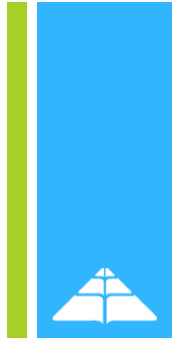


# How to Develop PLCs for **Singletons** and **Small Schools**



**Aaron Hansen**

Turn your devices on!  
Twitter: [@Aaronhansen77](https://twitter.com/Aaronhansen77),

**Aaron Hansen**  
*Solution Tree Author and  
PLC Associate*

# + Singletons and Small Schools

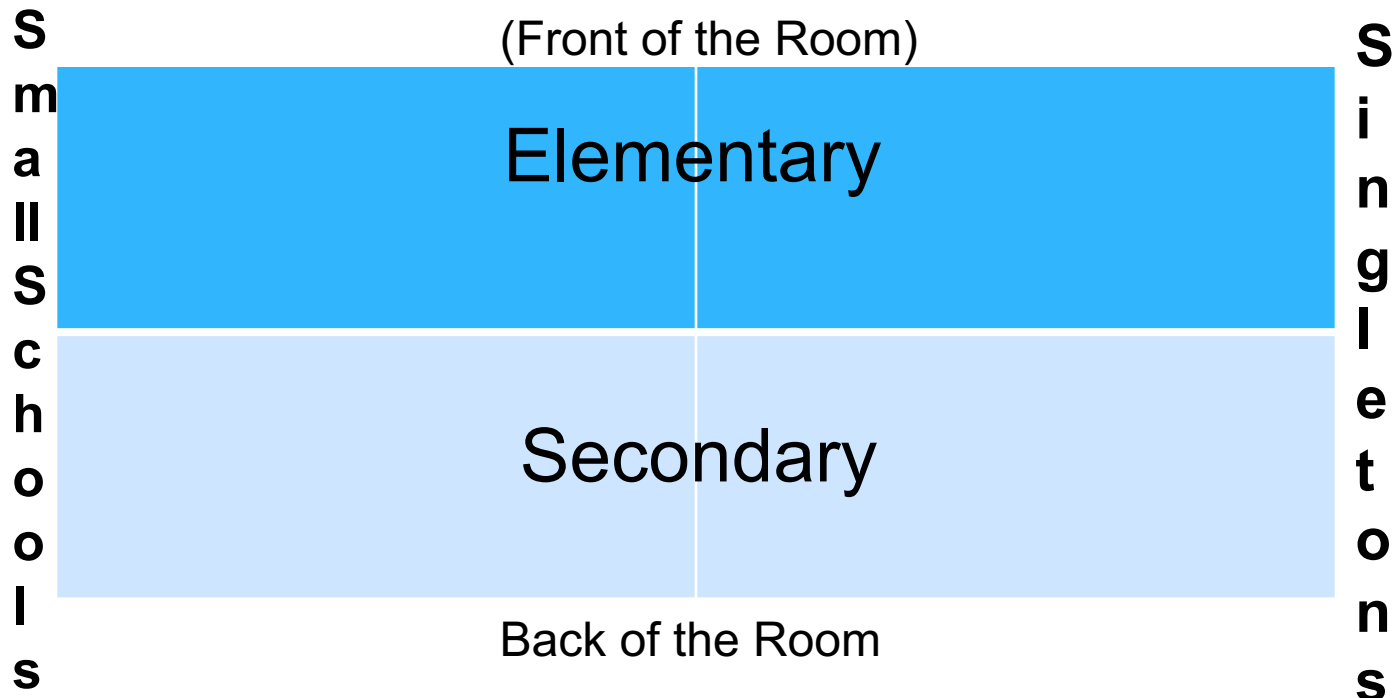
**Please turn your electronic devices ON!!!**

Twitter: [@AaronHansen77](https://twitter.com/AaronHansen77)

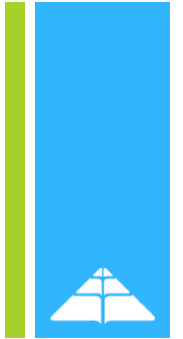


## Welcome!

**For the purpose of arranging learning groups, please do your best to arrange yourselves according to the chart below. Thanks!**



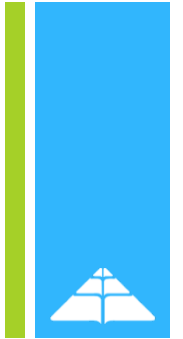
# + Who **ARE** Singletons?



