Team Meeting Protocol: Building Staff Collective Efficacy
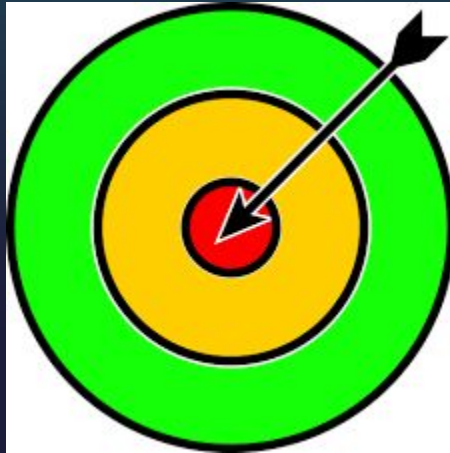
Agenda

1. **Purpose of Assessment Data**--what do we want to know?
2. **Examining the Data**--what is important?
3. **Collective Efficacy Through Evidence Analysis**--A Six Step Process
4. **We unpacked the data--now what? Interventions and Frameworks**
   a. GOGOMO Activity
   b. Intervention Hunt
5. **Share ideas** and wrap up

Purpose of Assessments

Purpose of Assessment-- what do we want to know?

Benchmark

Flag students for discussion

1-4 times annually

Short administration time

Use of a team for administration or group administration

Diagnostic

More intensive

Individually administered

Focus on specific areas (identified by benchmark and/or teacher)

Progress Monitoring

Focused on specific area

Individually administered

Coordinated school administration times

A word about purpose:

"Teams use student artifacts to track progress and develop deeper understandings of how to support student learning"

2017, Donohoo, J. Collective Efficacy: How Educators Beliefs Impact Student Learning

Examining the Data: What is important?

Collaboration is key!

Conclusion:

Leading teachers through a systematic process of analyzing test results and implementing targeted interventions requires collaboration, data-driven decision-making, and a commitment to ongoing improvement. By following these steps, educational leaders can create a supportive environment that fosters student success and continuous professional growth among teachers.

Intention and Collaboration

MOORE-ENGLISH.COM
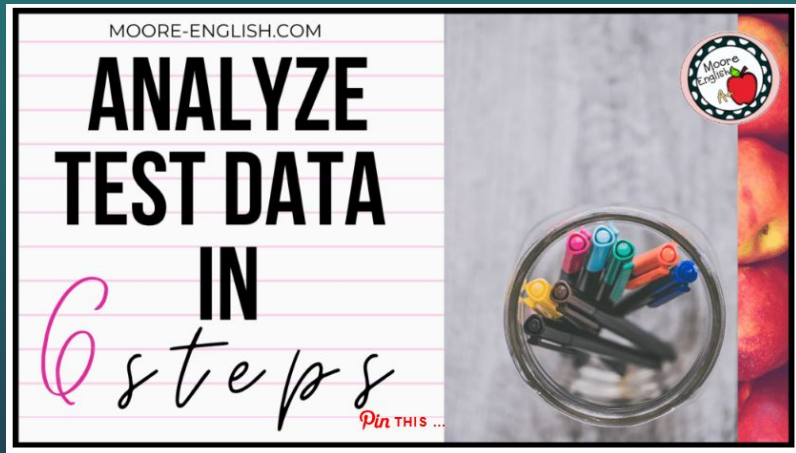ANALYZE TEST DATA IN 6 steps
Pin THIS ...

