

# Leading Impact Team Inquiry Cycles

Empowering Impact Teams to DRIVE their OWN Professional Learning



## www.LeadingImpactTeams.com

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Extra Resources: bit.ly/ProvoImpactTeamsMarch2019

## Starting with the End in Mind

The purpose of the Impact Team Model is to:

- Develop assessment capable learners 1.44 ES (effect size)
- Build collective teacher efficacy 1.57 ES

Observe the video and record strengths of the learner(s) and then make inference about the teaching.

Learner Strengths	Inferences About Inquiry

## **Defining Impact Teams**

Impact Teams are **TEAMS** of educators who **PARTNER** with students. They **INNOVATE** to expand **STUDENT OWNERSHIP**. They **SCALE UP** their collective expertise to **MAKE A DIFFERENCE** for **ALL** students.

EVIDENCE	
What do I exped	ct to learn? Focus Standards   Learning Intentions and Success Criteria Metacognition Self-Regulation Executive Functioning Social-Emotional Learning (SEL) Habits of Mind
ANALYSIS	
How will I know	I am learning? Self and Peer Assessment Feedback Monitoring my Learning Goals
ACTION	
How will I adjus	t my learning? Revision Refine my learning goals Practice new strategies to close the gap Celebrate progress
What will I do if	I already know it? Accelerate using the progression Go deep Apply my learning to a new context Celebrate success

Reflection | How would you define the Impact Team Model to stakeholders in your system?

## The Why | Research

## The Four Sources of Efficacy

Think of a time that you were successful in reaching a goal. What were the conditions that surrounded your success?

My Peak Experience

**Directions:** In the space below, label each quadrant with the four sources of efficacy (reference slides). Use the scaffold to take notes.

The Four Sources of Efficacy			

**Think Pair Share:** Talk with your partner and/or team about how your peak experience aligns with the four sources of efficacy.

## The Visible Learning Synthesis

Label the barometer and add the arrows to show .40 and .80 effect sizes based on the diagram you see in the power point.

HINT: .40 ES = about 1 year's growth in 1 year's time.



Impact Team Research   Visible Learning Influences	Effect Size
Metacognitive Strategies	
Reciprocal Teaching	
Teacher-Student Relationships	
Teacher Clarity	
Feedback	
Micro-Teaching	
Classroom Discussion	
Assessment Capable Learners	
Collective Teacher Efficacy	

Reflect | Why do these influences get such a high effect?

## System Assessment | Efficacy Check-In

Strengthening Efficacy	Not Yet	Sometimes	Always
Our school intentionally plans for ways to build student, teacher, and collective efficacy			
Our school analyzes data regarding relational trust to build a positive school culture.			
Teachers are knowledgeable about one another's strengths.			
Teachers co-construct goals with school leadership.			
Leadership uses a strengths-based approach to build a strong learning culture.			
Leadership demonstrates vulnerability to strengthen relational trust.			
Our school uses effective intervention systems to support all students.			

#### Next Learning Steps



Read more about building a culture of efficacy in Chapter 1 & 2, pages 5-20 in *Leading Impact Teams: Building a Culture of Efficacy.* 

## **Ten Purposeful Protocols**

	PROTOCOL	PURPOSE
1	<b>EAA Classroom</b> The formative process in action	Outlines the success criteria for teachers to support deep implantation of the formative process based on the 5 core formative practices.
2	Unpacking for Success Getting to Know Standards	To get to know the standards: cognitive demand, learning progressions, relevance, big ideas and essential questions and key competencies. This protocol also supports designing criteria based tasks and lesson planning.
3	<b>Calibration</b> Collaborative Scoring to Develop Inter-Rater Reliability.	To ensure that all members have a shared understanding of what proficient is. Calibration increases inter-rater reliability.
4	<b>EAA Team Meeting</b> Analysis of Student Work	To analyze student work to determine collective actions connected to the formative practices and the VL research.
5	<b>Check In</b> Monitoring Collective Actions	To "Check In" on collective actions. To replicate successful actions and to make mid-course corrections when our actions aren't working.
6	<b>Micro-Teaching</b> Video-Inspired Practice Teaching	Microteaching is organized practice teaching that provides Impact Team members the opportunity to try out small parts of lessons and/or strategies specific to the formative assessment process using video. Video can be open source or teacher developed.
7	<b>Lesson Study</b> Evidence-Based Collaborative Planning	Lesson study is a form of long term professional learning in which teams of teachers collaboratively plan, research and study their lesson instruction as a way to determine how students learn best.
8	<b>Peer Coaching</b> Amplifying Models of Success	Teachers work in partnerships to learn how to implement strategies to support student ownership and agency.
9	<b>Case Study</b> Investigation of a Specific Demographic Group	A research method involving an up-close, in-depth, and detailed examination of individual students.
10	<b>Evidence Walks</b> Teacher-Led Instructional Rounds	To gather evidence of success based on a school's focus through by analyzing low inference notes.

