



## OVERVIEW

During today's session, participants continue to develop critical stances for leadership, examine bias', and explore the role of a teacher in designing and aligning components of a lesson to state standards, broader purpose and transferable skills based on student learning needs (academic background, life experiences, culture and language). In the afternoon, participants engage in a case study to create and analyze a script with detail and evidence connected to purposeful instruction, identify evidence connected to a teachers area of focus, and use this evidence to provide strength-based feedback.

## LEARNING TARGETS

- Continue to develop critical stances for instructional leadership: Equity stance, strength based stance and inquiry stance.
- Examine our biases and their impact on leadership work.
- Develop a vision for rubric indicators connected with planning and facilitating purposeful instruction that are based on standards, and include daily learning targets, performance tasks and success criteria.
- Strengthen understanding of the inquiry cycle, the role of an area of focus and an understanding of the role of the instructional leader in the growth of teaching practice, leveraging evaluation to grow teaching practice.
- Further develop skill sets for collecting, analyzing and utilizing evidence: scripting, coding, noticing and wondering, sorting and giving feedback to teachers.

## AGENDA (9 am - 4 pm)

I. Welcome & Connect

II. Instructional Leadership and Impact of Bias on Leadership and Instruction

**Break (10:30-10:45)**

III. 5D+ Rubric for Instructional Growth and Teacher Evaluations - Purpose

**Lunch (12-12:30)**

IV. Growing Teacher Practice within Areas of Focus through Inquiry

V. Case Study: Strengthening Skills for Collecting Evidence of Instructional Practice

**Break (2-2:15)**

VI. Case Study: Strengthening Skills for Analyzing and Using Evidence of Instructional Practice

VII. Reflection & Next Steps

## 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. 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 *and* 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.
- 6. 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.
- 7. Pursuing a balance between advocacy and inquiry.** Pursuing and maintaining a balance between advocating for a position and inquiring about one's own and others' positions assists the group in becoming a learning organization.

We partner with **courageous leaders** in classrooms, schools, and the systems that support them to **eliminate educational inequities** by creating **Cultures of rigorous teaching, learning, and leading.**

### Instructional Core

The Change Leadership Group at Harvard studied districts that effectively improved student learning across the system. They identified several characteristics that define what effective districts do—districts that have developed expertise in improving student achievement.

- All students engage daily in rigorous learning
- Intentional and embedded professional learning focused on each teacher's content knowledge, disciplinary habits of thinking, and instructional practice
- Students identify as learners and take ownership for their learning.

CHILDRESS, EMORIE, GROSSMAN, KING, Public Education Leadership Project, 2007

CENTER for  
EDUCATIONAL LEADERSHIP  
Diversity • Equity • Excellence • Integrity • Character • Dedication

Transformed schools  
**empowering all students** regardless of background, to create **LIMITLESS FUTURES** for themselves, their families, their communities, and the world.

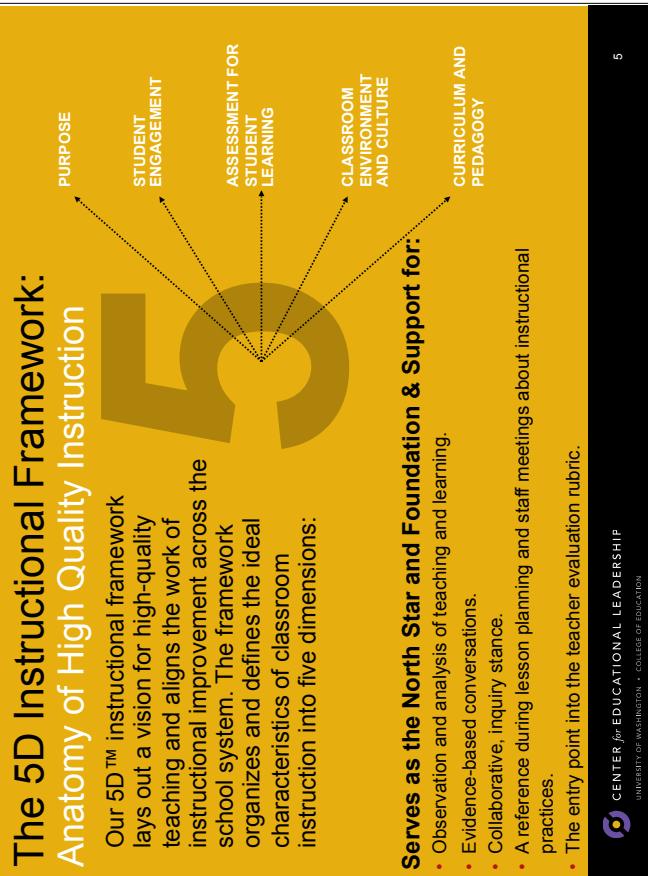
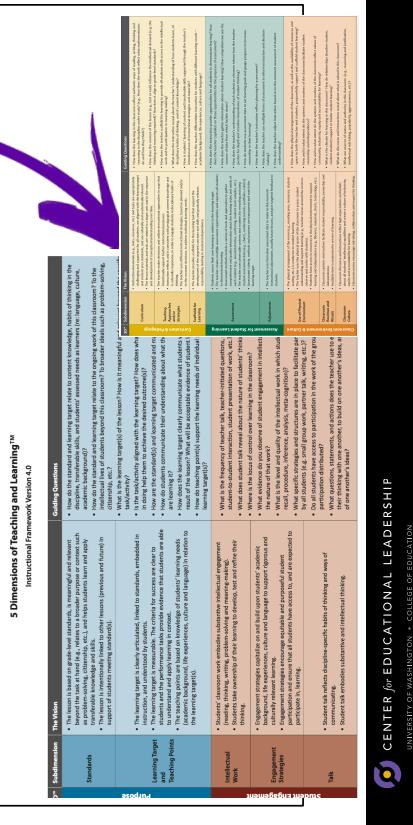
# Equity

Equity Is a Key Principle of Our Work

Equal Outcomes  
Fairness ...  
Access and Support  
Respect for Differences  
Achievement of Every Student

## Core Ideas in Each Dimension

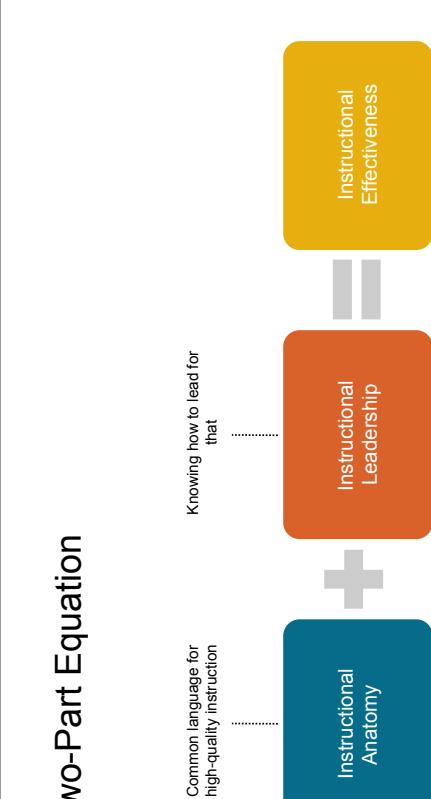
- Equity: Each and every student.
- Student Role in Their Own Learning: agency and ownership.
- Student independence with the learning task.
- Rigorous intellectual work.



