Documents to Support
Supervision for Quality Learning
2013-2014

Teacher

Resource Documents

The Framework for Effective Teaching

Rating Edition

Educator Dispositions

Norms of Collaboration

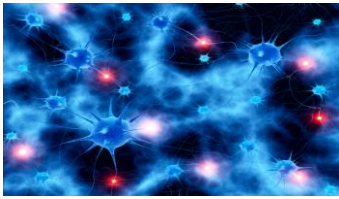Collegial Conversation & Coaching Templates

Theories of Action

SMART Goals

Student SMART Goals: Indicators of a Strong SMART Goal

Learning Targets and Assessment Methods

Providing Data for Collaborative Exploration

9.6.13 Edition

States of Mind as Educator Dispositions
Art Costa and Robert Garmston

States of Mind	In brain terms, a state is composed of a cluster of neural firing patterns that embed within them certain behaviors, a feeling tone, and access to particular memories. A state of mind makes the brain work more efficiently, tying together relevant (and sometimes widely separate) functions with a "neural glue" that links them in the moment. If you play tennis, for example, each time you put on your shorts and shoes, pick up your racket and head for the court, your brain is actively creating a "tennis-playing state of mind." In this state you are primed to access your motor skills, your competitive strategies, and even your memories of prior games. ❖ *Mindsight: The New Science of Personal Transformation* Daniel J. Siegel, M.D. (2010), pp. 198-199)

Consciousness	**Knowing what and how I'm thinking about my work in this moment, and being willing to be aware of my actions and their effects.**
	Educators exercising consciousness monitor their own values, intentions, thoughts, and behaviors, and their effects on others and the environment. They are aware of their own and others' progress toward goals. They have well defined value systems that they can articulate. They generate, hold, and apply internal criteria for decisions they make. They practice mental rehearsal and the editing of mental pictures in the process of seeking improved strategies. Consciousness means knowing what and how we are thinking about our work in the moment, and being willing to be aware of our actions and their effects on others and on the environment. Consciousness is the central clearinghouse in which varied events processed by different senses can be represented and compared, and therefore holds particular catalytic properties for the other states of mind. It is the state of mind prerequisite to self-control and self-direction. Consciousness means that we are metacognitively aware that certain events are occurring, and we are able to direct their course. The mark of a person who is highly conscious is the ability to focus attention at will, to be oblivious to distractions, to concentrate for as long as it takes to achieve a goal. Effective thinking requires the resource of consciousness.

Craftsmanship	**Knowing that I can continually perfect my craft, and being willing to work toward excellence and pursue ongoing learning.**
	Educators of high craftsmanship seek perfection and pride themselves in their artistry. They seek precision and mastery. They seek refinement and specificity in communications. They generate and hold clear visions and goals. They strive for exactness of critical thought processes. They use precise language in describing their work. They make thorough and rational decisions about actions to be taken. They test and revise, continually honing strategies to reach goals. They persist in service of their craft. Craftsmanship is about striving for mastery, grace, and economy of energy to produce exceptional results. It means knowing that we can continually perfect our craft, and being willing to work persistently to attain our own high standards, and pursue ongoing learning.
Efficacy	**Knowing that I have the capacity to make a difference through my work, and being willing to take the responsibility to do so.**
	Efficacious educators have an internal locus of control. They produce new knowledge. They engage in causal thinking. They search for and pose challenges to meet and problems to solve. They are optimistic and resourceful. They are self-actualizing and self-modifying. They are able to operationalize concepts and translate them into deliberate actions. They establish feedback loops and continue to learn how to learn. Efficacy is a particularly catalytic state of mind because one's sense of efficacy is a determining factor in the resolution of complex problems. One value of efficacy and its by-product, self-confidence, is that it helps us follow through on counter-intuitive hunches. The more efficacious we feel, the more flexibly we can engage in creative and critical work. Developing effective thinking, therefore, requires becoming increasing self-referencing, self-evaluating, self-initiating, and self-modifying.
Flexibility	**Knowing that I have and can develop options to consider about my work, and being willing to acknowledge and demonstrate respect and empathy for diverse perspectives.**
	Flexible thinkers are empathic. They are able to see through the diverse perspectives of others. They are open and comfortable with ambiguity. They create and seek novel approaches and have a well-developed sense of humor. They envision a range of alternative consequences. They have the capacity to

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Flexibility (continued)	change their minds as they receive additional data. They pursue multiple and simultaneous outcomes, draw upon a repertoire of problem solving strategies and can practice flexibility of style, knowing when it is appropriate to be broad and global in their thinking and when a situation requires detailed precision. Flexible thinkers think through cause-and-effect. This understanding of means-ends relationships allows them to work within rule-bound structures, finding ways to use the rules to help rather then hinder their work. They understand not only the immediate reactions but are also able to perceive the larger purposes that such constraints serve. Because the most flexible person tends to be the one with the most control, developing effective thinking requires the continual expansion of repertoire. Thus, flexibility of mind is essential for working with school diversity, capacitating an individual to recognize the wholeness and distinctness of other people's ways of experiencing and constructing meaning.
Interdependence	**Knowing that we will benefit from our participation in, contribution to, and receipt of professional relationships, and being willing to create and change relationships to benefit our work.**
	Interdependent educators possess a sense of community: "*we-ness*" as much as "*me-ness*". Interdependent educators envision the expanding capacities of the group and its members, and value and draw upon the resources of others. Interdependent people are altruistic. They value consensus, being able to hold their own ideas and actions in abeyance in order to contribute their energies and resources to the achievement of group goals. They contribute themselves to common good, seek collegiality, and draw on the resources of others. They regard conflict as valuable, trusting their abilities to manage differences among group members in productive ways. They continue to learn based on feedback from others and from their consciousness of their own actions and effects on others. They seek collaborative engagement knowing that "all of us" is more efficient than any one of us. Interdependence means knowing that we will benefit from participating in, contributing to, and receiving feedback from professional relationships and being willing to create and change relationships to benefit our work. The Increasing importance of collaborative initiatives in schools makes this state of mind more essential than ever. Just as interdependent persons contribute to a common good, they also draw on the resources of others. Interdependence facilitates systems thinking in which many variables are continually interacting. Interdependent thinkers realize their potential to influence the direction of communities of which they are part, be affecting key variables whose effects reverberate through interaction with others.

