



**HOOD RIVER COUNTY**  
**SCHOOL DISTRICT**

*Excellence. Every student. Every day.*

# *PLC Leader Training 2015-2016*

<http://www.hoodriver.k12.or.us/domain/99>



# Focus of the PLC

1. What do we want students to learn?
2. How will we know if they learn it?
3. What do we do if they have difficulty learning it?
4. What do we do if they already know it?

# Roadmaps to Learning...



Common Core  
State Standards



Identify desired  
results.  
(Targets)



Determine  
acceptable  
evidence.  
(Assessment)



Plan learning  
experiences and  
instruction.  
(Strategies and  
Lessons)





# Your Role as Team Leader

- Set agenda (at end of each meeting)
- Facilitate and identify team roles
  - (facilitator, time keeper, note taker, observer)
- Work with your principal for support
- Keep the focus on the four questions :
  - What do we want students to know?
  - How will we know if they learn it?
  - What do we do if they have difficulty learning it?
  - What do we do if they already know it?
- Not another thing to do--align and let go of things



# MINUTES FORM

<http://bit.ly/hrcsdplc>



## PLC Essential Questions

1. What do we want each student to learn and be able to do?
2. How will we effectively teach the skills/concepts for this learning to occur?
3. How will we know each student is learning?
4. How will we respond when a student is experiencing difficulty learning?

## 2015-16 PLC Minutes

### Date

Month ▾ Day ▾ 2015 ▾ 31

### What is your PLC Team

### Team Members Absent

### Agenda #1

- ☐ curriculum mapping and modifications
- ☐ unwrapping/deconstructing standards
- ☐ creating common formative and summative assessments
- ☐ analyzing student data
- ☐ analyzing instructional strategies
- ☐ set, review, revise SMART goals
- ☐ student extension and intervention

### Successes from today

### Questions and Concerns

### Focus for next meeting

If you would like follow up support, please check the appropriate person.

- ☐ [jane.osborne@hoodriver.k12.or.us](mailto:jane.osborne@hoodriver.k12.or.us)
- ☐ [vickie.schmidt@hoodriver.k12.or.us](mailto:vickie.schmidt@hoodriver.k12.or.us)
- ☐ [helpdesk@hoodriver.k12.or.us](mailto:helpdesk@hoodriver.k12.or.us)

Submit



# Turn and Talk...

Review the process to get to forms.

- What questions do you have?



# DATA ANALYSIS FORM

Google Drive

## Copy document

Would you like to make a copy of **CFA Data Analysis Form**?

Make a copy



<http://www.hoodriver.k12.or.us/domain/99>

[https://docs.google.com/spreadsheets/d/1bpQsjZwHYf215av7IRxQ1I42-fE\\_JMEzPzhBV02jToA4/copy](https://docs.google.com/spreadsheets/d/1bpQsjZwHYf215av7IRxQ1I42-fE_JMEzPzhBV02jToA4/copy)

## How to rename and share Step by Step

Copy of CFA Data Analysis Form ☆										
File Edit View Insert Format Data Tools Add-ons Help Last edit was seconds ago										
fx Common Formative Assessment Data Analysis Sheet										
	A	B	C	D	E	F	G	H		
1	<b>Common Formative Assessment Data Analysis Sheet</b>									
2										
3	PLC Team:				School:			Date:		
4										
5	Unit Name:					End of Unit Date:				
6										
7	<b>Identifying Standards Assessed (learning targets)</b>									
8										
9										
10										
11										
12	<b>Step 1: Collect and Chart the Data (Input data Before and After Instruction. Use Mid-instruction as appropriate)</b>									
13										
	Teacher's		# students	# students	% students	# students	Names of students likely to	Names of students likely to	Name not li	



# Turn and Talk...

Debrief the process  
with your table team.

- Clarify your thinking
- What questions do you have?





# Preview of September 2 Inservice

## “Revving Up”:

Secondary-11:45-12:30 (MPR)

Elementary-1:15-2:00 (Cafeteria)

## “Ready, Set, Go!”:

Secondary- 1:30-2:30 (MPR)

Elementary-2:45-3:30 (Cafeteria)

# Conduct First Meeting: “Ready, Set, Go!” Sept. 2

Use the Agenda and Minutes form for this meeting to practice.

## WELCOME BACK!!

### Agenda 9-2-15

#### 1. Norms

- Set up Norms that help us do our work efficiently.  
Include:
  - ✓ **E** (equity of voice),
  - ✓ **A** (active engagement),
  - ✓ **R** (respect),
  - ✓ **S** (safety/confidentiality)
- Write them down and keep in resource folder or keep in your team's Google folder.
- Discuss what will happen if the expectations are not followed.

#### 2. Team Roles

- Facilitator
- Notetaker
- Timekeeper
- Any other role needed to help work efficiently?

#### 3. Planning for the PLC work this year

- What will your focus on this year?
  - Elementary-choose math or reading
  - Secondary-select representative class
- What will you start with at your first meeting on Sept.14?
- Black box or any other way to plan and track
- Three cycles for the year
- Share the CFA information you learned



# Turn and Talk...

Debrief your role on  
Sept. 2 with your table  
team.

- What questions do you have?







# You're the Important Link...



- Thanks for all of your hard work!
- We are here to support you!
- Use the tools to access support any time!





