



# Bloom

What other words come to mind when you see this image?



# Today's ~~learning objectives:~~ practice:

- **Identifying** the strategic components of the RISE grant and their rationale (1)
- **Applying concepts** from the implementation plan to our own practice (4)

# RISE-IDLEA Grant

Increasing Diverse Learner Engagement & Achievement

- Introduce a strategy to support all learners
- Implement strategies/practice schoolwide
- Support with PD, coaching, observation feedback
- Gather data, reflect, and build upon strategies

**“Raising the Cognitive Lift”**

# Phased Implementation Plan

SPRING TO SUMMER 2021



April 15th - May 15th window

FALL 2021 TO SUMMER 2022

## STRATEGY & GOAL

- The overall strategy is to move students up on the DOK and Bloom's Taxonomy scales. The two strategies that we will be using are:
  - workshop model/cooperative learning
  - Bloom's learning objectives
- GOAL: In 4/4 classes (Math, Humanities, Science, and ELD), teachers will implement the workshop model and incorporate Kagan strategies 75% of the time. Learning objectives will be "taught" daily and include Level 2/3 verbs 75% of the time.

# Cognitive Lift

What do you think this means?

On a scale of 1-10, how important do you think it is for us to increase the student lift? Why?

How might we analyze the meme with regard to cognitive lift and New Legacy's academic culture in particular?



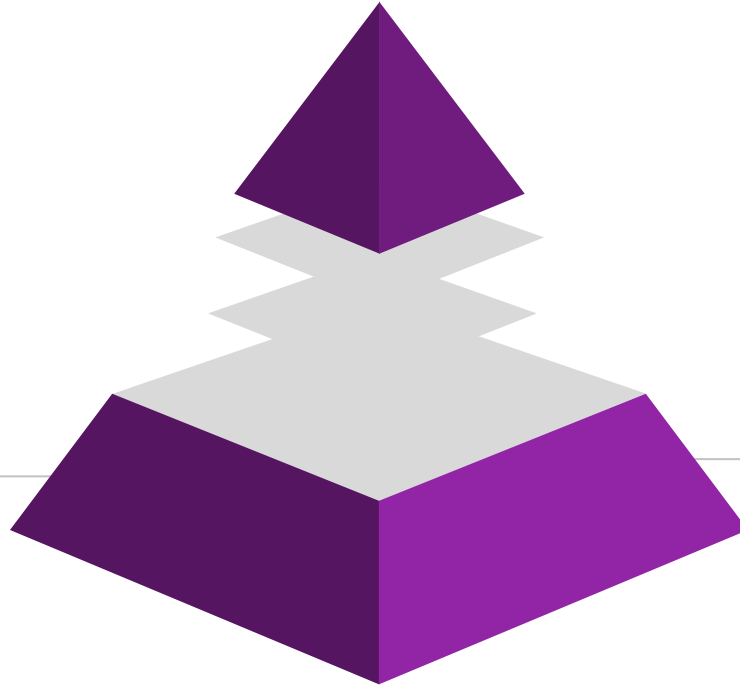
# Objective:

*The overall goal is to increase the cognitive lift for students by working strategically to move them up on the DOK and Bloom's Taxonomy scales.*

## **Strategy 1: Implementing workshop model + cooperative learning**

Rationale: by increasing student work time, collaboration, and discourse, learners will become more independent and reach a deeper level of thinking...

1



## **Strategy 2: Breathing life into learning objectives**

Rationale: by finding ways for students to "interact" with learning objectives, they will move towards "internalization" and higher levels of metacognition/performance

