

Welcome!

Teaching and Learning Task Force

October 13, 2023



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

CHINO VALLEY UNIFIED SCHOOL DISTRICT

ENGAGING WITH

CLARITY



Welcome and Introductions

- Name
- Role (school/department)
- How many years have you been on the Teaching and Learning Task Force?

Professional Learning Meeting Norms and Courtesies

- **Be a 21st century learner**
 - Apply learning to your real-world leadership
 - Share your thinking and your work
- **Collaborate with others, keeping the conversations on controllable variables**
 - Keep student learning a focus
 - Participate with respect and confidentiality
- **Be here now**
 - Start and end on time
 - Honor break times
 - Be engaged with the learning
 - Silence cell phones. Use break times to respond to calls/emails and messages
- **Have fun!**



Learning Intentions:

- Understand the correlation between the Essential Standards Assessments (ESA) and the Smarter Balanced Assessment (SBA)
- Understand the commitments necessary to improve student learning through the Areas of Emphasis

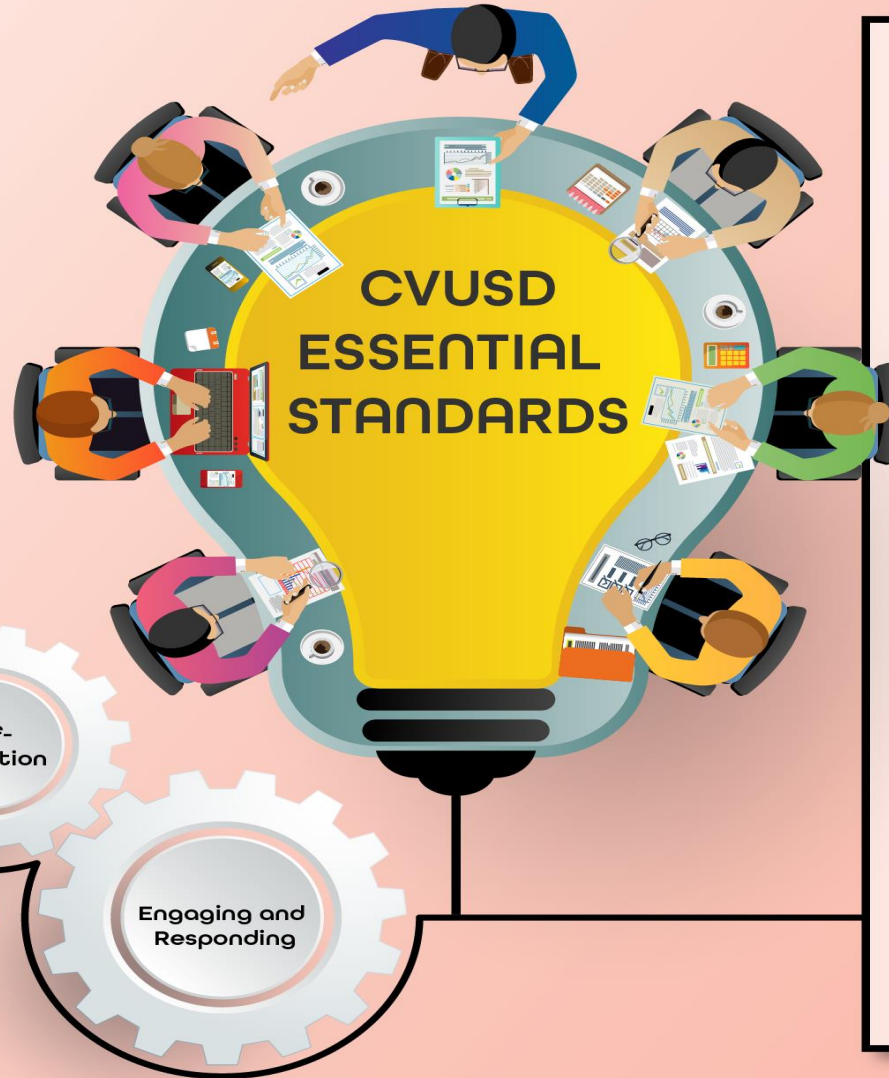
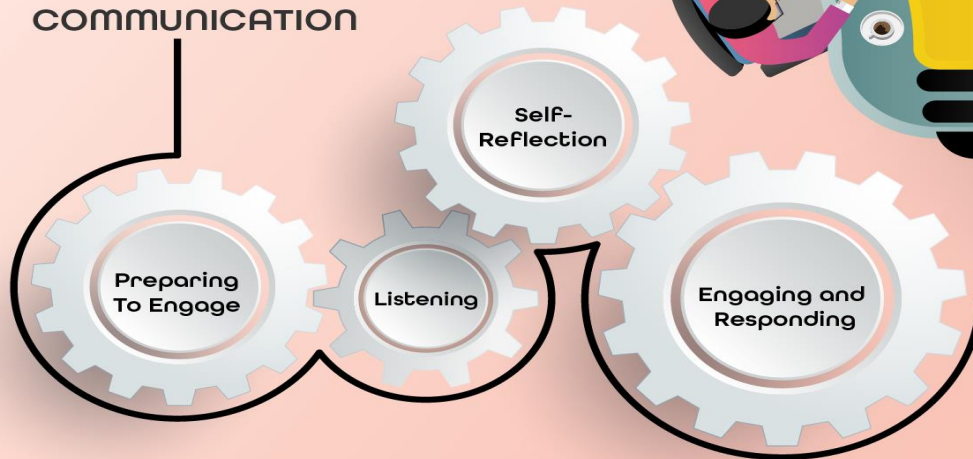
Success Criteria:

