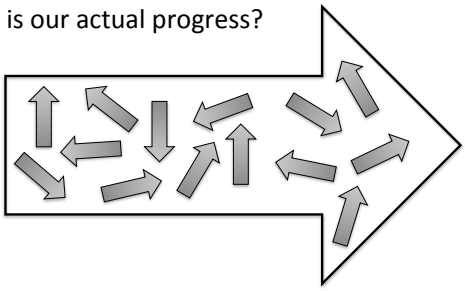
Welcome!

PLC DATA RETREAT

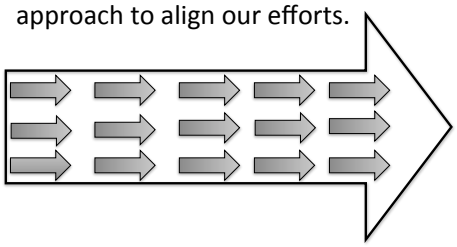
Summer Assessment Institute
Pre-conference session
August 2014

When our efforts aren't integrated and aligned…how likely is our actual progress?



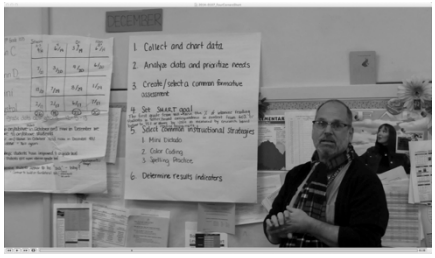
"*As to methods, there may be a million and then some, but principles are few. The man who grasps principles can successfully select his own methods. The man who tries methods, ignoring principles, is sure to have trouble.*" –Ralph Waldo Emerson

The likelihood of progress increases when we integrate essential elements of new initiatives using a systems approach to align our efforts.



IDENTIFYING EFFECTIVE TEAM PRACTICES

Four Corners Elementary, Salem



http://youtu.be/g4jzk0gmblk

The Data Team/PLC Cycle …

… is 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.

Essential Questions

There are five essential questions each team should ask during this cycle:

- What do we want each student to learn and be able to do?
- How will we effectively teach the skills/concepts for this learning to occur?
- How will we know if each student is learning?
- How will we respond when a student is experiencing difficulty learning?
- How will we respond if the student already knows it?

Today's Objectives

- Strengthen your process for turning training knowledge into practice
- Identify effective team processes and know what you need to do to improve them
- Make connections between data and instruction
- Explore tools to interpret data

Meet your trainers!

Mickey Garrison, Educational Support Services
Penny Grotting, Columbia Gorge ESD
Missi Thurman, Centennial School District
Marianne Oakes, Lane ESD
Jane Osborne, Hood River School District
Amy McQueen, David Douglas School District
Chad Putnam, Coos Bay School District
Ralph Wisner, Bethel SD, Spanaway, WA

Living Likert

Position yourself on the continuum.

How would you classify your PLC meetings?

Meetings where teachers talk about data and design instruction to meet each student's needs

Meetings where teachers regularly confront their prior assumptions about the effectiveness of their teaching as supported by evidence (data) and share instructional actions

Agenda

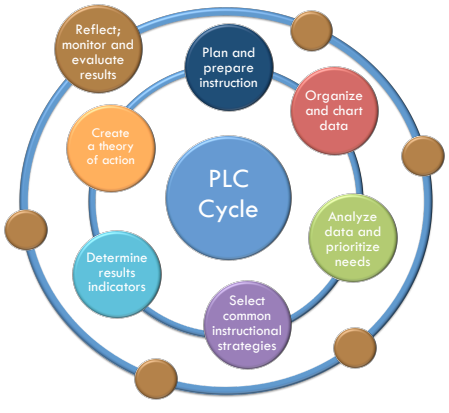
	Welcome
	Identifying Effective Team Practices
	The PLC Cycle
	Gradual Release for PLCs
Noon	Lunch
	Implementing and supporting PLCs
	How to get started
	Team time with coaching support

Essential Questions

There are five essential questions each team should ask during this cycle:

- What do we want each student to learn and be able to do?
- How will we effectively teach the skills/concepts for this learning to occur?
- How will we know if each student is learning?
- How will we respond when a student is experiencing difficulty learning?
- How will we respond if the student already knows it?

