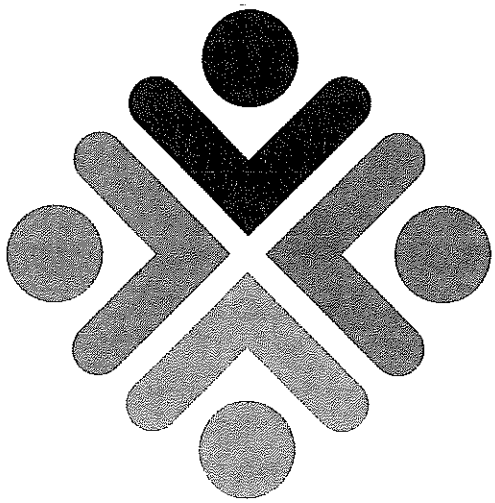
Achievement Teams and Collective Teacher Efficacy:
How Effective Teams Communicate

Sample Team Meeting Template



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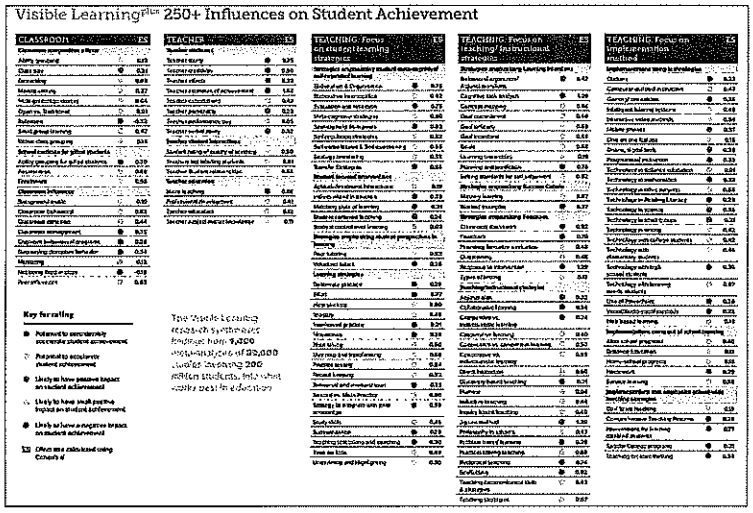
Achievement Teams is an experiential, collaborative protocol that focuses on collective teacher efficacy. All of the components of an Achievement Team are intentionally aligned to those teacher and leadership profiles that have the greatest impact on student achievement.

The process provides a structure for teachers to specifically identify areas of student need and collaboratively decide on the best instructional approach in response to those needs. When schools and school systems break down the silos of individual practice, we can create truly professional teams of educators who continuously reflect on and improve their practice.

Achievement Teams are focused on ***appropriating new knowledge about teaching and learning rather than simply maintaining existing knowledge.*** This means that teams follow protocols consistently while challenging current thinking and practice.

Achievement Teams incorporate 6 major findings from the Visible Learning research:



1. **Goals (.68)**: Goals lead to better student self-assessment, self-evaluation, and self monitoring. When teachers regularly create and include challenging goals, they motivate students to exert effort in line with the difficulty of a task.
2. **Formative Assessment and Evaluation (.48)**: A major argument throughout John Hattie's Visible Learning is the power of feedback to teachers so that they can ascertain if they are achieving the learning intentions. The major message is for teachers to pay attention to the formative effects of their teaching, which include short-cycle formative assessments.
3. **Teacher Clarity (.75)**: Teacher clarity is defined as organization, explanation, examples and guided practice. According to the findings, this can be accomplished when teachers create specific learning intentions, success criteria, and learning progressions.
4. **Response to Intervention (1.07)**: Response to intervention (RTI) strategies are a powerful way to provide individualized and targeted instruction for students in some of the greatest need of this attention. Hattie identifies RTI as "an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning."
5. **Feedback (.70)**: When feedback is combined with effective instruction, it can be very powerful in enhancing learning. Achievement Teams incorporates task, process, and self-regulation feedback to students.
6. **Collective Teacher Efficacy (1.57)**: Collective teacher efficacy refers to the teachers' beliefs about their collective ability, which can be realized through Achievement Teams.

Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. London: Rutledge

Achievement Teams and Collective Efficacy: Moving from Interest to Commitment

Many schools and districts have decided that Professional Learning Communities (PLCs) are the best strategy for improving student achievement. But these same organizations experiment with a collaborative protocol and then abandon PLCs as soon as the next hot initiative comes along.

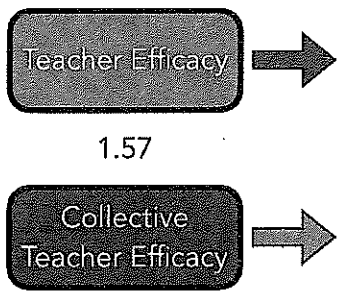
What are Achievement Teams?

Achievement teams are all about collective impact, with an emphasis on improving instruction. When the 5-step protocol is embedded in school practice, teams will have a greater impact on teaching, learning, and leadership. Ultimately, a commitment to collaborate means achievement for all students.

- Achievement Teams are organized by grade level and/or content teams that incorporate a universal and common learning goal
- Achievement Teams take time to analyze student work, so baseline evidence statements can be developed while having rich and meaningful professional conversations
- Achievement Teams use short-cycle assessments that have been developed through priority standards that have been "unwrapped"—enabling teachers and students to benefit from assessment results
- Achievement Teams are highly structured-ensuring that collaboration is disciplined and focused
- Achievement Teams support the School Improvement Plan

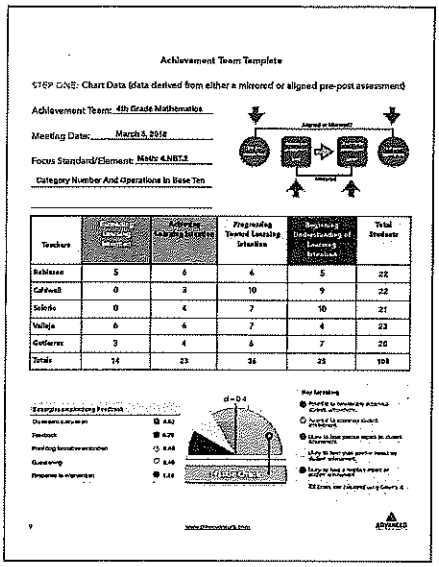
What Is the #1 Factor Influencing Student Achievement?–Collective Teacher Efficacy!

Professor John Hattie ranked collective teacher efficacy as the number one factor influencing student achievement (Hattie, 2016) based on a meta-analysis by Eells (2011). Collective teacher efficacy refers to the "collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities" (Tschannen-Moran & Barr, 2004, p. 190). Rachel Jean Eells' (2011) meta-analysis demonstrated that collective efficacy and student achievement were strongly related with an effect size of 1.57.



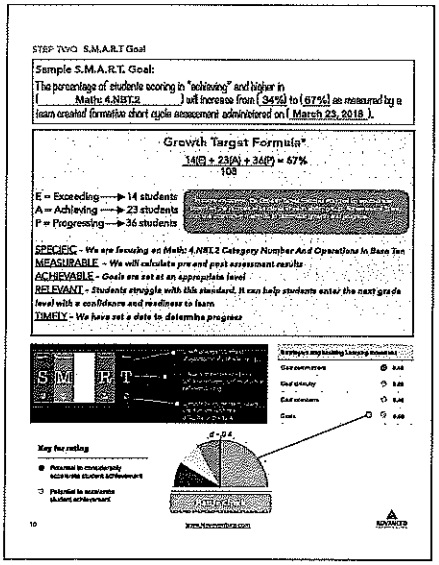
According to the Visible Learning Research (Hattie, 2012), this finding:

- is twice the effect size of feedback (0.75).
- has three times the effect of home environment, socio-economic status (0.52) and parental involvement (0.49).
- is a product of effective teacher teams, and the effect has the highest potential to considerably accelerate student achievement.

