

## LDOE Acceleration – Asynchronous Module 5 – Transcript

1

00:00:04,640 --> 00:00:06,270

- Welcome to Part 2

2

00:00:06,270 --> 00:00:09,040

of Planning to Address  
Unfinished Math Learning.

3

00:00:09,040 --> 00:00:10,780

An asynchronous module, which is part

4

00:00:10,780 --> 00:00:12,950

of the Louisiana  
Department of Education's,

5

00:00:12,950 --> 00:00:16,190

Acceleration in Mathematics  
Professional Learning Series.

6

00:00:16,190 --> 00:00:17,620

If you have not already done so,

7

00:00:17,620 --> 00:00:18,690

please pause the module,

8

00:00:18,690 --> 00:00:21,820

grab a pen or pencil and  
something to jot notes on.

9

00:00:21,820 --> 00:00:23,620

And take a moment to  
download the resources

10

00:00:23,620 --> 00:00:25,350  
that accompany this session.

11  
00:00:25,350 --> 00:00:26,670  
For this particular module,

12  
00:00:26,670 --> 00:00:29,170  
it would be beneficial to  
print the Math Planning Guide

13  
00:00:29,170 --> 00:00:30,803  
and the student work samples.

14  
00:00:32,340 --> 00:00:34,980  
You may be viewing this module  
for a variety of reasons,

15  
00:00:34,980 --> 00:00:36,470  
either as an instructional leader,

16  
00:00:36,470 --> 00:00:39,400  
to build your own knowledge  
around how to support teachers.

17  
00:00:39,400 --> 00:00:42,950  
As a leader, utilizing the  
module to facilitate a PLC,

18  
00:00:42,950 --> 00:00:44,640  
or as a teacher, or a group of teachers

19  
00:00:44,640 --> 00:00:46,900  
who are interested in  
growing professionally.

20

00:00:46,900 --> 00:00:48,100

Whatever your role or setting,

21

00:00:48,100 --> 00:00:50,520

the ultimate goal of the  
modules in this series

22

00:00:50,520 --> 00:00:52,270

is to provide you with tools and support

23

00:00:52,270 --> 00:00:53,620

as you work to make the vision

24

00:00:53,620 --> 00:00:56,900

of LDOE's Accelerate Initiative a reality.

25

00:00:56,900 --> 00:00:59,780

And that is that all students  
can achieve high expectations

26

00:00:59,780 --> 00:01:03,513

regardless of their background,  
family income or zip code.

27

00:01:04,830 --> 00:01:07,320

Before we jump into the  
content of this session,

28

00:01:07,320 --> 00:01:11,070

let's take a moment to establish  
some community agreements.

29

00:01:11,070 --> 00:01:14,130

Look around you, wherever

you are that is fine.

30

00:01:14,130 --> 00:01:16,930

If you're sitting at a school  
desk, on a lounge at home

31

00:01:16,930 --> 00:01:20,290

or sitting by the pool, that  
is the joy of these modules.

32

00:01:20,290 --> 00:01:23,130

You can come as you are  
right now in this moment,

33

00:01:23,130 --> 00:01:25,650

all that we ask is that  
for this hour or so,

34

00:01:25,650 --> 00:01:27,110

that you focus on the learning

35

00:01:27,110 --> 00:01:28,910

and try to mute the life around you.

36

00:01:30,410 --> 00:01:32,770

Learning doesn't end  
after a one hour video,

37

00:01:32,770 --> 00:01:34,410

it takes place over time.

38

00:01:34,410 --> 00:01:37,300

So take what you learn today  
and use it at your school.

39

00:01:37,300 --> 00:01:40,640

Invite others to engage in a discussion over the material,

40

00:01:40,640 --> 00:01:43,340

go back and watch this module or the others again.

41

00:01:43,340 --> 00:01:44,553

And once you have internalized it

42

00:01:44,553 --> 00:01:46,980

then you will see something new.

43

00:01:46,980 --> 00:01:49,480

Continue the learning since learning is iterative.

44

00:01:50,550 --> 00:01:52,930

And finally embrace the pause.

45

00:01:52,930 --> 00:01:54,810

There will be times during this video

46

00:01:54,810 --> 00:01:56,530

that you need to reflect on something

47

00:01:56,530 --> 00:01:59,160

or to try something before moving on.

48

00:01:59,160 --> 00:02:01,660

That is why the pause button was created.

49

00:02:01,660 --> 00:02:04,330  
You're welcome to pause  
and rewatch this module

50  
00:02:04,330 --> 00:02:05,740  
as many times as you need,

51  
00:02:05,740 --> 00:02:08,090  
while you begin your  
journey of learning with us.

52  
00:02:08,090 --> 00:02:10,033  
So embrace that reflection time.

53  
00:02:11,500 --> 00:02:14,850  
Let's discuss what we will be  
accomplishing in this module.

54  
00:02:14,850 --> 00:02:16,390  
Through the asynchronous learning,

55  
00:02:16,390 --> 00:02:18,680  
you will explore how  
the Math Planning Guide

56  
00:02:18,680 --> 00:02:21,860  
can support teachers in engaging  
in student work analysis

57  
00:02:21,860 --> 00:02:24,510  
to accelerate students  
towards on-grade level content

58  
00:02:24,510 --> 00:02:26,093  
in the mathematics classroom.

59

00:02:28,130 --> 00:02:32,030

Here we have the LDOE Acceleration Cycle.

60

00:02:32,030 --> 00:02:34,684

You will remember this from Part 1.

61

00:02:34,684 --> 00:02:37,950

In Part 2, as we focus  
on analyzing student work,

62

00:02:37,950 --> 00:02:41,600

we are really going to be  
monitoring student progress

63

00:02:41,600 --> 00:02:44,390

and diagnosing unfinished learning

64

00:02:44,390 --> 00:02:48,083

so that we can plan for how to  
deliver just-in-time support.

65

00:02:49,010 --> 00:02:51,720

The idea of providing students  
with just-in-time support

66

00:02:51,720 --> 00:02:53,540

can be daunting to many teachers,

67

00:02:53,540 --> 00:02:55,090

which is why the Math Planning Guide

68

00:02:55,090 --> 00:02:57,440

can be such an extremely beneficial tool

69

00:02:57,440 --> 00:03:00,240

for teachers to use in planning sessions.

70

00:03:00,240 --> 00:03:02,250

Not only does it support  
you in establishing

71

00:03:02,250 --> 00:03:04,920

a common foundational  
understanding of the standards

72

00:03:04,920 --> 00:03:08,520

and identify specific spots to  
formatively assess students.

73

00:03:08,520 --> 00:03:11,350

It also offers one  
structure for interpreting

74

00:03:11,350 --> 00:03:13,330

and planning to act on the evidence

75

00:03:13,330 --> 00:03:15,500

by unpacking student understanding

76

00:03:15,500 --> 00:03:17,923

in a structure called  
the three-stack protocol.

77

00:03:19,350 --> 00:03:23,390

Taking time to analyze student  
work has multiple benefits.

78

00:03:23,390 --> 00:03:26,550  
These include gaining a more  
comprehensive understanding

79

00:03:26,550 --> 00:03:29,960  
of what students know and  
are able to do over time.

80

00:03:29,960 --> 00:03:33,200  
Student work helps teachers  
get inside students' heads

81

00:03:33,200 --> 00:03:35,130  
and understand what students are thinking

82

00:03:35,130 --> 00:03:37,633  
and how their thinking  
is developing over time.

83

00:03:39,150 --> 00:03:40,660  
Embedding professional development

84

00:03:40,660 --> 00:03:44,330  
in teachers' daily practices  
to improve student achievement.

85

00:03:44,330 --> 00:03:47,130  
When teachers participate  
in ongoing conversations

86

00:03:47,130 --> 00:03:48,560  
about teaching and learning,

87

00:03:48,560 --> 00:03:51,080  
they engage in the practice

of reflective thinking

88

00:03:51,080 --> 00:03:53,840

about their beliefs,  
assumptions, and practices.

89

00:03:53,840 --> 00:03:56,670

Collegial feedback and critical  
analysis of student work

90

00:03:56,670 --> 00:03:59,520

in a safe and structured  
format creates a culture

91

00:03:59,520 --> 00:04:01,220

that supports continuous learning.

92

00:04:02,180 --> 00:04:04,960

Another benefit is building  
a sense of community.

93

00:04:04,960 --> 00:04:07,030

Looking collaboratively at student work

94

00:04:07,030 --> 00:04:09,410

and participating in  
collective problem-solving

95

00:04:09,410 --> 00:04:12,940

move teachers away from the  
isolating concept of my students

96

00:04:12,940 --> 00:04:15,940

and toward the community  
concept of our students.

97

00:04:15,940 --> 00:04:19,440

These practices develop a culture of shared problem solving

98

00:04:19,440 --> 00:04:22,630

and demonstrate the power of focusing multiple perspectives

99

00:04:22,630 --> 00:04:23,773

on a single issue.

