Introduction:
The context is a public school in Philadelphia
The school was mostly virtual for the 20-21 school year, and now students are back in person
Our group will be reviewing STAR test data captured during the first few weeks of school. STAR is a locally determined assessment that students will take 3 times throughout the year. It is used to assess a student's performance in the Common Core Standards and help to set learning goals. They will be looking at the "Language" section of the test for 8th grade students. Student names have been redacted for the purpose of this exercise.
Sean will be playing the role of the Language Arts Department Head
Kelly will be playing the role of the Teaching Coach
Andrew and Donald will be playing the role of two 8th grade language arts teachers

Department Head:
- Welcome teachers, thank you for joining me and teaching coach today
- As you know, we had a mostly virtual school year last year, and we've seen some disparities between those students who had strong attendance through virtual learning and those who were not present
- Our goal is to review language arts data from our students with the lowest attendance data to see what interventions might be helpful to get them back on track
- Can I have a volunteer to serve as notetaker?

**Teaching Coach**
- **I can!**

Department Head
- And a volunteer to serve as timekeeper?

Teacher 1
- I can do that

Department Head
- Everyone contributes
- Active listener


*Project the data*

**Teaching coach:**

- **This data reflects the language component of STAR testing for our 8th grade students with the lowest attendance for virtual learning last year**
- **Red signifies they are still beginning this skill, yellow means they are developing, and green means they are secure**
- **Sean also took some time to manipulate this data so we could see the median score for each standard, and how many students scored at each level**

Department Head
- Keep in mind, this is our first data set from the new school year, so we will expect to see growth throughout the year. Let's take a look-

*Pause here to let the audience take some time to consider the data*

Teacher 1
- Looking at the rows, there are some students who are mostly green and yellow, and it looks like 8 students who are red across the board

Teacher 2
- I also notice column 9 and 10, 9 seems to be the lowest for all students, and then 10

Department Head
- Well it makes sense that column 10 might be the lowest, because that is a proficiency we wouldn't expect to fully see until the third or fourth quarter

**Teaching Coach**
- **The verbiage for standard 9 is not really kid or parent friendly, what are we really talking about here? Does anyone remember what a test question for that standard might look like?**

Teacher 1
- Yes, I remember this from the test. It's about asking students to recognize how the connotation of words can be different from its dictionary definition, and how different connotations can change the meaning or feeling the reader gets.
- For example, after reading a passage about people posting on the internet, they looked at the word rant and asked students to recognize that it had a negative connotation based on the context

**Teaching Coach**

- **How are we addressing that now in our current curriculum?**

Department Head
- Remember that last year during virtual learning we emphasized Social Emotional Learning to better meet student needs. That changed the pacing of our curriculum. So now that you mention it, the 7th grade teachers wouldn't have had the same opportunity to teach this standard the way they normally do

Teacher 2
- Also keep in mind that part of this may be an issue of whether or not they are familiar with this word. By the end of the year they would have a better mastery of the language that is used on this particular assessment.

**Teaching Coach**
- **That's a great point. I'd also like to see more sample questions that relate to this standard, and see how relevant and culturally responsive the language is that's being used.**

Teacher 2
- I have noticed that in past tests as well, so I think that's definitely worth taking a look at. I know this is an important standard for our students to master, because in 9th grade they will need this skill when they get to the poetry unit.

Teacher 1
- However, this is a pretty abstract concept. Don't you think it will be hard for our lowest students to grasp that when they are still have not yet mastered the other proficiencies

**Teaching Coach**
- **I agree, we are going to need a two pronged approach - a grade level wide intervention for this particular skill, plus more individualized remediation for our students who are finding this skill challenging.**

Teacher 2
- That sounds like a good plan. Based on what I've seen in my classroom, low proficiency on standard 9 is pretty representative of all 8th grade, including those students who had better attendance during virtual learning. I think all 8th grade students could benefit from more focus on this standard.

Teacher 1
- Agreed, I've also seen this in my classroom

**Teaching Coach**
- **I would agree that this is relevant across the board for the 8th graders**

Department Head
- So how can we target this skill

Teacher 1
- Well I think this topic comes up a lot in a practical way in our figurative language unit, which is coming up in a couple weeks

**Teaching Coach**
- **I was reading Marzano's 9 Strategies of Effective Teaching and saw something that would be applicable here, like non-linguistic representation of words.**
- **I think drawing a picture might be helpful here to help students better understand and remember the connotation.**
- **I can share this article with you after the meeting.**

Teacher 2
- I've also had a lot of success with word walls in my classroom

Teacher 1
- Those are great ideas. Perhaps as we encounter words through our figurative language unit, we can add them to our word wall, with two columns- positive vs. negative connotation. Then students can make pictorial flashcards, and we can split them into groups of mixed ability to match pictures to the words.

Department Head
- That sounds like a great plan. What about helping those 8 individual students who need support across the board. Ashton, Kemonie, Felicia- were already receiving Tier 3 interventions before virtual learning.

Teacher 2-
- In light of these test results, their teachers should be in touch with special education services about next steps for these students

**Teaching Coach**

**And for the other five students who are red across the board, we will closely observe their classroom data and their required progress monitoring through the STAR system, and meet again to talk about further supports and interventions for them.**

Department Head
- So how are we going to know if this is working

Teacher 1
- I can take the test question example and make up some more similar examples. We'll give an in-class assessment in 4 weeks, and then they will be tested again through STAR in 8 weeks

Department Head
- And How much growth do you think we can realistically achieve, what's our goal

Teacher 2
- Well the range of data is so wide, the standard of deviation will be very large. It might be difficult for us to come up with a percentage of improvement that is realistic for all students

**Teaching Coach**
- **Ok, well, let's try to move the median score from the beginning application of the standard to a developing application of the standard.**
- **So, let's say we'd like to see 6 kids move from beginning to developing application by the end of four weeks, and by the end of the 8 weeks, an additional 6 kids to the developing level; sound good? Does that seem realistic to everyone?**

Teacher 1
- And our other students that are already at developing and secure levels should improve as we teach the standard in our figurative language unit

Department Head
- Great, I will take the notes Kelly has written up from this meeting and share with our principal

Teacher 2
- Awesome! Teacher 1 and I will write up the intervention and assessment and touch base with Sean about sharing it at our weekly grade level meeting

Department Head
- Great work everyone, I look forward to seeing how this goes, we'll check in at our next meeting in 5 weeks