



# **California Principals' Support (CAPS) Network**

Presentation by Middle School Principals – Shane Frank,  
Jason Klinger and Nicole Judd

December 13, 2023

# Presentation Agenda

## 01 Background

Overview of training purpose, structure and topics

## 02 What and why should we PLC?

Research behind why PLCs make a difference in student learning

## 03 PLC Guiding Principles

The Big 4 questions that guide this work

## 04 Feedback & Next Steps

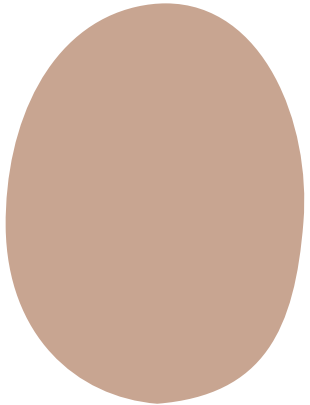
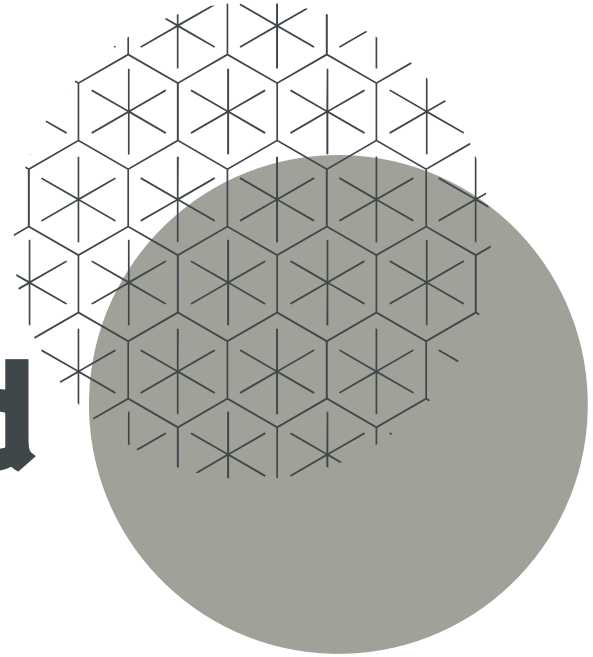
Input from teacher teams, ongoing actions



01

# Background

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# What is CAPS?

## California Principals' Support Network

Network of principals and teacher leaders committed to developing instructional leaders to foster teacher and student learning continuous improvement.

*IMPROVED LEARNING FOR ALL*



# Mission and Purpose

Increase Principals' ability to impact student learning

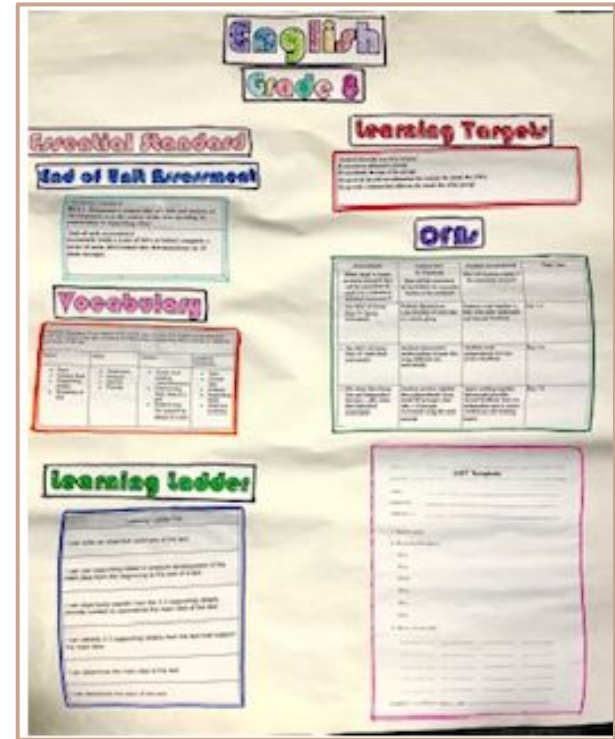
- Using Professional Learning Communities to promote lasting improvement in our schools
- Building a collaborative culture of high performing teams
- Creating a results orientation

