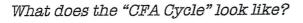
#### Where are we from what we already do/know?

### AC Four Grounding Questions

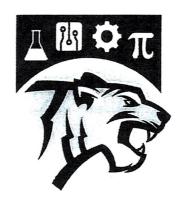
- What do we want students to know/learn?
- How will we know they know it/have learned it?
- What will we do when they learn it?
- What will we do when they don't learn it?

#### AC Planning Cycle

- Plan
- Teach
- Analyze
- Respond



- 1) Plan what standard/skill you will be teaching and assessing (CFA).
  - a. This is done together as a collaborative team (AC time? Common prep?)
  - b. HOW you each teach it might look different (personalized to you), and could be done during AC time, common preps, prep time, etc.
- 2) Determine when you will be teaching, assessing (CFA), and then analyzing results.
  - a. This is done together as a collaborative team (AC time? Common prep?)
  - b. Use http://tinyurl.com/TigerCFAAnalysisDate to record the date your team will analyze the results of the assessment.
  - c. Create the Common Formative Assessment (CFA) that will PROVE that students understand the standard/skill
- 3) Teach
- 4) Assess
- 5) Analyze the results of the CFA (This is our 2017-2018 site focus)
  - a. Share results with the collaborative team ahead of team analysis
  - b. Use http://tinyurl.com/TigerCFAProtocol to analyze and share data/evidence individually and as a collaborative team
  - c. Use http://tinyurl.com/TigerCFARubric to determine areas of the CFA process that you/your collaborative team do well in, and can grow in (This is the rubric your administrative liaison will focus on) (This is the rubric in the office that can be added to by YOU)
- 6) Determine next steps...
  - a. What interventions might be necessary?
  - b. What extensions/enhancements/advancements might be necessary?
  - c. What standard/skill OR parts of a standard/skill are next???



# "Tights & Looses" with The Computech CFA Cycle

	Doing it	Turning it	Self-	Archive
	-	in	reflection /	
			Reflection	
Elements of a Successful CFA Cycle:	(meaning, the collaborative team completes the task and has evidence that the task has been done/completed for each CFA Cycle)	(meaning, the collaborative team either turns the evidence of the task having been done/completed and turned in to their respective administrative liaison OR the administrative liaison sits in with the collaborative team to observe/collect evidence him or herself)	(meaning, the collaborative team can use this/these resources or tools to self-reflect on elements of a successful CFA Cycle, can be held to the standards present in the resources or tools, OR can make suggestions about the resources or tools towards wholecampus improvement)	(meaning, the collaborative team keeps all evidence that the task has been done/completed for each CFA Cycle in case it needs to be recalled at a later date)
AC/Collaborative Team Meeting	Tight	Loose*	"Use of CFA" Rubric	Tight
Agenda(s)			1100110	
AC/Collaborative Team Planning Calendar	Tight	Loose*	"Use of CFA" Rubric	Tight
Common Formative Assessment(s)	Tight	Loose*	"Use of CFA" Rubric	Tight
Analysis of Common Formative Assessment Results	Tight	Tight	"Use of CFA" Rubric	Tight
In-Class Intervention(s)	Tight	Loose*	"Use of CFA" Rubric	Tight

<sup>\*&</sup>quot;Loose" can become "tight" if the self-reflection/reflection tool(s) indicate that there is an area for growth for the collaborative team



#### Student Data Analysis Tool/Template

Directions: For giving Common Formative Assessment (CFA) or other assessments, follow the steps and organizers on this tool to help guide AC discussions and determine next instructional steps.

#### (Before the CFA analysis meeting)

# Step 1: Read the assessment prompt and/or rubric and know/explain the following:

- What are the students expected to do?
- Which standards (CCSS, content standards, or both) are being assessed?
- What do you consider to be a proficient response on this assessment, and exactly what do students need to say or write for you to consider their work proficient?
- How will you "grade" this assessment?
- Does the assessment give students a good opportunity to demonstrate what they know?

## Pre-Work (this works best done before the AC meeting):

- O Individually go through this protocol (or another like it) in order to be prepared for the analysis meeting.
- O Ensure that data is shared with all AC members
  - Example: If the AC agrees that #7 (multiple choice) and #10 (short answer) get to the "meat" of the standard, then each AC member share the class/classes results with the lead teacher OR to a collaborative document for those questions. A *suggested* way to compile could be as simple as:

	#7 (% correct overall)	#10 (% with agreed upon proficient response)
Teacher A	80%	85%
Teacher B	75%	60%
Teacher C	50%	61%
Teacher D	67%	70%

## (During the CFA analysis meeting)

Step 2: Review that each member of the AC completed Step 1, "Pre-Work" above (use as a checklist).

Step 3: What parts of this data catch your attention? Just the facts. (8 minutes: 2 minutes silently writing individual observations, 6 minutes discussing as a group)

# Step 4: What good news is there to celebrate? (5 minutes to identify strengths)

The facilitator asks the group to look for indications of success in the data.

Step 5: What does the data tell us? What does the data NOT tell us? (10 minutes: 3 minutes silently making notes, 7 minutes discussing as a group)

• Make inferences about the data. The Lead Teacher/facilitator encourages team members to support their statements with evidence from the data.

# Step 6: What are the problems of practice suggested by the data?

(10 minutes: 3 minutes silently writing individual ideas for practice, 7 minutes for group discussion)

• The facilitator helps the group narrow the focus of the problems of practice.

# Step 7: What are our key conclusions, and what recommendations does the team have for addressing the problems of practice?

- This is the action phase of the data analysis. The group will design an action plan for next steps to be recorded in
- Ask the question, "What does this mean for us regarding instruction?" or "How will our instruction change because of this data?"



Edison Region DRAFT Rubric for <u>Use</u> of CFA(s), USE A POST IT AND MAKE A SUGGESTION/CHANGE RIGHT HERE!!!

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