One of the greatest challenges in any PLC is finding meaningful learning partnerships ***for the singletons***—art teachers, band directors, media specialists, foreign language teachers—in a building.

Teachers working ***in small schools*** or unique subject areas often struggle to find partners, too. When you've only got one physics—or third grade, or biology—teacher, who can they learn with?

# + Session Outcomes:

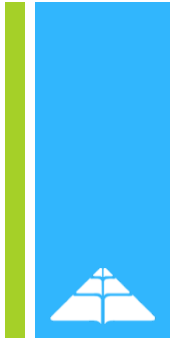


To explore 5 scenarios for implementing the PLC process in a small school or as a singleton.

- ✓ Structural change
- ✓ Vertical teams
- ✓ Interdisciplinary teams
- ✓ Support role
- ✓ Electronic teams

To develop the beginnings of an action plan for overcoming your **unique** challenges.

# + Checking In

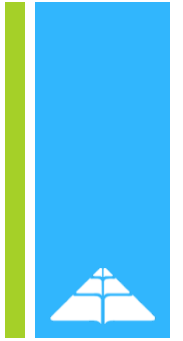


- **Who are we** as a group?
  - Small schools?
    - Elementary or Secondary
  - Subject Singletons- Music, Art, Vocational, Media Specialist, Language, etc.
  - Administrators?
  - Teachers?
  - Other?

# + Checking In

As a small school or singleton teacher, ***what challenges*** do you currently face in collaborating in a meaningful way?

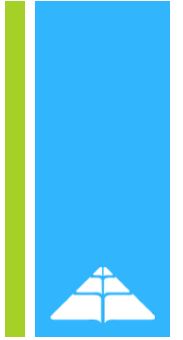
Chart your responses at your tables.



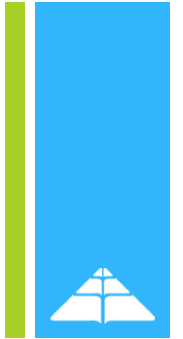
# + Checking In

As a small school or singleton teacher, ***what challenges*** do you currently face in collaborating in a meaningful way?

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# + Collaboration Lite

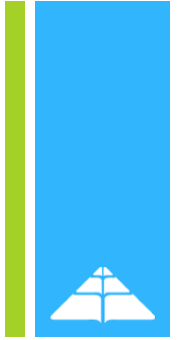


“Mere collegiality won't cut it. Even discussions about curricular issues or popular strategies ***can feel good*** but go nowhere. The right image to embrace is of a group of teachers who meet regularly to share, refine and **assess** the impact of lessons and strategies continuously to help increasing numbers of students learn at higher levels.”

*Mike Schmoker*



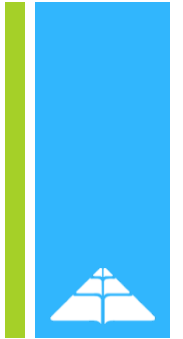
# + The Dilemma of Small Schools and Singletons



With few if any common-content teachers, how do we collaborate as part of a PLC?

Our focus on learning must be reduced to ***common denominators*** so that meaningful collaboration can occur.

# + Rethinking Structures for Singletons



In many schools the structure is set up in opposition to collaboration and most people ***will not work*** in opposition to the structure.

