

Injecting New Life Into Your PLC and Winning Together



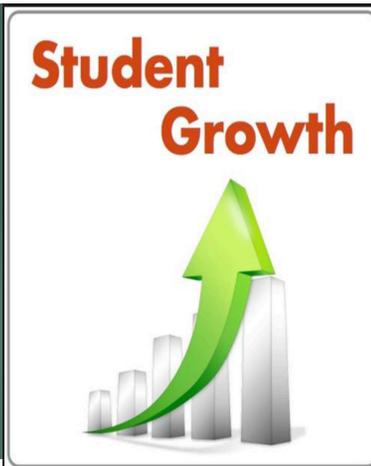
www.achievementstrategies.org
bobbdarnell@mac.com

Four Coming Together and Overlapping

NCLB

C O M M O N
Core

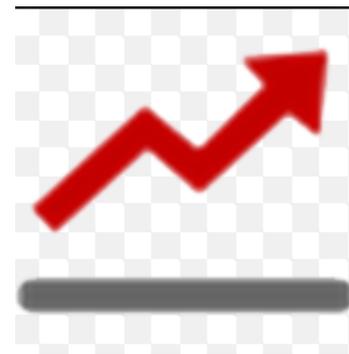
TEACHER
EVALUATIONS



ESSA

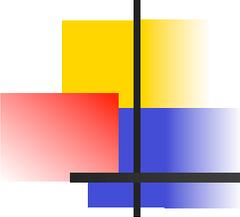
Every school in America wants to . . .

- increase achievement



- reduce achievement gaps



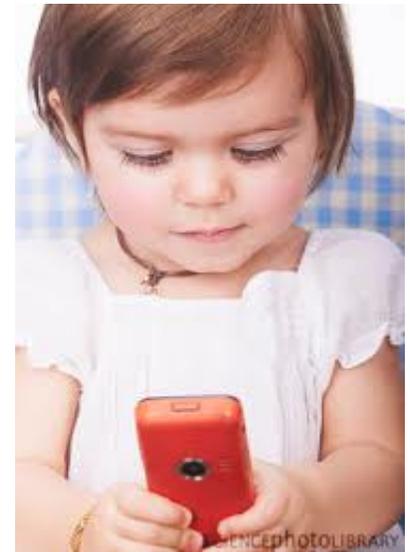


Changes in the Educational Environment Call for Credible and Inspiring Leadership

We can see changes related to . . .

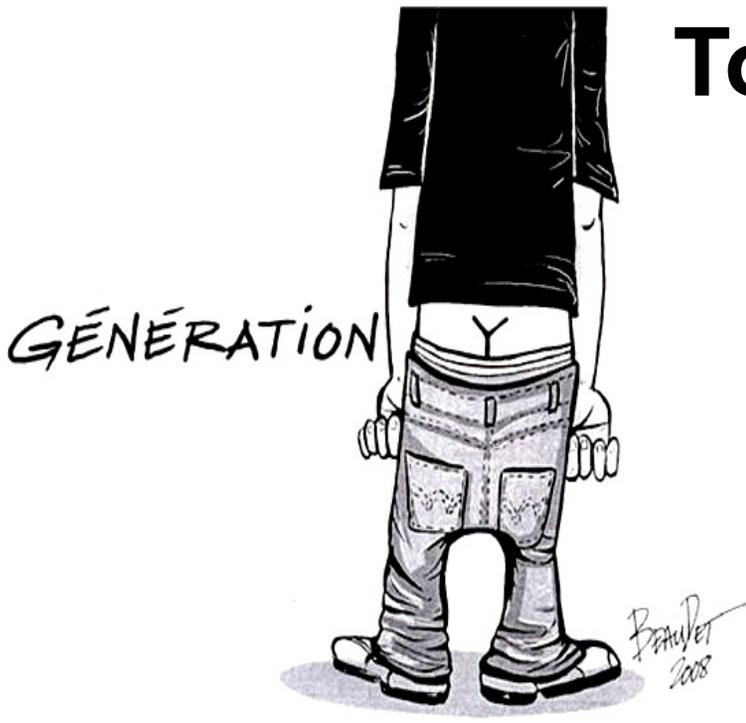
1. Students
2. Teachers
3. Accountability for equitable high levels of learning
4. The science of teaching and learning
5. Professional development
6. Educational tools and resources
7. The skills and knowledge needed for the twenty-first century

Students have gone from . . .



To . . .

To . . .





| | |
|--|--|
| <p>1. Short attention spans and hate to be bored.</p> | <p>Boredom 8-12 minutes</p> |
| <p>2. Visually preferred</p> | <p>DVD High Definition </p> |
| <p>3. Want immediate gratification</p> | <p>“I want it now!” “Is it done yet?”</p> |
| <p>4. Choose to be interactive and hands-on</p> | <p> </p> |
| <p>5. Love challenge and are curious</p> | |
| <p>6. Want to succeed (win) using strategies, practice, and do-overs</p> | <p> </p> |

What do you or your teachers do to adapt to the New Generation Z?

| Students . . . | What does this mean? |
|--|--|
| 1. have short attention spans and hate to be bored. | <ul style="list-style-type: none"> •Use optimal learning time (7-10) minutes and then apply what they learn. |
| 2. are visually preferred. | <ul style="list-style-type: none"> •Use graphic organizers and pictures. |
| 3. want immediate gratification. | <ul style="list-style-type: none"> •Use short-cycle challenge and feedback. |
| 4. choose to be interactive and hands-on. | <ul style="list-style-type: none"> •Create challenges that use multiple neuropathways. •Use cooperative learning. |
| 5. love challenge and are curious. | <ul style="list-style-type: none"> •Be explicit about objectives and cause curiosity. |
| 6. want to win using strategies, practice, and do-overs. | <ul style="list-style-type: none"> •Explicitly teach learning-to-learn strategies that work. •Use re-takes and re-dos. |

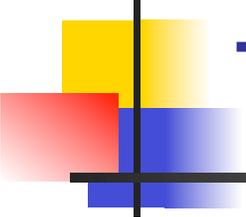
All schools across the country want to . . .

- increase achievement



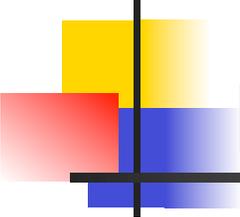
- reduce achievement gaps





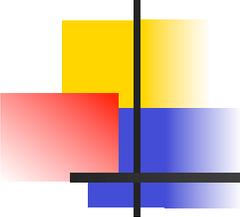
Teachers are **expected** to . . .

- Align curriculum and teach to rigorous standards
- Differentiate instruction
- Analyze and use data
- Collaborate in PLCs, PLTs, and _____
- Read all those emails and announcements
- And, be very open minded and committed to the school's teacher evaluation system.



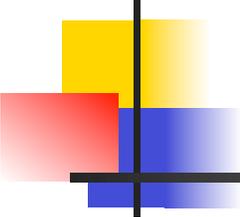
What do you need to be a successful professional learning community?

?????



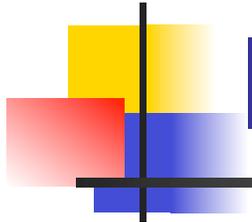
PLC Growth Mindset

- Believe that abilities are not fixed and they can be developed through dedication, collaboration, and hard work
- Possess a love of learning and improvement
- Choose to be resilient
- Desire accomplishment (i.e. reach a goal, solve a compelling problem)



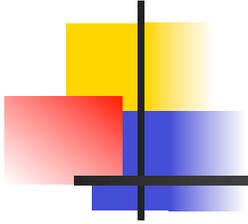
Developing a . . .





In the beginning . . .

there were no PLCs.

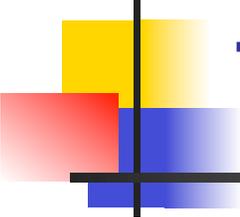


TEAM

- **T**ogether
- **E**veryone
- **A**chieves
- **M**ore

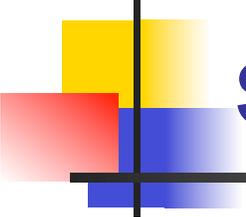
Teams who play and win together, like to play together.





Think about it.

- Think about a time when you participated on a team/group effort that was successful?
 - How did you feel about the achievement?
 - How do you feel about teammates?
 - Did you want to work/play with them again?



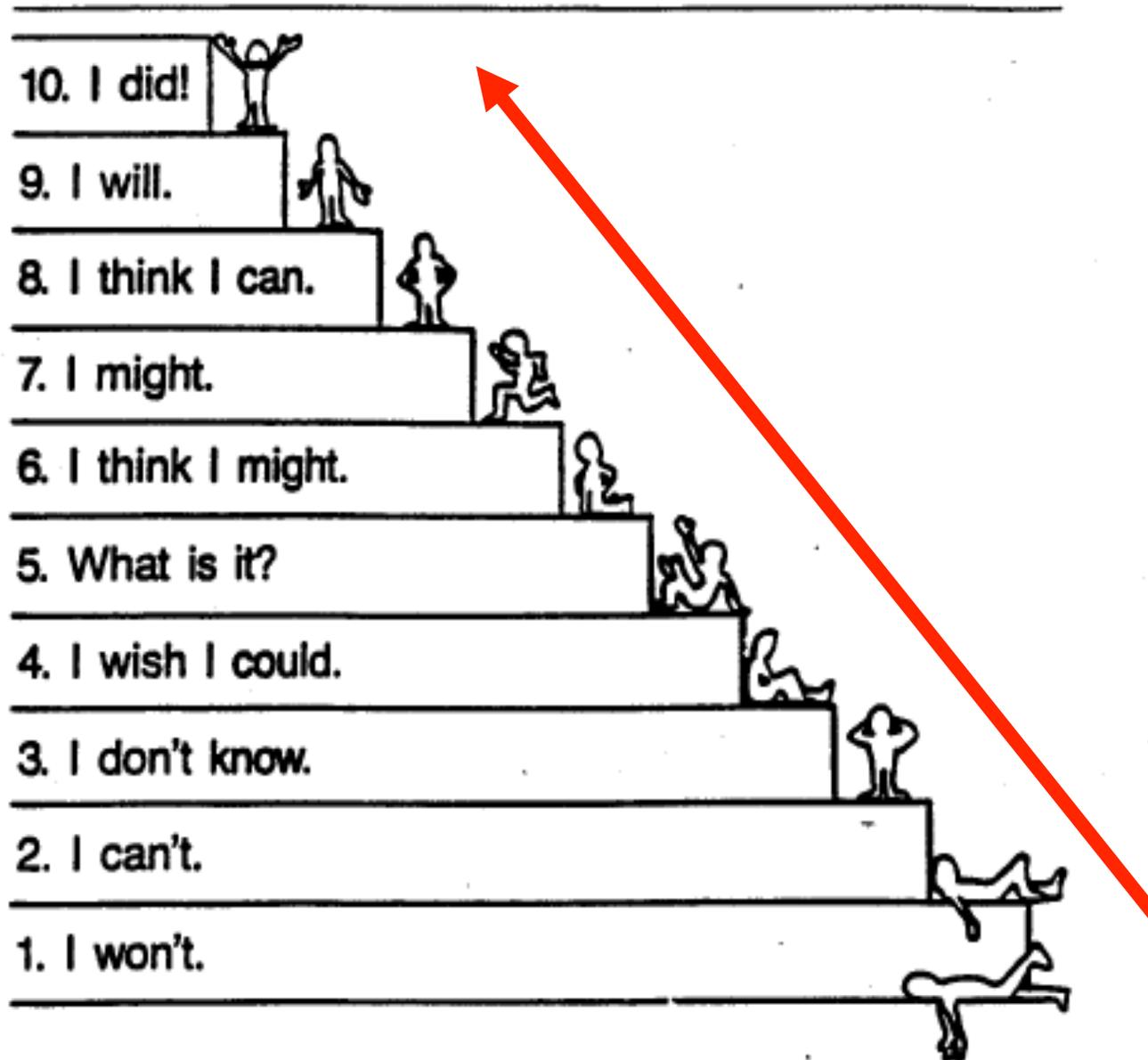
What does it mean to WIN at school?

1. Students learn in our classes.
2. Students are able to show their learning on external assessments (e.g., CCSS, state tests).
3. Students are ready for their next step in school (eventually college and career).
4. Teachers are satisfied and effective.
5. Students are satisfied and confident.
6. Parents support the school.

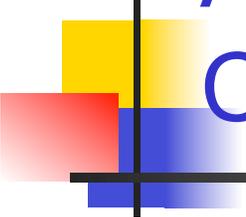
The Brain and Successful Learning

| Neurotransmitter | Purpose and Result |
|----------------------|--|
| Noradrenalin | Arousal Energy Drive Excitement |
| Serotonin | Calming neurotransmitter important to the maintenance of good mood |
| Acetylcholine | Focus Memory Feelings of pleasure |
| Dopamine | Pleasure Reward Good Feelings towards others |

POWER THINKING

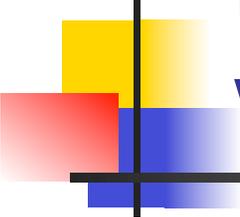


Marzano,
Tactics in
Thinking, 1989



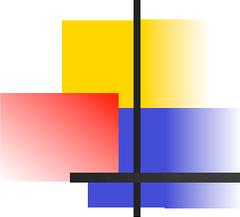
A Professional Learning Community...

- **IS NOT** a prescription.
- **IS NOT** a new program.
- **IS** an **infrastructure**, or a way of working together, which results in continuous school improvement.



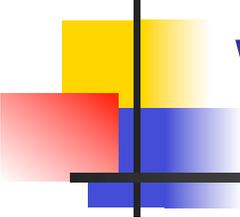
School leaders and teachers can build collegiality in the following ways:

- Teachers talking together about students
- Teachers talking together about curriculum, assessment, instruction, and the learning environment
- Teachers teaching one another
- Teachers and administrators learning together



Plenty of Evidence

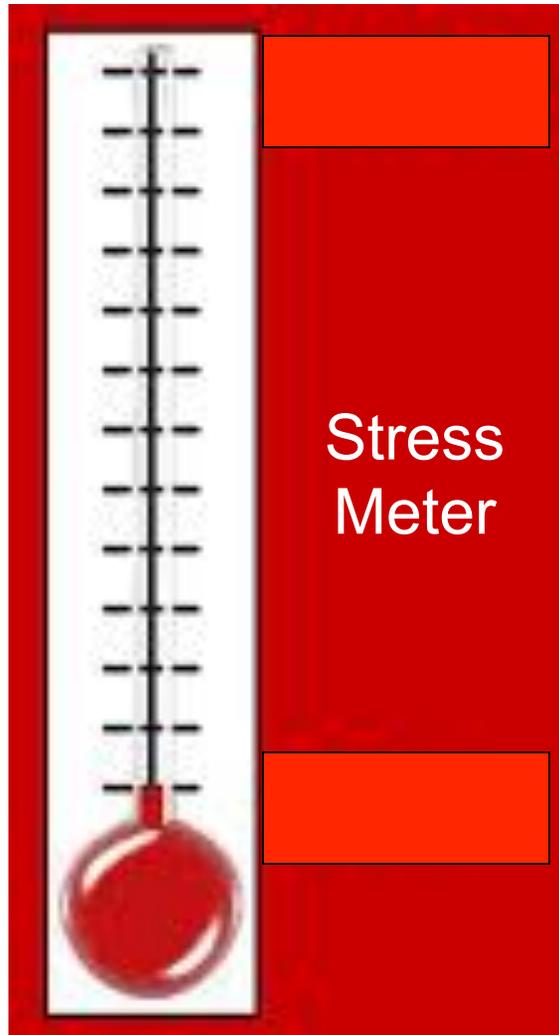
- Student achievement increases when teachers engage in collaborative examination of student work, have dialog about student achievement, and participate in a variety of professional learning experiences.



A growth mindset is needed to WIN together.

- Believe that abilities are not fixed and they can be developed through dedication, collaboration, and hard work
- Possess a love of learning and improvement
- Choose to be resilient
- Desire accomplishment (i.e. reach a goal, solve a compelling problem)

What is your stress level regarding working with professional teams this year?



I am totally **freaking** out.



I'm worried. I need some . . .



I will survive . . .



It use to be easier . . .





**TAKE THIS JOB
AND SHOVE IT**

I'M OUTTA HERE

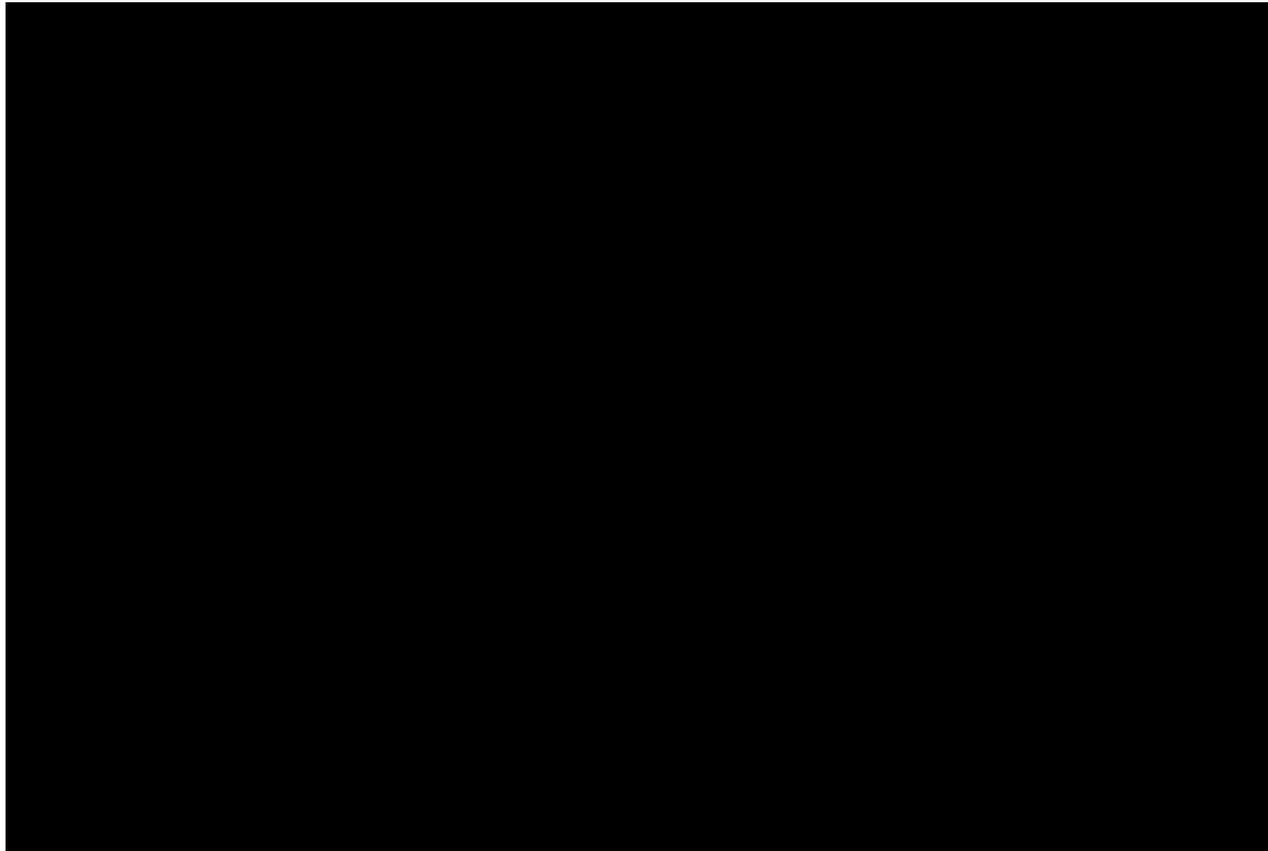
Inspiring

Hope

Optimism

Action

Let's hope PLCs don't function
like this.



