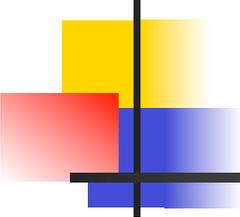


# Re-Energize Your PLC to Win Together



[www.achievementstrategies.org](http://www.achievementstrategies.org)  
[bobbdarnell@mac.com](mailto:bobbdarnell@mac.com)



## Session Learning Goals

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1. Identify strengths and needs related to your PLCs and determine needed/desired changes.
2. Identify ways to inspire and support PLCs in your district/school.
3. Determine the knowledge, skills, attitudes, and processes required for high functioning PLCs in your school.

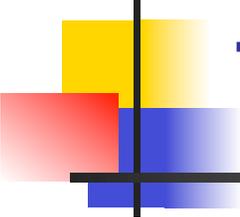
What was your PLC like last year?

*Getting Better*

*I can't get no*

*I Feel Good*

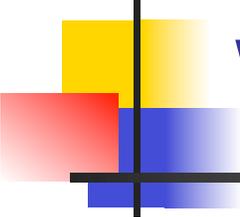




# Think about it.

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- Think about a time when you participated on a team/group effort that was successful?
  - How did you feel about the achievement?
  - How do you feel about teammates?
  - Did you want to work/play with them again?



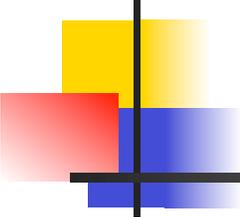
# A growth mindset is needed to WIN together.

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- Believe that abilities are not fixed and they can be developed through dedication, collaboration, and hard work
- Possess a love of learning and improvement
- Choose to be resilient
- Desire accomplishment (i.e. reach a goal, solve a compelling problem)

Teams who play and win together, like to play together.

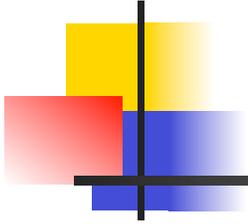




# Developing a Team. . .

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# TEAM

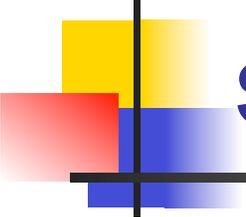
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- **T**ogether
- **E**veryone
- **A**chieves
- **M**ore



# How about using the Disney approach?





# What does it mean to WIN at school?

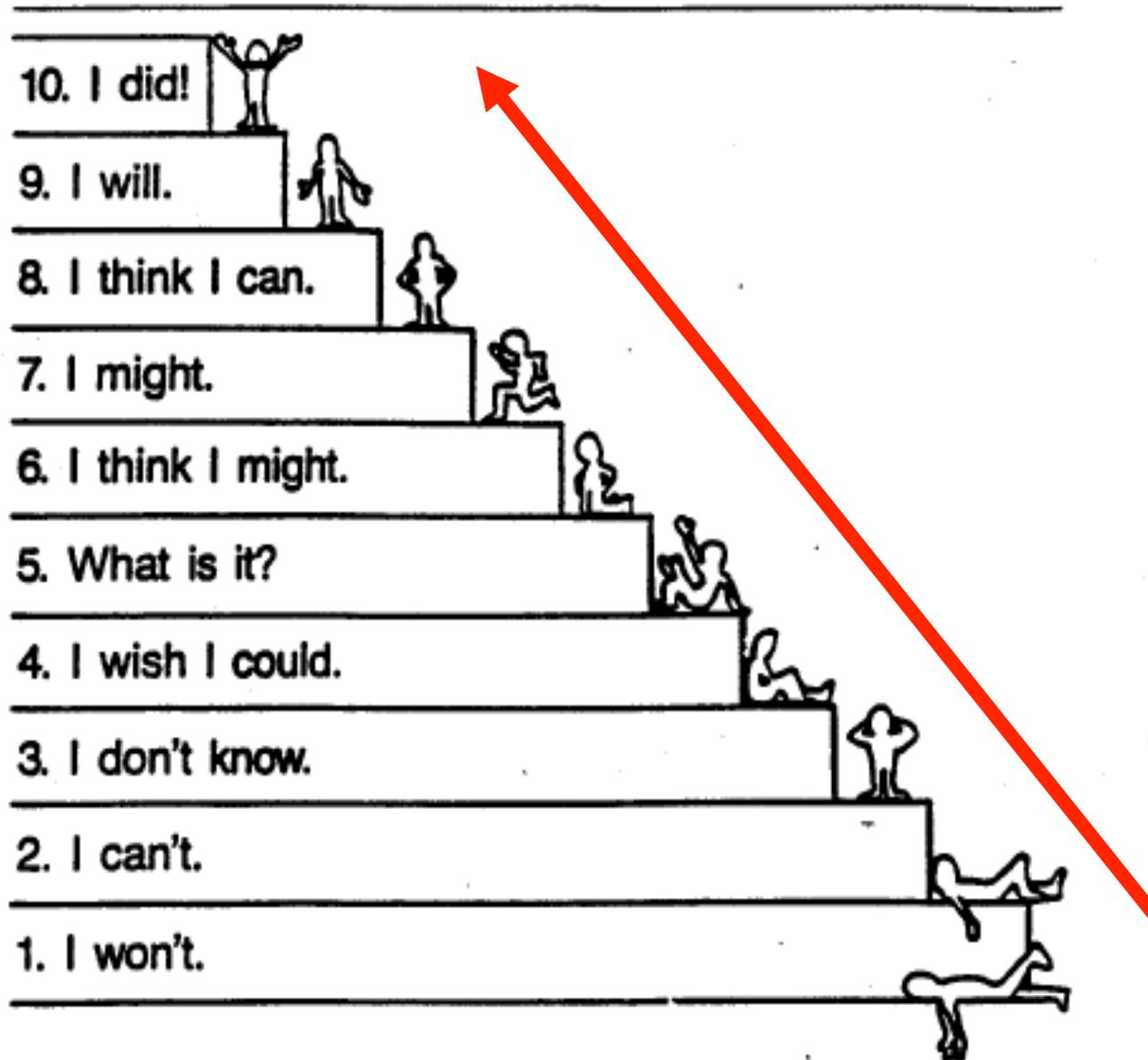
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1. Students learn in our classes.
2. Students are able to show their learning on external assessments (e.g., CCSS, state tests).
3. Students are ready for their next step in school (eventually college and career).
4. Teachers are satisfied and effective.
5. Students are satisfied and confident.
6. Parents support the school.

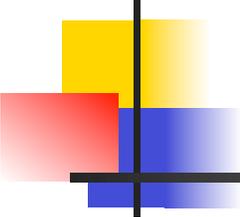
# The Brain and Successful Learning

Neurotransmitter	Purpose and Result
<b>Noradrenalin</b>	Arousal Energy Drive Excitement
<b>Serotonin</b>	Calming neurotransmitter important to the maintenance of good mood
<b>Acetylcholine</b>	Focus Memory Feelings of pleasure
<b>Dopamine</b>	Pleasure Reward Good Feelings towards others

# POWER THINKING



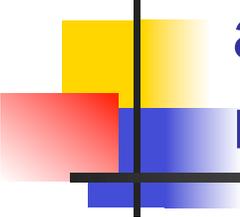
Marzano,  
Tactics in  
Thinking, 1989



# Plenty of Evidence

---

- Student achievement increases when teachers engage in collaborative examination of student work, have dialog about student achievement, and participate in a variety of professional learning experiences.



# **1. Identify essential learning outcomes (i.e. knowledge, skills, behaviors, attitudes) and goals for students' life and career readiness.**

---

- Curriculum Maps
- Unit Designs
- Common Core/State Standards
- Community Values and Needs
- Standardized Test Benchmarks (e.g., ACT/Aspire College Readiness, SAT, state tests)
- Life and Career Readiness

# Integrating Literary Skills with Content Area Knowledge and Skills

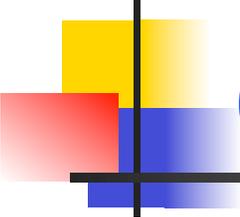
<p><b>Identify the knowledge components of the unit of study/chapter.</b></p>	<p>Create a visual organizer that displays the big categories/ideas, concepts, key vocabulary, and topics that are part of the unit/chapter.</p>			
	<p><b>Chord Properties</b></p> <ul style="list-style-type: none"> <li>•center</li> <li>•perpendicular</li> <li>•bisector</li> <li>•equidistant</li> <li>•central angle</li> <li>•inscribed angle</li> <li>•radius</li> <li>•intercepted arc</li> <li>•congruent</li> <li>•chord</li> </ul>	<p><b>Tangent Properties</b></p> <ul style="list-style-type: none"> <li>•tangent</li> <li>•point of tangency</li> <li>•perpendicular</li> <li>•radius</li> <li>•tangent segments</li> <li>•congruent</li> <li>•externally tangent</li> <li>•internally tangent</li> </ul>	<p><b>Arcs and Angles</b></p> <ul style="list-style-type: none"> <li>•parallel lines</li> <li>•secant</li> <li>•inscribed angle</li> <li>•central angle</li> <li>•intercepted arc</li> <li>•congruent</li> <li>•semicircle</li> <li>•right angle</li> <li>•cyclic quadrilateral</li> <li>•supplementary</li> </ul>	<p><b>Circumference</b></p> <ul style="list-style-type: none"> <li>•circumference</li> <li>•diameter</li> <li>•radius</li> <li>•pi</li> <li>•perimeter</li> <li>•ratio</li> </ul>
<p><b>Determine the learning targets objectives of the unit of study/chapter.</b></p>	<p>Create/select learning objectives that represent what you want students to know, be able to do, and understand.</p> <ol style="list-style-type: none"> <li>1. <b>Define</b> and use unit vocabulary.</li> <li>2. <b>Describe</b> properties of chords.</li> <li>3. <b>Describe</b> properties of tangents.</li> <li>4. <b>Compare</b> common tangents and tangent circles.</li> <li>5. <b>Use</b> applications of tangents.</li> <li>6. <b>Show</b> an arc, tangent, and chord in an original drawing.</li> <li>7. <b>Describe</b> the relationship between the circumference of a circle and its diameter.</li> <li>8. <b>Apply</b> the formula for circumference of a circle.</li> </ol>			

# Integrating Literary Skills with Content Area Knowledge and Skills

Populations	Ecological Relationships	Food Chains and Webs	Ecosystems
<ul style="list-style-type: none"> <li>• species</li> <li>• population</li> <li>• community</li> <li>• ecosystem</li> <li>• biome</li> <li>• biosphere</li> </ul>	<ul style="list-style-type: none"> <li>• exponential growth</li> <li>• carrying capacity</li> <li>• bio-magnification</li> <li>• extinction</li> <li>• pollution</li> <li>• commensalism</li> <li>• mutualism</li> <li>• competition</li> <li>• predation</li> </ul>	<ul style="list-style-type: none"> <li>• producer</li> <li>• primary consumer</li> <li>• secondary consumer</li> <li>• decomposer</li> <li>• scavenger</li> <li>• energy flow</li> <li>• energy pyramid</li> </ul>	<ul style="list-style-type: none"> <li>• climate</li> <li>• weather</li> <li>• biotic factors</li> <li>• abiotic factors</li> <li>• nutrients</li> <li>• matter</li> <li>• cycles</li> </ul>
<p>I will be able to/I can . . .</p> <ol style="list-style-type: none"> <li>1. Define the vocabulary in this unit.</li> <li>2. Describe the energy roles of organisms in an ecosystem.</li> <li>3. Explain food chains and food webs.</li> <li>4. Create a <b>food chain</b> with a given set of animals &amp; plants.</li> <li>5. Identify the <b>causes and effects</b> of changing ecosystems.</li> </ol>		<ol style="list-style-type: none"> <li>6. Construct a food web with related food chains.</li> <li>7. Describe and illustrate the <b>steps</b> in the water cycle.</li> <li>8. Describe and illustrate the <b>steps</b> in the oxygen cycle.</li> <li>9. <b>Compare</b> the various biomes across the earth.</li> <li>10. Summarize <b>main ideas</b> and cite <b>supportive details</b>.</li> </ol>	

# Add literacy standards into the curricular map and unit designs

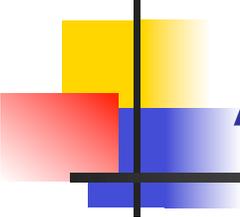
Unit: Safety/Sanitation	Unit: Recipe Knowledge	Unit: Measuring Methods	Unit: Food Pyramid
Concepts/Topics	Concepts/Topics	Concepts/Topics	Concepts/Topics
<ul style="list-style-type: none"> <li>•Safety procedures</li> <li>•Sanitary practices</li> <li>•Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>•Breaking down recipe measurements</li> <li>•Substitutes for ingredients</li> </ul>	<ul style="list-style-type: none"> <li>•Dry measuring</li> <li>•Liquid measuring</li> <li>•Use of equivalents</li> </ul>	<ul style="list-style-type: none"> <li>•Food groups</li> <li>•Servings required and sizes</li> <li>•Nutrients present</li> </ul>
Skills	Skills	Skills	Skills
<ul style="list-style-type: none"> <li>•Interpret directions</li> <li>•Apply sanitation practices to prevent injury &amp; illness</li> <li>•Apply proper room and equipment safety p</li> <li>•Collect information</li> </ul>	<ul style="list-style-type: none"> <li>•Modify recipes</li> <li>•Interpret recipes</li> <li>•Construct recipes</li> <li>•Collect information</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate use of dry measure equipment</li> <li>•Demonstrate use of liquid measure equipment</li> <li>•Use equivalents</li> <li>•Collect information</li> </ul>	<ul style="list-style-type: none"> <li>•Identify food groups for food items</li> <li>•Determine servings required</li> <li>•Determine serving sizes</li> <li>•Determine nutrients present</li> </ul>
<p>Add reading and writing skills</p> <p><b>Main Idea</b></p>	<p>Add reading and writing skills</p> <p><b>Comparison</b></p>	<p>Add reading and writing skills</p> <p><b>Cause/Effect</b></p>	<p>Add reading and writing skills</p> <p><b>Generalizations/Conclusions</b></p>



# (Reading and Content Areas) (Science and Math)

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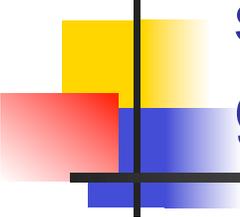
1. Main Idea
2. Significant Details
3. Sequential/Order Relationships
4. Comparison Relationships
5. Cause and Effect Relationships
6. Understanding and Using Words
7. Generalizations and Drawing Conclusions
8. Problem-Solution Relationships
9. Interpreting Instructions
10. Author's Purposes, Techniques, and Devices
11. Use Maps, Charts, and Graphs
12. Literary Analysis



# Adults learners are . . .

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- goal-directed
- problem/challenge-driven

