

# Bowie MS Guide to our PLC Process



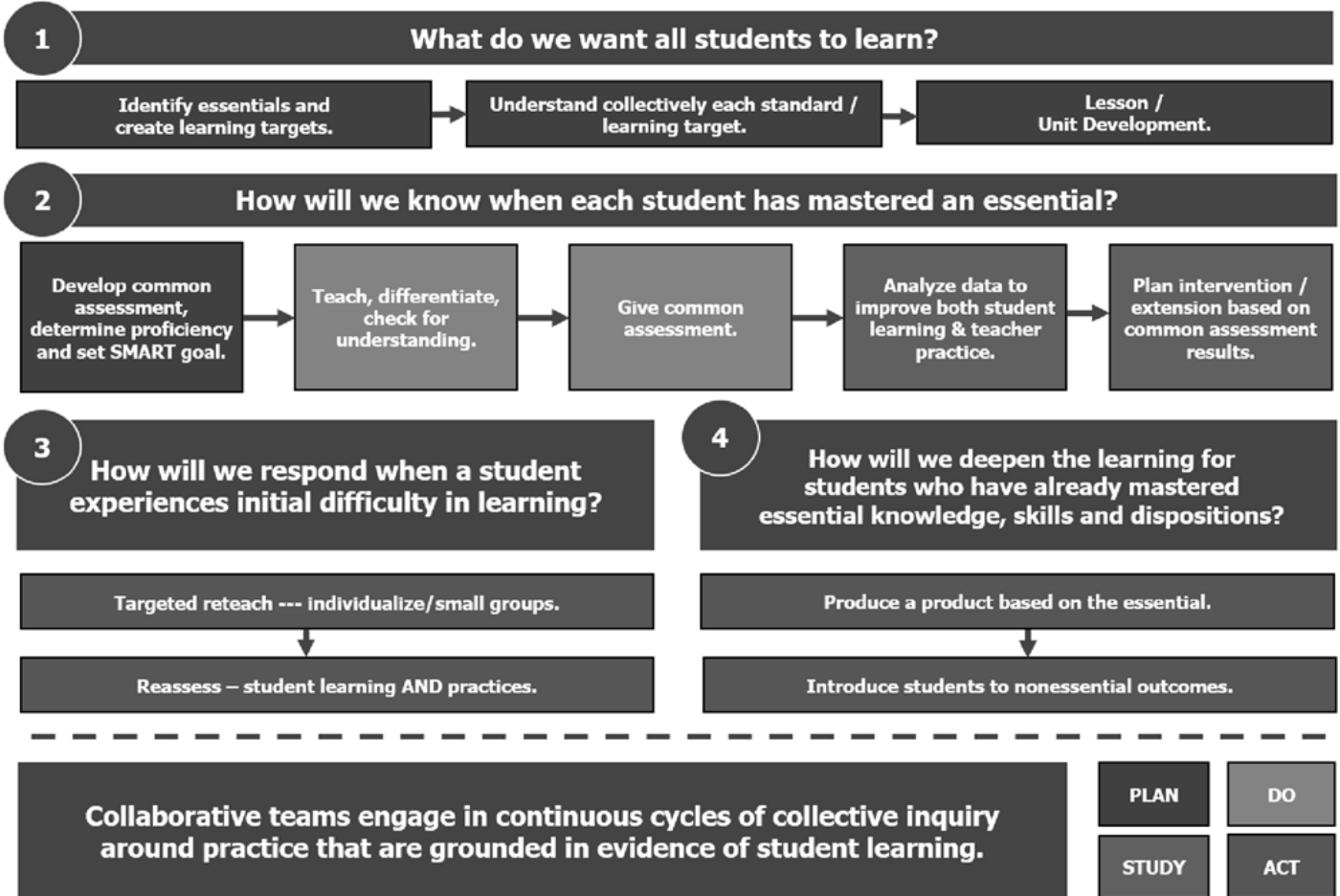
## *Bowie Middle School*

<i>MISSION</i>	<i>VISION</i>	<i>VALUES</i>
Our mission is to ensure high levels of learning for all students.	Our vision is an engaged community that fosters lifelong learning.	Our values are: <b>POSITIVE RELATIONSHIPS</b> <b>CONTINUOUS LEARNING</b> <b>EQUITY</b> <b>INNOVATION</b>

