Peabody Elementary PLC 9/14/16

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Continued Focus on Big Idea 2: Collaborative Culture

Celebrations & Announcements

i-Ready

- i-Ready
  - Working on finishing testing/make-ups
  - Not all yellow students will need Tier 2 interventions/monitor carefully
- **Standard View (default)**
  - A student will show as "on level" (green) on the report if the student places anywhere in his/her current chronological grade level.
- **Beginning of Year View**
  - This definition is more generous, as it *considers up to one level below as on-level*.
- **End of Year View**
  - This definition is more stringent, as it only considers "mid-" or "late" level as on-level. This view is definitely appropriate for the last few months of the school year.

Grade 4

Number of Students Assessed: 71
Total Number of Students: 71

	Fall - 08/21/2016 - 09/23/2016	Students Below Level
	Average Scale Score	
Overall Reading Level	549	51% (36)
Phonological Awareness	520	0% (0)
Phonics	488	39% (28)
High-Frequency Words	473	3% (2)
Vocabulary	547	55% (39)
Comprehension: Literature	554	51% (36)
Comprehension: Informational Text	550	51% (36)

Last year as 3rd graders 49% meet or exceeded expectations on CMAS (51% did not)

Grade 5

Number of Students Assessed: 71
Total Number of Students: 72

Fall - 08/21/2016 - 09/23/2016

	Average Scale Score	Students Below Level
Overall Reading Level	568	55% (39)
Phonological Awareness	406	4% (3)
Phonics	482	23% (16)
High-Frequency Words	452	4% (3)
Vocabulary	568	55% (39)
Comprehension: Literature	572	44% (31)
Comprehension: Informational Text	566	55% (39)

Last year as 4th graders 47% meet or exceeded expectations on CMAS (53% did not meet)

Grade 4

Number of Students Assessed: 70
Total Number of Students: 71

	Average Scale Score	Students Below Level
Overall Math Level	462	53% (37)
Number and Operations	456	46% (32)
Algebra and Algebraic Thinking	466	39% (27)
Measurement and Data	466	44% (31)
Geometry	462	57% (40)

● Fall - 08/21/2016 - 09/23/2016

Last year as 3rd graders 57% meet or exceeded on CMAS
(43% did not)

Grade 5

Number of Students Assessed: 71
Total Number of Students: 72

	Average Scale Score	Students Below Level
	Fall - 08/21/2016 - 09/23/2016	
Overall Math Level	478	46% (33)
Number and Operations	475	54% (38)
Algebra and Algebraic Thinking	478	49% (35)
Measurement and Data	482	39% (28)
Geometry	477	51% (36)

Last year as 4th graders 44% meet or exceeded on CMAS
(56% did not)

Grade 4

Fall - 08/21/2016 - 09/23/2016

Class and Teacher(s)	% Students On or Above Level	Student Placement Distribution (%)			Average Scale Score	Number of Students Assessed	Total Students
		Below Level (Includes Emerging*)	On Level	Above Level			
Mathematics - Grade 04 (351004-2012) Lipscomb	39%	61%	39%	0%	456	23	24
Mathematics - Grade 04 (351004-2014) Burke	40%	60%	40%	0%	462	25	25
Mathematics - Grade 04 (351004-2015) Amonson	64%	36%	64%	0%	468	22	22

Demonstration of Student Learning

Example from
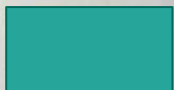Second Grade Team

Re-teach
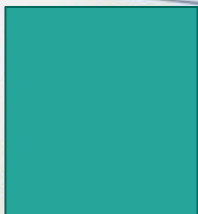
> "decompose"
> "doubles"

took long

counted by 1's

> group by 5's + 10's

3 Big Ideas of a PLC

The essence of a professional learning community is captured in the following three big ideas:

- A Focus on Learning
- *A Collaborative Culture* *(today's focus)*
- A Results Orientation

Learning Target

- Explore specific ways and concrete strategies to promote more effective team meetings.
  - Create an agenda/guiding document for PLC work.

