From Co-*blab*-oration to Co-*labor*-ation:
Developing PLCs that Actually Improve Teaching & Learning

August 3, 2018

Learning Forward NJ

presented by

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Pre-flection Question

What distinguishes a high-functioning PLC from a group of teachers who share common planning time?

Learning Intentions

Learn how to develop PLCs that actually improve student achievement.

Success Criteria

I can engage in PLCs that use data and real "co-*labor*-ation" with colleagues to refine instructional practice and improve learning.

What does PLC **really** stand for?

Potential **L**earning **C**ommunity

In order to improve student outcomes:

- Protocols
- Proof
- Participation!

Pick a picture.

- What do your PLCs look and sound like?
- What do they do?
- What difference do they make?


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What is a PLC?

Read ***A Focus on Learning*** (DuFour, DuFour, Eaker & Many, 2006)

Then, select a:

- **Sentence** that captures the meaning of the text.
- **Phrase** that moved, engaged or provoked you.
- **Word** that captured your attention or struck you as powerful.

What are the key characteristics of a PLC?

(Source: Learning by Doing))

- Guided by a clear and compelling vision
- Make collective commitments clarifying what each member will do to achieve the mission
- Use results-oriented goals to mark progress
- Clarify exactly what each student must learn
- Monitor each student's learning
- Provide interventions for those who struggle
- Provide enrichment for those who know

A Clear & Compelling Vision

- What is your vision of how PLCs could be used to ensure all students learn?
- What might be the value of creating a shared vision?
- What practices would help the written vision become a working vision?

Collective Commitments

Establish a set of norms that will:

- Guide individual behavior
- Govern how the group will work
- Facilitate achievement of goals

Grade 8, Red Team

- Be respectful of ideas presented at meetings
- Make decisions collectively
- Support efforts of team members to gain insight about student achievement
- Be positive
- Be sure to provide all facts clearly when discussing any issues
- A copy of emails will be saved by the Team Leader
- Phone logs will be kept by all team members
- Be on time
- Record all tests, quizzes and upcoming projects in team agenda.

Grade 6, Yellow Team

- Members will come prepared to meetings in a timely manner.
- Members will bring samples of student work that relate to our SMART goal.
- Professional obligations and objectives will always be handled first in meetings, followed by personal issues, if time permits.
- All members' ideas will be considered and everyone will demonstrate mutual respect for their colleagues.
- Positive steps or solutions must be brainstormed for any negative problem or situation that arises.
- Amendment: Anything this is talked about in a team meeting or occurs in another teacher's classroom will never by discussed with students.

Questions to consider

- What is the value of establishing norms?
- What practices could help norms “stick”?

Develop results-oriented goals

Use your SGOs and PDPs!

- Develop *Shared* Growth Objectives that target weakness identified in the data.

And

- Achieve these goals by working together on *common* Professional Growth Plans!


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The World On Time

From Compliance to Commitment Through Co-labor-ation

"When the school is organized to focus on **a small number of shared goals**, and **when professional learning is targeted to those goals** and is a collective enterprise, the evidence is overwhelming that **teachers can do dramatically better** by way of student achievement."

Michael Fullan's *The Principal. Three Keys to Maximizing Impact*

Clarify what students must learn

PLCs must answer the 4 critical questions:

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

Ensure focus on the right work

"*The real methodology for system change begins and ends with*

ongoing, authentic conversations

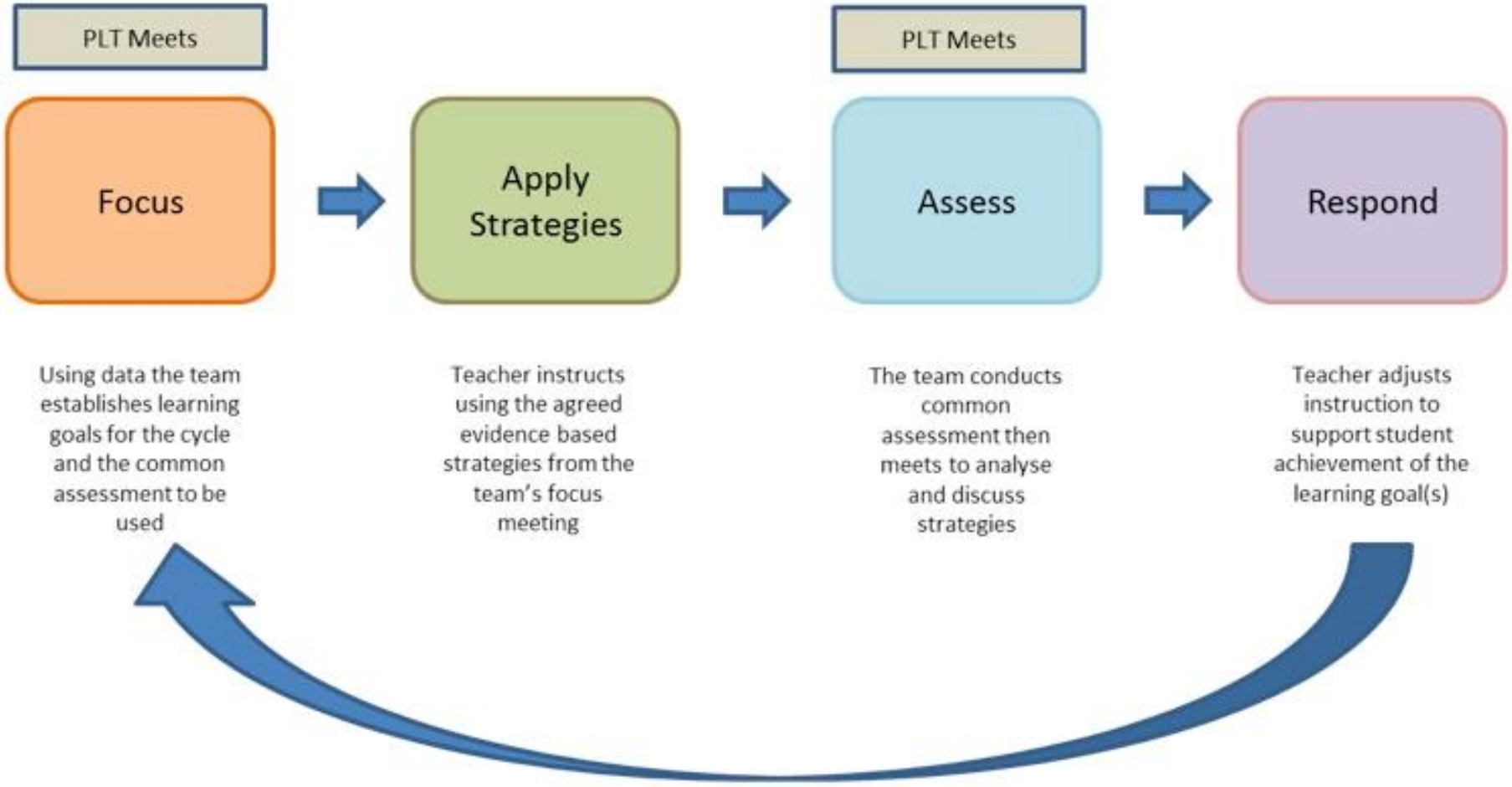
about important questions."

