

# LEADING **IMPACT** TEAMS

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**BUILDING A CULTURE OF  
EFFICACY**



[www.LearningImpactTeams.com](http://www.LearningImpactTeams.com)

Twitter: @TheSocialCore

## Starting with the End in Mind

The purpose of the Impact Team Model is to:

- Develop assessment capable learners 1.44 ES (effect size)
- Build collective teacher efficacy 1.57 ES

Observe the video and record strengths of the learner(s) and then make inference about the teaching.

Learner Strengths	Inferences About Teaching

## Inquiry 1.1: Defining Impact Teams

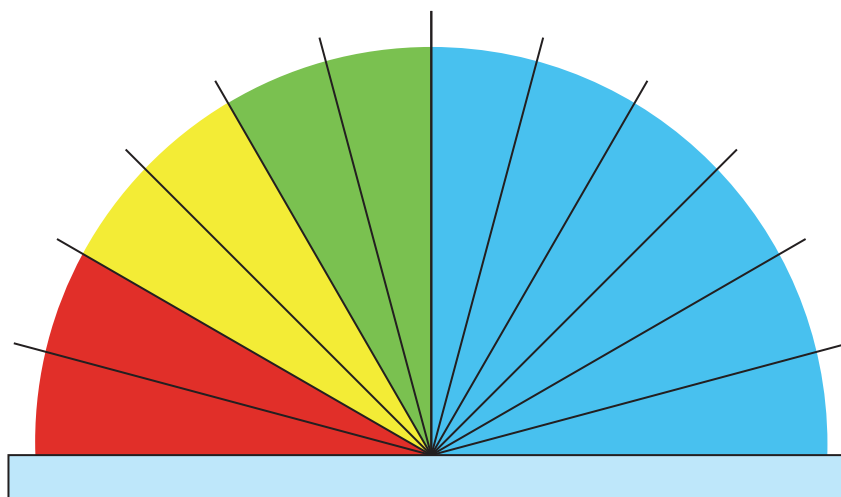
Impact Teams are **TEAMS** of educators who **PARTNER** with students. They **INNOVATE** to expand **STUDENT OWNERSHIP**. They **SCALE UP** their collective expertise to **MAKE A DIFFERENCE** for **ALL** students.

EVIDENCE
<p>What do I expect to learn?</p> <ul style="list-style-type: none"> <li>▪ Focus Standards   Learning Intentions and Success Criteria</li> <li>▪ Metacognition</li> <li>▪ Self-Regulation</li> <li>▪ Executive Functioning</li> <li>▪ Social-Emotional Learning (SEL) Habits of Mind</li> </ul>
ANALYSIS
<p>How will I know I am learning?</p> <ul style="list-style-type: none"> <li>▪ Self and Peer Assessment</li> <li>▪ Feedback</li> <li>▪ Monitoring my Learning Goals</li> </ul>
ACTION
<p>How will I adjust my learning?</p> <ul style="list-style-type: none"> <li>▪ Revision</li> <li>▪ Refine my learning goals</li> <li>▪ Practice new strategies to close the gap</li> <li>▪ Celebrate progress</li> </ul> <p>What will I do if I already know it?</p> <ul style="list-style-type: none"> <li>▪ Accelerate using the progression</li> <li>▪ Go deep</li> <li>▪ Apply my learning to a new context</li> <li>▪ Celebrate success</li> </ul>
Reflection   How would you define the Impact Team Model to stakeholders in your system?

## Inquiry 1.2: The Visible Learning Synthesis

Label the barometer and add the arrows to show .40 and .80 effect sizes based on the diagram you see in the power point.

HINT: .40 ES = about 1 year's growth in 1 year's time.

