



# Professional Learning Communities, Strategic Plan Goal 1, and the Common Core State Standards

Dr. Ken Goodwin, Dr. Gerri Marshall, & Susan Huffman



# Norms

Cellphones

Sidebar Conversations

Parking Lot

Breaks

Respect Diverse Viewpoints

Restrooms





# Agenda

9:00 – 10:30

Break

10:40 – 12:00

Lunch

1:00 – 3:00





# Clock Buddies

## Make an appointment

12:00 – someone with same color of hair

3:00 – someone from a different grade cluster  
(elementary, middle school, high school)

6:00 – someone from the same grade cluster  
but different school

9:00 – someone from your school







<http://www.youtube.com/watch?v=U-iyBsaehn8>

# Teamwork



RED CLAY  
CONSOLIDATED  
SCHOOL DISTRICT





# Teamwork

“Alone we can do so little;  
together we can do so much.”

- Helen Keller

“Remember, upon the conduct of each  
depends the fate of all.”

- Alexander the Great

“In union there is strength.”

- Aesop

“Teamwork: simply stated,  
it is less me and more we.”

- Unknown







## Are These Professionals?

1. Airline pilots
2. Surgeons
3. Attorneys
4. Architects and engineers

Are there times they work alone?

Are there times when they work as a team within their profession?

Collaboration







## Are These Professionals?

1. Airline pilots
2. Surgeons
3. Attorneys
4. Architects and engineers

Are there times they work alone?

Are there times when they work as a team within their profession?

We must let go of the image of the teacher as king/queen of his/her kingdom  
(Rick DuFour, 2012)

Collaboration







## The Mayo Clinic

“The needs of the patient come first,” and we will meet those needs through “the practice of team medicine” and “unsurpassed collaboration” (Mayo Clinic Mission and Values)

As Berry and Seltman write (2008):

“In the Mayo Clinic, teamwork is not optional – it is mandatory” (p.51)

“Patients don’t get a doctor; they get the expertise of the entire organization” (p. 50)

“Collaboration, cooperation, and coordination are the three dynamics supporting the practice of team medicine at Mayo Clinic” (p.65)

## Collaboration





# Grand Rounds



## Collaboration

**Grand rounds** are an important teaching tool and ritual of [medical education](#) and inpatient care, consisting of presenting the medical problems and treatment of a particular patient to an audience consisting of doctors, residents and medical students. The patient was traditionally present for the round and would answer questions; grand rounds have evolved with most sessions now rarely having a patient present and being more like lectures. An actor portrays the patient in some instances.

Grand rounds help doctors and other healthcare professionals keep up to date in important evolving areas which may be outside of their core practice. Most departments at major teaching hospitals will have their own specialized, often weekly, Grand Rounds. Attending Grand Rounds is also an important supplement to medical school and on-the-job resident training. (Grand rounds can also be distinguished from rounds which is the (typically) daily visit by the attending physician and team to all that physician's patients on the ward. Rounding with an attending physician is an important part of medical on-the-job training and education, but its primary focus is immediate care for the patients on the ward. Grand rounds tends to present the bigger picture, including experience with patients over many years, and the newest research and treatments in an area. Grand rounds tend to be open to the entire medical professional community, whereas rounds are specific to individual attending physicians and their teams).





# Why Collaborate?

## Group IQ

“There is such a thing as group IQ. While a group can be no smarter than the sum total of the knowledge and skills of its members, it can be much ‘dumber’ if its internal workings don’t allow people to share their talents.”

- Sternberg (1988)



# Why Collaborate?

- Gains in student achievement
- Higher quality solutions to problems
- Increased confidence among all staff
- More peer support of strengths and accommodation of weaknesses
- Ability to test new ideas
- More support for new teachers
- Expanded pool of ideas, materials, and methods

- Little (1990)



# School Improvement

“When you talk about school improvement, you are talking about people improvement.” (Sparks, 1984)

“The worlds best school systems focus their school improvement initiatives on creating conditions to improve the professional practice of educators.” (Barber & Mourshed, 2007)



# School Improvement

The worlds highest-performing countries in mathematics or sustained educational improvers – Singapore, South Korea, Chinese Taipei, and Japan – allow significant time for mathematics teachers to collaborate and learn from one another (Stigler & Hiebert, 1999; Barber & Mourshed, 2007)

“The best environment for great teaching and leading is a powerful PLC.” (DuFour & Marzano, 2011)



“School systems around the world that move from great to excellent facilitate school-based learning communities to create peer-led support and accountability to each other.”

-Mourshed, Chijiole, & Barber (2011), *How the World's Most Improved School Systems Keep Getting Better*.

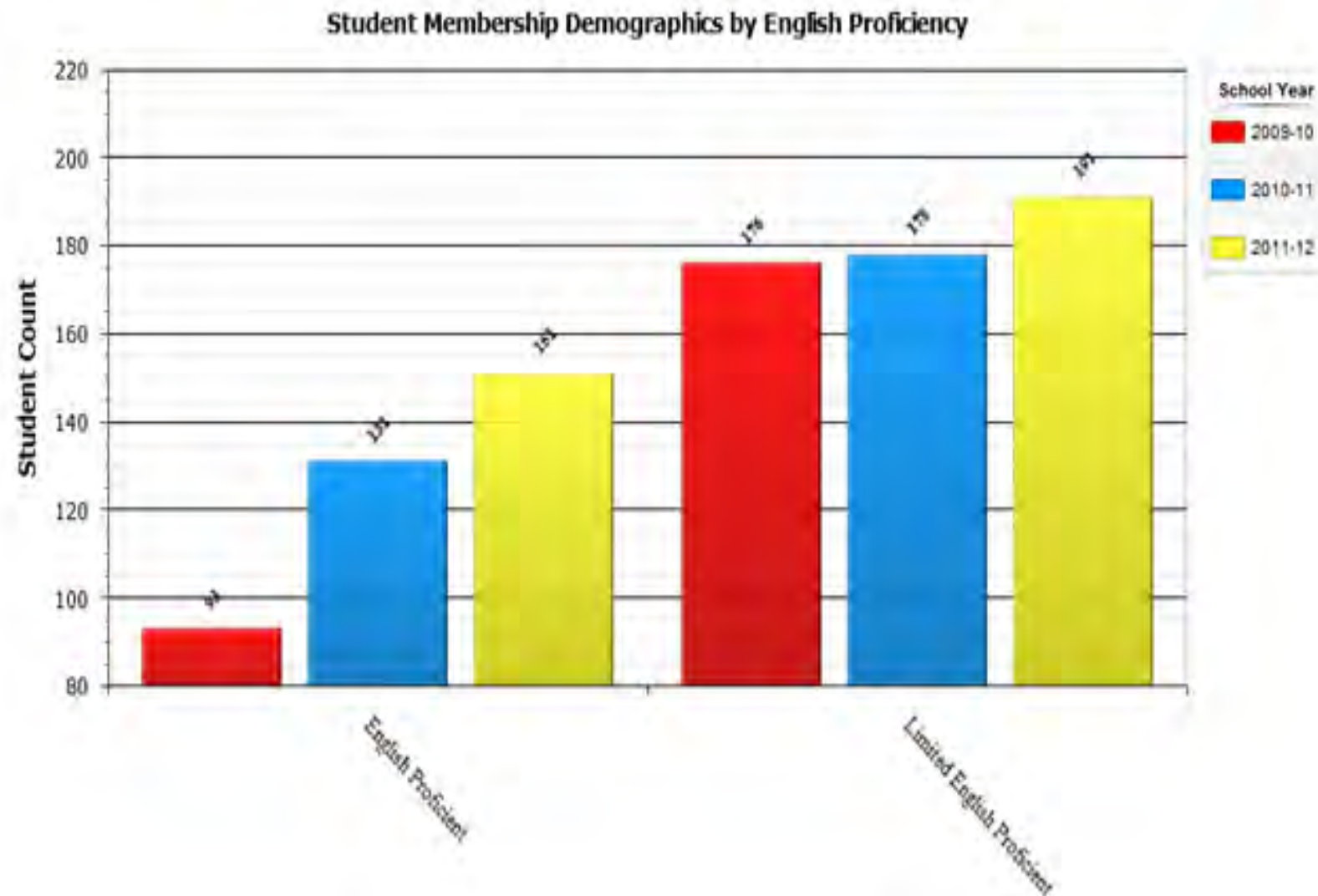




# School Example

English Proficiency	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
English Proficient	93	34.57	131	42.39	151	44.15
Limited English Proficient	176	65.43	178	57.61	191	55.85

 [English Proficiency Graph](#)

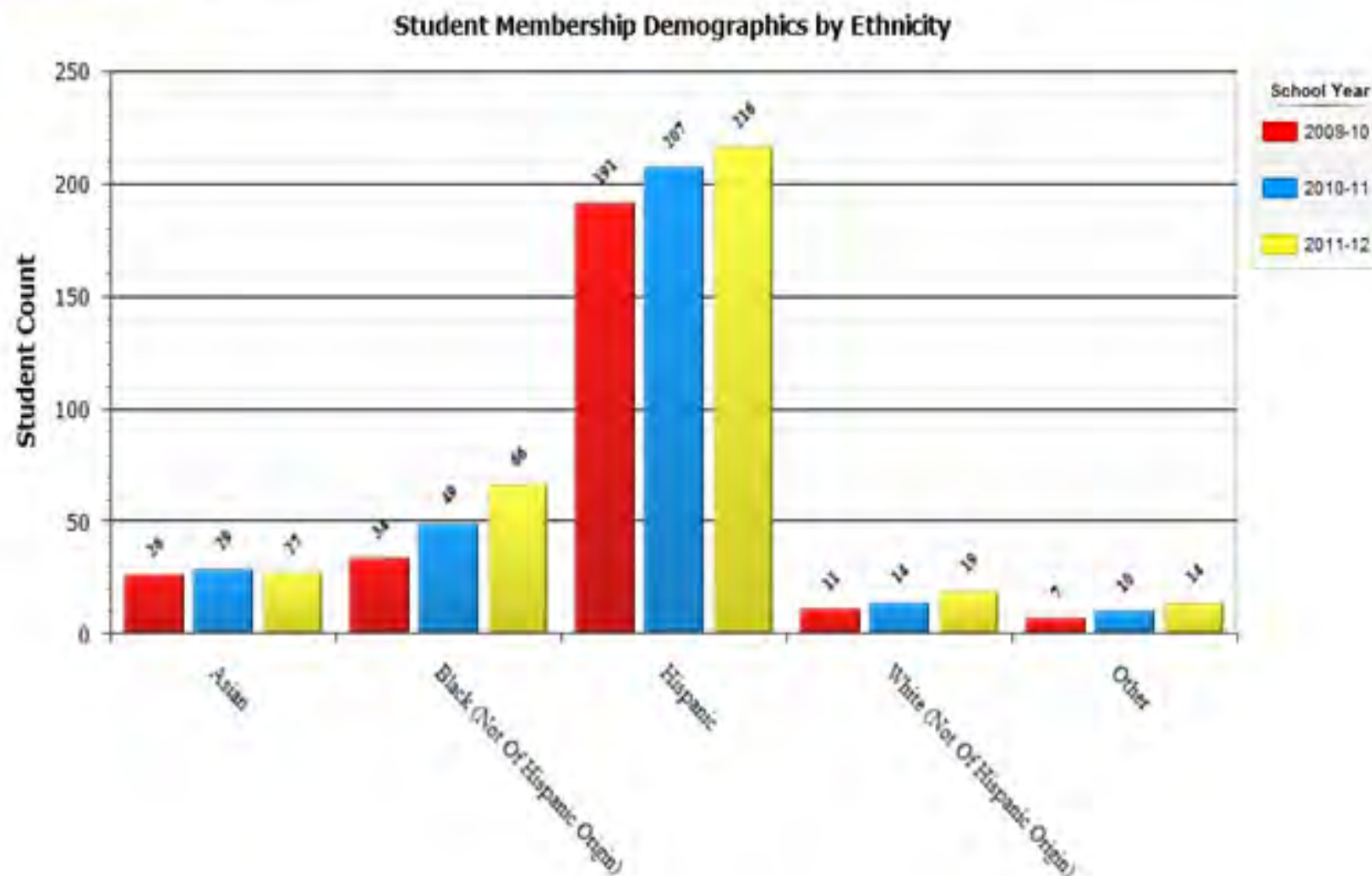




# School Example

Ethnicity	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Asian	26	9.67	29	9.39	27	7.89
Black (Not Of Hispanic Origin)	34	12.64	49	15.86	66	19.30
Hispanic	191	71.00	207	66.99	216	63.16
White (Not Of Hispanic Origin)	11	4.09	14	4.53	19	5.56
Other	7	2.60	10	3.24	14	4.09

 [Ethnicity Graph](#)

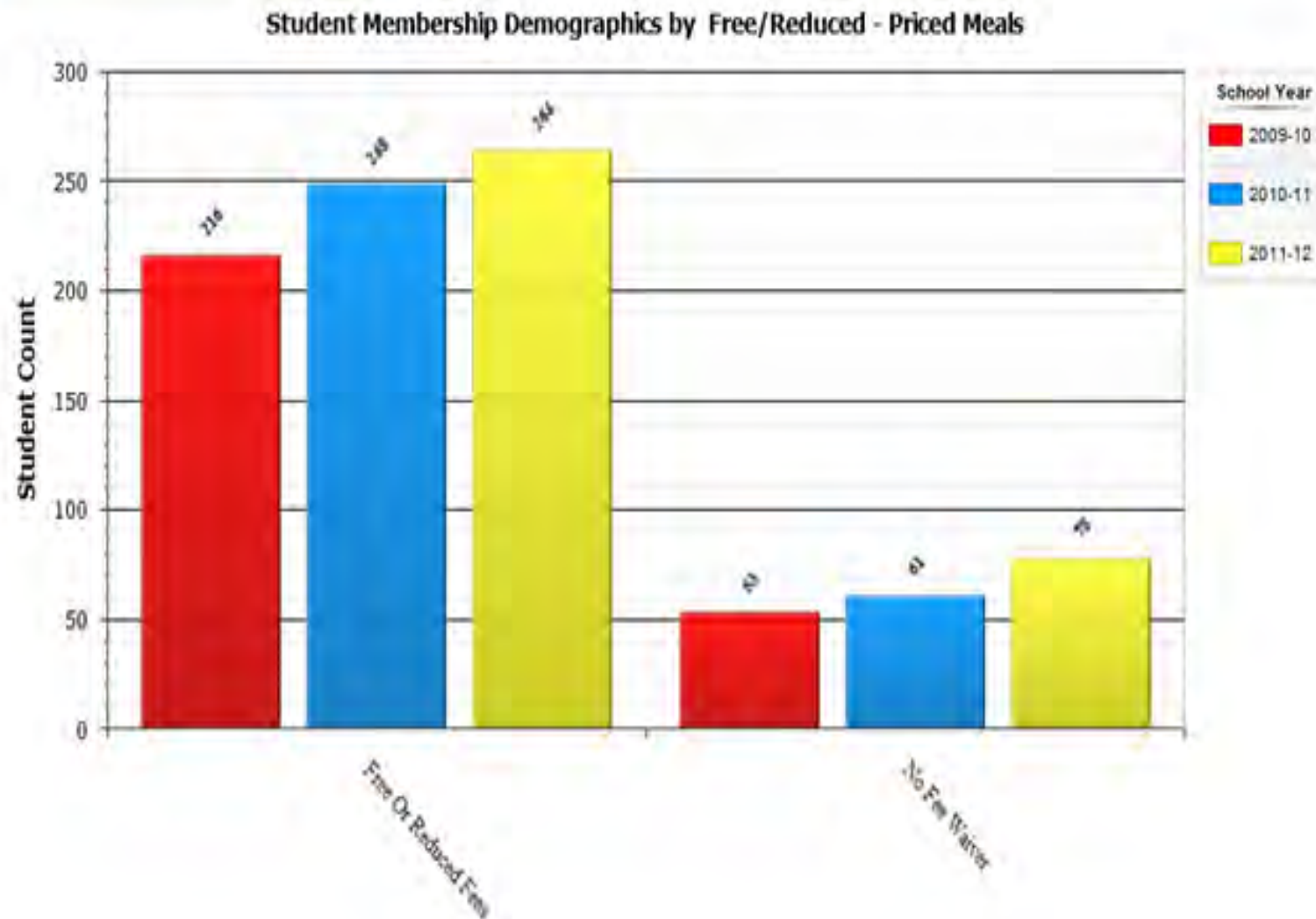




# School Example

Free/Reduced - Priced Meals	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Free Or Reduced Fees	216	80.30	248	80.26	264	77.19
No Fee Waiver	53	19.70	61	19.74	78	22.81

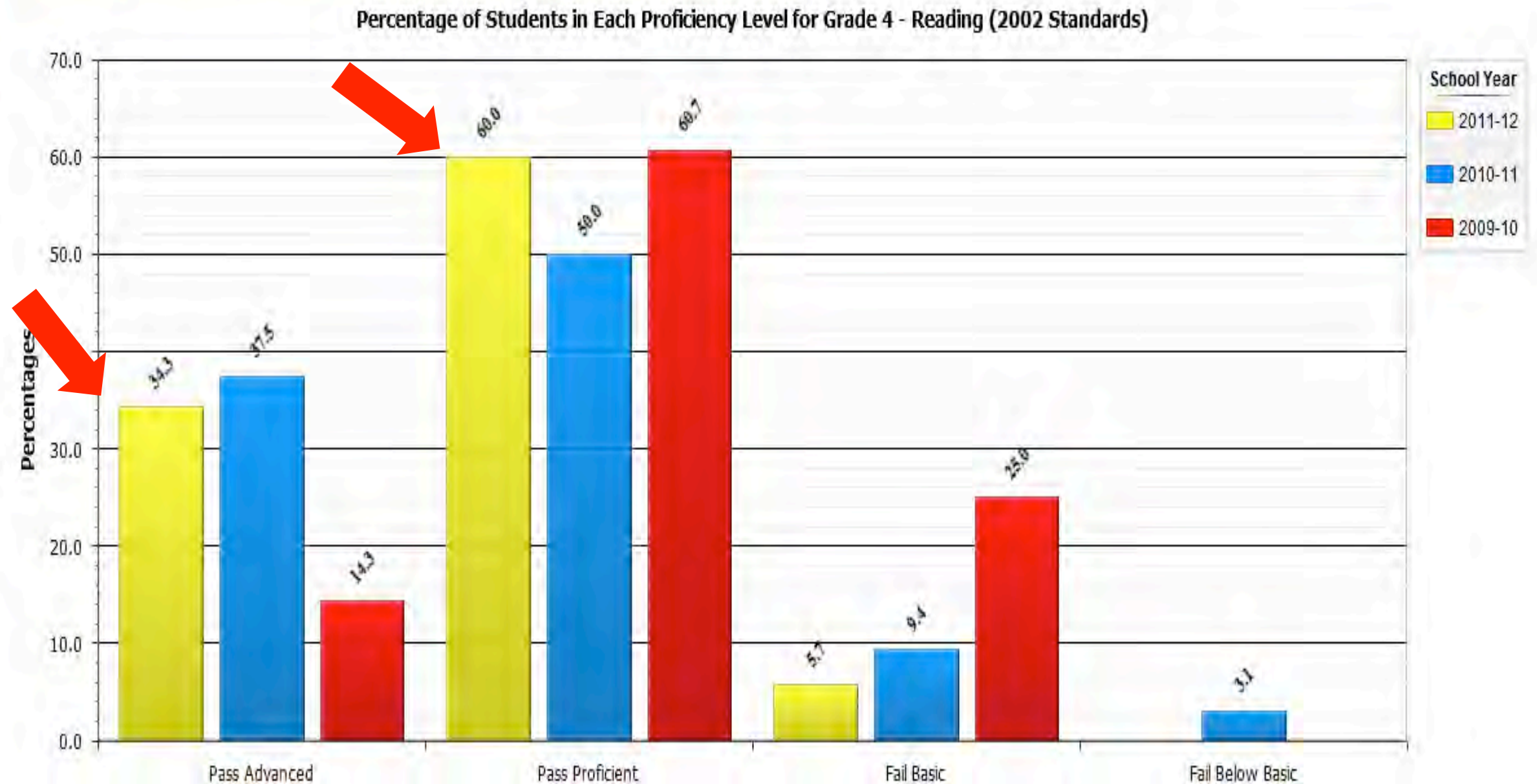
 [Free/Reduced - Priced Meals Graph](#)





# School Example

 Percentage of Students in Each Proficiency Level for Grade 4 - Reading (2002 Standards) Graph







# Mount Eagle Elementary School



6116 North Kings Highway, Alexandria, VA 22303 | Main Phone: 703.721.2100 | Fax: 703.721.2197 | Attendance: 703.721.2155

[Home](#)
[About Us](#) ▶

[Calendar](#)
[Library](#)
[Parents](#)
[Staff Directory](#)
[Supply Lists](#) ▶

[Bell Schedule](#)

## K - 6

Mon: 8:50am - 1:00pm

Tues - Fri: 8:50am - 3:25pm

## Preschool / Headstart

Mon: 8:50am - 11:00am

Tues - Fri: 8:50am - 3:25pm

## Office Hours

Mon - Fri: 8:00am - 4:30pm

## Mission and Vision

### Mission

At Mount Eagle Elementary School, we believe that all kids can learn. We have high standards of learning that all students are expected to achieve. Our mission is accomplished in a safe, inclusive environment in which learning is paramount and cultural diversity is valued. Students, staff, and community support enable students to master challenging academic materials. Our shared educational purpose including common knowledge, common language, and common expectations are the keys to our academic success.