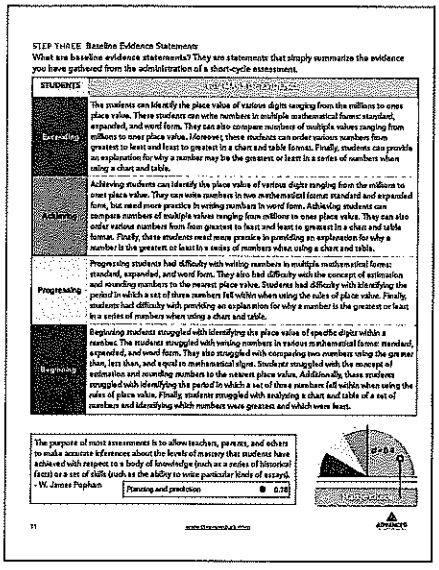


Step One - Collect and Chart Data:
Achievement Teams focus on evidence from quality short-cycle assessments and uses ability groups to help determine Response to Interventions (RTI) strategies.
Formative assessment:

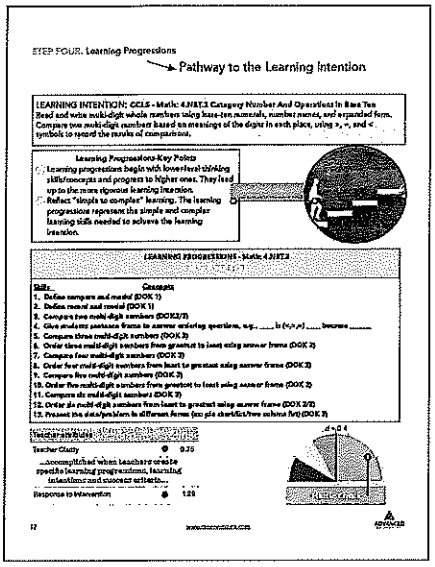
- Informs the practice of teachers
- Promotes equity for all students
- Build's the capacity of all team members
- Provides an effective strategy to determine if learning intentions have been achieved
- Offers a powerful tool to appropriate new knowledge about teaching and learning



Step Two - S.M.A.R.T. Goals:
Creating goals for both students and teachers have tremendous impact on academic outcomes. California elementary schools that outperform schools with similar student populations…set measurable goals for improved student achievement…(Williams et al., 2005). Goals lead to better student self-assessment, self-evaluation, and self monitoring. When teachers regularly create and include challenging goals, they motivate students to exert effort in line with the difficulty of a task (Hattie, 2009).



Step Three - Baseline Evidence Statements:
A baseline evidence statement is simply a summary of the evidence teams collect from formative assessments. These statements help teachers and leaders make accurate inferences about the levels of mastery that students have achieved with respect to a specific learning intention.


STEP FOUR: Learning Progressions

Pathway to the Learning Intention

LEARNING INTENTION: CCLS - Math: 4.NBT.2 Category Number And Operations in Base Ten

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Learning Progressions-Key Points

- Learning progressions begin with lower-level thinking skills/concepts and progress to higher ones. They lead up to the more rigorous learning intention.
- Reflect "simple to complex" learning. The learning progressions represent the simple and complex learning skills needed to achieve the learning intention.

LEARNING PROGRESSIONS - Math: 4.NBT.2

Skills Concepts

1. Define compare and model (DOK 1)
2. Define round and round (DOK 1)
3. Compare two multi-digit numbers (DOK2/3)
4. Give students sentence frame to answer ordering questions, e.g., _____ is (<,>,=) _____, because _____
5. Compare three multi-digit numbers (DOK 2)
6. Order three multi-digit numbers from greatest to least using answer frame (DOK 2)
7. Compare four multi-digit numbers (DOK 2)
8. Order four multi-digit numbers from least to greatest using answer frame (DOK 2)
9. Compare five multi-digit numbers (DOK 2)
10. Order five multi-digit numbers from greatest to least using answer frame (DOK 2)
11. Compare six multi-digit numbers (DOK 2)
12. Order six multi-digit numbers from least to greatest using answer frame (DOK 2/3)
13. Present the data/problem in different forms (ex: pie chart/list/tree science list) (DOK 3/4)