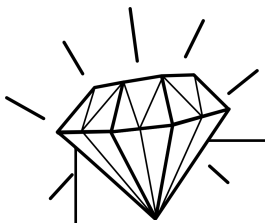
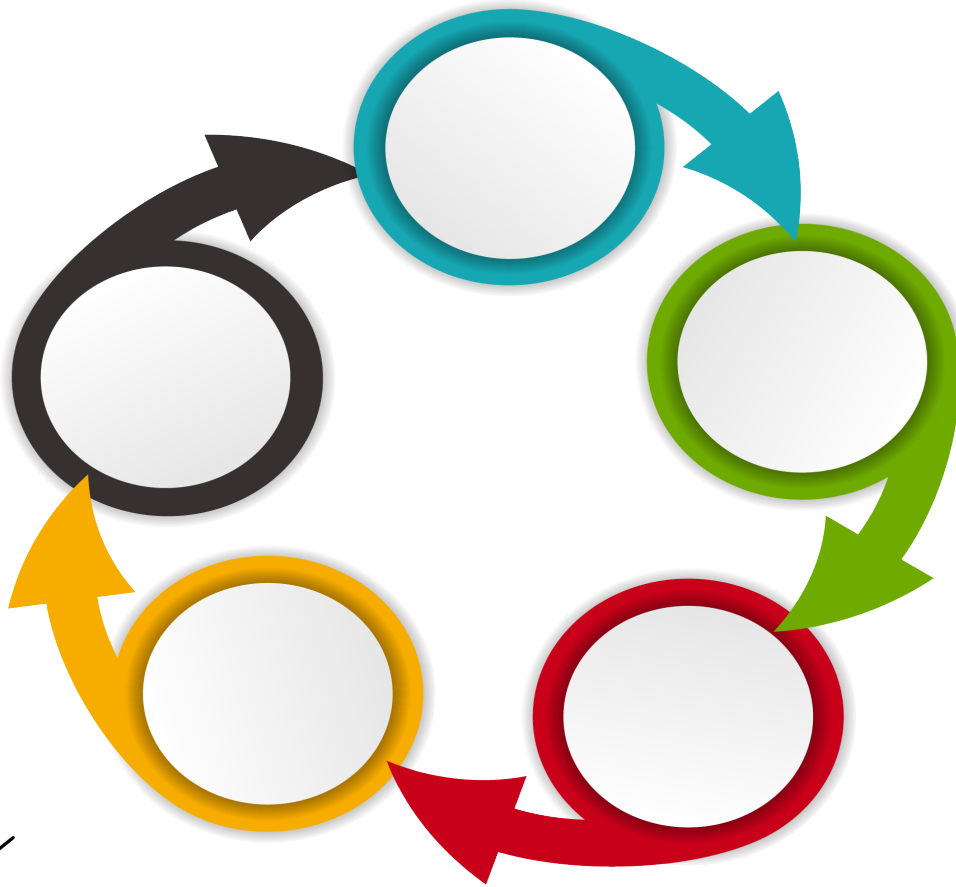


Impact Team Research   Visible Learning Influences	Effect Size
Metacognitive Strategies	
Reciprocal Teaching	
Teacher-Student Relationships	
Feedback	
Teacher Clarity	
Micro-Teaching	
Classroom Discussion	
Assessment Capable Learners	
Collective Teacher Efficacy	

**Reflect | Why do these influences get such a high effect?**

## The Formative Assessment Process

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Visible Learning Influences:

## The Why | Research

### The Four Sources of Efficacy

Think of a time that you were successful in reaching a goal. What were the conditions that surrounded your success?

#### My Peak Experience

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**Directions:** In the space below, label each quadrant with the four sources of efficacy (reference slides). Use the scaffold to take notes.

#### The Four Sources of Efficacy


**Think Pair Share:** Talk with your partner and/or team about how your peak experience aligns with the four sources of efficacy.

## Organizational Network Mapping

**Directions:** What inferences can you make about these two learning organizations?

Network Map A	Network Map B

Reflect   What did you learn from analyzing this data?

Note: For more information about Core Connections see [www.TCCcoreconnections.com](http://www.TCCcoreconnections.com)

## Leading Indicators for Collective Teacher Efficacy = 1.39 Effect Size



**Key points I want to remember:**

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## Ten Purposeful Protocols

PROTOCOL	PURPOSE
<b>EAA Classroom</b> The Formative Process in Action	Outlines the success criteria for teachers to support deep implantation of the formative process based on the 5 core formative practices.
<b>Unpacking for Success</b> Getting to Know Standards	To get to know the standards: cognitive demand, learning progressions, relevance, big ideas and essential questions and key competencies. This protocol also supports designing criteria based tasks and lesson planning.
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<b>Check In</b> Monitoring Collective Actions	To "Check In" on collective actions. To replicate successful actions and to make mid-course corrections when our actions aren't working.
<b>Lesson Study</b> Evidence-Based Collaborative Planning	Lesson study is a form of long term professional learning in which teams of teachers collaboratively plan, research and study their lesson instruction as a way to determine how students learn best.
<b>Peer Coaching</b> Amplifying Models of Success	Teachers work in partnerships to learn how to implement strategies to support student ownership and agency.
<b>Case Study</b> Investigation of a Specific Demographic Group	A research method involving an up-close, in-depth, and detailed examination of a demographic group.
<b>Evidence Walks</b> Teacher-Led Instructional Rounds	To gather evidence of success based on a school's focus through by analyzing low inference notes.



