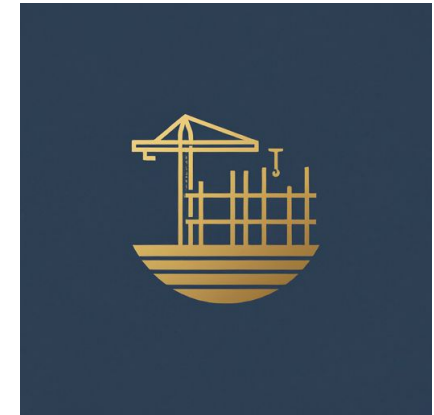


PLCs Revisited

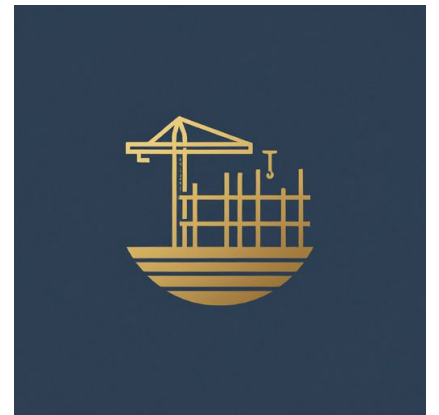
Sit with your PLC team



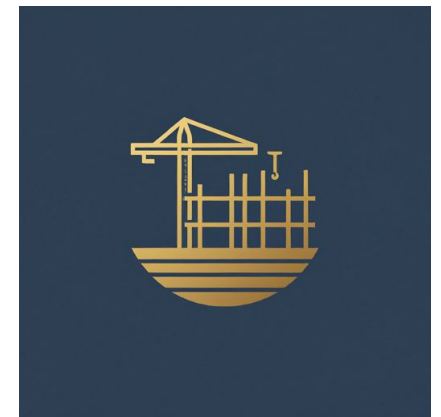
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What do you think of when you think of PLCs?

- In your PLC, answer this question.
 - You can use words, lists, numbers, drawings, anything!



Describe the work of your PLC



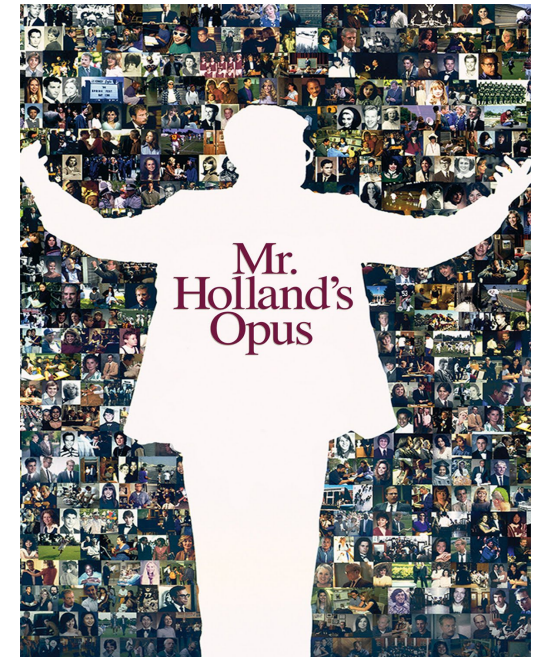
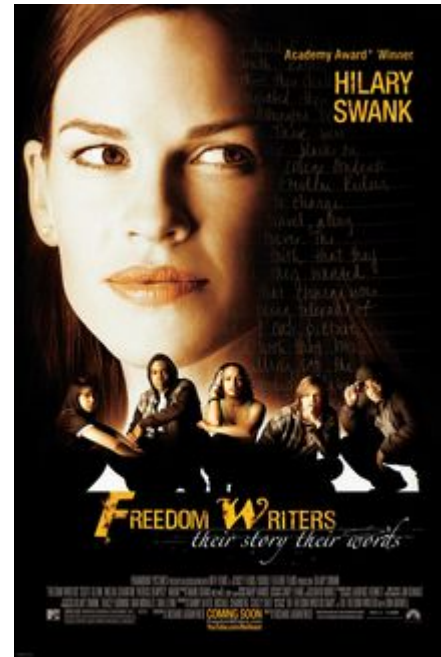
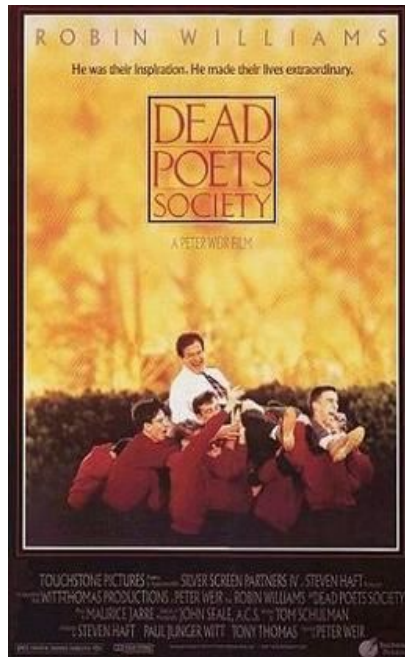
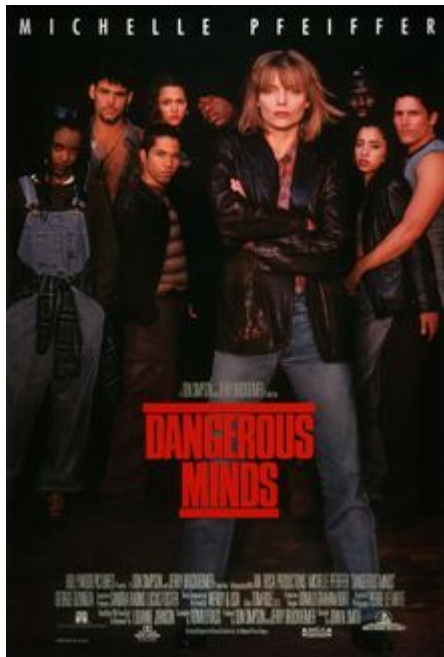
“A system is perfectly designed to get the result that it does... a bad system will beat a good person every time.”

