Instructions for Teachers Implementing *SmartLearning* in their Classrooms

An overview: Documenting the practices and the effects of *SmartLearning*

As a classroom teacher in this project your main goal is to implement the *SmartLearning* approach, as you have done in the past. After your *SmartLearning* routines are in place, please use the A•S•K assessment to determine baseline skill levels, and the *Class Trends Sheet* to guide your planning and teaching.

Very early in the fall talk with your parents and students about the *SmartLearning* research study. You will find an information sheet about the study, and a consent form for parents/guardians in the appendix. Please feel free to email Megan Anakin or Susan Close with any questions about the project. When all of the consent forms have been returned to you, please give them to your local research team leader.

The beginning-of-the-year submission includes:

1. **Four Baseline Random Student Samples, one at each scale-point**

   - See notes about randomly choosing student samples in the *details about the A•S•K*

2. **A Baseline Class Trends Sheet**

3. **Beginning-of- the-year Teacher Reflections**

The Final submission includes:

1. **Four Final** (year-end/semester) **Random Student Samples,** one at each scale-point

2. **A Final Class Trends Sheet**

3. **Final** (year-end) **Teacher Reflections**

4. **Two annotated lesson plans or learning sequences of your choice, each with two student samples to illustrate aspects of the learning.**

5. **Optional submissions:**

   - **Tracking one learner over time**

   You may choose to track one learner's progress during the year, and note aspects of the learning as they emerge. This could be someone chosen randomly, or someone you would like to notice or inquire into for a specific reason.

   - **Mid-year A•S•K assessment:** four randomly chosen Mid-year student samples, and the mid-year Class Trends Sheet

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Details... about the A•S•K Skills Assessment

1. **The A•S•K for each grade includes a protocol/s** (Gr.1 has two, one for the fall and the other for the mid-year and final assessments)**, student response sheets, an A•S•K Skills Continuum, and a Class Trends Sheet.**

2. **The A•S•K is administered two times a year** (baseline and final)**,** with an optional mid-year assessment. Most teachers will choose to do a mid-year A•S•K, but they may not choose to submit the four random student samples or the mid-year/semester *Class Trends Sheet*.

   Note: The A•S•K was designed to assess how well learners are applying skills and knowledge, at any time and with any form of text (print, media, hands-on experience). With print the A•S•K would be considered an assessment of reading and responding. With visuals it would be considered an assessment of viewing and responding.

3. **Texts and prompt sheets accompany the A•S•K in grades 3 through 9:**

   - In the first versions of the A•S•K, teachers chose their own texts for assessment purposes. This turned out to be a time consuming and challenging process. Many of the teacher researchers asked for texts to be provided, and they requested texts for a mid-year A•S•K skills assessment.

     Note: On Georgia Nieken's recommendation, Jennifer Delvecchio, a teacher-librarian/consultant was hired to guide the text selection for the A•S•K in grades 3 to 9. Jennifer developed a rationale for choosing texts for assessment purposes, and presented the rationale and a selection of grade-level texts to teacher-leaders during at the August 20-21, 2012 *SmartLearning* Conference. The texts were analyzed by the teachers and baseline texts for each grade, were suggested. Further analysis led to the final selection of baseline texts. Publishers and authors were contacted to obtain permissions, and contracts were finalized for use of the texts in the A•S•K skills assessment.

   - **In Grade 1 and 2 teachers use levelled texts** from publishing houses like Pearson, Nelson, or Scholastic for the assessment.

   - **Prompt sheets for each text** (Gr.3-9) **include open-ended, high inference tasks and prompts to** activate prior knowledge, generate questions and predictions prior to reading the text.

4. **The new *Class Trends Sheet*** was created to streamline the assessment process.

5. **Anchoring and assessing the A•S•K & randomly choosing four student samples***

   - People will anchor and assess the student responses in the A•S•K different ways. Some will work with a colleague; others will work in teams. An example of a team anchoring process used for years in SD40 has been included in appendix 4.

   - As you finish assessing each learner's achievement, scan the achievement and fill in the overall achievement level on **the *Class Trends Sheet* before** assessing the next learner's achievement.

   - **Note the achievement level on the top right hand corner of the sample, and please keep the student name on the sample.** The research team will assign each learner an alias or secret code. The names allow the researchers to cross-reference with district demographic data.

   - **Fill each learner's Word Attack (WA) levels on the *Class Trends Sheet*.** The word attack levels reflect the application of Word Work skills during reading. See the Word Work levels of achievement on the back of the A•S•K Skills Continuum for your grade.

