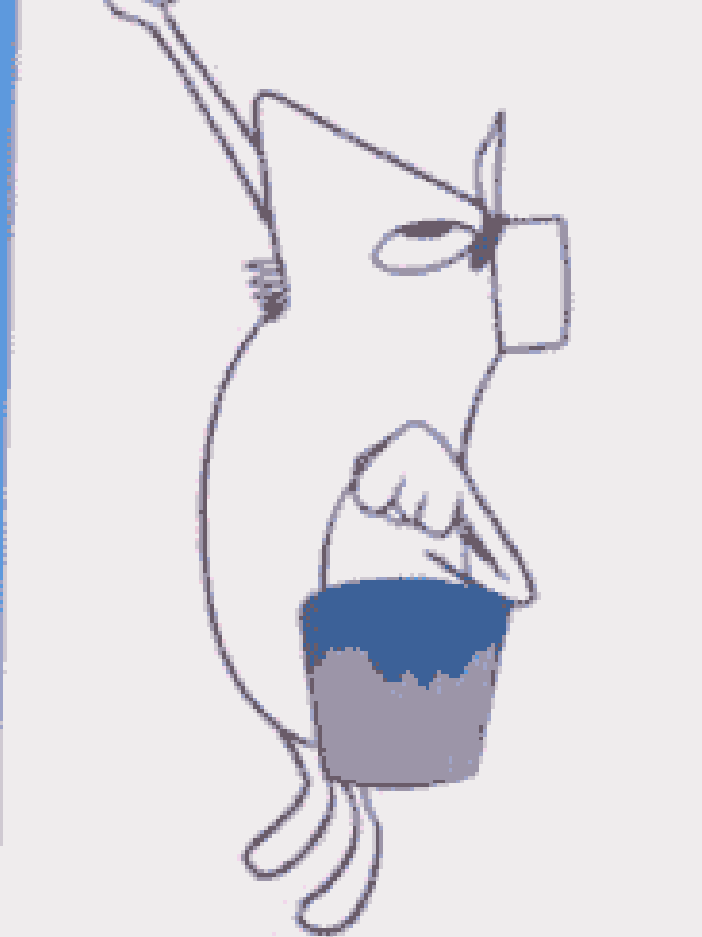


WEST SIDE



BRAVES



PLC Lite

- Quantity of interventions surpass Quality of Instruction
- Staff working in Isolation



“Clarity precedes competence.”

-Mike Schmoker



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PLC Right

1. Work together in collaborative teams and take collective responsibility for student learning
2. Establish a guaranteed and viable curriculum
3. Develop a balanced assessment system with true CFAs and CSAs
4. Use CFA data appropriately
5. Use the system of interventions with fidelity

PLC Tight

Asses

Common Formative Assessments Checklist

Design	Yes	No
The targets come from identified power or essential standards.	<input type="checkbox"/>	<input type="checkbox"/>
The assessment is written around learning targets, not standards.	<input type="checkbox"/>	<input type="checkbox"/>
The assessment is written around a small number of learning targets.	<input type="checkbox"/>	<input type="checkbox"/>
The purpose is to provide time and support rather than a grade.	<input type="checkbox"/>	<input type="checkbox"/>
The type of assessment item the team uses matches the learning target's level of thinking.	<input type="checkbox"/>	<input type="checkbox"/>
The team writes the selected-response items to find out what students know, not to trick them.	<input type="checkbox"/>	<input type="checkbox"/>
Constructed-response items provide context and specific directions to make expectations clear to students.	<input type="checkbox"/>	<input type="checkbox"/>
The team agrees on what proficiency looks like for each target.	<input type="checkbox"/>	<input type="checkbox"/>
The team creates an answer guide for its assessment.	<input type="checkbox"/>	<input type="checkbox"/>
Use		
The team collaboratively writes and administers the assessment in a common way.	<input type="checkbox"/>	<input type="checkbox"/>
The team collaboratively scores items using a common rubric.	<input type="checkbox"/>	<input type="checkbox"/>
The data meeting happens as quickly as possible after the assessment.	<input type="checkbox"/>	<input type="checkbox"/>
All teachers bring their data, including student work, to the data meeting for discussion.	<input type="checkbox"/>	<input type="checkbox"/>
The teachers use data for planning what to do next, not to judge their effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>
Students are involved; they know the learning targets and receive feedback on their work.	<input type="checkbox"/>	<input type="checkbox"/>
Students get more time and support based on the results.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers reassess students after corrective instruction.	<input type="checkbox"/>	<input type="checkbox"/>
Students who master learning targets receive more challenging work after teachers analyze the data.	<input type="checkbox"/>	<input type="checkbox"/>

