**WEEKLY DATA MEETINGS**

**Leading Teacher Teams to Analyze Student Daily Work**

|  |  |
| --- | --- |
| **Prepare Before the meeting** | **Prepare** |
| * **Materials ready:** ID student exemplar, teachers turn in student work, pull and categorize hi/med/lo student work (just a few of each), pull upcoming lesson plan(s) and pertinent prompting guides
* **Prime the pump:** script the reteach plan and the gap in student understanding; unpack the standard
* **Preview protocol with teachers**: assign roles, novice teachers speak first, veteran teachers add on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note taking template
 |
| **See It****12 mins** | **See Past Success, See the Exemplar, and See and Analyze the Gap** |
| **See Past Success (1 min):*** “Last week we planned to reteach \_\_\_\_\_ and we went from \_\_\_ % proficient to \_\_\_%. Nice job!”
* “What actions did you take to reach this goal?”

**See the Exemplar (8 min):*** Narrow the focus: “Today, I want to dive into [specific standard] and the following assessment item.”
* Interpret the standard(s)
* “Take 1 min: in your own words, what should a student know or be able to do to show mastery?”
* Chart it
* Go last: add anything that is missing
* Unpack the teacher’s written exemplar:
* “Take 1-2 min to review the exemplar: What were the keys to an ideal answer?”
* “How does this [part of the exemplar] align with the standard?”
* “Is there anything you would add to our chart of the unpacked standard?”
* Analyze the student exemplar:
* “Take 1 min: How does your student exemplar compare to the teacher exemplar? Is there a gap?”
* “Do students have different paths/evidence to demonstrate mastery of the standard?”
* “Does the student exemplar offer something that your exemplar does not?”

**See the Gap (5 min):*** Move to the sample of un-mastered student work (look only at representative sample):
* “Take 2 minutes: What are the key gaps between the rest of our student work and the exemplar?”
* “Look back at our chart: using the language of the standard and exemplar, what are the key misconceptions for our students?”
 |
| **Name It****2 mins** | **State the Error and Conceptual Misunderstanding** |
| **Punch it—Stamp the Error and Conceptual Understanding:** * “So our key area to reteach is:
	+ Describe the conceptual understanding
	+ (if needed) describe the procedural gap (e.g., memorize multiplication tables) and/or missing habits (e.g. annotating text, showing work)
* Write down and/or chart the highest leverage action students will take to close the gap
 |

|  |  |
| --- | --- |
| **Do It****20-45 min** | **Plan the Reteach, Practice, and Follow Up** |
| **Plan the Reteach (8-10 mins):*** Select the re-teach structure:
* “Should we use modeling or guided discourse?” “Why?”
* Select the task & identify exemplar response:
* Select materials: task, text, student work to show-call, what to chart
* “What is the ideal answer we want to see that will show we’ve closed the gap?”
* (If needed—follow-up question): “What is the ‘why’ that students should be able to articulate?”
* Plan the re-teach:
* “Take \_\_\_\_\_\_ min and write your script. I will do the same so we can spar.”
	+ - **If a model**: write the think aloud and questions
		- **If guided discourse:** select student work for show-call, write prompts
	+ “Let’s compare our reteach plans. What do you notice? What can we pull from each to make the strongest plan?” (Revise the plan)
* Plan the independent practice:
* “What will you monitor to see if they are doing this correctly? What laps will you name?”

**Practice the Gap (remaining time):** * “Let’s practice.”
* **If a model:** practice modeling the thinking, precision of language, & change in tone/cadence
* **If guided discourse:** practice Show-Call, prompting students, and stamping the understanding
* **If monitoring:** practice the laps, annotations, prompts when students are stuck, or stop the show
* (If a struggle) “I’m going to model the teaching for you first. [Teach.] What do you notice?”
* Repeat until the practice is successful. CFU: “What made this more effective?”
* Lock it in: “How did our practice meet or enhance what we planned for the reteach?”

**Follow Up (last 2 min):** * Set the follow-up plan: when to teach, when to re-assess, when to revisit this data
* Observe implementation within 24 hours; teacher sends re-assessment data to leader
* Spiral:
* Identify multiple moments when teacher can continue to assess and track mastery: Do Now questions, homework, modified independent practice
* Move to the lowest scoring work:
* “What students do we need to pull for tutoring? What do we need to remediate?”
* “How can we adjust our monitoring plan to meet the needs of these students?”
 |

**RE-TEACHING STRUCTURES**

|  |  |
| --- | --- |
| **Option 1: Guided Discourse**(some students struggle; trending error) | **Guide Student Conversation** |
| * Know the end game--what strategy/skill/thinking you want students to understand via the discourse
* Start from student work (Show-Call)
* Post/display/chart an exemplar student response AND/OR an incorrect student response
* Call on students—ID the student thinking:
* Exemplar: what did this student do?
	+ - Push for clearer answers when they haven’t precisely IDed the successful strategy
* Incorrect response: do you agree/disagree with this answer? What is the error?
* Stamp the understanding:
* What are the key things to remember when solving problems like these?
* Name the strategy/conceptual understanding; have students put it in their own words
 |
| **Option 2:****Modeling**(Most students are struggling) | **Show the Students How** |
| * Model precisely the thinking when moving through a specific task:
* Narrow the focus to precisely the thinking students are struggling with: that frees their mind to focus only on that component
* Model replicable thinking steps that students can follow
* Model how to activate one’s content knowledge/skills that have been learned in previous lessons
* Vary in tone and cadence to sound different from a “teacher” voice.
* Give students a clear listening/note-taking task that fosters active listening of the model
* Debrief: What did I do in my model?
* What are the key things to remember when you are doing the same in your own work?
 |