2013

COSA PLC EVENT

PROFESSIONAL LEARNING TEAMS CONFERENCE

with Rick & Rebecca DuFour

PLC's AT WORK: BRINGING THE BIG IDEAS TO LIFE

CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS
707 13th Street SE, Suite 100 • Salem, OR 97301
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OCTOBER 10-11, 2013 • EMBASSY SUITES AIRPORT, PORTLAND

AGENDA

THURSDAY, OCTOBER 10, 2013

8:00 to 8:30 ..... Registration/Breakfast

8:30 ..... Start

10:00 to 10:20 ..... Break

12:00 to 1:00..... Lunch

2:15 to 2:30 ..... Break

2:30 to 3:30 ..... End

FRIDAY, OCTOBER 11, 2013

8:00 to 8:30 ..... Registration/Breakfast

8:30 ..... Start

10:00 to 10:20 ..... Break

12:00 to 1:00..... Lunch

2:15 to 2:30 ..... Break

2:30 to 3:30 ..... End

Professional Learning Communities at Work:

Bringing the Big Ideas to Life

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Our Workshop Goals

- Define in very specific terms the right work for our profession
- Clarify why this work is so important to our students
- Model how to do the work
- Help you assess the extent to which this work is happening in your school
- Provide you with tools and methods for engaging in the work
- Lead you to conclude this work is both desirable and feasible.

The Power of Professional Learning Communities

The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community.

The path to change in the classroom lies within and through professional learning communities. —Milbrey McLaughlin (1995)

www.allthingsplc.info

All Things PLC, All in One Place

This site is a collaborative, objective resource for educators and administrators who are committed to enhancing student achievement. We invite you to share your knowledge, ask questions, and get expert insight into the issues teachers face each day in the classroom.

ARTICLES AND RESEARCH

Includes more than twenty pages of quotes from more than seventy researchers and forty educational organizations that endorse the PLC process.

PLC BLOG & DISCUSSIONS

Connect with other PLC practitioners by sharing insights, offering tips, and asking questions.

EVIDENCE OF EFFECTIVENESS

Find and compare Evidence of Effectiveness data from PLC schools or districts like yours.
Send your Evidence of PLC Effectiveness

TOOLS & RESOURCES

Download templates, resources, and activities, investigate a variety of helpful links, and more.

INSPIRATIONAL STORIES

What is a PLC?

Clarity Precedes Competence!

"It is hard enough to explain what a complex idea means for action when you understand it.... It is impossible when you use terms that sound impressive but you don't really understand what they mean."

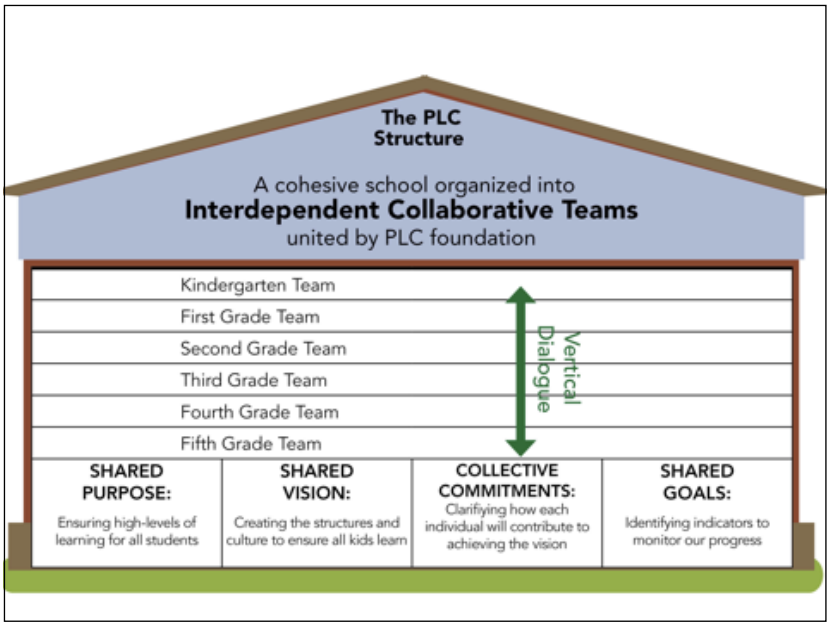
—Pfeffer & Sutton, 2000, p. 52

Professional Learning Community (PLC) Defined

An **on-going process** in which educators work **collaboratively** in recurring cycles of collective inquiry and action research to achieve better **results** for the students they serve.

PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

—DuFour, DuFour, Eaker, & Many (2010)



The BIG IDEAS of a PLC

- **We accept <u>learning</u> as the fundamental purpose of our school and therefore are willing to examine <u>all</u> practices in light of their impact on learning.**
- We are committed to working together to achieve our collective purpose. We cultivate a **<u>collaborative culture</u>** through development of high-performing teams.
- We assess our effectiveness on the basis of **<u>results</u>** rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Mission Pillar
Why Do We Exist?
Define Fundamental Purpose
Clarify Priorities Create Focus

The Importance of Shared Mission

- The Universal Mission Statement
- We know our mission
- What if schools were subjected to truth in advertising?

Why Should We Commit to Learning for All?

- We must prepare students for their future, not our past
- Those who have not learned how to learn will be left behind in the American economy
- To sustain access to the American Dream as the land of opportunity and social mobility
- We are falling behind the rest of the world
- Our current system isn't working
- The serious implication for those who fail

Why Should We Commit to Learning for All?

The implications for those who dropout:

- three times more likely to be unemployed
- more likely to live in poverty - annual salary $20,241
- earn 33 cents for every dollar of a college graduate - highest discrepancy in the world
- more prone to ill health
- four times more likely to be uninsured
- will live an average of 10.5 fewer years for women or 13 years for men. The gap is widening.
- 63 times more likely to be incarcerated
- Will cost taxpayers $292,000 over their lifetime

Why Should We Commit to Learning for All?

We must prepare students for their future, not our past

- In 1970, only 28% of jobs required postsecondary
- By 2015, two of every three jobs will require it
- In 1970, 74% of the middle class was high school graduates and dropouts
- In 2007, only 23% of middle class was high school graduates and only 8% were dropouts
- In same period, the percent of middle class Americans with college degrees increased from 26% to 69% (National Center on Education and the Workforce)

Those who have not learned how to learn will be left behind in the American economy

- "High school graduates and dropouts will find themselves largely left behind in the American economy.
- Postsecondary education and training is no longer just the preferred pathway to middle and upper classes, it is the only pathway.
- In the 20th century, illiterates were those who could not read.
- In the 21st century, illiterates will be those who have not learned how to learn, and to continue their learning beyond the K-12 system. (National Center on Education and the Workforce).

To sustain access to the American Dream as the land of opportunity and social mobility

- Children born in the bottom 20% of family incomes are ten time more likely to stay there than a top 20% child falling to the bottom 20%.
- Children born in top 20% are 5 times more likely to stay than a lower 20% rising to the top 20%

- Education is most powerful tool for helping students of poverty rise (Brookings Institute)

- Over 80% of top 20% children earn a bachelor's

- A child born to a high school dropout has a 1 in 17 chance of earning a bachelor's degree (Thomas Esdall)

We are falling behind the rest of the world

- The educational system that served our nation well in the 20th century is not serving us well in the 21st.

- America dropped from 1st in world in percentage of high school graduates to 21st out of 27 advanced economies.

- We dropped from 1st in the world in the percentage of young (25-35) workers with college degrees to 2nd in 1995, and to 14th in 2012.

- For the first time in American history, we have a higher percentage of 55-65 year-olds with college degrees than 25-35 year olds. (The College Board)

Our current system isn't working

- 30% of students who enter high school will drop out. (Christopher Swanson, 2009)

- Potential dropouts can be predicted as early as first grade and identified with accuracy by third grade. (Sarah Sparks/American Psychological Association)

- More than 1/3 of students entering college require remedial courses. (Strong American Schools)

- 34% of students who enter college drop out within the first year. (ACT)

- 36% who enter a four-year public college earn a bachelor's degree within 5 years (ACT)

- Only 29% of those who pursue a two-year degree earn it within 3 years.

There are serious implications for those who fail

- Three times more likely to be unemployed (Jason Breslow)
- More likely to live in poverty - annual salary $20,241 (Jason Breslow)
- Will earn 33 cents for every dollar of a college graduate - highest discrepancy in the world. U.S Census Bureau/OECD
- More prone to ill health (OECD)
- Four times more likely to be uninsured (S.J. Olshansky)
- Will live an average of 10.5 fewer years for women or 13 years for men. The gap is widening. (Sabrina Tavernise)
- 63 times more likely to be incarcerated (Jason Breslow)
- Will cost taxpayers $292,000 over their lifetime (Jason Breslow)

ACT (2012). Summary Table: National persistence to degree rates by institutional type. http://www.act.org/research/policymakers/pdf/12retain_trends.pdf

American Psychological Association. (2013). Facing the dropout dilemma. Author. Accessed 8/19/2013 at www.apa.org/families/resources/school-dropout-prevention.pdf.

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Carnevale, A., Smith, & N., Strohl, J. (2010) *Help wanted: Projections of jobs and education requirements through 2018. Center on Education and the Workforce*. Accessed 8/19/2013 at http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/HelpWanted.ExecutiveSummary.pdf

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If We Commit to Learning for All, We Must Create Systems to Engage Educators in Four Critical Corollary Questions:

- What is it we expect them to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

Essential Foundation of a PLC

Mission Pillar	Vision Pillar	Values Pillar	Goals Pillar
Why Do We Exist?	**What** Must We Become?	**How** Must We Behave?	**Which** Steps When?
Define Fundamental Purpose	Describe Compelling Future	Collective Commit-ments	Targets and Timelines
Clarify Priorities Create Focus	Gives School Direction	Guides Individual Behavior	Establish Incremental Steps

Not Just Words on a Paper but a Guide for Action

- The PLC foundation must guide day-to-day decisions.
- For every existing and proposed process, procedure, or practice ask:
  - Is this consistent with our purpose?
  - Will it help us become the school we envision?
  - Are we prepared to commit to do this?
  - Will it help us to achieve our goals

Why Should We Describe the School or District We Are Trying To Create?

"A vision is a picture of the future you seek to create described in the present tense, as if it were happening now. Vision statement shows where we want to go and what we will be like when we get there. Vision gives shape and direction to the organization's future. It helps people set goals to take the organization closer to its desired future." (Senge et al., 1994, p. 302)

"In a change process, vision serves three important purposes. First, by clarifying general direction for change it simplifies hundreds of more detailed decisions. People can figure out for themselves what to do without constantly checking with bosses. Second, it motivates people to take action in the right direction. Third, it helps coordinate the actions of different people in an efficient way. One question —'is this in line with the vision'—can help eliminate hours of torturous discussion." (Kotter, 1996, pp. 68–69)

"A vision builds trust, collaboration, interdependence, motivation, and mutual responsibility for success. Vision helps people make smart choices, because their decisions are made with the end result in mind. . . . Vision allows us to act from a proactive stance, moving toward what we want. . . . Vision empowers and excites us to reach for what we truly desire." (Blanchard, 2007, p. 22)

An effective school system and its leaders build a shared sense of purpose and a shared vision of what schools and the school system would look like if that shared purpose was acted on, and develop a bias toward action relevant to the vision (Schlechty, 2005).

Shared vision and shared covenants make up the leadership dimension of purposing, which is "key to helping schools become communities of collective responsibility" (Sergiovanni, 2005, p. 8).

"At both school and district levels, administrative tasks essential to teachers' learning and learning communities include building a shared vision and common language about practice." (McLaughlin & Talbert, 2006, p. 80)

Why Should We Articulate Collective Commitments?

"Culture and core values will be increasingly recognized as the vital social glue that infuses an organization with passion and purpose." (Bolman & Deal, 2000, p. 185)

With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values" (Lezotte, 1991, p. 3).

To change culture, leaders must create a process to identify and articulate the shared values that people will commit to, examine structures to ensure they support the values, teach and model the values, and address behavior that is contrary to the values (Champy, 1995).

"Leaders of the best-performing organizations defined their jobs in terms of identifying and constantly communicating commonly held values, shaping such values to enhance performance, ensuring the capability of people around them, and living the commonly held values." (Heskett & Schlesinger, 1996, p. 112)

Both profit and nonprofit organizations should be grounded on "a timeless set of core values and an enduring purpose" (Collins & Porras, 1997, p. xxiv).

"Leaders must be able to build a community of shared values. Consensus about values creates commitment to where the organization is going and how it is going to get there." (Kouzes & Posner, 1996, p. 105)

"Values describe how we intend to operate, on a day-to-day basis, as we pursue our vision. . . . Values are best expressed in terms of behavior: If we act as we should, what would an observer see us doing? . . . If values are made a central part of the organization's shared vision effort, and put out in full view, they become like a figurehead on a ship: a guiding symbol of the behavior that will help move people toward the vision." (Senge et al., 1994, p. 302)

High-performing districts "tended to rely more on a common culture of values to shape collective action than on bureaucratic rules and controls. The shared values typically focused on improvement of student learning as the central goal" (Elmore, 2000, p. 26).

Is the Professional Learning Community Process Based on…

…strong administrative leadership or teacher empowerment?

