Competency-Based Learning Series

Seminar 1

November 2015
Welcome

Great Schools Partnership partners:
Angela Hardy, Director of Coaching
Ted Hall, Senior Associate
Craig Kesselheim, Senior Associate

Colorado partners:
Samantha Olsen, Director of NextGen Learning, CEI
Christina Jean, Innovation and Blended Learning Specialist, CDE
Microlab Activity

Find two others who are either from a different district or who you don’t know well and set yourselves up so that you can listen to one another and not be distracted by another group’s conversation.
Microlab Activity

- Identify group members as A, B, or C
- Three rounds with a different focus question
- During each person’s time, the other two listen carefully, but do not respond
Microlab Guidelines

• Each person has equal time to talk.

• The listener(s) should not interrupt, interpret, paraphrase, analyze, give advice or break in with a personal story while the speaker is talking.

• Confidentiality should be maintained, unless the group decides to debrief the content of the questions.

• The speaker should not criticize or complain about the listener(s) or mutual colleagues during his or her turn.
Microlab Activity

Question 1

How did you decide to make a career as an educator?
Microlab Activity

Question 2

What excites you about transitioning to Competency Based Learning?
Microlab Activity

Question 3

What questions come up for you in transitioning to Competency Based Learning?
Microlab Activity

Debrief this activity as an opening activity for this seminar and how it can be used in the work in your schools.
Introductions

Please introduce yourself to the group with your name, your district and/or school, your role, and the first name of a student that you want to keep in mind while you do your work the next two days.
Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.
We Believe

In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship
We Believe

That schools must simultaneously attend to policy, practice, and community engagement.
We Believe

School improvement is context-based, not one-size fits all
Who We Are

Angela Hardy

Ted Hall

Craig Kesselheim
Series Outcomes

Team members will be ready to lead the implementation of competency-based learning.
The district teams will be prepared to **design and plan** professional development regarding competency-based learning within the 2015/16 school year.
Series Outcomes

We will develop a network of support across the state of Colorado to enact a vision and implement a system of learning that supports personalization through competency-based learning and multiple and flexible pathways.
Seminar 1

Outcomes

I can explain how a conceptual framework and core principles of competency-based learning can guide my work.
I will understand how to develop graduation standards and performance indicators for those standards.
Seminar 1

Outcomes

I will understand the importance of school and community engagement and how to best facilitate this work.
I will have developed **personal learning goals** for the year-long seminar series.
Seminar 1

Outcomes

Our school and district will have learning goals for the year-long seminar series.
Today’s Outcomes

I can explain how a conceptual framework and core principles of competency-based learning can guide our work.
Today’s Outcomes

I understand how to develop graduation standards and performance indicators for those standards.
Today’s Outcomes

I have used the design guides and other resources and know where to find them.
I have personal learning goals for the seminar series.
Today’s

Outcomes

Our school / district has learning goals for the seminar series.
Today’s Agenda

Welcome, overview, introductions

Comptency-Based Learning Introduction

Team Time

Lunch (with reading assignment)

Text discussion

Graduation Standards & Performance Indicators

Team Time

Reflection, Feedback
RESOURCES

Online Resources

Folder with materials
Colorado Seminar Series
Competency-Based Learning: A Systemic Approach is a seminar series focused on supporting districts in Colorado to implement competency-based learning. Here, you can find all the meeting materials, our webinar archive, and essential guiding documents and resources to support your work.

Guiding Documents and Resources

→ Guiding Documents
→ Resources

Webinars

→ Upcoming
→ Archive

Meeting Sessions

→ November 16-19, 2015 | Seminar 1
NORMS FOR OUR WORK
WHY Competency-Based Learning
Why Competency-Based Learning?
<table>
<thead>
<tr>
<th>ELA</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Q1</td>
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<td>Q3</td>
<td>70</td>
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<tr>
<td>Q4</td>
<td>68</td>
</tr>
<tr>
<td>Final</td>
<td>70.25</td>
</tr>
</tbody>
</table>
Ashby Bartke, Oceanside West High School
10 Principles Of Competency-Based Learning
Learning Standards

1. All learning expectations are clearly and consistently communicated to students + families

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students
Assessment Practices

3. All forms of assessment are standards-based and criterion-referenced

4. Formative assessments measure learning progress during the instructional process

5. Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings
6. Academic progress and achievement are monitored and reported separately.

