DEVELOPING BUILDING AND DISTRICT LEADERSHIP TO SUPPORT EFFECTIVE PLCs

Summer Assessment Institute
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An EXPLOSION of initiatives

- Response to Intervention (RTI)
- Positive Behavioral & Instructional Support (PBIS)
- Data Teams/Professional Learning Communities (PLC)
- Educator Effectiveness (Admin. & Teacher Evaluation)
- School Improvement [Priority & Focus Schools- Title IA, ESEA (SIG)]
- Mentoring
- Limited English Proficient
- Next Generation Science

One teacher’s perspective

http://youtu.be/NMhHtImYVoq
The Challenge

- Multiple initiatives
- Fragmented/overlapping services & activities
- Ineffective/inefficient practices
- Poorly developed & implemented support systems
- Incomplete agreement/implementation
- Inefficient approach to decision making
  - Unpredictable/inefficient & non-data-based
- Inadequate number of minutes

Select Effective Practices that Integrate Mandates

Strategically Supporting Student Learning

- Be selective about who is trained
- Be clear about your purpose for the training

Oregon’s DATA CCSS Educator Effectiveness RTI

Administration, Build Capacity, Monitor, Support, Data

Start with willingness
Have a roll-out plan
Determine how to get coaching support and feedback

Objectives

- Reflect on your current practices
- Establish rationale for integrating initiatives
- Determine strengths and areas of need
- Identify resources to support an integrated approach
“As to methods, there may be a million and then some, but principles are few. The man who grasps principles can successfully select his own methods. The man who tries methods, ignoring principles, is sure to have trouble.”

— Ralph Waldo Emerson

What is a PLC?

An ongoing process in which educators (teachers and administrators) work collaboratively in recurring cycles of collective inquiry and action research to support the learning of each and every student.

A Team in Action
How do you create and maintain a climate for effective PLCs?

Building a system of support

Before:
- Start with willingness
- Create a leadership team with representatives from each grade level
- Identify a team that goes deep to become trainers and/or a model team
- Time is dedicated, nothing takes priority over PLC time
- Training—provide initial training, ongoing coaching with specific feedback for meeting and next step
- Accountability—before, during and after the meeting

During:
- Go deeper—have a clear process
**During:**

- **Starting the process:**
  - At the beginning: Set the focus of each meeting and set the state for the meeting (purpose and goal)
  - Provide guided practice and gradual release
  - Fishbowl observations using the observation form
  - Check in with teams and provide next steps, clarification and questioning

**Leading by example**

Principals Ralph Wisner, Salem-Keizer Public Schools

[Video](http://youtu.be/jVQOBaYysPM)

**After:**

- Accountability System
  - Review minutes
  - Agenda for next meeting
  - Walkthroughs
School Monthly Site Visits

What Do We Have in Place?

- Strategic plan
- Protected time for teams to meet
- The expectation that all teachers participate in a collaborative team configuration
- Monitoring of team function via monthly site visit questions
- Support for strategy implementation
The Approach

- **Data Retreat**
  - Attended in teams with principal and instructional coach
  - One SIG School
  - Five FOCUS Schools
  - Five “Other” schools, including two high performing Title 1 schools for school partnerships

- Follow up training and planning
  - Action planning by school teams

Building Capacity

- **December 2013**
  - Instructional coaches, administrators and teachers who attended Data Retreat – further training
  - Focus School PLC – administrators
  - Draft a 5-year district plan

- **January 2014**
  - Saturday full-day training opportunity with DATA Project – adding more teachers and instructional coaches
  - Review district plan with cabinet

- **February and April 2014**
  - Two visits by DATA Project for PLC coaching in all 11 participating buildings to measure growth of practice
  - Present district plan to board for approval

- **June 2014**
  - All 45 Elementary Administrators and Instructional Coaches
  - Training co-led by DATA Project and previously trained teachers, administrators and coaches

The Goal: Going Deeper

- Starting with standards
- Assessing current performance (pre-assessment)
- Crafting lesson plans based on student needs
- Deciding on instructional strategies from analysis of student work in relation to the standards
- Providing instruction using identified strategies
- Checking in (Is it working?)
  - Post assessment and follow up
- Team Observation Form
Helpful Links

- DATA Project – Training and tools for implementation: [www.oregondataproject.org](http://www.oregondataproject.org)
- LEGENDS – Educator effectiveness tools: [www.salemkeizer.org/staff/legends](http://www.salemkeizer.org/staff/legends)

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L² Matrix

![L² Matrix Diagram]

Understanding Antecedents of Excellence

- Lucky
- Losing Ground
- Leading
- Learning

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Achievement of Results

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What’s Your Approach …

... to meeting the needs of each student and supporting staff?

Take a moment to begin your plan for next year.

Planning time

Discuss at your table:
- Discuss the following:
  - Do we have a systemic, strategic approach to reaching each student and supporting staff?
  - What pieces are missing?
  - What would be a quick win?
  - What are two long-term goals?

ACTION!

Step 1: At your table, write:
- 3 things you learned, and you expect to use
- 2 resources you want to explore
- 1 burning question you would appreciate another perspective on
3-2-1 Exercise

Step 2: Get up and share information with people you don’t know

+, △

Complete a plus, delta before you leave:

+ What worked to support your learning and doing this morning?

△ What changes would improve your learning and doing this afternoon?

Thank you,

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