Gas in the Tank
Step One Artifacts & Providing Feedback To Teams
Lake Oswego School District
February 19, 2019

Objectives:

- Increase awareness of the "**Must Haves & Can't Stands**" for team support.
- Build shared understanding on effective strategies for **providing feedback** to teams.
- Utilize example **team artifacts** for guided practice.
- Discuss **Tools of the Trade** that support efficiency in **monitoring** team and student outcomes.

Agenda:

Opening

Objectives/Year Long
Plan

Must Haves/Can't Stands
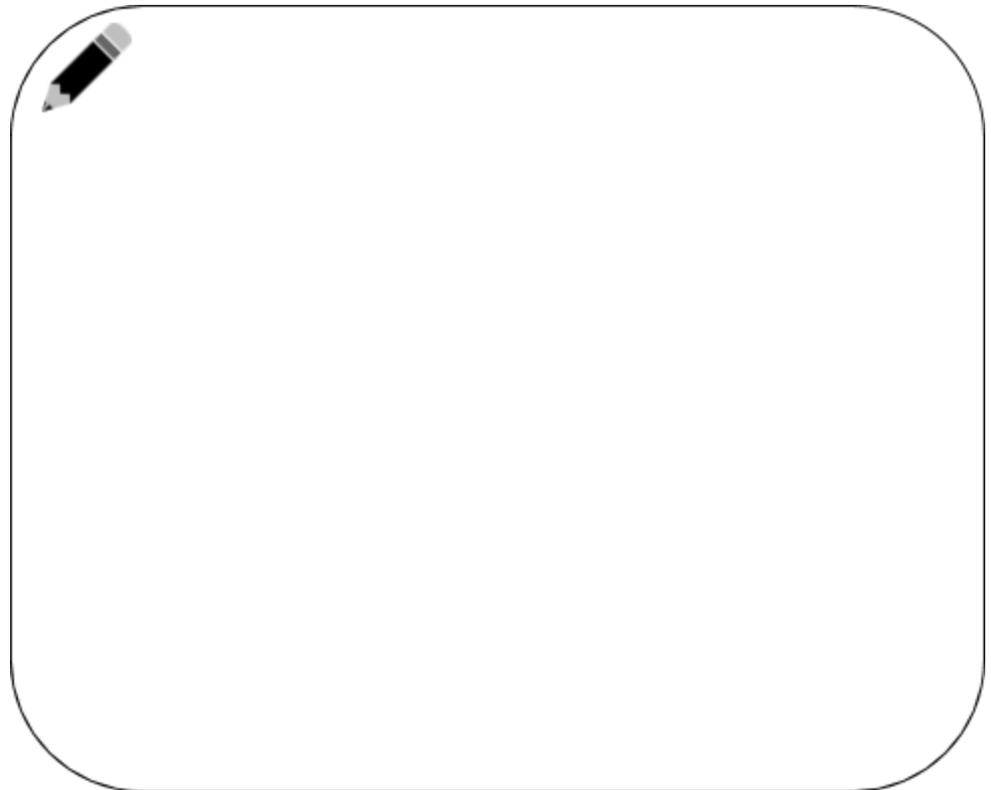
What really matters?
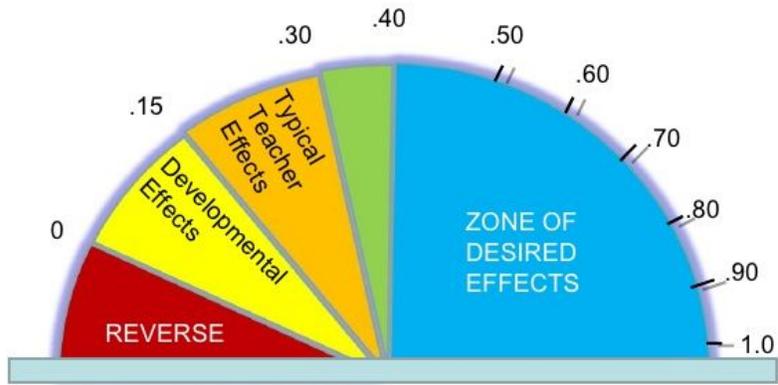
Step One Look Fors

