Montgomery County Schools

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TO: Board of Education

FROM: Dale Ellis

DATE: March 5, 2012

SUBJ: INFORMATION ITEM (PDSA Presentation)

Enclosed is the PDSA presentation that we moved from the Mid-Year Review. I will cover the information quickly but it will give you a glance of how the process works in the classroom and why it is important to use data to drive instruction. The use of this process is the next logical step in our move from a teaching system to a learning system.

I will be available to answer any questions you may have.

Montgomery County Schools

Improving Performance with the PDSA

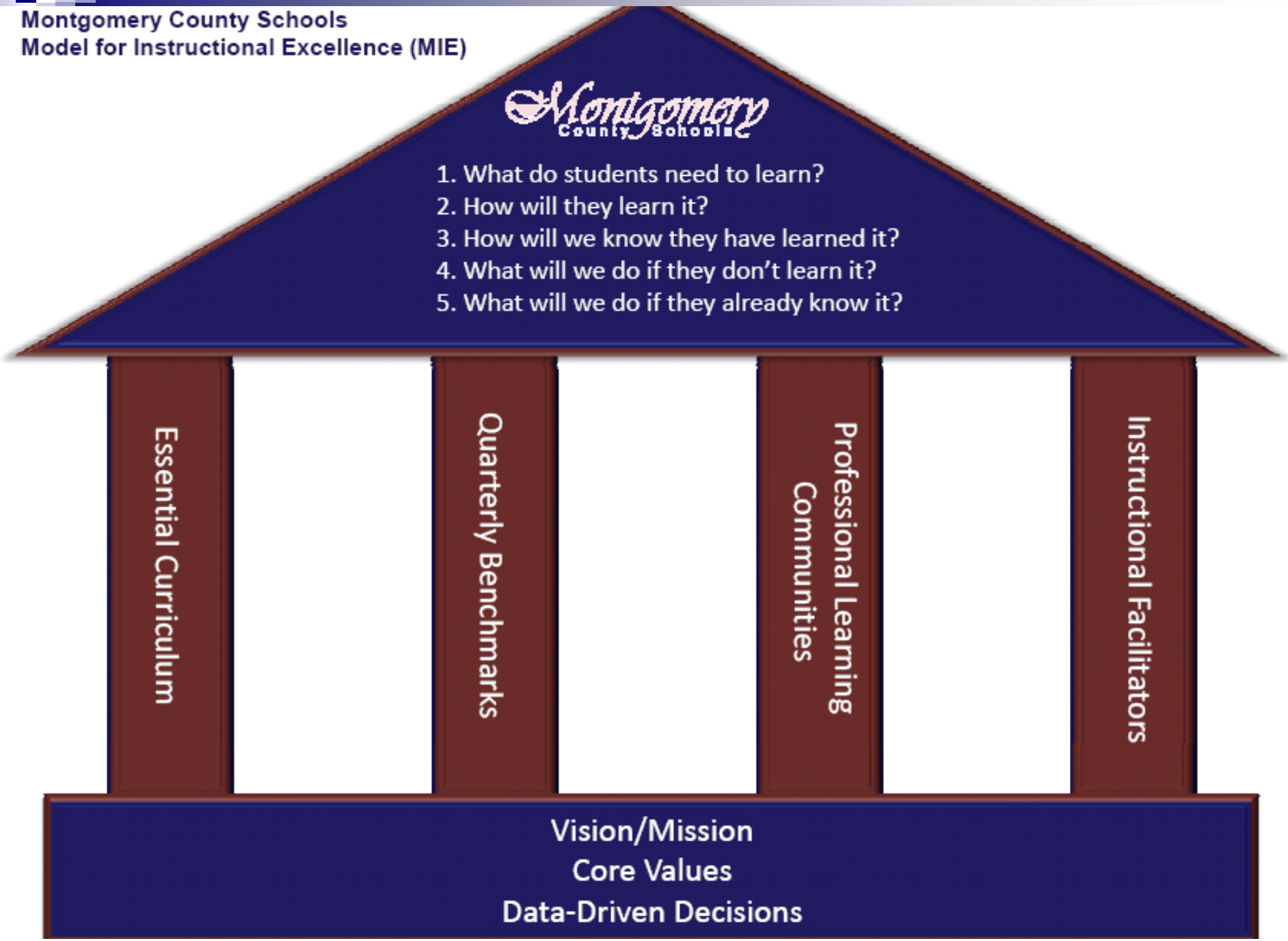
Welcome!

Please sit in leveled groups as much as possible.

Today's Learning Targets

- I can explain how the parts of a PDSA (Plan-Do-Study-Act) are good for students and improve teacher/PLC practice.
- I can identify potential pitfalls of implementing this process within the various level groups
- I can develop a plan to implement the PDSA with my school leadership/SIT.

Montgomery County Schools
Model for Instructional Excellence (MIE)



NC Professional Teaching Standards

Knowledge of CCI enhances your ability to evaluate teachers, and to coach them on their ability to meet or exceed the following NCPTS:

- 1a Lead in their classrooms
- 1d Advocate for schools and students
- 2c Treat students as individuals
- 3a Align instruction with NCSCOS
- 3d Make instruction relevant to students
- 4a Know the ways in which learning takes place…
- 4b Plan instruction appropriate for students
- 4c Use a variety of instructional methods

NC Professional Teaching Standards

Knowledge of CCI enhances your ability to evaluate teachers, and to coach them on their ability to meet or exceed the following NCPTS:

- 4e Help students develop problem-solving skills
- 4f Help students work in teams and develop leadership qualities
- 5a Communicate effectively
- 5b Use a variety of methods to assess what students have learned
- 5c Analyze student learning
- 5c Adapt practice based on data

Assumptions of System Improvement:

- People want to do the right thing and want to be successful.

- 95% of the problems workers face are the result of the system and leadership has a responsibility to fix the system.

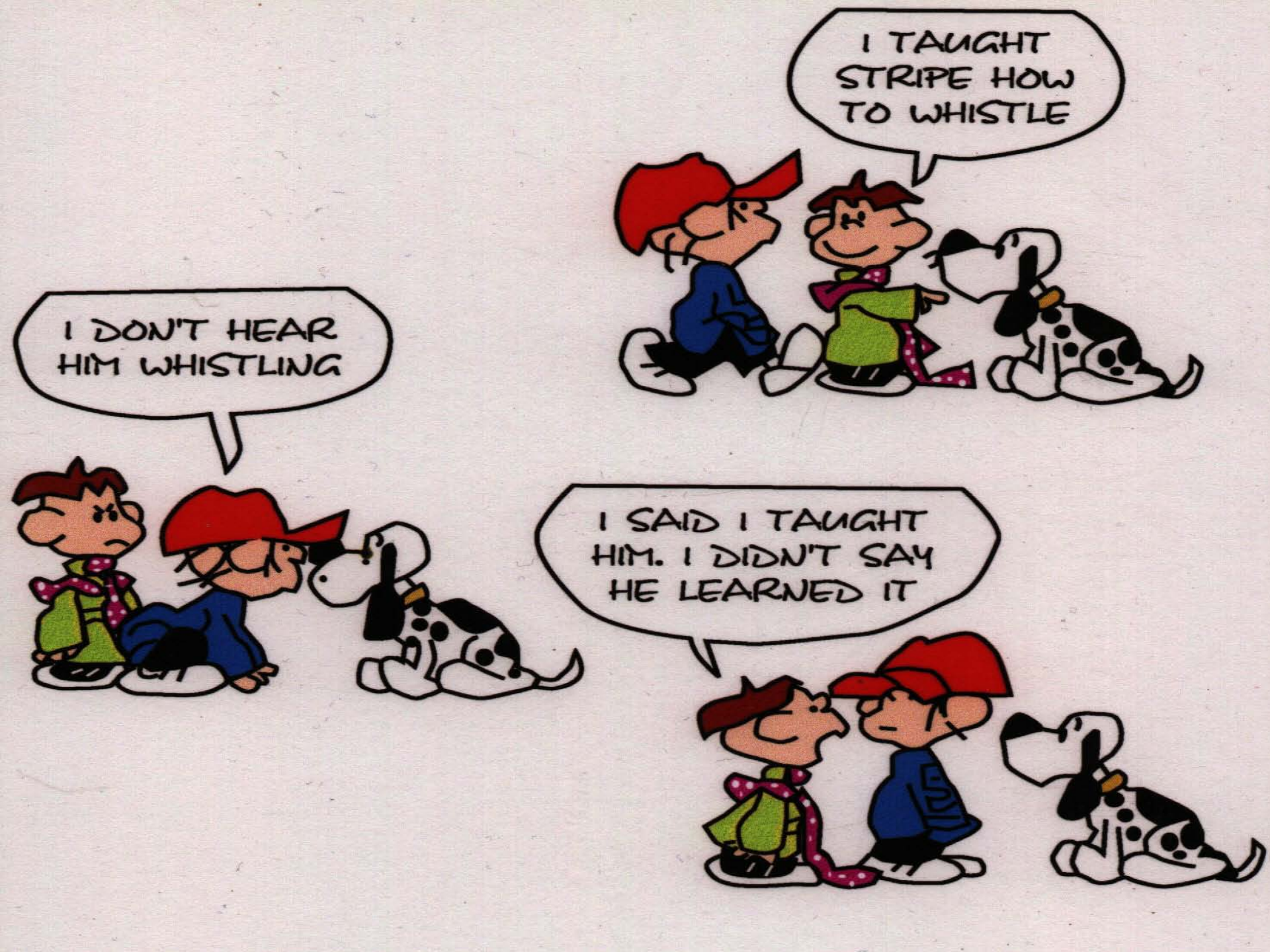
- Fixing one part of the system is necessary but not sufficient for performance excellence.

REMEMBER:

It’s about creating a classroom that’s learning centered,

not teaching centered.

The focus is on learning.


I TAUGHT STRIPE HOW TO WHISTLE
I DON'T HEAR HIM WHISTLING
I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT

Quick Quotes

"Student engagement is the product of motivation and active learning. It is a product rather than a sum because it will not occur if either element is missing."

-Elizabeth F. Barkley

Quick Quotes

“A teacher is one who makes himself progressively unnecessary.”

-Thomas Carruthers

Quick Quotes

"Effective learners operate best when they have insight into their own strengths and weaknesses and access to their own repertories of strategies for learning."

-Brown 1994

Quick Quotes

"Feedback is effective when it offers information about progress relative to the intended learning goal and about what action to take to reach the intended learning goal."

-Hattie and Timperley, 2005

Quick Quotes

“The reasons for dropping out vary depending on the students, but the number-one reason-cited by the dropouts themselves-is boredom (Bridgeland, Dilulio, & Morison, 2006). For most dropouts, becoming listening objects didn’t work. When high school students talked about the types of teaching they wanted, they “described their preferred instructional strategies as ones that were hands-on, and that contained opportunities for debate and discussion.”

(Certo, Cauley, Moxley)

Quick Quotes

“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.”

(CCSSO, 2008)

Modeling the Process

1+1=2
2+2=4
3+3=6
4+4=8
5+5=10
6+6=12
7+7=14
8+8=16
9+9=18
Frog-Tastic WORK
PLAN
DO
ACT
STUDY
Use the SMARTBoard
Practice
Write Pair Share
Ask for help if confused
All 1st Graders will read at or above DRA 16 by June.
First Grade Second Semester Reading Essentials
*I can change the beginning, middle and ending sounds to make new words.
*I can use words I know to read compound words and contractions.
*I can check my own reading by asking: Does that make sense? Sound right? Look right?
*I can read a book by myself for 15 minutes.

MATH PDSA

Plan

time to the half hour

4 stickers

We will get 4 out of 5 questions correct on our quiz on Jan. 15th

Hot Potato

Do

use versatiles

We will review on Jan 14th

computer play a game

Study

Act

play a computer game

tens and ones

1st Grade Math Essentials for 2nd Semester

1.01a I can count groups of ones and tens to name a number.

1.01f I can estimate how many objects there are in a set.

1.02 I can group and count objects by 2's, 5's, and 10's.

1.03 I can use different strategies to add and subtract.

1.04 I can write word problems. I can solve word problems by drawing pictures.

2.01a I can choose what to use to measure an object.

2.01b I can estimate size.

2.01c I can compare objects by their length, weight, and capacity.

2.02b I can solve problems using a clock and a calendar.

