

DOUGLAS FISHER



Douglas Fisher, PhD, is professor of language and literacy education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High and Middle College. He teaches preservice courses in literacy and English language learners, graduate courses in reading instruction and intervention and doctoral courses in policy, research and literacy. As a classroom teacher, Dr. Fisher focuses on English language arts instruction. He was director of professional development for the City Heights Educational Collaborative and also taught English at Hoover High School.

Dr. Fisher received an International Reading Association Celebrate Literacy Award for his work on literacy leadership. For his work as codirector of the City Heights Professional Development Schools, Dr. Fisher received the Christa McAuliffe award. He was corecipient of the Farmer Award for excellence in writing from the National Council of Teachers of English for the article, "Using Graphic Novels, Anime, and the Internet in an Urban High School," published in *The English Journal*.

Dr. Fisher has written numerous articles on reading and literacy, differentiated instruction and curriculum design. His books include *Creating Literacy-Rich Schools for Adolescents*, *Checking for Understanding*, *Better Learning Through Structured Teaching* and *Content-Area Conversations*.

He earned a bachelor's degree in communication, a master's degree in public health, an executive master's degree in business and a doctoral degree in multicultural education. Dr. Fisher completed post-doctoral study at the National Association of State Boards of Education focused on standards-based reforms.

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The Purposeful Classroom

Doug Fisher
San Diego State University



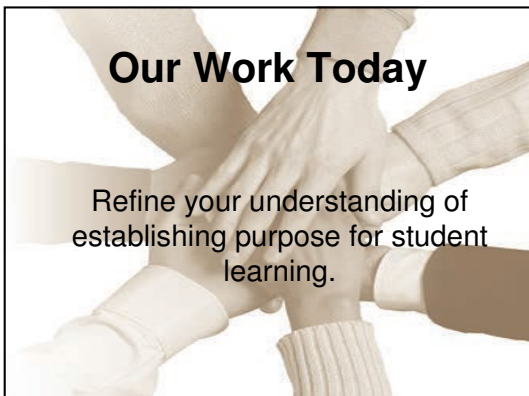
Skilled learners

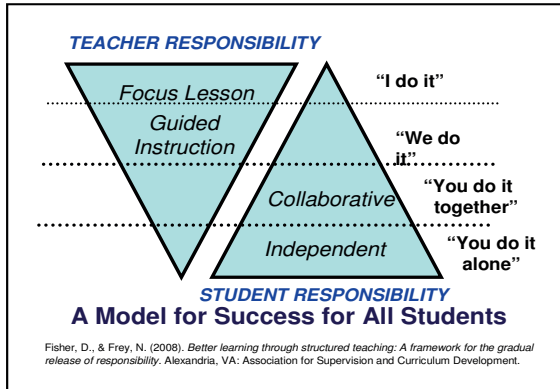


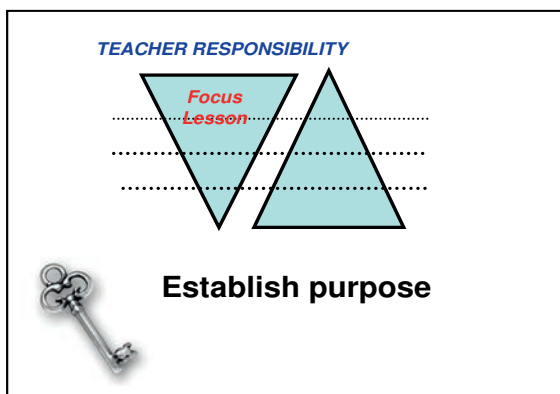
are nurtured.

Our Work Today

Refine your understanding of
establishing purpose for student
learning.

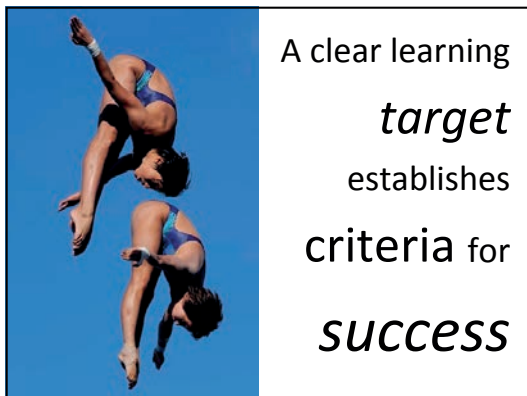














What is a content purpose?



