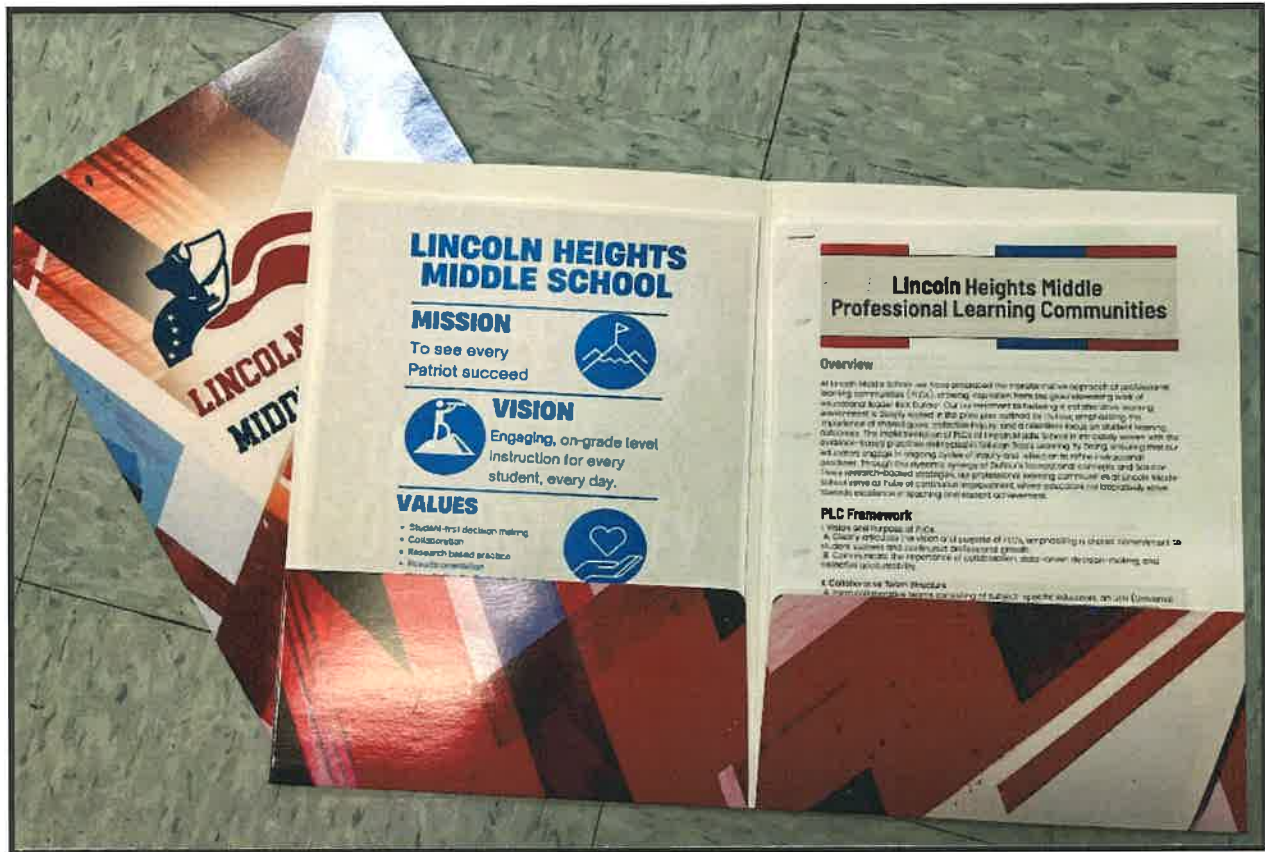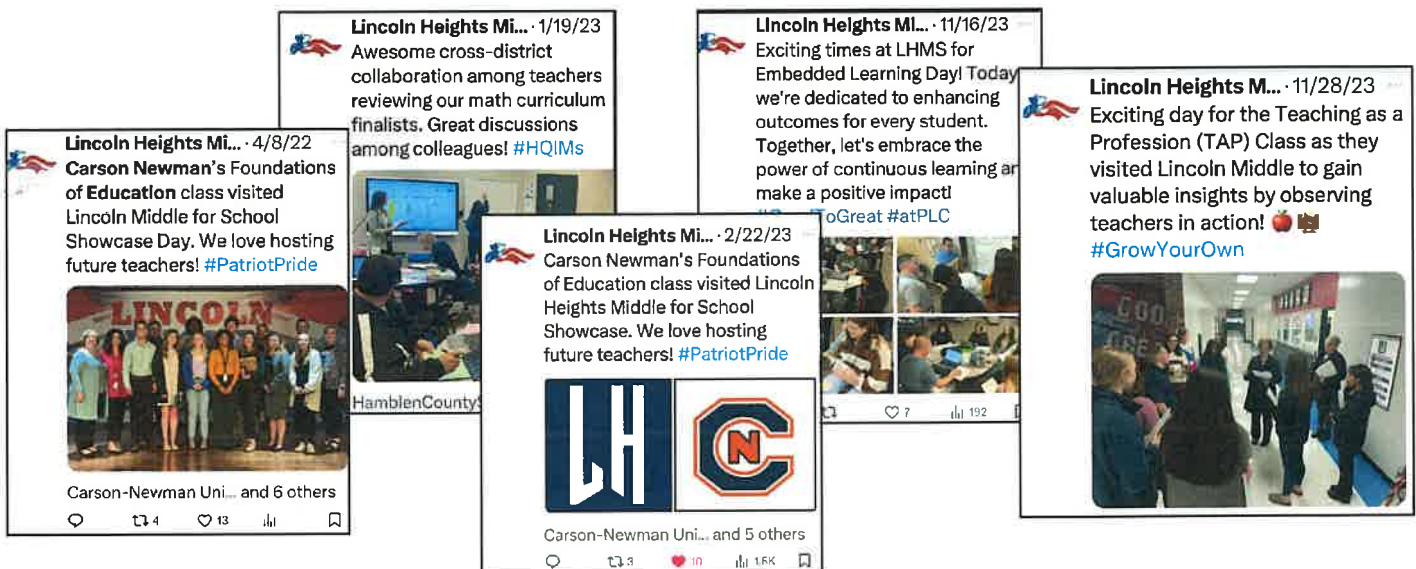# Lincoln Heights Middle School
PLC Visitors Folder

