

**LAKEVIEW/FT. OGLETHORPE
HIGH SCHOOL**



**PLC HANDBOOK
2018-2019**

TABLE OF CONTENTS

Professional learning Communities	1-3
Overview	
Tight Elements of a PLC	4
PLC Process	5
Guaranteed and Viable Curriculum	6
Chart	
Cultural Shifts in PLC	7
PLC Calendar	8
Team Leaders Meeting	9
PLC Teams and additional	10
Assignments on release day	
Coalition Expectations	11
Team Etiquette	12
Non Negotiables	13-14
PLC Roles	15
Agenda Template Example	16-17
Identify Essential Standards	18-19
Meeting Notes	20
Smart Goals	21-22
Example PLC Conversations	24-26
Looking at Student work and data	27-32
Quarterly Checklist for Teams	34-35

A Big Picture Look at Professional Learning Communities

Why professional learning communities? (PLC)

The primary purpose of school is to ensure high levels of learning for all students. The most promising strategy for fulfilling that purpose is to develop the staff's capacity to function as a PLC. PLCs are a tool by which schools and teachers can continue to grow professionally. The PLC process affects the structure and culture of the school and the district. Members of a PLC are ALL IN for more learning, for more kids, more of the time.

What is a PLC?

“A Professional Learning Community (PLC) is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.”

It is a process in which educators work collaboratively in recurring cycles of inquiry and action research to achieve better student results. PLCs collaborate and

- study data
- analyze current levels of achievement
- identify essential and valued student learning
- develop common formative and summative assessments
- share strategies
- research best practices

The PLC is not an add on; instead PLC members engage in a process that profoundly impacts the existing culture and structure of a school and a district. PLCs focus on the learning of each student and the members work interdependently to reach common goals for which the PLC members are mutually accountable.

The PLC process is a journey without end, not an event.

3 Big Ideas of a PLC

#1 Focus on Learning

The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- 1) What do we want students to learn? What should each student should know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? In what ways are we monitoring each student's learning on a timely basis?
- 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty? What will we do if they already know it?
- 4) How can we use the evidence of student learning to improve our individual and collective professional practice?

Reference: Global PD "Focus on Learning: The 4 Essential Questions of a PLC" Rebecca DeFour

#2 Build a COLLABORATIVE CULTURE

- No school can help all students achieve at high levels if teachers work in isolation.
- Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.

Reference: global PD;" Power of Collaboration" . Kenneth Williams

"Collaborative Teams in a PLC: "Embedded Collaboration. (World History ex)

"Embedding Collaboration into Routine School Practices"(organizing teams and what a team is)

"Accuracy Through Collaboration"

#3 Focus on Results

- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

Reference: Global PD "A Results Driven Culture." (only 2 minutes)

6 Essential Characteristics of a PLC

1. 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.

2. Collaborative teams focused on learning

In a PLC, groups of 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.

3. 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.

4. 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.

5. 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 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
- Applying the new knowledge in the next cycle of continuous improvement

6. 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 DuFou

TIGHT ELEMENTS IN A PLC

1. Educators work collaboratively rather than in isolation; take collective responsibility for student learning, and clarify the commitments they make to one another about how they work together.
2. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable
3. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.
4. The team develops common formative assessments to frequently gather evidence of student learning.
5. The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning
6. The team uses evidence of student learning to inform and improve the individual and collective practice for its members

Create Team Norms



Set long-term SMART goals



Determine guaranteed and viable curriculum



Guaranteed and Viable Curriculum

Common Core Standards

Essential Learnings/Power Standards

Unpack Course Objectives

Curriculum Maps/Pacing Guides

Create Common Formative Assessments

Explicit Instruction Plans

Daily Experiences & Activities

Administer Common Formative Assessments

Analyze Results for RtI

CULTURAL SHIFTS IN A PROFESSIONAL LEARNING COMMUNITY

A Shift in Fundamental Purpose

From a focus on teaching	to a focus on learning
From emphasis on what was taught	To a fixation on what students learned
From coverage of content	To demonstrate proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides	To engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in Use of Assessments

From infrequent summative assessments	To frequent common formative assessments
From assessments to determine which students failed to learn by the deadline	To assessments to identify students who need additional time and support
From assessments used to reward and punish students	To assessments used to inform and motivate students
From assessing many things infrequently	To assessing a few things frequently
From individual teacher assessments	To assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work	To collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment	To balanced assessments
From focusing on average score	To monitoring each student's proficiency in every essential skill

A Shift in Response When Students Do Not Learn

From individual teacher's determining the appropriate response	To a systematic response that ensures support for every student
From fixed time and support for learning	To time and support for learning as variables
From remediation	To intervention
From invitational support outside of the school day	To directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning	To multiple opportunities to demonstrate learning

Schedule for Guiding Coalition Team

July 31	Guiding Coalition Training
August 6 or 7	School Wide Session—General Overview
August 14	Norm setting and develop SMART goals
August 21	Go over data packets with team members; give them protocol to use if they need it; learn about SMART goals.
August 28	
September 4	
September 11	
September 18	
September 25	
October 2	
October 16	Quarterly checklist due
October 23	
October 30	
November 6	
November 13	
November 27	
December 1(skip eoc week) 4	
December 18	Quarterly checklist due
January , 2019 11	
January in-service day 3 or 4	
January 8	
January 15	
February 24	
February 29	
February 5	
February 26	Quarterly checklist due
March 5	
March 14	
March 19	
April 26	
April 9	
April 16	
April 23	
April 30	
May 14	
May (skip eoc week)	
May 21	Debrief Process with PLC rubric Quarterly checklist due

