BARTOW COUNTY SCHOOL SYSTEM

Professional Learning Communities

PLC Playbook

BARTOW COUNTY
SCHOOL SYSTEM
empowering our children to succeed

Table of Contents

Introduction

Letter from the Superintendent i
Guiding Coalition Members ii
Guiding Coalition Subcommittees iii
BCSS Mission, Vision, and Collective Commitments iv

Overview

What is a PLC? 1
Three Big Ideas 2
Six Characteristics of a PLC 3
Establishing a Guiding Coalition 4
Four Essential Questions 6
BCSS PLC Process Card 7
What We are “Loose & Tight” About 9
BCSS PLC Implementation Guide 10
Monitoring the Process 12
Celebrate the Right Work 13

Leadership

Building Collective Teacher Efficacy 14
Sustaining the PLC Process 15
How Do We Sustain a PLC Culture? 16
Strategies to Address Resistors and Doubters 17
Collaborative Team Meeting Visit Documentation 18

Focus on Learning

The Teaching Assessing Cycle 19
Guaranteed and Viable Curriculum 20
Deconstructing Standards 21
Essential Standards 22
Learning Targets 23
Rigor 24

High Functioning Collaborative Teams

High Functioning Collaborative Teams 26
Collaboration Schedule & Basics of a Collaborative Team 27

Return to Top

S.M.A.R.T Goals 28
Collaborative Team Agenda Template 29
Collaborative Team Resources 30
1-5-10 Teams 31
“A” Team 33

Results Oriented

Using the Data 35
Common Summative Assessments 36
Common Formative Assessments 39
Assignment Method Matrix 40
Response to Intervention (RTI) 41
RTI: Restructuring the Pyramid 42
RTI: Tier 1 Schoolwide Essential Actions 47
RTI: RTI At Work Procedures 48
RTI: Building a School/Site Intervention Team 50
Grading (TBD) 54

Resources

PLC Resource Timeline Guide 55
Templates, Documents, and Links 60
Key Terms and Concepts 62
References 67

Return to Top

INTRODUCTION

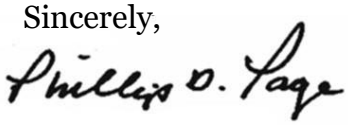
Dear BCSS Staff,

I am excited to update the Bartow County School System's *Professional Learning Communities Playbook*. This collection of work continues to be a valuable resource for our school system as we implement the three big ideas of learning, collaboration, and results. Through the collaboration of our System Guiding Coalition, this *Playbook* is designed to provide essential information in the form of research, templates, videos and best practices. As a collection of work designed specifically for the Bartow County School System's instructional staff, the contents of this book will assist in our mission of collaboratively engaging all students and staff in relevant learning experiences and empowering them to be successful. It also serves to guide our vision of a commitment to providing a quality education to all students, which is essential to the prosperity of our community.

To ensure we are focused on all students learning essential standards, our decision-making processes are based on the best interests of our students and their learning. This updated *PLC Playbook* will assist in creating the best learning opportunities for all students by serving as a tool during valuable teacher collaborations and serving to create a common language throughout the system. There is no substitute for teachers collectively working together to determine what students should know, how to determine if they know it, what interventions are needed if they don't learn it, and how to ensure meaningful extensions when they do learn it. This *Playbook* will serve as a guide as you work within your collaborative teams to develop the required efficacy for the highest level of student achievement.

Thank you for your commitment to our students and for your commitment to each other. I look forward to seeing your team successes and the incredible learning that will occur in our classrooms.

Sincerely,



Phillip D. Page

Return to Top

System Guiding Coalition Members

Dr. Phillip Page,
Superintendent

Executive Cabinet

Megan Brown | Dr. David Chiprany | Macy Defnall | Clint Terza

Central Office

Tania Amerson | Paula Camp | Heather Carter | Dr. Sharon Collum

Amanda Creel | Jason Dailey | Lisa DiPrima | Dr. Gregg Doss

Alisha Evans | Justin Fitzgerald | Beth Groom | Cara Shores

Amanda Smith | Mary Beth Stephens

Amber Bunce

BCSS Principals

Elementary School

Melissa Zarefoss AES	Teri Marley ALES	Dr. Kelly Wade CCES	Dr. Evie Barge CLES
Tracy Mulkey EES	Jim Bishop EHES	Lynn Robertson HCES	Allison LaRue KES
Sherrie Hughes MRES	Tracey Alford PLES	Jennifer Miller TES	Amy Heater WES

Middle School

Tony Stanfill AMS	Dr. Kristy Arnold CMS	Dr. Wes Dickey RTMS	Michael Blankenship WMS

High School

Bruce Mulkey AHS	Dr. Paul Sabin BCCCA	Stephen Revard CHS	David Stephenson WHS

Return to Top

Guiding Coalition Subcommittees

Members of the System Guiding Coalition are members of subcommittees. Each subcommittee is tasked with evaluating current practices within the Bartow County School System and determines best practices based on research and evidence. Each subcommittee proposes any changes or updates needed to provide staff with guidelines and practices that will have positive impacts on student achievement.

Subcommittee	ES	MS	HS	System
Assessment	A. LaRue J. Bishop J. Mauldin	T. Stanfill K. Holland	K. Martin	J. Dailey A. Creel H. Carter
Barriers	L. Robertson			T. Amerson J. Dailey
Celebrations	J. Bishop	W. Dickey		P. Camp
Data	M. Williams	S. Lance	P. Konen	H. Carter B. Groom P. Camp
Discipline/PBIS	M. Zarefoss	M. Blankenship	J. Hauskins	M. Defnall, T. Amerson J. Elrod, K. Mitchell
Essential Standards	E. Barge D. Smith	L. Gentry		MB. Stephens
Grading	L. Robertson A. Heater M. Bowen	L. Perry A. Bunce	S. Revard M. Wilder	MB. Stephens A. Creel M. Brown
Guiding Coalition Training	K. Wade	K. Arnold	B. Mulkey	J. Dailey A. Evans S. Collum
Monitoring	J. Miller K. Wade	H. McCauley S. Lance	W. Dickey	P. Camp G. Doss
RTI	S. Hughes A. LaRue T. Mulkey	B. McPherson R. Satterfield	D. Stephenson T. Queen	S. Collum C. Shores A. Smith
Scheduling	T. Alford T. Marley	J. Rood	P. Sabin S. Revard B. Mulkey	J. Elrod C. Forsyth J. Fitzgerald T. Amerson

"A broad and longstanding consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization."

Wallace Foundation (2012), as published in Learning by Doing p. 27

Return to Top

Mission, Vision, and Collective Commitments

Mission Statement

The Bartow County School System collaboratively engages all students and staff in relevant learning experiences and empowers them to succeed.

"The words of a mission statement are not worth the paper they are written on unless people begin to do differently."

Learning by Doing, DuFour et al.

Vision Statement

The Bartow County School System will be a high functioning professional learning community that will graduate all students career and college ready, prepared to contribute to their community.

"A vision builds trust, collaboration, interdependence, motivation, and mutual responsibility for success. Vision helps people make smart choices, because their decisions are made with the end result in mind... Vision allows us to act from a proactive stance, moving towards what we want...Vision empowers and excites us to reach for what we truly desire."

Learning by Doing, DuFour et al.

Collective Commitments

We are committed to providing a quality education to all children which is essential to the prosperity of our community.

We are committed to providing a safe, secure, and supportive learning environment.

We are committed to hiring, developing, and supporting high quality educators.

We are committed to academic excellence through the collaborative investment of faculty, staff, parents, and community.

"Values provide guidelines on how you should proceed as you pursue your purpose and picture of the future. They answer the question 'How?' They need to be clearly described so that you know exactly what behaviors demonstrate that the value is being lived."

Learning by Doing, DuFour et al.

Return to Top

OVERVIEW

What is a Professional Learning Community?

"A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." *(Learning by Doing,* DuFour et al.)

3 Big Ideas

- Focus on Learning
- Collaborative Work
- Results Driven

6 Characteristics

- Shared mission, vision, values and goals
- Collaborative teams focused on learning
- Collective inquiry
- Action research and experimentation
- Commitment to continuous improvement
- Results oriented

4 Questions

- What do we want students to know and be able to do?
- How will we know when students have learned it?
- What will we do when students haven't learned it?
- What will do when students already know it?

Return to Top

Three Big Ideas

A Focus on Learning

*"The fundamental purpose of a school culture is to ensure that **all** students learn at high levels." (p. 11)*

- Work together to clarify exactly what each student must learn;
- Monitor each student's learning on a timely basis;
- Provide systematic interventions that ensure students receive additional time and support for learning when they struggle; and
- Extend learning when students have already mastered the intended outcomes.

A Collaborative Culture

"Educators must work collaboratively and take collective responsibility for the success of each student. Working collaboratively is not optional." (pp. 11-12)

- Educators must work collaboratively and take collective responsibility for the success of each student;
- Interdependent;
- Mutually accountable; and
- Common goals.

Results Oriented

"*To access their effectiveness in helping all students learn, educators focus on results – evidence for student learning." (p. 12)*

- Members of a PLC recognize that all of their efforts must ultimately be assessed on the basis of results rather than intentions;
- Participation in this process is not just for leaders, it is a responsibility of every member; and
- Examine results to discover strengths and weaknesses to learn from each other.

Return to Top

Six Characteristics of a Professional Learning Community

Shared mission, vision, values, goals

Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.

Collaborative teams focused on learning

In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning. "Collaboration is a systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results."

Collective inquiry

Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.

Action orientation and experimentation

Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.

Commitment to continuous improvement

Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of: Gathering evidence of current levels of student learning, Developing strategies and ideas to build on strengths and address weaknesses in that learning, Implementing the strategies and ideas, Analyzing the impact of the changes to discover what was effective and what was not, and Applying the new knowledge in the next cycle of continuous improvement.

Results orientation

Educators in a PLC assess their efforts on the basis of tangible results. They are hungry for evidence of student learning and use that evidence to inform and improve their practice. "The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it."
—Richard DuFour

Adapted from *Learning by Doing*, DuFour et al.

Return to Top

Establishing a Guiding Coalition

The Work/Purpose of the Guiding Coalition

The work of the guiding coalition builds the capacity of each member so they can facilitate and sustain the process. They are allies of and champions of a movement and shift in culture: culture shift from a focus on teaching to a focus on learning, working in isolation to collaboration, from a focus on information to a focus on results.

"Act their way into a new way of thinking, rather than think their way into a new way of acting"

Creating a Local School Guiding Coalition

"No one person will have the energy, expertise, and influence to lead a complex change process until it becomes anchored in the organization's culture without first gaining the support of key staff members." (Learning by Doing, DuFour et al.)

Key characteristics when considering the members of the guiding coalition

Position Power	Are enough key players on board so that those left out cannot easily block progress?
Expertise	Are various, relevant points of view adequately represented so that informed, intelligent decisions will be made?
Credibility	Does the group have enough people with good reputations in the school so that its pronouncement will be taken seriously by other staff?
Leadership	Does the group include enough prove leaders to be able to drive the change process?
Willing and Able	Who are the staff members that are willing and able to facilitate and sustain the process?

Austin Buffman blog "Who Is Steering Your School's Bus?"

Return to Top

Building Consensus Through Shared Knowledge

Building consensus requires conversations not presentations, dialogue not monologue. A group has arrived at consensus when it meets two criteria.

1. All points of view have not merely been heard but have been actively solicited.
2. The will of the group is evident even to those who most oppose it.

Fist to Five Strategy

Once everyone is clear on the proposal, and all pros and cons have been offered, each person is asked to indicate a level of support. The facilitator ensures that everyone understands the proposal and how to express themselves through fist to five. All members are then asked to display their opinion by raising their hand with the number of fingers best expressing their level of support.

I love this proposal. I will champion it.

I strongly agree with the proposal.

The proposal is okay with me. I am willing to go along.

I have reservations and am not yet ready to support this proposal.

I am opposed to this proposal.

If I had the authority, I would veto this proposal, regardless of the will of the group.

Learning by Doing, DuFour et al.

Return to Top

Four Essential Questions

What do students need to know and be able to do?

- Identify the essential standards and learning targets that all students will learn.
- Establish timeline for essential standards.
- Plan instructional strategies with the end in mind.

How will we know when students have learned it?

- Create common formative assessments collaboratively.
- Build common understanding of proficiency.
- Align CFAs to essential standards.
- Clarify conditions of administration of common assessments.
- Compare and analyze the data.

What will we do when students haven't learned it?

- Plan systematic interventions within collaborative teams.
- Provide a timely response to all students.
- Differentiate to address individual student needs.

What will we do when students already know it?

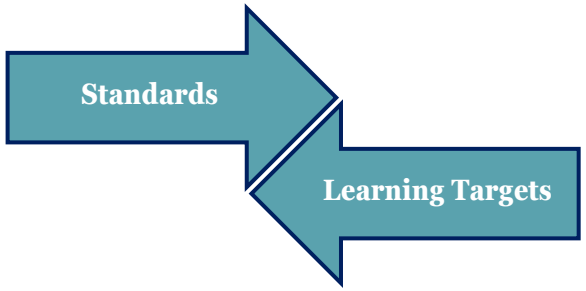
- Provide students opportunities for extension.
- Extend instruction.
- Differentiate to address individual student needs.

These four questions will guide collaboration and help us focus on the right work. They will be the foundation of every collaborative team discussion and will direct data-based decisions. We know, through research and study, that great gains in student achievement can be made through focusing on the right work.

Return to Top

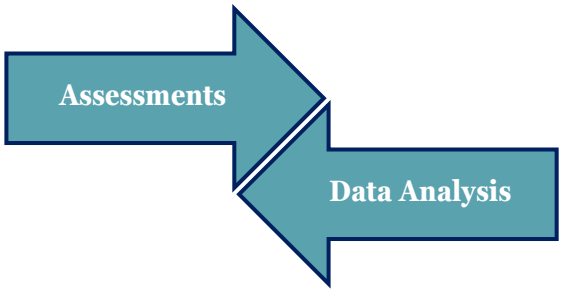
What do we want students to know and be able to do?

- Deconstruct standards.
- Identify the essential standards and learning targets that all students will learn.
- Establish timeline for essential standards.
- Plan instructional strategies with the end in mind.



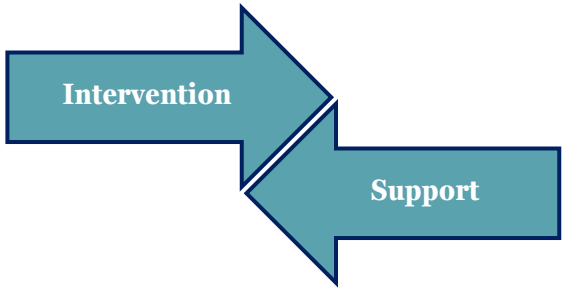
How will we know when students have learned it?

- Create common formative assessments collaboratively.
- Build common understanding of proficiency.
- Align CFAs to essential standards.
- Clarify conditions of administration of common assessments.
- Compare and analyze the data.



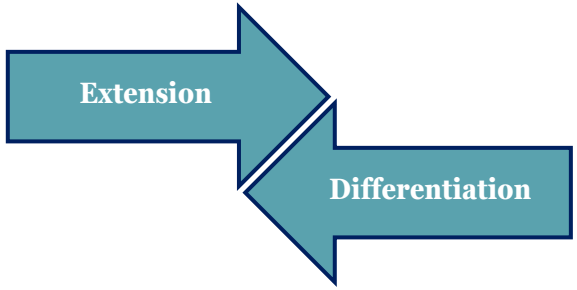
What will we do when students haven't learned it?

- Plan systematic interventions within collaborative teams.
- Provide a timely response to all students.
- Differentiate to address individual student needs.



What will we do when students already know it?

- Provide students opportunities for extension.
- Extend instruction.
- Differentiate to address individual student needs.



Return to Top

Mission

WHY?

Why do we exist?

Fundamental Purpose

Clarifies priorities and sharpens focus

The Bartow County School system collaboratively engages all students and staff in relevant learning experiences and empowers them to succeed.

Vision

WHAT?

What must our school system become to accomplish our purpose?

Compelling Future

Gives direction

The Bartow County School system will be a high functioning professional learning community that will graduate all students career and college ready, prepared to contribute to their community.

Values

HOW?

How must we behave to achieve our vision?

Collective Commitments

Guides behaviors

We Are Committed To…

- **Providing a quality education to all students which is essential to the prosperity of our community.**
- **Providing a safe, secure, and supportive learning environment.**
- **Hiring, developing, and supporting high quality educators.**
- **Academic excellence through collaborative investment of faculty, staff, students, parents and community.**

Goals

Consistency of Instruction:

Continued implementation of Instructional Impact Checks.

Strengthen and Align Curriculum Resources:

Analyze and evaluate curriculum and instructional resources in core content areas and develop resources and instructional materials.

