Power Up Your PLC
Learner-Centric Teacher Teams
bit.ly/2CSlPfY
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“Why” Teams? Why Collaborate?

30 years of research can’t be wrong!

In collaborative cultures, teachers -

• Focus on improving teaching practice
• Learn from each other
• Are well-led & supported by principals

Michael Fullan

Read More About the Sanger Story!
3 Big Ideas of Professional Learning Communities

- Michael Fullan

Shared Goals & Vision

Collaborative Culture

Monitor Effectiveness
Google Spent 2 Years Studying 180 Teams. The Most Successful Ones Shared These 5 Traits

Insights from Google's new study could forever change how teams are assembled.

By Michael Schneider  Human capital specialist, Welltower  @MSchneiderTwts

Click here to read the article regarding research on effective teams
The Six Core Principles

1. Make the work problem-specific and user-centered.

2. Variation in performance is the core problem to address.

3. See the system that produces current outcomes.

4. We cannot improve at scale what we cannot measure.

5. Anchor practice improvement in disciplined inquiry.

6. Accelerate improvements through networked communities.
Set your vision

Current state (8 min)
Future state (10 min)
Write vision (5 min)
What is collaboration?

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

-Richard and Becky DuFour
Collaboration ≠ Cloning
No child left behind

Is this the test to test us for the test to see if we are ready for the test?
Data driven is the stupidest term in education. We are child driven.

@gcouros
Burst the Bubble

ALL Students Matter
Instructional Vision is...

A compelling picture of the team’s future that produces energy, passion, and action in yourself and others.
Our “Why” Can Drive Creative Solutions
**What do we want students to learn?**  (Include standards, learning goals, expected outcomes, skills)

**How do we empower EACH & EVERY student in relevant learning?**  (Include instructional strategies/methods/best practices discussed and ways to ensure universal access)

<table>
<thead>
<tr>
<th>Communication</th>
<th>Collaboration</th>
<th>Critical Thinking</th>
<th>Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**How will we document the learning process?**  (Include outcomes: assessments created/reviewed or student work/data rubrics discussed)

**Analysis of Learning**  (identify trends, strengths, misconceptions)

**Trends in Student Work**

<table>
<thead>
<tr>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
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<td></td>
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</tbody>
</table>

**How will we respond if students do/do not learn?**  (Include feedback options from Teacher, Peers, and Self)

[Click here to access PLC template.](bit.ly/2CSIpFY)
Celebrate!
#SiteLeadersConnect

Insight Interview
Adriana Garza
Building a Culture of Innovation

www.siteleadersconnect.org

Building Capacity of EduLeaders to Spark Innovation

Click here to view more Insight Interviews from the Site Leaders Connect global network of EduLeaders.
Question 1:

What do we want students to learn?
"I expect you all to be independent, innovative, critical thinkers...who will answer all questions exactly as I think."
What do we want students to learn? (Include standards, SMART goal)

Reading Foundational skills: (RF.K.1)
Reading Informational Text (RI.K.5)
RF.K.3 Introducing sounds

VS.

What do we want students to learn?

- Reading, writing, and speaking grounded in evidence from texts, both literary and informational
- Building knowledge through content-rich nonfiction
Question 2:

How do we empower EACH & EVERY student in relevant learning?
Don’t Just Engage. Empower!
## Most Valued Skills

<table>
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<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1</td>
<td>Writing</td>
<td>Teamwork</td>
</tr>
<tr>
<td>2</td>
<td>Computation</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>4</td>
<td>Oral Communication</td>
<td>Oral Communication</td>
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<tr>
<td>5</td>
<td>Listening</td>
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<td>6</td>
<td>Personal Career Development</td>
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<td>7</td>
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<td>8</td>
<td>Leadership</td>
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<td>9</td>
<td>Goal Setting/Motivation</td>
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<tr>
<td>10</td>
<td>Teamwork</td>
<td>Writing</td>
</tr>
<tr>
<td>11</td>
<td>Organization</td>
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<td>12</td>
<td>Problem Solving</td>
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</tr>
<tr>
<td>13</td>
<td>Interpersonal</td>
<td>Reading</td>
</tr>
</tbody>
</table>
Pedagogical Power

Critical Thinking

Creativity

Collaboration

Communication
As teachers in a school feel empowered to do great things, great things happen.

Eells, 2011

Empowered teachers lead to empowered students. @kat_goyette
Universal Design vs.

Provide multiple means of Engagement
- Affective Networks
- The "WHY" of Learning

Provide multiple means of Representation
- Recognition Networks
- The "WHAT" of Learning

Provide multiple means of Action & Expression
- Strategic Networks
- The "HOW" of Learning

vs.

Universal Design

with images of ramps and accessibility features.
Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation
1: Provide options for perception
1.1 Offer ways of customizing the display of information
1.2 Offer alternatives for auditory information
1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols
2.1 Clarify vocabulary and symbols
2.2 Clarify syntax and structure
2.3 Support decoding of text, mathematical notation, and symbols
2.4 Promote understanding across languages
2.5 Illustrate through multiple media

3: Provide options for comprehension
3.1 Activate or supply background knowledge
3.2 Highlight patterns, critical features, big ideas, and relationships
3.3 Guide information processing, visualization, and manipulation
3.4 Maximize transfer and generalization

II. Provide Multiple Means of Action and Expression
4: Provide options for physical action
4.1 Vary the methods for response and navigation
4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication
5.1 Use multiple media for communication
5.2 Use multiple tools for construction and composition
5.3 Build fluencies with graduated levels of support for practice and performance

III. Provide Multiple Means of Engagement
7: Provide options for recruiting interest
7.1 Optimize individual choice and autonomy
7.2 Optimize relevance, value, and authenticity
7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence
8.1 Heighten salience of goals and objectives
8.2 Vary demands and resources to optimize challenge
8.3 Foster collaboration and community
8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation
9.1 Promote expectations and beliefs that optimize motivation
9.2 Facilitate personal coping skills and strategies
9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners
Strategic, goal-directed learners
Purposeful, motivated learners

@kat_goyette
Exercise for most and motivation for leaders are a distant memory.

What has become clear is that the top-down all-school or all-departmental initiatives do not work. It is expensive, exhausting, and in no way empowers teachers or students to be motivated learners. Nor does this model lend itself to teacher and student collaboration, collective inquiry, or innovation. Empowerment is simply not part of this formula.

The reality in fact is that leaders care deeply about how to make a difference, but are often exhausted and frustrated from lack of progress. We get it. We’ve been there.

So why this book? Our belief and our experience is that every school has what it takes to improve. EVERY school! The resources under the roof of a school building are extraordinary. What is needed is leadership that believes in the capacity of all teachers and all students to learn, to succeed, and to excel. We need leadership that is unafraid to share the responsibility to make authentic learning happen. We need leadership that is willing to commit to creating optimal conditions that build a true learning culture in which everyone is a learner, everyone is learning how to share, to fail, to reflect, to persevere, and to celebrate.

That’s what this book offers. It will provide us with practical ideas and strategies that make it crystal clear what works in schools. We know what it takes to be effective—to be excellent. This book is about how to use the resources already there, teacher teams, to operationalize the high ideals that empower teachers to make a positive difference for all students. We will help you build the conditions that lead to authentic learning in every school, every classroom. Teachers and students will thrive and can be swallowed whole, from beginning to end or read and then reread. We are on your side.

Leaders must first believe in teachers, then empower them to make a difference. Build capacity from within!
Flip the Model
Students in Charge
10 WAYS TO EMPOWER STUDENTS WITH CHOICE
Students as Creators of Content

Empower your students to teach the world, to make a difference by showcasing learning.

@kat_goyette
Addressing the Fear of Student Led Learning

#ThisWasMe

I was afraid.

Agreed.

These were my fears:

- I couldn't predict where we were going
- They might fail the test
- It might not fit the standards
- It might take up too much time
- Students might be off task
- Students might stop working
- Things might get chaotic
- Kids might talk the whole time
- I might get too loud
- I might not judge me for this
- They might fail the test

Click here to view blogpost addressing the flip to student ownership. 

@kat_goyette
Question 3:

How do we document the learning process?
Process > Product
Evidence of 21st Century Learning

- Journals
- Conversations
- Performance Tasks
- Written Explanations
- Oral Explanations
- Self-Reflections/Evaluations
- Peer-Review
- Teacher observations

@kat_goyette
Multiplication

1. 7x8=56

29x11=99

3. 11x11=121

4. 8x10=80
Digitized PLC Minutes - Template Components

TenMarks Data

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<th>First Name</th>
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</tbody>
</table>

Please attach assessments created/recorded for student learning and inform your PLC team of your instructional planning. Error analysis with tech (explain everything app).
Question 4:
How do we respond if students do/don’t learn?
<table>
<thead>
<tr>
<th></th>
<th>Where the learner is going</th>
<th>Where the learner is now</th>
<th>How to get the learner there</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Clarifying, sharing, and understanding learning intentions</td>
<td>Eliciting evidence of learning</td>
<td>Providing feedback that moves learners forward</td>
</tr>
<tr>
<td>Peer</td>
<td></td>
<td></td>
<td>Activating students as learning resources for one another</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td>Activating students as owners of their own learning</td>
</tr>
</tbody>
</table>
that in our current educational landscape, when educators hear the words reform or assessment, they think test or check-lists. When they think test, they think or say the following:

- I will be judged or evaluated by this.
- It takes away from my teaching time.
- It takes too much time to grade.
- The at-risk children never do well on tests.
- It shuts down kids who are struggling.

This is a strengths-based model in which the focus is to help teachers discover what works well in their school and build upon their exist-

Our intention is not to fix broken students, teachers, or systems. Our intention is to support schools by creating conditions where innovation and creativity thrive. “When people focus on human ideals of well-being, peak experiences, and best practices, these things—not the conflicts—tend to flourish” (Mohr & Wals, 2002).

We must never forget that our core business is learning, not dispensing information, not raising test scores, not clear technology, not technology tools. And the learning is not just about student learning. Our role and responsibility is growth for them together to ensure student progress.

Katherine Goyette @kat_goyette · May 15
Promote creativity, innovation! Strengths vs deficit model. - “Leading Impact Teams” @bloomberg_paul @BarbPitchford cvtechtalk booksnaps
3 Big Ideas of Professional Learning Communities

- Michael Fullan

- Shared Goals & Vision
- Collaborative Culture
- Monitor Effectiveness
Digitized PLCs as an Ongoing Conversation
Tips & Tricks

Reciprocal Accountability
But are Teachers Even Reading Your Comments?
Digitized PLC Minutes - Extending Collaboration

But don’t forget about trust!
“We do not argue that the PLC journey is an easy one, but we know with certainty that it is a journey worth taking.”

~Richard Dufour