The Norms of Collaboration:
Introducing the What, the Why, and the How

What

The Norms of Collaboration constitute a tool kit for productive communication among group members. They represent a combination of skills and dispositions. The skills embedded in the Norms are significantly behavioral: they can be seen and heard. The skills must be learned and practiced to a high level of consistency, calling for the support of the dispositions of consciousness, craftsmanship, flexibility, efficacy, and interdependence in group members individually and in a group collectively. When practiced with consistency, the Norms serve as important resources for building trust among group members.

Why

The Norms reflect three levels of consciousness: (1) Intention to engage and support inquiry, thinking, and learning; (2) Attention of each group member, who attends fully to opportunities to create and support the state of relaxed alertness in their own and other members' minds; and (3) Actions that group members take as they listen, respond, and contribute in the group. These levels comprise a meta-cognitive map showing that *intention* focuses *attention*, which in turn influences *actions*, sometimes referred to as the Pyramid of Influence (Wellman & Lipton, 2003). The Pyramid is found throughout the Adaptive Schools Learning Modules that delve into the Norms.

Action

Attention

Intention
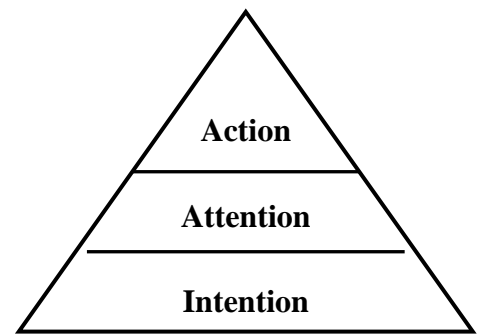
The influence and utility of the Norms of Collaboration are firmly grounded in three areas of research and knowledge development. First, their principles and core ideas and practices are grounded in decades of learning about the dynamics of effective groups, beginning with the work of the National Training Laboratory for Group Development (NTL) founded in 1947 by Kurt Lewin. Second, their importance in supporting inquiry, thinking, and learning is grounded in learnings from neuroscience over the last two decades. These learnings are the focus of learning and application throughout the Norms Learning Modules. Third, the creators of the Adaptive Schools approach and others associated with the Center for Adaptive Schools continually observe the importance and efficacy of the Norms in school-related groups of many sorts.

How

Learning resources for the Norms of Collaboration begin with text in the *Adaptive Schools Sourcebook*. The Norms are a focus in the Foundation Seminar, with accompanying text in the *Learning Guide*. Developing the consistency that creates habits of the Norms' skills calls for continual practice and reflection. A rich and flexible Toolkit to support regular attention to the Norms is posted at the web site of the Center for Adaptive Schools – www.adaptiveschools.com.

For deeper learning, a series of Learning Modules extends knowledge and deepens skills. Collaborative discourse, in the forms of dialogue and discussion, begins with engaged listening supported by inquiry that explores and specifies thinking. A common sequence in which the Learning Modules might be offered follows this path, opening with Pausing and Paraphrasing, followed by Posing Questions, followed in turn by Putting Ideas on the Table. The Modules are freestanding, so they may be used in other ways that may fit client interests. Other Learning Modules to support the Norms are under development.

Norms of Collaboration

1. Pausing
Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing
Using a paraphrase starter that is comfortable for you – "So…" or "As you are…" or "You're thinking…" – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions
Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, "What might be some conjectures you are exploring?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.

4. Putting Ideas on the Table
Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea…" or "One thought I have is…" or "Here is a possible approach…" or "Another consideration might be…".

5. Providing Data
Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others
Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying <u>and</u> how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions
Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Planning Conversation for **"Designing Backward"**

1. Outcomes / Goals

2. Evidence; Progress Indicators

3. Approaches; Strategies

4. Personal Learning

5. Reflections on the Conversation

Reflecting Conversation

1. Impressions about results/progress…

2. Details / indicators that support impressions…

3. Factors that contributed to the results…

4. Personal learning in the situation…

5. Ways to apply the new learning…

6. Reflections on the conversation process…

Reflecting & Planning Conversation Protocol

1. **Identify** impressions about results/progress.
   What are your impressions of results you are experiencing in …. ?

2. **Specify** indicators & details supporting the impressions.
   What are some details or indicators that that support your impressions?

3. **Define** factors that contribute to the results.
   What are some factors that are contributing to your results?

4. **Explore** personal learning through the process.
   What are you learning through this Initiative?

5. **Seek** ways to apply the learning, looking forward.
   How might you apply your new learning, looking forward?

---------------------------------**Shifting from Reflecting to Planning**--

6. **Identify** outcomes to guide continuing focus and progress.
   What might be some outcomes, as you continue to focus on this?

7. **Specify** indicators that would provide evidence.
   What evidence or indicators might you watch to assess progress?

8. **Define** approaches or strategies, and specific actions.
   What approaches or strategies are you considering? What actions might you take?

