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**Thinking & Learning
Conference**

2014

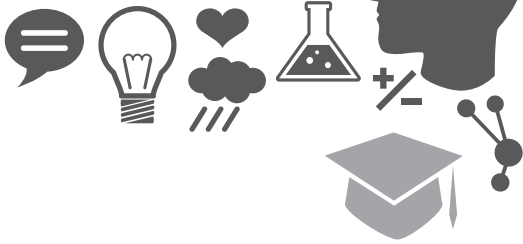
23–26 May

MELBOURNE

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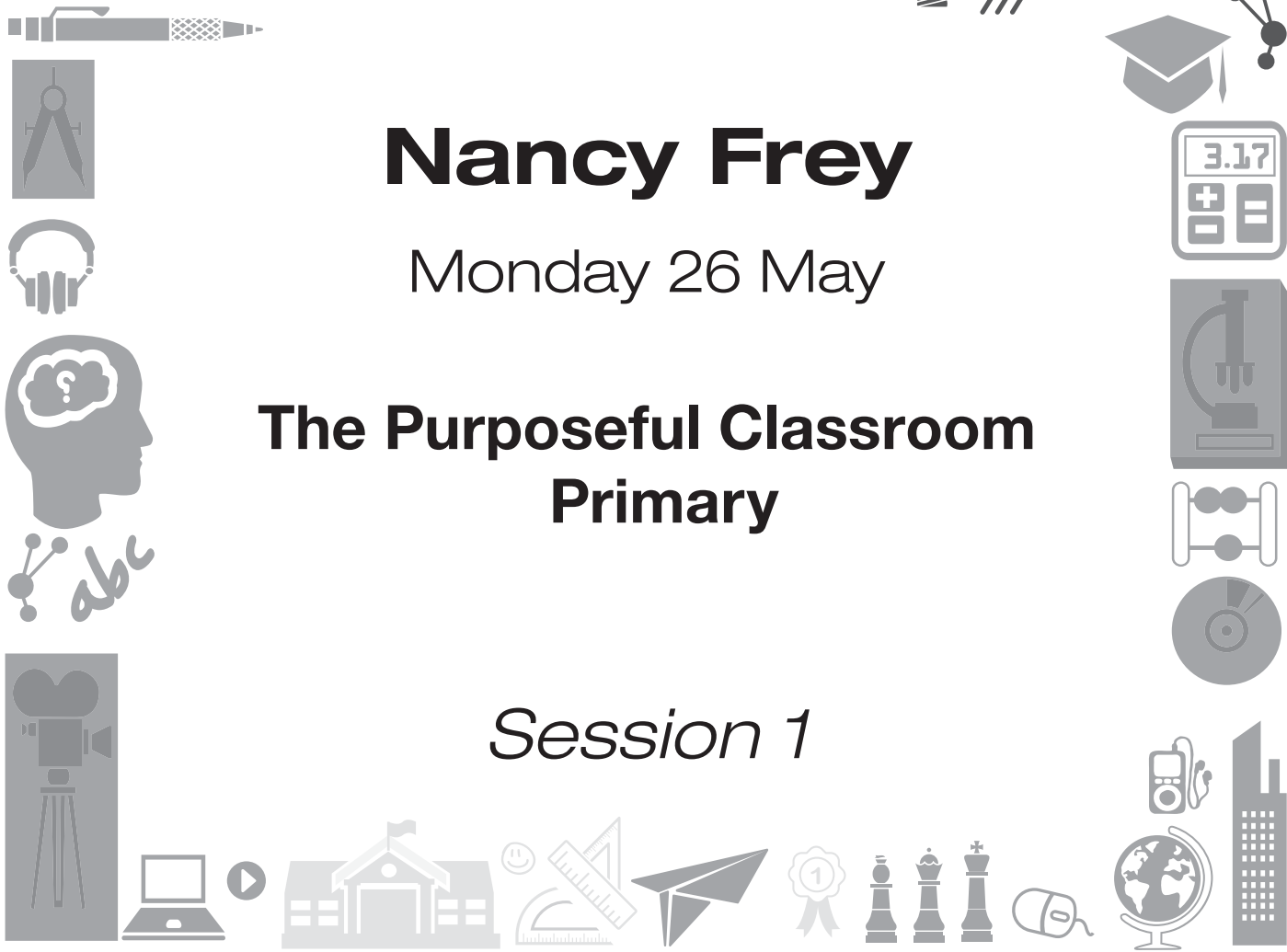


Nancy Frey

Monday 26 May

**The Purposeful Classroom
Primary**

Session 1



NANCY FREY

Nancy Frey is a professor of Literacy in the School of Teacher Education at San Diego State University (SDSU), Calif. Before joining the university faculty, she was a special education teacher in the Broward County (Fla.) Public Schools, where she taught students at the elementary and middle school level. She later worked for the Florida Department of Education on a statewide project to support students with disabilities in general education curriculum.

