All Things PLC: A Culture of Collaboration and High Expectations

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What do we hope to accomplish this morning?

Define, clarify, explore, ignite the understandings about the Professional Learning Community at Work process.

Engage, process and make commitments based are where you are now and where you need to go from here.
Solo
Small Groups
Large Group

Ah Ha’s
Amen’s
So What’s
“The mind is not a vessel that needs filling, but rather wood that needs igniting.”

Plutarch
Choose your attitude: Make the choice to approach our learning with a positive attitude.

Be present: Be present with your colleagues throughout the discussion.

Play: Have fun and enjoy the opportunity to reflect and share.

Make someone’s day: Consider positive possibilities.
A professional learning community “is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.”

Correlates of Effective Schools

- Strong Instructional Leadership
- Clear and Focused Mission
- Safe and Orderly Environment
- Climate of High Expectations
- Frequent Monitoring of Student Progress
- Positive Home/School Relations
- Opportunity to Learn & Student Time on Task

Dr Lawrence Lezotte
Historical Perspective

Fellows with the National Center for Effective Schools Research and Development.

Dr Rick Dufour
Dr Robert Eaker
Students make learning a priority

Goals and high expectations are clearly communicated by every adult
The entire staff is a Professional Learning Community
Teachers are organized into Collaborative Teams
Collaboratively Build Your Values and Commitments

- What do we want our classrooms to look like for students and for us?
- How do we want our students to interact with each other and with us?
- How do we want our students to approach learning?
- What will happen when students struggle?

To Achieve This We Will...
OUR MISSION: SUCCESS FOR EVERY STUDENT
“[It is] a huge and daunting goal—like a big mountain to climb. It is clear, compelling, and people get it right away. It serves as a unifying focal point of effort, galvanizing people and creating team spirit as people strive toward a finish line.

“Like the 1960s NASA moon mission, a BHAG captures the imagination and grabs people in the gut.”

“Our Mission: Success for Every Student”

How would this mission connect to your beliefs and practices?
Policies, practices, and procedures must relate to learning

Decisions about, curriculum, assessment, instruction, interventions, grading, attendance, discipline etc… must filter through a framework to determine probable impacts on learning.

“Our Mission: Success for Every Student”
What we are doing here is important.
You can do it!
I’m not going to give up on you—even if you give up on yourself.
Engines of Hope Actions

- Information and Learning Centers
- 9th Hour
- Peer Tutoring
- Targeted Tutoring
- Homework Center
Three Big Ideas of the *Professional Learning Community Model*

1. Focus on learning rather than teaching.

2. Work collaboratively on matters related to learning.

3. Hold themselves accountable for the kind of results that fuel continual improvement.
A learning community culture asks...

the various adult personalities to come together to think about how to best act on behalf of all the students.

It also says, don’t be content until every area of where students aren’t doing well is erased and we are helping all students really be successful.

Dr. Timothy Kanold
The Power of Professional Learning Communities at Work
Three Big Ideas of the Professional Learning Community Model

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PLC’s Engage in Collective Inquiry

- Relentless questioning of the status quo
- Seeking new methods and testing them
- Reflecting on results
- Maintaining a sense of curiosity and an openness to new possibilities
- Recognizing that the process of searching for answers is more important than having the answers
Index Cards Are Your Friends

Think, Write, Pair, Share
G.O.I.L.S.

“What’s keeping us from becoming the school we want to become?”
“What is the primary purpose of our school?”

“What are some things we are great at?”

“What are some things we need to stop doing?”

“What does great instruction look like?”

“What do we want our classrooms to look like for students and for us?”

“What’s keeping us from becoming the school we want to become?”

“Why are students failing in our school?”

“What are some things we need to get better at?”

“What are the characteristics of a highly engaged and motivated classroom?”

“What are the best assessment practices that should be in place in our school?”

“What are some things we need to start doing?”

“What are some things we need to stop doing?”

“What does great instruction look like?”

“What are the best assessment practices that should be in place in our school?”

“What are some things we need to get better at?”

“What are some things we need to start doing?”

“What’s keeping us from becoming the school we want to become?”
SNOW SHARKS?

Yeah, that guy's a goner.
Essential Questions
About the Culture of Your School

Do we believe that all kids can learn at high levels?

Do we believe that educators are the key contributors to student learning?

