



# *CT Lead Cohort*

---

Annandale High School

*October 10, 2023*

# WELCOME





# Learning Target

---

Today I will plan for an upcoming CT agenda

So that I can support my team in examining evidence of student learning.

I'll know I've got it when my plan and agenda include communication, structures to support conversations, and actional outcomes.



# Agenda

---

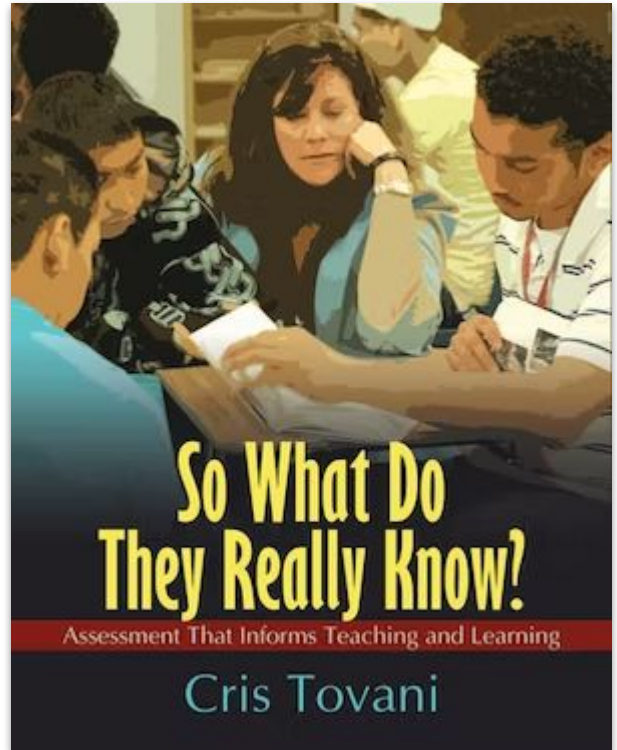
- Grounding
- Examining Evidence of Student Learning
- Planning for Responding
- Upcoming



# A Focus on Learning





“Everything we put in front of kids is an **opportunity to learn about what they know** and what they need.”

April 2023





# High Quality Instruction

Learning Targets	Academic Task	Scaffolds	Evidence of Student Learning
<p>Guide teachers' planning and students' learning: Today I will ... So that I can ... I'll know I've got it when...</p> 	<p>The level of thinking students are expected to do, as well as what they are doing and how they are doing it</p> 	<p>Help students to perform a task that would otherwise be out of reach</p> 	<p>Empowers teachers &amp; students by telling us what they know, where they're stuck, &amp; what they need to keep learning</p> 
March 2020		April 2022	April 2023



# At Your Tables

What is something you're going to put in front of your students in a recent or upcoming lesson that will give your CT an opportunity to learn about what they know?



# Evidence of Learning

When planning student practice, we ask...

- **What will this evidence teach us** about our students' learning?
- **Is this the right evidence** to know if each of our students have learned what they need yet or not?
- **What will we do as a result** of gathering this evidence?





# Thinking About Evidence

What will this evidence teach us? Is this the right evidence?	
What evidence are we bringing to examine together? Why <u>this</u> evidence? What information are we looking for in this evidence?	
What should each CT member bring? Ex: <ul style="list-style-type: none"><li>- Multiple copies of one student's work sample</li><li>- Multiple students' work samples</li><li>- Hard copies or links</li></ul>	
How will we examine the evidence? Ex: <ul style="list-style-type: none"><li>- As a whole group</li><li>- In pairs or small groups</li><li>- What structures will support the conversation?</li></ul>	
What are we looking for? Ex: <ul style="list-style-type: none"><li>- What was our intended learning?</li><li>- What is present (what students demonstrate they know)</li><li>- What is absent (what students have not yet demonstrated)</li><li>- Breakdown of understanding</li></ul>	