4.01 I can collect, organize, talk about, and show information using line plots and tallies.

4.02 I can tell when something is certain, impossible, more likely or less likely to happen.

5.03 I can use a Venn Diagram to show similarities and differences.

Aa abc animal Ashley Austin Alexis Ariel and

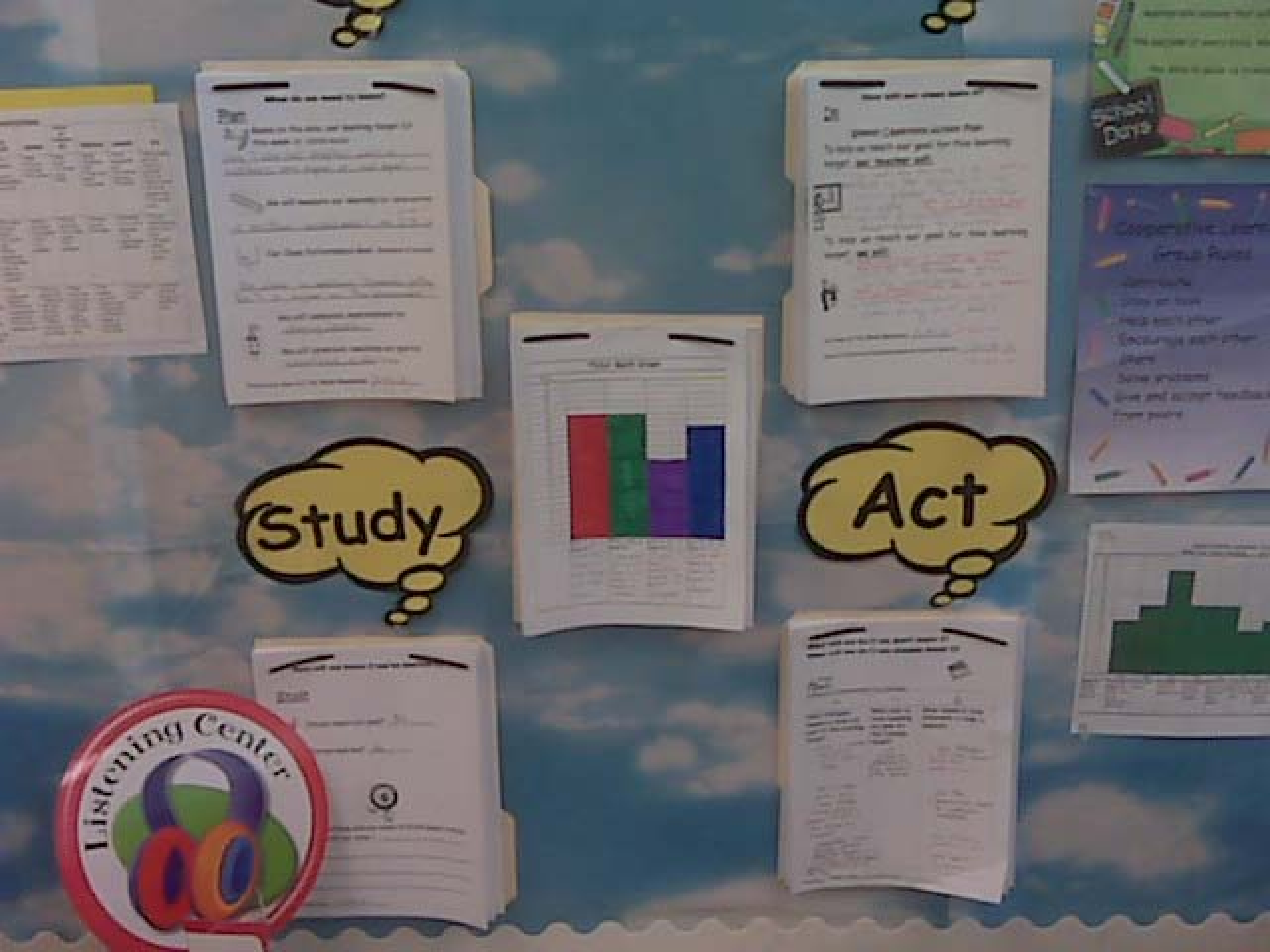
Bb boy Ben be because Bailey Brianna back

Nn nuts

Oo octopus

Nn now name next nap

Oo on our old out


Study
Act
Listening Center

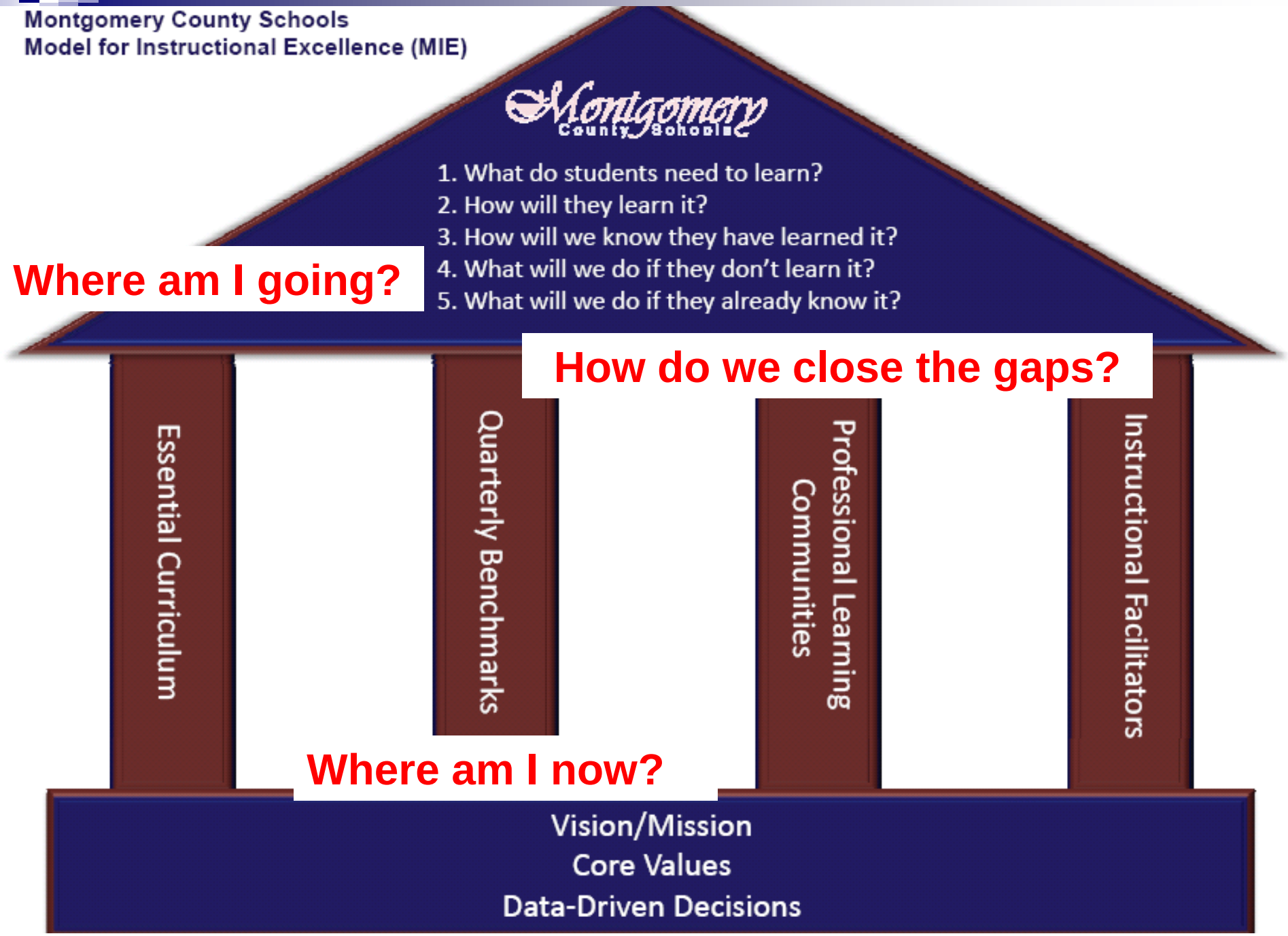
Elementary Music at Harmony

ARE YOU THE IDEAL IDOL?

	Blend of Voices	Expression	Stage Presence
Paula says, "I loved it." Kara says, "I got three words for you. That is artistry." Randy says, "You're IN THE ZONE now." **Simon says, "The whole idea is to find a worldwide star, and I think we found that with you."**	Voices blended together, and the sound was very pleasing throughout the performance.	Used engaging expression in voice and face to interpret the meaning of the lyrics.	Performed with a great deal of energy, focus, and confidence.
Paula says, "I think you did a very nice job." Randy says, "You can really, really, really, sing." Simon says, "It was a bit like ordering a hamburger and getting only the bun." **Kara says, "I ain't nervous for you anymore."**	Voices blended together well, and the sound was pleasing throughout almost all of the performance.	Used appropriate expression in voice and face to interpret the meaning of the lyrics.	Performed with noticeable energy, focus, and confidence.
Paula says, "I think you did a very nice job." Kara says, "You controlled the song and you did not let it control you..." Simon says, "It was a little bit like a Chihuahua trying to be a tiger." **Randy says, "Dude, you can actually sing."**	Voices generally blended together, but occasionally a few individual voices could be heard.	Attempted to use some expression in voice and face to show the meaning of the lyrics.	Performed with some energy, focus, and confidence.
Randy says, "It's just OK. I wasn't jumping up and down or anything." Kara says, "I like to see growth and I like to see risks." Simon says, "I believe it's like watching a horror movie." **Paula says, "I think you did a very nice job."**	Individual voices were often heard that did not blend with the ensemble sound.	Did not attempt to use expression in voice and face to show the meaning of the lyrics.	Performed with little energy, focus, and confidence.

With a rubric to match!

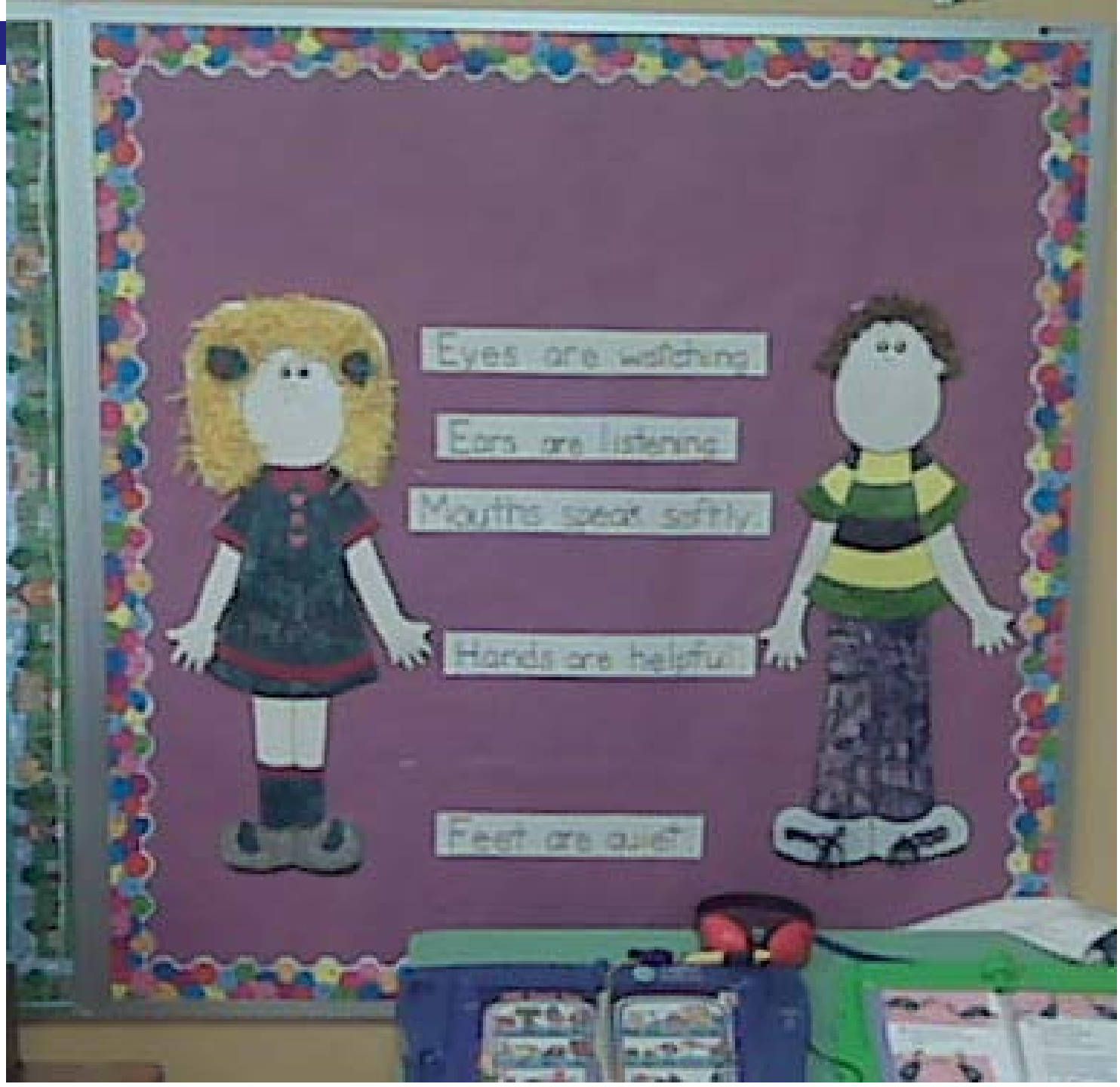
Montgomery County Schools
Model for Instructional Excellence (MIE)



