

Impact Teams

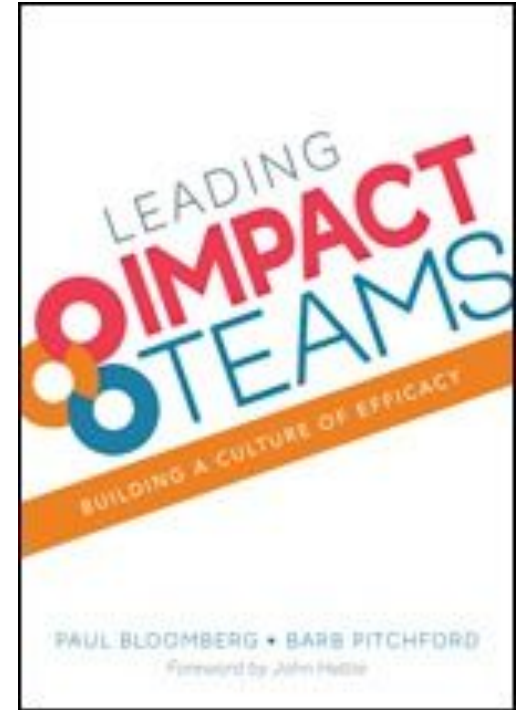
Sequoia Middle School
2018 - 2019



Impact Teams: Background

Impact Teams: Sequoia's Model

Impact Teams: Takeaways and
Action Steps



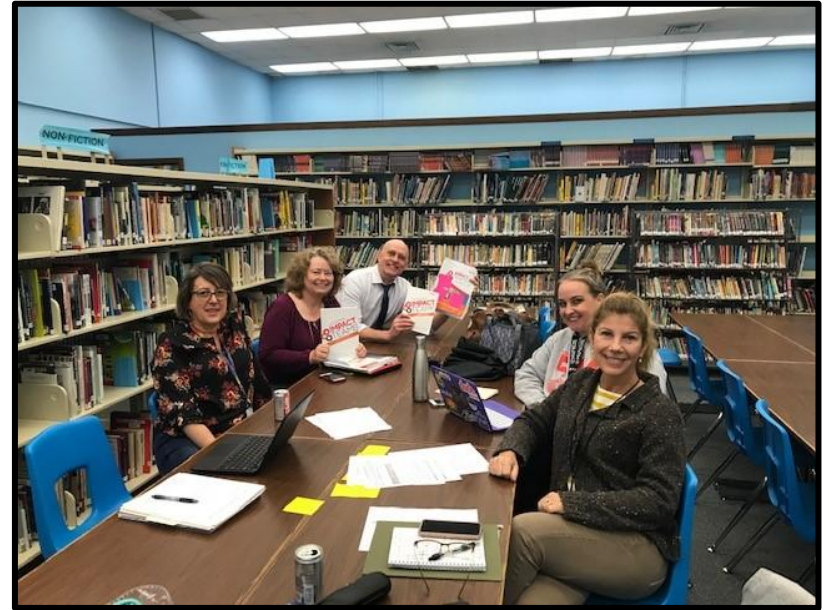
Impact Teams: Background

Why Impact Teams?

Strength PLC by providing:

- Purpose
- Safety
- Support
- Trained Facilitator
- Collective Action

Gallimore, Ermeling, Saunders, and Goldenberg (2009)
Harvard Education



What is an Impact Team?

Impact Teams

Impact Teams are **TEAMS** of educators that **PARTNER** with students. They **INNOVATE** to expand student ownership. They **SCALE UP** their collective expertise to **MAKE A DIFFERENCE** for **ALL** students.