9. **Describe** support and resources needed.
   What supports might be important to acting on your plans?

10. **Reflect** on the process of this conversation.
    What are you learning through this reflecting and planning conversation?

Calibrating Conversation
Reflecting on Present Proficiency & Planning Further Growth

1. Identify present proficiency and supporting evidence.

⇨ As you look over this continuum, where might you place yourself?

⇨ What reflections are you considering that support this placement?

⇨ What items of evidence would you identify to support this placement?

2. Specify and explore desired proficiency.

⇨ Where do you want to be on the continuum?

⇨ Where is the next logical placement?

3. Explore values, beliefs, and dispositions congruent with desired proficiency; effects on student learning.

⇨ As you reflect on your beliefs and values, what makes this Element important to you now?

⇨ How might progressing on the continuum be most related to any of the dispositions of *consciousness, efficacy, craftsmanship, flexibility*, and *interdependence* – as you consider them?

⇨ As you think about progressing on this continuum, what might be some benefits to students; to staff; to their learning?

4. Define behavioral indicators for improved proficiency.

⇨ As you analyze your current placement and where you want to be on the continuum, what behaviors might be different as you move toward where you want to be?

⇨ Anticipating your desired placement, what might it look like? Sound like?

5. Describe support needed to improve to the next placement.

⇨ What supports might be important to your progressing to your next placement?

⇨ What resources might you need to progress toward your desired placement?

6. Reflect on the process of this conversation.

⇨ What are you learning in this calibrating conversation?

⇨ How has this conversation supported you?

What's a Theory of Action and Why Do We Need One?

Adapted from Harriette Thurber Rasmusson, abeo School Change

Quality education is a civil right.

A wise colleague once noted that even the most researched strategy is no better than your best bet. However certain you may be, you'll not truly know if it works until you try it. So until it's proven – in *your* context, with *your* students, and with *your* teachers, it's still at best (or worst) a guess. A theory.

That's my first point. That strategy is a guess and that there is some theory behind a decision to use one particular strategy over another, or at least there should be. Having a theory of action that accompanies an improvement strategy requires that someone or, better yet, someone(s) have articulated a rationale behind the strategy. Why do we think professional learning communities will improve student learning? How will adopting a new literacy program grow stronger readers and writers? What is the thinking behind an emphasis on teacher evaluation as it relates to student learning? It makes good sense to think through a decision to choose one action over another and even better sense to make this thinking public. This thinking, your rationale, is, in short, your theory of action.

A theory of action is at its core, a simple IF, THEN statement. IF we have professional learning communities, THEN student learning will improve. IF we adopt a new literacy program, THEN our students will be stronger readers and writers. IF we emphasize teacher evaluation, THEN student learning will improve.

But do you note something amiss with these statements? They're pretty general and there is not really any linkage between the IF statement and the THEN conclusion. For example, it's a pretty big leap to imagine that just having PLCs will improve student learning and yet this theory is in play all across the country.

This is my second point about theories of action. Its power lies within the specificity of thought, in the explicit reasoning that calls attention to essential steps and checkpoints. If left unstated, it is far too easy to just put a new strategy into place and during implementation miss critical elements that will render a good idea, such as professional learning communities, a success or failure when it comes to impacting student learning.

So let's try this again and stretch it out into what Liz City (*Instructional Rounds: A Network Approach to Improving Teaching and Learning*, 2009) calls a storyline using professional learning communities as an example. Here's how a more explicit theory of action might look:

IF we have professional learning communities, THEN we will have a scheduled time for teachers to discuss their work and the work students produce.

And IF teachers share their work and the results with each other, THEN they will be able to learn from each other's successes and draw upon the expertise of their colleagues around common challenges.

And IF teachers draw upon the expertise and successes of their colleagues around common challenges, THEN teachers will be able to incorporate new and successful strategies into their practice with support from their colleagues.

And IF teachers incorporate successful strategies into their practice, THEN students will benefit from more effective teaching.

AND THEN student learning will increase.

What this example shows is that any improvement strategy is a sequence of strategic actions and that each must have an associated rationale (or theory). Why is this important? Because if you are not clear on what each element is intended to produce, you'll not be able to test whether your theory was correct and it's entirely possible you'll get down the road and decide your strategy is not having the desired effect on student learning and dump it. And while it may be that the strategy was ineffective, it's just as possible that one element wasn't implemented quite the way you expected, or that you needed to tweak something in the middle.

Let's go back to the PLC example again. In my practice I have watched district after district mandate professional learning communities after an inspiring workshop from the DuFours or a book study. And the most common response to my question, "how are they working for you?" is "some are and some aren't." And just as often, no one is ever able to point to a link to student learning as a result. So a good idea runs the risk of investing tremendous resources with no outcomes that affect students, or getting dropped in favor of the newest fad from the latest conference.

But a theory of action around PLCs that specified what was expected to happen establishes a clear path toward the goal of impacting student learning. It becomes a set of checkpoints to make sure the expected outcomes at each step along the way are realized and suggests important interventions if they are not. What if, for example, early in the implementation process it was discovered that although the schools had found blocks of time for PLCs to meet, the meetings consisted of nut and bolts or task assignments? Or that the teachers look at student work but not at their own?

This is my third point and perhaps the most important. Strategies, *because they are best bets,* need to have regular and specific checkpoints so that you're able to test the theory behind the actions underway. A sequential theory of action, as in the example above, offers certain proof points that can suggest whether or not you're on the right track, whether an intervention could be helpful, or if there are some important steps to your theory that were missing. Harvard University Professor Richard Elmore, who was largely responsible for bringing the concept of theories of actions to the world of K-12 education, says that theories of action, if written at all, should be written in pencil. If it's doing its job, your theory of action will be revised and adapted to reflect *your* learning as you follow the predicted and actual events of strategy implementation.

