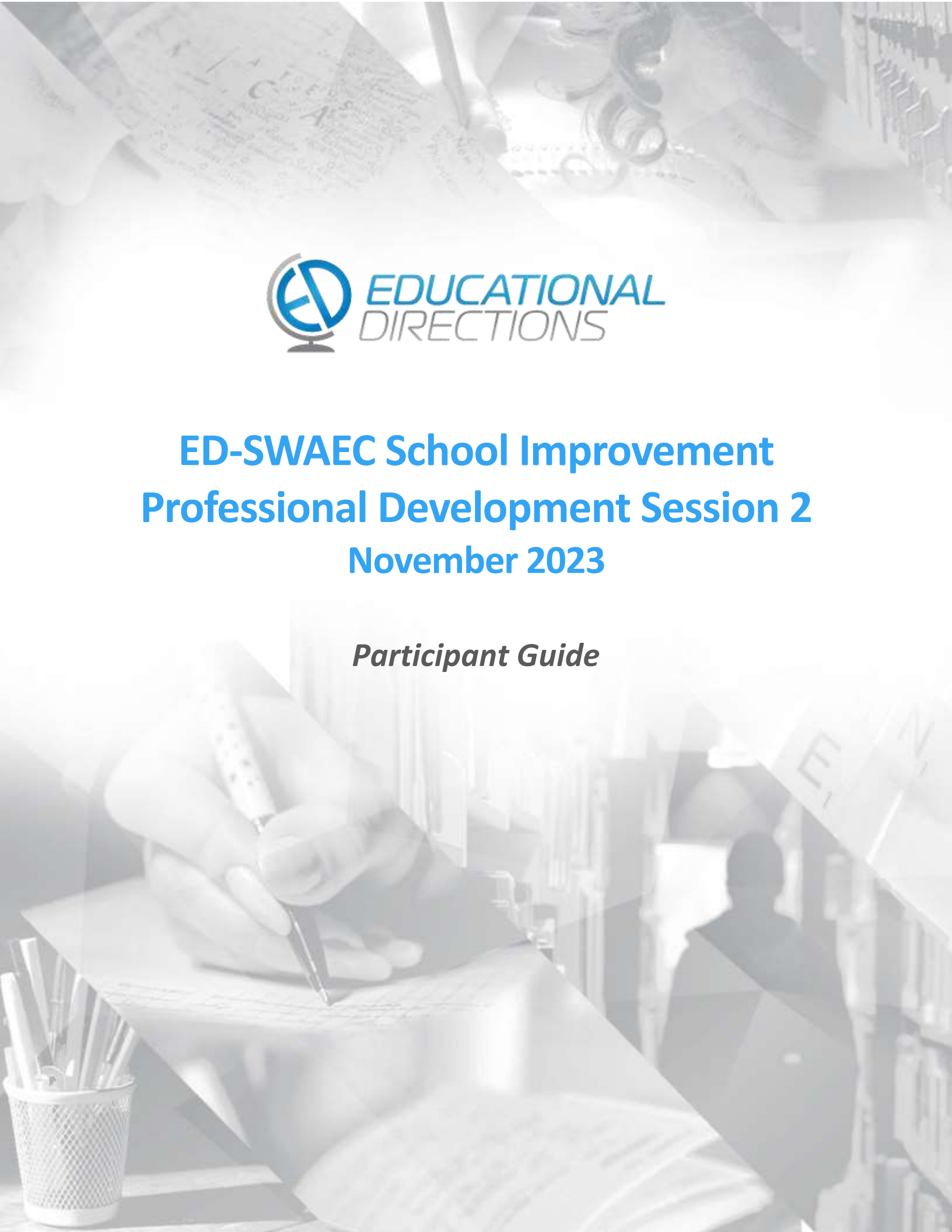

ED-SWAEC School Improvement Professional Development Session 2

November 2023

Participant Guide

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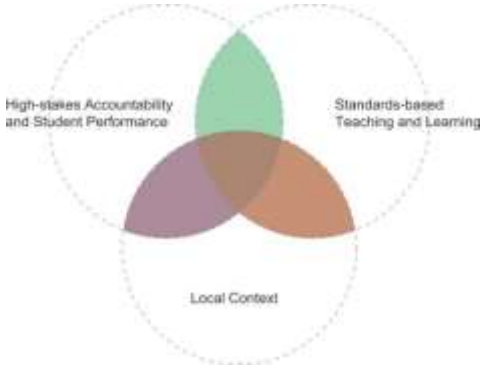
Section 1 – Academic Timelines and Academic Leadership

School Improvement Framework

1. High Stakes Accountability & Standards-based Teaching and Learning

The state lays out the parameters of high stakes accountability by identifying the standards, student performance expectations (the testing blueprint), the accountability metrics and sanctions, and codifies various other matters. Districts and schools must then take all these inputs and develop a teachable curriculum complete with student work that aligns with the performance expectations laid out by the state. What must take place in the nexus of these two circles can be described as a cycle of unit/lesson development, monitoring of student progress, formative assessment that is aligned with the state tests and evaluation, and refinement.



