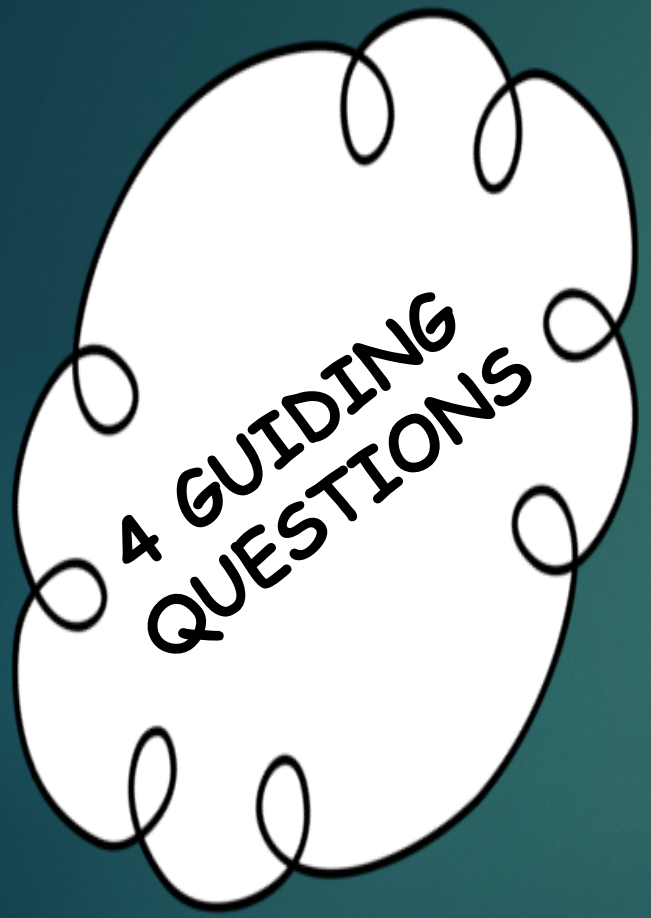
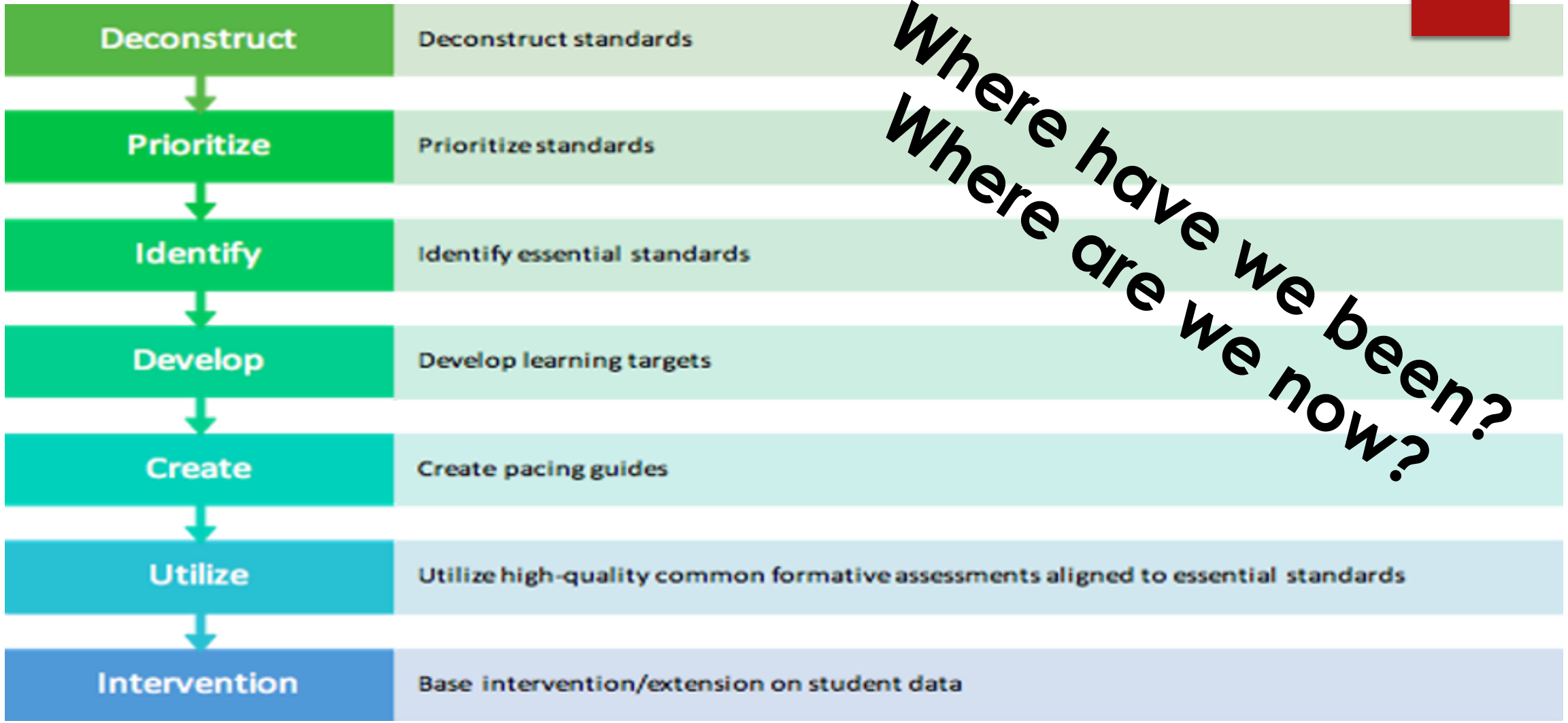
Blended PLC Refresher

OCTOBER 16TH

Refresher: Learning Targets and Essential Standards Unit Plan



- **What** do students need to know and be able to do?
- **How** will we know when they have learned it?
- What will we do when they **haven't** learned it?
- What will we do when they **already** know it?