A Foundation for Success

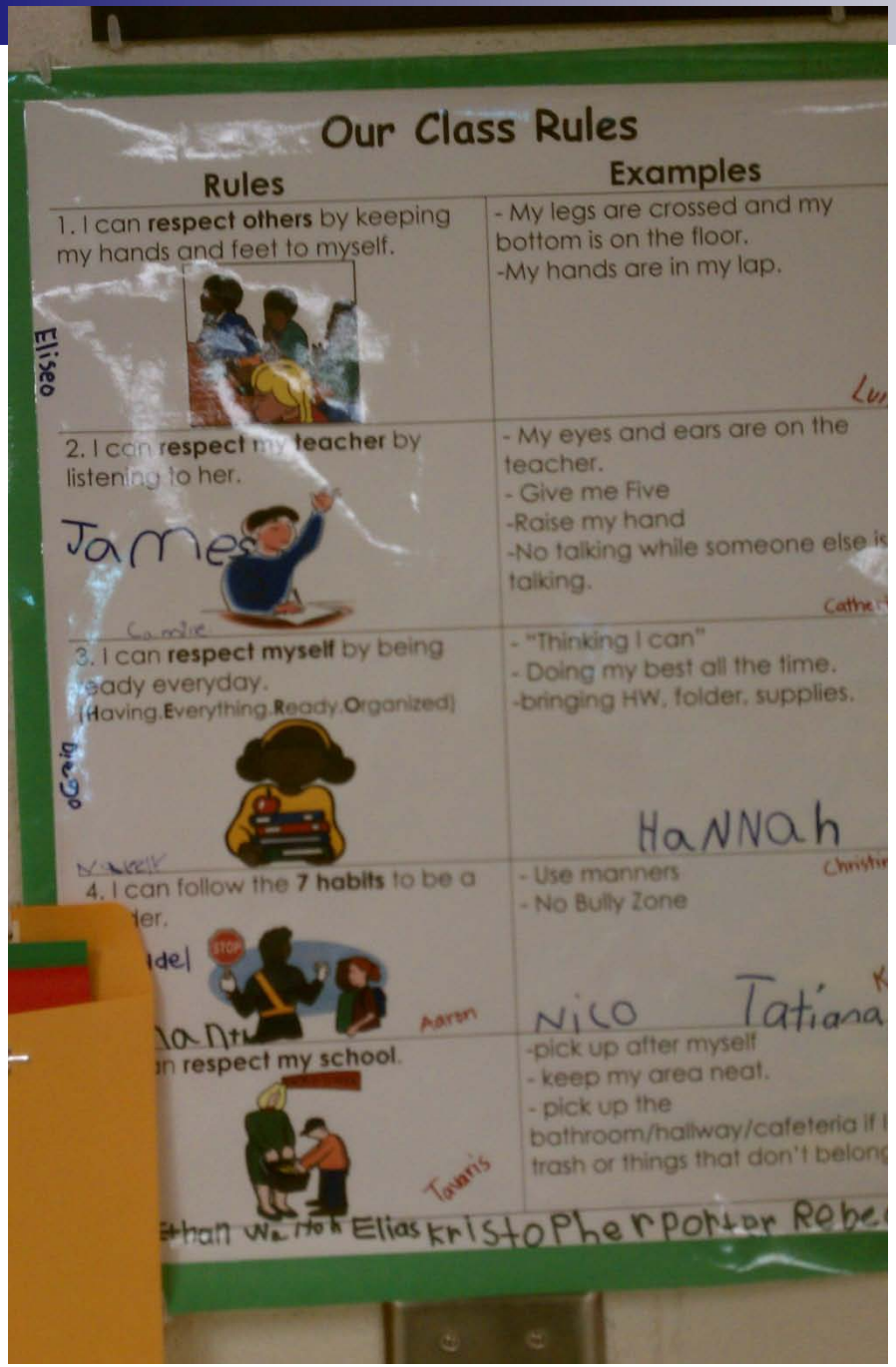
- Classroom management system that works (and engages ALL learners)

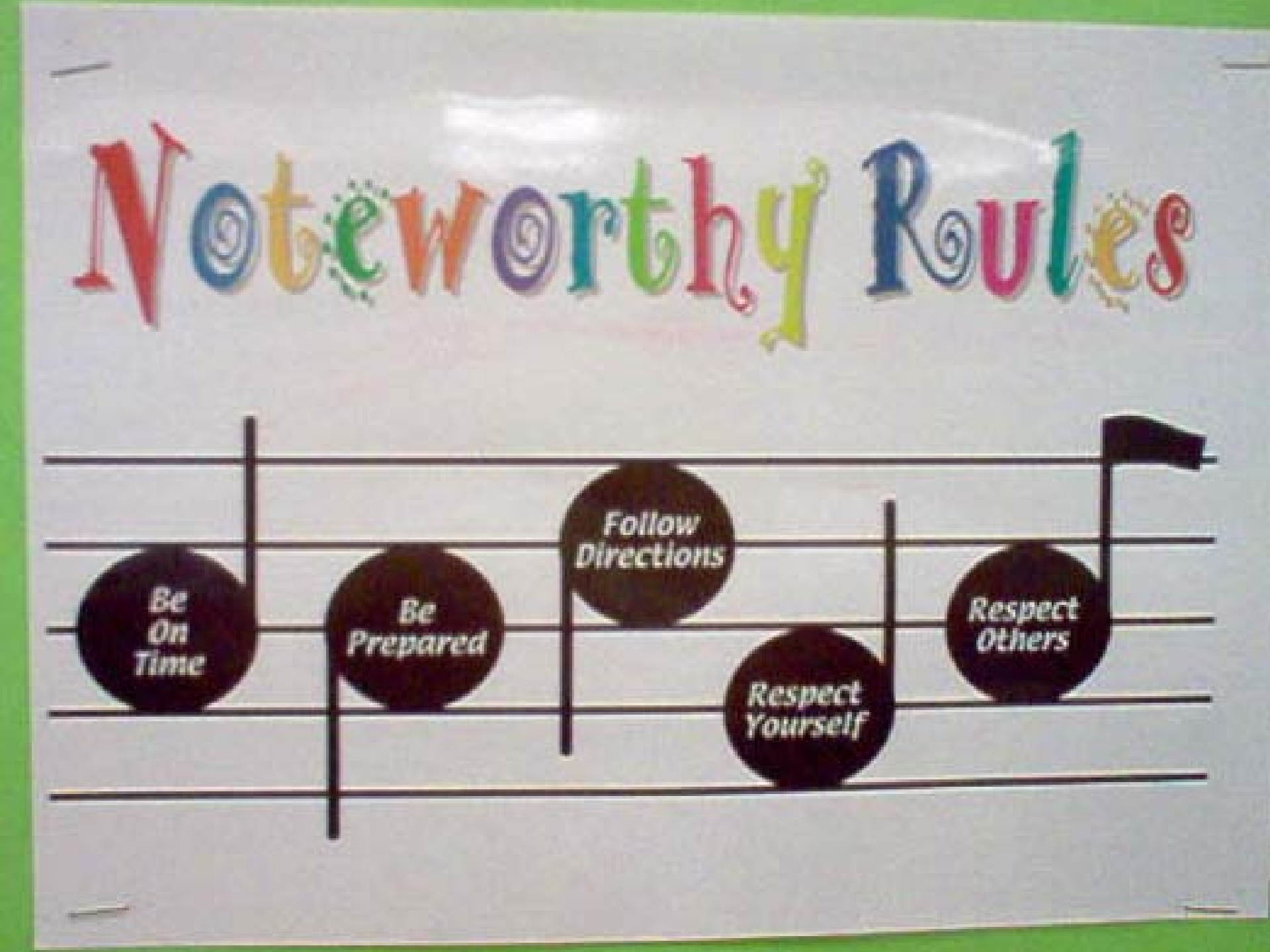
  You could actually model PDSA with this.
- A classroom environment that values and celebrates student improvement and growth
  - Free or inexpensive
  - 3-5 minutes
  - Include ALL students
- Baseline data/Benchmark data
- Clear understanding of essentials
- Classroom Mission Statement

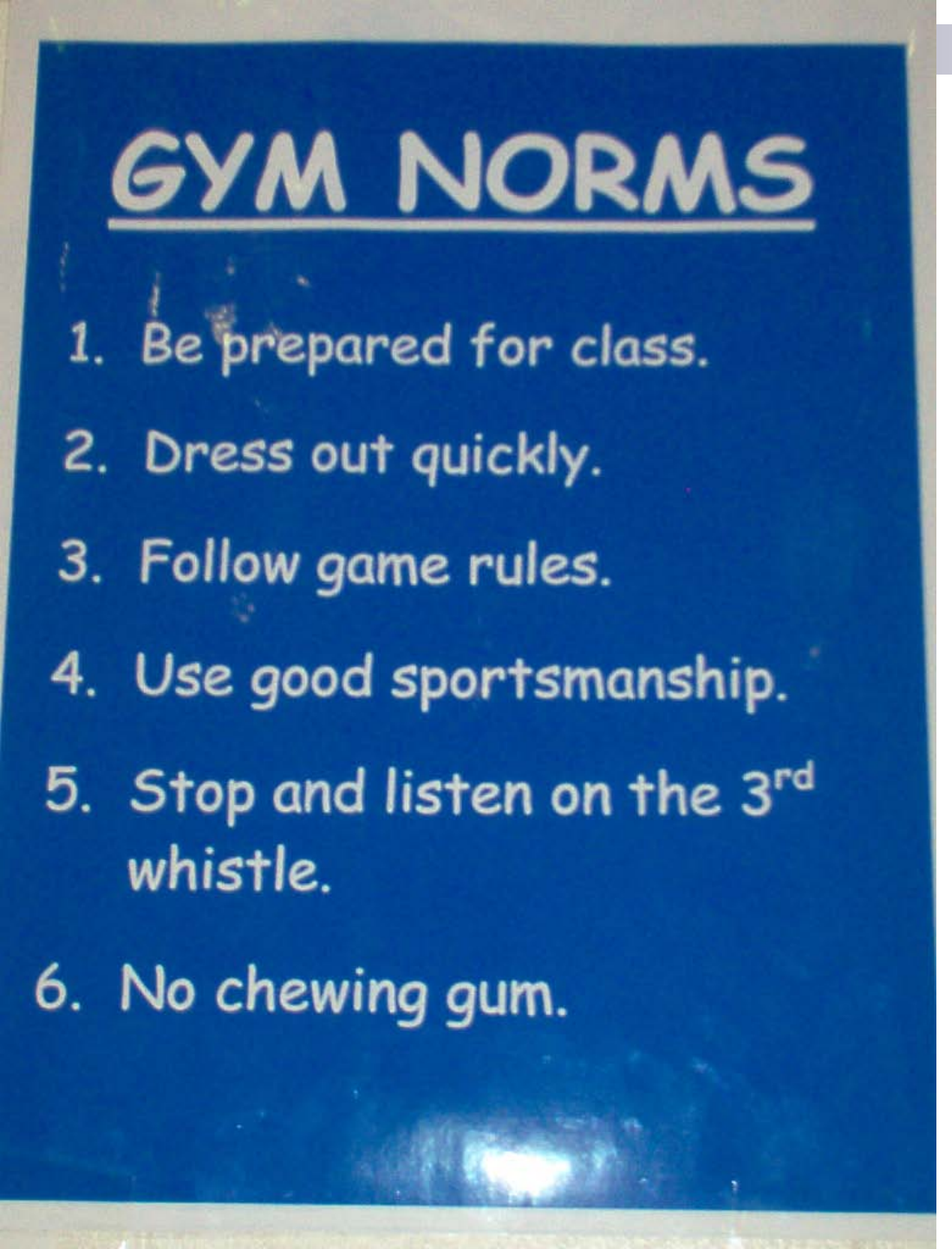

Eyes are watching.
Ears are listening.
Mouths speak softly.
Hands are helpful.
Feet are quiet.

