Southwestern Union Leadership Conference

Leading the Leadership Institute

Extended Support February 11, 2021

4:30-5:30 p.m.



Outcomes

- ***Extend our work to develop and use powerful learning designs***

Agenda

4:30-4:35 ***Welcome and review of our purpose together***

4:35-4:50 ***Share shifts in practices among school leaders about the use of learning designs since last we met.***

4:50-5:10 ***deeper work around designing adult learning***

5:10-5:25 ***Reflecting on different approaches to adult learning***

5:25-5:30 ***Reflecting on the session and committing to new practices***

A Review: The Power of the Cycle

The Cycle of Continuous Improvement (4 weeks) Create your own template and document:

The steps	***The actions***	***Effective questions (add your own questions)***	***Notes***
Step 1: Data analysis (2 sessions) *Analyzes student and staff performance data to establish student and adult learning goals (4 to 6 weeks)*	*The analysis of student performance data on targeted, essential standards determines the adult learning goals for a short period of time.*	*To what degree are students making progress toward mastery of the selected standards we are targeting this month?* *What evidence do you have to justify your analysis of their progress?* *Where did they not progress as you*	

		expected? What contributed to that? *What are you doing next to move these students to higher levels of achievement?*	
Step 2: Goal setting (within the same 2 sessions) *Staff learning goals drive the rest of the cycle*	*Based on where students are struggling, adult analyze their own work to determine not just what they need to do, but what they need to learn.*	*To what degree did students achieve the goals they set for themselves? We set for them?* *What evidence? Artifacts support your assessment of their growth?* *What about your adult learning goals? What new practiced have you adopted? What new goals do you need to set for yourself?*	
Step 3: Determine a learning plan for adults (1-2 sessions)	*Adults select effective learning designs for themselves and set in motion their use.*	*What essential strategies are you going to use in your next 4 weeks of instruction that will move students to higher levels of growth?* *What new strategies do you need to discover and learn?*	
Step 4: Implementation	*The team engages in their own learning and supports each other in*	*In what ways are you going to learn?*	

Use the learning designs to develop competence in their new practices. (4 to 5 weeks)	*intentional implementation of new strategies.*	*Build new assessments? Redesign a lesson? Participate in Lesson Study? Observe each other teach? Video tape lessons and analyze them?*	
Step 5: Monitoring and Adjusting *The team members maximize their learning time by monitoring implementation in each other's classroom*	*Team members observe each other and engage in an inquiry cycle to determine what adjustments need to be made and they keep practicing until they are at high levels of proficiency.* *Then and only then do they return to step 1 to determine the impact of their new strategy (ies) on student learning.*	*In our observations, I have noticed . . .What have you noticed? What adjustments do we need to make?*	

4:45-4:50 Stage 3 & 4: Designing and implementing effective learning for adults

- ***Type in the chat box at least one thing that you have done to really design the learning for adults that lead them to new practices.***
- ***Place artifacts in the chat box or put a link to them there as well.***
- ***Be ready to share out.***
- ***What impact did your use of purposeful learning designs have on the work of the staff?***

STAGE 3: Designing the learning for students and adults

Stage 3: Designing the Learning

Breakout Activity: In your breakout group

1. **Review these attributes of learning designs:**
   - **They are instructional systems to facilitate adults learning and accomplishing the goals they set for themselves in Stage 2.**
   - **They are designed to produce commitments to new actions essential for students to achieve at high standards.**
   - **They are meant to be used in a system—a cycle of continuous improvement to monitor growth over time.**
2. **Review notes from our last session and your commitments to you and your staff in applying what we are learning together.**
3. **Analyzing your use of different approaches to adult learning (learning designs) and what you discovered with the tools.**
4. **Based on the needs of the students and staff by analyzing the following learning designs.**

New Learning Designs:

Learning Design: Instructional Practice Lab Site Learning Design

Rationale/Purpose:
There are many researched practices that are developed to support instruction. When implemented with intention, they can serve to support instruction and students well. While many of these practices seem simple in process, there are many nuances in the design along with student variables that add to complexity during implementation. Through a lab site design, teachers have the opportunity to see a model of the instructional practice, opportunities to practices with other teachers, and opportunities to implement with students and receive feedback. By using a lab site learning design, teachers will have the necessary tools implement new practice with a high level of craftsmanship and efficacy in their own classroom.

Participants:
- Building Instructional Coaches
- Principals
- Teacher Teams

Description:
Lab site is a modeled practice of one researched based instructional practice. The practice will be learned by a group of teachers, implemented with teams of teachers with peers and students. During the model and implementation, qualitative data is collected and used to refine the instructional practice.

