



Leadership Series  
Session 3 – March 2024

Welcome!

# Introductions

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- Katie Oster
- Laura Haynie
- Melissa Stanley





March

Spring





NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**





# Improved Student Learning Outcomes Through Tier 1 Supports

[WWW.NDSBL.ORG](http://WWW.NDSBL.ORG)



## ND Priority Standards & Proficiency Scales

- English Language Arts
- Essential Skills
- Health
- Math
- Music (Coming soon!)
- Science
- Social Studies



## ND Standards-Based Learning Implementation Toolkit

- Use this document to initiate and/or enhance your local standards-based teaching and learning efforts!



## Resources

- Archived Webinars
- Archived NDSBL Newsletters
- Professional Learning Notices
- FAQs

## CONTACT US



[ndsbl.info@k12.nd.us](mailto:ndsbl.info@k12.nd.us)



[www.ndsbl.org](http://www.ndsbl.org)

## WHAT WE DO

Your NDSBL team is a collaborative of Regional Education Associations (the NESB, SEEC, and CREa), supported by the ND DPI, who believe in equitable resources and learning opportunities for students and educators across ND. We are passionate about high-quality curriculum, instruction, and assessment practices that help educators understand and meet their students' needs and engage their students and stakeholders in the learning process.

## WHO WE DO IT FOR

**Educators:** Focused instructional time, clear learning progressions, & aligned curricula, instruction & assessments

**Students:** Clear learning progressions, ownership of the learning, & actionable feedback

**Stakeholders:** Refined communications of learning expectations and grading/reporting of K-12 content standards

## HOW WE DO IT

Developing a guaranteed and viable curriculum is a big lift for any school district! We want to support you with the foundational knowledge, skills and resources common to most schools so that you can get started and can focus your local resources on more customized classroom supports throughout your implementation journey. We also want to work with, learn from, and provide continued support to those schools well into their standards-based learning plan.



## North Dakota Standards-Based Learning School Leadership Series



The NDSBL School Leadership Series features student-centered support through resources that align curriculum, instruction, and assessment. Our facilitator brings valuable experience and insights to the conversations, helping leaders identify initial and next steps within the implementation process.

**Grade K-5 ND Math & ELA Standards**  
*Priority Standards*  
*Proficiency Scales & Student-Friendly Scales*  
9:00 am Central Time  
[Join Zoom](#)

**Grade 6-12 ND Math & ELA Standards**  
*Priority Standards*  
*Proficiency Scales & Student-Friendly Scales*  
10:00 am Central Time  
[Join Zoom](#)

All participants are welcome! We encourage building and district leaders to attend with a Math & ELA school educator(s) for maximum collaboration in schools.

Wednesday  
January 10, 2024

**Session 1 - Let's Get Started**  
Introduction - Quality Instruction - Student Engagement

Wednesday  
February 14, 2024

**Session 2 - Now Meets Next**  
Formative Checks - Student Evidence - Aligned Assessments

Wednesday  
March 13, 2024

**Session 3 - All Students, All Levels**  
Data Informed Practice - Intervention - Enrichment

Wednesday  
April 10, 2024

**Session 4 - Standards-Based Learning Processes**  
Guaranteed & Viable Curriculum Journey



This **FREE VIRTUAL** series is made available through **Regional Education Association** collaboration and is supported by the **ND Department of Public Instruction**.

Facilitator: Melissa Stanley [melissa.stanley@k12.nd.us](mailto:melissa.stanley@k12.nd.us)

Questions? [ndsbl.info@k12.nd.us](mailto:ndsbl.info@k12.nd.us)

# FAST Reconnect – Session 1

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- WHY? A Leadership Series
- Be Affirmed!
- Start small.
- Much staff discussion needed
- Guaranteed & Viable Curriculum
- The Standards
- AMAZING NDS
- Mapping
- Pacing
- Teach the Learning Progression
- Scales for Stakeholders

- Intentional Planning
- Student Engagement
- Differentiation

Access Video & Slides

- Template Use/Justification
- Quality Tier 1 Instruction
- Learning Target Clarity
- Proficiency Scale Use!
- Scales for Students
- Relevancy

# FAST Reconnect – Session 2

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- WHY? A Leadership Series
- Be Affirmed!
- Assessment Process
- Much staff discussion needed
- AMAZING NDSBL
- Assess G
- Formative
- Evidence Collection
- Tracking Learning
- Scales in students' hand
- Feedback & FA Examples
- Visual Thinking Example
- Building Agency
- Scales Aligned Assessment
- Scales Aligned Assessment – Resources
- Scales Aligned Assessment – Levels
- Showing Knowing Examples
- Classroom Culture Tracking
- Student Tracking
- Building Efficacy

Access Video & Slides

Formative Checks for Understanding	
Daily	44%
Bi-weekly	33%
Weekly	11%
Bi-monthly	11%

Tracking Performance	
Teacher	71%
Students & Teachers	12%
Not yet	17%

# Data Informed NDSBL Leadership Series

Scales Aligned Assessments	
Scales use for learning level	6%
Analyze resource for scale level	19%
Writing scales aligned assessments	0%
Not yet	75%

# Leadership Series Information

Wednesday January 10, 2024	<b>Session 1 - Let's Get Started</b> Introduction - Quality Instruction - Student Engagement
Wednesday February 14, 2024	<b>Session 2 - Now Meets Next</b> Formative Checks - Student Evidence - Aligned Assessments
Wednesday March 13, 2024	<b>Session 3 - All Students All Levels</b> Data Informed Practice - Intervention - Enrichment
Wednesday April 10, 2024	<b>Session 4 - Standards Based Learning Processes</b> Guaranteed & Viable Curriculum Journey



# Objectives

Session 2 - All Students All Levels

✓ Data Informed  
Intervention  
Enrichment

**Consider** thoughts, ideas, & possibilities for schools

**Provide** an overview of and access to NDSBL documents

**Explore** Data Informed Practice



**Review** Intervention opportunities

**Review** Enrichment opportunities

## WHY? A Leadership Series

In standards-based classrooms, **teachers** and **students** have a clear understanding of the expectations (*standards*). They know what they are teaching/learning each day (*standards*), why the day's learning is important to know (*relevance*), and how to do it (*process*).