Artifact Review

Monitoring and Support

Tools of the Trade

Implementation Planning

Closing/Reflection

The image shows a speedometer-style dial with effect size labels: 0, .15, .30, .40, .50, .60, .70, .80, .90, 1.0. The segments are labeled REVERSE, Developmental Effects, Typical Teacher Effects, and ZONE OF DESIRED EFFECTS.

"Must Haves"	**"Can't Stands"**

What Really Matters???

1.	
2.	
3.	

Unit Mapping (Step 1) Quality Checklist

Standards
- ❏ Priority standards are listed in full and ARE the focus of the team's work. Start with two standards that pair well, but remember that a comprehensive unit plan/map with all priority standards mapped is the end goal.
- ❏ Supporting standards are listed, but are NOT the focus on the team's work until all priority standards are mapped.
- ❏ There should be evidence that the team has agreement around the meaning of the key nouns and verbs in the standard.

Enduring Understanding and Essential Questions
- ❏ These are used to teach students the big picture of *WHY* they are learning the standard, and questions to start the conversation. It is suggested to pull these from a resource, or leave them blank, unless otherwise trained to generate them at a school/team level.

Content/ Vocabulary
- ❏ This vocabulary should be pulled directly from the standard, not the materials. Other key terms should also be included that will be required for the students to be successful in the unit.

Learning Targets
- ❏ All parts of the standard should be accounted for in the learning targets. The learning targets should address all the nouns and the verbs that are identified in the standard.
- ❏ There should be multiple learning targets for each standard which build in complexity. Teams may use resources, such as KY Deconstructed Standards or Wiki Teacher.
- ❏ Learning targets that are generated from an outside resource will have gaps. Vet these resources, and edit the targets to make them match the rigor of the standard. With any resource, it's important to have a discussion about the learning targets to make sure each teacher has clarity on the standard, vocabulary, and targets.
- ❏ Check for prerequisite targets. When learning targets are pulled from outside resources, prerequisite targets are rarely offered. Team should consider: What do students need to have before they can learn this standard? Keep in mind, this will help generate a pre-assessment.
- ❏ Once a list is generated, learning targets should be put in the order that they will be taught, starting with pre-reqs and ending with the most complex targets (Think Learning Progressions!)
- ❏ Learning targets should each be labeled knowledge, reasoning, performance skill, product or disposition. This label is essential when generating assessment items. The type of target should match the assessment method on a CFA. (If team has not had assessment literacy training, this is not an essential step at this point.)

Assessment
- ❏ Hyperlink/attach any CFAs (pre-assessment, post-assessment, quizzes, progress monitors, quick checks for understanding, prompts for ticket out the door, etc.) List any form of informal or formal assessment that could be utilized again in the future.

Unit Mapping (Step 1) Quality Checklist (Cont.)

Instructional Strategies *(Includes Adopted Materials, High Impact Strategies, Materials/Resources)*

- ❏ The goal is to generate an instructional plan outline that details how the standard/s will be taught. This should be in enough detail that the team will be able to recall the plan in the future. Capture the conversation in writing so the team can easily replicate and improve upon the plan in the future. *(For example, instead of writing "Graphic Organizer," write down WHICH graphic organizer, add a link, add notes about how it's done, where to find it for next time).*

- ❏ Teachers don't have to do exactly the same thing, but it should be relatively similar based on collaborative conversation.

- ❏ Look at your adopted materials to see which lessons address the standard. Record the specific places in the materials the standard is addressed, as well any lessons you will skim/skip due to misalignment (*For example, Unit 3, lessons 4-6 and lesson 9*)

- ❏ After reviewing adopted materials, teams should consider what is missing (i.e. which targets need additional high-impact strategies)

- ❏ Supplemental materials/resources that will be utilized should also be mentioned in this area.