When schools visit Lincoln Heights Middle School to see our PLC at Work in action, each team receives a visit schedule tailored to their needs and each visitor receives a folder.

The pages that follow represents the resources found in the PLC folder. These resources also serve as topics of discussion for the roundtable question and answer portion of the visit.

LINCOLN HEIGHTS MIDDLE SCHOOL

MISSION

To see every Patriot succeed

VISION

Engaging, on-grade level instruction for every student, every day.

VALUES

- Student-first decision making
- Collaboration
- Research based practice
- Results-orientation
- Know Better-Do Better belief system
- Growth Mindset

GOAL

To be the best

#GoodToGreat

Lincoln Heights Middle Professional Learning Communities

Overview

At Lincoln Middle School, we have embraced the transformative approach of professional learning communities (PLCs), drawing inspiration from the groundbreaking work of educational leader Rick DuFour. Our commitment to fostering a collaborative learning environment is deeply rooted in the principles outlined by DuFour, emphasizing the importance of shared goals, collective inquiry, and a relentless focus on student learning outcomes. The implementation of PLCs at Lincoln Middle School is intricately woven with the evidence-based practices delineated in Solution Tree's Learning By Doing, ensuring that our educators engage in ongoing cycles of inquiry and reflection to refine instructional practices. Through this dynamic synergy of DuFour's foundational concepts and Solution Tree's research-backed strategies, our professional learning communities at Lincoln Middle School serve as hubs of continuous improvement, where educators collaboratively strive towards excellence in teaching and student achievement.

PLC Framework

I. Vision and Purpose of PLCs
A. Clearly articulate the vision and purpose of PLCs, emphasizing a shared commitment to student success and continuous professional growth.
B. Communicate the importance of collaboration, data-driven decision-making, and collective accountability.

II. Collaborative Team Structure
A. Form collaborative teams consisting of subject-specific educators, an ULN (Universal Learning Needs) specialist, Instructional Facilitator, and administrative representation.
B. Establish common planning times for collaborative teams to meet regularly and engage in meaningful discussions about instructional strategies, student progress, and shared goals.