"Students  
who can  
identify  
what they  
are learning  
significantly  
outscore  
those  
who cannot."

Robert Marzano

Glad you are here!



# SBTL CONVERSATIONS

**“I am more comfortable with tracking skills when I keep them on a clipboard so they are readily available to me. I mark in my lesson plans which items I will formatively assessed and on which days, so I am well prepared. I feel that I have a much better picture of my students with tracking the FS checks for understanding and the scales aligned assessments. This system allows for the students to show and explain their proof in various ways, which is best for students.  
My students deserve this.”**

*Grade 3 Educator - Year 2 practioner*



**S  
C  
A  
L  
I  
N  
G  
  
U  
P**

# The WHY.

Our school. Our expectations. Our students..

# ***Quote of the Day...***

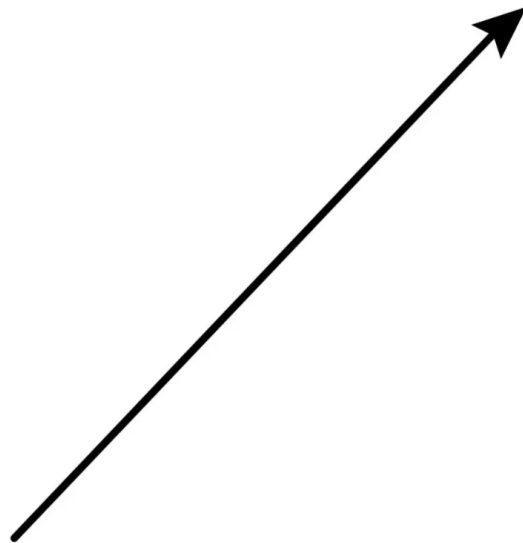


“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

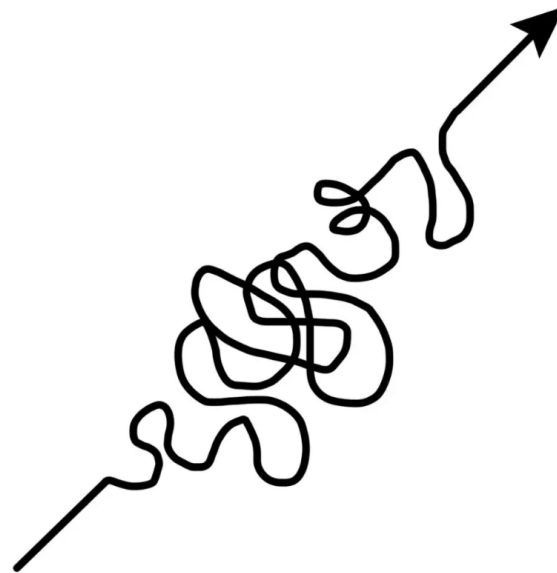
— *Alvin Toffler*

SUCCESS

SUCCESS

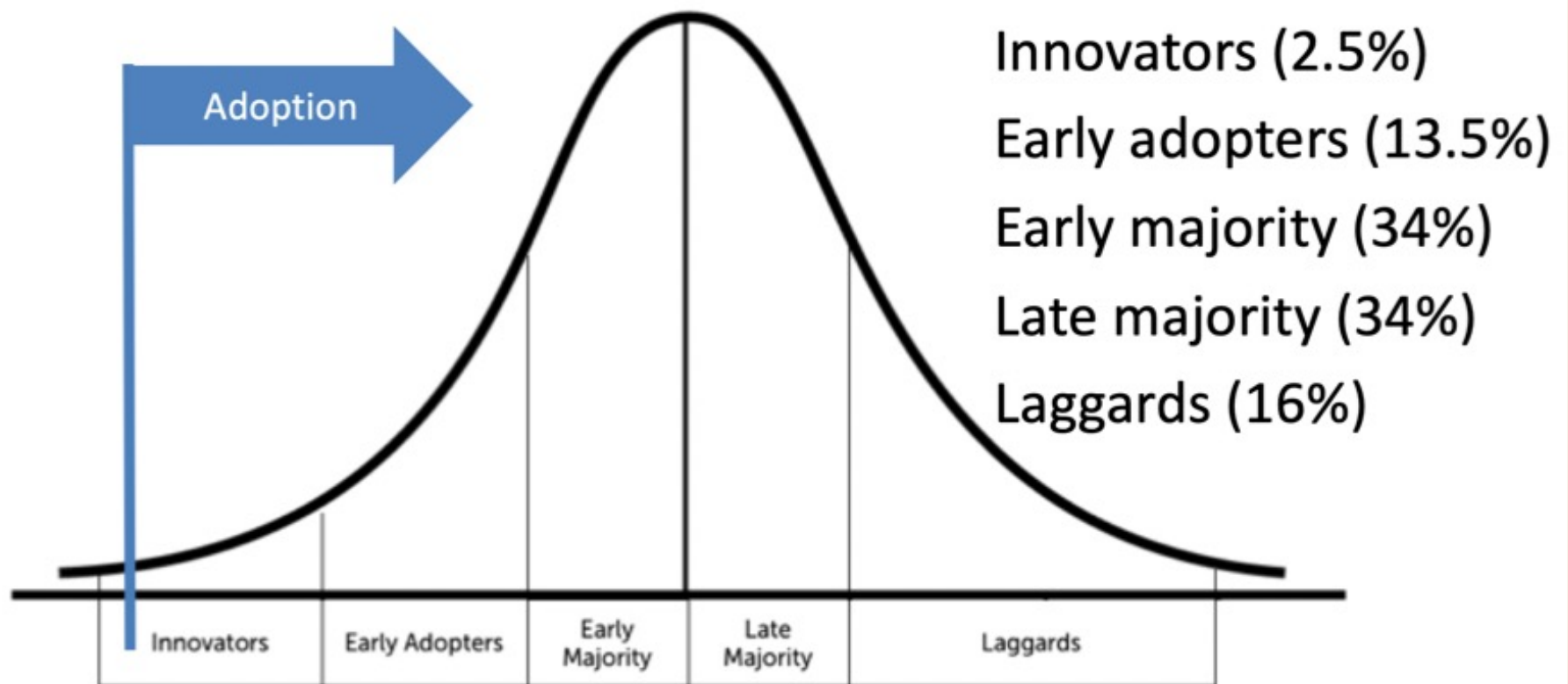


what people think  
it looks like



what it really  
looks like

Embrace  
the tangles  
to get to  
what will  
work best.



From *Diffusion of Innovations*, by Everett Rogers, 1962, 2003