- Use assessment data to establish Areas of Emphasis for 2024-2025
- Determine supports needed to implement the Areas of Emphasis
- Message the work of the Teaching and Learning Task Force to our schools



2023-2024 AREAS OF EMPHASIS

STUDENT ENGAGEMENT THROUGH COLLABORATIVE COMMUNICATION



PROFESSIONAL LEARNING COMMUNITIES (PLC)

1. What do we want all students to learn?

- Students are aware of the essential standards/learning targets/success criteria.

2. How do we know if the students are learning it?

- Students use rubrics, reflection sheets, and success criteria to self-assess their learning.
- Students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities.

3. What will we do if the students are not learning it?

- Students participate in differentiated instruction based on not meeting the learning targets.

4. What will we do when students have learned it?

- Students participate in extension based on the mastery of learning targets.

Student Observables for Areas of Emphasis

Professional Learning Community (PLC)

Description	Student Observables
1. What do we expect students to learn?	1. Students are aware of the essential standards/learning targets/success criteria.
2. How will we know when they have learned?	2a. Students use rubrics, reflection sheets, success criteria, to self-assess their learning. 2b. Students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities.
3. What will we do when they haven't learned it?	3. Students participate in differentiated instruction based on not meeting the learning targets (i.e. small group, individual).
4. What will we do when they have learned it?	4. Students participate in extension based on the mastery of learning targets.

Student Engagement through Collaborative Communication

Description	Student Observables			
	1 Not yet	2 Attempting with inconsistent evidence of effectiveness	3 Most of the time with evidence of effectiveness	4 Consistently with evidence of effectiveness
Preparing to Engage	All students effectively <ul style="list-style-type: none"> o Use think time o Use ink time (if applicable) o Prepare to respond when randomly selected (using complete sentences) o Demonstrate their understanding of established norms for collaboration and communication 			
Engaging and Responding	Students <ul style="list-style-type: none"> o Follow the agreed upon norms when elaborating on another's response o Use structured talk time o Use sentence frames to respond to questions/prompt in a scholarly way whether they know or don't know o Raise their hand to ask questions or add to the discussion o Will be accountable to answer questions o Reframe question/prompt o Adhere to agreed-upon norms for responding and discussing o Participate in varied engagement activities <ul style="list-style-type: none"> o Active engagement strategies used during the lesson (e.g. think/pair/share, think/ink/pair share, random selection, say and switch, think aloud pair problem solving (TAPPS)) o Active engagement strategies used to extend the lesson (e.g. reciprocal teaching, fishbowl, academic conversation placemat) o Demonstrate the ability to perform different roles when in groups 			
Listening	Students <ul style="list-style-type: none"> o Listen to other responses to reframe their thinking and learning o Adhere to listening/participation norms o Make connections to own background/experience o Use active listening strategies (verbal and non-verbal actions/words) 			
Self-Reflection	Students assess <ul style="list-style-type: none"> o their own adherence to norms o their own engagement o the quality of their responses o how well they fulfilled their assigned roles within their group performance/product 			

