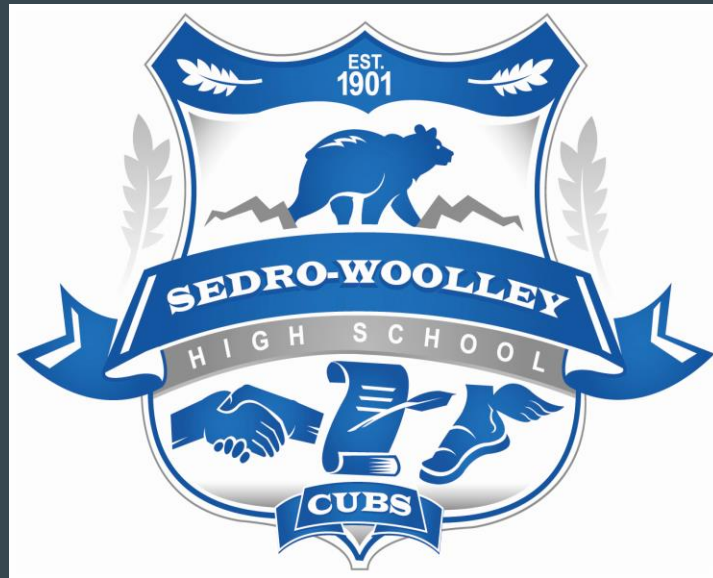


# Sedro-Woolley High School Student Growth and Professional Growth Presentation



# Asking the right question...

Instead of asking what assessments or data teachers are going use to show growth (i.e. pre/post assessment), start with the question:

“What are your students' strengths and what areas do they really need to grow in?”

Then, fill in the rest of the puzzle pieces together in the conversation:

1. What instructional strategies will make an impact for students' growth....be specific and actionable.
2. What assessment tools can you use as a teacher to measure that (both quantitative and qualitative)
3. Match your observation cycle to observe the instructional strategies in practice and support/provide feedback specific to the teacher's actions directly impacting student growth.

Teachers craft Cycle of Inquiry statement within the student growth goal setting process:

If I \_\_\_\_\_  
Then the student outcome will be \_\_\_\_\_.

AUTHENTIC PROCESS—and conversations with admin/teacher must be built on trust and competency.

# Feedback and Data collection

What might we use for data (goal setting and goal assessing)?

Quantitative Data:	Qualitative Data:
<ul style="list-style-type: none"><li>• This year's scores on district or state assessments.</li><li>• This year's scores on classroom-based unit assessments.</li><li>• Overall rubric scores (1-4) on writing assignments or in a particular trait of writing.</li><li>• Number of students who raise their hands during a lesson.</li></ul>	<ul style="list-style-type: none"><li>• Conferring notes.</li><li>• A principal's script of your classroom.</li><li>• Student writing samples or journals.</li><li>• Exit tickets.</li><li>• Anecdotal notes of a class or small group discussion.</li><li>• Classroom video.</li></ul>

Feedback needs to be:  
Clear and Specific  
Actionable  
Inquiry-based  
Timely  
Descriptive  
Include both Qualitative and Quantitative

**Sedro-Woolley High School  
English Department  
Argument Writing Inquiry Cycle**

2014 - Present

# Pre-Context for the Area of Focus

RATS! Our students need to be successful on the SBAC! We need to raise the level of cognitive demand in the design and delivery of our instruction!

Our thinking:

It became very clear that it was imperative our students be given many attempts to engage with the Performance Task portion of the SBAC exam.

- Resources provided by the SB Consortium were limited, at best, and did not provide teachers or student with enough materials to use for both instruction as well as assessment.
- We decided we needed to put a plan in action for the 2014-2015 school year! EEK! It has already started!
- We met as a TEAM! Our workshop was titled:
  - ELA/SBAC Preparation SAFARI



