

PLC Facilitator Training

08/08/2017

08/14/2017





Introductions

Name

Role

Something you are looking forward to in 2017-2018

Something that is keeping you up at night...

Winterset Community School District

STRATEGIC PLAN



Theory of Action

IF staff believe all students can learn and embrace all students as our own, and
 IF we engage in a growth mindset among the school and community as students take an active role in their learning, and
 IF staff excel in our teaching and learning practices of GRR, PLC and Iowa Core/National Standards, and
 IF we engage in genuine relationships and in the work that maximizes students learning so all students achieve at high levels, and
 IF we develop a culture of inclusion, involvement, urgency, and investment in our schools and community,
 THEN our District Mission & Vision will be realized.

Mission Our Core Purpose	Vision What We Commit to Create	Core Values Drivers of our Words & Actions	Strategic Directions Focused Approaches for Continuous Improvement
As a caring and committed learning community, we will empower all within our learning organization towards continuous learning, personal excellence and lifelong success 	Winterset Community Schools will be a district with: <ul style="list-style-type: none"> • Engaged and successful students inspired and supported by caring and professional staff • A culture and environment where continuous learning and innovation is valued and honored • A partnership of excellence among the board, administration, staff, students, families and community 	<p>Excellence – achieving our very best in all that we do</p> <p>Inspiration – encouraging and motivating others to strive and excel</p> <p>Care – being kind and respectful to others and myself</p> <p>Innovation – being creative, unique, and forward thinking in our learning and work</p> <p>Pride – Committing, dedicating and being loyal to self, school, community, and world</p>	<p>A. Implement consistent classroom practices leading to increased college/career readiness</p> <p>B. Leverage technology to support and extend the traditional classroom</p> <p>C. Provide effective management of growth and resources to meet our future challenges</p> <p>D. Develop community engagement and parent partnership to prepare our students for life beyond their PK-12 education</p>



Agenda

- ❑ The why
 - ❑ Expectations of this position...
 - ❑ Purpose of PLC work
- ❑ The what
 - ❑ District focus areas
 - ❑ 5 Guiding questions
- ❑ The how
 - ❑ Facilitation of the work
- ❑ Resources for getting started or when stuck...
- ❑ Action plan work time



First off...

THANK YOU for signing up for this important work...



This is the year...

WE have to be the model for taking a risk..

<https://www.youtube.com/watch?v=ebtGRvP3ILg>



I have the position now what????

- ❑ Facilitate collaborative structure
- ❑ Evaluator of the process
- ❑ Focus on 5 guiding questions
- ❑ Ensure team knows and follows through on
 - ❑ Purpose
 - ❑ Focus on learning
 - ❑ Working collaboratively on matters related to learning
 - ❑ Holding themselves and team accountable for results that will move our system(s) forward
 - ❑ Their role (A.K.A. What is it they are supposed to bring to the table?)

Remember: Goal is not to be a PLC (Goal is increased student learning)



Purpose of PLC Work (Why This Structure?)

2 Assumptions

1. We cannot do this alone (This profession is too difficult to work in isolation)
2. Necessity of shared understanding of student outcomes and high impact strategies to ensure high levels of learning for ALL



District focus areas...

- ❑ Tight/loose
 - ❑ Tight on what
 - ❑ Loose on how
- ❑ The what (Tight)
 - ❑ Work in collaborative teams and take collective responsibility for student learning
 - ❑ Grade alike
 - ❑ Content alike
 - ❑ Guaranteed and viable curriculum (Ex. Essential learnings)
 - ❑ On going assessment (Frequent team developed CFA/FA)
 - ❑ Utilize results
 - ❑ Improve individual practice
 - ❑ Empower team and capacity building for entire team
 - ❑ Intervene or extend
 - ❑ Intervention and extension



Time to dig in...

5 guiding questions

1. What is it that students are to know, understand, and able to do?
2. How do we know if students have learned?
3. How are we going to instruct?
4. How will we respond when the students are not learning?
5. How will we respond when students already know what we intend to teach?

Growing our Learning at Winterset Schools

Whatever it Takes
The Three Big Ideas
Learning • Collaboration • Results

The Five BIG Questions

- What do we want all students to know and be able to do?
- How will we instruct?
- How will we know that the students are learning?
- How will we respond when the students are not learning?
- How will we respond when students already know what we intend to teach?

The most fundamentally important purpose of a Professional Learning Community is the commitment to student learning.



