Professional Learning Communities: Digging In

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Introductions
Raise your hand…

Celebrations
Challenges

Two Day Agenda

Day 1

Overview of materials

Module 1:

- Introductions
- Outcomes
- Setting the Stage

Module 2:

- PLC's as a framework for change and transformation
- The Three Big Ideas

Module 3:

- Question 1: What do we want students to know and be able to do?
- A Guaranteed and Viable Curriculum

Two Day Agenda

Day 2

Module 4:

- Question 1 Continued
- Question 2: How will we know they have learned it?

Module 5:

- Question 3: What do we do if they haven't learned?
- Question 4: What do we do if they already know?

Module 6:

- Leadership & Change

Module 7:

- Reflection and Action Planning

Learning Together!

- Be open to new learning and new ideas.
- Participate and contribute both with your team and with the whole group.
- Set aside distractions
- Commit to taking action at the end of the session.
- Apply information to your current reality.
- Use the SWOB planning guide throughout our time together (pgs. 15-19 packet).

"Educators must develop a deeper, shared knowledge of learning community concepts and practices, and then must demonstrate the discipline to apply those concepts and practices in their own settings if their schools are to be transformed."

—DuFour, Eaker, & DuFour (Eds.), *On Common Ground: The Power of Professional Learning Communities* (2005), pp. 9–10

Module 1: Setting the Stage

Today, a child who graduates from school with a mastery of essential skills and knowledge is prepared to compete in the global marketplace, with numerous paths of opportunity available to lead a successful life. Yet, for students who fail in our educational system, the reality is that there are virtually no paths of opportunity.

"In 2012, about **one-third** of jobs in America were occupations that typically require postsecondary education for entry."

-U.S. Bureau of Labor Statistics, *Education and Training Outlook for Occupations, 2012-2022* (2013)

"By 2020**, 65 percent of *all* jobs** in the economy will require postsecondary education and training beyond high school."

-**Carnevale, Smith, & Strohl**, *Recovery: Job Growth and Education Requirements Through 2020 (2013).*

The ACT examined math and reading skills required for electricians, construction workers, upholsterers, and plumbers and concluded they match what is necessary to do well in first-year college courses.

(ACT, Ready for College and Ready for Work: Same or Different?, 2006)

Wages for careers that require higher levels of education and training will outpace nondegreed jobs, with the average college graduate earning 77 percent more than the typical high school graduate.

(U.S. Bureau of Labor Statistics, Occupational Projections and Training Data, 2008–09 Edition, 2008)

The likely pathway for student who struggle in school is an adult life of poverty, incarceration, and/or dependence on society's welfare systems.

Our Mission…

To assure high levels of learning for all students!

The Harsh Reality Regarding Special Education

Little attention is paid by federal accountability systems to whether students in special education are advancing in core subjects or acquiring the skills necessary for making special education and accommodations no longer necessary.

Lyon et al. (2001). Rethinking Learning Disabilities.Washington DC: Thomas B. Fordham Foundation.

Changing Times

State Learning Standards	⇨	**Common Core Standards**
State Assessments	⇨	**PARRC / Smarter Balance / Aspire Assessments**
General to Special Education	⇨	**Response to Intervention**
Traditional grading and reporting practices	⇨	**Standards-Based grading and reporting practices**

A Compelling Question

What *are* effective schools doing to achieve dramatic <u>results</u> in student learning? How are they focusing their work in changing times?

Improving Schools

"Classrooms, schools, and school systems can and do improve, and the factors facilitating improvement are neither so exotic, unusual, or expensive that they are beyond the grasp of ordinary schools."

Clark, Lotto, & Astuto, (1984). Effective Schools and School Improvement. *Educational Administration Quarterly, 20*(3), 59.

Common Findings in Successful Schools

- Formed a professional learning community
(Clarity around the 4 critical questions)
- Focused on student work (through assessment)
- Changed their *instructional practice* accordingly to get better results
- Did all of this on a continuing basis

Source: Michael Fullan, Phi Delta Kappan, April 2000

Implementation of Professional Learning Communities

"The reason professional learning communities increase student learning is that they produce *more good teaching* by *more teachers* more of the time. Put simply, PLCs improve teaching, which improves student results, *especially for the least advantaged students*."

Jonathon Saphier, 2005

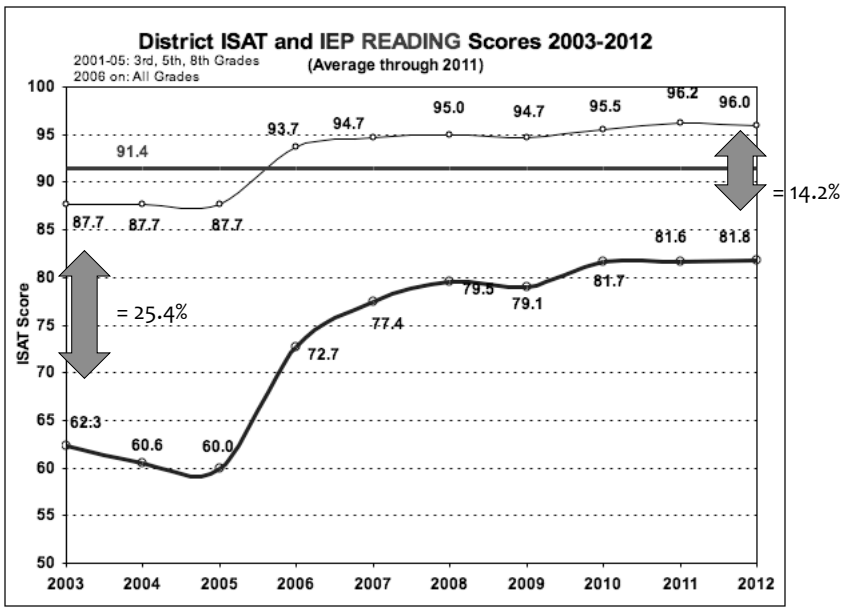
Impact of becoming a PLC in District 96?

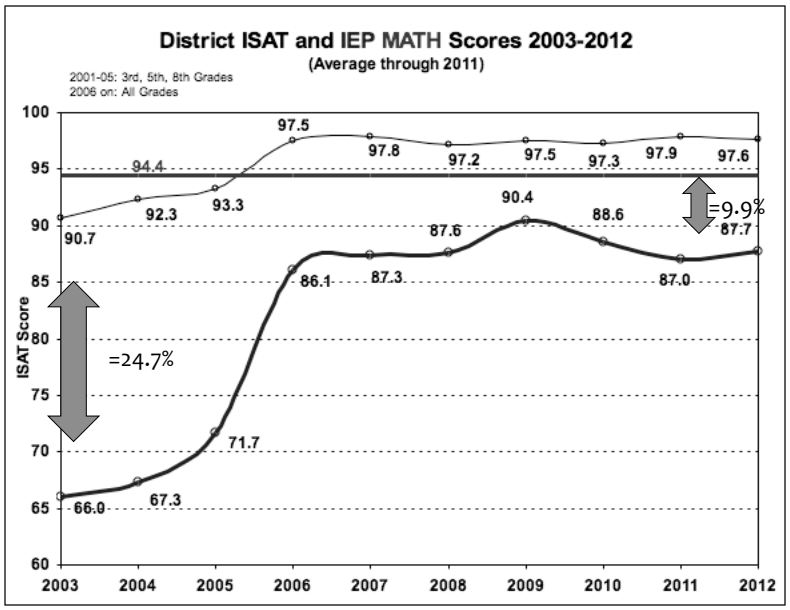
Our Journey through Data …

Who do we benchmark against?

What does this look like?

Began in 2001





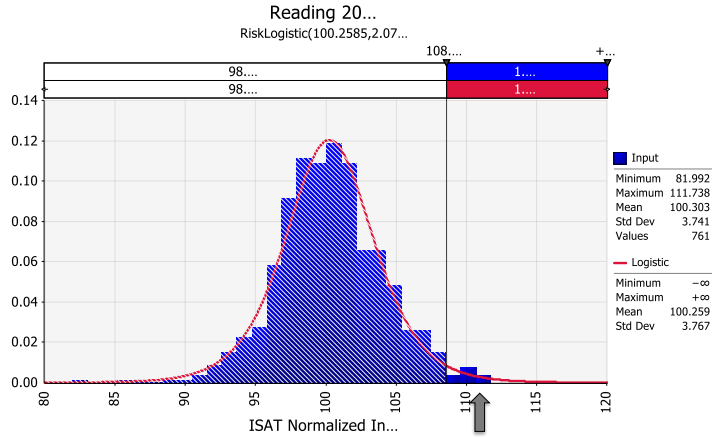
All Kids Can Learn

Comparison of Performance for All Students and Students with IEPs

Category	ISAT Index		State Rank	
	All	IEP	All	IEP
Kildeer D96	108.1	101.5	9	6
State	100.0	89.9		

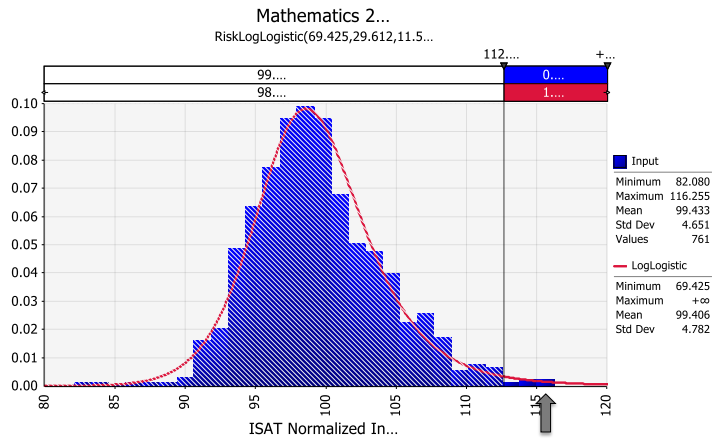
2013–2014 ISAT scale scores (ISBE)
Tabulation by: Chaos Group, Inc.

Shift to PARCC: Reading At 98 Percentile



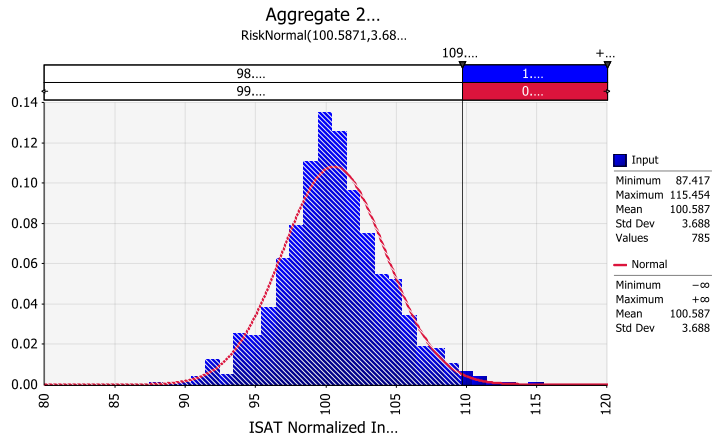
Source: 2014 ISBE Media database
Tabulated by: Advantage Analytics, LLC

Shift to PARRC: Mathematics Above 99 Percentile



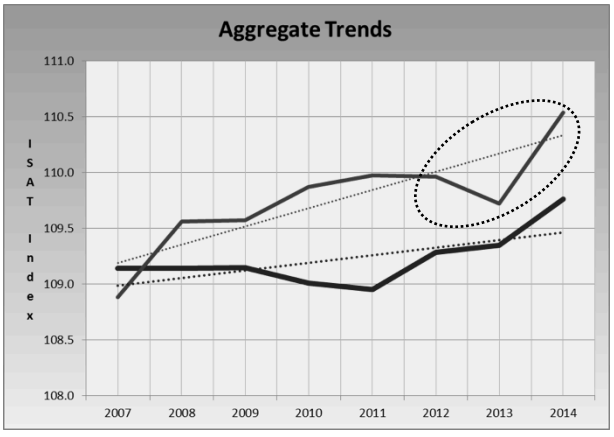
Source: 2014 ISBE Media database
Tabulated by: Advantage Analytics, LLC

Shift to PARRC: Overall: Kildeer Ranks in the 99 Percentile



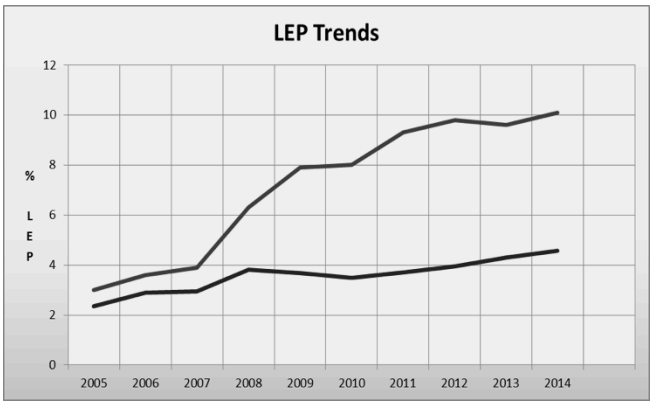
Source: 2014 ISBE Media database
Tabulated by: Advantage Analytics, LLC

Overall Growth Trend and Performance Level Exceeds Benchmark



Source: 2014 ISBE Media database
Tabulated by: Advantage Analytics, LLC

Limited English Proficiency
D96 Growth vs. Benchmark District Growth



District 96 has experienced 350% growth in LEP enrollment since 2007

Model Demographics

- Low income
- Educational attainment of parents
- Limited English proficiency
- Attendance rate
- Parental involvement
- Mobility rate
- Number school days

StatTools Report

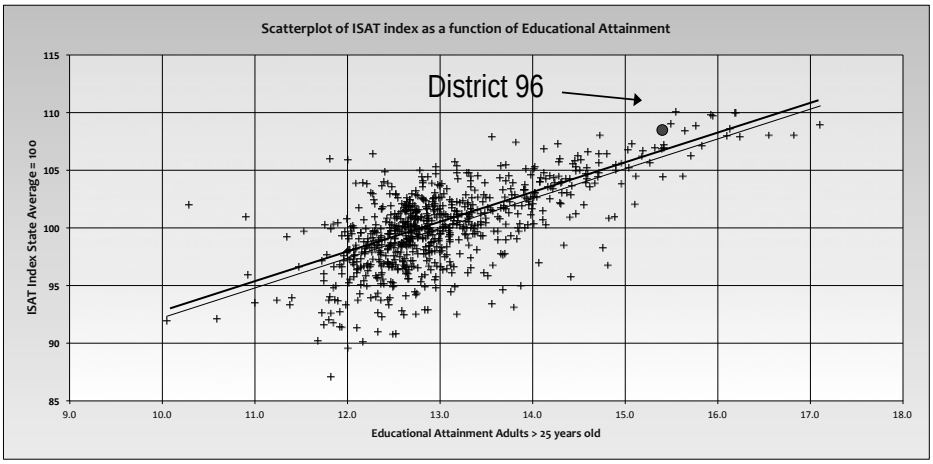
Analysis: Regression
Performed By: graham
Date: Sunday, January 11, 2015
Updating: Static
Variable: lostDX

Stepwise Regression for lostDX *Summary*	Multiple R	R-Square	Adjusted R-Square	StErr of Estimate
	0.8590	0.7378	0.7367	2.036574297

ANOVA Table	Degrees of Freedom	Sum of Squares	Mean of Squares	F-Ratio	p-Value
Explained	7	18619.71656	2659.959508	641.3196	< 0.0001
Unexplained	1595	6615.477615	4.147634868		

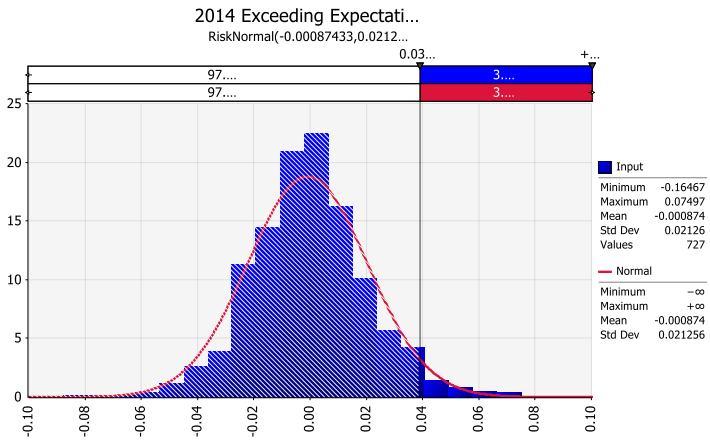
Regression Table	Coefficient	Standard Error	t-Value	p-Value	Confidence Interval 95% Lower	Upper
Constant	38.57172929	5.930210312	6.5043	< 0.0001	26.93990397	50.20355461
LOW-INCOME DISTRICT %	-0.096299601	0.00400009	-24.0744	< 0.0001	-0.104145587	-0.088453615
EdAttain	1.501036362	0.095559977	15.7078	< 0.0001	1.313600004	1.6884727
L.E.P. DISTRICT %	0.053053737	0.007222443	7.3457	< 0.0001	0.038887259	0.067220215
ATTENDANCE RATE DISTRICT %	0.421938178	0.05957645	7.0823	< 0.0001	0.305081807	0.538794549
PARENTAL INVOLVEMENT DISTRICT %	0.048781414	0.019539809	2.4965	0.0126	0.010455009	0.087107819
MOBILITY RATE DISTRICT %	-0.032504558	0.008928546	-3.6405	0.0003	-0.050017476	-0.014991639
TOTAL SCHOOL DAYS - DISTRICT	0.008477986	0.002617219	3.2393	0.0012	0.003344436	0.013611536

Performance Exceeds Expectations Predicated on the Educational Attainment of Parents



Source: 2007/2008 ISAT scale scores (ISBE), 1990 US Census
Tabulation by: Chaos Group, Inc.