So what's a theory of action?
    Your best thinking made explicit…
        Your rationale for choosing one strategy over another…
            Your predicted course of action with identified checkpoints and evidence that it's working, or not. Why do you need one? Because even the best ideas can fall flat when we enter that perilous place called implementation. And our students rely on our diligence to make sure that our best bets are working for them.

Creating S.M.A.R.T. Goals

Specific

Measurable

Attainable

Relevant and Results Oriented

Timely

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- ⇨ Who: Who is involved?
- ⇨ What: What do I want to accomplish?
- ⇨ Where: Identify a location.
- ⇨ When: Establish a time frame.
- ⇨ Which: Identify requirements and constraints.
- ⇨ Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as:

How much? How many?

How will I know when it is accomplished?

Attainable – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Relevant & Results-Oriented – Goals that matter hold your attention by aligning to current concerns, to larger district and building vision, and to ongoing initiatives. Results-oriented goals begin with an end in mind: they identify the results to be achieved. In this way, they help avoid the activity trap in which you may be doing, doing, doing so busily that you lose focus on your destination or outcome.

Timely – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal. Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing.

When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

Student SMART Goals
Indicators of a Strong SMART Goal

This document highlights the three main criteria and corresponding elements and descriptors included in strong Student SMART Goals. Educators may find this guide helpful as they write SMART Goals, and supervisors may find it helpful as they review and approve them.

PRIORITY OF CONTENT

SMART Goal: Describe the goal, including whether it focuses on progress (i.e., students' content knowledge and skills will grow within an interval of instruction) or mastery (i.e., students will meet a particular bar or standard within an interval of instruction).

The goal is:
- focused on major area(s) of learning at the grade level
- addresses important curriculum targets, school or district priorities, or an important objective based upon recent trends or results from data
- broad enough that it captures the major content of an extended instructional period
- focused enough that it can be measured
- written by a content-alike team of educators or administrative team, if possible/appropriate

Rationale: Describe the reasoning for this goal, including whether it is aligned to a school-wide SMART goal and what data informed this decision.
- The rationale provides a clear description of the importance of the selected content, including a justification for an explanation as to why the objective was chosen – for example, baseline evidence suggested students were struggling with specific clusters of the Common Core State Standards (CCSS) in mathematics.
- The priority of the content has been agreed upon by a grade level or content-alike team of educators whenever possible.
- For school-wide SMART goals: The priority of the content has been informed by school and district priorities and agreed upon by the administrative team.

Aligned Standards: Specify the CCSS, Indiana's Academic Standards, or other national standards to which this objective is aligned.
- The goal is aligned to all appropriate grade level or grade span standards.
- The goal incorporates grade level literacy or numeracy standards, when applicable.

Students: Specify the number of grade/class students to whom this goal applies.
- The exact number of students is articulated for each grade, level, or section while recognizing that the exact number of students may shift across the school year or instructional interval.

Interval of Instruction: Specify whether this goal applies to the entire academic year, one semester, one quarter, or some other interval of instruction.
- The goal applies to a long-term instructional period, such as an academic year or semester.
- For educators who work with students on shorter instructional cycles, the length of the interval of instruction is explained/justified.

RIGOR OF TARGET(S)

Baseline Data: *Describe the pre-test or baseline information/data available for this student population that informed the target(s). For example, are students entering without, with, or above the necessary prerequisite knowledge or skills?*

- The goal incorporates the use of information from students' past performance or baseline data. This may include pre-test data from the beginning of the year, or may include data from these students in their previous grade.
- If baseline data are not available for this specific student population, data about a similar student group is referenced.
    - This may include a different group of students that the teacher taught in previous year. For example, a teacher can identify trends/areas where students typically struggle with this content.
    - This may include reference to national norms about student achievement in this area.

Target(s): *Describe where you expect students to be at the end of the interval of instruction. If baseline data suggest meaningful differences in prerequisite knowledge or skills, targets should be tiered to be both rigorous and attainable for students at various levels.*

- The target is measurable and rigorous, yet attainable in the interval of instruction.
- If necessary, the target is tiered so as to be both rigorous and attainable for all students included in the goal.

Rationale for Target(s): *Explain how the target(s) was/were determined (e.g., pre-test, baseline, or historical data on your current students, or historical data from past students). Explain why it is appropriate – both rigorous and attainable – for all students.*

- The Rationale for Target explains how each specific target was determined. This should include an explanation of the following:
    - available baseline data, or
    - historical data for current students, or
    - historical data for similar or comparable past students, rate of progress norms,
    - or a combination of this information, as available

QUALITY OF ASSESSMENT

Evidence Source(s): Describe what assessment(s) you will use to measure student learning and why the assessment(s) is/are appropriate for measuring the SMART goal. At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.

- When possible, the attainment of the goal will be measured by a common assessment or measure, developed or selected by a grade level or content-alike team of educators, or the district. If such a measure does not exist, efforts should be made to develop/select a common assessment as soon as possible.
    - The assessment may be in the form of a traditional test, a performance assessment, a common project, a research assignment, a presentation, or another type of assessment.
    - Above all else, the type of assessment chosen should be sufficient to measure the goal; sometimes the goal will need more than one source of evidence to be adequately measured
- The evidence measures the standards addressed by the SMART goal.
- The evidence requires students to demonstrate a high level of cognitive processing, including higher-order thinking skills such as analysis, evaluation, and synthesis. These skills fall into **Webb's Depth of Knowledge** Level 3: Strategic Thinking and Level 4: Extended Thinking.
- The evidence provides multiple ways for students to demonstrate their knowledge/ understanding.

