

Mapping Your Path to An Effective Alignment Journey

↓ Nicole Harrell, Launch (Springfield Public Schools) ↓



Find your image!

Pick the image that best correlates to your relationship to course alignment.



Steep Decent

Is it scary, or maybe a smooth, downhill journey?



Roundabout

Is it a cyclical process?
A never-ending journey?
A dizzying adventure?



Riverbank Ahead

Does the process of alignment feel daunting?



Winding Road Ahead

Is it a slow journey? One you enjoy, like a sightseeing adventure? Does it make you feel “icky,” like when you are car sick?



Yield Ahead

Do you occasionally have to pause, but otherwise you are moving ahead?

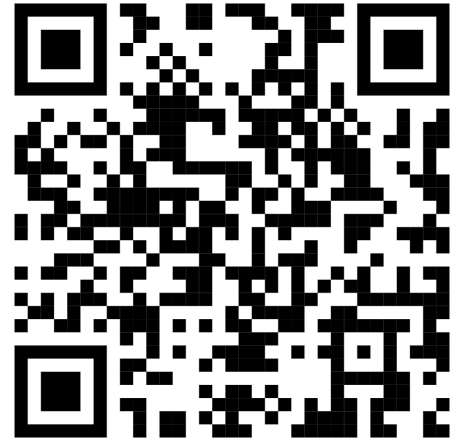
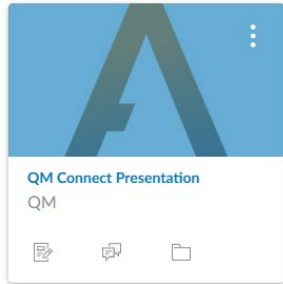


Lane Merging

Maybe you slow down occasionally to make sure everything is merging properly, but other than that, the trip is golden!

Guiding Lesson

- One person from each group needs to visit launch.instructure.com . You can type the web address manually or use the QR code.
- Use the login credentials provided for each group.
- You should see one class available called QM Connect Presentation.



- Select that QM Connect Presentation class, and one lesson will appear. You do not need to do anything else with this right now. We will revisit later.

Background



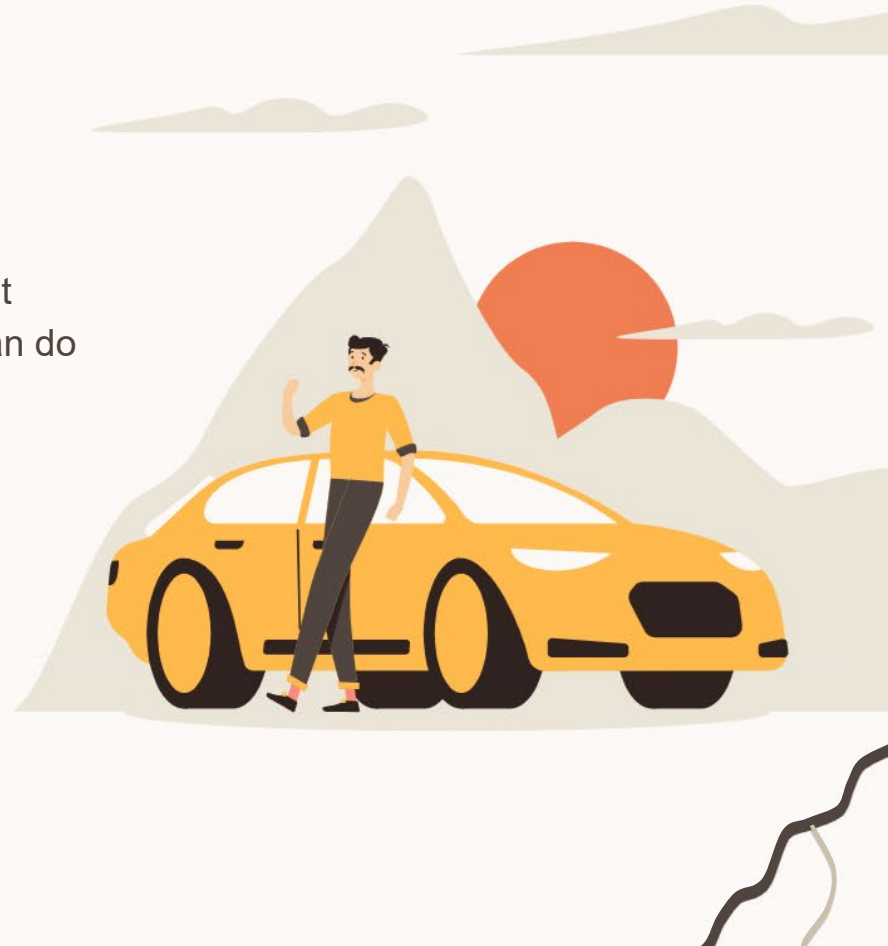
- Quality Assurance Specialist for Launch Virtual Learning in Springfield, Missouri
- Course reviewer for QM
- Previously a high school English, theatre, and speech and debate teacher (5 years) and secondary instructional coach (7 years)