## EAA Classroom Protocol | The Formative Process in Action

#### Purpose

The EAA Classroom protocol is the heart of the Impact Team Model. The classroom protocol operationalizes the five core formative assessment practices. The three phases of the protocol combined, create a cycle of learning in which students and teachers partner together. Each phase of the protocol supports teachers in deep implementation of the formative assessment process. The length of each learning cycle is determined by curricular goals and student need.

The three-step framework, Evidence • Analysis • Action, is used to operationalize the formative assessment process into classroom culture. The classroom protocol leverages the following formative practices:

- Learning intentions
- Co-construction of success criteria
- $\circ$   $\hfill Self-$  and peer assessment with academic discourse
- Feedback
- $\circ \quad \text{Revision} \quad$
- $\circ \qquad \text{Goal setting and reflection} \\$

Resources Needed	Time Needed		
<ul> <li>Unpacked standards, rubrics, checklists</li> <li>Exemplars and samples of student work</li> <li>Curriculum documents</li> <li>Classroom peer feedback protocols         <ul> <li>Glow and Grow</li> <li>TAG Protocol</li> <li>Ladder of Feedback</li> <li>Critique Protocol</li> </ul> </li> </ul>	<ul> <li>One class session or multiple class sessions</li> <li>Ongoing practice with the protocol is suggested</li> </ul>		
Key Points			
<ul> <li>Formative assessment is a process NOT a product</li> <li>The classroom protocol increases feedback to learners</li> <li>Engages students in answering (1) Where am Loging (2) How am Loging (3) What's</li> </ul>			

Engages students in answering (1) Where am I going? (2) How am I going? (3) What's next?

Efficacy Connections

- **Mastery Experiences:** Students gain mastery experiences when they have time to practice and master critical learning goals.
- **Models of Success:** Teacher teams frame models of success so students can learn vicariously through each other.
- Feedback: Increases feedback from multiple sources.
- **Safety:** Students need a safe environment to take risks while practicing new material. Students need to feel safe to fail and feel safe when being challenged.

EAA Classroom Implementation Rubric | Formative Assessment Process in Action

	MN	
(1) EVIDENCE		
Learning Intentions and Success Criteria		
Students can articulate learning intentions and success criteria.		
Students engage in co-construction of the success criteria with their classmates and teacher.		
Students can identify success criteria in student work samples and exemplars.		
Students reflect regularly using essential questions connected to big ideas.		r
Assessment Tools		
Criteria-based tasks are developed and are aligned to the focus standards (check-lists, rubrics).		
Exemplars are annotated by success criteria and are visible to students (note-books, LMS, classroom environment).		
Samples of student work are used to clarify success criteria.		
(2) ANALYSIS		
Peer and Self-Assessment, Feedback		
Students use rubrics and/or check-lists when engaged in self-assessment and peer-assessment.		
Students get regular practice applying the success criteria.		
Students can identify success criteria in each other's work.		
Students can give and receive feedback based on the success criteria in a respectful manner.		
Students engage in reflective dialogue with peers and teacher based on rubrics and/or checklists.		
Students get regular feedback from teacher to lift the accuracy of their self- and peer assessments.		
(3) ACTION		
Goal Setting, Revision, Feedback, Tracking System		
Students reflect on their strengths and next steps based on feedback from peer and self-assessment and teacher.		
Students create SMARTER personal learning goals based on feedback.		
Students revise assessment based on feedback tied to rubric and/or checklist.		
Students keep track of their progress and mastery of Focus Standards (they have a way to organize their learning).		

