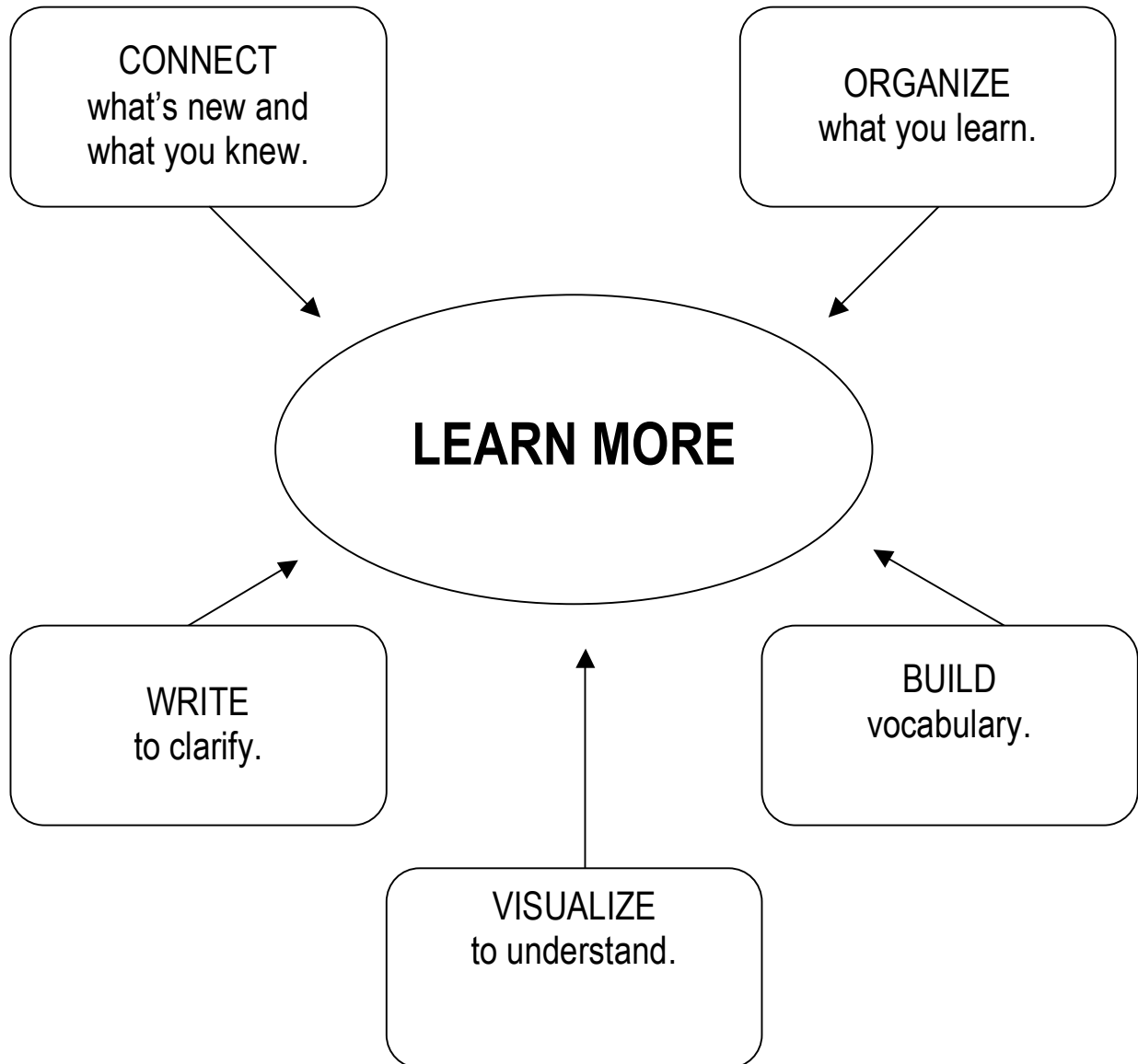


# High School Connections

Progressive Standards-Based Teaching and Assessment





**High School CONNECTIONS**  
**Center for Urban Education, DePaul University, Chicago**

**Goal:** To increase the effective use of time and energy by administrators, teachers, students, and parents.

**Objectives**

- Teachers work with increased clarity.
- Students work with increased focus and responsibility.
- Administrators provide ongoing support for teacher development.
- Everyone learns.

**Approach: School Development through Connected Professional Development**

- $\Rightarrow$  In-school workshops on topics school identifies, with correlated classroom coaching and demonstrations by Center representatives provide ongoing on-site connected professional development that emphasizes peer coaching and school leadership development.
- $\Rightarrow$  Teachers receive professional resources: professional books to support integrated reading and writing across the curriculum, frameworks for organizing instructional focus for each quarter. Teachers organize lesson plans to “work by the week” so that students deal with content in chunks that are assessed formatively and then comprehensively weeks.
- $\Rightarrow$  Departments set priorities for increasing student learning
- $\Rightarrow$  Teachers take the role of Connector, supporting improved instruction and consistent assessment and response.
- $\Rightarrow$  Everyone emphasizes strategic thinking and problem solving—by teachers and by students.

**Coherent Curriculum and Connected Instruction emphasize Clear Thinking**

**FOCUS**

Teachers clarify what’s important

**ACT**

Teachers organize activities in which students work independently or with a learning partner or learning team to “get it, get it clear, think it through, get it across” in activities such as:

- > Illustrate what you learn
- > Use graphic organizers to organize and communicate knowledge
- > Construct questions; analyze questions

**REPORT**

Students explain what they learned—and how it relates to what they knew. Communicate what’s important using a variety of formats. Teachers assess student learning outcomes and respond to individual and class needs.

