Decision Making

Ticket In

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2/18/2020 3rd-5th Cognitively Complex Tasks Part 4

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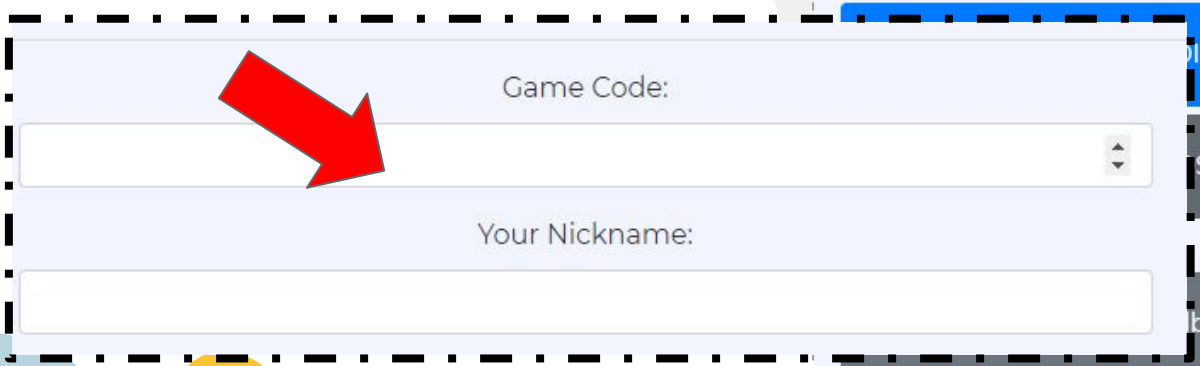


FF: Read 6 CCT Technique

Question #1

What is the desired effect of ALL Cognitively Complex techniques?

(investigating, experimental inquiry, problem solving, decision making, inventing, student designed tasks)

Question #2

Which Cognitively Complex Task techniques ask students to investigate what others have said?

Question #3

What type of CCT technique begins with a hook/demonstration that gets students excited about the upcoming lesson?

Question #4

Which technique asks students to create a prototype that tests their hypothesis?

Question #5

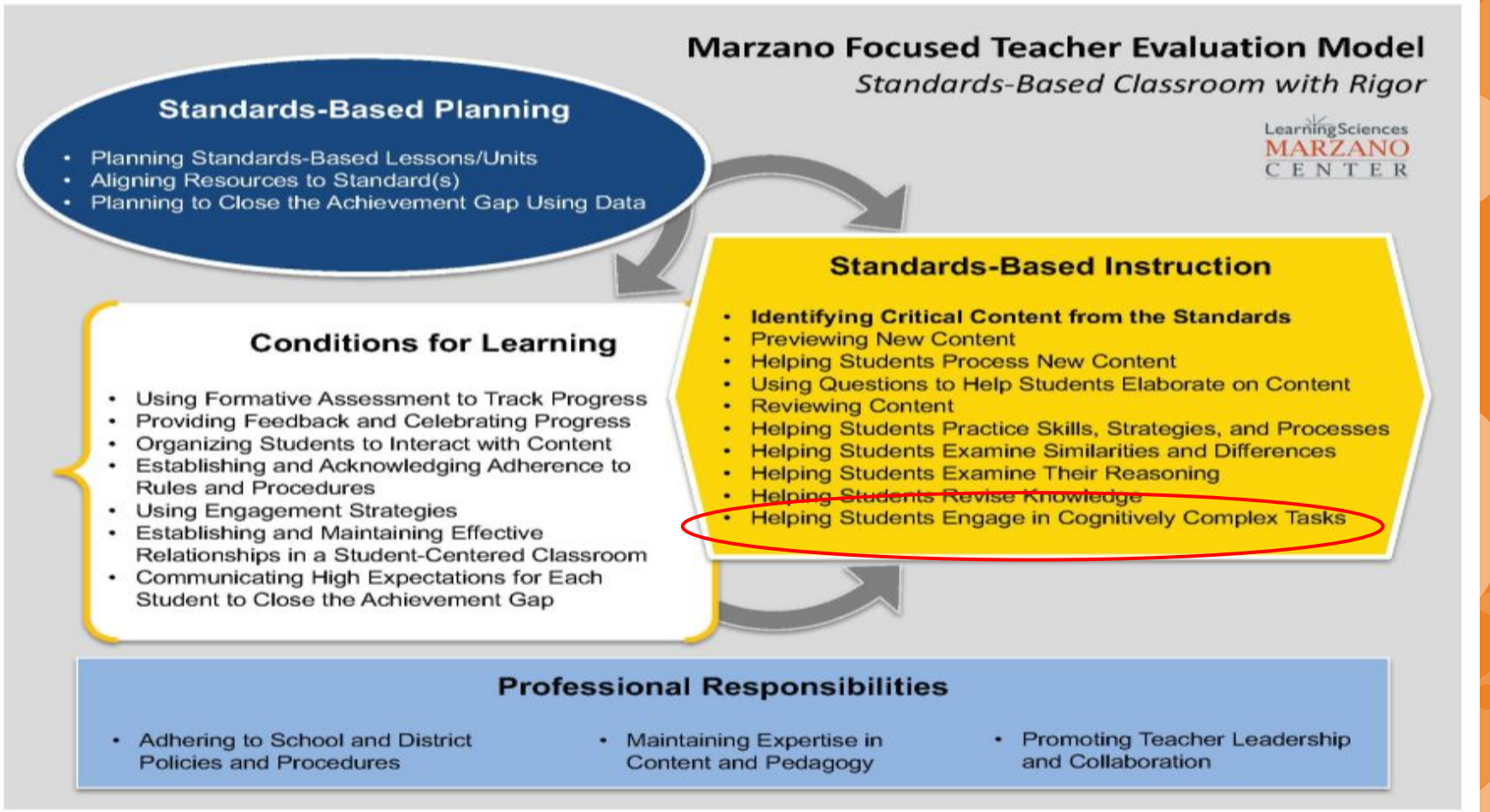
Which technique asks students to overcome an obstacle?

