Session 3: Student Progress

**Do Now**

Think of one student in your class who had a “bright spot” learning moment this week. Take a moment to jot your reflection and share a positive take-away about their learning with a partner.

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**Step 1: Preparing to Analyze Student Work and Step 2: Analyzing Student Work (30 min)**

* Gather your task, student samples, and student work analysis tools. **Handout 2** provides a task internalization tool where you can utilize the guiding questions from the KAS for Mathematics Assignment Review Protocol to determine what evidence of student mastery should look like.
* You may choose to utilize the following structure when collaborating with your partner to complete these steps:

**15 min: Analyze Partner 1 samples**

* Partner 1 shares intended outcome and exemplar student response.
* Together, partners examine and annotate the student work.
* Together, partners identify evidence of strength, growth, trends, and next steps on the student work analysis form.

**15 min: Repeat for Partner 2**

**Step 1 and Step 2 Implications**

Take a moment to jot your reflections and prepare to share whole group.

* Overall, what strengths and gaps did you observe in your students’ work?
* Considering our content cycle look-fors, how might planning and practice have contributed to the strengths and areas for growth?
* How can you transfer what you learned from your sub-group to the larger class?

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 **Step 3: Responding to Student Work (20 min)**

Use ideas and insights gained in the protocol to plan instructional next steps. **Handout 2** has planning tools you can utilize to capture different instructional strategies you want to try in order to bridge learning gaps for different subgroups of students. Consider:

* How will this reteach be new and different? What specific instructional strategies will you use?
* End with a plan for re-assessment.

**Topic 1 Closing Reflection**

*Facilitators may choose to collect this page as an artifact for individual coaching sessions.*

Jot your reflections.

* How has your learning and planning impacted student achievement?
* Considering the focus of this content cycle, how can we refine our planning and instruction to continue supporting student progress toward the overall intended learning?
* In what ways can we leverage our teams to support the diverse needs of our students? What practices might you adopt from other teachers’ plans?
* What other support do you need to continue to refine your practice in this area?

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