# The BEST Observation Tool EVER!

Team : \_\_\_\_\_

## The Educational Excellence Group's Comprehensive Observation Rubric

rev. 09/16/14

Step	Proficient			Exemplary			Comments <input type="checkbox"/> Check if Not Observed
Agendas and Minutes	<input type="checkbox"/>	a.	Agenda clearly outlines process and outcomes.				<input type="checkbox"/>
	<input type="checkbox"/>	b.	Agenda indicates targeted instructional area and specific standards.				<input type="checkbox"/>
	<input type="checkbox"/>	c.	Time is allocated for each component of the process.				<input type="checkbox"/>
	<input type="checkbox"/>	d.	Agenda reflects collaborative analysis of the relevant cause and effect data of the meeting's focus.				<input type="checkbox"/>
	<input type="checkbox"/>	e.	Agenda items, date, and time identified for next meeting.	<input type="checkbox"/>	e.	Includes reflections of current team status against goal as appropriate (results from previous assessments, pre-assessment, etc.).	<input type="checkbox"/>
	<input type="checkbox"/>	f.	Minutes provide an accurate representation of the meeting process.	<input type="checkbox"/>	f.	Minutes are available at the end of the meeting.	<input type="checkbox"/>
Norms and Participation	<input type="checkbox"/>	a.	Facilitator reviews meeting norms at beginning of meeting.	<input type="checkbox"/>	a.	Norms are explicitly stated on the agenda.	<input type="checkbox"/>
	<input type="checkbox"/>	b.	Facilitator invites team members to share ideas, successes, and challenges.				<input type="checkbox"/>
	<input type="checkbox"/>	c.	Facilitator guides reflection on adherence to the norms at the end of the meeting and identifies next steps if needed.				<input type="checkbox"/>
Plan and prepare for instruction	<input type="checkbox"/>	a.	Standards are prioritized and are the focus of the teams work.	<input type="checkbox"/>	a.	Standards are prioritized based on vertical and horizontal alignment, SBAC documents, and summative data	<input type="checkbox"/>
	<input type="checkbox"/>	b.	The standard has been deconstructed into student friendly terms and all members of the group agree upon the definitions included in the standard, intended level of rigor and scope of the standard and targets.	<input type="checkbox"/>	b.	Plans are made to assist students in understanding the intent of the standard or target and what they will be held accountable for.	<input type="checkbox"/>
	<input type="checkbox"/>	c.	The common assessment (CFA) is directly linked to the prioritized standard(s), match the intended level of rigor of the standard in terms of depth of knowledge, Blooms level, and are appropriate matches for the target type (K,R,S,P)	<input type="checkbox"/>	c.	Teachers have taken and revised the CFAs themselves to check for clarity and to better infer where students may struggle.	<input type="checkbox"/>

# Using our knowledge of Assessment *for* Learning... (CASL, Stiggins)

1. Where are we going?
2. Where are we now?
3. How can we close the gap?





# Step 1: Plan and Prepare Instruction

- Identify priority standards or behavior targets
- Deconstruct standard (Hint: Use your resources!)
- Determine what the standard is asking students to:
  - Know
  - Understand
  - Be able to do



Plan and  
prepare  
instruction



# Step 1: Plan and Prepare Instruction

Deconstructing a standard to ensure links between:

- Enduring understanding
- Essential questions
- Content and vocabulary
- Student Learning Targets
- Assessments
- Instructional Strategies

This procedure supports  
lesson design and CFAs!

Plan and  
prepare  
instruction



# Step 1: Plan and Prepare Instruction

- Determine what proficiency looks like for the standards
- Create a common assessment that assesses the standards at the appropriate Depth of Knowledge and Blooms Level
- Create a scoring rubric that defines the levels of proficiency
- Administer the assessment
- Calibrate scoring



Plan and  
prepare  
instruction



# Step 1: Plan and Prepare Instruction Considerations

- Have the standards been deconstructed so that skills and concepts in CFAs are explicitly linked to a standard?
- Were CFAs created so that students' prior learning is captured, providing teachers with baseline performance?
- What resources were used to create CFAs (SBAC, unit test, Engage NY, District Resources)?



Plan and  
prepare  
instruction



# Step 1: Plan and Prepare Instruction Considerations

- Have teachers taken the CFA to check for clarity and to better infer when students will struggle?
- Have clear criteria been identified (cut-off scores) for each group of students?

**Hint: 100% does not equal Exceeding**

- How will CFA results be shared with students?
- How will students demonstrate their learning?

Plan and  
prepare  
instruction



# Step 1: Plan and Prepare Instruction



Plan and  
prepare  
instruction



Break...

You might need MORE COFFEE!



# Life is Busy & Agendas are Tight Don't forget that Step One is....



Slowing down to go fast may *seem* counterintuitive. But running in place, no matter how fast, won't get you anywhere.







# Preview of Steps to Deconstructing Standards:

First: Write down the FULL Standard.

**Second: What is the Type of Target?**

Third: What are the Nouns?

Fourth: What are the Verbs?

Fifth: What are the Knowledge Targets that underpin the reasoning?

Sixth: What are the Reasoning Targets?

Last: Write targets in student friendly language.





# Five Types of Learning Targets

- **Knowledge Targets:** Factual information, procedural knowledge, and conceptual understandings underpinning each discipline.
- **Reasoning Targets:** Thought processes students are to learn to do well within a range of subjects.
- **Skill Targets:** Demonstration or physical skill-based performance is at the heart of the learning.
- **Product Targets:** Where creation of a product is the focus of the learning. Specifications for quality of the product itself are the focus of teaching and assessment.
- **Disposition Targets:** Attitudes, motivations, and interests that affect students' approach to learning.

**K, R, S, P, D**

# Let's Practice Name that Target Type!



I can identify reasons an author gives to support the main point. **Reasoning**

I can measure the length of two objects. **Skill**

I can agree with an opinion verbally or in writing.

I can recognize root words in text. **Reasoning**  
**Knowledge**

I can create a visual aide to support my argument.

I can persevere through challenging tasks. **Product**



# What does it look like to deconstruct a standard?

- **First, write down the FULL Standard:**

2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.