PLC Teams for 2018-2019

<p>9th-10th ELA Facilitator: Traci McCrackin 1 Matt Holden Amy :Lawson Kendall Touchstone Whitney Roden Taylor Brittingham</p>	<p>11th grade ELA Facilitator: Liz Willis Jessica Chandler Amanda Campbell Kalah Newsome</p>	<p>Government/US History Facilitator: Susan Bradley Heather Byrd Johnny Burch Sarah Harden Kenny Hill Josh Laney Matt Scantland</p>
<p>Algebra Facilitator: Matt Culbreth Chris Eaves Julie Overall Corey Ortwein Ashley Pritchett Myra Purcell</p>	<p>Geometry Facilitator: Lisa Curtis Laura Cole Laurie Fearn Amy Gilbert Rebecca Storr</p>	<p>Singleton Subjects: Facilitator: Diane Norwood/Brad Langford, Susan Mulkey Johnny Burch Donnie Welborn Drake Enloe</p>
<p>Physical Science/Physics Facilitator: Ashley Wagner Justin Butler Rhonda Eaves</p>	<p>Environmental Science/Biology Facilitator: Lisa Beck 1st semester Jason Lyles—2nd semester Alexis Bivens Lauren Dyer Jason Lyles Kensey Sholl</p>	<p>Algebra II: Dan Lyons; Ed Helton Spanish: Justin Yoshida, Stephen Bowden</p>

Assignments for Wednesday Early Dismissal

Lakeview/Ft. Oglethorpe High School

<p style="text-align: center;">Special Education Students</p> <p>Michelle Callahan Nick Dunn Kim Ingle Kay McDowell Karen Miller Tami Wilson</p>	<p style="text-align: center;">Study Halls</p> <p>Bo Campbell (football) Jason Campbell (football) Jessica Haskins (make up work) Rich Stichler (band students) Krista Davis Suzie McHenry Charles Wiggins Julie House</p>	<p style="text-align: center;">CTAE & other Clubs</p> <p>Jordyn Cockburn Ventura Becky Hardinger April Hartman 1st SGT Anthony Heath Col. Paul Harwart Mike Mayfield Denise Trapnell DeWayne Watkins/basketball FBLA sponsor (Andy Clem) Misty Beasley</p> <p>*May be used to house some study hall students in case of an overflow of students remaining after school.</p>
<p style="text-align: center;">Detention</p> <p>Tony Ellis Ed Helton Pat Linz</p>	<p style="text-align: center;">Tutoring</p>	<p>Wendy Morgan—art Suzie McHenry--drama</p>
<p style="text-align: center;">Test Center</p> <p>Shelby Carter Melody Beavers Justin Yoshida</p>		

These two pages will be revised and completed. When the final assignments are made, you can replace these two pages in your facilitator notebook..

COALITION EXPECTATIONS: Leadership Team Responsibilities

Department Chair Versus Content chair

Department chair	Coalition leader
Monitor teacher attendance	Review PLC units
Tell department things admin asks to share	Review minutes from PLC minutes
Weekly communication to dept. via email	Monitor weekly PLC emails
Preside over monthly department meeting	Facilitate weekly team collaboration meetings
Bring department concerns to SIP (not just academic)	Bring content concerns to SIP
Plan and organize field trips	Attend county training or standards meetings
Arrange class splits when no sub	Facilitate PLC meetings and offer support to team members
Monitor teacher duty if asked by admin	Have strong input into department spending
Monitor school calendar and post department activities	Study lessons observations or observations if decided by team collaboration
Meet monthly with Sip	Meet weekly with instructional coach
	Communicate as needed from admin/coach/county
	Help plan professional learning for PLC's



PLC Team Etiquette

- **TIME**—At what time should everyone arrive and expect to leave?
- **PREPARATION**—What does each member need to come prepared with and how will this be communicated?
- **SPEAKING**—What should we expect when speaking and listening to each other?
- **CELL PHONES, LAPTOPS, AND OTHER DISTRACTIONS** (i.e. grading papers, leaving
- **CONFLICT**—How do you want to address conflict within and outside of our team?
- **PROFESSIONALISM**—How do we define professionalism and what professionalism do we expect from one another?
- **PARTICIPATION**—What do we expect from each other in terms of participation?

NON-NEGOTIABLES/NEGOTIABLES FOR PLC'S

NON-NEGOTIABLE	NEGOTIABLE
Purpose The purpose of PLC's is to ensure that all students are learning at high levels	
Demonstration of the Big Ideas <ol style="list-style-type: none"> 1. Accept learning as the fundamental purpose of our school and be willing to examine all practices in light of their impact on learning 2. <u>Cultivate a collaborative culture.</u> 3. <u>Assess effectiveness on the basis of results.</u> 	
Scheduling/Collaboration Time	
Norms <ul style="list-style-type: none"> ● Each Collaborative Teacher team must create a set of norms. ● Norms should be reviewed each meeting. 	Norms: <ul style="list-style-type: none"> ● The method for creating the set of norms and the method of review may be determined by each collaborative teacher team.
SMART Goals <ul style="list-style-type: none"> ● Each team must set SMART goals both for long and short term that focus on the work of the PLC and the team's commonality. 	SMART Goals <ul style="list-style-type: none"> ● The SMART goals created are determined by each PLC
Data/Evidence* <ul style="list-style-type: none"> ● Each collaborative team must analyze data and provide evidence as a basis for decisions. The decisions should be focused on the guiding questions of the PLC. ● How do we know if students have learned it? ● What do we do if they do not learn it? ● What do we do with those that have learned it. 	
Team Products <ul style="list-style-type: none"> ● Products of PLC collaboration will be given a due date and are expected to be turned in on time. 	Team Products <ul style="list-style-type: none"> ● Each PLC may determine its own smaller due dates and/or individual assignments.
Other issues:	

