

Unfinished Learning Series Leadership Community of Practice

Session 3: Preparing to Lead this Work

Early Literacy Recap

First Grade, Unit 2 Analyzing Student Work Meeting Agenda

1. Welcome and Celebrations
2. Determining Student Needs:
Review student performance on Unit 2 Assessment
 - a. Highlight where students performed below proficient levels based on the guidance given for the unit assessment
 - b. Identify patterns in the data
 - i. Patterns of classroom learning
 - ii. Patterns of individual student learning
 - c. Examine student work on the assessment for individuals that score below proficient (unless the data indicates a need for whole class reteach)
 - d. Reflect on identified student's performance across the unit and supports that were provided to ensure learning

Early Literacy Pause Point

To what extent are these things currently happening in you building?

- Teachers regularly collect and analyze formative assessment data
- Teachers use this data to determine which foundational skills to reteach to the whole class, in small groups or individually
- When reteaching foundational reading skills:
 - teachers use high-quality curriculum materials
 - teachers take a structured phonics approach (explicit modeling, abundant practice and aligned assessments)

Be specific: What evidence do you see that these things are happening? What evidence do

you see that these things are not happening?

Math Recap

Example Common Planning Agenda for Looking at Student Work

<p>0. PREWORK for Content Lead or to be completed by team at start of meeting</p>	<p>Collect Student Work from Teachers</p> <p>Review Task and Determine What Constitutes Evidence:</p> <ul style="list-style-type: none"> ● What would an exemplar response require? <ul style="list-style-type: none"> ○ Be specific and pull from the standard, Eureka Acceleration Tool, or curriculum exemplars related to this task to identify <i>criteria for success</i> <p>Create Exemplar</p> <ul style="list-style-type: none"> ● What would an exemplar response look like? ● Is this what you would expect from students?
<p>2. NORM ON WHAT CONSTITUTES EVIDENCE</p>	<p>NORM ON WHAT CONSTITUTES EVIDENCE</p> <ul style="list-style-type: none"> ● Review criteria for success and norm as a group (make any necessary adjustments) ● Review 1 piece of student work that meets the criteria for success and discuss why it meets the criteria <ul style="list-style-type: none"> ○ What makes this response exemplary? ○ How is it similar to your exemplar? ○ How is it different from your exemplar? ○ Does it require any adjustments to the <i>criteria for success</i> you identified?
<p>3. INTERPRET EVIDENCE</p>	<p>INDEPENDENT SORT & ANALYSIS</p> <ul style="list-style-type: none"> ● Sort student work by your criteria for success into three categories (Got it, Almost Got it, Not Yet) ● Review student work: <ul style="list-style-type: none"> ○ What trends do you see in the student work (successes and misconceptions)? ○ Look at Got It student work: <ul style="list-style-type: none"> ■ What do they understand? ■ What supported them in being successful? ○ Look at Almost Got It student work: <ul style="list-style-type: none"> ■ What do they understand? What do they not yet understand? What is their key misconception? What adjustment or support could move them to mastery? ○ Look at Not Yet student work: <ul style="list-style-type: none"> ■ What do they understand? ■ What do they not yet understand? What adjustment or support could better help them access this task and move toward mastery?

<p>4. DIAGNOSE</p>	<p>GROUP DISCUSSION AND CALIBRATION</p> <ul style="list-style-type: none"> ● Review list of student strengths and what students do not yet understand. ● Discuss what is needed for students to move to mastery (think about trends) ● Identify 1-2 highest leverage instructional points that would support whole group (or subgroup) advancing understanding of foundational standards ● Work toward agreement on the 1-2 highest impact analysis statements using the sentence starter: <ul style="list-style-type: none"> ○ Student understanding would improve the most if.....
<p>5. ACTION STEPS</p>	<p>DETERMINE GOALS</p> <ul style="list-style-type: none"> ● Is there a teaching point that needs to be mastered by the whole class or a sub-group? ● What additional supports are needed for students not yet approaching mastery to help them access the content? ● What small group or individual student goals might you set?
	<p>WRAP-UP AND KEY TAKEAWAYS</p> <ul style="list-style-type: none"> ● Whip-around to share the most important thing to implement in order to address unfinished learning.

Math Pause Point

To what extent are these things currently happening in you building?

