

APPENDIX V – 88

Tucson Unified School District

Taking Action, Enhancing Learning for All Students

June 25 and 26, 2018

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Today's Agenda ^{p. 2}

- Establishing the Why of PLC and RTI
- Collective Responsibility
- Collaborative Teacher, Intervention and Guiding Coalition Teams
- Team Structures
- SMART goal Alignment

Tomorrow's Agenda

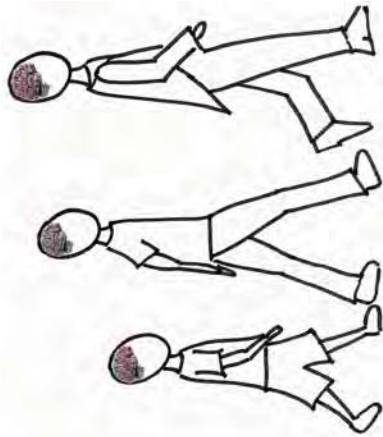
- Reflection from Day 1
- Establishing our Common Vocabulary
- Collaborative Teacher Team Responsibility – Team Products
- Types of Collaborative Teacher Teams
- Making Time – T2 Interventions at work
- Loose and Tight in a PLC Culture

The most important question in any organization has to be:

“What is the business of our business?”

—**Bardwick**, *In Praise of Good Business: How Optimizing Risk Rewards Both Your Bottom Line and Your People* (1996), p. 34

Schools are here to prepare children to be adults.



As educators, it is our job to ensure our students learn the essential skills, knowledge, and dispositions needed to succeed in their adult life.

Higher levels of education and training are required!

If schools exist to prepare students to be adults, then we, as educators, must have an accurate vision of the future for which we are preparing our students.

65 Percent of All Jobs ...

- **35 percent** of the job openings will require at least a bachelor’s degree.
- **30 percent** of the job openings will require some college or an associate’s degree.



“By 2020, **65 percent of all jobs** in the economy will require postsecondary education and training beyond high school.”

—Carnevale, Smith, & Strohl, *Recovery: Job Growth and Education Requirements Through 2020* (2013)



The ACT examined math and reading skills required for electricians, construction workers, upholsterers, and plumbers, and concluded they match what’s necessary to do well in first-year college courses.

(ACT, *Ready for College and Ready for Work: Same or Different?*, 2006

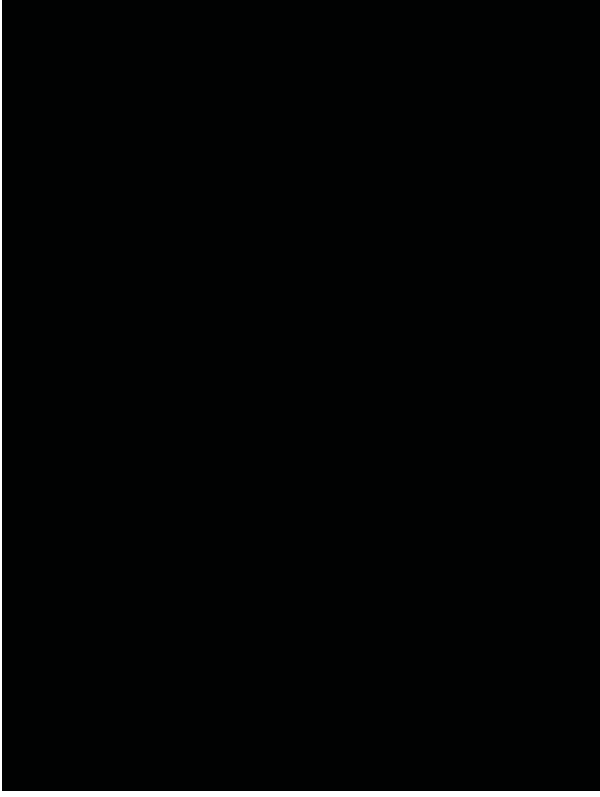
Our Mission

To ensure high levels of learning for **all** students!

Compelling Reasons for Interventions

p. 5

- Research says....
- Impact on School Culture, Collaboration, Formative Assessment and Data Analysis



What Do We Mean by High Levels?

- High school + plus
- Grade-level or better

Fundamental Assumptions

- All students don't learn the same way.
- All students don't learn at the same speed.
- Some students lack prior skills and knowledge
- Some students lack academic behaviors.
- Some students have a home life that is counterproductive to academic success.

Fundamental Assumptions

- Virtually all educators start each day with honorable intentions, worked tirelessly on behalf of their students, and utilize the best strategies they possess.
- Our traditional school system has never achieved the goal of all students learning at high levels.
- No teacher has all the skills, knowledge, and time necessary to meet the needs all the students assigned to his or her classes.

Current Reality, Critical Question

Can you make every parent this promise? p. 6

“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 our current reality in our schools?

How can we support this statement in our schools?

Formula for Learning

$$TI + T = L$$

Targeted Instruction + Time = Learning

Traditional Schools

$$TI + T = L$$

Targeted Instruction + Time = Learning

Constant + Constant = Variable

Highly Effective Schools

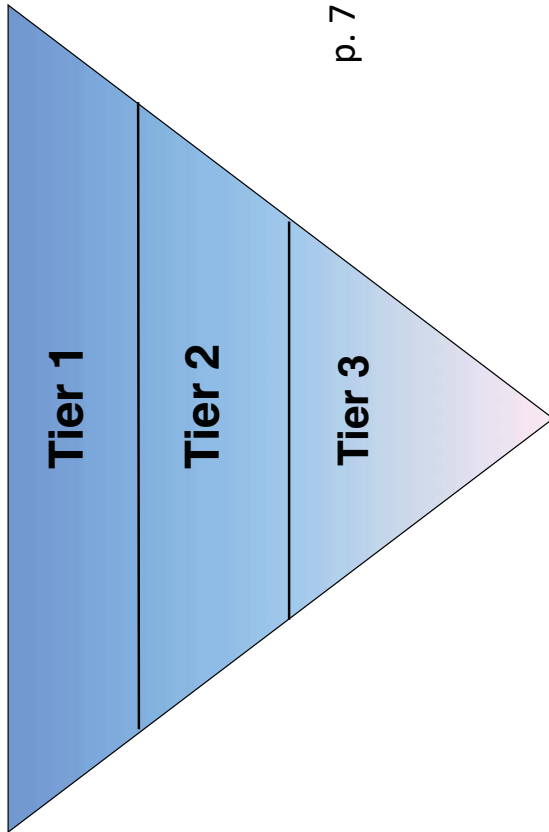
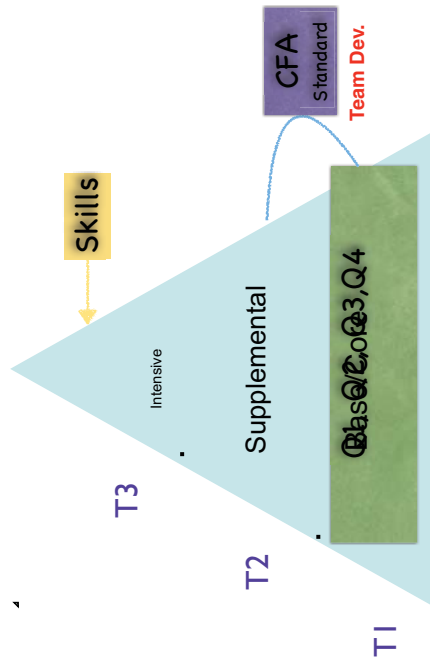
$$TI + T = L$$

Targeted Instruction + Time = Learning

$$\text{Variable} + \text{Variable} = \text{Constant}$$

The Big Picture

How do we visually think about a multi-tiered system of support?



p. 7



Tier 1

Tier 1 is what all students receive!