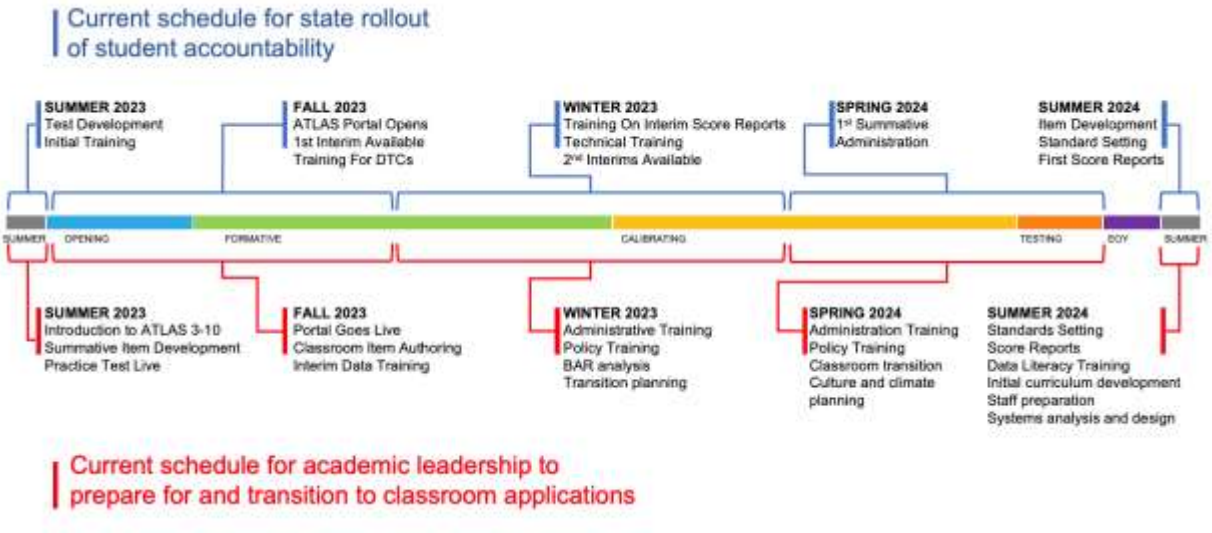
2. Standards-based Teaching & Learning and Local Context

It takes time, money, and expertise to do the work in bullet #1. Smaller districts are fiscally constrained and may lack the resources and staff capacity to approach the task comprehensively. Larger districts may have more resources to draw on but still must create the time and effectively manage the development process. The job is the same in both types of districts and schools: make sure that the curriculum is aligned, the lessons are developed and taught, and that the work the students do is productive. All that must be done with what and who we have either on-hand or can get from outside sources.

3. Local Context & High Stakes Accountability

What the LEARNS Act is doing in part is transforming Arkansas from a state of school systems to a state system of schools. Districts and schools are currently in the initial stages of this transformation. Their relationship with the state is evolving as the state rolls out the various inputs that districts must use to do the work of Linkage #2. Also, key components of accountability are yet to be determined. The work in this linkage is mostly communication and coordination at this time.

2023 – 24 Timelines for Change



How Students Learn – Long Term Memory

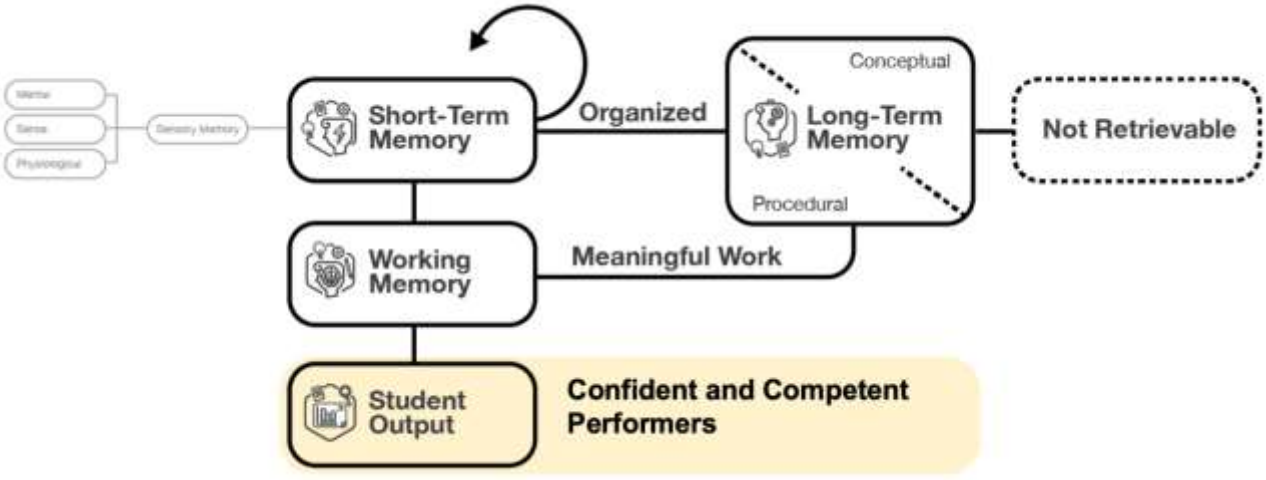
Educators face several problems in building workable long-term memory:

- There are many types of long-term memory: emotional memory, episode memory, personal memory, etc. For example, many students – especially younger students – tie their learnings to the teacher. When the teacher is present, they remember their learnings. When the teacher is not present, they don't.
- Only two long-term memories are tested: the conceptual memory where we store concepts, relationships, visuals, etc., and the procedural memory where we remember how to perform tasks or procedures that were part of our learning set.
- Getting information stored in long-term memory is not the only issue. The information must be independently usable in real world or assessment situations that are not tied directly to the class. This requires that students do some work with the learning that creates meaning for that learning. Teachers can't create meaning for students, but they can provide work that will help students create meaning. Meaningful work usually involves the student use of learning in a thinking activity or a real-world application.

