

STUDY GUIDE***SESSION 2: SHIFTING OUR COLLABORATION AND PROFESSIONAL DEVELOPMENT TO SUPPORT STUDENT OWNERSHIP******Before the Session: Morning Team/Planning Time***

Before beginning Session 2, as a team or on your own, **read the session objectives and reflect on the two questions on this page.** Record any initial thoughts or ideas that come to mind directly on this study guide. Once the session begins, use **your** recorded thoughts as a starting point to deepen your understanding.

Session Objectives

Participants will:

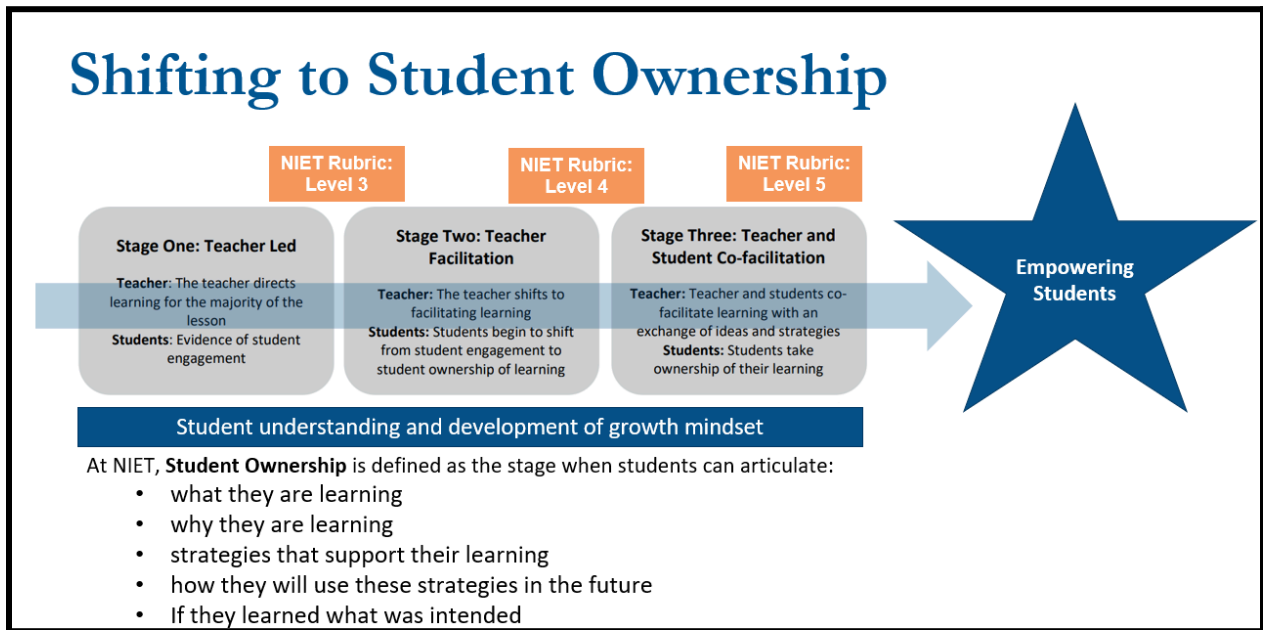
- Examine an **approach for supporting teachers in elevating student ownership**
- Identify **strategies to support student ownership** within PLC/cluster meetings
- Analyze a PLC/cluster long range plan for **evidence of teacher collaboration and professional development** which increases student ownership

1. What will I be learning in this session?

2. Why am I learning about this?

Session Check In

Student Ownership Questions	My "Session Check In" Responses
What am I learning?	
Why am I learning it?	



Guiding Question

How might PLC/cluster be designed to instill teacher ownership of learning and support teachers in elevating student ownership of learning in the classroom?

Content focus	Focus on teaching strategies on discipline-specific curriculum and pedagogies
Active learning	Engagement in the practice of teaching strategies, opportunity to experience the same style of learning they (teachers) are designing for students
Collaboration	Job-embedded contexts, creating communities that positively change culture and instruction, space to share ideas while collaborating
Models of effective practice	Curricular materials and instructional modeling to demonstrate what effective teaching looks and sounds like
Coaching and support	Access to content specialists and evidence-based practices, tailored to teachers' individual needs
Feedback and reflection	Set aside time for teachers to think about, receive input on, and make changes to their practice
Sustained duration	Adequate time to learn, practice, implement, and reflect upon new strategies

L. Darling-Hammond, M.E. Hyler and M. Gardner *Effective Teacher Professional Development* (Palo Alto, California: Learning Policy Institute, 2017).

