



Critical Tipping Points in Gathering, Understanding, and Using Formative Data

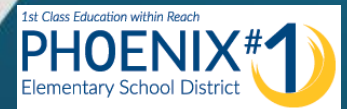
Partnership Solutions for the 21st Century Classroom

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Hosted by:





What is your
primary goal as an
educator and a
leader?





What is your **primary challenge** in achieving that goal?



Every challenge on our journey represents a critical opportunity for growth

Growth Mindset

- Embraces challenge
- Learns from criticism and failed attempts
- Works to develop talent
- Persists
- Inspired by success of others
- Always keeps learning



Fixed Mindset

- Avoids challenge
- Ignores criticism
- Discouraged by failures
- Believes in luck/innate ability
- Tends to give up when challenged
- Threatened by success of others
- Skill set is static

Recognize the Challenges in Your Journey As Tipping Points

“Tipping points are a reaffirmation of the potential for change and the power of intelligent action. Look at the world around you. It may seem like an immovable, implacable place. It’s not. With the slightest push - in just the right place – it can be tipped.”

Malcolm Gladwell



excellence in research, development, and service



So how will we address tipping points together?



WestEd and ATI Partnership Support for Districts and Schools



- Meaningful professional collaboration
- Student agency and self-assessment
- Relevant, interactive inquiry
- Robust classroom communication about learning
- Tiered accommodations
- Access and equity



**Maximum Impact on
Teaching and
Learning**

**Evidence-Driven
Learning System**

**21st Century
Classroom**



- Powerful technology and engaging digital content
- Teacher empowerment in curriculum and assessment design
- Rapid access to authentic and trusted data
- Holistic assessment systems aligned to instruction
- Student access for self-assessment



“If you want to bring a fundamental change in people's belief and behavior...you need to create a community around them where those new beliefs can be practiced and expressed and nurtured.”

Malcolm Gladwell



Tipping Point: Teachers and students require an engaging, relevant, and appropriately rigorous curriculum.

What is your critical challenge?

- Does your district-adopted curriculum lack rigor or relevance?
- Is your district-adopted curriculum rigorous and relevant, but not adequately implemented?
- Are educators using a wide variety of materials and strategies, but without a standard of quality or cohesion across or within the school/district?
- Have educators created curriculum and assessment systems without adequate professional learning on backward design, learning targets, standards-alignment, critical thinking, or other key components?

Partnership Solutions:



- Instructional design support
- Student-centric engagement strategies
- Cognitive rigor
- Standards fidelity
- Equity, access
- Collaborative cognitive coaching and modeling
- Interactive lesson study



Relevant units and lessons that provide engaging, rigorous learning experiences for students



- Easy to use tools for district-driven curriculum development
- Intuitive and flexible interface
- Contemporary and aligned content
- Multi-level component architecture
- Rapid formative feedback cycles
- Trusted, actionable data
- Tiered remediation

Act Now: Ignite imagination.



Curriculum Overview

Crane School

Curriculum: CKS Grade 5 Math Curriculum Quarter 1

Grade(s): 5 Subject(s): Math

Unit: 5.NBT.3.4 Q1 We 6-7

Suggested Duration: 10 day(s)

CPA Model of Instruction

Concrete
Pictorial
Abstract

$2 + 1 = 3$

5.NBT.3

Conceptual Understanding

- Understand that numbers can be represented in many different ways
- Understand how to use the value of the digits to compare numbers
- Understand why one number is larger/smaller than another using place value
- Understand the meaning of comparison symbols and how to read them correctly
- Understand that expanded form is represented by each digit being multiplied by its place value and then being added back together
- Use base-ten blocks for manipulatives

Procedural Understanding

- Read and write decimals to the thousandths place in word form, base-ten form, and expanded form (use place value chart for decimals)
- Compare two decimals to the thousandths based on the meaning of the digits in each place (using $<$, $>$, $=$)
- Use manipulatives to model and compare numbers

Application

Anchor Standard: 5.NBT.3.4

Domain	Min.	Max.
Operations, Algebraic Thinking, and Numbers in Base Ten	35%	42%
Number and Operations-Fractions	21%	35%
Measurement, Data, and Geometry	24%	28%

TOLSON UNION HIGH SCHOOL DISTRICT

COURSE: FRESHMAN ENGLISH 9R/UNIT 1

UNIT OVERVIEW

In this introductory unit, students will explore key ideas and obtain in-class examples of literary and rhetorical texts on the theme of human dignity and selfhood. Students will review the protocols of close reading and effective annotation, determining subject and inferring context and identifying evidence for claims. Students will explore central ideas and themes in these texts, with a focus on how authors use rhetorical, comparative, and figurative language to shape meaning and tone. Students will demonstrate their understanding of their unit's target skills and concepts through a variety of formative assessments, including writing short narratives of their own, and through the production of an expository writing performance task analyzing the development of a central idea in an informational text.