### Mount Eagle Guiding Questions

Here at Mount Eagle each teacher asks the following five guiding questions as they collaboratively plan all instruction:

1. What is it we want all students to learn?
2. How will we know when they know it?
3. What will we do when they don't learn?
4. What will we do when they already know it?
5. How do we engage in relevant pedagogy and professional development to ensure that we are collectively answering these questions?

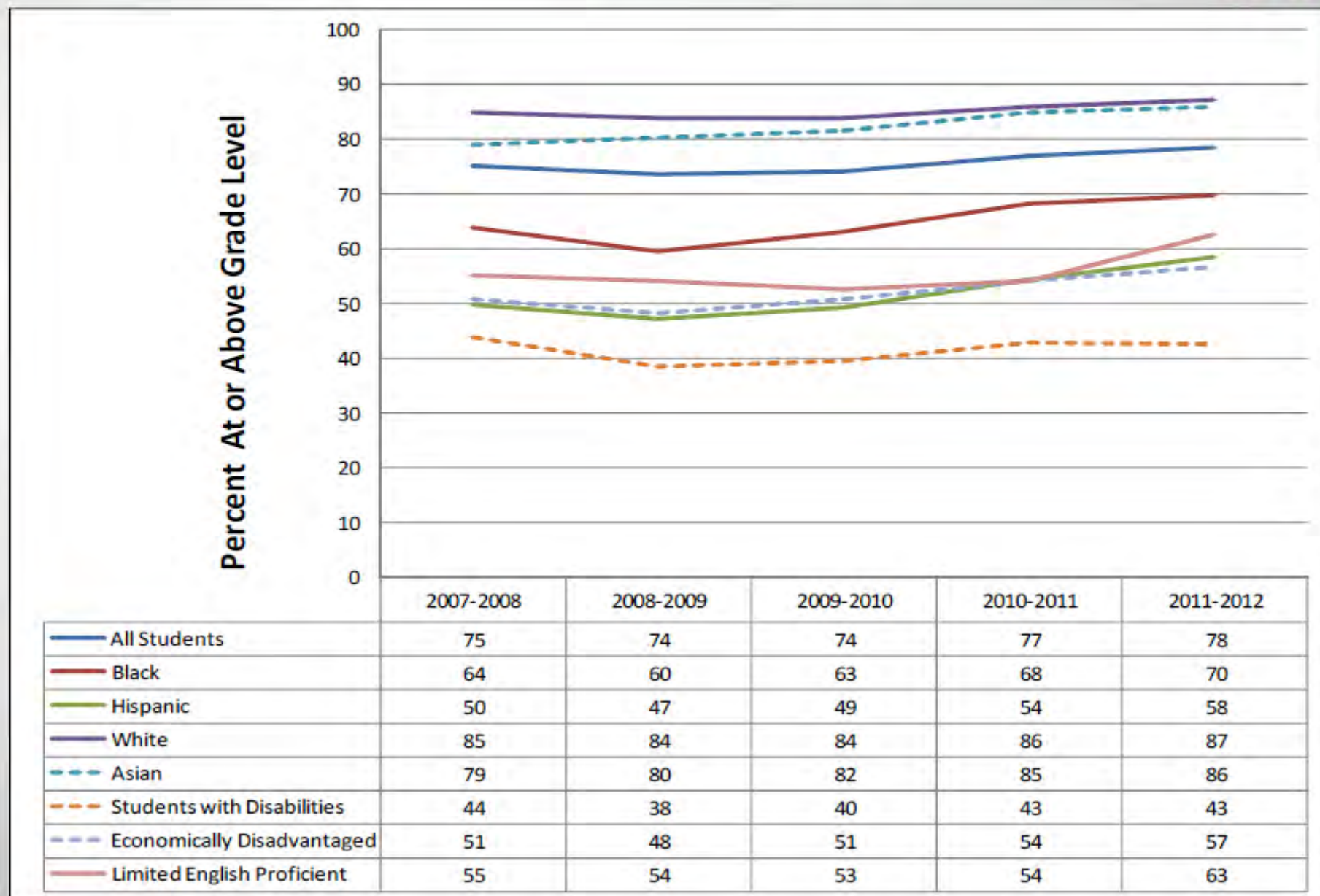
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# FCPS District-Wide (Rdg)

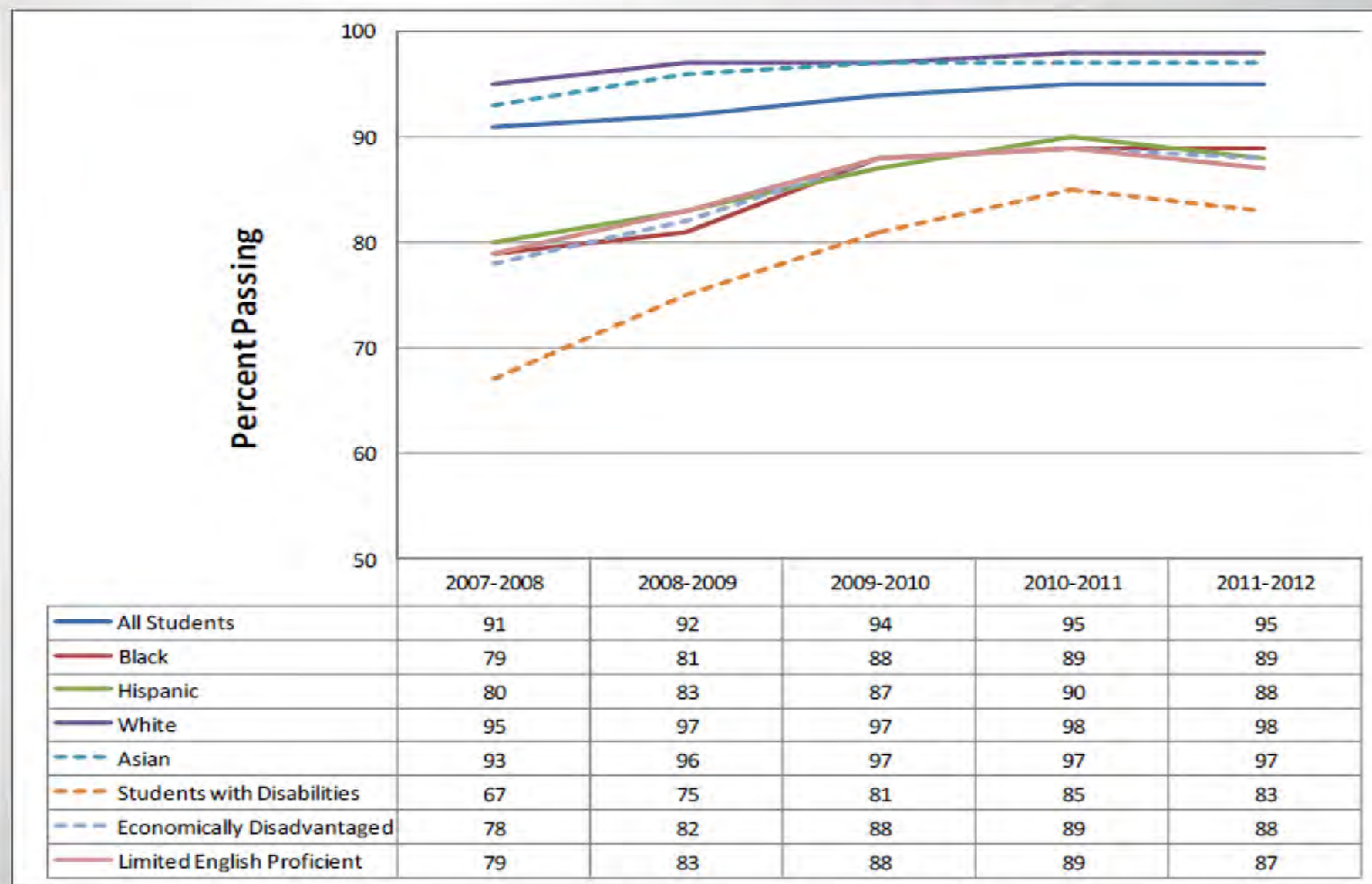
**Percent of Grade 2 Students Scoring  
At or Above Grade Level  
on the Developmental Reading Assessment 2<sup>nd</sup> edition  
(DRA2)**





# FCPS District-Wide (Rdg)

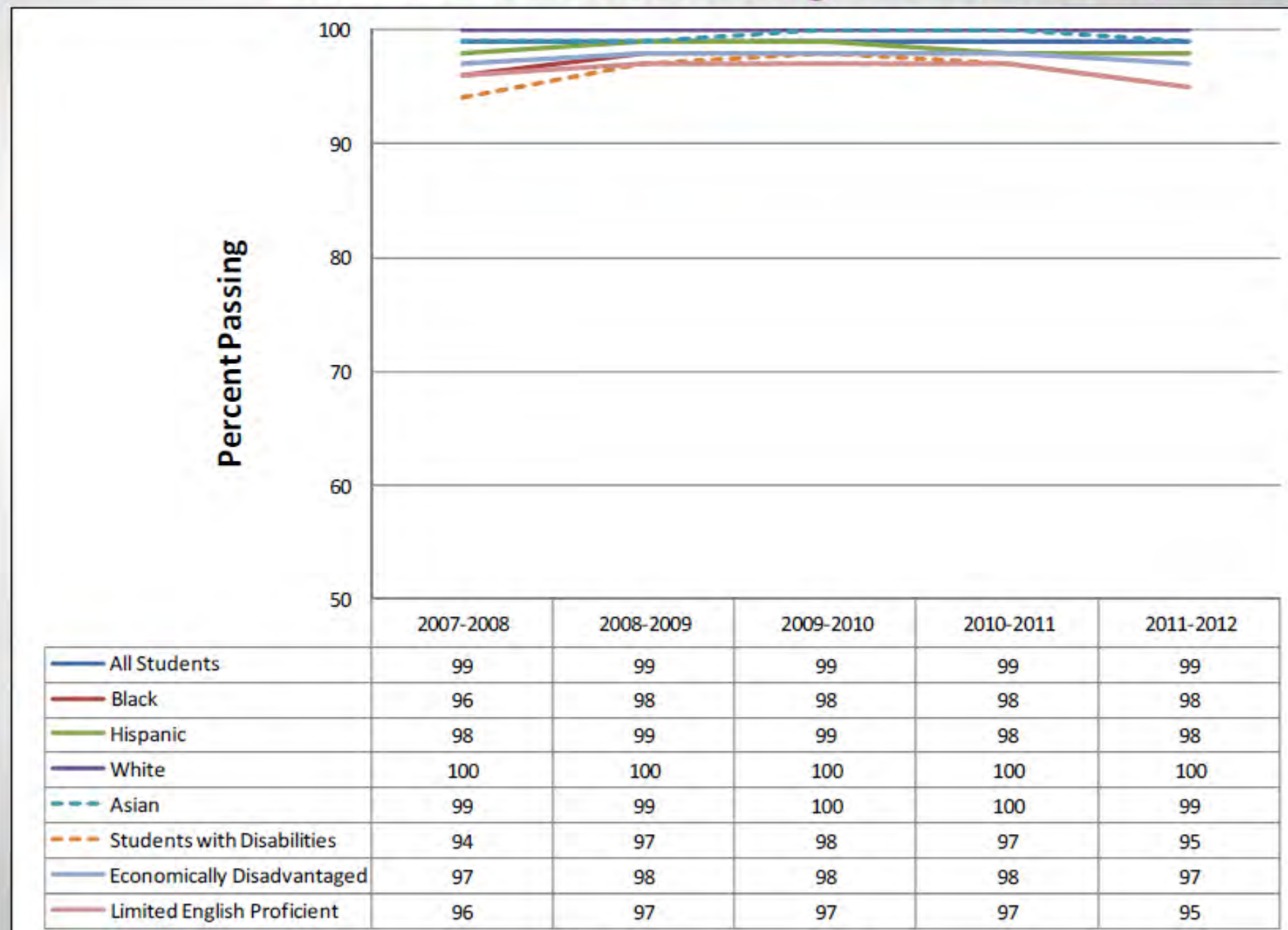
## Percent of Grade 8 Students Scoring Pass Proficient & Pass Advanced On the SOL Reading Test





# FCPS District-Wide (Rdg)

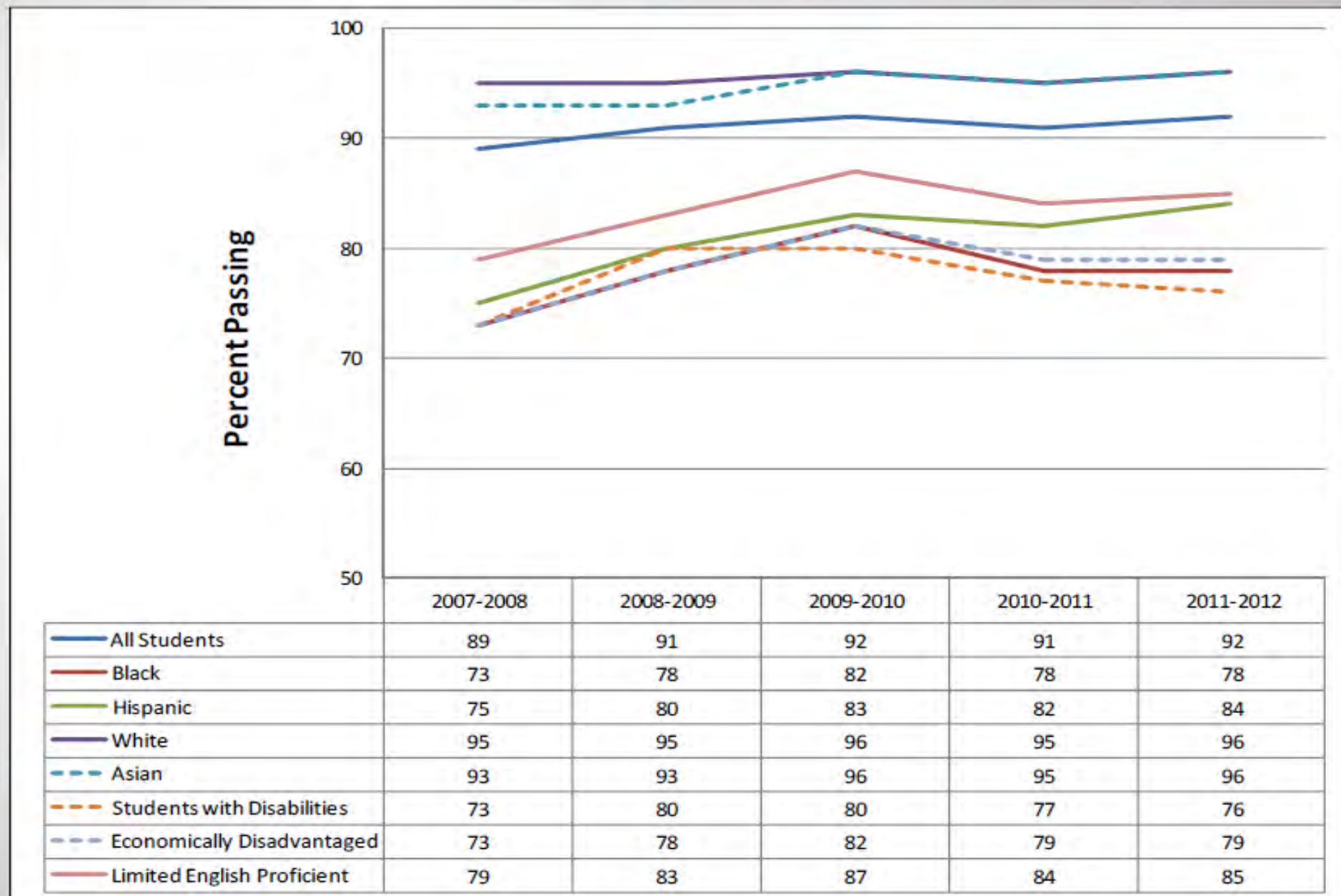
**Percent of Grade 12 Students Scoring  
Pass Proficient & Pass Advanced  
On the SOL Reading Test (End-of-Course)**





# FCPS District-Wide (Math)

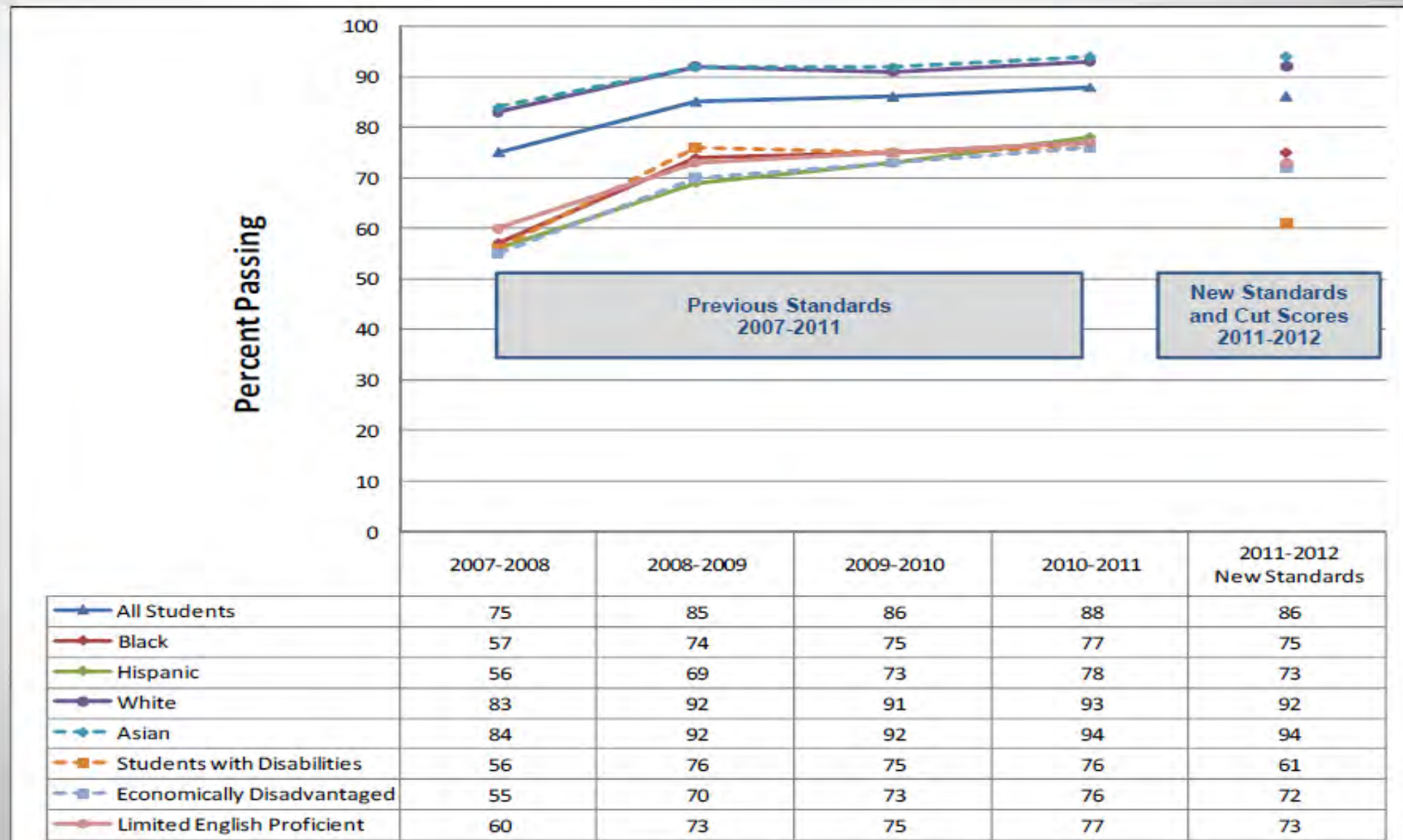
## Percent of Grade 3 Students Scoring *Pass Proficient & Pass Advanced*





# FCPS District-Wide (Math)

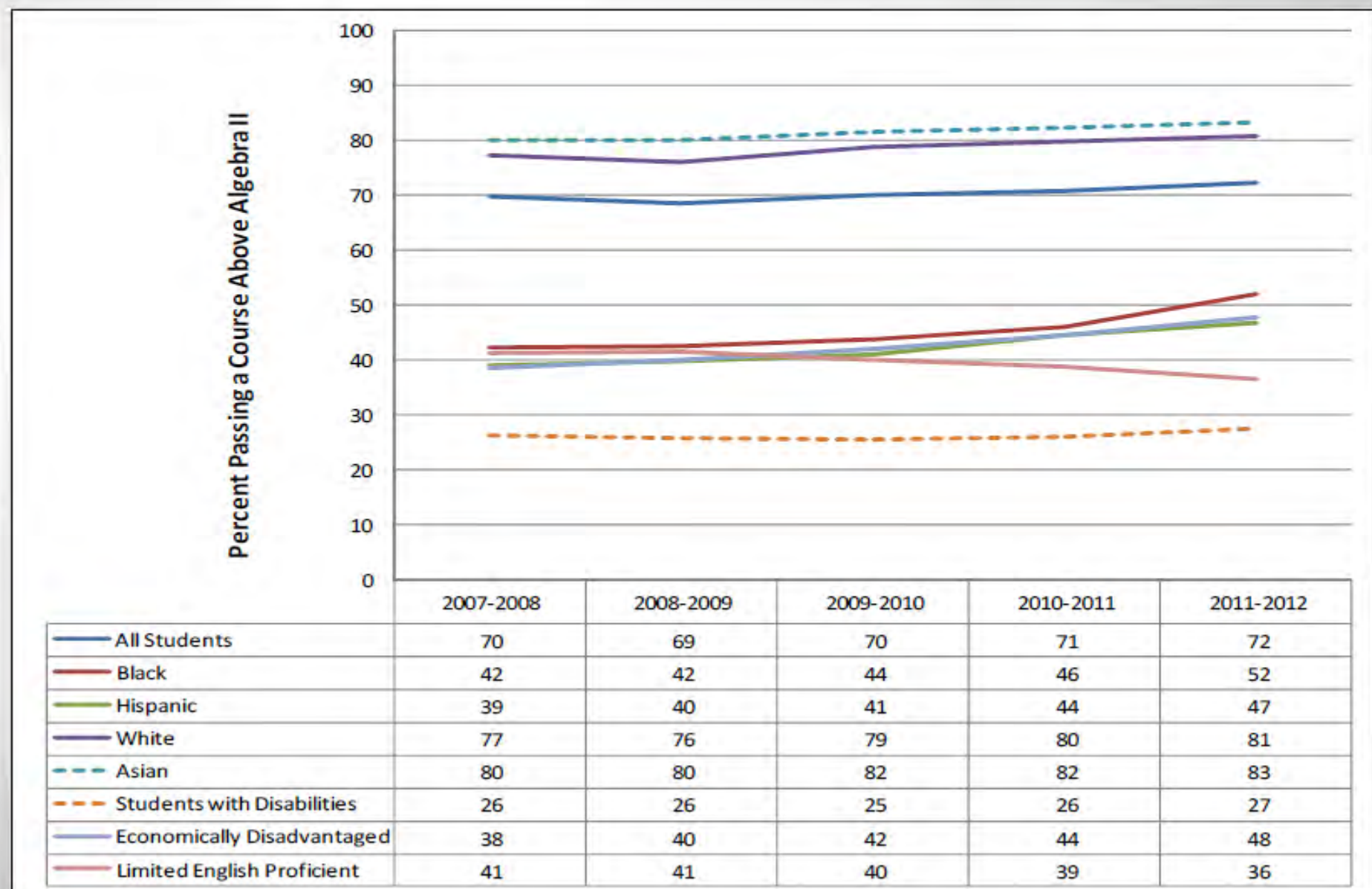
**Percent of Students Taking the  
Grade 6 Mathematics SOL Test  
Pass Proficient or Pass Advanced**  
*(includes students in grades 4 through 6)*





# FCPS District-Wide (Math)

## Percent of Grade 12 Students Passing Course above Algebra 2 by End of Grade 12





# How Do Principals Really Improve Schools?

Each person read the article and consider the following questions.