III. PLC Accountability Days
A. Designate specific days each week as PLC Accountability Days, ensuring that teams have dedicated time for collaborative planning, data analysis, and reflection.
B. During PLC Accountability Days, minimize interruptions and provide a supportive environment conducive to focused teamwork.

IV. Collaborative Team Notebooks
A. Introduce Collaborative Team Notebooks as a centralized repository for planning sheets, artifacts, benchmark data, and other relevant documentation.
B. Each collaborative team maintains a dedicated section within the notebook, fostering transparency and accountability.

V. Agenda and Planning Sheet
 A. Develop a standardized agenda for PLC meetings, outlining key discussion points such as student performance data, upcoming assessments, and instructional adjustments.
 B. Create a planning sheet within the Collaborative Team Notebook to capture goals, action items, and responsibilities for each meeting.

VI. ULN Specialist Integration
 A. Empower ULN specialists to provide targeted support for diverse learning needs within collaborative teams.
 B. Integrate ULN specialists into the collaborative planning process, ensuring their expertise contributes to differentiated instruction and inclusive practices.

VII. Instructional Facilitator's Role
 A. Clarify the role of the Instructional Facilitator in facilitating effective communication and collaboration among team members.
 B. Empower the Instructional Facilitator to support professional development initiatives, aligning them with team goals and school-wide objectives.

VIII. Administrative Support
 A. Ensure administrative representatives actively participate in collaborative team meetings, providing insights, resources, and support.
 B. Foster a collaborative relationship between administration and teams, aligning school-wide priorities with the goals of each collaborative team.

IX. Continuous Improvement and Reflection
 A. Establish a process for regular reflection and evaluation of PLC effectiveness.
 B. Encourage collaborative teams to adapt and refine their practices based on ongoing assessment and feedback.

X. Celebrating Successes
 A. Create mechanisms for celebrating achievements within collaborative teams.
 B. Recognize and share success stories to inspire a positive and collaborative school culture.

Supports

Summer and Embedded PD	Solution Tree PD
Summer- Staff meets to refine, realign, and recommit to the PLC processes. Embedded- School provides subs and other coverage for staff to spend a half day for further learning.	Administration carefully chooses Solution Tree professional development for teachers to deepen their knowledge concerning Professional Learning Communities.
Benchmark Reflection	Mid-Year Check In
After each district benchmark, all collaborative teams meet with the Instructional Facilitator and administration to reflect on and analyze benchmark data.	Collaborative teams answer a series of questions that are used to plan next moves and training.

LHMS Collaborative Teams Learning Cycle Planning Sheet

Priority Standard(s):

Learning Targets
We are learning…
We are learning…
We are learning…

Academic Vocabulary (Probing for Precision-These are the words students need to deeply understand and be able to use in written and oral responses to demonstrate their knowledge.)

Pre-Planned Scaffolds and Supports/Role of the ULN Teacher

Next Step: Craft the CFA and Determine Success Criteria
Re-Engagement Plan

Extensions (Proficient)
Extended Practice Opportunities (Close to Proficient)
Interventions (Far from Proficient)

CFA Results

CFA Results Percentage Date of CFA: _____ CRITERIA for Proficiency:	Teacher 1:	Teacher 2:

Names of students who need intervention:

Reflection

Reflecting on Our Craft: What were some of our most effective high-impact strategies and/or curriculum elements used to deliver instruction of these standards?

Encouraging Student Ownership: How did we encourage student ownership in this learning cycle through the use of error analysis, feedback, and/or goal setting/tracking progress?

Evidence of Doing the Right Work Feedback Form

When monitoring the work of teams at a team meeting or classroom walkthrough, check the specific evidence observed for each appropriate team action. Circle a rating in the rightmost column to give feedback to the teachers on the team about the quality of their work.

