



Data for Student Success

November 30-December 1, 2009
Lansing

"It is about focusing on building a culture of quality data through professional development and web based dynamic inquiries for school improvement."

Introduction to the Grant

- Federal Title II Part D of the NCLB Act of 2001 Enhancing Education through Technology Grant awarded through CEPI





Creating Conditions for Professional Learning

Outcomes

- Establishing the environment for professional learning (Context)
- Determining the state of your culture
- Determining the design that works with the context (Process)
- Creating Norms to drive professional learning
- Connecting data, professional learning, and student achievement (Content)
- Creating steps to move towards your desired state



Grounding Activity

- Give and Go
 - On your form, list two ways you engage in professional learning.
 - Meet with another person. Record one idea from each other on your forms. (Give one, then Go)
 - Continue until you have 10 new ideas.



What is a PLC?

Professional
Learning
Community



What is a PLC?

“A Professional Learning Community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. PLC’s operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators”

DuFour, et. al, 2006



The driving engine of a PLC is...

...the **collaborative team**, on which members work **interdependently** to achieve a **common goal** for which each team member is **mutually accountable**.



Six Characteristics

- Shared Mission, Vision, Values, and Goals
- Collective Inquiry
- Collaborative Culture
- Action Orientation and Experimentation
- Continuous Improvement
- Focus on Results


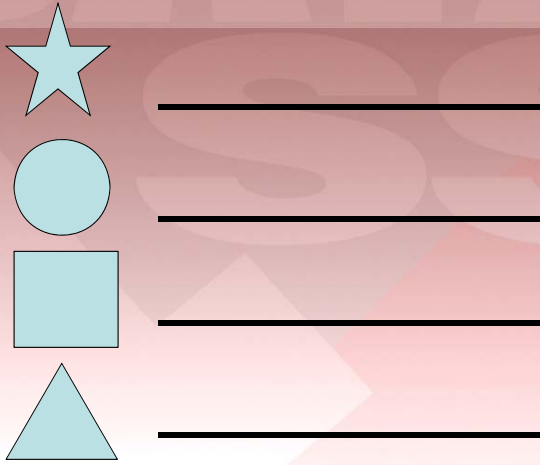


Why PLCs?

A *precondition* for doing anything to strengthen our practice and improve a school is the existence of a culture in which professionals talk about practice, share their craft knowledge, and observe and root for the success of one another. *Without these in place,* no meaningful improvement – no staff or curriculum development, no teacher leadership, no student appraisal, no parent involvement, no team teaching, and no sustained change is possible.



Processing Pairs



Norms/Working Agreements

The standards of behavior by which we agree to operate while we are learning together.



Norms/Working Agreements

- ⊙ Participate fully
- ⊙ Actively listen
- ⊙ Seek application
- ⊙ Press for clarification
- ⊙ Honor time agreements and confidentiality
- ⊙ Silence cell phones
- ⊙ Keep side bars to a minimum and on topic



CONTEXT

Establishing the environment for professional learning



Creating Context

- Ongoing process
- Cannot wait until the “right” conditions exist to provide professional learning
- Attend to context-building strategies
 - Allows to implement powerful professional learning
 - Improves capacity for school to function as a learning community
 - Helps increase student achievement



Creating the Context through School Improvement

- Shared language for teaching and learning
- Ongoing, collaborative, adult learning
- Use of data
- Involvement at every level
- A school or district theme






The success of
any human endeavor
depends on
the quality of
its human relationships.

 William
Glasser



Developing Positive School Culture

- School culture influences the ways people think, feel, and act.
- Understanding school culture is key to a school's success in promoting staff and student learning.



School cultures
are products of
human thinking
and
habitual ways of
interacting.



- ✓ **Read Article** (15 min.)
“Positive or Negative School Culture”
- ✓ **Set up Note Cards**
3 note cards with one significant idea on each card.
- ✓ **The Final Word Protocol**
(directions on hand out)



Two Forms of Change in a PLC

- **Technical**

- Collaborative time
- Common Assessments
- Data
- Educational Technology
- Support Classes

- **Cultural**

- Positive or Negative?
- What cultural work needs to be done in order to get to the technical change?