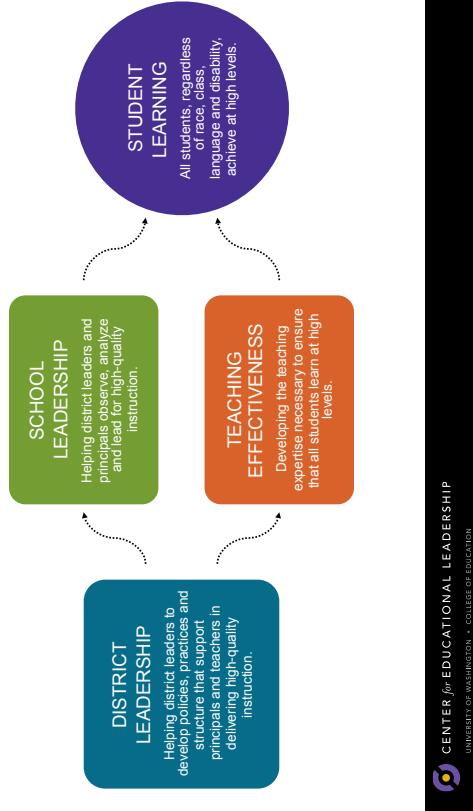
## The 5D+ Teacher Evaluation Rubric

- Shared and common vision of high quality teaching.
- Inquiry-based growth model, not a checklist.
- Joins instructional leaders and teachers in co-learning.
- Accessible and actionable.
- Equity is embedded in each dimension.
- Anchors classroom observations and continuous conversations about teaching and learning.

## Two-Part Equation



# Getting Alignment Around Instructional Effectiveness



# 5D+ Inquiry Cycle



## Inquiry Cycles Support Teacher Learning through:

- Authentic questions about my students' learning and teaching practice.
- Student learning data.
- Teacher-selected questions.
- School and district goals.
- Study, experimentation, & reflection over time with a professional colleague.

## Instructional Leadership:

- Is learning-focused.
- Resides with a team, with the principal serving as "leader of leaders".
- Requires a culture of public practice and reflective practice.
- Addresses cultural, linguistic, socioeconomic, and learning diversity.
- Is grounded in the relentless pursuit of equity and the use of data.

## Research About Teacher Professional Learning

- Choice.
- Ownership.
- Situated in teacher's own classroom and practice.
- Collaborative.
- Differentiated.
- On-going.
- Connected to system goals.



## KEY IDEAS

### AREAS of FOCUS

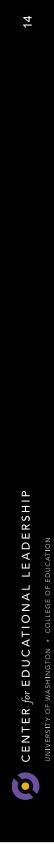
- Teacher identifies 3-5 Indicators as Areas of Focus to grow practice and impact student learning
- Indicators are typically from 2-3 Dimensions and tightly coupled

### OTHER

- All teachers create a growth plan (administrator=IDPs)
- All teachers are observed and receive feedback

### OBSERVATION & FEEDBACK

- 4-6 unannounced observations
- 15 minutes each
- Verbal and/or Written Feedback after each



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## Strength Based Stance:

- Identifying a specific practice that a teacher can do, even if it is at a basic, introductory level.
- Identifying the next step in growing that teaching practice.

## Deficit Based Stance:

- Identifying something a teacher isn't doing.
- Offering a suggestion on how to fix the deficit.

## Continuous Improvement

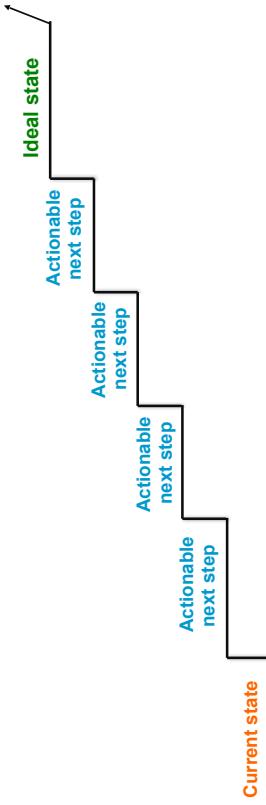
### Current State

Observable Evidence

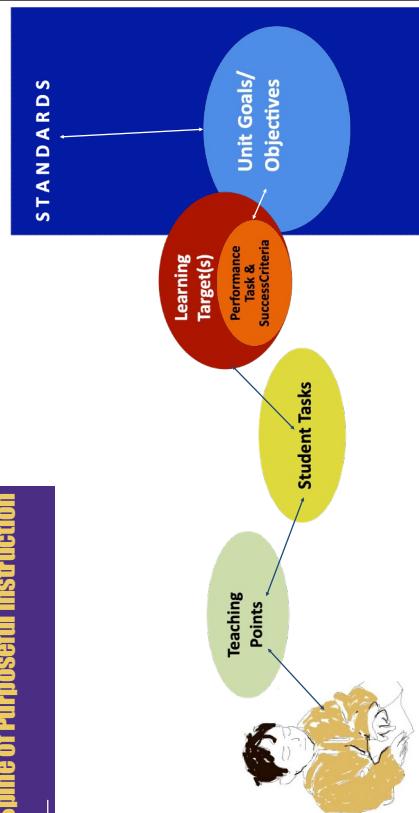
- Deliberate Practice
- Feedback
- Coaching
- Intentional learning

### Ideal State

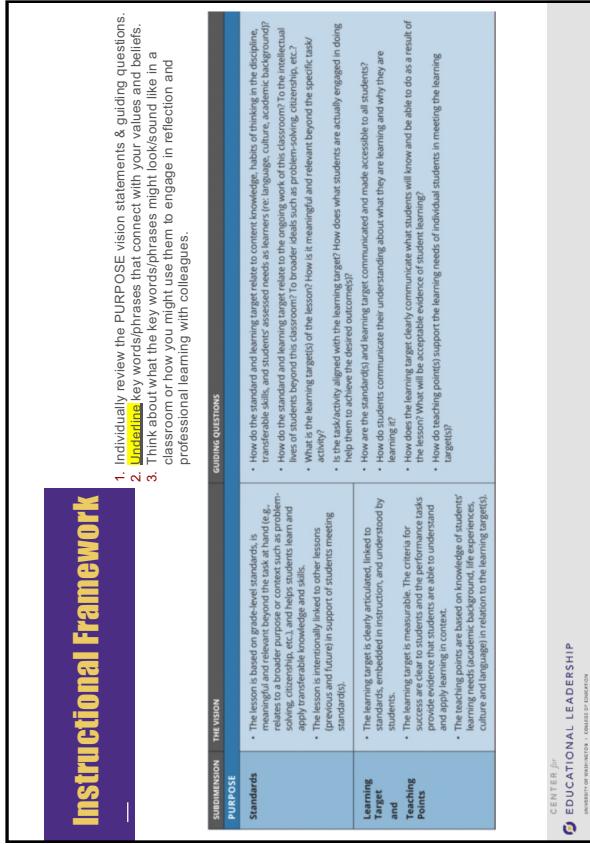
- Informed by:
- Standards
  - 5D framework
  - 4D framework



**Spine of Purposeful Instruction**



Instructional Framework



## Purpose

Purpose

1. Take a visual tour of the Purpose rubric.
  2. Identify where you see the key ideas for Purpose, equity and the instructional core.