The Tyranny of "Or" Versus the Genius of "And"

- The **tyranny of "or"** is the rational view that cannot easily accept paradox, cannot live with two seemingly contradictory forces at the same time. **It must be A or B, but not both.**
- The **genius of "and"** is to embrace both of the extremes at the same time. This is not just a question of balance. Balance implies 50–50, going to the midpoint. **Visionary leaders did not seek the gray of balance, but were determined to be distinctly both A and B at the same time.**

-Collins & Porras, Built to Last: Successful Habits of Visionary Companies, 2002

Simultaneous Loose AND Tight School Cultures

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

If the purpose of school is truly to ensure high levels of learning for all students, schools will:

- Clarify what each student is expected to learn

Team Learning Process

- Clarify Essential Learnings (**skills, knowledge, dispositions**) for each course/ subject to ensure students have access to a guaranteed and viable curriculum, unit by unit.

The Criterion for Creating Teams

The fundamental question in organizing teams is:

Do the people on this team have shared responsibility for responding to the critical questions in ways that enhance the learning of their students?"

Possible Team Structures: Provided Focus Is on LEARNING

- All teachers teaching the same grade level
- All teachers teaching the same course
- Vertical teams (K–2/3–5, 6–8 Science, or French I–IV)
- Electronic teams
  - Professional organizations
  - www.masteryconnect.com
  - www.betterlesson.org
- Interdisciplinary teams
- District or regional teams
- Logical links/similar-responsibility teams

To facilitate electronic collaboration, utilize...

- voicethread.com: For continuing dialogue at times convenient to each individual
- Google Docs or Moodle for sharing agendas, minutes, essential outcomes, assessments, data
- www.skype.com, www.faceflow.com, and/or iChat to facilitate real-time dialogue
- Mikogo: To see each other's desktops, documents, and videos
- **For information on other distance learning services:**
  - "Technology" category on Blog Archives www.allthingsplc.info
  - JSD February 2012 Vol.33 No.1 pp.36-37 www.learningforward.org

The 1st Step in Decision Making in a PLC: Building Shared Knowledge

Professional Learning Communities ***always*** attempt to answer critical questions by BUILDING SHARED KNOWLEDGE - engaging in collective inquiry - LEARNING TOGETHER.

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

Resources To Help Teams Build Shared Knowledge & Clarify "Learn What"

- State/Provincial/National Standards
  - **Mastery Connect**
    www.masteryconnect.com
  - **The Mathematics Common Core Toolbox**
    www.ccsstoolbox.com
  - **Partnership for Assessment of Readiness for College and Careers (PARCC)**
    www.parcconline.org
  - **Smarter Balanced Assessment Consortium**
    www.smarterbalanced.org

Resources To Help Teams Build Shared Knowledge & Clarify "Learn What"

- State/Provincial/National Standards (e.g. **Common Core**)
- **Vertical articulation**
- District or department curriculum guides
- Assessment Frameworks (how will they be assessed)
- Data on past student performance (local/state/national)
- Examples of student work and the criteria by which the quality of student work will be judged
- Textbook Presentation of Curriculum
- Curriculum Framework of High Performing Schools

Criteria for Identifying Essential Common Outcomes

To separate the essential from the peripheral, apply these 3 criteria to each standard:

1. **Endurance** - are students expected to retain the skills/knowledge long after the test is completed
2. **Leverage** - is this skill/knowledge applicable to many academic disciplines
3. **Readiness for the Next Level of Learning** - is this skill/knowledge preparing the student for success in the next grade/course

- Doug Reeves

Advantages of Team Discussion of Essential Learnings

- Greater clarity regarding interpretation of standards
- Greater consistency regarding importance of different standards
- Greater consistency in 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

Levels of Curricula at Work in Your school

1. **Intended** - What we want them to learn
2. **Implemented** - What actually gets taught
3. **Attained** -What they actually learn

*To impact the *attained* curriculum in the most powerful way, make certain the *implemented* curriculum is ***guaranteed and viable****.*

- Robert Marzano

To Improve Student Achievement

- ..create a *guaranteed and viable* curriculum (Marzano)
- ..establish a limited number of *power standards* (Reeves)
- ..pursue clear and focused *essential academic goals* (Lezotte)
- ..identify *learning intentions and success criteria* (Hattie)
- ..develop a compact list of *learning expectations and tangible exemplars of student proficiency* (Saphier)

If we want all students to learn at high levels, those who teach them must be able to answer the questions, "learn what" with a consistent voice.

Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum?

One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum *to ensure no matter who teaches a given class, the curriculum will address certain essential content* (Marzano, 2003).

To improve student achievement, educators must determine the power standards*–learning standards that are most essential because they possess the qualities of endurance, leverage, and readiness for success at the next level; "the first and most important practical implication of power standards is that leaders must make time for teachers to collaborate within and among grade levels to identify the power standards"* (Reeves, 2002, p. 54).

One of the keys to improving schools is to ensure teachers "know the learning intentions *and success criteria of their lessons, know* how well they are attaining *these criteria for all their students, and know where to go next in light of the gap between students' current knowledge and understanding and the success criteria"; this can be maximized in a safe and collaborative environment where teachers talk to each other about teaching* (Hattie, 2009, p. 239).

"The staff in the effective school accepts responsibility for the students' learning of the essential curricular goals." (Lezotte, 2002, p. 4, emphasis added)

Professional learning communities are characterized by an academic focus that begins with a set of practices that bring clarity, coherence, and precision to every teacher's classroom work. Teachers work collaboratively to provide a rigorous curriculum that is crystal clear and includes a compact list of learning expectations *for each grade or course and tangible exemplars of student proficiency for each learning expectation* (Saphier, 2005).

"[Effective teachers] clarify . . . goals and assessment criteria *in ways that will help students understand what they need to learn and what strategies are likely to be most useful in enabling them to do so."* (Brophy, 2004, p. 79, emphasis added)

"Implementing a strategy of common, rigorous standards *with differentiated resources and instruction can create excellence and equity for all students."* (Childress, Doyle, & Thomas, 2009, p. 133, emphasis added)

Clarify the Essential Writing Skills

By the end of this year, each student will be able to:

- Develop a plan for writing.
- Focus on a central claim.
- Support a claim with logical reasoning and evidence.
- Use words, phrases, and sentences to create fluency and cohesion.
- Provide a concluding statement and section that supports the central claim.
- Edit final copies for grammar, capitalization, punctuation, and spelling.

Assessing Your Current Reality

Consider the descriptions of 5 stages of PLC progress regarding:

1. Clarity on What Students Must Know and Be Able to Do

Individually, silently, and honestly assess the current status of your school for each indicator on the Professional Learning Community at Work Continuum.

Progress and Problems

Share your assessment with your colleagues:

- Where are areas of agreement?
- Where are the areas of disagreement?
- Where can you celebrate the greatest progress?
- What areas are you finding problematic?

The Professional Learning Communities at Work™ Continuum: Learning as Our Fundamental Purpose (Part I)

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.	Teachers have been provided with a copy of state, provincial, and/or national standards and a district curriculum guide. There is no process for them to discuss curriculum with colleagues and no expectation they will do so.	Teacher representatives have helped to create a district curriculum guide. Those involved in the development feel it is a useful resource for teachers. Those not involved in the development may or may not use the guide.	Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide. Some staff members question the benefit of the work. They argue that developing curriculum is the responsibility of the central office or textbook publishers rather than teachers. Some are reluctant to give up favorite units that seem to have no bearing on essential standards.	Teachers have clarified the essential learning for each unit by building shared knowledge regarding state, provincial, and/or national standards; by studying high-stakes assessments; and by seeking input regarding the prerequisites for success as students enter the next grade level. They are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning.	Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students. Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning.

Where Do We Go From Here? Worksheet
Clearly Defined Outcomes

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.				

Closing the Knowing-Doing Gap

- What steps could you take to make progress in these indicators?
- Complete the "Where Do We Go From Here" worksheet to begin your plan for becoming a school committed to a focus on learning.

If the purpose of school is truly to ensure high levels of learning for all students, schools will:

- Clarify what each student is expected to learn
- **Monitor each student's learning on a timely basis**

Team Learning Process

- Clarify Essential Learnings for each course/subject to ensure students have access to a guaranteed and viable curriculum, unit by unit.
- **Develop multiple Common Formative Assessments for each Course/Subject**

What are Common Formative Assessments?

We will make the case that common formative assessments are the lynchpin of the collaborative team process in a PLC.

- Define “common” assessment.
- Define “formative” assessment.

A Common Assessment is....

A Formative Assessment is...

Why Should We Use Common Assessments?

Reviews of accountability data from hundreds of schools reveal the schools with the greatest gains in achievement consistently employ common assessments, nonfiction writing, and collaborative scoring by faculty (Reeves, 2004).

Powerful, proven structures for improved results are at hand. "It starts when a group of teachers meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, and then share and create lessons and strategies to improve upon those levels." (Schmoker, 2004b, p. 48).

"[Common formative assessments provide] regular and timely feedback regarding student attainment of the most critical standards . . . [and] also foster consistent expectations and priorities within a grade level, course, and department regarding standards, instruction, and assessment. . . . Most importantly, common formative assessment results enable educators to diagnose student learning needs accurately in time to make instructional modifications." (Ainsworth, 2007, pp. 95–96)

The schools and districts that doubled student achievement added another layer of testing—common formative or benchmark assessments. These assessments were designed to provide detailed and concrete information on what students know and do not know with respect to specific learning targets (Odden & Archibald, 2009).

The key to improved student achievement was moving beyond an individual teacher looking at his or her classroom data. Instead, it took getting same-grade teacher teams to meet, analyze the results of each interim assessment to understand what concepts in the curriculum were posing difficulty for students, share ideas, figure out the best interventions, and actually follow up in their classrooms (Christman et al., 2009).

In schools that help students burdened by poverty achieve remarkable success, teachers work in collaborative teams to build common formative assessments and use the data to identify which students need help and which need greater challenges. But they also use data to inform teachers' practice, to discuss why one teacher is having success in teaching a concept and others are not, and what the more successful teacher can teach his or her colleagues (Chenoweth, 2009).

Why Should We Use Formative Assessments?

Effective use of formative assessment, developed through teacher learning communities, promises not only the largest potential gains in student achievement but also a process for affordable teacher professional development (Wiliam & Thompson, 2007).

"There is strong and rigorous evidence that improving formative assessment can raise standards of pupils' performance. There have been few initiatives in education with such a strong body of evidence to support a claim to raise standards." (Black & Wiliam, 1998, p. 20)

"Assessment for learning . . . when done well, this is one of the most powerful, high-leverage strategies for improving student learning that we know of. Educators collectively *at the district and school levels become more skilled and focused at assessing, disaggregating, and using student achievement as a tool for ongoing improvement."* (Fullan, 2005, p. 71)

"Studies have demonstrated assessment for learning rivals one-on-one tutoring in its effectiveness and that the use of assessment particularly benefits low-achieving students." (Stiggins, 2004, p. 27)

"Formative assessments are one of the most powerful weapons in a teacher's arsenal. An effective standards-based, formative assessment program can help to dramatically enhance student achievement throughout the K–12 system." (Marzano, 2006, back cover)

"Formative assessment is a potentially transformative instructional tool that, if clearly understood and adroitly employed, can benefit both educators and their students . . . formative assessment constitutes the key cornerstone of clearheaded instructional thinking. Formative assessment represents evidence-based *instructional decision-making. If you want to become more instructionally effective, and if you want your students to achieve more, then formative assessments should be for you."* (Popham, 2008, p. 3, 15)

Keys to Formative Assessments

To determine if an assessment is formative, ask:

1. Is it used to identify students who are experiencing difficulty in their learning?

2. Are students who are having difficulty provided with additional time and support for learning?

3. Are students given an additional opportunity to demonstrate their learning?

4. Do teachers use the results to inform and improve their individual and collective professional practice?

Resources to Help Teams Build Valid Common Assessments

- List of Essential Outcomes/Pacing Guides for Each Course or Subject/ Data from past indicators of achievement
- Recommendations from assessment experts such as Stiggins, Reeves, Ainsworth, Wiliam, etc. (see www.allthingsplc.info - "Maximizing the Power of Formative Assessments")
- Released items from state/provincial/national assessments (ACT, SAT...)
- **Websites such as:**
  - **www.masteryconnect.com**
  - **www.parcconline.org**
  - **www.smarterbalanced.org**
  - **www.nces.ed.gov/nationsreportcard/**
- Methods of alternative assessments/examples of rubrics
- Assessments from other high-performing teams, textbooks, and other published assessments & tests

Two Essentials of Performance Based Assessment

- Can we agree on the criteria by which we will judge the quality of student work?
- Can we apply those criteria consistently (inter-rater reliability)?

Team Learning Process

- Clarify Essential Learnings for each course/subject to ensure students have access to a guaranteed and viable curriculum, unit by unit.
- Develop multiple Common Formative Assessments for each Course/Subject
- **Establish Specific Target/Benchmark so rigorous it will lead to success on high stakes assessments**
- **Analyze Results**
- **Identify & Implement Improvement Strategies**

Our SMART Goal

Current reality: Last year, 85 percent of our students met or exceeded the target score of 3 on each strand of our summative writing prompt.

SMART goal: This year, at least 90 percent of our students will meet or exceed the target score of 3 on each strand of our summative writing prompt.

Strategies and Action Steps

In order to achieve our SMART goal, we will:

- Clarify the essential writing skills.
- Develop monthly common writing prompts.
- Agree on criteria by which we will judge the quality of student writing.
- Practice applying criteria consistently to establish inter-rater reliability.
- Establish the proficiency target of 3 out of 4.
- Identify anchor papers for each rubric stage.
- Share standards, rubric, and anchors with students, and teach them how to apply the rubric to their writing.

