



*Where are we from what we already do/know?*

### AC Four Grounding Questions

- What do we want students to know/learn?
- How will we know they know it/have learned it?
- What will we do when they learn it?
- What will we do when they don't learn it?

### AC Planning Cycle

- Plan
- Teach
- Analyze
- Respond

---

*What does the "CFA Cycle" look like?*

- 1) Plan what standard/skill you will be teaching and assessing (CFA).
  - a. This is done together as a collaborative team (AC time? Common prep?)
  - b. HOW you each teach it might look different (personalized to you), and could be done during AC time, common preps, prep time, etc.
- 2) Determine when you will be teaching, assessing (CFA), and then analyzing results.
  - a. This is done together as a collaborative team (AC time? Common prep?)
  - b. Use <http://tinyurl.com/TigerCFAAnalysisDate> to record the date your team will analyze the results of the assessment.
  - c. Create the Common Formative Assessment (CFA) that will PROVE that students understand the standard/skill
- 3) Teach
- 4) Assess
- 5) Analyze the results of the CFA (*This is our 2017-2018 site focus*)
  - a. Share results with the collaborative team ahead of team analysis
  - b. Use <http://tinyurl.com/TigerCFAProtocol> to analyze and share data/evidence individually and as a collaborative team
  - c. Use <http://tinyurl.com/TigerCFARubric> to determine areas of the CFA process that you/your collaborative team do well in, and can grow in (*This is the rubric your administrative liaison will focus on*) (*This is the rubric in the office that can be added to by YOU*)
- 6) Determine next steps...
  - a. What interventions might be necessary?
  - b. What extensions/enhancements/advancements might be necessary?
  - c. What standard/skill OR parts of a standard/skill are next???



“Tights & Looses” with The Computech CFA Cycle

	Doing it...	Turning it in...	Self-reflection / Reflection...	Archive...
Elements of a Successful CFA Cycle:	(meaning, the collaborative team completes the task and has evidence that the task has been done/completed for each CFA Cycle)	(meaning, the collaborative team either turns the evidence of the task having been done/completed and turned in to their respective administrative liaison OR the administrative liaison sits in with the collaborative team to observe/collect evidence him or herself)	(meaning, the collaborative team can use this/these resources or tools to self-reflect on elements of a successful CFA Cycle, can be held to the standards present in the resources or tools, OR can make suggestions about the resources or tools towards whole-campus improvement)	(meaning, the collaborative team keeps all evidence that the task has been done/completed for each CFA Cycle in case it needs to be recalled at a later date)
AC/Collaborative Team Meeting Agenda(s)	Tight	Loose*	“Use of CFA” Rubric	Tight
AC/Collaborative Team Planning Calendar	Tight	Loose*	“Use of CFA” Rubric	Tight
Common Formative Assessment(s)	Tight	Loose*	“Use of CFA” Rubric	Tight
Analysis of Common Formative Assessment Results	Tight	Tight	“Use of CFA” Rubric	Tight
In-Class Intervention(s)	Tight	Loose*	“Use of CFA” Rubric	Tight

\*“Loose” can become “tight” if the self-reflection/reflection tool(s) indicate that there is an area for growth for the collaborative team





## Student Data Analysis Tool/Template

*Directions: For giving Common Formative Assessment (CFA) or other assessments, follow the steps and organizers on this tool to help guide AC discussions and determine next instructional steps.*

---

### (Before the CFA analysis meeting)

#### **Step 1: Read the assessment prompt and/or rubric and know/explain the following:**

- What are the students expected to do?
- Which standards (CCSS, content standards, or both) are being assessed?
- What do you consider to be a proficient response on this assessment, and exactly what do students need to say or write for you to consider their work proficient?
- How will you “grade” this assessment?
- Does the assessment give students a good opportunity to demonstrate what they know?

#### Pre-Work (this works best done before the AC meeting):

- Individually go through this protocol (or another like it) in order to be prepared for the analysis meeting.
- Ensure that data is shared with all AC members
  - Example: If the AC agrees that #7 (multiple choice) and #10 (short answer) get to the “meat” of the standard, then each AC member share the class/classes results with the lead teacher OR to a collaborative document for those questions. A *suggested* way to compile could be as simple as:

	#7 (% correct overall)	#10 (% with agreed upon proficient response)
Teacher A	80%	85%
Teacher B	75%	60%
Teacher C	50%	61%
Teacher D	67%	70%

---

### (During the CFA analysis meeting)

#### **Step 2: Review that each member of the AC completed Step 1, “Pre-Work” above (use as a checklist).**

**Step 3: What parts of this data catch your attention? Just the facts.** (8 minutes: 2 minutes silently writing individual observations, 6 minutes discussing as a group)

#### **Step 4: What good news is there to celebrate?** (5 minutes to identify strengths)

- The facilitator asks the group to look for indications of success in the data.

