

## Taking PLC's to the Next Level

- Dr. Jodi Miller, Principal, Elliott Elementary
- Mr. Scott Schwartz, Principal, West Lincoln Elementary
- Mrs. Mona Manley, Principal, Belmont Elementary

### Protocol for PLC Meeting

**Review agenda from previous meeting. Each team member will agree to follow the 7 Norms of Collaboration and review the team's working agreements. (3 minutes)**

- Pausing
- Paraphrasing
- Putting inquiry at the center--Probing
- Placing ideas on the table
- Paying attention to self and others
- Presuming positive intentions

**Team reviews roles before the beginning of meeting. These should be determined before meeting begins.**

- **Meeting Facilitator:** Keeps meetings moving, monitors agenda and participation, and ensures that each member adheres to the norms rules and agenda.
- **Meeting Activator:** Leads the Professional Learning Community through the guiding Questions. Follows the guidance of the Meeting Leader in keeping the group on agenda and on time.
- **Recorder:** Each PLC must have a recorder to take notes on the discussion and enter them onto the GoogleDocs and DocuShare. Forms to be uploaded at the end of the meeting or within 24 hours afterward.

Long Term SMART Goal

Percentage of students proficient and higher will increase from \_\_\_ to \_\_\_ by \_\_\_ as measured by \_\_\_\_\_ given on \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

<b>Smart Goals</b>	<b>Agenda:</b>
<b>Smart Goals</b>	<b>Agenda:</b>
<ul style="list-style-type: none"> <li>• <b>Reading SMART Goal:</b> By May of 2012, 90 % of 4<sup>th</sup> graders will be proficient in reading as measured by the NeSA R.</li> <li>• <b>Math SMART Goal:</b> By May of 2012, 90% of 4<sup>th</sup> graders will be proficient in math as measured by the NeSA M.</li> </ul>	1:50-1:55 Celebrations 1:55-2:00 Review Agenda 2:00-2:10 Sharing Data  Individual Sticky Note Reflection 2:10-2:25 ANALYZING DATA CMA 2 Current Reality, Strength, Needs  2:25-2:30 SETTING SHORT TERM SMART GOAL The percentage of students scoring proficient or higher on CMA 2 essential outcomes will increase from ___ to ___ by ___ as measured by CMA Retest of missed items only.  2:30-2:50 COMMON INSTRUCTIONAL STRATEGIES  2:50-2:55 RESULTS INDICATORS for adults, students, and student performance  2:55-3:00 Monitor Evaluate How are we doing with specific feedback in writing, fact & opinion and nonfiction text in guided reading  3:00-3:30 Creating Math Intervention & enrichment groups
<b>Roles &amp; Responsibilities</b>	
Recorder: Carolann Time Keeper: Branden  Focus Monitor: Christa Facilitator: Meka	
<b>Norms:</b> Pausing, Paraphrasing, Putting Inquiry at the Center, Probing, Placing Ideas on the Table, Paying Attention to Self & Others, Presume Positive Intentions	
<b>Past Work:</b> We conducted reading & writing interventions and administered CMA 2.	
<b>Purpose:</b> What we will do today	
Data Teams Process: CMA 2 Create Math Reteaching Groups	
<b>Nonpurpose:</b> What we will not do today	
<ol style="list-style-type: none"> <li>1. Use data in a judgmental way.</li> <li>2. Participate in sidebar conversations.</li> <li>3. Focus on things we can't control/change</li> </ol>	

