

ELEMENTARY MY DEAR, WATSON:

HOW QM'S K12 RUBRIC SUPPORTS ELEMENTARY DESIGN





BETSY
SPRINGER
Instructional Coach

SARA MANRING

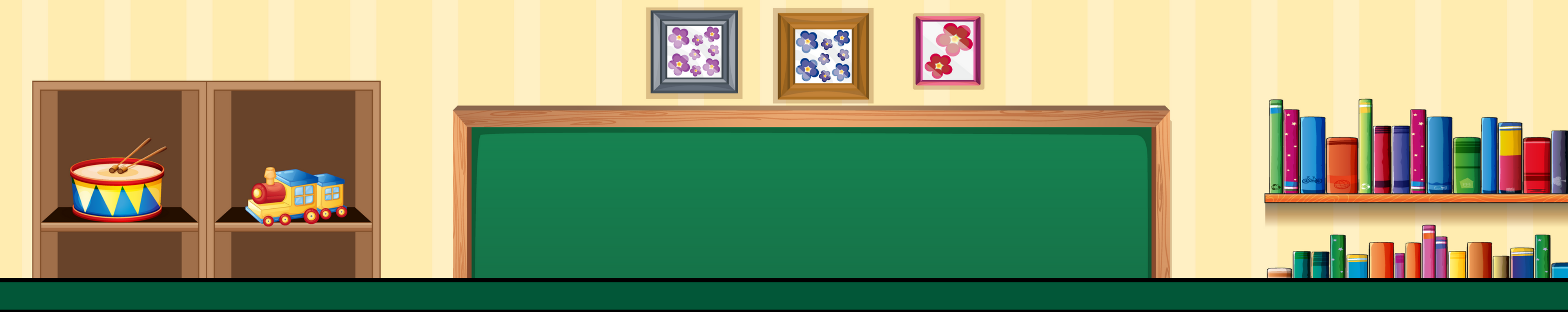
K5 Teacher



GLVP

Virtual
Full/Part Time
Asynchronous
K-Early College





USING THE QM RUBRIC



COACHING MODEL

Protocols

1

Meet
Identify Targets
Set Goals

2

**Work/
Review**

3

Iterate
Feedback
New Goals

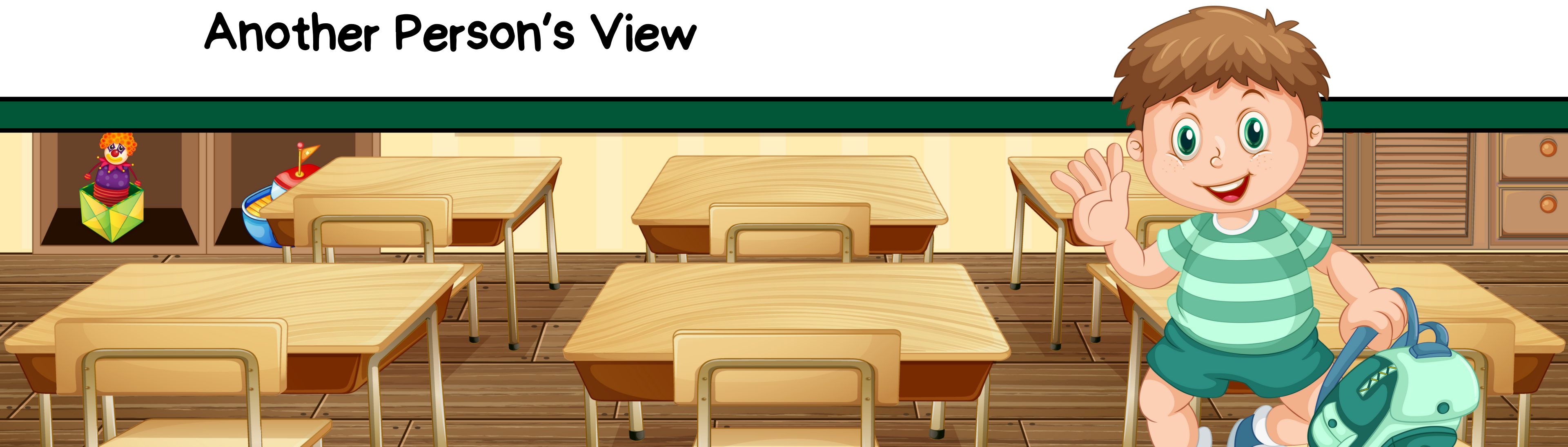


TEACHER/DESIGNER POV

Started without rubric

Elective Course

Another Person's View



K-12 Specific Review Standards from QM Rubric 5th Edition						
	Course:	Measure, Mix, Make!			Date of Review	
General Standard						
Course Overview & Intro	#	Type	Specific Standard	Description of Evidence	Teacher Response/Action taken	Debrief/Reply
	1.7	C	The self-introduction by the instructor is appropriate and is clearly available in the course.	Great job connecting and providing pictures and personal info	One thing I am working on is embedding a slide for my landing page. I have watched your video on how to do and I wonder what I am doing wrong. When I click the "embed code" symbol on my landing page, my cursor is at line 2 and nothing happens when I then click copy and return. Any thoughts on this?	Did you publish your slides before you embed them? See video
Assessment & Measurement						
	3.4	C	Multiple methods of assessment strategies are included, based on the specified learning objectives or competencies and learner need.	Great job assessing understanding with quizzes. Consider using more multiple choice to aid in the age level of students. If a quiz refers to a video, consider making this 1 resource.	One suggestion you had under "Assessment and Measurement" 3.4 was that I consider using more multiple choice questions. I only have five students in the class and they have done a fantastic job with my short answer questions so was going to continue with that for this year. I am not planning to run the course next year. If I do run it again in the future, I recognize that I may need to adjust the assessments based on the class.	Here is one example of how you can make a handout into a graded/interacting assignment.

BREAK IT DOWN

**Teachers don't always
need the whole rubric
at once.**





TAKE AWAYS

- *Encouraged to try new things
- *Helped fill in gaps
- *Built confidence



ELEMENTARY QM ANNOTATIONS

1.1, 2.3, 4.7 Including learning coaches in all communication

1.2, 7.1, 7.2, 8.6: Integrate supports

1.4, 5.3, 8.1 Using visual cues

4.2 Clear labeling of what is required/optional



- What are the safety rules in the kitchen?
- Kitchen Safety for Kids Video
- Kitchen Safety Rules Document
- Breaking the Rules Video
- Breaking the Rules Assignment
- All About Me Worksheet



How about this?

CHER - RY **CHER - RY** **BEET**

Click to hear Mrs. Alvey clap it: Did you get it right?



A colorful illustration of a classroom. In the background, a whiteboard with a green border displays the text 'THANK YOU!' and contact information. To the left, a shelf holds a teddy bear, a robot, a turtle toy, and a clown in a box. To the right, a bookshelf is filled with books and a potted plant. In the foreground, three children are sitting at a desk, waving. The girl on the left has brown hair and wears a green jacket. The boy in the middle has curly red hair and wears a yellow striped shirt. The boy on the right wears a blue jacket and a green and orange cap, holding a yellow bag.

THANK YOU!

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