   - **Choosing random student samples**: Once all of the papers have been assessed, gather them into achievement piles:

     Kindergarten: Emerging (E), Developing (D), Applying (A), Extending (Ex)

     Grades 1-12: Approaching expectations (A), Satisfactorily meeting (S), Fully meeting (F), and Exceeding (E).

     Randomly choose one sample from each pile. **Random selection is critical for research as it ensures no selection bias.** Don't worry if you don't have any samples in a particular category.

Beginning-of-the-year Teacher Reflections

Please reflect on the key components of *SmartLearning*

- How did you get started the year with your class? What routines did you establish?

- How did you build a sense of community with the learners?

- What did the baseline assessment and the first *A•S•K Class Trends Sheet* tell you about your students?

- What focus for instruction or specific skills will you focus on for first part of the year?

- In general, what steps do you plan to take to address your focus for instruction?

- How will you develop whole-class sequences with those particular skills in mind?

- How will you guide your learners to apply the skills they learn through whole-class work to texts they can read and understand – *just right* texts read at 98% accuracy – during independent reading?

- How will you use *WordWork* to develop orthographic knowledge, reading fluency and vocabulary?

Sending your First Submission to the Otago Research Team
- **Please use the check list & submissions page in your e-binder as a cover sheet.**

Choose a *best-way* for you and/or your team to make your submissions

- You and your team will need to **decide how to send your submissions** to the research team at Otago. Electronic submissions are best; fax is not as effective as sending electronic files, but it is faster than the mail. If you choose to fax your documents make certain you use the **coversheet/check-list provided in your e-binder,** and specify exactly what is being sent. We have included a standard way of labelling files and materials below.

- Mail is a third option but it is slow. If you choose this option, please combine your submission with any other participating teachers in your school. The research team at Otago will reimburse your school for the cost of postage for two mailings (one for the submission near the start of the year and the other for the second submission at the end of the year).

Prepare to send the following to the Otago research team:

Baseline Random Student Samples

1. **Please send four Baseline Random Student Samples,** one from each scale point:

   Kindergarten: Emerging (E), Developing (D). Applying (A), Extending (Ex)

   Gr.1-12: Approaching expectations (A), Satisfactorily meeting (S), Fully meeting (F), Excelling (E)

   - **Label: B**aseline **R**andom **S**tudent **S**ample (BRSS)**:** district/division (WRSD), Grade___

     E.g. BRSS#1, SD98, MaryJo McNosh, Gr.9

     　　　BRSS#2, SD98, MaryJo McNosh, Gr.9 etc.

Baseline Class Trends Sheets

1. Please send in your Baseline *Class Trends Sheet*

- As you assess the student samples, you will be ticking achievement levels on the *Class Trend Sheet*. **You could scan the completed *Class Trends Sheet*,** save it and then send it as an attachment. Or, you could **transfer the achievement information from the hand-filled out *Class Trend Sheet* to the electronic version,** save the document, and send it as an attachment.

- **Label: Baseline Class Trends Sheet** (BCTS): District/Division, teacher name, Gr.___

    E.g. BCTS, SD98, MaryJo McNosh, Gr.9

      BCTS, WRSD, Alvin Kendry, K

Beginning-of-the-year Teacher Reflections

1. Please send in your beginning-of-the-year teacher reflections

- **Label: B**eginning-of-the-**y**ear **T**eacher **R**eflections (BYTR)**:** District/Division. Teacher name, Gr._

    E.g. BYTR, SD98, MaryJo McNosh, Gr.9

Items for the second submission to the Otago research team

Four Final (year-end) Random Student Samples

- **Label: Four Final R**andom **S**tudent **S**amples (FRSS)**:** #_, District/Division, teacher name, Gr._

  E.g. FRSS#1, SD98, MaryJo McNosh, Gr.9

  FRSS#1, WRSD, Alvin Kendry, K

Final (year-end) Class Trends Sheets

- **Label: Final Class Trends Sheet** (FCTS): as above

  E.g. FCTS, SD98, MaryJo McNosh, Gr.9

  FCTS, WRSD, Alvin Kendry, K

Final (year-end) Teacher Reflections

- **Label: Final** (year-end) **Teacher Reflections** (FTR)**:** as above

  E.g. FTR, SD98, MaryJo McNosh, Gr.9

  FTR, WRSD, Alvin Kendry, K

Some suggestions for your reflections...