**Teachers organize four-quarter framework for teaching/learning.**  
**Teachers map the year and then chunk the content for each quarter.**

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<b>Theme</b>				
<b>Content</b> <i>List the major topics to be developed</i>				
<b>Skills Emphasized</b>				
<b>Work Keys— strategies for learning and explaining</b>				
<b>Vocabulary and Writing Development Activities</b>				
<b>Assessments</b>				

ORGANIZE LEARNING UNITS

	<b>Unit Planner</b> Weeks _____ to _____
<b>Topic</b>	
<b>Terms</b>	
<b>Standards</b>	
<b>Skills/ Strategies</b>	
<b>Kinds of Activities and Projects</b>	
<b>How to Assess</b>	

ORGANIZE LEARNING UNITS

Example of Unit Planner

	<b>Unit Planner</b> Weeks _____ to _____
<b>Topic</b>	
<b>Terms</b>	
<b>Standards</b>	
<b>Skills/ Strategies</b>	<ul style="list-style-type: none"> <li>• Identify important information</li> <li>• Solve problems</li> <li>• Analyze problem solutions</li> <li>• Communicate strategies</li> <li>• Take notes on what's important</li> <li>• Summarize</li> </ul>
<b>Kinds of Activities and Projects</b>	<ul style="list-style-type: none"> <li>• Make problem-solving flow-charts</li> <li>• Write a summary</li> <li>• Make a glossary</li> <li>• Make up multiple-choice questions.</li> <li>• Model it—teacher, then students</li> </ul>
<b>How to Assess</b>	<p>Test—including open-ended and multiple choice questions</p> <p>Projects:</p> <p>___ make up problems and “how to” solve</p> <p>___ solve problem and write explanation</p> <p>___ make guide to this unit’s math</p> <p>Option: Students “self-assign”—they choose kind of assignment that they will complete—such as those listed above.</p>

## Weekly Planner

Focus: What's Important this week?	What to read	What to write
This week's words		This Week's Assessment __ write to explain topic with this week's words __ _____ __ _____

	FOCUS	ACT	REPORT AND EXTEND
M	__ KWL __ Teacher Models __ Student presents __ Homework Review __ _____ __ _____		__ kWL __ journal __ work log __ Think, Pair, Share __ _____ Homework
T	__ KWL __ Teacher Models __ Student presents __ Homework Review __ _____ __ _____		__ kWL __ journal __ work log __ Think, Pair, Share __ _____ Homework
W	__ KWL __ Teacher Models __ Student presents __ Homework Review __ _____ __ _____		__ kWL __ journal __ work log __ Think, Pair, Share __ _____ Homework
Th	__ KWL __ Teacher Models __ Student presents __ Homework Review __ _____ __ _____		__ kWL __ journal __ work log __ Think, Pair, Share __ _____ Homework
F	__ KWL __ Teacher Models __ Student presents __ Homework Review __ _____ __ _____		__ kWL __ journal __ work log __ Think, Pair, Share __ _____ Homework

Applied Principles and Strategies of Special Education to Clarify All Learning  
 \_\_ written and oral directions \_\_ graphic organizer \_\_ peer coach \_\_ model procedures  
 \_\_ chunk the content \_\_ learning partners \_\_ students restate the content in their own words  
 \_\_ assess the way you teach, teach the way you will assess \_\_ teach and assess diversely  
 \_\_ step-by-step guide \_\_ concrete examples \_\_ visual aids \_\_ \_\_\_\_\_

## Teachers integrate strategic thinking activities across the curriculum.

<i>Month</i>	<i>Emphasis of the Month</i>
September <b>Classroom Clarity</b>	Develop and assess <b>vocabulary</b> with illustrations, charts, writing
October <b>Analytic Thinking</b>	Assess and expand learning with <b>graphic organizers</b>
November <b>Writing to clarify</b>	Assess and expand learning with <b>writing</b>
December <b>Illustrating to Expand</b>	Assess reading comprehension and expand content learning through <b>illustrations</b>
January <b>Strategic Thinking</b>	Identify and respond to <b>levels of questions</b> , constructed responses and increase thorough thinking.
February <b>Evaluative Thinking</b>	<b>Solve problems/make decisions</b> with evidence.
March <b>Synthesis</b>	Write <b>summaries</b> , digests, reports.
April <b>Images and Ideas</b>	Read, write, illustrate <b>poems</b> and <b>analogies</b>
May <b>Comprehensive Learning</b>	<b>Assess comprehensively</b> through Exhibits and Books
June <b>Validation and Preparation</b>	Next Grade Prep

### The Center for Urban Education will provide:

1. On-site staff development
2. Coordination of development of curriculum framework and unit/lesson planners
3. On-line curriculum linked to resources that develop the competencies
4. Assistance in planning school improvement
5. CPDU recertification credit option for all workshops
6. Ongoing reports on activities
7. Semester evaluations of teacher priorities
8. Quarterly surveys of student priorities

### The School will provide:

1. Funding for the program
2. Administrative oversight of implementation including weekly monitoring of lesson plans
3. Regularly scheduled workshop time for teachers
4. Designated school contact person to coordinate implementation with Center representative
5. Leadership