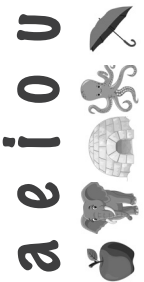








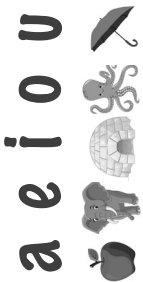










Figure 3.13: Kindergarten Goal Card

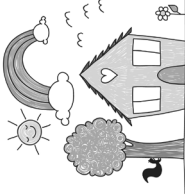
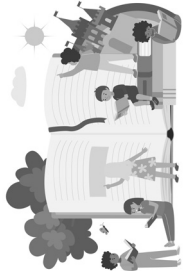
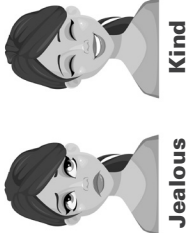


<p>I can identify and say the five short vowel sounds.</p> 	<p>I can tap out the sounds in CVC words.</p> 	<p>I can blend and read CVC words.</p> 	<p>I can identify and say the five long vowel sounds.</p> <p>ā ē ī ō ū</p>	<p>I can read one-syllable words with short and long vowel sounds.</p> 					
--	---	---	--	--	---	---	---	---	---

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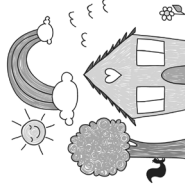
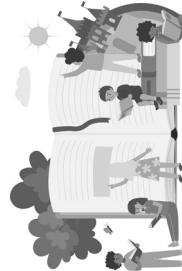

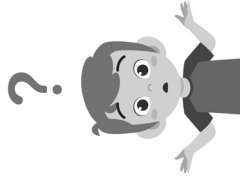

<p>I can identify and say the five short vowel sounds.</p> 	<p>I can tap out the sounds in CVC words.</p> 	<p>I can blend and read CVC words.</p> 	<p>I can identify and say the five long vowel sounds.</p> <p>ā ē ī ō ū</p>	<p>I can read one-syllable words with short and long vowel sounds.</p> 					
--	---	---	--	--	---	---	---	---	---

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Figure 3.14: Goal Card With Tally Marks

<p>I can identify the characters, setting, problem, and solution.</p> 	<p>I can describe the major events in a story.</p> 	<p>I can analyze characters' thoughts, actions, and motivations.</p> 	<p>I can use clues in the text to infer meaning.</p> 	<p>I can cite evidence from text to support my thinking.</p> 	
---	--	--	--	--	--

Source: ©2023 Mason Crest Elementary School. Adapted with permission.

<p>I can identify the characters, setting, problem, and solution.</p> 	<p>I can describe the major events in a story.</p> 	<p>I can analyze characters' thoughts, actions, and motivations.</p> 	<p>I can use clues in the text to infer meaning.</p> 	<p>I can cite evidence from text to support my thinking.</p> 	
--	--	--	---	--	--

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Get Going on Chapter 3: Assess and Monitor Student Reading Achievement With Ongoing Assessment

- » How is your team developing common formative assessments that align with instruction and give specific data on learning targets to improve reading achievement on the identified essential standards?

- » As your team shifts its thinking about assessment and you develop assessments for learning, are you using a variety of assessment techniques (observation, conference, selected response, and constructed response)? How do you arrive at team consensus for which assessment technique to use and why?

- » Rather than just collecting data, are you using a protocol to analyze student assessment data and monitor each student’s progress toward reading proficiency?

- » Are you using data to create goal-directed learners who know what their reading goals are and can self-assess their progress toward meeting those goals?