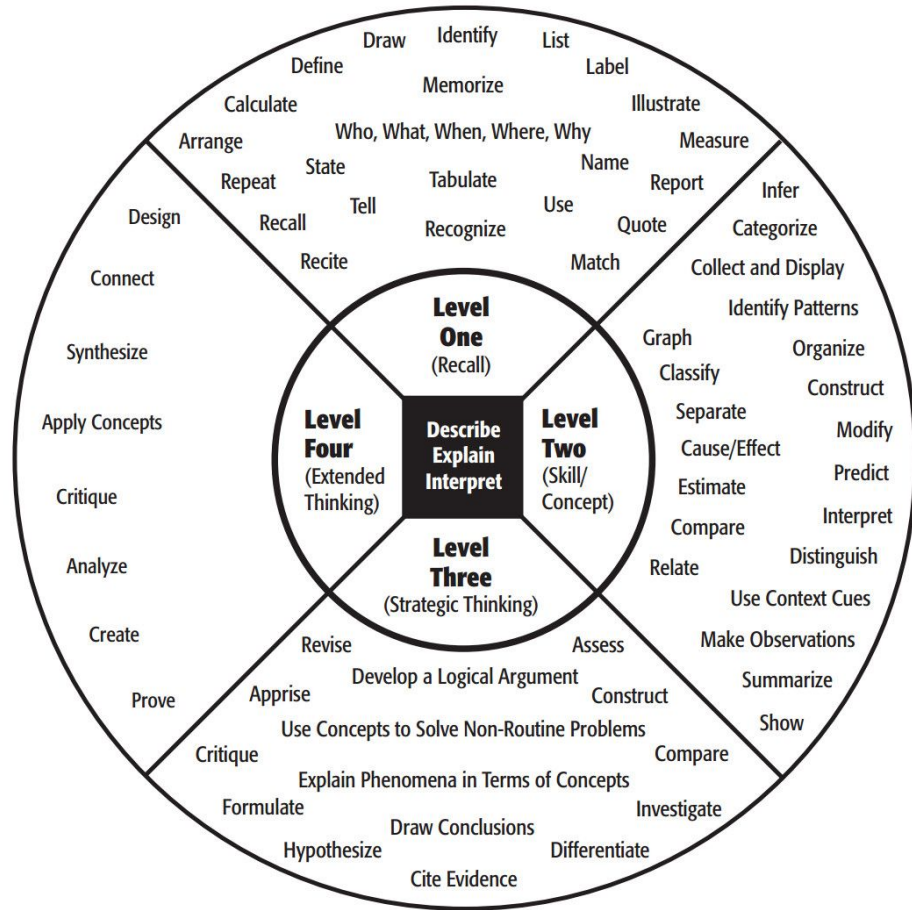
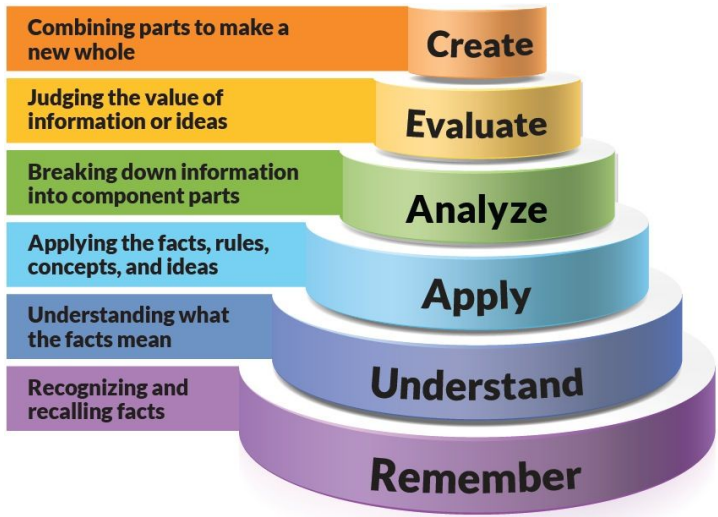
2



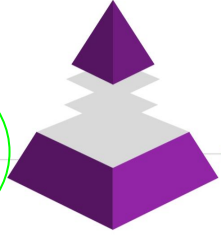
# Bloom's Taxonomy



# Depth of Knowledge (DOK) Levels



**Objective:** *The overall goal is to increase the cognitive lift for students by working strategically to move them up on the DOK and Bloom's Taxonomy scales.*



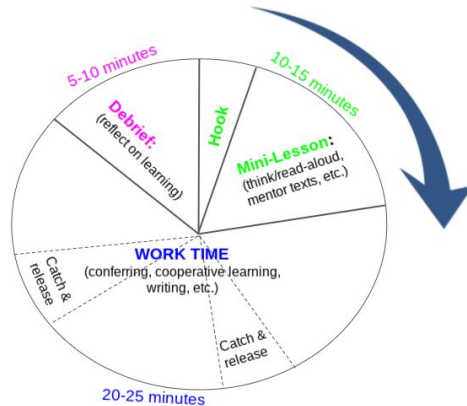
**Strategy 1:  
Implementing  
workshop model +  
cooperative learning**

Rationale: by increasing student work time, collaboration, and discourse, learners will become more independent and reach a deeper level of thinking...