Do we believe education is critical to the future of our students?

Do we believe we can make a difference in the lives of our kids?

(DuFour, DuFour, Eaker, & Karhanek, 2009, p. 99)
What are the purposes and the variables associated to homework

<table>
<thead>
<tr>
<th>Purpose of Homework</th>
<th>Variables we know exist</th>
<th>Strategies That Think Differently</th>
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Homework Practices

• Meaningful and relevant to learning targets and an extension of class
• Opportunity to apply learned skills
• Supportive environment for student success
• Opportunity to reflect on what has been learned
• Extension of time and support when needed
• Varied according to ability
• Minimal weight if any in the overall grade—homework is practice
### Indicators for Homework

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>All homework assignments are completed and turned in on time.</td>
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<tr>
<td>3</td>
<td>Only one or two homework assignments are missing or incomplete.</td>
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<tr>
<td>2</td>
<td>Three to five homework assignments are missing or incomplete.</td>
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<tr>
<td>1</td>
<td>Numerous homework assignments are missing or incomplete. (Guskey, “Five Obstacles to Grading Reform,” <em>Educational Leadership</em>, 69(1), 16-21)</td>
</tr>
</tbody>
</table>
Knowledge in most fields evolves systematically and predictably, and this evolution unfolds in a fascinating way that can have a powerful impact on our lives.
Ten Principles of Learning

1. Most children enter school with a growth mindset.
2. Learning is continuous.
3. Without the opportunity to correct learning is likely to stop.
4. We learn best in a positive environment.
5. We improve with multiple attempts.
6. Effort and proper preparation are the main determinants of success.
7. The brain is chunking, swirling, and searching for connections as we learn.
8. People are wired differently with different experiences.
9. We work harder and longer when we are internally motivated.
10. Stressed brains don’t learn the same way.
What Success Really Looks Like

Success

what people think it looks like
Three Big Ideas of the Professional Learning Community Model

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Collaborative Culture and Collaborative Teams

People, Processes, and Tasks
Possible Team Structures: Focus is on *Learning*

- All teachers teaching the same grade level
- All teachers teaching the same course
- Vertical teams (K - 2, 3 - 5, 6 - 8 science, or French I - IV)
- Electronic teams
- Interdisciplinary teams
- District or regional teams
- Logical links/similar-responsibility teams
The Five Dysfunctions of a Team
Patrick Lencioni,

- Inattention to RESULTS
- Avoidance of ACCOUNTABILITY
- Lack of COMMITMENT
- Fear of CONFLICT
- Absence of TRUST

- Status and Ego
- Low Standards
- Ambiguity
- Artificial Harmony
- Invulnerability
A Collaborative Culture

[Diagram with a group of people having a discussion.]

- Let's wait until Chris gets back.
- Let's get this done right.
- Let's consider all the options.
- How can I help?
- I can see lots of problems.
- We need to look successful.
- We need to be more creative.
- Let's think this out carefully.
- We need to get moving.
North
Acting - Lets do it.
Likes to act, try things, plunge in

West
Paying attention to details
- Likes to know the who, what, when, where, and why, before acting

East
Speculating - Likes to look at the big picture, the various possibilities, before acting

South
Caring - Likes to know that everyone’s feeling have been taken into consideration
Learning Teams That Get Results

Increased Student Growth and Achievement

Teacher Effectiveness

Learning Teams Share:
- Norms and Values
- Dialogue about learning and teaching
- Strategies and practices
- A focus on student learning
- Responsibility for students’ success

Growth Oriented Climate

What it Takes

Sharing Knowledge and Skills

Building Resilience and Creating Solutions

Determining Priorities and Creating Excellence

What it Looks Like

What we Want

What we Get
Mission asks: “Why?” “Why do we exist?”

Vision asks: “What?” “What do we want to become?”

Values and Collective Commitments ask: “How?” “How must we behave to create the school that will achieve our purpose?”

Goals ask: “How?” “How will we know all of this is making a difference?”
Can you make every parent this promise?