Getting Started?	Getting Better?
<p>Many teachers feel they already spend too much time assessing students and it takes precious time away from instruction. Sometimes you need to consider next <i>stops</i> rather than next <i>steps</i> (DeLong, 2011). If the assessments you are currently giving do not give you specific information about where each student is on the path to proficiency on your essential standards, then first consider omitting or revising assessments you’ve used in the past to make room for more purposeful data collection.</p>	<p>Be sure your team develops or revises common formative assessments <i>before</i> starting a unit so everyone on the team has a common understanding of the complexity level of text, task, or thinking expected at proficiency. As you refine assessments, be sure they do not just tell you which students are proficient and which are not; the assessments should give you specific data about which rung of the ladder each student is on toward proficiency. Many teams find it useful to include the <i>I can</i> statement above each question or task on an assessment so both teachers and students are clear on which learning target students are demonstrating.</p>

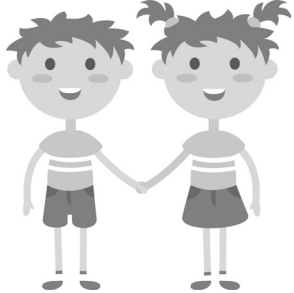





Reference

DeLong, T. J. (2011, August 4). Three questions for effective feedback. *Harvard Business Review*. Accessed at <https://hbr.org/2011/08/three-questions-for-effective-feedback> on January 11, 2023.