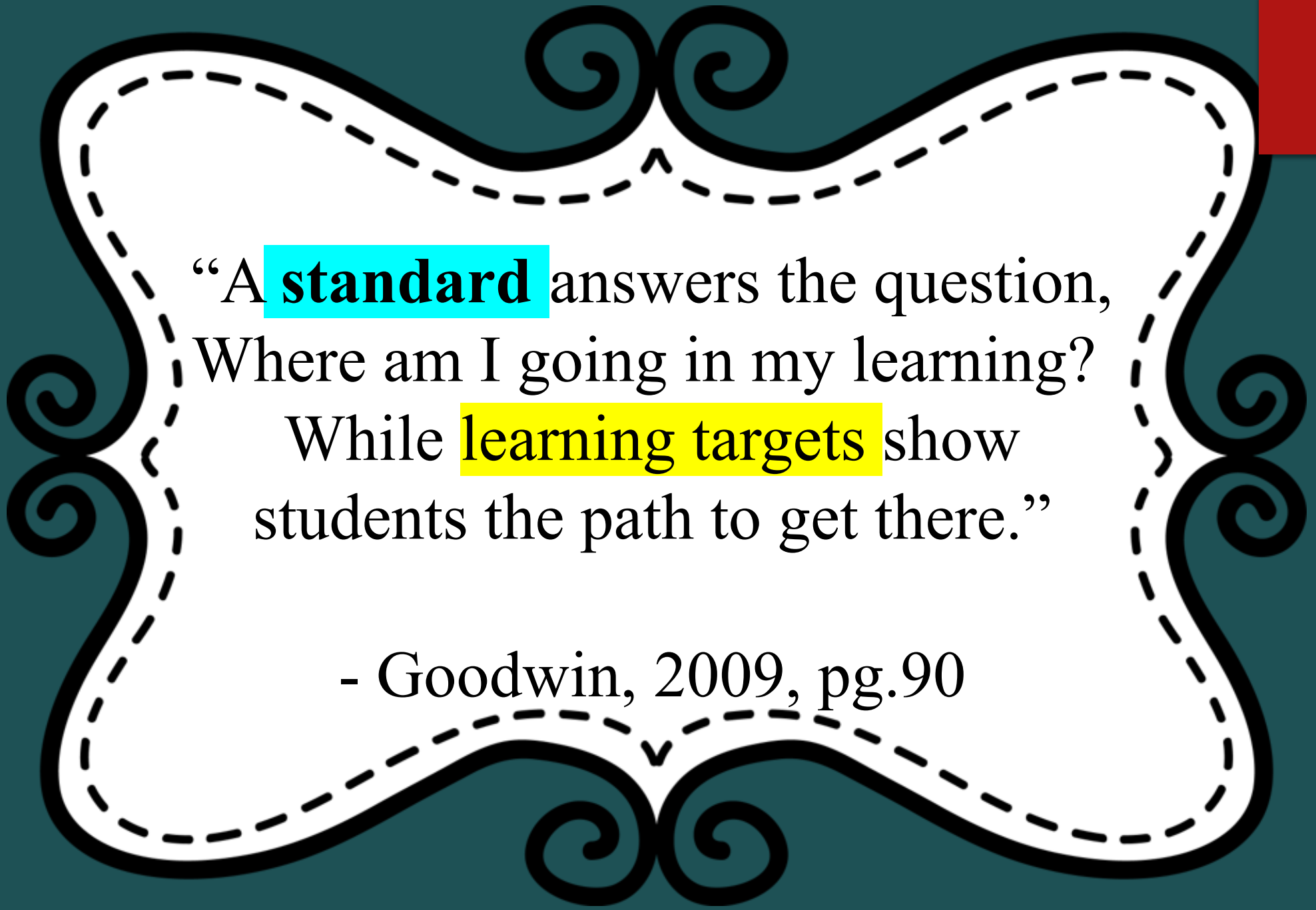
Where have we been?
Where are we now?

Essential Standards Unit Plan

Use the four-step process (page 89) to complete the following plan.

Essential standard: Now we can use this! I used smallpdf.com to convert the pdf to a word document.			❑ Knowledge ❑ Performance skills ❑ Reasoning ❑ Product
End-of-unit assessment:			**When taught:** **Instructional days needed:**
Knowledge Targets	**Reasoning Targets**	**Performance Skills Targets**	**Product Targets**
Student-friendly learning targets:			

Assessment (Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?)	Connection to Standard (How will this assessment set up students for successful mastery of the standard?)	Student Involvement (How will students engage in the assessment process?)	Time Line
1.			
2.			
3.			



"A **standard** answers the question,
Where am I going in my learning?
While learning targets show
students the path to get there."

- Goodwin, 2009, pg.90

Criteria for Creating Student Friendly Learning Targets

Aligned and Focused (Unit Essential Plan)

- Are the targets we've identified specifically tied to standards?
- Are the targets stated in ways that appropriately aim toward the end goal and add purpose to the learning?

