Developing a Formative Mindset®

Focusing on Teacher Clarity

& IMPACT Professional Learning Teams (IPLTs)

ISFIS Webinar February 15th, 2018

For more information on helping your teachers and school levels leaders improve teacher clarity as well how improve the impact your collaborative teams /PLCs have on student achievement contact Dave Nagel
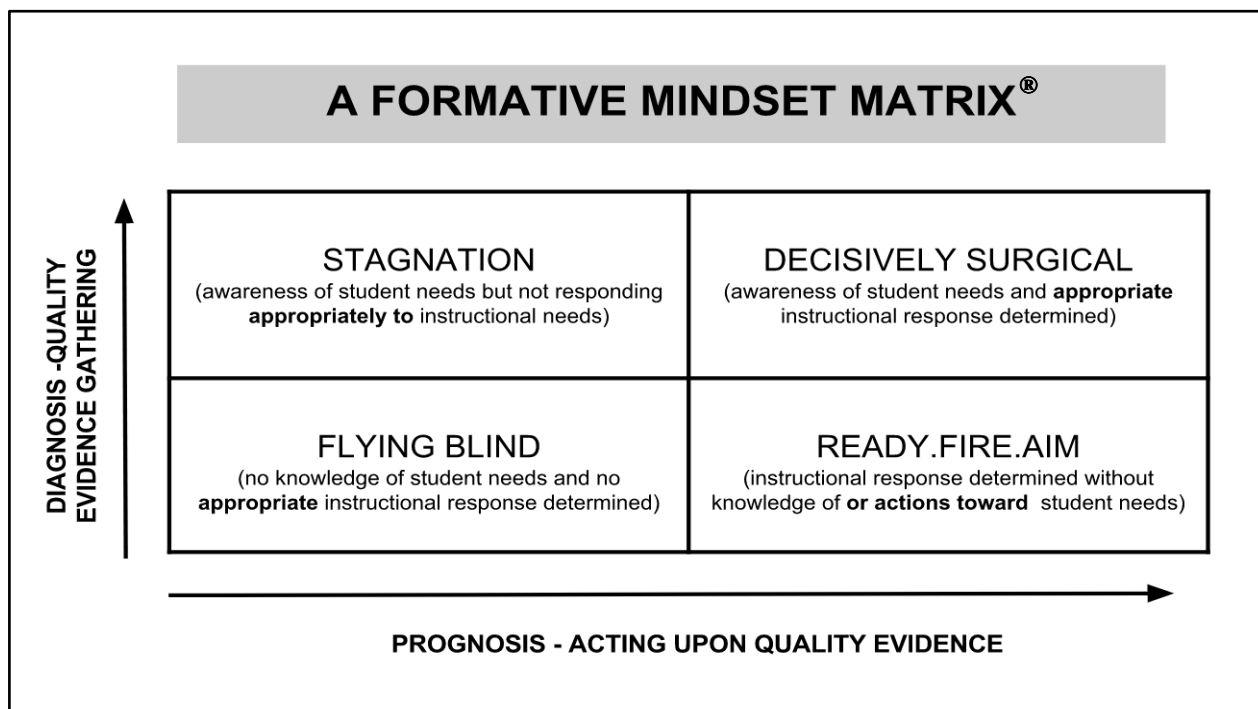
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FORMATIVE MINDSET:

Educators with a formative mindset have the ingrained **BELIEF** that **ALL** evidence they <u>elicit or come across</u> is ***used solely to drive instructional actions*** that **SUPPORT** student learning to meet targeted objectives. They perpetually view student learning with **FLUIDITY** versus **FINALITY.**

A FORMATIVE MINDSET MATRIX®

DIAGNOSIS - QUALITY EVIDENCE GATHERING ↑	

STAGNATION (awareness of student needs but not responding **appropriately to** instructional needs)	DECISIVELY SURGICAL (awareness of student needs and **appropriate** instructional response determined)
FLYING BLIND (no knowledge of student needs and no **appropriate** instructional response determined)	READY.FIRE.AIM (instructional response determined without knowledge of **or actions toward** student needs)

→ **PROGNOSIS - ACTING UPON QUALITY EVIDENCE**

★ **Decisively Surgical** - In this quadrant everything is instructionally humming. The teacher is fully aware of the needs of the students in her class and has a repertoire of strategies for effectively responding to those needs. The teacher purposely designs learning tasks to elicit the needed evidence for quality inference making on where to next. The teacher ensures that feedback is reciprocal, timely, and always linked to the purpose of moving students forward.   The learning environment is healthy and safe and relational trust is highly present. The growth and achievement of students is steadily growing when teachers are in this quadrant.