Tony Wagner

Seven Stages of Teacher Collaboration

- Which questions do you hear being discussed at your PLCs?
- What do these questions reveal about your stage of collaboration?

The Professional Learning Team Cycle



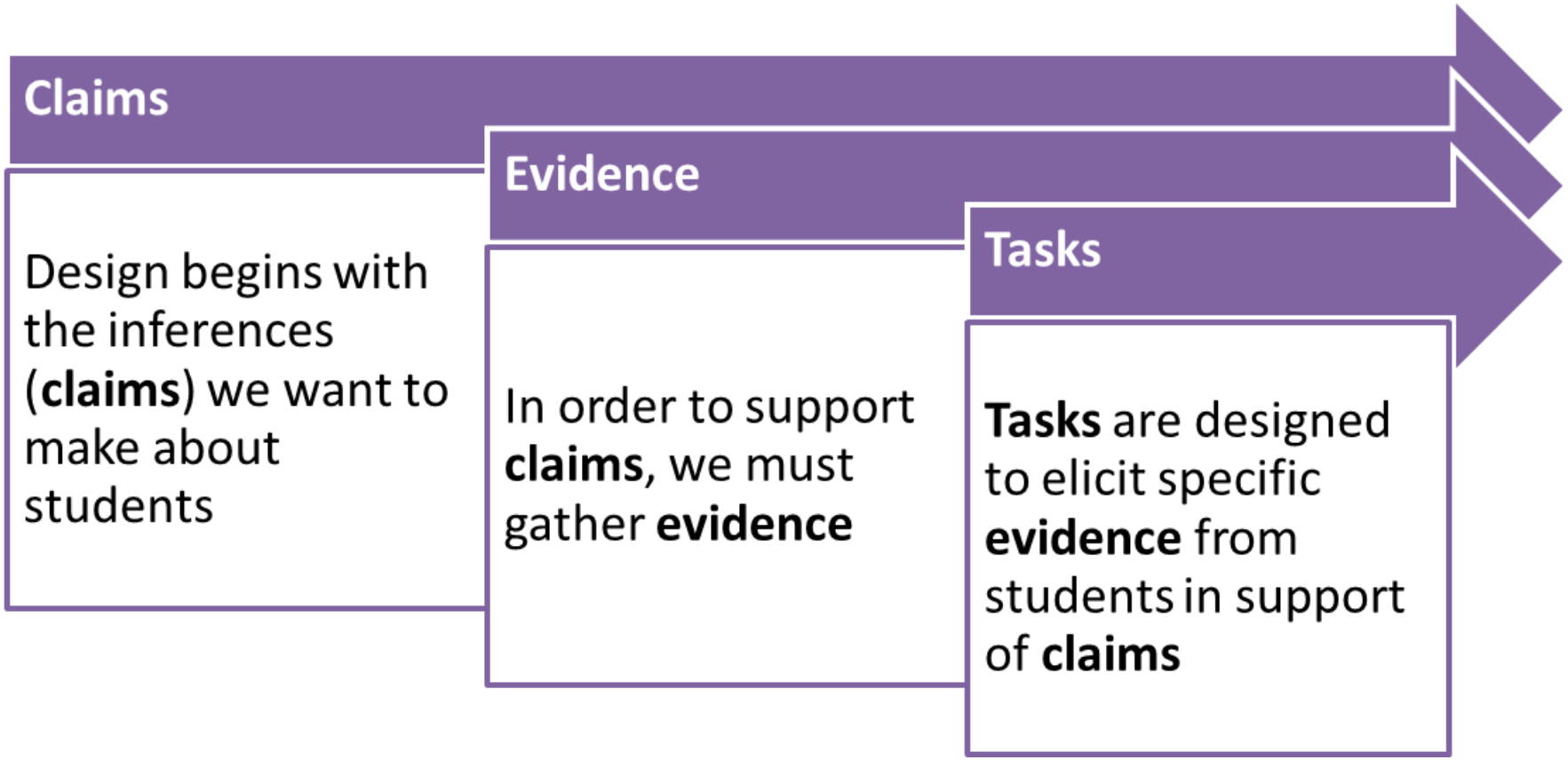
Adjusted from http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/images/TheTeamCycle.jpg

Switch the focus

From, “What will we ***teach?***

To, “What will they ***learn?***

Use Evidence-Centered Design



Yes, but why do this together?

Create a question to assess mastery of the following standard:

SWBAT demonstrate an understanding of percents.

Six teachers.
Six different questions.

1. 50% of 40
2. 34% of 67
3. 26 is 40% of what number?
4. In a town election, 5985 people voted. This is 63% of the town's registered voters. How many people are registered to vote?

SWBAT understand and use %

5. You deposit $1200 into a savings account that earns 3% interest compounded annually. Find the balance of the account after 2 years.
6. Describe how to find your percent increase in height from last year to this year. Show how to find this percent using a proportion.

