Leading the Work in a Professional Learning Community
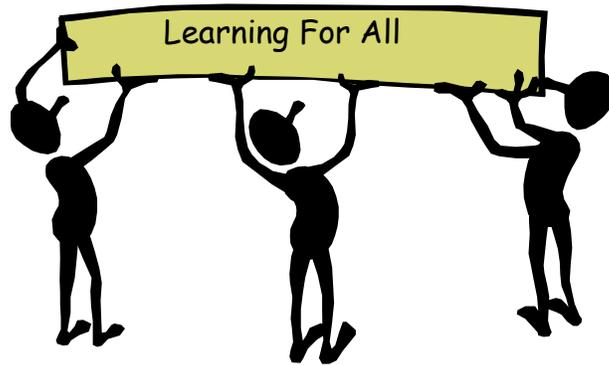
Learning For All

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Chris Jakicic, Ed.D
cjakicic@comcast.net
http://www.chrisjakicic.com
Twitter: @cjakicic

Agenda

• Welcome and Getting Connected

• Today's Purpose

• Your Role as a Leader

    --Shared leadership

    --Communicate the Vision

    --Monitor the Products

What is a Professional Learning Community?--An ***ongoing process*** in which educators work ***collaboratively in recurring cycles*** of collective inquiry and action research ***to achieve better results for the students they serve***.

Professional Learning Communities operate under the assumption that the key to improved learning for students in continuous ***job-embedded*** learning for educators.

Understanding the Compelling Research

Factor Affecting Student Learning	Standard Deviation
High quality teacher in the classroom	.40
Parent Involvement	.49
Home environment	.52
Socio-economic status	.52
Formative Assessment	.90
Response to Intervention	1.07
Student Involvement in Assessment	1.44
Collective Teacher Efficacy	1.57

Collective Teacher Efficacy
The collective self-perceptions that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities.

Leadership in a PLC

"No institution can survive if it needs geniuses or supermen to manage it. It must be organized to get along under a leadership of average human beings.
    -Peter Drucker

The Role of the Leadership Team

• A PLC operates most effectively when there is shared leadership.

• This means that the members of the leadership team must accept leadership responsibilities.

• Reciprocal accountability means that teacher leaders will have the training and support they need.

Team Leaders

• Each team will have different strengths and weaknesses than the other teams in the same school.

• Team leaders may be consultants, facilitators, presenters, or coaches.

• When they come together as a leadership team they need to support each other.

Loose-Tight Leadership

"Effective leaders don't simply encourage schools to go off and do whatever they want, but rather establish clear parameters and priorities that enable schools to work within established boundaries in a creative and autonomous way.

Monitor the Products of Collaboration

• The leadership team works collaboratively to assure that all teams are productive.
• To do this, they must monitor the products teams create—not to criticize, but to support each other.

Leaders Communicate the Vision
• Understanding the vision is an important leadership role.
• Where are we going?
• Teams need realistic expectations but should know what products should be completed.

1. Choose Essential Standards

2. Unwrap Standards into Learning Targets

3. Discuss DOK and what Proficiency Looks Like

4. Plan the Assessment

5. Write Quality Questions

6. Develop Rubrics and Answer Guides

7. Use the Data to Plan the Response

8. Find Time for Response

The Four Critical Questions
1. What do we want students to know and do?
2. How will we know if they can?
3. What will we do if they can't?
4. What will we do for those who already can?

Essential Standards

Essential standards are ones that all students must know and be able to do by the end of the year. Common formative assessments are based on these standards. (They often are called power or priority standards.) You guarantee that students who do not **(yet)** master these standards receive **time and support**.

Why Essential Standards?
ELA: Grade 3
• 6 Strands: Literature, informational text, foundational skills, writing, speaking and listening, language.
• 90 grade specific skills: Determine the main idea of a text; recount the key details and explain how they support the main idea.

"Our students need us to know their experiences over the course of time. They need us to know what's really going on in their daily classes as they move among teachers and subjects. They need us to know and give credence to their work from year to year."

-Jacobs, 1999

Criteria for Essential Standards

Endurance: knowledge and skills that are valued beyond a single test date. Examples are
1) point of view, and 2) place value.
Leverage: knowledge and skills that are valued in multiple disciplines. Examples are
1) reading informational text in other subject areas, and 2) unit rate problems in math that are used for science.
Readiness: knowledge and skills that are necessary for success in the next grade level or next unit of instruction. Examples are: 1) letter-sound recognition, and 2) logarithms.

How to Choose
1. Use the criteria: endurance, leverage, and readiness.
2. Choose approximately one-third of the curriculum.
3. Work first with solo-thinking so that each teacher makes some decisions.
4. Then work to consensus.

Ways to Come to Consensus

1. If everyone believes it is essential or not essential, the decision is easy!
2. If one or more team members has a different opinion, list to their reasoning. (e.g., it is introduced rather than mastered.)
3. Read the standards for grade levels before and after yours.
4. Clarify why by using the criteria: endurance, leverage, and endurance.
5. Consider if there are other standards that are similar.

Grade-3 Reading: Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade-3 topic or subject area.

5.   Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

6.   Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause–effect, first, second, and third order in a sequence).

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history–social studies, science, and technical texts, at the high end of the grades 2 to 3 text complexity band independently and proficiently.

