

TEACHER LEADERS

ENGAGE. EMPOWER. INSPIRE.



Regional Teacher Leader Collaboration October 2014



Welcome!

- Please log into Edmodo to find the materials for this session: <https://www.edmodo.com/>
- group code: LKEAQ4
- Download the PowerPoint and materials that correlate to your grade level and subject area: <https://edmodo.com/folder/4013391>

Today's Goals

Today we will answer the questions:

1. What does my end of year assessment look like?
2. What resources can I use to help ensure that my students are prepared?

Agenda

- Welcome
- Teacher Leader Overview
- 14-15 End-of-Year Assessments
- Resources
 - Guidebooks
 - EAGLE
- Ongoing support for Teacher Leaders
- Closing reflection

Teacher Leaders

Teacher Focus – Teacher Needs

Set Goals

- **Content knowledge** that support rigor of standards
- **Assessments** that measure standards
- **Tools and data** to define ideal student performance

- **Practice tests**
- **EAGLE Formative assessment tool**
- **Assessment guides**
- Goal setting guidance
- Goal setting models

Plan + Teach

- Standards aligned **curricula**
- Quality **texts and tasks**
- **Models** of standards-aligned instruction

- Instructional resource reviews
- Curricular recommendations
- ELA and math guidebooks
- Text guidance
- EAGLE Formative assessment tool
- Instructional video library

Evaluate Results

- Quality **data** aligned to standards and goals
- **Student work** exemplars
- **Space to reflect** on student performance and adapt instruction

- Data reports
- Reflection tools
- Collaboration models

Teacher Focus – Professional Development

Set Goals

- **Content knowledge** that support rigor of standards
- **Assessments** that measure standards
- **Tools and data** to define ideal student performance

Deep Content Training *(in person, staggered)*

- 2 day Teacher Leader Summit
- 2 day regional content institutes
- 1 day regional fall content institutes

Plan + Teach

- Standards aligned **curricula**
- Quality **texts and tasks**
- **Models** of standards-aligned instruction

Curricula support *(virtual, frequent)*

- Bi-weekly calls to break down upcoming weeks of instructional tools
- Access to writers of core curricular tools

Evaluate Results

- Quality **data** aligned to standards and goals
- **Student work** exemplars
- **Space to reflect** on student performance and adapt instruction

Collaboration opportunities *(PLCs, staggered)*

- State ed-modo collaboration site
- **Regional bi-monthly collaboration meetings**
- Monthly teacher newsletter
- Monthly classroom live-streams

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End of Year Assessments

The Need to Transition

- **Louisiana's jobs market is changing:** Most Louisiana jobs require an education after high school i.e., two- or four-year college degree. In 2011, 28% of the Louisiana workforce had a two- or four-year degree. To meet Louisiana's future needs, this number must double.
- **Our students are just as capable as their peers around the country:** In part, this gap is caused by our own academic expectations not aligning with the job need. While a score of "mastery" or level four out of five denotes readiness to complete at least a year of college on-time, in our state "basic" or level three out of five has been accepted as a mark of full proficiency.
- **Our students deserve high expectations:** Over the last 10 years we have seen a steady increase in our students' "basic" proficiency (over a 15 point increase). We now must turn our attention to increasing the rates of "mastery" student performance.

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
LEAP	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
NAEP	Below Basic		Basic	Proficient	Advanced
PARCC	Minimal Command	Partial Command	Moderate Command	Strong Command	Distinguished Command