If we get students to attend, acquire, organize, and create meaning, we have created effective learners. When the goal is that all students will be successful, this learning sequence (or one like it) must be the core of every curriculum. If educators want students to be successful learners, they must teach to "successful learning" as well as deliver content.

Another piece of conventional wisdom that can be problematic is the assumption made by teachers and unfortunately by state assessment scores that if a student misses a question, that student did not know the content. This is more "wisdom that has to be discarded."

Effective learners may or may not be effective performers. Teachers must understand that delivering content and building proficient learners is only a part of their task. Unfortunately, students can learn effectively and still perform poorly on assessments. Students can learn and know and still perform poorly. This is a reality that teachers in some schools have had a hard time accepting.



The 5 Legged Model - Quick Reference

	Why It Is Important	A Problem Causes
Leg 1: Knowledge	State assessments establish expectations for all students. To meet these expectations, each student must own the learnings (concepts, tasks, thinking) required. This vocabulary must not only be known but must be operational.	If critical learnings are not known or are not operational, students cannot perform the required tasks. This knowledge base must be congruent with the task for students to reach their potential. Alternative languages and level experiences can produce a gap between potential and performance.
Leg 2: Attitude	Students must know the learnings required and be willing to perform the necessary tasks, investing their best effort on every part of the assessment. The expectation is that every answer or product represents the student's personal best effort.	Poor attitude usually causes a student to learn and perform below potential. It leads to several problems: Low motivation Attention problems Inefficient use of time Behavior or socialization issues Loss of concentration Attendance problems or tardiness Intentionally not giving their best effort
Leg 3: Perceptions	Most state assessments embed perceptions (time, space, distance, etc.). Two perceptions required but not related to standards expectations are: Perception of proficiency: Knowing what constitutes good work and how to produce it. Perception of efficacy: The belief, "I can work successfully at the level required." Students must know what good work is and believe they can produce it, or they will not demonstrate their full potential.	Students operate in a comfort zone built by experience as a learner. If a student believes shoddy work or inadequate effort is good enough, he or she will work at that level on any assessment. If the student believes she or he cannot do the work required, she or he will be correct. Lack of belief in self produces anxiety and can negatively impact attitude.
Leg 4: Thinking	Mature thinking patterns and critical reading, writing, and thinking are required on every question of a state test.	Immature thinkers, impulsive responders, and attention-deficit students regularly misread questions, leave tasks unfinished, and produce products that lack depth and integrity.
Leg 5: Experience	Almost all students need two sets of experiences. They must have work experience that forms the five supporting legs, and they must have experience working successfully at the level of the assessment. They must have formative and calibrating experiences, where differentiation and accommodation become critical.	If the student lacks the appropriate experience, she or he can know the content but be unprepared to work at the required levels.

Calibrating Period: Effective Calibrating Student Work

The work types are similar to the ones Ed Directions presented in the September professional development section, but the importance and the problem causes have been updated to the Calibrating Period that we are entering after winter break.

Calibrating work synchronizes a student's understanding of his or her accountability. It establishes the level of rigor, complexity, and duration of tasks students must engage successfully to be considered proficient.

	Why Important	A Problem Causes
Attending Work	The critical listening and reading focus of the Formative Period provides a base for more rigorous and precise attending work in the Calibrating Period. It is important that students develop not only active reading and listening skills, but also the habits of mind that enable them to read, listen, and learn strategically. Many students listen to prepare their next response and the communication evolves into parallel monologues. Strategic listening and reading work build the habits of mind that enable dialogue in speaking and writing.	Attention deficits are and will remain an issue in schools. Work that focuses on attending and the habits of mind that support active attention can offset attention deficits. Without effective attending work, learning work does not take place. When students seek clarity and understanding, they start to become the literate students defined in state standards.
Acquiring or Practicing Work	Acquiring and practicing work continues to be important, but the level of rigor and endurance must increase if we are going to move all students to proficiency by the time of the test. In addition, students need to learn to do acquiring work from a variety of different sources and venues and to vary their acquiring strategies based on the purpose of acquiring and the nature of the learning to be acquired. Developing acquiring strategies and expanding the menu of venues from which the students can acquire learning help build a more independent learner and performer.	Without effective acquiring skills, students record bits and pieces of learnings, irrelevant elements, and miss identifying those things learned. Ineffective acquiring skills can cause a student to develop very slow learning rates and create attitude and perception issues.
Translating or Organizing Work	Organizing work helps get the learning into long-term memory, but it can go into memory in isolation. In the Calibrating Period, organizing work needs to link new learnings to prior learnings, to assessments and assessment questions, and to the standard expectations. The development of a cumulative perspective for learnings is what separates effective students from those who miss the big picture. State tests will ~~the~~ test cumulative learning, procedures, and strategies across disciplines.	In the Formative Period, organizing work was the beginning of the development of a learning pattern common in effective learners. Unfortunately, that is only part of the picture. Without effective organizing strategies, students tend to learn content as isolated bits of knowledge. Ineffective organizing work can enable learning to get into long-term memory but will not support the linkages needed for the student to see the big picture. Without this big picture perspective, students can learn in class but miss the opportunity to become independent, competent test takers and lifelong learners.

