

Professional Learning Community Handbook: Mount Vernon School District 2014-2015



ALL IN

Developed in conjunction with the STLE 2 Grant between the Mount Vernon School District and Manhattan College

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Teaching and Learning for all. Everyone Teaching Everyone Learning. One Goal...Many Minds...True Learning

By

Lisa Celzo, PLC representative, Williams Elementary School

Discovering all the necessary strategies for high quality instruction and enrichment is a daunting task for an individual teacher, but a collaborative team of teachers, **ALL IN**, can very effectively support one another, discuss, and share strategies so that all students can be successful

PLC Handbook compiled by Lynn Gorey and Sister Remigia Kushner, Manhattan College

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Introduction and Expectations

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. The Mount Vernon School district is a PLC with collaborative teams as building blocks. Members of a PLC are ALL IN for more learning, for more kids, more of the time.

What is a PLC?

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

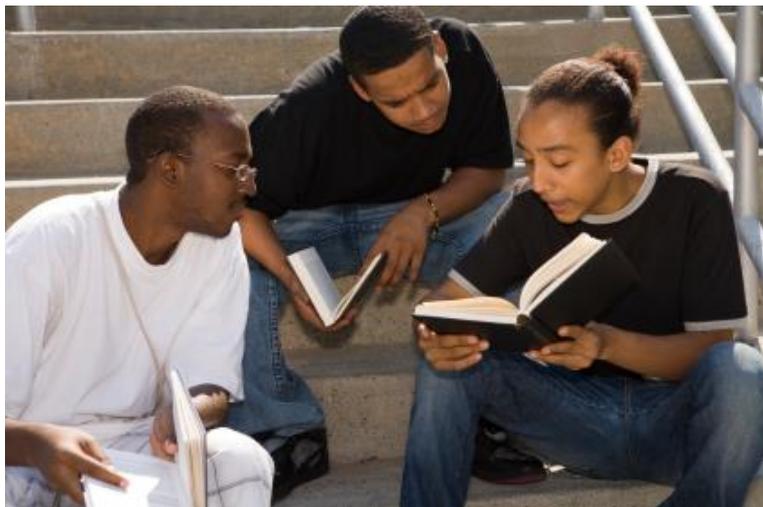
The PLC is not an add on; instead **PLC members engage in** a process that profoundly impacts the existing culture and structure of a school and a district. PLCs focus on the learning of each student and the members work interdependently to reach common goals for which the PLC members are mutually accountable.

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

What is the purpose of PLCs?

The purpose is for the teacher to develop a new understanding and apply in the classroom to raise student achievement. Student achievement is the indicator of this new learning and the change in teacher practice.

MVCSD: RISE to Higher Heights through Student Achievement



By Indeina Scott Williams, PLC representative, Parker School

A. What questions do the members of a PLC need to define and answer?

What do we expect students to learn?

Essential outcomes, power standards, learning targets, pacing guides

How will we know if they learn it?

Common assessments, quick checks for understanding, results analysis

How do we respond when students experience difficulty in learning?

Differentiated instruction, Pyramid of Interventions, and Response to Instruction

How do we respond when students do learn?

Differentiated instruction

B. What are the expectations regarding PLCs in Mount Vernon?

During the 2013-2014 school year the Mount Vernon school district and Manhattan College were awarded a grant called the **Strengthening Teacher and Leader Effectiveness (STLE)** grant. The purpose of this grant was to advance PLCs throughout the district. Teachers and administrators from every building in the district, along with Central Office administrators, met monthly as a PLC team to study, learn, and plan. A district website resource was created where all of the meeting minutes along with resources are available.

One of the PLC team activities was to generate a Vision for the PLC work in the district along with the tasks that would be needed to accomplish this vision.

We envision the future of Mt. Vernon as a district wide PLC. Working collaboratively, teachers are more productive. Professional learning communities are a staple of building culture horizontally and vertically. Shared Mission (purpose), vision (clear direction), values (collective commitments), and goals (indicators, timelines, and targets) are focused on student learning. Ours is a collaborative culture with a focus on learning, collective inquiry into best practices, an action orientation for learning by doing; a commitment to continuous improvement, and a focus on results. We make decisions that address needs individually and collectively. Schools use The Professional Learning Community Continuum rubric to drive their work and reflect on their progress (www.allthingsplc.info/about). Each building team will be informed by the vision to advance their work during the 2014-2015 school year. Each building team with their administrators need to plan their next steps based on where the team is and where it needs to go. While the PLC process is not linear, there are steps teams can take to get started and move team forward



In order to success, you must work with others to achieve....

By Stacey Maher, PLC representative, LM

Resource: <http://www.allthingsplc.info/about/aboutPLC.php>

[Office 365 STLE Grant Website has numerous resources. You can find this on the Mt. Vernon Staff Website: direct link](#)

C. Where to begin?

The PLC journey isn't linear, it is cyclical. While each school may be at a different place in the implementation process, they take some essential steps to develop highly effective PLCs. This journey is refined, reenergized, renewed each year. We have tried to list some of the basic steps and some of the potential professional development experiences that can enhance the PLC culture and processes in your building. There are several resources at the end of this document and throughout the document that we hope will be helpful.

PLC Continuum can help your school weigh in on where they believe they are or where the school is on the continuum. The Continuum is in the Appendix of this document. In addition, we have attempted to put some ideas together in case someone wants to have a timeline/starting point for their work. Step One includes the general conditions and place to begin the journey.

Step One: Learning Together, Planning Together

1. **Build shared knowledge by learning together:** *Members of a PLC begin their decision making process by learning together. Access to information is the lifeblood of empowered groups.*
 - Entire staff needs to study together and understand the value of PLCs
 - This could begin with a book study or study of research articles together as a faculty because:
 - When people of good faith have access to the same information, the likelihood of their arrival at similar conclusions increases exponentially.
 - Time spent up front building shared knowledge results in faster, more effective and more committed action later.

POTENTIAL RESOURCES:

a) *Learning by Doing: A handbook for Professional Learning Communities at work:* DuFour, DuFour, Eaker & Many (2010) published by Solution Tree.

b) *Allthingsplc.com:* there are many articles here

<http://www.allthingsplc.info/files/uploads/advocates.pdf>

http://www.allthingsplc.info/files/uploads/everett_ryan_plc_article.pdf

[http://www.naesp.org/resources/2/Leadership Compass/2007/LC2007v5n2a3.pdf](http://www.naesp.org/resources/2/Leadership%20Compass/2007/LC2007v5n2a3.pdf)

2. **Look at existing structures and build a guiding coalition/ a critical mass of teachers willing to begin PLC implementation** (This doesn't mean that you don't work with the entire staff, but while you are working with everyone, get a small group working together with you to help build the work for the large group)
 - Most schools already have team structures by grade level or content level with meetings in place.
 - Refine the way the teams meet by setting up the expectations of a PLC
 - Structure faculty meetings like PLC meetings, modeling how meetings should be structured and lead by members of the "guiding coalition" this should be a shared leadership experience

3. **Create and share a data picture of your school with all stakeholders.** Help staff members clarify the school they are attempting to create. The entire staff needs to be involved in a process of co-creating a mission and goals based on the current status and the school that the staff wants to create.
- Engage the guiding coalition to consider these questions: *What information will our staff need to come to a better understanding of the current reality regarding student achievement in our school?
*What information will our staff require to come to a better understanding of the practices of highly effective schools?
*What steps must we take to move beyond the debate regarding school purpose to help staff clarify the school we are seeking to create, the commitments necessary to move the school in that direction, and the indicators we can track to monitor our progress?
 - Then share existing data to paint the picture of the school's reality; the coalition can present a synthesis of research on PLCs, improving schools, high expectations for students
 - Use SMART goal process to develop school wide goals for the year
 - Establish indicators of progress and strategies for monitoring the goals

The data analysis, goal setting, establishing benchmarks can be done in a large group or repeated with several small groups.

Create opportunities for incorporating celebration into the culture of the school. Make celebrations everyone's responsibility and create opportunities for many winners.

****It is important to not stay only in the planning stage for too long. You should be able to move into action after a few weeks. Perfection isn't the goal, action is.**

Step Two: School Wide Sessions and PLC Team Sessions

Teams are created and time is designated in the teacher's schedules for PLC meetings to take place. School wide professional development sessions may be needed too. Examples are built into Stage Two for buildings to use, customize as appropriate.

You might want to do a School wide Session 1 before the first team meeting. The building needs to be on the same page regarding their understanding of the PLC processes and expectations for the year.

A proposed PLC calendar is embedded into the following work. There **5 School Wide Sessions/PLC Rep Sessions 10 PLC Team meeting sessions.** PLC teams will have to customize this plan and repeat the process throughout the year. The meeting agendas and information have been designed with a lot of specific information that you may or may not choose to use based on where you are but there are some required items also built into the work to ensure some systemic consistency. The agendas and schedules for meetings might change based on your individual building needs so please be flexible and customize as needed.

Preliminary PLC Suggested Calendar 2014-2015

September

- School wide Session 1: General Meeting Review of Processes/Protocols
- PLC Rep Meeting/PD: Session Saturday, September 13: 9-12: General Meeting Review of Processes/Protocols
- PLC Team Meetings 1-2: Norm setting/SMART Goal development

October:

- School Wide Session 2 as needed
- PLC Rep Meeting/PD: Session : Saturday, October 18: 9-12: Unwrap standards/curriculum
- PLC Team Meetings 3-4
Grade Level PLC Meetings: October 6-10 Grades 3-7 Ed Center
I ready PLC meetings October 14-17 building level

November

- PLC Team Meetings 5-6: Curriculum/ Instructional Plan/Alignment of Assessments
- PLC Rep Meeting/PD: Session : Saturday, November 15- 9-12: Common assessments/data analysis
- School Wide Session 3 and/or 4 as needed
- PLC Team Meetings 7-8

December

- PLC Rep Meeting/PD Session: Saturday, December 13 9-12: RTI/ Instructional alignment
- PLC Team Meeting 9-11: Instructional alignment based on data/ PLC/RTI meetings Tier1 & Tier 2
- PLC Team Meeting Cycle begins again

January

- PLC Rep Meeting/PD Session: Saturday, January 24 9-12
- PLC Team Meetings

February

- No PLC Rep meeting this month
- PLC Team Meetings

March

- PLC Rep Meeting/PD Session: Saturday, March 14 9-12
- PLC Team Meetings

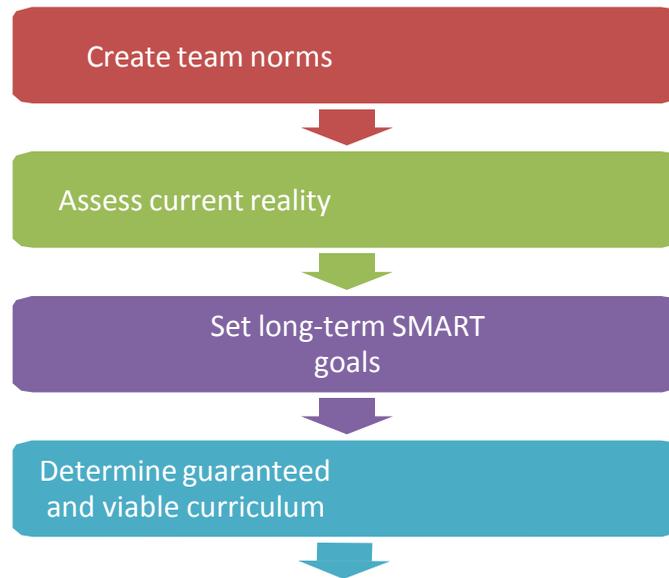
April

- PLC Rep Meeting/PD Session: Saturday, April 18 9-12
- PLC Team Meetings

May

- Final PLC Rep Meeting/PD Session: Saturday, May 9: 9-12
- PLC Team Meetings

PLC: A Systematic Process of Inquiry and Action



Which Leads to the PLC Inquiry and Action Cycle



Source: Liberal High School PLC Manual, Kansas (used with permission)

PLC REPRESENTATIVES RESPONSIBILITIES FOR THE 2014-15 School Year

- ❖ PLC Representatives commit to attending all required professional development sessions listed on the PLC Calendar.
- ❖ PLC Representatives participate in the planning and execution of the Introductory Overview Session in September
- ❖ PLC Representatives turn key the work from large group sessions to their PLC Group and to at least one more PLC group in the building or the entire faculty as appropriate.
- ❖ PLC Representatives oversee the work that is posted in the STLE office 365 site for their building. This includes PLC meeting dates on the calendar, PLC meeting notes into building folder and other materials as needed.
- ❖ PLC members provide ongoing feedback and resources as needed.
- ❖ PLC Representatives cooperate with the Manhattan collaborative partners, allowing them to visit their PLC meetings and classrooms at different times during the school year.
- ❖ **PLC Representatives are compensated for the successful accomplishment of their work.**

Mt. Vernon School District's Expectations for the 2014-2015 School year

for all buildings and all PLCs: School Wide Sessions and PLC Meeting Sessions

The school wide sessions model PLC learning. The PLC representatives for each grade grouping facilitate these learning sessions. School wide session ideas are listed here and can be implemented, revised as needed. The content of the school wide sessions will be included in the large group PLC Sessions. The PLC representatives then turn key the large group to their grade level PLC and at least one other grade level group in their building. The PLC representatives establish group norms and model the essential PLC components at their meetings and open up their meetings to other groups.

