High Performing Teams:
Putting the Pieces Together

Learning For All
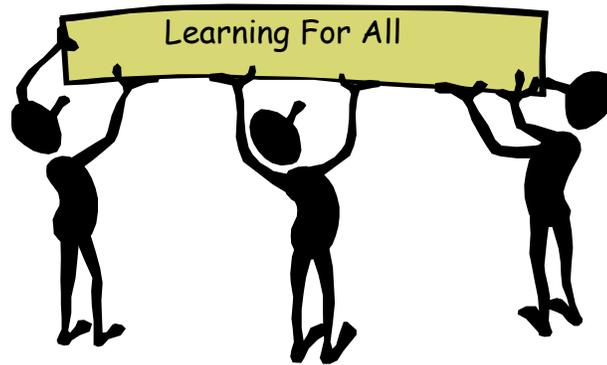
New Market, AL
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1

Agenda

•Welcome and Getting Connected

•Identifying and Using Essential Standards

•Common Formative Assessments

•Effective Response

Autonomy?

Instruction	•**All**
Assessment	•**Some**
Curriculum	•**None**

Understanding the Compelling Research

Factor Affecting Student Learning	Standard Deviation
High quality teacher in the classroom	.40
Parent Involvement	.49
Home environment	.52
Socio-economic status	.52
Formative Assessment	.90
Response to Intervention	1.07
Student Involvement in Assessment	1.44
Collective Teacher Efficacy	1.57

Collective Teacher Efficacy

The collective self-perceptions that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities.

The Four Critical Questions

1. What do we want students to know and do?
2. How will we know if they can?
3. What will we do if they can't?
4. What will we do for those who already can?

Essential Standards

Essential standards are ones that all students must know and be able to do by the end of the year. Common formative assessments are based on these standards. (They often are called power or priority standards.) You guarantee that students who do not **(yet)** master these standards receive **time and support**.

Why Essential Standards?
ELA: Grade 3
•6 Strands: Literature, informational text, foundational skills, writing, speaking and listening, language.
•90 grade specific skills: Determine the main idea of a text; recount the key details and explain how they support the main idea.

"Our students need us to know their experiences over the course of time. They need us to know what's really going on in their daily classes as they move among teachers and subjects. They need us to know and give credence to their work from year to year."

-Jacobs, 1999
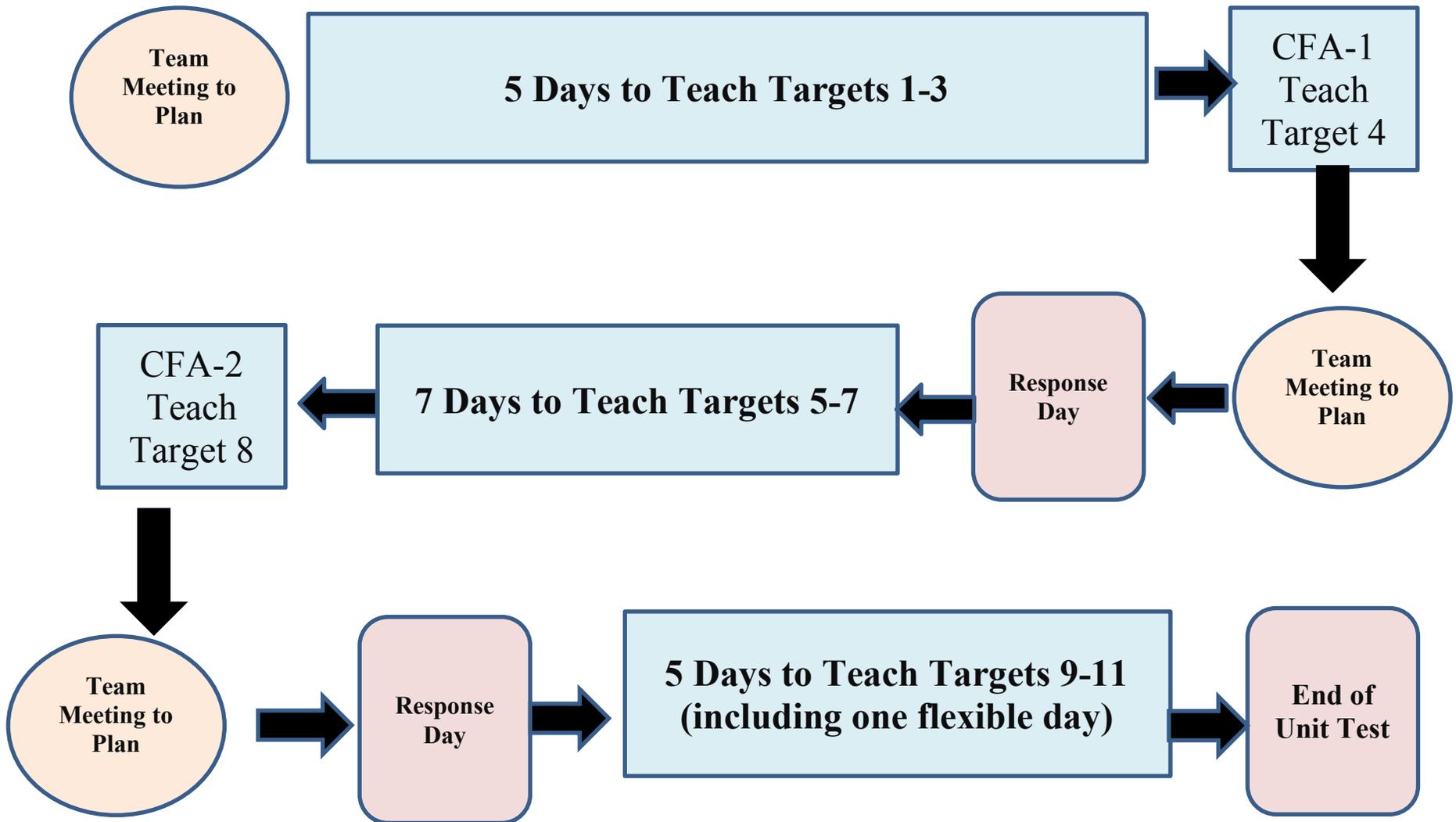
Criteria for Essential Standards