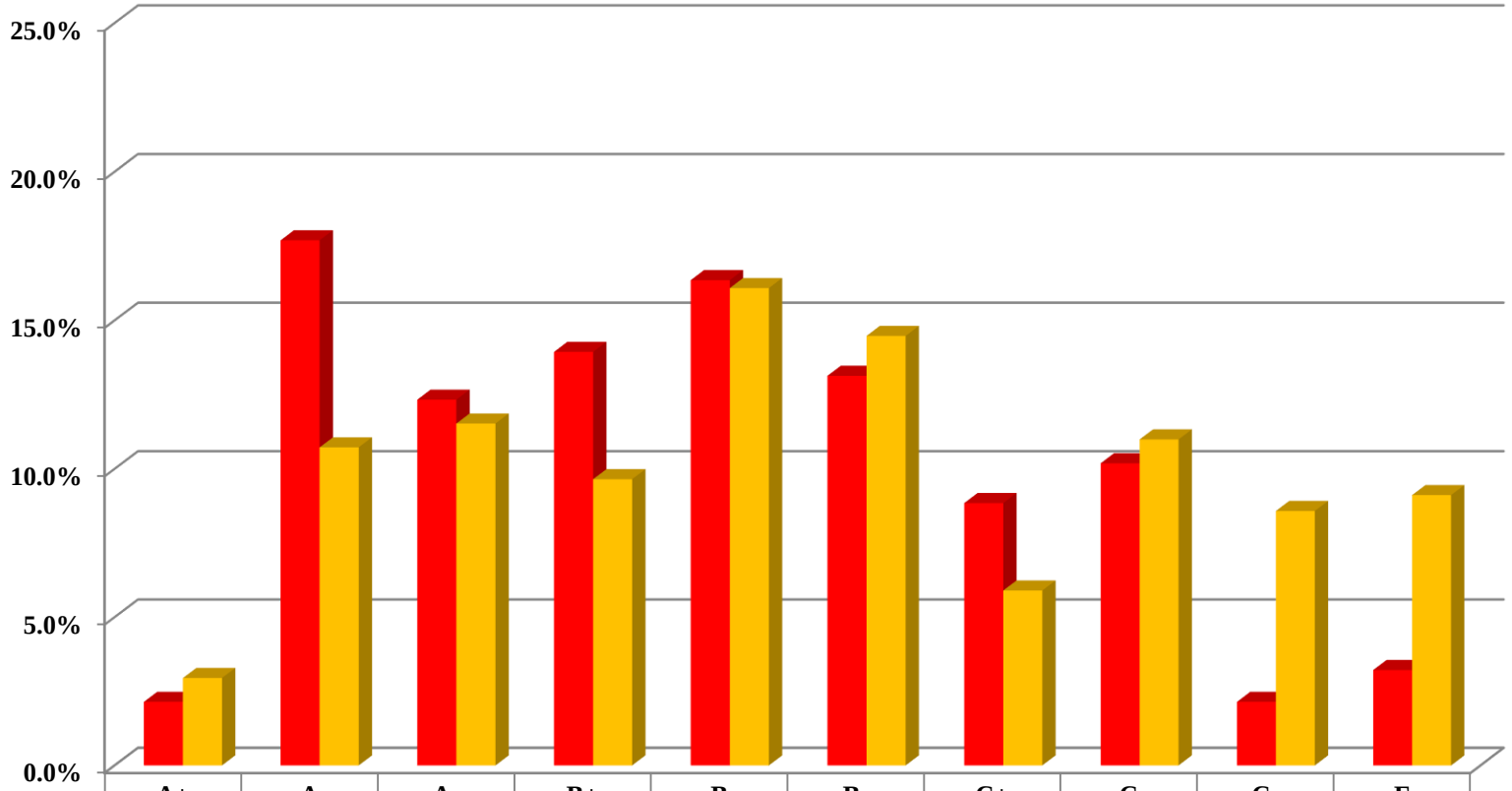
A Data Analysis Protocol

- **D**ata (Analyze scores from assessments)
- **R**esults (Examine students' responses)
- **A**ssessments (Assess the assessments)
- **F**eedback (Study the quality of feedback)
- **T**ailored supports (Identify opportunities to support teachers and students)

Analyze the Scores

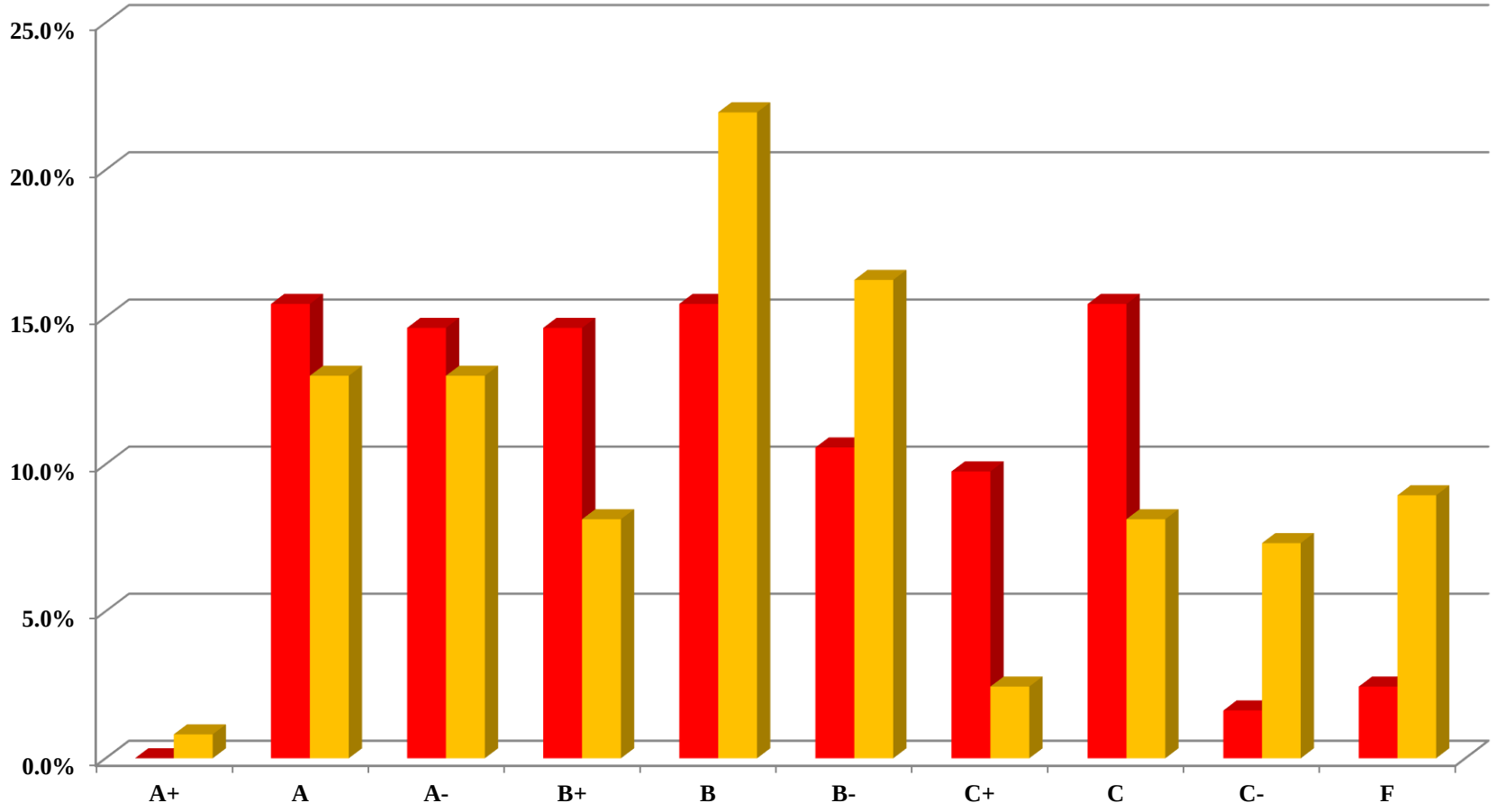
1. Establish “proficiency ranges.”
2. Determine the % of students in each.
3. Find patterns among:
    - Items
    - Students
    - Teachers