7. Academic grades communicate learning progress and achievement.

8. Students are given multiple opportunities.
Instructional Strategies

9. Students can demonstrate learning progress and achievement in multiple ways.

10. Students are given opportunities to make important decisions about their learning.
From Standards to Units

- Standards
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- Instruction
- Formative Assessment
- Supports/Interventions
- Students attempt Summative Assessment
- Scoring-with criteria
- Reporting Learning
- Reflection + Refinement
- Supports/Interventions
- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Scoring-with criteria
From Standards to Units

- Standards
- Performance Indicators
- Scoring Criteria
- Curriculum Mapping
- Designing Summative Task
- Unit Design
- Instructional Design
- Instruction
- Formative Assessment
- Supports/Interventions
- Reporting Learning
- Scoring-with criteria
- Students attempt Summative Assessment
- Reporting, Reflection, Refinement
- School-wide Planning
- Design for Learning
- Reflection + Refinement
- Reporting, Reflection, Refinement
- Instruction, Feedback, Evaluation
RESEARCH ACTIVITY
• Competency-Based Learning is not a “thing”—it’s a constellation of practices supported by research.

• Some of the research is new; some is from seminal works in education.
• Read your research brief

• Boil it down - *What does it say, where does it align, what do I think about it.* 1-2 sentences and record in the template.

• Go find 4-5 more pieces of research from other people.

• Return to your group.
Making the Case

How is Competency-Based Learning just a different way of saying “good teaching”?
Visible Learning—John Hattie

Link to TED Talk

https://www.youtube.com/watch?v=rzwJXUieD0U
Visible Learning
John Hattie

- Teachers, working together, as evaluators of their impact.
- Helping students move from where they are to explicitly described criteria for success.
- Errors are welcomed as opportunities to learn.
Maximize feedback to teachers about their impact.

Balancing surface and deep knowledge.

The Goldilocks principle.
## Competency-Based Learning Simplified

### A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Cross-Curricular Graduation Standards 5–8 standards taught in all content areas</td>
</tr>
<tr>
<td>YES</td>
<td>Transcripts and Report Cards</td>
<td>Body of Evidence Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports</td>
<td>Content-Area Graduation Standards 5–8 standards for each content area</td>
</tr>
<tr>
<td>NO</td>
<td>Teacher Feedback</td>
<td>Verification of Proficiency Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time</td>
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<tr>
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<td>Performance Indicators 5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards</td>
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<td>Summative Assessment Graded summative assessments are used to evaluate the achievement of performance indicators</td>
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<td>Learning Objectives Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
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UNPACKING THE HIERARCHY OF STANDARDS
The Envelope Please...

• Take out the slips of paper with sample “standards” on them.

• Order them from broadest to most specific.

• Draw a line, or separate, the standards that you can come to consensus should be required for every student in your k-12 system to learn and demonstrate.
**What DISTRICTS Do**

- **Cross-Curricular Graduation Standards**
  - 5-8 standards taught in all content areas

- **Content-Area Graduation Standards**
  - 5-8 standards for each content area

- **Performance Indicators**
  - 5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

- **Learning Objectives**
  - Learning objective guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators

- **Set meaningful expectations for K-12**
- **Develop clear local assessment system.**
- **Support pedagogical risk-taking and learning**
Learning Objectives
Learning objective guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators

Performance Indicators
5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

Content-Area Graduation Standards
5-8 standards for each content area

Cross-Curricular Graduation Standards
5-8 standards taught in all content areas

What SCHOOLS Do

Clearly communicate expectations

Secure time and support for professional collaboration

Use common scoring criteria to assess student work

Clear feedback on instruction
Learning Objectives

Learning objective guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators.

Performance Indicators

5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards.

Content-Area Graduation Standards

5-8 standards for each content area.

Cross-Curricular Graduation Standards

5-8 standards taught in all content areas.

What TEACHERS Do

Engage in backward planning and help students reflect on progress.

Collaboratively develop and refine curriculum and assessments.

Collaboratively design engaging learning activities.
What **STUDENTS** Do

- **Cross-Curricular Graduation Standards**
  5-8 standards taught in all content areas

- **Content-Area Graduation Standards**
  5-8 standards for each content area

- **Performance Indicators**
  5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

- **Learning Objectives**
  Learning objective guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators

- **Gather evidence of proficiency**
- **Set goals and reflect on progress**
- **Demonstrate proficiency and advocate for ways to show knowledge and skill**
- **Identify learning strategies to build on strengths and address challenges**
INDIVIDUAL + TEAM REFLECTION
LUNCH

Read excerpt..
Doug Reeves on Standards
Robert Marzano pointed out that at one time there were 3,500 performance indicators across 14 content areas K-12.