Kildeer Ranks in the 97 Percentile in Exceeding Expectations



Impact of Becoming a PLC

Enrollment in advanced and honors level classes entering high school has increased from 28% to 71% since the 2002 school year.

Put Your Heads Together

At Your Table
Barriers

Identify one thing that you believe is acting as a barrier to telling the same story regarding results for ALL of your students?

Which of those barriers do YOU CONTROL?

Do your results indicate equity concerns?

Pg. 1

Shift in the Work of Teachers

From isolation	⇨	**To a focus on learning**
From "collaboration lite" on matters unrelated to student achievement	⇨	**To a fixation of what students learned**
From an assumption that these are "my kids, those are your kids"	⇨	**To an assumption that these are "our kids"**

(DuFour, DuFour, Eaker, & Many, *Learning by Doing*, 2010, p. 250)

MORAL

IMPERATIVE

Culture, Beliefs, and Mindset MATTER

Examining Your Current Beliefs
Mix, Pair, Share (Pg. 1)

Process

1. Participants: stand up and silently mix around the room.
2. Facilitator says, "Pair".
3. Participants: pair up with the person closest to you and give a high five. If you don't have a partner, keep your hand up until you do.
4. Facilitator asks a question and gives "think time".
5. Partners share using: Timed Pair Share

Examining The Current Beliefs In Your School / System

Mix, Pair, Share

All students can learn at high levels.

1. **We strongly believe this is true.**
2. **We believe this is true.**
3. **We believe this is true, but …**
4. **We are not sure we believe this is true.**
5. **We do not believe this at all.**

Examining The Current Beliefs In Your School / System

Mix, Pair, Share

We must take collective ownership for ALL students in order for them to reach their potential.

1. **We strongly believe this is true.**
2. **We believe this is true.**
3. **We believe this is true, but …**
4. **We are not always sure we believe this is true.**
5. **We do not believe this at all.**

Put Your Heads Together At Your Table

Table
Core Beliefs:

All kids can learn to high levels.

We take collective responsibility for the learning of ALL students.

Share your responses.

What behaviors in your school / system support your responses?

Pg. 1

PLC Overview / Review

Let's Dig In…

PLC Defined

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.

PLC's operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for all.

Put Your Heads Together

Table

Which pieces of this definition are currently deeply understood in your system?

Which pieces of this definition are not currently understood in your system?

Pg. 2

A PLC is NOT …

- **a program**
- **something you can purchase**
- **a meeting on Tuesdays**

"A Way of Being"

The work of PLCs should not be considered an add-on, a meeting, or a program.
We don't need or want any more unnecessary add-ons, programs, or meetings in our already busy school days.

Deciding to do the work of PLCs is not a quick fix, a program, a meeting, or a silver bullet that will cure all educational ills.

The PLC concept is not linear and it is messy, but when done in a collaboratively focused manner around the right things, it is immensely rewarding.
~Brian Butler, PLC associate

Culture Shifts

My job is to teach	⇨	My job is to make sure students learn
These are *my* students	⇨	These are *our* students
I have good intentions	⇨	We need to have good results and respond when our data indicates areas of need

Can we all agree that…

- We must focus on making sure that children LEARN
- No one person can meet the needs of every single child
- Hoping children learn is NOT a strategy that's good enough

If our mission is high levels of learning for all students,

the question is:

Is it possible?

"There are simple, proven, affordable structures that exist right now and could have a dramatic, widespread impact on schools and achievement—in virtually any school. An astonishing level of agreement has emerged on this point"

--Mike Schmoker, 2004

Schools ***Do*** Make a Difference

Effective Schools Research of Ron Edmonds, Larry Lezotte, Wilbur Brookover, Michael Rutter, and others concluded that:

- All Children Can Learn
- Schools control the factors to assure that students master the core of the curriculum

Schools ***Do*** Make a Difference

An analysis of research conducted over a thirty-five year period demonstrates that schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds

Robert Marzano, ***What Works in Schools***, 2003

Schools ***Do*** Make a Difference

90/90/90 Schools

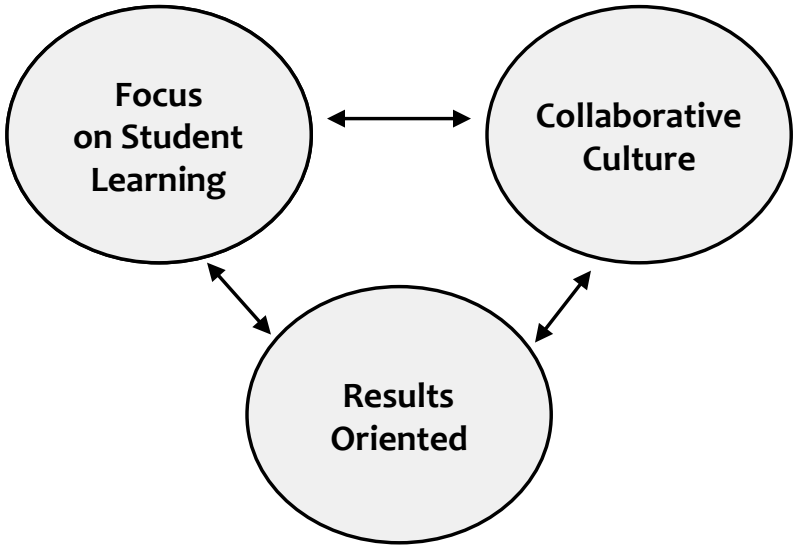
--Doug Reeves

S.W.O.B
Page 15

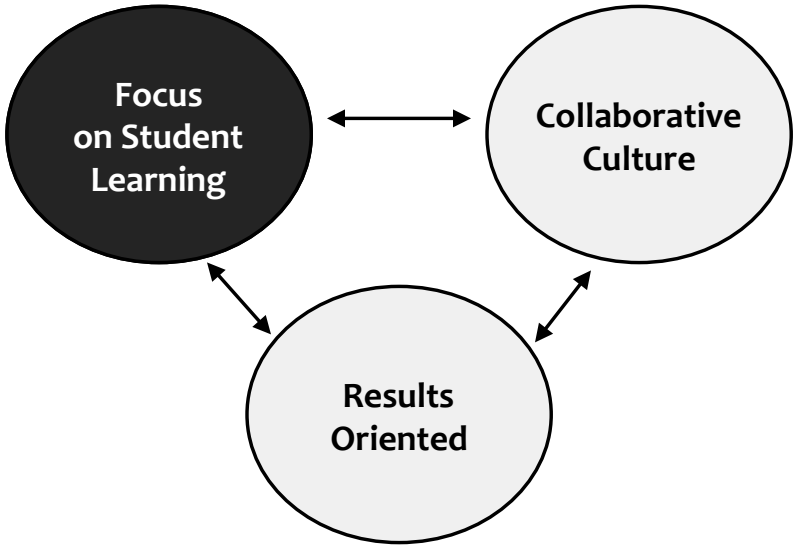
Reflect on the strengths, weaknesses, opportunities, and barriers around culture and beliefs

Module 2 : The Three Big Ideas

Key Concepts of a PLC



Key Concepts of a PLC



Professional Learning Community

Critical Questions We Must Answer

1. **What should all students know and be able to do?**
2. **How do we know if they know it?**
3. **How do we respond if they AREN'T learning?**
4. **How do we respond if they ALREADY have learned it?**

We make "learning" rather than "teaching" the fundamental purpose of our schools.

Results Oriented

Until it's been learned, it hasn't been taught

Culture

Results Oriented

A Focus on Learning:

- Clear and compelling vision.
- Commitment to the learning of each student.
- Clarify exactly what students must learn.
- Monitor learning on a timely basis.
- CFAs and DBAs
- Provide systematic interventions.
- Extend and enrich learning for students.
- Professionals have job embedded learning as part of routine

Teaching *(Can be)*	**Learning** *(Often is)*
• Neat	• Messy
• Orderly	• Spontaneous
• Sequential	• Irregular
• Managed	• Non Linear
• Documented	• Complex

Examples of a focus on teaching…

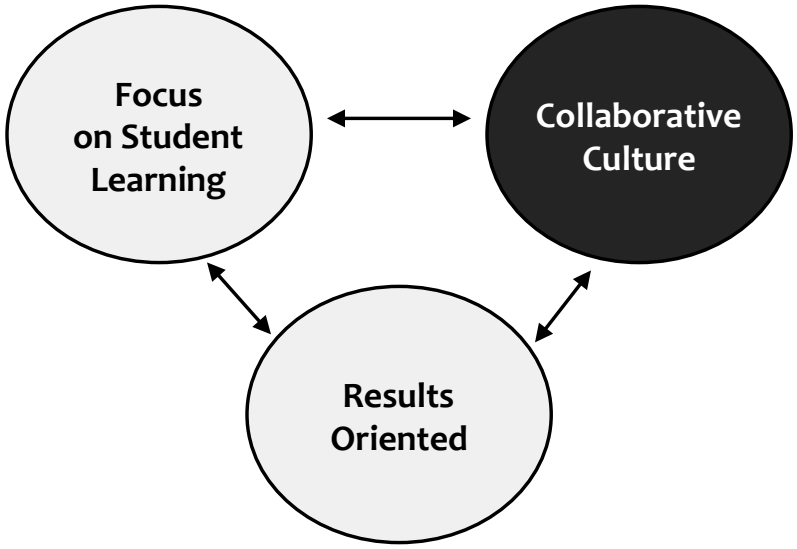
Put Your Heads Together

Partner Share then Table Share

Identify a current policy, practice, or procedure in your system that points to a focus on TEACHING rather than on LEARNING. Identify evidence of a focus on LEARNING.

Pg. 2

Key Concepts of a PLC

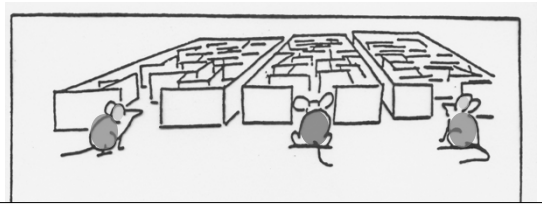


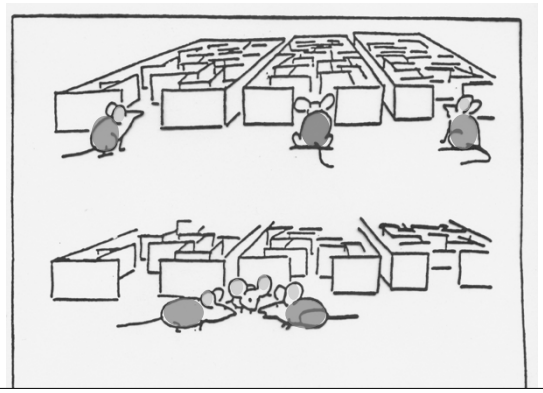
"The best schools we visited were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff - a clear sense of "we". By contrast, struggling schools feel fractured; there is a sense that people work in the same school but not toward the same goals."

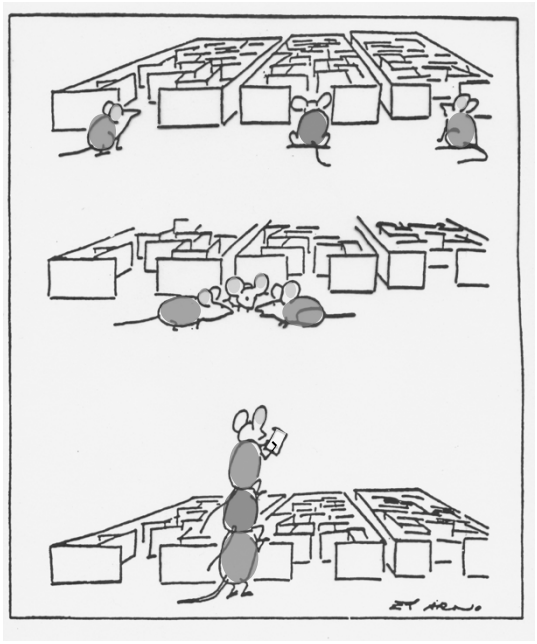
T. Lickona & M. Davidson, (2005), p. 65

School or District is the PLC

Collaborative Teams are the building blocks







The Power of Collaboration

Teacher collaboration in strong PLC's…

- improves the quality and **equity** of student learning
- promotes discussions that are grounded in evidence and analysis rather than opinion
- fosters collective responsibility for student success.

McLaughlin & Talbert, 2006

Interdependence are what organizations are all about.

Productivity, performance and innovation result from joint action, not just individual efforts and behavior.

Focus on Student Learning

Results Oriented

Pfeffer & Sutton, 2000

What Characteristics Make A Team High Performing?

- **Work within time limits**
- **Share limited resources**
- **Utilize experts**
- **Use data to guide decisions**
- **Argue AND Listen**
- **Make a plan and work together to get it done**
- **Failure is not an option**

From the Research:

There is broad, even remarkable, concurrence among members of the research community on the effects of carefully structured learning teams on the improvement of instruction.

Mike Schmoker, Tipping Point: From Feckless Reform to Substantive Instructional Improvement, PDK, 2004, p.430

"The fact that teachers collaborate will do nothing to improve a school. The purpose of collaboration can only be accomplished if the professionals engaged in collaboration *are focused on the right things*."

DuFour et.al, LBD, p.91

What are the Right Things? Back to a Focus on Learning

- Clarify essential outcomes by grade or course.
- Develop common assessments
- Establish targets/benchmarks
- Analyze results
- Plan for instruction and improvement strategies
- Discuss student learning needs

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)

Team Structures

What structures do we need in order to get the work done? What works for your system?

Table 2.1: Potential Elementary Teams

	Grade-Level Team	Leadership Team (Building-Level Team)	Problem-Solving and Intervention Team (Building-Level Team)	Job-Alike, Cross-School Team
Who	*All* teachers within the same grade level within the school	Team leader from each grade-level team to include specials, intervention team, and so on	Principal, related-services personnel, English learner or representative, teacher representative, special education teachers	A teacher representative from each grade-level team to each content area
Focus	• Students (celebration and problem solving) • Planning • Common assessments • Data analysis • Instructional design and planning • Intervention design	• Building-level problem solving • Implementation of district and school initiatives and goals • Team-level communication	• RTI implementation • Problem-solving process • Progress monitoring	• Power standards • Pacing guides • Benchmark assessments • Materials selection • Instructional design and planning • Data analysis
Frequency	Twice per week during common plan time	Once per week	Once per week	Monthly

Does ALL Really Mean All?

Table 2.6: Potential Secondary Teams

	Cross-Curricular Team	Content-Alike Team	Job-Alike, Cross-School Team
Who	*All* content-area teachers working with same team of students (middle school model or school within a school model)	*All* teachers of the same content across teams within the building	*All* teachers of the same content across the district or across multiple schools
Focus	• Students (celebration and problem solving) • Planning (logistics, cross content skills–based connections) • Skills across content areas	• Common assessments • Data analysis • Instructional design and planning	• Power standards • Pacing guides • Benchmark assessments • Materials selection • Instructional design and planning • Data analysis
Frequency	• Twice per week during common planning time in middle school • Less frequently as high school skills–based teams	• One to two times per week during common planning time • During staff meetings	• Monthly

District-Level Teams

Board of Education

Who: Seven publicly elected members

Focus:
- Fiscal allocation and responsibility aligned to goals
- District goal adoption
- Policy adoption
- Monitoring of outcomes

Frequency:
- Twice per month

Cabinet Team

All district-level administrators

Focus:
- District-level problem solving
- Implementing district adopted goals
- Developing board and administrative council agendas

Frequency:
- Once per week

Administrative Council

All building and district- level administrators
- Professional development
- Developing and implementing goals
- Monitoring district data
- Overall district leadership

Frequency:

District-Level Committees

Who: Combination of administrators and teacher and staff leaders

Examples:
- Professional learning team
- Standards-based reporting
- Teacher evaluation
- Social–emotional learning

Put Your Heads Together
Table Talk

Team Structures

1. What is your current reality with team structures?
2. Do teams have designated time to meet? Is this a "tight"?
3. Is there clarity regarding what, exactly, teams should be working on during designated time?
4. Do special educators meet with general education teachers to discuss student learning?

Pg. 2

Tools to Help Teams

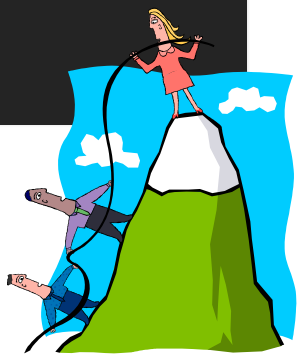
Focus on the Right Things

Team Tools that Support Collaboration in a PLC

- Teams agree to Norms
- Outcome-driven Agendas
- Minutes for clarity and communication
- SMART goals developed to improve student achievement
- Data protocols that are meaningful

NORMS

The standards of behaviors by which we agree to operate while we are in this group.



What are norms?

- Norms are defined as, "The mutually agreed upon standards of behavior."
- Norms usually involve communication, consensus, conflict, and respect.
- Social norms, norms of collaboration, societal norms, and educational norms are examples.

Why are norms important?

- Sociologists believe that it is upon norms that societies are built.
- It is also true that it is upon norms that teams are built.
- Norms help to alleviate roadblocks to communication and collaboration.

