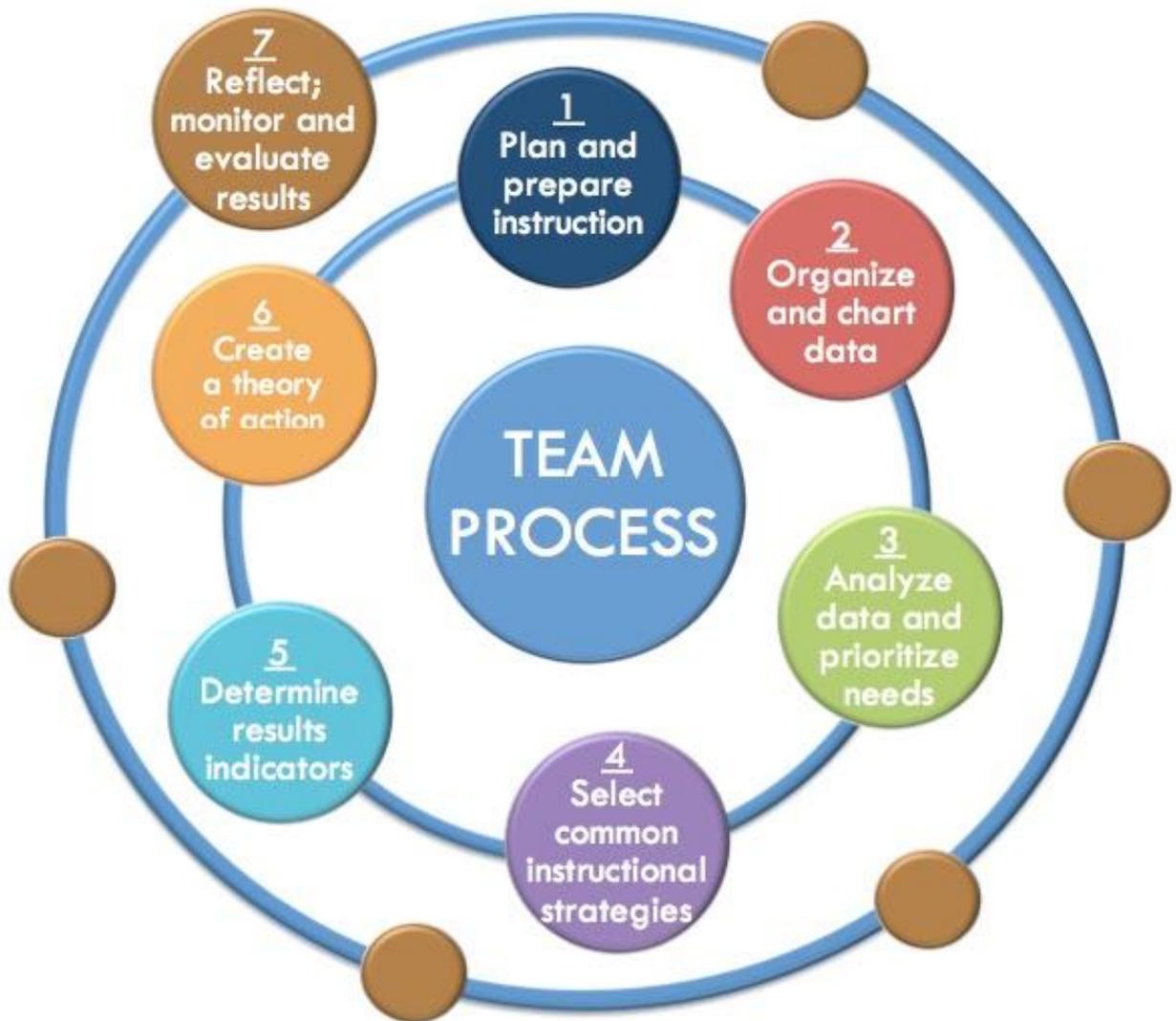


Facilitator Manual



Educational
Excellence

Facilitator Manual

INTRODUCTION

This manual has been created as a resource for teams to work through the data team process. This manual should be used by those who have attended training, and not used as a substitute for data team training.

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Step 1: Plan and Prepare

(4-6 hours for first time creation of step 1, in subsequent years estimate 1 hour for review and improvement of core plan previously deconstructed standards and/or to add additional standards. This step **must be completed** before doing a full cycle (steps 2-7).

Purpose: The purpose of step one is to make a solid, core plan for grade level instruction, based on the priority standards for ALL students in your class. At the end of this step, you should have a unit plan that your team will use to guide instruction throughout the unit.