- **Second: What is the Type of Target?**

Reasoning Target

- **Third: What are the Nouns?**

Addition, subtraction, place value, properties of operations

- **Fourth: What are the Verbs?**

Explain (using place value and properties of operations)

## Fifth: What are the Underpinning Targets?

*(The Knowledge Targets that underpin the reasoning?)*

- Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction.

## Sixth: What are the Learning Targets?

*(The reasoning targets, since this is a reasoning standard.)*

- Explain why addition and subtraction strategies work based on place value and properties of operations.



# Last: Write Learning Targets in student friendly language

- *I can name addition strategies. (pre-req)*
- *I can name subtraction strategies. (pre-req)*
- I can explain why addition strategies work.
- I can explain why subtraction strategies work.
- I can use drawings or objects to support my explanations.



# As you deconstruct standards, remember If... Then...

- If a standard is knowledge...
- If a standard is reasoning then...
- If a standard is a skill then...
- If a standard is a product then...

Note: Disposition can both stand alone or be paired with any other target type.

K =  
K targets

R =  
K + R  
targets

S =  
K + R + S  
Targets

P =  
K + R + S\* + P  
targets  
(\*Not always S)



# Work Time: Your Turn



- **First:** Write down the FULL Standard:
- **Second:** What is the Type of Target?
- **Third:** What are the Nouns?
- **Fourth:** What are the Verbs?

*Note: The next steps will depend on the target type.  
Remember the arrow!*

- **Fifth:** What are the underpinning targets (K, R, S)?
- **Sixth:** What are the learning targets (K, R, S, P)?
- **Last:** Write targets in student friendly language.



# Self-reflection: “Where are we now?”

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.





# Step 2: Organize and Chart Data



- Score the assessment based on the rubric
- Chart data into these categories:
  - Exceeding
  - Meeting
  - Approaching
  - Far To Go
- Bring charted data to the next meeting

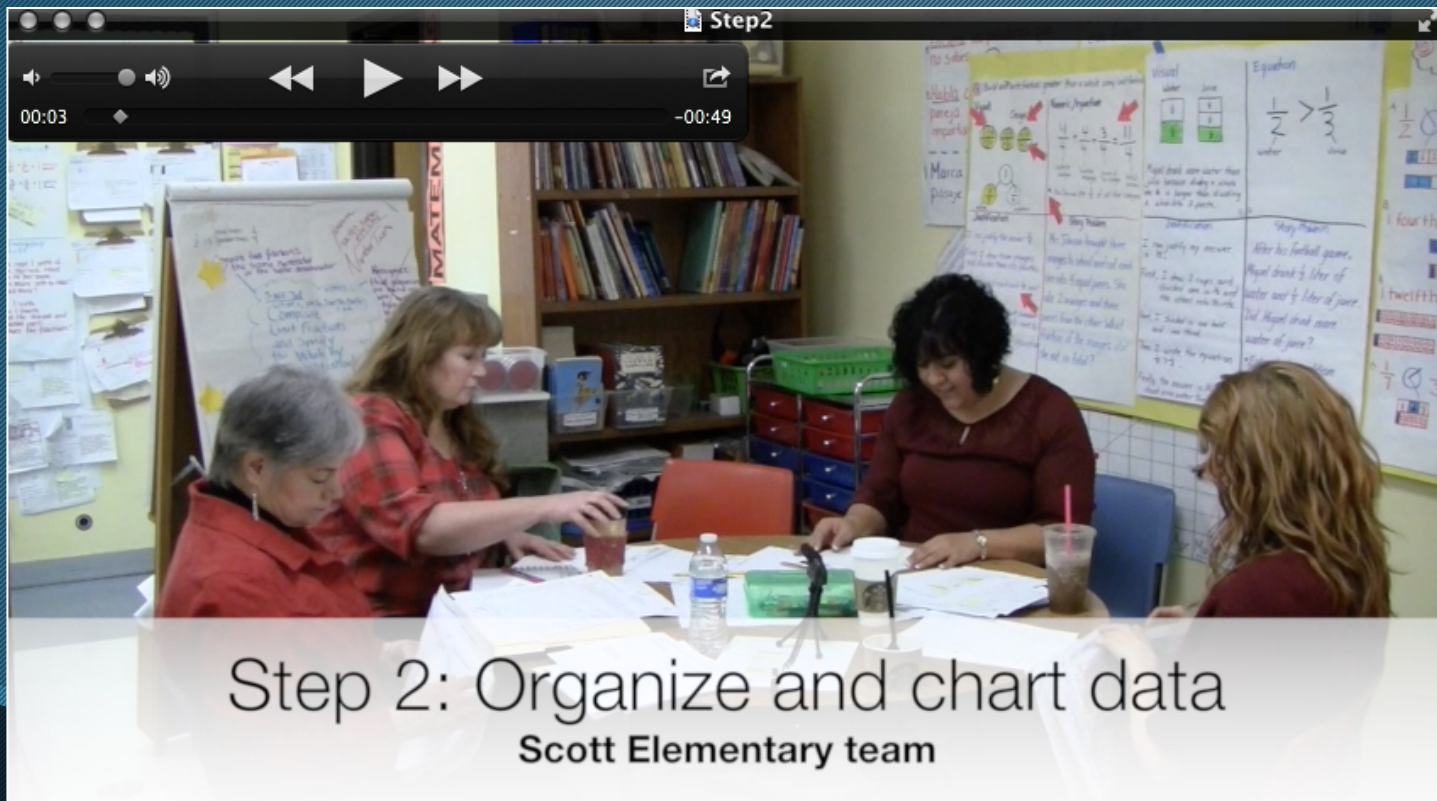
## NOTE:

Teachers need time to think and reflect as they chart data. Therefore, it is NOT recommended that this happen during the meeting.