Administration: Describe how the assessment will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else).

- A thorough explanation of the assessment's administration, including how often and when it is administered (e.g., at the beginning of the year and every six weeks thereafter) is provided.
- The assessment is administered in the most appropriate manner for the specific assessment. This may include:
    - according to the assessment's administration protocol (if available)
    - in a standardized manner (students are assessed under the same conditions, or in the same amount of time)
    - in a non-standardized manner (students are assessed under different but appropriate conditions, such as with accommodations for reading or extended time).
- The four essential components of an assessment task are described/provided: (a) <u>prompt</u>, (b) <u>student directions</u>, (c) <u>teacher procedures</u>, (d) <u>scoring guide</u> (rubric).

Scoring: Describe how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

- Evidence sources with automatic or objective scoring (such as online test or multiple choice items) are scored using those processes.
- Evidence sources with teacher-based scoring, such as essays, projects, presentations, etc., are scored using a scoring guide or rubric. Ideally, the scoring guide or rubric was created collaboratively by grade level or content-alike teams of educators.
    - The scoring process uses examples of student work that illustrate different levels of performance and guide the scoring process.
    - When possible, a percentage of the evidence will be scored by more than one educator, either through collaborative scoring, blind scoring, or double scoring.

Student SMART Goal Quality Check

The purpose of this tool is to guide educators as they write and review teachers' SMART Goals. It is not a rubric, checklist, or required for use It is a guide to assist in determining whether the main criteria are acceptable. If any item in the "Needs Revision" column applies, consider how to revise it so that the SMART Goal is acceptable.

	Element	Acceptable	Needs Revision
PRIORITY OF CONTENT	**SMART Goal**	• Identifies specific knowledge and/or skills students should attain • Focuses on appropriate knowledge and/or skills	• Too broad in scope of content • Too narrow in scope of content • Does not focus on appropriate knowledge and/or skills
	Rationale	• Provides a clear explanation of why this content is an appropriate focus and/or area of need • Aligns to district and/or school priorities, if applicable	• Does not provide a clear explanation of why this content is an appropriate focus •Does not align to district and/or school priorities, if applicable
	Aligned Standards	• Names exact standards or performance indicators (Common Core, IAS, national standards, etc.) • Selected standards represent important content or skills for the grade level, course, or SMART Goal	• Does not name exact standards or performance indicators •Selected standards do not represent important content or skills for the grade level, course, or objective statement
	Students	• Includes all students in the selected course(s) • Specific number of students are identified	• Does not include all students in the selected course(s) • Specific number of students are not identified
	Interval of Instruction	• The length of the interval of instruction is defined (e.g. year-long, semester, other) • If interval of instruction is less than the length of the course (e.g. a year-long course which has two curricular-distinct semesters), justification is provided in the rationale	• The length of the interval of instruction is not defined • Sufficient justification is not included in the rationale if length of interval of instruction is less than the length of the course (e.g. a year-long course which has two curricular-distinct semesters)
RIGOR OF TARGET	**Baseline Data**	• Data about current student performance is included • Data is from multiple evidence sources, when necessary, and of the highest quality sources possible • Data source(s) align to the skills and/or content focus of the SMART Goal • Data may be included about subgroups of students, individual students, or a similar group of students (i.e., students in same grade/course in previous years, or students' past performance)	• Data about current student performance or past student performance is not included • More data seems necessary to gauge students' baselines • Data source(s) do not show enough necessary skills or content knowledge to inform the SMART Goal

RIGOR OF TARGET (continued)	**Target(s)**	• Target(s) are measurable • Target(s) are rigorous, yet attainable for all students • Target(s) are tiered, if appropriate	• Target(s) are not clearly measurable • Target(s) are not rigorous or attainable for all students • Target would be more appropriate if tiered
	Rationale for Target(s)	• Target(s) are aligned with expectations for academic growth or mastery within the interval of instruction • Students will be "on track" and/or gaps in achievement will be reduced if they meet the target(s) • Rationale describes how the target(s) are rigorous, yet still attainable for all students	• Target(s) are not aligned with expectations for academic growth or mastery within the interval of instruction • Students will not be "on track" and/or gaps in achievement will not be reduced by the target(s) • Rationale does not justify how the target(s) are rigorous, yet attainable for all students
QUALITY OF EVIDENCE	**Evidence Source(s)**	• Assessment(s) measure the identified content/skills of the goal • Assessment(s) provide the specific data needed to determine whether the goal is met • Description includes details about design of evidence source(s) (e.g. who created the assessment, its focus, item types, and what it requires of students) • Multiple evidence sources are used, when possible	• Assessment(s) do not measure the identified content/skills of the objective • Assessment(s) do not provide the specific data needed to determine whether the objective is met • Details of the evidence source and its creation are not included • Multiple evidence sources are not used, but possible
	Administration	• Detailed explanation of assessment administration is provided, including how often, when it is administered, and by whom	• Sufficient, detailed explanation of assessment administration is not included
	Scoring	• Description articulates how the evidence will be collected and scored (including description of scoring guides, rubrics, or instructions) • A collaborative scoring process is used when possible (e.g. a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)	• Scoring does not describe scoring methods (e.g. scoring guides, rubrics, or instructions) • Assessment(s) are scored by a single educator, although circumstances could allow for collaborative scoring

Overall:
• Do the elements contain sufficient clarity in their description and language for the evaluator to clearly understand each section?
• Do the elements fit together and align to create a complete SMART Goal?

