

MISD Collaboration Handbook

The Collaboration Handbook summarizes Midland ISD's common direction of action for implementation of a guaranteed, viable and equitable curriculum for each student in the district.

Professional Learning Communities



A professional learning community "is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve"

**Dufour, Dufour, Eaker and Many,
Learning by Doing (2010) p. 11**

Mission



ALL students will graduate prepared and ready for college or career.

All campuses will develop and sustain a Mission that drives expectations of high levels of learning and systems that support ALL students as the core purpose of the campus.

Collaborative Teams



Teams meet regularly:

- to study data
- to analyze current levels of achievement
- to set achievement goals
- to identify essential and valued student learning
- to develop common formative and summative assessments
- to share strategies and
- to research best practices.

The expectation is that this collaborative effort will produce ongoing improvement in student achievement.

Collaborative Teams



Collaborative team time will occur on all grade levels and/or content areas being inclusive of special programs.

- Collaboration will occur weekly. Teams are highly encouraged to meet more than weekly.
- Formal agendas must be *written and minutes taken.
- Systems for clear documentation and reporting back to campus administration and other members about the results must be in place.
- Teams have defined roles (facilitator/leader and recorder at minimum)
*as a team develops deep understanding and proficiency in the process, this may develop into turning in clearly defined artifacts and evidence

Teams use the Four Critical Questions



100% of collaborative teams will use the four critical questions to guide the work of the team.

- What do we expect our students to learn?
- How will we know that they have learned it?
- How will we respond when they have not learned it?
- How will we respond when they know it?

Q1: What do we expect our students to learn?

Teams will analyze standards to determine essentials using established protocols.

- State Standards (Including ELPS and College and Career Readiness)
- Essential Standards
- [MISD Instructional Process](#)

Q2: How will we know they have learned it?

Common Formative Assessments (CFA) will be:

- Built and utilized by collaborative teams
- Connected to identified essential standards
- Given on a regular and frequent basis to all students enrolled in the same course or grade level
 - Cohorts 1,2 & 3 = 4-6 CFAs each semester for each team
- Analyzed by that collaborative team of teachers
- Used to identify strengths and weaknesses in student learning in order to provide intervention and enrichment
- Used to help students see progress towards goals

Q3: How will we respond when they have not learned it?

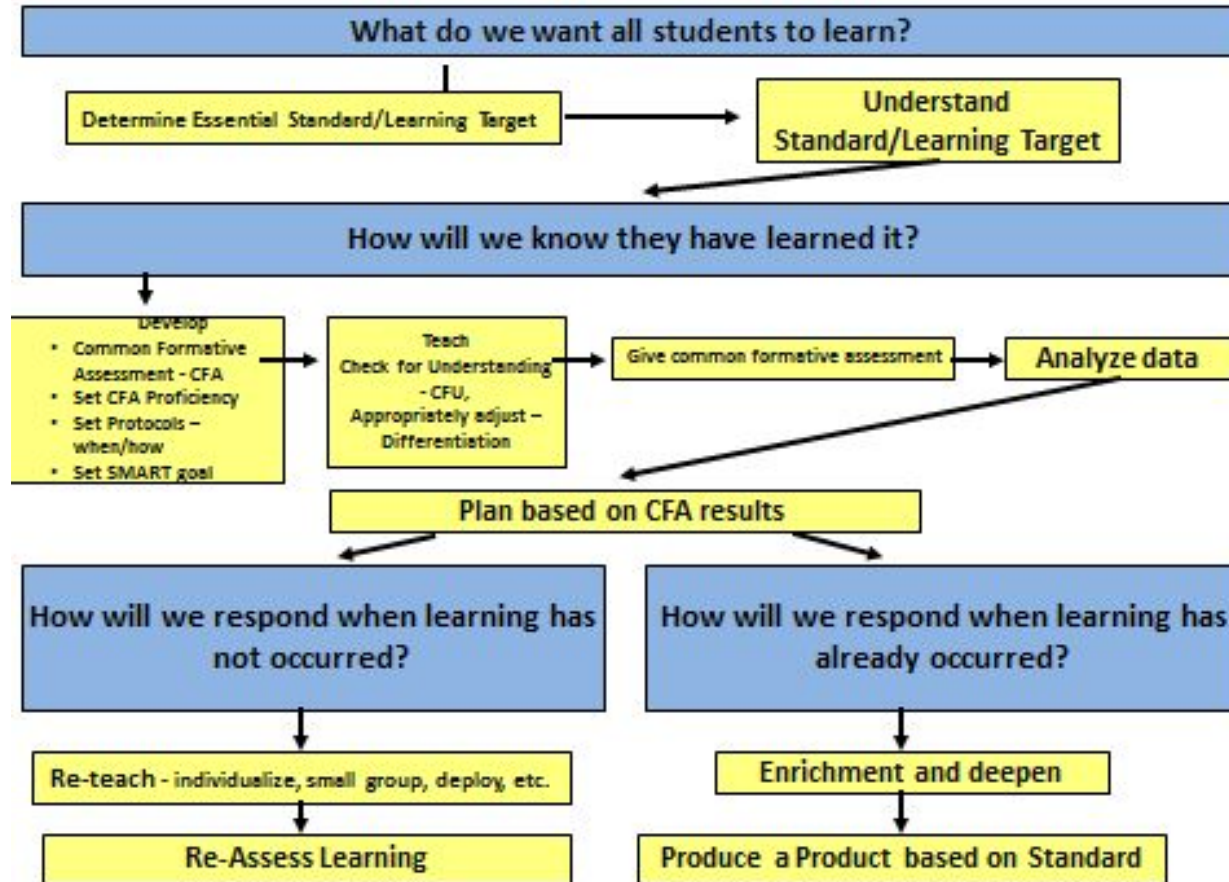
- Campus wide systems of intervention are established and in place (**SPEED**)
 - systematic (school-wide, communicated in writing-who, why, how, where and when)
 - practical (affordable with the school's available resources)
 - effective (effective and available and operational early in the school year)
 - essential (focus on agreed upon standards)
 - directive (mandatory, not invitational)