4th MP Grade Distribution
6th Grade Social Studies

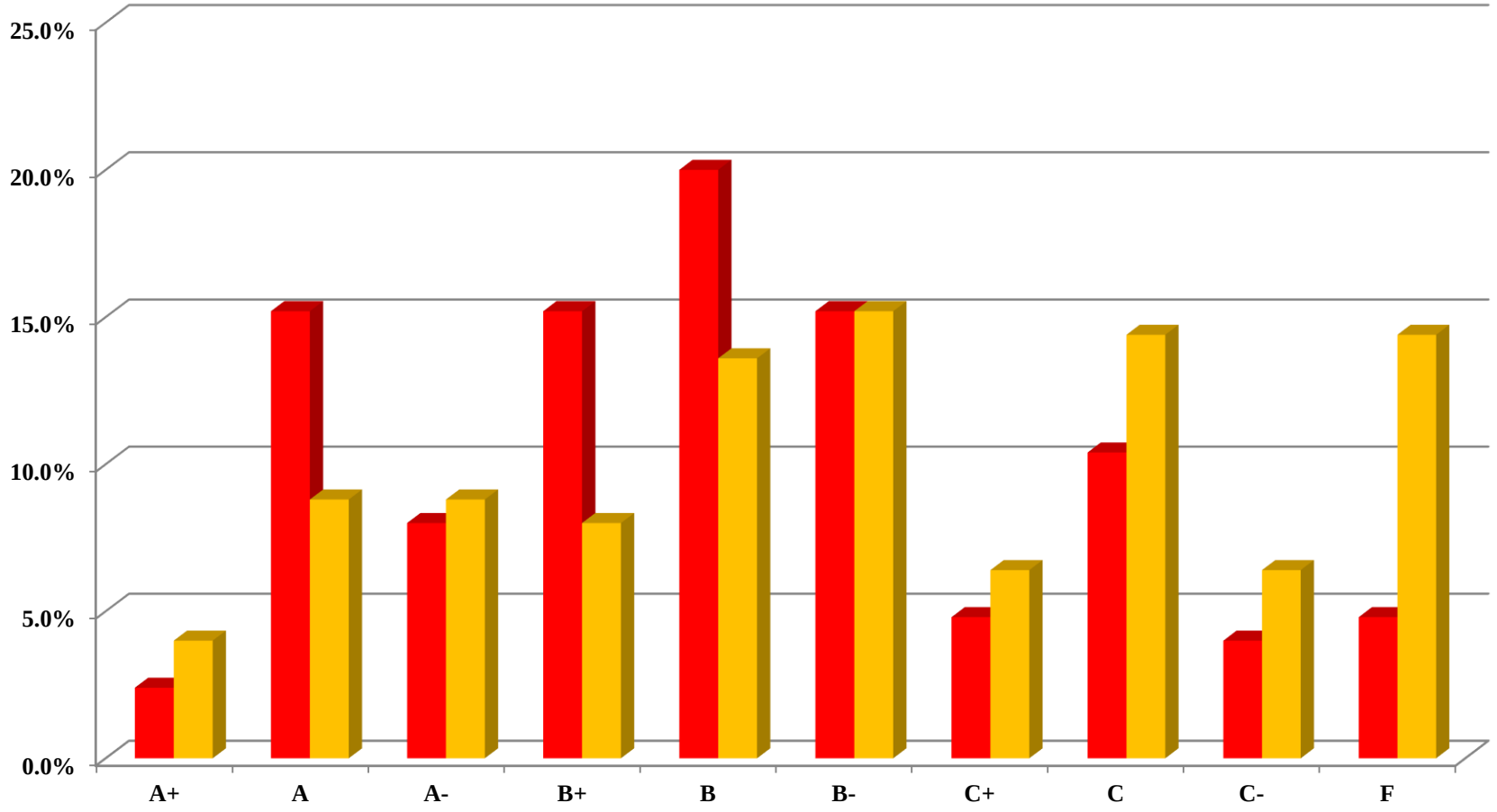


	A+	A	A-	B+	B	B-	C+	C	C-	F
4TH Quarter	2.1%	17.7%	12.3%	13.9%	16.4%	13.1%	8.8%	10.2%	2.1%	3.2%
Quarterly	2.9%	10.7%	11.5%	9.7%	16.1%	14.5%	5.9%	11.0%	8.6%	9.1%

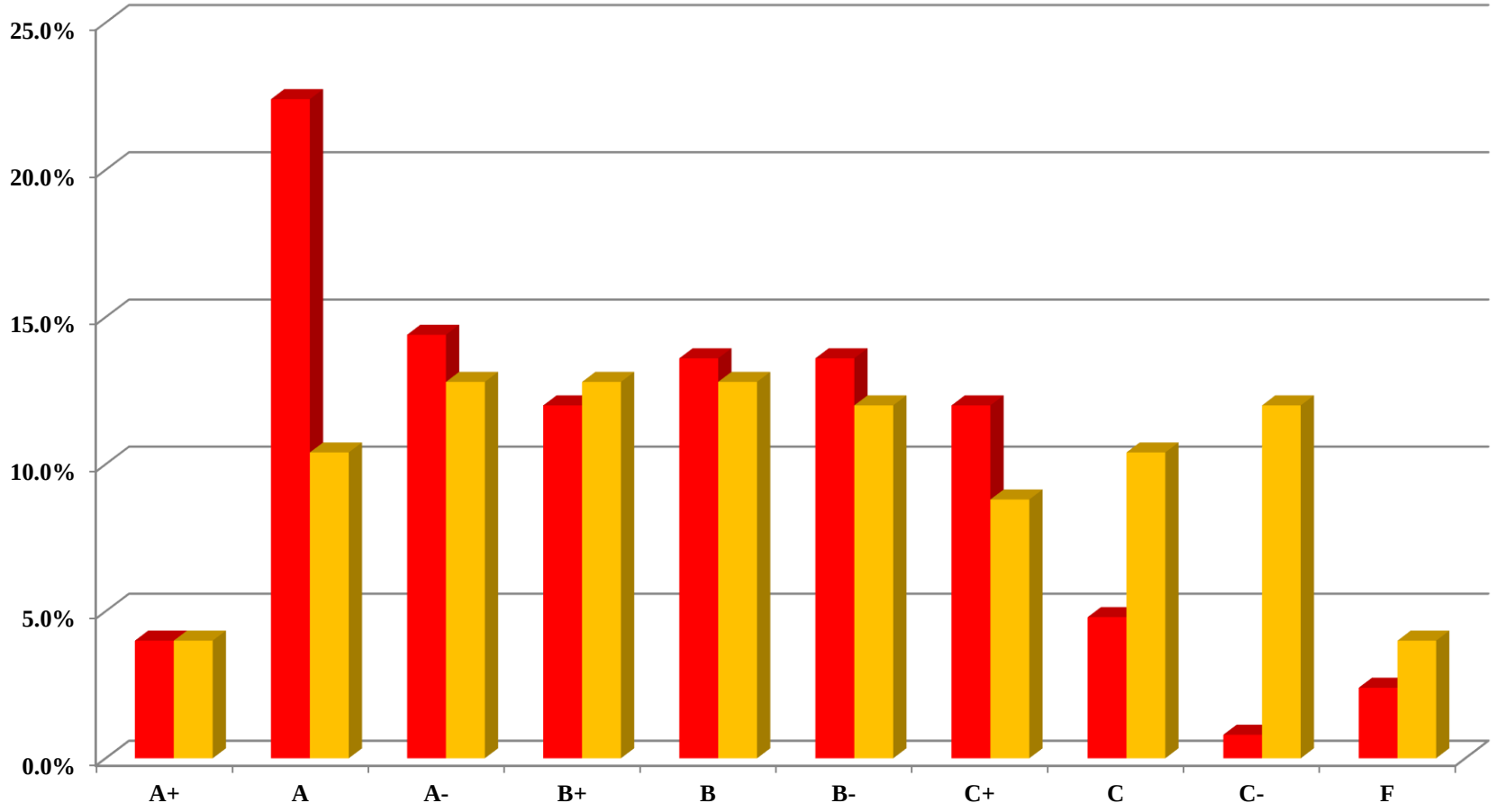
4th MP Grade Distribution
6th Grade Social Studies – Teacher A