Additional School Wide sessions will be created as needed. In addition to the school wide schedule we have created a series of 10 PLC meetings that can be used by any/all teams. The PLC process is not linear or necessarily sequential so each team needs to use this information and customize to their particular group. The models are designed to give you a starting point and understand the specific work that should be part of every PLC. For each meeting we have created an overview sheet and then resources that you are welcome to use. The dates are flexible and should be customized by each building. They are a guide.

It is the district's expectation, that every building, every PLC post their meeting schedule each month in the STLE PLC calendar on Office 365. Each group should post their own schedule. Each group needs to use the designated note taking sheet that is in this manual and that is available on Office 365. The notes from your meetings must be posted in your school folder every month.

If you need help or any type of support there are PLC members, along with the Manhattan College consultants who are happy to help and come to your buildings to do professional development, meet with specific PLC teams or provide resources. You just need to ask!

School Wide Session 1: Scheduled in September/ PLC Rep Session 1: September 13

Overview of PLC process and expectations: Planned and executed in collaboration between Building Administrators and Building PLC representatives.

- 1. Session 1: Introductory/Overview Session: September:** faculty meeting, team meeting or memo to staff. These sessions may take more than one meeting and/or be spread out throughout the year, based on the previous work the building has done with PLCs. If the building is at the initial stage there should be on going learning based on PLC work throughout the year.

Audience/Use: If your school is new to the PLC process and you are building a knowledge base together, this would be a good session to do during a faculty meeting or professional development day.

Presenters / Representatives: This session should be planned and implemented collaboratively with administrators and teacher PLC representatives.

Content: An overview, review of the PLC process and expectations should be conducted. PLC reps and administrators should co facilitate this work. The goal of this meeting is to provide the building with information about where they are as a building in developing their professional learning communities and specify what needs to be done.

- Establish and post PLC meeting norms
- Review PLC team configuration and schedule
- Review the building and district goals
- Present a data picture of the school and district. The Plc team representative and administrator(s) facilitate this discussion based on past data answering these questions:
 - Where are our students now? **Assess Learning Needs**
 - Where do our students need to be? **Identify Goals**
 - How will we know when they get there? **Determine Focus**
 - How will we respond to students experiencing difficulty in learning? **Create a plan**
 - How will we deepen the learning for students who have already mastered the essential knowledge and skills? **Create a plan.**
 - **This is the building level process that will lead to your building level SMART goals.**
- Develop SMART goals for the building for the year based on the past data and goals
- Review the note taking form, PLC roles, meeting dates and the expectations for posting meetings and notes in Office 365.
- Use the PLC Continuum in the Appendix of this document to determine where the school falls in the continuum.

Materials: There are many resources on the STLE Office 365 website. There are PowerPoint presentations that will help introduce staff to the PLC process

PLC note taking forms and Calendar in 365



photo provided by Greg Vandecarr, Longfellow Middle School

Creating a Data Picture for your School

Here is an outline that can be used to create a data picture. This comes from Learning by Doing: DuFour, DuFour, Eaker and Many

A Data Picture of Our School					
School Name:					
Student Achievement Results					
Indicator	Year 20__	Year -20__	Year 20__	Year -20__	Facts About Our Data
Based on Our School Assessment Data					
Based on Our District Assessment Data					
Based on Our State or Provincial Assessment Data					
Based on Our National Assessment Data					
Student Engagement Data					
Average Daily Attendance					
Percentage of Students in Extracurricular Activities					
Percentage of Students Using School's Tutoring Services					
Percentage of Students Enrolled in Most Rigorous Courses Offered					
Percentage of Students Graduating Without Retention					
Percentage of Students Who Drop Out of School					

Data Picture of Our School

Student Engagement Data (continued)

Indicator	Year		Year		Facts About Our Data
	20	-20	20	-20	
Other Areas in Which We Hope to Engage Students, Such as Community Service					
Discipline					
Number of Referrals/Top Three Reasons for Referrals					
Number of Parent Conferences Regarding					
Number of In-School					
Number of Detentions/Saturday School					
Number of Out-of-School					
Number of Expulsions					
Other					
Survey Data					
Student Satisfaction or					
Alumni Satisfaction or Perception Assessment					

Survey Data

Indicator	Year 20__-20__	Year 20__-20__	Facts About Our Data
Parent Satisfaction or Perception Assessment			
Teacher Satisfaction or Perception Assessment			
Administration Satisfaction or Perception Assessment			
Community Satisfaction or Perception Assessment			
Demographic Data			
Percent Free and Reduced Lunch			
Percent Mobility			
Percent Special Education			
Percent English as a Second Language			
Percent White (Not of Hispanic Origin)			
Percent Black			
Percent Hispanic			
Percent Asian			
Percent Native American			

ADVICE:
 The point of this exercise is to be sure that each building is making decisions and goals based on current data and data trends. The building should present their data and district data. The PLC reps and administrators should collaborate on this presentation and draft preliminary building goals to be reviewed and refined by the entire building faculty. This will build consistency and buy in. This process should model what you expect each PLC to do for their specific students during their first PLC meetings.

PLC Team Meetings:

September: after the large group overview session, school level PLC meetings are held

- I. **PLC team meetings 1 and 2**
Objectives:
 - ✓ Review or devise norms for the team’s work (Resource A)
 - ✓ Post norms in a site that are constantly visible
 - ✓ Develop plan for sharing/rotating roles: Facilitator, Note taker, Timekeeper
 - ✓ Create initial overall SMART goal for team (Resource B) based on the questions: Where are our students now? Where do we want them to be?
 - ✓ Complete Note taking sheet (Resource C)
 - ✓ Identify the actions that need to happen before the next PLC

- Determine individual responsibilities
- agenda for the next meeting,
- member roles for the next meeting.
- ✓ Debrief process and plan next meeting

Expected Outcomes:

- ✓ Norms will be typed into the note taking form and reviewed at each meeting
- ✓ Long term Smart Goal will be added to the note taking sheet based on past data and aligned to the building and district goals
- ✓ Notes will be posted in School Folder on Office 365/STLE website

RESOURCES

A. Establish Group Norms

The first thing the PLC team needs to do is to establish “norms” and a method to monitor them. In a PLC, norms represent protocols and commitments to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goal. Ask team members to think of a past experience on a team and identify specific behaviors that helped the team function effectively or those behaviors that hindered the effectiveness of the team.

Write the norms stated as commitments to act in a certain way such as:

- We will maintain a positive tone at our meetings.
- We will not complain about a problem unless we can offer a solution.
- We will begin and end our meetings on time and stay fully engaged throughout the meeting.
- We will contribute equally to the workload of the team
- We will listen respectfully and consider matters from another’s perspective.

A few norms are better than a laundry list. Violation of norms should be addressed.

When establishing group norms, consider where and how to post:

TIME and PLACE

- When do we meet?
- Where do we meet? How do we determine this?
- Will we set a beginning and ending time?
- Will we start and end on time?

LISTENING

- How will we encourage listening?
- How will we discourage interrupting?

DECISION-MAKING

- How will we make decisions?
- Are we an advisory or a decision-making body?
- Will we reach decisions by consensus?
- How will we deal with conflicts?

EXPECTATIONS

- What do we expect from members?
- Are there requirements for participation?
- What data or student work will we bring to the next meeting?

B: SMART GOAL setting: Long Range Goal

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

M – Measurable — can be observed (meaning a tangible product; not abstract like “learn” or “understand”)

A – Attainable — for the participants within 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

Record Keeping Sheet: Complete the rest of the sheet and plan the agenda for the next meeting

Norms should be listed on this form and referred to throughout the year. You might want to add/revise as needed based on your team.		Professional Learning Community Record Form Mount Vernon School District 2014-2015	OTHER
Team Norms:		<p>*DuFour's Questions that should guide our work?</p> <ol style="list-style-type: none"> 1. What do we want our students to learn? 2. How will we know they have learned it? 3. How will we respond when a student experiences difficulty? 4. How will we respond when a student 	<p>*PLEASE USE THESE QUESTIONS TO GUIDE YOUR WORK ALL YEAR</p>
<p>TEAM SMART GOAL:</p> <p>STRATEGIES/ACTIVITIES RELATED TO GOAL:</p> <p>TARGET DATE:</p>		<p>EVIDENCE OF EFFECTIVENESS</p> <p>WHO IS RESPONSIBLE:</p>	
Date:	<p>Beginning Time:</p> <p>End Time:</p>	<p>Location:</p>	
Team Members Present:		Team Member(s) Absent:	
Topic(s) of Discussion:			
Key Ideas and New Information Presented:			
Classroom Application Before the Next Meeting:			
Concerns/Reflections/Recommendations:			
Plans for the Next Meeting:			
Individual assignments for next meeting:			
Needs from principals/instructional coach before next meeting:			
Next Meeting:			

PLC Meeting 2: Focus is Unpacking Curriculum: First Module/Unit)

Notes: Teams may need more than one meeting to set their SMART goals. They may need to gather specific data in order to set their goals. In that case you can schedule a second meeting for this purpose, otherwise move to PLC Team Meeting 2.

*ADVICE:

Do not skip over setting norms. Groups develop their own norms if there aren't discussed, agreed upon norms. No one has any time to waste and groups need to revisit their norms throughout the year. There are several ways to develop norms. We have put a few ideas, but however you do it, please spend the time at the beginning, write them down and keep to them! You might need 2 meetings to get Norms and SMART goals set. Think about what you know, based on past data, are areas that need improvement. Set your goals high! Write your goals on the

School Wide Session 2: Scheduled in October/ PLC Rep Session 2 OCTOBER 18

OCTOBER

CONTENT: Unwrapping standards; Understanding Essential Learning Outcomes; Developing a Teaching Cycle all based on a Unit or Module.

*ADVICE: Your teams might start this work without having a school wide session. The PLC representatives will experience the work during their session in October and they will be available to work with other PLC teams in the building or the entire faculty, as needed.

Objectives:

- ✓ What do we expect students to learn?
- ✓ What are the essential learning standards of the unit/module?
- ✓ What is the guaranteed viable curriculum for this unit/module?

Teams will review their unit/module 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:

a) The following resources will be explored at our session:

<http://curriculumdesignproject.pbworks.com/w/page/15410124/Unwrapping%20the%20Standards>

Examples of unwrapped standards, essential questions and big ideas by Curriculum areas

*Another resource to help with the deep understanding of a standard:

http://www.beyondcommoncore.com/uploads/1/0/0/2/10025547/umwrapping_doc.pdf

You Tube video demonstrating the unwrapping process in a High School Math and ELA:

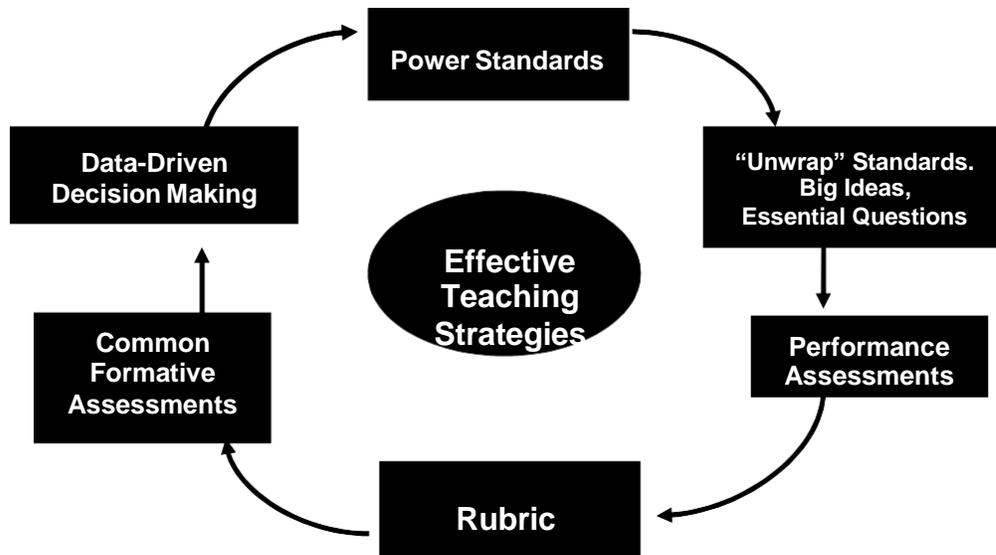
<https://www.youtube.com/watch?v=emL6NDq29qE>

http://www.teachingasleadership.org/sites/default/files/Related-Readings/IPD_2011.pdf

_This is a resource on Instructional Design from Teach for America

B: Visual representation of the process we will be using

Diagram and Text from Liberal High School PLC Manual, Kansas: used with permission



PROCESS: In our session we will complete the following. Please use this as a guide for your PLC meetings 3 and 4.

a) 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 or module 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; determine Big Ideas and Essential Questions to focus instruction and assessment.