Organize  
and chart  
data



# Step 2: Organize and Chart Data



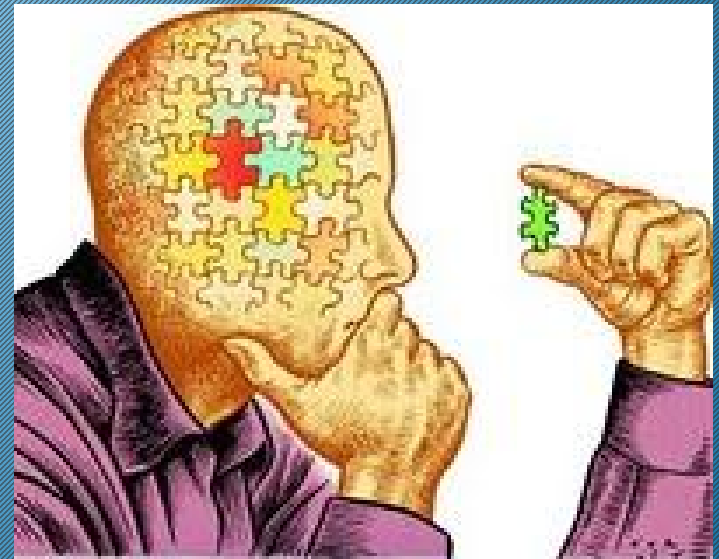
Organize  
and chart  
data



# Self-reflection: “Where are we now?”

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.






# Step 3: Analyze and Prioritize Needs

Review the results:

1. Determine the performance strengths for each group of students
  - a. What do the students know and/or understand relative to the standard?
2. Determine the mistakes/misconceptions for each group of students.
  - a. What errors do you see that demonstrate a simple mistake or misconceptions?
3. Determine if there is evidence to indicate an issue with the assessment.
  - a. What trends do you see in the student errors?
  - b. What patterns do you see in the groups of students whose work exhibits those errors?

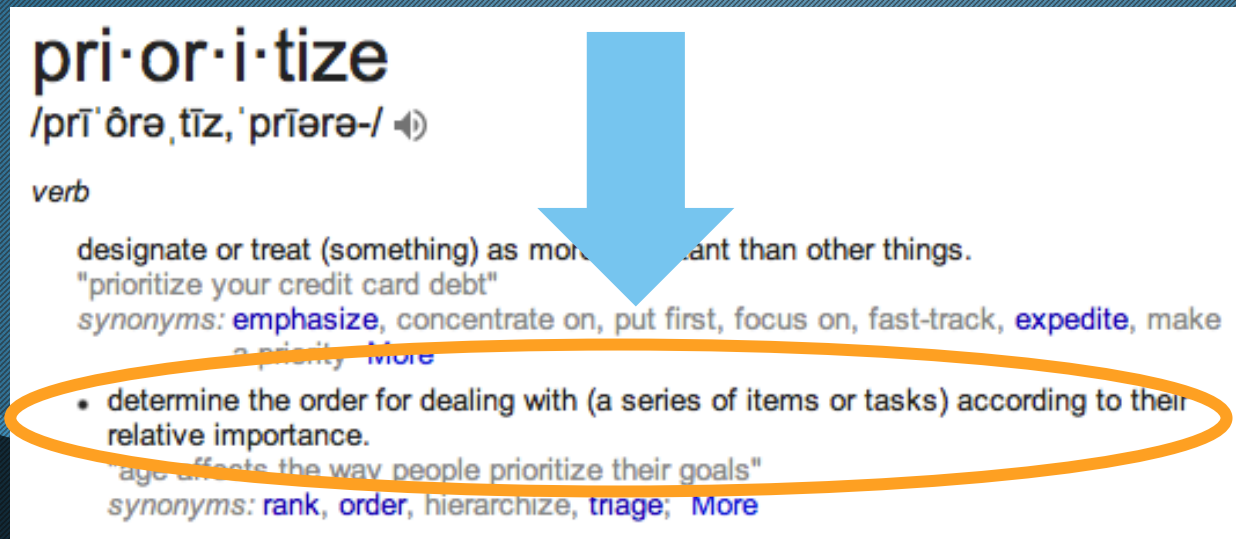



Analyze  
data and  
prioritize  
needs



# Step 3: Analyze and Prioritize Needs

Determine the priority need for each group and be intentional about how new or mis-learned skills are sequenced



**pri·or·i·tize**  
/prī'ôrə,tīz, 'prīərə-/ 

*verb*

designate or treat (something) as more important than other things.  
"prioritize your credit card debt"

*synonyms:* **emphasize**, concentrate on, put first, focus on, fast-track, **expedite**, make a priority **More**

