

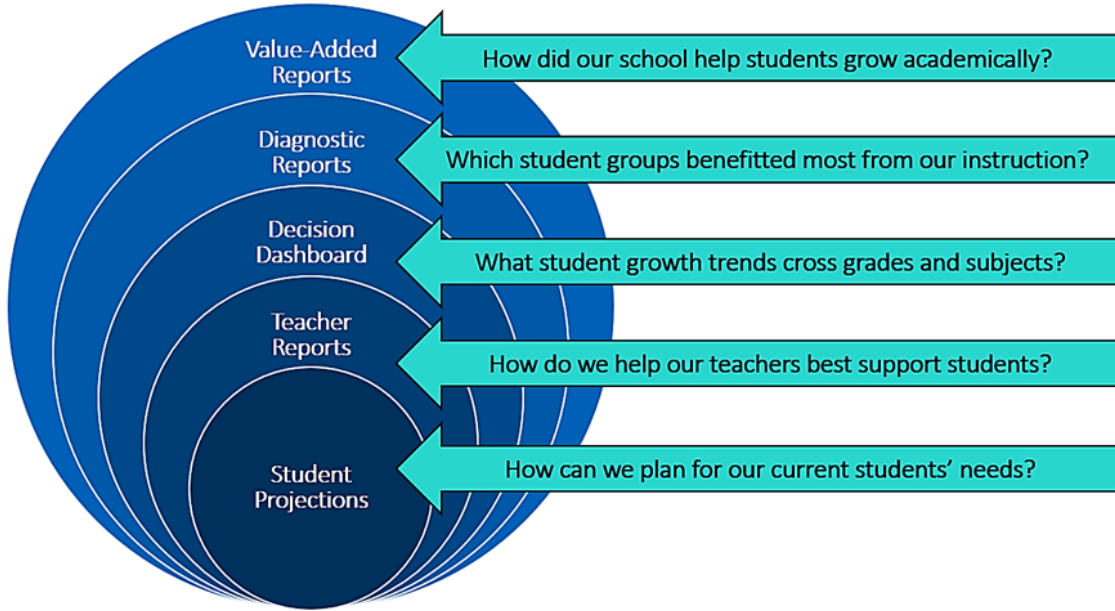
# Teaching with EVAAS: Classroom Edition

**Activity Packet**

# Training Frameworks

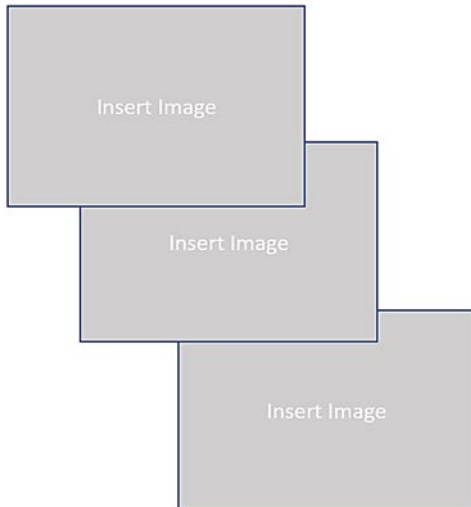
## Layered Reporting Framework

### Layered Reporting



## Consistent Conversations Framework

### Working with Multiple Groups



### Consistent Conversations



## Let's Review: Looking for Patterns in School Data

With your team, discuss one of the following Value-Added reports for Troupe Public Schools. In the boxes below the report, record your thoughts on the following:

- Areas of celebration
- Areas for improvement

Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

### Thespians Elementary School Value-Added Report

Subject	<a href="#">← Year</a>	<a href="#">← Grade</a>	Effectiveness Level
OST English Language Arts - Accountable	2112	4	<span>▼ Yellow</span>
		5	<span>▲ Light Blue</span>

<b>Areas of Celebration</b>	
<b>Areas for Improvement</b>	

### Thespians Middle School Value-Added Report

Subject	<a href="#">← Year</a>	<a href="#">← Grade</a>	Effectiveness Level
OST English Language Arts - Accountable	2112	6	<span>▼ Yellow</span>
		7	<span>▲ Light Blue</span>
		8	<span>▲ Light Blue</span>