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.

e) We will use this template at our PLC Rep meeting in October and make suggested

revisions. This would be a good place for teams to start during PLC Team meeting 3.

Template for unwrapping process:

Course/Grade:

Source of the Power Standard:

Power Standard (include any number identification as well as the full text):

Directions

1. Select the Power Standard for the “unwrapping” process (as noted above).
2. CONCEPTS: Underline the key concepts, important nouns and noun phrases (conduct a Task Analysis using template on p.4 if needed)
3. SKILLS: Circle the verbs
4. CRITERIA: [Bracket] any conditions or criteria identified for performance of the standard
5. ACADEMIC VOCABULARY: Identify the language needed to instruct the standard
6. BIG IDEAS: What do I want students to remember long after they leave my classroom?
7. ESSENTIAL QUESTIONS: What engaging questions will you ask to lead students to understanding the

Big Idea(s)?

SKILLS (VERBS)	CONCEPTS (NOUNS)	CRITERIA/CONDITIONS	BLOOM/WEBB'S DOK
Students need to be able to do...	Students need to know about...	How students demonstrate their learning...	Level of thinking

Language of Instruction

The language necessary to instruct the standard (this is in addition to your content vocabulary).

“I Can”: Turning Learning Targets into Student-Friendly Language

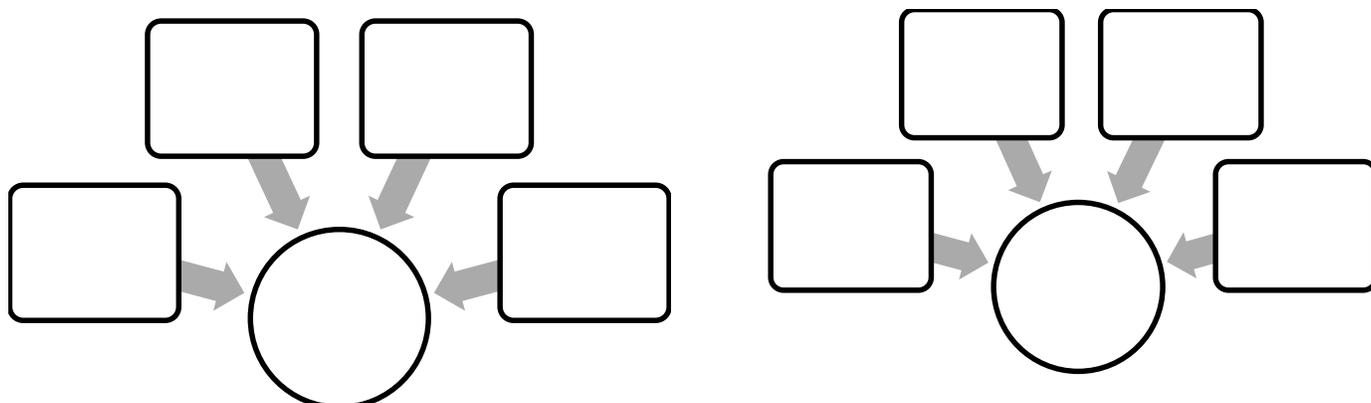
Students demonstrating proficiency or mastery in the power standard can do what?

Learning Target	I can...	I can...	I can...	I can...
Ex: Inferencing at 2 nd grade	Make good inferences. This means I can make a guess based on clues.			

<p>Big Ideas</p> <p><i>*Represent the main ideas, conclusions, or generalizations about the “unwrapped” concepts and skills in a focused instructional unit of study.</i></p>	<p><i>*What do I expect my students to tell me when they conceptually/deeply understand the concepts and skills?</i></p> <p><i>What do I want them to remember long after they leave my classroom?</i></p>
<p>Essential Questions</p> <p><i>*Essential questions should be written in an open-ended response and should match the rigor of the concepts and skills outlined within the unit of study or standard(s) being unwrapped.</i></p>	<p><i>*What engaging questions will lead your students to discover the “enduring understandings/big ideas” on their own?</i></p>

*Text taken from Lenawee County Civics/Government Priority Expectations Unwrapping the Standards doc dated 1/10/11

Task Analysis: Place key words from the Power Standard in the circle. List any underlying skills, “hidden” learning, or prerequisite knowledge students will need to be proficient in the outer boxes.



ADVICE: *Your teams might need help with this process and professional development can be scheduled. It is important for teams to get started with this work so the following form could be used as a starting point, if there isn’t time to do a full faculty workshop in October. The goal is to get the teams talking about their curriculum, making their teaching plan public and determining the ways that proficiency will be measured. It is important for teams to set dates for common assessments and to review the assessments based on the PRIORITY standards for the unit.*

PLC TEAM Meetings 3-4: October

Here is a Form that should be used with all teams as they plan each unit/module:

A guaranteed curriculum gives students access to the same essential learning and can be taught in the time allotted. It doesn't mean that teachers adhere to lockstep pacing or use the same instructional strategies or materials.

Working in collaborative teams, examine all relevant documents, common core standards, state standards, and district power standards, and then apply the criteria of endurance, leverage, and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete this chart by the second or third week of each instructional period /unit/ module/. You will use this form during each instructional unit. Please let us know if you would like to see any additions/revisions to this form.

Teaching Cycle Planning Calendar:

Simplifying Response to Intervention © 2012 Solution Tree Press • solution-tree.com Visit go.solution-tree.com/rti to download this page.

Team:

Unit/module:

Date:

1. Essential standard(s) that all students must learn: (Written in student friendly language)
2. Learning targets to be shared with students: In order to demonstrate proficiency in this standard, what do students need to be able to know, understand, do and produce?
3. What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?
4. When will we start the unit of study? How will we share the learning target(s) with the students? When will each target be introduced?
5. When will our team meeting(s) during the unit of study be held? When are intervention/extension times available?
6. When are good points during the unit of study to collect evidence of student learning? How and when will we give common formative assessment(s)?
7. When will we collectively analyze the common formative assessment data?
8. When will we reteach students who do not demonstrate mastery of the learning targets on the common formative assessment(s)?
9. When and how will we provide extension and enrichment to those who demonstrate mastery on the common formative assessment(s)?
10. When will we give the end-of-unit common assessment?

Reminders: Please remember to complete the Mt. Vernon Note taking form after each meeting and post in Office 365. Always end your meeting by setting your next meeting, date, time, roles etc. Don't forget about your Norms!

November PLC Team Meeting

11. PLC Team Meetings 5 and 6 : Instructional Planning: These meetings should continue the curriculum work from sessions 3 and 4 but focus more on instructional planning based on the goals/objectives and proficiency targets;

Objectives:

- ✓ Team members complete instructional planning sheets for learning objectives
- ✓ Members can complete individually or as a team
- ✓ Team members share their instructional approaches using the solution tree planning sheet and any other planning resources that members use.

Resources:

What does research tell us about instructional planning?

<http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/25/Brief%20%20%20Performance%20Standard%20%20Instructional%20Planning.pdf>

Outcomes/Objectives:

- ✓ Teams will post their Learning plans in Office 365
- ✓ Teams will revisit their plans throughout the unit
- ✓ Teams will post their meeting minutes on Office 365

I Do, We Do, Y'all Do, You Do

Instructional Planning Worksheet from solution tree resources

Please attach and/or list texts, activities, support materials, worksheets, etc. to your planning.

Learning Objective (written in student-friendly terms):

Level of Scaffolding	Lessons, Activities, Materials, Assessments
I do. What will I model? How will I model it? What will the kids do?	
We do – I do, you help. What can I do to get the kids participating in learning the skill/objective?	
Y'all Do – You do in groups, I help. How can the kids work together at their level (with your support) to practice the skill/objective?	
You do – You do. How can the kids practice the skill independently at their level? How will they check their answers?	
You do – You do. How will I assess that ALL students have learned my objective?	

**School wide/ PLC Team Session November 15, 9am-12:
Instructional Planning/Formative Assessment; Intro to Data Analysis**

Common Formative Assessment:

In an effective, high performing PLC, student achievement is measured through teacher made common assessments administered multiple times during the year. The construction and administration of these assessments becomes the primary task of the PLC. From the data gathered, teachers within the PLC can examine their instructional approach, resources and practices, and make decisions that can better serve the students.

Common formative assessments are used frequently during the school year to:

- Identify students who need additional time or support
- Identify the teaching strategies that are most effective
- Identify areas in which students are generally having difficulty reaching the standard or proficiency target
- Identify improvement goals for individual teachers in the PLC

Resources:

The PLC representatives will be asked to bring data to this meeting. We will use the data analysis forms listed under PLC team meetings 7 and 8 to model approaches to be used at the building. PLC team members will also be asked to bring student work to this session and will practice using the Collaborative Assessment protocol. This work should be turned back in the building with the full faculty as appropriate.

PLC TEAM Meeting 7:

Data Analysis based on mid unit/module assessment, common formative assessment and or results of universal screening reports.

PLC Data Analysis Template

One characteristic shared by many highly successful schools and districts is frequent and effective teacher collaboration concerning data. The purpose of Data Conversations is to provide a setting and a framework for teachers to discuss and act upon assessment results so that they can provide focused support to students who need additional help to meet the most important standards/skills. Many schools suffer from being data rich but information poor. The key to becoming a high performing PLC is to be able to turn data received from any common assessment into information that can then be used directly in the classroom.

Team Members need to complete this form before the meeting:

What instructional strategies/materials were used effectively resulting in my students scoring high on certain standards/skills?	
What strategies will I want to share with my grade level team?	
For standards where my students didn't score well, which instructional strategies/materials were not effective enough?	
Was there enough guided and individual practice?	
How will I reteach in a different way to lower-achieving students and still keep up with the pacing guide?	
How might I reteach in smaller groups?	
Which student(s) should I be particularly concerned about?	
What will be my next steps with this (these) student(s)?	
What best practices can I bring to my PLC Data Conversation meeting?	
What questions/concerns do I want to bring to my grade level teachers?	

Outcome: Teams will have a discussion based on their responses to this form. On the record-keeping sheet the team will summarize the instructional strategies that they will use in the upcoming weeks based on the discussion and any other pertinent results of the conversation.

PLC Meeting 8: Continuation of instructional strategy work: Review what is working; consider planning classroom visits if applicable. If the unit involves student work (writing, projects, performance based assessments) this would be a good time to either use the Looking at Student Work protocol with groups of students' work in order to determine common grading practices.

Background Information:

Looking at Student Work"

When meeting to share student work, PLCs must determine and follow a structure for professional dialog. Options include using protocols for looking at student work particularly protocols that include the criteria for authentic student performance, criteria for authentic assessment, and criteria for authentic instruction.

It is imperative to the success of PLCs that all members share student work and participate in the professional dialog 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: Resource B. Each member of the team should have a chance to share student work using the protocol. Develop a schedule for this work.

Collaborative Assessment Protocol: This is a modification of the CAC protocol developed by the School Reform initiative

Looking at Student Work

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.....

The Collaborative Assessment Conferences was designed to give teachers a systematic way to "mine this richness". It was developed by Steve Seidel and colleagues at Project Zero.

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.

One of the key premises behind this work is that we can only begin to see and understand the serious work that students undertake if we 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 a group of 5-10 colleagues. 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.

The Consortium on Chicago School Research looked at student work on a large scale to determine the level of intellectual demands placed on elementary-grade students in Chicago Public Schools. Funded by a grant from the Annenberg Institute for School Reform, the consortium studied 1,400 pieces of student work. The study found that 70 percent of the work presented either no challenge or minimal challenge to the students. They also found that if students were given more challenging assignments, they did higher quality work. "Overall, the quality of authentic intellectual work demanded by the schools and completed by the students is low, but teachers who assign the highest quality work get it from students," said Fred M. Newmann, professor emeritus of education at the University of Wisconsin, Madison, who conducted the study with researchers Anthony S. Bryk and Gudelia Lopez. In fact, their research found that those students who were assigned more demanding intellectual work scored about 50 percentile points higher on authentic measures of student achievement compared with students whose teachers assigned less demanding work, Newman told Education World. The study found that assignments that do not go beyond reproducing information, such as filling in the blanks, would not prepare students for intellectual challenges posed by the modern workplace and by civic and personal affairs. See more at http://www.educationworld.com/a_curr/curr246.shtml#sthash.pgCDCwop.dpuf

Outcomes of consistently looking at student work:

- Confirms that instructional practices reflect school goals and outcomes
- Enables teachers to understand what students know and are able to do
- Provides a structure to align curriculum with the school's learning goals and common core standards
- Offers data to assess academic growth over time
- Supports teachers in designing instructional practices to reach all students

Collaborative Assessment Protocol Revised for 30-40 minute period.