- | | |
|---|--|
| <ul style="list-style-type: none">● We will meet EVERY Wednesday. No other meetings are allowed during this time.● Common formative assessments are the expectation for the essential standards. Everyone on the team, including special ed, are expected to have common formative assessments targeting the essential standards. Special education are to have accommodations, but all of our students are expected to learn the essential standards. You may have common unit assessments, but that is up to the team and is not required. You may have other classroom assessments that do not have to be common. | |
|---|--|

*Data needs to be discussed in a timely fashion so student concerns can be addressed early and plans made. This means any minor/*practice* assessments given between Thursday and Tuesday should be discussed at the next Wednesday PLC meeting so instruction can be adjusted and plans can be put in place to help students before the next assessment

PLC ROLES DEFINED

Facilitator/Data Analyst:

- Meets with academic coach weekly
- Watches Global PD videos for on-going training
- Develops agenda and gives to everyone prior to the meeting
- Keeps team focused on agenda (the work at hand)
- Ensures that norms are reviewed and followed
- Ensure all voices are heard
- Collects assessment data from everyone prior to the meeting (may apt. someone on the team to do this)
- Records every teacher's data and distributes to everyone prior to the meeting or at the meeting.(may apt someone on the team to do this)
- Facilitates discussion on students' achievement

Recorder

- Takes minutes
- Records dates on shared calendar
- Records plans for the upcoming week and shares with team

Time keeper

- Monitors time
- Keeps everyone on the topic being discussed
- Monitors start and end time of meeting
- Tables topics for discussion when appropriate

PLC MEETING AGENDA TEMPLATE for first meeting example

COURSE: _____

GRADE: _____

DATE: _____

NORMS:

AGENDA (SAMPLE ITEMS LISTED UNDER EACH HEADING)

August Meeting 1

- Review or devise norms
- Post norms in a visible location
- Assign Roles (note taker, time keeper, etc)
- Complete minutes form
- Identify actions that need to take place before the next meeting.
- Create long term SMART GOAL

PLC MEETING AGENDA TEMPLATE**COURSE:** _____**GRADE:** _____**DATE:** _____**NORMS:****AGENDA (SAMPLE ITEMS LISTED UNDER EACH HEADING)**

1. What do we want all students to learn?
 - a. Unpack and prioritize standards
 - b. Learning targets and I Can Statements**
 - c. Review Pacing Guides and plan units
 - d. Create or tweak formative assessments
 - e. Analyze formative assessment results
 - f. Analyze unit test results
 - g. Share instructional strategies
 - h. Review content to be addressed
 - i. Identify essential standards
 - j. Create learning targets and “I can statements”
 - k. Create common rubrics and/or models

2. **How do we know they have all learned it?**
 - a. Analyze formative assessment results
 - b. Discuss classroom formative assessment strategies

3. **What do we do when students do not learn it?**
 - a. Discuss strategies for re-teaching or working with small groups or individual students.
 - b. Create plans for recovery
 - c. What worked for success with some team members?

4. **What do we do when students do learn it?**
 - a. Discuss strategies for enrichment
 - b. Create extension activities**

5. **Identify actions that need to take place before our next collaboration**

Other PLC Activities

Unpacking Standards (Identifying Essential Standards)

Objectives: 🌐 What do we expect students to learn? 🌐 What are the essential learning standards of the unit?

What is the guaranteed viable curriculum for this unit/? Teams will review their unit and discuss the standards. Unwrap the standard and try to put the information in student friendly language. How will we get students to our goal? How will we know when we get there?

What will we do for the students who don't reach the goals?

Resources: The following resources can be used to explore this session:

<http://beyondcommoncore.com/?reqp=1&reqr=>

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx>

<https://www.youtube.com/watch?v=emL6NDq29qE>

<http://curriculumdesignproject.pbworks.com/w/page/15410124/Unwrapping%20the%20Standards> Examples of unwrapped standards, essential questions and big ideas by Curriculum areas

Identify the standards representing the greatest need for students to be successful each year in school, in life, and on annual high stakes assessments. Determined by professional judgment, these become the Power Standards or the prioritized standards upon which to place the greatest instructional emphasis throughout the year. Look at your current unit and read through the standards. Make sure that there is a common understanding of what the standards mean. There will be a lot of standards; see if you can identify the PRIORITY standards for your unit or module.

- b) “Unwrap” those prioritized standards to identify concepts and skills students need to know and be able to do
- c) Select effective teaching strategies to achieve student understanding of the “unwrapped” concepts, skills, and Big Ideas.
- d) Teach those “unwrapped” concepts and skills in depth by using classroom performance assessment tasks and formative assessment strategies with an emphasis on student writing and reading in all content areas

As you unpack:

1. Select the power standard/essential standard for unwrapping
2. Underline key concepts—important nouns and noun phrases
3. Circle verbs--skills
4. Bracket any conditions or criteria for performance (ex: example: given a prompt, write a narrative; use narrative techniques)
5. Identify any vocabulary students may need to understand/know to instruct the standard.

