

Developing Sustained Student Improvement via Collegial Collaboration



Presenters:

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According to the Experts:



- The National Board for Professional Standards identifies learning communities as one of their six strong teacher behaviors.
- The most promising strategy for sustained, substantive school improvement is developing the ability for school personnel to function as professional learning communities. Richard DuFour
- Professional learning communities have emerged as arguably the best, most agreed-upon means by which to continuously improve instruction and student performance. Mike Schmoker

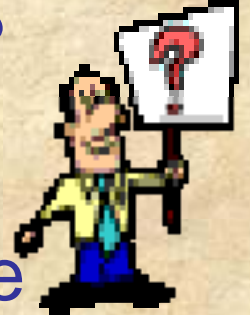
What is a Professional Learning Community (PLC)?

What does the term PLC mean to you?

Words, phrases...etc



What Are the Attributes of PLCs?



- The very essence of a professional learning community is a ***focus*** and ***commitment*** to the learning of each student.
- A PLC is composed of ***collaborative teams*** whose members work ***interdependently*** to achieve common goals linked to the purpose of learning for all.
- Collaboration does not lead to improved results unless people are ***focused*** on the ***right issues-student learning***.
- Collaboration is a ***means*** to an end, ***not*** an ***end*** itself.

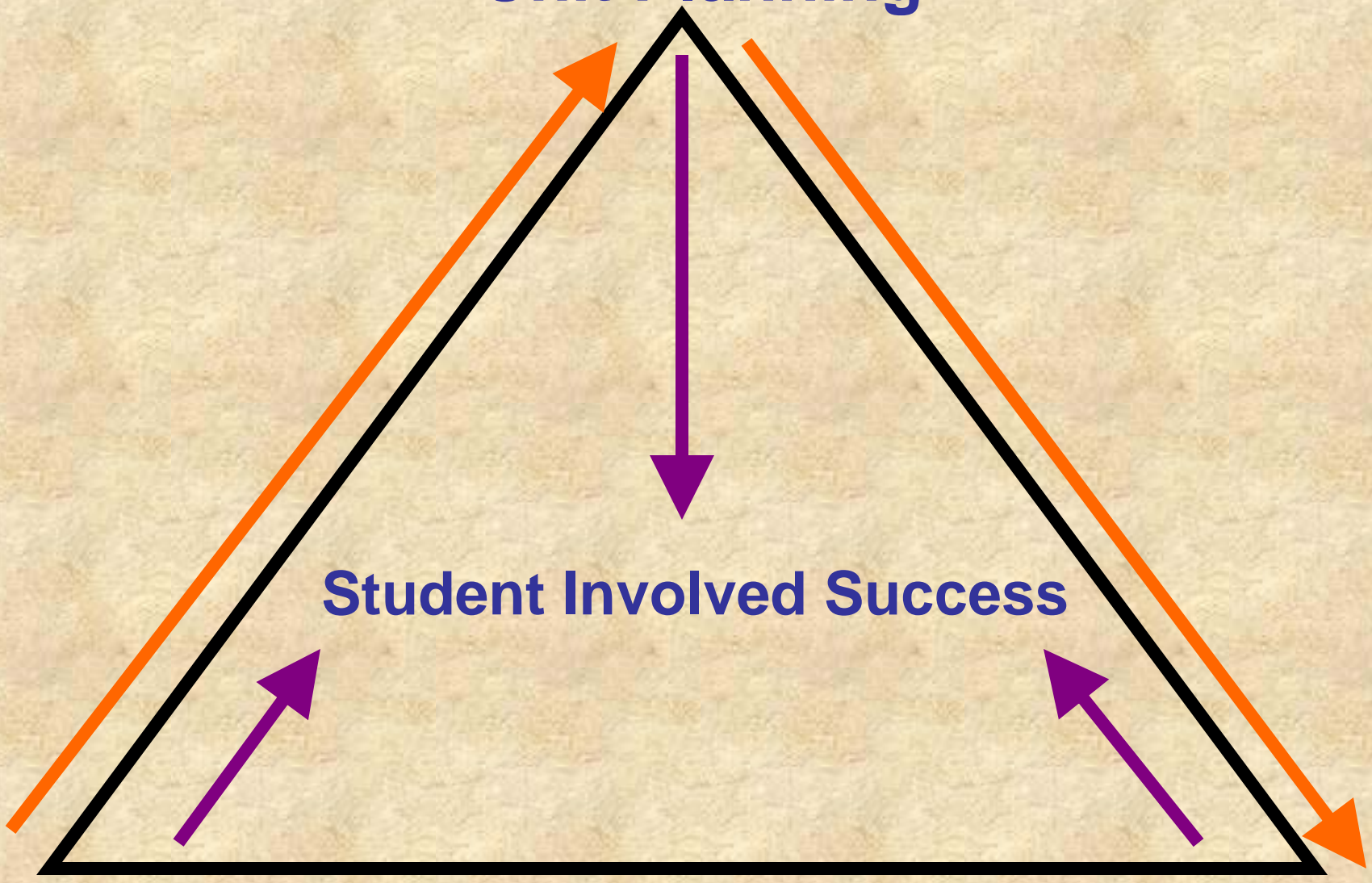
- Richard DuFour

Unit Planning

Student Involved Success

PLCs

Assessments

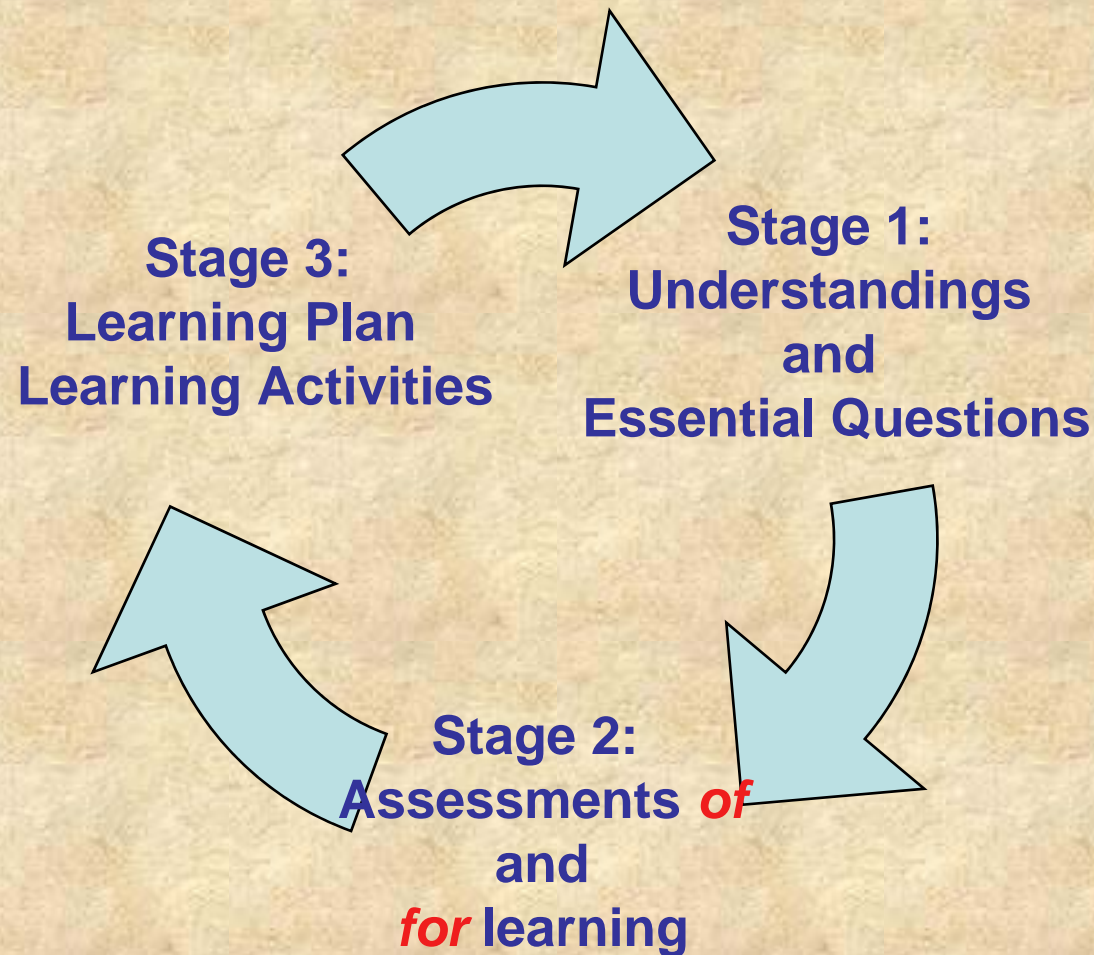


Planning Steps: Prioritize

“A prioritized curriculum provides clear, common standards that are manageable in number and thus leads to better results. A prioritized curriculum specifies the essentials (E) or “have to’s”, the important (I) or “should do’s” and those standards that can receive reduced treatment which are known as condensed (C). A prioritized curriculum answers the following questions:” (SREB)

- What endures?**
- What is essential for success?**
- What builds on the previous year and lays a foundation for the following year?**
- What is most likely to appear on state/high stakes tests?**

Planning Steps: Unit Planning



What is a common assessment?