Meaningful Work	Not only does meaningful work enable learning to be retrieved from memory with language cues, it also establishes a framework for retrieval in real-world activities and high-level assessments. Meaningful work then needs to expand in both rigor and focus in the Calibrating Period. The students must do work that not only enables them to find the information but provides a vehicle for them to link information to tasks or situations where the information is required for a solution. Calibrating meaningful work is difficult. Many times, we must prepare and require students to work beyond their maturation level.	Students who fail to create a complete meaningful work set can learn but may still underperform. If the work doesn't create an understanding of the learning and of why the learning is a priority, then students will not have a sufficient learning base to attack challenging questions or real-world scenarios even if they "know" the content.
Directed Activity or Directed Work (Bonus Work Type)	Directed work is work that is designed by the teacher to build a specific learning or performing competence in students. In directed work, the teacher does the initial thinking and provides a scaffold or structure to guide the students in work that builds patterns of thinking and organizing that will support learning and performing. In the Calibrating Period, directed work should include performance work consistent with the format and venue of the state assessment as well as with the language and level of rigor of the state assessment.	If students are allowed to do learning or performing work that is incomplete or substandard, it can create a comfort zone around this level of work. If they work at this level over time, it will become their default expectation of self and it will take a concerted effort to erase the non-proficient work patterns and build proficient patterns. Without prior successful experience, students may need directed work to create format fluency, competence, and the attitudes and perceptions needed to endure the task set embedded in the state assessments.

Calibrating work may be learning work, or it may be performing work; in both cases, it has to be work that expands the student's perspectives and establishes what "best effort" is expected to produce. Without effective calibrating, students can learn and can do so effectively but perform well below their potential because of attitude issues, faulty perceptions, inadequate thinking, or inadequate experience working successfully at the level of a task. Without effective calibrating work, it will be very difficult to get students to reach their potential as performers or to accumulate enough points on the state test to be considered proficient.

Section 2 – Performance Development

In this section of the Participant's Guide, we have examples of the different types of student work.

Attending Work Reference: Directed Learning – Reading and Listening

Ed Directions coaches have found that in most schools, student experience with reading was with recreational reading as opposed to purposeful or critical reading. Moving beyond recreational reading sometimes requires directed activities. The example included below develops one of the purposeful reading strategies for directing attention, establishing the purposes for reading, and recording elements of the reading that relate to the purpose.

Attending Work – Reading

What am I reading and why am I reading it?	What's the most important thing that I found out?	What made me think that this was important?	A specific example

Attending Work – Listening

What am I listening to and what do I have to learn or do?	What's the most important thing that was said?	What made me think that this was important?	A specific example

In the school using these two strategies, reading scores improved, and the misreading of test questions was significantly reduced. Note-taking and clarifying questioning improved significantly.

Attending Work Reference: Directed Learning - Active Listening

The sample set included on the next pages includes a complete set developed by a math teacher who over the year reduced the failure rate among her students from 50% to 0%.

Step One: Attending Work – Shapes (Proactive Alert)

1. **What did I just say we were going to talk about today?**

2. **What do you already know about shapes?**

3. **When I talk about shapes, what are you going to listen for?**

4. **What are we going to have to do during the lesson and after we finish the lesson?**

This proactive alert establishes the learning framework for the day's lesson to direct student thinking about what they are going to learn and what they're going to have to do with it. It prepares them for the content, but it builds a metacognitive (thoughtful) approach to student participation in a lesson.

Acquiring Work Reference: Directed Writing – Note-Taking

1. **Name:**

2. **Definition:**

3. **Drawing:**

4. **Parts:**

5. **Formula Set:**

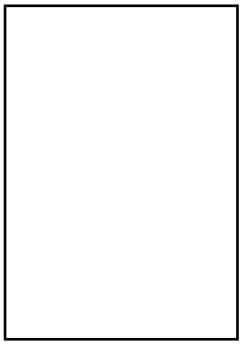
6. **Examples:**

Student Work Reference: Organizing Patterns into Memory

Reviewing the student work on this activity gives the teacher a chance to assess student note-taking for clarity and completeness to identify priority needs.

Once the students have finished recording information about a shape, they transfer the important elements of their notes in organizational activity that links the different elements contained in the notes and prepares them for long-term memory.

The example below is students' organizing work from that teacher's class.

Shape	Drawing	Features	Formulas We Learned
Rectangle		4 sides Right angles Diagonals equal	P = Side+Side+Side+Side A= L x W

Viewing student work in this activity provides the teacher with another chance to check for clarity and completeness, and it provides a learning record that students can use to discuss questions they missed on the test.

Meaningful Work Reference: Critical Learnings of a Shape

This small group activity has multiple purposes. It helps students relate shapes to the real-world and it supports creating meaning for the learning goals of the lessons. It is a cumulative directed thinking activity that links learnings to a real-world scenario.

The Manhole Cover

Have your group study the picture here. In the center of the picture there is a manhole that gives access to work areas under the street. Consider the manhole as you answer the questions included below before you communicate your answers in the language of geometric shapes.