- Data informed decision making in education can transform classrooms & dramatically improve teacher responsiveness to students.
- One of the most significant benefits of investing in data informed practices is the ability to tailor education to individual student needs.
- All students at all levels benefit when educators become responsive teachers.

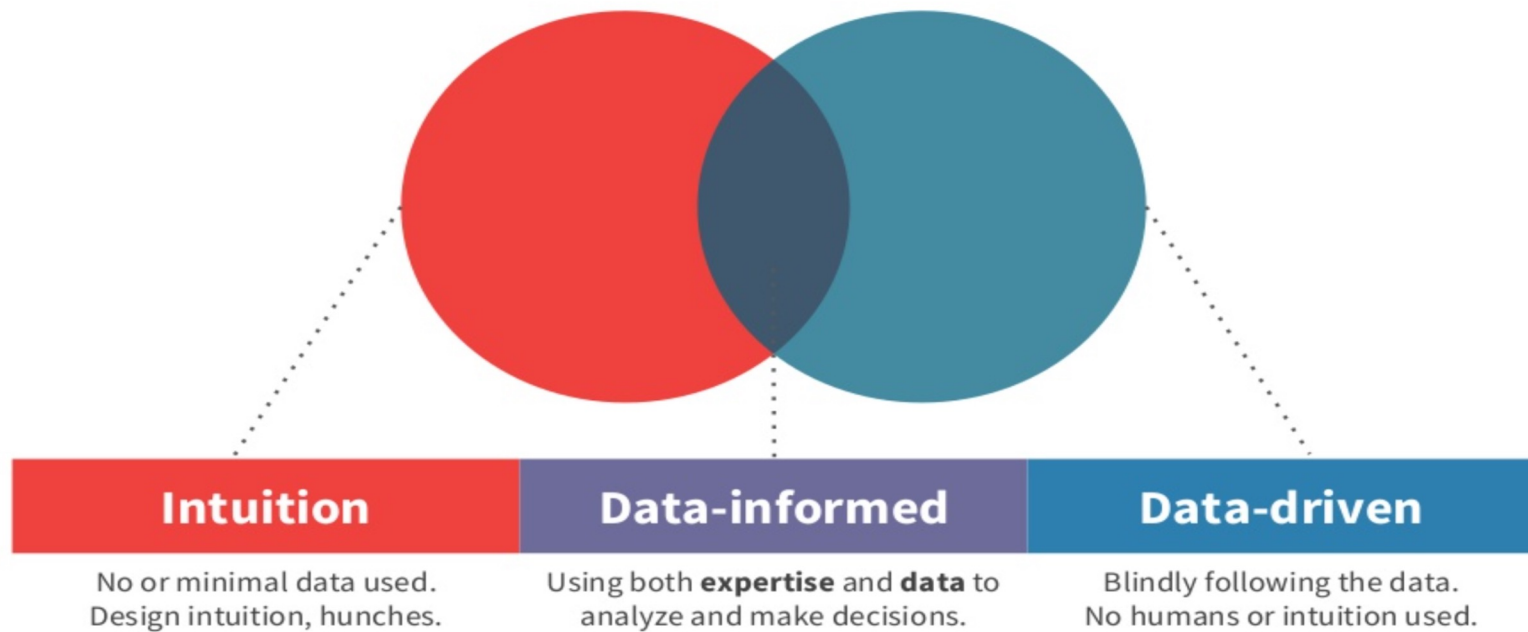


# The HOW.

Our school. Our expectations. Our students..

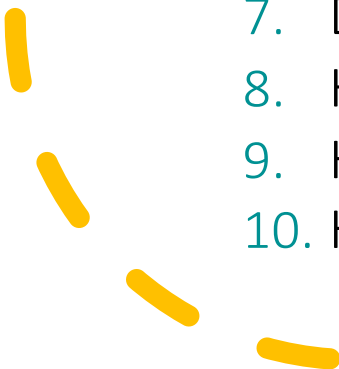
# How do we define data practices?


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# What important questions will we ask?

1. How will we plan for committed **time** for data work?
  2. How will we **collaborate** to honor input and voice?
  3. How will we plan for **celebrations**?
  4. How will the data change our classroom practice?
  5. How will we need to change instruction?
  6. How will we best deliver student feedback?
  7. Does the data suggest keeps or stops?
  8. How does the data connect to resource strengths or needs?
  9. How does the data honor or suggest change to pacing?
  10. How will we plan for vertical alignment of skills?
- 



We don't have  
~~enough time~~  
clear priorities.