Breakout Room Activity #1

- Analyze the sample PLC/cluster meeting agenda and answer the questions in your study guide.
- You will have 10 minutes to discuss with your groups.
- Identify who will share from your group discussion.
- We will debrief together.

Once in your breakout rooms, identify a recorder to capture your group's responses to the following questions:

1. In what ways will this meeting include teacher collaboration and professional development to elevate student ownership?	
2. How will teachers be supported in developing and applying the learning?	
3. What are the implications for students?	

PLC/Cluster Group Meeting Record Agenda

Date:

LRP: Week 3

Sign In: _____

School Goal:

By May 2021, Piney Hills Elementary School will increase its School Performance Score from 56.9 (D) to 70(C).

By May 2021, students will improve in ELA performance on the spring LEAP assessment in ELA:

- 3rd grade students will increase from 3% to 20% Mastery and Advance and from 22% to 70% Basic, which leads to an SPS of 70.1 **(C)**.
- 4th grade students will increase from 4% to 29% Mastery and Advance and from 40% to 74% Basic, which leads to an SPS of 72.2 **(C)**.
- 5th grade students will increase from 30% to 63% Mastery and Advanced and from 24% to 33% Basic, which leads to an SPS 92.1**(A)**.

Yearly Cluster/PLC Goal:

By May 2021, students will increase their proficiency by 10 points based on students’ ability to meet or exceed their individualized goal/growth target through in their ability to write informative/explanatory texts to examine a topic and convey ideas and information clearly and, specifically, develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic, as measured by the 4th quarter ELA benchmark exam (as compared to the 1st quarter benchmark exam).

Cycle Cluster/PLC Goal:

By the Module 3, End of Unit 3 assessment, at least 70% of students will meet or exceed their individual writing SMART goals for growth and performance, as a result of teachers designing instructional plans which include data, habit, and choice strategies to increase student autonomy and ownership of learning and establishing expectations for students to lead opportunities that support learning.



Identify Need



Learn



Develop



Apply



Evaluate

Cluster/PLC Meeting Outcome: *What will I learn?*

By the end of the cluster/PLC meeting, teachers will be able to conduct a lesson where students will co-construct the success criteria, be able to articulate expectations and explain to their peers, and use the established criteria to self-reflect on their learning.

RUBRIC

Expectations





STEPS

Activity

What will I do?

Materials

What will I need to bring with me?

Standards and Objectives	 Identify Need	Teachers will analyze student SMART goals to determine how many students will fall into each performance level if goals are met and how this cluster/PLC cycle will support students reaching the yearly cluster/PLC cycle goal and the school goals.	<ul style="list-style-type: none"> Students' SMART goals
	 Learn	Cluster/PLC leader will model the thinking process for determining preliminary success criteria and co-constructing success criteria with students.	<ul style="list-style-type: none"> New Learning Note Catcher
	 Develop	Teachers will pair up to brainstorm and determine preliminary success criteria for an upcoming lesson and design a plan for students to co-construct the success criteria at the beginning of the lesson and then use it to self-reflect at the end of the lesson. (Smith/Garcia, Townsley/Brown, Adcock/Carrington)	<ul style="list-style-type: none"> Next week's lesson plans
	 Apply	Teachers will implement the lesson and bring student work to the next cluster/PLC meeting.	<ul style="list-style-type: none"> Individual Teacher Support Plan

Follow-up as a Result of Actual Meeting:

What will take place by the next cluster/PLC meeting? List what teachers and cluster leader(s) will do and when they will do it. Use future tense.

Classroom Teacher: - How will I apply the new learning in my classroom this week? What will I bring to the next cluster/PLC meeting?

Teachers will implement the lesson and analyze student work against the criteria co-constructed with students, identify characteristics of student work which meets writing expectations, is approaching writing expectations, and is below writing expectations. Teachers will bring analyzed student work and success criteria to the next cluster/PLC meeting.

Cluster/PLC Leader(s): -How will cluster/PLC leader(s) support application in the classroom?