Dave Ward



Sara Harlan



Windy Hindman



Anna Ferdinand



Aimee Gustafson



Brett Anderson



Amy Gregory

# IT TAKES A TEAM!



Janet Dillard



Linsey Kitchens



Amanda Czaban



Jenny Johnson



Joni McSpadden



Judy McGowan



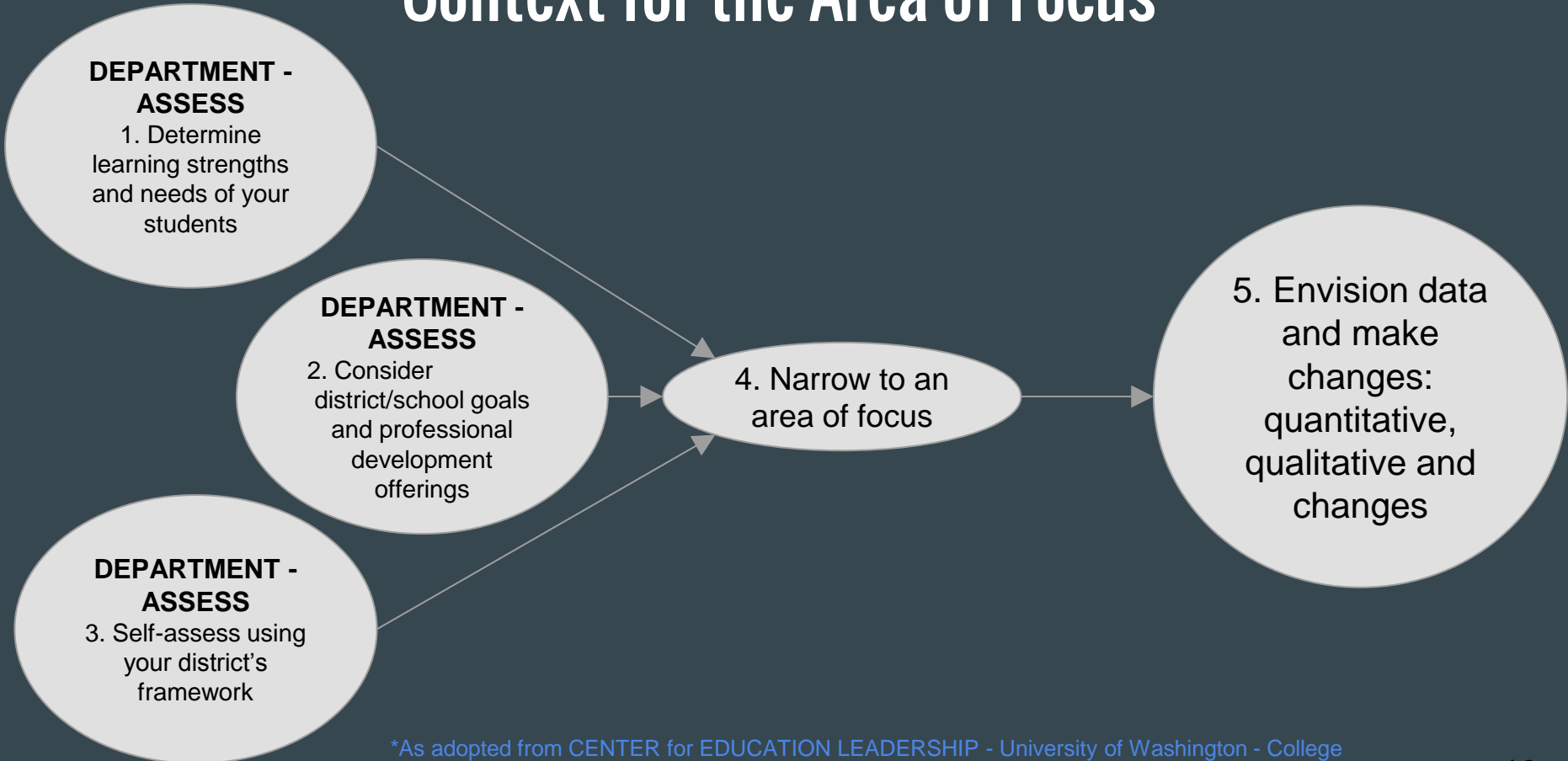
Tim McHugh

# Pre-Context for the Area of Focus

## Continued...

- Individual grade levels administered independent initial assessments; a district wide *Student Task Packet for Information Reading/Argument Writing Formative Assessment “Locavores”* was developed for mid-Winter 2014.
- English 10 created *Student Task Packet for Informational Reading/Argument Writing Formative Assessment “What Makes for a Great Leader”* as a summative assessment. The assessments were scored independently by the teachers.
- ❖ **Note:** The 2015-2016 school year inquiry cycle included a formative assessment the first two weeks of school. A formative will follow mid-winter.