Artifact Review #1

Performance Strengths	Inference
Errors and Misconceptions	Inference

Circle the Prioritized Need. How will you communicate this with the team?

Artifact Review #2

Performance Strengths	Inference
Errors and Misconceptions	Inference

Circle the Prioritized Need. How will you communicate this with the team?

Managing Complex Change

Designs for Change, Kathy Norwood & MaryAnn Burke

Vision	+	Skills	+	Incentive	+	Resources	+	Action Plan	=	Change
		Skills	+	Incentive	+	Resources	+	Action Plan	=	Confusion
Vision				Incentive	+	Resources	+	Action Plan	=	Anxiety
Vision	+	Skills				Resources	+	Action Plan	=	Resistence
Vision	+	Skills	+	Incentive				Action Plan	=	Frustration
Vision	+	Skills	+	Incentive	+	Resources			=	Treadmill
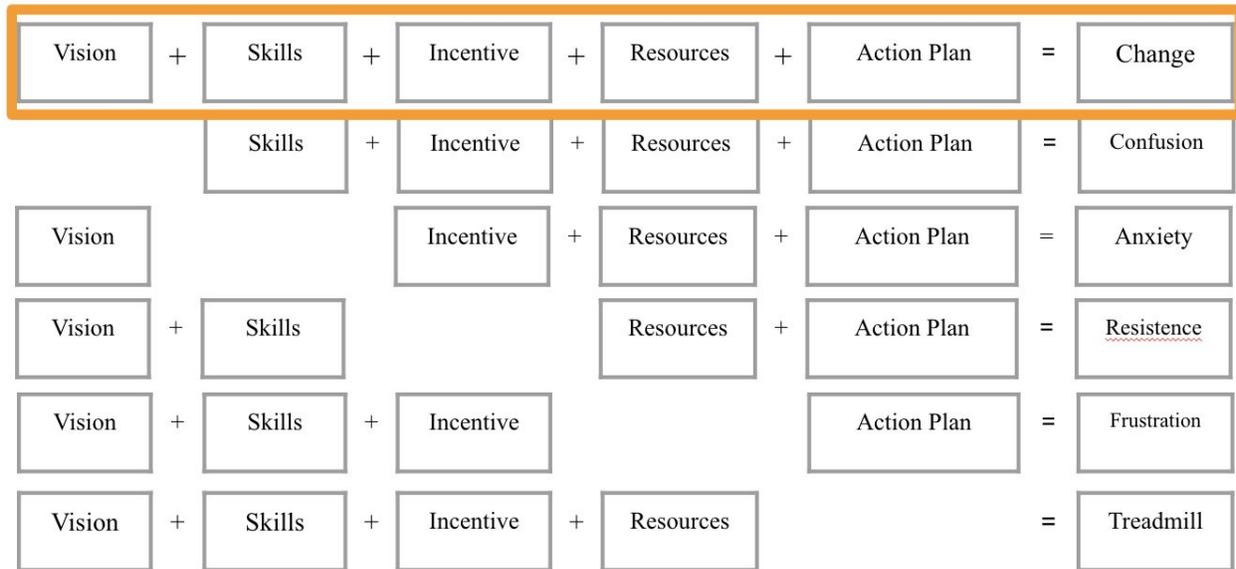
Clear is ⬜

Clear is kind. Unclear is ⬜ Most of us avoid clarity because we tell ourselves that we're being kind, when what we're actually doing is being unkind and unfair. Feeding people half-truths or ******** to make them feel better (which is almost always about making ⬜ feel more comfortable) is unkind. Not getting clear with a college about your expectations because it feels too hard, yet holding them ⬜ or blaming them for not delivering is unkind. Talking about people rather than to them is unkind. This lesson can transform your life. (Brene Brown)

Notes on Tools of the Trade:

REFLECTION PAGE

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Reflection:

I want to remember:

Something that is not clear is:

Other feedback: