



Developing An Instructional Core Through PLCs

Using Data to Focus on Instructional
Practice



The Center for Educational Effectiveness

Greg Lobdell
CEE Director of Research

Where is Heather?

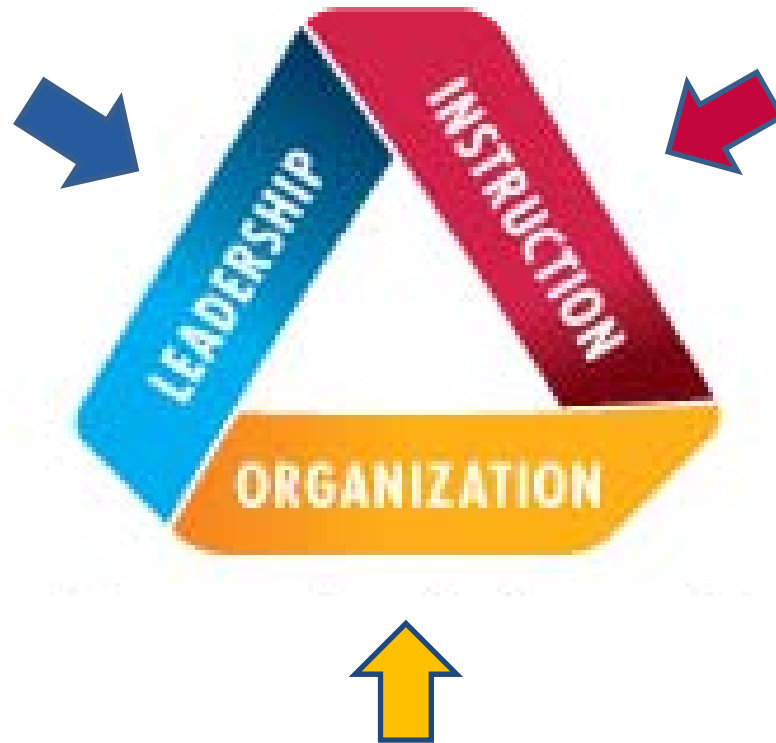


Options:

- on a cruise
- driving a dog-sled team through the Yukon
- defending her dissertation
- at home with the flu
- conducting professional development



Comprehensive Data . . .





Better Data. Better Decisions. Better Schools.



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Data Leverages Resources and Supports. . .

- A needs-driven focus
- “Safe” conversations
- Acceleration of professional development
- Measurement of impact

Accountability



Targets for today

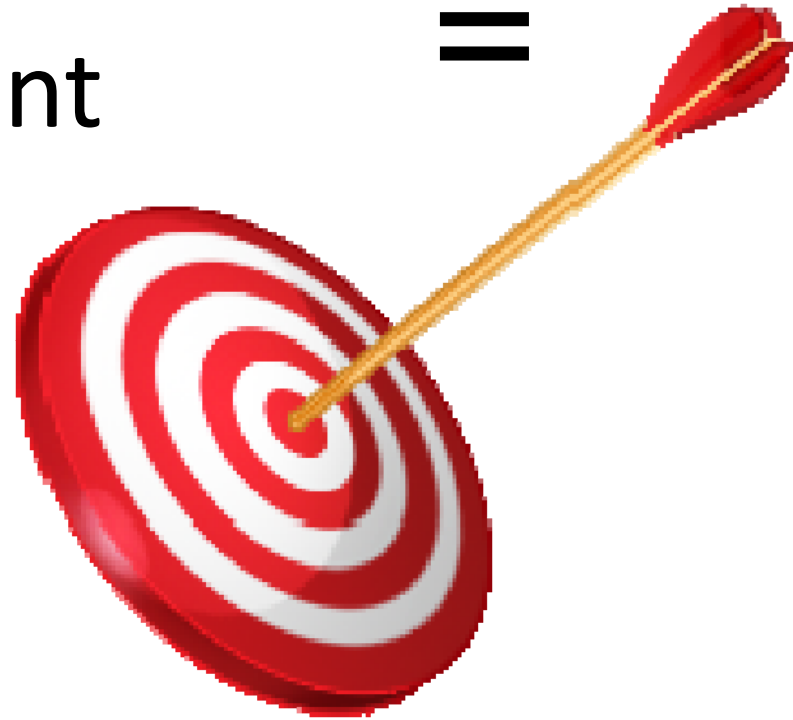
With limited resources, what will lead to sustained improvement in student achievement?

1. Understand why a Professional Learning Community is powerful in raising student achievement.
2. Know how **DATA** can be used to further the work of the PLC.
3. Understand how to focus efforts on the “right work” of instruction



Data-driven Professional
Development

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TARGETED IMPROVEMENT



Common threads of highly effective schools

- Clarity of focus
- Collaborative culture
- Action orientation
- Commitment to face adversity, conflict, and anxiety
- Strong principals who empower teachers
- Commitment to continuous improvement
- Use of a guiding phrase
- Collective inquiry into best practice
- Focus on results

DuFour
Whatever it Takes

List 3-5 initiatives you have been involved in (school or district) in the last few years

1.