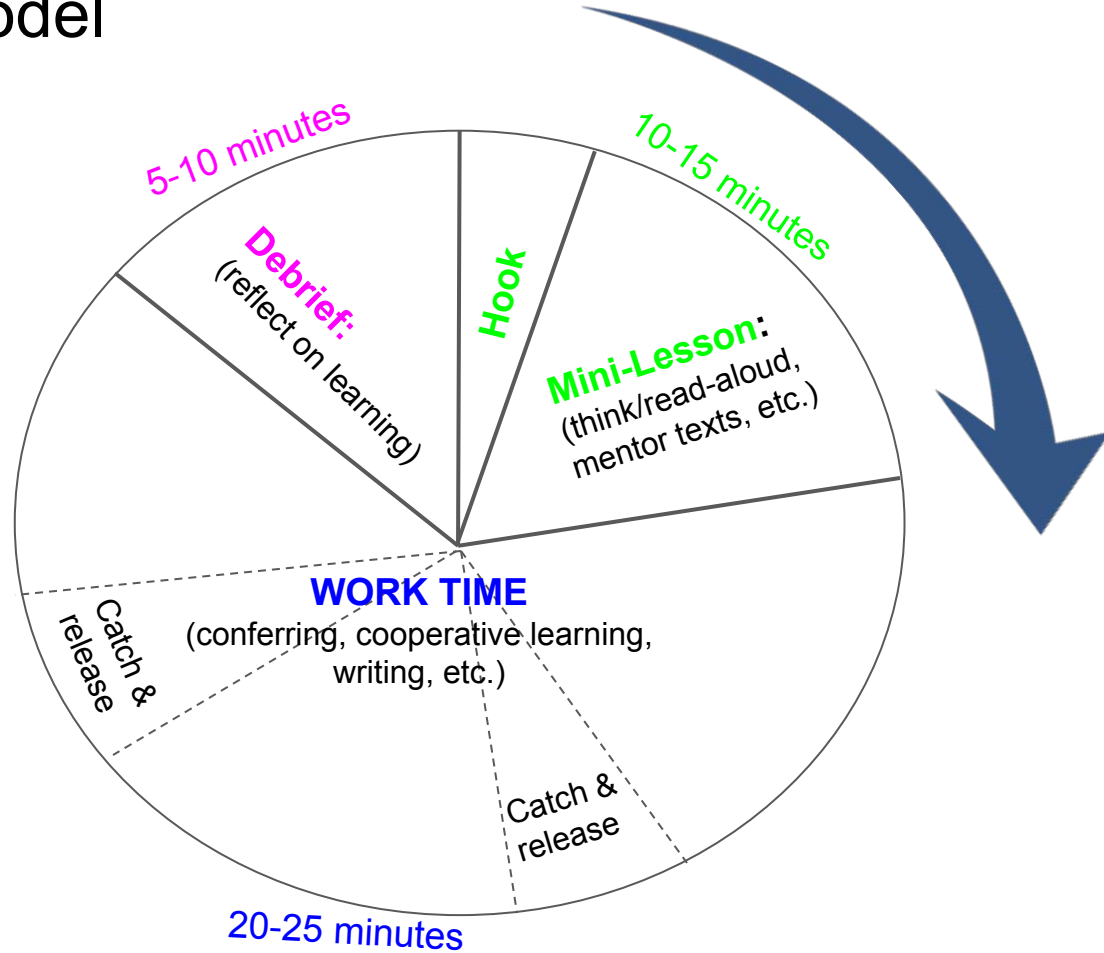
**Strategy 2:  
Breathing life into  
learning objectives**

Rationale: by finding ways for students to "own" their learning objectives, they will move towards "mastery" and higher levels of metacognition/performance

# Strategy 1: Workshop Model + Cooperative Learning



# Workshop Model



## Success Criteria: Workshop Model



- Workshop model is used at least three times per week
- Classes begin with a compelling "hook" and discussion of learning targets
- Mini-lessons are short and skill-based to the greatest extent possible
- Work time is maximized and incorporates collaborative learning to the greatest extent possible.
- Classes end with a short (whole class) reflection and/or self-assessment around learning targets

