

Welcome!

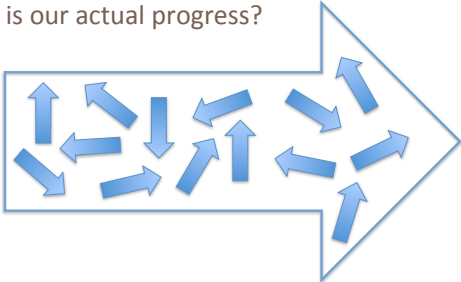
CLOSE THE ACHIEVEMENT GAP WITH EFFECTIVE PLCs

Mickey Garrison and Marianne Oakes

Available training & coaching

- The role of PLCs in designing common formative assessments
- One-day data retreats in your districts
- One day data summits (advanced) moving from one standard to units of study
- Role of admin and teacher-leaders in implementing and sustaining PLCs
- Effective use of instructional strategies vs. scaffolded learning support

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

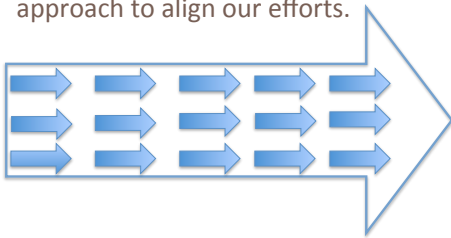


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“As to methods, there may be a million and then some, but principles are few. The man who grasps principles can successfully select his own methods. The man who tries methods, ignoring principles, is sure to have trouble.” —Ralph Waldo Emerson

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



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Swegle Elementary, Salem

Swegle Elementary School

Christina Gragg	Facilitator
Crystal Parman	Record Keeper
Ro Ochoa	Time Keeper
Kate Cardon	Focus Monitor

005 / 5:47

The Data Team/PLC Cycle ...

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

Essential Questions

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

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

Learning Target

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By the end of the session you will be able to:


- Identify effective team processes and determine what you need to do to improve current practices
- Make clear connections between data and standards-based instruction
- Determine your next steps

Living Likert

to ACTION!

Position yourself on the continuum.

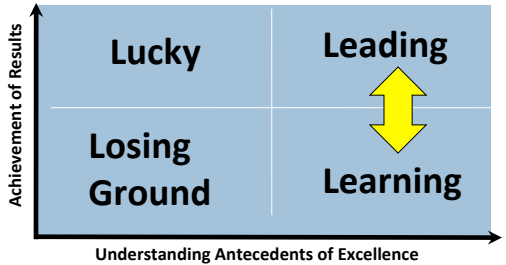
How would you classify your PLC meetings?



Meetings where teachers talk about data and assign students to interventions

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

L² Matrix



Achievement of Results

Lucky

Leading

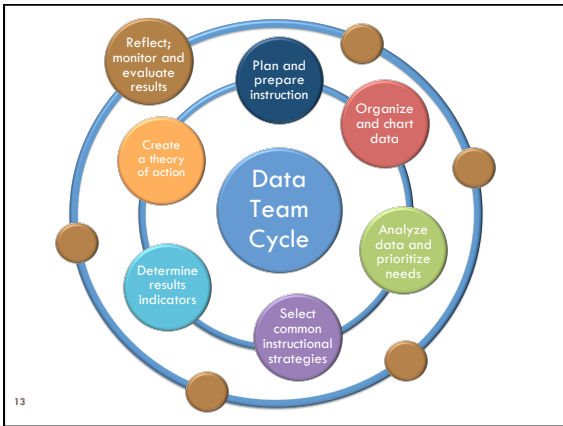
Losing Ground

Learning

Understanding Antecedents of Excellence

A yellow double-headed vertical arrow is positioned between the 'Leading' and 'Learning' quadrants.

THE DATA TEAM CYCLE



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Data Team Cycle

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

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Evaluating Current Practices

Use the Data Team Cycle handout to evaluate your current practices in each step of the cycle.

The Data Team Cycle
Use Current Practice

Step 1: Plan and Prepare Instruction

Strengths:

Areas of Need:

Next Step:

Step 2: Organize and Chart Data

Strengths:

Areas of Need:

Next Step:

Step 3: Analyze Data and Prioritize Needs

Strengths:

Areas of Need:

Next Step:

The Data Team Cycle
Use Current Practice

Step 4: Plan and Prepare Instruction

Strengths:

Areas of Need:

Next Step:

Step 5: Organize and Chart Data

Strengths:

Areas of Need:

Next Step:

Step 6: Analyze Data and Prioritize Needs

Strengths:

Areas of Need:

Next Step:

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Step 1: Plan and Prepare Instruction

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- **Define the standard(s)**
 - Deconstruct the standard so everyone has a consistent understanding of what the standard is asking students to know, understand, and be able to do.
 - Develop or select corresponding "I can" statement.
 - Determine what proficiency looks like for the standards. (Use an integrated approach.)
 - Create a common assessment that assesses the standards at the appropriate Depth of Knowledge and Bloom's Level.
 - Create a scoring rubric that defines the levels of proficiency.
 - Calibrate scoring.
 - Develop a pre/post assessment addressing the standard(s) in the unit.
- **Administer the pre-assessment**

Step 2: Organize and Chart Data

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

Scott PLC: Pre-assessment task

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Comparing fractions with a focus on justifying using a 4-square

	Proficient 4	Close to Proficient 3	Below Proficient 2/1	TEAM GOALS
Melissa	10/16 = 63%	4/16=25%	2/16=13%	Move 4
Lori	7/16=43%	4/16=24%	5/16=31%	Move 5
Angelica	8/32=25%	5/32=16%	19/32=59%	Move 23
TOTAL 3 rd GRADE	25/64=39%	13/64=20%	26/64=41%	50% or more making it into proficient. 89%

Step 3: Analyze Data and Prioritize Needs

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- Analyze the results
 - Determine which skills/concepts are strengths and which need to be developed for each group of students.
 - Determine the learning need for each student group.
- Look for patterns-identify common errors / misconceptions.
 - Look for language that might indicate issues with the assessment.
- Prioritize needs and be intentional about how skills are sequenced.

Quadrant Analysis

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High Comparing Fractions	Jeanie Layla Jonathan CJ Blake Anthony	
	Larissa Hugo Andrew Khalla Alejandro Austin Josh Axel	Kalayjah Adrien Jennifer Evan
Low	Low	High

Justification using 4-square

Step 4: Select Common Instructional Strategies

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- Have we selected research- or evidence-based strategies that directly address the prioritized need from Step 3?
- Do selected strategies support core instruction?
- Are skills taught in interventions aligned with core instruction?
- Do we need to try a new approach?
- Do we need to go deeper?
- What is the task level?
- Have we addressed vocabulary?



High-impact Core Instruction Strategies

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

Four Corners Elementary, Salem

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Step 5: Results Indicators

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- Address:
 - What will I (teacher) do?
 - What will students do?
 - What will I see in their work if the strategy is working?
What does it look like? What does it sound like?
 - How will I monitor progress?
- Make the procedures explicit so that they can be replicated.

Step 6: Create a Theory of Action

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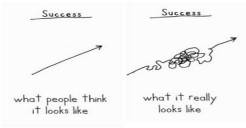
- If we ____ then ____ of our students will be able to ____.

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

Step 7: Reflect, Monitor & Evaluate the Process

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




Success Success

what people think it looks like what it really looks like

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

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Learning Target

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