



# Advanced Academics in Action

Birdville ISD

September 4, 2012

## A Journey to Student Learning

The Advanced Academic Specialists are committed to supporting teacher teams on the PLC journey. The very essence of a *learning community* is a focus on and commitment to the learn-

ing of each student.

*How May We Help You?*

Our immediate plan is to attend meetings and assist with the building of a strong PLC foundation. Please let us know

your needs.

*A Worthy Path: One Step at a Time*



We are available to help with the following expectations:

- Norms
- SMART Goals
- Formative Assessments
- Common Based Assessments.

### PLCs: Establishing Norms

Have you ever been a member of a group, committee, or task force that proved to be a negative experience? Simply putting people in groups does not ensure a productive, positive experience for participants.

According to research, when individuals work through a process to

create explicitly stated norms, and then commit to honor those norms, they increase the likelihood they will begin to function as a collaborative team rather than as a loose collection of people working together. (Goleman et al., 2002).

### Three Tips for Creating Norms:

- Each team should create its own norms.
- Norms should be stated as commitments to act or behave in certain ways rather than as beliefs.
- **LESS IS BETTER:** Teams should focus on a few essential norms.



### Inside this issue:

**Page 2**—SMART Goals and Formative Assessment.

**Page 3**—Examples of Formative Assessment

### QUOTE OF THE WEEK

"Team norms are not intended to serve as rules, but rather as collective commitments: public agreements shared among the members." (Kegan & Lahey, 2001)

# SMART Goals: A Critical Step

Setting school goals that are specifically linked to BISD district goals will help to bring those district goals to life.

The goals should focus on the intended outcome rather than on the strategies to achieve the outcome.

## What is a SMART Goal?

SMART goal acronym (O'Neill & Conzemius, 2005) provides much-needed clarity. Goals are SMART when they are:

- Strategic (aligned with the organization's goals) and specific
- Measurable
- Attainable
- Results oriented
- Time bound (specifying

when the goal will be achieved)

With this in mind, we can clearly see the importance of each collaborative team translating one or more of the school goals into a SMART goal that drives the work of the team.

Effective team goals will help answer the question, "How will we know if our strategies are resulting in gains in student learning?"

[Click here for a goal setting template.](#)

## How will we know when each student has learned it?

Formative assessments are a tool that educators use to change classroom instruction as it is occurring. This type of assessment allows the teacher to delete what is not

working, and add components that may work better; it is an opportunity to improve upon a given process of instruction. Formative assessments are not generally used by school

administrators to determine student grades and placement or for testing.

The purpose is to "form" the current lesson and future lessons.

## Formative Assessment: Three Things Must Occur

<p><b>1</b></p> <p>The assessment is used to identify students who are experiencing difficulty.</p>	<p><b>2</b></p> <p>Those students are provided additional time and support to acquire the intended skill or concept.</p>	<p><b>3</b></p> <p>The students are given another opportunity to demonstrate that they have learned.</p>
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See Page 3 for examples of formative assessment!

# Examples of Formative Assessment

## Exit/Admit Slips

**Exit Slips** are written responses to questions the teacher poses at the end of a lesson or a class to assess student understanding of key concepts. They should take no more than 5 minutes to complete and are taken up as students leave the classroom. The teacher can quickly determine which students have it, which ones need a little help, and which ones are going to require much more instruction on the concept. By assessing the responses on the Exit Slips the teacher can better adjust the instruction in order to accommodate students' needs for the next class.

Exit and Admit Slips can be used in all classes to integrate written communication into the content area.

**Admit Slips** are exactly like Exit Slips, but they are done prior to or at the beginning of the class. Students may be asked to reflect on their understanding of their previous night's homework, or they may reflect on the previous day's lesson if the question required a longer response time.



[This could be bell work!](#)

## Think-Pair-Share

**Think-Pair-Share** (Lyman, 1981) is a summarization strategy that can be used in any content area before, during, and after a lesson. The activity involves three basic steps. During the "think" stage, the teacher tells students to ponder a question or problem. This allows for wait time and helps students control the urge to impulsively shout out the first answer that comes to mind. Next, individuals are paired up and discuss their answer or solution to the problem. During this steps students may wish to revise or alter their original ideas. Finally, students are called upon to share with the rest of the class. There is also a Think-Pair-Square-Share. In this strategy, partners discuss answers with another pair before sharing with the class. This activity ensures that all students are interacting with the information. Teachers can use this activity in the formative assessment process as they walk about the room listening to student conversations.

### SOURCES

Dufour, Richard, Rebecca Dufour, et al. *Learning By Doing*. 2nd. Bloomington: Solution Tree Press, 2010. Print.

Silvestri, Karen. "eHow mom." *eHow*. N.p., n.d. Web. 2 Sep 2012. <[http://www.ehow.com/about\\_5369813\\_formative-assessment.html](http://www.ehow.com/about_5369813_formative-assessment.html)>.