Reflected within the performance language?	
Purpose	Unconscious
	Conscious
P1 Learning general comment on individuals	<p><b>Professor:</b> I am interested in your grade.</p> <p>Lessons are not based on grade, but I am interested in your grade, because I am interested in your potential to do well in the future.</p>
P2 Lessons comment on previous and future students; household purposes and practical skills	<p>Lessons are clearly linked to previous and future students.</p> <p>Lessons are clearly linked to practical skills.</p>
P3 Reward of performance tasks	<p>Reinforcement of what has been learned is reflected in the marking scheme.</p> <p>Reinforcement of what has been learned is reflected in the marking scheme.</p>
P4 Communication of learning targets	<p>Their learning targets are communicated through the marking scheme.</p> <p>Their learning targets are communicated through the marking scheme.</p>
P5 Success criteria	<p>Their success criteria for the assignment are communicated in the marking scheme.</p> <p>Their success criteria for the assignment are communicated in the marking scheme.</p>

1. Review the vocabulary and definitions.
2. Look for their use within the performance language.
3. Think about local use of vocabulary.
4. Which terms might need to be clarified or revisited?

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Purpose	Understandability	Value	Proficiency	Distinguished
P1 Learning an L2 grammar as individuals	Individuality	Learning an L2 grammar as individuals.	Learning an L2 grammar as individuals.	Learning an L2 grammar as individuals.
P2 Learning an L2 grammar as individuals	Individuality	Learning an L2 grammar as individuals.	Learning an L2 grammar as individuals.	Learning an L2 grammar as individuals.
P3 Learning communicated by speakers and listeners	Individuality	Learning communicated by speakers and listeners.	Learning communicated by speakers and listeners.	Learning communicated by speakers and listeners.
P4 Doing or performing tasks	Individuality	Performing tasks individually.	Performing tasks individually.	Performing tasks individually.
P5 Communicating with others	Individuality	Communicating with others.	Communicating with others.	Communicating with others.
P6 Communicating with others	Individuality	Communicating with others.	Communicating with others.	Communicating with others.

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P3 Learning an L2 grammar as individuals	Individuality			
P4 Learning an L2 grammar as individuals	Individuality			
P5 Learning an L2 grammar as individuals	Individuality			

## Purpose

## Purpose

- | Purpose   | Standard   | Learning Target & Teaching Points  | Instruction  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>- Linked to broader purpose and transferable skills</li> <li>- Logical Connection from previous to future lessons</li> </ul> | <ul style="list-style-type: none"> <li>- Linked to standards</li> <li>- Measurable</li> <li>- Based on student learning needs (academic background, life experience, culture &amp; language).</li> </ul> | <ul style="list-style-type: none"> <li>- Ensure students understand the purpose of each lesson</li> <li>- Provides opportunity for students to demonstrate and reflect upon their learning in relation to the success criteria.</li> </ul> | <ul style="list-style-type: none"> <li>- Ensure students understand the purpose of each lesson</li> <li>- Provides opportunity for students to demonstrate and reflect upon their learning in relation to the success criteria.</li> </ul> |

	<b>Instructional Objective</b> Framed from the Teacher Point of View	<b>Learning Target</b> Framed from the Student Point of View
Where does it come from?	<ul style="list-style-type: none"> <li>Derived from a standard and/or curricular goal.</li> </ul>	<ul style="list-style-type: none"> <li>Derived from an instructional objective.</li> </ul>
Who uses it?	<ul style="list-style-type: none"> <li>Used by the teacher to guide instruction during a lesson or over a group of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Used by the teacher and the students to aim for understanding and assess the quality of student work during today's lesson.</li> </ul>
What does it describe, and how does it describe it?	<ul style="list-style-type: none"> <li>Describes content knowledge (concepts, understandings) and skills that students should be able to demonstrate.</li> <li>Uses teacher language (the language of curriculum and standards).</li> <li>May span one lesson or a set of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Asks, "What am I going to learn?" <ul style="list-style-type: none"> <li>Uses student language as well as pictures, models, and/or demonstrations when possible</li> <li>Asks, "What should I be able to do at the end of today's lesson? And how is it connected to yesterday's and tomorrow's lessons?"</li> </ul> </li> </ul>
How does it connect to a performance of understanding?	<ul style="list-style-type: none"> <li>Generalizes to many potential tasks, from which teachers select one or several to be the performance of understanding for instructional activities and formative assessment for a series of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Is connected to the specific performance of understanding that the teacher has chosen for today's lesson.</li> </ul>
How does it promote evidence-based assessment?	<ul style="list-style-type: none"> <li>Includes criteria and performance standards in teacher language.</li> </ul>	<ul style="list-style-type: none"> <li>Includes student look-fors – criteria and performance standards in student language – often accompanied by tools (e.g., "I can" statements, rubrics, checklists) and examples of work.</li> </ul>

### Checklist for Evaluating Learning Targets

A learning target contains ALL of the following characteristics. It must:

- Describe exactly what the student is going to learn by the end of today's lesson.
- Be stated in developmentally appropriate language that the student can understand.
- Be framed from the point of view of a student who has not yet mastered the intended learning outcome for today's lesson.
- Be connected to and shared through the specific performance of understanding designed by the teacher for today's lesson (what students will be asked to do, say, make, or write that will deepen student understanding, allow students to assess where they are in relation to the learning target, and provide evidence of mastery).
- Include student look-fors – descriptive criteria that students can use to judge how close they are to the target, stated in terms that describe mastery of the learning target (not in terms that describe how the students' performance will be scored or graded).

## Types of Instructional Learning Targets

Target Types and Key Words	Explanation	CA CCSS Examples
<b>Knowledge</b> Know, list, identify, understand, explain	<p>“Knowledge targets represent the factual information, procedural knowledge, and conceptual understandings that underpin each discipline or content area...These targets form the foundation for each of the other types of learning targets.”</p>	Reading Foundational Skills: Grade 1.1. <b>Demonstrate understanding</b> of the organization and basic features of print.  Language: Grade 7.1.a. <b>Explain</b> the function of phrases and clauses in general and their function in specific sentences.
<b>Reasoning</b> Predict, infer, summarize, compare, analyze, classify	<p>“Reasoning targets specify thought processes students must learn to do well across a range of subjects.” Reasoning involves thinking and applying—using knowledge to solve a problem, make a decision, etc. These targets move students beyond mastering content knowledge to the application of knowledge.</p>	Mathematics: Numbers and Operations: Grade 5. 4. <b>Apply and extend</b> previous understandings of multiplication to multiply a fraction or whole number by a fraction.  Reading for History/Social Science: Grades 9-10 3.a. <b>Analyze</b> in detail a series of events described in a text; <b>determine</b> whether earlier events caused later ones or simply preceded them.
<b>Skill</b> Demonstrate, pronounce, perform	<p>“Skill targets are those where a demonstration or a physical skill-based performance is at the heart of the learning. Most skill targets are found in subjects such as physical education, visual and performing arts, and foreign languages. Other content areas may have a few skill targets.”</p>	Speaking and Listening: Grade 4.4.a. <b>Plan and deliver</b> a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.  Mathematics: Measurement and Data Grade 5 #4. <b>Measure</b> volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
<b>Product</b> Create, design, write, draw, make	<p>“Product targets describe learning in terms of artifacts where creation of a product is the focus of the learning target. With product targets, the specifications for quality of the product itself are the focus of teaching and assessment.”</p>	Writing: Grades 11–12.3. <b>Write</b> narratives to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.  Mathematics: Statistics and Probability Grade 6 #4. <b>Display</b> numerical data in plots on a number line, including dot plots, histograms, and box plots.