★ **Stagnation** - In this quadrant the teacher is very aware of the academic needs of his students, but is not instructionally responding appropriately. The teacher may not know what the next steps are in closing the diagnosed gaps, or perhaps the planned "curriculum" doesn't allow for the teacher to do anything except keep moving along regardless of whether students have mastered the material. Despite the variables that brought a teacher to this quadrant, there is tremendous opportunity to move into the *Decisively Surgical* quadrant, which would be instructional nirvana. If the teacher could become equipped with strategies on what to do with the inferences made from evidence of student learning elicited, the shift can then be made.

★ **Ready.Fire.Aim** - In this quadrant the teacher has a plan that is full steam ahead but is moving forward with no knowledge on the impact any instructional choices will have on student learning. This quadrant is much safer than the two mentioned above, as it doesn't require an opportunity for the unknown. The teacher has her curriculum and it is delivered uninterrupted to the students in her classroom. Without a doubt, there are some students who will benefit from the instruction of the teacher in this quadrant, but it will most likely be a result of already coming into the classroom at a somewhat proficient level, or positively responding to the inflexible curriculum the teacher is delivering.

★ **Flying Blind** - In this quadrant the teacher is unaware of not only the academic needs of his students but also any instructional next steps that would propel their growth and achievement. Teachers in this quadrant may be the perfect platform for development, if they are receptive, because their likelihood for quick success is high compared to success from their past practices. They would benefit greatly from support in instructional planning and delivery starting with identifying the purpose of each lesson and building on from there.

TEACHER CLARITY

Learning Task: How clear is your CLARITY?

What percentage of students in your classroom, school or district do you think would be able to appropriately answer the following questions?

What are you learning?	How will you know you've learned it?	What is your next learning step?

What evidence do you have to support the %'s captured above?

Teacher Clarity has an effect size of .75, but we need to fully understand the key variables of teacher clarity that yield the .75 impact. Are the following present in your classroom, building or district? **How do you know?**

★ Learning targets are present and/or accessible to all students.
★ Learning targets represent what students will learn rather than what students will do.
★ Learning targets have appropriate levels of rigor.
★ Success criteria is present so students are aware of the steps toward mastering the learning target
★ Students can articulate the learning target and success criteria in a way that shows they understand them.
★ Students see the success criteria as appropriately challenging.
★ Teachers regularly communicate the learning targets for the lesson and the notions of what success means for those targets.

REFLECTION: Where are there strengths in teacher clarity with your current practice? Where is there opportunity for further development?

CONCEPTS (Nouns & Noun phrases)	SKILLS (verbs)	Levels of Cognitive Rigor & DOK *Include the exact language within the DOK. *E.g. APPLY - DOK 2 - Use context to identify meaning of words/phrases*
CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).		
Meaning of words, phrases, figurative and connotative meaning	Determine (meaning) • Words • Phrases • Figurative • Connotative	Apply - DOK 2 - Use context to identify meaning of words/phrases
Impact of word choice	Analyze (cumulative impact of word choice) • meaning • tone	Apply - DOK 3 - Apply word choice, point of view, style to impact readers'/viewers' interpretation of a text

Learning Progression for Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

1. **Define** "determine"
2. **Define** "context clue"
3. **Determine** different types of context clues
4. **Identify** unknown words in a sentence.
5. **Identify** context clues present in a sentence that support word meaning
6. **Recognize** type of context clue(s) present that support word meaning
7. **Explain** how context clues support determining the meaning of the unknown word
8. **Determine** the meaning of the unknown word in the sentence.
9. **Identify** unknown words in a paragraph
10. **Identify** context clues present in a paragraph that support word meaning.
11. **Recognize** type of context clue(s) present that support word meaning
12. **Explain** how context clues support determining the meaning of the unknown word(s)
13. **Determine** the meaning of unknown words in a paragraph
14. **Identify** unknown words in a text
15. **Identify** context clues present in the text that support word meaning.
16. **Recognize** type of context clue(s) present that support word meaning
17. **Explain** how context clues support determining the meaning of the unknown word(s)
18. **Determine** the meaning of the unknown word(s) in a text.
19. **Define "**figurative language"
20. **Recognize** different types of figurative language
21. **Identify** figurative language in a sentence or paragraph
22. **Determine** meaning of figurative language

