

# Effective Instruction and Effective Instructional Leadership:

Building Individual and Collective Capacity through  
Collaborative Conversations that Support Common Core  
Implementation

## Presenters:

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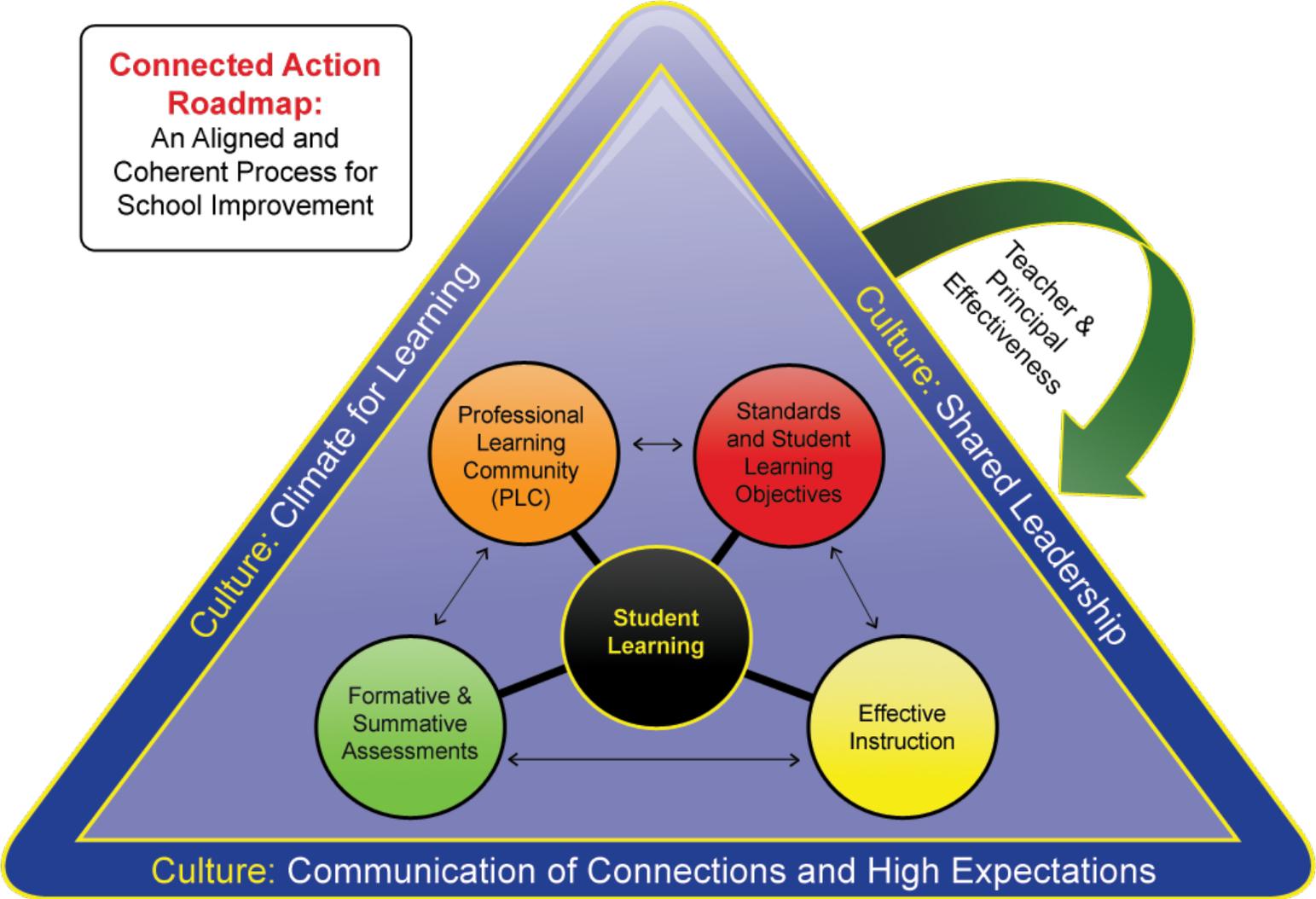
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# Connected Action Roadmap

## Participant Manual

**Connected Action Roadmap:**  
An Aligned and Coherent Process for School Improvement



### THINK-PAIR-SHARE ACTIVITY

***DIRECTIONS: Read the scenario assigned to your group and consider your response. Share your thoughts with a partner. If time permits, discuss the remaining scenarios.***

#### SCENARIO #1

As a principal, you have recently reviewed the median SGP scores of your teachers. One of your most successful teachers, who has consistently been rated 'Highly Effective' for the past 3 years, has a low mSGP score. What is your response?

