Collaborative Team Facilitator Meeting #3
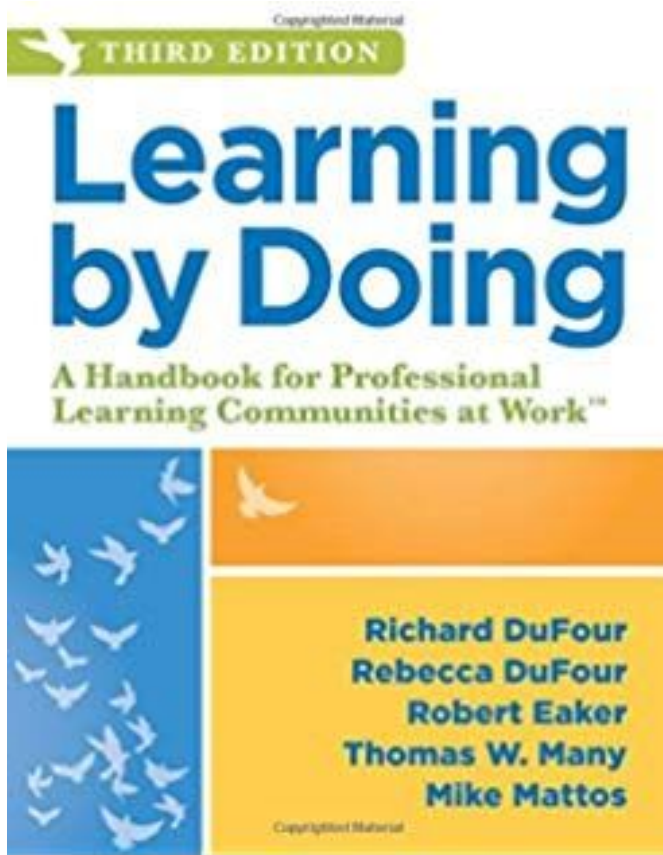
October 17, 2019

Norms

1. Solutions-oriented mindset
2. Keep the information shared confidential
3. Be engaged, open, and honest
4. Be prepared

Celebrate!

Share one team success from the 1st 9-weeks.

Reflection on Reading

Building Collaborative
Culture
(pg 57-69)

&

Question #1- Prioritizing
Essential Standards
(pg 111-131)

Reflection on Reading

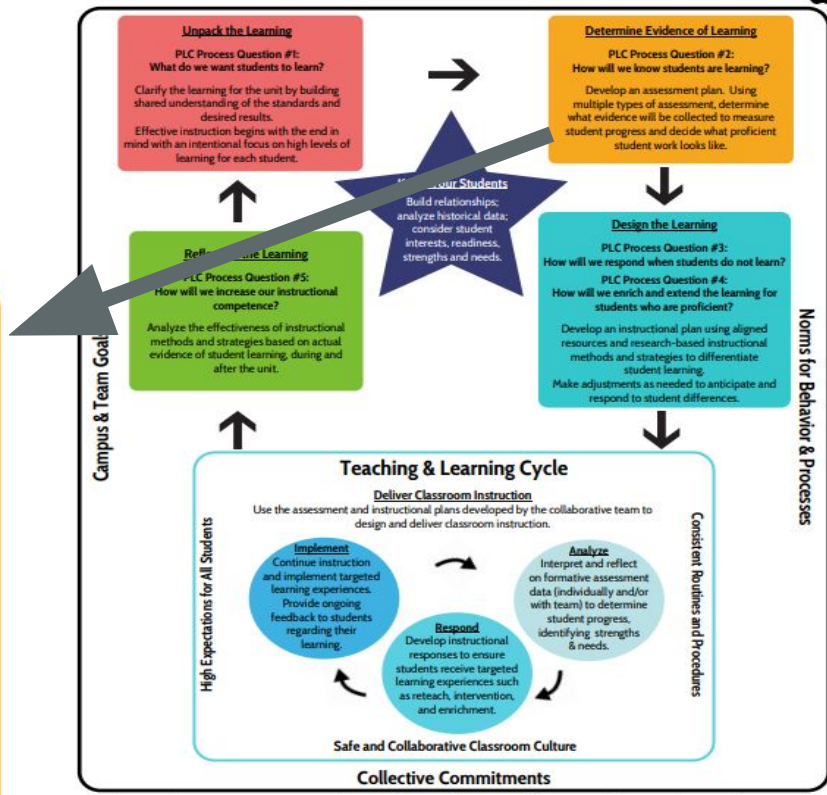Building Collaborative Culture
(pg 57-69)

Question #1- Prioritizing Essential Standards
(pg 111-131)

Based on the reading and the time you have spent this past month working on collaboration & question #1, respond using one of the following.

