

Today's Outcomes & Agenda

Today we will discuss:

- ▶ **Why** the CASL design works
- ▶ Who teachers become as they engage in CASL
- ▶ **How** the CASL design works
- ▶ The benefits of CASL



Opening Poll Questions

Rate the degree to which you believe...

- ▶ All students should be held to the same standards of excellence.



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- ▶ Students can reach those standards if teachers use the same best practices for all students.



Opening Poll Questions

Rate the degree to which you believe...

- ▶ All students should be held to the same standards of excellence.
- ▶ Students can reach those standards if teachers use the same best practices for all students.
- ▶ If you can get teachers to change their practices and they get positive results, their beliefs will change.



CASL Purpose: Transformative Professional Learning

Additive

... builds on current repertoire of practices, given present beliefs and assumptions.

Transformative

...changes deeply held beliefs, assumptions, and habits of practice.

• Mezirow (2000)

The Sue and Nika Story

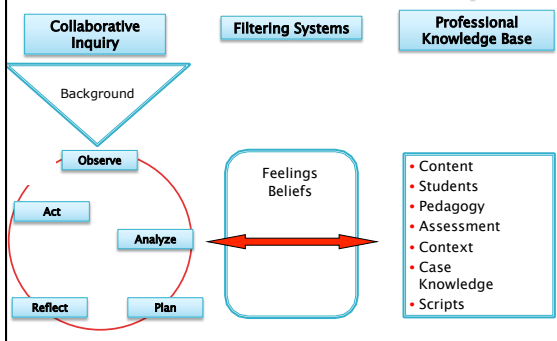
- How has Sue changed as a result of this dialogue with her colleagues?
- How is this an example of transformative teacher learning?



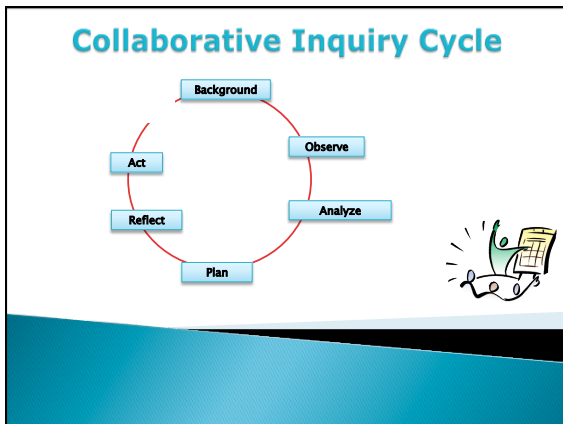
CASL Theory of Change

Through the Collaborative analysis of student learning (CASL), teachers move away from using uniform 'best practices' toward the personalization of learning that is culturally and linguistically responsive so that each and every one of their students successfully reaches standards of excellence.

Framework: Teacher As Collaborative Inquirer



Collaborative Inquiry Cycle



Background for Work Sample

Provide information about student and work sample so all have access to the facts.

- › Biography (recent updates for Nika)
- › Desired outcome for the assignment or assessment (often a rubric)
- › Directions given and conditions

Observe What Is Seen Without Explaining What It Means

As hear other teachers' observations, they broaden their lenses for increased layers of meaning.

- › Sue asks group to read Nika's writing about an article on westward expansion.
- › Teachers point to where they see sloppy writing, disorganized thoughts/logic, and another key observations:
 - Nika used negative adjectives about "white men" & positive adjectives about "Native Americans"

Analyze Multiple Explanations

Try to understand *why* Nika is performing as he is BEFORE deciding what to do.

- › Sue wonders whether Nika's negative adjectives about white men might be due to his anger.
- › Another teacher proposes that the negativity and sloppiness might represent his alliance with his own people and antagonism toward the pioneers.
- › The group checks the article: It was biased toward the settlers. This probably upset Nika.

Plan for Action

Based on the group's analysis, find information and select responsive approaches.

After considering several approaches, Sue will:

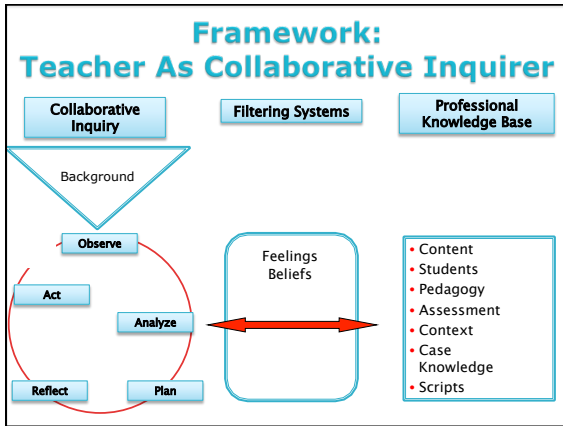
- ▶ Talk to Nika to check out the proposed theory.
- ▶ Find and use primary sources for Native American point of view.
- ▶ Ask Nika's father to come to class to present stories handed down from his ancestors.
- ▶ Revise final writing assessment to invite multiple perspectives on westward expansion.

Reflect on How Collaborative Inquiry Helped Teachers' Learning

- ▶ Sue: Is now aware of her white middle class perspective, and was able to see it in a safe environment.
- ▶ Group Member: Will be sure to include multiple perspectives on history to connect with all students' backgrounds.
- ▶ Group Member: We need to communicate better by pausing and not interrupting so we can understand the speaker's ideas.