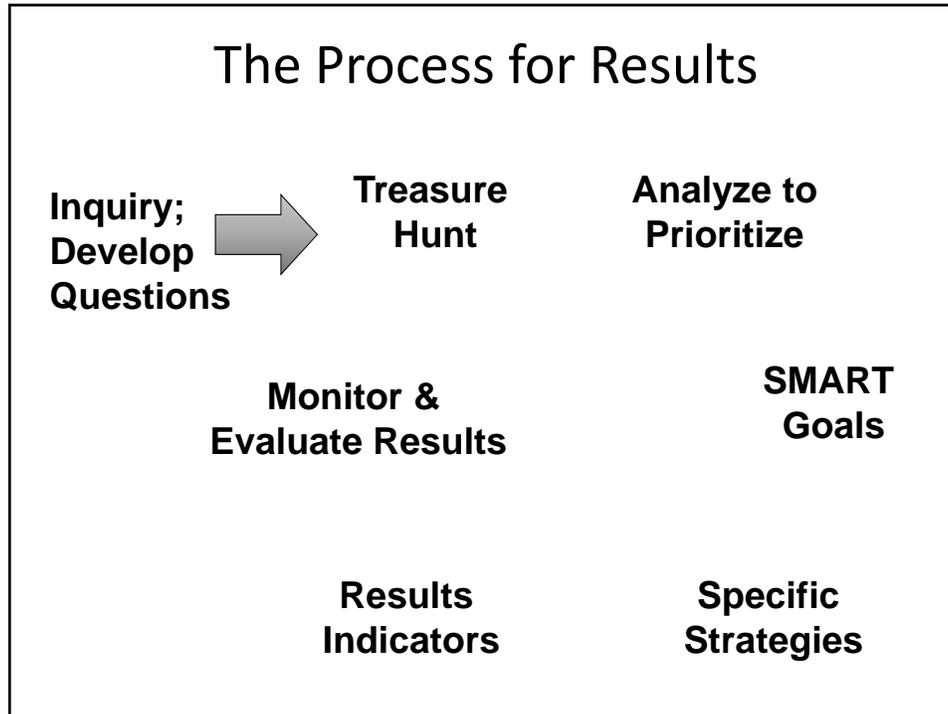
## Meeting Roles

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- **Recorder:** Each PLC must have a recorder to take notes on the discussion and enter them onto the GoogleDocs and Docushare. Forms to be uploaded at the end of the meeting or within 24 hours afterward.
- **Data Recorder:** Responsible for organizing data before the meeting. They will also assume this role during the meeting.

## Agenda for Next Meeting

- At the end of your meeting, determine the agenda for the next meeting.
  - What data will we gather before our next meeting?
  - Will you be transitioning to your next essential outcome? (Look at your SMART Goal Planning Form)
- Send the agenda to all team members.

<b>Effect s/Res ults (stud. out.)</b>	<b>Lucky</b> High results, low understanding of antecedents Replication of success unlikely	<b>Leading</b> High results, high understanding of antecedents Replication of success likely
	<b>Losing Ground</b> Low results, low understanding of antecedents Replication of failure likely	<b>Learning</b> Low results, high understanding of antecedents Replication of mistakes unlikely
<b>Antecedents/Cause Data (Adult Actions)</b>		



## Inquiry

“Data-driven decision making begins by asking fundamental questions.”

Doug Reeves

- What questions do you have about teaching and learning in your school?
- What data sources are you using to gather the specific information?

# Step 1—Collect and Chart Data

- First Ever Meeting—Look at Summative Data and do a “Treasure Hunt”.
- **All others:**--Data assembled prior to the start of the meeting.
  - Results include number, percentage, and names of students at multiple performance levels
  - Data is disaggregated by standard
  - Data is disaggregated by teacher
  - Supports timely, specific, and relevant feedback to teachers and students to improve performance
  - Data includes student work samples from the assessment being reviewed

Team: 1st Grade      Assesmen Number Partners      Date of Meeting: 9/12/2011  
 Team Membr Cowsky, Herrington, Potadle, Smutny, Watchorn

