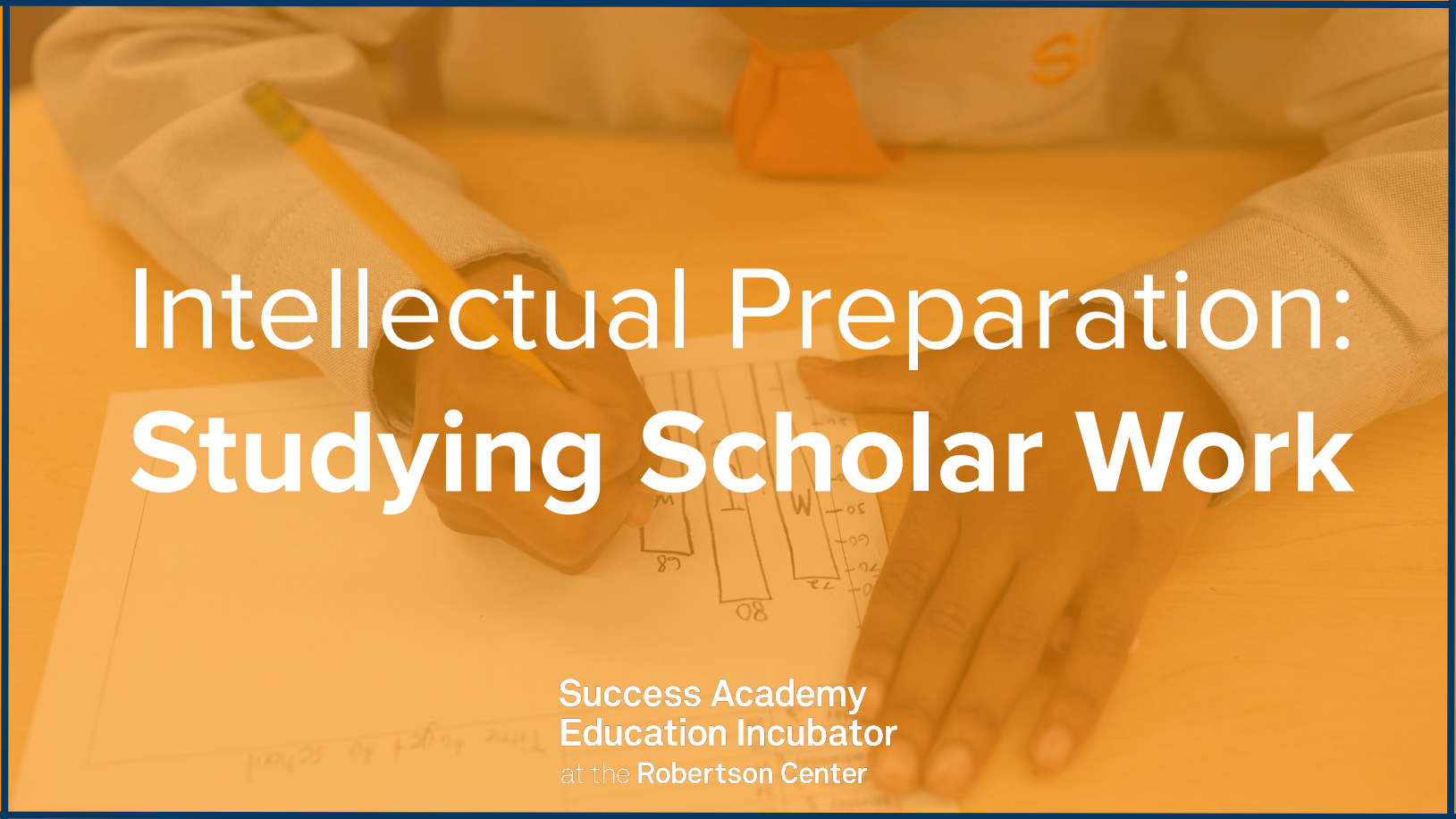

Intellectual Preparation: **Studying Scholar Work**

Success Academy
Education Incubator
at the Robertson Center

Objectives:

- ★ **Recognize scholar work** as a reflection of adult practice.
- ★ **Study scholar work** to identify trends and gaps in adult practice.
- ★ **Use scholar work as a tool** to identify root cause, move adult practice, and improve scholar outcomes.