1. What has been the faulty logic for improving schools?
2. Are there any parallels in the article to DPAS II regarding observations? If so, explain.
3. What is the Case for the PLC Process?
4. What is the most vital support a principals can give collaborative teams? How else could principals support collaborative teams?
5. What is the difference between an “instructional leader” and a “learning leader”?





# How Do Principals Really Improve Schools?

Each person read the article and consider the following questions.

1. What has been the faulty logic for improving schools? (12:00 Clock Buddy)
2. Are there any parallels in the article to DPAS II regarding observations? If so, explain. (3:00 Clock Buddy)
3. What is the Case for the PLC Process? (6:00 Clock Buddy)
4. What is the most vital support a principals can give collaborative teams? How else could principals support collaborative teams? (9:00 Clock Buddy)
5. What is the difference between an “instructional leader” and a “learning leader”? (With your team)





<http://www.fcps.edu/pla/opp/plc/>





## Turn & Talk

What were a couple of key elements they discussed in the video?





# PLC Overview

## Common Core





“The best way you can support and motivate teachers is to create the conditions where they can be effective day after day, together.”

- Andrew Hargreaves and Michael Fullan in “The Power of Professional Capital” in *Journal of Staff Development*, June 2013 (Vol. 34, #3, p.37), [www.learningforward.org](http://www.learningforward.org)





# Professional Learning Communities

“The PLC process is specifically intended to create the conditions that help educators become more skillful in teaching because great teaching and high levels of learning go hand in hand.” (DuFours & Marzano, 2011)





# Professional Learning Communities

The most frequently mentioned essential elements of 21st century professional development include professional learning communities (PLCs) and collaborative work among educators. PLCs provide teachers with opportunities for collaboration, which is a facet of professional development that has been highlighted by many different approaches to teacher learning.

In fact, research demonstrates that the development of a strong professional community among educators is a key ingredient in improving schools, as PLCs empower the faculty and administration to work collectively to provide quality instruction and improve student learning. Examined research and case studies suggest that well-developed PLCs have positive impacts on both teaching practice and student achievement.

Effective PLCs share six core principles: shared values and goals; collective responsibility; authentic assessment; self-directed reflection; stable settings; and strong leadership support. The focus of a PLC should be developing teachers' 'Knowledge of Practice' around the issue of student learning.

(Hanover Research, 2012)



# Why Professional Learning Communities?

PLC process is one of the avenues that allows schools to develop the capacity of each teacher and helps ensure every Red Clay student is taught by a highly effective educator.





Focus on  
Learning

Focus on  
Collaboration

Focus on  
Results

# PLC Focus







## RCCSD PLC Big 3

### Learning as Our Fundamental Purpose

We, in the Red Clay Consolidated School District, acknowledge that the fundamental purpose of our schools is to help all students achieve high levels of learning, and therefore, we are willing to examine our practices in light of their impact on learning. We will develop and employ highly effective Professional Learning Communities to ensure the highest quality of instruction is afforded to every student. In addition, students will receive timely, research-based instructional strategies. Instruction will be monitored and adjusted, as needed, using a regular cycle of data analysis by each PLC team.

### Building a Collaborative Culture Through High Performing Teams

We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

### Focus on Results

We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

*Adapted from Fairfax County Public Schools*







## Focus on Learning

# Four Essential (Corollary) Questions for PLCs (+ 1):

1. **What is it we want student to know?** What knowledge, skills, and dispositions must all student acquire as a result of this grade level, this course, and this unit we are about to teach? What systems have we put in place to ensure we are providing every student with access to a guaranteed and viable curriculum regardless of the teacher to whom that student might be assigned?
2. **How will we know if our students are learning?** How can we check for understanding on an ongoing basis in our individual classrooms? How will we gather evidence of each student's proficiency as a team? What criteria will we establish to assess the quality of student work? How can we be certain we can apply the criteria consistently?
3. **How will we respond when students do not learn?** What steps can we put in place to provide students who struggle with additional time and support for learning in a way that is timely, directive, and systematic rather than invitational and random? How can we provide students with multiple opportunities to demonstrate learning?
4. **How will we enrich and extend the learning for students who are proficient?** How can we differentiate instruction among us so that the needs of all students are being met without relying on rigid tracking?
5. **How will we engage in relevant pedagogy and professional development to ensure that we are collectively answering these questions?** Job-embedded PD, research-based strategies, develop shared knowledge before making decisions, make decisions based on research and evidence not opinion.







## Focus on Learning

### Additional Questions to Consider with CCSS:

*Based on our assessment data, what central ideas from the CCSS are students struggling to learn well? What will evidence of student learning look like for this standard? What student work will we collect and what performance task will we use to measure progress?*

*How will we teach this well so that all students learn? What instructional shifts will this require? What do we have to learn or study before we are prepared to teach? What obstacles do we expect in student thinking? How will we advance students forward on the learning pathway?*

*What does the evidence from performance tasks suggest about student strengths and continuing needs? How did our instructional plan contribute to this and what teaching needs to be revised to address continuing needs?*







## Focus on Collaboration

### Focus on Collaboration

1. Educators are organized into meaningful collaborative teams in which members work interdependently to achieve common goals for which they are mutually accountable
2. Regular time for collaboration is embedded into the routine practices of the school
3. Educators are clear on the purpose and priorities of their collaboration. They stay focused on the right work.
4. School and district leaders demonstrate “reciprocal accountability” (Elmore, 2003, p.93). They provide teachers and principals with the resources, training, and ongoing support to help them succeed in implementing the PLC process.

DuFour, R., & Marzano, R. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*.

### TEAM TALK:

Read the above characteristics, determine strengths and weaknesses in your school using the characteristics.







## Focus on Results

## Focus on Results

Create a results orientation to know if students are learning and to respond appropriately to their needs.

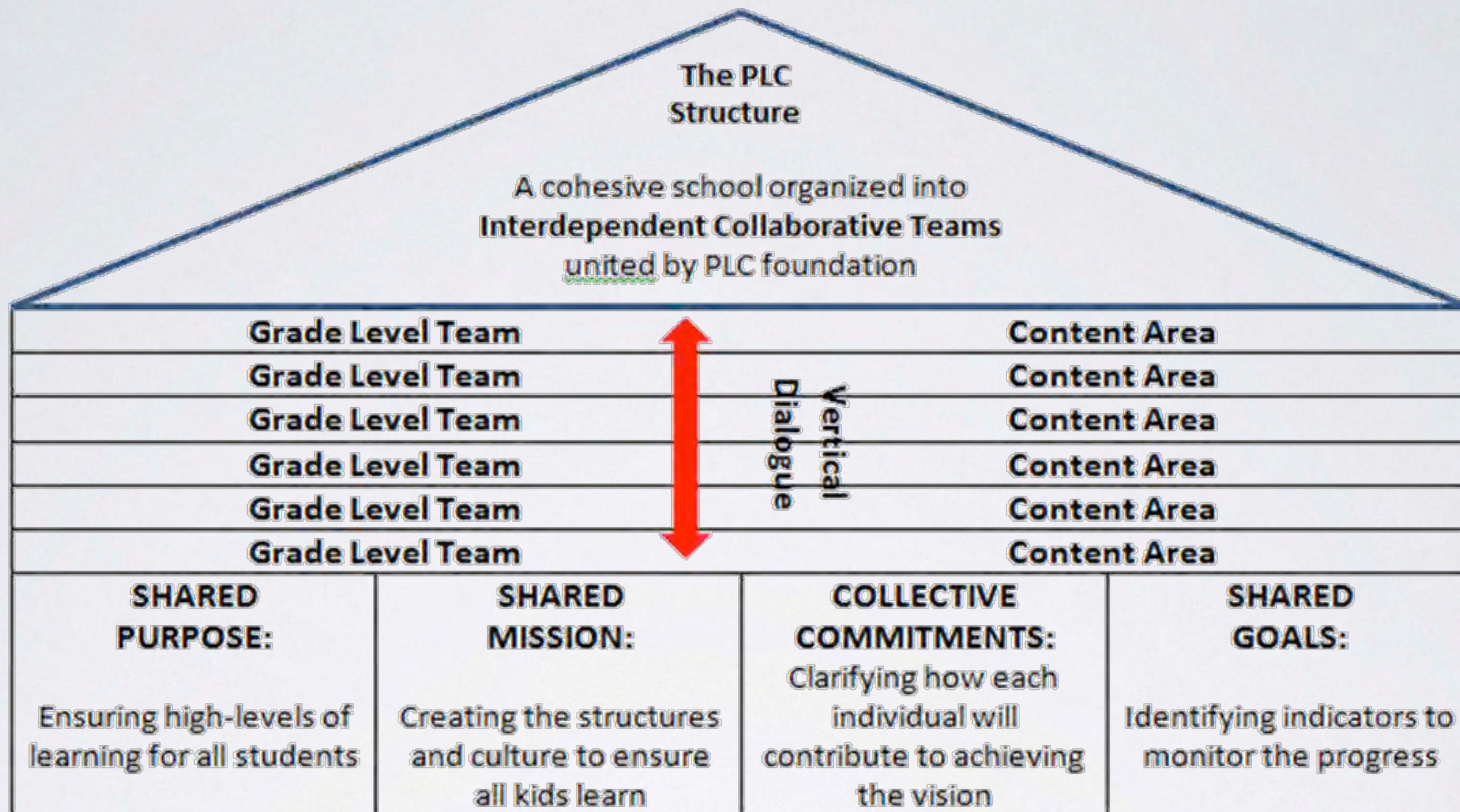
1. Every member works collaboratively with others to achieve SMART goals.
2. Every member works collaboratively with others to gather and analyze evidence of student learning on a regular basis to inform and improve his or her professional practice as well as the collective practice of the collaborative team.
3. Evidence of student learning is used on a regular basis to identify the specific needs of individual students. The school creates processes to use assessment results to respond to students by name and by need.
4. Educators throughout the school assess the effectiveness of every policy, program, procedure, and practice on the basis of its impact on student learning.

DuFour, R., & Marzano, R. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement*.

### TEAM TALK:

Read the above characteristics, determine strengths and weaknesses in your school using the characteristics.





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# One Important Step in the PLC Process





## Build Shared Knowledge



**A Cardinal Rule:** Professional learning communities always attempt to answer critical questions by first BUILDING SHARED KNOWLEDGE – engaging in collective inquiry – LEARNING together.

If people make decisions based on collective study of the same pool of information, they increase the likelihood that they will arrive at the same conclusion.

(DuFour & DuFour, 2012, personal communication)

# PLC Steps







## Consensus

You have arrived at consensus when all points of view have been heard, and the will of the group is evident – even to those who oppose it. It is not majority rules nor is it compromise. It is based on the will of the group.

# PLC Steps







# Consensus

## In Attempting to Build Consensus

- Did we build shared knowledge regarding best practice?
- Did we honestly assess our current reality?
- Did we ensure all points of view were heard?
- Was the will of the group evident even to those who opposed it?

IF THE ANSWER TO EACH OF THESE QUESTIONS IS “YES”, GO FOR IT!

## Common Mistakes in Building Consensus

- We try to go it alone, rather than building a guiding coalition
- We use a forum that is ill-suited to the dialogue that is typically necessary for consensus
- We use a process that allows cynics and skeptics to dominate
- We pool opinions rather than build shared knowledge
- We feel we need consensus on each, specific detail of implementation
- We set an unrealistic standard for consensus and invest too much energy in resisters

# PLC Steps







## PLC Steps

### Consensus

#### Fist to Five

- 5 – I'll champion
- 4 – Strongly Agree
- 3 – Agree
- 2 – Reservations
- 1 – Oppose
- Fist – Veto

If someone's vote is below a 3, give them an opportunity to speak and share their thoughts (not mandatory). Vote again. If you don't have consensus, continue to build shared knowledge. Note: Not all team members have to be 3 or above to have consensus; however, the team members below 3 will need to follow the direction of the team.







## Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with a FOCUS ON LEARNING.
2. Schedule time for collaboration into the school day and school calendar.
3. Focus teams on critical questions.
4. Make products of collaboration explicit.
5. Establish team norms to guide collaboration.

Discuss 6 & 7 later in presentation.

PLC Steps







## Significance of Team Norms

When all is said and done, the norms of a group help determine whether it functions as a high-performing team or becomes simply a loose collection of people working together.

(Coleman, *Working With Emotional Intelligence*, 1998)

Explicit team norms help to increase the emotional intelligence of the group by cultivating trust, a sense of group identity, and belief in group efficacy.

(Druskat & Wolf, 2001)

Inattention to establishing specific team norms is one of the major reasons teams fail.

(Blanchard, 2007)

# PLC Steps







## The Importance of Norms

One thing is clear: Having clear norms gives teams a huge advantage. A key to effective teams is involving all members in establishing norms and then holding everyone accountable to what they have agreed upon.

(Lencioni, *Overcoming the Five Dysfunctions of a Team*, 2005)

# PLC Steps







## Guiding Questions for Team Norms

Are we clear on the commitments we have made to each other regarding how we will work together as a team?

Have we stated our commitments as explicit behaviors?

Have we discussed how to address the issue if we feel someone is not honoring our norms?

# PLC Steps







## Criteria for Team Norms

The norms have clarified our expectations of one another.

All members of the team participated in creating the norms. All voices are heard.

The norms are stated as commitments to act in certain ways.

All members have committed to honoring the norms.

# PLC Steps







## Tips for Team Norms

Each team establishes its own norms.

Norms are stated as commitments to act or behave in certain ways.

Norms are reviewed at the beginning and end of each meeting, until they are internalized.

One norm requires a team to assess its effectiveness every six months. This assessment should include a review of adherence to norms and the need to identify new norms.

Less is more. A few key norms are better than a laundry list.

Establish a process for addressing violations or norms.

### TEAM TALK:

How do your teams currently address norm violations?

# PLC Steps





## Group Norms (example)



In order to make our team meetings positive and productive experiences for all members, we make the following collective commitments to each other:

Begin and end our meetings on time and stay fully engaged during each meeting.

Maintain a positive attitude at team meetings – no complaining unless we offer a better alternative.

Listen respectfully to each other.

Contribute equally to the workload.

Make decisions on the basis of consensus.

Encourage one another to honor our commitments and candidly discuss our concerns when we feel a member is not living up to those commitments.

Fully support each other's efforts to improve student learning.

# PLC Steps







## Group Roles

**Discussion Leader.** The **discussion leader** works to keep the group on track. He or she is charged with ensuring full participation from all team members, and helps to moderate individuals who may try to dominate the group discussion. Typical comments from the discussion leader may include the following:

"Let's focus on the problem."

"Should we move on the next question?"

"John, what do you think about this issue?"

**Recorder/Record Keeper.** The **recorder** keeps track of unresolved issues, records group strategies, maintains archives of all work sheets and electronic files, and convenes the group outside of class as necessary. You'll frequently hear the recorder say things like this:

"Did we get all of the learning issues down?"

"Is this the diagram we want to use?"

"I have a copy of our files. I also posted them to our File Exchange section in Blackboard. That way, everyone in the group will have access to the files we created today."

# PLC Steps







## PLC Steps

## Group Roles

**Reporter .** The **reporter** assembles the draft of the group's solution for the project, solicits feedback from all group members, incorporates agreed-upon changes, and submits the project. The reporter is often heard uttering these phrases:

"Is everyone in agreement with this document?"

"Everyone needs to review this draft and get back to me with comments before Wednesday."

**Accuracy Coach.** The **accuracy coach** probes for group understanding and makes sure that all team members are familiar with all aspects of the project. He or she locates valid, legitimate resources, and brings them to class if necessary. The accuracy coach may also review the entire project for accuracy and completeness, although all team members typically have some responsibility for that activity. You'll probably hear the accuracy coach say things like this:

"Where did you find that information?"

"Are we all clear about the underlying logic behind this formula?"

"Does the text have information we might be able to use as we prepare our response to this problem?"

"Is this calculation correct?"

"Did we investigate all of the learning issues on our list?"







## PLC Steps

## Group Roles

**Timekeeper.** The **timekeeper** makes sure the group stays on schedule – for the current group meeting and for the project as a whole. You'll hear the timekeeper say things like this:

"We only have ten minutes left in this class period. Are we ready to write our meeting summary for today?"

"The project is due in four days. We should have our final draft ready by noon tomorrow. That way, everyone can review it and we'll have time to incorporate changes before we turn it in."

**Skeptic.** The **skeptic** challenges group consensus, and poses alternative solutions or different ways to think about the problem. The skeptic may make these kinds of comments:

"I'm not sure we're on the right track."

"Should we consider other ideas?"

"Are we sure this is the only way to look at this issue?"

"What if the underlying conditions change? Will our solution still work, or should we look at ways to make our solution more flexible?"





# Group Roles



## PLC Steps

**Reflector/Summarizer** . Reflection is a very important part of the PBL process. When you take the time to reflect on what you've done, you tend to come up with ways to improve how your group operates from class to class and from project to project. When group operations improve, the quality of the final project submissions tends to improve as well. The **reflector/summarizer** spearheads the reflection process. He or she summarizes the progress of the group at various stages of the project. This helps ensure that all team members are on the "same page," and provides a vehicle through which team members can make recommendations for improvements. The reflector/summarizer also works with the **accuracy coach** to check for group understanding. The reflector/summarizer tends to make comments like this:

"Here's where I think we are right now. Joe, what do you think?"

"Maria, you mentioned that we need to come up with a better review process for our final draft than the process we followed on the last project. We should discuss this as a team before we get too far along in this next project."

"Wow – I can't believe this class period is almost over! Let's talk about what we accomplished today."

"We're at the mid-point of our project. Here's what we've finished so far. Sue, does this agree with your records of our progress to date?"

<sup>†</sup> Adapted from Allen, D. A., Duch, B.J., and Groh, S. E. (2001). Strategies for using groups. In B.J. Duch, S.E. Groh, & D.E. Allen (Eds.), *The Power of Problem-Based Learning* (pp. 59-68). Sterling, VA : Stylus Publishing and Watson, George H. Silicon, Circuits, and the Digital Revolution (SCEN 103). 11-Feb-2000 . Department of Physics and Astronomy, University of Delaware . Retrieved 31-May-2005. <<http://www.physics.udel.edu/~watson/scen103/colloq2000/question1.html>>.





**What** do we  
want students  
to know?

**How** will we  
know when  
they learned it?

How will we  
respond when  
the students  
have **not**  
learned it?