# Agenda

---

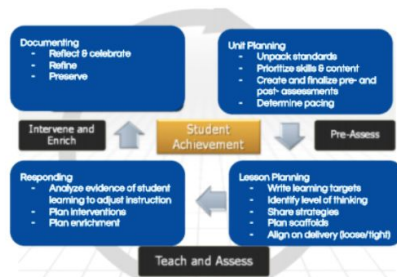
- Grounding
- Examining Evidence of Student Learning
- Planning for Responding
- Upcoming



# Facilitating Our Teams



## Planning with the Cycle in Mind

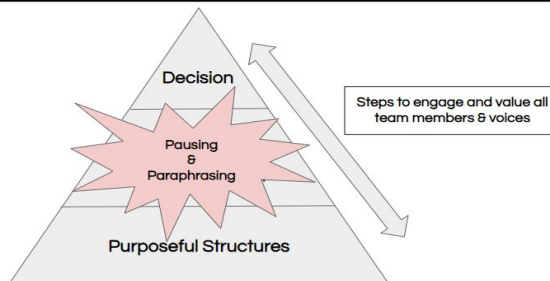


→ How does the work of the CT impact instruction and student learning?

→ How does student learning impact the work of the CT?



## Engaging All Voices



## Cultivating a Culture of Accountability

→ Proactively (over)communicating expectations

→ Responsively addressing behaviors or issues that may arise



## Facilitating Decision Making

### Pay Attention To The Process

- Agree on the problem or vision before going on to solutions.
- Agree on the criteria before evaluating the alternatives.
- Keep summing up the agreements.
- Look for ways of breaking fixation and redefining the problem/solution.





# Leading Our Teams

---

As we plan for our teams to examine evidence, we consider...

If our outcome is to develop responses to students' needs, **what does my team need to do before the meeting & during the meeting** to best set us up for this outcome?



# Evidence of Learning

When planning student practice, we ask...

- **What will this evidence teach us** about our students' learning?
- **Is this the right evidence** to know if each of our students have learned what they need yet or not?
- **What will we do as a result** of gathering this evidence?



# Evidence of Learning

What evidence are we bringing to examine together?

Why this evidence? What information are we looking for in this evidence?

What should each CT member bring?



# Evidence of Learning

<p>What evidence are we bringing to examine together?</p>	<p><i>Personal narratives</i></p>
<p>Why <u>this</u> evidence? What information are we looking for in this evidence?</p>	
<p>What should each CT member bring?</p>	



# Evidence of Learning

What evidence are we bringing to examine together?

*Personal narratives*

Why this evidence? What information are we looking for in this evidence?

- *Formative draft that needs revision for summative*

What should each CT member bring?





# Evidence of Learning

<p>What evidence are we bringing to examine together?</p>	<p><i>Personal narratives</i></p>
<p>Why <u>this</u> evidence? What information are we looking for in this evidence?</p>	<ul style="list-style-type: none"><li>- <i>Formative draft that needs revision for summative</i></li><li>- <i>Where students are in their writing aligned to summative rubric</i></li></ul>
<p>What should each CT member bring?</p>	



# Evidence of Learning

<p>What evidence are we bringing to examine together?</p>	<p><i>Personal narratives</i></p>
<p>Why <u>this</u> evidence? What information are we looking for in this evidence?</p>	<ul style="list-style-type: none"><li>- Formative draft that needs revision for summative</li><li>- Where students are in their writing aligned to summative rubric</li></ul>
<p>What should each CT member bring?</p>	<p><i>3-4 randomly selected &amp; printed student narratives</i></p>



# Agenda

Unit/Initiative	Agenda Items/Notes	New Action Items
Unit 1 - Memoir	Personal Narrative formatives - due today/tomorrow  Summative due in three weeks	For next CT on Wednesday: <ul style="list-style-type: none"><li>- Every CT member should print and bring 3-4 students' formative personal narratives</li><li>- They do not have to be graded</li><li>- Try to select a variety of anticipated proficiency levels</li></ul>



# Evidence of Learning

How will we examine the evidence?	
What are we looking for?	
How will we capture and discuss what we notice about what students know & need?	
If this was not the right evidence, why? What are our next steps to gather that evidence?	