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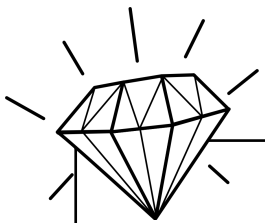
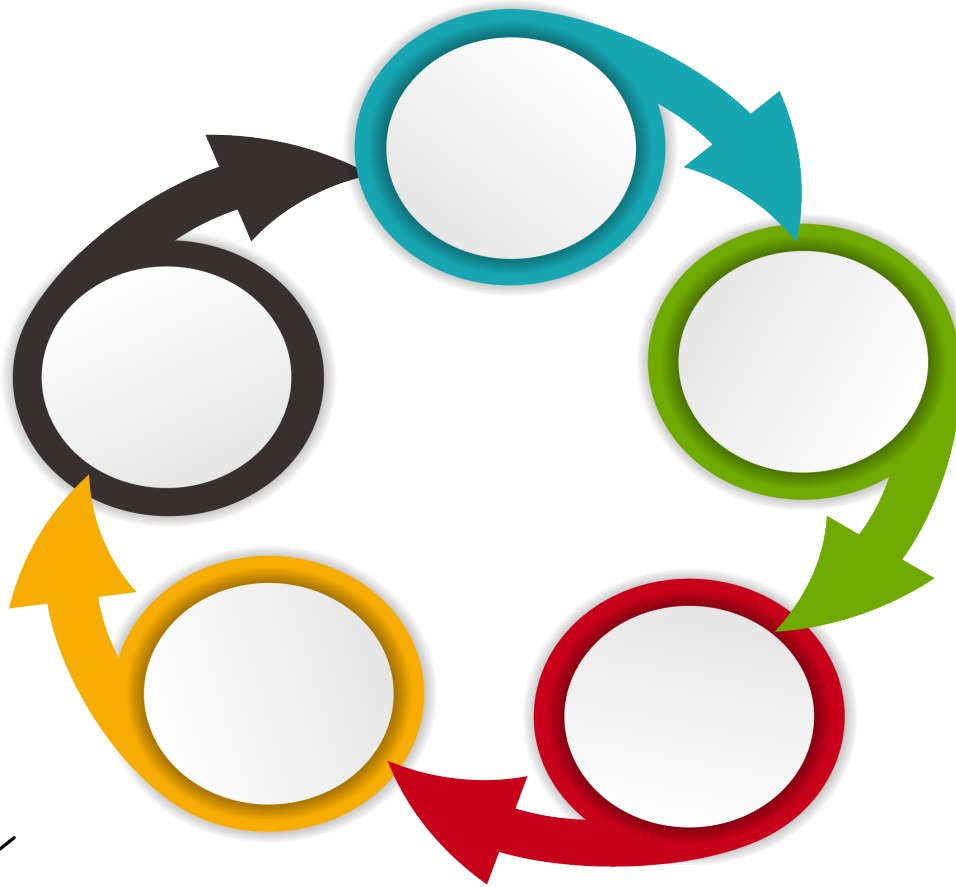
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Visible Learning Influences:

## EAA Classroom Implementation Rubric | Formative Assessment Process in Action

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<b>(1) EVIDENCE</b>			
Learning Intentions and Success Criteria			
Students can articulate learning intentions and success criteria.			
Students engage in co-construction of the success criteria with their classmates and teacher.			
Students can identify success criteria in student work samples and exemplars.			
Students reflect regularly using essential questions connected to big ideas.			
Assessment Tools			
Criteria-based tasks are developed and are aligned to the focus standards (check-lists, rubrics).			
Exemplars are annotated by success criteria and are visible to students (note-books, LMS, classroom environment).			
Samples of student work are used to clarify success criteria.			
<b>(2) ANALYSIS</b>			
Peer and Self-Assessment, Feedback			
Students use rubrics and/or check-lists when engaged in self-assessment and peer-assessment.			
Students get regular practice applying the success criteria.			
Students can identify success criteria in each other's work.			
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<b>(3) ACTION</b>			
Goal Setting, Revision, Feedback, Tracking System			
Students reflect on their strengths and next steps based on feedback from peer and self-assessment and teacher.			
Students create SMARTER personal learning goals based on feedback.			
Students revise assessment based on feedback tied to rubric and/or checklist.			
Students keep track of their progress and mastery of Focus Standards (they have a way to organize their learning).			

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### EVIDENCE

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### ANALYSIS

How will I know I am learning?

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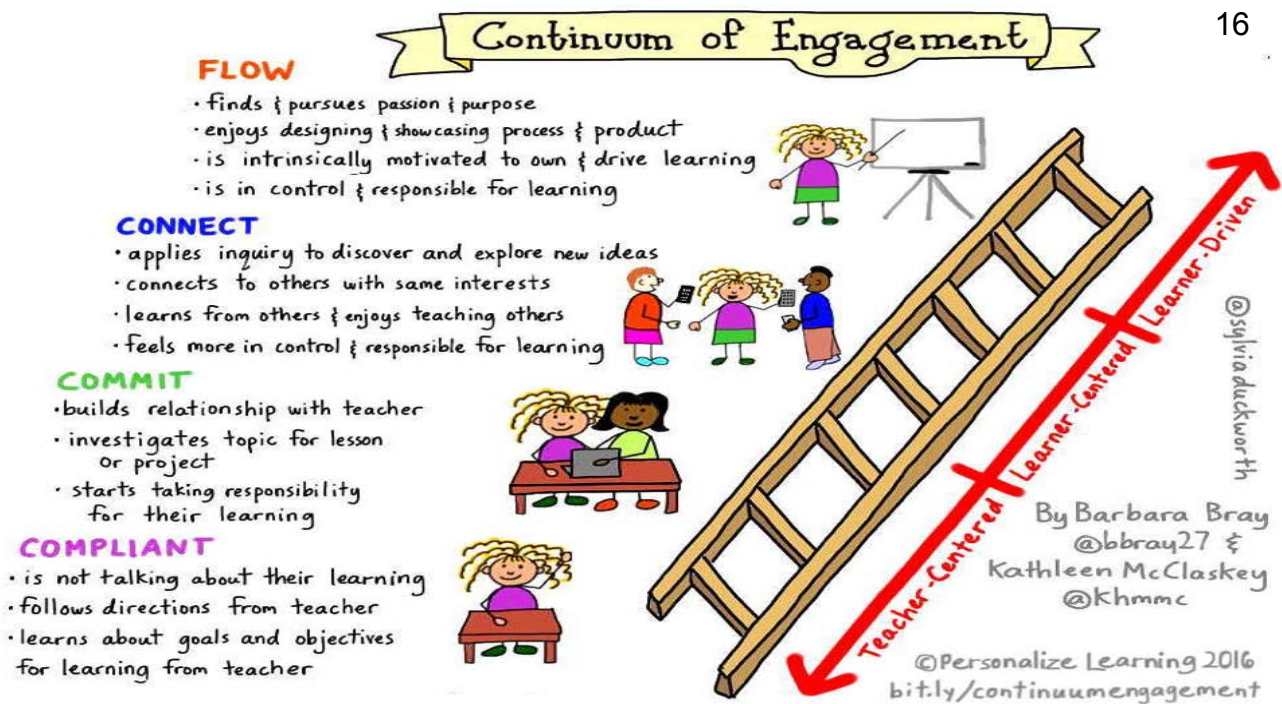
How will I adjust my learning?

