

STEP

1

Surfacing Preconceptions

Student Performance	
Teacher Leader	Administrator
<p>Overall, students at our school are doing well on the 5th grade Science WASL.</p> <ul style="list-style-type: none"> • SPED – Very few. No data. • ELL – Very few. Seem to be doing well. <p>WASL trend data show girls performing better than boys.</p>	<p>We have very few students in these subgroups – most are doing very well given their SES & parental involvement.</p>
Instructional Effectiveness	
Teacher Leader	Administrator
<p>Strength</p> <ul style="list-style-type: none"> • Intermediate science taught by Teacher Leader who is enthusiastic and knowledgeable and has WASL expertise (Science Assessment Leadership Team member). • Strong writing program supports science. <p>Weakness</p> <ul style="list-style-type: none"> • What if the “expert” leaves? • Not all teachers “own” science. <p>Science instruction is not as strong at primary grades</p>	<p>Science instruction is very strong at our school. The 5th-6th grade science teacher is very experienced and participates in science PD outside the school setting. He supports the other teachers and they go to him for help.</p>
Collaborative Capacity	
Teacher Leader	Administrator
<p>Challenging that there is no time built into the school day for PLC. Need regular time to meet and collaborate</p>	<p>Small school with teachers who have been teaching there for many years. We have good rapport and community.</p>

STEP

2

Analyzing Data

	My Observations	Additional Observations
Student Performance	<p>Overall, Science WASL scores are very good and relatively stable in general population and in all subgroups. (83%)</p> <p>Gender sub grouping seems to have significant trends but may be due to the small number of students taking the test.</p> <ul style="list-style-type: none"> Girls scored higher than boys both years. (15% higher) Boys seemed to improve from 04-05 to 05-06 (50→63%) 	<p>Science scores are almost as high as reading and math scores.</p> <p>Average number of F&R Lunch (20%)</p>
Instructional Effectiveness	<p>HRI – National Classrooms</p> <ul style="list-style-type: none"> 27% are ineffective, only 3% exemplary. Seems very skewed to lower end of the spectrum. <p>NCOSP observation data from Teacher Leaders</p> <ul style="list-style-type: none"> Ratings generally the same as national data. <p>Based on experience in our school:</p> <ul style="list-style-type: none"> Science is taught by a confident experienced science teacher who provides rigorous curriculum for students. 	<p>Moderately experienced staff (average = 8 years)</p>
Collaborative Practices	<p>Low collaborative scores. Our school ranked lower on all factors compared to NCOSP TLs but their Science WASL scores are much higher.</p> <ul style="list-style-type: none"> PLC needs regular time to meet and collaborate. Teachers do not often visit the classroom of other teachers. 	<p>Teachers reported a low knowledge about what is going on in other teachers' classrooms.</p>

STEPS
3-4 **Targeting Practices to Improve**

	Summary Statement	Elements to Consider
Student Performance	<p>Student performance is at 83%, and the trend is going up. However, there is a gap in performance between genders with girls performing 15% higher than boys.</p>	<p>IIA-Teachers and Administrators build individual relationships with students.</p> <p>IVA- Teachers and Administrators act to help every student succeed academically.</p> <p style="text-align: right;">Supporting Student Success Guide</p>
Instructional Effectiveness	<p>For intermediate students, classroom instruction in science is strong. Instruction at primary grades needs to be improved.</p>	<p>IIA-Science content is significant, accurate, and worthwhile.</p> <p>IIB- Science content builds on students' prior ideas or experiences.</p> <p>IIC- Science content is intentionally connected to the classroom activities and experiences.</p> <p>IIIA-Instruction fosters students' emerging understanding of science content.</p> <p style="text-align: right;">Science Classroom Observation Guide</p>
Collaborative Practices	<p>The collaborative climate appears to need improvement. In all areas of the survey, our school PLC members scored themselves lower than NCOSP teachers as a whole. There was a sense the PLC could not be effective since they had no regular time to meet.</p>	<p>IIA- The group creates an environment that fosters open communication and sharing of ideas. All members have the opportunity to learn from one another and support the group's continuous improvement. The group is organized and managed to achieve its goal.</p> <p>IIIA-The group monitors its actions, decisions, and reflections based on its common norms and goals.</p> <p style="text-align: right;">Professional Learning Community Observation Protocol</p>

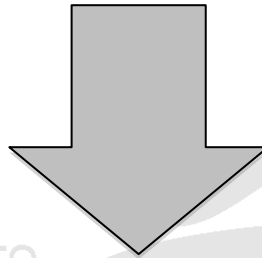
STEPS
5-6 Strategic Actions: Student Performance

Targeted Elements

IVA- Teachers and Administrators act to help every student succeed academically.

List your first selected element and optionally your second selected element.

Supporting Student Success Guide



Actions	Data to Monitor Impact
<ul style="list-style-type: none"> • Identify the students who were not successful on the WASL (17% of population) and focus instruction individually to address their areas of weakness. • Use Looking at Student Work Protocol to examine samples of student work to establish baseline for student performance. • Use Looking at Student Work Protocol to monitor student progress before, during and after science kit completion. • Ensure academic expectations are based on standards and not teacher choice. • Clearly communicate academic expectations for students at each grade level so targets are visible to students and parents. 	<ul style="list-style-type: none"> • Looking at Student Work Protocol feedback • Conclusions written by students in their science journals • Formative Assessment Probes • WASL Data • Survey students regarding their perception of academic standards.