So, what’s the problem with standards?
“You would have to change schooling from K-12 to K-22. The sheer number of standards is the biggest impediment to implementing standards.”

— Robert Marzano (2001)
(Un)Common Terms for “Standards”

- Graduation Standard
- Priority Standard
- Proficiency Standards
- Competencies
- Learning Objectives
- Mastery Objectives
- Performance Indicators
- Descriptors
- Measurement Targets
- Benchmarks
- Power Standards
Mastery is a student’s ability to transfer learning in and/or across content areas.
Proficiency is a student’s ability to transfer learning in and/or across content areas.
Competency is a student’s ability to transfer learning in and/or across content areas.
Standards

Established norms or benchmarks for learning that define what students need to know and be able to do.
All These Terms Are Standards

Graduation Standard
Power Standards
Graduation Competency

Learning Objectives

Performance Indicator

BROAD

SPECIFIC
## Competency-Based Learning Simplified

**A Great Schools Partnership Learning Model**

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| **YES**                | **Transcripts and Report Cards** | 5–8 standards taught in all content areas | **Body of Evidence**
Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics |
| **YES**                | **Transcripts and Report Cards** | 5–8 standards for each content area | **Verification of Proficiency**
Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time |
| **NO**                 | **Progress Reports**          | Performance Indicators
5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards | **Summative Assessment**
Graded summative assessments are used to evaluate the achievement of performance indicators |
| **NO**                 | **Teacher Feedback**          | Learning Objectives
Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators | **Formative Assessment**
Ungraded formative assessments are used to evaluate student learning progress |

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Graduation Standards
Performance Indicators
Learning Targets

INSTRUCTIONAL FOCUS

EVIDENCE
A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
A Performance Indicator

Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation standard.
A Performance Indicator

Is measurable.
A Performance Indicator

Students can demonstrate their performance over time.
The aggregation of proficiency on these performance indicators measures whether a student has met the graduation standard.
Learning Targets Are...

The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.
<table>
<thead>
<tr>
<th>Graduation Standard</th>
<th>The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.</th>
</tr>
</thead>
</table>
| Performance Indicators | • The student describes and analyzes how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.  
• The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.  
• The student evaluates the costs and benefits of governmental fiscal and monetary policies. |
| Learning Targets | The student can explain how scarcity impacts a market economy and a planned economy.  
The student can compare and contrast the allocation of goods in a market economy and planned economy. |
**Graduation Standard**

The student **applies understanding** of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.

**Performance Indicators**

- The student **describes and analyzes** how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.

- The student **analyzes** and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.

- The student **evaluates** the costs and benefits of governmental fiscal and monetary policies.

**Learning Targets**

The student can **explain** how scarcity impacts a market economy and a planned economy.

The student can **compare** and contrast the allocation of goods in a market economy and planned economy.
Developing Content-Area Graduation Competencies
A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
Foundational Lens:

To what extent is this statement at the heart of understanding the content area and to what extent does it align with national & state standards?
Endurance Lens:

To what extent does this statement provide students with knowledge & skills that will be of value beyond a particular point in time (i.e. test, unit)?
Will this provide knowledge and skills that will be of use in multiple disciplines?
Apply the attributes of a responsible and involved citizen to affect a real-world issue based on a local need.
Science Example

SYSTEMS + MODELS

Develop, evaluate and use models to make predictions, solve problems, and explain the relationship between and among natural and designed systems.
Visual + Performing Arts

Example

DISCIPLINARY LITERACY

Show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology and processes.
Standards

Pick one of the content areas and use the design guide to examine these “Prepared Graduate Competencies”
## Design Guide for Content-Area Graduation Standards

