APPENDIX IV – 22

Tucson Unified School District

Taking Action for Success, Enhancing Learning for All

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June 25 and 26, 2019

Tucson Unified School District
June 25 and 26, 2018
Principal's Meeting
Outline
Taking Action for Success, Enhancing Learning for All Students

Day 1 – Laying the Foundation
- Establishing the Why of PLC and RTI
- Collective Responsibility
- Role of Teacher, Intervention and Leadership Teams
- Constructing a Model for Sustainability – Part 1 (T1 and T2 on Essentials)

8:00 – 8:15/12:00 – 12:15   Introductions and Outcomes

8:15 – 9:00/12:15 – 1:00   Establishing the Why of PLC and RTI
- Factors Influencing Student Achievement
- Structure of MTSS and SPED
- Tiers of Support – Academic and Behavioral
- Aligning PLC and RTI

9:00 – 9:15/1:00 – 1:15 Type of Teams – Roles and Responsibilities
- Guiding Coalition, Intervention and Collaborative Teacher Teams
    - How are they established?
    - What is their role?
    - When do they meet?

9:15 – 9:45/1:15 – 1:45 Expanding Leadership Capacity, Selection of the Guiding Coalition
- Purpose
- Role
- Selection

9:45 – 10:00/1:45 – 2:00   BREAK

10:00 – 10:30/2:00 – 2:30   Establishing a Culture of Collective Responsibility
- Technical Change vs. Cultural Change
- Foundation of a PLC, Focus on Learning
- Creating the Sense of Urgency for Change
- Establishing Consensus

10:30 – 10:50/2:30 – 2:50   Collaborative Teacher Teams
- Team Structures/Types of Teams
- Team Foundations
- Collaboration Time
- SMART Goal Alignment

10:50 - 11:00/2:50 – 3:00   Reflection
- Key Points
- Circling Around

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Day 2 – Collaboration, Enhancing the Work of Teams
- Reflection
- Clarifying the work of Collaborative Teacher Teams, Products and Resources
- T1 and T2 Intervention Supports
- T2 Interventions, Making Time
- Loose and Tight in a PLC Culture

8:00 – 8:15/12:00 – 12:15   Today's Outcomes and Reflection form Day 1

8:15 – 8:45/12:15 – 12:45   Establishing our Common Vocabulary

8:45 – 9:30/12:45 – 1:30   Collaborative Teacher Team Responsibility – T1/T2 Support,
                                   Team Products
- Identifying our High Leverage Standards
- Formative and Common Formative Assessments/Assessment Process
- Data for T2 – Standard to Target

9:30 – 9:45/1:30 – 1:45   Break

9:45 – 10:15/1:45 – 2:15   Making Time for T2 Interventions

10:15 -11:00/2:15 – 3:00   Action Planning

Workshop
Ahas and Big Ideas

Ahas and Big Ideas	How Can I Put This into Practice

Compelling Reasons for Interventions - Notes

The research says…

Interventions are important because….

Why are these concepts critical when implementing effective interventions?