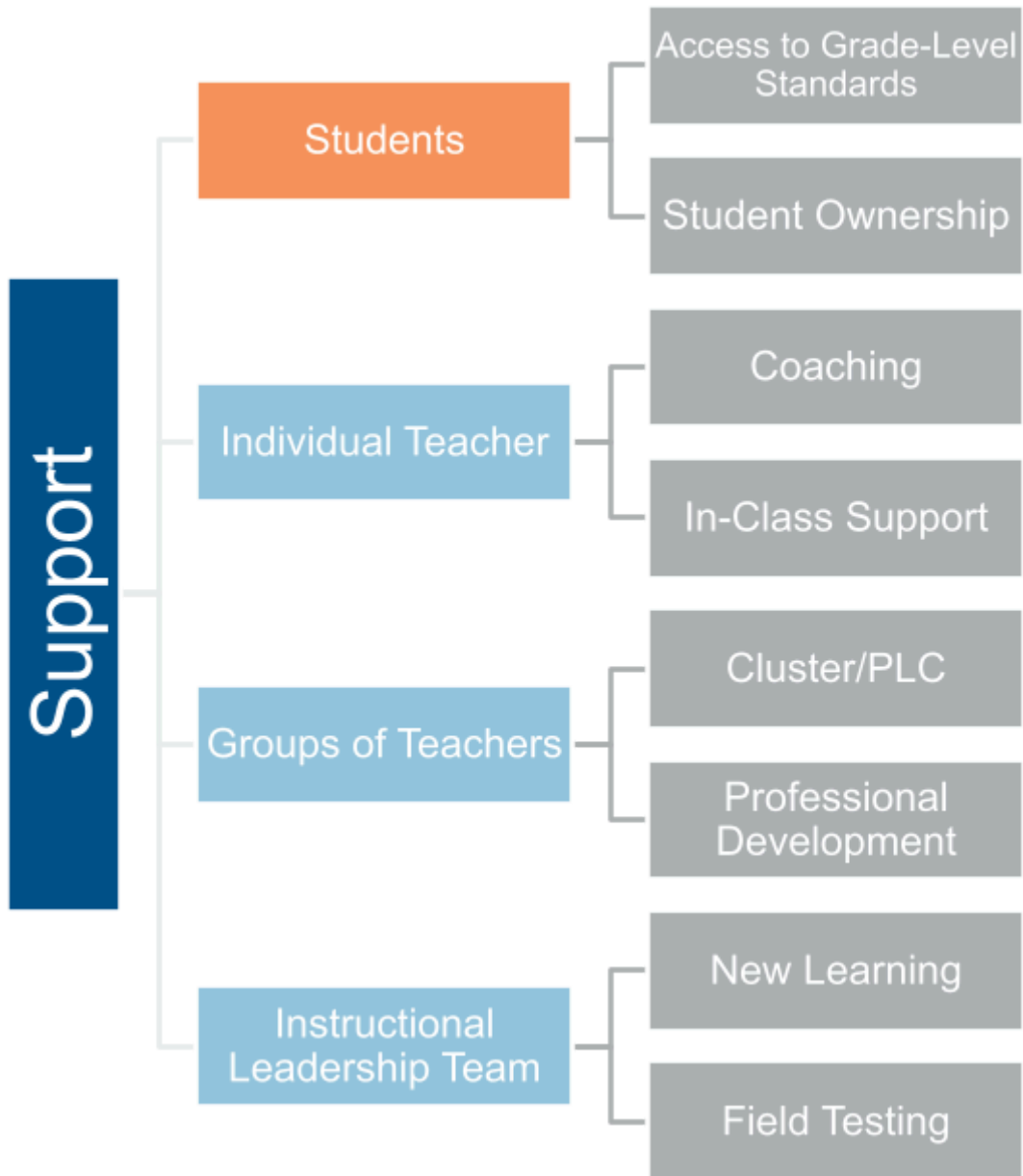
The cluster/PLC leaders will provide individualized support to each teacher (see chart below).

Teacher (3 rd -5 th)	Cluster Leaders	Date/Time	Type of Support
Smith	Rollins	Wed. @ 8:30am	Team Teach
Garcia	Rollins	Mon. @ 8:30am	Team Teach
Townsley	Rollins	Wed. @ 8:15am	Model
Brown	Capps	Fri. @ 8:15am	Observe & Feedback
Adcock	Rollins	Thur. @ 8:10am	Team Teach
Carrington	Capps	Mon. @ 8:10am	Observe & Feedback

Essential Learning/Meeting Details	<p><i>What took place during cluster? Write down new learning details. BOX all decisions.</i></p>
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Monthly IGP Application/Reflection on Back: *What were the students able to do? What were they NOT able to do? Who was successful? Who was not? What are the plans for students not yet successful?*

Layered Support Approach



Individual Activity

- Individually, analyze the individual teacher support reflection below and answer the questions below.
- You will have 5 minutes to review the plan.
- Be prepared to share your thoughts with the whole group.