# Evidence of Learning

How will we examine the evidence?	<i>Pairs - each pairing gets 4-5 narratives</i>
What are we looking for?	
How will we capture and discuss what we notice about what students know & need?	
If this was not the right evidence, why? What are our next steps to gather that evidence?	



# Evidence of Learning

How will we examine the evidence?	<i>Pairs - each pairing gets 4-5 narratives</i>
What are we looking for?	<i>Trends on what is PRESENT in students' writing</i>
How will we capture and discuss what we notice about what students know & need?	
If this was not the right evidence, why? What are our next steps to gather that evidence?	



# Evidence of Learning

How will we examine the evidence?	<i>Pairs - each pairing gets 4-5 narratives</i>
What are we looking for?	<i>Trends on what is PRESENT in students' writing</i>
How will we capture and discuss what we notice about what students know & need?	<i>Common slide with a table for each group to capture ideas</i>
If this was not the right evidence, why? What are our next steps to gather that evidence?	



# Evidence of Learning

How will we examine the evidence?	<i>Pairs - each pairing gets 3-4 narratives</i>
What are we looking for?	<i>Trends on what is PRESENT in students' writing</i>
How will we capture and discuss what we notice about what students know & need?	<i>Common slide with a table for each group to capture ideas Discuss &amp; make decisions as a whole group</i>
If this was not the right evidence, why? What are our next steps to gather that evidence?	





# Agenda

Unit/Initiative	Agenda Items/Notes	New Action Items
Unit 1 - Memoir	<p><u><a href="#">Personal Narrative Strategy Ladder</a></u></p> <ul style="list-style-type: none"><li>- Part 1: Work with a partner; together, read randomized personal narratives and decide together if they each are highest proficiency through lowest (4, 3, 2, 1)</li><li>- Part 2: Work with a new partner; together, read your assigned new pile; capture what students know and are able to do in the document - be super specific</li><li>- Part 3: Whole group - examine what students at each level know and are able to do; determine and capture how we will move each level to the next level</li></ul>	



# Work Time

Reflect on these questions to help inform an upcoming agenda for your CT.

What will this evidence teach us? Is this the right evidence?	
What evidence are we bringing to examine together? Why <u>this</u> evidence? What information are we looking for in this evidence?	
What should each CT member bring? Ex: <ul style="list-style-type: none"><li>- Multiple copies of one student's work sample</li><li>- Multiple students' work samples</li><li>- Hard copies or links</li></ul>	
How will we examine the evidence? Ex: <ul style="list-style-type: none"><li>- As a whole group</li><li>- In pairs or small groups</li><li>- What structures will support the conversation?</li></ul>	
What are we looking for? Ex: <ul style="list-style-type: none"><li>- What was our intended learning?</li><li>- What is present (what students demonstrate they know)</li><li>- What is absent (what students have not yet demonstrated)</li><li>- Breakdown of understanding</li></ul>	
How will we capture and discuss what we notice about what students know & need?	
If this was not the right evidence, why? What are our next steps?	



# Agenda

---

- Grounding
- Examining Evidence of Student Learning
- Planning for Responding
- Upcoming



# Grounding

---

“When I don’t pay attention to what students are doing, I end up planning in a vacuum and not giving them what they need.”

-Cris Tovani



# Evidence of Learning

When planning student practice, we ask...

- **What will this evidence teach us** about our students' learning?
- **Is this the right evidence** to know if each of our students have learned what they need yet or not?
- **What will we do as a result** of gathering this evidence?



# Our Mindset Commitments

- All kids can learn
- Collective ownership
- Culture of problem solving
- Embrace data
- Presume positive intent
- Conversation is the relationship

We believe in every student.