2.

3.

4.

5.

Circle the initiatives that have a direct impact on instruction.



A focus on practice is essential if school reform efforts are to meet with success.

Richard Elmore, 2005



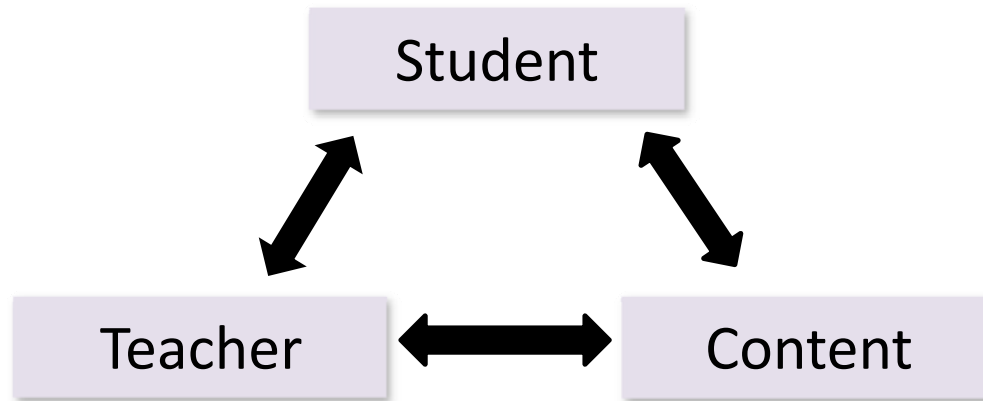
Why an instructional focus? Why teacher leadership? (Marzano)

Scenario	Percentile Entering	Percentile Leaving
Average School / Average Teacher	50	50
Highly Ineffective School / Ineffective Teacher	50	3
Highly Effective School / Ineffective Teacher	50	34
Ineffective School / Highly Effective Teacher	50	63
Highly Effective School / Highly Effective Teacher	50	96
Highly Effective School / Average Teacher	50	78



Instructional Core

“You don’t change performance without changing the instructional core.”



“The relationship of the teacher and the student in the presence of content must be the center of efforts to improve instruction.”

Richard Elmore

(Harvard School of Education)

Characteristics of Effective PLC's

- Collaborative teams
- Characterized by shared purpose, collaborative activity, collective responsibility
- A supportive environment
- A group of collective learners - synergy
- Focused on instruction




Data will focus the work of a PLC



A self-reflective/reflective observation of instruction and teams

The Instructional Team Survey

CENTER FOR EDUCATIONAL EFFECTIVENESS, INC.



INSTRUCTIONAL TEAM SURVEY v2.0

<i>Team:</i>	MS-L.A./S.S. PLC
<i>Date Surveyed:</i>	6/11/2008
<i>Sample Size N=</i>	6

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Practices Measured:

Essential Practices of High Quality Teaching and Learning, MacGregor, 2007

A 2007 review of literature on effective instructional practice.