- See packet for Norms resources

Team Tools that Support Collaboration in a PLC

- Teams agree to Norms
- Outcome-driven Agendas
- Minutes for clarity and communication
- SMART goals developed to improve student achievement
- Data protocols that are meaningful

Key Elements of an Agenda

- **Purpose**
- Item**:** Brief description
- **Non-purpose**
- Members Involvement: (I) Information, (D) Discussion, (A) Action
- Facilitator
- Time Allotted
- Desired Outcome

Group Name: Second Grade Team **Members:** Lauren, Lori, Ana, Monica, Ariana,
Date: Thursday, April, 14 2011 **Time**: 8:30-9:30 am **Location:** Country Meadows School, Room 204
Next Meeting: Thursday, April 19 8:30-9:30
Meeting Purpose: To plan collaboratively as a team.

Item	*I/D/A	Facilitator	Time	Desired Outcome
1. Celebrations	I	All	8:30	Share positive happenings!
2. Curriculum planning	I/D/A	All	8:40	• Review curriculum plans for next week. • Look at country research project things and share materials with Ana. • Go over things from Leadership notes. • Check in with how goal tracking is going.
3. Wrap up	D/A	All	9:25	Review what we discussed and discuss future agenda items.

I: Information, D: Discussion, A: Action/Decision Point* **Meeting Adjourns at*: 9:30*

Second Grade Team Norms
We will be active listeners (no sidebar conversations)
All members of the team will participate.
We will be tough on ideas, gentle on people.
We will be on time and start meetings on time.
All ideas will be welcomed and heard.
We will come prepared and ready to work.

Team Minutes Excerpts

Curriculum Plans (Grade 2)

"We paced out our unit-9 math and looked at where the targets will fall. We made a plan to do a mini-intervention next Wednesday and then use math lab times for another target that would not have been covered and CFAed by that time."

Data and SMART Goal Follow Up (Grade 1)

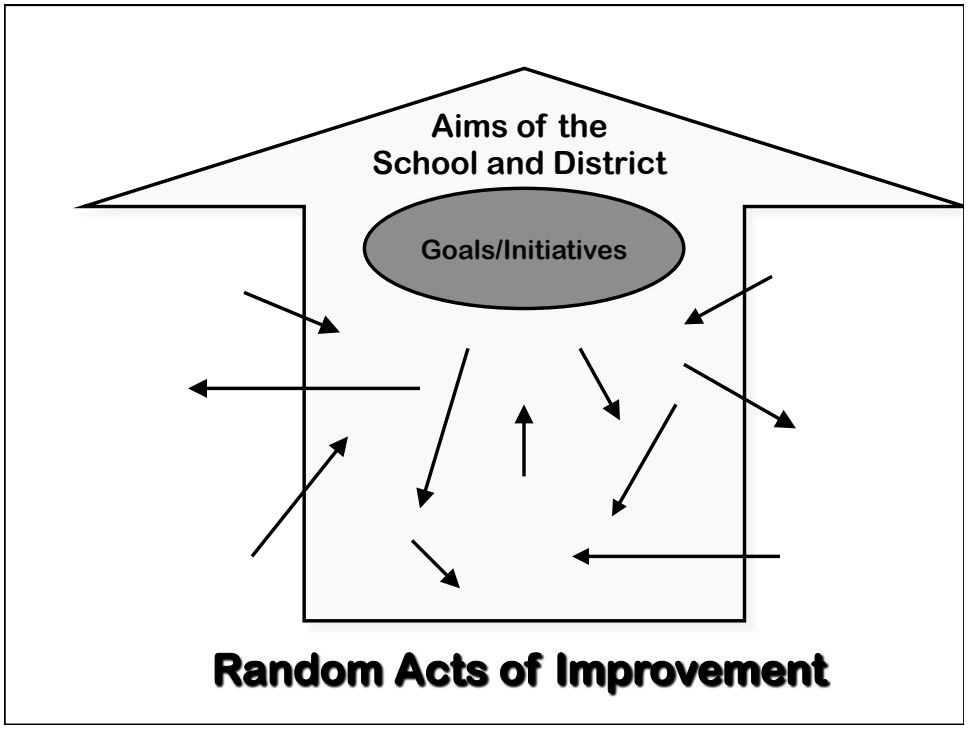
- Celebrate results!
- In September, 46% were reading below grade level.
- In February, 20.5% are below (13% are just one letter below!).
- In September, 11% were already at or above our goal of reading level 1 .
- In February, 36 % are at level 1 or above (10% are at level H).

Agenda and Minutes
(Excerpts)

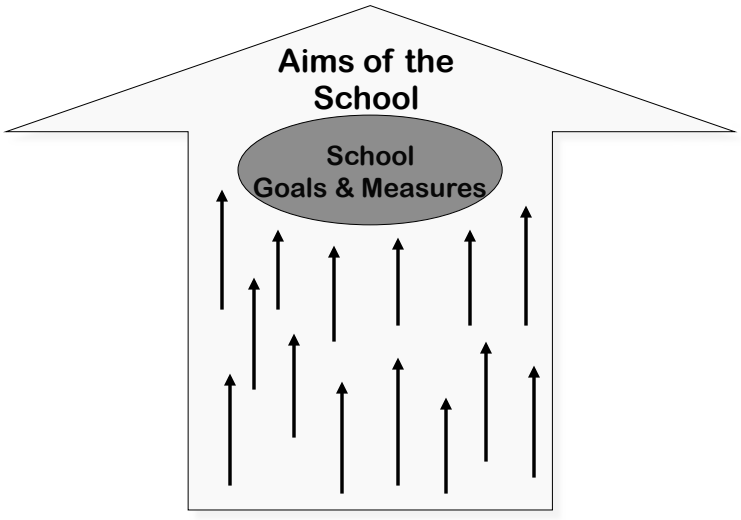
Tuesday, January 8, 2013
Agenda: Collaborative Protocols Discussion / Action Cycle 3 Benchmark Discussion Cycle 4 Targets and Planning
Outcomes: • Cycle 4 Targets and Planning: • Concern: We are doing the exact same targets as last cycle (only difference is making their own inferences instead of us giving it to them) and kids already took a benchmark on them. Some kids are "done" and burned out on them, while others mastered these targets long ago. Not sure why we made this decision…will revisit for next year. • Solution: Let's look for FUN ways to assess their learning . Erica has an idea for something called a "tableau" where kids come up and present something and we assess that or the graphic organizer they used. She will share with us. Or…instead of giving a reading quiz, give a summary of a chapter and have kids write what happened in the chapter that in NOT in the summary. Understand your take on this. Agree with finding engaging and different ways to assess. Also, don't forget that you have 4.0 targets that can be used when kids are ready. At JAL on 1/22 we will have the chance to look back and forward to shift things around now that we know more about what new targets mean. If I were you, I would be looking at using graphic organizers as ways kids can share their thinking!

Team Tools that Support Collaboration in a PLC

- Teams agree to Norms
- Outcome-driven Agendas
- Minutes for clarity and communication
- SMART goals developed to improve student achievement
- Data protocols that are meaningful



Random Acts of Improvement



Aligned Acts of Improvement

"Goals and the commitment they generate are the glue that holds teams together."

Schmoker. (1999). *Results: The Key to Continuous School Improvement*, p. 24

Team Tools that Support Collaboration in a PLC

- Teams agree to Norms
- Outcome-driven Agendas
- Minutes for clarity and communication
- SMART goals developed to improve student achievement
- Data protocols that are meaningful

Assessment Data Team Protocol – 6th Grade
Level: _____ Assessment: _____

The Assessment Overall: Thoughts and Considerations

1. What worked well?

2. What changes need to be made (if any)?

Student Achievement

1. As a team, on which learning targets did most/all students show mastery? Celebrate!!

2. As a team, which learning target(s) did the least number of students show mastery?

3. As a team, which students did not master which targets?

4. Is any additional support needed? If so, what?

Plan for Action

As a team, what will we do for the students who did not master the targets? (AI, ASAP, after school, etc.)

Thoughts for Teams

(Use tools chart in handout)

1. **As teams, which of these tools are currently utilized in your system?**
2. **Are the tools used well?**
3. **What are the benefits of the tool?**
4. **Potential next steps.**

Pg. 3

Most Frequently Identified Barrier…

TIME

Creating a Collaborative Culture… Solutions From the Literature

Provide common preparation time.
Use parallel scheduling.
Adjust start and end times.
Share classes.
Schedule group activities, events, and testing.
Bank time.
Use in-service and faculty meeting time wisely.

How?

Solutions From Experience

Assemblies

Master Schedule to the elementary level

Schedule = HUGE! Make sure teams have collaborative time

Invite specialists to team meetings

Release Time

Use Staff Meetings

How?

Country Meadows
Specials Schedule 2010-2011

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7:45-8:25					
8:25-8:30					
8:30-8:45	INTER.		Sci/SS		
8:45-9:00	8:30-9:00				
9:00-9:15		SPECIALS			
9:15-9:30					
9:30-9:45				INTER.	
9:45-10:00				9:30-10:00	
10:00-10:15		Sci/SS	SPECIALS		
10:15-10:30					
10:30-10:45					INTER.
10:45-11:00	Sci/SS	MATH			10:30-11:00
11:00-11:15		10:30-11:30		SPECIALS	Recess
11:15-11:30					11:00-11:40
11:30-11:45	Recess	Recess	MATH		Eat
11:45-12:00	11:30-12:10	11:30-12:10	11:10-12:10		
12:00-12:15	Eat	Eat			
12:15-12:30			Recess	Recess	SPECIALS
12:30-12:45	MATH		12:10-12:50	12:10-12:50	
12:45-1:00	12:15-1:15		Eat	Eat	
1:00-1:15			INTER.		
1:15-1:30			12:55-1:25	MATH	Sci/SS
1:30-1:45				12:55-1:55	
1:45-2:00	SPECIALS				
2:00-2:15				Sci/SS	MATH
2:15-2:30		INTER.			1:45-2:45
2:30-2:45		2:15-2:45			
2:45-3:00					
3:00-3:15					

Daily Class Schedules

Monday - Tuesday - Friday

6th Grade			7th Grade			8th Grade	
Period	Time		Period	Time		Period	Time
1	7:45-8:29		1	7:45-8:29		1	7:45-8:29
2	8:32-9:16		2	8:32-9:16		2	8:32-9:16
3	9:19-10:05		3	9:19-10:05		3	9:19-10:05
4	10:08-10:52		4	10:08-10:52		4	10:08-10:52
Lunch	10:52-11:22		5	10:55-11:39		5	10:55-11:39
5	11:25-12:09		Lunch	11:39-12:09		6	11:42-12:26
6	12:12-12:56		6	12:12-12:56		Lunch	12:12-12:56
7	12:59-1:43		7	12:59-1:43		7	12:59-1:43
8	1:46-2:30		8	1:46-2:30		8	1:46-2:30

Wednesday - Thursday

6th Grade			7th Grade			8th Grade	
Period	Time		Period	Time		Period	Time
1	7:45 - 8:25		1	7:45 - 8:25		1	7:45 - 8:25
2	8:28 - 9:08		2	8:28 - 9:08		2	8:28 - 9:08
3	9:11 - 9:53		3	9:11 - 9:53		3	9:11 - 9:53
4	9:56 - 10:36		4	9:56 - 10:36		4	9:56 - 10:36
Lunch	10:36 - 11:06		5	10:39 - 11:19		5	10:39 - 11:19
5	11:09 - 11:49		Lunch	11:19 - 11:49		6	11:22 - 12:02
6	11:52 - 12:32		6	11:52 - 12:32		Lunch	12:02 - 12:32
Academic	12:35 - 1:05		Academic	12:35 - 1:05		Academic	12:35 - 1:05
7	1:08 - 1:48		7	1:08 - 1:48		7	1:08 - 1:48
8	1:51 - 2:30		8	1:51 - 2:30		8	1:51 - 2:30

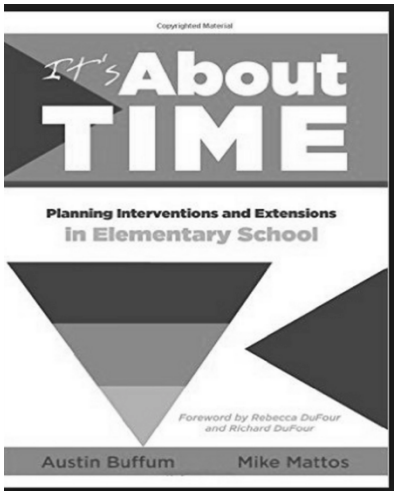
Team Meeting Schedule

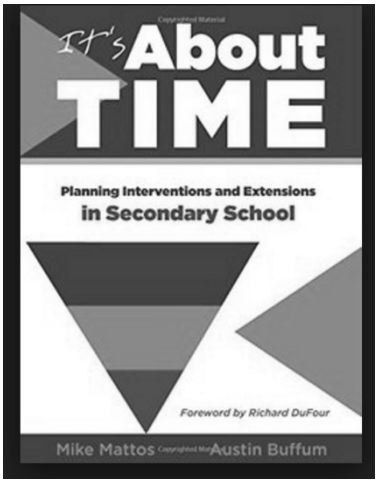
A — 6th, 7th, 8th

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
1	7 SCI	7 SS 7 SP		7 SCI 7 SP	7 SS
2		8 LA			8 LA
3		**PIT Team**		**Carts/Well PIT**	
4	6 LA 6 MATH	6 SCI	6 Cross Curricular	6 MATH 6 LA	6 SCI
5	7 LA		7-1 Cross Curr	7 LA	
11:39-12:12	Math	Math (Becky)	SPLIT CROSS	Math	Math
6	8 SS 8 SP	8 SCI	8-1 Cross Curricutar	8 SS	8 SP 8 SCI
7					
8		6 SS/SCI			6 SS

B — 6th, 7th, 8th

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
1	7 SCI		7 SS 7 SP		
2			8 LA		
3		**PIT Team**		**Carts/Well PIT**	
4	6 SCI 6 Math	**Cross Curricular w/ PIT 6-1**	6 LA	**Cross Curricular w/ PIT 6-2**	6 Options
5	7 LA	7-1 Cross Curr		**7-1 CROSS PIT**	
11:39-12:12	Math	**SPLIT CROSS PIT**	Math (Becky)	SPLIT Cross Curricular	
6	8 SS 8 SP	8-1 CROSS	8 SCI	**8-1 CROSS PIT**	
7					
8			6 SS		





Keys to Moving Forward… Collaboration

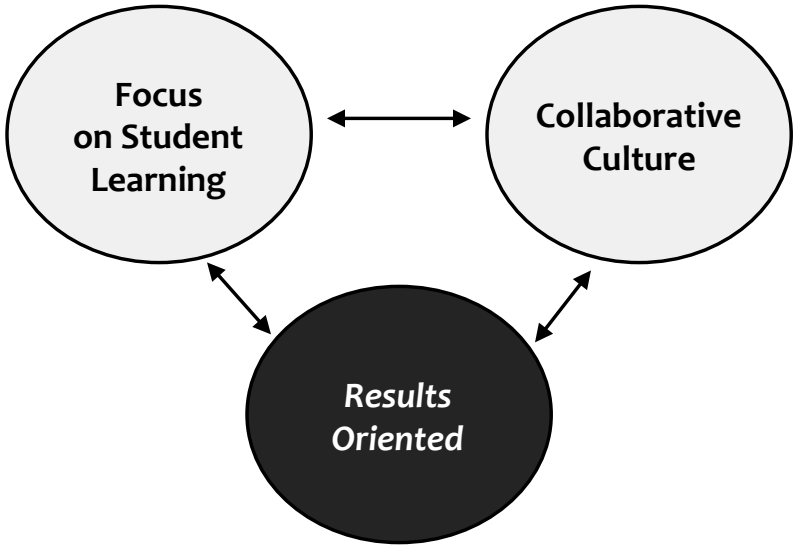
Premise:

Collaborative teams may take many forms, but regardless of their structure, they must include both general and special educators to support all students' learning.

Key Questions to Consider

- Is the work of each team is clearly identified and feasible?
- Is the membership of the team inclusive of ALL who teach and support the content?
- Is adequate time allocated for each team to address the questions and activities appropriate to the role of the team?
- How is collaboration between general and special educators a mutual responsibility?
- Do your current structures address equity?

Key Concepts of a PLC



"The more the school collaborates and the more interesting changes it makes, the more the school staff seek (not avoid) data. Such schools… are data-driven by choice"

Fullan, 1999

PLC's Have a RESULTS ORIENTATION

Teams are committed to achieving desired results

They are hungry for evidence that their efforts are producing the intended outcomes

Results Orientation

People without accurate information cannot act responsibly.

People with accurate information feel compelled to act responsibly.

