

Iterative Teaching through Data-Driven Collaboration and Planning



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ETP Type: Professional Development Cycles for Teachers

Subject/Grade: Instructional Coach TOSA; focusing on 6-8 curriculum database management, Cloud-based assessment Development and student performance data analysis

Abstract

The purpose of this Educational Transfer Plan is to structure six instructional collaboration sessions with teachers pulled out for full day professional development. The purpose of developing this collaboration plan is to increase teacher fluency at the Mathson Institute of Technology and Alum Rock Union School District with

1. Common Core State Standards (CCSS)
2. supplementary documentation around assessment item styles detailed in the Smarter Balanced Assessment Consortium (SBAC) released items and item specifications, interim
3. English Language Development Strategies that target English Learner fluency with the CCSS
4. Developing CCSS-aligned assessments in Illuminate Assessment software
5. Using computer disaggregated results in the Illuminate software to drive instructional/teaching priorities, remediation, and lesson development.

Focal Standard(s)

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Standard 5 CSTP: Assessing Students for Learning

Measurable Objective(s)

TEACHERs will:

1. Use assessments of CCSS standards and several reports of assessment data from assessments into Illuminate built during staff collaboration meetings to determine plans of action for instruction in upcoming units.
2. Use CCSS performance task sample items from the Item Specifications and their rubrics from Achieve the Core or CCSS websites to develop similar performance tasks more clearly aligned to our instructional units.
3. Review and calibrate student progress on previously administered performance tasks.
4. Develop student strategies around preparing to create performance tasks online through Illuminate.
5. Calendar and map instructional objectives with key vocabulary and SBAC item style alignment, developed at collaboration meetings, for upcoming units.

Formative Assessment(s)

Progress along each pull-out collaboration session and completion of staff adopted unit planning guides by using standards maps to build out:

- Completion of Instructional units
- Vocabulary lists built from Item Specifications, Illuminate assessments, and curricular resources
- ELD strategies for lessons to help English Language Learners (ELLs)
- CCSS informed rubrics with criteria built into 4 point scales
- Reports data from our Illuminate assessment software

Summative Assessment

Teacher feedback survey from each sessions provide information on:

- What went well and was productive in each session?
- What can be improved for subsequent sessions or requires focus during PD/staff meetings?
- Follow up communication required to ensure success in unit implementation
- Scheduled dates for assessment, key instructional strategies, and rubric-informed assessment products or performance tasks.

Walkthrough iPad recorded data

- Walkthrough data reflecting effective implementation of the above evidenced by schoolwide prioritized instructional practices

21st Century Skills and Applications – [Partnership for 21st C. Learning Site](#)

21st Century Support Systems

1. 21st Century Skills
 - a. **Interdisciplinary themes:** C-E-R statements and compositions/performance tasks (PFT) = claim evidence and reasoning used as a fundamental framework for using evidence to explain an understanding with relevant reasoning
 - b. Leverage curricular resources that utilize **real world data, tools** and experts
 - c. **Multiple measures of mastery** through Universal Design for learning: multiple ways of representation by teachers, expression of learning by students, and engagement to motivate learning
2. **Assessment of 21st Century Skills**
 - a. **Digital CCSS mirroring of assessments:** teacher-developed Illuminate assessments aligned to standards maps, i-Ready diagnostic data, correlations built to preliminary CAASPP data
 - b. **CCSS Rubric-informed** and scored performance tasks
 - c. Use of **Google classroom** to support students in building digital portfolios of learning

Fellowship Description

Build, revamp, and coordinate content between the company databases (knowledge base, learning central, and shared drive), product support and trainings for staff in anticipation of migration of learning management system database from BVS to Adobe Captivate. Innovate enhancements to the learning experience by utilizing the implementation of Training and Communication team feedback and of all relevant product management stakeholders.