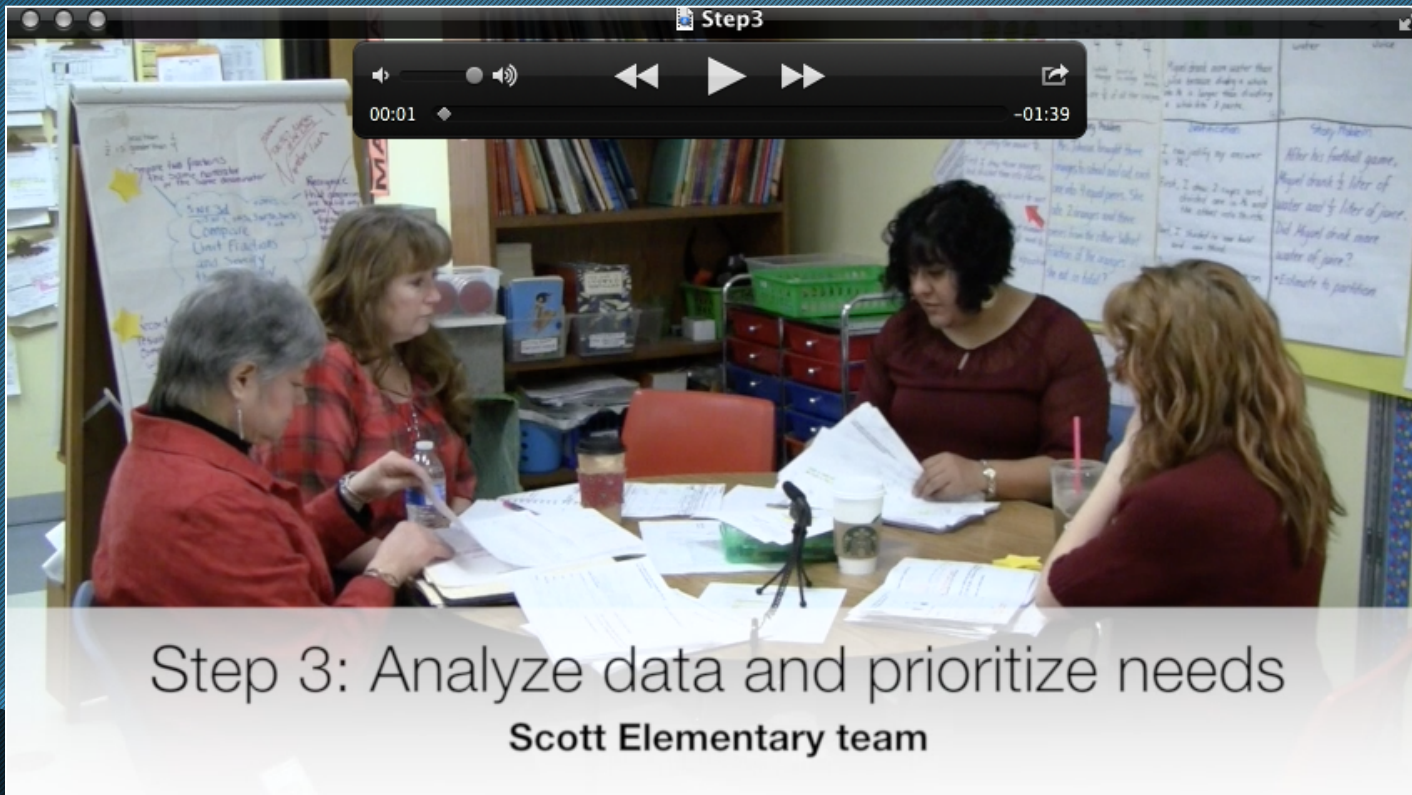
• determine the order for dealing with (a series of items or tasks) according to their relative importance.  
"age affects the way people prioritize their goals"

*synonyms:* **rank**, **order**, hierarchize, **triage**; **More**

Analyze  
data and  
prioritize  
needs



# Step 3: Analyze and Prioritize Needs



Analyze  
data and  
prioritize  
needs



# Data Must Invite Action

“Data that is collected should be analyzed and used to make improvements (or analyzed to affirm current practices and stay the course).”

– S. White, *Beyond the Numbers*, 2005, p. 13



Analyze  
data and  
prioritize  
needs



# Self-reflection: “Where are we now?”

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.





## Step 4: Select Common Instructional Strategies

- Based on the prioritized need identified in Step 3 identify research or evidence-based strategies.
- Agree upon which instructional strategies to teach.
- Agree upon the best sequencing of selected strategies.
- Determine when and how strategies will be taught.



Select  
common  
instructional  
strategies

# Step 4: Select Common Instructional Strategies

Needs → Inferences → Strategy Selection

When the value in the ones place in the subtrahend is larger, students incorrectly subtract the value in the ones place of the minuend from the value in the ones place of the subtrahend.

Will these specific strategies directly impact this error?

Does it match?

Is it a *new strategy* or is it what we've always done?