<b>Areas of Celebration</b>	
<b>Areas for Improvement</b>	



## Activity 1: Turning Team Data into Differentiation

**Step 1:** Locate your team's **Pattern # Card** inside the Team Portfolio behind the "Activity 1" tab.

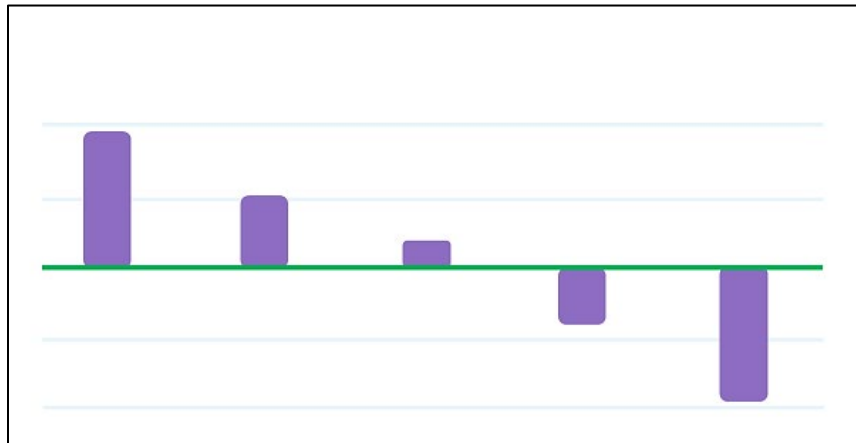
**Step 2:** Collaboratively discuss your assigned diagnostic pattern.

**Step 3:** Note areas of celebration and areas for improvement in your pattern in the boxes below.

**Step 4:** Thinking about classroom instruction, make inferences about possible factors that might contribute to this pattern in the box below.

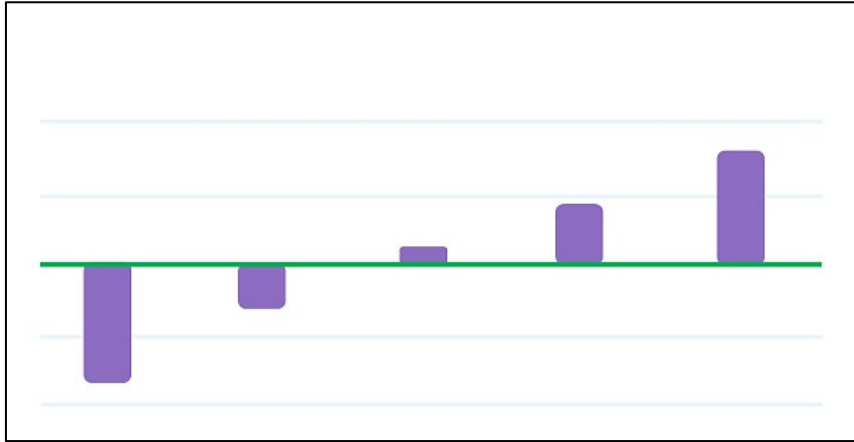
Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

**Pattern 1:** \_\_\_\_\_



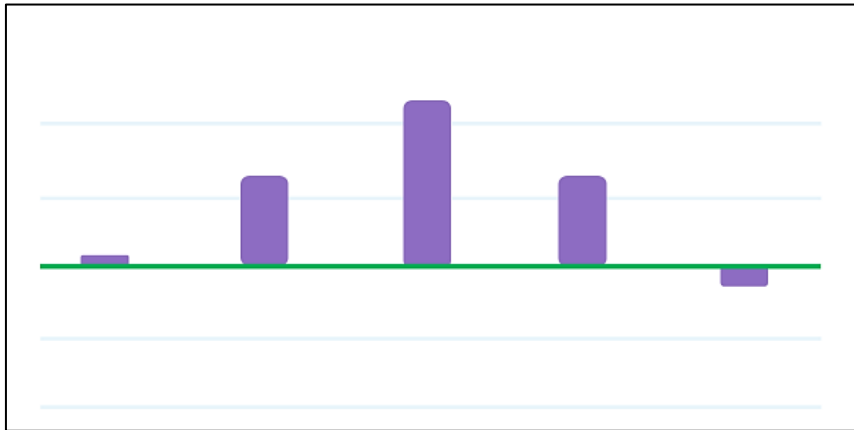
<b>Areas of Celebration</b>	
<b>Areas for Improvement</b>	
<b>Possible Contributing Factors</b>	

**Pattern 2:** \_\_\_\_\_



<b>Areas of Celebration</b>	
<b>Areas for Improvement</b>	
<b>Possible Contributing Factors</b>	