An analysis of the content standard

Focuses on what can be accomplished toward the grade-level standard TODAY (in other words, it's not the standard)

Is a learning goal, not an activity (can be written as a goal or objective)

What is a language purpose?

- An analysis of the language demands of the task
- An understanding of the way students demonstrate their thinking through spoken or written language





Shifts in Thinking

What am I going to teach?



HOW am I going to teach?

What are the students going to **do**?



What are the students going to **LEARN**?



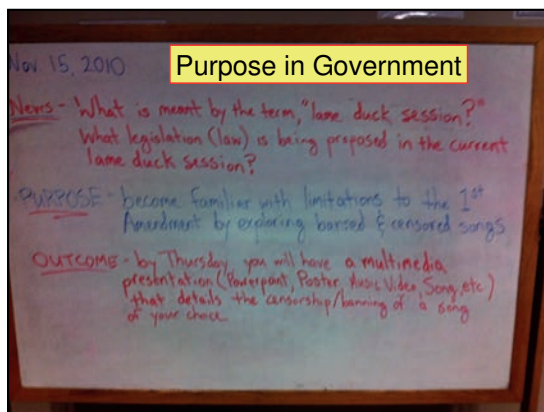
Quality Indicators for Linking Purpose to Outcomes

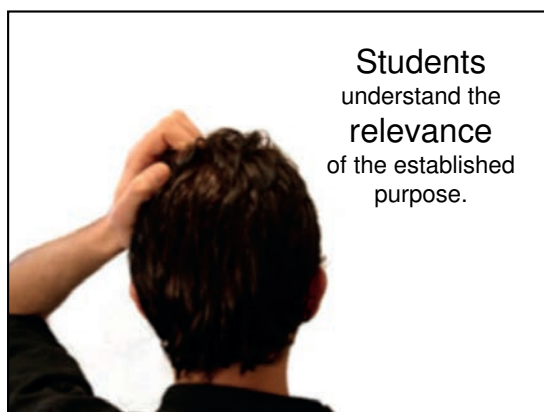
Handout

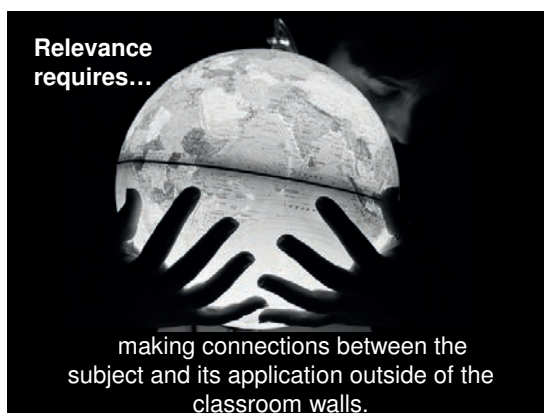
Quality Indicator	Quality Indicator	Quality Indicator	Quality Indicator
1. The purpose is clear and specific. The purpose statement should be clear, concise, and specific, stating the desired outcome and the actions to be taken to achieve it.	2. The purpose is aligned with the organization's mission and vision. The purpose statement should be aligned with the organization's mission and vision, and should reflect the organization's values and beliefs.	3. The purpose is measurable. The purpose statement should be measurable, with specific, quantifiable outcomes that can be tracked and evaluated.	4. The purpose is achievable. The purpose statement should be achievable, with realistic goals and objectives that can be accomplished within the organization's resources and capabilities.
5. The purpose is relevant. The purpose statement should be relevant to the organization's current situation and the challenges it faces.	6. The purpose is innovative. The purpose statement should be innovative, with new and creative ideas that can set the organization apart from its competitors.	7. The purpose is sustainable. The purpose statement should be sustainable, with long-term goals and objectives that can be maintained over time.	8. The purpose is inclusive. The purpose statement should be inclusive, with goals and objectives that involve all stakeholders and encourage their participation.

Quality Indicators for Setting Purpose

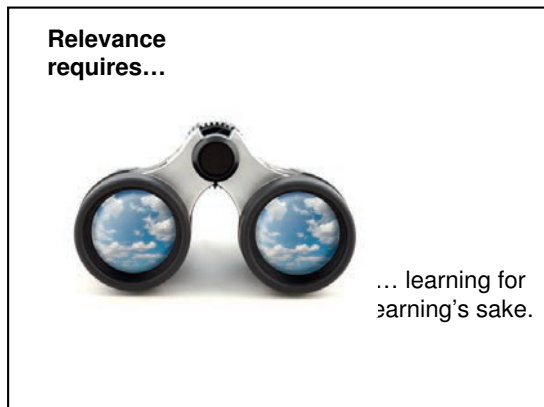
The established purpose focuses on student learning, rather than an activity, assignment, or task.

