Taking PLC’s to the Next Level

• Dr. Jadi 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 Docsshare. 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 __________.
Meeting Roles

- **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.
- **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.

<table>
<thead>
<tr>
<th>Effect/Results (stud. out.)</th>
<th>Lucky</th>
<th>Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High results, low understanding of antecedents Replication of success unlikely</td>
<td>High results, high understanding of antecedents Replication of success likely</td>
</tr>
<tr>
<td>Losing Ground</td>
<td>Low results, low understanding of antecedents Replication of failure likely</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td>Low results, high understanding of antecedents Replication of mistakes unlikely</td>
<td></td>
</tr>
</tbody>
</table>

Antecedents/Cause Data (Adult Actions)
The Process for Results

Inquiry; Develop Questions → Treasure Hunt → Analyze to Prioritize

Monitor & Evaluate Results

SMART Goals

Results Indicators

Specific Strategies

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

<table>
<thead>
<tr>
<th>Teacher</th>
<th># Students</th>
<th># Proficient or Better</th>
<th>% Proficient or Better</th>
<th># Close</th>
<th>% Close</th>
<th>Students Close</th>
<th>% Far to Go</th>
<th>Students Far to Go</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cowley</td>
<td>10</td>
<td>83%</td>
<td>5%</td>
<td>1</td>
<td>5%</td>
<td>Brody</td>
<td>0</td>
<td>Ryle, Daniel</td>
</tr>
<tr>
<td>Harrington</td>
<td>6</td>
<td>33%</td>
<td>2%</td>
<td>2</td>
<td>11%</td>
<td>Adam, Ahmed</td>
<td>11</td>
<td>Mohammed, Aysha,</td>
</tr>
<tr>
<td>Potash</td>
<td>18</td>
<td>0%</td>
<td>5%</td>
<td>13</td>
<td>72%</td>
<td>Genesis, Nathan, Hope, Christian, Jada</td>
<td>13</td>
<td>Nevett, Amanda,</td>
</tr>
<tr>
<td>Smasty</td>
<td>18</td>
<td>31%</td>
<td>2%</td>
<td>2</td>
<td>13%</td>
<td>Shawna, Kayla</td>
<td>2</td>
<td>Layan, Youssef,</td>
</tr>
<tr>
<td>Pelton</td>
<td>18</td>
<td>21%</td>
<td>3%</td>
<td>3</td>
<td>16%</td>
<td>Lily, Olivia, Terry</td>
<td>12</td>
<td>Ali, David,</td>
</tr>
</tbody>
</table>

| TEAM     | 91         | 27%                    | 13%                    | 12      | 14%     |                | 12         |                    |

Team Members: Cowley, Harrington, Potash, Smasty, Pelton
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 see

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>27% understood the idea of embedded numbers</td>
<td>Stamina</td>
</tr>
<tr>
<td>use of switch partners</td>
<td>Listening skills during whole group instruction</td>
</tr>
<tr>
<td></td>
<td>Understanding embedded numbers</td>
</tr>
<tr>
<td></td>
<td>Number sense</td>
</tr>
<tr>
<td></td>
<td>Use of strategies</td>
</tr>
<tr>
<td></td>
<td>Impulsivity</td>
</tr>
</tbody>
</table>

4/5/2012
Step 3—Establish a SMART Goal.
Specific, Measurable, Attainable, Realistic and Timebound/Timely

SMART GOAL
The percentage of kindergartners scoring proficient or higher in letter I.D. will increase from 76% to 83.7% by the end of Oct 19th as measured by letter assessment administered by 06-11-12.

Step 3: SMART Goal Statement

<table>
<thead>
<tr>
<th>Group</th>
<th>1st Grade</th>
<th>Assessment Tool: Number Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Mathematics</td>
<td>Assessment Date: 1/31/12</td>
</tr>
<tr>
<td>End of Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Proficiency:</td>
<td>27.5%</td>
<td>Project: 41.8%</td>
</tr>
<tr>
<td>Adjustment:</td>
<td>33.2%</td>
<td>Modified Goal: 75.0%</td>
</tr>
</tbody>
</table>

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.

#### Feasible Strategies to Consider:

<table>
<thead>
<tr>
<th>Comparisons/Contrasts</th>
<th>Classify</th>
<th>Create Metaphors</th>
<th>Create Analogies</th>
<th>Summarize</th>
<th>Reinforce Effort*</th>
<th>Provide Recognition</th>
<th>Reciprocal Teaching</th>
<th>Practice*</th>
<th>Non-Linguistic Representation/Visual Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Learning</td>
<td>Set Objectives*</td>
<td>Provide Feedback*</td>
<td>Space vs. Mass Practice</td>
<td>Cue</td>
<td>Advanced Organizers</td>
<td>Writing</td>
<td>Now-Taking</td>
<td>Question</td>
<td></td>
</tr>
</tbody>
</table>

* = Strategies recommended for daily use

### Identified Need: Testing

<table>
<thead>
<tr>
<th>Selected Instructional Strategy</th>
<th>Learning Environment</th>
<th>Time - Duration of the Teaching of Specific Concepts and Skills</th>
<th>Materials for Teachers and Students</th>
<th>Assignments, Assessments - Where will students be required to use the strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic organizers, flip charts, choices to practice text format and recording results</td>
<td>Whole group, small group, work stations</td>
<td>Daily number partners in Unit 2</td>
<td>Storylines models, break apart sticks,</td>
<td>Daily math routines, math journals, math activity sheets, homework</td>
</tr>
</tbody>
</table>
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.