Frey is a recipient of the Christa McAuliffe Award for excellence in teacher education from the American Association of State Colleges and Universities. Her research interests include reading and literacy, assessment, intervention, and curriculum design, and she was a finalist in for the International Reading Association's Outstanding Dissertation Award.

Frey has published in *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *English Journal*, *Voices in the Middle*, *Middle School Journal*, *Remedial and Special Education*, *Educational Leadership*, and *California English*. She has co-authored books on literacy, including *Improving Adolescent Literacy: Strategies at Work*, *Reading for Information in Elementary*, *Scaffolded Writing Instruction*, and *Checking for Understanding* for ASCD. She teaches a variety of courses in SDSU's teacher credentialing program on elementary and secondary reading instruction and literacy in content areas, classroom management, and supporting students with diverse learning needs. She also teaches classes at Health Sciences High and Middle College in San Diego, where she learns every day from her students and colleagues.

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The Purposeful Classroom

Nancy Frey

San Diego State University

Videos available at YouTube's
Fisher and Frey Channel



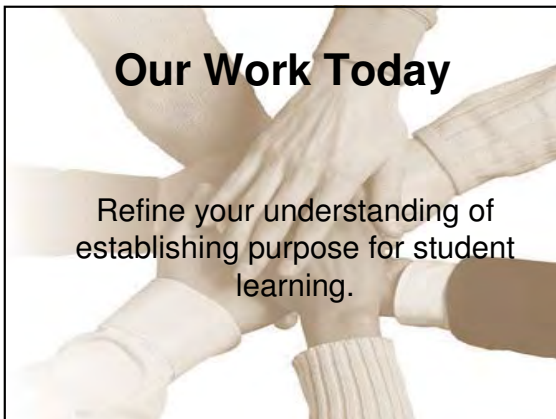
Skilled learners

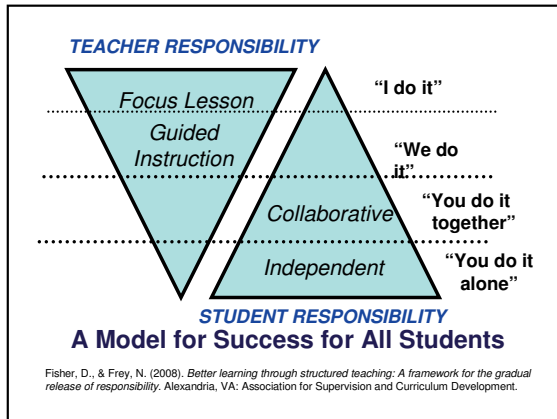


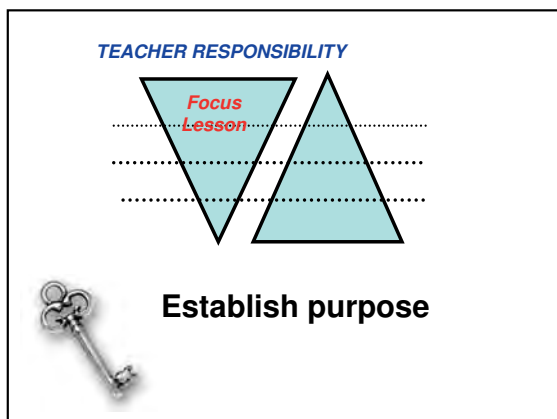
are nurtured.

Our Work Today

Refine your understanding of
establishing purpose for student
learning.

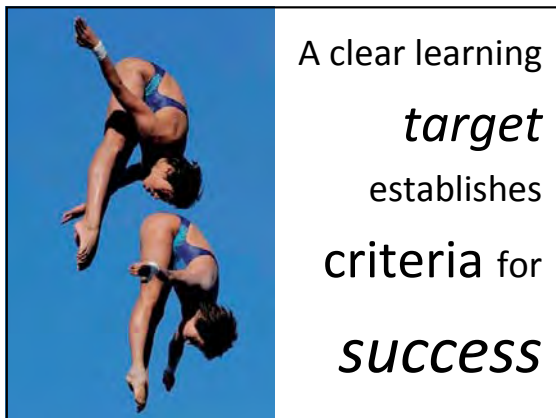














What is a content purpose?