Figure 4.5: Retelling Graph

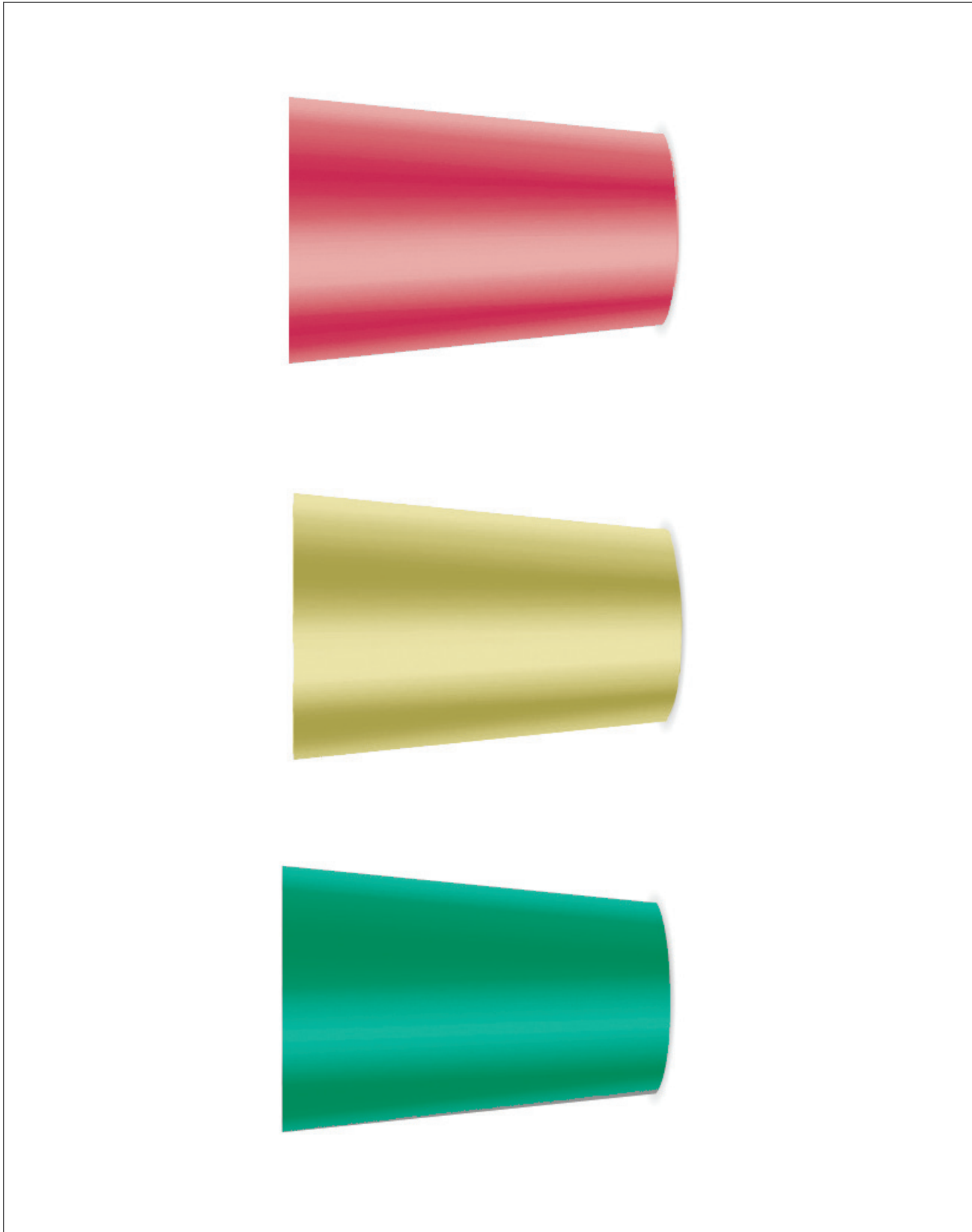
_____ 's Retelling Graph

15										
14										
13										
12										
11										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Date										

Source: ©2023 Mason Crest Elementary School. Adapted with permission.

Figure 4.6: Detail Dots Tool



Source: ©2023 Mason Crest Elementary School. Adapted with permission.

Figure 4.7: Sequencing Stories Game Board



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Get Going on Chapter 4: Measure Effectiveness of Individual and Collective Teacher Practices

- » Does your team prioritize analyzing data through the lens of professional learning and evaluating collective and individual instructional practices?

- » Has your team aligned data outcomes with SMART, team, or unit goals?

- » Are protocols, norms, and collective commitments in place to create a healthy data culture?

- » Does the team intentionally celebrate effective individual and collective instructional practices?

Getting Started?	Getting Better?
<p>Providing opportunities to practice data vulnerability is a great way to get started. Be sure to review norms and collective commitments to ensure healthy data discussions. If teachers have never shared their data before, then before a first data discussion, you may want to remove the personal element by starting with fake data with made-up names. Assign each team member to represent one of the fictional teachers and practice using the protocol provided. Reflect on where the team had strengths and vulnerabilities, and refine norms if necessary. Another option is to include real data but remove teacher names this first time, keeping in mind that teachers may need to get comfortable being uncomfortable in order to move on to real data aligned with real teachers.</p>	<p>If your team is already discussing data, not just to group students or adjust instruction but to gather evidence of professional effectiveness, then consider how you are using data as a tool to determine areas of professional growth. If the team or each teacher creates a professional SMART goal centered on improving instructional practices in literacy, then each data discussion also becomes an opportunity to support each teacher in attaining an individual or collective SMART goal. As the collaborative team members share data, their transparency of practice becomes more purposeful as their insights, guidance, support, or resources move them toward reaching their goals. Teams that are engaged in this level of goal-prioritized practice operate under the mantra, <i>No one learns alone.</i></p>

Figure 5.7: Purchased Curricula Alignment Tool

Unit:	Start Date:	End Date:
Essential Standard:	Essential Standard:	Essential Standard:
Learning Targets (<i>number</i>):	Learning Targets (<i>number</i>):	Learning Targets (<i>number</i>):
Pacing and Alignment of Curricula With Essential Standards' Learning Targets		
Lessons From Purchased Curricula:	Learning Targets Addressed by Lesson:	Team Adaptations to Provide More Targeted Opportunities:

Get Going on Chapter 5: Support Systematically With Targeted Acceleration, Interventions, and Extensions

- » Are your interventions and extensions systematic or left up to each individual teacher? Are the interventions aligned with your essential standards so that students are getting additional time and support on what teams have determined are the most important skills to support reading achievement?

- » How does your team reassess students so that you not only know which students need interventions and extensions, but can monitor the effectiveness of your interventions and flexibly regroup if students have improved as a result of the additional time and support?

- » Does your team use a protocol to monitor student progress across time, and are there manageable structures for all the adults who work with a student to communicate about the goals and strategies being employed both in the classroom and in intervention?