4th MP Grade Distribution
6th Grade Social Studies – Teacher B



4th MP Grade Distribution
6th Grade Social Studies – Teacher C



Analyze the Results "Test in Hand"

Results can be used to identify:

1. Standards/skills that require attention
2. Question types that require practice
3. Students who need remediation
4. Programmatic strengths/weaknesses
5. Strengths/gaps in teaching

Examine Students' Responses

Sort papers into "proficiency piles."

Identify patterns in student performance.

Green Above Proficient		Yellow Proficient		Red Below Proficient	
Strengths	Weaknesses	Strengths	Weaknesses	Strengths	Weaknesses

Curiosity and Root Cause

- Conduct an error analysis.
  - Are there patterns among errors?
  - What may have caused students answer incorrectly?
- What factors may have contributed to:
  - Strengths in “strong” papers
  - Weaknesses in “weak” papers
  - Performance by standard/objective
  - Patterns by question type

Assess your Assessments

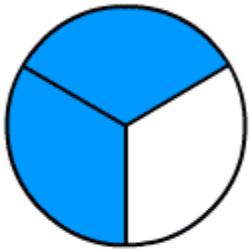
- Cognitive demand (nature & level of thinking)
- Demonstrations of learning (how students show what they know)
- Format (construction of questions & answers)

The answer **is** the questions

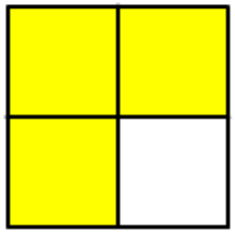
"The level of mastery that will be reached is determined entirely by what sort of questions students are expected to answer."

- Paul Bambrick-Santoyo

Circle the correct fraction from the given choices.

1. 

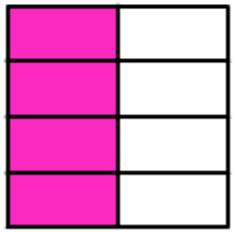
$\frac{3}{4}$ $\frac{2}{3}$ $\frac{1}{4}$

2. 

$\frac{3}{4}$ $\frac{1}{5}$ $\frac{2}{3}$

3. 

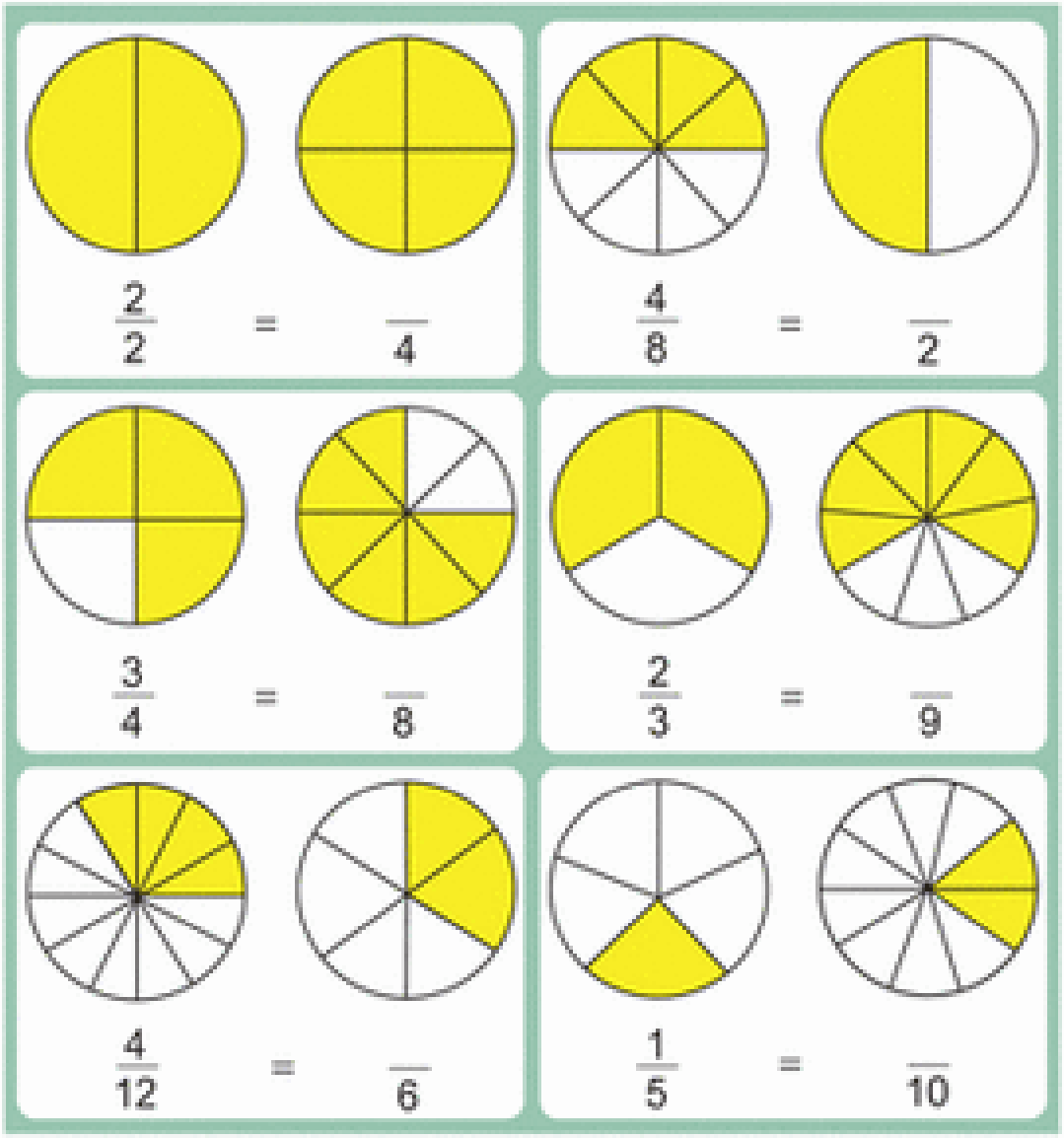
$\frac{2}{4}$ $\frac{4}{5}$ $\frac{5}{6}$