# Dedicated **TIME** for protected **PRACTICE**

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PLC Team  
Data

Staff Data  
Talks

Data  
Carousel

Data  
Gallery

Data Days

Data  
Walls

Data  
Action

## Dedicated TIME for protected data informed PRACTICE

**PLC TEAM Data** – Teams can benefit from time together to examine their data with no external push-in or influence. The teachers know their students best and need time to digest the data and organize their thoughts to build collective teacher efficacy. TEACHER JUDGEMENT & TEAM CLARITY!

**Staff Data Talks** – Following PLC TEAM Data, staff can benefit from time together to examine their data vertically (K-5, 6-8, 9-12.) Staff need time to digest the data and organize their thoughts to build collective staff efficacy. School-wide ownership & vertical alignment result from this collaboration. School-wide themes or goals may be the result of this practice.

**Data Carousel** – Data is displayed on walls and/or stations for notices, wonderings, and questions of carousel participants. A staff member knowledgeable in the data analysis leads the discussions and answers questions at each rotation. Notes are gathered by station leaders for future conversations and next steps.

**Data Gallery** – Data is displayed on walls and/or stations for gallery participants to tour and study. Questions & comments are left on post-its throughout the gallery. Post-it input is gathered for further review after this rich brain dump.

**Data Days** – Teachers and support staff meet in data sessions to discuss the performance of each student. Interventions and enrichments are noted. Students without supports are identified to be programmed for beyond core. Usually scheduled in full day work sessions to meet with each grade or content area.

**Data Walls** – Data is displayed in a teacher workroom space for visibility and updates as progress is made towards school goals. Celebrations are posted for team wins! Next steps are clearly outlined for shared ownership of schoolwide practices.

**Data Action** – Following data analysis, goals are set with clearly defined action steps, timelines, responsible staff, and evidence to be collected for student performance. Growth of all students is tracked. Data is shared at all meetings to keep staff informed and to allow for necessary changes/needs that may arise,

# Let's Talk.

Our school. Our expectations. Our students..



# Data Informed Practice

## **K-5 Math**

BOY 61.3%

MOY 74.5%

EOY TBA

+13.2%



TEACHERS TEACH

Math		North Dakota Proficiency Scale	
3.NO.NBT.3		Number and Operations (NO): Base Ten (NBT)	
Math Attributes			
Problem-Solving (P)	Connections (C)	Reasoning and Proof (R)	
3-5.MA.P Learners can develop and carry out a logical plan to problem-solve situations, reflect on the reasonableness of solutions, and explore alternate strategies with guidance.	3-5.MA.C Learners can make connections and summarize related ideas using supporting evidence.	3-5.MA.R Learners can reason logically based on experience and knowledge, citing evidence to support their reasoning and conclusions.	
4.0 Score			
I can (suggestions for going beyond):			
<input type="checkbox"/> Create multiple math problems that have an estimated answer close to a given number.			
3.5 Score	I know the content and can do the skills at the 3.0 Score, and I go beyond what was directly taught to me.		
3.0 Score			
I can:			
<input type="checkbox"/> Add and subtract within 1000.			
2.5 Score	I know some of the content and can do some of the skills at the 3.0 Score.		
2.0 Score			
I can understand essential vocabulary, such as:		I can:	
<input type="checkbox"/> Addition		<input type="checkbox"/> Add and subtract within 100.	
<input type="checkbox"/> Subtraction		<input type="checkbox"/> Write numbers in expanded form.	
		<input type="checkbox"/> Use strategies to compose and decompose numbers using place value.	
		<input type="checkbox"/> Use the standard algorithm.	
1.5 Score	I know some of the content and can do some of the skills at the 2.0 Score, but I make mistakes.		
1.0 Score			
<input type="checkbox"/> I know some of the content and can do some of the skills at the 2.0 Score with help.			



When tracking student performance, how do educators arrive at a student performance level?

- ndsbl.org

The example below is for a proficiency scale with four foundational skills.

Intentional **checks for understanding** become **mounting evidence to show growth**.

Parts of the whole				Whole		My Learning	
FS1	FS2	FS3	FS4	3 task	3 task	SAA	SBL
2	2	2	2	3	3	3	3
show knowing, feedback, & instruction				STANDARD		My Learning	

**GROWING in SHOWING KNOWING!**

NBT.1 – FS4

### WHAT'S THE VALUE?

Say the value of the underlined digit in each number.


743,910  
 8,263,971  
 60,317  
83  
928  
 100,317

NBT.1 – FS4

Write the value of each highlighted digit.

	Value
593,802	
4, <u>8</u> 26,193	
<u>7</u> ,830,259	

NBT.1 – FS4



Search code: WLP

Value of a digit

### Read It!

6,800,210  
 71,605  
 304,946

NBT.1 – FS3

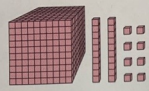
NBT.1 – FS3

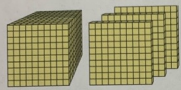
### BASE TEN DRAWINGS

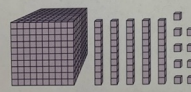
Pick a base ten drawing and write the number it shows. Give it 3 tries.


Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

NBT.1 – FS3










Search code: 7WT

Writing numbers up to one million in words:  
 convert digits to words

NBT.1 – FS3



Search code: 7WT

Writing numbers up to one million in words:  
 convert digits to words



1) Read, write, and compare decimals to thousandths. Read and write decimals to thousandths based on meanings of the digits in each place, using base-ten numerals, number names, and expanded form. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

compare whole numbers using symbols - FS1

compare two decimals to the tenths - FS2

compare two decimals to the hundredths - FS3

compare two decimals to the thousandths - FS4

level 3 touch 1

level 3 touch 2

level 3 touch 3

Assessment

HW WB Exit IXL HW WB Exit IXL HW WB Exit IXL HW WB Exit IXL

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Standard 5.NBT.3: Read, write, and compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals, word form, and expanded form. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

level 3 touch 1

level 3 touch 2

level 3 touch 3

Scales Aligned Assessment

Grade

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

P. 68 #12-13

P. 69

P. 70

P. 71

P. 72

P. 73

P. 74

P. 75

P. 76

P. 77

P. 78

P. 79

P. 80

P. 81

P. 82

P. 83

P. 84

P. 85

P. 86

P. 87

P. 88

P. 89

P. 90

P. 91

P. 92

P. 93

P. 94

P. 95

P. 96

P. 97

P. 98

P. 99

P. 100

5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Model an understanding of patterns with zeros and powers of 10 - FS1

Use exponents to show powers of 10 - FS2

Solve products with powers of 10 in standard form - FS3

level 3 touch 1

level 3 touch 2

level 3 touch 3

Scales Aligned Assessment

HW WB Exit IXL HW WB Exit IXL HW WB Exit IXL HW WB Exit IXL

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Standard 2.OA.8: Use mental strategies to fluently add/subtract within 20.