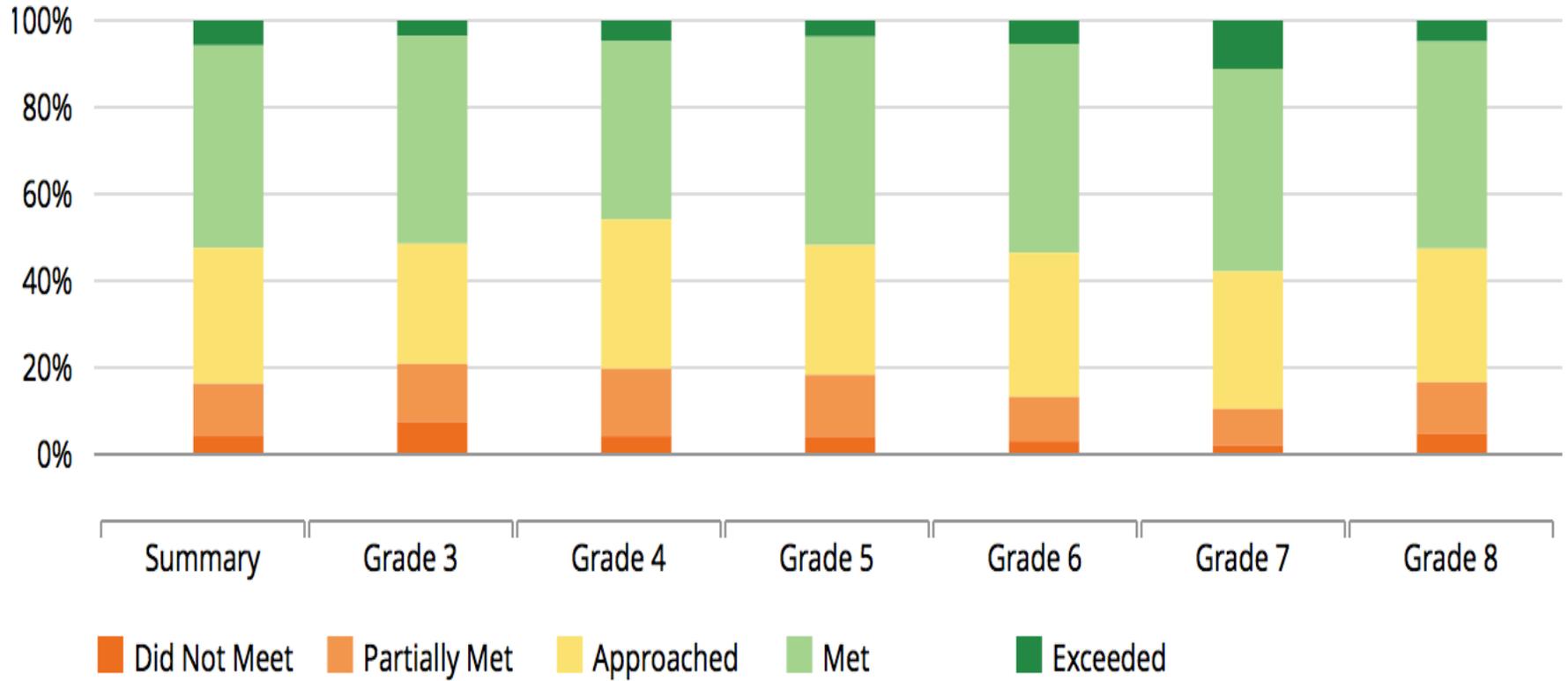


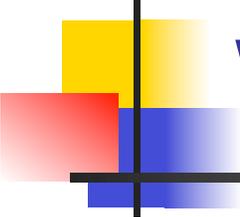
## **2. Engage in collaborative examination of student work, achievement, and personal growth.**

---

- closed-ended and constructive response assessments
- observations of processes/learning
- products
- performances
- portfolio

## All Students





# Reading Strengths and Weaknesses

---

■ **Green**=

Strength

■ **Yellow**=

Borderline

■ **Red**=

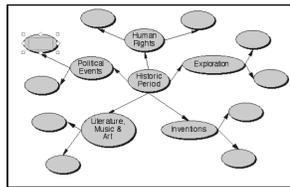
Needs

immediate

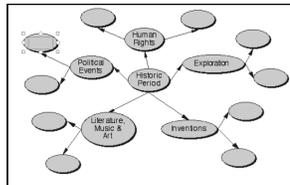
intervention

1. **Main Idea**
2. **Significant Details**
3. **Sequential/Order Relationships**
4. **Comparison Relationships**
5. **Causal Relationships**
6. **Generalizations/Drawing Conclusions**
7. **Meanings of Words**
8. **Problem/Solution Relationships**
9. **Author's Design, Purpose, and Techniques**
10. **Interpreting Instructions**

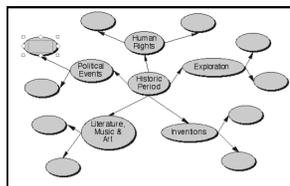
Bring samples of student work every couple of weeks to your grade level team.



Poor



Good



Better/Best

Summary

Poor

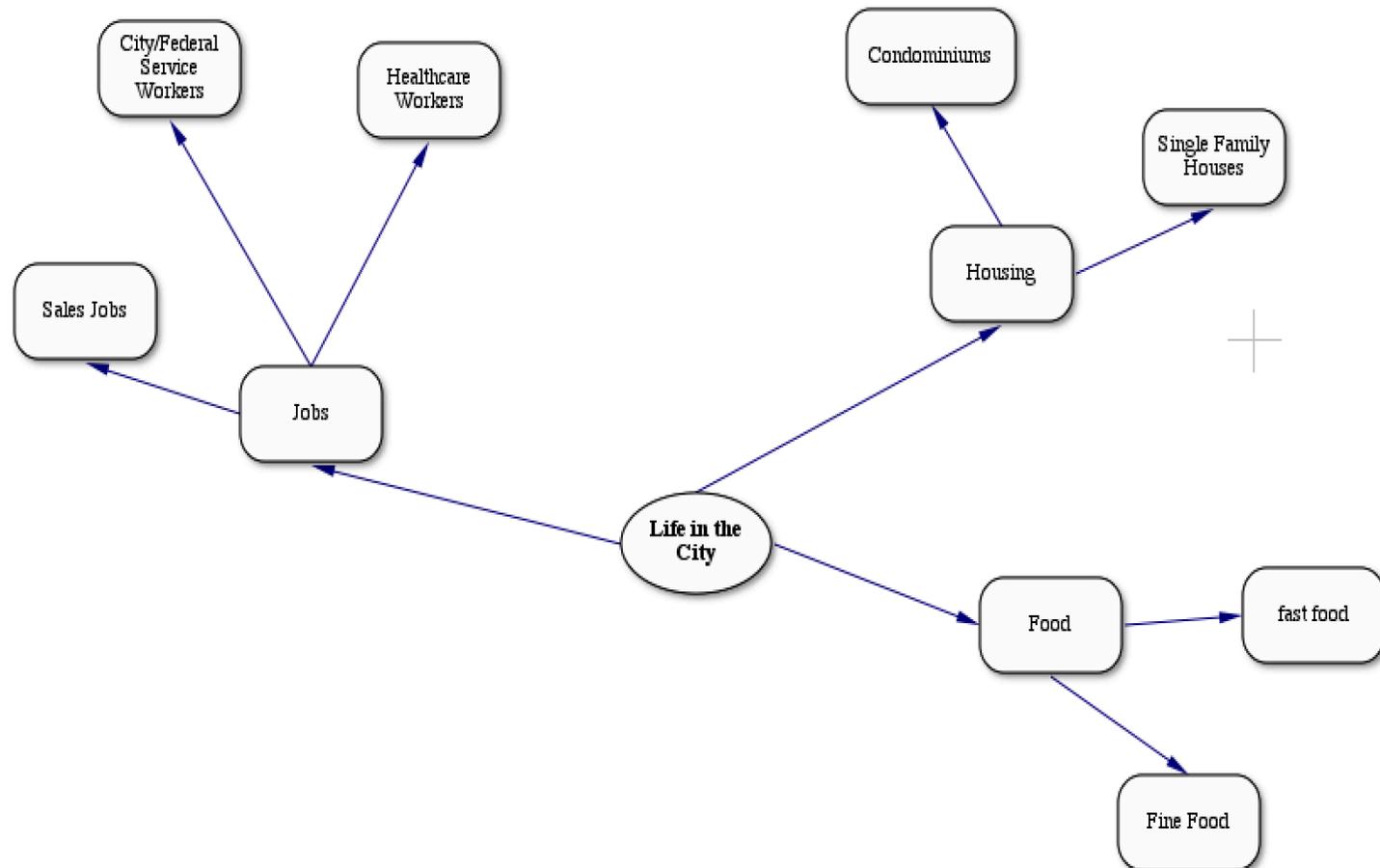
Summary

Good

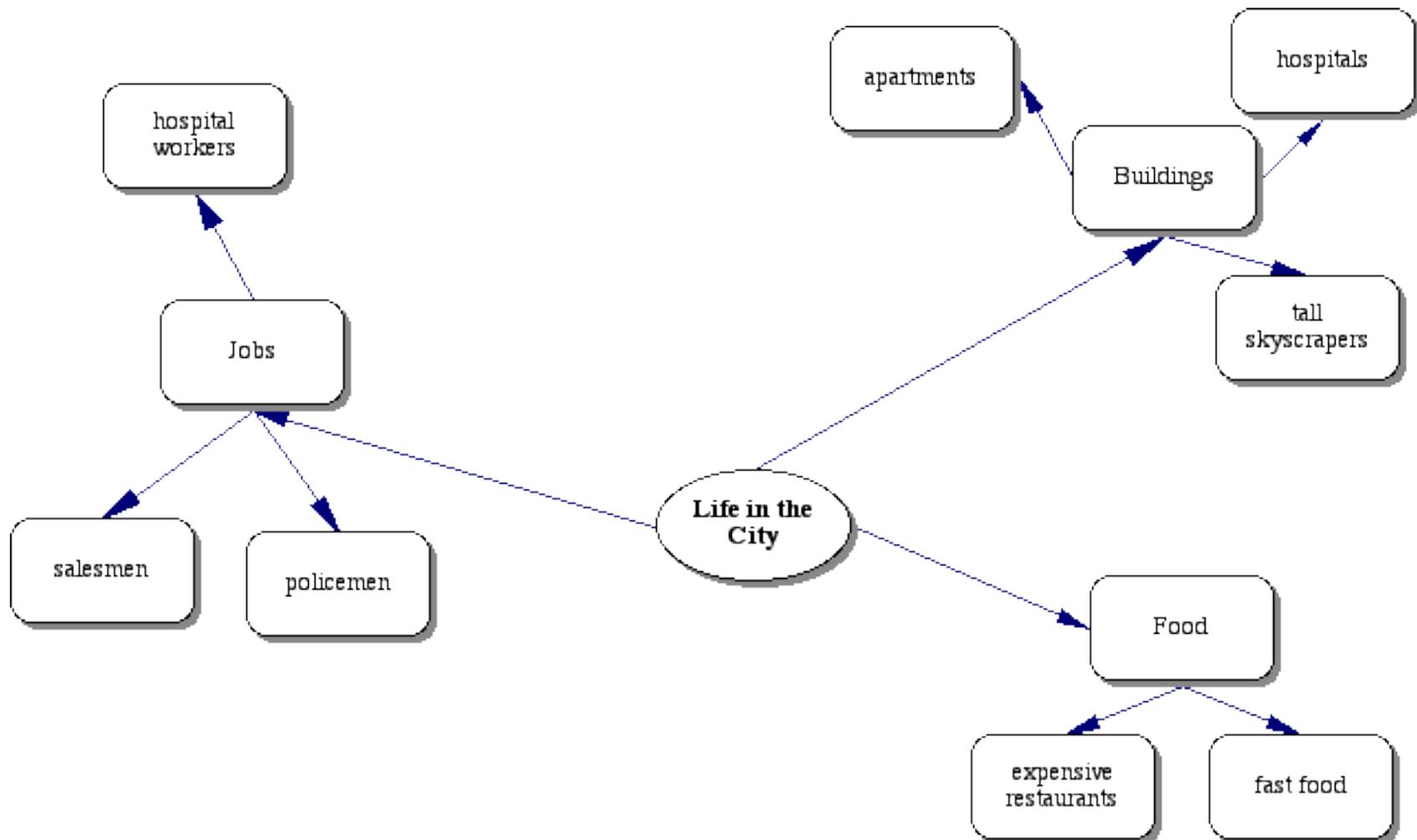
Summary

Better/Best

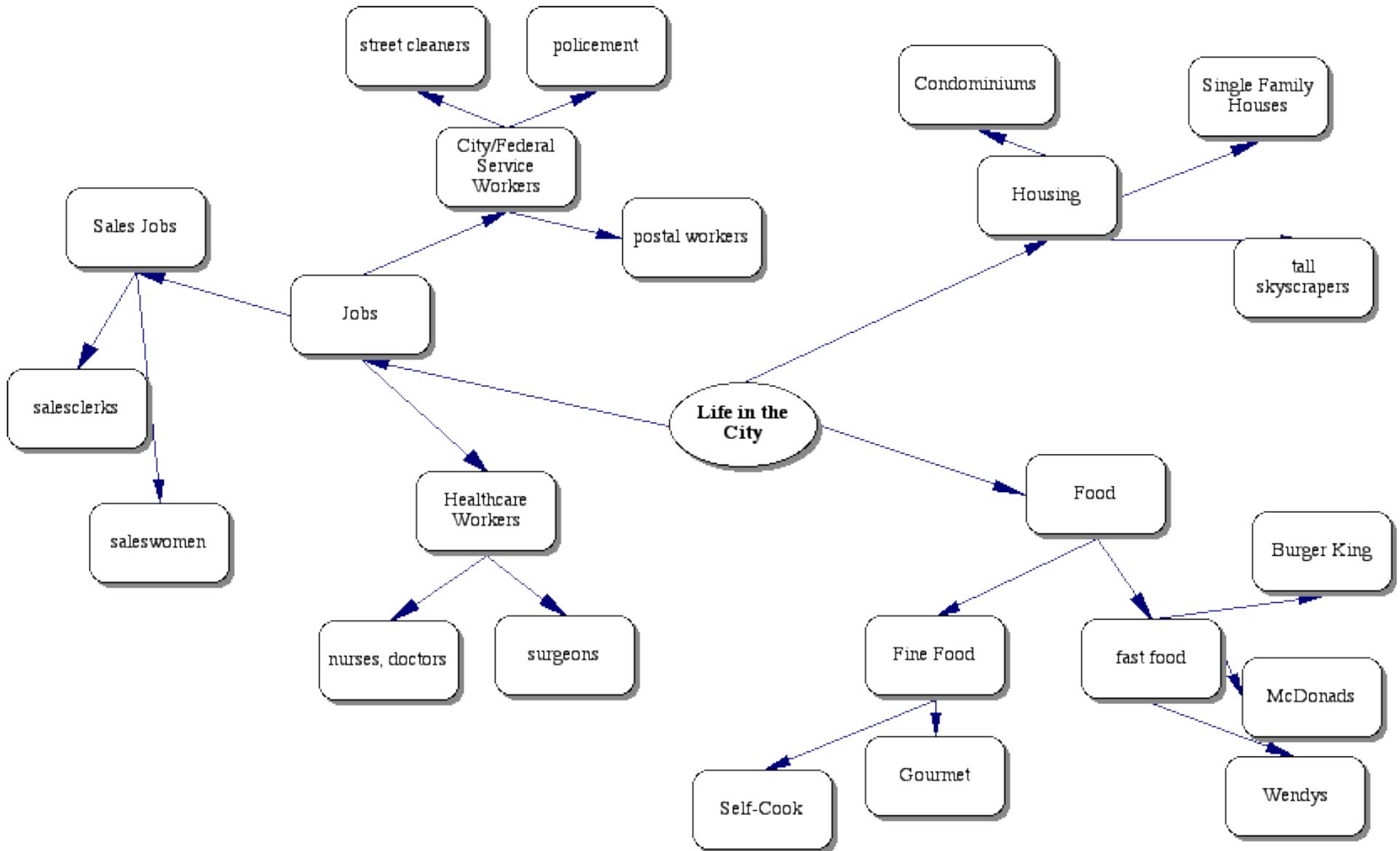
# Summary: Poor



# Summary: Average



# Summary: High



# Student Summary: Poor

There are fast foods in the city and other kinds of places to eat. Big buildings are all around and there are some older and new buildings too. Some kinds of buildings have bricks and other are made of wood in the city. People also have to work there. Some people work there are policemen and people who sell stuff.