Where are we going?

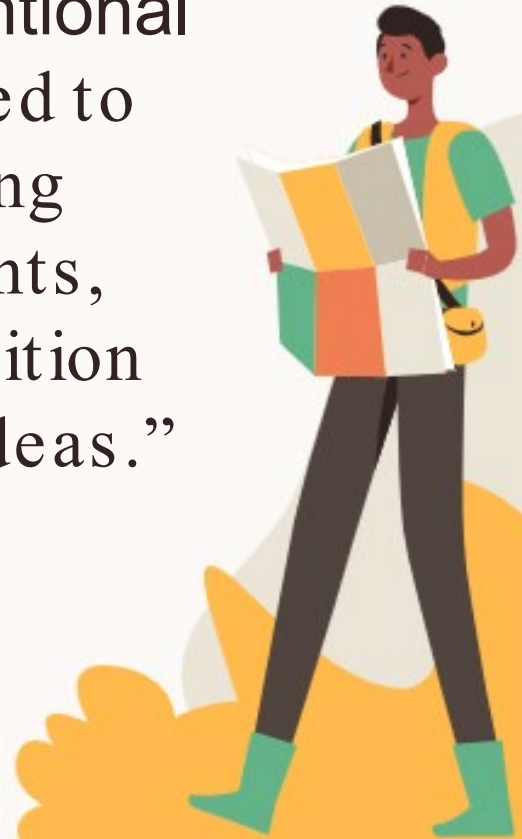
By the end of this session, we will ensure coherent and focused online learning by making sure we can do the following:

- Explain the significance of aligning course objectives with content to enhance student engagement and success.
- Identify strategies to effectively align course content and assessments with stated objectives.



“I advocate for a model of ‘intentional alignment.’ That is, teachers need to consciously align their teaching methods, activities, assessments, feedback, with either the acquisition of knowledge or discovering of ideas.”

—John Hattie
Visible Learning

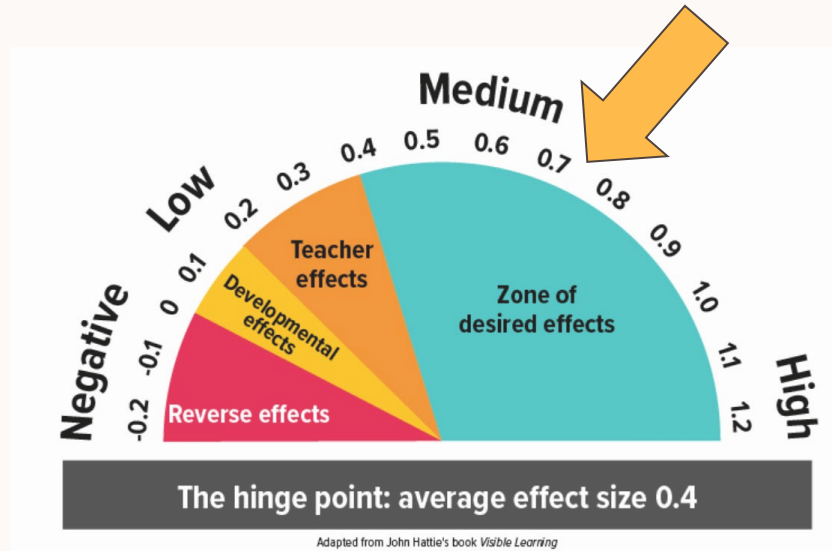


Clarity and Alignment



WHOA!