14-15 Assessment Plan

Grade	Subject	13-14 Assessment	14-15 Assessment
Grades 3 to 8	ELA	LEAP and iLEAP	LEAP and iLEAP: PARCC Test
	Math	LEAP and iLEAP	LEAP and iLEAP: PARCC Test
	Science	LEAP and iLEAP	LEAP and iLEAP
	Social Studies	LEAP and iLEAP	LEAP and iLEAP
High School	All subjects	ACT series	ACT series, including WorkKEYS
		Advanced Placement	Advanced Placement & CLEP
	ELA	English II EOC	English II EOC
		English III EOC	English III EOC
	Math	Algebra I EOC	Algebra I EOC
		Geometry EOC	Geometry EOC
	Science	Biology EOC	Biology EOC
	Social Studies	US History EOC	US History EOC
Alternate Assessments	ELA, Math, Science (varies by grade level)	LAA1	LAA1
	ELA, Math, Science, Social Studies (varies by grade level)	LAA2	LAA2 eligible testers entering high school prior to 2014-15

3-8 ELA and Math Assessments

The 3-8 ELA and math Louisiana statewide assessments will be different than previous years' assessments.

These tests will:

- include only PARCC items (no LEAP/iLEAP)
 - These items were created with the help of Louisiana educators and were field-tested in Louisiana in Spring 2014.
- follow the assessment guides released in Spring 2014.
- be the same, full assessments students in all PARCC states across the country will take.
- be fully aligned to Louisiana's ELA and math standards.
- be implemented in two phases—the Performance Based Assessment which will occur in March and the End-of-Year Assessment which will occur in May.

3-8 ELA and Math Assessments

Key Administrative Changes

- **Calculators**
 - Not allowed for grades 3-5 except as an accommodation
 - Grade level specific as defined by PARCC policy for grades 6-8
- **Timing**
 - This is a timed assessment with times specific to content and grade levels.
- **Accommodated Forms**
 - ELA and math: braille and large print
 - Math only: Spanish
- **Dictionaries**
 - Dictionaries and thesauruses are not permitted on the PARCC assessment (not even as an accommodation)
 - Spellcheck devices are allowed for any students as an accessibility feature

Before and After 3-8 Examples

- See your handout for before and after examples of the following grades:
 - 3rd ELA
 - 4th ELA
 - 4th math
 - 5th ELA
 - 6th math
 - 7th ELA
 - 7th math
 - 8th ELA
 - 8th math

Educator Assessment Resources

As you work to deepen your understanding of the 14-15 assessments there are a series of resources to support you.

Resources to understand the assessments:

- [Assessment guides](#) for every state assessment in grades 3 through high school
- [Sample assessment items](#) and [practice tests](#)
- [Eagle](#) now featuring printable versions of all guidebook tasks and soon to come search and test building features
- **Curriculum guides** in [math](#) and [ELA](#) that include rigorous, end-of-year assessment-aligned practice items
- Ed Connect newsletters and [Teacher Leaders newsletters](#) including new resources and sample tasks

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Resource: Guidebooks

Guidebook Items

Have you used the guidebooks to increase student mastery for your students?

If so, how did you use them?

How do you see your use of the guidebooks contributing to student achievement in your classroom?

Guidebook Items - Math

In math, our standards (and the aligned assessments) require:

Students master math standards

- a) Demonstrate understanding of the math concept, not just the procedure
- b) Apply their understanding to real world examples
- c) Use accurate procedures and skills to answer questions
- d) Demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision

Math Guidebook

- 2nd grade
- 5th grade (guided practice)
- 7th grade
- Algebra 1

Mathematics

5th Grade PARCC Item

Mr. Edmunds shared 12 pencils among his four sons as follows:

- Alan received $\frac{1}{3}$ of the pencils
- Bill received $\frac{1}{4}$ of the pencils
- Carl received more than 1 pencil
- David received more pencils than Carl

PART A

- On the number line, represent the fraction of the total number of pencils that was given to both Alan and Bill combined.

PART B

- What fraction of the total number of pencils did Carl and David each receive? Justify your answer.

Students master math concepts

- a) Demonstrate understanding of the math concept, not just the procedure
- b) Apply their understanding to real world examples
- c) Use accurate procedures and skills to answer questions
- d) Demonstrate mathematical reasoning by explaining, justifying, or critiquing with precision

Mathematics

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PART A

- On the number line, represent the fraction of the total number of pencils that was given to both Alan and Bill combined.

