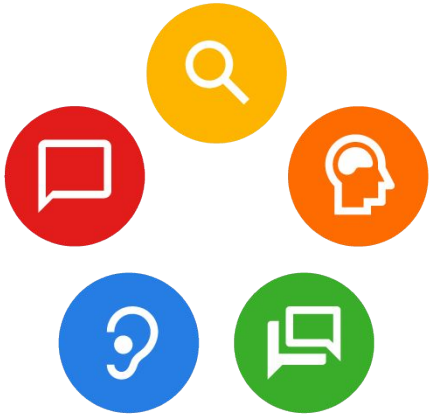


ThinkCERCA™

Best Practices Professional Development

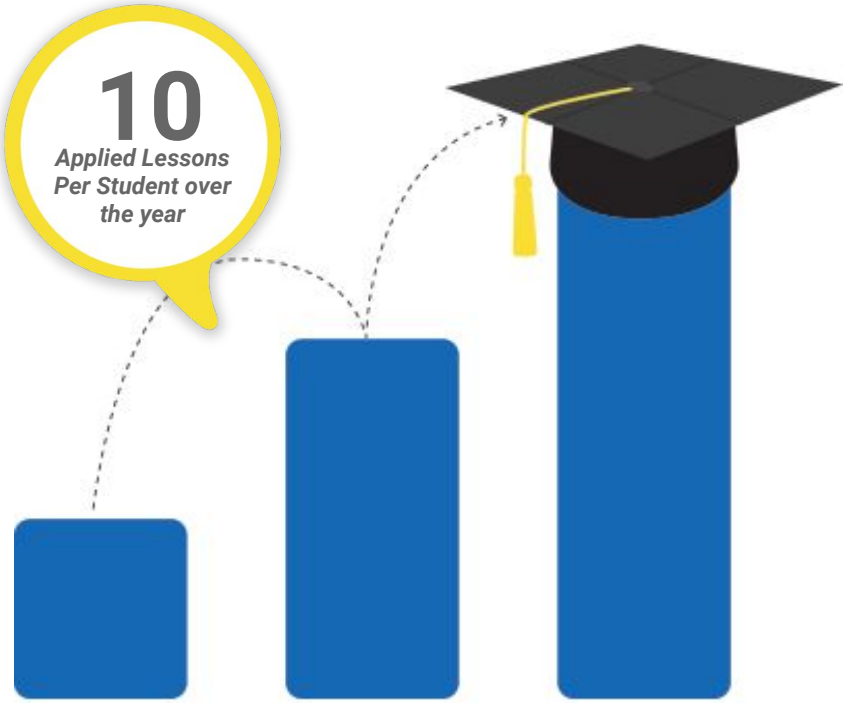
Agenda

I. Glows/Grows
II. Integrating ThinkCERCA with your Curriculum
III. Review of Goals from Initial Training
    - Benchmark Assessment
    - Insight Report
    - Feedback on Writing

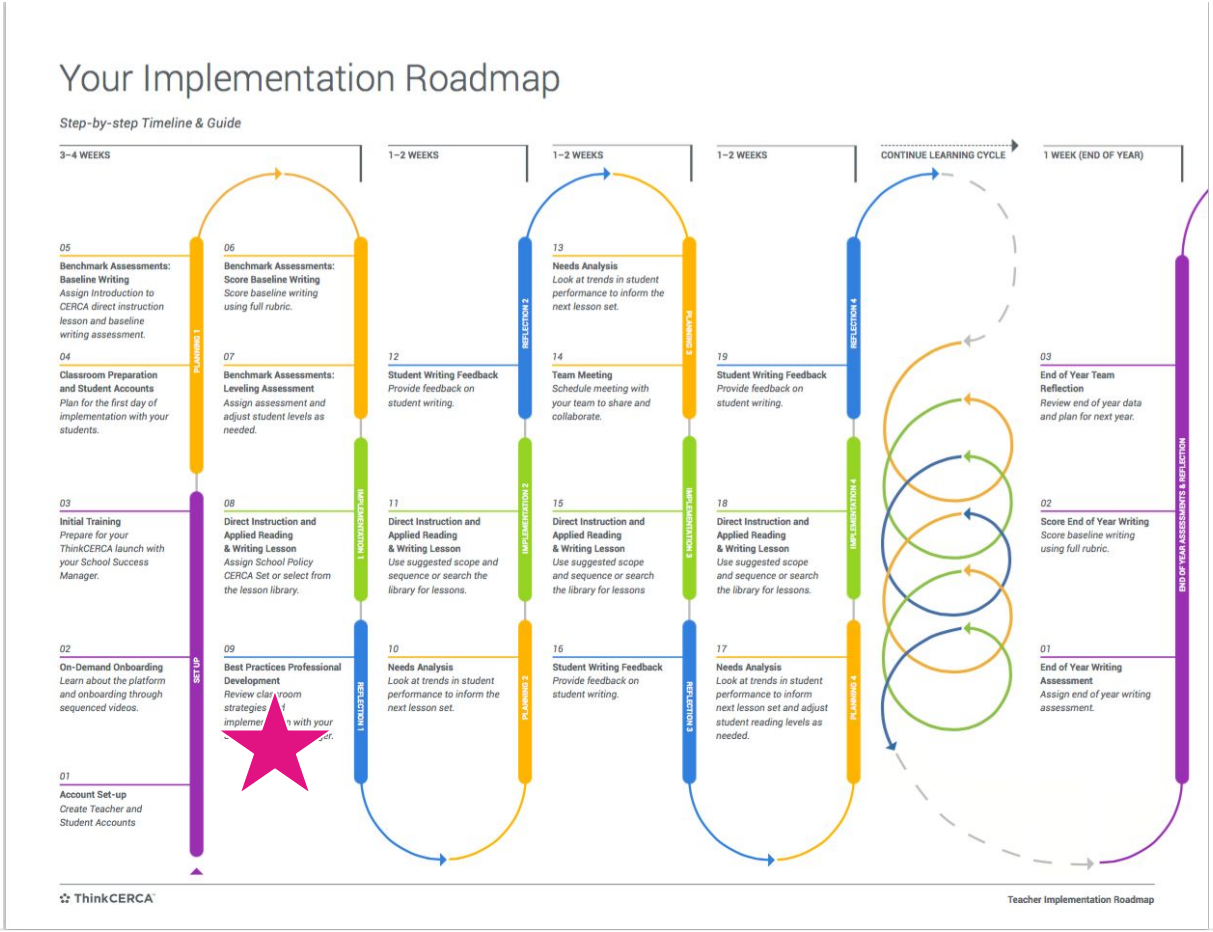
Goals For Month 1: **How did we do?**

Task	Due Date
Administer Baseline Writing Assessment	
Grade Writing Benchmark using Rubric	
Set Reading Levels	

How Long Does it Take to **Have an Impact**?



We recommend completing ***2-3 applied lessons per month*** across subjects to have an impact on student growth.


Your Implementation Roadmap
Step-by-step Timeline & Guide
3–4 WEEKS
1–2 WEEKS
1–2 WEEKS
1–2 WEEKS
CONTINUE LEARNING CYCLE
1 WEEK (END OF YEAR)
05
Benchmark Assessments: Baseline Writing
Assign Introduction to CERCA direct instruction lesson and baseline writing assessment.
04
Classroom Preparation and Student Accounts
Plan for the first day of implementation with your students.
03
Initial Training
Prepare for your ThinkCERCA launch with your School Success Manager.
02
On-Demand Onboarding
Learn about the platform and onboarding through sequenced videos.
01
Account Set-up
Create Teacher and Student Accounts
SET UP
PLANNING 1
06
Benchmark Assessments: Score Baseline Writing
Score baseline writing using full rubric.
07
Benchmark Assessments: Leveling Assessment
Assign assessment and adjust student levels as needed.
08
Direct Instruction and Applied Reading & Writing Lesson
Assign School Policy CERCA Set or select from the lesson library.
09
Best Practices Professional Development
Review classroom strategies and implement with your
IMPLEMENTATION 1
REFLECTION 1
12
Student Writing Feedback
Provide feedback on student writing.
11
Direct Instruction and Applied Reading & Writing Lesson
Use suggested scope and sequence or search the library for lessons.
10
Needs Analysis
Look at trends in student performance to inform the next lesson set.
REFLECTION 2
IMPLEMENTATION 2
PLANNING 2
13
Needs Analysis
Look at trends in student performance to inform the next lesson set.
14
Team Meeting
Schedule meeting with your team to share and collaborate.
15
Direct Instruction and Applied Reading & Writing Lesson
Use suggested scope and sequence or search the library for lessons
16
Student Writing Feedback
Provide feedback on student writing.
PLANNING 3
IMPLEMENTATION 3
REFLECTION 3
19
Student Writing Feedback
Provide feedback on student writing.
18
Direct Instruction and Applied Reading & Writing Lesson
Use suggested scope and sequence or search the library for lessons.
17
Needs Analysis
Look at trends in student performance to inform next lesson set and adjust student reading levels as needed.
REFLECTION 4
IMPLEMENTATION 4
PLANNING 4
03
End of Year Team Reflection
Review end of year data and plan for next year.
02
Score End of Year Writing
Score baseline writing using full rubric.
01
End of Year Writing Assessment
Assign end of year writing assessment.
END OF YEAR ASSESSMENTS & REFLECTION
ThinkCERCA
Teacher Implementation Roadmap

Implementation **Process**

Implementation

Direct Instruction & Applied Reading & Writing Lesson

How will ThinkCERCA supporting your class or content?
What specific lessons will you use?
What activities will students do in tandem with the lesson?

1

Planning

Needs Analysis

What trends do you see in student performance?
What skills do students need support with?
Do any reading group levels need to be adjusted?
What growth focus areas need to be addressed?
What are you teaching? Skill, method, concept, etc?

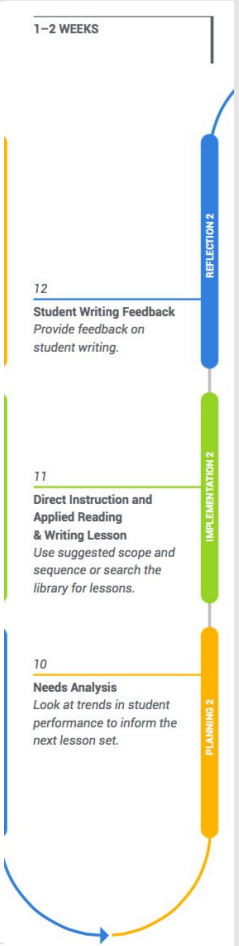
2

3

Reflection

Student Writing Feedback

How will your lessons be graded?
How will you use the growth focus to drive instruction?
How will you use this information for future planning?



