

IF YOU HAVE....

A Resource Tool Developed by the Members of the Ohio Standards Advocate Team. If you are looking for a good place to get started delving into Ohio's Learning Standards, what the standards mean for instruction, or preparing for Ohio's State Tests, look through this document. Whether you have a few minutes or a full day, check the activities and links below to find resources and information that can help you.

Knowledge and Practice Survey - Use this with your staff to identify "entry points" for ongoing job embedded PD or district inservice around the instructional shifts that go with our Ohio Learning Standards. <http://achievethecore.org/page/1105/common-core-knowledge-and-practice-survey>

Assessment

If you have 15 minutes	<ul style="list-style-type: none">● Look at the annotated mini-assessments on Achievethecore.org● Find the Ohio Test Blueprints - look at guidance on what will be included on test and at what depth of knowledge/application.● Review the Taxonomy of Testing resource and select one assessment item type to use in your class. http://pages.uoregon.edu/kscalise/taxonomy/taxonomy.html● Learn about what a world language classroom should look like in terms of proficiency and performance: FAQ● Explore the expectations for a world language student: http://scsworldlanguages.weebly.com/performance-feedback-tools.html
If you have 30 minutes	<ul style="list-style-type: none">● Try the Technology Practice items on the Ohiostatetests.org AIR Portal● Review the Ohio State Tests Tutorials● Take the AIR Platform Test Administrator Virtual Course http://oh.portal.airast.org/Tutorials/Ohio_TA_Cert/● Learn about text dependent questions and review examples to help you revise existing assessment items. http://achievethecore.org/page/710/text-dependent-question-resources● Edulastic - write or use a tech enhanced math assessment● Learn how to use Flubaroo in a Google Spreadsheet to score a test you create in Google Forms.● Use Karen Hess's Cognitive Rigor Matrix to look review the stretch within an assessment or plan to add stretch to an existing assessment.<ul style="list-style-type: none">○ Literacy areas: http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf○ Math/STEM: http://static.pdesas.org/content/documents/M2-Activity_2_Handout.pdf● Read the ASCD EdLeadership Article - The Best Value In Formative Assessment by Jan and Stephen Chappuis. Reflect on how to integrate formative assessment into one of your existing units or activities.

	<p>http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/The-Best-Value-in-Formative-Assessment.aspx</p> <ul style="list-style-type: none"> ● Review the new Ohio Arts Assessment Collaborative SLO/SGMs for the Fine Arts [directions for creating a Battelle For Kids account if you don't have one can be found by scrolling down this page] ● Review the types of assessments world language teachers are expected to give
If you have 60 minutes	<ul style="list-style-type: none"> ● Create a practice testing session for your students on the Ohio State Tests portal ● Try out the Interactive Equation Tutorial ● Find a science simulation that matches your standards. ● Learn how to use Doctopus and Goobric in Google Sheets to attach rubrics to Google Docs papers. ● Review the released test items for math, ELA, science and social studies to look at how the items match to the depth of the standards and reflect on what classroom experiences would help students to build that depth of knowledge/application. <ul style="list-style-type: none"> ○ Released items/keys for science/social studies http://oh.portal.airast.org/ocba/students-and-families/ ○ Released items/keys for ELA, math https://prc.parcconline.org/assessments/parcc-released-items ● Review the Performance Level Descriptor rubrics for ELA, math, science and social studies http://oh.portal.airast.org/ocba/resources/ click on REPORTING RESOURCES ● Explore what a world language classroom should look like in terms of teacher behaviors
If you have ½ day	<ul style="list-style-type: none"> ● Assessment Evaluation Tool -- one for math, and one for ELA/Literacy - Apply this to one of your assessments or a team common assessment ● Look at Webb's DOK and one of your assessments or team common assessment to match them. ● Use http://assessment.aaas.org/ to create science assessments for middle and high school students. ● Begin to work through the Formative Instructional Practice [FIP] Modules with a collaborative team or on your own. http://portal.battelleforkids.org/FIPOhio/fip-home ● Look at examples of Integrated Performance Assessments for world language students, the types of assessments that align to Ohio's Standards: http://www.livebinders.com/play/play/1504217
If you have a full day	<ul style="list-style-type: none"> ● Using one of your common assessments or unit assessments, plan instruction to support students demonstration of learning on the assessment -Think about formative assessment and and what type of scaffolding lessons you would need to put in place. Think about what stretch activities or supporting activities you would need to put in place for your students. Use Ohio Quality Review Rubrics <ul style="list-style-type: none"> ○ ELA