Developing a . . .



If you keep on doing what you've always done, you will continue to get what you

| | |
|---|--|
| What do we want? | 1. Identify essential learning outcomes (i.e. knowledge, skills, behaviors, attitudes) and goals for students' life and career readiness. |
| What have we been doing to get what we want? | 2. Engage in collaborative examination of student work, achievement, and personal growth. 3. Identify areas of need by identifying the gap between what is wanted and existing conditions. 4. Identify contributing factors producing current results (e.g., teachers, students, organization, curriculum, parents, etc.). |
| What do we need to change? | 5. Establish improvement goals (SMART goals) based upon the greatest areas of learning needs (GAN). 6. Become knowledgeable about research-based, best practices and correlate them to current practices. |
| What's our plan? | 7. Select and participate in professional development. 8. Take decisive actions to increase student achievement. 9. Monitor implementation and make necessary changes. 10. Determine how the team is functioning and what the team is learning. 11. Recognize and celebrate progress. |

Coming together
is a beginning,

staying together
is progress,

and working together
is success.

- Henry Ford



IFRIDGE

BUILDING
THE
WINNING
TEAM



IFRIDGE

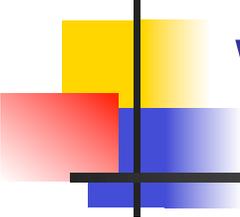
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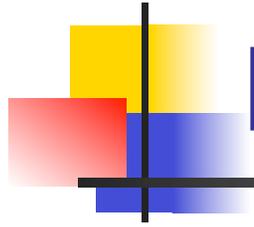
- reduce achievement gaps





A growth mindset is needed to WIN together.

- Abilities are not fixed and they can be developed through dedication and hard work
- Love of learning
- Resilience
- Desire accomplishment (i.e. reach a goal, solve a compelling problem)



Let's feel what it is like to . . .

WIN!

Remember as many words as you
can.

You have 20 seconds.

black

brown

cinnamon

gloves

canary

parrot

sweater

shirt

dove

green

garlic

pepper

How did you do?

black

brown

cinnamon

gloves

canary

parrot

sweater

shirt

dove

green

garlic

pepper

Remember as many words as you can.
You have 20 seconds.

vanilla

chocolate

strawberry

horse

camel

elephant

yellow

red

green

desk

table

chair

Three Important Questions

1. Did it seem like the time I gave you to study was longer for the second list?
2. Did you have more confidence in your performance on the second list?
3. Did you think the second list was easier when you first saw it?

How did you do now?

vanilla

chocolate

strawberry

horse

camel

elephant

yellow

red

green

desk

table

chair

Grouping and Patterning

- Lesson:
 - Students can increase their comprehension and recall when they group information and identify patterns.

Most people remember the right side better than the left side in a timed test.

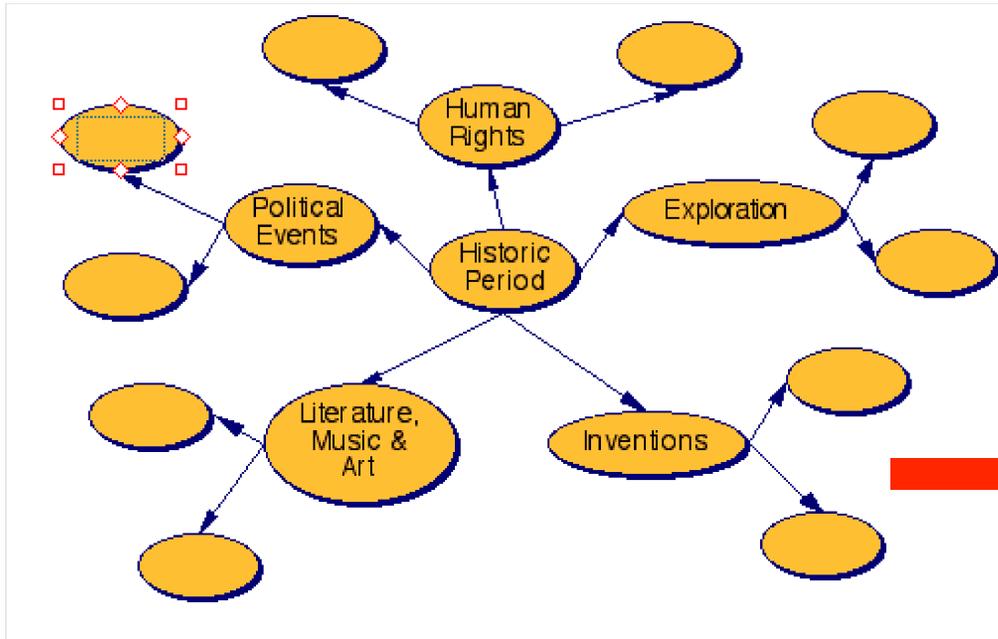
| | |
|-----------------|---------------|
| black | brown |
| cinnamon | gloves |
| canary | parrot |
| sweater | shirt |
| dove | green |
| garlic | pepper |

| | |
|-------------------|-----------------|
| vanilla | horse |
| chocolate | camel |
| strawberry | elephant |
| yellow | desk |
| red | table |
| green | chair |

This is like the silverware drawer in your home.



A graphic organizer is a tool used to construct meaning and provide evidence of learning.



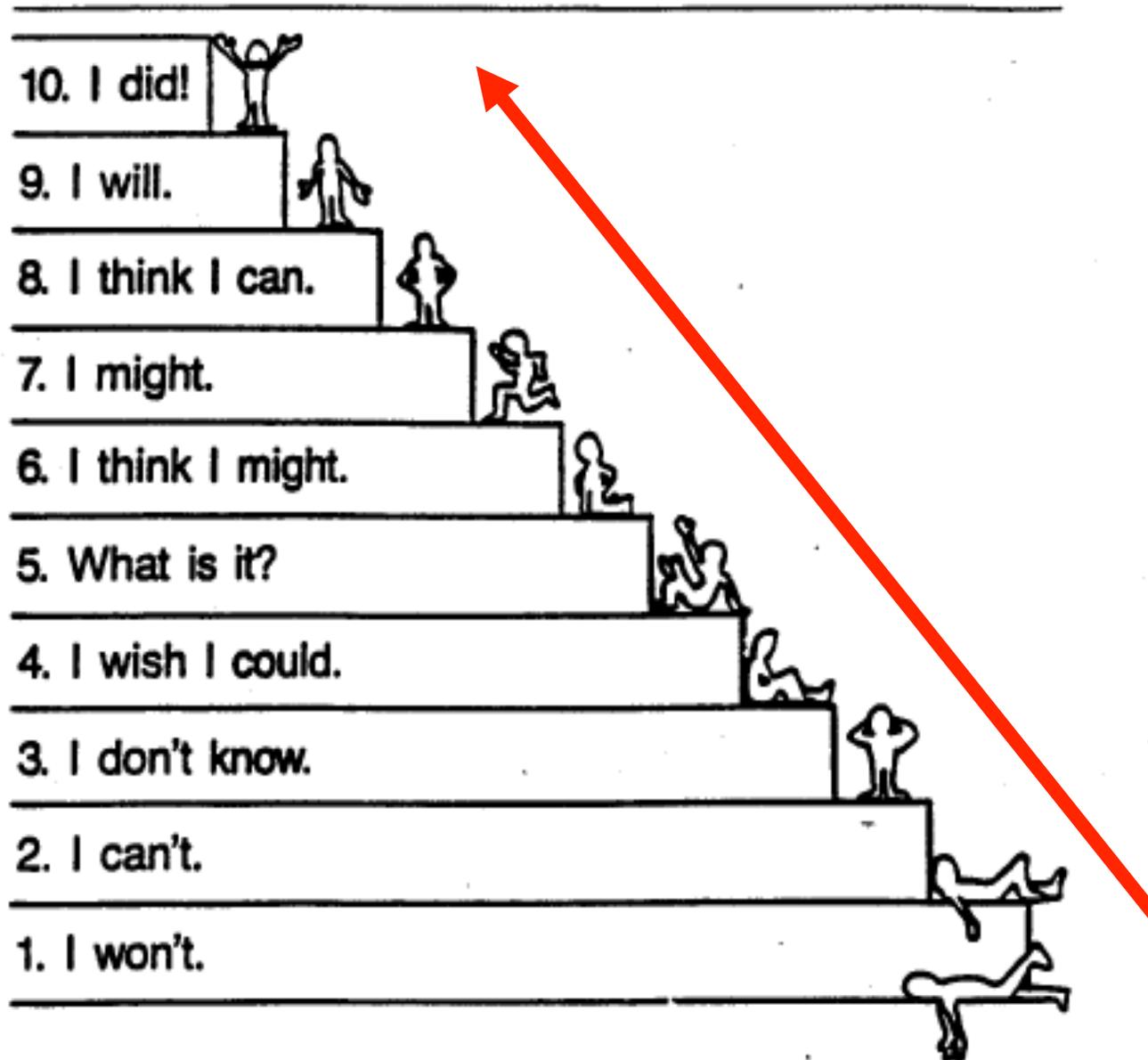
1. Main Idea Identification and Summary
2. Significant Detail
3. Sequential/Order Relationships
4. Comparative Relationships
5. Cause-Effect Relationships
6. Problem-solution relationships
7. Meanings of Words
8. Generalizations/Drawing Conclusions
9. Author's Voice and Method
10. Interpreting Instructions
11. Using Maps, Charts, and Graphs
12. Literary Analysis

and
Content Area Learning

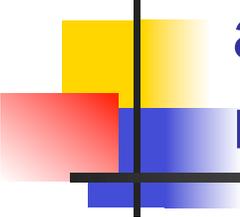
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POWER THINKING



Marzano,
Tactics in
Thinking, 1989



1. Identify essential learning outcomes (i.e. knowledge, skills, behaviors, attitudes) and goals for students' life and career readiness.

- Curriculum Maps
- Unit Designs
- Common Core/State Standards
- Community Values and Needs
- Standardized Test Benchmarks (e.g., ACT/Aspire College Readiness, SAT, state tests)
- Life and Career Readiness

Integrating Literary Skills with Content Area Knowledge and Skills

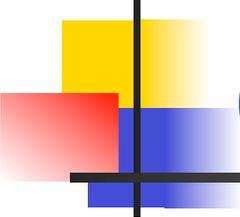
| | | | | |
|---|---|---|--|---|
| <p>Identify the knowledge components of the unit of study/chapter.</p> | <p>Create a visual organizer that displays the big categories/ideas, concepts, key vocabulary, and topics that are part of the unit/chapter.</p> | | | |
| | <p>Chord Properties</p> <ul style="list-style-type: none"> •center •perpendicular •bisector •equidistant •central angle •inscribed angle •radius •intercepted arc •congruent •chord | <p>Tangent Properties</p> <ul style="list-style-type: none"> •tangent •point of tangency •perpendicular •radius •tangent segments •congruent •externally tangent •internally tangent | <p>Arcs and Angles</p> <ul style="list-style-type: none"> •parallel lines •secant •inscribed angle •central angle •intercepted arc •congruent •semicircle •right angle •cyclic quadrilateral •supplementary | <p>Circumference</p> <ul style="list-style-type: none"> •circumference •diameter •radius •pi •perimeter •ratio |
| <p>Determine the learning targets objectives of the unit of study/chapter.</p> | <p>Create/select learning objectives that represent what you want students to know, be able to do, and understand.</p> <ol style="list-style-type: none"> 1. Define and use unit vocabulary. 2. Describe properties of chords. 3. Describe properties of tangents. 4. Compare common tangents and tangent circles. 5. Use applications of tangents. 6. Show an arc, tangent, and chord in an original drawing. 7. Describe the relationship between the circumference of a circle and its diameter. 8. Apply the formula for circumference of a circle. | | | |

Integrating Literary Skills with Content Area Knowledge and Skills

| Populations | Ecological Relationships | Food Chains and Webs | Ecosystems |
|--|--|---|--|
| <ul style="list-style-type: none"> • species • population • community • ecosystem • biome • biosphere | <ul style="list-style-type: none"> • exponential growth • carrying capacity • bio-magnification • extinction • pollution • commensalism • mutualism • competition • predation | <ul style="list-style-type: none"> • producer • primary consumer • secondary consumer • decomposer • scavenger • energy flow • energy pyramid | <ul style="list-style-type: none"> • climate • weather • biotic factors • abiotic factors • nutrients • matter • cycles |
| <p>I will be able to/I can . . .</p> <ol style="list-style-type: none"> 1. Define the vocabulary in this unit. 2. Describe the energy roles of organisms in an ecosystem. 3. Explain food chains and food webs. 4. Create a food chain with a given set of animals & plants. 5. Identify the causes and effects of changing ecosystems. | | <ol style="list-style-type: none"> 6. Construct a food web with related food chains. 7. Describe and illustrate the steps in the water cycle. 8. Describe and illustrate the steps in the oxygen cycle. 9. Compare the various biomes across the earth. 10. Summarize main ideas and cite supportive details. | |

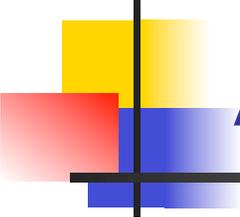
Add literacy standards into the curricular map and unit designs

| Unit: Safety/Sanitation | Unit: Recipe Knowledge | Unit: Measuring Methods | Unit: Food Pyramid |
|---|---|---|--|
| Concepts/Topics | Concepts/Topics | Concepts/Topics | Concepts/Topics |
| <ul style="list-style-type: none"> •Safety procedures •Sanitary practices •Listening skills | <ul style="list-style-type: none"> •Breaking down recipe measurements •Substitutes for ingredients | <ul style="list-style-type: none"> •Dry measuring •Liquid measuring •Use of equivalents | <ul style="list-style-type: none"> •Food groups •Servings required and sizes •Nutrients present |
| Skills | Skills | Skills | Skills |
| <ul style="list-style-type: none"> •Interpret directions •Apply sanitation practices to prevent injury & illness •Apply proper room and equipment safety p •Collect information | <ul style="list-style-type: none"> •Modify recipes •Interpret recipes •Construct recipes •Collect information | <ul style="list-style-type: none"> •Demonstrate use of dry measure equipment •Demonstrate use of liquid measure equipment •Use equivalents •Collect information | <ul style="list-style-type: none"> •Identify food groups for food items •Determine servings required •Determine serving sizes •Determine nutrients present |
| <p>Add reading and writing skills</p> <p>Main Idea</p> | <p>Add reading and writing skills</p> <p>Comparison</p> | <p>Add reading and writing skills</p> <p>Cause/Effect</p> | <p>Add reading and writing skills</p> <p>Generalizations/Conclusions</p> |



(Reading and Content Areas) (Science and Math)

1. Main Idea
2. Significant Details
3. Sequential/Order Relationships
4. Comparison Relationships
5. Cause and Effect Relationships
6. Understanding and Using Words
7. Generalizations and Drawing Conclusions
8. Problem-Solution Relationships
9. Interpreting Instructions
10. Author's Purposes, Techniques, and Devices
11. Use Maps, Charts, and Graphs
12. Literary Analysis



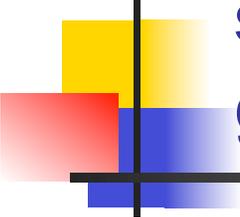
Adults learners are . . .

- goal-directed
- problem/challenge-driven

Teacher Breaking Down

by funnyteacher

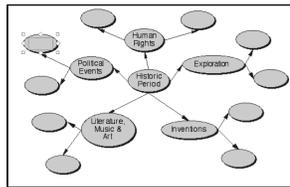
YouTube



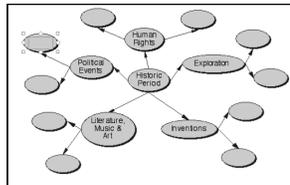
2. Engage in collaborative examination of student work, achievement, and personal growth.

- closed-ended and constructive response assessments
- observations of processes/learning
- products
- performances
- portfolio

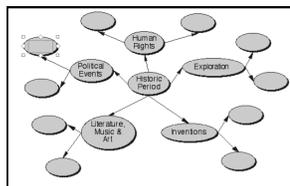
Bring samples of student work every couple of weeks to your grade level team.



Poor



Good



Better/Best

Summary

Poor

Summary

Good

Summary

Better/Best

Student Work Gallery 1: Looking At Student Work

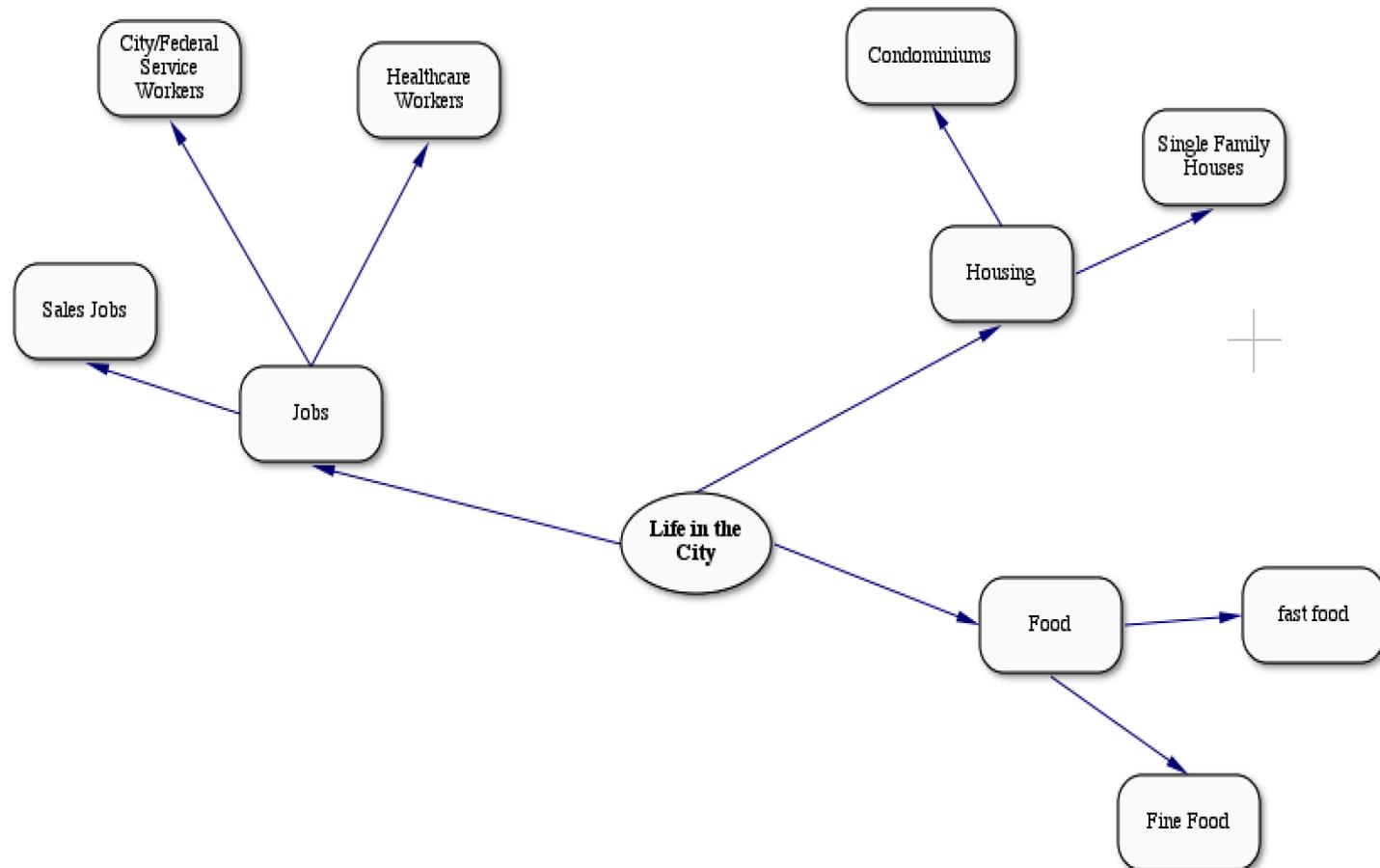
View the student work of your colleagues for 3 minutes.