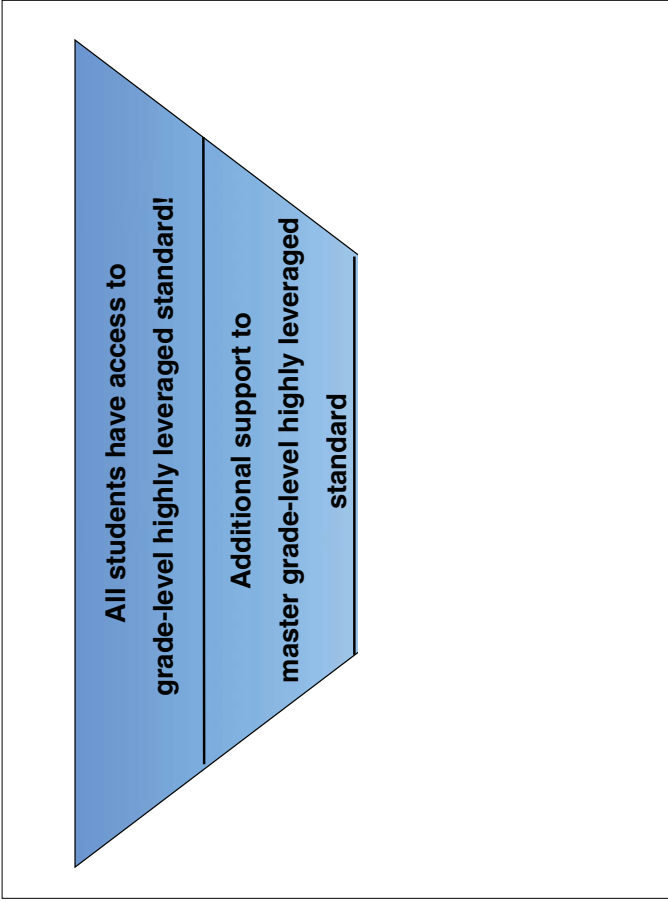
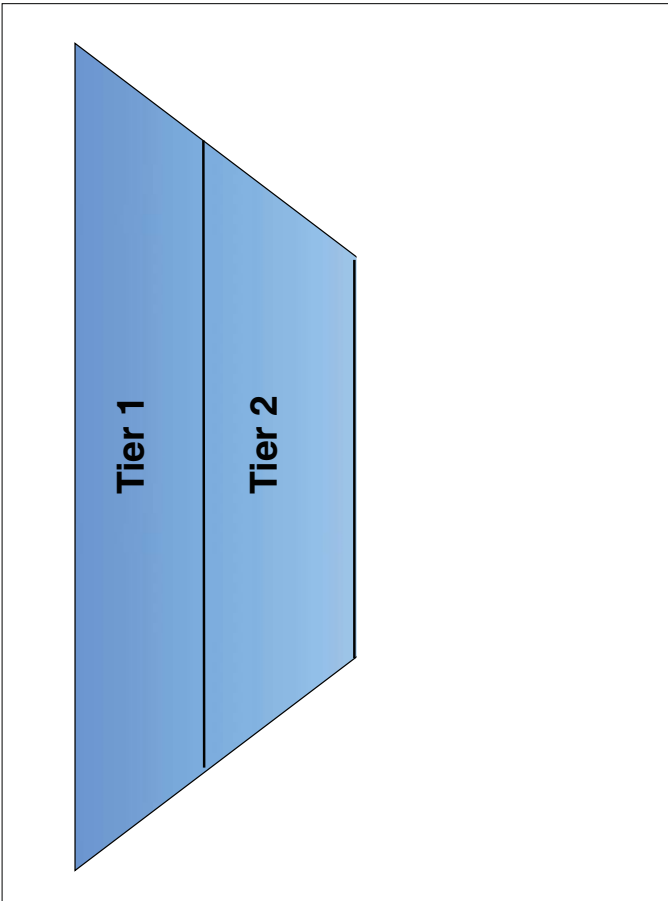
**All students have access to
grade-level highly leveraged standard!**

Critical Point!

If our mission is high levels of learning for every student, then what do **all** students need at Tier 1?

Fundamental Assumptions

- All students don't learn the same way.
- All students don't learn at the same speed.