Collaborative Culture

"We can achieve our fundamental purpose of high levels of learning for all students only if we work together. Therefore, school administrators and teachers must build a collaborative culture in which we work together interdependently and assume collective responsibility for the learning of ALL students."
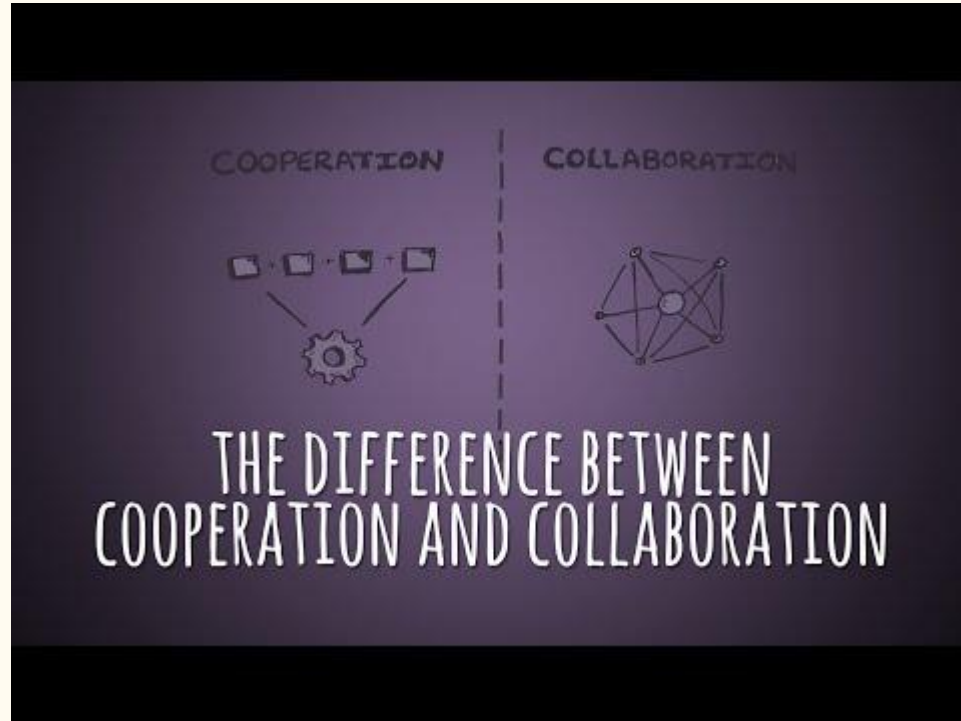
-Tom Many

Collaboration

Collaboration is defined as a systematic process in which we work together interdependently to analyze and impact professional practice to improve our individual and collective results.

-Tom Many

Cooperation or Collaboration

Why should we collaborate?

Collaboration

Snowball Discussion

- Share what quote resonated with you
- Do you think collaboration makes a difference for student learning? Why?
- Is your current PLC group more cooperative or collaborative?

Why do we need an agenda?

Commitment to Collaboration

First, designated and protected time is set aside during the regular school day. Then, everyone is assigned to a "meaningful team." Finally, each team commits to the following:

1. create norms
2. commit to a SMART goal
3. choose a protocol (or two)
4. consciously structure team meetings
5. communicate team progress with the principal.

Structures for Teams

We have learned that putting people into teams and telling them to "go off and collaborate" is not effective. Collaboration requires context.

The right structures provide the kind of context teams need to be successful and allow them to be productive. A list of the structures typically includes such things as SMART goals, norms, protocols, agenda, and minutes.

