Southwestern Union Leadership Conference

Leading Learning Leadership Institute

Follow up Session

September 24, 2020

4:30-6:00 p.m.



Kay Psencik, Ed.D. PCC

Learning Forward

Outcomes for our 4 sessions together:

Principals, school leaders, and those who support them strengthen their leadership skills in leading learning by systematically using the cycle of continuous improvement to increase educator effectiveness and student success.

Preparation for Session 1: September 24, 2020

- Review all notes from the summer institute.
- Recommit to your problem of practice.
- Consider how you currently use data to determine professional learning needs of staff.

Developing Common Definitions of Terms:

1. ***Professional Learning:*** Professional learning is daily embedded work that shifts the practices of educators in ways that positively impacts student learning. (Link to ESSA definition of professional learning.)

2. The ***Cycle for Continuous Improvement*** is a short term (2 or 6 week cycle) 5 step approach to using data to determine adult and student goals, to designing the learning for both, to implementing the new approaches to learning, to monitoring progress, to analyzing data.

3. ***Problem of Practice :*** A problem of practice is a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

4. ***Communities of practice*** are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. They are learning communities focused on achieving goals for students by learning new approaches and applying them effectively. An authentic learning community uses the Standards for Professional Learning and the Cycle of Continuous improvement to intentionally accelerate their own learning and the learning of students they serve. Through their working together they develop collective responsibility and community accountability.
5. ***Goal:*** A goal is an expected, measurable outcome for a specific short period of time. What do you want to accomplish in the next 3 weeks? *EX: By the end of this next 3 weeks, students will move from 64 % to 70 % in the core learning*

standard 3.1 mathematical reasoning and problem solving as measured by a group problem solving assessment strategy.

September 24, 2020



Agenda:

Outcome:deepen our practices around data analysis and goal setting

4:30-4:45	Welcome and Devotion
4:45-5:00	An overview of the cycle
5:00-5:45	Diving into Data
5:45-6:00	Commitment to action and follow up

4:45-5:00 Becoming a Learning Team Cycle of Continuous Improvement:



5:00-5:45: Stage 1: Analyze data and Stage 2: Setting goals

Examine student and educator learning challenges:

- Identify and collect essential data
- Organize and display data for analysis
- Examine data for trends, issues, and opportunities
- Summarize the data

The analysis of student performance data based on student work every 2 or 3 weeks on targeted, essential standards determines instructional plans for and grouping of students and learning goals for adults. It also determines a design for professional learning.

Determining adult goals based on gaps in student performance

- Where do we consistently see gaps in student performance standard by standard?
- What do you think are contributing factors that we control?
- What do we know to do that we do not do consistently?
- What do we need to learn? (ADULT LEARNING GOAL)

Activity # 1: How do we establish clear analysis of student performance standard by standard:

Assumptions:

- Everyone knows (including students) how well everyone is doing.
- Data analysis is the first stage of the cycle. We must know where all students are standard by standard.
- The cycle is a short 4 to 5 weeks and teachers use multiple performance assessment strategies formal and formal to make judgments about where students are and what they need to do well to progress.





http://qualitycommunityschools.weebly.com/data-walls.html

Data walls:

Sample 1: most often used

Teacher learning tool: 5/8 cards—larger if you want to include notes: I watched a middle school math team place all their students on a wall in about 15 minutes. Each teacher placed their own before the conversations about each student started. Once all were placed, they discussed students who were borderline to see if they were accurately placed. They then discussed their most struggling students. They then determined grouping for the next unit. They only had 45 minutes, but they did all of that during that time. You could tell it was not their first time.

Student cards are color coded with color dots which can be covered with new dots as they progress.

Teachers decide the categories:

Emerging? (red) Meets the standard? (blue) Proficient (Green) Excelling (purple)

Front:	Back:
Student: **State test score** **NWEA scores:** **Unit test scores:**	**Standards to be learned in the unit:** **Standard 1: Performance?** **Standards 2: Performance** **Evidence? Sample of student's work**
Teacher notes: **Student met the standard:** **Student does not understand ? ??** **Next steps with this student are:**	

Data Wall: As students move through the project, their "card status" moves up the ladder.

Stage 2: Set specific goals for all students in the class: (SMART goals?)

Once the data walls are clear and specific to standards, teaching teams have an amazing opportunity to discuss what they are observing, 3 weeks by 3 weeks, unit by unit, standard by standard.

Example:

Data analysis: We have examined samplings of student work and concluded that

- 75 % of our students are having difficulty establishing a thesis or point of view and supporting it with details from reliable sources.