Teacher's Role

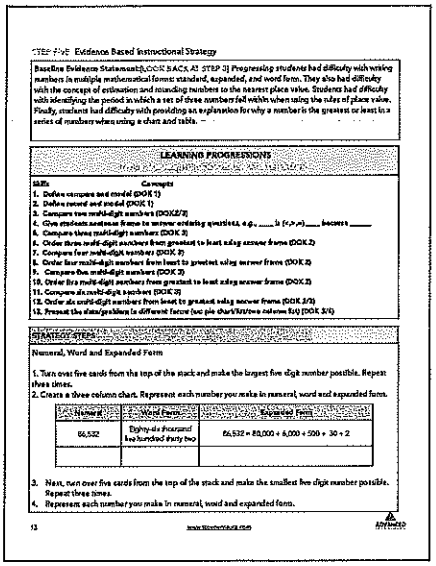
Teacher Clarity 0.75

...accomplished when teachers create specific learning progressions, learning intentions and success criteria...

Response to Intervention 1.29

d = 0.4

Hattie Check


STEP FIVE: Evidence Based Instructional Strategy

Baseline Evidence Statement: [LOOK BACK AT STEP 3] Progressing students had difficulty with writing numbers in multiple mathematical forms: standard, expanded, and word form. They also had difficulty with the concept of estimation and rounding numbers to the nearest place value. Students had difficulty with identifying the period in which a set of three numbers fell within when using the rules of place value. Finally, students had difficulty with providing an explanation for why a number is the greatest or least in a series of numbers when using a chart and table.

LEARNING PROGRESSIONS

Skills Concepts

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SAMPLE STEPS

Numeral, Word and Expanded Form

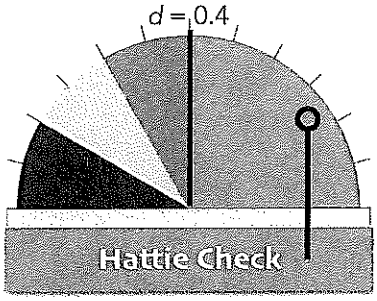
1. Turn over five cards from the top of the stack and make the largest five digit number possible. Repeat three times.
2. Create a three column chart. Represent each number you make in numeral, word and expanded form.

Numeral	Word Form	Expanded Form
66,532	Sixty-six thousand five hundred thirty two	66,532 = 60,000 + 6,000 + 500 + 30 + 2

3. Next, turn over five cards from the top of the stack and make the smallest five digit number possible. Repeat three times.
4. Represent each number you make in numeral, word and expanded form.

Step Four - Create Learning Progressions:
Learning progressions represent simple to complex instruction using Webb's Depth of Knowledge (DOK). The more explicit the progression, the more clarity teachers can provide to students. "Learning progressions are the sequenced 'building blocks' of instruction that lead students to understand the unit learning intentions. Look at each unit learning intention to decide what increments of instruction students will need to fully understand that learning intention. Then sequence these instructional building blocks in the order they will occur during the unit." (Ainsworth, 2015, p. 178)

Step Five - Evidence Based Instructional Strategies:
When all four previous steps are combined, teams can then select instructional strategies that will have the greatest impact on student achievement. Meta-analysis offer the strongest evidence base for determining what works best. Thus the hinge point for determining what works best is 0.40. Instructional practices above 0.40 have a high likelihood of increasing learning than those practices below the hinge-point (Hattie, 2009). Achievement Teams focus only on those strategies that can double the speed of progress.



Evidence-Based Instructional PrioritiesOur time with students is limited and valuable. Every minute we spend with them should be spent using the practices that are most likely to be successful. This requires us to shift our perspective from looking at instructional practices that work to looking at practices that work best (Hattie 2009).

