

Using Artifacts to Providing Feedback to Teams
Step 1 and Progress Through the Cycles
Woodburn School District
November 14, 2017

Objectives:

- Commit the **Data Team Process and Must Haves for Team Support** to memory!
- Provide a supported practice opportunity with **practical application** from written and verbal feedback on Step One and the Progress of Cycles
- Practice Utilizing **Tools of the Trade** that Support Efficiency

Agenda:

Welcome/Objectives

Assessment

Step 1 -

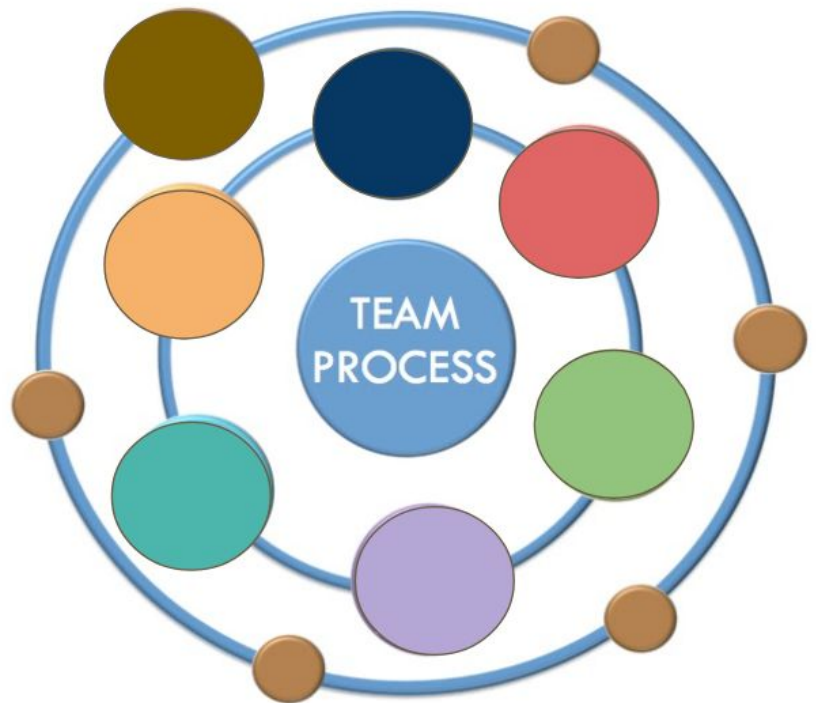
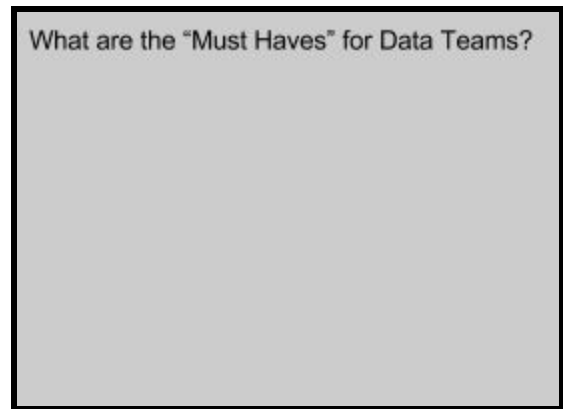
- Look Fors
- Critical Questions

Group Practice

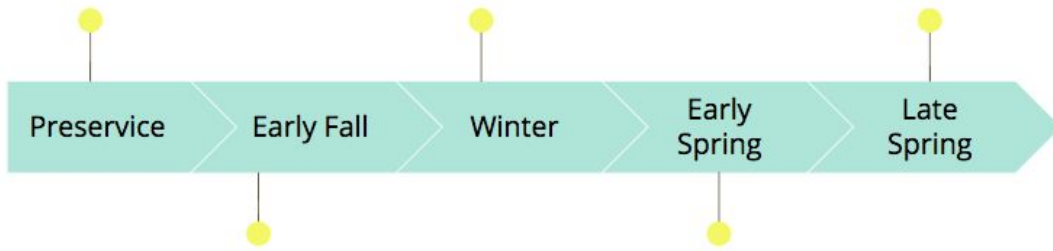
Artifact Practice






Plan for Next Visit

Reflection/Feedback



Plan for the Year: Practical Application



Managing Complex Change



Critical Questions for Deconstruction

- Is the **FULL standard** listed?
- Are the learning targets specific enough?
- Does each represent one element/chunk of the learning progression?
- If students are taught these learning targets, will they have the opportunity to **learn the entire** standard?
- Are prerequisite skills/targets identified?
- Are they **student friendly**, “ready to post” targets?