- **School Culture**

- **Collaboration**

- **Formative Assessment**
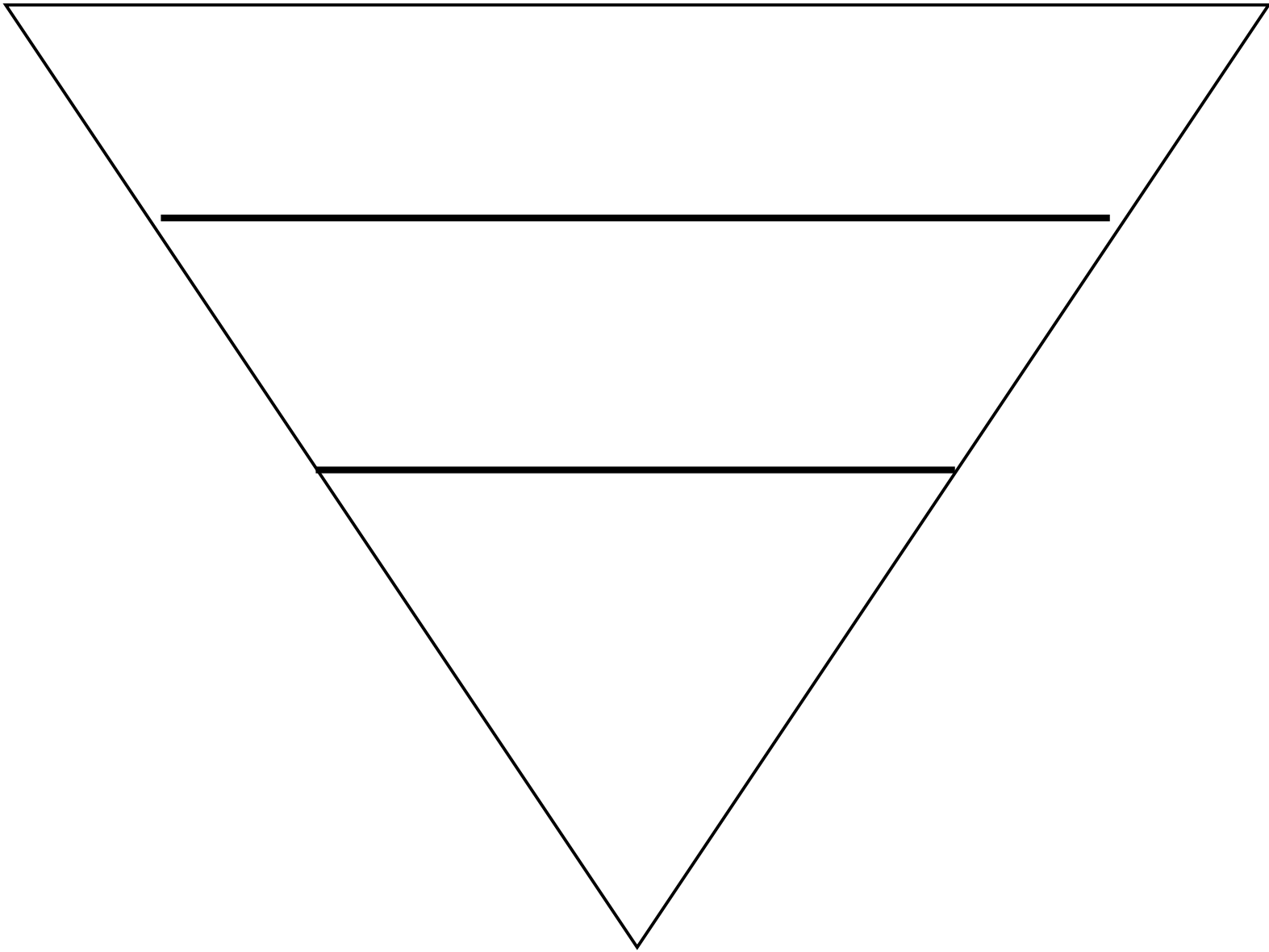
- **Data Analysis**

Current Reality Question – Can you make every parent this promise?

"It does not matter which teacher your child has at our school. If your child needs extra time and support to learn at high levels, we guarantee he or she will receive it."