23. **Define** "tone"
24. **Define** "connotation"
25. **Define** "denotation"
26. **Identify** words with positive connotation
27. **Identify** words with negative connotation
28. **Determine** connotative meaning of identified words
29. **Explain** how identified words impact the tone of the text
30. **Analyze** the cumulative impact of word choice on tone
31. **Analyze** the cumulative impact of word choice on meaning

Learning Targets #1: Understand there are different types of context clues and how they support determining word meaning Understand how to use context clues to determine the meaning of an unknown word in a sentence.	**Success Criteria:** • Identify unknown word in each sentence you are reading • Recognize by underlining the context clues present in the sentence that support determining word meaning • Explain how the context clues recognized support determining word meaning • Determine the meaning of the unknown word
Learning Target #2: of Understand how to use context clues to determine the meaning of unknown words in a paragraph.	**Success Criteria:** • Identify unknown words in each paragraph you are reading • Recognize by underlining the context clues present in the paragraph that support determining word meaning • Explain how the context clues recognized support determining word meaning • Determine the meaning of the unknown words

Learning Target #3: Understand how to use context clues to determine the meaning of unknown words in a text.	**Success Criteria:** • Identify unknown words in a text • Recognize by underlining the context clues present in the text that support determining word meaning • Explain how the context clues recognized support determining word meaning • Determine the meaning of the unknown words
Learning Target #4: Determine the meaning of figurative language used in a text	**Success Criteria:** • Determine the different types of figurative language • Identify figurative language in a paragraph • Recognize clues that support determining meaning of figurative language • Determine meaning of figurative language
Learning Targets #5: Understand how words with strong connotations impact the meaning of a text Explain how tone can impact the meaning of a text	**Success Criteria:** • Recognize words with positive connotation • Recognize words with negative connotation • Determine the impact of positive connotation the meaning of a paragraph • Explain how underlined words impact tone of paragraph

Learning Target #6: Analyze the cumulative impact of word choice on meaning and tone	Success Criteria: • Determine the impact of word choice on meaning in each paragraph • Determine the impact of word choice on tone in each paragraph • Synthesize the impact of word choice on a text • Synthesize the impact of word choice on a text • Analyze the cumulative impact of word choice on meaning • Analyze the cumulative impact of word choice on tone

Concepts (nouns)	Skills (verbs)	DOK
Teacher Clarity Indicator #5. USE <u>high levels of teacher clarity</u> to DESIGN <u>rigorous, grade-level appropriate tasks/activities.</u>		
High levels of teacher clarity	**Use** (High levels of Teacher Clarity)	APPLY - DOK 1 - Apply basic formats for documenting
Rigorous, grade level, appropriate tasks/activities	**Design:** • Rigorous • Grade level appropriate tasks / activities	APPLY - DOK 4 - Select or devise an approach among many alternatives

Learning Progression:

1. **Define** "Teacher clarity"
2. **Define** "Learning Intention" / Learning Target
3. **Define** "Success criteria"
4. **Determine** critical components of teacher clarity
5. **Identify** links between teacher clarity and other high impact instructional practices
6. **Define "**Priority Standard"
7. **Identify** Priority Standard(s) for lesson(s)
8. **Unwrap** Priority standard(s) **accurately** for concepts
9. **Unwrap** Priority standard(s) **accurately** for skills
10. **Unwrap** Priority standard(s) **accurately** for DOK / rigor level
11. **Determine** learning progression for unwrapped standard
12. **Determine**: learning intention(s) for lessons using skills and concepts in unwrapped standard
13. **Determine**: Clear success criteria aligned with / target(s)
14. **Identify** the role of teacher clarity in formative assessment
15. **Define "**Rigorous" tasks
16. **Define "**Grade level" tasks
17. **Define "**Appropriate" tasks
18. **Determine** Rigorous tasks aligned to TC (LT/SC)
19. **Determine** Grade level appropriate tasks aligned to TC (LI/SC)
20. **Design** Grade level appropriate and rigorous tasks aligned to TC (LI/SC)

Learning Targets #1: Understand critical components of teacher clarity Understand teacher clarity's connection to high impact instructional influences	**Success Criteria:** • Identify the two parts of teacher clarity and what they each entail • Determine key components of the teacher's role in teacher clarity • Determine teacher clarity's impact on students • Articulate how teacher clarity is a foundational influence to other high impact instructional practices

Learning Target #2:
 	
