



How does a Teacher Ensure That Assessments are Aligned With Learning Objectives?

When creating a module, the teacher must consider:

- A. Subject matter
- B. Thinking level required.

By knowing the subject matter, along with knowing the knowledge level of the students he/she is about to teach, they will be able to develop the teaching modules to the level their students need. At the beginning of a school year, when the teacher is first introduced to their new students, they need to take some time to understand who their students are and their understanding of the materials.

As the school year progresses, the teacher will learn the knowledge level of the students. They will be able to understand each of their students, how they learn and how much new they can retain. They can then develop the modules to their understanding.

With this process will allow the teachers to also align the assessments to match the modules they develop. This allows for the assessments to be aligned with the curriculum.

Why Should Teachers Focus on Providing Feedback?

An effective teacher will:

- Use their daily activities with the students to assess and monitor studies
- Shows strengths and weaknesses, allowing to see where students need to go
- Gauges where students are and where they need to be
- Progresses students daily and overall
- Trains students to give constructive feedback to others

James H. Stronge

He is the Heritage Professor of Education, a distinguished professorship, in the Educational Policy, Planning, and Leadership Area at the College of William and Mary. James's research interests include policy and practice related to teacher quality and effectiveness, and teacher and administrator evaluation.



About the Authors

Leslie W. Grant

She has worked with school districts and has presented at international, national, and state conferences in the areas of classroom-based assessments, student achievement goal setting, and teacher evaluation.



Jennifer L. Hindman

She is the Assistant Director of the School University Research Network in the School of Education at the College of William and Mary. A former middle teacher and science specialist, she teaches human resource management at William and Mary.



Spring/Summer
2016

MORE ON THE
BOOK...

Publisher House: Routledge

Authors: Leslie W. Grant, Jennifer L. Hindman, and James H. Stronge

Publish Date: 2010

Synopsis:

This book allows the readers to become better with their instruction capabilities, understanding that to have top students, we need to have top teachers. The book shows the relationships between teachers, how they teach and students, how they learn. The book includes templates and forms that can be used to help with student success. Many different topics to research and review.

Planning Instruction for Top Students

PLANNING, INSTRUCTION, AND ASSESSMENT

Cathryn A. Hennes, M.Ed.
Manufacturing IT Instructional Designer
375 High Street
Elyria, OH 44035
440-865-8326
Cathy.Hennes@outlook.com

In This Issue...

Topic	Page #
1. What is the Relationship Between Teacher Effectiveness and Student Learning?	2
2. How can the Book be Used to Promote Teacher Quality?	2
3. Why Should Teachers Consider Technology Options When Planning for Instruction?	2
4. What Does Research Say About the Connection Between Technology and Student Learning?	2
5. How Does a Teacher Plan for Technology Integration?	3
6. Why Should Teachers Using Questioning in Instruction?	3
7. How Can Teachers Evaluate Their Own Questioning Practices?	3
8. What Does Research Say About the Connection Between Aligned Assessments and Student Learning?	3
9. How Does a Teacher Ensure That Assessments are Aligned With Learning Objectives?	4
10. Why Should Teachers Focus on Providing Feedback?	4

What is the Relationship Between Teacher Effectiveness and Student Learning?

“The impact of teachers is far greater than that of overall school effects. In other words, ‘which teacher a student gets within a school matters more than which school the student happens to attend.’”

Growing up in New Jersey, it was very important to have a specific elementary school teacher. During my third grade year, once I learned who was my teacher, I forgot my glasses! Note: Glasses were brand new to me during third grade.

Many kids start new classes learning who their teachers are and from word-of-mouth feedback from classmates who had a specific teacher, help determine if the student will have a good class or not. Depending on the feedback, the student will either have a bad or good experience with the teacher. There are very few kids who end up with a good experience with said teacher when they hear of a bad experience a classmate has had.

Kids need to keep open minds when entering new classes. If the student doesn’t that openness can have an impact in how the student performs in class and how the student participates in class. Those kids who can keep open minds can be shocked with good experiences they have, even though feedback has been poor.