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Assessment Framework

Benchmark Assessments	External Summative Assessments
Quarterly tests or performances, writing samples	State tests and ACT, SAT, and AP exams
Summative	Summative
Teams of	An external group of experts
and	To determine whether curriculum, instructional strategies, and pacing were appropriate



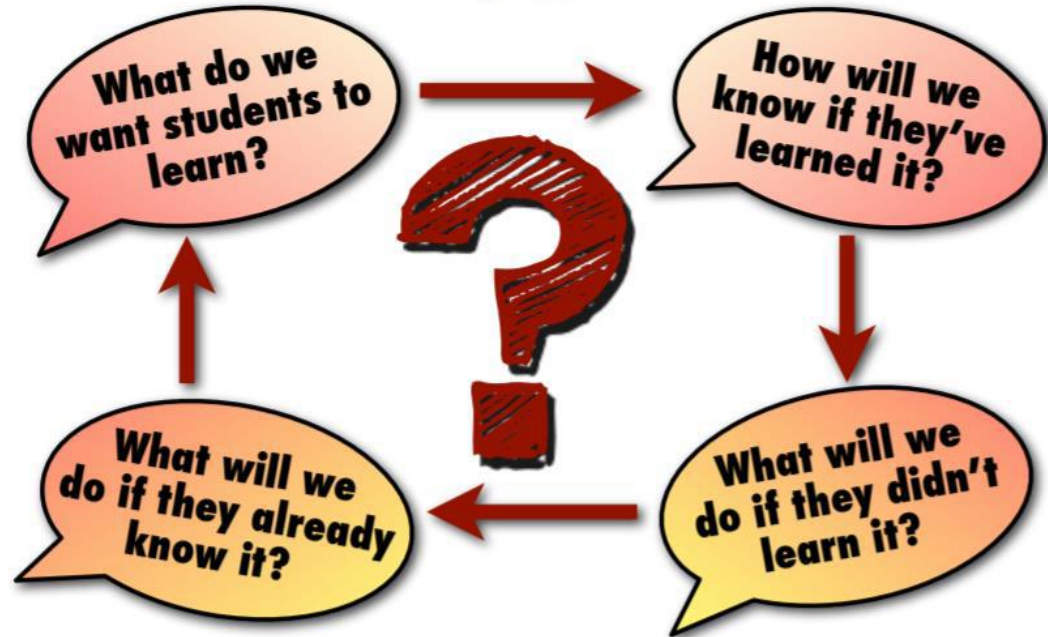
PLC Right

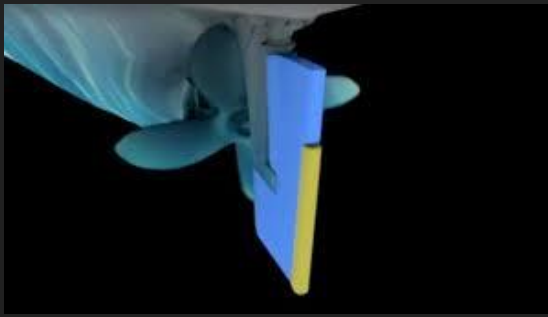
Focus:

- Four Key Questions
- [Lesson Plan Template](#)
 - Identify essential standard & Learning Target
 - Answer Key Questions
 - Identify co-teach model