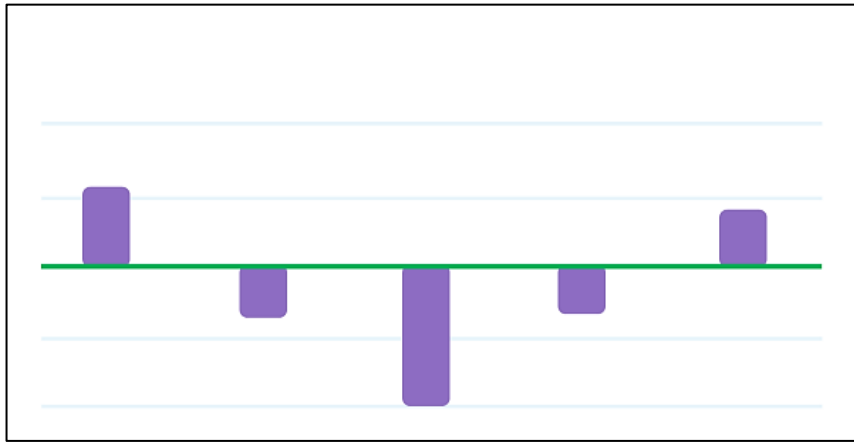
**Pattern 3:** \_\_\_\_\_



<b>Areas of Celebration</b>	
<b>Areas for Improvement</b>	
<b>Possible Contributing Factors</b>	

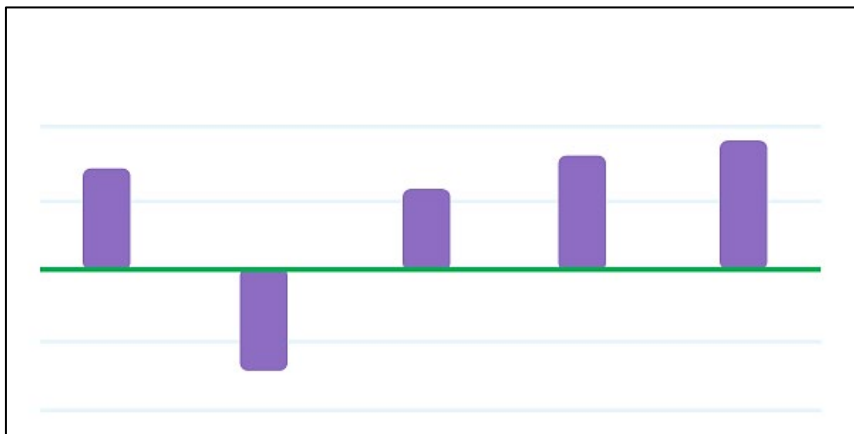
**Pattern 4:** \_\_\_\_\_

Activity 1: Turning Team Data into Differentiation



<b>Areas of Celebration</b>	
<b>Areas for Improvement</b>	
<b>Possible Contributing Factors</b>	

Pattern 5:



<b>Areas of Celebration</b>	
<b>Areas for Improvement</b>	
<b>Possible Contributing Factors</b>	





## Activity 2: Fishing for Factors

### Diagnostic Reports

**Step 1:** Locate all materials inside your Team Portfolio behind the “Activity 2” tab.

**Step 2:** Discuss the two school diagnostic patterns and possible contributing factors.

### Fishing for Contributing Factors

**Step 3:** Examine each contributing factor statement on the paper strips. Determine whether each factor is related to **Learning and Instruction**, **Curriculum and Resources**, **Context and Environment**, or something else (**Other**).

**Step 4:** Sort the factors into these categories on the **Fishbone Diagram**.

### Priority Factors

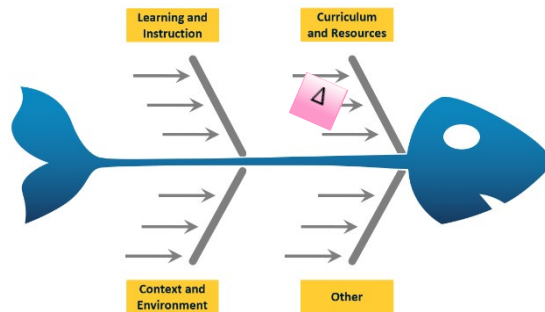
**Step 5:** Determine which contributing factors teachers have the power to control.

**Step 6:** Flip over the contributing factors outside of a teacher’s control.

**Step 7:** Place the factors that you have the power to control in order from low to high priority.

**Step 8:** Discuss how your team might plan and approach new strategies for the school year.

Identify a Team Talker who will be prepared to share your team’s ideas with the whole group.