Professional Learning:

Provide professional learning opportunities based on identified needs by implementing functional PLCs.

Reduce Achievement Gap:

The achievement gap will be reduced by 5% for English Learners and Students with Disabilities.

What We Are "Loose & Tight" About

In a loose and tight culture, leaders encourage autonomy and creativity (loose) within well-defined parameters and priorities that must be honored (tight). This environment of empowerment and discipline helps build distributed leadership and mutual accountability.

What is TIGHT?

- Working in *collaborative teams* with *collective responsibility* for student learning
- Having a *Guaranteed and Viable Curriculum* for ALL students
- Using *Common Formative Assessments* to monitor student learning
- Using common assessment data to *strengthen teaching and learning*
- Providing *systematic interventions* and *extensions*

What is LOOSE That Empowers Teacher Teams?

- Establishing of team *norms* and *SMART goals*
- Determining specific *knowledge* and *skills* students *must acquire* in each unit
- Establishing the *pacing* for each unit
- Determining the *standard of proficiency* each student must attain
- Gathering *evidence* of student learning using common formative assessments

What is LOOSE That Empowers Individual Teachers?

- Using the instructional strategies, they *feel works best* for their style
- Using *their own ongoing assessments* when they teach
- Pacing the content as *they deem appropriate* within the window of time the team has established for the unit

Return to Top

BCSS PLC Implementation Guide: Year 1 - 3

	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Focus on Learning	Establish mission, vision and collective commitments	Implement focused weekly, collaborative team meetings based on what students are required to learn and how we assess their learning incorporating the four guiding questions Implement essential standards process and identify essential and supporting standards	Develop 20-21 master schedule to include intervention/ extension time Complete system level work to strengthen RTI pyramid of interventions Develop unit plans with essential standards and common formative assessments	Implement schedule with intervention/extension time and monitor Implement strengthened RTI pyramid of interventions Implement a guaranteed and viable curriculum	Continue to analyze/revisit schedule to ensure focus on learning that supports the mission, vision, and collective commitments Continue monitoring implementation of instruction based on essential standards and supporting standards
Collaboration	Develop teacher leadership team/guiding coalition	Teacher collaborative teams meet twice weekly focusing on the 4 questions and are monitored for consistency in implementation Utilize common agendas for weekly collaborative team meetings Ensure all teams have norms and implement norm violations Implementation of roles within the collaboration team	Create schoolwide, job-embedded professional learning plans for 20-21 based on local and state data points	Monitor weekly collaborative team meetings for evidence of how we respond when students have not mastered the standards Implement schoolwide, job-embedded professional learning plans based on local and state data points	All collaborative teams will be high functioning fully addressing the four guiding questions
Results Oriented	Continue administration of Universal Screener 3x per yr. and utilize the data to inform instruction	Establish SMART goals in each teacher collaborative team Common Formative Assessment training and implementation of CFAs aligned to identified essential standards (min. 1 first 18 weeks)	Monitor each collaborative team's progress toward meeting SMART goals using formative data Monitor the development of common formative assessments in collaborative teams	Utilize common formative and summative assessments Implement common gradebooks Implement quarterly collaborative team meetings with administration	Monitor grading practices for consistency among grade levels and departments

Return to Top

BCSS PLC Implementation Guide: Year 4 – 5

	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Focus on Learning				
Collaboration				
Results Oriented				

In Guiding Coalition Development (Deadline Spring 2021)

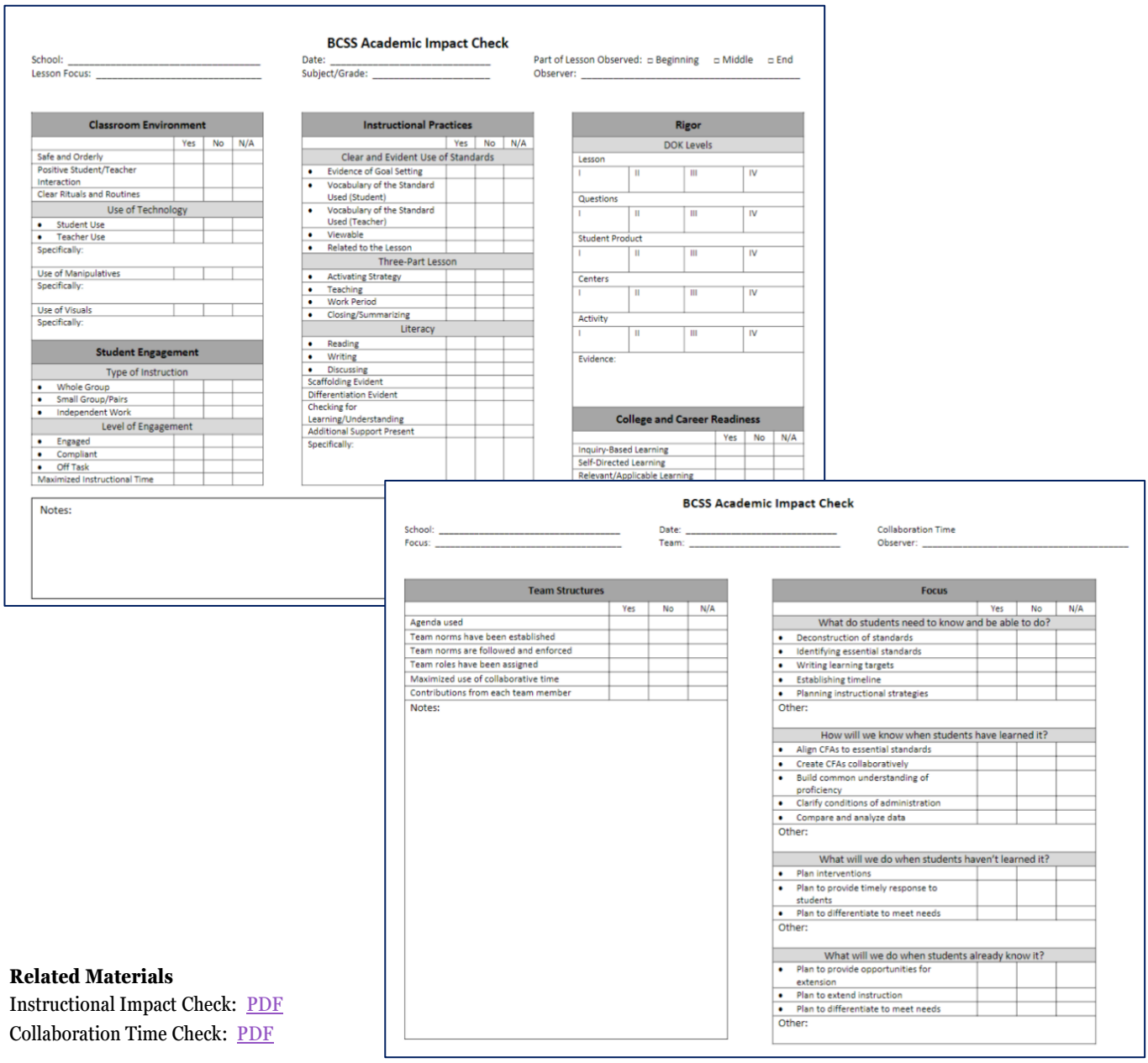
Return to Top

Monitoring the Process

Beginning in the 2017-2018 school year, the Bartow County School System began implementing instructional Impact Checks in various schools throughout the system. During the walkthrough, members of the review team use the Instructional Impact Checklist developed by a team of teachers who serve as instructional liaisons between the schools and district leadership.

With the implementation of the collaborative schedule beginning in the 2019-2020 school year, an additional piece was added to these walkthroughs. A subset of the larger instructional review team arrives during the system-wide collaboration time on the morning of the walkthrough. They utilize an additional checklist, created by the instructional liaisons again, that is focused specifically on collaborative team meetings. This data is included in feedback to school leadership.

This will continue to be a part of the BCSS monitoring process.



BCSS Academic Impact Check

School: _____ Date: _____ Part of Lesson Observed: ☐ Beginning ☐ Middle ☐ End
Lesson Focus: _____ Subject/Grade: _____ Observer: _____

Classroom Environment	Yes	No	N/A
Safe and Orderly			
Positive Student/Teacher Interaction			
Clear Rituals and Routines			
Use of Technology			
• Student Use			
• Teacher Use			
Specifically:			
Use of Manipulatives			
Specifically:			
Use of Visuals			
Specifically:			

Student Engagement			
Type of Instruction			
• Whole Group			
• Small Group/Pairs			
• Independent Work			
Level of Engagement			
• Engaged			
• Compliant			
• Off Task			
Maximized Instructional Time			

Instructional Practices	Yes	No	N/A
Clear and Evident Use of Standards			
• Evidence of Goal Setting			
• Vocabulary of the Standard Used (Student)			
• Vocabulary of the Standard Used (Teacher)			
• Viewable			
• Related to the Lesson			
Three-Part Lesson			
• Activating Strategy			
• Teaching			
• Work Period			
• Closing/Summarizing			
Literacy			
• Reading			
• Writing			
• Discussing			
Scaffolding Evident			
Differentiation Evident			
Checking for Learning/Understanding			
Additional Support Present			
Specifically:			

Rigor				
DOK Levels				
Lesson	I	II	III	IV
Questions	I	II	III	IV
Student Product	I	II	III	IV
Centers	I	II	III	IV
Activity	I	II	III	IV
Evidence:				

College and Career Readiness	Yes	No	N/A
Inquiry-Based Learning			
Self-Directed Learning			
Relevant/Applicable Learning			

Notes:

BCSS Academic Impact Check

School: _____ Date: _____ Collaboration Time
Focus: _____ Team: _____ Observer: _____

Team Structures	Yes	No	N/A
Agenda used			
Team norms have been established			
Team norms are followed and enforced			
Team roles have been assigned			
Maximized use of collaborative time			
Contributions from each team member			

Notes:

Focus	Yes	No	N/A
What do students need to know and be able to do?			
• Deconstruction of standards			
• Identifying essential standards			
• Writing learning targets			
• Establishing timeline			
• Planning instructional strategies			
Other:			
How will we know when students have learned it?			
• Align CFAs to essential standards			
• Create CFAs collaboratively			
• Build common understanding of proficiency			
• Clarify conditions of administration			
• Compare and analyze data			
Other:			
What will we do when students haven't learned it?			
• Plan interventions			
• Plan to provide timely response to students			
• Plan to differentiate to meet needs			
Other:			
What will we do when students already know it?			
• Plan to provide opportunities for extension			
• Plan to extend instruction			
• Plan to differentiate to meet needs			
Other:			

Related Materials
Instructional Impact Check: PDF
Collaboration Time Check: PDF

Return to Top

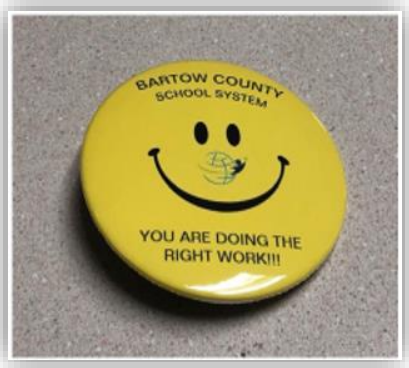
Celebrate the Right Work

Ensure everyone in your organization understands what the right work is. Recognition must be specifically linked to the organization's purpose, vision, collective commitments, and goals if it is to play a role in shaping culture.

Collaboratively Created	All staff members should have the opportunity to publicly report when they appreciate and admire the work of a colleague.
Publicly Displayed	Well-constructed recognition settings provide the single most important opportunity to parade and reinforce the specific kinds of new behaviors one hopes others will emulate.
Reoccurring	Frequent public acknowledgment for a job well done and a wide distribution of small symbolic gestures of appreciation and admiration are far more powerful tools for communicating priorities than infrequent grand prizes and few winners.
Symbol of acknowledgement	Recognition should relate back to the core foundation of the organization. It should not only express appreciation and admiration but also provide others with an example they can emulate.

"When celebrations continually remind people of the purpose and priorities of their organizations, members are more likely to embrace the purpose and work toward agreed-on priorities."

Learning by Doing, DuFour, et al.



Return to Top

LEADERSHIP

Building Collective Teacher Efficacy in a PLC Culture

John Hattie defines Collective Teacher Efficacy in *Visible Learning* as "the shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes". Through joint research and studies with colleagues Hattie has deemed Collective Teacher Efficacy as one of the leading influences in student achievement.

What does Teacher Efficacy Look Like?

Teacher Efficacy is...

- Teachers Working Together
- Setting high expectations for growth
- Observed evidence of impact
- Combined belief that it is "us" that causes learning

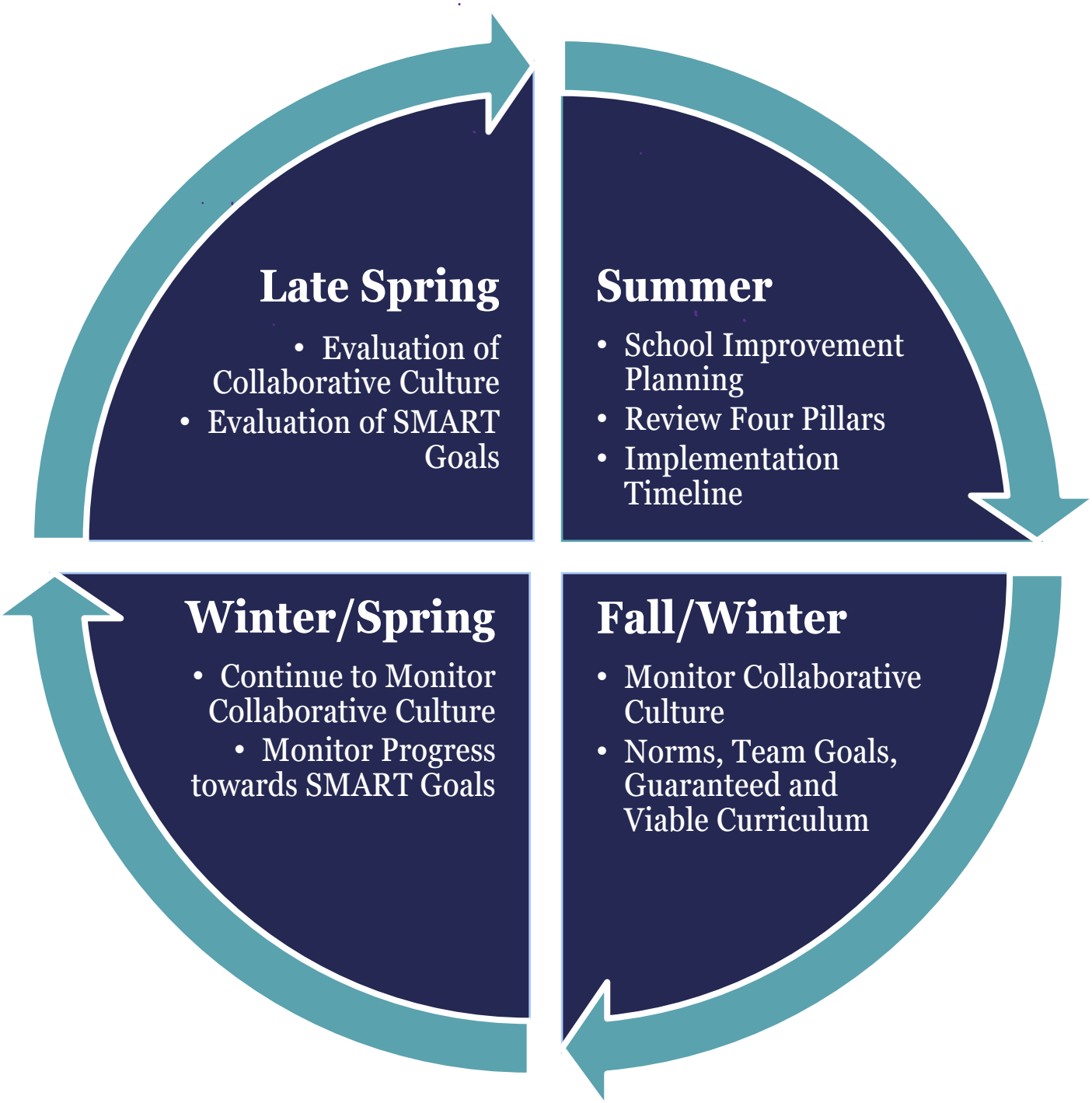
Teacher Efficacy is not...

- Teachers working independently
- Setting minimal expectations for growth
- Minimal or No Observable impact
- Inependent belief of "my" student achievment

Effect size: 1.57

Return to Top

Sustaining the PLC Process



Return to Top

Sustaining a PLC Culture

As summarized in *Learning by Doing,* it must be acknowledged that this process is not easy, but it is necessary to embrace the challenge because it is so clearly the right thing to do. A PLC culture cannot be sustained by a single person nor dictated from a district level. It must be a collective effort. Suggested practices below, adapted from *Learning by Doing,* can help Collective Teacher Efficacy be sustained within local schools.