Before the Unit			
Team Actions	**Team Meetings With Artifacts**	**Walkthroughs Across Team Classrooms**	**Rating**
Identify and make sense of the standards for the unit and establish pacing and student learning targets.	☐ Check pacing—identify start and end dates for the unit and the essential and important-to-know standards students will learn. ☐ Unpack essential standards and determine student-friendly learning targets. ☐ Determine what a student must know and be able to do to be proficient with the standards in the unit. ☐ Identify tasks and instructional strategies to use in order for students to learn the standards in the unit. ☐ Determine dates on a calendar for common mid-unit and end-of-unit assessments.	☐ Teachers reference the same learning target with students during the lesson. ☐ Students can articulate the learning target to one another. ☐ Same general pacing of the lessons is evident. ☐ Same general rigor of tasks and student engagement are evident.	Embracing Practicing Attempting Beginning
Develop common mid-unit and end-of-unit assessments.	☐ Determine the essential standards or targets to assess mid-unit. ☐ Determine the essential and important-to-know standards to assess at the end of the unit. ☐ Create common assessments with common scoring agreements. ☐ Determine proficiency scores or performances on the common mid-unit or end-of-unit assessment for each learning target or standard. ☐ Confirm dates to give each common mid-unit or end-of-unit assessment.	☐ Students take common assessments on the same day. ☐ Students take the common assessment under the same conditions (notes, calculator, extra time, and so on). ☐ Students can explain the learning targets and the expectations for meeting proficiency with each learning target on the assessment.	Embracing Practicing Attempting Beginning

During and After the Unit			
Team Actions	**Team Meetings With Artifacts**	**Walkthroughs Across Team Classrooms**	**Rating**
Discuss effectiveness of instructional practices and try new practices.	☐ Identify effective instructional strategies to use during lessons. ☐ Discuss how to differentiate instruction during the unit or for specific tasks or standards. ☐ Determine how to address prerequisite skills while teaching grade-level content in the unit. ☐ Plan effective strategies for teacher feedback during whole- or small-group parts of lessons. ☐ Share common misconceptions students may have and plan to address each one.	☐ Teachers give some common differentiation and feedback to students. ☐ Observe time in lessons for small-group discourse that provides student-to-student feedback and teacher-to-student feedback with student action. ☐ Teachers use research-based instructional strategies in lessons throughout the unit in all classrooms. ☐ Teachers use similar tasks (equivalent rigor) in lessons to teach a standard. ☐ Teachers teach grade-level content during the lesson.	Embracing Practicing Attempting Beginning
Analyze data from common assessments and make a team plan to re-engage learners.	☐ Identify as a team the students who learned or did not learn yet. ☐ Calibrate scoring of common assessments. ☐ Discuss effectiveness of instructional practices using student work from assessments. ☐ Complete a data-analysis protocol and document Tier 1 and Tier 2 plans to re-engage students in learning.	☐ Teachers re-engage students using Tier 2 interventions to address learning needs by standard. ☐ Teachers re-engage students similarly in learning activities in each classroom (Tier 1 interventions and extensions). ☐ Teachers share students across their team during Tier 1 to re-engage learners by targeted learning need.	Embracing Practicing Attempting Beginning

Students analyze data and set learning goals.	☐ Discuss how to give feedback to students from their assessments for continued learning. ☐ Develop a protocol or template for students to fix or embrace their errors from the common assessments and identify what they have learned and what they have not learned yet. ☐ Determine a protocol or template for student goal setting based on their evidence of learning.	☐ Students complete their reflection, goal, and tracker using common assessment data and formative feedback. ☐ Students create a learning plan in each classroom and take action on that plan.	Embracing
			Practicing
			Attempting
			Beginning

Feedback:

Understanding Standards
Collective Commitments and Common Practices

1. The use of the **Tennessee State standards** represents the guaranteed, viable curriculum that ensures high levels of learning for all. Therefore, we will teach only to state standards.

2. The district-provided **high quality instructional materials** will serve as the foundational materials that we teach from and students work with on a regular basis.

3. We will engage in **long term planning** to ensure that we have a plan for teaching all content students must know by the end of the grade level.

4. We will follow the **district pacing guide** to ensure that we are teaching content at the appropriate pace and in alignment with district and state tests.

5. The **work on the desk** will be reflective of the expectations as defined by the standard and any guiding standards document to ensure all students in Tier 1 are experiencing **on-grade level learning**.

6. We will determine which standards are **priority standards** and will give those standards the most weight when planning and crafting instructional tasks.

7. We will articulate the standards into **learning targets** that are understandable to students while not losing the intended rigor of the standard. We will post those learning targets daily in the form of "We are learning..."