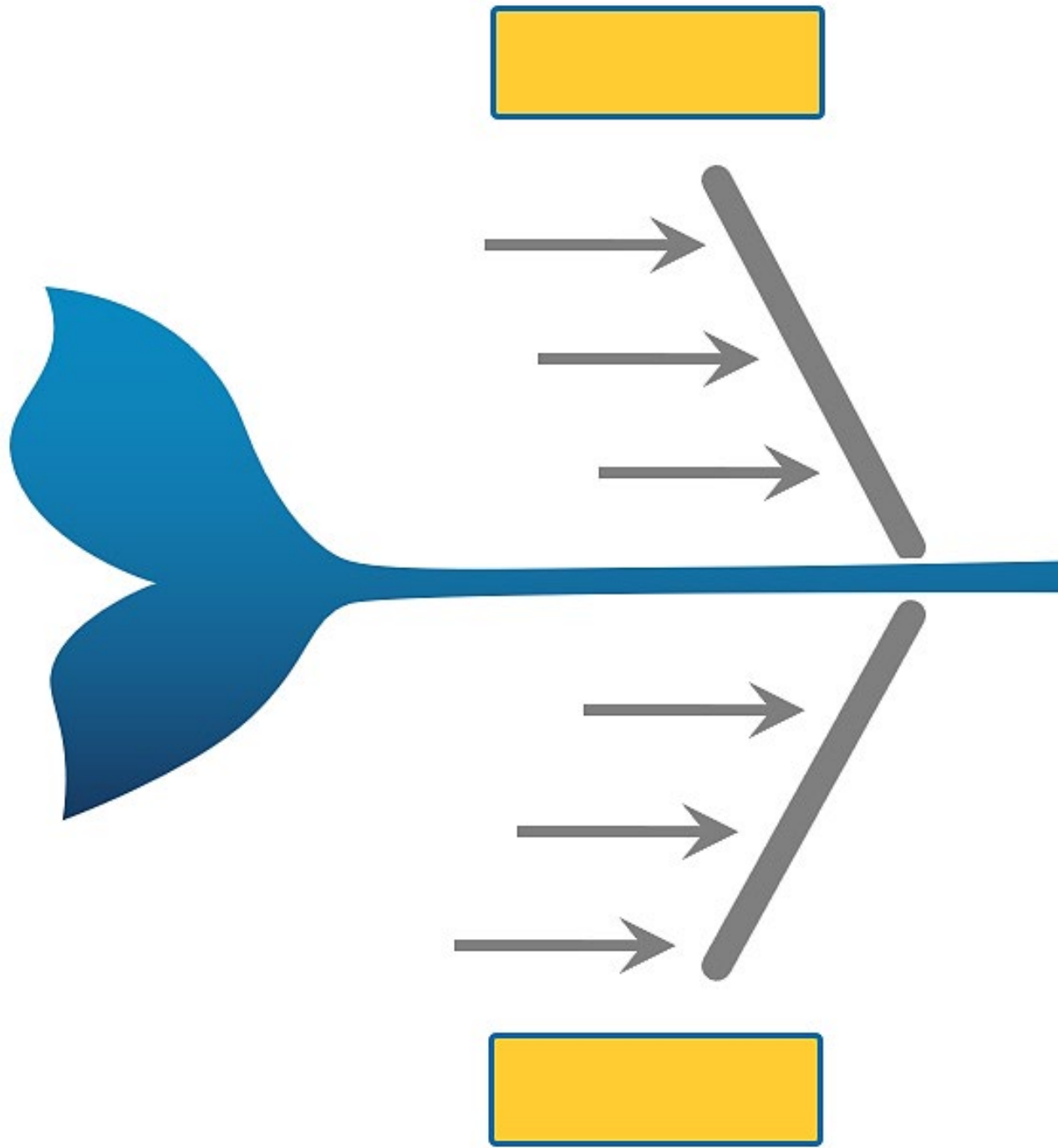


### Possible Contributing Factors

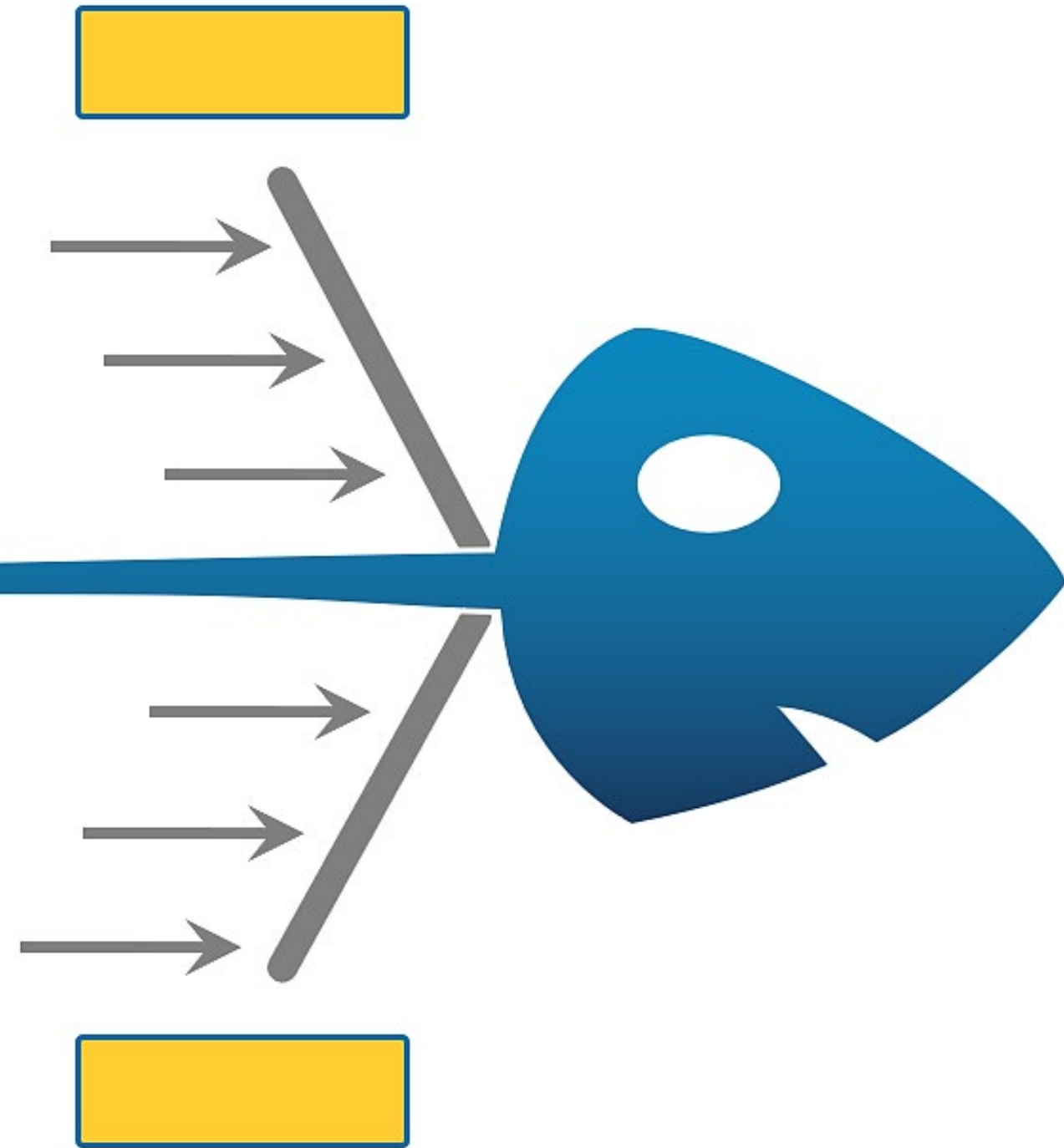
High number of behavior referrals  
No instructional coaches  
High teacher turnover  
No pacing guides  
No collaborative planning opportunities  
High % of Economically Disadvantaged

High absences among students in SWD  
Limited school-family connections  
Minimal scaffolding and support materials  
No common formative assessments  
Lack of differentiation