Clear Learning Targets

Knowledge

The facts and concepts we want students to know.

Reasoning

Students use what they know to reason and solve problems.

Skills

Students use their knowledge and reasoning to act skillfully.

Products

Students use their knowledge, reasoning, and skills to create a concrete product.

Dispositions

Students' attitudes about school and learning.

Stiggins, R. et al. (2006). *Classroom Assessment for Student Learning*. Princeton, NJ: ETS.

Clear Learning Targets

Knowledge Targets
Knowledge targets represent the factual underpinnings in each discipline. They are often stated using verbs such as *knows, lists, names, identifies*, and *recalls*. Examples include, "identifies antonyms, synonyms, and common homonyms," "knows multiplication facts to 10," "recalls details from a story," "knows the nutritional value of different foods." Knowledge targets also call for procedural knowledge, knowing how to do something. They often begin with the phrase *knows how to* or the word *uses*, such as "uses scientific notation to represent very large and very small numbers."

Reasoning Targets
What does the use of knowledge in your discipline look like in life beyond school? Gathering knowledge without the ability to apply it in context is not the aim of schooling today; rather, we strive for our students' developing skillful use, or *application*, of that knowledge. So it is that we find the majority of learning targets in curriculum documents today fall into the reasoning category. Reasoning targets represent mental processes such as *predicts, infers, classifies, hypothesizes, compares, concludes, summarizes, analyzes, evaluates*, and generalizes. Patterns of reasoning include: inductive and deductive, analytical, comparative, classifying, evaluative, and synthesis.

Skill Targets
For our purposes – to categorize learning targets in order to know how to teach and assess them – when we speak of skill targets, we are referring to those performance that must be demonstrated and observed – heard or seen – to be assessed. Examples include oral fluency in reading, driving with skill, serving a volleyball, conversing in a second language, giving an oral presentation. … Knowledge targets *always* underlie skill targets; in many cases reasoning targets do also. In the case of oral fluency in reading, prerequisite knowledge includes the sounds each letter is capable of making, the sounds letters can make when blended, what happens to the sound of a medial vowel in a word with a final *e*, and so forth.

Product Targets
We also include products among our valued achievement targets. Certain of our learning targets call for students to create a product, such as "creates tables, graphs, scatter plots, and box plots to display data," "notates music," "uses desktop publishing software to create a variety of publications," or "creates a personal wellness plan." Curricula generally include far fewer product targets than knowledge and reasoning targets.

Dispositional Targets
Targets in this realm reflect attitudes and feeling states, such as, "I look forward to coming to school each day," "Music is worth studying," or "I like math." They represent important affective goals we hold for students as a byproduct of their educational experience, and as such, are not assessed for the purpose of grading. … We can think about dispositional targets in terms of three characteristics. They have (1) a specific object as their focus, (2) a positive or negative direction, and (3) varied levels of intensity, from strong to weak.

Stiggins, R. et al. (2006). *Classroom Assessment for Student Learning*. Princeton, NJ: ETS.

Deconstructing an Everyday Learning Objective:
"Will drive a car with skill"

Deconstructed Learning Objective	
Knowledge/ Understanding	Know the law. Understand informal rules of the road; e.g., courtesy Understand what different parts of the car do. Read signs and understand what they mean. Understand what "creating a danger means." Understand what "creating a hazard means."
Reasoning	Analyze road conditions, vehicle performance, and other driver's actions; compare and contrast this information with knowledge and past experience; synthesize information; and evaluate options to make decisions on what to do next. Evaluate "am I safe" and synthesize information to take action if needed.
Skills	Steering, shifting, parallel parking, looking, signaling, backing up, etc. Fluidity/automaticity in performing driving actions.
Products	None

Student-Friendly Learning Target Statements	
Knowledge/ Understanding	I can explain the laws about driving – speed limits, stopping, how to take turns with other drivers, when to signal, when to use my lights, etc. I can describe what different parts of the car do – steering wheel, gear shift, lights, brakes, gas pedal, mirrors, gauges, etc. I can read traffic signs and I can describe what they mean – yield, stop, merge, etc. I can describe several ways that drivers can "create a danger" and list ways to prevent or avoid such dangers.
Reasoning	I can decide what to do next based on my understanding of how cars work, what other drivers are doing, and road conditions. I can figure out when I am safe and when I am in danger. When II am in danger I can figure out what to do to reduce my danger.
Skills	I can keep the car going the direction I want using the steering wheel. I can shift gears smoothly and at the right time. I can parallel park within one foot of the curb without hitting anything. I can drive the car well without having to think about it every minute, etc.
Products	None

Stiggins, R. et al. (2006). *Classroom Assessment for Student Learning*. Princeton, NJ: ETS.

Four Necessary Components of an Assessment Task

PROMPT

- The stimulus material given to students at the time of assessment that activates prior knowledge relevant to the task.

- While carrying out the assessment task, the student uses the prompt to produce discourse, a performance, or a tangible object.

- A prompt could be presented through various media, e.g., print, auditory, or visual.

- Prompts might also take various forms, e.g., reading, graphic, motion picture, recording, map, data set, etc.

STUDENT DIRECTIONS

- The students being assessed are the audience for these directions.

- These directions should be included just as they would be given to students at the time they are directed to perform the assessment task.

- They should include a very clear statement of the product students are expected to generate as a result of performing the assessment task as well as the criteria that will be used to gauge the quality of student work, i.e., the scoring rubric.

TEACHER PROCEDURES

- The steps to be followed by the teacher in conducting the assessment should be listed, and each step should be briefly elaborated.

