

Olmsted Falls City Schools

Getting to Teacher-Based Teams

Building the district's leadership infrastructure through focused, job-embedded professional development using the Ohio Improvement Process

Presenters

Cindy Bennett	6 th Grade Teacher
Mark Kurz	OFMS Principal
Dr. Jim Lloyd	Assistant Superintendent
Don Svec	OFIS Principal
Lisa Williams	Title I Instructional Coach at OFMS

Conference Focal Points

- Using collaborative structures and processes
- Shared accountability across and within every level of the organization

Presentation Objectives

- Understand how the OIP helped the district to create a greater **degree of focus** and continues to assist in **establishing a common instructional language** across the system
- Learn how learning teams can get teachers engaged in the work
- Learn how to use teacher-based teams in a powerful way to breath life into the district's focused goals

Establishing District Coherence

Dr. Jim Lloyd, Assistant Superintendent

Words of Advice

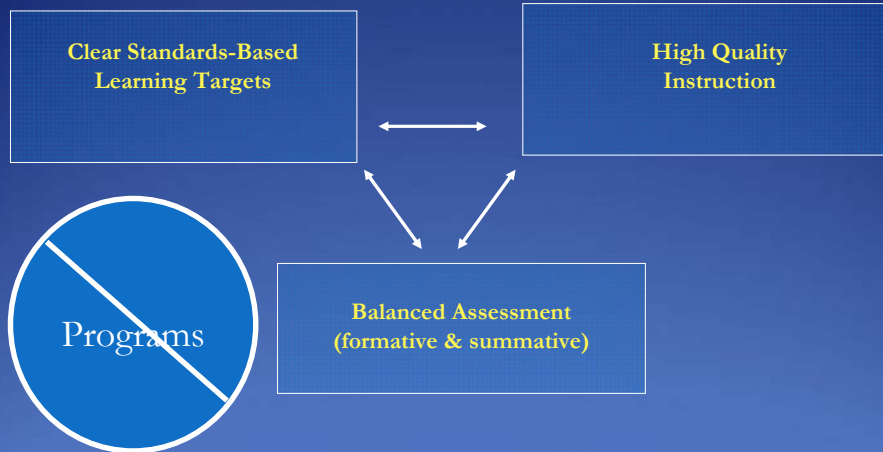
- While the destination was defined by our DLT, there are many paths to get there.
- This takes time
- You can't change teacher thinking without changing teacher practice
- This is difficult and we can't expect teachers to undertake this change in isolation—administrative support is critical
- Don't do too much...small, continuous improvements
- Choose wisely and implement deeply

OFCS Demographics

- 20 miles southwest of Cleveland in Cuyahoga County
- \$38 million budget; State share about 33%
- 1 mill generates about \$550,000
- Top LRC rating for 10 years in a row
- 3,800 enrollment
- 5 schools
 - O.F. Early Childhood Cntr (PreK-K)
 - Falls-Lenox Primary (1-3)
 - O.F. Intermediate School (4-5)
 - O.F. Middle School (6-8)
 - O.F. High School (9-12)
- 1 building in S.I Year 1 and another At-Risk

Coherence

Our Job Embedded Professional Development



Building Focused Capacity

- Professional development
 - Provided locally & focused on macro-educational strategies
- Continual refinement of implementation
 - Implementation rubrics on clarity and feedback
- Creation of district unit planning framework
 - Its purpose was to...
 - Examples in your packet of information

Building Focused Capacity Through...

Job Embedded Professional Development

- Vision was established, planned and adhered to across the system
- Purposeful, focused, systematic and on-going

Macro-educational strategies

- Clarity of learning targets
- Formative assessment of programs
- Student feedback

...Clarity of Learning Targets

- Small group sessions with grade levels and departments focused on:
 - Essential Questions, Big Ideas, Student Friendly Language & Target Complexity
- Collaboratively began to determine what a clear and understandable vision of the targets were
 - This began our common instructional language journey
- Began infusing these into the learning environment

...Formative Assessment of Programs

For Feedback

- We preached *Balanced Assessment*, but began with formative assessment
- Defined this as teachers **engineering educational environments** to gather quick evidence of student understanding and students gathering data about themselves
- Teachers began trying these practices on a more conscious level and discussing them with one another

...Feedback That Feeds Forward

- Directs attention to the intended learning
- Occurs during the learning
- Addresses partial understandings
- Does not do the thinking for the student
- Limits correctives to what students can act on

Chappuis, J. (2009). Seven strategies of assessment for learning. Portland, OR: ETS.