*EVERY DAY, EVERY CUB:  
LEARNING, GROWING,  
ACHIEVING*



# The Solution Tree PLC at Work Visual



# Norms, Expectations, Roles, & Protocols

**EXAMPLE OF BMS Collaborative Team** \*Directions and team work can be found below after the example\*

<p>Norms</p>	<ul style="list-style-type: none"> <li>★ Think innovatively and comprehensively.</li> <li>★ Listen and hear one another’s viewpoints—one’s perspective is one’s truth.</li> <li>★ Ensure a trauma-informed, equitable approach to teaching and learning.</li> </ul> <p>Breach of Norms:</p> <ul style="list-style-type: none"> <li>• CKH 4 Questions             <ul style="list-style-type: none"> <li>○ What are you doing?</li> <li>○ What are you supposed to be doing?</li> <li>○ Are you doing it?</li> <li>○ What are you going to do about it?</li> </ul> </li> </ul>
<p>Expectations</p>	<p><b>Team Member Absences</b></p> <ul style="list-style-type: none"> <li>• Read Instructional Calendar and notes</li> <li>• Add comment on Instructional Calendar if there is questions or needed clarification</li> </ul> <p><b>Meeting Preparation</b></p> <ul style="list-style-type: none"> <li>• Preview Instructional Calendar prior to meeting</li> <li>• Complete action items</li> <li>• Gather necessary materials for meeting</li> </ul>
<p>Roles &amp; Responsibilities</p>	<p><b>Facilitator</b></p> <ul style="list-style-type: none"> <li>• Creates a goal for each meeting</li> <li>• Creates and distributes Meeting Instructional Calendar 24 hours in advance</li> <li>• Runs the meeting according to the Instructional Calendar</li> <li>• Ensures that all voices are heard during the meeting</li> </ul> <p><b>Time Keeper</b></p> <ul style="list-style-type: none"> <li>• Monitors the meetings start and end on time</li> <li>• Keeps all team members on task</li> <li>• Tables discussion topics for when appropriate</li> <li>• Calls for decision making when needed</li> </ul> <p><b>Reporter</b></p> <ul style="list-style-type: none"> <li>• Takes minutes of the meeting on the Instructional Calendar, finalized within 24 hours of meeting</li> <li>• Makes a to-do list for the next meeting with team members assigned to each task</li> <li>• Invite admin to data talks using Calendar Invite</li> <li>• Document Breach of Norms in the Instructional Calendar notes</li> </ul>
<p>Protocols</p>	<p><b>Decision Making</b></p> <ul style="list-style-type: none"> <li>• Everyone’s voice is heard and then we narrow it down w/ consensus vote</li> <li>• If there is a disagreement about something that doesn’t directly impact the whole team, if all of the options produce reliable/valid outcomes teacher’s have autonomy to choose</li> <li>• Disagreements that directly impact the whole team, we will bring in an extended team member (AS, Department Chair, Content AP, Interventionist, Counselor) to help weigh the options and decide as a tiebreaker.</li> </ul> <p><b>Breach of Norms</b></p> <ul style="list-style-type: none"> <li>• CKH 4 Questions             <ul style="list-style-type: none"> <li>○ What are you doing?</li> <li>○ What are you supposed to be doing?</li> <li>○ Are you doing it?</li> <li>○ What are you going to do about it?</li> </ul> </li> <li>• Document in the Instructional Calendar</li> <li>• Follow Communication Channels</li> </ul> <p><b>Communication Channels</b></p> <p>Broken norms that are impacting the health of the team:</p> <ol style="list-style-type: none"> <li>1. Norm Violations (1-3) <b>VERBAL</b> <ol style="list-style-type: none"> <li>a. Address broken norm with Breach of Norms protocol</li> </ol> </li> <li>2. Norm Violation (4) <b>WRITTEN</b> <ol style="list-style-type: none"> <li>a. Email from content lead with calendar invite to <b>revisit/adjust norms</b> <ol style="list-style-type: none"> <li>i. Invite: Collaborative Team, Department Chair</li> <li>ii. Cc: AS</li> </ol> </li> <li>b. If norm is changed, violations reset</li> </ol> </li> <li>3. Norms Violation (8) <b>WRITTEN</b> <ol style="list-style-type: none"> <li>a. Email from content lead with calendar invite for <b>team realignment meeting</b> <ol style="list-style-type: none"> <li>i. Invite: Collaborative Team, Department Chair, AS</li> <li>ii. Cc: Department AP</li> </ol> </li> </ol> </li> </ol>

	<p>4. Norm Violation (9) <b>WRITTEN</b></p> <p>a. Email from content lead with calendar invite for <b>team realignment meeting</b></p> <p>i. Invite: Collaborative Team, Department Chair, AS, Department AP</p> <p>ii. Cc: Principal</p> <p>5. Norm Violation (10) <b>WRITTEN</b></p> <p>a. Email from content lead with detailed documentation to Department Chair, AS, Department AP, Principal</p>
--	--

## How to for Norms, Expectations, Roles, & Protocols

### Identifying Collective Commitments

Step	Action						
Pre-Rreq	<ul style="list-style-type: none"> <li>Make a Copy and Complete: <a href="#">Establishing a Team Culture Protocol</a></li> </ul>						
1	<p>Consider the BMS Mission, Vision, and Values of Collaborative Teams.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">Values</td> <td></td> </tr> <tr> <td>Mission Statement: Who we are and what we value</td> <td></td> </tr> <tr> <td>Vision Statement: What we want to become</td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>Values <ul style="list-style-type: none"> <li>Unpack what each Value provided means for your team.</li> <li>How do the Values of Collaborative Teams provided align with your personal values around teaching and learning?</li> </ul> </li> <li>Mission <ul style="list-style-type: none"> <li>How does the Mission of Collaborative Teams provided align with your personal mission of teaching and learning?</li> <li>Are there any edits/additions your team would make to the mission statement?</li> </ul> </li> <li>Vision <ul style="list-style-type: none"> <li>How does the Vision of Collaborative Teams provided align with your personal mission of teaching and learning?</li> <li>Are there any edits/additions your team would make to the vision statement?</li> </ul> </li> </ul>	Values		Mission Statement: Who we are and what we value		Vision Statement: What we want to become	
Values							
Mission Statement: Who we are and what we value							
Vision Statement: What we want to become							
2	<p>Discuss the difference between the following.</p> <p>Professionalism - Implied understanding that employees will communicate effectively and appropriately and always finding a way to be productive. Responsible, ethical, and team oriented, and to possess strong communication, interpersonal, and problem solving skills.</p> <p>Collective Commitments - The promise made among and between all stakeholders to fulfill our shared vision and meet our shared goals.</p> <p>Team Norms - Norms represent collective commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.</p>						
3	<p>Unpack what each NORM will look like for your team.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Norm</td> <td>Collective Commitment What does this norm look like for our team? What promise(s) will be made to ensure this norm is upheld?</td> </tr> <tr> <td>Think innovatively and comprehensively.</td> <td></td> </tr> </table>	Norm	Collective Commitment What does this norm look like for our team? What promise(s) will be made to ensure this norm is upheld?	Think innovatively and comprehensively.			
Norm	Collective Commitment What does this norm look like for our team? What promise(s) will be made to ensure this norm is upheld?						
Think innovatively and comprehensively.							