- Create a safe environment where the local guiding coalition is a catalyst for the PLC process.
- Leaders act when individuals hinder the PLC Culture of the school.
- Continuously build shared knowledge through job embedded professional learning
- Strive to reach consensus by incorporating the "Genius of And"
- Build teacher and collaborative team confidence by celebrating the right work
- Create structures to support collaboration (ex: scheduled time for collaboration, inclusion of singletons, and implemented RTI Master Schedules) for all
- Maintain a clear vision of what is Tight and Loose, while allowing collaborative teams to build efficacy within the process

---

"It is time that we act with a sense of urgency, as if the very lives of our students depend on us, because, more so than any other time in our history, they do depend on us."

Learning by Doing, DuFour, et al.

Related Materials

PLC School Implementation Rubric: PDF || Word

Return to Top

Strategies to Address Resistors and Doubters

1. **Reason**
   Appeal to rational thinking and decision making.
2. **Research**
   Build shared knowledge of the evidence that supports a position.
3. **Resonance**
   Connect to the person's intuition so that the proposal. "feels right"
4. **Representational Re-Description**
   Change the way the information is presented.
5. **Resources and Reward**
   Provide people with incentives to embrace an idea.
6. **Real World Events**
   Present real-world examples where the idea has been applied successfully.
7. **Require**
   The last arrow in your quiver. Avoid unless necessary. Only used by the principal.

"Those leading the PLC process at any level must recognize that conflict is an inevitable byproduct of this substantive change process. In fact, an absence of conflict suggests the changes are only superficial because conflict and disagreements are not only inevitable but fundamental to successful change"

Learning by Doing, DuFour, et al.

Return to Top

Collaborative Team Meeting Visit Documentation

Collaborative Team/Members: _____ **Meeting Date/Time:** _____

_____ **Meeting Location:** _____

Which of the four critical questions is the focus?

1. What do students need to know and be able to do?

2. How will we know when students have learned it?

3. What will we do when students haven't learned it?

4. What will we do when students already know it?

If the team is working on Question 1, are they working on…

Essential Standards
Pacing
Instructional Strategies
Other _____

Notes:

If the team is working on Question 2, are they working on…

Common Formative Assessment
Common Summative Assessment
Scoring a common assessment
Other _____

Notes:

If the team is working on Question 3, are they working on…

Identifying students needing extra time/support
Determining appropriate interventions
Differentiating their instruction
Other _____

Notes:

If the team is working on Question 4, are they working on…

Identifying students needing extension
Determining appropriate extension opportunities
Differentiating their instruction
Other _____

Notes:

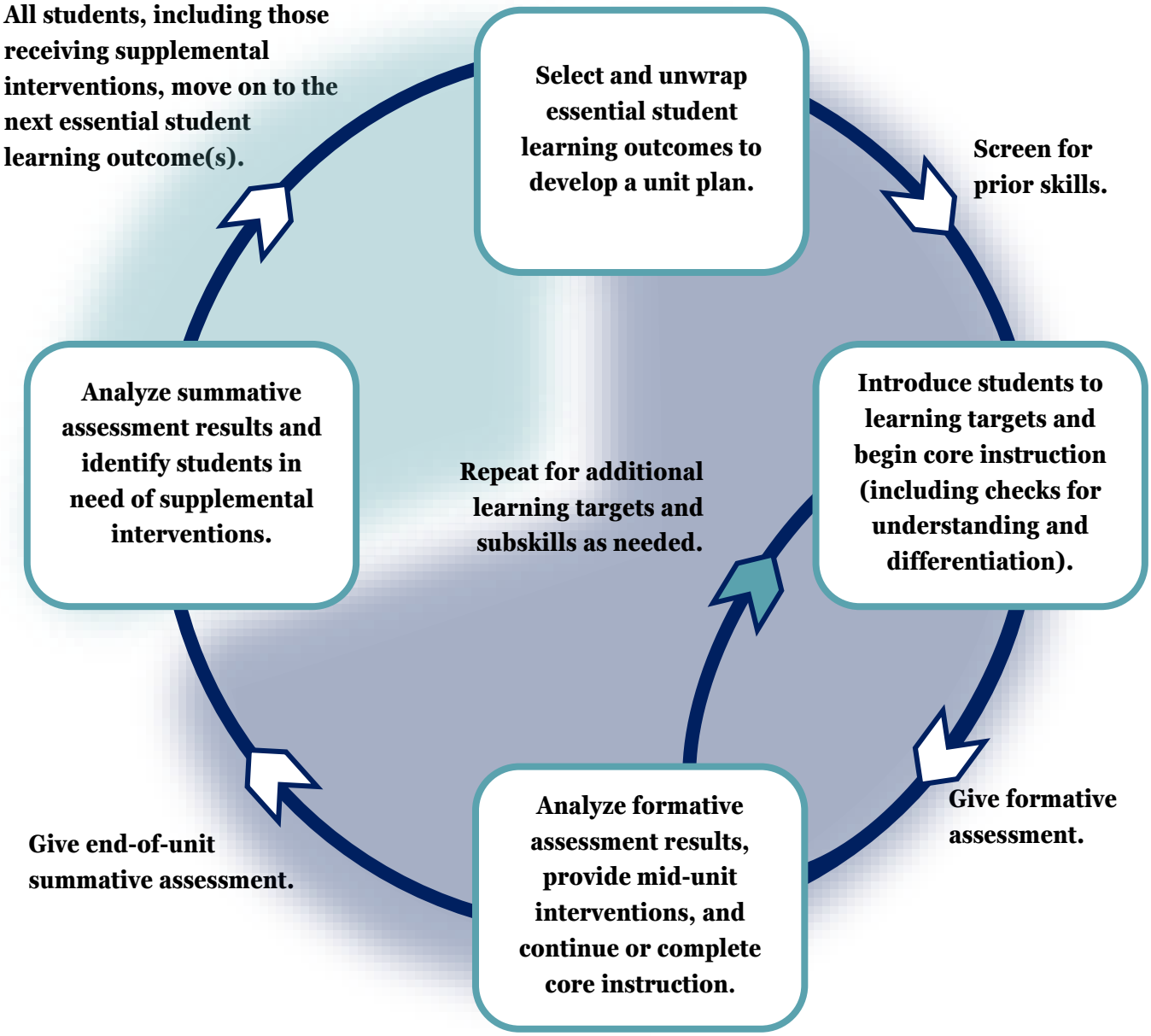
Related Materials

Collaborative Team Performance Rubric: PDF || Word

Return to Top

FOCUS
ON LEARNING

The Teaching Assessing Cycle



TIER 1 *PREVENTION*

Tier 1 allows collaborative teams an opportunity to proactively prevent learning difficulties before the summative assessment. Teams collectively respond and make instructional decisions based on assessment results.

TIER 2 *INTERVENTION*

Tier 2 provides additional time for students to master essential standards. Collaborative teams use common summative assessment results to provide Tier 2 interventions organized by student, by target. Teams ensure Tier 2 support is directly aligned with Tier 1 essential standards.

Related Materials

Teaching and Assessing Cycle: PDF

Return to Top

How Does BCSS Establish a Guaranteed and Viable Curriculum?

1 What do we want our students to know and be able to do?

- Deconstruct Standards
  - Template
- Determine Essential Standards
  - R.E.A.L
- Create Learning Targets
- Yearly/Course Pacing
- Essential Unit Plan
  - Unit Plan Template
- S.M.A.R.T Goals
  - Template
- Create Common Summative (CSA)
  - Design In 5 || Complexity Ladder
- Create Common Formatives (CFA)
- Instructional Planning (Aligned with End in Mind)

2 How will we know when students have learned it?

- Administer CFA(s)
- Analyze CFA Results
  - View student work
  - Misconceptions
  - Trends
  - CFA Protocol
- Administer CSA
- Analyze CSA Results
  - By Student
  - By Target
  - By Student By Target Sample

3 What will we do when students haven't learned it?

PREVENTION (Tier 1)

- Response Time
- Reteach
- Differentiation
- Re-assess (CFA)
- Will vs. Skill

INTERVENTION (Tier 2)

- Tier 2 Scheduled Time

4 What will we do when students already know it?

EXTENSION

- Response Time
- Extend Learning
- Differentiation
- Nice to Know Standards

EXTENSION

- Extend Vertically and Horizontally
- Nice to Know Standards

Return to Top

Deconstructing Standards

Step 1: Choose a standard/indicator.

Step 2: Circle verbs to identify key skills required by the student and underline nouns and noun phrases to identify key concepts.

Step 3: Identify the Learning Targets in the standard by asking these questions:

1. What content knowledge do students need?
2. What reasoning or problem solving proficiencies (if any) do students need?
3. What performance/process skills (if any) do students need?
4. What product development (if any) is required of students?

Step 4: Think about the academic language the student needs to understand. Include language in your learning targets.

Related Materials
Deconstructing Standards Template: PDF || Word

Return to Top

Essential Standards

Essential Standards guarantee what ALL students will know and be able to do. They answer the first question of a PLC: *What do students need to know and be able to do?*

Essential Standards **do not** represent all that will be taught.

Essential Standards represent the **minimum** that **ALL students must learn** to reach high levels of learning.

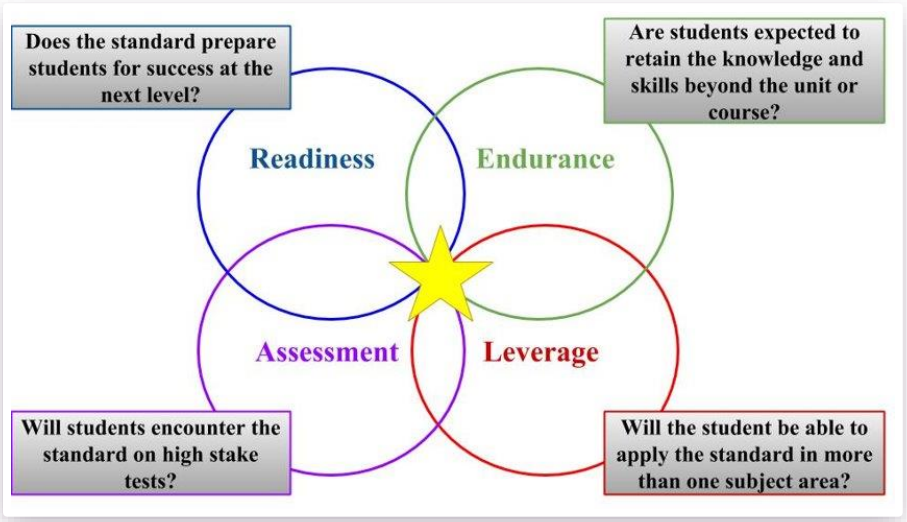
Essential Standards are REAL and are found in the center of these characteristics.

Readiness: Does the standard prepare students for success at the next level (grade, course, unit)?

Endurance: Does the standard endure beyond this one skill/unit?

Assessment (external exams): Will this standard prepare students for success on a high-stakes external exam?

Leverage: Will the skills and concepts learned with this standard extend beyond this course and unit? Will it cross into other courses and/or disciplines?



Related Materials
Essential Standards Chart: PDF
Essential Standards Unit Plan Template: PDF
R.E.A.L Template: PDF || Word

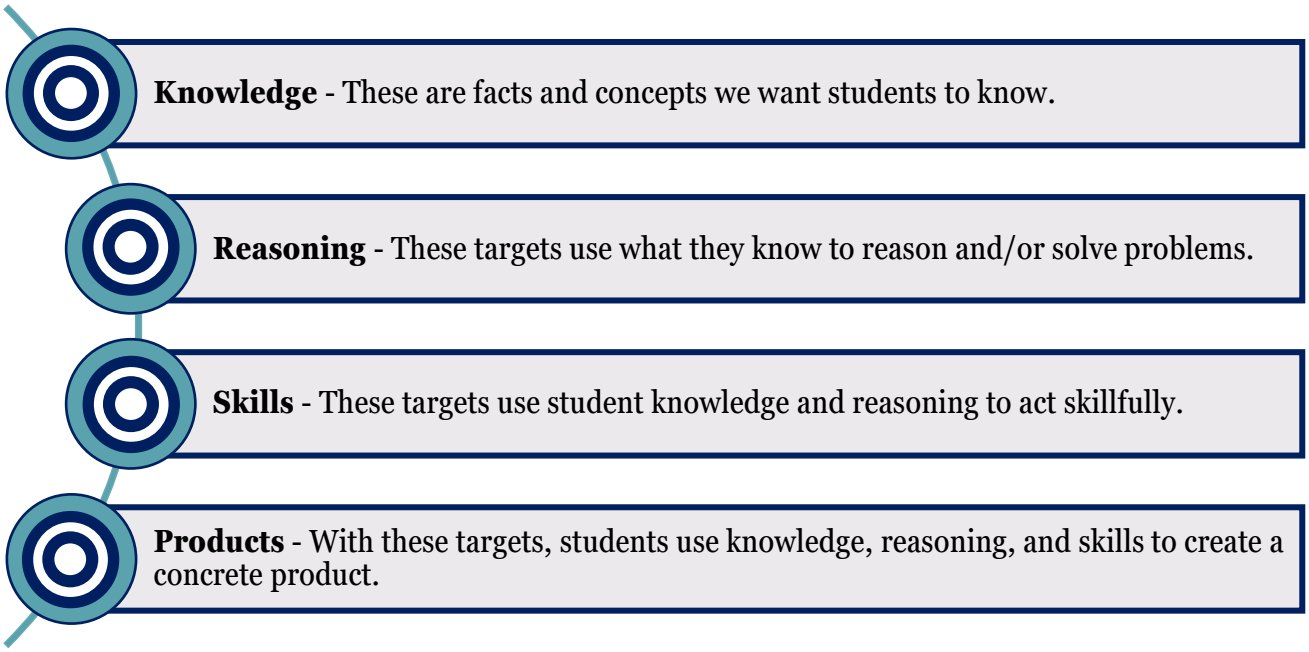
Return to Top

Learning Targets

Learning Targets are statements that are written in student-friendly language that describe the reasoning processes students will come to know deeply. They provide a common focus and help educators and students set challenging goals for what students should know and be able to do. (These are different from instructional objectives.) Learning Targets will guide the development of common formative assessments.