The Most Important Rules of Data Analysis

2. **Don't take data personally**. Because teachers work so closely with students, we can take their data personally. I've written about this before, but it's worth repeating.
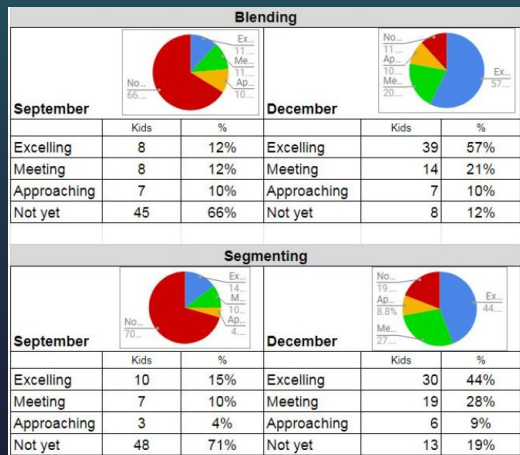
1. **Use data as guidance but not as the law**. Ultimately, you know your students, your classroom, and your strengths as a teacher. No amount of data can replace relationships in the classroom. For this reason, it's important that teachers use data to guide them. But don't pledge allegiance to your data, either. **Balance data analysis with relationship building, and you will be successful**.

5. **Explore data collaboratively**. Invite co-workers or instructional coaches into the conversation. This is especially true if you're looking for alternative ways to present content or skills. If my students did poorly or middle-of-the-road on a question, I know they can do better, and I know I can do better for them. This presents a great opportunity for asking my peers for suggestions, tips, and feedback.

6. **Take time with data, and be intentional in your approach to data**. One of my earliest mistakes with data was thinking that I could look at student test data and at most-frequently missed questions and that was enough. While student test scores are valuable, and while it is important to look at the most-frequently missed questions, there's a lot more to be found in data.

Identify Key Issues--use multiple sources to get a complete picture

Cheryl Gascoyne
Kim Wedman

Collaborative Response Model
Conference
#crmcon

Why Key Issues?

Focus on Student

Lengthy description

Multiple variables

Often directs focus to things outside of our Locus of Control

Limits collective efficacy

Focus on Issue

Attach multiple students

Discuss possible solutions

Allows conversation about classroom approaches or "what if" conversations

Builds collective efficacy

Cycle of Growth: Each stage informs the next
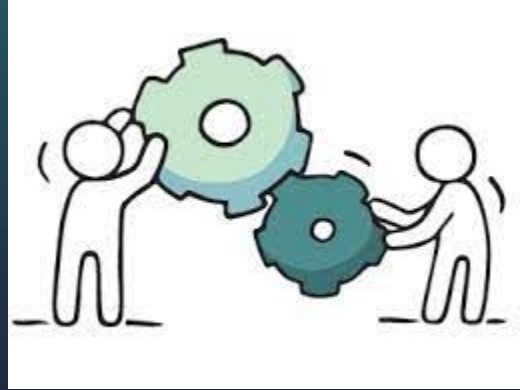
Don't forget to find successes and celebrate!
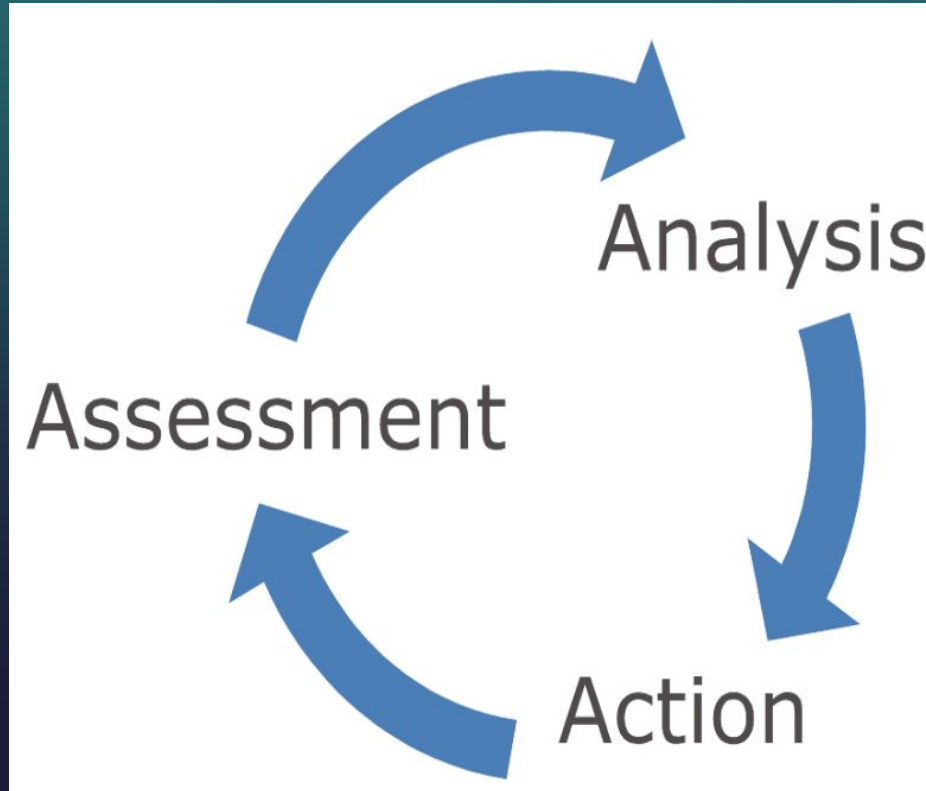
Putting it all together