Visible and Available (Anchor Chart)

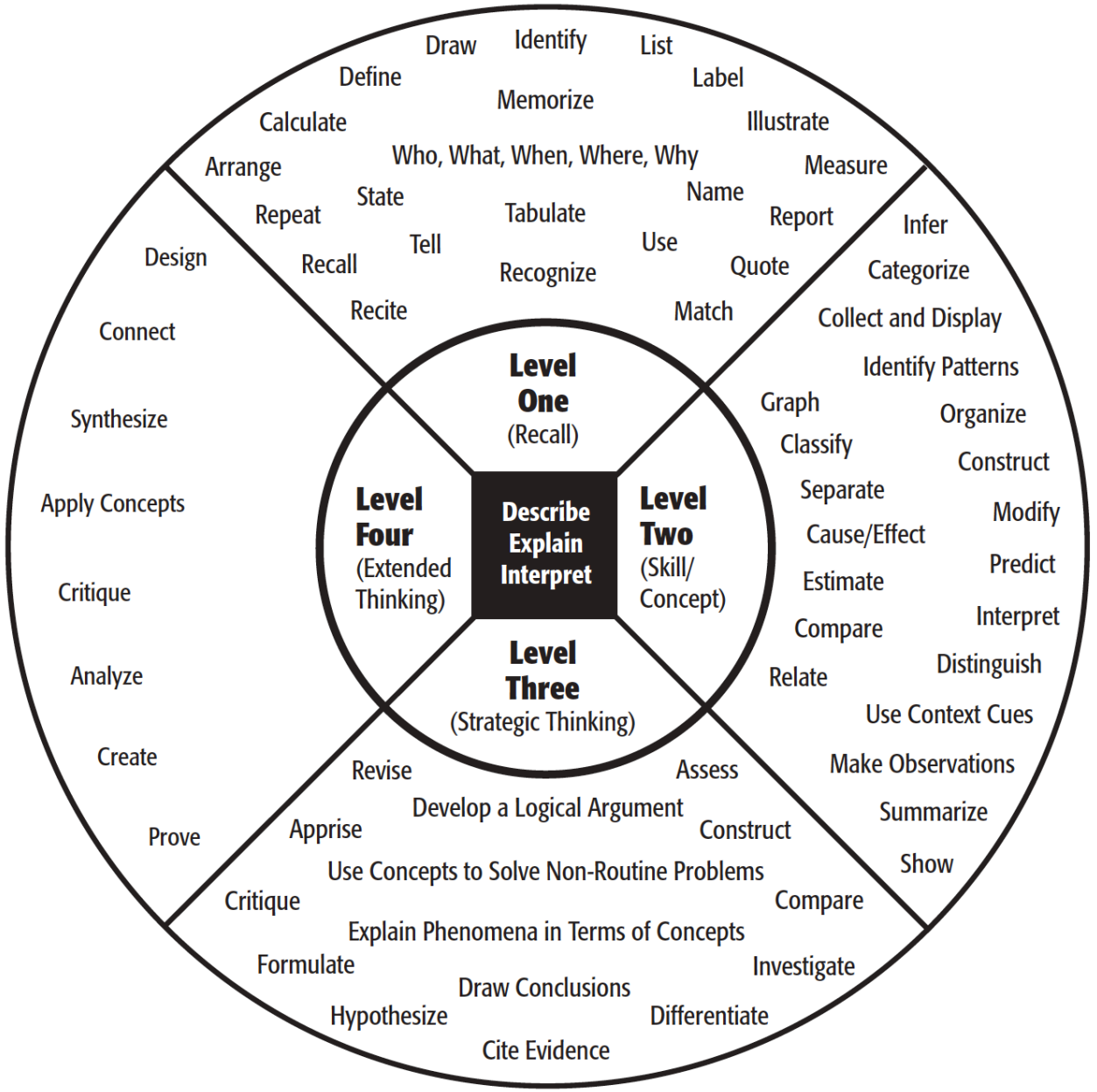
- Do the learners know the targets and are they visible throughout the learning process?
- Are the targets stated in student-friendly terms so learners can clearly understand the expectations?

Measurable and Extendable (CFA Protocol)

- Are the targets measurable?
- Have we agreed on what proficiency will look like?
- Are the targets able to be monitored over time, allowing students the ability to self-assess, and track their progress in meaningful and productive ways?

Cassandra Erkens, 2015
SolutionTree Blog

Depth of Knowledge (DOK) Levels



Knowledge Targets

Verbs: explain, understand, describe, identify, tell, name, list, define, label, match, choose, recall, recognize.

Student Friendly Learning Target Examples:

I can **identify** special quadrilaterals
I can **label** parts of a cell.
I can use correct punctuation in a sentence.

Reasoning Targets

Verbs: analyze, compare-contrast, synthesize, classify, evaluate

Student Friendly Learning Target Examples:

I can compare forms of government.
I can analyze health evaluate.
I can evaluate…

Performance Skill Target

Verbs: observe, focus attention, listen, perform, do, question, work, read, speak, assemble, operate, use, measure, model, explore

Student Friendly Learning Target Examples:

I can measure the length of an object.
I can introduce myself in Spanish.
I can use a scalpel to dissect a frog.

Product Targets

Verbs: design, produce, create, develop, make, write, draw, represent, display, model, construct

Student Friendly Learning Target Examples:

I can create a model of the solar system.
I can write a research report.
I can create a personal fitness plan.