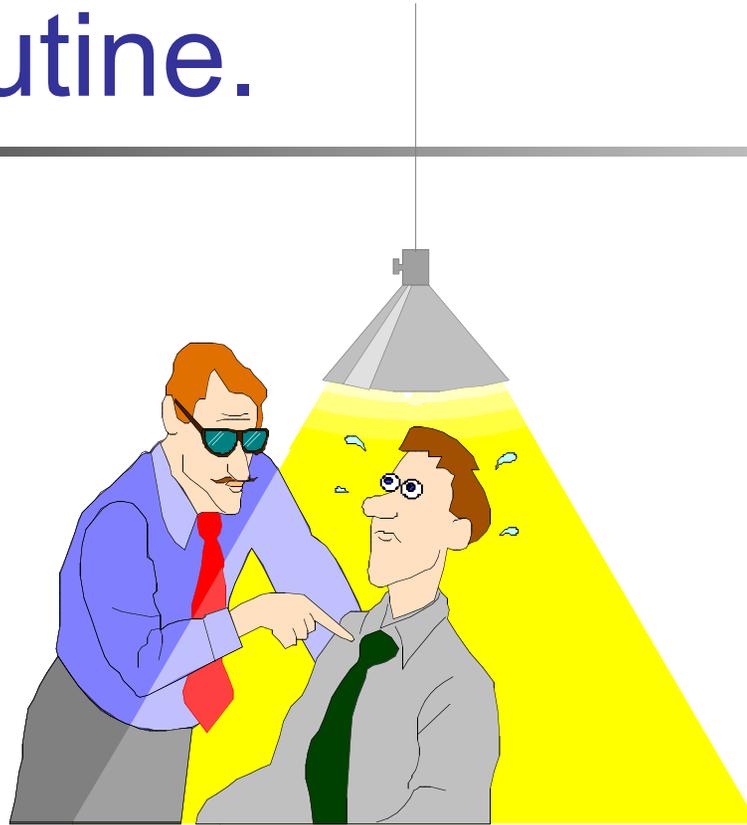
# Student Summary: Average

Life in the city is pretty interesting. There are many jobs that people have such as sales and people who work in hospitals. There are also some people who work for the mayor too. There are many kinds of places for people to live such as tall buildings and houses. People can live almost anywhere. I think it would be fun to eat in the city too. You can eat at places like McDonalds and other fast food places. They also have good restaurants too. The city looks like it would be fun to live.

# Student Summary: High

- The article is about life in the city. There were three major points that the author was trying to communicate. The three ways of understanding life in the city would be to look at the jobs, housing, and food in the city. There are many kinds of jobs in the city. First, there are sales jobs like sales clerks where men and women work in places like big department stores. There are also small boutiques that specialize in certain kinds of clothing or housewares. Secondly, the city has many places to eat food. There are the usual fast food places like Burger King, McDonalds, and Wendys. There are also an abundance of fine food restaurants where you can eat gourmet foods or even select and cook your own food. Finally, the article talks about different kinds of housing in the city. A person can live in tall buildings where there are apartments or condominiums. There are also single family houses to live in. The houses seem to be pretty expensive compared to some of the smaller condominiums. It appears that the city is quite a place where food, housing, and jobs are varied and plentiful.

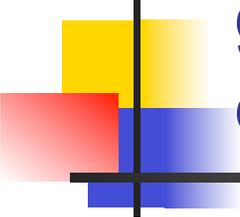
Data are the inherent enemy  
of routine.



**Why?**

# What preliminary conclusions or generalizations can we draw about this data?

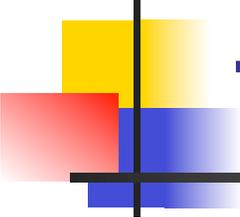
Students	State Test Met/Exceeded	C or above	Gates 50 percentile or above	Writing Met/Exceeded
Caucasian	60%	62%	53%	70%
African American	42%	55%	50%	50%
Hispanic	18%	48%	29%	44%
Asian	71%	72. %	54%	74%
Special Ed	45%	75%	39%	49%



### 3. Identify areas of need by identifying the gap between what is wanted and existing conditions.

---

<b>Curriculum, Life, and College, and Career Expectations</b>	<b>Strengths</b>	<b>Needs</b>
Academic Curriculum		
Life Skills and Attitudes		
Career Awareness and Readiness		
College Readiness		

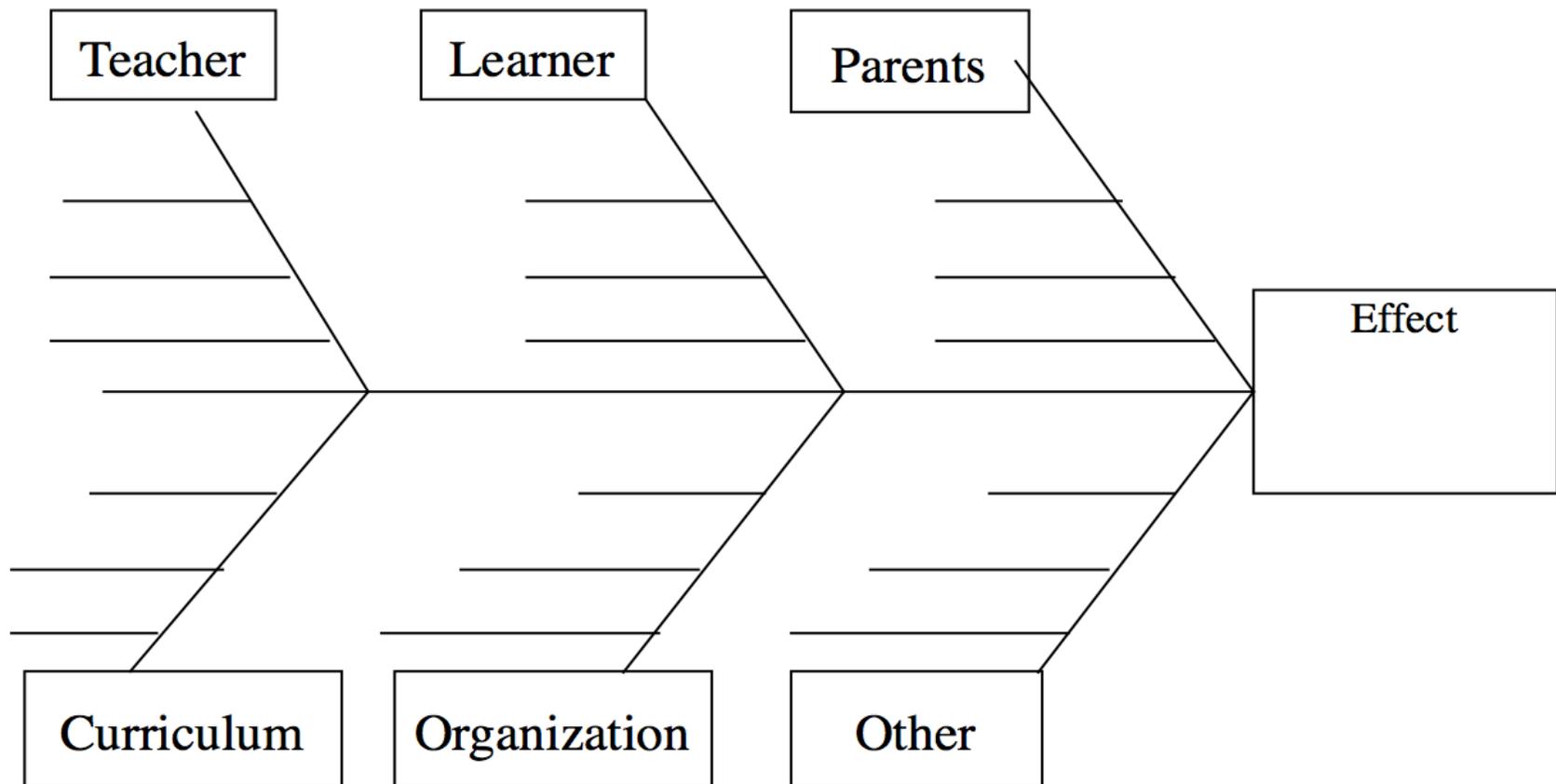


# Reading Informational Text/ Thinking in Content Areas

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1. Main Idea
2. Significant Details
3. Sequential/Order Relationships
4. Comparison Relationships
5. Cause and Effect Relationships
6. Understanding and Using Words
7. Generalizations and Drawing Conclusions
8. Problem-Solution Relationships
9. Interpreting Instructions
10. Author's Purposes, Techniques, and Devices
11. Use Maps, Charts, and Graphs
12. Literary Analysis (ELA)

## 4. Identify contributing factors producing current results (e.g., teachers, students, organization, curriculum, parents, etc.).



**Result/Effect**  
**Student failure/very low achievement**

## Curriculum

- prerequisites are not identified
- limited spiraling/review of skills
- no learning skills emphasis

## Teachers

- limited repertoire for differentiation
- negative beliefs about F students
- gives up

## Students

- lack prerequisites
- gives up
- lack strategies
- lack resiliency
- doesn't use interventions
- truancy
- incomplete work

## Organization

- lack resources for PD
- lacks focus
- insufficient analysis of data
- insufficient analysis of programs

## Parents

- often gives up
- doesn't know what to do to support learning at home
- lack of control

## Other

## Textbook Reading Fishbone

### Teacher

- uniformed about textbook use
- need in-service
- overwhelmed with current instructional units

### Learner

- answers short questions
- lack of strategies
- does not read textbooks

### Curriculum

- need big picture of reading literature and reading
- curriculum review is by courses not programs
- curriculum is packed tightly

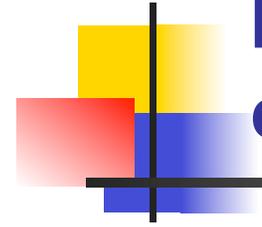
### Organization

- needs funds and task group to study the problem
- overemphasis on state goal tests
- lack of time

### Parents

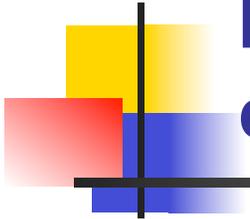
- uniformed about how to help their children

# 5. Become knowledgeable about research-based, best practices and correlate them to current practices.



Classroom Instruction Research		Teachers can differentiate by varying . . .
	<b>Percentile Increase</b>	
1. Identifying Similarities and Differences	45	1. <b>Content</b> Vary what students will learn and the materials that represent the content.
2. Summarizing and note taking	34	2. <b>Process</b> Vary the activities through which students make sense of key ideas using essential skills.
3. Reinforcing effort and providing recognition	29	3. <b>Product</b> Vary how students demonstrate and extend what they understand and can do as a result of a span of learning.
4. Homework and practice	28	4. <b>Learning Environment</b> Vary the classroom conditions that set the climate, expectations for learning, and physical conditions
5. Non-linguistic representations	27	
6. Cooperative Learning	27	
7. Setting objectives and feedback	23	
8. Generating and testing hypotheses	23	
9. Question, cues, & advanced organizers	22	
Marzano, Robert, et. al. (2001)		

# 5. Become knowledgeable about research-based, best practices and correlate them to current practices.



## Research-Supported Strategies/Practices for Improving Math Problem Solving

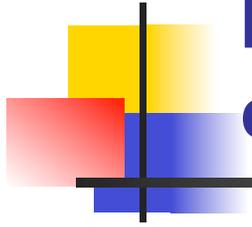
1. Providing immediate feedback about progress
2. Modeling and guided practice using tightly sequenced forms of explicit instruction
3. Teaching and modeling the use of problem representation and problem solving strategies
4. Small group, cooperative learning, and peer tutoring
5. Providing teachers with regular updates on student performance in terms of state standards
6. Teaching prerequisite skills prior to the introduction of new operations and concepts
7. Providing direct instruction in self-monitoring procedures
8. Using graphic organizers

Sample Strategies 1 through 5  
 US Department of Education, The Use of Scientifically Based Research in Education, Working Group Conference, (2002)

9. Explicitly teaching summarizing and writing extended responses
10. Incorporating manipulatives, concrete materials, and authentic situations
11. Expanding math vocabulary and concept knowledge through explicit teaching (e.g., notetaking, memory and retrieval strategies, roots, prefixes, and suffixes in mathematics)
12. Using timed math exercises that mirror state and district assessments
13. Assuring equity of curriculum delivery and opportunity to learn math
14. Creating opportunities for interactive classroom discussion regarding inventive and intuitive problem solving
15. Providing opportunities to use calculators
16. Providing computer-assisted math instruction

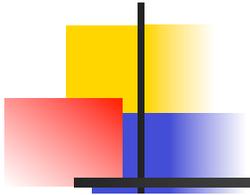
Sample Strategies 6 through 16  
 Sources: Walberg, (1995) In Cawelti, G. Handbook of Research on Improving Student Achievement. Arlington, VA: Educational Research Service

# 5. Become knowledgeable about research-based, best practices and correlate them to current practices.



Best Practices: Comprehension Strategies		
1. Monitoring Comprehension	7. Summarizing and extended written responses to reading	<b>Explicit Guided Practice</b> •I do •We do      •Reflection •I do      •Additional Practice •We do •I do •You do
2. Metacognition	8. Reciprocal teaching	
3. Graphic and semantic organizers	9. Cooperative learning	
4. Answering questions	10. Mental Imagery	
5. Generating questions		
6. Recognizing text structure		
National Reading Panel (2000)		

# 6. Establish improvement goals (SMART goals) based upon the greatest areas of learning needs (GAN).

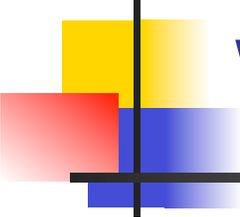


Goal	Indicators	Measures	Methods/Strategies	Action Plan/Timeline
<b>Students will perform at NCLB levels for reading comprehension.</b>  <b>Select areas for focus.</b>  1. Main Idea 2. Significant Details 3. Sequential/Order Relationships 4. Comparison Relationships 5. Cause and Effect Relationships 6. Word Meaning 7. Generalizations and Drawing Conclusions 8. Problem-Solution Relationships 9. Interpreting Instructions 10. Author's Purpose and Techniques 11. Understanding and Using Maps, Charts, and Graphs 12. Literary Analysis	Students will orally retell/summarize.	<ul style="list-style-type: none"> <li>•Observations</li> <li>•Recordings</li> </ul>	1. Monitoring Comprehension 2. Metacognition 3. Graphic and semantic organizers 4. Answering questions 5. Generating questions 6. Recognizing story/text structure 7. Summarizing and extended written responses to reading 8. Reciprocal teaching 9. Cooperative learning 10. Mental Imagery	<ul style="list-style-type: none"> <li>•Complete professional development for strategies</li> <li>•Bring back artifacts of high, middle and low quality student work</li> <li>•Use protocols weekly to discuss progress and "fine tune strategies"</li> <li>•30 day Goal</li> </ul>
	Students will choose an appropriate answer to a question.	<ul style="list-style-type: none"> <li>•Teacher/text questions</li> <li>•Standardized tests</li> <li>•Criterion-referenced tests</li> </ul>	See above	Same as above
	Students will retell/summarize in a written summary.	Written summary	See above	Same as above
	Students will show their understanding graphically.	<ul style="list-style-type: none"> <li>•Graphic organizer</li> <li>•Pictures</li> </ul>	See above	Same as above
	Students will create one or more questions for the passage/text with accurate answers.	<ul style="list-style-type: none"> <li>•Question(s) and Answer (s)</li> </ul>	See above	Same as above

