



THE LEARNING CYCLE

**HOW A CYCLICAL APPROACH TO LEARNING IMPROVED STUDENT DATA
AND PROMOTED COLLECTIVE EFFICACY AMONG TEACHERS**

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LEARNING TARGETS

 I can define the steps of the learning cycle.

 I can understand how the learning cycle can improve data.

 I can engage in the learning cycle and determine next steps for impact.

THE STORY OF HERITAGE PRIMARY



2020-2021

- Literacy Coach
- COVID - Hybrid School
- Leaders took Collaborative Teams Profile & Set Goals

2021-2022

- "Normal" School Year
- Leaders completed DACL Profile & Set Goals

2022-2023

- New AP
- Leaders set new DACL Goals & continued improving on past goals
- Implemented the Learning Cycle









WE'VE MARCHED ON!

- Learning Targets & Clear Success Criteria
 - Four Step Framework
- Leadership
 - CLT Questions
 - Using the Data
- DACL Goal:
 - STRONG & WEAK WORK SAMPLES**





HERE WE GO!

-  **MO Priority Standards & Units of Study - Alignment!**
-  **Clear Learning Targets & Success Criteria**
-  **Giving Assessments (Benchmark) - New District Ones!**
-  **Providing Meaningful Instruction - Not just turning the pages!**

COLLABORATION

CONVERSATION

REFLECTION

ENVISIONING

NOW WHAT?

Q3/Q4

F+P
iReady
QSA
QPA
RAN
Writing

① What's the pattern / area of focus?

Data Protocol
Remove lens of phonics

DATA
Visibility
Feedback
Lead Protocol

+ What are we committed to doing?
+ What are the steps in doing that?

② Create/Develop
Jess → CFA

*need to be in classrooms to see in action
Choose
Strategy should move ALL students
extend + close gaps

Tier 1

align w/ standards

what does it look like?
* Strong + Weak Samples

④ Reflect

How do we know Ss were successful?

What's next if they weren't successful?

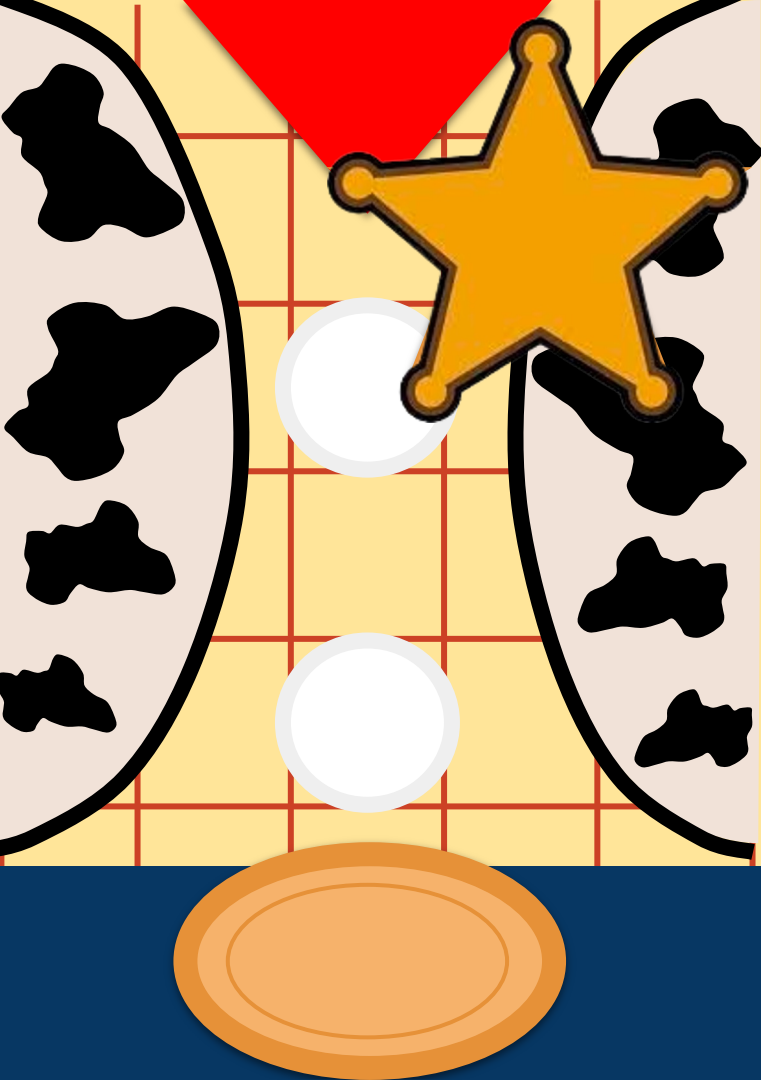
Team ROLES

Accountability

Tchrs Model data protocol w/ strategies
Canada, McD

1- Bode, Jackson

2- Smith, Mitchell, Canty



THERE'S A CYCLE IN MY BOOTS!