	<table border="1"> <tr> <td>Listen and hear one another's viewpoints—one's perspective is one's truth.</td> <td></td> </tr> <tr> <td>Ensure a trauma-informed, equitable approach to teaching and learning</td> <td></td> </tr> </table>	Listen and hear one another's viewpoints—one's perspective is one's truth.		Ensure a trauma-informed, equitable approach to teaching and learning	
Listen and hear one another's viewpoints—one's perspective is one's truth.					
Ensure a trauma-informed, equitable approach to teaching and learning					
4	Are there any additional NORMS your team would add to the list? ( <a href="#">Suggested resource</a> ) <ul style="list-style-type: none"> <li>•</li> </ul>				
5	<p>What additional EXPECTATIONS does your team collectively commit to meeting? Consider the following discussion points, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Lesson Planning <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• Team Communication <ul style="list-style-type: none"> <li>○ During Team Time? <ul style="list-style-type: none"> <li>■</li> </ul> </li> <li>○ Outside of Team Time? <ul style="list-style-type: none"> <li>■</li> </ul> </li> </ul> </li> <li>• Team Participation <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>				
6	What additional ROLES & RESPONSIBILITIES does your team collectively commit to following? ( <a href="#">Suggested resource</a> ) <ul style="list-style-type: none"> <li>•</li> </ul>				
7	What additional PROTOCOLS does your team collectively commit to implementing? <ul style="list-style-type: none"> <li>•</li> </ul>				

## Team Signatures

Printed Name:	Signature:	Date:

How to add a signature using Drawing Tool:

1. Click in Signature box
  2. Insert Drawing
  3. New
  4. Line - Scribble
  5. Save and Close
- ★ [Step-by-step tutorial video!](#)

# Question 1 What do we want our students to learn?

## Step I: Unpacking Essential Standards (1- 3 Standards)

### Essential Standard 1

Unpacking Standards and Creating Daily Lesson Objectives
<b>Step 1:</b> Break down SE into lists of K+S.
<b>Step 2:</b> Solve assessment items, making note of steps.
<b>Step 3:</b> Adjust initial list of K+S based on your experience solving the assessment items.
<b>Step 4:</b> Sequence list of K+S in order that leads to mastery.
<b>Step 5:</b> Adjust language of K+S to reflect criteria of a daily objective.

Do It: Unpacking Standards	
<b><u>STEP 1: Unpack SE into Knowledge + Skills Chart</u></b>	
Knowledge	Skills
<b><u>STEP 2: Solve the Assessment Items</u></b> <b>Solve the assessment</b> items under <a href="#">Released STAAR Items</a> . Show all of your work and list the steps you take to solve each item. Link: <b><u>STEP 3: Add to your K + S Chart</u></b> <b>Go back and add to your K+S chart above, based on your experience solving the assessment items.</b> <b><u>Step 4: Sequence list of K+S in order that leads to mastery.</u></b> <b><u>Step 5: Adjust language of K+S to reflect criteria of a daily objective.</u></b>	

Strong Daily Lesson Objectives
<b>Rigorous:</b> Vocabulary matches the standards, SE, and STAAR questions
<b>Manageable:</b> Can be taught and mastered in one day
<b>Distinct:</b> Specific to one lesson and not repeated over multiple days

**Measurable:** Can know whether or not students mastered the daily objective

**Data-driven:** Rooted in what students need to learn based on analysis of student work, formative assessment, and/or summative assessment

**Do It – Daily Lesson Objectives for TEK**  
**COPY AND PASTE INTO INSTRUCTIONAL PLANNING CALENDAR**

<b>Day 1</b>	
<b>Day 2</b>	
<b>Day 3</b>	
<b>Day 4</b>	
<b>Day 5</b>	

## Essential Standard 2

### Unpacking Standards and Creating Daily Lesson Objectives

**Step 1:** Break down SE into lists of K+S.

**Step 2:** Solve assessment items, making note of steps.

**Step 3:** Adjust initial list of K+S based on your experience solving the assessment items.

**Step 4:** Sequence list of K+S in order that leads to mastery.

**Step 5:** Adjust language of K+S to reflect criteria of a daily objective.

### Do It: Unpacking Standards

#### STEP 1: Unpack SE into Knowledge + Skills Chart

Knowledge	Skills

#### STEP 2: Solve the Assessment Items

Solve the assessment items under [Released STAAR Items](#). Show all of your work and list the steps you take to solve each item. Link:

#### STEP 3: Add to your K + S Chart

Go back and add to your K+S chart above, based on your experience solving the assessment items.

