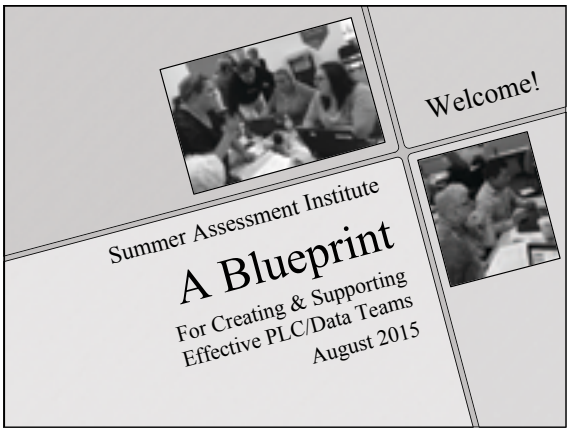
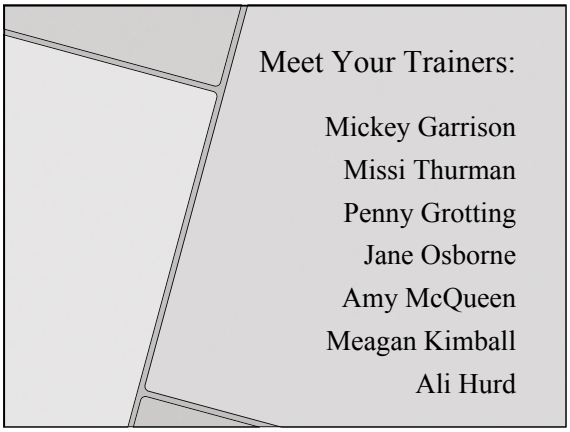
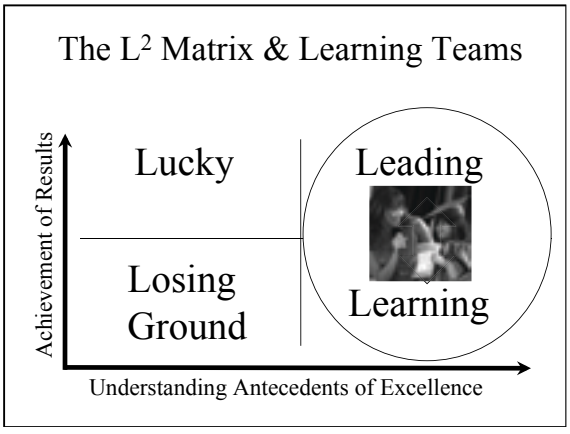

Welcome!
Summer Assessment Institute
A Blueprint
For Creating & Supporting
Effective PLC/Data Teams
August 2015


Meet Your Trainers:
Mickey Garrison
Missi Thurman
Penny Grotting
Jane Osborne
Amy McQueen
Meagan Kimball
Ali Hurd


The L2 Matrix & Learning Teams
Lucky
Leading
Losing Ground
Learning
Achievement of Results
Understanding Antecedents of Excellence

Objectives for the day

- Examine each step of the process and reflect on your current practices
- Determine strengths and areas of need in your current data team process
- Become familiar with the BIG IDEAS of the Keys to Quality Assessment
- Practice deconstructing state standards into Student Friendly Targets

Quick Write: Write one strength and one area for growth for your teams that you are already aware of

Objectives:
Preview of Tomorrow's Breakout Session

- Briefly review the data team process
- Become familiar with the BIG IDEAS of the Keys to Quality Assessment
- Create a quality corresponding classroom assessment

Using our knowledge of Assessment *for* Learning…
(CASL, Stiggins)

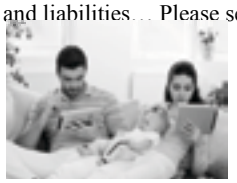
Our Agenda & Signal Word For Today
"Data Teams"

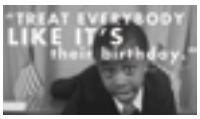
1. Where are we going?
2. Where are we now?
3. How can we close the gap?