Check for Understanding

Date: 9/8 9/15 9/23 9/9 9/22 9/23 9/10 9/15 9/13 9/15 9/23 9/15 9/21 9/23 9/20 9/22 9/23 9/24

Write number sentence

Commutative Property

Identity Property

Use Different Strategies

Show How to Make a

Decompose Numbers

Use Base Blocks

Level 3 Touch 1

Level 3 Touch 2

Level 3 Touch 3

Scales Aligned

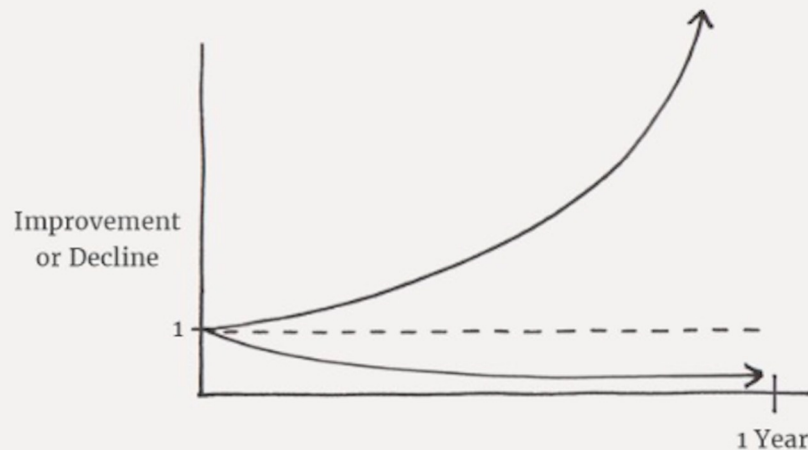
Grade

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

# The Power of Tiny Gains

1% better every day  $1.01^{365} = 37.78$

1% worse every day  $0.99^{365} = 0.03$



JamesClear.com

Frequent Check-ins

Performance Pulse check

Adjust Instruction

Deliver Feedback

#YAHOOIMA2

#YET

#FEEDBACKPLZ

#NEXTSTEPS

#GROWINGHERE

#IMA3

#SHOWIKNOW

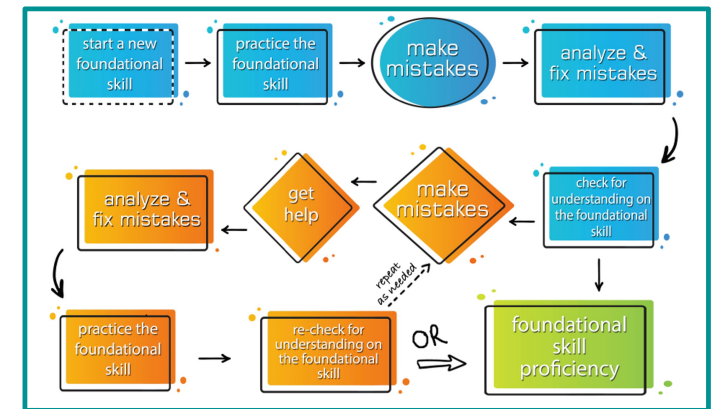
#SCALINGUP

When students know what they do & do not know...

# Foundational Skill

Tom	1	2	2	
Syd	2	1	1	
Kia	1	1	2	2
Stu	2	2		
Ben	1	2	2	
Tia	1	1	2	1

← TEACHER JUDGEMENT







Data informed schools know  
**where students are performing,**  
and then the **responsive**  
**teaching begins.**

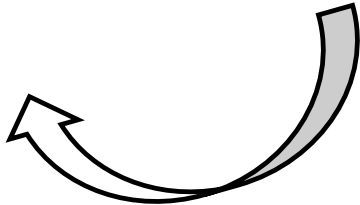
Tracking checks for understanding & show knowing	Standard - 3.NBT.2 (Addition): Using strategies and algorithms based on place value, properties of operation											
	FS1 - add basic number facts			FS2 - use place value			FS3 - use properties of addition			FS4 - model regrouping		
				9/21	9/23		9/23	9/28	9/29			
				2M	2M		1M	2G	2P			
				2M	2M		1M	1G	2P			
				2M	2M		2D,M	2G	2P			
				2M	2M		2D,M	2G	2P			
				-	2M		2D,M	1G	2P			
										10/4		
										2M		
										2M		
										2M		
										2M		
										-		
										2M		
Modeling	M											
Dialogue	D											
Paper/Pencil	P											
Response cards	RC											
Games	G											
IXL	I											
Level 3 Task	L3											

**MORES**

More explicit  
 More systemic  
 More modeling  
 More opportunities to respond  
 More feedback  
 More judicious review

4	I can also solve multi-step real world problems involving numbers.
3 Standard: 3.NBT.2 add (Reviewed 4-22-21)	I can: •add numbers within 1000.
2	Vocabulary: •place value •digit •parentheses •sum Skills: •add basic numbers •use place value •use properties of addition •model regrouping