Fellowship Connection to School/Classroom

My fellowship with the Training and Communication team at the Silicon Valley Bank (SVB) centers primarily on the refinement of the training process for product support and sales teams (such as client services, relationship management, and client-facing sales) who communicate and provide support around product features to clients and potential clients. The challenge centers around improving the

learner/user experience with trainings according to surveyed feedback, enhancing the current PowerPoint trainings through web-based presentations into a more multi-faceted and multilayered experience that diversifies pathways to learning by meeting varieties of learning needs, and coordinating metrics of performance to objectives learned through training.

Furthermore, my focus as a training consultant is to use current SVB brand guidelines to systematize the style throughout the training modules and ensure that product managers and specialists, along with the managers and training communication team feel that the enhancements to trainings embody the most current information and the future direction of the company. My experience here with learning how client-facing sales and service support training impacts company objectives will inform the timelines, professional development sequence, and necessary data collection and analysis will inform our "always in Beta" approach to teacher development at the Mathson Institute of Technology and greater ARUSD as we strive to adapt to the continually updated digital curricula.

Instructional Plan

The purpose of this ETP is to build the framework and sequence around the Mathson Institute of Technology professional development.

Teachers at M.I.T. will be scheduled for seven monthly two-hour data review and assessment development meetings prior to full-day pull-out collaboration. This is the primary STEM focus for this ETP because all teachers will be using qualitative and quantitative analysis to inform planning and instruction using iterative and testable cycles, using a student/human-centered design thinking approach that functions much like the Engineering design process. Testing here is iterative, and consistent development in actionable teaching will aim for improved student outcomes. Professional Development will prioritize data analysis through multiple graphing and reporting features of digital curriculum that houses data on the cloud. By using strong, coordinated, and consistently normed interpretations of these reports, teachers will make concerted efforts in developing instructional plans and subsequent assessments. The final data review in session seven will be committed to developing a review unit in preparation for the CAASPP.

During six monthly full-day pullouts, content area pairs will build out four-week units aligned to schoolwide developed CCSS standards maps for both Math and ELA. The intent is to map out instructional sequences in the attached unit plan that are similar. In each unit, teachers will deliver *two computer scored Illuminate standards assessments and one rubric scored C-E-R*. Teachers will have the flexibility in designing daily instruction, picking instructional resources sourced both digitally and through hard text, and using their own expertise in pedagogy to deliver lessons. We will aggregate instructional data using an Instructional Leadership Team (ILT) developed walkthrough tool to inform us of schoolwide trends to inform PD and staff-meeting emphases and discussed during ILT status report meetings before a subsequent cycle begins.

The fact that this yearlong plan will support ELA and math instruction, and science instruction indirectly, by leveraging key software skills development and fluency with cloud sourced databases makes this ETP entirely STEM related and 21st c. skills relevant. Teachers will have to learn and develop their skills with backend development of digitally-assigned assessments, student classwork, and performance tasks published through Google classroom or other desired student-facing curriculum our district subscribes to, and they must then teach students how to understand the end user student-facing elements of the cloud-based software in order for students to complete assigned work. It also follows a student-centered design thinking process in which teachers will prototype/plan instruction, deliver the "product", aggregate massive amounts of student learning data instantaneously through our digital tools, and analyze computer-generated reports, correlated to manually entered rubric-scored data, to refine and re-deliver teaching with new or revised content. As a "computer-immersion" model school, teachers must teach and make subject area relevant at least one hour of Python, HTML, or scratch weekly and this must be noted in their unit plans. Finally, progress on the implementation of this process will be recorded by instructional leaders and administration through the Walk Through tool, which will auto-populate into Google spreadsheets for us to filter multiple measures of teacher and student performance.

This yearlong assessment data cycle, instructional planning, and instructional delivery sequence will look like the following, with dates and deadlines customized to seven instructional pairs at M.I.T. Because I will be a School Leader Fellow with School Retool, a partnership between the Hewlett Foundation, IDEO, and The Stanford d.School (Design School), those dates are integrated. Thus, this initial plan, will be vetted and revised by my fellowship and coaching with Retool.