Lesson Planning **Process - Implementation**

1

Teaching

What are you teaching? Skill, method, concept, etc?

2

How to Use ThinkCERCA

How do you anticipate ThinkCERCA supporting your class or content?

3

Lessons

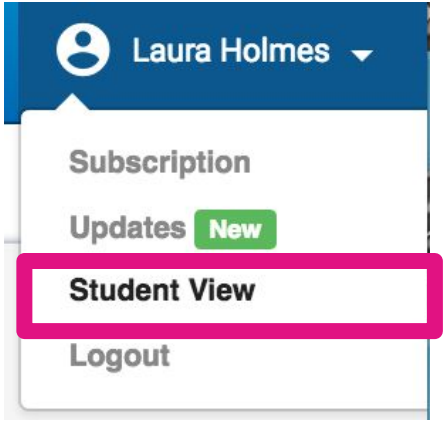
What specific lessons will you be using?

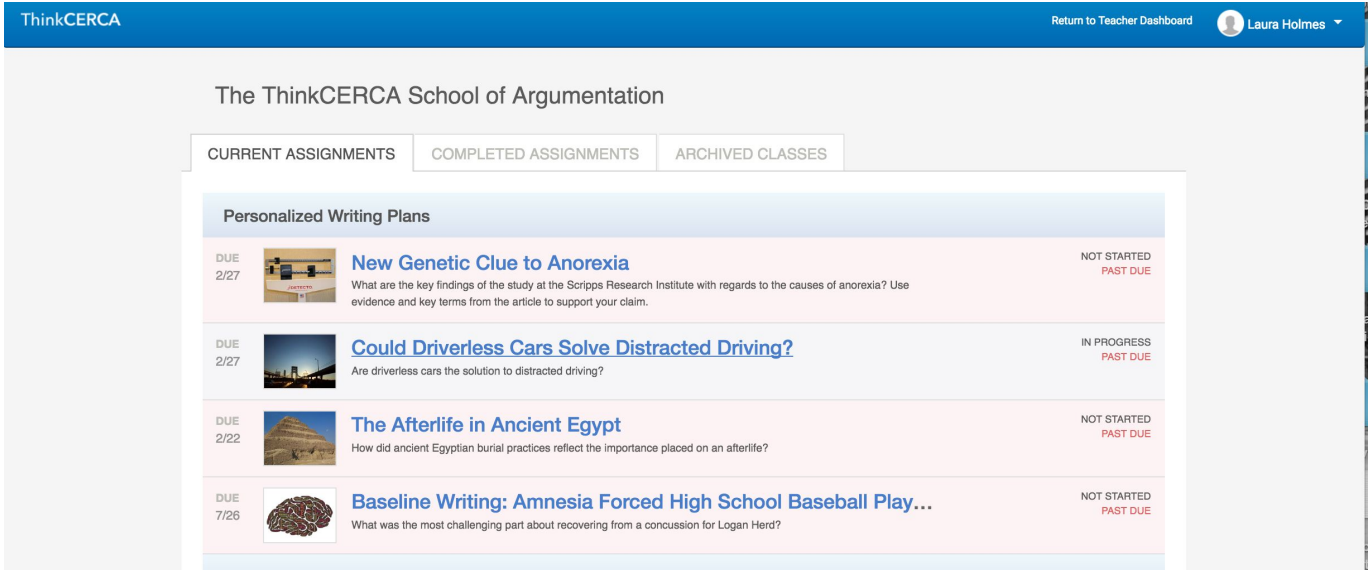
4

Grading and Feedback

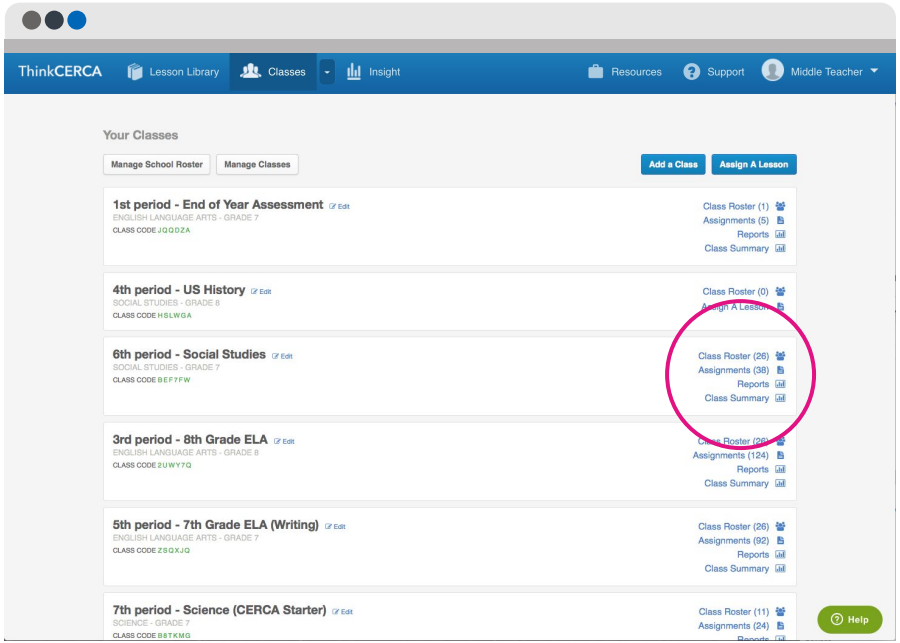
How will your lessons be graded? How will you be giving feedback?

Model Expectations





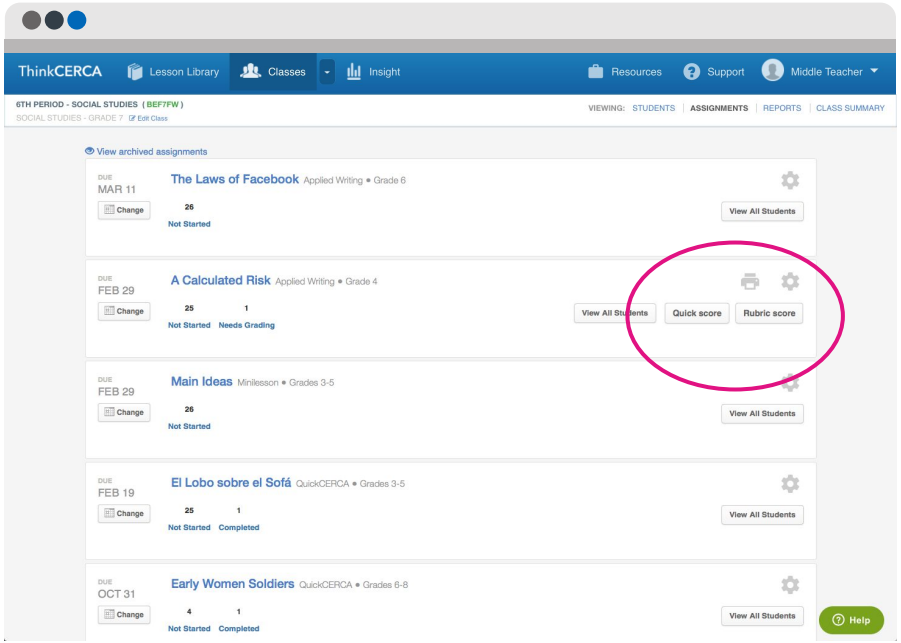
How To **Grade- Reflection**



1. **Select Classes Tab**

2. **Select “Assignments”**

How To **Grade**

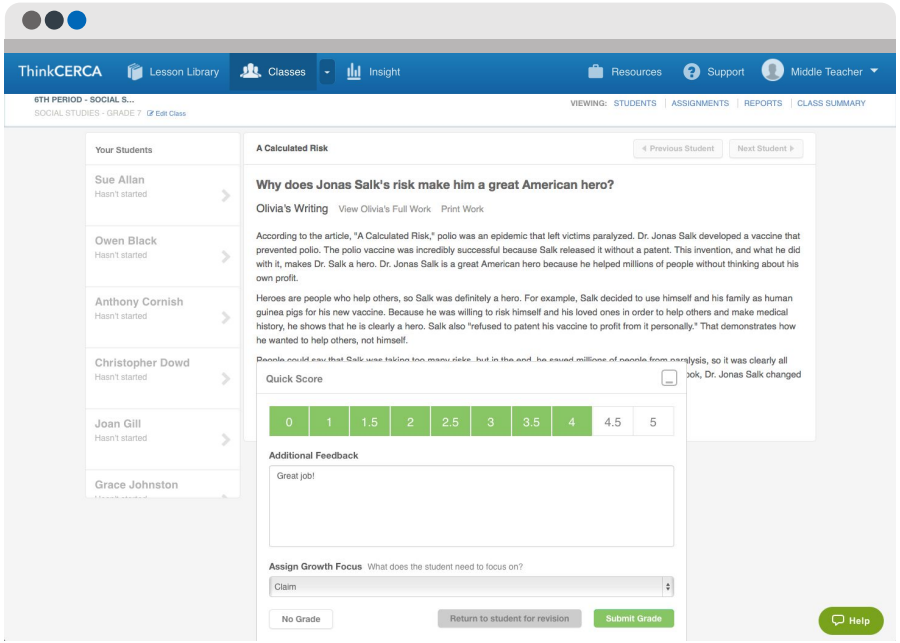


3 **Grade by “Quick Score”**

OR

4 **Grade by “Rubric Score”**

Grade by **Quick Score**



1

Set Quick Score

Student writing is previewed under the Quick Score panel, and teachers can set the score from 0 to 5.

2

Additional Feedback

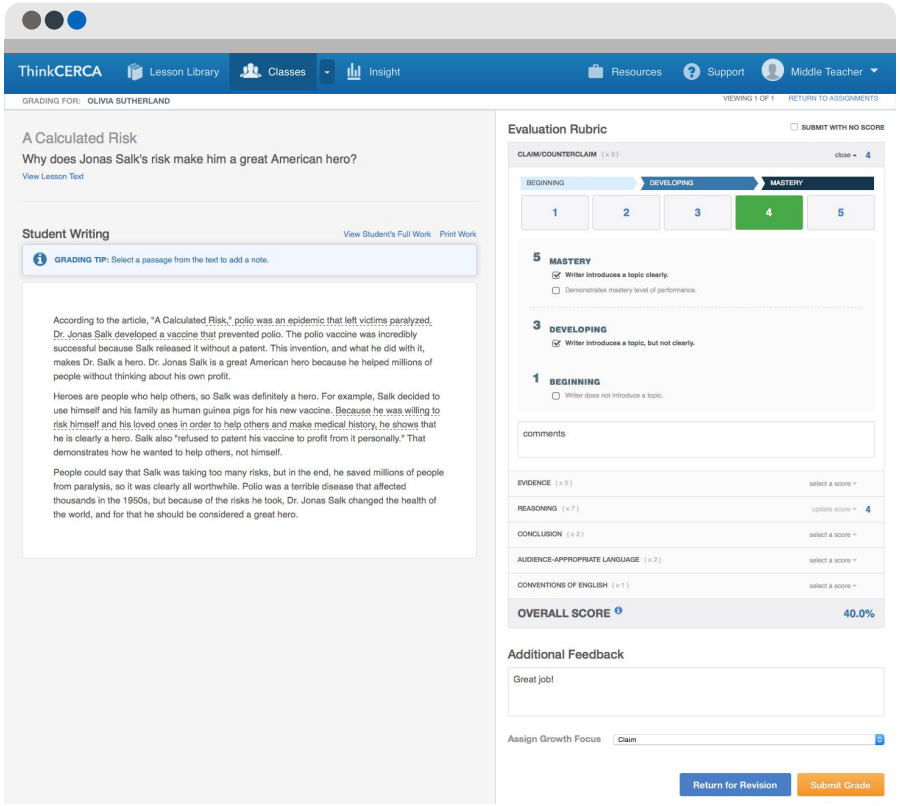
Comments can be added in the text field, and teachers can assign a growth focus, submit with “No Grade,” or return to student for revision.