Question #6

Which type(s) of CCT requires criteria?

Question #7

What type of CCT have you tried in the classroom or would like to try?


Marzano Focused Teacher Evaluation Model
Standards-Based Classroom with Rigor
Learning Sciences MARZANO CENTER
Standards-Based Planning
• Planning Standards-Based Lessons/Units
• Aligning Resources to Standard(s)
• Planning to Close the Achievement Gap Using Data
Standards-Based Instruction
• Identifying Critical Content from the Standards
• Previewing New Content
• Helping Students Process New Content
• Using Questions to Help Students Elaborate on Content
• Reviewing Content
• Helping Students Practice Skills, Strategies, and Processes
• Helping Students Examine Similarities and Differences
• Helping Students Examine Their Reasoning
• Helping Students Revise Knowledge
• Helping Students Engage in Cognitively Complex Tasks
Conditions for Learning
• Using Formative Assessment to Track Progress
• Providing Feedback and Celebrating Progress
• Organizing Students to Interact with Content
• Establishing and Acknowledging Adherence to Rules and Procedures
• Using Engagement Strategies
• Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
• Communicating High Expectations for Each Student to Close the Achievement Gap
Professional Responsibilities
• Adhering to School and District Policies and Procedures
• Maintaining Expertise in Content and Pedagogy
• Promoting Teacher Leadership and Collaboration

Learning Target

Teachers will develop understanding of Cognitively Complex Tasks (CCT) by:

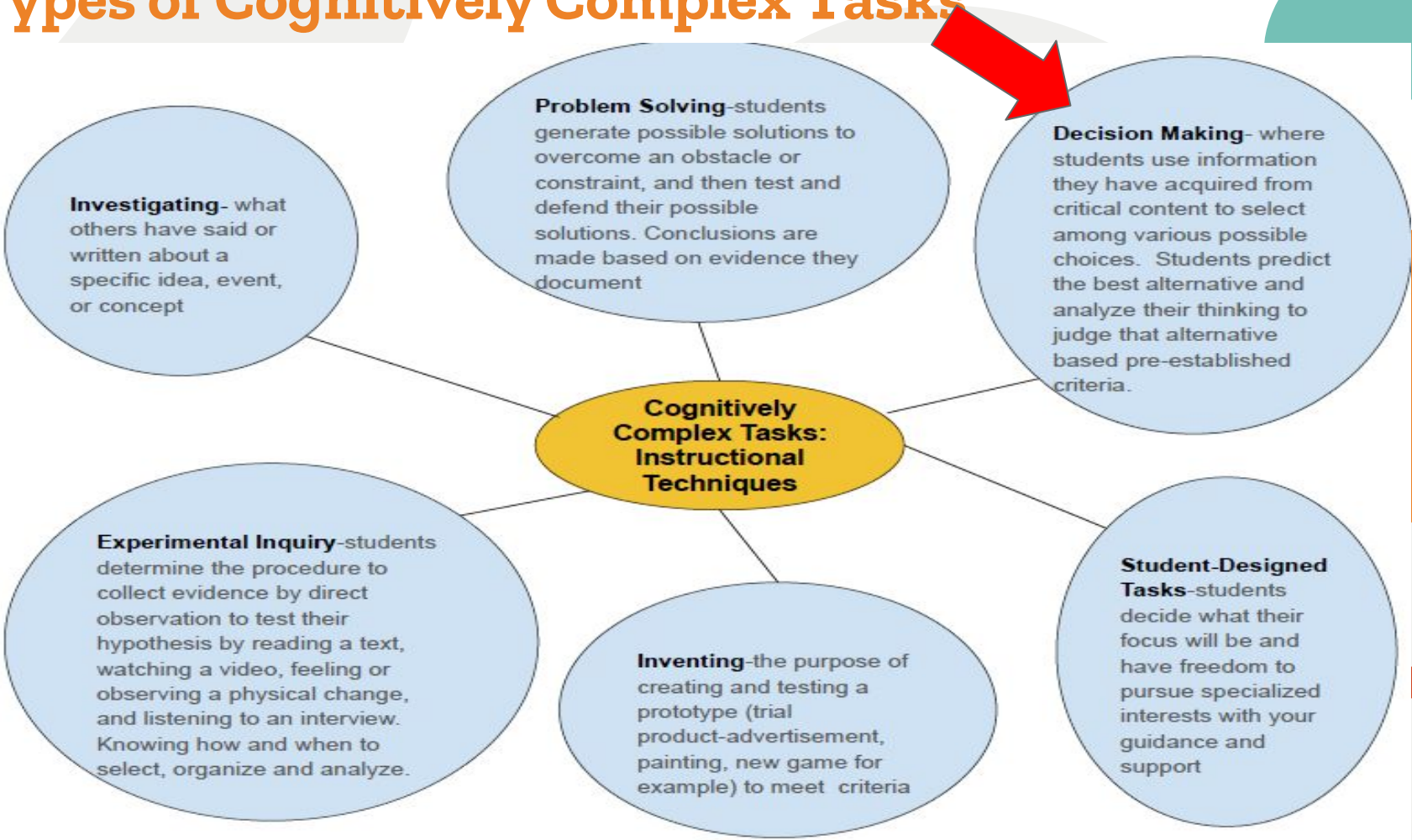
-review previously learned CCT techniques

-examine Decision Making CCT

-develop and plan CCT lessons

Helping Students Engage in Cognitively Complex Tasks
Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.
Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Types of Cognitively Complex Tasks



Decision Making

*Identify Learning Target

*Determine goal

*Develop alternatives & criteria

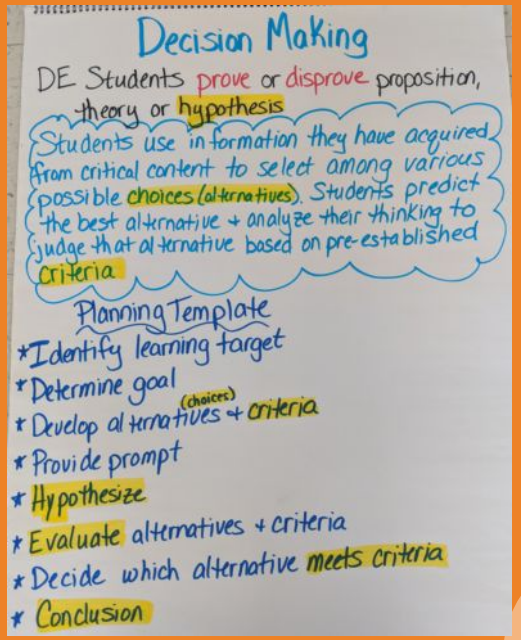
*Provide Prompt

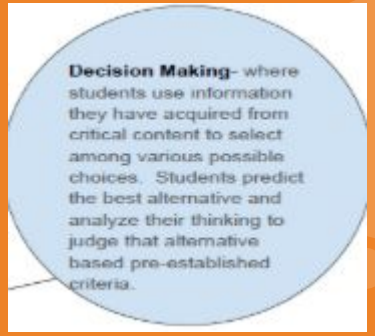
*Hypothesize

*Evaluate alternatives & criteria

*Decide which alternative meets criteria

*Conclusion-reflect





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Task:

Route 1:
You leave school immediately after Fitness Club, which ends at 3:30 pm. Your mom drives you to your house to get a quick bite to eat. The drive from school to your house is 15 minutes. Inside your house, you make a peanut butter sandwich and change into a soccer jersey, which takes you a total of 15 minutes. Then, your mom drives you to soccer practice. The drive from your house to soccer practice is 50 minutes.