THE PLC CYCLE



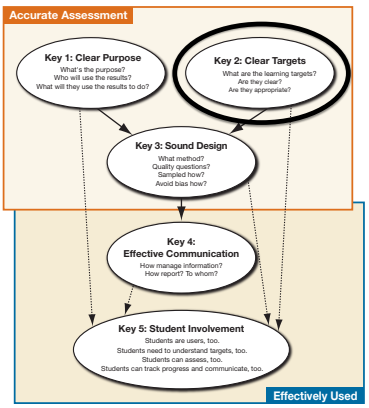
PLC Cycle

1. Plan and prepare instruction
2. Organize and chart data
3. Analyze strengths and obstacles, trends, patterns, clues
4. Select instructional and/or behavioral strategies
5. Determine results indicators
6. Create a theory of action
7. Reflect; monitor and evaluate

Step 1: Plan and Prepare Instruction

- Identify priority standards
  - Deconstruct the standards:
    - What is the standard asking students…
      - To know
      - Understand
      - Be able to do

The Keys to Quality Assessment



Rick Stiggins

"To assess student achievement accurately, teachers and administrators must understand the achievement targets their students are to master. They cannot assess (let alone teach) achievement that has not been **defined.**"

Step 1: Plan and Prepare Instruction

- Determine what proficiency looks like for the standards
- Create a common assessment that assesses the standards at the appropriate Depth of Knowledge and Blooms Level
- Create a scoring rubric that defines the levels of proficiency
- Calibrate scoring
- Administer the assessment

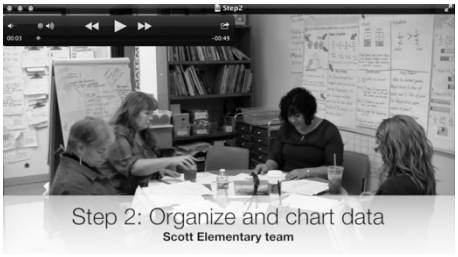
Step 1: Plan and Prepare Instruction

http://youtu.be/vHGioUi1T-U

Step 2: Organize and Chart Data

- Score the assessment based on the rubric
- Chart data into the following categories:
  - Exceeding
  - Meeting
  - Approaching
  - Far to Go
- Bring charted data to the next meeting

Step 2: Organize and Chart Data



http://youtu.be/vUkM1E5ApTo

Step 3: Analyze and Prioritize Needs

Review the results

- Determine strengths and errors/misconceptions for each group of students.
- Look for patterns:
  - Identify common errors/misconceptions.
  - Determine if there are specific groups of students performing at a particular level.
  - Determine if there is evidence to indicate an issue with the assessment.

Step 3: Analyze and Prioritize Needs

- Determine the priority need for each group and be intentional about how skills are sequenced

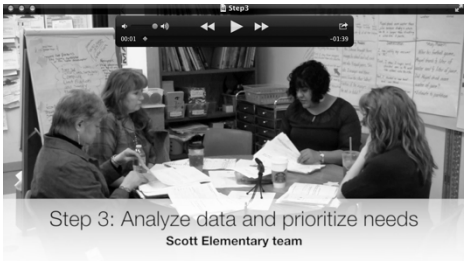
pri·or·i·tize
/prīˈôrəˌtīz,ˈprīərə-/

verb

designate or treat (something) as more important than other things.
"prioritize your credit card debt"
synonyms: emphasize, concentrate on, put first, focus on, fast-track, expedite, make a priority More

- determine the order for dealing with (a series of items or tasks) according to their relative importance.
"…reflects the way people prioritize their goals"
synonyms: rank, order, hierarchize, triage, More