- Revision
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What will I do if I already know it?

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### Reflection | How would you define the Impact Team Model to stakeholders in your system?

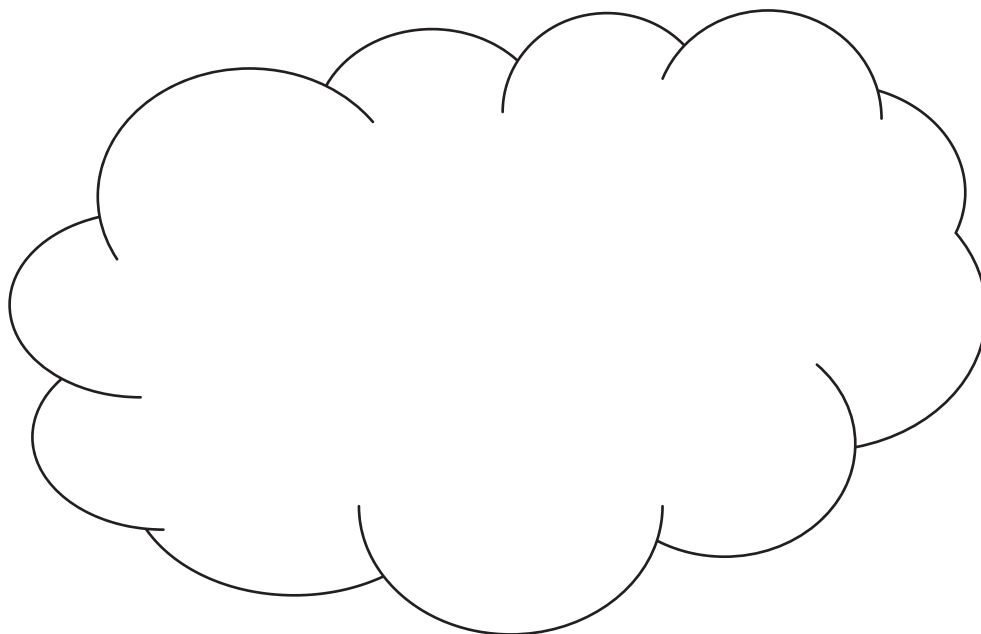


How does your school define student engagement?



## Sources of Evidence for Understanding the Whole Child

**Directions:** Teams use multiple sources of evidence based on their inquiry. Brainstorm a list of possible evidence sources Impact Teams would use to determine impact on student learning.



Sources of Evidence	Rationale and Description

**Data Triangulation:** Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources.

# Impact Team Inquiry Blueprint

## IDEATE

Based on the evidence, what practice would we like to strengthen?

Example: Peer Review

Why do we want to get better at this?

Teacher Voice | What expertise resides in our team or system?

What do we need to learn? What resources will we need?

How will we share our impact?

## DESIGN • EVIDENCE

Complex State Standards

Transferable Products & Performances

Example: Universal Theme

Example: Theme Quick Write – Claim, Evidence, Reasoning

Student Voice | Student Perception

- ☐ Focus Groups
- ☐ Interview
- ☐ Survey
- ☐ Reflections
- ☐ Self & Peer Assessments

Observation Data

Video

## ENVISION SUCCESS

If students are involved deeply in this practice they will be:

Thinking

Feeling

Saying

Doing

If our team is engaged deeply in this practice we will be:

Thinking

Feeling

Saying

Doing

# Example Impact Team Inquiry Blueprint

IDEATE
Based on the evidence, what practice would we like to strengthen? Problem of practice?
<p>How do we get students to take more ownership of the reading and writing standards?</p> <ul style="list-style-type: none"> <li>Peer Review and Goal Setting in Reading</li> </ul>
Why do we want to get better at this?
<ul style="list-style-type: none"> <li>We are struggling on ensuring we are aligned tightly to standards</li> <li>We want students to do more writing about their learning across subjects</li> <li>We believe this will increase motivation for our students and will support our dispositional learning focus</li> <li>This kind of engagement will support strengthening metacognition (.55)</li> <li>This practice will leverage classroom discussion (.82) and ensure teacher clarity (.75)</li> <li>Peer review will expand student ownership and feedback (.66) to learners</li> <li>Students will be able to take ownership of their learning – assessment capable – (1.33)</li> <li>This practice will ensure deliberate practice (.79)</li> <li>Peer review requires self-verbalization and self-questioning (.59) and help seeking (.72)</li> <li>Peer assessment requires evaluation and reflection (.75)</li> </ul>
Teacher Voice   What expertise resides in our team or system?
Some teachers on our team have experimented with peer editing but have not done much with peer review on the actual content students write.
What do we need to learn? What resources will we need?
<p>Publications</p> <ul style="list-style-type: none"> <li><i>Peer Power</i> by Bloomberg, Vandas and Pitchford</li> <li><i>Leading Impact Teams</i> by Bloomberg and Pitchford</li> <li><i>Clarity for Learning</i> by Vandas and Almarode</li> <li><i>Peer Feedback in the Classroom</i> by Starr Sackstein</li> <li><i>Self-Assessment and Goal Setting</i> by Kathleen Gregory</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>Core Collaborative YouTube Channel: <a href="http://www.youtube.com/corecollaborative">www.youtube.com/corecollaborative</a></li> </ul>
How will we share our impact?
<ul style="list-style-type: none"> <li>We will use the Review Tool Protocol to share in November and Spring (full school all teams)</li> <li>We will have our annual “Share Fair” at the end of the year sharing our impact (3 Evidence Sources)</li> </ul>

# Example Impact Team Inquiry Blueprint


DESIGN • EVIDENCE	
Focus Standard(s)	Criteria-Based Products & Performances
<p><b>Focus Standards are students have struggled with:</b></p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>RL.1: Quality inference about: theme, character, plot, etc.</li> <li>RL.2: Universal theme</li> <li>L.4: Using context clues to solve word meaning</li> <li>RL.2: Objective summary of fiction and nonfiction text</li> </ul> <p>Nonfiction:</p> <ul style="list-style-type: none"> <li>RI.2: Main Idea and Objective Summaries</li> <li>RI.4: Academic vocabulary or domain specific vocabulary from nonfiction texts</li> <li>RI.5: Identifying overall text structure and the use of text features</li> </ul>	<p>We will co-construct success criteria for scholarly reading responses based on the content from the standards:</p> <p>Reading Responses will use the following structure:</p> <ul style="list-style-type: none"> <li>Claim</li> <li>Evidence from the Text</li> <li>Reasoning (students doing analysis of the evidence and explaining how the evidence supports the claim)</li> </ul> <p>We will assess some standards using graphic organizers with success criteria.</p>
Student Voice   Student Perception	
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Interview:</b> We will interview students about their perceptions of self and peer assessment in helping them learn:</li> <li><input type="checkbox"/> <b>Reflections:</b> We can analyze student reflections after we teach them how to reflect. Reflections can include standards, their goals and also core dispositions</li> <li><input type="checkbox"/> <b>Self &amp; Peer Assessments:</b> We can analyze their self and peer assessments for quality</li> </ul>	
Observation Data	
<ul style="list-style-type: none"> <li>We will gather observation data when conferring with peer assessment partnerships (feedback on feedback)</li> <li>We will also gather some observation data based on core reading behaviors we want to see in our students</li> <li>Gathering some observation data regarding accountable talk and collaboration will also be key to understand impact</li> </ul>	
Video	
<p>We will develop student video of self and peer assessment and analyze it using the micro-teaching protocols during our team meetings 2-3 times yearly.</p> <p>Using FLIP-GRID for student reflections will be a great way to collect student perception data. They can also do video reflections in their iPad.</p>	