www.effectiveness.org



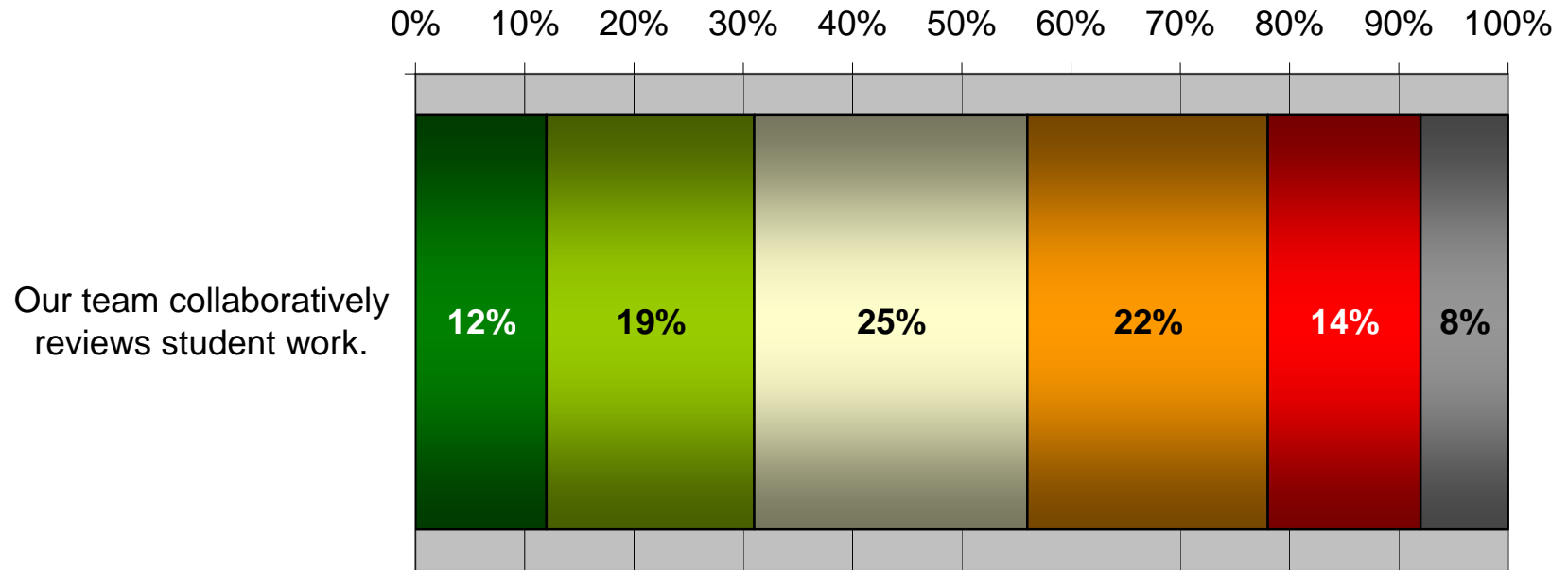
Your handout

Multi-model Frequency Distribution of Essential Practices of Effective Instruction													
	Hunter	Danielson	OSPI-Simpson	Performance-Based Pedagogy Assess-WA	E-Cove	STAR Protocol - BERC	TAOP - WA School Research Center	OSPI SIA Ed Audit	Vermont Classroom Observation	SIOP	Teacher Self-Assessment (Hudson, MA)	Teach 4 Success-WestEd	EES - Instructional Team Assessment (CEE)
The teacher designs effective, standards-based instruction													
▪ clear goals and objectives	√	√		√					√	√	√		√
▪ linked to standards				√				√				√	√
▪ lesson design supported by research		√		√				√					√
▪ pre and post assessments used			√	√				√		√	√	√	√
The teacher delivers high-quality, student-centered instruction													
▪ clear purpose and expectations	√							√		√	√		√
▪ learning linked to student context				√		√	√			√	√		√
▪ allows for student need differentiation		√				√	√			√	√	√	√
▪ use of multi-questioning strategies		√				√	√	√		√	√		√
▪ adequate response time					√					√			√
▪ instruction adapted to meet needs of learner		√				√	√	√		√	√	√	√
▪ instruction adapted to meet proficiency of learner	√	√				√	√	√		√	√		√
The teacher promotes high levels of student engagement													
▪ students demonstrate understanding of unit goals and objectives	√		√								√		√
▪ students engaged in rigorous/relevant learning		√	√	√		√	√	√	√	√		√	√
▪ students demonstrate learning through multi-modes	√		√	√		√	√					√	√
▪ materials and resources are suited to the lesson and relevant to students		√					√	√		√	√	√	√
The teacher uses assessment for student learning.													
▪ use of assessment at beginning of lesson	√			√	√			√		√	√		√
▪ lesson is modified based upon assessment					√			√		√	√	√	√
▪ students understand assessment criteria			√	√							√		√
▪ students receive frequent feedback about learning	√	√		√			√			√			√
▪ students encouraged to self assess & set learning goals			√	√			√						√
The teacher uses a positive behavior management strategy													
▪ high standards, consistent expectations for student behavior		√				√	√				√		√
▪ students demonstrate an understanding of behavior expectations			√	√				√					√
▪ students are on task and engaged in learning					√	√						√	√
There is clear evidence that students are learning													
▪ learning demonstrated in a variety of modes						√	√			√	√	√	√
▪ students work collaboratively and share learning			√			√	√						√
▪ use of summative assessment			√	√			√	√		√	√	√	√



