MATERIALS FOR

PROFESSIONAL LEARNING COMMUNITIES (PLC)

Tucson Unified School District

2014-2015

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Four Critical Questions for Learning

What do we want students to learn?

How will we know if they learn it?

How do we respond when students are not learning?

How do we respond when students have already learned it?

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TUSD Professional Learning Communities Smart Card

What do we want students to learn?

- **Is** the essential learning aligned with state standards and district curriculum guides?
- Does essential learning ensure students are well prepared to demonstrate proficiency on state, district and national assessments?
- Do assessments created by the team provide timely information on each student's proficiency so students are provided additional time and support for learning?

Possible Data Points and Resources

Advanced Placement	AzMerit	AZELLA	Benchmarks
Dibels	DRA	Formative/Summative	Mastery v. Non-mastery
Pima Admission Test	Progress Monitor	Readiness Pre-Assessment	Standards/Curriculum
Student Work Analysis	Sub-group Achievement	Task Analysis	Teacher Created Tests
Textbook Assessment	Trends	Understanding by Design	Vertical Design

How will we know when they learn it?

- Determine a specific number of common assessments to be used quarterly? Semester? Yearly?
- Demonstrate how each item is aligned to the essential outcomes.
- Specify the proficiency for each skill
- Clarify conditions for administering the common assessment (read to students, how much review prior to assessment, amount of prompting or rephrasing)
- Assess a few key concepts frequently rather than many concepts infrequently

Possible Data Points and Resources

Anchor Charts	Avenues Assessment	CBM's	Data Talk Folders
Effort Rubric	End of Course Tests	ExEd/Gate Assessments	Formative/Summative
IEP Quarterly Assessments	Informal Observation	Mastery v Non-mastery	Common Assessments (grade, district, state)
Performance Based Portfolio	Periodic Snapshots of student work	Presentations of Learning	Project Based Learning
Reading Record	Sight Word Assessment	Student work Analysis	Task Analysis
Teacher Created Tests	Textbook Assessment	Unit Tests (Envisions, Trophies)	Work Samples
Writing Sampless	Dolch Word Inventory		

How do we respond when students are not learning?

- Interventions—
  when,
  what,
  who,
  how often meet
  how often assessed
  what will be assessed
- Timely—at first indication of struggling
- Students are guaranteed to receive time and support regardless of who the teacher is

Possible Data Points and Resources

Achieve 3000	ATI interventions	Attendance	Data Talk Folders
Dolch Word Inventory	Growth over time	IEP Quarterly Assessments	Individual Student Needs (assign techonology support
Mastery v Non-mastery	Math Fluency/ Facts (RTI book)	Meta Data: % of homework, Suspensions, etc	MTSS (track data)
Performance based Portfolio	Planning of Instruction	Read Natually	Reading Diagnostics/ Writing Samples
Student Work Analysis/ Work samples	Student Generated Assessments	SuccessMaker/ Waterford	Task Analysis

How do we respond when students have already learned it?

- Extensions—
  Who's doing (students and teachers)
  What will it look like
  How will it be graded (rubric)
- Complexity vs. Difficulty
  Complexity=measure of thinking, action or knowledge required to complete a task
  Difficulty=measure of effort required to complete a task
- Research says to differentiate difficulty NOT complexity

Possible Data Points and Resources

Dolch Word Inventory	Growth over time	Mastery v Non-mastery
Performance Based Portfolio	Student Work Analysis	Student Generated Assessments
Task Analysis	Video Taping (teacher)	Work Samples
Writing Samples to Show Growth		

ANALYZING STUDENT WORK DESCRIPTION:
ADVANCING LEARNING THROUGH ANALYZING STUDENT WORK

Analyzing student work helps teachers to examine what students are learning and determine how best to adjust instruction according to the specific learning needs of the students. Research indicates that completing an analysis of student work in collaboration with colleagues using an established tool positively impacts teacher expertise. Using the Analyzing Student Work (ASW) tool benefits teachers in:

- Developing criteria and a structure for analyzing students' work to measure student growth
- Understanding and addressing the diverse needs of their students
- Learning a process and protocol for analyzing student work to identify learning needs
- Examining the role of standards, criteria and evidence (formative assessment) in improving teacher practice
- Developing an action plan that is aligned with student content standards and differentiated to meet the assessed learning needs of students
- Developing skills in collecting and analyzing observation data, giving feedback, and communicating with families
- Examining teacher practice through the inquiry cycle: Plan-Teach-Reflect-Apply
- Improving instructional practices

The ASW tool can be used in many contexts and with diverse approaches:
- One-on-one with a mentor
- In PLCs , for example, following a common assessment
- In grade-level or department teams, e.g., determining standards or rubric for mastery
- As a starting point or mid-point for an Inquiry Cycle that includes planning, teaching and observing, and reflection.