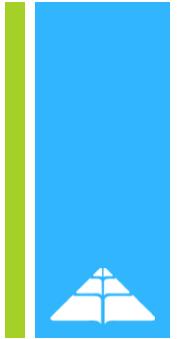
*“The truth is that the system changes individuals more often than individuals change the system.”*



*-Michael Fullan*



# Rethinking Structures for Singletons



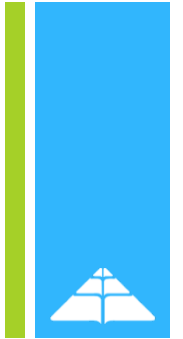
Answer the following questions while reading about White Pine Middle School's work to change structures:

What are ***the strengths*** of creating teams of teachers who are teaching the same subjects? What are ***the weaknesses***?

If this were an approach that you were going to implement in your building, ***what barriers*** would you need to overcome?



# + Rethinking Structures for Singletons

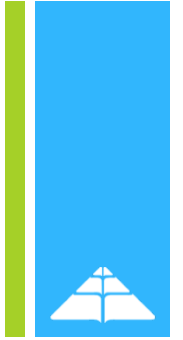


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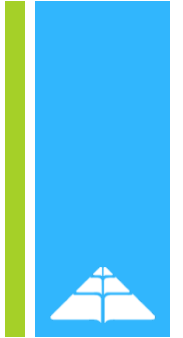




# **Vertical and Interdisciplinary Teams**



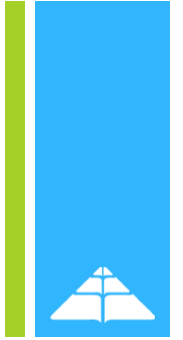
# A Process for Vertical and Interdisciplinary Teams



- (1). Organize teams based on what learning goals teachers have ***in common.***
  
- (2). Focus on those issues which are common rather than those that are not.
  
- (3). Identify the most important ***common outcome.***



# A Process for Vertical and Interdisciplinary Teams



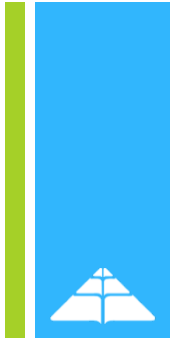
(4). Develop a method of assessment, a rubric, and anchors.

(5). Calibrate scoring and evaluate results.

(6). Come back to the table with ***common strategies*** designed to improve performance.



## Here's What's Different



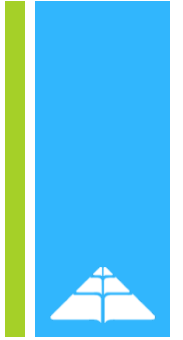
Although the unit assessments are not exactly ***“common”*** from one grade level to the next, the skills often are.

**In groups**, determine what ***“common”*** skills could be focused on in Language Arts.





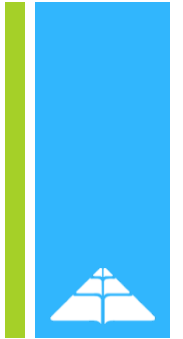
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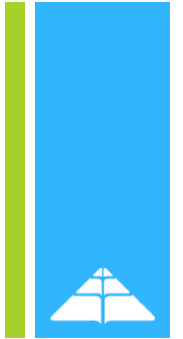




- **By providing student performance targets in each grade level within an essential skill, vertical teams can have rich collaboration about student learning.**



## + Practice in Action



Working together, kindergarten, first and second grade teachers could develop a ***shared rubric*** defining the elements of a good sentence that is used by all teachers at all grade levels.

The ***skills are common*** even when the task isn't.

## Sentence Rubric



I wrote some letters or words.



I wrote a simple sentence with a noun and a verb.



My sentence has a noun, verb AND correct capitalization, spacing, and a punctuation mark.

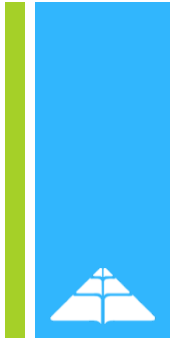


My sentence is about one topic using a noun, verb, and adjective or elaboration. I use a capital letter, spacing, and punctuation.



My sentence is about one topic using a noun, verb, and adjective. I use a capital letter, spacing, and punctuation.