## Activity 2: Fishing for Factors



Low Priority



**High Priority**

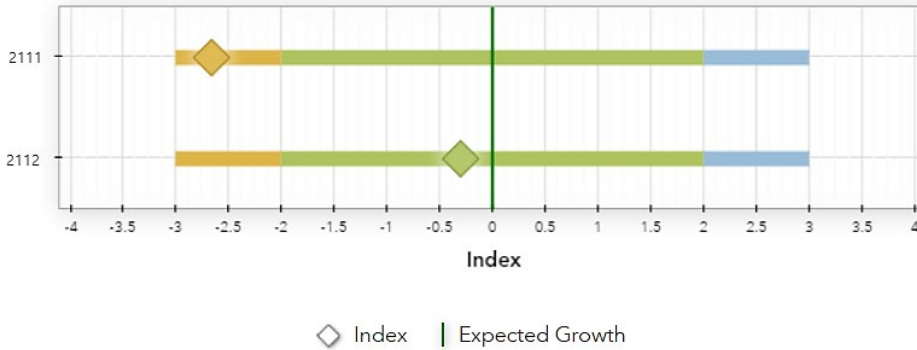
## Let's Review: Looking for Patterns in Teacher Data

With your team, discuss the Value-Added and Diagnostic reports for Alex. Record your thoughts within the table below regarding:

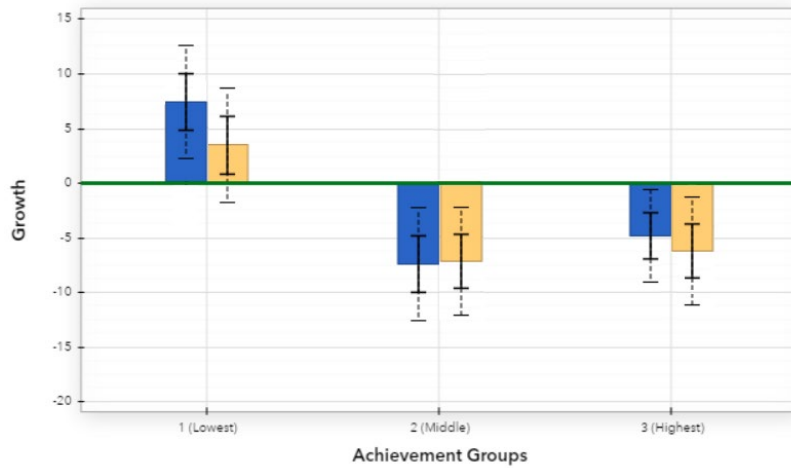
- Areas of celebration
- Areas for improvement

Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

### Alex's Teacher Value-Added Report

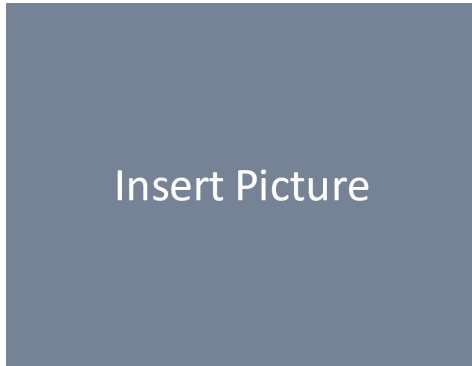


### Alex's Teacher Diagnostic Report



<b>Areas of Celebration</b>	
<b>Areas for Improvement</b>	

## Activity 3: Linking Data to Practice



### Sticky Examples

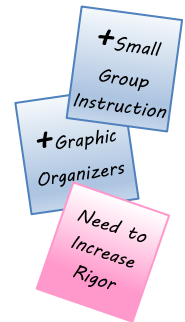
#### Step 1 – Diagnostic Reports

- Locate all materials inside your Team Portfolio behind the “Activity 3” tab.
- Divide your table in half. Examine and discuss the Diagnostic report for either Billie Beginner or Chris Confused.
- Write an observation about your teacher’s Diagnostic report for each of the three student achievement groups on **green** sticky notes.  
(One student achievement group per green sticky note.)
- Place your green sticky notes in either the **Celebrations** or **Opportunities for Improvement** section of your table’s poster based on your assessment of each achievement group’s growth results.



#### Step 2 – Lesson Plan

- Locate your teacher’s lesson plan. Evaluate your teacher’s lesson plan and carefully examine the peer feedback column.
- First, record effective instructional strategies on **blue** sticky notes.  
(One effective strategy per blue sticky note.)
- Second, record ineffective instructional strategies on **pink** sticky notes.  
(One ineffective strategy per pink sticky note.)
- Place your blue sticky notes in the **Celebrations** section and your pink sticky notes in the **Opportunities for Improvement** section of the table poster.