PART B

- What fraction of the total number of pencils did Carl and David each receive?
Justify your answer.

Students master math concepts

- a) Demonstrate understanding of the math concept, not just the procedure
- b) Apply their understanding to real world examples
- c) Use accurate procedures and skills to answer questions
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Mathematics

Math Guidebook ECR Task

1. Mike collected milk from 3 of his cows at the dairy farm. From the first cow, he collected $\frac{4}{5}$ gallon of milk. The second cow produced $\frac{6}{8}$ gallon, and the last cow produced $\frac{3}{4}$ gallon.
 - a) How many gallons of milk did Mike collect in all? Show how you found your answer. Write your answer as a mixed number.
 - b) After using some of the milk he collected for baking, Mike found that he only had $\frac{5}{6}$ gallon of milk left. How much milk did he use for baking? Show how you found your answer.
2. Mike baked brownies, cookies, and cake for treats for the family and others working on the farm. He used $\frac{1}{8}$ pound less flour to make the cookies than he used to make the cake. He used $\frac{1}{4}$ pound more flour to make the cake than he used to make the brownies. If Mike used $\frac{1}{2}$ pound of flour to make the cake, how much flour did he use to make the brownies? How much flour did he use to make the cookies? Show how you found your answers.
3. With the remaining $\frac{5}{6}$ gallon of milk, Mike decided to make chocolate milk and strawberry milk for his children to have with their baked treats. He used $\frac{1}{3}$ gallon of milk for the chocolate milk and $\frac{1}{4}$ gallon of milk for the strawberry milk. How much regular milk was left? Show how you found your answer.

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Guidebook Items - ELA

In English language arts, our standards (and the aligned assessments) require students to:

1. Read and comprehend complex texts:

- a) Use language and vocabulary to comprehend what the text says
- b) Use topics, themes, and main ideas to comprehend what the text means

2. Express understanding of complex texts:

- c) Build opinions about the text using evidence (through discussion)
- d) Assert claims about the text using evidence (through writing)

ELA Guidebooks

Content

- Teachers use the ELA guidebooks so students read, understand, and express understanding of complex texts.
- There are 3 modules per ELA guidebook unit.
 1. Culminating Writing Task expectations and lessons that prepare students
 2. Extension Task expectations and lessons that prepare students
 3. ELA Framework strategies in guidebook lessons that support students in making sense of texts to write and speak about them

Guidebook Items- ELA

- 1st grade
- 4th grade
- 8th grade (guided practice)
- High School

English Language Arts

PARCC Prose-Constructed Response Item

You have read excerpts from two novels focused on survival in the wilderness.

These excerpts are from:

- *Brian's Winter* by Gary Paulsen
- *Call of the Wild* by Jack London

Consider how the main character in each excerpt reacts to the incidents that occur, and write an essay in which you analyze how each character's thoughts and actions reveal aspects of his personality.

You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.

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Louisiana Believes

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English Language Arts

English Language Arts Guidebook Task

Consider *The Call of the Wild* and the author's depiction of Buck's relationship with his many owners throughout the novel. What central idea or theme about humans' treatment of animals does the novel convey? How does Buck's point of view about particular incidents in the novel reveal the owners' traits and develop a theme of the novel?

Compose an essay that examines how the theme is developed and cite textual evidence that strongly supports your analysis. Be sure to follow conventions of standard English.

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English Language Arts

English Language Arts Guidebook Lesson

- Have students read “The Toil of Trace and Trail” in pairs and work with their partner to determine the meaning of one or more unknown academic vocabulary words from both texts based on context. As a class, discuss the function of overall meaning that results from the vocabulary in the text: Which words relate to Buck’s *primitive* instincts? How are they related?
- As students reread “The Toil of Trace and Trail” in pairs, have them highlight the words and phrases that describe the various characters and their treatment of the dogs. Then review the highlighted words and phrases to make note of the patterns, contrasts, and contradictions between what they expect and what is actually written and the cumulative impact of the words and phrases. They should discuss with their partner why they think the author would describe the characters in that way or why a character would act in that way.
- Conduct a whole-class discussion of the following question: How does London’s description of the dogs’ treatment reveal a central idea or message?

