

PLEASE SIT WITH  
YOUR DATA TEAM

If you need a copy of your standards,  
they are along the window.

# LEARNING TARGETS FOR TODAY

1. Clarify the why behind the processes we have in place to enhance student learning.
2. Break down the how...



[The Work of Collaborative Teams- Janel Keating](#)

# LMS

# TAKING ACTION

**Tier 1 & Tier 2**

# QUESTION 1

WHAT DO WE EXPECT STUDENTS  
TO LEARN?

# ESSENTIAL STANDARDS & LEARNING TARGETS

**“A standard answers the question, Where am I going in my learning? while learning targets show students the path to get there.” –Goodwin, 2009, p. 90**

# 3 TYPES OF STANDARDS

## → Need to know

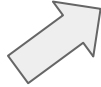
- \*No more than 1-2 standards per unit.

- \*This is what we remediate, re-teach and ensure all students leave our classrooms knowing.

## → Important to know

## → Nice to know

- \*If you HAVE to drop something due to time constraints, this is what you drop and maybe include in a warm up.



**Essential Standard:** MGSE7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.



# IDENTIFY NEED TO KNOW STANDARDS FOR YOUR NEXT UNIT

- Do you agree on which standards are essential?
  - Is the Standard Essential? Does it have endurance? Does it have leverage? Does it develop student readiness for the next level of learning?
- Clarify the essential standards and agree on what they mean.



8:00

# Learning Targets

## Achievement Level Descriptors

Within the essential standard, unpack each learning target required to master this standard.

Learning targets are not the same as "I can" statements. These are for you, the teacher. There should be about 3 - 5 per standard.

**Essential Standard:** MGSE7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two-and three- dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

 **Learning targets for this standard:**

- The student will be able to solve mathematical problems involving area of two-dimensional figures composed of triangles, quadrilaterals, and polygons.
- The student will be able to solve real-world problems involving area of two-dimensional figures composed of triangles, quadrilaterals, and polygons.
- The student will be able to solve mathematical problems involving volume and surface area of three-dimensional figures composed of cubes and right prisms.
- The student will be able to solve real-world problems involving volume and surface area of three-dimensional figures composed of cubes and right prisms.

# IDENTIFY LEARNING TARGETS FOR YOUR ESSENTIAL STANDARDS

- What are they actually going to be doing? What is the criteria for success? Solving, analyzing, comparing, constructing, etc.
- What skill are the students learning? What is the learning intention?

A digital clock displaying the time 8:00. The numbers are white with a black outline and are set against a vibrant, multi-colored background of overlapping geometric shapes in shades of yellow, orange, red, and blue. The clock is positioned in the lower right quadrant of the slide.

**Essential Standard:** MGSE7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two-and three- dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

**Learning targets for this standard:**

- The student will be able to solve mathematical problems involving area of two-dimensional figures composed of triangles, quadrilaterals, and polygons.
- The student will be able to solve real-world problems involving area of two-dimensional figures composed of triangles, quadrilaterals, and polygons.
- The student will be able to solve mathematical problems involving volume and surface area of three-dimensional figures composed of cubes and right prisms.
- The student will be able to solve real-world problems involving volume and surface area of three-dimensional figures composed of cubes and right prisms.

 **“I can” statements for this standard.**

- I can solve problems involving the area of two-dimensional figures.
- I can solve problems involving the volume and surface area of three dimensional figures.

# DEPTH OF KNOWLEDGE (DOK)

## Discussion and Activity:

- Unit Plan
- Essential Standard(s)
- Learning Targets ( The student will be able to...)
- I Can ...

**What is the DOK level of each learning target?**

# EVERYONE'S FAVORITE ACTIVITY



I need a break.

10:00

# QUESTION 2:

HOW DO WE KNOW THEY ARE  
LEARNING IT?



# COMMON FORMATIVE ASSESSMENT (LEARNING)

## WHAT WE NEVER DO WITH STUDENT SCORES IN A PLC

THE PURPOSE OF EACH COMMON FORMATIVE ASSESSMENT IS TO PROVIDE DATA BACK TO THE TEAM ABOUT WHICH STUDENTS HAVE OR HAVE NOT MASTERED EACH OF THE LEARNING TARGETS BEING ASSESSED. THE ASSESSMENT NEEDS TO BE SHORT AND EASY ENOUGH TO SCORE SO THAT THE TEAM CAN RESPOND QUICKLY TO THE RESULTS.

## Cinderella Summatives



## Focused Formatives



# Activity: Read, Discuss, Share, and Respond

Note	Meaning
*	Core or central idea to support author's main message
!	I love this idea or notion. It supports what I already believe or do, or it enhances possible next steps for me.
?	Raises a question or concern. It's a possible discussion point for team to clarify or resolve.
■	Something is unclear, confusing, or contradictory for me. It blocked my understanding, and I must be sure to clarify it when we are debriefing the reading as a team.

# Team Conversation:

## Cinderella Summatives & Focused Formatives

- What does this content mean for us as we explore our current assessment system?
- What does this content mean for us as we design our vision for a balanced assessment system?
- What comes next in our work with developing assessment literacy?



5:00

# MY FAVORITE NO



# MY FAVORITE NO



3:00

Think about how you can use this strategy in your classroom!

Take the next 3 minutes to brainstorm a problem you can use “My Favorite No” with in your classroom. (Individual)

Rally Round Robin - Pass your index card around to the other members of your data team. Add your problem to each of your team members cards.

A PLC'S SUCCESS DEPENDS ON TEACHERS WHO VIEW THEIR COLLEAGUES AS PEOPLE WHO ARE DEDICATED TO ENSURING THAT ALL STUDENTS LEARN AT HIGH LEVELS.

ARE YOU THAT TEACHER?

THE GOAL ISN'T TO BE A MEMBER OF A TEAM, BUT TO BE A MEMBER OF A HIGH PERFORMING TEAM. *AN EFFECTIVE TEAM IMPROVES STUDENT LEARNING.*

ARE YOU THAT TEAM MEMBER?

# WELCOME NORM





# NORM QUESTIONS & DISCUSSION

1. Are your team norms professional courtesies, or conduct that should already be in place (show up on time, turn off electronics, participate, etc.)?
2. Do you begin each data meeting reviewing your team norms?

Discussion and Reflection: (handout pg. 36)

*When self-managed norms are explicit and practiced over time, team effectiveness improves dramatically, as does the experience of team members themselves.*

# DATA TEAM PROTOCOL

What do your data team meetings currently look like?

- How do they begin? What does each member bring to the table? Is the work a collective effort, or a one person effort with everyone else agreeing? Are plans made for the next meeting?
- Read and discuss pg. 37 (Collaborative Common Assessment Data Protocol)
- What is our team already doing? (Choose one)
- What is our next step to work on? (Choose one)

Reflect and discuss:

As a data team member, what does each member need to bring to the meeting?



**5:00**



# TOOLS FOR THE DATA MEETING

1. Team norms to navigate crucial conversations
2. A protocol with data templates to mine the data with speed, focus, and accuracy
3. The data, aggregated and organized for information (by teacher, by student, by target)
4. The students' work in order to look deeply into types of errors for re-teaching or coaching implications.
5. <https://globalpd.com/search/content/OTE> – Change( Defour video)

Keep in mind that learning to collaborate, share assessment results, and take collective responsibility for student learning challenges is a process.

*It takes time!*