## Impact Team Inquiry Blueprint

IDEA	TE		
Based on the evidence, what practice would we like to s	strengthen?		
Example: Self and Peer Assessment with Classroom Dis	cussion		
Why do we want to get better at this? What does the re	search sav?		
	,		
What resources do we need to learn more about this?	What expertise resides in our team?		
How will we chare our impact?			
now will we shale our impact?			
Our Capacity   Teacher Voice			
DESIGN • E	VIDENCE		
Focus Standards	Products & Performances		
Example: Determine a theme or central idea of a text and analyze in detail its development over the course of the text.	<ul> <li>Quick Write: CER for Theme</li> <li>Socratic Seminar</li> </ul>		
UStudent Voice			
<ul> <li>Interview</li> <li>Focus Groups</li> <li>Student Reflections</li> <li>Peer Review</li> <li>Climate Survey</li> </ul>			
Observation			
Video			
ENVISION SUCCESS			
If students are involved deeply in this practice they will be:			
Thinking	Feeling		
Saying	Doing		
If our team is engaged deeply in this practice we will be:			
Thinking	Feeling		
Saying	Doing		



### Impact Team Inquiry • Steps to Success

#### Design an Inquiry Cycle

- Blueprint is a living document
- Inquiry should expand student ownership and agency
- Evidence Based: VL Synthesis, Deeper Learning Research
- Standards-Based
- Leverage Habits of Mind | Dignity Framework
- Data Triangulation
  - Student Work
  - Student Voice
  - Observation
  - Video
- Co-Construct Success Criteria for Inquiry
- Schedule Protocols
  - Unpacking for Success
  - Calibration
  - EAA Team Meeting: Analysis of Student Work (equity lens)
  - Check In
- **Schedule Effective Teaching Protocols** (these are responsive)
  - Lesson Study (equity lens)
  - Peer Coaching (equity lens)
  - Micro-Teaching
- Ensuring Equity
  - Case Study

#### Determine Date to Benchmark Inquiry | Mid-Year

- Revisit Blueprint | Envisioning Success Criteria
- Evidence Walk (if applicable)
- Review Tool Protocol
- Refine Inquiry

#### □ Celebrate Inquiry

- Problem of Practice
- Overview of Methodology
- Share Impact
  - i. Data Triangulation
- Key Learning
  - i. Mistakes
  - ii. Success
  - iii. Next Steps
- Appreciative Inquiry



## Analyzing Evidence

The purpose of the Impact Team Model is to:

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Observe the video and record strengths of the learner(s) and then make inference about the teaching.

Learner Strengths	Inferences About Core Beliefs

## Impact Team Success Criteria

Impact Team Foundational Components	NY	S	Α
School Climate			
Our teams use strategies to decrease stress while promoting self-care and wellness for all.			
Social-emotional learning & behavioral intentions are co-constructed with students.			
Our team utilizes proactive practices related to student behavior & social-emotional learning.			
Students are taught techniques to take responsibility for their emotions and behavior.			
Our team identifies & implements practices so all demographic & identity groups feel			
affirmed, validated, and accepted.			
Teaming to Learn			
We have established learning teams. (course-alike, vertical, etc.)			
Our team agrees and commits to expanding student ownership and agency.			
Our team uses protocols purposefully to guide team meetings.			
Our team meets weekly for 45-60 minutes.			
Our team has a trained peer facilitator that can facilitate purposeful protocols.			
The peer facilitator participates in job-embedded professional learning monthly.			
Our team receives feedback on our collaborative practices & Impact Team Inquiry Cycle.			
Formative Assessment in Action			
Our classroom practices are based on the notion that teachers partner with students in the			
learning process (trust is high).			
Learning intentions & success criteria are clearly communicated to students.			
Students receive evidence-based feedback based on success criteria.			
Students use self and peer assessment as sources of feedback.			
Students set goals and revise their work using success criteria from formative tasks.			
Curriculum: Equitable, Viable, Coherent			
Our team works to ensure curriculum & instruction is culturally proficient and responsive.			
We have determined focus standards that are vertically aligned across grades/courses.			
We have determined the time needed to teach & learn the focus standards.			
Our team has organized & sequenced the focus standards coherently to maximize learning opportunities.			
Our team has unpacked the focus standards and has developed student friendly rubrics,			
check-lists, and tools to support self-peer assessment and goal setting.			
Our team ensures that the curriculum is accessible to all students.			
Evidence to Inform and Act			
Our team analyzes student work regularly to inform and act.			
Our team triangulates data to determine impact. (student voice, student work, diagnostic, etc.)			
Our team monitors on-going implementation of the formative process.			
Our team analyzes student voice data to ensure that every student's dignity is honored.			
Strengthening Efficacy			
Our school intentionally plans for ways to build student, teacher, and collective efficacy.			
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Teachers are knowledgeable about one another's strengths.			
Teachers co-construct school goals with leadership.			
Leadership uses a strength-based approach to build a strong learning culture.			
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