1. What is the shape of the manhole in the center of the road?

2. Why do you think the builders of the road picked that shape for the manhole and its cover? Use your knowledge of shapes to explain why you think they chose that shape.

3. Would any other shapes work as well? Why or why not?

This activity gives a chance to assess student mastery of language in the thoughtful use of language in practical situations. It creates meaning while mirroring one type of assessment question found on the state test.

Activity: Types of Student Work Assessment

Match each of the work type descriptions below with the work type that they represent – Attending Work (AW), Acquiring and Practicing Work (APW), Translating and Organizing Work (TOW), Meaningful Work (MW), and Calibrating Work (CW).

Section 3 – The Rhythm of the Learner Year

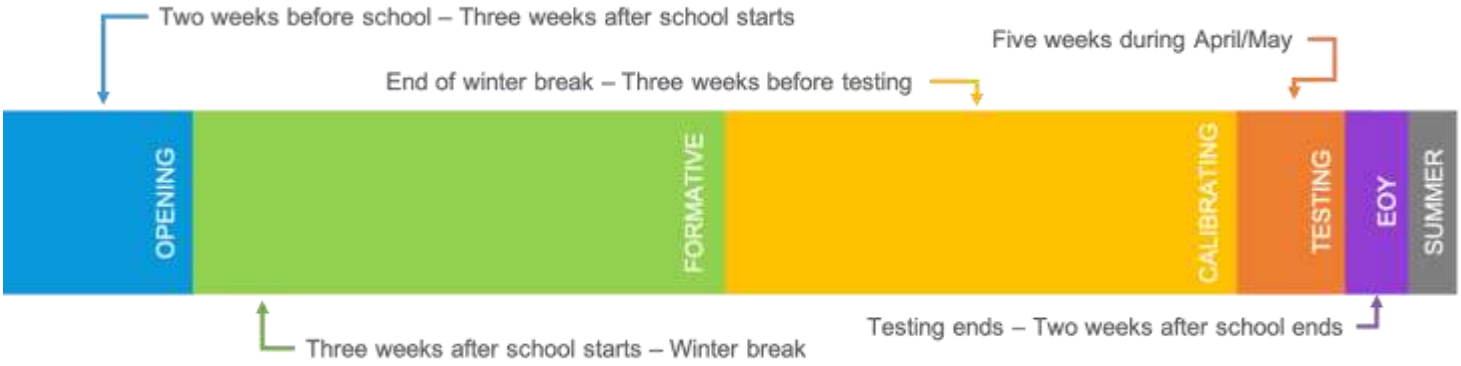
The Calibrating Period Overview

Calibrating Period Timeframe

From the end of winter break to three weeks before the opening of the testing window.

Calibrating Period Priorities

- Address the elements of the 5 Legged Model in all students.
- Gradually increase the level of rigor for the students' comfort zone until it reaches the level expected on the state assessment.
- Gradually increase the level of student engagement in complex tasks until students are comfortable working with high-level thinking activities and assessments.
- Increase student engagement emphasizing best effort in all school and assessment work.
- Develop an ongoing data stream that informs instruction and support enabling the school to regularly monitor student progress and provide targeted support.



How to Build a Proficient Performer

What is this question asking me to figure out?	What work do I have to do to figure this out?	What is my answer?
The proficient performer reads and understands the directions of a given question or task and can articulate in their own words what it is he/she is being asked to do and figure out. Fragile and impulsive learners can go off track very quickly if they have a fuzzy understanding of what is being asked, especially with two-step and multi-select questions. The diagnostic check for this is to have the student write in their own words what the question is asking them to figure out after reading it silently. CLASSROOM APPLICATIONS: • Use bell work and exit slips to give students written practice putting directions into their own words. • Use a variety of **written** directions during the course of lessons so that students must read to know what to do next. • Students who struggle with this need one-on-one and small group help during intervention time.	The proficient performer can take what is given in the question and do **the work** necessary to arrive at an answer. This is the work that is most often defined by the standard being assessed. Sometimes students simply do not understand how to do the work. Frequently we encounter students who we know "get it," but they can't translate that to the question at hand. If the work breaks down because the question uses vocabulary, formats, and contexts foreign to the student, then that tells us what we need to focus on during small group and intervention time. CLASSROOM APPLICATIONS: • Provide sufficient time for students to work independently while you monitor and provide over-the-shoulder feedback. • During SGI, have students work while you watch and probe their thinking. • Always provide feedback to and appreciation of their work.	Once the work is done, proficient performers return to the question and make sure their work answers the question. They ask themselves: • Does my answer make sense? • Did I forget anything? • Was I accurate? etc. Fragile and impulsive performers may lack the confidence and/or habits of mind to monitor their own thinking and work effectively within the context of an independent task. Their answers often make no sense or answer the wrong thing. CLASSROOM APPLICATIONS: • Have students write their answers in their own words making sure to link their answer to the work they did in initially reading the question. • In tasks that lend themselves to it, have students defend their answers with reasons and evidence. Use the SRE format for student responses (see Basic Reasoning in Response in reference section of the guide).