#### Step 4: Sequence list of K+S in order that leads to mastery.

#### Step 5: Adjust language of K+S to reflect criteria of a daily objective.

### Strong Daily Lesson Objectives

**Rigorous:** Vocabulary matches the standards, SE, and STAAR questions

**Manageable:** Can be taught and mastered in one day



**Distinct:** Specific to one lesson and not repeated over multiple days

**Measurable:** Can know whether or not students mastered the daily objective

**Data-driven:** Rooted in what students need to learn based on analysis of student work, formative assessment, and/or summative assessment

**Do It – Daily Lesson Objectives for TEK**

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

## Essential Standard 3

### Unpacking Standards and Creating Daily Lesson Objectives

**Step 1:** Break down SE into lists of K+S.

**Step 2:** Solve assessment items, making note of steps.

**Step 3:** Adjust initial list of K+S based on your experience solving the assessment items.

**Step 4:** Sequence list of K+S in order that leads to mastery.

**Step 5:** Adjust language of K+S to reflect criteria of a daily objective.

### Do It: Unpacking Standards

#### STEP 1: Unpack SE into Knowledge + Skills Chart

Knowledge	Skills

#### STEP 2: Solve the Assessment Items

Solve the assessment items under [Released STAAR Items](#). Show all of your work and list the steps you take to solve each item. Link:

#### STEP 3: Add to your K + S Chart

Go back and add to your K+S chart above, based on your experience solving the assessment items.

#### Step 4: Sequence list of K+S in order that leads to mastery.

#### Step 5: Adjust language of K+S to reflect criteria of a daily objective.

### Strong Daily Lesson Objectives

**Rigorous:** Vocabulary matches the standards, SE, and STAAR questions

**Manageable:** Can be taught and mastered in one day

**Distinct:** Specific to one lesson and not repeated over multiple days

**Measurable:** Can know whether or not students mastered the daily objective

**Data-driven:** Rooted in what students need to learn based on analysis of student work, formative assessment, and/or summative assessment

**Do It – Daily Lesson Objectives for TEK**

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

# Step II: Instructional Planning Calendar

2022-2023

## 1st Six Weeks Instructional Planning Calendar

([2nd Six Weeks Template](#), [3rd Six Weeks Template](#), [4th Six Weeks Template](#), [5th Six Weeks Template](#), [6th Six Weeks Template](#))

**Non-Negotiables: TEKS, Objective, DOL (Exit Ticket), Common Assessments, Flex Days, Team Time Agenda Notes**

### First Grading Period

August 15 - September 23, 2022

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Aug 15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
T TEKS O Student Friendly Objective D Exit Ticket	T- O- D-	T- O- D-	T- O- D-	T- O- D-
<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?
<b>Unit Notes:</b>	<b>Unit Notes:</b>	<b>Unit Notes:</b>	<b>Unit Notes:</b>	<b>Unit Notes:</b>
<b>Aug 22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>27</b>
T TEKS O Student Friendly Objective D Exit Ticket	T- O- D-	T- O- D-	T- O- D-	T- O- D-
<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?
<b>Unit Notes:</b>	<b>Unit Notes:</b>	<b>Unit Notes:</b>	<b>Unit Notes:</b>	<b>Unit Notes:</b>
<b>Aug 29</b>	<b>30</b>	<b>31</b>	<b>Sep 1</b>	<b>2</b>
T TEKS O Student Friendly Objective D Exit Ticket	T- O- D-	T- O- D-	T- O- D-	T- O- D-
<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?
<b>Unit Notes:</b>	<b>Unit Notes:</b>	<b>Unit Notes:</b>	<b>Unit Notes:</b>	<b>Unit Notes:</b>
<b>Sep 5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Holiday Labor Day</b>	T- O- D-	T- O- D-	T- O- D-	T- O- D-
	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?

	<i>Unit Notes:</i>	<i>Unit Notes:</i>	<i>Unit Notes:</i>	<i>Unit Notes:</i>
<b>Sep 12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
T- O- D-	T- O- D-	T- O- D-	T- O- D-	<b>Purposeful Planning &amp; Early Release</b>
<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	
<i>Unit Notes:</i>	<i>Unit Notes:</i>	<i>Unit Notes:</i>	<i>Unit Notes:</i>	
<b>Sep 19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>
T- O- D-	T- O- D-	T- O- D-	T- O- D-	<b>End of 1<sup>st</sup> Six Weeks</b>
<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	<b>Team Time</b> What Now? What's Next?	
<i>Unit Notes:</i>	<i>Unit Notes:</i>	<i>Unit Notes:</i>	<i>Unit Notes:</i>	

### Step III: Unit SMART Goal

SMART Goal Template				
<b>School:</b> Bowie Middle School <b>Team Name:</b> <b>Team Leader:</b>				
<b>Team Members:</b>				
<b>District Goal:</b>				
<b>Campus Goal:</b>				
Team SMART Goal	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness

# Question 2 How will we know they learned it?

## Step I Common Formative Assessments

### Guide for Creating Assessments

“Assessments are not the end of the teaching and learning process; they are the starting point.”  
— Paul Bambrick-Santoyo, *Driven by Data: A Practical Guide to Improve Instruction* (2010)

Common formative assessments are fundamental to the work of professional learning teams. It is impossible to relentlessly question the value of instructional practices without collecting reliable evidence on the impact that those practices are having on learners.

**Directions:** Use this template to develop three potential assessment questions for one of the essential learning targets that your team has decided to teach to your students.

### Create Common Assessments in Seven Stages

**Note:** Repeat 1–7 for each common assessment embedded throughout the unit of study.

**Stage 1.** Begin with the end-of-unit assessment.

- Identify the essential standards to be assessed.  
(Based on unwrapped essential standards. One to three)
- Determine the level of rigor or cognitive demand. (What kind of thinking? DOK level?)
  - [WEBB](#)
  - [HESS](#)
- Decide what type of assessment items and how many of each type to use. (Match the proper item type to the learning being measured.)

