



23–26 May

MELBOURNE

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Educate!

Inspire!

Kylie Lipscombe

Monday 26 May

**Collaborate...but on What?
Building Successful Professional
Learning Communities**

Session 3

KYLIE LIPSCOMBE



Kylie Lipscombe, formerly a classroom teacher, has fulfilled a range of roles all focusing on teaching and learning and building teacher capacity across both primary and secondary, public and Catholic schools. These include Regional Literacy Coach and Project Officer, Assistant Principal, Educational Consultant and currently lecturer/tutor at the University of Wollongong.

Her research, academic study and practice focus on the implementation of training programs and networks, coaching and facilitation in schools and building school capacity. She has developed state and regional professional learning programs and is an experienced facilitator. She has a clear understanding of the link between student learning, teacher practice and results and has worked extensively with schools to build collective inquiry and collaboration amongst teams. Kylie recently completed her Masters thesis on Professional Learning Communities and possesses a deep knowledge, understanding and practical application in this area.

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CODE: 11KL0403
0514



**Collaborate ... but on What?
Building Successful
Professional Learning
Communities**



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Adult Learning Norms



The standards and behaviors
by which we agree to operate
while we are in this group.

Norms for Our Work

- **Choose Your Attitude:** Make the choice to approach our learning with a positive attitude
- **Be Present:** Be present with your colleagues throughout the discussion
- **Play:** Have fun, enjoy the opportunity to reflect and share
- **Make Someone's Day** - Consider positive possibilities

Definition of a PLC

A professional learning community is educators committed to working collaboratively in ongoing processes of inquiry and action research in order to achieve better results for the students they serve.....

DuFour, DuFour, Eaker



Clarity precedes competence

"It is hard enough to explain what a complex idea means for action when you understand it.... It is impossible when you use terms that sound impressive but you don't really understand what they mean."

Pfeffer & Sutton, 2000, p.52



The Three Big Ideas



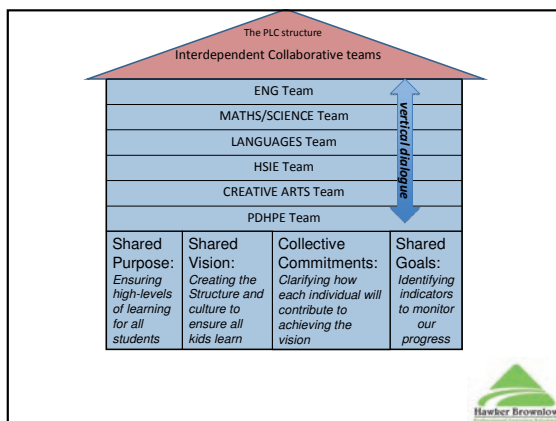
The professional learning community model requires the school staff to **focus on learning** rather than teaching, **work collaboratively** on matters related to learning, and hold itself **accountable** for the kinds of results that fuel continual improvement.

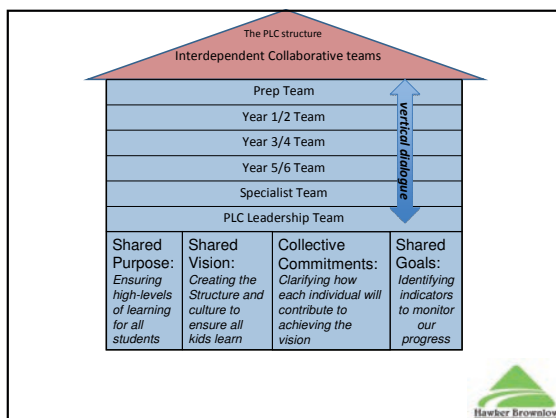


What is collaboration?

A **systematic** process in which we work together, **interdependently**, to analyse and **impact** professional practice in order to improve our individual and collective results.

DuFour, Eaker, & DuFour





What is a Team?

A group of people working **interdependently** to achieve a **common goal** for which members are held **mutually accountable**.

Collaborative teams are the fundamental building blocks of PLCs.

Examples at Current School Settings

- Work with a partner
- Brainstorm the various kinds of collaborative teams in your school
- Identify the focus on the collaboration



What Should Be the Focus of The Work of Collaborative Teams?

"Collaborative cultures, which by definition have close relationships, are indeed powerful, unless they are focusing on the right things they may end up being powerfully wrong."