It does not matter which teacher your child has at our school... your child will receive the highest quality instruction, the best assessment practices, and extra time and support to learn at high levels.
Team Norms

✴ How will we work together?
✴ What do we expect of each other?
✴ How will we handle conflict if it arises?
✴ What do we need from each other to be an effective team?
✴ What will be our focus?
Enhancing Team Discussions

- Am I contributing at all?
- Am I speaking more than others?
- Am I listening well enough that I could actually build on the comments of others?
- Can I paraphrase the person who spoke before me?
What needs to be done by each of us?

- Curriculum Practices
- Assessment Practices
- Instructional Practices
- Intervention Practices
- Classroom Culture for a Growth Mindset

Are there any changes we need to make?
“Think about your intelligence, talents and personality. Are they just fixed or can you develop them?”

- Carol Dweck
### Impacting Motivation and Self-Esteem

**The Highly Engaged Classroom**

(Marzano, Pickering, Heflebower, 2010)

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<thead>
<tr>
<th>Emotions</th>
<th>Interest</th>
<th>Importance</th>
<th>Self-Efficacy</th>
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<tr>
<td>• Use effective pacing</td>
<td>• Use games</td>
<td>• Connect to student lives</td>
<td>It is the belief in one’s ability to perform a task, and probably the greatest factor.</td>
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<tr>
<td>• Incorporate physical movement</td>
<td>• Initiate friendly controversy</td>
<td>• Connect to students’ ambitions</td>
<td>• Track and study progress</td>
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<tr>
<td>• Demonstrate intensity and enthusiasm</td>
<td>• Present unusual information</td>
<td>• Encourage application of knowledge</td>
<td>• Use effective verbal feedback</td>
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<tr>
<td>• Use humor</td>
<td>• Question to increase response rates</td>
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<td>• Provide examples of self-efficacy</td>
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<td>• Build positive teacher-student relationships</td>
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</table>

It is the belief in one’s ability to perform a task, and probably the greatest factor.
“Can I Do This?”
The Research

- “Self-efficacy has an effect size of .82 relative to students’ academic performance.

- This translates to an expected 29 percentile point gain.

  Marzano, 2010
I help students set personal academic goals and track their own progress over time.

I have students examine and reflect on their effort and preparation for assignments and assessments.

I have students connect to their personal theories about learning.

I avoid verbal feedback that could create a fixed mindset.

I use stories and quotes to promote a growth mindset.
What Do We Collaborate About?

1. What do we want our students to learn? (essential, guaranteed, and viable curriculum)

2. How will we know they are learning? (frequent, team-developed, common formative assessments)

3. How will we respond when they don’t learn? (timely, directive, systematic intervention)

4. How will we respond when they do learn? (timely enrichment and extension)
How Would Your Team Align and Connect the Dots

- Clear Targets
- Essential Learnings
- Effective Feedback
- Create Quality Assessment
- Formative Assessment
- Engaging Instruction
- Appropriate Resources
- Growth Mindset
Four Critical Questions for Teaming

What do we want our students to learn?

Essential
Guaranteed
Viable Curriculum
Wrestle With the Curriculum to Reach a Guaranteed, Viable Curriculum

In hindsight Gary realized it wasn't such a great idea to try wrestling an elephant.
Narrowing the Instructional Focus

“In the process we discovered that countless lessons from existing units could be eliminated because they did not address essential learnings...Our work finally had the kind of clarity and focus necessary to create new systems for responsible assessment!”

William Ferriter
Sixth Grade Teacher
What do we want our students to learn? *Embracing Accountability*

Professional learning teams embrace accountability and see content mastery as their personal responsibility.

- they redesign the way that they define their curriculum
- engage students in their own learning
- systematically track progress in their classrooms