**6. Establish improvement goals (SMART goals) based upon the greatest areas of learning needs (GAN).**

**MAKE IT  
HAPPEN  
30 DAY  
ACTION PLAN**





# Reading Strengths and Weaknesses

---

■ **Green**=

Strength

■ **Yellow**=

Borderline

■ **Red**=

Needs

immediate

intervention

1. **Main Idea**
2. **Significant Details**
3. **Sequential/Order Relationships**
4. **Comparison Relationships**
5. **Causal Relationships**
6. **Generalizations/Drawing Conclusions**
7. **Meanings of Words**
8. **Problem/Solution Relationships**
9. **Author's Design, Purpose, and Techniques**
10. **Interpreting Instructions**

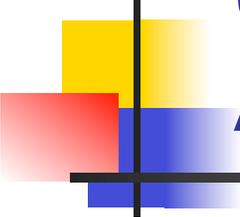
# Strategies to Teach Students Text Comprehension

National Reading Panel Report (2000)

1. Monitoring Comprehension
2. Metacognition
3. Graphic and semantic organizers
4. Answering questions
5. Generating questions
6. Recognizing story structure
7. Summarizing
8. Reciprocal teaching
9. Cooperative learning
10. Mental Imagery

## Classroom Organization

- whole group
- pairs
- small groups
- expert tutoring (side-by-side)
- use of technology

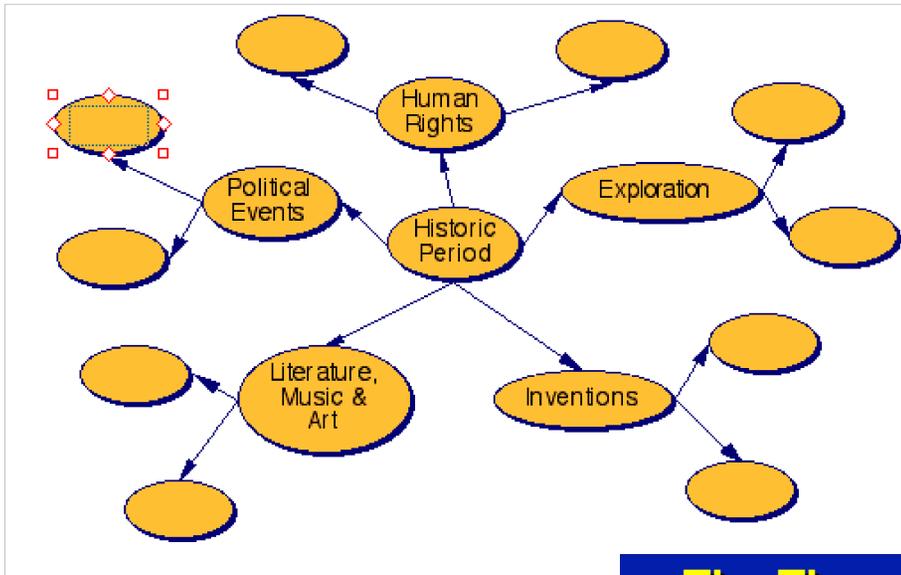


# Categories of Instructional Strategies That Affect Student Achievement

---

Category	Percentile Gain
■ Identifying Similarities and Differences	45
■ <b>Summarizing and note taking</b>	34
■ Reinforcing effort and providing recognition	29
■ Homework and practice	28
■ <b>Non-linguistic representations</b>	27
■ Cooperative Learning	27
■ <b>Setting objectives and feedback</b>	23
■ Generating and testing hypotheses	23
■ Question, cues, and advanced organizers	22

# The “best” practices for accelerating reading improvement are . . .



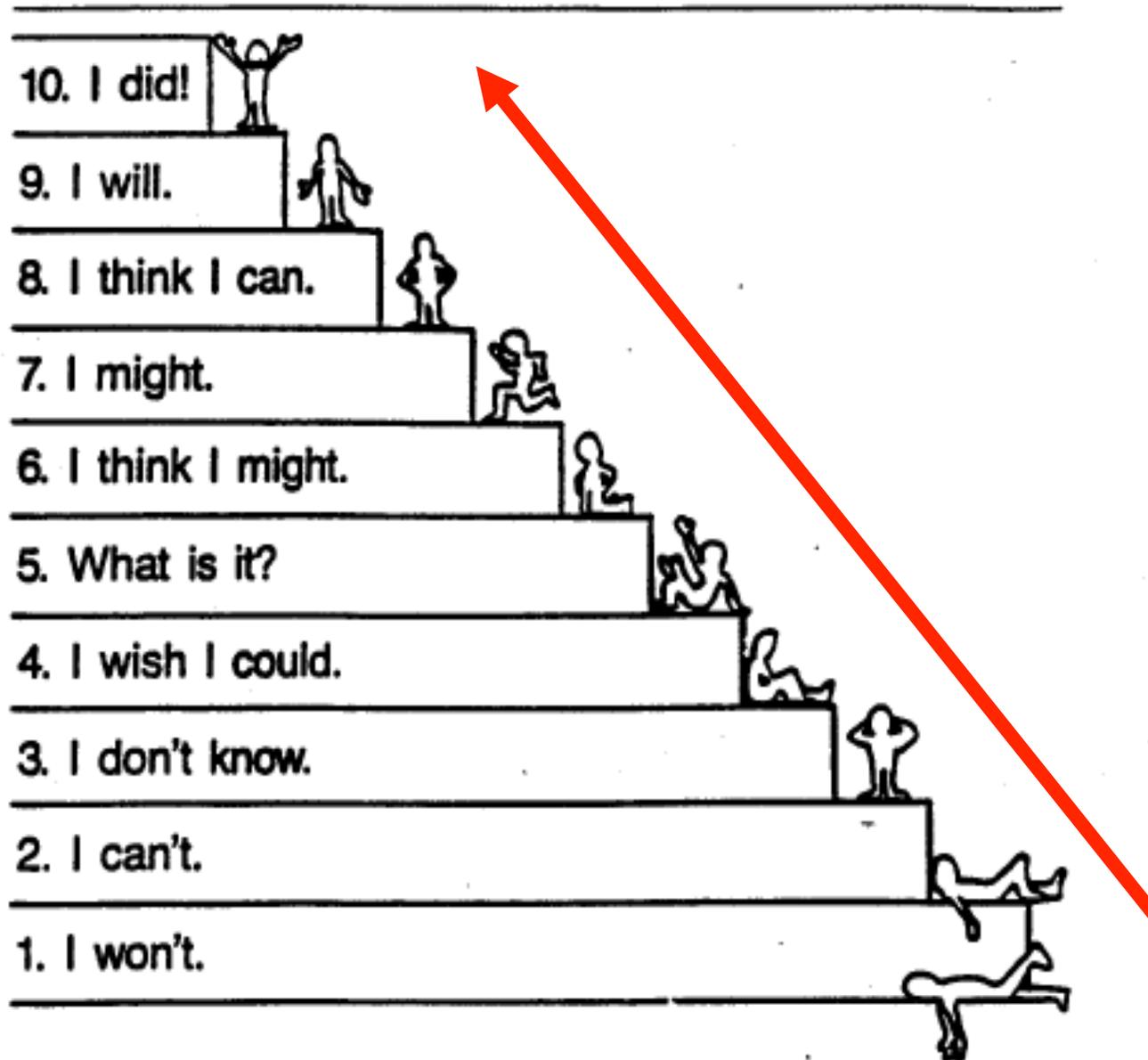
In order to \_\_\_\_\_  
you must follow several steps.  
First, \_\_\_\_\_  
Then, \_\_\_\_\_  
Next, \_\_\_\_\_  
Finally, \_\_\_\_\_

## The Three-Column Format

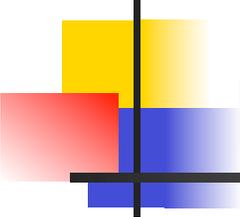
Word	Definition	Memory Cue

Word	Definition	Memory Cue

# POWER THINKING



Marzano,  
Tactics in  
Thinking, 1989



## **7. Select and participate in professional development.**

---

- Ask team members what they need to learn and do to accomplish the team goals.

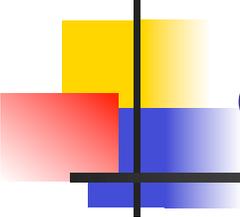
# Examine Research-based Practices Related to the Need

## Professional Needs Assessment

Area of Focus	Our department team would like to collaboratively work to , , ,
<b>Curriculum and Unit Design</b>	<ol style="list-style-type: none"> <li>1. Create unit objectives for upcoming units.</li> <li>2. Examine previously written objectives and determine their depth, variety, and comprehensiveness.</li> <li>3. Review, create, or modify curriculum maps.</li> </ol>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>4. Create a rubric for a performance, product, or task.</li> <li>5. Examine a previously written test and tag the items with the unit objectives.</li> <li>6. Create a test directly based upon the importance of the objectives and their emphasis during instruction.</li> <li>7. Review a test to determine how effective it is for measuring students' strengths and learning needs. Make necessary or desired changes.</li> <li>8. Create an assessment plan for an upcoming unit identifying types, frequency, and placement of assessments.</li> </ol>
<b>Academic Interventions</b>	<ol style="list-style-type: none"> <li>9. Create corrective activities that respond to students' learning needs for upcoming units.</li> <li>10. Create enrichment activities that respond to students' mastery of tested materials and need for extension.</li> <li>11. Create alternative assessments to use for reassessing student learning.</li> <li>12. Create a program to address failing students and underachievers.</li> </ol>
<b>Instruction</b>	<ol style="list-style-type: none"> <li>13. Create lessons using new strategies to improve student learning.</li> <li>14. Create instructional resource materials to be used during the implementation of new strategies and practices.</li> <li>15. Create lessons resources to increase the achievement of special needs students (i.e., special education, ELL, and at-risk students).</li> </ol>
<b>Explicit Vocabulary Instruction</b>	<ol style="list-style-type: none"> <li>16. List vocabulary words that are important for students to know for each unit of study.</li> <li>17. Create a list of "no excuse" words that students must know by the end of the course.</li> </ol>

# Examine Research-based Practices Related to the Need

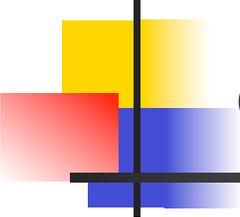
<b>Explicit Vocabulary Instruction</b>	16. List vocabulary words that are important for students to know for each unit of study. 17. Create a list of “no excuse” words that students must know by the end of the course.
<b>Explicit Reading, Writing, and Thinking Instruction</b>	18. Select graphic organizers that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction. 19. Create exemplars of graphic organizers for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently. 20. Select summary frames that match the type of thinking/comprehension you expect from students and plan lessons to place in the unit instruction. 21. Create exemplars of summaries for upcoming units that you will use to teach, model, and reinforce thinking/comprehension and content concurrently.
<b>Learning Environment</b>	22. Develop behavior management systems and strategies. 23. Apply problem-solving strategies to address inappropriate student behaviors
<b>Data Analysis, Goal Setting, and Planning</b>	24. Examine student work and/or achievement data and identify the greatest areas of student learning needs. 25. Create a 30-60 day SMART goal to increase student learning. 26. Explore research-supported and classroom-testing practices/strategies that could address the student learning needs. 27. Create a plan for taking decisive new actions and/or for implementing new practices. 28. Review the implementation of new practices, determine the impact on student learning, and identify what your professional team has learned.
<b>PD to Specific Topics</b>	29. Learn about _____ from _____ (Please list and describe.)
<b>We Need . . .</b>	27. (Please list and describe.)



## 8. Take decisive action.

---

- As a leader, how would you inspire and encourage decisive action?
- What are the “look for’s” and “listen to’s” of decisive action?



## 8. Take decisive action.

---

- As a leader, how would you inspire and encourage decisive action?
- What are the “look for’s” and “listen to’s” of decisive action?

Name \_\_\_\_\_ Subject \_\_\_\_\_

**During the next 60 days . . .**

1. I would like to help my students improve the following reading/thinking skills. Select **two** skills in addition to number 6.

<b>Reading Informational Text and Reading Literature</b>	
1. ___ Main/Central Idea	8. ___ Problem-solution relationships
2. ___ Significant Details/Evidence	9. ___ Interpreting and Applying Multi-step Instructions and Processes
3. ___ Sequential/order relationships and significant details	10. ___ Author's Purpose, Point of View, Arguments and Claims
4. ___ Comparison relationships	11. ___ Understanding and Using Maps, Charts, and Graphs
5. ___ Causal relationships	12. ___ Literary Analysis
6. <u>X</u> Knowledge of key terms and phrases	
7. ___ Generalizations and conclusions	

2. I will use the following **graphic organizer(s)** that closely match the reading/thinking targets above.  
 Examples: •Bubble Map for main ideas and details  
 •Fishbone Map for cause-effect relationships •Create your own map (Show Sketch)

<b>Skill:</b> <b>Graphic Organizer</b>	<b>Skill:</b> <b>Graphic Organizer</b>

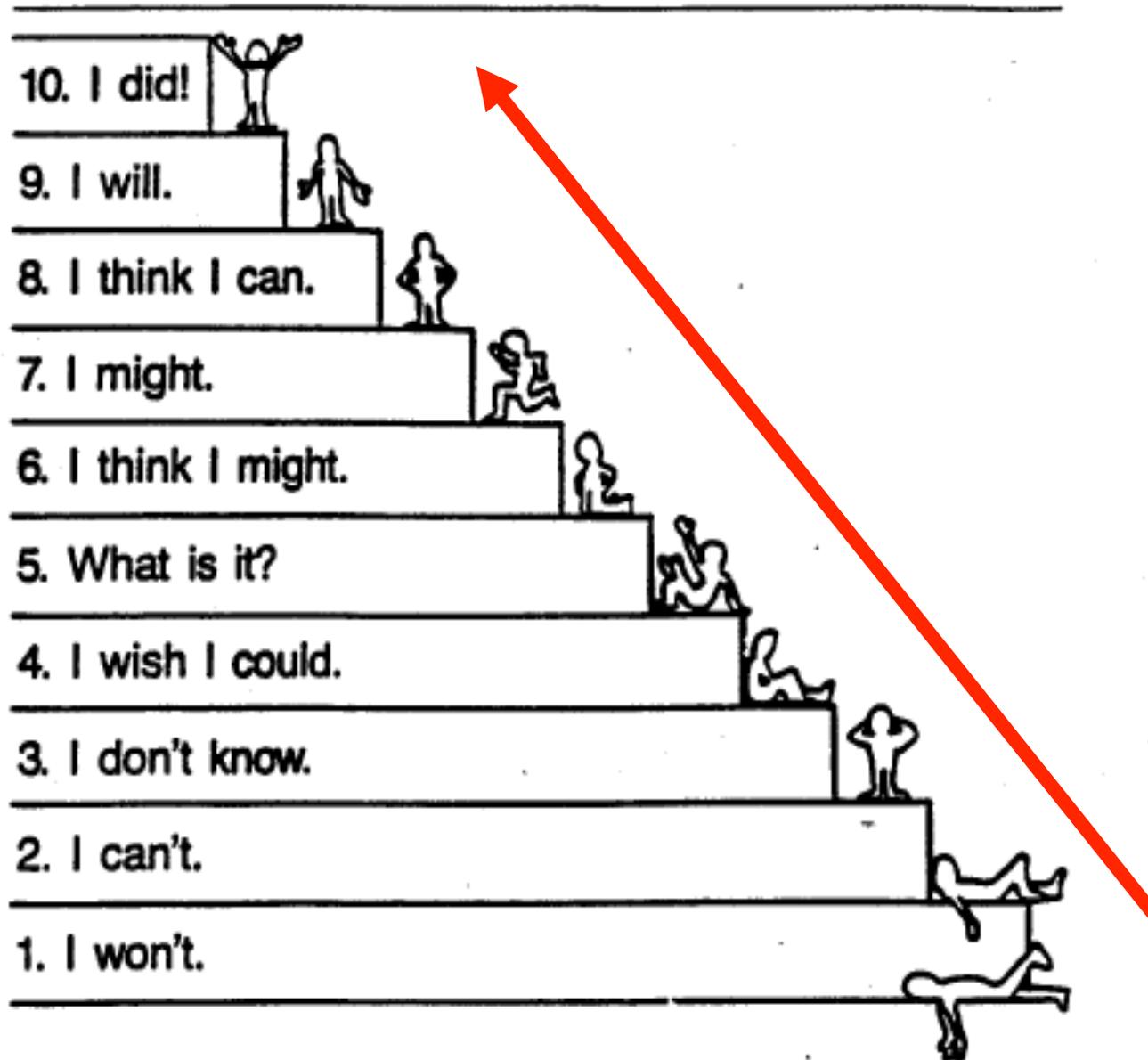
3. I will use the following **summary frame(s)** that closely match the reading/thinking targets above.  
 Examples: Comparison-contrast summary frame for comparison relationships  
 MEL-CON for generalizations or author's voice/methods