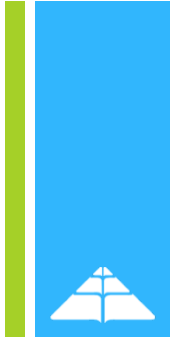
# + Practice in Action



Imagine that you are working as a member of a high school social studies team composed of World History, U.S. History, and Government teachers.

What could some ***common outcomes*** for your learning team be?

# + Practice in Action

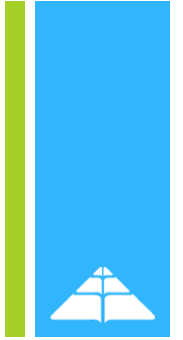


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What could some ***common outcomes*** for your learning team be?



# + Practice In Action



Examples :

- Making and defending an argument.
- Relating the past to the present.
- Synthesizing information.
- Critically reading and analyzing primary sources.

What is the common denominator?

Teams should set goals based on **essential skills** that are universal.

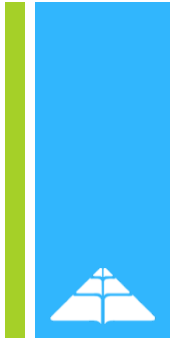
# + Practice in Action

If your imaginary learning team decided to focus on critically reading and analyzing primary sources as its most important common outcome, what would *your next steps* be?





# + **Practice in Action**

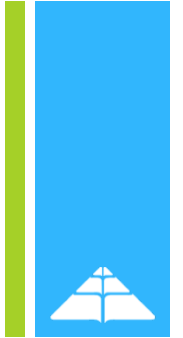


Do all students take the exact same assessment?

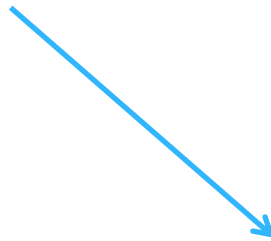
Is there a different primary source for each content area?

Is the common assessment multiple choice or constructed response?

(There are no right or wrong answers!)



**Pre-assess**



**Post- Assess**

Over time the team can see if the common strategy they have chosen is working to improve students' learning of essential skills, even *if the content is different.*

+

# Interdisciplinary Teams

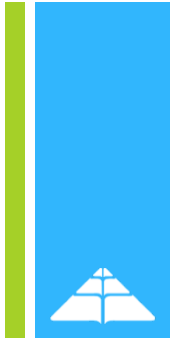
School to Careers  
Example:



# + Reflection...

Talk with your group.

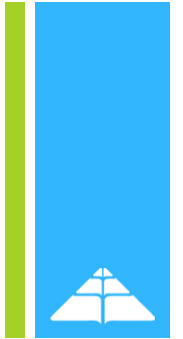
How can you apply what you have learned so far to your situation?



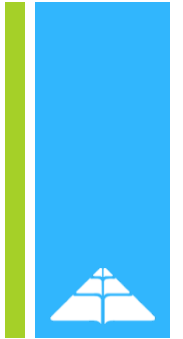
# + Reflection...

Talk with your group.

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+ Singletons Who Support

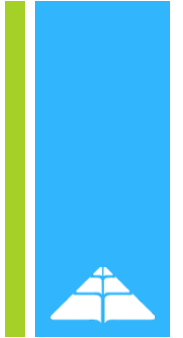
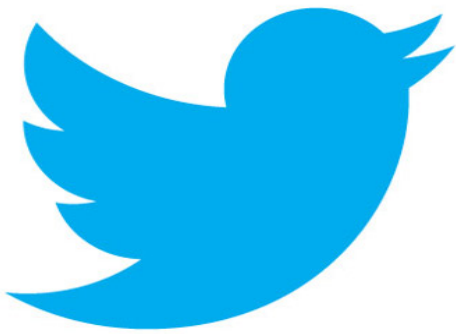