Clarity Effect Size - 0.75



Adapted from John Hattie's book *Visible Learning*

K-12 QM Alignment Standards



2.1C

Measurable Course Level Learning Objectives



2.2C

Module/Unit Level Objectives Measurable and Consistent with Course-Level Objectives



2.3C

Objectives and Competencies Aligned to State or Other Acceptable Standards (100%)



6.1C Course Tools Support Objectives and Competencies



3.1C

Assessments Are Aligned to Objectives and Activities



4.1C

Instructional Materials Support Objectives and Competencies Relationship Clearly Stated



5.1C

Learning Activities Support Objectives and Competencies Relationship Clearly Stated



Where do we start?





Alignment
Ahead

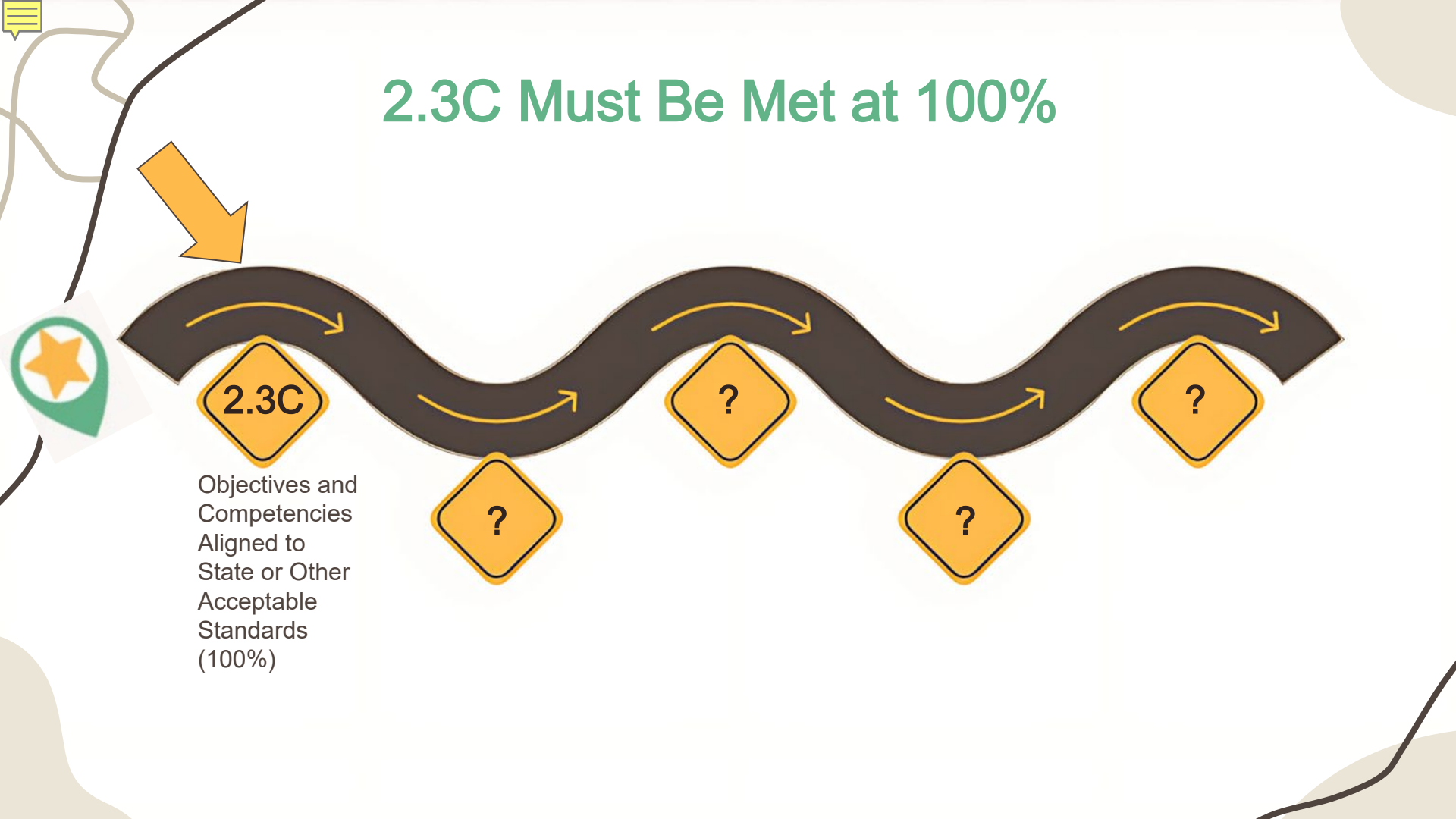
Make a copy of the
Alignment Check
Document.