# Example Impact Team Inquiry Blueprint

ENVISION SUCCESS	
If students are involved deeply in this practice they will be:	
<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>I am not so sure about giving my work to a friend to check</li> <li>Will this help my grade? Does this hurt my grade?</li> <li>I have to plan my feedback based on the success criteria</li> <li>I need to look for the success criteria in my friends work</li> <li>How much time to I get to revise after I get my feedback?</li> <li>I have to be honest with my friends in class so they learn more.</li> <li>We will have to share our mistakes so we learn more.</li> <li>What if I don't meet the deadline? What will happen?</li> <li>How do I figure out the theme? What evidence do I select?</li> <li>How do I determine importance when I read?</li> <li>What makes a quality nonfiction summary?</li> <li>This word is really tough to figure out – what strategies could I try?</li> <li>How does text structure connect with the main idea? Why do authors vary the structure and feature?</li> </ul>	<p><b>Feeling</b></p> <ul style="list-style-type: none"> <li>I am nervous about everyone knowing my mistakes.</li> <li>I don't like revising because it is more work.</li> <li>I like contributing to the learning in my class.</li> <li>Sometimes I get too confident and I make silly mistakes.</li> <li>I get anxious when people look at my work.</li> <li>I love getting multiple chances to get my work right.</li> <li>Sometimes I have a hard time inferring theme. I get nervous because there may be multiple correct answers.</li> <li>I have to learn that mistakes are a part of learning and I shouldn't get embarrassed if I make mistakes.</li> <li>I feel stupid when I ask for help. How do I get the courage to just let my teacher and friends know that I don't know what to do?</li> </ul>
<p><b>Saying</b></p> <ul style="list-style-type: none"> <li>I can do this – I just need to keep practicing.</li> <li>One strength you have in your work is... One thing you can work on for next time is...</li> <li>Why did you decide to write about theme this way?</li> <li>What strategies do you need to determine main idea? What is the best way to summarize text?</li> <li>Can you show me that strategy? I would love to learn it.</li> <li>Will you be my goal setting partner?</li> <li>We have to be honest with one another – because if we aren't honest – we won't make progress.</li> </ul>	<p><b>Doing</b></p> <ul style="list-style-type: none"> <li>Peer assessment and self-assessment</li> <li>Deliberate and spaced practice</li> <li>Identifying criteria in other student's work and their own work.</li> <li>Video-based reflections</li> <li>Talking to students about their learning</li> <li>Co-constructing success criteria with teachers</li> <li>Setting and monitoring goals</li> <li>Going public with mistakes</li> <li>Sorting mistakes (silly mistakes vs mistakes I need help with)</li> <li>Reciprocal teaching</li> <li>Keeping track of feedback</li> </ul>
If our team is engaged deeply in this practice we will be:	
<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>This is going to take a lot of time up front, but it will pay off once I learn the process</li> <li>I am not sure how to organize all the levels in my class</li> <li>How do I make sure kids are making progress and tracking their progress?</li> <li>What structures do we need to teach for feedback on feedback?</li> <li>How often do I co-construct success criteria?</li> <li>How much practice do I give kids before I grade or mark</li> <li>What protocols will we use to ground our inquiry</li> </ul>	<p><b>Feeling</b></p> <ul style="list-style-type: none"> <li>I feel like a new teacher and I don't know how to make this right</li> <li>The kids will never take this seriously</li> <li>I am worried about classroom management</li> <li>I know this will work if I persevere</li> <li>I need the support from my colleagues to implement this well</li> <li>I am confident in my abilities to implement this practice</li> <li>If I hang in there – my students will learn how to self-regulate</li> <li>I am worried I won't be able to teach all my content</li> </ul>
<p><b>Saying</b></p> <ul style="list-style-type: none"> <li>I like that we are planning for ALL learners and they are in charge of their plan</li> <li>Let's team up to model this with students, maybe someone will take over our class for 20 minutes</li> <li>Let's go over the process during our next Impact Team meeting</li> <li>How can we set up some inter-visitations and peer coaching?</li> <li>Let's progress monitor using the "Check In" Protocol</li> <li>We will have to set up structures to give students feedback so they can set goals – we can set group goals and have them monitor them</li> <li>Will "Lesson Study" help us to scale this work?</li> <li>How often should we analyze our students work? Why?</li> <li>What trends or patterns are you seeing? How can we work together to accomplish our goal?</li> <li>I don't have enough time with all the other initiatives I have to do.</li> </ul>	<p><b>Doing</b></p> <ul style="list-style-type: none"> <li>Teaching students how to summarize text and find theme</li> <li>Building flexible groups</li> <li>Providing opportunities for students to think within the text and beyond the text</li> <li>Planning lessons collaboratively during Impact Team meetings</li> <li>Co-constructing and making rubrics with our students</li> <li>Giving feedback on feedback</li> <li>Analyzing video with colleagues</li> <li>Analyzing student work regular with colleagues</li> <li>Guiding students in the self-peer assessment and goal setting process</li> <li>Giving feedback on student's goals</li> <li>Modeling cognitive and metacognitive strategies so students can teach each other kids</li> </ul>