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Guidebook Items- ELA

- 1st grade
- 4th grade
- 8th grade (guided practice)
- High School

English Language Arts Virtual Book Clubs

What are they?

- Ongoing, online learning to support teachers using the ELA guidebooks
- Created and hosted by Louisiana educators teaching or supporting teachers using the guidebooks in their classes

Kindergarten Leaders



Karen Parrino

- Kindergarten teacher at North Live Oak Elementary in Livingston Parish
- Teacher for 24 years (16 years in kindergarten and 8 years in grade 1)
- National Board Certified teacher with a Masters +30 in Curriculum and Instruction and a Reading Specialist
- “I can’t wait to implement the *From Seed to Plant* unit from the guidebook because the anchor text is so rich and lends itself to so many exciting discoveries for young students.”

Michelle Joubert

- Instructional Coach with the Calcasieu Parish PROGRESS Project
- Educator for 15 years (Taught 4 years in pre-kindergarten and kindergarten)
- “I have most enjoyed planning the *Chrysanthemum* unit from the kindergarten ELA guidebook because the anchor text helps to teach a great lesson on teasing, but also about how unique each person is, and the beauty in the differences.”



Grade 4 Leaders



Connie Hebert

- Grade 4 teacher at Welsh Elementary in Jefferson Davis Parish
- Top Five candidate for the 2014 Louisiana Teacher of the Year
- “I am most excited about starting on *The Whipping Boy* unit in the ELA guidebook. I love the time period of the anchor text and can’t wait to see my students find out about ‘how things were done’ in the past. I just know that it will lead to some great discussions. Tammy and I love the idea that we can share our ideas as well as gather new ones from teachers from every corner of the state!”

Tammy Schales

- Grade 4 teacher at Ruston Elementary School in Lincoln Parish
- Named the 2015 Louisiana Elementary Teacher of the Year
- “I can't pick one favorite unit in the guidebook! What better way to convince students that informational text can be exciting to read than by giving them quality texts about a period of history filled with dramatic events, like in the *If You Lived at the Time of the American Revolution* unit? Last year I taught *The Lightning Thief* unit. I was amazed at the thinking it inspired in my fourth graders. The powerful language and mythological references were great tools to get students excited about reading modern literature.”



Grade 8 Leaders



Diedra G. Miller

- 14 years in Jefferson Parish, 10 years teaching grade 8 ELA
- “I am excited to engage in rich discussions with teachers about how *The Call of the Wild* by Jack London points to the ever-changing themes of perseverance, pride, respect, loss etc. London has offered a doorway for readers to learn about human nature. What a great opportunity for quality instruction!”

Shelia Banks

- School/Network Support Specialist in Jefferson Parish, taught 10 years
- Served as a panelist and speaker for NBC's Education Nation in 2012
- “My favorite guidebook unit is ‘Flowers for Algernon.’ I have a science background and love the implications for society made by this literature. I hope that teachers see the importance of focusing on texts and tasks in the ELA classroom, as both are key for developing understanding of the standards and for providing the opportunity to dive into rich subject matter.”



English Language Arts Virtual Book Clubs

How can the Virtual Book Club modules be used?

- Teachers complete modules independently on their own time.
- Teachers complete modules during professional learning communities.
- Principals use modules during staff development meetings.
- Instructional coaches use modules to develop additional professional development sessions with the guidebooks.

English Language Arts Virtual Book Clubs

Access

- Posted every two weeks
- On Edmodo in the grade level ELA small group folders
- Schedules for module posting and directions for how to access them are available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/collaboration-teacher-leadership>

Guidebook Items

How will you use the guidebooks or elements of them to increase student mastery of the standards?