Muhammad, 2009, p.18
Necessary, But Sometimes Difficult Conversations

- What is the learning goal?
- Given the learning goal, is the assignment the right one?
- Is this worth the time?
- Are there aspects of the assignment that require knowledge or materials not available to all students?
<table>
<thead>
<tr>
<th>I can statements</th>
<th>Teach this to others</th>
<th>Do this by myself</th>
<th>Do this with help</th>
<th>Cannot do this</th>
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<td>Strong mathematicians can determine a fraction by finding a part of a whole. (5.1)</td>
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<td>Strong mathematicians can write mixed numbers and improper fractions by understanding the whole, or ONE (5.2)</td>
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<td>Strong mathematicians can compare fractions by</td>
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<td>· Thinking which is closest to 0, 1/2, or 1</td>
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<td>· Finding common denominators</td>
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<td>· Or noticing all the numerators are all the same</td>
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<td>Strong mathematicians can write equivalent fractions by multiplying or dividing the numerator and the denominator. (5.4)</td>
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<td>Strong mathematicians can rename fractions as decimals by</td>
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<td>· Finding equivalent fractions with 10 or 100 as the denominator</td>
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<td>· Dividing the fraction</td>
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<td>Strong mathematicians can find decimal equivalents by using a calculator. (5.7)</td>
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<td>Strong mathematicians can convert fractions to percents by changing the fractions to a decimal then to a percent. (5.8)</td>
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<td>Strong mathematicians can identify different graphs by knowing the properties of each. (5.9)</td>
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<td>Strong mathematicians can find the percent of the area on a circle graph by using a percent circle. (5.10)</td>
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Fifth-Grade Fractions Math Unit

I can determine a fraction by finding a part of a whole. (5.1)
I can write mixed numbers and improper fractions by understanding the whole, or ONE (5.2)
I can compare fractions by
   Thinking which is closest to 0, 1/2, or 1
   Finding common denominators
   Or noticing all the numerators are all the same (5.3)
I can write equivalent fractions by multiplying or dividing the numerator and the denominator.
I can convert fractions to percents by changing the fractions to a decimal then to a percent. (5.8)
I can identify different graphs by knowing the properties of each (5.9)
I can find the percent of the area on a circle graph by using a percent circle. (5.10)

"Anyone who is too busy to reflect… is too busy to learn"

Chemical Reactions Unit

Prepare for your success by reflecting on how you did on the Practice Test (Left hand side of the chart).

<table>
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<th>Misread Question</th>
<th>Need to Re-Study</th>
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Preparing for Success

Determine your strengths and what you need to study the most based on your Reflection Sheet.

**My Strengths**

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<th>Learning Target #</th>
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**My Highest Priority for Studying**

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**What I Need to Review**

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</table>
1. I can identify synthesis reactions.
2. I can identify decomposition reactions.
3. I can identify single and double replacement reactions.
4. I can identify combustion reactions.
5. I can predict the products of combustion reactions.
6. I can predict the products of single and double replacement reactions.
7. I can write chemical equations in words.
8. I can write chemical equations in symbols.
9. I can balance chemical equations.

**Chemical Reactions Unit**

*Anyone who is too busy to reflect is too busy to learn.*

Prepare for your success by reflecting on how you did on the practice test (left hand side of the chart).

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<tr>
<td>11</td>
<td>4, 6, 9</td>
<td></td>
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<td>12</td>
<td>5</td>
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<td>5</td>
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<td></td>
</tr>
</tbody>
</table>

(Source: Table format is from Stiggins, Arter, Chappuis, & Chappuis, Classroom Assessment for Student Learning: Doing It Right—Using It Well, Pearson Assessment Training Institute 2006.)
Checklist for Writing and Feedback Tool
Consider the checklist idea and have students star their strengths and circle their next step which would be the areas that they had not starred.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Comments:</th>
<th>How and when will you take this step?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Star your strength.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle your next steps.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Word Use                  | Use a variety of words to describe.          |                                      |
|                          | Use descriptive vocabulary.                  |                                      |

| Supporting Details        | Clearly support main idea.                   |                                      |
|                          | Explanation of support helps your reader understand your point. |                                      |

| Sentence Structure and Conventions | Sentence structure is varied and keeps reader interested. | |
|                                  | Sentences are complete.                         | |
|                                  | Spelling is accurate.                          | |
|                                  | Capitalization is accurate.                    | |

What help or support do you need to act on your next step?
Someone once made the statement, “Don’t sweat the small stuff”. The truth is, many times it is the small stuff that makes a huge difference in what happens to us. Consider the people who didn’t read their mortgage contracts, or missed the fine print for the free trip to Disney World.

Over the next two weeks we will be reading a variety of every-day material, (Mr. Anderson calls it “survival reading”, others call it **functional text**). As we read different types of functional text we will be reading for details, searching for solutions to problems, making predictions, uncovering clues and drawing conclusions to make good decisions.

Ms. Stevens has found with this skill it can save you money, lead you through a process, and help you create a fine finished product. Mr. Carlson has developed this skill to build his knowledge about the guns he owns and wants to own, and target shooting. He has also found that having the skill to wade through and understand functional text helps him in his planning his outdoor activities of fishing, camping, and hunting.