- Both teachers and students have to aim for learning targets
- Should include a performance to make today's learning expectations very clear
- Serves a purpose in a longer learning trajectory
- "I can..." statements align with learning targets

Four Types of Learning Targets:



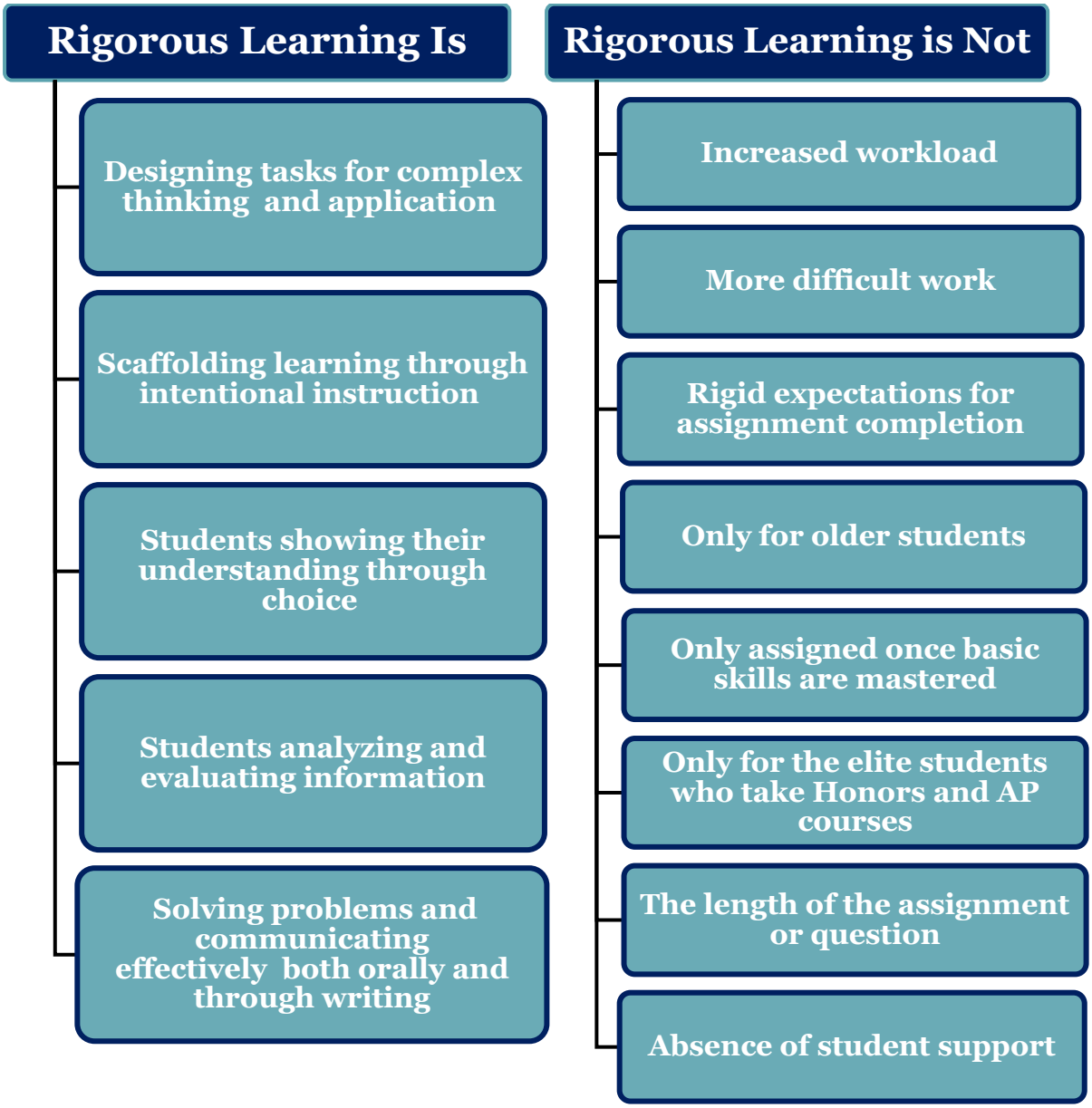
Related Materials
Guide for Effective Learning Targets: PDF
Learning Target Creation Template: PDF || Word

Return to Top

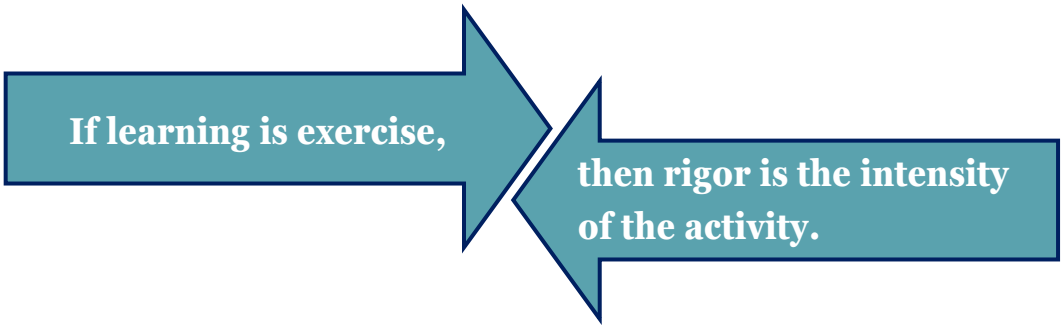
Rigor

"Rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Rigor is NOT a Four-Letter Word, Blackburn)"

Rigor is about asking students to communicate their thinking through writing and speaking. (Design in Five, Dimich)



Return to Top



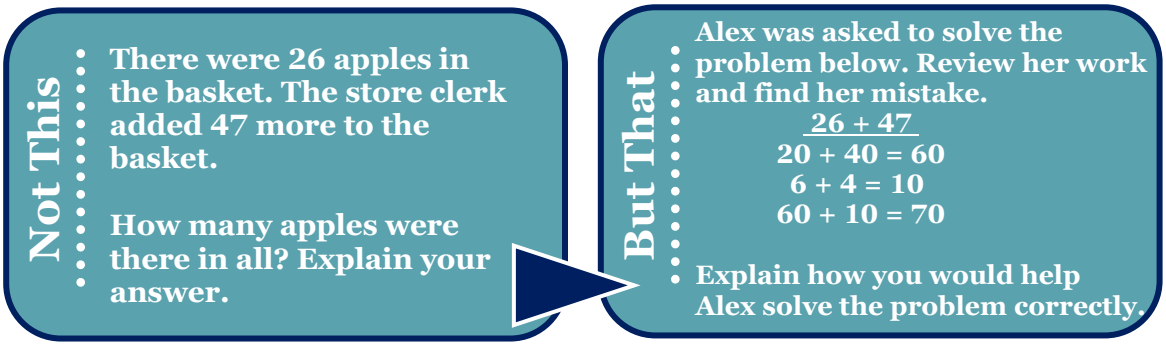
Rigor is a process. Think about the analogy above. Could a person bench press 300 pounds on the first day in the gym? Probably not. They may be able to with consistent practice if they start with less weight and gradually add more as they become stronger. While the process is quite challenging, the person will improve every day by gradually adding more weight. (Moving Beyond Quadrant A, Lambert)

Increasing Rigor

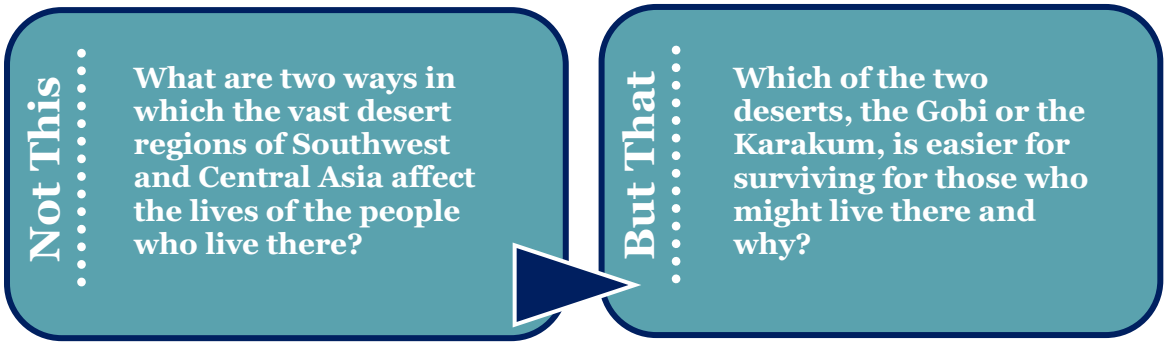
One common concern we hear from teachers is that they have too much to do, and in order to incorporate rigor, they will need to throw away everything they have done and start over.

Simply revising and building on existing materials, resources, and questions is an appropriate way to increase the rigor.

Elementary Math Example: I can add within 100 using strategies based on place value



Secondary ELA Example: I can infer and use textual evidence to support my answer.



"Not This, but That" activity adapted from Barbra Blackburn.

Return to Top

HIGH FUNCTIONING COLLABORATIVE TEAMS

High Functioning Collaborative Teams

Collaboration *– n. Two or more people working together towards shared goals.*

The second Big Idea of a Professional Learning Community is working collaboratively with colleagues. DuFour (2004) considers collaboration "powerful" once it becomes systematic and focuses on the analysis of data to improve classroom practice. Evidence has shown that working collaboratively is best practice.

Collaboration in its truest sense promotes authentic team learning which leads to improved student achievement. Through collaboration teachers can lead sustainable change and impact student learning far beyond their own classrooms. It is the goal of the Bartow County School System to create a culture where we work together to solve problems and learn from one another (WestED, 2000).

"Educators who work in isolation improve incrementally, while educators who collaborate transform exponentially!"

David Truss

Return to Top

Collaboration Schedule

BCSS Schedule

	Elementary	Middle	High
School Hours	**8:05 am - 2:30 pm**	**8:30 am - 3:20 pm**	**8:30 am - 3:20 pm**
Teacher Collaboration Time	**7:15 – 8:00 am**	**7:30 – 8:15 am**	**7:30 – 8:15 am**

Teachers will be engaged in team collaboration, focused on student data and instruction, two days per week. Teachers will keep office hours two days each week during this time to work with students and parents as needed. Teachers will utilize the remaining day for student supervision before school.

Basics of a Collaborative Team

Getting Started

- Determine a facilitator for the collaborative team
- Establish team roles
- Team will establish norms and sign agreement
- Set SMART Goals
- Create agenda for the next meeting.

Expectations

- Collaborative teams create SMART goals and action plans based on students' needs that align with building and district goals.
- Collaborative teams Deconstruct, Prioritize, and Identify Essential Standards. Learning targets will be developed to narrow the focus and support mastery of the Essential Standard.
- Collaborative teams focus on improving achievement for all students. Teams use student work, formative assessments, summative assessments, and standardized achievement data as evidence of student learning.
- Collaborative teams will report progress made towards their goals to the building administrator(s).
- Collaborative teams will report progress by submitting meeting agendas and minutes to their building administrator(s)

Return to Top

S.M.A.R.T Goals

By definition, a S.M.A.R.T goal clarifies exactly what students should learn, the standard of learning expected, and the measure used to determine if students have achieved the standard. Goals should focus on the result rather than the process or task. S.M.A.R.T goals set the direction for educators to improve student achievement in a targeted area.

A S.M.A.R.T goal is:

Strategic and Specific

Focuses on specific student learning. It answers the questions: *Which students will learn?* and *What will students improve?*

Measurable

The success toward meeting the goal can be measured in student achievement. It answers the question: *How will the collaborative team know the goal has been achieved?*

Attainable

The goal is set to be achieved in a specific amount of time, with increased teacher effectiveness. It should be a stretch from current achievement data. It answers the questions: *Is this realistic?* and *Does this allow students to stretch while also being attainable?*

Results Oriented

The goal is focused on improving a specific data point while also informing practice.

Time-bound

The goal has a clearly defined time frame including a target date. It answers the question: *When will the final assessment of the goal occur?*

Related Materials

S.M.A.R.T Goal Setting Template: PDF || Word

Return to Top

Collaborative Team Agenda Template

Collaborative Team: _____Meeting Date: _____

Meeting Location: _____ Meeting Time: _____

Members Present:	Members Absent:

Focus Questions:	
Discussion and Plans:	
Unanswered Questions:	**Next Meeting:**
	Agenda Items:

Related Materials

Collaborative Team Meeting Agenda Template: PDF || Word

Return to Top

Collaborative Team Resources

Teams Roles to Consider: PDF

Establishing Team Roles: PDF

Establishing Norms Key Questions: PDF || Word

Norms Agreement Template: PDF || Word

Collaborative Team Planning Form Template: PDF || Word

Collaborative Team Survey, Pre/Post Participation: PDF || Word || Forms Template

Collaborative Team "Journey" Self-Assessment: PDF || Word || Forms Template

Collaborative Team Midyear Survey: PDF || Forms Template

Return to Top

1 Team, 5 Team, and a High Functioning 10 Team

Are We a Group or a Team?

1 Team

- The drama makes my job harder.
- No norms or norms not enforced.
- People don't give it their full attention (coming late, leaving early, grading papers, or so on).
- We agree to disagree when it comes to essential standards.
- I try to share, but no one else does.
- There are cliques and gossip.
- I'd rather use the time to prep.

5 Team

- My team is pretty good.
- We coordinate our curriculum for the most important standards.
- For the major topics, we use common assessments.
- We share some instructional ideas.
- We take turns making copies and doing other prep tasks.
- We're friends, not just colleagues.
- I'm in charge of my students; they're in charge of their students.
- Holding one another accountable is awkward.

10 Team

- I can't imagine doing my job without my team.
- What we achieve collectively is greater than what I could achieve alone. The sum is greater than the parts.
- It's not *my students*, but *our students*.
- What we collaborate about impacts what I do in my classroom. I'm better because of my teammates.
- I would never come to a meeting unprepared, because we've agreed collectively—if I'm unprepared, I'm not the only one hurt.
- We hold each other accountable.

Adopted from *Are We a Group or a Team?* Mike Mattos

Return to Top

What is Needed for More Effective Teams?

- Time to collaborate
- Establish the right people on the teams
    - Focused on agreed essential standards and learning targets for all students
    - Focused on using common assessments to improve teaching and learning
- Be professional
- It's NEVER personal

Teams: Willing and Able

Who are the staff members that are willing and able to facilitate and sustain the PLC process? Willing staff members are those who are ready, eager, and prepared to sustain the PLC process. Able staff members are those who have the capacity to facilitate and execute the right work.

10 Team	**Willing & Able** **OR** **Willing & Able with some Willing but Unable**
5 Team	**Willing & Unable** **OR** **Willing & Able with some Unwilling but Able**
1 Team	**Unwilling but Able** **OR** **Unwilling but Able with Unwilling and Unable**

---

*"The fundamental purpose of a professional learning community is to ensure **all** students learn at high levels. The very reason why educators collaborate is to achieve this outcome. This is why the first step – the first pillar – of the PLC process is building staff consensus around this shared mission."*

Learning by Doing, DuFour et al.

Return to Top

"A" Team

What is an "A" Team?

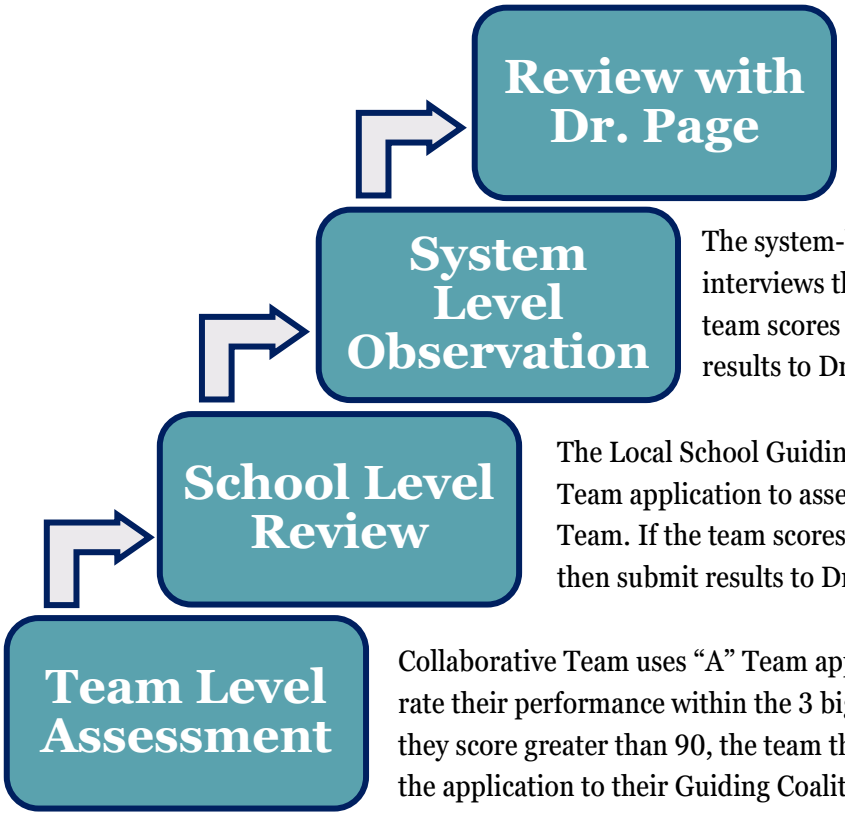
An "A" Team is a team in which the members work interdependently to achieve common goals that directly impact student achievement. Members of an "A" Team are willing and eager to learn from one another. Team members honor the collective commitments they have made to one another creating an atmosphere of trust and mutual respect. Violations of the commitments are addressed, and members use them as the basis for crucial conversations and honest dialogue.

An "A" Team maintains a focus on learning, collaborative culture, collective responsibility, and remains results oriented.

"A collection of teachers does not truly become a team until members must rely on one another to accomplish a goal that none could achieve individually."

Learning by Doing, DuFour et al.

How does a collaborative team become an "A" Team?



Dr. Page interviews the Collaborative Team. If awarded "A" Team status, the team will be celebrated at a Board Meeting and present at future professional learning.

The system-level team observes and interviews the Collaborative Team. If the team scores greater than 90, they then submit results to Dr. Page.

The Local School Guiding Coalition uses the "A" Team application to assess the Collaborative Team. If the team scores greater than 90, they then submit results to Dr. Chiprany.

Collaborative Team uses "A" Team application to rate their performance within the 3 big ideas. If they score greater than 90, the team then submits the application to their Guiding Coalition.

Return to Top

Are you a member of "THE A- TEAM"?

Use the following rating scale to indicate the extent to which each statement is true of your collaborative team.

