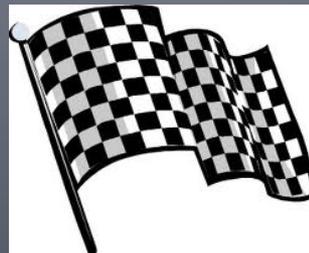


FASD Spring Forum “Setting the Pace for Winning the PD Race”  
April 30, 2012  
Daytona Beach, FL

Alyson Adams

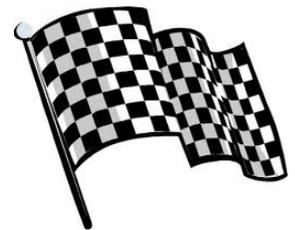
# Increasing Student Achievement (and Teacher Learning!) through PLCs/ Critical Friends Groups



# Highly Effective PD

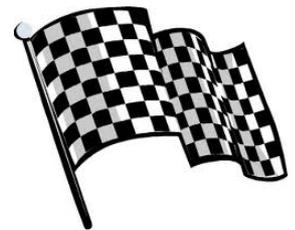
- Of significant duration
- Content-focused
- Coherent / aligned with practices
- Active, engaged learning
- Collective participation

(Desimone, 2009)



# Professional Learning Communities (PLCs)

- Groups of educators who learn with and from each other
- Critical dialogue/discussion is essential
- Protocols often enable focused, deliberate attention to learning
- Often includes looking at student work collaboratively

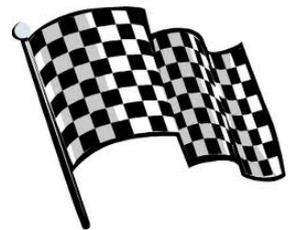


# Impact of PLCs

What does the research say?

- Impacts student learning AND teacher practice IF...
  - collaboration is structured and focused
  - there is a focus on student learning and instruction

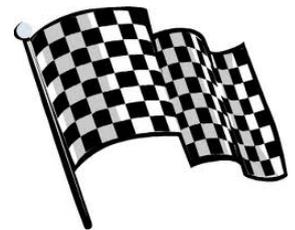
(Vescio, Ross, & Adams, 2008)



# How do we add “structure and focus” in PLCs?

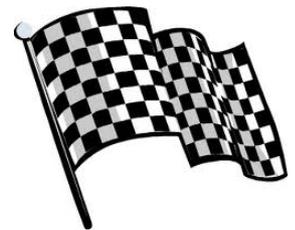
....PROTOCOLS!

- Good intentions  $\neq$  Good outcomes
- Time crunch!
- Collaboration skills are not inherited



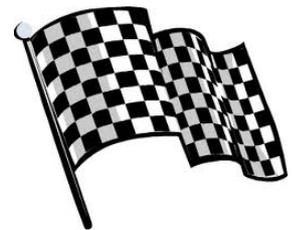
# Micro-labs

- Groups of 3
- Number off (1,2,3)
- Question is posed. Everyone think for 30 seconds.
- Each person will have 2 minutes to respond to the question.
- There is no discussion. There is only listening.



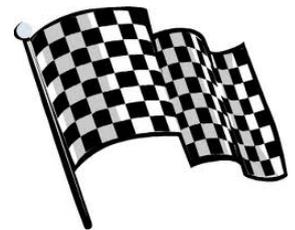
# Question 1

- What do you believe about the relationship between teacher collaboration and student learning? What evidence do you have for this belief?



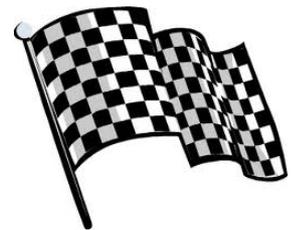
# Question 2

- Think about someone you enjoy collaborating with professionally. Why? What qualities does that person have?



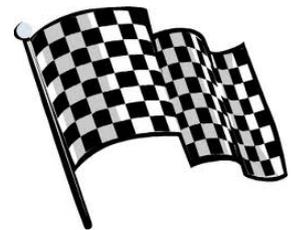
# Question 3

- What conditions need to be in place for **YOU** to do your **BEST** learning?