Process:
1. Choose an instructional practice that supports the SMART goal from learning design #1.
2. As a team, study the practice. Learn about the development and how it has been implemented.
3. Watch a model of the instructional practice. A live model with students works best with a master teacher or facilitator. However, a video can work as well.
4. The teacher team watches the model and collects noticing and wonderings about the model.
5. After the model, reflect on the process. Ask questions and discuss learning.
6. Teacher teams practice the model in small groups making changes or refinements from model where needed based upon data and possible student needs.
7. Teacher teams implement instructional practice with student groups. This can be whole class or small group implementation.
8. During each implementation, have one person collect data. Video data is a good resource to allow teachers to review their work. Teachers may also use the lab guide from the model to collect quantitative or qualitative data.
9. Allow the teacher to reflect on the implementation and suggest further refinements for effective implementation.

Resources Needed:
Research on instructional practice, data collection sheets, modeled lesson plan, resources to implement lesson

PLAN OF ACTION:

PROCESS	QUESTIONS TO FACILITATE THINKING	RESPONSES AND NEXT STEPS
PHASE 1 RESEARCH AND LEARNING		
Gather and read research on one instructional practice to support the SMART goal.	How does this instructional practice support student learning? What are the steps to implementing this practice? How does it align with the objectives of the unit of instruction? How might you measure the success of the practice and what data is needed for collection during the model?	
PHASE 2 MODEL OF INSTRUCTIONAL PRACTICE		
Master teacher implements model lesson with students. Teachers collect data on the model lessons.	Who would like to capture student data and teacher data? What data is being collected?	
PHASE 3 REFLECTION OF INSTRUCTIONAL PRACTICE MODEL		
Reflect on data collected during the model lesson.	What observable measure in the protocol supported learning through the new instructional practice? What wondering do you have about the implementation of the instructional practice?	
PHASE 4 PRACTICE OF INSTRUCTIONAL PRACTICE		

Teacher teams practice the language and implementation of	How might the lesson need to be adapted for the students? What language do you need to set up the practice and implement the practice? Practice the lesson with a peer. If using co-teachers or teaching partnerships, decide who will teach which part of the lesson. Where were there hesitations and what needs to be changed?	
PHASE 5 IMPLEMENTATION OF INSTUCTIONAL PRACTICE		
Live with a student group or whole class, implement the instructional practice.	Who will talk with data on the instructional practice? What needs to be captured in the data?	
PHASE 6 REFLECTION OF OWN IMPLEMENTATION		
Reflection on the process and commitment to application	What worked well for the students? What is the non-negotiable for the instructional practice to hold true to the research? What can we commit to in implementing this instructional practice in future lessons?	

LEARNING DESIGN: Writing Reliable, Valid Tests

Purpose: To facilitate teachers and teaching teams in developing and using reliable standards-driven tests that give them information about student progress toward mastery of the standards.

Rationale: This protocol can be used in the design of pre and post unit formal tests (assessments *of* learning). The purpose of all assessment is to inform the teacher, students, and

parents about progress students are making on the standards. Teachers use many informal assessments throughout instruction to differentiate and to personalize educational experiences for students in order to meet the needs of all students.

Process:

Using the coaching cycle, teaching teams carefully follow these steps:

1. Select a unit of study or quarter for an intentional focus for assessment. In analyzing the concepts, standards, and content to be learned, determine what aspect of those elements are best measured by a test. Be sure to review Protocol # 1, and possibly Protocol # 2, Analyzing the Standards.

2. Develop at least four and preferably seven questions clearly aligned to the concept or standard to be tested. Make sure you have developed a sufficient number of items to know whether students master the standard and concept or if they have guessed a right or wrong answer. "*Have we asked sufficient numbers of questions for this standard to know whether or not students know?"* Pay attention to the verbs to check alignment and complexity (Depth of Knowledge).

   NOTE: For mastery or proficiency a student does not have to have all the questions correct. Three out of 4 correct answers or 4 out of 7. Reflects proficiency. For mastery students do not have to have all questions correct.

3. Explore using test items from texts or other materials. These test samples can be most helpful as long as these items are aligned with the concepts and standards to be tested. Caution: Watch out for using test items that test content—not the concept or standards. Asking students the dates of the span of the cultural revolution in China is not testing the concept that corrupt governments exert inhumane power over the lives of its citizens for political gain.

4. Tests give students practice in answering test questions that mirror state or national tests. Mark them on the test as state tested items and make students aware. Note: Always give students longer passages or more difficult test questions than state tests. The Depth of Knowledge chart assists us in ensuring complexity. This strategy helps students' confidence about their performance on the state test because they are well prepared.

   Many states publish and release previously used tests or test specifications on their websites so that teachers have an opportunity to use them to prepare students. Go to any state's department of education website and search for released tests or test specifications. **State test items from states other than yours may or may not be aligned. Analyze them before using them.**

5. Produce a test specification for all tests that are assessments *of* learning.

Rationale: Teachers help students learn by providing them with their own teacher-made test specifications. Teams will discover the strengths and weaknesses of their tests through their own designs and make revisions before the test is ever used. The team designs the test specifications before they ever write a test item to guide their test item bank development.

