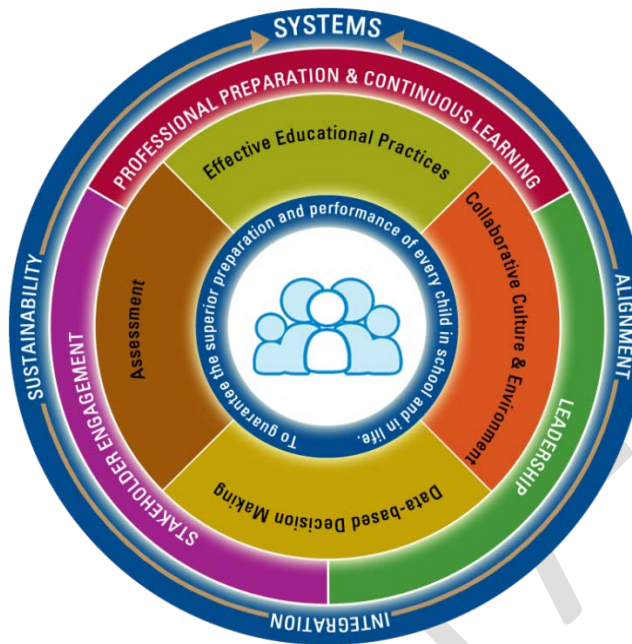


## Common Understandings Document-Missouri Collaborative Work October, 2015



### Desired outcome from the Collaborative Work

The Missouri Collaborative Work is an educational framework designed to improve teaching and learning practices at the classroom level with the goal of improved outcomes for all students, especially students with disabilities.

Missouri Collaborative Work is focused on Visible Teaching and Learning. This work is informed by the research synthesis conducted by Dr. John Hattie and his continued work to create visible learning schools and work done over the past two decades by The National Center on Educational Outcomes (NCEO). This work is additionally informed by the foundation and continued work of educational, implementation science, professional development, and coaching leaders (i.e. Robert Marzano, the National Implementation Research Network, Jim Knight, Richard Dufour, and others).

The primary message of Dr. Hattie's work is "**Know Thy Impact.**" Making teaching and learning visible in Missouri is building school-wide models in which teachers and students maintain a teacher/learner relationship characterized by the following.

- Teachers are passionate about teaching and learning and their passion is contagious with students.
- Teachers set learning intentions and success criteria aligned to Missouri Teaching/Learning Standards.

- Teachers use effective instructional practices, conduct frequent checks for understanding, and provide specific feedback.
- Students are taught how the learning intentions and success criteria are relevant and applicable, to articulate the extent to which learning has occurred, and identify needs for additional practice.

Key teaching and learning practices, coupled with common formative assessments (CFA), analysis of results and re-teaching can accelerate the learning of all students—even those presenting learning challenges.

In *Visible Learning for Teachers: Maximizing Impact on Learning* Dr. Hattie presents eight “mind frames” or ways of thinking that together should underpin every action and decision in schools and systems. Each of these mindframes contributes to our understanding of how their implementation can facilitate effective learning if we integrate them into our practice.

- Teachers/leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement.
- Teachers/leaders believe that success and failure in student learning is about what they, as teachers or leaders, did or did not do... We are change agents!
- Teachers/leaders want to talk more about the learning than the teaching.
- Teachers/leaders see assessment as feedback about their impact.
- Teachers/leaders engage in dialogue not monologue.
- Teachers/leaders enjoy the challenge and never retreat to "doing their best."
- Teachers/leaders believe that it is their role to develop positive relationships in classrooms/staffroom.
- Teachers/leaders inform all about the language of learning.

Work done by The National Center on Educational Outcomes identified six “key practices” that matter most in improving student outcomes when implemented deeply and with fidelity. Those practices are:

- Key Practice 1: Use Data Well
- Key Practice 2: Focus Your Goals
- Key Practice 3: Select and Implement Shared Instructional Practices
- Key Practice 4: Implement Deeply
- Key Practice 5: Monitor and Provide Feedback and Support
- Key Practice 6: Inquire and Learn

<http://movingyournumbers.org/key-practices>

#### **Expectations of the Collaborative Work:**

- Teachers and administrators in CW buildings/districts will focus their efforts on the key components of the CW: collaborative culture, data-based decision-making, common formative assessment and effective teaching/learning practices
- All work will be aligned with the Missouri Learning Standards and Teacher/Leader Standards\*