Our Class Norms

- We will be nice to everyone.
- We will include everyone.
- We will Listen!
- We will take our turn!
- We will help others!
- We will treat others respectfully.


Our Class Rules
Rules
Examples
1. I can respect others by keeping my hands and feet to myself.
- My legs are crossed and my bottom is on the floor.
-My hands are in my lap.
Eliseo
2. I can respect my teacher by listening to her.
James
- My eyes and ears are on the teacher.
- Give me Five
-Raise my hand
-No talking while someone else is talking.
3. I can respect myself by being ready everyday.
(Having.Everything.Ready.Organized)
- "Thinking I can"
- Doing my best all the time.
-bringing HW, folder, supplies.
HaNNah
4. I can follow the 7 habits to be a
- Use manners
- No Bully Zone
Nico
Tatiana
n respect my school.
-pick up after myself
- keep my area neat.
- pick up the bathroom/hallway/cafeteria if
trash or things that don't belon
Elias
kristopher


Noteworthy Rules
Be On Time
Be Prepared
Follow Directions
Respect Yourself
Respect Others


GYM NORMS
1. Be prepared for class.
2. Dress out quickly.
3. Follow game rules.
4. Use good sportsmanship.
5. Stop and listen on the 3rd whistle.
6. No chewing gum.

Creating Norms/Class Rules

- What norms/rules will help your students be successful?
- What process will you use to create them?
- When will you create them?
- How will you display them?
- How will you and your students USE them to create a classroom environment that facilitates learning?

The word “recognize” comes from the Latin “to know again.” Recognitions and celebrations allow us “to know again” what is important, what we value, and what we are committed to do.

As a Team…

Brainstorm ideas for recognition.
Look for ideas that:

- are clearly linked to goal achievement or improvement
- are free or inexpensive
- take 3 minutes or less
- recognize class rather than individual accomplishment

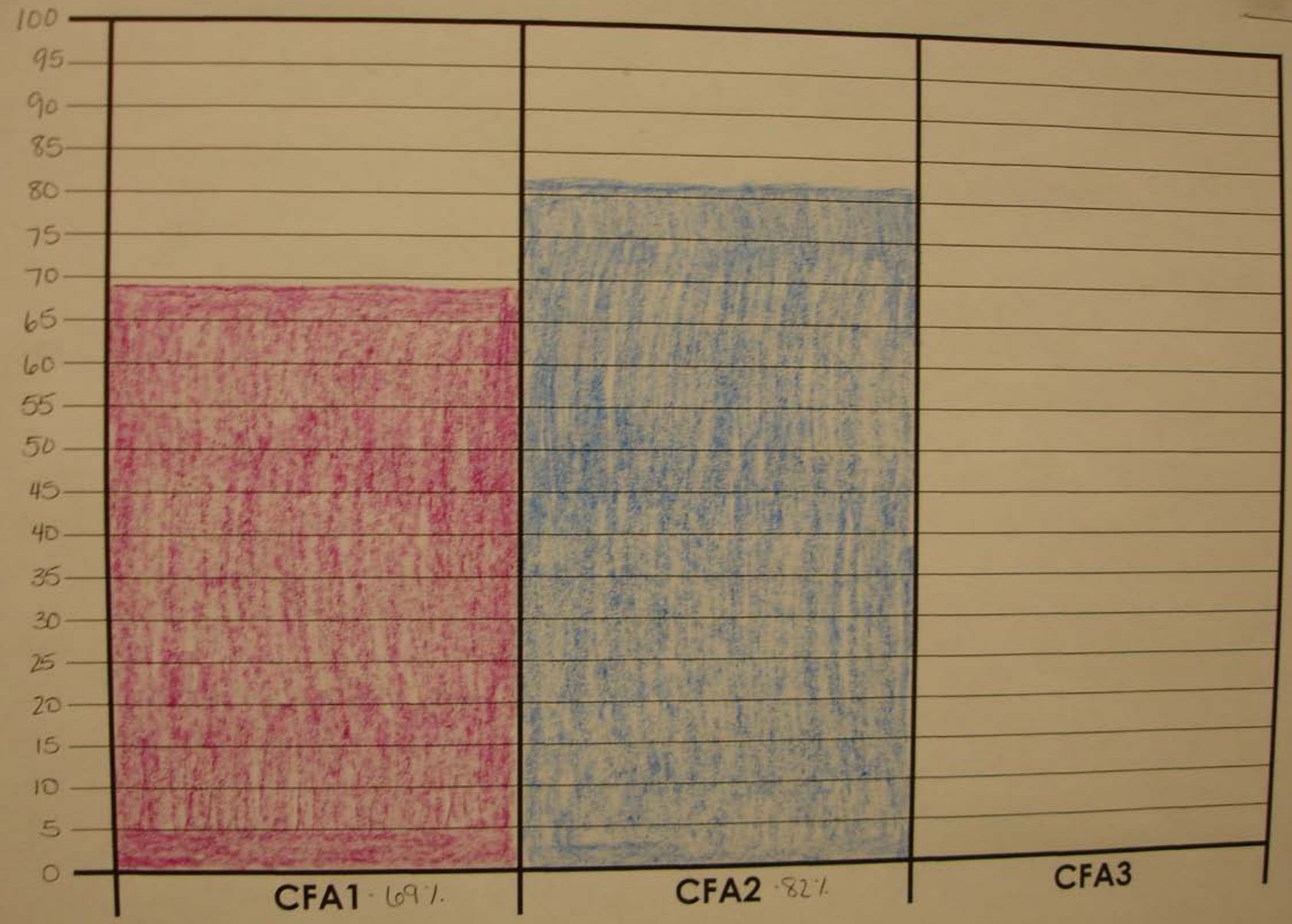
Recognition I've seen include…

- Class picture
- One song dance party
- Food
- 2 minute nap
- Kazoo salute
- Sharing personal stories
- Select seat for a day
- Solve a puzzle
- Paper wad fight
- Play a learning game
- Bubble blowing
- Wave
- Current events
- Bubble gum bubble contest
- Stupid human trick
- Read outside
- Pass a beach ball
- Invite a guest
- Singing hamster

My class CHEER box
It included:
Pom poms
Megaphone
Clapping hands
Cheers we had used

Our class
“Celebration
Manager”
Selected appropriate
items and led the
class celebration

Parrot Cheer


100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
CFA1 · 69%
CFA2 · 82%
CFA3

3.01 – I can draw, name and build shapes.

Quarter 1 Quarter 2 Quarter 3 Quarter 4

Quarter

Quarter 4

Q 3+4

In READING, we are working on:

- I can ask and answer questions to predict the story.
- I can make connections from what I heard, read and have seen to what I know.
- I can use new words in speaking and writing.
- I can spell words correctly or by sounds.
- I can tell how words sound the same and different.
- I can read sight words and name the sound at the beginning of a word.
- I can use describing words in writing and speaking.
- I can use the naming words and action words in writing and speaking.
- I can use different types of sentences. I can write left to right and top to bottom.
- I can write most letters and some words.

In WRITING, we are working on:

- I can write my first and last name.
- I can draw a picture that matches my words.
- I can write about a given topic.
- I use spaces between my words.
- I use punctuation at the end of a sentence.
- I can copy words from the environment.
- I can write two or more thoughts.
- I use capital letters at the beginning of a sentence.
- I have legible handwriting.
- I use sight words in my writing.

Q 3+4

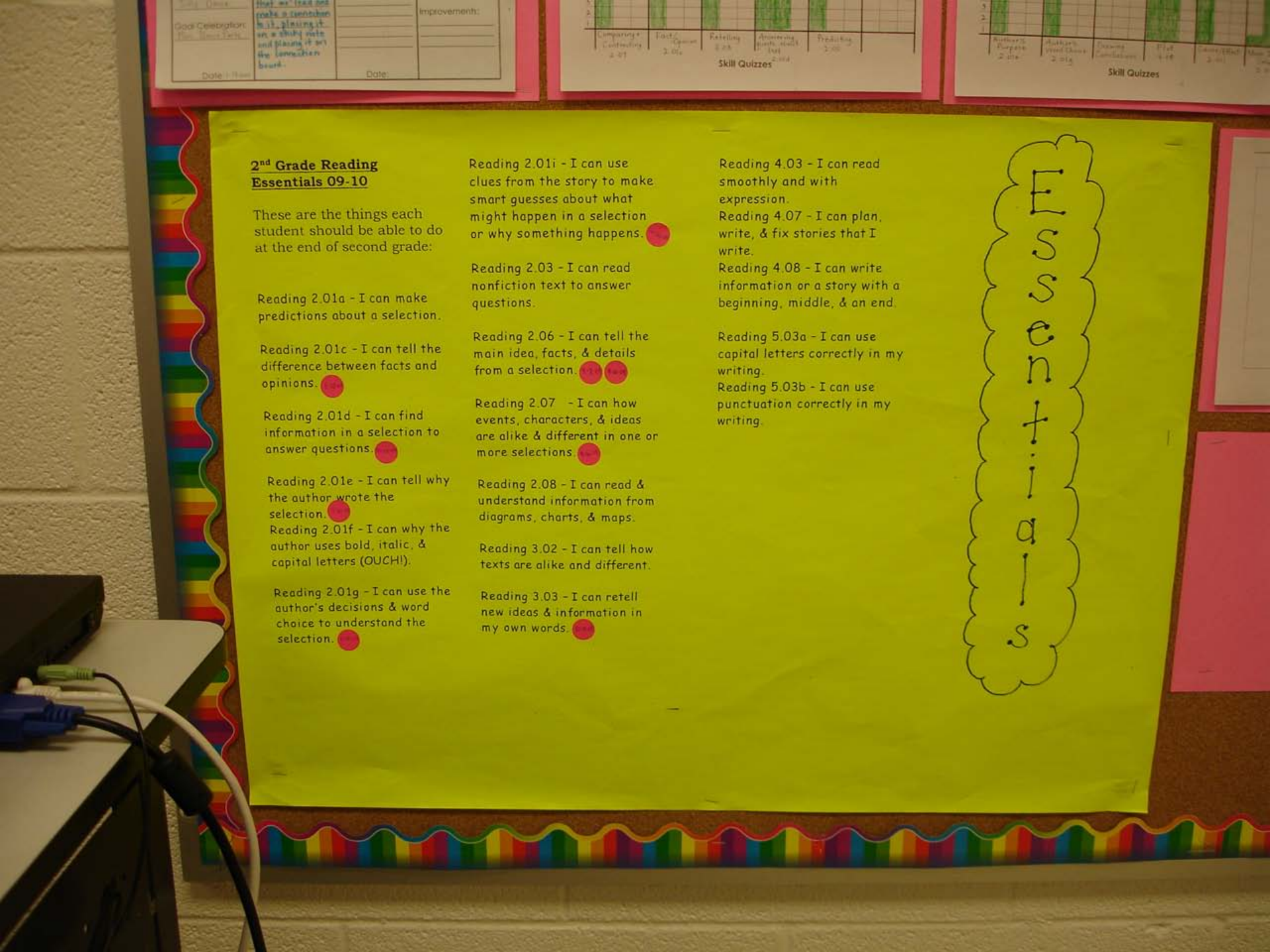
In MATH, we are working on:

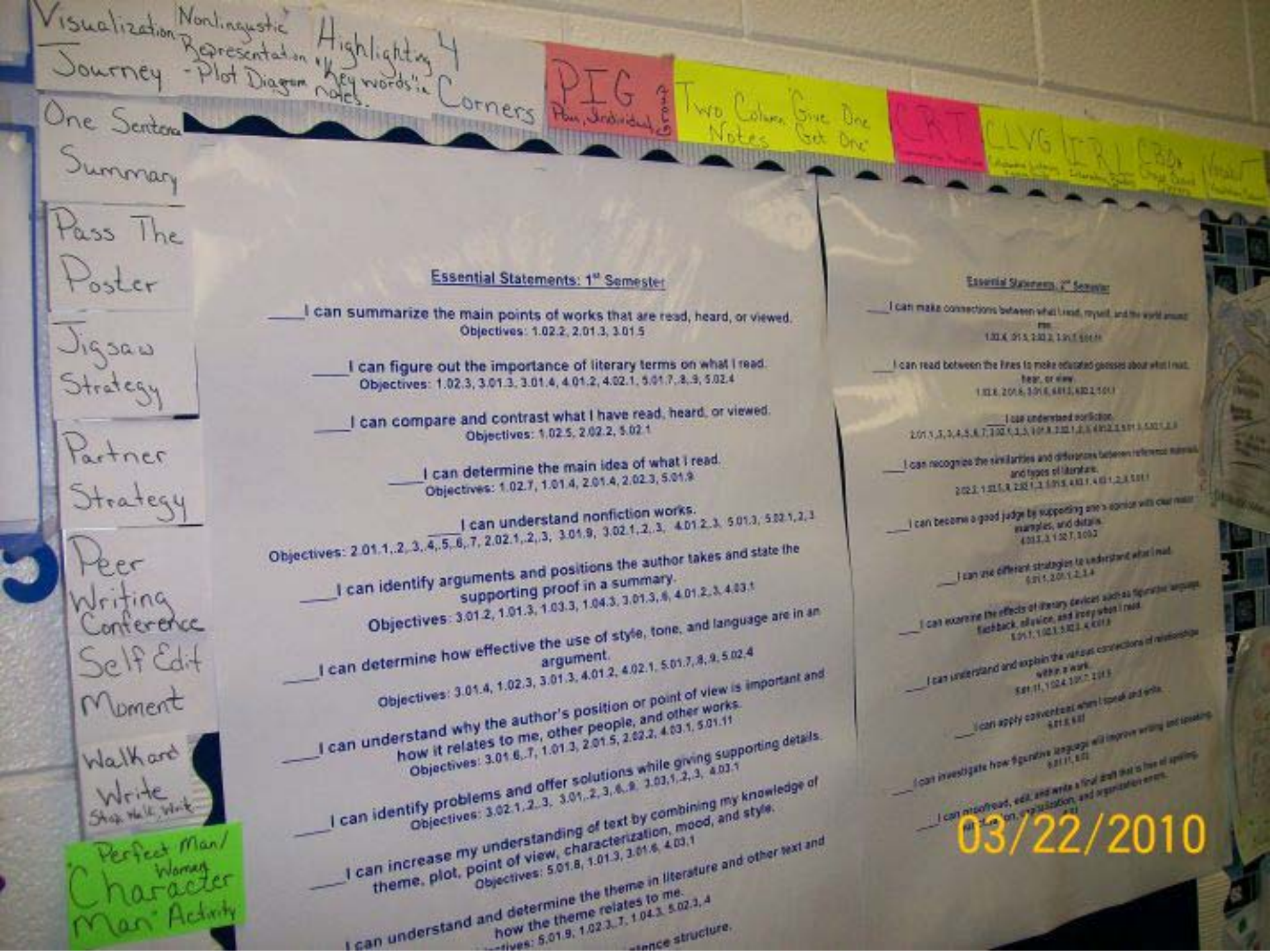
- I can solve story problems and explain.
- I can tell what place an object is in.
- I can share equally between two people.
- I can count objects up to 30.
- I can tell how shapes are the same and different.
- I can estimate amounts less than or equal to 10.
- I can read and write numbers to 30.
- I can name the days of the week, months of the year, seasons and tell what comes before and after.
- I can compare objects using words.
- I can complete puzzles.

Our Superstar Strategies

* password
* whiteboards

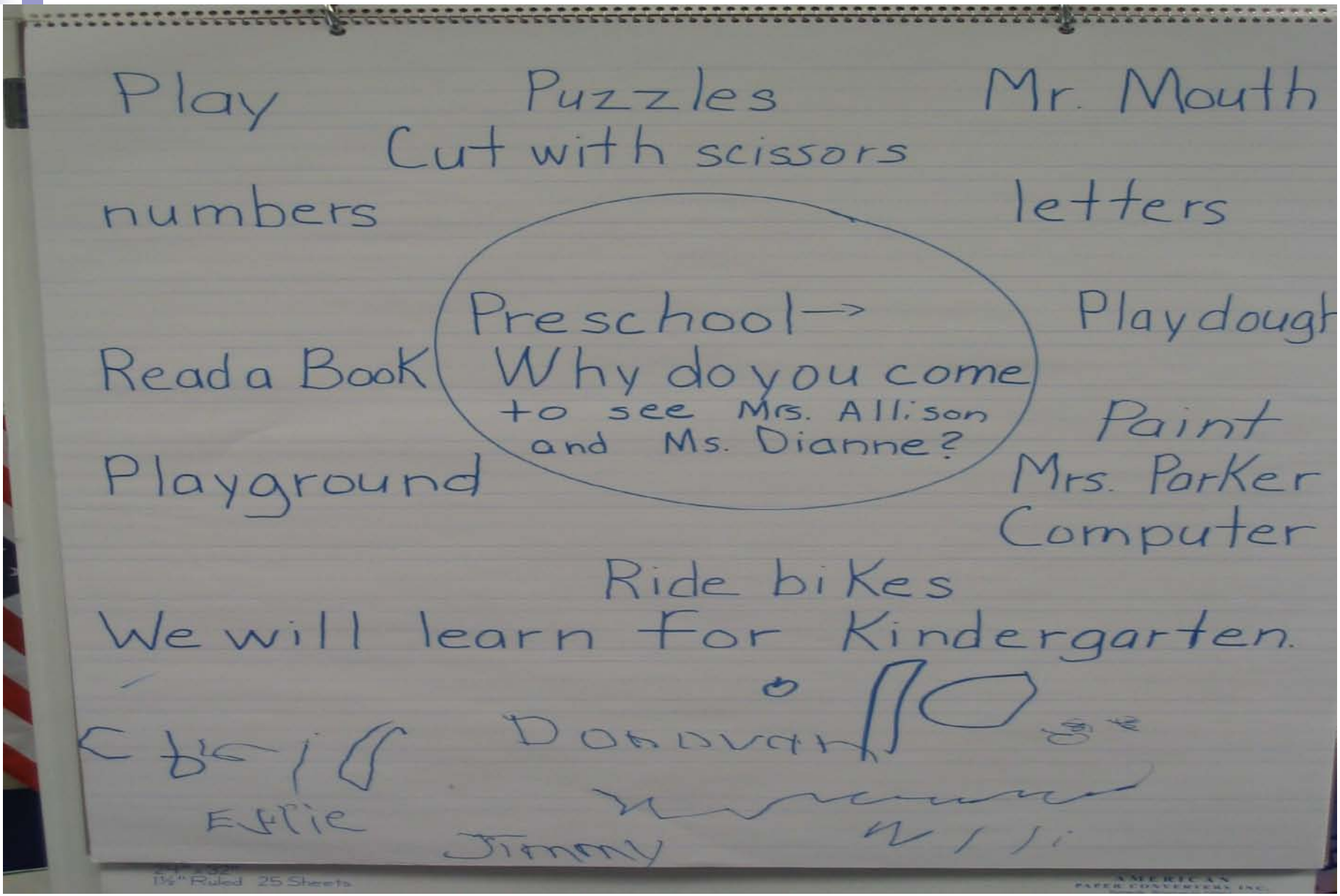
cat 1 2 3 cat


Skill Quizzes
Skill Quizzes
2nd Grade Reading Essentials 09-10
These are the things each student should be able to do at the end of second grade:
Reading 2.01a - I can make predictions about a selection.
Reading 2.01c - I can tell the difference between facts and opinions.
Reading 2.01d - I can find information in a selection to answer questions.
Reading 2.01e - I can tell why the author wrote the selection.
Reading 2.01f - I can why the author uses bold, italic, & capital letters (OUCH!).
Reading 2.01g - I can use the author's decisions & word choice to understand the selection.
Reading 2.01i - I can use clues from the story to make smart guesses about what might happen in a selection or why something happens.
Reading 2.03 - I can read nonfiction text to answer questions.
Reading 2.06 - I can tell the main idea, facts, & details from a selection.
Reading 2.07 - I can how events, characters, & ideas are alike & different in one or more selections.
Reading 2.08 - I can read & understand information from diagrams, charts, & maps.
Reading 3.02 - I can tell how texts are alike and different.
Reading 3.03 - I can retell new ideas & information in my own words.
Reading 4.03 - I can read smoothly and with expression.
Reading 4.07 - I can plan, write, & fix stories that I write.
Reading 4.08 - I can write information or a story with a beginning, middle, & an end.
Reading 5.03a - I can use capital letters correctly in my writing.
Reading 5.03b - I can use punctuation correctly in my writing.
Essentials


Visualization Journey
Nonlingustic Representation - Plot Diagram
Highlighting "Key words" in notes.
4 Corners
PIG Pair, Individual, Group
Two Column Notes
Give One Get One
CRT
CLVG
IRL
CBOx
One Sentence Summary
Pass The Poster
Jigsaw Strategy
Partner Strategy
Peer Writing Conference
Self Edit Moment
Walk and Write
Stop Walk, Write
Perfect Man/ Woman
Character Man Activity
Essential Statements: 1st Semester
____I can summarize the main points of works that are read, heard, or viewed.
Objectives: 1.02.2, 2.01.3, 3.01.5
____I can figure out the importance of literary terms on what I read.
Objectives: 1.02.3, 3.01.3, 3.01.4, 4.01.2, 4.02.1, 5.01.7, 8, 9, 5.02.4
____I can compare and contrast what I have read, heard, or viewed.
Objectives: 1.02.5, 2.02.2, 5.02.1
____I can determine the main idea of what I read.
Objectives: 1.02.7, 1.01.4, 2.01.4, 2.02.3, 5.01.9
____I can understand nonfiction works.
Objectives: 2.01.1, 2, 3, 4, 5, 6, 7, 2.02.1, 2, 3, 3.01.9, 3.02.1, 2, 3, 4.01.2, 3, 5.01.3, 5.02.1, 2, 3
____I can identify arguments and positions the author takes and state the supporting proof in a summary.
Objectives: 3.01.2, 1.01.3, 1.03.3, 1.04.3, 3.01.3, 6, 4.01.2, 3, 4.03.1
____I can determine how effective the use of style, tone, and language are in an argument.
Objectives: 3.01.4, 1.02.3, 3.01.3, 4.01.2, 4.02.1, 5.01.7, 8, 9, 5.02.4
____I can understand why the author's position or point of view is important and how it relates to me, other people, and other works.
Objectives: 3.01.6, 7, 1.01.3, 2.01.5, 2.02.2, 4.03.1, 5.01.11
____I can identify problems and offer solutions while giving supporting details.
Objectives: 3.02.1, 2, 3, 3.01, 2, 3, 6, 9, 3.03.1, 2, 3, 4.03.1
____I can increase my understanding of text by combining my knowledge of theme, plot, point of view, characterization, mood, and style.
Objectives: 5.01.8, 1.01.3, 3.01.6, 4.03.1
I can understand and determine the theme in literature and other text and how the theme relates to me.
Objectives: 5.01.9, 1.02.3, 7, 1.04.3, 5.02.3, 4
Essential Statements: 2nd Semester
____I can make connections between what I read, myself, and the world around me.
____I can read between the lines to make educated guesses about what I read, hear, or view.
____I can understand nonfiction.
____I can recognize the similarities and differences between reference materials and types of literature.
____I can become a good judge by supporting one's opinion with clear major examples, and details.
____I can use different strategies to understand what I read.
____I can examine the effects of literary devices such as figurative language, flashback, allusion, and irony when I read.
____I can understand and explain the various connections of relationships within a work.
____I can apply conventions when I speak and write.
____I can investigate how figurative language will improve writing and speaking.
____I can proofread, edit, and write a final draft that is free of spelling, capitalization, and organization errors.
03/22/2010

Essentials in YOUR classroom…

- How will posting the essentials help your students? Your parents?
- How will you post them in your classroom?
- How will you and your students USE them in your daily instruction?


Play
Puzzles
Mr. Mouth
Cut with scissors
numbers
letters
Preschool→
Why do you come
to see Mrs. Allison
and Ms. Dianne?
Read a Book
Playdough
Paint
Playground
Mrs. Parker
Computer
Ride bikes
We will learn for Kindergarten.
Ellie
Jimmy

Our Mission

Ms. West
Meddie
Michael
Promise
Austin
Nieka
Duke
Kitaria
Giovanni
Brittany
Zachary
Katie
Shantanka
Challen
Spencer
Alathbnca
Rachel
Jahneisha
Dylan
Jaquel

We are all here at school to learn. We need to learn everything we can. We will try, practice, help each other, and share. We will have no hurts.

Mrs. Horton's Kindergarten Class Mission Statement

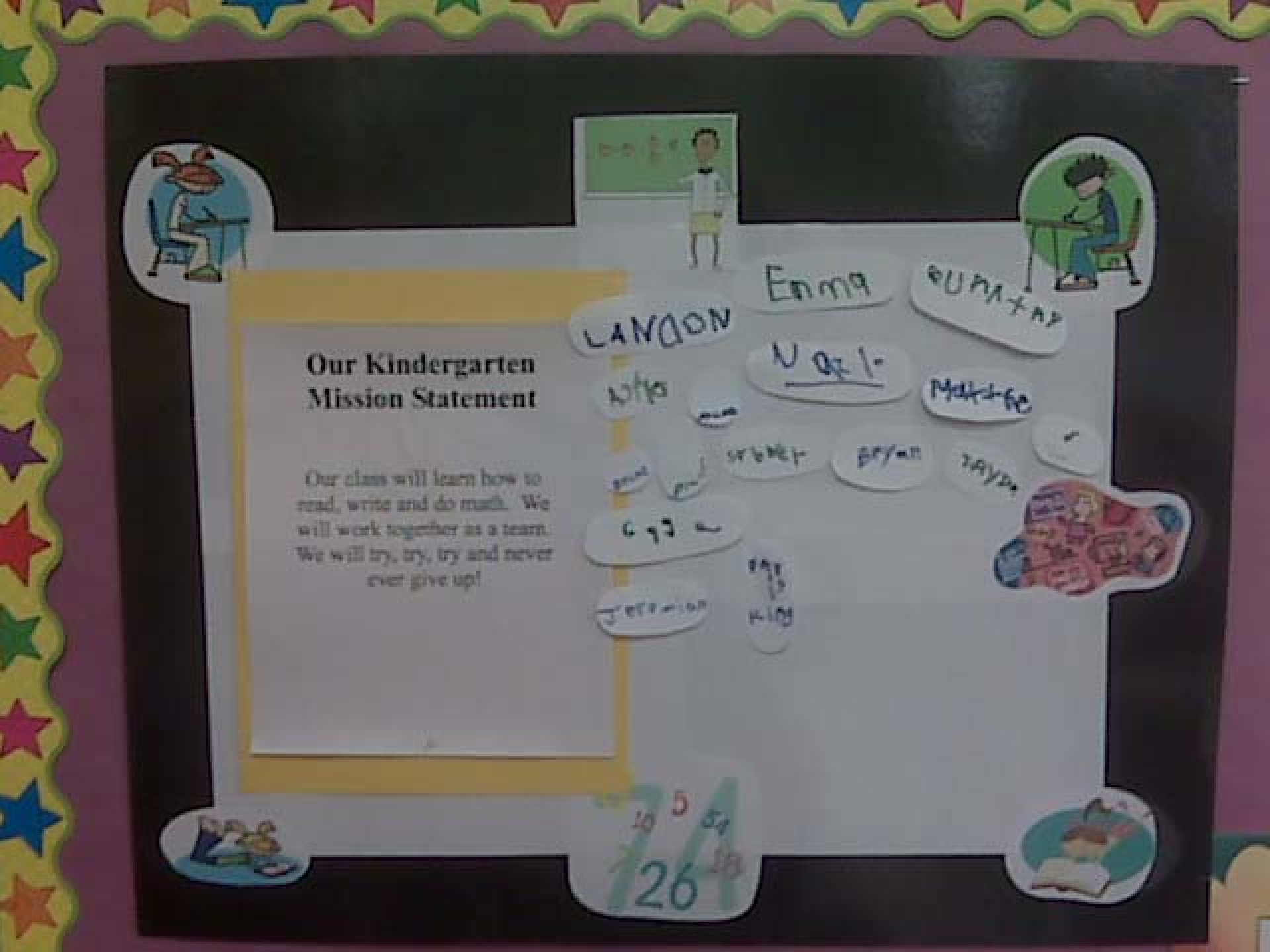
Tune: "The Itsy Bitsy Spider"

The job of Mrs. Horton's class is to come to school each day.

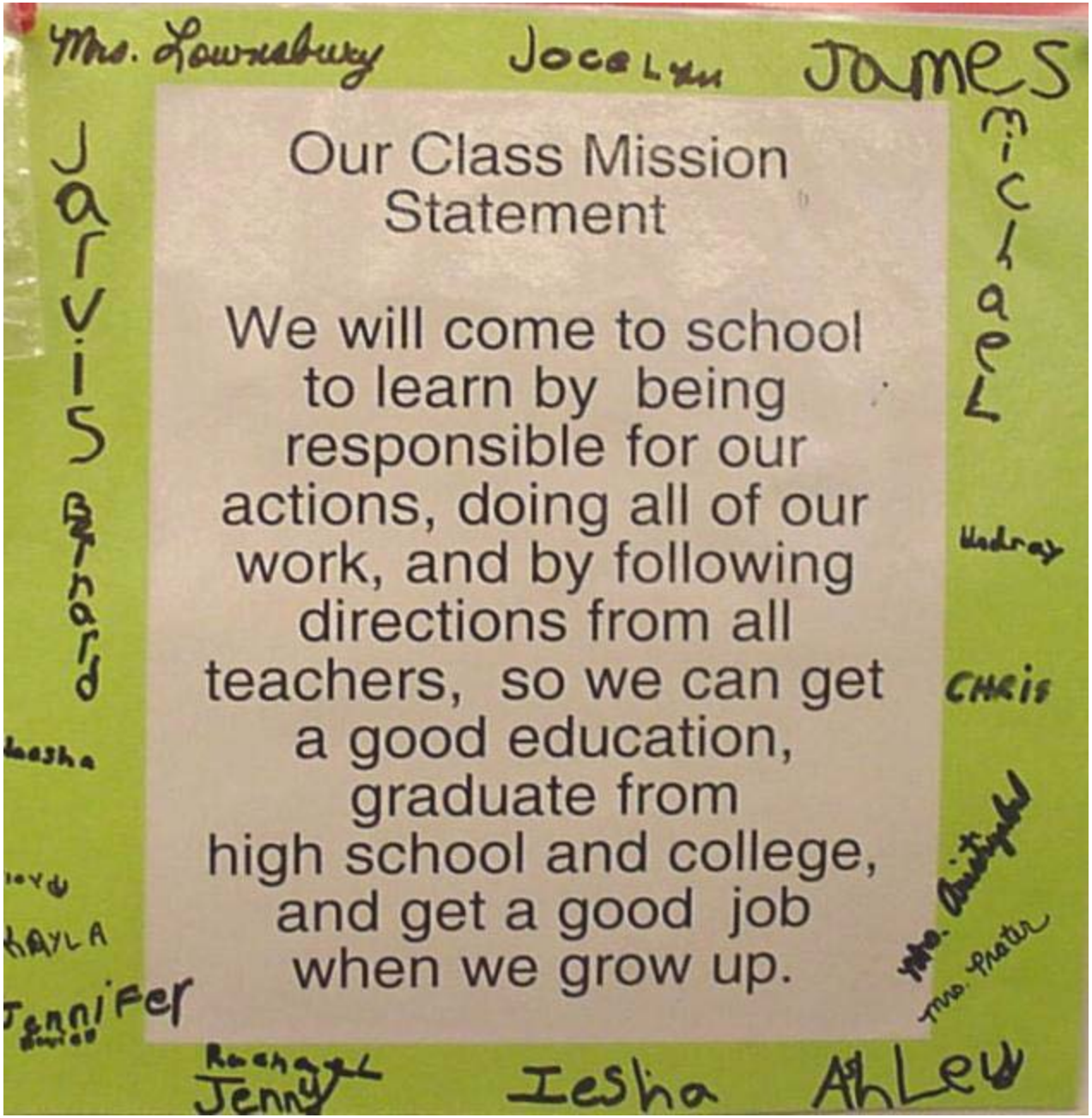
To listen to the teacher and do all the work.

Then we will be able to do it by ourselves.

And we will be ready to go to First Grade.

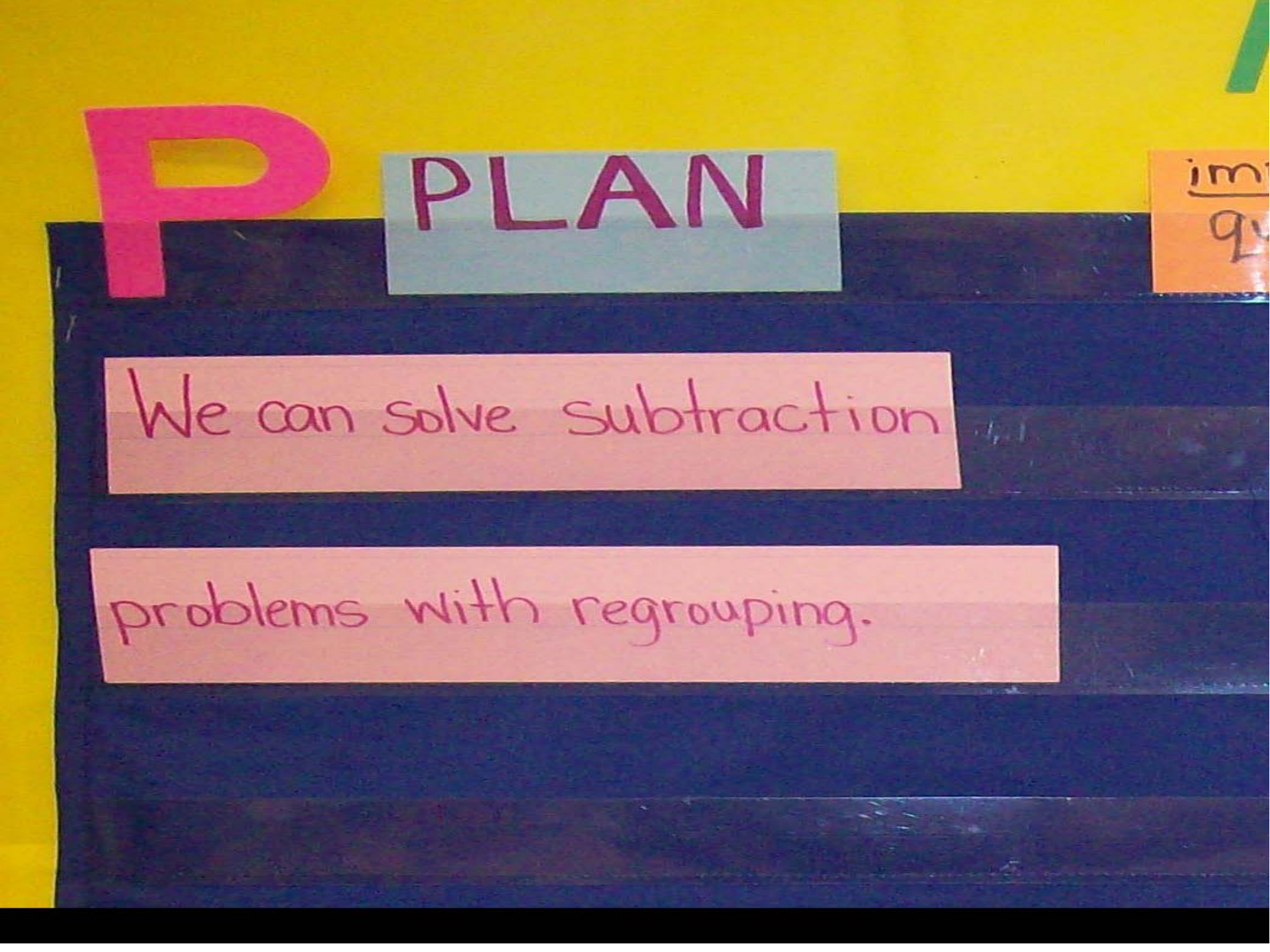

Our Kindergarten
Mission Statement
Our class will learn how to read, write and do math. We will work together as a team. We will try, try, try and never ever give up!
LANDON
Emma
26

