



The Connected Action Roadmap:

**Connecting
Standards, Student
Learning,
Professional
Learning and
Teacher and
Principal
Effectiveness**

HOW CAN WE CONNECT

- **Common Core Standards**
- **PARCC Assessments**
- **Evaluation of teacher and leader practice**
- **Professional Development**

in a way that ensures a systemic, school/district-wide approach to improving student learning?

Think-Pair Share: 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?

Think-Pair Share: Scenario #2

As a Director of Curriculum, you observe an engaging, highly interactive lesson taught by a veteran 3rd 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 2nd grade ELA standards. What is your response?

Think-Pair Share: 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?

WHAT IS THE MISSING LINK?

A VIABLE CURRICULUM – A “LIVING” DOCUMENT

- ❑ Aligns standards, SLOs, instructional design and assessments
- ❑ Provides a framework for PLC team dialogue
- ❑ Is continuously revised based on the work of the PLC teams
- ❑ Directly connected to daily lesson plans



“First, we should do everything in our power to ensure that there is a clear, coherent curriculum in place before we attach high stakes to any evaluation. The absence of such a curriculum explains a great portion of the aimless, ineffective lessons we see in our schools.”

**Mike Schmoker
Education Week, August 29, 2012**

THE TURNAROUND PRINCIPLES

- **Curriculum, Assessment, and Intervention System:** Ensuring teachers have the **foundational documents** and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted.
- **Effective Instruction:** Ensuring teachers utilize research-based effective instruction to meet the needs of all students.
- **Enabling the Effective Use of Data:** Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture.

PROVIDE THE STRUCTURES THAT SUPPORT:

- **Creation of a viable curriculum as a tool for both teachers and leaders to monitor the instruction of every student**
- **Opportunities for professional collaboration that include an emphasis on the use of data to drive instructional decisions and the ongoing revision of curriculum**
- **A coherent plan for school improvement**

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

The CAR

Culture: Climate for Learning

**Professional
Learning
Community
(PLC)**

**Standards
and Student
Learning
Objectives**

**Student
Learning**

**Formative &
Summative
Assessments**

**Effective
Instruction**

Culture: Shared Leadership

**Teacher &
Principal
Effectiveness**

Culture: Communication of Connections and High Expectations

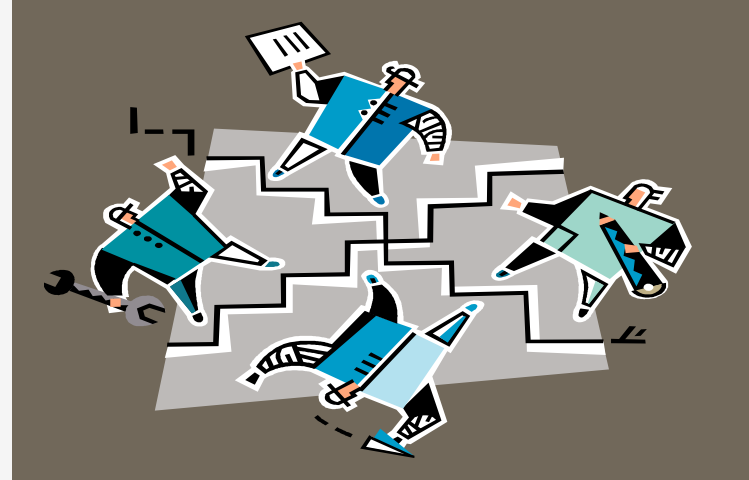
EDUCATOR EVALUATION

- *The principal ... asks teacher teams to cooperatively plan curriculum units following a common format.*
- *The principal ... orchestrates regular teacher team meetings as the prime locus for professional learning.*
- *Teachers ... design coherent instruction, effectively address appropriate curriculum standards.*
- *Teachers ... demonstrate professionalism, serve as contributing members of the school's PLC through collaboration with teaching colleagues.*

Today's Essential Questions

How can a viable curriculum:

- ❑ drive student achievement?
- ❑ guide professional learning conversations?
- ❑ connect evaluation to deeper conversations about student learning
- ❑ support the work of teachers in ensuring aligned instruction that meets the needs of all learners?
- ❑ support the work of leaders in consistently monitoring school-wide instruction?



PLC Conversations:

Developing...

Delivering...

Reflecting on...

Revising ...

Curriculum

SLOs and Alignment

- **Marshall**: Designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.
- **McRel**: Understands the state standards, uses them in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.

