

CIA Instructional Services Update



From the Office of the Associate Superintendent

Departments of...
Curriculum, Instruction & Assessment
Special Education Services
Student Services



February/March Issue

We must never forget that Black History is American History. The achievements of African Americans have contributed to our nation's greatness.

Yvette Clarke

Last month, we celebrated Black History Month. February is the month when many of us make a concentrated effort to learn more about Black History and remind each other of the impact that people of African descent have had on the world. Let us be mindful that learning about different cultures and the contributions they contributed to this great country are so important. Here are a few quotes that have been spoken by powerful leaders.

1. "Never be limited by other people's limited imaginations." ~ Dr. Mae Jemison
2. "People who live in difficult circumstances need to know that happy endings are possible." ~ Justice Sonia Sotomayor
3. "If there is no struggle, there is no progress." ~ Frederick Douglass
4. "Let us pick up our books and pencils. They are our most powerful weapons." ~ Malala Yousafzai
5. "Where there is no struggle, there is no strength." ~ Oprah Winfrey
6. "Faith is taking the first step, even when you don't see the full staircase." ~ Dr. Martin Luther King, Jr.
7. "Nothing will work unless you do." ~ Maya Angelou

Teaching With Depth of Knowledge – New Focus

Earlier in the school year, the *Instructional Services Update* focused on the process and implementation of instructional rounds. Instructional rounds occurred at the elementary schools, the middle school and high school. Principals, assistant principals, teachers, learning coaches, and central office administrators engaged in this instructional practice by participating in instructional rounds together to look at classroom instruction in a focused, systematic, purposeful, and collective way. Everyone collectively gather good information from having so many eyes and ears in the classrooms.

Instructional rounds are continuing for the second semester; however, we want you to go a little deeper with asking engaging questions to determine if students understand at a more complex level. We want to ask several questions: Are our students receiving cognitive rigor? Are our students receiving the kind and level of thinking required of students to successfully engage with and solve tasks?

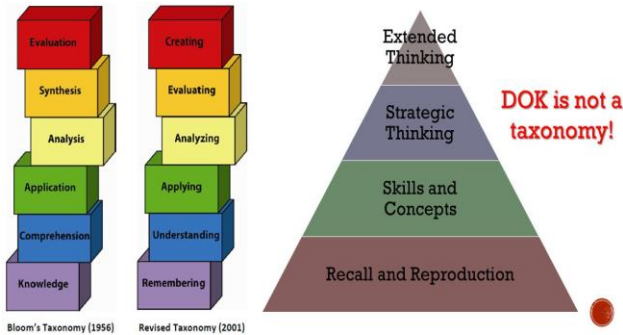
Norman L. Webb's Depth of Knowledge (DOK) Levels is an effective instructional practice for teaching and learning

DIFFICULTY ≠ COMPLEXITY	
DIFFICULTY	COMPLEXITY
How much effort is needed to answer a question, address a problem, or accomplish a task?	What kind of thinking, action, or knowledge must be demonstrated and communicated to answer a question, address a problem, or accomplish a task?
How many people can answer a question, address a problem, or accomplish a task correctly or successfully?	How many different ways can a question be answered, a problem be addressed, or a task be accomplished?
Easy or Hard	Simple or Complex

higher order thinking skills. It categorizes the levels of thinking students are expected to demonstrate. It focuses on the tasks we give students and the strategies we use to extend students' learning and thinking into deeper levels of DOK.

As educators, we are familiar with Bloom's Taxonomy. We learned it in our teacher preparation program. So what is the difference between Bloom's Taxonomy and Webb's Depth of Knowledge? The below diagram by Tracy Watanabe displays a simple comparison and contrast between Bloom and Webb

BLOOM'S TAXONOMY AND DOK



Blooms Taxonomy – What type of thinking (verbs) is needed to complete a task?

Webb's Depth of Knowledge (DOK) – How deeply do you have to understand the content to successfully interact with it? How complex is the content?

What DOK is Not!

- A taxonomy (Bloom's)
- Not about difficulty
- About using verbs

The Depth of Knowledge is **NOT** determined by the verb (Bloom's Taxonomy) but by the context in which the verb is used and depth of thinking required. With DOK what comes after the verb is far more important than the verb itself. Check out this You-Tube video. <https://www.youtube.com/watch?v=WMqKN7edRcU>