Blanchard, Carlos & Randolph Empowerment Takes More than a Minute, 2001

A Results Orientation:

SMART Goals

Linked Goals (District, School, Team)

Established by Teams

Cautious not to be Data Rich and Information Poor

Regular use of Data Protocols

Evidence supports efforts

Progress is celebrated

Consider the whole child

(see A Data Picture of Our School)

Data Teams Protocol

Team: 8th Honors E/LA

Assessment:Q1 Reading Benchmark
Date Given: 10/20/11

List targets (big idea) with < 80% student mastery: Analyze Mood & Tone-TG 98% Analyze how conflict contributes to a text-TG 91% *multiple choice was determined to be too lengthy.	**List targets (big idea) with ≥ 80% student mastery and students not proficient for each:** **N/A**
What current practices are effective? **-Literary Analysis Writing** **-Text Evidence Tracking through stories** **-Performance assessments (projects completed inside the classroom)** **-Close readings and annotations** **-Authentic applications of literary elements** **-Reading Workshop Mini-lessons focused on literary elements**	
What instructional changes do we agree to try? **We need to apply the same skills and elements to nonfiction and various fiction genres. We also agree to consider the length and purpose of passages.**	**How will we intervene with these students (When? Who? With what?)** **-extend skills to RW novels** **-extend skills to MAP logs** **-extend skills to authentic novel activities** **-extend skills to create narratives**
When will this instruction take place? **Weekly with supplemental materials**	
How and when will we assess student learning (by target)? **Novel units, poetry unit, nonfiction unit, Reading Workshop, Q2 benchmark**	**How will students' progress be monitored (When? Who? With what?)** **-RW = weekly** **-Q2 Narrative** **-Q2 Reading Benchmark** **-weekly classroom assessed literacy activities**

Results Orientation Team Self-Assessment

1 = Never
2 = Infrequently
3 = Periodically / Inconsistently
4 = Regularly
5 = Regularly to drive instructional decisions
PD = We need more professional development in how to do this

Or team develops SMART Goals based on student data	1	2	3	4	5	PD
Frequent use of data protocols	1	2	3	4	5	PD
Frequent use of formative data drives instructional decisions	1	2	3	4	5	PD
Our team celebrates when the data show expected student growth	1	2	3	4	5	PD

Pg. 4

Module 3 & 4: Question 1

Question #1

What Do We Want Students To Learn?

A Guaranteed and Viable Curriculum

A combination of

"Opportunity to Learn"

and

"Time"

Thoughts for Teams

How does your district currently answer Question #1?

What is the current reality regarding a guaranteed and viable curriculum?

Pg. 4

Common Findings in Successful Schools

Bob Marzano suggests that a GUARANTEED and VIABLE Curriculum based on a clear list of essential outcomes is the number one opportunity to raise the level of student achievement.

Essential Skills **DuFour**
Clear and Focused Academic Goals **Lezotte**
Power Standards **Ainsworth**

Whatever you call this, it needs to be in place for our schools to be successful.

Guaranteed and Viable Versus "Learning by Lottery"

Why we need to… "Weed the Garden"?

(Even with the Common Core)

If you wanted to teach all of the standards in the national documents, you would have to change schooling from
K-12 to K-22

- 255 standards across 14 subject areas
- 3,500 benchmarks
- 13,000 hours of class time available
- 9,000 hours of instruction available
- 15,500 hours of instruction needed to cover the 3,500 benchmarks

This is still the case with the Common Core!

Dr. Robert Marzano
What Works in Schools

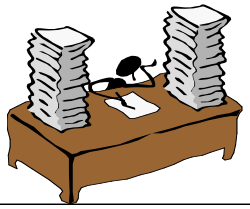
When we try to cram too much curriculum into a school year

Everyone Loses

Students develop into memorizers, instead of into thinkers

Curricular Chaos

- Teachers are forced to individually navigate through standards, texts, frameworks, and curriculum guides
- There is a mismatch between the taught curriculum and the assessed standards
- Students continue to learn what the teachers want or like to teach



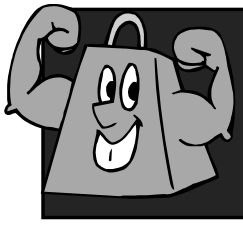
Dr. Robert Marzano

Power Standards Criteria

Endurance

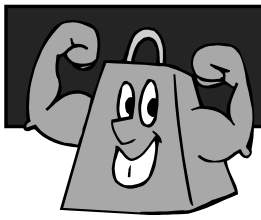
Leverage

Readiness for the next level of learning



Endurance

Knowledge and skills of value beyond a single test date



Leverage

Knowledge and skills of value in multiple disciplines

Readiness for the next level of learning

Knowledge and skills that are necessary for success in the next grade level or the next level of instruction

Why Power Standards?

Power standards are:

- **What teams spend the majority of their instructional time on**
- **What teams will assess**
- **The standards teams have data-driven discussions about**
- **What teams intervene on (enrichment or remediation)**

Power Standards and Pacing

- Power Standards are Paced by Trimester at both the Elementary and the Middle School
- Learning Targets within each standard are identified and listed in the Trimester they are taught and assessed
- Assessments are developed by Learning Target

Curriculum framework now exists as a fluid and ever changing foundation for student learning.

Standards/Assessment Cycle

State Standards or Common Core

↓

District Learner Standards (Curriculum Framework) = Power Standards

↓

Pacing Guides/Learning Targets

↓

Common Formative Assessments
(developed by building level teams)

↓

District Benchmark Assessments
(developed by building level teams)

What is a Learning Target?

Power Standard

Apply properties of powers, perfect squares and square root.

- Apply properties of powers. — Learning Target
- Apply properties of perfect squares. — Learning Target
- Apply properties of square root. — Learning Target

What is a Learning Target?

Power Standard

Demonstrate awareness of physical characteristics and changes that occur in themselves and their environment.

Demonstrate awareness of physical characteristics (eye color, skin color, hair color)
Learning Target

Demonstrate awareness of changes that occur in themselves (height, motor development, etc.)
Learning Target

Demonstrate changes that occur in their environment (weather, seasons, classroom)

Learning Target

In PLC's

- This is NOT left to each teacher to resolve individually
- This is NOT left to deteriorate into a debate regarding teachers' opinions on what students must learn

Learning by Doing, 2010

In PLC's

Collaborative teams work together to build shared knowledge regarding what is essential standards (Power Standards) for students to know and be able to do.

Learning by Doing, 2010

The Answer to PLC Question 1

The Same or Different? Equity

Is the answer (to PLC Question 1) the same or different for General and Special Education? For ELL's? For ALL subgroups?

Is it the same or different from teacher to teacher?

The Answer to PLC Question 1

When It Is DIFFERENT

- Special educators / ELL educators have to determine what the expected outcomes are for each teacher and then determine the best way to approach support for their students.
- There is no collective clarity around what is important for students to know and be able to do, and there is not a common experience for all students in a grade-level, subject, and/or course.
- We send students to the next level of learning with varying knowledge of concepts and skills.

The Answer to PLC Question 1

When It Is the SAME

- Special educators / ELL educators know exactly what the expected outcomes are for every teacher in that grade or who teaches the same course, and can begin thinking about scaffolds and supports without having to navigate differences between teachers first.
- There is collective clarity around what is important for students to know and be able to do and a common experience for all students in a grade-level, subject, and/ or course.
- We send students to the next level of learning with common knowledge of concepts and skills.

Unpacking & Prioritizing Options…

1. Whole system process
2. Team process

System Process

Unpack
Power
Articulate
Scale
Articulate
Pace
Assessments

Unpacking the Standards With Your Team …

- **What does this standard mean?**
- **What are the learning targets?**
- **What would it look like if a student could do this?**
- **What is the level of rigor required by this standard?**
- **It leads to assessment design.**

3 Action Steps for Individual Teams
PLC Question 1

Action Step 1:
Pick an upcoming unit or topic of instruction and get clear about what students should know and be able to do.

Action Step 2:
Prioritize the list.
Simple as ABC: Prioritizing Process (3 Steps)

Action Step 3:
Unpack the priority standards.
7-Step Unpacking Process

(Under Supplemental Resources Pg. 8 in packet)

Unpack the Priority Standards

Supplemental Resources pg. 10-11

Standard(s): CCSS.MATH.6.RP.A.3

Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

What Will Students **DO?** (skills or verbs)	With What Knowledge or Concept?	Level of Thinking/ Type of Assessment	Vocabulary	Scaffolds/Supports Ideas
Use	ratio and rate reasoning (to solve real-world mathematical problems)	DOK 2 Multiple Choice/ Constructed Response or Performance Assessment	Ratio Rate	•Vocabulary practice/small group •Math problems with simpler numbers or variables. Once student demonstrates mastery on these, add problems with more complex numbers or variable.
Solve	real-world mathematical problems (using ratio and rate reasoning)	DOK 3 Constructed Response/Performance Task	Solve	•Modeling problem solving strategies/small groups. •Help students visualize the problem. •Act out the problem using manipulatives.
Reason	about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	DOK 2 Constructed written response	Equivalent Diagram Reason	Reasoning practice with less complex tables, etc.

Learning Progression:
•Understand the key vocabulary as used in the standards. (cite, evidence, analysis, inference, determine, theme/central idea, conveyed, details, summary, distinct, opinion, judgment)
•Understand how details in a text (evidence) help convey theme.

Well-Structured Learning Goals?

Well-structured learning goals make assessment tasks easier to construct.

Well-structured learning goals (targets) make assessment tasks easier to construct, and well-constructed assessment tasks help operationalize learning goals (targets).

Marzano, R. J. (2009). Designing & teaching learning goals & objectives (p. 19). Bloomington, IN: Marzano Research Laboratory.

"I CAN" TARGET

- I CAN identify common nouns.

Unit: Cell Biology

Standard 1

Name _____ Period _____

I understand how basic chemical reactions (metabolism) in parts of a cell (organelles/cytoplasm) help keep organisms (living things) alive. As a basis for understanding that concept:

Learning Targets

1c. I know that viruses are composed of a nucleic acid contained in a protein coat.
I know that prokaryotic cells do not have membrane-bound organelles.
I know that eukaryotic cells have membrane-bound organelles.

Essential vocabulary: prokaryotic, eukaryotic, organelle, nucleus, cell–plasma membrane, ribosome, cytoplasm, cell wall, chloroplast, mitochondria, lysosome, vacuole, cytoskeleton, ER, Golgi apparatus

Rate your mastery of this learning target.
New to me ⟶ I got this.

Tasks	How I Did
1.	
2.	
3.	

Thoughts for Teams

Discuss your reaction so far….

Pg. 4

Common Core / New Standards & Scaling
Changing the Landscape of Extension

Common Core and Other New State Standards

New power targets from the common core

Gave us the opportunity to include learning targets that are clearer, more concise, & more rigorous

Scales

Determining Levels of Proficiency to give teachers the opportunity to extend and enrich for more students more often

Marzano and Kendall's Taxonomy

4	Advanced learning target: Inferences and applications that go beyond what was taught
3	Target learning target: Complex ideas and processes that have been explicitly taught
2	Simpler learning target: Simpler details and processes that have been explicitly taught
1	Partial credit with help
0	Even with help no success

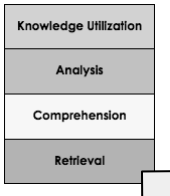
No Scales

- Students can obtain very different scores from teacher to teacher simply because the teachers weight items differently.
- Assessments designed by one teacher or team may be inconsistent or uneven in level of difficulty (all easy, all difficult).
- It's difficult to determine how to extend learning.

With Scaling

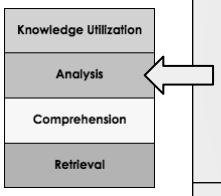
- Ensures that the scale stays the same from one assessment to the next and that a teacher applies the same logic to scoring each assessment
- Provides a systematic way to extend learning from 2.0 to 3.0 and 3.0 to 4.0

Grade-8 LA Example



4.0	Advanced learning target: Decide and explain which passage presents the better argument.
3.0	Mastery learning target: Determine an author's point of view (perspective) or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
2.0	Simpler learning target: Determine the author's point of view or purpose.

Grade-8 LA Example



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2.0	Simpler learning target: Determine the author's point of view or purpose.

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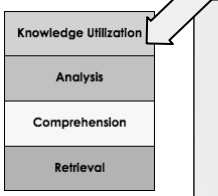

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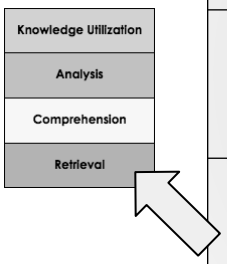
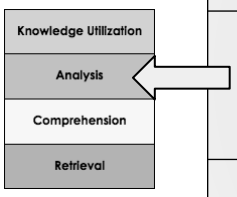
Grade-4 Common Core Math Example



4.0	Advanced learning target: Analyze the data in the given line plot to determine accuracy of the line plot. Explain your reasoning.
3.0	Mastery learning target: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).
2.0	Simpler learning target: Given a partially completed line plot, use the data set to fill in the missing information.

Grade-4 Common Core Math Example



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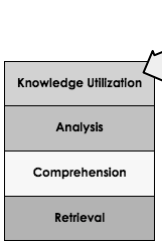
2.0	Simpler learning target: Given a partially completed line plot, use the data set to fill in the missing information.

Grade-4 Common Core Math Example



4.0	**Advanced learning target:** Analyze the data in the given line plot to determine accuracy of the line plot. Explain your reasoning.
3.0	**Mastery learning target:** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).
2.0	**Simpler learning target:** Given a partially completed line plot, use the data set to fill in the missing information.

Taxonomy

Marzano and Kendall 2008

KNOWLEDGE UTILIZATION

Investigating *Test hypothesis using assertions and opinions of others*		***Experimenting*** *Test hypothesis using data collection by student*		***Problem Solving*** *Use information to accomplish a goal with obstacles or limiting conditions*		***Decision Making*** *Use information to make a decision*	
Investigate	Find out about	Experiment	How would you test that	Solve	How would you reach your goal	Decide	Which is the best way
Differentiating factors	What would happen	Generate and test	How would you determine if	Develop a strategy	Adapt	Select the best alternatives	Which of these is most suitable
Research	Take a position on	Test the idea that	How can this be explained	Figure out a way to	How would you overcome		
How/why happened		What would happen if					
		Based on the experiment what could be predicted					

ANALYSIS

Specifying *Identify logical consequences of information*		***Generalizing*** *Construct new principals or generalizations based on information*		***Error Analysis*** *Identifying logical or factual errors in knowledge*		***Classifying*** *Identify categories to which information belongs*		***Matching*** *Identify similarities and differences*	
Make and defend	What would happen if	Draw conclusions	Create a rule	Revise	Assess	Classify	Identify a broader category	Categorize	Distinguish
Predict	Develop and argument	Draw inferences	Trace development	Edit	Identify errors	Identify categories	Organize	Compare & contrast	Sort
Judge	Under what conditions	Create a principle	Form conclusions	Evaluate	Identify problems	Identify different types	Sort	Differentiate	Create analogy
Deduce			Generalize	Diagnose	Identify issues			Discriminate	Create metaphor
				Critique					

COMPREHENSION

Symbolizing *Construct symbolic representation of information*			***Integrating*** *Identify basic structure of information*		
Symbolize	Draw/ Illustrate	Use models	Describe how or why	Describe relationship between	Paraphrase/ summarize
Represent	Show	Diagram chart	Describe key parts of	Explain ways in which	Describe the effects

RETRIEVAL

Executing *Perform procedures*			***Recalling*** *Produce information on demand*			***Recognizing*** *determine if information is accurate, inaccurate or unknown*		
Use	Demonstrate	Show	Exemplify	Label	What	Recognize	Select (from list)	Identify (from list
Make	Complete	Draft	Name	State/ describe	Where	Determine if true/false		
		Create	List	Who	When			

Kindergarten Literacy Pacing Guide - T2/6

Assessment Schedule: OCT 10-NOV 18

Foundational Skills

	4.0 - Extends	3.0 - Meets	2.0 - Below	Resources
10a	(NA)	**Recognize all upper case letters.(H,B,K,W,X,V,J,Y,Z,Q,O,E,U)**	Recognizes some upper case letters.	
Assessment Strategies - Items				
11a	(NA)	**Recognize all lower case letters.(h,b,k,w,x,v,j,y,z,q,o,e,u)**	Recognizes some lower case letters.	
Assessment Strategies - Items				
26a	(NA)	**Reads all 9 targeted high- frequency words by sight (Set 2)**	Reads some of the 9 targeted high- frequency words by sight(Set 2)	
Assessment Strategies - Items				
14a	Associate long vowel sound (a) in common spellings	**Associate short vowel sound (a) in common spellings**	Associate some short vowel (a) sounds in common spellings	
Assessment Strategies - Items				

Language

K Rdg T5 (6) | K Rdg T6 (6) | K Rdg T5 (5) | K Rdg T4 (4) | K Rdg T3 (3) | K Rdg T1 | **K Rdg T2 (2)**

5th Grade Social Studies Pacing Guide - T3

2011-2012 Assessment Schedule: May 21- June 1

History

	4.0 - Extends	3.0 - Meets	2.0 - Below	Resources
Target #9a	If slavery had not been an accepted practice in the English colonies, explain how the regional economies would have been affected.	**Describe how slavery affected the growth of the English colonies.**	Identify the definition of slavery.	
Assessment Strategies - Items		Key ideas: huge economic effect in the south, not as much in NE or Middle Colonies. South could NOT have sustained its plantation economy w/o slavery, slavery was sustained by prejudice against people of color and it's permanence	matching	
Target #10a	Explain the reasons why European citizens chose to become indentured servants.	**Describe how indentured servitude affected the growth of the English colonies.**	Identify the definition of indentured servitude.	
Assessment Strategies - Items		Indentured servants helped all colonies in all areas, but the practice was abandoned in favor of slavery, which was permanent and connected to prejudice against people of color	Matching	

Grade 8 - Literacy Pacing Guide~Trimester 2 - Cycle 3

LITERATURE TARGETS

	4.0 Target	3.0 Target	2.0 Target
8.LIT.2.1:	Determine the theme of a supplementary text and compare/contrast the theme of the supplementary text to the theme of the original text.	Determine a theme or central idea of a text; analyze the theme or central idea's development over the course of the text, including its relationship to the characters, setting, and plot.	Determine a theme or central idea of a text.

INFO TEXT TARGETS

	4.0 Target	3.0 Target	2.0 Target
8.IT.2.1:	Determine the central idea of a supplementary text and compare/contrast the central idea of the supplementary text to the central idea of the original text.	Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.	Determine the central idea of a text.
8.IT.1.1:	DOES NOT EXTEND	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cites limited text evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.
8.IT.8.2:	DOES NOT EXTEND	Evaluate the argument and specific claims in a text assessing whether the evidence is relevant and sufficient.	Identify elements of the argument using a graphic organizer.