3

Submit Grade

When finished, select “Submit Grade” at the bottom right.

Grade by **Rubric Score**



1. **Evaluation Rubric**

   Expand each CERCA Step to view rubric guidelines and score from 1 to 5.

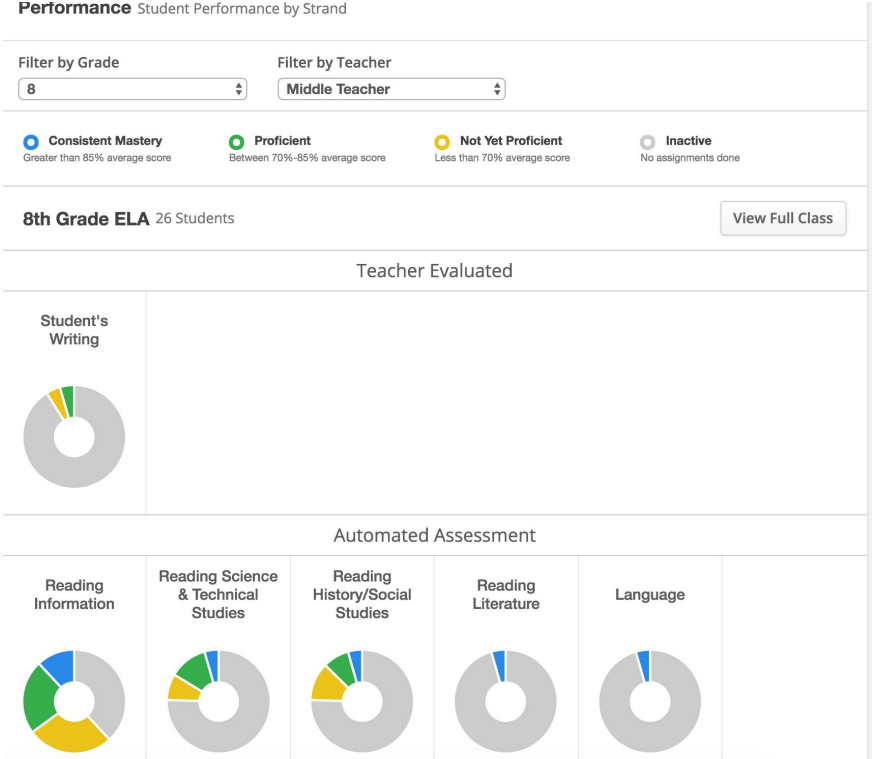
2. **Additional Feedback**

   Add comments to each step or overall feedback in the text fields, assign growth focus, or return for revision.

3. **Submit Grade**

   When finished, select “Submit Grade” at the bottom right.

Data **Dashboards- Planning**



Coverage

Where is there lots of grey? If automated, students haven't experienced that skill/concept yet.

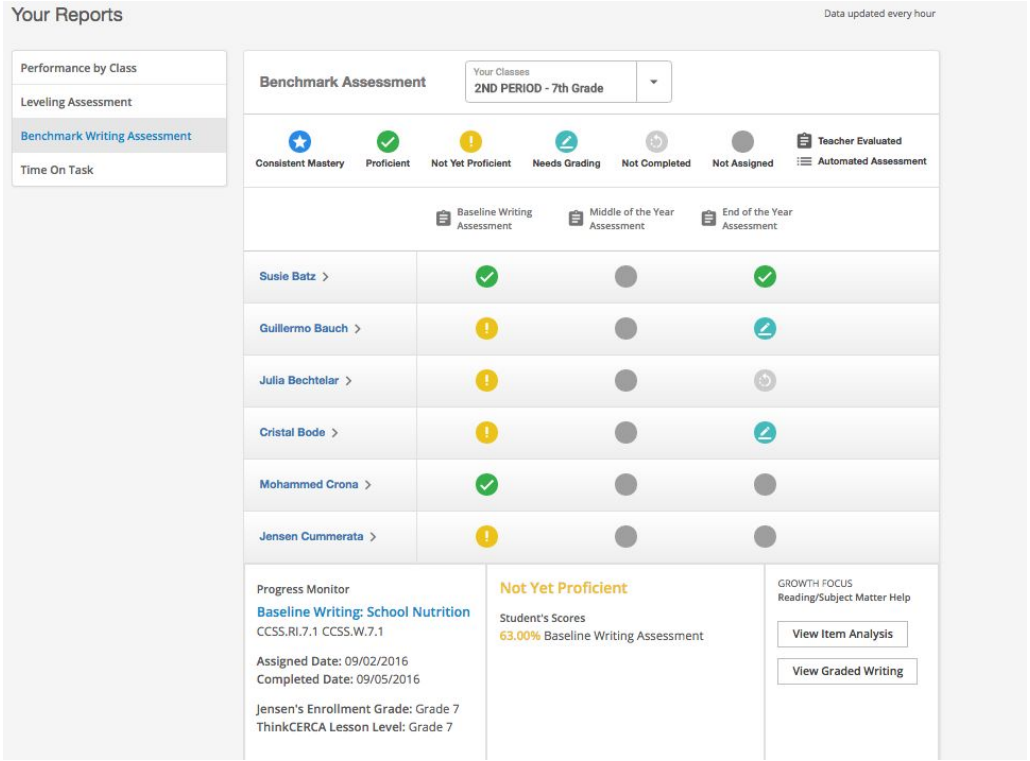
Proficiency/ Mastery

How many students are at each level of proficiency? View full class to dig deeper.

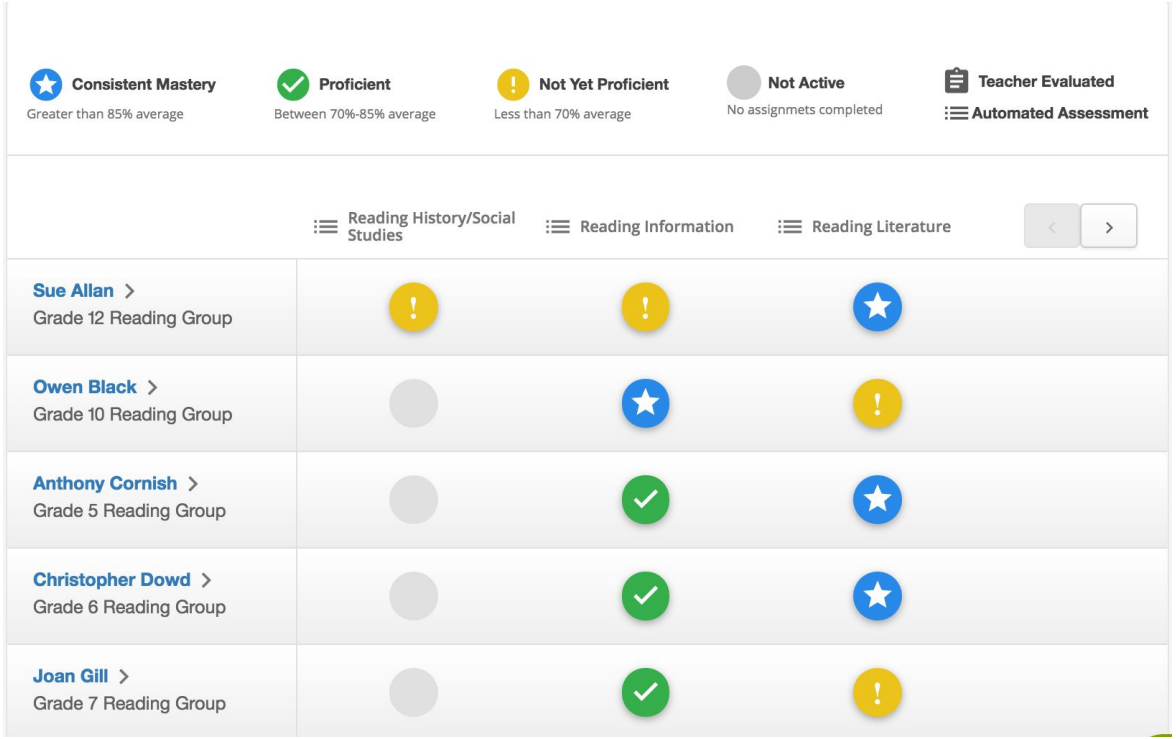
Usage

What have teachers assigned? View full class to dig deeper into how students are practicing and performing.