Timeline: When starting step 1 with a priority standard you have NOT previously deconstructed, your team may need up to 4-6 hours of team time to complete this step. This step needs to be completed at least 2 weeks before your instruction for your cycle is set to begin to allow time for use of the pre-assessment.

How To:

- ❑ Choose Priority standards
 - ❑ *You are about to spend a lot of time and energy on this cycle, make sure to choose a standard that is harder to teach and/or where students have historically struggled. When your team is new to the process, selecting just one priority standard is appropriate. More proficient teams should add additional standards, considering the end goal is a comprehensive core unit plan that meets all priority standards. NOTE: If you have your adopted materials out already, please set them aside for a few minutes as you are focusing only on the standard at this time.*

- ❑ Deconstruct to student friendly learning targets
 - ❑ *Use the deconstruction template on the top of Step 1 to do this. Write out the full standard, identify all nouns and verbs, and as a team, make sure you have a consistent definition of each noun and verb (Ie How would we explain this term to a student). Note: This does not mean a dictionary definition of each word. This does mean, looking through the words and discussing/recording any that we may have differing understandings of. Then, identify the type of target of the standard. (Knowledge, Reasoning, Skill, Product) Use this information, as well as your list of nouns and verbs, to generate student friendly learning targets. These learning targets should help students understand what they are learning and how it progresses through the unit until they have mastery of the full standard.*

| Step 1: Plan and Prepare Instruction | | | | |
|--|---|--|---|---------|
| CHOOSE PRIORITY STANDARD(S) | | | | |
| | | | | |
| Mark the standard type/s | Knowledge | Reasoning | Performance Skill | Product |
| Deconstruct the Standard | | | | |
| List the nouns... | | | | |
| Define nouns as needed... | | | | |
| List the verbs... | | | | |
| Define verb as needed... | | | | |
| Identify Learning Targets | | | | |
| Knowledge Targets | Reasoning Targets | Performance Skill Targets | Product Targets | |
| What must students know? What is the underpinning knowledge needed? | How are students using knowledge to solve a problem, make a decision, etc.? | What must students be able to do? How are they using knowledge and reasoning to perform a task? | What are students asked to produce or create? | |
| | | | | |

Step 1: Plan and Prepare

- ❑ Select/revise a **post assessment**
 - ❑ *If your district has not generated these already, use what you have in your materials as a starting point. Remember - You don't want to reinvent the wheel if you don't have to! Look at the assessment to make sure it covers the learning targets you are going to teach, remove anything extra. If it does not cover the full standard, add/create/find assessment items that do match.*
 - ❑ *Check to make sure that the assessment matches the rigor of the standard (i.e. Depth of Knowledge (DOK) and Blooms level are appropriate matches for the target type (K,R,S,P)).*

- ❑ Use resources & materials to **decide which lessons** match, what to skip/skim, what needs to be supplemented
 - ❑ *Now is the time to pull out your adopted teaching materials! Look at the priority standard as your FOCUS for this unit, but not the ONLY thing you will teach as we are often reviewing/previewing other standards. Look through the lessons to figure out where the priority standard is taught, using your learning targets as a guide for this work. Focus on these lessons, and decide where you can skip or skim over others to finish the unit according to your timeline. Record this information on the map at the bottom of your Step 1 tab under: Instructional Strategies*

- ❑ Select additional **strategies for Core**
 - ❑ *In this section, you and your team will pick additional strategies to either cover portions of the standard that your materials did not adequately address AND/OR will choose additional high impact strategies to make selected lesson more accessible to all learners.*
 - ❑ *Student engagement is enhanced when teachers use high impact strategies, such as GLAD strategies or Manzano's strategies. Look at your unit plan to decide where you can add in high impact strategies.*

| Unit Curriculum Map | | | | | | |
|---|---|---------------------|------------------------|---|--|--|
| Standards | Enduring Understanding | Essential Questions | Content and Vocabulary | Learning Targets | Assessments | Instructional Strategies |
| Copy and Paste the Priority Standard(s) | Fill in Enduring Understanding and Essential questions (Recommended to pull from a resource, rather than write your own.) | | Identify vocabulary | Place the learning targets, identified above, in order that they will be taught | (Include Pre, Post and possible progress monitors) | List lessons from your adopted curriculum that match the learning targets AND - Select additional high impact instructional strategies that will be used to teach targets not yet fully addressed |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Step 1: Plan and Prepare