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Why do we study scholar work?

- ★ Scholar work is a **reflection of adult practice**
- ★ Helps identify the **professional development** that teachers need
- ★ Scholar work is a powerful tool to **identify and close gaps**

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Guidelines for Analyzing Scholar Work

- ❑ Create systems to collect scholar work frequently and consistently.
- ❑ Focus on classroom and grade-level trends, not individual students or misconceptions.
- ❑ Identify not only the trends in student work, but what that tells you about teacher practice.
- ❑ Name the gaps in teacher practice and create a plan to change.

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Five Key Qualities of Effective Teaching

Top 5 Things We Can Learn from Scholar Work

- ★ Teacher's bar for work habits
- ★ Teacher's commitment to big ideas
- ★ Teacher's level of concision & precision
- ★ Teacher's excellence bar for academics
- ★ Teacher's level of press & demand

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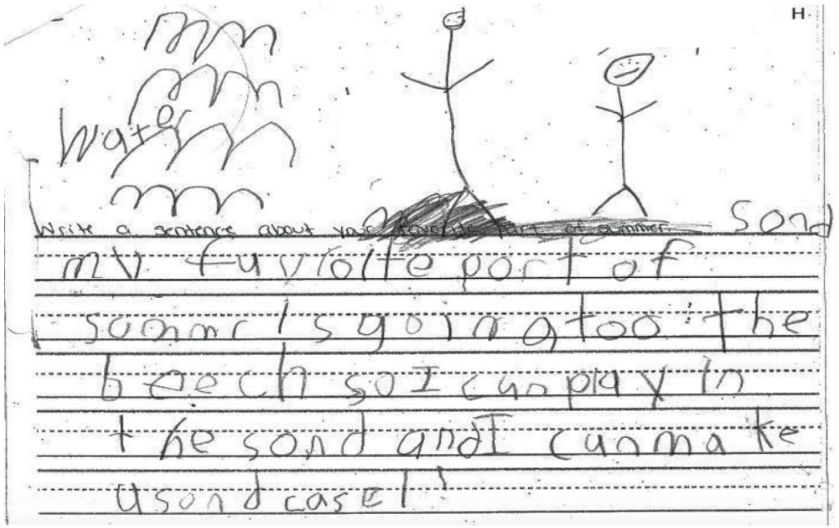
Commitment to Big Ideas

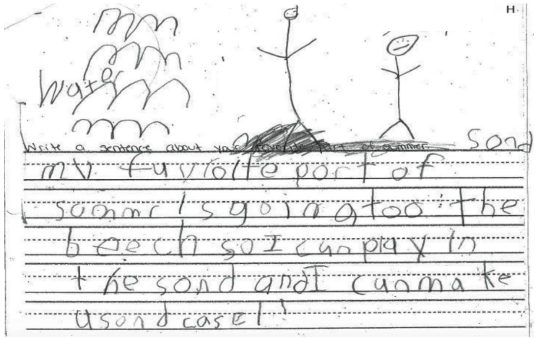
Example



Non-Example

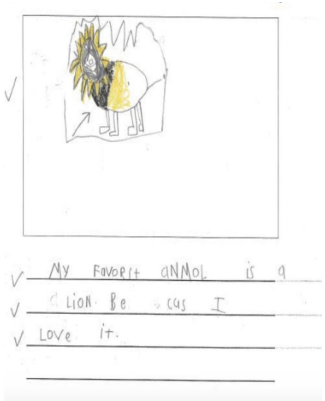
Commitment to Big Ideas

Example



The student has an original, focused idea. Their sentences are precise and are focused on one topic, providing unique details that evidence their thinking. Their pictures and labels also match their writing, indicating that the teacher has provided ample time to plan work before writing.

Non-Example



The student has a big idea, but it is not supported by evidence.
Action Step: Encourage the student to develop one big central idea and provide specific reasons and evidence.