Four Column Model

(To Support the Diagnosis of Issues Related to Student Multiple Choice Performance)

What is the question to asking me to figure out?	What do I need to do to figure the answer out?	Can I write the answer in SRE format?	Now, can I select the correct A, B, C, or D response?
Read the question over two or three times. Now, without looking back at it, can you write down here what it is asking you to figure out? If not, read it again. Be sure to see if what you wrote matches what the question says before moving on.	For reading, what exactly do you have to do answer this? Do you need to scan or re-read the text? Do you need to find certain information? Jot down what you found in the text that will help you get the right answer.	After successfully doing columns 1 and 2, you should now be able to write an SRE answer. It could sound like this: I think _____ (is the answer) because_____ _____.	Now it is time to look at the choices you have for A, B, C, and D. Do any of them make sense and match what you said in your SRE? Is there more than one choice that seems to make sense as the answer? If so, now you must determine which you think is the best choice.

Activity – Four Column Model Worksheet

MATH

Javon, Sam and Antoine are baking cookies. Javon has ½ cup of flour, Sam has 1-1/6 cups of flour, and Antoine has 1-3/4 cups of flour. How many cups of flour do they have all together?

What is the question to asking you to figure out?	What math do you need to do to figure the answer out?	Write your answer in a complete sentence.	Now you are ready to select the correct response on your answer sheet.
	Write down the information given in the problem that will help you solve it? **You may use the back to solve**		A 2 5/12 B 2 7/12 C 3 5/12 D 4 1/12

Section 4 – School Systems Indicators

Activity: Time Management, Performance Assessment, Planning

Ed Directions coaches use a number of "best practice indicator" self-assessments to help schools identify opportunities for growth. Each assessment reflects current research in academic leadership, optimum learning, and outcome-based classrooms. There are no right or wrong answers, so candid discussion and rating are encouraged.

For the purposes of this activity, we include three "indicator" areas – time management, performance assessment, and strategic planning. We ask that you rate your school from a 1 (we've never heard of this) to a 10 (we are masters of this) and identify three areas that you see as "high leverage" for growth in your school. If time allows, there will be an opportunity to share with the larger group.

Time Management System Indicators	Self-Assessment (1–10)	Priority (1–5)
Our school Time Management culture was designed with "best practice" in mind.		
Existing rituals/routines, programs, and events not working efficiently are identified. Those not supporting improved performance are abandoned.		
The school planning process accurately estimated the time needed for role groups to plan, implement, and evaluate the critical elements of the plan.		
There is a "Master Calendar" that sets expectations for beginning, ending, and evaluating impact of major initiatives.		
The school can, provide the time needed to address unforeseen issues in a timely manner.		
Blocks of common time are available for groups or teams who work together. Needed student data and profiles are available. Plans are shared.		
All role groups have been trained in and use "effective meeting procedures."		
Technologies have been integrated into all classrooms to support teaching, learning, and the management of student performance data.		
All role groups have been trained in use of technology to reduce time spent on tasks not related to improved student performance.		
Bell schedules, transit patterns, management programs, and class schedules have been designed to maximize teaching and learning time.		
Time "sponges" (e.g., paperwork, reports, or activities) not related to teaching/learning process have been eliminated, reallocated, or rescheduled.		
Classroom time is not lost to ineffective classroom rituals, discipline problems, or ineffective student work patterns.		
Institutional interruptions (e.g., intercom, announcements, etc.) are purposeful, timely, and kept to a minimum.		
Students are aware of the importance of "time on task" and are involved in efforts to increase efficiency.		
Time utilization is regularly audited to identify more efficient ways to spend time for teaching and learning.		

Performance Assessment Systems Indicators	Self-Assessment (1–10)	Priority (1–5)
Our school performance assessment plan was designed with “best practice” in mind.		
The school culture recognizes ongoing assessment of student performance as an important data generation tool and a significant learning activity.		
School policies establish and support “best practice” assessment strategies for both the school and individual classrooms.		
All teachers have been trained in “best practices” for the development, administration, scoring, analysis, and follow up of tests.		
The school test plan includes “real time” scrimmages to generate performance data and prepare students for state/national tests.		
School assessment includes timely scrimmages (formative and summative) to track student mastery and target students for assistance.		
Technologies are used to facilitate data management and save time in generating, organizing, analyzing, and communicating data.		
Assessment is designed to establish the level at which students have mastered the knowledge, task/process, and application expectations.		
The difficulty and complexity of school and class assessments escalate to the levels of state/national assessments before those tests are given.		
Teacher-made tests prepare all students for the format, venue, language, duration, and language issues found in state/national tests.		
Teacher-made tests include diagnostic elements to identify the level of success and/or causes of failure to reach expectations.		
School assessment includes a variety of formats beyond “paper and paper” to encourage success in nontraditional performers.		
All student work (not just tests) is scored and, if not at student potential or if not proficient, is analyzed to establish the break down and the cause.		
All assessment results are collected and analyzed, and patterns of performance are communicated to all staff.		
Support systems are revised as new data are analyzed and indicate a need for change in priorities.		
School and teacher assessment practices are monitored to make sure school policies are followed.		
The school assessment plan is reviewed regularly and is revised when change is needed to approach “best practice.”		