Achievement Team Template

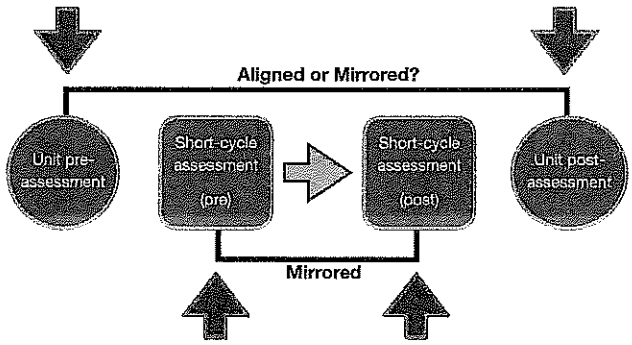
STEP ONE: Chart Data (data derived from either a mirrored or aligned pre-post assessment)

Achievement Team: **7th Grade ELA**

Meeting Date: **March 5, 2018**

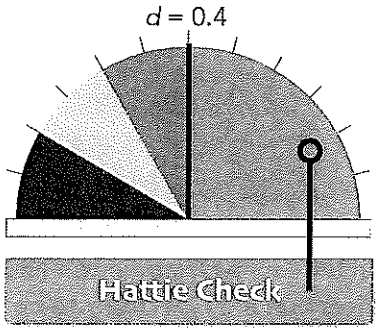
Focus Standard/Element: **LITERACY.RI.7.2**

Determine the two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.



Teachers	Exceeding Learning Intention	Achieving Learning Intention	Progressing Toward Learning Intention	Beginning Understanding of Learning Intention	Total Students
Lopez	5	6	6	5	22
Thompson	0	3	10	9	22
Solorio	0	4	7	10	21
Rodriguez	6	6	7	4	23
Hayes	3	4	6	7	20
Totals	14	23	36	35	108

Strategies emphasizing Feedback	
Classroom discussion	0.82
Feedback	0.70
Providing formative evaluation	0.48
Questioning	0.48
Response to intervention	1.29



Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement
- Likely to have positive impact on student achievement
- Likely to have small positive impact on student achievement
- Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's d

STEP TWO: S.M.A.R.T Goal

Sample S.M.A.R.T. Goal:

The percentage of students scoring in "achieving" and higher in (**LITERACY: RI.7.2**) will increase from (**34%**) to (**67%**) as measured by a team created formative short cycle assessment administered on (**March 23, 2018**).

Growth Target Formula*

$$14(E) + 23(A) + 36(P) = \mathbf{67\%}$$
$$108$$

E = Exceeding 14 students
A = Achieving 23 students
P = Progressing 36 students

*In some instances, the Growth Target Formula may not be appropriate based on the number of students in each ability group. Achievement Teams can use alternative methods to determine growth and progress.

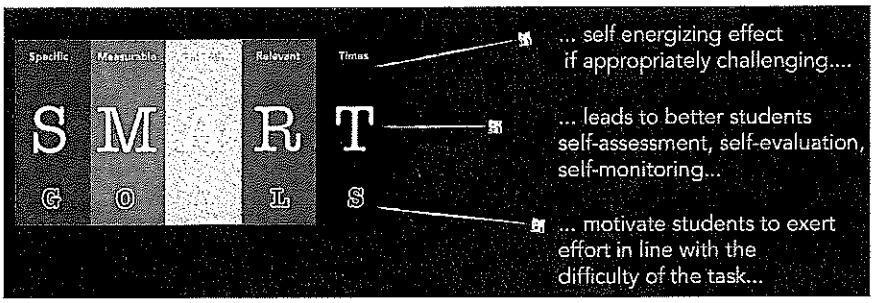
SPECIFIC - ***We are focusing on LITERACY: RI.7.2***

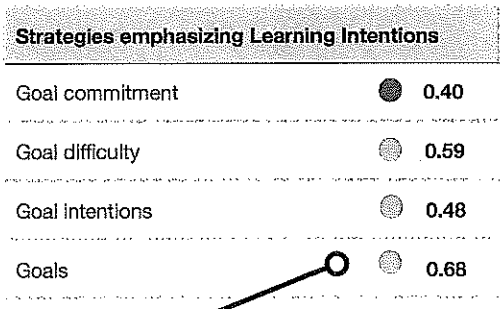
MEASURABLE - ***We will calculate pre and post assessment results***