Districts should define 5-8 standards per content area, which together will allow a district to determine students’ proficiency in that content area. Standards should be broad enough that they apply to all grade levels, PK-12. Each standard will be defined by approximately 5-10 Performance Indicators.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment</strong>&lt;br&gt;&lt;em&gt;To what extent does the statement align with national and state standards? Is the statement central to understanding the content area?&lt;/em&gt;</td>
<td>- Do not align with national, state, and/or local standards and frameworks;&lt;br&gt;- Are so narrow, specific, or vague that they are not central to understanding the content area as a whole.</td>
<td>- Align with national, state, and/or local standards and frameworks;&lt;br&gt;- Use precise, descriptive language that clearly communicates what is essential to building proficiency in the content area.</td>
</tr>
<tr>
<td><strong>Transfer</strong>&lt;br&gt;&lt;em&gt;Does the statement describe knowledge, and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time?&lt;/em&gt;</td>
<td>- Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program;&lt;br&gt;- Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills.</td>
<td>- Require students to develop an understanding of relationships among principles, theories, and/or concepts;&lt;br&gt;- Require students to develop and demonstrate skills and knowledge that will endure throughout their education, careers, and civic lives.</td>
</tr>
<tr>
<td><strong>Cognitive Demand</strong>&lt;br&gt;&lt;em&gt;Does the statement imply higher order thinking, deep conceptual understanding and transferable skill acquisition?&lt;/em&gt;</td>
<td>- Require only basic recall and lower-level cognitive skills, such as identifying, defining, summarizing, or listing;&lt;br&gt;- Do not require the application of knowledge to diverse or novel problems, texts, or situations.</td>
<td>- Require students to demonstrate higher-order cognitive skills such as reasoning, analyzing, planning, interpreting, hypothesizing, investigating, or creating;&lt;br&gt;- Require the application of knowledge to diverse or novel problems, texts, or situations.</td>
</tr>
</tbody>
</table>
TEAM TIME
Why Competency-Based Learning?
FEEDBACK
Preview Day 2 + Closing
http://www.greatschoolspartnership.org/colorado-seminar-series/

Colorado Competency-Based Learning Self Assessment

Please create a user account below. Once the account is created, you will be able to save your progress, log in at a later time to complete the self-assessment, or make updates.

If you wish, you may have colleagues who are NOT attending the series provide their input on the self-assessment too. This may make for a deeper conversation with your team at the series.

New User
- Username:
- Password:
- Confirm Password:
- Email Address:

Returning User
- Username:
- Password:

Submit

Forgot Password?
Complete feedback survey
Welcome Back!
Competency-Based Learning Series
Seminar 1: Day Two

November 2015
Today’s Outcomes

I have a better understanding of where we are as a district through the examination of data.
I can access and utilize the Action Planning template to generate an implementation plan with my team.
Today’s Outcomes

I can access and explain the Cycle of Action as a model that supports our action plan.
Today’s Outcomes

I have set personal professional growth goals for this year’s work in Competency-Based Learning
Agenda

Day Two

Welcome, overview, introductions

School and Community Engagement

Examine District Self-Assessment

Action Planning Framework

District Team Time

Lunch

Team Time

Closing, final reflection, next steps
Planning for Proficiency-Based Learning

**Policy**
- Engage school board in developing conceptual understanding about proficiency-based learning
- Review existing policies
- Draft new and revised policies
- Collect feedback on draft policies from faculty, staff, students, parents, and local officials
- Refine policies based on feedback
- Adapt new and revised policies

**Practice**
- Establish a district wide proficiency-based committee
- Establish a school wide proficiency-based committee
- Collaboratively develop the conceptual framework with faculty and staff
- Engage faculty and staff in professional development on proficiency-based learning
- Engage faculty in professional development on proficiency-based curriculum design and instruction
- Engage faculty in professional development on assessment literacy
- Develop cross-curricular graduation standards
- Develop content-area graduation standards
- Develop performance indicators for cross-curricular and content-area graduation standards
- Align curriculum
- Develop Record Keeping Process, Transcript, and Report Card
- Create communications plan for proficiency-based learning
- Develop a process for verifying achievement of content-area standards
- Develop body-of-evidence assessment process for demonstration of cross-curricular graduation standards
- Develop system for reporting on the achievement of student learning.

**Community Engagement**
- Engage local media
- Engage students, parents, and the public about proficiency-based learning
- Implement system for reporting on the achievement of student learning.

**Key**
- Policy
- Practice: Graduation Requirements
- Practice: Instructional System
- Community Engagement
SCHOOL + COMMUNITY ENGAGEMENT
Presentation on Communication
### Initial School + Community Engagement

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Values</th>
<th>Concerns</th>
<th>Values/PBL</th>
<th>Concerns/PBL</th>
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<tbody>
<tr>
<td>Faculty</td>
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</tr>
<tr>
<td>Students</td>
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<tr>
<td>Families</td>
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<tr>
<td>School Board</td>
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</tr>
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<td>Community Members</td>
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# Initial School + Community Engagement

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</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>student ownership</td>
<td>lack of motivation</td>
<td>multiple ways to demonstrate learning</td>
<td>motivation linked to mastery and purpose</td>
</tr>
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</table>
Group Discussion

1. Share stakeholder perspective and what did you gain from each of the perspectives?

2. What did you gain from the Community Engagement presentation?

3. Based on your current reality, what are some immediate next steps to refine your community engagement strategy.
District Self-Assessment

• **Goal:** shared understanding of where your district is in its work.