Rinse and Repeat for Each Step (AM)

Norms

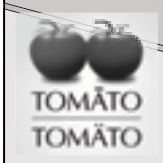
- Pull your own learning wagon
- Be mindful about time
- Technology has become one of our best assets and liabilities… Please set aside until prompted





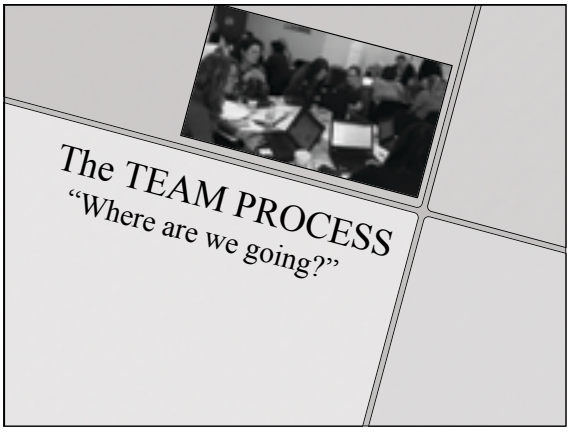
The Importance of Guiding Principles

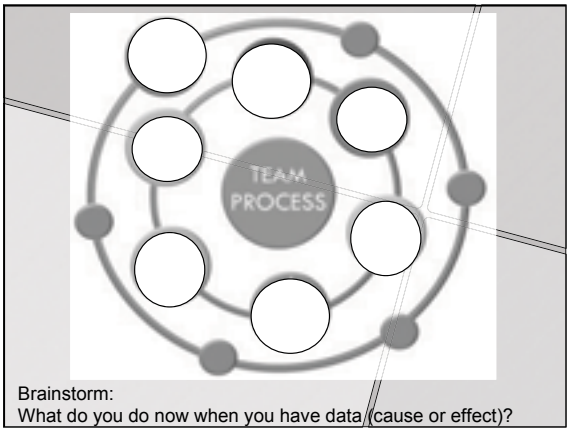
"As to methods, there may be a million and then some, but principles are few.
The man who grasps principles can successfully select his own methods. The man who tries methods, ignoring principles, is sure to have trouble."
– Ralph Waldo Emerson

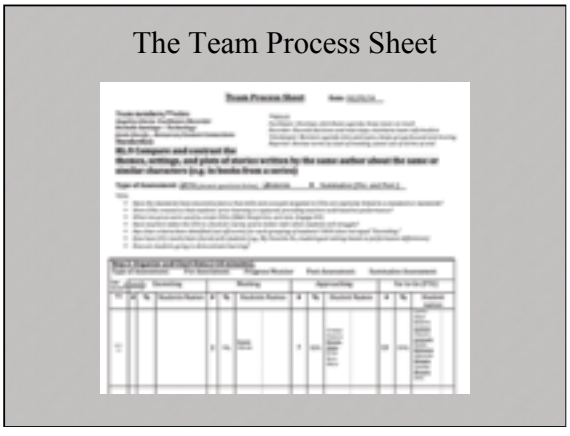


Purpose Statement:

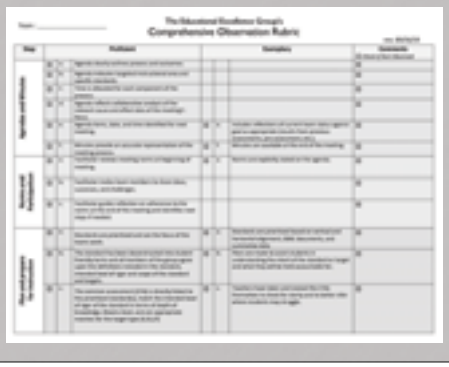
... is an ongoing process in which educators (teachers and administrators) work collaboratively in recurring cycles of collective inquiry and action research to support the learning of each and every student.


The TEAM PROCESS
"Where are we going?"


TEAM
PROCESS
Brainstorm:
What do you do now when you have data (cause or effect)?


The Team Process Sheet

The BEST Observation Tool EVER!



Step 1: Plan and Prepare Instruction

- Identify priority standards or behavior targets
- Deconstruct standard (Hint: Use your resources!)
- Determine what the standard is asking students to:
  - Know
  - Understand
  - Be able to do

Plan and prepare instruction

Step 1: Plan and Prepare Instruction

Deconstructing a standard to ensure links between:

- Enduring understanding
- Essential questions
- Content and vocabulary
- Student Learning Targets
- Assessments
- Instructional Strategies

This procedure supports lesson design and CFAs!