- Building administrator will
  - assure that the participation expectations and agreements have been shared with all instructional staff
  - assure that all instructional staff will be trained and participate on building collaborative data teams
  - provide support to instructional staff who have expertise in an effective teaching practice to coach and mentor colleagues
  - support and over see the collaborative team process
  - new staff will be trained/mentored on the collaborative work
- All teachers (including Special Education and special subjects[music, art, P.E., etc]) will actively participate on a collaborative teacher team
  - Small buildings may only have one team covering all grade levels.
  - Larger buildings may have 2 or more teams—some could have one per grade level.
- Each building will
  - identify a content area of English Language Arts or mathematics to focus their attention and to report progress
  - select the “effective” teaching/learning practice(s) for the year that all teachers will agree to use as part of the teaching/learning process.
- Each building level collaborative data team will
  - develop, administer, score and analyze results of grade appropriate common formative assessments aligned to a core academic standard.
- Teachers will support one another to learn and master effective teaching/learning practices and collect/analyze data from formative assessment to make informed decisions about the effectiveness of their instruction

\*Training on Missouri Learning Standards, Teacher/Leader Evaluation and SLOs is not a part of CW training. These trainings must be accessed separately.

**CW Practices include:**

- Building staff agree to learn, master and use one or more effective teaching/learning practices throughout the year.
- The teams agree to teach to a specific Missouri Learning Standard in ELA or mathematics using the selected effective practice.
- The teams develop common formative assessments which they will use to determine the effectiveness of the teaching/learning practice and student progress
  - The teams analyze the data from the assessment and report students (all students, IEP students) into four performance levels which are the same as those used in the Data Teams process--proficient, close to proficient, far to go (likely to become proficient), and Intervention students (not likely to become proficient)
  - The teams, based on the common formative assessment results, re-teach the students who are identified as far to go (likely to become proficient), and Intervention students (not likely to become proficient)
- Students are re-tested and the results are analyzed by the team.

## **Inclusion of students with IEPs in CFAs**

It is expected that most students with IEPs will participate in the grade-level CFAs just as they do other classroom assessments, either with or without accommodations indicated on their IEP. If a student is receiving all or most of their instruction in the general education classroom, then they should take the CFA. In the case of students with IEPs who are significantly below grade level and due to this, receive most or all of their instruction in a content area from their special education teacher and/or are identified as qualifying for the state level alternate assessment (MAP-A), these students may not be included in the classroom CFA. We would expect that the number of students with IEPs excluded from taking the CFAs would be very small. This initiative is not about accountability, but is intended to assist teachers better understand and implement effective instructional practices and to improve the performance of all students, but especially students with IEPs. Research has shown that students with IEPs who are included in the general education classroom and curriculum achieve at higher levels than those who are not.

## **Reporting requirements**

It is expected that each grade level/content team in each building will report and share the following for at least five (5) administrations of a CFA each year with their RPDC:

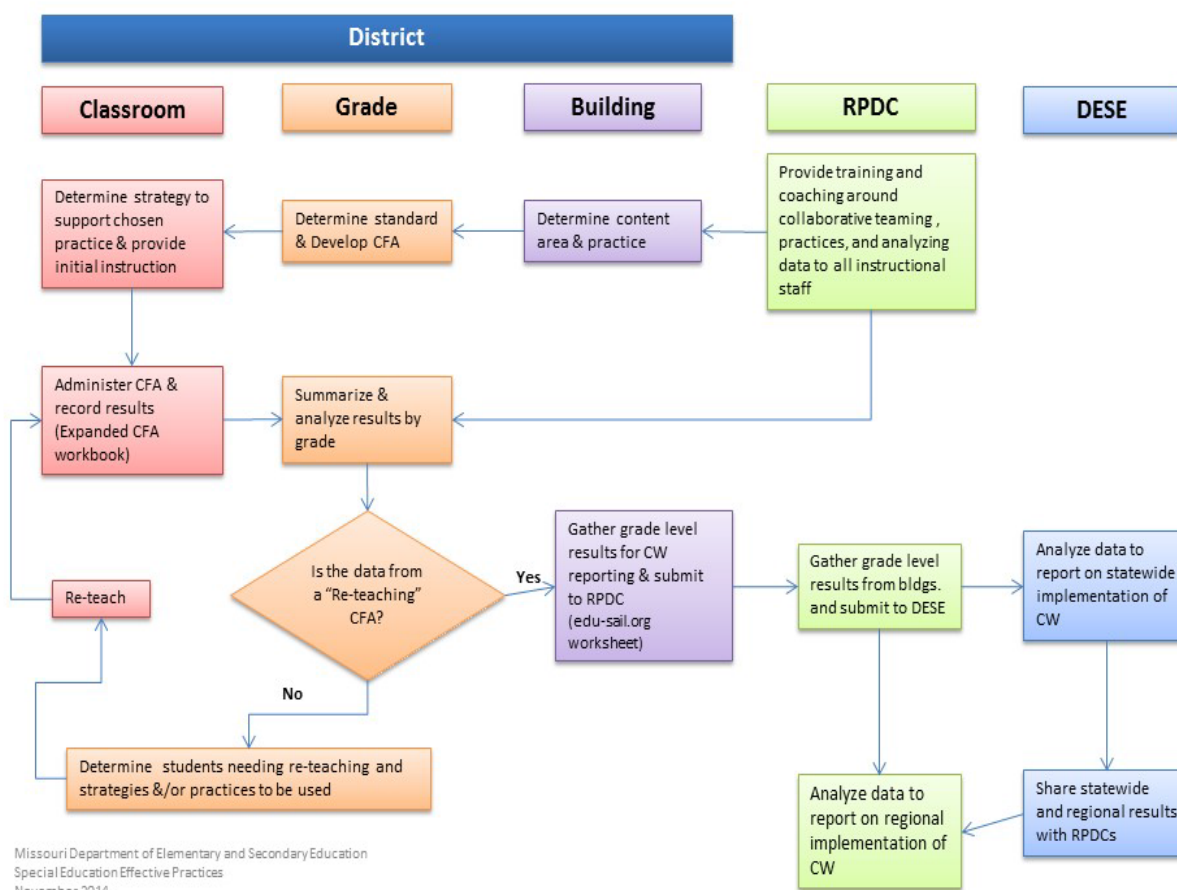
- Practice used
- Number of students assessed
- Number/% of students and SWD in level of proficient, close to proficient, far to go (likely to become proficient), and Intervention students (not likely to become proficient)
- Re-teaching practice
- Re-test results

## **CW Implementation to ensure sustainability:**

Research is clear that 100% implementation across the building and preferably across the district, is required to get the types of improvements needed in student performance. Buildings failing to fulfill their commitment to the project will be removed from participation. The CW buildings/districts agree to implement with fidelity the following:

- Selection, mastery and implementation of one or more of the identified effective teaching/learning practices which have been proven to have a high affect on student outcomes
- Develop and administer common formative assessments by grade-level that are aligned to the Missouri Learning Standards of mathematics/English Language Arts
- Efficient and effective Collaborative Data teams at the building level using classroom data to make instructional decisions
- Leaders supporting teachers through development of effective support systems and teachers supporting one another to learn, master and implement the components of the CW

## Collaborative Work – Workflow



### THE FOLLOWING TIMELINE OUTLINES THE SEQUENCE OF IMPLEMENTATION OF THE CW FRAMEWORK IN SCHOOLS.

#### ACTIVE BUILDINGS (Annually)

1. Refresher and/or re-orientation, implementation-assessment, and planning
  - Use the Missouri Collaborative Work Overview Learning Package to orient new staff in the building to the CW or provide a refresher. [Estimated time = 45 minutes]
  - Use the Practice Profiles and self-assessment to assess CW building's level of implementation in each area.

- Assist building in selecting Teaching Practice(s) to focus on for the year
  - Based upon results of the assessment and selection of effective teaching practice, plan CW professional development for the year with appropriate building staff
2. Professional Development (training, technical assistance, and coaching matched to level and type of need)
- Provide professional development based upon implementation assessment and building needs to reach advanced levels of proficiency in each of the four essential elements.[See time estimates in the table at the end of this document.]
    1. Collaborative Data Teams
    2. Common Formative Assessment
    3. Data-based Decision-making
    4. Selected Effective Teaching Practices
  - Provide technical assistance and coaching to building to support/monitor implementation of the practices learned through training to ensure implementation fidelity and adherence to building commitments for data reporting/submission.

