

Endless Possibilities


Meeting Our Moral Responsibility for Every Child

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Workshop Norms

- Start on time, end of time
- Be **honest** and respectful
- We will not use “I think...” or “I like...”
- Focus on what we can do




Our Mission

To assure high levels of
learning for all students!




What do we mean by high levels of learning?

High School + Plus




How?

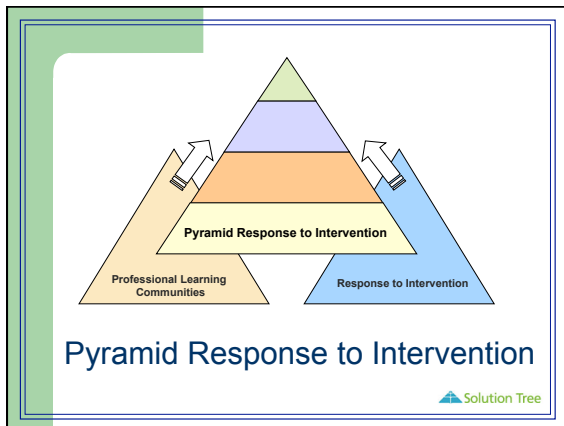
1. Focus on student learning
2. Create a collaborative culture
3. Clearly define what every student needs to learn.
4. Constantly measure our effectiveness.
5. Systematically respond when students need additional time and support.



Over the past decade, two proven processes have been developed to achieve this goal:

1. Professional Learning Communities
2. Response to Intervention





How?

1. Focus on student learning
2. Create a collaborative culture

Solution Tree


The Three Big Ideas of Being a PLC

1. Focus on learning
2. Collaborative culture
3. Focus on results

Solution Tree


Big Idea 1

Focus on Learning



Big Idea 1: Focus on Learning


We accept high levels of learning for all students as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.




Fundamental Assumption

To have a mission of learning for all

- You must believe all students can learn at high levels.
- You must take responsibility to ensure that all students learn.




Restructure vs. Reculture



“If you intend to introduce a change that is incompatible with the organization’s culture, you have only three choices: modify the change to be more in line with the existing culture, alter the culture to be in line with the proposed change, or prepare to fail.”


—David Salisbury & Daryl Conner



Critical Components:


We have consensus that our mission is to ensure that all students learn at high levels.

We make every decision based upon what is best for student learning.



The Three Big Ideas of Being a PLC

1. Focus on learning
2. Collaborative culture
3. Focus on results




Why collaborate?




“We can achieve our fundamental purpose of high levels of learning for all students **only if we work together**. We cultivate a collaborative culture through the development of high-performing teams!”

—DuFour, DuFour, & Eaker




“Improving schools **require** collaborative cultures.... Without collaborative skills and relationships, it is not possible to learn and to continue to learn as much as you need to know to improve.”

—Michael Fullan




“Creating a collaborative culture is the **single most important factor** for successful school improvement initiatives and the first order of business for those seeking to enhance the effectiveness of their schools.”

—Eastwood & Lewis




Critical Components:


Every educator is part of a high-performing team.




Teams vs Groups

 Solution Tree

What is the difference?

 Solution Tree


A team is a group of people working **interdependently towards common goal(s) for which they hold themselves **mutually accountable**.**

 Solution Tree

Critical Components:


Every educator is part of a high-performing team.

Teamwork supports each member's daily, individual responsibilities.



How?

- Disciplinary Teams



How?


- Disciplinary Teams
- Vertical Teams
 - Same standards, varied rigor levels




1.9 Blend vowel-consonant sounds orally to make words or syllables.

1.8 Blend two to four phonemes into recognizable words

1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*).




- **7.7** Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
- **10.2** Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self- government and individual liberty.



How?