- These procedures should be written so that another teacher, new to the assessment task, could carry them out.

SCORING RUBRIC

- The assessment task should provide for individual student accountability.

- The scores are cumulative; each higher score entails the criteria of the lower scores. Each higher score requires that something be added to the quality of student work not required for the next lower score.

- The criteria for each score should specify "how good is good enough" for that score to be assigned.

Aligning Assessment Methods to Learning Targets

Target to be Assessed	Assessment Method			
	Selected Response	Extended Written Response	Performance Assessment	Personal Communication
Knowledge Mastery	Good match for assessing mastery of elements of knowledge.	Good match for tapping understanding of relationships among elements of knowledge.	Not a good match: Too time consuming to address everything.	Can ask questions, evaluate answers and infer mastery, but a time-consuming option.
Reasoning Proficiency	Good match only for assessing understanding of some patterns of reasoning.	Written descriptions of complex problem solutions can provide a window into reasoning proficiency.	Can watch students solve some problems and infer reasoning proficiency.	Can ask student to "think aloud" or can ask follow up questions to probe reasoning.
Skills	Not a good match. Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself.		Good match. Can observe and evaluate skills as they are being preformed.	Strong match when skill is oral communication proficiency; not a good match otherwise.
Capacity to Create Products	Not a good match. Can assess mastery of knowledge prerequisite to the capacity to create quality products, but cannot use to assess the quality of products themselves.	Strong match when the product is written. Not a good match when the product is not written.	Good match. Can assess the attributes of the product itself.	Not a good match.

Adapted from: Richard Stiggins et al.: *Classroom Assessment for Student Learning: Doing It Right – Using It Well* (2004 edition)

Providing Data for Collaborative Exploration
What, Why, How

WHAT

Providing Data is one of seven Norms of Collaboration. Providing Data is guided by a process of collaborative inquiry to support educators in exploratory conversations to: (1) construct understanding of data about students, staff, or initiatives, (2) consider strategies and initiatives, and (3) decide what additional data would be worthy of further inquiry.

Participants seek and analyze evidence to construct understanding of important challenges in teaching and learning, through reflective dialogue and constructive discussion. Potential strategies may be identified and considered through dialogue and discussion. Providing Data's collaborative inquiry cycle is designed to set a stage for action planning as well as deeper data inquiry. When carried out over time with facilitation and supportive resources, collaborative exploration and inquiry generate deep understanding and effective action.

WHY

School improvement that results in improved learning for all students requires the effective use of evidence to align data, understandings, plans, and actions. This work is supported by a balanced combination of *dialogue* – whose purpose is understanding, and *discussion* – whose purpose is strong decisions. These ways of interacting require the support of the Norms of Collaboration and other facilitation strategies.

The Providing Data cycle is well suited to all schools that are addressing the twin priorities of excellence – high levels of student achievement, with equity – improving the learning of all students. It develops both professional and organizational capacities toward these ends.

HOW

Based on *Data Driven Dialogue* (Wellman & Lipton, 2004) and *Got Data? Now What?* (Lipton & Wellman, 2012), the collaborative inquiry cycle for Providing Data is comprised of three phases:

1. Activating & Engaging to focus on the data;

2. Exploring & Discovering what "pops out" of the data, patterns, and trends; and

3. Organizing & Integrating thinking and understanding to set the stage for follow through with action and deeper inquiry.

Considering the Collaborative Learning Cycle

Adapted from *Got Data? Now What?* By Laura Lipton and Bruce Wellman
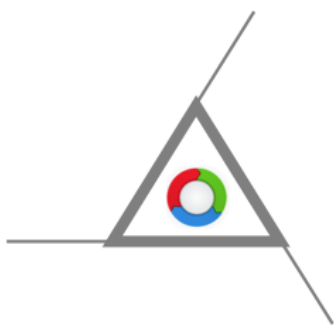
Moving from my students to our students and our work requires clear purpose, safe structures, and compelling data that present vivid images of the effects of teachers' work.

Productive discourse requires shape and structure. Thoughtfully designed processes increase focus, minimize distractions, and deepen exploration and analysis of data. Without such processes, group work disintegrates into excessive storytelling, over-certain and over-sold solutions, and premature rush to action spearheaded by just a few members of the group.

The collaborative learning cycle is a framework that establishes a learning forum for group exploration of data. Structured engagement with information and fellow learners ignites the processes of collaborative inquiry and problem solving. This inquiry-driven approach promotes specific cognitive processes and group member interaction in three phases.

Phase 1: Activating and Engaging

Powerful, data-based explorations start by cultivating conscious curiosity. This first phase establishes group work conventions and shapes expectations for how the data exploration will occur. Focusing attention for collaborative work is a perennial challenge for busy educators. Readiness to explore data requires the full physical, cognitive, and emotional energy of all group members. The activating and engaging phase prepares group members for this work by eliciting assumptions about learners and learning, as those assumptions relate to the data the group is about to explore.

Groups begin with predictions and anticipations about what the data might look like prior to actually seeing any data. These predictions illuminate areas of expectation and create anticipation and curiosity. For example, a group preparing to look at a mathematics assessment might first start with blank copies of the graphs that it will be examining. During the predicting phase, members would sketch in the bars or lines of the performance bands as they envision their predictions about the actual displays. Simultaneously, members would explore and record the assumptions on which those predictions are based.