August 2020



# Responding

## Making Immediate Adjustments

- Within the current unit and/or lesson
- Based on what students know and need next
- Revising or adding lessons; flexible pacing

&

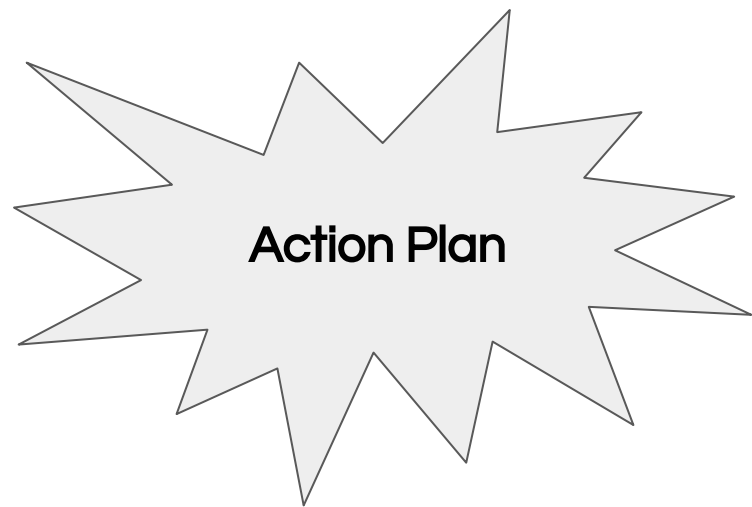
## Individualizing Instruction

- Using data to drive SGs and/or conferences
- Quick, actionable checks for understanding
- Differentiating tasks based on need
- Reteach & enrich



# Responding with **Whole Group Instruction**

- Majority of class missed a skill
- Flexibility with pacing
  - Slowing down
  - Speeding Up
- Intentionality with the task
  - Where did they struggle?
- Spiraling Skills
  - Embedding opportunities for practice within upcoming lessons or units



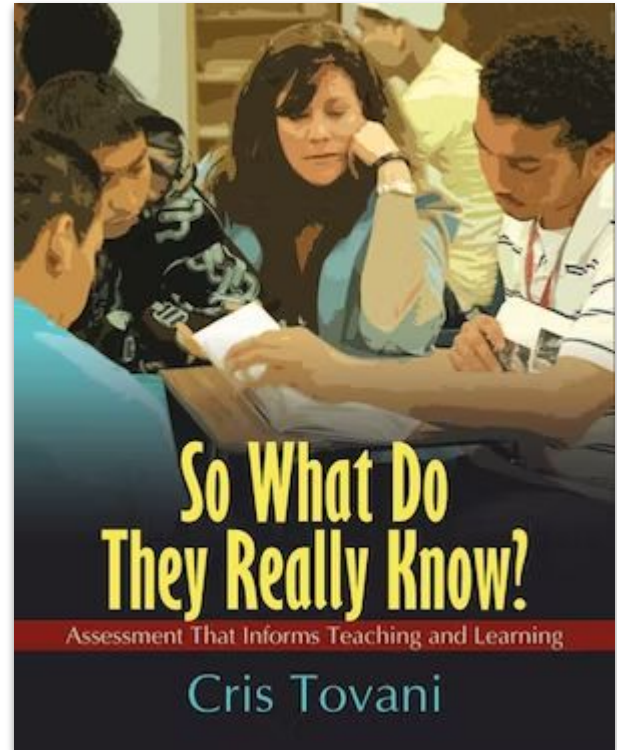




# Responding to **Individuals**

“If I notice that only a few students are struggling with a process or piece of content, I call that small group of students together to give them more instructional support rather than planning a mini-lesson for the whole class.”

- Cris Tovani





# Planning Our Response

- What are some ways that we can use the data to respond to the student's needs?
- How will my team make this decision?
- How will we identify the specific students we are addressing?

*Small Groups - record students who need the group in spreadsheet*

- How can we ensure the structure of our block allows us to have time to respond?
- When will we provide this response in our classes?

- What resources do we need?
- What assignments can we adjust?
- What tasks should be delegated?



# Planning Our Response

- What are some ways that we can use the data to respond to the student's needs?
- How will my team make this decision?
- How will we identify the specific students we are addressing?