--Michael Fullan

**Four Critical Questions**

- ☐ What do we want students to learn?
- ☐ How do we know if they have learned it?
- ☐ What do we do if they don't know it?
- ☐ What do we do if they already know it?



Four Critical Questions

- Study the agreed curriculum
- Agree on priorities within the curriculum
- Clarify how the curriculum translates into specific knowledge and skills
- Establish general pacing guides for delivering the curriculum
- Commit to one another that they will teach the agreed upon curriculum



Four Critical Questions

- ☐ What do we want students to learn?
- ☐ How do we know if they have learned it?
- ☐ What do we do if they don't know it?
- ☐ What do we do if they already know it?



Common Assessments Defined

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

- Shared learning,
- Instructional planning for individual students, and/or
- Curriculum, instruction, and/or assessment modifications.

How does the use of common assessments help everyone achieve more?

- Students
- Teachers
- Schools

PLCs Create Common Formative and Summative Assessments?

- Efficiency
- Fairness
- Effective Monitoring
- Informed practice
- Assessment literacy
- Raised expectations
- Team capacity
- Collective Response

Modified from R. DuFour keynote address at PLC Institutes

Data Conversations

Torture the data until it confesses

Victoria Bernhardt





Making Sense of the Data

1. **WHAT** does the data say?
2. **SO WHAT** does it mean?
3. **NOW WHAT** do we do about it?



Common Assessment Protocol

1. What the assessment valid and fair?
2. Examine data, and identify areas for discussion. Ask:
 - As a team, which targets require more attention?
 - As a team, which students did not master which targets?
 - As a team, which classrooms require additional support?
 - As an individual teacher, which area was my lowest, and how can I improve in it?
3. What will be your team's action plan to address the results?
4. What happened during the conversation you just had?
 - How was it helpful to teacher success?
 - How was it helpful to student success?

PROFESSIONAL LEARNING COMMUNITY MEETINGS

PROTOCOL TO PROMOTE THINKING WHEN EXAMINING STUDENT LEARNING DATA

1. Where do our students struggle the most?
2. What are some of our effective instructional strategies that are evident in the data?
3. What resources are available for intervening to further the support these students in the future?
4. What needs to be done by each of us to implement the strategies we plan to put in place?
5. Are there any additional ideas to further differentiate our instruction?
6. What classroom checks will we use and when?

Four Critical Questions



□ What do we want students to learn?

□ How do we know if they have learned it?

□ What do we do if they don't know it?

□ What do we do if they already know it?



Flexible Grouping Instructional Plan

	Needs Attention	Proficiency	Needs Challenge
Instruction What activities or direct instruction can we employ to help each category of student learn more?			
Assessment How will we know our intervention strategy worked?			

Intervention Planning

WEEK 1			
Nikki	Bec	Susanna	Kelly
Small group with most at risk students WALT identify the factors of a number. Hands on materials • Josh M • Jayden • Felicity • Natalie	Small group – WALT solve problems using factors. • Dylan B • Josh F • Saye R • Michele • Tristan • Natalie	Focus group in class on applying factors/multiples • Mitch • Russell • Meagan • Matthew • Jamie • Natasha	WALT identify all the factors for a number. • Sarah (S34) • Sheridan (S35) • Gaye (S35) • Mosiah (S33) • Russell • Lochis • Jackson • Cameron • Adam • Cheyanne
Donna Supervising extension students in Nikki's class – task organised.			

**Bernice MacNaughton High**

- Supplemental Math and English classes based on proficiency assessment
- Math and science lunch labs
- RED (Remediation/Enrichment Days) after common assessments
- Directed learning for 30 minutes at end of day for study, homework completion, tutoring

The “Right” Work

- Collaboratively developing and utilising team norms.
- Clarifying and aligning “essential” learning.
- Developing common pacing guides.
- Determining what a standard, if met, would look like in student work.
- Collaboratively developing and utilizing common formative assessments.

- Collaboratively analyzing student work and student learning data.
- Collaboratively developing specific intervention and enrichment strategies for individual students.
- Monitoring the results of intervention/enrichment strategies.
- Reflecting on the effectiveness of instructional strategies while sharing and learning together.
- Collaboratively reflecting on the effectiveness of the team.

