Quincy Conference 2.0

WHAT SHOULD WE BE DOING DURING PLC TIME?

1890-1920 -One Room School House; Limited Access

1920-1990 – Local Control; More Access; School Leaders as Decision-Makers

ADA

IDEA

Present – Parents/Students as co-decision-makers

NCLB

Common Core
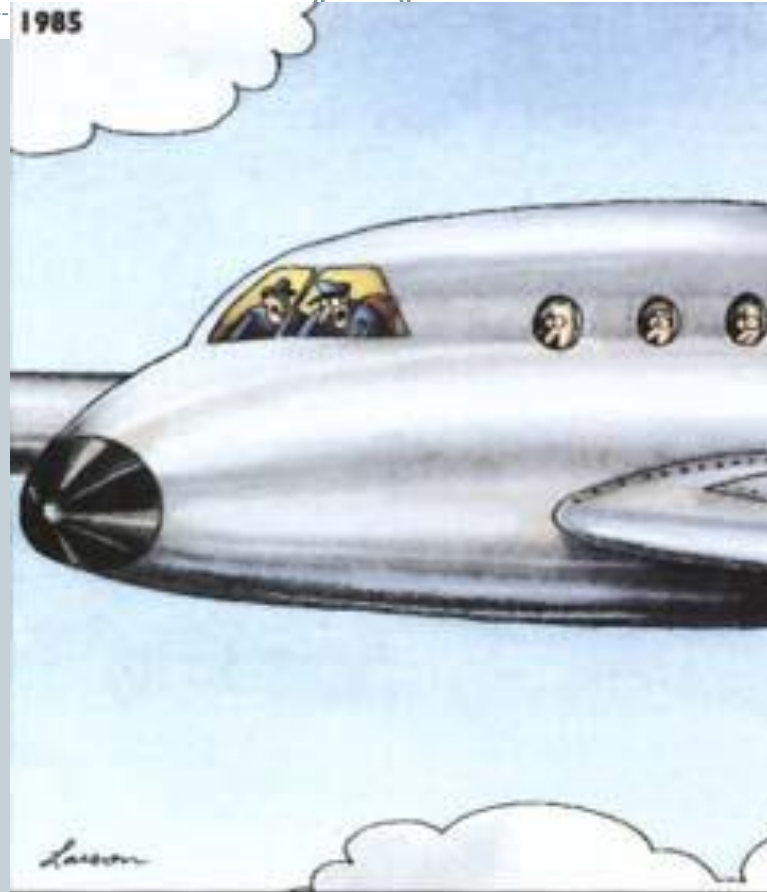
First...a little background

Forces at Work

- Accountability (NCLB)
- Access to information
- Common Core
- Legislation
  - NCLB
  - IDEA
  - SB 7
- Shrinking of the globe
- Technology

1985

"The fuel light's on, Frank! We're all going to die! ... We're all going to die! ... Wait, wait. ... Oh, my mistake—that's the intercom light."

So get to the point, will you…

Why PLCs?

- No credible research in the last 40 years suggests that teachers working in isolation enhances student achievement.

- Overwhelming support from district's teachers and administrators.

- Common sense – pooled experience and shared goals equal results.

Traditional Concepts

- Teachers work in isolation

- My students/my class orientation

- End of process assessment

- Data overload

- Out-of-date information

PLC Concepts

- Teachers working together toward a common goal
- Our students/our school orientation
- During learning process assessment
- Use of current information to make decisions
- Collective inquiry into what works
- Shared mission, values, and goals

Essential Questions

- What is it that we want all students to learn?
- How will we know when each student has learned?
- How will we respond when a student has difficulty learning?
- How will we deepen the learning experience for students who have learned?

What matters most?

"...all researchers agree that the impact of decisions made by individual teachers is far greater than the impact of decisions made at the school level."

Marzano, R. (2003). *What works in schools*

Each member of the PLC Team should…

- Address the same 8-10 Big Ideas
- Expose the students to the same concepts
- Help students develop the same skills
- Teach in a manner that best fits his/her style and skills
- Keep in mind PLC as well as building goals and values

#1 Use of PLC Time

Analyze Formative Common Assessment Data

❑ Must be recent (more than 5 days old is too late)

❑ Common across all sections/classrooms

❑ Can take many forms

- ❑ Exit/Entrance Slip
- ❑ Quick Write
- ❑ Quiz (short) – traditional, online
- ❑ List
- ❑ Rating scale

What types of common formative do you currently use?

Formative Assessment

- **Short**
  - 3-5 questions
- **Specific**
  - Clearly identify the skill or concept being assessed (1 or 2)
- **Usable**
  - Communicates to students where they are
  - Data easily compiled to add in determining next instructional steps

#2a Use of PLC Time

Create Performance Rubrics

- ❑ Writing assignments
- ❑ Projects
- ❑ Presentations
- ❑ Labs

Why use rubrics?

- Define quality specifically, qualitatively, and quantitatively
- Research shows rubrics increase student achievement (Marzano, Pickering, McTighe, 1993)
- Helps students become more thoughtful judges of their own work
- Reduce the amount of time teachers spend on grading
- Can accommodate varied ability levels and interests
- Easy to use for both teachers and students

Designing Rubrics

1) Avoid unclear language – "creative beginning" versus "gives details, an amusing fact, a series of questions, a colorful visual image, or other tool to get the audience's attention"

2) Avoid unnecessarily negative language – "boring" or "disorganized"

3) Clearly articulate gradations of quality – Think "Yes" "Yes, but" "No, but" and "No"

4) Use parallel language – the vocabulary from column to column should be identical

5) Use student-friendly language

6) Include an even number of gradations

Eight questions to consider:

1. Why did you create assignment?
2. Have you given this or similar assignment before?
3. How does the assignment relate to the rest of the course?
4. What skills do students need for successful completion?
5. What exactly is the task assigned?
6. What evidence can students provide to show they have successfully completed the assignment?
7. What does an exemplary product look like?
8. What does the worst example of a product look like?

#2b Use of PLC Time

Anchoring and Scoring Student Work

- ❑ Consistent definition of quality work
- ❑ Consistent application of the rubric
- ❑ Provides exemplars at each level (teacher and student use)

#3 Use of PLC Time

Designing instructional activities

❑ Engaging and Rigorous

❑ Flexible

❑ Data-driven

What is Rigor?

Rigorous classroom instruction includes…

- Activities and tasks that are actively engaging and personally challenging
- Activities and tasks that ask students to solve new problems
- Activities, tasks, and content that are relevant and applicable to real life
- Activities and tasks that ask students to think critically
- Activities and tasks that ask student to reflect on learning, processes, and content
- Activities and tasks that ask students to use and apply content
- High level questioning (both students and teacher)

What is Rigor?

A rigorous classroom environment includes...

- A focus on continual growth over attainment
- A focus on persistence even when it appears a task is too complex
- A fierce persistence and a mindset that learning is the goal
- A focus on collaboration
- Flexibility and responsiveness

W. Daggett on Instruction

"Studies have shown that students understand and retain knowledge best when they have applied it in a practical, relevant setting. A teacher who relies on lecturing does not provide students with optimal learning opportunities. Instead, students go to school to watch the teacher work."

"The root of the problem is that American education is focused around teaching and not learning."

#4 Use of PLC Time

PLC Specific Professional Development

❑Colleague observations and discussion

❑Action research

❑Articles

❑Online PD (ED Leaders, Edutopia, ISBE, Professional Organizations)