Plan and prepare instruction

Step 1: Plan and Prepare Instruction

- Determine what proficiency looks like for the standards
- Create a common assessment that assesses the standards at the appropriate Depth of Knowledge and Blooms Level
- Create a scoring rubric that defines the levels of proficiency
- Administer the assessment
- Calibrate scoring

Plan and prepare instruction

Step 1: Plan and Prepare Instruction Considerations

- Have the standards been deconstructed so that skills and concepts in CFAs are explicitly linked to a standard?
- Were CFAs created so that students' prior learning is captured, providing teachers with baseline performance?
- What resources were used to create CFAs (SBAC, unit test, Engage NY, District Resources)?

Plan and prepare instruction

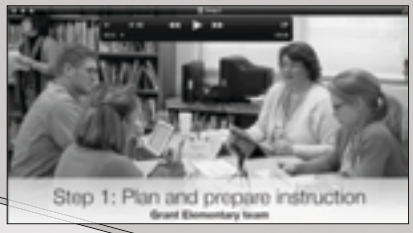
Step 1: Plan and Prepare Instruction Considerations

- Have teachers taken the CFA to check for clarity and to better infer when students will struggle?
- Have clear criteria been identified (cut-off scores) for each group of students?

  Hint: 100% does not equal Exceeding
- How will CFA results be shared with students?
- How will students demonstrate their learning?

Plan and prepare instruction

Step 1: Plan and Prepare Instruction



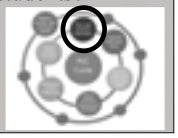
Plan and prepare instruction

Step 1: Questions for Consideration

- Have teachers taken the CFA to check for clarity and to better infer where students will struggle?
- Have clear criteria been identified (cut-off scores) for each group of students?

Remember: 100% does not automatically equal Exceeding

- How will CFA results be shared with students?
- How will students demonstrate their learning?



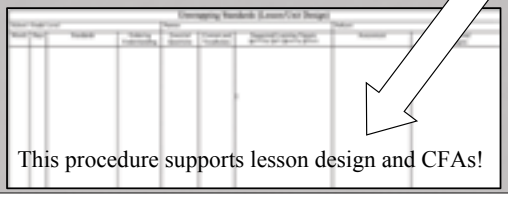
Life is Busy & Agendas are Tight Don't forget that Step One is….

Step 1: Plan and Prepare Instruction

Deconstructing Standards template (Scaffold)

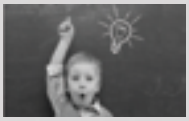
- Breaking down the standard into student friendly targets

Unwrapping Standards/Unit Planning Template



This procedure supports lesson design and CFAs!

Preview of Steps to Deconstructing Standards:



First: Write down the FULL Standard.

Second: What is the Type of Target?

Third: What are the Nouns?

Fourth: What are the Verbs?

Fifth: What are the Knowledge Targets that underpin the reasoning?

Sixth: What are the Reasoning Targets?

Last: Write targets in student friendly language.

Five Types of Learning Targets

- **Knowledge Targets:** Factual information, procedural knowledge, and conceptual understandings underpinning each discipline.
- **Reasoning Targets:** Thought processes students are to learn to do well within a range of subjects.
- **Skill Targets:** Demonstration or physical skill-based performance is at the heart of the learning.
- **Product Targets:** Where creation of a product is the focus of the learning. Specifications for quality of the product itself are the focus of teaching and assessment.
- **Disposition Targets:** Attitudes, motivations, and interests that affect students' approach to learning.

Let's Practice
Name that Target Type!

I can identify reasons an author gives to support the main point. Reasoning

I can measure the length of two objects. Skill

I can agree with an opinion verbally or in writing. Reasoning

I can recognize root words in text. Knowledge

I can create a visual aide to support my argument. Product

I can persevere through challenging tasks Disposition

What does it look like to deconstruct a standard?

- **First, write down the FULL Standard:**

2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.

- **Second: What is the Type of Target?**

Reasoning Target

- **Third: What are the Nouns?**

Addition, subtraction, place value, properties of operations

- **Fourth: What are the Verbs?**

Explain (using place value and properties of operations)

Fifth: What are the Underpinning Targets?
(The Knowledge Targets that underpin the reasoning?)

- Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction.

Sixth: What are the Learning Targets?
(The reasoning targets, since this is a reasoning standard.)

- Explain why addition and subtraction strategies work based on place value and properties of operations.

Last: Write Learning Targets in student friendly language

- *I can name addition strategies. (pre-req)*
- *I can name subtraction strategies. (pre-req)*

- I can explain why addition strategies work.
- I can explain why subtraction strategies work.
- I can use drawings or objects to support my explanations.

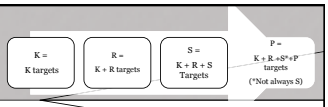
As you deconstruct standards, remember If… Then…

- If a standard is knowledge…
- If a standard is reasoning then…
- If a standard is a skill then…
- If a standard is a product then…

Note: Disposition can both stand alone or be paired with any other target type.

K = K targets	R = K + R targets	S = K + R + S Targets	P = K + R +S*+P targets (*Not always S)

Work Time: Your Turn



- **First:** Write down the FULL Standard:
- **Second:** What is the Type of Target?
- **Third:** What are the Nouns?
- **Fourth:** What are the Verbs?

Note: The next steps will depend on the target type. Remember the arrow!

- **Fifth:** What are the underpinning targets (K, R, S)?
- **Sixth:** What are the learning targets (K, R, S, P)?
- **Last:** Write targets in student friendly language.

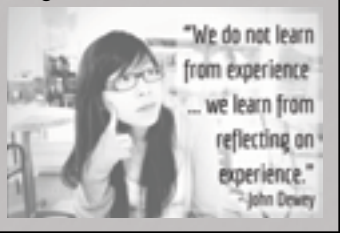
Roadmaps to Learning…

Common Core State Standards	Identify desired results. (Targets)	Determine acceptable evidence. (Assessment)	Plan learning experiences and instruction. (Strategies and Lessons)

Self-reflection: "Where are we now?"

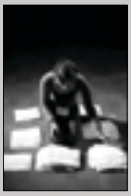
How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.



Break…
You might need MORE COFFEE!

Step 2: Organize and Chart Data

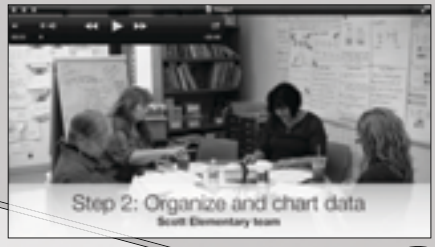


- Score the assessment based on the rubric
- Chart data into these categories:
  - Exceeding
  - Meeting
  - Approaching
  - Far To Go
- Bring charted data to the next meeting

NOTE:
Teachers need time to think and reflect as they chart data. Therefore, it is NOT recommended that this happen during the meeting.

Organize and chart data

Step 2: Organize and Chart Data



Organize and chart data

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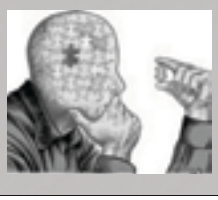


Step 3: Analyze and Prioritize Needs

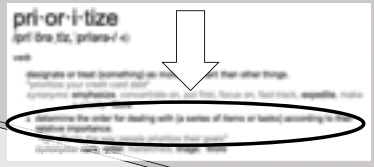
Review the results:

1. Determine the performance strengths for each group of students
   a. What do the students know and/or understand relative to the standard?
2. Determine the mistakes/misconceptions for each group of students.
   a. What errors do you see that demonstrate a simple mistake or misconceptions?
3. Determine if there is evidence to indicate an issue with the assessment.
   a. What trends do you see in the student errors?
   b. What patterns do you see in the groups of students whose work exhibits those errors?

Analyze data and prioritize needs

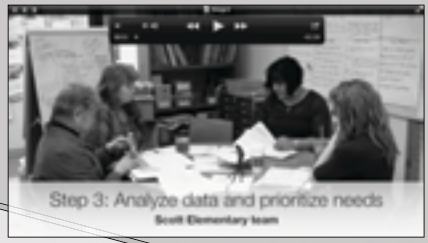
Step 3: Analyze and Prioritize Needs

Determine the priority need for each group and be intentional about how new or mis-learned skills are sequenced



Analyze data and prioritize needs

Step 3: Analyze and Prioritize Needs



Analyze data and prioritize needs

Data Must Invite Action

"Data that is collected should be analyzed and used to make improvements (or analyzed to affirm current practices and stay the course)."

