APPENDIX V – 88
Tucson Unified School District

Taking Action, Enhancing Learning for All Students

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Dr. Dennis King

dtss110@gmail.com

@DrDennisKing

Today’s Agenda

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Collective Responsibility
Collaborative Teacher, Intervention and Guiding Coalition Teams
Team Structures
SMART goal Alignment

Tomorrow’s Agenda

Reflection From Day 1
Establishing our Common Vocabulary
Collaborative Teacher Team Responsibility - Team Products
Types of Collaborative Teacher Teams
Making Time - T2 Interventions at work
Loose and Tight in a PLC Culture

About TIME

Planning Interventions and Extensions in Secondary School

It's Mike Mattos           Austin Buffum

FOREWORD

by Richard DuFour
The most important question in any organization has to be:

“What is the business of our business?”


If schools exist to prepare students to be adults, then we, as educators, must have an accurate vision of the future for which we are preparing our students.

**Schools are here to prepare children to be adults.**

As educators, it is our job to ensure our students learn the essential skills, knowledge, and dispositions needed to succeed in their adult life.

Higher levels of education and training are required!
“By 2020, **65 percent of all jobs** in the economy will require postsecondary education and training beyond high school."


**65 Percent of All Jobs ...**

- 35 percent of the job openings will require at least a bachelor’s degree.
- 30 percent of the job openings will require some college or an associate’s degree.

**ACT**

The ACT examined math and reading skills required for electricians, construction workers, upholsterers, and plumbers, and concluded they match what’s necessary to do well in first-year college courses.

*(ACT, Ready for College and Ready for Work: Same or Different?, 2006)*

**Our Mission**

To ensure high levels of learning for **all** students!
Compelling Reasons for Interventions

- Research says…
- Impact on School Culture, Collaboration, Formative Assessment and Data Analysis

What Do We Mean by High Levels?

- High school + plus
- Grade-level or better

Fundamental Assumptions

- All students don’t learn the same way.
- All students don’t learn at the same speed.
- Some students lack prior skills and knowledge
- Some students lack academic behaviors.
- Some students have a home life that is counterproductive to academic success.
**Fundamental Assumptions**

- Virtually all educators start each day with honorable intentions, worked tirelessly on behalf of their students, and utilize the best strategies they possess.

- Our traditional school system has never achieved the goal of all students learning at high levels.

- No teacher has all the skills, knowledge, and time necessary to meet the needs of all the students assigned to his or her classes.

**Current Reality, Critical Question**

**Can you make every parent this promise?**  p. 6

“It does not matter which teacher your child has at our school. If your child needs extra time and support to learn at high levels, we guarantee he or she will receive it.”

What is our current reality in our schools?

How can we support this statement in our schools?

**Formula for Learning**

\[ TI + T = L \]

Targeted Instruction + Time = Learning

**Traditional Schools**

\[ TI + T = L \]

Targeted Instruction + Time = Learning

Constant + Constant = **Variable**
Highly Effective Schools

The Big Picture

How do we visually think about a multi-tiered system of support?

TI + T = L
Targeted Instruction + Time = Learning

Variable + Variable = Constant

Tier 1
Tier 2
Tier 3

Tier 1
Tier 2
Tier 3

CFA
Standard
Team Dev.

Supplemental

Skills
Tier 1 is what all students receive!

All students have access to grade-level highly leveraged standard!

**Critical Point!**

If our mission is high levels of learning for every student, then what do **all** students need at Tier 1?

**Fundamental Assumptions**

- All students don’t learn the same way.
- All students don’t learn at the same speed.
Universal Skills of Learning

- Reading
- Writing
- Number sense
- English language
- Attendance
- Behavior

Fundamental Assumptions

- All students don’t learn the same way.
- All students don’t learn at the same speed.
- Some students lack prior skills and knowledge.
All students have access to grade-level highly leveraged standard!

Additional support to master grade-level highly leveraged standard

Intensive remediation in universal skills

**Critical Point!**

It's not core or interventions... It is:

Core

Core and more

Core and more and more

**Critical Point!**

Some students will need all three tiers!
Where does exceptional education fit into the pyramid?
Current Reality, Critical Question

School vs. Collaborative Teacher Teams – what is our role? What is the role of school based teams? What do they need?

What is a PLC?
Becky DuFour

PLC and RTI/MTSS

What's not a PLC?
• What is a PLC?
• Important concepts to guide our focus

Focus on Learning – Collective Responsibility
• Collaboration – Establishing Teacher Teams
• Convergent Assessment
• Results Orientation

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Key Points from Becky

- PLC Foundations
- Focus on Learning (MVVG)
- Collaboration - Interdependence
- Four Critical Question
- Team Products
- Results Orientation

Expanding Leadership Capacity

Types of Teams Count off by Three

- Collaborative Teacher Teams
- Guiding Coalition
- School Intervention Team

What is their purpose? How can they be used in the school?

