedule planned - Majority of learners not on task - Learners don't know what to do - Instructional time is lost - Lengthy transitions - Unorganized - Learners not engaged 	<ul style="list-style-type: none"> ○ Implements a daily schedule available by observation or artifact. ○ Establishes classroom routines, expectations, and procedures. 	<p>...and</p> <ul style="list-style-type: none"> ○ Establishes expectations focused on planned learning objectives. ○ Provides explicit direction so that learners know what to do and when to do it. 	<p>...and</p> <ul style="list-style-type: none"> ○ Engages learners in reflection about their learning objectives resulting in self-directed learning experiences.

6th Grade - Math

	Performance Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
5.2	Engages students in understanding and identifying the elements of quality work. (5b)	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> - Non-specific or limited feedback. - Ineffective feedback - Untimely feedback - Rarely moves about the classroom to provide on-going feedback 	<ul style="list-style-type: none"> ○ Provides feedback on learner work. ○ Moves about the classroom to monitor student learning. 	<p>...and</p> <ul style="list-style-type: none"> ○ Provides timely and descriptive feedback leading to increased quality and mastery. ○ Provides scaffolding and specific and immediate feedback to individuals and groups. ○ Provides ways for learners to monitor and reflect upon their own progress. 	<p>...and</p> <ul style="list-style-type: none"> ○ Provides opportunities for learners to self-assess work and receive peer feedback.
7.6	Uses a variety of questioning strategies to promote engagement and learning. (7h)	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> - Opportunity for few learner responses. - Questioning focused on recall. - Answers own questions - No wait time. - One right answer. 	<ul style="list-style-type: none"> ○ Asks questions to assess student learning. 	<p>...and</p> <ul style="list-style-type: none"> ○ Purposely selects questioning strategies aligned with learning goals. ○ Incorporates higher level thinking questions to promote learner engagement. 	<p>...and</p> <ul style="list-style-type: none"> ○ Adapts levels of questions to actively engage all learners in appropriately differentiated high level learning.

11th Grade – History

	Performance Expectation	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
3.2	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. (3b)	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of not effective performance may include:</i></p> <ul style="list-style-type: none"> - Negative demeanor - Frequent reprimands - Lack of learner collaboration - Inappropriate boundaries - Inconsistent response and feedback. - Lack of monitoring or engagement with learners - Leaves learners unattended - Teacher-focused strategies only (lecture, worksheet, video, etc.) - Emotionally unsafe environment 	<ul style="list-style-type: none"> ○ Models friendly interactions with learners. ○ Provides opportunities for learners to respectfully interact with others. 	<p>...and</p> <ul style="list-style-type: none"> ○ Engages learners in creating and maintaining a positive learning climate. ○ Establishes a supportive and inclusive learning community ○ Promotes learner inquiry and exploration. 	<p>...and</p> <ul style="list-style-type: none"> ○ Supports learners as they reflect on and modify their personal interactions. ○ Collects and analyzes classroom-based data and makes modifications to facilitate a positive learning environment.
7.1	Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (2b, 2e, 6c, 7a, 7b).	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> - Inappropriate strategies. - Minimal variety. - Lacks real-world connections. - No evidence of differentiation for individuals or groups. - Insensitivity to individual differences. - No adjustments to plans. 	<ul style="list-style-type: none"> ○ Identifies each learner's diverse learning strengths and needs. ○ Uses a limited number of instructional strategies. 	<p>...and</p> <ul style="list-style-type: none"> ○ Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners. ○ Differentiates instruction by using a variety of appropriate strategies. 	<p>...and</p> <ul style="list-style-type: none"> ○ Uses instructional strategies relevant to each learner's developmental, cultural, and linguistics background. ○ Uses learner differences as an asset in implementing effective instruction for all students.
7.3	Supports and expands each learner's communication skills through reading, writing, listening, and speaking (3f, 7d).	<ul style="list-style-type: none"> ○ Not effective <p><i>Evidence of ineffective performance may include:</i></p> <ul style="list-style-type: none"> - Communication is teacher centered. - Only one communication skill typically used. - Skills not taught or developed specifically. 	<ul style="list-style-type: none"> ○ Provides opportunities for learners to practice communication skills. 	<p>...and</p> <ul style="list-style-type: none"> ○ Teaches content-specific reading, reading, writing, listening, and speaking skills for effective communication. ○ Provides opportunities for learners to expand communication skills to articulate thoughts and ideas. 	<p>...and</p> <ul style="list-style-type: none"> ○ Engages each student to transfer communication skills to real-world contexts. ○ Promotes the use of multiple forms of communication that furthers understanding of content and builds critical thinking.