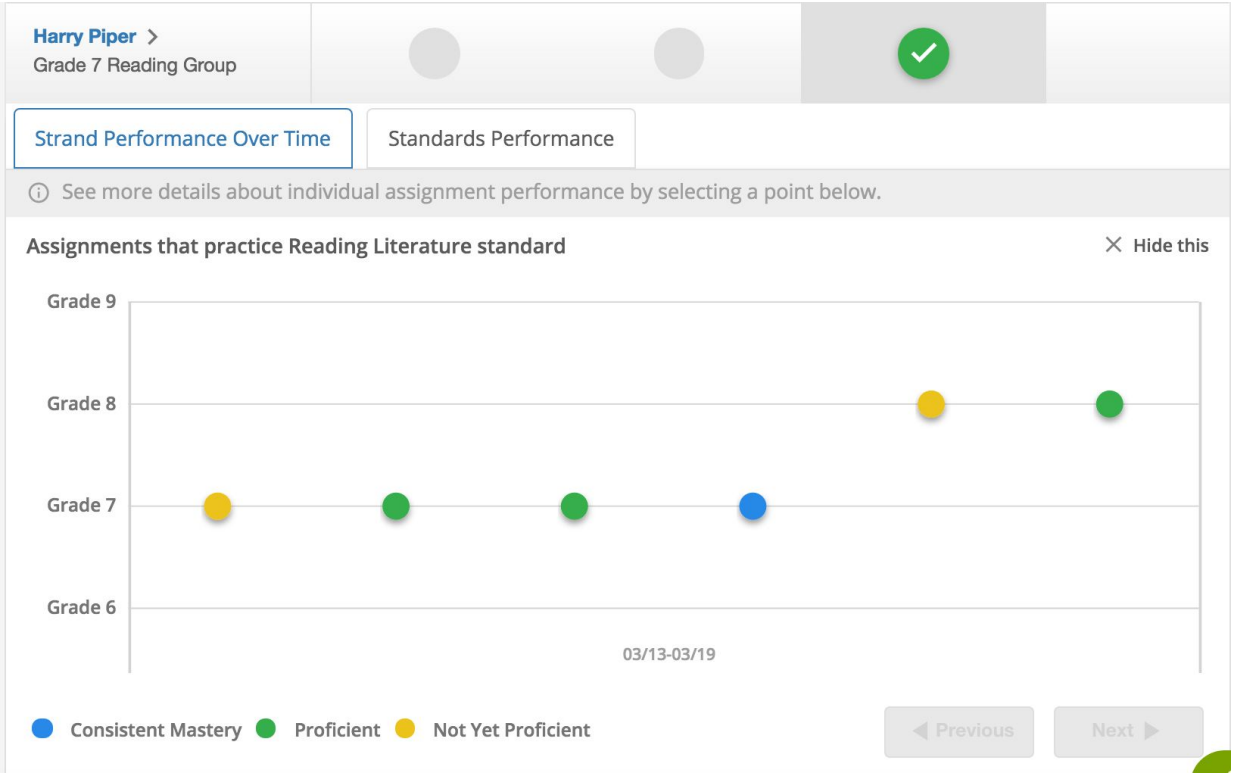
Benchmark Writing Assessment- **Insights**



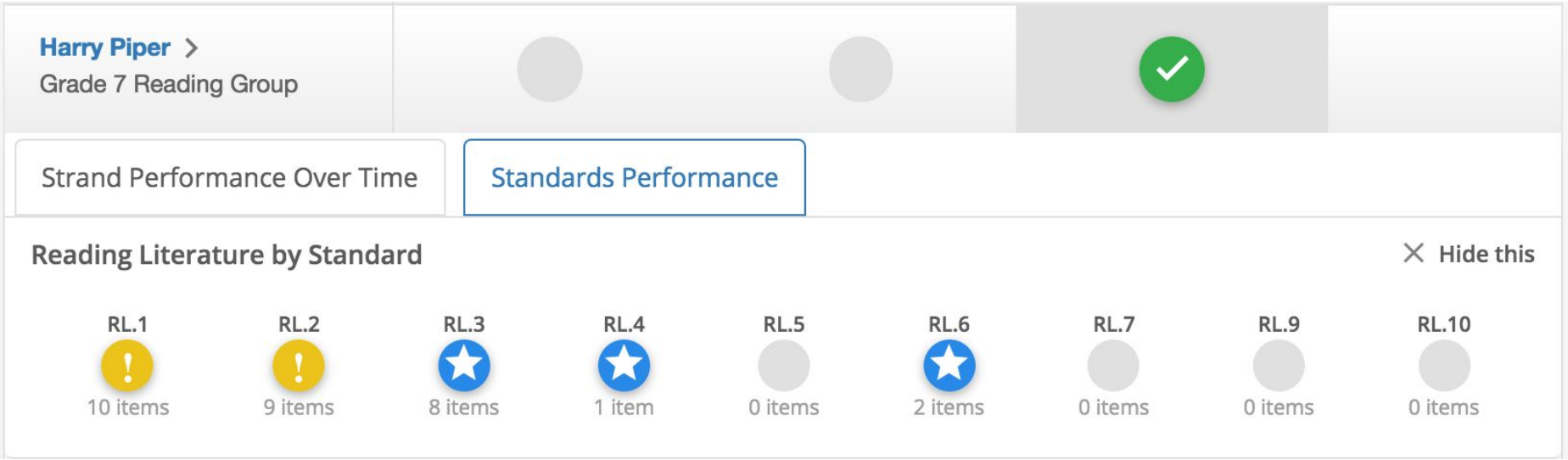
Insights- Performance by **Strand**



Insights- Performance by **Strand**



Insights- Performance by **Standard**

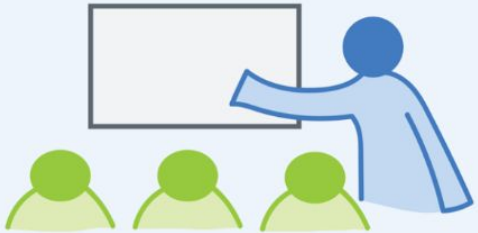


Blended Learning Models

Setting Expectations for Successful Blended Learning Structures

Model Based on Expectations.
Use different classroom setups for each element of learning, and keep it consistent to maintain expectations for your students.

Position: Active Listening



Students are sitting up listening to directions, tracking speaker with their eyes.
Technology is "parked" or closed, at the corner of desk.
Teacher is modeling activity for the whole group.

Remember: the student, technology, and teacher *all* have roles in a blended learning environment.

Position: Active Independent Learning

Students are completing a step, action, or objective silently.
Technology is open to the specified lesson and step.
Teacher is rotating around the classroom or pulling small groups.

Setting Expectations for Successful Blended Learning Structures

Model Based on Expectations.

Use different classroom setups for each element of learning, and keep it consistent to maintain expectations for your students.

Position: Collaboration

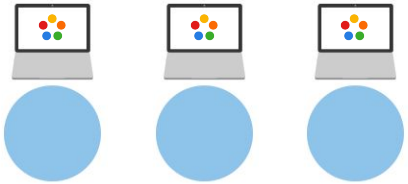
Students take notes and discuss the particular task quietly.
Technology is open to the specified lesson or step for reference, not being used.
Teacher rotates around classroom to different groups or pairs, listening and adding feedback.

Remember: the student, technology, and teacher *all* have roles in a blended learning environment.

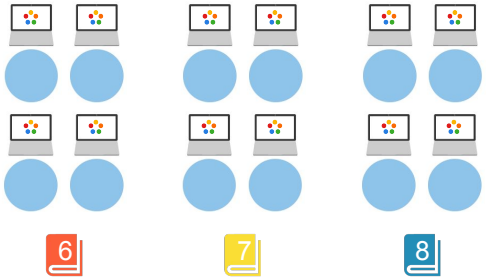
Position: Sharing Ideas

Students are actively listening to student speaker or are delivering ideas to class or group from notes, device, or memory.
Technology is "parked" or open for notes but not in use.
Teacher is actively listening to speaker, standing close to any students likely to be off task.