<b>Unit Assessments</b>  &  <b>Common Formative Assessment (CFA's)</b>	<ul style="list-style-type: none"><li>★ For STAAR tested subjects, 50 - 60% of exam should be open-ended (free response)<ul style="list-style-type: none"><li>○ Include 3 - 5 questions per Essential Standard (Boulders).<ul style="list-style-type: none"><li>■ Include 1 new item type per TEKS.</li></ul></li></ul></li><li>★ Limit total number of questions for CFA to no more than 5 questions.</li><li>★ Limit total number if questions for Unit Assessment:<ul style="list-style-type: none"><li>○ Double Block: No more than 20 - 25 questions.</li><li>○ Single Block: No more than 10 - 15 questions.</li></ul></li></ul>
--	--

<b>Pre-Assessments</b> (Readiness Check)	<ul style="list-style-type: none"> <li>★ Limit total number of questions to 5 questions</li> <li>★ Includes intentionally selected vocabulary</li> <li>★ Open-ended</li> <li>★ Assesses prior knowledge or problem-solving skills</li> </ul>
---	--

**Stage 2.** Each team member brings sample test questions, based on essential standards(boulders), to the team meeting. \*refer back to step 2 of unpacking essential standards.

<b>Essential Standard to be Assessed:</b>			
DOK Level of Target: <i>(circle one)</i>	Best Strategy for Assessing this Target: <i>(circle one)</i>	Percentage of Questions on District Benchmarks/ Standardized Tests that Cover This Target:	How Important is this Target for Future Success In and/or Beyond School?
<input type="checkbox"/> Recall and Reproduction <input type="checkbox"/> Skills and Concepts <input type="checkbox"/> Strategic Thinking <input type="checkbox"/> Extended Thinking	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Performance Tasks <input type="checkbox"/> Other:	<input type="checkbox"/> 0% - 5% <input type="checkbox"/> 6%-8% <input type="checkbox"/> 9%-13% <input type="checkbox"/> More than 13%	<input type="checkbox"/> Not important <input type="checkbox"/> Somewhat important <input type="checkbox"/> Very important <input type="checkbox"/> Essential
<b>Potential Assessment Questions:</b>			
Question:	Expected Answer:	Common Mistakes We Might See:	
<b>Three Important Common Formative Assessment Reminders:</b>			



1. A good CFA will cover no more than three essential learning targets. Limiting the length of a CFA makes it possible for teachers to analyze and then act on data collected in a timely manner.
2. A good CFA should include at least three questions for each learning target that is being tested. That protects data sets against the impact of questions that are poorly written.
3. The complexity of a question should align with the complexity of the learning target it is designed to measure. That means performance tasks are unnecessary for lower order learning targets, but essential for higher order learning targets.

Question Types	Construction Guidelines
<b>Multiple Choice Items</b>	<ol style="list-style-type: none"> <li>1. Ensure the problem in the question is clear to the student.</li> <li>2. State the question in the positive whenever possible.</li> <li>3. Ensure the question does not give away the correct answer.</li> <li>4. Ensure the answer choices are plausible.</li> <li>5. Develop answer choices that are parallel in grammar and length.</li> <li>6. Place the answer choices in logical order (e.g., alphabetical, etc.). → Alternatively use ABCD and FGHI.</li> <li>7. Avoid clues or answer choices that give away the correct response.</li> <li>8. Make sure that the correct response is the only correct response.</li> <li>9. Emphasize qualifiers such as most likely and best in the question.</li> <li>10. <b>Avoid using “all of the above” and “none of the above.”</b></li> <li>11. Use wrong answer choices to highlight common misconceptions. (The patterns found in the wrong answers of well-written tests can tell you just as much as the patterns found in the right answers.)</li> </ol>
<b>Matching Items</b>	<ol style="list-style-type: none"> <li>1. Use the same content in a matching set.</li> <li>2. Place items to be matched on the right with the longer responses to the left.</li> <li>3. Keep the list of matching items short.</li> <li>4. Provide an uneven number of responses to match.</li> <li>5. Order responses in a logical manner.</li> </ol>
<b>Fill in the Blank Items</b>	<ol style="list-style-type: none"> <li>1. Position the blank at the end of the statement.</li> <li>2. Limit the number of blanks in a question</li> <li>3. Keep all blank spaces the same length.</li> </ol>
<b>Short Answer and Extended Response Items</b>	<ol style="list-style-type: none"> <li>1. Make the question and nature of the response clear to the student. a) Set a clear context b) Specify the reasoning. c) Point the way.</li> <li>2. Don't offer choices that allow students to pick questions that they know more about over questions they know little about.</li> <li>3. Develop a scoring rubric that explains proficiency expectations.</li> <li>4. Provide adequate space for a response page.</li> </ol>

**Stage 3.** Collectively design the assessment in [Edugence](#).

**Stage 4.** Tally the number of questions for each learning target on the assessment.

### Quantify Assessment Questions

Essential TEKS	Number of Questions	<u>Mastery*</u>
<b>Notes:</b>		

**\*Mastery Note:** It is important to know how many questions students must answer correctly to constitute mastery of each essential TEKS.

**Stage 5.** Each team member uses a copy of the assessment to complete the created assessment during collaboration time. (This process clears up misconceptions or tricky questions.)