DATA COLLECTION



Charlotte Danielson

“When observing in a classroom evaluators must note what they see and hear there. It’s important that what they write down actually is evidence-and not opinion, interpretation or bias. This is not a simple matter, its’ challenging to record; just the facts, ma’am.”

Questions to ask yourself:

- Have I recorded only facts (not my opinion)?
- Whenever possible, have I avoided using words such as few, some, most?
- Does my selection or documentation of data indicate any personal or professional biases?
- Is my data relevant to the criteria being examined?
- Have I used quotation marks when quoting a teacher or students?
- Do I have sufficient data?





DISCUSSION QUESTIONS

- Did we all rate the performance expectation for each Standard the same?
- If not, what was the data to support the rating?
- Was the data for the rating compelling enough to change your mind?
- Did you use the lesson plan and supporting documents during your observation?
- What questions do you need to ask to clarify any rating?



6th Grade Math

Students will be encouraged to re-tell CHIME from previous week – (one finding or question from previous testing) any postings that will not be answered will be put on Parking Lot of Ideas. (five minutes)

Student will read roller coaster design challenge out loud. A “fun” individual sketch will be drawn, with focus on placement of loops and how marble will have the “longest ride”. (Get to the end of the track). Then they will become involved in a group consensus to choose the best sketch, or a combination of ideas. (ten minutes)

Students will then “test” this sketch with Roller Coaster Simulator (Jason) two times, noting any modifications with post-its. (about ten minutes)

They then will take these ideas and start testing with the actual model in groups. While testing, they will be asked to: (about 45 minutes)

- “Buy” materials as accountant does the math on balance sheet
- Change one modification at a time
- Measure rise, run, circumference of loops, distances marbles stop at, etc.
- Record great science or math application on floor next to area it applies on coaster with index cards
- Remember to record trade-offs and modifications
- Use a blue post-it for one great finding, and a yellow post-it for one great question to process when we are in group CHIME

Gather together and share question and finding with larger group in CHIME, collect points and “monies” for the day, plan for next week. (ten minutes)

Previous STEM Lessons (3 lessons)-Submitted by Donna Migdol**Overarching Ideas:**

- Science and Math can be integrally applied in Engineering Design
- Engineers, Mathematicians, and Scientists are Problem Solvers
- Models help us understand our world

Science Concepts:

- Potential and Kinetic Energy
 - Brain Pop Video and note-taking
 - Jason Project Video of Roller Coaster Physics
- Newton's Three Laws of Motion
 - Brain Pop Video and note-taking
- Centripetal Acceleration and Centrifugal Force
 - Video of Colloidal Loops on Roller Coaster
 - Student Hand-outs and note-taking

Engineering Design:

- Roller Coaster Design Challenge handed out and reviewed
- Teams formed with student-assigned roles
- Materials List and Balance Sheet reviewed
- Problem Statement, Specifications and Constraints processed
- Initial sketches of design created, then group sketch consensus
- Original idea "tested" on Roller Coaster Creator (Jason Project simulation)
 - After viewing results, modifications recorded and made to simulation
- Rise and Run of Coaster demonstrated with actual materials
- Second Individual Sketch created/group consensus decided
- Testing of idea with materials for **SAFETY** (Can marble stay on the track at all times?)
- Where is the science, where is the math-recorded on index cards at coaster model "site".
- Modifications and Trade-Offs recorded and shared
- Where to start off next session processed, with idea "tested" on Jason Coaster Simulator

Applied Mathematical Concepts:

- Addition, subtraction and multiplication of decimals as "monies" are added and

subtracted on balance sheet

- Measurement of
 - Circumference of loop (diameter found)
 - Height of “rise” and length of “run”.
 - Where marble ends, height of “hills”, etc.
- Amount of masking tape and “track” as solved by taking amount per decimeter and multiplying by linear measure
- Ratio- creating rise and run ratio





Roller Coaster Challenge

Ms. Thrilla, the owner of the "Ride of Your Life" Amusement Park needs your help in designing the optimal roller coaster ride. She will need for you to create a model of a roller coaster, using just foam pipe insulation and a marble. It must include at least one loop and no more than two loops. You have four class periods to design the optimal coaster. The roller coaster model will be judged on the following:

Safety: The marble (train) must stay on the track at all times! (6 pts.)

