

Contrasting Classroom Lessons

Kari Peterson, Ph.D.



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

Goal

- The focus of this session is more about understanding the STAR Protocol than it is the full STAR Process.
- During this session participants will develop a better understanding of the STAR Framework by using the STAR Classroom Observation Protocol to view two contrasting classroom lessons
- This process can be used to launch the STAR Protocol in PLCs

The STAR Instructional Framework

- 5 Essential Components
 - **S**kills
 - **K**nowledge
 - **T**hinking
 - **A**pplication
 - **R**elationships
- 15 Indicators
- Multiple (95) Strategies

Seeing Teaching and Learning

- Get into groups of 4 to 5
- Each group member should pick one or two essential components to look for (make sure that all of them are covered within your group)
- Take a couple minutes now to review your section/s

Seeing Teaching and Learning

- During the lesson be scanning your protocol to determine if any of the Indicators (1-15) or Strategies (bullets) are being manifested.
- Feel free to whisper and chat with colleagues during the lesson.
- By end of 15 minutes you should have noted any indicators or strategies that were observable during the lesson.

The Debrief

Essential Component Dialogue

- Start with Relationships
- What Strategies did you see?
- List as many examples as you can.
- Mark the continuum for each **Indicator**
- Try to use “I” statements (“I saw...”)

Personal Reflection

- Use bottom of page to keep notes during discussion
- Take a few minutes to share your reflections and how this applies to you with a partner

The Continuum

If to the right

- What Strategies did we see that made this clearly observable?
- What Strategies can I make sure I am using in my own classroom?

If in the middle

- What would have made it more Clearly Observable?
- How can I make sure this Indicator is Clearly Observable in my own classroom?

If to the left

- We just did not see it today, but how could it have been manifested in this context?
- How often is this indicator manifested in my classroom?

RELATIONSHIPS

Do interpersonal interactions reflect a supportive learning environment?

TEACHER	<p>13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment</p> <ul style="list-style-type: none">• Interacts positively with students• Solicits and encourages students' ideas• Models and expects responsible behavior• Provides challenging assignments• Assures routines and rituals are in place that allow students to work and move comfortably in the room• Encourages students to share their ideas, thoughts, and/or feelings• Creates a welcoming environment where students feel safe, secure, and respected, and there is an atmosphere of respect, sincerity, warmth, and humor	<p>Not Observable Clearly Observable</p> <p>_____</p>
STUDENTS	<p>14. Students work collaboratively to share knowledge, complete projects, and/or critique their work</p> <ul style="list-style-type: none">• Receive social support for learning through periodic grouping with peers (response partners, triads, small groups, etc.)• Make comments and respond to peers in a positive and constructive manner• Participate in writing groups/peer editing groups/reading groups/research groups/lab groups/problem solving groups	<p>Not Observable Clearly Observable</p> <p>_____</p>
STUDENTS	<p>15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning)</p> <ul style="list-style-type: none">• Participate in enrichment and/or remediation activities• Experience multiple ways to practice a concept and/or new learning• Make their own choices about ways to approach learning tasks• Progress through the lesson based on their needs rather than text progression	<p>Not Observable Clearly Observable</p> <p>_____</p>
ME	<p>What am I currently thinking about RELATIONSHIPS? How does this apply to ME?</p>	

APPLICATION

Did students extend their learning into relevant contexts?

TEACHER	10. Teacher relates lesson content to other subject areas, personal experiences, and contexts	Not Observable Clearly Observable <input type="checkbox"/>
	<ul style="list-style-type: none">• Relates lesson content to prior learning• Integrates multiple subject areas• Relates information to a real world problem• Makes meaningful personal and/or cultural connections• Shares a personal story related to lesson content• Demonstrates connection to a personal experience	
STUDENTS	11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom	Not Observable Clearly Observable <input type="checkbox"/>
	<ul style="list-style-type: none">• Make meaningful personal connections• Share a personal story• Address a real world/contemporary problem• Design lab procedures for an experiment• Carry out independent research• Participate in a relevant simulation• Articulate the purpose of a particular project• Present work and/or finished projects to an audience	
ME	12. Students produce a product and/or performance for an audience beyond the classroom	Not Observable Clearly Observable <input type="checkbox"/>
	What am I currently thinking about APPLICATION? How does this apply to ME?	