Step 1: Collect and Chart Data

Teacher	# Students	# Proficient or Better	% Proficient of Better	# Close	% Close	Students Close	# Far to Go	% Far to Go	Students Far to Go
Cowsky	19	10	53%	1	5%	Brody	8	42%	Ryla, Daniel, Miameen, Aaron, Ali, Ricky, James, Kayly
Herrington	19	6	32%	2	11%	Adam, Ahmed	11	58%	Mohammed, Aysa, Braylen, Poni, Joey, Vladislav, Joes, Raanan, Jordan, Hailey, Elizabeth
Potadle	18	0	0%	5	28%	Genesis, Nathan, Harper, Christian, Jadais	13	72%	Nevaeh, Anhabellia, De'Angelo, Nyakuoth, Berlynn, Deigo, Alegjandro, Ashton, Antonio, Ria, Mikalah, Dunia, Daniel
Smutny	16	5	31%	2	13%	Shawna, Kayla	9	56%	Isaiah, Yossef, Daniel, Ruon, Martae, Andrea, Serenity, Charly, David
Watchorn	19	4	21%	3	16%	Lily, Olivia, Terry	12	63%	Aden, Majed, Kionna, Javier, Oriana, Hudson, Halla, Demarcus, Mia, Mustafa, Marquise, Josiah
TEAM	91	25	27%	13	14%		53	58%	

## Step 2: Analyze Data and Prioritize Needs

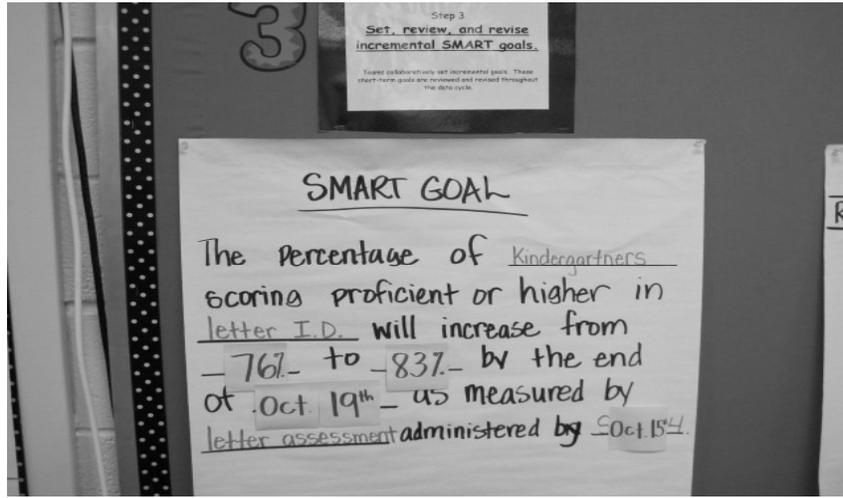


### Step 2: Analysis - Identify Strengths and Needs

Identify the top priority needs by placing a number in the adjacent cell with 1 being the highest priority. Please select

Strengths	Needs
27% understood the idea of embedded numbers	Stamina
use of switch partners	Listening skills during whole group instruction
	Understanding embedded numbers
	Number sense
	Use of strategies
	Impulsivity

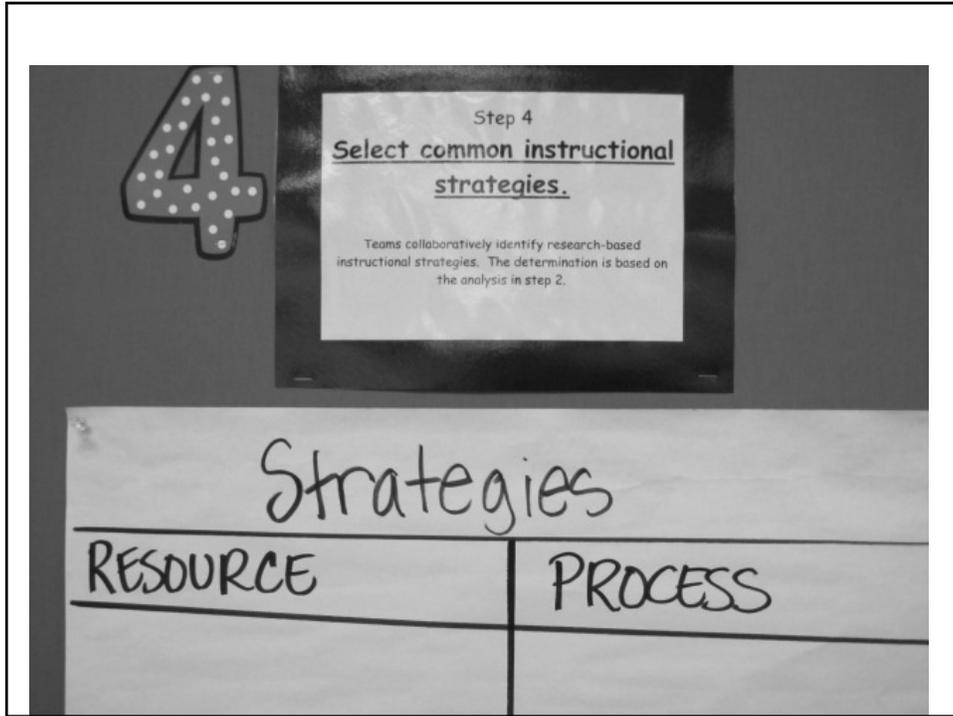
## Step 3—Establish a SMART Goal. Specific, Measurable, Attainable, Realistic and Timebound/ Timely