# Cooperative Learning

Think-pair-share

Four corners

Jigsaw

Gallery walk

Give one, get one

Stand up, hand up, pair up

Socratic seminar

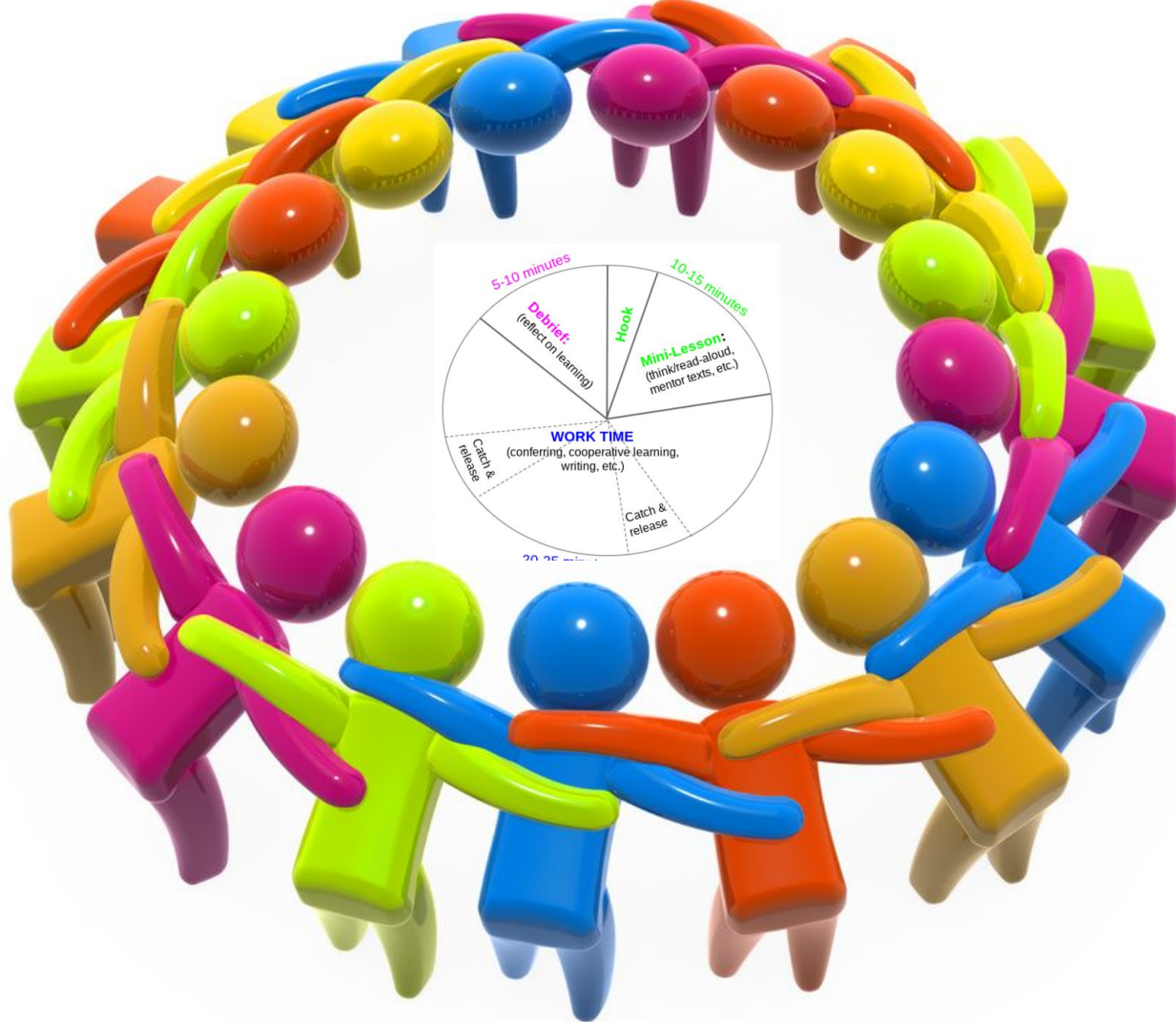
Fishbowl discussion

Inside-outside circle

Rally robin

Spectrum or continuum

Talking chips



5-10 minutes

**Debrief:**  
(reflect on learning)

**Hook**

10-15 minutes

**Mini-Lesson:**  
(think/read-aloud,  
mentor texts, etc.)

**WORK TIME**

(conferring, cooperative learning,  
writing, etc.)

Catch &  
release

Catch &  
release

20-25 minutes

## Success Criteria: Collaborative Learning

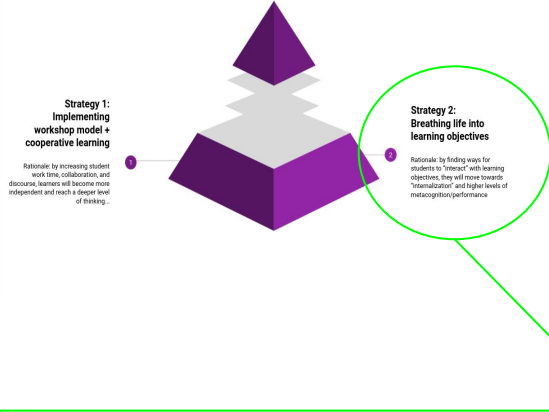


Think-pair-share	Socratic seminar	Jigsaw	Inside-outside circle
Four corners	Fishbowl discussion	Spectrum/continuum	Rally robin
Gallery walk	Give one-get one	Stand up, hand up, pair up	Talking chips

- Collaborative learning is built into work time at least three days per week
- Multiple collaborative learning structures are utilized to prevent redundancy, but repetition of strategies is also used to promote familiarity and
- Collaboration fosters communication, literacy, and critical thinking/problem solving skills.
- Students actively engage in collaboration; reluctant participants receive support and scaffolding.