THINKING

Did students demonstrate thinking through reflection and/or metacognition?

TEACHER	<p>7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills</p> <ul style="list-style-type: none">• Asks students their opinions• Gives sufficient wait time• Asks open-ended questions• Focuses on higher-order thinking questions• Probes student responses beyond a correct answer• Elicits responses from multiple students to a question• Solicits contributions from all students	<p>Not Observable Clearly Observable</p> <p>_____</p>
	<p>8. Students develop and/or demonstrate effective thinking processes either verbally or in writing</p> <ul style="list-style-type: none">• Participate in a discussion around an issue• Articulate thinking strategies• Practice thinking in the context of required content• Explain problem-solving processes• Critique lab procedures• Provide verbal and/or written feedback to peers• Develop and/or demonstrate real-world connections• Provide their own opinions on a topic or issue	<p>Not Observable Clearly Observable</p> <p>_____</p>
	<p>9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning</p> <ul style="list-style-type: none">• Demonstrate metacognition• Make a text-to-text and/or text-to-self connection• Examine own biases on an issue• Monitor thinking and adjust strategies• Reflect quietly to gain personal meaning (journals, exit slips, etc.)• Students rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers	<p>Not Observable Clearly Observable</p> <p>_____</p>
ME	<p>What am I currently thinking about THINKING? How does this apply to ME?</p>	

KNOWLEDGE

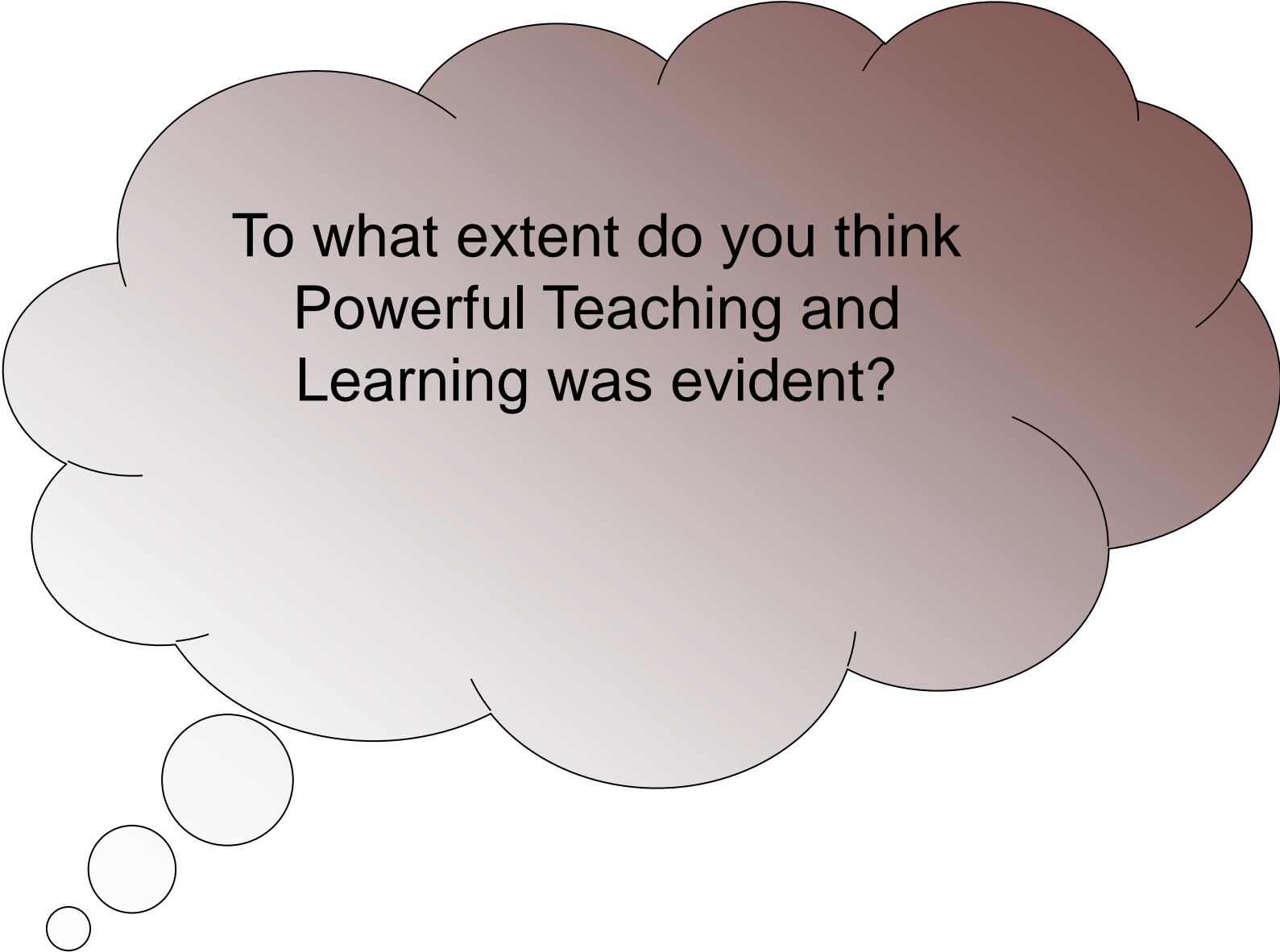
Did students demonstrate depth of conceptual understanding?