100

00:04:25,640 --> 00:04:28,140

Fostering a culture that collaboratively assesses

101

00:04:28,140 --> 00:04:30,150

the quality and rigor of teacher work.

102

00:04:30,150 --> 00:04:32,610

Collegial feedback and discussion enables teachers

103

00:04:32,610 --> 00:04:35,970

to critically analyze whether their lessons or units

104

00:04:35,970 --> 00:04:37,680

ask students to construct knowledge,

105

00:04:37,680 --> 00:04:39,640

develop mathematical habits of mind

106

00:04:39,640 --> 00:04:42,590

and make connections between  
the school and the real world.

107

00:04:43,660 --> 00:04:47,530

Lastly, it helps to develop  
a shared public criteria

108

00:04:47,530 --> 00:04:49,380

to assess student work.

109

00:04:49,380 --> 00:04:51,590

As teachers look at  
student and teacher work,

110

00:04:51,590 --> 00:04:54,757

they develop a shared language  
for assessing student work

111

00:04:54,757 --> 00:04:56,160

and a common understanding

112

00:04:56,160 --> 00:04:58,700

of what quality student work looks like.

113

00:04:58,700 --> 00:05:00,240

When these criteria are made public

114

00:05:00,240 --> 00:05:01,170

and shared with students,

115

00:05:01,170 --> 00:05:03,583

the quality of the work  
continues to improve.

116

00:05:06,330 --> 00:05:08,430  
To avoid some potential roadblocks

117  
00:05:08,430 --> 00:05:10,970  
when analyzing the student work in PLCs,

118  
00:05:10,970 --> 00:05:13,630  
we're going to look at some  
mindsets and ground rules

119  
00:05:13,630 --> 00:05:17,220  
that are aligned with productive  
beliefs about assessment.

120  
00:05:17,220 --> 00:05:19,820  
Take a moment to read the  
shifts listed on the side.

121  
00:05:32,460 --> 00:05:33,780  
Feel free to pause now,

122  
00:05:33,780 --> 00:05:36,330  
if you need more time to review them.

123  
00:05:36,330 --> 00:05:38,080  
When these ideas are kept at the forefront

124  
00:05:38,080 --> 00:05:40,560  
of our conversations,  
especially when discussing

125  
00:05:40,560 --> 00:05:42,380  
implications for instruction.

126

00:05:42,380 --> 00:05:44,990  
It increases our collective  
efficacy and the likelihood

127  
00:05:44,990 --> 00:05:47,250  
that our collaboration will  
lead to improved learning

128  
00:05:47,250 --> 00:05:50,490  
for all students, not just for some.

129  
00:05:50,490 --> 00:05:52,930  
With these ideas in mind,  
I'd like you to consider

130  
00:05:52,930 --> 00:05:55,940  
the following ground rules  
to hone in on implications

131  
00:05:55,940 --> 00:05:58,690  
for our instruction together as a team.

132  
00:05:58,690 --> 00:06:00,790  
Just as we have norms for  
our collaborative learning

133  
00:06:00,790 --> 00:06:02,080  
and planning sessions,

134  
00:06:02,080 --> 00:06:05,000  
establishing norms or ground  
rules for student work analysis

135  
00:06:05,000 --> 00:06:07,383  
is an important step

in overcoming barriers.

136

00:06:08,320 --> 00:06:10,100

Critical and collegial listening skills

137

00:06:10,100 --> 00:06:12,610

are important to the  
success of this process.

138

00:06:12,610 --> 00:06:14,810

And these ground rules  
enable us to stay focused

139

00:06:14,810 --> 00:06:16,090

on the task at hand,

140

00:06:16,090 --> 00:06:18,320

and they increase the  
likelihood of meaningful,

141

00:06:18,320 --> 00:06:20,730

fact-based conversations.

142

00:06:20,730 --> 00:06:22,380

First of all, focus on the evidence,

143

00:06:22,380 --> 00:06:24,580

not on what you think the students know.

144

00:06:24,580 --> 00:06:27,300

This is critical in order to  
reveal an accurate picture

145

00:06:27,300 --> 00:06:30,540

of student understanding and  
how instruction is supporting

146

00:06:30,540 --> 00:06:31,993  
or impeding learning.

147

00:06:33,030 --> 00:06:35,140  
Be aware of personal bias.

148

00:06:35,140 --> 00:06:38,870  
This process is about focusing  
on a grade level or course,

149

00:06:38,870 --> 00:06:41,343  
or team or department, not on individuals.

150

00:06:42,890 --> 00:06:45,840  
Be in the spirit of  
learning an environment.

151

00:06:45,840 --> 00:06:49,290  
This process is about  
supporting an environment

152

00:06:49,290 --> 00:06:51,340  
in which a group can safely share ideas

153

00:06:51,340 --> 00:06:54,823  
and process information  
collectively through dialogue.

154

00:06:55,690 --> 00:06:58,010  
Maintain a professional atmosphere.

155

00:06:58,010 --> 00:07:00,840  
It is important for participants  
to honor the group norms

156  
00:07:00,840 --> 00:07:02,930  
that promote an environment  
where everyone learns

157  
00:07:02,930 --> 00:07:05,330  
and contributes to the  
collective understanding.

158  
00:07:06,490 --> 00:07:07,920  
The protocol we're going to be looking at

159  
00:07:07,920 --> 00:07:09,500  
is not about individual students,

160  
00:07:09,500 --> 00:07:11,360  
but it's about creating a safe environment

161  
00:07:11,360 --> 00:07:14,603  
to collaboratively make aligned  
instructional decisions.

162  
00:07:17,610 --> 00:07:19,610  
The unpack student understanding portion

163  
00:07:19,610 --> 00:07:22,750  
of the planning guide,  
which is the last part,

164  
00:07:22,750 --> 00:07:25,010  
includes a protocol for  
analyzing student work

165

00:07:25,010 --> 00:07:27,290

that helps ensure consistency and fidelity

166

00:07:27,290 --> 00:07:28,403

across the system.

167

00:07:29,260 --> 00:07:31,620

The three-stack protocol

is a simple process

168

00:07:31,620 --> 00:07:33,670

in which team members analyze student work

169

00:07:33,670 --> 00:07:35,890

to formatively assess

the nature and extent

170

00:07:35,890 --> 00:07:38,360

of student understanding and to determine

171

00:07:38,360 --> 00:07:40,260

the implications for

instructional practice

172

00:07:40,260 --> 00:07:42,110

and effectiveness.

173

00:07:42,110 --> 00:07:44,310

This protocol is designed for near future

174

00:07:44,310 --> 00:07:47,420

instructional adjustments,

such as exit tickets.

175

00:07:47,420 --> 00:07:49,020

Near future means that you have time

176

00:07:49,020 --> 00:07:51,600

to actually analyze the work  
outside of the classroom.

177

00:07:51,600 --> 00:07:54,683

Ideally in a professional  
learning community setting.

178

00:07:55,580 --> 00:07:58,260

We are addressing these  
near future adjustments,

179

00:07:58,260 --> 00:07:59,940

assessments in this module,

180

00:07:59,940 --> 00:08:01,690

because through building up expertise

181

00:08:01,690 --> 00:08:04,410

in these collegial conversations in PLCs,

182

00:08:04,410 --> 00:08:06,920

teachers are better able  
to make those immediate

183

00:08:06,920 --> 00:08:08,973

in the moment instructional adjustments.

184

00:08:11,220 --> 00:08:13,080

Just like we saw that

there was some pre-work

185

00:08:13,080 --> 00:08:15,690

that was necessary for the  
team to do in preparation

186

00:08:15,690 --> 00:08:18,870

for efficient and effective  
planning in Part 1.

187

00:08:18,870 --> 00:08:20,910

There's also some preparation  
that needs to be done

188

00:08:20,910 --> 00:08:22,920

by teachers who are  
bringing students' samples

189

00:08:22,920 --> 00:08:25,133

to the collaborative  
student work analysis.

190

00:08:26,900 --> 00:08:29,590

Teachers should select a  
representative sampling

191

00:08:29,590 --> 00:08:30,870

of student work.

192

00:08:30,870 --> 00:08:34,080

So no more than five student work samples

193

00:08:34,080 --> 00:08:35,560

that really give a good picture

194

00:08:35,560 --> 00:08:37,640

of what you see happening  
in the classroom,

195

00:08:37,640 --> 00:08:38,743

across the board.

196

00:08:39,660 --> 00:08:41,830

Remove all student names and establish

197

00:08:41,830 --> 00:08:44,400

an alternate convention for  
referring to the samples.

198

00:08:44,400 --> 00:08:47,083

For example, you could  
number them or use letters.

199

00:08:48,100 --> 00:08:50,070

And then have copies of each sample ready

200

00:08:50,070 --> 00:08:52,973

for each team member to review in the PLC.