***“ Momma T ”***

*Think... Jack Black!*

***not Mr. T!***





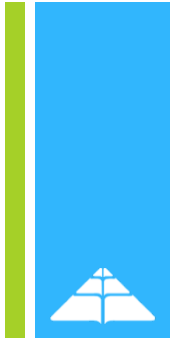
# Synchronous and Asynchronous **Tools** for Singletons

*Note: All tutorials and materials for this portion of the presentation can be found online at:*

<http://bit.ly/twitterforsingletons>



# Tools for Developing Teams



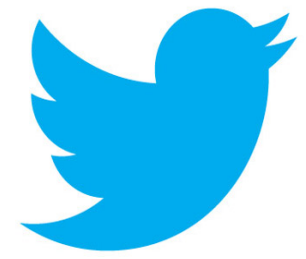
“The core work of electronic learning teams ***is the same*** as the core work of teams who meet in person: investigating practice, developing common assessments, looking at student learning data.

***Digital tools*** just make it possible for that work to be done from remote locations.”

--*Bill Ferriter*



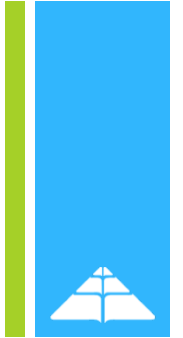
# Twitter as an **Electronic** Starting Point



“I struggle to find time for PD in my already crowded day. ***With Twitter***, I can learn easily and from anywhere. Whenever I have a few minutes to spare---between classes, on lunch duty, waiting for flights at the airport, just before going to bed---I’m checking the messages posted by my Twitter network.”

--*Bill Ferriter*

# + Exploring Twitter



***Tutorial 1:*** The Twitter Homepage  
<http://screenr.com/FJq>

(1:42)

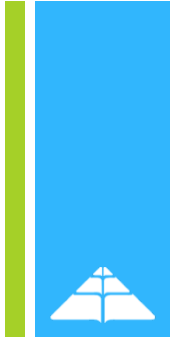
***Tutorial 2:*** Posting Messages to Twitter  
<http://screenr.com/oJq>

(3:23)