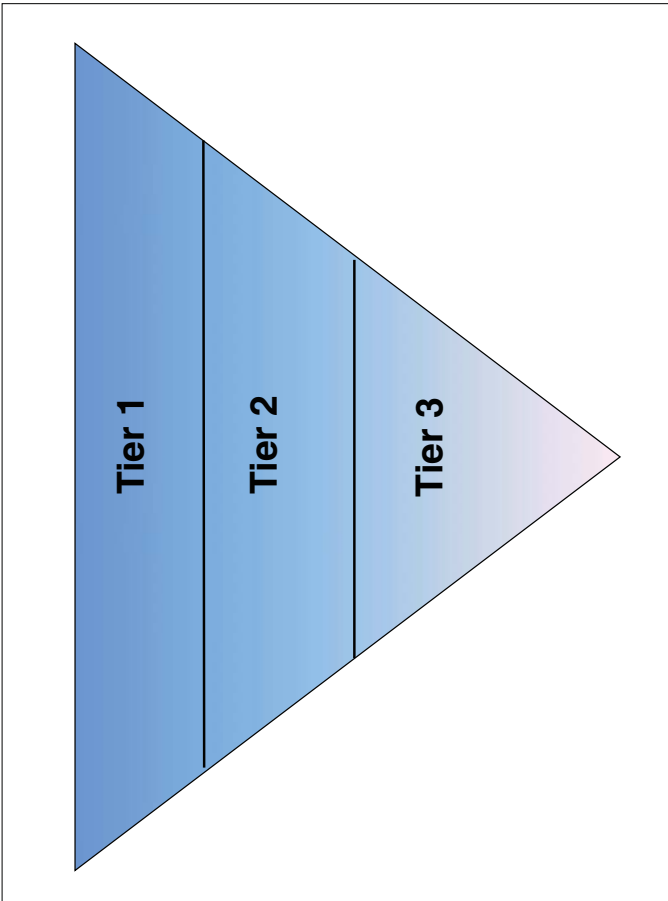


Fundamental Assumptions

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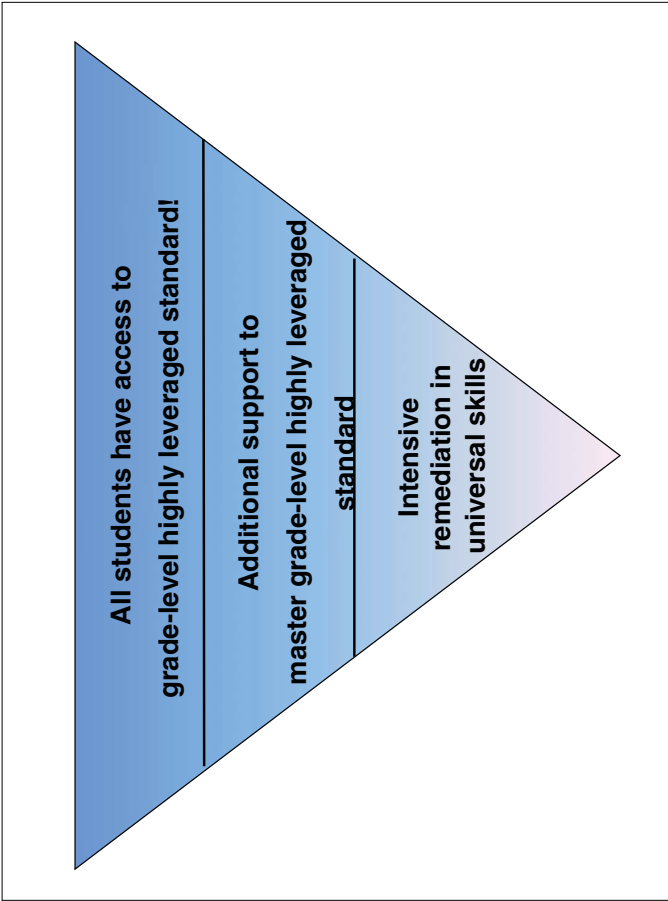
Universal Skills of Learning

- Reading
- Writing
- Number sense
- English language
- Attendance
- Behavior



Critical Point!

Some students will need
all three tiers!

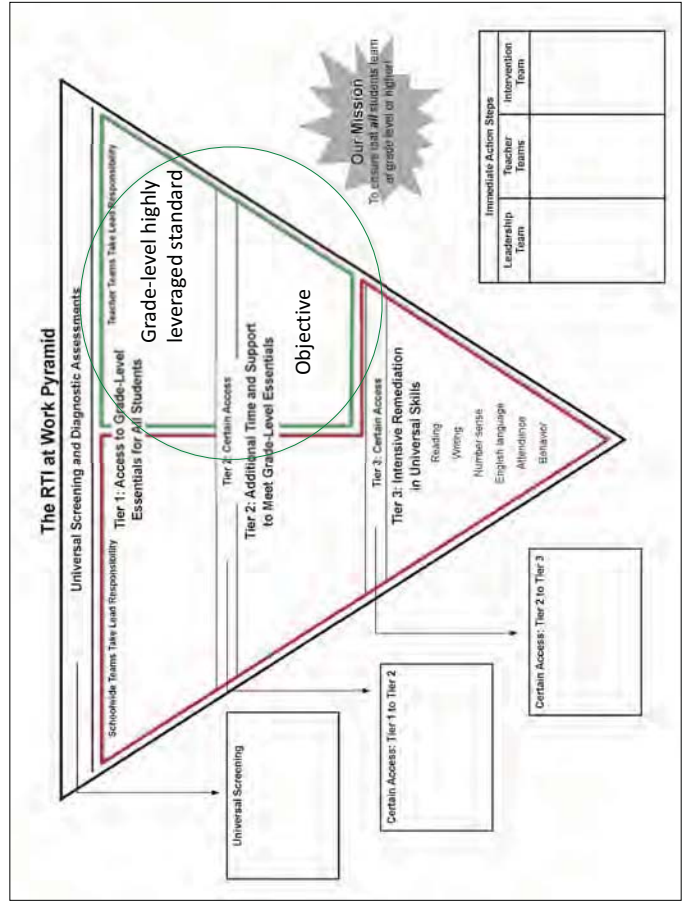
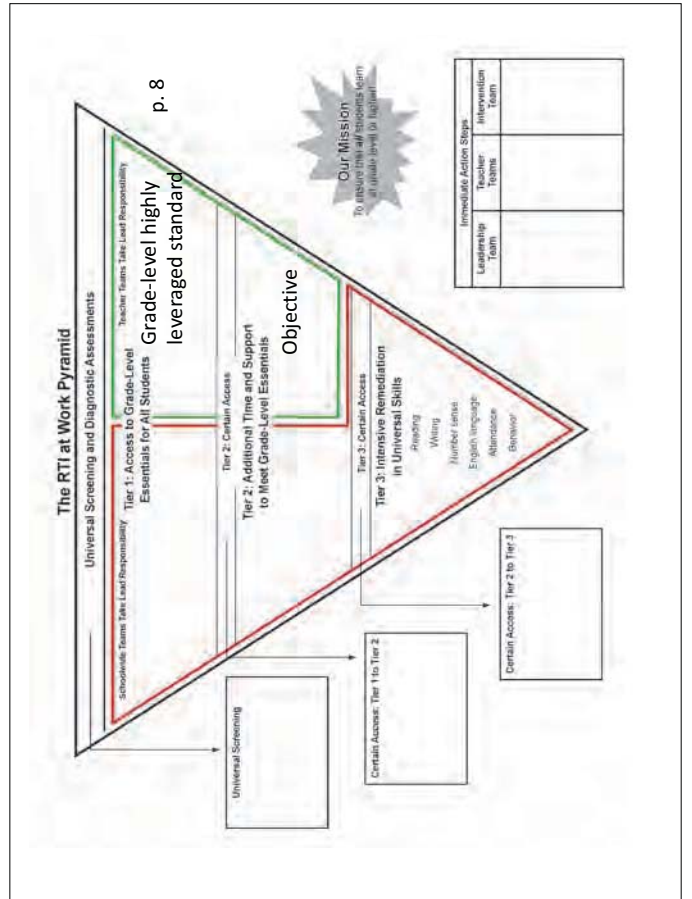
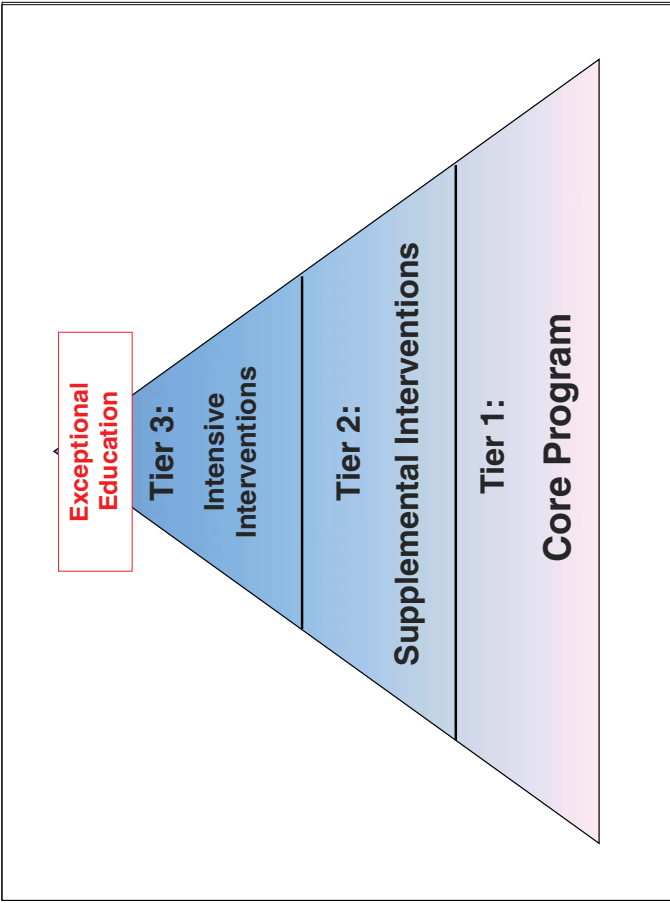