201

00:08:54,670 --> 00:08:57,190

In Part 1, we had the  
opportunity to observe

202

00:08:57,190 --> 00:08:59,810

a fifth grade team as they  
utilize the planning guide

203

00:08:59,810 --> 00:09:01,860

to engage in collaborative conversations,

204

00:09:01,860 --> 00:09:04,360  
around establishing a common  
foundational understanding

205

00:09:04,360 --> 00:09:05,400  
of the standards,

206

00:09:05,400 --> 00:09:07,070  
and then bridging that understanding

207

00:09:07,070 --> 00:09:09,420  
to planning for an individual lesson.

208

00:09:09,420 --> 00:09:11,580  
In this module, you will  
now have the opportunity

209

00:09:11,580 --> 00:09:14,210  
to explore the student  
work analysis protocol

210

00:09:14,210 --> 00:09:16,910  
by using student work  
samples from the exit ticket

211

00:09:16,910 --> 00:09:18,540  
that, that team decided on

212

00:09:18,540 --> 00:09:20,290  
when they plan the lesson together.

213

00:09:21,990 --> 00:09:24,120  
The first step in the three-stack protocol

214

00:09:24,120 --> 00:09:27,290

is to review the lesson level  
performance expectations

215

00:09:27,290 --> 00:09:30,330

in order to maintain a  
consistency and rating.

216

00:09:30,330 --> 00:09:32,740

Let's watch the fifth  
grade team set the stage

217

00:09:32,740 --> 00:09:35,403

for their collaborative  
student work analysis.

218

00:09:36,240 --> 00:09:40,680

Okay, so today we're going to  
be talking about student work.

219

00:09:40,680 --> 00:09:44,370

So just before we jump in,  
I just want to remind you,

220

00:09:44,370 --> 00:09:46,670

we have our norms that we always follow

221

00:09:46,670 --> 00:09:48,810

in our planning and PLC sessions.

222

00:09:48,810 --> 00:09:50,930

But we also have been,

223

00:09:50,930 --> 00:09:52,550  
we established some ground rules

224  
00:09:52,550 --> 00:09:54,380  
for looking at student  
work, 'cause this is like

225  
00:09:54,380 --> 00:09:56,223  
a specific type of planning.

226  
00:09:57,643 --> 00:09:59,290  
And I just want to remind  
you of what those are,

227  
00:09:59,290 --> 00:10:02,530  
they're in your planning guide document,

228  
00:10:02,530 --> 00:10:04,930  
but also we've got them up  
there on our anchor chart

229  
00:10:04,930 --> 00:10:07,130  
that we're really going to  
try and focus on the evidence.

230  
00:10:07,130 --> 00:10:09,570  
So even though you may have seen kids

231  
00:10:09,570 --> 00:10:12,420  
do things in your lesson  
or in your classroom

232  
00:10:12,420 --> 00:10:13,540  
that makes you think

233

00:10:14,490 --> 00:10:17,220

that they can accomplish the expectations.

234

00:10:17,220 --> 00:10:20,640

If we don't see it in the student work,

235

00:10:20,640 --> 00:10:22,050

we aren't counting it as evidence.

236

00:10:22,050 --> 00:10:24,350

We can, we're only  
having discussions about

237

00:10:24,350 --> 00:10:26,600

what we actually see in front of us, okay?

238

00:10:26,600 --> 00:10:29,303

We're not trying to extrapolate or guess.

239

00:10:30,820 --> 00:10:32,130

Be aware of personal bias,

240

00:10:32,130 --> 00:10:34,793

that kind of goes hand in  
hand with that evidence.

241

00:10:35,850 --> 00:10:39,170

If you recognize, we know we  
take the names off of these

242

00:10:39,170 --> 00:10:40,270

and just number them.

243

00:10:40,270 --> 00:10:42,870  
If you recognize a student's handwriting

244  
00:10:42,870 --> 00:10:44,840  
or the way they explain  
things or a strategy

245  
00:10:44,840 --> 00:10:46,530  
they tend to lean towards.

246  
00:10:46,530 --> 00:10:49,403  
Try and just check  
yourself of those biases

247  
00:10:49,403 --> 00:10:53,660  
and just focus on what's evident  
in the student work again.

248  
00:10:53,660 --> 00:10:55,560  
Be in the spirit of dialogue.

249  
00:10:55,560 --> 00:10:58,183  
We want to engage in  
conversation here, right?

250  
00:10:59,310 --> 00:11:02,250  
There's probably going to be  
some disagreements at first,

251  
00:11:02,250 --> 00:11:05,200  
but like that's what this  
is about, is us sharing

252  
00:11:05,200 --> 00:11:06,580  
and kind of coming to an alignment

253

00:11:06,580 --> 00:11:08,530  
and identifying next steps.

254

00:11:08,530 --> 00:11:10,510  
And then maintaining a  
professional atmosphere,

255

00:11:10,510 --> 00:11:12,670  
which, I mean, I know we're not  
going to have any problem with,

256

00:11:12,670 --> 00:11:17,530  
but sometimes things you  
feel personal when it's,

257

00:11:17,530 --> 00:11:19,730  
your students, but these  
are all our students.

258

00:11:19,730 --> 00:11:20,790  
So we just want to,

259

00:11:20,790 --> 00:11:23,140  
we want to maintain that  
professional atmosphere.

260

00:11:24,060 --> 00:11:26,910  
So with that being said, that last,

261

00:11:26,910 --> 00:11:28,650  
the last lesson that we  
met and talked about,

262

00:11:28,650 --> 00:11:31,870  
we did touch on some  
performance expectations

263  
00:11:31,870 --> 00:11:33,420  
from that lesson.

264  
00:11:33,420 --> 00:11:36,290  
And I tried to go through our discussion

265  
00:11:36,290 --> 00:11:38,850  
and kind of capture them  
and put them up there

266  
00:11:38,850 --> 00:11:40,310  
on our anchor chart for our reference.

267  
00:11:40,310 --> 00:11:43,840  
But basically the whole, all  
the discussions that we had

268  
00:11:43,840 --> 00:11:45,539  
were focused on the fact that this lesson

269  
00:11:45,539 --> 00:11:48,540  
was really honing in  
on supporting students

270  
00:11:48,540 --> 00:11:53,260  
as they move from those  
visual representations

271  
00:11:53,260 --> 00:11:56,630  
towards a more abstract way  
of getting that like unit

272

00:11:56,630 --> 00:11:58,860  
or common denominator,  
so that they can add

273

00:11:58,860 --> 00:12:00,410  
or subtract fractions.

274

00:12:00,410 --> 00:12:04,190  
So for those performance expectations,

275

00:12:04,190 --> 00:12:06,270  
we expected students to be able to

276

00:12:06,270 --> 00:12:08,070  
start making that movement, right?

277

00:12:08,070 --> 00:12:11,330  
Not necessarily being  
masters of the abstract,

278

00:12:11,330 --> 00:12:13,063  
but making the transition.

279

00:12:14,410 --> 00:12:16,220  
One thing that you guys  
brought up that we needed

280

00:12:16,220 --> 00:12:18,360  
to make sure is that they  
should be showing an under,

281

00:12:18,360 --> 00:12:21,420  
they should know that they

need like units, right?

282

00:12:21,420 --> 00:12:24,370

That was one of the expectations we had out of that lesson.

283

00:12:25,610 --> 00:12:28,790

Then applying some sort of strategy to find the like units

284

00:12:28,790 --> 00:12:31,147

and making that connection between the visual

285

00:12:31,147 --> 00:12:32,770

and the abstract.

286

00:12:32,770 --> 00:12:34,710

And the reason we talked so much about that,

287

00:12:34,710 --> 00:12:37,470

if you remember, is because we know that fourth grade

288

00:12:37,470 --> 00:12:39,840

maybe jumped to the abstract too quickly.

289

00:12:39,840 --> 00:12:41,517

So we're still trying to see.

290

00:12:41,517 --> 00:12:42,940

- Great.

- If our students,

291

00:12:42,940 --> 00:12:44,330

like we want to make sure they have

292

00:12:44,330 --> 00:12:45,380

the conceptual understanding.

293

00:12:45,380 --> 00:12:46,430

Because we may have some

294

00:12:46,430 --> 00:12:49,340

that can do the abstract efficiently,

295

00:12:49,340 --> 00:12:52,240

but without an understanding  
of what they're doing.

296

00:12:52,240 --> 00:12:54,310

So those are our performance expectations

297

00:12:54,310 --> 00:12:57,160

that we had out of the lesson.

298

00:12:57,160 --> 00:13:00,180

So what I'd like for you guys to do now,

299

00:13:00,180 --> 00:13:03,440

and we have thank you  
guys so much for honoring

300

00:13:03,440 --> 00:13:05,980

your commitments and coming with copies

301

00:13:05,980 --> 00:13:10,810

of your sampling of your  
student exit tickets.

302

00:13:10,810 --> 00:13:13,760

So we each have a copy of those.