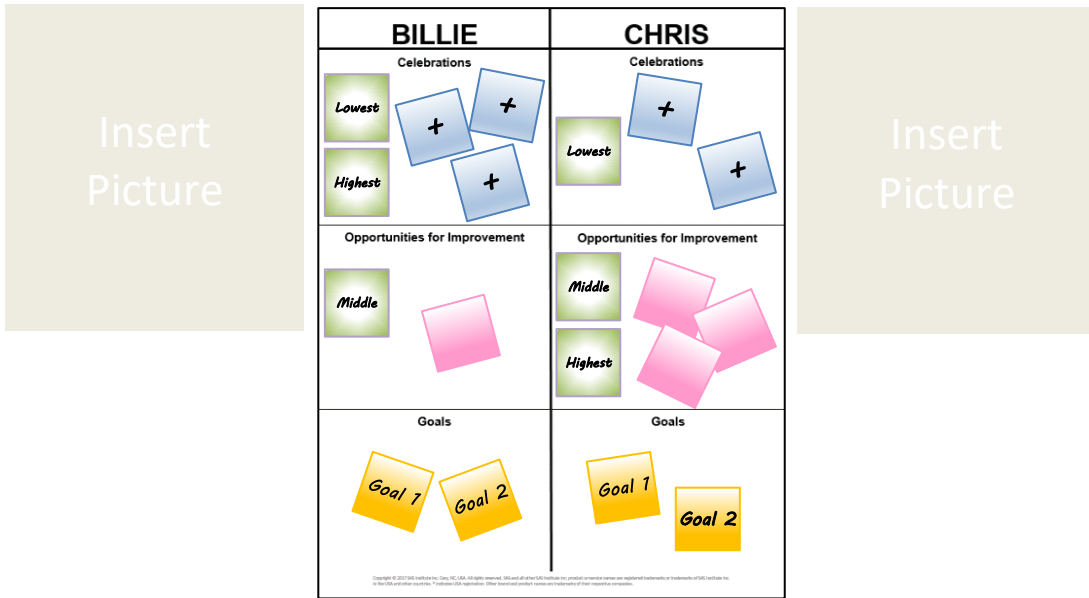


#### Step 3 – Professional Goals

- Develop two personal professional goals for your teacher based on your evaluation of the data on two separate **yellow** sticky notes.  
(One goal per yellow sticky note.)
- Place your yellow sticky notes in the **Goals** section of the table poster.



**Poster Example**



**Step 4 – Teaming Up**

- With all members of your table team, discuss the ideas that you noted across both teachers. Consider the following questions.
- What strengths do both teachers demonstrate? How might these strengths support the work of the entire grade-level English Language Arts team?

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- What are the opportunities for improvement for each teacher? Are there ways that they might work together to develop their individual professional crafts?

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- What resources might each teacher need to make progress toward their professional goals? How might they support one another in their continued development?

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## Activity 4: Looking Back to See Ahead



### Divide the Custom Student Report

**Step 1:** Examine Robin's Custom Student Report below.

**Step 2:** Follow along as we divide the report into three sections.

- Draw a line after the 33<sup>rd</sup> and 66<sup>th</sup> state percentiles.
- Label the top section *Lowest*, the middle section *Middle*, and the bottom section *Highest*.

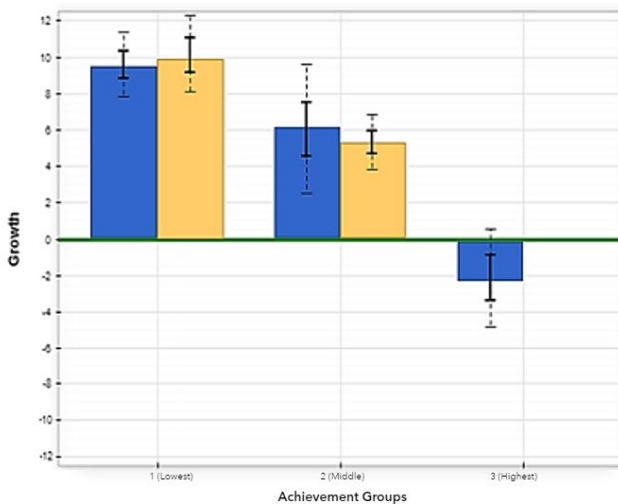
### Robin's Custom Student Report (Projections for Current Students)