**Objective:** *The overall goal is to increase the cognitive fit for students by working strategically to move them up on the DOK and Bloom's Taxonomy scales.*



## Strategy 2: Learning Objectives



## Success Criteria:

### Bloom's Taxonomy/Learning Targets



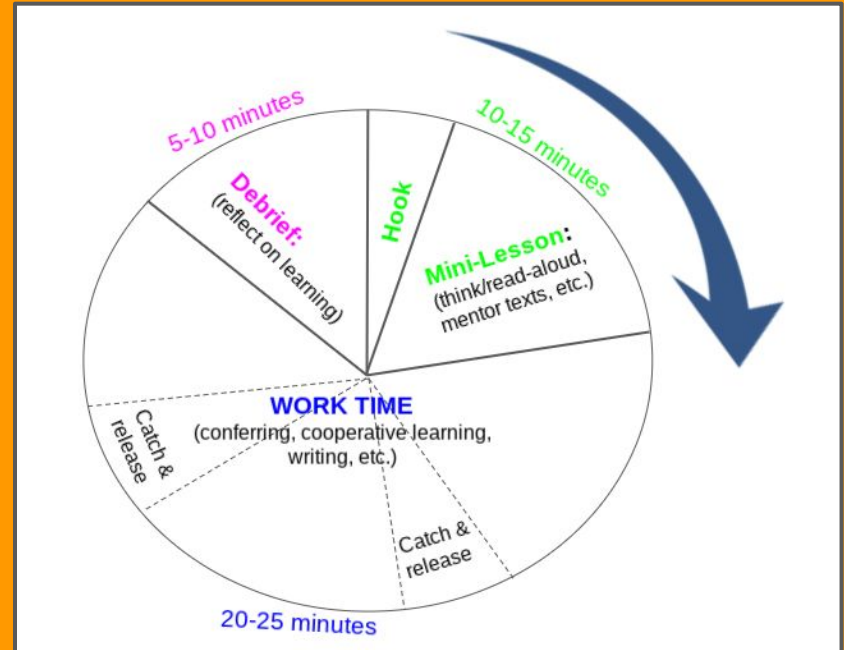
- Learning targets are posted daily
- Learning targets are discussed/written with students daily and then reflected upon at the end of class
- Learning targets include level 2-3 verbs at least three times per week
- Learning targets are specific, measurable, and use student friendly language

# Work Time

Article 1 - Four corners

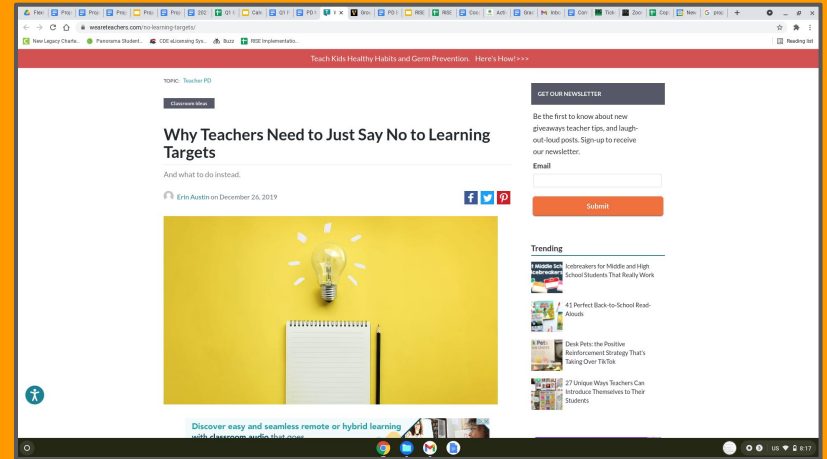
Article 2 - Talking chips

Article 3 - Gallery walk



# Article 1 - Reading

Step 1 - Read Article 1 and put a “+” next to statements/ideas that you already knew/agreed with, and a “?” or “!” next to anything that has challenged your thinking.