303

00:13:13,760 --> 00:13:15,500

Nobody put any students' names on them.

304

00:13:15,500 --> 00:13:18,870

We've got them numbered for  
our conversation purposes.

305

00:13:18,870 --> 00:13:21,420

And the first thing that we're  
going to do is go through

306

00:13:21,420 --> 00:13:26,420

and do, look through individually  
through the student work

307

00:13:26,810 --> 00:13:29,110

and sort it into our three stacks.

308

00:13:29,110 --> 00:13:32,180

Referring back to those  
performance expectations.

309

00:13:32,180 --> 00:13:37,180

Stack 1 is where most of  
the dimensions are not met.

310

00:13:37,570 --> 00:13:41,740

Stack 2 is where most  
of the dimensions are met

311

00:13:41,740 --> 00:13:45,240  
and then Stack 3 is where  
they are all clearly evident.

312

00:13:45,240 --> 00:13:47,690  
So everything up there  
and no questions about it,

313

00:13:47,690 --> 00:13:49,320  
it's all clearly evident there.

314

00:13:49,320 --> 00:13:51,410  
Erica, you seem like you  
had a question or a thought.

315

00:13:51,410 --> 00:13:52,490  
- I had it backwards.

316

00:13:52,490 --> 00:13:55,040  
- Okay, now I'm going to  
give you guys some time

317

00:13:55,040 --> 00:13:57,120  
to individually, look  
through the sampling.

318

00:13:57,120 --> 00:14:00,530  
Now that we have examples from all of us

319

00:14:00,530 --> 00:14:04,200  
and sort them into your  
stacks and make some notes.

320

00:14:04,200 --> 00:14:05,910  
So that we'll, we're going  
to come back together

321  
00:14:05,910 --> 00:14:09,010  
and have a discussion and  
try and come to a consensus

322  
00:14:09,010 --> 00:14:10,810  
on what stacks and then figure out

323  
00:14:10,810 --> 00:14:13,150  
what our next steps are going to be.

324  
00:14:13,150 --> 00:14:15,500  
The next step is to individually analyze

325  
00:14:15,500 --> 00:14:18,030  
and rate the student work  
samples by sorting them

326  
00:14:18,030 --> 00:14:19,740  
into three stacks.

327  
00:14:19,740 --> 00:14:24,003  
Stack 1, most of the target  
dimensions are not evident.

328  
00:14:25,410 --> 00:14:30,040  
Stack 2, most target  
dimensions are evident

329  
00:14:30,040 --> 00:14:34,293  
and Stack 3, all target  
dimensions are clearly evident.

330

00:14:36,480 --> 00:14:38,700

If you have not already done  
so, you'll want to make sure

331

00:14:38,700 --> 00:14:40,770

you have a copy of the  
student work samples

332

00:14:40,770 --> 00:14:42,370

that accompany this module.

333

00:14:42,370 --> 00:14:44,550

And the unpack student  
understanding section

334

00:14:44,550 --> 00:14:46,120

of the planning guide, handy,

335

00:14:46,120 --> 00:14:47,770

because you're about to jump right in

336

00:14:47,770 --> 00:14:49,793

and engage in this part of the protocol.

337

00:14:52,590 --> 00:14:56,140

Now pause the video to take  
some time to individually

338

00:14:56,140 --> 00:14:59,990

sort the student work  
samples into three stacks

339

00:14:59,990 --> 00:15:03,210

based on the team's lesson  
performance expectations

340

00:15:03,210 --> 00:15:05,210  
shown on the slide.

341

00:15:05,210 --> 00:15:07,820  
Go ahead and pause and do  
your individual sorting

342

00:15:07,820 --> 00:15:09,583  
of those samples now.

343

00:15:16,950 --> 00:15:18,610  
After individual analysis,

344

00:15:18,610 --> 00:15:20,670  
it's time for the group  
to share and compare

345

00:15:20,670 --> 00:15:23,450  
their individual findings  
and come to a consensus

346

00:15:23,450 --> 00:15:26,040  
on a stack for each work sample.

347

00:15:26,040 --> 00:15:27,420  
If you are in a PLC setting,

348

00:15:27,420 --> 00:15:29,510  
pause now to take some  
time to share and compare

349

00:15:29,510 --> 00:15:31,833  
and come to a consensus on your stacks.

350  
00:15:34,690 --> 00:15:37,280  
Now, let's watch as the fifth grade team

351  
00:15:37,280 --> 00:15:40,373  
comes to a consensus on  
their student work samples.

352  
00:15:41,630 --> 00:15:43,930  
So do you guys feel  
like you had enough time

353  
00:15:43,930 --> 00:15:48,930  
to go through and sort  
into the three stacks,

354  
00:15:49,240 --> 00:15:51,950  
at least in preparation  
enough to have a conversation

355  
00:15:51,950 --> 00:15:53,843  
so we can try to come to a consensus?

356  
00:15:55,650 --> 00:15:58,480  
Okay, so I'm just going  
to like open the floor

357  
00:15:58,480 --> 00:16:00,560  
for you guys to have a  
conversation about your stacks

358  
00:16:00,560 --> 00:16:01,580  
and I'll be taking some notes.

359

00:16:01,580 --> 00:16:03,680

And I may ask for  
clarifying questions like,

360

00:16:03,680 --> 00:16:06,993

for clarification as  
you're in your discussion.

361

00:16:08,650 --> 00:16:10,100

But however you guys want to start off.

362

00:16:10,100 --> 00:16:14,160

If you want to talk student  
by student or stack by stack

363

00:16:14,160 --> 00:16:16,980

to kind of see if we  
can come to a consensus

364

00:16:16,980 --> 00:16:19,993

on how we place the student work.

365

00:16:22,600 --> 00:16:25,340

- Would somebody like

To start with a stack

366

00:16:25,340 --> 00:16:28,017

and tell us which numbers you had?

367

00:16:28,017 --> 00:16:31,320

And then we can just see how we can go.

368

00:16:31,320 --> 00:16:33,503

Is that a good approach or workable?

369

00:16:35,730 --> 00:16:37,910

- Do we do Stack 3?

370

00:16:37,910 --> 00:16:38,823

- Sure.

371

00:16:39,760 --> 00:16:44,760

- Okay, so I have student 1,  
student 2, student 3

372

00:16:45,647 --> 00:16:49,253

and student 5 in my, in my stack.

373

00:16:52,420 --> 00:16:54,470

- And Erica those are the  
ones that, so because usually

374

00:16:54,470 --> 00:16:56,250

they're reversed.

- Right, these are actually

375

00:16:56,250 --> 00:16:59,352

the ones that all target  
dimensions are clearly evident.

376

00:16:59,352 --> 00:17:00,280

- Okay.

377

00:17:00,280 --> 00:17:02,070

- You said 1, 3, 5.

378

00:17:02,070 --> 00:17:04,200

- 1, 2, 3, 5.

379

00:17:04,200 --> 00:17:07,633

- I had student 1 and student 5.

380

00:17:08,900 --> 00:17:11,550

- So 5 is really the  
only one that we all

381

00:17:12,560 --> 00:17:16,610

have as a category 3.

382

00:17:16,610 --> 00:17:17,443

- Okay.

383

00:17:18,640 --> 00:17:21,793

- Lisa and I are 1.

384

00:17:22,710 --> 00:17:25,750

Though Lisa, it sounds like  
you've questioned that.

385

00:17:25,750 --> 00:17:29,877

- The way that this student  
regroups the two eighths.

386

00:17:29,877 --> 00:17:32,163

- Right.

- To come up with the whole,

387

00:17:36,260 --> 00:17:38,043

I thought that was...

388

00:17:40,530 --> 00:17:41,510

- There's an understanding

389

00:17:41,510 --> 00:17:42,343

there.

- It's they're showing that

390

00:17:42,343 --> 00:17:43,900

yeah see they're showing  
an understanding that

391

00:17:43,900 --> 00:17:45,383

two eighths is a fourth.

392

00:17:46,240 --> 00:17:50,450

And so they're clear that this is,

393

00:17:50,450 --> 00:17:55,190

the combination of these  
two fractions of iced,

394

00:17:55,190 --> 00:17:59,663

gallons of iced tea ended  
up being more than a whole.

395

00:18:03,340 --> 00:18:07,070

And then the student  
seems to actually like,

396

00:18:11,530 --> 00:18:12,930

also think about it in a different way.

397

00:18:12,930 --> 00:18:15,730

Like as, there's a third,  
three fourths here,

398

00:18:15,730 --> 00:18:16,563

there's another three-fourths there

399

00:18:16,563 --> 00:18:17,973

and then there's another eighth.

400

00:18:19,340 --> 00:18:22,703

So I wasn't sure what  
they were thinking there.

401

00:18:26,770 --> 00:18:31,770

But anyway, I just felt like  
that was one of the better

402

00:18:32,280 --> 00:18:36,250

attempts toward that criteria.