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









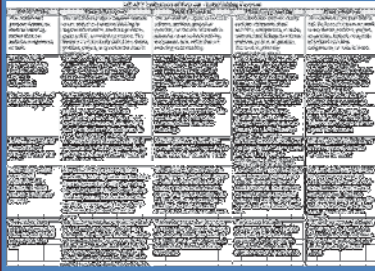

Shifts in Thinking

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





Quality Indicators for Setting Purpose

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



Reading C.O. You will be able to retell a familiar story including the characters, setting, and important events.

L.P. You will describe the events in the story using sequence words, character names and setting names. (Proper Nouns!)

Purpose in Second Grade R/LA

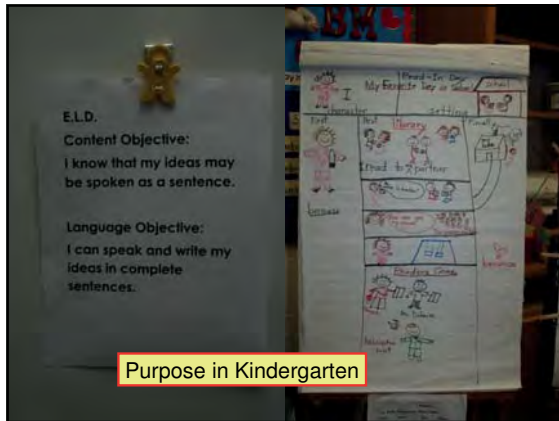
CO- Demonstrate comprehension by identifying answers in the text.

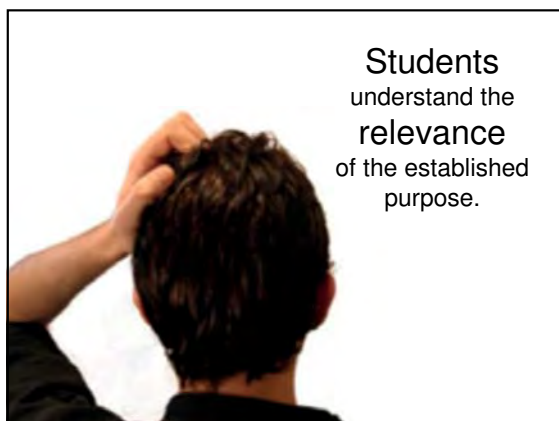
LO- Explain where you found answers in your text and justify how you determined the correct answer.

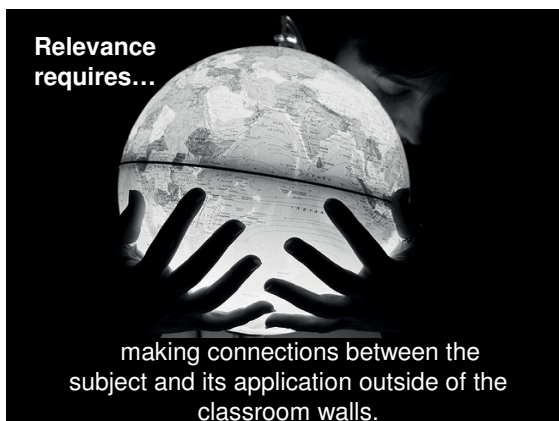
Purpose in 4th Grade Social Studies

- Reread
- Ask questions
- Main idea

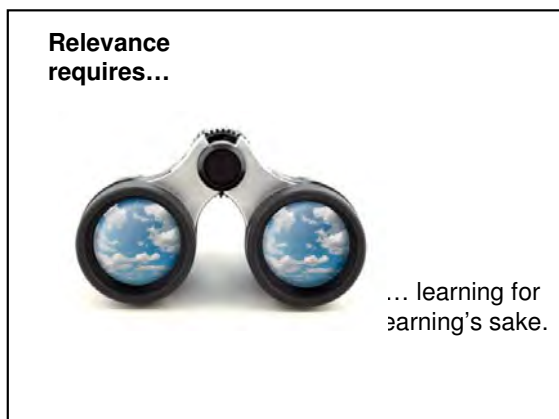
how you did it
support why you chose that answer.