Some ideas:

- Adopt the units out of the guidebooks whole-sale
- Use some of the task from the guidebooks as part of your interim assessments
- Use some of the lessons from the guidebook to supplement other lessons that you are doing with your students

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Resource: Eagle

Currently in the System

System Use:

- Clarify what is expected of students
- Provide students with meaningful questions to practice (variety of question types)
- Give teachers information on where their students are succeeding and where they need additional support.

Currently Eagle includes:

- 1,200 English language arts questions (including all Guidebook items as PDFs)
- 2,700 math questions (including all Guidebook items as PDFs)
- 4,600 science and social (including items from PASS)

EAGLE Vision

September 2014

March 2015

By the end of March 2015, EAGLE will include new content and functionality.

ELA/Literacy	✓ 205 Louisiana Guidebook Items (printer-friendly format) ✓ At least 15 passage/item sets per grade level
Math	✓ 120 Louisiana Guidebook Items (printer-friendly format) ✓ 24 multiple choice, 6 instructional tasks, 12 constructed response, and 6 extended constructed response per grade
Science/Social Studies	✓ 540 Louisiana PASS items at grades 3, 5, 6, 7, and high school
System Enhancements	✓ User-friendly interface ✓ Item search capabilities ✓ Test building features
Training Resources and Support Tools	✓ Regional Teacher Leader Collaborations (October) ✓ 5 Self-Learning Modules ✓ User Guides

September EAGLE Release



Content Area	Release (late September)
ELA/Literacy/Math	❖ Louisiana Guidebook Items (printer-friendly format)
Science/Social Studies	❖ Louisiana PASS items (Grades 3, 5, 6, 7)
System Enhancements	❖ User-friendly interface ❖ Split screen functionality for student testing ❖ Item search capabilities ❖ Quick and easy test building features
Training Resources and Support Tools	❖ Self-Learning Modules ❖ How to Guide ❖ Troubleshooting Guide

Let's Look at the New System – Math Item Types

Item Type	Description
Multiple Choice	Asks students to select the best possible answer from given choices
Constructed Response	Open-ended questions that demonstrate knowledge and reasoning
Technology Enabled Items (TEI)	Task where students collect evidence through a non-traditional response (i.e. drag and drop)
Louisiana Guidebooks	Authentic, conceptual tasks to supplement any curriculum.

Let's Look at the New System – ELA Item Types

Item Type	Description
Multiple Choice	Asks students to select the best possible answer from given choices
Prose Constructed Response (PCR)	Prompts that elicit response to one or a set of paired texts
Louisiana Guidebooks	Complete curriculum and lesson plans that can be used in every classroom.
Evidence-Based Selected Response (EBSR)	Measures student proficiency with a 2 part multiple choice item

Let's Look at the New System – Getting in to the System

We will look at:

- How to log in (
<https://www.louisianaeagle.org/griffin/#login>)
- How to search for items
- How to build a test

Troubleshooting

EAGLE System Requirements

Not all devices, operating systems and browsers are supported by EAGLE. Make sure your computer is set up according to the [System Requirements](http://www.louisianabelieves.com/docs/default-source/assessment/system-requirements.pdf?sfvrsn=4) (<http://www.louisianabelieves.com/docs/default-source/assessment/system-requirements.pdf?sfvrsn=4>)

Need a user account?