Step 1: Team designates a Facilitator, a Timekeeper, Note taker, and a 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 3: 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 4: Facilitator: Presenting teacher shares what was interesting and useful from the conversation. (5-7 minutes)

Step 5: 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.

Thank the presenting teacher (5-7 Minutes)

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

All teacher teams (grade level, department, vertical, or other groupings) will benefit from looking collaboratively at student work on a regular basis.

Supports and extensions of this work:

There are opportunities in each step of the Looking Collaboratively at Student Work conversation for teachers to develop common understandings and practices around differentiate instruction. The presenting educator might focus the conversation by posing a question related to supports and extensions. For example, he/she might bring two diverse pieces of student work and ask the question, "How can I accelerate both of these learners?" In the observations where teachers are describing what they see in the student work, participants look specifically for supports and extensions that students are using to complete the task. Learner needs and strengths may be uncovered when teachers take on the perspective of the student. During the brainstorm of implications for classroom practice, participants should consider the diversity of learners by including ideas about useful supports and extensions to increase the effectiveness of the task that generated the student work. Each teacher could decide to take away one idea about supports and extension that they will implement with students and share at the next meeting. So, the

conversation may be focused on meeting diverse learner needs or participants may simply take a moment to note and think about what came up in the conversation that would assist them in providing supports and extensions for learners.

Web sites 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).

PLC Team Meeting 9

November/December

PLC Meeting 9: Instructional Strategies Continues based on formative and common assessment data. The goal is for the PLC to then agree upon an implementation plan for chosen instructional approaches. The team then agrees to implement the plan into their daily teaching and re assess student progress at an agreed upon time. At this point the team should have data from the unit/module and the conversation needs to focus on which students are meeting with success and which students are struggling. The team shares strategies that are working and decide on strategies to try. Here is a form that can help that discussion.

Instructional Strategies

Brainstorm and discuss possible instructional strategies that will improve or have improved student performance for the assessment being targeted.

Be sure to extend your instructional repertoire rather than relying on what has always been done.

Target Group (i.e. Nearly Meeting) _____

Evaluate and Analysis:

- Analyze each effective teaching strategy/technique in terms of the impact it has on student learning.
- Consider what other teachers are implementing to cause a high degree of success.
- Discount strategies that focus on student behaviors (i.e. Students are not turning in their work samples, so we will...

Strategy or Strategies to Implement

- Identify two or three teaching strategies that the group will implement in their classrooms marking them with an X.
- Of the strategies selected with an X, label Teacher Implemented Strategies with a "T" and Student Implemented Strategies with an "S."
- Collaborate on the one or two strategies that we all agree to implement during the next teaching period.

Additional Supports Needed

- If the strategy is new to the team, identify what resources you will need to implement in your classroom effectively.
- If new or additional strategies are needed, identify how the data team will collaborate with experts to identify research-based strategies.

Teacher Behaviors: What will teacher say, do, etc.	How Often?	Student Behaviors: What will students hear, say, do, etc.?	How Often?
<u>Instructional Strategy 1</u>			
<u>Instructional Strategy 2</u>			
<u>Instructional Strategy 3</u>			

Optional November: There may be grade levels/teams that do not have common assessments. If that is the case the time should be spent on this process now during either school wide time and/or plc team meeting time

School wide/ PLC Team Session 4: Developing common formative assessments

Teachers may need PD to learn how to develop quality common assessments, determine benchmarks and rubrics for the assessments and consistent scoring. This can be done by grade level, content area or with the full faculty.

Stages of PD related to Common Formative Assessments

1. First you need to build a knowledge bank about common formative assessments:
Why are they essential?
What does research say about the connection between
Common formative assessments developed by teams and
student achievement/teacher learning?
2. Teachers need to see examples of the variety of assessments possible: this can be co facilitated by PLC members or any staff members with expertise in this area
3. Teams should have guidelines regarding the minimum number of common assessments their course or grade level will create and administer; the guidelines for how the assessments will be graded; the approximate timeline for administration and grading; the proficiency standard for each skill or concept that will be assessed; the assessment conditions.

Assess a few key concepts frequently rather than many concepts infrequently.

Resources:

In order for an assessment to be formative:

1. The assessment is used to identify students who are experiencing difficulty
2. Those students are provided extra time and support to acquire the intended skill or concept
3. The students are given another opportunity to demonstrate what they have learned

According to Dufour, Dufour, Eaker and Many (2010) the benefits of team developed common assessments used for formative purposes are so powerful that no PLC team should be allowed to opt out of creating them.

Common assessments promote efficiency for teachers and equity for students. Reviews of accountability data from hundreds of schools reveal that schools with the greatest gains in achievement consistently employ common assessments (Reeves, 2004).

Common assessments determine whether the guaranteed curriculum is being taught and they inform the practice of individual teachers. They build a team's capacity to improve its program and facilitate a systematic, collective response to students who are experiencing difficulty. Common formative assessments are one of the most powerful tools for changing professional practice.

4. Questions for teams to use when developing assessments:
 - What is the purpose of the assessment?
 - What are you attempting to discover?
 - What essential standards are you addressing with the assessment?
- What specific knowledge and skills lead to proficiency in this standard?

- How can you plan to gather the information that is most important to you? How many items, what kind of items: selected response, constructed response, performance assessment with a rubric, personal communication?
- How will you choose the items or questions?
- Who will put the assessment together?
- What must students score to be deemed proficient in the essential standard?

Common assessments determine whether the guaranteed curriculum is being taught and they inform the practice of individual teachers. They build a team's capacity to improve its program and facilitate a systematic, collective response to students who are experiencing difficulty. Common formative assessments are one of the most powerful tools for changing professional practice.

Common assessments might create teacher anxiety among teachers who recognize that the results might expose weakness in their instruction. These fears can be addressed through sensitive data sharing such as each teacher looking at their individual results in comparison to the entire team not in comparison with other individual results

Teacher teams should create the assessments not district level

Formative Assessment Information and Resources

Formative assessment is one of the key components of Professional Learning Community work. In this assignment, you will explore the many facets of formative assessment and create some usable examples. You will review each other's assessments as critical friends thinking about what data might come from the assessment and how the assessment could be used to enhance student achievement.

Formative assessment or *diagnostic testing* is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focuses on the details of content and performance. It is commonly contrasted with **summative assessment**, which seeks to monitor educational outcomes, often for purposes of external accountability.

Formative assessment serves several purposes:

- to provide feedback for teachers to modify subsequent learning activities and experiences;
- to identify and remediate group or individual deficiencies;
- to move focus away from achieving grades and onto learning processes, in order to increase **self efficacy** and reduce the negative impact of **extrinsic motivation**;
- to improve students' **metacognitive** awareness of how they learn.
- "frequent, ongoing assessment allows both for fine-tuning of instruction and student focus on progress."

Feedback is the central function of formative assessment. It typically involves a focus on the detailed content of what is being learnt, rather than simply a test score or other measurement of how far a student is falling short of the expected standard. Nicol and Macfarlane-Dick, synthesizing from the literature, list seven principles of good feedback practice:

1. It clarifies what good performance is (goals, criteria, expected standards);
2. It facilitates the development of self-assessment in learning;

3. It provides high quality information to students about their learning;
4. It encourages teacher and peer dialogue around learning;
5. It encourages positive motivational beliefs and self-esteem;
6. It provides opportunities to close the gap between current and desired performance;
7. It provides information to teachers that can be used to help shape teaching.

(http://en.wikipedia.org/wiki/Formative_assessment)

Examples of formative assessment

The time between formative assessment and adjustments to learning can be a matter of seconds or a matter of months. Some examples of formative assessment are:

- A language teacher asks students to choose the best [thesis statement](#) from a selection; if all choose correctly she moves on; if only some do she may initiate a class discussion; if most answer incorrectly then she may review the work on thesis statements.[8]
- A teacher asks her students to write down, in a brainstorm activity, all they know about how hot-air balloons work so that she can discover what students already know about the area of science she is intending to teach.[5]
- A science supervisor looks at the previous year's student test results to help plan teacher workshops during the summer vacation, to address areas of weakness in student performance.[8]

Evidence

Meta-analysis of studies into formative assessment have indicated significant learning gains where formative assessment is used, across all content areas, knowledge and skill types, and levels of education.[4] Educational researcher [Robert J. Marzano](#) states:

Methods There are many ways to integrate formative assessment into [K–12](#) classrooms. Although the key concepts of formative assessment such as constant [feedback](#), modifying the instruction, and information about students' progress do not vary among different disciplines or levels, the methods or strategies may differ. For example, researchers developed generative activities (Stroup et al., 2004)[17] and model-eliciting activities (Lesh et al., 2000)[18] that can be used as formative assessment tools in mathematics and science classrooms. Others developed strategies [computer-supported collaborative learning](#) environments (Wang et al., 2004b).[19] More information about implication of formative assessment in specific areas is given below.

Formative assessment, or *diagnostic testing* as the National Board of Professional Teaching Standards argues, serves to create effective teaching curricula and classroom-specific evaluations. By focusing on student-centered activities, a student is able to relate the material to his life and experiences. The students is encouraged to **think critically** and develop analytically skills. This type of testing allows for a teacher's lesson plan to be clear, creative, and reflective of the curriculum (T.P Scot et al., 2009).

Additional resources for Formative Assessments:

- http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf
- http://www.aft.org/pdfs/teachers/teach11materials/t11_providingh3.pdf
- https://docs.google.com/presentation/d/1nzhdnyMQmio5INT75ITB45rHyLISHEEHZiHTWJRqLmQ/pub?start=false&loop=false&delayms=3000&slide=id.g583166bc_0_40
- <http://www.pinterest.com/search/pins/?q=formative%20assessment>
- <http://www.sde.idaho.gov/site/formativeInterim/docs/FormativeAssessmentTools.pdf>

Formative Assessment Scenarios: There are many interesting examples here that your teams might want to consider:

- <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

While the research on the use of formative assessments is compelling, the practice seems mind-boggling and overwhelming to well-intentioned teachers. Popular retorts arise when a staff is encouraged to begin using more formative assessments: “How could I do that? We don’t have that much time for each unit of instruction;” or “If I don’t grade it, kids won’t do it;” or “But if I did that, then I’d have to be prepared to differentiate based on the results, and that would be a consistent management nightmare.” Despite these seemingly insurmountable roadblocks, teachers across North America have heeded the research and are discovering incredibly successful ways incorporate formative assessments into their curriculum, instruction, and assessment design efforts.

To begin, it is important to clarify that everything students might say, do, or create has the potential to be formative because it can provide information about how much they understand (Leahy, Lyon, Marnie, and Wiliam, 2005), which helps us diagnose student needs, plan the next steps of instruction, and facilitate student learning and improvement. The challenge in good formative assessment is to see how we can best utilize the key processes and student information that is already at our disposal. The following scenarios are offered as a ‘picture’ of what it could look like. Each of the scenarios has the capacity to be used in any educational setting, K – 12, post – secondary, etc.

A. Category 1: Formative Assessments with Tests

Scenario 1 – The Pretest

In Mr. Jacque’s classroom, the learning targets are posted on the classroom wall. Each week, Mr. Jacque points to the chart of targets and reminds the students of which targets they are currently working to master. Each time he begins a new unit of instruction, Mr. Jacque creates a pretest and he posts the relevant learning targets at the front of top of the pretest. The pretest is set up so that each learning target is listed as the ‘header’ to that section of questions; students always know how the questions they are asked to answer connect to the targets for that section. Mr. Jacque then gathers the data from the pretest by individual student for EACH target of the assessment. He uses the information he gathers to differentiate his process, products, and content throughout the unit of instruction. Students in his classroom maintain a portfolio with a list of their learning targets (mirror image of the poster on the wall) on the front cover of the portfolio. They keep their pretest results in their portfolios and work to gather evidence that they are mastering the targets and are ready for the summative assessment.

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Scenario 2 – The Review

Two days prior to a final test for a unit, Señora Muñoz creates ‘laundry day’ in her classroom during which students prepare to ‘clean up’ whatever it is they still might not understand. On that day, students enter the classroom to find different laundry jugs in 4 corners of the room. Each jug represents a different stage in their level of readiness for the test:

- **Tide** – students select this detergent if they believe the tidal wave of information might drown them. In the Tide corner the learning activities involve a comprehensive review of the information and/or an activity that might help the learners experience the information in a different way. Students from the Cheer group often times hang out here to mentor and find creative ways to represent the information that their peers might better understand.