The Analyzing Student Work tool is part of the New Teacher Center Formative Assessment and Support System.   See *New Teacher Center Formative Assessment Guidebook (2013).*

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<u>ANALYZING STUDENT WORK (ASW) Tool</u>

This two-page tool can be accessed electronically via TUSD files. See following pages.

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ASW # _____

Analyzing Student Work

Teacher _____   Mentor _____

Grade/Subject _____   Date _____

Assignment for Analysis _____   Standard/Objective _____

Expectation for assignment

Students Who:

Far Below Standard	Approaching	Meeting	Exceeding
_____ % of class	_____ % of class	_____ % of class	_____ % of class

Select One Student to Represent Category
Describe Performance

Far Below	Approaching	Meeting	Exceeding

rev 08-17-12

TUSD Induction/Mentoring Program, Adapted from New Teacher Center

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ASW #

Learning Needs for Each Category

Far Below	Approaching	Meeting	Exceeding

Differentiated Strategies to Meet Needs

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Sample Team Meeting Agenda Templates

While there is no one way to create an agenda for a team meeting, the most successful agendas include topics to be discussed, decisions to be made, actions to be taken, and reasons for celebration. Some agendas also include short reflection surveys designed to collect information about team meeting processes. The following is a sample agenda that your learning team might find valuable. (from *Building a PLC at Work™ © 2010 Solution Tree Press • solution-tree.com)*

Professional Learning Team Meeting Agenda Template #1

To download this page, please visit <**go.solution-tree.com/PLCbooks**>. Then go to page 111 in the book Building a Professional Learning Community at Work: A Guide to the First Year. (See visual of only page 1 of 3 on the following page.)

Professional Learning Team Meeting Agenda Template #2

This can be viewed electronically at http://www.slideshare.net/KMP444/plc-agenda-template. See the following pages for the visual.

Professional Learning Team Meeting Agenda Template #1

Team Agenda Template

While there is no one way to create an agenda for a team meeting, the most successful agendas include topics to be discussed, decisions to be made, actions to be taken, and reasons for celebration. Some agendas also include short reflection surveys designed to collect information about team meeting processes. The following is a sample agenda that your learning team might find valuable.

Date of Meeting: _____   Start Time: _____   End Time: _____

Members Present: _____

Topics to Be Discussed: Effective teams limit the focus of their meetings, resisting the temptation to tackle too many topics at once. As a result, we will focus our next meeting on the following three topics.

Topic 1: _____	Topic 2: _____	Topic 3: _____
How does this topic connect to our school's mission and vision?	How does this topic connect to our school's mission and vision?	How does this topic connect to our school's mission and vision?
Where do we currently stand?	Where do we currently stand?	Where do we currently stand?
What do we need to do to move forward?	What do we need to do to move forward?	What do we need to do to move forward?

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Professional Learning Team Meeting Agenda Template #2

PLC Agenda   Team:_____   Date:_____

Materials to bring to meeting:_____
Recorder:_____

Start Time:

End Time:

Meeting Norms
1. To be developed

Members Present		
1.	4.	7.
2.	5.	8.
3.	6.	9.

Action Items	Who?	Estimated Time	Minutes/Notes
Review Goal (from last meeting) and Strategies that Worked • What worked? Each member shares evidence of a strategy that was effective in helping to reach the goal since the last meeting.	ALL	5 Minutes	
Chief Challenges • What is the most urgent concern, problem or obstacle to progress and better results (based on data)? 　○ What is it we want our students to learn? 　○ What does the data tell us?	ALL	5 Minutes	
Proposed Solutions • What are possible concrete, practical solutions to these problems? 　How will we respond when some students do not learn it? 　How can we extend & enrich learning for students who have demonstrated proficiency?	ALL	8-10 Minutes	
Action Plan • Which solutions might be best for the team to focus on between now and the next meeting? • If applicable, record names of people who are responsible for specific tasks prior to next meeting. 　• What am I taking away? 　• Next steps...	ALL	10 Minutes	
Unfinished Instructional Business			
New Instructional Business			
Open Agenda (if time allows)			

Homework/ things to do before our next meeting –

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Documentation Sheet

Team Agenda Template # 2 can serve as a documentation sheet. An alternative is the **Team Feedback Sheet**, which can be accessed digitally. The visual is here.

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Team Feedback Sheet

Team Name:

Meeting Date:

Team Goal(s):

Team Members Present: Team Members Absent (List Reason):

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Topics/Meeting Outcomes:

Questions/Concerns:

Administrator:

Date:

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