1. What were the qualities of student work that made it an excellent, average, or low quality summary and graphic organizer? (2 minutes for each person)
2. What aspects of the graphic organizers and summaries do student need to improve (e.g., key ideas, detail, organizational pattern)? (2 minutes for each person)
3. What is an insight about the student work you observed from other teacher's samples? (2 minutes for each person)

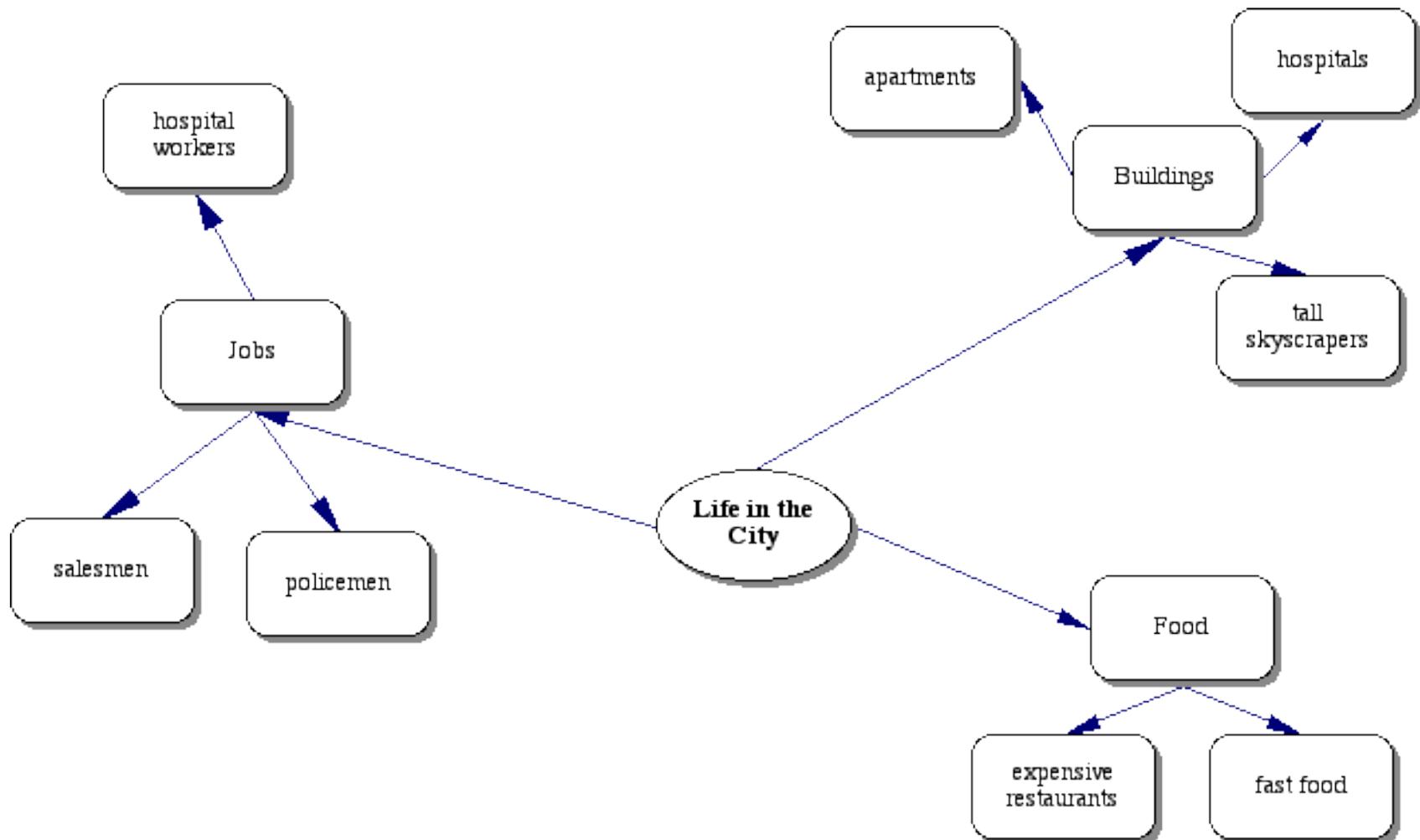
Use a go-around to complete the following sentence.

4. During the next two week, I am going to help my students improve . . .

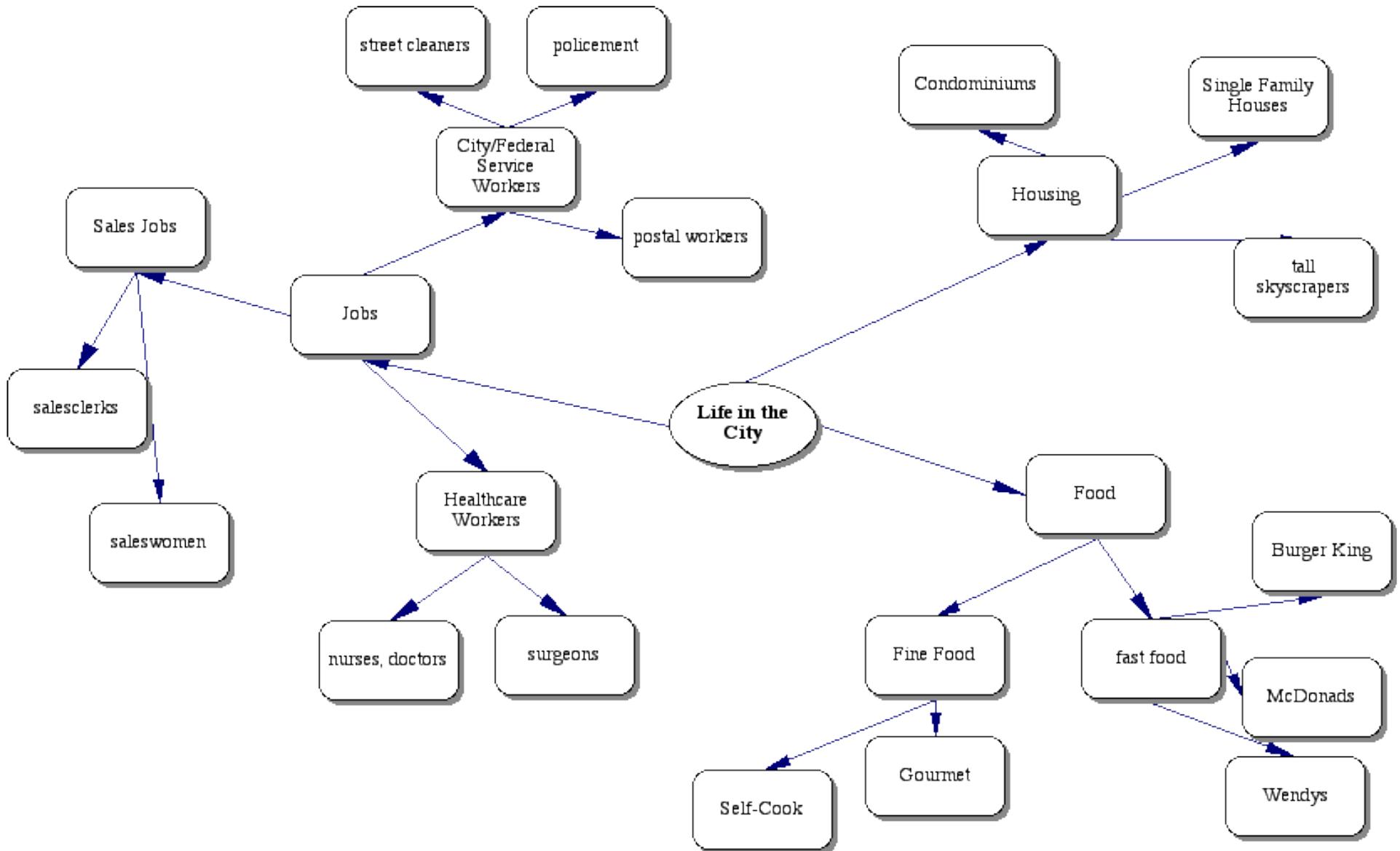
Summary: Poor



Summary: Average



Summary: High



Student Summary: Poor

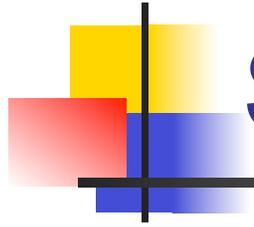
There are fast foods in the city and other kinds of places to eat. Big buildings are all around and there are some older and new buildings too. Some kinds of buildings have bricks and other are made of wood in the city. People also have to work there. Some people work there are policemen and people who sell stuff.

Student Summary: Average

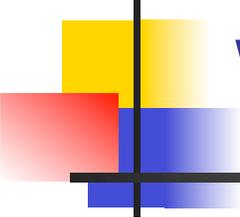
Life in the city is pretty interesting. There are many jobs that people have such as sales and people who work in hospitals. There are also some people who work for the mayor too. There are many kinds of places for people to live such as tall buildings and houses. People can live almost anywhere. I think it would be fun to eat in the city too. You can eat at places like McDonalds and other fast food places. They also have good restaurants too. The city looks like it would be fun to live.

Student Summary: High

- The article is about life in the city. There were three major points that the author was trying to communicate. The three ways of understanding life in the city would be to look at the jobs, housing, and food in the city. There are many kinds of jobs in the city. First, there are sales jobs like sales clerks where men and women work in places like big department stores. There are also small boutiques that specialize in certain kinds of clothing or housewares. Secondly, the city has many places to eat food. There are the usual fast food places like Burger King, McDonalds, and Wendys. There are also an abundance of fine food restaurants where you can eat gourmet foods or even select and cook your own food. Finally, the article talks about different kinds of housing in the city. A person can live in tall buildings where there are apartments or condominiums. There are also single family houses to live in. The houses seem to be pretty expensive compared to some of the smaller condominiums. It appears that the city is quite a place where food, housing, and jobs are varied and plentiful.



See pages 6 and 7 in handout



Reading Strengths and Weaknesses

■ **Green**=

Strength

■ **Yellow**=

Borderline

■ **Red**=

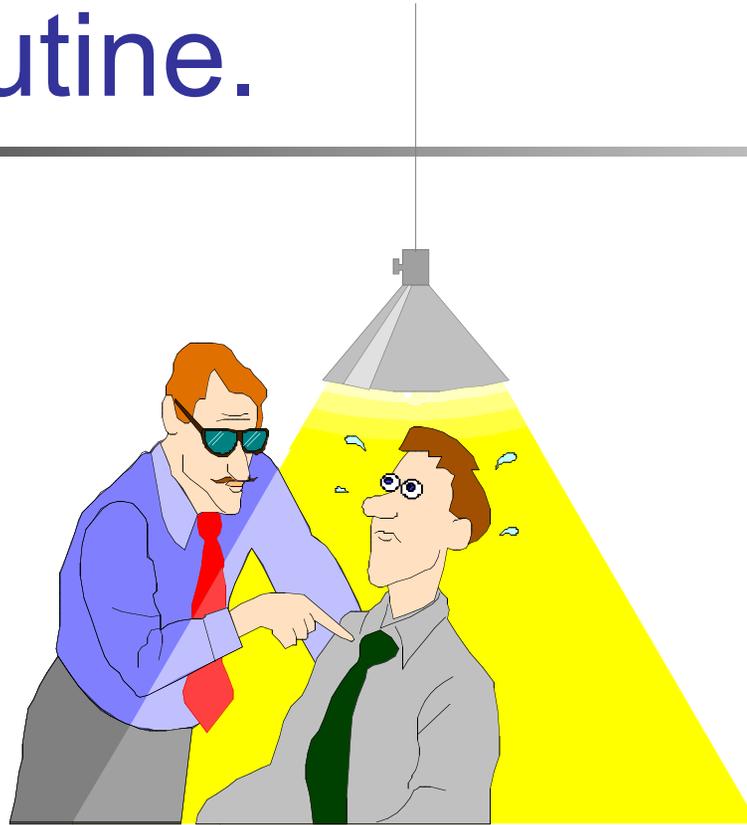
Needs

immediate

intervention

1. **Main Idea**
2. **Significant Details**
3. **Sequential/Order Relationships**
4. **Comparison Relationships**
5. **Causal Relationships**
6. **Generalizations/Drawing Conclusions**
7. **Meanings of Words**
8. **Problem/Solution Relationships**
9. **Author's Design, Purpose, and Techniques**
10. **Interpreting Instructions**

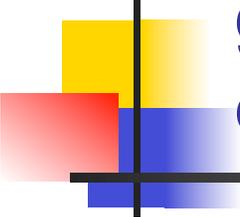
Data are the inherent enemy
of routine.



Why?

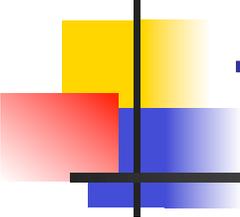
What preliminary conclusions or generalizations can we draw about this data?

| Students | State Test Met/Exceeded | C or above | Gates 50 percentile or above | Writing Met/Exceeded |
|------------------|-------------------------|------------|------------------------------|----------------------|
| Caucasian | 60% | 62% | 53% | 70% |
| African American | 42% | 55% | 50% | 50% |
| Hispanic | 18% | 48% | 29% | 44% |
| Asian | 71% | 72. % | 54% | 74% |
| Special Ed | 45% | 75% | 39% | 49% |



3. Identify areas of need by identifying the gap between what is wanted and existing conditions.

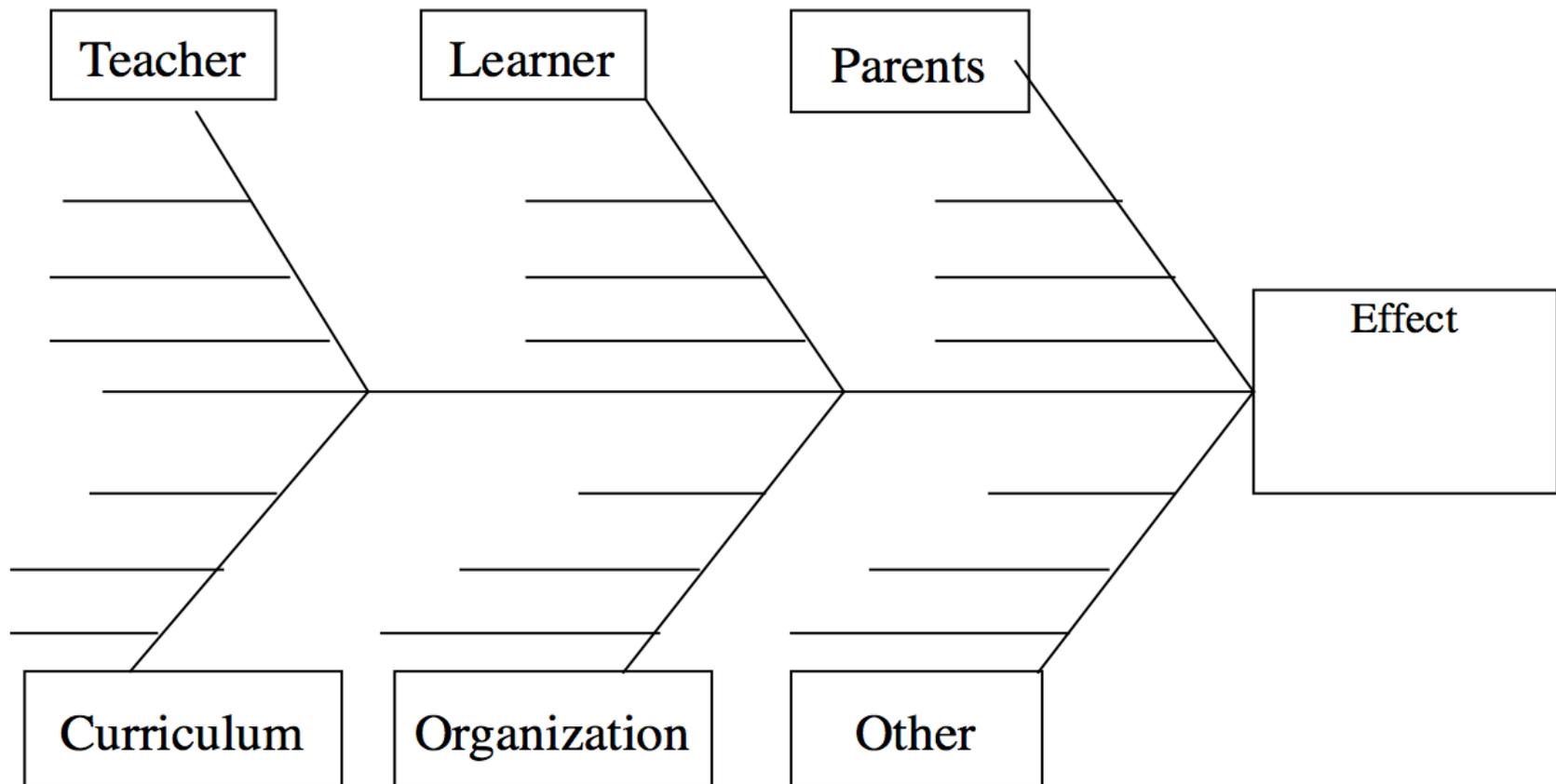
| Curriculum, Life, and College, and Career Expectations | Strengths | Needs |
|---|------------------|--------------|
| Academic Curriculum | | |
| Life Skills and Attitudes | | |
| Career Awareness and Readiness | | |
| College Readiness | | |



Reading Informational Text/ Thinking in Content Areas

1. Main Idea
2. Significant Details
3. Sequential/Order Relationships
4. Comparison Relationships
5. Cause and Effect Relationships
6. Understanding and Using Words
7. Generalizations and Drawing Conclusions
8. Problem-Solution Relationships
9. Interpreting Instructions
10. Author's Purposes, Techniques, and Devices
11. Use Maps, Charts, and Graphs
12. Literary Analysis (ELA)

4. Identify contributing factors producing current results (e.g., teachers, students, organization, curriculum, parents, etc.).