Data Analysis should be

- ❏ Done in collaboration
- ❏ Use multiple sources to identify key issues
- ❏ Begin with the student but focus on the issue
- ❏ Keep the cycle going
- ❏ Remember to celebrate

The Power of Collective Teacher Efficacy

Research-Based Best Practice - Dr. John Hattie

Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.

REVERSE

Development Effects

Typical Teacher Effects

.15 .30 .40 .50 .60 .70 .80 .90 1.0

ZONE OF DESIRED EFFECTS

1.57 effect size

Collective Teacher Efficacy

visible learning^plus
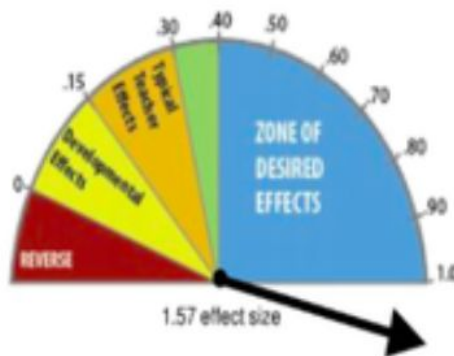
Collective Teacher Efficacy

Domain. **School**
Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.
Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

Evidence Analysis Protocol

Step 1: Getting Started--brief statement of the work

Step 2: Describing the Evidence--describe what you see; descriptions only--no judgement statements

Step 3: Interpreting the Evidence--what does the evidence suggest?

Step 4: Implications for Classroom Practice--teaching and assessment

Step 5: Reflecting on the Evidence Analysis Protocol--did you gain new perspectives from the process?

Step 6: Debrief the Process--what worked/what didn't?

Donohoo (2017)

The
Evidence
Analysis
Protocol

What does it look like?

Getting Started: Brief Statement of the Work

Describing the Evidence: What do you see?

Teacher Diagnostic: Raw Data

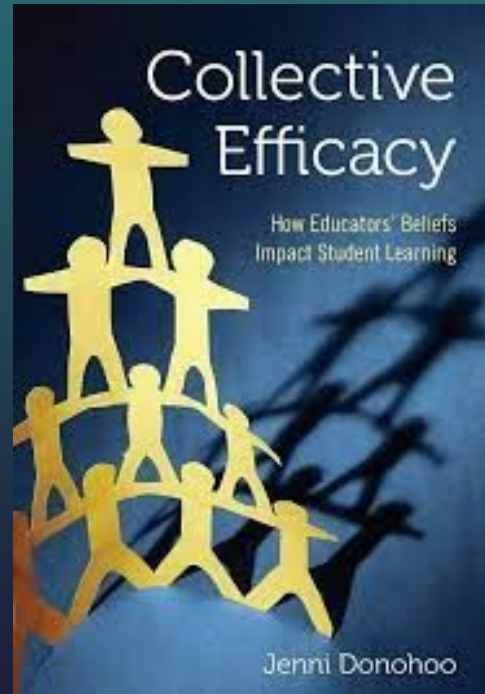| Within Text /4		About Text /4		Beyond Text /4	
1.2	NY	1	NY	1.5	NY
3.2	E	2.45	A	2.3	A
4	E	3	M	3.3	E
1.4	NY	1.5	NY	1.3	NY
3.6	E	2.5	A	2.5	A
3.75	E	2.4	M	2.9	M
3.75	E	1.6	NY	1	NY
3.2	E	2.75	M	3.55	E
3.42	E	2.3	A	2.95	M
3.5	E	0.9	NY	2.7	M
4	E	2.1	A	3.7	E
4	E	2	A	3.1	M
3.85	E	2.7	M	2.1	A
3.6	E	3.3	E	2.9	M
3.2	E	2.25	A	3.25	E
3.2	E	1.5	NY	2.1	A
4	E	2.3	A	2.4	A
3.2	E	2.65	M	2.3	A
4	E	2.5	A	2.2	A
4	E	32	M	2.6	M
3.2	E	2.1	A	2.9	M
2.95	M	2.4	A	2.5	A
2.95	M	2.1	A	2.95	M
3.75	E	2.95	M	3.4	E
1.6	NY	1.7	NY	1.7	NY
3.3008		3.398		2.564	