- In general, how do you feel about the progress of your class over the 2012-2013 school year?

- More specifically, how do you feel about the progress of the learner you were tracking, and possibly one or two others over the 2012-2013 school year?

- Think of a successful moment. What do you think contributed to the success?

- Think of a challenging moment. How did you manage this challenge?

- Think of a surprise – something that touched your heart, opened your eyes or caused you to think again or to think differently about something?

- Time of a time when you supported a colleague's professional learning or when a colleague supported your professional learning. What was important about that interaction?

- Overall, how do you feel about your use of *SmartLearning* this year?

- Any other important details?

You are asked to collect and annotate a minimum of **two samples of your planning over the school year.** Below are suggestions to guide your thinking

- The lesson plans need to contain the key elements of the *SmartLearning* approach. Lesson plans can be completed using any of the *SmartLearning* Planning templates in your e-binder, or others that work best for you. Thank you to Anita Berekoff for generating one of the planning templates in the new e-binder.

  The sample could be **one lesson that includes the key elements** (connect, process, transform & reflect).**, a learning sequence over a few lessons** that shows how you scaffold learners towards a high inference task, **or a unit of study** that you feel captures salient moments of *SmartLearning* for you and your students.

- **Note: You will be citing *SmartLearning* techniques and tools in your plans.** You do not need to explain the techniques like A/B partner-interactions or the steps in tool, just describe the particular way you used the techniques or tools.

  Examples:

  1. **A/B partner-talk**: in a *'coaching card-way'*, or in *'a unique or thinking-way'*, or connected to the concept in the text – *'in an overcoming fear kind-of-way'*.

  2. **Citing a *SmartLearning* tool**: the basic steps of each tool are listed in the overview of the tools on the website. When you list a tool in your lesson plan or sequence, if you are using a variation on the basic steps, just add a few particulars of how you used the tool, and the effects of the variation on learning.

     In appendix 5, you will see a write up for the *SmartLearning* tool, *See•Feel•Think & Say*. At the end of the write-up, four *SmartLearning* leaders describe how they each use the tool.

     All of the *SmartLearning* tools are being written up using the new template. As they are completed we will be adding them to a file on the website, just for the researchers in the *SmartLearning* study (starting at the end-of-October, 2012). We will send you an email to let you know how to access the new tool-kit on the website.

- Each lesson plan needs to be illustrated with **at least two samples of student work,** and with **reflective comments that explain what you and your students have done, and why.** The comments need to note your insights and what you want the readers to notice about the work.

- **You also need to show how guided your learners to apply the skills learned in whole-group lessons** (H•U•L•L) **to texts they can read and understand – *just-right* texts -- during independent reading** (M•A•S•T)**.**

- **Label: Annotated Lesson Plan** (ALP#1 with date): District/Division, teacher name, Gr.__, date

  E.g. ALP#1, SD98, MaryJo McNosh, Gr.9 (date: _____)

  ALP#1, WRSD, Alvin Kendry, K (date: _____)

- **Label: Annotated Lesson Plan#__ Student Work Samples** (ALP#__,SWS#_,with date): as above

  E.g. ALP#1, SWS#1, SD98, MaryJo McNosh, Gr.9 (date: _____)

  ALP#1, SWS#2, SD98, MaryJo McNosh, Gr.9 (date: _____)

  ALP#1, SWS#1, WRSD, Alvin Kendry, K (date: _____)

  ALP#1, SWS#2, WRSD, Alvin Kendry, K (date: _____)

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(Optional)**Tracking one learner's journey over time**

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Tracking one learner over time -- noticing aspects of the learning -- was a suggestion from a number of people in last year's action research. If you choose to do you this, you might randomly select a learner to notice, or you could choose one for a specific reason.

- You might include this learner in one of the lesson plans/sequences you submit... or not. You will be watching this learner and noticing moments of significance... notions, wonderings, challenges overcome, comments by others (colleagues, parents, other students, the learner himself or herself), surprises, connections, insights... the notes can be simple post-it note kind of comments, samples from his or her work, or...

- **Label: Tracking one learner time, with the dates** (TOL, with date)**:** as above

  E.g. TOL, SD98, MaryJo McNosh, Gr.9 (date: _____)

  TOL, WRSD, Alvin Kendry, K (date: _____)

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(Optional) **Mid-year Random Student Samples and Mid-year Class Trend Sheets**

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(Optional) **Mid-year Random Student Samples**: Four randomly chosen, one at each scale-point.