- **Gain** – students select this detergent if they understand the basics of the concepts taught, but seem to be missing some of the nuances or finer details. Learning activities in this corner involve investigation as students identify the details around which they are unsure and then examine the text, homework examples, internet sources and other classroom resources to gain their answers.
- **Bold** – students select this detergent if they are fairly confident they will pass the unit exam, but still have a few niggling questions. Often times, Bold activities involve creating possible review activities for future classes or test questions for the teacher to consider and then challenging each other, as they might in a game show, with completing their own activities.
- **Cheer** – students select this detergent if they are certain they will be successful on the exam. Cheer activities involve enrichment activities to extend and refine their learning. One such activity involves helping the students in the Tide section. Interestingly, a majority of the students in this category select the option of helping those in the Tide category. Using their homework as ‘evidence’ as to where they belong, students select the appropriate corner and move toward the laundry jug where they find the appropriate worksheets or activities or instructions to support their continued growth. Students work on these activities for two days and then they take the test. Because “laundry day” is an established practice in Señora Muñoz’s classroom, students come prepared with an understanding of which jug they will visit for that particular unit of study and they get right to work with addressing the responsibilities laid out for that detergent. None of the work generated in these few days ‘counts’ in the gradebook and students readily accept the opportunity to increase their chances of success on the test.

Scenario 3 – Goal setting (after the test)

When Mr. Fabri returns scored tests back to his students, he always engages them in a self- analysis of their results. Students identify which learning targets they mastered on the test and which learning targets they did not master. Students then select the target areas requiring their attention and create a learning goal and plan of action to address their gaps. Students are welcome to partner with others who are still trying to master those same learning targets. In their plan of action, students identify their own learning exercises or activities that will help them master the content and ultimately ‘prove’ their readiness to retake that part of the exam (e.g. Leading Change in Assessment Practices page 4 of 27 Cassandra Erkens

some additional practice questions from the text book or worksheets). With their goal statement and new evidence of learning in hand, students ‘qualify’ to retake the relevant part(s) of the test. Students do not retake the entire test (unless needed) and the part(s) of the test that they do retake will offer different test questions that link directly to the target area in question. Unless the majority of the class requires additional time and support, Mr. Fabri continues moving forward to the next unit, and those retaking parts of the test either conduct their work as ‘extra’ homework on their own, or they visit his classroom before or after school for additional help.

Scenario 4 – The Final before the Final

Ms. O’Malley gives her final exam two weeks in advance of the end of the term. Those students who do not pass the exam then spend the next two weeks identifying and closing their gaps as they prepare to retake the test (different test, same learning targets). Those students who pass the exam, move to enrichment activities. To her surprise and delight, many students who pass the exam the first time choose to coach a student who did not pass as their extended learning opportunity.

B. Category 2: Formative Assessments as Quizzes

Scenario 5 – Multiple Quizzes

In each unit of study, Ms. Weiss gives 4 un-graded quizzes. The quizzes are scaffolded sequentially to ‘build up’ to student success on the unit test. The quizzes are scored (though not included in the unit grade) so that students can identify where they need more study and where they are already successful, and so that Ms. Weiss can continue to gauge where she will need to spend more time and energy with her instruction to help students be successful on the unit test. Using this approach, Ms. Weiss has been able to document significant gains in student achievement in her classroom, nearly closing the achievement gap entirely with 96% - 98% achievement ratings in all of her units of study.

Scenario 6 – Monday Quizzes

A team of teachers has agreed to give a quick 5-point quiz every Monday aimed at the targets of their learning for that week of study. At the end of the day, the team gathers to sort all of the student quizzes from their various classrooms into 3 piles: 1) students clearly don’t understand it; 2) students clearly understand it; and 3) it remains unclear if students understand it. At that point, team members select one of the piles and create a series of learning activities or experiences to support the learners represented in that pile. On Tuesday, teachers reenter their classrooms with 3 differentiated options in their hands and students discover the activities they are to accomplish that week relative to their learning needs. In this scenario, students remained in their individual classrooms and teachers monitored all 3 groups at once. (Variation: In some cases, if schedules align, students move to different classrooms for the week based on their learning needs.) The team of teachers moves about the room throughout the week with student names on their clipboards and monitor student changes in learning readiness with a + (student has it), - (student still does not have it) and ? (still questionable). The team touches base quickly at the end of each day for quick problem solving to help the learners in their room who are not mastering the content prior to Friday’s summative assessment.

C. Category 3: Formative Assessments as Homework

Scenario 7 – Homework that Varies

Ms. Zargapour has discovered that reteaching something that was learned incorrectly the first time is more challenging than starting from the point of questions. Each day then, when she assigns homework, she establishes 3 pathways: “I’m going to assign 10 problems tonight. If you are doing the homework and at the end of 10 problems you are confident that you have mastered the content, then go ahead and generate 3 questions you think I should use on the test to check your learning. If you are doing the homework and you are not certain you have them all right, then try 3 – 5 more problems and see if you can figure it out. But, if you are doing the homework and you are frustrated and confused, then stop answering the problems and instead create a list of your questions regarding your hurdles so I can help you tomorrow.

Scenario 8 – Homework as Optional

In Mr. Ngum’s classroom, all homework is optional. He tells the students that they don’t have to do it – it’s just there to help them practice so that they will do well on the test. He reminds them that at the end of the unit, there will be a summative assessment which will count as their grade for the unit. He then suggests that if they do not feel confident in their test-taking abilities, they should go ahead and do the homework and keep it in a portfolio in the classroom. If after the test, students discover that they did not do as well as they would have liked, they can go back to their portfolio and seek *evidence* that they had mastered the content and he

will use that evidence to adjust their test score (without requiring them to retake the test). For the several years he has used this process, Mr. Ngum has noticed a 100% turn in on all homework by all students. It seems many are concerned about their test taking abilities.

Scenario 9 – Homework as Qualifying

Ms. de Souza’s classroom is very diverse. She realizes that her learners return home to very different environments and levels of support for their homework and she has decided it is as unfair to continue to expect the same level of quality from kids who live in stressful circumstances as it is to assume ‘deep understanding’ from kids who live in homes with over- involved parents willing to provide the right answers. Because she believes in ‘practice,’ Ms. de Souza assigns homework each day, but it is not graded. Instead, she uses it as a ‘ticket’ to enter her classroom. Those who hand her their homework qualify to sit down and immediately begin answering the 5 questions on the board at the front of the room. She discovered that this was a great ‘settling’ strategy that got her learners immediately on task for the day while she took roll call. They score the 5 questions immediately and then go through each question, discussing the answer and checking to see how many got it right, what the misunderstandings were for those who got it wrong, etc. Ms. de Souza uses that data to inform her instruction for the rest of the period. Sometimes a student might not have the homework done (though mostly now they make the attempt because they understand the value of the system she has in place to support them) and in that case she decided it is not helpful to make them explain *why* they don’t have it done. Instead, she still wants to learn from them regarding their understanding of the materials – so, ‘ticketless’ students enter the classroom, take out a sheet of paper, and immediately begin doing the missed homework or writing up a list of questions regarding the confusion that stopped them from completing the homework. Either way, Ms. de Souza is engaging these learners in clarifying their knowledge base so she can continue to interact with them and support their learning needs.

D. Category 4: Formative Assessments During Class

Scenario 10 – Personal Communication

Ms. Tanaka believes it is important to ask her learners daily to check in on their level of understanding regarding the content she has been teaching. To do that, she uses some quick and ready strategies following the introduction of a major concept or at the end of a class period so that each day she checks in at least once with all of her learners. She uses the responses they give her to help her decide where she should focus her energies the next day for that class period. Because she understands that students grow bored quickly with the mundane, Ms. Tanaka uses a variety of strategies to gather her information:

Ready, Set, Show – When Ms. Tanaka calls out “ready, set, show,” students immediately know to hold up a single finger if they feel terribly confused, two fingers if they believe they are starting to understand it, and three fingers if they think they have mastered the content.

Exit slips – Periodically, especially when the subject might be a little more touchy or embarrassing for students, Ms. Tanaka will ask students to take out a piece of notebook paper and write a quick note about 1 point of pain, 2 questions they still have and 3 points they want to remember based on the lesson they just had. This is always done at the end of class and students have to hand Ms. Tanaka the exit slip in order to leave the classroom.

Plus/Delta/Next – Sometimes Ms. Tanaka facilitates a quick (5 min) large group conversation at the end of the day asking the learners what they feel they need to change about their learning that day (delta)

and what they liked or gained for their learning that day (plus) and what they suggest they still need (next).

4 Corners – on a day when it might be clear that students are not grasping the content or that movement would be a good idea, Ms. Tanaka calls for 4 corners. Students move to the corner (corners are clearly labeled and maintain that consistent label with each use) that best represents how they feel about their learning in the moment. Their task once they arrive in the appropriate corner is to generate questions with their peers in that corner (quickly – they only get about 2 minutes total) about what they are learning and then to ask those questions in an effort to try to stump the teacher. Ms. Tanaka has found that the questions they ask truly reflect the level of understanding she would anticipate from each of the corners:

- o Stop! (corner 1) – I am totally confused
- o Slow Down (corner 2) – I understand some of it but couldn't pass a test today
- o Keep Moving (corner 3) – I'm getting it and I wish we wouldn't have too much homework about it
- o Let Me Help (corner 4) – I understand it and could teach it to my friends

Each corner then reports out their questions. Ms. Tanaka has observed that the questions they ask seem to inform the thinking of the other groups, generating good class discussion and a healthy sense of collaboration.

E. Category 5: Formative processes in a traditional grading system

Scenario 11 – Requiring Proficiency

Mr. Billings has noticed that when he grades papers and returns them to the students they simply accept the grade and refuse his invitation for them to improve their score. “Thank you very much,” they’ll say, “but I’m fine with my C-“ To change this trend, Mr. Billings first learned to clarify his expectations for each project/assignment up front. Then, he altered his process: papers and projects are no longer graded unless they meet a level of proficiency in his expectations (earning a grade of A or B). If the work they turn in does not meet his stated expectations, he simply returns the work with specific feedback indicating what they must still do in order to earn a score for that assignment.

Scenario 12 – Student Involved Grading

Ms. Abbott requires her learners to keep all of their work in a portfolio in the classroom. Each contribution to the portfolio is scored and students self-monitor (in addition to teacher monitoring), on the inside cover of the portfolio, their progress on mastering the identified learning targets. Students add academic goals and personal intervention plans to their portfolios, addressing their own learning needs as they progress through the materials. At the end of the grading period, students select the appropriate number of samples of their work (determined by Ms. Abbott) to submit for the grade. With each selected item, students are required to add a paragraph explaining why that artifact was selected and what it demonstrates regarding their learning of the content. They then ‘grade’ themselves using their own evidence. Ultimately, Ms. Abbott determines the grade, but students are involved in the process and they are confident that their input does inform her final marking. To her surprise, Ms. Abbott has noted over time that the students typically grade themselves more harshly than she would have graded them.

PLC Rep Saturday Session: December 13 : 9-12 : Data Analysis and connection to instructional planning/ looking at student work: Introduction to :How are RTI and PLCs connected?

The Mount Vernon school district is in the process of developing their systematic approach to RTI. Introductory materials are being created which can be used to introduce the topic to all staff.

ADD PLC/RTI Resources

RTI is: A systematic process of intervention to ensure that the students receive additional time and support for learning according to a school wide plan. School wide RTI teams need to brainstorm their multitiered intervention system that is timely, directive, systematic, and within the school day. PLC teams would identify the collective commitments essential to the success of the intervention system. They would set specific, results-oriented student achievement goals and monitor the effectiveness of the system.

PLC teams should be periodically asking the question: How will we respond when students don't learn?

PLC team meeting

After the common formative assessments are administered and after universal screening data is collected the PLC team meets as a problem solving team to generate instructional strategies and approaches to help address the learning issues in the classroom (Tier 1) they set the goals, the criteria to measure success and schedule a follow up meeting several weeks after the plan is put into effect.

PLC teams can become "First Look" RTI teams. At least once a month the PLC meeting should be designated as a "First Look" RTI team meeting. Additional PD should be conducted to help PLC teams understand how to analyze their data and plan subsequent instruction for those students who didn't meet the benchmarks for learning (Tier 1). The team would also then revisit how the designated students are progressing and determine if additional time/resources need to be assigned to certain students (Tier 2). The timeline and process for RTI will be covered in a different document.

