Power Up Your PLC
Learner-Centric Teacher Teams

Katherine Goyette
@kat_goyette
Educational Technology & Integrated Studies Consultant
Tulare County Office of Education
katherinieg@ersconnect.org
www.WonderExploreLearn.com

goo.gl/t5cHtA
“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!
No child left behind

Is this the test to test us for the test to see if we are ready for the test?
Figure 3. Relationship Among Overall Claims, Sub-Domain Assessment Claims, Assessment Targets and Standards

- Overall Claim (Content Domain—ELA or Mathematics)
  - Claim 1 (Sub-Domain)
    - Assessment Target(s)
    - Standard(s)
  - Claim 2 (Sub-Domain)
    - Assessment Target(s)
    - Standard(s)
  - Claim 3 (Sub-Domain)
    - Assessment Target(s)
    - Standard(s)
  - Claim 4 (Sub-Domain)
    - Assessment Target(s)
    - Standard(s)
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
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
What do we need to know to effectively implement professional learning communities (teams) that prepare students to be college and career ready, using a strengths based model that empowers students and teachers?
3 Big Ideas of Professional Learning Communities

- Shared Goals & Vision
- Collaborative Culture
- Monitor Effectiveness

- Michael Fullan
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
ALL students have options to demonstrate what they learn and opportunities to be successful and achieve their dreams.

ALL students will engage in rigorous, focused instruction in an environment of high expectations, with universal access through collaboration, communication, creativity, and critical thinking.
### Student Learning (4 PLC Key Questions)

<table>
<thead>
<tr>
<th>What do we want students to learn?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Include standards, learning goals, expected outcomes, skills)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do we empower EACH &amp; EVERY student in relevant learning?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Include instructional strategies/methods/best practices discussed and ways to ensure universal access)</td>
<td></td>
</tr>
</tbody>
</table>

<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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</tbody>
</table>

<table>
<thead>
<tr>
<th>How will we document the learning process?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Include outcomes: assessments created/reviewed or student work/data rubrics discussed)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Trends in Student Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Not Met</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will we respond if students do/do not learn?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Include feedback options from Teacher, Peers, and Self)</td>
<td></td>
</tr>
</tbody>
</table>

Click here to access PLC template.
Celebrate!

Plan for collective efficacy! @bloomberg_paul @BarbPitchford BookSnaps siteleadsconnect cvtechtalk

Build relational trust to create conditions of safety. Success breeds success.
Question 1: What do we want students to learn?
Leadership

Focusing Direction
- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

Cultivating Collaborative Cultures
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

Securing Accountability
- Internal Accountability
- External Accountability

Deepening Learning
- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

Coherence

The Right Drivers in Action for Schools, Districts, and Systems
Michael Fullan • Joanne Quinn

@kat_goyette
# Most Valued Skills

<table>
<thead>
<tr>
<th>1970</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing</td>
<td>1. Teamwork</td>
</tr>
<tr>
<td>2. Computation</td>
<td>2. Problem Solving</td>
</tr>
<tr>
<td>3. Reading</td>
<td>3. Interpersonal</td>
</tr>
<tr>
<td>5. Listening</td>
<td>5. Listening</td>
</tr>
<tr>
<td>6. Personal Career Development</td>
<td>6. Personal Career Development</td>
</tr>
<tr>
<td>7. Creative Thinking</td>
<td>7. Creative Thinking</td>
</tr>
<tr>
<td>8. Leadership</td>
<td>8. Leadership</td>
</tr>
<tr>
<td>9. Goal Setting/ Motivation</td>
<td>9. Goal Setting/ Motivation</td>
</tr>
<tr>
<td>10. Teamwork</td>
<td>10. Writing</td>
</tr>
<tr>
<td>13. Interpersonal</td>
<td>13. Reading</td>
</tr>
</tbody>
</table>

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What does 21st century learning look & sound like?

Chapter Ten
of the
English Language Arts/English Language Development Framework
for California Public Schools
Kindergarten Through Grade Twelve

ELA/ELD Framework
Science and Engineering Practices

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Info

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Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Question 2:

How do we empower EACH & EVERY student in relevant learning?
8 Things to Look for in Today’s Classroom

by George Couros

1. Voice
   - Students should learn from others and then share their learning.

2. Choice
   - Strength-Based Learning
   - Give students a choice.

3. Time for Reflection
   - Everyone (teachers, admin, students) should write and reflect on what is being learned.

4. Opportunities for Innovation
   - Example: Build a hovercraft from a YouTube video!
   - Yes, it can be done!

5. Critical Thinkers
   - Ask questions and challenge what you see.

6. Problem Solvers/Finders
   - Give students tough challenges and let them find innovative solutions.

7. Self-Assessment
   - Important that students know how to do this.
   - Use portfolios.

8. Connected Learning
   - Bring experts into your class via social media and video-conferencing.
Empowered teachers lead to empowered students. @kat_goyette

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

Eells, 2011

THE WAY THE FOUR SOURCES OF EFFICACY
Leaders must first believe in teachers, then empower them to make a difference. Build capacity from within!
# 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

## 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

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### Resourceful, knowledgeable learners

### Strategic, goal-directed learners

### Purposeful, motivated learners

@kat_goyette
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.
Addressing the Fear of Student Led Learning

Click here to view blogpost addressing the flip to student ownership.
Question 3:

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

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

29 x 11 = 99

1. 7 x 8 = 56

Array

3. 1 x 1 = 1

0

4. 9 x 0 = 0

Array

0
Digitized PLC Minutes - Template Components
Question 4:

How do we respond if students do/don’t learn?
<table>
<thead>
<tr>
<th>Role</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>Activating students as learning resources for one another</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td>Activating students as owners of their own learning</td>
<td></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, peak experiences, and best practices, these things—not the conflicts—tend to flourish" (Mohr & Khosla, 2002).

We must never forget that our core business is learning, not dispens-

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
Reciprocal Accountability

Follow-Up is Key!

But are Teachers Even Reading Your Comments?

Ease the Process

@kat_goyette
Digitized PLC Minutes - Extending Collaboration

But don’t forget about trust!
Diverge Methods

Sketch 8 ideas in 5 minutes
Sketch 1 idea in 5 minutes
Sketch 1 storyboard in 5 min
Innovation increases when we think "inside the box". @spencertw @ajjuliani

launchbook tlap BookSnaps

Constraints increase creativity!

Which path will you choose?

You've seen it before. Someone launches a program or an app that promises to revolutionize education. "This is the fu
8 ideas in 5 min

This is a great technique that originates from Gamestorming workshops. It invites the team to work individually, and sketch 8 ideas in 5 minutes. It’s a great warm up exercise!

7 minute how-to

1. Give everyone a sheet of paper and ask them to fold it 3 times 1 min

2. Ask the team to unfold the paper and notice the 8 grid rectangle created.

3. Ask them to sketch 8 ideas in 5 mins, one in each rectangle. / 5 min

8 ideas in 5 min: the team is starting to warm up.
“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