4. 

$\frac{4}{8}$ $\frac{1}{3}$ $\frac{1}{2}$

Equivalent Fractions

Equivalent fractions have the same value, even though they use different numbers.
Directions: Fill in the equivalent fractions below.

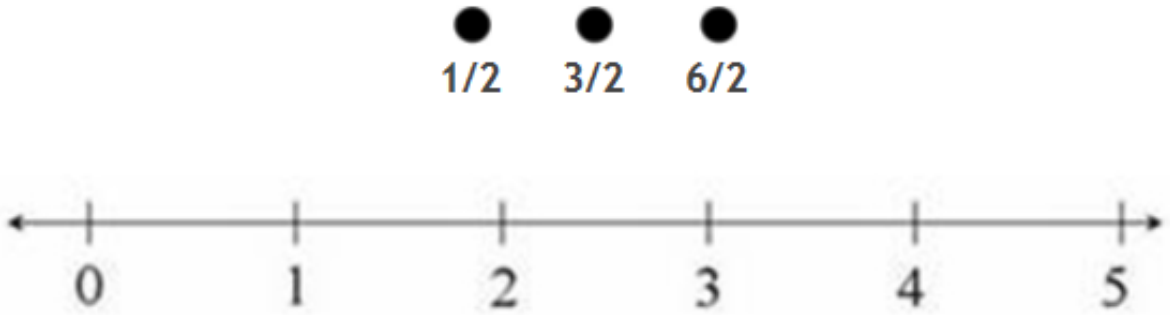


Grade 3 Mathematics (Number Line)

Printer-friendly version PDF version

SAMPLE ITEM

Drag each fraction to the correct location on the number line.



The fraction number line task is adapted from a task available at http://illustrativemathematics.org.

Reset

For More Item Specific Information

PARCC Math Sample Problems_GR3_Frac-Num-LineV2.pdf

Fractions on the number line (grade 3)

Write your answer to the following problem in your answer booklet.

Two fractions have different numerators and denominators. Can the two fractions have the same location on the number line? Explain.

Name : _____ Score : _____

Teacher : _____ Date : _____

Rounding Integer Numbers

Round each number to the nearest hundred.

1)	861	_____	6)	621	_____
2)	426	_____	7)	699	_____
3)	415	_____	8)	313	_____
4)	981	_____	9)	371	_____
5)	436	_____	10)	549	_____

Round each number to the nearest hundred.

1)	3,979	_____	6)	8,298	_____
2)	3,285	_____	7)	6,776	_____
3)	8,258	_____	8)	9,492	_____
4)	4,715	_____	9)	1,555	_____
5)	1,873	_____	10)	6,758	_____

Part B

Write your answer to the following problem in your answer booklet.

San Francisco Giants' stadium: 41,915 seats	Washington Nationals' stadium: 41,888 seats	San Diego Padres' stadium: 42,445 seats

Compare these statements from two students.

> Jeff said, "I get the same number when I round all three numbers of seats in these stadiums."
>
> Sara said, "When I round them, I get the same number for two of the stadiums but a *different* number for the other stadium."

Can Jeff and Sara both be correct? Explain how you know.

Part C

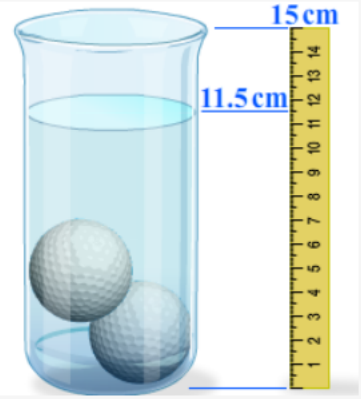
Write your answer to the following problem in your answer booklet.

When rounded to the nearest hundred, the number of seats in Aces Baseball Stadium is 9,100.

What is the greatest number of seats that could be in this stadium? Explain how you know.

Golf balls in water (high school)

Tom is doing an experiment adding golf balls to a glass jar containing water. The picture and the table show what happens to the height of the water as Tom adds golf balls.



Number of golf balls, x	Height of water in centimeters, y
0	9.0
1	10.2
2	11.5
3	12.7
4	13.8

There are several ways that Tom could modify the conditions of his experiment.

What modifications would increase the rate of change in the height of the water level with respect to the number of golf balls? Select all that apply.

- ☐ Use larger golf balls
- ☐ Decrease the diameter of the glass jar
- ☐ Drop the golf balls into the glass jar at a faster rate
- ☐ Add 5 cm of water to the glass jar
- ☐ Drop the golf balls into the glass jar two at a time

Submit Answer

The Biography of Amelia Earhart

Earhart's Final Resting Place Believed Found

Amelia Earhart: Life and Disappearance

Read the website entry "The Biography of Amelia Earhart." Then answer the questions.

The Biography of Amelia Earhart

1 When 10-year-old Amelia Mary Earhart saw her first plane at a state fair, she was not impressed. "It was a thing of rusty wire and wood and looked not at all interesting," she said. It wasn't until Earhart attended a stunt-flying exhibition, almost a decade later, that she became seriously interested in aviation. A pilot spotted Earhart and her friend, who were watching from an isolated clearing, and dove at them. "I am sure he said to himself, 'Watch me make them scamper,'" she said. Earhart, who felt a mixture of fear and pleasure, stood her ground. As the plane swooped by, something inside her awakened. "I did not understand it at the time," she said, "but I believe that little red airplane said something to me as it swished by." On December 28, 1920, pilot Frank Hawks gave her a ride that would forever change her life. "By the time I had got two or three hundred feet off the ground," she said, "I knew I had to fly."