LANGUAGE TARGETS

http://www.kcsd96.org/curriculum/pacing-guides.cfm

Current Common Report Card Information

Quarter-1 Math Grade

MATH A7	A
Constantine, Karen	96

Standards-Based Report Card Information

Trimester-1 Math Grade

MATH (A7)	
Teacher:	Karen Constantine
OVERALL TARGET MASTERY GRADE	A
OVERALL WORK HABITS GRADE	3
	TARGET PROFICIENCY
NUMBER SENSE	
1b. Evaluate order of operations	3
1c. Evaluate expressions	3
1d. Identify properties of real numbers	2
2b. Evaluate expressions with absolute value	2
2c. Add and subtract integers	3
2d. Multiply and divide integers	3
2e. Convert among decimals, percents, and fractions	2
2f. Evaluate rational number expressions	3
ALGEBRA AND ANALYTICAL METHODS	
5b. Graph ordered pairs in all four quadrants	3
WORK HABITS	
Completes work	3
Is prepared to learn	3
Participates in learning	2
Follows classroom expectations	3
COMMENTS	

What Is Included in a Student's Achievement Final Letter Grade?

Overall proficiency of all learning targets for a given grading period in each course

What Is Included in a Student's Achievement Final Letter Grade?

Quickly… round robin listing "points" that contribute to a letter grade.

(mastery of target, participation, homework, extra credit, etc.)

Reporting Nonachievement Factors
"Work Habits"

Considering **college and career readiness,** as well as expectations of parents, there is a valid basis for providing feedback relative to nonachievement factors.

This feedback can be given separately from academic achievement.

Can be aligned to social emotional learning standards.

Keys to Moving Forward… Guaranteed and Viable

- Question mindset constantly: do we, as a team, really believe that ALL means ALL?
- Define and develop a shared understanding of what students should know and be able to do before beginning a unit of instruction.
- Prioritize the standards collaboratively or individual teachers will prioritize anyway, leading to differences in what students in the same grade or course learn.
- Take the time to unpack the standards collaboratively because the knowledge teachers gain from the process will benefit students.
- Use learning progressions to plan instruction and assessment and to guide interventions.

Thoughts for Teams

What is your current reality related to identifying essential outcomes for students in each course at every grade level?

What would the benefits be having something like this in the hands of every teacher?

What is the first conversation you need to have about grading and reporting practices? (Pg. 5)

Module 3 & 4: Question 2

Question #2

How Will We Know if Students are Learning?

What Do We Assess?

- Assessments are directly aligned to the Curriculum Framework *(developed from the Illinois State Standards or Common Core)*
- Backward design from the Learning Targets on the Pacing Guides

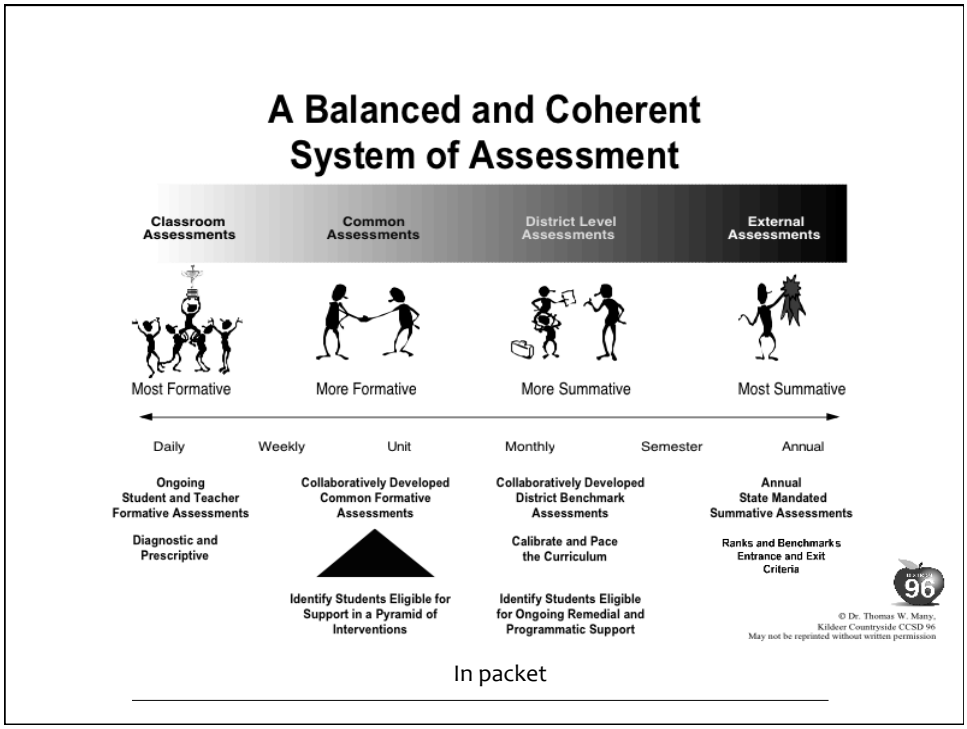
Assessment serves several purposes

- Informs and guides instruction
- Provides feedback about student learning
- Evaluates programs and monitors progress
- Ensures accountability (internal and external)
- Focuses and paces the curriculum

From "Measured Measures"

Crucial Distinction

- Assessment FOR Learning: How can we use assessment to help students learn more?
- Assessment OF Learning: How much have students learned at a particular point in time?


A Balanced and Coherent System of Assessment
Classroom Assessments
Common Assessments
District Level Assessments
External Assessments
Most Formative
More Formative
More Summative
Most Summative
Daily
Weekly
Unit
Monthly
Semester
Annual
Ongoing Student and Teacher Formative Assessments
Diagnostic and Prescriptive
Collaboratively Developed Common Formative Assessments
Identify Students Eligible for Support in a Pyramid of Interventions
Collaboratively Developed District Benchmark Assessments
Calibrate and Pace the Curriculum
Identify Students Eligible for Ongoing Remedial and Programmatic Support
Annual State Mandated Summative Assessments
Ranks and Benchmarks Entrance and Exit Criteria
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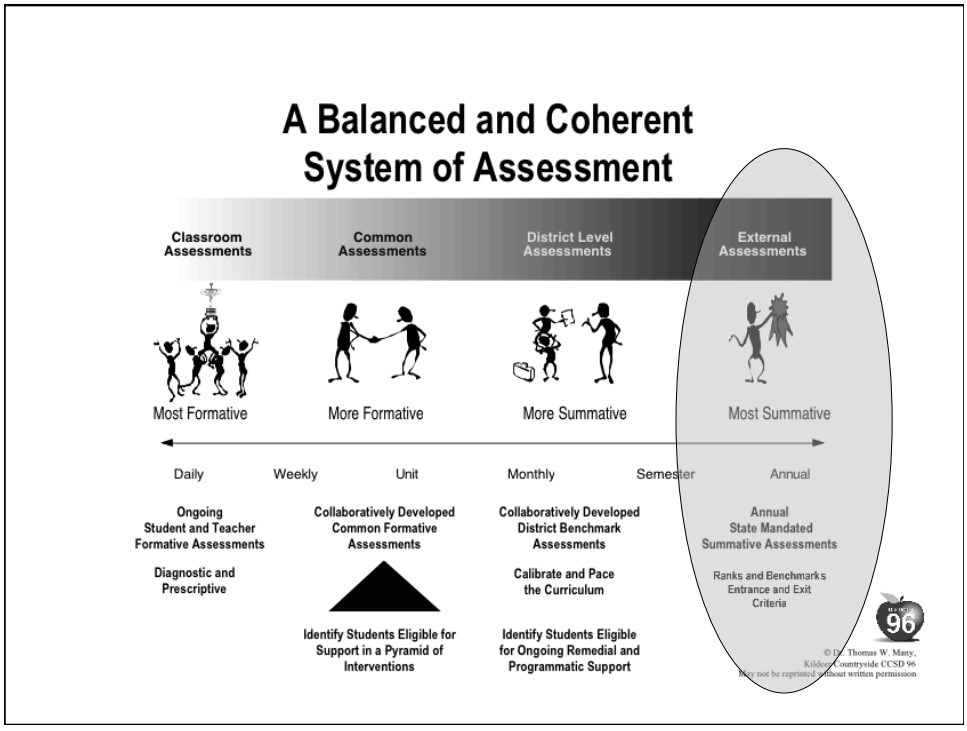
In packet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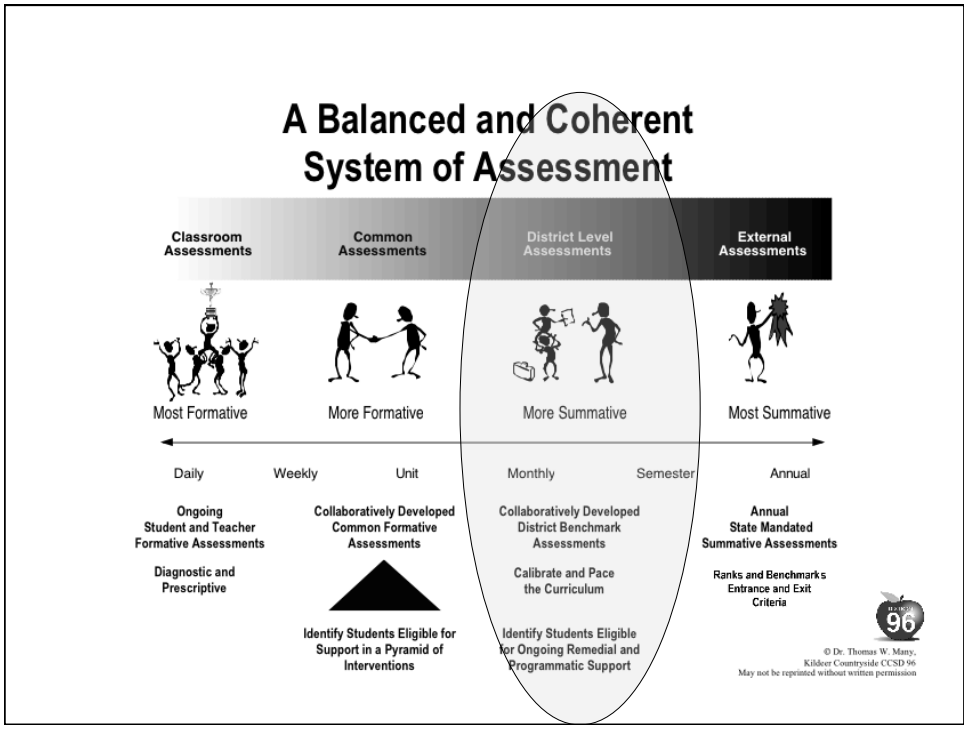
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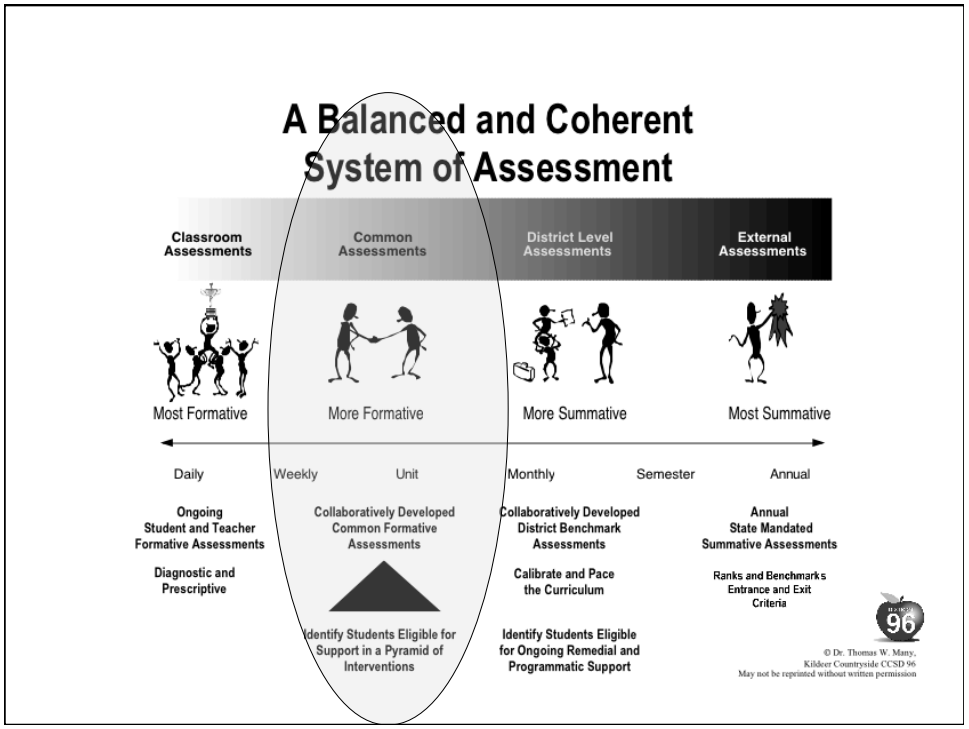
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Research consistently shows that regular, high-quality **Formative Assessments** increases student achievement.

Common Assessments… MORE Formative

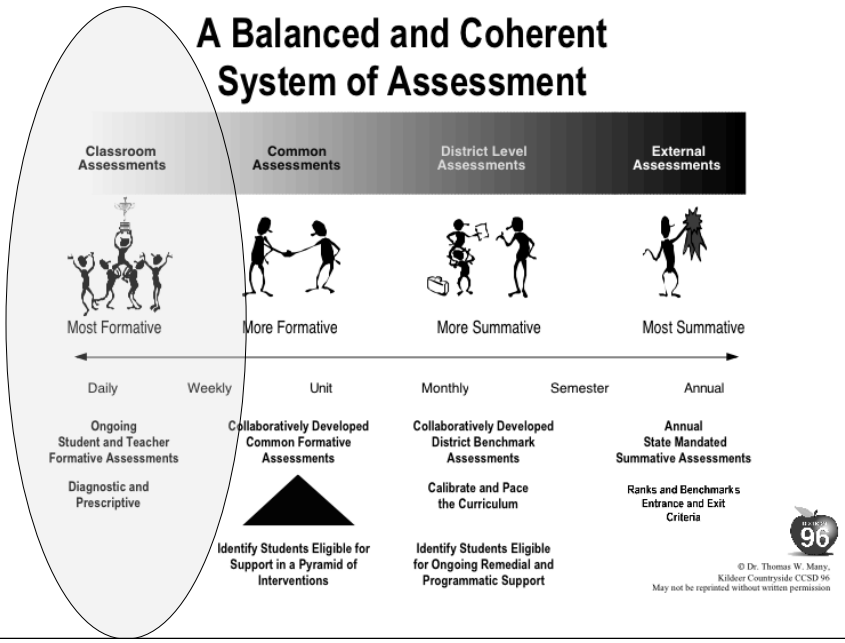
Common Formative Assessment

All Students are asked periodically to participate in assessment activities that are:

1. Common at each grade-Level at each bldg.
2. Linked to Power Standards/Targets
3. Used to guide instruction
4. Used to initiate interventions,
5. Used to measure, monitor, and report student progress
6. Created by teams of teachers through a collaborative process.

Development of Common Formative Assessment

- Developed by teachers at the building level.
- Provide frequent feedback about student learning.
- Guide and monitor the pace of instruction as students move through the curriculum.
- Danger of creating an overwhelming amount of testing unless we substitute common formative assessments for traditional end-of-chapter tests, quizzes, and writing assignments



Classroom Assessments…
MOST Formative

Daily Classroom Assessment

- Ticket out the door (Exit Slips)
- Numbered Heads Together
- Think, Pair, Share
- Conferencing with Students
- Checklists
- Slate assessment
- Use of Clicker System

Development of Classroom Assessments

- Developed by teachers at the building level.
- Provides most frequent feedback about student learning. .
- Not necessarily common (Teacher-specific based on the classroom needs)
- Not publicly discussed
- Assists teachers in knowing on a daily basis student strengths and needs

Are Common Assessments Formative or Summative?

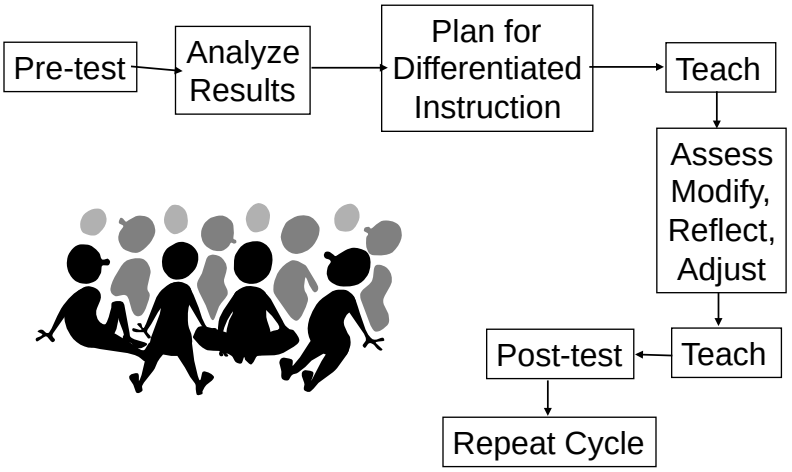
Assessment is best viewed on a continuum ranging from most formative to most summative. The same assessment can be both formative or summative depending on how results are used.