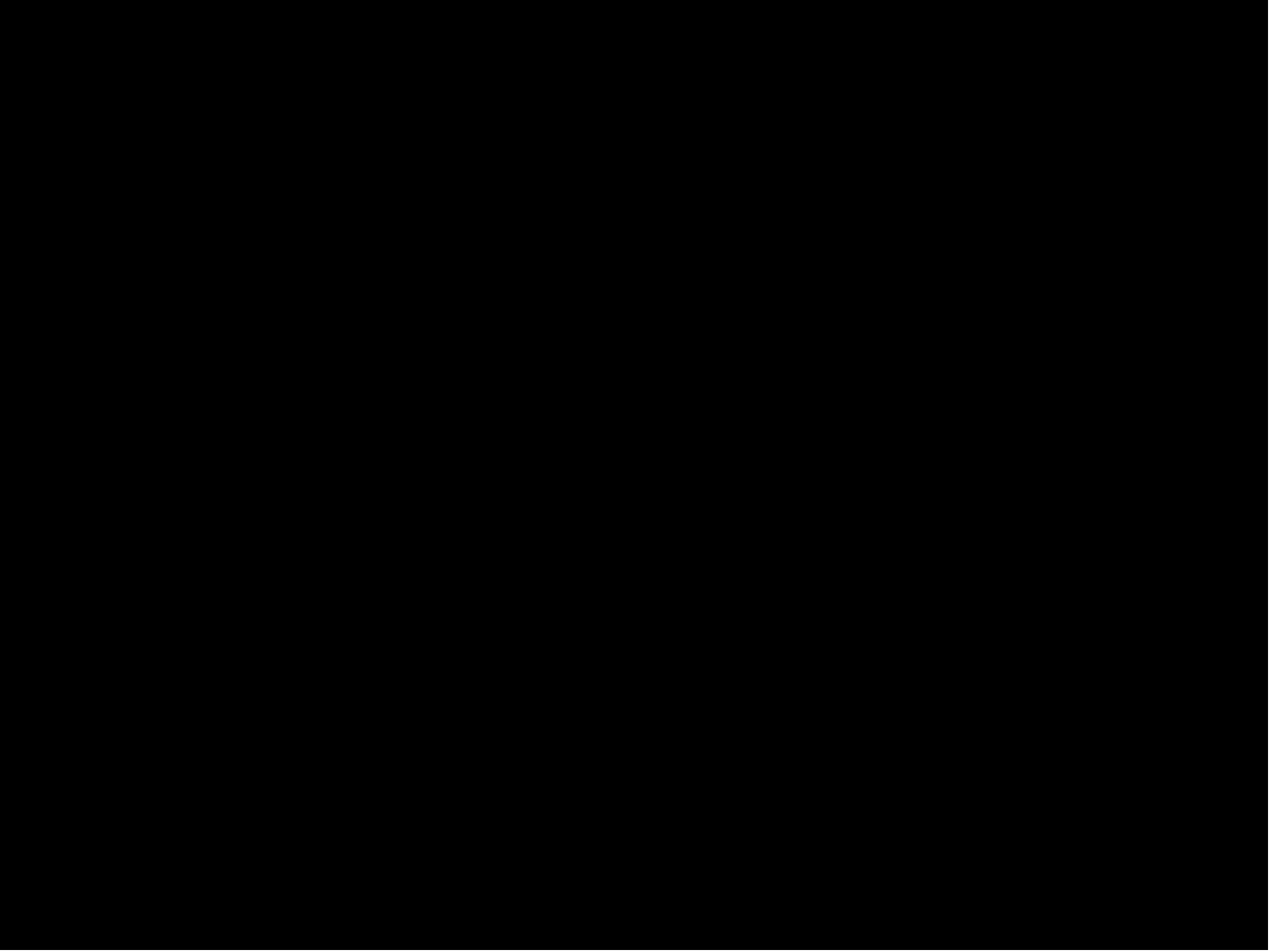


# Finding Potential Partners in Twitter



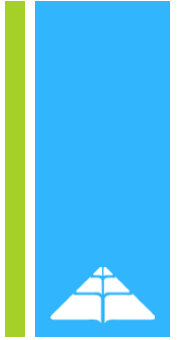
“Where do I ***even begin?***” educators new to Twitter wonder...”What resources can help me find teachers and principals with the same interests and passions as mine?”

*--Ferriter, Ramsden & Sheninger,  
Communicating and Connecting with Social  
Media*



+

# Finding Potential Partners in Twitter

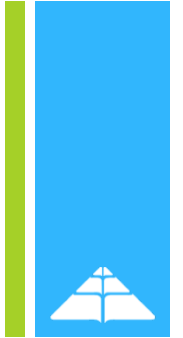


***Tutorial 3:*** Finding Peers to Learn With  
<http://screenr.com/sQq>

(3:19)



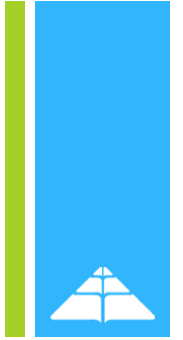
# Tools for Developing Teams



***Tutorial 6:*** Tools for Developing Teams

<http://bit.ly/hYv1ZP>

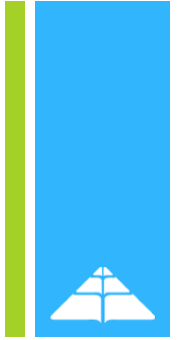
Several Videos Here



# **The Role of the Administration in Supporting PLCs for Singletons.**



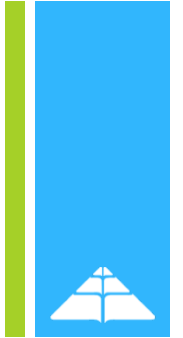
# + Challenges to District Wide PLC's



- What is the expectation?
- How will teams be held accountable and by whom?

It takes an increased level of planning to ensure success.