**Step 5: What does the data tell us? What does the data NOT tell us?** (10 minutes: 3 minutes silently making notes, 7 minutes discussing as a group)

- Make inferences about the data. The Lead Teacher/facilitator encourages team members to support their statements with evidence from the data.

#### **Step 6: What are the problems of practice suggested by the data?**

(10 minutes: 3 minutes silently writing individual ideas for practice, 7 minutes for group discussion)

- The facilitator helps the group narrow the focus of the problems of practice.

#### **Step 7: What are our key conclusions, and what recommendations does the team have for addressing the problems of practice?**

- This is the action phase of the data analysis. The group will design an action plan for next steps to be recorded in the minutes.
- Ask the question, “What does this mean for us regarding instruction?” or “How will our instruction change because of this data?”

Edison Region DRAFT Rubric for Use of CFA(s), USE A POST IT AND MAKE A SUGGESTION/CHANGE RIGHT HERE!!!

	Initiating (1)	Implementing (2)	Developing (3)	Sustaining (4)
Assessment	<ul style="list-style-type: none"> <li>Common assessment of "my" students</li> </ul>	<ul style="list-style-type: none"> <li>Common assessment of "my" students with set proficiency (criteria for success)</li> </ul>	<ul style="list-style-type: none"> <li>Common assessment of "our" students with set proficiency (criteria for success)</li> </ul>	<ul style="list-style-type: none"> <li>Common assessment of "our" students with set proficiency (criteria for success)</li> <li>Aligned to high leverage/need area (see "Effectiveness of CFA" rubric)</li> </ul>
Formative/Summative	<ul style="list-style-type: none"> <li>Not formative yet</li> <li>Summative</li> </ul>	<ul style="list-style-type: none"> <li>Not formative yet</li> <li>Intent was formative, but not used as such</li> <li>Summative</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>CCI model utilized (another formative/summative assessment to re-check)</li> </ul>
Data	<ul style="list-style-type: none"> <li>Little to no data analyzed as an AC</li> </ul>	<ul style="list-style-type: none"> <li>Data is looked at</li> <li>Surface level analysis</li> </ul>	<ul style="list-style-type: none"> <li>Data has been analyzed, and calibrated (utilizing criteria for success)</li> <li>Timely</li> </ul>	<ul style="list-style-type: none"> <li>Data has been analyzed, and calibrated (utilizing criteria for success)</li> <li>As close to "real-time" as possible</li> </ul>
Discussion	<ul style="list-style-type: none"> <li>Little to no discussion regarding data, instruction, or strategies for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Discussion connecting data to instructional choices/strategies is informal, individualized and/or reminiscent of a "show and tell"</li> </ul>	<ul style="list-style-type: none"> <li>Discussion connecting data to instructional choices/strategies occurs</li> <li>Dependent upon organic conversation</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and connecting data to instructional choices/strategies occurs, and decisions regarding instructional next steps are made</li> <li>Identify strengths and gaps</li> <li>Protocols in place</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>No instructional changes made</li> </ul>	<ul style="list-style-type: none"> <li>Instructional change may take place; may change for future (next year, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Minor instructional change</li> <li>May not be especially timely</li> </ul>	<ul style="list-style-type: none"> <li>Instructional practices change towards data supported "Best Practices"</li> <li>Timely</li> <li>Planning for single lesson or sequence of lessons for maximum student success.</li> </ul>
Someone in this part of the rubric might say...	<ul style="list-style-type: none"> <li>"I gave an assessment our AC agreed upon and felt good about knowing how the students did."</li> </ul>	<ul style="list-style-type: none"> <li>"I gave a CFA and the results were due to the instruction I provided."</li> </ul>	<ul style="list-style-type: none"> <li>"I know that I need to make changes to my instruction because of what I saw from our CFA."</li> </ul>	<ul style="list-style-type: none"> <li>"I am making changes to make to my instruction because of what I learned from our CFA and my AC members' comments about their own instructional choices, and I will assess again."</li> </ul>