Give &
Analyze
Assessments



Create,
Develop, &
Give CFAs



Create
Learning
Experiences



Reflect &
Adjust as
Needed

THE PROCESS

- Introduction/Explanation -
THE WHY!!
- Connect to what teachers were already doing -
NOT ONE MORE THING!!
- Collaborate/Build Collective Efficacy with Teams -
WE'RE ALL IN THIS TOGETHER!!
- CLT Questions/Reflect -
WHAT DID THIS TELL US?





TO INFINITY & BEYOND WITH CLTs

- Admin CLT
 - Look at the Data
 - Align with Priority Standards
- Team CLT
 - Create CFAs
 - Plan to give CFAs
- Coach CLT
 - Analyze data from CFAs
 - Create meaningful learning experiences that meet needs based on data
- Team CLT
 - Reflect on what was learned from students
 - Reflect on instructional practices and impact
 - Determine next steps for ALL learners

READING BENCHMARK

	WINTER	SPRING
KINDERGARTEN	60%	82%
1ST	47%	64%
2ND	36%	52%

OOOOOOH...
DATA!





**Give &
Analyze
Assessments**



**Create,
Develop, &
Give CFAs**




**Create
Learning
Experiences**



YOUR TURN!

FIRST GRADE PROGRESSION

Name _____




Cs cn s n
tz.



1
I used a letter for the sounds I heard.

Name _____




Cis can sen
in tez.



2
I used a vowel in every word.

Name _____




Cis can sen in
tes. Fa have
bac har.



3
I wrote words I know correctly.

Name _____




chimp
black hair
trees
jungle

Chimps can swing
in trees. They have
black hair. They
et banus.



4
I used blends and digraphs in my writing.

Name _____



chimp
black hair
trees
jungle

Chimps can swing
in trees. They
have black hair.
They like to eat
banus. I smile
at them at the zoo.



5
I tried using vowel teams and silent e.

Name _____



chimpanzee
black hair
trees
jungle

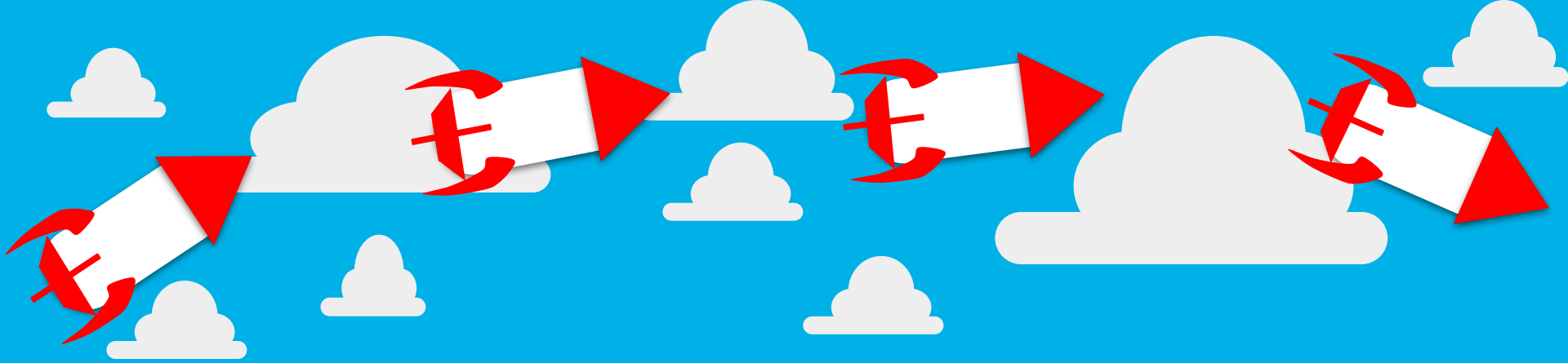
Chimpanzees can
swing in trees.
They have furry
black hair. They
eat bananas. I
smile every time
I see them at the
zoo.