STANDARD	SKILLS(VERBS)	CONCEPTS (NOUNS)	CRITERIA/CONDITIONS	
	Students need to be able to.....	Students need to know	How students demonstrate their learning	
ELAGSE9-10RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite Analysis inferences	Textual evidence	Respond to a constructed response citing evidence from the text. A rubric (state) will be used to evaluate student work.	
	Language necessary to instruct the standard			
	"I Can" Turning Learning Targets into Student-Friendly Language			
	<i>Students demonstrating proficiency or mastery in the power standard can do what?</i>			
	Learning Target	I can	I can	
ELAGSE9-10RI1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	After Reading an informational text/passage students can cite/identify explicit evidence to promote understanding. After Reading an informational text/passage students can extract inferences drawn from text.	I can cite specific evidence to demonstrate my understanding of the text	I can extract inferences from informational text. This means to reach a conclusion from the clues within the text.	

SMART GOAL

S—Specific—says exactly what the learner will be able to do (as an ACTION)!

M—Measurable—can be observed (a tangible product or result; not abstract like “learn” or “understand.”
(Refer to I can statements)

A—Attainable—for the participants within a scheduled time and specified conditions.

R—Results based & Relevant—there should be a way for students to demonstrate their learning; relevant to the needs of the student

T--Time-framed—achievable by the end of time frame set by the team

SMART GOAL FILL-IN-THE-BLANK

By _____ (date), students will be able to

_____ (SPECIFIC/MEASURABLE ACTION) with

_____ (ATTAINABLE RESULTS/ACCURACY)

Short and Long Term Goals:

Set short-term and a long term goal(s), which can be revised or adjusted based on data/information.

Based on discussion and analysis of assessment results, teachers agree on which of their common goals to address and on their common next steps.

- ✓ For a short-term goal, the group chooses from Guaranteed and Viable Curriculum something that requires shorter and less complex re-teaching. Students’ achievement should be reassessed within a short period of time—three weeks or less
- ✓ For a long-term goal, the group chooses from their Guaranteed and Viable something that takes longer to remediate. They agree on tools and a timeline for short formative assessments along the way and a summative assessment.

When planning for re-teaching, lesson details would be helpful to team members. A best practice would be to specify the explicit instruction, the frequency and extend of modeling, what will be used in practice, etc. ²²

The group should consider what can be omitted, postponed, or de-emphasized to provide time for re-teaching.

SMART GOAL EXAMPLES (not LFO's data) :

Our reality: Last year 76% of the first-grade students scored at the proficient/advanced levels in mathematics, as measured by our district's end of year mathematics assessment.

Our SMART goals: By the end of the 2018 school year, at least 81% of the first-grade students will score at the proficient/advanced levels in mathematics as measured by our district's end of year mathematics assessment.

Our reality: Last year, 68% of the freshman English students earned a final grade of C or better.

Our SMART goal: By the end of the 2019 school year, at least 75% of the freshman English students will earn a final grade of C or better.

(See p. 91 *Learning by Doing* for more examples)

SMART GOAL FILL-IN-THE-BLANK TEMPLATE

The percentage of _____ (ELA, algebra, etc) students scoring proficient or higher

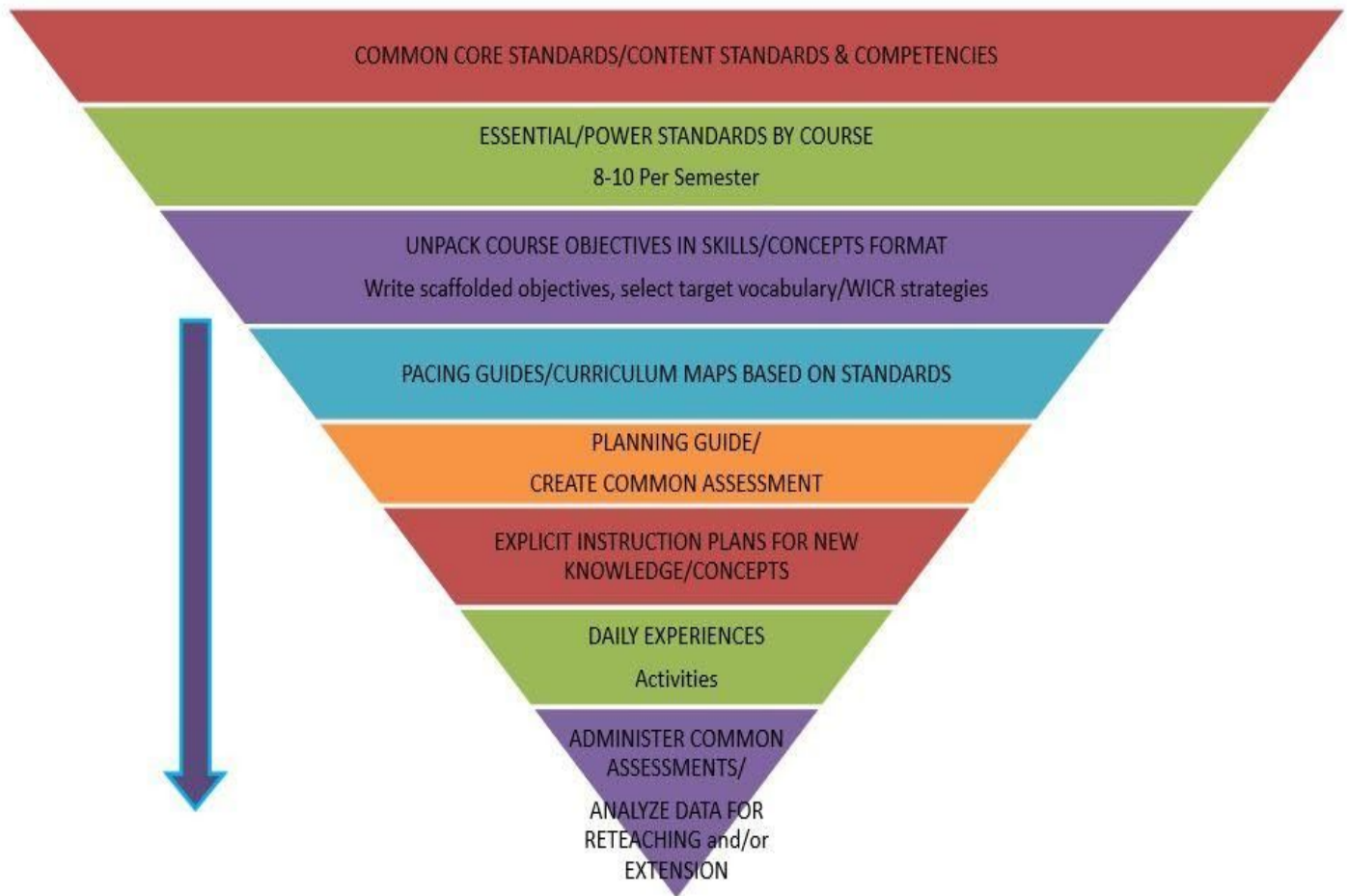
in/on _____ (EOC for long term; _____ formative assessment)