- » Are all students who need additional time and support, be it intervention or extension, included in your response plan, or do you spend so much time focusing on the students who are not yet proficient that you never get around to talking about the needs of students who need extension?

Getting Started?	Getting Better?
<p>We have never worked with a school that stuck with the exact same model of interventions and extensions from one year to the next. Until there are no longer students in your building who need interventions, you will be revising your system of interventions and extensions to better serve your students. You don't need to wait until next year or until you have the money to order another resource to begin interventions. Get started! Just remember, critical questions one and two come first for a reason. Focus on a small set of essential standards that you want students to master (know), and you've developed quality assessments that give you data (show) on which students need interventions or extensions on which essential skills before you tackle answering critical questions three (grow) and four (glow).</p>	<p>Classroom teachers and interventionists cannot work as independent contractors. While it may not be possible for resource teachers and interventionists who support each grade level to attend all grade-level team collaborative meetings, they do need to be considered part of the extended team at each grade level and work within the team norms. Brian Butler, principal of Mason Crest Elementary, often reminded his staff to make decisions based on what is best for student learning, not based on what is most comfortable for the adults in the building (personal communication, 2016). Part of your system of interventions and extensions is a system of communication, so consider how the adults can get better at communicating about student progress in order to improve student reading achievement.</p>

TEAMS Process Protocol for Deconstructing Essential Standards

Teams engage in the following actions. Use the “TEAMS Process Template: Deconstructing Essential Standards” and “Deconstructing and Reconstructing Essential Learning Targets: Critical Question One (Know)” tools to support your work.

1. **Label** the unit by genre or focus, and list the essential standards that align with this unit. Then copy and paste the primary essential standard into the Essential Standard to Deconstruct box.
2. **Look** at the essential standard vertically. What can we learn about the standard in the grade level below us? Above us? What prerequisite skills will students need to access?
3. **Read** any explanations about the standard in the state or provincial standards document or other curriculum guides. Discuss and record understandings.
4. **Consider** what the team can learn from assessment blueprints or released assessment items.
5. **Pull** nouns and related vocabulary from the standard to list common language teachers will use in instruction and accountable language students will use to share their thinking and learning.
6. **Pull** verbs and related vocabulary from the standard to list skills or behaviors students will demonstrate to show their understanding.
7. **Generate** sentence frames or vocabulary stems around academic vocabulary.
8. **Use** the nouns and verbs list to build learning targets shared as *I can* statements, breaking the essential standard into bite-size pieces for student-friendly learning goals. Start with the simplest targets, and build to the more complex or difficult ones, ending with the overall grade-level task that puts all the pieces together.
9. **Create** questions to assist students in guiding their own thinking and to deepen understanding of each *I can* statement.
10. **Group** *I can* statements into related learning goals to guide instruction and informal assessment or feedback to put some of the smaller pieces together in a way that will make sense in the teaching and learning cycle. Use brackets or highlight in a different color for each grouping.

TEAMS Process Protocol for Building Common Formative Assessments

Teams engage in the following actions. Use the “Building an Assessment Plan by Learning Target: Critical Question Two (Show)” and “TEAMS Process Template: Building Common Formative Assessments” tools to support your work.

1. **Name** the unit by genre or focus, and list the essential standards that will be assessed and the date of the summative unit assessment. Determine the tentative dates for common formative assessments within the unit.
2. **Pace** the teaching, assessing, and response to each learning target within the essential literacy standard by deciding how many days of instruction will be dedicated to each of the learning targets and which learning targets will be included on the common formative assessments.
3. **Align** with available assessment blueprints or released assessment items for expectations of rigor, text complexity, and academic vocabulary and models of assessment questions.
4. **Format** the assessment, choosing the most appropriate method or design in order to have the best opportunity to gain insight on student learning and provide feedback.
5. **Select** appropriate texts to be used if assessing for comprehension, specifically evaluating the text complexity and purpose to be sure students can access the text and show what they comprehend.
6. **Create** or curate the common formative assessment, building the questions, answer stems, tasks, or prompts, or collectively determining which premade or prepublished assessment meets the agreed-on criteria and if it needs to be adapted in any way.
7. **Review** the assessment by having all teachers on the team take the test as if they were students to identify any possible edits or revisions. Have teachers determine the *best* answer choice as a key and the best *incorrect* answer to explain why students would make the error.
8. **Refine** and revise as necessary. Assign individual team members action steps and a timeline for completion if necessary before publishing the assessment.
9. **Determine** how to score the assessment by creating a checklist, proficiency scale, or rubric with clearly articulated success criteria.
10. **Calibrate** the scoring guide, and proactively determine how to assign points, give credit, or make determinations of proficiency. How will the team manage accommodations for students with IEP or 504 eligibility? Will other literacy skills such as grammar and punctuation be measured on this assessment?