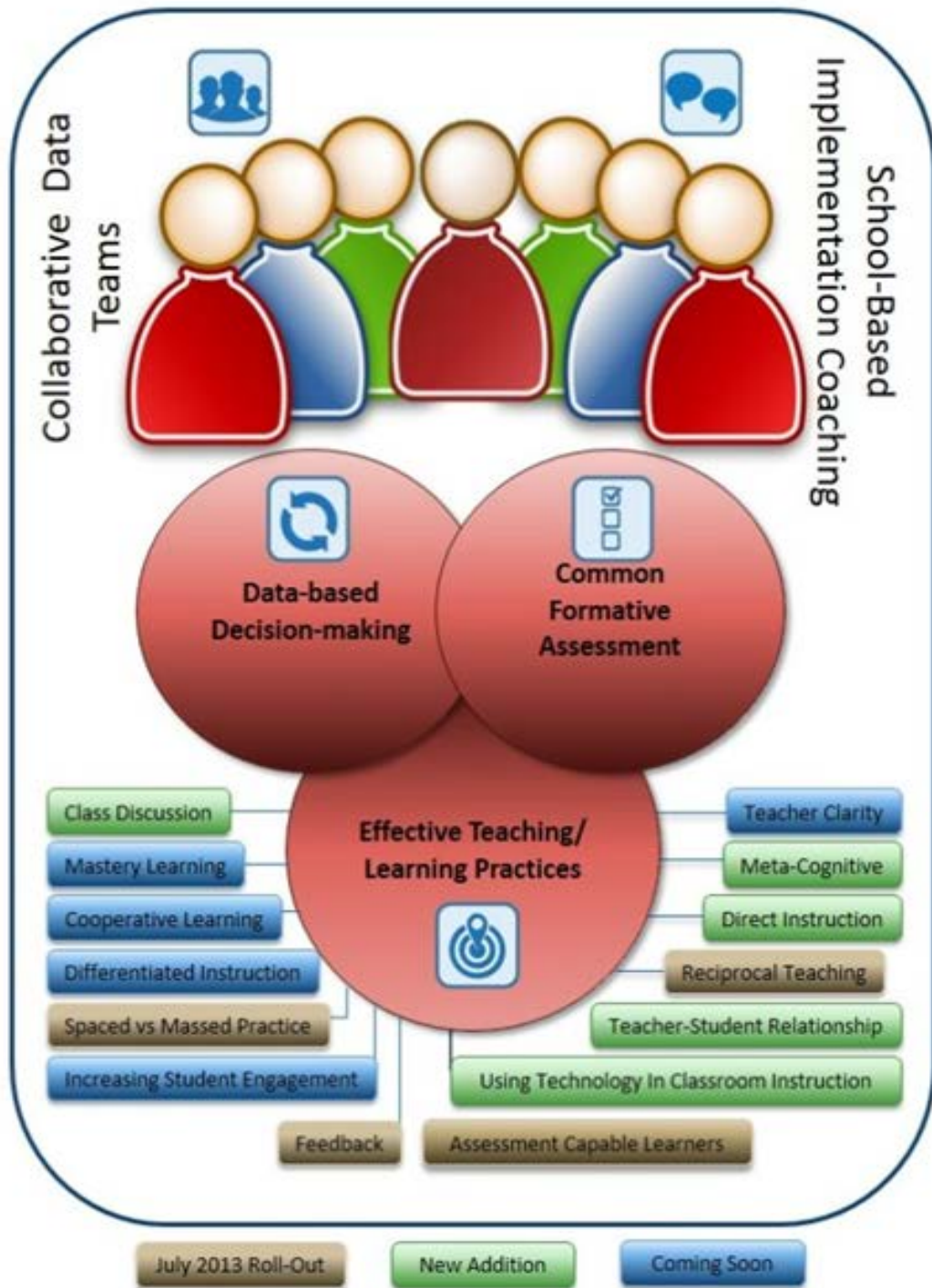
The following table displays the list of learning packages available as of September 2015.

Learning Packages	Timeframe
<b>Collaborative Data Teams</b>	
• Lesson 1A: Overview	45 Mins.
• Lesson 1B: Agenda	20-30 Mins.
• Lesson 1C: Minutes and Communication	20-30 Mins.
• Lesson 1D: Norms	20-30 Mins.
• Lesson 1E: Roles	20-30 Mins.
• Lesson 1F: Protocols	20-30 Mins.
<b>Missouri Collaborative Work Overview</b>	45 Mins.

