

# Groups

**1**

Gaby  
Katie  
Kerry



**2**

Macey  
Dawn  
Torrey

**3**

Greg  
Rachel  
Bri



**4**

Rose  
Angela  
Rebekah



# **Collaborative Team Facilitator Meeting #4**

JANUARY 27, 2021

## Today's Work

- Reflect on work so far for Questions 1, 2, and 3
- Create a team goal around one of the PLC questions



Attendance

# PLC Question #1: What Do We Want Students To Learn?

## The Professional Learning Communities at Work® Continuum: Clarifying What Students Must Learn

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to build shared knowledge regarding state, provincial, or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.	Teachers have been provided with a copy of state, provincial, or national standards and a district curriculum guide. There is no process for them to discuss curriculum with colleagues and no expectation they will do so.	Teacher representatives have helped to create a district curriculum guide. Those involved in the development feel it is a useful resource for teachers. Those not involved in the development may or may not use the guide.	Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide. Some staff members question the benefit of the work. They argue that developing curriculum is the responsibility of the central office or textbook publishers rather than teachers. Some are reluctant to give up favorite units that seem to have no bearing on essential standards.	Teachers have clarified the essential learning for each unit by building shared knowledge regarding state, provincial, or national standards; by studying high-stakes assessments; and by seeking input regarding the prerequisites for success as students enter the next grade level. They are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning.	Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students. Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning.

Individually

	How would you assess your current reality? (sustaining, developing...)
PLC Question #1	
PLC Question #2	
PLC Question #3	

# PLC Question #1: What Do We Want Students To Learn?

## 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.

## How would you assess your current reality?

- What are some of the team's behaviors?
  - What does this look like/sound like during planning?
- Things to Consider:
  - Have we built a shared knowledge of what the most essential skills, concepts, and understandings are?
  - Have we aligned the essential learning with state and district standards and the high-stakes exams required of our students?
  - Are we aware of the standards that are "nice to know" or "peripheral"?

Individually

	How would you assess your current reality? (sustaining, developing...)	What does this <b>look</b> like for your team?	What does this <b>sound</b> like for your team?
PLC Question #1			
PLC Question #2			
PLC Question #3			

# What does “sustaining” look like and sound like?

## Goal

Create a document that houses the “ideal” for each PLC question. This can serve as a reference for you as you lead your team.

## Sustaining

Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students. Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning.

With Your Group

What does “sustaining” look like and sound like?

PLC Question #1

PLC Question #2

PLC Question #3

# PLC Question #2: How Will We Know Students Are Learning?

## The Professional Learning Communities at Work™ Continuum: Turning Data Into Information

DIRECTIONS: Individually, silently, and honestly assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

Individuals, teams, and schools seek relevant data and information and use them to promote continuous improvement.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to:</p> <ul style="list-style-type: none"> <li>Respond to students who are experiencing difficulty</li> <li>Enrich and extend the learning of students who are proficient</li> <li>Inform and improve the individual and collective practice of members</li> <li>Identify team professional development needs</li> <li>Measure progress toward team goals</li> </ul>	<p>The only process for monitoring student learning is the individual classroom teacher and annual state, provincial, or national assessments. Assessment results are used primarily to report on student progress rather than to improve professional practice. Teachers fall into a predictable pattern: they teach, they test, they hope for the best, and then they move on to the next unit.</p>	<p>The district has created benchmark assessments that are administered several times throughout the year. There is often considerable lag time before teachers receive the results. Most teachers pay little attention to the results. They regard the assessment as perhaps beneficial to the district but of little use to them. Principals are encouraged to review the results of state assessments with staff, but the fact that the results aren't available until months after the assessment and the lack of specificity mean they are of little use in helping teachers improve their practice.</p>	<p>Teams have been asked to create and administer common formative assessments and to analyze the results together. Many teachers are reluctant to share individual teacher results and want the analysis to focus on the aggregate performance of the group. Some use the results to identify questions that caused students difficulty so they can eliminate the questions. Many teams are not yet using the analysis of results to inform or improve professional practice.</p>	<p>The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or provincial and national assessments. Teams use the results to identify areas of concern and to discuss strategies for improving the results.</p>	<p>Teachers are hungry for information on student learning. All throughout the year, each member of a collaborative team receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team-developed common assessments he or she helped create, in comparison to all the students attempting to achieve that same standard. Teachers use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment. They also analyze results from district, state or provincial, and national assessments and use them to validate their team assessments.</p>