Centers



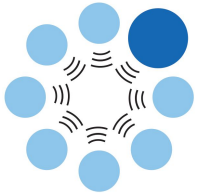
Online Drafting



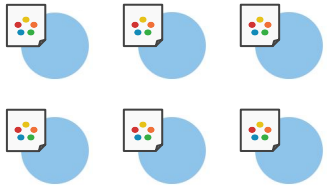
Independent Online Reading

Grouped by Reading Level

Peer Editing



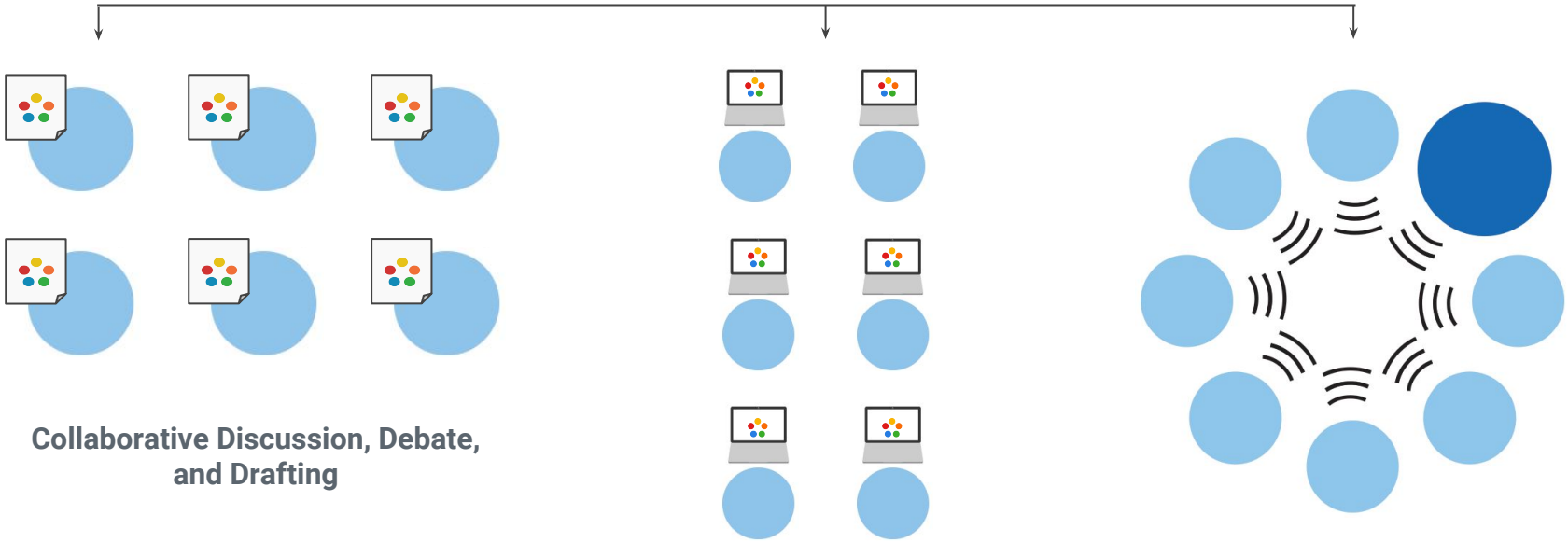
Small-Group Socratic Dialogue



Vocabulary

Low-Tech Centers: **Vocabulary Station**

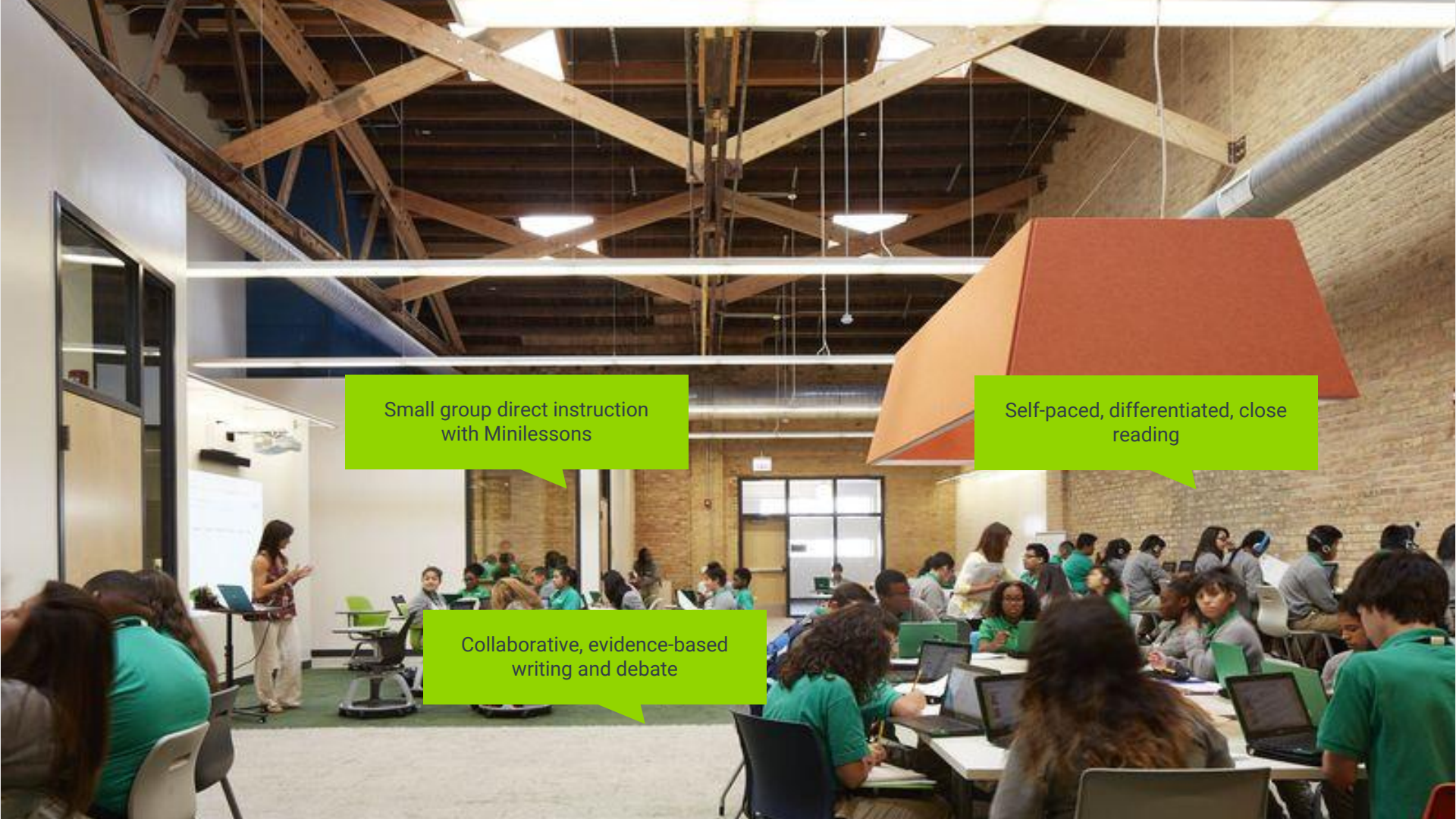
Flex Groups



Collaborative Discussion, Debate, and Drafting

Self-Paced Learning
Review, reading, drafting, revision

Small-Group Socratic Dialogue


Small group direct instruction with Minilessons
Self-paced, differentiated, close reading
Collaborative, evidence-based writing and debate

Which model do you use?

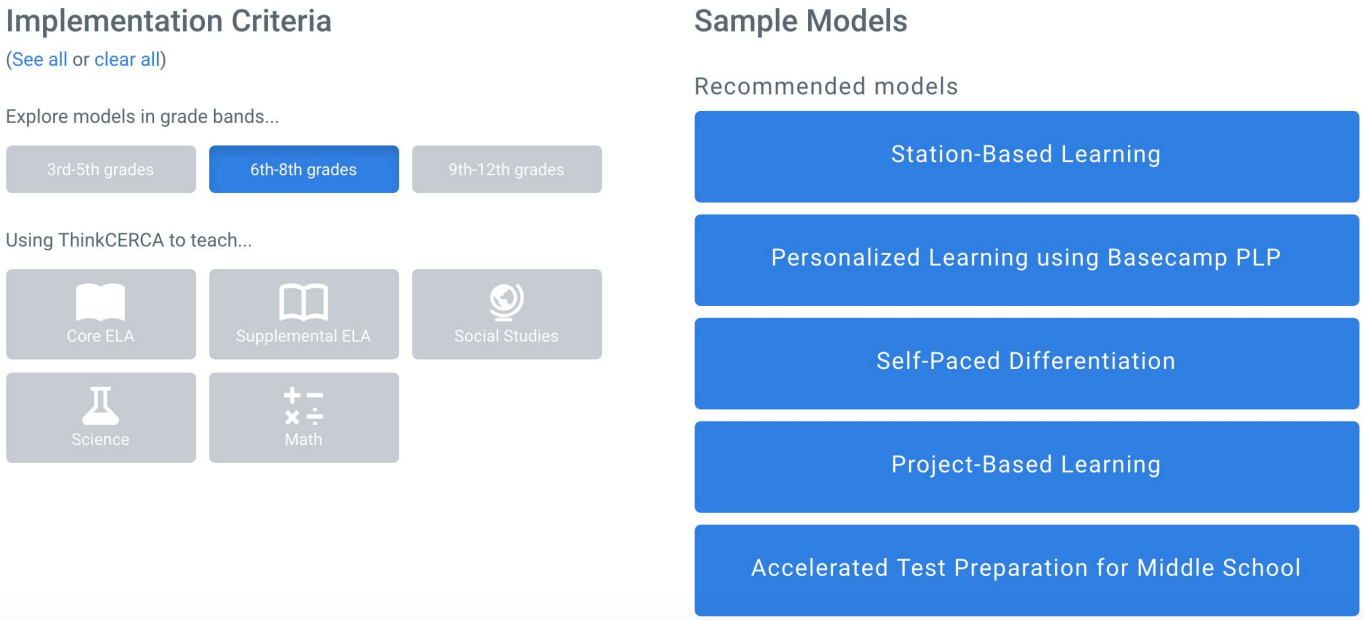
Which would you like to try?

What roadblocks might get in the way?

Integrating ThinkCERCA with your curriculum

ThinkCERCA **Instructional Models**

Planning.thinkcerca.com



Sample **Implementation Plan - HULA**

SESSION	TASKS IN 80 MINUTES (ELA)
SESSION 1	• Direct Instruction Lesson (15-20 mins.) • Step 1: Personal Connection (7-10 mins.) • Step 2: Read the Text (20-25 mins.) • Step 3: Engage with the text (20 mins.)
SESSION 2	• Step 4: Summarize (15-20 mins.) • Step 5: Argument Builder (25-30 mins.) • Offline Discussion Using Key Question (30 min.)
SESSION 3	• Step 6: Formal Argument (30 mins.) • Peer editing/collaboration (10-15 mins.) • Additional Reading Practice (20-25 min.)

Sample **Implementation Plan - HULA**

SESSION	TASKS IN 30-40 MINUTES (ELA)
SESSION 1	• Direct Instruction Lesson (15-20 mins.) • Step 1: Personal Connection (7-10 mins.)
SESSION 2	• Step 2: Read the Text (20-25 mins.) • Step 3: Engage with the text (20 mins.)
SESSION 3	• Step 4: Summarize (15-20 mins.) • Step 5: (start)Argument Builder (10-20 mins.)
SESSION 4	• Step 5: (continued)Argument Builder (10-20 mins.) • Offline Discussion Using Key Question (30 min.)
SESSION 5	• Step 6: Formal Argument (30 mins.) • Peer editing/collaboration (10-15 mins.)

Sample **Implementation Plan**

- Complete Direct Instruction Lesson whole group
- Work in lab or on carts 2 days a week 45 minutes

SESSION	TASKS IN 45 MINUTES
SESSION 1	• Step 1: Personal Connection (5 mins.) • Step 2: Read the Text (20 mins.) • Step 3: Engage with the text (15 mins.) • Step 4: Summarize (10 mins.)
SESSION 2	• Step 5: Argument Builder (20 mins.) • Step 6: Formal Argument (20 mins.)
OFFLINE	• Offline Discussion Using Key Question (could be done in classroom)

Integrating ThinkCERCA into Your Curriculum

Implementation **Process**

1

Teaching

What are you teaching? Skill, method, concept, etc?

2

How to Use ThinkCERCA

How do you anticipate ThinkCERCA supporting your class or content?

3

Lessons

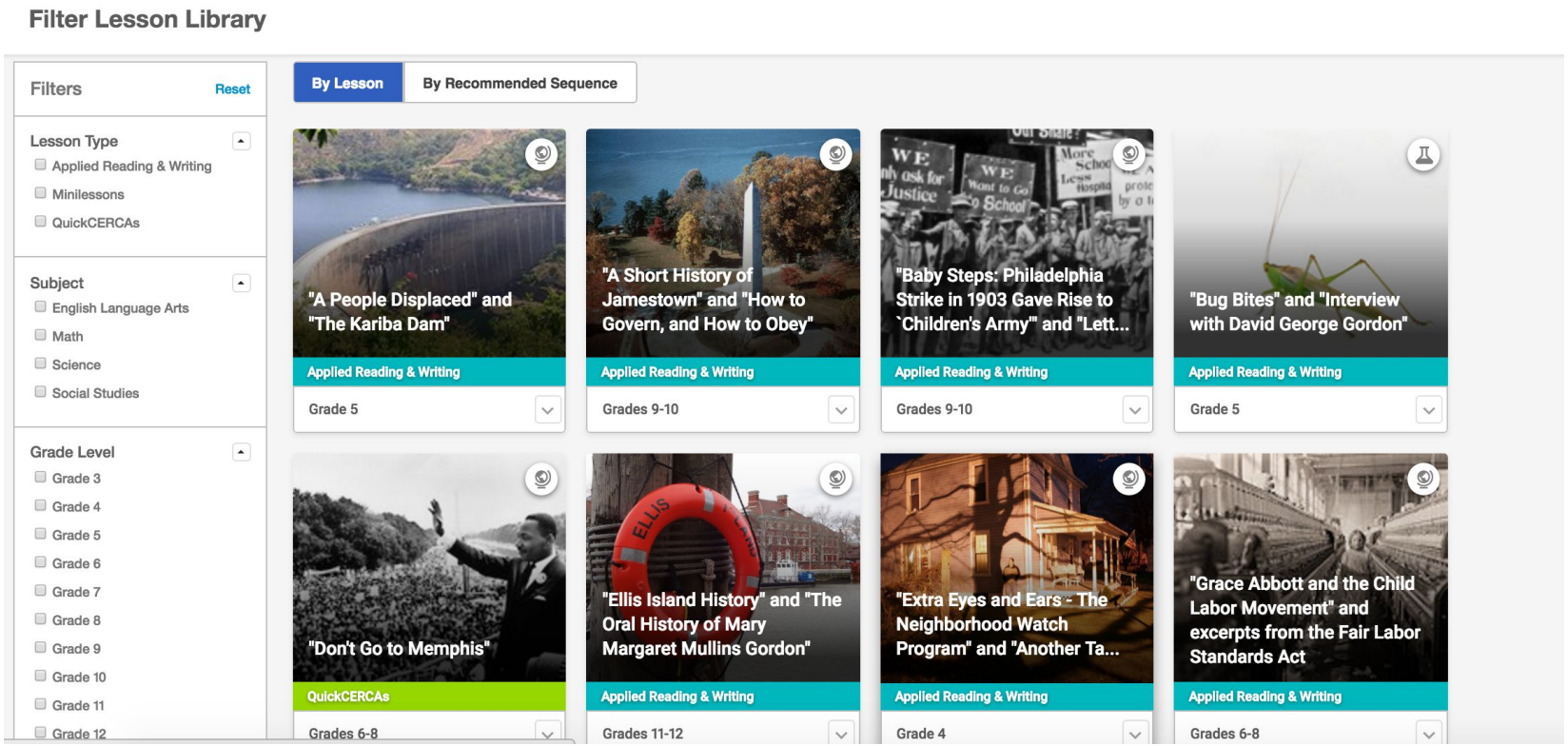
What specific lessons will you be using?