ESSENTIAL WRITING SKILLS: COMMON ASSESSMENT RESULTS (TARGET SCORE 3/4)

	FOCUS ON CENTRAL CLAIM				ORGANIZATION/SUPPORT				SENT. FLUENCY/WORD CHOICE				CONVENTION			
STUDENT	CLASS 1	CLASS 2	CLASS 3	TOTALS	CLASS 1	CLASS 2	CLASS 3	TOTALS	CLASS 1	CLASS 2	CLASS 3	TOTALS	CLASS 1	CLASS 2	CLASS 3	TOTALS
1	4	3	4		2	2	4		3	2	4		4	4	3	
2	3	4	4		3	4	3		3	4	4		3	4	4	
3	4	4	4		4	3	3		4	3	3		2	4	4	
4	1	3	3		1	2	2		2	3	4		2	4	4	
5	4	2	4		2	2	2		3	2	3		3	3	4	
6	2	4	3		1	3	3		1	4	3		3	4	3	
7	4	3	3		3	4	2		3	4	2		4	3	3	
8	4	2	3		2	2	3		3	2	3		3	3	3	
9	2	2	3		4	1	2		4	1	2		4	3	2	
10	4	4	4		3	3	3		4	3	3		4	3	3	
11	2	3	3		3	2	3		3	2	4		3	3	3	
12	2	3	3		2	3	3		3	3	4		4	4	4	
13	4	2	3		3	2	2		3	2	3		4	3	3	
14	2	4	3		1	4	2		3	4	3		3	4	3	
15	1	3	3		1	3	3		1	4	4		2	4	3	
16	4	3	3		3	2	3		4	3	3		4	3	3	
17	2	3	3		1	3	3		1	3	3		2	4	3	
18	2	3	4		2	2	3		3	2	4		3	4	4	
19	2	3	4		2	3	4		2	4	4		3	4	3	
20	4	2	3		3	1	2		3	1	3		4	3	2	
Mean Score	2.9	3	3.4	**3.1**	2.3	2.6	2.8	**2.6**	2.8	2.8	3.3	**3**	3.2	3.6	3.2	**3.3**

The BIG IDEAS of a PLC

- We accept **learning** as the fundamental purpose of our school and therefore are willing to examine **all** practices in light of their impact on learning.
- **We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high-performing teams.**

Barriers to a Learning Community

A professional norm of teacher isolation.

Why Should We Collaborate?

"The challenges of schooling are too great for individuals to shut themselves away behind closed classroom doors and try to resolve them alone. A concerted collaborative effort is necessary when teachers and other colleagues work and learn collaboratively with a clear focus on the learning of students as well as themselves."

—Stoll, Bolam, McMahon, Thomas, Wallace, Greenwood, & Hawkey, 2006

Why Should We Collaborate?

When teachers work in collaborative teams schools are more likely to see gains in student achievement, find higher quality solutions to problems, promote increased confidence among staff, create an environment in which teachers support one another's strengths and accommodate weaknesses, provide support for new teachers, and provide all staff with access to an expanded pool of ideas, materials, and methods (Little, 1990).

"The single most important factor for successful school restructuring and the first order of business for those interested in increasing the capacity of their schools is building a collaborative internal environment." (Eastwood & Seashore Louis, 1992, p. 215)

Improving schools requires a collaborative culture: "without collaborative skills and relationships it is not possible to learn and to continue to learn" (Fullan, 1993, p. 18).

When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of shared purpose for student learning and collective responsibility to achieve it (Newmann & Wehlage, 1995).

High-performing schools promote collaborative problem solving and support professional communities and exchanges among all staff. Teachers and staff collaborate to remove barriers to student learning and communicate regularly with each other about effective teaching and learning strategies. They have regularly scheduled time to learn from one another (National Education Association, 2003).

"[High-achieving schools] build a highly collaborative school environment where working together to solve problems and to learn from each other become cultural norms." (WestEd, 2000, p. 12)

"It is imperative that professional learning be directed at improving the quality of collaborative work." (National Staff Development Council, 2006)

Why Should We Collaborate?

"The era of isolated teachers, working alone to meet the myriad needs of all their students, is neither educationally effective nor economically viable in the 21st century.... When teachers are given the time and tools to collaborate, they become life-long learners, their instructional practice improves, and they are ultimately able to increase achievement far beyond what any of them could accomplish alone."

—Carroll, Fulton, & Doerr, 2010, p.10

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.

—Robert Sternberg (1988)

Team Defined

Why Should We Use Teams as Our Basic Structure?

"Empowered teams are such a powerful force of integration and productivity that they form the basic building block of any intelligent organization." (Pinchot & Pinchot, 1993, p. 66)

"We are at a point in time where teams are recognized as a critical component of every enterprise—the predominant unit for decision making and getting things done. . . . Working in teams is the norm in a learning organization." (Senge et al. 1994, pp. 354–355)

"Leaders of the future will have to master the art of forming teams. . . . Future leaders will have to master teamwork . . . and work with and through others because no one person can possibly master all the divergent sources of information necessary to make good decisions." (Ulrich, 1996, p. 213)

Teams "bring together complementary skills and experience that . . . exceed those of any individual on the team." Teams are more effective in problem solving, "provide a unique social dimension that enhances . . . work," motivate, and foster peer pressure and internal accountability (Katzenbach & Smith, 1993, p. 18).

The best way to achieve challenging goals is through teamwork: "Teams nurture, support and inspire each other" (Tichy, 1997, p. 180).

"We have known for nearly a quarter of a century that self-managed teams are far more productive than any other form of organizing. . . . by joining with others we can accomplish something important that we could not accomplish alone." (Wheatley, 1999, pp. 152–153)

"A team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone . . . They have become the vehicle for moving organizations into the future. . . . Teams are not just nice to have. They are hard-core units of the production." (Blanchard, 2007, p. 17)

"Influencers increase the capacity of others by asking them to work in teams with interdependent relationships. . . . We increase capacity when we work together rather than in isolation." (Patterson et al., 2008, p. 183)

The Smart and Good School

Great schools row as one; they are quite clearly in the same boat, pulling in the same direction in unison. The best schools we visited were tightly aligned communities marked by a palpable sense of "we."

- Lickona & Davidson (2005, p. 65)

What Is Collaboration?

A **systematic** process in which we work together, **interdependently**, to analyze and **impact** professional practice in order to improve our individual and collective results

—DuFour, DuFour, & Eaker (2002)

The Focus of Collaboration

Collaborative cultures, which by definition have close relationships, are indeed powerful, but unless they are focusing on the right things they may end up being powerfully wrong.

- Michael Fullan

A Key Question in the PLC Process

A key question in the PLC process is not, "do we collaborate," but rather,

"what do we collaborate about."

You must not settle for

"Collaboration Lite."

Critical Corollary Questions: If We Believe All Kids Can Learn:

- What is it we expect them to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

Seven Keys to Effective Teams

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Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with FOCUS ON LEARNING.
2. **Schedule time for collaboration into the school day and school calendar.**

Parameters for Collaborative Time

- Can not keep the kids at home
- Can not increase costs
- Can not significantly impact instructional time

For more Ideas on

team structure and

making time for collaboration

visit:

www.allthingsplc.info

Making Time for Collaboration

The issue of finding time for collaboration has been addressed effectively—and often—in the professional literature and is readily available for those who are sincerely interested in exploring alternatives. The National Staff Development Council alone has addressed the issue hundreds of times in its publications, and the www.allthingsplc.info website lists over 150 schools that have created time for teachers to collaborate in ways that don't require the school to be shut down, don't cost money, and don't result in significant loss of instructional time. The following strategies do not form a comprehensive list; rather, they illustrate some of the steps schools and districts have taken to create the prerequisite time for collaboration.

Common Preparation

Build the master schedule to provide daily common preparation periods for teachers of the same course or department. Each team should then designate one day each week to engage in collaborative, rather than individual, planning.

Parallel Scheduling

Schedule common preparation time by assigning the specialists (physical education teachers, librarians, music teachers, art teachers, instructional technologists, guidance counselors, foreign language teachers, and so on) to provide lessons to students across an entire grade level at the same time each day. The team should designate one day each week for collaborative planning. Some schools build back-to-back specials classes into the master schedule on each team's designated collaborative day, thus creating an extended block of time for the team to meet. Specials teachers must also be given time to collaborate.

Adjusted Start and End Time

Gain collaborative time by starting the workday early or extending the workday one day each week. In exchange for adding time to one end of the workday, teachers get the time back on the other end of that day. For example, on Tuesdays, the entire staff of Adlai Stevenson High School in Lincolnshire, Illinois, begins their workday at 7:30 am rather than the normal 7:45 a.m. start time. From 7:30 to 8:30 a.m., the entire faculty engages in collaborative team meetings. Classes, which usually begin at 8:05 a.m., are delayed until 8:30 a.m. Students who can arrange for their own transportation arrive to school then. Buses run their regular routes so that no parent is inconvenienced and deliver students to the school at 7:40 a.m. Upon their arrival they are supervised by administrative and noninstructional staff in a variety of optional activities (such as breakfast, library and computer research, open gym, study halls, and tutorials) until classes begin. To make up for the twenty-five minutes of lost instructional time, five minutes is trimmed from five of the eight fifty-minute class periods. The school day ends at the usual time (3:25 in the afternoon), and again buses run on their regular schedules. Because they began work fifteen minutes early (7:30 rather than 7:45), Stevenson teachers are free to leave fifteen minutes earlier than the normal conclusion of their workday (3:30 rather than 3:45). By making these minor adjustments to the schedule one day each week, the entire faculty is guaranteed an hour of collaborative planning without extending their workday or workweek by a single minute.

Adapted from DuFour, DuFour, Eaker, & Many,
Learning by Doing: A Handbook for Professional Learning Communities at Work™ (2nd ed., pp. 125–127) ©2006, 2010 Solution Tree Press

Shared Classes

Combine students across two different grade levels or courses into one class for instruction. While one teacher or team instructs the students, the other team engages in collaborative work. The teams alternate instructing and collaborating to provide equity in learning time for students and teams. Some schools coordinate shared classes so older students adopt younger students and serve as literacy buddies, tutors, and mentors during shared classes.

Group Activities, Events, and Testing

Teams of teachers coordinate activities that require supervision of students rather than instructional expertise, such as watching an instructional DVD or video, conducting resource lessons, reading aloud, attending assemblies, or testing. Nonteaching staff members supervise students while teachers engage in team collaboration.

Banked Time

Over a designated period of days, extend the instructional minutes beyond the required school day. After you have banked the desired number of minutes, end the instructional day early to allow for faculty collaboration and student enrichment. For example, in a middle school, the traditional instructional day ends at 3:00 p.m., students board buses at 3:20, and the teachers' contractual day ends at 3:30. The faculty may decide to extend the instructional day until 3:10. By teaching an extra ten minutes for nine days in a row, they "bank" ninety minutes. On the tenth day, instruction stops at 1:30, and the entire faculty has collaborative team time for two hours. The students remain on campus and are engaged in clubs, enrichment activities, assemblies, and so on, sponsored by a variety of parent and community partners and cosupervised by the school's nonteaching staff.

In-Service and Faculty Meeting Time

Schedule extended time for teams to work together on staff development days and during faculty meeting time. Rather than requiring staff to attend a traditional whole-staff in-service session or sit in a faculty meeting while directives and calendar items are read aloud, shift the focus and use of these days and meetings so members of teams have extended time to learn with and from each other.

For more ideas on making time for collaboration from successful PLC schools, visit allthingsplc.info and select "Evidence of Effectiveness."

Adapted from DuFour, DuFour, Eaker, & Many,
Learning by Doing: A Handbook for Professional Learning Communities at Work™ (2nd ed., pp. 125–127)

Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with 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.**

The Importance of Team Products

Without discrete team work-products produced through the joint, real contributions of team members, the potential of teams to dramatically improve performance goes untapped**.**

Katzenbach and Smith, *The Wisdom of Teams* 1993, p. 90

Example of a Timeline for Team Products

By the end of the:

- **2nd week:** Team norms
- **4th week:** Team SMART goal
- **6th week:** Common essential outcomes
- **8th week:** First common assessment
- **10th week:** Analysis of student performance on first common formative assessment

Critical Issues for Team Consideration

Team Name:_____

Team Members:_____

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team				Our Team Is Addressing					True of Our Team

1. ___ We have identified team norms and protocols to guide us in working together.
2. ___ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.
3. ___ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
4. ___ We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.
5. ___ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
6. ___ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.
7. ___ We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.
8. ___ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. ___ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
10. ___ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
11. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
12. ___ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
13. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
14. ___ We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.
15. ___ We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
16. ___ We evaluate our adherence to and the effectiveness of our team norms at least twice each year.
17. ___ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
18. ___ We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.

Reciprocal Accountability

Accountability must be a reciprocal process. For every expectation I have of you to perform, I have an equal responsibility to provide you with the capacity to meet that expectation.

- Richard Elmore, 2006

To Help Build the Capacity of Teams, Address...

- Why - (Rationale)
- How - (Process)
- What - (Common Language, Tools, Templates, Materials, Resources, Examples
- When - (Timeline)
- Guiding Questions
- Criteria for Clarifying Quality of Each Product
- Tips and Suggestions

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4. Make products of collaboration explicit.
5. **Establish team norms to guide collaboration.**

Why Should We Create Norms?