TEAMS Process Protocol for Analyzing Data for Evidence of Instructional Effectiveness

Teams engage in the following actions. Use the “TEAMS Process Template: Analyzing Data for Evidence of Instructional Effectiveness” tool to support your work.

1. **Name** the unit by genre or focus, and list the essential standards and learning targets that were assessed.
2. **Celebrate** reading data to determine overall gains and strengths as a grade level and for each class. All classes and students are accounted for.
3. **Discover** overall areas in need of continued support as a grade level and for each class. Ensure all classes and students are accounted for.
4. **Organize** support by student, by learning target, and by level of proficiency (need).
5. **Plan** responses by determining which strategies will be most effective to respond when students do and do not learn.
6. **Claim** strengths, celebrations, or glows specific to literacy instructional practices both as a team and individually. Be generous and specific with celebrations!
7. **Target** areas of need, or grows, specific to literacy instructional practices both as a team and individually. Be intentional and specific when identifying needs.
8. **Learn** what professional learning or support is needed for improved literacy instructional practices both as a team and individually.
9. **Aim** to accomplish goals by aligning data outcomes with literacy SMART, team, or unit goal attainment.
10. **Commit** to actions and next steps to be implemented to meet individual and collective literacy instructional goals.

TEAMS Process Protocol for Monitoring Intervention Progress

Teams engage in the following actions. Use the “Building a Response Plan by Learning Target: Critical Question Three (Grow)”, “Path to Proficiency Plan Template”, “Targeted Intervention Groups and Goals Template”, and “Communicating and Collaborating About Learning in Interventions Template” tools to support your work.

1. **Analyze** students’ current strengths and needs.
2. **Determine** the focus-of-intervention area and action steps needed.
3. **Decide** who will meet those needs and when the group fits in the schedule.
4. **Establish** data collection and reassessment measures and dates.
5. **Create** a short-term SMART goal for each intervention group.
6. **Set** the next date for progress monitoring to determine if the goal was met for each student.
7. **Clarify** what all adults working with the student are expected to communicate and in what format they should communicate it.
8. **Plan** targeted lessons with built-in opportunities to collaborate around learning.
9. **Reassess** and monitor progress to determine if the goal was met.
10. **Regroup** for instruction on a new goal, or increase the intensity of intervention.





TEAMS Process Template: Deconstructing Essential Standards

<p>1. Label unit: All standards in this unit:</p>	<p>Essential standard to deconstruct:</p>
<p>2. Look at standard in grade level below:</p>	<p>Standard in grade level above:</p>
<p>Prerequisite skills:</p>	
<p>3. Read notes in local standards or other curriculum guides and record understandings:</p>	
<p>4. Consider understandings from assessment blueprints and released assessment items:</p>	





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5. Pull nouns or content in standard (plus related vocabulary):	6. Pull verbs or skills in standard (plus related vocabulary):
7. Generate sentence frames or vocabulary stems around academic vocabulary:	
8. Use nouns and verbs to create student-friendly <i>I can</i> statements arranged in a learning progression from simple to complex:	
9. Create guiding questions for <i>I can</i> statements:	
10. Group <i>I can</i> statements into related learning goals:	

Deconstructing and Reconstructing Essential Learning Targets: Critical Question One (Know)

Unit:			
Essential Literacy Standard:			
Learning Target		Question One: Know	Team Notes
		Instructional strategies? Misconceptions? Appropriate text?	
		Instructional strategies? Misconceptions? Appropriate text?	
		Instructional strategies? Misconceptions? Appropriate text?	
		Instructional strategies? Misconceptions? Appropriate text?	