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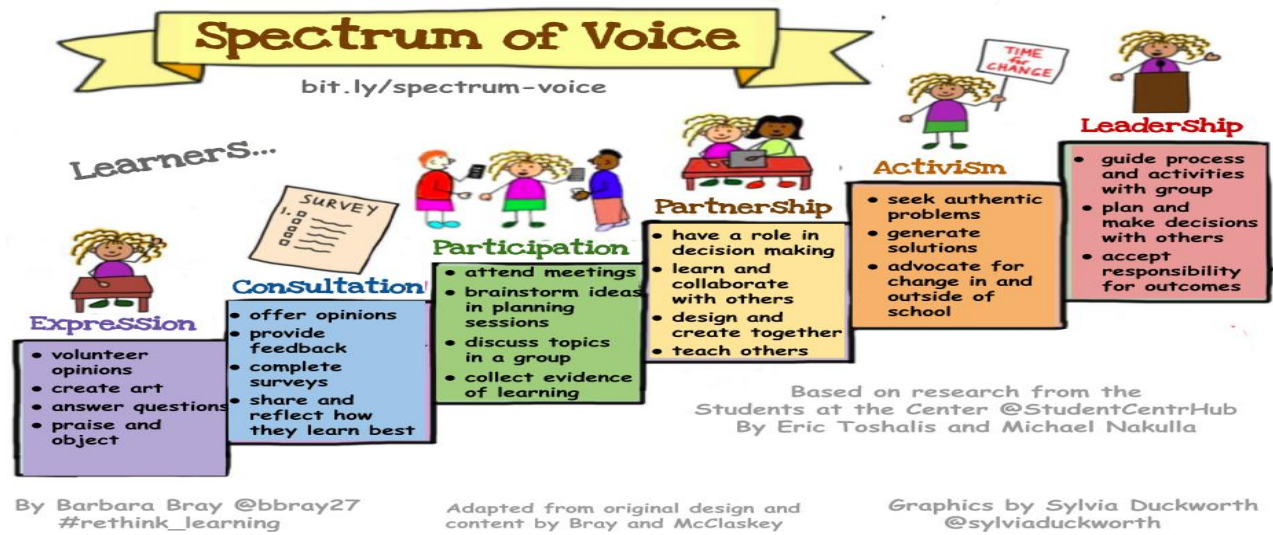
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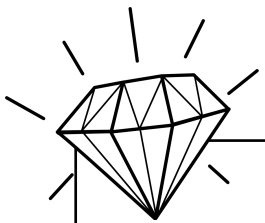
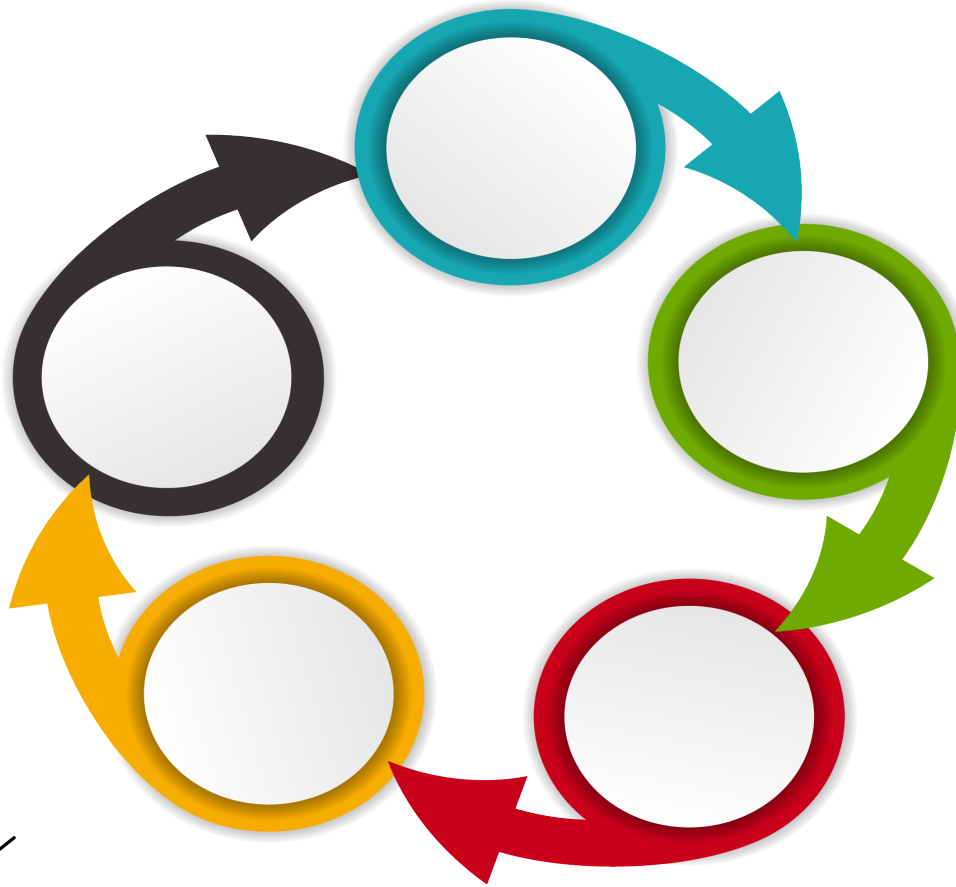




How does your school or system amplify student voice?

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- Practice new strategies to close the gap
- Celebrate progress