# Microlab DEBRIEF

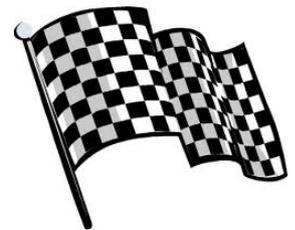
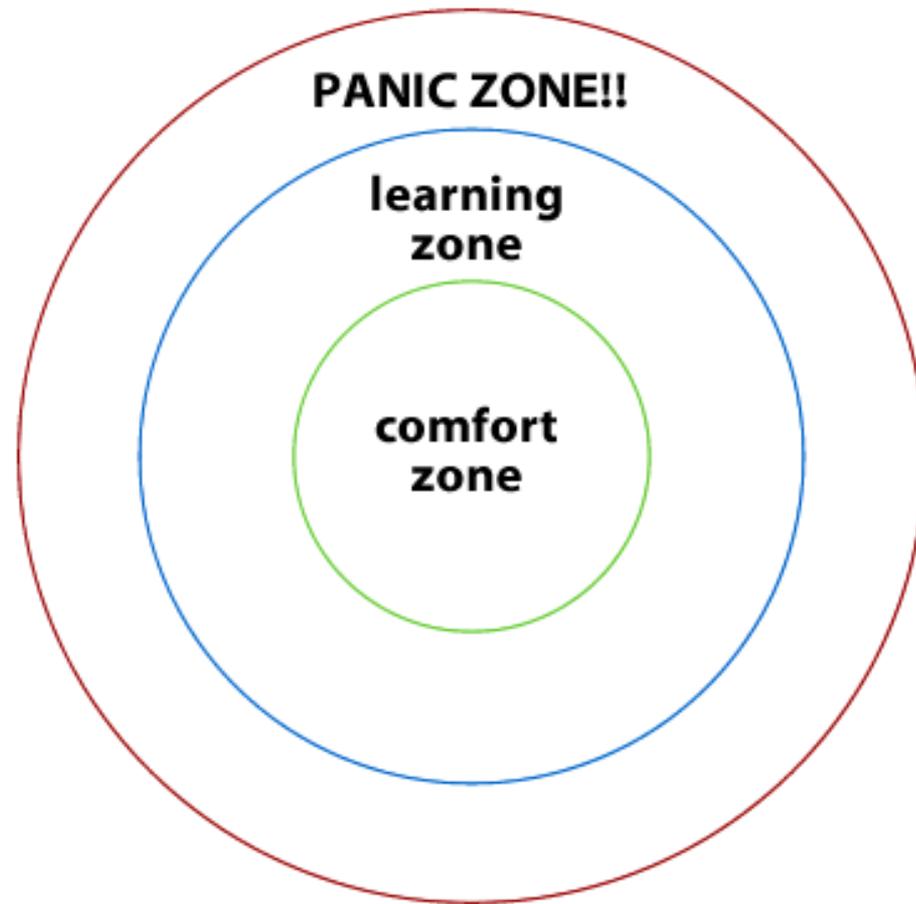
- Why is this protocol set up in this manner?
- What does this quick response allow that normal conversation does not?
- When would this protocol work well?
- What uses might YOU have for this kind of protocol?



# Creating conditions for high quality learning to occur

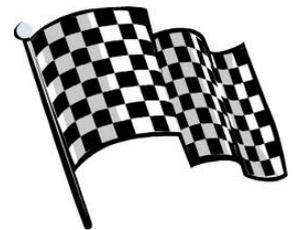
LIFE  
BEGINS  
AT  
THE  
END  
OF  
YOUR  
COMFORT  
ZONE.

-NEALE DONALD WALSCH-



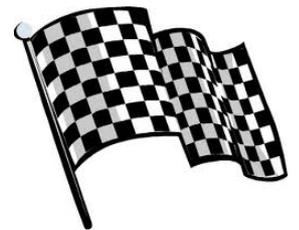
# Establishing Structure - NORMS

- What are norms?
- Why do we set them?
- Why is it not enough to simply SET them?



# Using Protocols in all PD

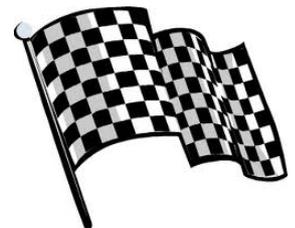
- PLCs / Critical Friends Groups
- Book Studies
- Lesson Study
- Inquiry / Action Research
- Data analysis (looking at student work)



# Book Studies

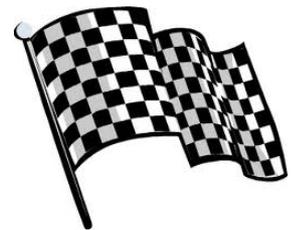
What's the purpose?

- Jigsaw – each read a chapter and present
- Deep understanding.....text-based seminar
- Surfacing controversy .....4 A's
- Pre-reading / follow up .....Block party
- Finding nuggets of meaning....text rendering
- Implications / connections....3 levels of text



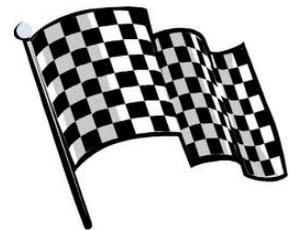
# Lesson Study

- Tuning protocol (for lesson design feedback)
- SLICE protocol (to look at a slice of a day in a school)
- Observation protocols
- Lesson Study protocols
- Debriefing protocols



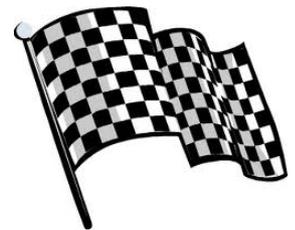
# Inquiry / Action Research

- Passions Protocol (to find a wondering/question)
- Brainstorming protocols (to design a study)
- Data Analysis protocols (to look at student work together)
- Tuning protocol (feedback on findings or written briefs or presentations)



# Using protocols in the classroom

- Will these work with students, too? YES!
- CRISS Strategies?
  - Think/pair/share
  - Turn and talk
- KWL charts
- Cooperative group roles



# Human Continuum

- Why did we start that way?
- How can we also end that way?