Step 3: Analyze and Prioritize Needs



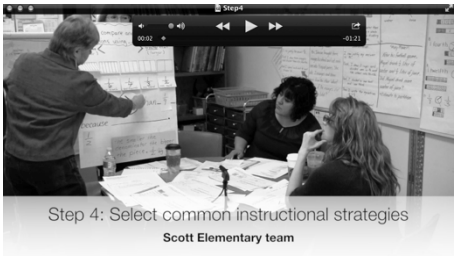
http://youtu.be/seF5Jsjkv2c

Step 4: Select Common Instructional Strategies

- Select research- or evidence-based strategies.
- Agree upon which instructional strategies to teach.
- Agree upon the best sequencing of selected strategies.
- Determine when and how strategies will be taught.
- Ensure that the instructional strategy selected directly addresses the prioritized need from Step 3.

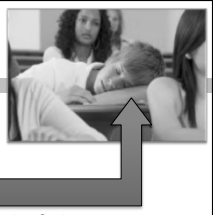
What does it look like?	What does it sound like?

Step 4: Select Common Instructional Strategies



http://youtu.be/h16D7VgHIlU

Step 5: Results Indicators



- Address:
  - What will I (teacher) do?
  - What will students do?
  - What will I see in their work if the strategy is working?
- Make the procedure explicit so it is replicable, to achieve the best results

The Crockpot Story

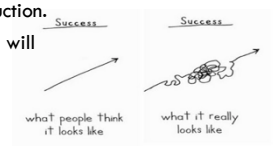
Step 6: Create a Theory of Action

If we ____ then ____ of our students will be able to ____.

If we use gradual release when teaching close reading then 80% of our students in the "FTG" and "Approaching" groups will be able to demonstrate the ability to summarize.

Step 7: Reflect, Monitor & Evaluate the Process

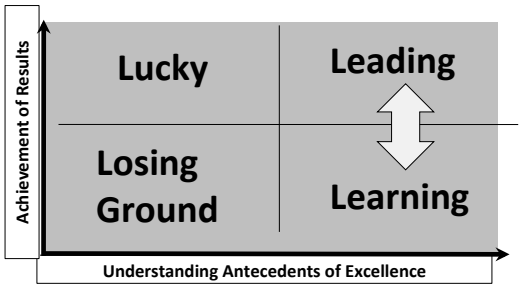
- After each meeting, reflect on the process.
- Determine which steps went well and identify areas where additional training or support are needed.
- Reflect on the growth made in each classroom.
- Discuss differences in instruction.
- Discuss how your reflection will impact your instruction.



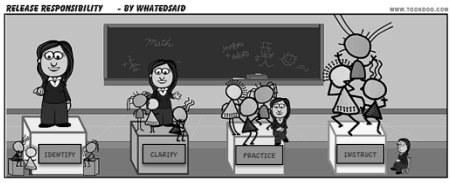
Step 7: Reflect, Monitor & Evaluate the Process

http://youtu.be/riargclAV04

L^2 Matrix



GRADUAL RELEASE: A SHARED WORKSHOP EXPERIENCE



Step 1: Plan and prepare instruction

- Identify priority standards
  - Deconstruct the standards so everyone has a consistent understanding of what the standard is asking students to know, understand, and be able to do.
  - Determine what proficiency looks like for the standards (use an integrated approach).
  - Create a common assessment that assesses the standards at the appropriate Depth of Knowledge and Blooms Level.
  - Create a scoring rubric that defines the levels of proficiency and calibrates scoring.
  - Develop or select corresponding "I can" statement.
- Administer the assessment

Put Step 1 into Practice

- **Standard(s):**
  - 3.OA.2: Interpret whole-number quotients of whole numbers
  - 3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
  - 3.OA.5: Apply properties of operations as strategies to multiple and divide. (Commutative Property of Multiplication)
- **I can statement(s):**
  - I can interpret quotients of whole numbers. This means I can model division facts by separating objects into equal shares.
  - I can solve multiplication and division word problems by using drawings.
  - I can apply the commutative property when solving multiplication problems.