Teams improve their ability to grapple with the critical questions when they clarify the norms that will guide their work. These collective commitments represent the "promises we make to ourselves and others, promises that underpin two critical aspects of teams—commitment and trust." (Katzenbach & Smith, 1993, p. 60)

Norms can help clarify expectations, promote open dialogue, and serve as a powerful tool for holding members accountable (Lencioni, 2005).

"When self-management norms are explicit and practiced over time, team effectiveness improves dramatically, as does the experience of team members themselves. Being on the team becomes rewarding in itself—and those positive emotions provide energy and motivation for accomplishing the team's goals." (Goleman, Boyatzis, & McKee, 2004, p. 182)

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).

Referring back to the norms can help "the members of a group to 're-member,' to once again take out membership in what the group values and stands for; to 'remember,' to bring the group back into one cooperating whole" (Kegan & Lahey, 2001, p. 194).

Inattention to establishing specific team norms is one of the major reasons teams fail (Blanchard, 2007).

The 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.
- Positive norms will stick only if the group puts them into practice over and over again. Being explicit about norms raises the level of effectiveness, maximizes emotional intelligence, produces a positive experience for group members, and helps to socialize newcomers into the group quickly.

- Daniel Goleman

Importance of Team Norms

Social psychologists learned long ago that if you make a commitment and then share it with others, you are far more likely to follow through than if you simply make the commitment to yourself.

- Kerry Patterson et. al. Influencers, p. 152

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.

- Patrick Lencioni, *Overcoming the Five Dysfunctions of a Team*

The Importance of Team Norms

At the heart of team interaction lies a commitment-building process. The team establishes a social contract among its members that relates to their purpose, and guides and obligates how they must work together. At its core, team accountability is about the promises we make to ourselves and others, promises that underpin two critical aspects of teams: commitment and trust.

- Katzenbach and Smith, The Wisdom of Teams

Norms of High Performing Teams

- Willingness to consider matters from another's perspective
- Accurate understanding of spoken and unspoken feelings and concerns of team members
- Willingness to confront a team member who violates norms
- Communicating positive regard, caring, and respect
- Willingness and ability to evaluate the team's own effectiveness
- Seeking feedback about and evidence of team effectiveness from internal and external sources
- Maintaining a positive outlook and attitude
- Proactive problem-solving
- Awareness of how the group contributes to the purpose and goals of the larger organization

- Daniel Goleman

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 internalized.
- One norm requires team to assess its effectiveness every six months. This assessment should include 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 dealing with violations of the

Our Team's Collective Commitments

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; and
- ❖ Fully support each other's efforts to improve student learning.

Survey on Team Norms

Team:_____ Date:_____

Use the following ratings to honestly reflect on your experiences as a member of a collaborative team:

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

1. ___ I know the norms and protocols established by my team.

   Comments: _____

2. ___ Members of my team are living up to the established norms and protocols.

   Comments: _____

3. ___ Our team maintains focus on the established team goal(s).

   Comments: _____

4. ___ Our team is making progress toward the achievement of our goal(s).

   Comments: _____

5. ___ The team is having a positive impact on my classroom practice.

   Comments: _____

The BIG IDEAS of a PLC

- We accept **learning** as the fundamental purpose of our school and therefore are willing to examine **all** practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a **collaborative culture** through development of high performing teams.
- **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.**

Professional Learning Communities Focus on Results to Identify:

1. Each student who has *not yet* learned the essential skills and concepts
2. Each student who *has* learned the essential skills and concepts
3. Strategies to improve upon our **individual ability** to teach each essential skill and concept
4. Strategies to improve upon our **collective ability** to teach each essential skill and concept

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4. Make products of collaboration explicit.
5. Establish team norms to guide collaboration.
6. **Pursue specific and measurable team performance goals.**

Why Do We Need SMART Goals?

"According to research, goal setting is the single most powerful motivational tool in a leader's toolkit. Why? Because goal setting operates in ways that provide purpose, challenge, and meaning. Goals are the guideposts along the road that make a compelling vision come alive. Goals energize people. Specific, clear, challenging goals lead to greater effort and achievement than easy or vague goals do." (Blanchard, 2007, p. 150)

"Goal setting is one of the simplest and most effective organizational interventions that can be used to increase employee performance." (O'Hora & Maglieri, 2006, p. 132)

"[Schools with teachers who learn and kids who achieve] use clear, agreed-upon student achievement goals to focus and shape teacher learning." (WestEd, 2000, p. 12)

"Collegial support and professional development in schools are unlikely to have any effect on improvement of practice and performance if they are not connected to a coherent set of goals that give direction and meaning to learning and collegiality." (Elmore, 2003, p. 60)

California elementary schools that outperformed schools with similar student populations assigned a high priority to student achievement, set measurable goals for improved student achievement, and had a well-defined plan to improve achievement (Williams et al., 2006). *"Consistently higher performing high schools set explicit academic goals that are aligned with and often exceed state standards."* (Dolejs, 2006, p. 1)

"Consistently higher performing high schools set explicit academic goals that are aligned with and often exceed state standards." (Dolejs, 2006, p. 1)

Results-Oriented Goals: Keys to Effective Teams

Leaders foster effective teams when they help teams establish specific, measurable, results-oriented, performance goals. Promoting teams for the sake of teams or focusing on team-building exercises does little to improve the effectiveness of the organization.

"There is nothing more important than each member's commitment to common purpose and a related performance goal to which the group holds itself jointly accountable."

—Katzenbach & Smith, 1993

SMART Goals

A team SMART goal is:

- **S**trategic and specific
- **M**easurable
- **A**ttainable
- **R**esults-oriented
- **T**ime-bound

—Conzemius & O'Neill (2000)

Are These SMART Goals?

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

- ✦ Develop and administer at least six common assessments.
- ✦ Implement the Common Core States Standards in 100% of our classrooms.
- ✦ 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% to 90%.

SMART Goal Worksheet

School: Team Name: Team Leader:

Team Members:

District Goal(s):

School Goal(s):

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness

Criteria for Establishing Team SMART Goals

- Address all points on the SMART acronym.
- Align team goal(s) to school and district goals.
- Focus on results, not activities. To achieve your goal, more students should learn at higher levels.
- Create a goal that fosters a collective effort and an interdependent relationship.

Tips for Establishing SMART Goals

- Limit the number of district, school, and team goals.
- Team goals should be established by teams rather than for teams.
- Avoid establishing goals that are too narrow or too broad.
- Ensure measurable targets demonstrate continuous improvement.
- Monitor work toward a goal by creating team products directly related to the goal and establishing benchmarks to asess progress.
- Celebrate progress, then establish a new goal.

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 times. 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.**

—John P. Kotter, (1996), pp. 118–119

SMART Goal Worksheet: Eighth-Grade Math

School: Thomas Jefferson Middle School **Team Name:** Eighth-Grade Math **Team Leader:** Chris Rauch

Team Members: Chris Carter, Dolores Layco, Mary Fischer

District Goal:

1. We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

School Goal(s): We will:

1. Reduce the failure rate in our school.
2. Increase the percentage of students scoring at or above the established proficiency standard on the state assessment in all areas.

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality: Last year, 24 percent of our students failed one or more semesters of math. And 31 percent of our students were unable to meet the state proficiency standard in math.	We will align each unit of our math program with state standards, study the results of the last state assessment, identify problem areas, and develop specific strategies to address those areas in our course.	Entire team	We will complete the analysis on the teacher workday prior to the start of the year. We will review our findings prior to the start of each new unit.	Written analysis of state assessment and strategies to address weaknesses
Our SMART Goal: This year, we will reduce the percentage of failing grades to 10 percent or less and the percentage of students unable to meet state standards to no more than 15 percent.	We will develop common formative assessments and administer them every three weeks. These assessments will provide repeated opportunities for students to become familiar with the format used on the state assessment.	Entire team	Formative assessments will be created prior to the start of each unit of instruction throughout the year. They will be administered on a day designated by the team.	Student performance on team-endorsed common assessments

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
	After each common assessment, we will identify any student who does not meet the established proficiency standard and will work with the counselor to have those students re-assigned from study hall to the math tutoring center.	Members of entire team will request tutoring as their supervisory responsibility; team leader will work with the counselor after each assessment.	Assessments will be administered every 3 weeks. Students will be assigned to the tutoring center within 1 week of assessment.	Daily list of students receiving tutoring in math
	We will replace failing grades from our common assessments with the higher grade earned by students who are able to demonstrate proficiency in key skills on subsequent forms of the assessment after completing tutoring.	Entire team will create multiple forms of each assessment. Tutors will administer the assessment after a student has completed the required tutoring.	Multiple forms of an assessment will be created prior to the start of each unit of instruction. Tutors will administer the second assessment within 2 weeks of a student's assignment to the tutoring center.	Compilation of results from subsequent assessments
	We will examine the results of each common assessment to determine which member of the team is getting the best results on each skill, and then share ideas, methods, and materials for teaching those skills more effectively.	Each member of the team	Ongoing throughout the year each time a common assessment is administered	■ Analysis of findings after each common assessment is administered ■ Decrease in the failure rate ■ Increase in percentage of students proficient on state assessment

SMART Goal Worksheet: American Government

School: John Adams High School **Team Name:** American Government **Team Leader:** Tom Botimer

Team Members: Dan Hahn, Andy Bradford, Nick Larsen, Helen Harvey

District Goal(s):

1. We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.
2. We will provide more students with access to our most rigorous curriculum in each subject area and grade level.

School Goal(s): We will increase by at least 10 percent the number of students earning credit in:

1. Advanced placement courses
2. Capstone courses in a departmental sequence

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Reality: All students must complete a semester of American Government as a graduation requirement. Last year only 10 percent of the graduating class fulfilled that requirement by enrolling in advanced placement (AP) American Government.	We will make a presentation in each section of United States History, encouraging students to enroll in AP American Government and listing the advantages for doing so.	Team leader will coordinate the schedule for these presentations with the team leader for United States History. Each member of the team will assist in making these presentations and will distribute a written list of advantages created by the team.	Complete presentations by the end of January prior to students registering for their courses for next year	The presentation has been made in every United States History class.

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Goal: At least 20 percent of the current junior class will enroll in and earn a score of 3, 4, or 5 on the advanced placement the advanced placement American Government exam by the end of next school year.	We will coordinate with the guidance department to ensure that when counselors register students for classes, they encourage any student who receives an A at the end of the first semester of United States History to enroll in AP American Government.	Team leader will attend the counselors' team meeting to enlist their support, explain advantages of the AP program, and share the team's strategies for supporting students in AP Government.	End of first semester	Minutes of meeting
	We will advise parents of the benefits of AP American Government.	The team will draft a letter to parents of students who earn an A in United States History at the end of the semester. The letter will list the advantages of completing this course while in high school for any student planning on attending college. It will also include the team's strategy to provide students with additional support. The team will also create a flyer on the benefits of the AP program to be distributed during parent open house.	The flyer will be created for distribution at the open house in early October. The letter will be sent at the end of the first semester.	Completed documents
	We will create study groups to review material prior to the comprehensive assessments we administer every 6 weeks.	The team will create the common comprehensive assessments. Each member will be responsible for conducting one study group to help students review for these tests. Study groups will be held on three evenings in the week prior to the test.	Ongoing throughout the semester	Completion of common assessments and student performance on common assessments The number of students earning honor grades on the AP exam in American Government will double over last year's total.

SAMPLE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
Any Town Elementary School Year: _____

District Goal 1: We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

School Goal 1: We will improve student performance in language arts as measured by local, district, state/provincial, and National indicators.

