TAKING PLGS TO THE NEXT LEVEL: MAXIMIZING PROFESSIONAL LEARNING GROUPS

#NESSC14

Thursday, March 20

7:30 a.m. Registration – Foyer

8:30 a.m. Pre-Conference Sessions (Pre-registration required)

11:30 a.m. Lunch on your own

1:00 p.m. Plenary Session: Re-affirming Our Commitment to Personalized Learning and Voices From Our Schools – Tiffany Ballroom

2:15 p.m. Concurrent Sessions (9 sessions)

3:30 p.m. Break – Break Stations (1st + 2nd floors)

3:45 p.m. Concurrent Sessions (10 sessions)

5:00 p.m. Hor d’oeuvres and Special performance by Cabot School student band, The Limes! – Foyer

5:45 p.m. Networking

• Special Student Networking Session – Essex/Lennox Room

• Educator Networking – Foyer

7:00 p.m. Dinner on your own

8:00 p.m. #NESSC14 / #EdChatME: Twitter Chat – Essex/Lennox Room

Friday, March 21

7:00 a.m. Continental Breakfast – Ballroom Terrace + Foyer

8:15 a.m. Plenary Session: Student Voice in the Learning Process – Tiffany Ballroom

9:15 a.m. Concurrent Sessions (10 sessions)

10:30 a.m. Break – Break Stations (1st + 2nd floors)

10:45 a.m. Concurrent Sessions (10 sessions)

12:00 p.m. Lunch and NESSC Awards Ceremony – Tiffany Ballroom + Foyer

1:15 p.m. Concurrent Sessions (9 sessions)

2:30 p.m. Adjournment (no closing ceremony)

#MPA16

all materials at: greatschoolspartnership.org/mpa-2016
From Nokomis Regional High
Kasie Giallombardo, Social Studies Teacher

From the Great Schools Partnership
Jean Haeger, Senior Associate
Agenda

Welcome, Outcomes, Check-in

Presentation:
• Purpose
• Content Focus
• Safety for Risk-Taking
• Structures

Discussion - Addressing Common Pitfalls

Next Steps

Close
Outcomes

I can explain the benefits of PLGs
Outcomes

I can **identify** tools, strategies, & practices for implementing PLGs
Outcomes

I can **identify** next steps to improve PLGs in my school setting
Who’s in the Room?

Status of PLGs:

- Firmly in place?
- Getting started?
- Planning to start?
Where Are You Now?

What are your greatest challenges?

What do you want to walk away with today?
Where Are You Now?

Read the descriptors; mark phrases that describe your school setting.

Place a dot on continuum chart.
Where Are You Now?

Read the descriptors; mark the top 3 greatest challenges for your school setting.

What do you want to walk away with today?

<table>
<thead>
<tr>
<th>MINDSET CHALLENGES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE</strong></td>
<td>Planning Considerations; Creating a Learning Community Action Plan; Four Corners; Compass Points; Professional Practice Goals</td>
</tr>
<tr>
<td>Members are unclear about the goals and purpose of PLGs. PLGs are seen as a required task, rather than driven by agreed upon goals.</td>
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<tr>
<td><strong>FOCUS</strong></td>
<td>Structural clarity; PLC Cycle of Inquiry; T-chart: what IS a PLG / what’s NOT a PLG</td>
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<tr>
<td>Meetings are called PLGs but are actually more like committees, driven by tasks rather than learning.</td>
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<tr>
<td><strong>COMMITMENT</strong></td>
<td>Everyone shares / presents; debrief for reflection; everyone leaves with take-aways; Zones of Control; Realms of Concern/Influence PLG Goal-setting protocol; Group Agenda Planning</td>
</tr>
<tr>
<td>Teachers lack investment in the work and question the value of PLG structures.</td>
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<tr>
<td><strong>SAFETY</strong></td>
<td>Zones of Comfort, Risk, Danger; Setting Norms; Sample Norms; Feedback Principles; Feedback During Protocols; Debriefing Questions</td>
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<tr>
<td>Participants are hesitant to share work with colleagues or to give and receive honest feedback.</td>
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</tbody>
</table>
What is a PLG?

A group of educators that meet regularly to discuss teacher work, student work, research, and data with the goal of building knowledge and skills that will help them increase the aspirations and achievement of their students.
Maximizing PLGs: Purpose

School leaders must clarify and support the purpose of PLGs: **professional growth** to improve teaching and learning.
PURPOSE OF PLGs: PROFESSIONAL GROWTH

Effective professional development tends to share 4 high-impact attributes
It is intensive and ongoing
It is focused on the teaching & learning of specific academic content
It is connected to and aligned with other school initiatives
It builds strong working relationships among teachers
Maximizing PLGs: Purpose

School leaders must clarify and support the purpose of PLGs: **professional growth** to improve teaching and learning.
Maximizing PLGs:
Focus

- Data
- Research
- Teacher Work
- Student Work
Agenda Setting

Student Work
- Writing samples
- Assessments
- Projects

Data
- Attendance
- Behavior
- Course Success
- SAT, MEA, NWEA, etc.

