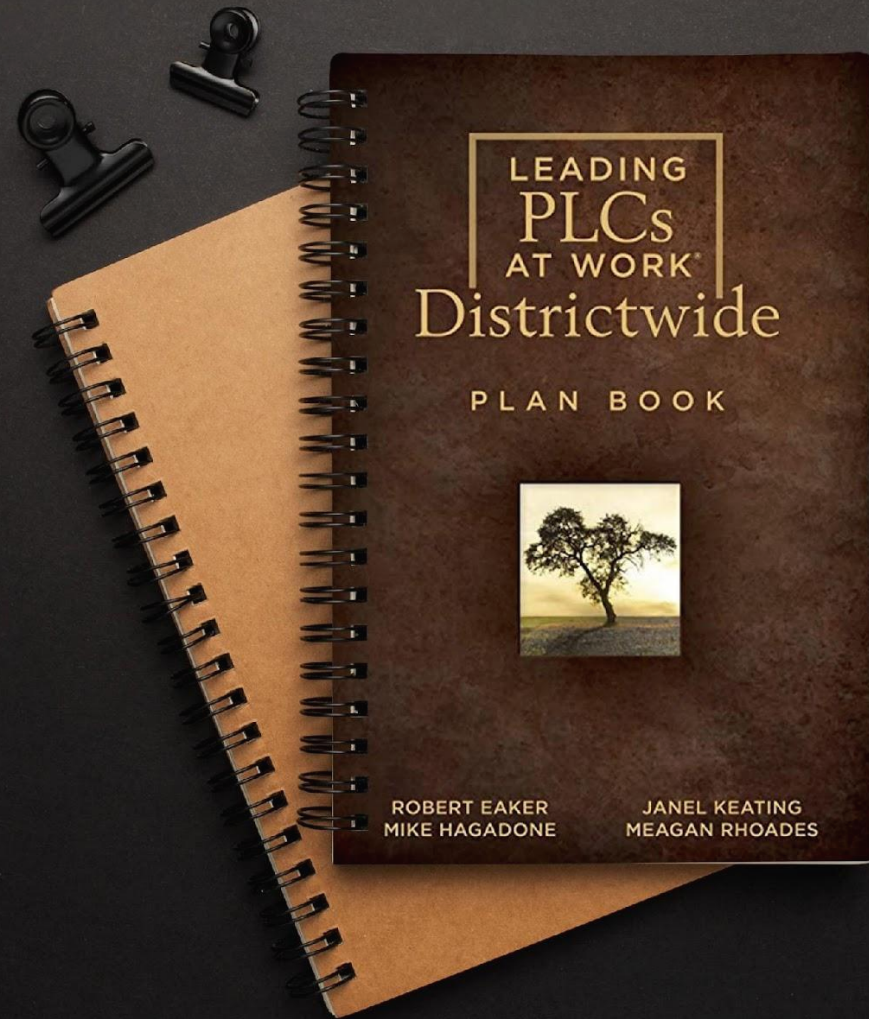


Aligning PLCs Districtwide: From the Boardroom to the Classroom

What would it look like if we really meant it?
Oregon ASCD Board Session 1

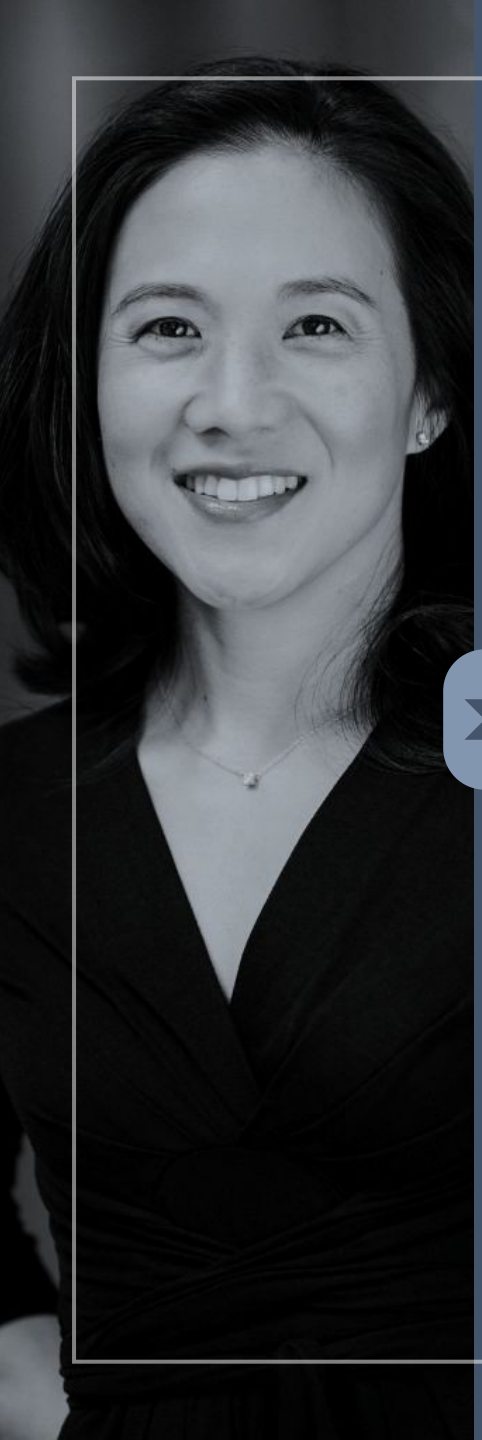
Janel Keating

Former Superintendent, Author,
PLC Associate





**Forever
Thankful...**



What I Learned

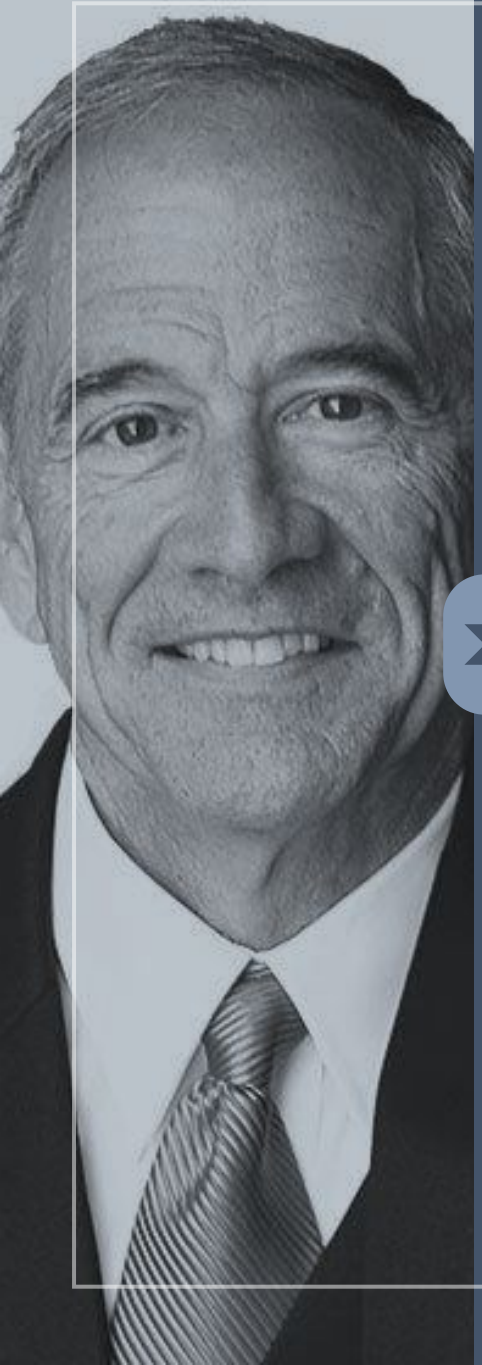
“Grit is sticking with your future, day in day out, not just for the week, not just for the month, but for years. And working very hard to make that future a reality.”

Angela Lee Duckworth

Why Are We Doing This Work?


1. Improve Tier 1 Instruction - First Best Instruction
2. Improve the Professional Practice of All Adults
3. Ensure More Students Learn Grade Level Standards and Above - Every School – Every Team - Every Classroom
4. Ensure we are advancing the dreams of the students in our community.
5. Learn how superintendent and school board members establish goals/focus areas





“The key to improved student learning is to ensure more good teaching in more classrooms more of the time.”

Rick DuFour

The background of the slide features a repeating pattern of small, stylized human figures. The top portion of the slide has a yellow background with green figures, while the bottom portion has a white background with grey figures.