**Stage 6.** Agree on how to administer the assessment. Consider the logistics of the assessment such as: How much time the assessment will take. Can students use a calculator? Can students use a times-table chart? Can students have access to vocabulary definitions? Can teachers read a portion of the assessment to students? Can students use reference materials (Grade Level Reference Sheets, Interactive Notebooks, Class Notes, etc).

<p><b>Unit Assessments</b></p> <p><b>&amp;</b></p> <p><b>Common Formative Assessment (CFA's)</b></p> <p><b>&amp;</b></p> <p><b>Pre-Assessments (Readiness Check)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check for alignment to the essential standards and understandings of the unit. <b>*Standards not practiced during the unit of study should not be part of assessments.</b></li> <li><input type="checkbox"/> Create an answer key</li> <li><input type="checkbox"/> Create in Edugence (For data collection purposes)</li> <li><input type="checkbox"/> Every 3 - 5 days students should be assessed on mastery of an essential standard.</li> <li><input type="checkbox"/> Administration across classrooms should be on the <b>same day</b> and facilitated in the <b>same way</b>.</li> </ul>
--	--

Stage 7. Assessments will be scored in Edugence for ease of campus-wide data collection.

## Step II CFA Data Dig - By Student, By Standard

### ESF Instructional Coaching Data Meetings

**Directions:** Instructional coaches can prepare for data talks using the script below or the presentation template. The protocol components are the same in both, the delivery method is the only difference.

#### [Instructional Coach Presentation Template for Data Talk](#)

### Instructional Coaching Data Meetings - Script used by Instructional Coach Data Driven Instruction Protocol

<p><b>Before the Meeting</b></p>	<p><b>Prepare</b></p>
	<ul style="list-style-type: none"> <li>● <b>Materials ready:</b> ID student exemplar, teachers turn in student work, pull and categorize hi/med/lo student work (just a few of each), pull upcoming lesson plan(s) and pertinent prompting guides</li> <li>● <b>Prime the pump:</b> script the reteach plan and the gap in student understanding; unpack the standard</li> <li>● <b>Preview protocol with teachers:</b> assign roles, novice teachers speak first, veteran teachers add on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note taking template</li> </ul>
<p><b>See It</b> 12 mins</p>	<p><b>See Past Success, See the Exemplar, and See and Analyze the Gap</b></p>
	<p><b>See Past Success</b> (1 min):</p> <ul style="list-style-type: none"> <li>● “Last week we planned to reteach _____ and we went from ___ % proficient to ___%. Nice job!”</li> <li>● “What actions did you take to reach this goal?”</li> </ul> <p><b>See the Exemplar</b> (8 min):</p> <ul style="list-style-type: none"> <li>● Narrow the focus: “Today, I want to dive into [specific standard] and the following assessment item.”</li> <li>● Interpret the standard(s) <ul style="list-style-type: none"> <li>○ “Take 1 min: in your own words, what should a student know or be able to do to show mastery?”</li> <li>○ Chart it</li> <li>○ Go last: add anything that is missing</li> </ul> </li> <li>● Unpack the teacher’s written exemplar: <ul style="list-style-type: none"> <li>○ “Take 1-2 min to review the exemplar: What were the keys to an ideal answer?”</li> <li>○ “How does this [part of the exemplar] align with the standard?”</li> <li>○ “Is there anything you would add to our chart of the unpacked standard?”</li> </ul> </li> <li>● Analyze the student exemplar: <ul style="list-style-type: none"> <li>○ “Take 1 min: How does your student exemplar compare to the teacher exemplar? Is there a gap?”</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ “Do students have different paths/evidence to demonstrate mastery of the standard?”</li> <li>○ “Does the student exemplar offer something that your exemplar does not?”</li> </ul> <p><b>See the Gap (5 min):</b></p> <ul style="list-style-type: none"> <li>● Move to the sample of un-mastered student work (look only at representative sample): <ul style="list-style-type: none"> <li>○ “Take 2 minutes: What are the key gaps between the rest of our student work and the exemplar?”</li> <li>○ “Look back at our chart: using the language of the standard and exemplar, what are the key misconceptions for our students?”</li> </ul> </li> </ul>
<p><b>Name It</b> 2 mins</p>	<p><b>State the Error and Conceptual Misunderstanding</b></p>
	<p>Punch it—Stamp the Error and Conceptual Understanding:</p> <ul style="list-style-type: none"> <li>● “So our key area to reteach is: <ul style="list-style-type: none"> <li>○ Describe the conceptual understanding</li> <li>○ (if needed) describe the procedural gap (e.g., memorize multiplication tables) and/or missing habits (e.g. annotating text, showing work)</li> </ul> </li> <li>● Write down and/or chart the highest leverage action students will take to close the gap</li> </ul>
<p><b>Do It</b> 20-45 mins</p>	<p><b>Plan the Reteach, Practice, and Follow Up</b></p>
	<p><b>Plan the Reteach (8-10 mins):</b></p> <ul style="list-style-type: none"> <li>● Select the re-teach structure: <ul style="list-style-type: none"> <li>○ “Should we use modeling or guided discourse?” “Why?”</li> </ul> </li> <li>● Select the task &amp; identify exemplar response: <ul style="list-style-type: none"> <li>○ Select materials: task, text, student work to show-call, what to chart</li> <li>○ “What is the ideal answer we want to see that will show we’ve closed the gap?”</li> <li>○ (If needed—follow-up question): “What is the ‘why’ that students should be able to articulate?”</li> </ul> </li> <li>● Plan the re-teach: <ul style="list-style-type: none"> <li>○ “Take _____ min and write your script. I will do the same so we can spar.”</li> <li>○ If a model: write the think-aloud and questions</li> <li>○ If guided discourse: select student work for show-call, write prompts</li> <li>○ “Let’s compare our reteach plans. What do you notice? What can we pull from each to make the strongest plan?” (Revise the plan)</li> </ul> </li> <li>● Plan the independent practice: <ul style="list-style-type: none"> <li>○ “What will you monitor to see if they are doing this correctly? What laps will you name?”</li> </ul> </li> </ul> <p><b>Practice the Gap (remaining time):</b></p> <ul style="list-style-type: none"> <li>● “Let’s practice.” <ul style="list-style-type: none"> <li>○ <b>If a model:</b> practice modeling the thinking, precision of language, &amp; change in tone/cadence</li> <li>○ <b>If guided discourse:</b> practice Show-Call, prompting students and stamping the understanding</li> <li>○ If monitoring: practice the laps, annotations, prompts when students are stuck, or stop the show</li> </ul> </li> <li>● (If a struggle) “I’m going to model the teaching for you first. [Teach.] What do you notice?”</li> <li>● Repeat until the practice is successful. CFU: “What made this more effective?”</li> <li>● Lock it in: “How did our practice meet or enhance what we planned for the reteach?”</li> </ul> <p><b>Follow Up (last 2 min):</b></p> <ul style="list-style-type: none"> <li>● Set the follow-up plan: when to teach, when to re-assess, when to revisit this data <ul style="list-style-type: none"> <li>○ Observe implementation within 24 hours; teacher sends re-assessment data to leader</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Spiral: <ul style="list-style-type: none"> <li>○ Identify multiple moments when teacher can continue to assess and track mastery: Do Now questions, homework, modified independent practice</li> </ul> </li> <li>● Move to the lowest scoring work: <ul style="list-style-type: none"> <li>○ “What students do we need to pull for tutoring? What do we need to remediate?”</li> <li>○ “How can we adjust our monitoring plan to meet the needs of these students?”</li> </ul> </li> </ul>
--	---