A single question looks like -

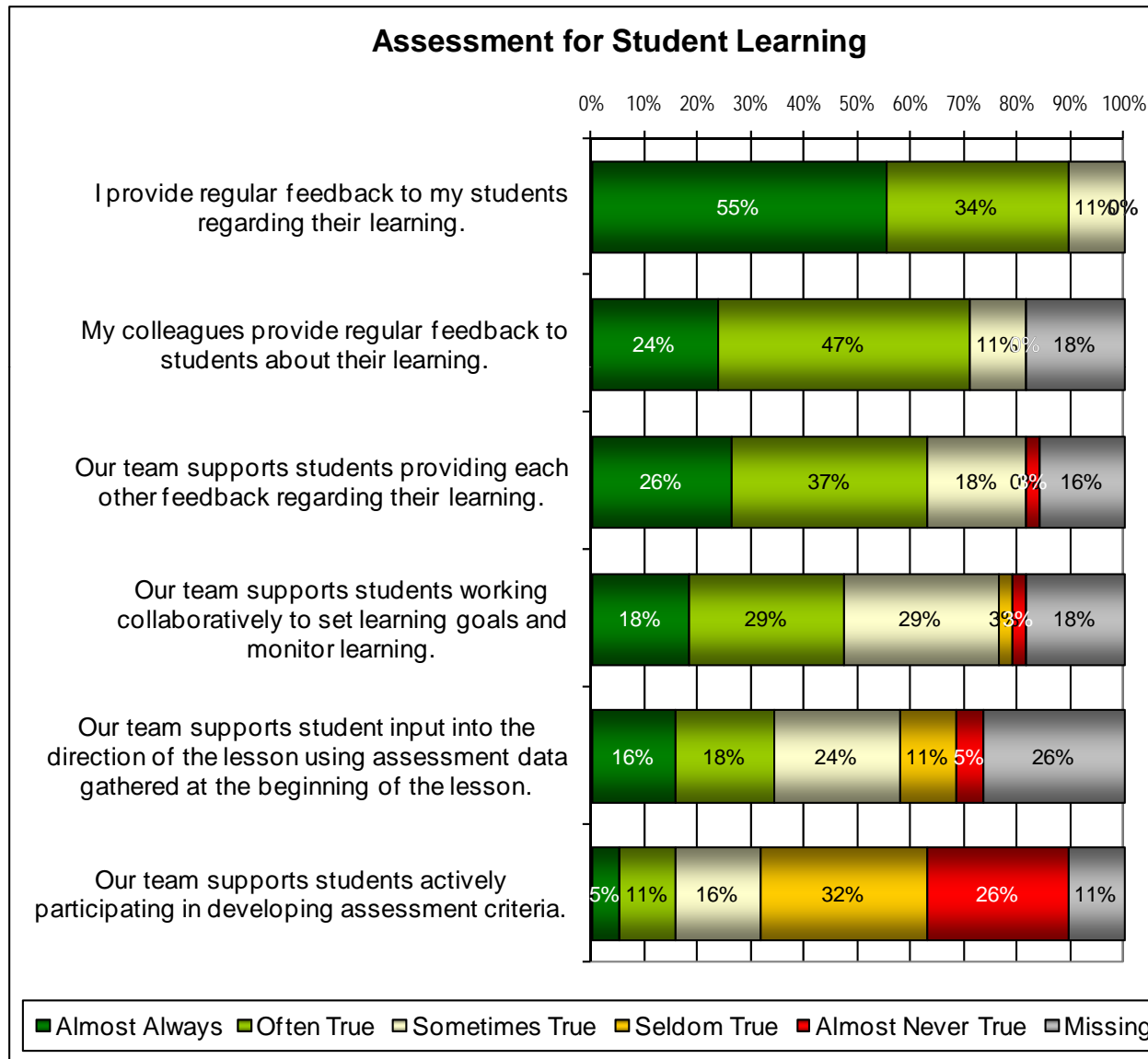
Our team collaboratively reviews student work.



■ Almost Always True ■ Often True ■ Sometimes True ■ Seldom True ■ Almost Never True ■ Missing



Summary of One Essential Practice -



Let's look at an example:
The comparison between award
winning schools and Not award-
winning in same district

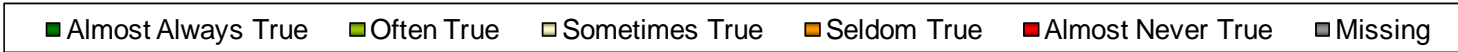
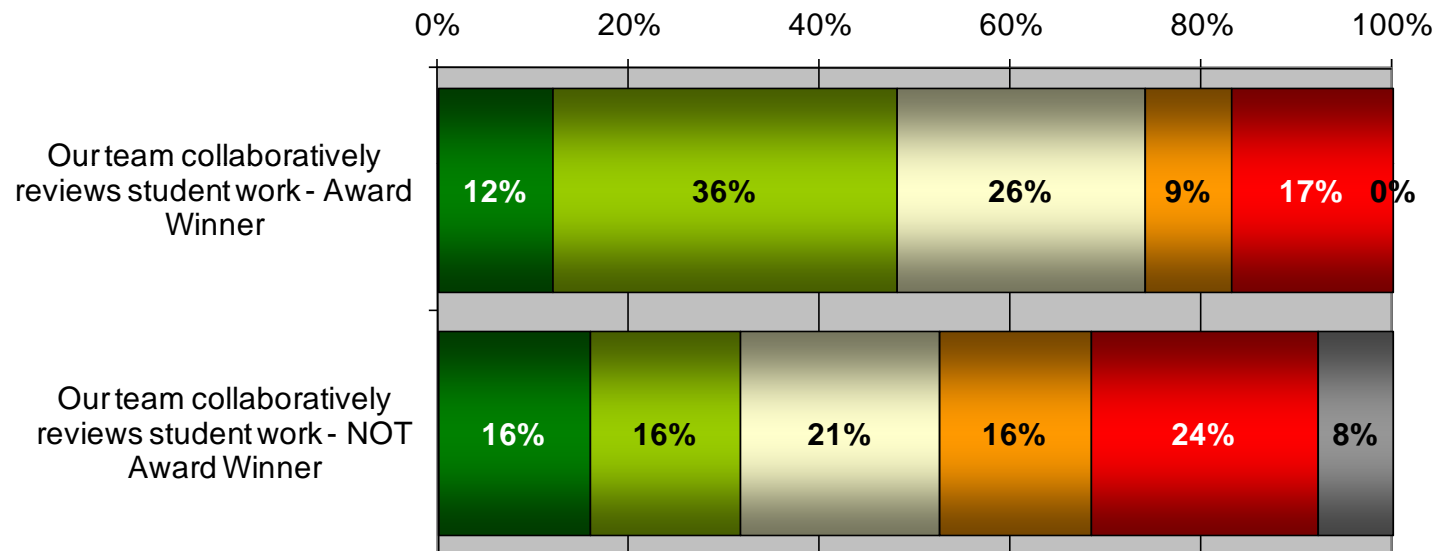
“Great Schools” (SOD) N = 58