This is an example

Essential Standard

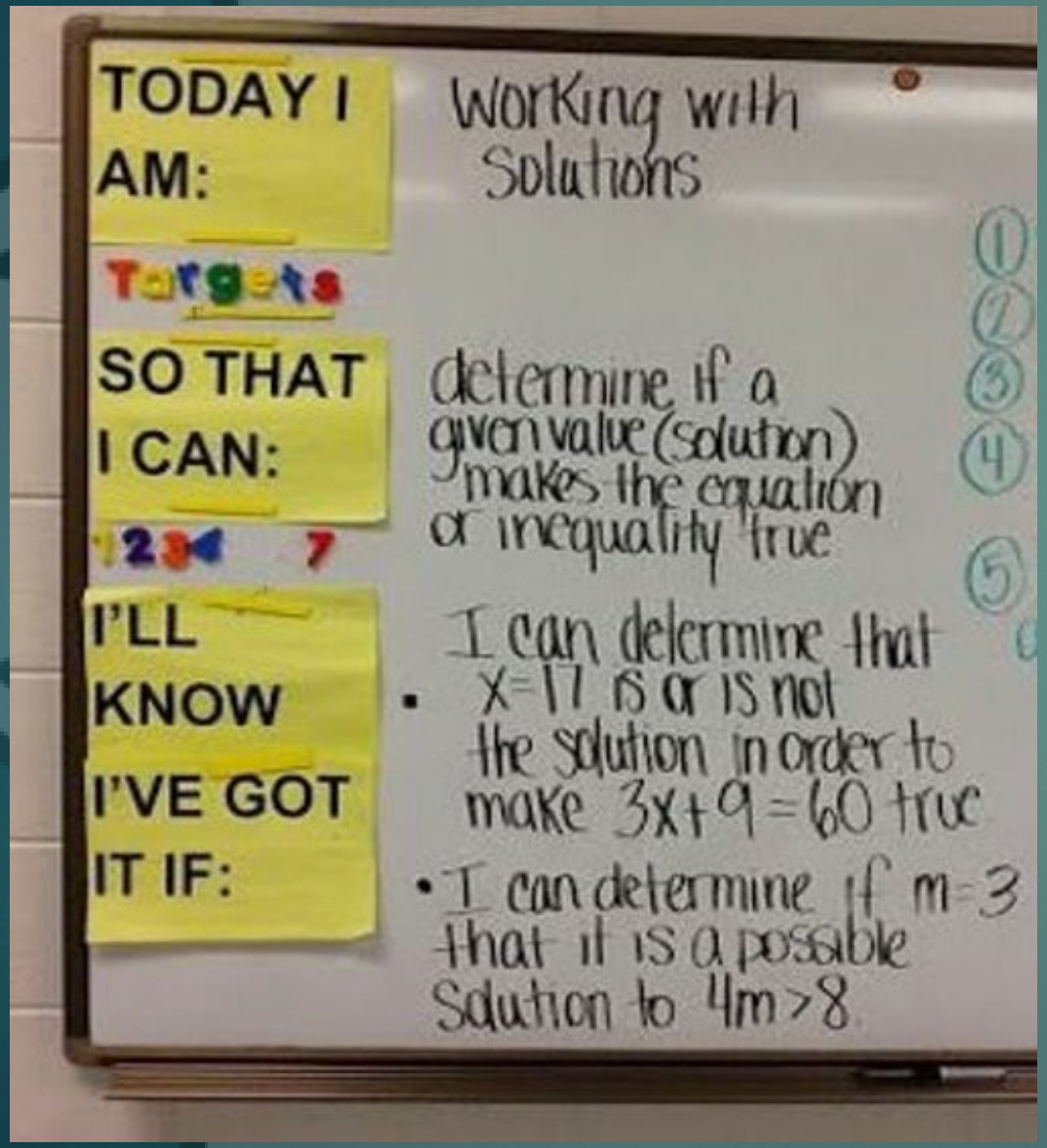
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Learning Targets

- ☐ I can explain what the text says explicitly
- ☐ I can find what details are relevant
- ☐ I can provide evidence from the text to support my inference

THE VALUE OF CLARITY

Having clear expectations for all leads to an increased awareness of clear communication between teacher and learners. (Corwin Connect 2019)



What I'm learning?

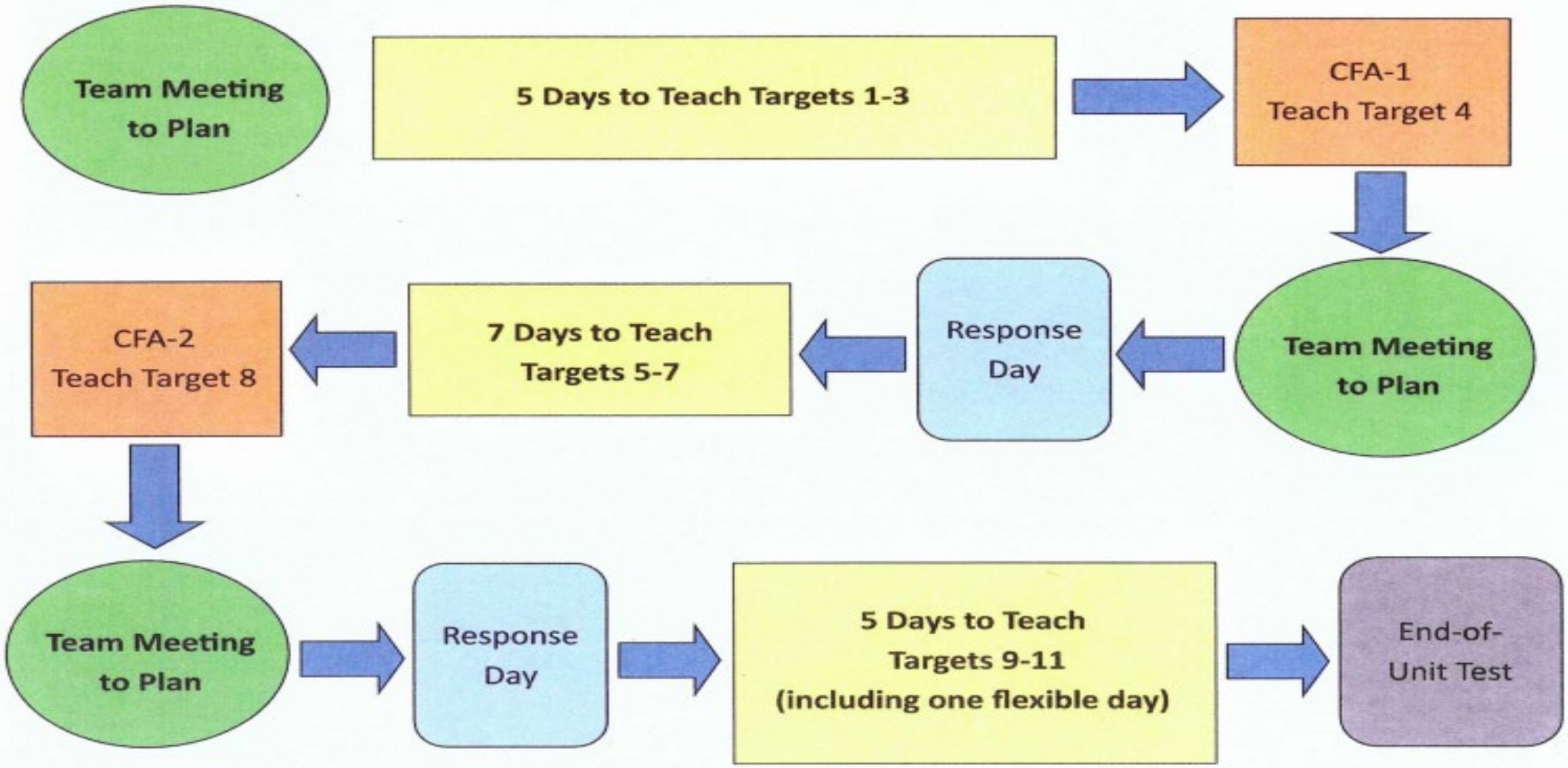
Why am I learning it?