Critical Point!

It's not core **or** interventions ...
It is:

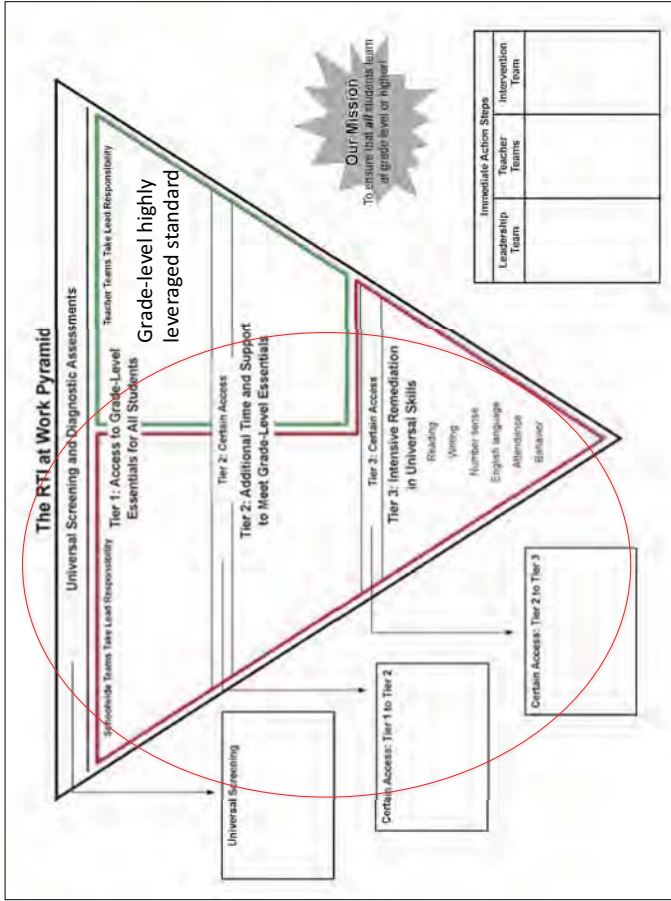
Core
Core and more
Core and more and more

Where does exceptional education fit into the pyramid?



Current Reality, Critical Question

School vs. Collaborative Teacher Teams – what is our role? What is the role of school based teams? What do they need?



What is a PLC? Becky DuFour

p. 10

- What's not a PLC?
- What is a PLC?
- Important concepts to guide our focus

PLC and RTI/MTSS

p.9

- ★ **Focus on Learning** – Collective Responsibility
- ★ **Collaboration** – Establishing Teacher Teams
 - ❖ Concentrated Instruction
 - ❖ Convergent Assessment
- ★ **Results Orientation**

Key Points from Becky

- PLC Foundations
- Focus on Learning (MVG)
- Collaboration - Interdependence
 - Four Critical Question
 - Team Products
- Results Orientation

Expanding Leadership Capacity

Three Critical Teams

P. 11

School Intervention Team

Guiding Coalition

Collaborative Teacher Teams



Types of Teams Count off by Three

p. 11

- Collaborative Teacher Teams
- Guiding Coalition
- School Intervention Team
 - What is their purpose? How can they be used in the school?

Intervention Team

- Site counselor
- Psychologist
- Speech and language pathologist
- Special education teacher
- Librarian
- Health services
- Subject specialists
- Instructional aides
- Other classified staff

**School
Intervention
Team**

Traditional Leadership vs. 21st Century Leadership in a PLC

p. 12

Characteristics of Traditional School Leadership

What does it look like?
What does it feel like?

Characteristics of PLC Leadership

What does it look like?
What does it feel like?

**Guiding
Coalition**

Traditional Leadership Actions

Student Achievement

Teacher Actions in the Classroom

Principal Actions

Actions in a Collaborative Culture

Student Achievement

Teacher Actions in the Classroom

Collaborative Teams of a PLC

Guiding Coalition

Principal Actions

Building a Guiding Coalition

p. 13

- **Position of Power** – Ask: Are enough key players on board so that those left out cannot easily block progress?
- **Expertise** – 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** – Ask: Does the group have enough people with good reputations that its recommendations and decisions will be taken seriously?
- **Leadership** – Ask: Does the group include enough proven leaders to be able to drive the change process?

POSITION DESCRIPTION

TEAM LEADER

p. 14

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 presenting reports, planning and implementing learning as a series of interconnected link between the administration and the staff, leading the team in developing and monitoring 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 to 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, still by still, relentlessly and continually!

High Leverage Strategies for Principals

p. 16

- ➊ Key Points
- ➋ Start Doing/Stop Doing
- ➌ Next Steps

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Team leaders are expected to enhance the capacity of their team to work independently to achieve goals for which they are held collectively responsible. In fulfilling their role of leading their team, the team leader is responsible for such functions as leading the team in setting and utilizing team norms, planning agendas, facilitating meetings, serving as a direct communication 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 to 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.

