The PLC in an ‘Excellence in Every Classroom’ School
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John Wink
Superintendent - Blue Ridge ISD
2016 - present
Asst. Superintendent of Curriculum and Instruction
Tatum ISD 2014 - 2016
Gilmer Elementary School
Principal 2011-2014
Hallsville High School
Principal 2008 - 2011
Hallsville Middle School
Principal / AP 2002 - 2008
Longview High School
Choir Director 1996 - 2002

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Collaboration is the Pathway to Excellence

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THE HIERARCHY OF NEEDS

- Physiological Needs
- Safety & Security Needs
- Love & Belongingness Needs
- Deficiency Needs
- Need to Know and Understand
- Self Worth & Self Esteem Needs
- Growth Needs
- Aesthetic Needs
- Self-Actualization

Source: Text material adapted from D. Martin and K. Joomis,
Building Teachers: A Constructivist Approach to Introducing
The Hierarchy of Instructional Excellence

Deficiency

Needs

Resources for Learning

Excellence through Routines & Procedures

Teacher Leadership

Creative Strategies For Individual Students

Rigor And Mastery

Student Engagement in Learning

Relationships for Learning

3 Reasons for Student Failure

Grade Level Instructional Deficits

Individual Teacher Deficits

Individual Student Deficits

Job-Embedded Professional Learning

Targeted Instructional Supports

Prescriptive Student Interventions

Professional Development Plan

Support System for Teachers

RtI System for Students

ESS Excellence Support System

STEP 1 – School-wide System
Guarantee sustainability of broad concepts of teacher effectiveness. Resources, supports and explanations to ensure that every teacher reaches high levels of success.

STEP 2 – Teacher Team Supports
Collaborative teams Teachers working and learning together to master each of the levels.

STEP 3 – Individual Supports

Professional Learning Communities are

• A Group of People

• Working Interdependently

• To Achieve a Common Goal

• For which they are Mutually Accountable

#Unite4AllKids
6 C’s of Collaboration

The Reason for 6 C’s

Coherence

Purpose
Teams must know the purpose for which they have been brought together.

Product
Teams must be clear on how working and learning together will inform and impact their existing practice.

Calibration
Aligning Behaviors to the Goal

Before Meeting
- What must teachers be prepared to contribute?
- What knowledge must they bring to the meeting?

During Meeting
- Time, Place, What to bring?
- How will the team work and learn together?
- What unproductive behaviors are not allowed?

After Meeting
- What will members implement in their work?
- What will members do before next meeting?
Collegiality & Control

Primary Leadership
- Establishes, empowers & maintains
  - Structure
  - Direction
  - Guidance
  - Trust
  - Accountability

Expertise
- Everyone has an area of expertise that they must develop and share with all team members.

Shared Leadership
- Decisions are made based on 2 factors:
  - Impact of Decision
  - Expertise

Conflict

- Culture
  - -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6
  - Personal
  - Non-Existent
  - Professional

CONFLICT IS COLLABORATION
All teams have differences of opinions, but the best teams trust one another enough and believe in one another enough to leverage their differences to make one another better for all kids.

Celebration
The Fuel of Achievement

Small Wins
New Ideas
Team Members
Kids

Growth
Celebrate 8
Fridays
Mondays

RESULTS
Verbal Communication
The Glue of Collaboration

- Frequent
- Open
- Consistent
- Upfront
- Supportive
- Empathic
- Disciplined

Verbal communication is FOCUSED on continuous improvement.

ESS
Excellence Support System

STEP 1 – School-wide System
Guarantee sustainability of broad concepts of teacher effectiveness. Resources, supports and explanations to ensure that every teacher reaches high levels of success.

STEP 2 – Teacher Team Supports
Collaborative teams
Teachers working and learning together to master each of the levels.

STEP 3
Individual Supports

STEP 2: TEACHER TEAM EXCELLENCE SUPPORTS

Teams have a responsibility to ensure fidelity of instructional impact by “building shared knowledge regarding best practices and strategies for implementing those practices” (Dufour et al, 2011 p 133).
**Step 2**

**Teacher Team Excellence Supports**

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Level Teams</strong></td>
<td>Group of teachers who share same grade level content and standards.</td>
</tr>
<tr>
<td><strong>Vertical Teams</strong></td>
<td>Group of teachers in the same content area with different grade levels.</td>
</tr>
<tr>
<td><strong>Interdisciplinary Teams</strong></td>
<td>Group of teachers who share kids and a focus on aligning routines and procedures, relationships for learning, and instructional expectations</td>
</tr>
<tr>
<td><strong>T-TESS Teams</strong></td>
<td>Group of teachers that focus on improving in a common level in the Hierarchy of Instructional Excellence</td>
</tr>
</tbody>
</table>

**Teacher Team Collaboration Focus**

<table>
<thead>
<tr>
<th>Component</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Designing instruction to meet the rigor of the standards.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Developing rigorous assessments or disaggregating data</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>Planning for failure and responding to failure through collaboration.</td>
</tr>
<tr>
<td><strong>Modeling</strong></td>
<td>How and when can teacher teams model lessons or activities for one another that promote higher levels of cognitive engagement and optimize time more effectively?</td>
</tr>
<tr>
<td><strong>Instructional Rounds</strong></td>
<td>How and when can teams observe teachers to identify practices that optimize time and engage students more effectively?</td>
</tr>
</tbody>
</table>

**COLLABORATION ON RESOURCES**

| Question 1 – What do expect all children to learn? (List curriculum documents and resources to be used.) |
| Question 2 – How will we know if they have learned it? (List assessment resources to be used to gauge learning.) |
| Question 3 – How will we respond if they have not learned it? (List Classroom Intervention resources to be used) |
| Question 4 – How will we respond if they have learned it? (List extension resources to be used.) |

**Instructional Technology** – Which digital resources will we use to enhance learning?
YOUR PERSONALIZED PLAN

<table>
<thead>
<tr>
<th>Routine Behaviors</th>
<th>Learning Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering the room</td>
<td>Whole group instruction</td>
</tr>
<tr>
<td>Leaving the room</td>
<td>Small group instruction</td>
</tr>
<tr>
<td>Transitioning in the room</td>
<td>Independent work</td>
</tr>
<tr>
<td>Restroom Requests</td>
<td>Technology usage</td>
</tr>
<tr>
<td>Accessing classroom resources independently</td>
<td>Partner work</td>
</tr>
<tr>
<td>When visitors enter the room</td>
<td>Testing</td>
</tr>
</tbody>
</table>
Collaborative Discussions

- In what ways can we generate excitement about the learning we present to students?
- In what ways can we engage reluctant students when they appear apprehensive about the learning task?
- How can we challenge students to work hard in learning our content?
- What does consistency look like? What actions should we take to be consistent in our expectations as well as in holding students accountable for meeting them?
- When students are struggling behaviorally, socially, emotionally, or academically, how can we respond with compassion and empathy?

EXCELLENT ENGAGEMENT

<table>
<thead>
<tr>
<th>Engagement Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell Ringer</td>
<td>Student led activity tied to learning for the day, that is prepared for students upon arrival to class while teacher conducts managerial tasks.</td>
</tr>
<tr>
<td>Focus Lesson</td>
<td>Teacher led activity that involves new or unfamiliar content and requires the teacher to provide direct instruction.</td>
</tr>
<tr>
<td>Guided Learning</td>
<td>Teacher led activity that requires the teacher to lead a small group of students through the scaffolded steps in learning a concept.</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>Student led activity that allows students to interact with familiar content through collaboration with peers while teacher provides on-going support to groups or individuals.</td>
</tr>
<tr>
<td>Independent Learning</td>
<td>Student led activity that allows students to interact with content individually and independently while teacher monitors and provides individualized support.</td>
</tr>
<tr>
<td>Exit Ticket</td>
<td>Student led activity that allows students to provide evidence of their learning to drive future instruction.</td>
</tr>
</tbody>
</table>
Collaboration Options

<table>
<thead>
<tr>
<th>Component</th>
<th>Plan</th>
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<tbody>
<tr>
<td>Planning</td>
<td>Designing instruction to engage students and empower them to take ownership of their learning and to meet the rigor of the standards.</td>
</tr>
<tr>
<td>Modeling</td>
<td>How and when can teacher teams model lessons or activities for one another that promote higher levels of cognitive engagement and optimize time more effectively?</td>
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FROM RIGOR TO VIGOR

- Content Knowledge & Expertise
- Data & Assessment
- Monitor & Adjust
- Achieving Expectations
- Instructional Activities

Hierarchy of Instructional Excellence

- Teacher Leadership
- Creative Strategies for Individual Students
- Student Engagement
- Relationships for Learning
- Classroom Routines and Procedures
- Learning Resources

FROM RIGOR TO VIGOR

- Content Knowledge & Expertise
- Data & Assessment
- Monitor & Adjust
- Achieving Expectations
- Instructional Activities

2017 PLC Collaborative Excellence 1 hr - January 29, 2017
**Vertical Alignment**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Standard</th>
<th>Prerequisite Skills Required to Master the Standard</th>
<th>Depth of Knowledge Required to Master the Standard</th>
<th>Student Product Required to Demonstrate Mastery of the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned Skill From Grade Level Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligned Skill on Grade Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligned Skill From Grade Level Below</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Collaboration Options**

<table>
<thead>
<tr>
<th>Q3</th>
<th>How will we respond if they haven’t?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4</td>
<td>How will we extend kids when they do?</td>
</tr>
</tbody>
</table>

**Hierarchy of Instructional Excellence**

**ENRICHMENT COLLABORATION**

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Service Projects</th>
<th>Project Based Learning</th>
<th>Flipped Videos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Peer Tutoring</td>
<td>Write a Review</td>
<td>Blog</td>
</tr>
<tr>
<td>Extension</td>
<td>Personalized Learning Activity</td>
<td>Instructional Games</td>
<td>Academic Websites</td>
</tr>
<tr>
<td>Research</td>
<td>College &amp; Career</td>
<td>Topic of Interest</td>
<td>Compare &amp; Contrast Content</td>
</tr>
</tbody>
</table>

Every student should have an enrichment task.
Collaborative Prevention

<table>
<thead>
<tr>
<th>Skill</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Common Mistakes Students Make When Initially Learning the Skill</td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
</tr>
<tr>
<td>Grade Below Suggestions</td>
<td></td>
</tr>
<tr>
<td>Grade Above Suggestions</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
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Hierarchy of Instructional Excellence

A LEADER’S GUIDE TO EXCELLENCE IN EVERY CLASSROOM

Student improvement can’t occur without teacher improvement, and teacher improvement can’t occur without teacher leadership.

@JOHNWINKgo  #LEADEXCEL
What sets the best schools apart is their commitment to providing a strong, effective support system to help teachers advance and excel in their work. An excellent school doesn’t leave excellence to chance.

A LEADER'S GUIDE TO EXCELLENCE IN EVERY CLASSROOM

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