- My attitude changed about…
- I am more aware of…
- I felt…
- I related to…
- I empathize with…

PLC Question #2

Collaborative Team Framework

Unpack the Learning
PLC Process Question #1:
What do we want students to learn?

Clarify the learning for the unit by building shared understanding of the standards and desired results.
Effective instruction begins with the end in mind with an intentional focus on high levels of learning for each student.

Determine Evidence of Learning
PLC Process Question #2:
How will we know students are learning?

Develop an assessment plan. Using multiple types of assessment, determine what evidence will be collected to measure student progress and decide what proficient student work looks like.

Know Your Students
Build relationships; analyze historical data; consider student interests, readiness, strengths and needs.

Reflect on the Learning
PLC Process Question #5:
How will we increase our instructional competence?

Analyze the effectiveness of instructional methods and strategies based on actual evidence of student learning, during and after the unit.

Design the Learning
PLC Process Question #3:
How will we respond when students do not learn?
PLC Process Question #4:
How will we enrich and extend the learning for students who are proficient?

Develop an instructional plan using aligned resources and research-based instructional methods and strategies to differentiate student learning.
Make adjustments as needed to anticipate and respond to student differences.

Teaching & Learning Cycle
Deliver Classroom Instruction
Use the assessment and instructional plans developed by the collaborative team to design and deliver classroom instruction.

Implement
Continue instruction and implement targeted learning experiences. Provide ongoing feedback to students regarding their learning.

Respond
Develop instructional responses to ensure students receive targeted learning experiences such as reteach, intervention, and enrichment.

Analyze
Interpret and reflect on formative assessment data (individually and/or with team) to determine student progress, identifying strengths & needs.

Safe and Collaborative Classroom Culture

Campus & Team Goals

Norms for Behavior & Processes

High Expectations for All Students

Consistent Routines and Procedures

Collective Commitments

Professional Learning Communities focus on learning, have a collaborative culture, and are results oriented.

PLANO
Independent School District

Determine Evidence of Learning

PLC Process Question #2:
How will we know students are learning?

Develop an assessment plan. Using multiple types of assessment, determine what evidence will be collected to measure student progress and decide what proficient student work looks like.

The PLC Continuum: Turning Data Into Information (Question #2)

The Professional Learning Communities at Work™ Continuum: Turning Data Into Information

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

Individuals, teams, and schools seek relevant data and information and use them to promote continuous improvement.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to: • Respond to students who are experiencing difficulty • Enrich and extend the learning of students who are proficient • Inform and improve the individual and collective practice of members • Identify team professional development needs • Measure progress toward team goals	The only process for monitoring student learning is the individual classroom teacher and annual state, provincial, or national assessments. Assessment results are used primarily to report on student progress rather than to improve professional practice. Teachers fall into a predictable pattern: they teach, they test, they hope for the best, and then they move on to the next unit.	The district has created benchmark assessments that are administered several times throughout the year. There is often considerable lag time before teachers receive the results. Most teachers pay little attention to the results. They regard the assessment as perhaps beneficial to the district but of little use to them. Principals are encouraged to review the results of state assessments with staff, but the fact that the results aren't available until months after the assessment and the lack of specificity mean they are of little use in helping teachers improve their practice.	Teams have been asked to create and administer common formative assessments and to analyze the results together. Many teachers are reluctant to share individual teacher results and want the analysis to focus on the aggregate performance of the group. Some use the results to identify questions that caused students difficulty so they can eliminate the questions. Many teams are not yet using the analysis of results to inform or improve professional practice.	The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or provincial and national assessments. Teams use the results to identify areas of concern and to discuss strategies for improving the results.	Teachers are hungry for information on student learning. All throughout the year, each member of a collaborative team receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team-developed common assessments he or she helped create, in comparison to all the students attempting to achieve that same standard. Teachers use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment. They also analyze results from district, state or provincial, and national assessments and use them to validate their team assessments.