The Right Work Can't Be Left to Chance

- “When teachers... interpret assessment data in order to become more responsive to their students’ learning needs, the impact is substantive. Teachers, however, cannot do this alone...”
- Creating conditions where teachers systematically use data to inform their practice requires that they teach in schools where such practices are part of the **organisational routine**

Timperely, 2009

Reciprocal Accountability

At the same time principals should hold teams accountable for the RiGHT work, principals must be accountable to teams by providing them with time, resources, training and ongoing support.



Dufour and Dufour, 2012

*One of the most effective ways to enhance productivity of a team is to insist that it **produces.***



Dufour et al 'Learning by Doing'



Reciprocal Accountability

- Provide teams with time to collaborate
- Provide supportive structures that help groups become teams

Adapted from Dufour and Dufour, 2012

Reciprocal Accountability

- Provide teams with time to collaborate
- Provide supportive structures that help groups become teams
- Clarify the work that must be accomplished

Adapted from Dufour and Dufour, 2012

Whole School Agreements

By the end of the ____ week of each trimester, grade level teams will:

2nd week of term

- Grade level teams will present team norms and protocols that will guide the interactions and work of the team

4th week of term

- Grade level teams will present its SMART goal(s)

6th week of term • Grade level teams will present a listing of the essential learning or power standards all students are to achieve that trimester

8th week of term

- Grade level teams will present a common formative assessment it is using to assess each student's mastery of essential learning

10th week of term • Grade level teams will present its analysis of student performance on the common assessment, including areas of strengths and weaknesses and strategies for addressing those students who are experiencing difficulties

Grade Level Teams (PLC Binders): Each member of team will assemble and keep a notebook containing everything. Each team member needs ownership and access to the information. Most importantly, every team member needs to use the information in the notebook.

Reciprocal Accountability

- Provide teams with time to collaborate
- Provide supportive structures that help groups become teams
- Clarify the work that must be accomplished
- Monitor the work of teams and provide direction and support as needed

Adapted from Dufour and Dufour, 2012

Meeting Agendas

Year 5 PLE Meeting: Wednesday March 13 th , 2013.			
Item	By Whom (Assembly)	Notes/Actions	
1. Welcome and opening prayer by Pastor			
2. Announcements			
3. Presentation of the week's theme			
4. Presentation of the week's theme			
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Reciprocal Accountability

- Provide teams with time to collaborate
- Provide supportive structures that help groups become teams
- Clarify the work that must be accomplished
- Monitor the work of teams and provide direction and support as needed
- Use guidelines and protocols

Adapted from Dufour and Dufour, 2012











Meeting Guidelines

MINUTES

- | | |
|---|-----------|
| 1. Greet each other & collect data | 10 |
| 2. Discuss assessment | 10 |
| 3. Analyze data | 10 |
| 4. Discuss & agree on response to data: | 30 |
| ❖ Modifications in . . . | |
| ✓ Assessment? | |
| ✓ Curriculum? | |
| ✓ Instruction? | |
| TOTAL | 60 |

Systematic Data Codes

PPS SCHOOL COLOUR CODING SYSTEM	
<u>Student Achievement</u>	
	Met expected level
	On track, below expected level
	Two or more months below expected level
	On track, above expected level
	Two or more months above expected level
<u>Program - Instruction - Assessment - Response</u>	
	Satisfactory
	Some concern
	Serious Concern

Reciprocal Accountability

- Provide teams with time to collaborate
- Provide supportive structures that help groups become teams
- Clarify the work that must be accomplished
- Monitor the work of teams and provide direction and support as needed
- Design school protocols
- Celebrate wins and involve community

Adapted from Dufour and Dufour, 2012

Tier 1 Differentiation-Best Practice

Sieve of Eratosthenes

WJEC follow guidelines for finding the prime factors of numbers.

Success Criteria: use a known method to find prime numbers and assess the reasonableness and appropriateness of the results.

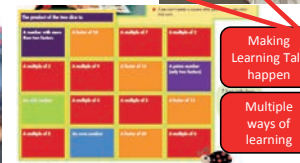
- Eratosthenes, who lived in Greece from about 276 to 195 B.C.E., invented a system to find prime numbers. It consists of crossing out every second number except 2 on a grid, then every third number except 3 and so on. The numbers not crossed out are prime.

- What is special about the number 1?

- Use the Sieve of Eratosthenes to find all Prime Numbers to 200.