8. We will identify the essential **academic vocabulary** of each priority standard and will push students to demonstrate understanding of the vocabulary through speaking and writing.

Understanding Standards
Holding Ourselves Accountable

Teachers who exhibit these collective commitments are able to answer the following questions:

1. Which standard are we focusing on this week?

2. Is this a priority standard? Will it spiral back through the curriculum again at some point?

3. How are we using the district-provided curriculum this week?

4. Where are we in relation to the district pacing guide?

5. How does the work on the desk reflect the expectations of the verb of the standard?

6. Do our student learning targets maintain the rigor and expectation of the standard?

7. Have we identified the essential academic vocabulary that we are going to explicitly teach and focus on when probing for precision?

Common Assessments
Collective Commitments and Common Practices

1. We will engage in the **full CFA process (Questions 1-4)** with AT LEAST all priority standards over the course of the year.

2. CFAs will be **collaboratively designed and given** under the same circumstances by each member of the collaborative team.

3. Each collaborative team will fill out the **PLC Collaborative Planning Sheet** with each CFA with and keep CFA documents in the **PLC Notebook.**

4. CFAs will be used to drive instruction in response to questions 3 and 4 and give **feedback to students** about their next steps, and are **not graded.**

5. **Criteria for proficiency** or mastery on a CFA will be established by the collaborative team BEFORE the CFA is administered and success is measured only using that criteria.

6. We will create **end-of-unit/end-of-module assessments** using Mastery Connect and will reflect on the data to drive future instruction.

7. We will reflect on the data from **district benchmarks** to make decisions about instruction and the needs of students.

Common Assessments
Holding Ourselves Accountable

Teachers who exhibit these collective commitments are able to answer the following questions:

1. What standard(s) are we assessing this week?

2. Does the assessment align with and maintain the expectation and rigor of the priority standard(s)?

3. Is the common assessment delivered in the same time frame and under the same conditions?

4. What is the agreed upon success criteria for proficiency?

5. Which tools and processes are we employing to allow for student involvement in responding to the assessment results?

6. Does the assessment plan promote continued learning with formative opportunities and assessments to monitor achievement?

7. Is the assessment collaboratively developed?

8. Are steps and procedures in place to monitor the instructional/assessment plan?

LHMS Instruction Flow Chart

Examine the Standard

- Look for the verbs
- Ask what do students need to know
- Ask what do students need to be able to do
- Determine what evidence of mastery looks like for the standard

Craft the CFA

- The CFA is a quick check for mastery of a standard
- Questions should ask the student to do what the standard asks the student to do
- Alignment between standard and CFA should be clearly evident
- Pre-determine how mastery of the CFA will be measured.

Craft the Lesson(s)

- Examine the district assigned curriculum resources
- Note any need for additions/deletion of strategies. Rely on carefully-selected research-based strategies when going beyond the curriculum.
- Focus on what STUDENTS are DOING
- Think through differentiation needs.
- Collaborate with partner to engage in intellectual prep for delivery of lessons.
- Teach on grade level content
- Model the verb of the standard
- Give students multiple opportunities to practice doing what the standard asks them to do (aligned to the CFA)

Give the CFA

- Collaborate to give CFA on the same day under the same conditions
- Examine and disaggregate the data
- Make a plan to re-engage students based on the results of the CFA

Re-Engage Based on Data

- Collaborate to re-engage non-mastery students in new modes of learning.
- Collaborate to extend or deepen the learning for mastery students
- After remediation, check for understanding among non-mastery group

Instructional Practices
Collaborative Commitments and Common Practices

1. We are committed to providing engaging, on-grade level instruction **to every student, every day.**

2. We will center our lessons around high quality **texts and tasks**.

3. We will select and plan for use of strategies for instruction that are **backed by research** and are considered **high-impact**.

4. We will plan lessons that allow **students to do the majority of the work**.

5. We will expect **evidence and precision** from student responses, requiring text evidence and/or explanation of their thinking.

6. We will cultivate reasoning and meaning making by allowing students to **productively struggle**, and we will teach students how to persevere through difficulty.

7. We will regularly create conditions for student conversations where students are encouraged to **talk and ask questions about each other's thinking** in order to clarify or improve their understanding.