Put Step 1 into Practice

A Progression Toward Mastery				
Assessment Task Item and Standards Addressed	**STEP 1** Little evidence of reasoning without a correct answer. **Far to Go**	**STEP 2** Evidence of some reasoning without a correct answer. **Approaching**	**STEP 3** Evidence of solid reasoning with a correct answer. **Meeting**	**STEP 4** Evidence of solid reasoning with a correct answer, and identification of the commutative property **Exceeding**
3.OA.2 3.OA.3 3.OA.5	Student attempts to draw the picture. The attempt, however, shows the student may not understand the meaning of the questions.	Student attempts to draw the pictures. The attempt shows the student has an understanding of the meaning of the questions. Mistakes may include: • Draws incorrect pictures of the number of bags of biscuits and rolls • Draws the 2 arrays incorrectly. • Attempts to draw the 2 arrays, but inaccurately explains the relationship between them	Student answers every question correctly: • Finds the number of bags Melanie packs for biscuits and rolls • Draws 2 arrays to represent the biscuits and rolls • Provides an explanation of the commutative property, but does not identify it as the commutative property in Part (c)	Student answers every question correctly: • Finds the number of bags Melanie packs for biscuits and rolls • Draws 2 arrays to represent the biscuits and rolls • Provides an accurate explanation of and identifies the commutative property in Part (c)

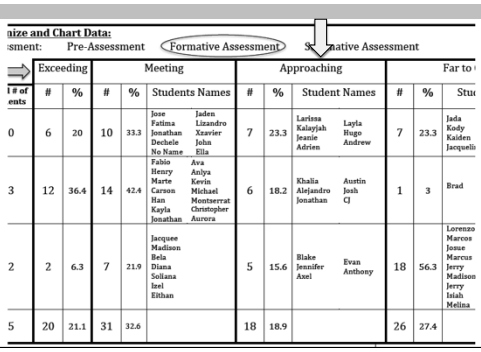
Step 2: Organize and Chart Data

- Score the assessment based on the rubric
- Chart data into the following categories:
  - Exceeding
  - Meeting
  - Approaching
  - Far to Go
- Bring charted data to the next meeting

Put Step 2 into Practice

- Organize your table in pairs or triads.
- Take the staple out of the packet of student work.
- Have the student work and the Data Team Process Sheet in front of your small group.
- Notice that the data has been charted for you.
- Identify the category this student work falls under—Exceeding, Meeting, Approaching, Far to Go

Put Step 2 into Practice



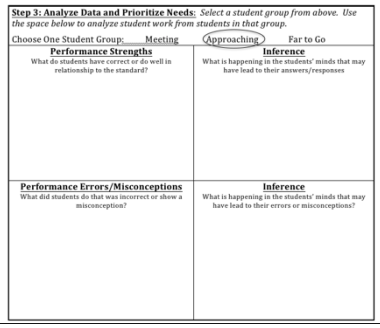
ıize and Chart Data:
ssment: Pre-Assessment (Formative Assessment) S native Assessment

l # of ents	Exceeding		Meeting			Approaching			Far to		
	#	%	#	%	Students Names	#	%	Student Names	#	%	Stu
0	6	20	10	33.3	Jose Jaden Fatima Lizandro Jonathan Xzavier Dechele John No Name Ella	7	23.3	Larissa Layla Kalaejah Hugo Jeanie Andrew Adrien	7	23.3	Jada Kody Kaiden Jacqueli
3	12	36.4	14	42.4	Fabio Ava Henry Aniya Marte Kevin Carson Michael Han Montserrat Kayla Christopher Jonathan Aurora	6	18.2	Khalia Austin Alejandro Josh Jonathan CJ	1	3	Brad
2	2	6.3	7	21.9	Jacquee Madison Bela Diana Soliana Izel Ethan	5	15.6	Blake Evan Jennifer Anthony Axel	18	56.3	Lorenzo Marcos Josue Marcus Jerry Madison Jerry Isiah Melina
5	20	21.1	31	32.6		18	18.9		26	27.4	

