**Common Vocabulary at Lindsey Elementary**

**Professional Learning Communities**: An ongoing process in which educators work collaboratively in reoccurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

**Collaborative Teams:** Educators are organized into meaningful (collaborative) teams in which members work interdependently to achieve common goals for which they are mutually accountable.

**Guaranteed and Viable Curriculum** -Students will have access to the same essential outcomes regardless of the teacher to whom they are assigned, and that the curriculum can be taught and learning in the amount of time that is available. Team members identify the most essential learning for that unit, translate those skills into student-friendly language, establish the amount of time to be devoted to the unit and promise one another that they will focus their instruction on those essential skills.

**Teacher Feedback:** the process of providing a student with a reaction to his or her product, performance or behavior. Its purpose is to impact future occurrences in a positive way.

Feedback should be FAST:

Fair and use friendly language of the standard the student understands

Accompanied by appropriate support

Specific to one or two elements or learning targets

Timely- Quick

**Common Assessment:** Common assessments in a PLC are developed collaboratively in grade-level teams and incorporate each team’s collective wisdom (professional knowledge and experience) in determining the selection, design and administration of those assessments.

Effective team-developed common assessments provide three forms of feedback:

1. Information about important learning targets that are clear to students and teacher teams
2. Timely information for both students and teacher teams
3. Information that tells students and teacher teams what to do next

When formative assessments are used on an ongoing basis, teachers can see almost immediately what is working and what is not working.

**Understanding Assessments**

**Four Types of Assessments**

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| **Type of Assessment** | **Team Notes** |
| 1. **Diagnostic Assessment:** | Purpose: To determine students’ ability in relation to learning goals    Timing: The beginning of the learning segment (pretests, needs assessments, universal screening) |
| 1. **Formative Assessments:** | Purpose: To provide ongoing feedback to teachers about the effectiveness of their instruction meeting the diverse needs of their students and to students about their progress (or lack of progress) in meeting or exceeding learning goals.  **\*\*Also known as “Assessment for Learning”- which gives a student a chance to improve on his/her learning. \*\***  Timing: Throughout the learning segment |
| 1. **Summative Assessments:** | Purpose: To measure student achievement related to learning goals.  **\*\*Gives students a chance to prove what he/she learned. \*\***    Timing: The end of the learning segment |
| 1. **Evaluation** | Purpose: To make an inference about the student’s ability to meet learning goals using all the assessment data  Timing: The end of the grading period |

**Common Formative Assessment Protocol**

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| **Steps** | **Team Notes** |
| 1. **Set the stage.**  * Establish the purpose of the meeting. * Review norms (focusing on data norms). | Two minutes |
| 1. **Review the focus of the assessment.**  * Identify the essential learning targets we assessed and which questions we designed to assess each of them. * Review the expectations for proficiency (for example, two out of three correct on a multiple-choice assessment, or a level 3 on the rubric). | Two minutes |
| 1. **Discuss the data.**  * For each target, identify how many students will need additional time and support. | Five minutes  Each team member must participate in this discussion |
| 1. **Determine student misconceptions and errors.**  * For each target, identify how many students will need help. * Once we’ve identified the students who need help, regroup them by specific need (for examples, students who made a calculation error versus students who chose the wrong solution pathway). | Ten minutes  Be careful to do this step one essential learning target at a time. |
| 1. **Determine Instructional strategies.**  * Decided whether we will develop small groups for reteaching or if we will use a re-engagement lesson with the whole class. * Each teacher should share his or her original instructional strategy so that we can see if one strategy worked better for certain students. * For each target and for each mistake or misconception, develop a plan to help students move ahead on their learning of that target. * If necessary, go back to best practices information about how to teach the concept or about what strategies work best for struggling students. Consult instructional coaches or specialists if necessary. | Fifteen minutes  Make sure that all team members have the same understanding of what this will look like. |
| 1. **Develop the items that we will use to monitor whether students met the learning target after this response. This will provide information about which students still need help on this essential target.** | Ten minutes  This reassessment may be done orally or may be a version of the original assessment |