Intervention is built into the instructional day and not only offered before or after school (some or all will not or cannot access intervention outside of the school day).

Q4: How will we respond when they know it?

Systems of enriching learning for those that have shown they know it are established and in place. Evidence of learning is celebrated.

- Celebrate students making and exceeding progress
- “Progress Precedes Performance”
- Extended opportunities for learning
- Enriched activities for greater access to learning
- Activities align and correspond with times set aside for interventions



Norms



All collaborative teams will identify norms to guide working together.

- In collaborative teams, norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

Protocols



Protocols- procedures to be followed and systems that detail how team operations are conducted. Protocols are put in place to support:

- **Collaborative Structures-** common goals and purpose of the team
- **Operations-** agendas, minutes, meeting sites and calendars are published
- **Strategy-** examining best practices and using data to improve instruction and align reteach and enrichment.
- **Reflection-** teams work collaboratively to openly share information that supports student growth and increases achievement.

All collaborative teams will utilize protocols and the MISD Instructional Process.

Instructional Process Protocols



Unpacking the essential standard

Develop the CFA

Plan and deliver a common lesson

Analyze the data

Plan and deliver intervention and enrichment

[MISD Instructional Process](#)

Learning Targets



Learning targets help students aim for understanding the days lesson.

A learning target is not an instructional objective, written from the teacher's point of view.

“Learning targets, as their name implies, guide learning. They describe, in language that students understand, the lesson-sized chunk of information, skills, and reasoning processes that students will come to know deeply. We write learning targets from the student's point of view and share them throughout today's lesson so that students can use them to guide their own learning.”

Learning Targets- Moss & Brookhart

Similar Learning Targets



Learning Targets should be...

- Descriptive, specific, developmentally appropriate and student-friendly
- Posted daily in a visible and consistent location
- Shared verbally, along with success criteria for the target
- Be used as closure for each lesson

[MISD Instructional Process](#)

Planning a Lesson Checklist



- TEKS/ELPS (standard)**
- Lesson Topic and Student Friendly Learning Target**
- Warm-up/Hook**
- Objectives**
- Resources Students will Use and Learning Activities**
- Modeling/Direct Instruction
- Instructional Strategies
- Academic Vocabulary
- Evidence of Learning (Formal and Informal Assessments)
- Differentiate (Reteach/Enrich/HOTS/Accommodations)
- Wrap-up/Closure Activity

Sample CFA Development Protocols



- Teams understand and know the essential standard or skill assessed.
- The CFA must provide evidence of learning, establishing what indicates “mastery” of that standard.
- The CFA must provide measurable data that will be used to determine intervention and enrichment
- The CFA must support identifying best practices in instruction (varied thinking and stimulus)
- The CFA must support identifying students by subgroup for reteach and enrichment
- The team must agree on the procedures and method of delivery for the assessment (open book, group, individual, etc...)

Sample CFA Data Review Protocol



Team members bring specific and relevant data as assigned

The various steps of the analysis of the data can be summarized as follows –

1. Collect and organize the data.
2. Break down the data for sub groups, which gives quantitative description.
3. Using statistical descriptions of data such as graphs may bring different aspects into view.
4. Examine the data as well as the patterns in the student work to help to improve the evaluation of the findings.
5. Different qualitative, non-statistical, and statistical methods can be used for obtaining additional findings but only as needed.
6. Summarize the findings.

During this last step, revisit the data many times to verify, test, or confirm the themes and patterns you have identified.

Examples of PLC Tools for Data Analysis

Eduphoria

Student Learning Reports

CFA Reflections

Sample CFA Reflection Protocol



1. Examine the data, and identify areas for discussion. Ask:
 - a. As a team, which targets from the assessment require more attention?
 - b. As a team, which students did not master which essential learnings?
 - c. As a team, which classrooms require additional support?
 - d. As an individual teacher, which area was my lowest, and how can I improve?
2. What will be your team's plan of action to address the results?
3. What happened during the conversation you just had?
 - a. How was it helpful to teacher success?
 - b. How was it helpful to student success?