Result/Effect
Student failure/very low achievement

Curriculum

- prerequisites are not identified
- limited spiraling/review of skills
- no learning skills emphasis

Teachers

- limited repertoire for differentiation
- negative beliefs about F students
- gives up

Students

- lack prerequisites
- gives up
- lack strategies
- lack resiliency
- doesn't use interventions
- truancy
- incomplete work

Organization

- lack resources for PD
- lacks focus
- insufficient analysis of data
- insufficient analysis of programs

Parents

- often gives up
- doesn't know what to do to support learning at home
- lack of control

Other

Textbook Reading Fishbone

Teacher

- uniformed about textbook use
- need in-service
- overwhelmed with current instructional units

Learner

- answers short questions
- lack of strategies
- does not read textbooks

Curriculum

- need big picture of reading literature and reading
- curriculum review is by courses not programs
- curriculum is packed tightly

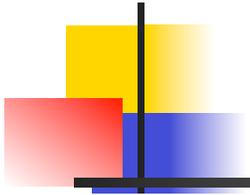
Organization

- needs funds and task group to study the problem
- overemphasis on state goal tests
- lack of time

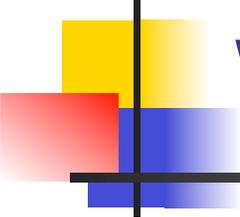
Parents

- uniformed about how to help their children

5. Establish improvement goals (SMART goals) based upon the greatest areas of learning needs (GAN).



| Goal | Indicators | Measures | Methods/Strategies | Action Plan/Timeline |
|---|--|---|--|---|
| Students will perform at NCLB levels for reading comprehension. Select areas for focus. 1. Main Idea 2. Significant Details 3. Sequential/Order Relationships 4. Comparison Relationships 5. Cause and Effect Relationships 6. Word Meaning 7. Generalizations and Drawing Conclusions 8. Problem-Solution Relationships 9. Interpreting Instructions 10. Author's Purpose and Techniques 11. Understanding and Using Maps, Charts, and Graphs 12. Literary Analysis | Students will orally retell/summarize. | <ul style="list-style-type: none"> •Observations •Recordings | 1. Monitoring Comprehension 2. Metacognition 3. Graphic and semantic organizers 4. Answering questions 5. Generating questions 6. Recognizing story/text structure 7. Summarizing and extended written responses to reading 8. Reciprocal teaching 9. Cooperative learning 10. Mental Imagery | <ul style="list-style-type: none"> •Complete professional development for strategies •Bring back artifacts of high, middle and low quality student work •Use protocols weekly to discuss progress and "fine tune strategies" •30 day Goal |
| | Students will choose an appropriate answer to a question. | <ul style="list-style-type: none"> •Teacher/text questions •Standardized tests •Criterion-referenced tests | See above | Same as above |
| | Students will retell/summarize in a written summary. | Written summary | See above | Same as above |
| | Students will show their understanding graphically. | <ul style="list-style-type: none"> •Graphic organizer •Pictures | See above | Same as above |
| | Students will create one or more questions for the passage/text with accurate answers. | <ul style="list-style-type: none"> •Question(s) and Answer (s) | See above | Same as above |



Reading Strengths and Weaknesses

■ **Green**=

Strength

■ **Yellow**=

Borderline

■ **Red**=

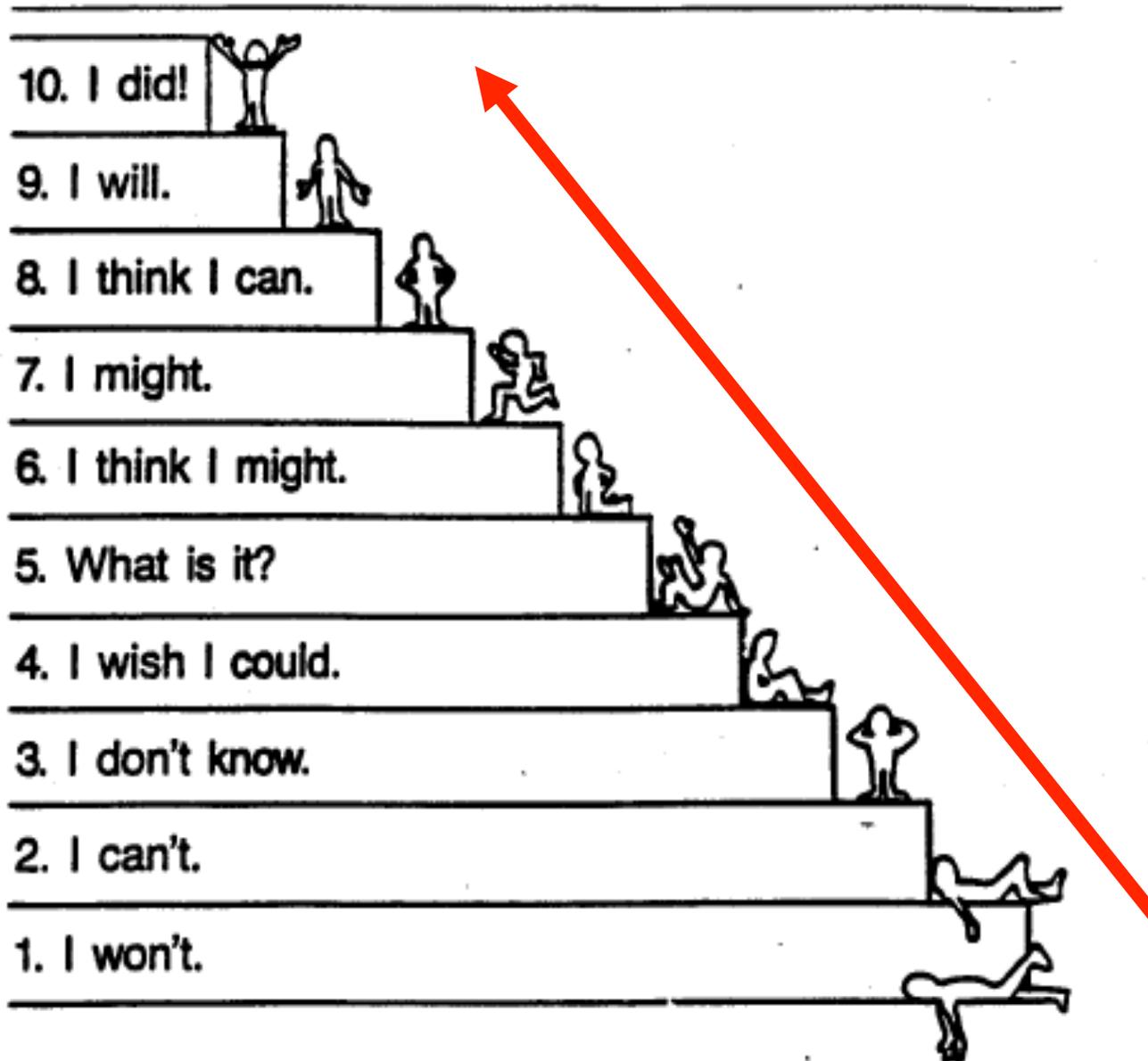
Needs

immediate

intervention

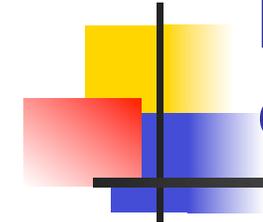
1. **Main Idea**
2. **Significant Details**
3. **Sequential/Order Relationships**
4. **Comparison Relationships**
5. **Causal Relationships**
6. **Generalizations/Drawing Conclusions**
7. **Meanings of Words**
8. **Problem/Solution Relationships**
9. **Author's Design, Purpose, and Techniques**
10. **Interpreting Instructions**

POWER THINKING



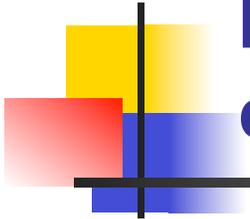
Marzano,
Tactics in
Thinking, 1989

6. Become knowledgeable about research-based, best practices and correlate them to current practices.



| Classroom Instruction Research | | Teachers can differentiate by varying . . . |
|---|----------------------------|---|
| | Percentile Increase | |
| 1. Identifying Similarities and Differences | 45 | 1. Content Vary what students will learn and the materials that represent the content. |
| 2. Summarizing and note taking | 34 | 2. Process Vary the activities through which students make sense of key ideas using essential skills. |
| 3. Reinforcing effort and providing recognition | 29 | 3. Product Vary how students demonstrate and extend what they understand and can do as a result of a span of learning. |
| 4. Homework and practice | 28 | 4. Learning Environment Vary the classroom conditions that set the climate, expectations for learning, and physical conditions |
| 5. Non-linguistic representations | 27 | |
| 6. Cooperative Learning | 27 | |
| 7. Setting objectives and feedback | 23 | |
| 8. Generating and testing hypotheses | 23 | |
| 9. Question, cues, & advanced organizers | 22 | |
| Marzano, Robert, et. al. (2001) | | |

6. Become knowledgeable about research-based, best practices and correlate them to current practices.



Research-Supported Strategies/Practices for Improving Math Problem Solving

1. Providing immediate feedback about progress
2. Modeling and guided practice using tightly sequenced forms of explicit instruction
3. Teaching and modeling the use of problem representation and problem solving strategies
4. Small group, cooperative learning, and peer tutoring
5. Providing teachers with regular updates on student performance in terms of state standards
6. Teaching prerequisite skills prior to the introduction of new operations and concepts
7. Providing direct instruction in self-monitoring procedures
8. Using graphic organizers

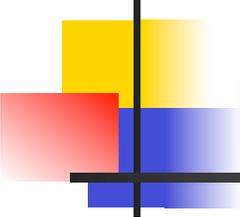
Sample Strategies 1 through 5
 US Department of Education, The Use of Scientifically Based Research in Education, Working Group Conference, (2002)

9. Explicitly teaching summarizing and writing extended responses
10. Incorporating manipulatives, concrete materials, and authentic situations
11. Expanding math vocabulary and concept knowledge through explicit teaching (e.g., notetaking, memory and retrieval strategies, roots, prefixes, and suffixes in mathematics)
12. Using timed math exercises that mirror state and district assessments
13. Assuring equity of curriculum delivery and opportunity to learn math
14. Creating opportunities for interactive classroom discussion regarding inventive and intuitive problem solving
15. Providing opportunities to use calculators
16. Providing computer-assisted math instruction

Sample Strategies 6 through 16
 Sources: Walberg, (1995) In Cawelti, G. Handbook of Research on Improving Student Achievement. Arlington, VA: Educational Research Service

6. Become knowledgeable about research-based, best practices and correlate them to current practices.

| Best Practices: Comprehension Strategies | | |
|--|--|---|
| 1. Monitoring Comprehension | 7. Summarizing and extended written responses to reading | Explicit Guided Practice •I do •We do •Reflection •I do •Additional Practice •We do •I do •You do |
| 2. Metacognition | 8. Reciprocal teaching | |
| 3. Graphic and semantic organizers | 9. Cooperative learning | |
| 4. Answering questions | 10. Mental Imagery | |
| 5. Generating questions | | |
| 6. Recognizing text structure | | |
| National Reading Panel (2000) | | |



7. Select and participate in professional development.

- Ask team members what they need to learn and do to accomplish the team goals.

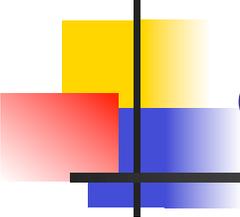
Examine Research-based Practices Related to the Need

Professional Needs Assessment

| Area of Focus | Our department team would like to collaboratively work to , , , |
|--|--|
| Curriculum and Unit Design | <ol style="list-style-type: none"> 1. Create unit objectives for upcoming units. 2. Examine previously written objectives and determine their depth, variety, and comprehensiveness. 3. Review, create, or modify curriculum maps. |
| Assessment | <ol style="list-style-type: none"> 4. Create a rubric for a performance, product, or task. 5. Examine a previously written test and tag the items with the unit objectives. 6. Create a test directly based upon the importance of the objectives and their emphasis during instruction. 7. Review a test to determine how effective it is for measuring students' strengths and learning needs. Make necessary or desired changes. 8. Create an assessment plan for an upcoming unit identifying types, frequency, and placement of assessments. |
| Academic Interventions | <ol style="list-style-type: none"> 9. Create corrective activities that respond to students' learning needs for upcoming units. 10. Create enrichment activities that respond to students' mastery of tested materials and need for extension. 11. Create alternative assessments to use for reassessing student learning. 12. Create a program to address failing students and underachievers. |
| Instruction | <ol style="list-style-type: none"> 13. Create lessons using new strategies to improve student learning. 14. Create instructional resource materials to be used during the implementation of new strategies and practices. 15. Create lessons resources to increase the achievement of special needs students (i.e., special education, ELL, and at-risk students). |
| Explicit Vocabulary Instruction | <ol style="list-style-type: none"> 16. List vocabulary words that are important for students to know for each unit of study. 17. Create a list of "no excuse" words that students must know by the end of the course. |

Examine Research-based Practices Related to the Need

| | |
|--|--|
| Explicit Vocabulary Instruction | <p>16. List vocabulary words that are important for students to know for each unit of study.</p> <p>17. Create a list of “no excuse” words that students must know by the end of the course.</p> |
| Explicit Reading, Writing, and Thinking Instruction | <p>18. Select graphic organizers that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction.</p> <p>19. Create exemplars of graphic organizers for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.</p> <p>20. Select summary frames that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction.</p> <p>21. Create exemplars of summaries for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.</p> |
| Learning Environment | <p>22. Develop behavior management systems and strategies.</p> <p>23. Apply problem-solving strategies to address inappropriate student behaviors</p> |
| Data Analysis, Goal Setting, and Planning | <p>24. Examine student work and/or achievement data and identify the greatest areas of student learning needs.</p> <p>25. Create a 30-60 day SMART goal to increase student learning.</p> <p>26. Explore research-supported and classroom-testing practices/strategies that could address the student learning needs.</p> <p>27. Create a plan for taking decisive new actions and/or for implementing new practices.</p> <p>28. Review the implementation of new practices, determine the impact on student learning, and identify what your professional team has learned.</p> |
| PD to Specific Topics | <p>29. Learn about _____ from _____ (Please list and describe.)</p> |
| We Need . . . | <p>27. (Please list and describe.)</p> |



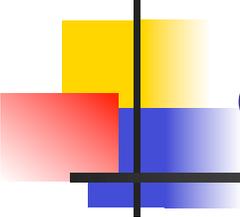
8. Take decisive action.

- As a leader, how would you inspire and encourage decisive action?
- What are the “look for’s” and “listen to’s” of decisive action?

You may have to really be inspirational to lead in your PLC.



<http://www.youtube.com/watch?v=d6wRkzCW5qI>



8. Take decisive action.

- As a leader, how would you inspire and encourage decisive action?
- What are the “look for’s” and “listen to’s” of decisive action?

Name _____ Subject _____

During the next 60 days . . .

1. I would like to help my students improve the following reading/thinking skills. Select **two** skills in addition to number 6.

| Reading Informational Text and Reading Literature | |
|---|--|
| 1. ___ Main/Central Idea | 8. ___ Problem-solution relationships |
| 2. ___ Significant Details/Evidence | 9. ___ Interpreting and Applying Multi-step Instructions and Processes |
| 3. ___ Sequential/order relationships and significant details | 10. ___ Author's Purpose, Point of View, Arguments and Claims |
| 4. ___ Comparison relationships | 11. ___ Understanding and Using Maps, Charts, and Graphs |
| 5. ___ Causal relationships | 12. ___ Literary Analysis |
| 6. <u>X</u> Knowledge of key terms and phrases | |
| 7. ___ Generalizations and conclusions | |