1-Not True of Our Team 5-Our Team is Getting There 10-True of Our Team

Adapted from Learning by Doing © 2006, 2010 Solution Tree Press

Core Belief #1-Focus on Learning

1-1. Each member of our team is clear on the knowledge, skills, and dispositions (that is, the essential standards) that students will acquire as a result of (1) our course or grade level and (2) each unit within the course or grade level. (*artifacts could include the following: Meeting minutes, lesson and/or unit plans*)

1-Not True of Our Team 5-Our Team is Getting There 10-True of Our Team

Team Rating: 0

Feedback from School Leadership Team:

Feedback from System Leadership Team:

1-2. We have aligned the essential standards v
stakes assessments required of our students. (a
EOG/EOC Category Weights, REAL template)

1-Not True of Our Team 5-Our Team i

Feedback from School Leadership Team:

Feedback from System Leadership Team:

Core Belief #2-Collaborative Culture and Collective Responsibility

2-1. We have identified team norms and protocols to guide us in working together. (artifacts could include the following: Team Norms, Protocols for Norms Violations)

1-Not True of Our Team 5-Our Team is Getting There 10-True of Our Team

Team Rating: 0

Feedback from School Leadership Team:

Feedback from System Leadership Team:

2-2. We have agreed on the criteria we will use in judging the quality of student work related to the essential standards of our course, and we continually practice applying those criteria to ensure we are consistent. (*artifacts could include the following: Minutes, Rubrics, Checklists*)

1-Not True of Our Team 5-Our Team is Getting There 10-True of Our Team

Team Rating: 0

Feedback from School Leadership Team:

Feedback from System Leadership Team:

Related Materials

A-Team Application: Word || PDF

Return to Top

Results Oriented

Using the Data

Many questions often arise as data discussion begins, but one of the biggest questions is: *What do we do with it?*

In the collaborative team, data will serve two purposes. The first purpose is to define the greatest area of need for students, which will give the collaborative team a focus for its work. The second is to provide immediate feedback to inform real-time instruction and improve student learning.

As a collaborative team looks to gain feedback that will inform real-time instruction, it will collaboratively create and use common formative assessments.

Using Common Formative Assessment Data: The data that can be gathered from a common formative assessment depends on how the assessment is designed. As teams collaboratively create their assessments, it is important to know what skill(s)/learning targets each item is assessing. Once the team knows what skills the items are assessing, they can gather data on the specific skills/learning targets students are or are not learning. Some questions to consider while analyzing the results of a common formative assessment: What learning targets did the students do well on? What learning targets did the students struggle to understand? Is there a need for whole group intervention? If not, which specific students need intervention or extension?

Other questions to discuss during the data review:

- ✓ Will the team continue study from last year, or will the collaborative team need a new targeted area to study?
- ✓ How will the team contribute to the building's targeted areas?
- ✓ Are there any curriculum issues that the team will benefit from studying this year?

"Without data, all anybody has is an opinion."

Edward Deming

Return to Top

Common Summative Assessments

"You can enhance or destroy students' desire to succeed in school more quickly and permanently through your use of assessment than with any other tools you have at your disposal"

Assessment Through the Student's Eyes - Educating the Whole Child, Stiggins

What? Common Summative Assessments

Summative assessments are designed to determine a level of proficiency on the intended essential standards and learning targets at a moment in time, usually at the end of a unit. (Dimich, Design in Five)

Why? Beginning with the End in Mind

When collaborative teams end picture is clear, teachers and teams more tightly align their instruction and formative assessments with that picture. Teams collaborate to determine what students need to do or create to show mastery. When teams collectively know and can visualize the end in mind, they will know what students need to engage in during instruction and what will need to happen for students to reach the top rung of the ladder.

How to Create and Use Assessments That Enhance Students' Desire to Succeed?

Using the Design in Five process provides teams a process for developing effective, efficient, and engaging common summative assessments.

Return to Top

Design in Five Process

1 Choose Standards and Plan Engagement

- Choose standards that will be assessed. Plan engagement to make connections for students so they find value and meaning in the work.

2 Analyze Standards and Sketch Out Learning Targets

- Deconstruct Essential Standard
- Create a learning ladder where your team orders learning targets from least complexity to highest complexity

3 Craft Assessment Plan

Learning Targets	Method	Weight

4 Create Assessment and Gather Materials

- Validity: The alignment between item or task and learning goal
- Rigor: The cognitive level of the item or task
- Relevance: The context that sets up the item or task

*Refer to your assessment plan in Phase 3 when creating the actual items and tasks on assessments.

5 Determine Student Investment and Reporting Method

- Collaborative teams intentionally plan for students to invest.
- Teams plan how to best communicate the learning students have achieved and the next steps that will help them improve.

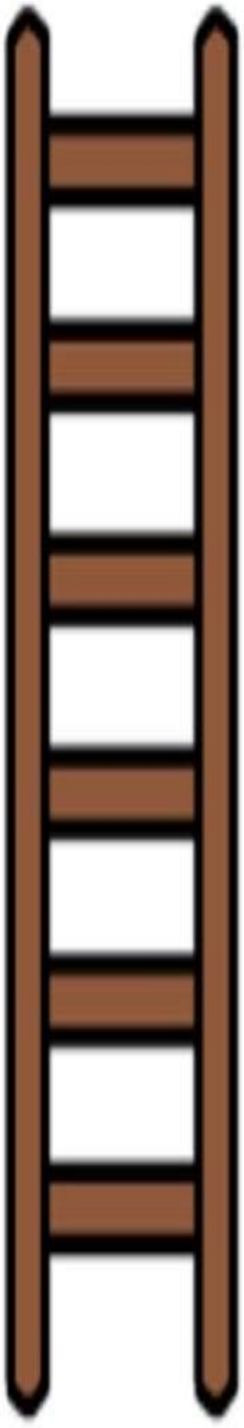
Adapted from Design in Five, Dimich

Return to Top

Ladder of Complexity: Assessment

Assessment Title:

_____



Level of Complexity	Notes
I can evaluate an assessment with high quality criteria.	
I can build an assessment with a balance of rigor (rigor level increases throughout the assessment).	
I can design an assessment where learning targets are clear, included on the assessment, and aligned to the assessment questions.	
I can include a blend of assessment formats or types.	
I can include appropriate and clear scoring rubrics (points assigned or proficiency scale).	
I can provide directions that are appropriate and clear on the assessment.	
I can align the academic language used during the unit to the language used on the assessment.	
I can include plenty of space for students to show their work and explain their thinking on the assessment.	
I can allot enough time for students to complete the assessment.	

Related Materials
Ladder of Complexity: Assessment Template Word || PDF

Return to Top

Common Formative Assessments

Monitoring student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments allows us to answer Question Two of the PLC process: *How will we know students have learned it?*

A **Common Formative Assessment (CFA)** is an assessment that has been created collaboratively by a team of teachers responsible for the same grade level or course. CFAs are written around the essential standards as determined by the collaborative team. CFAs are used frequently throughout the year to identify (1) individual students who need additional time and support for learning, (2) students that have mastered a skill and are ready for an extension, (3) the teaching strategies most effective in helping students acquire the intended knowledge and support, (4) curriculum concerns – areas in which students generally are having difficulty achieving the intended standard, and (5) improvement goals for individual teachers and teams.

Three things must occur for an assessment to be formative.

1. The assessment is used to identify students who are experiencing difficulty;
2. The assessment is used to provide additional time and support to students who are experiencing difficulty; and
3. The assessment is used to provide extension for students who have demonstrated proficiency.

Clarity for Frequent Misconceptions Associated with Common Formative Assessments:

- CFAs are developed by collaborative teams. Districts do not create CFAs.
- All formative assessments are not Common Formative Assessments. CFAs should focus on Essential Standards.
- Effective CFAs are intentionally short and require a short amount of time for completion.
- CFAs **should not** be graded.

Related Materials
CFA Protocol: PDF || Word
CFA Protocol Exemplars: 5th Math || 5th ELA || 8th Soc Studies || Biology || Algebra II

Return to Top

Assessment Method Matrix

Target to be Assessed ↓	Assessment Method			
	Selected Response	**Constructed Written Response**	**Performance Assessment**	**Personal Communication**
	• Multiple Choice • True/False • Matching • Fill in the Blank	• Short Answer • Extended Written Response	• Performance Task • Performance Criteria	• Questions during Instruction • Interviews & Conferences • Participation • Oral Exams • Student Journals & Logs
Content Knowledge	**Good Match**	**Good Match**	**Not a Good Match**	**Partial Match**
Reasoning and Problem Solving	**Partial Match**	**Good Match**	**Good Match**	**Good Match**
Performance Skills	**Not a Good Match**	**Not a Good Match**	**Good Match**	**Partial Match**
Products	**Not a Good Match**	**Partial Match**	**Good Match**	**Not a Good Match**

©Buffom 2019. SolutionTree.com

Related Materials

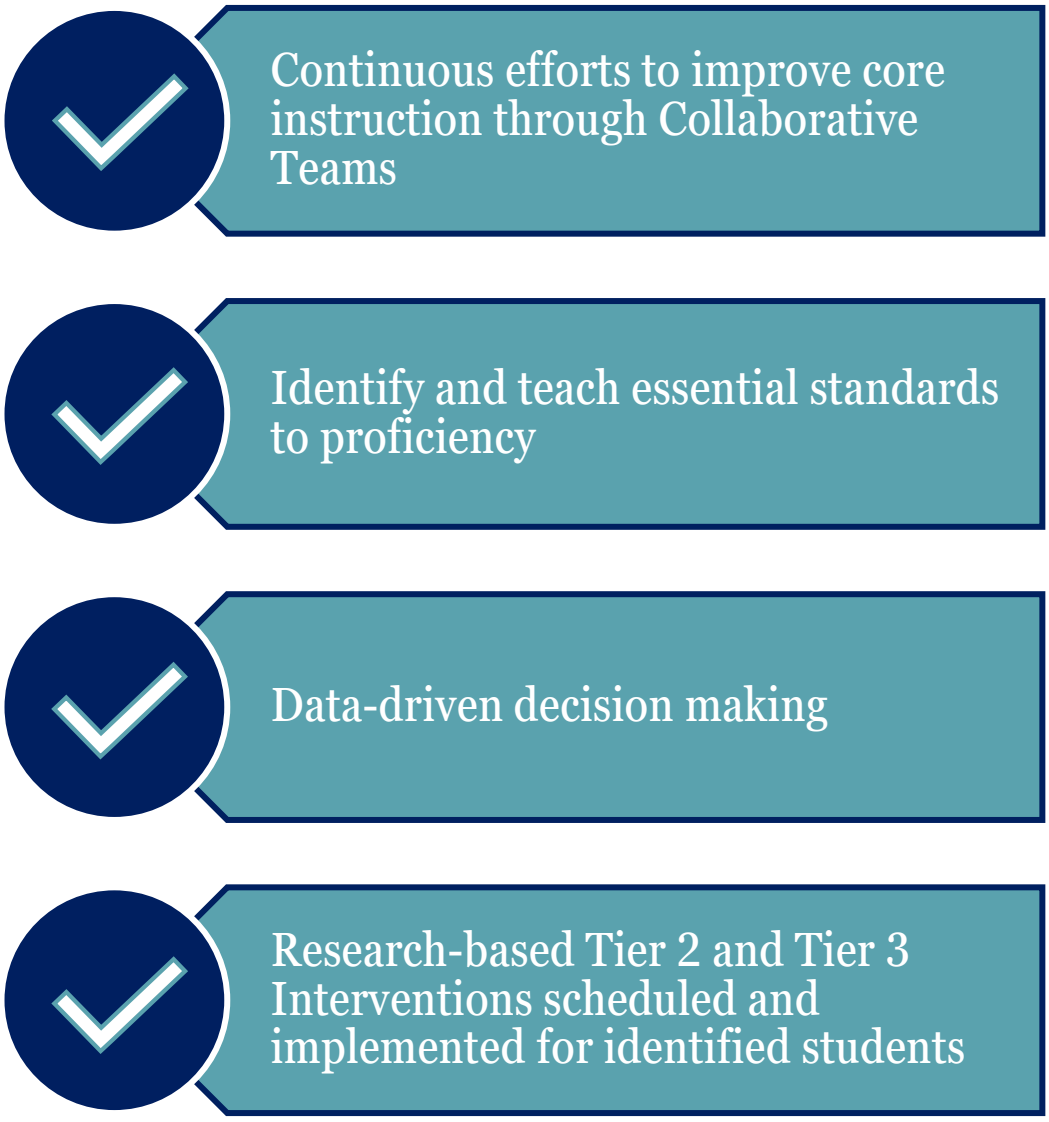
Assessment Method Matrix: Word || PDF

Return to Top

RTI: Response to Intervention

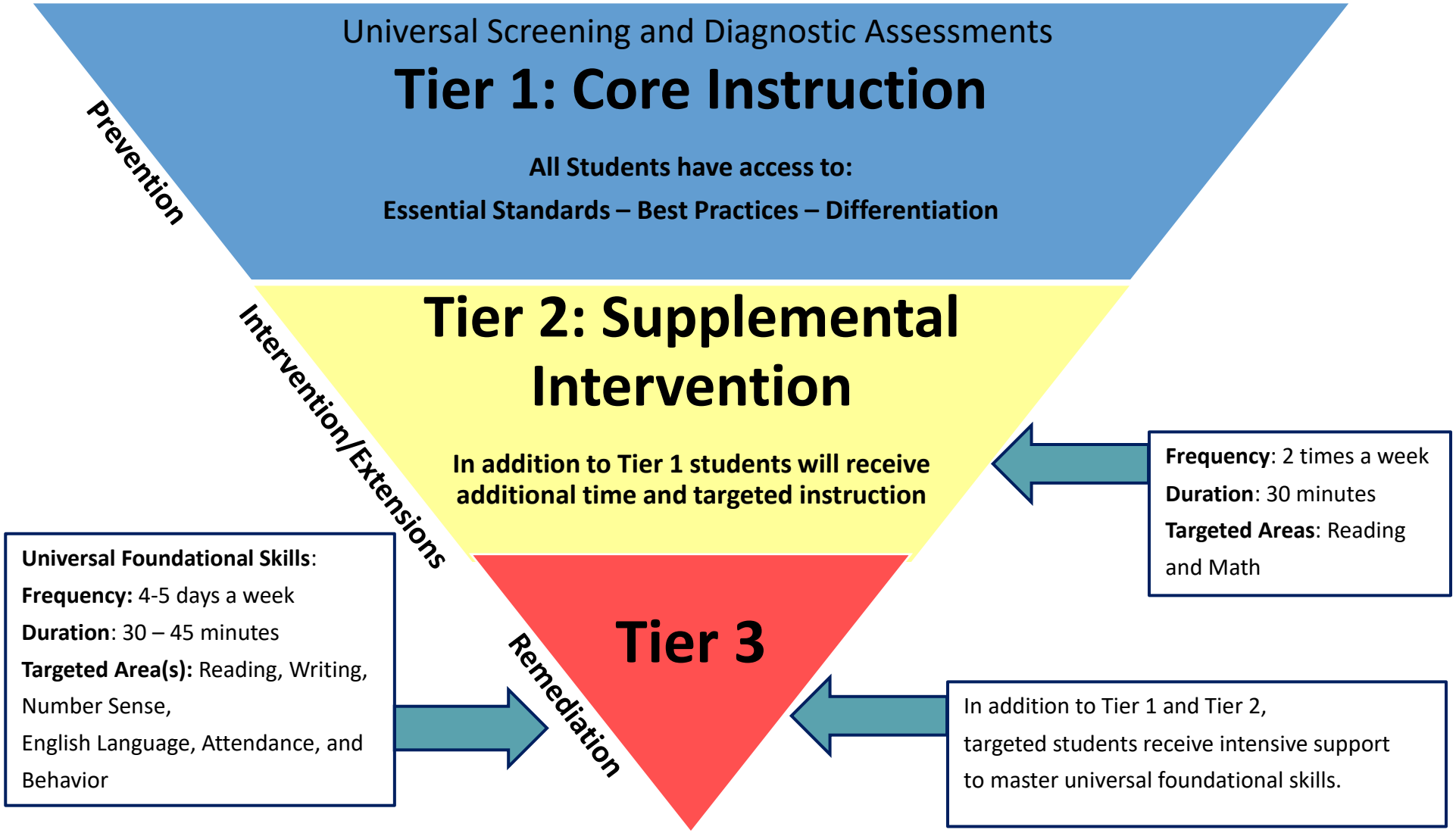
The Response to Intervention process will answer question(s) Three and Four of the PLC process: What will we do when students haven't learned it? What will we do when students already know it?

What is **TIGHT** in our PLC Culture regarding Response to Intervention?



