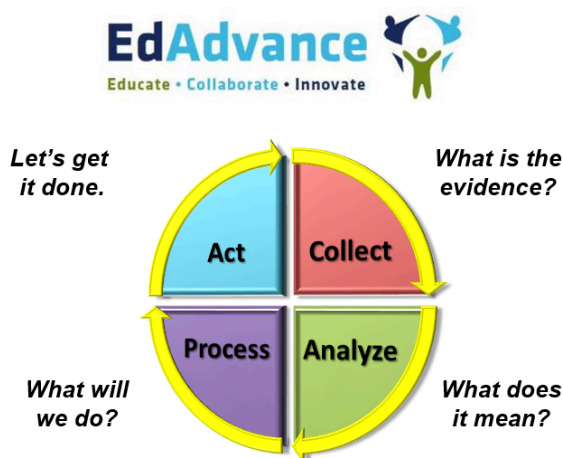


A Continuous Process of Improvement: Collect - Analyze - Process - Act (CAPA) Cycle Protocol

This feedback cycle of collecting evidence, analyzing its impact, determining and planning for appropriate improvements, and putting them into practice, builds the capacity of all staff to effectively apply an impactful improvement process to enhance teacher practice and improve student achievement.



Collect - Analyze - Process - Act (CAPA) Cycle Protocol

CAPA Pre-Planning Lesson Focus: Module 1: Classroom Management - Grade 2

Goal Statement (High leverage student skills):

What student skill/attribute are we trying to improve?

To create a positive learning environment that is responsive to and respectful of the learning of the needs of students.

How will we know that improvement has occurred (measures & evidence)?

I will research and attend workshops pertaining to student engagement in the classroom. I will also observe grade level colleagues to see different techniques used in their classrooms.

Strategy Focus (High leverage instructional skills):

What CCT-aligned Rubric Domain/Indicator will you use as the focus of your improvement strategy?

Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries.

What will you do to improve your performance in this area?

- Observation of second grade teachers
- Read selections from *Classroom Instruction that Works* by Robert Marzano
- Read selections from *Teach Like A Champion* by Doug Lemov
- Read article *The Right Questions, The Right Way* by Dylan Wiliam

<ul style="list-style-type: none"> - Used classroom resource, <i>Making Meaning Strategies that Build Comprehension and Community</i> - Attended the CT Reading Conference in November 2017 with grade level 	
Feedback Cycle Step	Reflection/Notes
Collect <ul style="list-style-type: none"> Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. (<i>Be sure you have prepared to generate enough objective evidence for both teacher and student action to complete the cycle.</i>) Think about which type(s) of evidence - observation, artifact review, conversation - might produce the most useful information for improvement for this goal and strategy? What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning? Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan 	<p>Initial summary evidence collection...</p> <ul style="list-style-type: none"> 4/16 students participated in whole group discussion/sharing without prompting. 10/16 students were engaged in the lesson after prompting by me, the teacher. 10/16 students were on task during turn and talk conversations. I gave several reminders for students to bring their attention back to the lesson or their independent reading/work. 8/16 students would transition back to their seat and get started with independent reading/work. 11/16 students were having a difficult time managing 15 minutes of engaged independent reading time.
Analyze <ul style="list-style-type: none"> Review and label your evidence for student or teacher origin. Sort for relevance if appropriate. How does the evidence align with the desired goal statement and strategy statement? Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? If not, what are the gaps and can they be filled after the fact? 	<p>This evidence confirms my thinking in my initial summary about classroom environment, particularly student engagement during whole class instruction, as an area for growth. The evidence of student behavior and teacher behavior led me to believe, that improving the classroom environment is essential for my students' learning.</p>
Process <ul style="list-style-type: none"> Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? Do any new questions arise as a result of your reflections on this evidence? What action step(s) are most likely to address the needs identified in the evidence? 	<p>This evidence raises new questions for me, such as...</p> <ul style="list-style-type: none"> How do I provide opportunities for my students have ownership for their learning? How do I keep my student's engagement in a lesson? How do I allow my students to lead discussion without all of my prompting?
Act <ul style="list-style-type: none"> Based on role/audience/context, implement the plan 	<p>I took action by developing my new learning in the following way...</p>

