

Moving the Needle: Elevating Our Collaborative Processes

CPJHS
Jan. 7, 2020



Imagine Statement

Imagine statements describe a compelling picture of the school's future.

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Write “imagine” statements on an index card. (Front/Back)

Imagine a school where every student ...

Imagine a school where every instructor ...

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Imagine a school where every student ...

Imagine a school where every instructor ...

What behaviors must we consistently demonstrate to ensure we reach our vision for our school?

What behaviors will ensure our work is productive and effective?

Data & Collaboration to ACTION

How does team collaboration and the data that is analyzed elevate “best” instructional practices in the classroom?

Collaborative Task Guide

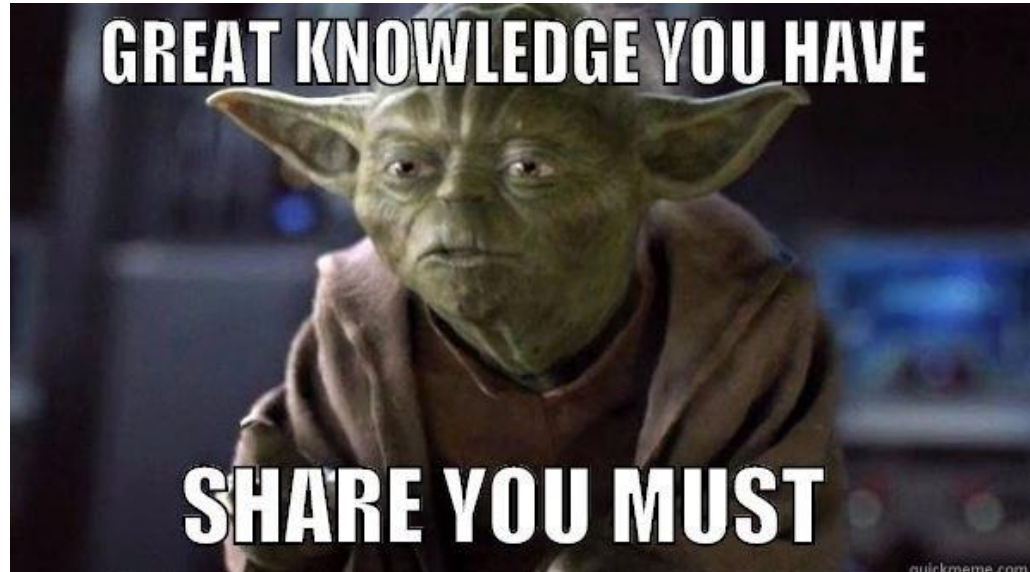




GLOWS from Fall 2019

Share a brief highlight of the RIGHT work done by your collaborative team this year!

Discuss for 2 min.





GROWS for Spring 2020

Jot down 2-3 GROWS for your collaborative team for this Spring.

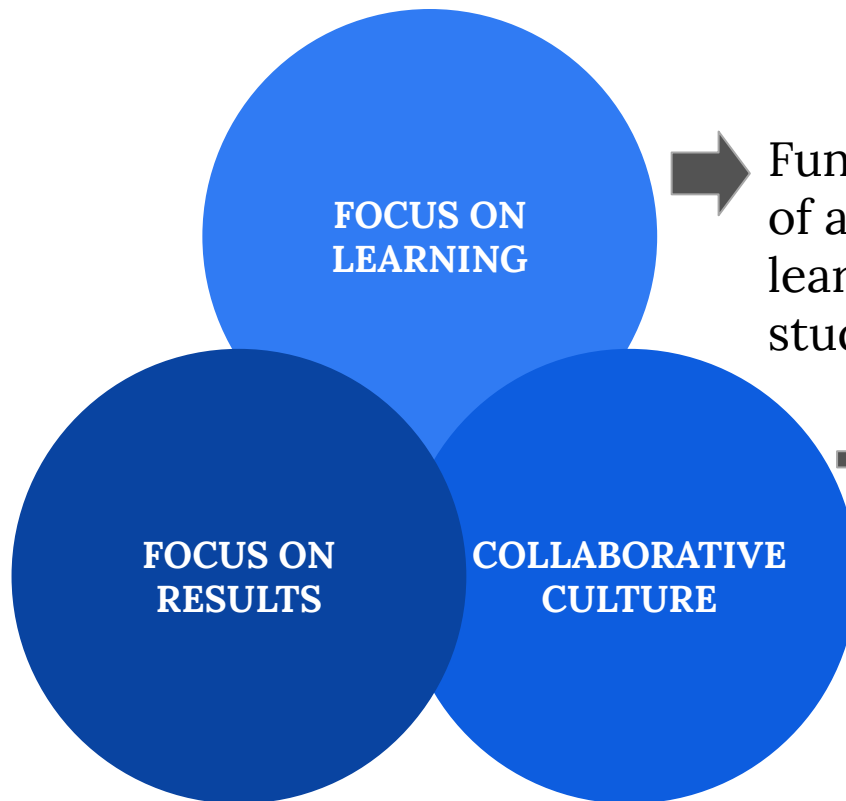
We will do this later.

Be thinking!



3 Big Ideas of a PLC

Continual
assessment on the
basis of student
learning outcomes,
not intentions.



➔ Fundamental purpose
of a school is to ensure
learning for ALL
students.

➔ Schools improve
when educators
work together to
provide clarity,
feedback, and
support to each
other.



4 Critical Questions of a PLC

What do we expect all students to know and do?

- Essential standards
- Learning targets & outcomes
- Pacing

How will we know if they have learned it?