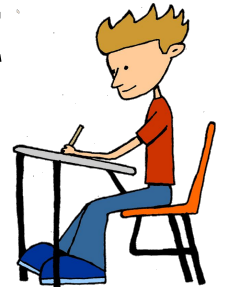
Handout 4



Collective Teacher Efficacy



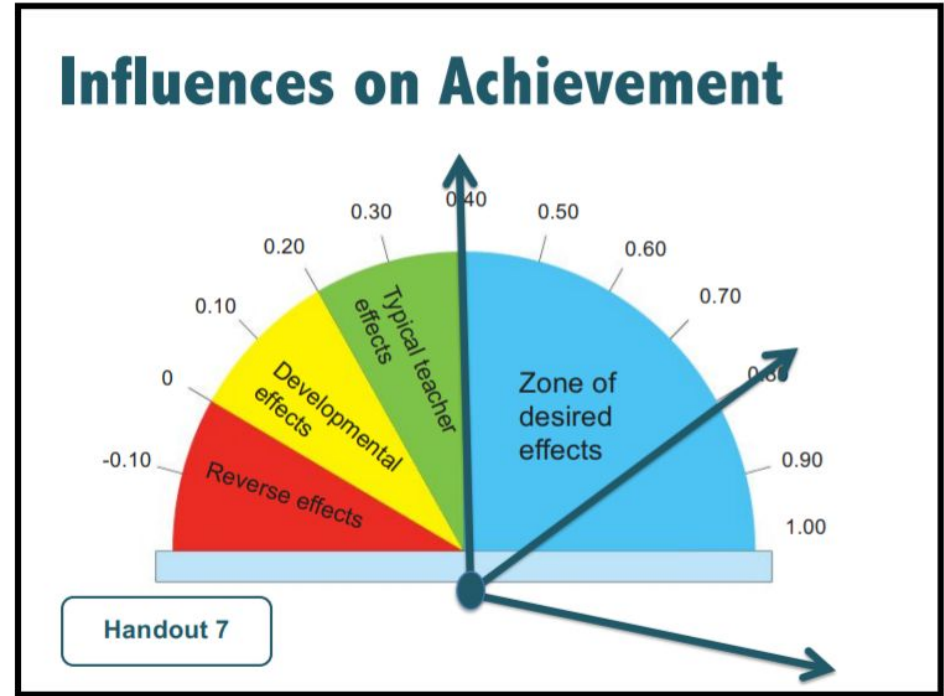
Assessment Capable Learners



Why are CTE and Assessment Capable Learners so Important?

Develop Assessment Capable Learners: 1.44 ES.

Build Collective Teacher Efficacy (CTE): 1.57 ES.



Impact Teams: Sequoia's Model

Sequoia Teams

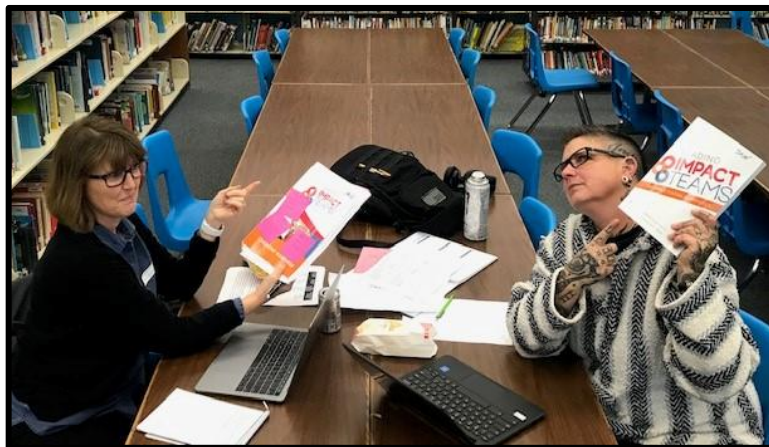
English 8th Grade: 4 Members
(SpEd and Gen Ed, *Discover* and Traditional)

Math 7/8th Grade: 6 Members
(2 Part Time, 1 Long term Sub)

Science 8th Grade: 4 Members
(SpEd and Gen Ed, *Discover* and Traditional)

Math 6th Grade: 7 Members
(SpEd and Gen Ed, *Discover* and Traditional)

Band: 2 Members
(Sequoia and Colina)



Sequoia Structure

September - 2 Full Day Overview Training

October - ½ day training for each team

November/December - ½ day training for each team

January - ½ day training for each team

February - ½ day training for each team

Teams met approximately 2 times monthly to collaborate (PLC time or release time).

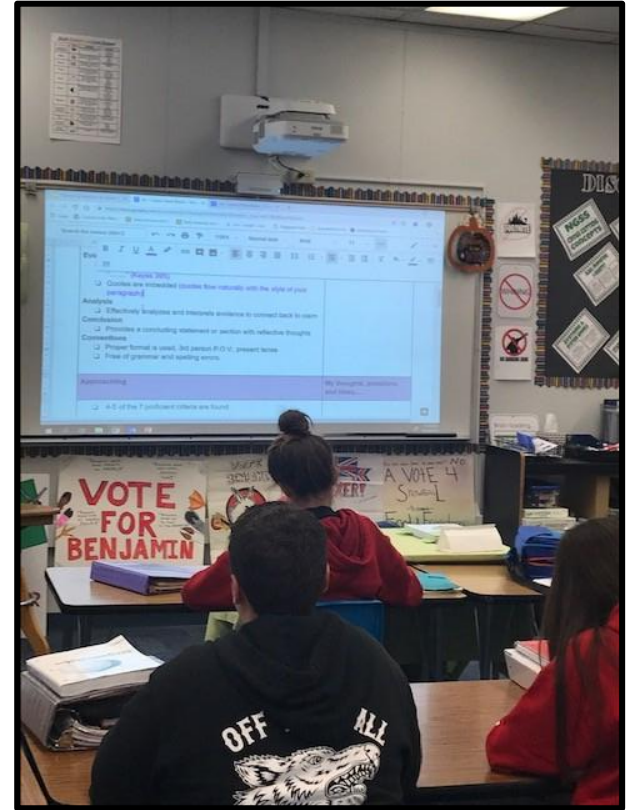
Conference calls/emails between admin and coach throughout year.