Critical Questions for Step One: Plan and Prepare

- Does the team have enough time to complete this step before instruction begins?
- Have they determined what **proficiency looks like** and how this will be assessed (post assessment)?
- Is the map completed all the way across? In other words, have they laid out the core unit plan, using the generated learning targets?
- Have they designed a pre-assessment that will give **actionable** information, or will most students do poorly?
- Does the method of assessment **appropriately match** the targets?

Critical Look Fors in Monitoring Cycle Process

In the Agenda:

- Are the topics listed **directly** related to PLC work?
- Is the agenda realistic, or is there too much on it?
- Do the agenda items have actual minutes and **times** assigned to them to help the team stay on track or is it more of a to do list?
- Are their future items listed on upcoming dates to help the team stay organized and get all pieces accomplished?
- Have teams **built in** time to set their next agenda and reflect on their norms?

Critical Look Fors in Monitoring Cycle Process:

In the Notes:

- Do the notes capture the real conversation that is being had at the table?
- Are the notes specific enough that the team can **replicate** their instructional plan and/or have adequate notes on what to **eliminate** next year based on their learning?
- Do the notes identify the focus of the cycle and the specific needs of the students?
- Is the instructional plan detailed and specific?
- **RED FLAG:** Has the team adjusted the form in such a way that they are no longer hitting and capturing each element of the process?

Team F	Strengths	Areas for Growth/ Concerns	Questions	Prioritized Needs/Next Steps
Step One				
Cycle Progress				

Data Team Elements Step 1: Plan and Prepare	Not Present or Does Not meet	Area For Growth	Effective
A. Standards are prioritized and are the focus of the team's work.	The work of the team is unrelated to standards.	Teams are utilizing standards that are not priority standards as a focus for the work.	A. Standards are prioritized and are the focus of the team's work.
B. The standard has been deconstructed into student friendly terms and all members of the group agree upon the definitions included in the standard, intended level of rigor and scope of the standard & targets.	Learning Targets are not identified or Learning targets are very broad, largely restating the standard itself. Lacks deconstruction.	Some evidence of deconstruction is evident by the learning targets that are listed. Targets may not cover the entire standard and/or foundational learning targets are not identified. (ie - Reasoning target identified, but Knowledge targets that underpin it have not be identified.)	B. The standard has been deconstructed into learning targets and all members of the group agree upon the definitions included in the standard, intended level of rigor and scope of the standard & targets.
C. Learning targets are student-friendly and clearly state what students are expected to learn and accomplish.	Learning targets are not identified.	Learning targets are vague, lack student friendly language and/or do not include an observable verb.	C. Learning targets are student-friendly and clearly state what students are expected to learn and accomplish.
D. The common assessment (CFA) is directly linked to the prioritized standard(s), match the intended level of rigor of the standard, Depth of Knowledge (DOK) and appropriately matches assessment tasks with the target type. (K,R,S,P)	Assessments have not been identified or Teachers within the same team are using different assessments.	Assessments have been identified, but do not match the prioritized standards. Assessments may be pulled directly from materials without considerations for needed revisions/additions. Assessment may NOT match the intended level of rigor.	D. The common assessment (CFA) is directly linked to the prioritized standard(s), match the intended level of rigor of the standard. Depth of knowledge (DOK) and Blooms level, are appropriate matches for the target type. (K,R,S,P)

Data Team Elements Step 2: Organize and Chart Data	Not Present or Does Not meet	Area For Growth	Effective
Data is formatted prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.	Student work is not scored, leading to significant loss of meeting time. Teams are scoring the student work during the meeting.	Student work is scored prior to the meeting, however, data is not charted, leading to inefficient use of meeting time.	A. Data is formatted prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.
Data is formatted according to the descriptors for that particular data set and is ready to use during the beginning of the meeting	Descriptors and/or cut scores have not yet been identified.	Data is not formatted for ease of use. Teams may be using meeting time to rehash descriptors and cut scores that were already decided.	B. Data is formatted according to the descriptors for that particular data set (cut scores) and is ready to use during the beginning of the meeting.
Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.	Data is NOT disaggregated and/or team is focusing on work unrelated to the standards.	Data NOT disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis OR teams are focusing on supporting standards, rather than priority standards.	C. Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.
Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)	Student work is not present, team may/may not have raw scores from which to work. Little or no evidence of calibration.	Student work is present. Team is calibrating scoring, but are NOT limiting it to 3-5 assessments OR Proficiency may be subjective due to a lack of scoring agreement or calibration.	D. Data includes student work from the assessment being reviewed. Calibration/group scoring is conducted as needed. (3-5 assessments)
An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards.	The team does not have an efficient system or method to document individual and group achievement to mastery of standards AND/or the information is not accessible by others who support student learning.	A system or method is in place allowing teams to document individual and group achievement to mastery of standards, but it lacks efficiency or is not accessible by others who support student learning.	E. An efficient system or method is in place allowing teachers to document individual and group achievement to mastery of standards. (i.e. Cycle Notes/Process Sheet, accessible by other personnel)