CONVERSATION #1

Common Core: Subject area teachers work to unpack grade level standards into clear student – friendly learning objectives

NJCCCS: Before unpacking, subject area teachers must sort the Standards/CPIs/Content Statements into specific grade levels/courses

[PP 5 Unpacking standards template with ILA example.docx](#)

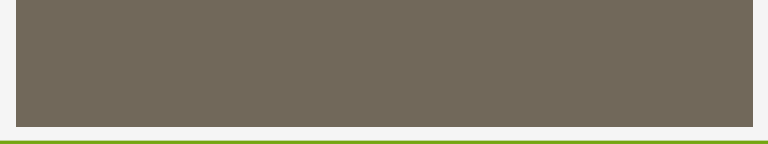


CONVERSATION #2

Teachers of specific grade levels/courses work together to cluster the standards and student learning objectives into units of study.

[PP 5 Unpacking standards template with ILA example cluster.docx](#)





STANDARD W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

MODEL CURRICULUM:

Write text focused on a clearly stated opinion on a topic or book including reasons supporting the opinion, linking words to connect ideas, and a concluding statement.

STUDENT-FRIENDLY SLOs

- WALT understand the difference between fact and opinion
- WALT write a clear opinion statement about a book or topic
- WALT support our opinion of a book or topic using evidence
- WALT write an introduction
- WALT identify key linking words
- WALT utilize key linking words to connect an opinion and a reason
- WALT write a conclusion

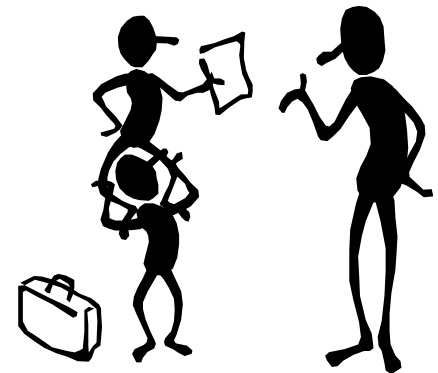
UNIT TEMPLATE = LESSON PLAN

- Place clustered standards into unit template
- Place clustered SLOs into the unit template in the sequence they will be taught

[pp6a UNIT PLAN grade 2 LA HANDOUT- \(highlighted\)v2.docx](#)

PLC CONVERSATION #4

Teachers of specific grade levels/courses work together to create summative assessment tasks, rubrics, exemplars, and non-exemplars.

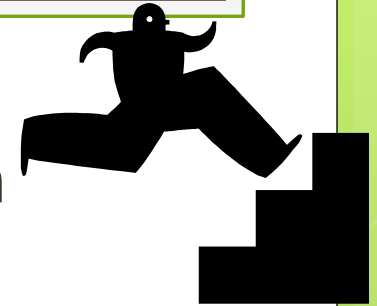


Danielson: Designing Assessments

Indicators:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Expectations clearly written, with descriptors for each level of performance

NEXT STEPS . . .



- Review SLOs and the evidence your team has identified in the unit plan for mastery.
 - What clues do the verbs in the SLO provide to help determine the level of thinking required (Blooms Taxonomy)?
 - What knowledge and understandings must the student demonstrate?
 - What skills and strategies must the student apply?
- Determine which method (selected response, constructed response, performance task) you will use to assess.
- What questions, prompts, or criteria will you include on the assessment?
- What are the characteristics of a high quality response?

TYPES OF EVIDENCE

Connecting PARCC

- Selected Response/Evidence-Based
- Constructed Response/Technology
- Performance-Based Assessments
 - Literary Analysis Task
 - Narrative Writing Task
 - Research Simulation Task

<http://www.parcconline.org/computer-based-samples>



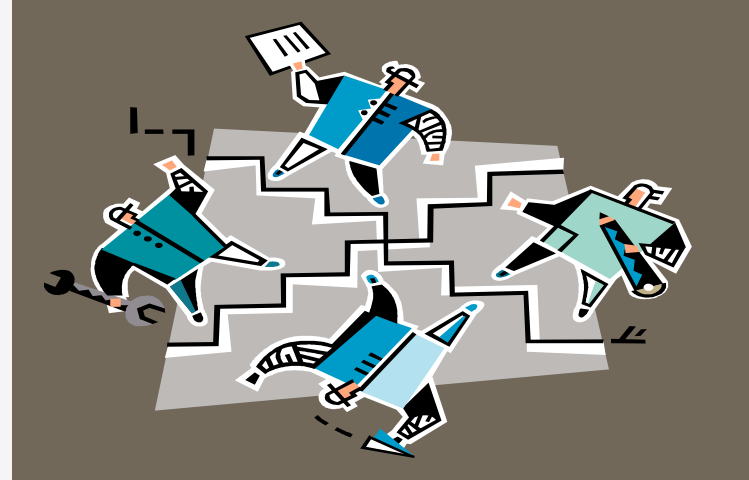
Formative Assessment

- **Danielson**: Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction.
- **McRel**: Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps.
- **Marshall**: Gives students a well constructed diagnostic assessment up front, and uses the information to fine-tune instruction.