<b>Skill:</b> <b>Summary Template:</b>	<b>Skill:</b> <b>Summary Template:</b>

4. I will use the following **question prompts** that closely match the reading/thinking targets above.

<b>Skill:</b> <b>Question Prompts:</b>	<b>Skill:</b> <b>Question Prompts</b>

# POWER THINKING



Marzano,  
Tactics in  
Thinking, 1989

# Add literacy standards into the curricular map and unit designs

Unit: Safety/Sanitation	Unit: Recipe Knowledge	Unit: Measuring Methods	Unit: Food Pyramid
Concepts/Topics	Concepts/Topics	Concepts/Topics	Concepts/Topics
<ul style="list-style-type: none"> <li>•Safety procedures</li> <li>•Sanitary practices</li> <li>•Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>•Breaking down recipe measurements</li> <li>•Substitutes for ingredients</li> </ul>	<ul style="list-style-type: none"> <li>•Dry measuring</li> <li>•Liquid measuring</li> <li>•Use of equivalents</li> </ul>	<ul style="list-style-type: none"> <li>•Food groups</li> <li>•Servings required and sizes</li> <li>•Nutrients present</li> </ul>
Skills	Skills	Skills	Skills
<ul style="list-style-type: none"> <li>•Interpret directions</li> <li>•Apply sanitation practices to prevent injury &amp; illness</li> <li>•Apply proper room and equipment safety p</li> <li>•Collect information</li> </ul>	<ul style="list-style-type: none"> <li>•Modify recipes</li> <li>•Interpret recipes</li> <li>•Construct recipes</li> <li>•Collect information</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate use of dry measure equipment</li> <li>•Demonstrate use of liquid measure equipment</li> <li>•U</li> <li>•C</li> </ul>	<ul style="list-style-type: none"> <li>•Identify food groups for food items</li> <li>•Determine servings required</li> <li>•Determine serving sizes</li> <li>•Determine nutrients present</li> </ul>
<p>Add reading and writing skills</p> <p><b>Main Idea</b></p>	<p>Add reading and writing skills</p> <p><b>Comparison</b></p>	<p>Add reading and writing skills</p> <p><b>Cause/Effect</b></p>	<p>Add reading and writing skills</p> <p><b>Generalizations/Conclusions</b></p>

# Add literacy standards into the curricular map and unit designs

Unit 1: Science Skills and Introducing Biology	Unit 2: Cells	Unit 3: Genetics	Unit 4: Evolution
Concepts/Topics	Concepts/Topics	Concepts/Topics	Concepts/Topics
<ul style="list-style-type: none"> <li>• Scientific Method (11.A)</li> <li>• The Study of Life</li> <li>• Unifying Themes of Biology (11.A)</li> <li>• Chemistry of Life (12.A)</li> </ul>	<ul style="list-style-type: none"> <li>• Microscope (12.A.4.a)</li> <li>• Cell Structure and Function</li> <li>• Cells and Energy (12.A.4b)</li> <li>• Cell Growth and Division (12.A.4b)</li> <li>• Photosynthesis (12.A)</li> <li>• Cellular Respiration (12.A)</li> <li>• Mitosis</li> </ul>	<ul style="list-style-type: none"> <li>• Meiosis and Mendel (12.A.4a)</li> <li>• Extending Mendelian Genetics (13.A.4c)</li> <li>• From DNA to Proteins (12.A.4b)</li> <li>• Frontiers of Biotechnology (13.B)</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Evolution (11.A)</li> <li>• The Evolution of Populations (12.B) and (12.C)</li> <li>• The History of Life (11.C) (12.E.4b)</li> </ul>
Skills	Skills	Skills	Skills
<ul style="list-style-type: none"> <li>• Hypothesize (11.A.4a)</li> <li>• Measure (11.A.4c)</li> <li>• Organize and record data (11.A.4c)</li> <li>• Create and interpret graphs (11.A.4c)</li> <li>• Perform controlled experiments (11.A.4b)</li> <li>• Write lab conclusions (13.A.4b)</li> <li>• Take comprehensive notes</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothesize (11.A.4a)</li> <li>• Use the microscope</li> <li>• Interpret diagrams (11.A.4c)</li> <li>• Compare and contrast (12.A.3c)</li> <li>• Make observations (11.A.4c)</li> <li>• Write a procedure (11.A.5b)</li> <li>• Take comprehensive notes</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze data (13.A.4b)</li> <li>• Construct proteins (12.A.4b)</li> <li>• Interpret a DNA fingerprint (13.A.4b)</li> <li>• Construct models (12.A.4b)</li> <li>• Utilize reading strategies</li> <li>• Construct punnett squares and pedigrees (12.A.4a)</li> <li>• Interpret punnett squares and pedigrees (12.A.4a)</li> <li>• Analyze Karyotypes (12.A.5b)</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothesize (11.A.4a)</li> <li>• Analyze evidence of Evolution and interpret Darwin's observations (11.A.4a) (11.A.4e)</li> <li>• Compare and contrast natural selection (12.A.4c)</li> <li>• Make observations and investigate the theories of the history of Life (11.A.4c)</li> <li>• Research</li> <li>• Present</li> </ul>
Add reading and writing CCSS	Add reading and writing CCSS	Add reading and writing CCSS	Add reading and writing CC



**Summarize**



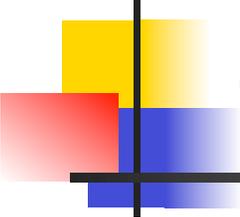
**Inform/Explain**



**Argue**



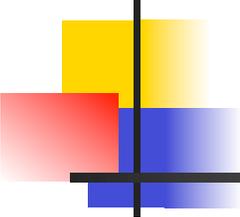
**Narrate**



# Getting Prepared

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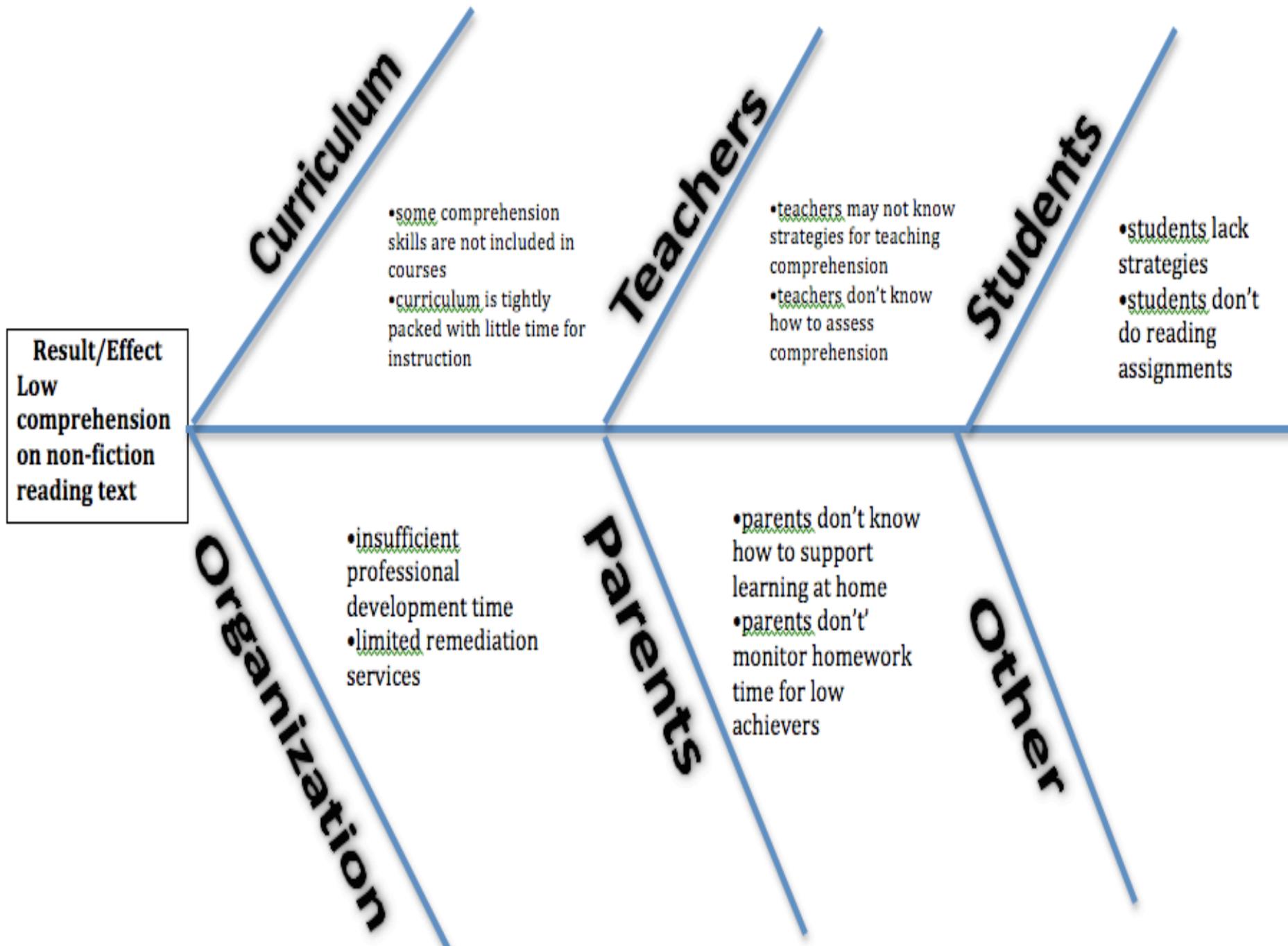
1. Create unit designs that include content area knowledge (content/topics), skills, and learning objectives/goals that are aligned to standards and external assessments.
2. Determine expectations for implementation and accountability.
3. Provide training for teacher leaders, administrators, and department chairs.



# Expectations

---

- On-going professional development
- Teachers maintain a portfolio of artifacts (graphic organizers and summaries)
- PLCs talk about progress using protocols
- Department chairs and administrators monitor, coach, encourage

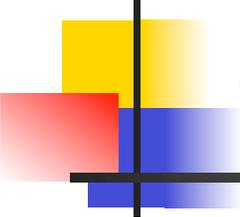


**A** ACTION

**C** CHANGES

**T** THINGS





# Getting Prepared

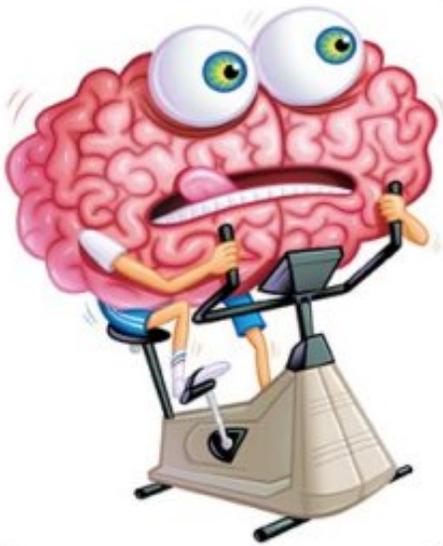
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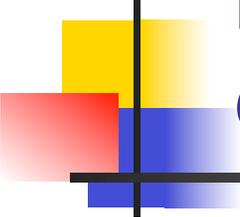
1. Create unit designs that include content area knowledge (content/topics), skills, and learning objectives/goals that are aligned to standards and external assessments.
2. Determine expectations for implementation and accountability.
3. Provide training for teacher leaders, administrators, and department chairs.

Choose thinking/reading . . .



# Train the Brain





# Reading, observing, & listening to information to identify, understand, communicate, and use . . .

---

1. Main/Central Idea
2. Significant Details/  
Evidence
3. Sequential/Order  
Relationships
4. Comparison Relationships
5. Cause and Effect  
Relationships
6. Knowledge of vocabulary/  
key terms
7. Generalizations and  
Conclusions
8. Problem-Solution  
Relationships
9. Multi-step Instructions/  
Directions
10. Author's Purpose,  
Techniques, Claims,  
Views, and Arguments
11. Knowledge of Maps,  
Charts, and Graphs
12. Literary Analysis
13. Information from  
Researching

# Select a standard and related skill.

Select a matching graphic organizer.

1

Select a summary template and purpose.

2

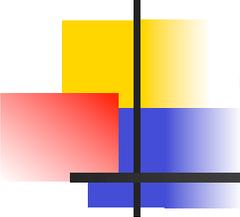
Select question prompts.

3

Learn how to use a matching hand signal.

4

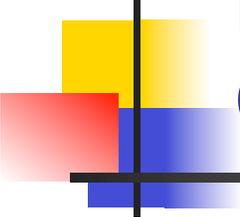
Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement																
<p>Story Board</p> <table border="1" data-bbox="130 1029 529 1295"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																	<p>A number of steps have to be followed to _____.</p> <p>First, _____.</p> <p>Then, _____.</p> <p>Next, _____.</p> <p>Next, _____.</p> <p>After that _____.</p> <p>Finally, _____.</p>	<ol style="list-style-type: none"> <li>1. Trace the development of . . .</li> <li>2. Sequence the events leading up to</li> <li>3. What do you do first when you . . . <u>Next</u></li> <li>4. List the steps involved in . . .</li> <li>5. What steps did ___ take to solve reach her goal. <u>Next</u></li> <li>6. The next likely event would be (predict) . . .</li> <li>7. After doing _____, the character's next decision was to _____.</li> <li>8. What steps did _____ take to achieve his/her goal in the story?</li> <li>9. The last two steps in the process were . . .</li> </ol>	<p>Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p>



# EXPLICIT TEACHING and Guided Practice

---

1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day



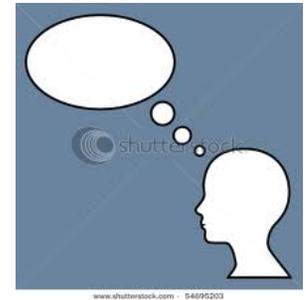
## Making Reading/Thinking Skill Connections with Content

---

1. Main/Central Idea
2. Significant Details/  
Evidence
3. Sequential/Order  
Relationships
4. Comparison Relationships
5. Cause and Effect  
Relationships
6. Knowledge of vocabulary/  
key terms
7. Generalizations and  
Conclusions
8. Problem-Solution  
Relationships
9. Multi-step Instructions/  
Directions
10. Author's Purpose,  
Techniques, Claims,  
Views, and Arguments
11. Knowledge of Maps,  
Charts, and Graphs
12. Literary Analysis
13. Information from  
Researching

# Learning Goals

- I can imagine (picture) what I read.

