

Step 1: Plan - Cycle of Professional Learning # 2 (Cycle Graphic Organizer)

Cycle 2: January 6 – March 6

Content Area/s:

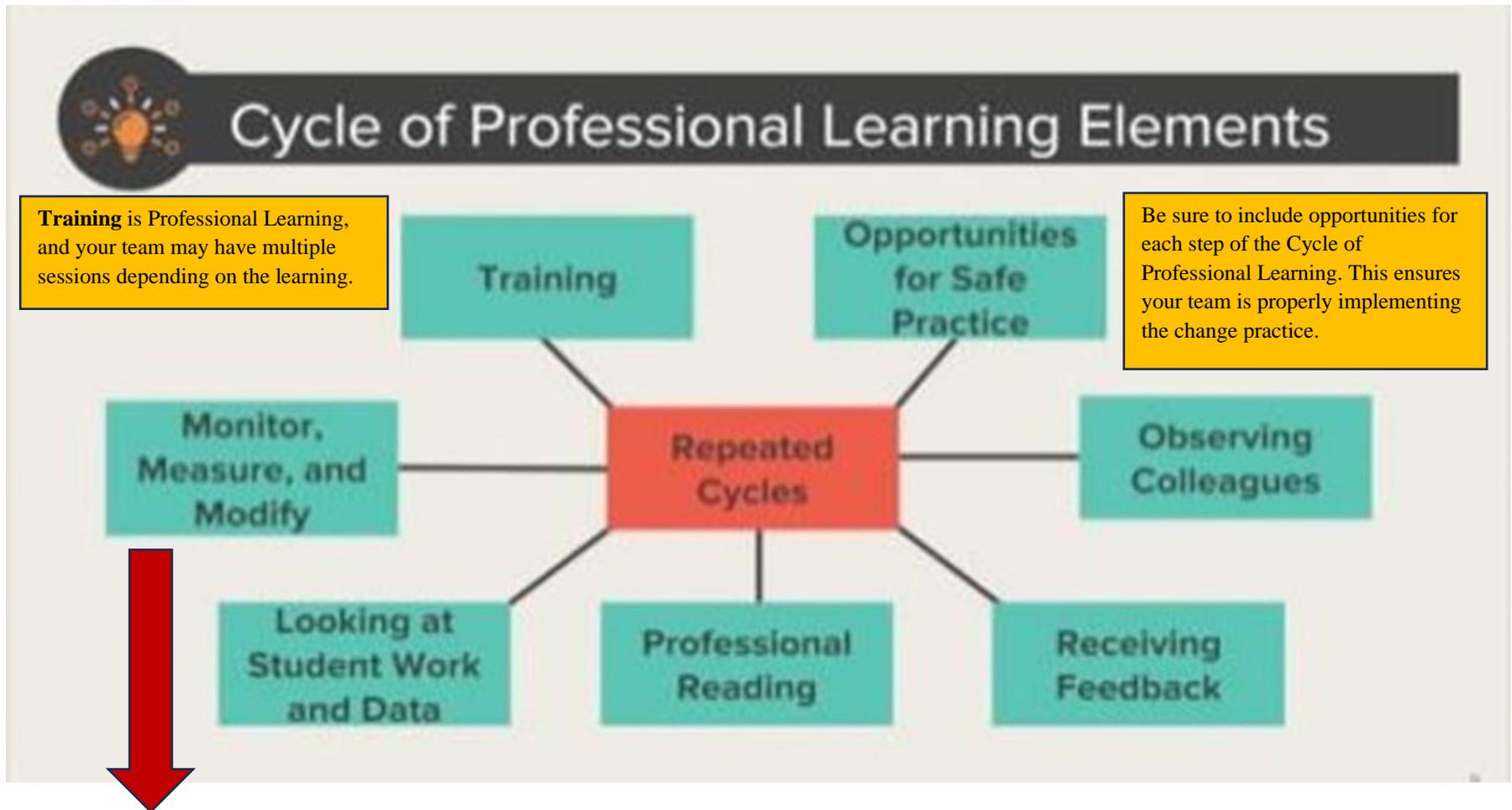
Dates of Cycle:

Problem of Practice Statement	64% students in grades 9-10 are not demonstrating mastery on reading and mathematics standards pertaining to analyzing and linking content and contextual vocabulary language to given questions.
Smart Goal/s	By the end of the school year, all students will demonstrate proficiency in Writing Standard 2 by effectively communicating ideas and information in written form, leading to an improvement in MCAP scores by 5%.
Intermittent Goal (School SLO)	
<p>Cycle of Professional Learning # 2 Change Practice Which change practice/s from the driver diagram will be used to deliver and monitor the W2 indicator? Did we decide to adopt, adapt, or abandon our change practice from the 1st Cycle of Professional Learning?</p>	<p>Change Practice from Learning Cycle 1: Teachers will plan and deliver instruction aligned with content standards. The focus will be on unpacking standards to identify:</p> <ul style="list-style-type: none"> • What students must know and be able to do • What mastery looks like (student writing/work products) • Curriculum resources and how to utilize them to design lessons that meet the needs of all students. <p>Qualitative observation revealed that students are doing what teachers ask them to do. The misalignment comes from what teachers are planning and asking students to do, thus the focus on planning and delivering instruction aligned with content standards.</p> <p>We have decided to adapt our change practice from Learning Cycle 1. As we were working through the “Teacher Clarity Playbook” we noticed that our staff had not completely adopted our Change Practice and we needed to slow down to work on the application and implementation of Learning Cycle 1 at the classroom level.</p>
<p>Writing Standard 2 Indicator/s Which Writing to Inform (W2) indicator will anchor the change practices for the 2nd Cycle of Professional Learning?</p>	<ol style="list-style-type: none"> 1. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

	<p>2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
<p>A. What does the indicator require of students and teachers?</p>	<p><u>Teachers</u></p> <ul style="list-style-type: none"> • Lesson Plans that reflect the standard(s) being taught per the curriculum/pacing guide. • Delivery of instruction that is a standards-aligned lesson. (In the case of Social Studies, this would be indicators and objectives) • Teachers are assessing students using writing prompts that are in alignment with the stated standard(s) and engage students with appropriate rigor. • Teachers model using content specific vocabulary. • Teachers model, guide, and provide feedback to students as they compose using the MEALS Framework. <p><u>Students</u></p> <ul style="list-style-type: none"> • Students understand what they are being asked to do (success criteria). • Students demonstrate mastery of the assigned tasks. • Collaborative student learning is taking place. • Students can respond appropriately to higher order questioning prompts and include appropriate and related details in their written responses. • Students are able to read and understand the cognitive complexity of a prompt and compose a written answer utilizing the MEALS framework. • Students utilize content specific vocabulary in appropriate situations.
<p>B. How will the writing indicator be used as part of a well-designed standard aligned lesson?</p>	<p>As part of a well-designed standards aligned lesson, teachers have to be able to breakdown content standards to understand the cognitive complexity and to create Learning Progressions for students. In doing this teachers will be able to identify content specific vocabulary to model in the lesson, in writing, and in vocabulary walls. Further, having students apply their content knowledge to produce a written response to a question requires higher order thinking skills. In addition, writing requires the application of many different reading strategies. Further the writing indicator focuses on ensuring that students and teachers are using content specific vocabulary to manage the complexity of the topic. Also, in using the MEALS paragraph structure school-wide we have created a common language and common format for students to</p>

	develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. What professional learning do teachers need to deliver and monitor the change practice/s aligned to the W2 indicator? (Cycle of Professional Learning - This will be further developed as the team plans the cycle)	Teachers need to continue their professional learning with <ol style="list-style-type: none"> 1) Breaking down the standard and its applications in lesson planning and in the classroom 2) Creating Learning Progressions aligned to the standards 3) Writing Lesson Plans that align with standards, use content specific vocabulary, progress to the full cognitive complexity of the standard, and scaffold student learning. 4) Model content specific vocabulary and implement researched based vocabulary acquisition strategies in the classroom.
D. How will we know if the Cycle of Professional Learning (change practice/s aligned to W2) are impactful for adults and students?	We will know if this Cycle of Professional Learning is impactful by: <ol style="list-style-type: none"> 1) Ghost walk lesson plan checks 2) FEV Tutor Data 3) Common Assessment data 4) Westlake Canvas Course completion 5) Looking at Student Work Protocol 6) Classroom walk-throughs
E. What tools will be used to measure success? (This will be further developed as the team plans the cycle)	<ol style="list-style-type: none"> 1) FEV Data/IXL Data 2) Walk-through data 3) Common Assessment Data 4) Ghost Walk data 5) Canvas course completion
F. What will success look like?	Success will look like: <ol style="list-style-type: none"> 1) All teachers have standards aligned lesson plans written on a daily basis. 2) English Teachers are using FEV Tutor to monitor student progress with the content. 3) School-wide Common Assessment data is trending upward towards mastery. 4) All teachers complete the Canvas Course assignments aligned to the staff meetings.