8. We will deliberately **check for understanding** throughout the lesson and **adapt the lesson** according to student understanding.

9. We will create a **sense of urgency** in our classrooms by maintaining a brisk instructional pace that pushes students to think deeper and work harder.

10. We will commit to using our planning time effectively by engaging in **intellectual prep** for upcoming lessons and PLC practices to reflect on practices used.

Instructional Strategies
Holding Ourselves Accountable

Teachers who exhibit these collective commitments are able to answer the following questions:

1. What texts and tasks are the focus of this week's lessons? What makes them high quality?

2. What research based strategies will we intentionally select and use to deliver instruction this week?

3. In reflecting on my plans, are students "doing the doing" the majority of each day?

4. Have I pre-planned questions for each lesson that require students to use evidence and precision in order to respond?

5. Through which tasks will I intentionally build opportunities for productive struggle?

6. Have I planned for multiple opportunities for students to talk and ask questions to clarify thinking and deepen understanding?

7. Do my plans reflect the idea that I will be moving at a brisk pace while asking students to regularly think deeply about content?

8. As I reflect on my own practices, am I using my planning time each day to truly and collaboratively intellectually prep for upcoming lessons?

WHAT IS INTELLECTUAL PREP?

Intellectual prep is the process a teacher undergoes in order to internalize, personalize, and differentiate a lesson before delivering it to the class to ensure that all students are getting excellent instruction.

This is a shift from "lesson planning" where the teacher builds the lesson from the ground up. Rather, the lesson is already built, and the teacher views the lesson through the lens of student learning.

Teacher Protocol

Step	So that students...	So that the teacher...	How? (options)
Step 1: Understand the big idea/concept at play in the lesson -- and be able to articulate it clearly and crisply	Know what they're focusing on and need to do by the end of the lesson	Has a clear target, and is developing expertise in the subject matter	-Highlight in your lesson -Script in your own words in margins -Sticky notes in text where you can re-emphasize
Step 2: Do the core tasks of the lesson to develop (or refine) exemplar student responses with clear criteria for success	Will have a set of tasks that are rigorous and targeted with a high bar for success	Knows how students will be getting to their target, and knows exactly what to push for in student answers/work	-Complete the tasks -Write an exemplar response -List your criteria for success in margins -Note what you're looking for in student work
Step 3: Anticipate student misconceptions and create questions / supports to address these misconceptions	Will be supported in order to get back on track quickly	Won't be flustered by misconceptions, and can address them in a thoughtful way.	-Sticky note (ex: subtracting can go in either order; main idea is the first sentence; plants aren't alive) -Scripted questions -Notes about scaffolds (ex: give Malaki linking cubes)
Step 4: Timestamp and refine based on recent data (yesterday's exit ticket; last week's quiz; etc.) and individualize for your classroom (name student groups, scaffolds, etc.)	Have targeted support based on their individual needs	Will utilize their time and their co-teaching resource to ensure kids are getting what they need	-Timestamp your lesson plan by writing how long each part will take -Cross out concept development section that kids already know -Add two additional powerpoint problems -Create fluency warm-up -Name the student groups on a sticky

Step 1: Understand the big idea/concept at play in the lesson – and be able to articulate it clearly and crisply*

Reading Lessons	Writing Lessons	Math Lessons
Review the lesson plan for the teaching point and try to articulate in your own words what students will be able to do if they are successful. Plan for the Think Aloud/Model/Guided Practice. Make sure the model/guided practice highlights the TP/Bottom Line clearly and tweak as needed to fit your students.	Synthesize the key points of the lesson in 1-2 sentences to describe the what, how, and why in the teaching point. Make sure the think aloud/model highlights the key points of the lesson.	Read the unit Big Idea, lesson teaching point, and the related CCSS. Note the aspect(s) of rigor the TP requires Read and highlight/annotate the concept development so you feel familiar with the flow.