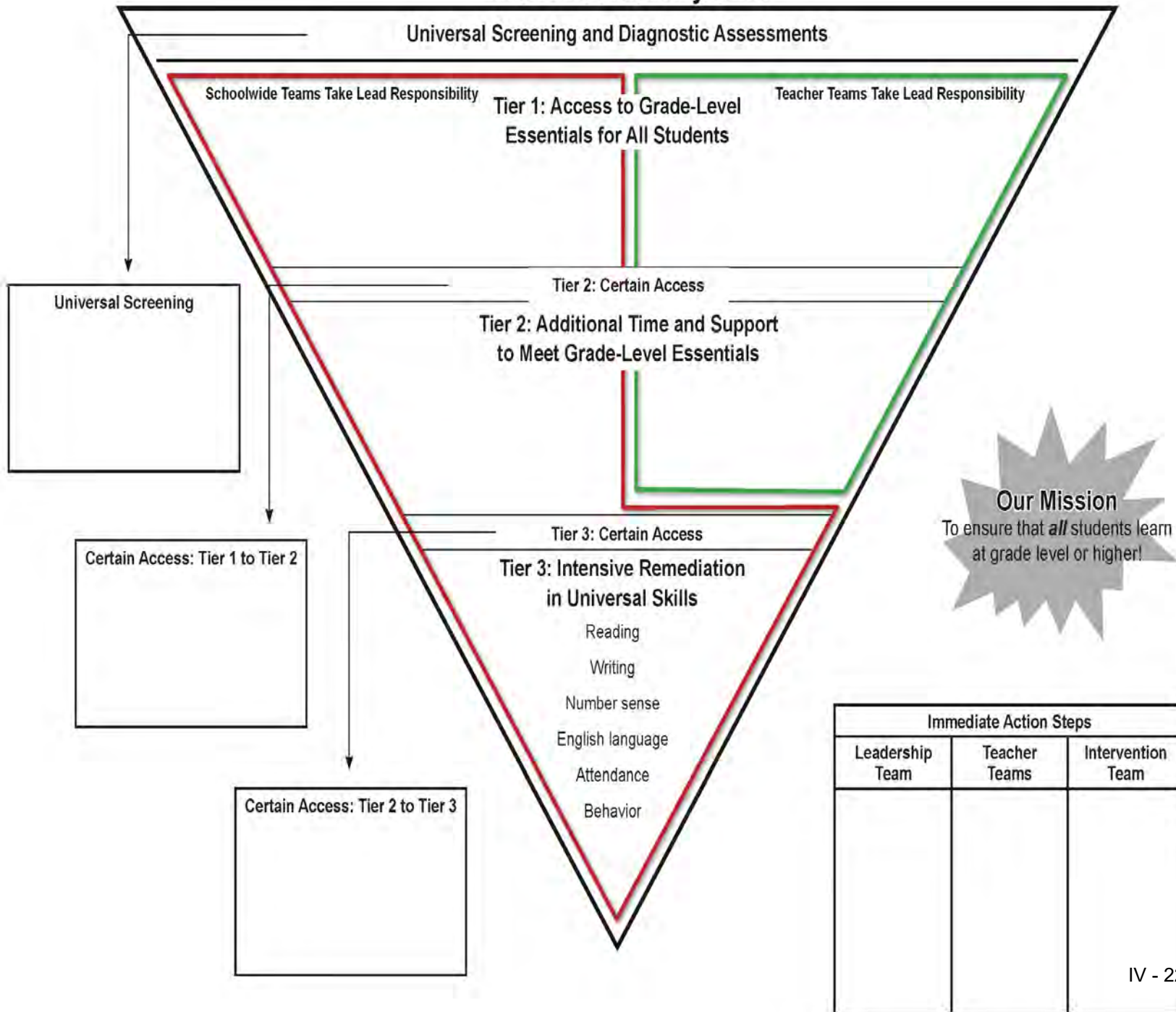## What is the current reality in our schools?

What is our role as a district office team? How can we support this statement in our schools?

Multi Tiered System of Support

Is this how our school views RTI?

The RTI at Work Pyramid

Universal Screening and Diagnostic Assessments

Schoolwide Teams Take Lead Responsibility

Teacher Teams Take Lead Responsibility

Tier 1: Access to Grade-Level Essentials for All Students

Universal Screening

Tier 2: Certain Access

Tier 2: Additional Time and Support to Meet Grade-Level Essentials

Certain Access: Tier 1 to Tier 2

Tier 3: Certain Access

Tier 3: Intensive Remediation in Universal Skills

Reading

Writing

Number sense

English language

Attendance

Certain Access: Tier 2 to Tier 3

Behavior

Our Mission
To ensure that *all* students learn at grade level or higher!

Immediate Action Steps		
Leadership Team	Teacher Teams	Intervention Team

<u>Three Big Ideas of a PLC and the Four C's of RTI</u>

Focus on Learning (Collective Responsibility)

Collaborative Culture (Concentrated Instruction and Convergent Assessment)

Focus on Results (Certain Access)

What is a PLC? – Becky DuFour

What's not a PLC?	What is a PLC?

Important concepts to guide our focus with schools

Establishing Collaborative Structures

Intervention Team – Focused on the most at-risk students

- Identifies and supports students at the school below grade level.

Guiding Coalition - provides guidance and teacher leadership to teacher teams

- Capacity building team an items or events that are sustained by the school for overall school improvement

Collaborative Teacher Teams – teachers who share the same curricula focusing on the four critical questions of teams

- Determines what artifacts could be used as evidence for the different subjects and/or grade levels in our group.

Leadership

Traditional School Leadership

What does it look like and feel like?

Principal –

Teacher –

PLC Leadership

What does it look like and feel like?

Principal –

Teacher –

Building a School's Guiding Coalition

Step 1 – List the name of current members of what you might consider to be your guiding coalition.