403

00:18:36,250 --> 00:18:39,070

- So I can tell you why I  
didn't have it in the group,

404

00:18:39,070 --> 00:18:40,810

but now that I'm looking at it again,

405

00:18:40,810 --> 00:18:42,930

I think I would change my mind.

406

00:18:42,930 --> 00:18:47,387

So I originally saw this one fourth here

407

00:18:47,387 --> 00:18:49,490

and that little arrow.

408

00:18:49,490 --> 00:18:51,410  
And so I was expecting to see,

409

00:18:51,410 --> 00:18:53,650  
three fourths plus one fourth.

410

00:18:53,650 --> 00:18:56,960  
And so I was thinking  
their visual didn't match

411

00:18:56,960 --> 00:19:01,960  
their algorithm or their  
numerical representation here.

412

00:19:02,540 --> 00:19:04,230  
So it's like, there's a disconnect.

413

00:19:04,230 --> 00:19:06,350  
So they're not connecting the things.

414

00:19:06,350 --> 00:19:07,183  
But now that I'm looking.  
- But then.

415

00:19:07,183 --> 00:19:09,830  
At it again, I'm seeing there's this

416

00:19:09,830 --> 00:19:12,400  
where they also are  
doing the three-fourths,

417

00:19:12,400 --> 00:19:14,124  
and so I just missed that.  
- Yeah so

418

00:19:14,124 --> 00:19:14,957  
they just didn't.

419

00:19:14,957 --> 00:19:16,523  
And I missed it at first,

420

00:19:17,940 --> 00:19:19,530  
and since it was the first one

421

00:19:19,530 --> 00:19:20,770  
and I hadn't looked at any of them.

422

00:19:20,770 --> 00:19:21,617  
So then I was just like,

423

00:19:21,617 --> 00:19:24,357  
"I am taking forever on this thing."

424

00:19:24,357 --> 00:19:25,398  
Well but.  
- Well, and that you know what

425

00:19:25,398 --> 00:19:27,140  
we said like that's a  
good thing to keep in mind

426

00:19:27,140 --> 00:19:31,452  
that this is like, it's an analysis.

427

00:19:31,452 --> 00:19:33,870  
And because it's, we're still  
early on in this process,

428

00:19:33,870 --> 00:19:36,990  
like we are going to be  
more analytical about it.

429  
00:19:36,990 --> 00:19:40,760  
But it's something for us to,

430  
00:19:40,760 --> 00:19:41,950  
we're going to become more efficient

431  
00:19:41,950 --> 00:19:44,510  
to quickly look for trends, right?

432  
00:19:44,510 --> 00:19:46,590  
I also think to your point,

433  
00:19:46,590 --> 00:19:49,710  
because of where we're  
at in this standard,

434  
00:19:49,710 --> 00:19:51,690  
in developing students' understanding.

435  
00:19:51,690 --> 00:19:53,930  
It is a little more  
difficult for us to pinpoint

436  
00:19:53,930 --> 00:19:55,030  
the things we identified

437  
00:19:55,030 --> 00:19:56,750  
as a lesson expectations in here, right?

438  
00:19:56,750 --> 00:19:59,780

So it's good that we're  
having this conversation.

439

00:19:59,780 --> 00:20:04,380

So Molly, you're saying  
that now based on that.

440

00:20:04,380 --> 00:20:07,720

So we are at a consensus,  
as far as student 1,

441

00:20:07,720 --> 00:20:10,780

student 5, and you feel  
like those are examples.

442

00:20:10,780 --> 00:20:11,613

- Yeah.

443

00:20:11,613 --> 00:20:13,920

- You guys said you wanted  
to talk about 3.

444

00:20:13,920 --> 00:20:17,190

- So I, Molly you had  
that one, I had it too.

445

00:20:17,190 --> 00:20:18,023

- Yeah.

446

00:20:19,680 --> 00:20:21,030

- Lisa.

- Lisa, do you want to

447

00:20:21,030 --> 00:20:22,660

talk about maybe why you didn't feel like

448

00:20:22,660 --> 00:20:24,400  
what you felt like that one was?

449

00:20:24,400 --> 00:20:27,550  
- So, and also I find it curious

450

00:20:27,550 --> 00:20:32,510  
that the student is actually like

451

00:20:32,510 --> 00:20:37,510  
applying a subtractive approach to this,

452

00:20:39,550 --> 00:20:42,663  
like recognizing each  
brought list and the thing.

453

00:20:43,670 --> 00:20:47,270  
And if they had brought a whole thing

454

00:20:47,270 --> 00:20:48,870  
and they would have had two gallons.

455

00:20:48,870 --> 00:20:51,570  
So I like, those things  
were interesting to me,

456

00:20:51,570 --> 00:20:54,340  
but I just don't see  
the evidence, is there?

457

00:20:54,340 --> 00:20:56,500  
- Well, so I definitely  
think this shows a need,

458

00:20:56,500 --> 00:21:00,390

the need for like units.

459

00:21:00,390 --> 00:21:02,560

Like that one, I feel pretty confident,

460

00:21:02,560 --> 00:21:03,770

they understand like units.

461

00:21:03,770 --> 00:21:07,210

'Cause they're converting.

- Into because they're.

462

00:21:08,623 --> 00:21:12,310

- They're converting one fourth,

463

00:21:12,310 --> 00:21:15,900

they're converting the  
units of fourths to eighths.

464

00:21:15,900 --> 00:21:19,140

- I wonder looking at the  
fractions and the problem,

465

00:21:19,140 --> 00:21:24,110

where do you think they  
would have gotten that?

466

00:21:24,110 --> 00:21:26,670

Somehow they got that estimate of two,

467

00:21:26,670 --> 00:21:30,620

as being close to the answer, right?

468

00:21:30,620 --> 00:21:33,673

That somehow they got to a  
something to work back from.

469

00:21:34,590 --> 00:21:35,830

- Seven eighths.

470

00:21:35,830 --> 00:21:37,310

You're right.

- And three fourths

471

00:21:37,310 --> 00:21:40,270

are both close to full gallons.

472

00:21:40,270 --> 00:21:41,743

- Right, exactly yeah.

473

00:21:43,870 --> 00:21:47,883

- Yeah, but when you said,

474

00:21:47,883 --> 00:21:50,923

like what's this one  
and five eighths full?

475

00:21:53,420 --> 00:21:55,814

- Well that, like how did they get to that

476

00:21:55,814 --> 00:21:57,350

is what you're saying?

477

00:21:57,350 --> 00:21:59,980

- If they combined them into a jug.

478

00:21:59,980 --> 00:22:01,900

- Right.

- Into a thing.

479

00:22:01,900 --> 00:22:03,030

- Yeah.

- And so I don't think

480

00:22:03,030 --> 00:22:08,030

it's technically, I think

that's like loose terminology.

481

00:22:09,400 --> 00:22:11,438

- Well, I think it's.

- But I think the.

482

00:22:11,438 --> 00:22:12,293

- It's really, it's.

- Conceptual understanding

483

00:22:12,293 --> 00:22:13,126

is there.

484

00:22:13,126 --> 00:22:16,500

- I think the hard part of

when we're looking at criteria

485

00:22:16,500 --> 00:22:20,295

is that you want that

thing to be in evidence.

486

00:22:20,295 --> 00:22:23,340

And I just don't see

that it's in evidence.

487

00:22:23,340 --> 00:22:26,670

I see understanding, right?

488

00:22:26,670 --> 00:22:31,003

I see some use of like  
renaming a fraction, right?

489

00:22:37,657 --> 00:22:39,373

For a particular purpose.

490

00:22:41,500 --> 00:22:42,995

- They're not convincing you.  
- So we're a whole.

491

00:22:42,995 --> 00:22:45,830

But I'm just not convinced that,

492

00:22:45,830 --> 00:22:48,580

that they are moving from  
a visual representation

493

00:22:49,700 --> 00:22:51,520

to doing it abstractly.

494

00:22:51,520 --> 00:22:53,950

I think what's really important here

495

00:22:53,950 --> 00:22:56,140

is just that the way that we're like

496

00:22:56,140 --> 00:22:58,080

digging in on this, right?

497

00:22:58,080 --> 00:23:01,110  
And we're looking really  
closely at evidence,

498  
00:23:01,110 --> 00:23:03,390  
and each of us are making  
so many different arguments

499  
00:23:03,390 --> 00:23:06,353  
for the student understanding.

500  
00:23:07,883 --> 00:23:12,883  
- Do, are you guys, what can  
we come to a consensus on?

501  
00:23:12,960 --> 00:23:16,360  
Like, do we, like, it  
sounds like we're saying

502  
00:23:16,360 --> 00:23:18,290  
that this student does have

503  
00:23:18,290 --> 00:23:20,190  
a level of understanding of fractions.

504  
00:23:20,190 --> 00:23:23,090  
And has found a way to  
make sense of this problem,

505  
00:23:23,090 --> 00:23:25,213  
that's rooted in conceptual understanding.