Sample Intervention and Enrichment Protocol

- Campus wide systems of intervention are established and in place (**SPEED**)
 - systematic (school-wide, communicated in writing-who, why, how, where and when)
 - practical (affordable with the school's available resources)
 - effective (effective and available and operational early in the school year)
 - essential (focus on agreed upon standards)
 - directive (mandatory, not invitational)
- Campus wide systems of enrichment are established and in place
 - Extended opportunities for learning
 - Enriched activities for greater access to learning
 - Activities align and correspond with times set aside for interventions

District Checkpoints



- All students will take district checkpoints in the core areas.
- Core teachers will analyze and disaggregate checkpoint data.
- Checkpoints will be used by teachers to make instructional decisions.
- *If grades are assigned, will be placed in the minor category.
- Like classes will have like practices

*Assigning grades is dependent on the grade level

District Checkpoint Protocol



District Checkpoints are summative assessments that check for understanding on a set of identified standards. According to ***Learning by Doing***, summative assessments determine if students have met intended standards by a specified deadline (Pg. 75). Results should be used to identify students in need of further instruction.

BEFORE:

1. Checkpoints should not be used during/for instruction (bell ringers, exit slips, warm-ups, etc).
2. Questions from checkpoints should not be replicated in lessons or in Common Formative Assessments (CFAs).
3. Checkpoints should be utilized to plan instruction including Lead4ward vocabulary and Link to Think Strategies.

AFTER:

1. Checkpoints are for instruction only in the classroom and may not be sent home but may be reviewed with parents during a scheduled conference.
2. Checkpoints may be counted as a MINOR grade; however is not required.
3. Checkpoints should be used with Lead4ward Item Analysis strategies to reteach and clarify incorrect responses.

What do we expect our students to learn?

How will we know when they learned it?

How do we respond when they do?

How do we respond when they don't?

Released STAAR Protocol



Released STAAR District Checkpoints will be used to measure progress and growth to inform instruction. This process will drive continuous improvement toward attainment of Board Goals.

BEFORE:

1. Most recent released STAAR questions should not be used during/for instruction (bell ringers, exit slips, warm-ups. etc.)
2. The tested language should match the language of instruction. (grades 3-5)
3. The test administered should match the course by the TEKS taught. (Carver 6, grades 7-8 math).
4. Most recently released STAAR test will be used in September (as a baseline) and February (for data analysis).
5. All accommodations should be administered during testing.

DURING:

1. *Campuses will determine test date for each section and will administer with state testing guidelines--4 hour limit, accommodations, etc. All data must be entered in Eduphoria by last Friday of the month. NEED CAMPUS INPUT*
2. *All students must be tested excluding STAAR Alt (watch for transfers, move-in's, etc.)*
3. *Scanning deadlines...*

AFTER:

1. It may not be sent home.
2. It may not be recorded as a grade.
3. September released STAAR checkpoint results may not be reviewed with students.
4. February released STAAR checkpoint results should be used with Lead4ward Item Analysis strategies to reteach and clarify incorrect responses. (4 critical questions)

Documents/Samples



- [Accessing Your Global PD Account](#)
- [CFA Review Sheet](#)
- [CFA Data Review Protocol](#) (Courtesy C. Reker, Goddard Junior High)
- [CFA Reflection Protocol](#)
- [Critical Issues for Team Consideration](#)
- [Data Analysis Protocol](#)

Resources



www.Allthingsplc.com

www.globalpd.com (*username and password protected)

- can be accessed from any school site, by principal and team at summer team PD
- Provides follow-up training and resources to principals for site and team level updating.
- Username and a Password- a library of videos, by topic and author are available (review before playing for an audience)

*[Accessing Your Global PD Account](#)

Implementation Timeline



2015-16 Cohort 1	2016-17 Cohort 2	2017-18 Cohort 3
LFHS	Lee HS	Coleman HS
MFHS	Midland HS	Early College HS @ MC
Abell JH	Bush	Bowie Fine Arts Academy
Alamo JH	Emerson	Carver
Goddard JH	Henderson	Fannin
Bonham	Rusk	Fasken
Burnet	Scharbauer	Franks
Jones	Yarbrough	Greathouse
Long	Bunche	Parker
Pease Communications/Technology		Santa Rita
San Jacinto JH		Washington STEM Academy
Crockett		MAP
DeZavala		
Houston		
Lamar		
Milam		
South		
Travis		

Documents/Samples



- [PLC Rubric A](#)
- [PLC Rubric with Evidence](#) (Board Constraint Progress Measure)
- [PLC Roles and Assignments](#)
- [PLC Meeting Minutes Sample 1](#)
- [PLC Meeting Minutes Sample 2](#)
- [PLC Accountability Documents \(Norms, agendas, plans, SMART Goals\)](#)

Credits



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