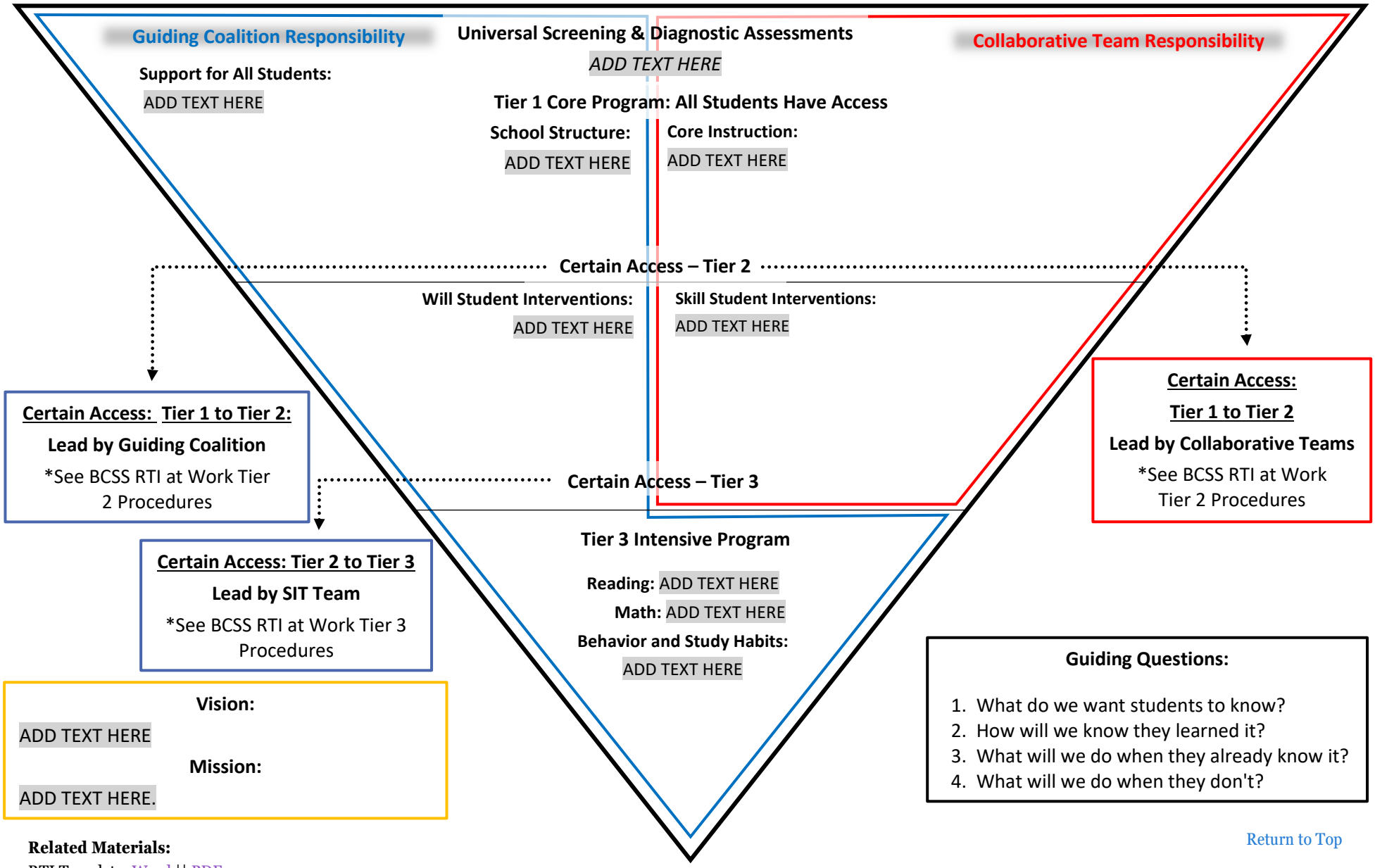
Return to Top

RTI: Restructuring the Pyramid



Return to Top

RTI: Response to Intervention Template

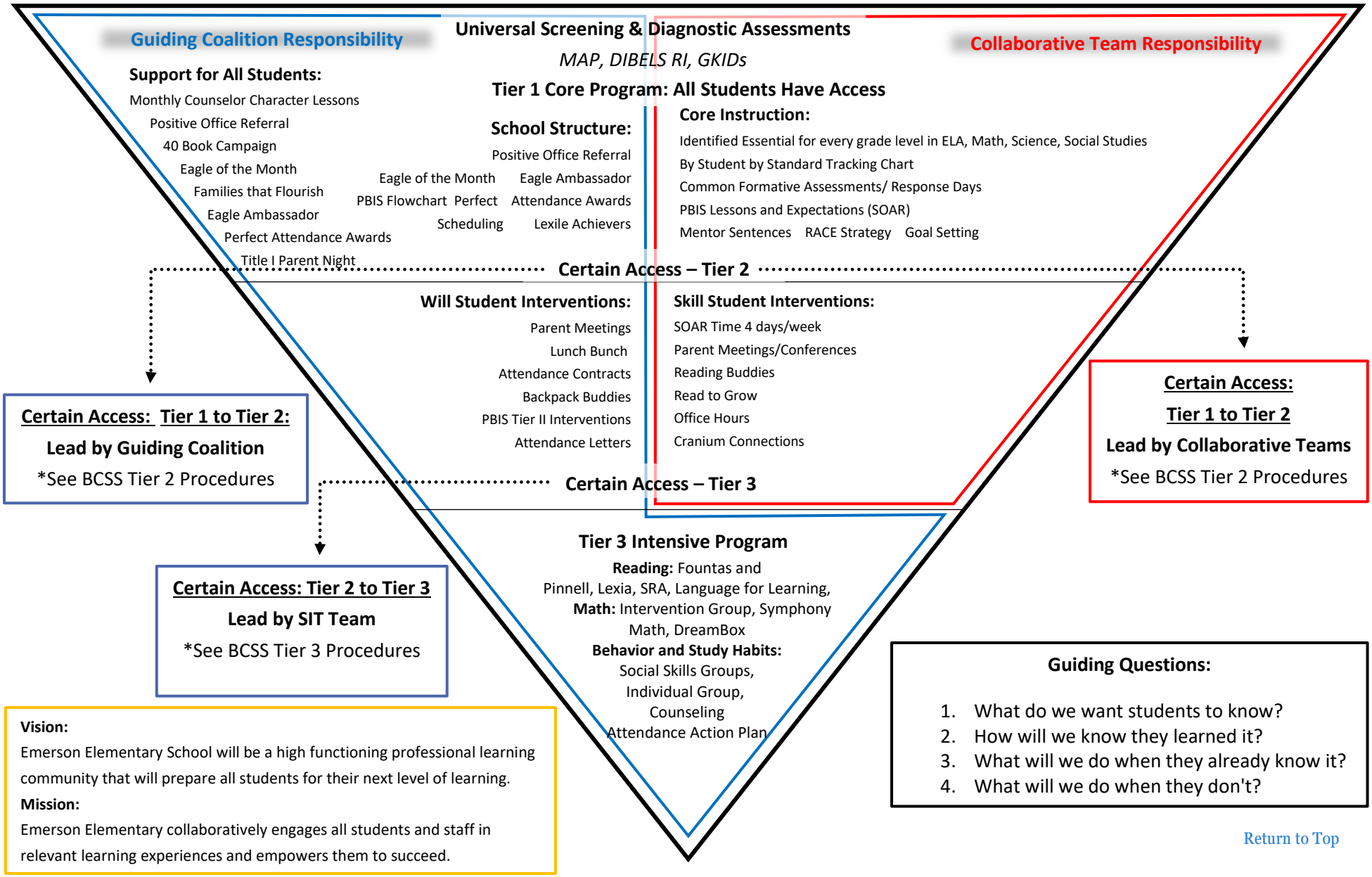


Related Materials:
RTI Template: Word || PDF

Return to Top

RTI: Pyramid Sample (Elementary)

Emerson Elementary RTI Pyramid



Vision:
Emerson Elementary School will be a high functioning professional learning community that will prepare all students for their next level of learning.

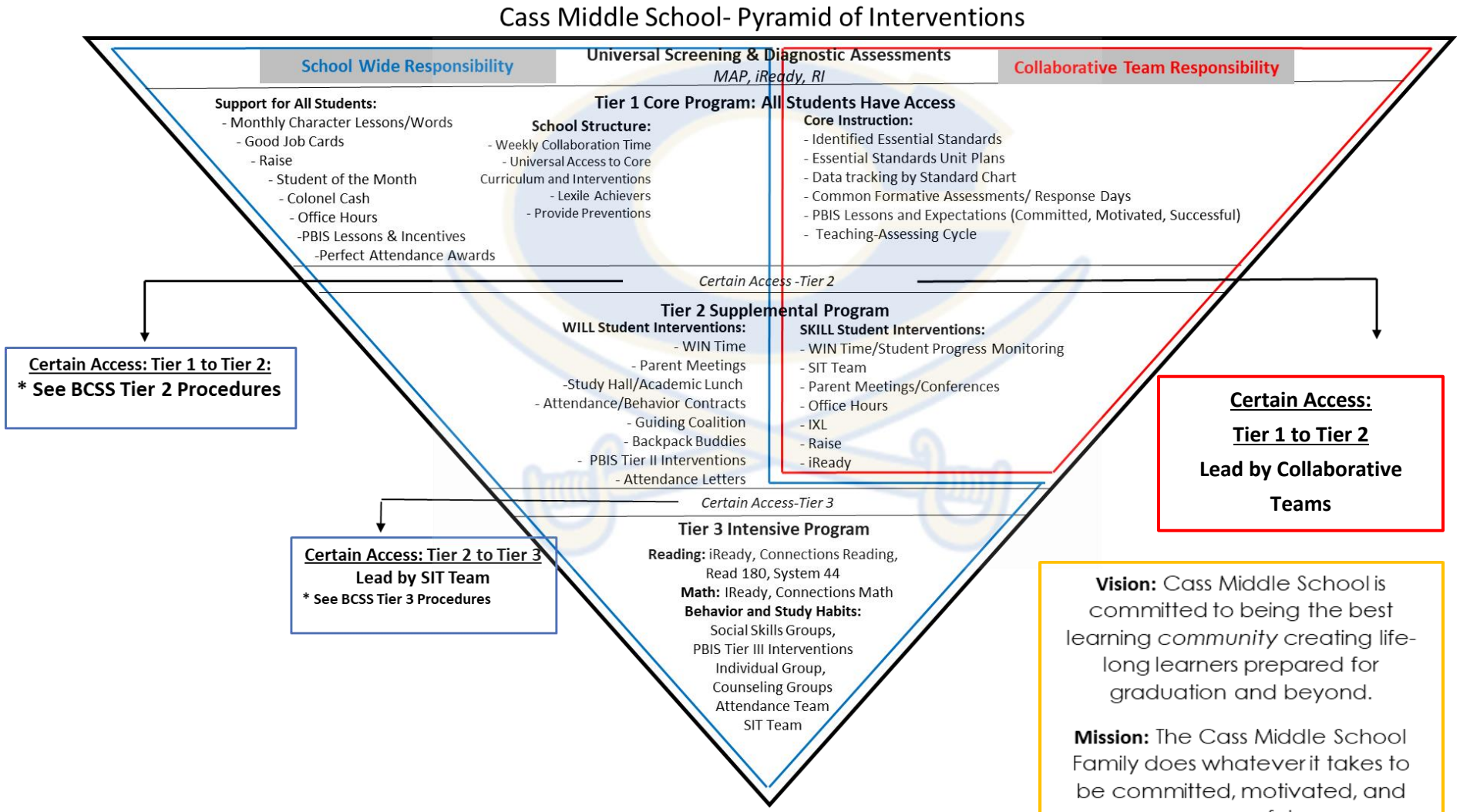
Mission:
Emerson Elementary collaboratively engages all students and staff in relevant learning experiences and empowers them to succeed.

Guiding Questions:

1. What do we want students to know?
2. How will we know they learned it?
3. What will we do when they already know it?
4. What will we do when they don't?

Return to Top

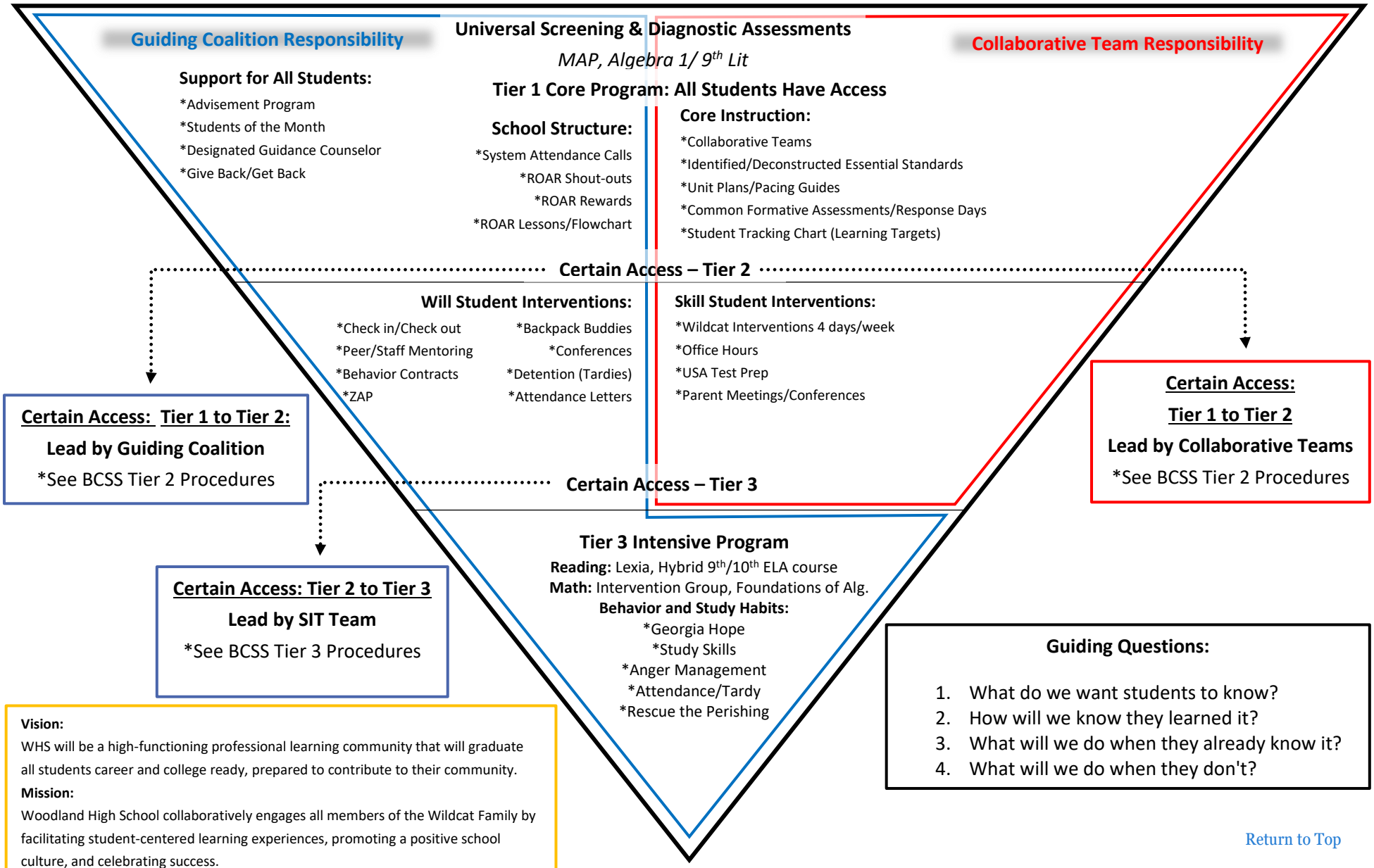
RTI: Pyramid Sample (Middle)



Return to Top

RTI: Pyramid Sample (High)

Woodland High RTI Pyramid



Vision:
WHS will be a high-functioning professional learning community that will graduate all students career and college ready, prepared to contribute to their community.

Mission:
Woodland High School collaboratively engages all members of the Wildcat Family by facilitating student-centered learning experiences, promoting a positive school culture, and celebrating success.

Guiding Questions:

1. What do we want students to know?
2. How will we know they learned it?
3. What will we do when they already know it?
4. What will we do when they don't?

Return to Top

RTI: Tier 1 Schoolwide Essential Actions

Design a Process to Systematically Teach Essential Behaviors Across the School

It is unfair to hold students accountable for behaviors that teachers did not effectively teach them. Merely posting classroom rules or providing them in a student-parent handbook is insufficient. School(s) should develop a process to systematically and explicitly teach their essential social and academic behaviors. This process should undoubtedly begin at the start of the school year. Moreover, in the same way effective teachers regularly remind and prompt students of classroom procedures, so too should the school plan to revisit their expectations throughout the year, because some students move in after the start of school, there should also be a process to teach these behaviors to new students.

While many schools already teach social behaviors to start the year, systematically teaching academic behaviors is not common practice. One staff identified five essential academic behaviors they wanted all students to master which included:

1. Set goals and reflect on progress
2. Study skills and study habits
3. Appropriate use of materials, technology, and other school related items
4. Maintain and use calendar, agenda, and homework folders to support learning
5. Show pride in work

At first, staff members decided that all incoming students would take a study skills course during the first month of school. For example, the homeroom teachers in the grade level would all take 1-2 essential behaviors and spend a month teaching those behaviors explicitly. Other teachers decided to teach essential behaviors to each class and then simply reinforced the behaviors.