As you analyze the individual teacher support reflection, record your responses to the following questions:

1. How does this support log reflect individual, tailored support for a teacher?	
2. How might this process support the teacher in elevating student ownership?	
3. What are the implications for students?	

Teacher Support Reflection: Student Ownership Cluster/PLC Cycle

Name: Smith

Grade/Subject: 3rd/ELA

Cluster/PLC Group: 3rd-5th Grade ELA

<p>PLC/Cluster Learning Objective (What am I learning? Why am I learning this?)</p>	<p>Week 3: I am learning how to facilitate and build performance expectations for a lesson with students. The students will co-construct the success criteria with me, allowing them to be able to deeply understand in a meaningful way the expectations and even be able to communicate those expectations to others. As a result, my students will be able to self-reflect at the end of each lesson on their progress toward mastery. This is important to good teaching and learning because students need to have voice in the learning process and understand how what they are learning can be used moving forward.</p>
<p>Teacher Plan for Application and Development of Learning (Which strategies support my learning?)</p>	<p>I will be using a data strategy to build student ownership of learning, specifically co-constructing success criteria with students. I had to first determine the preliminary success criteria for lesson 3 of the Louisiana Purchase unit - using text evidence, discuss potential characteristics of Americans who moved west compared to those who stayed within the country's borders. During the lesson, I will ask students planned questions which will guide them to generating success criteria aligned to the lesson objective.</p>

<p>Teacher Reflection (How will I know if I need the strategy in the future?)</p>	<p>Since establishing success criteria with students, I have noticed students are not as dependent on me and have a much better understanding of their learning expectations. I have also observed them taking more initiative and relying less on me when they analyze the text and locate supporting evidence. When students seek my support it is usually to confirm and provide feedback rather than assist them in the work- the thinking and problem solving. My students are developing a mastery orientation in which they focus on self-improvement and learning based on the task at hand. There is no question I will need this strategy in the future. I will know I need it when students are not clear of the learning expectations or are not observed to have the self-initiative and drive for learning.</p>
<p>Cluster/PLC Leader Feedback</p>	<p>You've made a very important observation as to how establishing the expectations for learning (success criteria) with students takes students from doing and understanding the learning to owning their learning. When students co-construct the success criteria they are essentially establishing expectations for themselves. This makes learning more purposeful and meaningful and it does instill self-initiative and motivation among students to meet learning expectations. As we reflect on the student work from our lesson we taught together, I wonder how analyzing individual student work from previous lessons might help you to refine your process for co-constructing success criteria with students.</p>
<p>Teacher Next Steps (How will I know if/when I learned what was intended?)</p>	<p>Reflecting on the student work from the lesson we taught together was so important. I could actually see how students applied the criteria to their work and to their assessment of their work. This is how I knew what I learned in cluster effectively transferred to the classroom. I will continue to have students create success criteria with me. This does require me to be more intentional in lesson planning, as I have to really dig into the lesson objective(s) and end of lesson student product to determine what the success criteria should be. Then, I have to figure out what types of questions I will need to ask students in order for them to develop success criteria that is truly aligned to the lesson and will ensure they successfully accomplish the lesson objective(s).</p> <p>Your question has me thinking about how I want to go back to the previous lessons in this unit and determine what the criteria should be and then analyze the student work to see where the breakdown was for students. I may find some areas we need to go back and revisit as a class? Moving forward, though, the students will work with me to always establish the success criteria for the learning objective.</p>

Think-Write-Share

How might utilizing the layered support approach build student ownership of learning with individual teachers and groups of teachers?

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What the research says drives student ownership of learning:

- Student **choice increases their intrinsic motivation** to learn, which leads to more, longer-lasting learning.
- Students’ perceived levels of **competence**, or their understanding of what is expected of them and why, coupled with their belief that they can accomplish what is expected, also influence their motivation to learn.
- **Cognitive engagement**, or students’ ability to self-regulate, as well as understand their learning objectives and the relevance of these objectives to their future, is one aspect of student engagement that is related to better learning outcomes.