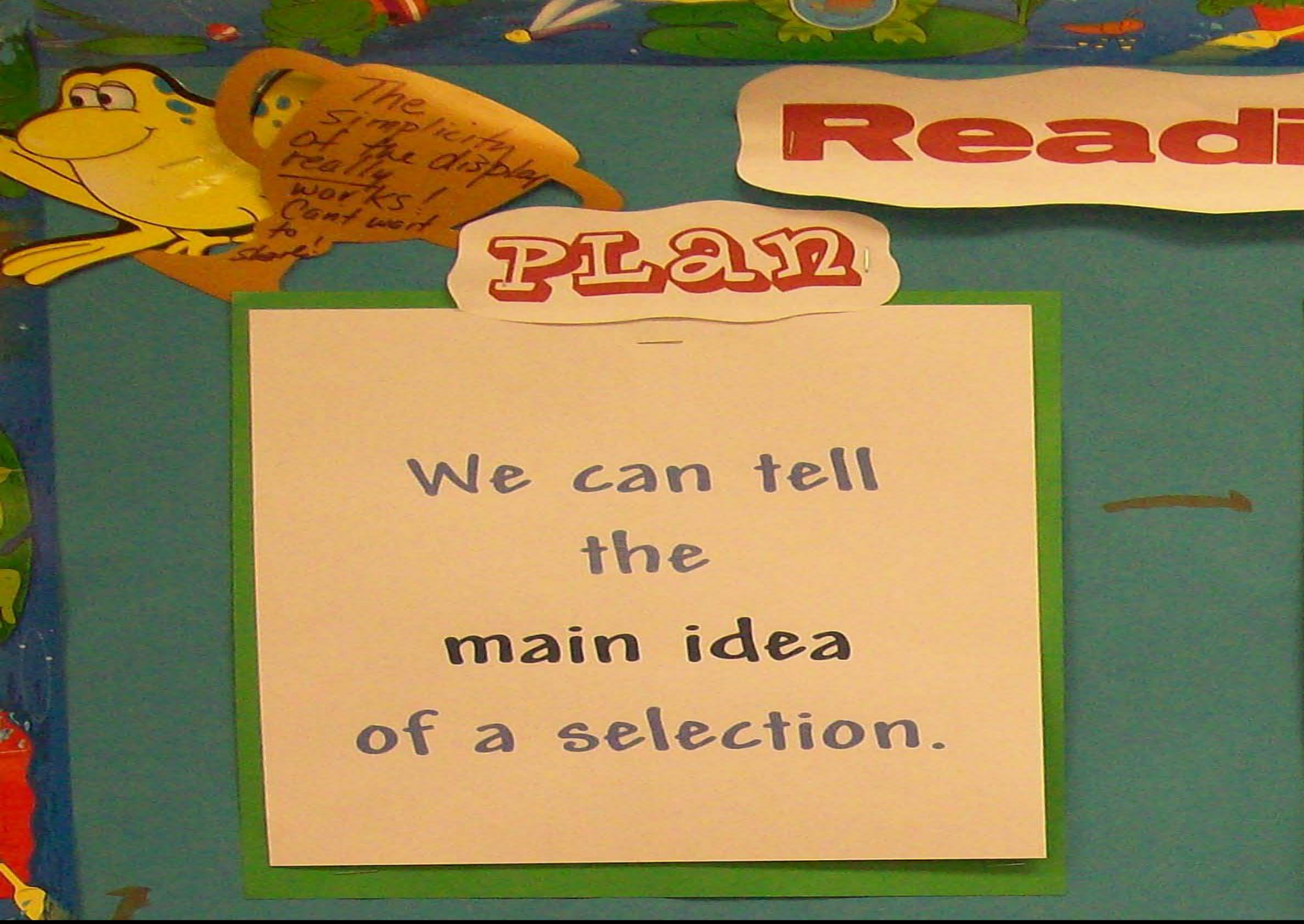
Mission statement of a 2nd and 3rd grade Specific Learning Disabilities classroom.



PLAN

- Teacher shares clear learning target(s) with students
- Bite size chunk of learning (think Goldilocks!)
- Clearly define “cycle time” for your students (5-7 days is optimal)
- Informal, formative assessment that assesses learning on the target.


P
PLAN
We can solve subtraction
problems with regrouping.


The simplicity of the display really works! Cant wait to share!
Readi
PLAN
We can tell
the
main idea
of a selection.

Team Time

- How is this good for students?
- How does it help grow teacher practice (PLC practice)?
- What might it look like at your level?

DO

- What strategies do we (as teachers) KNOW will generate learning?
- What strategies are working best in this class?
- Have I taught these strategies and do I use them by name?
- Are there some “givens” in my classroom?

Visuals and text create meaning for all learners

AN → DO

All 1st Graders
read at or abo
DRA 16 by Ju

-10

ital letter
inning of a

ntence - on March 12.

Eat Lunch in the Classroom

Use the SMARTBoard

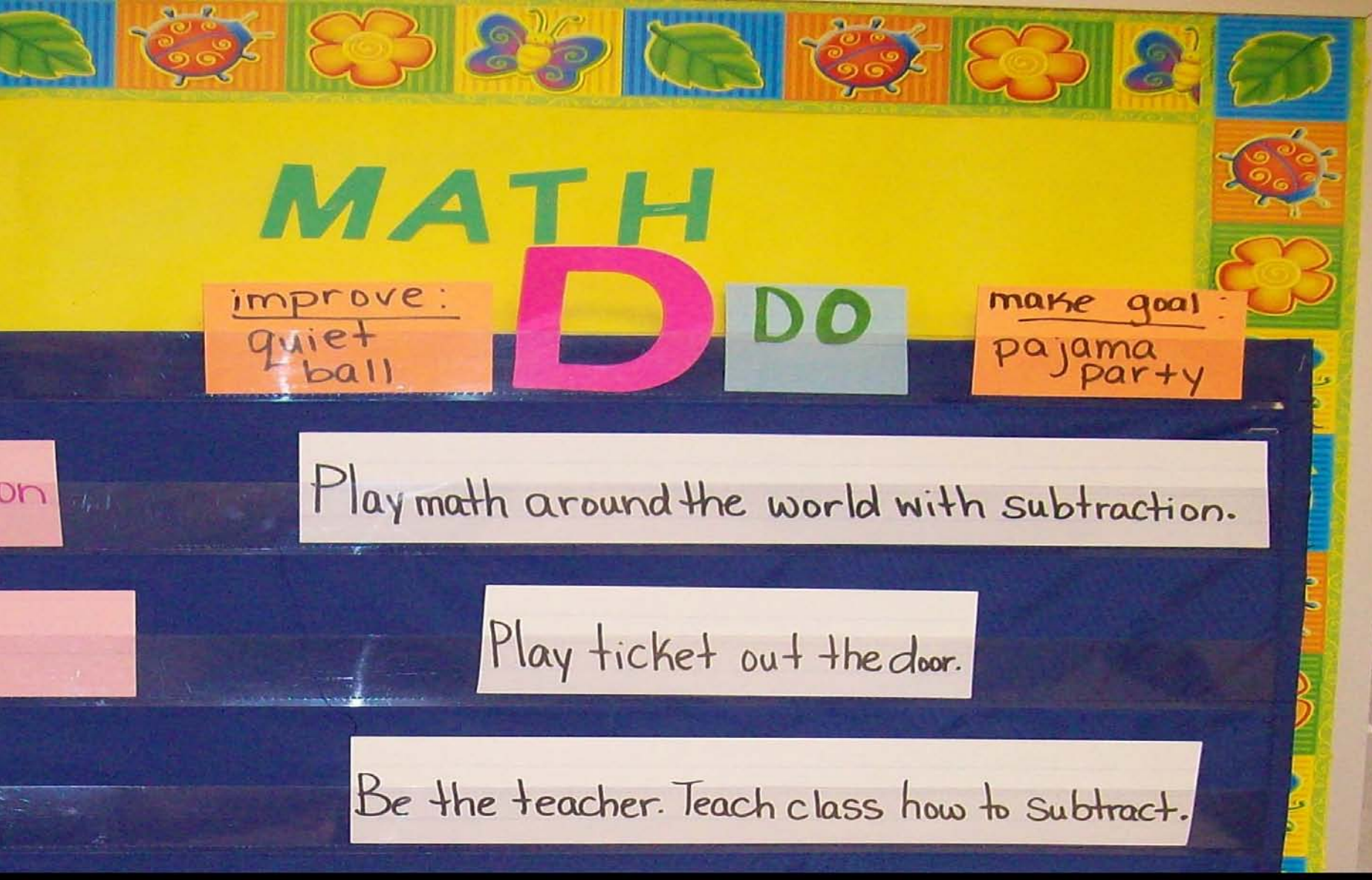
Practice

Write-Pair-Share

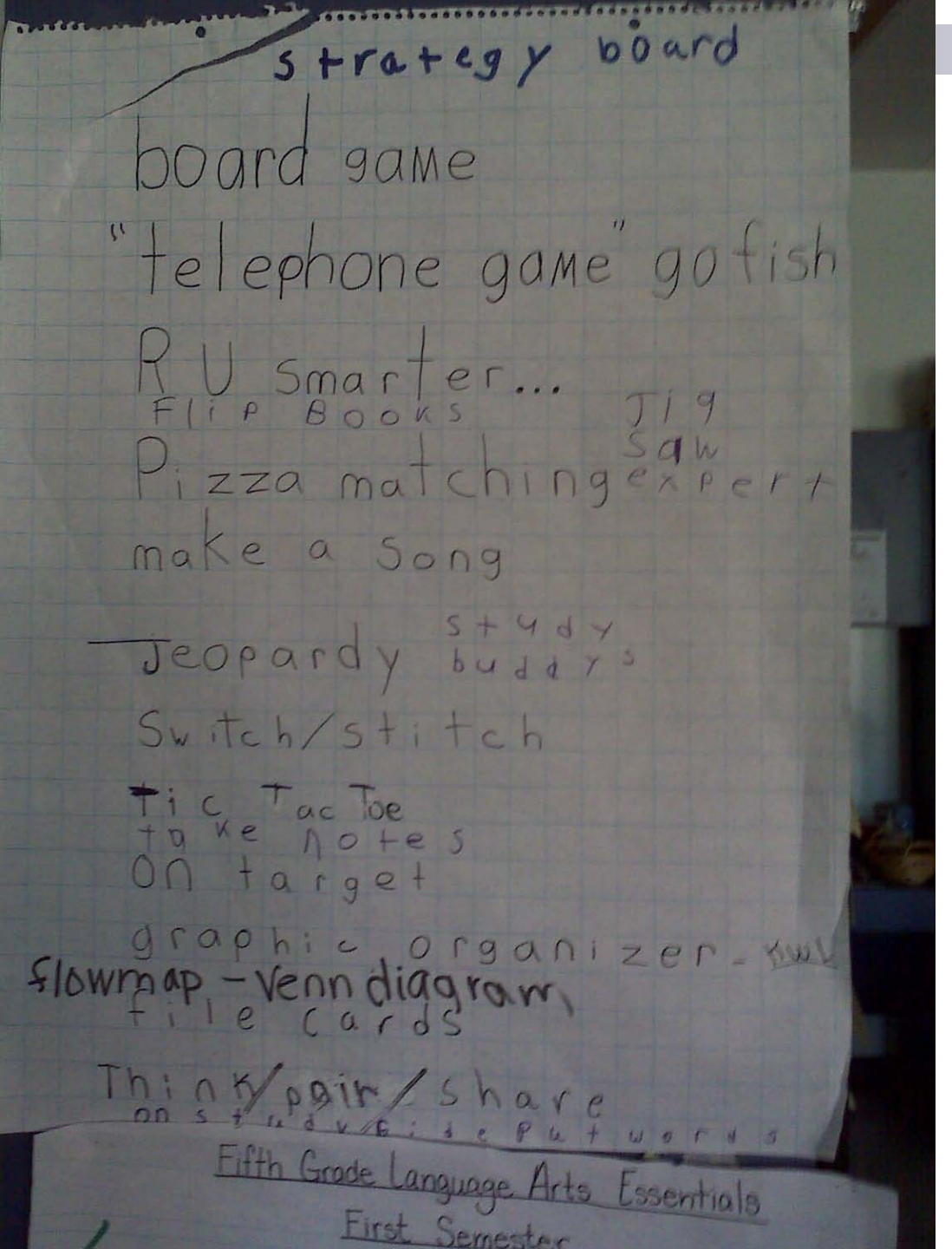
Ask for help if confused

DRA
16 o

21
20
19
18
17
16
15
14


MATH
improve:
quiet
ball
D
DO
make goal:
pajama
party
Play math around the world with subtraction.
Play ticket out the door.
Be the teacher. Teach class how to subtract.