The process took a limited amount of classroom instructional time but collectively guaranteed that every student knew how to demonstrate these expectations. After the first month of school, if a student was not displaying a desired behavior, it became a will issue and the student was held accountable.

Excerpt taken from RTI At Work Coaching Academy Manual pages 145-146

Return to Top

RTI: RTI At Work Procedures

BCSS Tier 2 Procedures

Referring students to Tier 2 for skills is the responsibility of the Collaborative Team.

1. Identify students who need to be referred to Tier 2
    a) Universal Screener (Recommended – 1 grade level below)
    b) Common Summative Assessments
    c) Social and Behavior Skills
2. Collaborative Teams should decide upon appropriate interventions based on learning targets for Tier 2 students
3. Track student progress on learning targets using the teacher tracking template or use student by standard template
4. If students are not making progress the collaborative team determines cause (will vs skill)
    a) Skill – Collaborative Team responsibility
    b) Will – Guiding Coalition responsibility
5. Implement the Student Intervention Plan for Tier 2
    1. After multiple data points show lack of progress, then consider making a referral to the School Intervention Team (SIT)

BCSS Tier 3 Procedures

For students who have been identified as Tier 3, complete the Student Intervention Plan K-12
Referral to Tier 3 by SIT based on Universal Screener (at 2 or more grade levels below)

1. SIT, LSS, and Guiding Coalition will identify grade level appropriate interventions for student
2. The interventionist completes Tier 3 Student Intervention Plan K – 12 and turns it into the LSS monthly
3. Interventionist tracks student progress on the Tier 3 Student Intervention Plan (Weekly)
4. Change the Intervention based on recommendation from SIT

Related Materials

Building a School SITE Intervention Team Template: Word
Optional Teacher Tracking Template: Word
Optional Student by Standard Template: Word
Tier 2 Student Intervention Plan k – 12: Word
Tier 3 Student Intervention Plan K – 12: Word

Return to Top

RTI: Building a School/Site Intervention Team

The School/Site Intervention Team is responsible for coordinating, monitoring, and identifying students in need of Tier 3 interventions. The team will focus on the individual needs of the most at-risk students, working to intervene and offer solutions to complex cases to increase student success. The team should be composed of diverse expertise to offer the best individualized course of action for each identified student.

Use the following to build a school intervention team with the Guided Coalition. Remember, when you don't have access to someone with the exact title or role in the first column, ask yourself, "Which staff member is best trained to meet this need?"

Essential Role	Recommended	Staff Members Best Trained to Meet This Need
Administration	Principal, Assistant Principal	
System Oversight	Learning Support Specialist	
Reading	Reading Specialist	
Writing	English Language Arts Specialist	
Mathematics	Mathematics Specialist	
English Language	English Learner Specialist	
Language	Speech and Language Pathologist	
Teaching Differentiation	Exceptional Education Teacher, LSS	
Behavior	Psychologist	
Social-Family	Counselor	
Instructional Resources	Librarian, ILT	
Community Resources	Community Resource Officer, Social Worker, Counselor	

Once team members have been selected and invited to participate, please have the team navigate the School Intervention Team Initial Meeting Protocol to establish necessary elements to guarantee a successful start to their work.

Return to Top

BARTOW COUNTY SCHOOL SYSTEM
empowering our children to succeed

School/Site Intervention Team

Initial Meeting Protocol

The School Intervention Team is composed of specialists in various areas of the school and each role relates to our students in different ways. The SIT Team's responsibility is to diagnose, target, prioritize, and monitor students in need of Tier 3 interventions.

First, norms must be established to maximize time and participation of your meetings. Please discuss and create a list of norms this team agrees to follow, and how you plan to hold one another accountable for following the norms.

_____
_____
_____
_____
_____
_____

Once norms have been established, a scheduled time and location to meet must be set and it is suggested to plan out for the school year. This places a high priority on monitoring the students identified as Tier 3.

Time: _____
Location: _____
Dates: _____
_____
_____

Recommended first steps:

- Review current Tier 3 folders and identify students who meet that criteria.
- This current group of students will be the first targeted set of Tier 3 the SIT team will monitor.
- Once a universal screener is administered, other students may be added to the caseload for progress monitoring through the RTI process at the school level.

Return to Top

BARTOW COUNTY SCHOOL SYSTEM

Disclaimer: This is a **sample form only. Each grade level/school may use a form that is made specifically, for them. Do not reinvent the wheel.*

STUDENT INTERVENTION PLAN – RTI K-12

TIER 2

Student's Name: _____ DOB: _____ Grade: _____

School: _____ Participants: _____

	Targeted Outcomes	Desired Outcomes	Intervention and Action Steps	Who takes responsibility?	DP1	DP2	DP3	DP4
Led by Teacher Teams	Essential standards							
	Immediate prerequisite skills							
	English language							
Led by School Intervention Team	Academic behaviors							
	Social behaviors							
	Health and home							

Next Meeting Date: _____

Return to Top

BARTOW COUNTY
SCHOOL SYSTEM

STUDENT INTERVENTION PLAN – RTI K-12

TIER 3

Student's Name: _____ DOB: _____ Grade: _____

School: _____ Participants: _____

Intervention on Essential Standard: _____

Desired Outcomes:_____

Date Implemented	Name Intervention – Research/Evidence	Interventionist	DP1	DP2	DP3	DP4	DP5	DP6

Return to Top

BARTOW COUNTY
SCHOOL SYSTEM

STUDENT INTERVENTION PLAN – RTI K-12

TIER 3/SST

Student	Intervention Skill	Interventionist	DP1	DP2	DP3	DP4	DP5	DP6

Return to Top

Grading

Coming soon…

In Subcommittee development.

Return to Top

Resources

PLC Resource Timeline Guide

A timeline of topics and related resources was created to provide more details to the graphic. The Resource Guide/Timeline is continually added to and updated. The version found here was published April 2019 and updated in November 2020.

Summer 2018		
Month	**Activity**	**Topics**
July	• **Administration/Guiding Coalition Members (System and School)** • PLC Conference, Atlanta-Solution Tree – Clarity • Three Big Ideas – Learning by Doing • Review System/School Vision, Mission and Commitment Statements • Attitude: Sharing your Mission and Vision Video by Tim Brown • Review PLC Playbook – Implementation Timeline	Leadership Development
July	• **Leadership Summit 2018 – Administrators**	Leadership Development
School Year 2018 - 2019		
August	• **Superintendent Address to All Staff** PLC Process/Expectations (Tight and Loose) *Ongoing PLC Process Video by Luis Cruz* • **School Level Administration/Guiding Coalitions** Instructional Focus and Expectation (Tight and Loose) Leadership: A focus on learning and the four essential questions of a PLC - Video by Becky Dufour Shared Glossary of Key term • Review 4 Pillars – Vision, Mission, Values and Goals *Learning by Doing* *Attitude: Sharing your Mission and Vision Video by Tim Brown* • **Collaborative Teams** ○ Implement focused weekly team meetings ○ Scheduling Sub-Committee ○ Develop Team Norms/Norm Violations/Roles ○ Fist to Five Strategy for Consensus– Learning by Doing ○ Focus on 4 Questions	Leadership Collaboration Focus on Learning

Return to Top

	○ Leadership: A focus on learning and the four essential questions of a PLC Video by Becky Defour ○ Utilize Common Agendas/Minutes ○ (pull from recommended templates) ○ Utilizing Prioritized and Supporting Standards ○ (Use resources/guidelines Standards Committee) ○ Guaranteed and Viable Curriculum video by Richard Dufour • BCSS VIDEO: Template Committee Presentation • BCSS VIDEO: Principal's Perspective; What is a PLC? • BCSS VIDEO: *Example of Active Guiding Coalition (EES, 2018)* • BCSS VIDEO: Testimonials (EES, 2018)	
September	• **School Guiding Coalition** ○ Present Team Norms/Norm Violations/Roles • **Collaborative Teams** ○ Establish Smart Goals ○ Goals Guide the Work of a Collaborative Team Video by Kenneth Williams ○ Results orientation: Results driven culture video (Global PD) ○ Smart Goal Definition and Smart Goal Activity	Collaboration Focus on Learning Results Oriented
October	• **School Guiding Coalitions** ○ Present Team Smart Goals • **School Administration** ○ Monitor Norms of Teams ○ System Leadership Team PPT – Redeliver Mike Mattos Guiding Principles for Principals ○ (pull resources from template committee)	Collaboration
November	• **School Guiding Coalition/Collaborative Teams** ○ Review Prioritizing Standards Process –(pull resources from template/standards committee)	Focus on Learning
December	• **School Guiding Coalition/Collaborative Teams** ○ Monitor Student Progress toward Mastery of Priority Standards (pull resources from template/standards committee) • BCSS VIDEO: Monitoring Committee Presentation	Focus on Learning Results Oriented

Return to Top

January	• **School Administration/Guided Coalition** ○ Monitor Teams Smart Goals & Norm violations (pull resources from template/standards committee) ○ Create schoolwide professional learning plans for Upcoming School Year ○ Visible Learning by John Hattie ○ Is Student learning non-negotiable in your school Video by Mike Mattos ○ Changing teacher behavior Video by Rick Dufour ○ Survey Staff for Professional Learning Needs • **System and School Level RTI Sub-committees** • Research Pyramid of Interventions • BCSS VIDEO: RTI Committee Presentation • BCSS VIDEO: Discipline and PBIS Committee Presentation	Results Oriented Focus on Learning
February	• **System/School Scheduling and RTI Subcommittees** ○ Develop Upcoming School Year master schedule to include/protect intervention/extension time ○ **School Teams/Administration** ○ Continue to Develop and implement ○ Common Formative Assessments (CFA's) • BCSS VIDEO: Scheduling Committee Presentation • BCSS VIDEO: Assessment Committee Presentation • BCSS VIDEO: Grading Committee Presentation	Focus on Learning Collaboration Results Oriented
March	• **School Guiding Coalition/Collaborative Teams** ○ Monitor Student Progress toward Mastery of Priority Standards (pull resources from template/standards committee)	Focus on Learning Results Oriented
April	• **School Teams/Administration** ○ Monitor Progress of Team Smart Goals ○ Self-Evaluation of Collaborative Culture of Teams ○ Learning by Doing – Critical Issues for Team Consideration Survey p.69-70	Results Oriented
May	• **School Guiding Coalition/Collaborative Teams** ○ Collaborative Teams Evaluate Smart Goals (pull resources from template/standards committee)	Results Oriented

Return to Top

Summer 2019		
June	• **School Guiding Coalition/Collaborative Teams** ○ Smart Goal Evaluation (pull resources from template/standards committee) ○ School Improvement Planning ○ GADOE Comprehensive Needs Assessment & SIP ○ "The Genius of And" Theme ○ Review Implementation Timeline	Focus on Learning Collaboration/ Results Oriented Leadership
July	• **System Leadership Summit (All Employees)** ○ Presentation of the PLC Playbook to the entire system ○ PLC "Big Ideas" ○ "Loose and Tight" ○ Collaboration Schedule and Expectations	Focus on Learning Collaboration/ Results Oriented Leadership
School Year 2019 - 2020		
August	• **System Leadership** ○ Results Driven Culture ○ Update SMART Goals for each Level and System	Results Oriented
September	• **System Guiding Coalition** • Collaboration Expectations • Sub-Committee Presentations: • Assessment Sub-Committee: Census Testing • RTI Sub-Committee • Celebration Sub-Committee Central Office • **System Leadership** ○ Promoting a Climate of Achievement ○ Inverted Pyramid ○ Teaching Assessing Cycle ○ Essential Unit Plan ○ Results: SMART Goals	Focus on Learning Collaboration Results Oriented Leadership
October	• **System Guiding Coalition** ○ 1 – 5 – 10 Collaboration Teams ○ "How would we define an A Team?" ○ Collaboration Local School Examples • **System Leadership** ○ RTI Pyramid: Tier II Interventions ○ CCRPI System Results ○ Closing the Achievement Gap	Collaboration Results Oriented

Return to Top

November	• **System Guiding Coalition** ○ Monitoring Sub-Committee: A Team ○ Scheduling Sub-Committee: Tier II and Tier III Schedule ○ Assessment Sub-Committee: Census Testing ○ RTI Sub-Committee	Focus on Learning Collaboration Results Oriented
January	• **System Guiding Coalition** ○ Essential Standards Follow-Up Discussion ○ Removal of Toxic Members ○ Monitoring Sub-Committee: A Team ○ RTI Subcommittee	Focus on Learning Collaboration Results Oriented
February	• **System Leadership** ○ Assessment: Delivered by Angie Freese • **System Guiding Coalition** ○ Assessment Sub-Committee: MAP ○ Monitoring Sub-Committee: A Team Final Application ○ Collaboration Barriers ○ "Doing the right work." Exemplars from System	Focus on Learning Collaboration Results Oriented
March - July	• **System Leadership and Guiding Coalition Meetings** ○ Re-Opening Plan ○ RTI Subcommittee: Tier II and Tier III	Focus on Learning Collaboration Results Oriented Leadership
School Year 2020-2021		
October	• **System Leadership** ○ Assessment: Complexity Ladder, Common Formative Assessments, Common Summative Assessments ○ Angie Freese	Results Oriented
November	• **System Leadership** ○ Assessment Follow-Up from Angie Freese ○ Incorporating Rigor in Assessment • **Guiding Coalition** ○ Celebrating the "Right Work" First A Team ○ PLC Journey: Updating to add Year 4 and Year 5 ○ Consensus Activity	Collaboration Results Oriented Leadership

Return to Top

Templates, Documents, and Links

Templates:

Building a School SITE Intervention Team Template: Word

CFA Protocol: PDF || Word

Collaborative Team "Journey" Self-Assessment: PDF || Word || Forms Template

Collaborative Team Agenda Template: PDF || Word

Collaborative Team Midyear Survey: PDF || Forms Template

Collaborative Team Performance Rubric: PDF || Word

Collaborative Team Planning Template: PDF || Word

Collaborative Team Survey, Pre/Post Participation: PDF || Word || Forms Template

Deconstructing Standards Template: PDF || Word

Essential Standards Chart: PDF

Essential Standards Unit Plan Template: PDF

Establishing Norms Key Questions: PDF || Word

Ladder of Complexity: Assessment Template Word || PDF

Learning Target Creation Template: PDF || Word

Norms Agreement Template: PDF || Word

Optional Student by Standard Template: Word

Optional Teacher Tracking Template: Word

PLC School Implementation Rubric: PDF || Word

Prioritizing Standards Template: PDF || Word

RTI Template: RTI Template: Word || PDF

S.M.A.R.T Goal Setting Template: PDF || Word

Documents:

"A"-Team Application: Word || PDF

Assessment Method Matrix: Word || PDF

CFA protocol examples: 5th Math || 5th ELA || 8th Soc Studies || Biology || Algebra II

Establishing Team Roles: PDF

Guide for Effective Learning Targets: PDF

Instructional Impact Check: PDF

Instructional Impact Collaboration Time Check: PDF

Teaching and Assessing Cycle: PDF

Teams Roles to Consider: PDF

Return to Top

Tier 2 Student Intervention Plan K – 12: Word

Tier 3 Student Intervention Plan K – 12: Word

Websites:

Annual Visible Learning Conference 2016: PDF of Program

High-Leverage Practices: http://www.teachingworks.org/work-of-teaching/high-leverage-practices

Videos:

AMS CFA discussion demonstration: Linked Video

CFAs: A Powerful Tool for Teacher Collaboration: https://app.globalpd.com/search/content/OTA=

Deconstructing Standards: https://app.globalpd.com/search/content/MTEy

Learning Targets in High School, video example: http://youtu.be/wNsPrnSE2QI

RTI and the Inverted Pyramid: https://app.globalpd.com/search/content/NDI=/MjgzOTk3

Turning Standards into Learning Targets: https://app.globalpd.com/search/content/MTE0

Why do we need to deconstruct standards?: https://app.globalpd.com/search/content/MTE2

Return to Top

Key Terms and Concepts

Achievement – A measure of what a student knows or can do at a given point in time (Cooper, 2011, p.124)

Balanced Assessment- An assessment strategy that recognizes no single assessment yields the comprehensive results necessary to inform and improve practice and foster school and system accountability. Balanced assessments utilize multiple measures of student achievement, including formative assessments *for* learning and summative assessments *of* learning. Balanced assessment also refers to using different types of assessments based upon the knowledge and/or skills students are called upon to demonstrate. Rather than relying exclusively on one kind of assessment, schools and teams develop multiple ways for students to demonstrate proficiency.

Capacity Building- "Developing the collective ability-- dispositions, skills, knowledge, motivation, and resources-- to act together to bring about positive change" (Fullan, 2005, p.4).