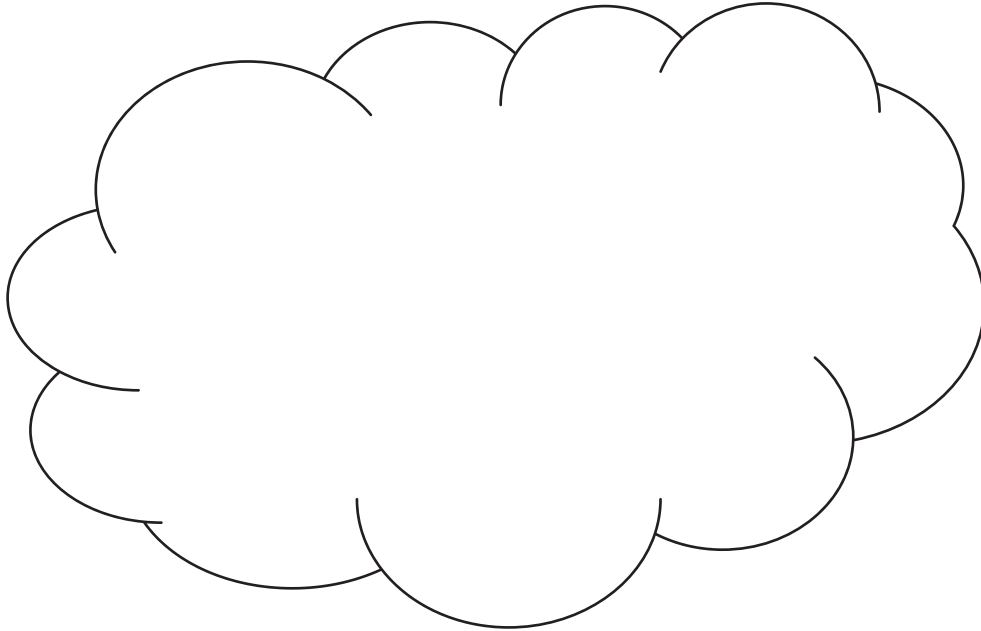
What will I do if I already know it?

- Accelerate using the progression
- Go deep
- Apply my learning to a new context
- Celebrate success

### Reflection | How would you define the Impact Team Model to stakeholders in your system?

## Sources of Evidence for Understanding the Whole Child

**Directions:** Teams use multiple sources of evidence based on their inquiry. Brainstorm a list of possible evidence sources Impact Teams would use to determine impact on student learning.



Sources of Evidence	Rationale and Description

**Data Triangulation:** Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources.

## Student-Led Instructional Rounds

1. Co-Construct Success Criteria for Evidence Walk
2. Develop Team Norms
3. Gather Evidence
4. Analyze Evidence & Fishbowl
5. Brainstorm Collective Actions

Notes:

# STUDENT-LED EVIDENCE WALKS

## TO EXPAND PRACTICE REGARDING STUDENT OWNERSHIP & AGENCY

Purpose: To inform our practice regarding our school's focus. To foster trusting relationships between students and teachers.

<b>EVIDENCE • Here's What!</b> <ul style="list-style-type: none"> <li>▪ Appreciative</li> <li>▪ Looking for bright spots</li> <li>▪ Evidence is aligned to school and/or teams inquiry focus</li> </ul>	<b>ANALYSIS • So What?</b> <ul style="list-style-type: none"> <li>▪ What does this evidence mean?</li> <li>▪ We discuss things within our control</li> <li>▪ Refrain from labeling</li> <li>▪ Generate wonderings</li> </ul>	<b>ACTION • Now What!</b> <ul style="list-style-type: none"> <li>▪ Brainstorm possible next steps</li> <li>▪ Refer to VL influences to drive collective actions</li> <li>▪ Refer to the 4 sources of efficacy</li> </ul>
<ul style="list-style-type: none"> <li>○ <b>3b: Questioning &amp; Discussion</b> <ul style="list-style-type: none"> <li>○ Classroom Discussion = .82 ES</li> <li>○ Questioning = .48 ES</li> </ul> </li> <li>○ <b>3c: Engaging Students in Learning</b> <ul style="list-style-type: none"> <li>○ Cooperative Learning = .40 ES</li> <li>○ Reciprocal Teaching = .74 ES</li> </ul> </li> <li>○ <b>3d: Using Assessment in Instruction</b> <ul style="list-style-type: none"> <li>○ Assessment Capable = 1.33 ES</li> </ul> </li> </ul> <p><i>ES = Visible Learning Effect Size</i></p>	<p>What does this evidence mean for student learning?</p>	<p>What are 3 wishes you have for strengthening student ownership and agency?</p>



## What did you learn from our students?

The purpose of the Impact Team Model is to:

- Develop assessment capable learners 1.44 ES (effect size)
- Build collective teacher efficacy 1.57 ES

Observe the video and record strengths of the learner(s) and then make inference about the teaching.

Learner Observations	What did you learn?

# EXTEND TODAY'S LEARNING



Do you want to extend the learning from today and engage with an IncludedED partner consultant at your site? Our experts are available to partner with your team to strengthen their understanding of how building upon dignity will help teams reach the goal of equity. We look forward to creating a plan with you that takes your team on a journey from awareness to action.

- Supercharge your school's system. Attend a **National Collaborative** in a city near you. [www.thecorecollaborative.com/events](http://www.thecorecollaborative.com/events)
- Participate in our monthly **Master Class Series** the third Thursdays of the month. Or view the series on-demand on your time or with your team. [www.thecorecollaborative.com/events](http://www.thecorecollaborative.com/events)
- Learn about our PLC model called Impact Teams by subscribing to **The Core Collaborative Newsletter** for free tools and expert advice on how to empower teacher teams to expand student ownership through the formative assessment process! [www.LeadingImpactTeams.com](http://www.LeadingImpactTeams.com)
- Expand and share student-centered practices at our **MindfuelED** retreat in Vail , Colorado in June. [www.MindFuelED.com](http://www.MindFuelED.com)

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