Call the EAGLE Help Desk at 1-866-552-5583

How to Access EAGLE

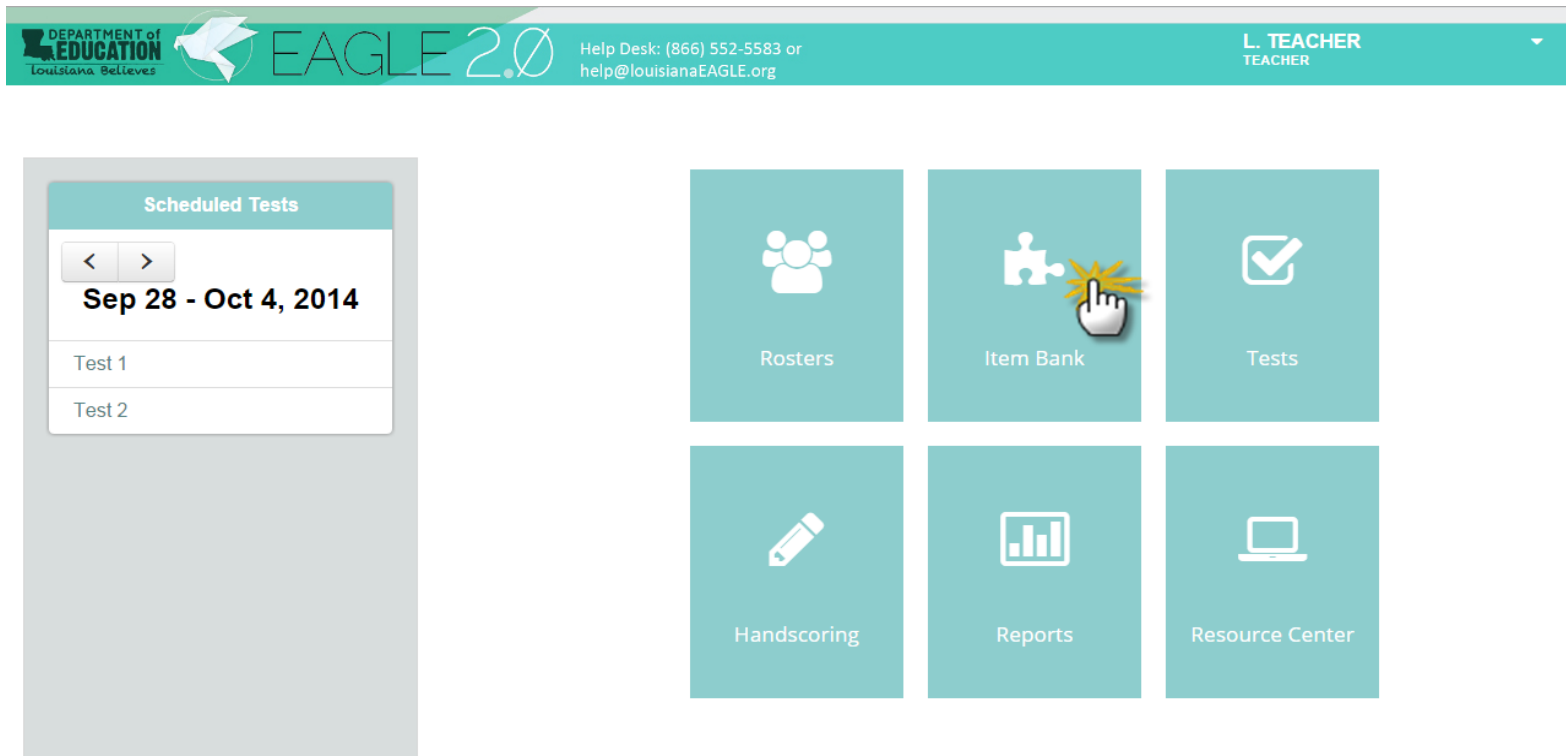
Login

1. Go to www.louisianaEAGLE.org
2. Click the **ENTER HERE** button.
3. Enter your user name.
4. Enter your password.
5. Click the **Log In** button.

The screenshot shows the EAGLE 2.0 login page. At the top, there are two tabs: 'Teachers, Students, Admins' and 'Training Accounts/Guest Accounts'. Below the tabs, on the left, is a login form with a heading 'Log In to your account'. It contains two input fields: 'Username' and 'Password', each with a corresponding icon (a person for username and a lock for password). A 'Log In' button is positioned below the password field. To the right of the login form, there is a welcome message: 'Welcome to EAGLE 2.0, a free online assessment tool for Louisiana educators. This system is designed to support educators in building classroom assessments that assist in monitoring student progress throughout the school year.' Below this is an 'FAQ' section with two questions: 'How do I upload students into the system?' and 'I have forgotten my user name and password. What do I do?'. The first question's answer states that district administrators should download the District SIS Upload instructions and course appendix documents to prepare districts files for upload, and to contact the EAGLE Help Desk with questions. The second question's answer states that if a user forgets their username, they should contact the EAGLE Help Desk, who will verify their identity before providing their username and password. At the bottom of the page, there is a small disclaimer: '*All authorized users should abide by the Family Educational Rights & Privacy Act (FERPA)'.