3.2 and above	Excelling
2.6 and above	Meeting
2.0 and above	Approaching

Describing the Evidence: What do you see?

Digging into Comprehension
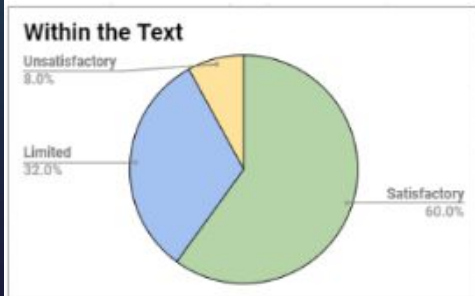
Within the Text   About the Text   Beyond the Text

Within the Text
- Unsatisfactory 8.0%
- Limited 32.0%
- Satisfactory 60.0%

About the Text
- Limited 16.7%
- Satisfactory 33.3%
- Excellent 50.0%

Beyond the Text
- Unsatisfactory 16.7%
- Limited 33.3%
- Satisfactory 50.0%
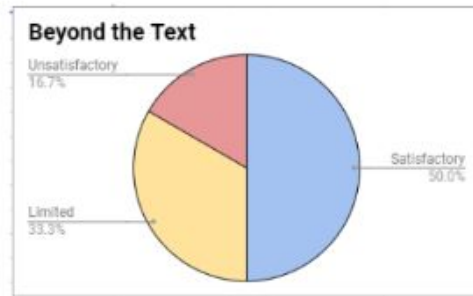
Describing the Evidence: What do you see?

RCAT & F&P

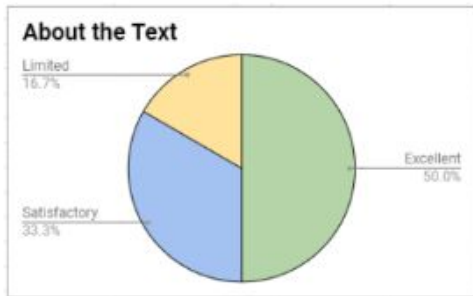|	D	E	F	G	H	I	J
	RCAT	RCAT	F&P				
	September	November	Instructional Level (A to Z) Initial (mid-October)				
	D		Tier 2/3				
				Tier 1	0	Tier 1	0
				Tier 1/2	0	Tier 1/2	0
		57.69	U	Tier 2/3	0	Tier 2/3	0
	61.54	61.54	V	Tier 3/4	0	Tier 3/4	0
	65.38	69.23	U				
	76.92	80.77	U				
	65.38	69.23					
	69.23	61.54	T				
	80.77	61.54	S				
	57.69	76.93					
	69.23	80.77	O				
			Y				
	84.62		X				
	53.85		U				
	80.77	46.15	X				
	42.31	42.31					
	73.08	80.77	X				
	69.23	69.23	Y				
	65.38	76.92	U				
	50	61.54	Y				
	61.54	76.92	U				
	73.08	69.23	X				
	80.77	80.77	X				
	69.23	80.77	W				

Describing the Evidence: What do you see?