	<ul style="list-style-type: none"> ○ Math ○ Science ○ Social Studies ○ OR Achievethecore.org Instructional Practices Guides ● Use Achieve Equip Student Work Protocol to work with grade level teams to analyze student work to come up with anchor papers or exemplar papers that are illustrative of students who are beginning to understand, almost to mastery, at mastery and ready to go deeper. ● Work with a team to review language of standards and then look at a unit's worth of lessons and assessments to see if the language and DOK levels in your work match to the standards. ● Review the rubrics for assessing world language performance and proficiency: Rubrics
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Instruction

<p>If you have 15 minutes</p>	<ul style="list-style-type: none"> ● Literacy Lesson Bank - Achievethecore.org ● ShareMyLesson.com - American Federation of Teachers ● NEA Lesson Plans - National Education Association ● Annotated Tasks - Achievethecore.org ● Read through this article to see how differentiation can work in a classroom. Although this refers specifically to a self-contained gifted classroom, the strategies used can be useful for other settings. ● Read this blog to see three strategies one teacher likes to use in differentiating for her gifted students. ● Why PBL? quick read articles ● Add Read & Write for Chrome extension to your Chrome Browser. This tool works in Google Docs and on any website. It provides text to speech. The teacher edition has a full highlighter tool bar that will collect highlights into a Google Doc. ● Characteristics of English Language Learners (ELLs) ● Characteristics of Gifted Students ● Pick one of the ODE Science Pearltree categories to explore http://www.pearltrees.com/ohioscience ● Pick on of the ODE Math Pearltree categories to explore http://www.pearltrees.com/ohiomath#634 ● Learn about the usage of the target language in world language classrooms: http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom-0 ● Learn about the modes of communication, the focus of world language standards
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If you have 30 minutes

- [EngageNY](#) Lesson Resources
- Look at resources from New York City Dept of Educ - [Tasks, Units and Student work examples](#)
- [Georgia Frameworks - nice tasks](#)
- [LearnZillion Videos for students](#)
- [Zaption](#) or [Edcite](#) - Use or upload video and insert formative assessment questions
- [Watch a Video On Teaching Channel](#) or [Teachingthecore.org](#) - debrief and reflect
 - What do you notice?
 - What do you see?
 - What is different in the instruction?
- Review the [rich math task resources k-12](#) from Greater Cleveland Council of Teachers of Math
- Look at [Ohio Resource Center](#) or [Illustrative Math Resources](#)
- Look over your most recent formative or summative assessments and identify which gifted learners may need some different challenges or tasks on current or upcoming work. Refer to [Ohio's Extended Learning Standards](#) to see how you can ratchet up the challenge. It is not always necessary to move into the next grade level's standards.
- Watch the Learner.org The Learning Classroom Session 9 Metacognition <http://www.learner.org/resources/series172.html#> handouts - http://www.learner.org/courses/learningclassroom/support/09_metacog.pdf
- Look at the [Instructional Resources for Gifted](#) available on the ODE website and read through the information on [Strategies for Diverse Learners Using the UDL Model: Focus on Gifted Learners](#) page. Read through the information to gather ideas of how to gifted learners' needs can be addressed within the UDL framework.
- **Project Based Learning (PBL)**
 - www.BIE.org , create a free account and get unlimited downloading rights to PBL resources that include research, rubrics, sample projects, and student handouts. Browse multiple archived Google Hangouts with BIE National Faculty that provide tips on specialized PBL topics.
 - www.Edutopia.org - multiple teacher videos and blogs related to the challenges involved with inquiry-based learning
- Review Paired Info Text and Literature audio books as well as other elementary literacy resources on [BookFlix](#) through the InfoOhio website.
- Learn instructional strategies to address the modes of communication
 - [Interpretive](#)
 - [Interpersonal](#)
 - [Presentational](#)