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| <ul style="list-style-type: none"> • Informally review results or initiate a new CAPA cycle | <ul style="list-style-type: none"> • I read <i>Classroom Instruction That Works</i> by Robert Marzano. In this book, different strategies were presented. One strategy involves setting objectives and providing feedback to the students. Another strategy states cooperative learning instructs that students should interact with their peers to enhance their learning. • In the beginning of the year, I observed grade level teachers at different times and spoke with my mentor teacher regarding student engagement during whole group instruction. I witnessed the teacher stating the objective for that day's lesson. I also saw in classrooms and also understood the importance of turn and talk partnerships. I took action by changing my teacher practice in the following way... <ul style="list-style-type: none"> • When starting whole class lesson on the rugs, it is important to state the learning objective for that day's lesson in student friendly language. For example, during reader's workshop, I state "Readers today we are going to... (state the learning objective)" or "By the end of this math lesson you will be able to... (state the learning objective)". • As Marzano stated, "students should interact with peers to enhance their learning". From talking with my mentor teacher, I understood the importance of having different turn and talk partners. I learned that my mentor teacher changed turn and talk partners monthly, so students had opportunities to share their ideas with other students. I took this into consideration and now my students have new learning spots each month, where they have new turn and talk partners. • I took both of Marzano's teaching strategies and applied them to turn and talk partners. Using a classroom resource, <i>Making Meaning Strategies that Build Comprehension and Community</i>, to guide the turn and talk partnerships the students learned expected behavior when sharing ideas with partners. Now, partners have |
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	<p>designated times to share their ideas. Partners are responsible for knowing what the other student in their partnership thinks. Partners are talking only about the question stated. Partners turn their bodies, eye to eye and knee to knee when talking. When I signal with the “1,2,3 Eyes on me” the students respond with 1, 2. Eyes on you” and are ready to share their thinkings.</p> <p>With my new learnings and altering my teaching practice I saw an increase in student engagement and sharing during my whole class lessons and turn and talk partnerships.</p> <ul style="list-style-type: none"> • One of our first lessons involved students learning the procedures for read alouds and turn and talk partners. After discussing and implementing procedures I observed students actively listening to their partner, and when called upon they would share their partners’ thinking. For example, “Johnny Sue thinks....” It took a little bit of time, but students soon became familiar with being able to report their partner’s thinking • I asked students, “How did Fred and Lucy come up with the name McDuff?” Students talked with their partners. I heard students share different ideas using clues from the story.
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Feedback Cycle Step	Reflection/Notes
<p>Collect</p> <ul style="list-style-type: none"> • Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. <i>(Be sure you have prepared to generate enough objective evidence for both teacher and student action to complete the cycle.)</i> Think about which type(s) of evidence - observation, artifact review, conversation - might produce the most useful information for improvement for this goal and strategy? • What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning? • Complete the activity and employ an appropriate 	<p>Initial summary evidence collection...</p> <ul style="list-style-type: none"> • There was an increase of student participation in whole group discussion/sharing. • Students were on task, sharing their thinking that was related to the lesson on turn and talk discussion. • 11/16 students, when called on to answer a questions, would reply with “I dont know” or “I forgot” • 11/16 students were engaged in the lesson.

evidence gathering strategy(ies) according to your plan	
Analyze <ul style="list-style-type: none"> Review and label your evidence for student or teacher origin. Sort for relevance if appropriate. How does the evidence align with the desired goal statement and strategy statement? Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? If not, what are the gaps and can they be filled after the fact? 	<p>This evidence confirms my thinking in my initial summary about classroom environment, particularly students sharing their thinking, as an area for growth. The evidence of student behavior and teacher behavior led me to believe that improving the classroom environment is essential for my students' learning.</p>
Process <ul style="list-style-type: none"> Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? Do any new questions arise as a result of your reflections on this evidence? What action step(s) are most likely to address the needs identified in the evidence? 	<p>This evidence raises new questions for me, such as...</p> <ul style="list-style-type: none"> Instead of the student saying "I don't know" or "Oh man, I just forgot", how do I create a learning environment where they feel comfortable to share their thinking? How do I create a learning environment where the student takes ownership for his/her thinking and sharing?
Act <ul style="list-style-type: none"> Based on role/audience/context, implement the plan Informally review results or initiate a new CAPA cycle 	<p>I took action by developing my new learning in the following way...</p> <ul style="list-style-type: none"> I read parts of <i>Teach Like A Champion</i> by Doug Lemov. In this book one of the chapters, called Setting High Academic Expectations listed different techniques that teachers can use in the classroom to set high academic expectations. One technique I found interesting, and wanted to try in my classroom was the No Opt Out Technique. This focused on the students who when called on would say shrug, or say something along the lines "I forgot" instead of stating their thinking or the answer. This technique is a useful tool for helping earnest, striving students who are trying hard but genuinely do not know the answers AND the students who are unwilling to answer a question. Lemov states, that reluctant students quickly come to realize that "I don't know" is the Rosetta

stone of work avoidance. The key idea is that the No Opt Out Technique is a sequence that begins with a student unable to answer a question should end with the student answering that questions as often as possible. This strategy involves turning to another student when the “I don’t know is given” and asking the question again. Then the student is to restate the answer. Or, you providing a cue (hint that offers additional useful information to the student in a way that pushes him or her to follow the correct thinking process). When the student answers, then the teacher states how they correctly answered it.

- In this chapter Lemov also discusses other techniques for student engagement and high academic achievement such as Right is Right. He mentioned that often times teachers will restate the correct answer that the student said, adding some detail of their own to make it correct (rounding up). This tells the class that they can be right even if they are wrong. When answers are almost correct it is important to tell the students that they are almost there and by holding out the teacher sets the expectation that the questions you ask and their answers truly matter.
- When I attended the CT Reading Conference in November 2017, one of the speakers was asking a question, and one answer was given. She then continued to say, “And who has another right answer”. This promoted a positive environment, where others felt comfortable to share their thinking.

I took action by changing my teacher practice in the following way...