*Small Groups - record students who need the group in spreadsheet*

- How can we ensure the structure of our block allows us to have time to respond?
- When will we provide this response in our classes?

*Short focus lessons, rotate through three groups during worktime*

- What resources do we need?
- What assignments can we adjust?
- What tasks should be delegated?



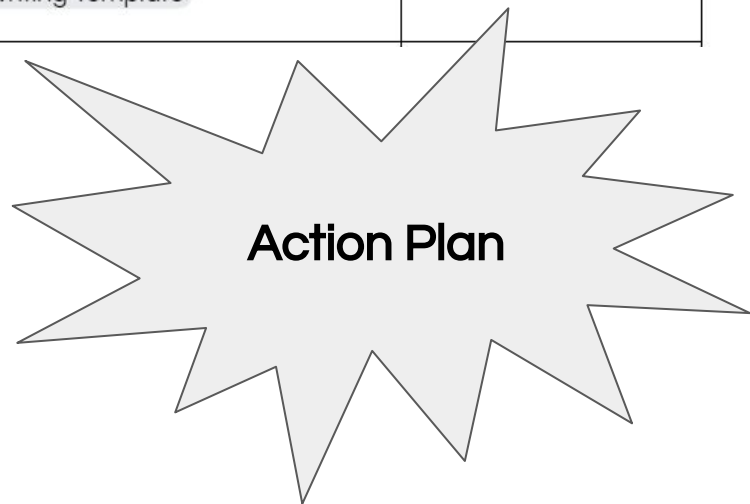
# Planning Our Response

<ul style="list-style-type: none"><li>• What are some ways that we can use the data to respond to the student's needs?</li><li>• How will my team make this decision?</li><li>• How will we identify the specific students we are addressing?</li></ul>	<p><i>Small Groups - record students who need the group in spreadsheet</i></p>
<ul style="list-style-type: none"><li>• How can we ensure the structure of our block allows us to have time to respond?</li><li>• When will we provide this response in our classes?</li></ul>	<p><i>Short focus lessons, rotate through three groups during worktime</i></p>
<ul style="list-style-type: none"><li>• What resources do we need?</li><li>• What assignments can we adjust?</li><li>• What tasks should be delegated?</li></ul>	<p><i>Slide decks, each teammate will create 2-3 slide decks for whole team use</i></p>



# English 9: Collaboratively Responding

10 mins	<b>Assign SG Lessons from Data Dialogue</b>	<ul style="list-style-type: none"><li>● <b>Goal:</b> Split up small group work and assign to teammates. Review a slide template that lays out SG format.</li></ul>	<ul style="list-style-type: none"><li>Unit 1 Journal #1 Data Dialogue</li><li><a href="#">Small Group Writing Folder</a></li><li>Small Group Writing Template</li></ul>	Due Date next CT!
---------	---	--	---	-------------------