4

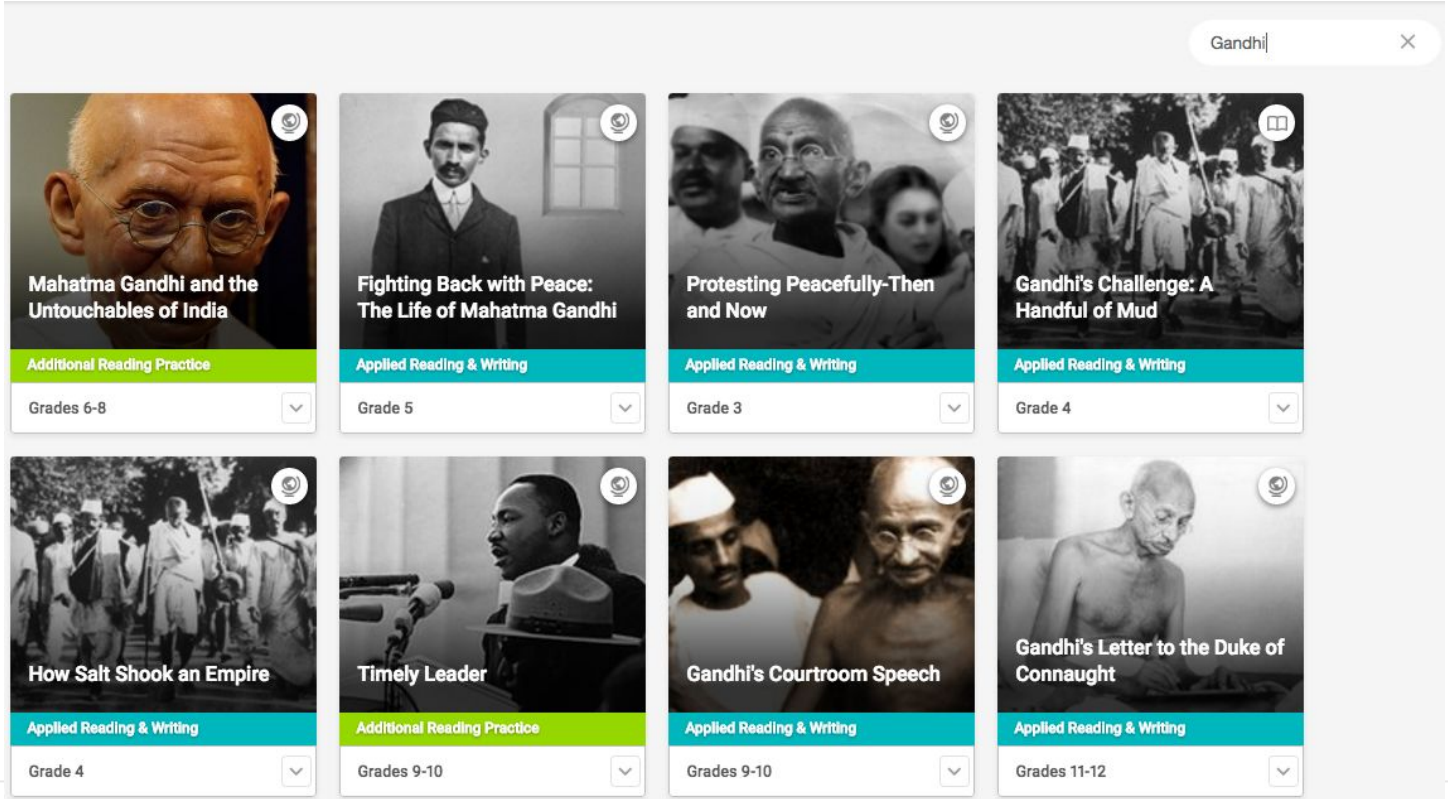
Grading and Feedback

How will your lessons be graded? How will you be giving feedback?

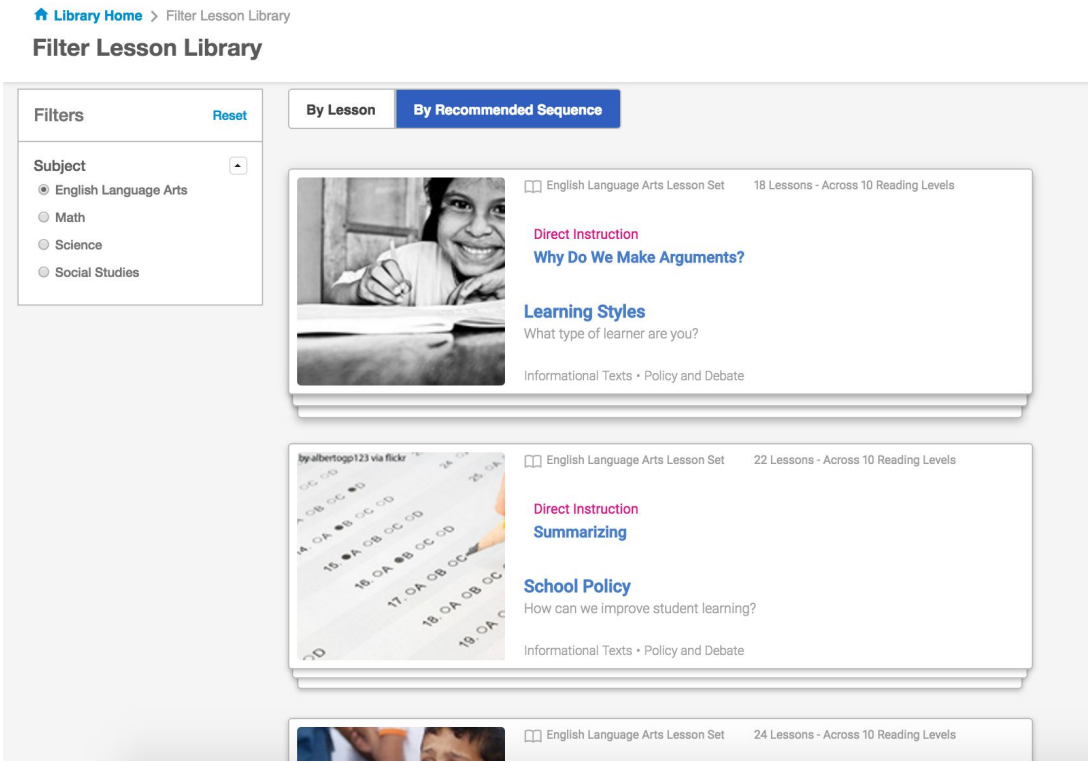
Filter By lesson



Search By Keyword

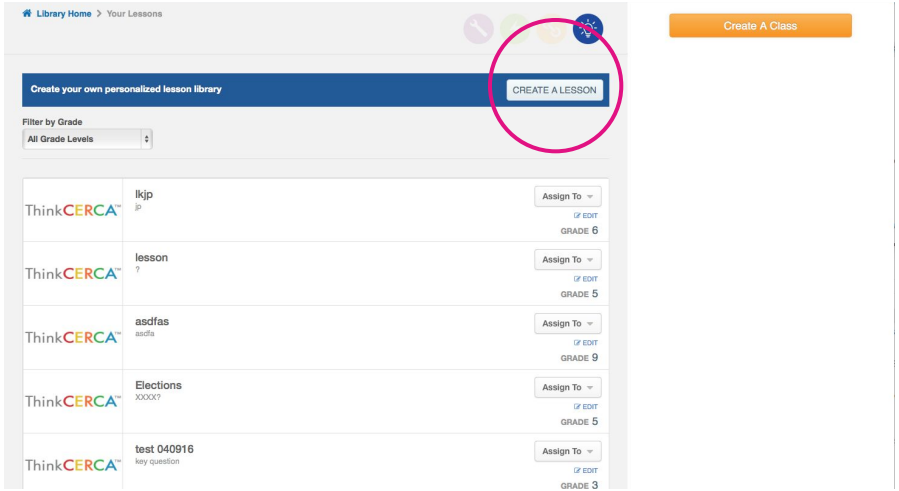


View By Scope and Sequence

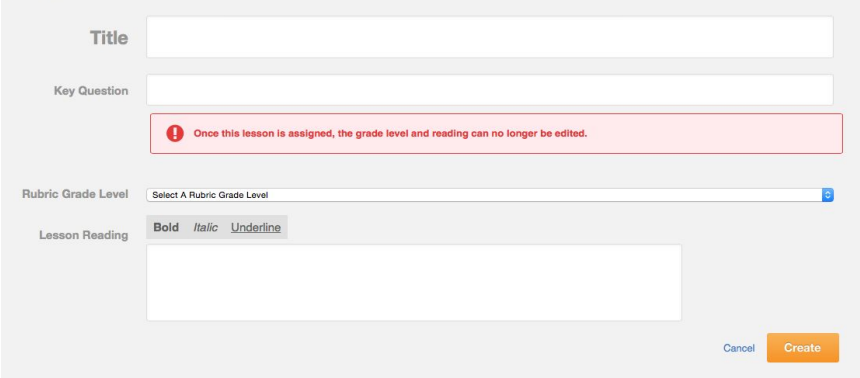


Create Your Own Lesson

1. **Select “Custom Lessons”**
2. **Select “Create a Lesson”**



Create Your Own Lesson



1

Add Title and Information

Title, Key Question, Rubric Grade Level.