Paying attention to details and developing the ability to cite specific information from a text to make good decisions is an essential skill. At the end of the unit you will be given an assessment that will have multiple choice and extended response questions. The following learning targets and the classroom lessons/activities will help you understand what will be required of you.

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can find, cite, and explain why certain details are important to complete a task</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read a selection (pamphlet, brochure, website, recipe, policy, laws, etc.) and tell what is important and apply that information to make a good decision</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self-Reflection:**

What steps can you use to achieve your goals?

How can I help you achieve your goals?

Which Learning Target do you need to focus on the most?
<table>
<thead>
<tr>
<th>Grade Level Target (Simple Goals)</th>
<th>I know all of the Simple Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Know the Six-Step Vocabulary: N/A</td>
</tr>
<tr>
<td>I know how to recognize bias in scientific investigations</td>
<td></td>
</tr>
<tr>
<td>I know procedures used to investigate a hypothesis</td>
<td></td>
</tr>
<tr>
<td>I know the parts of a scientific investigation</td>
<td></td>
</tr>
<tr>
<td>I know how to identify appropriate print and web resources for scientific investigations.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I know some of the Simple Goals</td>
</tr>
<tr>
<td>0</td>
<td>No evidence of knowing the Learning Goals</td>
</tr>
</tbody>
</table>
Quality Control / Checking Your Product

Graphic Display of Data

Prove/Verify that you have met the criterion for this task. Place a check in the left-hand square for each criterion on the rubric. Judge the quality of your graph based on the standards we have identified for accurately graphing data.

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Labels</th>
<th>Accuracy</th>
<th>Neatness</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The graph contains a title that clearly tells what the data show.</td>
<td>All parts of the graph (units of measurement, rows, etc) are correctly labeled.</td>
<td>All data are accurately represented on the graph.</td>
<td>The graph is very neat and easy to read</td>
</tr>
<tr>
<td>2</td>
<td>The graph contains a title that suggests what the data show.</td>
<td>Some parts of the graph are inaccurately labeled.</td>
<td>Data representation contains minor errors.</td>
<td>The graph is generally neat and readable.</td>
</tr>
<tr>
<td>1</td>
<td>The title does not reflect what the data show OR the title is missing.</td>
<td>The graph is incorrectly labeled OR labels are missing.</td>
<td>The data are inaccurately represented, contain major, errors, OR are missing.</td>
<td>The graph is sloppy and difficult to read.</td>
</tr>
</tbody>
</table>

Comments:

Goals and Actions:
Teachers would have more success if they addressed students’ low self-efficacy before trying to raise their achievement.

Hattie, Visible Learning, 2009

<table>
<thead>
<tr>
<th>1.44 SD</th>
<th>Highest effective size in study of educational innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Over 2 to 3 years of growth</td>
</tr>
<tr>
<td></td>
<td>Improving the rate of learning by over 50%</td>
</tr>
<tr>
<td></td>
<td>Exceed over 84% of students not receiving the innovation</td>
</tr>
</tbody>
</table>
What Do We Collaborate About?

How will we know they are learning it? (frequent, team-developed, common formative assessments)

How will we respond when they don’t learn? (timely, directive, systematic intervention)
“When implemented well, formative assessment can effectively double the speed of student learning.” Dylan Wiliam
Embedding Formative Assessment In the Classroom
Common Assessments

“An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course.”

- Administered to identify:
  - Individual students needing support
  - Most effective teaching strategies
  - Program concerns
  - Improvement goals for individual teachers and the team

Dufour, Dufour, Eaker, & Many, 2006, p. 214
Common Assessment

- Agreement on essential skills
- Agreement on the method of assessing those skills *(knowledge, reasoning, performance, product)*
- Agreement on standard of measurement
- Agreement on level of proficiency
- Created in collaboration with team members
- Agreement to examine results to form instruction and design interventions for mastery.
How it could work

Intervention

Catch Up Day
W.O.W. Day
P.O.A.