<b>Learning Packages</b>	<b>Timeframe</b>
<b>Effective Teaching/Learning Practices Overview</b>	90-120 Mins.
<b>Data-Based Decision-Making</b>	
<ul style="list-style-type: none"> <li>Lesson 1A: Overview</li> </ul>	30 Mins.
<ul style="list-style-type: none"> <li>Lesson 1B: Collecting and Charting Data</li> </ul>	45-60 Mins.
<ul style="list-style-type: none"> <li>Lesson 1C: Analyze and Prioritize</li> </ul>	45-60 Mins.
<ul style="list-style-type: none"> <li>Lesson 1D: SMART Goals</li> </ul>	45-60 Mins.
<ul style="list-style-type: none"> <li>Lesson 1E: Instructional Decision Making</li> </ul>	45-60 Mins.
<ul style="list-style-type: none"> <li>Lesson 1F: Results Indicators</li> </ul>	45-60 Mins.
<ul style="list-style-type: none"> <li>Lesson 1G: Monitor</li> </ul>	45-60 Mins.
<ul style="list-style-type: none"> <li>Lesson 1H: Coming Full Circle</li> </ul>	30-45 Mins.
<b>Assessment Capable Learners</b>	90-120 Mins.
<b>Feedback</b>	90-120 Mins.
<b>Reciprocal Teaching</b>	90-120 Mins.
<b>Spaced vs. Massed Practice</b>	45-60 Mins.
<b>Metacognition</b>	90-120 Mins.
<b>Student-Teacher Relationships</b>	90-120 Mins.
<b>Direct Instruction</b>	90-120 Mins.
<b>Engaging Student Learners</b>	90-120 Mins.
<b>Using Technology in CW (not intended to be used as a full package, but rather as supplemental pieces to the other learning packages)</b>	90-120 Mins.
<b>Using Technology in Classroom Instruction</b>	90-120 Mins.
<b>Common Formative Assessment Package 1: Overview and Purpose</b>	
<ul style="list-style-type: none"> <li>Lesson 1A: Overview</li> </ul>	30 Mins.
<ul style="list-style-type: none"> <li>Lesson 1B: Forms of Assessment</li> </ul>	30-45 Mins.

<b>Learning Packages</b>	<b>Timeframe</b>
<ul style="list-style-type: none"> <li>Lesson 1C: Defined</li> </ul>	30-45 Mins.
<ul style="list-style-type: none"> <li>Lesson 1D: Assessment of Learning vs. Assessment for learning</li> </ul>	30-45 Mins.
<b>Common Formative Assessment Package 2: Meaningful Learning Targets</b>	
<ul style="list-style-type: none"> <li>Lesson 2A: Unit of Study</li> </ul>	30-45 Mins.
<ul style="list-style-type: none"> <li>Lesson 2B: Identify Selected Standard</li> </ul>	30 Mins.
<ul style="list-style-type: none"> <li>Lesson 2C: Unwrapping the Standard</li> </ul>	30 Mins.
<ul style="list-style-type: none"> <li>Lesson 2D: Write the BIG Ideas</li> </ul>	30 Mins.
<ul style="list-style-type: none"> <li>Lesson 2E: Write the Essential Questions</li> </ul>	30 Mins.
<ul style="list-style-type: none"> <li>Lesson 2F: Putting it All Together</li> </ul>	30 Mins.
<b>Common Formative Assessment Package 3: Sound Assessment Design</b>	
<ul style="list-style-type: none"> <li>Lesson 3A: Assessment Literacy</li> </ul>	30 Mins.
<ul style="list-style-type: none"> <li>Lesson 3B: Selected Response Items</li> </ul>	30-45 Mins.
<ul style="list-style-type: none"> <li>Lesson 3E: Constructed Response Items</li> </ul>	30-45 Mins.
<ul style="list-style-type: none"> <li>Lesson 3H: Performance Task Items</li> </ul>	30-45 Mins.
<ul style="list-style-type: none"> <li>Lesson 3K: Putting It All Together: Review and Revise</li> </ul>	45 Mins.
<b>Common Formative Assessment Package 4: Writing Selected Response Items</b>	
<ul style="list-style-type: none"> <li>Lesson 3C: Writing Selected Response</li> </ul>	60 Mins.
<ul style="list-style-type: none"> <li>Lesson 3D: Writing Selected Response Items, Part 2</li> </ul>	60 Mins.
<b>Common Formative Assessment Package 5: Writing Constructed Response Items</b>	
<ul style="list-style-type: none"> <li>Lesson 3F: Writing Constructed Response Items, Part 1</li> </ul>	60 Mins.
<ul style="list-style-type: none"> <li>Writing Constructed Response Items, Part 2</li> </ul>	60 Mins.
<b>Common Formative Assessment Package 6: Writing Performance Task Items</b>	
<ul style="list-style-type: none"> <li>Lesson 3I: Writing Performance Task Items, Part 1</li> </ul>	60 Minutes
<ul style="list-style-type: none"> <li>Lesson 3J: Writing Performance Task Items, Part 2</li> </ul>	60 Minutes
<b>School-Based Implementation (Internal) Coaching</b>	120 Mins





June 2015