Route 2:
You leave school immediately after 2:20 pm dismissal. You walk to your neighbor's house to grab a quick snack before soccer practice. The walk takes you 18 minutes. You decide to watch *Frozen* while you eat your snack. Frozen running time is 102 minutes. After your snack and movie, you head to soccer practice, which is a 40 minute drive.

Route 3:
You leave school immediately after picking up your brother and sister from their classrooms. It takes you 10 minutes to find and collect them from their classrooms after 2:20 dismissal time. You ride the bus to the middle school which takes 15 minutes. Then, your mom drives you to soccer practice which is 42 minutes away.

Route 4: Your mom picks you up from Cubs Connection at 3:45. She takes you through the McDonald's drive thru for a Happy Meal which takes 15 minutes. Next, you drive home to change into your soccer uniform. The drive from McDonald's to your house is 19 minutes. Then, your mom takes you to soccer practice. The drive from your house to soccer is 48 minutes away.

What is the decision you are making?
I have to head to soccer practice after school. What route will I take?

Alternatives:
A. Route 1
B. Route 2
C. Route 3
D. Route 4
E.

Criteria:
1. Soccer practice begins at 5:00pm
2.
3. You have to stop and get something to eat after leaving the school
4.
5.

Predict which alternative you think will best meet the criteria and explain your thinking:
I predict...

Criteria	Alternative A 1	Alternative B 2	Alternative C 3	Alternative D 4	Alternative E
Soccer begins at 5:00pm					
2. Stop & eat					
3.					
4.					
5.					

Notes and evidence:
(Work space)

Decision and justification:
The best route was ___ because ___

Reflection:
My hypothesis ___ correct because ___

ELA Decision Making

Decision-Matrix						
Criteria	Alternatives					
	Romeo & Juliet	One Flew Over the Cukoo's Nest	To Kill a Mockingbird	Failsafe	The Most Dangerous Game	2011: A Space Odyssey
Recognized by Literary Scholars	X	X	X	0	?	X
Required Reading for High School or College	X	0	X	X	X	?
Story Line is Applicable over Decades	X	0	?	0	0	X

What literary work qualifies as a classic (based on criteria)?

Which novel possesses the most criteria?

ELA Decision Making

Decision-Matrix						
Criteria	Alternatives					
	Romeo & Juliet	One Flew Over the Cukoo's Nest	To Kill a Mockingbird	Failsafe	The Most Dangerous Game	2011: A Space Odyssey
Recognized by Literary Scholars	(2) x 3 =6	(2) x 2 =4	(2) x 3 = 6	(2) x 1 = 2	(2) x 2 =4	(2) x 3 = 6
Required Reading for High School or College	(1) x 2 = 2	(1) x 1 = 1	(1) x 3 = 3	(1) x 3 = 3	(1) x 3 = 3	(1) x 1 = 1
Story Line is Applicable over Decades	(3) x 2 = 6	(3) x 1 = 3	(3) x 2 = 6	(3) x 0 = 0	(3) x 1 = 3	(3) x 3 = 9
Total	14	8	15	5	10	16

( )=

3 critically important

2 important, not critical

1 not very important

2nd number=

3 completely possesses criteria

2 possesses criteria but not completely

1 possesses the criteria a little bit

Develop and Apply

Brainstorm ideas on how to incorporate CCT:

*Decision Making
*Investigating
*Experimental Inquiry
*Inventing
*Problem Solving
*Student Designed Tasks

Ask yourself,

- Are my students proving or disproving hypothesis, theory, or proposition?
- Does the standard lend itself to higher level thinking?
- Does this technique best support students proving or disproving their hypothesis?

Ticket Out

Video Reflection: Stop and Jot

Why is it essential that we engage students in CCT?