How can the Book be Used to Promote Teacher Quality?

By having the information available in multiple formats, teachers are able to use the information to research and increase their performances in classes. If using the topics given in this book, students should have additional value from the teachers.

This book in the electronic format, offers links for templates and forms. These forms can help teachers to plan and deliver training better.

Why Should Teachers Consider Technology Options When Planning for Instruction?

“Technology Integration” meaning “the pervasive and productive use of education technologies for purposes of curriculum-based teaching and learning.”

How can we use technology to enhance and support the curriculum?

How can it be used to support classes like English? Many of the resources kids use when researching for their projects in any class, especially English, comes from the Internet. As I learned from my daughter, who is in 10th grade, when writing her research papers, she is to follow APA format. Very interesting since APA format is typically used for students who are in graduate and above level college programs. By requiring students to follow specific college formats, either APA or MLA, the students will be required to use specific formats.

How do students learn and practice using these formats? Specifically, there are credible Web sites, like Purdue University and Microsoft that have not only examples of the formats, but specifically, templates.

What Does Research Say About the Connection Between Technology and Student Learning?

“Technology use in the classroom prepares students for post high school challenges, whether entering the world of work or continuing education.”

Back in 1989, when I first started college at Drexel University, it was a requirement that students own computers. Part of the curriculum involved owning and using the computers. Being new to a computer, I had no idea how to use it. In comparison, most kids today have had access to computers since they were young in some format. Computers are required in college classes, not only for completing the homework.

In the working world, with the current training project, EVERY employee has to know how to use a computer, and even carry a laptop each. They had to learn how to use the computer SOMEWHERE. As most of the employees in this location are engineers, during their college careers, they most likely had to learn and use computers for their curriculums. If they didn’t, their jobs would be in jeopardy, as their positions are DEPENDENT upon having and using computers to design new products.

By introducing the students to technology earlier, they will be prepared for their futures.

How Does a Teacher Plan for Technology Integration?

“The use of technology can encourage the development of critical thinking skills in students.”

The planning process must include technology integration. When having the discussions regarding any specific topic, questions can be presented by the teacher, asking the student how they would find specific answers to the questions they ask and how technology could help them answer the question.

Students could then discuss where they would find the answers, from specific ways to search for the information, to specific Web sites.

This could be a mutually beneficial process for both students and teachers. They all could benefit by learning about techniques not known by each other when the process has completed.

Why Should Teachers Use Questioning in Instruction?

Questioning allows teachers/instructors to learn about specific needs:

“Preassessment, Feedback on instruction, Insights on students’ misconceptions, Assessment, and A means to provoke inquiry.”

Preassessment—This allows the teacher to ask the questions prior to starting a specific module, allowing them to gauge what a student knows before learning begins.

Feedback on instruction—This allows the teacher to know how well the student liked (or disliked) how the teacher taught the material.

Assessment—This allows the teacher to know how well the student knows the material after the instruction period is over for a specific topic.

A means to provoke inquiry—This allows dialogue between teacher and student whereby the student can ask additional questions on specific materials.

How Can Teachers Evaluate Their Own Questioning Practices?

Teachers can have difficulty in remembering the questions they have asked their students and in the order of those answers were returned.

Teachers who can get help from a colleague can use forms to allow them to collect data when asking questions of their students. They can use the information to determine the following topics:

“Analyzing the type of feedback provided from the student, Raising the level of student responses to questions, and Teaching students how to ask questions.”

By understanding how a student answers the teachers questions will allow the teacher to ask better questions (potentially) and teach the students how to ask questions.

What Does Research Say About the Connection Between Aligned Assessments and Student Learning?

“A study that examined teacher-made tests found that teachers emphasized knowledge-level questions to a greater degree than teachers themselves had expected. This indicates that the tests were not aligned with the curriculum, which required higher-cognitive processes.”

What this statement sounds like is that the curriculum and instructional content was not aligned. Students asked more knowledge questions than expected. Example: when a student is in a Web design class and is tested on how to use specific types of Web page security that they were not taught during the modules that led up to that exam.