#### SCENARIO #2

As a Director of Curriculum, you observe an engaging, highly interactive lesson taught by a veteran 3<sup>rd</sup> grade ELA teacher using the current grade-level reading series. You rate the teacher 'highly effective' in each component of Danielson's Domain 3 (Instruction). The standards aligned to this lesson, however, are actually 2<sup>nd</sup> grade ELA standards. What is your response?

#### SCENARIO #3

As a superintendent, your principals report that they diligently review all daily lesson plans and ensure that standards are cited on each plan. During the school year the majority of students demonstrate gains on district-developed math and ILA common assessments. Despite this, district student achievement levels are lagging on state assessments. What is your response?

# PLC Conversations

## Developing, Delivering, Reflecting on, and Revising a Viable Curriculum



1. Unpack the standards into clear, specific, student-friendly learning objectives  
**Leader:** What is the SLO? How does it relate to the standard? How will you communicate the goal to the students?
2. Cluster the student learning objectives into units of study  
**Leader:** Are all learning goals taught and assessed in this unit?
3. Create essential questions  
**Leader:** How will you use the essential questions during instruction or for assessment purposes?
4. Create summative assessments including rubrics, exemplars and non-exemplars  
**Leader:** Does the summative assessment(s) assess all the SLOs in the unit? What learning goal does each assessment items assess? How have you determined the method of assessment and the level of rigor that the student must demonstrate?
5. Unpack the 21st century skill standards and the ELA Common Core Standards (if applicable) and embed related learning goals in unit of study  
**Leader:** What specific learning goals relate to 21st century skills or ELA Common Core Standards? How will you engage students in learning the skills and knowledge necessary to achieve these goals? How do these goals support the learning in this unit?
6. Design pre-assessments  
**Leader:** What skills and knowledge did you pre-assess? What did the pre-assessment data show about the current levels of student learning? How will you differentiate based on this data? Do you need additional resources for re-teaching or reach activities? Did your team find that students were particularly weak or strong in any pre-requisite skills? Has this information been shared with previous grade level teachers?
7. Design learning experiences including instructional activities, student strategies and formative assessments – **Alignment is Key**  
**Leader:** What student strategies will support independent application of the skills and knowledge in this unit? Why did you choose this instructional activity to teach this SLO? What method are you using formatively assess this SLO? How does this method relate to the method you will use to assess this SLO on the summative assessment?
8. Analyze formative assessment data throughout the unit to drive instructional planning, differentiation and timely interventions.  
**Leader:** Periodically collect formative data. Questions should focus on the type of differentiated activities and interventions provided for both struggling and high-achieving students. Questions can also focus on which instructional activities were particularly successful or unsuccessful. How have unit plans changed to reflect that? Did you find certain formative assessment methods

provided more meaningful information about students' learning? How were your students involved in either peer or self-assessment? What feedback methods did you use? Ask teachers to share examples of specific feedback provided throughout the unit. How do you see students' responding to your feedback? Based on benchmark data can you develop a SMART goal related performance on the summative assessment?

9. Analyze summative assessment data to monitor student progress, revise unit learning experiences, revise unit assessments, seek targeted professional learning, set goals

**Leader:** What students are still struggling? What specific SLOs are they struggling with? How did these students perform on formative assessments of these SLOs during the unit? Are there any SLOs that the majority of students are still experiencing difficulty with? Are these pre-requisite SLOs for other units of study? Could these SLOs be the target of SGOs next year? How will you continue to support these students in subsequent units? How will your team improve either the unit or assessment design for next year? What resources do you need to improve the unit? What other teachers need the information from this summative assessment?

10. Discuss grading philosophy, policies and procedures. Strive for consistency.

**Leader:** What does 0 stand for? What is the purpose of homework? Can a student improve a grade if he/she uses teacher feedback or attends intervention, is re-assessed and has met the goal? Does every member of your team grade the same way?

### **Cross-grade level and cross-content conversations**

How can we build knowledge and skills consistently across grade levels and content areas?