How will we  
respond when  
students have  
**already** learned  
it?

# Essential/Corollary Questions







## Focus on Learning

# First Essential (Corollary) Question for PLCs:

I. What is it we want students to know? What knowledge, skills, and dispositions must all student acquire as a result of this grade level, this course, and this unit we are about to teach? What systems have we put in place to ensure we are providing every student with access to a guaranteed and viable curriculum regardless of the teacher to whom that student might be assigned?

- a. Identify essential standards in CCSS which teams will work collaboratively to implement
- b. Identify the nature and breadth of essential standards
- c. Articulate levels of knowledge and learning progressions for essential standards
- d. Develop learning objectives based on essential standards







## Criteria for Identifying Essential Common Outcomes

To separate the essential from the peripheral, apply these three criteria to each standard:

1. **Endurance** – Are students expected to retain the skills or knowledge long after the test is completed?
2. **Leverage** – Is the skill or knowledge applicable to many academic disciplines?
3. **Readiness for the next level of learning:** Is this skill or knowledge preparing the student for success in the next grade or course?

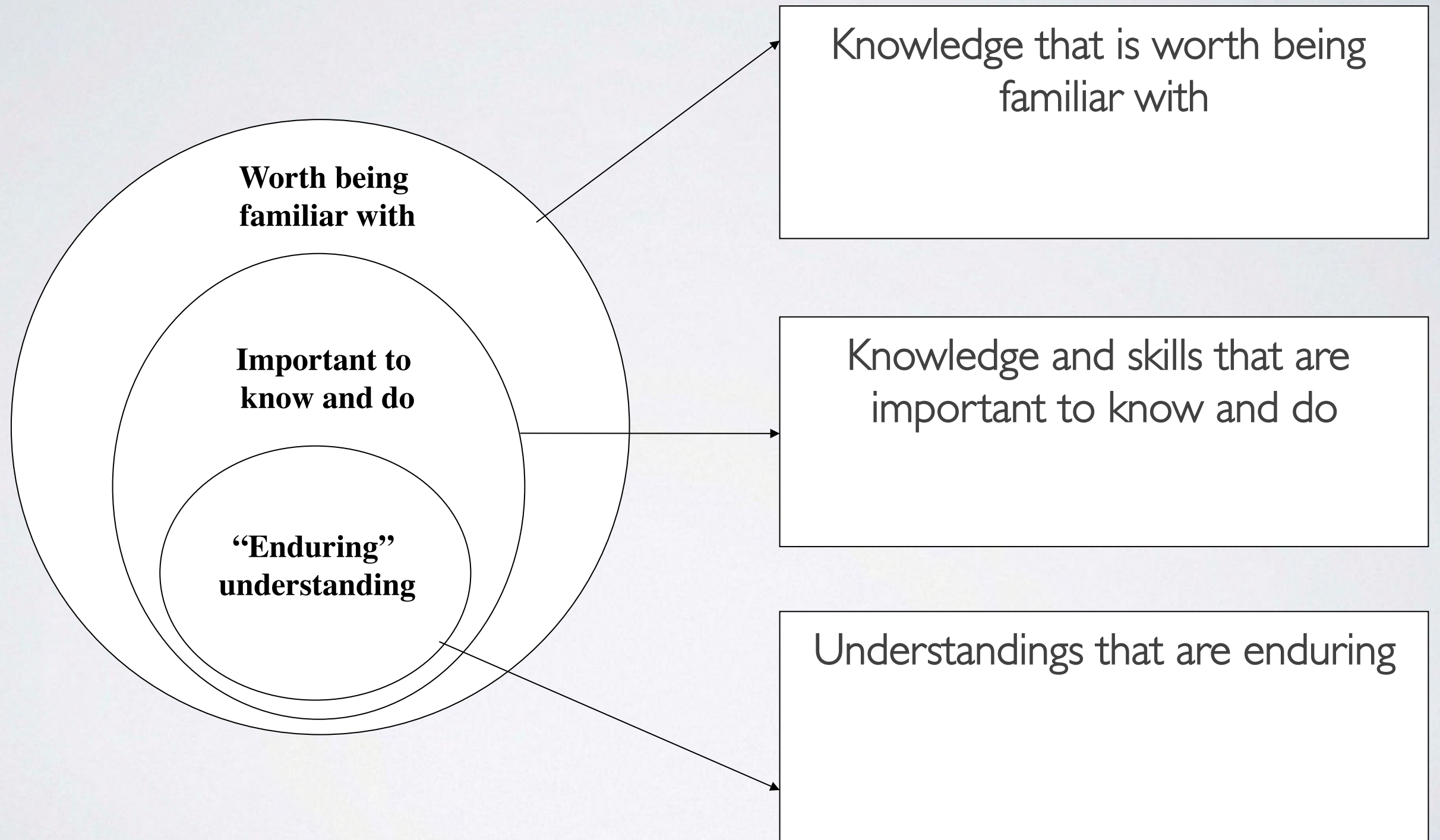
(Reeves & Ainsworth, *Power Standards: Identifying the Standards That Matter Most*, 2003)

# PLC Steps





# UbD: Establishing Priorities







## Advantages of Team Discussion of Essential Learning

Greater **clarity** regarding the **interpretation** of standards

Greater **consistency** regarding the **importance** of different standards

Greater **consistency** in the amount of **time devoted** to different standards (common pacing)

Common outcomes and common pacing are **essential prerequisites** for a team to create **common assessments** and team interventions.

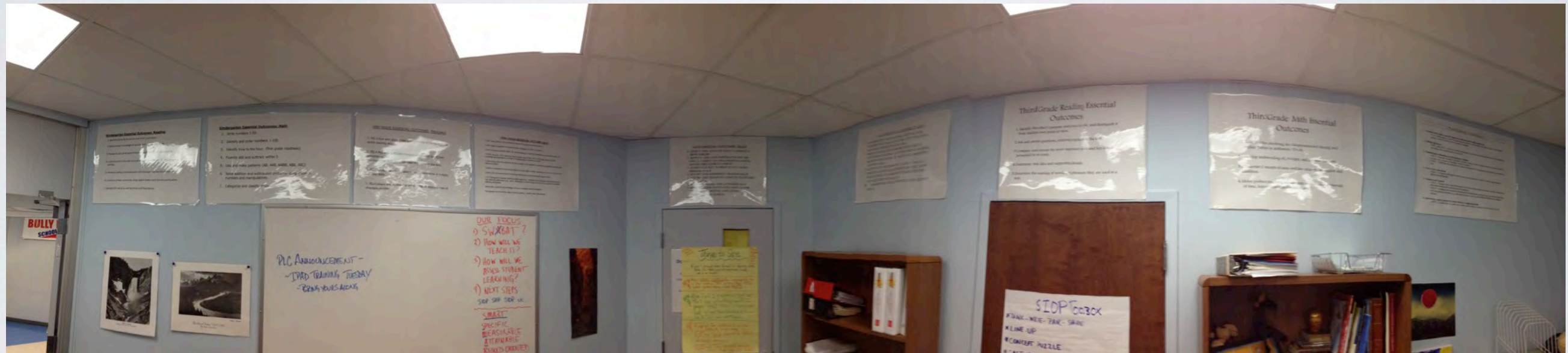
Greater **ownership** of and **commitment** to standards

# PLC Steps



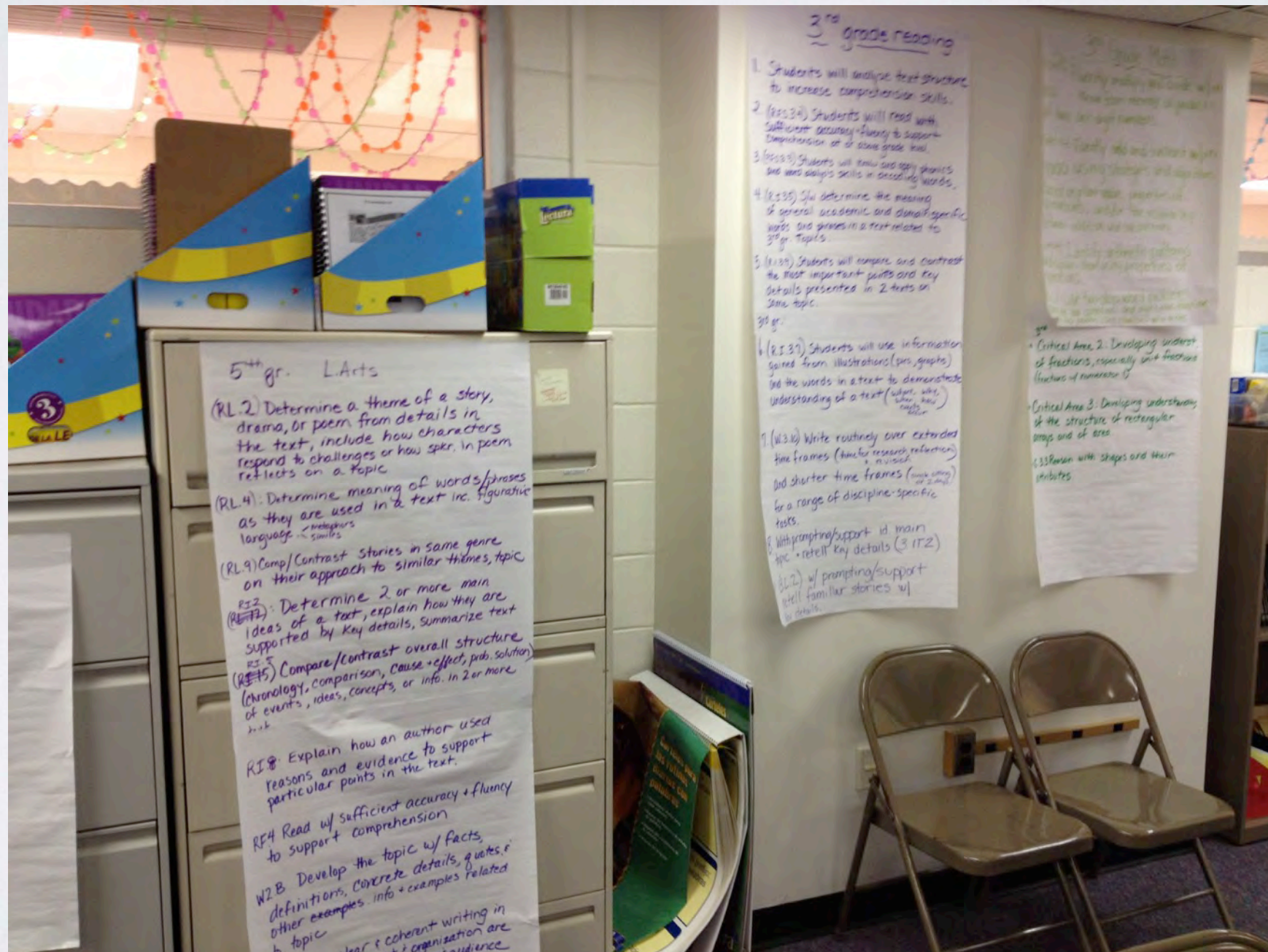


# Essential Outcomes





# Essential Outcomes





# Guaranteed and Viable Curriculum

“A guaranteed and viable curriculum is strongly related to student achievement at the school level”

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.



# Guaranteed and Viable Curriculum

- Intended Curriculum
- Implemented Curriculum
- Attained Curriculum
- Discrepancy between the intended curriculum and the implemented curriculum is where Opportunity to Learn (OTL) makes a prominent factor in student achievement.

Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD.



What do we want  
students to know?

## Guaranteed and Viable Curriculum

“The only way the curriculum in a school can truly be guaranteed is if the teachers themselves, those who are called upon to deliver the curriculum, have worked collaboratively to do the following:

- Study the intended curriculum
- Agree on priorities within the curriculum
- Clarify how the curriculum translates into student knowledge and skills
- Establish general pacing guidelines for delivering the curriculum
- Commit to one another that they will, in fact, teach the agreed-upon curriculum

DuFour, R., & Marzano, R. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement.*



What do we want  
students to know?

## Guaranteed and Viable Curriculum

“One of the main differences between effective and ineffective teachers is that effective teachers know ‘the learning intentions and success criteria of their lessons’ (Hattie, 2009), and thus are in a position to continuously monitor the progress of their students toward those intended outcomes”

DuFour, R., & Marzano, R. (2011). *Leaders of learning: How district, school, and classroom leaders improve student achievement.*





# Focus on Learning

Curriculum and Instruction - Windows Internet Explorer

https://rcweb.redclay.k12.de.us/Intranet/CI/cimath.htm

Curriculum and Instruction

## Red Clay Consolidated School District Intranet

...resources for teachers and staff

[Red Clay Intranet](#)
[Assessment](#)
[Curriculum & Instruction](#)
[Human Resources](#)
[Professional Development](#)
[Research & Evaluation](#)
[Special Services](#)

Standards • RTI • Curriculum Flashes • Staff Listing • Grant Resources

April 8, 2013

### Curriculum Documents

- ♦ ELA Elementary
- ♦ ELA Secondary
- ♦ Mathematics
- ♦ Science
- ♦ Social Studies
- ♦ Art
- ♦ Health
- ♦ Library
- ♦ Music
- ♦ Physical Education
- ♦ World Language
- ♦ C & I Staff Listing
- ♦ Instructional Technology
- ♦ Delaware Content Standards and Recommended Curriculum
- ♦ Red Clay Consolidated School District Model Lesson Plan
- ♦ Curriculum Councils
- ♦ Curriculum Council Proposal Request

### Curriculum and Instruction

#### Curriculum Documents - Math Program

- References
  - [DEDOE CCSS Website](#)
  - [Clarifications of the Math Standards](#)
- Elementary
  - Curriculum Guides
    - [Kindergarten](#)
    - [Grade 1](#)
    - [Grade 2](#)
    - [Grade 3](#)
    - [Grade 4](#)
    - [Grade 5](#)
  - Vocabulary Cards and Word Walls
    - [Kindergarten](#)
    - [Grade 1 \(A thru L\)](#)
    - [Grade 1 \(M thru Z\)](#)
    - [Grade 2 \(A thru L\)](#)
    - [Grade 2 \(M thru Z\)](#)
    - [Grade 3 \(A thru L\)](#)
    - [Grade 3 \(M thru Z\)](#)
    - [Grade 4 \(A thru L\)](#)
    - [Grade 4 \(M thru Z\)](#)
    - [Grade 5 \(A thru L\)](#)
    - [Grade 5 \(M thru Z\)](#)
  - CCSSM Posters
    - [Kindergarten](#)
    - [Grade 1](#)
    - [Grade 2](#)
    - [Grade 3](#)
    - [Grade 4](#)
    - [Grade 5](#)
  - Smart Notebook Files
    - [Grade 1](#)
    - [Grade 2](#)
    - [Grade 3](#)
    - [Grade 4](#)
    - [Grade 5](#)
- Secondary
  - Curriculum Guides

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## Unit Five: "Investigating Fractions"

14 days: November – December



## Focus on Learning

**Common Core State Standards**

CC.5.NF.2 – Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$  by observing that  $3/7 < 1/2$ .

**Delaware Prioritized Standards**

- DE.K-12.5 Standard 5 - Problem Solving: Students will develop their Problem Solving ability by engaging in developmentally appropriate problem-solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts; to formulate their own problems; to find solutions to problems from everyday situations; to develop and apply strategies to solve a wide variety of problems; and to integrate mathematical reasoning, communication and connections.
- DE.5.1.18 Operations: Add and subtract benchmark fractions and fractions with common denominators using physical models.
- DE.6.1.10 Operations: Add and subtract fractions with unlike denominators and use physical models to justify your answer

**Additional Delaware Prioritized Curriculum (GLEs)**

- Apply more than one operation to solve word problem. E
- Develop understanding of fractions as parts of unit whole, as part of a collection, as locations on number lines, and as division of whole numbers. E
- Generate and connect equivalent forms of benchmark fractions, decimals and percent. E
- Measure and compare objects using standard measures to the nearest  $\frac{1}{2}$ ,  $\frac{1}{4}$ , or  $\frac{1}{8}$  unit. E
- Model problem situations with objects and use representations such as graphs, tables or equations to draw conclusions. E
- Measure and compare objects using standard measures to the nearest  $\frac{1}{10}$ . E
- Find the number of square units it takes to cover a geometric figure (area). E

**Mathematical Practices:**

1. Make sense of problems and persevere in solving them.
2. Model with mathematics.

**Enduring Understandings:**

1. Fractions represent parts of a whole.
2. Ratios use division to represent relationships between two quantities.

**Essential Questions**

1. How can fractional parts of a whole be represented or modeled?
2. How are comparisons used in proportional reasoning?

**Students will know and be able to:**

1. Represent fractions using pattern blocks and rectangles.
2. Find equivalent fractions.
3. Compare and order fractions.
4. Collect, organize, graph, and analyze data.
5. Draw and interpret best-fit lines.
6. Use ratios to solve problems.
7. Measure length in yards and feet.
8. Add and subtract fractions using manipulatives, pictures, or symbols.
9. Develop fluency with multiplication and division facts.

**Desired Result(s) Assessed:**

1. DPPs; L, R, T, U, V
2. Lesson 1, Homework Questions 5-6, SG
3. Lesson 3, Homework Questions 1 – 3, SG
4. Lesson 5, Homework Questions 7 – 8, SG
5. Lesson 6, Explore Questions 17-21, SG
6. "Home Practice" Part 7, DAB
7. "Fraction Follow-Up" blackline master, URG





# Focus on Learning

## Learning Progression (KUD) Organizer

These **Mathematics Learning Progressions Organizers** are not replacements for teachers' individual unit KUDs. Rather, they are an unpacking and clarification of the concepts inherent in the Common Core State Standards. These are a resource from which teachers should select appropriate *Knowledge, Understandings, and Do:* to develop their own unit KUDs to guide planning for instruction.

Course: Grade 6 Math

Topic: Algebraic Reasoning – Quantitative Relationships

Which standards are in this learning progression?

6.EE.9

Connections to other Domains and/or Clusters:

6.RP.3a-b, 6.EE.3 - 8

By the end of this learning progression, students will be able to...

### UNDERSTAND:

Quantitative relationships between dependent and independent variables can be represented in multiple ways including algebraic (equation), graphical, verbal (scenario), and tabular.

### KNOW:

Quantities that change in relationship to one another can be represented using variables.

There is a relationship between independent and dependent variables.

Different representations of the relationship provide varied opportunities to analyze changes in quantities (e.g., as in linear relationships).

Various representations of quantitative relationships including: scenario (context) table, graph, and equation.

### DO:

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.* CC.6.EE.9

Use graphs to analyze the nature of changes in quantities in linear relationships.

This connects to:

6.RP.3a-b in which students utilize rates to solve problems.

6.EE.5-8 in which students are writing and solving equations and inequalities for contextual and mathematical situations.

Mathematically proficient students acquire precision in the use of mathematical language by engaging in discussion with others and by giving voice to their own reasoning. By the time they reach high school they have learned to examine claims, formulate definitions, and make explicit use of those definitions. The terms students should learn to use with increasing precision in this unit are: Equation, variable, quantity, independent variable, dependent variable, table, graph, equation, axes, x-axis, y-axis, scale, coordinate pairs, relationship

Standards for Mathematical Practice:

1. Make sense of problems & persevere in solving them.
2. Reason abstractly & quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.





# CCSS Assessment Examples (DE)

## Number and Quantity: The Number System (NS)

Know that there are numbers that are not rational, and approximate them by rational numbers.

Standard
<p><b>8.NS.1</b> – Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p><i>Resources:</i> Students can use graphic organizers to show the relationship between the subsets of the real number system.</p> <p>Example:</p> <div data-bbox="600 772 1004 1073"><p style="text-align: center;"><b>Real Numbers</b></p><p style="text-align: center;">All real numbers are either rational or irrational</p><div style="display: flex; justify-content: space-around; align-items: center;"><div style="border: 1px solid black; padding: 5px; text-align: center;"><div style="border: 1px solid black; padding: 2px; text-align: center;">Rational</div><div style="border: 1px solid black; padding: 2px; text-align: center;">Integers</div><div style="border: 1px solid black; padding: 2px; text-align: center;">Whole</div><div style="border: 1px solid black; padding: 2px; text-align: center;">Natural</div></div><div style="border: 1px solid black; padding: 5px; text-align: center;">Irrational</div></div></div> <ul style="list-style-type: none"><li>Any number that can be expressed as a fraction is a rational number. A rational number is of the form <math>\frac{a}{b}</math>, where <math>a</math> and <math>b</math> are both integers and <math>b</math> is not 0. Students recognize that the decimal equivalent of a fraction will either terminate or repeat.</li></ul> <p>Change <math>0.\bar{4}</math> to a fraction.</p> <ul style="list-style-type: none"><li>Let <math>x = 0.444444.....</math></li><li>Multiply both sides so that the repeating digits will be in front of the decimal. In this example, one digit repeats so both sides are multiplied by 10, giving <math>10x = 4.444444.....</math> Subtract the original equation from the new equation.</li></ul> $\begin{array}{r} 10x = 4.444444..... \\ x = 0.444444..... \\ \hline 9x = 4.000000..... \end{array}$ $x = \frac{4}{9}$ <p>Students can investigate repeating patterns that occur with denominators 9, 99, or 11.</p> <p><math>\frac{4}{9}</math> is equivalent to <math>0.\bar{4}</math>, <math>\frac{5}{9}</math> is equivalent to <math>0.\bar{5}</math>, etc.</p>



# COMMON CORE ASSESSMENT COMPARISON FOR MATHEMATICS

*Grade 6*

*June 2013*

**6.NS.1** – Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?*

---

DCAS-Like

9A

$$6\frac{2}{7} \div 2\frac{3}{4} = \underline{\hspace{2cm}}$$

A.  $2\frac{2}{7}$

B.  $17\frac{2}{7}$

C.  $2\frac{6}{11}$

D.  $\frac{7}{16}$

---

Next-Generation

9B

Alice, Raul, and Maria are baking cookies together. They need  $\frac{3}{4}$  cup of flour and  $\frac{1}{3}$  cup of butter to make a dozen cookies. They each brought the ingredients they had at home.

