

PLC AGENDA

Today's work will focus on the following three components:

- **Student Involvement**
- **Best Practices**
- **Common Assessments**
- **Ticket out the Door**

STUDENT INVOLVEMENT

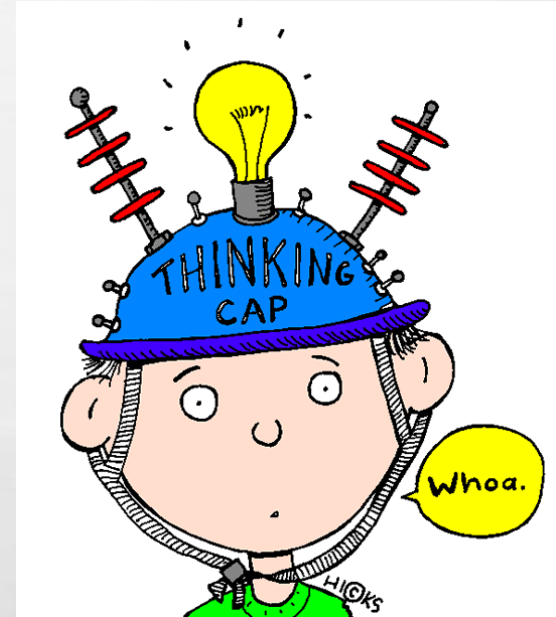
Presenters: Jenn Brown and Adriana Jones

June 9, 2017



THINK ABOUT IT

- CURRENTLY, TO WHOM DOES THE DATA YOU COLLECT BELONG?
- WHO DOES THE DATA YOU COLLECT BENEFIT?
- WHO KEEPS TRACK OF THE SCORES AND PROGRESS?
- HOW DO YOU ENCOURAGE STUDENTS TO DISCOVER THEIR TALENTS?
- WHOSE WORK IS BEING DISCUSSED AT CONFERENCES?
- WHO IS DISCUSSING THIS WORK?



WHAT IF?



- **STUDENTS MANAGED THEIR OWN DATA?**
- **STUDENTS SET GOALS AND CREATED PLANS OF ACTION TO REACH THE TARGETS?**
- **STUDENTS HELD THEMSELVES ACCOUNTABLE FOR THEIR PROGRESS?**
- **STUDENTS WENT FROM A NON-PARTICIPANT TO THE LEADER OF THE CONFERENCE?**
- **FAMILIES BECOME MORE ACTIVELY ENGAGED IN DISCUSSIONS WITH THEIR CHILD RATHER THAN THE TEACHER?**

RECAP

Peggy Scorzelli-Principal Palermo Elementary



<http://blogs.houstonisd.org/news/2014/06/19/leader-in-me-leading-longfellow-es-students-to-academic-excellence/>

WRITE ABOUT IT!



- **HOW DO YOU CURRENTLY INVOLVE STUDENTS IN THEIR OWN LEARNING?**

1-TAKE OUT A POST IT AND WRITE WAYS THAT YOU CURRENTLY INVOLVE STUDENTS IN THEIR LEARNING

2-SHARE WITH YOUR TABLE GROUP

3-WRITE YOUR GROUP'S RESPONSES ON THE POSTER PAPER, HANG IT ON THE WALL, AND STAND BY YOUR POSTER

Gallery Walk



- **PICK ONE PERSON TO STAY AT YOUR POSTER**
- **ROTATE ONE POSTER TO THE RIGHT**
- **YOU WILL HAVE 3 MINUTES AT EACH POSTER TO REVIEW AND ASK CLARIFYING QUESTIONS**

APPR Connection

Highly Effective

Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.

Highly Effective

Teacher designs all learning experiences and articulates how objectives are aligned with standards. Teacher includes several different opportunities for all students to achieve the learning goals. Students have opportunities to suggest additional ways in which to demonstrate their learning.

Highly Effective

Teacher plans the use of available technological tools and communication strategies to engage each student. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.

Highly Effective

Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can clearly convey/demonstrate how they relate to the learning experiences.

Highly Effective

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

Highly Effective

Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility.

Read About it!

“How to Use Student Data as a Tool in Self-Directed Learning”

by Betsy Wierda

WIG (Star Math) Gr. 3


I will increase my Star math scaled score each time to try to meet my end target.