Beginning of Unit

CA Quiz

CA Quiz

CA Quiz

End of Unit

CA Quiz

Cassandra Erkens
Assessment Institute, Atlanta 2012
**EXIT TICKET**
March 14 - 20, 2014

**WEEKLY EXIT TICKETS**

**MONDAY**
CCSS: 6.G.1
Draw a rectangle and a triangle. Use 6 ft. for the base, and 8 ft. for the height of both figures. Write the formula for each figure, and solve for each figure’s area.

**TUESDAY**
CCSS: 6.G.1
Mrs. Jones has a garden in the shape of a trapezoid. Find the area of her garden.

**WEDNESDAY**
CCSS: 6.G.1
Norman is a sunflower farmer. His farm is in the shape of a parallelogram with a height of 3 km and a base of 4 km. What is the area of the farm?

**THURSDAY**
CCSS: 6.G.3
Three corners of an athletic court have the coordinates (−4, 2), (−4, −3), and (8, 2). Find the coordinates of the fourth corner.
<table>
<thead>
<tr>
<th>STUDENT</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myron Dodson</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
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<tr>
<td>John Becnel</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
</tr>
<tr>
<td>Carley Garcia</td>
<td>1 2</td>
<td>1 2 3</td>
<td>1 2</td>
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<td>1 2 3</td>
<td>1 2 3</td>
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</tbody>
</table>

**Review Day**
Where do our students struggle the most?

What are some of our effective instructional strategies?

What resources are available for intervening?

What needs to be done by each of us to implement the strategy?

What classroom checks will we use and when?
<table>
<thead>
<tr>
<th></th>
<th>Students who need more time</th>
<th>Students who will benefit from more practice</th>
<th>Students who will benefit from enrichment or extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Target 3</td>
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<td></td>
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<tr>
<td>Target 4</td>
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<td></td>
<td></td>
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<tr>
<td>Target 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What activities or direct instruction can we use?
Answering the Third Critical Question

- Are students assured extra time and support for learning?
- Is our focus prompt intervention rather than sluggish remediation?
- Is our response timely and directive rather than invitational?
- Is our response systematic?
## Northwood High School
### Regular Bell Schedules

<table>
<thead>
<tr>
<th>Mondays and Fridays Advisement</th>
<th>Tuesday and Thursday Tutorial</th>
<th>Wednesday Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 7:00 - 7:55</td>
<td>0 7:00 - 7:55</td>
<td>0 8:00 - 8:55</td>
</tr>
<tr>
<td>1 / 2 8:00 - 9:30</td>
<td>1 / 2 8:00 - 9:25</td>
<td>1 / 2 9:00 - 10:20</td>
</tr>
<tr>
<td><strong>Advisement</strong> 9:45 - 10:00</td>
<td><strong>Advisement</strong> Tutorial 9:40 - 10:20</td>
<td>3 / 4 10:35 - 11:55</td>
</tr>
<tr>
<td>5 / 6 12:15 - 1:45</td>
<td>5 / 6 12:30 - 1:55</td>
<td>Break 1:55 - 2:05</td>
</tr>
<tr>
<td>Break 1:45 - 1:55</td>
<td>Break 1:55 - 2:00</td>
<td>7 / 8 2:10 - 3:30</td>
</tr>
<tr>
<td>7 / 8 2:00 - 3:30</td>
<td>7 / 8 2:05 - 3:30</td>
<td></td>
</tr>
</tbody>
</table>
Five Keys for Improving Assessment
Assessment Reform Group, United Kingdom

A recognition of the profound influence assessment has on motivation and self-esteem

Adjusting teaching to take account of the results of assessment

The need for students to be able to assess themselves and understand how to improve

The provision of effective feedback to students

The active involvement of students in their own learning
“You can enhance or destroy students’ desire to succeed in school more quickly and permanently through your use of assessment than with any other tools you have at your disposal.”

—Richard J. Stiggins
Assessment Training Institute
Would he be able to fix it?

With this data, can he identify his strengths and weaknesses?

Does the feedback tell him how to improve his work?

With this information, can he successfully and independently set mathematical goals to address his learning gap?
Re-doing Work

- If we do not allow students to re-do work, we deny the growth mindset so vital to student maturation, and we are declaring to the student:
  - This assignment has no legitimate educational value
  - It’s okay if you don’t do this work,
  - It’s okay if you don’t learn this content or skill

None of these is acceptable to the highly accomplished, professional educator.

Rick Wormeli
“The most powerful single innovation that enhances achievement is feedback.”