will increase from _____% to _____% by the end of the first

semester 2018 as measured by _____ administered

in/on _____ (date)

GUARANTEED AND VIABLE CURRICULUM



Example Discussion Questions for Various PLC Conversations

I. Conversations around norms, beliefs, and principals:

Focus question for discussion: What are the norms, beliefs, and principles that will guide our work as a professional learning community?

Facilitative questions/statements that could guide discussion

1. What are the common beliefs we hold regarding our collaborative work?
2. Do we have any sticking points regarding our differing beliefs? If so, how might we overcome these barriers?
3. What are the courtesy norms we should hold?
4. What are the collaborative norms we should hold?
5. What learning principles will guide our discussions of teaching and learning this year?
6. What are our meeting times?
7. Who will fill the needed roles this semester/year? What do these roles entail?

II. Standards and Curriculum

Items needed: standards aligned to unit; curriculum map, unpacking documents

Items not needed: Examples of student activities, lesson plans, student work

Focus question for this discussion: Based on the standards, enduring understandings, what should students know, understand and be able to do over the course of this unit?

Facilitative questions/statements to guide discussion

1. What is the focus for this discussion (*team members should understand this discussion must center on **desired outcomes**? They should be discussing what students will know, understand, and be able to do at the end of the unit. They will not be discussing what students will be doing during the unit. That discussion will come later*).
2. Let's look closely at the standards for this unit.
3. Let's look closely at learning targets/ I can statements
4. What exactly do the standards expect students to do or know?
5. What content, concepts, and skills will students master?

III. Acceptable Evidence

Focus question for this discussion: What are the various ways students could prove proficiency in regard to the standards/understandings, and/or knowledge and skills?

Facilitative Questions/Statements to guide discussion

1. Based on our earlier conversation, what is it we expect students to know, understand, and be able to do?
2. What are the ways students might demonstrate this knowledge, understanding and skills?
3. What formative evidence are we going to be looking for in our classrooms on a daily basis? What will the students be doing? What can we listen for? What will we observe? Where do we need additional evidence?
4. Will this evidence match the standards the students are supposed to meet?
5. Do we need a rubric to measure student progress and achievement?
6. May look at a formative assessment you have created or one you have found. How does this assessment meet the standards, understandings, knowledge, skills?
7. Is this the common assessment we want to use? Why or why not?
8. If we need to create or re-create, or tweak our own, what should it include?
9. Does our common assessment match/assess the standards?
10. What performance task/s will students do?

IV. Analysis conversation (after giving and scored a common assessment)

Items needed: copy of standards/curriculum documents, copy of common assessment, student work, data analysis form

Facilitative Questions for this discussion

1. Based on the standards, what did we expect students to know and do?
2. How does the common assessment measure what we expected students to do or know?
3. Which strategies did we use to teach to the standard?
4. Which test questions or task aligned to which standard?
5. Which standards did students meet? Which standards did students not meet?
6. Teachers need to be reflective and vulnerable. What were individual teacher's strengths and weaknesses while teaching this unit/standard?
7. Were there instructional strategies implemented that were more effective than others?
8. Which students were not proficient on specific standards? Which standards?
9. What were student misconceptions? Which students had similar misconceptions? How might we group students and reteach to address these misconceptions?
10. What is the remediation plan for students who did not meet specific standards?
11. For those who have mastered the standard, what will the plan be for those who have learned it already?

V. Reflective Conversation

Facilitative questions for this discussion.

1. What did we learn from our practice in this unit?
2. What instructional strategies and processes were most effective with specific groups of students?
3. What are we taking from this unit into our next unit to improve our instructional practices?