NOT Award-winning N = 39



Clear Evidence of Student Learning

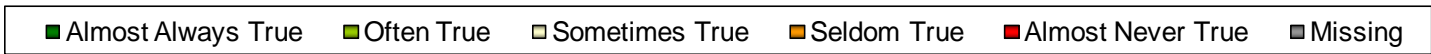
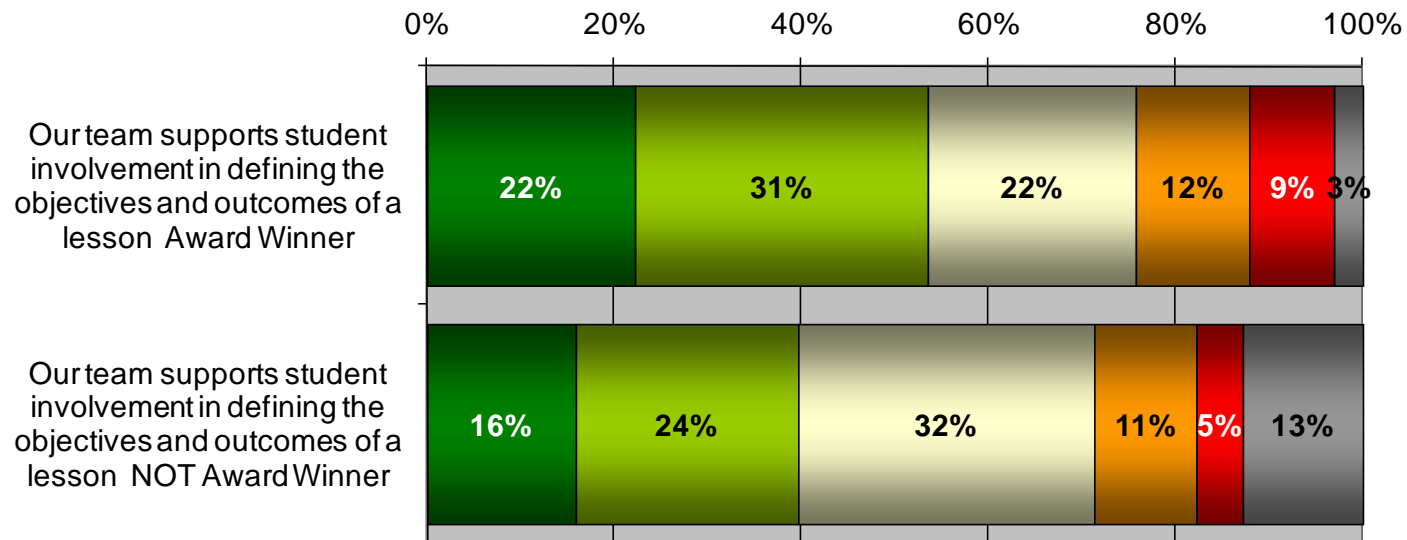
Comparison



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High Level of Student Engagement