Key Questions for Professional Learning Communities

PLC: Key Questions



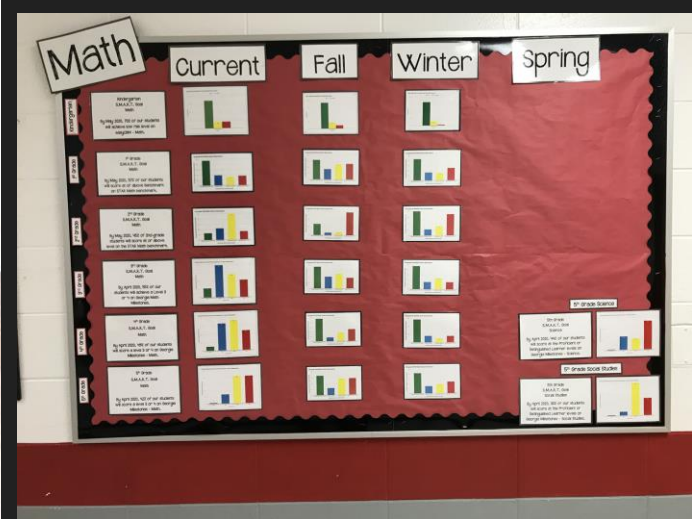


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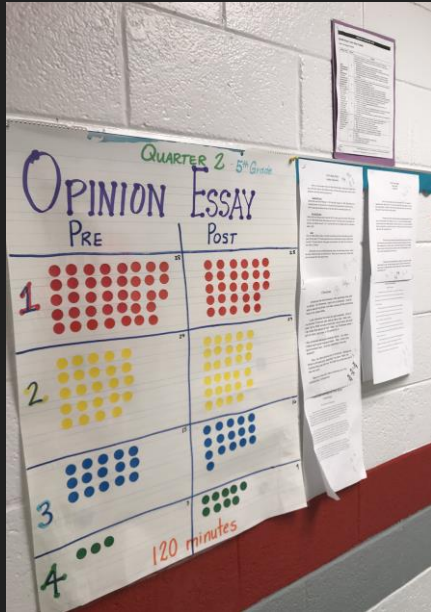
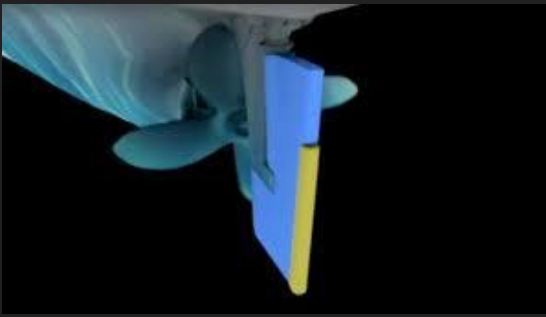
- Solution Tree (PLC Training) 2 days
- Collaborative Vertical Planning
- Focused Collaborative Team (FCT) Planning
- Collaborative Teams (2x / week)



Trying to reach life goals like



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- Tier 1 Instructional Focus
- CFA and CSA
- K-5 Writing Prompts
- Daily Reading Logs
- P.R.E.S.S. Model (5th grade)

P.R.E.S.S. in Literacy Model

Pushing in Reading Exceptional Support Services



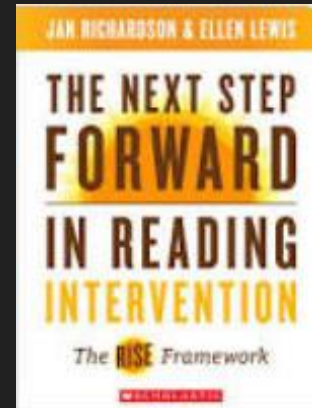
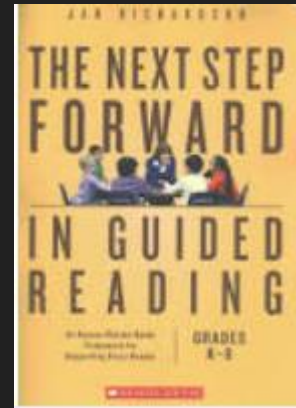
P.R.E.S.S. in Literacy Model

- Student engagement ↑
Reading levels ↑
- Collective Responsibility for the success of ALL students
- Quality and Effectiveness of Tier 1 instruction ↑
Need for Tier 3 intervention ↓

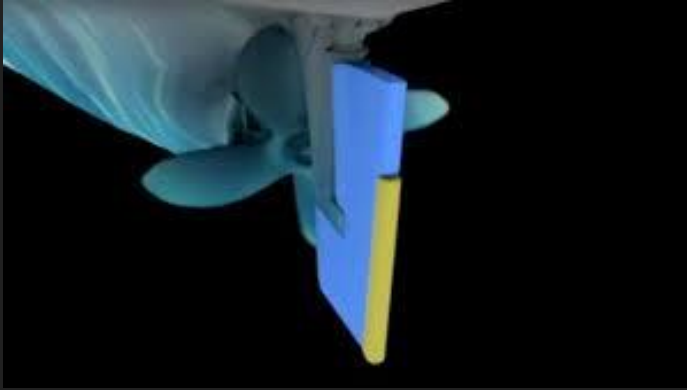


P.R.E.S.S. in Literacy Model

- Maximized student engagement and time on task
- Increases literacy support
- Encourages collaborative planning
- Strengthens co-teach model
- Builds the reading and writing skills of all students







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“If you want small changes, work on your behavior; if you want quantum-leap changes, work on your paradigms.”

-Stephen R. Covey





Learning By Doing at WSE

Our PLC Journey

Denver Huffstutler, Academic Coach