- W. Edwards Deming



Myths

- Stories told over and over again to explain why something is the way it is



There is a difference between simple and easy

There is a difference between uncomfortable and unreasonable



Three Commitments

- 1) Collaboration
- 2) Oriented to Results
- 3) Focus on learning

Four Essential Questions

- 1) What do we want students to know/do
- 2) How will we know if they have learned it?
- 3) What will we do if they don't know it?
- 4) What will we do if they do know it?



Three Commitments (adjust our attitude, mindset and behavior)

1) Collaboration

Cannot work in isolation

Interdependence

2) Results Orientation

What evidence do we have....

3) Focus of Learning

Does this directly contribute to students learning at higher levels?

Tight/Loose



Four Questions (how we focus our work)

- 1) What do we want students to know/do
 - Essential learning outcomes
 - Center of our collaboration
- 2) How will we know if they have learned it?
 - Common assessments
 - Lynchpin of our work
- 3) What will we do if they don't know it?
 - Systemic, accessible, non-optional interventions
- 4) What will we do if they do know it?
 - Planned extension and enrichment



“The main function [of secondary schools] is to prepare for the duties of life that small proportions of all the children in the country – a proportion small in number, but very important to the welfare of the nation– who show themselves able to profit by an education prolonged to the eighteenth year, and whose parents are able to support them while they remain so long at school.”

- Report of the Committee of Ten on Secondary School Studies (1894)**



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- Report of the Committee of Ten on Secondary School Studies (1894)



Mattos- What Schools Need To Focus On

Look for:

- What should we focus on?
- What are some actions we should take?
 - What is an action you should take?

FOCUS ON LEARNING
WHAT DO WE WANT THEM TO KNOW



Tight

- 1) All teachers work in collaborative teams and take collective responsibility for student learning
- 2) Implement and guaranteed and viable curriculum
- 3) Monitor student learning through ongoing assessment that includes frequent, team-developed common assessments
- 4) Common assessment results:
 - Improve individual practice
 - Build team capacity to reach goals
 - Intervene and extend students
- 5) Provide systematic intervention and enrichment



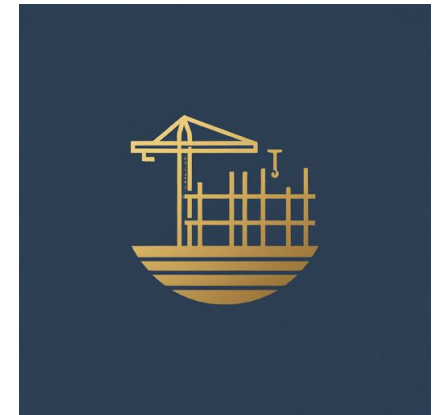
Loose

- 1) How essential learning targets are taught
- 2) Sequencing and pacing of content
- 3) Assessments used to monitor student learning
- 4) Criteria used to assess quality of student work
- 5) Norms for teamwork
- 6) Goals for their team



With your collaborative team...