OUR

Reality

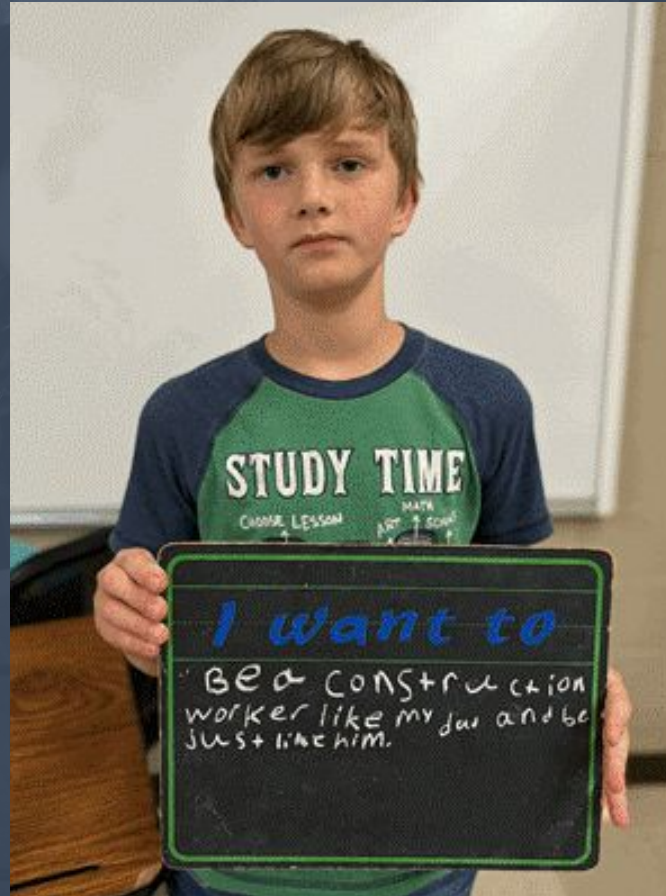
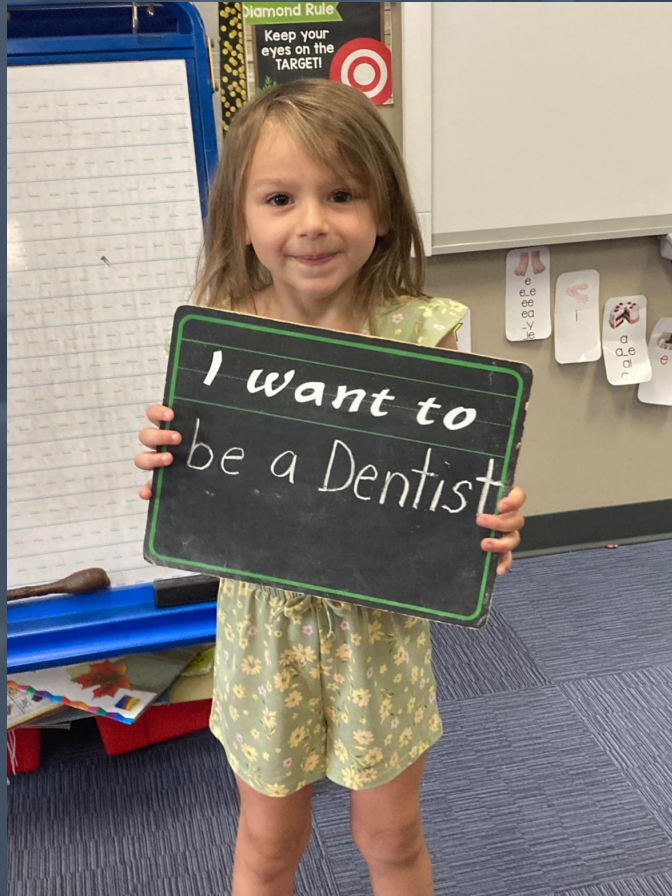
Why

Scholars

Learning is Required



Educate | Encourage | Inspire



Aligning the Work of Collaborative Teams

School Board & Superintendent

- Collaboratively develop operating principles
- Set direction and focus area for the district
- Establish short and long term improvement goals
- Align policies with the learning mission of the district
- Model research based and data driven decision making
- Model research based and data driven decision making
- Board routinely analyzes improvement data
- Monitor annual learning goals
- Model behaviors expected of others
- Celebrate improvement

District-Level & Principal Teams

- Collaboratively develop role definitions, shared commitments
- Team norms/accountability protocols
- Focus on learning
- Regular meetings and agendas
- Practice and rehearse the work
- Anticipate questions and issues
- Examine the work of high performing the teach teams
- Engage in shared learning
- Share learning data
- Set individual building commitments based on the work from learning meetings
- Determine evidence for the next meeting that demonstrates progress toward meeting the commitments
- Monitor results; continuous improvement
- Modeling behavior expected of others
- Celebrate improvements