TEAM SMART GOALS	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
Grade K: **Current Reality:** Last year, 81% of kindergarten students scored a 2 on the District Reading Rubric in May. **SMART Goal:** This year, at least 87% of kindergarten students will score a 2 or higher on the District Reading Rubic in May. **Grade 1:** **Current Reality:** Last year, 65% of first grade students scored a 3 or higher on the District Reading Rubric in May. **SMART Goal:** This year, at least 70% of first grade students will score a 3 or higher on the District Reading Rubric in May. **Grade 2:** **Current Reality:** Last year, 91% of second grade students passed the District Second Grade Reading Test when first administered in May. **SMART Goal:** This year, at least 93% of second grade students will pass the District Second Grade Reading Test when first administered in May.	**Curriculum:** **1.** Clarify & pace Essential Learnings (skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum Guides, assessment blueprints, and textbooks. **Assessments:** 2. Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets. **Instruction:** 3. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content. 4. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.	All Instructional Staff Grade-Level Teams, Principal Principal, Instructional Teams Principal, Instructional Teams, Volunteers	Reading: Oct. 15 Writing: Nov. 15 Listening & Speaking: Dec.15 September-May checkpoints at mid-point of each nine-weeks; (district benchmark assessments at end of each nine-weeks) August 20th Daily: September - May		Lists of Each Team's Essential Learnings & Pacing Guides Increased results for all students on local, district, state/provincial, and national indicators Common Grade Level Schedules; Faculty Survey—January & June Intervention/Enrichment Schedule; Student Records; Volunteer Log

TEAM SMART GOALS (cont.)	SPECIFIC ACTIVITIES/ACTION STEPS	WHO IS RESPONSIBLE	TARGET DATES	BUDGET	EVIDENCE OF SUCCESS
Grade 3: **Current Reality:** Last year, 85% of third graders met or exceeded standard on the state's Writing Subtest in May. **SMART Goal:** This year, at least 90% of third graders will meet or exceed standard on the state's Writing Subtest in May. **Grade 4:** **Current Reality:** Last year, the national percentile for our fourth graders in vocabulary on the Stanford 9 was 62%. **SMART Goal:** This year, the national percentile for our fourth graders in vocabulary will be at least 66%. **Grade 5:** **Current Reality:** Last year, 78% of fifth graders scored at or above proficiency on the state's Reading/Literature and Research English Subtest in May. **SMART Goal:** This year, at least 85% of fifth graders will score at or above proficiency on the state's Reading/Literature and Research English Subtest in May.	5. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through grade-level workshops, weekly folders/parent logs; newsletters, and parent/teacher conferences.	All Instructional Staff, Principal	September-May		Number of Parents in Attendance, Study Guides & Newsletters
	6. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets.	All Instructional Staff, Principal	Sept. – Dec. Faculty Meetings, Staff Dev. Days, & Team meetings		Results on all indicators; Lesson Plans
	Staff Development: 7. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.	All Instructional Staff, Principal	Sept. - May Faculty Meetings, Staff Dev. Days, & Team meetings		Grade Level Lists of Essential Skills
	8. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in reading and writing.	All Teams, Principal	September–May Faculty Meetings; Staff Dev. Days; Team meetings; Additional Time by team request		Grade Level Common Assessments
	9. Develop, implement, and evaluate Team Action Research Projects to improve teaching & learning. Use information from common assessments to identify staff development needs. Provide ongoing, job-embedded staff development.	All Instructional Teams, Principal		$3,500.00 Staff Dev. Funds	Quarterly Reviews; Mid Year Progress Reports; End-of-Year Team Evaluations; Assessment Results

Seven Keys to Effective Teams

1. Embed collaboration in routine practices of the school with 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.**

Interpreting Data

Student Performance on the High-Stakes State Math Test:

Mean	**178**
Median	**177**
Mode	**180**

Use the data presented above to answer the following question: To what extent is this school helping all students achieve at high levels in math?

Schools Suffer from the DRIP Syndrome

Schools are often

Data

Rich, but

Information

Poor

Data are not information; translating fact to understanding means relating data to something you know and can visualize. This typically requires comparison.

- Robert Waterman

FOCUS ON CENTRAL CLAIM	
STUDENT	SCORE
1	4
2	3
3	4
4	1
5	4
6	2
7	4
8	4
9	2
10	4
11	2
12	2
13	4
14	2
15	1
16	4
17	2
18	2
19	2
20	4
MEAN SCORE	2.9
*TARGET SCORE 3/4	

ESSENTIAL WRITING SKILLS:

FOCUS ON CENTRAL CLAIM

STUDENT	CLASS #1	CLASS #2	CLASS #3	TOTALS
1	4	3	4	
2	3	4	4	
3	4	4	4	
4	1	3	3	
5	4	2	4	
6	2	4	3	
7	4	3	3	
8	4	2	3	
9	2	2	3	
10	4	4	4	
11	2	3	3	
12	2	3	3	
13	4	2	3	
14	2	4	3	
15	1	3	3	
16	4	3	3	
17	2	3	3	
18	2	3	4	
19	2	3	4	
20	4	2	3	
Average Score	2.9	3	3.4	**3.1**
# Proficient	10	15	20	45/60
% Proficient	50%	75%	100%	75%

To inform and impact professional practice, ensure all teachers receive:

- Timely and frequent information on the achievement of <u>their</u> students,
- In meeting an agreed-upon standard,
- On a valid assessment,
- In comparison to others.

Common Formative Assessments: Key to Improving Schools

In every case (of schoolwide or districtwide significant improvement) we have seen so far, leaders focused on common assessment frameworks linked to individualized instructional practices. Problems were transparent, with corresponding discussions of how to improve results.

Common Formative Assessments: Key to Improving Schools

In two years of working in collaborative teams, there were no gains.

It wasn't until the teams ...

- Established a guaranteed curriculum
- Monitored student learning through common assessments
- Used the evidence of student learning to identify and solve problems through new instructional strategies

The Most Powerful Strategy for Improving Student Learning

- Teachers work *together* in collaborative teams to:
  - clarify what students must learn,
  - gather evidence of student learning,
  - analyze that evidence,
  - identify the most powerful teaching strategies.
- Reflective teaching must be based on *evidence of student learning* and reflection is most powerful when it is collaborative.

- John Hattie

Why Common Assessments?

- **Efficiency** - by sharing the load, teachers save time
- **Fairness** - promotes common goals, similar pacing, and consistent standards for assessing student proficiency
- **Effective monitoring** - provides timely evidence of whether the guaranteed and viable curriculum is being taught and learned
- **Informs individual teacher practice** - provides teachers with a basis of comparison regarding the achievement of their students so they can see strengths and weaknesses of their teaching
- **Team capacity** - collaborative teacher teams are able to identify and address problem areas in their program
- **Collective response** - helps teams and the school create timely, systematic interventions and enrichment for students

Why Common Assessments?

Common formative assessments provide the most powerful stimulus for changing adult practice.

To improve schools we must change adult practice.

Focus on Behavior

The central challenge and core problem of all substantive change initiatives is changing people's behavior. Change efforts must focus on what people do, and the need for significant changes in what people do.

- John Kotter and Dan Cohen, The Heart of Change

What Might Motivate a Teacher to Change Practice?

- Sending a teacher to a workshop or graduate course to learn about different teaching strategies?
- Pointing out that students in other classes are earning higher grades?
- Having the principal visit the class to evaluate teaching strategies and suggest changes?
- Recognizing poor student performance on a test?

Lever One: Concrete Evidence of Irrefutably Better Results

- Nothing changes the mind like the hard cold world hitting it with actual real-life data.

  - Patterson, et. al

- Teachers have to feel there is some compelling reason for them to change practice, with the best direct evidence being that students learn better. The key to enduring change in teacher practice is demonstrable results in terms of student achievement.

  - Richard Elmore, 2003

- Transparency of results creates an aura of "positive pressure - pressure that is actionable in that it points to solutions and pressure that at the end of the day is inescapable.

  - Michael Fullan, 2008

ESSENTIAL WRITING SKILLS:

FOCUS ON CENTRAL CLAIM

STUDENT	CLASS #1	CLASS #2	CLASS #3	TOTALS	
1	4	3	4		
2	3	4	4		
3	4	4	4		
4	1	3	3		
5	4	2	4		
6	2	4	3		
7	4	3	3		
8	4	2	3		
9	2	2	3		
10	4	4	4		
11	2	3	3		
12	2	3	3		
13	4	2	3		
14	2	4	3		
15	1	3	3		
16	4	3	3		
17	2	3	3		
18	2	3	4		
19	2	3	4		
20	4	2	3		
Average Score	2.9	3	3.4	3.1	
# Proficient	10	15	20	45/60	
% Proficient	50%	75%	100%	75%	

Lever Two: Positive Peer Pressure

When seeking tools to influence, no resource is more powerful and accessible than the people who make up our social networks. The approval or disapproval of our fellow human beings can do more to assist or destroy our change efforts than almost any other source.

- Patterson, et al. (2008)

The Crux of the Work in a PLC

- The heart of the work in a PLC is when educators collectively analyze evidence of student learning to:
  - Inform individual professional practice.
  - Improve a team's ability to achieve its SMART goals.
  - Intervene on behalf of individual students.
- The other steps on the PLC journey are designed to help teams engage in this essential work.

But Accurate Assessment Is Not Enough

Team-developed common formative assessments are the most powerful tool for helping a school begin to function as a professional learning community, but ONLY if they are used to:

- Inform and improve individual practice.
- Improve the effectiveness of the team.
- Identify students who need additional time and support for learning.
- Identify students who are ready for extended learning.

Excellent Assessment and Feedback

- Careful and timely monitoring
- Precise, diagnostic feedback—88 percent of errors come off the backhand and in over 90 percent of those errors you hit the ball in the net
- Valid, proven strategies for addressing the problem

A Critical Mistake in the Use of Formative Assessment

- Too often we view the results of formative assessment to clarify what the **student** needs to do differently.
- Effective formative assessment must inform us about what **we need to do differently**.

A Key Component To Effective Leadership of PLCs at All Levels

Unless you are using evidence of student learning to lead to better instructional practices you are not fully engaged in the PLC process!

Data Analysis Protocol

Team_____ **Teacher**_____ **Date**_____

This analysis is based on our team's common assessment of the following essential learnings.

_____
_____
_____

1. **Which of our students need additional time and support to achieve at or above proficiency on an essential learning?**

   How will we provide that time and support?

   _____
   _____
   _____

2. **What is our plan to enrich and extend the learning for students who are highly proficient?**

   _____
   _____
   _____

3. **What is an area where my students struggled?** _____

   What strategies were used by teammates whose students performed well?

   _____
   _____
   _____

4. **What is an area where our team's students struggled?** _____

Protocol for Team Analysis Prior to Teaching a Unit

I. Review of prior common assessment for this unit:

a. Based on analysis of the results from common assessments from last year, we have identified the following area or areas in which students in general struggled.

b. We believe a primary cause of their struggle with this content was:

c. We have identified the following action plan for improving student achievement that we will implement as we teach this new unit.

d. We have established the following SMART goal for this unit to improve upon last year's results. For example:
Last year _____% of our students met or exceeded our proficiency target on the following essential skill/standard on our team's CFA administered at the end of the unit:_____
SMART Goal: At least _____% of this year's students will meet or exceed our proficiency target on our team's CFA administered at the end of the unit.

II. **Identifying prerequisite skills/vocabulary for this unit**

a. We have concluded that students need the following skills/vocabulary to be successful in this unit:

b. Our plan for gathering evidence about student proficiency in prerequisite skills/vocabulary and addressing the needs of those who lack those skills is as follows:

III. **The administration could help us achieve our goal in this area by:**

If the purpose of school is truly to ensure high levels of learning for all students, schools will:

- ✓ Clarify what each student is expected to learn - the essential knowledge, skills, and dispositions - of each course/subject, unit-by-unit
- ✓ Monitor each student's learning on a timely basis through the use of frequent, formative common assessments
- ✓ Create systems to ensure students receive additional time and support if they are not learning
- ✓ Create systems to ensure students receive additional time and support if they are learning.

All Kids Can Learn

- Based on ability
- If they take advantage of the opportunity
- Something, and we will create a warm, pleasant environment for them
- And we will do whatever it takes to ensure they achieve the agreed-upon standards

The School's Response

- Increased levels of time and support when student is not being successful
- Response is increasingly directive, not invitational
- Response is timely
- Response is SYSTEMATIC

A Syllogism of What Should Be Rhetorical Questions

1. Do we believe it is the purpose of our school to ensure all students learn at high levels?
2. Do we acknowledge that students learn at different rates and with different levels of support?
3. Have we created a schedule that guarantees students they will receive additional opportunities for learning through extra time and support, in a systematic way, regardless of who the teacher might be?

Adlai Stevenson High School Eight 50 Minute Periods

- Students take six classes (50 minutes)
- Freshmen and Sophmores have one study hall (50 minutes)
- Juniors and Seniors passing all classes have one free 50 minute period
- Freshmen have 25 min. advisory/25 min. lunch
- Sophmores, Juniors,and Seniors passing all classes get 50 minutes for lunch

Intervention Can Occur in Many Different Schedules

- Consider the schedules in your packet?
- What do they have in common?

