

Storyline Reflection

Definitions

- **Flow** - A steady, continuous stream. When units flow sequentially, learning is timely and relevant, and more easily learned at deeper levels by students. Units that logically flow based on content, standards, and scaffolding of concepts, themes, and problems lead to greater student achievement. (Wiggin & McTighe, 2012, Meyers and Nulty, 2009)
- **Sequence** - The order in which the content should be taught for the best learning within a grade and/or grade span. Purposeful sequencing can better support teachers in the consideration of appropriate content learning progressions. Sequencing will support the scaffolding of student thinking and progressive movement toward the desired course outcomes. (R. Marzano, 2015)
- **Coherence** - Instruction is organized in a deliberate fashion to promote student understanding and meet the learning goals of the unit. At the end of a coherent instructional sequence, students become more sophisticated in applying the learning from the units to make sense of concepts/themes/problems.
- **Scope** - The depth and breadth of the content to be taught at a specific grade level and the development of the content, across grade levels. Scope assists in setting parameters and focuses the planning process. In addition, scope can help facilitate teacher collaboration. These conversations around scope can assist in ensuring students receive a coherent, meaningful learning experience.

The storyline reflection is intended to be done both at the beginning and throughout the course. It is beneficial to consider these reflective questions after each unit within the course.

1. What are the constants or “connectors” in your storyline that are found in each unit, helping to make the coursework flow?
2. How did you determine the sequence for this course — the order that content is taught? Examples: Sequential/Chronological (move ahead from event to event, skills to skills, or idea to idea without revisiting), Continuity/Spiral (revisiting skills, concepts and ideas as

learning is scaffolded), Problem-Based (organized around a set of problems or areas of inquiry)

3. How does the flow and sequence of your Storyline support the scope (depth and breadth)?

4. After teaching the Unit, reflect on the following: In what areas are your students more sophisticated, can make better sense of the concepts/themes/problems (Coherence) because they were successful in this course?

5. Has this course gone through a process with content-alike, K-12, or building-level colleagues to determine that the scope is appropriate and/or cross-curricular connections have been made? If yes, after teaching the unit, what revisions would you make to the Storyline? If no, how might scope be explored as a department, building, and/or district?

6. What were the key revisions you made to this course/subject area's Storyline after teaching the unit? (Consider these revisions as you design your next Storyline and Unit.)

7. Additional Notes