Place Value Mats



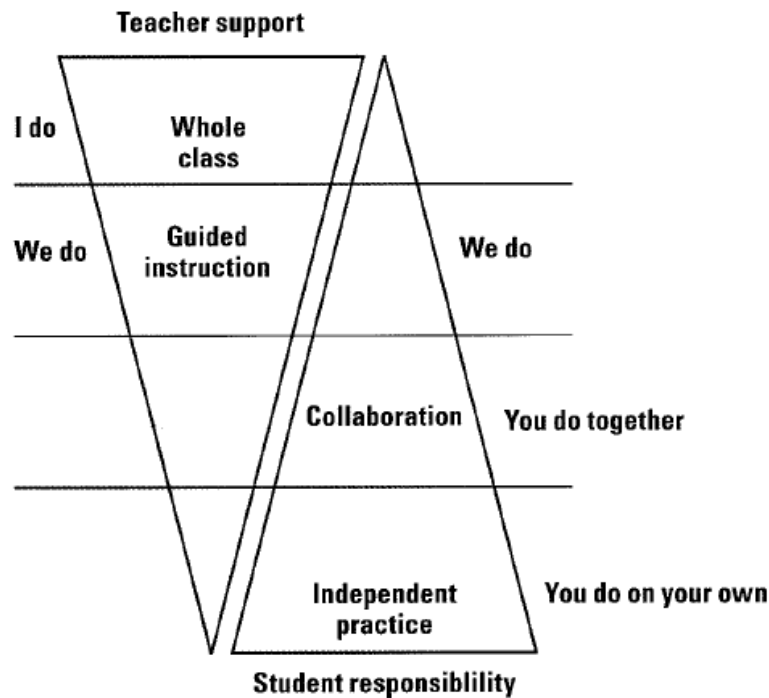
Select common instructional strategies

Remember: SPECIFICITY is CRUCIAL



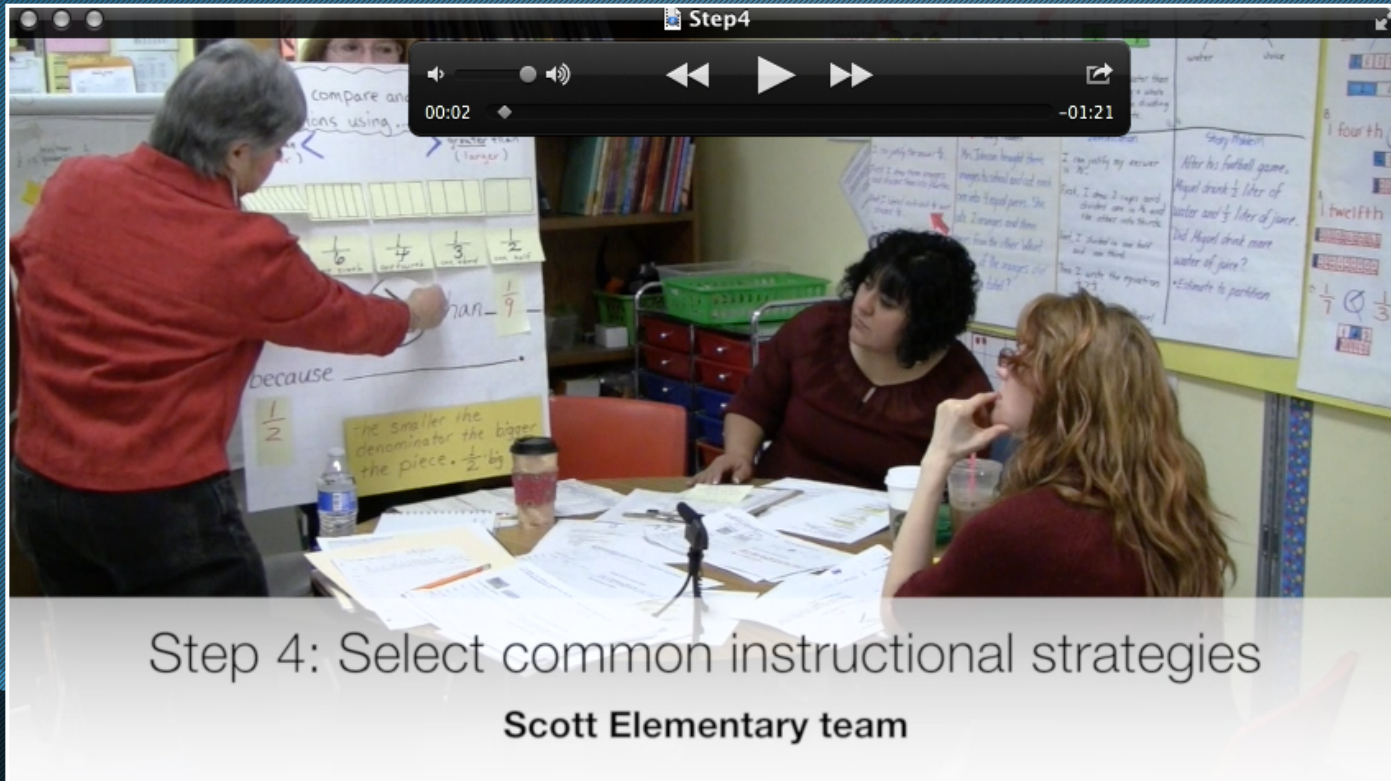
# Step 4: Select Common Instructional Strategies

**MODELED      SHARED      GUIDED      COLLABORATIVE      INDEPENDENT**



Select  
common  
instructional  
strategies

## Step 4: Select Common Instructional Strategies



Select common instructional strategies



# Lunch, Glorious Lunch!



59 minutes 61 seconds



# Self-reflection: “Where are we now?”

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.





## Step 5: Determine Results Indicators



Determine  
results  
indicators



## Step 5: Determine Results Indicators

Must address:

1. What will I (teacher) do?
2. What will students do?
3. What will I see in their work if the strategy is working?

Make the procedure explicit so it is replicable, to achieve best results



Determine  
results  
indicators



## Step 5: Determine Results Indicators

Your turn to practice: “Turn & Talk”

1. What will I (teacher) do?
2. What will students do?
3. What will I see in their work if the strategy is working?

Make the procedure explicit so it is replicable, to achieve best results



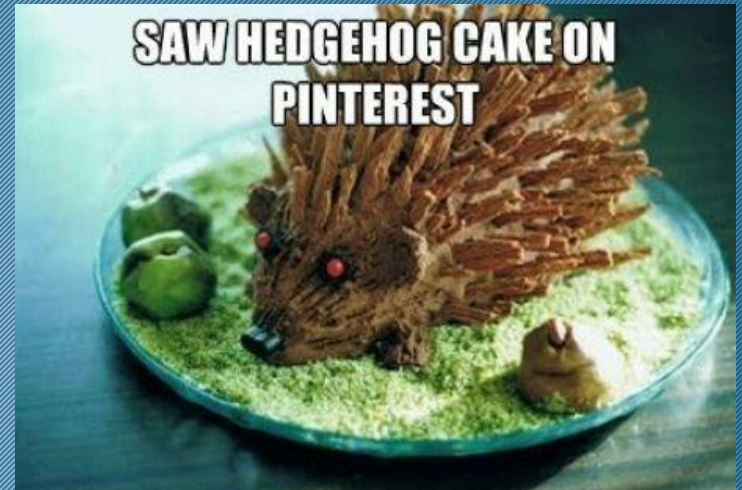
Determine  
results  
indicators



# Self-reflection: “Where are we now?”

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.