Building an Assessment Plan by Learning Target: Critical Question Two (Show)

Unit:			
Essential Literacy Standard:			
Learning Target		Question Two: Show	Team Notes
		<p>How will we assess on common formative assessments?</p> <p>Ideas for quick checks?</p> <p>Appropriate text?</p>	
		<p>How will we assess on common formative assessments?</p> <p>Ideas for quick checks?</p> <p>Appropriate text?</p>	
		<p>How will we assess on common formative assessments?</p> <p>Ideas for quick checks?</p> <p>Appropriate text?</p>	
		<p>How will we assess on common formative assessments?</p> <p>Ideas for quick checks?</p> <p>Appropriate text?</p>	

TEAMS Process Template: Building Common Formative Assessments

1. Name unit assessment: Essential literacy standard assessed:	Embedded and recursive essential literacy standards assessed:			
Date of common formative assessments: Date of team data reviews:	Date of summative or unit assessment:			
2. Pace teaching, learning, assessing, and response (essential standard pacing map):				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
3. Align with assessment blueprints by finding examples of the following (check all that apply): <input type="checkbox"/> Rigor <input type="checkbox"/> Tasks or behaviors <input type="checkbox"/> Text complexity <input type="checkbox"/> Academic vocabulary Notes:				
4. Format assessment design: Learning target one: Check all that apply: <input type="checkbox"/> Performance <input type="checkbox"/> Selected response <input type="checkbox"/> Constructed response Notes:				
Learning target two: Check all that apply: <input type="checkbox"/> Performance <input type="checkbox"/> Selected response <input type="checkbox"/> Constructed response Notes:				
Learning target three: Check all that apply: <input type="checkbox"/> Performance <input type="checkbox"/> Selected response <input type="checkbox"/> Constructed response Notes:				

5. **Select** text for this assessment:

6. **Create** assessment, ensuring it matches grade-level expectations of the following (check all that apply):

Rigor

Tasks or behaviors

Complexity of text

Academic vocabulary

Link for created or curated assessment:

7. **Review** notes from team observations:

TEAMS Process Template: Analyzing Data for Evidence of Instructional Effectiveness

1. Name unit assessment: Essential literacy standard assessed:	Embedded and recursive essential literacy standards assessed:		
2. Celebrate overall student strengths:			
3. Discover overall student opportunities:			
4. Organize support by student and by target:			
Learning Target One:	Students at Level 1: Emerging	Students at Level 2: Progressing	Students at Level 3: Attaining
Learning Target Two:	Students at Level 1: Emerging	Students at Level 2: Progressing	Students at Level 3: Attaining
Learning Target Three:	Students at Level 1: Emerging	Students at Level 2: Progressing	Students at Level 3: Attaining

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5. Plan effective actions to accelerate learning:	Effective actions to extend learning:
--	---------------------------------------

6. **Claim** overall team strengths:

Individual Teacher Strengths

Teacher one	
Teacher two	
Teacher three	

7. **Target** overall team need:.

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Individual Teacher Needs

Teacher one	
Teacher two	
Teacher three	

8. **Learn** overall team professional learning or support needed:

Individual Teacher Professional Learning or Support Needed

Teacher one	
Teacher two	
Teacher three	

9. **Aim** to achieve goals:
Did we meet our collective goal?

By what margin?

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What data do we need to collect to continue to monitor our SMART goal attainment?

How do these data impact upcoming unit goals?

10. **Commit** to next steps:
What actionable commitments do we make as a team?