Which of the TIGHT expectations would be easiest and hardest to implement? Why?



Mattos on Teacher Autonomy

Look for:

- What work needs to be done to move past “collaboration by invitation”?
- How does an interdependent team hold each other accountable?

COLLABORATION



Mattos on Teacher Autonomy

- Professionals use practices deemed most effective in the field
- We stop collaboration by invitation
- We stop my kids & your kids and change to our kids

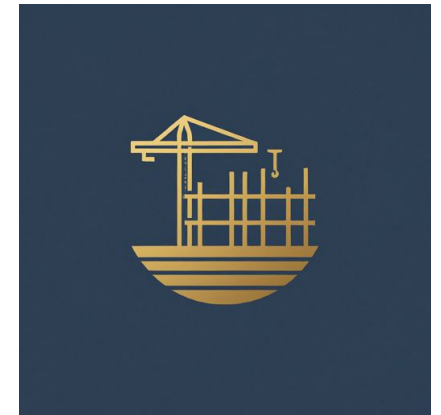
COLLABORATION



With your collaborative team...

Share an effective practice you have implemented recently:

- Why did you implement this?
- What were some bumps in the road to implementation?
- How do you know the practice was effective?



Mattos on Got-To-Know vs. Nice-to-Know

Look for:

- What does a guaranteed curriculum look like?
- What does a viable curriculum look like?
- Why is it important to distinguish between Got to Know and Need to Know?

FOCUS ON LEARNING
WHAT DO WE WANT THEM TO KNOW



Mattos on Got-To-Know

- Essential standards do not represent all you are going to teach
- They are the minimum a student must learn to reach high levels of learning
- Engage teacher teams in creating guaranteed and viable curriculum.
- All students** have access to this curriculum

**Those who will be expected to exist as independent adults

FOCUS ON LEARNING

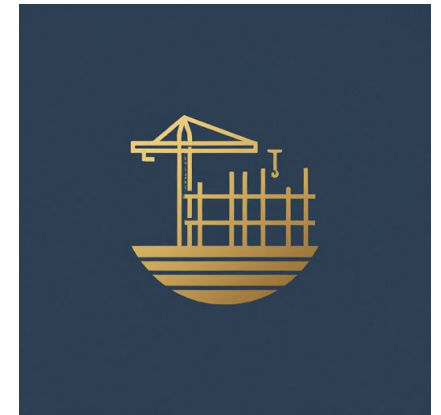
WHAT DO WE WANT THEM TO KNOW



With your collaborative team...

How far away are you from identifying essential learning outcomes for every class and/or every grade?

What would completion of this process look like?



Mattos on What's Essential

Look for:

- Why are standards currently prioritized?
- How can our priorities be more strategic?
- How can we provide access to all students to the essential outcomes?

FOCUS ON LEARNING
WHAT DO WE WANT THEM TO KNOW



Mattos on What's Essential

“The normal curve is not sacred, it describes the outcome of a random process. Since education is a purposeful activity in which we seek to have the students learn what we teach, the achievement distribution should be very different from the normal curve if our instruction is effective.

- Bloom “Mastery Learning “ (1971)**

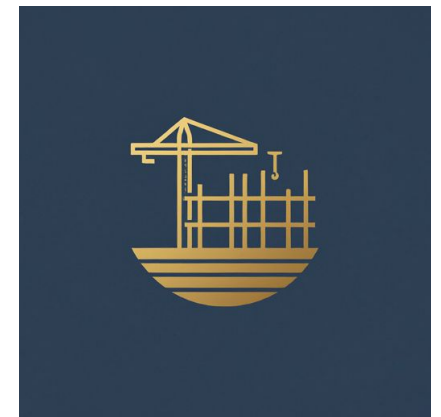
FOCUS ON LEARNING

WHAT DO WE WANT THEM TO KNOW



With your collaborative team...

How do/would you determine what is essential?



Dufour on Common Assessments

Look For:

- Why are common assessments critical?
- How can productive work emerge from common formative assessments?

FOCUS ON LEARNING

RESULTS ORIENTATION

HOW WILL WE KNOW WHEN THEY HAVE LEARNED



Dufour on Common Assessments

- Lynchpin of the entire process
- Analysis of results and direction action make the difference!