Looking at Student Work”

When meeting to share student work, PLCs should determine and follow a structure for professional dialogue. Options include using protocols for looking at student work.

It is imperative to the success of PLCs that all members share student work and participate in the professional dialogue to foster collaboration.

By reviewing student work periodically, PLC teams have the opportunity to monitor the effectiveness of their instruction prior to the final summative assessment.

Student work should be collected and shared at least 2-4 times annually. This is determined by the PLC, in order to monitor progress toward goal.

Objective: When meeting to share student work, PLC teams will be more successful if a protocol is used for the dialogue. Please review the attached protocol: Develop a schedule for this work. Collaborative Assessment Protocol: This is a modification of the CAC protocol developed by the School Reform initiative Look

Looking at Student Work (example protocol that can be used)

A piece of student work has the potential to reveal the student’s mastery of curriculum objectives and a wealth of information about the student: his/her interests, strengths, struggles, next steps.....

It gives a structure for teachers to use together to look at a piece of work, first determine what it reveals about the students and the issues they care about, and then to consider how the student’s issues and concerns relate to the teacher’s goals for the student. The last part of the conversation is a discussion of classroom practice and a time for all participants to connect the conversation to their work.

The protocol, gives us an opportunity to suspend judgment long enough to look carefully and closely at the actual work, rather than what we hope to see in the work. In addition, we need the perspective of others to help us see the aspects of the student and the work that would otherwise escape us and we need others to help us generate ideas about how to use this information to shape our daily instructional practice

Process: The presenting teacher brings a piece of student work to share with the team. The presenting teacher distributes or shows the work. Throughout the first part of the conference the presenting teacher says nothing, giving no information about the student, the assignment or the context of the work.

The group tries to understand the piece by noting what they see in the work. All judgment is suspended.

The second part of the process is where the focus broadens. The group in conversation with the teacher now considers the conditions under which the work was created and the broader issues of teaching and learning. The presenting teacher provides any information they feel is relevant.

Next the facilitator asks the whole group, including the presenting teacher to reflect on the ideas generated. These may be reflections about the next steps for the students, ideas about what participants might do in their own classrooms or thoughts about the teaching and learning process. Finally the group debriefs on the process

Assessment & Benchmark Monitoring: Meeting & Intervention Planning

School: LFO Grade/Subject 9th Grade / ELA Date: April 11, 2018

Participants:

Directions: Log in to GCA. In Classroom Heading, click Reports. Notice 2nd Semester Results. Click on the 3 dots and a drop down will appear. [Action Analysis](#) will tell you every student who passed that question or failed it. [Action Overview](#) just tells who did not get that answer correct for every Question (referred to as Action 1, Action 2, etc). [Standards analysis](#) breaks the results by standards with how many students passed or failed. [The Response Analysis](#) is perfect for reviewing with students what the answer choices were and the Analysis of why the correct answer is correct and what misunderstandings your students may have about the selection. [Results Analysis](#) offers information based on Highest Score, Lowest Score, Mean and Median. [Print Responses](#) isn't necessary because the students can log in and see what they chose for the answers.

Suggestion: Project your Response Analysis as your students are logged in to see their choices. Click on Preview to see the actual test. After reading the selection, review the questions and answer choices. Ask students to defend what they chose IF they still believe it is correct.

Data Analysis Document Title(s): [Grade Benchmark Spring 2018](#)

Data Analysis (Strengths/Concerns/Etc.)

How many students are not on benchmark/passing grade/target at this point in time per test item?

With regard to questions missed:

Using your data in excel, filter by answers per test item. Determine who needs intervention based on the individual skills/standard. How many are still in need of reteaching per standard or concept? (See shared Analysis)

Which skills are they misunderstanding? List them and divide by "skills-needed" groups for classroom differentiation.

Discussion of Areas to be Addressed If someone in the group discussion had higher scores where others demonstrated Areas of concern, what strategy impacted their positive results? (Teacher shares with the others why their scores were higher on that test item.)

What approach would promote positive results in re-teaching these skills SPECIFICALLY for these students?

Intervention Plan

What is my plan to progress monitor these students?

Timeline:

Collaborative Assessment Protocol Revised for 30-40 minute period.

Step 1: Team designates a Facilitator, Timekeeper, Note taker, and Presenting Teacher. This step should be done in advance of the meeting.

Step 2: Presenting teacher shares copies of the work. Participants review the work. (3 minutes)

Step 3: Facilitator: Ask participants to look at the work and asks the question: What do you see? (Literal descriptions) Use a round robin approach using the time designated. (6-8 Minutes)

(Presenting teacher is silent)

Timekeeper keeps track of the time and gives a one minute warning.

Note taker: Jots down bullets

Facilitator: Keeps conversation going; refocuses people if they are moving into judgment, opinions or suppositions.

Step 4: Facilitator: Participants take on the perspective of the student to think about what the student is working on. The child's purpose, audience, thoughts, understandings, interests, strengths, struggles and working process are considered. "What questions does this work raise for you? What do you think the student is working on? What might the instructional next steps be for this student? (10-12 minutes)

Timekeeper: keeps track of time and gives a one minute warning

Note taker: Jots down bullets and questions that are raised by participants

Facilitator: Keeps conversation going: use round robin and then maybe popcorn

Step 5: Facilitator: Presenting teacher shares what was interesting and useful from the conversation. (5- 7 minutes)

Step 6: Facilitator: All members take turns describing what they learned from the conversation and how they might apply their learning to their classrooms. The group reflects on the process considering pluses and wishes for future conversations. Plans for next time are confirmed by participants rotating roles and confirming the date for they next Looking at Student work conversation

Total time needed: 30-40 minutes.