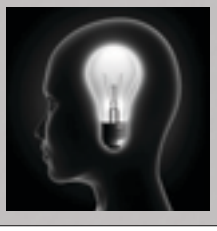
– S. White, *Beyond the Numbers*, 2005, p. 13

Analyze data and prioritize needs

Self-reflection: "Where are we now?"

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.



Step 4: Select Common Instructional Strategies

- Based on the prioritized need identified in Step 3 identify research or evidence-based strategies.
- Agree upon which instructional strategies to teach.
- Agree upon the best sequencing of selected strategies.
- Determine when and how strategies will be taught.

Select common instructional strategies

Step 4: Select Common Instructional Strategies

Needs → Inferences → Strategy Selection

When the value in the ones place in the subtrahend is larger, students incorrectly subtract the value in the ones place of the minuend from the value in the ones place of the subtrahend.

Will these specific strategies directly impact this error?

Does it match?

Is it a ***new strategy*** or is it what we've always done?

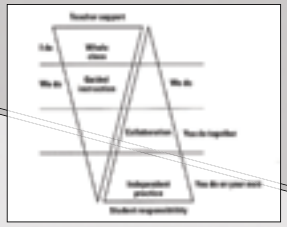
Place Value Mats

Count

Select common instructional strategies

Remember: SPECIFICITY is CRUCIAL

Step 4: Select Common Instructional Strategies



Select common instructional strategies

Step 4: Select Common Instructional Strategies

Select common instructional strategies

Self-reflection: "Where are we now?"

How is this step going for you and your teams?

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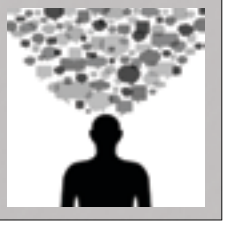


Step 5: Determine Results Indicators

Determine results indicators

Step 5: Determine Results Indicators

Must address:

1. What will I (teacher) do?
2. What will students do?
3. What will I see in their work if the strategy is working?

Make the procedure explicit so it is replicable, to achieve best results

Determine results indicators

Self-reflection: "Where are we now?"

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.

Step 6: Create a Theory of Action

If we _____, then _____% of our
(Step 4) (Step 2)

students will be able to _____ by _____
(Step 5c) (date off your map)

If we use place value mats to teach double-digit subtraction,
then 76% of 2nd grade students will be able to subtract double digit numbers accurately by Jan. 22, 2016

Create a theory of action

Goal / Theory of Action Algorithm

Pre-assessment Data	Meeting/Proficient	Close/ Approaching	Far to Go	in Need of Intervention
Teacher A (24)	3	5	10	6
Teacher B (26)	2	1	20	3
Teacher C (23)	2	6	6	9
Teacher D (27)	1	12	12	2
Total (100)	8/100 = 8%	24/100 = 26%	48/100 = 46%	20/100 = 20%

100% of Proficient/Meeting = 8
100% of Close/Approaching = 24
50 – 75% of Far to Go, but Likely = between 24 and 36 students
Less than 25% of Far to Go, in Need of Intervention = 0 – 5 students

8 + 24 + 24 = 56, 56/100 = 56% 8 + 24 + 36 + 5 = 73, 73/100 = 73%
Theory of Action between 56% and 73%

Self-reflection: "Where are we now?"

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.

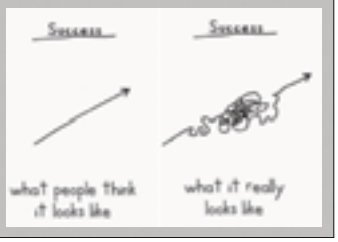
Step 7: Reflect, Monitor & Evaluate the Process

- Reflect on the process on an ongoing basis
- Determine which steps went well, and identify areas where additional training or support are needed.
- Reflect on the growth made in each classroom.
- Discuss differences in instruction.
- Draft the next agenda.

Self-reflection: "Where are we now?"

