Board Configuration

Presented by:
Differentiated Accountability
Region III
Common Board Configuration
What is the Purpose?

- A common board configuration is a uniform, structured itinerary strategically located in the identical locale of each classroom for the purpose of helping students adapt to instructional routines and procedures.
What Are the Necessary Components?

- Date
- Agenda
- Bell Work/Arrival Activity
- Benchmark
- Measureable Objective
- Essential Question
- Vocabulary
- Exit Slip/Summarizing Activity
- Homework
• Dating of assignments allows the student and teacher to easily reference prior work while building a chronological portfolio of learning.
Examples of the Date:

- Calendar Activities
  (*Primary Grades*)

- Today is Tuesday, December 15, 2009

- 12/15/09
Agenda:

• Rationale:
  – Establishes uniform components
  – Eliminates wasted classroom instructional time
  – Reinforces effective classroom routines and procedures
Example of an Elementary Agenda:

8:30-10:00  **Reading** - "James and the Giant Peach"
10:00-10:35 **Special Area** - *Physical Education*
10:40-11:05 **Lunch**
11:10-12:10 **Mathematics** - *Adding and Subtracting Fractions Group Activity*
12:10-1:00  **Science** – "Cyclical Changes" - *Partner Project*
1:00-1:30  **Language Arts** - *Expository Writing*
1:30-2:00  **Social Studies** - *Timelines*

* This is only a sample and should not be interpreted as an accurate reflection of the elementary schedule.
Example of a Secondary Science Agenda:

- Bell Ringer
- Classification of animals – Whole group
- Small group activity on classifying animals
- Group presentations
- Summarizing Activity “Ticket Out”
Bell Work/Arrival Activity:

• Rationale: Students should have meaningful work to do the moment they enter class. Bell Work is designed to immediately engage the learner.

• To be successful, Bell Work must be meaningful and teachers must be consistent with assigning it. It is not busy work; it should be directly related to your content.
Bell Work/Arrival Activity:

- **Language Arts:** Take 3 minutes to read the headings and subheadings of the passage, *The Necklace*, on pages 125-130, and make predictions about the story. Think-pair-share your findings with your partner.

- **Mathematics:** Word problems should be used frequently in mathematics, including previously released FCAT items. Students should be asked to explain their thinking in an extended response, multiple choice, and gridded response format. Teachers should also help students become familiar with the FCAT scoring rubric and reference sheet.

- Bell work should be a focused review of the benchmarks and utilize the [Florida Continuous Improvement Model (FCIM)](http://www.floridacontinuousimprovement.org).
Benchmark/Standard:

- State Standards provide a common set of expectations for all learners. Standards also serve the purpose of both clarifying and raising expectations for students.

- Research indicates that students also see value in standards, saying that higher standards will make them work harder, and they expect to learn more as a result (Friedman & Duffet, 1997).
Examples of a Benchmark/Standard:

(Old and New SSS should be used during the 2009-2010 school year.)

- **MA.6.G.4.2** Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.

- **MA.6.G.4.2** Find the perimeters and areas of composite two-dimensional figures.

Visit [http://floridastandards.org/index.aspx](http://floridastandards.org/index.aspx)
Objective:

- Identifying the learning objective sharpens the focus of learning for students and allows the teacher to assess the overall achievement of the learning objectives they have identified as vital.

- Objectives should be student-friendly and **measureable!**
Examples of “Measureable” Objectives:

- **Mathematics:** Students will be able to demonstrate how to find the area of a composite two-dimensional figure by explaining their strategy in written form.

- **Language Arts:** Today, I will be able to identify and accurately sequence the elements of the plot from the story, “The Necklace” by completing Freytag’s Pyramid graphic organizer.

- **Science:** Students will determine the relationship between the density and volume of materials by measuring and comparing the properties of material and writing summary statements.
What will I use as EVIDENCE that students have shown mastery of the concept?

- Measureable?
  - Journal Writing
  - Student or Group Project
  - White Board Response
  - "Ticket Out" Response Card
  - Student Presentation
  - Quiz
  - Unit or Chapter Test
Essential Questions:

• **A question is essential when it:**
  • causes genuine and relevant inquiry into the big ideas and core content;
  • provokes deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions;
  • requires students to consider alternatives, weigh evidence, support their ideas, and justify their answers;
  • stimulates vital, on-going rethinking of big ideas, assumptions, and prior lessons;
  • sparks meaningful connections with prior learning and personal experiences;
  • naturally recurs, creating opportunities for transfer to other situations and subjects.

Grant Wiggins, 2009
Examples of an Essential Question:

- How will headings and sub-headings help me predict key elements of a story plot?
- How are density and volume related?
- When would it be important to calculate the area of a composite figure?
Vocabulary:

- New vocabulary should be introduced with each lesson.

- By including words, definitions, and examples or pictures in a visual display, struggling readers have support as they master new vocabulary.

- Using interactive word walls helps students refer to previously introduced words and provides a tool to assist them as they incorporate new words into their speaking, reading, and writing of content vocabulary.
Examples of Vocabulary Word Wall Items:

- **Matter** – A solid, liquid or gas that possesses inertia and is capable of occupying space.

  ![Image of a cup with hot water and steam]

- **Composite figure** - A figure made from two or more geometric figures (combined, compound, multipart)

  ![Image of a composite geometric figure]

Differentiated Accountability Plan, Region III
Example of Exit Slip/Summarizing Activities:

- After reading the story *The Cousins*, use a double bubble graphic organizer to compare and contrast the characters in the story.

- Utilizing your science journal, sequence the eight levels of biological classifications, beginning with the most specific level.
Homework:

- Research shows that homework should be limited or it could have a negative effect.
  - High school students should spend between 1 1/2 and 2 1/2 hours (total) on homework.
  - Middle school students should spend no more than 1 hour per night (total) on homework.

- Any more than this actually diminishes achievement. (Cooper, Robinson, and Patall 2006)
Example of Homework Assignment:

- **Language Arts:** Bring in an article with similar themes (pride, vanity, status, etc.) to the *Necklace* but with a different climax, ending, character(s) or setting. Re-write or re-tell how a plot element from the article would transform this story.

- **Mathematics:** Find an example of a two-dimensional, composite figure in your home. Complete an approximate drawing with measurements of each side labeled. Calculate the area and write an explanation of how you solved the problem.
Questions:

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