Step 3: Analyze and Prioritize Needs

- Review the results
  - Determine which skills/concepts are strengths and which need to be developed for each group of students.
  - Look for patterns-
    - Identify common errors/misconceptions.
    - Determine if there are specific groups of students performing at a particular level.
    - Determine if there is evidence to indicate an issue with the assessment.
  - Determine the learning need for each student group.
  - Prioritize needs and be intentional about how skills are sequenced.

Put Step 3 into Practice



Step 3: Analyze Data and Prioritize Needs: *Select a student group from above. Use the space below to analyze student work from students in that group.*

Choose One Student Group: Meeting (Approaching) Far to Go

Performance Strengths What do students have correct or do well in relationship to the standard?	**Inference** What is happening in the students' minds that may have lead to their answers/responses
Performance Errors/Misconceptions What did students do that was incorrect or show a misconception?	**Inference** What is happening in the students' minds that may have lead to their errors or misconceptions?

Put Step 3 into Practice: Quadrant Analysis

High	Jeanie Layla Jonathan CJ Blake Anthony	
Make sense of the problem	Larissa Hugo Andrew Khalia Alejandro Austin Josh Axel	Kalayjah Adrien Jennifer Evan
Low		

Low — Modeling with Mathematics — High

Put Step 3 into Practice

Clearly define the problem:

Jamaal is struggling to read second-grade material. → Jamaal is struggling to decode words with r-controlled vowels and multi-syllabic words. His fluency falls between 35 and 45 cwpm and is a product of his decoding issues. His phrasing is appropriate when he can read the words.

Step 4: Select Common Instructional Strategies

- Select research- or evidence-based strategies.
- Agree upon which instructional strategies to teach.
- Agree upon the best sequencing of selected strategies.
- Determine when and how strategies will be taught.
- Ensure that the instructional strategy selected directly addresses the prioritized need from Step 3.

2 Minute Brainstorm

- Write down as many high-impact core instruction strategies as you can.
- Talk to an elbow partner and expand your list.

Step 4: Select Common Instructional Strategies: *What will we do? Based on the prioritized need from Step #3, consider which effective strategies your team agrees to use to respond to that need.*

High-impact core instruction strategies

- Increase instructional time
- Provide instruction in smaller groups or one-on-one
- Preteach important concepts
- Modify program to make more explicit and supportive
- Provide program-specific training or coaching to instructor
- Meet frequently to monitor instruction, coordinate and plan
- Give students more opportunities to practice skills
- Set objectives (learning targets)
- Provide specific feedback

Step 5: Results Indicators

- Remember THREE parts:
  - What will I (teacher) do?
  - What will students do?
  - What will I see in their work if the strategy is working?
- Make the procedure explicit so it is replicable, to achieve the best results

Step 6: Create a Theory of Action

- Write a theory of action for the overall group/class performance

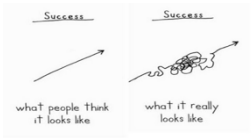
"If we ___, then ___of our students will be able to ___."

Theory of Action Share

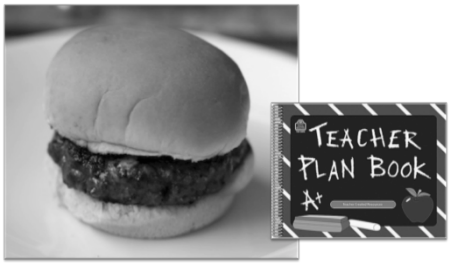
- Stand
- Find another group
- Share your theory of action
- Give feedback based on your theory
- Be ready to report out to the group

Step 7: Reflect, Monitor & Evaluate the Process

- After each meeting reflect on the process.
- Determine which steps went well and identify areas where additional training or support are needed.
- Reflect on the growth made by each teacher.
- Discuss differences in instruction.
- Discuss how your reflection will impact your instruction.