## Step 6: Create a Theory of Action

If we \_\_\_\_\_, then \_\_\_\_\_% of our  
(Step 4) (Step 2)

students will be able to \_\_\_\_\_ by \_\_\_\_\_  
(Step 5c) (date off your map)

If we use place value mats to teach double-digit subtraction,  
then 76% of 2nd grade students will be able to subtract double digit  
numbers accurately by Jan. 22, 2016



Create  
a theory  
of action

# Goal / Theory of Action Algorithm

Pre-assessment Data	Meeting/Proficient	Close/Approaching	Far to Go	in Need of Intervention
Teacher A (24)	3	5	10	6
Teacher B (26)	2	1	20	3
Teacher C (23)	2	6	6	9
Teacher D (27)	1	12	12	2
Total (100)	8/100 = 8%	24/100 = 26%	48/100 = 46%	20/100 = 20%

100% of Proficient/Meeting = 8

100% of Close/Approaching = 24

50 – 75% of Far to Go, but Likely = between 24 and 36 students

Less than 25% of Far to Go, in Need of Intervention = 0 – 5 students

$8 + 24 + 24 = 56$ ,  $56/100 = 56\%$      $8 + 24 + 36 + 5 = 73$ ,  $73/100 = 73\%$

Theory of Action between 56% and 73%



# Self-reflection: “Where are we now?”

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.





# Step 7: Reflect, Monitor & Evaluate the Process

- Reflect on the process on an ongoing basis
- Determine which steps went well, and identify areas where additional training or support are needed.
- Reflect on the growth made in each classroom.
- Discuss differences in instruction.
- Draft the next agenda.



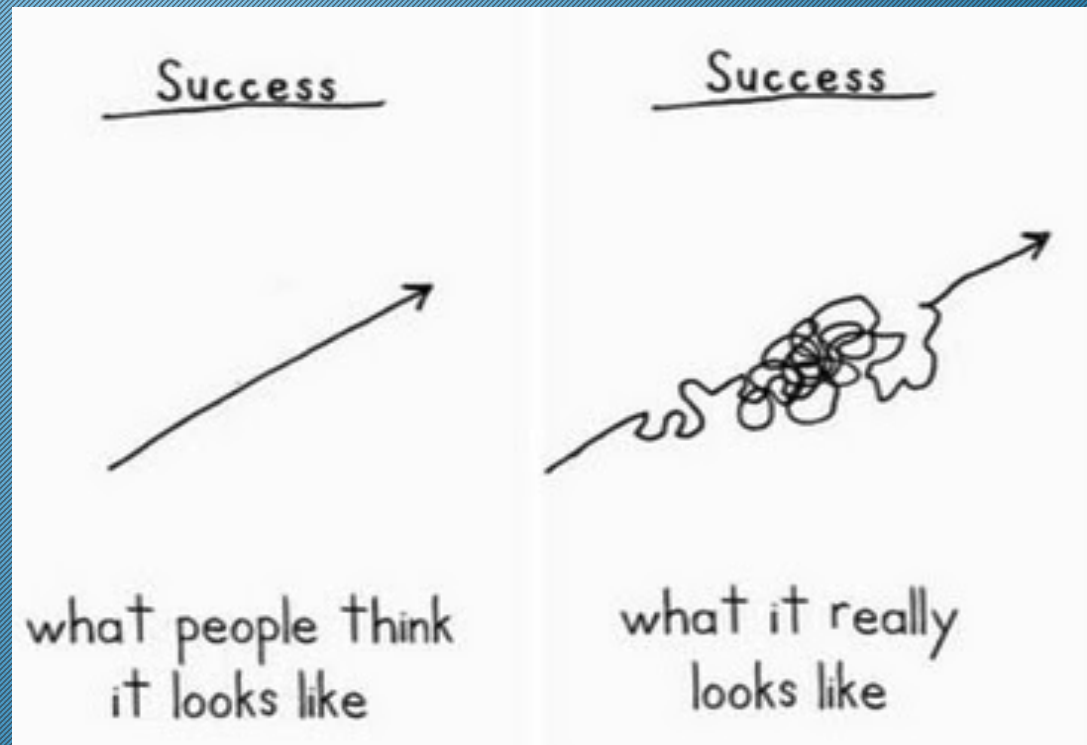
Reflect;  
monitor and  
evaluate  
results



# Self-reflection: “Where are we now?”

How is this step going for you and your teams?

Use the Team Process Sheet and the COR to reflect and set specific goals.





# Other factors that affect collaboration:

- Time
- Norms
- Roles and Responsibilities
- Agendas and Meeting Minutes
- Location of Meetings





# Time

- Teams must have a minimum of 1 hour to implement this process
- Additional time is needed initially

**“But we only have 45 minutes, now what?”**

- Buy time by:
  - Rotating subs
  - Early release / late arrival
  - Common planning time
  - Others





# Norms

“The purpose of designing collective team commitments is to create a respectful, open environment that encourages diversity of ideas and invites professional criticism combined with close inspection of practices and procedures.”

