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DEVELOPING BUILDING AND DISTRICT LEADERSHIP TO SUPPORT EFFECTIVE PLCs

Summer Assessment Institute
August 2014

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- ◆ 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

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One teacher's perspective

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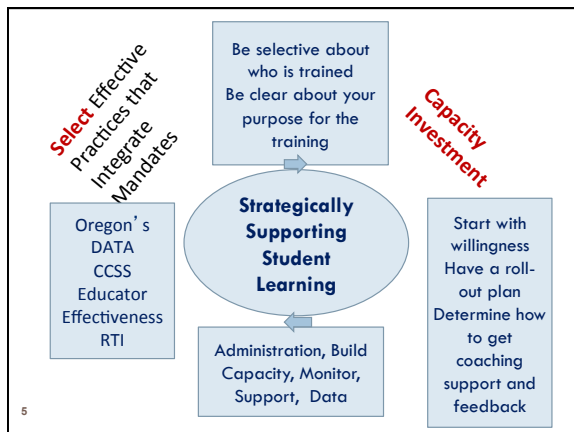


<http://youtu.be/NMkHtwYVOg>

The Challenge

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- ♦ 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



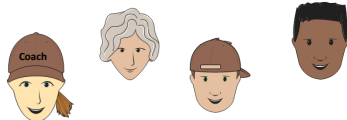
Objectives

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- ♦ Reflect on your current practices
- ♦ Establish rationale for integrating initiatives
- ♦ Determine strengths and areas of need
- ♦ Identify resources to support an integrated approach



You can do it.
We can help.



Smart Words

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“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

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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

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Building a system of support

How do you create and maintain a climate for effective PLCs?

Before:

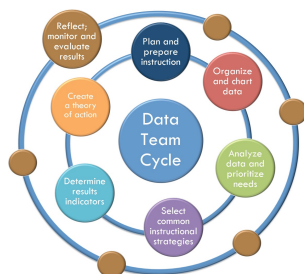
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- ◆ Start with willingness
 - ◆ Create a leadership team with representatives from each grade level
 - ◆ Identify a team that goes deep to become trainers and/or a model team
 - ◆ Time is dedicated, **nothing** takes priority over PLC time
 - ◆ Training—provide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

During:

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- ◆ Go deeper—have a clear process



During:

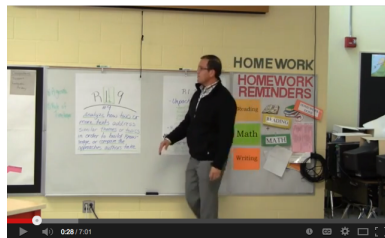
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- ◆ Starting the process:
 - ◆ At the beginning: Set the focus of each meeting and set the state for the meeting (purpose and goal)
 - ◆ Provide guided practice and gradual release
 - ◆ Fishbowl observations using the observation form
 - ◆ Check in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

Leading by example

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Principal
Ralph Wisner,
Salem-Keizer
Public Schools



<http://youtu.be/VQOBaYptIM>

After:

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- ◆ Accountability System
 - ◆ Review minutes
 - ◆ Agenda for next meeting
 - ◆ Walkthroughs



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One District's Plan

Strategic Plan 2013-14

Improve Student Achievement

- 1. Focus on the systematic use of data to inform the development and implementation of differentiated instruction for all students, including planned interventions and supports.
- 2. Prepare all students for college and careers by:
 - a. Implementing common core state standards and aligning instructional strategies into a coherent K-12 instructional framework; and
 - b. Transitioning to Smarter Balanced Assessments; and
 - c. Continuing the K-12 Literacy Model across all content areas, including the program model for English Language Acquisition.
- 3. Continue to provide professional development that offers quality and focused opportunities, has long-term sustainability, and provides implementation strategies for all staff including instructional coaching and mentoring.