01

The Standard

2.3C Must Be Met at 100%

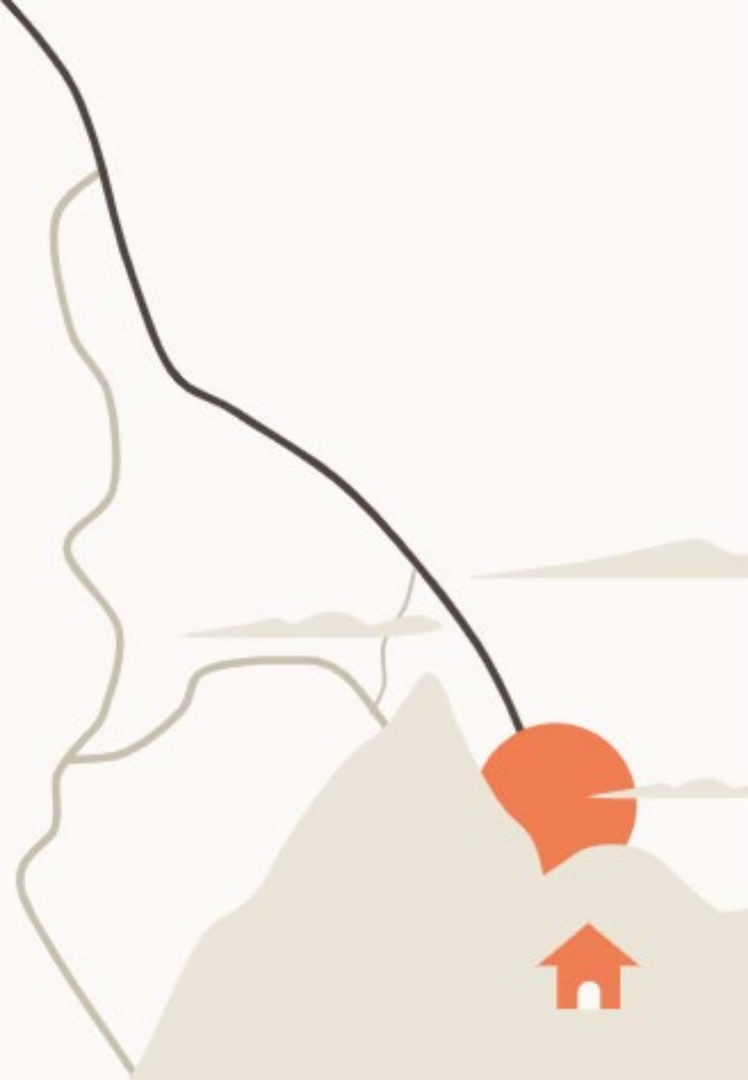


Missouri 7th Grade Math Standard

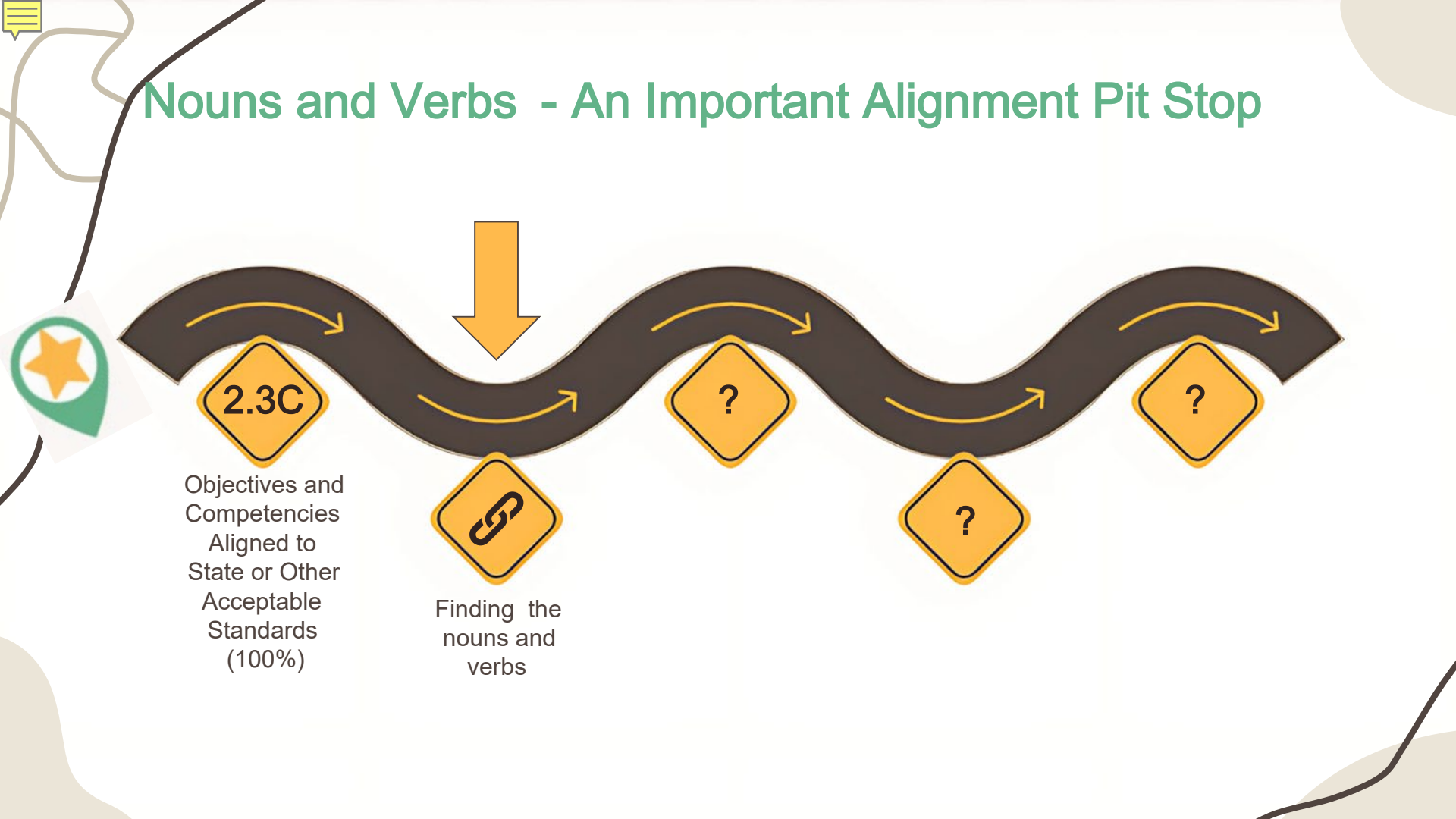
7.RP.A.3: Solve problems involving ratios, rates, percentages and proportional relationships

02

The Nouns and Verbs



Nouns and Verbs - An Important Alignment Pit Stop



2.3C

Objectives and Competencies Aligned to State or Other Acceptable Standards (100%)



Finding the nouns and verbs

?

?

?

Missouri 7th Grade Math Standard

7.RP.A.3: Solve problems involving ratios, rates, percentages and proportional relationships

Noun(s)

Problems, ratios, rates, percentages, proportional relationships

Verb(s)

Solve

[Empty box for notes]

