Collaborative Team Facilitator Meeting #4
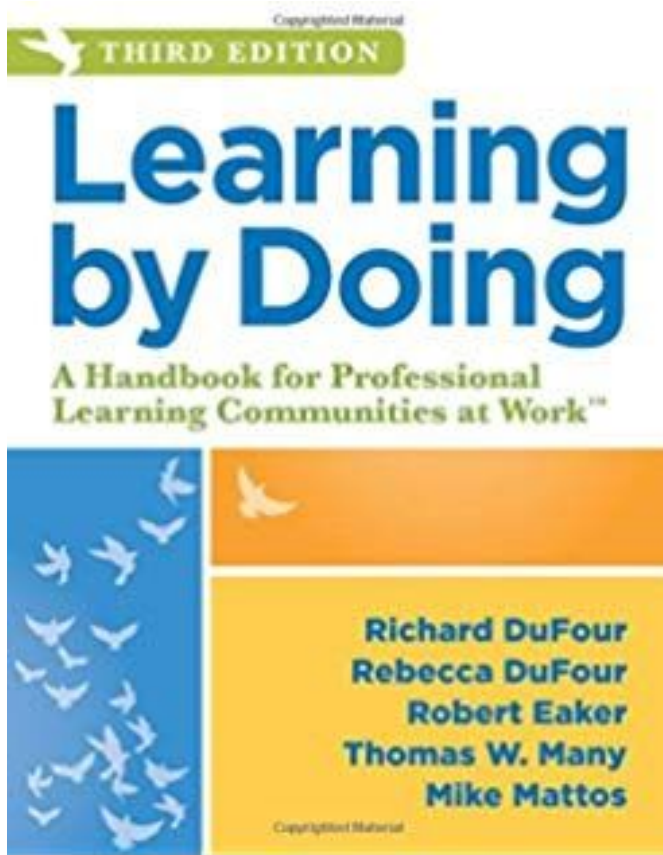
November 7, 2019

Norms

1. Solutions-oriented mindset
2. Keep the information shared confidential
3. Be engaged, open, and honest
4. Be prepared

Celebrate!

The past month our focus has been on PLC Question #2. What is one success or "ah-ha" moment your team has had in regards to question #2?

Reflection on Reading

Chapter 6
Creating Team-Developed
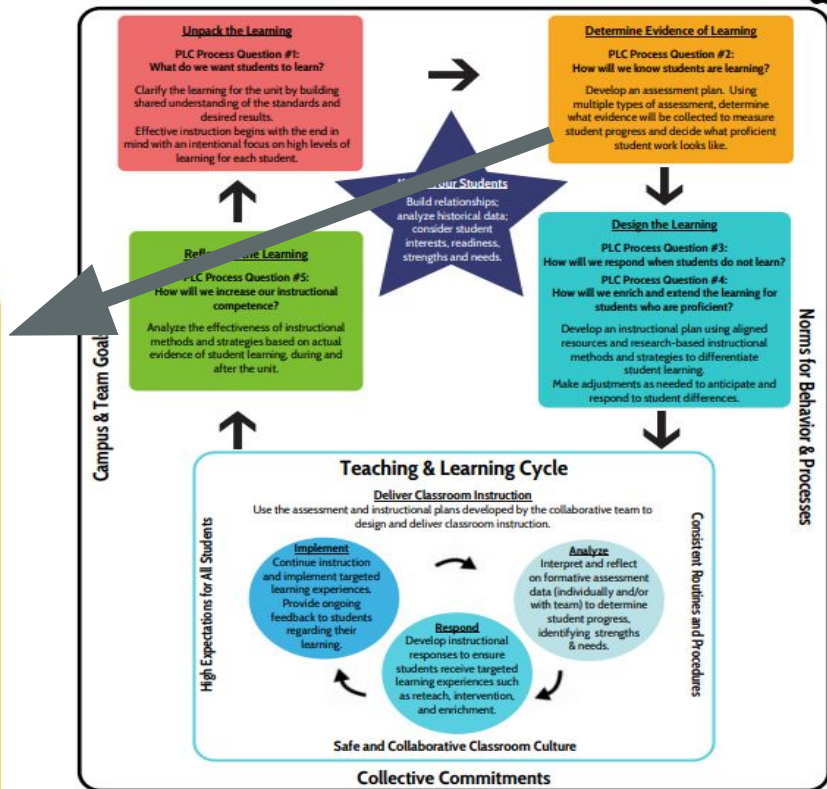Common Formative
Assessments
(pg 133-160)

Reflection on Reading

What surprised me?

What does this book already assume my team does?

What challenged, changed, or confirmed what I knew?

PLC Question #2

Determine Evidence of Learning

PLC Process Question #2:
How will we know students are learning?

Develop an assessment plan. Using multiple types of assessment, determine what evidence will be collected to measure student progress and decide what proficient student work looks like.

Collaborative Team Framework

Unpack the Learning

PLC Process Question #1:
What do we want students to learn?

Clarify the learning for the unit by building shared understanding of the standards and desired results.
Effective instruction begins with the end in mind with an intentional focus on high levels of learning for each student.