- *Information gathered from a summative assessment can be used in formative ways to help guide instruction.*
- *Results of a formative assessment also can be used in summative ways to identify the information students have mastered at a particular point in time.*

Targets to Be Assessed ↓	Assessment Method		
	Selected Response ***Multiple Choice*** ***Matching*** ***Fill-in-the-Blank***	***Constructed Written Response*** **Student must construct own response. Does not have to be writing (e.g., Venn diagram) .**	***Performance Assessment*** ***Oral Reports*** ***Demonstrations***
Extended thinking	**Not typically a good match**	**Good match**	**Partial match**
Strategic thinking	**Not typically a good match**	**Good match**	**Partial match**
Skill/concept	**Partial match**	**Good match**	**Partial match**
Recall	**Good match**	**Good match**	**Partial match**

	Classroom Assessments	CFAs	Benchmark Assessments
Examples of Practice	•Clickers •Whiteboards •Exit Slips •Conferences •High quality worksheets	Tasks assessed with rubrics, short quizzes, common worksheets, clicker quiz *Pre-Assessment *Typically focused on 1-2 targets	End of Cycle/Unit Assessments
Formative or Summative	Very Formative	Very Formative	More Summative
Individual Purpose	•Determine what to do next instructionally. •Give feedback to students quickly	*To gather evidence of student learning •Determine what to do next instructionally.	*To gather evidence of student learning and determine what to do next instructionally. *Instructional Strategies that worked and did not work *Can be used formatively, but not as a first formative piece *Instructional decisions for students who still do not master target.
Team Purpose	Knowledge gained from individual experiences shared with the team.	Publicly display and discuss student data to: • Determine grade-level and individual student trends • Identify successful instructional strategies • Diagnostic interventions	*Assess curriculum *Pacing considerations *Can be used formatively, but not as a first formative piece *Instructional decisions for students who still do not master target.

Results Orientation Instruction-Assessment Model

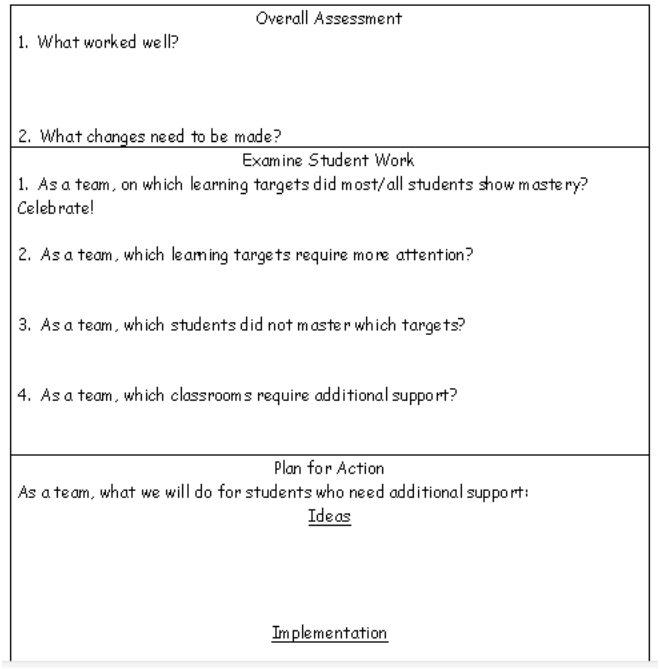


Avoiding ANALYSIS PARALYSIS

- A move to ACTION regarding the data
- 25-30% of time spent on analysis
- 70-75% of time on ACTION with a collaborative focus on instruction

Team Tools that Support Collaboration in a PLC

- Teams agree to Norms
- Outcome-driven Agendas
- Minutes for clarity and communication
- SMART goals developed to improve student achievement
- Data protocols that are meaningful



Overall Assessment

1. What worked well?

2. What changes need to be made?

Examine Student Work

1. As a team, on which learning targets did most/all students show mastery? Celebrate!

2. As a team, which learning targets require more attention?

3. As a team, which students did not master which targets?

4. As a team, which classrooms require additional support?

Plan for Action

As a team, what we will do for students who need additional support:

Ideas

Implementation

Boiling it down to the basics…

Here's What
5 minutes
Just the Facts

So What?
15 minutes
Analyze

Now What?
10 minutes
Inferences

Leads to SMART Goal Development

Percentage of _____scoring proficient and higher in (insert learning target) will increase from _____% to _____% by_____as measured by_____administered on_____.

Managing Assessment Results

Mastery Manager

- **Scoring Report**
- **Item Analysis**
- **Item analysis by standard**

Learning Objectives Mastery Roster Report

Learning Objectives Mastery Roster Report
Dist.Math.8R.1.09 25/MC
Disaggregating: All Students Section: All Sections
Total Students: 27 Teacher: All Teachers

Student	M.08.01 - Solve problems using order of operations including exponents and parentheses. - 8 pts.	M.08.02 - Write and evaluate variable expressions and equations. - 20 pts.	M.08.03 - Solve operational problems using positive and negative numbers. - 24 pts.	M.08.04 - Identify and apply algebraic properties. - 16 pts.	M.08.05 - Plot points on the coordinate plane. - 4 pts.	M.08.08 - Solve problems using the rules of exponents. - 4 pts.	M.08.11 - Find the mean, median, mode, and range of a set of data. - 4 pts.	M.08.14 - Solve real life problems using rates, ratios, and proportions. - 4 pts.	M.08.21 - Determine area and perimeter of basic shapes using variables. - 12 pts.	M.08.24 - Read and interpret graphs. - 4 pts.	% of Standards Mastered
Average Points:	**7.11 / 8**	**17.78 / 20**	**18.37 / 24**	**11.11 / 16**	**3.70 / 4**	**3.26 / 4**	**3.26 / 4**	**3.26 / 4**	**11.11 / 12**	**1.48 / 4**	
% of Students Mastering:	**78%**	**93%**	**89%**	**59%**	**93%**	**81%**	**81%**	**81%**	**96%**	**37%**	
Abarca, Itzi	8	16	16	8	4	4	4	4	8	0	80
	8	20	16	16	4	4	4	4	12	4	100
	8	8	8	8	4	0	0	4	8	0	40
	8	20	20	16	4	4	4	4	12	0	90
	8	20	16	12	4	0	4	4	12	0	80
	4	4	16	8	4	4	0	4	12	4	60
	8	20	20	8	4	4	4	4	12	4	90
	8	16	24	12	4	4	4	4	12	4	100
	8	12	20	8	4	4	4	4	12	0	80
	8	20	16	12	4	4	4	0	12	4	90
	4	20	24	8	4	4	4	4	8	0	70
	8	20	24	12	0	0	0	4	12	0	60
	8	16	20	12	4	4	4	4	12	4	100
	4	20	16	8	4	0	4	4	12	0	60

Thoughts for Teams

What is your current reality related to data driven instruction?

What is our current reality related to a continuum of assessment?

How are you managing data?

Discuss one (1) next step.

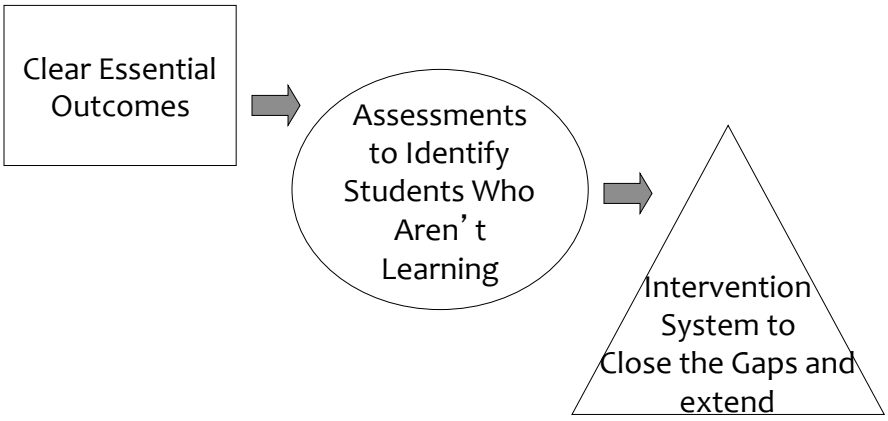
Pg. 5

Module 5: Questions 3 & 4

Question #3

What Will We Do if Students are NOT Learning?

Teams use a system that supports learning



What is an Intervention?

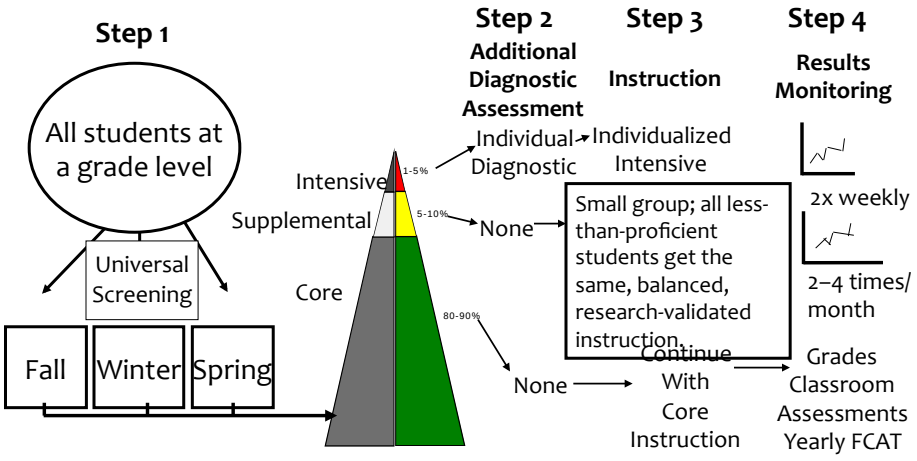
An intervention is a specific and systematic response to a student need.

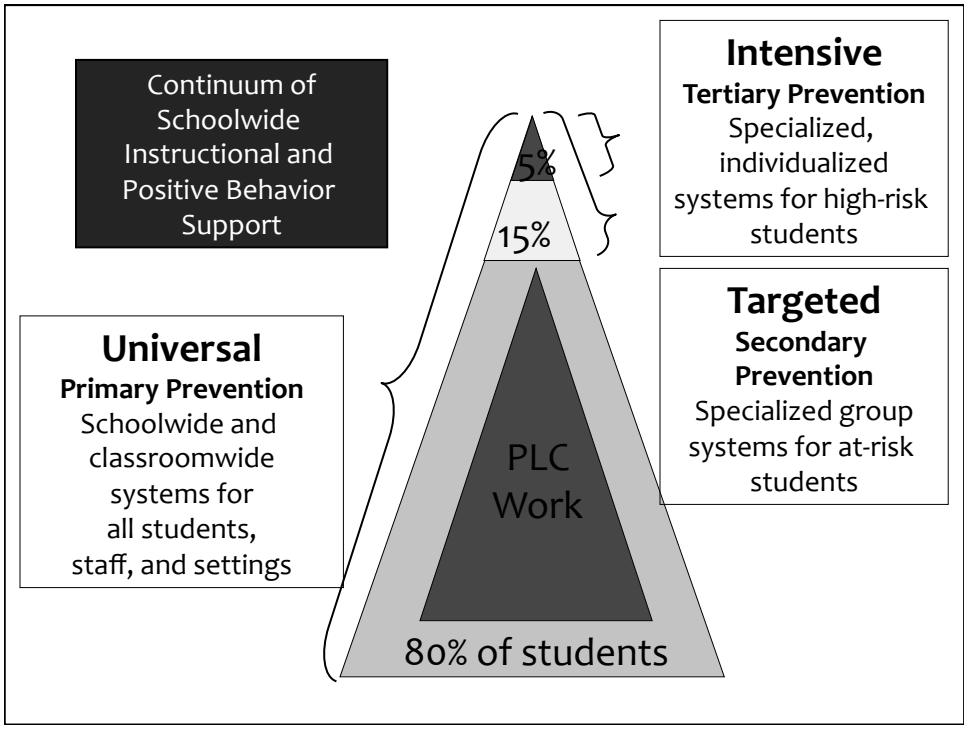
1. Can be academic or social/emotional
2. Short term
3. Can be organizational help
4. Can be adult support/supervision

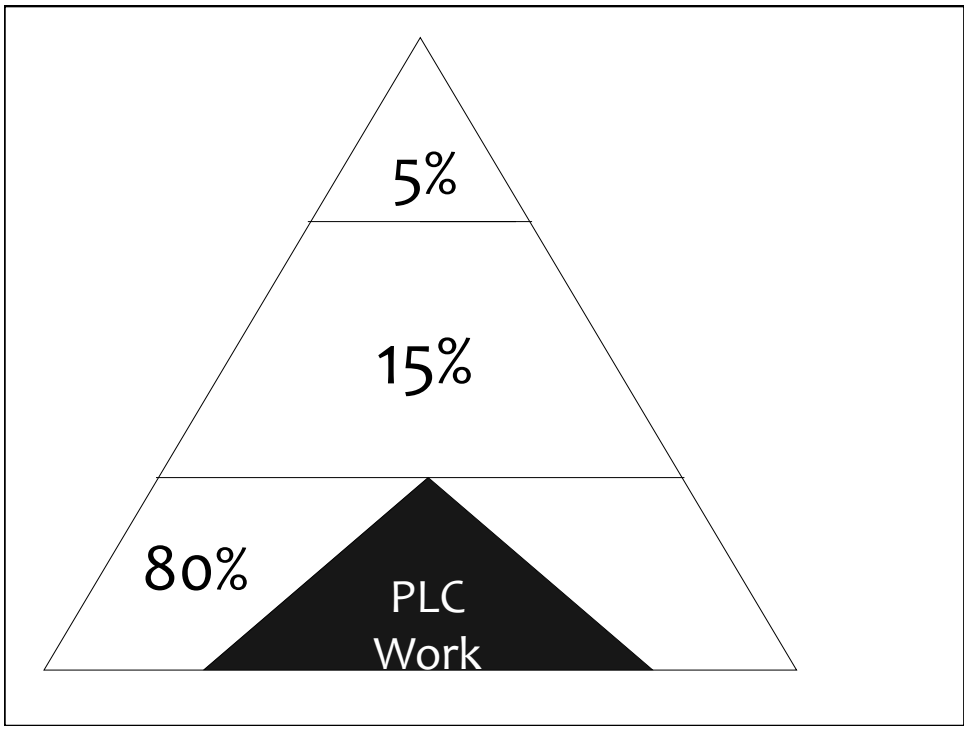
Intervention Criteria

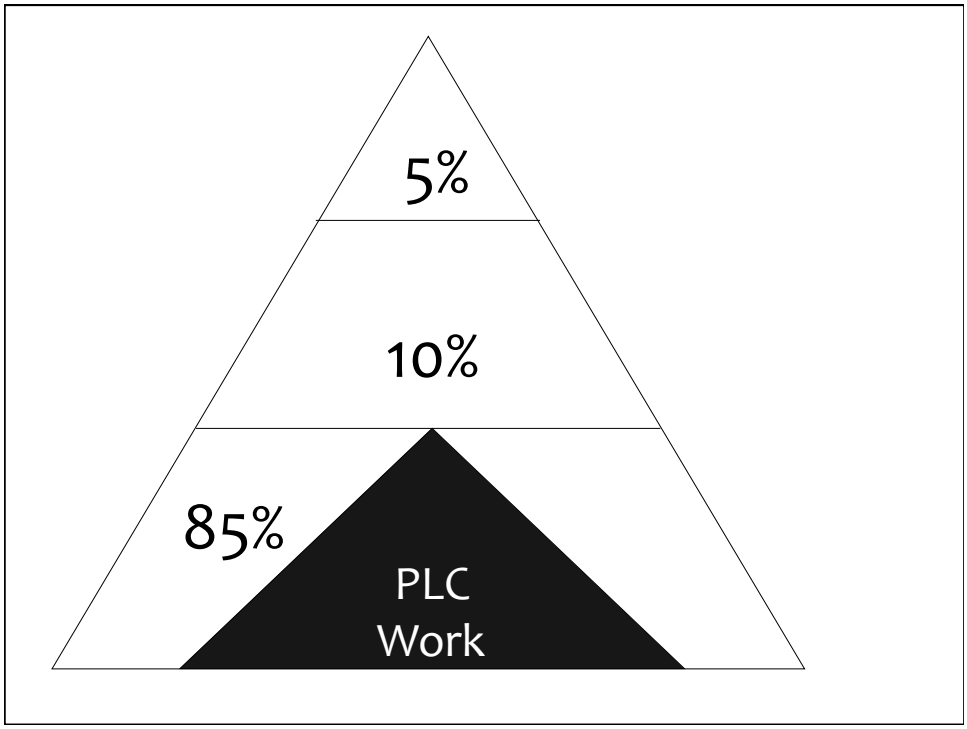
There is no easy recipe. The language of interventions must be developed locally so that teachers, principals parents, and students buy into the system (process)