School-Level Principal & Grade Level / Content Team Leaders

- Composed of principal, assistant principal, team leaders
- Collaboratively developed role definitions, shared commitments
- Team norms/accountability protocols
- Focus on learning
- Regular meetings and agendas
- Set improvement goals
- Practice and rehearse the work
- Analyze student learning, seek best practice, share
- Monitor results; continuous improvement cycle
- Model behavior expected of others
- Celebrate improvement

School Grade Level / Content Teams

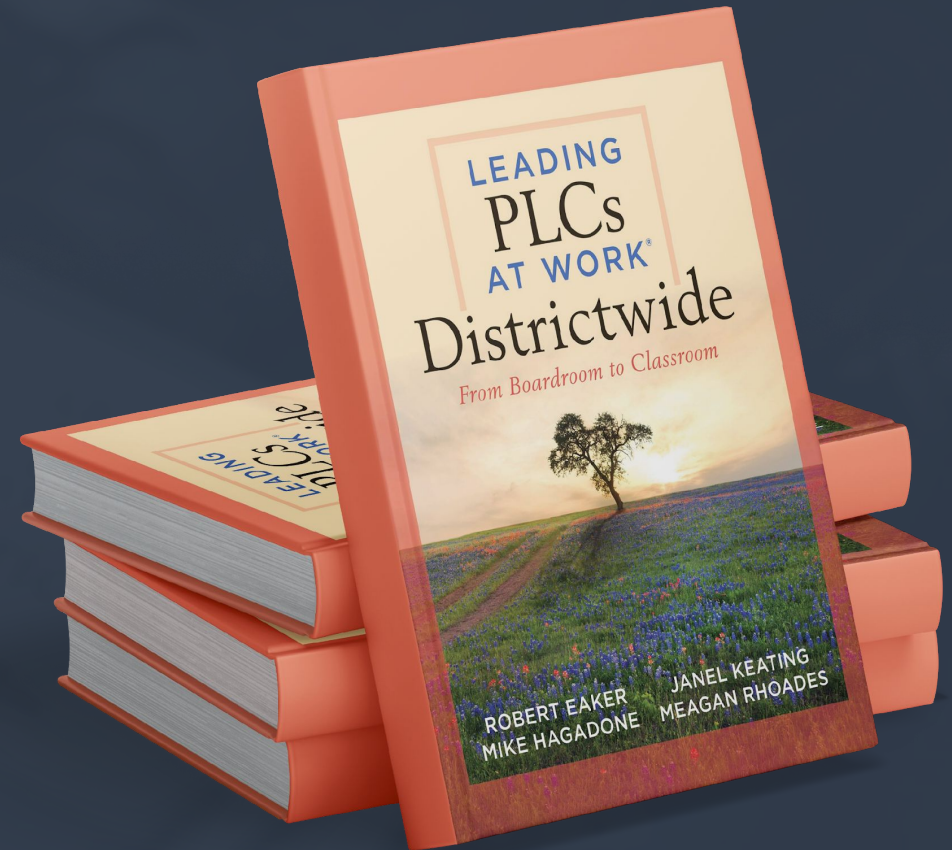
- Team norms/accountability protocols
- Focus on learning
- Regular meetings and agendas
- Set SMART goals unit by unit
- Analyze student learning, seek best practice, share
- Monitor results; continuous improvement cycle
- Share results with School Leadership Team
- Celebrate improvement

Share results & products with Board

Share results & Products with District

Ensuring Learning

- Implementing a guaranteed and viable curriculum
- Creating a timely and balanced assessment system
- Removing barriers by planning and providing additional time, support, and extensions for all students
- Ensuring more fair and accurate reporting and grading practices
- Building an inclusive and healthy district and school culture
- Ensuring district systems are in place to support the work of the team



This Happens Every Day in Schools and School Districts



School A

teaches equivalent
fractions in **December** .



School B

teaches equivalent
fractions in **February** .


Sara goes to **School B** and her parents purchase a house in the **School A**
attendance area. She moves to **School A** in **January** .

When will Sara learn equivalent fractions?