2. I will use the following **graphic organizer(s)** that closely match the reading/thinking targets above.
 Examples: •Bubble Map for main ideas and details
 •Fishbone Map for cause-effect relationships •Create your own map (Show Sketch)

| | |
|---|---|
| Skill: Graphic Organizer | Skill: Graphic Organizer |
| | |

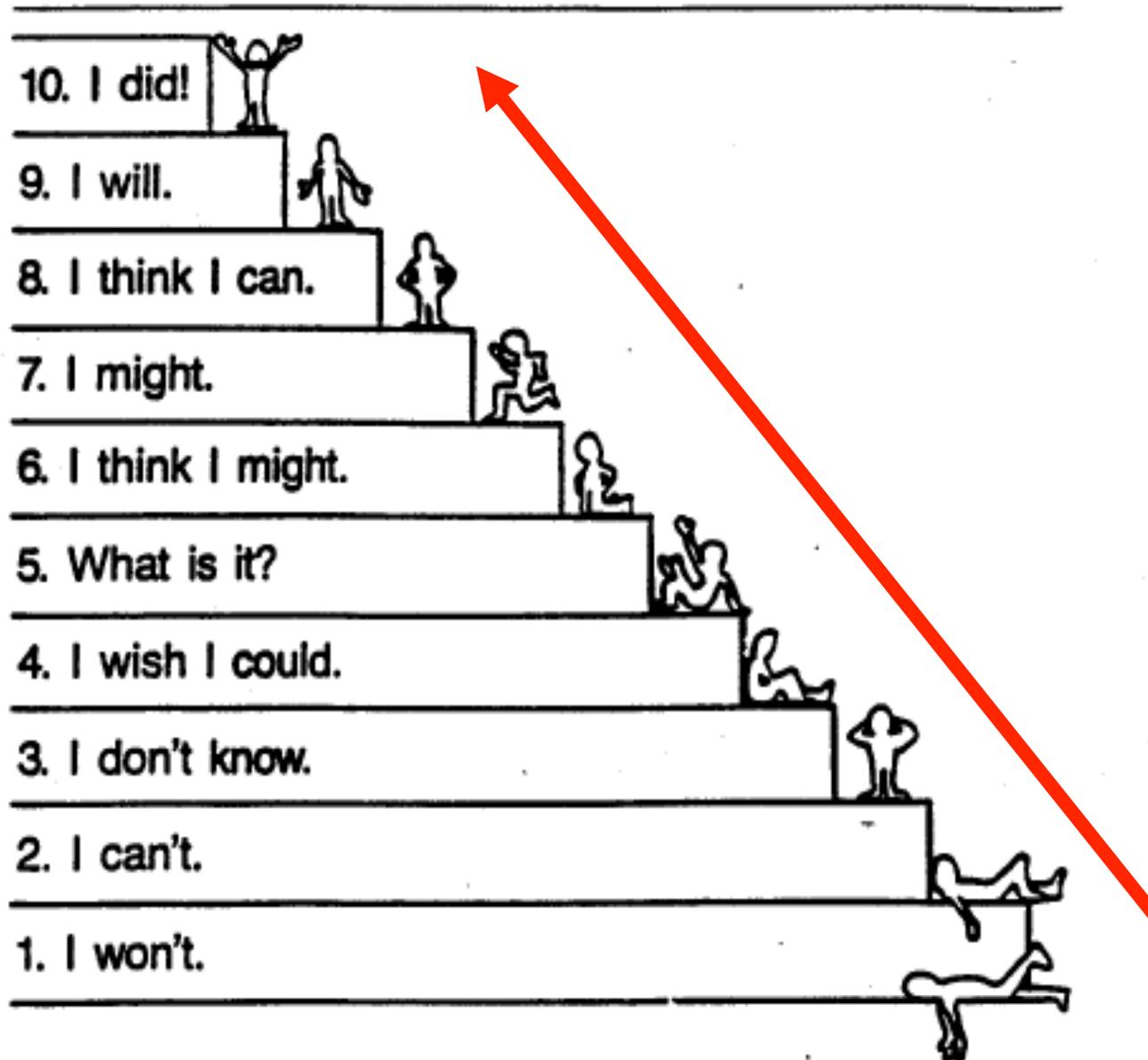
3. I will use the following **summary frame(s)** that closely match the reading/thinking targets above.
 Examples: Comparison-contrast summary frame for comparison relationships
 MEL-CON for generalizations or author's voice/methods

| | |
|---|---|
| Skill: Summary Template: | Skill: Summary Template: |
| | |

4. I will use the following **question prompts** that closely match the reading/thinking targets above.

| | |
|---|--|
| Skill: Question Prompts: | Skill: Question Prompts |
| | |

POWER THINKING



Marzano,
Tactics in
Thinking, 1989

Add literacy standards into the curricular map and unit designs

| Unit: Safety/Sanitation | Unit: Recipe Knowledge | Unit: Measuring Methods | Unit: Food Pyramid |
|---|---|---|--|
| Concepts/Topics | Concepts/Topics | Concepts/Topics | Concepts/Topics |
| <ul style="list-style-type: none"> •Safety procedures •Sanitary practices •Listening skills | <ul style="list-style-type: none"> •Breaking down recipe measurements •Substitutes for ingredients | <ul style="list-style-type: none"> •Dry measuring •Liquid measuring •Use of equivalents | <ul style="list-style-type: none"> •Food groups •Servings required and sizes •Nutrients present |
| Skills | Skills | Skills | Skills |
| <ul style="list-style-type: none"> •Interpret directions •Apply sanitation practices to prevent injury & illness •Apply proper room and equipment safety p •Collect information | <ul style="list-style-type: none"> •Modify recipes •Interpret recipes •Construct recipes •Collect information | <ul style="list-style-type: none"> •Demonstrate use of dry measure equipment •Demonstrate use of liquid measure equipment •Use equivalents •Collect information | <ul style="list-style-type: none"> •Identify food groups for food items •Determine servings required •Determine serving sizes •Determine nutrients present |
| <p>Add reading and writing skills</p> <p>Main Idea</p> | <p>Add reading and writing skills</p> <p>Comparison</p> | <p>Add reading and writing skills</p> <p>Cause/Effect</p> | <p>Add reading and writing skills</p> <p>Generalizations/Conclusions</p> |

Add literacy standards into the curricular map and unit designs

| Unit 1: Science Skills and Introducing Biology | Unit 2: Cells | Unit 3: Genetics | Unit 4: Evolution |
|--|---|---|--|
| Concepts/Topics | Concepts/Topics | Concepts/Topics | Concepts/Topics |
| <ul style="list-style-type: none"> • Scientific Method (11.A) • The Study of Life • Unifying Themes of Biology (11.A) • Chemistry of Life (12.A) | <ul style="list-style-type: none"> • Microscope (12.A.4.a) • Cell Structure and Function • Cells and Energy (12.A.4b) • Cell Growth and Division (12.A.4b) • Photosynthesis (12.A) • Cellular Respiration (12.A) • Mitosis | <ul style="list-style-type: none"> • Meiosis and Mendel (12.A.4a) • Extending Mendelian Genetics (13.A.4c) • From DNA to Proteins (12.A.4b) • Frontiers of Biotechnology (13.B) | <ul style="list-style-type: none"> • Principles of Evolution (11.A) • The Evolution of Populations (12.B) and (12.C) • The History of Life (11.C) (12.E.4b) |
| Skills | Skills | Skills | Skills |
| <ul style="list-style-type: none"> • Hypothesize (11.A.4a) • Measure (11.A.4c) • Organize and record data (11.A.4c) • Create and interpret graphs (11.A.4c) • Perform controlled experiments (11.A.4b) • Write lab conclusions (13.A.4b) • Take comprehensive notes | <ul style="list-style-type: none"> • Hypothesize (11.A.4a) • Use the microscope • Interpret diagrams (11.A.4c) • Compare and contrast (12.A.3c) • Make observations (11.A.4c) • Write a procedure (11.A.5b) • Take comprehensive notes | <ul style="list-style-type: none"> • Analyze data (13.A.4b) • Construct proteins (12.A.4b) • Interpret a DNA fingerprint (13.A.4b) • Construct models (12.A.4b) • Utilize reading strategies • Construct punnett squares and pedigrees (12.A.4a) • Interpret punnett squares and pedigrees (12.A.4a) • Analyze Karyotypes (12.A.5b) • Compare and contrast | <ul style="list-style-type: none"> • Hypothesize (11.A.4a) • Analyze evidence of Evolution and interpret Darwin's observations (11.A.4a) (11.A.4e) • Compare and contrast natural selection (12.A.4c) • Make observations and investigate the theories of the history of Life (11.A.4c) • Research • Present |
| Add reading and writing CCSS | Add reading and writing CCSS | Add reading and writing CCSS | Add reading and writing CC |



Summarize



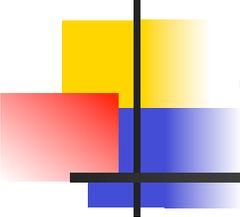
Inform/Explain



Argue

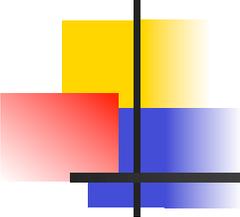


Narrate



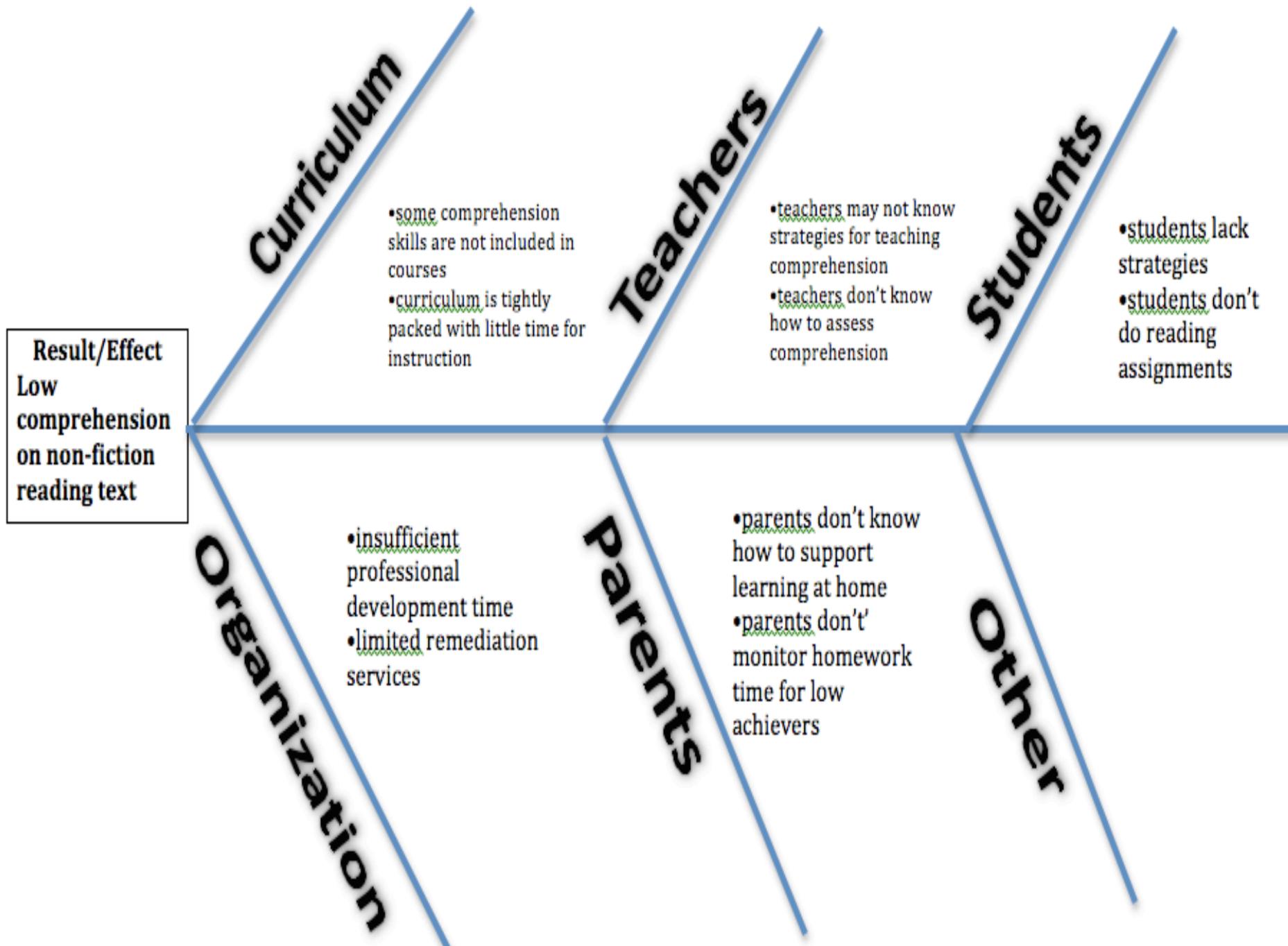
Getting Prepared

1. Create unit designs that include content area knowledge (content/topics), skills, and learning objectives/goals that are aligned to standards and external assessments.
2. Determine expectations for implementation and accountability.
3. Provide training for teacher leaders, administrators, and department chairs.



Expectations

- On-going professional development
- Teachers maintain a portfolio of artifacts (graphic organizers and summaries)
- PLCs talk about progress using protocols
- Department chairs and administrators monitor, coach, encourage



Create an improvement plan.

IDEAL Plan for to Improve Student Reading and Writing Comprehension and Content Area Achievement

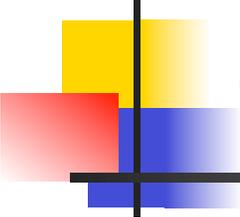
| (I) IDENTIFY Improvement Goal | (D) Determine Indicators of Success “Look-fors and Listen-tos” | (D) Determine Measures | (E) Explore Methods/Strategies | (A) Adopt a Plan and Timeline |
|--|--|----------------------------------|---|---|
| Choose a goal that focuses on one of the 10 reading/thinking skills. 1. Main Idea 2. Significant Details 3. Sequential/Order Relationships 4. Comparison Relationships 5. Cause and Effect Relationships 6. Word/Letter Recognition and Understanding and Using Words 7. Generalizations and Drawing Conclusions 8. Problem-Solution Relationships 9. Interpreting Instructions 10. Author’s Purpose and Techniques | Students will orally retell/summarize. | Observations Recordings | <ul style="list-style-type: none"> •Reciprocal Teaching •Narrative Story and Expository Text Structures •Summary Templates | <ul style="list-style-type: none"> •Complete professional development for strategies •Collect artifacts of high, middle and low quality student work •Use protocols weekly to discuss progress and “fine tune strategies •30-day Goal |
| | Students will choose an appropriate answer to a question. | Teacher/text questions | <ul style="list-style-type: none"> •Question Generating •Standardized Test-Like Questions •Herringbone Format | Same as above |
| | Students will retell/summarize in a written summary. | Written summary | <ul style="list-style-type: none"> •Summary Templates | Same as above |
| | Students will show their understanding graphically. | Graphic organizer Picture | <ul style="list-style-type: none"> •Graphic Organizers •Pictures | Same as above |
| | Students will create one or more questions for the passage/text with accurate answers. | Question(s) and Answer (s) | <ul style="list-style-type: none"> •Herringbone Format (W’s Who, What, Where, When, Why, How) •Question Generating | Same as above |

A ACTION

C CHANGES

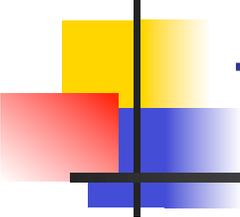
T THINGS





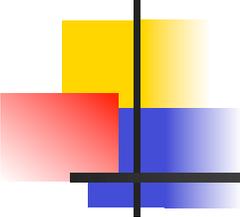
Getting Prepared

1. Create unit designs that include content area knowledge (content/topics), skills, and learning objectives/goals that are aligned to standards and external assessments.
2. Determine expectations for implementation and accountability.
3. Provide training for teacher leaders, administrators, and department chairs.



Professional Development in the Past

- LYNT **Last year' s new thing**
- TYNT **This year' s new**
- NYNT **Next year' s new thing**



Hot Topics-SD Du Jour

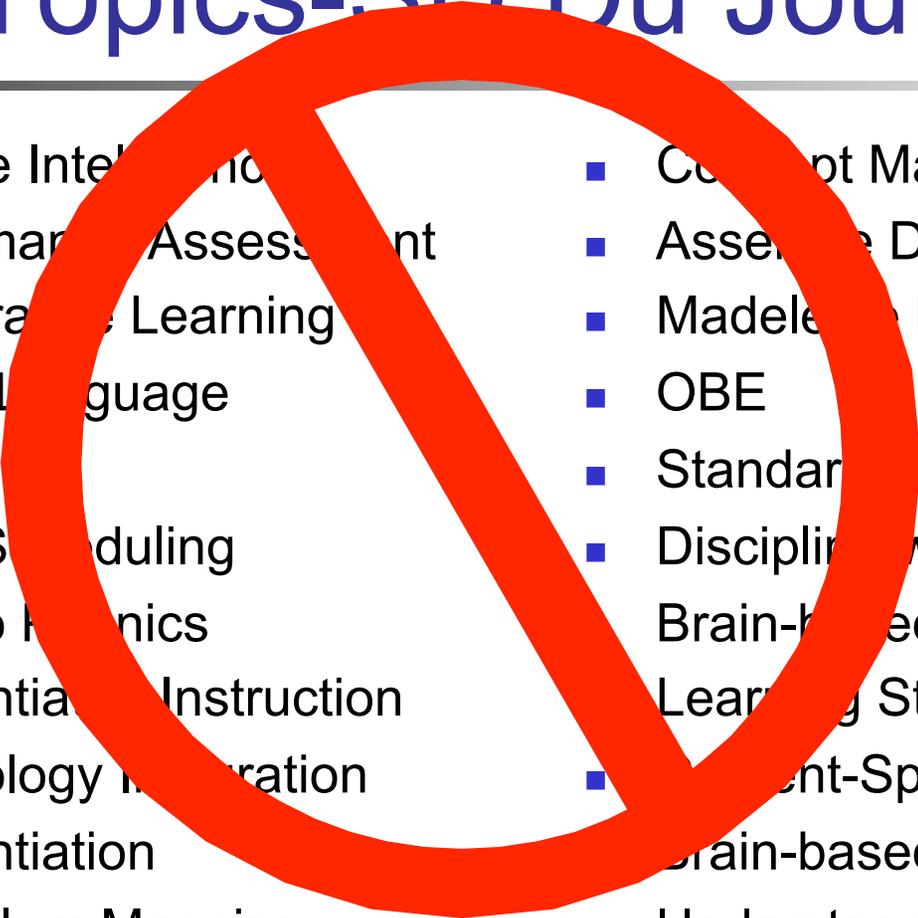
- Multiple Intelligences
- Performance Assessment
- Cooperative Learning
- Whole Language
- ESL
- Block Scheduling
- Back to Phonics
- Differentiated Instruction
- Technology Integration
- Differentiation
- Curriculum Mapping
- Concept Mapping
- Assertive Discipline
- Madeleine Hunter
- OBE
- Standards-based Learning
- Discipline with Dignity
- Brain-based Learning
- Learning Styles
- Content-Specific
- Brain-based Learning
- Understanding by Design

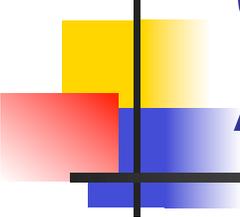
We may need change therapy



NO MORE SD Buffets

Hot Topics-SD Du Jour

- 
- Multiple Intelligences
 - Performance Assessment
 - Cooperative Learning
 - Whole Language
 - ESL
 - Block Scheduling
 - Back to Basics
 - Differentiated Instruction
 - Technology Integration
 - Differentiation
 - Curriculum Mapping
 - Concept Mapping
 - Assessment Discipline
 - Madeline Hunter
 - OBE
 - Standards-based Learning
 - Discipline with Dignity
 - Brain-based Learning
 - Learning Styles
 - Student-Specific
 - Brain-based Learning
 - Understanding by Design



Categories of Instructional Strategies That Affect Student Achievement

| Category | Percentile Gain |
|---|------------------------|
| ■ Identifying Similarities and Differences | 45 |
| ■ Summarizing and note taking | 34 |
| ■ Reinforcing effort and providing recognition | 29 |
| ■ Homework and practice | 28 |
| ■ Non-linguistic representations | 27 |
| ■ Cooperative Learning | 27 |
| ■ Setting objectives and feedback | 23 |
| ■ Generating and testing hypotheses | 23 |
| ■ Question, cues, and advanced organizers | 22 |

Below is Hattie's table of effect sizes.

| Influence | Effect Size | Source of Influence |
|--|-------------|---------------------|
| Feedback | 1.13 | Teacher |
| Student's prior cognitive ability | 1.04 | Student |
| Instructional quality | 1.00 | Teacher |
| Direct instruction | .82 | Teacher |
| Acceleration | .72 | Student |
| Remediation/feedback | .65 | Teacher |
| Student's disposition to learn | .61 | Student |
| Class environment | .56 | Teacher |
| Challenge of Goals | .52 | Teacher |
| Peer tutoring | .50 | Teacher |
| Mastery learning | .50 | Teacher |
| Homework | .43 | Teacher |
| Teacher Style | .42 | Teacher |
| Questioning | .41 | Teacher |
| Peer effects | .38 | Peers |
| Advance organisers | .37 | Teacher |
| Simulation & games | .34 | Teacher |
| Computer-assisted instruction | .31 | Teacher |
| Testing | .30 | Teacher |
| Instructional media | .30 | Teacher |
| Affective attributes of students | .24 | Student |
| Physical attributes of students | .21 | Student |
| Programmed instruction | .18 | Teacher |
| Audio-visual aids | .16 | Teacher |
| Individualisation | .14 | Teacher |
| Finances/money | .12 | School |
| Behavioural objectives | .12 | Teacher |
| Team teaching | .06 | Teacher |
| Physical attributes (e.g., class size) | -.05 | School |