Act

- ▶ Add to Focus Student (Nika's) Biography.
- ▶ Try out the plan in the classroom.
- ▶ Collect next work sample: Final essay on westward expansion.

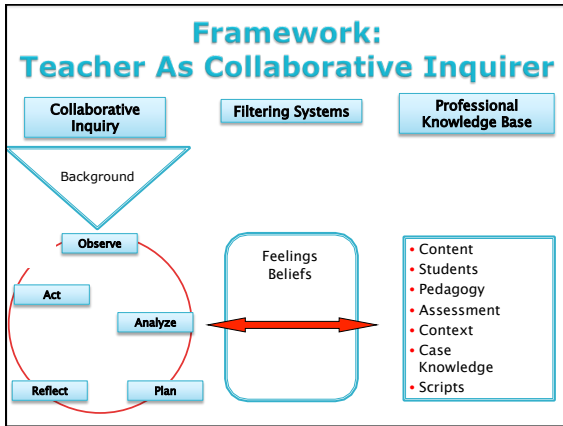


CASL Purpose

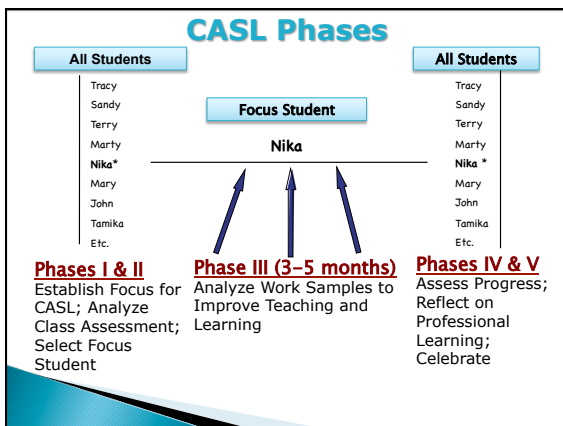
CASL develops collaborative inquirers who relentlessly pursue, discover, and apply responsive approaches for learning so that each and every student reaches standards of excellence.

- Moral Stance
- Cultural Proficiency
- Efficacy
- Collective Responsibility

How does this square with your vision of an accomplished teacher?








**Phase I:
Establish a Focus for Collaborative
Inquiry**

*What area of the curriculum is most
challenging for our students?*

- › Define Target Learning Area
- › Design Initial Whole-Class Assessment
- › Begin Teacher Autobiography


Sue's Target Learning Area

- › To write explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content in social studies.



Sue's Initial Assessment

- › Students were asked to read and write a summary of an article from the local newspaper.



Phase II: Define Teachers' Professional Learning Goals

Which students would be most fruitful to study over time so that we may discover equitable responses?

- › Analyze Initial Assessment Results
- › Establish Professional Learning Goal
- › Select Focus Student and Begin Biography

Sue's Professional Learning Goal

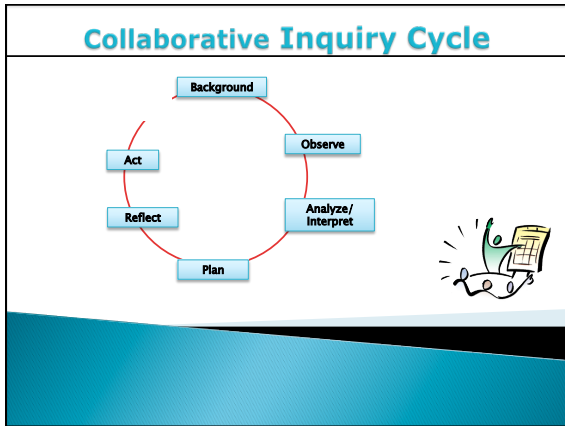
- › Studying Nika will help me develop responsive approaches for Native American students who struggle to organize their thinking in social studies writing.



Phase III: Improving Teaching and Learning (4-6 months)

Which approaches are most responsive to our students' specific strengths and needs?

- › Analyze each teacher's Focus Student Work Sample (every 2-4 weeks)
- › Continue Focus Student Biography
- › Continue Teacher Autobiography



Phase IV: Assessing Learning Progress

*What progress have our students made?
Who needs further assistance?*

- ▶ Analyze Whole Class Final Assessment
- ▶ Plan for Students Not Reaching Proficient Performance

Final Assessment

- ▶ Students were asked to describe in writing the positive impact of the Westward expansion and the negative consequences on the Native and African Americans.

Student's Writing Progress

- ▶ Sue saw impressive gains in Nika's writing, as well as most of her other students. They were able to organize their thinking in writing. Where some students fell short was in their accurate use of social studies vocabulary. She makes note of this because she anticipates studying this next year.

Phase V: Integrating Learning into Teachers' Professional Practice


What have we learned about ourselves and our teaching and what might we need to learn more about?

- ▶ Reflect on Teacher and Student Learning
- ▶ Set Professional Learning Goals
- ▶ Celebrate Accomplishments

CASL ESSENTIAL FEATURES


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- ★ Structured Inquiry



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- ★ Case-Study for Equitable Responsiveness
- ★ Productive and Intentional Collaboration
- ★ Skilled Facilitation and Organizational Support

The End To The Sue And Nika Story