Any assessment given by two or more teachers with the intention of collaboratively examining the results for:

- Content mastery
- Instructional planning and implementation
- Assessment and instructional validity
- Creating and or modifying unit plans based on student performance
- Adjusting instructional pacing
- Creating a partnership between teachers and students regarding deep understanding

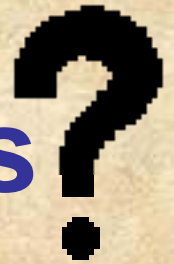


What are the barriers to common assessments?

Think/Pair/Share



Why Common Assessments?

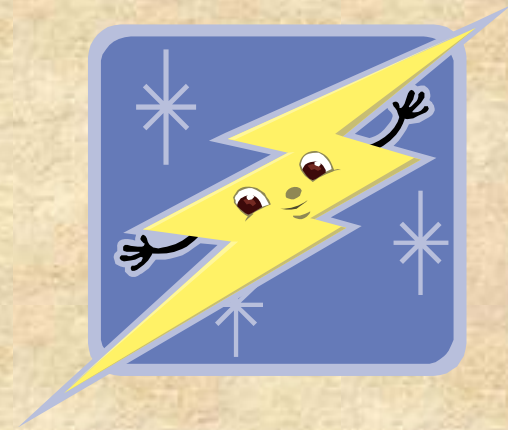


- They are more efficient than assessments created by teachers in isolations
- Create equity for students
- Create a guaranteed curriculum
- Inform the practice of individual teachers
- Builds a team's capacity to improve all facets of instruction
- Facilitates a systematic, collective response to students who are experiencing difficulty



The Power of Common Assessments

“One of the most powerful, high-leverage strategies for improving student learning available to schools is the creation of frequent, common, high-quality formative assessments by teachers who are working collaboratively to help a group of students develop agreed-upon knowledge and skills.” DuFour



“We can think of all assessment uses as falling into one of two general categories – assessments for learning and assessments of learning. Both categories have their place in education – you’ve been using them for years. What is perhaps new is an expanded understanding of the roles each should play to maximize student achievement while minimizing unintended negative consequences and side effects for students.”



Rick Stiggins

Create an Assessment T-chart



of

for

Stiggins' Video Segment

“Little Ricky Stiggins”



A Balanced Assessment Program

Assessment

“of”

Learning



Assessment

“for”

Learning

- Often Summative
- Norm Referenced / Standardized
- Represents a snapshot
- Punctuates learning
- Provides evaluative information
- Represents learning that has already occurred
- Autopsy

- Formative
- Frequent
- Used to diagnose
- Occurs during learning
- Provides descriptive feedback
- Non-threatening
- Includes self-assessment
- All about getting better
- CT - Scan

Assessment Continuum

Classroom Assessments

Common Assessments

District Level Assessments

External Assessments

Most Formative

More Formative

More Summative

Most Summative



Daily

Weekly

Unit

Monthly

Semester

Annual

On-going Student and Teacher Assessment

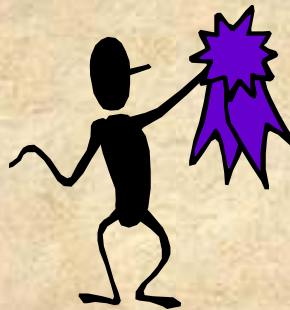
Collaboratively Developed and Curriculum Embedded

NWEA - MAP

Final or Quarter Exams

**Benchmarks
FCAT
ACT/SAT**

Quizzes
Essays
Prompts



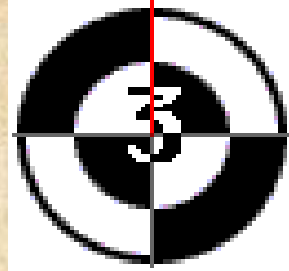
Keeping a Balanced Perspective

“...relying on any one model would be a seriously flawed assessment strategy. Assessment of a student’s work should provide a rich array of information on his or her progress and achievement. The challenge is to match appropriate assessment strategies to curricular goals and instructional methodologies.”

DuFour and Eaker



How do we create assessments students do not want to miss?



Three ideas you are taking away with you.

Two points that can be shared with classroom teachers that can be implemented.

One step toward enhancing PLCs.

“Common, team-developed formative assessments are such a powerful tool in school improvement that no team should be allowed to opt out of creating (and using) them.”

Richard DuFour