1. Ensure vertical alignment. Build upon pre-requisite skills, increase expectations/rigor year to year
2. Share student data with colleagues so they can better address students' needs
3. Create ways to meaningfully integrate disciplines so students apply skills and knowledge from various content areas to solve a problem or create a product related to a real-world situation.
4. Share effective student strategies that can be used across grade levels and content areas.
5. Build a common language of learning

**Unit Title:**  
**Grade Level:**  
**Timeframe:**

**PLC #3**

**Essential Questions**

**Common Core Standards**

Standards/Cumulative Progress Indicators (Taught and Assessed):

**PLC #1**

21st Century Skills Standard and Progress Indicators and Common Core Literacy Standards:

**PLC #5**

Instructional Plan				Reflection
Pre-assessment				
SLO - WALT	Student Strategies	Formative Assessment	Activities and Resources	Reflection
Benchmark Assessment:				
Benchmark Assessment:				
Summative Written Assessments				
Summative Performance Assessment				

PLC #6

PLC #1, 2, 5

PLC #7

PLC #7

PLC #4

# Formative Assessment Record



Unit of Study:

Advanced = 4

Proficient = 3

Developing = 2

Emerging = 1

STUDENT	WALT 1	WALT 2	WALT 3	WALT 4	WALT 5

## Collaborative Analysis of Assessment Data

1. Be honest about what the data is saying about your current reality.
2. No blaming.
3. Focus on what the data says about the progress of each student.
4. Recognize that it is not about YOU. It is about what you can do next to improve each student's level of success. The data is not a reflection of your teaching. It is a reflection of student learning. What you do with the data is a reflection of your professionalism.
5. Reflect on how unit activities or student strategies can be revised.
6. Share best practices as well as things that may not have worked as planned.
7. Review the assessment to ensure it effectively measures the student learning objectives.
8. If this is a formative assessment, use the data to plan next instructional steps including, flexible grouping, differentiation and intervention.
9. If this is a summative assessment, discuss how you will address students who did not meet proficiency. Look back – did these students experience difficulty on formative assessments? What errors are they still making? Look ahead – Do these student learning objectives appear in other units or are they pre-requisites for the next unit? What other teachers should be made aware of the data?
10. If this is a summative assessment, what revisions do we have to make to the unit or the assessment? Do we need to seek further professional resources to assist us in the revisions?





## Conversation 8: Analyze Formative Assessment Data

### Each teacher color codes their students' proficiency level

**Green: Advanced or Proficient**

**Yellow: Just Below Proficient**

**Pink: Well Below Proficiency**

### PLC Conversations After a Formative Assessment

1. What does the highlighting tell us?
2. What WALTs have the greatest number of students highlighted in yellow or pink? What do their responses (or their scores on each part of the rubric) tell us?
3. What activities and student strategies do we agree to use in order to improve the learning of these students?
4. Is the assessment effectively measuring student achievement of the student learning objectives?
5. Can we form flexible groups across classes?
6. What interventions will be used with the students highlighted in pink and yellow?
7. What interventions do we agree to use for those students scoring in the advanced level?
8. What additional professional resources do we need to meet the learning needs of these students?
9. What percentage of students who are highlighted in yellow will be highlighted in green after our re-assessment?
10. What percentage of students who are highlighted in pink will be highlighted in yellow after our re-assessment?
11. What professional resources do we need to assist us in meeting the needs of these students?
12. What does the data tell us about our instruction? What needs to remain? What needs to change? What can we learn from one another?

## Unit Reflection Activity

Below is the data collected from a benchmark assessment task for an expository writing unit. The two classes, Class A and Class B, have been working on thesis statements, supporting details, and conclusions. Appoint a facilitator and work with your group to “mine the data.” Use the directions and questions on the Analyzing Formative Data Using Color Coding hand-out. Make a list of conclusions you draw from the data and next steps for your PLC.

### Scoring Guide

**4**= Advanced

**3**= Proficient

**2**= Developing

**1**= Emerging

Class A	Thesis	Supporting Details	Conclusion
1. Shahzadi	4	3	4
2. Brett	4	4	3
3. Cassie	3	3	1
4. Shante	3	2	2
5. Terrell	4	3	3
6. DeShawn	2	2	1
7. Melissa	4	4	2
8. Derek	4	3	2
9. Dalia	3	2	2
10. Henry	4	4	4

Class B	Thesis	Supporting Details	Conclusion
1. Joseph	4	2	3
2. Juan	3	1	1
3. Jazmine	3	2	2
4. Maria	3	3	3
5. Vinnie	4	2	2
6. Pablo	3	2	2
7. Selena	3	1	4
8. Jake	4	3	2
9. Charlie	2	3	3
10. Jada	2	1	1