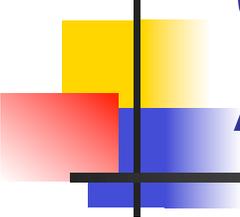
Strategies to Teach Students Text Comprehension

National Reading Panel Report (2000)

1. Monitoring Comprehension
2. Metacognition
3. Graphic and semantic organizers
4. Answering questions
5. Generating questions
6. Recognizing story structure
7. Summarizing
8. Reciprocal teaching
9. Cooperative learning
10. Mental Imagery

Classroom Organization

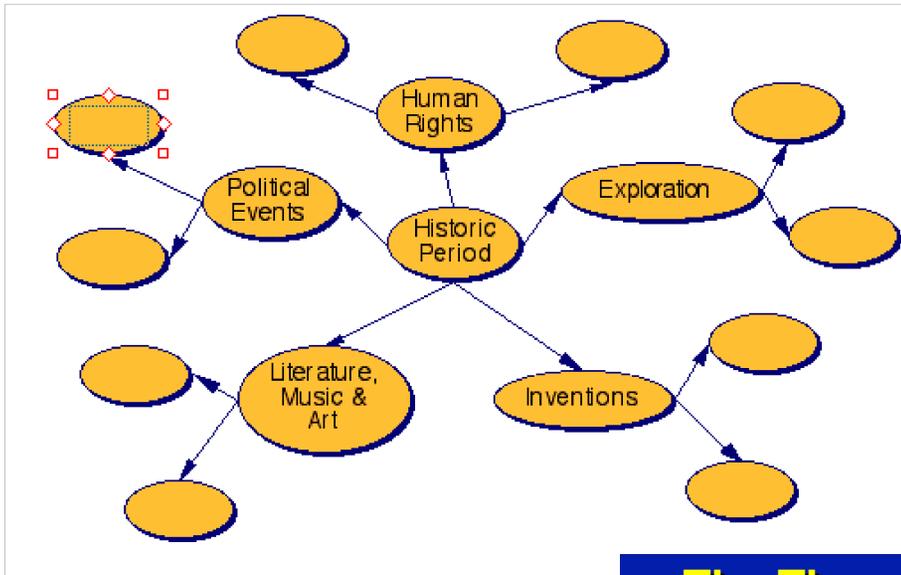
- whole group
- pairs
- small groups
- expert tutoring (side-by-side)
- use of technology



Categories of Instructional Strategies That Affect Student Achievement

| Category | Percentile Gain |
|--|-----------------|
| ■ Identifying Similarities and Differences | 45 |
| ■ Summarizing and note taking | 34 |
| ■ Reinforcing effort and providing recognition | 29 |
| ■ Homework and practice | 28 |
| ■ Non-linguistic representations | 27 |
| ■ Cooperative Learning | 27 |
| ■ Setting objectives and feedback | 23 |
| ■ Generating and testing hypotheses | 23 |
| ■ Question, cues, and advanced organizers | 22 |

The “best” practices for accelerating reading improvement are . . .



In order to _____
you must follow several steps.
First, _____
Then, _____
Next, _____
Finally, _____

The Three-Column Format

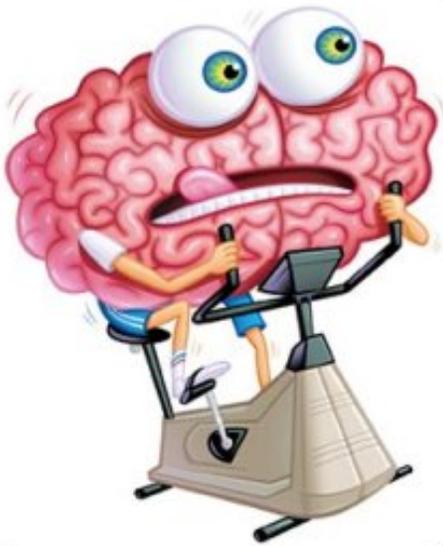
| Word | Definition | Memory Cue |
|------|------------|------------|
| | | |

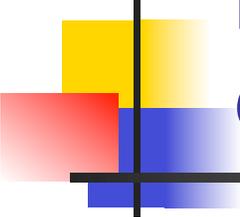
| Word | Definition | Memory Cue |
|------|------------|------------|
| | | |

Choose thinking/reading . . .



Train the Brain





Reading, observing, & listening to information to identify, understand, communicate, and use . . .

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
8. Problem-Solution
Relationships
9. Multi-step Instructions/
Directions
10. Author's Purpose,
Techniques, Claims,
Views, and Arguments
11. Knowledge of Maps,
Charts, and Graphs
12. Literary Analysis
13. Information from
Researching

Select a standard and related skill.

Select a matching graphic organizer.

1

Select a summary template and purpose.

2

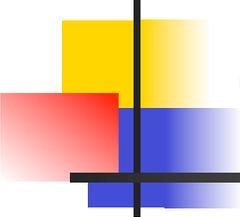
Select question prompts.

3

Learn how to use a matching hand signal.

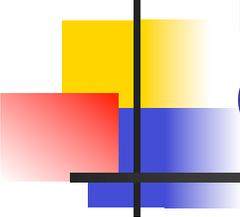
4

| Graphic Organizer | Summary Template | Questions | Hand Signal/ Movement | | | | | | | | | | | | | | | | |
|--|------------------|-----------|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|
| <p>Story Board</p> <table border="1" data-bbox="130 1029 527 1295"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | | | | | | | | | | | <p>A number of steps have to be followed to _____.</p> <p>First, _____.</p> <p>Then, _____.</p> <p>Next, _____.</p> <p>Next, _____.</p> <p>After that _____.</p> <p>Finally, _____.</p> | <ol style="list-style-type: none"> 1. Trace the development of . . . 2. Sequence the events leading up to 3. What do you do first when you . . . <u>Next</u> 4. List the steps involved in . . . 5. What steps did ___ take to solve reach her goal. <u>Next</u> 6. The next likely event would be (predict) . . . 7. After doing _____, the character's next decision was to _____. 8. What steps did _____ take to achieve his/her goal in the story? 9. The last two steps in the process were . . . | <p>Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p> |
| | | | | | | | | | | | | | | | | | | | |
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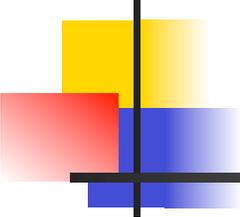
EXPLICIT TEACHING and Guided Practice

1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day



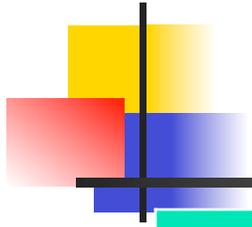
Making Reading/Thinking Skill Connections with Content

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
8. Problem-Solution
Relationships
9. Multi-step Instructions/
Directions
10. Author's Purpose,
Techniques, Claims,
Views, and Arguments
11. Knowledge of Maps,
Charts, and Graphs
12. Literary Analysis
13. Information from
Researching



I will be able to . . . /I can . . .

- identify and summarize the main idea and details.
- identify central themes about the history of the world.



Main/Central Idea



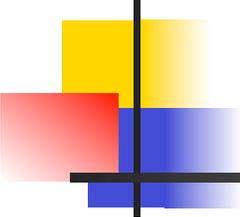
Detail

Detail

Detail

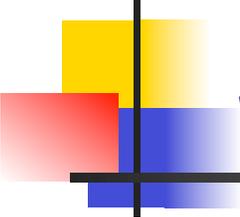
Detail

Detail

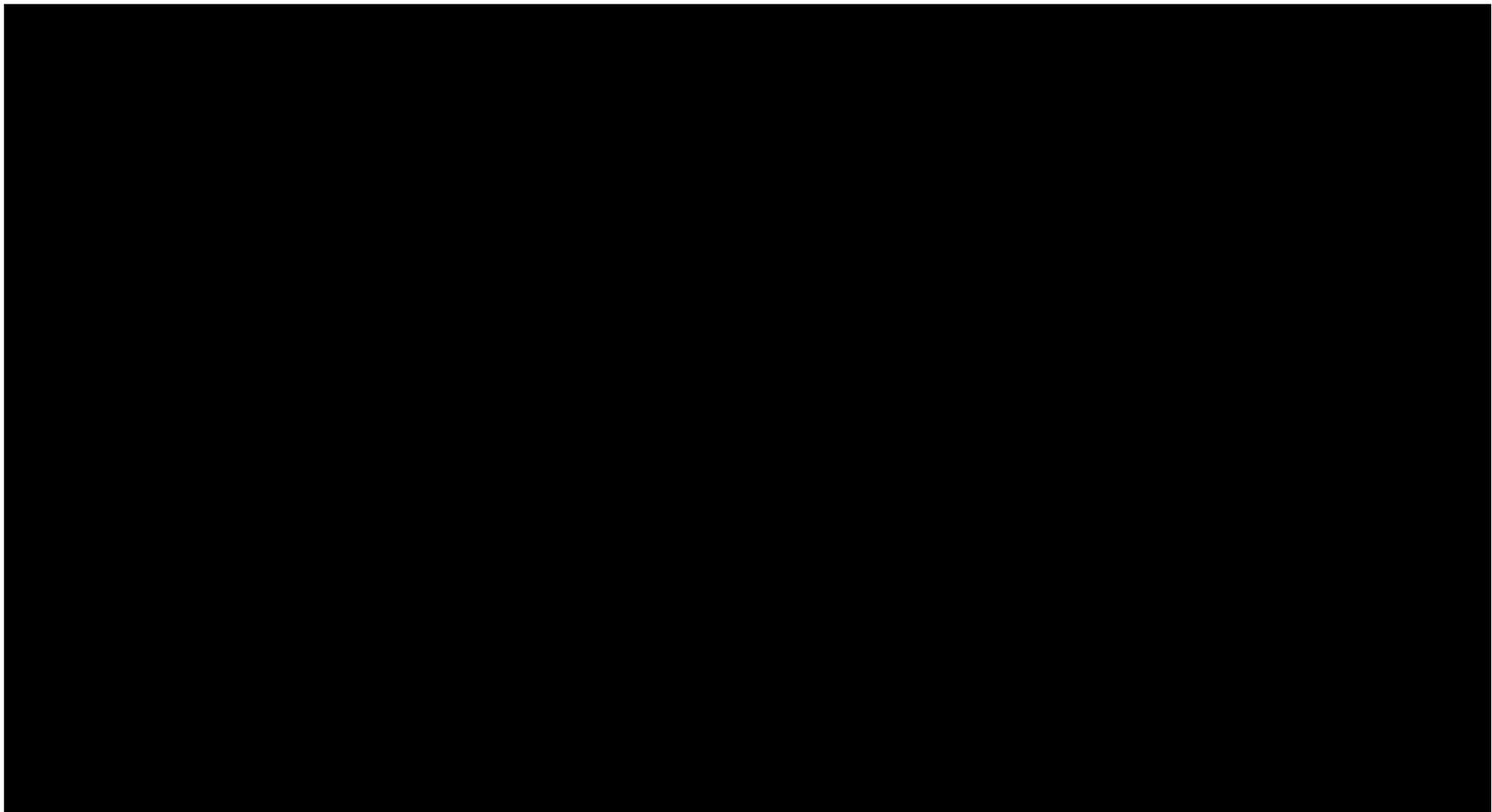


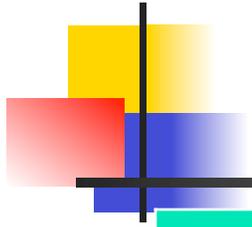
Main/Central Idea and Details

One main idea of the History of the World video is that humankind has been innovative/inventive. One example of that idea is when the floppy disk was invented. Another example of innovation/inventiveness was _____. In addition, innovation and inventiveness was illustrated when _____. Finally, innovation and inventiveness was shown when _____



Start Small! Three to six- Sentence Summaries





Main/Central Idea



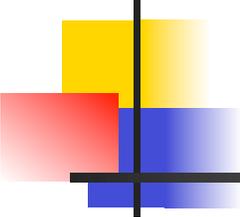
Detail

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Detail

Detail

Detail



Main/Central Idea and Details

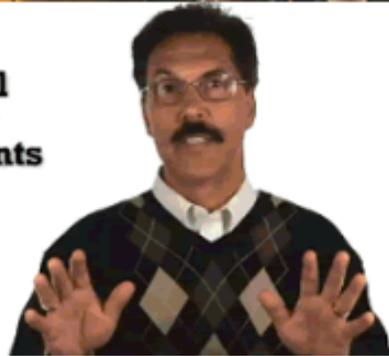
One main idea of the History of the World video is that humankind has been innovative/inventive. One example of that idea is when the floppy disk was invented. Another example of innovation/inventiveness was _____. In addition, innovation and inventiveness was illustrated when _____. Finally, innovation and inventiveness was shown when _____.

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**Successful
Learning
Environments**



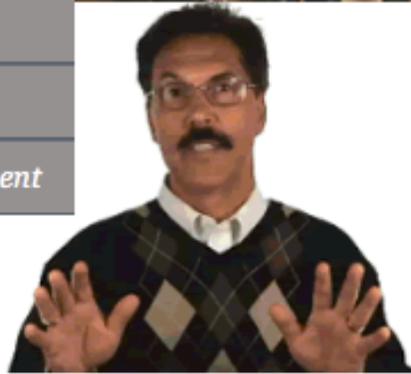
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Dr. Bobb Darnell | email: bobbdarnell@achievementstrategies.org | 847.452.4300

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Instruction



English Language Arts and Content Area Literacy

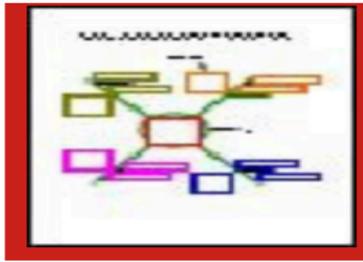
Math

Technology

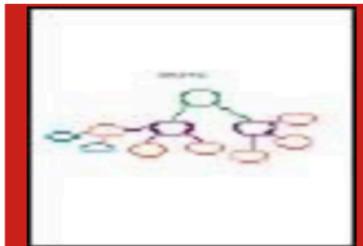
English Language Learners

| Reading Skills | Graphic Organizers | Summary Templates | Questions/Prompts | Hand Signals |
|---|--|---|--|---|
| 1. <i>Main/Central Idea</i> | <ul style="list-style-type: none"> • spider map • network tree map • cluster map • bubble map | <ul style="list-style-type: none"> • main idea paragraph and two-sentence summary • MEL-Con | <ul style="list-style-type: none"> • main/central idea | <ul style="list-style-type: none"> • Hold a fist (main idea) and dangle and wiggle fingers (details). |
| 2. <i>Significant Details/Evidence</i> | <ul style="list-style-type: none"> • spider map • network tree map • cluster map • bubble map • w's chart | <ul style="list-style-type: none"> • topic sentence evidence/detail • MEL-Con | <ul style="list-style-type: none"> • significant details/evidence | <ul style="list-style-type: none"> • Dangle and wiggle fingers (details) |
| 3. <i>Sequential/Order Relationships</i> | <ul style="list-style-type: none"> • cycle map • flow map • storyboard • continuum/timeline | <ul style="list-style-type: none"> • sequence paragraph • chronological summary | <ul style="list-style-type: none"> • sequence/ order | <ul style="list-style-type: none"> • Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right. |

Graphic Organizers



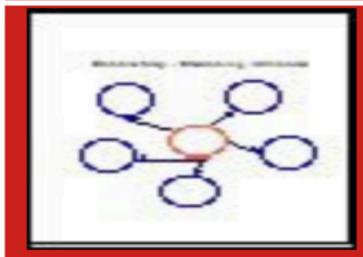
Spider Map



Network Tree



Cluster Map



Bubble Map

Summary and Constructed-Response Templates

Main Idea/Details Summary

MEL-Con

Two-Sentence Summary

Paragraph

Questions/ Prompts

1. *The main point of the article is . . .*
2. *Summarize what you read.*
3. *The main theme of the story is . . .*
4. *List the facts regarding . . .*
5. *The text is about . . .*
6. *The main idea is about . . .*
7. *The story/article mainly tells . . .*
8. *Which of the following best expresses the main idea?*
9. *On the basis of information in the passage, we can determine that . . .*
10. *What would be the best title for this passage?*
11. *Which statement best expresses the central idea of this passage?*
12. *The main idea expressed in this passage is . . .*

Main Idea/Details Summary Paragraph

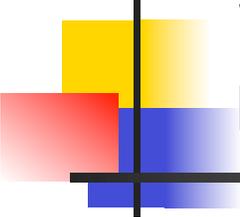
(Place the content of your paragraph in grayed area. Save and print your document.)

The main idea of this passage is .
One fact or example that supports this main idea is . Another fact or example that supports this main point is . In addition, . Finally, illustrates that (main idea) .

Hand Signals for Focusing on the Skills & Strategies

Hold a fist (main idea) and dangle and wiggle fingers (details).





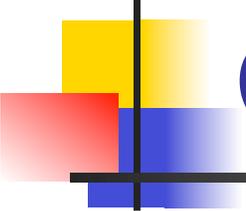
9. Monitor implementation and make necessary changes.

5. Reflecting about Needs and Concerns

1. What **CONCERNS** do you have about the PLCs?
2. What **QUESTIONS** do you have about PLCs?
3. What positive results do you **HOPE** PLCs bring?
4. What do you **NEED** to help you and/or your colleagues get ready for the PLC initiative?



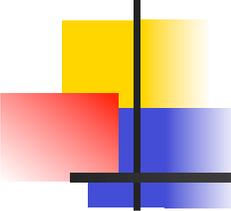
- Silent brainstorming
- Pair-share and Go-Around



Reflecting about the Delivered Curriculum

1. Talking about Planned and Delivered Curriculum Content, Topics, and Skills

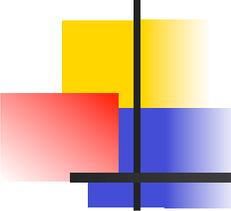
1. What planned content, topics, and skills were **omitted/abandoned** during the delivery of the chapter/unit of study?
2. What content, topics, and skills were **added** during the delivery of the chapter/unit of study?
3. What were students' **strengths** related to the content, topics, and skills?
4. What content and topics were challenging for students and will be **needed for subsequent learning**?
5. What will you do to **re-teach or review** the content, topics, and skills identified in #4?