# + Leadership Matters



“One of the great ironies in education is that it takes strong and effective educational leaders to create truly empowered people who are capable of ***sustaining improvement*** after the leader has gone.”

*Eaker, DuFour, & DuFour*

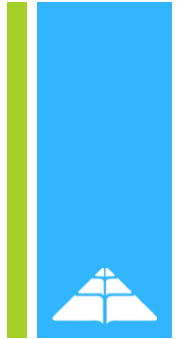


# Music Common Assessment



THIRD & FOURTH GRADE		
<b>Reading Rhythm</b> 10 = Working Beyond 9 = Achieving 6 = Progressing 0-1 = Working Below	<b>Labeling a Melody</b> 10 = Working Beyond 7-9 = Achieving 2-6 = Progressing 0-1 = Working Below	<b>Note Names Pwrpt</b> 10 = Working Beyond 7-9 = Achieving 2-6 = Progressing 0-1 = Working Below
<b>Pentatonic Performance</b> <u>Working Beyond:</u> Performs melody with all pitches correct, in rhythm, and with a steady beat <u>Achieving:</u> Performs melody correctly with no more than two inaccurate pitches and with or without accurate rhythm or steady beat <u>Progressing:</u> Performs melody with more than two inaccurate pitches <u>Working Below:</u> Pitch reading ability is not apparent		<b>Individual Singing</b> <u>Achieving:</u> Pattern is sung in tune <u>Progressing:</u> Pattern is sung higher or lower but intervals are fairly accurate <u>Working Below:</u> Pattern is not sung, or the singing voice is not used
<b>Orchestra Pwrpt</b> 21-22 = Working Above 15-20 = Achieving 4-14 = Progressing 0-3 = Working Below	<b>What Changed?</b> 10 = Working Beyond 7-9 = Achieving 2-6 = Progressing 0-1 = Working Below	<b>Musician Madness</b> 10 = Working Beyond 7-9 = Achieving 2-6 = Progressing 0-1 = Working Below
<b>Stick It To Me #1</b> 4-5 = Achieving 2-3 = Progressing 0-1 = Working Below	<b>Let's Listen</b> 10 = Working Beyond 7-9 = Achieving 2-6 = Progressing 0-1 = Working Below	
FIFTH & SIXTH GRADE		
<b>Reading/Writing Rhythm</b> 12-13 = Working Beyond 9-11 = Achieving 2-8 = Progressing 0-1 = Working Below	<b>Mark the Music</b> 10 = Working Beyond 7-9 = Achieving 2-6 = Progressing 0-1 = Working Below	<b>The Singing Voice</b> 11-12 = Working Beyond 8-10 = Achieving 2-7 = Progressing 0-1 = Working Below
<b>America</b> <u>Working Beyond:</u> In addition to accuracy, performance is confident and/or expressive <u>Achieving:</u> Accurately sings the correct pitches with only minor intonation or interval problems <u>Progressing:</u> Pitches, intervals, and/or intonation are inaccurate for one or more of the song phrases <u>Working Below:</u> Singing voice is not apparent		<b>Form and Function</b> 10 = Working Beyond 7-9 = Achieving 2-6 = Progressing 0-1 = Working Below
<b>Star Spangled Banner</b> 32-34 = Working Beyond 24-31 = Achieving 4-23 = Progressing 0-3 = Working Below	<b>Performances Movie</b> 10-11 = Working Beyond 7-9 = Achieving 2-6 = Progressing 0-1 = Working Below	<b>Dynamics</b> 14-15 = Working Beyond 11-13 = Achieving 2-10 = Progressing 0-1 = Working Below
<b>Expression Reflection</b> <u>Working Beyond:</u> More than three of the expression vocabulary terms are used accurately in the description with none used inaccurately <u>Achieving:</u> Three of the expression vocabulary terms are used accurately in the description <u>Progressing:</u> One or two of the expression vocabulary terms are used accurately <u>Working Below:</u> None of the expression vocabulary terms are used accurately		

# + PLT Action Record



## Our Team Action Record Form

Team Norms- To be reviewed at each meeting.