**Common Summative Assessment Protocol**

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| **Steps** | **Team Notes** |
| 1. **Set the Stage**  * Establish the purpose of the meeting. * Determine the desired outcome. * Review norms (focusing on data norms) | Three minutes |
| 1. **Review the assessment, addressing the following questions:**  * How are the data from this assessment organized? * What learning targets or standards were measured? * How do we determine proficiency? | Five minutes  Ensure input from all participants. |
| 1. **Discuss that data.**  * Working individually, each teacher should examine the data looking for fact statements and not drawing any inferences or conclusions. * Take turns sharing the facts; the recorder takes notes. * Once everyone has listed the facts, the group then begins to develop inferences and conclusions.   + How many students were proficient, not proficient, and beyond proficient?   + Discuss patterns in the data such as how clusters of students (by subgroup, by teacher) performed, how many specific interventions affected growth, and how changes in pacing or instructional strategies affected performance. * If we are using this assessment for screening or progress monitoring, identify the students who need continued support and those who need less support. | Fifteen to twenty minutes  Record the facts first and then the inferences and conclusions. |
| 1. **Develop the action plan.**  * Develop the plan for how to use the data to work with flexible student groups, change pacing if needed, and consider any instructional strategies to add. | Fifteen to twenty minutes |
| 1. **Set goals for improvement.**  * Discuss what we learned from these data and what follow-up assessments we will use. * Consider any obstacles or stumbling blocks the discussion identified. * Discuss ongoing efforts and strategies designed to ensure quality initial instruction * If appropriate, review the SMART goal this assessment measures, and tweak as necessary. | Eight to ten minutes  Identify no more than three strategies to directly impact achievement in this area. |
| 1. **Determine agreed-on actions and results indicators.**  * What indicators will we use to determine the effectiveness of the results of this action plan? * How will we know if this plan is effectively improving student achievement? | Five minutes  Record decisions and summarize for the group. |

**Analyzing Results Protocol**

**How can a team most effectively analyze the results from a common formative assessment to develop a strong response for students?**

* ***What do we expect our students to know and be able to do?*** As a team/teacher identify the strategies and tools that will be used to teach each standard. What knowledge, skills, and dispositions must all students acquire as a result of this unit we are about to teach? What systems have we put in place to ensure we are providing every student with access to a guaranteed and viable curriculum?
* ***How will we know if they have learned it?*** How can we check for understanding on an ongoing basis in our individual classrooms? As a team identify what mastery of the standard looks and sounds like. List/discuss how or what will be used or gathered as evidence of student learning and mastery of the standard. What criteria will we establish to assess the quality of student work? How can we be certain we can apply the criteria consistently?
* ***How will we respond when they do not learn?*** What steps can we put in place to provide students who struggle with additional time and support for learning in a way that is timely, direct and systematic? How will we provide students with multiple opportunities to demonstrate learning?
* ***How will we respond when they already know it?*** How can we differentiate instruction among the team so that the needs of all students being met?

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| **Strategies** | **Team Notes** |
| 1. **Understanding Learning Progression** | Definition: Sequence set of sub skills and bodies of knowledge it is believed students must master en route to mastering a more remote curricular aim  Teams begin with the expected learning target (proficiency target) as well as the prerequisite targets. They bookend and define the progression with the knowledge and concepts students should already have and what mastery of the target will look like. The prerequisite target is either from the previous year or from earlier in the current year. |
| 1. **Pile and Plan** | Teachers start with a specific learning target they want to analyze and make two piles of student responses: Correct and Incorrect. Once they have all the incorrect student responses in one pile, they can regroup the student work into smaller piles with different student mistakes or misconceptions.  \*\*Works well with constructive response items\*\* |
| 1. **Conduct error analysis** | Error analysis works best for multiple-choice items. With this strategy, the team examines students’ answers to multiple-choice questions. |

**Responding to Students at Lindsey Elementary**

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| **Terms** | **Definition** |
| **Tier 1** | Represents the support most students will need in order to be proficient on grade-level curriculum. |
| **Tier 2** | Represents the amount of targeted support students will need to be proficient on grade-level curriculum- additional small group support usually two or three times a week for a period of time. |
| **Tier 3** | Represents the intensive support a small number of students will need either one-to-one or in a small group. |
| **Intervention** | Anything a school does above and beyond what all students receive to help certain students succeed academically and behaviorally. |
| **Enrichment** | Students having access to the subjects that specials or electives teachers traditionally teach, such as music, art, drama and physical education. These subjects often teach essential core curriculum through different modalities. |
| **Extension** | When students are stretched beyond essential grade-level curriculum or levels of proficiency. Can be done in different ways:   * Ask students to demonstrate mastery of essential standards at a level beyond what is deemed grade-level proficient. For example, adding an additional level to a rubric to show extension. * Give students access to more of a required grade-level curriculum deemed important but not essential |