2

Add Text

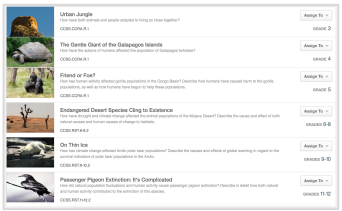
Add custom text and style in bold, italic, or underline.

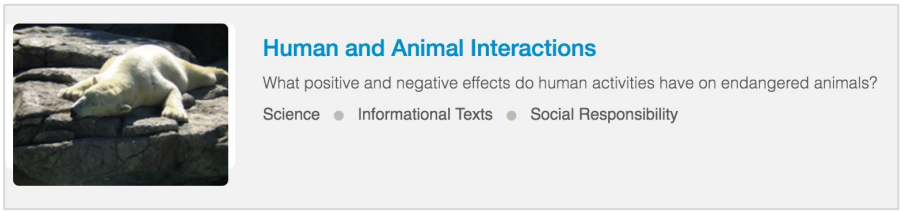
ThinkCERCA **Curriculum Integration Example**

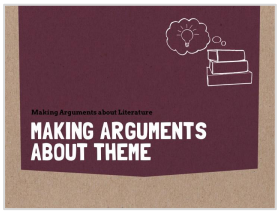
If you don't know *Hatchet:*

The novel *Hatchet* by Gary Paulsen is a story of 13-year-old boy named Brian who finds himself stranded in the Canadian woods after his plane crashes. Facing a scarcity of food and shelter, Brian struggles to survive and learns to sustain himself through an appreciation for nature.

Unit/Theme	ThinkCERCA Aligned Resources	Focused Standard(s)
Example: Hatchet (Gary Paulsen)	Minilesson: Theme Set: Human and Animal Interactions Applied: The Coming of the Fox (poetry)	CCSS.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.







ThinkCERCA **Curriculum Integration Example**

CURRICULUM INTEGRATION RESOURCES

Differentiated Lessons for Teaching "Hatchet" by Gary Paulsen

Informational texts to accompany Gary Paulsen's *Hatchet*

Joanna Spyratos, 7th Grade Teacher, John W. Garvy School

The novel *Hatchet* by Gary Paulsen is a story of 13-year-old boy named Brian who finds himself stranded in the Canadian woods after his plane crashes. Facing a scarcity of food and shelter, Brian struggles to survive and learns to sustain himself through an appreciation for nature. The following CERCA Sets, Applied Lessons, and QuickCERCAs work well as supplementary texts because they explore the theme of man versus nature. These Applied Lessons require my students to use higher-order thinking skills and problem-solving strategies in order to complete the given writing assignments.

Free Close Reading Lessons

- How Can We Help Endangered Animals? (Grades 3-5; CCSS.CCRA.R.8)
- Earth Talk: Are Organic Foods Healthier Than Conventional Foods? (Grades 6-8; CCSS.CCRA.R.4)
- Geo-Medicine (Grades 6-8; CCSS.CCRA.R.6)

Applied Argumentative Writing Lessons

- Homeostasis (Grades 6-8; CCSS.RST.6-8.4; CCSS.WHST.6-8.1)
- Poetry: Seashell (Grade 5; CCSS.RL.5.2; CCSS.W.5.2)
- Poetry: When I Heard the Learn'd Astronomer (Grade 6; CCSS.RL.6.2; CCSS.W.6.2)
- Poetry: The Coming of Fox (Grade 7; CCSS.RL.7.2; CCSS.W.7.2)

Differentiated Lesson Sets for Grades 4-12

- Nature: How do poets see themselves and their humanity reflected in the natural world?
- Human and Animal Interactions: What positive and negative effects do human activities have on endangered animals?
- The Food Chain: How do human interactions interrupt the food chain?

Introductions to Key Skills & Concepts

- Making Arguments About Theme (Grades 3-5; CCSS.CCRA.R.2)
- Making Arguments About Theme (Grades 6-12; CCSS.CCRA.R.2)
- Analyzing and Interpreting Data (Grades 3-12; CCSS.CCRA.R.1)
- Structure and Organization (Grades 6-12; CCSS.CCRA.R.5)

ThinkCERCA Integration: Collaborative Planning

Implementation **Process**

1

Teaching

What are you teaching? Skill, method, concept, etc?

2

How to Use ThinkCERCA

How do you anticipate ThinkCERCA supporting your class or content?

3

Lessons

What specific lessons will you be using?

4

Grading and Feedback

How will your lessons be graded? How will you be giving feedback?

Which Direct Instruction and Applied Reading & Writing Lesson will you use next?

Student Engagement Practices

ThinkCERCA **Debate Game**

ThinkCERCA™

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for TEACHERS | for ADMINISTRATORS | RESOURCES

‹ Back to All Resources

TEACHING STRATEGIES

Teaching Resource: The Debate Game

Forming arguments to engage learners at all readiness levels

The Debate Game is an in-class exercise that helps students learn, write, and make critical decisions through collaborative discussion and debate, and uses each element of CERCA: claim, evidence, reasoning, counterargument, and audience. Students organize into teams, consisting of one to four speakers each, and represent a position on a particular topic. The team works together to develop their argument and they later develop a rebuttal to the opposing team. The goal is for each team to present the most convincing argument to the class. After the debate, the entire class can vote on which team had the most compelling position. Research tell us that this type of peer-to-peer discussion is essential to improving reading skills (see results below). Download everything you need to jumpstart this exercise in your classroom.

DETAILS

The Debate Game Packet

Everything you need to jumpstart this activity in your classroom.

ACCESS PACKET

How can we help?

What's Included

ThinkCERCA **Collaborating to Find Evidence**

TEACHING STRATEGIES

Teaching Resource: Collaborating to Find Evidence

How sharing ideas makes students smarter

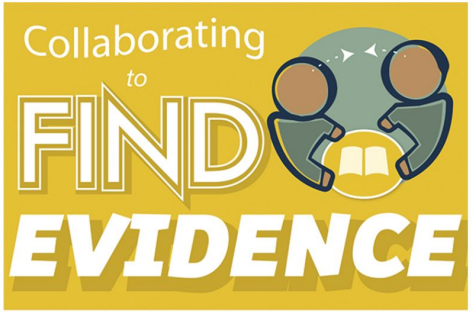
Collaborating to find evidence is a teaching strategy that encourages students to engage with one another. This process involves different types of participation from students. First, they work individually to apply the CERCA Framework to a piece of text. Next, students work in pairs to share and collaborate. And finally, students discuss their claims, reasoning, and evidence in a larger group. Research indicates that this method of learning is effective in increasing achievement on writing and standardized tests (see results below). Download everything you need to jumpstart this activity in your classroom.

What's Included

- Lesson guide >>
- Student presentation >>
- Student handout >>
- Grading rubrics >>

Discussion Impacts Reading Scores

NAEP offers insights about the impact of discussion on student outcomes. The data shows that peer-to-peer discussion is a key factor in reading improvement. For example, students who reported that they more frequently discussed interpretations of what they read scored higher on the 2013 NAEP test as seen in the chart below.



DETAILS

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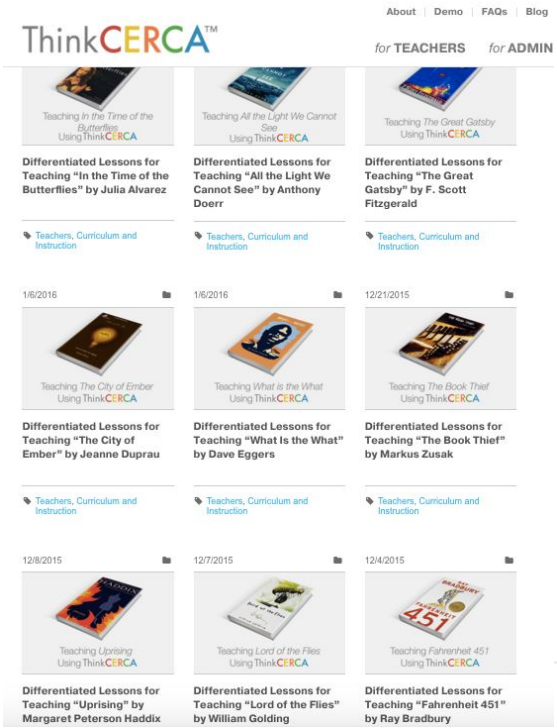
ACCESS PACKET