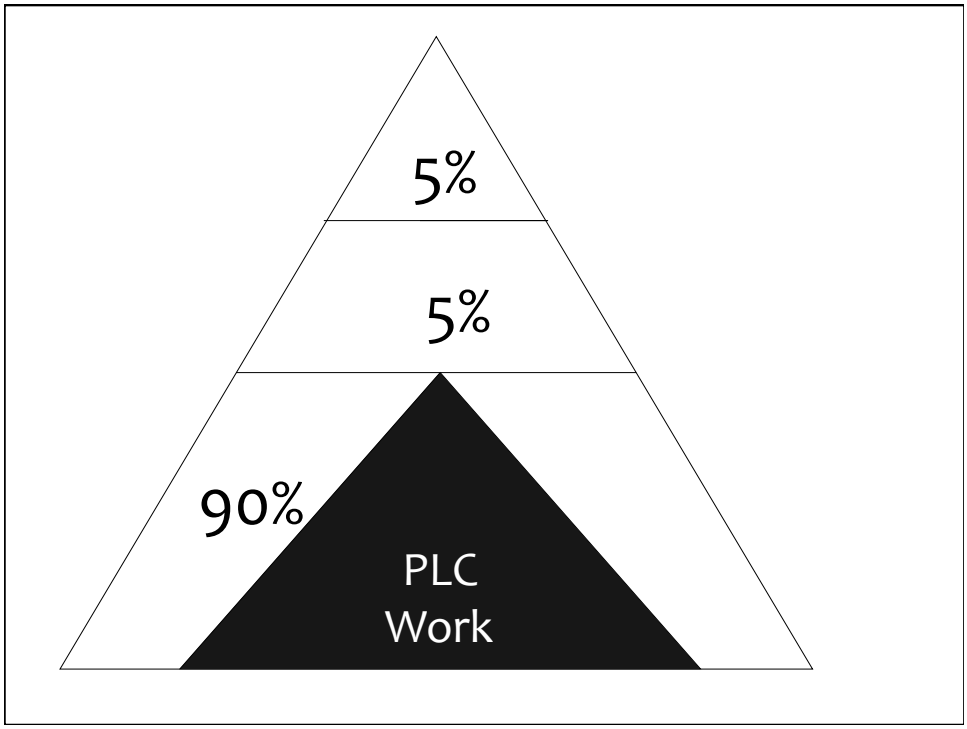
How Does It Fit Together?
Uniform Standard Treatment Protocol

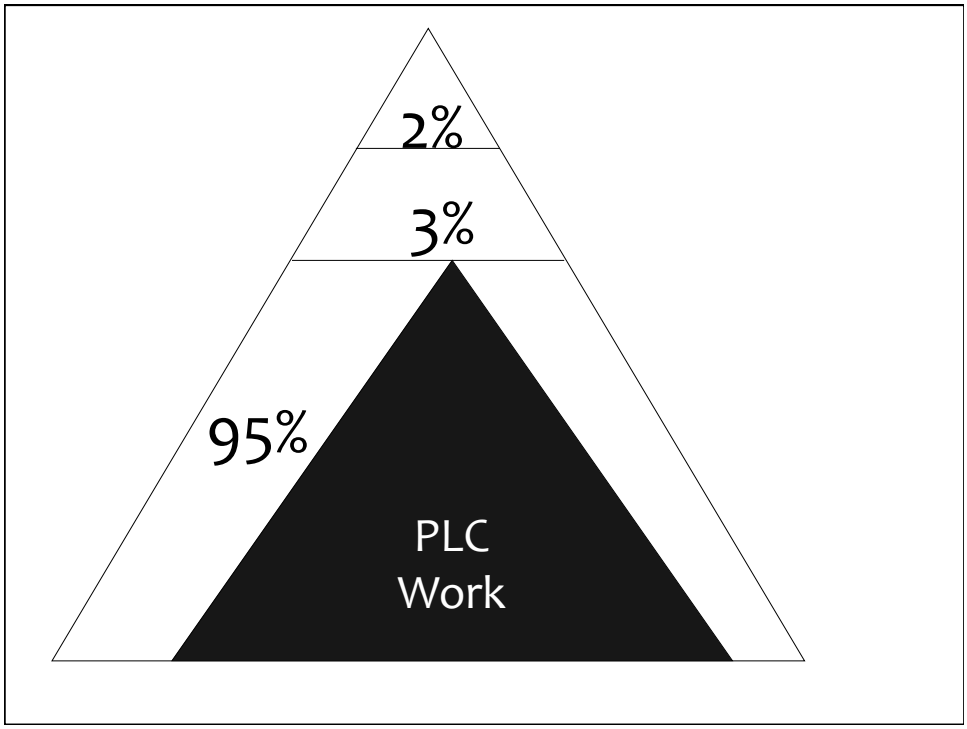


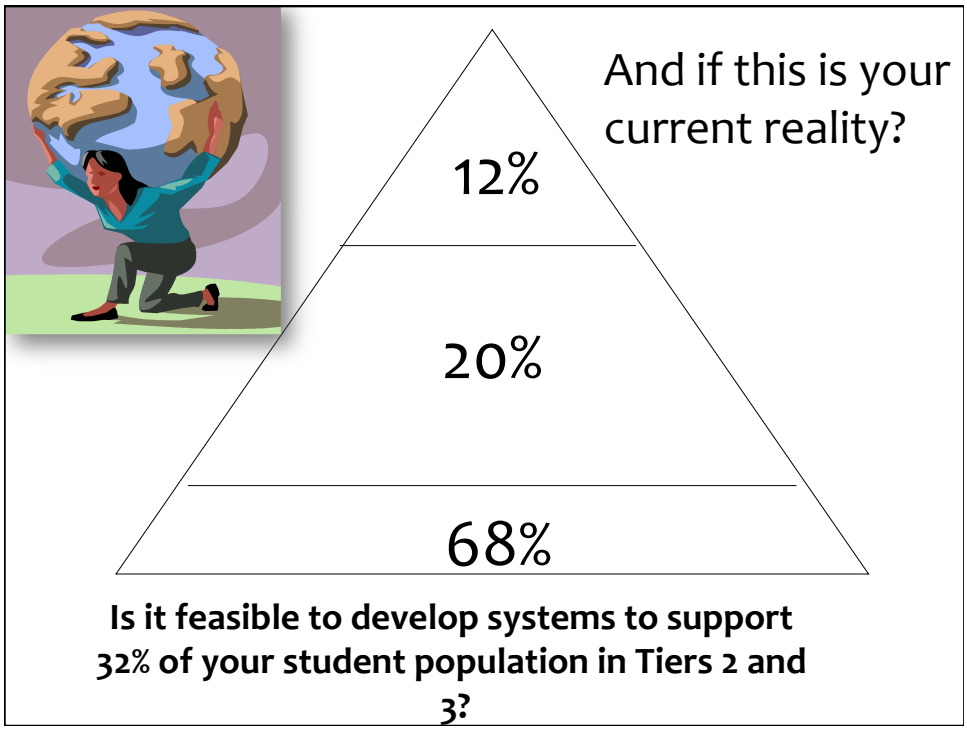

Continuum of Schoolwide Instructional and Positive Behavior Support
Intensive
Tertiary Prevention
Specialized, individualized systems for high-risk students
Targeted
Secondary Prevention
Specialized group systems for at-risk students
Universal
Primary Prevention
Schoolwide and classroomwide systems for all students, staff, and settings
5%
15%
PLC Work
80% of students


5%
15%
80%
PLC Work


5%
10%
85%
PLC
Work


5%
5%
90%
PLC
Work


2%
3%
95%
PLC
Work


And if this is your current reality?
12%
20%
68%
Is it feasible to develop systems to support 32% of your student population in Tiers 2 and 3?

Data For Each Tier
Where Do They Come From?

- **Tier 1:** Universal screening, accountability assessments, grades, classroom assessments, common assessments
- **Tier 2:** Universal screening—group-level diagnostics (maybe), systematic progress monitoring, large-scale assessment data and classroom assessment, common assessments
- **Tier 3:** Universal screenings, individual diagnostics, intensive and systematic progress monitoring, formative assessment, other informal assessments

Clear Criteria

You MUST have clear entry and exit criteria

Elementary Reading Cut Scores 2011-2012

NOTE: *Consider need for Tier 2 intervention if criterion is met for at least one shaded assessment, plus any one other. Consider need for Tier 3 if scores are below the 10th percentile on one shaded assessment plus any one other.*

	ISEL Composite	MAP	R-CBM	MAZE	ISAT
1	Below 25th Percentile		F=20 W=40 S= 60		
2		Below 35th Percentile Below 25th Percentile triggers screening by Reading Specialist at Elementary Level	F=45 W= 65 S= 90	F= 4 W= 10 S= 15	
3			F= 75 W= 100 S= 119	F= 10 W= 17 S= 22	
4			F=94 W= 113 S= 127	F= 11 W=18 S= 20	Below or Academic Warning
5			F= 107 W= 125 S= 141	F=17 W= 23 S= 28	

You MUST have Clear entry and Exit criteria Developed locally

Math Problem Solving Criteria

Grades	ISAT	MAP	MCAP	MCBM
1-8	*Tier 2:* "Below" or "Academic Warning"	*Tier 2:* 11th to 20st percentile	*Tier 2:* *11th to 25th percentile*	*Tier 2:* *11th to 25th percentile*
	Tier 3: "Below" or "Academic Warning"	*Tier 3:* 1st to 10th percentile	*Tier 3:* *10th percentile or below*	*Tier 3:* *10th percentile or below*

District 96 Text Complexity Expectations

The following chart provides the F and P level text complexity expectation for District 96 students.

The chart provides the F and P level that will be used for Formative (CFA) and Benchmark Assessments.

Independent Expectations

	Trimester 1			Trimester 2			Trimester 3		
Grade	Aug/Sept **FA**	October **FA**	November **DBA**	Nov./Dec. **FA**	January **FA**	Feb. **DBA**	March **FA**	April **FA**	May/June **DBA**
K	*	*	A/B	A/B	B	B/C	B/C	C	C/D
1	C/D	D/E	E/F	E/F	F	G/H	G/H	H	I/J
2	I	J	J	J/K	K	L	L	L/M	M
3	M	M/N	N	N	N/O	O	O	O/P	P
4	P	P/Q	Q	Q	Q/R	R	R	R/S	S
5	S	S/T	T	T	T/U	U	U	U/V	V

sed on Lexile Stretch Text Measures: Defined in 2010 as related to the common core standards. The demand of text that students should be re

6	950		980	980		1010	1010		1040
7	1000		1030	1030		1060	1060		1090
8	1040		1080	1080		1120	1120		1160
9	1080		1130	1130		1180	1180		1230

FA - Formative Assessments (could be Common) DBA - District Benchmark Assessment at end of Trimester

Organize the Data

2014-15 SCHOOL MAP DATA

READING

School:	Ivy Hall School		Total # in Grade:		Total # in Grade Who Did Not Test (See list):	
Grade	**Fall**		**Winter**		**Spring**	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
MAP ≤ 25th Percentile						
MAP between the 26th and 35th Percentile						
MAP between the 36th and the 94th Percentile						
MAP between the 95th and the 97th Percentile						
MAP between the 98th and the 99th Percentile						

Organize the Data

MATH						
School:	Ivy Hall School		Total # in Grade:		Total # in Grade Who Did Not Test (See list):	
Grade	**Fall**		**Winter**		**Spring**	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
MAP ≤ 25th Percentile						
MAP between the 26th and 35th Percentile						
MAP ≥ 36th Percentile						
MAP between the 95th and the 97th Percentile						
MAP between the 98th and the 99th Percentile						

	Fall					Winter					Spring					ISAT Results
	ISAT Correlation		#	%	Projected Performance Level %	ISAT Correlation		#	%	Projected Performance Level %	ISAT Correlation		#	%	Projected Performance Level %	
Grade 6 # Tested: 179 178(W)	W	Fall < 183	1	0.5	%B - 2.2	W	<189	1	0.56	%B - 1.12	W	<189			%B	Actual % B
	B	Fall 183-205	3	1.7		B	189-209	1	0.56		B	189-209				
	Classroom Interventions	206-209	4													
	M	Fall 206-231	64	35.8	%M/E - 97.8	M	210-239	90	50.6	%M/E - 98.9	M	210-239			%M/E	Actual % M/E
	E	Fall ≥232	111	62		E	≥240	86	48.3		E	≥240				
Grade 7 # Tested: 192 190(W)	W	Fall <186	1	0.5	%B - 2.1	W	<191	1	0.5	%B - 2.1	W	<191			%B	Actual % B
	B	Fall 186-209	3	1.6		B	191-212	3	1.6		B	191-212				
	Classroom Interventions	210-212	0													
	M	Fall 210-234	54	28.1	%M/E - 97.9	M	213-240	65	34.2	%M/E - 97.9	M	213-240			%M/E	Actual % M/E
	E	Fall ≥235	134	69.8		E	≥241	121	63.7		E	≥241				

Structures / Schedules That Support Intervention

Finding Time for Interventions

- The key question the staff and leadership of any school must consider in assessing the appropriateness and effectiveness of their daily schedule is, "Does the schedule provide access to students who need additional time and support during the school day in a way that does not require them to miss new direct instruction?"

Country Meadows
Specials Schedule 2010-2011

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7:45-8:25					
8:25-8:30					
8:30-8:45	INTER.		Sci/SS		
8:45-9:00	8:30-9:00				
9:00-9:15		SPECIALS			
9:15-9:30					
9:30-9:45				INTER.	
9:45-10:00				9:30-10:00	
10:00-10:15		Sci/SS	SPECIALS		
10:15-10:30					
10:30-10:45					INTER.
10:45-11:00		MATH			10:30-11:00
11:00-11:15	Sci/SS	10:30-11:30		SPECIALS	Recess
11:15-11:30					11:00-11:40
11:30-11:45	Recess	Recess	MATH		Eat
11:45-12:00	11:30-12:10	11:30-12:10	11:10-12:10		
12:00-12:15	Eat	Eat			
12:15-12:30			Recess	Recess	SPECIALS
12:30-12:45	MATH		12:10-12:50	12:10-12:50	
12:45-1:00	12:15-1:15		Eat	Eat	
1:00-1:15			INTER.		
1:15-1:30			12:55-1:25	MATH	Sci/SS
1:30-1:45				12:55-1:55	
1:45-2:00	SPECIALS				MATH
2:00-2:15				Sci/SS	1:45-2:45
2:15-2:30		INTER.			
2:30-2:45		2:15-2:45			
2:45-3:00					
3:00-3:15					

Daily Class Schedules

Monday - Tuesday - Friday

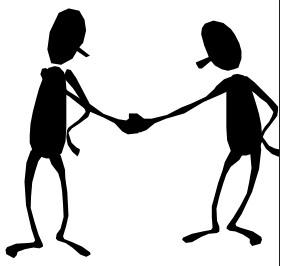
6th Grade		7th Grade		8th Grade	
Period	Time	Period	Time	Period	Time
1	7:45-8:29	1	7:45-8:29	1	7:45-8:29
2	8:32-9:16	2	8:32-9:16	2	8:32-9:16
3	9:19-10:05	3	9:19-10:05	3	9:19-10:05
4	10:08-10:52	4	10:08-10:52	4	10:08-10:52
Lunch	10:52-11:22	5	10:55-11:39	5	10:55-11:39
5	11:25-12:09	Lunch	11:39-12:09	6	11:42-12:26
6	12:12-12:56	6	12:12-12:56	Lunch	12:12-12:56
7	12:59-1:43	7	12:59-1:43	7	12:59-1:43
8	1:46-2:30	8	1:46-2:30	8	1:46-2:30

Wednesday - Thursday

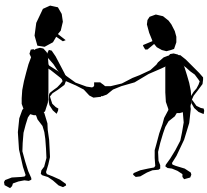
6th Grade		7th Grade		8th Grade	
Period	Time	Period	Time	Period	Time
1	7:45 - 8:25	1	7:45 - 8:25	1	7:45 - 8:25
2	8:28 - 9:08	2	8:28 - 9:08	2	8:28 - 9:08
3	9:11 - 9:53	3	9:11 - 9:53	3	9:11 - 9:53
4	9:56 - 10:36	4	9:56 - 10:36	4	9:56 - 10:36
Lunch	10:36 - 11:06	5	10:39 - 11:19	5	10:39 - 11:19
5	11:09 - 11:49	Lunch	11:19 - 11:49	6	11:22 - 12:02
6	11:52 - 12:32	6	11:52 - 12:32	Lunch	12:02 - 12:32
Academic	12:35 - 1:05	Academic	12:35 - 1:05	Academic	12:35 - 1:05
7	1:08 - 1:48	7	1:08 - 1:48	7	1:08 - 1:48
8	1:51 - 2:30	8	1:51 - 2:30	8	1:51 - 2:30

Interventions Continue to Evolve…

1. Additional interventions offered <u>during</u> the school day
2. Make interventions mandatory !
   - Students cannot opt out,
   - Teachers and parents can not waiver out.
3. Make interventions flexible
   - Students need an incentive to work their way out of the intervention,
   - Flexible interventions serve more students



Administrative Support for Interventions



- Provide TIME for teachers to create appropriate groupings of students and design effective support to meet the identified needs.
- Secure the necessary resources - time, money, space and personnel.
- Ensure access to ongoing, accurate data
- Maintain the guidelines when parents and students object to participation in the Intervention.

RTI and PLCs:
A Perfect Fit

- Collective responsibility for **all** learners
- Improved results for all including the most at risk
- Improvement in core curriculum and outcomes
- Results orientation: decisions driven by data
- Fluid access to a system of intervening for **all**

Thoughts for Teams

Share one thing you just heard that you did not know or that merits further local discussion.

Consider the intervention current reality assessment.