- Teachers regularly collect and analyze diagnostic data before each unit/topic, using high-quality curriculum resources
- Teachers interpret evidence of student learning and take an asset-based approach to analyzing student work
- When addressing unfinished learning, teachers:
 - create flexible groups
 - use high-quality curriculum resources

Be specific: What evidence do you see that these things are happening? What evidence do you see that these things are not happening?

Case Study: Principal Cotter

It's March, 2021, and Principal Cotter is working to finalize the vision for academic renewal at Red Horse Elementary School for the upcoming summer and school year. The 20-21 school year has been a year like no other. To date, students have been learning on-site in classrooms about 40% of the time, with the remaining time being fully remote learning. The transitions between on-site and remote instruction were trying for her staff and took up a great deal of planning time. During on-site instruction, attendance was low, hovering around 75%. She's feeling burned out, but knows she must set the tone and vision to help her school community. She needs to find it within herself to inspire her staff, students, and community to help ensure her students are receiving the education they need and deserve. A huge part of this will be laying the groundwork for teaching and learning in summer and the upcoming school year.

The good news is that she doesn't have to change everything that the school was doing before! She thinks critically about certain aspects of school planning and seizes this opportunity to correct things the school wasn't doing effectively before the pandemic.

She maps out her planning into the following categories:

1. Summer academic support
2. Summer planning time for teachers
3. Professional learning for teachers
4. School year schedule
5. School day schedule
6. Responding to student work and student data

Here is more information about her initial planning in each of the six categories.

1. Summer Academic Support

Typically, Red Horse Elementary offers a 5 week-long summer program to its rising 3rd, 4th and 5th grade students (usually about 12 students / one small class per grade level) who have significantly struggled to master grade-level content as shown by mid-year and end-of-year assessments. This year, based on mid-year data, the number of students who fall into this category is higher, closer to 25 students per grade level. She plans to open up an additional "class" for summer school for each grade level and makes a plan to reach out to these students and families as soon as possible. She also begins talking with teachers about summer learning to help ensure she can staff the program. Principal Cotter collaborates with her Math and ELA Content leads to support teachers in identifying the ELA GB unit they will teach based on what

students missed during the school year, as well leveraging the freely available curriculum-aligned resources on the Louisiana Accelerate page to ensure summer learning teachers and tutors are equipped to use these high-quality instructional materials.

2. Summer Planning Time for Teachers

Principal Cotter understands the importance of prioritizing teacher planning as a key lever for improving student outcomes. Therefore, she makes a plan to incentivize teachers to attend a 3 day “Curriculum Planning Institute” during the summer so that teachers can engage in deep instructional planning for the upcoming school year. During this time, the ELA, Math and Intervention Content Leaders will first support grade-level teams in implementing the unit unpacking protocol to unpack Unit 1. Teachers will then plan vertically to determine the prerequisite skills and knowledge that students may need to be successful with this grade-level content.

In Math, teachers will use the Eureka Acceleration Tools to identify the critical prerequisites. For grades 4-Algebra I, teachers will also analyze the Diagnostic Assessments for the Topics in Module 1 and will note in their pacing calendars exactly when they will administer these diagnostics. For grades that do not have a provided diagnostic, the Math Content Leader will work with those teams to identify high-quality tasks from the curriculum that are aligned to the prerequisite standards outlined in the Acceleration Guide. Similarly, these teams will make a plan for exactly when they will administer those diagnostics, as well as identify the blocks of time they will need to take in their Common Planning Time to analyze that data.

In ELA, teachers unpack the knowledge demands of their upcoming units and work in vertical planning teams to identify when and how this knowledge may have been built through texts and units from the previous year. They make a plan for how to quickly assess this key knowledge at the beginning of Unit 1 and begin to identify potential knowledge-building resources they can leverage from the Louisiana Believes Acceleration site so that they are leveraging high-quality texts and resources connected to their curriculum, to ensure students are able to read, understand, and express understanding of grade-level, complex texts within their curriculum.