Fun: (Length of Ride, Speed and # of loops)

- **Length of Ride:** The longest ride is definitely the most fun! (5 pts.)
- **Speed (Velocity):** Your team's ride will be timed with a stopwatch, the faster the time, the more fun! (5 pts.)
- **# of Loops:** The more loops, the more fun! 1 Loop (1 pt.) 2 loops (2 pts.)

Remember to fill out all the requirements that good engineers, mathematicians, and scientists must complete in your Design Portfolio!

(6 pts.)

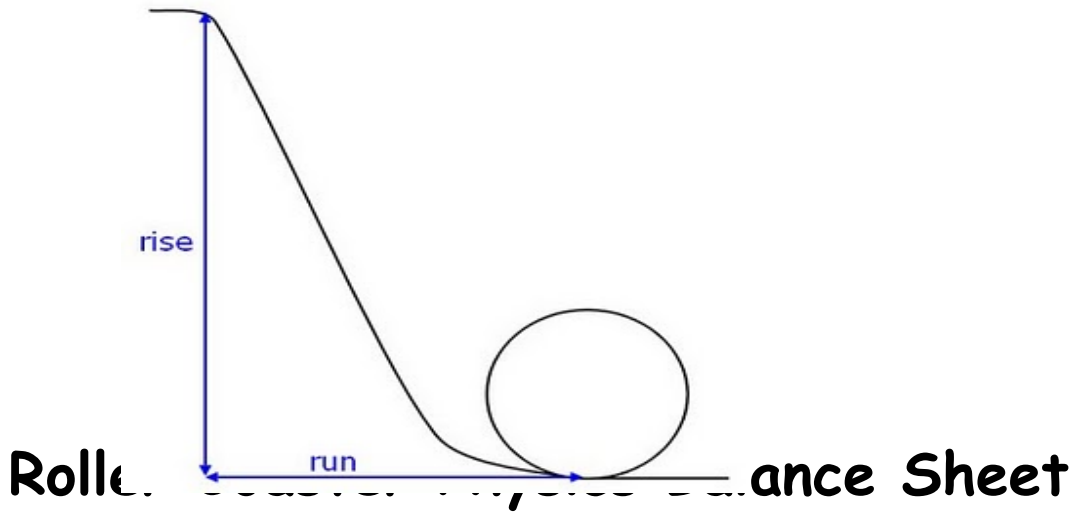
Always remember to test your design and record each rise and run! Also remember that good engineers are great researchers, take good notes on your background research! (6 pts.)

TOTAL POINTS FOR OPTIMAL DESIGN: 36 points

Good Luck!

Engineer Team Name:

Engineer's Name:



Item	Cost	Work Shown	Total
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Small Mass Marble	\$2.50 (each week you use it)
Large Mass Marble	\$3.05 (each week you use it)
Masking Tape	\$0.85 per dm.

** If more than 4 dm. are used, you are charged an additional \$4.25 every two dm.

RENTAL FEES

Ruler	\$2.00 per day
• Plastic Cup for tunnel	\$6.25

Additional Materials ? _____

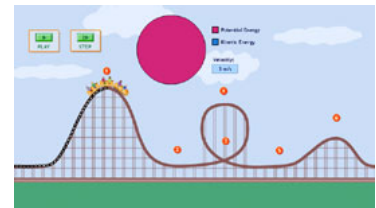
Engineers can EARN money the following ways:

Record a **trade-off** and/or **modification** each day

- \$2.25 for each one

Good Accounting each day/ **Sketching**

- \$1.50 each



Good Recording -including rise, run, height and width of loops, where marble is from end of track, etc.

- \$4.50

Make a connection! - Use index cards near key places on your track where the physics research and math you learned applies.