TEACHER	4. Teacher assures the focus of the lesson is clear to all students <ul style="list-style-type: none">Assures students are aware of lesson objectives and assures that students know how to meet the objectivesOrganizes lesson around guiding/essential questions and/or enduring understandingsAligns lesson with state goals and learning targets	Not Observable Clearly Observable <input type="checkbox"/> <input type="checkbox"/>
	5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not just recall <ul style="list-style-type: none">Generate their own ideas, questions, or hypothesesSynthesize informationAnalyze/critically examine informationDiscuss a public issueUse evidence/data to support an opinionUse symbolic representationArrive at a conclusion or interpretation	Not Observable Clearly Observable <input type="checkbox"/> <input type="checkbox"/>
STUDENTS	6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding <ul style="list-style-type: none">Make distinctionsApply/explain/debate ideasForm generalizationsRaise questionsFormulate coherent/complete questionsParticipate in a literature circleConduct a simulationDemonstrate the use of vocabulary and fundamental concepts of a subject area	Not Observable Clearly Observable <input type="checkbox"/> <input type="checkbox"/>
ME	What am I currently thinking about KNOWLEDGE? How does this apply to ME?	

SKILLS

Did students actively read, write, and/or communicate?

TEACHER	<p>1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating</p> <ul style="list-style-type: none">• Poetry/essays/journals/research papers• Response logs/lab reports/data tables/graphic displays• Dialogue/debate/skits/presentations• Develop arguments	Not Observable Clearly Observable <input type="checkbox"/> <input type="checkbox"/>
	<p>2. Students' skills are used to demonstrate conceptual understanding</p> <ul style="list-style-type: none">• Organize/sequence/categorize information• Consider alternatives• Interpret and/or evaluate• Predict/hypothesize• Compare/contrast• Analyze cause and effect• Develop model/simulation/original creation• Communicate conceptual understanding	Not Observable Clearly Observable <input type="checkbox"/> <input type="checkbox"/>
STUDENTS	<p>3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information</p> <ul style="list-style-type: none">• Read and/or analyze text or other data• Produce a piece of creative or expository writing• Participate in a discussion/debate/oral presentation• Use and/or develop graphic organizer• Conduct interviews or focus groups around a topic• Construct a written or visual explanation to a phenomenon• Use manipulatives/maps/primary sources• Identify information sources to be used in a project• Develop a visual (or other artistic) representation of information	Not Observable Clearly Observable <input type="checkbox"/> <input type="checkbox"/>
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To what extent do you think
Powerful Teaching and
Learning was evident?

Seeing Teaching and Learning Again!