6
I wrote longer words with a vowel in every syllable.

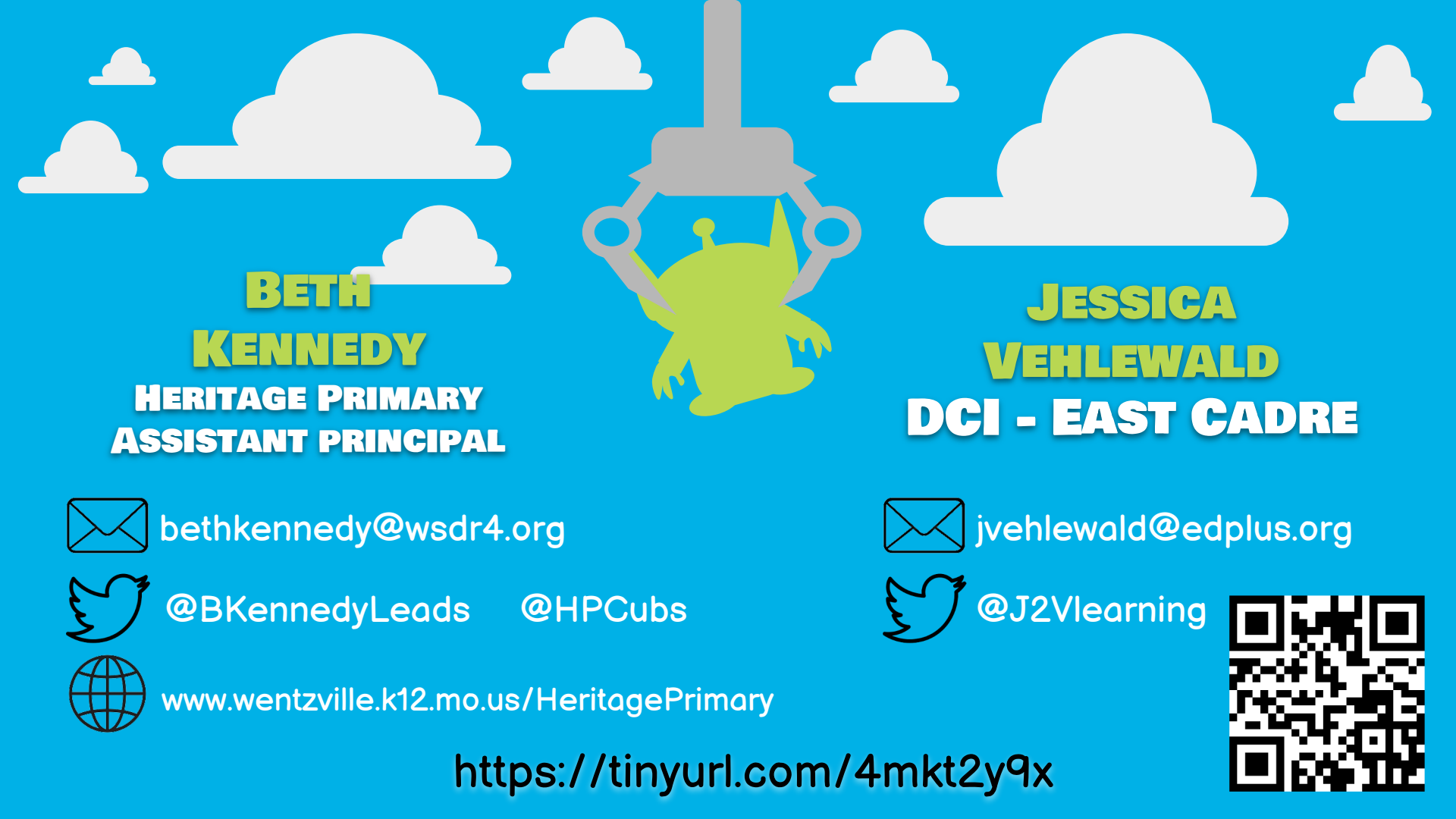
Which one is most like your writing?

EXAMPLE



- FEEDBACK**
- COMMON COMMITMENT**
- DATA PROTOCOLS**

THE SEQUEL



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**HERITAGE PRIMARY
ASSISTANT PRINCIPAL**



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