FOCUS ON LEARNING

RESULTS ORIENTATION

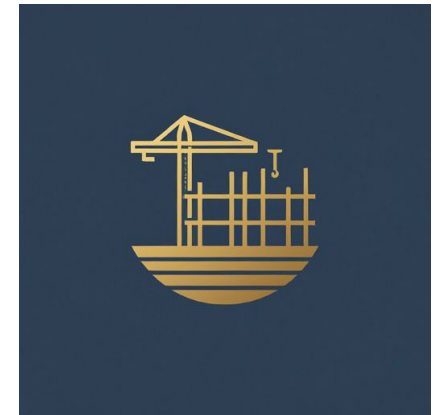
HOW WILL WE KNOW WHEN THEY HAVE LEARNED



With your collaborative team...

Share your experiences with common assessments...

- What insights did you gain?
- What are barriers to creating them?
- What assessment types seem to work best?
 - How do you know?



Mattos on Common Assessments

Look for:

- How can we use assessment to improve student learning on essential outcomes?

COLLABORATION

FOCUS ON LEARNING

RESULTS ORIENTATION

HOW WILL WE KNOW WHEN THEY HAVE LEARNED



Mattos on Common Assessments

- Use common formative assessment to measure student learning
- Abandon grading practices that do not measure student learning

COLLABORATION

FOCUS ON LEARNING

RESULTS ORIENTATION

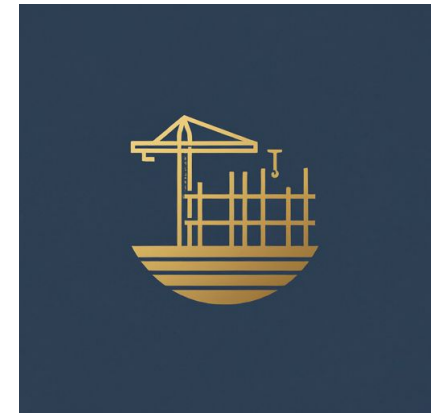
HOW WILL WE KNOW WHEN THEY HAVE LEARNED



With your collaborative team...

Talk about the difference between summative and formative assessments...

- In what ways can common formative assessments improve student learning?
- What sort of process would be effective in analyzing assessment results to understand:
 - Which students are proficient?
 - Which students need intervention/extension?
 - Which teaching practices are most effective?



Mattos on Interventions

- We plan time, during the school day for any student that needs additional help to get that help

COLLABORATION

FOCUS ON LEARNING

RESULTS ORIENTATION

WHAT WILL WE DO IF THEY DON'T GET IT

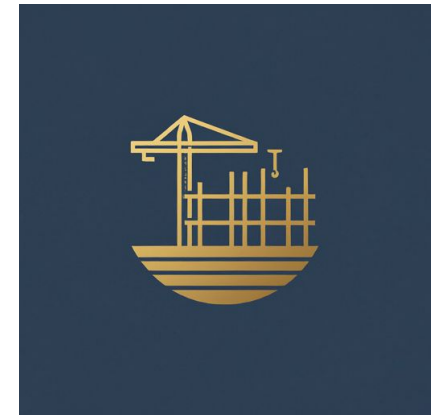
WHAT WILL WE DO IF THEY DO GET IT



With your collaborative team...

Throughout the presentation today, what has resonated with you/your team the most?

What can you apply to your/your team practice starting now to improve student learning?



What does the ultimate Collaborative Team look like?

- Members of the team meaningfully collaborate on the four essential questions of PLC
- Team members are **interdependent**
- Time is set aside weekly for teams to meet
- Teams use assessment results to evaluate their core instruction, determine interventions and enrichments
- Teams achieve **measurable** results focused on student learning



15 - Day Challenge

- Start planning early!
- Select a unit for 15ish days
- Identify essential learning outcomes for unit
- Complete a pacing chart for the unit
- Schedule common assessments throughout the unit
 - Pretest
 - Common formative assessments
 - Concluding summative/formative assessment
- Plan time for collaboration to plan, analyze assessment results and deploy interventions/enrichment



15 - Day Challenge

50% of collaborative teams to complete during the 24-25 school year!

- Start planning early!
- Select a unit to plan for days
- Identify essential learning outcomes for unit
- Complete pacing chart for the unit
- Schedule common assessments throughout the unit
- Plan for best
 - Common formative assessments
 - Concluding summative/formative assessment
- Plan time for collaboration to plan, analyze assessment results and deploy interventions/enrichment