Video program: Through New Eyes: Examining the Culture of your School: Dufour 2003

Raising the Bar and Closing the Gap: Whatever it takes (Dufour, DuFour, Eaker, & Karhanek, 2010) shows nine different schools and three different districts that have created systemic interventions to ensure their students receive additional time and support needed for learning

School Wide Session 4 Scheduled in December/ PLC Rep Session 4: December 13

PLC Team Meeting 10 and 11: Data analysis, Response to Intervention

The district is in the process of developing an RTI program. By this point in the year there should have been a school wide presentation on RTI and a sharing of resources. Each school should have a School Intervention Team in place. The materials that will be used for RTI purposes will be reviewed at the PLC December meeting along with background information. The PLC teams will function as "First Look" RTI teams. Using data from common formative assessments, universal screening instruments, summative assessments, looking at student work etc. the teams will focus on the students who need additional time or support in the classroom. The PLC/RTI team will brainstorm strategies and monitor student progress. Some of the tools to be used are as follows:

PLC Meeting 10: Assessment Review:

- ✓ **Teams will review student data and discuss student needs: Resource A: Teams should review their data ahead of this meeting and then the team can fill this out during the meeting.**

- ✓ **Intervention strategies in classrooms will be discussed and planned (Introduction to RTI)**

Resource A:

Common Assessment Team Protocol

This protocol is designed to help a teacher team quickly and efficiently discuss a common assessment. If each teacher reviews his or her own assessment data prior to the team meeting, then the team should be able to collectively complete this activity within a typical team meeting of forty-five to sixty minutes.

1. Which specific students did not demonstrate mastery on which specific standards? (Respond by the student, by the standard)
2. Which instructional practices proved to be most effective?
3. What patterns can we identify from the student mistakes?
4. How can we improve this assessment?
5. What interventions are needed to provide failed students additional time and support?
6. How will we extend learning for students who have mastered the standard(s)

PLC Team MEETING 11

PLC Meeting 11: RTI meeting PLC as RTI:

RESOURCE: See RTI manual for background information

DATA ANALYSIS PROTOCOL

Team:

_____ **Teacher:** _____ **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?
2. How will we provide the time and support?
3. What is our plan to enrich and extend the learning for students who are highly proficient?
4. What is an area where my students struggled?
5. What strategies were used by teammates whose students performed well?
6. What is an area where our team's students struggled?
7. What do we believe is the cause?
8. What is our plan for improving the results?

For Unit Plan: _____

5 Exemplary	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Academic Warning
Criteria for this level:	Criteria for this level:	Criteria for this level:	Criteria for this level:	Criteria for this level:
Student Names:	Student Names:	Student Names:	Student Names:	Student Names:
CHALLENGE OR EXTENSION	CHALLENGE OR EXTENSION	REINFORCEMENT MATERIALS	RETEACH MATERIALS	RETEACH MATERIALS

PLC/RTI work continues

- Using resources and materials in the RTI manual teams will continue to monitor student progress and plan Tier 2 interventions where necessary
- Teams will determine if and when a student should be referred to the School Intervention Team. There are guidelines being developed for this process

ADVICE: At this point we would suggest that the team continue reviewing curriculum when a new unit/module begins and repeat the sequence. The teams should schedule regular PLC/RTI meetings each month so the team can continue to monitor the progress of students who are not reaching proficiency on set learning goals. Data analysis should continue using standardized measures, formative assessment and summative assessment (including regular opportunities to look at student work) Teams should look ahead a few months and plan out their tentative sequence of meetings. Teams should also determine on an on going basis any professional development needs that arise. Regular team progress monitoring should occur involving school and district administrators.

Additional Ideas for PLC Team meetings:

Keep, Drop, and Create:

PLC teams devote at least one meeting a quarter to an analysis of the intended versus the implemented curriculum. Each member brings their plan books and copy of the curriculum. Three butcher papers are posted on the wall labeled: Keep, Drop or Create. Each member is given sticky notes: yellow for Keep, pink for Drop and green for Create. Teachers look at what was taught and topics identified in the essential curriculum document and in the plan books are recorded on the Keep page. Topics identified as essential but not in plan books go to the Create page. Topics in plan books and not in essential curriculum go on the Drop page.

<http://www.allthingsplc.info/files/uploads/mathchingclassroom.pdf>

PLC Reflection based on “Classroom Instruction Within” A simultaneous Loose/Tight Framework by Robert Eaker and Janet Keating

1. Am I absolutely clear about what my students should know or be able to do as a result of my instruction? Where there “essential outcomes/power standards” the result of a collaborative effort by my team and are they tied directly to CCStandards?
2. Am I clear and are students clear regarding the level of proficiency that is expected of them for each standards? Were these proficiency targets collaboratively developed by my team?
3. What will I do to pre-assess where my students currently are? What is the relationship between where my students are and the instructional strategies that I plan to use?
4. As I plan my unit or lesson have I ensured that every student will practice, in class, the kinds of things they will be held accountable for on formative and summative assessments? Are they practicing things in the same formats that they will see on the assessments? How will I monitor their practice?
5. Have I used formative assessment results to analyze learning levels of my students, student-by-student, skill-by-skill?
6. Have I identified specific homework assignments that will provide students with focused practice beyond classroom instruction?
7. Have plans been developed for students to receive additional time and support, especially focused practice, when they experience difficulty in their learning?
8. How will I extend and enrich the learning of students who demonstrate proficiency with regards to learning standards?

Mount Vernon School District PLC Vision
Created by the PLC representatives

Mount Vernon Central School District Vision and Mission 2014-2015

Mount Vernon has become a Professional Learning Community district. Teachers are more productive, less stressed, as they work together collaboratively. Teachers are meeting regularly during the allotted, designated PLC time because the master schedule and the calendar allows for it. Professional learning communities are a staple of building culture horizontally and vertically. Schools use the The Professional Learning Community Continuum Rubric to drive their work and reflect on their progress

“Recognize that a collaborative culture will not be created by chance, or even by invitation. You must organize schools into a genuine team with people working interdependently to achieve a common goal”
Robin Carpus, PLC representative, MVHS

Although each school has PLC’s with basic elements: *Shared Mission* (purpose), *vision* (clear direction), *values* (collective commitments), and *goals* (indicators, timelines, and targets, which are all focused on student learning); *a collaborative culture with a focus on learning*, Collective inquiry into best practices and current reality, action orientation or learning by doing; a commitment to continuous improvement and a results orientation; each school is able to make decisions and address needs based on individual schools.

The PLC model is embedded into the culture of the buildings and the district; it drives professional development conversations and affects lesson/unit design and implementation. Effective structures are in place for PLC’s district wide. The various departments support standards (skill) acquisition and content knowledge by aligning units of study that are shared with all teachers. Data is used on a consistent basis to drive instruction. Teachers regularly analyze and share common formative data to determine the next steps. Student achievement has increased as evidenced by data driven discussions and active steps derived from consistent implementation of best practices instructional strategies and collaborative learning.

“The MVCSD Values: The 3 R’s In Education: Rigor, Relevance, Relationships” by Marybeth Rhodes, PLC representative, Thornton HS

Professional development of staff is valued as worthwhile and matches the needs and strengths of teachers in each building. There is dedicated time for planning, professional learning and efficacy celebration as evidenced by time blocks dedicated to adult collaborative learning; meeting agendas that highlight best practice sharing and conversations around learning (Supt’s cabinet, PLC, teacher teams, student government). Common time is set aside for academic support teams to meet discuss and coordinate learning goals for students with special needs such as: ESL, Special Ed. All teachers are included in PLC meetings

Effective communication across all levels of our school system that includes a focus on professional learning as evidenced by a centralized gatekeeper over all PK-12 learning for the district Mount Vernon is a district where staff, students, and parents take pride in their learning as evidenced by an increase in community involvement. There has been increased communication and coherence within buildings and across the district

Parents are involved in students’ learning experiences through monthly phone calls, school visits, technology communication and conferences. Parents are involved in the culture of the school as evidenced by the creation of parent run activities throughout their home schools. Teachers communicate regularly with parents using traditional means such as calls, conferences and non-traditional means such as texting, email, website communication. Teachers welcome parents into classrooms to share student work. Teachers communicate success as well as needs so that all parents feel like they are part of the educational experience.

Residents are proud to be part of the Mount Vernon community. Mt. Vernon has grown in a greater awareness of cultural appreciation as evidenced by fewer gang/bullying related incidents

Teachers share ideas, lessons, and best practices. Teacher teams collaboratively develop student-centered lessons/units; collaboratively develop formative assessments; teams collaboratively meet to analyze and use data (student work, assessment reports, attendance, behavior reports) to inform instruction and plan academic and social-emotional interventions. Teachers articulate across the grades and district to ensure the “guaranteed curriculum” and its exit outcomes are met as evidenced by monthly/yearly articulation meetings.

Administration and teachers are able to work together on realistic goals when trying to obtain evidence of satisfactory classroom work. Model teachers help colleagues by open classrooms, professional development and mentoring/meeting. There is increased collective efficacy as evidenced by more positive teacher talk about students. Teachers express interest in student outcomes and celebrate curiosity and risk taking.

Student centered learning is evident in our classrooms; the teacher is the facilitator of learning. Students are active participants in their learning process. Students are motivated and taking responsibility for their academic learning as evidenced by improved attendance, behavior and participation. Students are safe and happy to be in school because they have a greater say in how they learn.

*“Teacher Collaboration + Student Determination = Success:
by Genie Ernst, Holmes and Chrissy Bucci, Davis : PLC representatives:*

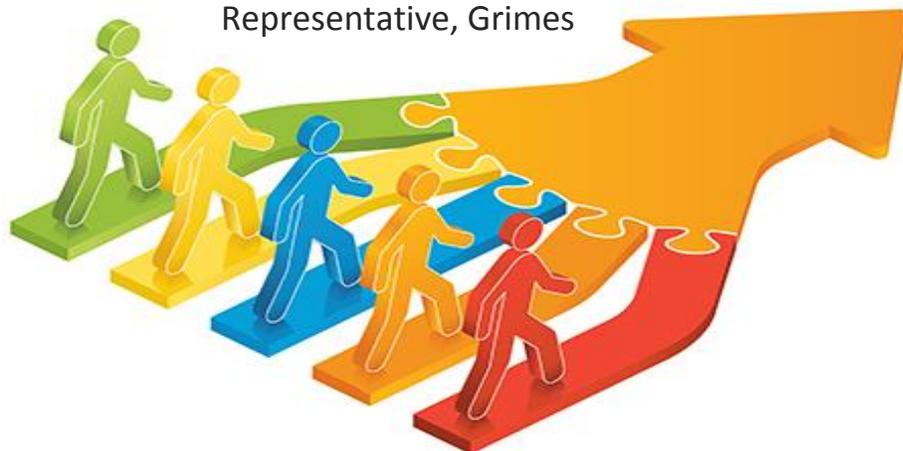
Technology integration is evident in classroom instruction. Students grapple with real world, authentic problems with cross-curricular implications. Students are cognitively engaged in learning as evidenced by: positive feedback about teachers and classroom experiences, autonomy and effort demonstrated over their learning, understanding the connections between college, career readiness and learning and the ability to analyze and synthesize. More students believe in their own ability to succeed and contribute positively to society as evidenced by a higher graduation rate, enrollment in post secondary learning or training.

Teachers facilitate learning and encourage meaningful/accountable discussion among students. Students are completing the required assignments and engaged in learning. Teachers express interest in student outcomes and celebrate their curiosity. Students engage in meaningful academic discourse in the classroom.

All students are supported in order to maximize their talents and abilities so they can achieve to their highest level. Appropriate interventions are addressed. Teachers are practicing RTI model. At risk students’ needs are continually addressed through strategic interventions, which are planned during PLCs’ and evidenced through achievement data.

Student achievement data indicates an increase in proficiency scores on the ELA and Math State exams in Grades 3-8; a increase in the number of students who pass Regents exams; an increase in the percentage of students scoring at the proficient level on Regents exams; an increase in the Graduation rate; a decrease in the percentage of students classified this year and a decrease in the number of dropouts.

CONSTRUCTING A CONTINUAL PATH TO STUDENT SUCCESS by Tanya Mack, PLC Representative, Grimes



How did we implement this vision over the 2014-2015 School Year?

1. Buildings/district looked at all schedules to find/enhance dedicated PLC time. Calendars were created summer 2014 to drive the work of the 2014-2015 school year. Faculty meeting PLC time, district release day PLC time as well as building time was identified and kept.
2. On going formative assessment is a part of every classroom structure. Teachers regularly look at data from formative assessments, share success and needs, identify best practices and decide on their next steps based on their work. Teachers act as critical friends for each other.
3. Teachers used formative assessment data on an ongoing, regular basis at PLC meetings to share best practices, review needs and successes, share strategies, visit classroom instruction
4. Customized professional development has been scheduled, planned and implemented based on the needs of each school with the input from teachers and staff, and supports the goals stated in this document
5. A consistent approach to vocabulary acquisition and application has been implemented across all grades and curricular areas
6. Communication was increased and enhanced among all stakeholders using traditional devices (conferences, phone calls, meetings) and technology (such as texting, email, conference calls, sharing of web resources) Parents visited classrooms early in the year to see students' work. Teachers communicate regularly with all parents sharing success as well as student needs.
7. Feedback process has been established in the district so everyone knows the why, what, how behind requests and the results initiatives, data collection, etc. are shared with all constituents
8. Transitions between schools have been enhanced. Relationships have been developed between transition grades so students have a real idea of what the next school experience will entail. (For example: Visits, use technology to create paired classrooms; more involvement of guidance counselors)
9. PLCs are in place in every building and include all teachers including encore staff, support staff, guidance counselors, and psychologists, teaching assistants as applicable.
10. Curriculum maps, comprehensive pacing guides and lesson plans are developed collaboratively by teachers and continuously updated & shared in Office 365
11. PLC representatives including administrators shared the vision, goals and expectations developed by the PLC teams with Central Office including the new Superintendent.
12. District, Teacher, Parent, Student communication includes success as well as needs. Celebrations were evident throughout the district.