Our goal is that

- All students establish an inquiry question they wish to explore that requires them to use examining primary documents and researching the latest studies related to the spread of COVID 19.
- They work with a team to produce a position paper that shares their research and establishes a point of view support through their learning.
- They share their work orally with other classmates in other classes and are prepared to defend their work.

Smart goal 1:	**Smart Goal 2:**	**Smart goal 3:**
Accelerating **(5/8 cards)** **Student A:** **Has completed research on her inquiry question and has at least 5 sources that she has veted as reliable.** **Meeting expectation:** **Student B, F, and J:** **Emerging**		

The key to a data wall is that teaching teams have a clear view of where students are, student by student and make instructional decisions based on what they are learning.

Stage 2: adult learning goals:

The real question becomes: Where are we strong and where do we need to learn?

SMART GOAL: by the end of the next 3 weeks we will develop skill in using effective strategies for helping students develop an authentic, driving inquiry question and setting up their research strategies.

Activities:

1. We will explore the best instructional approaches to assisting students in establishing research questions they care about?
2. Will will commit to using those strategies to assist students in their work.
3. We will host one on one conferences with students to make sure their work is meaningful to them.
4. We will chart their progress in their research and guide them to primary documents that will get them started on their research.
5. We will use a critical friends group to examine the work students are doing and to give each other ideas on how to increase our effectiveness.

Stage 2: student goal setting:

Simple Goal Setting Worksheet

The basics of setting and completing your goals

Name _____ Goal Start Date _____

My Goal is: _____

_____

_____

_____

Goal Completion Date_____ Two things that will help me reach my goal

Steps to Reaching my goal:

1. _____ 1. _____

_____

_____

_____

2._____ _____

_____ _____

_____ 2. _____

3._____ _____

_____ _____

_____ _____

4._____ _____

_____ _____

_____ _____

I will know I have reached my goal because: _____

_____

_____

DevelopGoodHabits.com

Other resources:

- **Professional learning Protocol for principals to discuss data with staff:**

Data conversation with staff:

Outcome of the session (which occurs with the beginning of each unit): By the end of our conversation today, where do we want to be? What do we need to accomplish?

Principal questions	**Response**	**New question? Notes?**
What are the critical standards that you are working with students to ensure their success? Learning? (Don't accept numbers! Expect them to discuss them?)		
What do these standards look like when students are doing them well? What is the level of complexity or rigor expected?		
What common assessments are we using to determine student progress? How have we used release tests to design our ongoing assessments?		

How do your data reflect individual student growth on the standards? Talk to me about your 5 highest achievers? Talk to me about your 5 most challenged students?		
How is your data wall assisting you in hosting team conversations about student progress and how your instructional design is focused on and meeting their needs?		
As co teachers, how have you each planned to meet the needs of students who are falling behind or failing to meet the expected level of rigor? How are we accelerating those who are doing well?		
What conversations are you having with students about their progress? What goals are they setting for themselves?		

What are you learning about yourself as a teacher? About your students? About teaching and learning? What do you need to learn?		
What are your next steps? As a team? As an individual?		

Learning Design: Examining Curriculum Materials in light of Standards students are to master

	Principal questions to address teams of teachers analyzing curriculum materials	Goals	Timeframe [*Dates when you will complete actions]*
Review			
Facilitate teams of teachers to scan entire unit and/or instructional materials, paying careful attention to the appropriate standards, objectives, assessments, lessons related to our student and educator learning goals.	**In what ways does the learning provided in the units of study help students to see/understand how to meet the targeted learning goal(s)?** **What assessments are you all using that is giving us valid evidence of student learning for the targeted learning standard(s)?** **How do the assessments appear to align with the objects/standards? How will we know from these assessments what students know and do not know?** **What information do we need from our assessments to determine our instructional plans to best meet the students' needs?** **What modifications do we need to make in them to get that information?**		

Dig deep into the unit, lessons, and assessments with colleagues.	**How do the strategies for learning provided in the lessons help students to see/understand how to meet the targeted learning standards(s)?** **How do we extend/deepen our instructional strategies to raise the achievement level of all students?** **How many lessons in this unit will be essential for all our student to develop deep understanding and skill?** **What instructional strategies, student work, assignments are the most promising for moving all our students to mastery?** **What are potential student challenges and ways to address them?** **How will we scaffold the learning for students who are behind?** **What do we need to learn to deepen our instructional "bench?" (A Texas term!!!)**		

Prioritize specific areas for further study.	**Which elements of the lessons require additional learning and support for students if we are going to achieve our goals?** **What prerequisite skills are needed to engage in the learning of the unit, by those students who do not have those skills?** **What deep practice do we need? How long do we need to stay focused for students to develop proficiency?** **What enrichment adaptations can support deeper learning?**		
Study			
Access expertise.	**Who has expertise in the areas we've identified, within or beyond our team? What other sources of expertise can we tap?** **What learning designs are appropriate for us as we are learning new strategies for teaching?** **How will we go about our own learning?** **What evidence will we accept we are really using what we are learning with fidelity?**		

