



PBS Discovery Walks - LOOK FORs

LEARNER OUTCOMES AND OBJECTIVES

LEARNER OUTCOMES AND OBJECTIVES				
Items to Observe	Highly Effective	Effective: Proficient	Effective: Emerging	Needs Improvement
Learner outcomes are specified in clear, concise objectives.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Teacher connects outcomes to previous and future learning, and outcomes are differentiated to encourage risks.	Most outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Teacher connects outcomes to previous or future learning.	Outcomes represent moderately high expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.
Critical Attributes	In addition to the characteristics of “proficient,” <ul style="list-style-type: none"> • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning • Outcomes are differentiated to encourage individual students to take educational risks. 	Outcomes represent high expectations and rigor. <ul style="list-style-type: none"> • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to groups of students in the class, differentiated where necessary. 	Outcomes represent a mixture of low expectations and rigor. <ul style="list-style-type: none"> • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	Outcomes lack rigor. <ul style="list-style-type: none"> • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.
Possible Examples	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. • Students will develop a concept map that links previous learning goals to those they are currently working on. <ul style="list-style-type: none"> • Some students identify additional learning. 	<ul style="list-style-type: none"> • One of the learning outcomes is for students to “appreciate the aesthetics of 18th century English poetry.” • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. 	Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. <ul style="list-style-type: none"> • The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower level students struggle. 	A learning outcome for a fourth grade class is to make a poster illustrating a poem. <ul style="list-style-type: none"> • All the outcomes for a ninth grade history class are factual knowledge. • The topic of the social studies unit involves the concept of “revolutions” but the teacher only expects his students to remember the important dates of battles.

STUDENT ENGAGEMENT

Items to Observe	Highly Effective	Effective: Proficient	Effective: Emerging	Needs Improvement
<p>Students are engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>
<p>Critical Attributes</p>	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. 	<p>Most students are intellectually engaged in the lesson.</p> <ul style="list-style-type: none"> • Learning tasks have multiple correct responses or approaches and/or demand higher order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. 	<p>Some students are intellectually engaged in the lesson.</p> <ul style="list-style-type: none"> • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed.
<p>Possible Examples</p>	<ul style="list-style-type: none"> • Students are asked to write an essay “in the style of Hemingway.” • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson. 	<p>Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.</p> <ul style="list-style-type: none"> • Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table. • There is a clear beginning, middle, and end to the lesson. • The lesson is neither rushed nor drags. 	<p>Students are asked to fill in a worksheet, following an established procedure.</p> <ul style="list-style-type: none"> • There is a recognizable beginning, middle, and end to the lesson. • Parts of the lesson have a suitable pace; other parts drag or feel rushed. 	<p>Students are able to fill out the lesson worksheet without understanding what it’s asking them to do.</p> <ul style="list-style-type: none"> • The lesson drags, or feels rushed. • Students complete “busy work” activities.

BIBLICAL INTEGRATION

Items to Observe	Highly Effective	Effective: Proficient	Effective: Emerging	Needs Improvement
Integrates a Biblical worldview	<p>Level 3 – Rebuilding with the Bible</p> <p>Evaluating the premises</p> <ul style="list-style-type: none"> Remembering the fallenness of man’s mind, calling into questions the assumptions of an academic discipline <p>Rebuilding</p> <ul style="list-style-type: none"> Sanctifying the student’s thinking within a particular academic sphere by rebuilding the discipline 	<p>Level 2 – Responding with the Bible</p> <p>Serving with the discipline</p> <ul style="list-style-type: none"> Using the academic matter to become more effective in obeying the Christian mandate of loving God and loving your neighbor <p>Worshipping with the disciple</p> <ul style="list-style-type: none"> Use academic matter to declare God’s glory 	<p>Level 1 – Referencing the Bible</p> <ul style="list-style-type: none"> Biblical Analogies Biblical Examples 	<p>Level 0 – Mentioning the Bible</p> <ul style="list-style-type: none"> The Bible is included through devotionals, prayer request, counseling
Critical Attributes	<ul style="list-style-type: none"> The Christian worldview is explained as an entirely different outlook than a secular worldview Biblical values and purposes are the core of the lesson, leading in some cases to dramatically different choices than a secular worldview would make Students are taught to think from a Biblical worldview as opposed to a worldly or secular worldview 	<ul style="list-style-type: none"> Responding to real life situations with the Bible The Bible directly addresses the issues at hand Level 2 issues are common in some courses and rare in others 	<ul style="list-style-type: none"> Noting that something in the academic matter is similar to something in the Bible A quick detour – worth using but not the core teaching of the lesson 	<ul style="list-style-type: none"> Even if Biblical statements are made, there are no clear connections to academic matter. Implication that the Bible is not relevant to public life Level 0 should be present in all classes at PBS
Possible Examples	<ul style="list-style-type: none"> Flood geology Man’s dominion of the earth The origins of civilization Engineering as a service and worship to God Think like a believing scientist, not merely like a scientist 	<ul style="list-style-type: none"> Evolution, abortion, genetic engineering, and the use of technology to make war Studying earthquakes to build safer buildings History – Showing God’s providence in the rise and fall of nations Math – the concept of infinity to declare God’s greatness English – skillfully writing in a prayer journal 	<ul style="list-style-type: none"> Locating instances of the academic subject in the Bible Metamorphosis compared to God transforming the Believer’s life Dramatic irony in the Joseph/Judah story of Genesis 42-44 The geometry used in the construction of Noah’s Ark 	<ul style="list-style-type: none"> Opening with prayer and/or a brief devotional, handling classroom management/discipline in a Christlike manner Teacher shares comments about his/her personal Christian walk Providing counseling for students

