PLCs and the Common Core: Putting Data To Work for You

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Today’s Presenters

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Agenda

1. Delaware Data Coaching Project
2. Putting Theory into Practice
3. Success
4. Lessons Learned
5. Q&A
Delaware Data Coaching Project
Teachers need to learn to interpret the data *themselves* and adjust instruction in a timely manner.

Source= U.S. DOE report
Teachers have had “lots of instruction in differentiation, but the differentiation isn’t happening.” - Data Coach
Data “should be used as a flashlight, to shine a light on what’s happening and guide us to change our behavior, actions and outcomes.”

--Executive Director, Data Quality Campaign
Delaware Data Coaching

Statewide Race to the Top Initiative

Coaches facilitate PLCs in every school, grades K-12

Goal: Build capacity with Taking Action with Data™ (TADA™) methodology:

- Skills in data analysis, data-informed instruction
- Differentiated instruction rooted in data
- Culture of transparency and sharing of data
Putting Theory Into Practice
Taking Action with Data™ (TADA™) Methodology

TADA is a framework for using data to drive instruction

- Aligns to the research done by IES / US DOE
- Empowers educators to:
  - Use PLCs effectively
    - Test strategies in the classroom immediately
    - Provide observation and guidance to teachers
  - Prepare students for the Common Core
    - Create effective lessons
    - Develop actionable assessments
“Teachers and administrators are telling us that they appreciate having— and sometimes for the first time— the chance to coordinate and plan with their colleagues.” - Delaware Secretary of Education, Mark Murphy
Data Use Skills Are Applied through Cycles of Inquiry
The Cycle Begins with a Pattern of Need

What is a Pattern of Need?

**Patterns:** Common results in data for a group of students.

**Need:** Areas that impact student performance. The need may be skill-based or content-based.

When identifying a pattern of need in the data, the focus can be on a pattern of strength or an area of challenge.
Data Use Skills Are Applied through Cycles of Inquiry
Educators Use all Relevant Data Sets to Validate Need

- Performance level and scale score data
- Fall-Spring growth
- Benchmarks for grade level/classes

Local Curriculum Tests

- Grade, Class, and individual scores
- Skill specific
- Item analysis

State Test

Student Triangulated Data

- Assessment Data
- Attendance
- Grades
PLCs and CCSS: Focused Collaboration Drives Results

**PATTERN OF NEED**
PLC teachers and their principal identified several key areas in the CCSS where assessment results indicated the need for a different way of teaching complex and rigorous skills. They wanted all students to show substantial academic gains in these critical areas.

**APPROACH**
With support from the data coach, teachers:
- implemented CCSS-aligned curriculum and research–based instructional strategies
- measured student progress with formative assessments that helped them to monitor results while increasing academic rigor.

**RESULT**
The school was among 15 schools recognized for Exceptional Performance and Closing the Achievement Gap.
Success
TADA Phase One Concept Growth

Percent of Statewide Data Coach Facilitated PLCs Rated **Green or Blue**

<table>
<thead>
<tr>
<th>Category</th>
<th>Jan 2012</th>
<th>Jan 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns of Need</td>
<td>86%</td>
<td>96%</td>
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<tr>
<td>Data Conversations</td>
<td>79%</td>
<td>94%</td>
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<tr>
<td>Differentiation</td>
<td>45%</td>
<td>79%</td>
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TADA Phase One Skill Growth

Percent of Statewide Data Coach Facilitated PLCs Rated **Green or Blue**

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<tr>
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<tbody>
<tr>
<td>Patterns of Need</td>
<td>86%</td>
<td>96%</td>
</tr>
<tr>
<td>Adjust Whole Class Instruction</td>
<td>63%</td>
<td>94%</td>
</tr>
<tr>
<td>Informal Cycle of Inquiry</td>
<td>66%</td>
<td>89%</td>
</tr>
<tr>
<td>Solution-Oriented Conversations</td>
<td>75%</td>
<td>91%</td>
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PLCs Contributed to a 16%-20% Increase in Students Who Scored “Proficient on 2012 DCAS (Fall – Spring)

Statewide Reading and Math Proficiency Scores, Grades 3-10

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<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Reading</td>
<td>61%</td>
<td>73%</td>
</tr>
<tr>
<td>Math</td>
<td>62%</td>
<td>72%</td>
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After Six Months, Teachers Felt More Confident

63% Said PLCs are helping them build useful skills around collection and use of data.

...of those, 88% Felt more confident in making instructional decisions based on data because of PLCs.

Source: Data Coach Project Survey, administered in Spring 2012 by DE Teacher & Leader Effectiveness Unit with Wireless Generation
In Their Own Words

“Despite many years of teaching experience, I have found these PLC’s to be highly helpful and informative.”
- DE teacher

“I thought PLC’s were beneficial because it allowed the sixth grade team to collaborate, analyze data and devise a plan on how to target low learners. We were able to meet as a team and maintain the same expectations for the sixth grade class.”
- DE teacher

Source: Data Coach Project Survey, administered in Spring 2012 by DE Teacher & Leader Effectiveness Unit with Wireless Generation
“To see this kind of transformational approach in action in a PLC is not only personally rewarding. It’s also made true believers out of a lot of the people I’ve worked with.”

-Susan Long, Data Coach
Lessons Learned
Lessons Learned From PLCs

Flexibility: One size does not fit all
Building the schedule to make time - critical
Collaborative work aligned to SMART Goals
Patience, patience, patience
Coaching helps shift the mind set
And, MOST IMPORTANTLY…
BUY IN – PARTICIPATION – FACILITATION
• Instructional leaders support professional learning collaboration, participate in the conversations and data analysis, and facilitate continuous growth.

ACCOUNTABILITY WITH SUPPORT
• PLCs are sacred. They provide an opportunity for leaders to observe, gather evidence and offer opportunities for professional learning aligned to formative feedback.

CHANGE IN CLASSROOM BEHAVIOR
• Teachers receive rich feedback on their classroom instruction aligned to the data analysis, and student achievement increases.
“We can’t wait around to be transitioned to the Common Core. We ARE the transition. Let’s go after it.”

- Becky Neubert, Data Coach
CCSS Resources for Teachers and Leaders

http://www.doe.k12.de.us/commoncore/
Questions
Contact Information

Please feel free to contact us for further information.

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Thank you for attending our session today!