No matter where your team falls on the continuum, the goal is to move forward.

Page 151 in book

PLC Question #2

01	**Creating Common Formative Assessments**	• Helps to better meet individual student's needs through timely and targeted interventions or extension • Helps teachers improve their individual and collective teaching practice
02	**Use Results to Intervene for Students and Analyze Teacher Instructional Practices**	• Based on the data, what should the next steps be? • How should we adjust our instruction to better meet student needs?
03	**Calibrating Student Work**	• What does proficient student work look like? • Are all students, no matter the teacher, reaching the appropriate depth of knowledge (DOK)?

Formative Assessments

- "An assessment _for_ learning"

- "Gives the student the opportunity to _improve_ on his or her learning because it informs both the teacher and student"

- Used to "make decisions about the next steps in instruction" (doesn't need to be graded)

- "Frequent, interactive assessments of students' progress and understanding"

Summative Assessments

- "An assessment _of_ learning"

- "Gives the student the opportunity to _prove_ what he or she has learned by a certain deadline"

- "Used to assign a grade"

- Can be used in the formative process

"It is how the results are used, or what happens _after_ the assessment that determines whether or not it is part of a formative process."

Assessments

Throughout Daily Lessons

At the End of a Unit

Find the Fib (pg. 186 - SIOP)

Allows t...
are supp...

1. The
2. Stud
3. By g... stud
4. If a s... stud

Find Your Match (pg. 112- SIOP)

Encourage ... as they read and produce oral language.

1. Each st... ion on it that matches the inform... ., words & definitions, antony... , math problems & solutions, etc).
2. Students' job is to find their match
3. While searching for their matches, students use their own words to describe what is on their card
4. When students find their match, they sit down

Exit Tickets- STAAR like questions

Formative Assessments in Daily Lessons

Daily formative assessments are a great way to build in **language objectives**.

Content Objective	Language Objective
Summarize the strengths and weakness of the Articles of Confederation.	I will <u>write</u> 3 sentences summarizing the strengths and weakness of the Articles of Confederation.

PLC Question #2

01	**Creating Common Formative Assessments**	● Helps to better meet individual student's needs through timely and targeted interventions or extension ● Helps teachers improve their individual and collective teaching practice
02	**Use Results to Intervene for Students and Analyze Teacher Instructional Practices**	● Based on the data, what should the next steps be? ● How should we adjust our instruction to better meet student needs?
03	**Calibrating Student Work**	● What does proficient student work look like? ● Are all students, no matter the teacher, reaching the appropriate depth of knowledge (DOK)?

Data Driven Dialogue

1. D
2. A
3. A

What do you see? (Facts Only)	What does the data suggest? What assumptions can we make about student learning?	What are some next steps to address the data?
	Conversation Starters	
*I observe that… *Some patterns/trends that I notice… * I can count… *I'm surprised that I see...	*I believe the data suggests...because… *I assume… *Additional data that would help me is… *I can gather that...	*_____ seems like a good next step because… *_____ will address _____ because...

Data Driven Dialogue

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Question #2 Resources

Determine Evidence of Learning
Question #2: How will we know students are learning?

1. Create Unit Assessment before beginning the unit (calendar)
2. Start looking at lesson plans in PISD curriculum
3. Think with the "End in Mind"- what will students do by the end of class to show their knowledge?
4. Plan a formal/informal assessment for each class period (Language objectives)
5. Guiding Questions:
   - How will the assessments work together to show student's level of achievement?
   - Do we foresee any misconceptions?
   - Are our assessments varied to address multiple learning types and help build language in ESL students?
   - What will proficient student work look like?

Question #2 Resources

Assessment Blueprint Unit #___

Standard Being Assessed	Ways to Assess	# of Questions on Unit Assessment	When will we bring the data back the team to discuss next steps?
List all Unit TEKS (done at the beginning of a unit)	How will this TEKS be assessed throughout the unit as well at the end of the unit? (done at the beginning of a unit)	• Is the number of questions proportional to the amount of time spent teaching? • Readiness vs. supporting standard? (done at the beginning of a unit)	Date What data will be brought back to discuss with the team? (can be set throughout the unit)

8.5(A) Describe the structure of atoms, including the masses, electrical charges, and locations of protons, neutrons and electrons	• Quick Write at end of class (9/6)- students describe atomic structure → build in describing sentence stems
	• Warm up on day after teaching (9/7)
	   ○ Released STAAR Question
	   2018 – Q18
	
	• Unit Assessment
		3	9/12
			
			Team members will bring their data to discuss top missed questions.