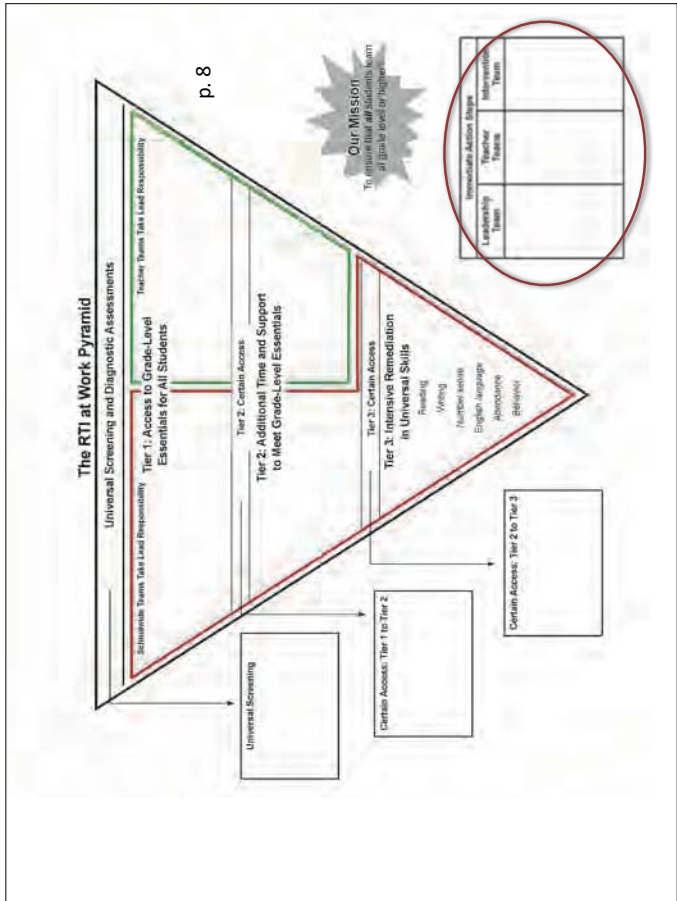
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In short, the White River School District is seeking outstanding individuals to lead building level collaborative teams of teachers in order to more effectively impact student learning levels-- student by student, skill by skill, relentlessly and continually.

“Substantial cultural change must precede technical change.”

While technical changes are necessary to improve our schools, they produce few positive results when the people using them do not believe in the intended outcome or the change.

—Muhammad, *Transforming School Culture: How to Overcome Staff Division* (2009), p. 16



John Kotter's 8 Steps to Leading Change

1. Create a sense of urgency.
2. Create a guiding coalition
3. Develop a change vision
4. Communicate a vision for buy in
5. Empower people and remove barriers.
6. Generate short term wins.
7. Don't let up.
8. Make change stick

p. 16

www.kotterinternational.com/KotterPrinciples/ChangeSteps.aspx

Creating a Sense of Urgency?

p. 17

- What is urgency?
- Why do we need it?
- How does it benefit managers?
- How does it benefit organizations?
- What gets in the way of creating a sense of urgency?

Creating a Sense of Urgency?

p. 15

- What is urgency?
- Why do we need it?
- How does it benefit managers?
- How does it benefit organizations?
- What gets in the way of creating a sense of urgency?

Collective Responsibility

A **shared belief** that the **primary** responsibility of each member of the organization is to **ensure** high levels of learning for every child

Thinking is guided by the question: **Why are we here?**

“If you intend to introduce a change that is incompatible with the organization’s culture, you have only **three choices**: **modify the change** to be more in line with the existing culture, **alter the culture** to be in line with the proposed change, or **prepare to fail.**”

—Salisbury & Conner, “How to Succeed as a Manager of a Successful Change Project,” Educational Technology (1994)

Our Mission

To ensure high levels of learning for **all** students!

Most schools incessantly debate two words:

To **ensure** high levels of learning for **all** students!

Collective responsibility is built on two fundamental beliefs:

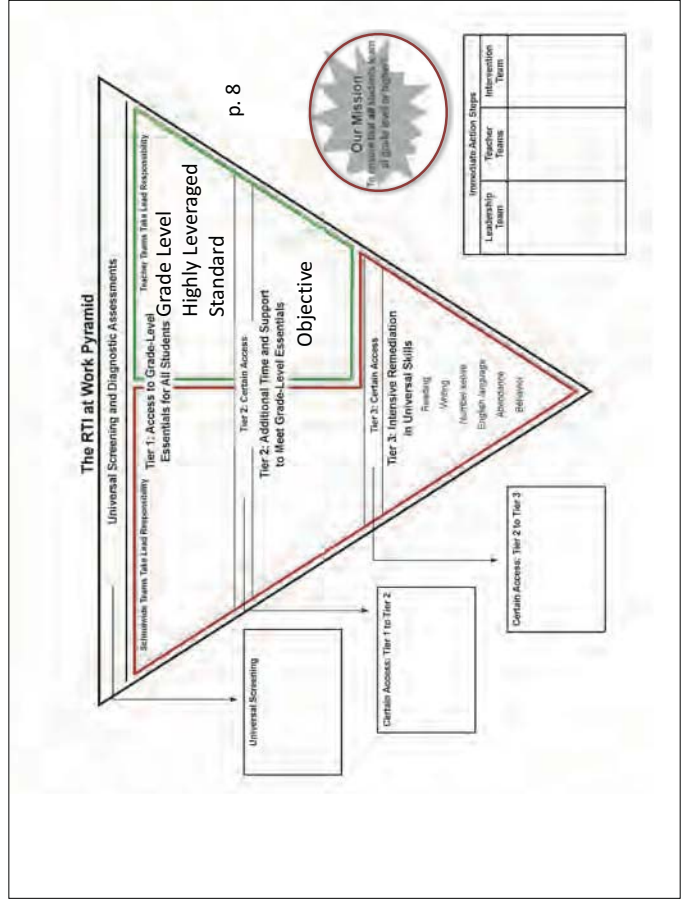
1. We, as educators, accept responsibility to ensure high levels of learning for every child.
2. We assume all students can learn at high levels.

Collective responsibility is built on two fundamental beliefs:

1. We, as educators, accept responsibility to ensure high levels of learning for every child.


Creating a Culture of Collective Responsibility

To what extent are the two fundamental beliefs embraced by your staff?






**Collaborative
Teacher
Teams**



RTI
AT WORK

#rtiaw



Solution Tree

Team Foundations

p. 18

- Where are we now?
- Team Norms/Commitments
- Team Consensus
- Team Vision
- Agendas
- Team SMART Goal/Standard by Standard
- **Where are we now? Current Reality/Next Steps**

Science Team Meeting
July 29, 2011

Science Team Vision - We want all kids to learn Science.

Team Smart Goal—By the end of the first semester 100 percent of students in science will pass their science course at a 70 percent or higher.

Today's Agenda

- I. Review Norms
- II. Review Common Assessment Data
 - Common Assessment SMART Goal
- III. Identify Areas of Strength
 - All students will score at the proficiency level of 80 percent on each learning target of the science inquiry assessment.
 - Areas of strength
 - Areas of Concern
 - Next Steps
 - Possible Interventions
- IV. Topics of Next Meeting
- V. How did we do today? Review Norms.