	Selected Response	Written Response	Performance Assessment	Verbal Response
Knowledge	Good	Strong	Partial	Strong
Reasoning	Good	Strong	Partial	Strong
Skill	Partial	Poor	Strong	Partial
Product	Poor	Poor	Strong	Poor

## P2 Lessons connected to previous and future lessons, broader purpose and transferable skill

P2	Lessons connected to previous and future lessons, broader purpose and transferable skill
	Focus Question: What? Why? How will lesson's stack on top of each other?

### Day 6 Learning Target

Identify similarities and differences between Soc's and Greasers.

### Day 7 Learning Target

Identify and document textual evidence that support the position that Greasers are outsiders.

### Day 8 Learning Target

Identify and document textual evidence that support the position that Soc's are outsiders.

### Day 9 Learning Target

Use transition words and phrases to connect and build upon the thinking of peers without teacher prompting, and cite textual evidence to support your position of whether Soc's or Greasers are the "true" outsiders.

## P3 Design of Performance Task

Purpose	Unsatisfactory	Basic	Proficient	Distinguished
P3	Design of performance task			
	Focus Question: How will students demonstrate their learning of today's target within today's lesson?			
	Selected Response	Written Response	Performance Assessment	Verbal Response
Knowledge	Good	Strong	Partial	Strong
Reasoning	Good	Strong	Partial	Strong
Skill	Partial	Poor	Strong	Partial
Product	Poor	Poor	Strong	Poor

Performance tasks require a demonstration of thinking connected to the learning target.  
Performance tasks require application of discipline-specific concepts or skills.  
Students must be able to use prior learning to demonstrate their ability to engage in new performance tasks.

## P4 Communication of learning target(s)

P4	Communication of learning target(s)
	Focus Question: How will I ensure students are clear about the daily learning target?

### Post and Verbally State or Summarize

- Today you will learn how to ..... and you know how to met success when you can..."
- "Today we will explore ..... and you know not as successful when you ..."
- "In the next \_\_\_\_ minutes I will teach you .... in order for you to be able to ..."

### Students Process

- turn and talk about the key words or ideas
- summarize or rephrase the learning target connects to past learning targets
- think about how the learning target connects to past learning targets
- turn the statement into a question (or vice versa)
- draw a sketch of the learning target
- Share what s/he is looking forward to learning and why

### Teacher Checks for Understanding

- gather ideas by listening into the conversations and writing down patterns to address.
- randomly call on students to share their thinking, a partner's thinking, or a combination.
- students point at who will share

## P4 Communication of learning target(s)



### VISUAL strategies...

#### •STATEMENT

#### •I CAN STATEMENT

#### •QUESTION

#### •GRAPHICS

## P4 Communication of learning target(s)

P4	Communication of learning target(s)
	Focus Question: How will I ensure students are clear about the daily learning target?

Teacher communicate the learning target(s) through verbal and visual strategies, such as student understanding of the learning target(s), and references to the target(s) throughout instruction.

We've been reading the Outsiders and engaging in character analysis of the Soc's and Greaser's. Today you are going to use your notes with textual evidence regarding the Soc's and Greaser's to participate in a Socratic Seminar.

More specifically you are going to use transition words and phrases to connect and build upon the thinking of peers without teacher prompting and cite textual evidence to support your position of whether Soc's or Greaser's are the "true" outsiders. (written in presentation and projected on screen).

Please turn and talk with a learning partner regarding what you are learning to do today, and how participating in a Socratic seminar will help build collective understanding of who the true outsiders are...the Soc's or Greaser's.

## P5 Success Criteria

Purpose	Unsatisfactory	Basic	Proficient	Distinguished
Success criteria				
Focus Question: How will I define/articulate/model/show what success looks like on the performance task?	<p>Answers the students' question, "How do I know when I've hit my learning target?"</p> <ul style="list-style-type: none"> <li>Paints a picture of what quality looks like / sounds like.</li> <li>Demystifies the learning. Expectations aren't a mystery!</li> <li>Teacher: What criteria needs to be met for students to be successful?</li> <li>Student: Use the criteria to focus on work.</li> </ul> <p>Shifts teacher &amp; students focus to learning versus work.</p> <p>Reminds students of aspects of the task they should focus today!</p>			
Focus Correction Areas (FCAs)				

**Simple**

Checklists  
Look Fors

**Complex**

Rubrics  
Exemplars  
Models/Samples

## P5 Success Criteria

### Learning Target (RL.8.1 & SL.8.1)

Use transition words and phrases to connect and build upon the thinking of peers without teacher prompting, and cite textual evidence to support your position of whether Soc's or Greasers are the "true" outsiders.

### Simple

Focus Correction Areas (FCAs)

draw  
write

### Complex

MAIN IDEAS  
LINE  
POINT  
SHAPE  
SPACE  
VOLUME  
TEXTURE  
COLOR  
VALUE

### Performance Task

- Participate in a Socratic Seminar
- Write a paragraph regarding who the true outsiders are the Soc's and Greasers.

Answers the students' question, "How do I know when I've hit my learning target?"

- Paints a picture of what quality looks like / sounds like.
- Demystifies the learning. Expectations aren't a mystery!
- Teacher: What criteria needs to be met for students to be successful?
- Student: Use the criteria to focus on work.

Shifts teacher & students focus to learning versus work.

Reminds students of aspects of the task they should focus today!

**P5 Success Criteria**

**Tricky Word!**

What does [SAY] mean?  
How do I [SAY]?  
Chunk it!  
Stretch it out!  
Stop and think!  
What word fits?  
What does it mean?  
What's it saying on:  
Use picture  
Use word  
Use word fit's  
What does it mean?

objects	$4+3=7$  $5+2=7$ 	$4+3=7$  $5+2=7$ 	$4+3=7$  $5+2=7$ 
draw			
write			



- What does Teacher want students to **KNOW** by the end of **today's lesson** (learning target)?
- **WHAT** will students be **doing** to demonstrate learning (performance task)?
- **HOW** will **Teacher** and the **students** know **success** was met (success criteria)?
- **HOW** will **students interact** with the above and with one another (student engagement)?

# PURPOSEFUL PLANNING

Teacher Name:	Roberta CEL
Growth Plan Name:	Roberta's Growth Plan
School Year:	2021-2022
Status:	Approved Growth Plan by Elise King on 11/11/2021 11:37am
	<p>Our district selected to implement UW-CEL's instructional framework and associated rubric. The district provided five days of training for teachers, principals, and instructional coaches on the entire 5 Dimensions of Teaching and Learning (5D) instructional framework and 5D+ Teacher Evaluation Rubric.</p> <p>The district has also started training us on the major Common Core State Standard ELA instructional shifts, and I have attended these trainings.</p> <p>We are in the beginning stages of understanding what the shifts mean in the classroom, particularly how to help students talk and write using evidence from grade-level text.</p> <p>The district's area of PD focus includes:</p> <p>Aligning daily learning targets to the grade level common core state standards in literacy and math; and communicating the daily learning targets to the students (P1, P4).</p> <p>Comments:</p> <p>Determining what students need in relation to the Common Core based learning target (P3).</p> <p>Developing success criteria and performance tasks tied to the learning target and making sure students understand the success criteria and performance tasks (P5).</p> <p>Based on my self assessment, I am confident in my skill set of determining learning targets that are tied to standards, but need to be more explicit in communicating the broader purpose and/or transferable skills for the learning target, as well as use one or more formative assessments to determine who did and didn't learn the daily learning target(s) and set the next day's learning target(s).</p> <p>My students are good at answering questions that I pose and turning and talking with one another when prompted. However, most of their talk is teacher directed and many students are just providing surface level responses vs using talk structures and questioning to develop, test and refine their thinking. I need to get students to take more ownership for the learning by teaching specific routines that engage students in the high cognitive demand articulated in the ELA CCSS.</p>

## Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Purpose
Indicator	1.P.1 Learning target(s) connected to standards
Comments	<p>Increase students' ability to talk about their reading and writing, citing textual evidence to support their ideas, and talking in ways connected to the daily learning targets. Vision Statement - The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills.(P1) Guiding Questions - How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?</p>

## Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Student Engagement
Indicator	2.SE.4 Opportunity and support for participation and meaning making
Comments	<p>Increase student engagement in discipline specific meaning making by clearly stating and clarifying expectations and providing needed support for all students to engage daily. Vision Statement - Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning. Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. Guiding Questions - What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?</p>

## Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Assessment for Student Learning
Indicator	4.A.4 Teacher use of formative assessments
Comments	<p>Improve student engagement and discipline specific meaning making by providing more targeted feedback, making in the moment adjustments and designing future lessons based on what students actually learned in each lesson. Vision Statement - The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. Guiding Questions - How does the teacher use multiple forms of assessment to inform instruction and decision-making?</p>

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Classroom Environment & Culture
Indicator	5.CEC.2 Learning routines
Comments	<p>Increase students accountability for learning discipline specific concepts and skills through use of collaborative visible thinking routines. Vision Statement - Classroom systems and routines facilitate student responsibility, ownership and independence. Guiding Questions - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?</p>

Goal i

Start Date	11/11/2021
End Date	06/10/2022
Goal	<p>The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.</p> <p>To address these ELA instructional shifts, I have selected 3 student growth measures:</p> <ol style="list-style-type: none"> <li>1. Increase students ability to read carefully and grasp information, arguments, ideas, and details based on evidence in a selected grade level text by one grade level on the district reading inventory. (10%)</li> <li>2. Increase students ability to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text by one grade level on the grade level common benchmark reading assessment. (10%)</li> <li>3. Increase student scores on The Discovery Predictive Assessment Series for Reading by 8 pts from initial screening in September to final screening in May. (20%)</li> </ol> <p>Action 1 - Administer 8th grade predictive Assessment Series screening on October 14, Interim screening on January 15, and final screening on April 20.</p> <p>Action 2 - Unpack the state standards at the beginning of each unit to identify key concepts and types of learning targets to reach standards.</p> <p>Action 3 - Determine/write Learning Targets for Daily Lessons and note why they are important to learn.</p> <p>Action 4 - Set expectation, provide opportunity and hold students accountable for using the language of the learning targets and note why they are important; more specifically make sure students understand why they are expected to learn the LT and/or how it transfer to other situations.</p> <p>Action 5 - Define the discipline specific habits and skills to target within the lesson (i.e.,students think and act like mathematicians, like scientists, like writers.)</p> <p>Action 6 - Identify and implement specific strategies and structures for each lesson, including how and for whom - expecting equitable participation. (e.g. visuals, communication devices, small grouping), including clearly communicating the expectations for engagement. Clarify expectations and adjust support as needed to ensure each and every student has opportunity and support to meaningfully participate in each lesson. Monitor the number of students engaged as a result of strategies and structures used with intentionality (expectations).</p> <p>Action 7 - Monitors the kinds of questions students are asking and meaning making students engage to provide targeted feedback to individual, small group and whole group to ensure students know what they can do and what they need to do next to advance their learning.</p> <p>Action 8 - Base my instructional decisions on what I formatively assesses in students', including in-the-moment adjustments, and adjustment of future lessons(e.g., learning targets, performance tasks, success criteria, intervention and support).</p> <p>Action 9 - Identify visible thinking routines for each lesson that ensure accountability for learning. Explicitly teach routines to students and connect to the learning target and/or success criteria, including the three levels of text protocol, Connect/Extend/Challenge, Reciprocal Teaching, Socratic Seminars, and fishbowl routines to facilitate discussion and collaboration.</p> <p>Action 10 - Provide students a daily opportunity to read, write and discuss text.</p> <p>Action 11 - Explicitly teach students to: closely read text to determine what the text says explicitly and to make logical inferences from it; and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Action 12 - Set the expectation and provide the time and support needed for students to talk about their reading and writing, citing text evidence to support their ideas, and talking in ways connected to the daily learning targets.</p>
Evidence of Achievement	<p>Evidence of Achievement has not been added by the teacher.</p>
Completed	<span style="color: #0070C0;">i</span> This goal is not marked completed yet.

## Observation for Roberta CEL

Staff Member	Roberta CEL (roberta@five-startech.com)
Observer	Colin Ripmaster (cripmaster@colin5d.com)
Observation Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Observation Type	Unannounced
School Year	2015 - 2016
Observation Start Date	10/08/2015 10:04am
Observation Timer	
Observation Finalized Date	10/08/2015 10:28am
Area of Focus	Teacher: 1.P.1, 2.SE.4, 4.A.4, 5.CEC.2      District: 1.P.1, 1.P.3, 1.P.4, 1.P.5, 2.SE.3

Date/Time	Script	Code
10/08/2015 10:04am	The classroom desks are arranged in a circle w/a few desks on the outside. 19 s's sit in the circle, 5 s's sit around the outside desks. S's have books and handouts.	
10/08/2015 10:05am	[LT and SC are projected on screen] T reads - LT for today is "to deepen understanding of the Outsiders by participating in a Socratic Seminar." SC for today, "you are going to share your thinking using relevant textual evidence, listen to and build upon the ideas of others to further collective understanding, writing a reflective response explaining how your thinking deepened because Seminar."	
10/08/2015 10:07am	T - What does collective understanding mean? S - you are gaining a bunch of information while you are collecting what others say	
10/08/2015 10:08am	T sits with inner circle. T - after the seminar you are going to write a reflective response explaining how your thinking deepened because of what was shared. T - Take out your seminar pages, this is where you have your quote. Before we get to your quotes, I would like somebody to tell me what some of the protocols are for seminar. S - use textual evidence and invite people S - it's a discussion not a debate S - ask questions if you don't understand S - listen and reflect on what people say S - don't repeat ideas S - listen actively	
10/08/2015 10:10am	T - what does listen actively mean? S - pay attention, have good posture, answer questions, go off what people are saying. S's outside the circle also take notes. A student arrives late and sits in the outside circle T reiterated what active listening means. "You know your protocols, you know exactly what you are supposed to do."	
10/08/2015 10:11am	T - [to students in the inner circle] OK, what is an outsider? Just start sharing. S - So an outsider is, to me, an identity. It's kind of something you're labeled as b/c you are not accepted - maybe the Greasers aren't accepted by the Socs. It's identity so I ranked that number one. S - Yeah, and I think it's also acceptance because you - when you are an outsider you kind of make friends and you accept each other, you accept the fact that you are not a Soc S - I ranked identity as number one because on p. 72 'what kind of world would it be....' So the quote even says he has a reputation and an identity. T nods and looks at students sharing. She takes notes. S's outside the circle also take notes. A student arrives late and sits in the outside circle	
10/08/2015 10:15am	S - I also ranked identity as one because on p 38 it said, 'You Greasers...show emotions" And that says the Greasers are themselves because they show emotion T - did everyone hear that? S's nod.	
10/08/2015 10:16am	S - I labeled fear, I think a lot of people fear outsiders, like on p. 79, the character was happy to see the Socs running away afraid S - on p. 118 it talks about how Socs and Greasers are more alike than they think they are S - I think an outsider is someone in survival mode, trying not to get in anyone's way S's wait until others finish their comments before talking.	