Extension through Problem Solving

Co-operative Learning



Making Learning Talk happen

Multiple ways of learning

Tier 2 Intervention

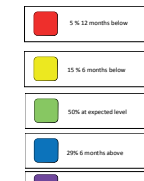
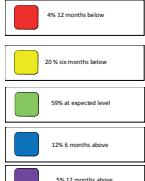
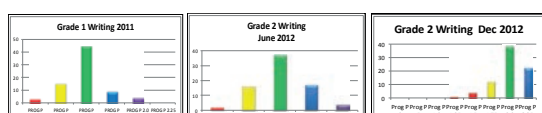
Use of specific tools to boost students' learning and engagement

Use of a range of engaging follow-up activities using materials targeting key skills

Use of a range of Digital Objects to engage reluctant learners



School Focus on data



Percentage of students at or above expected level = 75%

**To Summarise**

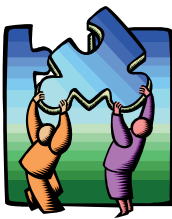
Focus on tasks that impact student learning

- Produce products that flow directly from the dialogue and decisions in teams
- Design a systematic process that is methodical, deliberate and orderly and is monitored by student learning
- Transparency of products from team to team



The whole is never the sum of the parts –
it is greater or
lesser, depending
on how well the
individuals work
together.

Chuck Noll



3 – 2 – 1

Write three things that reaffirmed your thinking

- 1.
- 2.
- 3.

Write two new things you learned

- 1.
- 2.

Write one thing you would now do differently

- 1.



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Solutions 2013





Year 5 CFAT Power Standard 2 - place value										Data Set Two - 25th March 2011															
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	Student 19	Student 20	Student 21	Student 22			
Solve addition problems (out of 3)	3	3	2	2	3	2	1	3	0	2	3	2	3	3	2	3		3	2	0	3	3			
Solve decimal addition problem (out of 1)	1	1	0	1	1	1	1	1	0	1	1	0	0	1	0	1		1	0	0	0	1			
Solve subtraction problems (out of 3)	3	2	2	1	3	0	3	2	0	2	1	0	0	3	2	3		2	2	1	2	3			
Solve decimal subtraction problem (out of 1)	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	1		1	0	0	1	1			
Identify specific values within a number (out of 4)	4	3	4	3	4	4	4	4	2	1	2	4	4	4	4	4		2	4	4	4	4			
Identify larger number (out of 4)	3	4	4	4	4	3	4	4	2	3	4	4	3	4	4	4		3	4	3	4	3			
Create number following criteria (out of 2)	2	2	2	1	1	1	1	1	0	2	0	2	0	2	1	2		2	2	1	2	1			
Find equivalent value (out of 4)	2	1	3	1	3	2	1	2	1	2	0	2	0	1	3	3		3	4	2	4	2			
Solve worded problem (single step) (out of 1)	1	1	0	1	1	0	0	0	0	1	0	1	1	0	0	0		1	0	0	1	0			
Solve worded problem (2 step) (out of 1)	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	1		1	1	1	1	0			
Solve worded problem (multiple step) (out of 1)	0	1	1	0	0	1	0	1	1	0	0	1	0	0	0	1		1	1	0	1	1			
TOTAL (out of 25)	20	18	20	16	21	14	16	19	6	15	12	17	11	20	18	23	0	20	20	12	23	19			



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Solve addition problems (out of 3)	2	2	2	3	2	0	1	1	3	3	3	3	3	2	3	2	3	2	3	0	3	3	2	3
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Solve subtraction problems (out of 3)	0	0	0	1	0	0	0	0	1	0	1	0	1	1	0	0	1	0	1	0	1	1	0	1
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Find equivalent value (out of 4)	0	0	1	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	2	2	4	4	3	3
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	0	1	1	1	0	0	0	1	1	0	1	0	1	1	0	0	1	0	0	0	1	1	0	1
Solve worded problem (single step) (out of 1)	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	1	1
	0	1	1	1	0	0	0	1	1	0	1	0	1	1	0	0	1	0	0	0	1	1	0	1
	0	0	0	1	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	0	1	0	1	1
Solve worded problem (2 step) (out of 1)	0	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	1	0	0	0	1	1	0	1
Solve worded problem (multiple step) (out of 1)	0	0	0	1	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	0	1	0	1	1
TOTAL (out of 25)	10	9	17	21	12	2	7	11	22	13	23	9	25	23	17	11	17	11	18	11	23	23	12	23