Determine Evidence of Learning

PLC Process Question #2:
How will we know students are learning?

Develop an assessment plan. Using multiple types of assessment, determine what evidence will be collected to measure student progress and decide what proficient student work looks like.

Know Your Students

Build relationships; analyze historical data; consider student interests, readiness, strengths and needs.

Reflect on the Learning

PLC Process Question #5:
How will we increase our instructional competence?

Analyze the effectiveness of instructional methods and strategies based on actual evidence of student learning, during and after the unit.

Design the Learning

PLC Process Question #3:
How will we respond when students do not learn?

PLC Process Question #4:
How will we enrich and extend the learning for students who are proficient?

Develop an instructional plan using aligned resources and research-based instructional methods and strategies to differentiate student learning.
Make adjustments as needed to anticipate and respond to student differences.

Campus & Team Goals

Norms for Behavior & Processes

Teaching & Learning Cycle

Deliver Classroom Instruction
Use the assessment and instructional plans developed by the collaborative team to design and deliver classroom instruction.

Implement
Continue instruction and implement targeted learning experiences. Provide ongoing feedback to students regarding their learning.

Analyze
Interpret and reflect on formative assessment data (individually and/or with team) to determine student progress, identifying strengths & needs.

Respond
Develop instructional responses to ensure students receive targeted learning experiences such as reteach, intervention, and enrichment.

High Expectations for All Students

Consistent Routines and Procedures

Safe and Collaborative Classroom Culture

Collective Commitments

Professional Learning Communities focus on learning, have a collaborative culture, and are results oriented.

PLANO
Independent School District

Assessments

Throughout Daily Lessons	At the End of a Unit

PLC Question #2

01	**Creating Common Formative Assessments**	• Helps to better meet individual student's needs through timely and targeted interventions or extension • Helps teachers improve their individual and collective teaching practice
02	**Use Results to Intervene for Students and Analyze Teacher Instructional Practices**	• Based on the data, what should the next steps be? • How should we adjust our instruction to better meet student needs?
03	**Calibrating Student Work**	• What does proficient student work look like? • Are all students, no matter the teacher, reaching the appropriate depth of knowledge (DOK)?

PLC Question #2

01	**Creating Common Formative Assessments**	● Helps to better meet individual student's needs through timely and targeted interventions or extension ● Helps teachers improve their individual and collective teaching practice
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Vertical Teams

Read the Vertical Teams sections on page 61.

How can vertical teaming help increase collaboration and collective responsibility?

What is preventing collaboration and collective responsibility?

- Look at article "Eight Things Teams Do to Sabotage Their Work"

- Choose which one of the eight things you feel that your team struggles with the most

  - **Look at the struggle and read "What It Looks Like"**

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High-Powered Teams Pages 18-21

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Eight Things Teams Do to Sabotage Their Work

Allison Rodman and Jill Thompson

Educator teams often stymie their own power. Here's how to change that.

Educator teams embody an amazing potential to shape school culture, increase student and staff engagement, and accelerate achievement, yet many stymie that power by merely operating the way they always have. In our work as professional learning facilitators and leadership coaches, we have seen leaders and team members alike fail to harness the potential of their teams and instead inadvertently sabotage their work. As educators focused on school improvement, we need to facilitate, model, and promote effective team dynamics to capitalize on student and teacher growth.

Here are eight ways that teams can sabotage the effectiveness of their own work and how they can fix these issues.

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What is preventing collaboration and collective responsibility?

- Get in a group with other facilitators who share the same struggle

- Read "Why It Happens" and "How We Fix It"

- The goal is to come up with possible solutions/conversations to get past the struggle

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Next Week's PDH

01	Creating Common Formative Assessments	• Helps to better meet individual student's needs through timely and targeted interventions or extension • Helps teachers improve their individual and collective teaching practice
02	Use Results to Intervene for Students and Analyze Teacher Instructional Practices	• Based on the data, what should the next steps be? • How should we adjust our instruction to better meet student needs?
03	Calibrating Student Work	• What does proficient student work look like? • Are all students, no matter the teacher, reaching the appropriate depth of knowledge (DOK)?

Next Week's PDH– Data Driven Dialogue

What do you see? (Facts Only)	What does the data suggest? What assumptions can we make about student learning?	What are some next steps to address the data?

Conversation Starters		
*I observe that… *Some patterns/trends that I notice… * I can count… *I'm surprised that I see...	*I believe the data suggests...because… *I assume… *Additional data that would help me is… *I can gather that...	*_____ seems like a good next step because… *_____ will address _____ because...

Next Week's PDH- Calibration

Math
What skills and concepts are taught and built upon in 6th, 7th & 8th grade?

ELA
What does proficient writing look like? What level of writing are students able to produce in 6th, 7th, and 8th grade?

Science
What skills and concepts are taught and built upon in 6th, 7th & 8th grade?

SS
What skills and concepts are taught and built upon in 6th, 7th & 8th grade?

Next Steps for Question #2

Bring your common formative assessment with data to next week's PDH

Continue incorporating formative assessments in lessons

Implement solutions to help get past struggles