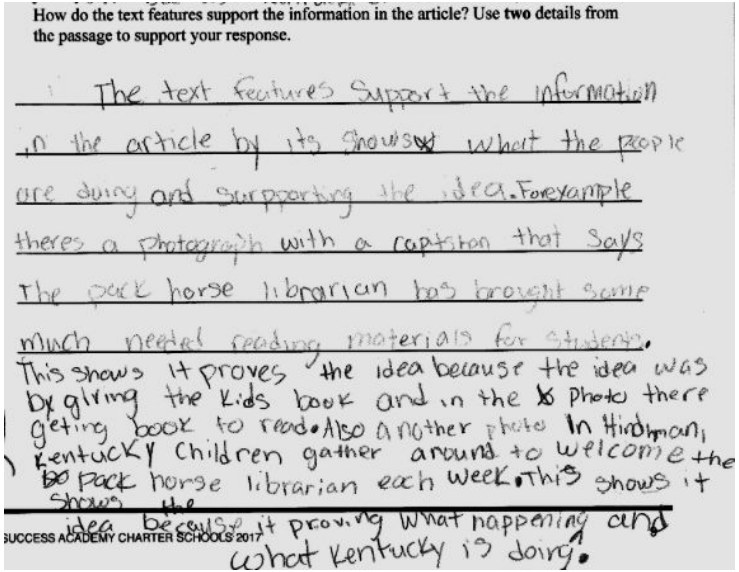
Level of Concision and Precision

Example

What is your animal's most important adaptation?

The polar bears most important adaptation is its claws. The claws help the polar bear to not slip on ice. The claws help the polar bear kill its prey. The polar bear puts its claws in the water to catch its food. The polar bears claws help the polar bear to climb up hill and mountains

Non-Example



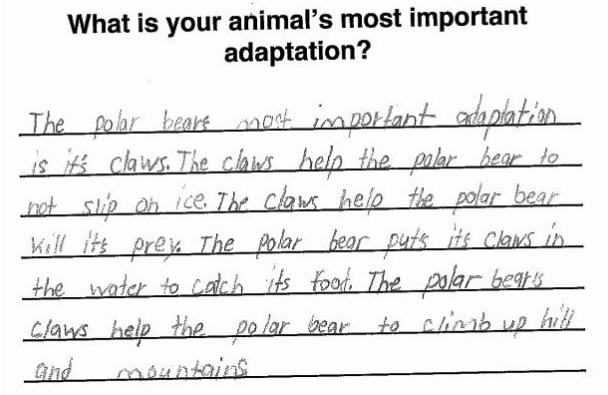
How do the text features support the information in the article? Use two details from the passage to support your response.

The text features support the information in the article by its shows what the people are doing and surpporting the idea. Foreyample theres a photograph with a captsion that says The pack horse librarian has brought some much needed reading materials for students. This shows it proves the idea because the idea was by giving the kids book and in the photo there geting book to read. Also another photo in Hindman, Kentucky children gather around to welcome the pack horse librarian each week. This shows it shows the idea because it proving what happening and what Kentucky is doing.

SUCCESS ACADEMY CHARTER SCHOOLS 2017

Level of Concision and Precision

Example

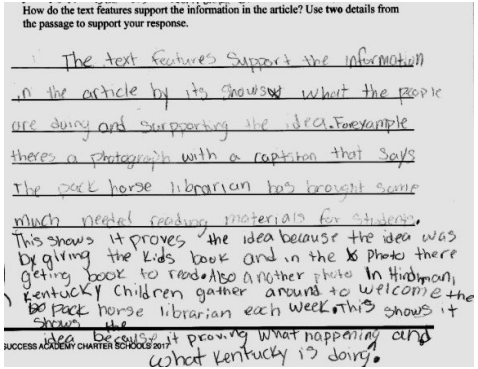


What is your animal's most important adaptation?

The polar bears most important adaptation is it's claws. The claws help the polar bear to not slip on ice. The claws help the polar bear kill its prey. The polar bear puts its claws in the water to catch its food. The polar bears claws help the polar bear to climb up hill and mountains

The student's writing is short, sweet, and to the point – they made their big idea clear and used concise evidence to support their claim.

Non-Example



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SUCCESS ACADEMY CHARTER SCHOOLS 2017

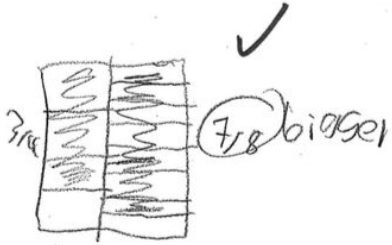
The non-example is muddled, the thinking is circuitous, and the details do not support one strong idea.
Action Step: The teacher should press the scholar to articulate the big idea first, and then go back into the text to select passages that clearly support that idea.