Be sure that these test specifications are shared with students and parents so that all know how to show mastery.

6. As a team, determine the best strategies for providing choices to students on tests When students have control over how they show what they know, it increases their confidence and security and teachers have much better understanding of what students know and do not know.

    - Allow students to write the test items prior to testing based on the teaching team's test specifications and submit them to the teaching team to place on the test as a form of assessment *for* learning. You will have significantly better knowledge about what students know.

    - Give students space and expect them to reflect on their answer. With multiple choice or fill -n-the-blank questions, give students space and ask them to explain why they selected the answer they did. A student's response is often an eye-opener as to what the test questions are really asking.

    - Allow students to choose five out of seven test questions to answer for 100 % credit for a concept or standards tested.

    - Allow students to write a test question and answer it for a question they were prepared to answer but that the team did not ask.

      NOTE: Remember tests are very subjective instruments. The teaching team based on the team's perspectives of what is important writes them. They are designed based on the team's view of how items should be structured. We have all gone into testing situations having much deeper understanding than what we could show on a test. We were often prepared to answer many questions we were never asked.

    - With the world of technology today, figure out new ways to get the information back to students immediately about how they did. When information comes back even a day later, students have moved on. In addition, technology provides teaching teams many opportunities to provide flexibility in testing.

      NOTES: Through immediate information from the computer and the computer software capacity to build a new test for every child, not every student has to take the test at the exact same time from the same location. The key idea is for students to take tests when they feel confident they are ready and for teaching teams and

students to receive the information they need to understand the student's progress. Have students sign up for the day and time that they wish to take the test or turn in the paper and then hold them accountable for their own choice.

- When tests are returned to students, insist that they evaluate their own work, determine new goals for themselves that include how they will extend their own learning to acquire the skills they missed.

  NOTE: Have students work in pairs, in small groups to teach each other and to share their own goals for learning what is needed to be learned not just make corrections on the test. Do one-on-one conferencing with students about their performance on the test and have students chart their own progress from test to test so that nothing is a mystery! *"I know how I am doing and what I need to do to learn more."* The time spent conferencing with students is essential to student and staff learning. Through assisting students in self-correction, goal setting, and reflection on their own work, the teacher learns more about the students. When teachers share what they are learning through conferencing with students, they identify trends in their own work and continue their own learning journey.

7. After each common test/assessment, meet with your team and share the results. Engage in a protocol for analyzing data to remediate, enrich students' knowledge on the standards and concepts tested, group and regroup students, and determine team professional learning needs.

LEARNING DESIGN: Creating a Rubric

Purpose: To determine progress of students in mastering the Standards and concepts to be learned. ensuring students know how to improve.

Rationale: An effective rubric clearly articulates the areas of focus and the critical attributes of a project, essay, or performance. A rubric is an appropriate tool to use to assess students if the learning outcomes:

- Involve the synthesizing of information,
- Learning of new techniques or methods,
- Analyzing problems, writing papers,
- Creating a project, or
- Giving presentations.

Your students can be involved in all stages of the rubric development process to promote further involvement in assessment.

The steps that follow are provided as a guide.

Process:

1. Revisit the Standards and concepts to be mastered and to be observed in an assignment, the description of the project and the critical attributes listed in the essay, project, and performance design.
    a. *What should students know and do well?*
    b. *What does it look like when they are doing it really well? (Critical attributes)?*

2. Be as precise and descriptive as you can be. Put an example of work in front of you when developing a rubric so you are actually SEEING a product. Find qualities and descriptors that are unique to each performance standard. If the team does not have an example, create one together. You will get the feel of the difficulty of your project by doing it yourselves.

3. Determine the areas you want to assess. Identify categories in the critical attributes. In what ways are the critical attributes of the work rigorous and precise?
    a. *What are the key areas that you want to "scored" as part of the assignment?*
    b. *In what ways are attributes precise enough to slow logical progression and growth?*

4. Establish Standards for each category. (4-level rubrics force teaching teams to make decisions without assessing all products as average. Three and 5 level rubrics always find us rating students in the middle.) Remember these categories do not equate to a score (4=A, 3=B) A 4 is a 4. Work to use terms such as mastery, proficient, emerging, not yet to define the categories. When students turn in work, the lower two areas are areas in which students need to go back and make revisions.

5. Establish what the different levels of performance look like within each category of assessment. For example, do not define the highest level of performance as thorough and accurate and the middle level of performance as less thorough and less accurate. Be descriptive!
    a. Take a single strand and establish if the strand is about time, value, quality, or quantity.
    b. Make sure each adjective or adverb reflects your decision.
    c. The adverb lists provided in the book *Accelerating Student and Staff Learning* may help.