ADLAI E. STEVENSON HIGH SCHOOL
STEVENSON
One Stevenson Drive | Lincolnshire, IL 60069
Phone 847.415.4000 | www.d125.org

REGULAR DAILY SCHEDULE

Period	Time
Detention	7:20-8:00
1	8:05-9:00
2	9:05-9:55
3	10:00-10:50
4	10:55-11:45
4a	10:55-11:15
4b	11:25-11:45
5	11:50-12:40
5a	11:50-12:10
5b	12:20-12:40
6	12:45-1:35
6a	12:45-1:05
6b	1:15-1:35
7	1:40-2:30
8	2:35-3:25
Detention	3:35-4:15

LATE ARRIVAL

Period	Time
Detention	9:45-10:25
1	10:30-11:05
2	11:10-11:40
3	11:45-12:15
4	12:20-12:55
5	1:00-1:35
6	1:40-2:15
7	2:20-2:50
8	2:55-3:25
Detention	3:35-4:15

CRHS Bell Schedule (2012-13)
Tues/Wed/Fri

Period	A Lunch	B Lunch	C Lunch
1	7:30-8:19	7:30-8:19	7:30-8:19
2	8:26-9:20	8:26-9:20	8:26-9:20
3	9:27-10:16	9:27-10:16	9:27-10:16
Lunch	10:16-10:46		
4	10:53-11:44	10:23-11:13	10:23-11:13
Lunch		11:13-11:44	
5	11:51-12:41	11:51-12:41	11:20-12:11
Lunch			12:11-12:41
6	12:48-1:38	12:48-1:38	12:48-1:38
7	1:45-2:35	1:45-2:35	1:45-2:35

CRHS Bell Schedule (2012-13)

Period 2.5 Mon & Thurs

Period	A Lunch	B Lunch	C Lunch
1	7:30-8:16	7:30-8:16	7:30-8:16
2	8:23-9:09	8:23-9:09	8:23-9:09
Advisory	9:09-9:41	9:09-9:41	9:09-9:41
3	9:48-10:34	9:48-10:34	9:48-10:34
Lunch	10:34-11:04		
4	11:11-11:57	10:41-11:27	10:41-11:27
Lunch		11:27-11:57	
5	12:04-12:50	12:04-12:50	11:34-12:20
Lunch			12:20-12:50
6	12:57-1:43	12:57-1:43	12:57-1:43
7	1:50-2:35	1:50-2:35	1:50-2:35

Bell Schedules 2012-2013

SCHEDULE 'A'
PERIOD 0/1/3/5

ZERO Period	7:00 – 8:05
Period 1	8:10 – 10:10
Nutrition	10:10 – 10:20
Period 3	10:25 – 12:25
Lunch	12:25 – 12:55
Period 5	1:00 – 3:00

SCHEDULE 'B'
PERIOD 0/2/4/6

ZERO Period	7:00 – 8:05
Period 2	8:10 – 10:10
Nutrition	10:10 – 10:20
Period 4	10:25 – 12:25
Lunch	12:25 – 12:55
Period 6	1:00 – 3:00

SCHEDULE 'C'
LATE START

Staff Meeting	7:30 – 8:45
Students arrive to school at 8:45	
Period 1	9:00 – 9:48
Period 2	9:53 – 10:41
Nutrition	10:41 – 10:56
Period 3	11:01 – 11:51
Period 4	11:56 – 12:44
Lunch	12:44 – 1:14
Period 5	1:19 – 2:07
Period 6	2:12 – 3:00

SCHEDULE 'D'
PERIOD 0-6

Zero Period	7:00 – 8:05
Period 1	8:10 – 9:05
Period 2	9:10 – 10:05
Nutrition	10:05 – 10:20
Period 3	10:25 – 11:30
Period 4	11:35 – 12:30
Lunch	12:30 – 1:00
Period 5	1:05 – 2:00
Period 6	2:05 – 3:00

SCHEDULE 'E'
ASSEMBLY BLOCK SCHEDULE

Zero Period	7:00 – 8:05
Period 2	8:10 – 9:45
Nutrition	9:45 – 10:00
Period 4	10:05 – 11:45
Assembly	11:45 – 12:45
Return to Class	12:45 – 12:50
Lunch	12:50 – 1:20
Period 6	1:25 – 3:00

SCHEDULE 'F'
FINALS Schedule–DAY 1

Zero Period	7:00 – 8:05
Period **1**	8:10 – 10:05
Nutrition	10:05 – 10:20
Period **3**	10:25 – 12:20

FINALS Schedule–DAY 2

Zero Period	7:00 – 8:05
Period **2**	8:10 – 10:05
Nutrition	10:05 – 10:20
Period **5**	10:25 – 12:20

FINALS Schedule–DAY 3

Period **4**	8:10 – 10:05
Nutrition	10:05 – 10:20
Period **6**	10:25 – 12:20

SCHEDULE 'G' MIN

Period 1	8:10 – 8:45
Period 2	8:51 – 9:26
Period 3	9:32 – 10:07
Nutrition	10:07 – 10:17
Period 4	10:23 – 10:58
Period 5	11:04 – 11:39
Period 6	11:45 – 12:20

SCHEDULE 'H' MIN BLOCK

Zero Period	7:00 – 8:05
Period 1/2	8:10 – 9:22
Period 3/4	9:27 – 10:48
Nutrition	10:48 – 11:03
Period 5 /6	11:08 – 12:20

'J' Minimum Day Block Assembly
Period 0-6-2-4-Assembly
Dec. 20, 2012

ZERO PERIOD	7:00 – 8:05
Period 6	8:10 – 9:04
Nutrition	9:04 – 9:14
Period 2	9:20 – 10:14
Period 4	10:20 – 11:04
Assembly	11:10 – 12:10
Return to Class	12:10 – 12:20

Schedule 'I' EARLY OUT

Period 1	8:10–8:57
Period 2	9:02–9:49
Nutrition	9:49 –10:04
Period 3	10:09– 11:04
Period 4	11:09– 11:56
Lunch	11:56– 12:26
Period 5	12:31– 1:18
Period 6	1:23– 2:10

Minimum Day Dates for 2012-2013

After Back To School Night 'H'	Fri.Oct.5, 2012
WASC Min. Day 'G'	Mon. Oct. 29, 2012
WASC Min. Day 'G'	Mon. Dec. 10, 2012
Senior Project Papers Read 'H'	Wed. Dec. 19, 2012
Winter Assembly 'J'	Thur. Dec. 20, 2012
1st Semester Finals 'F'	Tues.-Thur. Jan. 22-24, 2013
Senior Project Boards'H'	Wed.-Thur. Feb. 27-28, 2013
WASC Min. Day 'G'	Mon Mar. 18, 2013
Early Out 'I'	Fri. May 24, 2013
2nd Semester Finals 'F'	Tues.-Thur. Jun. 11-13, 2013

2012-2013 - STUDENT HOLIDAYS
-- NO SCHOOL --

Mon. Sept. 3	Mon. Oct. 8	Mon. Nov. 12
Nov. 19-23	Dec. 21-Jan. 4	Mon. Jan. 21
Fri. Jan. 25	Mon. Jan. 28	Mon. Feb. 11
Mon. Feb. 18	Fri. Mar. 29	Apr. 1-5
Mon. May 27		

Revised October 22, 2012

Whittier High School - Bell Schedule Calendar
2012 - 2013

* Testing Schedule TBD

	School Holiday		Float Day

August 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27 Day 1	28 Freshman 1st Day	D 29 1st Day of School	A 30	B 31	

September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	A 4	B 5	A 6	B 7	8
9	C 10	A 11	B 12	A 13	E 14	15
16	C 17	A 18	B 19	A 20	B 21	22
23	C 24	A 25	B 26	A 27	B 28	29
30						

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	C 1	H/A 2	B 3	A 4	H/B 5	6
7	8	A 9	B 10	A 11	B 12	13
14	C 15	A 16	B 17	A 18	B 19	20
21	C 22	A 23	B 24	A 25	B 26	27
28	G 29 Min. Day	A 30	B 31			

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				A 1	B 2	3
4	C 5	A 6	B 7	A 8	B 9	10
11	12	A 13	B 14	A 15	B 16	17
18	19	20	21	22	23	24
25	C 26	A 27	B 28	A 29	B 30	

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	C 3	A 4	B 5	A 6	B 7	8
9	G 10	A 11	B 12	A 13	B 14	15
16	A 17	B 18	A/H 19	J/B 20 Min Day	21	22
23	24	25	26	27	28	29
30	31					

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	C 7	A 8	B 9	A 10	B 11	12
13	C 14	A 15	B 16	A 17	B 18	19
20	21	F 22	F 23	F 24	Sem 25 Break	26
27	28	A 29	B 30	A 31		

February 2013

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

March 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					B 1	2
3	C 4	A 5	B 6	A 7	B 8	9
10	C 11	* 12	* 13	A 14	E 15	16
17	G 18	A 19	B 20	A 21	B 22	23
24	A 25	B 26	A 27	B 28	29	30
31						

April 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	C 8	A 9	B 10	A 11	B 12	13
14	C 15	A 16	B 17	A 18	B 19	20
21	C 22	A 23	B 24	A 25	B 26	27
28	C 29	A 30				

May 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			A 1	B 2	A 3	4
5	* 6	* 7	* 8	* 9	* 10	11
12	* 13	* 14	* 15	* 16	* 17	18
19	A 20	B 21	A 22	B 23	I 24 Early Out	25
26	27	A 28	B 29	A 30	E 31	

June 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	C 3	A 4	B 5	A 6	B 7	8
9	C 10	F 11	F 12	F 13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Lakeridge Junior High

LEOPARD PRIDE

951 S 400 W Orem, UT 84058 • Tel.: 801-610-8134 • FAX 801-227-2490

Bell Schedule

A/B Day—First Lunch

A1/B1	8:15-9:35
A2/B2	9:40-11:00
Flex	11:00-11:30
Lunch	11:30-11:55
A3/B3	12:00-1:20
A4/B4	1:25-2:45

A/B Day—Second Lunch

A1/B1	8:15-9:37
A2/B2	9:40-11:00
Flex	11:00-:11:30
A3/B3	11:35-12:55
Lunch	12:55-1:20
A4/B4	1:25-2:45

Collaboration Day—First Lunch

A1/B1	8:15-9:30
A2/B2	9:35-10:45
Lunch	10:45-11:10
A3/B3	11:15-12:30
A4/B4	12:35-1:45

Collaboration Day—Second Lunch

A1/B1	8:15-9:30
A2/B2	9:35-10:45
A3/B3	10:50-12:05
Lunch	12:05-12:30
A4/B4	12:35-1:45

Assembly Day—First Lunch

A1/B1	8:15-9:30
First Assembly	
Assembly	9:35-10:25
A2/B2	10:25-11:40
Second Assembly	
A2/B2	9:35-10:50
Assembly	10:50-11:40
Lunch	11:40-12:05
A3/B3	12:10-1:25
A4/B4	1:30-2:45

Assembly Day—Second Lunch

A1/B1	8:15-9:30
First Assembly	
Assembly	9:35-10:25
A2/B2	10:25-11:40
Second Assembly	
A2/B2	9:35-10:50
Assembly	10:50-11:40
A3/B3	11:45-1:00
Lunch	1:00-1:25
A4/B4	1:30-2:45

A/B Day Combined—First Lunch

A1	8:15-8:55
A2	9:00-9:40

A/B Day Combined—Second Lunch

A1	8:15-8:55
A2	9:00-9:40

A3	9:45-10:25
A4	10:30-11:10
Lunch	11:10-11:40
B1	11:45-12:25
B2	12:30-1:10
B3	1:15-1:55
B4	2:00-2:45

Minimal Day Professional Development—1st Lunch

A1/B1	8:15-9:15
A2/B2	9:20-10:20
Lunch	10:20-10:45
A3/B3	10:50-11:50
A4/B4	11:55-12:55

Combined A/B day Collaboration Bell Schedule

A1	8:15-8:50
A2	8:55-9:30
A3	9:35-10:10
A4	10:15-11:30
B1	10:55-11:30
First Lunch	11:35-12:00
B2	12:00-12:35
Second Lunch	
B2	11:35-12:10
Second Lunch	12:10-12:35
B3	12:40-1:10
B4	1:15-1:45

Expand
next previous
Close

Previous

0/0

Next

A3	9:45-10:25
A4	10:30-11:10
B1	11:15-11:55
Lunch	11:55-12:25
B2	12:30-1:10
B3	1:15-1:55
B4	2:00-2:45

Minimal Day Professional Development—2nd Lunch

A1/B1	8:15-9:15
A2/B2	9:20-10:20
A3/B3	10:25-11:25
Lunch	11:25-11:50
A4/B4	11:55-12:55

Extended Flex Schedule

1st Period: 8:15-9:30
2nd Period: 9:35-10:50
FLEX: 10:50-11:40
1st Lunch: 11:40-12:05
3rd Period: 12:10-1:25
3rd Period: 11:45-1:00
2nd Lunch: 1:00-1:25
4th Period: 1:30-2:45

The Importance of 9th Grade

- 9th grade is the make or break year for dropouts
- More students fail 9th grade than any other grade
- 9th grade students who fail one or more classes, have a grade point average below 2.0, have poor attendance and don't become engaged in the life of the school

Systematic Intervention: By Name and By Need

The most effective schools and school systems in the world monitor and intervene at the level of the individual student. The best systems take the process of monitoring student learning and intervention inside schools, constantly evaluating student performance and constructing interventions to assist individual students in order to prevent them from falling behind.

- Barber and Mourshed, 2007

A Crucial Caution

- No system of intervention can compensate for weak and ineffective teaching.
- At the same time a school is working to develop time and support for student learning, it must take steps to create the powerful collaborative teams and common assessments that contribute to adult learning.

For Information on the Pyramid of Interventions in Schools Throughout North America

- Go to www.allthingsplc.info "Evidence of Effectiveness"
- Go to www.solution-tree.com or call 800.733.6786 to purchase *Raising the Bar and Closing the Gap: Whatever it Takes*

Raising the Bar and Closing the Gap: Whatever It Takes

Features 38 schools in nine different districts including:

Boones Mill Elementary School, VA

Highland Elementary School, MD

Kildeer Countryside Elementary District 96, IL

Stults Road Elementary School, TX

Sanger Unified School District, CA

For information on other PLCs at Work, go to www.allthingsplc.info

Critical Corollary Questions: If We Believe All Kids Can Learn

- What is it we expect them to learn?
- How will we know when they have learned it?
- **How will we respond when they don't learn?**
- **How will we respond when they already know it?**

Rethinking Our Assumptions

The assumption, beliefs, expectations, and habits that constitute the culture for most schools go largely unexamined. We act in accordance with our understanding of traditional practice and conventional wisdom.

If culture reflects "the way we do things around here," we face the challenge of making unconscious that which typically is conscious.

Necessary Cultural Shifts

In traditional schools, each teacher in isolation

- Decides what to teach and when to teach it
- Administers infrequent summative assessments
- Focuses on inputs of teaching
- Practices the "if only" model of improvement—looking out of the window
- Determines what to do when students don't learn

In professional learning communities, teams of teachers

- Build shared knowledge about essential learning and pacing.
- Administer frequent common formative assessments.
- Focus on results—evidence of learning.
- Practice the "what if" model of improvement—looking in the mirror.
- Create systematic responses that ensure learning support for every student.