How to Search the Bank

Teachers can search the item bank before building a test. From the **TEACHER MENU**, select **Item Bank**.



Step 1: Find Item

1. **Select your search criteria.**
 - Content Area
 - Grade
 - Item Type
 - Unit Plan
 - Keyword Search
2. Click on **Select Standards** to view the appropriate state adopted standards.
3. Click on Search to see the results.

The screenshot shows the EAGLE 2.0 search interface. At the top is the header with the Louisiana Department of Education logo and 'EAGLE 2.0'. Below the header is a navigation bar with icons for Home, Rosters, Item Bank, and Tests. The main search area has a 'Find Item' button, a 'Search Within:' section with dropdown menus for Content Area, Grade, Item Type, and Unit Plan, a 'Keyword Search' input field, and a 'Select Standards...' link. A red arrow points to the 'Select Standards...' link. Below these are 'Reset' and 'Search' buttons. A red arrow points to the 'Search' button, which has a hand cursor icon over it.

Step 2: View Search Results

Your search results will appear on screen.

4. Click on an item description to preview an item.
5. A pop up window will appear.
6. Item cards will allow you to preview of an item. They include the correct answer choice and other data related to this item.

EAGLE Item

Item: 3MD-04_L_MC27
Description: diameter of sticker-mm

Use the elephant sticker below and your ruler to answer this question.



How wide is the elephant sticker?

☐ A. 57 mm
☒ B. 63 mm
☐ C. 67 mm
☐ D. 73 mm

Primary Alignment to CCSS: 3.MD.B.04

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Item Type:	Multiple Choice
Content Area:	null
Grade Level:	3
Total Points:	1
Difficulty:	Hard
Correct Response:	B

Practice Building a Test

- Model
- Try on your own

Agenda

- Welcome
- Teacher Leader Overview
- 14-15 End-of-Year Assessments
- Resources
 - Guidebooks
 - EAGLE
- Ongoing support for Teacher Leaders
- Closing reflection

Ongoing Support for Teacher Leaders

Teacher Leader 14-15 Support

Support Structure	Details	Dates
Virtual Trainings	ELA Book Clubs Eureka Math Trainings	Bi-Monthly beginning the week of August 18 th . each group will have their own calendar.
Regional Collaborations	Collaborations led by Teacher Leaders around the state that help teachers reflect on student learning, share best practices and prepare for implementation	Week of 10/20 Week of 12/8 Week of 1/26 Week of 3/2
Monthly Newsletter	Monthly newsletter spotlights achievements from classrooms, shares the newest available resources and details monthly training opportunities	Last Wednesday of each month
Online Collaboration Site	Teacher Leaders are encouraged to participate in a free Edmodo online collaboration site. This site facilitates conversations among educators and the sharing of resources.	Ongoing
Toolbox Resources	The next wave of high-quality instructional materials and resources will continue to be posted in the Teacher Support Toolbox .	Ongoing resources featured in the monthly newsletters

Edmodo

Join the Teacher Leader group on Edmodo!

<https://www.edmodo.com/>

group code: LKEAQ4

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Closing Reflection

How do you plan to use the guidebooks and EAGLE in your own classroom?

How might you help other teachers use these tools in their classrooms?

- Redeliver this session to teachers at your school and/or in your district
- Use the guidebooks in planning sessions with your fellow teachers
- Make a plug for EAGLE to your neighbor

Thank you!

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