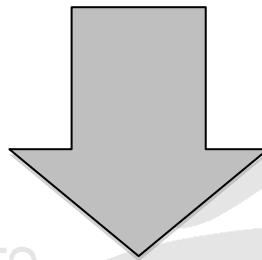
STEPS
5-6 Strategic Actions: Instructional Effectiveness

Targeted Elements

1) Instruction fosters students' emerging understanding of science content.

List your first selected element and optionally your second selected element.

Science Classroom Observation Guide



Actions	Data to Monitor Impact
<ul style="list-style-type: none"> • Watch "Minds of Our Own" video clip as a PLC to show evidence of the persistence of misconceptions in very bright students. • Do Pendulum activity from FOSS Variables Kit to illustrate the power of constructing understanding. • Use <i>How People Learn</i> principal of eliciting student ideas in all grade levels. Incorporate instructional strategies such as white boarding, formative assessments, etc. to ensure student ideas are uncovered. • Administer pre and post tests for each instructional unit. 	<ul style="list-style-type: none"> • PLC surveys to find out how (or if) PLC members change their ideas regarding the persistence of student misconceptions • Look at student work samples in PLC meetings to assess student understanding. • Disaggregate pre and post test data to find areas of student understanding and student difficulty.

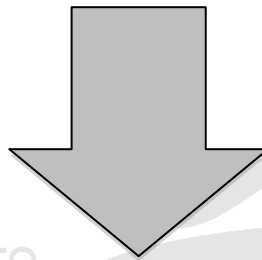
STEPS
5-6 Strategic Actions: Collaborative Practices

Targeted Elements

1) The group monitors its actions, decisions, and reflections based on its common norms and goals.

List your first selected element and optionally your second selected element.

Professional Learning Community
Observation Protocol



Actions	Data to Monitor Impact
<ul style="list-style-type: none"> • Set goals for PLC growth based on feedback from 2007-2008 PLC survey. • Monitor progress of these goals on a regular schedule. Keep a visual record of the progress made. • Allow time at each meeting for reflective dialogue concerning shared understanding of the processes for student learning. 	<ul style="list-style-type: none"> • NCOSP PLC Survey Data • Scoring rubric for classroom observation around goals set by the group • PLC attendance log • Plus Delta Sheet at the end of each meeting

**STEP
7**

PLC Action Plan

Timeframe	Action	Roles	Resources
By the end of 9/2008	Introduce entire staff to <u>How People Learn</u>	TL: Coordinate meeting preparation	Copies of chapter 2 from <u>How People Learn</u> for all staff.
		Administrator: Schedule training and secure resources to fund meeting. Attend and participate.	
		PLC members: Make copies, lead discussion during meeting.	
By the end of 10/2008	Staff watches "Minds of Our Own" and reflects on own learning and practice. Structured reflection.	TL: Build meeting agenda. Assign roles for meeting. Participate as assigned.	Reflection prompts.
		Administrator: Schedule training and secure resources to fund meeting. Attend and participate.	
		PLC Members: Assist in meeting preparation and facilitation. Develop reflection prompts.	
By the end of 11/2008	Do the "pendulum activity" from Variables (FOSS) with the entire staff. Reflect on own learning and practice. Structured reflection.	TL: Build meeting agenda with PLC. Assign roles for meeting. Participate in assigned role.	Materials for "pendulum activity."
		Administrator: Schedule training and secure resources to fund meeting. Attend and participate.	
		PLC Members: Participate in assigned role.	

Timeframe	Action	Roles	Resources
All three trimesters	Use LASW protocol to look at student work before, during, and after science kit/unit.	TL: Build rotation for PLC facilitation. Facilitate when assigned.	LASW Protocol for each member. Student work samples.
		Administrator: Ensures the work of the PLC improves student learning. Administrator also ensures that there is sustained PD for teachers and administrators in Science Ed. The principal seeks out training in supporting PLCs in Science.	
		PLC Members: Participate in PLC meetings and facilitate when requested.	
All three trimesters (Every time PLC meets)	Monitor growth on PLC goals (collaboration) each trimester.	TL: Build meeting agenda. Assign roles for meeting. Participate as assigned.	Plus/Delta form paper.
		Administrator: Participate.	
		PLC Members: Prepare Plus/Delta forms. Participate as assigned.	
By the end of the year.	LASW to become an established routine and process to ensure sustained attention to instructional practices.	TL: Build meeting agenda with PLC. Assign roles for meeting. Participate in assigned role.	LASW protocol copies. Student work samples.
		Administrator: Advocate for the creation of permanent time in school schedule for PLC work.	
		PLC Members: Participate in assigned role.	

STEP**8****PLC Meeting Plan****Logistics****Date:** September 1 **Time:** 9 a.m. **Location:** Elementary classroom**Participants:** Joe Smith, Jane Doe, Jenny Black**Facilitator:** Alex Jones**Plan****Outcome:** What is the intended outcome of this meeting?

Set collaborative goals for the year and prepare for initial staff meeting.

Area Targeted for Change: Which area(s) will this meeting target? **Student Performance:** **Instructional Effectiveness:** **Collaborative Practices:**

Actions	Resources or Materials Needed	Person Responsible
Set goals for PLC growth based on feedback from 2007-2008 PLC survey.	Professional Learning Community Observation Protocol	PLC members, teacher leader facilitates.
Look at individual student WASL data for the 17% of population that did not pass and look for areas of weakness. Construct an instructional plan for each student.	2008 WASL data	Principal provides WASL data

Agenda Items:

- Welcome
- Review meeting objectives
- Review collaborative norms and set norms for PLC
- Review strengths and weaknesses from PLC survey data
- Set goals for PLC work for the year
- Identify students who did not pass WASL and construction instructional plan.