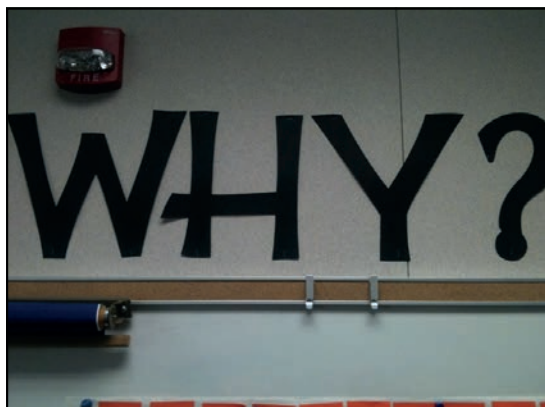


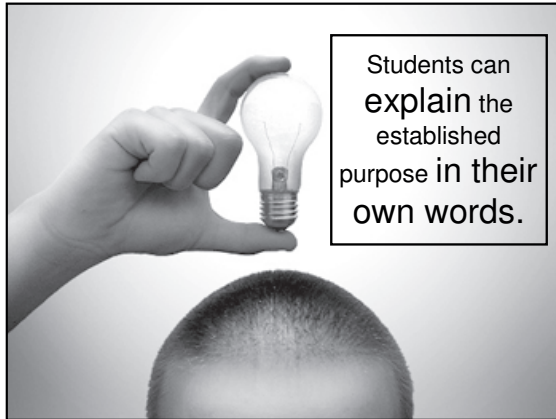


















Student Accountability is Established Through Daily Purpose

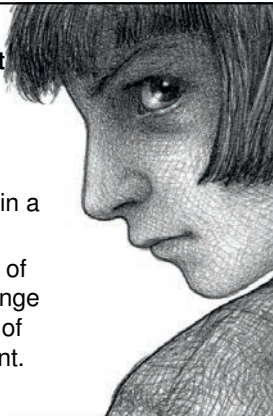


What is the Student Accountability?

English

C: Describe how a character changes in a story.

L: Cite text evidence of the character's change from the beginning of the story to this point.



What is the Student Accountability?

Mathematics

C: Determine reasonableness of a solution to a mathematical problem.

L: Use mathematical terms to explain why your answer is reasonable.





What is the Student Accountability?

Biology



C: Identify the phases in animal cell meiosis I and II.

L: Describe the similarities and differences between the two through illustration and words.

What is the Student Accountability?

History

C: Identify one contributing cause of the expansion of World War 2 operations in 1941 in the Pacific theater.



L: Explain the cause to a peer and then summarize the cause in writing.

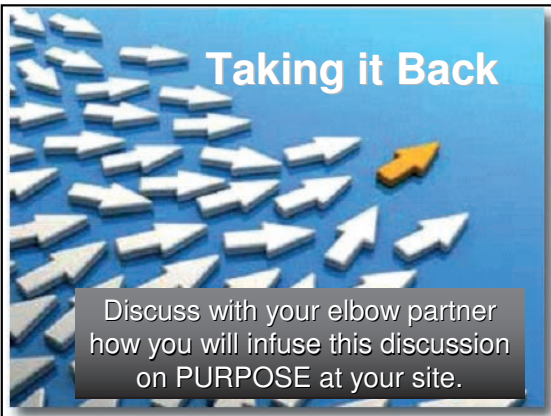
Common Mistakes When Establishing Purpose

Common Mistake	What to Remember/Do
Purpose is identified with standards	Standard is more general; Purpose is "what can students learn today toward meeting the standard." Practice writing purposes.
Purpose is identified with activities	Focus on what is learned, not what students do. Practice writing purposes.
Purpose isn't clearly posted	Keeps students AND teacher focused. Provide a sentence strip or section of the white or bulletin board.
Purpose is only mentioned at beginning of lesson	Revisit this often to keep everyone aware of the answer to "what are we learning and why?" Post-it reminder on lesson plan.
Only content purpose is mentioned	Revisit reasons for language and function purposes. Practice writing purposes.
Mismatch between purpose and actual lesson	Check for alignment between purpose, lesson and assessment. Review lesson plans.