- Disciplinary Teams
- Vertical Teams
- Skill Based Teams




3.3 Analyze the influence of setting on the problem and its resolution. (6th Grade Reading)


8.1.2. Analyze the philosophy of government expressed in the Declaration of Independence. (8th Grade Social Studies)

K1: Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena. (High School Earth Science)

1.0 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns. (7th Grade Math)



- Compare
- Contrast
- Evaluate
- Classify
- Estimate
- Interpret
- Apply
- Explain




SCANS (Secretary Commission on Achieving Necessary Skills) (1991). U.S. Department of Labor

Standards for Technological Literacy, Content for the Study of Technology (2000). International Technology Education Association

FIT: Being Fluent with Information Technology (1999). Committee on Information Technology Literacy, National Research Council


Nation of Opportunity: Building America 21st Century Workforce. (2000) 21st Century Workforce Commission, U.S. Congress.

Preparing Students for the 21st Century (1996). American Association of School Administrators




How?

- Disciplinary Teams
- Vertical Teams
- Skill Based Teams
- Electronic Teams




How?

- Skype
- Instant Messenger
- Ichat
- TokBox
- Ivisit



Our Guiding Thought:

Does not have to be either/or...




Critical Components:

Every educator is part of a high-performing team.


Teamwork supports each member's daily, individual responsibilities.

Teams meet frequently. (weekly)



Resources:

- “Learning by Doing”, Pages 96-97



Critical Components:

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Teamwork supports each member's daily, individual responsibilities.

Teams meet frequently. (weekly)

Every team has consensus on team norms.

Norms are reviewed at each meeting.

There is agreement on how norms violations will be addressed.



Norms...



Critical Components:

Every educator is part of a high-performing team. Teamwork supports each member's daily, individual responsibilities.


Teams meet frequently. (weekly)

Every team has consensus on team norms.


Norms are reviewed at each meeting.

There is agreement on how norms violations will be addressed.

Every team has determined SMART goal(s) focused on student learning outcomes.




A team is a group of people working **interdependently towards common goal(s) for which they hold themselves **mutually accountable**.**




SMART goals




Specific
Measurable
Attainable
Results-Orientated
Timebound



Beware SMAT Goals




**Don't have more than
two per team**



Don't average opinions



Homework...



Essential Element	Critical Components	How do we know? (Evidence/Products)	Next Action Steps: (Continuous Improvement)
1. A Focus on Learning:	<ul style="list-style-type: none"> -We have consensus that our mission is to grow that all students learn at high levels. -We make every decision based upon what is best for student learning. 		
2. Collaborative Culture:	<ul style="list-style-type: none"> -Every educator is part of a high-performing team. -Teamwork supports each member's daily, individual responsibilities. -Teams meet frequently (weekly). -Every team has consensus on team norms. -Norms are reviewed at each meeting. -There is agreement on how norms violations will be addressed. -Every team has determined SMART goals focused on student learning outcomes. 		
3. Clearly Define What Every Student Must Learn:	<ul style="list-style-type: none"> -Each teacher team has clearly identified the essential standards that every student must master to succeed in the next course/grade. -Each teacher team has identified what it will look like if a student is proficient on each essential standard. (Bigger level) -Students are not pulled out/added access to their grade-level essential standards. 		
4. Constantly Measure Our Effectiveness:	<ul style="list-style-type: none"> -Common assessments are given for every essential standard. -Common assessment data is reviewed collectively. -We know exactly which kids have/are not mastered each essential standard. -Team members compare results to determine which intervention practices are working/not working. 		
5. Systematically Respond When Students Need Additional Time and Support:	<ul style="list-style-type: none"> -There is timely time in our master schedule for intervention services. -There is a clearly, systematic process to identify students for additional time and support. (Regulation of student) -Interventions are targeted to specific learning outcomes. -Student progress is monitored in every intervention. -There are supplemental and intensive interventions. 		



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A Focus on Learning:	<ul style="list-style-type: none"> -We have consensus that our mission is to grow that all students learn at high levels. -We make every decision based upon what is best for student learning. 		
Collaborative Culture:	<ul style="list-style-type: none"> -Every educator is part of a high-performing team. -Teamwork supports each member's daily, individual responsibilities. -Teams meet frequently (weekly). -Every team has consensus on team norms. -Norms are reviewed at each meeting. -There is agreement on how norms violations will be addressed. -Every team has determined SMART goals focused on student learning outcomes. 		



Thank You!

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To schedule professional development, contact
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