What do the Assessment Data Reveal About Student Learning?

- What is the correlation between the ESA #3 results and the Smarter Balanced Assessment (SBA) results?
- What do the data from the ESAs reveal?
- What do we need to commit to with Essential Standards?
- What do we need to commit to with Student Engagement?
- What do we need to commit to with PLC?

English Language Arts: 2022–2023 District ESA Results

Grade	ESA 1	ESA 2	ESA 3	22-23 SBA
Kindergarten	53.2%	62.9%	64.4%	n/a
Grade 1	59.5%	57.5%	58.1%	n/a
Grade 2	55.3%	57.4%	53.7%	n/a
Grade 3	59.1%	57.1%	56.6%	58.67%
Grade 4	50.2%	56.1%	55.0%	59.62%
Grade 5	54.2%	56.0%	60.5%	61.18%
Grade 6	54.1%	59.6%	57.4%	60.83%
Grade 7	55.3%	56.8%	64.4%	60.80%
Grade 8	57.4%	55.4%	64.6%	57.59%
Grade 9	56.1%	55.5%	55.4%	n/a
Grade 10	54.6%	57.6%	61.8%	n/a
Grade 11	61.3%	58.3%	61.5%	63.82%
Grade 12	52.2%	50.7%	58.2%	n/a

Stand, Share, Sit

After looking at the ELA data, what resonates with you?

1. Everyone at the table stands up
2. The person who is wearing the most blue talks first and sharing continues clockwise
3. Each person will share their answer to the prompt that has not already been shared
4. After that person has shared, they will sit, and the next person will share
5. This continues until all members of your table have shared
6. Sharing will conclude when everyone in your group is seated

English Language Arts: 2 Year Comparison Smarter Balanced Assessments

Grade	21-22 SBA	22-23 SBA	Difference
Grade 3	57.21%	58.67%	+1.46%
Grade 4	60.41%	59.62%	-0.79%
Grade 5	60.23%	61.18%	+0.95%
Grade 6	60.66%	60.83%	+0.17%
Grade 7	62.86%	60.80%	-2.06%
Grade 8	53.90%	57.59%	+3.69%
Grade 11	57.58%	63.82%	+6.24%
District	58.91%	60.44%	+1.53%

Math: 2022–2023 District ESA Results

Grade	ESA 1	ESA 2	ESA 3	22-23 SBA
Kindergarten	57.6%	61.7%	56.3%	n/a
Grade 1	52.7%	59.8%	60.8%	n/a
Grade 2	58.3%	55.4%	60.1%	n/a
Grade 3	51.3%	57.0%	56.3%	58.50%
Grade 4	50.7%	47.9%	56.0%	54.78%
Grade 5	37.5%	43.6%	47.3%	45.40%
Grade 6	41.7%	42.6%	47.0%	50.80%
Grade 7	39.6%	46.2%	44.5%	44.38%
Grade 8	20.2%	32.0%	29.2%	40.92%
Grade 8 IM 1	63.2%	75.1%	70.3%	
HS IM 1	25.0%	26.9%	21.6%	34.28% (grade 11)
IM 2	38.2%	34.7%	33.5%	
IM 3	32.7%	35.6%	36.6%	

Stand, Share, Sit

After looking at the Math data, what resonates with you?