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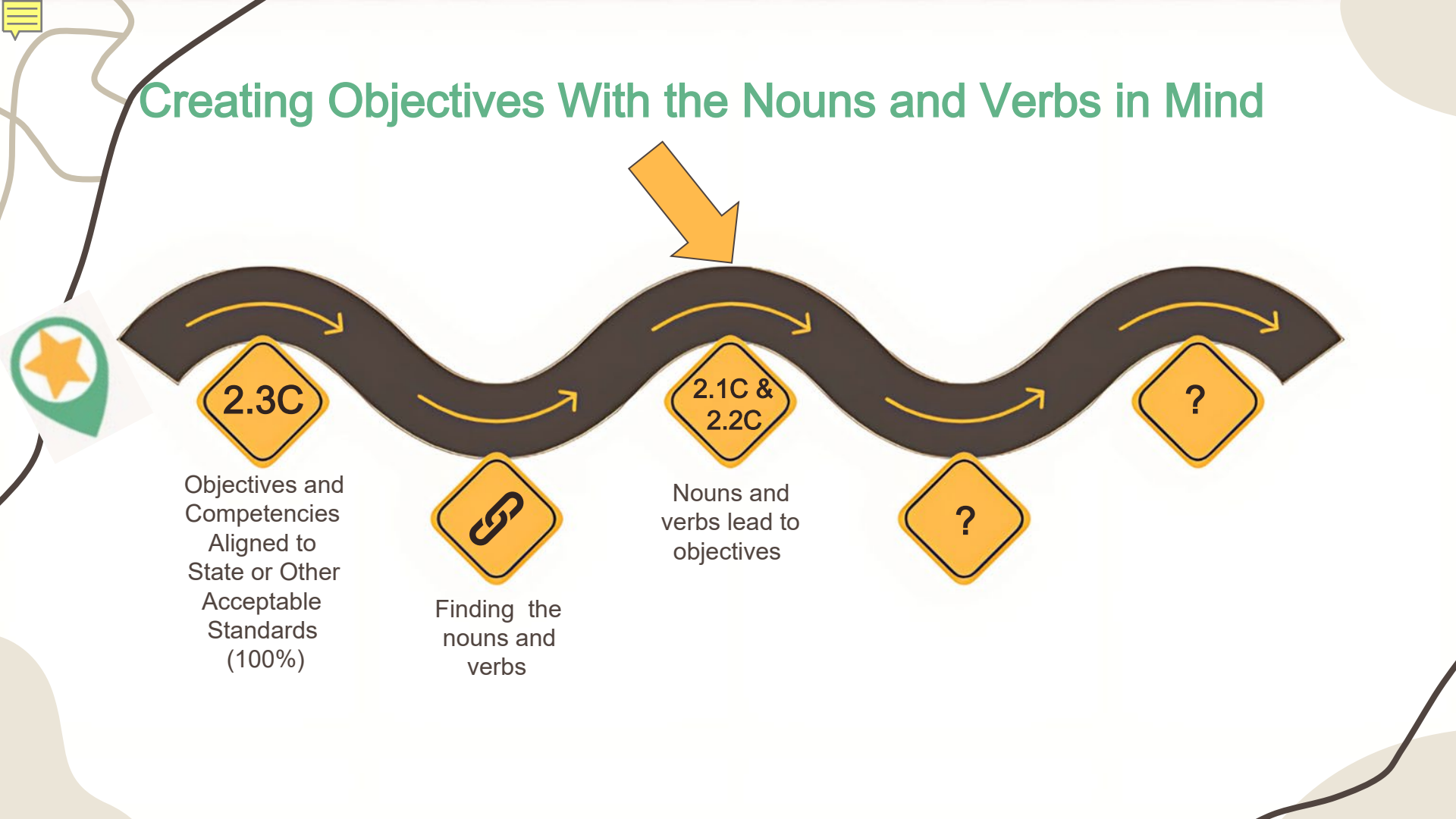
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03

Objectives

Creating Objectives With the Nouns and Verbs in Mind



Missouri 7th Grade Math Standard

7.RP.A.3: Solve problems involving ratios, rates, percentages and proportional relationships.

Noun(s)

Problems, ratios, rates, percentages, proportional relationships

Verb(s)

Solve

Objective(s)

Unit 4, Lesson 04.05 - solve percent increase and decrease problems by writing an equation to represent the situation and solving it