Individually

	How would you assess your current reality? (sustaining, developing...)
PLC Question #1	
PLC Question #2	
PLC Question #3	

# PLC Question #2: How Will We Know Students Are Learning?

## 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.

## How would you assess your current reality?

- What are some of the team's behaviors?
  - What does this look like/sound like during planning?
- Things to Consider:
  - Have we developed frequent common formative assessments that help us to determine each student's mastery of essential standards?
  - Have we developed common summative assessments that help us assess the strengths and weaknesses of our instruction?
  - Have we agreed on the criteria we will use in judging the quality of student work? Has this criteria been communicated to students?



# What does “sustaining” look like and sound like?

## Goal

Create a document that houses the “ideal” for each PLC question. This can serve as a reference for you as you lead your team.

## Sustaining

Teachers are hungry for information on student learning. All throughout the year, each member of a collaborative team receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team-developed common assessments he or she helped create, in comparison to all the students attempting to achieve that same standard. Teachers use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of

curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment. They also analyze results from district, state or provincial, and national assessments and use them to validate their team assessments.

With Your Group

	What does “sustaining” look like and sound like?
PLC Question #1	
PLC Question #2	
PLC Question #3	

# PLC Question #3 & #4: How Will We Respond When Students Do Not Learn? How Will We Enrich and Extend The Learning For Students Who Are Proficient?

## The Professional Learning Communities at Work™ Continuum: Providing Students With Systematic Interventions and Extensions

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and extensions when they are proficient.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities.	What happens when a student does not learn will depend almost exclusively on the teacher to whom the student is assigned. There is no coordinated school response to students who experience difficulty. Some teachers allow students to turn in late work; some do not. Some teachers allow students to retake a test; some do not. The tension that occurs at the conclusion of each unit when some students are proficient and ready to move forward and others are failing to demonstrate proficiency is left to each teacher to resolve.	The school has attempted to establish specific policies and procedures regarding homework, grading, parent notification of student progress, and referral of students to child study teams to assess their eligibility for special education services. If the school provides any additional support for students, it is either a "pull-out" program that removes students from new direct instruction or an optional after-school program. Policies are established for identifying students who are eligible for more advanced learning.	The school has taken steps to provide students with additional time and support when they experience difficulty. The staff is grappling with structural issues such as how to provide time for intervention during the school day in ways that do not remove the student from new direct instruction. The school schedule is regarded as a major impediment to intervention and enrichment, and staff members are unwilling to change it. Some are concerned that providing students with additional time and support is not holding them responsible for their own learning.	The school has developed a schoolwide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic. It has made structural changes such as modifications in the daily schedule to support this system of interventions. Staff members have been assigned new roles and responsibilities to assist with the interventions. The faculty is looking for ways to make the system of interventions more effective.	The school has a highly coordinated system of interventions and extensions in place. The system is very proactive. Coordination with sender schools enables the staff to identify students who will benefit from additional time and support for learning even before they arrive at the school. The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it. The achievement of each student is monitored on a timely basis. Students who experience difficulty are required, rather than invited, to utilize the system of support. The plan is multilayered. If the current level of time and support is not sufficient to help a student become proficient, he or she is moved to the next level and receives increased time and support. All students are guaranteed access to this system of interventions regardless of the teacher to whom they are assigned. The school responds to students and views those who are failing to learn as "undersupported" rather than "at risk."

Individually

	How would you assess your current reality? (sustaining, developing...)
PLC Question #1	
PLC Question #2	
PLC Question #3	

# PLC Question #3 & #4: How Will We Respond When Students Do Not Learn? How Will We Enrich and Extend The Learning For Students Who Are Proficient?