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Solve worded problem (multiple step) (out of 1)	0	1	0		0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0		0		
TOTAL (out of 25)	12	21	17	0	15	12	15	14	15	16	25	15	13	25	20	14	19	23	15	25	6	0	20		

PROFESSIONAL LEARNING COMMUNITY MEETINGS

PROTOCOL TO PROMOTE THINKING WHEN EXAMINING STUDENT LEARNING DATA

1. Where do our students struggle the most?
2. What are some of our effective instructional strategies that are evident in the data?
3. What resources are available for intervening to further the support these students in the future?
4. What needs to be done by each of us to implement the strategies we plan to put in place?
5. Are there any additional ideas to further differentiate our instruction?
6. What classroom checks will we use and when?

Assessment Data Team Protocol

- 1) What the assessment valid and fair?
- 2) Examine data, and identify areas for discussion. Ask:
 - a. As a team, which targets require more attention?
 - b. As a team, which students did not master which targets?
 - c. As a team, which classrooms require additional support?
 - d. As an individual teacher, which area was my lowest, and how can I improve in it?
- 3) What will be your team's action plan to address the results?
- 4) What happened during the conversation you just had?
 - a. How was it helpful to teacher success?
 - b. How was it helpful to student success?

Scoring Sheet for Examining Student Work

Individual Classrooms

Score each individual's results

Student 1				
Student 2				
Student 3				

Scoring Sheet for Team Classrooms

Scoring may be anonymous or not

Classroom	1	2	3	4	5	6	7	8	9	10
Student 1										
Student 2										
Student 3										
TOTAL										

Reflection

As a team where do our students struggle the most?

As a team which students require additional support?

As a team which classrooms provide additional support?

Individually what areas do I need to work on and how will I improve this?

Action

What resources are available for intervening?

What needs to be done by each of us to implement the strategy?

Are there additional ideas to further differentiate our instruction?

What classroom checks will we use and when?

Year 5 PLT Meeting: Wednesday March 13th, 2013.

Room	19 Nikki (Assembly)	
Norms	<ul style="list-style-type: none"> Time: We will use meeting times effectively! Listening: We will respectfully listen to each other. Confidentiality: We will act in a professional manner. Decision Making: We will make decisions based on the best interests of all students' learning. Participation: We will all actively participate in all meetings. Expectations: We will have high expectations of ourselves and our team. 	
Item	Time Allocated	Notes/Actions
Time Keeper: Amy Minute Taker: Nikki Norms Observer: Scott	3 mins	EXPECTATIONS: Discussion of norm to be focus of meeting.
Tier 2 Intervention: <ul style="list-style-type: none"> Thoughts and honest feedback on how it went in week 6. What structure are people using? (45,45, 30 or 60, 30, 30 or something different?) How can we make that time work best for our kids?? 	10	-intervention went well with small groups -some confusion around who is where etc. -Scott is going to email as well as put intervention planner on t drive -consensus that 45 minute lesson is too short – no time to reflect
Times Table CFAT: Check up 1. <ul style="list-style-type: none"> What does the <u>data</u> tell us? Where has there been the <u>most improvement</u>? <ul style="list-style-type: none"> What teaching strategies has that person been using? Looking at the data where do our students <u>struggle</u> the most? <ul style="list-style-type: none"> What are we going to do for to assist those students? (actions that we can commit to) What are we going to do to <u>enrich and extend</u> those students who have already got it? Checking in with the SAMRT Goal. 	15 mins	-looking at the data and identifying those with vast increased and who didn't do so well -what can we do in the classroom – charts to take home, write down the ones kids are mucking up (is it particular times tables), songs and videos etc (repetition), reception time, drilling them, blast off, quizzing particular tables, identifying those kids who aren't improving, buddy up proficient kids -class prize for the grade who gets the all proficient first -share results with class, pump up improvement -nikki will update pie chart with whole cohort data
Numeracy Power Standard Two: <ul style="list-style-type: none"> ➤ Part One: Solve problems involving multiplication of large numbers by one or two-digit numbers using efficient mental and written strategies. ➤ Part Two: Solve problems involving division by a one-digit number, including those that result in a remainder. What do we want the CFAT to look like? Marking/proficiency/score for each skill. 	20mins	-Are we splitting the 2 parts or teaching them concurrently? -Yes teaching together – deciding on skills we need to include, how are they going to show it? Design CFAT. -Decided that for array q's it's okay to go either way -Decided proficiency levels – Amy to give to Nathan -Amy to type CFAT up and give to Nikki for LSAs to copy on Friday. CFAT to be blast on Monday of W8.
Car Park/Share time: <ul style="list-style-type: none"> Share any car parked ideas. Add any new things to the list of things to follow up at next meeting. 	5 mins	
Reflection on the highlighted norm: Observer to reflect back and share how we followed/achieved this norm during our meeting and if there are any areas we need to focus on in the future.	5mins	