Reflecting about Instruction

2. Talking about Instructional Best Practices and Strategies

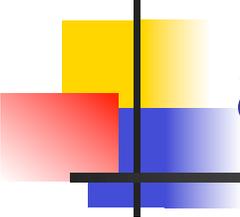
1. What instructional practices, strategies, and/or techniques **engaged** students and **facilitated achievement** of stated learning goals?
2. What instructional practices, strategies, and/or techniques **did not engage** students and **did not facilitate achievement** of stated learning goals?
3. What do you need to learn (e.g., strategies, practices, techniques) to increase student engagement and/or learning?



Reflecting about Assessment

3. Talking about Assessing Student Progress

1. What types of formative assessments do you use and how frequently?
2. What types of summative assessments do you use to assess students end-of-unit/chapter progress?
3. How do you analyze students' performance after assessments?
4. How do you provide students with feedback about their performance?
5. What targeted skills and/or knowledge are challenging for students?
6. What do you need or want to learn how to do related to assessing student learning?



Reflecting about Curriculum and Data

4. Igniting and Inviting Data Conversations to Determine

- | | |
|--|---|
| <ol style="list-style-type: none">1. Do I teach it?2. Do I teach it the way it is tested on classroom and external assessments?3. Do I teach it to the same depth that it is tested?4. Do I place it in the right sequence? | <ol style="list-style-type: none">5. Do I teach it frequently enough?6. Do I teach it for the appropriate duration?7. Do I use the best (i.e., research-supported) practices or strategies? |
|--|---|

Collect Data about Student's Skills

- Assign your students a passage to read from your content area materials (approximately 300 to 1000 words) and have them create a graphic organizer of a _____ **(your targeted skills)**.
- You may have students create the graphic organizer about something that they listened to or observed in PE, music, art, or other classes where reading is not prevalent. You may show them an example of a graphic organizer or give a template to them. You can use it as a homework or in-class assignment.

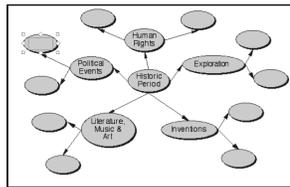
Collect Data about Student's Skills

- Assign your students a passage to read from your content area materials (approximately 300 to 1000 words) and have them create a four to eight sentence summary of a _____ **(your targeted skills)**.
- You may have students write the summary about something that they listened to or observed in PE, music, art, or other classes where reading is not prevalent. **Don't provide instruction or a template for the summary.** You can use it as a homework or in-class assignment.

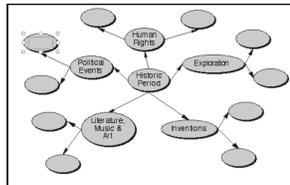
Collect Data about Student's Skills

- Bring one best, average, and poor example of the summaries and graphic organizers to the next two meetings on _____ and _____. You will be discussing your students' work at those sessions using a 15-20 minute protocol.
- Review the student work, but don't feel compelled to issue a grade on the work.

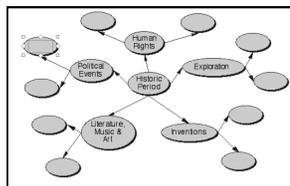
Bring samples of student work every couple of weeks to your grade level team.



Poor



Good



Better/Best

Summary

Poor

Summary

Good

Summary

Better/Best

Student Work Gallery 1: Looking At Student Work

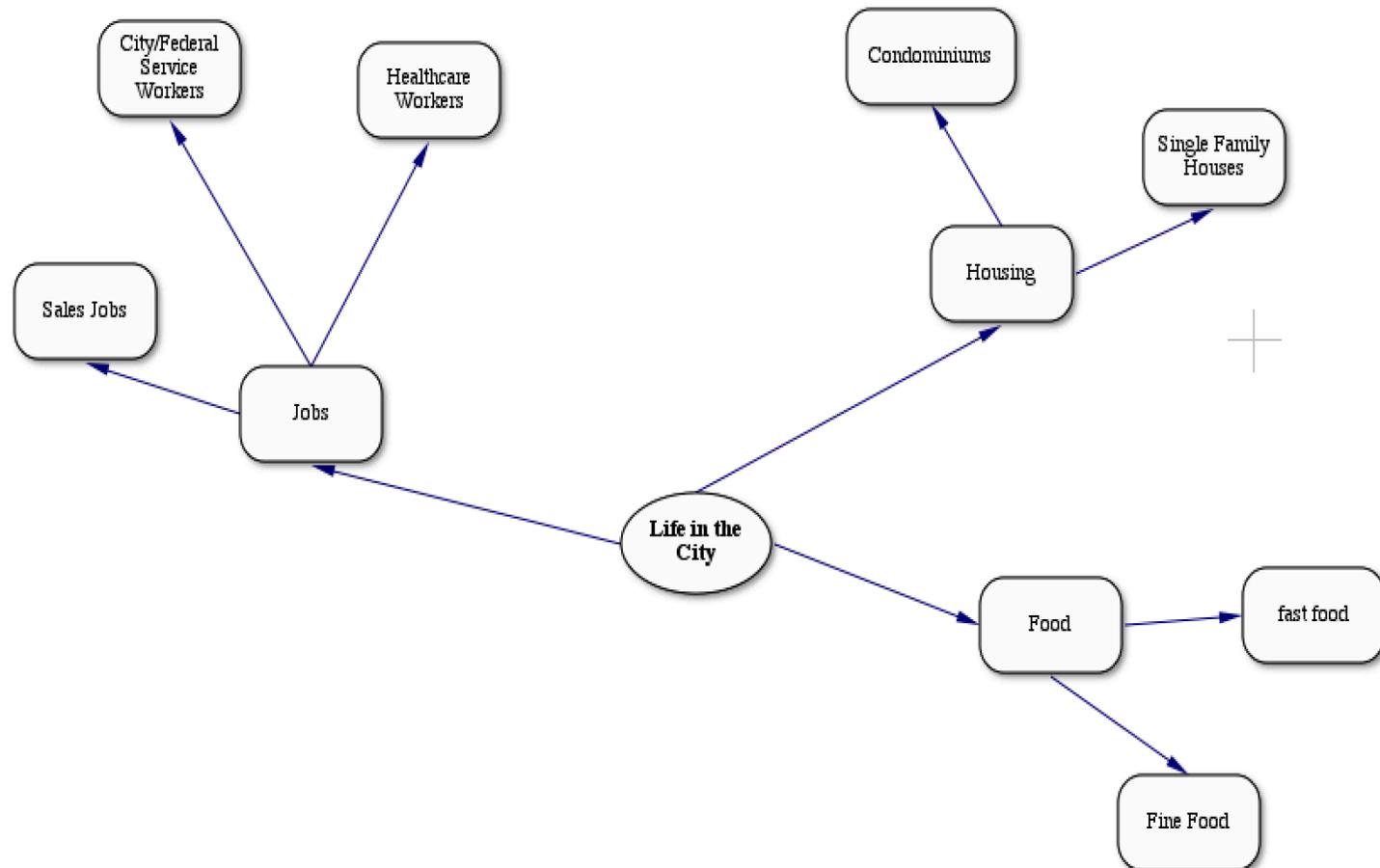
View the student work of your colleagues for 3 minutes.

1. What were the qualities of student work that made it an excellent, average, or low quality summary and graphic organizer? (2 minutes for each person)
2. What aspects of the graphic organizers and summaries do student need to improve (e.g., key ideas, detail, organizational pattern)? (2 minutes for each person)
3. What is an insight about the student work you observed from other teacher's samples? (2 minutes for each person)

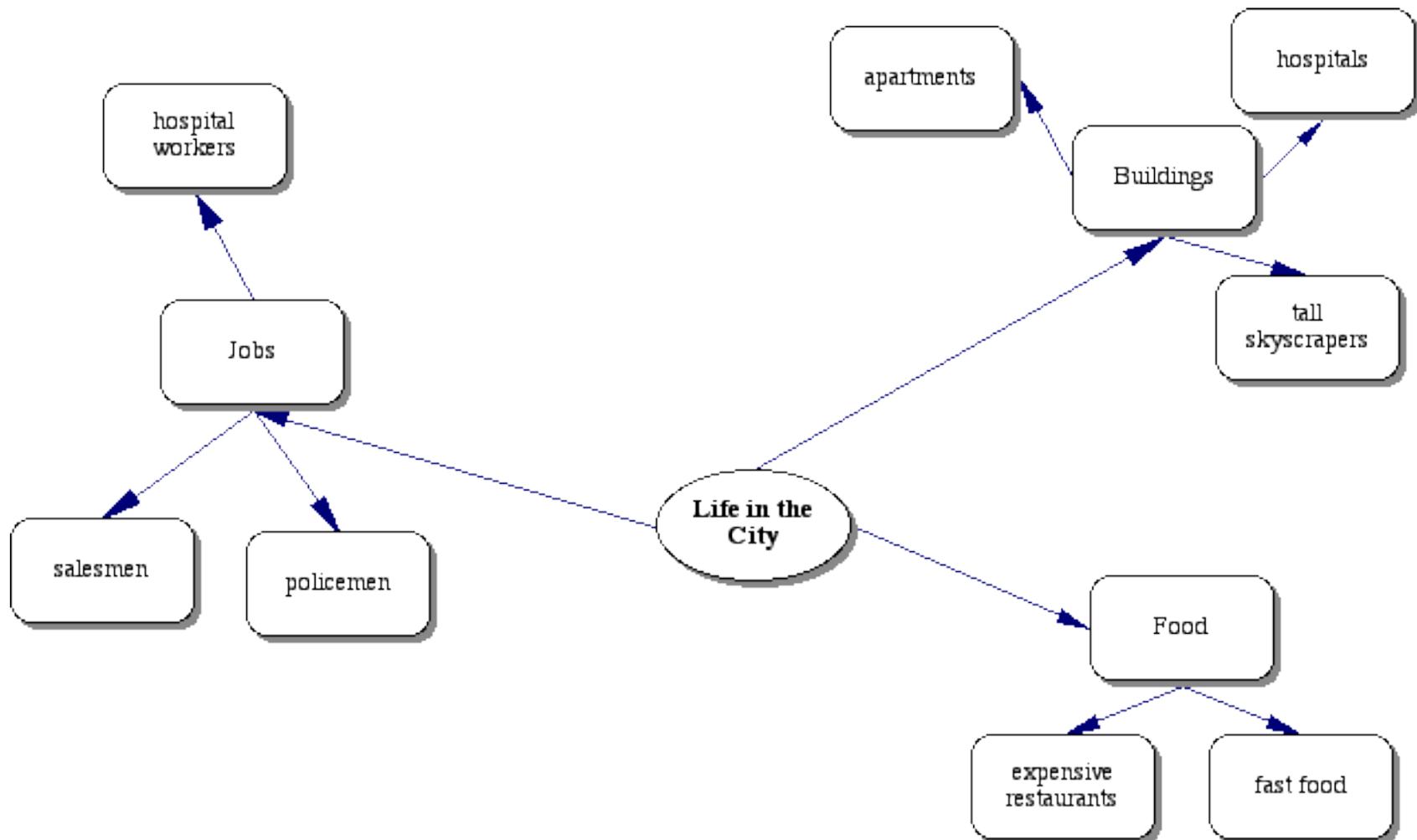
Use a go-around to complete the following sentence.

4. During the next two week, I am going to help my students improve . . .

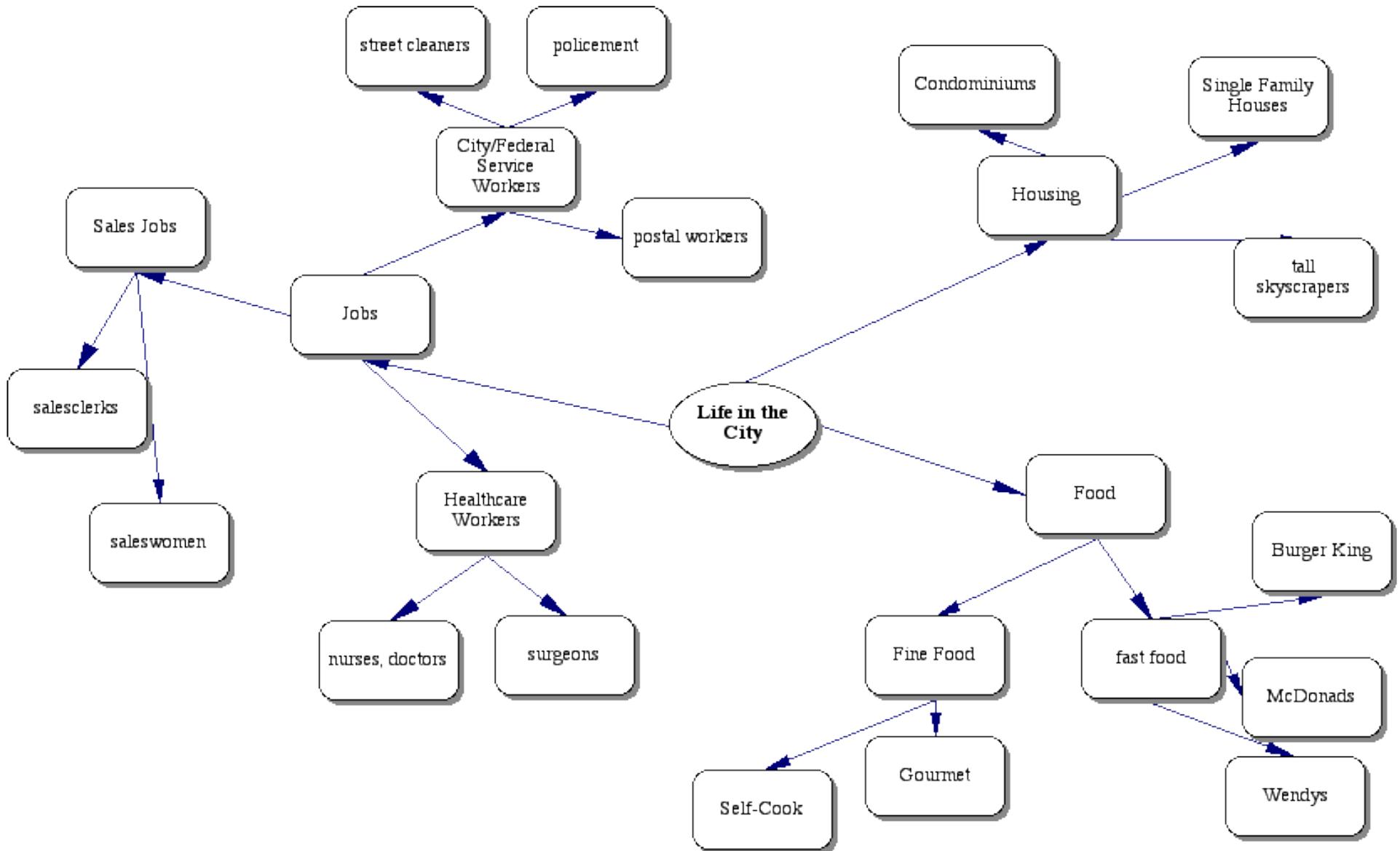
Summary: Poor

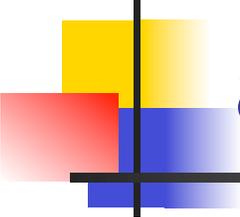


Summary: Average



Summary: High





How about using the Disney
approach?

Select a standard and related skill.

Select a matching graphic organizer.

Select a summary template and purpose.

Select question prompts.

Learn how to use a matching hand signal.

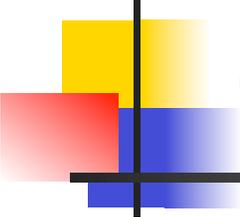
1

2

3

4

| Graphic Organizer | Summary Template | Questions | Hand Signal/ Movement | | | | | | | | | | | | | | | | |
|--|------------------|-----------|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|
| <p>Story Board</p> <table border="1" data-bbox="130 1031 529 1295"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | | | | | | | | | | | <p>A number of steps have to be followed to _____.</p> <p>First, _____.</p> <p>Then, _____.</p> <p>Next, _____.</p> <p>Next, _____.</p> <p>After that _____.</p> <p>Finally, _____.</p> | <ol style="list-style-type: none"> 1. Trace the development of . . . 2. Sequence the events leading up to 3. What do you do first when you . . . <u>Next</u> 4. List the steps involved in . . . 5. What steps did ___ take to solve reach her goal. <u>Next</u> 6. The next likely event would be (predict) . . . 7. After doing _____, the character's next decision was to _____. 8. What steps did _____ take to achieve his/her goal in the story? 9. The last two steps in the process were . . . | <p>Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p> |
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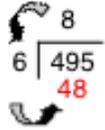
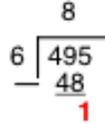
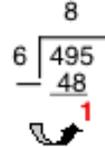
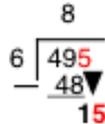
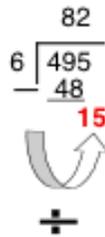
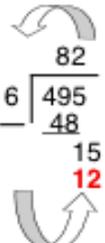
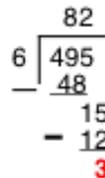
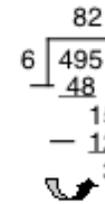
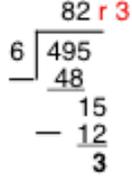
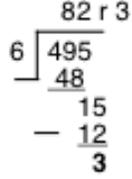
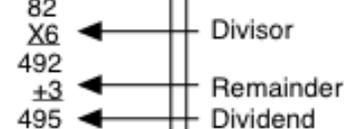


EXPLICIT TEACHING and Guided Practice

1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day

Instructional Performance Sequence

SIMPLIFIED IPS: Illustrated Performance Sequence of a Long Division Problem (495 ÷ 6)

| | | | | | |
|---|---|--|--|---|--|
| <p>1. Compare</p>  <p style="text-align: right;">?</p> | <p>2. Divide</p>  <p style="text-align: center;">÷</p> | <p>3. Multiply</p>  | <p>4. Subtract</p>  | <p>5. Compare</p>  <p style="text-align: right;">?</p> | <p>6. Bring Down</p>  |
| <p>Optional</p> |  <p style="text-align: center;">÷</p> |  |  |  <p style="text-align: right;">?</p> | |
| <p>Optional</p> | <p>Remainder</p>  | <p>Final</p>  | <p>Check</p>  | | |

Steps for Solving Formulas with the Given Values

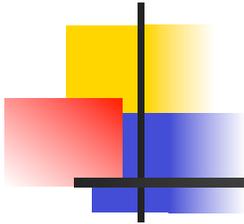
| | | | | |
|--|--|--|---|---|
| <p>1) Read the problem and find out what you must solve.</p> <p>A Boeing 747 plane traveled 600 miles per hour. At this speed, how far did it fly in 3.5 hours?</p> | <p>2) Use formula $d = r \times t$</p> <p>d= distance r= rate t= time</p> <p>Finding Distance</p> | <p>3) Substitute the known values.</p> <p>multiply $\text{distance} = \text{rate} \times \text{time}$</p> <p>d= 600 x 3.5 hrs.</p> | <p>4) Multiply to find the unknown value.</p> $\begin{array}{r} 600 \\ \times 3.5 \\ \hline 2100 \end{array}$ | <p>5) Write the complete answer.</p> <p>The Boeing 747 plane traveled 2,100 miles in 3.5 hours.</p> |
| <p>1) Read the problem and find out what you must solve.</p> <p>A Boeing 747 plane traveled 500 miles per hour. At this speed, how far did it fly in 6.2 hours?</p> | <p>2) Use formula $d = r \times t$</p> <p>d= distance r= rate t= time</p> <p>Finding Distance YOUR TURN</p> | <p>3) Substitute the known values.</p> <p>multiply $\text{distance} = \text{rate} \times \text{time}$</p> | <p>4) Multiply to find the unknown value.</p> | <p>5) Write the complete answer.</p> |

