


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.




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Collaborate About What?




“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.”

—Fullan, *Leading in a Culture of Change* (1993)




In a PLC, collaborative teams focus on three key questions.

1. What do we expect students to learn?
2. How do we know when they have learned it?
3. How do we respond when they don't?




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Why?



Why?

1. Too many standards



Consider these facts.

- 5.6 instructional hours per day x 180 days x 13 years = 13,104 total hours of K–12 instruction.
- McREL identified 200 standards and 3,093 benchmarks in national and state level documents.
- Classroom teachers estimated a need for 15,465 hours to teach them all.

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The Need to Prioritize

Robert Marzano: "To cover all of this content, you would have to change schooling from K–12 to K–22....[T]he sheer number of standards is the biggest impediment to implementing standards."

—Scherer, "How and Why Standards Can Improve Student Achievement: A Conversation With Robert J. Marzano," *Educational Leadership* (September 2001), p. 15

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Why?

1. Too many standards
2. Too much variance from teacher to teacher

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**Most school have a “wild variation”
from teacher to teacher; no
alignment of agreed-upon
standards, viable curriculum
standards or assessment.**

--Berliner/Walberg

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**Most teachers provide a
“self-selected jumble” of
standards.**

--Rosenholtz

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“Curricular chaos”

--Little/Sizer/Allington/Calkins

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Why?

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3. We can not have common assessments and systematic interventions without common curriculum
4. It ensures equity
5. It is our best teacher staff development
6. It is our best hope to improve learning



Creating a guaranteed, viable curriculum is the number one factor for increased levels of learning!

--Marzano, Porter, Lezotte



Criteria for Selecting Essential Standards

1. **Endurance:** Will this standard provide students with knowledge and skills that are valuable beyond a single test date?
2. **Leverage:** Will it provide knowledge and skills that are valuable in multiple disciplines?
3. **Prepare for the next level:** Will it provide students with essential knowledge and skills essential for success in the next grade or level of instruction?

(Reeves, *The Leaders Guide to Standards*, 2002)



David Conley: College Knowledge

1. Analytical reading and discussion
2. Persuasive writing
3. Drawing inferences/conclusions from texts
4. Analyzing conflicting source documents
5. Supporting arguments with evidence
6. Solving complex problems with no obvious answer




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1. Standard -Description	2. Example -Rigor	3. Prior Skills Needed	4. Common Assessment	5. When Taught?	6. Enrichment Standards

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Creating a PLC Foundation: Current Reality and Steps to Success

Essential Question(s)	Your Current Reality	Desired Outcome (Long Term Goal)	First Steps... (Short Term Goal)
Big Idea #1: All learn to Learn	Do we have all students who learn at high levels? Will we all agree to try to make this a reality?		
Big Idea #2: Collaborative Culture - Everyone has an idea about how during the professional day	Do we all understand and value this model of professional day? Is it required? How often do collaborative teams meet?		
Norms:	Has each team created team norms? Are they reviewed at every meeting? Is there a "norms check" procedure?		
Collaborative Inquiry	How are decisions made at your school? Are "learning" questions made after meeting or during knowledge?		
What do we want our students to learn?	Have we developed a team clearly defined essential learning outcomes?		
Big Idea #3: All learn to Succeed	Have we developed a team created common standards to measure essential learning? Do the assessment results show we have made significant progress? Do the assessment results show we have made significant progress? Do the assessment results show we have made significant progress?		


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Essential Question

Have you clearly defined what all students should learn?


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How many?




Next Steps:

1. Make students clear on the learning targets before instruction begins
2. Have students monitor progress/provide corrective feedback
3. Vertical articulation (Rigor over time...)
4. Horizontal articulation (Thinking skills)
5. Revisit and revise



Three Big Ideas of Being a PLC

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



Big Idea 3: Focus on Results

“We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, schools, and districts seek relevant data and information and use that information to promote continuous improvement.”

—DuFour, DuFour, & Eaker, *Revisiting Professional Learning Communities at Work* (2008)



**To guide our intervention program,
common assessment information
must tell us...**

1. Which students did or did not master specific essential standards
2. Which instructional practices worked or did not work



School Performance Report

Far Below Basic	Below Basic	Basic	Proficient	Advanced
0.00%	0.00%	6.67%	13.33%	80.00%



Classroom Performance Summary Report

Student Name	Num. Correct	Perc. Correct
Student 1	30	100%
Student 2	29	96%
Student 3	13	43%
Student 4	30	100%
Student 5	19	63%
Student 6	30	100%
Student 7	27	90%
Student 8	28	93%
Student 9	25	83%
Student 10	25	83%
Average	26.2	87%

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Classroom Standards Report

Student Name	Num. Correct	Perc. Correct	LS 2.d	LS 2.c	LS 2.a	LS 2.b	LS 2.e
Student 1	30	100%	100%	100%	100%	100%	100%
Student 2	29	96%	100%	67%	100%	100%	100%
Student 3	13	43%	33%	0%	100%	100%	100%
Student 4	30	100%	100%	100%	100%	100%	100%
Student 5	19	63%	33%	33%	100%	100%	100%
Student 6	30	100%	100%	100%	100%	100%	100%
Student 7	27	90%	100%	100%	100%	100%	100%
Student 8	28	93%	67%	67%	100%	100%	100%
Student 9	25	83%	67%	100%	100%	100%	100%
Student 10	25	83%	100%	33%	100%	100%	100%
Averages	26.2	87%	82%	78%	100%	97%	100%


Classroom Teacher Report

	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	
LS 2.d	82%	89%	90%	90%	79%	86%
LS 2.c	100%	75%	80%	82%	71%	82%
LS 2.a	100%	100%	100%	100%	73%	95%
LS 2.b	97%	93%	96%	100%	82%	94%
LS 2.e	100%	83%	86%	91%	80%	88%
Class Averages	96%	91%	90%	88%	77%	89%

Creating a PLC Foundation: Current Reality and Steps to Success				
	Essential Question(s)	Your Current Reality	Desired Outcome (Long-Term Goal)	First Steps... (Short-Term Goal)
Big Idea #1: A Focus on Learning	Is the culture of practice consistent with what we want to make this a reality?			
Big Idea #2: Collaborative Culture: Frequent formative assessment data during the professional day	Is the collaborative time during the school year meaningful and to the point? How often do collaborative teams meet?			
Norms:	Are each team's individual team norms? Are they repeated at every meeting? Is there a "norm about" protocols?			
Collaborative Design:	Are our decisions made at your level? Are "learning" decisions made after meeting formative knowledge?			
What do most team students learn?	How collaborative is your team? Define essential learning outcomes.			
Big Idea #3: A Focus on Results: Common Assessment: How well are we doing? How well are we doing? How well are we doing?	How collaborative is your team? Define essential learning outcomes. Do the assessment results show how much student data is collected and used to change the practice in the school?			

Essential Question


Do you have frequent, common formative assessments to measure student learning and to target interventions?

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Activity

Creating a PLC Foundation Current Reality and Steps to Success

Discuss and determine "first steps."


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Thank You!

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