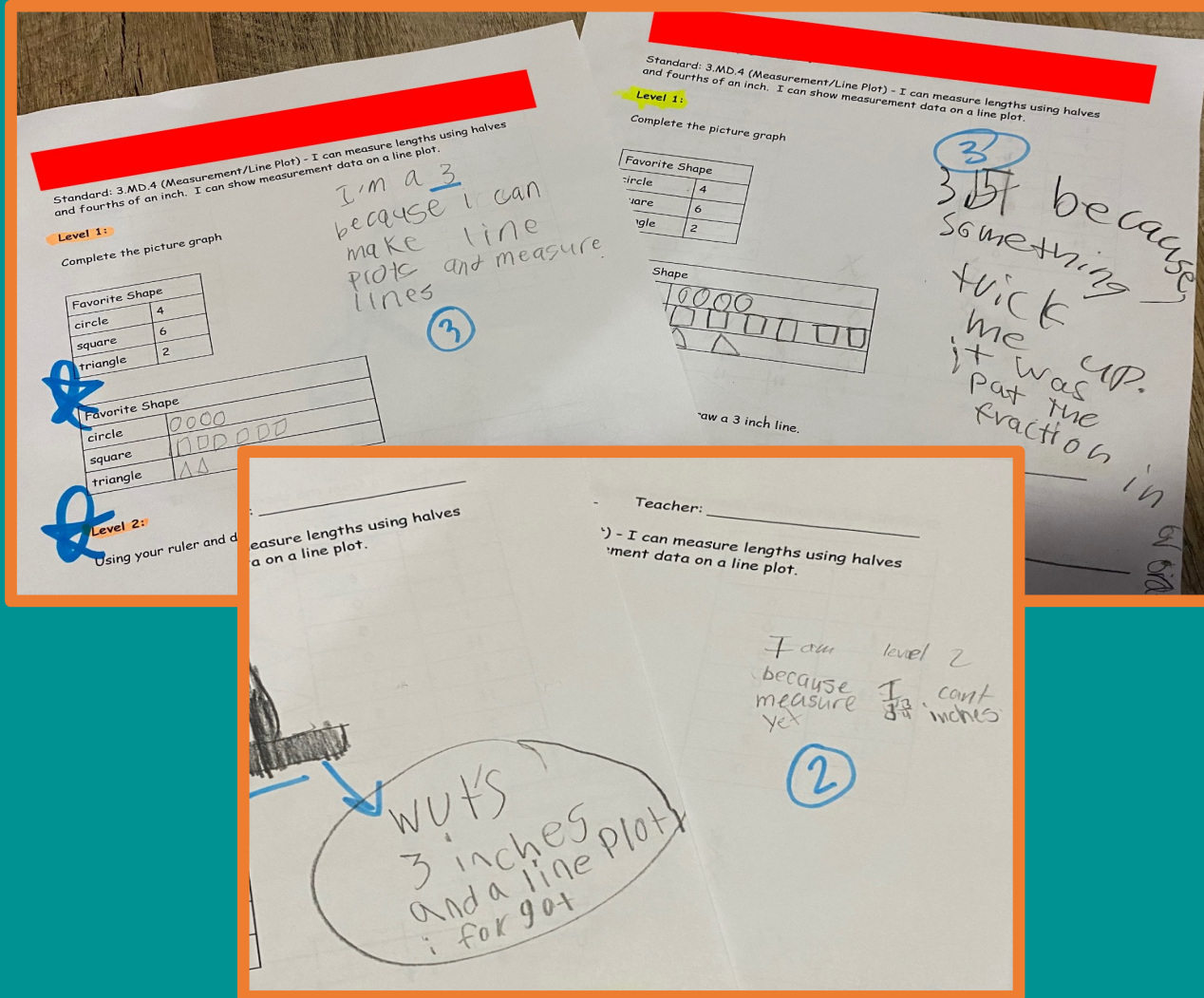
ACCORDION IN  
 ACCORDION OUT



Standard: EX.

Grade: EX.

MARCH 2024	FS 1	FS 2	FS 3	SAA's
4s				1 7%
3s				8 53%
2s	12 80%	14 93%	10 67%	2 13%
1s	2 13%	1 7%	5 33%	4 27%
IE	1 7%	0 0%	0 0%	0 0%



When  
students  
know  
what they  
do & do  
not  
know...

		1	2	3	4	Tier 1
5th Grade		5.7%	16.3%	63.1%	14.9%	78.0%
*	5.NBT.2 Decimals	2.1%	19.5%	62.4%	16.0%	78.4%
~	5.NBT.2 Whole Number	4.1%	12.5%	74.2%	9.3%	83.4%
~	5.NBT.3 Compare	1.4%	8.7%	75.9%	14.0%	89.9%
~	5.NBT.3 Read & Write	11.9%	22.3%	51.5%	14.3%	65.8%
~	5.NBT.5 MultiDigit X	6.4%	17.6%	69.9%	6.0%	76.0%
*	5.NBT.6 MultiDigit ÷	9.5%	21.6%	53.7%	15.1%	68.8%
*	5.NBT.7 Add/Subtract	2.4%	13.2%	54.2%	30.1%	84.3%

How are we doing?