Home of the
Highland Hawks

Highland Elementary School

Montgomery County, MD

3100 Medway Street
Silver Spring, MD 20902

Principal Scott Steffan

A Syllogism of What Should Be Rhetorical Questions

- Do we believe it is the purpose of our school to ensure all students learn at high levels?
- Do we acknowledge that students learn at different rates and with different levels of support?
- Have we created a schedule that guarantees students will receive additional opportunities for learning through extra time and support, in a systematic way, regardless of who the teacher might be?

Changing the Way We Do Things Around Here

How can our school better allocate **existing resources**

time, people, materials, money

to provide additional support for **ALL** students to learn at higher levels than ever before?

Align School Structure to Support Our Culture: Learning for *All*.

- **Designate a block of collaborative time each week for teams to:**
  - Clarify essential knowledge, skills, and dispositions.
  - Develop common pacing guides or curriculum maps.
  - Create common **formative** assessments.
  - Establish a common standard of proficiency.
  - Use common assessment results to identify students who need additional time and support and to inform and improve teacher practice.
- **Designate a block of time for intervention and enrichment during the instructional day that does not remove students from new direct instruction.**

Highland Elementary School
Master Schedule

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Reading/Writing 8:50 – 9:50 60 minutes	Reading/Writing 8:50 – 11:25 155 minutes	Math 8:50 – 10:15 85 minutes	Specials 8:55 – 9:40 Music, Art, P.E., Library, Writing 45 minutes	Reading/Writing 8:50 – 11:15 154 minutes	Math 8:50 – 10:30 100 minutes
Specials 9:55 – 10:40 Music, Art, P.E., Library, Writing 45 Minutes		Writing 10:15 – 11:00 45 minutes	Reading/Writing 9:40 - 12:00 140 minutes	Intervention Team 9:40 – 10:20	Intervention Team 9:00 – 9:30 Science/Social Studies 10:30 – 11:00 30 minutes
Reading/Writing 10:40 – 12:25 105 minutes	Intervention Team 10:20 – 11:00	Specials 11:00 – 11:45 Music, Art, P.E., Library, Writing 45 minutes	Intervention Team 11:15 – 12:00	Lunch/Recess 11:15– 12:05 50 inutes	Lunch/Recess 11:00– 11:50 50 minutes
Intervention Team 11:25 – 12:25	Lunch/Recess 11:25 – 12:15 50 minutes	Lunch/Recess 11:50 – 12:40 50 minutes		Math 12:05 – 1:45 100 minutes	Specials 11:50 – 12:45 Music, Art, P.E., Library, Writing 55 minutes
Lunch/Recess 12:15 – 1:15 60 minutes	Math 12:15 – 1:25 70 minutes	Reading 12:40 – 2:30 110 minutes	Lunch/Recess 12:00 – 12:50 50 minutes		Reading/Writing 12:45 – 3:00 135 minutes
Math 1:15 – 2:30 75 minutes	Specials 1:25 – 2:10 Music, Art, P.E., Library, Writing 45 minutes	Intervention Team 1:00 – 1:40	Math 12:50 – 2:30 100 minutes	Intervention Team 12:45 – 1:45 Science/Social Studies 1:45 – 2:15 30 minutes	
Science/Social Studies 2:30 – 3:00 30 minutes	Science/Social Studies 2:10 – 3:00 50 minutes	Science/Social Studies 2:30 – 3:00 30 minutes	Science/Social Studies 2:30 – 3:00 30 minutes	Specials 2:15 – 3:00 Music, Art, P.E., Library, Writing 45 minutes	Intervention Team 1:40 – 2:20

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Science 8:50–9:35 (45 minutes)	Social Studies/ Language Arts 8:50–9:40 (50 minutes)	Small Group Instruction for I/E and Guided Reading 8:50–9:40 (50 minutes)	Specials 8:50–9:35 Music, Art, PE, Library, Technology (45 minutes)	Science 8:50–9:35 (45 minutes)	Math 8:50–10:30 (100 minutes)
Language Arts/ Social Studies 9:40–10:40 (60 minutes)	Language Arts 9:40–11:00 (80 minutes)	Language Arts 8:50–10:05 (75 minutes)	Math 9:40–11:10 (90 minutes)	Specials 9:40–10:25 Music, Art, PE, Library, Technology (45 minutes)	
	Small Group Instruction for I/E and Guided Reading 9:45–10:45 (60 minutes)	Social Studies/ Language Arts 10:05–10:50 (45 minutes)		Social Studies/ Language Arts 10:25–11:15 (50 minutes)	Specials 10:30–11:15 Music, Art, PE, Library, Technology (45 minutes)
Language Arts 10:40–12:10 (90 minutes)		Science 10:50–11:35 (45 minutes)			
Small Group Instruction for I/E and Guided Reading 10:50–11:50 (60 minutes)	Lunch/Recess 11:05–11:55 (50 minutes)		Social Studies/ Language Arts 11:10–12:00 (50 minutes)	Lunch/Recess 11:15–12:05 (50 minutes)	Lunch/Recess 11:25–12:15 (50 minutes)
Lunch/Recess 12:10–1:10 (60 minutes)	Math 12:00–1:20 (80 minutes)	Lunch/Recess 11:35–12:25 (50 minutes)	Lunch/Recess 12:00–12:50 (50 minutes)	Language Arts 12:05–1:30 (85 minutes)	Science 12:15–1:00 (45 minutes)
		Specials 12:35–1:20 Music, Art, PE, Library, Technology (45 minutes)	Language Arts 12:50–2:15 (85 minutes)	I/E 12:40–1:25 (45 minutes)	Social Studies/ Language Arts 1:00–1:50 (50 minutes)
Math 1:15–2:15 (60 minutes)	Specials 1:25–2:10 Music, Art, PE, Library, Writing (45 minutes)	Math 1:25–3:00 (95 minutes)	I/E 1:30–2:15 (45 minutes)	Math 1:30–3:00 (90 minutes)	Language Arts 1:50–3:00 (70 minutes)
Specials 2:15–3:00 Music, Art, PE, Library, Technology (45 minutes)	Science 2:15–3:00 (45 minutes)		Science 2:15–3:00 (45 minutes)		I/E 2:20–3:00 (40 minutes)
Students Depart 3:05–3:15	Students Depart 3:05–3:15	Students Depart 3:05–3:15	Students Depart 3:05–3:15	Students Depart 3:05–3:15	Students Depart 3:05–3:15

Figure 7.1: Sample master instructional schedule for grades K–5.

	Monday					Tuesday					Wednesday					Thursday					Friday				
8:15–8:40	Student arrival (breakfast, morning work, and take-in procedures)																								
8:40–8:50	Tardy bell, morning announcements, and start of instructional day																								
8:50–9:40	**SOCIAL STUDIES AND LANGUAGE ARTS**																								
9:45–10:15	**GUIDED READING CLUSTERS 1, INTERVENTION AND ENRICHMENT (I/E) CLUSTERS 2**																								
10:15–10:45	**GUIDED READING CLUSTERS 2, I/E CLUSTERS 1**																								
10:45–11:00	**LANGUAGE ARTS**																								
11:05–11:55	Lunch and recess																								
12:00–1:20	**MATH**																								
Specials	Lib	Tech	Music	Art	PE	Lib	Tech	Music	Art	PE	Lib	Tech	Music	Art	PE	Lib	Tech	Music	Art	PE	Lib	Tech	Music	Art	PE
1:25–2:10	1-A	1-B	1-C	1-D	1-E	1-B	1-C	1-D	1-E	1-A	1-C	1-D	1-E	1-A	1-B	1-D	1-E	1-A	1-B	1-C	1-E	1-A	1-B	1-C	1-D
2:15–3:00	**SCIENCE**																								
3:00–3:10	Afternoon announcements and student dismissal																								
3:05–3:15	Students depart																								
3:10–3:30	Instructional staff planning																								

Lib = Library; Tech = Technology; PE = Physical Education.

Figure 7.2: Sample first-grade master schedule for instruction.

Third-Grade Master Schedule for Instruction					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00–8:15	Teacher work day begins.				
8:15–8:40	Students arrive (breakfast, morning work, take-in procedures).				
8:40–8:50	Tardy bell, morning announcements, instructional day begins				
8:50 - 9:25				BUDDY TIME Collaborative Team Time	
9:25 - 9:55					
9:55–11:45	Language Arts–Social Studies				
11:45–12:15	Intervention–Enrichment				
12:20–1:15	Lunch–Recess				
1:15–2:15	Math				
2:15–3:00	Science				
3:00–3:10	Afternoon announcements and student dismissal				
3:10–3:30	Instructional staff planning				

Third-Grade Master Schedule for Instruction

	Monday					Tuesday				Wednesday					Thursday						Friday				
8:00–8:15	Teacher work day begins.																								
8:15–8:40	Students arrive (breakfast, morning work, take-in procedures).																								
8:40–8:50	Tardy bell, morning announcements, instructional day begins																								
SPECIALS	**LIB**	**COM**	**GUI**	**MUS**	**PE**	**LIB**	**COM**	**GUI**	**PE**	**LIB**	**COM**	**GUI**	**MUS**	**PE**	**LIB**	**COM**	**GUI**	**MUS**	**ART**	**PE**	**LIB**	**COM**	**GUI**	**ART**	**PE**
8:50–9:20		3D		3J	3F	3J	3F		3D			3F	3D	3J	3J			3F		3D	3D		3J		**3F**
9:25–9:55			3D								3F				3F	3D			3J			3J			
9:55–11:45	Language Arts–Social Studies																								
11:45–12:15	Intervention–Enrichment																								
12:20–1:15	Lunch–Recess																								
1:15–2:15	Math																								
2:15–3:00	Science																								
3:00–3:10	Afternoon announcements and student dismissal																								
3:10–3:30	Instructional staff planning																								

COMMON FORMATIVE ASSESSMENT 3.OA: OPERATIONS & ALGEBRAIC THINKING				
3.OA4: Determine the unknown whole number in mult. & div. equations (Target 80/100)				
STUDENT	CLASS #1	CLASS #2	CLASS #3	CLASS #4
1	50	90	100	70
2	60	90	100	70
3	70	90	80	80
4	90	90	100	80
5	90	90	100	100
6	100	100	90	40
7	90	100	80	70
8	90	80	80	50
9	80	100	100	80
10	60	90	90	70
11	90	100	90	50
12	80	100	100	50
13	90	100	80	100
14	90	90	80	100
15	100	100	90	100
16	80	100	80	80
17	90	90	90	90
18	100	90	100	90
19	80	90	80	80
20	80	90	90	70
21	80	80	90	60
22	80	80	100	70
23	90	100	90	50
24	80	80	80	80
25	70	80	80	80
26	60	80	80	
27	80	90	80	
28	80		90	
% Proficient				
# Below Proficient				
# At Proficient				
# Above Proficient				

The Questions Facing Each Team

1. How will we provide additional support for students who experience initial difficulty in a way that is **timely, directive,** and **systematic**?

2. How will we **enrich and extend** the learning for students who already know it?

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Special Ed Staff

The Questions Facing Each Team

1. How will we provide additional support for students who experience initial difficulty in a way that is timely, directive, and systematic?

2. How will we enrich and extend the learning for the students who already know it?

3. Who is available to assist our team in responding to our students?

Classroom Teachers, Resource Specialists and Floating Tutors Work Together to:

- Plan for and instruct "flexible groups" of students identified for intervention, extension, and enrichment.
- Deliver intervention or enrichment services to **supplement** (not supplant) new, direct classroom instruction.
- Provide practice and reinforcement in study, test-taking, critical-thinking, and problem-solving skills.

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Floating Tutor 1	Floating Tutor 2	Special Ed. Staff	Resource Specialist	Resource Specialist

Extra Time and Support for Students in an Elementary School

- Schedule grade-level teachers, resource specialists, and floating tutors to work together during I/E time.
- Organize parent volunteers, business partners, senior citizens, and high school and college interns to serve as mentors and tutors along with the school-based team.
- **Redefine focus of student support team to plan additional interventions.**
- Save one student.
- **Develop buddy programs and peer tutoring.**
- Build and nurture strong parent partnerships.

Building Strong Partnerships The National PTA

- Conduct grade-level parent workshops.
- **Provide tools, tips, and materials for at-home practice during parent workshops and via frequent grade-level communication to parents**.
- Establish ongoing systems for two-way communication with each parent.
- Send student work folders home—with teacher feedback—for parent review, comments, questions, and signature.
- **See Chapter 14 in *Revisiting PLCs at Work* for more information on parent partnerships in a PLC at Work.**

To sustain the momentum, PLCs …

Celebrate small wins early and often!

What are you celebrating?

"Celebrations weave our hearts and souls into a shared destiny. People come together to celebrate beginnings and endings, triumphs, and tragedies."

—Bolman & Deal, *Leading With Soul: An Uncommon Journey of Spirit* (1995)

Actively Promote a Climate of Achievement.
Incentives and Celebrations

- Recognize improvement and achievement on daily school announcements and within classrooms.
- Create classroom, grade-level and school-wide incentive programs. (Example: Display "Hand in Hand We All Learn" people chain to recognize books read.)
- Celebrate using media: classroom, school and district newsletters and broadcasts.
- Provide public recognition at awards assemblies, PTO and PTA meetings, family nights, school board meetings.
- Share professional learning and achievements at team, vertical, faculty, and district level meetings.