How will I know when I have learned it?

LEARNING TARGETS SHOULD...

- Be posted **daily** for students to see
- Be discussed with students at the **beginning** of the lesson
- Be reviewed with students at the **end** of the lesson
- How do you know students reached the target? (formative assessment)

Developing a Unit Plan to Include Common Formative Assessments



Creating Effective CFAs

Target to be Assessed	Assessment Method			
	Selected Response	Constructed Written Response	Performance Assessment	Personal Communication
	• Multiple Choice • True/False • Matching • Fill in the Blank	• Short Answer • Extended Written Response	• Performance Task • Performance Criteria	• Questions during Instruction • Interviews & Conferences • Participation • Oral Exams • Student Journals & Logs
Content Knowledge	Good Match	Good Match	Not a Good Match	Partial Match
Reasoning and Problem Solving	Partial Match	Good Match	Good Match	Good Match
Performance Skills	Not a Good Match	Not a Good Match	Good Match	Partial Match
Products	Not a Good Match	Partial Match	Good Match	Not a Good Match

General Guidelines for All Formats

Unwrap and unpack	Create	Remember	Provide
Unwrap and unpack standards into learning targets and write questions around the most important targets	Create an assessment planning chart to ensure adequate cognitive demand and number of questions asked per target.	Remember the goal is to know whether students know the material, not whether they can use good test-taking strategies to guess the right answer.	Provide a sufficient number of items to know whether a student learned, but not so many that the assessment takes too long.

Multiple-Choice Guidelines

- 1. Make sure that each item assesses only one target.
- 2. State the whole question in item stem.
- 3. Put the answer choices in an order that makes sense, such as largest to smallest or alphabetical.
- 4. Be sure there is only one correct or best answer unless directions say otherwise.
- 5. Keep response options brief and parallel in:
  - Length
  - Grammatical construction
- 6. Limit use of all or none of the above.
- 7. Use always and never with caution.
- 8. Vary the number of responses; don't add answers just to make them even.

True-False, Matching, and Completion or Fill-In Guidelines

- 1. True or false items:
  - a. Make them entirely true or entirely false as stated.
  - b. Avoid negatives, which make questions ambiguous.
  - c. Make sure there is only one target per question.
- 2. Matching items:
  - a. Provide clear directions for the match to be made. Indicate if a response can be used more than once or if an item has more than one match.
  - b. Include no more than ten items.
  - c. Put the responses on the left and the trigger items on the right.
  - d. Include only homogeneous items. Do not mix dates, events, and names in a single exercise.
  - e. Provide more responses than trigger items.

True-False, Matching, and Completion or Fill-In Guidelines

- 3. Completion or fill-in items:
  - a. Ask a question.
  - b. Provide one blank per item.
  - c. Do not make length a clue.
  - d. Put blank toward the end.

Constructed Response Guidelines

- 1. Creating questions:
  - a. Make the context and the expectations clear to the student.
  - b. Don't provide options that allow students to choose areas in which they feel most competent. (You want to know what they really know!)
- 2. Scoring:
  - a. Establish scoring criteria in advance.
  - b. Set a policy about nonachievement factors, such as writing skills.
  - c. Score collaboratively, if possible.
  - d. Score all responses to one exercise at a time. (It's faster!)

Formatting and Arranging Assessment Items

Be	List	Avoid
Be consistent in the presentation of an item type.	List the learning target being assessed.	Avoid crowding too many questions onto one page

Writing Directions

- 1. Write clear, explicit directions for each item type.
- 2. Indicate how the answer should be expressed. (For example, should true or false be written, or T or F? Should numbers be rounded to the nearest tenth? Should students include units such as months, meters, or grams in the answer?)

Producing the Assessment

- 1. Type the assessment and make sure copies are readable.
- 2. Proof carefully and double-check the answer key.
- 3. Ask a colleague to review or take important tests

Multiple Choice: Writing Good Question Stems:

- The stem should include a complete thought or question.
- Do not use negatives as they may confuse students who actually know the information.
- Don’t give away the answer in the stem.
- If you use most likely or best, make sure to emphasize the words.

Multiple Choice: Writing Good "Distractors:

- Each answer should be reasonable.
- Use parallel grammar and similar length.
- Don't overuse "all of the above" and "none of the above."
- Use a logical order for the answers.
- Make sure the correct answer is the ONLY correct answer.