TEAM Norms

- Start on time
- No side conversations
- Everyone participates
- Set aside distractions
- Stay focused
- Be present
- No put downs

Team SMART Goals

- Strategic and Specific
- Measurable
- Attainable
- Results-based
- Time-bound

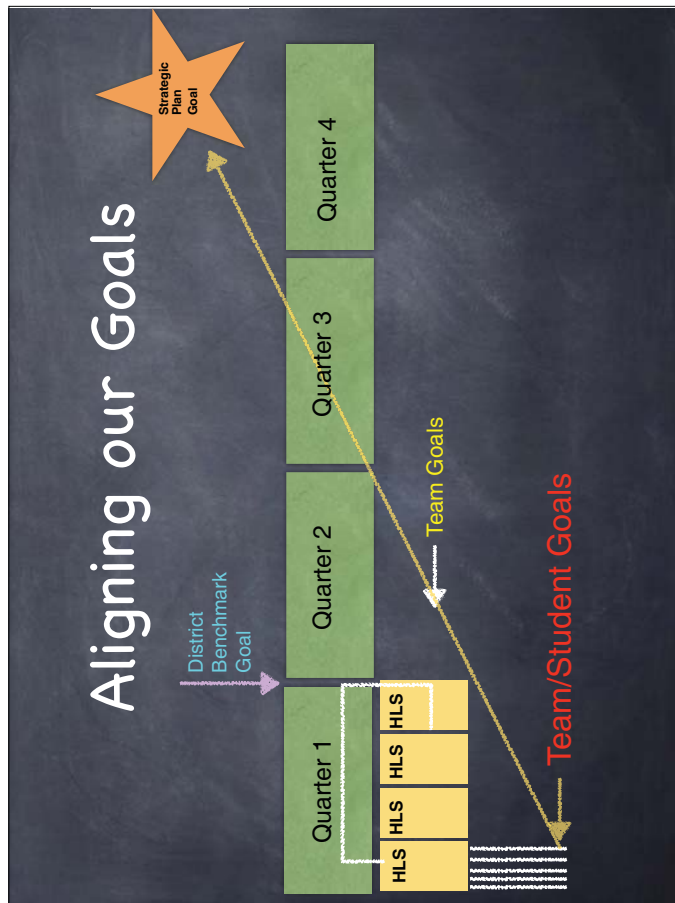
Are these SMART?

By the end of the 2017-2018 school year we will

- Implement three new reading strategies aligned with the skills and concepts outlined by the state standards.
- Increase the use of cooperative learning by 25%.
- At least 90% of second grade students will score 80% or higher on the unit assessment.

SMART Goal

- Eighty percent of eight grade students will score (80% or higher) on the functions unit assessment.
- ✓ What's next?



Day 1 - Reflection

- Key Points
- Circling Around

Tucson Unified School District

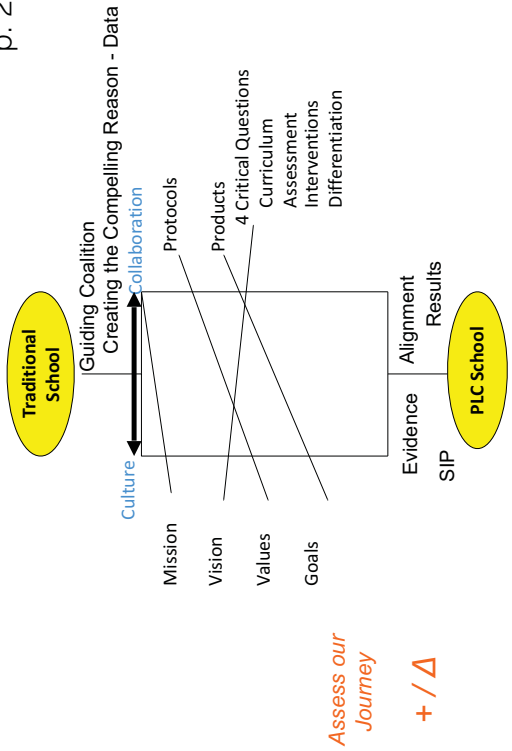
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Day 2

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Creating Our Roadmap

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Today's Agenda

- Reflection from Day 1
- Establishing our Common Vocabulary
- Collaborative Teacher Team Responsibility - Team Products
- Making Time - T2 Interventions at work
- Loose and Tight in a PLC Culture

Reflection

p. 21

- I thought about....
- I wonder about....

Collaboration at Work

p. 22

- Key Elements



PLC Vocabulary

p. 23, 24

- Review vocabulary
- Identify Key Terms
- Points of Clarity
- Question

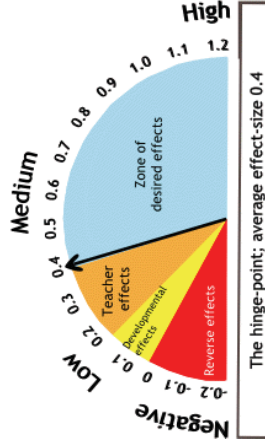
John Hattie
Visible Learning:
A Synthesis of Over
800
Meta-Analyses
Relating
to Achievement



Visible Learning

A meta-meta-analysis of:

- Over 800 meta-analyses
 - Comprising over 50,000 individual studies
 - Representing the achievement of over 80 million students worldwide
 - 188 Influences



What should teachers do?

John Hattie discovered that teachers are far more likely to have a large and positive impact if they:

- Are passionate about helping their students learn
- Forge strong relationships with their students
- Are clear about what they want their students to learn
- Adopt evidence-based teaching strategies
- Monitor their impact on students' learning, and adjust their approaches accordingly
- Actively seek to improve their own teaching
- Are viewed by the students as being credible (Hattie 2016 Update)

You are far more likely to have a low (or even negative) impact if you:

- Repeat students
- Label students (fixed mindset)
- Have low expectations

Hattie's 2017 Updated List of Factors Influencing Student Achievement

The "Home Effect"

- Socioeconomic status: **.57**
- Home environment: **.57**
- Parental involvement: **.51**

The good news:

Socioeconomic status was thirty-first on his list of the factors that have the greatest impact on student learning.

Schools directly control thirty practices that have a greater impact on student learning.

More Powerful Than Poverty

- **Collective Efficacy: 1.57**
- **Student Visible Learning: 1.44**
- **Formative Assessment: .90**
- **Response to intervention: 1.29**

**Collaborative
Teacher
Teams**

THE WORK OF TEAMS



	Products	Resources
p. 24		
What do we want students to learn?	Learning Objective*	Standards
How do we know students have learned?	CFA	Learning Objectives
What do we do if they haven't learned?	Interventions	CFA
What do we do if they have learned?	Enrichment	CFA