Excellence Bar for Academics

Example

Aaron says that in the group of 4 people who shared 3 subs and in the group of 8 people who shared 7 subs, each child got the same amount because in both groups the number of subs was 1 less than the number of children. Do you agree or disagree with Aaron? Explain your answer. Use the lines and/or the blank space.

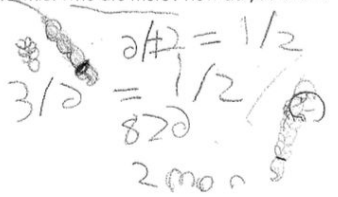
I disagree with Aaron cause 3 subs split by 4 people would be 3/4 and if you split 7 subs by 8 people it would be 7/8 and 1/8 is smaller then 1/4 with means that 7/8 is bigger the 3/4



Non-Example

George ate 8/12 of a brownie. Vuk ate 3/6 of a brownie. Who ate more? How do you know?

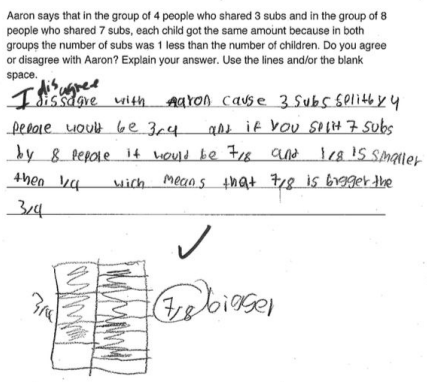
Show your work:



George ate moer becas 8/12 > 3/6

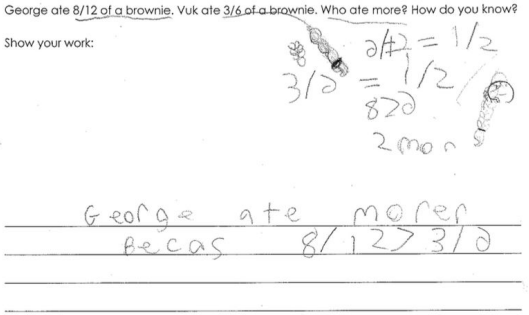
Excellence Bar for Academics

Example



The student has articulated their answer clearly and drawn a model to support their thinking.

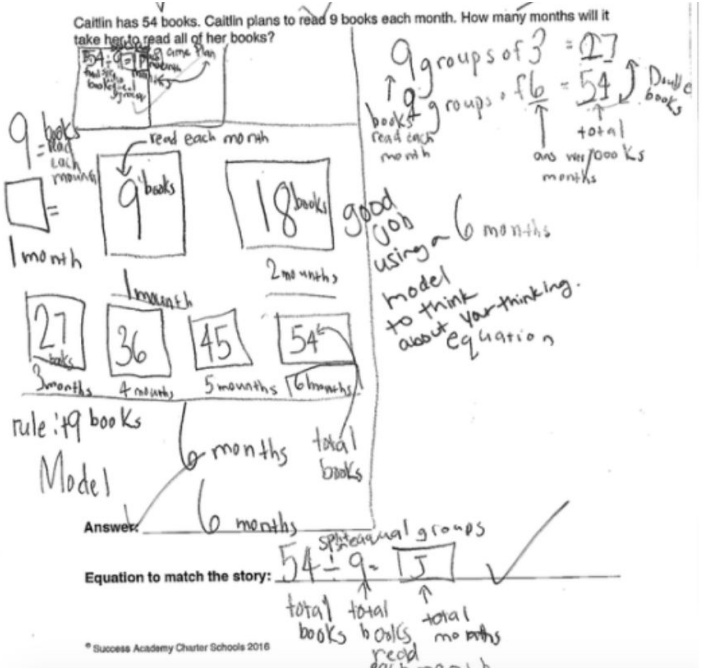
Non-Example



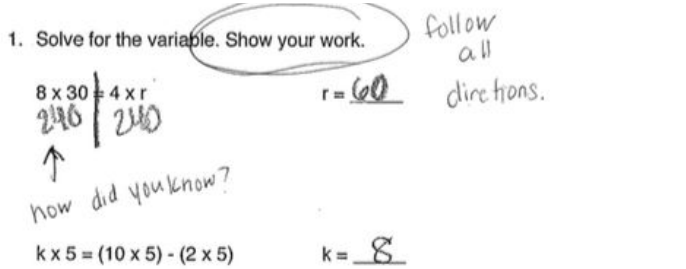
The student has not provided a clear model or answer choice.
Action Step: The teacher should require students to create a model before writing out their answer.