You have read a website entry and an article, and watched a video describing Amelia Earhart. All three include information that supports the claim that Earhart was a brave, courageous person. The three titles are:

"Biography of Amelia Earhart"

"Earhart's Final Resting Place Believed Found"

"Amelia Earhart's Life and Disappearance" (video)

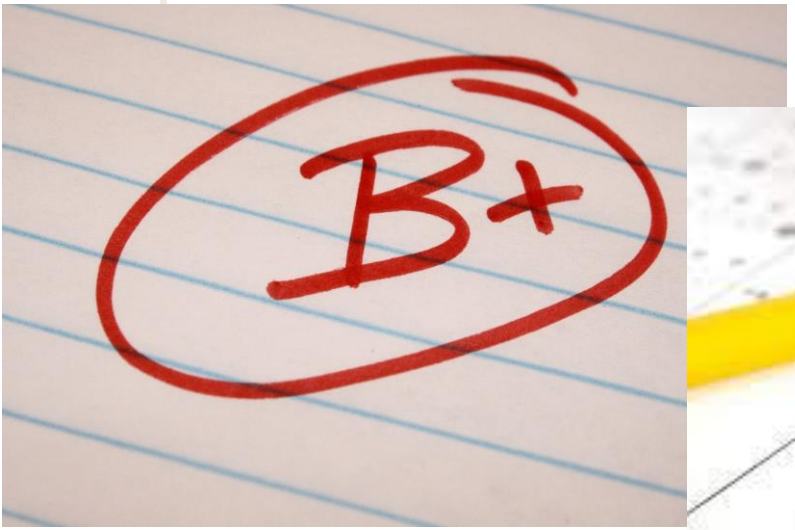
Consider the argument each author uses to demonstrate Earhart's bravery.

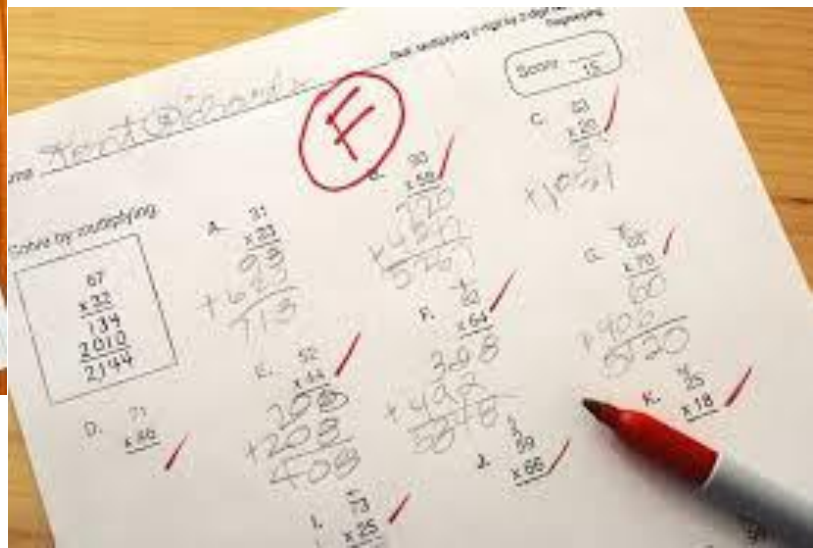
Write an essay that analyzes the strength of the arguments related to Earhart's bravery in at least two of the three supporting materials. Remember to use textual evidence to support your ideas.

Use results to…

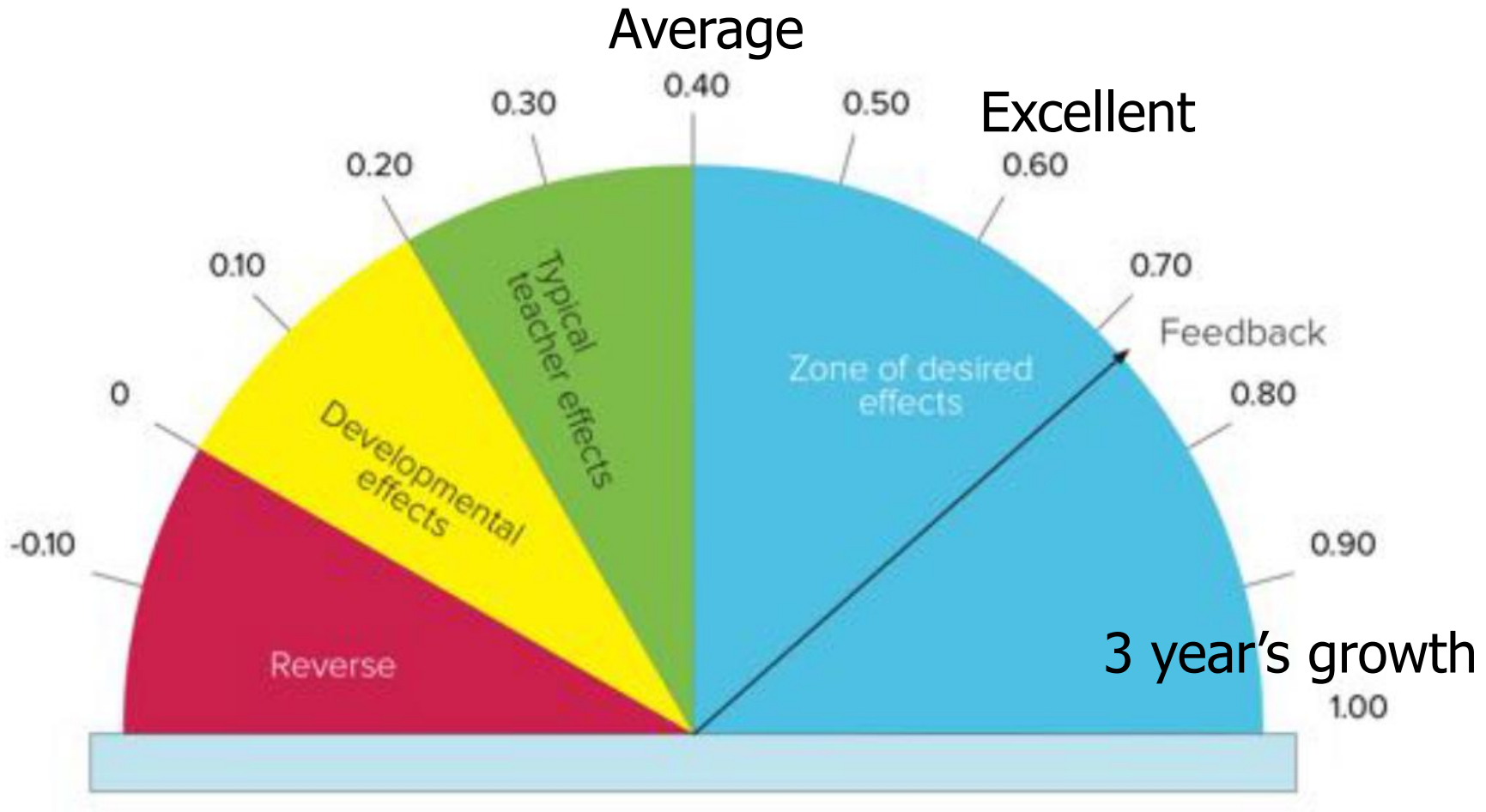
- Determine whole class goals.
  - Which skills must be addressed with all?
- Establish small group goals.
  - Which skills must be taught to some?
- Identify individual student goals.
  - Which skills must be addressed with specific students?