# Context for the Area of Focus\*



\*As adopted from CENTER for EDUCATION LEADERSHIP - University of Washington - College of Education

# Formative Assessment

## Sedro-Woolley High School Information Reading/Argument Writing Performance Assessment

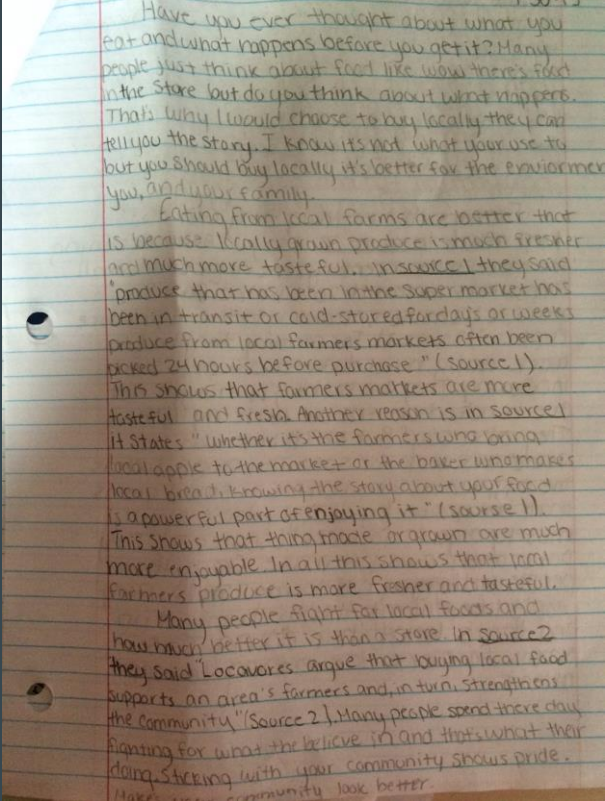
### Locavorism

### Student Task Packet

# 1. Department - Assess: Examine Student Work for learning strengths and needs:

1. Agreed to work together throughout the district: English, History, SpEd, AVID, and State Street Alternative School.
2. Created an Assessment similar to the SBAC
3. Administered the Assessment to ALL students grades 9-11.
4. Met together to score essays and established focus areas for each grade level.

## Formative Assessment Data

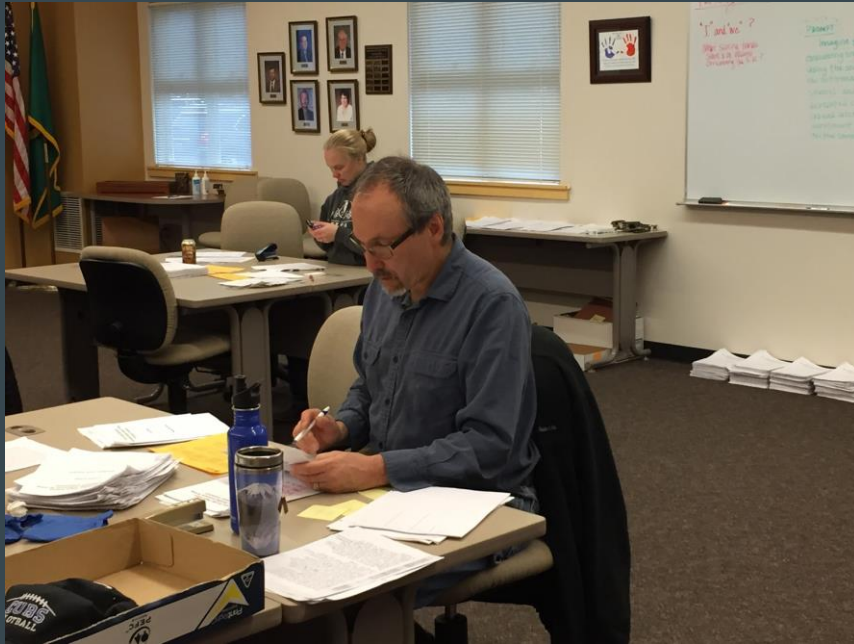


Have you ever thought about what you eat and what happens before you get it? Many people just think about food like wow there's food in the store but do you think about what happens. That's why I would choose to buy locally they can tell you the story. I know it's not what your use to but you should buy locally it's better for the environment you, and your family.