Planning System Indicators	Self-Assessment (1–10)	Priority (1–5)
Our school's planning was designed with "best practice" in mind.		
The school's planning process ~~in~~is inclusive. All role groups are provided with access and encouraged to participate. **(Inclusive)**		
Planning is student focused and driven by the school's success in moving all students to expected levels of performance. **(Student Focused)**		
The planning process begins with analysis of data (scores, structural and causal analysis, and non-cognitive indicators). **(Data driven)**		
The plan establishes specific student performance goals as the purpose for planning**. (Proactive)**		
Analysis of data trends supports a search for relevant "best practice." **(Research based)**		
Action plans are developed to establish how and when goals will be reached. Activities relate directly to improvement goals. **(Consistent)**		
A time/task calendar is established to expected completion dates and individual responsibilities. **(Scheduled)**		
All action plans include enabling, implementing, and evaluating plans to encourage successful implementation. **(Implementable)**		
The plan includes regular monitoring, review, and revision. It allows and encourages adjustment as needed. **(Flexible)**		
The plan is published and communicated to all stakeholders. Parents and students are aware of critical plan elements. **(Known)**		
The plan is read by all staff/stakeholders and translated into personal action (tactical) plans. **(Translated)**		
Planning is ongoing. Review and evaluation initiate the next planning cycle. **(Continuous)**		

Optional Lunch Activity: Calibrating Period Readiness Self-Assessment

In the Formative Period, we began by providing students with specific instructions on how to learn and perform, and then we made sure that they were successful in their first efforts. This has a number of benefits: it builds the base for independent learning, builds perception of proficient learning work and proficient performance, impacts attitude about work in school, and builds a foundation for critical reading, critical writing, and critical thinking.

In the Calibrating Period, we can, if we have built independent learners in the Formative Period, begin escalating the rigor and duration of both learning and performing work. Our goal is to build student experiences so they can work successfully at the level of the test before they take the test.

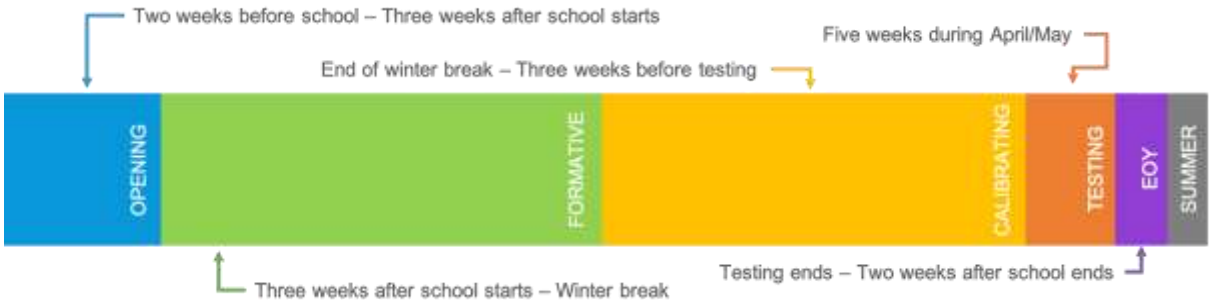
Calibrating Period Self-Assessment	Yes/No	Priority
Have all teachers reviewed the end of Formative Period profiles and identified priority student needs?		
Have all students mastered all the standard formats of assessment found on the state assessment?		
Can all students stay engaged in complex, rigorous activities until the activities are completed?		
Do all teachers have a plan for increasing the rigor of student learning work and student performances?		
Have administrators and academic leaders revised their observation tools for the Calibrating Period in class and out of class observations of students and teachers?		
Are teachers planning transitions for students so the students can move smoothly into the calibrating focus on building performance as well as learning?		
Has student attendance reached the goal of 95 percent as attendance and tardiness improvement plans impact attendance?		
Has teacher attendance reached the goal of 98 percent and, when a teacher absence is unavoidable, the school has a substitute prep plan to ensure that learning momentum is not lost?		
Do teachers have plans for supporting students who have not yet mastered the learning work required for effective calibrating work?		
Have cohorts of students with issues (e.g., behavior issues, volatile reactions, insecure, or teacher dependent, etc.) been created and linked to an adult who can support the students and serve as a “lightning rod” for the students in the cohort?		

Reference Section

Rhythm of The Learner Year

We use the Rhythm of The Learner Year for:

- Building independent, proficient performers.
- Building a comfort zone around best effort.
- Establishing an accurate perception of “proficient” learning and performing.
- Effective engagement in critical reading, writing, and thinking strategies in content work and assessment.
- Building compensating and accommodating strategies where performing competencies are lacking.
- Providing only effective learning and performing work in all classes.

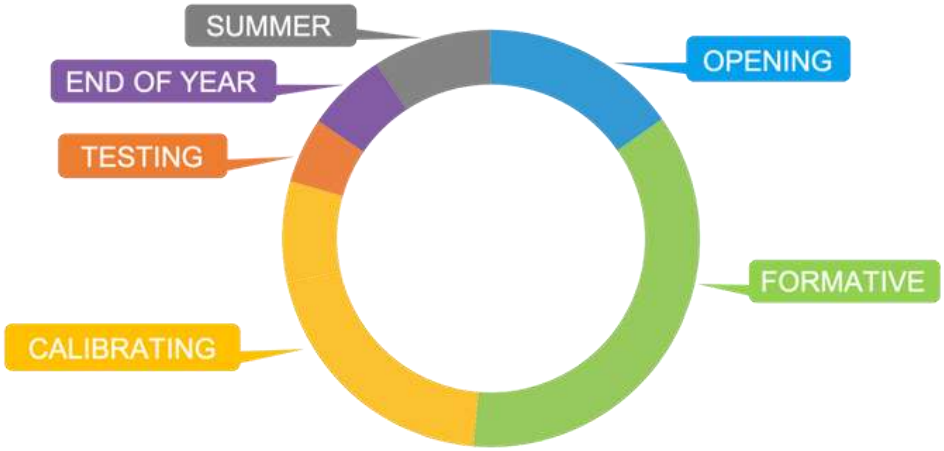


Steps for Redesigning Learners

- Establishing learning and performance goals.
- Planning for optimal learning.
- Differentiating learning and performance.
- Implementing best practice(s).
- Monitoring and adjusting the plan.
- Providing multiple learning opportunities.
- Providing targeted interventions.

