Tough Shift: Creating Change in Educator Practice
Professional Learning that increases educator effectiveness will result in increased student achievement.

Quick write:

With the above statement in mind, what struggles do you have implementing professional learning that will affect change and increase student achievement?

Stand...Share...Sit Protocol

All members of the table group stand. Each person reads or briefly explains what they have written and then sits down. Group members do not comment until the end. Once everyone is seated and had time to give input, choose one member to share out some common struggles.

Common Struggles:
What strategies have you used to address these issues?

List out the strategies you and your district have used.

Learning Forward: Standards of Professional Learning

<table>
<thead>
<tr>
<th>Professional learning that increases educator effectiveness and results for all students ...</th>
<th>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</th>
<th>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</th>
<th>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</td>
<td>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</td>
<td>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</td>
<td>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</td>
</tr>
</tbody>
</table>
Standards for Professional Learning

- Learning Communities
- Learning Designs
- Resources
- Data
- Outcomes
- Implementation
- Leadership
PLC Cycle

**UNIT:**

**Dates for Unit:**

<table>
<thead>
<tr>
<th>Team Members in Attendance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative SMART Goal:</td>
</tr>
<tr>
<td>Norms:</td>
</tr>
</tbody>
</table>

**Analyzing Data:**

<table>
<thead>
<tr>
<th>Readiness TEK:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting TEKS:</td>
</tr>
</tbody>
</table>

What is our common assessment data telling us for this unit? What are our priority TEKS?

<table>
<thead>
<tr>
<th>2019 STAAR Data:</th>
</tr>
</thead>
</table>

Source: Becoming a Learning Team: A Guide to a Teacher-Led Cycle of Continuous Improvement

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
2018-19 UBA Data:

What do we want students to learn?
What are the common misconceptions?

Setting Goals:

What is our formative SMART Goal for THIS unit based on historical data and priority standards?
What is our professional learning goal for this unit? KASAB

K: What do we need to KNOW?
A: What ATTITUDE do we need to have?
S: What SKILLS do we need to have, learn, refine?
A: What are our ASPIRATIONS?
B: What BEHAVIORS do we want to see in teachers and students?

Learn Individually and Collaboratively:

What new knowledge/skills do we need to meet the goal for this unit?
What learning design will we use? (Lesson Study, Student Work Analysis, Lab Site)
Attach Learning design work.

Implement New Learning:

Team commitments to implement new learning – What specific strategies will we use from our learning to increase student learning?

Monitor, Assess, and Adjust Practice:

How is our implementation plan working? (Use data to drive your conversation)
• For students who HAVE NOT attained proficiency?
• For students who HAVE attained proficiency?

What evidence/data do we have that our plan is working? (attach evidence – ex. Student work sample)

Was our goal met for this unit?

Additional learning needed?
# Analyze Data

## Data Analysis Learning Design

### Rationale/Purpose:
Analyze data you need for the goal you set at the time.

### Participants:
- Building Instructional Coaches
- Principals
- Teacher Teams

### Description:
- This learning design is generally utilized to assist learning teams in looking at their data from a recent assessment, analyzing it, and making plans for action.

### Process:
- The learning team should choose a facilitator which will pose questions throughout the learning design and keep all members focused on the task at hand.
- All members should participate in discussion.
- All members must end by voicing their commitments to learning and/or implementation.

### Resources Needed:
- Device, data ready to present, Unit Planning Guide and Lessons from Unit, Assessments used to measure learning.

### Outcome

<table>
<thead>
<tr>
<th>What are the results for students? <strong>Allow the teacher to think about the outcomes without numbers.</strong></th>
<th>Questions to Support Thinking</th>
<th>Record of the Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was/were your SMART goal(s)?</td>
<td>What are the statistical findings on your data?</td>
<td></td>
</tr>
<tr>
<td>What strengths did we see and what challenges did we see in the data?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Analyze Causal Factors

<table>
<thead>
<tr>
<th>Show data and allow teacher time to process information.</th>
<th>Questions to Support Thinking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your hunches about why we saw these strengths and weaknesses?</td>
<td>What did we do as teachers that led to these results?</td>
<td></td>
</tr>
<tr>
<td>Where did you see growth?</td>
<td>What effect did your decisions have on the results students achieved?</td>
<td></td>
</tr>
<tr>
<td>Construct New Learning</td>
<td>Were there any barriers that you identified during instruction that you did not predict?</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What do you want to replicate based upon your learning?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What might we need to adjust for future instruction?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What adult learning might we need to engage in to improve our practice?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commit to Application</th>
<th>What commitments do we need to make to one another about future learning and/or instruction?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What might we need in order to increase student achievement next time?</td>
</tr>
<tr>
<td></td>
<td>• What evidence will we use to show we are making progress?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflect on the Process of Data Coaching</th>
<th>As you reflect on this conversation, where are you now in understanding the needs of your learners and of yourself?</th>
</tr>
</thead>
</table>

UBA Data Digging and Action Planning

Date:
Grade Level/Subject/Unit:
TEAM Members Present:
What were our reassessed TEKS? What was the outcome? Did we meet our goal?
What was our action plan to address these TEKS?

What are our priority standards for this assessment? (Choose 2-3 standards to be retaught, spiraled in)

Are there team members that scored high on a priority standard? What are all the instructional strategies that they implemented for this standard?
**SBA Data Digging and Action Planning**

**Date:**

**Grade Level/Subject/SBA #:**

**TEAM Members Present:**

Please answer the following for each question number:

1. What was the TEK?
2. How did students perform overall?
3. How did our subpopulations perform?
4. What was the breakdown for our students within the question?

