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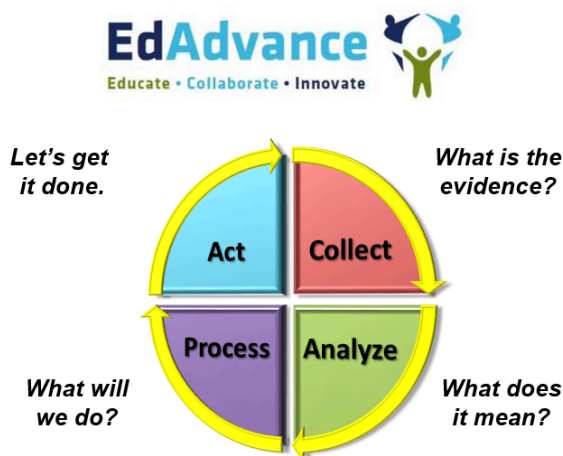
Collect - Analyze - Process - Act (CAPA) Cycle Protocol

CAPA Pre-Planning Lesson Focus: *Module 2 - Grade 6 Study Skills*

Goal Statement (High leverage student skills):
What student skill/attribute are we trying to improve?
Challenging students to use their prior knowledge to make connections to content and think more critically.

How will we know that improvement has occurred (measures & evidence)?
Students will interact more with the content and each other. They will use the language of the content and explain their thinking by building on prior knowledge.

Strategy Focus (High leverage instructional skills):
What CCT-aligned Rubric Domain/Indicator will you use as the focus of your improvement strategy?
Indicator 2a - Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides an appropriate level of challenge for all students.

What will you do to improve your performance in this area?
I will learn and apply methods for planning instruction that will identify and build on my students' prior

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	knowledge.

Feedback Cycle Step	Reflection/Notes
Collect ● Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. (*Be sure you have prepared to generate enough objective evidence for both teacher and student action to complete the cycle.*) 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	I looked for evidence of any pre-assessments used in any of the seven units I teach and found: ● 2/7 units included a pre-assessment (e.g., study-guide inventory and K-W-L activity at the start of the unit) ● 5/7 units did not appear to include a pre-assessment
Analyze ● 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?	The lack of pre-assessments throughout my units supports my goal of improving my planning by identifying and building on students' prior knowledge.
Process ● 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?	Here's a summary of the evidence: in most cases, I do not routinely assess the level of background knowledge my students possess on a given topic before I present lessons to them. New questions for me: ● What are the best ways to learn what students know at the beginning of a unit? ● How can I use pre-assessment that doesn't take too much time away from my lessons? ● How can gathering the right information help students relate more to the content?
Act ● Based on role/audience/context, implement the plan ● Informally review results or initiate a new CAPA cycle	I took action by developing my new learning: ● I read *Overcoming Textbook Fatigue* by ReLeah Cossette Lent. She describes background knowledge as, "the glue that

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	makes learning stick." This helped me understand that we can use the knowledge and experience that students already have to help them connect new information to old information, like glue. This helps us make sense of new ideas, content, and experiences. ● I reviewed Douglas Buehl's resources for creating a prediction guide. Prediction guides are short tasks where students either "agree" or "disagree" with different statements before reading any content or material. I learned that the purpose is to think and share prior knowledge - not get a right answer. I took action by changing my planning practice: ● I designed a prediction guide that is based on the Civil Rights era. This prediction guide will be given on the first day of this lesson, before the content and *The Rock and the River* text is actually introduced. In my prediction guide, I will ask students to agree or disagree with statements such as: The civil rights movement happened in the U.S.; The civil rights movement happened between 1920 and 1930: Martin Luther King, Jr. was a major leader in the civil rights movement.

Feedback Cycle Step	**Reflection/Notes**
Collect ● Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. (*Be sure you have prepared to generate enough objective evidence for both teacher and student action to complete the cycle.*) 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	When I teach this lesson, I anticipate: ● Students will agree or disagree with the prediction guide statements and immediately engage in the content by verbalizing their prior knowledge and any questions. ● I anticipate that students will have some background knowledge, and when they realise this, they will feel confident to share what they already know and build on that knowledge. They will feel like learning will be easier because they are not starting from scratch. ● Using this pre-assessment will also allow them to find more meaningful connections and engage closer with the text. When I taught this lesson, I noticed:

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	● 100% of students completed the prediction guide pre-assessment by agreeing or disagreeing with statements and every student participated in discussion. ● 100% of students had prior knowledge about Martin Luther King Jr as a leader in the civil rights movement. Two students made a connection to his "I Have a Dream" speech. ● 80% of students knew when the Civil Rights era took place and could explain segregation.
Analyze ● 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?	The anticipated and actual student evidence aligns with the goal of identifying students' prior knowledge so that I can plan lessons to build on what they already know.
Process ● 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?	Here's a summary of the evidence: as I anticipated, students already know some information about the Civil Rights era and appear interested in learning more! New questions for me: ● How can I plan an appropriately challenging lesson that builds on what students already know? ● How can I continue to encourage discussion and excitement about the content? Because students had some knowledge of civil rights, my mentor and I decided the next step was to use a strategy where students were grouped based on prior knowledge and interest in order to build understanding about the time period.
Act ● Based on role/audience/context, implement the plan ● Informally review results or initiate a new CAPA cycle	I took action by developing my new learning: ● I read an excerpt from *Inquiry Circles in Action* by Stephanie Harvey & Harvey Daniels. Inquiry circles require students to work collaboratively in order to "think about what they know and connect new information to background knowledge and experience" (p.201). This strategy could help my students merge their thinking with new learning about

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	the Civil Rights era in order to better understand the context of *The Rock and the River* text.

I took action by changing my planning practice:
- I planned for all of the students to work in inquiry circle groups. Within these groups, students will research, create, and present on a topic surrounding the Civil Rights Movement.
- During this Inquiry Circle Activity, each student in the group will take on a very specific role. I planned for the roles to be as follows:
  - Scribe: Writes the collaborative questions and takes notes
  - Facilitator : Keeps the group focused and on track
  - Time-Keeper : Keeps the group moving through the tasks at a reasonable pace
  - Ambassador: The only group member that is allowed to talk or ask questions to the teacher. |

Feedback Cycle Step	**Reflection/Notes**
Collect
- Consider and plan to collect objective evidence aligned to the goal statement and the strategy statement. (*Be sure you have prepared to generate enough objective evidence for both teacher and student action to complete the cycle.*) 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 | When I implement this activity, I anticipate:
- Students will be able to make a connection between what they already know about the Civil Rights era and build on that by exploring a new, related topic.
- Students will learn from each other through collaboration and discussion.
- Students will be ready to read *The Rock and the River* text because they will have deepened knowledge about the Civil Rights era. This knowledge will help students understand the context of the text, and I anticipate that the students will be able to study different character's perspectives and points of view and make stronger connections to them.

At the end of the project, students self reflected using the following sentence starter: *I knew _____ and I learned _____.*
- 100% of students showed evidence of building on their prior knowledge. |

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	● Sample student responses included:
	  ○ I knew that protests could be violent and that some people lost their lives fighting for their rights. I learned that some leaders, like Martin Luther King Jr. and Gandhi, used non-violence to fight for rights.
	  ○ I knew that schools were segregated, but I didn't think about what it would have been like to be a student then. I learned that every day people, like students, also participated in the Civil Rights Movement.

Analyze ● 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?	The anticipated and actual student evidence aligns with the goal of using students' prior knowledge to deepen thinking and learning.
Process ● 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?	Here's a summary of the evidence: as I anticipated, students used what they knew to determine what they should learn more about in order to better understand the time period. New questions for me: ● Should I give a pre-assessment for every unit? ● Will other units lend themselves to this type of learning?
Act ● Based on role/audience/context, implement the plan ● Informally review results or initiate a new CAPA cycle	I took action by developing my new learning: ● My mentor and I looked at my next upcoming unit focused on argumentative writing. My mentor stressed the importance of collecting information on students' writing before the unit in order to find students' strengths and weaknesses to make my lessons relevant. I took action by changing my planning practice: ● I identified a writing prompt and gathered two related sources for students to read

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| | prior to writing. The prompt includes: Should our school participate in national "Shut Down Your Screen Week"? Be sure to provide evidence from the texts, as well as your own knowledge, to support your thinking.

When I give this pre-assessment, I anticipate:
- Students will put forth their best effort to read the sources and write an argument.
- Student learning will improve because I will use this information to plan relevant mini-lessons based on the skills students need. This will help students see the learning as relevant to them and will help them strengthen the areas of their writing which need it most.

I will continue to plan for pre-assessments in each of my units to ensure that I'm planning lessons with an appropriate level of challenge. |
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