Common Misconceptions about Technical Changes

- Changing the structure will lead to higher levels of learning (“rearranging the deck chairs on the Titanic”)
- Technical changes make up for poor instruction or unprofessionalism
- Technical changes will “fix” kids or “fix” schools which are broken (ie: dress codes, longer school days)



Cultural Changes when Attending to Context

- Everyone in the building, including the students, knows and understands the purpose of the school (mission, vision, values).
- Professional learning is one of inquiry – questioning and searching for answers is the main mode of professional discourse.
- Being in each others' classrooms and buildings is the norm.



- No one waits for orders from above.
- People are not satisfied with the status quo.
- People will grumble about old-style staff development



Continuum of Community Function

Toxic Laissez-faire Congenial Collaborative Accountable

Toxic – All about the teacher, adults not nice to one another or to the students

Laissez-faire – Teacher centered, autonomous, individual contractors

Congenial – Counterfeit, confuse niceness w/collaborative, focus not on kids

Collaborative – Have structures and skills in working together for improved student achievement

Accountable – Able to acknowledge and deal with difficult data effectively; Move beyond familiar solutions and approaches; Let go of instructional practices that do not work; Call one another on unmet expectations or violated norms.

Source: Skillful Leader II, Warnock presentation



25

PROCESS

Selecting the design that works
with context and content

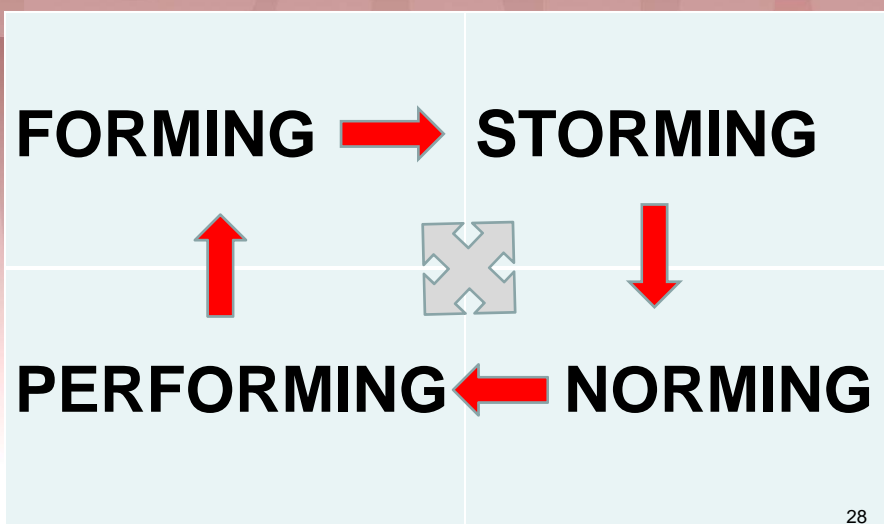


What is process?

- Selecting the professional learning strategies – that help adults learn.
- Once you have the context for learning, adults will collect and analyze data from various sources. The data help identify student needs and what the adults need to learn to help their students (the content)



Bruce Tuckman's 'Forming Storming' Team Development Stages Model (1965)



28

Think about....

**What guidelines and standards
are needed for
efficient,
productive
and worthy
use of our time
when we are together?**



Focused Reading

**As you read the article
“Norms Put the Golden Rule
Into Practice for Groups”**

Mark:

P (+) What you find positive or agreeable

M (-) What you find questionable


**I What you find to be interesting or
an “Aha” for you**



Quiet Write

- Think of a past experience working on a team or committee. Identify 1-2 specific behaviors which prevented the group from being effective:
 - For example, whining and complaining, arriving late/leaving early, being disengaged in the meeting, and so on...
- For each negative experience, establish a positive commitment statement (a norm) your team should adopt that, if everyone adhered to it, would prevent the past negative experience from recurring.



- On note cards (one per note card):
 - Write 2-3 Norms that you can absolutely not live without when working in this group.
 - Norms are stated as commitments to act in certain ways rather than as beliefs.
 - Meet with your  partner and discuss this process of creating norms
 - During training, take this information and compile norms for the work.



Developing Our Norms or Working Agreements

- If norms are already in place for your meetings/professional learning, look at “revisiting norms” and/or the “unwritten norms”.