Before We Begin “The Work”

What will we commit to as a team (Team norms)? (At least 3)

How will we respond if commitments are not lived up to?



Guiding question #1

What is it students are to know, understand and be able to do?

Standards/student level outcomes drive instruction

See “Why essential learnings?”

- ❑ Essential learnings
- ❑ Separation of priority and supporting
 - ❑ Endurance= Beyond grade/course
 - ❑ Leverage= Interdisciplinary
 - ❑ Readiness= Next grade level/course

See “Deconstructing Standards Playbook”

- ❑ Deconstructing essential learnings to ensure (shared) understanding
- ❑ Create/implement student friendly learning targets



Dress Rehearsal for Guiding Question #1 (Elementary)

RL.2.1

Ask and answer questions as who, what, where, when, why and how to demonstrate understanding key details in a text

Task 1: Essential learning protocol (Endurance, Leverage, Readiness)

Task 2: Deconstructing standards protocol (Knowledge and Skills)



Dress Rehearsal for Guiding Question #1 (Secondary)

RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text

RL.9–10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Task 1: Essential learning protocol (Endurance, Leverage, Readiness)

Task 2: Deconstructing standards protocol (Knowledge and Skills)



Learning Target(s) (Elementary)

Create at least 2-3 learning targets for this standard:

RL.2.1

Ask and answer questions as who, what, where, when, why and how to demonstrate understanding key details in a text



Learning Target(s) (Secondary)

Create at least 2-3 learning targets for this standard:

RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text



Guiding Question Dress Rehearsal Reflection

Success(es):

Challenge(s):



Guiding Question #2

How will we know if students have learned?

Turn and talk:

How do we know learning when we see it?



Guiding Question #2

Formative vs. Summative

Formative: Formal and informal process teachers and students use to gather evidence for the purpose of informing next steps in learning

Summative: Assessments that provide evidence of student achievement for the purpose of making a judgement about student competence or program effectiveness

Collaborative (Common) assessment: Any assessment that is team created or endorsed in advance of instruction and then administered in close proximity by all instructors so they can collaboratively examine results, plan instructional responses, analyze errors, and explore areas for program achievement or enrichment/extension



Guiding Question #2

Dress Rehearsal (Elementary)

RL. 2.1 Ask and answer questions as who, what, where, when, why and how to demonstrate understanding key details in a text

St. George, Judith. *So You Want to Be President?* Illustrated by David Small. New York: Philomel, 2000. (2000)

- Review deconstructed standard
- Review learning targets
- Generate a sample formative assessment focused on entire standard (No more than 4 items on assessment)
 - Name the learning targets behind each question
- Create rubric for demonstration of proficiency based on a 4 category system
 - (1) Not yet
 - (2) Progressing toward standard
 - (3) Proficient with standard
 - (4) Exceeds standard



Guiding Question #2

Dress Rehearsal (Secondary)

Using text provided (Pg.'s 106 or 123)

RST.9-10.2

Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text

- Review deconstructed standard
- Review learning targets
- Generate a sample formative assessment focused on entire standard (No more than 4 items on assessment)
 - Name the learning targets behind each question
- Create rubric for demonstration of proficiency based on a 4 category system
 - (1) Not yet
 - (2) Progressing toward standard
 - (3) Proficient with standard
 - (4) Exceeds standard



Guiding Question #3

How are we going to instruct?

Based on essential standard, learning target(s), text sample and formative assessment:

With a partner create a list of high impact strategies we could utilize to teach this specific lesson or a series of lessons

Share as a large group

How can we utilize gradual release framework?????



Guiding Question #4

How will we respond if students are not learning?

*Disclaimer: This question is an assumption that data has been analyzed

- ❑ Partner turn and talk: How do we know if students are not learning? Do we have a process/procedure on our team currently? See results of our teams CFA administered

Partner think-pair share:

- ❑ What does the data tell us?
 - ❑ Individual?
 - ❑ Team?

Large group share out



Guided Question #4

Data Analysis “Look For’s”

- Do we have our norms ready in case crucial conversations need to happen?
- What is our protocol for a safe environment to share data?
- How will the data be aggregated and organized?
- Do we have student work examples to refer to?



Guiding Question #4

Sample Data Protocol

As a team:

- What target(s) need attention?
- Which students did not master specific targets? Why?

As an individual:

- Which results are not ideal?
- How can I improve that target(s)?
- How can my team assist me?
- What are my success in which I can help the team?

See other sample data protocols in folder



Guided Question #4

We have/understand the data; Now what?