Endurance: knowledge and skills that are valued beyond a single test date. Examples are 1) point of view, and 2) place value.

Leverage: knowledge and skills that are valued in multiple disciplines. Examples are 1) reading informational text in other subject areas, and 2) unit rate problems in math that are used for science.

Readiness: knowledge and skills that are necessary for success in the next grade level or next unit of instruction. Examples are: 1) letter-sound recognition, and 2) logarithms.

3

1	Choose Essential Standards
2	Unwrap Standards into Learning Targets
3	Discuss DOK and what Proficiency Looks Like
4	Plan the Assessment
5	Write Quality Questions
6	Develop Rubrics and Answer Guides
7	Use the Data to Plan the Response
8	Find Time for Response

Developing a Unit Plan to Include Common Formative Assessments

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│    Team     │     │                                  │     │  CFA-1   │
│ Meeting to  │     │   5 Days to Teach Targets 1-3    │ ──▶ │  Teach   │
│    Plan     │     │                                  │     │ Target 4 │
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│  CFA-2   │     │                                  │     │ Response │     │    Team     │
│  Teach   │ ◀── │   7 Days to Teach Targets 5-7    │ ◀── │   Day    │ ◀── │ Meeting to  │
│ Target 8 │     │                                  │     │          │     │    Plan     │
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│    Team     │     │ Response │     │  5 Days to Teach Targets 9-11    │     │  End of  │
│ Meeting to  │ ──▶ │   Day    │ ──▶ │  (including one flexible day)    │ ──▶ │ Unit Test│
│    Plan     │     │          │     │                                  │     │          │
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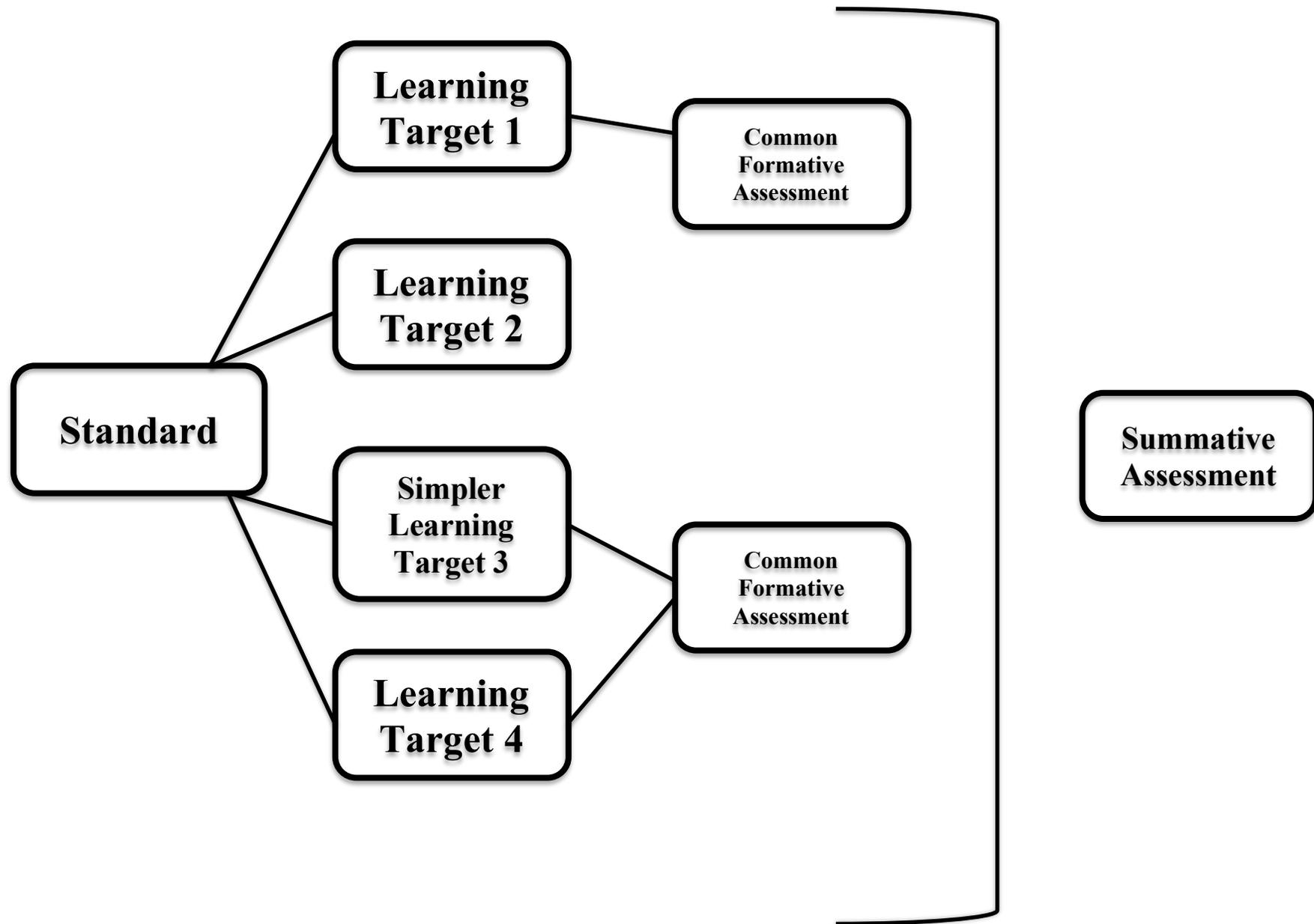
5

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Summative assessment is the attempt to summarize student learning at some point in time. Summative assessments are not designed to give feedback useful to teachers and students during the learning process.

Formative Assessment: An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about next steps in instruction *that are likely to be better, or better founded*, than the decisions they would have made in the absence of evidence.