Data Team Elements Step 3: Analyze and Prioritize Data	Not Present or Does Not meet	Area For Growth	Effective
The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used.	The inferring of strengths and needs is based on information unrelated to student work/assessment.	The inferring of strengths and needs is based on a raw scores. Actual student work may not present.	A. The inferring of strengths and needs is based on a direct analysis of student work and/or item analysis of assessments being used.
Facilitator keeps conversation regarding strengths and obstacles focused on the actionable cause data.	Conversation regarding strengths and obstacles does not occur or only effect data is discussed.	Facilitator does not keep conversation regarding strengths and obstacles on actionable cause data and may be weighted more heavily on effect (i.e student outcome) data.	B. Facilitator keeps conversation regarding strengths and obstacles focused on the actionable cause data.(i.e adult)
Facilitator takes the team beyond labeling the need of the ‘what’ to infer the ‘why’ or root cause through the use of the appropriate analysis tool.	Facilitator does not take the team beyond labeling the need of the ‘what’ to infer the ‘why’ or root cause.	Facilitator attempts takes the team beyond labeling the need of the ‘what’ to infer the ‘why’ or root cause through the use of the appropriate analysis tool. However, inferences may not identify the root cause or may be justifications for errors.	C. Facilitator takes the team beyond labeling the need of the ‘what’ to infer the ‘why’ or root cause through the use of the appropriate analysis tool. (i.e strengths/errors T-chart, fishbone etc.)

Data Team Elements Step 4: Select Common Instructional Strategies	Not Present or Does Not meet	Area For Growth	Effective
Strategies directly target the prioritized needs identified during the analysis.	Strategies do not target the prioritized needs identified during the analysis.	Strategies indirectly target the prioritized needs or will address part of the need identified.	A. Strategies directly target the prioritized needs identified during the analysis (Step 3).
Strategies chosen will modify teachers’ instructional practice.	Strategies chosen will not modify teachers’ instructional practice.	Strategies chosen will partially modify teachers’ instructional practice.	B. Strategies chosen will modify teachers’ instructional practice.
Strategies are described for each performance group.	Strategies are not selected for specific groups.	Strategies are selected for one performance group.	C. Strategies are selected for each performance group.
Agreement is reached on common, prioritized research-validated strategies that will have greatest impact.	Agreement is not reached on common strategies OR agreed upon items are resources, practices, or structures in place of strategies.	Agreement on strategies is reached, however the strategies may not be research-validated or may not have the greatest potential impact.	D. Agreement is reached on common, prioritized research-validated strategies that will have greatest impact.

Data Team Elements Step 5: Determine Results Indicators	Not Present or Does Not meet	Area For Growth	Effective
Strategies describe actions of the adults that change the thinking of students.	Strategies are not described.	Strategies describe actions of the adults that are consistent with current thinking of students. May not initiate change.	A. Strategies describe actions of the adults that change the thinking of students.
Describes what the teacher will be doing if the strategy is being implemented.	No description or a simple action is listed.	Description is broad. Vague terms like “teach, model, go-over” are used. Verbs are subjective, leaving significant space for individual interpretation.	B. Describes what the teacher will be doing if the strategy is being implemented.
Describes what the students will be doing and what will be seen in work if the strategy is being implemented.	No description or a simple action is listed.	Description is broad. Vague terms like “learn, listen, copy” are used. Verbs may be subjective, leaving significant space for individual interpretation or require low level thinking. Proficiency is expected, however, it hasn’t been specifically determined.	C. Describes what the students will be doing and what will be seen in work if the strategy is being implemented.
Descriptions of strategies are specific enough to allow for replication. Clear and detailed descriptions that allow team and others to replicate the describe practices in the future. (i.e., implementation, frequency, duration, resources).	Description is absent and/or strategies are simply listed again.	Descriptions of strategies are not specific enough to allow for replication, but offer a general idea leading to teachers implementing the strategy differently based on their understanding of the strategy.	D. Descriptions of strategies are specific enough to allow for replication. Clear and detailed descriptions that allow team and others to replicate the describe practices in the future. (i.e., implementation, frequency, duration, resources).