Webb's Depth of Knowledge

<p>DOK Level 1 (Recall)</p> <p>Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...</p> <p>Focus: on specific facts, definitions, details, or procedures</p> <p>Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2</p>	<p>DOK Level 2 (Skill / Concept)</p> <p>Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...</p> <p>Focus: on applying skills and concepts explaining how or why</p> <p>Note: there's one correct answer</p>
<p>DOK Level 3 (Strategic Thinking)</p> <p>Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...</p> <p>Focus: on reasoning and planning in order to respond complex and abstract thinking required defending reasoning or conclusions</p> <p>Note: multiple answers or approaches</p>	<p>DOK Level 4 (Extended Thinking)</p> <p>Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...</p> <p>Focus: on complex reasoning, planning, and thinking make real-world applications in new situations</p> <p>Note: has multiple answers or approaches often requires extended periods of time with multiple steps</p>

DOK Level 1 – Recall & Reproduction – What is the knowledge? A student answering a Level 1 item either knows the answer or does not. The answer does not need to be figured out or solved. Students can outline and re-iterate the main points of a lesson; paraphrase a passage or chapter of a book, etc.

DOK Level 2 – Skills and Concepts – How can the knowledge be used? Students are asked to transform or process knowledge before responding. They are asked to summarize, estimate, organize, classify, extend, and make inference.

DOK Level 3 - Strategic Thinking – Why can the knowledge be used? Students are asked open-ended questions that promote strategic thinking. They may be asked to write an essay, compose a Venn diagram; deliver a persuasive speech, complete a complex equation.

DOK Level 4 – Extended Thinking – What else can be done with the knowledge? Students are asked questions to extend thinking and broaden perspectives. Students engage in problem-based learning activities that allow them to justify their ideas.

With emphasis on Webb's Depth of Knowledge, the instructional rounds can look like this:

- A few individuals walk into a classroom with notes and Webb's DOK levels.
- We identify at which level the students are working.
- We identify the task the students have been asked to perform.
- We identify the instructional strategies the teacher is using to support the assigned task.
- We watch for transitional moments between the DOK levels, if applicable.



Depth of Knowledge is a concentrated focus for the district this school year and the focus will continue for the 2019-2020 school year.

References: Understanding Depth of Knowledge and Cognitive Complexity retrieved from: <https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Forward%20Bloom's%20Taxonomy%20and%20Webb's%20DOK%20Doc.pdf>

Voices of the Directors

Elementary Teaching and Learning Director

Instructional rounds have been occurring at the elementary and secondary levels. According to Elementary Teaching and Learning Director, Tonya West Wright, “The elementary schools have discussed DOK as it relates to the following instructional processes in the Success for All Framework since the implementation in 2013 and throughout the refinement process. She states “teachers facilitate partner and team discussion (and student interaction in labs) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. During class discussion, teachers effectively summarize, address misconceptions or inaccuracies, and extend thinking through thoughtful questioning. Mrs. West Wright indicates “one of the outcomes of instructional rounds at the elementary level is feedback for the teachers. I try to always leave a post it of a successful strategy that is taking place and I also encourage principals and coaches to plan professional learning based on what we are seeing in the classroom and what still needs to be developed. Our goal is to extend the discussion into our math classrooms.”

Depth of Knowledge (DOK) Levels



Secondary Teaching and Learning Director

Secondary Teaching and Learning Director, Dr. Valerie Hawkins, has introduced DOK to the middle school and high school staff. Instructional rounds, using the DOK wheel, have occurred with staff that represents the middle school and high school building leadership teams. Other staff members have volunteered to be a part of the upcoming instructional rounds that will occur in the March.

If we concentrate on using Webb’s DOK when doing instructional rounds, we should see students effectively interact with new knowledge; students will have a deeper understanding of new knowledge; students can hypothesize and problem-solve about new knowledge; and finally, students will demonstrate deeper thinking and learning. This focused teaching and learning will definitely impact student growth and achievement.

Instructional Rounds Schedule

Elementary Schools Instructional Rounds

WO- February 19
ST- April 3
EV- April 5
SP- May 7
GL/SH- May 8

PCMS & PHS Instructional Rounds

PHS – November 30 and March 12
PCMS – November 8 and March 6 - 7

Upcoming Events

Ohio Association of Elementary School Administration Hall of Fame Visits

Heritage Hill- March 13
Springdale- March 18

Princeton District Testing Window

OELPA – February 4 – March 21

Elementary Spring Test

ELA- April 4-April 26
Math & SC- April 11- May 3
Elementary MAP: April 23 – May 7

PCMS Spring Test

ELA – April 8, 9
SC – April 16
Math – April 25, 26

SLO post tests: April 23 - May 3

All SLOs must be shared with your principal by May 13th.

PHS Spring Test

ELA – April 4, 5 makeups on April 8
Math, SC & SS – April 11 – May 3

Student Services

Hope Squad Training – Middle School and High School Teams – March

Multi-Tier Systems of Support Training – Middle School and High School Teams – March 7, 8