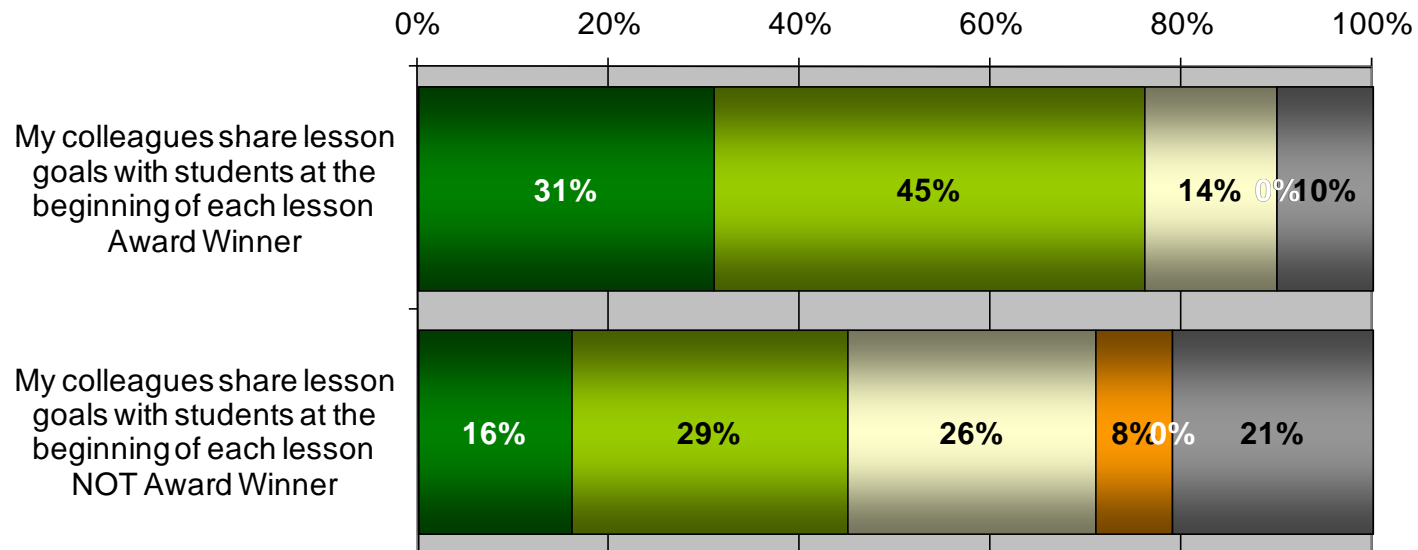
Comparison



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High-quality, Student-centered Instruction

Comparison



■ Almost Always True ■ Often True □ Sometimes True ■ Seldom True ■ Almost Never True ■ Missing

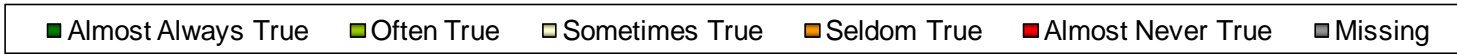
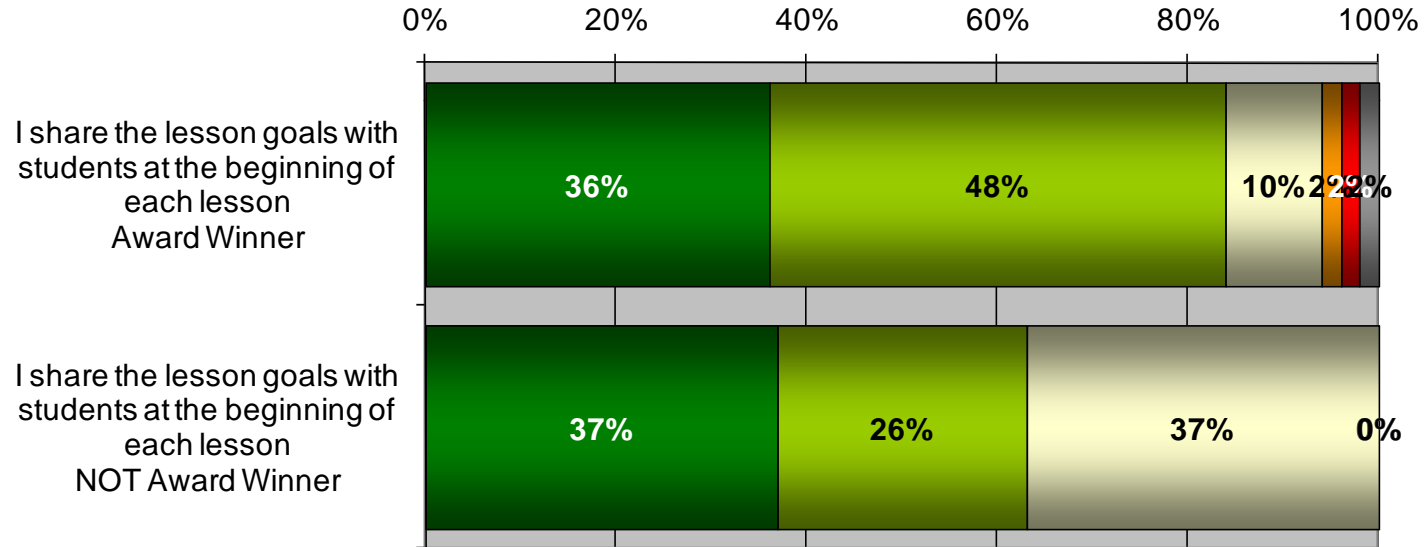
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High-quality, Student-centered Instruction

