#### 

# Whole Lesson Codes

#### **MQI** Plus





### Whole lesson specific activities

- Included at the lesson level because they are rare
  - Orienting
  - Summarization
  - Checking broadly for understanding
  - Differentiated instruction
- Each of these codes is scored as either Present or Not Present





### Orienting

- Definition: Teacher states lesson objectives prior to beginning the primary instruction of the lesson.
- Examples:
  - "Today we will be working on simplifying fractions. By the end of today, you should be able to..."
  - "In today's lesson, we will cover Standard 1.1, whole number counting."
- Distinguish from:
  - Orienting that occurs after primary lesson material has been introduced
  - Review of content covered in previous lessons





## Summarizing

- Definition: At the end of the lesson or a lengthy activity, the teacher (or a student) reflects on what the class has accomplished and/or describes how the day's objectives connect to future goals.
- Examples:
  - At the end of a lesson on simplifying fractions, teacher recounts the steps in the procedure and discusses when procedure is appropriate to use
  - At the end of a lengthy activity on solving linear equations, teacher notes that change to the value of one side of the equation must be balanced by change to the value of the other; then reviews inverse operations
- Distinguish from:
  - Summarizing a short task, brief reviews of material





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# **Checking Broadly for Understanding**

- *Definition*: Teacher engages in a strategy that allows his or her some insight into student understanding, as evidenced concretely on tape.
- Examples:
  - Thumbs up/down, clickers, students write answers on individual whiteboards then display, etc.
  - Evidence that teacher has processed and responds to student visual cues, such as puzzled looks
  - Commenting on specific student errors the teacher has noticed while walking around the room
  - Teacher references results of student self-assessment or formative assessment
- Distinguish from:
  - General checking for understanding, e.g., posing questions during I-R-E instruction, going around to inspect student work *without later use or response*





### **Differentiated Instruction**

- *Definition*: Different students get different tasks
  - Either
    - content/format of the task differs OR
    - difficulty of the task differs
- Examples:
  - Half of the class works on a worksheet while another half of the class learns about fractions from the teacher
  - Different students are assigned different levels of difficulty
  - A group finishes early and a teacher assigns them a challenge task
- Distinguish from:
  - Round-robin "work stations" where all students complete all stations
  - Students work in different locations, but without evidence tasks are different





#### Examples

- Monique: Linear/Non-Linear
- Anna: Fraction Flags
- Mercedes: Integer Operations on a Numberline
- Maurcio: Number Cubes





## Monique: Linear/Non-linear

- 8<sup>th</sup> grade
- Connected Mathematics Project
- Students have been experimenting for about half an hour with how many pennies paper bridges of varying lengths can support, and plotting the data they collect
- Students conclude the experiment and she calls the class to order





#### Monique: Linear/Non-linear: Video







### How would you score this clip for:

- Orienting
- Summarizing
- Checking Broadly for Understanding
- Differentiated Instruction
- Take a moment to write down your scores before moving on to our answers...





### Monique: Linear/Non-linear: Answers

- Orienting: Not Present
- Summarization: Present
  - She summarizes the mathematics—linear vs. non-linear—in addition to the specifics of the activity
- Checking Broadly for Understanding: Not Present
- Differentiated Instruction: Not Present





### **Anna Fraction Flags**

• 2<sup>nd</sup> Grade

 Class has been working on unit fractions, and Anna is giving instructions for how to design a fraction flag





#### Anna: Fraction Flags: Video







### How would you score this clip for:

- Orienting
- Summarizing
- Checking Broadly for Understanding
- Differentiated Instruction
- Take a moment to write down your scores before moving on to our answers...





#### Anna: Fractions Flags: Answers

- Orienting: Not Present
- Summarization: Not Present
- Checking Broadly for Understanding: Not Present
- Differentiated Instruction: Present
  - During the launch, Anna gives one group of students ½, another group of students ¼, and so forth





#### Mercedes: Integer Operations on a Numberline

• 7<sup>th</sup> grade

- Connected Mathematics Project
- Class is going over homework







#### Mercedes: Integer Operations on a Numberline: Video







### How would you score this clip for:

- Orienting
- Summarizing
- Checking Broadly for Understanding
- Differentiated Instruction
- Take a moment to write down your scores before moving on to our answers...





#### Mercedes: Integer Operations on Number Line: Answers

- Orienting: Not Present
- Summarization: Not Present
- Checking Broadly for Understanding: Present
  - Many instances of checking in with the class, as well as evidence that she has looked through the students' responses
- Differentiated Instruction: Not Present





#### Mauricio: Number Cubes

• 7<sup>th</sup> grade

- Connected Mathematics Project
- Teacher introduces the number cube game





#### Mauricio: Number Cubes: Video







### How would you score this clip for:

- Orienting
- Summarizing
- Checking Broadly for Understanding
- Differentiated Instruction
- Take a moment to write down your scores before moving on to our answers...





#### Mauricio: Number Cubes: Answers

#### Orienting: Present

- Orienting occurs in the second part of the clip when the teacher refers to his goals for the activity
- Summarization: Not Present
- Checking Broadly for Understanding: Not Present
- Differentiated Instruction: Not Present





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