Three Critical Teams

- Collaborative Teacher Teams
- Guiding Coalition
- School Intervention Team

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Intervention Team

- Site counselor
- Psychologist
- Speech and language pathologist
- Special education teacher
- Librarian
- Health services
- Subject specialists
- Instructional aides
- Other classified staff

Traditional Leadership vs. 21st Century Leadership in a PLC

- Characteristics of Traditional School Leadership
  - What does it look like?
  - What does it feel like?

- Characteristics of PLC Leadership
  - What does it look like?
  - What does it feel like?
Traditional Leadership Actions

Student Achievement

Teacher Actions in the Classroom

Principal Actions

Actions in a Collaborative Culture

Student Achievement

Teacher Actions in the Classroom

Collaborative Teams of a PLC

Guiding Coalition

Principal Actions

Building a Guiding Coalition

Position Description

Team Leader

A high-performing collaborative team of teachers is the heart and soul of a school that functions as a professional learning community, and a highly effective team is invaluable to the principal as an effective team leader. The success of the White River School District depends on the mission of ensuring high levels of learning for all students, and the principal is a leader in each school. Thus, the selection of team leaders in White River is vital, informed, and deliberate.

Credibility - Ask: Does the group have the necessary people with good reputation and decisions taken to be the group leader?

Leadership - Ask: Can the group act as strong enough leaders to control the change process?
High Leverage Strategies for Principals

Key Points

Start Doing/Stop Doing

Next Steps

“Substantial cultural change must precede technical change.”

While technical changes are necessary to improve our schools, they produce few positive results when the people using them do not believe in the intended outcome or the change.

—Muhammad, Transforming School Culture: How to Overcome Staff Division (2009), p. 16
John Kotter’s 8 Steps to Leading Change

1. Create a sense of urgency.
2. Create a guiding coalition.
3. Develop a change vision.
4. Communicate a vision for buy in.
5. Empower people and remove barriers.
7. Don’t let up.
8. Make change stick.

Creating a Sense of Urgency?

- What is urgency?
- Why do we need it?
- How does it benefit managers?
- How does it benefit organizations?
- What gets in the way of creating a sense of urgency?
Collective Responsibility

A shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every child.

Thinking is guided by the question: *Why are we here?*

Our Mission

To ensure high levels of learning for *all* students!

Most schools incessantly debate two words:

To *ensure* high levels of learning for *all* students!
Collective responsibility is built on two fundamental beliefs:

1. We, as educators, accept responsibility to ensure high levels of learning for every child.
2. We assume all students can learn at high levels.

Creating a Culture of Collective Responsibility

To what extent are the two fundamental beliefs embraced by your staff?
Collaborative Teacher Teams

Getting Started Collaborative Culture

Team Foundations

- Where are now?
  - Team Norms/Commitments
  - Team Consensus
  - Team Vision
  - Agendas
  - Team SMART Goal/Standard by Standard
- Where are we now? Current Reality/Next Steps

Science Team Meeting
July 29, 2011

Science Team Vision - We want all kids to learn Science.

Team Smart Goal - By the end of the first semester 100 percent of students in science will pass their science course at a 70 percent or higher.

Today’s Agenda

I. Review Norms

II. Review Common Assessment Data
   - Common Assessment SMART Goal
      - All students will score at the proficiency level of 80 percent on each learning target of the science inquiry assessment.

III. Identify Areas of Strength
   - Areas of strength
   - Areas of Concern
   - Next Steps
   - Possible Interventions

IV. Topics of Next Meeting

V. How did we do today? Review Norms.
Team SMART Goals

- Strategic and Specific
- Measurable
- Attainable
- Results-based
- Time-bound

Are these SMART?
By the end of the 2017-2018 school year we will

- Implement three new reading strategies aligned with the skills and concepts outlined by the state standards.
- Increase the use of cooperative learning by 25%.
- At least 90% of second grade students will score 80% or higher on the unit assessment.

SMART Goal

- Eighty percent of eight grade students will score (80% or higher) on the functions unit assessment

✓ What's next?

Aligning our Goals
Day 1 - Reflection

Key Points
- Circling Around

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Day 2
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dtssst10@gmail.com
@DrDennisKing

Creating Our Roadmap

Guiding Coalition
Creating the Compelling Reason - Data

Assessment Results
Alignment
Evidence
SIP
PLC School

Aligning School
External Protocols

Mission, Vision, Values, Goals

4 Critical Questions
Differentiation
Curriculum
Interventions

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Reflection

- I thought about...
- I wonder about...

Collaboration at Work

Key Elements

- John Hattie
  Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement

PLC Vocabulary

- Review vocabulary
- Identify Key Terms
- Points of Clarity
- Question
Visible Learning
A meta-meta-analysis of:

- Over 800 meta-analyses
  - Comprising over 50,000 individual studies
  - Representing the achievement of over 80 million students worldwide
- 188 Influences

What should teachers do?
John Hattie discovered that teachers are far more likely to have a large and positive impact if they:

- Are passionate about helping their students learn
- Forge strong relationships with their students
- Are clear about what they want their students to learn
- Adopt evidence-based teaching strategies
- Monitor their impact on students’ learning, and adjust their approaches accordingly
- Actively seek to improve their own teaching
- Are viewed by the students as being credible (Hattie 2016 Update)

You are far more likely to have a low (or even negative) impact if you:

- Repeat students
- Label students (fixed mindset)
- Have low expectations

The “Home Effect”

- Socioeconomic status: .57
- Home environment: .57
- Parental involvement: .51
The good news:
Socioeconomic status was thirty-first on his list of the factors that have the greatest impact on student learning.