ADVICE: Don't look for perfection, just get started. Make a plan to use this protocol at regularly scheduled times during your PLC meetings. It is also a good idea to use the protocol at a faculty meeting or conference day where you can have cross grade level/cross content area teachers looking at the work. Great insights come from this work. Be sure not to miss the last part of the protocol where each person shares what they found was interesting and how they might apply their new learning to their work

Goals for this short thoughtful conversation might be:

- Understand how students are developing,
- See the results of instruction
- Determine needed curriculum revisions,
- Develop useful assessments (sometimes common assessments)
- Determine teacher responses to student diversity including instructional supports and extension
- Plan ways to help students increase the quality of their work
- Organize teacher work to increase the efficiency and effectiveness of instruction, assessment, and curriculum

Websites Looking at Student Work. <http://www.lasw.org/> Coalition of Essential Schools. Looking Collaboratively at Student Work: An Essential Toolkit

<http://www.essentialschools.org/resources/60#7> Books Blythe, T., Allen, D. Powell, B. (1999). Looking Together at Student Work: A Companion

Guide to Assessing Student Learning. New York: Teachers College Press. Full text available through Google Books:

<http://books.google.com/books?hl=en&lr=&id=3S5dNcYmTasC&oi=fnd&pg=PR7&dq=looking+at+student+work&ots=gM5s0NAEku&sig=M2BmZCkW3wPWTmVwGsjLi8WZEGM#v=onepage&q&f=false>
McDonald, J., Mohr, N., Dichter, A., McDonald, E. (2007).

Data Analysis Protocol

Team: _____ Date: _____

The following analysis is based on our team's common assessment of the following essential learnings:

1. Which of our students need additional time and support to achieve at or above proficiency on an essential learning?

How will we provide that time and support?

2. What is our plan to enrich and extend the learning for students who are highly proficient?

3. What is an area where my students struggled?

a. What strategies were used by teammates whose students performed well?

4. What is an area where our team's students struggled?

a. What do we believe is the cause?

b. What is our plan for improving the results?

INTERVENTION GROUPING

Concept/Skill/Unit, etc based on formative assessment _____

EXCEEDS STANDARDS	MEETS STANDARDS	APPROACHES STANDARDS	ACADEMIC WARNING*	NOTES
Criteria for this level:	Criteria for this level:	Criteria for this level:	Criteria for this level:	
Student Names:	Student Names:	Student Names:	Student Names:	
Challenge or Extension Activity	REINFORCEMENT MATERIALS/STRATEGIES	RETEACH MATERIALS /STRATEGIES	RETEACH MATERIALS/STRATEGIES	

*These are most likely our students who will have tier 3 interventions as well as need more support for the standard/concept you are re-teaching in class.

QUARTERLY CHECKLIST FOR TEAMS

TEAM:

TEAM MEMBERS:

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

1	2	3	4	5	6	7	8	9	10
Not true of our team			our team is addressing this				true of our team		

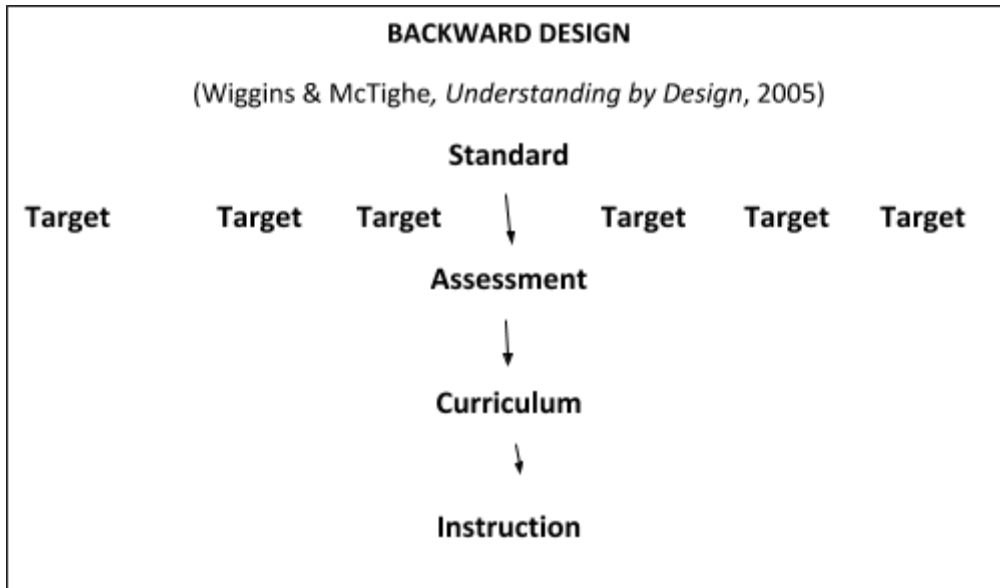
1. ____ We have identified team norms and protocols to guide us in working together
2. ____ We have analyzed student achievement data and established SMART goals to improve on this level of achievement we are working interdependently to attain. (Our SMART goals are specific, strategic, measurable, attainable, results oriented, and time bound)
3. ____ Each team member is clear on the knowledge and skills (essential learning; priority standards) that students will acquire as a result of our course and each unit within the course.
4. ____ We have aligned the essential learning with state and district standards and Milestones
5. ____ We have identified course content and topics we can eliminate or shorten to devote more time to the essential curriculum.
6. ____ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the essential learning.
7. ____ We have identified the prerequisite knowledge and skills students need in order to master the essential learning of each unit of instruction.
8. ____ We have identified strategies and created instruments (rubrics/checklists, etc) to assess whether students have the prerequisite knowledge and skills.
9. ____ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in these areas.