*TUSD

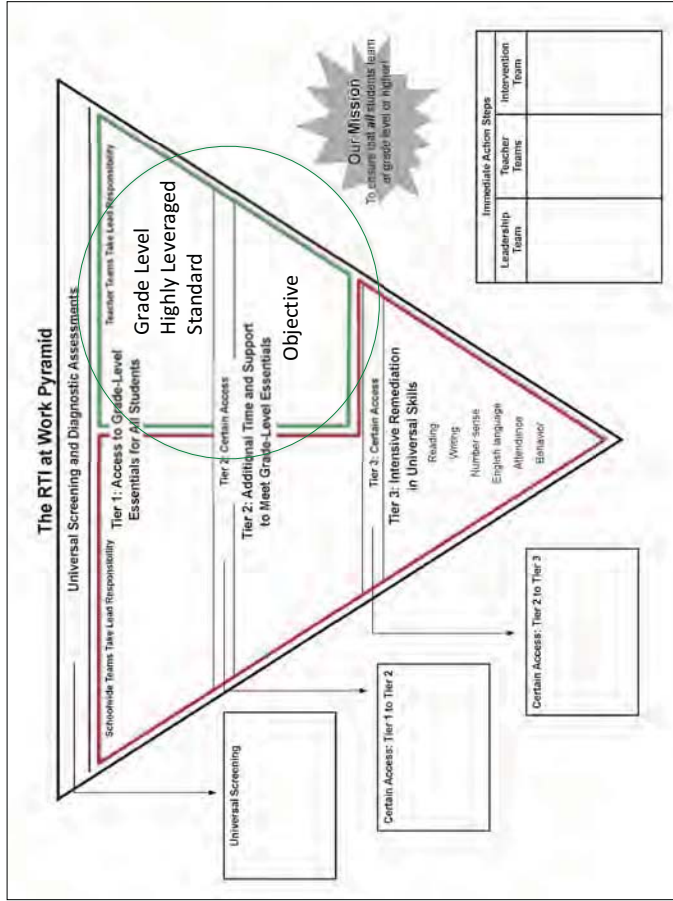
Team Structures

- Grade level teams
- Course and Content Teams
- Vertical Teams
- Interdisciplinary Teams
- District or Regional Teams
- Electronic Teams

You must get down to ...

Cause of the student's struggle

Balance Assessment



PLC Process for Teams – T1 and T2 Support (TUSD) p. 27

“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*

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

Where are the teams now?

Will they need support?

Underline Strengths

Circle Areas of Growth

Components for Action Plan

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		Convergent Assessment	

Are there gaps between value rank and current use? Why or why not?

p. 28

Student Involvement



Assessment is not something that is done to students separate and apart from instruction; assessment must be - and must be seen to be - something that is done with students as an integral part of the learning process.

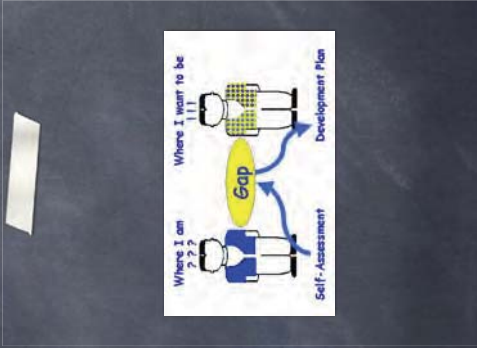
--Ken O'Connor (2002)

Student Involvement

Where am I going?

Where am I now?

How can I close the gap?



Royce Sadler

TOPIC / TRACKER

Topic Goal:

80% or higher!

I can count and find number patterns to 120.

Today's Goal!

1 red 2 yellow 3 green

Today's Goal

How did I do?

100

90

80

70

60

50

40

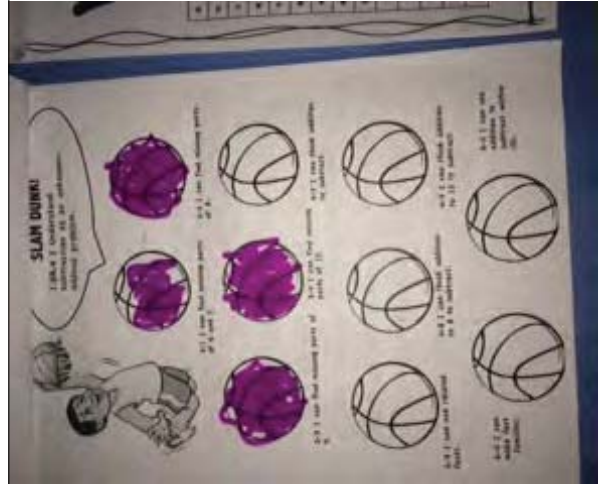
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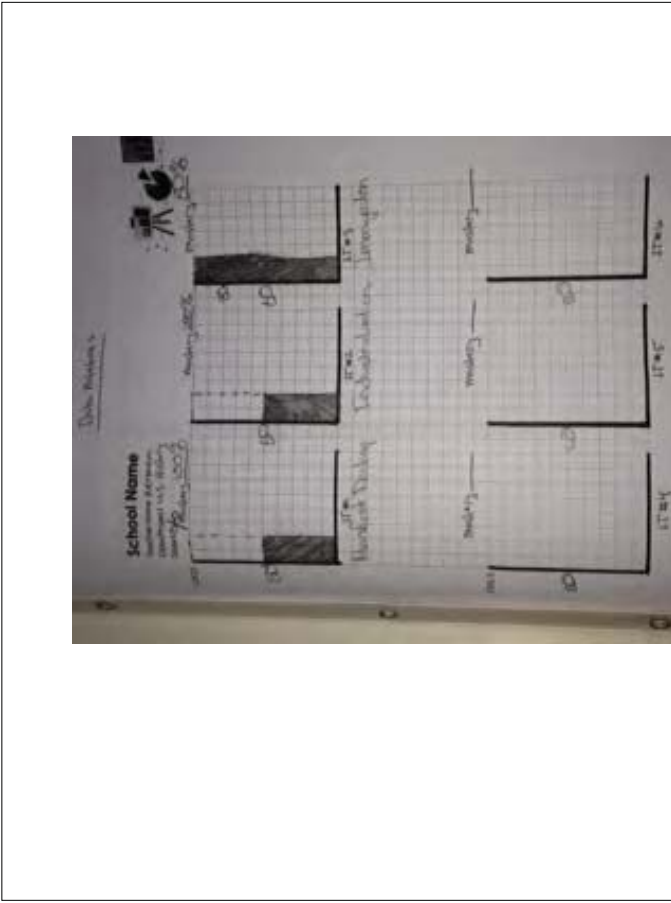
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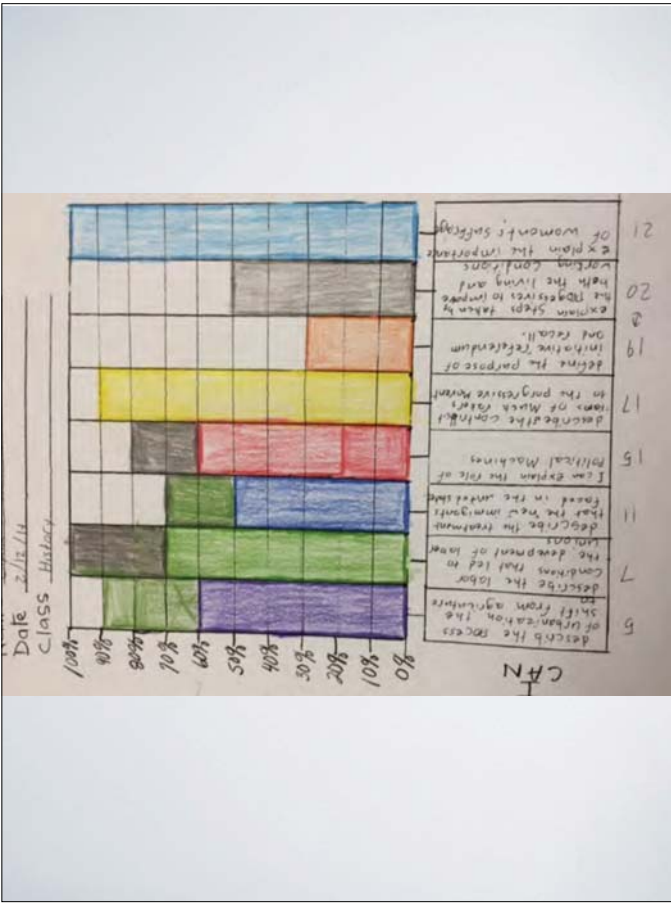
Test!