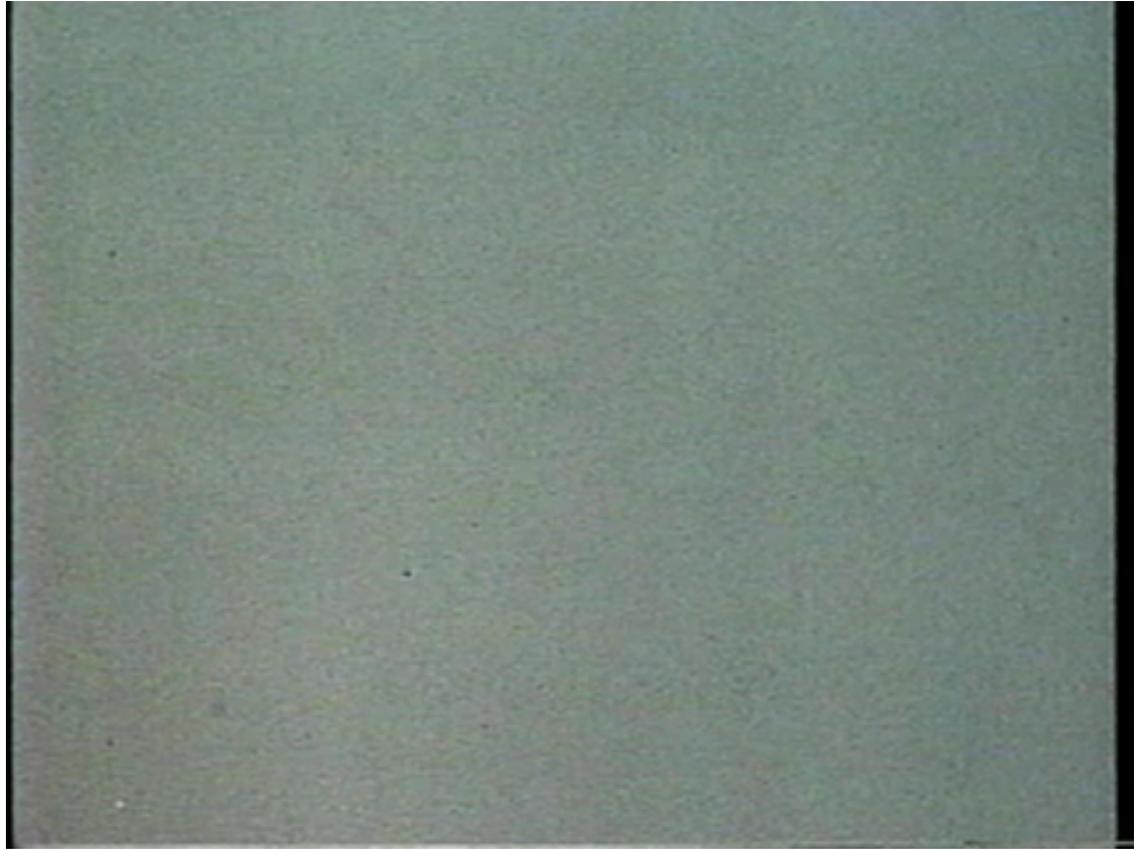


- I can put things in order (sequence) in a story.



- I can describe how characters in a story change.

# Instructional Performance Sequence



# EXPLICIT TEACHING and Guided Practice

1. I do

2. We do

3. I Do

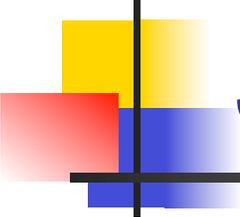
4. We do

5. I do

6. You do

7. Closure

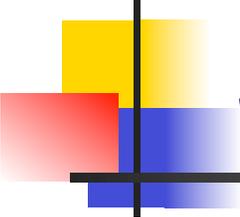
8. The next day



# Write a summary about Joshua. **Before**

---

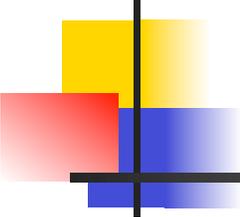
- Joshua was this character in a box. He got hurt bumping into the walls of the box. He got out of the box and then he turned into a box again.



# Sequence Summary Frame

---

- The movie \_\_\_\_\_ was about \_\_\_\_\_ (Topic/Main Point).
- First, \_\_\_\_\_
- Then, \_\_\_\_\_
- Next, \_\_\_\_\_
- Finally, \_\_\_\_\_



# Using a Summary Frame

---

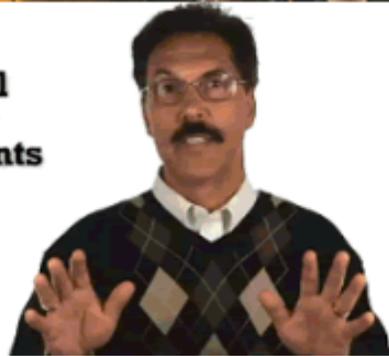
- The **movie was about** Joshua and the change process. **First**, Joshua explored his box and decided to get out. **Then**, Joshua tried several unsuccessful attempts to get out. **Next**, Joshua mistakenly found a way to get out and resisted. **Then**, Joshua got out of the box, celebrated, and cried for his old box. **Finally**, Joshua turned into a box.

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Environments**



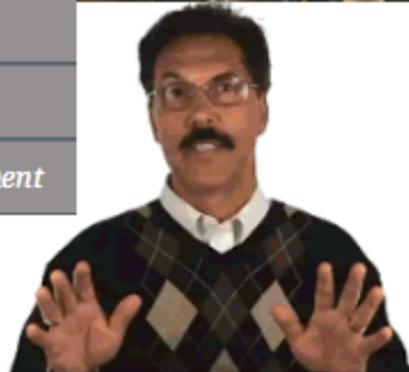
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Dr. Bobb Darnell | email: [bobbdarnell@achievementstrategies.org](mailto:bobbdarnell@achievementstrategies.org) | 847.452.4300

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## *Instruction*



*English Language Arts and Content Area Literacy*

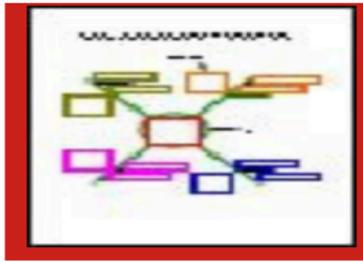
*Math*

*Technology*

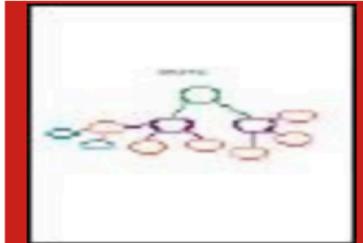
*English Language Learners*

<b>Reading Skills</b>	<b>Graphic Organizers</b>	<b>Summary Templates</b>	<b>Questions/Prompts</b>	<b>Hand Signals</b>
1. <i>Main/Central Idea</i>	<ul style="list-style-type: none"> <li>• spider map</li> <li>• network tree map</li> <li>• cluster map</li> <li>• bubble map</li> </ul>	<ul style="list-style-type: none"> <li>• main idea paragraph and two-sentence summary</li> <li>• MEL-Con</li> </ul>	<ul style="list-style-type: none"> <li>• main/central idea</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a fist (main idea) and dangle and wiggle fingers (details).</li> </ul>
2. <i>Significant Details/Evidence</i>	<ul style="list-style-type: none"> <li>• spider map</li> <li>• network tree map</li> <li>• cluster map</li> <li>• bubble map</li> <li>• w's chart</li> </ul>	<ul style="list-style-type: none"> <li>• topic sentence evidence/detail</li> <li>• MEL-Con</li> </ul>	<ul style="list-style-type: none"> <li>• significant details/evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Dangle and wiggle fingers (details)</li> </ul>
3. <i>Sequential/Order Relationships</i>	<ul style="list-style-type: none"> <li>• cycle map</li> <li>• flow map</li> <li>• storyboard</li> <li>• continuum/timeline</li> </ul>	<ul style="list-style-type: none"> <li>• sequence paragraph</li> <li>• chronological summary</li> </ul>	<ul style="list-style-type: none"> <li>• sequence/ order</li> </ul>	<ul style="list-style-type: none"> <li>• Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</li> </ul>

## ***Graphic Organizers***



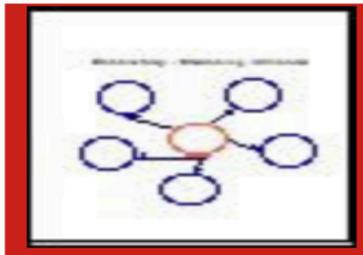
***Spider Map***



***Network Tree***



***Cluster Map***



***Bubble Map***

## **Summary and Constructed-Response Templates**

*Main Idea/Details Summary*

*MEL-Con*

*Two-Sentence Summary*

*Paragraph*

### **Questions/ Prompts**

1. *The main point of the article is . . .*
2. *Summarize what you read.*
3. *The main theme of the story is . . .*
4. *List the facts regarding . . .*
5. *The text is about . . .*
6. *The main idea is about . . .*
7. *The story/article mainly tells . . .*
8. *Which of the following best expresses the main idea?*
9. *On the basis of information in the passage, we can determine that . . .*
10. *What would be the best title for this passage?*
11. *Which statement best expresses the central idea of this passage?*
12. *The main idea expressed in this passage is . . .*

## Main Idea/Details Summary Paragraph

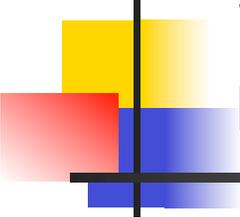
(Place the content of your paragraph in grayed area. Save and print your document.)

The main idea of this passage is  .  
One fact or example that supports this main idea is  . Another fact or example that supports this main point is  .  
 . In addition,  . Finally,   illustrates that (main idea)  .

## ***Hand Signals for Focusing on the Skills & Strategies***

*Hold a fist (main idea) and dangle and wiggle fingers (details).*





## **9. Monitor implementation and make necessary changes.**

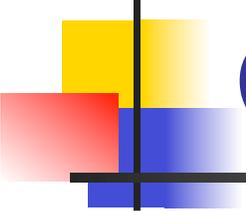
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## 5. Reflecting about Needs and Concerns

1. What **CONCERNS** do you have about the PLCs?
2. What **QUESTIONS** do you have about PLCs?
3. What positive results do you **HOPE** PLCs bring?
4. What do you **NEED** to help you and/or your colleagues get ready for the PLC initiative?



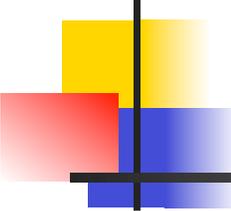
- Silent brainstorming
- Pair-share and Go-Around



# Reflecting about the Delivered Curriculum

## 1. Talking about Planned and Delivered Curriculum Content, Topics, and Skills

1. What planned content, topics, and skills were **omitted/abandoned** during the delivery of the chapter/unit of study?
2. What content, topics, and skills were **added** during the delivery of the chapter/unit of study?
3. What were students ' **strengths** related to the content, topics, and skills?
4. What content and topics were challenging for students and will be **needed for subsequent learning**?
5. What will you do to **re-teach or review** the content, topics, and skills identified in #4?

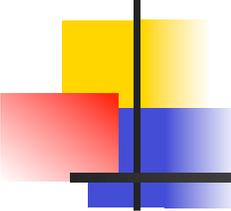


# Reflecting about Instruction

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## 2. Talking about Instructional Best Practices and Strategies

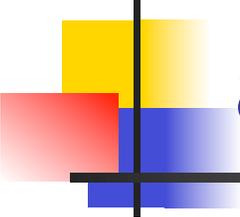
1. What instructional practices, strategies, and/or techniques **engaged** students and **facilitated achievement** of stated learning goals?
2. What instructional practices, strategies, and/or techniques **did not engage** students and **did not facilitate achievement** of stated learning goals?
3. What do you need to learn (e.g., strategies, practices, techniques) to increase student engagement and/or learning?



# Reflecting about Assessment

## **3. Talking about Assessing Student Progress**

1. What types of formative assessments do you use and how frequently?
2. What types of summative assessments do you use to assess students end-of-unit/chapter progress?
3. How do you analyze students' performance after assessments?
4. How do you provide students with feedback about their performance?
5. What targeted skills and/or knowledge are challenging for students?
6. What do you need or want to learn how to do related to assessing student learning?



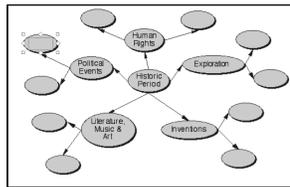
# Reflecting about Curriculum and Data

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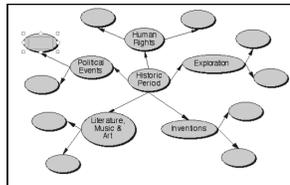
## 4. Igniting and Inviting Data Conversations to Determine

1. Do I teach it?
2. Do I teach it the way it is tested on classroom and external assessments?
3. Do I teach it to the same depth that it is tested?
4. Do I place it in the right sequence?
5. Do I teach it frequently enough?
6. Do I teach it for the appropriate duration?
7. Do I use the best (i.e., research-supported) practices or strategies?

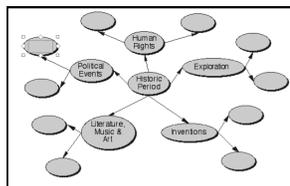
Bring samples of student work every couple of weeks to your grade level team.