Dr. John Hattie

(cited in Marzano, 2008)
Anyone who is too busy to stop and reflect, is too busy to learn.

Student self-reflection is one of the keys of formative assessment.

Share your favorite strategy for getting your students to reflect on their assessment results.

How do you help your students understand the difference between formative and summative assessments in the grading process?

Are these practices consistent throughout the school?
Tracking My Own Learning

Student Name: [Name]
Date: 

Learning Goal
Math: Understand and use decimals and percent.

My score at beginning: 2 - My goal: 3 by Nov. 30th

<table>
<thead>
<tr>
<th>Score</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Oct. 5 (2)</td>
</tr>
<tr>
<td>3</td>
<td>Oct. 12 (2)</td>
</tr>
<tr>
<td>3</td>
<td>Oct. 19 (2)</td>
</tr>
<tr>
<td>3</td>
<td>Oct. 20 (2)</td>
</tr>
<tr>
<td>2*</td>
<td>Oct. 22 (2)</td>
</tr>
<tr>
<td>3</td>
<td>Oct. 27 (3)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I make no mistakes; I understand completely</td>
</tr>
<tr>
<td>3</td>
<td>I make no major mistakes; maybe little errors but understand what is important</td>
</tr>
<tr>
<td>2</td>
<td>I make some major mistakes; my errors show I don't understand some important ideas</td>
</tr>
<tr>
<td>1</td>
<td>I make many major mistakes; I just don't understand yet</td>
</tr>
</tbody>
</table>

[Graph with bars representing scores]
Writing Goal and Action Plan

Idea Development: current stage 10 goal 11

Steps I will take to reach my goal:
I will revise by adding and/or
I will label my illitro.
I will add language ideas when I revise.

Organization: current stage 10 goal 11

Steps I will take to reach my goal:
I will use transition words.
I will a definite, concluding
sentence. I will write
definite beginnings, middles, ends.

Conventions: current stage 9 goal 11

Steps I will take to reach my goal:
I will begin to use capital
letters. I will begin
to use commas appropriately.
I will use capital letters for
### I KNOW MY NUMBERS!

Color in the numbers you can read!

<table>
<thead>
<tr>
<th>1st Trimester</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Trimester</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>11</td>
<td>13</td>
<td>18</td>
<td>14</td>
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<tr>
<td>19</td>
<td>17</td>
<td>20</td>
<td>12</td>
<td>16</td>
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</table>

<table>
<thead>
<tr>
<th>3rd Trimester</th>
<th></th>
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<tbody>
<tr>
<td>21</td>
<td>27</td>
<td>29</td>
<td>23</td>
<td>30</td>
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<td>28</td>
<td>24</td>
<td>26</td>
<td>22</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>
Color in the letter sounds you know.

<table>
<thead>
<tr>
<th>a</th>
<th>f</th>
<th>k</th>
<th>p</th>
<th>w</th>
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</thead>
<tbody>
<tr>
<td>z</td>
<td>b</td>
<td>h</td>
<td>o</td>
<td>j</td>
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<tr>
<td>u</td>
<td>c</td>
<td>y</td>
<td>l</td>
<td>q</td>
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<tr>
<td>m</td>
<td>d</td>
<td>n</td>
<td>s</td>
<td>x</td>
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<td>i</td>
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<td>g</td>
<td>r</td>
<td>v</td>
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<td>t</td>
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</tbody>
</table>
# My Writing Data

<table>
<thead>
<tr>
<th>Six Traits</th>
<th>Stage</th>
<th>Stage</th>
<th>Stage</th>
<th>Stage</th>
<th>Stage</th>
<th>Stage</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea development</td>
<td></td>
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<tr>
<td>Organization</td>
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<tr>
<td>Voice</td>
<td></td>
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<tr>
<td>Word choice</td>
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<td></td>
</tr>
<tr>
<td>Sentence fluency</td>
<td></td>
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<tr>
<td>Conventions</td>
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</tr>
<tr>
<td>Date:</td>
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</tbody>
</table>
Self-assessment by pupils, far from being a luxury, it is in fact, an essential component of formative assessment.