2013

ASSISTANT PRINCIPAL: Nathan Jagoe

	9.00	10.00	11.00	11.30	12.30	1.30	2.15	3.15
M O N		MEETING WITH ARITA AND ROSEMARY		MEETING YEAR 3 PLT FACILITATOR				YEAR 3 PLT MEETING
T U E				CLASSROOMS	CLASSROOMS			YEAR 4 PLT MEETING
W E D	MEETING YEAR 5 PLT FACILITATOR		ADMIN MEETING					YEAR 5 YEAR 6 PLT MEETING
T H U						REFLEC CONVER COLIN		LEADERSHIP TEAM MEETING
F R I		MEETING YEAR 6 PLT FACILITATOR			LSA MEETING	MEETING YEAR 4 PLT FACILITATOR		MEETING WITH SCHOOL LEADERS (FORTNIGHTLY)

PROFESSIONAL COMMUNITY LEADER:					NATHAN JAGOE
TERM / WEEK:		DATE:		TIME:	
YEAR 3 PLT	Issues from previous PLT meeting:	Required action:	Facilitator's professional learning requirements:	Items for next PLT agenda	Artefacts and timelines:
YEAR 4 PLT	Issues from previous PLT meeting:	Required action:	Facilitator's professional learning requirements:	Items for next PLT agenda	Artefacts and timelines:
YEAR 5 PLT	Issues from previous PLT meeting:	Required action:	Facilitator's professional learning requirements:	Items for next PLT agenda	Artefacts and timelines:
YEAR 6 PLT	Issues from previous PLT meeting:	Required action:	Facilitator's professional learning requirements:	Items for next PLT agenda	Artefacts and timelines:
Leading Teacher (Bec Garrow): <ul style="list-style-type: none"> Classroom support focus 					

NATHAN JAGOE	ISSUES:	ACTIONS:
	ARTEFACTS AND TIMELINES:	OTHER:

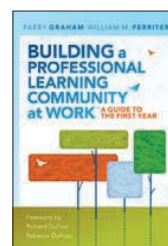
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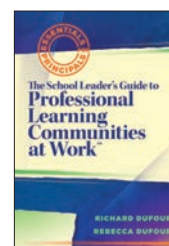


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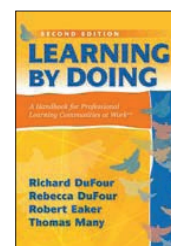
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	SOT7177	Learning by Doing: A Handbook for Professional Learning Communities at Work, 2nd Edition	\$35.00
	SOT8228	Passion and Persistence: How to Develop a Professional Learning Community DVD	\$12.00
	SOT5128	Professional Learning Communities at Work Journal	\$19.95
	110085	Strengthening and Enriching Your Professional Learning Community: The Art of Learning Together	\$26.95
	SOT2585	The Collaborative Administrator: Working Together as a Professional Learning Community	\$35.95
Total (plus freight) \$			



SOT7085



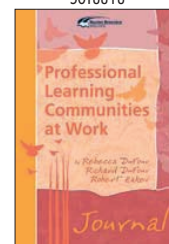
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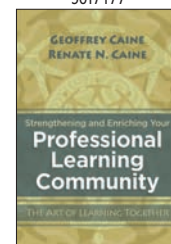
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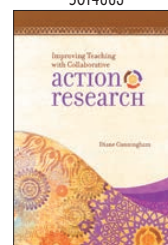
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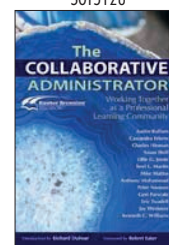
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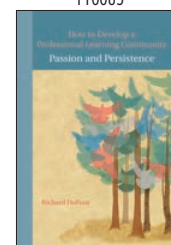
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SOT8228

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