Eating from local farms are better that is because locally grown produce is much fresher and much more tasteful. In source 1 they said "produce that has been in the Super market has been in transit or cold-stored for days or weeks produce from local farmers markets often been picked 24 hours before purchase" (source 1). This shows that farmers markets are more tasteful and fresh. Another reason is in source 1 it states "whether it's the farmers who bring local apple to the market or the buyer who makes local bread knowing the story about your food is a powerful part of enjoying it" (source 1). This shows that things made or grown are much more enjoyable. In all this shows that local farmers produce is more fresher and tasteful.

Many people fight for local foods and how much better it is than a store. In source 2 they said "Locavores argue that buying local food supports an area's farmers and, in turn, strengthens the community" (source 2). Many people spend there day fighting for what they believe in and that's what their doing. Sticking with your community shows pride. Make your community look better.

# Team Assessment and Professional Learning Group Time





# "Funny Argumentative Nuggets"

The lamb in New Zealand is fresher than the lamb in E.K "

" Local grown produce is fresher and not rotten on the inside "

" I and many others have seen through the locavores' lies "

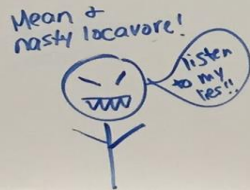
" In Arizona, you'd be stuck eating cacti ! "

" Pollutant the foods "

↑  
Mytital

" Eating red meat is bad because cows populate when they go poop. "

Eating locally can improve the world. That sentence is an example of a lie.



# "Funny Argumentative Nuggets"

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S.B.?  
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eave out  
the essay  
sion)

"Localvorism is like a puppy..."

"...we can, as hippies say, eat 'green.'"

local voris

"Farms and land is opulent."

"Cherries picked yesterday dance off  
the tastebuds like a professional."

## Funny Nuggets

eating, locavore  
"If the food  
human  
Since our  
trash, we  
out any wa

"The lamb is  
fresher than  
"Local grown p  
Not rotten"

"I and man  
through

"In Arizona,  
Eating C

"Pollunt

"Eating locally can improve  
the world. That sentence  
is an example of a lie."

Mean +  
nasty locavore!

# "Funny Argumentative Nuggets"

## Funny Nuggets

"If the food supply is gone, the human race would be forced to eat one another"

eating, cannibalism

"Since our economy is in the trash, wouldn't you want to help it out any way you could?"

"The lamb in New Zealand is fresher than the lamb in E.K."

"Local grown produce is fresher and not rotten on the inside"

"I and many others have seen through the locavores' lies"

# "Funny Argumentative Nuggets"

America is supposed to be the land of freedom, "freedom means expression, and expression means choices, and options are needed to make choices. You may be thinking, "What does bottled water have to do with expression?"

- Yup.

Funny

Who cares?

People complain about the cost of bottled water and the so-called "dangerous effects"... I don't mind, even though tap water is not always purified and personally, I don't think it's too expensive, \$7, maybe \$8. but that's just me.

You're not going to take your sink everywhere.