Sequoia Pre-Assessment

Opening meeting: Establish norms, team roles, calendar.

Created Tasks: Unpack standards to focus on, created tasks for students as formative assessment, created success criteria/student checklist

Co-constructed success criteria/checklist with students. Created rubrics to use for teachers to assess.

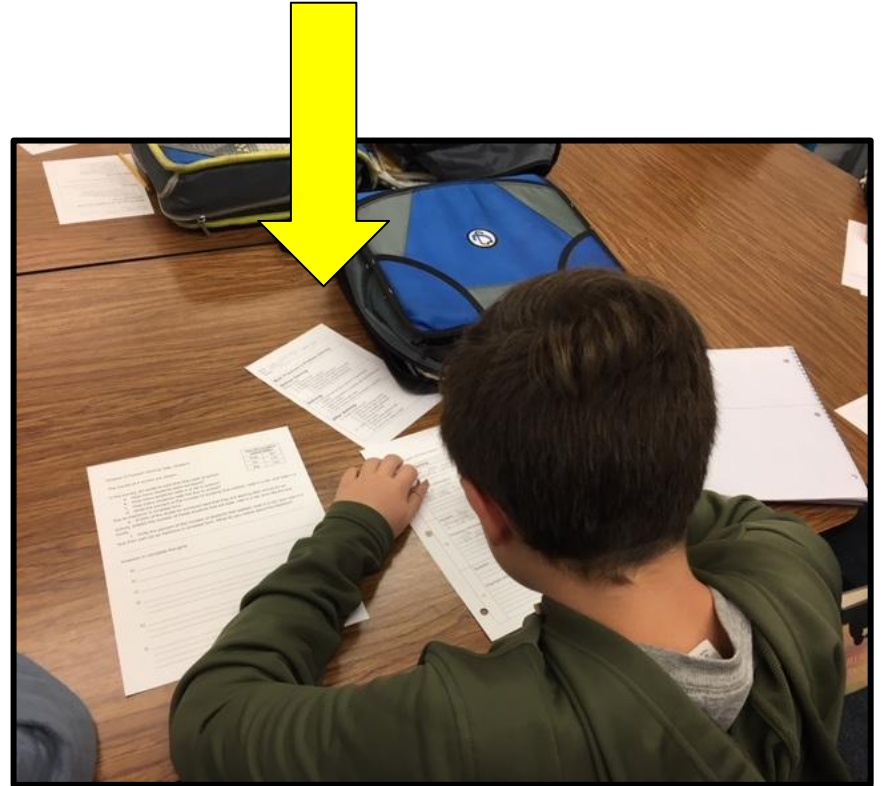


Sequoia Assessment

Student completes task using success criteria/checklist.

Students complete checklist (self-assessment) based on their performance on the task.

Teacher confirms student's self-assessment.



Name _____
Date _____ Period _____
Teacher _____

Success Criteria/ Checklist

Math Practices in Problem Solving

Before Solving

Read 3 times:

- 1) Read to read.
- 2) Read for the question.
- 3) Read for important information.
 - list important information with bullets
 - label what the numbers stand for
 - connect this to a past experience

Solving






- Find important words to figure out operation(s) needed.
- Form an expression or equation with operation(s) and begin to solve.
- Show work for each step.
- Label numbers used in expression or equation.