Exemplary	Proficient	Emerging	Basic
Thoroughly	Efficiently	Inadequately	Inaccurately
Thoughtfully	Accurately	Infrequently	Unacceptably
Precisely	Clearly	Irregularly	Confusingly
Rigorously	Adequately	Inconsistently	Incorrectly
Creatively	Sufficiently	Intermittently	Improperly

Enthusiastically Passionately Eagerly Openly Persistently Elegantly Artistically Uniquely Expertly Ideally Emphatically Commendably	Skillfully Competently Graphically Knowledgeably Consistently Continuously Objectively	Minimally Faultily Ineffectively Unemotionally Sporadically Erratically Dispassionately Expressionlessly	Unsatisfactorily Perfunctorily Unresponsively

6. To get started, think of the highest and lowest levels of performance in each category.

7. Once the highs and lows are completed, add the middle-ranges. Remember, 3 may have a title of proficiency. Anything rating below that students need to make improvements.

8. Define clearly the difference between the score levels. The scoring scale should be consistent across all key components when using an analytic rubric. For example, a score of 4 for one area should be comparable to a score of 4 in another area. If this is not the case then, make revisions.

9. Adjust the Rubric as Needed
    a. After each use of the rubric, evaluate whether it needs adjustment in the key components, standards for performance, or the scoring scale.

LEARNING DESIGN: Designing Effective Aligned Lessons

Purpose: To design as a community aligned, cognitively challenging lessons that meaningfully, purposefully engage all students.

Rationale: When teams carefully consider their lessons for the week as a team, they learn aggressively from each other, reflect on their current practices, engage in collective inquiry, and design high quality lessons.

Process:

1. Based on the Unit design, the teams consider the design of lessons week by week.
2. Though teachers modify lessons based on the needs of their students, they work collaboratively together to design common lesson plans for the team.

3. The team conducts research that involves exploring the district materials and resources, as well as research from other teachers and on line to explore and discover the most effective instructional approaches that best meet the needs and interests of the students and strategically align with the standards, concepts students are to learn.
4. Teaching teams work together on one or 2 weeks at a time and meet regularly to discuss the effectiveness of their work.
5. Teachers make notes throughout the week about what worked and what was not working and made thoughtful suggestions about essential shifts in the work for the week ahead.
6. Like the architectural drawings for a house, teachers are continuously designing, planning, reflecting and redesigning their work together!!

Some days and sections of the lesson plan should already be filled in from your work with Learning Design #1. However, more detailed plans will help to identify what students should be doing on a daily bases.

Things to Remember:

- The assessment should be included in the learning objective. Teachers should collaborate on this first.
- The essential question helps out the learning objective in student friendly language.
- Both the Learning Objective and the Essential Question should be posted every day. However, both can extend beyond one day.
- If the learning objective and Essential question extend beyond one day, their should still be a different anticipatory set or hook. This helps students relate specifically with the learning for the day.
- In the teach/scaffolding section, please describe the instructional techniques. Activity pages/book pages can be listed, but that is a resource. Please describe the instructional technique you will use with the resource.
- Checking for understanding needs to reflect how you will make sure all students understand the materials. The techniques can change in a class period and checking for understanding should happen throughout the period. Please list all techniques.
- After the initial lesson plan is developed, look at how it will need to be modified or accommodated for SPED students or ESL students. SPED Co-teachers will need to be included where applicable.

Element	Description	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Objective	A clear concise description of what will be learned and how					

	it will be assessed					
Essential Question	This question helps direct the learning for students.					
Anticipatory set/Hook	Explains purpose or relevance; captures student interest in the lesson					
Teaching/ Scaffolding/ Model/ Guided/ Practice	Describe the instructional technique used to help students understand the learning objective.					
Checking for Understanding	Quick Observation or assessment of each small step during the learning process					
Formative Assessment	Student independent practice or assessment to demonstrate mastery of the learning objective					
Co-teach/ESL Plans	Meet with your Co-teacher and address specific student needs.					

	Monday	Tuesday	Wednesday	Thursday	Friday
What are the objectives for the lesson? How do they support students mastering the standards for the unit?					
How will we capture the students' attention when they enter the classroom? How do we build intrigue into the class driven by essential question?					
How do we make sure they know what they are to learn and what it will look like by the end of the week?					
What mini lessons are essential for students to understand the concepts to be learned?					
What instructional approaches will engage the students in the work?					
How will students collaborate to					

develop their skills, deepen their conceptual development, engage meaningful in the learning?					
How do these strategies align with the definitions of highly effective instruction in the RISE rubric?					
How will we scaffold the lesson and differentiate for those not meeting the expectations?					
What assessments FOR learning will give us the best information about what students are and are not learning?					