Understand how to accurately unwrap a standard
	Success Criteria:
	• Capitalize the SKILLS in the standard being unwrapped
	• Underline the <u>concepts</u> in the standard being unwrapped
	• Appropriately identify the skills (verbs) in the unwrapped standard
	• Appropriately capture concepts (nouns) in parentheses after each skill (verb)
	   a. Capture additional applicable concepts below the skill
	• Appropriately identify the concepts (nouns) in the unwrapped standard
	• Appropriately identify the DOK (Depth of Knowledge) level for each skill and concept in the unwrapped standard
	   a. Bloom level (Recall, Understand, Apply, etc.)
	   b. DOK level (1,2,3 or 4)
	   c. Indicator in matrix that captures the rationale for the DOK level identified

Learning Target #3: Determine a learning progression for an unwrapped standard	**Success Criteria:** • Determine sub-skills needed to master skills standard as a whole • Determine enabling knowledge needed to master standard as a whole • Determine appropriate scaffold of subskills identified • Bold face the skill in each learning progression

Learning Target #4: Determine the learning targets using skills and concepts in unwrapped standards Determine the success criteria using skills and concepts in learning progression	**Success Criteria:** • Use skills and concepts in unwrapped standard to create *appropriate* learning target(s) • Use learning progression for unwrapped standard to create *appropriate* success criteria
Learning Targets #5: Understand how to use teacher clarity to drive formative assessment	**Success Criteria:** • Determine the link between teacher clarity and formative assessment • Identify how to use a learning progression to plan learning experiences/tasks for students • Determine appropriate teaching clusters within learning progression
Learning Target #6: Determine the appropriate level of rigor for learning tasks	**Success Criteria:** • Know the DOK level of skills and concepts in unwrapped standard • Know the indicators linked to DOK level for skills and concepts • Determine critical skills and concepts in unwrapped standard

Learning Target #7:	Success Criteria:
Design rigorous learning tasks linked to teacher clarity	• Determine the skills, concepts and DOK that need to be present in designed learning experiences *(if experiences aren't a scaffold to reach mastery of standard as a whole)* • Determine if learning experience/task is a scaffold to DOK or meets DOK as currently designed • Use the success criteria for a given learning target to design rigorous learning tasks

Thank you for your engagement today! Before we close, take a moment and think about the learning that took place in **Developing a Formative Mindset.** Capture some of your takeaways, action steps and questions you still have below.

IMPACT Professional Learning Community Teams
(IPLTs)
4 Step Protocol
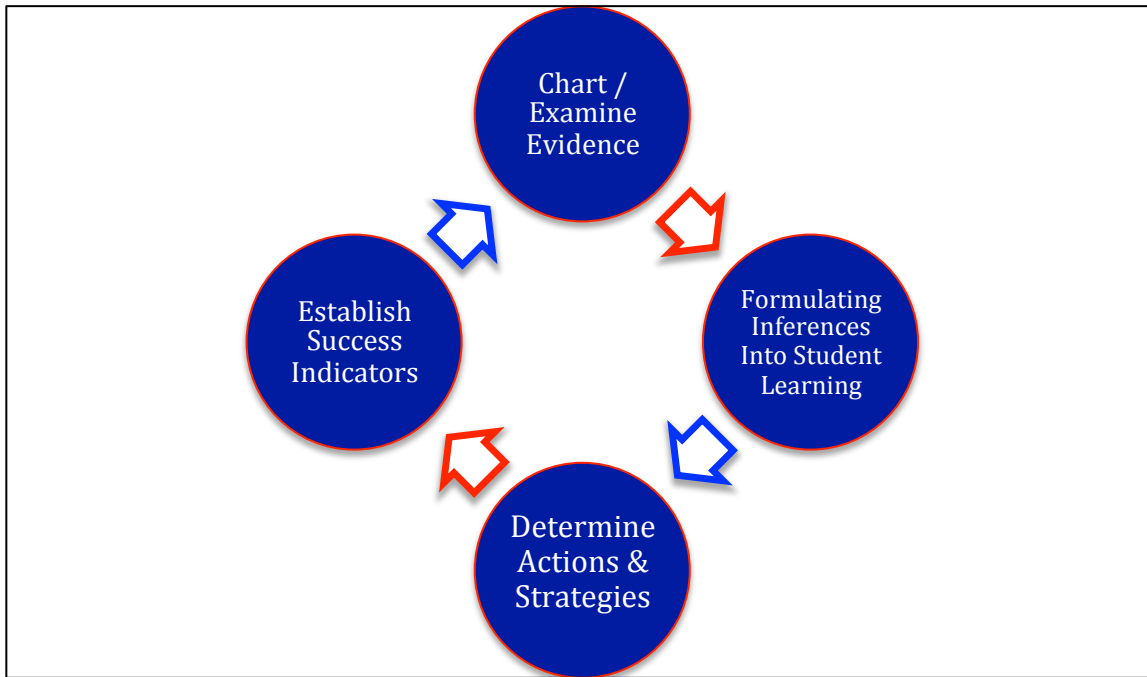
For schools starting from scratch or are looking for a tighter protocol for the collaborative teams to follow when working in a PLC format—They can adopt the IMPACT Professional Learning Team (IPLT) model. It has for simple steps that are from making their learning process simplistic:

1. **Charting & Examining Evidence**: It is critical for all effective collaborative teams to have a system & method for collecting & charting their data & evidence of student learning from assessment tools. This step allows teachers & school teams to have a snap shot at where their students, related to proficiency of expected standards for a current unit of study.

2. **Formulating Inferences Into Student Learning**: Once data & evidence have been charted, it is critical that teachers & teams can accurately verbalize what quality inferences & suppositions related to student learning they can collectively make. This is where analyzing student work as well as the quality of the assessment that has been used is so critical.

3. **Determine Actions & Strategies:** Determining & implementing effective strategies are the most critical actions of any collaborative team or PLC in their ability to impact student learning. It essential that team align their strategies specifically to address inferences they have made in student learning (gaps & next steps).

4. **Establishing Indicators of Success**: Once adult actions & instructional strategies are agreed upon (how often they will occur & to what degree), teams must make specific determinations as to what will indicate these adult actions are *working!* By investing time to pre-determine what evidence in both student work & behaviors they should expect to see in their students if their strategies are successful.

Monday, February 5th, 2018

Hi everyone,

Just a reminder that our meeting this Thursday will focus on reviewing the 8th grade ELA post assessment data. I've attached the data we'll be reviewing to this email. Please take a moment to familiarize yourself with the data prior to our meeting Thursday afternoon so we can jump right into the IPLT process. I have also included a blueprint for the assessment so we are all on the same page with what we are looking at. The agenda and designated roles for this Thursday's meeting can also be found at the bottom of this email. One last thing, I have also attached a link to a short article called *The 30 Million Word Gap.* It has some fascinating, yet disheartening research, about the vocabulary kids are exposed to by age 4. Since we are focusing on common core standard RL/RI 4, which is tightly linked to word meaning, I thought it was research that offered a different perspective in looking at the data.

30 Million Word Gap Article

ASSESSMENT BLUEPRINT	
Standard(s) of Focus	CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-LITERACY.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
Number and Type of Assessment Items	36 selected response items
Rigor Level	Since the assessment is selected response the DOK is primarily at a 2, but with questions building upon each other's answer, a 3 is present in certain question sets.
Key Features of Assessment Design	★ Pre/Post assessment for 8th grade ELA - it is a mirrored assessment ★ All 8th grade student take assessment at start of the semester and at the end of the semester ★ 3 different passages ranging in text complexity included in

	assessment
	○ 1 readily accessible passage
	○ 1 moderately complex passage
	○ 1 complex passage
	★ Each passage has 12 questions
	○ Within each set of 12 questions there are 3 questions assessing RI/RL4
	★ RL/RI 4 is assessed 9 times on the Pre/Post Assessment
	★ Within each set of 3 questions assessing RI/RL 4 per passage, 2 of the questions build upon each other (#10 & #11, #22 % #23, and #34 & #35).
	★ Four performance levels for assessment
	○ Excelling 29 or more correct
	○ Proficient - 23 - 28 correct
	○ Approaching - 17 to 22 correct
	○ Beginning - 16 or fewer correct

8th Grade ELA PLC AGENDA - THURSDAY, February 8th @ 2:15 - 3:30	
2:15 - 2:20	Review of IPLT Protocol and assignment of roles (Angie leads) ● Facilitator/Leader - Angie ● Note Taker - Roger ● Time Keeper - Laurel ● Data Technician - James
2:20 - 2:30	Chart and examine the evidence - Assessment Blueprint reviewed - Outstanding assessment questions addressed
2:30 - 2:45	Formulate inferences from assessment data
2:45 - 3:15	Determine strategies and action steps (for each group as applicable)
3:15 - 3:25	Determine indicators of success for determined actions and strategies.
3:25 - 3:30	Consensus and commitment to instructional actions and strategies, assignment of tasks, timelines.