- **Label: Mid-year Random Student Samples** (MRSS): as above

  E.g. MRSS, SD98, MaryJo McNosh, Gr.9

  MRSS, WRSD, Alvin Kendry, K

(Optional) **Mid-year *Class Trends Sheet***

As you assess the student samples, you will be ticking achievement levels on the *Class Trend Sheet*. You could scan the completed *Class Trends Sheet*, save it and then send it as an attachment.

Or, you could transfer the achievement information from the hand-filled out *Class Trend Sheet* to an electronic version, save the document, and send it as an attachment.

- **Label: Mid-year Class Trends Sheet** (MCTS)**:** as above

  - E.g. MCTS, SD98, MaryJo McNosh, Gr.9

    MCTS, WRSD, Alvin Kendry, K

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Send the second submission to the Otago research team

- **Please use the check-list submission page in your e-binder**

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You and the people on your research team will **decide 'a best-way' to transmit or submit the documents.** Electronic submissions are best; fax is not as effective as sending electronic files, but it is faster than the mail. If you choose to fax your documents make certain you use the **coversheet/check-list provided in your e-binder,** and specify exactly what is being sent.

If you choose to mail your submissions, please combine your submission with any other participating teachers in your school. The Otago research team will reimburse your school for the cost of postage for two mailings (one for the submission near the start of the year and the other for the second submission at the end of the year).

Please send all submissions to:

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| **Appendices** |

1. Check List and Submission Page... *a roadmap for the study*Consent Form for Parents/Guardians

2. Information Sheet for *SmartLearning* Leaders, School Districts, Teachers, and Parents/Guardians

3. Anchoring and Assessing the A•S•K: a team process

4. A Tool from the *SmartLearning* Tool-kit: *See•Feel•Think & Say*

5. An Overview of the A•S•K Skills Assessment

Check List & Submission Page for Teachers Implementing *SmartLearning* in Their Classrooms

For teachers participating in the project at the classroom level, your **main goal will be to implement the *SmartLearning* approach as you have done in the past.**

- Teacher directions for the study are included in your *SmartLearning* e-binder.

Participating teacher's name: _____ Grade(s): _____

□ **Parent Consent forms***

Assessment and Teacher Reflections

1. **Baseline A•S•K assessment – four Baseline Random Student Samples** (BRSS) and a **Baseline *Class Trend Sheet*** (BCTS):
    date of assessment: _____

    □ **Four Baseline Random Student Samples** (BRSS) **,** one from each achievement scale point (student names on papers; each teacher and each learner in the study will receive a secret code or alias).

    □ **Baseline Class Trends Sheet** (BCTS)

    □ **Beginning-of-the-year teacher reflections** (BYTR)-

2. (optional) **Four Mid-year**/semester **Random Student Samples** (MRSS) and a **Mid-year *Class Trends Sheet*** (MCTS)**:** date of assessment: _____

    □ (optional) **Four Mid-year Random Student Samples** (MRSS), one from each achievement scale point (student names on papers).

    □ (optional) **Mid-year/semester Class Trends Sheet** (MCTS)

3. **Final** (End-of-year/semester**) four Final Random Student Samples** (FRSS) **and the Final *Class Trend Sheet***(FCTS)**:** date of assessment: _____

    □ Four **Final Random Student Samples** (FRSS), one at each scale-point, with names on papers.

    □ **Final Class Trends Sheet** (BCTS)

    □ **Final** (year-end) **Teacher Reflections** (FTR)-

4. **Annotated Lesson Plans** (ALP**) and Student Work Samples** (SS)

    a. **Annotated Lesson 1 plan** (ALP#1) **or sequence and two student samples** (SS)**:**

    Topic/title: _____

    □Annotated student "A" work sample for Lesson Plan 1: date of work: _____

    □Annotated student "B" work sample for Lesson Plan 1: date of work: _____

    b. **Annotated Lesson 2 plan**(ALP#2) **or sequence and two student samples** (SS**:**

    Topic/title: _____

    □Annotated student "A" work sample for Lesson or sequence Plan 2 (date of work: _____)

    □Annotated student "B" work sample for Lesson or sequence Plan 2 (date of work: _____)

5. (optional) **Track one learner over time** (TOL), someone chosen randomly or one of particular interest

    ***Please give the file of consent forms to your local *SmartLearning* research team leader.**

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