Unit Design Framework

- Served as our C.I. & A. planning tool
- Brought cohesiveness and additional collaboration to:
 - PD learning outcomes and products
- It focuses on implementation

Olmsted Falls Intermediate School

The Power of Learning Teams

Don Svec, OFIS Principal

Theory to Practice

The Learning Team Concept

Role of the Principal

- Transform Theory into Practice
- Move the District C.I.P “off of the shelf” and into the classroom
- What is happening differently in the classroom as a result of professional development efforts?

The Learning Team Concept

- Ongoing professional development for teachers
- Focused on implementation of Research Based Practices (aligned with C.I.P.)
- Collaborative Process-Teachers learn from each other's experiences

A Simple Three Step Process

1. Teachers are exposed to research
 - Reading and reflecting on:
"The Seven Strategies of Assessment for Learning"
2. Teachers experiment with the use of these strategies in their classrooms
 - Shaping the strategies into applications
 - Trying out applications, observing, and drawing inferences about what does and doesn't work.
3. Teachers meet to share experiences
 - Reflecting on and summarizing learning and conclusions from the experience
 - Sharing and problem solving with team members

Our focus Areas Aligned with the District C.I.P

Where am I going?

1. Provide a clear statement of the learning target
2. Use examples and models

Where am I now?

3. Offer regular descriptive feedback
4. Teach students to self-assess and set goals

How can I close the gap?

5. Design focused lessons
6. Teach students focused revision
7. Engage students in self-reflection; let them keep track of and share their learning

Chappuis, J. (2009). *Seven strategies of assessment for learning*. Portland, OR: ETS.

Creating the Structure

Learning Team Structure

- Our Learning Teams are made up of six to eight teachers with a “common purpose”.
- Common Purpose: Teachers share kids or teach the same subject

Creating the Structure

- All are expected to participate
- Expectations communicated in advance
- Predetermined schedule of monthly meetings for each team
- As principal, Learning Team meetings must be a priority
- Understand that each learning team is unique

What is happening differently in our classrooms as a result of the work we do in our Learning Teams?

Video Segment

4th Grade Mathematics

- **Clear Learning Targets**
 - Scoring Rubric Shared with Students
 - Examples of Strong and Weak Work Used to Emphasize Characteristics of Quality
- **Quality Feedback**
 - Student to student with use of scoring rubric
 - Strategy: "Stars and Wishes"

Online Discussion

- Teachers Post Response to Monthly Discussion Topic on "Moodle Site"
 - Topic: Share the various ways in which you work to make learning targets clear to kids.
- Refer to Handout: "Moodle"

Olmsted Falls Middle School

Teachers Collaborating in Meaningful Ways

Mark Kurz, OFMS Principal
Cindy Bennett, 6th Grade Teacher OFMS
Lisa Williams, OFMS Instructional Coach

Olmsted Falls Middle School

- Grades 6th, 7th, & 8th
- 870 Students
- Student day:
 - Eight 44-minute instructional periods
 - Five core academic subjects
 - Band or choir everyday
 - One period of related arts everyday
 - One period of PE every other day
 - One period intervention every other day (STAR)
- Teacher day:
 - One collaboration period per day
 - One individual planning period per day
 - One intervention period per day

OFMS Team Structure

- Academic Grade Level Teams
 - Three 6th Grade Teams
 - Two 7th Grade Teams
 - Two 8th Grade Teams
- Wheel Team
 - Music (Band & Choir)
 - Art
 - Life Skills
 - Technology Education
 - Health
- Physical Education Team
- Student Services Team
 - Principal
 - Assistant Principal
 - Counselors
 - School Psychologist

Horizontal & Vertical Articulation

- Same Department & Cross Grade Department Meetings
 - Grades 6, 7, & 8
 - Curriculum & Assessment Planning & Collaboration
- Same Grade & Cross Department Team Meetings
 - Grades 6, 7, & 8
 - Wheel Team
 - PE Team
 - Discuss students and intervention planning & collaboration

Communication Structures

- Small Team
- Big Team
- Student Services Team
- Academic Leaders
- Faculty Advisory Council
- Building Leadership Team
- Staff Meetings