- ❑ **Create pre-assessment**
 - ❑ *Now that you know what you are going to teach, you have an understanding on what students need to know already to be successful. Determine the prerequisite skills (underpinnings, previous grade level content) necessary for students to be set up for success in this unit. Create a pre-assessment using this information. You should put some items that are “on grade level” for the standard on the pretest as well to determine if you have students who may already be proficient and to invite students into the new learning (connecting what they have learned and will learn next).*

- ❑ **Create scoring agreements**
 - ❑ *Create the scoring agreements for the post and the pre test.*
 - ❑ *Decide how to administer and score the assessment prior to giving it to students to get the most accurate, **actionable** information*
 - ❑ *Take the assessment to check for clarity and to better infer where students will struggle or if there are test design issues.*
 - ❑ *Identify clear criteria (cut-off scores/levels of proficiency) for each group of students that will best reveal their needs (What is Meeting? Close? etc.)*

- ❑ **Administer Pre-Assessment & score**
 - ❑ *Remember that you need to get student pre-assessments to your team time at least two meetings before instruction begins to allow yourselves time to analyze and utilize the data to modify instruction to better meet learner needs. This may cause a revision of core, additional differentiation and scaffolds to support different learner needs.*
 - ❑ *Be sure to calibrate if needed. Once you have agreement on what proficiency looks like, it will only take a few assessments (3-5 assessments) to ensure the team is calibrated in scoring.*

Step 2: Organize and Chart Data

(10 minutes)

Always done with pre/post data, but not always for progress monitors, depending on the length of the unit. When using progress monitor data, this step may be substituted for a quick sort of students who have it/don't have it to expedite time spent planning versus charting)

Purpose: During Step 2, you want to place students into groups in order to best reveal student need. Remember, all students are going to receive instruction from the unit plan that your team made in Step 1, but Step 2 is where we apply student reality to that plan and answer “Where are kids in relationship to the standard” so that we can plan and revise for those whose needs are not yet addressed.

Timeline: This step is done after an assessment. For pre/post assessments, students should be placed into four categories to ensure students with different needs are not grouped together. For quick progress monitor assessments, this step could be skipped and a quick sort could be used in its place, depending on the length of the unit. For longer running units, student should be charted again using a progress monitor at the mid point. With a pre assessment, this step is done two weeks BEFORE instruction on the unit begins. For a post assessment, this step is done using post assessment data at the end of the unit to create an intervention plan, which has a flexible timeline, based on availability and resources

How To:

- ❑ Use your cut scores to reveal student need. If cut scores have not been determined, or if you find that most/all of your students are going to end up in one category, adjust cut scores before you chart. Remember the following:
 - ❑ Proficient/Exceeding:
 - ❑ Student has **mastered the full standard** (not time dependant)
 - ❑ Close to Proficient:
 - ❑ Students who **have the prerequisite skills needed and some portions of the current standard.**
 - ❑ Far To Go/Approaching:
 - ❑ Students who have **some prerequisite skills.** May or may not have correct responses on the current standard of focus.
 - ❑ Intervention:
 - ❑ Students who **lack most or all of the prerequisite skills**

| Pre-Assessment (Steps 2-7) | | | | | | | | | | | | |
|---|---------|----------------------|----|---------------------|----|---------------|-----------------------|----|---------------|-------------------------|----|-------|
| Date analyzed | | Name of Assessment | | | | | | | | | | |
| Type of Assessment | | | | | | | | | | | | |
| Pre-Assessment (complete steps 2-7) | | | | | | | | | | | | |
| Step 2: Collect and Chart Data | | | | | | | | | | | | |
| Column cut scores: | | Proficient or Higher | | Close to Proficient | | | Far-to-go/Approaching | | | In Need of Intervention | | |
| <i>As a team, decide on cut scores for each group>>></i> | | | | | | | | | | | | |
| Teacher | Total # | # of students | % | # of students | % | Student Names | # of students | % | Student Names | # of students | % | Names |
| | | | 0% | | 0% | | | 0% | | | 0% | |
| | | | 0% | | 0% | | | 0% | | | 0% | |
| | | | 0% | | 0% | | | 0% | | | 0% | |
| | | | 0% | | 0% | | | 0% | | | 0% | |
| | | | 0% | | 0% | | | 0% | | | 0% | |

Step 3: Analyze & Prioritize Needs

(15-20 minutes)

Purpose: In this step, you will focus on a specific group of students, who the core plan is not going to work for. Looking over your chart, your team will select one group of students to target for growth.