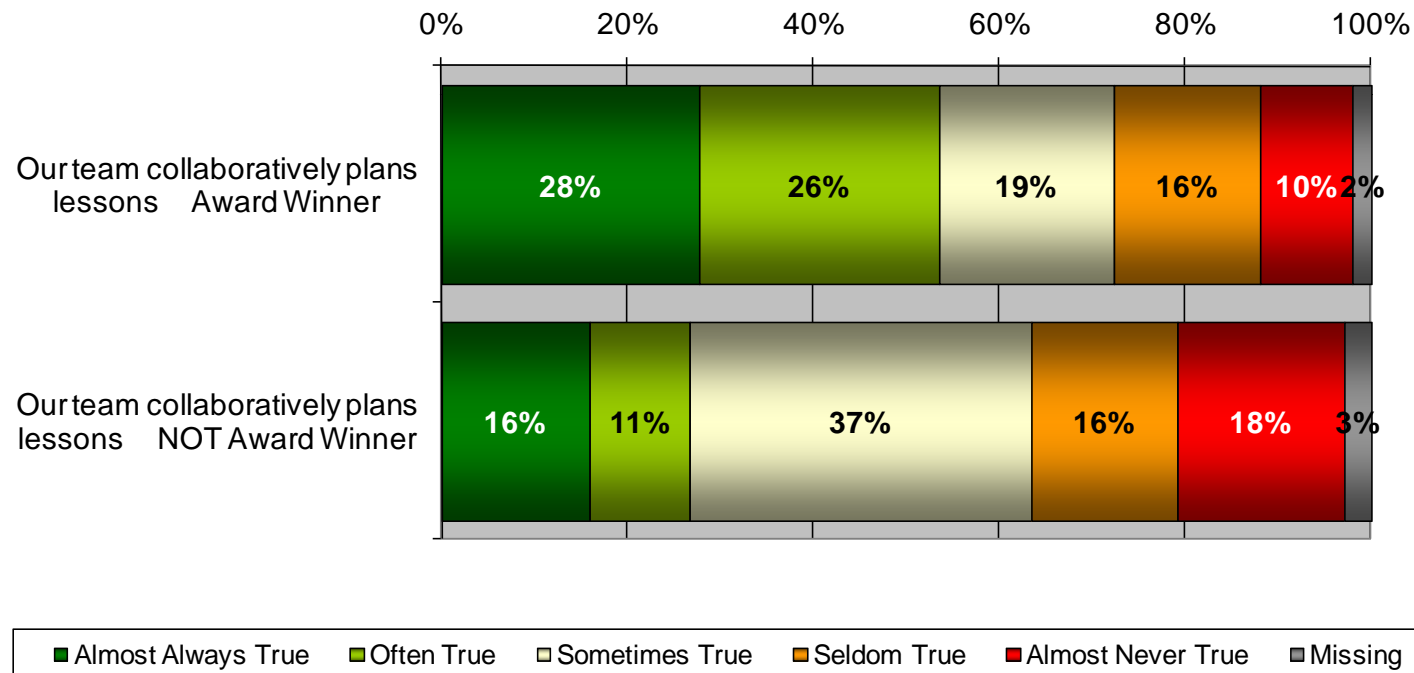
Comparison



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Collaboration and Teamwork for Effective Instruction

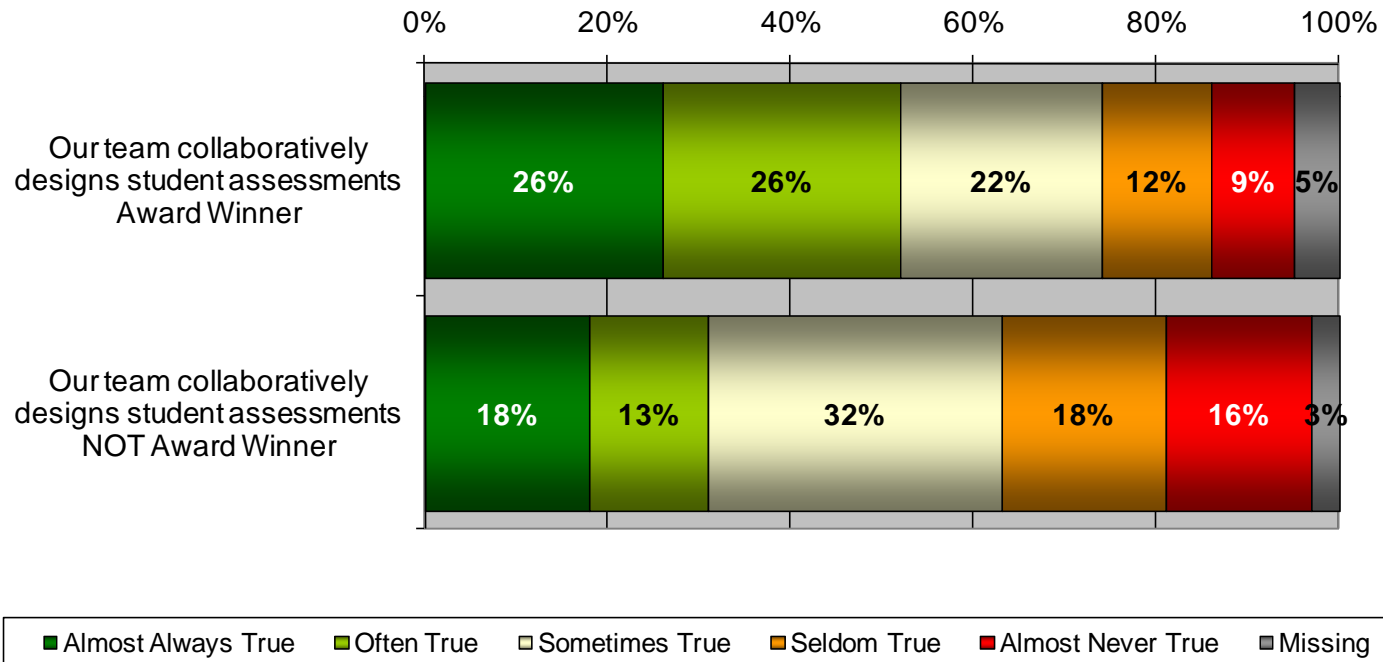
Comparison



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Collaboration and Teamwork for Effective Instruction

Comparison



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How to focus PLC's?