Schools directly control thirty practices that have a greater impact on student learning.

More Powerful Than Poverty

- Collective Efficacy: 1.57
- Student Visible Learning: 1.44
- Formative Assessment: .90
- Response to intervention: 1.29

Collaborative Teacher Teams

THE WORK OF TEAMS
<table>
<thead>
<tr>
<th>Products</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective*</td>
<td>Standards</td>
</tr>
<tr>
<td>CFA</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>Interventions</td>
<td>CFA</td>
</tr>
<tr>
<td>Enrichment</td>
<td>CFA</td>
</tr>
</tbody>
</table>

**Team Structures**

- Grade level teams
- Course and Content Teams
- Vertical Teams
- Interdisciplinary Teams
- District or Regional Teams
- Electronic Teams
You must get down to ...

Cause of the student’s struggle

Balance Assessment

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Student Involvement

Where am I going?
Where am I now?
How can I close the gap?

Assessment is not something that is done to students separate and apart from instruction; assessment must be - and must be seen to be - something that is done with students as an integral part of the learning process.

-- Ken O’Conner (2002)

Topic 7 Tracker

Topic Goal:
80% or higher!
I can count and find number patterns to 120.

Today’s Goal: 100

1 red 2 yellow 3 green

Today’s Goal: 90

How did I do?

I can make numbers from 11-19.
I can use numbers from 11-19.
I can count by 10s.
I can count to 120.
I can use counting by 10s.
I can look for patterns.
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Learning Targets/Goals

Unit:  | Monday | Tuesday | Wednesday | Thursday | Friday |
-------|--------|---------|-----------|----------|--------|
My understanding of L.T.: (low) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (low) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (low) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (low) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (low) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (low) 1 2 3 4 5 6 7 8 9 10  |
Goal:  | Goal:  | Goal:  | Goal:  | Goal:  | Goal:  |

My understanding of L.T.: (medium) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (medium) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (medium) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (medium) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (medium) 1 2 3 4 5 6 7 8 9 10  |
Goal:  | Goal:  | Goal:  | Goal:  | Goal:  | Goal:  |

My understanding of L.T.: (high) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (high) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (high) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (high) 1 2 3 4 5 6 7 8 9 10  | My understanding of L.T.: (high) 1 2 3 4 5 6 7 8 9 10  |
Goal:  | Goal:  | Goal:  | Goal:  | Goal:  | Goal:  |

Goal:  | Goal:  | Goal:  | Goal:  | Goal:  | Goal:  |

Which Learning target should every student master? Why?

Essential Question – Students will correctly cite information from an outside source to support a claim using parenthetical citation.

Goal: Ninety percent of 9th grade students will cite information from an outside source using parenthetical citation at level 3 (no major errors).

Circle the number that best explains your understanding of how to write parenthetical citations.

1. I understand what parenthetical means.
   - 1 skilled
   - 2 competent
   - 3 uncertain
   - 4 not yet guessing

2. I know which part of the author’s name I should write in a parenthetical citation.
   - 1 skilled
   - 2 competent
   - 3 uncertain
   - 4 not yet guessing

3. If I have the information, I know what I should write after the author’s last name in a parenthetical citation.
   - 1 skilled
   - 2 competent
   - 3 uncertain
   - 4 not yet guessing

4. If a book or article doesn’t have an author, I know what to put instead of the author’s last name in a parenthetical citation.
   - 1 skilled
   - 2 competent
   - 3 uncertain
   - 4 not yet guessing

5. I know what punctuation to put after the last parenthesis.
   - 1 skilled
   - 2 competent
   - 3 uncertain
   - 4 not yet guessing

Score:

Assessment 2:
Title of Article:
Author(s):
Parenthetical Citation:
Score:

Assessment 3:
Title of Article:
Author(s):
Parenthetical Citation:
Score:

Proficiency Scale
(adapted from Formative Assessment and Standards-Based Grading, Robert Marzano)

4 Skilled - In addition to exhibiting competence, the skills I can demonstrate go beyond what I was taught in class.
3 Competent - I can demonstrate a clear understanding of the skill without major errors.
2 Uncertain - I can demonstrate a partial understanding of the skill.
1 Guessing - I cannot demonstrate understanding of the skill.

*Looking at my data on the above skills, I can see that I am __________ with this learning target:
   (a) Skilled  (b) Competent  (c) Uncertain  (d) Guessing

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Making Time

Key Points for Successful T2 Interventions

How can interventions be targeted?

What is needed to move forward?

Next Steps/Action Plan

Key concepts for consideration

Collective Responsibility

Team Foundations (norms/commitments, vision, consensus, SMART Goal)

Team Structures

Team Products

Balanced Assessment Process

Student Involvement

Leadership