Matching Items

- Provide clear directions.
- Use a maximum of 10 items.
- Keep the list homogeneous.
- Place longer responses on the left with shorter answers on the right.
- Use an uneven number of items.
- Keep the list in a logical order.

True-False Items

- Make sure there is only one target per item and that the item is either entirely true or entirely false.
- Don't use ALWAYS or NEVER.
- Avoid negatives as they can create ambiguity for some students.

Filling in a CFA Protocol

STEP ONE: CFA PROTOCOL FORM SECTIONS 1 & 2 ONLY

This is Step One

BARTOW COUNTY SCHOOL SYSTEM
empowering our children to succeed

Common Formative Assessment Protocol

Section 1 – Prior to Giving the Common Formative Assessment

Collaborative Team:	5th Grade Math
Date:	2/26/19
Essential Standard Assessed:	MGSE.5.OA.1 – Use parenthesis, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
Days Until CFA:	7 Days

Learning Targets

(from Essential Standard above and determined by collaborative team)

Learning Target 1:	Determine how parenthesis and brackets affect expressions
Learning Target 2:	Use parenthesis and brackets to group an expression within a multistep expression
Learning Target 3:	Evaluate expressions with parenthesis and brackets

Assessment of Learning Targets

(assessment methods determined by collaborative team)

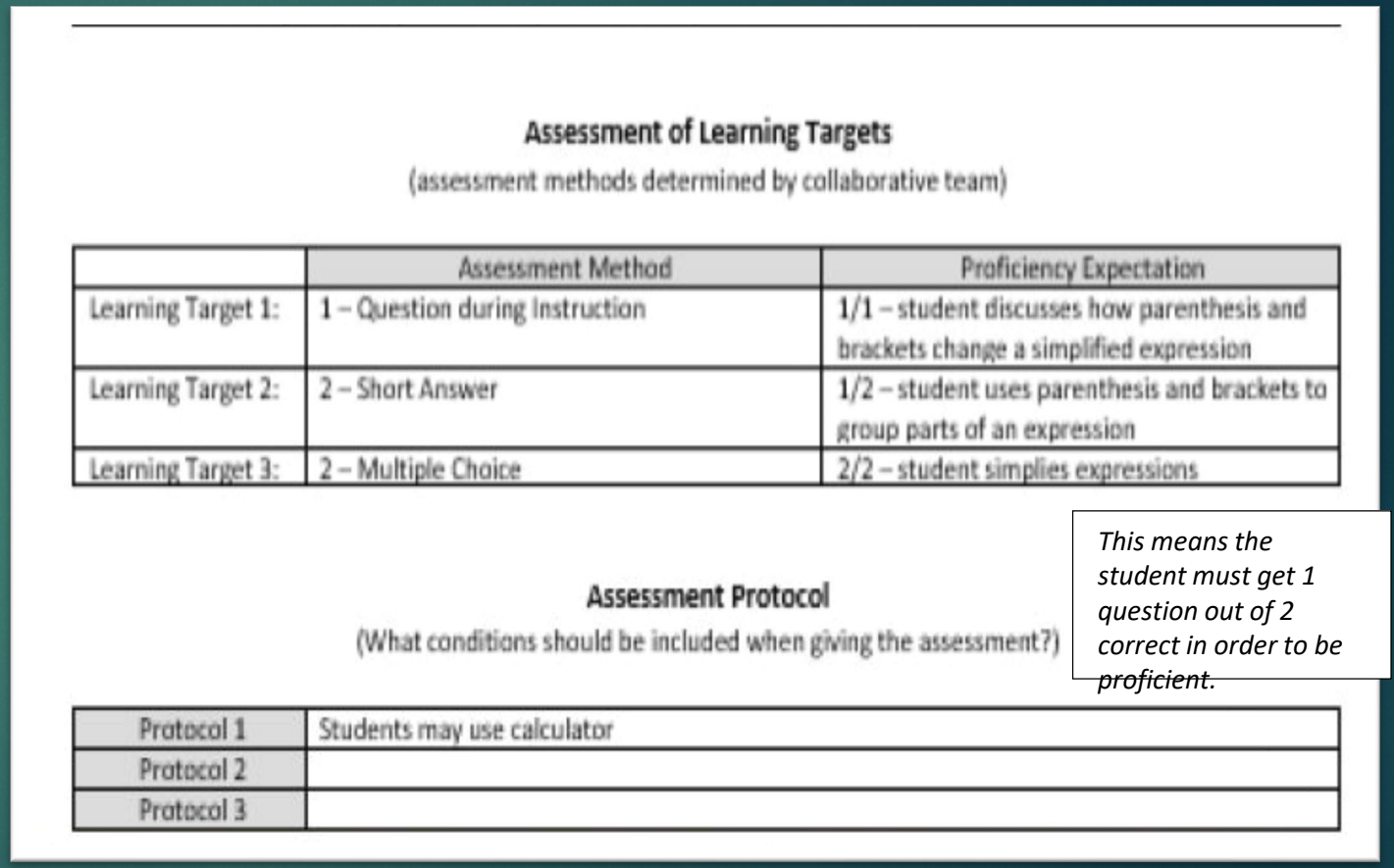
	ment Method	oficiency Expectation
Learning Target 1:	1 – Qu uction	iscusses how parenthesis and a simplified expression
Learning Target 2:	2 – Sho	ses parenthesis and brackets to rts of an expression
Learning Target 3:	2 – Multiple Choice	– student simplies expressions

(W be included whe ent?)