Position of Power	Expertise
Ask: Are enough key players on board so that those left out cannot easily block progress?	Ask: Are the various points of view – in terms of discipline, work experience, and so on – relevant to the task at hand adequately represented?
Credibility	**Leadership**
Ask: Does the group have enough people with good reputations that its recommendations and decisions will be taken seriously?	Ask: Does the group include enough proven leaders to be able to drive the change process?

Buffum, A., Mattos, M. & Weber, C. (2012). Simplifying Response to Intervention, Four Essential   Guiding Princpals. Solution-Tree. Bloomington, IN.

POSITION DESCRIPTION
TEAM LEADER

A high-performing collaborative team of teachers is the heart and soul of a school that functions as a professional learning community and a highly effective team is invariably led by an effective team leader. The success of the White River School District to achieve its mission of ensuring high levels of learning for all students depends to a great degree on the leadership capacity of the team leaders in each school. Thus, the selection of team leaders in White River is a thoughtful, informed and deliberate decision of critical importance.

The educators who serve in this very important role are expected to coordinate and **lead** the work of their team. They will work closely with the Building Learning Coordinator within their building and **report directly to the building principal.** Additionally, team leaders serve as a contributing member of the principal's administrative team. Team leaders are expected to articulate and communicate to the administration staff questions, needs and concerns, while at the same time communicating and explaining the rationale and specifics of the administration's plans and initiatives to the staff. In short, the team leader serves as the **key communications link** between the administration and the staff.

Team leaders are expected to enhance the capacity of their team to work **interdependently** to achieve **common** goals for which team members hold themselves **mutually accountable**.   In fulfilling their role of leading their team, the team leader is responsible for such functions as leading the team in preparing and utilizing team norms, planning agendas, facilitating meetings, serving as a direct communications link between the administration and the staff, leading the work of teams in analyzing and improving student learning data , seeking out and experimenting with best practices, leading the collaborative development and attainment of learning improvement goals and identifying and communicating professional development needs. **Team leaders must work continually enhance the effectiveness of their team by ensuring that the team focuses on the critical questions and practices associated with improving students learning in a manner that is reflective of the highest quality.**

Educators who serve as team leaders must have a **demonstrated record of effectiveness in their own teaching** and they must have **earned the recognition and respect of their peers.** Team leaders must have excellent planning and organizational skills, as well as the ability to work well with others. In order to enhance the leadership capacity and effectiveness of others, team leaders must model a desire and willingness to continually learn-- constantly seeking ways to first improve themselves so that they can more effectively lead their team.

In short, the White River School District, is seeking **outstanding** individuals to **lead** building-level collaborative teams of teachers in order to more effectively impact student learning levels-- **student by student, skill by skill,** relentlessly and continually!

Eaker, R., Keating, J. (2012) *Every School, Every Team, Every Classroom, District Leadership for Growing Professional Learning Communities at Work*. Solution-Tree. Bloomington, *Indiana.*

High Leverage Strategies for Principals

Key Points:

Start Doing:

Stop Doing:

Next Steps:

John Kotter's 8 Steps to Leading Change

Create a sense of urgency.

Create a guiding coalition

Develop a change vision

Communicate a vision for buy in

Empower people and remove barriers.

Generate short term wins.

Don't let up.

Make change stick

(www.kotterinternational.com/KotterPrinciples/Change Steps.aspx)

Sense of Urgency

1. What is urgency?

2. Why do we need it?

3. How does it benefit managers?

4. How does it benefit organizations?

5. What gets in the way of creating a sense of urgency?

6. How do we create urgency?

Team Protocols

Norms – Standards of behavior to guide the work of our team.

    What commitments do I need to make to maximize my learning in this team?

    What commitments do I need from my colleagues to maximize my learning in this team?

Consensus – How will we make decisions as a team?

    All points of view have been heard.

    It's the will of the group to move forward – fist to five.

Team Vision – What is the purpose of our team?

Agenda – How will agendas be created for our meetings?