10/08/2015 10:17am	S's compare how Socs and Greasers behave, how they look, and how they behave towards each other. S's continue to cite evidence. S's often start with "I agree with.... [student name]"	
10/08/2015 10:18am	T stops the discussion. I know I hate to do this, but we are going to switch places. The assembly went long and the period was shortened. Before we switch, outside circle, what did you hear?	
10/08/2015 10:18am	S – I heard someone say an outsider is trying to stay out of things. I don't agree with that because to a Soc, a Greaser is an outsider and greasers we all know aren't trying to stay out of trouble. Dally is a great example. He could be a Soc, but he goes against the law and tries to get in trouble... some of them might be...not all No other students respond.	
10/08/2015 10:19am	T asks for a smooth transition from inner circle to outer circle. Students switch seats (30 seconds). OK, and we should be settled in now. T sits down again. New S's in the inner circle have their books and handouts.	
10/08/2015 10:20am	T explains that she is "adding a twist" to the second seminar. T asks students to look at the two conversations in chapter 9, one between Dally and Ponyboy and one between Johnny and Ponyboy. She asks them to talk about the different pieces of advice they give. Mentions Johnny's last words were "STAY GOLD." Explain to me how that connects with an outsider. S – an outsider is someone who is not part of the group. T – a little louder. S – an outsider is not part of a group and Johnny's saying STAY GOLD to Ponyboy because he's saying stay special, stay different...it's OK...	
10/08/2015 10:22am	<b>NOTICING/WONDERING:</b> The LT and SC are projected on the screen. T reads - LT for today is "to deepen understanding of the Outsiders by participating in a Socratic Seminar." SC for today, "you are going to share your thinking using relevant textual evidence, listen to and build upon the ideas of others to further collective understanding, writing a reflective response explaining how your thinking deepened because Seminar." [1 minute] T - What does collective understanding mean? How did you select today's learning target and success criteria?	
10/09/2015 7:06am	<b>RESPONSE:</b> For the learning target, I knew I needed them to understand the Outsiders better and I figured they could use a Socratic Seminar to do that. We have been working on Socratic Seminars to deepen understanding of texts all year. For the success criteria, I chose to include some of the key skills we have been working on through Common Core, like using textual evidence and the listening and speaking standards like building on the ideas of others. I wanted to make sure they understood the success criteria in particular because we have not done a Socratic Seminar in a few weeks. I thought they showed they understood them pretty well based on how they answered my questions about what collective understanding meant, and about protocols for seminar discussion. Like, they said they knew that they did not have to raise their hands in discussion, something we really worked on in September. Then in the actual discussion, they showed me they knew how to listen to each other.	
10/08/2015 10:24am	<b>NOTICING/WONDERING:</b> The teacher listens to the students' discussion. She nods her head and tracks each speaker as they speak. After each student speaks, she takes notes on what was said. What were you writing down during the lesson and what did you learn about the students?	
10/09/2015 7:10am	<b>RESPONSE:</b> The notes I took were part of the assessment and grade for the activity. I always keep track of how often everyone speaks in seminar. That time, I also kept track of how students were processing the text, including how their understanding was deepening through discussion. Based on my notes from today's discussion, I know that tomorrow I have to do some more teaching about how to really connect your point with the evidence from the text - they left a lot of this unsaid - like just tagging a quote.	
10/08/2015 10:27am	<b>NOTICING/WONDERING:</b> I noticed you changed the discussion prompt (by what she called "adding a twist") to the second part of the seminar. The new question was about one specific part of the text and how it connected with being "an outsider." How did you decide to change the question prompt for the second part of the seminar?	

10/09/2015 7:16am	<b>RESPONSE:</b> Well, during the first part of the discussion, I noticed that the students were doing a good job overall of participating, but I thought they were missing some of the key ideas in the story and I was worried they were not going to talk about this important moment in the text when Johnny gives Ponyboy some important advice. I also wanted them to really engage with that moment in the text, not just talk generally.	
10/08/2015 10:28am	<b>NOTICING/WONDERING:</b> I noticed you asked the students outside the circle to respond to the discussion inside the circle. "Before we switch, outside circle, what did you hear? Tell me about why you have the outer circle students explain to the inner circle students what they heard them say."	
10/09/2015 7:19am	<b>RESPONSE:</b> Well, I want to hold the outer circle accountable for listening actively even when they are not themselves participating in the discussion. I also think that having them listen and respond helps them firm up what they really think about the text.	

**Staff Signature:****Date:****Observer Signature:****Date:**

- Analyze Roberta's Practice to determine what she can do, is on the verge of, and far from within her area of focus.
  - District's Focus:** P1, P3, P4, P5, SE3
  - Roberta's Focus:** P1, SE4, A4, CEC2

CAN do...	VERGE of...	FAR from...
There is evidence that the practice is in place (with intention).	There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.	There isn't evidence of the practice in place (with intention).

## Growth Plan Information

Teacher Name:	Kelly Hernandez
Growth Plan Name:	Kelly Hernandez Growth Plan
School Year:	2022-2023
Status:	Pending Approval (Requested Approval on 06/08/2023 10:20am)
	<p>The district has identified two elementary initiatives specific to implementing the IB Primary Year Program (PYP) and UW-CEL's 5 Dimensions of Teaching and Learning. The purpose of the PYP is to ensure all of our students engage in globally focused inquiry through trans-disciplinary units, taking ownership of their learning and applying their thinking to global perspectives. Students will do this by asking questions to deepen understanding and uncover misconceptions while strengthening their acclimation to the IB Learner Profile.</p> <p>To begin the year, I asked my students to explore a mathematical concept related to data. During and after the lessons, I formatively assessed my students' ability to engage in the math practice standards and the PYP Learner Profile.</p> <p>My broader purpose as an educator is to ensure student equity so that instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking, so that they become more capable mathematicians. Students will be able to use mathematical ways of thinking and knowledge to collaboratively solve problems, encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.</p> <p>As an educator, I aspire to the PYP mission that aligns with my deep belief in equity. In the past I have consistently made sure all of my lessons allow students to have multiple opportunities to engage collaboratively in mathematical problem solving. I strive to ensure that learning tasks are scaffolded to support the development of the targeted concepts and skills and gradually releasing responsibility leading to student independence. I ensure that students show responsibility for and ownership of classroom systems and routines that further independence, learning and a culture of respect.</p>
Comments:	
Start Date:	09/05/2023
End Date:	01/19/2024

## Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Purpose
Indicator	1.P.4 Communication of learning target(s)
Comments	<p>I will focus on clearly communicating the learning target(s) through verbal and visual strategies and check for student understanding of the learning target(s) so that I will be able to clearly align success criteria to the learning targets throughout the lesson, allowing students to demonstrate thinking connected to those learning targets through application of discipline-specific concepts or skills.</p>

P4

**Area Of Focus**

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3	
Dimension	Purpose	P1
Indicator	1.P.1 Learning target(s) connected to standards	
Comments	<p>I will ensure that lessons are based on grade level standards, that the daily learning targets align to the standard, and that students can rephrase the learning targets in their own words and explain why they are important. That will result in lessons that are meaningful and relevant beyond the task at hand, and that will help students learn and apply transferable knowledge and skills which will result in students who are lifelong learners and problem-solvers.</p>	