What helped us learn!
Make a model
Make a chart
Picture in my mind
Using real examples
Small groups
counters
Making problems for friends


strategy board
board game
"telephone game" go fish
R U Smarter...
Flip Books
Jig Saw
Pizza matching expert
make a Song
Jeopardy
study buddys
Switch/stitch
Tic Tac Toe
take Notes
On target
graphic organizer - KWL
flowmap - Venn diagram,
file Cards
Think/pair/share
on sticky side Put words
Fifth Grade Language Arts Essentials
First Semester

Team Time

- How is this good for students?
- How does it help grow teacher practice (PLC practice)?
- What might it look like at your level?

STUDY

- How can I show students safe data that helps them see the progress they are making?
- How can I leverage charts/graphs that we are studying in Mathematics?
- How do I lead students in a conversation about what the data means? what it doesn’t mean?

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
numbers & place value 9/11
estimating ⊕⊖ 9/18
⊕⊖ 10/2 whole numbers
comp/order 10/9
round/est 10/21
times table 10/29
eval exp 11/9
3x1 mult 11/13
algebra table 11/19
÷ (long) 12/1
÷ (long) 3x1 12/16
Skill Quizzes
79%
83%
76%
78%
79%
90%
89%
83%
87%
88%
82%

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0
9/4
9/8
Sequence
67%
76%
10/2
11/6
Main Idea
65%
79%
10/9
Fact /
72% Opinion
10/27
1/8
Cause /
82% Effect
81%
9/11
10/16
Author's
Purpose
74%
78%
12/11
Compare /
Contrast
84%
Skill Quizzes

RECORDER
KARATE
DEGREES
ELTS

d to learn?
of success)
ake
e on quiz
5min X recess
by: marshmellow fight
Weekly Class
To help us reach ou
target, our teache
• assess st
using st
• model use
To help us reach
target, we will:
• do extra
island
• use fract
equi
Our plan for the Week Beg
We will reflect on this pla
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
Learning Target
Mult fracts #1-10
Division w/remain.
order of op.
Mult by 2 digit
Division by 2 digit
division w/ money
est. quotients
Division by 2 digit
St

Team Time

- How is this good for students?
- How does it help grow teacher practice (PLC practice)?
- What might it look like at your level?

ACT

- What do we need to keep doing/change based on what the data is telling us?
- Are there some other things we tried that we didn’t capture (and should!)?

core 100% on Oral
ay.

Goal: Every body will learn Kk & its sound. We will have a quiz on Friday

A
act

What helped us learn?

Bb
Letter hunt

Week of Jan. 11th

Kindergarten +/

We worked together:

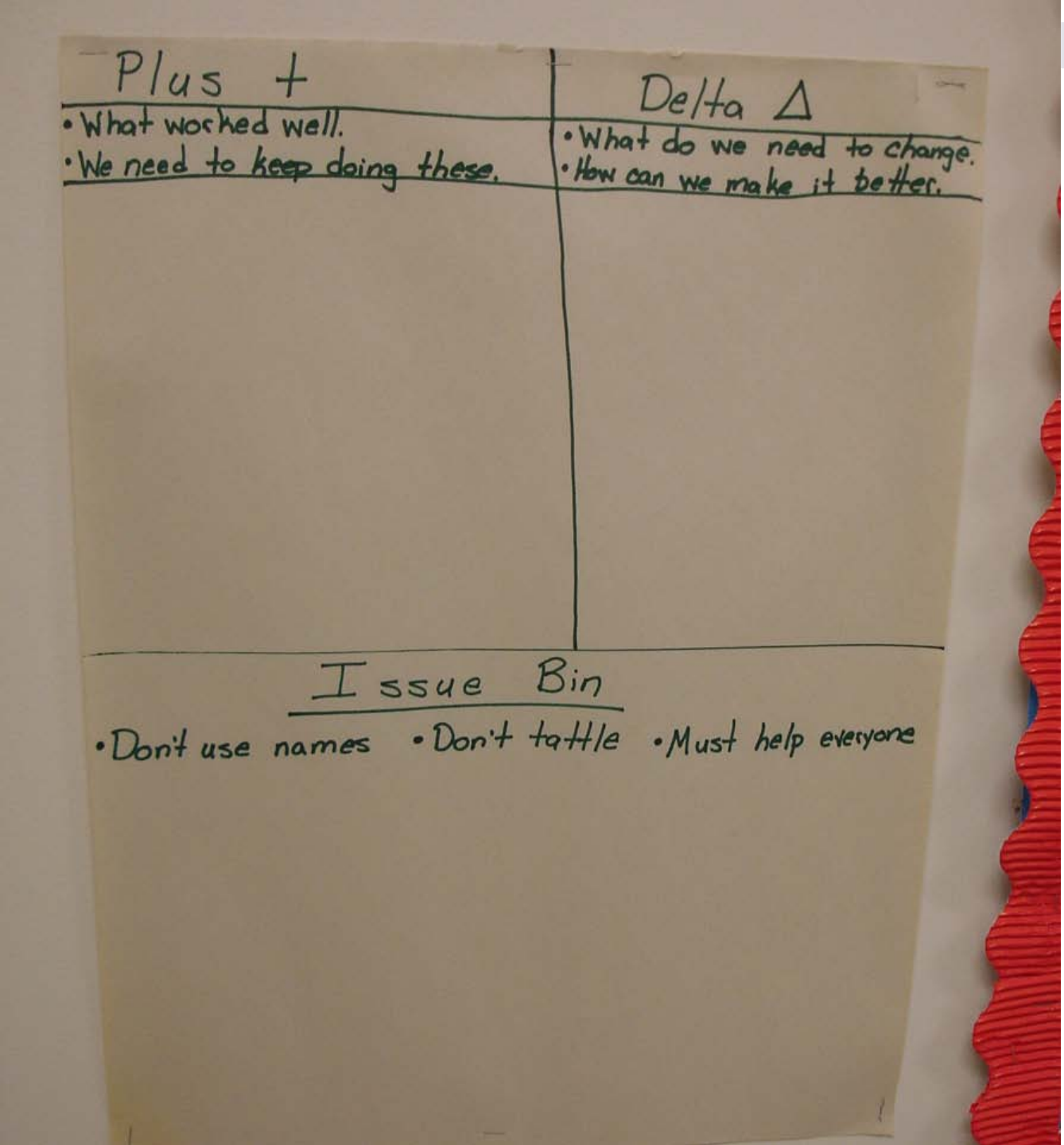
We took turns:

1 person talked at a time:

We were good listeners:

Somethings we liked this week:

* 3rd grade reading buddies
* centers

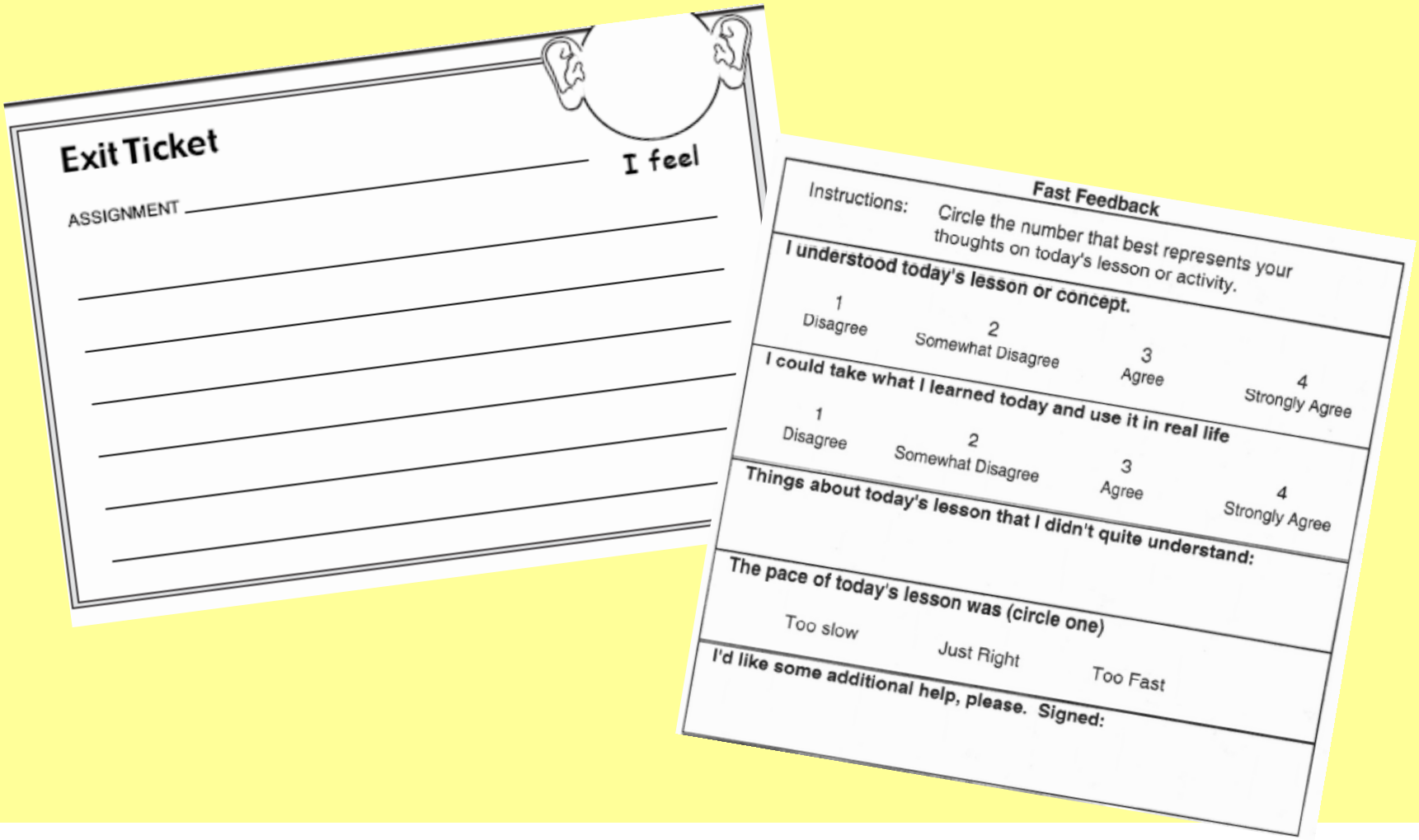


Rx
Our prescription for the Deltas

Train students (and staff to use the issue bin appropriately)

But other tools work equally well.

It's the *feedback* you want!



Team Time

- How is this good for students?
- How does it help grow teacher practice (PLC practice)?
- What might it look like at your level?

“Wish we would have knowns”

- Use the PDSA as a touchstone in the classroom…don’t just talk about it on Monday and Friday.
- Gradually release responsibility (as is grade level appropriate) to your students.
- Personalize it based on your teaching style and the needs of your classroom.
- Share what’s working/what’s not working with your PLC and troubleshoot together.

The difference between TALKing and Doing…

http://www.youtube.com/watch?v=tvyCBcwmoPo

Moving to ACTION…

TALKING about doing doesn't bring about change…

Implementation does.

Pitfalls

What are some common issues you might see develop?

-Elementary

-Middle

-High

Any/All levels?

Moving to ACTION…

Knowing is not doing.

Planning is not doing.

Training is not doing.

Decisions are not doing.

Doing requires DOING something.

Moving Forward

- District Staff and IF's will be working on the PDSA school-level training to roll out during workdays in August.
- You need to plan activities with your leadership/SIT that include the planting of knowledge of PDSA in your meetings. The PLC PDSA is not a passing fad, it is the direction we are heading in all classrooms to maximize success for students.
- Any groundwork we do now will eliminate any confusion later.
- As you are all aware, I have been talking about PDSA subtly all year.
- Now is the time to work with your school leaders on a successful implementation plan.
- Identify potential problems in your school and Soothe the Animal before it becomes a Beast!

Let us know of any support you need! Keep up the Great Work!!!