Protocol 1	Students use calculator
Protocol 2	
Protocol 3	

STEP TWO: ASSESSMENT OF LEARNING TARGETS

The **Assessment Protocol** are conditions that are given to ALL students. You may not use this section, so it is okay to leave it blank.
*****This does not pertain to IEP accommodations.***



Assessment of Learning Targets

(assessment methods determined by collaborative team)

	Assessment Method	Proficiency Expectation
Learning Target 1:	1 – Question during Instruction	1/1 – student discusses how parenthesis and brackets change a simplified expression
Learning Target 2:	2 – Short Answer	1/2 – student uses parenthesis and brackets to group parts of an expression
Learning Target 3:	2 – Multiple Choice	2/2 – student simplies expressions

This means the student must get 1 question out of 2 correct in order to be proficient.

Assessment Protocol

(What conditions should be included when giving the assessment?)

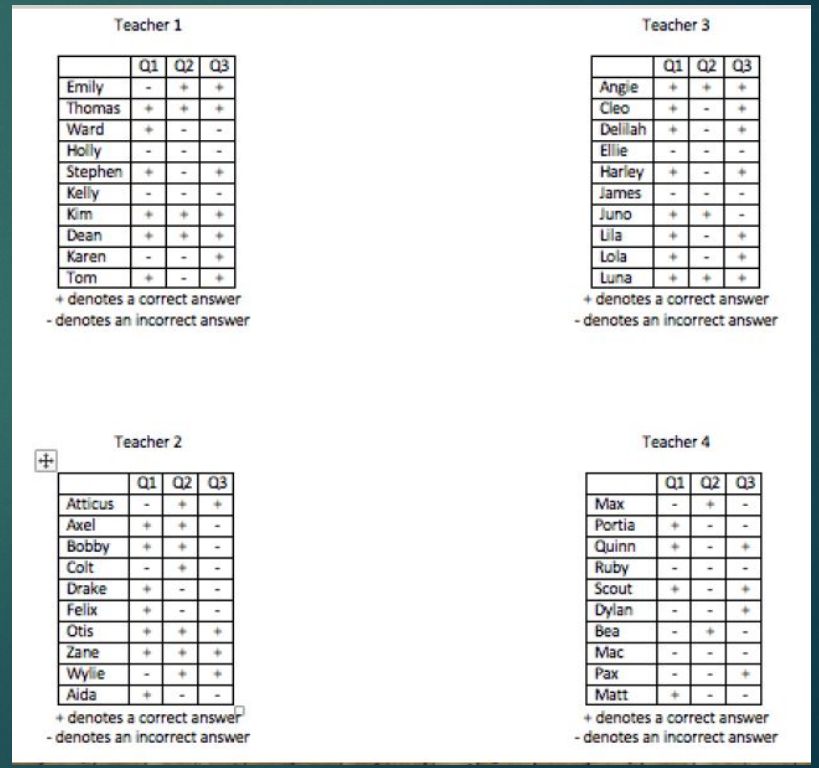
Protocol 1	Students may use calculator
Protocol 2	
Protocol 3	

STEP THREE: TEACH, ASSESS

- TEACH for the time determined by the team before administering the first CFA
- ADMINISTER your CFAs
  - Remember same time, same day in order for data to be consistent
- CHECK your CFAs
  - REMEMBER these grades DO NOT go in your grade book
  - You can check these independently or together – it will really be based on your type of questions.
- ANALYZE your CFA data
  - Your team can decide how you want to do this. Below is the example format we used during training. You do not have to use this set-up BUT have some form of data collection so that you can refer back to it later if needed.

NOTE: You will need to be sure and administer some type of ongoing benchmark/master checks throughout the year to monitor those students that are proficient/above proficient on CFAs.

Data collection example. If you teach ONE subject, you could label your classes as blocks.



Teacher 1

	Q1	Q2	Q3
Emily	-	+	+
Thomas	+	+	+
Ward	+	-	-
Holly	-	-	-
Stephen	+	-	+
Kelly	-	-	-
Kim	+	+	+
Dean	+	+	+
Karen	-	-	+
Tom	+	-	+

+ denotes a correct answer
- denotes an incorrect answer

Teacher 3

	Q1	Q2	Q3
Angie	+	+	+
Cleo	+	-	+
Delilah	+	-	+
Ellie	-	-	-
Harley	+	-	+
James	-	-	-
Juno	+	+	-
Lila	+	-	+
Lola	+	-	+
Luna	+	+	+

+ denotes a correct answer
- denotes an incorrect answer

Teacher 2

	Q1	Q2	Q3
Atticus	-	+	+
Axel	+	+	-
Bobby	+	+	-
Colt	-	+	-
Drake	+	-	-
Felix	+	-	-
Otis	+	+	+
Zane	+	+	+
Wylie	-	+	+
Aida	+	-	-

+ denotes a correct answer
- denotes an incorrect answer

Teacher 4

	Q1	Q2	Q3
Max	-	+	-
Portia	+	-	-
Quinn	+	-	+
Ruby	-	-	-
Scout	+	-	+
Dylan	-	-	+
Bea	-	+	-
Mac	-	-	-
Pax	-	-	+
Matt	+	-	-

+ denotes a correct answer
- denotes an incorrect answer

STEP FOUR: COMPLETE SECTION 2 OF FORM -DATA COLLECTION

**You need to refer back to your ESSENTIAL STANDARD UNIT PLAN for the proficiency expectations.

**You may not complete this form in one setting. It will be based on what LEARNING TARGETS your CFA covered.

Section 2 – After Giving the Common Formative Assessment

Data Collection

(How did students perform on the CFA?)