**4th Grade should
be 4th grade**

**Same essential
standards**



**Same high-quality
assessments aligned to
the essential standard
unit by unit**

**A child's address
shouldn't determine
what they learn**



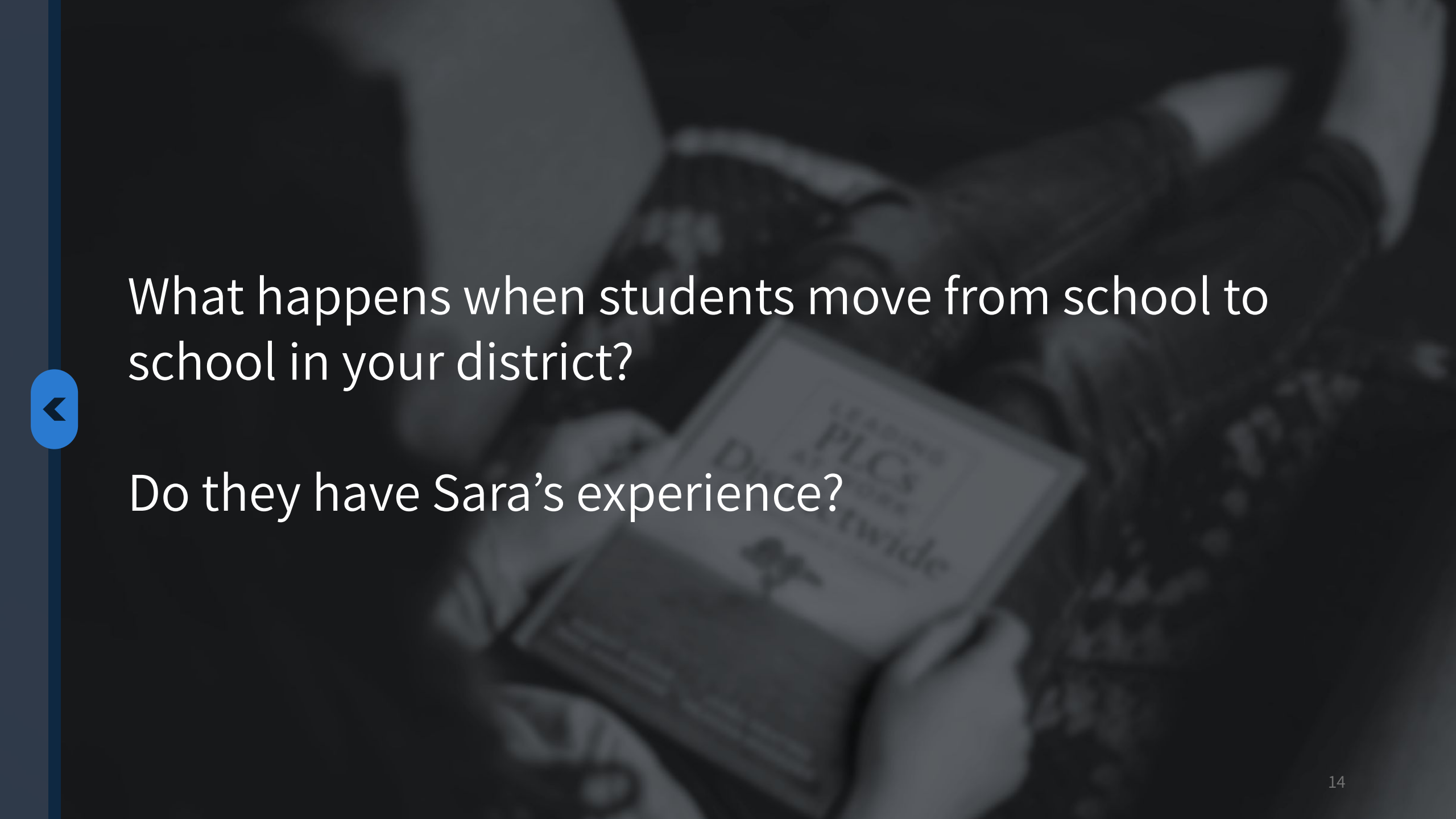
Standard and Learning Target Progression



5. NF.A

Use equivalent fractions as a strategy to add and subtract fractions.

- I can add and subtract fractions and mixed numbers with like denominators.
 - I can generate equivalent fractions to find common denominators (using skip counting/multiples, ratio tables, or picture models).
 - I can add and subtract fractions with unlike denominators without regrouping.
- I can add and subtract fractions with unlike denominators with regrouping.
 - I can add and subtract mixed numbers with unlike denominators without regrouping.
 - I can add and subtract mixed numbers with unlike denominators with regrouping



What happens when students move from school to school in your district?



Do they have Sara's experience?