Step 2: Do the core tasks of the lesson to develop (or refine) exemplar student responses with clear criteria for success

Reading Lessons	Writing Lessons	Math Lessons
For the Think Aloud/Model: Note the key understandings scholars should take away from the model. Note what students should say in response to each question/prompt. Compare your ideas to what is written in the plan. For exit ticket/method of evaluation: craft an exemplar response.	(If Applicable) Plan the teacher model and plan the part that you will write in front students. Note specifically what you are looking for as you conference/circulate (this may be in your conference plan).	Answer the key questions (particularly hard concepts or exit ticket questions) and note what you're looking for in the student work Consider the strategies students may use, and how to push their thinking forward Consider how students will demonstrate the aspect of rigor you're looking for (for instance, a conceptual standard should require some evidence of conceptual understanding, not just an algorithm)

Step 3: Anticipate student misconceptions and create questions / supports to address these misconceptions

Reading Lessons	Writing Lessons	Math Lessons
Annotate the lesson plan/text in places you anticipate to be tricky. Note potential scholar misunderstandings throughout the lesson. Note back pocket moves you can use to respond to likely scholar misunderstandings. Make a conferring plan. Note the conferring prompts you will use for each individual scholar.	Highlight any part of the model and guided practice where misconceptions might occur. Plan back pocket prompts to respond. Plan 2-3 potential mid-workshop interruption topics and the words you will use to address trends you expect to see. Make or update your conference plan. Plan for how you will track what you are seeing in conferences.	Note particularly challenging problems and concepts. Consider rehearsing your delivery or wording of these concepts. Prepare scaffolds and responses to student misconceptions and incorrect answers.

1. Setting Goals	2. Structuring Lessons	3. Explicit Teaching	4. Worked Examples	5. Collaborative Learning

Overview

1. Setting Goals

Lessons have clear learning intentions with goals that clarify what success looks like.

Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required.

2. Structuring Lessons

A lesson structure maps teaching and learning that occurs in class.

Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.

3. Explicit Teaching

When teachers adopt explicit teaching practices they clearly show students what to do and how to do it.

The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).

4. Worked Examples

A worked example demonstrates the steps required to complete a task or solve a problem.

By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load.

The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.

5. Collaborative Learning

Collaborative learning occurs when students work in small groups and everyone participates in a learning task.

There are many collaborative learning approaches. Each uses varying forms of organisation and tasks.

Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.

Key elements

1. Setting Goals

- Based on assessed student needs
- Goals are presented clearly so students know what they are intended to learn
- Can focus on surface and/or deep learning
- Challenges students relative to their current mastery of the topic
- Links to explicit assessment criteria

2. Structuring Lessons

- Clear expectations
- Sequencing and linking learning
- Clear instructions
- Clear transitions
- Scaffolding
- Questioning/feedback
- Formative assessment
- Exit cards

3. Explicit Teaching

- Shared learning intentions
- Relevant content and activities
- New content is explicitly introduced and explored
- Teacher models application of knowledge and skills
- Worked examples support independent practice
- Practice and feedback loops uncover and address misunderstandings

4. Worked Examples

- Teacher clarifies the learning objective, then demonstrates what students need to do to acquire new knowledge and master new skills
- Teacher presents steps required to arrive at the solution so students' cognitive load is reduced and they can focus on the process
- Students practice independently using the worked example as a model

5. Collaborative Learning

- Students work together to apply previously acquired knowledge
- Students cooperatively solve problems using previously acquired knowledge and skills
- Students work in groups that foster peer learning
- Groups of students compete against each other

Related effect sizes

1. Setting Goals

- Goals – 0.56
- Teacher clarity – 0.75

2. Structuring Lessons

- Scaffolding – 0.53
- Formative evaluation – 0.68
- Teacher clarity – 0.75

3. Explicit Teaching

- Goals – 0.56
- Worked examples – 0.57
- Time on task – 0.62
- Spaced practice – 0.60
- Direct instruction – 0.59
- Teacher clarity – 0.75

4. Worked Examples

- Worked examples – 0.57
- Spaced practice – 0.60

5. Collaborative Learning

- Peer tutoring – 0.55
- Reciprocal teaching – 0.74
- Small group learning – 0.49
- Cooperative learning vs whole class instruction – 0.41
- Cooperative learning vs individual work – 0.59
- Cooperative learning vs competitive learning – 0.54

Months of progress

- Collaborative learning +5
- Peer tutoring +5

6. Multiple Exposures	7. Questioning	8. Feedback	9. Metacognitive Strategies	10. Differentiated teaching

Overview

Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.

Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.

Overview

Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives.

Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view.

Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on effectiveness of teaching strategies.

Overview

Feedback informs a student and/or teacher about the student's performance relative to learning goals.

Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal.

Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.

Overview

Metacognitive strategies teach students to think about their own thinking.

When students become aware of the learning process, they gain control over their learning.

Metacognition extends to self-regulation, or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.

Overview

Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point.

The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations.

To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product.

Key elements

- Students have time to practice what they have learnt
- Timely feedback provides opportunities for immediate correction and improvement

Key elements

- Plan questions in advance for probing, extending, revising and reflecting
- Teachers use open questions
- Questions used as an immediate source of feedback to track progress/understanding
- Cold call and strategic sampling are commonly used questioning strategies

Key elements

- Precise, timely, specific, accurate and actionable
- Questioning and assessment is feedback on teaching practice
- Use student voice to enable student feedback about teaching

Key elements

- Teaching problem solving
- Teaching study skills
- Promotes self-questioning
- Classroom discussion is an essential feature
- Uses concept mapping

Key elements

- High quality, evidence based group instruction
- Regular supplemental instruction
- Individualised interventions

Related effect sizes

- Time on task – 0.62
- Spaced practice – 0.71
- Feedback – 0.73

Related effect sizes

- Questioning – 0.46

Related effect sizes

- Feedback – 0.73

Related effect sizes

- Teaching problem solving – 0.63
- Study skills – 0.60
- Self-questioning – 0.64
- Classroom discussion – 0.82
- Concept mapping – 0.64

Related effect sizes

- RTI - 1.07
- Piagetian programs - 1.28
- Reading recovery - 0.5

Months of progress

- Mastery learning +5

Months of progress

- Feedback +8

Months of progress

- Metacognition and self-regulation +8

Months of progress

- Individualised instruction +2
- Learning styles +2
- Mastery learning +5

Data Analysis and Re-Engagement
Collective Commitments and Common Practices

1. All data analysis (CFA, End-of-unit tests, District Benchmarks, TNReady results) serves to make plans for **next steps for students**, not to label or make determinations about students' innate ability.

2. Data analysis will be used to discuss **effectiveness of instructional practices** and adjust plans moving forward.

3. We will track, **disaggregate**, and discuss CFA data and record that work on the **PLC Collaborative Planning Sheet** in the **PLC Notebook**.

4. We will not **conflate labels** such as ELL, SPED, etc., with non-mastery on a CFA.

5. We will strategically **plan for re-engagement** with students based on CFA results only. We will **name the names** of students who need intensive, small group re-engagement.

6. We will utilize research-based **scaffolding strategies** within the Tier 1 classroom to respond to CFA results.

7. We will meet with the **MTSS coordinator** to discuss at-risk students and the appropriate interventions for those identified.

Data Analysis and Re-Engagement
Holding Ourselves Accountable

Teachers who exhibit these collective commitments are able to answer the following questions:

1. How have the results of data analysis impacted my instructional planning this week?

2. What did this week's data analysis tell us about the instructional practices we chose to implement?

3. Is our PLC collaborative planning sheet up to date with weekly data disaggregation?

4. Do I know WHO was was not proficient on my CFA and what they are missing with regards to proficiency? (Have I *named the names* based on CFA results?)

5. What is the plan for re-engagement of specific, (small group) students who were not proficient on the CFA?

6. How have I utilized the resource of the MTSS coordinator in addressing consistent non-proficiency?

Student Ownership
Collective Commitments and Common Practices

1. Regular feedback (oral and written) will be provided to students so that they know how to continue their learning.

2. Students will be given the opportunity to analyze and embrace errors from common assessments.

3. We will create opportunities for students to identify what they have learned and what they have not yet learned.

4. We will create a system for students to set goals around learning and track evidence.

Student Ownership
Holding Ourselves Accountable

Teachers who exhibit these collective commitments are able to answer the following questions:

1. How did students receive targeted feedback to continue learning during the learning cycle?

2. What methods of error analysis and opportunity for correction did we use during this learning cycle?

3. How are students tracking what they have learned?

4. How are we having students set learning goals around this content?