Learning Target 1

	Number of Students Below Proficiency	Number of Students at Proficiency	Number of Students Above Proficiency
Teacher 1	17	5	1
Teacher 2	8	11	3
Teacher 3	10	5	5
Teacher 4	6	14	3
Teacher 5			

Learning Target 2

	Number of Students Below Proficiency	Number of Students at Proficiency	Number of Students Above Proficiency
Teacher 1	6	11	6
Teacher 2	7	8	7
Teacher 3	9	7	4
Teacher 4	8	2	13
Teacher 5			

Learning Target 3

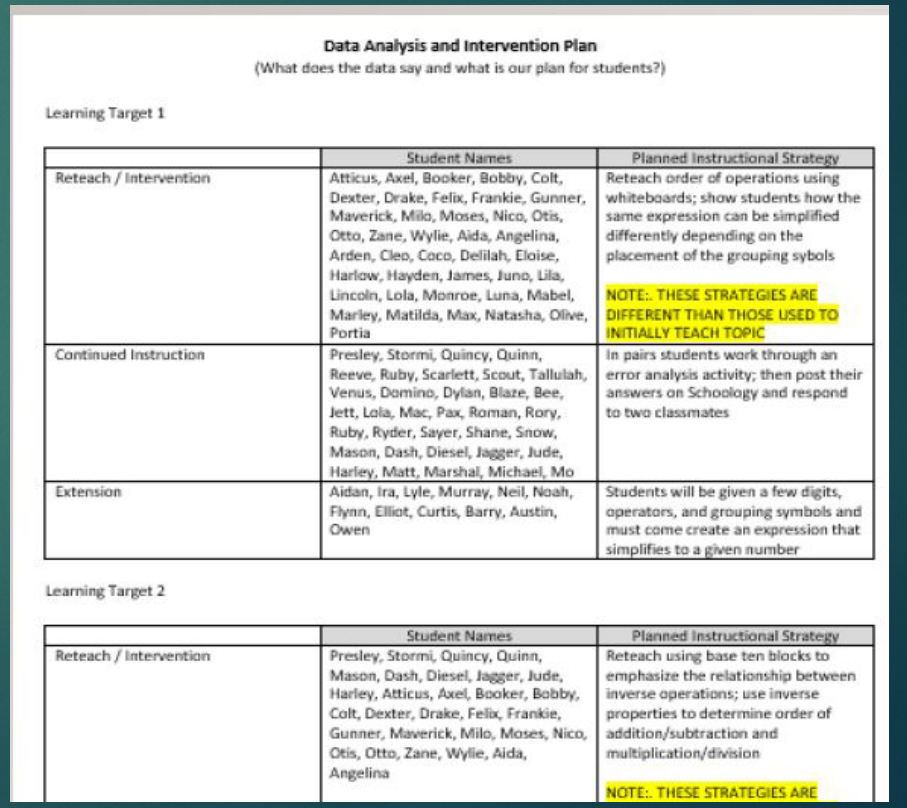
	Number of Students Below Proficiency	Number of Students at Proficiency	Number of Students Above Proficiency
Teacher 1	3	3	17
Teacher 2	6	4	12
Teacher 3	4	5	11
Teacher 4	3	5	15
Teacher 5			

STEP FIVE: ANALYZE DATA COLLECTION AND COMPLETE INTERVENTION/EXTENSION PLAN

THINGS TO REMEMBER:

- The teacher with the highest percentage of students meeting or above in proficiency should work with those intervention groups.
- Strategies that are planned for interventions will need to be ADJUSTED so that students are receiving a different strategy in the reaching cycle.
- Some students may not have mastered proficiency the first time so they will need an alternative way of learning this skill.
- You may not complete this form in one setting. It will be based on what LEARNING TARGETS your CFA covered.

Once your team decides on the RETEACHING PLAN, be sure to note this in your weekly lesson plans. This is for both intervention and extensions based on your data.



Data Analysis and Intervention Plan

(What does the data say and what is our plan for students?)

Learning Target 1

	Student Names	Planned Instructional Strategy
Reteach / Intervention	Atticus, Axel, Booker, Bobby, Colt, Dexter, Drake, Felix, Frankie, Gunner, Maverick, Milo, Moses, Nico, Otis, Otto, Zane, Wylie, Aida, Angelina, Arden, Cleo, Coco, Delilah, Eloise, Harlow, Hayden, James, Juno, Lila, Lincoln, Lola, Monroe, Luna, Mabel, Marley, Matilda, Max, Natasha, Olive, Portia	Reteach order of operations using whiteboards; show students how the same expression can be simplified differently depending on the placement of the grouping sybols NOTE:. THESE STRATEGIES ARE DIFFERENT THAN THOSE USED TO INITIALLY TEACH TOPIC
Continued Instruction	Presley, Stormi, Quincy, Quinn, Reeve, Ruby, Scarlett, Scout, Tallulah, Venus, Domino, Dylan, Blaze, Bee, Jett, Lola, Mac, Pax, Roman, Rory, Ruby, Ryder, Sayer, Shane, Snow, Mason, Dash, Diesel, Jagger, Jude, Harley, Matt, Marshal, Michael, Mo	In pairs students work through an error analysis activity; then post their answers on Schoology and respond to two classmates
Extension	Aidan, Ira, Lyle, Murray, Neil, Noah, Flynn, Elliot, Curtis, Barry, Austin, Owen	Students will be given a few digits, operators, and grouping symbols and must come create an expression that simplifies to a given number

Learning Target 2

	Student Names	Planned Instructional Strategy
Reteach / Intervention	Presley, Stormi, Quincy, Quinn, Mason, Dash, Diesel, Jagger, Jude, Harley, Atticus, Axel, Booker, Bobby, Colt, Dexter, Drake, Felix, Frankie, Gunner, Maverick, Milo, Moses, Nico, Otis, Otto, Zane, Wylie, Aida, Angelina	Reteach using base ten blocks to emphasize the relationship between inverse operations; use inverse properties to determine order of addition/subtraction and multiplication/division NOTE:. THESE STRATEGIES ARE

Sample CFA Protocol

Protocol Recap

- Page 1 to be completed prior to beginning a unit.
- Page 2 to be completed by individual teachers after giving the CFA, but before the next collaborative meeting.
- Pages 3 and 4 to be completed as a collaborative team.