- Survey data combining self-reflection and reflective observation of instructional practice
- With your partner, you are looking at the aggregate responses to questions representing one “essential practice”
- Have a discussion about the results
- You are developing a and Action Plan and SMART Goal based on that **DATA**
- What might the Action / Goal be?
 - If we do X, Y will occur; resulting in Z



Case-Study: Work-in-progress

- Yakima School District
 - Intervention Partner: Leadership Innovations Team
 - Intervention Monitoring and Impact Analysis
- Intervention Objectives
 - Increase effective instruction in the classroom
 - Increase leaders' skill and ability to coach and to improve instruction and to model best practices with teams and staff
 - Implement highly effective professional learning communities (PLCs) focused on instruction



Multi-tiered, Job-Embedded PD

- The tiers included in the intervention include:
 - District Leadership and administrative leadership
 - Building principals and assistant principals
 - Teacher leaders
 - Teachers in professional learning communities



Outcomes

The engagement of Leadership Innovations Team in a program of professional development in Yakima SD is based on the following district objectives / goals for the intervention program:

- Increase effective instruction in the classroom
- Increase leaders' skill and ability to coach and to improve instruction and to model best practices with teams and staff
- Implement highly effective professional learning communities (PLCs) focused on instruction
- **The ultimate outcome** is to increase student achievement, graduation rates and student readiness for post-secondary opportunities.



Component: Leader/Administrator PLC

To what extent did the program “Increase Effective Instruction in the Classroom”?

- To what extent do administrators share a common understanding of what highly effective instruction is?
- To what extent will administrators be able to identify the qualities of highly effective instruction when it is or isn’t happening in the classroom?
- To what extent will administrators be able to calibrate observation data to measure the effective practices?
- For Teacher Leaders: to what extent will Teacher leaders in each building have the skills support the implementation of these practices
- For Teacher Leaders: To what extent are Teachers in classrooms increasing the use of highly effective practices



Component: Teacher PLCs

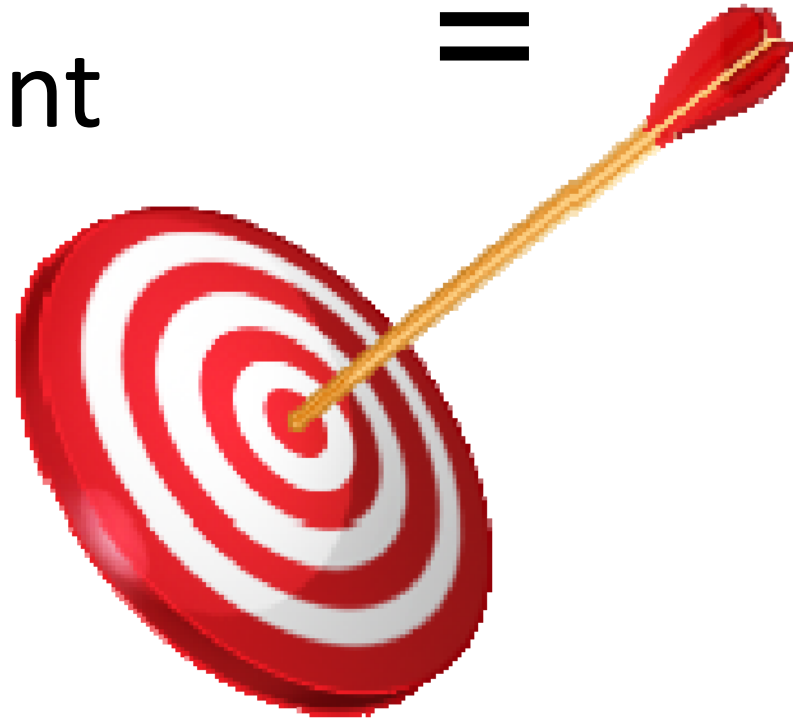
To what extent did the program enable the implementation of “Highly effective professional learning communities (PLCs) focused on instruction”?

- To what extent do PLCs in buildings focus their time and energy on highly effective practices as identified by *Essential Practices of High Quality Teaching and Learning* (MacGregor, R., CEE, 2007)?
- To what extent do teacher leaders in each building have the skills and demonstrate their use to support the implementation of these practices?
- To what extent do teachers in classrooms demonstrate that they are increasing the use of highly effective practices
- To what extent do teachers and principals have a common language for effective practices?



Data-driven Professional
Development

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TARGETED IMPROVEMENT



*“It is not enough to do your best;
you must know what to do, and
THEN do your best.”*

W. Edwards Deming



It also means . . .

- Alignment with federal requirements and/or best practices of **accountability**
- Making the most of your **resources**
- **Knowing if you are working on the right work!**



synergy



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