<p>If you have 60 minutes</p>	<ul style="list-style-type: none"> ● Explore the Literacy Design Collaborative. ● Create an account at NEWSELA.com and explore resources or Readworks.org ● Find nonfiction content reading sources at these sites. ● If you are elementary - review the Basal Reader Project for Text Complexity ● If you are secondary ELA - join the Anthology Project ● Explore the Text Complexity - Text Selection Tools ● Do the Standards to Task Activity for mathematics. ● Look at the Ohio Quality Review Rubric Dimension 3 - Instructional Supports. Choose one of your lessons or units and look closely at use of technology, scaffolding and extensions. <ul style="list-style-type: none"> ○ ELA ○ Math ○ Science ○ Social Studies ● Use the Achievethecore.org Text Complexity rubric. Apply it to a piece of text you use in your class. How does it match up? ● Try the Achievethecore.org Lesson Planning Tool ● Take a look at the Instructional Resources for Gifted available on the ODE website. Focus especially on the supplemental checklists for your content are and consider how one of your recent lessons meets the needs of gifted learners in your class by using the checklist. ● Look at the student work exemplars available at http://eleducation.org/resources/models-of-excellence and begin to think about how you can use student work models to help build student skills & a focus on working towards mastery. http://eleducation.org/resources/models-of-excellence ● Read the Can-do expectations for learners of a world language.
<p>If you have a ½ day</p>	<ul style="list-style-type: none"> ● Use the FIP [Formative Instructional Practices] Modules by subject area to learn more about how good Formative Instruction and Assessment match to standards. ● Work through the ODE Model Curriculum Resource Documents and add your own ideas! ● Plan instruction with intervention specialists, ELL specialists, GT specialists. Use the ODE Unit and Lesson Design Thinking Tool ● Meet as a team to review upcoming unit lesson plans using the Achievethecore.org Instructional Practice Guide ● Review the ODE Diverse Learner Instructional Resources and choose a strategy to implement ● Meet as a team to review and use the Unit and Lesson Design Tool on the Instructional Resources for Gifted. Select an upcoming unit or lesson and work through the process of developing elements for gifted learners. Use

	<p>the Lesson Planning Tool with Helps to guide thinking and planning.</p> <ul style="list-style-type: none"> ● If you are an instructional coach or teacher leader, plan PD using the Instructional Coaching Tool from achievethecore.org along with videos from Teachingthecore.org ● Dig deeper into high-quality PBL design. Explore BIE's PBL Project Design Rubric to learn more about the 8 elements of high quality PBL. Use the rubric to examine/assess your own PBL designs and/or explore BIE's high quality PBL units using the Rubric. http://bie.org/objects/cat/planning_forms or www.PBLU.org ● Use the study guide for Susan Brookhart's book, How to Give Effective Feedback to Students, as the framework for discussion and planning around formative assessment strategies. http://www.ascd.org/publications/books/108019/chapters/An-ASCD-Study-Guide-for-How-to-Give-Effective-Feedback-to-Your-Students.aspx ●
If you have a full day	<ul style="list-style-type: none"> ● Start with your student work and student data and back track. What worked and didn't work in your instruction. ● Take your most recent unit and apply the Ohio Quality Review Rubrics to it. <ul style="list-style-type: none"> ○ ELA ○ Math ○ Science ○ Social Studies <p>Reflect on the success of the lesson and areas that need improvement. Note the strengths and needs of that lesson or unit, and begin to work to strengthen the weaker areas. Use the Lesson and Unit Design Thinking Tool as a starting point.</p> <ul style="list-style-type: none"> ● Work with a colleague to do peer observation/review to provide feedback to other members of your team. Use the Instructional Practice Guides on achievethecore.org to help focus the observation and feedback. ● Starting with your anchor novels or texts, find partner texts to match with them. Include multi-media, audio texts, and informational texts. Consider the themes within the anchor novels or texts. CommonLit.org can be a helpful springboard of related texts. Use ViewPure.com to show YouTube videos without fears of ads, comments, and recommendations distracting from the video. ● Use the Instructional Planning tool on Achievethecore.org to revise your lesson planning process. ● Work with a team to explore sample thematic units of instruction and to revise current units to reflect proficiency and performance ● Explore activities that infuse technology into the modes of communication and instruction

ODE Resources

English	http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/English/Transition-Tools-Ohio-s-New-Learning-Standards-K-1
Math	http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Mathematics/Transition-Tools-Ohio-s-New-Learning-Standards-K-1/Alignment-Toolkit-Phase-3-Implementation
Science	http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Science/Transition-Tools-Ohio-s-New-Learning-Standards-K-1
Social Studies	http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Social-Studies/Transition-Tools-Ohio-s-New-Learning-Standards-K-1
Diverse Learners	http://education.ohio.gov/Topics/Special-Education/Diverse-Learners
Ohio State Tests	Portal http://oh.portal.airast.org/ocba/ Updates http://education.ohio.gov/Topics/Testing/State-Test-Updates-for-2015_2016 Homepage http://education.ohio.gov/Topics/Testing/Ohios-State-Test-in-ELA-Math-Science-SocialStudies
World Language	http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework
Fine Arts	http://education.ohio.gov/Topics/Ohios-Learning-Standards/Fine-Arts
Physical Education	http://education.ohio.gov/Topics/Ohios-Learning-Standards/Physical-Education
Technology Integration	http://education.ohio.gov/Topics/Ohios-Learning-Standards/Technology/Technology-Pearlree