<b>Re-Teaching Structures</b>	
<b>Option 1: Guided Discourse</b> (use when some students struggle, or there's a trending error)	<b>Guide Student Conversation</b>
	<ul style="list-style-type: none"> <li>● Know the end game--what strategy/skill/thinking you want students to understand via the discourse</li> <li>● Start from student work (Show-Call) <ul style="list-style-type: none"> <li>○ Post/display/chart an exemplar student response AND/OR an incorrect student response</li> </ul> </li> <li>● Call on students—ID the student thinking: <ul style="list-style-type: none"> <li>○ Exemplar: what did this student do?</li> </ul> </li> <li>● Push for clearer answers when they haven't precisely IDed the successful strategy <ul style="list-style-type: none"> <li>○ Incorrect response: do you agree/disagree with this answer? What is the error?</li> </ul> </li> <li>● Stamp the understanding: <ul style="list-style-type: none"> <li>○ What are the key things to remember when solving problems like these?</li> <li>○ Name the strategy/conceptual understanding; have students put it in their own words</li> </ul> </li> </ul>
<b>Option 2: Modeling</b> (Most students are struggling)	<b>Show the Students How</b>
	<ul style="list-style-type: none"> <li>● Model precisely the thinking when moving through a specific task: <ul style="list-style-type: none"> <li>○ Narrow the focus to precisely the thinking students are struggling with: that frees their mind to focus only on that component</li> <li>○ Model replicable thinking steps that students can follow</li> <li>○ Model how to activate one's content knowledge/skills that have been learned in previous lessons</li> </ul> </li> <li>● Vary in tone and cadence to sound different from a “teacher” voice.</li> <li>● Give students a clear listening/note-taking task that fosters active listening of the model</li> <li>● Debrief: What did I do in my model? <ul style="list-style-type: none"> <li>○ What are the key things to remember when you are doing the same in your own work?</li> </ul> </li> </ul>

### Question 3 What do we do if students don't learn it?

### Bowie MS PLC Intervention Protocol

#### Planning Intervention Activities

Team:	
-------	--

Common Assessment:	
Intervention Window:	

*\*Review Question 2 Data Protocol to guide discussion on steps 1 and 2\**

**Step 1: Analyze Instructional Strategies**

- What instructional strategies did you use when teaching the standard?
- Which instructional strategies proved to be most effective?

**Step 2: Reviewing Student Work** (bring 1 exemplar and 1 incorrect)

- What skills did the proficient students demonstrate in their work that set their work apart?
- What skills do the non-proficient students seem to lack? What appears to be the misconception?
- What vocabulary in the question and answers could have tripped up your students?
- Which essential standards need further small group or whole-class instruction?
  - *If more than half of your students do not meet proficiency on the standard, plan for whole group reteach instruction.*

**Step 3: Identifying Students**

*\*Tier 3 students for RLA and Math will be serviced through the Interventionists.\**

<b>Essential Standard:</b>		
<i>Teacher Team: Identify the students in need of targeted support below. Students who do not meet proficiency should be listed based on the <u>Meets Percentages</u>. <i>*If as a team you determine this is an unrealistic percentage expectation, adjust the cut-off score as needed.*</i></i>		
<b>Teacher A</b>	<b>Teacher B</b>	<b>Teacher C</b>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>

**Step 4: Planning Interventions**

How can you provide students with a different process for understanding the material?	
---	--