Math

Gr 7	Gr 5	Gr 4
/31	/30	/23
9		12
6		19
23		
10		12
13		
18		
	14	19
23		
11		
	11	12
9		22
9		18
17		
13		
25		
9		23
10		17
15		
12		
10		22
		16
10		
8		
9		
20		
6		

Facilitator's Role:

"Shift the conversations from generalized talk about students' progress and polite sharing of strategies to more in-depth conversations about connections between the two."

Ensure the "learning evidence is the centerpiece of the team's discussion."
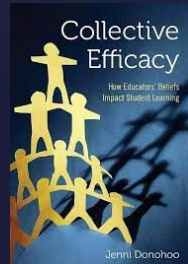
Donohoo (2017)

Evidence Analysis Protocol

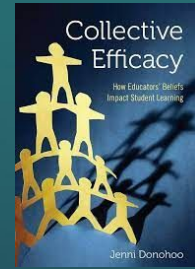Step 1: Getting Started--brief statement of the work

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Donohoo (2017)

We see key issues--now what?

GOGOMO Activity:
Interventions
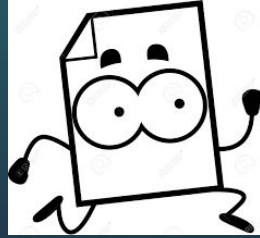
1. Number your sheet
2. On your own, list as many interventions as you can think of
3. When the time is up, stand up and GOGOMO! Give One Get One Move On
4. When the time is up, return to your seat and look at your list
5. Discuss--how could you group these intervention ideas?
6. Discuss--where do you get your intervention ideas?
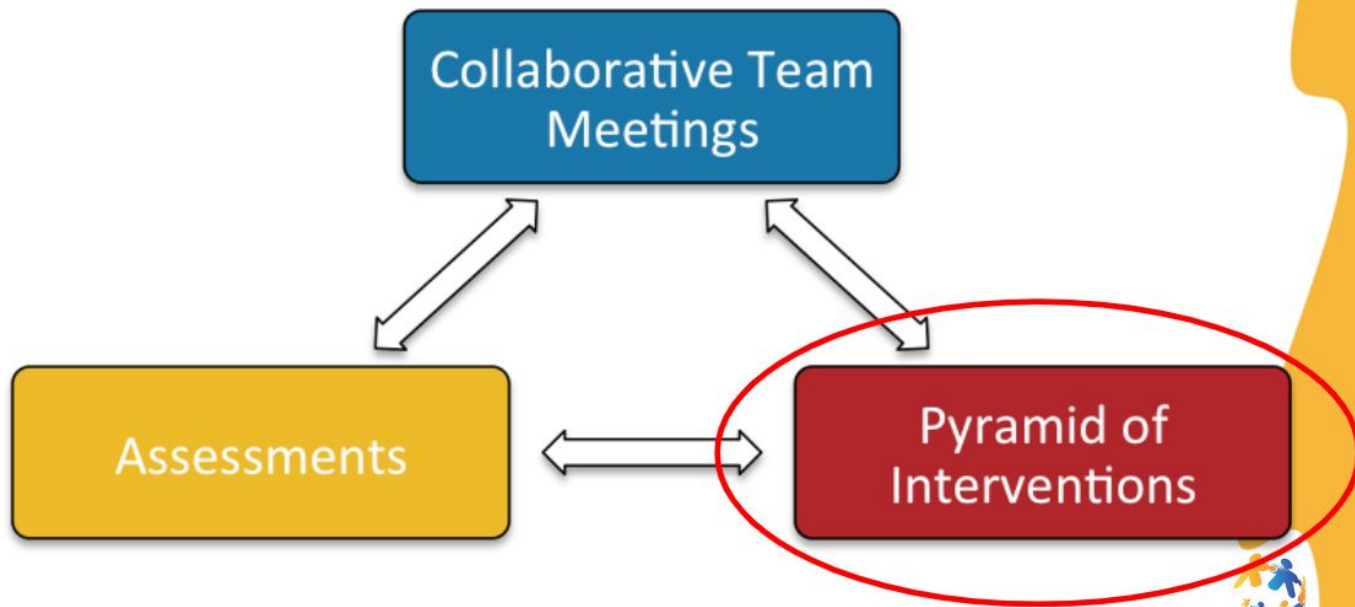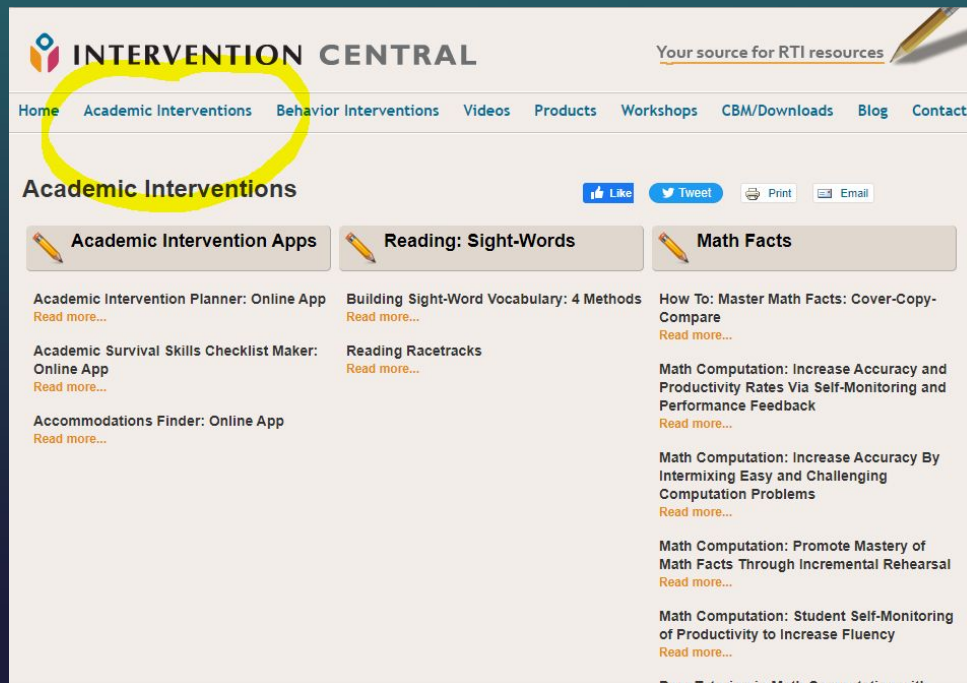
Establish Criteria: Where are they and where do we want them to be?