**Area Of Focus**

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3	
Dimension	Curriculum & Pedagogy	CP1
Indicator	3.CP.1 Alignment of instructional materials and tasks	
Comments	<p>When I focus on instructional materials (e.g. texts, resources, etc.) and tasks being appropriately challenging and supportive for all students, aligned with the learning target and content area standards, and culturally and academically relevant, I will be able to ensure that learning is authentic, discipline-specific, and intellectually demanding. That will result in rigorous learning that can be supported by instructional practice for all students.</p>	

**Area Of Focus**

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3	
Dimension	Student Engagement	SE5
Indicator	2.SE.5 Student talk	
Comments	<p>I will focus on student-talk that reflects discipline-specific habits of thinking and ways of communicating which embodies substantive and intellectual thinking. That will allow student-talk to be predominantly students-to-student, which will result in students pressing on one another's mathematical thinking and practice to expand ideas for themselves and others.</p>	

## Area Of Focus

Rubric 5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3

Dimension Classroom Environment & Culture

**CEC2**

Indicator 5.CEC.2 Learning routines

When I focus on systems and routines in the classroom that facilitate student ownership, independence, inclusivity, equity and accountability for learning, I will develop routines for discussion and collaboration that result in discourse that is student-led and supports the learning of others. That will result in increased student ownership of learning and capacity to justify and support answers without teacher cueing.

## Goal

Start Date	09/05/2023
End Date	01/19/2024
Comments	<p><b>LOCAL GOAL:</b>            All students will make 20 or more points gain from pre-test in math. If 85% or more of my students make 20 or more points gain, I will be HE, if 70-84% make 20 or more points gain I will be E. If 50-69% make 20 or more pts gain, I will be ME. If less than 50% make 20 pts or more gain, I will be IE.</p>
Goal	<p><b>EXTERNAL ASSESSMENT GOAL:</b>            All students will show a 35% improvement in their STAR Reading score from 4th grade to 5th grade. If 85% or more of my student make 35% or more points gain I will be HE. If 70-84% of my students make 35% improvement, I will be E. If 50-69% of my students make 35% improvement I will be ME, and if less than 50% make a 35% improvement I will be IE.</p>
Action Steps	<p>Action 1 - Post learning target on board, embed within presentation slides, display in pocket chart or provide students opportunity to document in notes/learning log.</p> <p>Action 2 - Provide opportunity for students to clarify what they are to learn and revisit LT after each chunk of lesson.</p> <p>Action 3 - Review/Unpack Content Standard(s) and identify types of learning targets to reach standard(s).</p> <p>Action 4 - Determine/write learning targets for daily lessons.</p> <p>Action 5 - Provide students opportunity to rephrase targets and note why they are important.</p> <p>Action 6 - Consider the daily LT, PT and SC to determine relevant grade level materials and resources t are needed for today's lesson.</p> <p>Action 7 - Intentionally reflect on student learning needs to identify supplemental text, materials and tasks at higher and lower challenge levels, as we all are relevant to student interests and purpose of lesson.</p> <p>Action 8 - Communicate to students how the materials and tasks will support their</p>

learning of content and transferable skills.

Action 9 - Reflect on the learning target(s) for the lesson and the tasks chosen to move students forward in their learning to determine which talk formats are most appropriate for each activity (whole group, small group, partner).

Action 10 - Determine questions/prompts/problems to pose to my students for each activity/talk format?

Action 11 - Clearly communicate and reinforce the expectation of students to respond to questions in complete sentences, provide reasons and/citing evidence to support their thinking.

Action 12 - Provide opportunities for students to press their thinking (e.g. ways of thinking, claims, evidence, reasoning.) These may be in a different order for different disciplines.

Action 13 - Anticipate the kinds of everyday language I expect to hear and how will I redirect it to more academic terms, if necessary?

Action 14 - Monitor conversations/responses (from small group and partner talk) to determine who I ask to share with the whole class? (i.e., no one, 1 person, multiple people, in what order and for what purpose.

Action 15 - Identify visible thinking routines for each lesson that ensure accountability for learning.

Action 16 - Explicitly teach routines to students and connect to the learning target and/or success criteria.

Action 17 - Provide students opportunity to engage in discussion and other collaborative routines for learning.

Action 18 - Provide support as students engage in learning routines to ensure all are successful and accountable.

Evidence of Achievement

# NOTICING & WONDERING

I notice... I wonder ...

## Noticing: Name Evidence

You/Students (**observable evidence**).

This resulted/impacted/led to (**specific result**).

**Evidence-Based  
Noticing**

**Evidence-Based  
Wondering**  
followed by an

**OR**

## Noticing & Wondering

**You/Students (**observable evidence**)**.

- *What did .... reveal about...?*
- *What did you (learn/thing) when (you/they) ...?*
- *How did .... inform your decision to...?*
- *How did .... align/connect with your ...?*
- *How do you/did you make decisions about ... ?*
- *What is your vision for ... ?*
- *How do you typically ... ?*

# SORT: Analyzing Evidence

## Planning Formative Feedback

CAN do...	VERGE of...	FAR from...
Build lesson in a logical manner to deepen students understanding of the information presented in a graph.	Ss used the math language in mini-lesson to discover/articulate how household data can be represented two different ways.	Explicitly communicating and ensure Ss understand BP/TS.
Base lesson on academic learning needs for whole class given yesterday's lesson. Ss able to relate today's lesson to previous lesson.	Small Groups learning needs	Individual learning needs.
Communicating the LT verbally and visually, referencing the LT throughout the mini-lesson.	Checking understanding of what the LT was for the lesson.	
Use routines for turn and talk and students sharing their learning as whole class to process directions, tasks, and learning. Students led their routine as a whole class processing.		
Using questioning and student talk to deepen understanding of what the data represents, clarifying how the different sets of data can have the same mean, and being able to articulate their thinking engaged most students in work of high cognitive demand.		
Student talk used the math language and went beyond algorithms to find mean of data sets. Some students used data as evidence to support their thinking and new ideas.	Pushing all Ss to provide evidence to support their arguments and new ideas for representing the data	
Ss used their time processing with one another and as a whole class in service of learning. Transitions were teacher dependent.		

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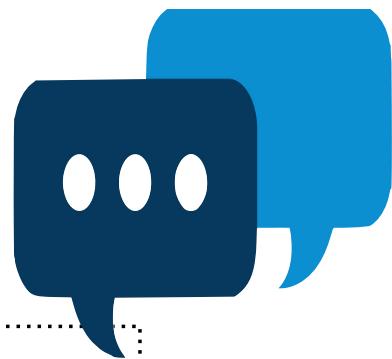
## FORMAL OBSERVATION & FEEDBACK

(P1, SE4, A4, CEC2)

### OPENING

An appreciation

- Hi Roberta
- Thanks for the opportunity...
- Thanks for your continued dedication to...
- Always appreciate...



### EVIDENCE & AFFIRMATION (3-5 statements)

You/Students (observable evidence).

This resulted/impacted/led to (specific result).

### NEXT STEPS (1-3 ideas)

Identify 1-3 next steps specific to the individuals areas of focus as well as their will/skill, level of proximal development, and personal learning style.

- As you work to grow your practice...
- Some things you might want to consider...
- Something you will want to consider is...
- Something you will want to do...

### CLOSING

A special thanks!