Level of Press/Demand

Example



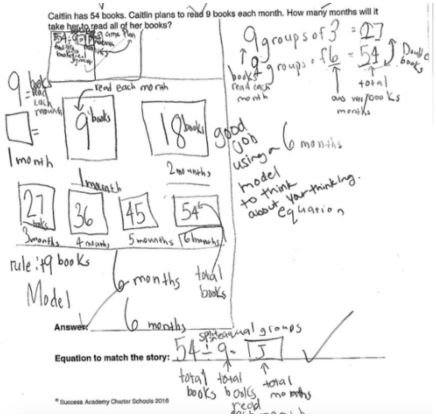
Non-Example



2. Jimmy needs to solve 12 x 9. He plans to skip count by 9 twelve times. In the space below, show or explain two other ways Jimmy could solve.

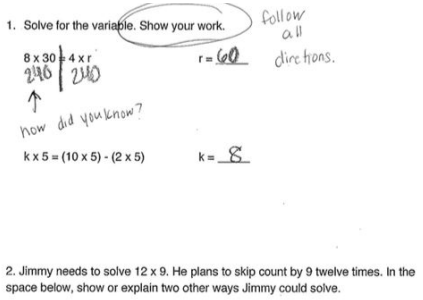
Level of Press/Demand

Example



The student has drawn models and clearly labeled goals that support their answer.

Non-Example



This student's work does not include goals or models for making the scholar's thinking visible and clear. **Action Step:** The teacher should focus the scholar on conceptualizing the problem first and creating a model before diving into problem-solving.

Bar for Work Habits

Example

Mary and Sarah are playing Five in a Row. Below is their game board.

What are two combinations they could roll to fill in a row?

2 + 3 = 5 X Double check.
2 + 2 = 4 Were you able to fill in a row?

Show on the game board how they would fill in that row.

Non-Example

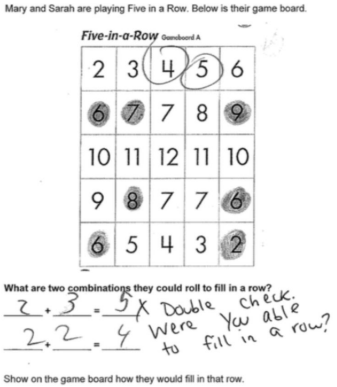
Molly and Sara are playing Five in a Row. Below is their game board.

What are two combinations they could roll to fill in a row?

Show on the game board how they would fill in that row.

Bar for Work Habits

Example



Mary and Sarah are playing Five in a Row. Below is their game board.

Five-in-a-Row Gameboard A

2	3	4	5	6
6	7	7	8	9
10	11	12	11	10
9	8	7	7	6
6	5	4	3	2

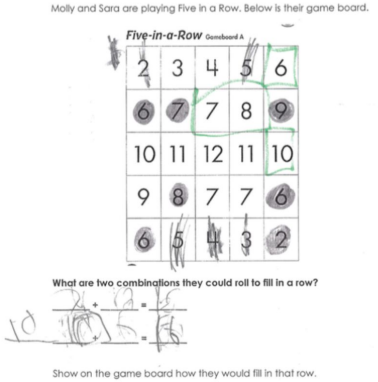
What are two combinations they could roll to fill in a row?

2 + 3 = 5 X Double check.
2 + 2 = 4 Were you able to fill in a row?

Show on the game board how they would fill in that row.

This student's work is neat, legible, and organized.

Non-Example



Molly and Sara are playing Five in a Row. Below is their game board.

Five-in-a-Row Gameboard A

2	3	4	5	6
6	7	7	8	9
10	11	12	11	10
9	8	7	7	6
6	5	4	3	2

What are two combinations they could roll to fill in a row?

Show on the game board how they would fill in that row.

Student's answer choices are messy and illegible.
Action Step: Teacher should insist that the student submit more clear and legible work.

Find more on
saedincubator.org/learn/

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