<p><i>*Utilize provided Intervention Menu for lesson/activity options</i></p> <p><i>*Learning Centers</i></p> <p><i>*Online Activities</i></p> <p><i>*Hands-on Activities</i></p>	
<p>Can students create a different kind of product to demonstrate their proficiency on the essential standard? If so, what could that be?</p>	
<p>How can you break down the materials so students can experience success with the essential standard?</p>	

**Step 5: Utilizing a System of Supports**

<p>What additional support (if any) will the student(s) need outside of the classroom?</p>	
--	--

**Question 4 What do we do if students learn it?**

**Bowie MS PLC Extension Protocol**

Planning Extension Activities

<p>What components (specific targets) of the content do your students understand the best?</p>	
<p>What pieces of the content could you help your students stretch even further?</p>	

How can you provide students with a different process for understanding the material at a deeper level (writing to learn, structured academic conversations, Advanced organizers, etc.)?	
What different kinds of products (higher DOK) can students create to demonstrate their proficiency on this target?	

### Identifying Students

<b>Essential Standard:</b>		
<i>Teacher Team: Identify the students ready to extend their learning on the essential standard. Use the <a href="#">Meets Percentages</a> as a guide. <i>*If as a team, you determine this is an unrealistic percentage expectation, adjust the cut-off score as needed.*</i></i>		
<b>Teacher A</b>	<b>Teacher B</b>	<b>Teacher C</b>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>
<i>Last, First</i>	<i>Last, First</i>	<i>Last, First</i>

## RTI at Work - Cub Connection RTI Period

### Cub Connection Intervention Cycles in Enriching Students

*Calendar includes time frames for Common Assessments. Teams should assess and analyze data before the end of these weeks.*

TAG: **IC1 IC2 IC3 IC4 IC5** (Tag in groups of 10) Number of Groups will depend on data.  
 Tag your groups by name (IC3self, IC3teacher, IC3teacher) depending on with whom you share intervention.

CC Intervention Cycle 1 TAG: <b>IC1</b>	September 12 - October 21 (6 Weeks)
CC Intervention Cycle 2	October 24 - November 18 (4 Weeks)

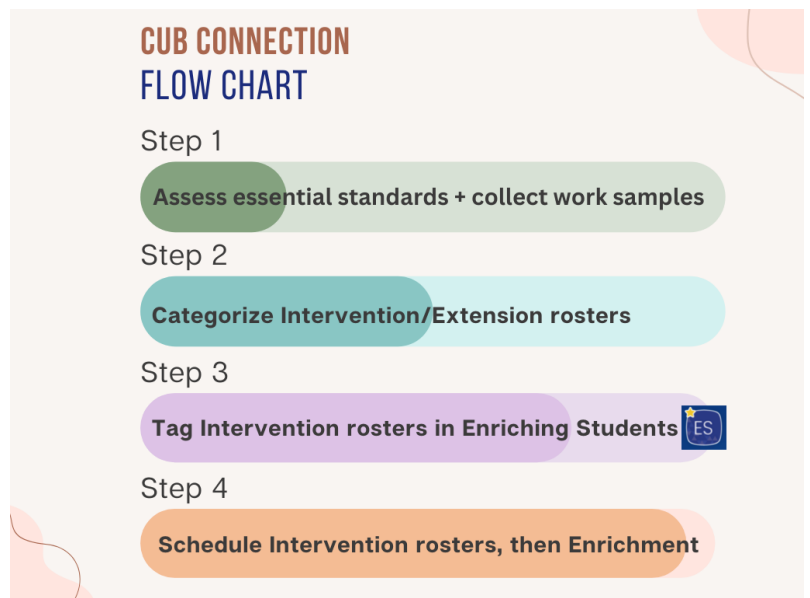


TAG: <b>IC2</b>	
CC Intervention Cycle 3 TAG: <b>IC3</b>	November 28 - December 16 (3 Weeks)
CC Intervention Cycle 4 TAG: <b>IC4</b>	January 17 - February 3 (3 weeks) (Feb 6-9 going to be shut down for DCA/Interim)
CC Intervention Cycle 5 TAG: <b>IC5</b>	<b>*Feb 13 - March 10 (4 weeks)</b> *updated
CC Intervention Cycle 6 TAG: <b>IC6</b>	<b>March 20 - April 14 (4 Weeks)</b> *updated
STAAR Week	6-8 Rdg, Eng I - <b>Apr 18 - campus shutdown</b> 8Sci, Bio - <b>Apr 25</b> - only 8th grade (7Alg bootcamp) 8SS - <b>Apr 27</b> - only 8th grade (7 Alg bootcamp, 8 Alg could bootcamp after the test) 6-8 Math, Alg - <b>May 2 - campus shutdown</b>
CC Intervention Cycle 7 TAG: <b>IC8</b>	April 17 - May 12 (4 weeks)

## Cub Connection Instructions:

[CUB CONNECTION Weekly Set Up](#)

[CUB CONNECTION Lessons](#)



Here's a walkthrough video for Enriching Students

rostering: [https://drive.google.com/file/d/18rulqR73BmbcdKITxKxzoqZckEeUujZt/view?usp=share\\_link](https://drive.google.com/file/d/18rulqR73BmbcdKITxKxzoqZckEeUujZt/view?usp=share_link)

Updated 12/15/22

[Redacted] = CA taken by New Intervention Start

AUGUST   AGOSTO 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER   SEPTIEMBRE 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER   OCTUBRE 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER   NOVIEMBRE 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER   DICIEMBRE 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY   ENERO 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY   FEBRERO 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH   MARZO 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL   ABRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY   MAYO 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE   JUNIO 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY   JULIO 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					