506  
00:23:26,330 --> 00:23:27,540  
But.  
- I think it's true.

507

00:23:27,540 --> 00:23:32,540

- But are we work, are we  
now taking that towards

508

00:23:33,530 --> 00:23:36,420

the more abstract structure

509

00:23:36,420 --> 00:23:37,630

that was in this lesson?

510

00:23:37,630 --> 00:23:41,030

The way that we were, that we  
went through in the building,

511

00:23:41,030 --> 00:23:46,030

like the actual building of the  
concept, part of the lesson.

512

00:23:46,190 --> 00:23:47,930

Do we see evidence of that here?

513

00:23:47,930 --> 00:23:50,610

I feel like that's where Lisa's at.

514

00:23:50,610 --> 00:23:52,380

Like I see understanding here,

515

00:23:52,380 --> 00:23:55,860

I see this, the student is  
making sense of the problem,

516

00:23:55,860 --> 00:24:00,380

but struggling with, are they

working towards an efficient,

517

00:24:00,380 --> 00:24:04,960

abstract strategy to rename  
fractions and add them?

518

00:24:04,960 --> 00:24:06,490

- So there's lots of good stuff here.

519

00:24:06,490 --> 00:24:07,580

I just couldn't call it through.

520

00:24:07,580 --> 00:24:09,120

- You went all the way  
with clearly evident.

521

00:24:09,120 --> 00:24:10,720

- But yeah.  
- Based on the amount

522

00:24:10,720 --> 00:24:11,905

of discussion that we've had.

523

00:24:11,905 --> 00:24:12,820

There's a lot of good stuff,

524

00:24:12,820 --> 00:24:14,360

but maybe not clearly of it, okay.

525

00:24:14,360 --> 00:24:18,280

- And I'm swayed, I  
mean like but like I see

526

00:24:18,280 --> 00:24:20,630

where you're coming  
from, Lisa, I really do.

527

00:24:20,630 --> 00:24:23,770

Molly identified 7.

528

00:24:23,770 --> 00:24:24,603

- I did.

529

00:24:24,603 --> 00:24:26,430

- Or 4, 7.

- I did.

530

00:24:26,430 --> 00:24:28,380

- 7 as.

531

00:24:28,380 --> 00:24:30,170

- A (Stack) 3.

- A (Stack) 3.

532

00:24:30,170 --> 00:24:31,570

- Yeah, I gave that one too.

533

00:24:32,800 --> 00:24:35,143

- So I see a visual model.

534

00:24:36,100 --> 00:24:40,593

I see them, a need for like units.

535

00:24:41,800 --> 00:24:44,263

I see them trying to represent it,

536

00:24:45,440 --> 00:24:46,960

numerically, abstractly, right?

537

00:24:46,960 --> 00:24:51,570

So, and even doing like  
the, I need to have four,

538

00:24:51,570 --> 00:24:55,380

be like two, or four like, be like eight,

539

00:24:55,380 --> 00:24:56,963

so let me multiply it by two.

540

00:24:57,800 --> 00:25:00,790

So then that means I need  
to multiply the top by two,

541

00:25:00,790 --> 00:25:02,363

which gives me six eighths.

542

00:25:03,720 --> 00:25:07,910

And then adding that in  
a way that we learned

543

00:25:08,750 --> 00:25:13,050

they did have an adding  
issue, but who cares?

544

00:25:13,050 --> 00:25:17,503

And so, yeah to me, this was  
visual, and visual to abstract.

545

00:25:19,280 --> 00:25:23,080

- I thought that the fact that  
they didn't get the addition

546

00:25:23,080 --> 00:25:27,033  
was ....put them in the 2 category.

547  
00:25:29,680 --> 00:25:30,570  
- Well, it was another one of those

548  
00:25:30,570 --> 00:25:32,860  
like where if you hang onto  
the criteria really carefully.

549  
00:25:32,860 --> 00:25:34,150  
- Right.  
- It doesn't say that.

550  
00:25:34,150 --> 00:25:36,363  
So I didn't worry about it.

551  
00:25:40,460 --> 00:25:45,150  
- Does, I guess, does this  
student based on the criteria

552  
00:25:45,150 --> 00:25:46,600  
and what they've shown here,

553  
00:25:46,600 --> 00:25:48,700  
does this student need additional support

554  
00:25:48,700 --> 00:25:50,633  
with any of that criteria up there?

555  
00:25:55,290 --> 00:25:57,110  
- No, they got it.

556  
00:25:57,110 --> 00:25:59,693

So stack 1 for me was student 4.

557

00:26:02,130 --> 00:26:04,680

- Yeah, I definitely had  
student 4 in stack 1.

558

00:26:06,280 --> 00:26:07,113

- Me too.

559

00:26:07,113 --> 00:26:08,270

- Okay, so we can move them

560

00:26:08,270 --> 00:26:09,420

out of the way.

561

00:26:09,420 --> 00:26:10,770

Didn't have any like terms.

562

00:26:11,690 --> 00:26:15,443

I also had student 8 in stack 1.

563

00:26:15,443 --> 00:26:17,243

- Well, I can go 1 or 2 on (student) 8

564

00:26:18,190 --> 00:26:20,640

because I'm split, right?

565

00:26:20,640 --> 00:26:24,170

So I think, yes, they  
did the visual, right?

566

00:26:24,170 --> 00:26:27,010

And I think yes, on criteria 3,

567

00:26:27,010 --> 00:26:30,230

which is to apply a strategy  
for finding like units

568

00:26:30,230 --> 00:26:31,300

to add or subtract.

569

00:26:31,300 --> 00:26:33,800

- Once they found the  
common, which was 16, right?

570

00:26:34,890 --> 00:26:39,160

- Right, and then I felt like, no on,

571

00:26:39,160 --> 00:26:42,070

show understanding on  
the need for like units.

572

00:26:42,070 --> 00:26:45,550

- I wonder if this one,

573

00:26:45,550 --> 00:26:47,110

when we look it sounds  
like you guys are saying

574

00:26:47,110 --> 00:26:48,470

that the next ones that we look at

575

00:26:48,470 --> 00:26:51,420

are going to be, are you  
categorized as 2, right?

576

00:26:51,420 --> 00:26:55,900

So I wonder if this one will

fall in the trend of these

577

00:26:55,900 --> 00:26:57,360

or if this is an outlier,

578

00:26:57,360 --> 00:27:00,100

as far as what we feel  
like the student brings.

579

00:27:00,100 --> 00:27:00,933

- Right.

580

00:27:00,933 --> 00:27:03,238

- Well, the last two feel  
like they're similar to me.

581

00:27:03,238 --> 00:27:04,087

- Okay.

582

00:27:04,087 --> 00:27:06,580

- So I feel like I can see  
a trend across these two

583

00:27:06,580 --> 00:27:07,540

for sure.

584

00:27:07,540 --> 00:27:08,410

- Which ones?

585

00:27:08,410 --> 00:27:09,963

- So 6 and 2.

586

00:27:14,540 --> 00:27:15,373

- 6.

587

00:27:16,397 --> 00:27:18,070

- 'Cause they both did this,

588

00:27:18,070 --> 00:27:19,620

like butterfly.

- The butterfly.

589

00:27:19,620 --> 00:27:21,113

Yeah, right.

- Yeah.

590

00:27:22,632 --> 00:27:23,465

- And why do you think they,

591

00:27:23,465 --> 00:27:25,510

is that something that you

guys showed them how to do

592

00:27:25,510 --> 00:27:28,240

in your, during your lessons?

593

00:27:28,240 --> 00:27:29,550

- No.

- I think it's something

594

00:27:29,550 --> 00:27:30,800

they brought up.

- Okay.

595

00:27:31,770 --> 00:27:34,350

- From I don't know where.

596

00:27:34,350 --> 00:27:37,720

- Well, maybe that's the strategy that fourth grade

597

00:27:37,720 --> 00:27:39,760  
was comfortable with and felt like

598

00:27:39,760 --> 00:27:41,220  
that was what was going to.

599

00:27:41,220 --> 00:27:43,743  
I mean, it stuck with them somehow.

600

00:27:46,333 --> 00:27:48,660  
- And I mean, it shows that they know

601

00:27:48,660 --> 00:27:51,610  
that they need like units.

602

00:27:51,610 --> 00:27:52,443  
- Okay.

603

00:27:52,443 --> 00:27:56,160  
- This is like totally somebody teaching them a sixth grade

604

00:27:56,160 --> 00:27:58,170  
cross multiply and divide strategy.

605

00:27:58,170 --> 00:27:59,870  
Like this is

606

00:27:59,870 --> 00:28:01,190  
some kind of weirdness.  
- That's right.

607

00:28:01,190 --> 00:28:02,023

- Yeah.