Certain Access – A systematic process that guarantees every student will receive the time and support needed to learn at high levels.

Collaboration- A systematic process in which people work together, interdependently, to analyze and impact professional practice, in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich and extend the learning of students who are proficient?

Collective Commitments- The third pillar of the PLC foundation. Collective commitments (or values) represent the promises made among and between all stakeholders that answer the question, What must we do to become the organization we have agreed we hope to become?

Collective Inquiry- The process of building shared knowledge by clarifying the questions that a group will explore together. In PLCs, educators engage in collective inquiry into more effective practices by examining both external evidence (such as research) and internal evidence (which teachers are getting the best results). They also build shared knowledge regarding the reality of the current practices and conditions in their schools or districts.

Collective Teacher Efficacy - Refers to a staff's shared belief that through their **collective** action, they **can** positively influence student outcomes, including those who **are** disengaged and/or disadvantaged.

Common Formative Assessment - is an assessment that has been created collaboratively by a team of teachers responsible for the same grade level or course. CFAs are written around the essential standards as determined by the collaborative team. CFAs are used frequently throughout the year to identify (1) individual students who need additional time and support for learning, (2) students that have mastered a skill and are ready for an extension, (3) the teaching strategies most effective in helping students acquire the intended knowledge and support, (4) curriculum concerns – areas in which students generally are having difficulty achieving the intended standard, and (5) improvement goals for individual teachers and teams.

Common Summative Assessment - An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met (Ainsworth & Viegut, 2006). A summative assessment gives a student a chance to demonstrate the level of mastery they have acquired.

Community- A group linked by common interests. Whereas the term *organization* tends to emphasize structure and efficiency, *community* suggests shared purpose, mutual cooperation, and supportive relationships.

Consensus- Consensus is achieved when (1) all points of view have not only been heard but also solicited, and (2) the will of the group is evident even to those who most oppose it. (Example: fist to five)

Continuous Improvement Process- The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly. In a PLC, this cycle includes gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas,

Return to Top

analyzing the impact of the changes to discover what was effective and what was not, and applying the new knowledge in the next cycle of continuous improvement.

Critical Questions of Collaborative Teams- In a PLC, collaboration focuses on four critical questions of learning: (1) What is it we want each student to learn, (2) How will we know when each student has learned, (3) How will we respond when a student experiences difficulty in
learning, and (4) How will we enrich and extend the learning for students who are proficient?

Crucial Conversation- Dialogue in which "the stakes are high, opinions vary, and emotions run strong" (Patterson, Grenny, McMillan, & Switzler, 2002, p.3).

Deconstructing standards- A process of closely examining a standard to identify the knowledge, reasoning, performance, or product required by the standard.

Diagnostic assessment (MAP) – is a form of **pre-assessment** that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.

Endurance- The knowledge and skills of value beyond a single test date.

Enrichment – Students having access to the subjects that specials or electives teachers traditionally teach, such as music, art, or physical education.

Essential Standards- also referred to as Essential Learning - The critical skills, knowledge, and dispositions each student must acquire as a result of each course, grade level, and unit of instruction. Essential leaning may also be referred to as essential outcomes, power standards (Reeves, 2002), guaranteed and viable curriculum (Marzano, 2003), essential academic goals (Lezotte, 1991), learning intentions and success criteria (Hattie, 2009) or learning expectations and tangible exemplars of student proficiency (Saphier, 2005).

Essential Unit Plan- Provides clear sense of direction and organization for teaching essential standards; helps students achieve significant academic gains within a particular time period

Evidence-based interventions - An activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes base on the following criteria:

a) Strong evidence from at least 1 well-designed and well-implemented experimental study;
b) Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
c) Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Evidence-based interventions may also include activities, strategies, or interventions that:

a) Demonstrate a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes; and
b) Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
http://www.teachingworks.org/work-of-teaching/high-leverage-practices

Extension – When students are stretched beyond essential grade-level curriculum or levels of proficiency.

Formative Assessment - An assessment for learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. The checks for understanding that individual teachers use in the classroom on a daily basis are examples of formative assessments. In a PLC, collaborative teams also use common formative assessments to (1) identify students who are experiencing difficulty in their learning, (2) provide those students with additional time and support in a way that does not remove them from new direct instruction, and (3) give the students a new opportunity to demonstrate their learning. Formative assessments should be used to give meaningful feedback to students and teachers and therefore should not be graded. A formative assessment gives a student a chance to improve upon their learning.

Foundation of a Professional Learning Community- PLCs rest upon a shared mission of high levels of learning for all students. In order to achieve that mission, educators create a common vision of the school they must create, develop

Return to Top

collective commitments or values regarding what they will do to create such a school, and use goals as measurable milestones to monitor their progress.

Genius of And- The ability to embrace paradox. Embracing the Genius of and allows an individual to avoid the choice between A or B and to choose both A and B at the same time (Collins & Porras, 1997). A commitment to simultaneous loose and tight leadership as an example of the Genius of And. See also **Tyranny of Or**.

Growth – A measure of the increase in student learning that has occurred over time compared to baseline data (Cooper, 2011, p.124)

Guaranteed and Viable Curriculum- Assurance that collaboratively identified essential standards are taught to all students and there is enough instructional time available to actually teach the content identified as essential.

Guiding Coalition- An alliance of key members of an organization who are specifically charged to lead a change process through the predictable turmoil. Members of the coalition should have shared objectives and high levels of trust.

High Expectations- Positive inferences teachers make about the future academic achievement of their students based on what they know about their students (Good & Brophy, 2002). "High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn" (Lezotte, 1991, p.4)

High Level – Grade level or above.

Intervention – Anything a school does above and beyond what all students receive to help certain students succeed academically and/or behaviorally.

Knowing-Doing Gap- The disconnect between knowledge and action; the mystery of why knowledge of what needs to be done so frequently fails to result in action or behavior consistent with that knowledge (Pfeffer & Sutton, 2000).

Learning Targets- Statements written in student-friendly language that describe the reasoning processes that students will come to know deeply. They provide a common focus and help educators to set challenging goals for what students should know and be able to do; clarify the desired outcome of an individual lesson or series of lessons.

Leverage- The skills, knowledge, and dispositions that will assist the student in becoming proficient in other areas of the curriculum and other academic disciplines (Reeves, 2002).

Loose/Tight-In a culture with simultaneous loose and tight expectations, leaders encourage autonomy and creativity (loose) within well-defined parameters and priorities that must be honored (tight). This environment of empowerment and discipline helps build distributed leadership and mutual accountability.

Milestones - High stakes state test that require knowledge and skills proficiency.

Mission- The fundamental purpose of an organization. Mission answers the question, Why do we exist?

Monitoring- To observe and check the progress or quality of collaboration during a period of time; keep under systematic review.

Non- Negotiable – As related to "tight" culture in which leaders' well-defined parameters and priorities that must be honored. It is a decision that has been agreed upon and not open for discussion.

Norm-Referenced Assessment – Norm-referenced performance information is in the form of national percentiles, depicting how students' achievement compares to peers nationally. (Example: MAP)

Pacing Guide- A pacing calendar/schedule for delivering all of the learning targets for the designated grade level or course- specific essential standards and their related supporting standards in the right order through a sequenced implementation of the units.

Performance-Based Assessment- An assessment that requires students to demonstrate learning through demonstration or completion of a task (for example, essays, oral presentations, open-ended problems, labs, or real-world simulations).

Return to Top

Prior to administering a common performance-based assessment, a collaborative team in a PLC must (1) agree on the criteria by which members will judge the quality of student work and (2) demonstrate that they apply those criteria consistently –establish interrater reliability.

Planning- The process of preparing for the implementation of instructional and assessment activities

Preventions – When interventions occur during Tier 1 core instruction.

Prioritizing standards- The process of identifying a selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course; Identifying essential standards that receive more instructional time and are the primary focus of comments, interventions, and extensions.

Proficiency- When students demonstrate their understanding of the target content it signifies they are proficient at the topic; the level of content below the target represents that information that is necessary to learn the target content and will be directly taught by the teacher; the level above the target content represents advanced inferences and applications relative to the target content; this information is determined by the collaborative team (A Handbook for Developing and Using Proficiency Scales, Hoegh).

Professional Learning Community (PLC)- Ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Progress monitoring – A process of measuring student growth using curriculum based measurement to detect small increments of change on a single skill.

Pyramid of Interventions- A systematic schoolwide plan that ensures every student in every course or grade level will receive additional time and support for learning as soon as he or she experiences difficulty in acquiring essential knowledge and skills. The multitiered intervention occurs during the school day, and students are required rather than invited to devote the extra time and secure the extra support for learning.

Readiness- The knowledge and skills that are necessary for success in the next grade level or in the next level of instruction

Remediation - The most intensive level of support targeted toward students who are multiple grade levels behind in foundational universal skills (Tier 3).

Response to Intervention (RTI) - A framework of increasingly intensive assessments and interventions designed to address a continuum of academic and behavioral problems. Includes four essential components: screening, progress monitoring, tiered instruction, and data-based decision making. It is designed to align multiple state and local programs.

Results Orientation- A focus on outcomes rather than inputs or intentions. In PLCs, members are committed to achieving desired results and are hungry for evidence that their efforts are producing the intended outcomes.

Rigor- The term describes instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. It is not quantified by how much gets crammed into a school day – it is measured in the depth of understanding that is an appropriate level of challenge.

School Culture- The assumptions, beliefs, values, and habits that constitute the norm for the school and guide the work of the educators within it.

School Climate – How the staff of the school feel related to the school environment such as morale or safety.

Simultaneous Loose and Tight Leadership- A leadership concept in which leaders encourage autonomy and creativity (loose) within well-defined parameters and priorities that must be honored (tight). The concept has also been referred to as "directed empowerment" (Waterman, 1987), a "culture of discipline with an ethic of entrepreneurship" (Collins, 2001, p.124), and "defined autonomy" (Marzano & Waters, 2009).

Return to Top

Site Intervention Team – Responsible for coordinating, monitoring, and identifying students in need of Tier 3 interventions, the team will focus on the individual needs of the most at-risk students, working to intervene and offer solutions to complex cases to increase student success.

Smart Goals- Goals that are Strategic and Specific, Measurable, Attainable, Results-oriented, and Timebound (O'Neil & Conzemius, 2005).

Standards- Expectations for instruction and assessment that should be demonstrated in student work to show understanding and mastery of knowledge and skills.

Stretch Goals- Goals intended to inspire, to capture the imagination of people within the organization, to stimulate creativity and innovation, and to serve as a unifying focal point of effort. Stretch goals are so ambitions that they typically cannot be achieved without significant changes in practice. Stretch goals are also referred to as BHAGs: "Big Hairy Audacious Goals" (Collins & Porras, 1997, p.9)

Student Investment- the extent to which learners are engaged in their learning and able to describe where they are and how they can grow

Teaching Assessing Cycle- The cyclical process in which all teams in a PLC engage to stay focused on learning. The team learning process includes clarifying essential student learnings (skills, concepts, and dispositions) for each course and content area; agreeing on common pacing of instruction; developing multiple common formative assessments aligned to each essential outcome; establishing specific, rigorous target scores or benchmarks that will lead to success on high-stakes assessments; analyzing common assessment results; and identifying and implementing improvement strategies. Teams address each step in the process by first building shared knowledge rather than pooling opinions.

Team- A group of people working interdependently to achieve a common goal for which members are held mutually accountable. Collaborative teams are the fundamental building blocks of PLCs.

Team Norms- In PLCs, norms represent collective commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

Tyranny of Or- "The rational view that cannot easily accept paradox, that cannot live with two seemingly contradictory forces at the same time. We must be A or B but not both" (Collins & Porras, 1997, p.44). Ineffective organizations fall victim to the Tyranny of Or. See also **Genius of And.**

Universal Screener – A systematic assessment of all children within a classroom, grade, or school building on an academic and/or social/emotional/behavioral indicator that the school has deemed important. Universal screening seeks to assess all students in a school and to identify students who otherwise might have been missed by reliance on teacher referrals. (Eklaundet al., 2009; Ikeda, Neessen, & Witt, 2009)

Values- The specific attitudes, behaviors, and collective commitments that must be demonstrated in order to advance the organization's vision. Articulated values answer the question, How must we behave in order to make our shared vision a reality? See also **collective commitments**.

Vertical Team - A collaborative team of educators comprised of members of different grade levels.

Vision- A realistic, credible, attractive future for an organization. Vision answers the question, What do we hope to become at some point in the future?

Willing and Able- Willing staff members are those who are ready, eager, and prepared to sustain the PLC process. Able staff members are those who have the capacity to facilitate and execute the right work.

Return to Top

References

Appleton, J. J., Burns, M. K., & Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23(4), 381-394. https://doi.org/10.1177/073428290502300406

Armstrong, A., Blackburn, B., & Miles, Mellissa (2019). *Rigorous Assessments: Not This, But That*. Edcircuit.com. Retrieved from https://www.edcircuit.com/rigorous-assessments-education-not-this-but-that/

Bailey, K., & Jakicic, C. (2012). *Common Formative Assessment: A Toolkit for Professional Learning* Communities at Work. Bloomington, IN: Solution Tree Press.

Blackburn, B. (2008). *Rigor is Not a Four-Letter Word*. Larchmont, NY: Eye on Education

Buffum, A., Mattos, M, & Malone, J. (2017). *Taking Action: A Handbook for RTI at Work*. Bloomington, IN: Solution Tree Press.Buffum & Mattos, M.

Cooper, D. (2011). *Redefining Fair: How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms*. Solution Tree Press: Bloomington, IN.

Dexter, D. D., Farmer, J.C., & Hughes, C.A. (2008). Response to intervention: a research-based summary. *Theory into Practice*, 50(1), 4-11. https://doi.org/10.1080/00405841.2011.534909

Dimich, N.V. (2014). *Design in Five: Essential Phases to Create Engaging Assessment Practice*. Bloomington, IN: Solution Tree Press.

Dueck, M. (2014). *Grading Smarter Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn*. ASCD: Alexandria, VA.

DuFour, R., DuFour, R., Eaker, R., Many, T.W., & Mattos, M. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work* (3rd ed.). Bloomington, IN: Solution Tree Press.

DuFour, R. (2004). What is a "Professional Learning Community"? *Educational Leadership*. *61*(8). 6-11. Web access: http://www.siprep.org/uploaded/ProfessionalDevelopment/Readings/PLC.pdf

DuFour, R. DuFour, R. & Eaker, R. (2008). *Revisiting Professional Learning Communities*. Bloomington, IN: Solution Tree Press.

Return to Top

DuFour, R. DuFour, R., Eaker, R. & Many, T.W. (2010). *Collaborative Teams in Professional Learning Communities at Work*. Bloomington, IN: Solution Tree Press.

Erkens, C., Schimmer, T., & Vagle, N. D. (2018). *Instructional Agility: Responding to Assessment with Real-Time Decisions*. Bloomington, IN: Solution Tree Press, a division of Solution Tree.

Graham & Ferriter. (2010). *Building a Professional Learning Community at Work: A Guide To The First Year*. Bloomington, IN: Solution Tree Press

Hattie, J. (2010). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge.

Kramer, V. & Schuhl, S. (2017). *School Improvement For All: A How-To Guide For Doing the Right Work*. Bloomington, IN: Solution Tree Press.

Lambert, B. (2016). *Moving Beyond Quadrant A: Developing Rigor, Relevance, and Learner Engagement in Your Classroom*. Rexford, NY: International Center for Leadership in Education

Lezotte, L. & Snyder, K. (2010). *What Effective Schools Do: Re-Envisioning the Correlates*. Bloomington, IN: Solution Tree Press.

Marzano, R. (2019). *The Handbook For The New Art and Science of Teaching*. Bloomington, IN: Solution Tree Press.

Popham, W. (2017). *Classroom Assessment: What Teachers Need to Know (8th ed.)*. Boston, MA: Pearson Education.

Schimmer, T. (2016). *Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset*. Solution Tree Press: Bloomington, IN.

Schmoker, M. (2014). *Focus: Elevating The Essentials to Radically Improve Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Teague, G. M., & Anfara, V. A., Jr. (2012). Professional learning communities create sustainable change through collaboration. *Middle School Journal, 44*(2). 58-64.

Votterot, C. (2010). Five hallmarks of good homework. *Educational Leadership, 68*(1), 10-15.

Return to Top

Votterot, C. (2015). *Rethinking Grading: Meaningful Assessment For Standards-Based Learning*. ASCD: Alexandria, VA.

WestED. (2000). Teachers Who Learn, Kids Who Achieve. Wested.org. Retrieved from https://www.wested.org/online_pubs/teachers_who_learn/11_thekey.shtml

Return to Top

Please send questions, additional information, or updates to bcssplcplaybook@bartow.k12.ga.us

Return to Top