- Thanks for all that you do!
- Looking forward to hearing about your successes!
- You've got this!
- Thanks for your continued dedication!
- In appreciation/collaboration
- Your partner in learning

## Teaching Points for Feedback

<p><b>Low Skill, High Will</b></p> <p>Provide Feedback to <b>GUIDE</b> thinking</p> <ul style="list-style-type: none"> <li>• 3 ideas to explore are...</li> <li>• Some things you might want to consider... (name examples)</li> <li>• As you continue to...</li> </ul>	<p><b>High Skill, High Will</b></p> <p>Provide Feedback to <b>EMPOWER</b></p> <ul style="list-style-type: none"> <li>• As you work to grow your practice...</li> <li>• Use a guiding question from the framework that is connected to their area(s) of focus...</li> </ul>
<p><b>Low Skill, Low Will</b></p> <p>Provide <b>EXPLICIT &amp; DIRECT</b> feedback</p> <ul style="list-style-type: none"> <li>• Something I expect to see/hear... I will check in with you in the coming days.</li> <li>• Something you will need to do...</li> <li>• Something you will want to do...</li> </ul>	<p><b>High Skill, Low Will</b></p> <p>Provide Feedback to <b>MOTIVATE</b></p> <ul style="list-style-type: none"> <li>• Something I might see/hear as evidence during the next observation...</li> <li>• Something you will want to consider is...</li> <li>• Knowing your area of focus is... and your students need... work to ....</li> </ul>



## 4 SUPPORT FUNCTIONS

- **Calibrator**
  - What is your current state?  
What is your desired state?
  - Where do you see yourself now and where do you want to be?
  - What will success look and sound like?
- **Coach**
  - Pause
  - Paraphrase
  - Question
  - Would you like to brainstorm a few ideas?
  - Would you like to start or do you want me to start?
- **Collaborator**
  - Would you like a few ideas?
  - You might consider ...
  - It is important to ...
  - Here is one way to think about that...
- **Consult**
  - Would you like a few ideas?
  - You might consider ...
  - It is important to ...
  - Here is one way to think about that...

**Note\*\* This Observation has not been finalized and can be changed.**

## Observation for Kelly Hernandez

Staff Member	Kelly Hernandez
Observer	Elise King (lking@midemo03.com)
Staff Member Digital Signature Date	Not digitally signed
Observer Digital Signature Date	Not digitally signed
Observation Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Observation Type	Unannounced
School Year	2022 - 2023
Observation Start Date	06/01/2023 3:05pm
Observation Timer	
Area of Focus	P1-LT connected to standards, P4-Comm of LT, SE5-Student Talk, CEC2-Learning Routines
Private Observation	No Make Private

### Notes

Date/Time	Script	Code
06/01/2023 3:05:31pm	Students are sitting on the floor facing the whiteboard. On the whiteboard is the LT and SC for the lesson.	
06/01/2023 3:06:25pm	LT - Students will learn how different sets of data can have the same mean by leveling the data. SC - I will be able to use cubes to accurately depict different data sets that represent the same mean. I will be able to show the same data in different ways.	
06/01/2023 3:06:41pm	Teacher approaches students and says, "We should probably put our math caps back on. Partner B please thank partner A for being so cool. Kids repeated.	
06/01/2023 3:08:25pm	Teacher reviews what the students had learned the previous day when Ss worked in partnerships to discover the average by leveling cubes. T - Yesterday you were using cubes to show data...today we will review sets of data. Today I want to review with you what you did. T - What you did yesterday was find the mean by taking these two stacks (reference poster board) and leveled them out here (T visually moved post-it notes on chart to depict leveling of cubes cubes). Then I can take one of these cubes and one of these cubes, and you knew that you had the mean because the stacks were leveled. One cube was one person and one stack was one household. Then earlier today during 10 minute math we made a line plot. Look waht I have here, a line plot. If I were to plot this data here, I would ask myself, like you did earlier, how many people were in this household, were in this household, this household, this household and plot the data.	
06/01/2023 3:09:17pm	T - I want you to think about how many post-its you would need. T - Instructed students to talk to partner about how many they would need to share. Would they be above this? How many post it notes would be here. Put thumbs up when you know. (students discuss about 10 seconds)	
06/01/2023 3:12:26pm	T - I heard it. Could you please share? S - Six. T - Who agrees? Can someone put it in their own words? Dominic - you would need six post its because each households would have a post-it. T repeats you would need six post-its because each household would have a post-it. T - where would I put them? S2 - Dominic said one under the 2. Students (each answer one) - two under the 3, one for 6, two for 4 and another for 6. T - who can tell me what the mean of that data is? T - called on David to say in a sentence the mean of the data. S - Four.	
06/01/2023 3:13:43pm	T - so what is the mean of this data? S's - 4. T - yesterday we leveled data to find means. This is my question for you. These are the people here (points) where are the people here? Some o fyou are looking so hard because you're	

	intent on using the data. Your eyes are going here and here. Teacher points to where the data was yesterday.	
06/01/2023 3:13:52pm	S's talk for about 15 seconds about data	
06/01/2023 3:16:26pm	T - where are the people here. S where you put 1, 2, 3 -6 that's the number of people in the household. T repeats. S - each represents a person in the household. T asks student to point to it on the board, says to other students you may have a genuine question and may be able to state it in your own words. S explains how sticky notes relate to the number of people inside each. S - asks student does the 6 mean 6 people between two sticky notes, 3 and 3? S - no, the sticky note is one household and in this household there are 6 people. T - it might help us see better if we wrote the number of people in the household. That was your clarifying question right? S fills out the sticky notes	
06/01/2023 3:17:43pm	S - James I think I know what you're saying each one represents a household and the number at the bottom represents the number. T - repeats the statement says it's good to state it in your own words. S - so the sticky notes each represent a house. T - so how are these two (pieces of data pointed at) the same? Where do you see this tucked in here? Turn and talk to your partners quick.	
06/01/2023 3:18:14pm	T - corrects a student asking him to focus and says be ready to restate in own words. Other student discussing. teacher finishes their thoughts with countdown after about 15 seconds	
06/01/2023 3:19:59pm	T - where is this data in there? S can I come to the board? This is the same because it says the people. The sticky note shows how many people are in each of the houses based on size. T - James? S - if you look up there are two squares filled in red and there are two on the two. T - so James says there are two squares filled in red and there's a 2 above the two. S - the line is showing how many people are in the house. T - so you think this bottom number is how many? Would it be helpful to label that? Ss - yes. T - (writes) number of people in the house. Thank you Juan.	
06/01/2023 3:20:56pm	T - so now I have a different data. Today's target is to create different sets of data that have the same mean. You may already know the mean of the data I'm going to present. You may have an idea. So we're using different data with the same mean.	
06/01/2023 3:22:05pm	T - so I wish we had bigger cubes to represent the data. I can see you're focusing and can understand it well. I have this data here. (showing the cubes). It has the same data. How could I level these out or show I have the same mean as what we looked at yesterday? I see ideas are popping up quickly? How can I show, yes Ms. Hernandez, I can show a representation of having the same mean? Partner A please start the conversation. Ss discuss.	
06/01/2023 3:22:49pm	S - the one that has 6 I would take it off and put it on one of the ones with three. Then I would put one on the orange one and they would be equal. S - how would that make it even? S - each one would have four. T - wraps up discussion after about 25 seconds.	
06/01/2023 3:54:08pm	<b>NOTICING/WONDERING:</b> You verbally stated and visually posted that students were to learn how different sets of data can have the same mean by level of data. To which standard does this connect?	
06/01/2023 3:55:27pm	<b>NOTICING/WONDERING:</b> During the mini-lesson about how household data can be represented two different ways, I saw students turn and talk and heard four students lead a discussion around how the line plot related to yesterday's data. What did the turn and talk, as well as the whole group conversation, reveal about the students' understanding of today's LT?	