Data Driven Dialogue

What do you see? (Facts Only)	What does the data suggest? What assumptions can we make about student learning?	What are s... address the...

Conversation Starters

• I observe that… • Some patterns/trends that I notice… • I can count… • I'm surprised that I see…	• I believe the data suggests…because… • I assume… • Additional data that would help me is… • I can gather that…	• I think t... approp... solution... address... implied... next ste... • _____ • _____

How To:
1. Team members fill out column 1 and column 2 *before* the team data discuss...
2. Collaborative Team Facilitators or the PLC Coach will facilitate the conversat...
3. Every team member will share their column 1 without interruptions or que...
4. Next, every team member will then share their column 2 without interrupti...
5. Once all team members have shared, a whole group discussion about next s...
6. If teams are struggling with how to start sharing or the conversations, conve... used for the corresponding column.

SRI SCHOOL REFORM INITIATIVE — A COMMUNITY OF LEARNERS

ATLAS
Looking at Data

Learning from Data is a tool to guide groups of teachers discovering what students, educators, and the public understand and how they are thinking. The tool, developed by Eric Buchovecky, is based in part on the work of the Leadership for Urban Mathematics Project and the Assessment Communities of Teachers Project. The tool also draws on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at Harvard University. Revised November 2000 by Gene Thompson-Grove. Revised August 2004 for Looking at Data by Dianne Leahy.

1. Getting Started
- The facilitator reminds the group of the norms.
- The educator providing the data set gives a very brief statement of the data and avoids explaining what she/he concludes about the data if the data belongs to the group rather than the presenter. *Note: Each of the next 4 steps should be about 10 minutes in length. It is sometimes helpful for the facilitator to take notes.*

2. Describing the Data (10 minutes)
- The facilitator asks: "What do you see?"
- During this period the group gathers as much information as possible from the data.
- Group members describe what they see in data, avoiding judgments about quality or interpretations. It is helpful to identify where the observation is being made — e.g., "On page one in the second column, third row…"
- If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based.
- It may be useful to list the group's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during Step 3.

3. Interpreting the Data (10 minutes)
- The facilitator asks: "What does the data suggest?"Followed by — "What are the assumptions we make about students and their learning?"
- During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
- From the evidence gathered in the preceding section, try to infer: what is being worked on and why?
- Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.
- As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.

Next Steps for Question #2

Incorporate 3 formative assessments into your lessons prior to the next meeting

Go through the Data Driven Dialogue protocol with your team

Incorporate 2 action steps from the data protocol

PDH Next Week

01   **Creating Common Formative Assessments**

- Helps to better meet individual student's needs through timely and targeted interventions or extension
- Helps teachers improve their individual and collective teaching practice

02   **Use Results to Intervene for Students and Analyze Teacher Instructional Practices**

- Based on the data, what should the next steps be?
- How should we adjust our instruction to better meet student needs?

03   **Calibrating Student Work**

- What does proficient student work look like?
- Are all students, no matter the teacher, reaching the appropriate depth of knowledge (DOK)?