- \$4.75

PATENTS: \$6.25 (For each team that wants to "buy" your design)

Banked Points: - Extra connection (index card at roller coaster site)

- Post-its One Blue (**Finding**) One Yellow (**Question**) for Chime

TEAM NAME

Date: _____

CHIMING:

Our Finding:

Our Question:

Poster Presentations: Ancient River Valleys:

DIRECTIONS: In your group you will prepare an aesthetically pleasing poster that demonstrates your understanding of today's learning target: **I can present information that analyzes a characteristic of civilization exhibited by Ancient China and the Indus Valley.**

Each poster must contain the following items:

1. **Title:** A Clear title that indicates the country you are presenting on
2. **History:** A section that gives a brief history of the characteristic you are writing about.
3. **Function/Purpose:** A section that explains how the characteristic was used and/or affected life in this civilization.
4. **Civilization:** Which aspect of complex civilizations (p. 21 in your textbook) is highlighted by your topic. Explain the significance of the highlighted aspect of civilization.
5. **Graphics:** You should choose a few graphics that will help your classmates remember this particular characteristic and how it affected the ancient river valley.
6. **Aesthetic Value:** Your poster should be neat, readable colorful, and void of simple spelling or punctuation errors.

GRADING RUBRIC:

	1	2	3	4	5
Group Work	One person made this poster	Some students did significantly more work than others	Students attempted to work together as a team, but some group members don't know what's going on	Students worked together and everyone is fairly knowledgeable about the law being presented	There is true equity in work and understanding evident
Directions	Only a few required sections are on this poster	A few required sections are on the poster	Most required sections are on the poster	All required sections are on the poster	The poster is complete and sections are all thoughtful
Understanding	The Learning Target is not addressed in poster or presentation	The learning target was misunderstood by most of the group	The learning target was understood by some members of the group, but not all of them	The learning target was understood by most members	The learning target is understood by all group members as evidenced in presentation and poster.
Appearance	Sloppy & Graphic does not connect with presentation	Kinda sloppy with a graphic that might connect with presentation	Fairly neat and somewhat attractive, nice graphic	Nice poster, with a graphic that helps students remember law	Wow... this is lovely, and gets the point across.

SAMPLE POSTER

Ancient Greek Games

A BRIEF HISTORY: Young men (from richer families who didn't have to work) in most Greek cities spent a lot of their time training for these competitions, and the best of them were chosen to compete against the best young men from other cities. Then they would all meet, at the Olympic Games or the Isthmian

How did this societal feature

Ancient Greece had complex institutions and specialized workers.

- **Complex Institutions:**
Religion



Purpo

- **Recreatio**
nal
activity



LEARNING TARGET: I CAN PRESENT

INFORMATION THAT ANALYZES A

CHARACTERISTIC OF CIVILIZATION EXHIBITED
BY THE INDUS VALLEY AND ANCIENT CHINA.

Do Now: Form of group of 4 with students who you **CAN WORK WITH** to complete a **POSTER** and move your desks into a group. You will only have this period to complete the poster. You must choose **an ancient civilization** and **a topic**

1) Choose an ancient civilization:
Indus Valley or Ancient China

2) Topics:

Religion

Goods and Trade (Economics)

Language and Writing System

Calendar System

11th Grade History

017

Name

Global Studies

INDUS VALLEY AND ANCIENT CHINA GALLERY WALK

October 21, 2011

POSTER TITLE AND STUDENT NAMES	BRIEF HISTORY OF THE CHARACTERISTIC	FUNCTION/PURPOSE: HOW DID THIS CHARACTERISTIC WORK? WHAT WAS THE PURPOSE OF THIS ASPECT OF THE CIVILIZATION?	CIVILIZATION: WHICH ASPECT OF ADVANCED CIVILIZATIONS IN REPRESENTED BY THIS FEATURE?	Grade you would give group (1-10 1 worst, 10 best). Why?

11th Grade History

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Name

Global Studies

INDUS VALLEY AND ANCIENT CHINA GALLERY WALK

October 21, 2011

POSTER TITLE AND STUDENT NAMES	BRIEF HISTORY OF THE CHARACTERISTIC	FUNCTION/PURPOSE: HOW DID THIS CHARACTERISTIC WORK? WHAT WAS THE PURPOSE OF THIS ASPECT OF THE CIVILIZATION?	CIVILIZATION: WHICH ASPECT OF ADVANCED CIVILIZATIONS IN REPRESENTED BY THIS FEATURE?	Grade you would give group (1-10 1 worst, 10 best). Why?

11th Grade History

Name

Global Studies

INDUS VALLEY AND ANCIENT CHINA GALLERY WALK

October 21, 2011

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