13. PLC goals and professional development was created and implemented by PLC representatives in collaboration with administration. PLC implementation required elements and timeline was established by PLC representatives and used to design professional learning based on individual building needs. Resources are stored and shared on Office 365
14. Created District wide Program Council with teacher, administrator and parent representatives from all buildings. This team reviewed all new initiatives and helped to develop implementation plans for initiatives aligned to our goals
15. . Student mentoring program started at grade 5-6
16. All students are registered on Naviance and are self-developing 5 year “living plans” that includes desired CTE coursework college research, and professional career exploration.
17. Greater coherence and alignment exists across buildings including a consistent implementation of the APPR process.
18. Resources are shared via the Library website in each building and across the district.
19. Time for reflection has been built into our student and adult learning.



**When we work as a cohesive unit, more student progress is made, goals are met and everyone is happy!!!
By Stacia Fogg, PLC member, Williams School**

APPENDIX A

DATA Analysis Rubric

Category	Pre-Initiation	Initiating	Implementing	Refining	Sustaining
Data Gathering	The team makes no attempt to arrange the data into fields or categories. Team members show no understanding of processing data.	The team rarely attempts to arrange the data into categories or fields. The team shows little evidence of understanding data types.	The team usually arranges the data into simple categories or fields, however, there is not yet consistency in reviewing the data. There is some evidence of data processing and understanding. The data is entered.	The team routinely arranges the data in adequate categories or fields, however, they are still working on embedding the process into practice. There is evidence of processing and understanding. Data is valid and reliable.	The team is able to arrange the data into appropriate fields or categories on a consistent basis. Data is processed and revised.
Data Organization	The team makes no attempt to organize data into subgroup categories and levels of proficiency.	The team rarely organizes data into subgroup categories and levels of proficiency.	The team usually organizes data into subgroup categories and levels of proficiency.	The team routinely organizes data into subgroup categories and levels of proficiency.	The team consistently organizes data into subgroup categories and levels of proficiency.
Analysis	The team makes no attempt to analyze the data or draw conclusions. There is no attempt to link the data to prior knowledge.	The team rarely attempts to identify trends and draw conclusions from the data. The team rarely attempts to make some links to prior knowledge.	The team usually draws conclusions from the data. The team usually makes some links to prior knowledge.	The team routinely identifies trends and draws some conclusions from the data that relates to power standards or student learning. The team routinely relates the presented data to previous or new knowledge.	The team consistently identifies trends and is able to draw suitable conclusions from the data that directly relates to power standards or student learning. The team consistently connects the presented data to previous or new knowledge.
Instructional Planning	<p>The team does not use assessment and data in instructional planning.</p> <ul style="list-style-type: none"> • Uses data to select instructional strategies. • There is evidence of linking assessment, data and instruction. • Develops assessment methods to progress, plan and pace instruction • Maintains consistent records of task completion and student performance. 	<p>The team rarely uses assessment and data in instructional planning.</p> <ul style="list-style-type: none"> • Uses data to select instructional strategies. • There is evidence of linking assessment, data and instruction. • Develops assessment methods to progress, plan and pace instruction 	<p>The team usually uses assessment and data in instructional planning.</p> <ul style="list-style-type: none"> • Uses data to select instructional strategies. • There is evidence of linking assessment, data and instruction. • Develops assessment methods to progress, plan and pace instruction 	<p>The team routinely uses assessment and data in instructional planning.</p> <ul style="list-style-type: none"> • Uses data to select instructional strategies. • There is evidence of linking assessment, data and instruction. • Develops assessment methods to progress, plan and pace instruction • Maintains consistent records of task completion and student performance. 	<p>The team embeds and extends assessment and data in instructional planning, and consistently links assessment, data and instruction.</p> <ul style="list-style-type: none"> • Uses data to select instructional strategies. • There is evidence of linking assessment, data and instruction. • Develops assessment methods to progress, plan and pace instruction • Maintains consistent records of task completion and student performance.

PLC Collaboration Rubric

Category	Pre-Initiation	Initiating	Implementing	Refining	Sustaining
Team Norms	Norms have not been developed.	Norms are rarely followed consistently.	Norms are usually followed.	Norms are routinely reviewed and followed at each meeting.	Norms are deeply embedded in the team.
Focus on Student Learning	No focus around student learning.	Rarely is there collaboration on student learning.	Usually, the team begins discussion of student learning and achievement.	Discussion of student learning and achievement has gone beyond implementation.	Student learning is deeply embedded and extends into the dialogue. Consistent focus on improving student achievement.
Shared Responsibility and Follow Through of Tasks Assigned at Meeting	Team has one person who dominates and seems to take the responsibility of the whole team.	Rarely do more than two people participate and share responsibility of the team.	Most of the team is usually active and shares responsibility. People often have to be reminded of their assigned work.	Most of the team is routinely active and shares responsibility. Most people do their assigned work without reminders.	Consistently have full team participation and sharing of responsibility. No one has to be reminded of his/her assigned work.

ADVICE: There are many, many PLC rubrics. The district should decide which rubric they would like to use districtwide so it can be used over time to monitor the progress of the teams and the district. This is just one example, others can be found on Solutiontree.org and on the STLE Office 365 website.

APPENDIX B:

Forms and Resources

Unit Plan Review Rubric

	4 Excellent	3 Good	2 Needs Revision	1 Incomplete
<p><u>PART 1: What do we want students to learn?</u></p> <p>___ Meets Requirements</p> <p>___ More Planning Needed</p>	<p>Clear, Specific, Detailed, All Required Components are Included and Meet the Required Criteria</p> <p>___ SMART Goal</p> <p>___ Essential Outcomes/Power Standards</p> <p>___ College Readiness standards and/or AP standards, if applicable</p> <p>___ Anchoring & Suggested Texts</p> <p>___ Academic Vocabulary</p> <p>___ Processes & Strategies</p> <p>___ High Level</p> <p>Questions/Writing Prompts</p>	<p>All Required Components are Included and Meet the Required Criteria, but are not as Clear, Specific, or Detailed as a “4”</p> <p>___ SMART Goal</p> <p>___ Essential Outcomes/Power Standards</p> <p>___ College Readiness standards and/or AP standards, if applicable</p> <p>___ Anchoring & Suggested Texts</p> <p>___ Academic Vocabulary</p> <p>___ Processes & Strategies</p> <p>___ High Level</p> <p>Questions/Writing Prompts</p>	<p>Not Fully Developed; Vague and/or Missing 1 or 2 Required Components</p> <p>___ SMART Goal</p> <p>___ Essential Outcomes/Power Standards</p> <p>___ College Readiness standards and/or AP standards, if applicable</p> <p>___ Anchoring & Suggested Texts</p> <p>___ Academic Vocabulary</p> <p>___ Processes & Strategies</p> <p>___ High Level</p> <p>Questions/Writing Prompts</p>	<p>Missing Majority or All Required Components and/or Components Do Not Meet the Required Criteria or are Very Vague</p> <p>___ SMART Goal</p> <p>___ Essential Outcomes/Power Standards</p> <p>___ College Readiness standards and/or AP standards, if applicable</p> <p>___ Anchoring & Suggested Texts</p> <p>___ Academic Vocabulary</p> <p>___ Processes & Strategies</p> <p>___ High Level</p> <p>Questions/Writing Prompts</p>
<p><u>PART 2: How will we know when they have learned it?</u></p> <p>___ Meets Requirements</p> <p>___ More Planning Needed</p>	<p>Method of assessing student learning is outlined or described in detail and matches the SMART goal. All assessment tools are complete and attached.</p>	<p>Method of assessing student learning is outlined or described in detail and matches the SMART goal.</p>	<p>Method of assessing student learning is listed, but not specific; does not clearly communicate how SMART goal will be assessed.</p>	<p>Missing (blank) and/or does not match the SMART goal.</p>
<p><u>PART 3: What will we do if they haven’t learned it?</u></p> <p>___ Meets Requirements</p> <p>___ More Planning Needed</p>	<p>Intervention plans are clear, specific, and detailed; the plan for intervention is a different approach and not a repeat of the same activity.</p>	<p>Intervention plans are listed, but are not as clear, specific, or detailed as a “4;” the plan for intervention is a different approach and not a repeat of the same activity.</p>	<p>Intervention plans are not fully developed; vague.</p>	<p>No plans for intervention (missing/blank).</p>
<p><u>PART 4: What will we do when they already know it?</u></p> <p>___ Meets Requirements</p> <p>___ More Planning Needed</p>	<p>Enrichment and/or extension plans are clear, specific, and detailed; the plan for enrichment is not merely additional work, but prompts more in-depth thinking.</p>	<p>Enrichment and/or extension plans are listed, but are not as clear, specific, or detailed as a “4;” the plan for enrichment is not merely additional work, but prompts more in-depth thinking.</p>	<p>Enrichment and/or extension plans are not fully developed; vague.</p>	<p>No plans for enrichment and/or extension (missing/blank).</p>

From the Liberal High School PLC manual: used with permission

COURSE ESSENTIAL OUTCOMES/UNIT PLANNER

COURSE:

PART ONE: WHAT DO WE WANT STUDENTS TO LEARN?					
SMART GOAL: _____					
ESSENTIAL OUTCOME/ POWER STANDARD	SCAFFOLDED DAILY OBJECTIVES	ANCHORING AND SUGGESTED TEXTS	ACADEMIC VOCABULARY	PROCESSES/ STRATEGIES	HIGH-LEVEL QUESTIONS
Relevance/Purpose/Real-Life Applications			Writing Prompts		
PART TWO: HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?					
Date of Common Assessment:		Assessment/Rubric/Criteria:			
PART THREE: WHAT WILL WE DO IF THEY HAVEN'T LEARNED IT?					
Interventions:					
PART FOUR: WHAT WILL WE DO WHEN THEY ALREADY KNOW IT?					
Advanced Instruction/Enrichment:					

Further Teacher Reflection: Remember, this needs to be done before your PLC Data Conversation Meeting.

What instructional strategies/materials were used effectively resulting in my students scoring high on certain standards/skills?	
What strategies will I want to share with my grade level team?	
For standards where my students didn't score well, which instructional strategies/materials were not effective enough?	
Was there enough guided and individual practice?	
How will I reteach in a different way to lower-achieving students and still keep up with the pacing guide?	

How might I reteach in smaller groups?	
Which student(s) should I be particularly concerned about?	
What will be my next steps with this (these) student(s)?	
What best practices can I bring to my PLC Data Conversation meeting?	
What questions/concerns do I want to bring to my grade level teachers?	