(Black & Wiliam, “Inside the Black Box: Raising Standards Through Classroom Assessment,” Phi Delta Kappan (October 1998)
Classroom Data Walls to Motivate
Classroom Data Walls to Motivate

Class Average on Place Value Pre-test: 41%

Class Average on Week 2 Place Value Quiz: 79%

We are SOOOOO SMART!

Ms. B's Readers Are Working on

Answering "Right There" Questions!

On the pre assessment:
- 63% of 3B got "Right There" questions in a nonfiction passage correct.
- 43% of 3A got "Right There" questions in a nonfiction passage correct.

On the post assessment:
- 87% of 3A got "Right There" questions in a nonfiction passage correct.

Geography Quiz I - Map Skills:
Avg. = 57%

Geography Quiz II - Map Skills re-take
Avg = 85%
Increase = 28%
Largest student increase: 50%

7/8th Grade

Orchard Gardens K-8
What is your...

**Big Hairy Audacious Goal?**

I can compare and contrast themes, settings, and plots of stories written by the same author.

I can get the teacher's attention appropriately.
Characteristics of Goals that Motivate Students

- The goal is realistic and attainable, yet challenging.
- The goal is desirable and education-dependent.
- The goal is suggested, or at least embraced, by the student.
- The student can see a clear path for attaining the goal.
- The goal is supported by people important to the student.
- Goals can be tailored to recognize that different students may need different types of goals, based on their mindsets and motivational styles.
- Goals need to be mastery-based goals, which involve demonstrating increased understanding, skills, and content knowledge.
What Do We Collaborate About?

How will we respond when they already know it? (timely enrichment and extension)
The Myth of Leadership: What is a Leadership Team
Reciprocal Accountability

“For every increment of performance I ask of you, I have an equal responsibility to provide you with the capacity to meet the expectations.”

—Richard Elmore

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>What is the task?</td>
</tr>
<tr>
<td>Why?</td>
<td>Why is this important?</td>
</tr>
<tr>
<td>How?</td>
<td>What processes can you use?</td>
</tr>
<tr>
<td>Quality</td>
<td>What should it look like?</td>
</tr>
<tr>
<td>Resources?</td>
<td>What tools, training, ideas, materials, and examples can you adopt?</td>
</tr>
</tbody>
</table>
## Writing SMART Goals

<table>
<thead>
<tr>
<th>S: Strategic and Specific</th>
<th>M: Measurable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Attainable</td>
<td>R: Results Oriented for Students</td>
</tr>
<tr>
<td>T: Time Bound</td>
<td></td>
</tr>
</tbody>
</table>

Anne Conzemius and Jan O’Neill
THE HANDBOOK FOR SMART SCHOOL TEAMS, ASCD, 2001
Leadership Teams

- Problems
- Concerns
- Work samples
- Clarification
A facilitator is one who conducts a meeting in which the purpose is dialogue, shared decision making, planning, and/or problem solving.

The facilitator directs the processes used in the meeting, choreographs the energy within the group, and maintains a focus on one content and one process at a time.
Where Are You Now and Where Will You Go From Here?
You Are Not an Accident!
Communication Audit

- What do we plan for?
- What do we monitor?
- What do we model?
- What questions do we ask?
- How do we allocate time?
- What do we celebrate?
- What are we willing to confront?
Five Reasons to Celebrate as a Team

- Celebrations are a great way to recognize performance and hard work.
- Celebrations make ordinary days fun.
- Celebrations strengthen team connections.
- Celebrations build team spirit and morale.
- Celebrations help to sustain teams in tough times.
Run for the Roses
Principal’s cup
Solid as a brick
Teach Like Your Hair’s On Fire.
W.O.W (Working on the Work)
Build a Brighter Tomorrow
You’ve Got Mail
Journal and Share ~ Brown’s Creek My-ning Report
Wake up everyday intending to change the world with a little help from others

Lead Like Your Hair Is On Fire!!!
Three Big Ideas of the *Professional Learning Community Model*

1. Focus on learning rather than teaching.

2. Work collaboratively on matters related to learning.

3. *Hold themselves accountable for the kind of results that fuel continual improvement.*
CLIMATE OF HIGH EXPECTATIONS

Students make learning a priority

Goals and high expectations are clearly communicated by every adult

- What do we do really well?
- What do we need to work on?
- Are there some things we need to stop doing?
- Are there some things we need to start doing?
Thank You for Being a Learner!