Four Tier intervention Pyramid

Response to Intervention
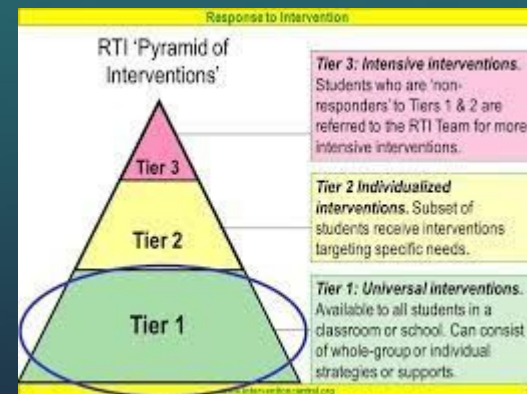
	Red	Yellow	Green	Blue
May/Nov 2017	Level 16 or less	Level 17-19	Level 23-27	28 or higher
Feb/May 2018	Level 17 or less	Level 20-22	level 23-27	Level 28 or higher

Intervention Resources:
Intervention Central Website

interventioncentral.org

Needs and Interventions

Intervention Supports: Layers of Literacy

The Layers of Reading Development

Summiting Writing Mountain: The Writing Process

MICHELLE BENCE, MA

Michelle Bence's passion is early literacy. She is an enthusiastic educator with over 18 years of teaching experience. Over the past few years, Michelle has worked extensively with several school boards in Alberta, investigating professional teacher learning and evidence-based early literacy practice. Currently, Michelle is a Ph.D. candidate at the University of Calgary, examining the connection between oral language development and early literacy acquisition.