Examine the feedback





Effect size (John Hattie)



Provide Quality Feedback!

- Timely
- Specific
- Understandable
- Actionable

"Just in time. Just for me."

Feedback = .75

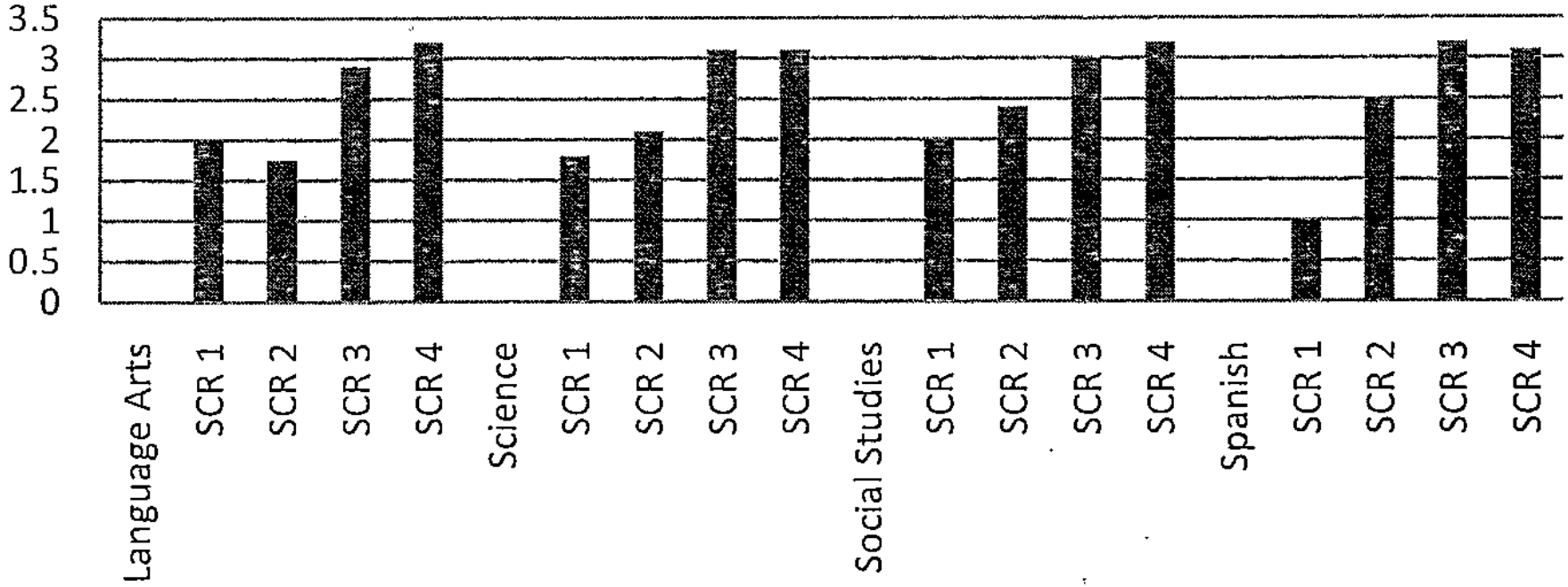
Develop Tailored Supports

Who needs support?	What support is needed?	Who will provide it?	When, where, how will support be provided?	How will we know if it worked?

Yes, but…

Use results to build “buy in.”

Short Constructed Response Results for 8th Grade Red Team



Student improvements in SCRs

- **Text citations:** Before, students completely eliminated citations or selected random quotations. Now, they are better at introducing, incorporating and explaining their selections and connecting them to the original text.

- **Connections:** Before, they made very basic connections. Now, they are thinking more deeply about the prompts and their connections.

Student improvements in SCRs

- **Word choice and sentence structure:** Before, students repeated themselves over and over in word choice and writing style. Now, students are constructing different styles of sentences and incorporating higher level vocabulary.

- **Introductions:** Before, students used very basic intros. Now, they are attempting different "hooking" elements instead of just restating the prompts.

Be the Leader

"A greater shift in teacher talk would require leaders with a stronger calling to be leaders of teacher learning rather than facilitators and organizers of collegial discussions." Parr, Timberley, Reddish & Adams (2006)


If you want to go fast, go alone.
If you want to go far,
GO TOGETHER.
African Proverb
SYMPHONY OF LOVE
Photo by Nisha Gill

What is your truth?

- Do you…
  - Share plans, strategies, assessments and assignments?
  - Analyze data and completed work products?
  - Examine feedback on students' work?
  - Provide interventions and enrichment to ensure **all** students are learning?

Wrap up and Reflections

What will *you do* to create PLCs that improve student achievement and professional practice?

What are you wondering?

Teach 4 Results
Leading efforts to improve teaching and learning

Contact Dr. Tracey Severns at
docsev@teach4results.com

"You are a rock star! The keynote really resonated with the crowd – over 400 people!"

– Connie, MSU

Read More Testimonials

Read Full Bio

Dr. Tracey Severns

An experienced presenter

Dr. Tracey Severns has dedicated her career to the service of students, teachers and administrators in New Jersey since 1992. She has served as a special education teacher, vice principal, principal, superintendent, adjunct professor, and Chief Academic Officer for the New Jersey Department of Education.

Upcoming Seminars

South Brunswick: Using Data to Move it & Prove it

January 23 & 30, 2018
Only 50 seats available, register today!

Download Registration Form

Seminar Resources

A Look Ahead

Full Calendar

Data Leadership

Jan 3, 2018

School leaders from 13 districts in PA will convene at the Bucks...

Using Data to Move It & Prove It

Jan 23 & 30, 2018

Learn how to lead an inquiry-based approach to data analysis that will...

Data as a Barometer of Social Justice

April 21, 2017

During this keynote and conversation, we will take a hard look at...

A Look Back

See All

Using Feedback in High School to Improve Effort, Independence & Outcomes

Nov 20, 2017

Students who are provided with feedback that addresses task, process and self-

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