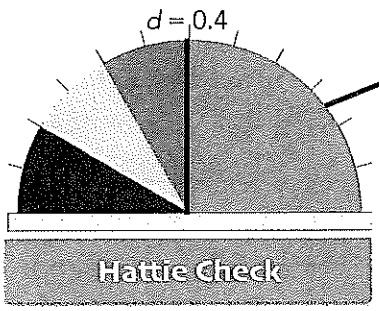
ACHIEVABLE - ***Goals are set at an appropriate level***

RELEVANT - ***Students struggle with this standard. It can help students enter the next grade level with a confidence and readiness to learn***

TIMELY - ***We have set a date to determine progress***







Key for rating

- Potential to considerably accelerate student achievement
- Potential to accelerate student achievement

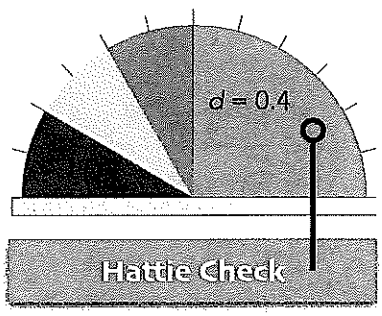
STEP THREE: Baseline Evidence Statements

What are baseline evidence statements? They are statements that simply summarize the evidence you have gathered from the administration of a short-cycle assessment.

STUDENTS	SUMMARY OF EVIDENCE
Exceeding	Exceeding students can determine the central ideas, while understanding the relationship between supporting details. These students can demonstrate comprehension by summarizing the full text. They can see how points supporting the central idea add to the central idea, and why the author may have introduced them in the order that they appear in the text. Moreover, these students can provide an unbiased analysis of the text. Finally, students can provide quality responses to support their objective summary.
Achieving	Achieving students can identify at least two or more central ideas over the course of a full text. They can look at the order in which evidence is presented when they describe how a main idea is developed over the course of a text. Achieving students can analyze the development of central ideas and communicate their analysis in an unbiased summary of the text. Finally, these students need more practice in writing an "objective" summary of the full text.
Progressing	Progressing students had difficulty with determining at least two central ideas of a text. However, they were able to identify a single central idea and use details to explore how it was conveyed. While most progressing students could identify the introduction of central ideas in smaller components of text, they could not track the development the idea(s) over the course of an entire text. Progressing students were not able to give an unbiased summary of the text.
Beginning	Beginning students had difficulty with the level of text. Those that could read the text struggled with determining the central idea of a text and how it is conveyed through particular details. The students were able to focus on smaller components of a text, such as key events or specific evidence. Beginning students struggled with citing quotes to make meaning and drawing inferences. Finally, beginning students struggled with writing unbiased summaries of a text.

The purpose of most assessments is to allow teachers, parents, and others to make accurate inferences about the levels of mastery that students have achieved with respect to a body of knowledge (such as a series of historical facts) or a set of skills (such as the ability to write particular kinds of essays).
- W. James Popham

Planning and prediction	0.76



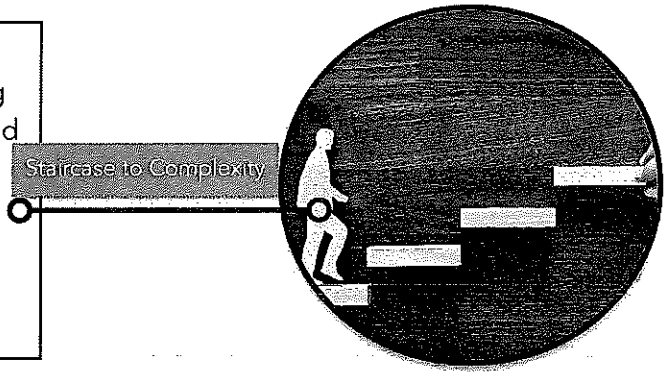
STEP FOUR: Learning Progressions

Pathway to the Learning Intention

LEARNING INTENTION (Standard): **CCSS.ELA-LITERACY.RI.7.2**
Determine the two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Learning Progressions-Key Points

- Learning progressions begin with lower-level thinking skills/concepts and progress to higher ones. They lead up to the more rigorous learning intention.
- Reflect "simple to complex" learning. The learning progressions represent the simple and complex learning skills needed to achieve the learning intention.