Five Keys to Successful Meetings and Collaboration

FOCUS

ROLES

STRUCTURE

PROCESS

RELATIONSHIPS
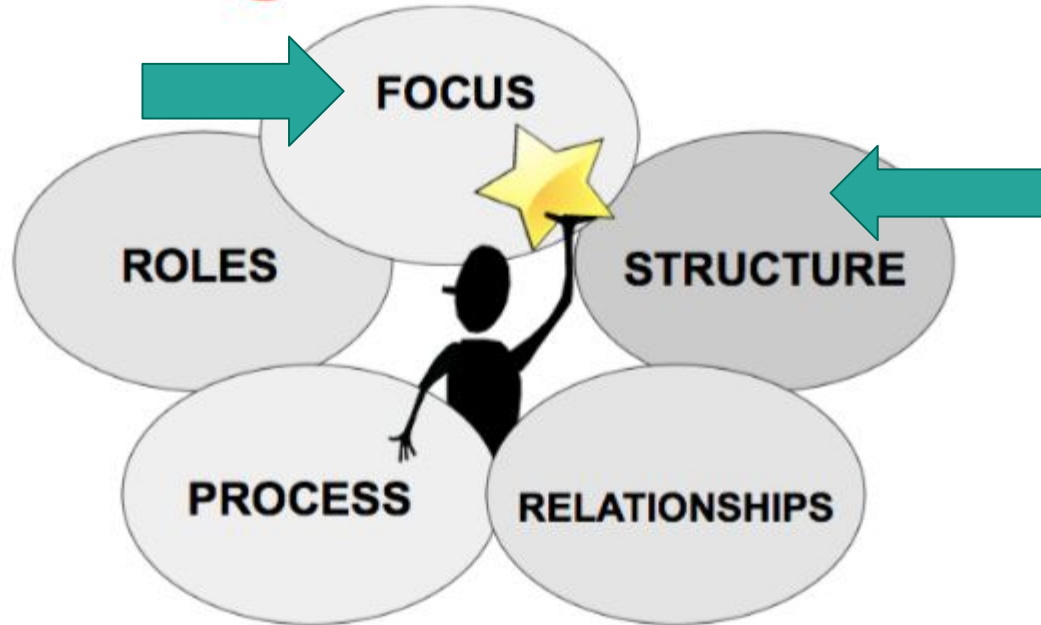
From The Collaborative Teacher: Chapter 2

Five Keys to Successful Meetings and Collaboration

Focus – Do you have purposeful meetings with the desired outcomes, products of your work, and evaluation practices clearly identified? Are you keeping results "front and center"?

Structure – Do you have parts and pieces including SMART goals, agendas, timelines, shared norms and protocols for data analysis and decision-making in place?

Roles and Responsibilities – Are you clear on who is doing what? Are you sharing roles and responsibilities? Are you constantly improving your facilitation skills?

Relationships – Are you communicating for effectiveness? Are you attentive to the quality of your relationships in your teams?

Process – Are you using processes to engage members, encourage participation and promote ownership of the work?

Importance of Purpose

The best teams invest time and effort into defining a specific purpose and shaping an agenda that everyone in the group can agree with and translate into progress towards the group's performance goal.

Katzenbach and Smith, 1986

Value of Purpose

For every meeting , it is important to be clear on the purpose (or at least one intended outcome) for the meeting. Groups with a clear purpose are more likely to sustain member involvement and dedication to the task over time.

A. Delehant, 2007

Standing Format Agenda

Use the agenda and follow this format:

1. Begin with the team's rituals and routines.

2. Arrange the agenda in order of importance. Begin with information items, followed by discussion items, and end with action items.

3. Estimate the amount of the team's time and attention each agenda item should require.

4. End the meeting with creation of the next agenda.

Who Sets
the Teams Agenda

The needs of the students should set the agenda. Arguing whether teachers or principals should decide what is on the agenda is about control and who is in charge. The team agenda should not be a power struggle about adult issues.

Key Elements of an Agenda

The best agendas include the following:

- The topics or tasks of the meeting
- Who is the responsible person(s)
- What is the desired outcome
- What is the timeline
- What is expected from each member

For example an I indicates an information item, a D denotes discussion is needed, and an A calls for action by the team.

Collaboration in Action

Create an Agenda for your Team

Tight:

- Norms (3 or 4 top ones that you review each meeting)
- Meeting purpose (focus for your time together-4 Questions)
- Team SMART goal (we will add this after our meetings)
- Shared with Linda/Allison

Loose:

- Structure/format
- Amount of notes-what notes does your team need to be effective?