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| **Hierarchical Assessment**  **Discussion**  ***Thriving*** *– well-educated brains have a rich integrated network*  *Assessments and instruction should support the development of knowledge networks*  ***Developmental order-***  *Most..get robust intuition about development.  Most... have basic understanding of development. Most...have a shared intuition.*   * ***Activity*** *-* ***Persuasion Speech Understanding***   + *sort statements of knowledge cards in order of least development to highest development*   + *compare groups*      - *notice majority have shared similar order of development*   *Growing a robust knowledge network*  *What is robust knowledge?*  ***Breadth***  ***Depth***  ***Quality***  *How do we build robust knowledge?*  *Breadth - access to high quality factual and procedural knowledge*  *Depth – frequent opportunities to apply new information*  *Quality - regular feedback and reflective analysis of info.*  *Babies are addicted in dopamine/opioid cycle*  ***Fundamental learning cycle-***  *Dopamine causes one to strive*  *Opioid makes one feel pleasure just often enough in order to keep cycle going*  *Challenging just enough to retain momentum*  *Goldilocks zone (ZPD)*  ***Virtuous Cycles of Learning***  *Often heard complaint - “Students don’t remember what they learned last year”*  *Students retain knowledge when they can integrate it into their existing neural networks – when it’s “just right”.*  *¼ level -*  *1.5-2.0 years beyond their current level of performance.*  *Developmental range in typical classroom is 5-7 years.  (5-7 years apart from grade level)*  *All students must learn same material- however, if not in “zone”, then unable to integrate new knowledge networks.*  *When students memorize and forget, knowledge networks become increasingly fragmented.*  *On average students grow .1-.15 of a level per year in grades 4-13*  ***Four components to virtuous cycle of learning:***   * *Set learning goals (standards and curricular*   + *Working with new information* * *Applying it in practice*   + *Practicing reflective /analytic skills* * *Awareness of cognitive biases* * *Mindfulness and self/other monitoring*   + *Recalibrating learning goals*      * ***Activity:*** *R****eflective Judgment (RFJ)*** *- Heat Map*   + *determine level of development* * ***Activity: Lesson Plan -***    + *create a lesson plan that uses these strategies* |
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