



Ohio School Boards Association Capital Conference and Trade Show

November 13 – 16, 2011

Greater Columbus Convention Center
Columbus, Ohio

Build a professional learning community

Instruction

Monday, November 14, 2011

3:45 p.m.

C 111

Douglas DeLong, superintendent, Berkshire Local (Geauga)

Nichole Hess, English teacher, Berkshire Local (Geauga)

Cynthia Ducca, elementary principal, Berkshire Local (Geauga)

Strategic planning

Reach your district's goals by planning for the future.

OSBA can help your district plan for a successful future by proactively implementing a strategic plan for your district. Experienced staff will work directly with the board, school officials, staff and the community to develop a dependable plan that will ensure your district reaches its vision.

Contact Kathy LaSota at (614) 540-4000 or (800) 589-OSBA to start the process that leads to a brighter future.

Please complete an online conference evaluation either during or after the event at:

<http://links.ohioschoolboards.org/CC11Evaluation>

OSBA Mission

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association

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PLC

Professional Learning Communities

2011 Capital Conference

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PLC - The answer to 4 core questions

1. What do we want the students to learn?
2. How will we know they have learned?
3. What will we do if they do not learn?
4. How will we deepen the learning for students who have already mastered essential knowledge and skills?

Common Planning Time

| | |
|--------------------------------------|---|
| <i>What will the students learn?</i> | <i>How will we know what the students have learned?</i> |
| Curriculum | Common Assessments |

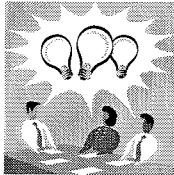
Curriculum

Begin with the end in mind” What are the essential outcomes you want the students to master?

- Establish Specific, Measurable Standards or Goals
- Develop common assessments
- Analyze results
- Identify improvement strategies

Teams write SMART goals

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**esults-based
- **T**ime-bound



Common Assessments

- Teachers will continue to choose their own teaching style, class format and classroom management.
- Formative assessments will be written by each team throughout the school year.
- Common assessments can be tests, projects, research papers or whatever the team decides is the best evaluation.

Common Assessments

- Students will be assessed at the same time of the year.
- A rubric or common grading scale will be used to evaluate their progress.
- Results of the assessment will be compiled and discussed. Interventions will occur within the classrooms.

Common Planning Time

- Collaborative teams focus on LEARNING.
- This time will allow teachers to collaborate, share ideas, share materials and help each other with strategies.
- It emphasizes the importance of working together. (interdependently)

Building the Foundation of a PLC

Don't make the PLC or the teaming process the latest fad – ***its what you DO not what you call it that makes a difference***

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Common Assessments...

- Science teacher: " I have really learned a lot from looking at these common assessments. It has given me so many ideas about how to do things differently next year and more importantly, it has given us the opportunity to revisit any concepts that the students did not get the first time."

Goal setting with Selected Response Tests

| Problem | Learning Target | Confident | Unsure | Right | Wrong | Simple Mistake | Further Study |
|---------|-----------------|-----------|--------|-------|-------|----------------|---------------|
| | | | | | | | |
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Learning Goals vs. Activities

1. Students will successfully complete the exercises in the back of chapter 3.
2. Students will create a metaphor representing the food pyramid.
3. Students will be able to determine subject/verb agreement in a variety of simple, compound and complete sentences.
4. Students will understand the defining characteristics of fables, fairy tales and tall tales.
5. Students will investigate the relationship between speed of air flow and lift provided by an airplane wing.

Marzano, R. (2009). *Designing and teaching learning goals and objectives*. Bloomington: Marzano Research Laboratory

Teacher Name: _____
Team: _____

Team Learning Log:
From Problems to Solutions
(Complete one sheet for each 45-minute meeting or 90-minute period)

TARGETED STANDARDS/AREA OF WEAKNESS (from a state or local assessment)

INSTRUCTIONAL SOLUTION, REUSE/DESCRIPTION OF LESSON PLAN/STRATEGY (that addresses the above targeted weakness)

RESULTS: MEASURABLE IMPACT OF SOLUTION (This portion can only be filled out AFTER an assessment has been given, e.g. "55% of our students" or "11 of 18 students" mastered the targeted standard)

One Team Learning Log per team, per meeting is sufficient.

Team Feedback Sheet

Team: _____ Date: _____

Team Smart Goal(s)

Team Members Present: _____ Team Members Absent: _____
(Include reasons for absence)

Meeting Topics / Products/Outcomes

Questions/Concerns from Team

Administrator: _____ Date: _____

Advantages of Teachers Working in Collaborative Teams

- Gains in student achievement
- Higher quality solutions to problems
- Increased confidence among staff
- Ability to test new ideas
- Teachers able to support one another with ideas, materials, and methods
- More support for new teachers
- Time available for vertical articulation

Bell Schedules-Chardon

Teams meet from 7:15-8:12

#1 Regular

- 1 7:30 - 8:23
- 2 8:27 - 9:15
- 3 9:19 - 10:07
- 4 10:11 - 10:59
- 5 11:03 - 11:26
- 6 11:30 - 11:53
- 7 11:57 - 12:20
- 8 12:24 - 12:47
- 9 12:51 - 1:39
- 10 1:43 - 2:31

Tuesday's

#5 Team Meeting Day

- 1 8:17 - 8:58
- 2 9:02 - 9:43
- 3 9:47 - 10:28
- 4 10:32 - 11:18
- 5 11:22 - 11:44
- 6 11:48 - 12:10
- 7 12:14 - 12:36
- 8 12:40 - 1:02
- 9 1:06 - 1:47
- 10 1:51 - 2:31