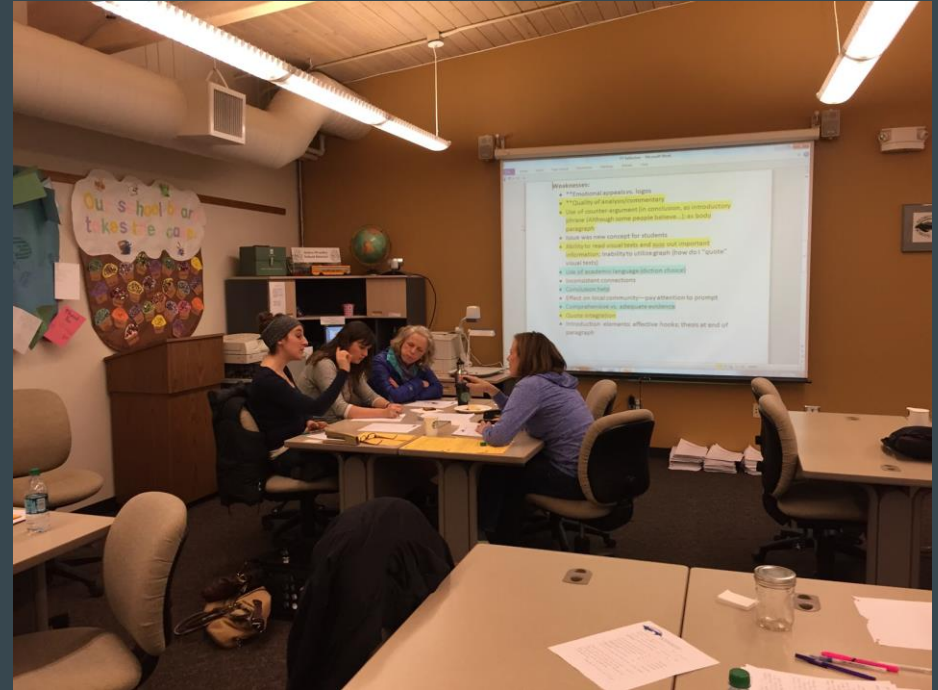
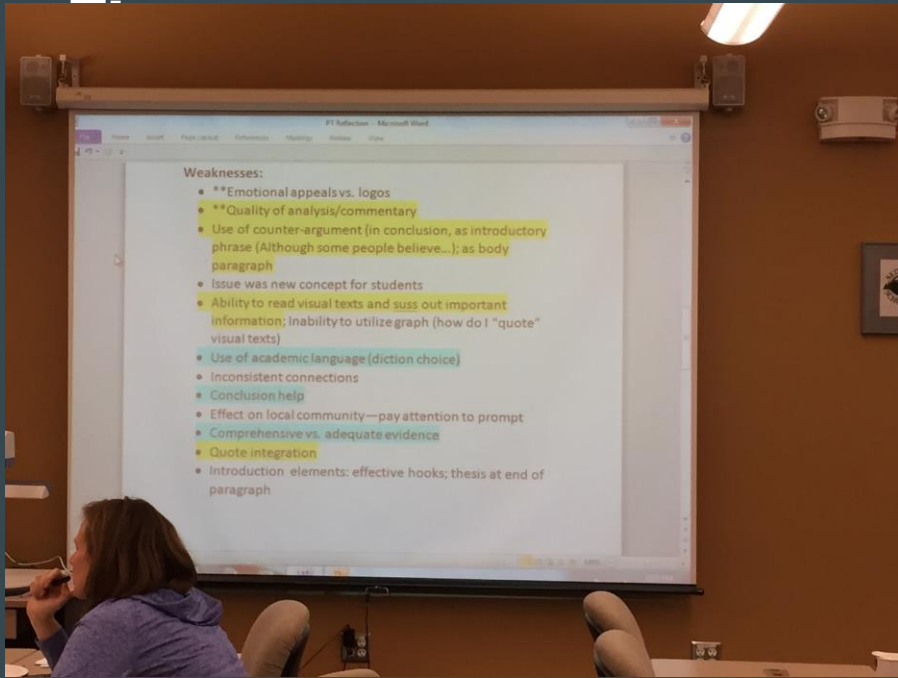
- if they tap the water they should wash the bottle.

... The cafeteria would be a PIGSTY if we had water bottles...

# Notes after scoring...

+	-	Implications	Next Time
<ul style="list-style-type: none"> <li>● Organization</li> <li>● Use of evidence</li> <li>● Good topic/high buy-in</li> <li>● MUCH better than</li> <li>● evidence of reading comprehension</li> <li>● Using the language of the prompt</li> <li>● Used a variety of sources</li> <li>● Taking writing risks</li> <li>● elaboration/analysis</li> <li>● Balance of arguments/side</li> <li>● Having real life examples (HS cameras)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Absence of clear claim</b></li> <li>● too much summary</li> <li>● no use of signposting</li> <li>● <b>no parenthetical citations</b></li> <li>● many dropped quotes</li> <li>● not use of enough sources</li> <li>● <b>No counter claims!</b> Lack of strong consideration of the other side</li> <li>● not using their opinion (following the prompt)</li> <li>● weak/lacking transitions</li> <li>● not accurately citing sources</li> </ul>	<p><b>Use more nuanced prompts in our classrooms</b></p> <p><b>Require counter claims</b></p> <p><b>Keep practicing use evidence</b></p> <p><b>Focus on reading comprehension</b></p> <p><b>Close reading strategies</b></p>	<p><b>Anna F., Windy, Linsey, Sara, Tim (?), Brett, Aimee (?)</b></p> <p><b>Racial Prejudice</b> <b>2nd amendment</b> <b>Immigration</b> <b>Elections</b> <b>...SS related/High Interest</b></p> <p><b>More writing time</b> <b>Fewer sources</b> <b>Optional shaping sheet</b> <b>SS logistics</b></p>

