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

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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 Learning Community**

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?
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 be discussed with students.
Questions to consider

- What is the value of establishing norms?
- What practices could help norms “stick”?
Develop results-oriented goals

S - Specific
M - Measurable
A - Attainable
R - Relevant
T - Time Based
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!
“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 will we 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

PLT Meets

Focus

Using data the team establishes learning goals for the cycle and the common assessment to be used.

Apply Strategies

Teacher instructs using the agreed evidence based strategies from the team’s focus meeting.

Assess

The team conducts common assessment then meets to analyse and discuss strategies.

Respond

Teacher adjusts instruction to support student achievement of the learning goal(s).

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

**Claims**
Design begins with the inferences (claims) we want to make about students

**Evidence**
In order to support claims, we must gather evidence

**Tasks**
Tasks are designed to elicit specific evidence from students in support of claims
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?
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

- **Data** (Analyze scores from assessments)
- **Results** (Examine students’ responses)
- **Assessments** (Assess the assessments)
- **Feedback** (Study the quality of feedback)
- **Tailored 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>4TH Quarter</th>
<th>Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>2.1%</td>
<td>2.9%</td>
</tr>
<tr>
<td>A</td>
<td>17.7%</td>
<td>10.7%</td>
</tr>
<tr>
<td>A-</td>
<td>12.3%</td>
<td>11.5%</td>
</tr>
<tr>
<td>B+</td>
<td>13.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>B</td>
<td>16.4%</td>
<td>16.1%</td>
</tr>
<tr>
<td>B-</td>
<td>13.1%</td>
<td>14.5%</td>
</tr>
<tr>
<td>C+</td>
<td>8.8%</td>
<td>5.9%</td>
</tr>
<tr>
<td>C</td>
<td>10.2%</td>
<td>11.0%</td>
</tr>
<tr>
<td>C-</td>
<td>2.1%</td>
<td>8.6%</td>
</tr>
<tr>
<td>F</td>
<td>3.2%</td>
<td>9.1%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Green Above Proficient</th>
<th>Yellow Proficient</th>
<th>Red Below Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td>Weaknesses</td>
<td>Strengths</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weaknesses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strengths</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weaknesses</td>
</tr>
</tbody>
</table>
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. \[
\begin{array}{c}
\frac{3}{4} & \frac{2}{3} & \frac{1}{4}
\end{array}
\]

2. \[
\begin{array}{c}
\frac{3}{4} & \frac{1}{5} & \frac{2}{3}
\end{array}
\]

3. \[
\begin{array}{c}
\frac{2}{4} & \frac{4}{5} & \frac{5}{6}
\end{array}
\]

4. \[
\begin{array}{c}
\frac{4}{8} & \frac{1}{3} & \frac{1}{2}
\end{array}
\]
Equivalent Fractions

Equivalent fractions have the same value, even though they use different numbers.

Directions: Fill in the equivalent fractions below.

\[
\begin{align*}
\frac{2}{2} &= \frac{\quad}{4} \\
\frac{4}{8} &= \frac{\quad}{2} \\
\frac{3}{4} &= \frac{\quad}{8} \\
\frac{2}{3} &= \frac{\quad}{9} \\
\frac{4}{12} &= \frac{\quad}{6} \\
\frac{1}{5} &= \frac{\quad}{10}
\end{align*}
\]
Drag each fraction to the correct location on the number line.

1/2  3/2  6/2

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

<table>
<thead>
<tr>
<th>San Francisco Giants' stadium:</th>
<th>Washington Nationals' stadium:</th>
<th>San Diego Padres' stadium:</th>
</tr>
</thead>
<tbody>
<tr>
<td>41,915 seats</td>
<td>41,888 seats</td>
<td>42,445 seats</td>
</tr>
</tbody>
</table>

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.
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.
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.

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
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.

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."
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)

3 year’s growth

Average

Excellent
Provide Quality Feedback!

- Timely
- Specific
- Understandable
- Actionable

“Just in time. Just for me.”

Feedback = .75
Develop Tailored Supports

<table>
<thead>
<tr>
<th>Who needs support?</th>
<th>What support is needed?</th>
<th>Who will provide it?</th>
<th>When, where, how will support be provided?</th>
<th>How will we know if it worked?</th>
</tr>
</thead>
</table>

- 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.”

If you want to go fast, go alone.
If you want to go far,
GO TOGETHER.

African Proverb
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?
Dr. Tracey Sevners

An experienced presenter
Dr. Tracey Sevners 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.

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