

Unit-Level Data Study Learning Cycle Protocol



Grade/Subject	K-5 Math	Length	45 minutes
Driving Questions	How did students show their understanding at the depth expected by the standard(s) for this math unit?		
Objectives	<ul style="list-style-type: none"> Review student work from formative or summative assessments from the unit Identify impact of planning decisions made during the Unit Study Learning Cycle Protocol and selected shift in practice 		
Framing	<p>In this Learning Cycle Protocol, teacher teams will be looking at student work from the unit that was studied in the Unit Study Learning Cycle Protocol. Teacher teams will analyze student work and discuss what facilitation moves led to student understanding of the learning target.</p> <p><i>As a team lead, you will need to determine if your teacher teams will most benefit from looking at ONE grade level's unit (i.e., Grade K Unit on Shapes and Shares) OR EACH grade-level teacher's upcoming unit in advance. Then, you will need to notify team members IN ADVANCE to bring student work from the unit that was studied. Before the meeting, remind teachers to bring 6 examples of student work from this lesson (2 examples of work that show full understanding of the learning target, 2 examples that show partial understanding of the learning target, 2 examples that show beginning understanding of the learning target).</i></p>		
Resources	Learning Cycle Protocol Intranet Page , Unit Assessment and Formative Lessons/Tasks/Activities , Skyline Professional Learning		
Practice Shift	<i>To be filled out by the team lead.</i>		
Connections to CIWP/Team Goals	<i>To be filled out by the team lead, noting how this Learning Cycle Protocol is connected to the school's or team's goals.</i>		
Team Collaboration Focus	<i>To be filled out by the team lead. Note that each meeting should not just dive into knowledge and skills but should support the team's cultivation of their culture.</i>		
Quarter 1 Suggested Implementation Timeline	BOY Course Study	Unit Study	Lesson Study
			★ Data Study: Choose either the Unit Data Study or Lesson Data Study

Agenda

Title/Time	Topic (what)
Welcome & Build Community 5 min	Option: What is something you wish your elementary school teachers knew about you?
Set Purpose & Connect to Previous Work 5 min	<p>Say: In our previous meetings, we studied a math unit as a team. Through backwards design, we reviewed formative assessments from the unit and came up with our own “story of the unit.” Today, we will be looking at student work from this particular math unit and analyze the data. Now, just to put in a plug, I know it is vulnerable for us to bring student work to this table, especially student work that shows partial understanding or your unit did not go the way you intended it to go. However, remember, we are here to collaborate as a team. We are gathered to help each other be more reflective with our planning and teaching. So with that, let’s begin!</p> <p>Sample Focal Unit: Grade 3, Unit 4 - Determining Sums and Differences</p>
Launch: Reflection 10 min	<p>Say: The purpose of the data study is to closely analyze student work to determine the extent to which the instructional moves identified during the Unit Study led to student understanding of the learning target. Let’s first remind ourselves of what unit we taught and how we think it went! (Have teachers share out.) Thank you all for your vulnerability and sharing!</p>
Explore: Analyzing our Planning Decisions 15 min	<p>Say: Now we are going to remind ourselves of our task at hand. Which standard(s) and/or cluster(s) are targeted in this unit?</p> <p>Now, we will take a look at the Student Work Samples from this unit. We will do that by doing a sort. I want you to sort your student work into three categories.</p> <ol style="list-style-type: none"> Students whose work shows <i>full</i> understanding of the learning target <ul style="list-style-type: none"> All questions are answered correctly. Students whose work shows <i>partial</i> understanding of the learning target <ul style="list-style-type: none"> Some/most questions are answered correctly. Students whose work shows <i>beginning</i> understanding of the learning target <ul style="list-style-type: none"> Many questions are answered incorrectly. <p>Say: Now, we are going to work with partners to analyze their work. Here is the Student Work Analysis Chart. Fill out the chart in partners and then we will come back together to discuss what we observed. (After teachers fill out the chart, have a whole-group discussion.)</p>
Discuss: Reflecting & Next Steps 5 min	<p>Discussion: Begin the discussion by inviting team members to share compliments with the teacher whose student work was analyzed.</p> <p>Possible questions to guide your discussion:</p> <ul style="list-style-type: none"> Share how students showed their understanding at the depth expected by the standard(s) for this math unit. What impact did our anticipation of student thinking have on student performance? How did the unit study impact our lesson planning? How did this unit study cycle (studying the unit before teaching it and now analyzing it) help us? How did working as a math team help build vertical alignment?
Closing & Next Steps 5 min	<i>To be filled out by Team Lead.</i>

Student Work Analysis

Student Work Sample	What does the student's work demonstrate about their understanding of the learning targets of the lesson?	What misconceptions do you see?	What are the next steps to push this student's thinking to fully meet the depth of the aligned standard(s)?
Student A			
Student B			
Student C			
Student D			
Student E			
Student F			