- Common assessments
- Checks for understanding
- Analyze results

What will we do if they haven't learned it?

- Differentiated instruction
- Responsive instruction
- Targeted intervention

What will we do if they already know it?

- Differentiated instruction
- Extensions
- Enrichment

Clarity, Feedback, & Support

- **Clarity** - define specific behavior/practices, build shared knowledge, use common vocabulary.
- **Feedback** - “how learning occurs” through data driven conversations, best next steps, and action plans.
- **Support** - enhance team collaborative practices and create long-term sustainable success.



By student. By standard.

ALL students deserve the right to master
ALL essential learning standards.

Clarity.
Feedback.
Support.
Stretch!

By student. By standard.



TIGHT

The following aspects of the PLC at Work™ process are **tight**.

- 1.** Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation. As members of a team, they work interdependently to achieve common SMART goals for which members are mutually accountable.
- 2.** Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
- 3.** Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
- 4.** Educators use the results of common assessments to:
 - Improve individual practice
 - Build the team's capacity to achieve its goals
 - Intervene or extend on behalf of individual students
- 5.** The school provides a systematic process for intervention and enrichment. Intervention is timely, directive (not invitational), and diagnostic (focusing on specific skills), and it does not remove a student from new direct instruction.

LOOSE

Aspects of the PLC at Work™ process that are **loose** empower teams of teachers to:

- 1.** Establish their own norms and SMART goals
- 2.** Determine the specific knowledge and skills students must acquire in each unit
- 3.** Establish pacing for each unit (the length of time they will devote to the unit)
- 4.** Determine the standard of proficiency each student must attain
- 5.** Gather evidence of student learning through an assessment process that includes one or more common formative assessments the team creates for each unit

PLCs are also **loose** when it comes to empowering individual teachers to:

- 1.** Use the instructional strategies that they feel work best for them
- 2.** Use their own ongoing assessments as they teach
- 3.** Pace the content as they deem appropriate within the window of time the team has established for the unit

Cultural Shifts in a PLC

- **With your team, use the Cultural Shifts handout and add “evidence” and “action items” where appropriate.**





GROWS for Spring 2020

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Resources for Reflection & Action

Learning by Doing (2016)

*Critical Issues for Team Consideration

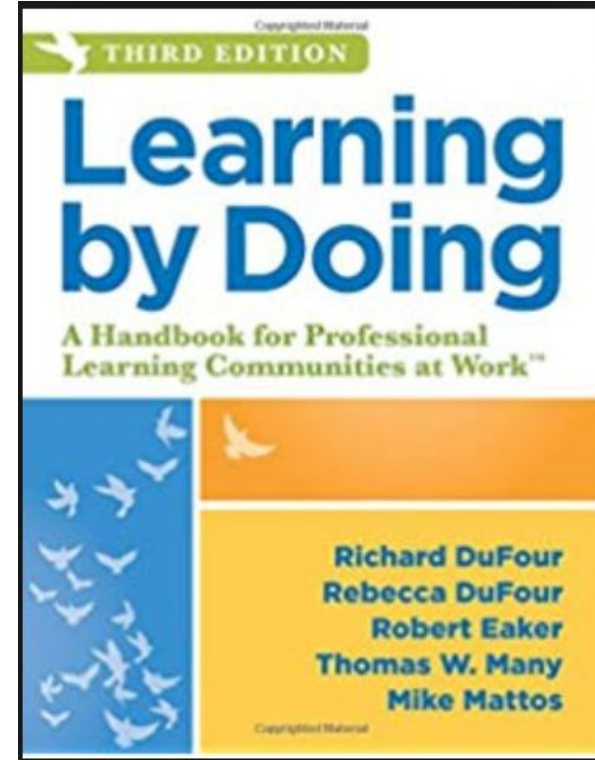
*PLC at Work Continuum's

*Questions to Guide the Work of your PLC

*Tips for Moving Forward

*Where Do We Go From Here Worksheets

*Cultural Shifts in a PLC





Collaborative Artifacts

What does your campus use to support the RIGHT work?

[CPES PLC to CIP Workbook](#)

Team Collaborative Agenda template:

https://docs.google.com/document/d/17crbkuBkUn2WFhG-vxy7sNQHbnw1JqHzfNP_-IQXJhA/edit?usp=sharing

Designing Learning for Essential Standards template:

<https://docs.google.com/document/d/1riq8dkLEAcXO8mVucibeEurpDGmFeETTCcRwflNPO6w/edit?usp=sharing>

Data Analysis Protocol template:

<https://docs.google.com/document/d/1z677C0aJZBvqoWuL73kcGrUjWPJ0L16Qghia3slq-PQ/edit?usp=sharing>

Links to shared Artifacts ...



- [PLC Guiding Questions revised](#)
- [Curriculum Map template](#)
- [PLC template with examples](#)
- [PLC Agenda template](#)
- [DLT 2-21-19](#)
- [Instructional Design & DLT blueprint](#)
- [DLT Math](#)
- [Math DLT example](#)
- [Science DLT](#)
- [Social Studies DLT](#)
- [LA DLT](#)
- [Math Data Protocol](#)
- [Math DLT \(where can I find resources?\)](#)
- [Teacher Learning Log](#)
- [Depth and Complexity](#)
- [SMART Goal Worksheet](#)
- [Snapshot of a True PLC](#)
- [TIS Collaborative Planning - 4 Questions](#)



Resources

[Summer 2017 PLC Magazine - 10 Steps to Creating a PLC Culture](#)

[7 Steps to Building High Performing Teams](#)

[T-TESS and PLC at Work Alignment](#)