- I used the different suggestions for the No Opt Out technique, providing a cue, asking other students or other students to give a cue, but always referring back to the student who provided me with the “I don’t know” answer.
 - Students quickly caught on, and started sharing their thinking more

	<p>and more. Now, towards the end of the year, I hardly ever hear the I don't know statement.</p> <ul style="list-style-type: none"> • The Right is Right technique can be challenging. I have been working with my students and not saying, you are right. Instead I will state, Student A said this and they are almost there, who can add on to that? Therefore, the students are leading the discussion and I am not giving the correct answers. • Since attending the conference, I find myself often times saying "who has another right answer" because oftentimes there is more than one answer to a question. For example, the character might be feeling a few different feelings and for different reasons, or there might be multiple strategies to solve a math problem. <p>Here's evidence:</p> <ul style="list-style-type: none"> • Student B was called on to answer a question about the lesson learned in the story after discussing character's feelings throughout the story. The student said "I don't know." I prompted him to continue thinking, and listening to what others had to say. I called on a few other students to share, then referred back to Student B, and he said "You do not have to have everything, be grateful for what you do have." • I observed when I said, "tell me more" students were able to tell me all about a chapter summary without me prompting and asking questions. • I observed when I say, "I am looking for another right answer" students are willing to share different strategies they used in the math. It is an opportunity for one to listen and learn how others are doing it.
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Feedback Cycle Step	Reflection/Notes
Collect	Initial summary evidence collection...

<ul style="list-style-type: none"> Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. <i>(Be sure you have prepared to generate enough objective evidence for both teacher and student action to complete the cycle.)</i> Think about which type(s) of evidence - observation, artifact review, conversation - might produce the most useful information for improvement for this goal and strategy? What do you anticipate will be the impact on your strategy actions on student performance on the goal for learning? Complete the activity and employ an appropriate evidence gathering strategy(ies) according to your plan 	<ul style="list-style-type: none"> 10/16 students were raising their hands and participating or sharing their thinking. 12/16 were engaged in whole class lessons.
<p>Analyze</p> <ul style="list-style-type: none"> Review and label your evidence for student or teacher origin. Sort for relevance if appropriate. How does the evidence align with the desired goal statement and strategy statement? Is your evidence representative of both teacher and student actions and allow for appropriate reflection on the goal and strategy statements? If not, what are the gaps and can they be filled after the fact? 	<p>This evidence confirms my thinking in my initial summary about classroom environment, particularly students participating in whole class lesson, as an area for growth. The evidence of student behavior and teacher behavior led me to believe that improving the classroom environment is essential for my students' learning.</p>
<p>Process</p> <ul style="list-style-type: none"> Given the evidence, what is your assessment of the impact of your strategy on the targeted student performance goal? How might you summarize any trends or patterns in the evidence? What adult actions do you believe most influenced the results? Do any new questions arise as a result of your reflections on this evidence? What action step(s) are most likely to address the needs identified in the evidence? 	<p>This evidence raises new questions for me, such as...</p> <ul style="list-style-type: none"> How do I hear from the voices of the students that I never hear from? How can I make sure that I know all my students have an understanding, not just the students who have their hands raised?
<p>Act</p> <ul style="list-style-type: none"> Based on role/audience/context, implement the plan Informally review results or initiate a new CAPA cycle 	<p>I took action by developing my new learning in the following way...</p> <ul style="list-style-type: none"> The article, "The Right Questions, The Right Way" talked about how many classrooms throughout America use the traditional questioning model where the teacher asking a question, several hands go up, the teacher selects one of those hands, the teacher evaluates the response

and the cycle continues. However, the fundamental flaw in the traditional questioning model is that it makes participation voluntary. The article suggests the simplest way to improve classroom questioning is simply not to ask for volunteers, but to instead choose students at random. The article mentions that many teachers tend to choose the student first and then ask the question. When this happens the other students relax, disengage and think they are off the hook for this question. Therefore the article suggests raising the question, allowing students to think and then randomly picking a student either through a computer randomizer or a different system you may have set up in the classroom. This allows for you to choose students who may not always know the answer, and you can really judge their understanding of the material.

I took action by changing my teacher practice in the following way...

- I implemented this strategy in my classroom. I explained to the students that we were not going to use hands anymore, but we were also not going to shout out. I would either call on a student, or use the popsicle sticks to have the student answer the question. This is then random. I have to say, that I noticed students are more engaged and alert in the lesson because they do not know when they are going to be called on. In the beginning I was hesitant to trying this strategy, as I was a shy student growing up. However, I thought back to the No Opt Out Technique from Lemov, and how if a student is hesitant with the answer there is other ways to aide that student in answering the question. After trying both techniques I have seen much success with the students, and I do not often get an answer of "I don't know". The students are comfortable, and working towards finding that right answer.

Here's the evidence:

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| | <ul style="list-style-type: none">• I observed when not asking students to raise their hand they are more alert with the lesson and following along. They do not know when they will be called. For example, one student in the beginning of the year often times seemed in another world. This same child now, is alert and listening. When called on he is following along and able to share his thinking. |
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