An Effective Organization to Support Student Achievement

- 4. Continue to build the resident teacher-training program and learning labs in collaboration with our university partners at selected schools.
- 5. Continue the implementation of the new evaluation processes to recognize and enhance employee growth, effectiveness, and performance.
- 6. Research and adopt an instructional framework for early childhood education, specifically focusing on the needs of preschool aged children.
- 7. Implement a redesigned facilities improvement process, which includes the identification, prioritization and delivery of projects to enhance student achievement and staff success.

Leadership Development

- 8. Maintain the leadership teams within each school and department for shared decision-making and accountability with a focus on student achievement.

Public Engagement

- 9. Implement the plan and tools to help schools communicate more effectively with parents and key community partners regarding instruction and student achievement.

Published 6/18/13

Comprehensive School Improvement Plan (CSIP)

Improve Student Achievement

- 1. Increase rigor and student engagement through meeting Common Core state standards for writing instructional strategies into a coherent instructional framework with a focus on:
 - > Using evidence from data
 - > Focus where standards focus
 - > Increase use of critical thinking and problem solving
- 2. Provide opportunities for all students for analyzing and responding to a variety of assessment data to plan, implement and monitor timely instructional and instructional supports

Professional Development Focus

- 3. In order to increase rigor and student engagement through meeting Common Core state standards, our staff will learn about, implement and monitor the use of the following strategies:
 - > Using evidence from data
 - > Discussion strategies, close reading, writing using evidence from data, Content/Language expertise
 - > Focus where standards focus
 - > High leverage instructional strategies
- 4. In order to provide differentiation for all students, our staff will learn how to analyze and respond to data including:
 - > Student work to identify misconceptions/needs
 - > District/Smarter Assessment through data analysis
 - > OAKS/ELLA growth targets to see what

Increase Family Involvement


- 5. In order to support parents in knowing what their children are learning, how their children are performing, and how they can help their children at home, our staff will reach parents about:
 - > Common Core state standards
 - > Elementary Progress Reports and proficiency based grading practices
 - > Literacy Strategies

Leadership Development

- 6. Work in Professional Learning Communities to develop, administer, analyze and respond to common formative assessments based on Common Core state standards in all content areas
- 7. Build and maintain a leadership team to systematically review data and allocate school resources based on needs

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School Monthly Site Visits



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AUG

- Review classroom observation notes
- Review grading & proficiency-based grading systems every six weeks & end of semester. How is staff responding to student grade data?
- What progress has been made on CCSS implementation & teacher effectiveness based on your school's coaching model?
- What evidence do you have of your PLCs being effective & resulting in change in teacher practice, as well as, student learning?
- What is your evidence of intervention planning and monitoring specific to student sub-groups and students needing interventions?

SEPT

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What Do We Have in Place?



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- ♦ 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

DEC


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The Approach

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- ◆ **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

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- ◆ **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

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- ◆ 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



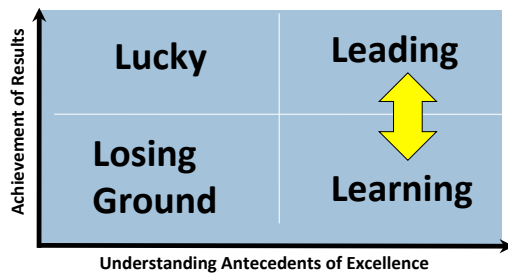
Helpful Links

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- ♦ DATA Project – Training and tools for implementation: www.oregondatapoint.org
- ♦ LEGENDS – Educator effectiveness tools: www.salemkeizer.org/staff/legends

L² Matrix

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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?

3-2-1 Exercise

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:

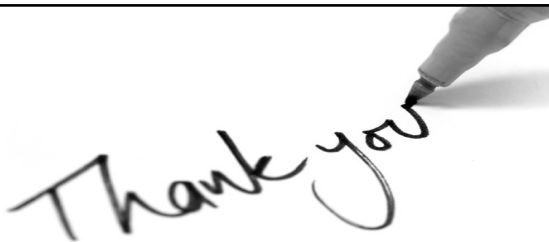
Get up and share information with people you don't know



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?



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