CONVERSATION #6

Teachers work together to design pre-assessments.





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Delivering...

Reflecting on...

Revising ...

Curriculum

Designing Instruction

- Marshall: Orchestrates highly effective strategies, materials, and groupings to involve and motivate all students.
- McRel: Ensures the success of all students through the selection and utilization of appropriate methods and materials.
- Danielson: 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.

Designing the Learning Experience

For each learning experience:

- Identify the strategies students should apply to meet the WALT(s).
- Identify the instructional activities students will be engaged in in order to meet the WALT(s).
- Identify the formative assessments students will complete to provide data on students' progress in meeting the WALT(s).

Activities and Resources

Instructional Models, Activities Ensure Students

- Uncover Content
WALT(s)
- Practice Strategy
WALT(s)

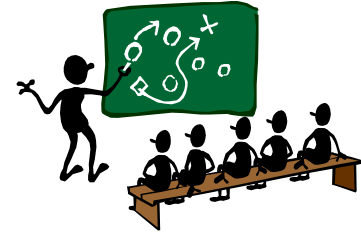
**Where
the “art” of teaching
meets
The “science” of
curriculum.**

Resources

- Are determined by the unit student learning objectives
- Do NOT drive the unit.

**Textbooks
Web Resources
Supplemental
Teacher Created**

Student Strategies



- Means to an end
- Approaches students might use to achieve the learning objective
- Set of steps likely to lead to students' successful engagement in learning
- Support independent learners who can manage their own learning and improve their performance

Subject-Specific

Ex. Calculate Area of Triangle:

1. Identify and measure the base and height.
2. Multiply the base by the height.
3. Divide by 2.
4. Record the units in squares.

General Learning

Ex. Active Listening

1. Look at the person who is speaking.
2. Think about what they are saying.
3. Restate what they said.
4. Ask clarifying questions.

Formative Assessment

- Danielson: Formative assessments designed to inform minute-to-minute decision-making by the teacher during instruction
- McRel: Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps.



Formative Assessments

On-going assessment that guides teaching and improves learning.

- Can be formal or informal.
- Should be recorded but not factored into summative grading.
- Includes feedback to the student
- Provides data to the teacher so he/she can plan further instruction, provide differentiation, provide intervention.

Content WALTs

1. Knowledge of Facts
2. Understanding of Concepts

Thumbs Up/Down, Exit Cards, Check Quizzes, Homework, Senteo Remotes, student response boards

Strategy WALTs

1. Knowledge of Steps
2. Ability to use Strategies

Observations, Checklists, Conferencing, Performance Tasks , Exit Cards



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CONVERSATION #8

Grade-level teachers deliver instruction and collect formative assessment data.

They collaboratively share, analyze, and reflect on data to plan effective and timely interventions and meaningful differentiated instruction.

Activity: Analyzing Formative Assessment Data

- 1. Examine the student data for Class A and Class B listed in “Unit Reflection Activity.”**
- 2. Review the questions listed in “PLC Conversations after a Formative Assessment.”**
- 3. Turn and Talk: What formative assessment tools/strategies are currently used to monitor student progress? Who receives the data? Is the data used in a timely way to drive instructional decisions?**

Differentiation

- **Danielson**: The teacher successfully differentiates instruction to address individual students' misunderstandings.
- **Marshall**: Successfully reaches all students by skillfully differentiating and scaffolding.

Differentiation

- Ready
- Reinforce
- Re-teach
- Reach



Flexible groups, tiered activities, learning centers

INTERVENTION



- Timely
- Targeted
- In the classroom – teacher, co-teacher, grade partner, instructional assistant
- During the school day
- Before or after school
- For struggling and high-achieving students



There must be a school-wide plan to provide intervention that includes the use of on-going formative assessment data.

REFLECTING ON AND REVISING CURRICULUM

CONVERSATION #9

Teachers share, analyze, and reflect on summative assessment data to:

- Monitor students across the grade level
- Revise units
- Revise assessments
- Seek targeted professional development



Reflecting on Practice

- Marshall: Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.
- McRel: Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. They understand that instructional plans must be constantly monitored and modified to enhance learning.

The Leader Needs a Viable Curriculum

- **Marshall**: Ensures that teachers backwards-design high quality, aligned units and provides feedback on drafts.
- Gets teams to take ownership for using data and student work to drive constant refinement of teaching.
- **Stronge**: Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- **Stronge**: Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.

Reflection

- **REFLECT:** Do you have a viable curriculum that connects standards, instruction, assessment, professional learning and evaluation?
- **SHARE:** What conversations has your PLC had and where would you begin?
- **POST:** What is one thing that you may be seeing from a new perspective? How will that impact your work going forward?

www.todaysmeet.com/PLC-Conversations



Thank

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