Timeline: When using Pre-Assessment data, this is done before Unit instruction begins. When using Progress Monitor data, this is done during instruction. When using Post Assessment data, this is done before Intervention instruction begins.

How to:

- ❑ *Select one group of students*
- ❑ *Pull out those students' assessments, set the rest of the assessments aside. You will use the focus group to determine your targeted instructional plan.*
- ❑ *Look over the assessments for strengths. What can students do that you can build upon? What skills do they already have/what do they already know that will help them be successful in the unit? Write these strengths down.*
- ❑ *Move to errors/misconceptions. What are students showing they are not able to do? What misconceptions are leading them to incorrect answers? Are there any obvious holes you need to fill? Write the list of errors/misconceptions down.*
- ❑ *Next, we look at inferences. When looking over the lists of strengths and errors/misconceptions infer what is happening for students that is producing these results. Put yourself in the students' shoes. What is going on in their head to make them answer this way? Another way to think about this is to move beyond labeling the need of the 'what' to infer the 'why' or root cause. Write these inferences down. This will help you formulate instruction.*
- ❑ *Looking over the list of errors/misconceptions, decide together on the error/misconception your team is going to prioritize addressing first. Think about what is most foundational, what is most enduring. Remember, this isn't the ONLY error/misconception you will choose for this cycle. You will come back and pick up another one later in the cycle. But, choose only one for now.*

| Step 3: Analyze Data and Prioritize Needs | |
|---|-----------|
| Selected Column of Students | |
| Performance Strengths | Inference |
| | |
| | |
| | |
| | |
| Performance Errors and Misconceptions | Inference |
| | |
| | |
| | |
| | |
| The error/need we have prioritized to address first is: | |

Step 4: Select Common Instructional Strategies

(10-15 minutes)

Purpose: During this step, your team will select one, maybe two, strategies that will teach the error/misconception you identified in step 3. This is in addition to the core plan you create in step one. It may be a modification, addition or revision of that plan. Keep in mind, strategies chosen will modify teachers' instructional practice and are not a repeat of same strategies. As a team, you will brainstorm and decide on a strategy that you think will have the greatest impact on the prioritized need.

Timeline: When using Pre-Assessment data, this is done before Unit instruction begins. When using Progress Monitor data, this is done during Unit instruction. When using Post Assessment data, this is done before Intervention instruction.

How To:

- Using a list to jog your memory of high-impact strategies (GLAD, Marzano, RA), your team may use this time as brainstorm for ideas.*
- After looking at your brainstorm, select the strategy that will be most effective when teaching the prioritized need you selected in step 3. Before moving on, make sure you have agreement as a group that all teachers agree to use the identified strategy in their classrooms, with the student group you selected. You may choose to include other students, if it is appropriate, but the acceptable minimum is the targeted group.*
- Record which strategy/strategies you have chosen to use.*

Step 4: Select Common Instructional Strategies

Which high impact strategies match the prioritized need from Step #3? Select one or two to focus your plan on.

Step 5: Determine Results Indicators

(15-20 minutes)

Purpose: In this step, teachers will nail down how the strategy will be implemented. You will determine what will actually happen in each of the classrooms, how students will engage with the strategy, and how you will know if the selected strategy was successful. This is where we make the actual instructional plan, using specificity to ensure that the strategy is executed similarly in each classroom and used to its maximum potential. Descriptions of strategies should be specific and thorough enough to allow for quality replication including clear and detailed descriptions that allow your team and others to replicate the described practices in the future (i.e. implementation, frequency, duration, resources).

Timeline: When using Pre-Assessment data, this is done before Unit instruction begins. When using Progress Monitor data, this is done during Unit instruction. When using Post Assessment data, this is done before Intervention instruction.

How to:

- ☐ *Using your selected strategy/strategies, determine answers for the following 3 questions:*

What will the teacher do?

- ☐ *Remember to be specific. Avoid vague terms like “model” or “go over” that can lead to different interpretations. Describe what the teacher will do, using your collective brain to enhance the instruction. Think through the lesson, and write out each step. The more detail, the better. If this is done well, you should only need to prep materials needed.*

What will the students do?

- ☐ *The goal here is active engagement. How will students engage with the content? What will they be doing while you are instructing? What will help them absorb what you are teaching? Consider gradual release and how students can do more over time. Record your plan.*

What will we look for in proficient work?