Reflection

Trends & Patterns
- Root Causes

Improved Student Learning Experiences

Increased Student Achievement

Adult Work
- Lesson/Unit Plans
- Assessment
- Classroom Maps

Text
- Articles, websites
- Book discussion
- Video clips

Instructional Strategies

Reflection
Cycle of Inquiry

- **Data**
  - Attendance
  - Behavior
  - Course Success
  - SAT, MEA, NWEA, etc.

- **Trends & Patterns Root Causes**

- **Improved Student Learning Experiences**

- **Increased Student Achievement**

- **Student Work**
  - Writing samples
  - Assessments
  - Projects

- **Adult Work**
  - Lesson/Unit Plans
  - Assessment
  - Classroom Maps

- **Text**
  - Articles, websites
  - Book discussion
  - Video clips

- **Instructional Strategies**

- Reflection
ATLAS Learning from Data Protocol

Present the Data (visualize)
  • What are the data we are looking at?

Describe the Data (observe)
  • What do the data show?

Interpret the Data (infer)
  • What do the data suggest?

Implications for Practice (questions, next steps)
  • How do these data inform us about classroom practice? What next steps should we take?

Debrief the Protocol
Cycle of Inquiry

Data
- Attendance
- Behavior
- Course Success
- SAT, MEA, NWEA, etc.

Trends & Patterns
- Root Causes

Improved Student Learning
- Experiences

Increased Student
- Achievement

Text
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Student Work
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Adult Work
- Lesson/Unit Plans
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Reflection
Text-Based Protocols

- Text-Based Jigsaw
- Text-Based Seminar
- 4 “A”s Text Protocol
- Save the Last Word

The Status Of Professional Learning In The United States

To what extent do America’s public school teachers receive the kinds of professional learning that the research recommends or that other nations embrace?

School Reform Initiative www.schoolreforminitiative.org
Learning from Adult Work Protocols

- Tuning Protocol
- Consultancy
- 5-Why’s for Inquiry

Unit Overview

Unit Title: Places Writing Unit
Teacher: Katie Reilly, Kate Gardoqui, and Parker Cavaliaro
Grade Level/Course: Grade 11 English
Length/Dates: 11 class periods

Unit Summary:

This unit will include the study of expert pieces of non-fiction (travel writing and place-based memoirs). Students will analyze various techniques that make these pieces powerful and then apply these lessons to writing a place-based memoir of their own. By celebrating the landscapes and places of their lives, and to write a place-based essay for a published magazine about our town.

Students will practice the art of place-based writing process to produce polished skills of close observation, use of varied punctuation, use of verbs, to convey a vivid picture of a locale, and to ensure their language is accurate and capitalizes on the details of the locale.
Cycle of Inquiry

Maximizing Professional Learning

Taking PLGs to the Next Level

PLC Cycle of Inquiry & Action

Trends & Patterns
Root Causes

Data
- Attendance
- Behavior
- Course Success
- SAT, MEA, NWEA, etc.

Improved Student Learning Experiences

Increased Student Achievement

Text
- Articles, websites
- Book discussion
- Video clips

Instructional Strategies

Student Work
- Writing samples
- Assessments
- Projects

Adult Work
- Lesson/Unit Plans
- Assessment
- Classroom Maps

Reflection

Attendance
Behavior
Course Success
SAT, MEA, NWEA, etc.

Student Work
- Writing samples
- Assessments
- Projects

Improved Student Learning Experiences

Increased Student Achievement

Text
- Articles, websites
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Instructional Strategies

Reflection
## Learning from Student Work Protocol

### Collaborative Assessment Conference

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silently Review Student Work</td>
<td>3</td>
</tr>
<tr>
<td>Observations</td>
<td>3</td>
</tr>
<tr>
<td>Questions/Speculate about the Work</td>
<td>3</td>
</tr>
<tr>
<td>Teachers Reflect/Provide Context</td>
<td>2</td>
</tr>
<tr>
<td>Implications for Teaching &amp; Learning</td>
<td>5</td>
</tr>
</tbody>
</table>
PLG AGENDA/NOTES

Date: _________________

Group: ____________________________

Facilitator: ________________________  Recorder: ________________________

“Presenter” ______________________  Topic: ____________________________

Circle One: Data  Text  Adult Work  Student Work

Focus Question:

____________________________________________________________________

Outcome(s):

____________________________________________________________________

Protocol/Process:

____________________________________________________________________

AGENDA/NOTES:

1. Opening (3 min.) Facilitator presents overview of meeting plans and outcomes

2. Presenter shares work (Data, text) and participants respond (30-40 min) Facilitator guides conversation using a protocol to accomplish the outcomes

3. Reflections; Implications for our work (what will we each leave with that will impact our interaction with students and improve their learning?) (5-10 min) If this is not built into the protocol, facilitator ensures that the full group leaves with something they can use in their practice

4. Debrief (2 min) Facilitator guides group in reflection on how the process worked for presenter and others – what worked well? What might we want to adjust next
Essential Ingredients

- Purpose
- Time
- Facilitator
- Agenda
- Norms
- Protocols
Establishing Structure and Purpose

Shared Purpose

Roles

Time
Establishing Norms

- Forming **Ground Rules** or **Group Norms**
- Zones of **Comfort**
- **Feedback** Principles
Zones of...
Comfort, Risk, & Danger
Why

Protocols?

Safety
Airtime
Flexibility
Efficiency
A Year in the Life of a...

PLG

Goal Setting Protocol
Roles/Norms
Success Analysis/Best Practice

Early Activities

Cycle of Inquiry

Looking at Data
Learning from Text/Video
Examining Teacher Work
Examining Student Work
<table>
<thead>
<tr>
<th>Student A</th>
<th>Successes</th>
<th>Struggles</th>
<th>Patterns &amp; Questions</th>
<th>Instructional Strategy Ideas</th>
</tr>
</thead>
</table>
| Does well with stretch breaks, 1:1, hands-on learner, reminders of past successes, task broken into small pieces, if partnered correctly works well. | Avoids work, skips after school help, tries to take over in a group but lacks the skills to lead, destructive behavior, very sensitive to discipline, easy to distract, struggles to stay focused during independent work, struggles with reading independently or working in a group. Has a hard time understanding the norms of a high school. | *If he wants to lead group work, is there scaffolded steps to help him build leadership skills? Are there roles given in groups with descriptive help? *He seems to need projects broken down into smaller steps. *I wonder why he is struggling during independent time. Is it bottled up energy? Or is it that he doesn’t understand what he is working on? *I notice that Brandon and many of these kids on this list need 1:1 teacher time. Could this be why they are at risk? Could Middle/High School be providing less time for these students who need it the most? I wonder if there is a way to re-structure classes so during indep. time, other students are working indep to give teacher 1:1 with Brandon? *He seems to struggle with reading. I wonder what his lexile is? Could there be a gap between what he can read and what he’s been asked to read? * Strategic grouping is needed for Brandon could lead to positive or negative outcomes. *Between the hands-on comment and the stretch breaks, Brandon seems to need to move more in class. *Is there a possibility for incorporating the workshop model in his classes? *Reading assessment for Read 180 | **Ideas for creating more 1:1** -Using workshop model would allow students enough practice so majority feel confident during independent time to work sold. That could allow teacher more 1:1 with students. -Flip the classroom. Have learning menu/tasks that students learn ideas indep. (screencast of you explaining topic with ppt they watch) then go full class/group for practice portion. That would give you time to work 1:1 while class is indep. Working on this part. -Incorporate the workshop model within his classes to accommodate movement in small group activities to increase engagement **Reading** Provide differentiated reading materials for Brandon’s his lexile level. Newsela.com does this. Use this after determination of his reading level **Movement** Is there a way to break up the class with a few informative assessments that include movement (like corners, human continuum or front to front and back). Maybe even giving Brandon the task of handing things out or setting things up? **Off-task/Project Ideas** Break down the project into specific tasks. After each task, he has to have it reviewed by teacher before moving on (and maybe get a quick stretch break if needed at times). **Facilitator Training for Group Work** Provide materials for students on how to be a strong facilitator. Take volunteers and have a mini-lesson with them the class before (maybe for 15-20min) Then have them try it out next class.
Why?
Why?
Why?
Why?
- Use multiple different ways to use 80 min.
- Pull 8th grade NWEA
- Discover
- Middle School Hx
- Email Teachers
- MC Refl. Paper
- Learner perception
- Communicate different
- Observe exit slip
- Dif. circumstances
- Need main ph.
- Relevance
- 80 mins. manageable
- Workshop, Social
- Lack of skills
- 4 content area double 2's
- Predefined grouping
- Language
- Online support
- 4th grade Learning Lab
- Universal exp & protocols
- Address gaps
- Color coded strat.
- Universal Kit
- Differentiate, regroup
- Invite expert
- Peer Observations
- R180 strategies
-
- 4 D's
- [lack of skills (literacy)]
- Slower processing
- Delivery
- 8th grade Learning Lab
- Boost/stretch Common
- Shared model
- Predetermined grouping
- Eat, drink
Questions?
Resources
Protocols

Protocols are the collaborative tools we use in critical friends groups and facilitative leadership to press for insight, learning, feedback, and transformation.
Reflection
THANK YOU

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