MIRIAM RAMZY, PHD

Miriam Ramzy works with a school division in Alberta in the role of Curriculum Lead. The focus of her research, teaching practice, and professional development has been on early learning and literacy. Miriam has her PhD from the Werklund School of Education (University of Calgary); her doctoral work looked at early literacy learning in a grade one setting, with an emphasis on writing instruction, and the role of printing and word study. Her passion for supporting teachers in building powerful literacy classrooms, where all learners experience success, drives her work.

The Keys:
- Make actions visible
- Helps student see the why and how for each layer
- Enables chunking of processes, skills and product
- Explicitly teach actions for each component
- Not a one-way path
- Use across curriculum
- Flexibility is key

https://www.layersofliteracy.com/about

Developing Frameworks:
Layers of Early Number Sense

Layers of Early Number Sense

"Number sense is the foundation of all higher-level mathematics."

-Jo Boaler

Subitizing

Perceptual Subitizing
Perceiving the number without counting

Conceptual Subitizing
students perceptually subitize two or more amounts, then combine amounts automatically

Magnitude
Students can tell you which two sets has more without counting
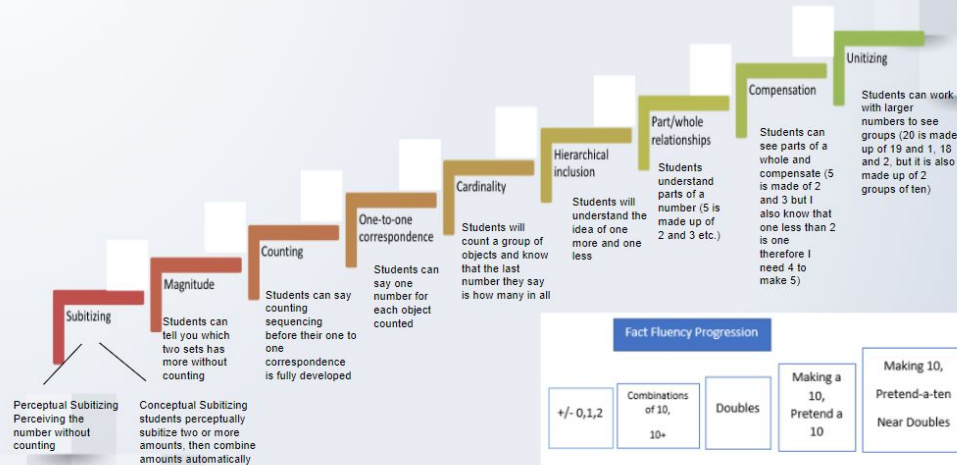
Counting
Students can say counting sequencing before their one to one correspondence is fully developed

One-to-one correspondence
Students can say one number for each object counted

Cardinality
Students will count a group of objects and know that the last number they say is how many in all

Hierarchical inclusion
Students will understand the idea of one more and one less

Part/whole relationships
Students understand parts of a number (5 is made up of 2 and 3 etc.)

Compensation
Students can see parts of a whole and compensate (5 is made of 2 and 3 but I also know that one less than 2 is one therefore I need 4 to make 5)

Unitizing
Students can work with larger numbers to see groups (20 is made up of 19 and 1, 18 and 2, but it is also made up of 2 groups of ten)

Fact Fluency Progression

+/- 0,1,2	Combinations of 10, 10+	Doubles	Making a 10, Pretend a 10	Making 10, Pretend-a-ten, Near Doubles

Adapted from: Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3 by Jessica F. Shumway, pg. 9

Kim Wedman and Numeracy Champions Group, Wild Rose School Division, 2023

Your Turn!

1. Select one of the insights from your group data analysis
2. Search the intervention resources
3. Select an intervention

Review and Wrap Up--what do you take away from today?