Reflect on new knowledge.	**Did our learning challenge our understandings or assumptions?** **How did our attitudes, assumptions, and aspirations shift as a result?** **What new knowledge, skills, and behaviors do we have as a result of our learning?**		
Assess new understanding.	**Do we feel prepared to implement new learning?**		
Practice			
Determine where new learning will be applied within unit and lessons and to support enrichment and remediation.	**What will our new learning look like when we teach the unit or lesson with the new knowledge and practices we've gained?** **For those students who do not have prerequisite skills, how can scaffolds and supports help students master the targeted learning goal(s)?** **For students who come into the unit already with mastery of the targeted learning goal(s), what enrichment adaptations can support deeper learning?** **Are these options available within the instructional materials or do we need to supplement?** **How will our shifts in beliefs and aspirations be evident?**		

Rehearse modified lessons.	**Which content or lesson segments would we benefit from rehearsing? What do we learn as we practice? How well do our lessons appear to work?**		
Refine lessons as necessary before implementation.	**What changes in our lessons seem necessary? What improvements will we make? To what degree did the small group of students in the rehearsed lesson demonstrate evidence of learning of the targeted learning goal?**		

Learning Design 2: Analyzing Student Work

Purpose: To analyze the work of students to determine causal factors, celebrate successes, modify curriculum maps, assessments, unit designs, and lesson plans, and to identify professional learning needs.

Process:

1. Before any student work is graded, the team determines that they wish to examine the actual work of students to better understand the progress students are making in developing proficiency in the standards and concepts.

2. They seek a facilitator, a fellow teacher in the school trained in facilitating protocols for analyzing student work or their coach, and they host an organizational meeting.

3. The facilitator establishes the timeline, outcome, and agenda for the first session. The teacher discusses how their instructional efforts have been working in their classroom and their successes and challenges. They record the data.

4. The team spends significant time determining a strong, open-ended, genuine research question to guide their analysis. EX: *They ask, are students becoming more proficient users of precise descriptive vocabulary since our last assessment of their learning? In what ways are students*

organizing their ideas and using logic, reasoning, and reliable sources in their persuasive speeches?

5. Once the team is satisfied with its research question, the facilitator turns to the question of how the team will conduct the study. *Will we choose random samples of student work? Will we consider only each teacher's best three examples?* The team debates the best process for answering the research question(s).

6. Once the process for gathering data is determined, the facilitator assists the team in establishing a timeline for completion of individual work.

7. The team determines how they will record their data when they are conducting their individual work.

8. The facilitator guides the team to develop a hypothesis: *Ex: What do you think we will learn from the work? I really think we will find that students are very persuasive, but may not be using deductive and inductive reasoning. I also think they have difficulty distinguishing reliable, credible sources to make their point.*

9. The team conducts their study of the student work as designed. If documents are particularly long or teams must view videotapes, the analysis may take extended time.

10. Once the team members have all completed their individual analysis of students' work and gathered their data according to the agreed-upon process, the facilitator guides the team to generate comments about both the strengths and the weaknesses that they discovered through their critical analysis.

EX: I certainly found in my research that more and more students (75% of those that I examined) were using very reliable, credible sources, but what surprised me is that they did not always cite a source. Seems like they are not sure when they should do so.

11. The facilitator captures the team's findings on chart paper or projects the chart on a screen.

Findings	*Examples*
Seventy five percent of the student work I examined used very precise vocabulary and figurative language appropriately. The majority of these students use vocabulary we have been working hard	*Paper A: diligently, explicitly, "as cold as the frozen river," putrid, tepid.* *Paper B:*

on to ensure that they have precise oral and written fluency.	

12. Once everyone is confident they have sufficient data to actually analyze and summarize their findings, they begin to look at contributing factors. First they identify common threads in their findings and list those with their examples. Then they ask the question, "*What about our curriculum map, our assessments, and our instructional plans contributed to these outcomes?"*

Summary of Findings	
Strengths	*Weaknesses*
Possible causal factors	*Possible causal factors*

13. The team identifies its celebrations and challenges, possible remedies and possible things they need to learn more about.

Summary of Findings and Next Steps	
Celebrations	*Challenges*

Remedies? (Things we know how to do, but need to do differently or with greater intensity)	*Learnings? (Things we need to learn more about—We have tried and tried to solve these challenges and we need new approaches!)*

14. Once the team has established next steps, they develop an action plan to ensure it happens and commit to follow through.

5:45-6:00 Reflections/Closure/Next Steps