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04

Assessment



Keep the End in Mind

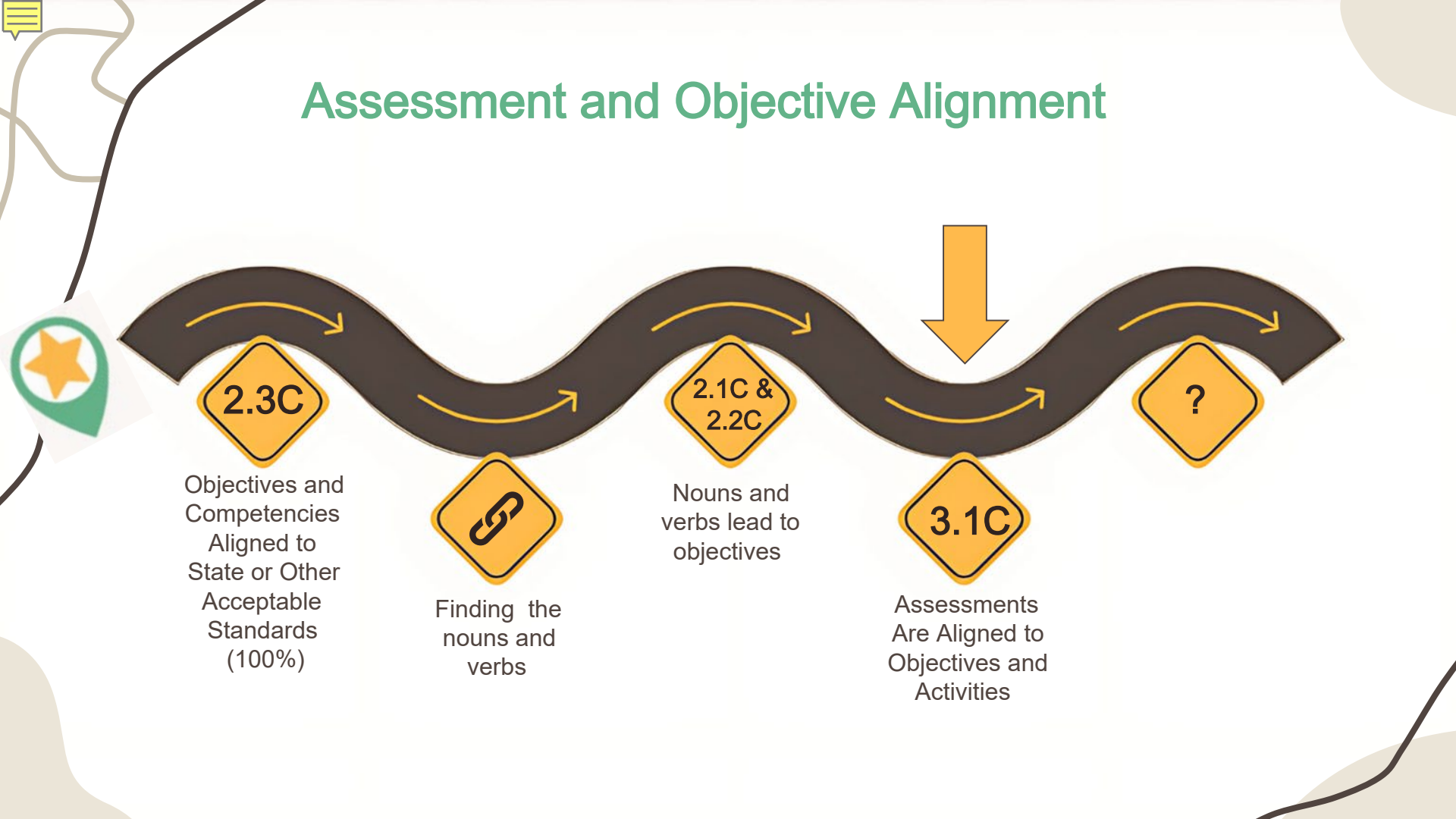
Backwards Design

Step 1 Identify what students should know and be able to do by the end of the learning cycle.

Step 2: Create an assessment to measure that learning.

Step 3: Plan a sequence of lessons that will prepare students to successfully complete the assessment.

Assessment and Objective Alignment



Missouri 7th Grade Math Standard

7.RP.A.3: Solve problems involving ratios, rates, percentages and proportional relationships

Noun(s)

Problems, ratios, rates, percentages, proportional relationships

Verb(s)

Solve

Objective(s)

Unit 4, Lesson 04.05 - solve percent increase and decrease problems by writing an equation to represent the situation and solving it