3. Professional Learning for Teachers

Principal Cotter’s District Calendar allows for two days of New Teacher Training, as well as three full days of pre-service for all staff in August before students return. For the new teachers, Principal Cotter outsources these two PD days to a trusted vendor who led curriculum-training for her staff over the last couple of years. This way, her team can focus on building out the three-day PD plan for all staff. Principal Cotter plans to launch the two days of New Teachers Training herself so she can introduce herself to the new staff, as well as share the past, present and future story of the school. Her Assistant Principal will then lead a team building activity with the new staff members, before turning the rest of the PD time over to the vendor for CKLA

and Eureka Math training for K-2 teachers and ELA Guidebooks and Eureka Math training for grades 3-5.

In July, Principal Cotter holds a “PD Planning Summit” with her Instructional Leadership Team, as well as with her Math, ELA and Intervention Content Leaders who will support this work. Over the course of the week, the PD Planning Team meets to sketch out the topics and agenda for the three days. They each sign up to lead a few of the sessions and spend time working collaboratively to design those sessions. At the end of the week, each pair shares their PD sessions with the team to engage in feedback and revisions cycles. Here is the high-level list of topics their team plans to tackle over the three pre-service days:

PD Day 1	PD Day 2	PD Day 3
<ol style="list-style-type: none"> 1. Our School Vision for the 21-22 School Year 2. Staff Culture-Building Activity 3. Building our Foundation: Mindsets and Beliefs 4. Creating a Classroom Culture Aligned to our Vision 5. Classroom set-up time 	<ol style="list-style-type: none"> 1. Staff Culture-Building Activity 2. Vision of Excellence: What does High-Quality Instruction Look Like Across Content Areas? 3. Lesson Planning Expectations: Unpack a Sample, Annotated Lesson and Collaborative Lesson Planning 4. Classroom set-up time 	<ol style="list-style-type: none"> 1. Staff Culture-Building Activity 2. Classroom set-up time 3. 1:1 Teacher:Leader check-ins

4. School Year Schedule

During the year, Principal Cotter’s district has set aside one day for district-led PD and two days for school-led PD. Based on the school calendar, the leadership team notes that the January PD date lines up perfectly with teacher’s scope and sequences to begin unpacking Unit 3, so they set aside half of this PD day for teachers to engage in that unit planning work. Knowing that it will be important to carve out similar planning time for every unit so that teachers can effectively analyze and plan to respond to diagnostic data, the team maps out a rough calendar of when this work can happen for each grade-level and content area across the year. Since not every team will be doing this planning at the same exact time based on their curriculum pacing calendars, they are able to create a coverage plan so that those teachers can spend a half day in the afternoons engaging in this planning work before each unit.

5. School Day Schedule

Common planning time for teachers is important this year more than ever. Principal Cotter takes a critical look at the typical school schedule and works to identify more time for teacher collaborative planning. This year, she has three main goals related to intentional structures that will support teacher planning:

- ensure all teachers have a daily, 60-minute planning period
- dedicate one planning period each week to Common Planning Time, which is led by a content/curriculum “expert” (i.e. a lead teacher, a Content Leader, Instructional Coach, etc.)
- coordinate the scheduling so that Special Education and EI teachers can join the weekly Common Planning Time sessions and plan with the General Education teachers

Principal Cotter and her team also look at their master schedule to ensure it is designed to support teachers in effectively meeting the needs of all students. Although Red Horse Elementary has long (140 minute) ELA blocks, their math block is usually only 55 minutes. She decides to adjust the schedule to find 75 minutes for math blocks to allow for flexible small group instruction that is adaptive to students’ needs. Finally, based on all the learning the team has engaged in over the last year around the importance of providing all students access to grade-level content and the research behind taking an acceleration approach over a remediation approach, the team identifies an opportunity to repurpose a block of time in the schedule called “Intervention Block” that is currently devoted to remediation. Principal Cotter works with her Content Leaders to craft a new vision for this block of time and makes a plan for when and how to roll this out to teachers. They also identify high-quality instructional resources from the Louisiana Believes Acceleration site they can leverage to ensure this time is purposeful and focused.