608

00:28:02,023 --> 00:28:03,480

- Right now what I hear you guys saying is

609

00:28:03,480 --> 00:28:06,380

it kind of sounds like you  
have the same questions

610

00:28:06,380 --> 00:28:09,770

about the understanding  
of both of these, right?

611

00:28:09,770 --> 00:28:13,269

And you guys brought these  
as representative samples

612

00:28:13,269 --> 00:28:14,102

from your class.

613

00:28:14,102 --> 00:28:16,590

So this must be something that's happening

614

00:28:16,590 --> 00:28:19,300

more than just with these  
two students, right?

615

00:28:19,300 --> 00:28:20,133

- Yeah.

616

00:28:21,190 --> 00:28:25,173

- So why don't we get to talking

about what we're going to do?

617

00:28:26,130 --> 00:28:28,960

The fourth step in the process is the most critical.

618

00:28:28,960 --> 00:28:31,130

This is when the team discusses the trends

619

00:28:31,130 --> 00:28:34,500

in the work samples, identifies instructional implications

620

00:28:34,500 --> 00:28:36,600

and plans for next steps.

621

00:28:36,600 --> 00:28:39,510

Pause now to either individually or collaboratively

622

00:28:39,510 --> 00:28:41,313

engage in this last step.

623

00:28:45,230 --> 00:28:47,590

Now let's observe how the fifth grade team

624

00:28:47,590 --> 00:28:49,150

continues to discuss trends

625

00:28:49,150 --> 00:28:51,413

and identify instructional implications.

626

00:28:52,590 --> 00:28:54,810

So thinking trend wise,

627

00:28:54,810 --> 00:28:59,010

like we've got three stacks now, right?

628

00:28:59,010 --> 00:29:01,610

The 3's a trend, right?

629

00:29:01,610 --> 00:29:03,113

Was that the 3's all,

630

00:29:04,514 --> 00:29:06,820

you, there were, you

guys didn't ask questions

631

00:29:06,820 --> 00:29:07,760

about their visuals.

632

00:29:07,760 --> 00:29:11,963

You were able to tell

based on what was here,

633

00:29:12,800 --> 00:29:16,170

that they have an

understanding of a visual

634

00:29:16,170 --> 00:29:18,380

and a way, a numerical representation

635

00:29:18,380 --> 00:29:20,960

to go with that visual, okay?

636

00:29:20,960 --> 00:29:25,910

So if we tried to come

up with like a trend

637

00:29:26,850 --> 00:29:31,850

that we notice about  
what students can do it,

638

00:29:32,410 --> 00:29:33,460

like, 'cause I think that, that's

639

00:29:33,460 --> 00:29:35,350

an interesting way to phrase it, right?

640

00:29:35,350 --> 00:29:39,810

Do we see a trend on, in  
these, of what these students

641

00:29:39,810 --> 00:29:42,260

can do for the ones where debating on

642

00:29:42,260 --> 00:29:43,220

whether they're 1 or 2?

643

00:29:43,220 --> 00:29:46,230

Because that word most, right?

644

00:29:46,230 --> 00:29:47,670

Most are, most are not.

645

00:29:47,670 --> 00:29:51,920

But do we see any trends in  
what they can do in these?

646

00:29:51,920 --> 00:29:53,360

Trying to take the asset based approach

647

00:29:53,360 --> 00:29:54,420

so we can build off of that

648

00:29:54,420 --> 00:29:56,120

when we're supporting them, right?

649

00:29:58,305 --> 00:30:00,240

- They can find like units.

650

00:30:00,240 --> 00:30:02,327

- Okay, these two, you're talking about student 2

651

00:30:02,327 --> 00:30:03,860

and student 6.

652

00:30:03,860 --> 00:30:04,700

- All of them.

653

00:30:04,700 --> 00:30:05,533

- Okay.

- They do it

654

00:30:05,533 --> 00:30:07,057

in different ways.

- Yap, okay.

655

00:30:07,057 --> 00:30:08,803

- But they all can find it.

656

00:30:14,200 --> 00:30:15,950

2 and 6, do it in the same way.

657

00:30:19,310 --> 00:30:20,970  
The other two are doing different ways.

658  
00:30:20,970 --> 00:30:21,803  
- Okay.

659  
00:30:24,090 --> 00:30:27,073  
- One student 2 got the answer.

660  
00:30:30,480 --> 00:30:32,990  
- It's just that they  
don't have the visual

661  
00:30:32,990 --> 00:30:34,120  
connection that we're looking for.

662  
00:30:34,120 --> 00:30:37,740  
That helps us really feel  
confident that they understand.

663  
00:30:37,740 --> 00:30:38,760  
- Exactly.

664  
00:30:38,760 --> 00:30:41,077  
- Other than just kind  
of doing it in algorithm.

665  
00:30:41,077 --> 00:30:41,910  
- Yeah.

666  
00:30:56,090 --> 00:30:59,273  
- What would be, what do you think,

667  
00:31:00,810 --> 00:31:04,310

looking at these student  
1 slash student 2,

668

00:31:04,310 --> 00:31:07,410  
like what are your thoughts  
or implications about?

669

00:31:07,410 --> 00:31:09,300  
Maybe, because remember like we're,

670

00:31:09,300 --> 00:31:11,160  
we still have that day 2, right?

671

00:31:11,160 --> 00:31:12,640  
We split up this lesson.

672

00:31:12,640 --> 00:31:16,010  
So what are your thoughts about  
where we want to kick off?

673

00:31:16,010 --> 00:31:17,650  
Like what are some  
implications for instruction

674

00:31:17,650 --> 00:31:21,463  
based on what we're seeing  
here and where kids are at?

675

00:31:28,140 --> 00:31:29,900  
- So from these two guys, right?

676

00:31:29,900 --> 00:31:31,410  
I want to see.  
- When you say these two guys,

677

00:31:31,410 --> 00:31:32,243

which ones?

678

00:31:32,243 --> 00:31:34,540

- 2 and 6.

- 2 and 6, okay.

679

00:31:34,540 --> 00:31:37,863

- I want to see that they know  
why they need these like units.

680

00:31:44,470 --> 00:31:47,940

What, we can, when we said, convince me,

681

00:31:53,040 --> 00:31:54,630

maybe they thought this  
would be convincing

682

00:31:54,630 --> 00:31:57,020

to show the multiplication.

683

00:31:57,020 --> 00:32:02,020

So maybe we didn't specify  
convince me using a model,

684

00:32:03,160 --> 00:32:05,880

just so that we know that they understand

685

00:32:06,840 --> 00:32:08,350

since they didn't do that.

686

00:32:08,350 --> 00:32:09,183

- Okay.

687

00:32:11,690 --> 00:32:13,270

- And that's what we're really saying

688

00:32:13,270 --> 00:32:14,423

we're looking for here.

689

00:32:19,890 --> 00:32:23,770

- Would that be a solution  
first for student 8

690

00:32:23,770 --> 00:32:25,383

and student 3?

691

00:32:26,790 --> 00:32:28,790

Which again, that means we brought these

692

00:32:28,790 --> 00:32:29,790

'cause there must be other students

693

00:32:29,790 --> 00:32:32,030

who did similar things, right?

694

00:32:32,030 --> 00:32:34,703

So adding the picture,

695

00:32:37,820 --> 00:32:39,800

these students have pictures, right?

696

00:32:39,800 --> 00:32:41,693

They tried visual representation.

697

00:32:42,760 --> 00:32:44,310

- Well, just like we asked for,

698

00:32:44,310 --> 00:32:49,223

from these students to give  
us like a picture as well,

699

00:32:50,080 --> 00:32:52,793

would we want this student  
to show us the equation,

700

00:32:55,070 --> 00:32:56,550

like ask for both?

701

00:32:56,550 --> 00:32:58,900

Because is that where, we like aren't sure

702

00:32:58,900 --> 00:33:03,170

that they converted  
their visual thinking to

703

00:33:04,060 --> 00:33:06,160

like the algorithm, the equation

704

00:33:06,160 --> 00:33:07,570

that we were trying to teach

705

00:33:07,570 --> 00:33:08,950

and making sure they understood.

706

00:33:08,950 --> 00:33:12,730

So asking for both of those  
things just more directly,

707

00:33:12,730 --> 00:33:15,270

instead of just saying, convince me.

708

00:33:15,270 --> 00:33:18,257

So we are asking for exactly  
what we want from them.

709

00:33:21,423 --> 00:33:23,720

- And so.

- Yeah you could ask them

710

00:33:23,720 --> 00:33:27,413

to write an equation to  
represent the situation.

711

00:33:28,270 --> 00:33:30,660

- But is that how you  
would go into day 2?

712

00:33:30,660 --> 00:33:31,660

Like, is that how you would?

713

00:33:31,660 --> 00:33:34,080

- Of course maybe one of the problems

714

00:33:35,830 --> 00:33:38,130

yeah, maybe one of the earlier problems.