Order of Operations

$$3+6 \times (5+4) \div 3-7$$

| | | |
|--|---|--|
| Parenthesis $3+6 \times (5+4) \div 3-7$ $3+6 \times 9 \div 3-7$ | Multiplication $3+6 \times 9 \div 3-7$ $3+54 \div 3-7$ | Division $3+54 \div 3-7$ $3+18-7$ |
| Addition $3+18-7$ $21-7$ | Subtraction $21-7$ 14 | |

Writing and Talking about Math Problem Solving

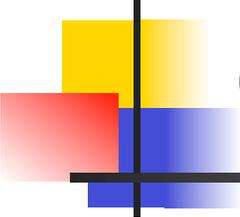


| What is the answer? | What did you do? Or How did you do it? How do you plan? | Why did you do it? Can you explain it? |
|---------------------|--|---|
| | I solved the problem about ... First, I ... Secondly, ... Next ... Then ... Then ... Finally ... | I solved the problem about ... The first reason why I ... Secondly, I ... Finally, I ... because ... |

Keep Practicing

| Graphic Organizer | Summary Template | Questions | Hand Signal/ Movement | | | | | | | | | | | | | | | | |
|--|------------------|-----------|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|
| <p data-bbox="336 393 483 430">Story Board</p> <table border="1" data-bbox="235 474 583 706"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | | | | | | | | | | | <p data-bbox="613 393 886 470">A number of steps have to be followed to _____.</p> <p data-bbox="613 522 856 560">First, _____.</p> <p data-bbox="613 571 823 609">Then, _____.</p> <p data-bbox="613 620 814 657">Next, _____.</p> <p data-bbox="613 669 814 706">Next, _____.</p> <p data-bbox="613 717 844 755">After that _____.</p> <p data-bbox="613 766 823 803">Finally, _____.</p> | <ol data-bbox="913 393 1558 873" style="list-style-type: none"> Trace the development of . . . Sequence the events leading up to What do you do first when you . . . <u>Next</u> List the steps involved in . . . What steps did ___ take to solve reach her goal. The next likely event would be (predict) . . . After doing _____, the character's next decision was to _____. What steps did _____ take to achieve his/her goal in the story? The last two steps in the process were . . . | <p data-bbox="1585 393 1831 698">Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p> |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day

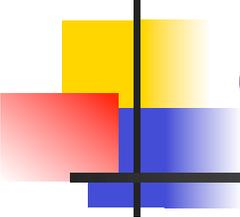


Evaluating Student Graphic Organizers and Summaries

Main Ideas

The student:

- 5 included a concise, insightful, and relevant statement of the main idea
- 4 included an accurate and relevant statement of the main idea
- 3 included a main idea that addressed only a portion or less significant part of the topic
- 2 did not include an accurate statement of the main idea
- 1 did not include a main idea statement

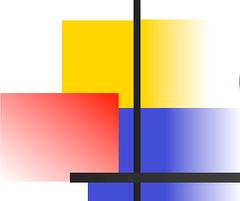


Evaluating Student Graphic Organizers and Summaries

Relevant Details/Examples

The student:

- 5 concisely stated significant, insightful, and relevant details/examples
- 4 concisely included significant relevant details/examples
- 3 included some relevant details/examples
- 2 omitted most relevant details/examples
- 1 did not include relevant details/examples



Evaluating Student Graphic Organizers and Summaries

Organization of Ideas

The student:

- 5 used a logical organizational scheme to connect the main idea to several supportive details
- 4 used a logical organizational scheme to connect the main idea to supportive details
- 3 used a logical organizational scheme inconsistently and the main idea is connected to few supportive details
- 2 attempted to use a logical organizational scheme, but many of the supportive details are not connected to main idea
- 1 did not use any logical organizational scheme and there is no connection of main idea to supportive details

Professional Dialogue

| Creating and Using Graphic Organizers | Summarizing |
|---|---|
| <p>1. I used graphic organizers to <u>explicitly teach content and model reading/thinking skills</u> approximately _____ time(s) per week during the last month.</p> | <p>1. I used summaries during <u>direct teaching to explicitly teach content and model reading/thinking skills</u> approximately _____ time(s) per week during the last month.</p> |
| <p>2. I had students <u>create graphic organizers</u> independently or with partners or <u>small groups</u> approximately _____ time(s) per week during the last month.</p> | <p>2. I had students <u>create summaries</u> independently or with partners or <u>small groups</u> approximately _____ time(s) per week during the last month.</p> |
| <p>3. I had students <u>reflect about their personal use of graphic organizers and reading improvement progress</u> approximately _____ time(s) per week during the last month.</p> | <p>3. I had students <u>reflect about their personal use of summaries and reading improvement progress</u> approximately _____ time(s) per week during the last month.</p> |
| <p>4. I have <u>discussed/shared student graphic organizer artifacts with content area and/or grade teams and examined student progress and possible interventions</u> approximately _____ time(s) this past month.</p> | <p>4. I have <u>discussed/shared student summaries with content area and/or grade teams and examined student progress and possible interventions</u> approximately _____ time(s) this past month.</p> |

Protocol 2

Use the **Student Progress Assessment Protocol** to discuss student's strength's and needs and to determine actions for improvement.

1. Assemble your grade-level team in groups of 3 or 4.
2. Each teacher should silently complete the progress inventory above.
3. Each teacher should reflect about one of the lessons they taught when he/she used graphic organizers and/or summarizing and be able to respond to questions 1-4.
4. One group member should record answers from question 4 and **turn them in**

Progress Analysis Assessment Protocol

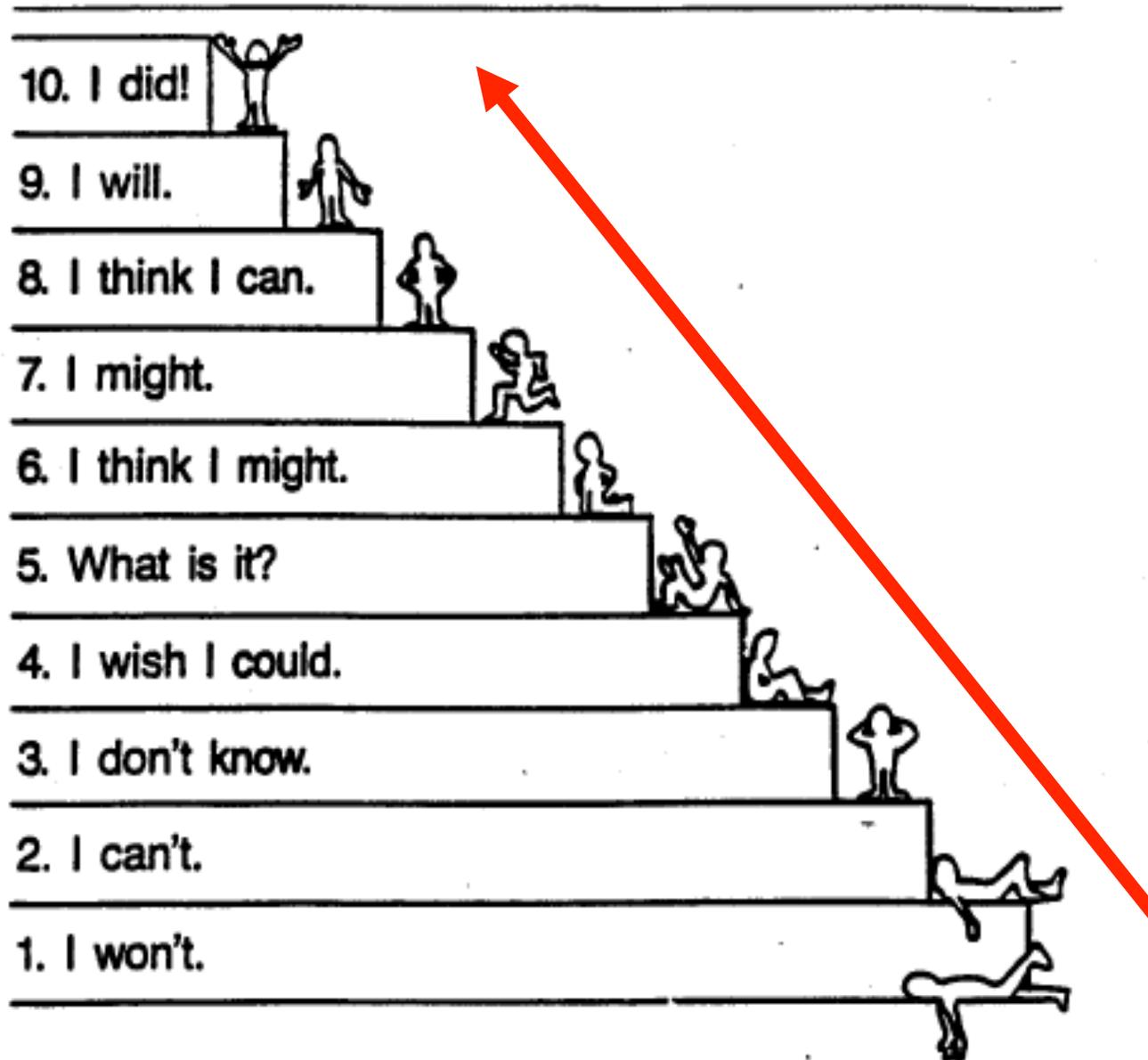
(2 minutes of uninterrupted time for each person to speak about questions 1-3)

1. The purpose of the lesson was to have students acquire the following concepts and skills.
2. During the time when the students were completing their graphic organizers and/or summaries, I observed the following . . . (e.g., engagement, understanding, behavior, discussion, confidence level)
3. In what way(s) is the quality of this work different from the first samples you saw at the beginning of the reading/thinking improvement initiative? What promising results are you witnessing?
4. Assemble the entire grade-level team and use a go-around to finish the sentence below.
 - One thing that I need to learn or do better when I use these strategies is . . . **OR**
 - One student learning challenge that I would like to resolve related to literacy and thinking is . . .

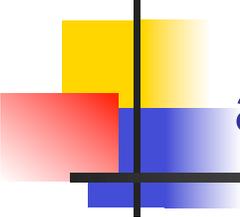
The Brain and Successful Learning

| Neurotransmitter | Purpose and Result |
|----------------------|--|
| Noradrenalin | Arousal Energy Drive Excitement |
| Serotonin | Calming neurotransmitter important to the maintenance of good mood |
| Acetylcholine | Focus Memory Feelings of pleasure |
| Dopamine | Pleasure Reward Good Feelings towards others |

POWER THINKING



Marzano,
Tactics in
Thinking, 1989



10. Determine how the team is functioning and what the team is learning.

| Ending Your Meetings | Individual group members should ask ... | Group members should also ask ... |
|---|--|---|
| <ul style="list-style-type: none">• Who will do what by when?• Who will communicate informally and formally to whom?• What will be communicated regarding decisions at today's meeting?• What are the next steps?• Under what conditions would you be tempted to deviate from these communication agreements that we just made? | <ol style="list-style-type: none">1. What did I do well that contributed to the group's task performance?2. What could I do to improve my performance the next time I work with this group? | <ol style="list-style-type: none">1. What did the group do well during the meeting?2. What could the group do to improve its effectiveness and efficiency during the next meeting? |

Professional Learning Community Self-Assessment

Complete the PLC self-assessment individually and then discuss perceptions with the entire team.

| Components | Yes | Not Yet | Characteristics of Our PLC |
|--|-----|---------|---|
| 1 Expect purpose, success, support, and high- functioning collaborative teamwork. | | | 1. Productive group norms are publicized, enforced, and evaluated. |
| | | | 2. There is an open, honest, and respectful atmosphere at the meetings. |
| | | | 3. All participants are encouraged to participate. |
| | | | 4. Roles and responsibilities are clear, equitable, and often rotated. |
| | | | 5. The agenda for the meetings is announced, clarified, and followed. |
| | | | 6. Notes are recorded at meetings. |
| | | | 7. School leaders provide clear expectations and support. |
| | | | 8. The team uses effective and efficient techniques to generate and clarify ideas, analyze topics of concern, and prioritize. |
| | | | 9. Consensus and compromise are used to make needed decisions in an efficient way. |
| | | | 10. The team uses efficient and effective techniques to solve group problems. |
| | | | 11. The team uses efficient and effective techniques to academic problems. |
| | | | 12. Time is used efficiently and NOT too much time is taken to accomplish the objectives. |

| | | objectives. |
|---|--|--|
| 2 Inspect student work, and analyze and interpret achievement data. | | 13. Define essential questions and challenges regarding student learning needs. |
| | | 14. Examine student work and achievement data to identify observations, patterns, and trends. |
| | | 15. Identify the greatest area(s) of need. |
| | | 16. Hypothesize contributing factors and reasons for performance. |
| | | 17. Identify those factors that are within the control of schools and the team. |
| 3 Select goals, strategies, and a plan of action. | | 18. Create and commit to team improvement goals that are strategic, written, measurable, attainable, and realistic. |
| | | 19. Identify research-based, best practices and correlate them to current practices that address the team's goal(s). |
| | | 20. Consensus and compromise are used to create improvement plans in an efficient way. |
| | | 21. The team creates improvement plans that include the improvement goals, objectives, indicators of success, measurements, strategies/methods, resources, a timeline, and needed resources. |

Checking Progress with the Group

Getting Better



I Feel Good



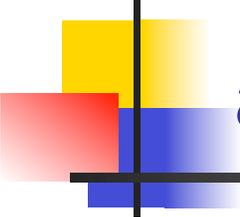
11. Recognize and celebrate progress.

Leaders Can Recognize Others Almost Free

- | | |
|---|--|
| <ol style="list-style-type: none">1. Look colleagues in the eye and say thank you.2. Listen to your colleague with sincere intention.3. Shake hands, give high fives, or thumbs up.4. Be accessible and pay attention to colleagues.5. Tell colleagues about additional training and conferences and advocate for support.6. Close meetings by noting progress.7. Link recognition to bigger organization and unit department goals.8. Be specific about why you are recognizing each other.9. Recognize in a timely fashion.10. Follow up group recognition with individual recognition.11. Recognize diversity/uniqueness/differences.12. Recognize the behind the scenes people too (e.g., secretaries, mail person, etc.)13. Write the word recognition in your calendar every day and act on it. | <ol style="list-style-type: none">14. Bring visiting teachers to meet colleagues.15. Leave recognition voice mails.16. Tell someone how proud you are of him/her.17. <u>Post positive results (e.g., charts, graphs, other work).</u>18. Ask positive performers to be mentors.19. <u>Keep a supply of "thank you, you did a good job" notes on hand and distribute them accordingly.</u>20. Ask for advice about a new program or idea you are thinking about.21. Send an e-card to recognize accomplishment.22. Help a colleague on a big project.23. Ask colleagues to be in charge of something.24. Give a paid subscription to a professional magazine or membership.25. Give certificates of recognition. |
|---|--|

12. Solve Group Problems





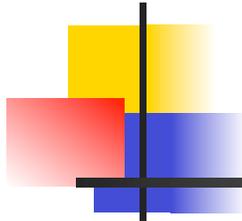
Problems often occur when Professional Learning Team Norms and Commitments are Violated

- Time
- Listening
- Confidentiality
- Decision Making
- Participation
- Expectations
- Atmosphere/Climate

Group Problems and Actions You May Take to Facilitate Solutions

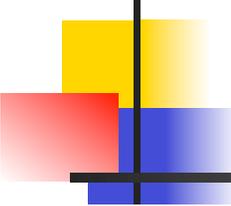
†

| Problem/Concern | Actions You May Take |
|------------------------|---|
| 1. Non-participation | <ol style="list-style-type: none">1. Focus on the importance/relevance of the goal or topic.2. Provide silent brainstorming time regarding a specific aspect of the topic or task. Use the go-around strategy to allow each participant time to share their ideas.3. Directly call on participants who are not actively engaged in the task. Ask them to provide a new idea, elaborate on an idea previously suggested, or pose a question in regard to an idea or issue previously suggested.4. Discuss the establishment and monitoring of a norm about participation. |



Making Decisions

| Decision Making | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------|-------------|----------|-------|-------------|--|--|--|--|----------|----------|----------|----------|-------|--|--|--|-------|--|--|--|-------|--|--|--|---------------|--|--|--|
| <p align="center">Plus-Minus-Interesting (PMI)</p> <p>Identify a proposition or alternative that can be explored. Consider the advantages (plus) and disadvantages (minus) related to the alternative. Then list aspects of the alternative that don't exactly have a positive or negative value (interesting aspects). (Edward De bono)</p> <table border="1"> <thead> <tr> <th>Plus</th> <th>Minus</th> <th>Interesting</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | | | Plus | Minus | Interesting | | | | <p align="center">Decision Making Matrix</p> <p>Identify criteria for the decision. Select options. Determine weight for each criteria (3 meets criteria at a high level, 2 meets criteria, 1 does not meet criteria)</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Option 1</th> <th>Option 2</th> <th>Option 3</th> </tr> </thead> <tbody> <tr> <td>1 ()</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>2 ()</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>3 ()</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Totals</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Criteria | Option 1 | Option 2 | Option 3 | 1 () | | | | 2 () | | | | 3 () | | | | Totals | | | |
| Plus | Minus | Interesting | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Criteria | Option 1 | Option 2 | Option 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 () | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 () | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 () | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Solving Problems

Problem Solving Using the IDEAL Model

Identify the dimensions of the problem.

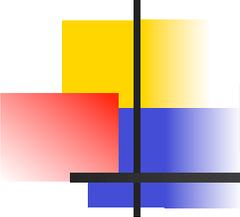
Determine alternative solutions.

Establish standards and evaluate each alternative solution.

Adopt and implement a plan.

Look back, evaluate, and adjust.

1. (I) Identify the problem that needs to be solved.
2. (I) What are the causes of this problem?
3. (I) What positive results do you expect will occur when you solve this problem?
4. (D) What are some possible ways to solve this problem?
5. (E) Which alternative solution(s) do you choose to solve the problem?
6. (A) What obstacles, if any, do you have to overcome in order to solve this problem?
7. (A) What is your plan for applying the solution you chose?
8. (L) Do you predict that this plan will work? Why?
9. (L) When will you evaluate your solution strategy to make sure it is working?



What do you need to be a successful professional learning community?

- Believe that abilities are not fixed and they can be developed through dedication, collaboration, and hard work
- Possess a love of learning and improvement
- Choose to be resilient
- Desire accomplishment (i.e. reach a goal, solve a compelling problem)
- Apply the knowledge and skills to WIN together