Universal Screenings

- Kid Talks (Every 6 weeks)
- Kid Talk Ratings (Twice per year)
- Transition Discussions (5th-6th & 8th-9th)
- Signs of Suicide Program (7th Grade)
- Curriculum-Based Measurement Reading & Mathematics (AIMSWeb)
 - Benchmarking: 6th grade, New 7th & 8th grade students, and students below 10th percentile (Three times per year)
 - Progress Monitoring: Special education students (Weekly)
- What If Intervention Plans
- WEB Alerts: 6th grade students & 8th grade WEB leaders

Building Interventions

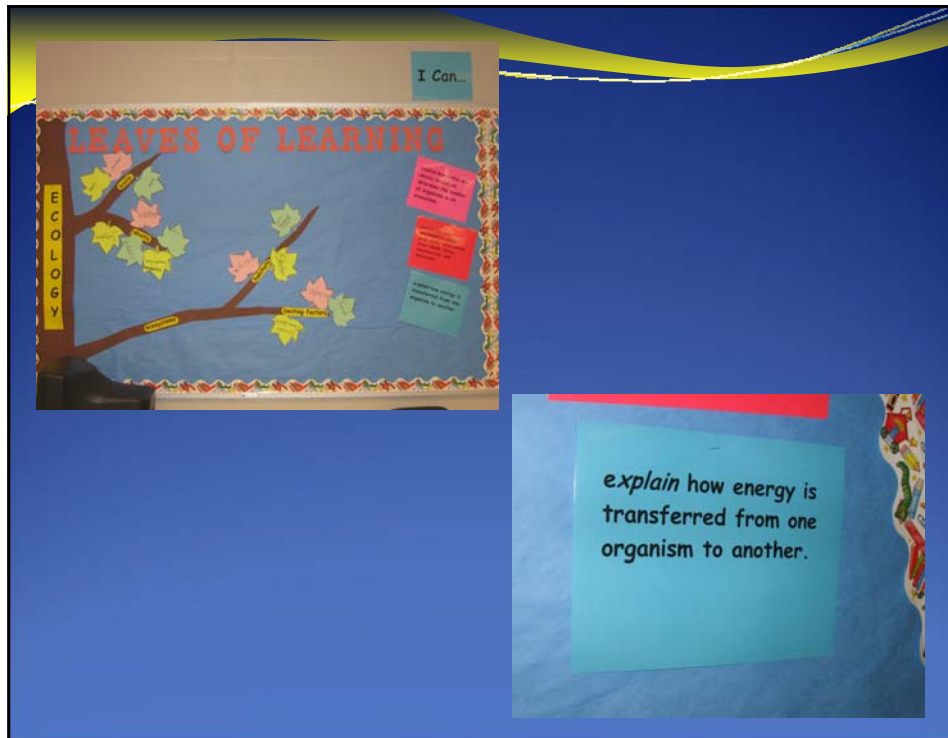
- Pupils Achieving School Success (PASS)
 - Two or more failures
 - After school intervention (3:30-5:30 PM)
 - Teacher case manager
 - Parent contract
- Homework Lab: AM & PM
- Title I Reading & Math: AM, PM, Instructional day
- Bullying Prevention Sociograms

OFMS Unit Design Framework

- Grade level indicator
 - Explain how the number of organisms an ecosystem can support depends on adequate biotic (living) resources and abiotic (non-living) resources.
- Student friendly language
 - I can explain how biotic and abiotic resources determine the number of organisms in an ecosystem.
- Identified where it fell on Bloom's Taxonomy
 - Procedural, Understand

- Identified background knowledge students would need to be successful
 - Key terms: biotic, abiotic, limiting factors, organism, and ecosystem
- Identified Big Ideas and Essential Questions
 - Big Idea: Living and non-living resources determine the number of organisms an ecosystem can support.
 - Essential Question: How do living and non-living resources determine the number of organisms an ecosystem can support?

- Strategies used to make learning targets clear before, during, and after instruction
 - Post learning targets
 - Discuss learning targets throughout lessons
 - Big ideas/essential questions discussed throughout the unit
 - Leaves of learning bulletin board



- Formative assessments
 - Entrance/exit slips
 - Journal entries
 - How do biotic factors differ from abiotic factors? (See example in packet)
 - Strong student examples
 - Descriptive feedback – teacher and peers
 - Students analyze the results of summative assessments
 - Ex. The mistake I made was... The correction is...

- Summative assessments
 - Collaborative quizzes aligned with learning targets
 - Project with student self and peer evaluation
- Instructional and student activities identified
- Literacy strategies (building goal)
 - Previewing the text
 - Anticipation guides
 - KWL chart

Questions?

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