### Step 3: SMART Goal Statement

Group:	1st Grade	Assessment Tool:	Number Partners
Topic:	Mathematics	Assessment Date:	1/31/12
End of Unit Date:			
Current Proficiency:	27.5%	Project	41.8%
		Adjustment:	33.2%
		Modified Goal:	75.0%

The percentage of 1st Grade students proficient or higher in Mathematics will increase from 27.5% to 75% by as measured by a(n)Number Partners given on 1/31/2012.



**Step 4: Select Instructional Strategies**  
Review the list below and record selected strategies in the chart.

**Possible Strategies to Consider:**

Compare/Contrast	Classify	Create Metaphors	Create Analogies	Summarize	
Reinforce Effort*	Provide Recognition	Reciprocal Teaching	Practice*	Non-Linguistic Representations/Visual Tools	
Cooperative Learning	Set Objectives*	Provide Feedback*	Space vs. Mass Practice	Cue	
Advanced Organizers	Writing	Note-taking	Question		

\* = Strategies recommended for daily use.

**Identified**  
**Need: Testing**

Selected Instructional Strategy	Learning Environment	Time - Duration of the Teaching of Specific Concepts and Skills	Materials for Teachers and Students	Assignments, Assessments - Where will students be required to use the strategy?
Graphic organizers, flip charts, chances to practice test format and recording results	Whole group, small group, work stations	Daily number partners in Unit 2	Stair-step models, break apart sticks,	Daily math routines, math journals, math activity sheets, homework

## Step 5 Determine Results Indicators

Why? To monitor the degree of implementation and evaluate the effectiveness of the strategies



## Results Indicators

- Considerations
  - Serve as an interim measurement 
  - Used to determine effective implementation of a strategy
  - Used to determine if strategy is having the desired impact
  - Help to determine midcourse corrections

## Step 6 Monitor and Evaluate Results

Why? To engage in a continuous improvement cycle that—

- Identifies midcourse corrections where needed
- Adjusts strategies to assure fidelity of implementation

## Step 6: Monitor and Evaluate Results

- Monitoring allows educators to reflect on their professional practice.
- Monitoring allows teams to make mid-course corrections.
- Monitoring allows teams to celebrate on a continuous basis.
- Monitoring is a critical component of a continuous improvement cycle.
- Based on your monitoring, you moved back to Steps 1 and 2 of the process.

## Meeting Types

- 1. Before instruction--preassessment-- Brief 5-10 minutes touch base. Set proficiency levels for assessment and what assessment will be.
- 2. Before instruction--collaboration. Generate strategies that match need--Reference Hattie's **VISIBLE LEARNING**. Marzano's **CLASSROOM INSTRUCTION THAT WORKS**.
- 3. Monitoring--Midcourse evaluation and corrections--Use rubric below as a tool.
- 4. After instruction—Post Assessment Data. Minutes 2 on Data Teams google spreadsheet.

## Examples and Nonexamples

- Data Teams are not:  
A time for professional development. A time to plan the week's lessons or field trips. Easy.
- Data Teams are:  
A proactive way to monitor essential outcomes and SMART goals. Hard Work. Data Teams require constant feedback and monitoring and accountability checks for the leaders.