Based on sample data; What are our next steps?

- Go back and reteach?
- Small group(s)?
- Circle back next unit?



Guided Question #5

How will we respond when students already know what we are about to teach?

Partner think-pair share:

- What are we currently doing?

Ideas:

- Spiral review (Something they have learned before but deeper)
- Extension tasks (Demonstrate another level of understanding)
 - Instead of ___ demonstrate this ___
- Increase choice
- Application tasks
- Stations/small groups



Break

10-15 minute break...



Example (Elementary)

<https://www.youtube.com/watch?v=r2UCLZDWdyA>

Identify:

- Which of the guiding questions did you observe?
- Evidence?
- What did you notice regarding the cycle of the guiding question(s)?



Example (Secondary)

Meeting 1

<https://www.youtube.com/watch?v=mi0c6mH4eEs>

Meeting 2

<https://www.youtube.com/watch?v=Pu3LkGR6nGQ>

- Differences between meeting 1 and 2
- Which of the guiding questions did you observe?
- Evidence?
- What did you notice regarding the cycle of the guiding question(s)?

PLC Facilitator Training

08/14/2017





Welcome back...

Last time:

- ❑ The Why
- ❑ The What
 - ❑ Brief simulation of 5 guiding questions

This time:

- ❑ The How
- ❑ Resources
- ❑ Begin Action Plan

Reminder: Gina will take your picture today...



Reflection on the Cycle

What are our current successes and challenges regarding the cycle of the 5 guiding questions?

What strategies can we implement to ensure this is a continuous process?



The How: How can I Facilitate This Work????

Starting a movement:

https://www.ted.com/talks/derek_sivers_how_to_start_a_movement



Peter Drucker



The How: Honing our craft...

- ❑ Cognitive Coaching
- ❑ Crucial Conversation
- ❑ Fierce Conversation
- ❑ 5 Dysfunctions of a Team



The How:

What happens if we can't work as a team?

Cognitive Coaching (See Planning Conversation Memory Mat):

- Clarify goals
- Specify success indicators
- Anticipate approaches
- Establish personal learning focus
- Reflect on coaching

Coaching Pattern:

- Pause
- Paraphrase
- Pause
- Posing questions



The How: Having a “*Crucial Conversation*”

See “The Law of Crucial Conversations”



The How: Having a *“Fierce Conversation”*

7 Principles

1. Master the courage to interrogate reality
2. Come out from behind yourself into the conversation and make it real
3. Be here, prepared to be nowhere else
4. Tackle your toughest challenge today
5. Obey your instincts
6. Take responsibility for your emotional wake
7. Let silence do the heavy lifting



The How:

5 Dysfunctions of a Team

1. Absence of trust
 - a. Shared experiences over time
 - b. Follow-through and credibility
 - c. In-depth understanding of each team member's strengths
2. Fear of conflict
 - a. Acknowledge conflict can be productive
 - b. Bring issues into the light
 - c. Coaching each other
3. Lack of commitment
 - a. Review key decisions
 - b. Clarity and communication
4. Avoidance of accountability
 - a. Publicize goals
 - b. Clarification of roles and responsibilities
5. Inattention to results
 - a. Clarity of results
 - b. Intentional communication as a team



Scenario Example

This was your first meeting of the year

<https://www.youtube.com/watch?v=mi0c6mH4eEs>

- How can you utilize any of these strategies?
- Where would you start?
- Select one topic to have a crucial conversation about
 - What would that look like?



Final Thoughts Before Work Time...

- ❑ The answers are in the room
- ❑ This process will take time. The alternative will take much longer...
- ❑ No student/teacher has ever died from high expectations
- ❑ The goal is not to be a PLC
- ❑ You CAN do this...
- ❑ There IS support...
 - ❑ PLC facilitators
 - ❑ Team/other teachers
 - ❑ Building Administrators
 - ❑ Building coaches
 - ❑ Building Administrators
 - ❑ District coaches
 - ❑ District Administrators



Action Plan

See Action Plan template in google folder



Final Activity: The letter...

For the next 10 minutes I want you to write a letter to yourself reflecting the following:

- What you're excited about in the upcoming school year
- What you're anxious about in the upcoming school year
- Goals for your team
- Current success(es)
- Current challenge(s)
- Which challenges are you hoping to overcome this year?

Write your name on the envelope

Put letter in envelope and seal and hand to me on your way out the door...

THANK YOU FOR SIGNING UP FOR THIS IMPORTANT WORK...