Actionable Commitments We Make Individually

Teacher one

Teacher two

Teacher three

Path to Proficiency Plan Template

Student		
Essential Standard		
Learning Targets Focus		
Proficiency Level	Choose one. <input type="checkbox"/> Level 1: Emerging grade-level proficiency <input type="checkbox"/> Level 2: Progressing grade-level proficiency <input type="checkbox"/> Level 3: Attaining grade-level proficiency	
Student Strengths		
Action Plan	Teacher actions:	Student actions:
Check-In Dates	Date of checkpoint one: Date of checkpoint two: Date of checkpoint three:	
Proficiency at Checkpoint One	Choose one. <input type="checkbox"/> Level 1: Emerging <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Attaining	Checkpoint one notes:
Proficiency at Checkpoint Two	Choose one. <input type="checkbox"/> Level 1: Emerging <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Attaining	Checkpoint two notes:
Proficiency at Checkpoint Three	Choose one. <input type="checkbox"/> Level 1: Emerging <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 3: Attaining	Checkpoint three notes:





Targeted Intervention Groups and Goals Template

Students in Intervention Group	Classroom Teacher	Intervention Action Steps	Reading Skill Goal	Group Teacher, Timing, and Ratio	Data Collection and Reassessment Date





Systematically Communicating and Collaborating About Learning in Interventions

Reading Group Goal		Focus of Instruction (Learning Target)	Strategies to Share or Questions for Team
Student Name	Notes From Intervention	Notes From Classroom	

Building a Response Plan by Learning Target: Critical Question Three (Grow)

Unit:			
Essential Literacy Standard:			
Learning Target		Question Three: Grow	Team Notes
		What intervention strategies are most effective?	
		What intervention strategies are most effective?	
		What intervention strategies are most effective?	
		What intervention strategies are most effective?	

Building a Response Plan by Learning Target: Critical Question Four (Glow)

Unit:			
Essential Literacy Standard:			
Learning Target		Question Four: Glow	Team Notes
		What extension strategies will deepen the learning?	
		What extension strategies will deepen the learning?	
		What extension strategies will deepen the learning?	
		What extension strategies will deepen the learning?	

Critical Considerations for Analyzing Evidence of Professional Effectiveness

Dialogue and collaboration around the following questions can help create or elevate team structures and collective practices to ensure data conversations lead to professional learning.

- Have we established a clear purpose and focus for our data conversations?
- Have we collaboratively developed norms and collective commitments for data disaggregation?
- Do we align our data conversations with our SMART goal or team goal attainment?
- Are both individual teacher and collective teacher outcomes analyzed?
- Do we ask questions and engage in collective inquiry?
- Are we reliant on facts and evidence instead of opinions and assumptions?
- Is monitoring progress of our effectiveness part of our team's data routine?
- Have we included intentional and consistent opportunities to celebrate our work?

Critical Components of Reading: Questions for Literacy Teams to Consider

The National Reading Panel's (National Institute of Child Health and Human Development, 2000) five pillars of reading—(1) vocabulary, (2) phonemic awareness, (3) phonics, and (4) fluency—and oral language are discussed in chapter 2. As a team, consider the following questions for each applicable pillar.

- **Vocabulary:** How does your team ensure students engage in tasks that expand their vocabulary during the literacy block?
- **Phonemic awareness:** How does your team ensure early readers or those students who have difficulty decoding words develop strong phonemic awareness during the literacy block?
- **Phonics:** How does your team systematically build students' phonics skills and provide opportunities during the literacy block for them to apply those phonics skills to decode continuous text and encode to write for authentic purposes?
- **Fluency:** How does your team develop reading fluency during the literacy block so that students read accurately with expression whether they are reading aloud or to themselves?
- **Comprehension:** How does your team ensure that all reading tasks lead to comprehension during the literacy block so that students understand that the reason they develop their vocabulary, phonemic awareness, phonics, and fluency skills is so that they can better read and understand any text they encounter?
- **Oral language:** Does your team provide opportunities for students to develop their oral language within the literacy block?

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching children to read: Reports of the subgroups*. Washington, DC: Authors. Accessed at www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf on October 10, 2022.