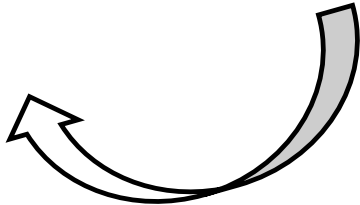
Standard - 3.NBT.2 (Addition): Using strategies and algorithms based on place value, properties of operations													
Tracking checks for understanding & show knowing	FS1 - add basic number facts			FS2 - use place value			FS3 - use properties of addition			FS4 - model regrouping			
				9/21	9/23		9/23	9/28	9/29				
				2M	2M		1M	2G	2P				
				2M	2M		1M	1G	2P				
				2M	2M		2D,M	2G	2P				
				2M	2M		2D,M	2G	2P				
				-	2M		2D,M	1G	2P				
										10/4			
										2M			
										2M			
										2M			
										2M			
Modeling	M									2M			
Dialogue	D												
Paper/Pencil	P												
Response cards	RC												
Games	G												
IXL	I												
Level 3 Task	L3												

**MORES**

More explicit  
 More systemic  
 More modeling  
 More opportunities to respond  
 More feedback  
 More judicious review

4	I can also solve multi-step real world problems involving numbers.
3 Standard: 3.NBT.2 add (Reviewed 4-22-21)	I can: •add numbers within 1000.
2	Vocabulary: •place value •digit •parentheses •sum
	Skills: •add basic numbers •use place value •use properties of addition •model regrouping

ACCORDION IN  
 ACCORDION OUT





Data informed schools know  
**where students are performing,**  
and then the **responsive**  
**teaching begins.**

Data informed practice is foundational to getting students what they need when they need it.

**INTERVENTION**

**ENRICHMENT**



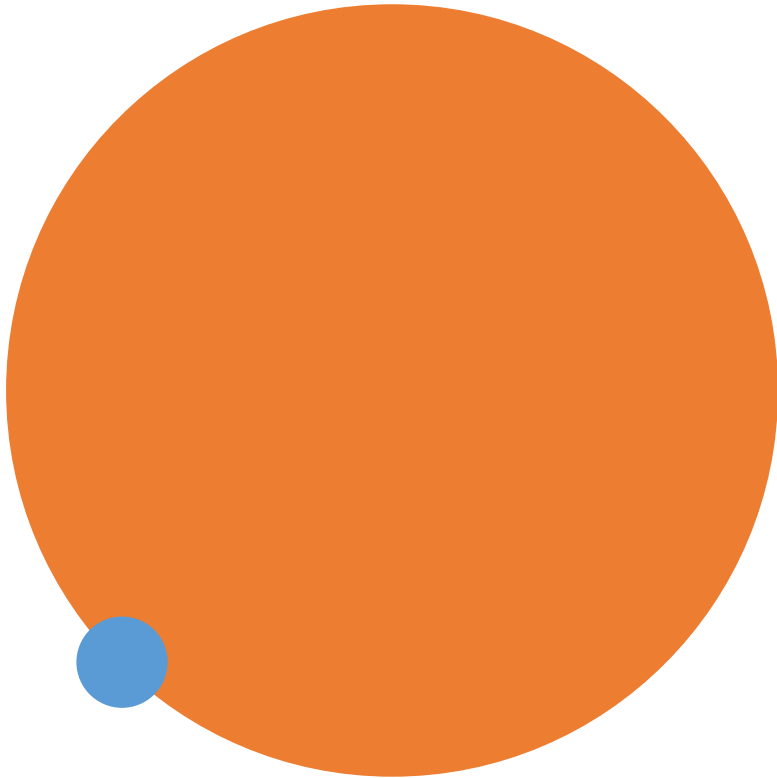
*WIN – What I Need Time*

*Advisory - Educator Content Support Time*

*Homeroom – Collaboration & Work Time*

*FIT – Focused Instruction Time*





Have we planned for  
protected time in the  
school day to get  
students what they need  
when they need it?



# Protected Time

---

## **TRADITIONAL**

- Before school
- After school
- Study Hall
- Other

## **STUDENT AGENCY**

- Working Lunch
- FLEX & LUNCH
- LUNCH & FLEX
- Daily Homeroom
- Daily Advisory
- WIN Time
- Other

## **Focused Instruction**

- Walk-to-Learn
- Teamwork Tuesday
- Wednesday Workshop
- Think About-It Thursday
- BRAIN Boost T/Th or M/W
- Other

## Before

Period	Start	End	Min.
1	8:30	9:30	60
2	9:34	10:29	55
Break	10:29	10:39	10
3	10:43	11:38	55
4	11:42	12:37	55
Lunch	12:37	1:17	40
5	1:21	2:16	55
6	2:20	3:15	55



## After

Period	Start	End	Min.
1	8:30	9:24	54
2	9:28	10:18	50
Break	10:18	10:28	10
Flex	10:32	10:59	27
3	11:03	11:53	50
4	11:57	12:47	50
Lunch	12:47	1:27	40
5	1:31	2:21	50
6	2:25	3:15	50

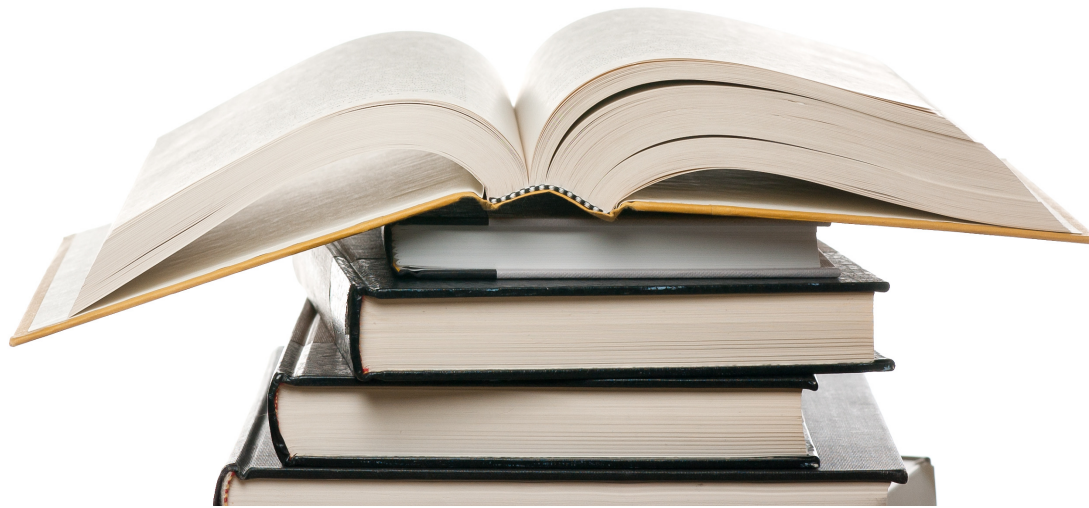
Efficiency Schedule Success



# STUDENT GOALS for Proficiency Scales

We are either teaching students...or we are  
teaching the curriculum, regardless of students.