1. Everyone at the table stands up
2. The person who shared last in round 1 will talk first and sharing continues counter-clockwise
3. Each person will share their answer to the prompt that has not already been shared
4. After that person has shared, they will sit, and the next person will share
5. This continues until all members of your table have shared
6. Sharing will conclude when everyone in your group is seated

Math: 2 Year Comparison Smarter Balanced Assessments

Grade	21-22 SBA	22-23 SBA	Difference
Grade 3	56.49%	58.50%	+2.01%
Grade 4	52.07%	54.78%	+2.71%
Grade 5	43.78%	45.40%	+1.62%
Grade 6	48.59%	50.80%	+2.21%
Grade 7	43.21%	44.38%	+1.17%
Grade 8	37.91%	40.92%	+3.01%
Grade 11	32.95%	34.28%	+1.33%
District	44.58%	46.58%	+2.00%

2022-23 Essential Standards Assessment to Smarter Balanced Assessment Correlations

Predictive Validity 2022-23			
	ELA		
	ESA 1	ESA 2	ESA 3
Grade 3	0.744	0.753	0.797
Grade 4	0.754	0.809	0.801
Grade 5	0.778	0.802	0.794
Grade 6	0.777	0.815	0.827
Grade 7	0.755	0.74	0.773
Grade 8	0.756	0.725	0.77
Grade 11	0.721	0.711	0.73

≥ 0.7
good correlation
between the two
assessments

2022-23 Essential Standards Assessment to Smarter Balanced Assessment Correlations

Predictive Validity 2022-23			
	Math		
	ESA 1	ESA 2	ESA 3
Grade 3	0.721	0.743	0.813
Grade 4	0.761	0.818	0.847
Grade 5	0.725	0.791	0.832
Grade 6	0.705	0.838	0.851
Grade 7	0.742	0.826	0.831
Grade 8	0.704	0.723	0.732
Math III	0.664	0.726	0.737

≥ 0.7
good correlation
between the two
assessments

What do the Assessment Data Reveal About Student Learning?

Think-Pair-Share

- **What needs to be our level of commitment with Essential Standards?**
- What needs to be our level of commitment with Student Engagement?
- What needs to be our level of commitment with PLC?

What needs to be our level of commitment with Student Engagement?

Student Engagement through Collaborative Communication

Description	Student Observables			
	1 Not yet	2 Attempting with evidence of effectiveness	3 Most of the time with evidence of effectiveness	4 Consistently with evidence of effectiveness
Preparing to Engage	All students effectively <ul style="list-style-type: none"> o Use think time o Use ink time (if applicable) o Prepare to respond when randomly selected (using complete sentences) o Demonstrate their understanding of established norms for collaboration and communication 			
Engaging and Responding	Students <ul style="list-style-type: none"> o Follow the agreed upon norms when elaborating on another's response o Use structured talk time o Use sentence frames to respond to questions/prompt in a scholarly way whether they know or don't know o Raise their hand to ask questions or add to the discussion o Will be accountable to answer questions o Reframe question/prompt o Adhere to agreed-upon norms for responding and discussing o Participate in varied engagement activities <ul style="list-style-type: none"> o Active engagement strategies used during the lesson (e.g. think/pair/share, think/ink/pair share, random selection, say and switch, think aloud pair problem solving (TAPPS)) o Active engagement strategies used to extend the lesson (e.g. reciprocal teaching, fishbowl, academic conversation placemat) o Demonstrate the ability to perform different roles when in groups 			
Listening	Students <ul style="list-style-type: none"> o Listen to other responses to reframe their thinking and learning o Adhere to listening/participation norms o Make connections to own background/experience o Use active listening strategies (verbal and non-verbal actions/words) 			
Self-Reflection	Students assess <ul style="list-style-type: none"> o their own adherence to norms o their own engagement o the quality of their responses o how well they fulfilled their assigned roles within their group performance/product 			

What needs to be our level of commitment with PLC?