“If Rick was here with us, I know he would share that becoming a high-performing professional learning community is not only necessary but doable. We now know it’s doable and necessary districtwide.

We need to move beyond trying to improve one school at a time. The district plays an important role.”

–Bob Eaker

Four Critical Questions of Learning

to Guide PLCs

1

What do we expect students to learn?

Priority standards, essential standards, power standards, proficiency scales, learning targets, pacing, clarifying standards, what standards look like in student work, high-quality instructional resources, instructional strategies and engagement, and rigor.

2

How will we know if they learn it?

Benchmark assessments, preassessment, common formative end-of-unit assessments, in-unit quick checks for understanding, interim assessments, SAT, ACT, and results analysis.

3

How do we respond when students experience difficulty in learning?

Planning Tier 1 Instruction, differentiated Tier 1 instruction, teacher interventions connected to Tier 1 instruction, and team interventions connected to Tier 1 instruction and the RTI/MTSS process.

4

How do we respond when students do learn?

Differentiated instruction and rigor. (Level 4 on the proficiency scale.)

Team Collaboration & Time & When & Who

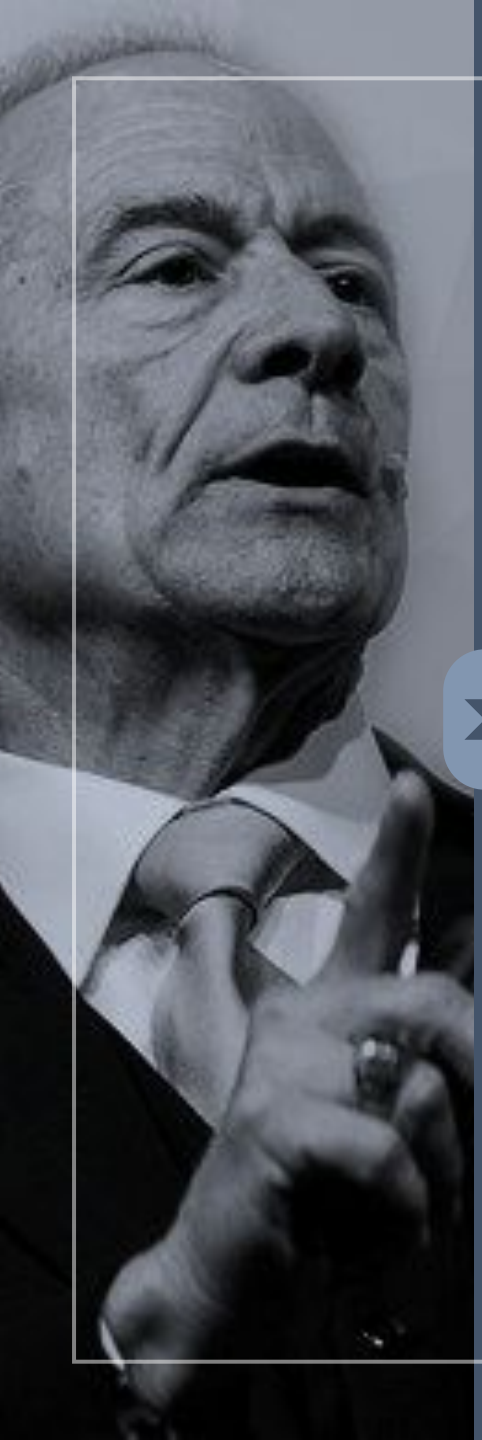
Janel Keating 2024 In Print Solution Tree Press

Process Collaboration Time Weekly

- Evidence of student learning based on a standard/learning target/s (The last 5 days. Of instruction.)
- Analyze the evidence (TACA process - Start with student strengths.)
- Make a plan! Additional time, support, and extensions
- Agree to the next learning target/s and checks for understanding that will land at collaboration.
- When will we plan first best instruction linked to the next learning targets?

Product Collaboration Time As Needed – District and Principal Guided

- Determine essential standards
- Determine the pacing of the essential standards
- Create proficiency scales
- Unwrap standards into a learning target progression
- Create an end-of-unit common formative assessment
- Design team generated formative checks for understanding directly linked to learning targets (in the unit)
- Create a unit plan
- Refine the unit plan based on data.



“The PLC journey will undoubtedly be hard work. But if there is one undeniable reality for every educator every year, it is that we are going to work hard. The real question is this: Will we work hard and succeed or work hard and fail?”

Rick DuFour (2015)