Alice brought 2 cups of flour and  $\frac{1}{4}$  cup of butter, Raul brought 1 cup of flour and  $\frac{1}{2}$  cup of butter, and Maria brought  $1\frac{1}{4}$  cups of flour and  $\frac{3}{4}$  cup of butter. If the students have plenty of the other ingredients they need (sugar, salt, baking soda, etc.), how many whole batches of a dozen cookies each can they make?





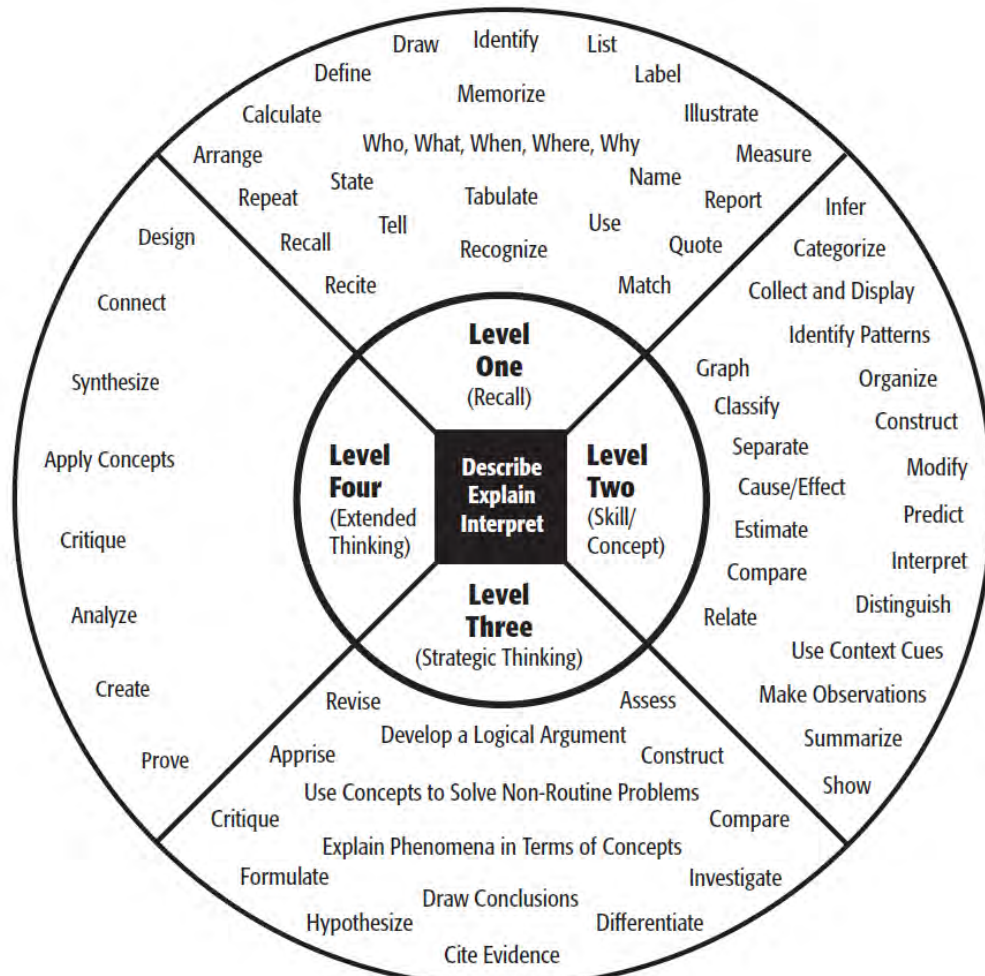
# Cognitive Rigor Matrix

**Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA**

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency &amp; accuracy</li> </ul>			
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> <li>Define/describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/ make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts/details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>



# Depth of Knowledge



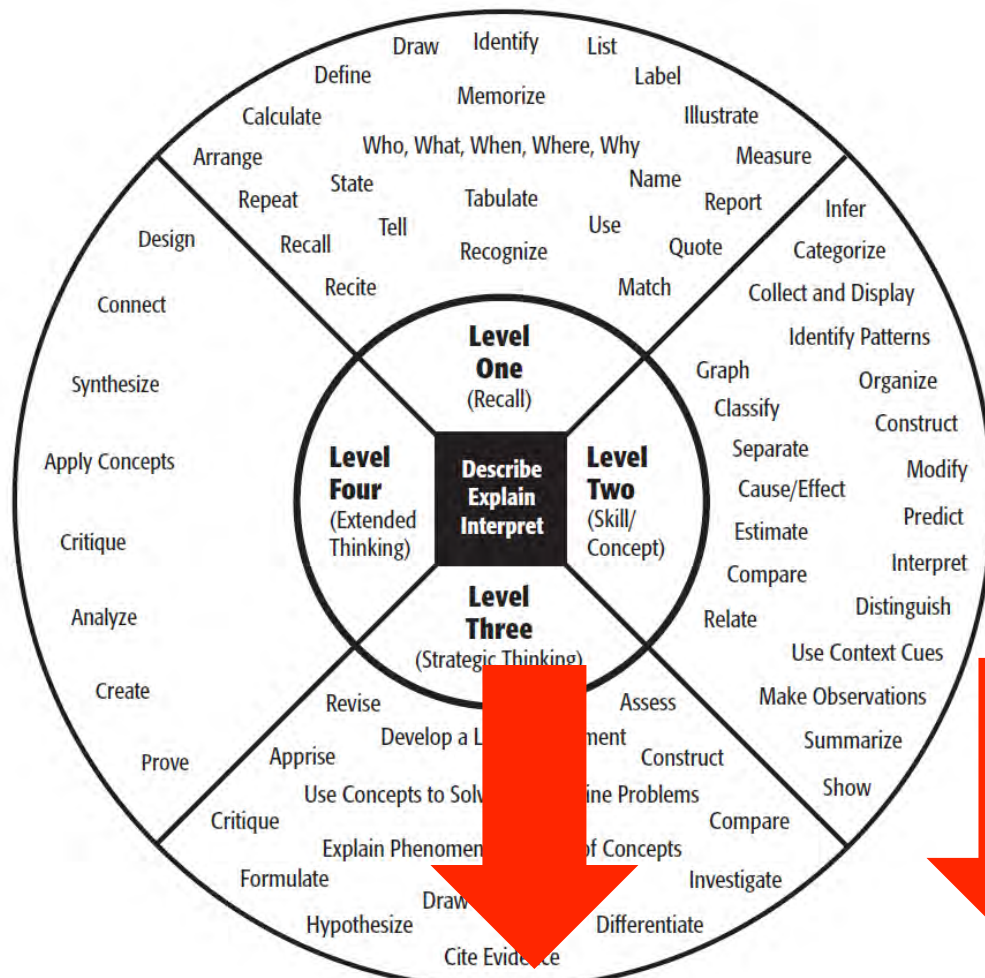
Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.





# Depth of Knowledge

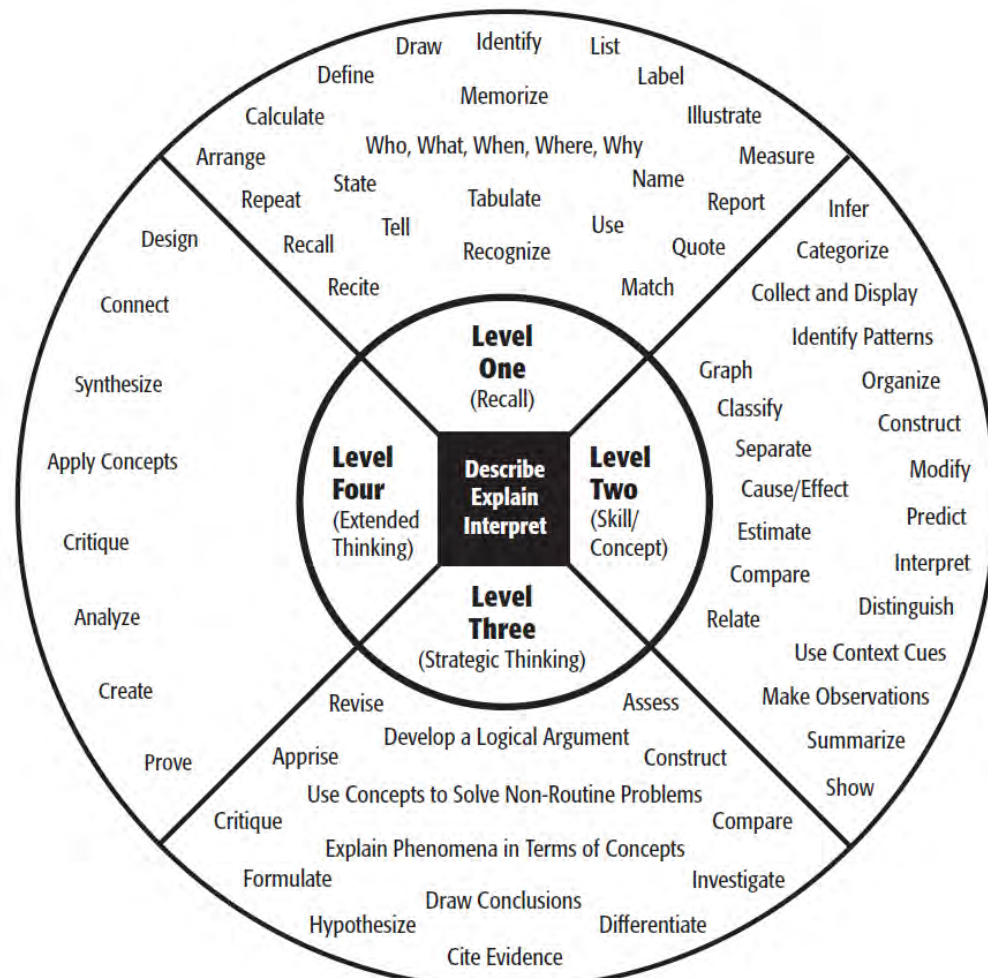


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# Depth of Knowledge



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Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>.





# Unpack the Standard

## Prerequisite Knowledge

Review prior standards

## Understanding

As a result of this unit of instruction, students will understand

## Knowledge

For standard \_\_\_\_\_, students will know

## Skills

For standard \_\_\_\_\_, students will be able to do





# Standards

Social Science  
World History  
(Blue)

Common Core  
State  
Standards

• ELA - (Green)

• ELA - Literacy  
in Social Science  
(Yellow)

ELD  
(pink)

## Standards-Based Year Plan (10<sup>th</sup> Grade)

### Units

Development of Western Thought

The World in Revolution

Industrial Revolution

Era of New Imperialism

World War I

World War II

Cold War

The Growth of Nations

### Resources

District-Adopted  
\* Textbook \*

Power  
Point  
Presentation

Primary  
Sources

Historical  
Movies

Internet

Memoirs

Historical  
Movie

Novels

Primary  
Sources

Realia

Field  
Trip

Common  
Core  
Standards  
Appendix

Field  
Trip

Realia

Novels

Guest  
Speaker

Novels

### Assessment

\* END OF UNIT TEST \*

Vocabulary, True/False, Multiple  
Choice, Short Answer, Essay

Informative  
Essay

Action  
Plan →  
Research  
Project

Student-  
Proposed  
Project

Narrative  
Writing

Persuasive  
Writing

Speech  
Power  
Point

Student/  
Teacher  
Generated  
Final

Persuasive  
Writing

Speech/  
Oration

Narrative  
Writing

Student/  
Teacher  
Generated  
Final

### Timeline

September

October

November

December

Jan.

February

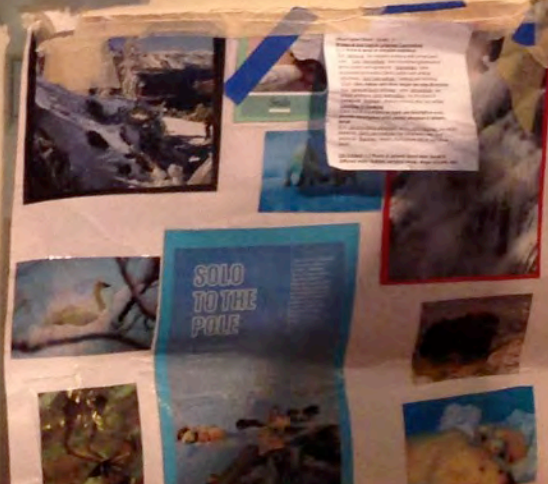
March

April

June

### Science (Purple)

Science (Purple) section containing various purple sticky notes and documents, likely detailing science standards and resources.







## How to Plan a Rigorous Unit

<http://www.youtube.com/watch?v=MTAjM9Gtrlk>

Focus on  
Learning







## Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with a FOCUS ON LEARNING.
2. Schedule time for collaboration into the school day and school calendar.
3. Focus teams on critical questions.
4. Make products of collaboration explicit.
5. Establish team norms to guide collaboration.
6. Pursue specific and measurable team performance goals.
7. Provide teams with frequent access to relevant information.

PLC Steps







# SMART Goals

## SMART Goals

S  
Strategic and specific

M  
Measurable

A  
Attainable

R  
Results oriented (student results)

T  
Time bound

(Conzemius & O'Neill, 2005)







## SMART Goals

# Are These SMART Team Goals?

## Turn and Talk

Strategically aligned with the schoolwide goal of improving student achievement, by the end of this school year we will:

1. Develop and administer at least six common assessments.
2. Implement the Common Core State Standards in 100% of our classrooms
3. Increase the percentage of students achieving and exceeding the target score (80% or higher) on each strand of our end-of-the-year assessment, from 81% last year to at least 90% this year.







# SMART Goals

## SMART Goals

### The Importance of Short-Term Smart Goals

People can become so caught up in big dreams that they don't manage the current reality. Short-term gains are needed to establish credibility for a change initiative over the long haul. Major change takes time. Zealots will stay the course no matter what. Most of us want to see some convincing evidence that all the effort is paying off. Nonbelievers have even higher standards of proof. We want clear data indicating changes are working.

(Kotter, 1996, pp. 118- 119)







## SMART Goals

Goals inform individuals as to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly. Feedback allows them to set reasonable goals and to track their performance in relation to their goals so that adjustments in effort, direction, and even strategy can be made as needed.

(Locke & Latham, 1990, p.23)

SMART  
Goals







Focus on  
Learning

## SMART Goal Example

Below is an example of a SMART Goal to provide you with some assistance while you develop your goal for Component 5 ~ Goal Setting.

### SMART Goal:

90% of the students in my ELA class will be able to respond to Level IV and above (analysis, synthesis, & evaluation) questions (Bloom's Taxonomy) with 95% accuracy by the end of the 2010 – 2011 school year.

What is your baseline data and how will you monitor students' progress:

Level of Performance	Milestones/Benchmarks	Date
78% of students with 95% accuracy	Unit 1 Theme Test Question 4 QAR questions during small group reading	10/4/10
	Unit 2 Theme Test Question 6 Teacher directed questions during small group reading (must keep a record)	11/7/10 (tentatively)
This table would continue with specific benchmark items throughout the school year. NOTE: Who specifically are the students that are not able to meet the target?		





A GOAL

WITHOUT A

PLAN IS JUST

A DREAM.

-dave ramsey





# SMART Goal Example



## SMART Goals

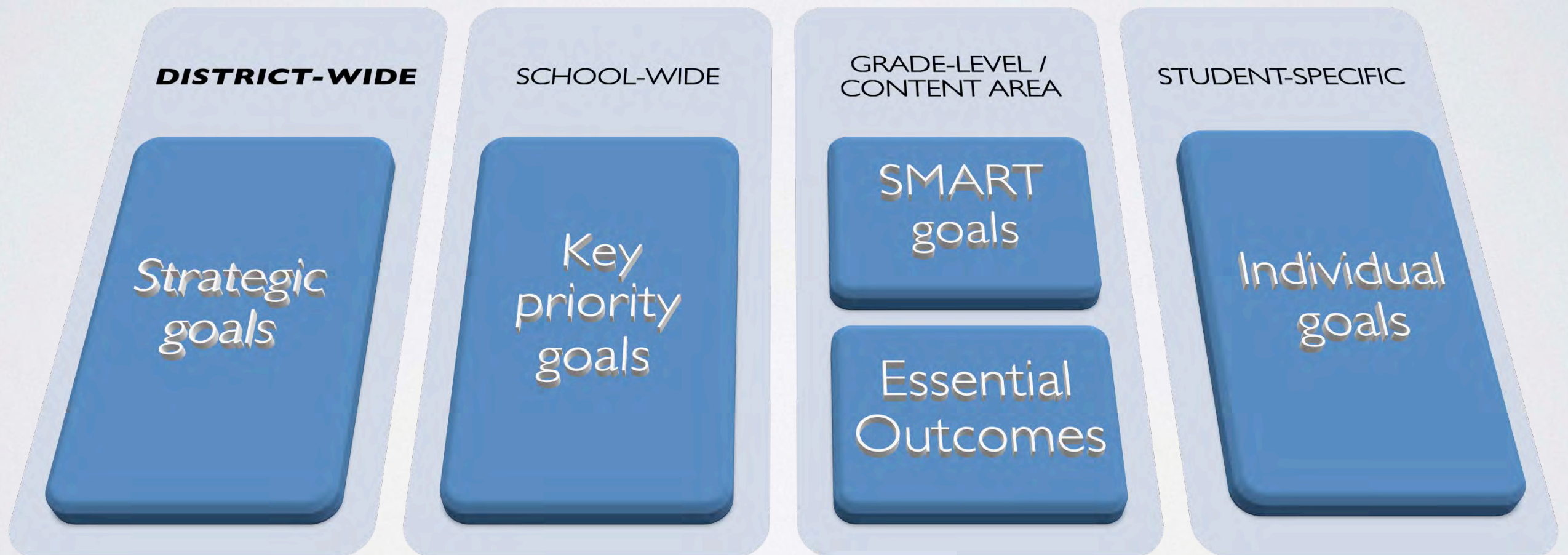
### What activities will be undertaken to help you reach your goal?

<u>Activities:</u> What specific activities will be undertaken to implement the improvement strategy?	<u>Resources:</u> To implement the activity well, what resources are needed?	<u>Schedule:</u> On what schedule will the activity be implemented?
1. Read the book Open-ended Questioning: A Handbook for Educators by Robin Lee Harris Freedman	Book - Open-ended Questioning: A Handbook for Educators by Robin Lee Harris Freedman	Complete book by November 1st
2. All students will be instructed in whole group and small group reading with extra support for targeted students through pre-teaching and intervention readers.	SF leveled readers	daily
3. All students will receive instruction in QAR strategies, RARE Response strategies, and Reciprocal Teaching strategies.	SF materials	daily
4. Students will use a 2-point rubric for assessing comprehension (self-assessment)	2-point rubrics for each student's desk and poster for classroom	daily





# Focus and Alignment







## Focus on Learning

### Second Essential (Corollary) Question for PLCs:

2. How will we know if our students are learning? How can we check for understanding on an ongoing basis in our individual classrooms? How will we gather evidence of each student's proficiency as a team? What criteria will we establish to assess the quality of student work? How can we be certain we can apply the criteria consistently?

- a. Explore CCSS SBAC released items
- b. Develop proficiency scales for each essential standard
- c. Develop common formative assessments using proficiency scales
- d. Employ concept of unidimensionality (one standard assessed) when designing and scoring common formative assessments. May use multidimensional (two or more standards) assessments; however, would have multiple scores for assessments





Curriculum and Instruction - Windows Internet Explorer

https://cweb.redclay.k12.de.us/Intranet/CI/curriculum.htm

Curriculum and Instruction

Red Clay Consolidated School District Intranet  
...resources for teachers and staff

Red Clay Intranet | Assessment & Instruction | Curriculum & Instruction | Human Resources | Professional Development & Evaluation | Research & Evaluation | Special Services

Standards | RTI | Curriculum | Human Resources | Staff Listing | Intranet Resources

April 8, 2013

Curriculum Documents

- ELA Elementary
- ELA Secondary
- Mathematics
- Science
- Social Studies
- Art
- Health
- Library
- Music
- Physical Education
- World Language
- C & I Staff Listing
- Instructional Technology
- Delaware Content Standards and Recommended Curriculum
- Red Clay

Curriculum and Instruction

Curriculum Documents - Math Program

- References
  - DEDE CCSS Website
  - Clarifications of the Math Standards
- Elementary
  - Curriculum Guides
    - Kindergarten
    - Grade 1
    - Grade 2
    - Grade 3
    - Grade 4
    - Grade 5
  - Vocabulary Cards and Word Walls
    - Kindergarten
    - Grade 1 (A thru L)
    - Grade 1 (M thru Z)
    - Grade 2 (A thru L)
    - Grade 2 (M thru Z)
    - Grade 3 (A thru L)
    - Grade 3 (M thru Z)

## Fifth Grade Curriculum Map

### Unit Five: "Investigating Fractions"

14 days: November – December

#### Common Core State Standards

CC.5.NF.2 – Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$  by observing that  $3/7 < 1/2$ .