- ☐ *Again, be specific. What will it actually look like in their work if the strategy is working? What will we hear kids saying? See them doing? Remember that they have to demonstrate proficiency on the error/need that you prioritized in Step 3 if the strategy worked. So, your answer to this final question will be the basis for your Progress Monitor Assessment.*
- ☐ *Decide when you will give the Progress monitor based on how long students need to learn the prioritized need and for the strategy to be executed well. The more times you can get through steps 3-5, the more errors/misconceptions you will be able to address, so make this timeline realistic, but rigorous.*

| Step 5: Determine Results Indicators | |
|---|---------------------------|
| How will we execute this strategy? Make agreements about what it will look like/sound like if we do the selected strategy well. | |
| What will the teacher do? | What will the student do? |
| | |
| What will we look for in student work? Use this question to generate your Progress Monitor and record below. | |
| | |
| Assessment name: | To be given by: |

Step 6: Theory of Action

(No more than 10 minutes. After 8 minutes, get help or move on!)

Purpose: In this step, teams set a goal for themselves to monitor the success of their plan and their team in the process.

Timeline: Variable. This can be done once at the beginning of each cycle, and the goal can be for the entire cycle. Or, teams can choose to write smaller goals along the way for each error/misconception for which they choose to create an instructional plan.

How to:

- ❑ Use the sentence frame to generate your theory of action.
 - ❑ If we (execute the strategy we selected in step 4) then (use algorithm below) % of our students will be able to (demonstrate proficiency as detailed out in step 5c) by (date).
 - ❑ Percentages should be calculated using the following algorithm.
 - ❑ All students on the roster/in the grade level is the number of your denominator.
 - ❑ All students in proficiency and close adding into numerator.
 - ❑ 50-75% of the students in the far to go (3rd column over) should be added into the numerator.
 - This percentage should be determined by looking at the standard. Using teacher judgement about learning rate. If it is a standard that is easily learned once taught (ie, names of angles) use a percentage closer to 75%. If the standard is a skill that evolves over time (ie, narrative writing), chose a percentage closer to 50% since students are unlikely to make a sudden, large jump in performance. Add this number of students into the numerator.
 - ❑ In the Intervention column (4th column over), add no more than 25% of students into your numerator.
 - Again, considering the rate of learning the specific standard.
 - ❑ Divide the numerator by the denominator to get your realistic goal percentage!

| Step 6: Create a Theory of Action | | | |
|---|-----------------------------------|------|--|
| If we | <i>(insert strategy selected)</i> | then | <i>(Use algorithm) % of our students will be able to</i> |
| <i>(Show proficiency on their student work)</i> | | by | <i>(date of completion)</i> |

Step 7: Reflection

(Time is variable 5-20 minutes each and should be done multiple times throughout a cycle and at the end to ensure lessons learned, are added to the core map/plan for next year's instruction)

Purpose: In this step, teams pause to reflect on what is going well, and what needs to be improved to continue to improve the instructional plan and better meet student needs. Additionally, this is a time for teams to reflect on their process and workflow as a group. It is important for schools and teams to set aside time for this on their agenda on both a cycle by cycle basis and at key times in the school year. Reflecting helps us learn from experiences and will help each future cycle run more efficiently.

Timeline: Should be done multiple times throughout a cycle and at the end to ensure lessons learned, are added to the core map/plan for next year's instruction

How to:

- Set aside time on your agenda for reflection (5-20 min)*
- Use reflection as a time to set time to celebrate new learning, students gains, discuss and rectify things that didn't go well during the cycle or in the team's process and add to the core map (Ie add successful strategies to core plan, removing a strategy that was unsuccessful, adding a norm to address interpersonal challenges etc).*

| Step 7: Reflect, Monitor and Evaluate the Process |
|---|
| <small>As you move through the steps, take notes here of your reflections.</small> |
| <small>After the cycle is complete, take note of what you want to remember for next year.</small> |
| |

Other Resources

Educational Excellence Website
(Training Materials, Slides, Handouts, etc)
www.educationalexcellence.org

Example of a complete Process Sheet (in Google Docs)
<http://bit.ly/ExampleTeamF>

Prioritized Common Core Standards (ELA)
<http://bit.ly/ELAPriorityStandards>

Prioritized Common Core Standards (Math)
<http://bit.ly/MathPriorityStandards>

Further Reading

Learning by Doing: A Handbook for Professional Learning Communities at Work by DuFour, DuFour, Eaker & Many

Common Formative Assessment 2.0: How Teacher Teams Align Standards, Instruction and Assessment by Ainsworth

Classroom Assessment for Learning: Doing it Right, Using it Well by Chappuis, Stiggins, Chappuis & Arter