Data Team Elements Step 6: Create a Theory of Action	Not Present or Does Not meet	Area For Growth	Effective
The Theory of Action is clearly linked to Step 4 and Step 5 of the process. (If we ___ (Step 4), then ___% (Step 2) of our students will be able to ____).	Theory of action is either not linked to previous steps or is not completed.	The Theory of Action is partially linked to step 2, 4, and 5c of the process.	A. The Theory of Action is clearly linked between steps 2,4 & 5 of the process. (If we ___ (Step 4), then ___% (Step 2) of our students will be able to ____ (Step 5c).
A specific group or groups of students (e.g., FTG & Approach) are targeted.	A specific group of students is not identified.	A specific group or groups of students (e.g., FTG & intervention) is targeted, but was not the focus of the work in steps 3-5.	B. A specific group or groups of students (e.g., FTG & Intervention) are targeted.
A sound method is used to identify the % of students who will be proficient. For example, all students in the Approaching category should move, and then about ½ to ¾ of the FTG. The combined number of students within the Approaching and the estimated number of students in the FTG are captured in the % of students who will be proficient.	A percentage of students who will become proficient is not determined.	A questionable method is used to identify the % of students who will be proficient. The percentage for growth may be unrealistic, unattainable or low given current level of performance.	C. A sound method is used to identify the % of students who will be proficient. For example using a pre-assessment to set the value; all students in the close to proficient category should pass, ½ to ¾ of the FTG and ¼ or less of the intervention students will be proficient.
A clear statement is provided of where students are and where they need to go to demonstrate proficiency.	A statement is NOT provided on where students are and where they need to go to demonstrate proficiency.	A vague statement is provided of where students are and where they need to go to demonstrate proficiency.	D. A clear statement is provided of where students are and where they need to go to demonstrate proficiency.
A specific percentage of students are identified that will demonstrate proficiency.	A strategy is not identified to achieve goals.	A strategy is identified to achieve goals, but it may be ineffective or unrelated to the expected outcome.	E. An effective strategy is identified to achieve goals.

Data Team Elements Step 7: Reflection	Not Present or Does Not meet	Area For Growth	Effective
A. Facilitator guides team self-reflection of meeting goals and processes.	Team does not complete a self-reflection of meeting goals and processes.	Facilitator guides team self-reflection of meeting, but may focus solely on how team members <i>feel</i> about the work. Teams does not review goals or processes.	A. Facilitator guides team self-reflection of meeting goals and processes.
Team members engage in difficult conversations when needed.	B. Team members avoid difficult conversations even when they are needed.	Team members occasionally engage in difficult conversations, but some opportunities are avoided or missed.	B. Team members engage in difficult conversations when needed.
Team members reflect and adjust throughout the process as well as at the end of a cycle	Team members do not reflect and adjust throughout the process or at the end of a cycle.	Team members reflect and adjust a some point/s in each cycle, but may be inconsistent or the team may reflect regularly, but does not adjust plans accordingly.	C. Team members reflect and adjust regularly throughout the process as well as at the end of a cycle
Team records key reflections, celebrations and missteps to improve their practice in future cycles and takes note of instructional implications outside of the current cycle of focus (may extend to other cycles and/or subject areas).	Team does not records key reflections, celebrations or missteps to improve their practice in future cycles and does not take note of instructional implications outside of the current focus (may extend to other cycles and/or subject areas).	Team records key reflections, celebrations and missteps to improve their practice in future cycles but is not yet taking note of instructional implications outside of the current focus (may extend to other cycles and/or subject areas).	D. Team adequately records key reflections, celebrations and missteps to improve their practice in future cycles and takes note of instructional implications outside of the current focus (may extend to other cycles and/or subject areas).
F. Minutes provide an accurate representation of the meeting process.	Notes were not taken. Discussion was not recorded in any way.	Notes are taken, however they are not specific enough to capture the conversation.	F. Minutes (Cycle Notes/Process Sheet) provide an accurate representation of the meeting process.

FEEDBACK PAGE

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Feedback:

1. I want to remember _____

2. My next step will be _____

3. Something that will help my learning for next time is _____

4. Any other feedback you'd like to offer: _____