
Power Team Training

Culture & Common Assessments 1/3/19

Norms

Time and Place

Data Room, Connection Time, Start on time – end on time.

Minimum of 30 minutes, if goals are not met additional meetings may be required.

Listening

Listen to and hear all viewpoints, but limit air time.

Participation

Be fully present and involved.

Express genuine feelings no outside business.

Confidentiality

Address issues not personalities.

Keep individual comments confidential.

If concerned over an outcome, seek administration not a friend for advice.

Decision Making

This is a decision-making body.

We will reach decisions by consensus. (Fist to Five)

Publically support decisions made by the group.

Expectations

Be prepared and ready to participate.

Cell phones on silent with only emergency interruptions.

Side bar conversations are not invited.

Celebrate Accomplishments

Norms (While you Eat)

- Highlight or list norms we need
- Mark off the ones we don't need

Transforming School Culture

- <https://www.youtube.com/watch?v=SUKjK7b-6VQ> Culture--3:17
 - <https://globalpd.com/search/content/MjY1/MTIzMzEy> --Culture vs. Climate--7.03
 - <https://www.youtube.com/watch?v=vqkezePP34I> Toxic--2:43
 - <https://globalpd.com/search/content/MTYzMg==> Believers--7.09
 - <https://globalpd.com/search/content/MTYyOA==> Tweeners--7.40
 - <https://globalpd.com/search/content/MTYzNA==> Fundamentalists--7:35
-

Things that are good about our culture (not climate)

- Values
- Beliefs
- Rituals
- Symbols
- Stories

That make up TCE

How do you contribute to our culture?

***“A Vision That
Changed A School”***

J

What are we doing already?

Our Vision; Our Focus

- Time
 - Money
 - Accountability
 - Celebration
 - What's Ahead
-

Money--PLC Conferences

PLC Atlanta Conference July 9-11, 2019

1. Jackie Klopfer
2. Mandy Medina
3. Selena Skinner
4. Shonna McClure
5. Cherie Sims
6. Greta Rhyne

We have room for at least 6 more people!

Accountability

- Essential Standards
 - Data
 - Student Data
 - Power Team Meetings
 - Evaluations
-

TCE Academic Expectations

- The Workshop Model w/flexible Grouping
 - NYEngage--Grade level Pacing
 - Guided Reading--w/Reading Wonders or Leveled books in the Library
 - ELT
 - Green Sheet
-

Break Time--10 minutes

Why do we need Essential Standards?

<https://globalpd.com/search/content/NDA=>

Common Assessments

- What do we want them to know and be able to do?
 - How will we know when they have learned it?
 - How will we respond when they don't learn?
 - How will we respond when they do learn?
-

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

Define it:

- **Essential Standards-- learning targets**
 - **progression of learning**
 - **misunderstandings, errors**
 - **appropriate levels of rigor**
-

How will we know when they have learned it?

Common Assessments are created aligned with targets

- Team created or endorsed
 - designed in advance of instruction
 - Administered in close proximity by all
 - flexible by a day or two
 - Collaboratively examine the results
 - collaboratively make modifications
-

Summative?

Formative?

Summative

- Learning with a deadline
 - Prove learning
 - To give a grade
 - Assessment of learning
-

Summative?

Formative?

Formative

- Part of the process
 - Improve on learning
 - To give feedback
 - Assessment for learning
-

How will we know when they have learned it?

**Quick Formative Assessments throughout
the unit of instruction**

15/20 day Plan for Essentials

My Favorite No

<https://www.teachingchannel.org/video/class-warm-up-routine>

How will we know when they have learned it?

Thoughts about “My Favorite No.”

How will we know if they have learned it?

- After Quick Formatives, or Summatives
 - Profile, List, Stack (Yes/No, Pass/Fail)
 - What are the errors?
 - Plan for Re-Engaging (Essentials)
 - During Core Instruction- Not ELT
-

How will we know when they have learned it?

Data Dig

- First look at the facts
 - What do you notice?
 - Next, look at the numbers
 - Proficient, not proficient, beyond proficient
 - Make a plan of action
 - For students in need, right now, next steps
 - Strategies to impact achievement
 - In the future-what can we do for next time
-

Celebrations!



-
- 5 Star CCRPI Climate Rating
 - Google Certified Teachers
 - Higher Ed. Degrees
 - Growing Families

- All Grade levels have Reading Essentials & Learning Targets
- Many Grade levels have CFAs for Reading & have data to dig into

—

- **Most Grade levels have Math Essentials & Learning Targets**
- **Many Grade levels have CFAs for Math & have data to dig into**
- **What celebrations do you have?**

What challenges do you see for this semester?

Discuss with your grade level and we will share

Quotes from Common Assessment Training

- “Less is more” “5 years to implement”
 - “I would never grade HW, it is social and is something that I didn’t see you do”
 - “We are supposed to get them out of SPED” “Going to a lower track puts kids 2 years behind each year”
 - “Engage differently or re-engage rather than re-teach”
 - “**Our**” kids mentality vs “my” kids. Everyone takes responsibility.
 - “If you are not using research based effective teaching you are guilty of “**malpractice**”. (Doctors, Dentists and Lawyers do, why not us)”
-

-
- Focus on our practices and stop trying to change kids - this is our “science.”
 - “The hardest part of educational reform is not the kids, but the adults.”
 - Tutoring should be mandatory not optional. Build in intervention time.
 - Grades of 0 are not an option. Explain!!
 - PLC is student centered - not test centered.
 - Students should take responsibility for their own learning.
-

-
- PLC is a journey - not a destination - there will not be an end to PLC, so we need to celebrate the small victories.
 - PLC keeps evolving as we find ways to lead students to higher levels of learning.
 - We need to rethink grading processes & systems.
 - Grades should reflect student understanding and knowledge
 - Students should be given consequences for missing work and held accountable to complete the work. Arbitrary extra credit should not be given (ex: supplies).
-