Share out Strategies

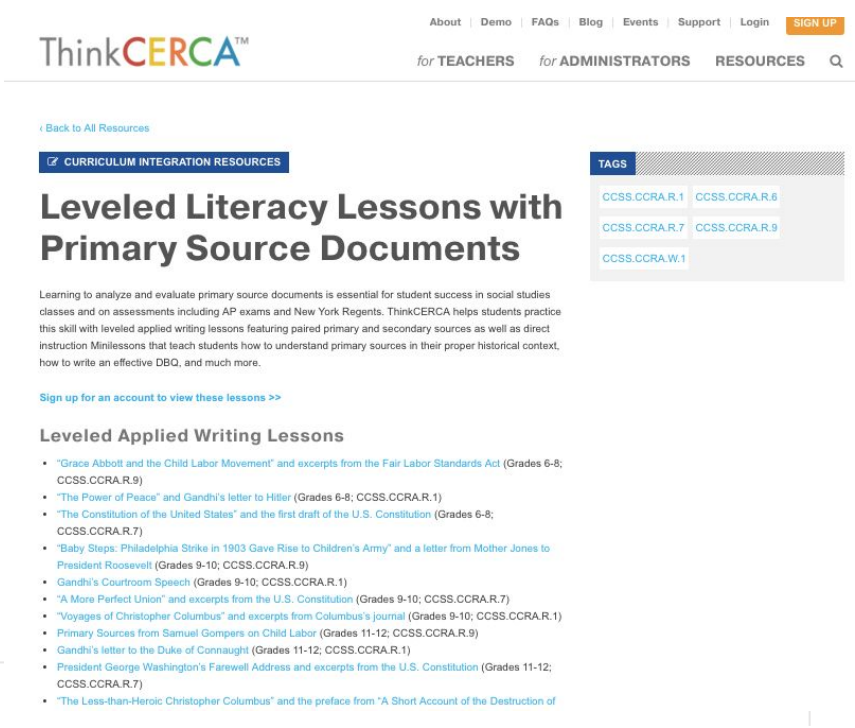
Additional Resources

Curriculum Integration

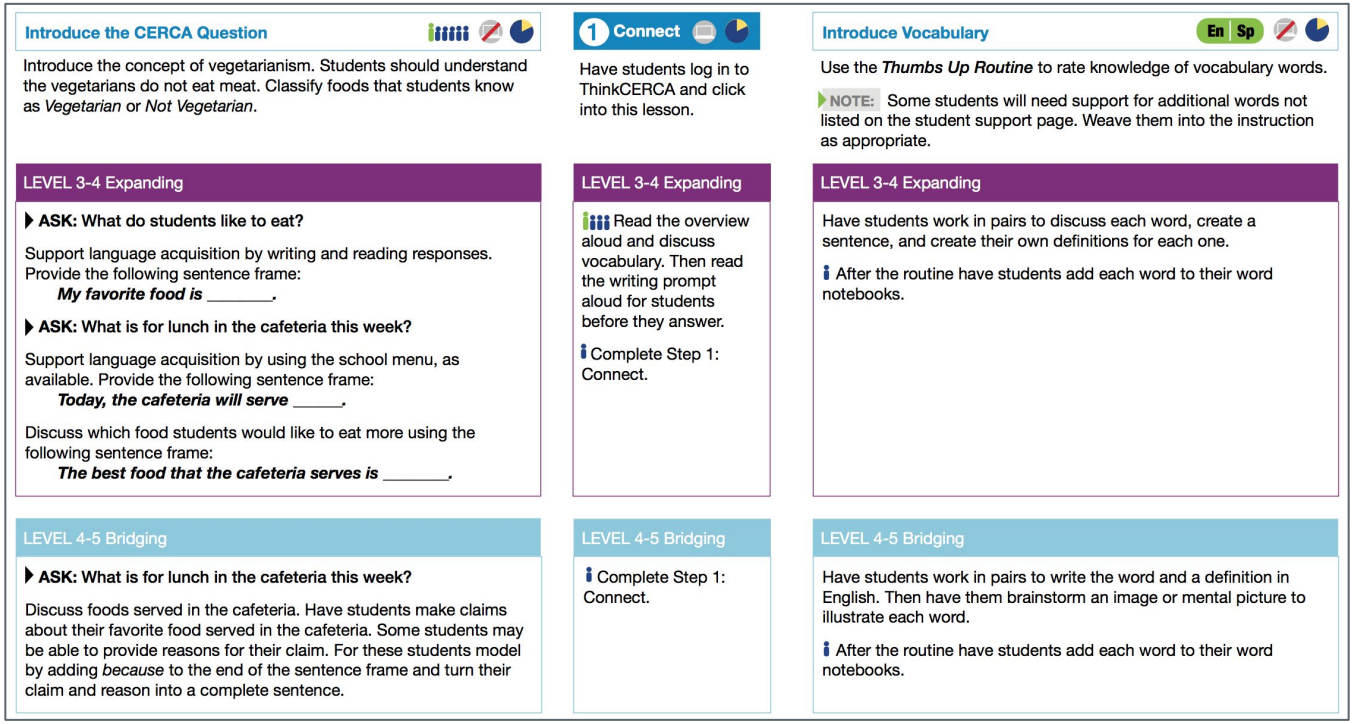
Novel Pairings



Content Area Specific Sets



ELL Resources for the Instructional Core



Introduce the CERCA Question	1 Connect	Introduce Vocabulary
Introduce the concept of vegetarianism. Students should understand the vegetarians do not eat meat. Classify foods that students know as *Vegetarian* or *Not Vegetarian*.	Have students log in to ThinkCERCA and click into this lesson.	Use the ***Thumbs Up Routine*** to rate knowledge of vocabulary words. NOTE: Some students will need support for additional words not listed on the student support page. Weave them into the instruction as appropriate.
LEVEL 3-4 Expanding **ASK: What do students like to eat?** Support language acquisition by writing and reading responses. Provide the following sentence frame: ***My favorite food is _____.*** **ASK: What is for lunch in the cafeteria this week?** Support language acquisition by using the school menu, as available. Provide the following sentence frame: ***Today, the cafeteria will serve _____.*** Discuss which food students would like to eat more using the following sentence frame: ***The best food that the cafeteria serves is _____.***	**LEVEL 3-4 Expanding** Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer. Complete Step 1: Connect.	**LEVEL 3-4 Expanding** Have students work in pairs to discuss each word, create a sentence, and create their own definitions for each one. After the routine have students add each word to their word notebooks.
LEVEL 4-5 Bridging **ASK: What is for lunch in the cafeteria this week?** Discuss foods served in the cafeteria. Have students make claims about their favorite food served in the cafeteria. Some students may be able to provide reasons for their claim. For these students model by adding *because* to the end of the sentence frame and turn their claim and reason into a complete sentence.	**LEVEL 4-5 Bridging** Complete Step 1: Connect.	**LEVEL 4-5 Bridging** Have students work in pairs to write the word and a definition in English. Then have them brainstorm an image or mental picture to illustrate each word. After the routine have students add each word to their word notebooks.

2nd month Goal Setting- Nov. 30th

Task	Due Date
Students Complete 1st Direct Instruction Lesson (15 min.)	
Students Complete 1st Applied Reading & Writing Lesson (90 min.)	
Give Feedback on Student Writing	
Students Complete 2nd Direct Instruction Lesson (15 min.)	
*Students complete 2nd Applied Reading & Writing Lesson (90 min.)	

Need **Help?** We've Got You **Covered**!

- Weekly Office Hours for Teachers Thursdays 2-6 cst
- Live Chat 8-5 cst
- Support page with FAQ
- Resources page
- On-demand Library of PD resources
- On-demand Webinars

Thank you.

ThinkCERCA™

Glows

-Articles look interesting.
-Figured out navigation pieces - resetting passwords
-Figuring out canvas integration
-Applied reading and writing lesson

Grows

-How to give feedback
-How to level readers
-Implementation - schedules, how often?
-Multiple rubrics, which ones do we use?
-

Glows

-Students seem happy to be on the iPad using ThinkCERCA.
-Support chat help.
-Differentiating with lower levels especially in History.
-Search!

Grows

-Internet issues - hard copy?
-Resubmitting work
-highlighting different components of student writing
-Teacher PowerPoints - rolling out the framework?
-iPad audio issues
-How do we know what the multiple choice answers are?
-Exemplars for baseline writing?

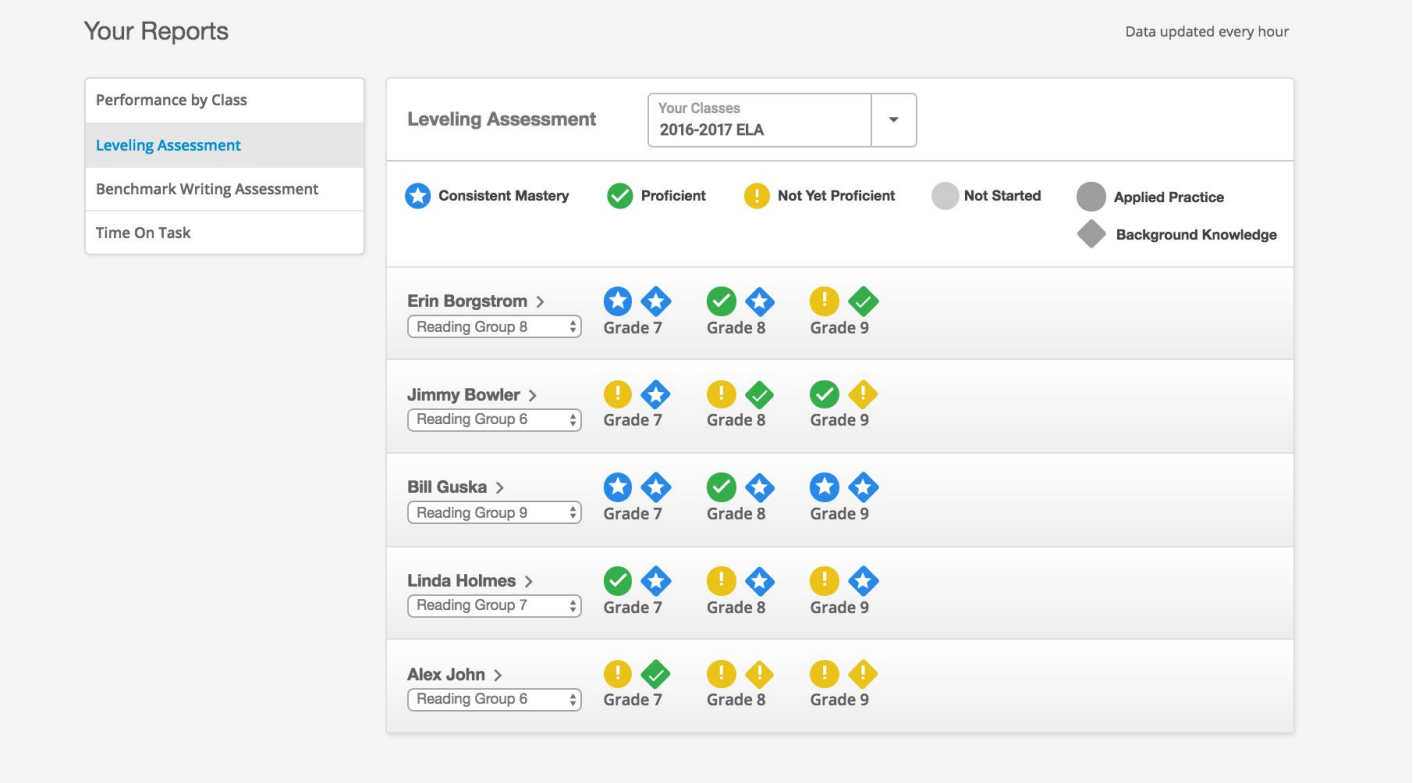
Glows

-Differentiating between Benchmark and Honors - allows for freedom with differentiating teaching. Flexibility with expectations.
-Looking forward to leveling students
-Audio support for students IEP’s
-Student engagement with the technology

Grows

-Glitchiness with the iPads
    -Click back and next, close out and go back in, hold the iPad landscape
-Direct Instruction lesson not working for students
-What is the benefit of Canvas?
-Grading?
-Review Lesson Types

Leveling Assessment- **Insights**



Upgrading Your Account

School Name	Upgrade Code
Alki	V6Z3-5PND-AAQW
Discovery	393R-4PLN-7PJ3
Fir Grove	R3QT-BR4U-2HB4
Gaiser	7JHR-5K9X-49DR
Jason Lee	63HR-VNM4-9NJM
Jefferson	VYXF-7RNC-VAG2
McLoughlin	7TP8-QGTF-LP7C
iTech Preparatory	VPMY-7VEH-DXZ8
VLA	9MSU-B9CN-TVBV