Fishbone Activity

1. Think and ink on your own (one idea per post-it)
2. Collect post-its and categorize on fishbone
3. Notice areas of obvious consensus
4. If needed, discuss additional possible commitments
5. Share out commitments

Collaborative Team Actions *SIMPLIFIED* in a PLC at Work A.K.A. "Yellow Sheet"

Tight for 2023-2024 School Year: Areas in Bold

Collaborative Team Action	PLC #1 What do we want all students to learn?	PLC #2 How do we know if the students are learning it?	PLC #3 What will we do if the students are not learning it?	PLC #4 What will we do when the students learn it?
Develop team norms that are beyond general professional courtesies				
Write a SMART goal and routinely monitor progress toward meeting it				
Deconstruct the 10-12 essential standards into learning targets				
BEFORE INSTRUCTION OF THE UNIT				
1. Identify and calibrate the team's understanding of the essential standards that correspond with the upcoming unit <ul style="list-style-type: none"> • What students must know and be able to do to be proficient with the essential standards (success criteria) • The student friendly, "I can" statements for the essential standards 	X			
2. Determine which essential standard(s)/learning targets require a common formative assessment (CFA) during the unit for student and team feedback? Create CFA(s) [2 versions] with administration and scoring agreements	X	X		
3. Create end of unit assessment		X		
4. Tentatively plan for the number of days allocated for teaching the unit	X			
DURING INSTRUCTION OF THE UNIT				
5 Clarify for students the essential standards; have students reflect on their learning	X	X		
6. Analyze CFA data using a data protocol, by student and learning target		X		
7. Identify a team plan to address the results of the CFA			X	X
8. Collectively respond with intervention and extension for the learning target(s) with Tier 1 and Tier 2 instruction			X	X
AFTER INSTRUCTION OF THE COMPLETE UNIT				
9. Analyze end of unit assessment and determine next steps for Tier 1 and Tier 2 instruction		X	X	X
10. Have students reflect and set continued learning goals	X	X		