• Identify strengths and challenges for shifting to a competency-based learning system.

• We are going to use a protocol for looking at the results.
Data Driven Dialogue Protocol

- Phase I Predictions
- Phase II Go Visual
- Phase III Observations
- Phase IV Inferences
Initiating(1) —–> Performing(5)

- Conceptual Framework and Core Principles
- District Alignment
- School Board/Committee Support
- Local Policies
- Summative Assessments
- Formative Assessments
- Grading and Feedback
- Instruction
- Flexible Pathways
- Intervention and Support
- Use of Time and Space
- Family and Community Engagement
- Communication Structures
- Reporting on Student
Use the data from your district
<table>
<thead>
<tr>
<th><strong>Hunches/hypotheses</strong></th>
<th><strong>Observations</strong></th>
<th><strong>Inferences</strong></th>
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</thead>
<tbody>
<tr>
<td>What do you think the data will show? Use starters like: I assume... I predict... I wonder... My questions/expectations are influenced by... Some possibilities for learning that these data may present...</td>
<td>Engage with the actual data and note only the facts that you see in the data. Reflect and record privately before you share your observations. Remember: just the facts. If you catch yourself using: because...therefore...it seems... however...STOP! Instead use starters like: I observe that... Some patterns/trends that I notice... I can count... I'm surprised that... For Item Analysis Data: The skills that students needed to answer this question successfully are...The concept this question is addressing is... The distracter is... in relation to the correct answer</td>
<td>Generate multiple explanations for your Phase II observations and identify additional data that may be needed to confirm/contradict your explanations and propose solutions/responses. Reflect and record privately before sharing. Use starters like: I believe the data suggests... Additional data that would help me confirm/contradict... I think a solution or response might be... For Item Analysis Data: What students might have been thinking about the distracter is...</td>
</tr>
</tbody>
</table>
Debrief the use of “Data Driven Dialogue” protocol
Action Planning Process

Key Areas to Address

- Action Steps
- Evidence
- Timeline
- Coordinator
- Participants
- External Support
- Resources
Higher Student Aspirations, Achievement, and Attainment

WHERE ARE WE NOW?
- STEP 1: Analyze Student Achievement Data
- STEP 2: Analyze Existing School Practices
- STEP 3: Identify Internal + External Assets

WHAT WILL HELP OR HINDER US?
- STEP 4: Identify Internal + External Obstacles

WHAT DO WE WANT TO BE?
- STEP 6: Determine Improvement Strategies + Rationale
- STEP 5: Determine Student Achievement Goals

WHERE DO WE WANT TO BE?
- STEP 7: Develop or Refine Action Plan
- STEP 8: Implement + Monitor Action Plan

WHAT ARE WE GOING TO DO?
# GREAT SCHOOLS PARTNERSHIP

## ACTION PLANNING TEMPLATE

**GOAL:**

| RATIONALE: |

| STRATEGY: |

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>EVIDENCE</th>
<th>TIMELINE</th>
<th>COORDINATOR</th>
<th>PARTICIPANTS</th>
<th>EXTERNAL SUPPORT</th>
<th>RESOURCES</th>
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<tbody>
<tr>
<td>Describe the specific action steps that will support the goal and strategy above.</td>
<td>List the data and evidence that will be collected, tracked, and analyzed.</td>
<td>Indicate when the proposed action steps will be carried out and completed.</td>
<td>Name the lead coordinator and supply any relevant information about the role.</td>
<td>List the names of additional participants and describe their roles in the process.</td>
<td>Indicate what role (if applicable) any external support provider will play in carrying out the action step.</td>
<td>List the financial and material resources that will be needed to carry out the action step.</td>
</tr>
</tbody>
</table>
Action Planning Process
Link to Action Planning

http://tinyurl.com/ActPlanCo
Open up, make a copy, then share with:
thall@greatschoolspartnership.org
ckesselheim@greatschoolspartnership.org
ahardy@greatschoolspartnership.org
Another Resource

If you would like to see an Excel Spreadsheet with a sample detailed timeline, let us know and we can share it with you as another way to do the planning process.
TEAM TIME
Reflection

- Next steps and next points of contact
- Review calendar for the year
- Feedback survey—please complete now
- Closing activity
Thank You!