Cycles	Task	Deadline
0	Unit 1 development	Before first day of school August 21, 2018
1	2-hour Data analysis and assessment revision	Mid-September
	<i>2 Assessment and 1 PFT due</i>	<i>Before pull-out date</i>
	<i>School ReTool @ Stanford</i>	<i>Thursday, September 20</i>
	ILT Status Report	Thursday, September 27
	Pull-out unit 2 development	End of September
2	2-hour Data analysis and assessment revision	Mid-October
	<i>2 Assessment and 1 PFT due</i>	<i>Before pull-out date</i>
	<i>School Retool @ Stanford</i>	<i>Thursday, October 11</i>
	ILT Status Report	Thursday, October 27
	Pull-out unit 3 development	End of October
3	2-hour Data analysis and assessment revision	Mid-November
	<i>Before pull-out date</i>	<i>2 Assessment and 1 PFT due</i>
	<i>School Retool @ Stanford</i>	<i>Thursday, November 8</i>
	ILT Status Report	Thursday, November 15
	Pull-out unit development	End of November
4	2-hour Data analysis and assessment revision	Mid-December
	<i>2 Assessment and 1 PFT due</i>	<i>Before pull-out date</i>
	<i>School Retool @ Stanford</i>	<i>Thursday, November 29</i>
	ILT Status Report	Thursday, January 10
	Pull-out unit development	Mid-January
5	2-hour Data analysis and assessment revision	End of January

	<i>2 Assessment and 1 PFT due</i>	<i>Before pull-out date</i>
	ILT Status Report	Thursday, February 14
	Pull-out unit development	End of February
6	2-hour Data analysis and assessment revision	Mid-March
	<i>2 Assessment and 1 PFT due</i>	<i>Before pull-out date</i>
	ILT Status Report	Thursday, March 14
	Pull-out unit development	End of March
7	2-hour Data analysis for CAASPP	Review until CAASPP date

Supply List

Digital Resources

- Illuminate Education – cloud-based Reports and Assessment
- SBAC Item Specifications
- Common Core State Standards (CCSS)
- CAASPP Interim Assessments

Teacher/Staff Resources

1. **Standards maps**
2. **Whole-year collaboration summary**
3. **Assessment and collaboration integrated calendar**
4. **Illuminate Assessment Instructions and Illuminate Reports Guide**
5. **Collaboration 0 Kickoff to Sequence and Fellowship Inspiration**

ETP Assessment Items

6. **Collaboration Pull-Out Unit Plan Template**
7. **Walkthrough Checklist Form**
8. **Informative/Explanatory Writing Rubric for C-E-R**

Bibliography

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www.smarterbalanced.org/assessments/development/.

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Keywords

CCSS, CAASPP, ELL, SBAC Item Specifications, Illuminate Assessment, Illuminate Report, Walkthrough

Links to Files in this ETP

1. **Weekly Standards Maps** for **6-8 ELA** and **6-8 Math** to guide the entire year for: digital assessment development, reports and data review during staff meetings, and whole-day

collaboration session topics

- a. Teacher-built learning and language objectives – unit 1 drafted before year (August 16-20) and revised/improved throughout year

2. [Whole-year Collaboration Summary](#)
3. [Assessment and collaboration integrated calendar](#) (**NOT fully COMPLETED** due to potential assignment changes – open FTE and enrollment projection changes)
4. [Data Access Refresher PD Illuminate Assessment Building and Reports Guide](#)
5. [Fellowship Inspiration and Collaboration Kick Off](#)

Assessment

6. [Collaboration Pull-Out Unit Plan Template](#)
7. [Walkthrough Checklist Form](#) for aggregating schoolwide instructional data into sortable spreadsheets in Google using a wireless tablet; will filter and build graphs on desirable subsets of correlative data to inform us of success.
8. [Informative/Explanatory Writing Rubric](#) for C-E-R samples and performance tasks