6. Responding to Student Work and Student Data

Knowing that reviewing student work and data will be especially critical this year so that her staff can identify standards and topics that need additional reinforcement and attention, Principal Cotter works with her ELA and Math Content Lead who attended the Unfinished Learning Communities of Practice to put together clear and concrete guidance around the use of diagnostic assessments for the upcoming school year. Together, this team also conducts an inventory of their current assessment practices and realizes they’ve been relying too heavily on data from the LEAP assessment, rather than regular formative data and unit-specific diagnostics. They also name that much of their assessment guidance up until this point has been compliance-driven (i.e. requiring teachers to submit color-coded spreadsheets or posting “data walls” in their classrooms). They also identify the unintended consequences of some of these requests - specifically, that teachers used this one data source to put students into fixed groups by general ability, versus re-evaluating groupings on a frequent basis to meet the specific needs of students based on the current, grade-level content. The team makes a plan to communicate their new vision for assessments at the end of this school year to better inform

summer school planning, as well as teacher’s summer curriculum planning institutes. They also plan to roll out a complete vision and plan for assessments during their weekly all staff meetings during the first few weeks of school, which the Content Leaders can then reinforce during the Common Planning Time meetings they lead.

After engaging in all of this high-level planning, Principal Cotter takes a deep breath. She knows she and her team have a lot of work ahead of them, but she also knows these plans will become the work plan and road map for the leadership team for the coming 4 months. She doesn’t need to have everything planned by tomorrow, but she does need to identify owners for the different aspects of these plans. For each of the six topics above, she will hold one planning summit with her leadership team to get their input and buy-in.

Case Study Debrief

- What stands out to you about Principal Cotter’s approach? What specific actions does she take?
- What questions or ideas does this raise for you?
- How does this compare to the planning you would typically engage in for the upcoming school year?

Consider Your Context

- What is already happening consistently and effectively?
- Which of these planning buckets feels most urgent to you? Why?

**Looking Ahead:
Previewing Session 4**

**Day 4:
Team Action Planning Summit**

Session Objectives

Each team member will be able to:

- Synthesize and share key learning from the learning series
- Reflect on your current school context and share reflections about how to support all teachers in effectively addressing unfinished teaching and learning
- Create an action plan focused on spring, summer and fall action steps to keep moving this work forward for the upcoming school year

Agenda

1. [15 min] Getting Started

- a. Facilitator intro
- b. Review session objectives and agenda
- c. Access session materials
- d. Examine our team planning norms and unpack what each of these norms looks like in practice
 - i. Take a strengths-based approach
 - ii. Work to find solutions → avoid getting hung up on “the problems”
 - iii. Be compassionate with yourselves and others
 - iv. Create and maintain a safe space for taking risks, asking questions and challenging ideas
- e. Reflect on which of these norms may be most challenging for you personally and/or for your team as a whole; consider strategies you can use to commit to and support each other in living these norms during today’s planning

2. [30 min] Reflecting and Synthesizing

- a. Independent reflections:
 - i. Based on your learning from this series, what key points/ideas/resources resonated with you most? Why?
 - ii. Based on your school context, reflect on:
 1. Evidence that teachers in your school currently understand, believe in and consistently do the things that are aligned to this learning?
 2. Evidence of current gaps in teachers' understanding, mindset, and/or current practice
 3. What questions/ideas does this raise for you about how to support all teachers in effectively addressing unfinished teaching and learning?
- b. Facilitator introduces the Team Reflection Protocol
 - i. Each team member shares highlights from their independent reflections
 - ii. Other team members ask clarifying/probing questions after each team member's reflection and/or build on team member's reflections
 - iii. As a team, synthesize trends from the reflections and begin to identify emerging areas of focus
- c. Team Breakout Rooms
 - i. Leader guides their team in implementing the Team Reflection Protocol
- d. Whole Group Share
 - i. Each leader shares 1-2 key ideas from their team reflection time

3. [25 min] Sample Action Plan

- a. Examine and unpack leadership team's sample action plan
- b. Identify, specifically, what makes their plan effective
- c. Consider the rationale behind key decisions the team made when creating their action plan (connected to their reflections prior to action planning)
- d. Analyze a non-example action plan
- e. Identify, specifically, what makes the plan ineffective, as well as specific things the team can do to improve their plan

4. [40 min] Team Action Planning

- a. Facilitator introduces Team Action Planning Protocol and Template
- b. Team Breakout Rooms
 - i. Leader guides their team through using the action planning protocol and template to collaboratively complete your team action's plan

5. [10 min] Wrapping Up

- a. Closing reflections

- b. Next steps
- c. Survey