## **Ensuring High Levels of Learning for EVERY Student**

#### **TEAM QUESTONS**

High-leverage questions asked by every team

Is each teacher clear on the guaranteed essential skills students will be required to learn?

Have we developed an agreed upon pacing guide for the guaranteed essential skills?

Have we come to consensus on the standard a student must achieve to be proficient?

Have we identified individual students and their specific needs?

Are we intervening in a timely manner once we have identified the student's specific needs?

**CORE CURRICULUM IDENTIFY** Essential Standards COMMON **FORMATIVE** Assessments **REVIEW CFA Data IDENTIFY** Specific **Students** IMMEDIATE, **SPECIFIC** intervention/ extension **RE-assess** 

#### **LEADER ACTIONS**

High-leverage questions asked of every team

"Which essential standards have been LEARNED?"

"What EVIDENCE can your team show me that students learned it?"

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"What are the SPECIFIC NAMES of students who didn't get it?"

"What evidence do you have that your team INTERVENED/EXTENDED?"

"What evidence do you have that your team provided MULTIPLE OPPORTUNITIES for the student to demonstrate proficiency?

### **PRINCIPAL PLC EXPECTATIONS - Site Visits**

In aligning with the mission of our district to, "Improve Student Achievement", our purpose becomes very clear:

## We must ensure high-levels of learning for EVERY student in the WCSD

As we work toward accomplishing our mission and purpose, instructional leaders should be prepared to answer the following questions as we assist you in your PLC journey.

EXPECTATION	GUIDING QUESTIONS	EVIDENCE
Defining your culture	*Does your school view students as OURS or yours and mine?	*School purpose
	*What is the fundamental PURPOSE for your school?	*Collective commitments
	*What is your school KNOWN for?	*SMART goals related to learning
	*What is the most IMPORTANT WORK of your school?	
	*What do you do to CONTRIBUTE to this?	
	*What is your team's BRAND? Good and bad	
	*What are your school's SMART GOALS related to student learning?	
Clarifying and	*What is the GUARANTEED and VIABLE CURRICULUM for each	*Guaranteed and viable curriculum by
Monitoring Student	core area?	content area
Learning	*How do teams systematically MONITOR student learning?	*Sample data sheets from common
	*How does YOUR SCHOOL monitor the work of student learning?	formative assessments
	*How are COMMON FORMATIVE ASSESSMENTS being used?	*Analysis of student learning data
Immediate, Specific,	*How are teachers and teams RESPONDING to students who didn't	*Intervention plan
and Directive	demonstrate proficiency in a concept?	*School-wide intervention pyramid
Intervention	*How is YOUR SCHOOL responding to students who struggle?	
Collaborative culture	*How are teachers organized into TEAMS?	*Outline detailing collaborative teams
	*How are teams given TIME to collaborate?	*Collaboration schedule
	*How do you MONITOR the work of teams?	*Knowledge of high-leverage questions

Questions adapted from: Learning by Doing, Dufour et al., 2010, Solution Tree Press, Bloomington, IN

# **PLC Culture Fundamentals - Starting the Conversation**

- Would you agree that **every** student does not learn it the first time?
- Would you agree that an individual teacher, no matter how talented, does not have ALL of the skills and talents to reach the individual and varied needs of **every** student?
  - Would you agree that student learning is so critical that it should not be left up to luck, chance, or hope?

    Mike Mattos

Indicator	Embedded	Developing	Limited	No Evidence
We collectively believe that <b>LEARNING</b> is the fundamental purpose of our SCHOOL				
There is agreement by teams on the <b>GUARANTEED and VIABLE</b> curriculum in each content area				
Teams are using common formative assessment <b>DATA</b> to identify individual students requiring intervention or enrichment in specific skills or concepts				
Our team/school <b>RESPONDS</b> to students who have not demonstrated proficiency in identified <i>skills</i> and <i>concepts</i>				
Our team/school interventions are IMMEDIATE, SPECIFIC and NOT OPTIONAL				
Our team/school collectively takes RESPONSIBILITY for ALL student learning				
Our team/school can <u>guarantee</u> high levels of learning for <b>ALL</b> students regardless of which teacher they have				
Each team's <b>COLLABORATION</b> is focused on learning, individual students, data, intervention, and/or extensions				
If my <u>own child</u> were struggling, our team/school response would be good enough for them				
We can provide evidence that ALL kids WILL learn at our school				