RECOMMENDED TEXTS AND RESOURCES

Literary Text (Short Story)

- "The Necklace"
- "Spring Snow"
- "The Most Dangerous Game"
- "Gift of the Magi"
- (Instructor Choice)

Informational Text (Memoir/Essay/Biography/Speech)

- Mary Angelou, "Sorrow for Coretta Scott King"
- "The Rights to the Streets of Memphis"
- "Rosa Parks"
- "I Have a Dream"

Multi-Modal Resources

- Mary Angelou, "Sorrow for Coretta Scott King" <http://www.youtube.com/watch?v=5t0177xv8w>
- Library of Congress, Original Manuscript "I Have a Dream" Dr. Martin Luther King, Jr. <http://www.loc.gov/pdfs/mlk0109.pdf>

KEY ASSESSMENTS

ELA Freshman Quarter Benchmark Pre-Test

End Unit Writing Performance Task

Students will analyze a text and determine the author's main idea and supporting details, and will use this information to write a persuasive essay. They will also analyze a text and determine the author's main idea and supporting details, and will use this information to write a persuasive essay.

TELS AND CONCEPTS

ELA.1 Analyze how an individual, race, or ethnic group is represented in multiple media forms; examine how they are represented in different media forms; analyze how they are represented in different media forms.

ELA.4 Analyze how an individual, race, or ethnic group is represented in multiple media forms; examine how they are represented in different media forms; analyze how they are represented in different media forms.

W.1 Write arguments on a topic or issue, analyzing relevant issues that may influence the formation of an argument or solution. Analyze relevant issues that may influence the formation of an argument or solution.

LAKEPORT UNIFIED SCHOOL DISTRICT

Grade 3

Theme	Civility & Collaboration	California Native American Tribes	Mythology & The Odyssey	Figurative Language/Poetry	Biomes	Fossils
Text	Literary	Informational	Literary	Literary	Informational	Informational
Write (W)	Write all story (W)	On the Way to School (W)	Opinion LR Response (W)	Myth (W)	Informational Biome Project (W)	Prehistoric vs. Modern Compare/Contrast (W)
Think (T)	Add a chapter (T)	On the Way to School (T)	Opinion LR Response (T)	Myth (T)	Informational Biome Project (T)	Prehistoric vs. Modern Compare/Contrast (T)
Do (D)	Homework Policy (D)	On the Way to School (D)	Opinion LR Response (D)	Myth (D)	Informational Biome Project (D)	Prehistoric vs. Modern Compare/Contrast (D)
Use (U)	Homework Policy (U)	On the Way to School (U)	Opinion LR Response (U)	Myth (U)	Informational Biome Project (U)	Prehistoric vs. Modern Compare/Contrast (U)

Mythology and the Odyssey

UNIT OVERVIEW:

In this unit, students will read excerpts from Homer's *The Odyssey* and will respond to the text in an ongoing response to literature dialogue, including journal entries, criticism, and text-dependent inquiry. Throughout the unit, students will participate in *Odyssey's* journey through a virtual tour and will build background knowledge about culture and geography. Students will use their own engineering skills to design and build a model ship based on the requirements of the journey in *The Odyssey*. Students will individually research a Greek god and will produce an informational essay incorporating appropriate cited text evidence.

CRITICAL THINKING **COLLABORATION** **COMMUNICATION** **CREATIVITY**



“There is a simple way to package information that, under the right circumstances, can make it irresistible. All you have to do is find it.”

Malcolm Gladwell

Tipping Point: Data-driven instruction must begin with trusted, authentic data.



What is your critical challenge?

- Are your current assessment tightly aligned to instruction?
- Are individual assessment items authentic/relevant/compelling enough to engage students?
- Have you included performance tasks and constructed response opportunities in your assessment system?
- Do teachers fully understand their data and its applications?
- Is your assessment system component-strong but lacking in cohesion?
- Are there too many or too few assessments, or assessments of the wrong kind?
- Do teachers feel assessments are a burden?

Partnership Solutions:



- Collaborative system and item design
- Full confidence and participation of teachers
- Refined alignment of item quality and relevance
- Revitalized enthusiasm
- Shift from compliance to mastery in formative data analysis



Collaboratively designed, streamlined assessment system featuring engaging and aligned content



- Multiple types of authentic, curriculum aligned assessments
- Engaging, innovative item content including constructed response and TE item types
- Accurate evaluations of growth, achievement, standards-mastery and forecasted state test performance
- Metrics suitable for ESSA and Arizona accountability reporting

Act Now: Transform assessment.



*AZ Grade 5 Writing Performance Task Stanley ABBOTT 1.0x ?

← Item 1 → Test Completion 0 of 4 Dictionary Review

Use evidence or concepts from the following resources to inform your writing.