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.



3-2-1 Exercise

Step 1: At your table, write:

3 things you learned, and you expect to use

2 resources/ideas you want to explore more

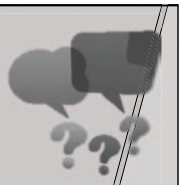
1 burning question you would like to ask

3-2-1 Exercise

Step 2:

- Get up and share information with someone you don't know.
- Try to find answers to your burning questions.

Dear Facilitator …



Burning questions?

Concerns?

Confusion?

What are you still wondering about?

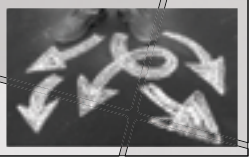
Lunch, Glorious Lunch!

59 minutes 61 seconds

http://www.online-stopwatch.com/candle-timer/full-screen/

Other factors that affect collaboration:

- Time
- Norms
- Roles and Responsibilities
- Agendas and Meeting Minutes
- Location of Meetings



Time

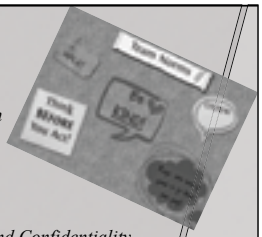
- Teams must have a minimum of 1 hour to implement this process
- Additional time is needed initially
  "But we only have 45 minutes, now what?"
- Buy time by:
  - Rotating subs
  - Early release / late arrival
  - Common planning time
  - Others

Norms

"The purpose of designing collective team commitments is to create a respectful, open environment that encourages diversity of ideas and invites professional criticism combined with close inspection of practices and procedures."

-Kanold & Larson, Common Core Mathematics in a PLC at Work

Norms



Sample Norms:

- *Be Focused on our Common Vision*
- *Honor our Agenda*
- *Maintain Professional Collegiality*
- *Be Active Participants*
- *Strive toward Equity of Voice*
- *Create an Environment of Safety and Confidentiality*
- *Focus on our Learners*
- *Be Global Thinkers*
- *Provide Time*
- *Use our Technology Professionally*

Try to encourage your teammates to move *past* basic professionalism… that should already be a given!

Roles must be defined & carefully selected

Core Roles:

- Facilitator
- Time keeper
- Recorder/Scribe
- Data Manager
- Process Observer/Engaged Participant
- Support Members: Administrator/coaches etc.

Typically NOT the administrator

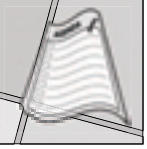
Team members often have multiple roles, but a single person should not have ALL of the core roles!

What does each role do?

- Facilitator – Prepares Agenda & Facilitates Meetings
- Time Keeper – Manages and honors the time of all members and agenda items
- Recorder/Scribe – Takes/Shares Notes/Agendas, etc.
- Data Manager - Organizes Data Prior to meeting for ease of use
- Process Observer/Engaged Participant – Participates and offers feedback on team processes

An AGENDA is Essential

- Provides a targeted focus for the meeting
- Communicates the team's priorities
- Offers a roadmap of what will be accomplished
- Helps team members come prepared
- Allows a team to track accomplishments over time



NOTE: Agendas should be drafted at the end of each meeting

Tips for Setting Up A Running Agenda

- Have the agenda ready prior to the first learning team of the year with:
  - * School priorities listed at the top/black box
  - * EVERY date that the LT will meet for the year
  - * Indicate in advance dates where the use of time will not be their own choice (Celebrations, Reflections, Cancellations)
- At the end of the meeting time, encourage teams to look ahead at the running agenda to see what is coming next & what may need to be bumped up/pushed back.

Crucial Running Agenda Tip:

Whenever possible, plan to give and analyze assessments two weeks (or more) before the start of instruction.

Location of Meetings

1. Shared Space

2. Leverage Your Resources Thoughtfully
   a. Intervention Teacher/Support Team
   b. Materials
   c. Technology
   d. You!

Give one, Get one…

Describe one key factor that can affect the team process and how to ensure the impact is positive.

If I could only remember one thing about the data team process I would remember...

Please complete a plus/delta before you leave:

+

What worked to support your learning ?

△

What changes would improve your learning?

?

What questions remain?

Questions? Thoughts? Other needs?

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Thank you!