715

00:33:38,130 --> 00:33:40,370

So we can kind of formatively obsess,

716

00:33:40,370 --> 00:33:41,993

assess up front.

- Obsess.

717

00:33:42,997 --> 00:33:45,533

- Formatively assess.

718

00:33:45,533 --> 00:33:48,350

Formatively obsess, asses up front.

719

00:33:48,350 --> 00:33:50,283

If they can do that.

- 'Cause what we had

720

00:33:50,283 --> 00:33:51,750

then to do, right?

721

00:33:51,750 --> 00:33:53,470

Was we gave them a story problem,

722

00:33:53,470 --> 00:33:56,210

Hannah and the friend, right?

723

00:33:56,210 --> 00:33:58,760

But then eventually we  
asked them to redraw

724

00:33:58,760 --> 00:34:00,610

and write an equation.

725

00:34:00,610 --> 00:34:03,260

And so maybe that's what we needed here.

726

00:34:03,260 --> 00:34:05,490

- What are we saying our implications are?

727

00:34:05,490 --> 00:34:07,260

Like what do we think our next steps are

728

00:34:07,260 --> 00:34:08,883  
to start off the day 2?

729

00:34:12,670 --> 00:34:13,630  
Or do you have any thoughts?  
- Well.

730

00:34:13,630 --> 00:34:16,840  
- On the best strategy we  
could use to kick it off?

731

00:34:16,840 --> 00:34:18,190  
- I'm thinking back to earlier

732

00:34:18,190 --> 00:34:20,660  
when your student work analysis.

733

00:34:20,660 --> 00:34:23,090  
That or like bringing it  
in front of the students

734

00:34:23,090 --> 00:34:28,090  
and having them think about  
the work that was done.

735

00:34:28,970 --> 00:34:31,730  
And we can use this worker,  
like last year's work,

736

00:34:31,730 --> 00:34:35,440  
like you mentioned before  
and showing them one that is

737

00:34:38,090 --> 00:34:40,570

very algorithmic in some ways.

738

00:34:40,570 --> 00:34:44,070

And doesn't have pictures and others that have the pictures,

739

00:34:44,070 --> 00:34:47,230

but less of the connection to the equation

740

00:34:48,470 --> 00:34:52,370

and seeing their thinking and how they interpret those.

741

00:34:52,370 --> 00:34:55,330

And if they can draw connections between them,

742

00:34:55,330 --> 00:34:58,400

if they know how they relate to one another,

743

00:34:58,400 --> 00:35:00,070

I'm losing the actual ones so.

744

00:35:00,070 --> 00:35:02,553

- Yeah, so like this was my favorite no.

745

00:35:03,510 --> 00:35:04,850

- Yeah.

- Like 'cause there's so much

746

00:35:04,850 --> 00:35:09,850

going on on this student 3 with the visual.

747

00:35:09,920 --> 00:35:12,350

But there's no equation,  
you don't see people

748

00:35:14,590 --> 00:35:17,140

finding common denominators,  
all those kind of stuff.

749

00:35:17,140 --> 00:35:21,507

But there's a sophisticated thing

750

00:35:21,507 --> 00:35:26,507

that's represented here between  
this picture and the answer.

751

00:35:27,250 --> 00:35:30,490

- I love, I mean, I love that  
strategy because it helps

752

00:35:30,490 --> 00:35:34,880

students see that we like are  
acknowledging that there's.

753

00:35:34,880 --> 00:35:36,604

You may not like, it may not be everything

754

00:35:36,604 --> 00:35:37,810

that we're looking for  
but there's good stuff

755

00:35:37,810 --> 00:35:38,643

that we love in here.

756

00:35:38,643 --> 00:35:41,670

And let's have a conversation  
about what we love about it.

757

00:35:41,670 --> 00:35:44,710

And then what would, where  
are we going from here?

758

00:35:44,710 --> 00:35:46,720

Did you have any specific thoughts, Erica?

759

00:35:46,720 --> 00:35:48,870

- Yeah, here's definitely some students

760

00:35:48,870 --> 00:35:51,440

that I could work with in the tutorial

761

00:35:51,440 --> 00:35:52,800

where we may just need to go back

762

00:35:52,800 --> 00:35:54,890

to the concrete  
representations of fractions

763

00:35:54,890 --> 00:35:56,969

and connect it back to the pictorial.

764

00:35:56,969 --> 00:35:58,513

- Yeah, I agree.

765

00:35:59,880 --> 00:36:04,010

So then we'll go ahead and move  
forward with the second part

766

00:36:04,010 --> 00:36:05,310

of the lesson.

767

00:36:05,310 --> 00:36:08,360

And we'll talk about how that went,

768

00:36:08,360 --> 00:36:10,070

when we come back together next time.

769

00:36:10,070 --> 00:36:12,420

And make sure that  
we're like continuing on

770

00:36:12,420 --> 00:36:16,370

with supporting students,  
making sure they've got it

771

00:36:16,370 --> 00:36:18,270

and just make sure that.

772

00:36:18,270 --> 00:36:20,470

You guys have any  
questions reach out to me

773

00:36:20,470 --> 00:36:24,363

and thank you guys so much  
for respecting our time.

774

00:36:25,210 --> 00:36:26,063

- Good stuff.

775

00:36:27,180 --> 00:36:29,080

- [Narrator] These reflection  
questions can help you

776

00:36:29,080 --> 00:36:31,573  
as you process your  
learning from this module.

777

00:36:32,410 --> 00:36:34,860  
How does a three-stack  
protocol support teachers

778

00:36:34,860 --> 00:36:37,070  
in making timely instructional decisions

779

00:36:37,070 --> 00:36:40,033  
as they facilitate acceleration  
in their math classrooms?

780

00:36:41,010 --> 00:36:42,820  
How does collaborative  
student work analysis

781

00:36:42,820 --> 00:36:45,813  
promote high quality math  
instruction for all students?

782

00:36:47,230 --> 00:36:48,600  
And what are your next steps

783

00:36:48,600 --> 00:36:51,660  
for implementing your  
learning from this module?

784

00:36:51,660 --> 00:36:53,560  
Pause now and consider your responses

785

00:36:53,560 --> 00:36:55,610  
to these reflection questions.

786

00:36:55,610 --> 00:36:58,920

If you are watching in a team or in a PLC,

787

00:36:58,920 --> 00:37:01,633

have a conversation to  
debrief on your thoughts.

788

00:37:09,070 --> 00:37:11,290

Throughout this module, it's  
no doubt that your wheels

789

00:37:11,290 --> 00:37:13,390

have been turning as you're  
thinking about some next steps

790

00:37:13,390 --> 00:37:15,150

to implement what you have learned.

791

00:37:15,150 --> 00:37:17,900

Here's some additional  
things to keep in mind.

792

00:37:17,900 --> 00:37:20,050

Share what you have learned today.

793

00:37:20,050 --> 00:37:21,960

It will be a lot easier to move forward

794

00:37:21,960 --> 00:37:24,410

if you have colleagues,  
you can collaborate with.

795

00:37:25,780 --> 00:37:27,340

Keep in mind that this protocol

796

00:37:27,340 --> 00:37:30,230

is really about the  
collegial conversations

797

00:37:30,230 --> 00:37:34,160

and making sure everyone on  
the team is on the same page

798

00:37:34,160 --> 00:37:35,760

and is making instructional decisions

799

00:37:35,760 --> 00:37:37,193

that are best for students.

800

00:37:38,410 --> 00:37:39,350

Ask for help.

801

00:37:39,350 --> 00:37:41,710

Remember, you are not on an island.

802

00:37:41,710 --> 00:37:44,410

Reach out to instructional  
leaders at your site,

803

00:37:44,410 --> 00:37:46,270

your parish or your district.

804

00:37:46,270 --> 00:37:47,660

And at the end of the module,

805

00:37:47,660 --> 00:37:49,770

I will share additional

contact information

806

00:37:49,770 --> 00:37:51,070

if you want to learn more.

807

00:37:53,690 --> 00:37:56,050

Thank you for taking the time to reflect

808

00:37:56,050 --> 00:37:58,900

and for engaging in this  
asynchronous module.

809

00:37:58,900 --> 00:38:01,150

Please feel free to revisit this recording

810

00:38:01,150 --> 00:38:04,120

as often as you like and  
take back the information

811

00:38:04,120 --> 00:38:07,250

and resources from the  
session to your team.

812

00:38:07,250 --> 00:38:09,130

In addition to visiting  
the sites on the slide

813

00:38:09,130 --> 00:38:12,130

for additional information  
regarding the LDOE's,

814

00:38:12,130 --> 00:38:15,583

Accelerate Initiative and  
for those planning resources.

815

00:38:18,190 --> 00:38:22,540

Finally have any questions,  
comments, want to learn more?

816

00:38:22,540 --> 00:38:26,070

Please reach out to [stem@la.gov](mailto:stem@la.gov)

817

00:38:26,070 --> 00:38:28,193

with any questions or comments.