Poor



Good



Better/Best

Summary

Poor

Summary

Good

Summary

Better/Best

# Student Work Gallery 1: Looking At Student Work

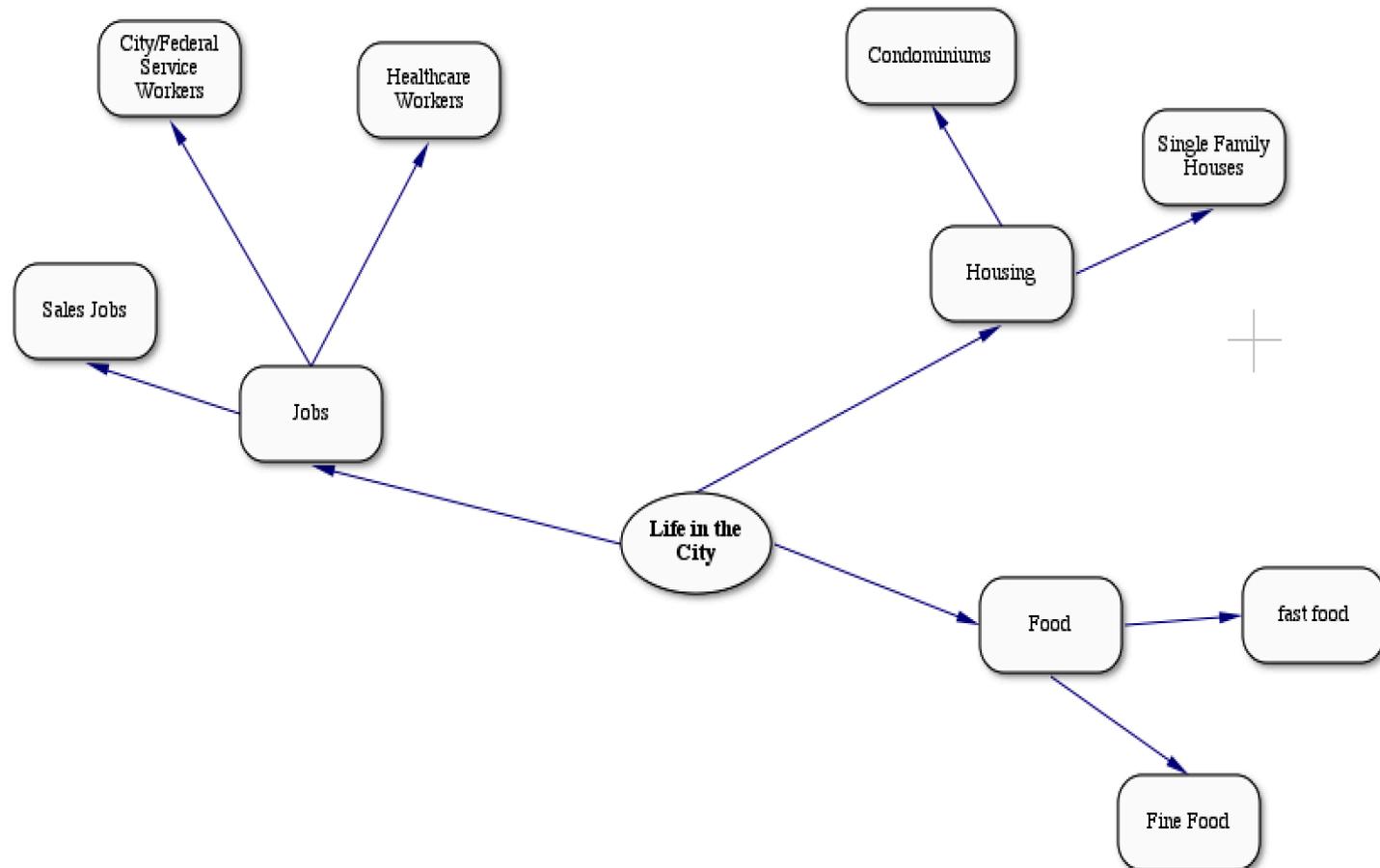
View the student work of your colleagues for 3 minutes.

1. What were the qualities of student work that made it an excellent, average, or low quality summary and graphic organizer? (2 minutes for each person)
2. What aspects of the graphic organizers and summaries do student need to improve (e.g., key ideas, detail, organizational pattern)? (2 minutes for each person)
3. What is an insight about the student work you observed from other teacher's samples? (2 minutes for each person)

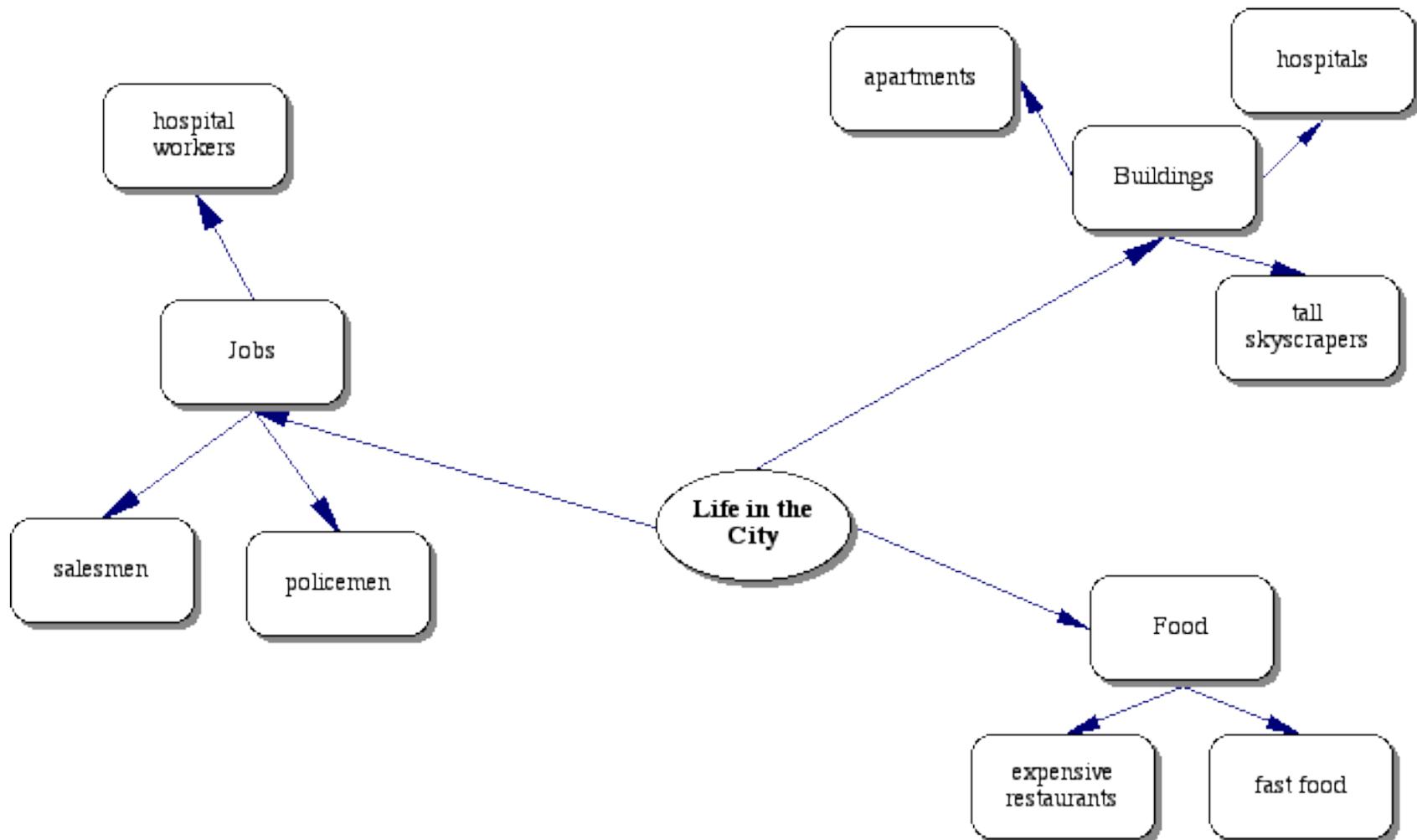
Use a go-around to complete the following sentence.

4. During the next two week, I am going to help my students improve . . .

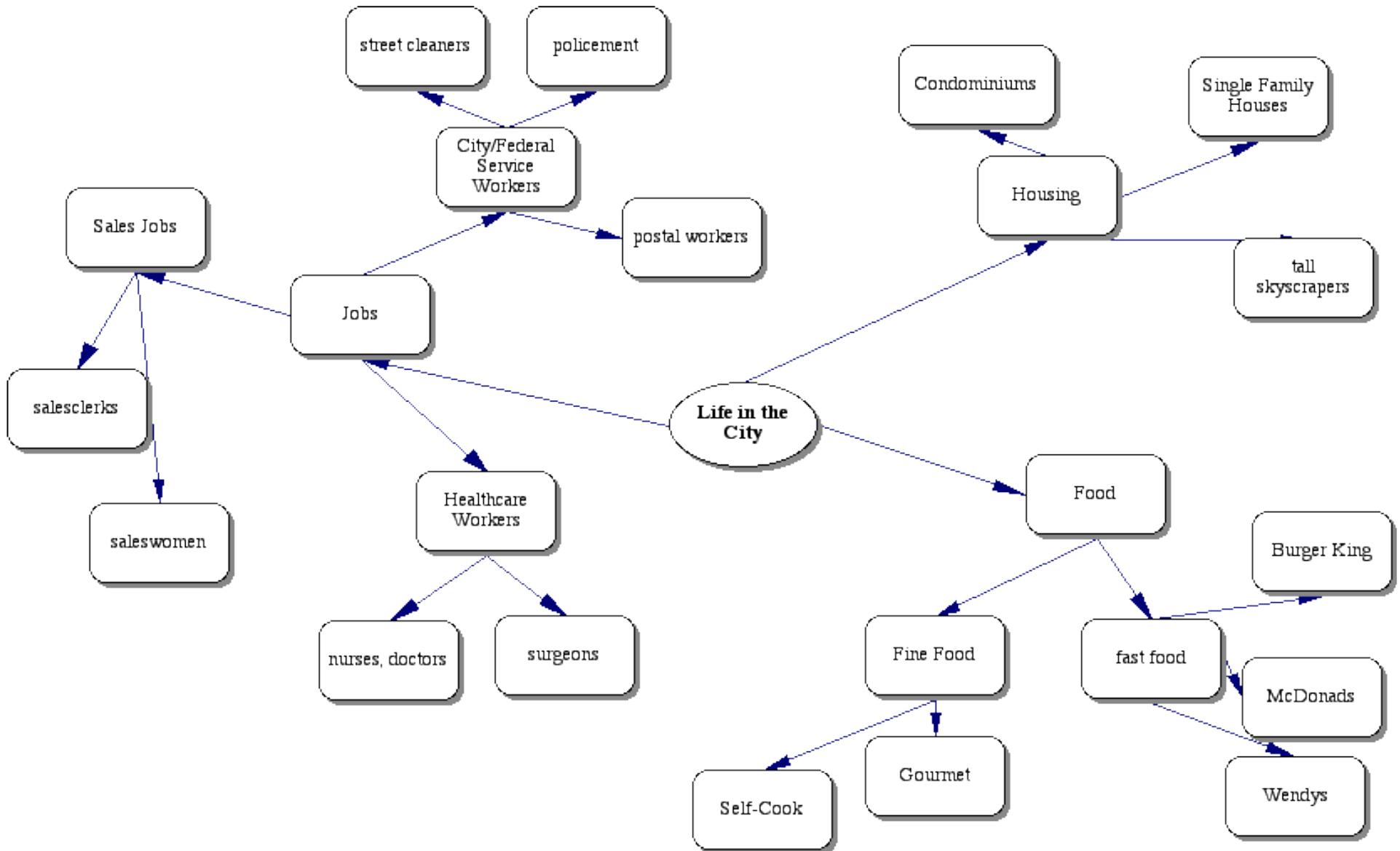
# Summary: Poor



# Summary: Average



# Summary: High



# Instructional Performance Sequence

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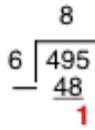
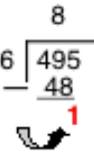
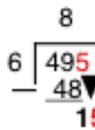
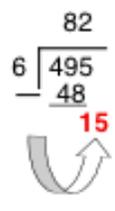
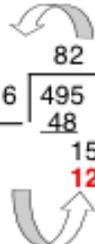
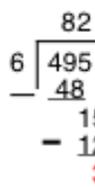
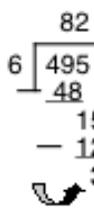
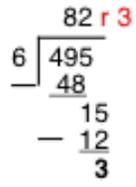
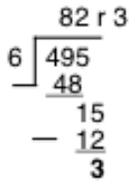
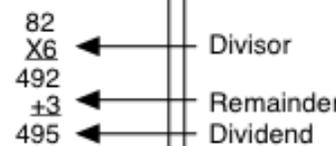
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SIMPLIFIED IPS: Illustrated Performance Sequence of a Long Division Problem (495 ÷ 6)

<p>1. Compare</p>  <p style="text-align: right;">?</p>	<p>2. Divide</p>  <p style="text-align: center;">÷</p>	<p>3. Multiply</p> 	<p>4. Subtract</p> 	<p>5. Compare</p>  <p style="text-align: right;">?</p>	<p>6. Bring Down</p> 
<p>Optional</p>	 <p style="text-align: center;">÷</p>			 <p style="text-align: right;">?</p>	
<p>Optional</p>	<p>Remainder</p> 	<p>Final</p> 	<p>Check</p> 		

# Steps for Solving Formulas with the Given Values

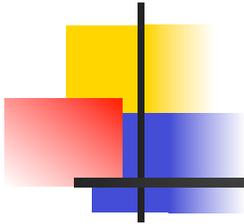
<p>1) Read the problem and find out what you must solve.</p> <p>A Boeing 747 plane traveled 600 miles per hour. At this speed, <b>how far</b> did it fly in 3.5 hours?</p>	<p>2) Use formula  <math>d = r \times t</math></p> <p>d= distance  r= rate  t= time</p> <p><b>Finding Distance</b></p>	<p>3) Substitute the known values.</p> <p>multiply  distance= rate X time</p> <p>d= 600 x 3.5 hrs.</p>	<p>4) Multiply to find the unknown value.</p> $\begin{array}{r} 600 \\ \times 3.5 \\ \hline 2100 \end{array}$	<p>5) Write the complete answer.</p> <p>The Boeing 747 plane traveled 2,100 miles in 3.5 hours.</p>
<p>1) Read the problem and find out what you must solve.</p> <p>A Boeing 747 plane traveled 500 miles per hour. At this speed, <b>how far</b> did it fly in 6.2 hours?</p>	<p>2) Use formula  <math>d = r \times t</math></p> <p>d= distance  r= rate  t= time</p> <p><b>Finding Distance YOUR TURN</b></p>	<p>3) Substitute the known values.</p> <p>multiply  distance= rate X time</p>	<p>4) Multiply to find the unknown value.</p>	<p>5) Write the complete answer.</p>

# Order of Operations

$$3+6 \times (5+4) \div 3-7$$

<b>Parenthesis</b> $3+6 \times (5+4) \div 3-7$  $3+6 \times 9 \div 3-7$	<b>Multiplication</b> $3+6 \times 9 \div 3-7$  $3+54 \div 3-7$	<b>Division</b> $3+54 \div 3-7$  $3+18-7$
<b>Addition</b> $3+18-7$  $21-7$	<b>Subtraction</b> $21-7$  14	

# Writing and Talking about Math Problem Solving



What is the answer?	What did you do? Or How did you do it?  How do you plan?	Why did you do it?  Can you explain it?
	I solved the problem about ... First, I ... Secondly, ... Next ... Then ... Then ... Finally ...	I solved the problem about ... The first reason why I ... Secondly, I ... Finally, I ... because ...

# Keep Practicing

Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement																
<p data-bbox="331 393 485 430">Story Board</p> <table border="1" data-bbox="235 475 583 708"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																	<p data-bbox="613 393 884 472">A number of steps have to be followed to _____.</p> <p data-bbox="613 526 856 563">First, _____.</p> <p data-bbox="613 574 821 612">Then, _____.</p> <p data-bbox="613 623 814 660">Next, _____.</p> <p data-bbox="613 672 814 709">Next, _____.</p> <p data-bbox="613 721 846 758">After that _____.</p> <p data-bbox="613 769 821 807">Finally, _____.</p>	<ol data-bbox="913 393 1556 873" style="list-style-type: none"> <li>Trace the development of . . .</li> <li>Sequence the events leading up to</li> <li>What do you do first when you . . . <u>Next</u></li> <li>List the steps involved in . . .</li> <li>What steps did ___ take to solve reach her goal.</li> <li>The next likely event would be (predict) . . .</li> <li>After doing _____, the character's next decision was to _____.</li> <li>What steps did _____ take to achieve his/her goal in the story?</li> <li>The last two steps in the process were . . .</li> </ol>	<p data-bbox="1585 393 1829 699">Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p>

1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day

# Professional Dialogue

Creating and Using Graphic Organizers	Summarizing
<p>1. I used graphic organizers to <u>explicitly teach content and model reading/thinking skills</u> <u>approximately _____ time(s) per week during the last month.</u></p>	<p>1. I used summaries during <u>direct teaching</u> to <u>explicitly teach content and model reading/thinking skills</u> <u>approximately _____ time(s) per week during the last month.</u></p>
<p>2. I had students <u>create graphic organizers</u> independently or with partners or <u>small groups</u> <u>approximately _____ time(s) per week during the last month.</u></p>	<p>2. I had students <u>create summaries</u> independently or with partners or <u>small groups</u> <u>approximately _____ time(s) per week during the last month.</u></p>
<p>3. I had students <u>reflect about their personal use of graphic organizers</u> and <u>reading improvement progress</u> <u>approximately _____ time(s) per week during the last month.</u></p>	<p>3. I had students <u>reflect about their personal use of summaries</u> and <u>reading improvement progress</u> <u>approximately _____ time(s) per week during the last month.</u></p>
<p>4. I have <u>discussed/shared student graphic organizer artifacts with content area and/or grade teams</u> and <u>examined student progress and possible interventions</u> <u>approximately _____ time(s) this past month.</u></p>	<p>4. I have <u>discussed/shared student summaries with content area and/or grade teams</u> and <u>examined student progress and possible interventions</u> <u>approximately _____ time(s) this past month.</u></p>

# Protocol 2

Use the **Student Progress Assessment Protocol** to discuss student's strength's and needs and to determine actions for improvement.