<table>
<thead>
<tr>
<th>Question 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

(Underline Word, Content, Question Format, Answer Stems, Other)

Are there team members that scored high on a priority standard? What are all the instructional strategies that they implemented for this priority standard?

What progress was made from the previous SBA? (Please specify TEKS and what the team did to intervene on that specific TEK)
**Set Goals**

Visit with your table and write a SMART goal based on a common struggle that you all discussed as a table listed earlier.

**Implementation Example:**
- **Struggle** – Our teachers do not have a thorough understanding of a PLC. Often times, they believe that this is just planning time.

- **SMART Goal** – By the end of the 1st quarter, our learning teams will successfully complete a full Cycle of Continuous Improvement and document their work through learning designs.

**Student Outcome Example:**
- **Struggle** – Historically, only 60% of our students are mastering Standard 7.5C (Solve mathematical and real-world problems involving similar shape and scale drawings).

- **SMART Goal** - On the Unit 5 Assessment, 7th grade math 80% of our students will show mastery (70% or greater) on Standard 7.5C (Solve mathematical and real-world problems involving similar shape and scale drawings).

Your SMART Goal:
**KASAB**

A protocol used to help identify barriers and assist in developing actions plans.

Who will be involved in the change? What are the expectations for those involved?

<table>
<thead>
<tr>
<th>DESIRED CHANGES</th>
<th>DEFINITION</th>
<th>Student</th>
<th>Teacher</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong>nowledge</td>
<td>Conceptual understanding of information, theories, principles, and research.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong>ttitude</td>
<td>Beliefs about the value of particular information or strategies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S</strong>kill</td>
<td>Strategies and processes to apply knowledge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong>spiration</td>
<td>Desires, or internal motivation, to engage in a particular practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B</strong>ehavior</td>
<td>Consistent application of knowledge and skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learn Individually and Collaboratively

Learning Forwards Learning Designs to guide Adult Learning:
https://learningforward.org/docs/default-source/commoncore/tpldesigns.pdf

Instructional Practice Lab Site Learning Design:

Rationale/Purpose:
There are many researched practices that are developed to support instruction. When implemented with intention, they can serve to support instruction and students well. While many of these practices seem simple in process, there are many nuances in the design along with student variables that add to complexity during implementation. Through a lab site design, teachers have the opportunity to see a model of the instructional practice, opportunities to practices with other teachers, and opportunities to implement with students and receive feedback. By using a lab site learning design, teachers will have the necessary tools implement new practice with a high level of craftsmanship and efficacy in their own classroom.

Participants:
- Building Instructional Coaches
- Principals
- Teacher Teams

Description:
Lab site is a modeled practice of one researched based instructional practice. The practice will be learned by a group of teachers, implemented with teams of teachers with peers and students. During the model and implementation, qualitative data is collected and used to refine the instructional practice.

Lesson Study Learning Design:

Tests and student work help educators understand what to improve. Lesson study helps teachers understand how to improve. Lesson study originated in Japan, where teachers focus on what they want students to learn rather than on what teachers plan to teach. In lesson study, teachers develop a lesson together, and one teaches it while group members observe student learning. Group members debrief the lesson and often revise and reteach the lesson based on their analysis. Lesson study works well within a professional learning culture when educators feel comfortable sharing with and observing one another.

Implement New Learning

During this phase of the cycle, learning designs from the prior phase are continued and put into action.
Monitor, Assess, & Adjust Practice

UBA Rubric

Content: _______________  Grade: _________  Assessment Window: ________________

Directions: Analyze the completed UBA and record for each indicator, question’s number to verify alignment.

<table>
<thead>
<tr>
<th>Indicators for Developing Aligned Unit Based Assessment</th>
<th>Does not meet Requirements</th>
<th>Meets Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each question aligns to the Year At A Glance with Unit Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each question aligns to Power Standards with Readiness and Supporting Standards notated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each question aligns to STAAR/EOC blueprint Readiness and supporting and notated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Costa’s 3 Story Intellect, questioning levels are varied and notated for each question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions align with the Frequency of Distribution Data with TEKS clusters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each question aligns to the language and content of the TEKS and TEK number is cited next to the question.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lead/Department Teacher: ________________________________________________________________

Teacher: _____________________________________________________________________________

Instructional Coach: __________________________________________________________________

Content Administrator: _______________________________________________________________
### Student Work Analysis

<table>
<thead>
<tr>
<th>Formative Goal for Standard</th>
<th>What was your formative goal for this standard?</th>
</tr>
</thead>
</table>
| **Analyze Teacher and Student Exemplars** | In your own words, what would a student have to know or be able to do to show mastery?  
*Teacher Exemplar:*  
What were the keys to an ideal answer? So the exemplar needs to include........  
How does this exemplar align with the standard?  
*Student Exemplar:*  
How does your student exemplar compare to the teacher exemplar?  
What is the gap?  
Do students have different paths/evidence to demonstrate mastery of the standard?  
Does the student exemplar offer something that your exemplar does not? |
| **Identify the Gaps** | What are the gaps that we see between the student exemplar and teacher exemplar?  
What are the gaps that we see between the average and the exemplar?  
What are the gaps that we see between the average and the below expectations? |
| **Strategy Plan to Close Gaps** | Strategy Plan for Exemplar Progress:  
Strategy for Average Progress:  
Strategy for Below Average Progress: |
| **Make a Commitment** | |
| **Follow Up** | |

All of the information from the implementation, monitoring and adjustment, and any assessment that took place during implementation now cycle back to the Analyze Data phase of the cycle.
References


