

# Re-Imagine Professional Learning through PLC's

Lacy's Leadership Team

ISLN Conference June 26, 2013

2011-2012 PLC Cycle (4 weeks)		2012-2013 PLC Cyle (5 weeks)			
Week	Description	Week	Description	PGES	Next Steps
<b>Week 1</b> <b>The Standards</b>	<ul style="list-style-type: none"> <li>*Committed to Standards</li> <li>*Deconstructed into Learning Targes</li> <li>*Identified Level of Assessment (K, S, R, P)</li> <li>*How to assess item (MC, SA, ER)</li> <li>*Developed pre-assessment</li> </ul>	<b>Week 1</b> <b>The Standards</b>	<p>Utilized CASL's 3 Formative Assessment questions to guide process:</p> <ul style="list-style-type: none"> <li>* Where am I going? Committed to &amp; Deconstructed Standards Into Learning Targets Math selected SMPs (Standards for Mathematical Practice)</li> <li>* Where am I now? Identify underpinnings needed for CCSS mastery Develop &amp; Administer Pre-assessment (not on sheet) Level of Assessment (K, S, R, P)</li> <li>* How will I get there? Identified resources &amp; strategies needed Vocabulary</li> </ul>	1A, 1B, 1E, 1F, 3B	<ul style="list-style-type: none"> <li>* Shift to Backwards Planning Design for formative and summative assessments.</li> <li>* Selecting, not writing, assessment item questions this week</li> <li>* Pre-planning guiding questions that will deepen student understanding and reveal misconceptions during class discussions and instruction.</li> <li>* Math--continue to develop understanding of building lessons structured by SMPs to teach CCSS as appropriate.</li> </ul>
<b>Week 2</b> <b>Common Assessment</b>	<ul style="list-style-type: none"> <li>*Teachers bring a teacher-developed summative assessment (Learning Check or Common Assessment)</li> <li>*Peer Reviewed</li> </ul>	<b>Week 2</b> <b>Formative Planning</b>	<p>Incorporated CASL's 7 Strategies of Formative Assessment #3</p> <ul style="list-style-type: none"> <li>*Used pre-assessment data to form strategy groups for a specific learning target or standard</li> <li>*Strategy groups were formed that had similar misconception of the intended learning</li> <li>*Teachers used 5 Characteristics of Effective Feedback to create feedback, which included questioning strategies that promoted student learning</li> <li>*Modified our expectations-took out example of strong model</li> <li>*Teachers shared planned intervention feedback with colleagues during PLC, receiving suggestions from other insights</li> </ul>	1B 1E, 1F, 2C, 3C, 3D, 3E, 4A, 4B	<ul style="list-style-type: none"> <li>* Re-visit Dylan Williams 5 Characteristics of Effective Feedback and continue to deepen staff understanding of effective feedback.</li> <li>* CASL #2-incorporate examples of strong/weak models to ensure students know what success looks or doesn't look like.</li> <li>*Move from utilizing process in one select strategy groups to being embedded into overall instructional practices.</li> </ul>
<b>Week 3</b> <b>Quality Instruction</b>	<ul style="list-style-type: none"> <li>*Began incorporating pre-assessment into teaching/planning process</li> <li>*Teachers brought pre-assessment data &amp; examples of student work to discuss</li> </ul>	<b>Week 3</b> <b>Common Assessment</b>	<ul style="list-style-type: none"> <li>*Teachers bring a teacher-developed summative assessment (Learning Check or Common Assessment)</li> <li>*Peer Reviewed</li> </ul>	1F & 3D	<ul style="list-style-type: none"> <li>*Backwards Planning Design incorporating Week 1</li> <li>*More selecting/vetting of pre-written items vs. teacher created items</li> <li>*Develop a better peer-review process</li> <li>*Focus on target type</li> <li>*Math-Increasing use of SMP's, scaffolding &amp; integrating skills across domains</li> </ul>
<b>Week 4</b> <b>Data Analysis</b>	<ul style="list-style-type: none"> <li>*Brought results from Learning Check/Common Assessment</li> <li>*Discussed &amp; completed item analysis document. Focused on content that students have or have not mastered as a whole class</li> <li>*Describe next steps for non-mastery</li> <li>*Used a data "calculator" &amp; disaggregated data by hand</li> </ul>	<b>Week 4</b> <b>Quality Instruction</b>	<ul style="list-style-type: none"> <li>*Teachers bring Formative Planning document with student work samples</li> <li>*Discuss student reaction to feedback, any Next Steps still needed, and explained evidence of growth (student work, etc.)</li> <li>*Invited feedback/suggestions/input from colleagues during PLC discussion</li> </ul>	2B, 3D, 3E, 4A, 4E	<ul style="list-style-type: none"> <li>*Clarify &amp; continue to grow in knowledge/use of effective feedback</li> <li>*Student &amp; staff survey indicates the need to focus on CASL's Formative Assessment Strategy #2, #4, and #7</li> </ul>
		<b>Week 5</b> <b>Data Analysis</b>	<p>Same as 2011-2012 except:</p> <ul style="list-style-type: none"> <li>*Brought in Pre-assessment data to compare pre &amp; post as whole group AND strategy group students from week 2</li> <li>*Reflected on impact of formative planning on student learning both as a whole group &amp; individual students</li> <li>*Used scantron to quickly breakdown data for disaggregation</li> </ul>	3D, 4B, & 5A (Ky Domain)	<ul style="list-style-type: none"> <li>*Move from focusing on a strategy group to applying practices for all strategy groups</li> <li>*Increase involvement of students through CASL #7 by incorporating self-reflection activities</li> </ul>