Steps 3 (priorities), 4 (strategies) and 5 (results)



IMPLEMENTING AND SUPPORTING PLCS

Plan/Prepare

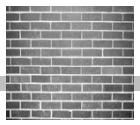
- "A goal without a plan is just a dream"- Elbert Hubbard

Before:

56

- 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

Organize



- Write down what you WANT
- Recognize what you DO have
- Identify what you NEED
- Then: Align the systems, people, meetings to build it

SAMPLE 100-Day High Impact Leadership Plan

Instructions: If you would like to use this template, enter any day in the DAY ONE cell.
Client: Coach:

My Leadership Legacy (This is a student academic achievement goal):
Name of Your Project:
Leadership Skills to Develop:

DAY ONE: **8/18/14**
DAY 100: **11/19/14**

Date:	Action	Strategy Number	Person Responsible	Date Completed	Actions "On Deck"
14-15 School Y	**Focus on ELA**: Data Teams should continue to focus on the subject of Reading to directly address the persistent low achievement of all students, especially ELL and SPED students on summative measures.				
	Year-long Goals: Each teacher at Grant School, as a member of an effective Data Team, will ensure consistently high levels of achievement for all students **BY**: 1) creating cohesive long-term plans containing multiple CCSS ELA standards for CORE instruction, **AND** 2) monitoring the effectiveness of this CORE instruction by adjusting the rate/pace and focus of instruction to meet the needs of all students based on current and pertainent assessments of student achievement.				
	Strategy #1: All teachers will be able to design a comprehensive unit of study that targets multiple standards (in ELA). Each teacher will use the Data Team Process to continuously monitor and adjust the focus and rate/pace of instruction based on current, pertainent, and concise student assessments.				
	Strategy #2: Use of effective and efficient CFA's (Exit Tickets) to alter the focus/pace of instruction based on demonstrated student needs.				
8/18/14	**Start of 100-day Leadership Plan**				
8/18/14	Data Team PD: Missy, Teresa T. and Coach to present to staff re: Unit of Study planning within the data team structure.				
8/1814-8/22/14	**Buy-Back PD**: Teachers will have this week to learn how to 'backwards plan' a unit of study in ELA. There are multiple presentations and time for working to plan their first unit of study that will begin mid-september and last until EPR (grading day).				
8/22/14	Action: Grade-level teams complete their first unit of study in ELA. Unit of study shall include: Rubric for assessing student proficiency toward prioritized CCSS standards, Pre AND Post assessment to be given to students, outline of weekly/daily instructional plan through the 6-8 week unit of study. Copy of unit plan given to Principal (electronically, or paper)				
9/4-9/9/2014	Each teacher, on each team, administer the pre-assessment to 3-4 students to use as a vailadtion/realibilty of the assessment. Score it using the team created rubric and bring it scored, with a got it/need it to the data team on 9/10/14 at 2:30.				
9/10/14	2:30-4:00 Teams Review 7-steps of Data Teams, establish norms, time allocations for each part of process (Review from previous year), establish roles (review from previous year, keep same roles as last year?) and review unit of study plan made in Augustfor any changes/updates/etc. Finally, analyze the pre-assessments that have been given to some students to validate the questions/assessment process before giving to all kids (do the questions work? Do the student responses allow us to guage the standard? Does the rubric help us to score the questions?)				