Humor of Surprise/Unexpected:

Funniest Head Surprise - Best of Just For Laughs...

There's a Chance - Dumb & Dumber (5/6) Movie C...

1

You have watched and read several examples of different types of humor, and discussed the elements of humor with your classmates. You have used the graphic organizer provided to gather facts about what makes each kind of humor funny. Finally, you have read about how to write humor through an English lesson on that topic.

Using all the information you have gathered, write an informational essay of 1 to 2 pages that describes at least 2 types of humor and **how** that humor works to make us laugh. Remember that this is not an opinion essay, so you do not need to choose a favorite. You are simply explaining about types of humor to your audience. Be sure to support your topic with facts from the texts and videos and provide a clear introduction, clear and relevant facts and details, and a strong conclusion.

Click [here](#) to review a writing guide that will help you write a successful essay.

B I U x₂ x² A T Ω

How Humor of Surprise and Satire Make Us Laugh

The secret of humor is surprise. When something is unexpected, it is more likely to be funny. Humor of surprise is used a lot in movies and cartoons. You think one thing will happen, but then something totally different happens.



“The famous ‘Broken Windows’ theory argues that if a window is broken and left unrepaired, people will conclude that no one cares and no one is in charge. Soon, more windows will be broken, sending a signal that no one is accountable and improvement is not worth pursuing.”

Malcolm Gladwell

Tipping Point: Instruction must respond to the implications of student performance data in targeted and meaningful ways.



What is your critical challenge?

- Can teachers identify the proximate drivers of gaps in performance and make purposeful adjustments in practice?
- Are students responsible for understanding their own progress and adjusting their own learning plans?
- Are teachers exploring and implementing modern, research-based strategies?
- Is your staff using your data-gathering capabilities at a compliance level instead of mastery level?
- Is your site engaging in rapid improvement cycles to promote immediate action on priority challenges?

Partnership Solutions:



- Professional Learning Communities
- Systems-level support for proactive and productive peer collaboration
- Coaching/modeling of research-based pedagogies
- Skill-specific instructional support in disciplinary literacy, mathematical practice, document-based inquiry in social sciences, and next generation science standards

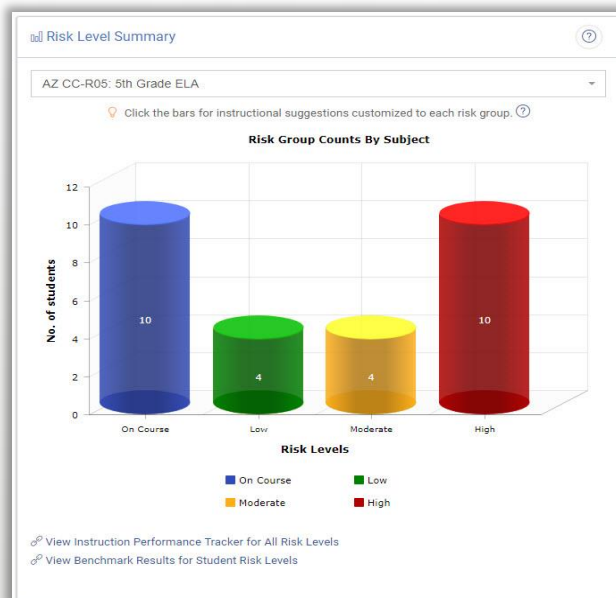


Immediate and effective response to data relying on informed instructors and efficient use of tech tools



- Multiple measures providing a holistic picture of student performance
- Information to guide differentiated instruction based on student skills, standards-mastery, and pattern of progress
- Student access to information about their own learning
- Content and tools supporting integration of instruction and assessment

Act Now: Embrace data.





“When people are overwhelmed with information they develop immunity to traditional communication and turn for advice to the people they respect and trust. The cure for immunity is finding experts, connectors.”

Malcolm Gladwell



Tipping Point: Leadership requires the tools to combat initiative fatigue and data overload.

What is your critical challenge?

- Do all stakeholders at your site feel ownership in common goals?
- Is there a calm, purposeful, and collegial environment on your campus?
- Is there enthusiasm and optimism about your students' potential?
- Are educators aiming for mastery instead of just compliance in technologies and pedagogies?
- Is there strong reciprocal trust and respect between all levels of staff?
- Is leadership truly distributed among stakeholders?

Partnership Solutions:



- Reinvigorated implementation of appropriately rigorous curriculum
- Optimized morale deriving from distributed leadership and strong communication
- Stakeholder investment
- Collaborative community supporting shared practice, inquiry, and growth



Empowered and supported professional staff with high expectations for students



- Phased implementation planning focused on building systemic capacity over time
- Customized strategies to support assessment and curriculum development and rollout
- Multiple opportunities for on-site and web-based professional development
- Train-the-trainer model with ongoing support for all users

Act Now: Inspire confidence.





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