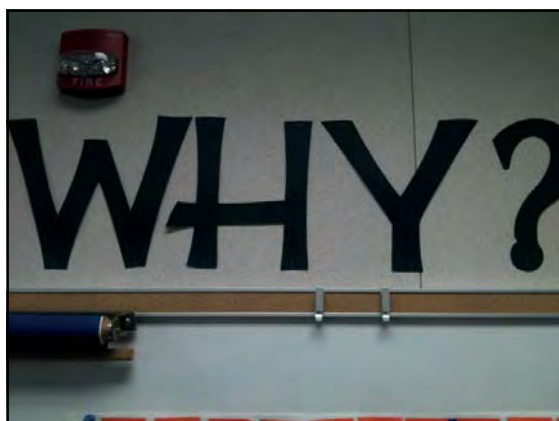


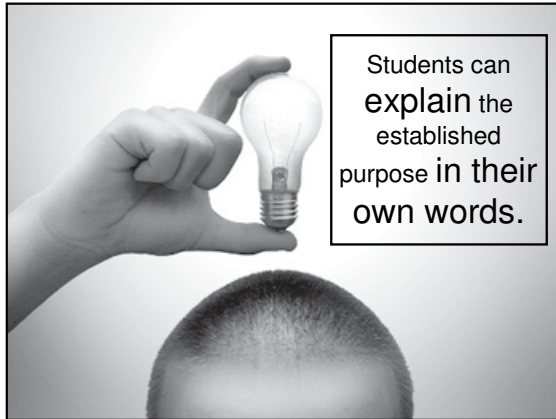








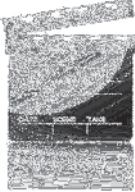






Video Viewing Task (Kucan et al. 2011)

1. What was the teacher trying to accomplish?
1. How would you describe the role(s) of the teacher?
1. How would you describe the role(s) of the students?
1. What would you have chosen to do differently?




The teacher has a plan for determining when the established purpose has been met.



Student Accountability is Established Through Daily Purpose



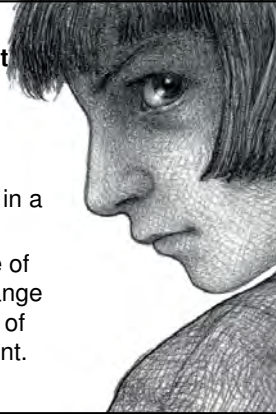
Based on their purposes, how do these teachers check for understanding?



**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?**Science**

C: Identify the steps in the life cycle of a frog.

L: Illustrate the process using the terms for each phase and retell it to your partner.



What is the Student Accountability?

History

C: Identify two contributing causes of the Eureka Rebellion in 1854.

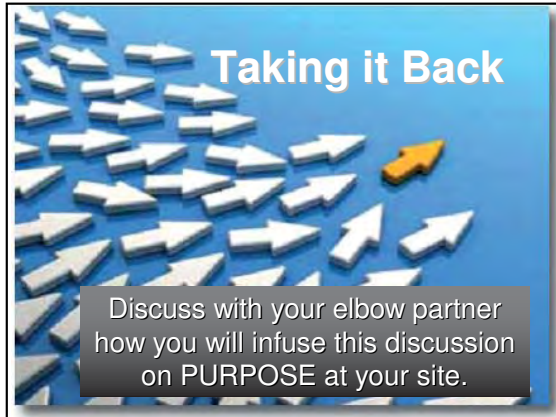
L: Explain the causes to a peer and then summarize the causes in writing.





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.









Handwriting practice lines consisting of 20 horizontal lines.

[illegible]



Handwriting practice lines consisting of 20 horizontal lines.

[illegible]

RELATED RESOURCES



Available from Hawker Brownlow Education

Qty	Code	Title	Price
	SF113074	ASCD Arias Publication: Teaching With Tablets	\$15.00
	SF113000	ASCD Arias Publications Set of 9	\$120.00
	108010	Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility	\$25.95
	107023	Checking for Understanding: Formative Assessment Techniques for Your Classroom	\$29.95
	BKD1582	Close Reading and Writing from Sources	\$39.95
	110037	Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention	\$29.95
	SOT3306	Essentials for Principals: The School Leader's Guide to English Learners	\$21.95
	111017	Guided Instruction: How to Develop Confident and Successful Learners	\$25.95
	111014	How to Create a Culture of Achievement in Your School and Classroom	\$32.95
	SOT8051	Implementing Response to Intervention (RTI) With English Learners: ELL/ESL	\$32.95
	BKD7122	Improving Adolescent Literacy: Content Area Strategies at Work (3rd Edition)	\$69.95
	SOT7184	Literacy 2.0: Reading and Writing in 21st Century Classrooms	\$32.95
	109018	Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding	\$15.95
	CO2052	Rigorous Reading: 5 Access Points for Comprehending Complex Texts	\$34.95
	SOT2318	Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text	\$27.95
	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
Total (plus freight) \$			



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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.