Why Do We Unwrap Standards?

•The process of unwrapping helps team to have a common understanding of the meaning of the standards.
•It results in understanding the learning targets that must be learned to master the standards.
•It helps teams come to agreement about what proficiency looks like.
•Formative assessments are written about learning targets: summative around standards.

Standard

Learning Target 1 — Common Formative Assessment

Learning Target 2

Simpler Learning Target 3 — Common Formative Assessment

Learning Target 4

Summative Assessment

7

	Classroom Formative	Summative	Common Formative	Periodic/ Benchmark	Annual
Developed and used by	Developed and used by individual teachers	Developed and used by specialists, individual teachers and/or teams	Developed and used by collaborative teams	Developed by districts OR "external experts" Used by schools and/or districts	Developed by "external experts"
Frequency	At least daily	Once or twice a unit	Frequently	Quarterly or By Trimester	Once a year
Examples	•Checks for understanding •Short, frequent formative •Exit slips •White boards •Clickers	•End of unit tests	•Short assessments around a small number of learning targets •administered frequently	•District quarterly benchmarks •MAP	•State Assessments •Language Development Assessments •AP, EOY
Purpose	•Making "in the moment" decisions •Keep/change lesson plans	•Can students put smaller skills and concepts together to show mastery of standards. (e.g., writing an essay, reading comprehension)	•Identify students who need more Tier 1 help. •Drive core instruction •Learn together about strategies	•Identify students who need more Tier 2 or 3 help •Progress monitoring for Tier 2 and 3 •Universal screener •Monitor SMART goals	•Measure student learning •Award credit •Identify strengths and weaknesses of programs •Write SMART goals

Tier 3: Intensive Support
Frequent small group or individual
Focused on prerequisite essential
standards
Benchmark, progress monitoring

Tier 2: Supplemental Support
Linked to this year's essential standards
Short term
Students might need Tier 2 and 3
Benchmarks, progress monitoring

Tier 1: Core Curriculum
What happens for all students?
Linked to the Essential Standards
Common Formative Assessments