PLC Data Reflection Summary (Short-Term Goal for Interventions)

A. Short-Term Standard/Skill Focus: (summarize discussion in each area)

1) Essential Standard/Skill: What will students learn?	2) Select (deconstruct) the standard/skill to be taught: (Underline areas of greatest need, if applicable.)		
3) Commonly Agreed Upon: ▪ Instructional Strategies: ▪ Materials and Resources:	4) Next Steps:	5) Timeline (include formative assessments, if applicable):	6) Who is responsible:
7) Follow-up Assessment(s) How will we know that students are learning?	8) SMART Goal for Interventions (Strategic/specific Measurable, Attainable Results-orientated, Time-bound): S = specific standard/skill (what students will be able to do) M = with the goal of all students passing A = using the strategy/strategies to support and reteach R = with as evidence T = I will reassess/re-evaluate in (days/weeks) to monitor progress		
9) Determine/Select/Develop common assessment(s) to be administered:			

PLC Data Reflection Summary (Long-Term Goal for Interventions)

B. Long-Term Standard/Skill Focus: (summarize discussions for each area)

<p>1) Essential Standard/Skill: _____</p> <p>What will students learn?</p>	<p>2) Select (deconstruct) the standard/skill to be taught: (Underline areas of greatest need, if applicable.)</p>		
<p>3) Commonly Agreed Upon:</p> <ul style="list-style-type: none"> ▪ Instructional Strategies: ▪ Materials and Resources: 	<p>4) Next Steps:</p>	<p>5) Timeline: (include formative assessments)</p>	<p>6) Who is responsible:</p>
<p>7) Follow-up Assessment How will we know what students are learning?</p>	<p>8) SMART Goal for Interventions (Strategic/specific Measurable, Attainable Results-orientated, Time-bound):</p> <p>S = specific standard/skill (what students will be able to do) M = with the goal of all students passing A = using the strategy/strategies to support and reteach R = with as evidence T = I will reassess/re-evaluate in (days/weeks) to monitor progress</p>		
<p>9) Determine/Select/Develop common assessment(s) to be administered:</p>			

Analysis of Student Work

Name: **Sample**
 Grade Level/Subject Area:
 Performance objective:

Mentor:

Date:

Students will develop factual multiple paragraph compositions to include: min. 3 paragraphs, topic sent, @ beginning, intro., supportive facts, conclusion, correct indentation
 Student Performance Area Selected for Analysis: Sort the students' work and write the students' names in the appropriate column

<i>objective not met</i>	<i>objective partially met</i>	<i>Objective met</i>	<i>Exceeding objective</i>
Christian Alex Sam	Carl Arron John	Brian Juan Jake Ebony Raquel	Omar Frankie
% of class	% of class	% of class	% of class

2. Choose one sample from each category and describe the performance of each selected student.

<i>objective not met</i>	<i>objective partially met</i>	<i>objective met</i>	<i>exceeding objective</i>
Sam: <ul style="list-style-type: none"> 1 paragraph unclear topic sentence did not indent no factual information no supporting details 	Carl: <ul style="list-style-type: none"> 2 strong paragraphs brief conclusion limited facts clear topic sentence indentation 	Ebony: <ul style="list-style-type: none"> 3 paragraphs 1st sentence topic sentence intro., support (using facts) clear conclusion proper indentation 	Frankie: <ul style="list-style-type: none"> 4 paragraphs 1st sentence topic sentence intro., support (using facts) clear conclusion includes illustration

3. Describe the learning needs of the identified students.

<i>objective not met</i>	<i>objective partially met</i>	<i>objective met</i>	<i>exceeding objective</i>
Sam: <ul style="list-style-type: none"> examples (visual) that match criteria 1:1 or peer tutor paragraphs, review basic structure + how to gather factual info 	Carl: <ul style="list-style-type: none"> review conclusion + indentation fact gathering tools 	Ebony: <ul style="list-style-type: none"> develop more complex sent. structure expand composition 	Frankie: <ul style="list-style-type: none"> use variety or research tools expand composition develop factual reports

4. Identify differentiated strategies/instruction to move students forward. Note any patterns and trends. Consider resources and/or personnel to support you.

<i>objective not met</i>	<i>objective partially met</i>	<i>objective met</i>	<i>exceeding objective</i>
<ul style="list-style-type: none"> reduced assignments focus on 1 strong para. gradually increase expectation examples of paragraphs with and without errors graphic organizers vary type used w/levels 	<ul style="list-style-type: none"> extended time to complete assignment develop more complex sentence structure cooperative learning groups graphic organizers vary type used w/levels 	<ul style="list-style-type: none"> develop more complex sentence structure variety of research skills cooperative learning groups graphic organizers vary type used w/levels 	<ul style="list-style-type: none"> Peer coaching Instruction in factual report writing variety of research skills cooperative learning groups graphic organizers vary type used w/levels

Instructional Strategies

Brainstorm and discuss possible instructional strategies that will improve or have improved student performance for the assessment being targeted.

Be sure to extend your instructional repertoire rather than relying on what has always been done.

Target Group (i.e. Nearly Meeting) _____

Evaluate and Analysis:

- ☐ Analyze each effective teaching strategy/technique in terms of the impact it has on student learning.
- ☐ Consider what other teachers are implementing to cause a high degree of success.
- ☐ Discount strategies that focus on student behaviors (i.e. Students are not turning in their work samples, so we will...

Strategy or Strategies to Implement

- ☐ Identify two or three teaching strategies that the group will implement in their classrooms marking them with an X.
- ☐ Of the strategies selected with an X, label Teacher Implemented Strategies with a "T" and Student Implemented Strategies with an "S."
- ☐ Collaborate on the one or two strategies that we all agree to implement during the next teaching period.

Additional Supports Needed

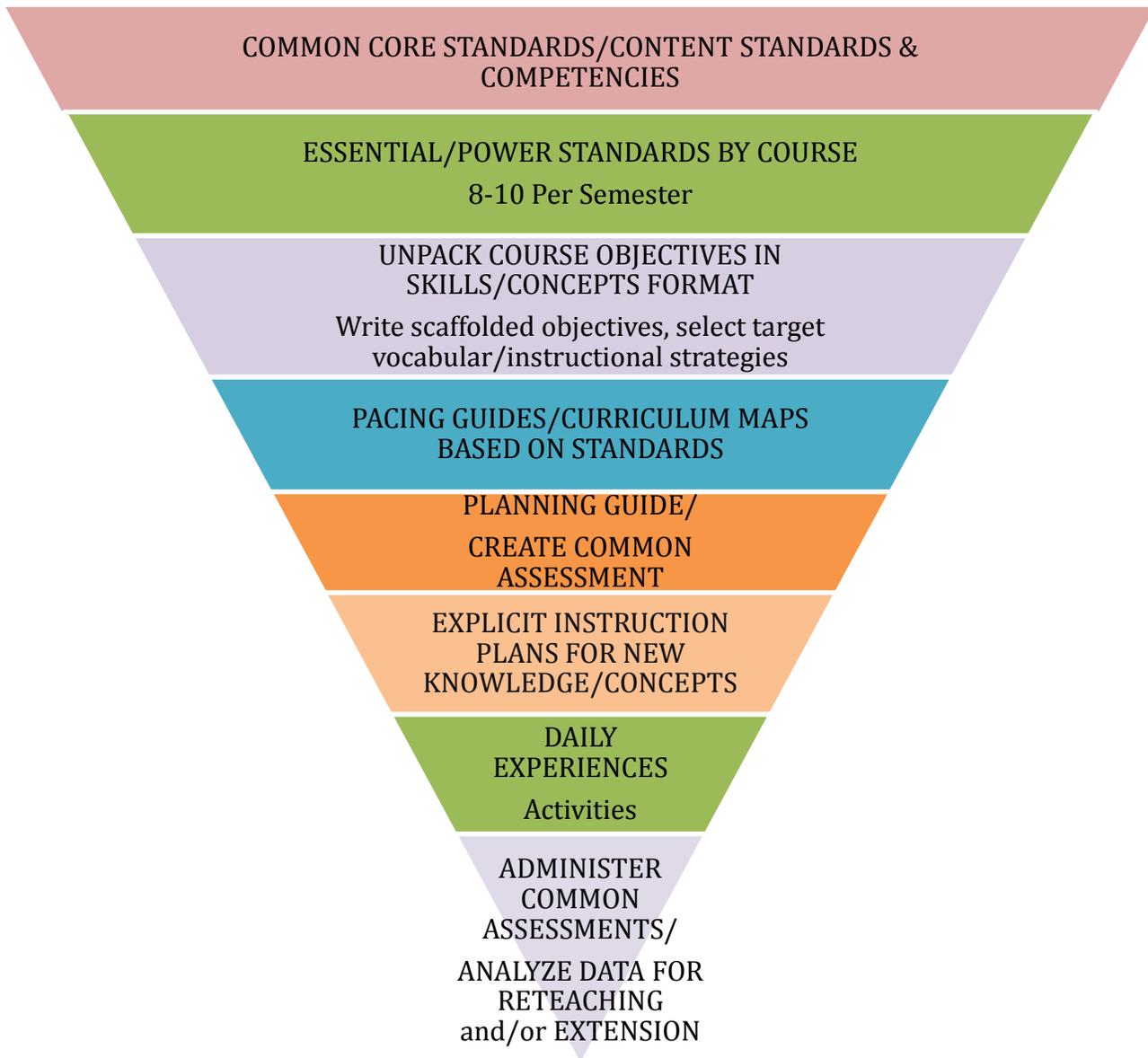
- ☐ If the strategy is new to the team, identify what resources you will need to implement in your classroom effectively.
- ☐ If new or additional strategies are needed, identify how the data team will collaborate with experts to identify research-based strategies.

Interventions

For each of the strategies the team agrees to implement from the previous table, differentiate between teacher behaviors (i.e. instructional strategies) and student behaviors (activities that students will complete) that will result in an increase in student performance.

Teacher Behaviors: What will teacher say, do, etc.	How Often?	Student Behaviors: What will students hear, say, do, etc.?	How Often?
<u>Instructional Strategy 1</u>			
<u>Instructional Strategy 2</u>			
<u>Instructional Strategy 3</u>			

GUARANTEED AND VIABLE CURRICULUM



Critical Issues for Team Consideration
1. We have identified team norms and protocols to guide us in working together.
2. We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.
3. Each member of our team is clear on the essential learning of our course in general as well as the essential learning of each unit.
4. We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.
5. We have identified course content and/or topics that can be eliminated so we can devote more time to 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 intended essential learnings.
7. We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.
8. We have identified strategies and created instruments 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 those areas.
10. We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
11. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
12. We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
13. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
14. We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.
15. We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
16. We evaluate our adherence to and the effectiveness of our team norms at least twice each year.
17. We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students to achieve at higher levels.
18. We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.

Definitions

Power Standards are a *subset* of the entire list of the state or district content and performance standards. These are *prioritized* standards that are determined as being absolutely essential for student understanding and success (a) in each level of schooling; (b) in life; and (c) on all high-stakes assessments.

“Unwrapping” the standards refers to a simple yet powerful technique of analyzing the Power Standards—and other related standards—to identify the critical concepts and skills students need to know and be able to do. Big Ideas and Essential Questions that emerge from the “unwrapped” standards are then used to focus and align both instruction and assessment.

Instructional unit design follows—not leads—the selection and “unwrapping” of Power Standards and includes designing conceptual units of study with performance tasks and accompanying rubrics or scoring guides. Classroom performance tasks serve as “learning vehicles” that enable students to apply and understand the “unwrapped” concepts and skills and develop their own Big Idea responses to the Essential Questions. A pre-assessment is given to students *prior to* designing instructional

units and performance assessments. A post-assessment is given at the conclusion of the instructional unit.

Formative classroom assessment results can provide immediate feedback to both teachers and students regarding current levels of student understanding. These same results provide teachers with feedback regarding the effectiveness of instruction and how to better meet learning needs of students.

Summative classroom assessment results provide a final measure for determining if learning goals have been met. Working together, formative and summative assessments provide “multiple measures” of evidence regarding the degree of student understanding of the standards in focus.

Common formative and summative assessments may be identical to individual classroom formative and summative assessments except for one notable distinction—they are developed *collaboratively* in grade level and department teams and incorporate each team’s collective wisdom (professional knowledge and experience) in determining the selection, design, and administration of those assessments.

Collaborative scoring of student work occurs after administering the common formative pre- and post-assessments to students, particularly if the assessments are of the constructed-response type. Participating teachers meet to evaluate the student papers by means of a scoring guide designed for that purpose, and then sort the student papers by predetermined levels of proficiency. Collaborative scoring promotes fair and accurate determination of proficiency levels. Grades reflect student performance on *summative* assessments.

Data-driven instructional decision-making involves five steps:

(1) the charting of student performance data; (2) analyzing the data; (3) setting a goal for improvement; (4) selecting specific teaching strategies to meet that goal; and (5) determining results indicators to gauge the effectiveness of the selected teaching strategies. Participating teachers write an action plan to guide the implementation of their five data-driven steps to improve student achievement. Planning for instructional interventions and accelerations results from analyzing the formal and informal assessments teachers use to diagnose and monitor student learning

RESOURCES

<http://www.solution-tree.com/free-resources/plcatwork/lbd2>

This is the reproducible area for the PLC Continuum and a host of other resources

DuFour, Richard. *Professional Learning Communities at Work*. Bloomington: Solution Tree, 2011.

Marzano, Robert J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria: Association for Supervision and Curriculum Development, 2007.

Marzano, Robert J., Debra J. Pickering, & Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria: Association for Supervision and Curriculum Development, 2001.

Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Alexandria: Association for Supervision and Curriculum Development, 2003.

Reeves, Douglas B. *Accountability for Learning: How Teachers and School Leaders Can Take Charge*. Alexandria: Association for Supervision and Curriculum Development, 2004.

Schmoker, Mike. *Focus: Elevating the Essentials to Radically Improve Student Learning*. Alexandria: Association for Supervision and Curriculum Development, 2011.

Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum?

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldweensure.pdf

Why Should We Use Common Assessments?

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldweusecommonassessments.pdf

Why Should We Implement Systematic Interventions?

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldweimplement.pdf

Why Should We Use Teams as Our Basic Structure?

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldweusetteams.pdf

Why Should We Collaborate?

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldwecollaborate.pdf

Why Should We Create Norms?

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldwecreatenorms.pdf

Why Do We Need SMART Goals?

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whydoweneedsmartgoals.pdf

How Can We Create a Result Orientation and Foster Continuous Improvement?

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/howcanwecreateareultorientation.pdf

Why Is a Results Orientation the Key to School Effectiveness?

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyisareultsorientationthekey.pdf

Professional Learning Communities Glossary of Key Terms

http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/glossaryofkeyterms.pdf