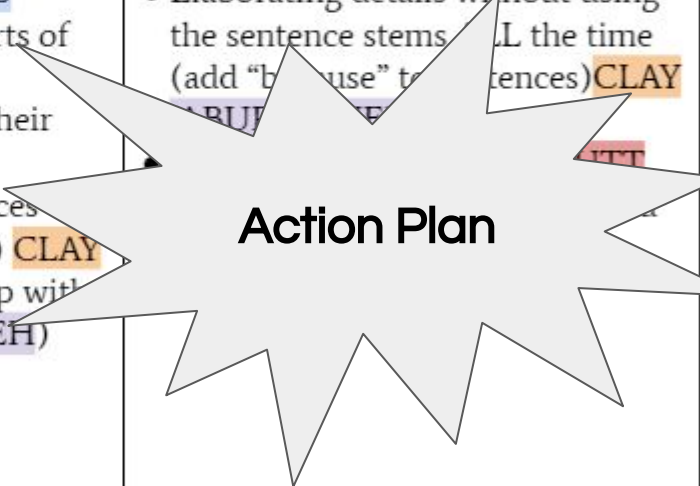




# English 9: Collaboratively Responding

## Step 3: Extending Student Learning and Lessons

Honors	Team Taught and Gen Ed	Self-Contained
<ul style="list-style-type: none"><li>• Writer's voice and style (not following a specific formula or model for writing) ENGLUND</li><li>• Rethinking what a paragraph looks like and can look like (not just 5 sentences, etc.) ENGLUND</li><li>• Expanding vocabulary for transitions HINES</li><li>• Evaluating the strength of evidence LOCKWOOD</li><li>• Adding imagery in details (helping the reader visualize things) LOCKWOOD</li></ul>	<ul style="list-style-type: none"><li>• Sentence variety LOCKWOOD</li><li>• Correct punctuation HINES</li><li>• Elaboration on multiple parts of their writing CARBUTT</li><li>• Conclusion that wraps up their thinking ENGLUND</li><li>• Syntax (not starting sentences with because... and/or SVO) CLAY</li><li>• Variety of transitions to help with organization (ABURDEINEH)</li><li>• Mini warm ups (Spot the mistakes) (BERNARDO)</li></ul>	<ul style="list-style-type: none"><li>• Teaching transitions BERNARDO</li><li>• Elaborating details without using the sentence stems ALL the time (add "because" to sentences) CLAY</li></ul>





# Work Time

Reflect on these questions to help inform an upcoming agenda for your CT.

What will we do as a Result?	
What are some ways that we can use the data to respond to the student's needs? <ul style="list-style-type: none"><li>- Reteaching Whole Group</li><li>- Responding to Individuals<ul style="list-style-type: none"><li>- Small Group</li><li>- Conferences</li><li>- Differentiated Tasks</li></ul></li></ul> How will my team make this decision? How will we identify the specific students we are addressing?	
How can we ensure the structure of our block allows us to have time to respond? When will we provide this response in our classes?	
What resources do we need? What assignments can we adjust? What tasks should be delegated?	



# At Your Tables

What is your team's next step to collaboratively examine and respond to evidence of student learning?





# Agenda

- Grounding
- Examining Evidence of Student Learning
- Planning for Responding
- Upcoming



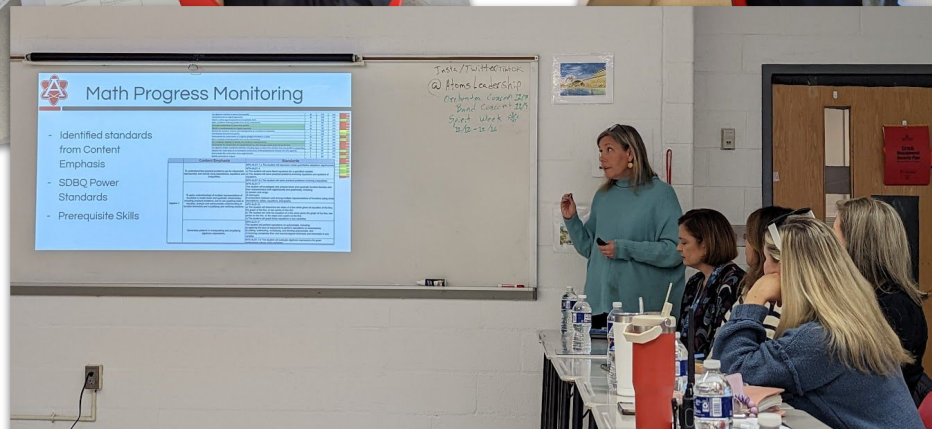
# W4 Check-Ins

---

- October 13 - W4 lesson
  - Overview of the purpose of check-ins
  - Opportunity to reflect
- October 17-27 - Check-In conversations
  - Individual conversations
  - Time for completing school work / study hall



# Classroom & CT Visits





# At a glance

**October 11**  
PSAT / SAT Day  
Early Release

**October 13**  
Student of the Month Celebration

**October 16 & 19**  
Band & Orchestra Concerts, 7pm

**November 3**  
End of Quarter, Early Release



*Thank You*