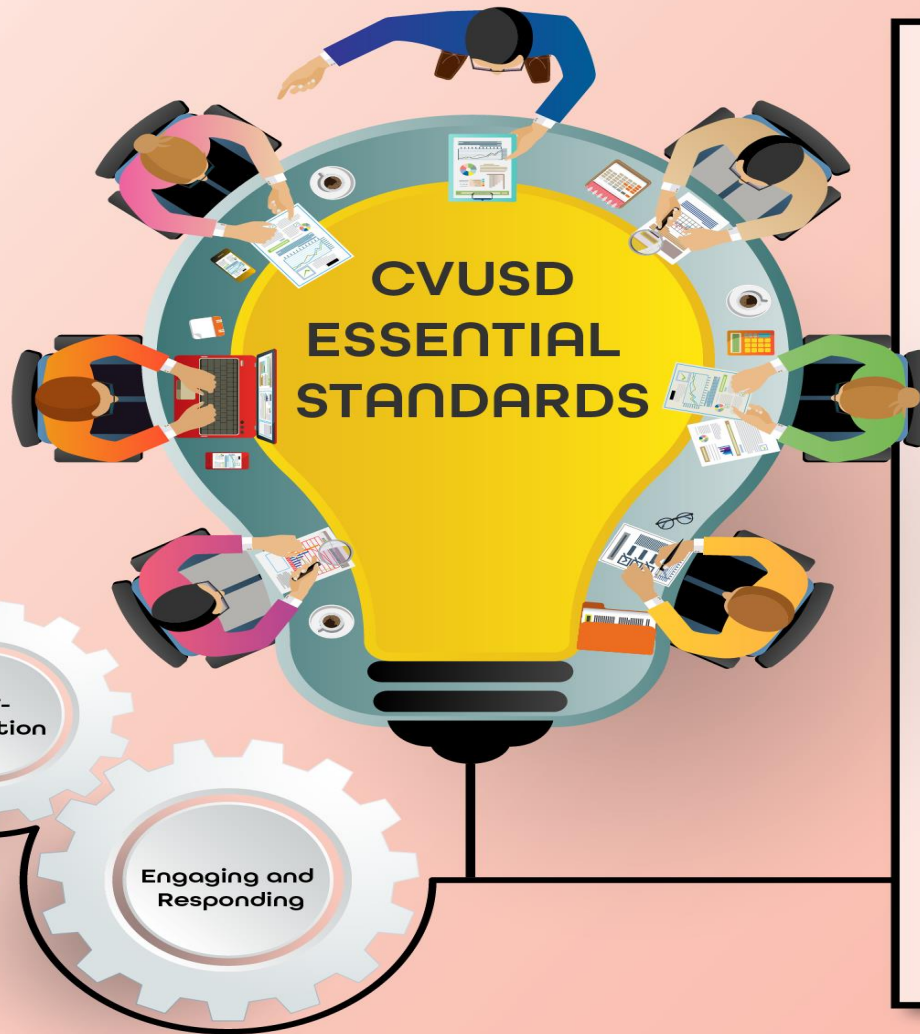
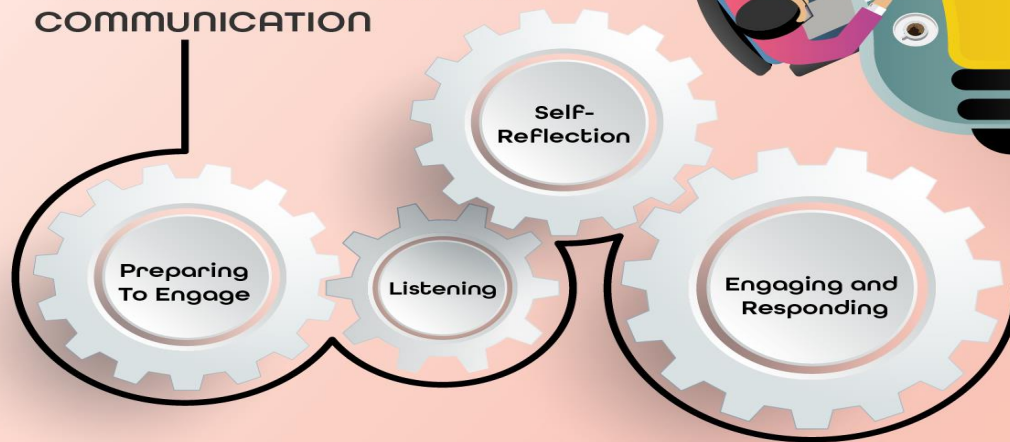
Chino Valley Unified Collaborative Team Actions 2.0-Same as 2019-2020

What are Our
Areas of Emphasis
for 2024-2025?



2023-2024 AREAS OF EMPHASIS

STUDENT ENGAGEMENT THROUGH COLLABORATIVE COMMUNICATION



PROFESSIONAL LEARNING COMMUNITIES (PLC)

1. What do we want all students to learn?

- Students are aware of the essential standards/learning targets/success criteria.

2. How do we know if the students are learning it?

- Students use rubrics, reflection sheets, and success criteria to self-assess their learning.
- Students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities.

3. What will we do if the students are not learning it?

- Students participate in differentiated instruction based on not meeting the learning targets.

4. What will we do when students have learned it?

- Students participate in extension based on the mastery of learning targets.

Implications for Areas of Emphasis for 2024-2025: Build Survey

Committee Review: November 13-17, 2023

District-wide Survey: December 1-14, 2023; Cal Aero Track C January 3-12, 2024

- **Elementary:** Room H and I
 - **Secondary:** Room J
- **Message:** Breakout Room

Areas of Emphasis
TBD

Degree of Support Needed/Support Type
1: No Support Necessary to 4: High Support Necessary
<ul style="list-style-type: none">• Modeling, Co-Planning, and/or Co-Teaching• Structured PLC Time• Workshop/Training• Other

Success Criteria:

- Use assessment data to establish Areas of Emphasis for 2024-2025
- Determine supports needed to implement the Areas of Emphasis
- Message the work of the Teaching and Learning Task Force to our schools

Thank you!

**See you at our next meeting on
February 9, 2024**