Students using data to guide their learning:

With respect to students monitoring their personal progress toward individual goals, students should engage in data analysis and reflection.

- Shift data analysis and reflection to the students.
- Empower students to understand their ongoing progress, constantly reflect, and try new ways of thinking about their learning.
- Guide and support students in interpreting data, drawing conclusions, and identifying next steps.
- Engage students in setting rigorous goals and working independently with continued practice.
- Shift the process to the students.

Empowering students with data: Questions for your team to consider

What roles do teachers and students play in setting goals and analyzing data?	
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How are student goals aligned to student mastery of standards and end-of-year assessments?	
What systems and structures are in place for students to take control of their learning and progress?	

Student habits which support self-regulation of learning:

- Design systems and routines to engage students in and nurture effective learning habits such as:
 - Engaging in peer-to-peer academic conversations
 - Self-guided and self-paced learning
 - Independent use of learning resources and materials

Establishing effective learning habits with students: Questions for your team to consider

What systems and routines do students need in order to learn independently?	
What systems and routines do students need in order to learn in collaborative settings with peers?	
How will these systems and routines be established across classrooms?	

Student choice which increases interest and intrinsic motivation:

- Model for students how to make appropriate learning decisions (choices), and how to learn from mistakes in order to inform future learning.
- Build trust and confidence with students to make the right decisions about their learning.
- Provide students regular opportunities to make learning choices:
 - who students work with (teachers, students, or alone)
 - what task/activity students work on or the order in which they complete
 - when students complete and submit work (with teacher guidance)

- why they are working (aligned to personal goals)
- how students demonstrate mastery

Providing students with learning choices: Questions for your team to consider

What systems and supports need to be in place to ensure students make good choices?	
How ready are your students as a whole and individually, for various levels of choice-making?	
How can you gradually release responsibility and develop more choice over time, versus all at once?	

Breakout Room Activity #2: Cluster Long Range Plan

- You will have 10 minutes to discuss in your groups.
- Identify a recorder and reporter for your group.
- When we return to the main room, groups will share evidence.

Once in your breakout rooms, identify a recorder to capture your group’s responses to the following questions:

1. What evidence is in the plan to support teachers in learning about and implementing habit strategies to increase student ownership?	
2. What evidence is in the plan to support teachers in learning about and implementing choice strategies to increase student ownership?	

Cluster/PLC Long Range Plan

(for tracking cluster activities to match cluster goals)

Cluster/PLC Meeting Group: 3rd-5th Grade ELA Cluster/PLC

Time Frame:



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CLUSTER/PLC CYCLE GOAL:

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 **Pre-Cycle Assessment Data (What will be the data source used to establish baseline data for students at the beginning of the cycle?):**

Student performance on the Module 2, End of Unit 3 assessment will be used to establish baseline data at the beginning of this cluster/PLC cycle.

Weeks 1 and 2

-   Teachers will analyze students' Module 2 EOU assessments and reflect on progress toward the ELA goals.
-  Using student **data strategies** to increase student ownership: Cluster/PLC leader will model the student goal setting conference and key components of the planning process. Rubric Connection: IP and SO