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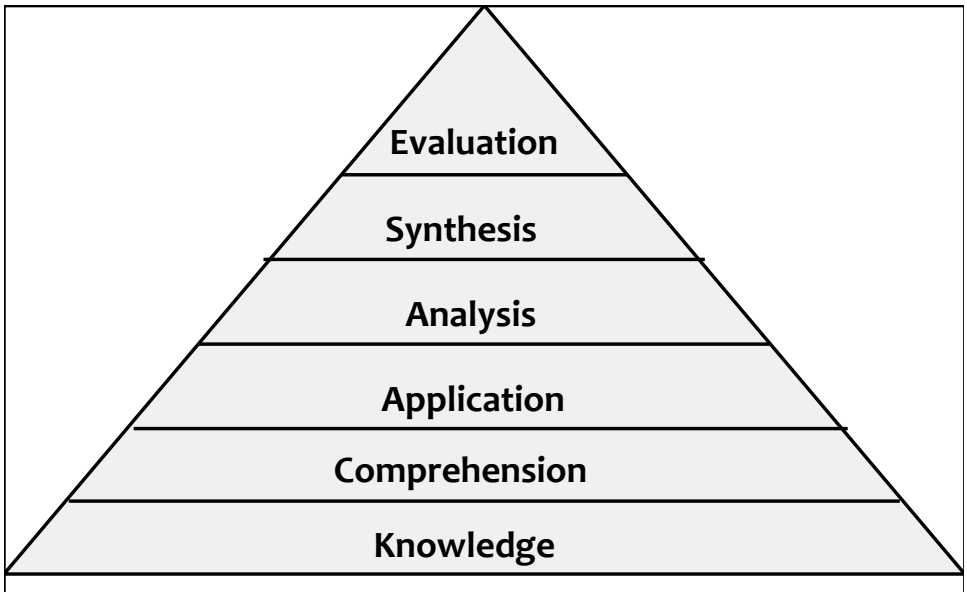
Question #4

What Will We Do if Students Have Already Learned It?



The Original Bloom's Taxonomy

Table 3.3: Mental Processes Associated With Each Level of the New Taxonomy

Level of Difficulty	Mental Processes
Level 4: Knowledge Utilization	Decision Making Problem Solving Experimenting Investigating
Level 3: Analysis	Matching Classifying Analyzing Errors Generalizing Specifying
Level 2: Comprehension	Integrating Symbolizing
Level 1: Retrieval	Recognizing Recalling Executing

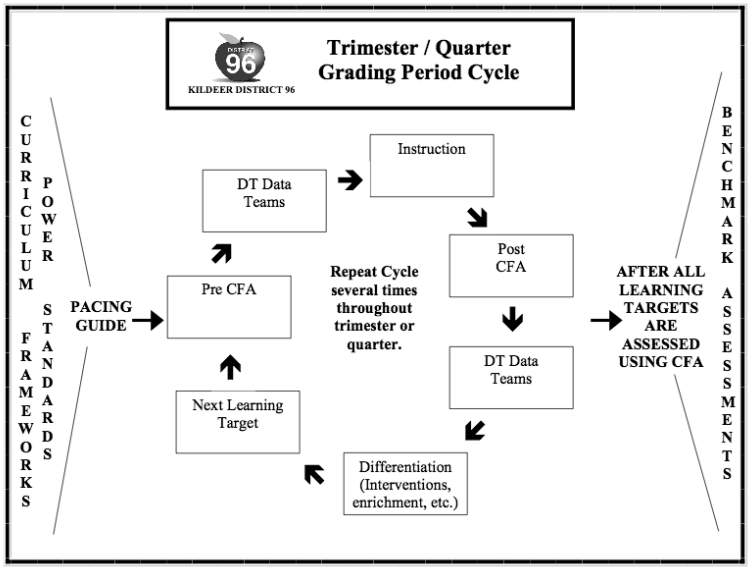
Marzano and Kendall's Taxonomy

4	Advanced learning target: Inferences and applications that go beyond what was taught
3	Target learning target: Complex ideas and processes that have been explicitly taught
2	Simpler learning target: Simpler details and processes that have been explicitly taught
1	Partial credit with help
0	Even with help no success

GRADE 8 ENGLISH/ LANGUAGE ARTS EXAMPLE

4	Advanced learning target: What would have happened if the textual evidence was different? How would the story change?
3	Target learning target: Cite the textual evidence that most strongly supports an analysis of inferences drawn from the text.
2	Simpler learning target: Given an inference one might make, identify the textual evidence (from a list) that most strongly supports it.
1	Partial credit with help
0	Even with help no success

Grading Period Cycle



Elementary Extension/Acceleration in Math 2013-2014

	Extension	Acceleration	Acceleration and/or Extension
	1. Classroom Level: 4.0 Learning Targets	1. 5th Grade Students in Pathway 3 6th grade Math	1. Extended Math for 4th and 5th Graders 2. Individualized Learning Plans (ILPs)
QUALIFICATIONS	All students who demonstrate mastery of 3.0 learning targets	At the end of 4th grade, 5th grade students who demonstrate a high level of proficiency on the MAP test are given all of the components of the 5th grade MS placement matrix. Students qualify with a specific overall matrix score.	**1. Extended Math:** 4th & 5th grade students who demonstrate a high level of proficiency on the MAP, and a high level of proficiency on the D96 learning targets prior to regular instruction (unit pre-assessment) on a unit to unit basis. **2. ILPs** Students in Grades K-5 who demonstrate advanced math

Module 6: Capacity, Change & Leadership

"Strong learning communities develop when principals learn to relinquish a measure of control and help others participate in building leadership throughout the school."

—McLaughlin & Talbert, *Building School-Based Professional Learning Communities* (2006), p. 81

Shared leadership is based on the concept of the school as a community of learners and recognition of the fact that the principal can't do it alone.

(Hallinger, "Research on the Practice of Instructional and Transformational Leadership: Retrospect and Prospect," 2007)

The Shifts Are Significant

A *shift* in fundamental purpose

A *shift* in the use of assessments

A *shift* in response when students don't learn

A *shift* in the work of teachers

A *shift* in focus

A *shift* in school culture

A *shift* in professional development

(See "Shifts" handout.)

Do we have the capacity to make the *shifts*?

Where to Begin …

Knowing the **why** behind the work

Engaging people's moral purpose

Knowing the **why** of change

Committing to raising the bar and closing the gap even for the most disadvantaged

Why?

What does your local data say?

Who isn't making it?

What is your current reality?

What Great Leaders Do …

- They create strong teams with complementary strengths.
- They understand the importance of shared leadership.

Richard DuFour calls this a
guiding coalition.

Building a Guiding Coalition

"We've yet to find a single instance in which one talented person … accounted for most, let alone 100 percent, of the success. 'You can't do it alone.' Leadership … is a team performance. … The winning strategies will be based on the 'we not I' philosophy. Without people we can't get extraordinary things done in organizations."

—Kouzes & Posner, *The Leadership Challenge* (2003), p. 22

What Is a Guiding Coalition?

It is an alliance of key members of an organization who are specifically charged to lead a change process through the predictable turmoil.

Members of the alliance should have **shared goals** and high levels of trust.

The principal must be the champion for the belief and its most vocal supporter.

Three Keys to Building a Guiding Coalition

1. Choose the right people.

   Pick people with strong position power, broad experience, high credibility, and real leadership skill.

2. Grow the coalition strategically.

   Entertain a diversity of views and voices.

3. Work as a team, not just a collection of individuals.

   Do the real work together. Share a vision and commitment.

—Kotter, *Leading Change* (1996)

Guiding Coalition: Include Opinion Leaders

- Who supports an idea is more important to its adoption than the merits of the idea.
- About 15 percent of organization members are *opinion leaders*—socially connected, knowledgeable, and trusted by others in the organization. Get them on board and the others will follow.

(Grenny, Patterson, Maxfield, McMillan, & Switzler, *Influencer: The Power to Change Anything*, 2008)

Guiding Coalition

- Getting everyone on board is a challenge, and you can't wait until you do to begin the work.
- Does a guiding coalition already exist in your setting?
- What would it take to develop one?
- Identify individuals who would make up a strong guiding coalition.
- Quick! You have three minutes. Go!

Yes, But …

Resistance comes in different ways:

- Lack of knowledge
- Lack of skills
- Lack of confidence and self-efficacy

Which of these resisters have you seen the most?

Change Someone's Mind

- **Reasoning and rationale thinking:**

"We can accomplish more working together collaboratively instead of in isolation."

- **Research:**

"The research supports this initiative."

- **Resonance:**

"It is more equitable and fair to guarantee a curriculum no matter who is teaching."

Change Someone's Mind

- **Representational redescription:**

"Students are failing. This is the impact it is going to have on their lives."

- **Rewards and resources:**

"This is difficult. Tell me what resources you need to be successful."

- **Real world events:**

"There are some schools that have had success implementing programs."

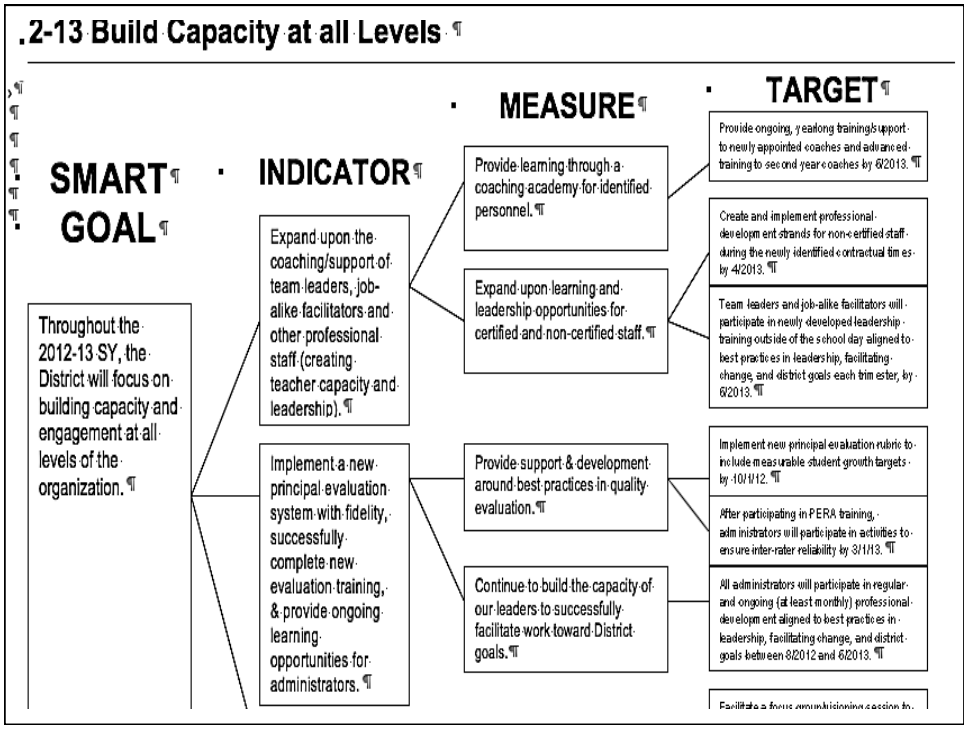
- **Require:**

"This is the direction we are going. We have to do this."

Behavior Before Beliefs

Building Capacity

Building capacity *is* a major initiative!



"Capacity often is the missing element, even when people agree on the need for change."

—Fullan, Cuttress, & Kilcher, "Eight Forces for Leaders of Change," *Journal of Staff Development* (2005), p. 55

Capacity

- Top down doesn't do it.
- Bottom up = Some flourish; some languish.
- Best way to tighten up is to let peers do it!

—Fullan, Cuttress, & Kilcher, "Eight Forces for Leaders of Change," *Journal of Staff Development* (2005)

Results in collective responsibility!

(React to this.)

Change

"It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change."

—Charles Darwin

Things That Make You Go "Hmm …"

Pick one!

- Shared vision and ownership are more the outcome of a quality change process than they are a precondition.

- "The first overriding principle is knowledge about the *why* of change …"

(Fullan, *The Challenge of Change: Start School Improvement Now*, p. 194)

Things That Make You Go "Hmm …"

Pick one!

- "All eventual successful change proceeds through an 'implementation dip.'"

—Fullan & St. Germain, *Learning Places: A Field Guide for Improving the Context of Schooling* (2006), p. 21

- "Since change involves grappling with new beliefs and understandings, and new skills, competencies, and behaviors, changes will not go smoothly in the early stages of implementation (even if there has been pre-implementation preparation)."

—Fullan, Cuttress, & Kilcher, "Eight Forces for Leaders of Change," *Journal of Staff Development* (2005), pp. 56–57

Managing Complex Change

Vision ➔

Skills ➔

Incentives ➔

Resources ➔

Action Plan ➔

CHANGE

Managing Complex Change

~~Vision~~ ➔

Skills ➔

Incentives ➔

Resources ➔

Action Plan ➔

CONFUSION

Managing Complex Change

Vision ➔

~~Skills~~ ➔

Incentives ➔

Resources ➔

Action Plan ➔

ANXIETY

Managing Complex Change

Vision ➔

Skills ➔

~~Incentives~~ ➔

Resources ➔

Action Plan ➔

GRADUAL CHANGE

Managing Complex Change

Vision ➔

Skills ➔

Incentives ➔

~~Resources~~ ➔

Action Plan ➔

FRUSTRATION

Managing Complex Change

Vision ➔

Skills ➔

Incentives ➔

Resources ➔

~~Action Plan~~ ➔

FALSE STARTS

Managing Complex Change

Vision	Skills	Incentives	Resources	Action Plan	CHANGE
----------	Skills	Incentives	Resources	Action Plan	CONFUSION
Vision	----------	Incentives	Resources	Action Plan	ANXIETY
Vision	Skills	----------	Resources	Action Plan	GRADUAL CHANGE
Vision	Skills	Incentives	----------	Action Plan	FRUSTRATION
Vision	Skills	Incentives	Resources	----------	FALSE STARTS

(The Managing Complex Change model,
© Mary Lippitt, Enterprise Management, Ltd., 1987)

Get Up and Move!

- Find someone in the room you don't know.
- Share one change experience you have had and whether it was a positive or not-so-positive experience.
- Refer to the Managing Complex Change matrix. What might have been missing?

Managing Complex Change

Vision	Skills	Incentives	Resources	Action Plan	CHANGE
----------	Skills	Incentives	Resources	Action Plan	CONFUSION
Vision	----------	Incentives	Resources	Action Plan	ANXIETY
Vision	Skills	----------	Resources	Action Plan	GRADUAL CHANGE
Vision	Skills	Incentives	----------	Action Plan	FRUSTRATION
Vision	Skills	Incentives	Resources	----------	FALSE STARTS

(The Managing Complex Change model,
© Mary Lippitt, Enterprise Management, Ltd., 1987)
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React

"People need to know at the beginning of the change process, the losses are specific and tangible (it is clear what is being left behind), but gains are theoretical and distant."

—Fullan & St. Germain, *Learning Places: A Field Guide for Improving the Context of Schooling* (2006), p. 22

React

"The clearer the new vision, the easier it is for people to see all the specific ways in which they may feel incompetent. Many prefer to be competent at the (old) wrong thing than incompetent at the (new) right thing."

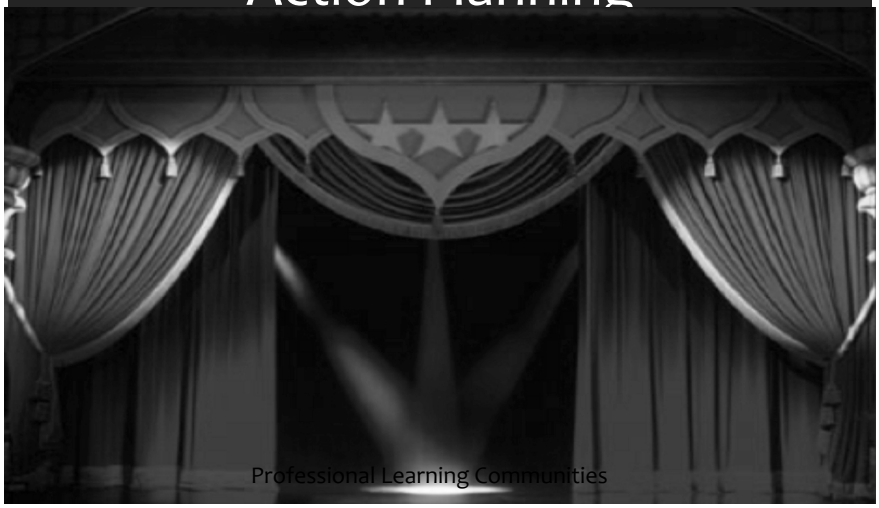
—Black & Gregersen, *Leading Strategic Change: Breaking Through the Brain Barrier* (2003), p. 70

Self-Efficacy

What Have We Learned? What Does Research Tell Us?

- There are professional, ethical, moral, and societal repercussions for not being invested in a continuous cycle of improvement.
- Capacity is often what is missing even when we agree on the need for change.
- A guiding coalition is critical to the work.
- Clarity preceded competence.
- Peers have the most significant and immediate impact on practice.
- Change is complex, but understanding what is a normal part of change will get us through.

Module 7: Self Assessment & Action Planning



The problem in schools is that teams almost never start out as great teams. If the staff observes that the principal is unwilling to confront the obvious violations of PLC concepts, the initiative will soon begin to unravel. The norms of behavior for any organization is shaped by what the leaders will tolerate.

Whatever it Takes, 2004

Professional Learning Community Schools

Community begins with a shared vision. It's sustained by teachers who, as school leaders, bring inspiration and direction to the institution. Who, after all, knows more about the classroom? Who is better able to inspire children? Who can evaluate, more sensitively, the educational progress of each student? And who but teachers create a true community for learning? Teachers are, without question, the heartbeat of a successful school.

Ernest Boyer (1995, p. 31)

What we know today does not make yesterday wrong, it makes tomorrow better.

Carol Commodore

Culture / Beliefs
All students can learn to high levels
We must take collective responsibility for the learning of ALL students

Strengths	Weaknesses
Opportunities	Potential Barriers

Ideas to address Potential Barriers

-
-

2016-2017 Next / First Steps

- Fall:
- Winter:
- Spring:
- Summer, 2017:

Collaboration (Tools for Teams/ Structures / Clarity)