#### Delaware Prioritized Standards

- DE.K-12.5 Standard 5 - Problem Solving: Students will develop their Problem Solving ability by engaging in developmentally appropriate problem-solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts; to formulate their own problems; to find solutions to problems from everyday situations; to develop and apply strategies to solve a wide variety of problems; and to integrate mathematical reasoning, communication and connections.
- DE.5.1.18 Operations: Add and subtract benchmark fractions and fractions with common denominators using physical models.
- DE.6.1.10 Operations: Add and subtract fractions with unlike denominators and use physical models to justify your answer

#### Additional Delaware Prioritized Curriculum (GLEs)

- Apply more than one operation to solve word problem. E
- Develop understanding of fractions as parts of unit whole, as part of a collection, as locations on number lines, and as division of whole numbers. E
- Generate and connect equivalent forms of benchmark fractions, decimals and percent. E
- Measure and compare objects using standard measures to the nearest  $\frac{1}{2}$ ,  $\frac{1}{4}$ , or  $\frac{1}{8}$  unit. E
- Model problem situations with objects and use representations such as graphs, tables or equations to draw conclusions. E
- Measure and compare objects using standard measures to the nearest  $\frac{1}{10}$ . E
- Find the number of square units it takes to cover a geometric figure (area). E

#### Mathematical Practices:

1. Make sense of problems and persevere in solving them.

## Mathematics

## Learning Progression (KUD) Organizer

These Mathematics Learning Progressions Organizers are not replacements for teachers' individual unit KUDs. Rather, they are an unpacking and clarification of the concepts inherent in the Common Core State Standards. These are a resource from which teachers should select appropriate Knowledge, Understandings, and Do's to develop their own unit KUDs to guide planning for instruction.

Course: Grade 6 Math

Topic: Algebraic Reasoning – Quantitative Relationships

Which standards are in this learning progression?

6.EE.9

Connections to other Domains and/or Clusters:

6.RP.3a-b, 6.EE.3 - 8

By the end of this learning progression, students will be able to...

UNDERSTAND:	
Quantitative relationships between dependent and independent variables can be represented in multiple ways including algebraic (equation), graphical, verbal (scenario), and tabular.	
KNOW:	DO:
Quantities that change in relationship to one another can be represented using variables.	Represent and analyze quantitative relationships between dependent and independent variables.
There is a relationship between independent and dependent variables.	9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. CC.6.EE.9
Different representations of the relationship provide varied opportunities to analyze changes in quantities (e.g., as in linear relationships).	Use graphs to analyze the nature of changes in quantities in linear relationships.
Various representations of	This connects to: 6.RP.3a-b in which students utilize rates to solve problems

**6.NS.1** – Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for  $(2/3) \div (3/4)$  and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that  $(2/3) \div (3/4) = 8/9$  because  $3/4$  of  $8/9$  is  $2/3$ . (In general,  $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $3/4$ -cup servings are in  $2/3$  of a cup of yogurt? How wide is a rectangular strip of land with length  $3/4$  mi and area  $1/2$  square mi?*

#### DCAS-Like

9A

$$6\frac{2}{7} \div 2\frac{3}{4} = \underline{\hspace{2cm}}$$

- A.  $2\frac{2}{7}$
- B.  $17\frac{2}{7}$
- C.  $2\frac{6}{11}$
- D.  $\frac{7}{16}$

#### Next-Generation

9B

Alice, Raul, and Maria are baking cookies together. They need  $\frac{3}{4}$  cup of flour and  $\frac{1}{3}$  cup of butter to make a dozen cookies. They each brought the ingredients they had at home.

Alice brought 2 cups of flour and  $\frac{1}{4}$  cup of butter, Raul brought 1 cup of flour and  $\frac{1}{2}$  cup of butter, and Maria brought  $1\frac{1}{4}$  cups of flour and  $\frac{3}{4}$  cup of butter. If the students have plenty of the other ingredients they need (sugar, salt, baking soda, etc.), how many whole batches of a dozen cookies each can they make?

hips between two quantities.



## Number and Quantity: The Number System (NS)

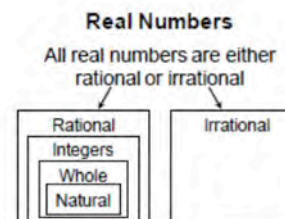
Know that there are numbers that are not rational, and approximate them by rational numbers.

### Standard

**8.NS.1** – Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.

**Resources:** Students can use graphic organizers to show the relationship between the subsets of the real number system.

**Example:**



- Any number that can be expressed as a fraction is a rational number. A rational number is of the form  $\frac{a}{b}$ , where  $a$  and  $b$  are both integers and  $b$  is not 0. Students recognize that the decimal equivalent of a fraction will either terminate or repeat.

Change  $0.\bar{4}$  to a fraction.

- Let  $x = 0.444444\ldots$

- Multiply both sides so that the repeating digits will be in front of the decimal. In this example, one digit repeats so both sides are multiplied by 10, giving  $10x = 4.444444\ldots$ . Subtract the original equation from the new equation.

$$10x = 4.444444\ldots$$

$$x = 0.444444\ldots$$

$$x = \frac{4}{9}$$

Students can investigate repeating patterns that occur with denominators 9, 99, or 11.

$\frac{4}{9}$  is equivalent to  $0.\bar{4}$ ,  $\frac{5}{9}$  is equivalent to  $0.\bar{5}$ , etc.





# Proficiency Scales

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Strand:	
Topic:	
Grade:	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The Target Objective - The student:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>The student exhibits no major errors or omissions.</p>
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.

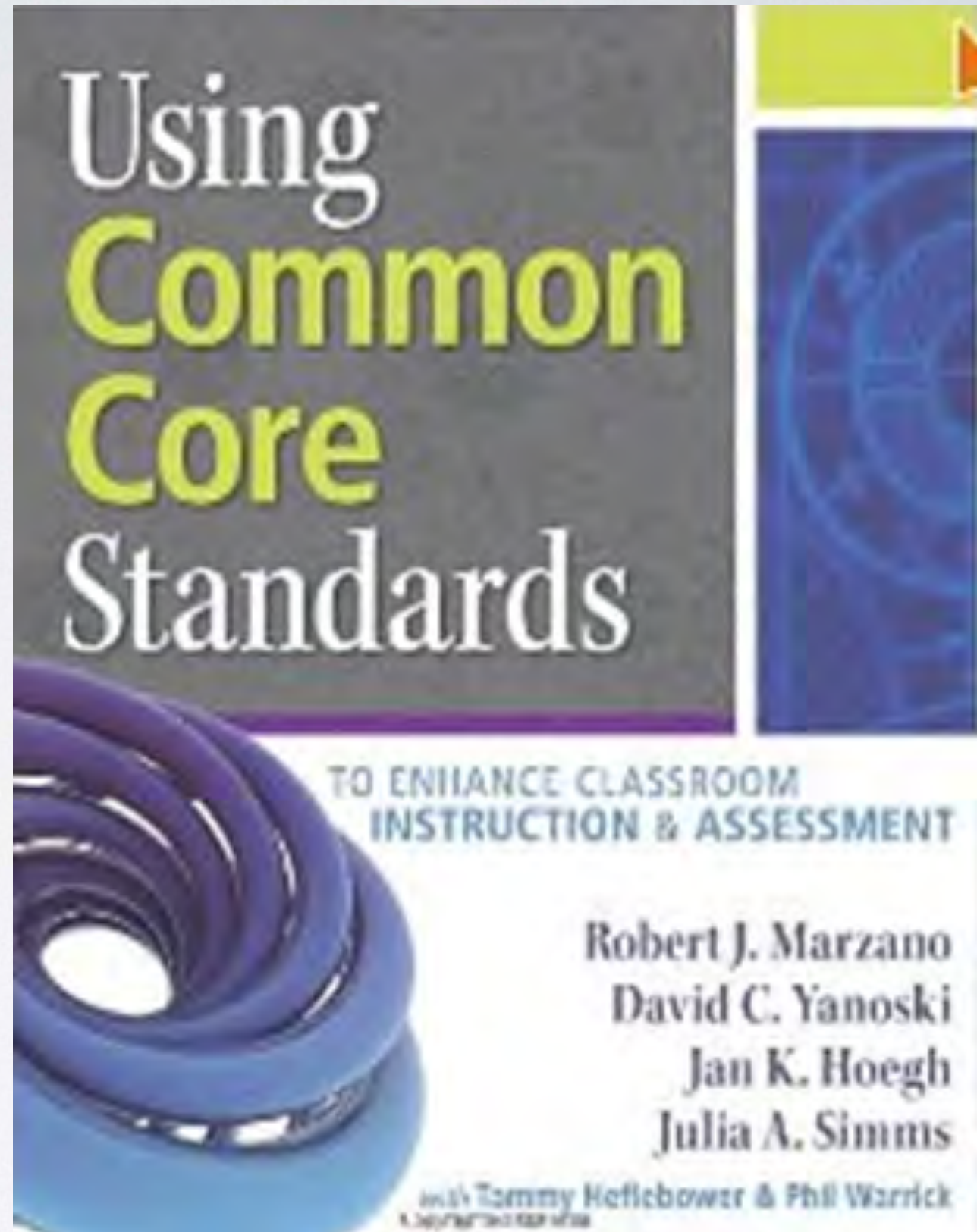






## Proficiency Scales

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Perhaps the most widely quoted definition of formative assessment comes from Black and Wiliam (1998) who state that formative assessment

...refers to all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes formative when the evidence is actually used to adapt the teaching to meet needs. (p.2)

## Common Assessments







## Common Assessments

According to the research literature, some of the key elements of formative assessment include:

- identification by teachers and students of learning goals, intentions or outcomes and criteria for achievement,
- conversations (with feedback) between teachers and students that build on what is known and what is to be learned,
- active involvement of students in their own learning, and
- teachers responding to identified learning needs and strengths by modifying and/or adapting teaching strategies, materials and approaches (Black & Wiliam, 1998; Boston, 2002; Fontana & Fernandes, 1994; Fredrickson & White, 1997; Guskey, 2003; Liang & Creasy, 2004; Shepard, 2000; Stiggins & Conklin, 1992; Stiggins, 1992).







## Common Assessments

### Keys to a Formative Assessment Process

To determine if an assessment process is formative ask:

- Is it used to identify students who experience difficulty in their learning? Or, students who already met the learning target?
- Do students receive additional time and support for learning when they experience difficulty? Or, accelerate more in-depth knowledge in the learning progressions for students already meeting the target?
- Do students get additional opportunity to demonstrate their learning?
- Do teachers use the results to inform and improve their individual practice?

#### TEAM TALK:

Use the above questions to evaluate how your teams use assessments.

What do you need to do differently to have the use formative assessments more appropriately if they are not?







## Common Assessments

# The Case for Formative Assessments

- When developed through teacher learning communities, formative assessments promise the largest potential gains in student achievement.
- Few initiatives in education have had such a strong body of evidence to support a claim to raise standards.
- They are one of the most powerful, high-leverage strategies for improving student learning.
- Common assessments are consistently used by schools with the greatest student achievement.
- Common assessments enable educators to diagnose student learning needs in time to make instructional modifications.
- Common assessments form the basis of professional dialogue in schools that double student achievement.







## We Undermine the PLC Process When We Settle for...

- Substituting textbook assessments or commercial assessments for team-developed common assessments
- Using common assessment results merely to assign grades
- Doing nothing with common assessment results

Common  
Assessments







## Common Assessments

# The Case for Formative Assessments

It is the attention to the purposes of innovations, the willingness to seek negative evidence (i.e., seeking evidence on where students are not doing well) to improve the teaching innovation, the keenness to see the effects on all students, and the openness to new experiences that make the difference. Interventions are not 'change for change's sake' as not all interventions are successful. The major message is for teachers to pay attention to the formative effects of their teaching, as it is these attributes of seeking formative evaluation of the effects (intended and unintended) of their programs that makes for excellence in teaching.

(Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Student Achievement*, p. 181)







## Common Assessments

# The Case for Formative Assessments

Rank	Influence on S.A.	<i>d</i>
1.	Self-report grades	1.44
2.	Piagetian programs	1.28
3.	<b>Provide formative eval.</b>	0.90
10.	<b>Feedback</b>	0.73
11.	Teacher-stud. relations	0.72
31.	Home environment	0.57
32.	SES	0.57
45.	Parental involvement	0.51
106.	Class size	0.21
121.	Ability grouping	0.12

Out of the top 45 most influential factors on student achievement, 3 factors associated with the home, 4 factors associated with the student, 5 factors associated with the school, 5 factors associated with the teacher (i.e. teacher-student relationships), 8 factors associated with curricula, and 20 factors associated with teaching.

(Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Student Achievement*, pp. 297-298)







# Feedback

Effective Feedback Answers 3 Questions:

**Feed Up:** Where am I going? (the goals)

**Feed Back:** How am I going? (doing)

**Feed Forward:** Where to next?

Each feedback question works at 4 levels:

**Task Level:** How well task are understood/performed

**Process Level:** The process needed to understand/perform tasks

**Self-regulation Level:** Self-monitoring, directing and regulating of actions

**Self Level:** Personal evaluations and effect (usually positive) on the learner

# Feedback

(Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Student Achievement*, p. 176)







## Common Assessments

[http://www.ket.org/education/video/ksenb/  
ksenb\\_000136.htm](http://www.ket.org/education/video/ksenb/ksenb_000136.htm)





## Turn & Talk

What were a couple of key elements regarding common assessments and providing feedback? How will you support your teams to further develop their work in these areas?





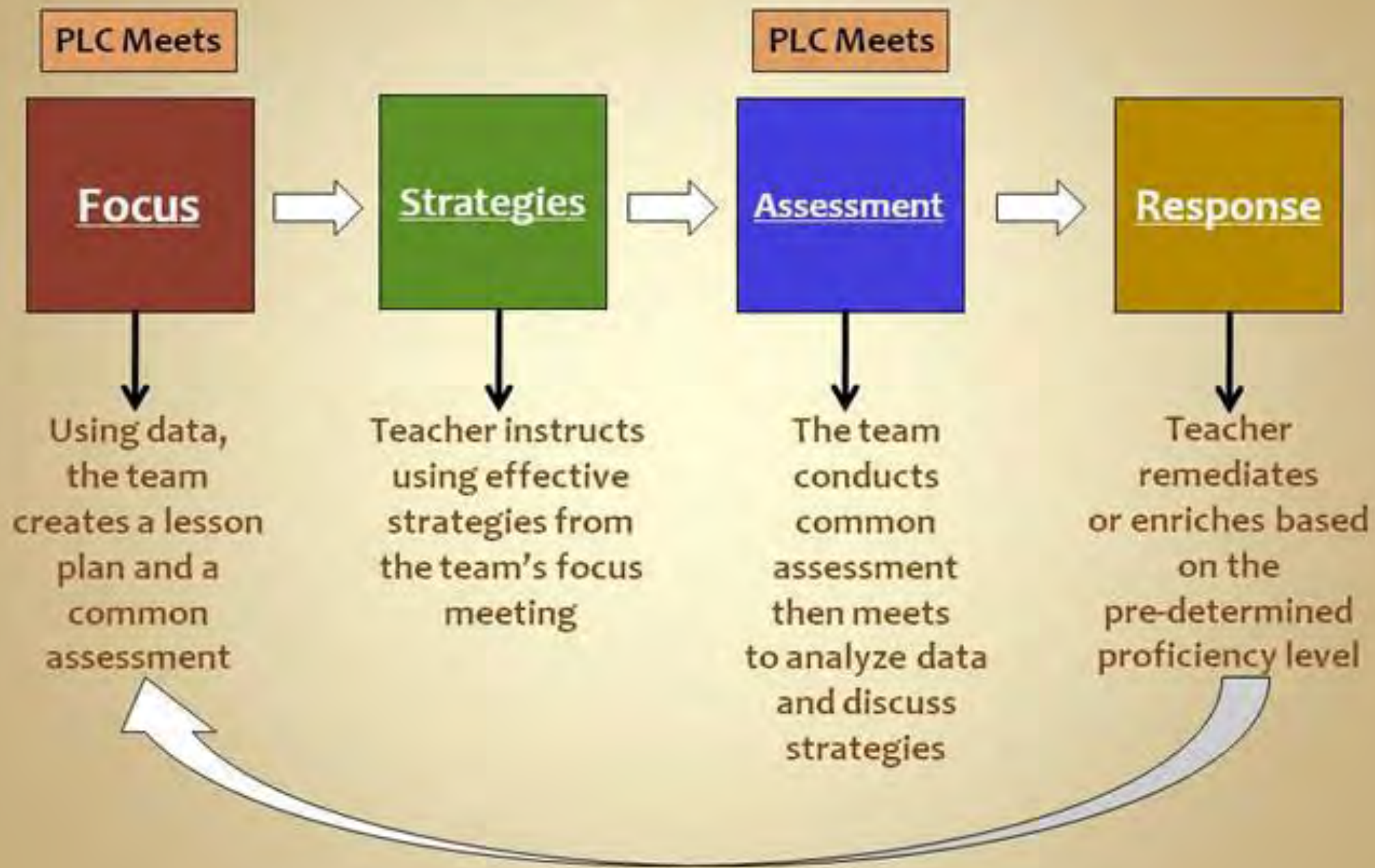
The PLC process is not  
weekly planning/  
coordination of lessons.

The PLC process is an  
ongoing CYCLE of  
INQUIRY.