The screenshot shows a web browser window with the URL [www.teachers.com/learning-targets](http://www.teachers.com/learning-targets). The page title is "Why Teachers Need to Just Say No to Learning Targets" by Erin Austin, dated December 26, 2019. The article's main image is a lightbulb on a yellow background with a spiral notebook and a pencil in the foreground. The browser's address bar shows the URL, and the page has social media sharing icons for Facebook, Twitter, and Pinterest. A sidebar on the right contains a newsletter sign-up form and a "Trending" section with several article thumbnails.

## **Article 1 - Collaboration (Four Corners)**

Statement 1 - Learning targets are dumb.

Statement 2 - In my practice, learning targets have been used consistently and served as an effective way to map learning outcomes/expectations.

Statement 3 - In my practice, learning targets have been a “bottom-up” process. Students are involved in the writing of them and able to articulate their level of success in meeting them.

Statement 4 - I would like to incorporate the ethos of this article into my practice.

# Article 2 - Reading

Step 1 - Read Article 2 and underline information that best highlights/explains central components of the workshop model.

The screenshot shows a web browser displaying the Education World website. The page title is "Minimize Lecture, Maximize Learning: The Workshop Model". The article text is as follows:

Education World is committed to bringing educators the practical tools they need to make good decisions, engage in effective leadership and implement strategies that work. The following excerpt from *So What Do They Really Know? Assessment That Informs Teaching and Learning* describes the workshop model that the author relies on to foster a cycle of student work, timely feedback, and assessment. When students can show what they understand, you can adjust your teaching to what they need the most.

Just like the athletes on the field who do the majority of the work during practice, students in my classroom do the majority of the work by reading, writing, and thinking during class. By organizing my time using the workshop model every day, all year long, I can ensure that their reading, writing, and thinking are getting better.

In its simplest form, the workshop model has four basic parts: opening, mini-lesson, work time, and debriefing.

The **opening** is an opportunity to share the day's learning targets and set the stage for the day.

During the **mini-lesson** the teacher provides direct instruction for the whole class.

During the **work time**, students get to dig in and practice the learning. This is the most important part of the workshop and therefore must be the longest part of the period. I try to give students the bulk of the class to work, practice, or apply what has been taught during the mini-lesson.

- As students work, I confer with individuals or small groups. Often my conferences are pretty short—about two to four minutes long. The purpose of conferring is twofold. I want to assess student learning and help them to build stamina. When I confer, I try to figure out what students know, include them in what they know so they can

On the left sidebar, there is a section titled "Our best price for teachers, from \$30/line." and a "Shop now" button. The top navigation bar includes "Teacher Essentials", "Lesson Plans", "Admin", "Tech", "PD", "Worksheets & Printables", and "Tools & Templates". The top right corner has a search bar and a "Sign Up" button for a newsletter.

## **Article 2 - Collaboration (Talking Chips)**

Basic rule - a discussion only ends when all talking chips have been used.

**Discussion Prompt 1** - What is your degree of experience using the workshop model? If you haven't used it in its entirety, which components have you used? What is/could be the value of structuring a class in this way?

**Discussion Prompt 2** - Classes this year will only be 40-45 minutes long. How do you see the workshop model playing out in such short periods? What challenges might we anticipate? Which workshop components might be the hardest to implement thoroughly enough?

# Article 3 - Reading

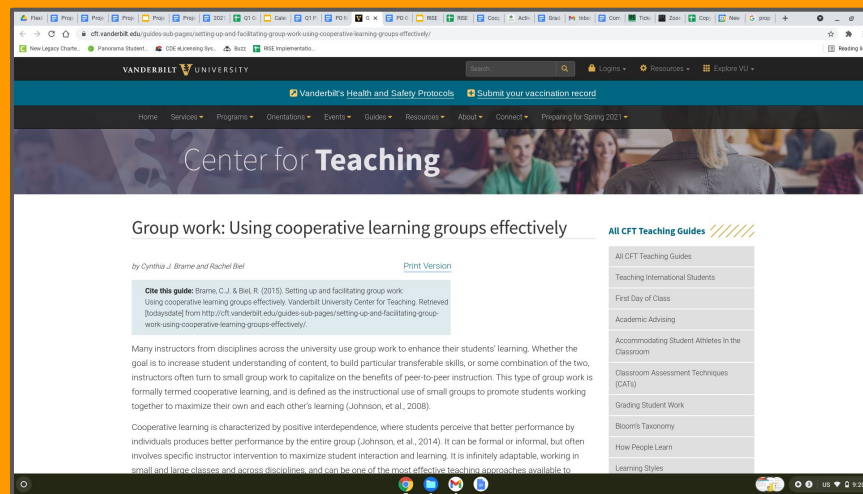
Step 1 - Perform a group reading of article 3, with each person individually circling “high impact” words or phrases as you go.

The screenshot displays the website for the Center for Teaching at Vanderbilt University. The page title is "Group work: Using cooperative learning groups effectively". The author is listed as Cynthia J. Braine and Rachel Biel. A "Print Version" link is available. A citation box contains the following text: "Cite this guide: Braine, C.J. & Biel, R. (2015). Setting up and facilitating group work: Using cooperative learning groups effectively. Vanderbilt University Center for Teaching. Retrieved [today's date] from http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/". The main text begins with: "Many instructors from disciplines across the university use group work to enhance their students' learning. Whether the goal is to increase student understanding of content, to build particular transferable skills, or some combination of the two, instructors often turn to small group work to capitalize on the benefits of peer-to-peer instruction. This type of group work is formally termed cooperative learning, and is defined as the instructional use of small groups to promote students working together to maximize their own and each other's learning (Johnson, et al., 2008)." The text continues: "Cooperative learning is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group (Johnson, et al., 2014). It can be formal or informal, but often involves specific instructor intervention to maximize student interaction and learning. It is infinitely adaptable, working in small and large classes and across disciplines, and can be one of the most effective teaching approaches available to..." On the right side, there is a sidebar titled "All CFT Teaching Guides" with a list of links: "All CFT Teaching Guides", "Teaching International Students", "First Day of Class", "Academic Advising", "Accommodating Student Athletes in the Classroom", "Classroom Assessment Techniques (CAT)", "Grading Student Work", "Bloom's Taxonomy", "How People Learn", and "Learning Styles".



# Article 3 - Collaboration (Gallery Walk)

With a partner, write words/phrases from your reading onto the posters that might “speak to” their content. Use that as a starting point, but also add original ideas, words, or questions as you go!

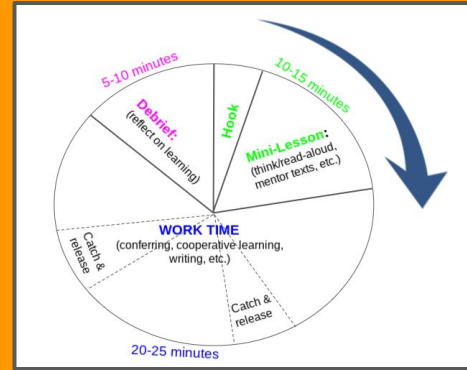


The screenshot shows a web browser displaying the Vanderbilt University Center for Teaching website. The page title is "Group work: Using cooperative learning groups effectively". The author is listed as Cynthia J. Brame and Rachel Biel. A "Print Version" link is available. A citation box contains the following text: "Cite this guide: Brame, C.J. & Biel, R. (2015). Setting up and facilitating group work: Using cooperative learning groups effectively. Vanderbilt University Center for Teaching. Retrieved [today's date] from http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/". The main text begins with "Many instructors from disciplines across the university use group work to enhance their students' learning. Whether the goal is to increase student understanding of content, to build particular transferable skills, or some combination of the two, instructors often turn to small group work to capitalize on the benefits of peer-to-peer instruction. This type of group work is formally termed cooperative learning, and is defined as the instructional use of small groups to promote students working together to maximize their own and each other's learning (Johnson, et al., 2008)." The text continues: "Cooperative learning is characterized by positive interdependence, where students perceive that better performance by individuals produces better performance by the entire group (Johnson, et al., 2014). It can be formal or informal, but often involves specific instructor intervention to maximize student interaction and learning. It is infinitely adaptable, working in small and large classes and across disciplines, and can be one of the most effective teaching approaches available to..." On the right side, there is a sidebar titled "All CFT Teaching Guides" with a list of links: All CFT Teaching Guides, Teaching International Students, First Day of Class, Academic Advising, Accommodating Student Athletes in the Classroom, Classroom Assessment Techniques (CATs), Grading Student Work, Bloom's Taxonomy, How People Learn, and Learning Styles.

# Debrief/Reflection

Whole group discussion:

- 1.) What three strategies will we implement this year to try to increase the cognitive lift for students?
- 2.) Which of the three are you most excited to implement?
- 3.) Which of the three will you need the most support with?