Next Steps– Reading
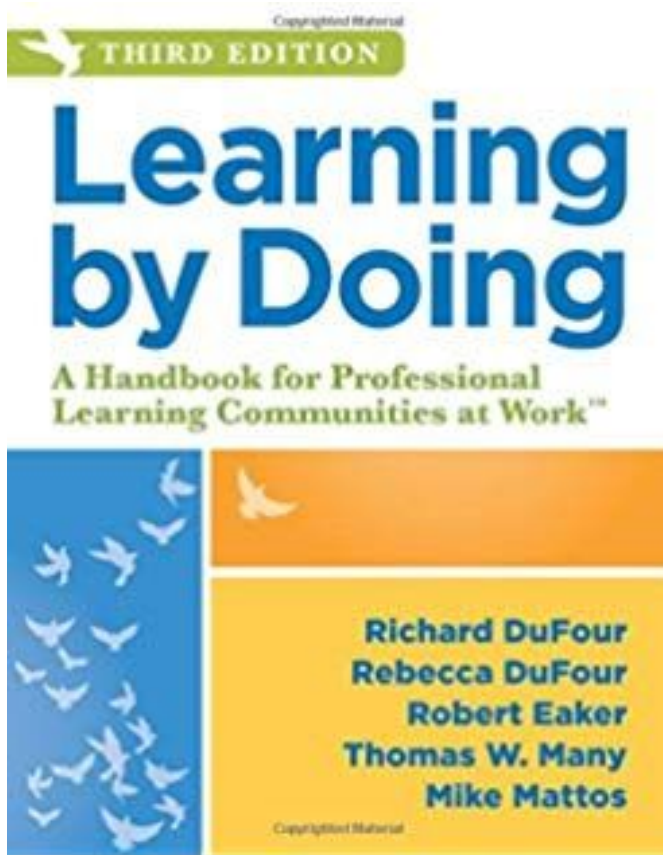
Chapter 6
Creating Team-Developed
Common Formative
Assessments
(pg 133-160)

Formative Assessment Examples

1. Purposeful questions built into lessons that are randomly directed

2. Find Your Match (pg 112)

3. Find the Fib (pg 186)

4. Team-Two-One (Lead4Ward)

5. Tabletop Tweet (Lead4Ward)

6. Exit Tickets- STAAR like questions

Find Your Match (pg. 112- SIOP)

Encourages interaction among class members as they read and produce oral language.

1. Each student is given a card with information on it that matches the information on another students' card (e.g., words & definitions, antonyms & synonyms, generals & battles, math problems & solutions, etc).
2. Students' job is to find their match
3. While searching for their matches, students use their own words to describe what is on their card
4. When students find their match, they sit down

Find the Fib (pg. 186– SIOP)

Allows teachers to assess understanding of content, while students are supported in decision-making by their peers.

1. The teacher poses 3 statements- one false and two true
2. Students then decide which one is false
3. By giving a signal (whiteboard, hand motion, colored card), students simultaneously show their answer
4. If a student has the wrong answer, the teacher asks other students to explain which word or phrase in the fib makes it false

Team-Two-One (Lead4Ward)

evidence of learning strategy playlist
Team-Two-One

PURPOSE – Evidence of Learning: Students prove they understand a concept by answering a question as a team, with a partner, and finally on their own.

Step-by-Step Instructions

1. Organize students into teams of 4.
2. Present a question, task, or problem for the team to solve collaboratively.
3. Teacher clarifies/verifies correct response and has students justify WHY it is correct.
4. Present a question for student pairs to answer.
5. Teacher clarifies/verifies.
6. Present individual students with a final question to answer independently.
7. Collect and evaluate Team-Two-One question responses and clarify/verify as appropriate.

Materials:
- 3 questions: 1 team question, 1 "two-people" question, and 1 individual question

Tabletop Tweet (Lead4Ward)

evidence of learning strategy playlist
Tabletop Tweet

PURPOSE – Evidence of Learning: Communicate your understanding of content by describing, sketching, and summarizing what you learned.

Step-by-Step Instructions

1. Using 140 characters or less, students describe what they learned.
2. Students then create a graphic, diagram, or quick sketch to capture the big idea.
3. Students then summarize what they learned with a hashtag phrase.

Exit Tickets– "STAAR like" Questions

Chemistry Exit Ticket

1. Which substance represented in the equation below is classified as an element?
   a) CO
   b) H_2O
   c) CO_2
   d) H_2

$$CO + H_2O \longrightarrow CO_2 + H_2$$
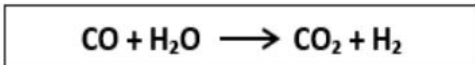
2. Identify the number of electrons in Xenon.
   a. 54
   b. 131
   c. 54 + 131
   d. Xenon has too many electrons to count

54
Xe
131
Xenon

3. Which of the following equations follows the Law of Conservation of Mass?
   a. $4Fe + 3O_2 \rightarrow 2Fe_2O_3$
   b. $3Fe + 3O_2 \rightarrow 2Fe_2O_3$
   c. $4Fe + 4O_2 \rightarrow 2Fe_3O_3$
   d. $4Fe + 3O_2 \rightarrow 3Fe_2O_3$