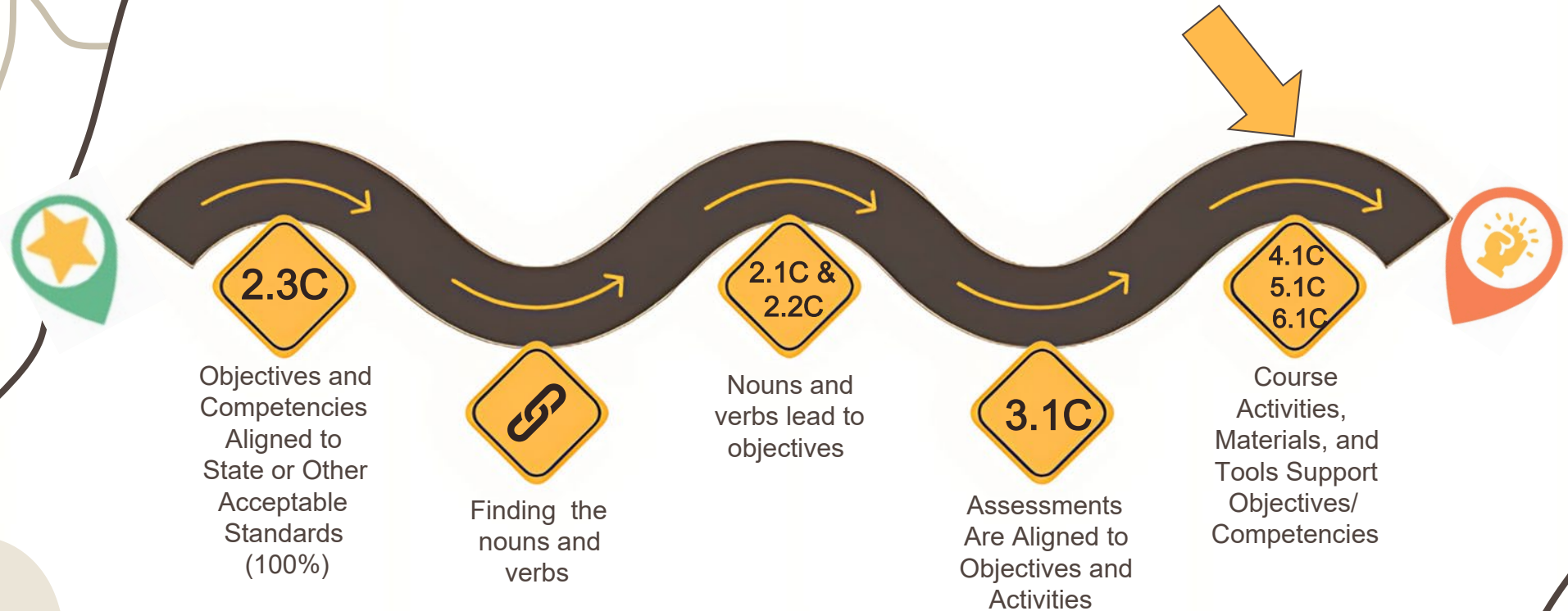
Assessment(s)

04.05 Quiz- All questions require students to solve problems related to percent

Activities, Materials, and Tools

05

Activities, Materials, and Tools



Missouri 7th Grade Math Standard

7.RP.A.3: Solve problems involving ratios, rates, percentages and proportional relationships.

Noun(s)

Problems, ratios, rates, percentages, proportional relationships

Verb(s)

Solve

Objective(s)

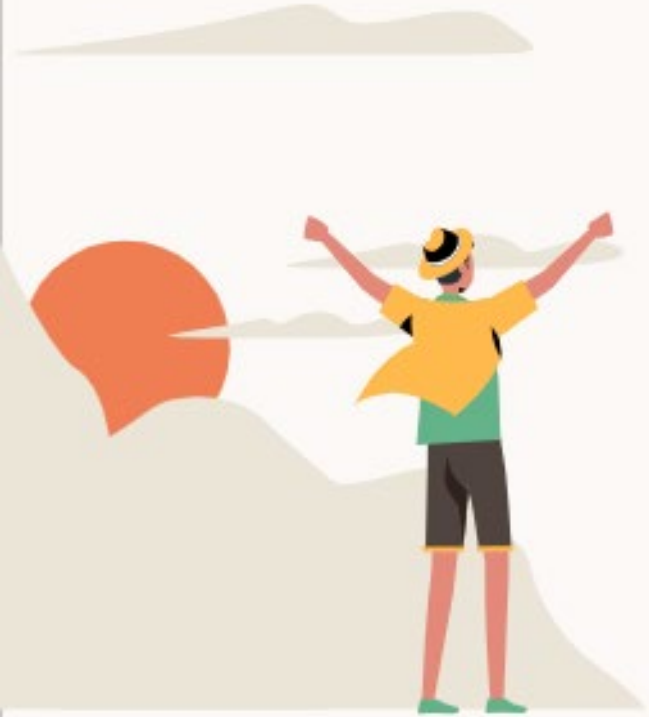
Unit 4, Lesson 04.05 - solve percent increase and decrease problems by writing an equation to represent the situation and solving it.

Assessment(s)

04.05 Quiz- All questions require students to solve problems related to percent.

Activities, Tools, Materials

Do these lead to achievement of objective assessed in the quiz?



Conclusion

Alignment = Clarity

Clarity = Student
Achievement/Engagement

References

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