- Use the same protocol to observe another lesson.
- Be sure to mark specific Indicators and Strategies you see.
- Ask yourself:
 - What is being done differently in this lesson compared to the first lesson?
 - Which lesson showed more evidence of PTL?

The Debrief

Essential Component Dialogue

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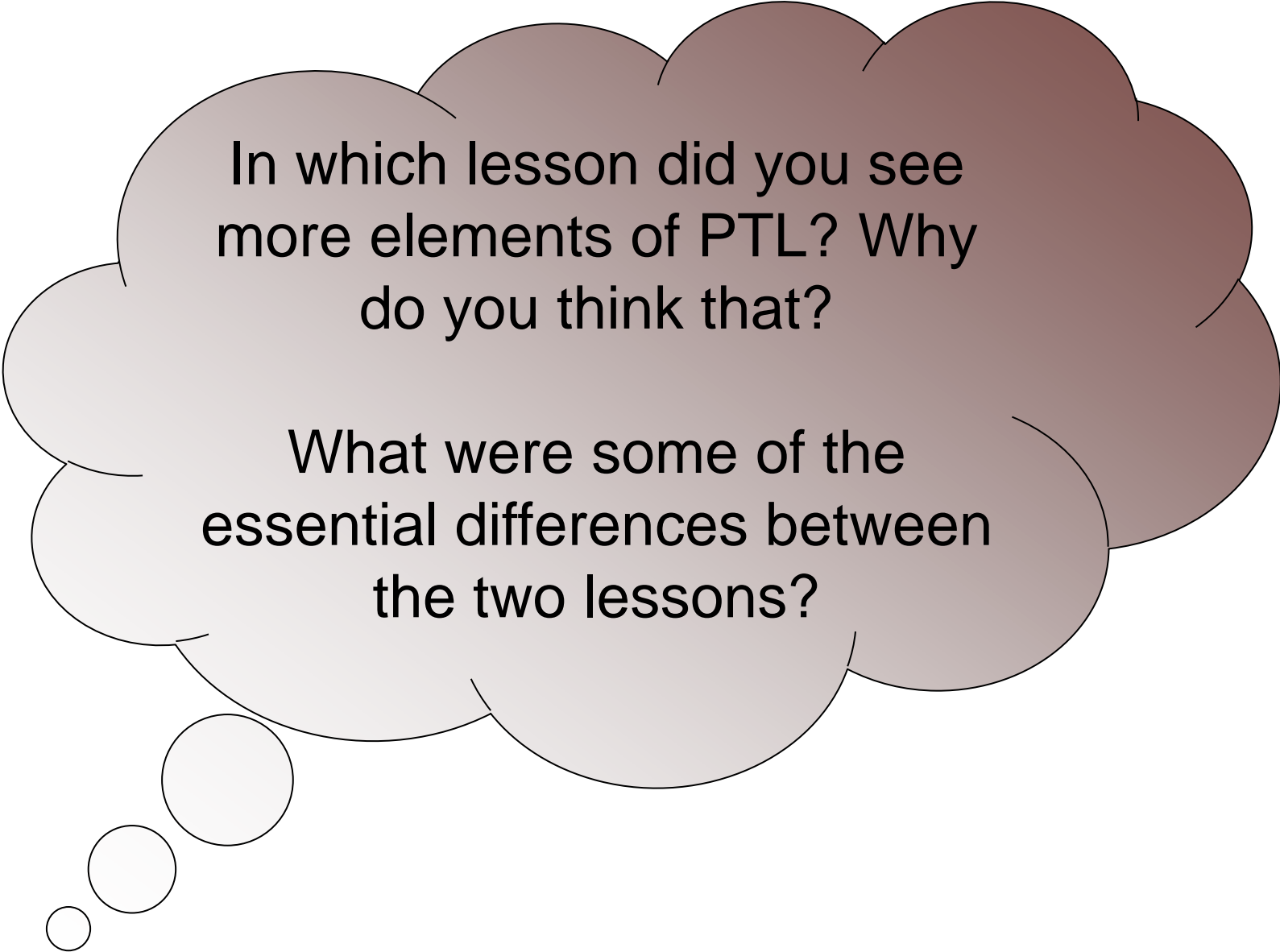
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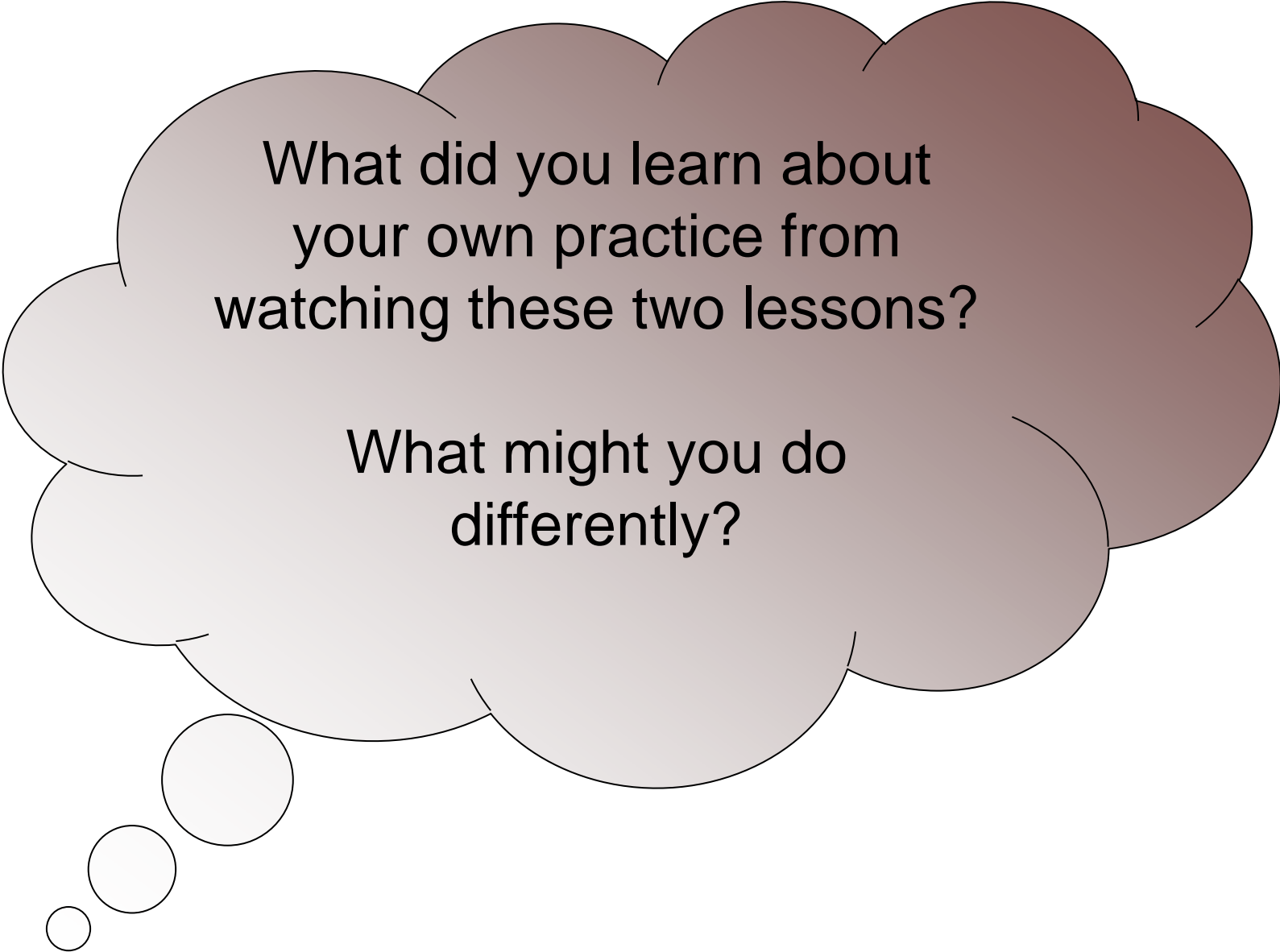
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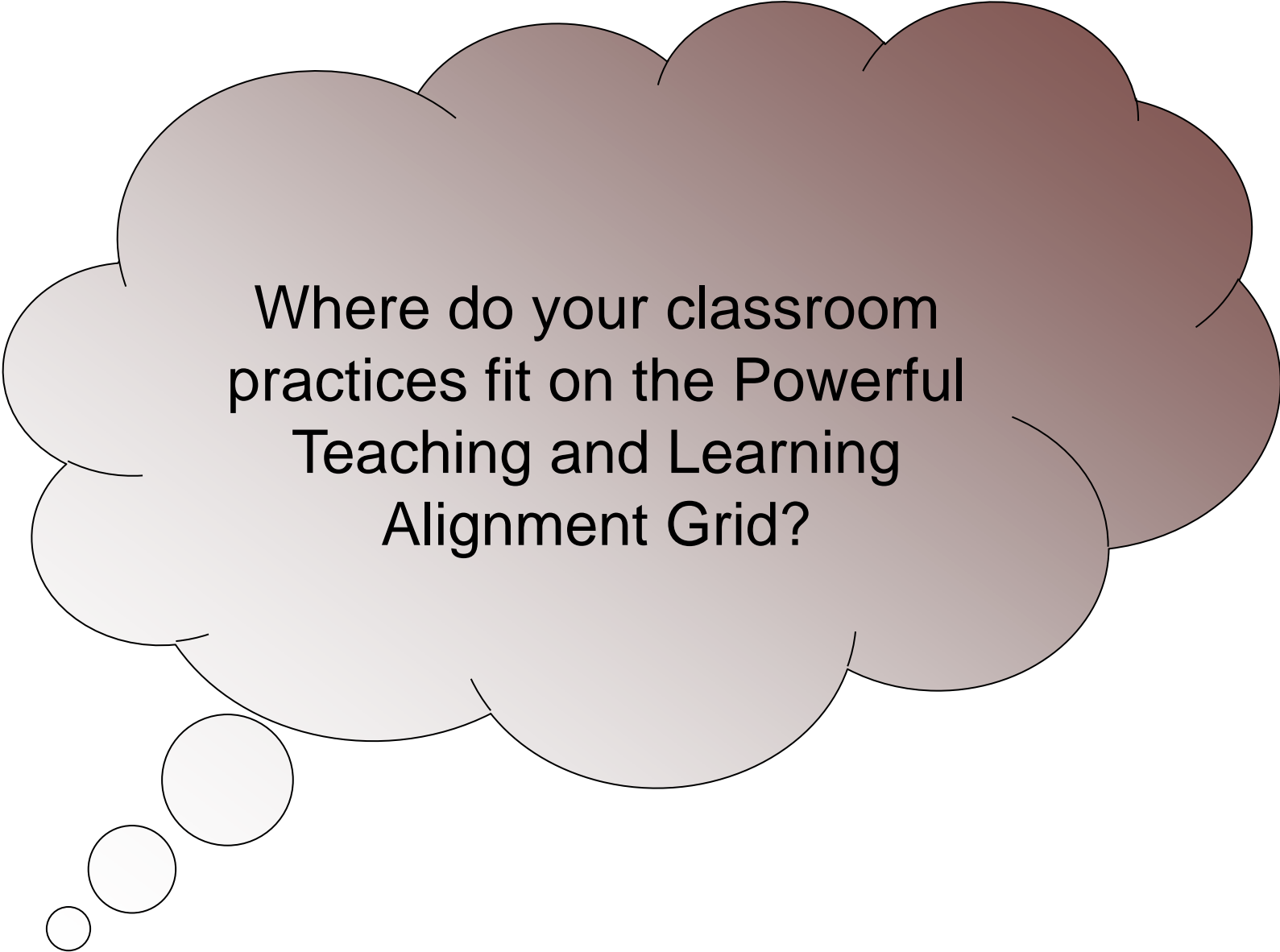
In which lesson did you see more elements of PTL? Why do you think that?

What were some of the essential differences between the two lessons?



What did you learn about
your own practice from
watching these two lessons?

What might you do
differently?



Where do your classroom
practices fit on the Powerful
Teaching and Learning
Alignment Grid?