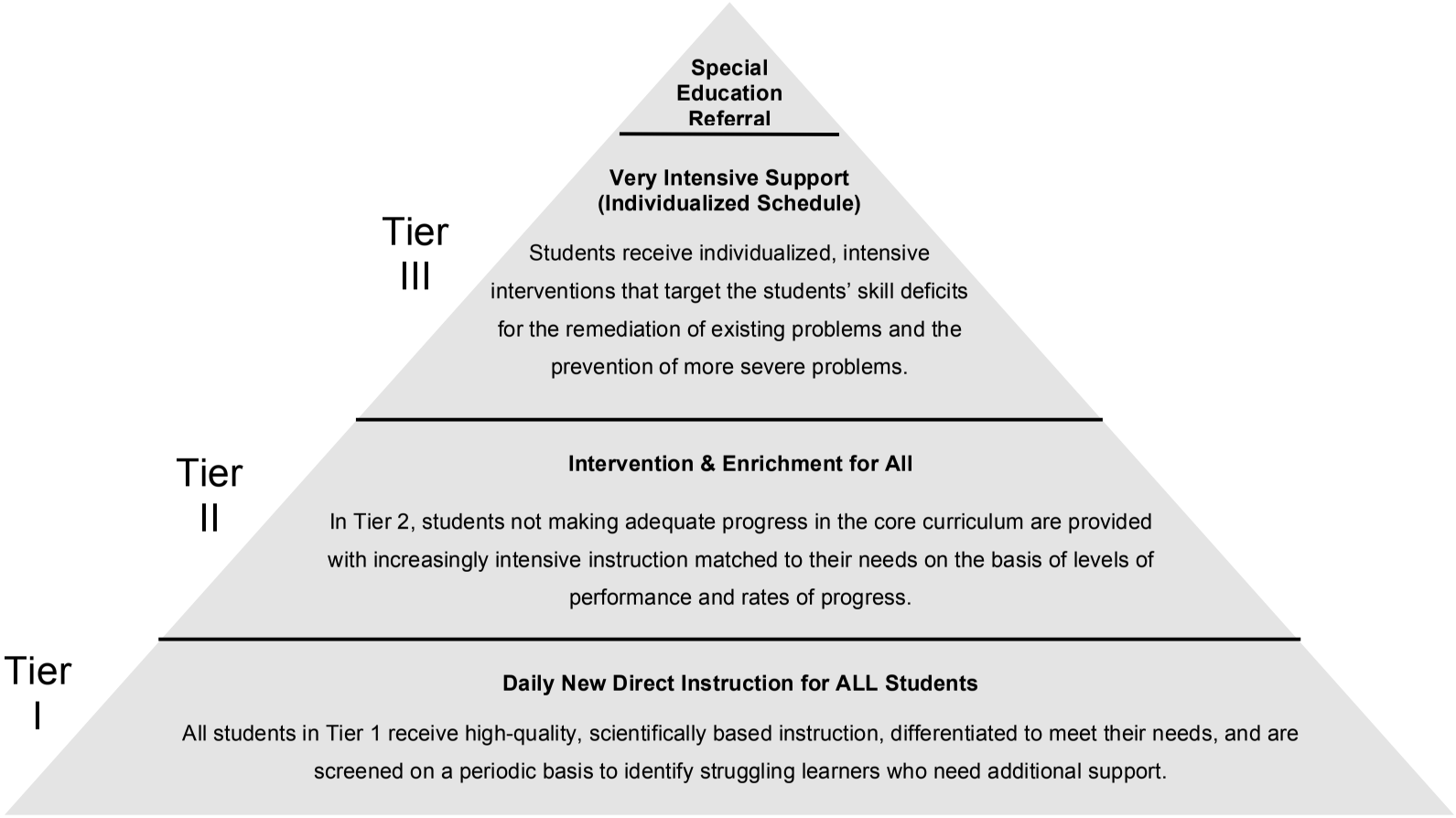
What Happens When Kids Don't Learn?

"High expectations for success will be judged not only by the initial staff beliefs and behaviors, but also by the **organization's response** when some students do not learn."

—Lezotte, *Effective Schools Correlates: The First and Second Generation* (1991)

Assess Your School's Response When Kids Don't Learn or Already Know It.

- Are our students assured extra time and support for learning?
- Is our response timely? How quickly are we able to identify the kids who need extra time and support? Does our focus prompt intervention or enrichment rather than sluggish remediation?
- Is our response directive rather than invitational? Are kids invited to put in extra time or does our system ensure they put in extra time?
- Is our response systematic? Do kids receive this intervention or enrichment according to a schoolwide plan rather than at the discretion of individual teachers?



A Pyramid of Interventions
An Answer to "Response to Intervention" (RtI)

Ten RTI Mistakes

1. **RTI becomes an appendage to traditional schooling practices rather than a catalyst for the cultural changes effective intervention requires.**

   If teachers define their role as teaching rather than ensuring student learning, a system of intervention can provide yet another reason that classroom teachers avoid taking responsibility for student learning. In the wrong school culture, teachers can assume, "I taught it, they didn't get it, so let the system of intervention deal with them." If teachers continue to work in isolation—if what a student is taught, when content is taught, and how learning is assessed is left to the discretion of the individual classroom teacher—a system of intervention intended to promote a collective effort to raise student achievement will be ineffective. If educators continue to view assessments merely as a tool for assigning grades rather than a process for addressing student needs and improving professional practice, intervention will have little impact on enhancing student learning. Effective intervention must be integrated within the context of a guaranteed curriculum, informative assessments, and a process of continuous improvement (IRA Commission on RTI, 2009). Simply put, to implement systematic interventions successfully, "a school must not only provide its staff with a new set of 'tools' to help students learn, but must also help educators develop a new way of thinking about their roles and responsibilities" (Buffum, Mattos, & Weber, 2011).

2. **RTI is viewed as a checklist to complete or a program to be purchased to comply with regulations rather than an ongoing process to improve student learning.**

   If educators believe that RTI simply requires completing the steps on a checklist, purchasing new curriculum, or assigning students who struggle to a computer-based program of learning in order to meet the stipulations of new regulations, the schools will fail to develop effective systems of intervention. As the leading authors on RTI have concluded, "If there is one thing that traditional special education has taught us, it's that staying compliant does not necessarily lead to improved student learning—in fact, the opposite is more often the case" (Buffum, Mattos, & Weber, 2010, p. 13).

3. **RTI is reactive rather than proactive.**

   We have seen intervention plans that have no process for identifying and supporting students until they have failed a grading period. This "wait to fail" strategy offers the equivalent of an educational autopsy rather than the ongoing monitoring of student learning that RTI is intended to offer.

4. **RTI does not provide additional time or differentiated support for learning.**

   Intervention plans that remove students from reading instruction to provide them with reading instruction may be offering students teaching in a different setting, but they are not offering additional time for learning. Plans that simply repeat the same instructional strategies that have already proven to be ineffective for particular students might provide those students with more time for learning, but "more of the same" is not effective intervention.

5. **RTI invites students to access available interventions.**

   When educators claim that they have addressed the challenge of a systematic intervention by inviting students who need help to "stop in" before or after school for assistance if they are so inclined, they fail to grasp the meaning of either "systematic" or "intervention."

6. **RTI is based on seat time rather than proficiency.**

   When students are assigned to intervention for a designated length of time (for example, nine weeks or a semester) rather than until they demonstrate proficiency, the focus of intervention becomes ensuring students complete the allotted time rather than ensuring that they learn. Again, if educators concentrate on compliance rather than results, intervention will be ineffective.

7. RTI focuses on symptoms rather than causes.

When educators assign students to intervention because they are "failing language arts," they are responding to a symptom; but, without greater clarity regarding what is causing the failure, they will be unable to intervene effectively. They are tantamount to a doctor prescribing a specific antidote based solely on the knowledge that a patient is experiencing chest pain. Chest pain can be caused by a myriad of factors—from heartburn to a heart attack. To treat the symptom effectively, more precise information is required. Effective intervention will be based on in-depth knowledge of the specific skill the student is lacking and the most effective strategies for helping the student acquire that skill.

8. RTI does not provide the channels of communication essential to effective intervention.

A collective and systematic approach to intervention requires effective communication between all those who contribute to the intervention process—classroom teachers, collaborative teams, special education teachers, instructional coaches, counselors, and school administrators. If key school personnel are unable to articulate the desired outcome for the student, the specific steps of the intervention plan, the responsibilities of all those who provide the intervention, how student progress will be monitored, and the standard the student must achieve to no longer require the service, the intervention process will be ineffective. The process must ensure that all of the respective parties are provided with ongoing information regarding the specific needs and progress of individual students.

9. RTI assigns the least-skilled adults to work with the students most in need of expert teaching.

In many schools, students who struggle are assigned to well-intentioned people who lack the pedagogical skill and content expertise to resolve the students' learning difficulties. Too often intervention is provided by parent volunteers, paraprofessionals, teacher assistants, or special education teachers who may be trained in particular learning disabilities but lack an in-depth knowledge of the progression of skills a particular subject area requires. As Richard Allington, the former president of the International Reading Associate lamented, when schools assign people without expertise to the hardest kids to teach "you penalize children for the rest of their lives because of your decision," yet routinely "no one gets worse or less instruction than the kids who need it most" (in Rebora, 2010).

10. RTI is viewed as a special education program.

The most common mistake educators are making regarding RTI is viewing it as an extension of special education. RTI was specifically intended to address general education by strengthening classroom instruction and providing systematic intervention for *all* students in order to limit the number of students assigned to special education to those with a handicapping condition.

When done well, special education programs serve a vital purpose in our schools. Special education not only gives access to public schooling to students who in the past were denied such access, but it also provides the additional time and focused support to help those students acquire essential knowledge and skills. In many schools, however, the only way any student could get access to additional help was to place them in special education. Students were assigned to special education programs not because of a handicapping condition but because they were experiencing difficulty. As a result, well-intentioned special education personnel often struggled to provide the effective services their programs were designed to provide (President's Commission on Excellence in Special Education, 2002).

If schools consider RTI a special education initiative to get more students into special education faster, it will do far more harm than good. It will merely reinforce rather than eliminate the artificial gap that often exists between general education and special education teachers. If general education teachers assume that students who experience difficulty have some neurological difficulty, and it falls to special education teachers to solve their problem, intervention will be ineffective.

Seven Ways to Change Someone's Mind

1) **Reason.** Appealing to rational thinking and decision making.
2) **Research.** Building shared knowledge of the research base supporting a position.
3) **Resonance.** Connecting to the person's intuition so that the proposal feels right.
4) **Representational Re-descriptions.** Changing the way the information is presented (for example, using stories or analogies instead of data).
5) **Resources and Reward.** Providing people with incentives to embrace an idea.
6) **Real-World Events.** Presenting real-world examples where the idea has been applied successfully.

- Howard Gardner, 2004

A Crucial Conversation

- Honor the person
- Seek to understand by encouraging the person to share his or her assumptions and thought process
- Find Common Ground
- Share your assumptions and thought process
- Build Shared Knowledge. "Gathering facts is the prerequisite homework for a crucial conversation." (Patterson, et al.,2002)

What does a grade represent? Or a Rose by Any Other Name

- Achievement of a standard
- Comparison with other students
- Effort
- Improvement
- Participation
- Behavior
- Promptness

Find the grade.

A	93–100	3.6–4.0
B	85–92	2.7–3.5
C	77–84	1.7–2.6
D	69–76	0.7–1.6
F	0–68	0–0.6

Find the grade.

Teacher 1	Teacher 2
0	0
80	2
80	2
85	3
90	3
335	10

Assertions

- If we allow students the option of acting irresponsible, many will elect to act irresponsibly.
- Allowing students to choose to be irresponsible does not teach responsibility.
- Adult behavior and practices in schools have contributed and continue to contribute to student failure.

Our collective behavior can influence student decisions!

- All masters of influence focus on behavior. They start by asking, “To improve this situation, what do I want people to do?”
- They then identify a few high-leverage vital behaviors that are critical to success, and they focus intently on those behaviors.
- They coach the specifics of those behaviors through deliberate practice, identify incentives and rewards to encourage the behaviors, and align processes and structures of the organization to support the behaviors.

- Patterson, et al., 2008

The Sequence of Changing Attitudes (Including Your Own)

- **Attitude**
  - is shaped by
- **Experience**
  - is a result of
- **Behavior**

A Crucial Conversation

- Honor the person.
- Seek to understand by encouraging the person to share his or her assumptions and thought process.
- Find common ground.
- Share your assumptions and thought process
- Build shared knowledge. “Gathering facts is the prerequisite homework for a crucial conversation.” (Patterson, et al.,2002)
- **Identify specific behaviors essential to the success of the initiative.**
- **Focus on behavior, not attitude. Monitor behavior.**

We Can Behave our Way to New Attitudes

- There is a large literature demonstrating that attitudes follow behavior. People accept new beliefs as a result of changing their behavior.
  - Pfeffer and Sutton

A Willingness to Lead

- A common failing of leaders at all levels is the failure to be emphatically assertive when necessary. Abilities to persuade, build consensus, and utilize all the other arts of influence are important - but they don't always do the job. Sometimes it simply comes down to using the power of one's position to get people to act.
  - Daniel Goleman

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.

—Michael Fullan (2005)