

Problem Solving and Steps 1- 4  
Beaverton School District  
November 18th, 2015

**Objectives:**

- Discuss appropriate expectations for 15-16 school and team outcomes
- Build shared understand about:
  - Step 2: Collect and Chart Data
  - Step 3: Analyze and Prioritize Needs (signal word)
  - Step 4: Selecting Common Instructional Strategies
- Problem solve and build capacity in to overcome challenges with the learning team process.
- Provide an opportunity for implementation planning

**Agenda:**

Welcome / Clock Partners

Data Team Process Review

Implementation Challenges  
& Problem Solving

Step 2 - Organize and Chart Data

Reflection/Big Ten

BREAK - ALL TOGETHER

Share Big 10

Step 3

Step 4

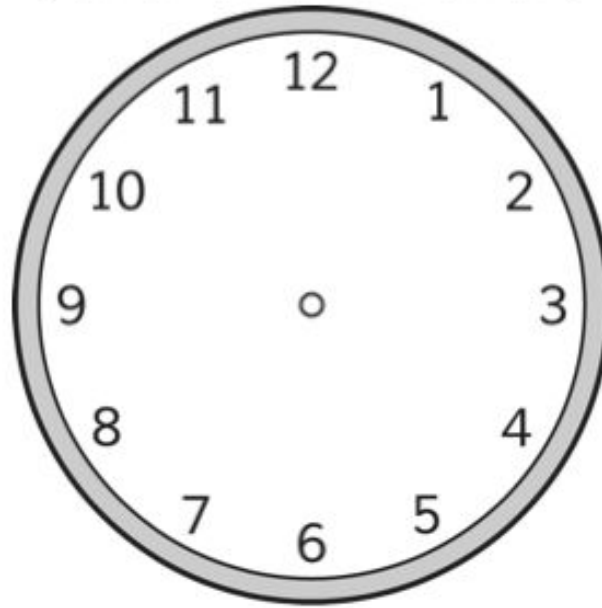
Implementation Planning

Closing/Reflection



# \_\_\_\_\_ 's Clock Partners

Make an appointment with 4 different people on the clock. Be sure that both you and your partner record the appointments on your clocks in the same place. You can only make the appointment if there is an open slot at that hour on both of your clocks.



@RachelOstrander2015

## Notes from Clock Partners

|       |  |
|-------|--|
| 12:00 |  |
| 3:00  |  |
| 6:00  |  |
| 9:00  |  |



Record your “Big 10” from this morning’s work to share with your administrator.

|    |     |
|----|-----|
| 1. | 2.  |
| 3. | 4.  |
| 5. | 6.  |
| 7. | 8.  |
| 9. | 10. |

## Problem Solving

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|  |  |
|  |  |

Other:

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**Matching Prioritized Needs to High-Quality Strategies**

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|---|---|--|
| <p><b>Error:</b><br/>Students are inconsistently placing the numerator in a fraction.</p> | <p><b>Inference:</b><br/>They don't know the difference (definition) between the numerator and denominator, or are forgetting/mixing them up in their head.</p> | <p><b>Strategy #1 -</b><br/>Color-Coding</p> |
|   | <p><b>Inference</b></p>   | <p><b>Strategy #2 -</b><br/>Chant</p>        |

|   |  |   |
|---|--|---|
| <p><b>Error:</b><br/>Students are not including enough supporting details in a paragraph.</p> | <p><b>Inference:</b><br/>They think adding one detail is enough, so they are not making the connection that they need to have multiple supporting details.</p> | <p><b>Strategy #1 -</b><br/>Examples and Non-Examples</p> |
|   | <p><b>Inference</b></p>  | <p><b>Strategy #2 -</b></p>                               |

|  |  |                             |
|--|--|-----------------------------|
| <p><b>Error:</b><br/>When asked to compare and contrast characters students are only telling what characters have in common.</p> | <p><b>Inference:</b><br/>They do not understand the definition of contrast and don't know how to find differences in text.</p> | <p><b>Strategy #1 -</b></p> |
|  | <p><b>Inference</b></p>  | <p><b>Strategy #2 -</b></p> |

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|---|---|----------------------|
| <b>Error:</b><br><br>Students are leaving off the unit label (inches and feet) at the end of their answers. | <b>Inference:</b><br><br>They don't understand the significance of "unit" (they don't know why it matters). | <b>Strategy #1 -</b> |
|   | <b>Inference</b>  | <b>Strategy #2 -</b> |

|   |                   |                      |
|---|-------------------|----------------------|
| <b>Error:</b><br><br>Students are subtracting from 0 incorrectly, they are subtracting from the bottom up. Ex: $40-12=32$ | <b>Inference:</b> | <b>Strategy #1 -</b> |
|   | <b>Inference</b>  | <b>Strategy #2 -</b> |

|   |                   |                      |
|---|-------------------|----------------------|
| <b>Error:</b><br><br>Students used the same the same transition words repeatedly (First, Next, Then, Last). | <b>Inference:</b> | <b>Strategy #1 -</b> |
|   | <b>Inference</b>  | <b>Strategy #2 -</b> |

|               |                   |                      |
|---------------|-------------------|----------------------|
| <b>Error:</b> | <b>Inference:</b> | <b>Strategy #1 -</b> |
|               | <b>Inference:</b> | <b>Strategy #2 -</b> |

## **Recommendations for Ongoing Support**

- **Consistent meetings** (same day of the week and same time with few if any cancellations or use of time for other purpose)
- Principal and coach **attendance** at each meeting
- Principal and coach **fully engaged** in team meetings –answering questions, offering suggestions, helping the team overcome hurdles
- **Team agendas** that are reviewed by the principal and coach to look for patterns of where the team spends time
- Clear **roles and responsibilities** of team members
- **Facilitators are appointed** because of understanding of the process and skills, not random selection
- **Team meeting notes** are submitted by teams and reviewed by the principal and coach to see how teams are progressing and may need additional support/PD
- **Feedback notes** from the Principal are provided to teams weekly that are specific and descriptive. Notes identify group and individual team strengths and critical next steps.
- **Teams consistently use a process** that guides their work through standards to create lessons, CFAs, data analysis and improved instruction.
- **Facilitators are supported** through monthly meetings that provided them with new skills and help them overcome barriers.
- **The principal and coach meet weekly to review team progress** and to target teams for support and provide PD.
- **The Principal and coach** track team progress and discuss how to move teams to improved practice and deeper application of the process.
- **The Principal and coach provide** relevant PD that helps teams move forward.
- **Strategic support is provided** to teams that help them use the process, go deeper into the process and that supports classroom instruction.
- **Teams are held accountable** consistently at the end of each meeting by doing a quick report out of tangible outcomes and at the end of unit instruction.
- **Walk-throughs are consistently (every 4-6 weeks) conducted** to see how PLC/DATA team decisions are implemented in the classroom.
- **Summary walk through feedback** is provided to teams so they can see the degree to which classroom implementation occurs.
- **Implementation of universal (macro) practices/strategies (descriptive versus evaluative feedback)** are targeted for school-wide implementation and supported by walk through/observational data with feedback provided to staff.
- **Implementation of targeted (micro) practices/strategies (Close reading)** are targeted and supported by walk through/observational data with feedback provided to staff.
- **Instructional data are consistently reviewed** at multiple levels (school-wide by grade level –every 6-9 weeks, within a grade and for specific groups of students weekly) and instructional modifications are made to increase student learning.