After Solving

- Explain what you did
 - Explain your solving method
 - Tell about the steps you took
 - Write in complete sentences
 - Include the numbers
- Justify your steps
 - Double check what you did
 - Tell WHY you did it
 - Explain your steps in order

Student Self-Assessment

Rocket Self-Assessment Rubric

<p>Picture of Rocket is inserted here ↓</p> 	 <p>"Super Star"</p>	 <p>"Good"</p>	 <p>"Meh"</p>	 <p>"Huh?"</p>
<p>Requirements:</p> <ol style="list-style-type: none"> 1. Nosecone 2. Mass 3. Body 4. Fins 5. Secure construction 	All Five items	Four Items	Three Items	One or two Items
<p>Quantitative Data</p> <p>Height</p>	100 meters to 91 meters	90 meters to 71 meters	70 meters to 51 meters	50 meters to 0 meters

<p>Planning (Team Work)</p>	<ul style="list-style-type: none"> - Looks attractive and shows a theme. -Worked well together -Brought all materials -Submitted research -Used time wisely 	<p>-Missing one component from "Super Star"</p>	<p>-Missing 2-3 components from "Super Star"</p>	<p>-Has 0-1 components of "Super Star"</p>
-----------------------------	--	---	--	--

Rocket assessment

1. What makes the rocket go up in the air?

The pressurized air and water makes the rocket fly. When you pull out the launch cord, nothing will be holding the rocket down. So the pressurized air will come out, making the rocket fly

2. When does the transfer of energy take place?

The transfer of energy takes place when the rocket launches (Potential to Kinetic) and when the rocket starts to slow down (Kinetic to potential energy). Kinetic energy, potential energy, and gravitational energy are involved in rocket launches.

3. How is the law of conservation of energy involved and maintained?





None of the energy is created or destroyed in the launch. The energy will always change into another form of energy.

4. What part of your rocket did you change and what caused you to change it? If you didn't modify your rocket, what would you modify if you were to build another one?

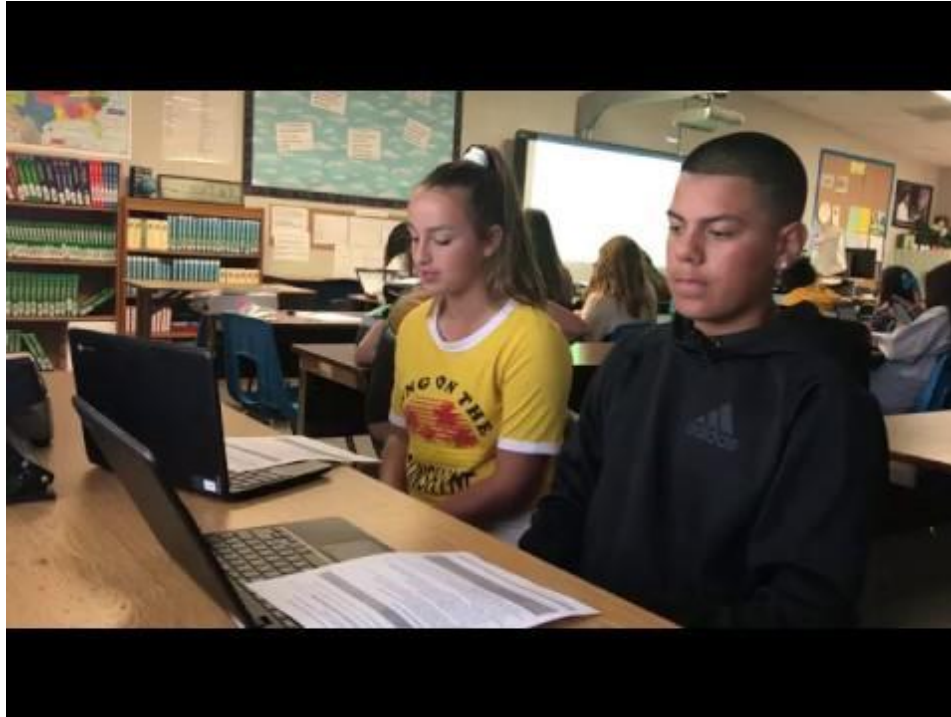
I would modify the fins by adding a fourth on and making them bigger. I would also make the nose cone out of harder material, like foam. I would also decorate the rocket a lot more.