100 Day Plan

- Weekly time for PLC Meeting
- Weekly time for PLC Meeting that is PROTECTED from everything else
- PLC Team Leaders
- PLC Team Leader Meeting
- PLC Team Leader Meeting to discuss PLC meetings, support for PLC, next steps for teams, data from meetings
- Method for monitoring weekly PLCs- (notes submitted weekly, etc.)
- Method for monitoring weekly PLCs directly (with your eyes and ears)

PLC Essentials

- Weekly time for PLC Meeting
- Weekly time for PLC Meeting that is PROTECTED from everything else
- PLC Team Leaders
- PLC Team Leader Meeting
- PLC Team Leader Meeting to discuss PLC meetings, support for PLC, next steps for teams, data from meetings
- Method for monitoring weekly PLCs- (notes submitted weekly, etc.)
- Method for monitoring weekly PLCs directly (with your eyes and ears)

Common Strategies

- **Before** the PLC Meeting
- *During* the PLC Meeting
- After the PLC meeting

Before

- Communicate Expectations (What to bring, Agenda, etc)
- Be Specific. "We will bring our data to talk about" vs. "Wednesday at 2:30 will be analyzing CFA #1 that focused on RL.2 and planning our next instructional steps for the following 4 days. We will each bring every student's paper scored by our common rubric, with an identified growth step written on the student's paper."
- Example Calendar

During:

63

- 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

64

http://youtu.be/jVQOBaYptlM

Observation Tool

NAME: _____

Comprehensive Observation Rubric

Certification is based on observable knowledge and skill in the roles of data team facilitator and data analyst.

Step			Proficient			Exemplary	Comments ☐ Check if Not Observed
Agenda and Norms	☐	a.	Agenda clearly outlines process and outcomes.				☐
	☐	b.	Agenda indicates targeted instructional area and standards.				☐
	☐	c.	Time is allocated for each component of the process.				☐
	☐	d.	Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.				☐
	☐	e.	Agenda items, date, and time identified for next meeting.	☐	e.	Includes reflections of current team status against goal as appropriate (results from previous assessments, pre-assessment, etc.).	☐
	☐	f.	Minutes provide an accurate representation of the meeting process	☐	f.	Minutes are available at the end of the meeting	☐
Process and Protocols	☐	a.	Facilitator reviews meeting norms at beginning of meeting.	☐	a.	Norms are explicitly stated on the agenda.	☐
	☐	b.	Facilitator invites team members to share ideas, successes, and challenges.				☐
	☐	c.	Facilitator guides reflection on adherence to the norms at the end of the meeting and identifies next steps if needed.				☐
Data: Organization and Analysis	☐	a.	Data is formatted prior to the meeting to provide easy assimilation, analysis, and efficient use of meeting time.	☐	a.	Data is appropriately disaggregated.	☐
	☐	b.	Data is formatted according to the descriptors for that particular data set (i.e. DIBELS, easy CBM, DIAS, etc.).	☐	b.	Electronic and hard copies of data set available to team members prior to or at the beginning of team meeting.	☐
	☐	c.	Data is disaggregated by priority standard if multiple standards are included on the assessment in order to support specific analysis.	☐	c.	Data is triangulated (multiple sources of data included that further illuminate students; knowledge and skill in the area being examined.)	☐

Team in Action

- During the video use the Observation Tool to:
  - Identify what team IS doing
  - Identify what they could do next
- After the video, share with an elbow partner:
  - 1 thing team did
  - 1 thing they could do next
  - 3 things your teams currently do consistently well
  - 1 thing your teams should do next.

Team in Action

After

- Reflect on:
  - What went well today? (BE SPECIFIC)
  - What questions do we have?
  - Next steps?
- Then:
  - Communicate this to all staff
  - Use this information to build agenda and select focus for PLC leader meeting

Results Indicators

- What will I (leader, leadership team) do?
- What will teachers do and when?
- What would I see students doing, or in the classrooms, if the strategy is working?

Walkthroughs

- Make it sacred
- Make it consistent
- Make it specific
- Make it known to everybody what you see. (by grade, whole school)

+, △

- Complete a plus, delta at your table:
  - + What worked to support your learning and doing today?
  - △ What could we do to improve in the future?