# Team Assessment and Professional Learning Group



## 2. Department - Assess : District Goals and Needs

### School and District Goals for Smarter Balanced Test:

- **Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- **Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences.
- **Speaking and Listening:** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- **Research and Inquiry:** Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

### The Support We Received:

- Time away from our classrooms to collaborate and score.
- Financial reimbursement for our time and the subs we needed.
- Data entry help from aids in the district

## 4. Department Growth Goal:

If we assess synthesis argument writing of 9th-11th graders in a common assessment, evaluate the essays as a team and develop specific areas of focus for writing instruction aimed towards addressing student strengths and needs, then the result will be improved instruction that leads to higher scores on the SBAC ELA.

## 4. Narrowing to An Area of Focus:

### 9th Writing

Claim writing

subject+opinion+signpost=claim

Essay structure

Introduction of quotes

Synthesizing sources

Transitions

### 10th Writing

Everything in 9th PLUS:

Elaboration

Strong counter claim

Paraphrasing evidence  
from a video,  
cartoon, or graph

### 11th Writing

Everything in 9th and 10th  
PLUS:

Intervention and very  
specific focus on all  
students who did not  
pass the SBAC in  
10th will pass it at  
the end of 11th

## 4. Narrow to an area of focus for 10th Grade:

*If we collaboratively design and implement* instruction based on student strengths and weaknesses and raise the level of cognitive demand in the design and delivery of that instruction *the results will be* a higher success rate on the SBAC ELA test; this will happen *because* the instruction is explicit, collaborative, and based on student strengths and needs.

### 3. Narrowing the Focus: Students identify growth goals

#### Student Personal Assessment and Growth Goals:

- Students were given the SBAC rubric and became familiar with the language and the 1-4 scores.
- Students read anchor papers of essays on the topic they just wrote on and scored the anchor papers.
- Students were given their own paper and identified what they did well and how they need to grow based on the rubric.
- Personal growth goals were set by the students.
- Mini lessons were created and taught to the students.

#### Formative Assessment Data

Paper	Score 1-4	3 Reasons Why
A		
B		
C		
D		

## 2. Narrowing the Focus: Teaching Sequence After Initial Assessment

### Mini Lessons and Rubric Analysis:

- Simplified Writing Rubric and introduce it to the students
- Created mini lessons revisit strengths and focus on student weaknesses.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

\* When you really need to say something more...

### Model Counter Claim Paragraph

Identify the *Recognition*, *Concession*, and *Counter Argument*:

As lovely as the idea is to only eat food locally, the foods that would potentially be excluded are immense. Some people say that we must make difficult changes in order to reduce the pollution problem. Certainly pollution is one of the largest concerns facing the world today; [however] locavorism does not reduce the pollution problem. In fact, it has been shown in some cases to make it worse. In an argumentative essay that challenges the goals of Locavorism, the author states, "a 2006 academic study (funded by the New Zealand government) discovered that it made more environmental sense for a Londoner to buy lamb shipped from New Zealand than to buy lamb raised in the U.K." (Source 2).


### Structure of a Counter Claim

1. Recognizing the opposing viewpoint
2. Conceding something may have some merit
3. Then countering with another argument

### Counter Claim Paragraph:

- TS
- Recognition
- Concession
- Counter Argument
- CM
- CM

*fancy conjunction*  
*counter claim*



Write a counter argument paragraph arguing *for* or *against* the school rule. Use sentence frames to guide your writing:

- It is true that \_\_\_\_\_, however, \_\_\_\_\_.
- Therefore, \_\_\_\_\_.
- Certainly \_\_\_\_\_, but \_\_\_\_\_, in short, \_\_\_\_\_.
- Admittedly, \_\_\_\_\_, On the other hand \_\_\_\_\_, So, \_\_\_\_\_.