PROBLEM SOLVING RUBRIC

Teacher Rubric

Math Practices				
<p>Before Solving</p> <p>Read 3 times:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1) Read to read. <input type="checkbox"/> 2) Read for the question. <input type="checkbox"/> 3) Read for important information. <ul style="list-style-type: none"> <input type="checkbox"/> list important information with bullets <input type="checkbox"/> label what the numbers stand for <input type="checkbox"/> connect this to a past experience 	<p>I don't know where to start before solving this problem.</p>	<p>I need prompting in knowing what to do before solving this problem.</p>	<p>I can plan to solve this problem.</p>	<p>I know what to do before solving this problem, and I could explain it to others.</p>
<p>Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find important words to figure out operation(s) needed. <input type="checkbox"/> Form an expression or equation with operation(s) and begin to solve. <input type="checkbox"/> Show work for each step. <input type="checkbox"/> Label numbers used in expression or equation. 	<p>I don't know how to solve this problem.</p>	<p>I need prompting in know how to solve this problem.</p>	<p>I can solve this problem.</p>	<p>I know how to solve this problem, and I could explain it to others.</p>
<p>After Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain what you did <ul style="list-style-type: none"> <input type="checkbox"/> Explain your solving method <input type="checkbox"/> Tell about the steps you took <input type="checkbox"/> Write in complete sentences <input type="checkbox"/> Include the numbers <input type="checkbox"/> Justify your steps <ul style="list-style-type: none"> <input type="checkbox"/> Double check what you did <input type="checkbox"/> Tell WHY you did it <input type="checkbox"/> Explain your steps in order 	<p>I don't know what to do after solving this problem.</p>	<p>I need prompting to know what to do after solving this problem.</p>	<p>I can explain my solution to this problem in writing.</p>	<p>I can explain, justify, and apply my solution to this problem in writing.</p>

Checklist in Action

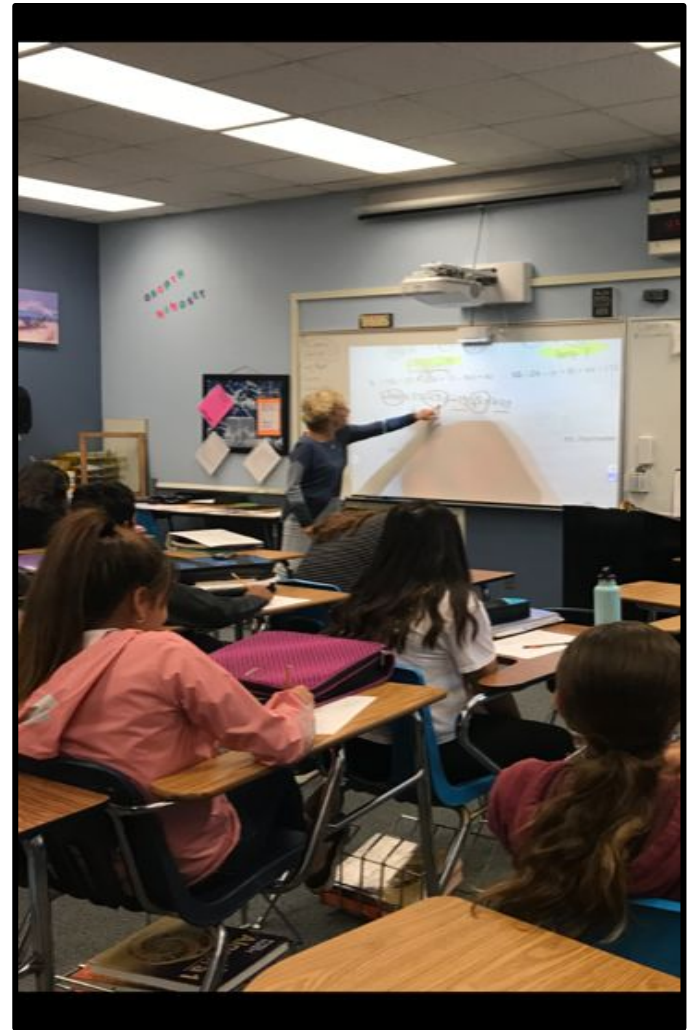


Sequoia Post-Assessment

Discussed data at [EAA](#) meeting. Divided student work up into performance bands.

Implemented action based on EAA.

[Check-in](#) meeting to discuss actions.



Impact Teams: Successes and Next Steps

Successes

Involved students in the assessment process.

Tightened up PLCs (norms, team roles, scheduled meeting times, action)

Increased collaboration between Special Education and General Education Teachers.

Promoted collaboration between schools.

Strengthened trust between colleagues.

Use of more formative assessments.

Next Steps

Analyze Data: teacher feedback, survey, trimester grades, SBAC

Be more explicit with informing students about Impact Teams. PowerPoint that all Impact Team teachers give next year to students.

Continue to grow current Impact Teams. Add on new members to existing teams.

Calendar next year's meetings, choose standards, create Tri 1 tasks.

Add on two brand new teams.

Parent info Meeting on Impact Teams

Teacher Perspective

What has been the most beneficial part of the **Impact Team** process for you?

Thank you!