10. ____ We have developed common formative assessments that help us determine each student's mastery of essential learning
11. ____ We have established the proficiency standard we want each student to achieve on each 35 concept examined with our common assessments.
12. ____ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of an ongoing process of continuous improvement designed to help students achieve at higher levels.
13. ____ We use the results of our common assessments to identify students who need additional time and support to master essential learning and as a school we ensure they receive this support
14. ____ We have agreed on the criteria we will use in judging the quality of student work related to the essential learning of the course and we continually practice applying those criteria to ensure we are consistent.
15. ____ We have taught students the criteria we will use in judging the quality of their work and provide them with samples/models.
16. ____ We have developed or utilized common summative assessments that help us assess the strengths and weaknesses of our program.
17. ____ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
18. We formally evaluate our adherence to team norms and the effectiveness of our team at least twice a year.

Adapted from *Learning by Doing*, 2016 Solution Tree Press.

Not for the 2018-19 school year

ADDITIONAL RESOURCES FROM “COLLABORATIVE COMMON ASSESSMENTS” TRAINING



Common does not mean the exact same curriculum, instruction, or assessment. “Common” means the same standards, levels of rigor, and criteria/proficiency levels

DATA

Right/Wrong Ways to Examine Common Assessment Data

Talk Partners Right and Wrong Template: There are right and wrong ways to analyze student achievement data. What makes the right side “right” and the left side “wrong?”

Wrong Ways	Right Ways
<ul style="list-style-type: none">• Use percentages	<ul style="list-style-type: none">• Use proficiency (scale) scores with descriptors
<ul style="list-style-type: none">• Look at the whole rather than the parts	<ul style="list-style-type: none">• Look target by target
<ul style="list-style-type: none">• Use grading-based cut scores (such as 80% as passing)	<ul style="list-style-type: none">• Dig deeper to target specific needs and analyze errors
<ul style="list-style-type: none">• Provide scores to students for review and acceptance	<ul style="list-style-type: none">• Engage students in self-analysis and decision making
<ul style="list-style-type: none">• Regroup based on general categories (this student must relearn all of “inference”).	<ul style="list-style-type: none">• Develop strategic interventions within target areas based on types of errors (reteaching, coaching, error analysis with students, outside or companion skill teaching such as vocabulary development if that was the actual reading issue and not the skill at hand).
<ul style="list-style-type: none">• What makes the wrong ways wrong?	<ul style="list-style-type: none">• What makes the right ways right?

What generalizations can you make regarding the differences between the two lists for examining student achievement data?

Which data analysis practices are you already doing well? Which would you add? Remove?

Tools for the DATA Meeting

1. Team norms to navigate crucial conversations.
2. A protocol with data templates to mine the data with speed, focus, and accuracy
3. The data, aggregated and organized for information (by teacher, by student, by target)
4. The students’ work in order to look deeply into types of errors for re-teaching or coaching implications.

LEARNING TARGETS

Tools for the Standards Meeting:

1. Team norms to navigate crucial conversations.
2. A protocol to guide conversation.(several in this manual)
3. The standards and supporting curricular materials.
4. A framework for rigor.

Learning Targets: the smallest, most isolated bit of information that can be extracted from a standard **and assessed in isolation. The target is what teachers aim to hit with instruction and what they certify was indeed mastered (hit) by each individual learner.**

Learning Targets guide instruction. Learning targets form the scaffolding to have success on the overall standard.

Learning targets guide assessment design and use. Targets are assessed formatively to monitor student mastery. Several data points demonstrating mastery over time would indicate that a learner was ready to certify mastery on the summative assessment.

Learning targets guide a learner's instructional decision making. When teachers provide accurate, specific data regarding learning targets, they make transparent the vision of the target, the learner's current level of mastery with the target and specific focused next steps to attain mastery. The feedback that teachers offer should promote learners' abilities to self-regulate by activating the following strategies:

- Identify strengths and weaknesses
- Attribute their success or failure to factors within their control (effort expended on the task, effective use of strategies)
- Establish a repertoire of research-based strategies to tackle the day to day challenges appropriately
- Maintain a growth mindset
- Accept challenging tasks. Rehearse and refine knowledge and skills to develop deep understanding of the subject matter.
- Engage in self-reflection (evaluating our performance, our reactions to performance outcomes)

LEARNING TARGETS

“Learning targets are the GPS for students; students can arrive at any target that they can see and that holds still for them.”

Rick Stiggins

List all the ways learning targets could be utilized to support instruction:

Before Instruction	During Instruction	Through the Assessment
Ex: Student friendly targets CFA's in place students monitoring growth prioritize targets (a way to involve students early in the process)	ex: scaffolding	Ex: feedback by target monitor growth by target
<i>Ideas for student involvement at this level?</i>	<i>Ideas for student involvement at this level?</i>	<i>Ideas for student involvement at this level?</i>

Should teams have consistent targets?

If so, how do they create those? if not, how would a school assure educational equity?

Where do you find targets? How do you make them student friendly?