Roles on my team – Time Keeper, Note Taker, Facilitator,
    Presenter

Timeline for Completing Team Protocols
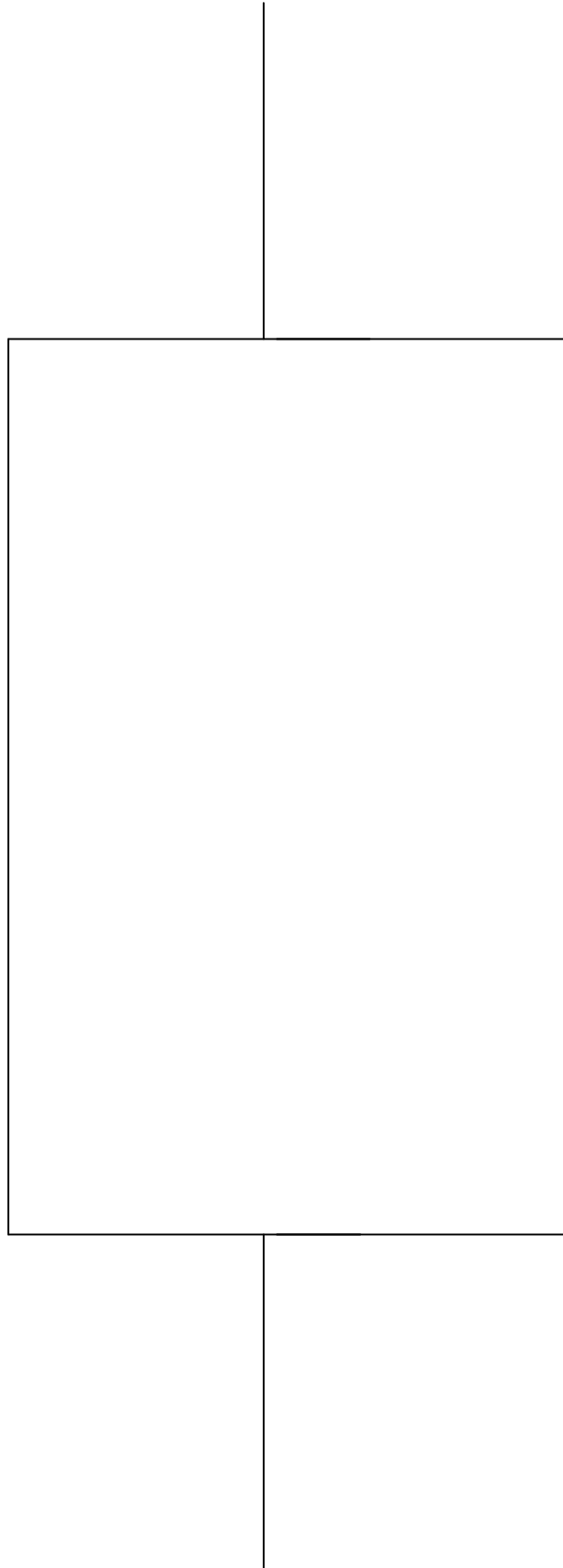   Week 1

    Week 2

    Week 3

    Week 4

Day 1 – Reflection

Key Points from our day of learning

Still Circling Around

Building the Roadmap

Day 2 – Reflection

I thought about…

I wonder about…

What do we see? Effective Elements of Teams

Effective
Effective
TEAMS
Teams

Taking Action – Clarifying Terms for PLC Implementation

Term	Definition
Professional Learning Communities (PLC)	The school or district is the professional learning community. The PLC is based upon three big ideas, focus on learning, collaboration and result orientation. "We define a professional learning community as *educators committed to working collaboratively in ongoing processes 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 is continuous, job-embedded learning for educators."* *DuFour, DuFour, Eaker & Many, 2006*
Collaborative Teacher Teams	Second big idea of a PLC. Teachers working interpedently towards a common results oriented goal. The focus of the team are the four critical questions, what do we want students to learn, how will we know they've learned, what do we do when they don't learn and what do we do when they have learned. Team are configured by grade/content prior to vertical configurations.
Highly Leveraged Standard	The most essential standards for students to learn at grade level. These standards have knowledge, leverage and readiness application for success at grade level with transfer to other curricular areas and grade levels.
Formative Assessment	Short cycle checking for understanding assessments that require action by both the teacher and the student (i.e, exit tickets, white boards) and provide student with actionable feedback.
Common Formative Assessment	These assessments are collaboratively developed by the (from the highly leveraged standard), administered and analyzed by the teacher team. The results of the CFA directs Tier 2 intervention.
Summative Assessment	Used to evaluate student learning, typically administered at the end of the unit of study.
SMART Goal	Specific, Measureable, Attainable, Results oriented, Time-bound goals developed for each Unit of study by the Collaborative teacher teams.
Intervention	Extra time and support for student learning

