

Identify student groups in need of additional support

Objective	Identify student groups in need of additional support at the individual classroom level
Purpose	Help teams identify and develop a plan for the students who are in the 50% NOT meeting goal so that they can get closer to 75%+ meeting it with a SPECIFIC plan/adjustment
Recommended time	
Preparation	Each teacher brings their own student work

Protocol	Facilitator Notes
<p>Objective: Identify student groups</p> <ul style="list-style-type: none"> ● Step 1: Analyze Multiple Data Points <ul style="list-style-type: none"> ○ (X MIN) Individually assess against criteria 3 selected students <ul style="list-style-type: none"> ■ Select high/med/low students ■ Assess student work and take notes <ul style="list-style-type: none"> ● What conceptual understanding does the student show? ● What procedural skills does the student show? ● How is the student not yet meeting the standard? ○ (X MIN) Trade with a partner and assess their selected students against criteria ○ (X MIN) Talk through the 6 assessed students <p>Round 1:</p> <ul style="list-style-type: none"> ○ (X MIN) <i>Teacher 2</i> asks clarifying questions of <i>Teacher 1</i> ○ (X MIN) Pairs discuss where they see the standards expressed in <i>Teacher 1's</i> student work ○ (X MIN) <i>Teacher 1</i> reflects on the level of standard expressed in student work and how this may represent the level of standards-aligned instruction in their grade <p>Round 2:</p> <ul style="list-style-type: none"> ○ (X MIN) <i>Teacher 1</i> asks clarifying questions of <i>Teacher 2</i> 	<p>Step 2 can be done ahead of the meeting if teachers have already scored their student's assessment.</p>

- (X MIN) Pairs discuss where they see the standards expressed in *Teacher 2's* student work
- (X MIN) *Teacher 2* reflects on the level of standard expressed in student work and how this may represent the level of standards-aligned instruction in their grade

- **Step 2:** Individually list students who are 50% NOT meeting a set goal

Small Groups for Interventions/Targeted Practice	
Name	Not Meeting Expectations
<i>Teacher</i>	[type student names here along with any context needed about learning gap/rationale for grouping of students]

- **Step 3:** Name a student learning challenge and student learning goal for the identified group of students. Use your noticings from **Step 1** to support this discussion.
 - Narrow down to a specific and small area where students are struggling. The learning challenge statement should name a high priority & high leverage skill aligned to a standard, that if resolved, would increase the number of students reaching proficiency on the standard. Use the following bookmarks for examples of a [student learning challenge](#) and a [student learning goal](#).

Student Learning Challenge	
Student Learning Goal	

- **Step 4: Planning for Interventions/Small Groups.** Use your noticings from **Step 1** to support this discussion.

Week	What will you do to	How will you progress
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(Dates)	<u>adjust instruction</u> in order to address the student learning challenge? <ul style="list-style-type: none"> How will you incorporate opportunities within current curriculum? What objectives will you address? 	monitor student learning? <ul style="list-style-type: none"> How frequently? (does <u>not</u> need to happen weekly) These can be quick check-ins Create an end-of-cycle task to measure growth

What is a Student Learning Challenge statement?

QUALITY INDICATORS

- related to school's instructional focus
- based on digging into multiple data sources
- aligned to state standards
- within the school's control
- a statement about student learning (not a question)
- specific and small

Example Statements:

- Students are struggling to understand what operations to use when solving a multi-step word problem. Students translate multi-step word problems into equations and solve without thinking about what the problem is asking
- Students struggle to use academic vocabulary to explain the work they showed mathematically.
- Students struggle to use a visual fraction model to solve word problems involving division of a fraction by a fraction
- Students struggle to use tables and graphs to determine the constant of proportionality (unit rates)

Goal Types and Examples

Term	Definition	Example
Proficiency Goal	A target for the number of students that will achieve a level of proficiency within a set period of time	"On our end-of-cycle narrative prose constructed writing prompt, all students will score proficient (3) on the claim strand of our rubric."
Outcome Goal	A target for an end result (this could be an improvement or proficiency goal)	"On the fractions end-of-unit assessment, 100% of students will be able to use three key vocabulary terms in context when explaining their answer."
Improvement Goal	A target for student growth on a given assessment over a set period of time	"On the narrative prose constructed writing prompt, all students will improve their scores by 25% between September and December."
Process Goal	The steps/things you actually have to do to achieve a larger outcome. Process goals lay out the conditions for reaching a desired result.	"All teachers will use the "Practice Perfect" protocol to practice 3 mini-lessons prior to implementation with students"