#	Student	Gender	Race	ED	EL	Gif	SWD	Probability	Projected State Percentile
1.	<a href="#">NOLASCO, CRISTA</a>	F	MR	N	N	N	N	<a href="#">3.7</a>	<a href="#">12</a>
2.	<a href="#">CANTRELL, MICHAEL</a>	M	W	Y	N	N	N	<a href="#">9.8</a>	<a href="#">18</a>
3.	<a href="#">OMAR, SAPNA</a>	F	A	N	N	Y	N	<a href="#">13.3</a>	<a href="#">20</a>
4.	<a href="#">MCKOY, KESHAWN</a>	M	B	N	N	N	N	<a href="#">17.6</a>	<a href="#">23</a>
5.	<a href="#">BUENO, ROCHELLE</a>	F	H	Y	N	N	N	<a href="#">26.5</a>	<a href="#">28</a>
6.	<a href="#">BREWINGTON, CLINT</a>	M	MR	Y	N	N	N	<a href="#">39.8</a>	<a href="#">35</a>
7.	<a href="#">PECK, NIKKI</a>	F	W	N	N	Y	N	<a href="#">52.0</a>	<a href="#">41</a>
8.	<a href="#">KONG, BUI</a>	M	A	Y	N	N	N	<a href="#">81.3</a>	<a href="#">58</a>
9.	<a href="#">CARMICHAEL, LATIFAH</a>	F	B	Y	N	N	N	<a href="#">87.7</a>	<a href="#">64</a>
10.	<a href="#">LEOS, JARIEL</a>	M	H	N	Y	Y	N	<a href="#">92.8</a>	<a href="#">70</a>
11.	<a href="#">RUIZ, ASHWINI</a>	F	MR	Y	N	N	N	<a href="#">93.8</a>	<a href="#">71</a>
12.	<a href="#">WEEKS, LANE</a>	M	W	N	N	N	N	<a href="#">94.4</a>	<a href="#">72</a>
13.	<a href="#">KENG, NGHI</a>	F	A	Y	N	N	N	<a href="#">96.2</a>	<a href="#">75</a>
14.	<a href="#">GORHAM, TYQUAN</a>	M	B	N	N	N	N	<a href="#">97.0</a>	<a href="#">77</a>
15.	<a href="#">CABAN, JENNY</a>	F	H	Y	N	N	Y	<a href="#">97.5</a>	<a href="#">78</a>
16.	<a href="#">BOWEN, CLARENCE</a>	M	MR	N	N	N	Y	<a href="#">97.8</a>	<a href="#">79</a>
17.	<a href="#">CUMMINGS, SASHA</a>	F	W	Y	N	Y	N	<a href="#">98.1</a>	<a href="#">80</a>
18.	<a href="#">STARKS, JOVAN</a>	M	B	N	N	N	N	<a href="#">98.5</a>	<a href="#">81</a>

### Bridge Reports

**Step 3:** Compare the Custom Student Report above and the Diagnostic report on the next page to collaboratively answer the four questions below. Identify a Team Talker who will be prepared to share your team's ideas with the whole group.

### Robin’s Diagnostic Report (Student Growth Results from Last Year)



■ Last Year ■ Previous Year --- Two Standard Errors — One Standard Error — Expected Growth

Chart Orientation: Vertical Show: Bar Chart

		Achievement Groups		
		1 (Lowest)	2 (Middle)	3 (Highest)
Expected Growth		0.0	0.0	0.0
Last Year	Growth	9.5	6.6	-2.3
	Standard Error	0.8	1.7	1.3
	Student Count	21	11	7
	Percentage of Students	53.8	28.2	17.9
Previous Year	Growth	10.1	7.6	
	Standard Error	1.0	0.7	
	Student Count	19	17	1
	Percentage of Students	51.4	45.9	2.7

**Question 1:** If history were to repeat itself in Robin’s class, how might the following students perform on the end-of-year test?

Michae	
Nikki	
Sasha	

**Question 2:** Note the number of students in each achievement group on both reports. If Robin’s instructional practices remain consistent, how might her growth results change in next year’s report and why?



**Question 3:** What are two professional growth goals that Robin might want to establish for the current school year?

1

2

**Question 4:** What types of support could help Robin meet these goals?

**Monitor Progress**

**Step 4:** Locate all materials inside your Team Portfolio behind the “Activity 4” tab.

**Step 5:** Pretend you are a teammate helping to monitor Robin’s progress.

**Step 6:** Examine the grade book excerpt and the peer observation POP-IN simultaneously to answer the two questions below. Identify a Team Talker who will be prepared to share your team’s ideas with the whole group.

**Question 5:** What patterns do you notice across the grade book and the peer observation data?

**Question 6:** How might you and the rest of the team support Robin’s continued professional development?