Test 1 (Scaled Score)	Test 2 (Scaled Score)	Test 3 (Scaled Score)
627	652	697
Test 4 (Scaled Score)	Test 5 (Scaled Score)	Test 6 (Scaled Score)
Test 7 (Scaled Score)	Test 8 (Scaled Score)	End Target

I bet if I ... 571

- o set a specific time to practice each night (worksheets, homework, flashcards)
- o put first things first (work and then play)
- o Ask someone at home to help me with my work
- o Take my time doing my work and really read each problem and think
- o Practice math facts at least 3 days a week

will achieve my goal!



Homework Data

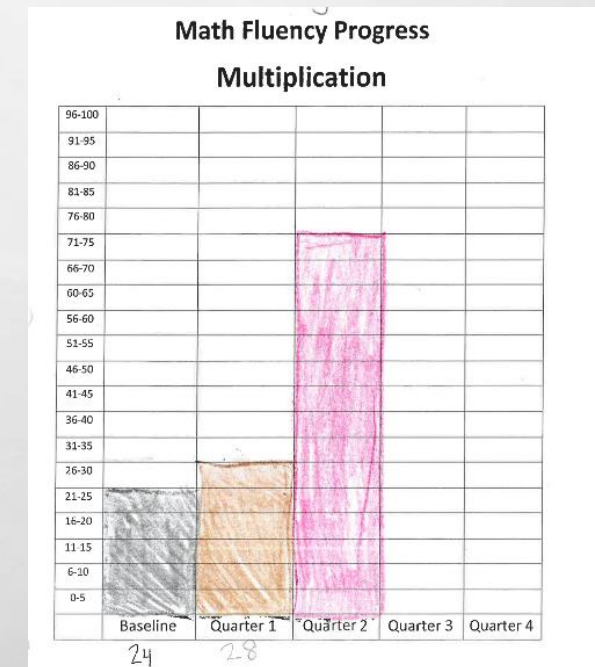
January 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	Relax			

MATH MAKES YOUR LIFE ADD UP!

Color the date orange if the folder was turned in on time.

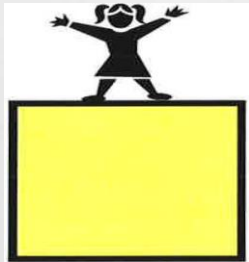
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Shaping My Thoughts



One idea *rolling* around in your head:

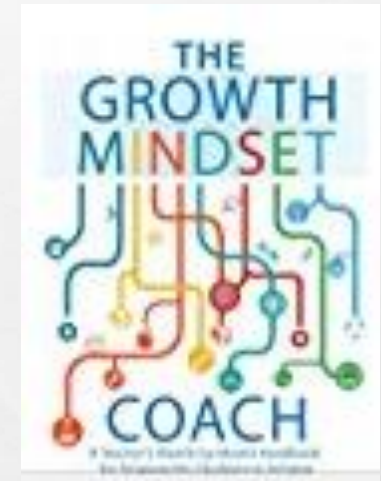
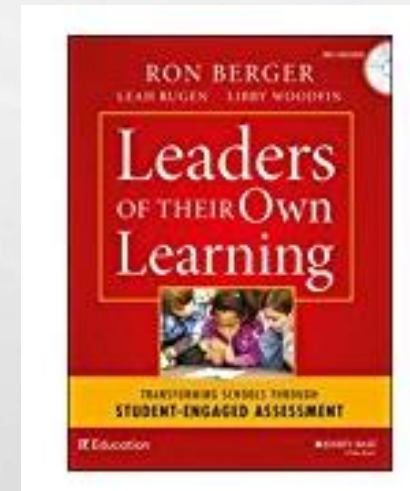
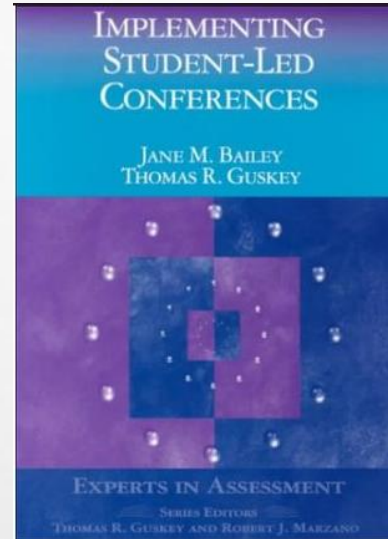
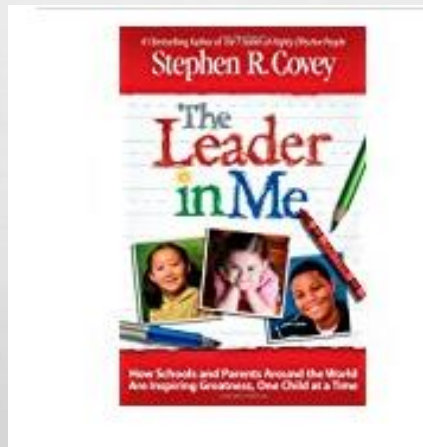


One way this article *squared* with you...



One key *point* you will take action on...

RESOURCES



RTI Best Practices



8 Strategies Robert Marzano and John Hattie Agree On

Strategy 1: A Clear Focus for the Lesson

- Clearly state what you want your students to learn
- Can focus on *surface* or *deep* learning (or both)
- Must be challenging for the students relative to their current mastery of the topic
- May be grouped (i.e. a single lesson may have more than one goal)
- Need to be shared with the students
- Questions at the beginning of the lesson to help students focus

8 Strategies Robert Marzano and John Hattie Agree On

Strategy 2: Offer Overt Instruction

- One of most important factors under a teacher's control
- Direct instruction involving explicitly teaching carefully sequenced curriculum, with cumulative practice
- May include worked examples for multi-step tasks
- Graphic organizers to show how different ideas relate

8 Strategies Robert Marzano and John Hattie Agree On

Strategy 3: Get the Students to Engage With the Content

- Students actively link new information to prior knowledge of the topic by adding it to what they already know or using it to clarify some of the faulty assumptions they currently hold
- Take notes
- Use physical manipulatives
- Asking students to recall information just taught
- Graphic organizers

8 Strategies Robert Marzano and John Hattie Agree On

Strategy 4: Give Feedback

- Highlight what is right/wrong or good/bad about **their work**
- Helping students see **how they can improve**, while there is still time to improve
- Novice or struggling students need immediate feedback
- More experienced students do better with delayed feedback

8 Strategies Robert Marzano and John Hattie Agree On

Strategy 5: Multiple Exposures

- Helps students internalize new information, especially vocabulary acquisition
- Rehearsal and review
 - Rehearsal: going over material until you can remember it
 - Review: going over things you have previously learned
- Time to practice doing what learned, with repetition over time (with feedback)

8 Strategies Robert Marzano and John Hattie Agree On

Strategy 6: Have Students Apply Their Knowledge

- Deepens student understanding
- Teaching students to think deductively, while giving guided practice, helps them generalize their learning beyond the particular topic or task
- Problem-solving: problems should require students to apply previously learned knowledge and skills, rather than to stimulate discovery learning

8 Strategies Robert Marzano and John Hattie Agree On

Strategy 7: Get Students Working Together

- Getting students to work with each other helps them achieve better results
- Use of cooperative learning groups adds value to whole-class instruction and to individual work and should not replace either
- Inter-group competition can increase the effect of cooperative learning
- Cooperative learning should be carefully structured and keep groups small
- Students need to be taught how to work in groups

8 Strategies Robert Marzano and John Hattie Agree On

Strategy 8: Build Students' Self-Efficacy

A student's belief about his/her ability to successfully complete a task

- Self-efficacy has a substantial impact on subsequent achievement
“If you think you can or can't, you're right!”
- Can build students' self-efficacy through genuine praise and referring to specific accomplishments related to the task
- Self-efficacy and achievement is reciprocal



What best practices do you see?



<https://youtu.be/tNnVS4B2yXg>

What best practices do you see?



Turn and talk to your shoulder partner about best practices in the video of Wade's writing conference. Be prepared to share out to the larger group.

What best practices do you see? Take 2



<https://youtu.be/tNnVS4B2yXg>

Team work boosts student learning and professional community

- Skim the article for more information about how teachers at Wade's school built a common understanding of writing expectations