## 5. Qualitative sources of Data collected from students

### Qualitative

Anchor paper read-a-arounds

Student self assessment of their “Locavore” essays and setting of individual growth goals

Student argument/counter argument mini lessons

“Leadership” Student Task Packet

Final “Leadership” Essay with explicit instruction on specific writing components:  
hook/background/claim/topic sentence

# 5. Qualitative Data

Student Performance Task “Locavores” and Essay #1 (Formative)

Leadership Essay #2 -Step by step essay written in pace with the mini lessons (Summative)

SBAC Test

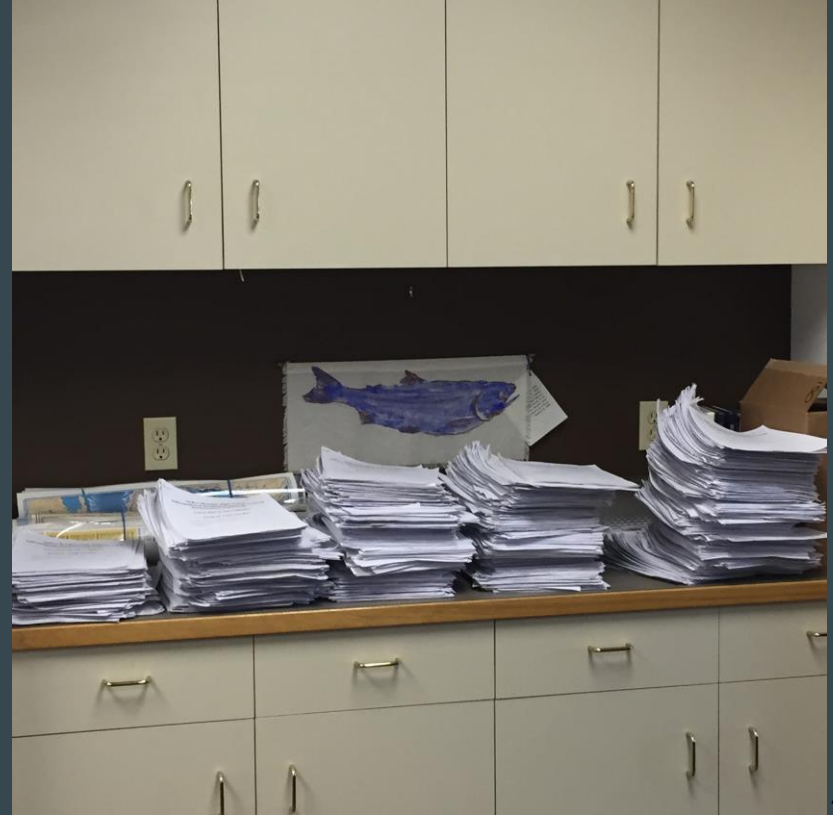
Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Washington	102949	2613 ±0	65	14 21 36 28
Sedro-Woolley SD (29101)	598	2577 ±4	47	22 31 30 17
Sedro Woolley Senior High School (29101_2150)	522	2586 ±4	51	20 29 31 20
Harlan, Jennifer	521	2586 ±4	51	20 29 31 20
SWHS 10th Graders	280	2609 ±6	61	14 25 38 24
SWHS 11th Graders	241	2559 ±7	39	27 34 24 15

# SWHS “Surveillance” Information Reading/Argument Writing Performance Assessment

The inquiry cycle begins again...

*May the Force be with us!*

# Team Assessment and Professional Learning Group Time



# "Funny Argumentative Nuggets"

Funny Nuggets

"I mean seriously they only are making our lives safer and whats the point of privacy if your gonna be dead."

"The government should worry about other things, like whether there are Russians in Eastern Washington."  
(AAH!)

"In 2006, George Washington said..."

Some occasional a cop or a gov. official will get caught spying on an ex-lover.

What happend to the old days... when you could take a piss without someone watching you on a damn camera?!

"He who says he can, and he who says he cant are both right." (Unanimous)

Parking lot

Summer  
+ brain +  
+ instructions  
+ teachers  
+ student buy in?

• Giving so many 2+1's!  
- Me too  
lack of counter argument

"These services, our system can invade our privacy and effect our trust that we have on the police people" (Me)

"Every step you take, as a matter of fact every move you make..." Are they referencening the Police?

"Even your private things are not even private like snapchat [and]...facebook"

George Washington S

Hi there this is an essay to stop Surveillance in School please help

Many people seem to believe that Pres Obama sent telepathic signals to IRS workers instructing them to harass tea-party workers.

a cop or a gov. official caught spying on a

**And the 2015-2016 Inquiry Cycle Continues...**

**QUESTIONS?**