By articulating their predictions and assumptions, individuals surface their frames of reference. For group members, this interaction increases understanding of the mental models that are guiding instructional decisions and teaching practices – their own and their colleagues'. It also establishes a foundation for viewing the data in the next phase, with an advance organizer that includes the features of the math assessment that seem important in shaping the data. Distinguishing between assumptions and predictions is essential for developing shared understandings and seeing new possibilities. Stating assumptions permits them to become the foundation for a productive dialogue about what appears in the data and the reasons that this may underlie them.

In some cases, such as when a group has already seen the data or members are working with formative assessments such as student work, a provocative question or stem completion may serve to activate and engage. "To be a successful data team, it's important that we _____." "What are some factors that contribute to student success on a task such as this?"

Phase 2: Exploring and Discovering

Observing data skillfully requires thoughtful process, emotional control, and mental focus. Working with data should be a learning experience. To align with that intention, it is important to attend to careful structuring of the exploring and discovering phase. Purposeful uncertainty is the guiding mindset of this phase, which is the heart of collaborative inquiry. To embrace a spirit of exploration and discovery, groups must avoid jumping to premature conclusion and closure. To remain open to possibilities and fresh viewpoints, group members must stay with the data to explore multiple storylines. This is the phase of observing, noticing, distinguishing, sorting, comparing, and contrasting.

Whatever a group's size, exploring and discovering require data teams of four or five members, each team working with shared, visually clear data displays. Larger working groups and too much data at one time lead to overload, generalization, and disengagement. During this phase, both data enthusiasts and data shy have their own challenges. For inclusive collaborative inquiry, the data enthusiasts need to act as resources, refraining from dominating their groups and interpreting data for other members. The data shy need the confidence to ask what they fear might be obvious questions about the data or the displays. The data shy also need to be encouraged to share their ideas about what the data reflect. All individual observations are publicly charted, so they belong to the whole data team. Skilled group members suspend certainty and continue to mine the data for a variety of observations and perspectives.

Phase 3: Organizing and Integrating

Moving from observing to understanding and then to action planning requires skillful process in the organizing and integrating phase. This third phase of the collaborative learning cycle guides the transition to formal problem finding and solving as it builds a foundation for thoughtful and detailed planning processes. This phase takes place in two stages: *causation* and *action*. Group members need to be open to multiple interpretations as to why the data look the way they do, before developing any follow up plans. Most data sets do not tell a whole story. For any explanation of causal factors to be credible, the analysis must be thoughtful and based on multiple, rich sources of information. Therefore, this phase includes collecting and considering additional data that may be indicated by the theories of causation that emerge. Confirmation builds confidence and commitment to ultimate implementation plans. Multiple voices and perspectives serve the work in each stage of organizing and integrating.

Stage One: Causation. In this stage, groups generate potential theories of causation. *"Why did we get these results? What caused these outcomes?"* Often a group member's theory of causation is based on personal experience. For example, staff developers may tend to suggest teacher knowledge and skill as contributing factors, and workshops as a solution. Curriculum experts tend to suggest that the prime factor is lack of fidelity to the curriculum design that contributes to disappointing results. As groups extend the dialogue, surfacing a variety of causal theories, and confirming them with additional data, the deeper factors or root causes of the data emerge.

Root causes are the story beneath the story. They are resistant to short-term or simple remediation.

Confidence in any selected theory of causation increases when additional data sources confirm and elaborate the nuances of the theory. For example, a sixth grade team working with an expository writing assessment that reflects low student performance might decide on several causal theories to explore: (1) the writing instruction is not appropriately balanced between narrative and expository writing, (2) the reading instruction is not appropriately balanced between fiction and nonfiction genres, (3) the specific skills of vocabulary and word choice are underdeveloped, and (4) teachers lack instructional repertoire for teaching expository writing. A subset of teachers from the team could then gather further data to clarify or confirm each of these theories to refine and enrich the theory of causation that will drive the team's action planning.

Stage Two: Action. Once an analysis of multiple data sources confirms a potential theory of causation, the team develops an action plan to address the cause(s). For example, "Now that we're pretty sure it's a balance between narrative and expository focus in reading and writing, let's develop some outcomes, instructional scaffolds, and resources that will represent a more suitable balance."

Effective plans call for clear outcomes, measureable criteria for progress and success, necessary action steps, data-driven monitoring arrangements for determining progress and goal achievement, assignment of responsibilities, and projected timelines.

Effectively implementing the Organizing and Integrating phase of the learning cycle builds ownership of challenges and shared commitment to actions. It increases motivation for change in practice and program. Collective responsibility for student learning is a hallmark of improving schools.
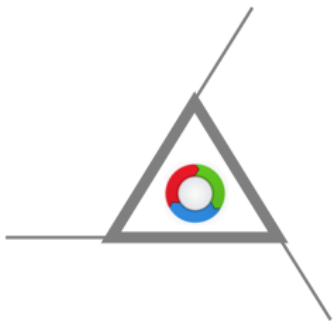
Lipton, L. and Wellman, B. *Got Data? Now What? Creating and Leading Cultures of Inquiry.* Solution Tree Press (2012).

Providing Data for Collaborative Exploration through Data-Driven Dialogue and Discussion: Phases and Specific Questions

3
Organizing & Integrating

A. What explanations, conclusions, inferences might we draw?

B. What actions might we consider?

C. What data might we focus on to confirm our findings, deepen our understandings, develop action plans?

1
Activating & Engaging

A. What predictions are we making?

B. What assumptions are we holding?

C. What questions are we asking?

D. What data focus this exploration?

2
Exploring & Discovering

A. What seems to "pop out"?

B. What patterns and trends are becoming evident?

C. What seems surprising?

Adapted from: *Got Data? Now What?* – Laura Lipton & Bruce Wellman (2012)