How can your team apply error analysis practices?



Taking it Back



Discuss with your elbow partner how you will infuse this discussion on PURPOSE at your site.



[illegible]

[illegible]

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	SOT2318	Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text	\$27.95
	SOT1239	Teaching Students to Think Like Scientists	\$32.95
	CO5481	Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills	\$39.95
	ESA4781	Text Complexity: Raising Rigor in Reading	\$47.00
	111013	The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning	\$23.95
	TCP0638	The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines	\$32.95
	112007	The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind	\$28.95
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Indicators of Success - Establishing Purpose

INDICATORS	Phase 4-Exemplary	Phase 3-Proficient	Phase 2-Approaching	Phase 1-Minimal
The established purpose focuses on student learning, rather than an activity, assignment, or task.	The established purpose requires students to use critical and creative thinking to acquire information, resolve a problem, apply a skill, or evaluate a process. The lesson's work is clearly linked to a theme, problem, project, or question the class is investigating.	The established purpose is linked to a theme, problem, project or question, but the lesson's work is primarily on an isolated activity, assignment, task, rather than an enduring understanding.	The established purpose mostly contains statements about activities, assignments, or tasks, with minimal linkage to a theme, problem, project, or question. The work is primarily reproductive in nature.	The established purpose fails to link the lesson's classroom work to any theme, problem, project, or question. Instead, an agenda of isolated activities, assignments, or tasks is listed.
The established purpose contains both content and language components.	The established purpose contains statements about grade- or course-appropriate content as well language demands which can be learned and accomplished today.	The established purpose contains content and language demand components that are grade- or course-appropriate, but are too broad and require several lessons to learn.	The established purpose omits either the content or language component. It is grade- or content-appropriate, but is too broad and requires several lessons to accomplish.	The statement is not grade- or course-appropriate. The statement is vague and does not provide students with a clear sense of what is expected and what is to be learned.
Students understand the relevance of the established purpose.	Randomly selected students can explain the stated purposes of the lesson and how they are linked to a theme, problem, project, or question. The student recognizes the relevance of the purpose beyond the classroom or for learning's sake as well as how information can be found, used, created, or shared.	Randomly selected students can restate the purpose and report how the purpose is related to a theme, problem, project, or question. The student may recognize some relevance to their own life or technology.	Randomly selected students can restate the relevance established by the teacher, but do not see connections with a theme, problem, project or question. They are tentative or unsure of the usefulness of the learning beyond the classroom.	The statements of randomly selected students emphasize compliance, rather than a link to a theme, problem, project, or question. They are not able to link their learning to usefulness beyond the classroom.
Students can explain the established purpose in their own words.	Randomly selected students can explain or demonstrate what they are learning in their own words and what is expected of them for the lesson.	Randomly selected students can accurately restate the purpose of the lesson using their teacher's words.	Randomly selected students can restate portions of the purpose of the lesson. These partial explanations reflect the teacher's wording more than their own.	Randomly selected students are unable to correctly state the purpose of the lesson.
The teacher designs meaningful experiences and outcomes aligned with the established purpose.	The established purpose requires students to actively construct meaning through interaction with the teacher, the content materials, and each other. Students receive feedback about the task, the processing of the task, self-regulation, and about the self as person.	The established purpose requires interaction with the teacher, content materials, and each other, but the teacher, rather than the students mostly develops the meaning. The feedback students receive focuses mainly on the task with some information about the process used.	The established purpose requires some interaction, but is mostly confined to reproduction and recall of content. Students may not see the task as meaningful and receive feedback that is not specific and only focused on the task.	The established purpose focuses on a one-way transmission model of instruction, with little or no interaction with teacher, content, or each. Students receive little timely and specific feedback other than whether or not they completed the task correctly.
The teacher has a plan for determining when the established purpose has been met.	The teacher can explain a system to check for understanding during and after the lesson and how this information is used to inform instructional decisions within the current lesson and the lessons that follow. The format of the lesson is designed to allow the teacher to respond to students' misconceptions or partial understandings.	The teacher can explain how he or she checks for understanding during and after the lesson. The results of the lesson's work are used to make instructional decisions about the next lesson.	The teacher checks for understanding at the end of the lesson only. He or she can explain how these results are used to make instructional decisions about the next lesson.	The tasks are graded, but do not drive instruction. Instead, the emphasis is on task completion, rather than on gauging student learning to design the next lesson.