## 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.

## How would you assess your current reality?

- What are some of the team's behaviors?
  - What does this look like/sound like during planning?
- Things to Consider:
  - Do we use the results of our common formative assessments to identify students who need additional support to master the learning?
  - Do we purposefully plan instruction to enrich and extend the learning for students who already demonstrate mastery?
  - Do we have a timely intervention system in place that provides interventions *by student, by standard*?

# What does “sustaining” look like and sound like?

## Goal

Create a document that houses the “ideal” for each PLC question. This can serve as a reference for you as you lead your team.

With Your Group

	What does “sustaining” look like and sound like?
PLC Question #1	
PLC Question #2	
PLC Question #3	

### Sustaining

The school has a highly coordinated system of interventions and extensions in place. The system is very proactive. Coordination with sender schools enables the staff to identify students who will benefit from additional time and support for learning even before they arrive at the school. The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it. The achievement of each student is monitored on a timely basis. Students who experience difficulty are required, rather than invited, to utilize the system of support. The plan is multilayered. If the current level of time and support is not sufficient to help a student become proficient, he or she is moved to the next level and receives increased time and support. All students are guaranteed access to this system of interventions regardless of the teacher to whom they are assigned. The *school* responds to students and views those who are failing to learn as “undersupported” rather than “at risk.”

# Goal

Create a document that houses the “ideal” for each PLC question. This can serve as a reference for you as you lead your team.

One person from each group share

With Your Group	
	What does “sustaining” look like and sound like?
PLC Question #1	
PLC Question #2	
PLC Question #3	

**[jordan.smith@pisd.edu](mailto:jordan.smith@pisd.edu)**

# What are the differences?

## Individually

	How would you assess your current reality? (sustaining, developing...)	What does this <b>look</b> like for your team?	What does this <b>sound</b> like for your team?
PLC Question #1			
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## With Your Group

	What does "sustaining" look like and sound like?
PLC Question #1	
PLC Question #2	
PLC Question #3	

Area of Growth/Focus	
Goal	

# Bowman

What does sustaining look like and sound like  
at Bowman?

# What does “sustaining” look like and sound like for Question 1?

## Question 1 What does it look like?

1. Identify essential TEKS at the beginning of each unit by looking at assignments, CAP, and unit tests. Place on document.
2. Review the assignments where you might see the TEKS to see if it correctly addresses the TEKS.
3. Create concept checks based on TEKS covered and the unit test.
4. Use concept check data to see if you need to reteach the TEKS or if students are struggling with format or vocabulary.
5. Assess if you have taught all TEKS chosen or if it might fit better in another unit.
6. Throughout unit identifying when TEKS are used and how often on document.

## Question 1 What does it sound like?

Reviewing lessons and discussing TEKS

Collaborating to create questions to assess TEKS and mini lessons for reteaching

Documenting where TEKS are being used and how often

Backwards planning to make sure all the TEKS will be addressed that your team determined were essential.

Providing your students opportunities to master TEKS in a variety of ways



## What does “sustaining” look like and sound like for Question 2?

### **Question 2** **What does it look like?**

Last year - we collected data on each question from quizzes/unit tests to compare how our students were doing.

This year - we decided that it would be better to individually collect the data but then bring our lowest and highest questions to the team to then compare that data.

During planning we discuss and write down a “main idea” for each lesson and discuss common misconceptions and things we really want to stress to the kids based on data from previous years.

### **Question 2** **What does it sound like?**

Use that to identify strengths and weaknesses of each teacher and discuss how we could improve.

Supportive

Talk using “we” versus “me” or “I” because we are a team and responsible for all of our kids.

## What does “sustaining” look like and sound like for Questions 3 and 4?

### Questions 3 and 4 What does it look like?

Spiraling/Targeting on Warm-Ups/Bonus Questions

Correction/Re-Test process

Determining Appropriate Challenges

Timing of Skills Checks and Assessments

Making reflections for next year, changing order of topics, seeing the difference-this year was opportunity to try new things

Less foldables, more notes

### Questions 3 and 4 What does it sound like?

Looking at most missed questions and TEKS

Questioning the areas we know cause confusion from experience and student feedback

What are they not tested on that they will still need to know in the future

Old Semester Exams and STAAR Questions to make sure rigor is at the correct level/Previous year's data