1. Assemble your grade-level team in groups of 3 or 4.
2. Each teacher should silently complete the progress inventory above.
3. Each teacher should reflect about one of the lessons they taught when he/she used graphic organizers and/or summarizing and be able to respond to questions 1-4.
4. One group member should record answers from question 4 and **turn them in**

## **Progress Analysis Assessment Protocol**

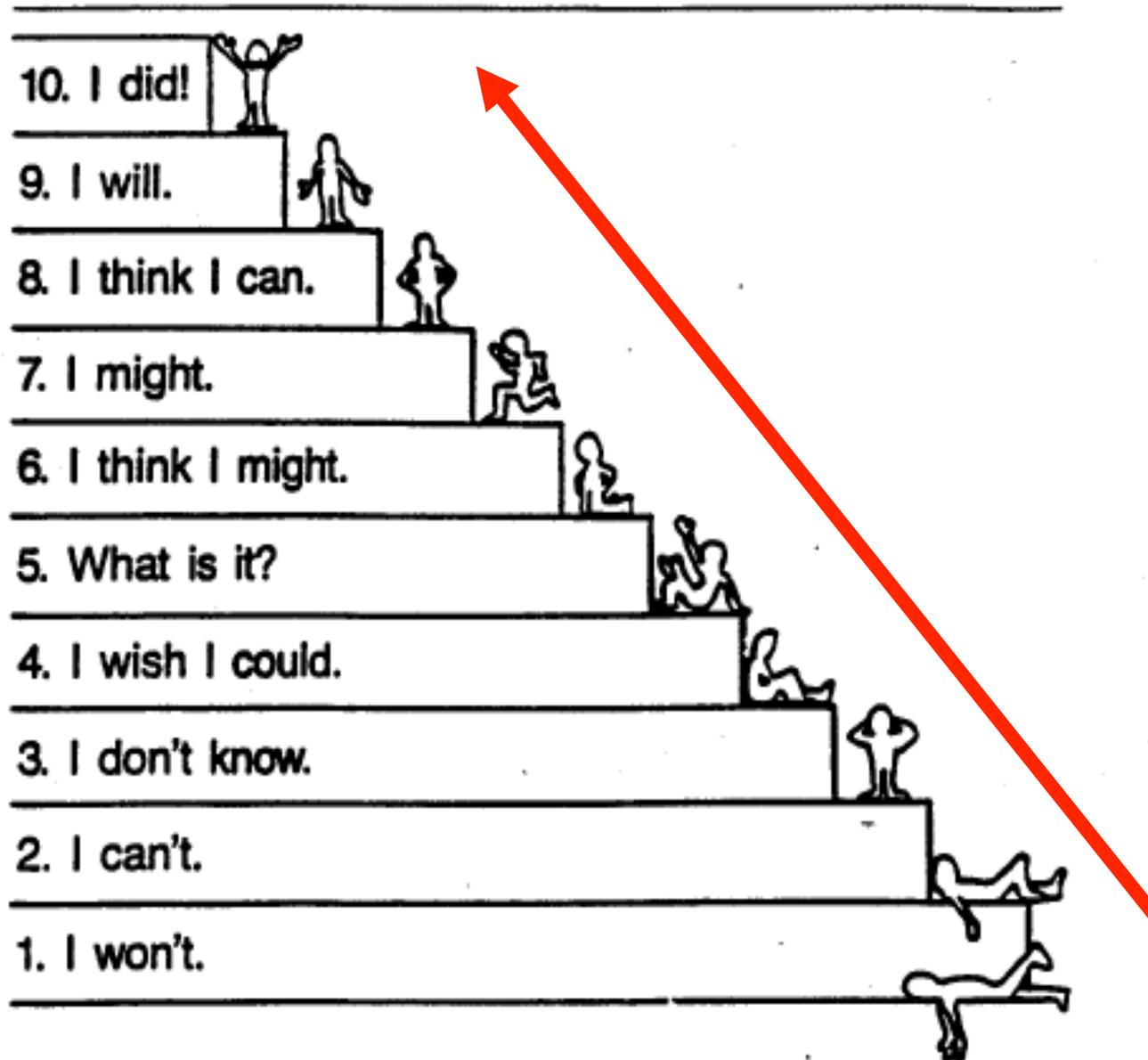
(2 minutes of uninterrupted time for each person to speak about questions 1-3)

1. The purpose of the lesson was to have students acquire the following concepts and skills.
2. During the time when the students were completing their graphic organizers and/or summaries, I observed the following . . . (e.g., engagement, understanding, behavior, discussion, confidence level)
3. In what way(s) is the quality of this work different from the first samples you saw at the beginning of the reading/thinking improvement initiative? What promising results are you witnessing?
4. Assemble the entire grade-level team and use a go-around to finish the sentence below.
  - One thing that I need to learn or do better when I use these strategies is . . . **OR**
  - One student learning challenge that I would like to resolve related to literacy and thinking is . . .

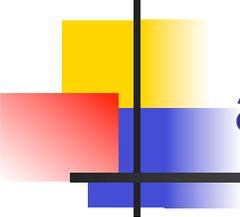
# The Brain and Successful Learning

Neurotransmitter	Purpose and Result
<b>Noradrenalin</b>	Arousal Energy Drive Excitement
<b>Serotonin</b>	Calming neurotransmitter important to the maintenance of good mood
<b>Acetylcholine</b>	Focus Memory Feelings of pleasure
<b>Dopamine</b>	Pleasure Reward Good Feelings towards others

# POWER THINKING



Marzano,  
Tactics in  
Thinking, 1989



# 10. Determine how the team is functioning and what the team is learning.

<b>Ending Your Meetings</b>	<b>Individual group members should ask ...</b>	<b>Group members should also ask ...</b>
<ul style="list-style-type: none"><li>• Who will do what by when?</li><li>• Who will communicate informally and formally to whom?</li><li>• What will be communicated regarding decisions at today's meeting?</li><li>• What are the next steps?</li><li>• Under what conditions would you be tempted to deviate from these communication agreements that we just made?</li></ul>	<ol style="list-style-type: none"><li>1. What did I do well that contributed to the group's task performance?</li><li>2. What could I do to improve my performance the next time I work with this group?</li></ol>	<ol style="list-style-type: none"><li>1. What did the group do well during the meeting?</li><li>2. What could the group do to improve its effectiveness and efficiency during the next meeting?</li></ol>

## Professional Learning Community Self-Assessment

**Complete the PLC self-assessment individually and then discuss perceptions with the entire team.**

Components	Yes	Not Yet	Characteristics of Our PLC
<b>1</b> <b>Expect</b> purpose, success, support, and high- functioning collaborative teamwork.			1. Productive group norms are publicized, enforced, and evaluated.
			2. There is an open, honest, and respectful atmosphere at the meetings.
			3. All participants are encouraged to participate.
			4. Roles and responsibilities are clear, equitable, and often rotated.
			5. The agenda for the meetings is announced, clarified, and followed.
			6. Notes are recorded at meetings.
			7. School leaders provide clear expectations and support.
			8. The team uses effective and efficient techniques to generate and clarify ideas, analyze topics of concern, and prioritize.
			9. Consensus and compromise are used to make needed decisions in an efficient way.
			10. The team uses efficient and effective techniques to solve group problems.
			11. The team uses efficient and effective techniques to academic problems.
			12. Time is used efficiently and NOT too much time is taken to accomplish the objectives.

		Objectives.
<b>2</b> <b>Inspect</b> student work, and analyze and interpret achievement data.		13. Define essential questions and challenges regarding student learning needs.
		14. Examine student work and achievement data to identify observations, patterns, and trends.
		15. Identify the greatest area(s) of need.
		16. Hypothesize contributing factors and reasons for performance.
		17. Identify those factors that are within the control of schools and the team.
<b>3</b> <b>Select</b> goals, strategies, and a plan of action.		18. Create and commit to team improvement goals that are strategic, written, measurable, attainable, and realistic.
		19. Identify research-based, best practices and correlate them to current practices that address the team's goal(s).
		20. Consensus and compromise are used to create improvement plans in an efficient way.
		21. The team creates improvement plans that include the improvement goals, objectives, indicators of success, measurements, strategies/methods, resources, a timeline, and needed resources.

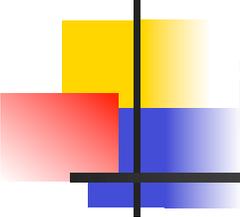
## 11. Recognize and celebrate progress.

### Leaders Can Recognize Others Almost Free

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. Look colleagues in the eye and say thank you.</li><li>2. Listen to your colleague with sincere intention.</li><li>3. Shake hands, give high fives, or thumbs up.</li><li>4. Be accessible and pay attention to colleagues.</li><li>5. Tell colleagues about additional training and conferences and advocate for support.</li><li>6. Close meetings by noting progress.</li><li>7. Link recognition to bigger organization and unit department goals.</li><li>8. Be specific about why you are recognizing each other.</li><li>9. Recognize in a timely fashion.</li><li>10. Follow up group recognition with individual recognition.</li><li>11. Recognize diversity/uniqueness/differences.</li><li>12. Recognize the behind the scenes people too (e.g., secretaries, mail person, etc.)</li><li>13. Write the word recognition in your calendar every day and act on it.</li></ol> | <ol style="list-style-type: none"><li>14. Bring visiting teachers to meet colleagues.</li><li>15. Leave recognition voice mails.</li><li>16. Tell someone how proud you are of him/her.</li><li>17. <u>Post positive results (e.g., charts, graphs, other work).</u></li><li>18. Ask positive performers to be mentors.</li><li>19. <u>Keep a supply of "thank you, you did a good job" notes on hand and distribute them accordingly.</u></li><li>20. Ask for advice about a new program or idea you are thinking about.</li><li>21. Send an e-card to recognize accomplishment.</li><li>22. Help a colleague on a big project.</li><li>23. Ask colleagues to be in charge of something.</li><li>24. Give a paid subscription to a professional magazine or membership.</li><li>25. Give certificates of recognition.</li></ol> |
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## 12. Solve Group Problems

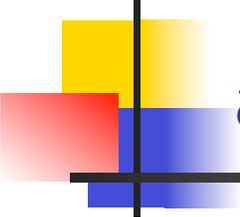




Think of a time when you worked with a group to accomplish an important/significant goal.

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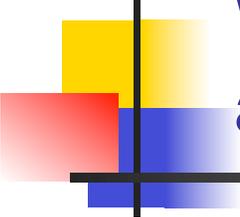
1. How did the members of the group treat each other?
2. What unwritten rules/guidelines did the group seem to have?
3. How did the group measure its success?
4. How did the group solve people problems (if any)?
5. How did the group solve goal-related problems?



# Problems often occur when Professional Learning Team Norms and Commitments are Violated

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- Time
- Listening
- Confidentiality
- Decision Making
- Participation
- Expectations
- Atmosphere/Climate



What have you done or wanted to do to address a violation of one of the following norms?

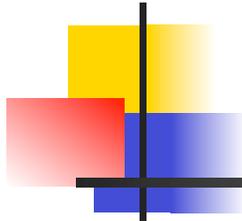
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- Time
- Listening
- Confidentiality
- Decision Making
- Participation
- Expectations
- Atmosphere/Climate

## Group Problems and Actions You May Take to Facilitate Solutions

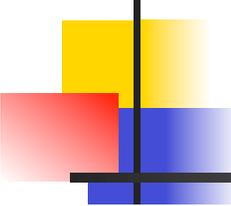
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<b>Problem/Concern</b>	<b>Actions You May Take</b>
1. Non-participation	<ol style="list-style-type: none"><li>1. Focus on the importance/relevance of the goal or topic.</li><li>2. Provide silent brainstorming time regarding a specific aspect of the topic or task. Use the go-around strategy to allow each participant time to share their ideas.</li><li>3. Directly call on participants who are not actively engaged in the task. Ask them to provide a new idea, elaborate on an idea previously suggested, or pose a question in regard to an idea or issue previously suggested.</li><li>4. Discuss the establishment and monitoring of a norm about participation.</li></ol>



# Making Decisions

Decision Making																													
<p align="center"><b>Plus-Minus-Interesting (PMI)</b></p> <p>Identify a proposition or alternative that can be explored. Consider the advantages (plus) and disadvantages (minus) related to the alternative. Then list aspects of the alternative that don't exactly have a positive or negative value (interesting aspects). (Edward De bono)</p> <table border="1"> <thead> <tr> <th>Plus</th> <th>Minus</th> <th>Interesting</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Plus	Minus	Interesting				<p align="center"><b>Decision Making Matrix</b></p> <p><b>Identify criteria for the decision. Select options. Determine weight for each criteria (3 meets criteria at a high level, 2 meets criteria, 1 does not meet criteria)</b></p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Option 1</th> <th>Option 2</th> <th>Option 3</th> </tr> </thead> <tbody> <tr> <td>1 ( )</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>2 ( )</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>3 ( )</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td><b>Totals</b></td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Criteria	Option 1	Option 2	Option 3	1 ( )				2 ( )				3 ( )				<b>Totals</b>			
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2 ( )																													
3 ( )																													
<b>Totals</b>																													



# Solving Problems

## Problem Solving Using the IDEAL Model

**I**dentify the dimensions of the problem.

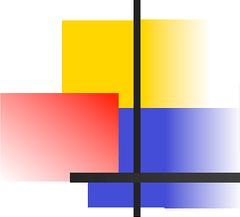
**D**etermine alternative solutions.

**E**stablish standards and evaluate each alternative solution.

**A**dopt and implement a plan.

**L**ook back, evaluate, and adjust.

1. (I) Identify the problem that needs to be solved.
2. (I) What are the causes of this problem?
3. (I) What positive results do you expect will occur when you solve this problem?
4. (D) What are some possible ways to solve this problem?
5. (E) Which alternative solution(s) do you choose to solve the problem?
6. (A) What obstacles, if any, do you have to overcome in order to solve this problem?
7. (A) What is your plan for applying the solution you chose?
8. (L) Do you predict that this plan will work? Why?
9. (L) When will you evaluate your solution strategy to make sure it is working?



## What do you need to be a successful professional learning community?

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- Believe that abilities are not fixed and they can be developed through dedication, collaboration, and hard work
- Possess a love of learning and improvement
- Choose to be resilient
- Desire accomplishment (i.e. reach a goal, solve a compelling problem)
- Apply the knowledge and skills to WIN together

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**Head**



**An insight/idea that I had . . .**

**Heart**



**A feeling I experienced . . .**

**Foot**



**An action I will or we should take . . .**