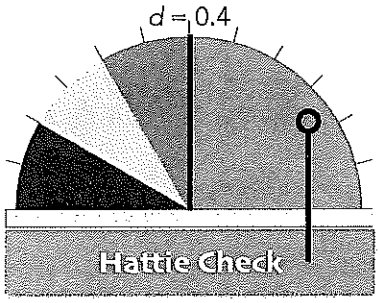


LEARNING PROGRESSIONS - LITERACY: RI.7.2
(skills & concepts)

Skills **Concepts**

1. **Define "central idea" (DOK 1)**
2. **Define "analyze" (DOK 1)**
3. **Define "summarize" (DOK 1)**
4. **Determine a single central idea (DOK 1)**
5. **Analyze the development of a central idea (DOK 3)**
6. **Determine two or more central ideas (DOK 1)**
7. **Analyze the development of two or more central ideas (DOK 3)**
8. **Summarize the text (DOK 2)**
9. **Find/locate more than one central idea in a text and explain how the ideas develop throughout the text in a summary (DOK 1/3)**
10. **Determine the two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (DOK 3)**

Teacher attributes		
Teacher Clarity	●	0.75
...accomplished when teachers create specific learning progressions, learning intentions and success criteria...		
Response to Intervention	●	1.29



STEP FIVE: Evidence Based Instructional Strategy-***Putting it All Together!***

Baseline Evidence Statement:[LOOK BACK AT STEP 3] ***Progressing students*** had difficulty with writing numbers in multiple mathematical forms: standard, expanded, and word form. They also had difficulty with the concept of estimation and rounding numbers to the nearest place value. Students had difficulty with identifying the period in which a set of three numbers fell within when using the rules of place value. Finally, students had difficulty with providing an explanation for why a number is the greatest or least in a series of numbers when using a chart and table.

LEARNING PROGRESSIONS

(Skills & concepts) [LOOK BACK AT STEP 1/STEP 3]

Skills **Concepts**

1. **Define "central idea" (DOK 1)**
2. **Define "analyze" (DOK 1)**
3. **Define "summarize" (DOK 1)**
4. **Determine a single central idea (DOK 1)**
5. **Analyze the development of a central idea (DOK 3)**
6. **Determine two or more central ideas (DOK 1/2)**
7. **Analyze the development of two or more central ideas (DOK 3)**
8. **Summarize the text (DOK 2)**
9. **Standard: Determine the two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (DOK 3**

STRATEGY STEPS

Synthesize the central ideas from multiple texts into short summaries in the form of a Tweet.
Task: Students will use a Tweet format to communicate two central ideas from four nonfiction texts.

1. Read it- Choose four text that are interesting and have them approved by the teacher.

2. Close reading- Read each text closely, highlighting and annotating as you read. Create a color-coding system for your notes. For example: central ideas highlighted in blue and supporting ideas highlighted in yellow. Write notes in the margin explaining how you know that what you highlighted is a detail or central idea.

3. After reading each text, review your reading notes and summarize the texts' contents into a Tweet. Use the sentence starter "@Author's/Publication's name writes/says/explains...."

4. Keep your tweet objective as you explain the two most central ideas - Tweet FACTS!

5. Summaries must be 140 characters or less. If you're able to summarize the texts' key ideas in less than 140 characters, use the remaining space to add a hashtag that connects to the text.

Notes:

Opportunity for Growth	Action for Improvement	Timeline
Step One: Collect and Chart Data (formative assessment, pre-post)		
Step Two: Goal Setting and S.M.A.R.T Goals		
Step Three: Baseline Evidence Statements		
Step Four: Learning Progressions		
Step Five: Researched-base Instructional Strategies		