Reading Literature 3.1

1	2	3
1 2 3	1 2 3	1 2 3
Standard	Standard	Standard
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Learning Targets	Learning Targets	Learning Targets
1. I can ask questions to demonstrate understanding of a text. 2. I can answer questions to demonstrate understanding of a text.	1. I can ask questions to demonstrate understanding of a text. 2. I can answer questions to demonstrate understanding of a text.	1. I can ask questions to demonstrate understanding of a text. 2. I can answer questions to demonstrate understanding of a text.
Assessment/Date:	Assessment/Date:	Assessment/Date:
date (M, D, Y)	date (M, D, Y)	date (M, D, Y)
More Study	More Study	More Study



Learning Targets/Goals		Unit: _____ I Can			
Monday	Tuesday	Wednesday	Thursday	Friday	
My understanding of LT: (low) (so-so) (high) 1 2 3 4 5 6 7 8 9 10 Goal: _____	My understanding of LT: (low) (so-so) (high) 1 2 3 4 5 6 7 8 9 10 Goal: _____	My understanding of LT: (low) (so-so) (high) 1 2 3 4 5 6 7 8 9 10 Goal: _____	My understanding of LT: (low) (so-so) (high) 1 2 3 4 5 6 7 8 9 10 Goal: _____	My understanding of LT: (low) (so-so) (high) 1 2 3 4 5 6 7 8 9 10 Goal: _____	
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Target 1: Latin countries and people 10 (100%)	10 (100%)
Target 2: Identify, describe, and create a renewable resource 10 (100%)	10 (100%)
Target 3: Identify how a country's soil, water, and climate affect its economy 10 (100%)	10 (100%)
Target 4: Compare relevant information from multiple sources (primary and secondary) 10 (100%)	10 (100%)
Target 5: Identify, describe, and create a renewable resource 10 (100%)	10 (100%)
Target 6: Synthesize information from multiple sources (primary and secondary) 10 (100%)	10 (100%)
Target 7: _____	10 (100%)
Target 8: _____	10 (100%)
Target 9: _____	10 (100%)
Target 10: _____	10 (100%)

Which Learning Target should every student master? Why?

One target every student should master is Target 2. Target 2 is important because we need to know what resources are and what resources we can use. If we know what these things are, we can learn to use these resources wisely.

Score: _____

Assessment 2:
Title of Article: _____
Author(s): _____
Parenthetical Citation: _____
Score: 4 3 2 1

Assessment 3:
Title of Article: _____
Author(s): _____
Parenthetical Citation: _____
Score: 4 3 2 1

Proficiency Scale
(adapted from *Formative Assessment and Standards-Based Grading*, Robert Marzano)

4 **Skilled**- In addition to exhibiting competence, the skills I can demonstrate go beyond what I was taught in class.

3 **Competent**- I can demonstrate a clear understanding of the skill without major errors.

2 **Uncertain**- I can demonstrate a partial understanding of the skill.

1 **Guessing**- I cannot demonstrate understanding of the skill.

*Looking at my data on the above scores, I can see that I'm _____ with this learning target.
(4) Skilled (3) Competent (2) Uncertain (1) Guessing

Essential Question - Students will correctly cite information from an outside source to support a claim using parenthetical citation.
Goal: Ninety percent of 9th grade students will cite information from an outside source using parenthetical citation at level 3 (no major errors).

Circle the number that best explains your understanding of how to write parenthetical citations.

1. I understand what parenthetical means.
4 skilled 3 competent 2 uncertain 1 not yet-guessing

2. I know which part of the author's name I should write in a parenthetical citation.
4 skilled 3 competent 2 uncertain 1 not yet-guessing

3. If I have the information, I know what I should write **after** the author's last name in a parenthetical citation.
4 skilled 3 competent 2 uncertain 1 not yet-guessing

4. If a book or article doesn't have an author, I know what to put instead of the author's last name in a parenthetical citation.
4 skilled 3 competent 2 uncertain 1 not yet-guessing

5. I know what punctuation to put **after** the last parenthetical.
4 skilled 3 competent 2 uncertain 1 not yet-guessing

Making Time

p. 29

- Key Points for Successful T2 Interventions
- How can interventions be targeted?
- What is needed to move forward?

Next Steps/Action Plan

p. 30

- Key concepts for consideration
 - Collective Responsibility
 - Team Foundations (norms/commitments, vision, consensus, SMART Goal)
 - Team Structures
 - Team Products
 - Balanced Assessment Process
 - Student Involvement
- Leadership

School Name
TUSD
PLC Action Plan

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Identified PLC Action or Goal:					
Activities to Achieve this Goal:					
<ul style="list-style-type: none"> • What actions will occur? • What steps will staff take? 					
Resources Available:					
<ul style="list-style-type: none"> • How will staff acquire the necessary skills and dispositions to implement this activity? 					
Timeline:					
<ul style="list-style-type: none"> • When will this strategy or action begin and end? 					
Resources Available:					
<ul style="list-style-type: none"> • What are existing and new resources that will be used to accomplish the activity? 					
Who is Responsible? Who is Involved?					
<ul style="list-style-type: none"> • Who will provide the leadership? • Who will do the work? 	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Principal will...</td> <td style="width: 50%; text-align: center;">Teachers will...</td> </tr> <tr> <td style="width: 50%; text-align: center;">Support Staff will...</td> <td></td> </tr> </table>	Principal will...	Teachers will...	Support Staff will...	
Principal will...	Teachers will...				
Support Staff will...					
Monitoring Effectiveness:					
<ul style="list-style-type: none"> • What ongoing FORMATIVE data will be used to show this activity is making a difference in student outcomes? 					
Procedures for evaluating success in reaching this goal:					
<ul style="list-style-type: none"> • What evidence will be used to show how this activity is making a difference in student outcome? 					