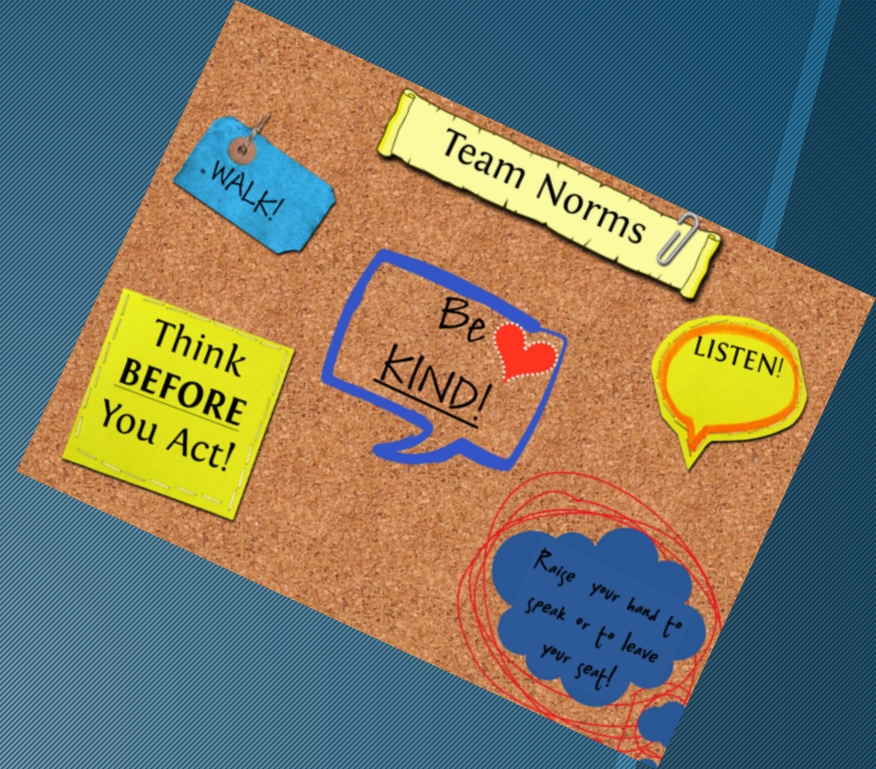
-Kanold & Larson, Common Core Mathematics in a PLC at Work



# Norms

## Sample Norms:

- *Be Focused on our Common Vision*
- *Honor our Agenda*
- *Maintain Professional Collegiality*
- *Be Active Participants*
- *Strive toward Equity of Voice*
- *Create an Environment of Safety and Confidentiality*
- *Focus on our Learners*
- *Be Global Thinkers*
- *Provide Time*
- *Use our Technology Professionally*



Try to encourage your teammates to move *past* basic professionalism... that should already be a given!



# Roles must be defined & carefully selected

## Core Roles:

- Facilitator
- Time keeper
- Recorder/Scribe
- Data Manager
- Process Observer/Engaged Participant
- Support Members: Administrator/coaches etc.



Typically NOT the administrator

Team members often have multiple roles, but a single person should not have ALL of the core roles!



# What does each role do?

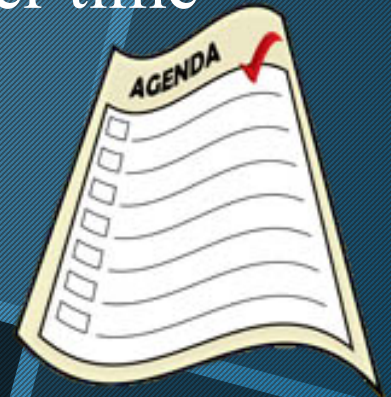
- **Facilitator** – Prepares Agenda & Facilitates Meetings
- **Time Keeper** – Manages and honors the time of all members and agenda items
- **Recorder/Scribe** – Takes/Shares Notes/Agendas, etc.
- **Data Manager** - Organizes Data Prior to meeting for ease of use
- **Process Observer/Engaged Participant** – Participates and offers feedback on team processes



# An AGENDA is Essential

- Provides a targeted focus for the meeting
- Communicates the team's priorities
- Offers a roadmap of what will be accomplished
- Helps team members come prepared
- Allows a team to track accomplishments over time

**NOTE:** Agendas should be drafted  
at the end of each meeting





# Tips for Setting Up A Running Agenda



- Have the agenda ready prior to the first learning team of the year with:
  - \* School priorities listed at the top/black box
  - \* EVERY date that the LT will meet for the year
  - \* Indicate in advance dates where the use of time will not be their own choice (Celebrations, Reflections, Cancellations)
- At the end of the meeting time, encourage teams to look ahead at the running agenda to see what is coming next & what may need to be bumped up/pushed back.



# Crucial Running Agenda Tip:

Whenever possible, plan to give and analyze assessments two weeks (or more) before the start of instruction.



# Location of Meetings

1. Shared Space
2. Leverage Your Resources Thoughtfully
  - a. Intervention Teacher/Support Team
  - b. Materials
  - c. Technology
  - d. You!



Please complete prioritize and complete and plus/delta  
before you leave:

Use your reflection sheet to prioritize for your teams...  
which elements must be addressed first?

+

What worked to support your learning ?



What changes would improve your learning?

?

What questions remain?



Questions? Thoughts?  
Other needs?



CONFEDERATION OF  
OREGON SCHOOL  
ADMINISTRATORS



THE EDUCATIONAL  
EXCELLENCE GROUP

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# Resources

## For Educational Excellence

These pages contain a repository of resources, including documents, presentations and videos, posted for the benefit of all who are working to improve student achievement.

Please share freely.

### Improve your assessment practice

with the regional training series offered by COSA. Click [HERE](#) for more information on the Spring 2015 sessions. For resources used in the Fall 2014 sessions, click [HERE](#).



[www.educationalexcellence.org](http://www.educationalexcellence.org)

# Objectives for the day

- Examine each step of the process and reflect on your current practices
- Determine strengths and areas of need in your current data team process
- Become familiar with the BIG IDEAS of the Keys to Quality Assessment
- Practice deconstructing state standards into Student Friendly Targets

Quick Write: Write one strength and one area for growth for your teams that you are already aware of