Early Dismissal Bell Schedule-Berkshire

Team Meeting Day

- Period 1 7:37 - 8:19
- Period 2 8:22 - 9:04
- Period 3 9:07 - 10:49
- Period 4 9:52 - 10:22
- Period 5 10:25 - 11:55
- Period 6 10:58 - 11:28
- Period 7 11:31 - 12:13
- Period 8 12:16 - 12:59
- Period 9 1:02 - 1:45

Regular Bell Schedule

- Period 1 7:37 - 8:27
- Period 2 8:30 - 9:20
- Period 3 9:23 - 10:13
- Period 4 10:16 - 10:46
- Period 5 10:49 - 11:19
- Period 6 11:22 - 11:52
- Period 7 11:55 - 12:45
- Period 8 12:48 - 1:38
- Period 9 1:41 - 2:31

Team Assignments 2008-2009 for Tuesday Common Planning Time

English Department

Week A
English IV
Doug Snyder
Lynn Monaco
Dawn Weaver
Tracey Britt

Week B
English II
Allen Herner
Mike Combs
Dawn Weaver
Sharon Zdesar

Math Department

Week A
Algebra I
Tammy Segulin
Beverly Mysyk
Brett Mitchell

Week B
Algebra II
Joe Ricci
Mark Shafer
Jim Britt



Chardon High School

Ohio Graduation Tests (10th Grade-2007/ 2008)

Reading: 97.8 %
Mathematics: 97.5 %
Writing: 99.3 %
Science: 92.5 %
Social Studies: 93.2 %

Sub Group: Special Education

Mathematics: 87.5 %
Reading: 75 %
Performance Index: 108.8

www.reportcard.ohio.gov



Berkshire Junior/Senior High School

Ohio Graduation Tests (10th Grade 2010)

Reading: 5 % increase overall
Math: 6% increase overall
Writing: 2 % increase overall
Social Studies: 2% increase overall
Science: 2% decrease overall

Ohio Department of Education District Score Report



Burton Elementary

Ohio Achievement Tests 2009-2010 Overall

3rd Grade R-10% increase, M-7% increase
4th Grade R-12% decrease, M-10% decrease
5th Grade R- 5% increase, M- 16% increase, S-9% increase
6th Grade R- Same, M- 5% increase

Jr/Sr High School OAA Overall

7th Grade R- 4% increase, M- 1% increase
8th Grade R- 12% increase, M- 15% increase, S- 9% increase

Freshman Advisory

*What will we do if the students
do not learn?*

Pyramid of Interventions

Progress Reports

Progress reports "were" mailed home every three weeks *

Progress reports are discussed with individual ninth graders in advisory

Students with failing grades receive intervention beginning in advisory

Report cards are also reviewed with ninth grade students

Tutoring

•Mentor tutoring in advisory

•Peer tutoring in advisory

•National Honor Society tutoring

Academic Labs

- Labs are staffed by teachers
- Students may get help during studyhall
- 07-08: Math, Science, Social Studies, Spanish, French, Special Education

Guided Studyhalls

- Volunteers/educational aides/staff
- Students complete homework during this time or before school.
- Books, pencils, materials are provided.

Mrs. Mysyk's
Weekly Assignments

LAST WEEK

Sunday, September 26th
Monday, September 27th
No School
Tuesday, September 28th

Algebra 1

#5 - Quiz Review

Geometry

#4 - pp. 50-61, #1-8, 17-21
Wednesday, September 29th

Algebra 1

Quiz today on Order of Operations and Integer Operations
Finish Journal Entry #1

Geometry

pp. 67-68, #1-22

#5 - pp. 67-69, #11-22 and #37-42
Thursday, September 30th

Algebra 1

2-1 Worksheet - 2 scatterplots on graph paper

Geometry

p. 69, #37-42 and p. 70, #0-20
Friday, September 31st

Algebra 1

After school Title 1 intervention (Berkshire)

- Intervention specialist works with 3-6th grade students four days a week.
- Sessions last two hours each day.
- Currently 15 3/4th graders and 13 5/6th graders enrolled.

How did we begin in Chardon?

- Principal attended a DuFour workshop in October of 2002.
- Team of nine staff members attended a two-day workshop with Dr. DuFour in January 2003.
- These nine individuals began working on an action plan for the 2003-2004 school year.

Timeline continued...

- Letter sent by principal to all ninth grade parents about the PLC program.
- Special faculty meeting with PowerPoint presentation in March.
- Board of education presentation in May.
- Principal created subject area teams and individual booklets for each team member.

Berkshire Beginnings

- Idea introduced in the spring of 2009 during faculty meetings.
- Summer book study to inform staff of research, theory, and practice of PLC's.
- Initial meetings were held with the entire staff present.
- Procedures were modeled by administration.
- As PLC's began to work independently, constant feedback was provided by administration to insure use of SMART goals.

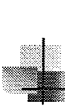
Berkshire School District Year 2

Focused on:

- Formative assessments
- Writing effective SMART goals.
- Teams meet in one central location (cafeteria).
- Better use of time during collaborative team meetings.

Begin informally.....

- Discuss the ideas over lunch, happy hour, staff parties, one on one.
- Gather a "core" group to hear it for themselves. Select open minded teachers.
- Address any potential union issues from the beginning.
- Allow the "core" teachers to spread the word. Allow them to work on implementation.



... make it formal

- Present/talk to superintendent/assistant superintendent-support and understanding.
- Have the “core” present the PLC to the rest of the faculty.
- Have the “core” present the PLC to the board and community.
- Knowing vs. Doing: DO IT!