	<ul style="list-style-type: none"> 🟡 Teachers will use individual student data (last year’s LEAP ELA score, Modules 1 and 2 EOU assessment results) to determine preliminary Module 3 SMART goals for each student and the work with their grade level partner teacher to develop guiding questions to use with students to co-construct goals. ■ Teachers will conduct goal setting conferences with students and bring individual student goals to the next cluster/PLC meeting.
<p>Weeks 3 and 4</p>	<ul style="list-style-type: none"> ▲◆ Teachers will analyze student SMART goals to determine how many students will fall into each performance level if goals are met and how this cluster/PLC cycle will support students reaching the yearly cluster cycle goal and the school goals. ● Using student data strategies to increase student ownership: Cluster/PLC leader will model co-constructing success criteria with students. Rubric Connection: EXP and SO 🟡 Teachers will pair up by grade level to determine the preliminary success criteria for an upcoming lesson and work together to design a plan for students to co-construct the success criteria at the beginning of the lesson and then use it to self-reflect at the end of the lesson. ■ Teachers will implement the lesson and bring student work to the next cluster/PLC meeting.
<p>Weeks 5 and 6</p>	<ul style="list-style-type: none"> ▲◆ Teachers will analyze student work against the criteria co-constructed with students, identify characteristics of student work which meets writing expectations, is approaching writing expectations, and is below writing expectations. ● Using student habits strategies to increase student ownership: Cluster/PLC leader will model how to plan and develop a routine for student self-reflection throughout a Module, which will engage students in self-assessment of their progress toward their SMART goal, identification of strengths and areas to improve, and determining next steps. Rubric Connections: IP and EXP 🟡 Teachers will pair up by grade level and identify self-reflection points throughout Module 3 and create a routine for self-reflection. Paris (each grade level) will share self-reflection routines and revise as needed, based on others’ ideas and feedback from others. ■ Teachers will implement the self-reflection routine and bring back student work and reflections to the next cluster/PLC meeting.
<p>Weeks 7 and 8</p>	<ul style="list-style-type: none"> ▲◆ Teachers will analyze samples of student work and self-reflections from each category (meets/approaching/below expectations) and assess student progress toward their SMART goals. ● Using student habits strategies to increase student ownership: Cluster/PLC leader will model co-constructing norms with students for academic discussions and facilitating students’ use of Talk Moves to engage in academic discussion. Rubric Connections: IP, EXP, AF 🟡 All teachers will brainstorm and come to consensus on a common set of preliminary norms for academic discussion. Individual teachers will plan for using Talk Moves in an upcoming lesson to engage students in academic discussion. ■ Teachers will co-construct norms with students and implement Talk Moves in an upcoming lesson and bring the student work from the lesson to the next cluster/PLC meeting.

<p>Weeks 9 and 10</p>	<ul style="list-style-type: none"> ▲◆ Teachers will analyze samples of student work from each category (meets/approaching/below expectations) and assess student progress toward their SMART goals. ● Using student choice strategies to increase student ownership: Cluster/PLC leader will model planning for an end of lesson assessment which affords students' choice and accommodates for students at different learning rates. Rubric Connections: IP, ASSMT, LSP ◆ Teachers will pair up by grade level and develop end of lesson assessment choices for an upcoming lesson which accommodate for students at different learning rates and provide feedback on student progress against objectives. ■ Teachers will teach the lesson and provide students with choice in end of lesson assessment and bring the student work from the lesson to the next cluster/PLC meeting.
<p>Weeks 11 and 12</p>	<ul style="list-style-type: none"> ▲◆ Teachers will analyze samples of student work from each of the assessment choices provided and assess student progress toward their SMART goals. ● Using student choice strategies to increase student ownership. The Cluster/PLC Leader will model planning for a lesson which incorporates a student-chosen grouping strategy. IP, EXP, GS ◆ Teachers will take an upcoming lesson and plan for incorporating a student-chosen grouping strategy of their choice. Teachers will pair up, explain the grouping strategy they chose, how it will be implemented and receive feedback from their partner. ■ Teachers will teach the lesson and bring the student work from the lesson to the next cluster/PLC meeting.
<p>◆ Post Cycle Assessment Data (<i>What data source will be used to measure student growth from beginning of the cycle to the end of the cycle?</i>): Students' Module 3 SMART writing goals and the Module 3, End of Unit 3 assessment results, compared to Module 2, End of Unit 3 assessment results, will be used to measure student growth from beginning of the cycle to the end of the cycle.</p>	

Self-Reflection and Application

E - What **excites** you about today's learning?

W - What **worries** do you have about transferring today's learning?

N - What else do you **need to know** to apply today's learning?

S - What **suggestions** could you share with others about today's learning?

To Continue After the Session: Afternoon Team/Planning Time

As you gather as a team or reflect on your own after the session, think about these questions and the responses you had during the session. How can you use what you have learned and carry it forward to improve teaching and learning at your school or in your district?

1. What roles do teachers and students play in setting goals and analyzing data?
2. How are student goals aligned to student mastery of standards and end-of-year assessments?
3. What systems and structures are in place for students to take control of their learning and progress?
4. What systems and routines do students need in order to learn independently?
5. What systems and routines do students need in order to learn in collaborative settings with peers?
6. How will these systems and routines be established across classrooms?

7. What systems and supports need to be in place to ensure students make good choices?
8. How ready are your students, as a whole and individually, for various levels of choice-making?
9. How can you gradually release responsibility and develop more choice over time, versus all at once?