Step	Description	Expected Product	Coaching Role
1	*The team discusses the three criteria it will use to choose its essential standards: endurance, leverage, and readiness for the next level of learning.*	*Team members will have a common understanding of how to determine which standards will be on their list and which ones will not be on their list.*	*The coach prepares some examples of standards that the team will be working with that might meet the criteria and those that likely will not.*
2	*The team considers how to chunk the standards if necessary. For example, in English language arts the first chunk can be the reading and reading foundations standards, the second chunk the writing standards, and the third chunk the language and speaking and listening standards.*	*For each chunk, the team will have a draft list of those standards it finds most important.*	*The coach prepares the materials the team needs, determines when this will happen, and facilitates conversations if possible.*
3	*Each team member independently works through a chunk of standards and chooses those that he or she believes fit one or more criteria.*	*Each team member marks his or her copy of the standards with those he or she believes are essential. Team members should complete this step while they are together, so one person doesn't spend a long time on this step. The more time a teacher takes, the harder it is to narrow the standards to the essentials!*	*This is a time for personal reflection. In order for each member to have a voice in the process, it's important that he or she takes time to consider which are the most important standards. Encourage team members to avoid conversation until everyone has had a chance to go through all the standards.*
4	*The team builds consensus on the standards, making sure all team members participate in the process. Some standards will start with total agreement (everyone believes it is or is not essential), but the majority involves discussion.*	*The team develops a rough draft list of essential standards, which represents the collective thinking of the team after discussion.*	*While team leaders should take a leadership role in this process, the coach can provide support and help teams when they get stuck. The coach can observe the process across the school and ensure teams effectively use it.*

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5	*The team examines data about student performance. Are there areas of particular strength or weakness? If so, the team ensures their essential standards list reflects this by adding additional standards to shore up the weaknesses.*	*Team members make changes to the draft list that reflect strengths and weaknesses.*	*Looking at data can be intimidating for teams that don't do this on a regular basis. The coach should have a conversation about the facts first. He or she allows team members to talk about their inferences after they acknowledge the facts. This makes the process less threatening.*
6	*The team uses documents released by the district or state to ensure that the expectations drafted align to the expectations for students. These might include test specifications, blueprints, or documents developed by the standards writers. For example, if assessment blueprints show an emphasis on text-dependent questions, it's important that the team reflects this emphasis in the draft list.*	*The team can change or add to the rough draft list it puts together in order to effectively reflect what students must be able to do on high-stakes tests.*	*Sometimes teachers are reluctant to spend too much time on these released documents thinking they might be "teaching to the test." Coaches can explain the difference. Teachers also may feel inadequate in interpreting the blueprints and proficiency expectation documents. Coaches should be prepared to help interpret and explain these documents.*
7	*Team members work with the other teams in their school to vertically align their essential standards.*	*A final draft list of essential standards for each team in the building is created that reflects the outcomes of each of the above steps..*	*Coaches can facilitate this step in order to make sure everyone's voice is heard.*

Information Guides and Data

•Consider whether there is any school data that indicates an area of weakness. If so, make sure there are sufficient essential standards to shore up that weakness.

•Study blueprints and other documents released about the state assessment. Are your essential standards aligned?

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Effective Essential Standards

- Represent about 1/3 of the total curriculum.
- Are the **most important** standards for students to know.
- Represent the knowledge and skills students need to be successful in the next grade or on the state test.
- Are vertically aligned to the grade level before and after yours.

Vertical Alignment

When each team has completed the process of choosing a draft set of essential standards, it is important that they take time to talk with those teachers before and after their grade level or course to make sure that there isn't too much redundancy or gaps in what's being assessed and guaranteed.

Protocol for Vertical Alignment		
Step	*Action*	*Anticipated Time of Completion*
1	*All teams write their draft list of essential standards on chart paper and post it in a location accessible to everyone. The best way to do this is to cluster all grade levels or courses in one area of the room. For example, in an elementary school aligning its ELA standards, teams post all these standards, from kindergarten through fifth grade: reading, writing, speaking and listening, and language.*	*Fifteen minutes*
2	*One representative from each team gives an elevator speech (two minutes) sharing any important considerations his or her team makes in choosing essential standards. For example, a kindergarten representative may explain that the team chooses many more phonemic awareness or phonics standards than any other cluster because it believes these are the most important standards for all students to learn at their grade level.*	*Fifteen minutes*
3	*The coach or facilitator asks all participants to "walk the wall," paying particular attention to the standards before their grade level or course and*	*Fifteen to thirty minutes,*

	those after their grade level or course. Notice any gaps or redundancies.	*depending on how much the teams talked about this work before the meeting.*
4	*The coach or facilitator should take some time with the entire group looking at each cluster and responding to any noted gaps or redundancies. If teams agree, they can make changes.*	*Thirty to forty minutes*
5	*The coach or facilitator asks the teams to pair up by having two grades or courses work together.. The coach or facilitator asks the team to consider questions (see table 1.3, page XX) that apply to their standards. Encourage participants to add or delete standards as they make decisions* *You might provide participants with the following sentences stems.* *• We wondered . . .* *• We noticed . . .* *• We wish . . .*	*Twenty minutes*
6	*The facilitator then asks the group to change which team they've paired up with giving them a chance to talk with both the grade level or course before theirs as well as the grade level or course after theirs. For example, if a second grade team worked with first grade in step 5, during this sixth step they'll work with third grade. See questions to consider below.*	*Twenty minutes*
7	*The facilitator asks the following question, "If a student attends our school or district and only learns these standards, would the student be prepared for the next level?"*	*Ten minutes*

Pacing and Assessment

•All standards should be represented in the pacing guides for a grade level.

•Pacing should be adjusted to accommodate the need for extra time to teach, assess, and reteach the essential standards.

•This means some activities connected to the supporting standards will need to be shortened or eliminated.