# The Team Cycle



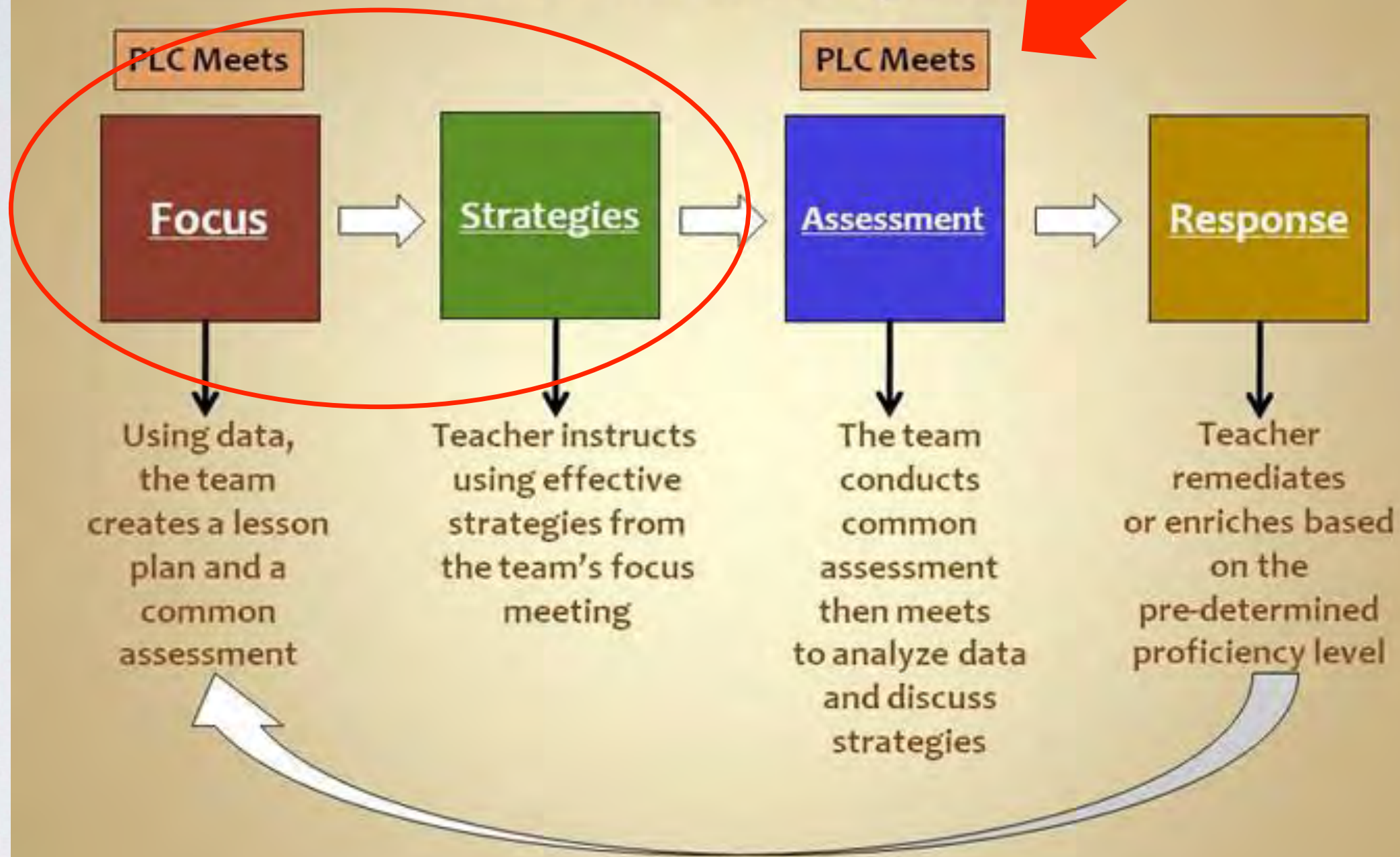


# The Team Cycle



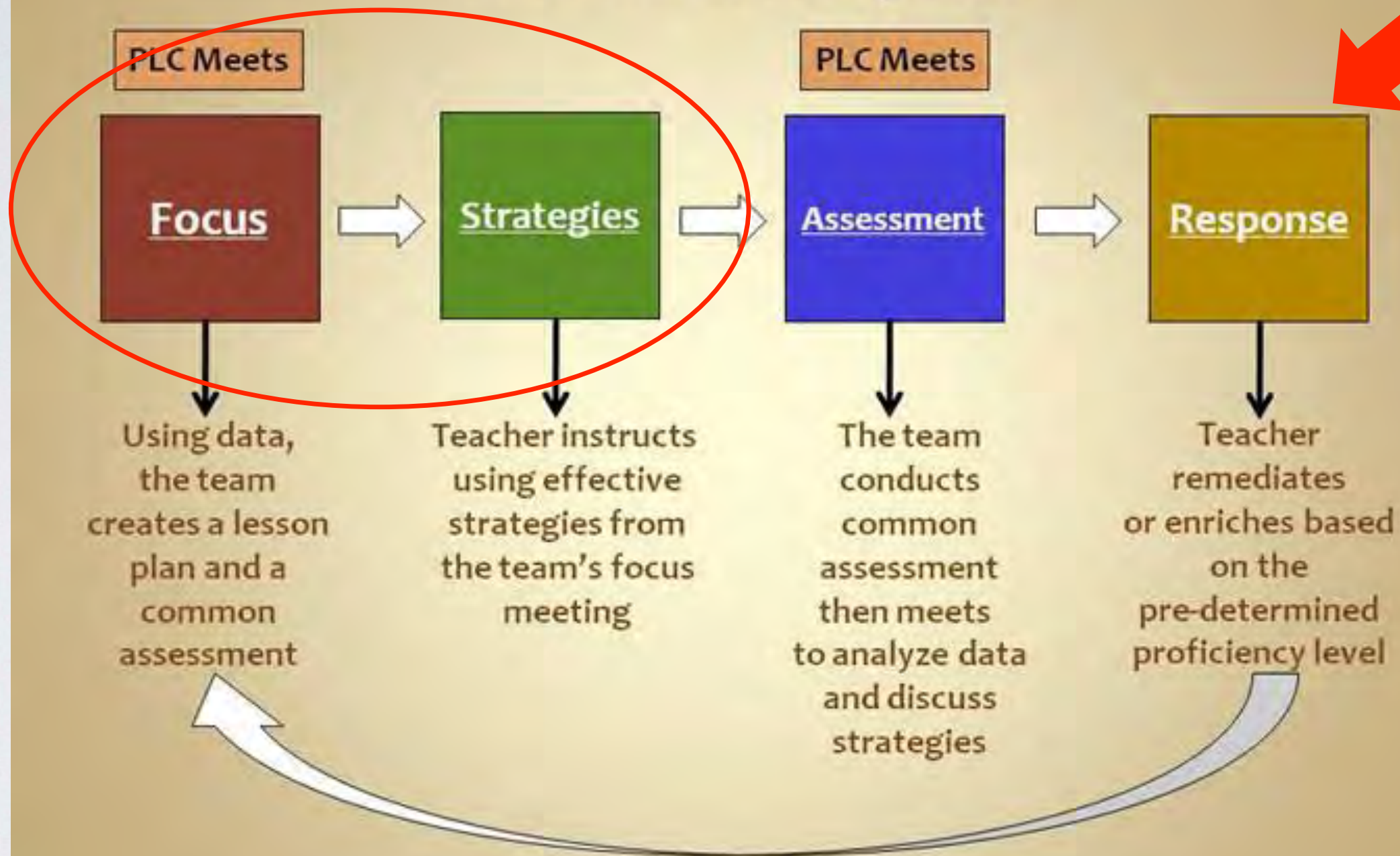


# The Team Cycle





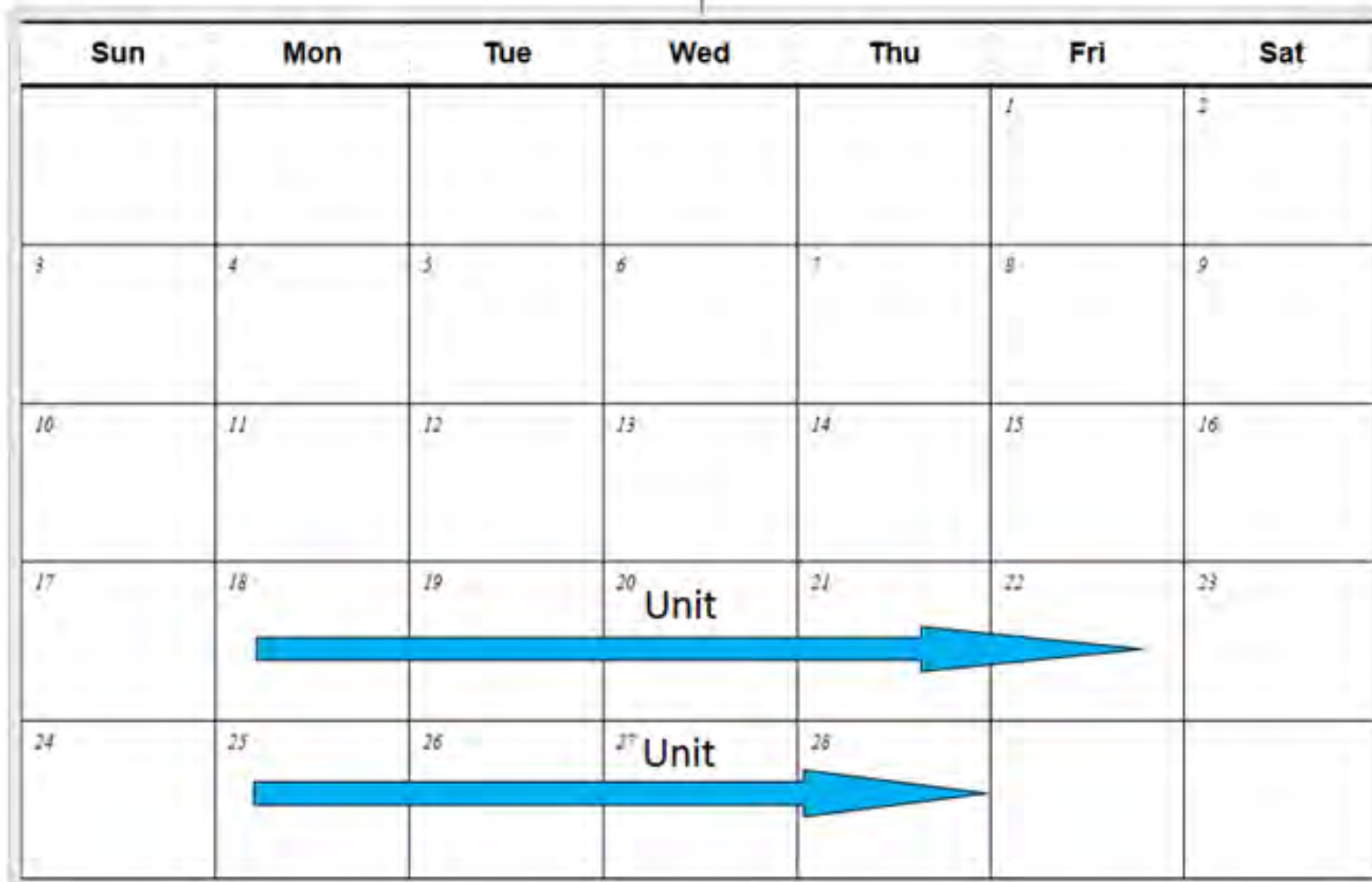
# The Team Cycle





# Calendaring

## October



Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20 Unit	21	22	23
24	25	26	27 Unit	28		





# Calendaring

## October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		PLC MTG			1	2
3	4	5 PLC MTG	6	7	8	9
10	11	12 PLC MTG	13	14	15	16
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# Calendaring

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# Calendaring

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# Calendaring

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		PLC MTG				
17	18	19	20	21	22	23
		PLC MTG	Unit			
24	25	26	27	28		
		PLC MTG	Unit			





# Calendaring

## October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		PLC MTG	Pre-Assess		1	2
3	4	5 PLC MTG	6	7 BBK	8	9
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24	25	26 PLC MTG	27 Unit	28		





# Calendaring

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		PLC MTG				
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		PLC MTG	Unit			
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		PLC MTG	Unit			





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# Calendaring

## October

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		PLC MTG		BBK		
17	18	19	20	21	22	23
		PLC MTG	Unit			
24	25	26	27	28		
		PLC MTG	Unit			





# Calendaring

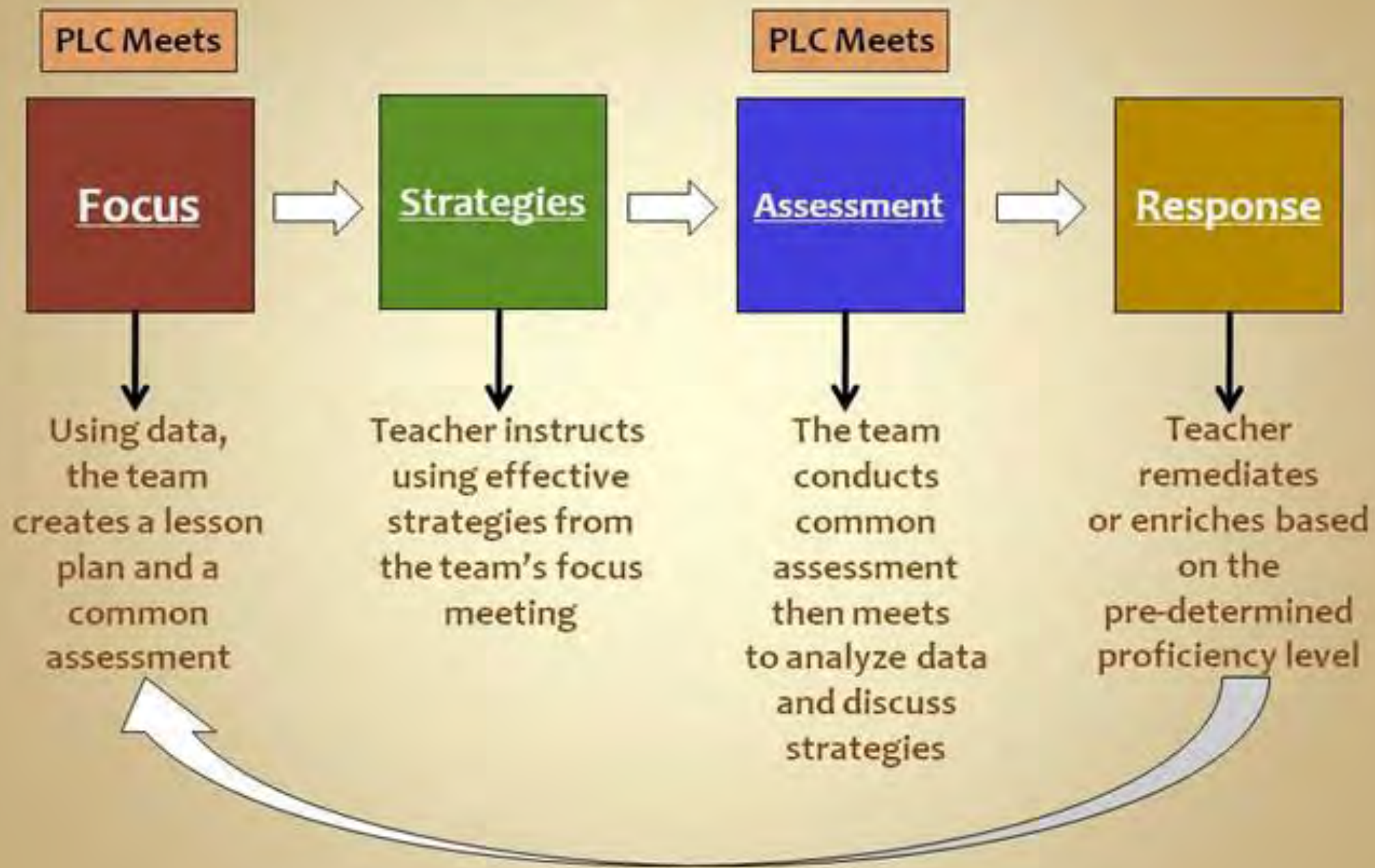
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		PLC MTG	Unit			
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		PLC MTG	Unit			



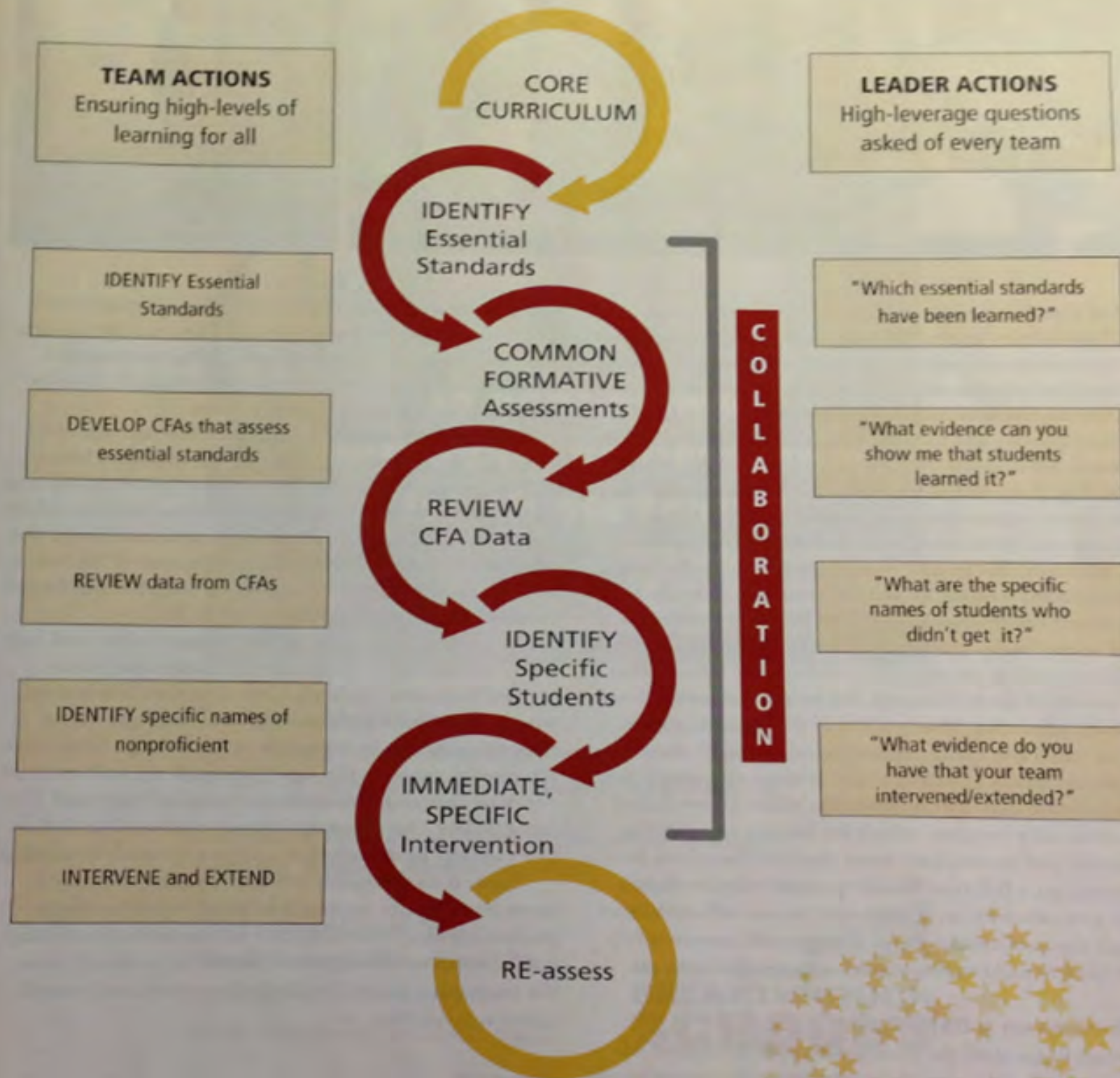


# The Team Cycle





## Guaranteed Learning for ALL Students



*Team and leader actions to ensure high-levels of learning for ALL students*







Focus on  
Learning

Making Data Useful AFE Video





# Suggested Timeline for PLC Activities



## PLC Timeline

	1 <sup>st</sup> MP	2 <sup>nd</sup> MP	3 <sup>rd</sup> MP	4 <sup>th</sup> MP
PLC Activities	<ul style="list-style-type: none"> <li>Set Norms</li> <li>Establish logistics for year (schedule, location, long-range planning calendar, roles)</li> <li>Review needs data (DCAS, School Success Plan, etc.)</li> <li>Establish PLC SMART Goals</li> <li>Implement strategies in classroom</li> <li>Share learning with PLC</li> <li>Determine Common Assessments</li> <li>Determine PLC documentation strategies (artifacts)</li> </ul>	<ul style="list-style-type: none"> <li>Review Norms</li> <li>Implement strategies in the classroom</li> <li>Cycles of Inquiry</li> <li>Use Protocols for looking at student work</li> <li>Review Common Assessments</li> <li>Peer observations</li> <li>Lesson Studies</li> <li>Action Research</li> <li>Document work</li> <li>Monitor progress towards SMART Goals</li> </ul>	<ul style="list-style-type: none"> <li>Review Norms</li> <li>Implement strategies in the classroom</li> <li>Cycles of Inquiry</li> <li>Use protocols for looking at student work</li> <li>Review Common Assessments</li> <li>Peer observations</li> <li>Lesson Studies</li> <li>Action Research</li> <li>Document work</li> <li>Monitor progress towards SMART Goals</li> </ul>	<ul style="list-style-type: none"> <li>Review Norms</li> <li>Implement strategies in the classroom</li> <li>Cycles of Inquiry</li> <li>Use protocols for looking at student and teacher work</li> <li>Review Common Assessments</li> <li>Peer observations</li> <li>Lesson Studies</li> <li>Action Research</li> <li>Document work</li> <li>Monitor progress towards SMART Goals</li> </ul>
Student Data & Sources	<ul style="list-style-type: none"> <li>Test scores (DCAS, DIBELS, Common Assessments, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Test scores (DCAS, DIBELS, Common Assessments, etc.)</li> <li>Student assignments</li> <li>Teacher observations</li> <li>Exit tickets</li> <li>Other formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>Test scores (DCAS, DIBELS, Common Assessments, etc.)</li> <li>Student assignments</li> <li>Teacher observations</li> <li>Exit tickets</li> <li>Other formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>Test scores (DCAS, DIBELS, Common Assessments, etc.)</li> <li>Student assignments</li> <li>Teacher observations</li> <li>Exit tickets</li> <li>Other formative assessments</li> </ul>
Resources	<ul style="list-style-type: none"> <li>School Success Plan</li> <li>District Strategic Plan</li> <li>Common Core Standards</li> <li>I-Tracker Pro</li> </ul>			





PLCs are professional development.

Do you agree or disagree with this statement? Explain.