Tier 1, Interventions	All students receive (core curriculum) based upon learning targets from the grade level highly leveraged standards. Students are re-grouped based upon formative assessment information for the purpose of intervention and enrichment within the classroom.
Tier 2, Interventions	Additional support by the collaborative teacher team for students to master the learning targets from the highly leveraged standards. Use of the common formative assessment identifies students for additional time and support beyond the classroom T1 differentiation.
Tier 3, Interventions	Intensive support based upon universal skills in addition to Tier 1 and T2 intervention.
Universal Skills	These skills transfer into other content areas and are required from students to master the grade level standard.
Focus on Learning	First big idea of a PLC. The first big idea of a PLC process focusing the school on learning vs. teacher. Critical components are Mission, Vision, Collective Commitments and Goals.
Results Orientation	Third big idea of a PLC. Educators in a PLC focus on results, evidence of student learning.
Guiding Coalition	Key teacher leaders, including classroom teachers, working with the principal to support school culture and collaboration with continued capacity building for effective implementation.

Critical Questions for Teams

Question	Products	Resources
1 –What do we want students to learn?		
2 – How will we know they've learned?		
3 – What will we do when students don't learn?		
4 – What will we do when they've already learned?		

Balanced Assessment

Assessment Type	Purpose/ Example	Value Rank 1-6	Current Use 1-6
Standardized Assessments			
Benchmark Assessments			
End of Course Assessments			
Summative Assessments			
Common Formative Assessment			
Formative Assessments			

PLC Process for Teams – T1 and T2 Support (TUSD)

"Why does the knowledge of what needs to be done so infrequently result in actions or behavior consistent with that knowledge?"

Pfeffer and Sutton (2000), *The Knowing Doing Gap*

1. Determine a SMART goal for the highly leveraged standard
2. Have this team select ONE highly leveraged standard (with supporting standards) and apply the following:
    a. Unwrap the highly leveraged standard into objectives.
    b. Develop an assessment plan that would define the team's:
        i. Common Summative Assessment
        ii. Common Formative Assessment(s)
        iii. Individual teacher formative assessments such as exit slips, quizzes, checks for understanding, questioning strategies, etc.
    c. Make the objectives visible to the students
    d. Begin instruction
3. Following the plan developed above (2b), individual teachers provide informal, ungraded feedback to students as the instruction progresses.
4. Following the plan developed above (2b) deliver interventions/preventions, immediately following CFAs.
5. Continue for multiple objectives.
6. Deliver Common Summative Assessment
7. Students who still do not demonstrate mastery of the objectives (not just the entire highly leveraged standard), receive Tier 2 Intervention at the objective level

Balanced Assessment

Assessment Type	Purpose/ Example	Value Rank 1-6	Current Use 1-6
Standardized Assessments			
Benchmark Assessments			
End of Course Assessments			
Summative Assessments			
Common Formative Assessment			
Formative Assessments			

Making Time

Key Points for Successful T2 Interventions

How can interventions become focused?

What is needed to move forward?

Staff Questions for Learning

1. What do we want staff to learn?	2. How will we know when staff has learned it?
What products would we need to create to answer this question for staff?	What products would we need to create to answer this question for staff?
What resources would we need in order to answer this question and create the necessary products?	What resources would we need in order to answer this question and create the necessary products?
3. What will we do when they don't learn it?	**4. What will we do once they have learned it?**
What products would we need to create to answer this question for staff?	What products would we need to create to answer this question for staff?
What resources would we need in order to answer this question and create the necessary products?	What resources would we need in order to answer this question and create the necessary products?

School Name
TUSD
PLC Action Plan

Identified PLC Action or Goal:			
Activities to Achieve this Goal: • What actions will occur? • What steps will staff take?			
Professional Development: • How will staff acquire the necessary skills and dispositions to implement this activity?			
Timeline: • When will this strategy or action begin and end?			
Resources Available: • What are existing and new resources that will be used to accomplish the activity?			
Who is Responsible? Who is involved? • Who will provide the leadership? • Who will do the work?	**Principal will…**	**Teachers will…**	**Support Staff will…**
Monitoring Effectiveness: • What ongoing FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?			
Procedures for evaluating success in reaching this goal: • What evidence will be used to show how this activity is making a difference in student outcome?			

School Name
TUSD
PLC Action Plan

Identified PLC Action or Goal:			
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