- 5) The LASW and Vertical/Horizontal Slice protocols are being utilized during common planning to ensure alignment and rigor.
- 6) Classroom walk-throughs show that all of the “Look For’s” are present.



The 3 M's will happen at the end of the cycle, but teams should also do this during the cycle to determine impact and if the intended purposes are successful. Consider subtle changes (reestablishing purpose and expectations, providing additional reading and PL) but do not abandon the change practice. This decision will be finalized at the end of the cycle.

Measurable Anticipated Outcome (Adult) (Insert below) <ul style="list-style-type: none"> What do we think will happen? What is the measurable anticipated outcome for adult practice because of implementation of this change practice? 	Measurable Anticipated Outcome (Student) (Insert below) <ul style="list-style-type: none"> What do we think will happen: What is the measurable anticipated outcome for student learning because of implementation of this change practice?
Measurement Tool/s for Adults: (Insert below) <ul style="list-style-type: none"> What tool/s will be used to measure adult implementation of the change practice? 	Measurement Tool/s for Students: (Insert below) <ul style="list-style-type: none"> What tool/s will be used to determine if students met or exceeded the anticipated outcome?
Supplementary Information: Complete based upon your school profile	
Parent Engagement (Title 1): <ul style="list-style-type: none"> What programming will be available for parents to support teaching and learning? Think about how parent capacity can be built in this area to support implementation of the cycle? This section can be used by Teams hoping to align SIP efforts to Parent Involvement. Title 1 schools can link their Title 1 Parent Compact. 	Title 1 Parent Compact Link
Title 1 Reform Strategies: <ul style="list-style-type: none"> What additional strategies will your schools provide for students and teachers to support teaching and learning? (ie: tutoring, stipends, materials, etc.) Title 1 schools should outline or link reform strategies that will be implemented during Cycle 2. 	
ATSI: Student Group/s:	ESSA Level: 1, 2, 3
ATSI Strategies for Effective Practice (Reform Strategies): <ul style="list-style-type: none"> What additional strategies will your schools provide for students and teachers to support teaching and learning? (ie: tutoring, stipends, materials, etc.) 	

Step 2: Do - Implement the Writing to Inform Indicator/Change Practice/s and Collect Data

Step 3: Study - Monitor, Measure, Modify (This will happen at our next PLT in March)

<p>Review data Analyze Data Questions to consider ...</p>	<p>Capture your data dialogue below. <i>Be sure to include specific data points relating to the Adult and Student anticipated outcomes your team hypothesized during Plan.</i></p>	
<p><i>Revisit your Measurable Anticipated Outcome for Adults and Students ...</i></p> <ul style="list-style-type: none"> • <i>What your team thought would happen, did it happen for adults and students?</i> • <i>Did your action steps achieve the measurable anticipated outcome for adults and students?</i> • <i>What qualitative and quantitative data supports this claim?</i> • <i>What patterns emerged throughout the cycle for students and adults?</i> • <i>What success can we celebrate for students and adults?</i> • <i>What conclusions can we make about areas of strength and growth, based on the data?</i> • <i>Do these data provide the evidence we need, or do we need to collect additional/different data? What additional data might we need?</i> 	<p>Adults</p>	<p>Students</p>

Step 4: Act - Determine Next Steps (This will happen at our next PLT in March)

Adopt, Adapt, Abandon:

Complete the Adopt, Adapt, Abandon protocol: [Click here](#) for graphic.

Was the change practice effective?

What are the next steps as it relates to this change practice?

Do we keep the practice and refine outside of the cycle of professional learning?

Do we adapt this change practice and try again?

Do we abandon this practice?

Do we adopt the change practice?

Describe the path forward ... *This can be a bulleted list or a short write-up. It should capture what your team learned and how the information will be used to continue the change process.*