The Rhythm of the Learner Year Periods

- Opening of School Period
- Formative Period
- Calibrating Period
- Testing Period
- End-of-Year Period
- Summer Period



The Calibrating Period (Role Priorities)

Description: The Calibrating Period is divided into two sub-periods. The first focuses on supporting student development as a performer – especially as a test taker. The second focuses on building independent performance, endurance, and the format facility needed to build fluency and alleviate test anxiety.

Timeframe: The Calibrating Period begins immediately after winter break and lasts until two or three weeks before the Test Period opens.

Goals: The goals for the Calibrating Period focus on building the independence, confidence, and competence needed for all students to demonstrate their potential on a rigorous, complex test.

Priorities for Academic Leaders:

- Monitor all systems and continue to revise as needed.
- Develop or adapt observation tools for the Calibrating Period.
- Visibly support teachers and students in learning and assessment activities.
- Visit all classrooms during instruction time, looking for high-level engagement in effective work, ineffective teacher or student work, escalating rigor in learning work, activities that build fluency, and assessment formats and venues.
- If problems are identified, meet daily with leadership team to form plans B and C.
- Participate in PLC discussions and begin discussions of optimum test environments.
- Meet with student cohorts to begin encouraging and motivating best effort.
- Monitor classrooms and encourage “bell to bell” engagement in learning work.

Priorities for Teachers:

- Begin directing performance work.
- Assess student status – 5 Legged Model status – and supports students with areas of weakness.
- Link old and new learnings to assessment formats and venues.
- Increase the rigor and complexity of learning work and performing work.
- Link learnings and assessments to real-world examples.
- Embed critical reading, critical thinking, problem-solving, decision-making, and critical writing competencies.
- Continue building student independence.
- Gradually increase the level of rigor for each student’s comfort zone until it reaches the level expected on the state assessment.
- Provide feedback for student work with revision to proficiency.
- Begin preparing students for state assessments – format, venue, and endurance.
- Provide targeted support for all students not mastering performance/assessment competencies.

Priorities for Students:

- Attend school daily.
- Work independently as learner and performer.
- Actively listen and critically read as required in lessons.
- Highly engage in and complete all learning and assessment work.
- Revise all work to proficiency.
- Self-assess test readiness and seek assistance if needed.
- Take advantage of all school test prep and content support programs.
- Accept support when provided and actively engage in support activities.

4 Column Method Quick Reference

What Is the Question About?	What Do I Have to Do?	What Will My Answer Include?	How Can I Improve My Answer?
THIS IS A BRAINSTORM SECTION. The student writes down what comes to mind as he/she reads the question. There is no right or wrong answer. This helps open long-term memory and establishes the language of the student response (critical vocabulary).	**THIS IS AN ANALYSIS SECTION.** The student lists everything that must be done to complete the answer. This establishes parameters for a proficient answer in terms of content, process(es), and amounts. It helps to have students number tasks/requirements so they can check off elements in the written answer.	**THIS IS THE DESIGN SECTION.** For each entry in column two, the student notes what he/she will include in his/her answer. There is a one to one correspondence to column 2. This provides an outline for an answer that covers all the parts of the question. The student must remember that an SRE response is required in many answers. Statement---S Reasons-----R Evidence----E	**THIS IS THE CRITIQUE SECTION.** To encourage self-assessment, we must provide practice in evaluating and improving work. The goal is to get the student to examine his/her own work and propose at least one improvement. This helps build reflective HABITS OF MIND that are critical to success on high level tasks.

COLUMNS ONE AND TWO ARE ***CRITICAL READ*** SECTIONS. They ensure that the student interprets his/her tasks accurately. They establish what must be included in a proficient response.

COLUMNS THREE AND FOUR ARE THE **CRITICAL THINK** SECTIONS. They ensure that the student designs an answer that meets the requirements for proficiency. Column 3 provides an outline for the written response. Column 4 prompts the student to evaluate the design and try to improve it.

Basic Reasoning in Response – The SRE Method

STATEMENT: The statement communicates the answer, opinion decision, or judgement required by the query or prompt.

"I believe that Virginia was the most democratic colony."

REASON(S): The reason (or reasons) explains why/what logic led us to this statement.

"Virginia, after 1660, had a representative government and an inclusive electorate."

EVIDENCE: The evidence provides concrete examples, laws/rules, or other proof that the author's reasoning is valid.

"The House of Burgesses represented the colonists and the new charter allowed all land-owners to vote for representatives."

- Evidence in math: calculations, rules, graphics, axioms, patterns
- Evidence in reading: quotes, references, examples
- Evidence in science: rules/laws/theories, data given, graphics, scientific method, concrete examples
- Evidence in social studies: rules/laws/theories, data given, concrete examples, quotes, references