- Amy Benjamin



A pair of black-rimmed glasses is resting on a stack of papers. A red ribbon bookmark is visible, partially under the glasses. The background is slightly blurred, showing more papers and a wooden surface.

# Consideration

Data identifies students' strengths and weaknesses to drive instructional and student goals.

# Goals Created from Data & Action Steps

- Collaborate on the overall picture of how a student is doing
  - Identify unique needs by student
  - Determine where the student plateaus
- Determine where instruction can go deeper
  - Who is best poised to deliver the instruction?**
  - Modify or change instruction to meet student needs
  - Include who does what to achieve the goal

*Impeachment: A Student Choice Menu*

Long Term Learning Target:	Sub target(s) of Long Term Learning Target:
★ I can explain the process and purpose of impeachment.	★ I can explain why the founders included impeachment in the Constitution. ★ I can examine previous impeachment events and make relevant connections to the context of today.

**Impeachment Goal Calendar**

Level (2, 3, or 4)	Assignment Title	Date Started	Goal date to finish assignment	Date Completed	Habit Learning Target/ Daily Goal (student created)	Self Assessment of LT 1-4	Evidence & Score: Link to assignment, reflection, assessments, etc.	Next Steps/ Goal: What do I need to do to reach the next level?
2	Ch 8 Sec 2 Pg 257	1/14/20 →		1/14/20	I can use my class time wisely. 90/10. I will work 90% time 10%.	3		Finish tonight start new tomorrow.
2	Read & sum article	1/15/20 →		1/15/20	I can use my resources & examine wisely. 90/10	4		start visual
2	visual rep	1/15/20 → 1/16/20		1/16/20	I can work 100% to get finished	3.5		start 3 process

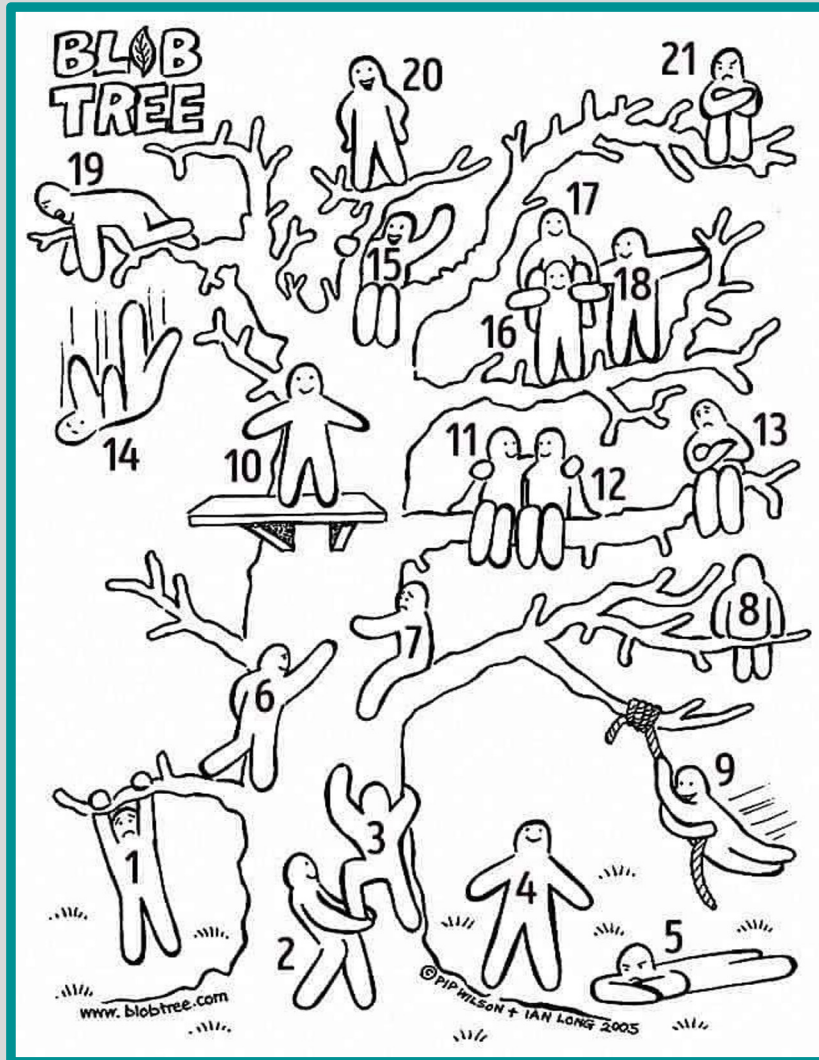
Student  
Tracking





# Let's do data.

Our school. Our expectations. Our students..



- Your name
- Which number most accurately portrays your educational data life right now and why?

# Leadership Series Information

Wednesday January 10, 2024	<b>Session 1 - Let's Get Started</b> Introduction - Quality Instruction - Student Engagement
Wednesday February 14, 2024	<b>Session 2 - Now Meets Next</b> Formative Checks - Student Evidence - Aligned Assessments
Wednesday March 13, 2024	<b>Session 3 - All Students All Levels</b> Data Informed Practice - Intervention - Enrichment
Wednesday April 10, 2024	<b>Session 4 - Standards Based Learning Processes</b> Guaranteed & Viable Curriculum Journey





Q  
&  
A

Thank you

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