Thumbs-Up/Thumbs-Down/  
Neutral







## Professional Development

Sparks and Hirsch (nd), who recommend the following national professional development model for teachers:

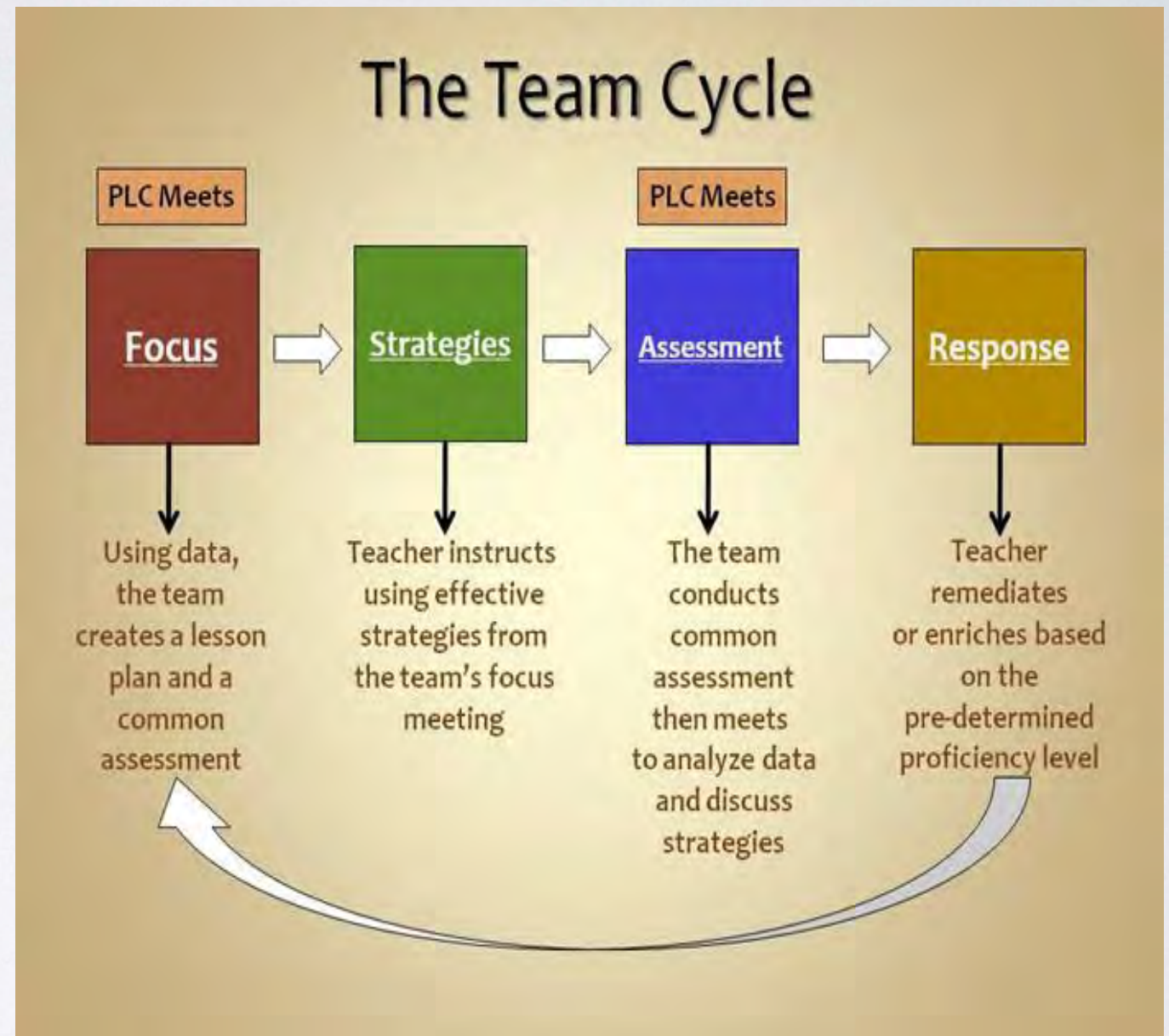
- Create learning schools in which all staff are involved in “sustained, rigorous study of what they teach and how they teach it” (p. 11).
- Provide time for teacher professional development equaling 25 percent of time during each day for teachers to work together and to collaboratively plan lessons and share information.
- Base professional development on the collaboration model—teachers learning from each other.

This model is not unlike the one in place in Japanese schools.



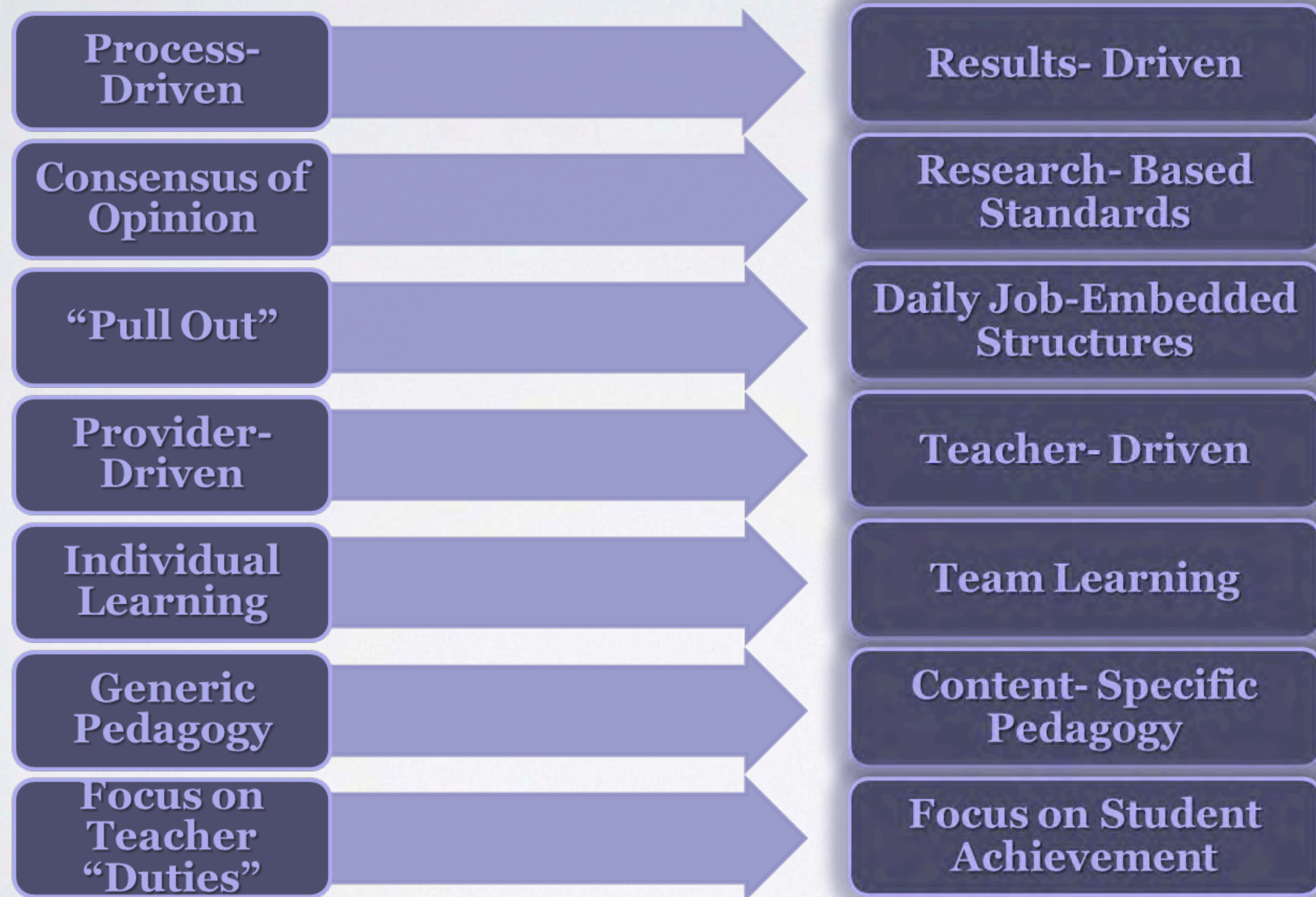
# Job-Embedded PD

- Lesson Study
- Action Research
- Application of Information from Book Study
- Application of Information from stand & deliver PD
- Peer Observations
- Peer Coaching





# Transform Professional Development







## Grand Rounds and Instructional Rounds

Read the “Third Principle” (pp. 27 – 30).

Discuss with your team:

What information presented today relates to the situation discussed in the article?

How could you use PLCs to improve the situation presented in the article?

Collaboration







## PLC Time is Sacred Time

For learning teams to reach their full potential it is critical that they have ample opportunities to act and lead within those boundaries with minimal interruptions by activities that do not align with the instructional goals outlined the District Strategic Plan and School Success Plan. It is expected that PLC meeting times not be considered a repository of time where time can be taken from for other activities. School districts that have made great gains in student achievement ensured that PLC is “sacred” time for teachers to work together as professionals.

PLC time is NOT sit and get workshops!

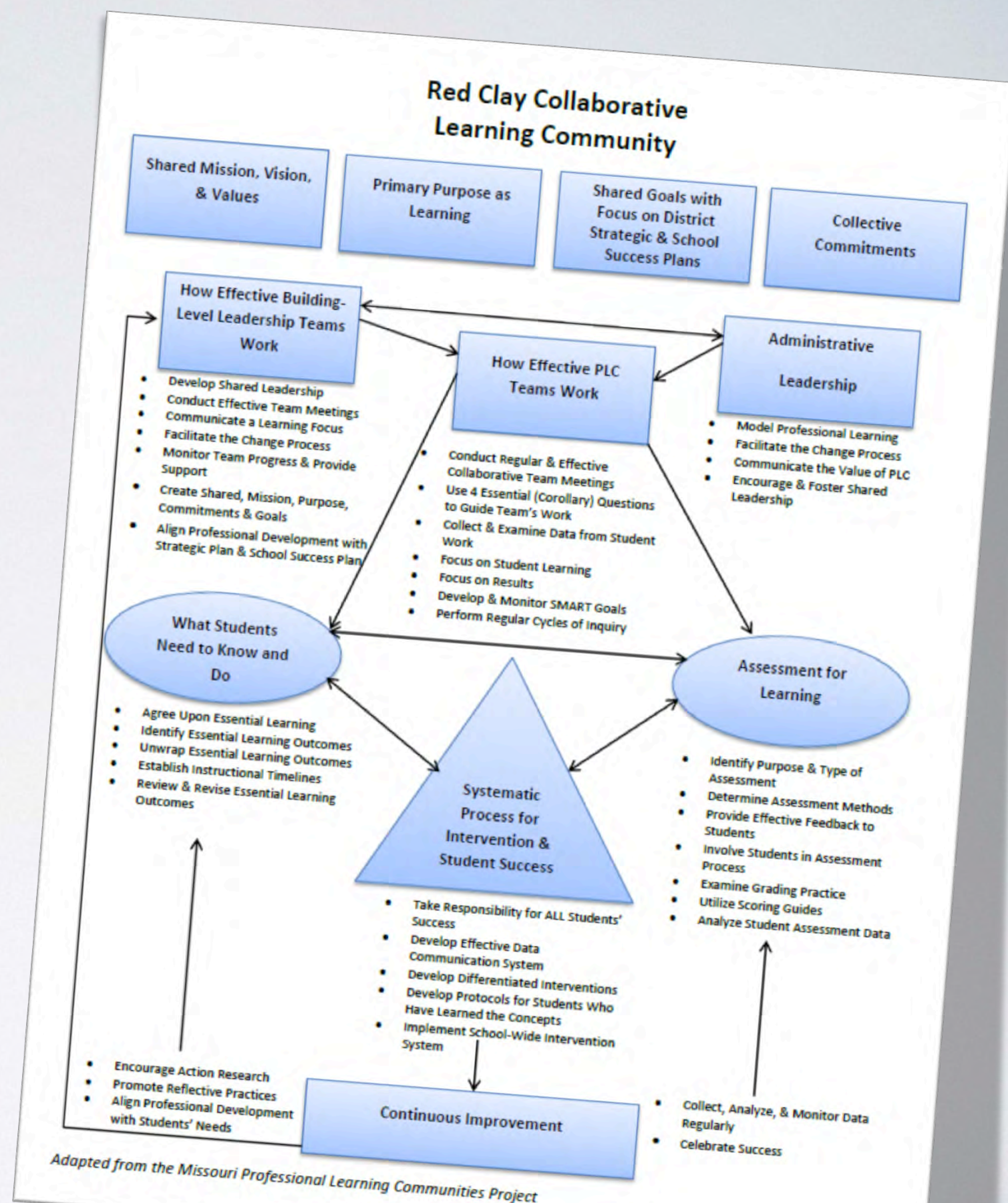
PLC Time





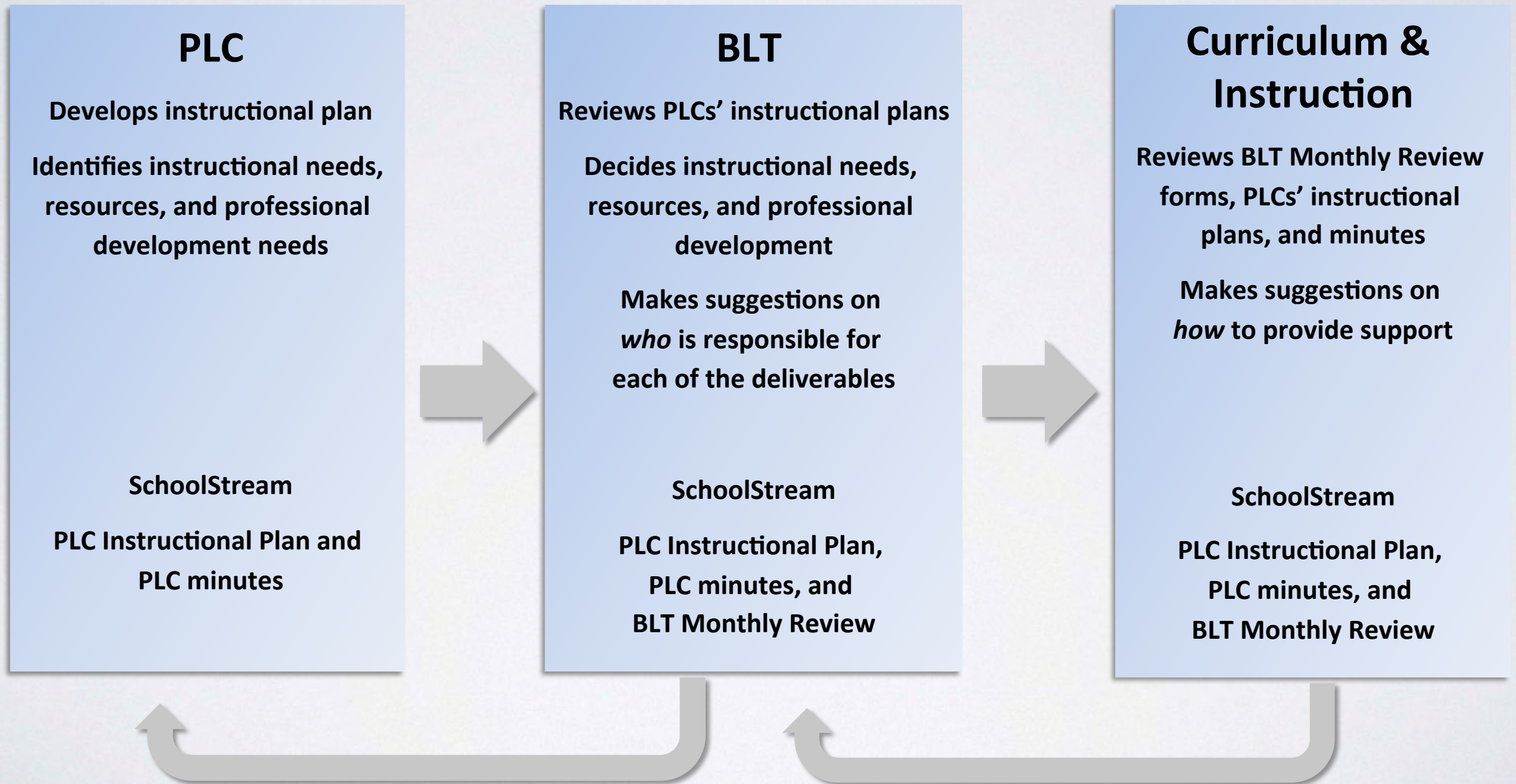
# Collaborative Learning Community

- 4 Pillars
- Connect Administrative Teams – BLT – PLC
- Continuous Improvement Cycle





# Professional Development Flowchart







Empowerment

## Defined Autonomy:

Simultaneous loose *and* tight cultures establish clear parameters and priorities that enable individuals to work within established boundaries in a creative and autonomous way. PLCs are characterized by '*directed empowerment*' or what Marzano and Waters refer to as '*defined autonomy*' – *freedom to act and lead within clearly articulated boundaries.*'

- DuFour & DuFour (2012); Marzano & Waters (2009)







## Empowerment

### Empowerment:

Effective empowerment does not mean encouraging people to go off and do whatever they want. It means creating the conditions that help people succeed. Those conditions include:

1. Establishing clear purpose, priorities, and parameters that allow people to be creative and autonomous within clearly established boundaries.
2. Providing people with access to the resources that enable them to make informed decisions rather than pooling opinions.
3. Engaging them in establishing clear, unambiguous benchmarks so they can monitor their own progress.
4. Ensuring they have relevant and timely data that informs their practice and allows them to make adjustments.
5. Building the capacity of people to be successful in what they are attempting to do by providing them with training, support, and resources that lead to success.

Empowerment means establishing a culture in which people are hungry for evidence and are willing to face the brutal facts when things don't go as hoped.

(DuFour & Marzano, 2011)





## Learning by Doing

“Capacity building...is not just workshops and professional development for all. It is the daily habit of *working together*, and you can't learn this from a workshop or course. You need to learn it by doing it and having mechanisms for getting better at it on purpose.”

(Fullan, 2005)

Learning by  
Doing







## The Heart of the PLC Process

Two years of working in collaborative teams: no gains.

It wasn't until the teams...

- established a guaranteed curriculum,
- monitored student learning through common assessments,
- and used the evidence of student learning to identify and solve problems through new instructional strategies,

...that student achievement soared.

(Gallimore, Emerling, Saunders, & Goldenberg, 2009)

# PLC Process







McKean PLC Video

PLC Process







Doing

PLC → Classroom Practice → Student Achievement

“Talking is not doing. Planning is not doing. Goal setting is not doing. Training is not doing. Even directing resources to support a plan is not doing. It is not until people are *doing differently* that any organization can expect different results.” Rick DuFour







# An Act Of Futility

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If we continue to take in data as we have always taken in data,

Then we will continue to think as we have always thought.

If we continue to think as we have always thought,

Then we will continue to believe as we have always believed.

If we continue to believe as we have always believed,

Then we will continue to act as we have always acted,

Then we will continue to get what we have always gotten.





## Doing the Right Work

Educators work collaboratively and take collective responsibility for student learning.

Collaborative teams implement a guaranteed and viable curriculum, unit by unit.

Collaborative teams monitor student learning through ongoing common formative assessments.

Educators use the results of common assessments to:

- Improve individual practice
- Build the team's capacity to achieve its SMART goals
- Intervene on behalf of students

The other steps on the PLC journey are designed to help teams engage in this essential work.

Doing





# Doing the Right Work



## Doing

Is our PLC committed to fostering collective responsibility for improved student performance?

Is our PLC aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals?

Is the PLC facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders?

Do the communities convene several times per week or the equivalent of several hours?

Do the professionals organize into teams of teachers, principals, as well as other instructional staff members?

Is the PLC engaging in a defined continuous cycle of improvement?

Is the PLC evaluating student, teacher, and school learning needs through a thorough review of data on teacher and student performance?

Is the learning based on the rigorous analysis of the data and a definition of clear educator learning goals?





# Doing the Right Work



## Doing

Is the learning characterized by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement?

Is the learning supported by job-embedded coaching or other forms of assistance to promote the transfer of new knowledge and skills to the classroom?

Is the PLC assessing regularly the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards?

Is the PLC using assessment findings to inform ongoing improvements in teaching and student learning?

Is the PLC tapping external assistance when it finds it does not have the internal expertise to achieve its goals?

**Stephanie Hirsh**

Executive Director, Learning Forward





# Cultural Shifts

- Shift in Fundamental Purpose
- Shift in Assessment
- Shift in Response When Student Don't Learn

REPRODUCIBLE		248
Cultural Shifts in a Professional Learning Community		
A Shift in Fundamental Purpose		
From a focus on teaching . . .		to a focus on learning
From emphasis on what was taught . . .		to a fixation on what students learned
From coverage of content . . .		to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .		to engaging collaborative teams in building shared knowledge regarding essential curriculum
A Shift in Use of Assessments		
From infrequent summative assessments . . .		to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .		to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .		to assessments used to inform and motivate students
From assessing many things infrequently . . .		to assessing a few things frequently
From individual teacher assessments . . .		to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .		to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .		to balanced assessments
From focusing on average scores . . .		to monitoring each student's proficiency in every essential skill
A Shift in the Response When Students Don't Learn		
From individual teachers determining the appropriate response . . .		to a systematic response that ensures support for every student
From fixed time and support for learning . . .		to time and support for learning as variables
From remediation . . .		to intervention
From invitational support outside of the school day . . .		to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .		to multiple opportunities to demonstrate learning





# Cultural Shifts

- Shift in Work of Teachers
- Shift in Focus

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A Shift in the Work of Teachers	
From isolation . . .	to a focus on learning
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From "collaboration lite" on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are "my kids, those are your kids". . .	to an assumption that these are "our kids"
A Shift in Focus	
From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice and (2) respond to students who need additional time and support

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# Cultural Shifts

- Shift in School Culture
- Shift in PD

REPRODUCIBLE		251
A Shift in School Culture		
From independence . . .	to interdependence	
From a language of complaint . . .	to a language of commitment	
From long-term strategic planning . . .	to planning for short-term wins	
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners	
A Shift in Professional Development		
From external training (workshops and courses) . . .	to job-embedded learning	
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice	
From presentations to entire faculties . . .	to team-based action research	
From learning by listening . . .	to learning by doing	
From learning individually through courses and workshops . . .	to learning collectively by working together	
From assessing impact on the basis of teacher satisfaction ("did you like it?") . . .	to assessing impact on the basis of evidence of improved student learning	
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited focused initiatives	









“Ultimately there are two kinds of schools: learning enriched schools and learning-impooverished schools. I have yet to see a school where the learning curves...of the adults were steep upward and those of the students were not. Teachers and students go hand and hand as learners...or they don't go at all.”

-Roland Barth (2001), *Learning by Heart*





"Good ideas are not adopted automatically. They must be driven into practice with courageous impatience. Once implemented they can be easily overturned or subverted through apathy or lack of follow-up, so a continuous effort is required."

-- Admiral Hyman G. Rickover





DuFour Video

