

Pilot Grade XX / SLE #X Guide	
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VT.Pilot.06. SLE#X -Tool 1a: Focus on Student Learning	
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1. SLE Description - Tool 1 (H2.a)

CA NGSS TIME Pilot Tool 1: Focus on Student Learning

Slide 15

Directions:

1. Complete this tool for each of no more than 5 selected student learning experiences.
2. Add type of Student Learning Experience to Score Sheet G1

Program:	
Program #:	
Grade/Course:	
Lesson Title:	
Chapter/Module # and Title	
Student Learning Experience (e.g., investigation, experiment, lab, concept map, graphic organizer, assessment, discussions, etc.)	
Phenomena / Problem	

Directions:

1. Individually respond to the prompts on each of the boards in the Jamboard linked below.
2. Have a consensus conversation and then transfer your agreed upon responses into the cells below.

Link to VT.Pilot.06. GradeXX / SLE#X -Tool 1a: Focus on Student Learning

CA NGSS Expected Student Learning Outcomes List the intended learning outcomes from the instructional materials. If the materials don't provide learning outcomes, use the student work to write outcomes.	Three-Dimensional Learning Determine if the outcome is 2-D or 3-D.	How will students make their thinking visible? Describe the student work that will demonstrate students' understanding of each outcome.

2. Work Quality - Tool 1 (H2.b)

CA NGSS TIME Pilot Tool 1: Focus on Student Learning					
Slide 16					
Directions:					
1. For this learning experience, please describe what the various qualities of student work may entail.					
Description: High Quality Work		Description: Medium Quality Work		Description: Low Quality Work	
Rubric included?		Rubric included?		Rubric included?	

3. Student Reflection - Tool 2 (H3)

Slide 19

Directions:

- 1. For each learning experience, gather student data using the form linked below.**
- 2. Feel free to copy and modify the form so that questions 1-3 are drop-down multiple choice questions with pre-selected options.**

Note: For K-1 students, teachers should interview each student and record their ideas in the form. For grade 2–12 students, the students can write their ideas in the form. Teacher discretion is advised in the choice of grade cutoff between these two options.

Link to "VT.Pilot.07. GradeXX / SLE#X -Tool 2: Student Reflection on Learning (H3)"

4. Summary - Tool 3 (H4)

CA NGSS TIME Pilot Tool 3: Team Reflection on Student Learning	
Slide 20	
Summarize key lessons learned (e.g., what did students “get”, what are they still missing?) from analyzing student work? (Pilot Tool 1)	
Summarize student reflections (e.g., range and trends in student responses (Pilot Tool 2)	
Strengths	Limitations
Modifications/Recommendations for Customization	

5. Summary S's Work - Tool 4 (H5)

CA NGSS TIME Pilot Tool 1: Focus on Student Learning					
SLE Student Work Qualities					
Description: High Quality Work		Description: Medium Quality Work		Description : Low Quality Work	
Rubric included?	FALSE	Rubric included?	FALSE	Rubric included?	FALSE
The above boxes should automatically contain the text from the descriptions cells on Tab 2.					
CA NGSS TIME Pilot Tool 4: Team Reflection on Student Learning					
Slide 17&21					
Directions:					
1. Each person should select a row, input the tally for their students (high, medium, low) and also respond to the Likert scale question.					
Individual Class Student Scores					
Participant 1:		To what extent does this learning experience support student understanding of the phenomena? (1 = none; 5 = a lot)			
Tally for Your Students		Tally for Your Students		Tally for Your Students	
Participant 1:		To what extent does this learning experience support student understanding of the phenomena? (1 = none; 5 = a lot)			
Tally for Your Students		Tally for Your Students		Tally for Your Students	
Participant 1:		To what extent does this learning experience support student understanding of the phenomena? (1 = none; 5 = a lot)			
Tally for Your Students		Tally for Your Students		Tally for Your Students	
Participant 1:		To what extent does this learning experience support student understanding of the phenomena? (1 = none; 5 = a lot)			
Tally for Your Students		Tally for Your Students		Tally for Your Students	

				Students	
Participant 1:		To what extent does this learning experience support student understanding of the phenomena? (1 = none; 5 = a lot)			
Tally for Your Students		Tally for Your Students		Tally for Your Students	
Overall Student Score (Combine individual class results from Pilot Tool 1) Directions: 1. Pool the tallies for individual classes below. 2. Have a consensus conversation and answer the summary questions.					
High Quality Work		Medium Quality Work		Low Quality Work	
Pooled Tally for All Students	Pooled Percentage (Pooled tally /N X 100%	Pooled Tally for All Students	Pooled Percentage (Pooled tally/N X 100%	Pooled Tally for All Students	Pooled Percentage (Pooled tally/N X 100%
Score How well did the instructional materials support student learning? Identify the score (i.e. 5, 3, or 1) based on the Pooled Tally Percentage based on the percentage of high-quality work. Record on CA NGSS Pilot Score Sheet			5 66% and above - High-Quality Student Work)	3 (33 - 66% and above - High-Quality Student Work)	1 (32% and below - High-Quality Student Work)
As a team, would you recommend that this student learning experience remain as is? Why or why not? What changes would you recommend?					
What professional learning is needed to better implement this learning experience to increase student understanding?					

6. Meeting Next Steps (G3)

CA NGSS TIME Pilot Materials Task Sheet

Slide 26

Directions:

Before you go: Record agreements or assignments about what will be needed by each team or person for the next steps in your pilot.

Note: Please copy this tab and fill it out for each meeting. Change the tab name to the date of your meeting.

What to Do	What to Bring
Example (Person/Group: Action)	Example (Person/Group: Items)
What Ahs or successes did you have today?	What do you want to remember about the work we did today and how it applies to your context?