This Action Record Form is a tool for setting the next team meeting agenda (what needs to get done), and it serves as minutes to record what we accomplished during the current meeting. Attach any products (like a copy of assessments, rubrics, etc.) that we produce during the meeting and turn the form in to your principal.

Team Name \_\_\_\_\_

Date \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_

Team Members Present: \_\_\_\_\_ Team Members Absent (Reason): \_\_\_\_\_

_____	_____
_____	_____
_____	_____

Team SMART Goal: \_\_\_\_\_

Agenda: (What needs to be accomplished by the end of this meeting?)

1.
2.

### Minutes

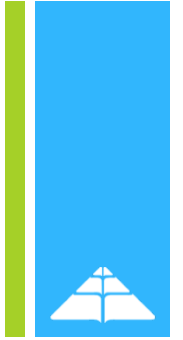
Critical Points of discussion:	
1.	
2.	
3.	
We agreed on the following actions:	Persons Responsible:
1.	1.
2.	2.

Our next team meeting is scheduled for: Date: \_\_\_\_\_ Time: \_\_\_\_\_

Our next agenda (what needs to get done) is: \_\_\_\_\_

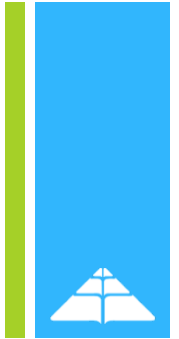
\_\_\_\_\_  
\_\_\_\_\_

- Google: Aaron Hansen, PLC
- Singletons Book
    - Reproducibles



# Cross-Discipline Teams

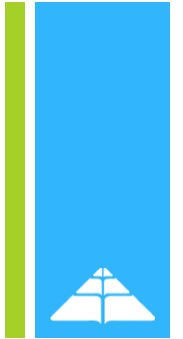
# + Rethinking Structures for Singletons



Answer the following questions while reading about Rolla High School's work to change structures:

- What are ***the strengths*** of creating a team of singleton teachers focused on a common practice like intervening on behalf of struggling students? What are ***the weaknesses***?
- If this were an approach that you were going to implement in your building, ***what barriers*** would you need to overcome?

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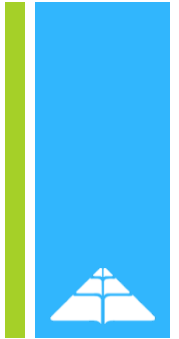


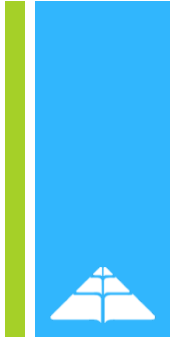
# + Session Outcomes:

To explore 5 scenarios schools have used to overcome the challenges of implementing the PLC process in a small school or as a singleton.

- ✓ Structural change
- ✓ Vertical teams
- ✓ Interdisciplinary teams
- ✓ Support role
- ✓ Electronic teams

To develop the beginnings of an action plan for overcoming your **unique** challenges.

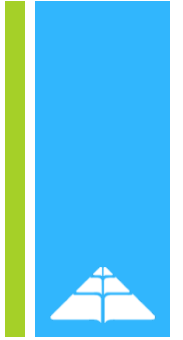




Before jumping into change,  
perhaps our first question we  
should answer for ourselves  
should be...

***Why?***

+ **It can be done...**



**What will your story be?**



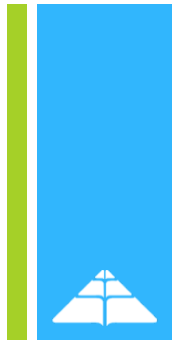
# Aaron Hansen

Solution Tree Author

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Follow Aaron on Twitter:

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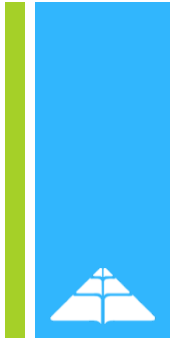


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# + Resources



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