## Today's ~~learning objectives:~~ practice:

- Identifying the strategic components of the RISE grant and their rationale (1)
- Applying concepts from the implementation plan to our own practice (4)

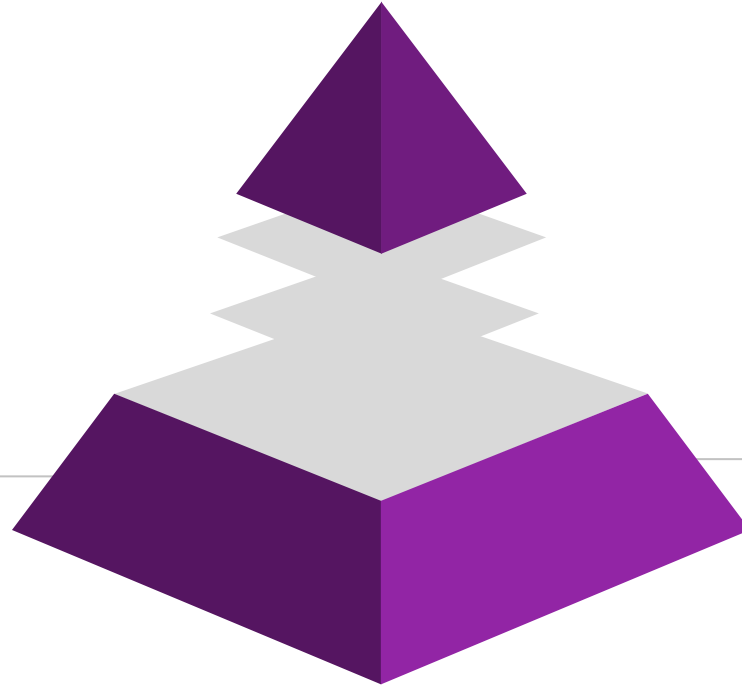
# Objective:

*The overall goal is to increase the cognitive lift for students by working strategically to move them up on the DOK and Bloom's Taxonomy scales.*

## **Strategy 1: Implementing workshop model + cooperative learning**

Rationale: by increasing student work time, collaboration, and discourse, learners will become more independent and reach a deeper level of thinking...

1



## **Strategy 2: Breathing life into learning objectives**

Rationale: by finding ways for students to "interact" with learning objectives, they will move towards "internalization" and higher levels of metacognition/performance

2

## Success Criteria: Workshop Model



- Workshop model is used at least three times per week
- Classes begin with a compelling "hook" and discussion of learning targets
- Mini-lessons are short and skill-based to the greatest extent possible
- Work time is maximized and incorporates collaborative learning to the greatest extent possible.
- Classes end with a short (whole class) reflection and/or self-assessment around learning targets

## Success Criteria: Collaborative Learning



Think-pair-share	Socratic seminar	Jigsaw	Inside-outside circle
Four corners	Fishbowl discussion	Spectrum/continuum	Rally robin
Gallery walk	Give one-get one	Stand up, hand up, pair up	Talking chips

- Collaborative learning is built into work time at least three days per week
- Multiple collaborative learning structures are utilized to prevent redundancy, but repetition of strategies is also used to promote familiarity
- Collaboration fosters communication, literacy, and critical thinking/problem solving skills.
- Students actively engage in collaboration; reluctant participants receive support and scaffolding.

## Success Criteria:

### Bloom's Taxonomy/Learning Targets



- Learning targets are posted daily
- Learning targets are discussed/written with students daily and then reflected upon at the end of class
- Learning targets include level 2-3 verbs at least three times per week
- Learning targets are specific, measurable, and use student friendly language

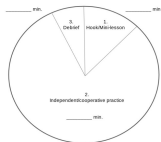
Learning Goals  
(Today I will practice...)

**Success Criteria**  
Eileen's Mastery Learning Targets

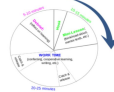


- Learning targets are posted daily
- Learning targets are discussed with the students daily and are reflected upon at the end of class
- Learning targets include level 2 or 3 verbs at least three times per week
- Learning targets are specific, measurable, and are student friendly language

Agenda



**Success Criteria**  
Workshop Model



- Workshop model is used at least three times per week
- I have a log with a copy of "look" and discussion of learning targets
- Mini lessons are short and skills based to the greatest extent possible
- Work time is structured and incorporates collaborative learning to the greatest extent possible
- I have a log with a short "look" chart reflecting and/or self assessment around learning targets

Vocabulary

**Success Criteria**  
Collaborative Learning



Class set size	Student number	Group	Task/assignment
Five rows	Eight students	Open rotations	Body size
Eight rows	Five or six per row	Head to head to tail to tail	Rolling size

- Collaborative learning is used three times per week at least three days per week
- Multiple collaborative learning structures are utilized to promote collaboration, use repetition of strategies is also used to promote fluency
- Collaborative learning structures, strategy, and critical thinking/ problem solving skills
- Student activity maps to collaborative, relevant participative events support and scaffolding

OTHER

BATHROOM

# Calendar & Next Steps