Creating a Culture of Quality Data

The most promising strategy for sustained, substantive school improvement is developing the ability for school personnel to function as professional learning communities.

DuFour and Eaker, 1998



Two Underlying Assumptions in a PLC...

1. All Children Can Learn
2. All Children Will Learn Because of What We Do




Create Time for Collaboration

- Teaching is a three-part act – planning, doing, and reflecting.
 - School schedules often reflect the assumption that if teachers are not in the classroom in front of students, they are not doing their jobs.
 - School schedules typically have provided time for teaching but not for the equally important functions of planning and reflecting.
 - Growing body of research that links teacher collaboration to student achievement.
 - Time for teacher collaboration is not a luxury, it is a necessity for schools that want to improve.



How much time??

- Many school improvement experts recommend a *minimum* of 45 minutes per week of uninterrupted, protected time for collaboration:
 - Creative uses of specials/electives
 - Block scheduling
 - Reallocation of contract time
 - Full release days with subs to analyze common assessment results, along with 2-3 day data retreats in the summer.
- There is a growing number of schools across the country that have proven that finding time to collaborate is a solvable problem – **IF** the will is present to do so... 

Find your Partner

- Determine who is A and who is B.
- Discuss what you have heard/learned so far.
 - A talks for 2 minutes while B listens
 - B paraphrases for 1 minute while A listens.
 - 1 minute discussion
 - B talks for 2 minutes while A listens
 - A paraphrases for 1 minute while B listens.
 - 1 minute discussion
 - What questions/comments to you still have?



CONTENT

Connecting data, professional learning, and student achievement



Why PLCs?

- You cannot have students as continuous learners and effective collaborators, without teachers having the same characteristics.

-Fullan



Steps for Deciding Content

- Start at the end
 - What should students know and be able to do?
 - What are the GLCEs or HSCEs really asking?
 - How well do they know and are they able to do what is expected?
 - How will you respond if they don't meet expectations?
 - How will you respond if they already meet the expectations?
- Keeping in mind what students need to know and be able to do, consider what teachers should know and be able to do.



- Look at the current professional learning program (if there is one) and determine if it works to support needed content
- Design your own professional learning program
- Determine indicators of success for students and their teachers
- Determine indicators of success for others in the system



In Highly Effective PLCs...

Teams of teachers evaluate the effectiveness of instruction and curriculum by *establishing student achievement goals*. Teacher teams discuss previous years' trend data and examine specific areas of program weakness. Achievement goals can focus on reducing failure rates, increasing access to rigorous curricula, increasing the percent of students attending college, and improving student performance on district and state exams.



Teacher Leader Identification Survey

- Directions for administering the survey
- Survey instrument
- Sample letters



Data Leadership Teams: Why?

“Schools that explore data and take action collaboratively provide the most fertile soil in which a culture of improvement can take root and flourish.”

"The Collaborative Advantage." Educational Leadership Dec/Jan (2009)



What do Data Teams Do?

Typical responsibilities for Data Team members might include (not limited to):

- Collecting and analyzing a variety of types of school data
- Developing or adapting common assessment instruments
- Committing to norms of collaboration and to examining data from an equity perspective
- Using the processes and tools to identify student learning problems, verify causes, generate solutions, and monitor and achieve results for students
- Consulting research to investigate problems, causes and best practices



What do Data Teams Do? - con't

- Developing data-supported action plans
- Communicating with staff and key stakeholders about the findings and the plans
- Overseeing the implementation of the plan and/or implementing instructional improvement in classrooms
- Sharing successes and challenges from their own classrooms and/or at the school level
- Engaging a broader group of stakeholders to gain their input, involvement, and commitment
- Coordinating with other school/district initiatives leaders
- Developing their knowledge and skills in data literacy and collaborative inquiry, leadership and facilitation



Force Field

1. On your own:
 - Complete the Descriptors for Current State or Result
 - Share in table groups
 - Complete the Descriptors for Desired State or Result
 - Share in table groups
2. Complete the left-hand side of the two-part template:
 - What forces are hindering...
 - What forces are helping...
 - Discuss at with a partner at your table
3. Complete the right-hand side of the template:
 - Steps to overcome...
 - Steps to continue and support...



What's On Your Mind?

- Please take time to complete this form and leave on the front table.
- Thanks!!!