*"Creating a collaborative culture is the single most important factor in school improvement for those seeking to enhance the effectiveness of teaching and learning."*

*-R. DuFour & B. DuFour*

# CAPS Structure

- Network model of support for principals and teacher teams (Guiding Coalition) to build, embed and sustain high leverage Professional Learning Community (PLC) practices
- Eight cohorts across California
- Meetings are full day, six times per year
- “Team Time” in the afternoon for the Guiding Coalition and the development of an Action Plan
- Lead Presenter – Dr. Luis Cruz
- Arsenal of practical tools, protocols and resources to implement immediately
- CAPs is driven by teacher leaders and their collaborative work



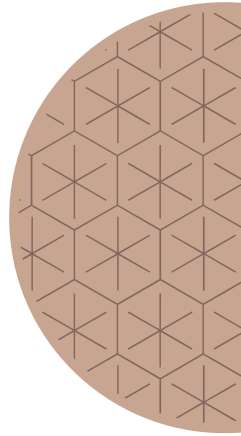
# Teacher Leaders Drive PLCs

**Colina:** Tracy Boccalatte, Kelsey Custodio, Tracy LaMagna, Sara Morton, Marissa Niemczyk, Jennifer Pardini

**Los Cerritos:** Jennifer Drucker, Jessica Garcia, Aly Ivarsson, Scott Van Wig

**Redwood:** Rathy Casperson, Caren Dunn, Dylan McKenna, Ashley Reed, Erin Swink

**Sequoia:** Carrie Barnett, Melissa Craft, Alexandra Eaton, Kathleen Fischer, Susan Schulte



**DAY 1****Connecting PLCs with the Development of Equitable School Systems**

- Focus will be on revisiting what participants have learned thus far about Professional Learning Communities.
- An emphasis will be placed on learning how to connect PLCs with the need to redesign an archaic public school system never designed to meet the needs of today's diverse student population.
- Participants will learn how to align PLCs with creating equitable school systems.

**DAY 2****Tier 1 and Establishing Collective Responsibility**

- Focus will be on revisiting the role and importance of the school's guiding coalition in creating a culture of responsibility.
- Teacher team responsibilities in Tier 1 will be examined.
- Proactive measures to address threats, barriers, or resistance to change will be provided.

**DAYS 3-4****Exploring the Essential Actions of Teacher Teams in Tier 1 and Tier 2**

- Participants will explore how to create time and schedules for Tier 2 interventions.
- Specific strategies for identifying learning needs and monitoring progress in Tier 2 will be provided.

**DAY 5****Understanding and Designing Effective Interventions in Tier 2**

- Participants will explore how to create for Tier 2 interventions.
- Specific strategies for identifying learning needs and monitoring progress in Tier 2.

**DAY 6****Tier 3 Essential Actions**

- How to diagnose, target, prioritize and monitor Tier 3 will be discussed.
- A final overview of the entire Response to Intervention process will be provided.



# Previous Presentation Topics

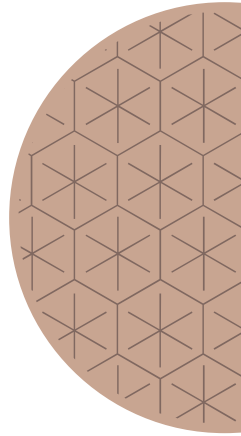
Deepen the understanding and implementation of PLC practices

Focus on aligning PLCs with creating equitable school systems for intervention and enrichment

Emphasis on the important role school culture plays in building sustainable PLCs

Viable Curriculum with Effective, Fair and Accurate Grading Practices

Deepen the understanding of Common Formative Assessment to drive student achievement





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**What and Why  
should we PLC?**



# What are Professional Learning Communities (PLCs)?

“A systematic process in which teachers work together, interdependently, in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.” – Rick DuFour

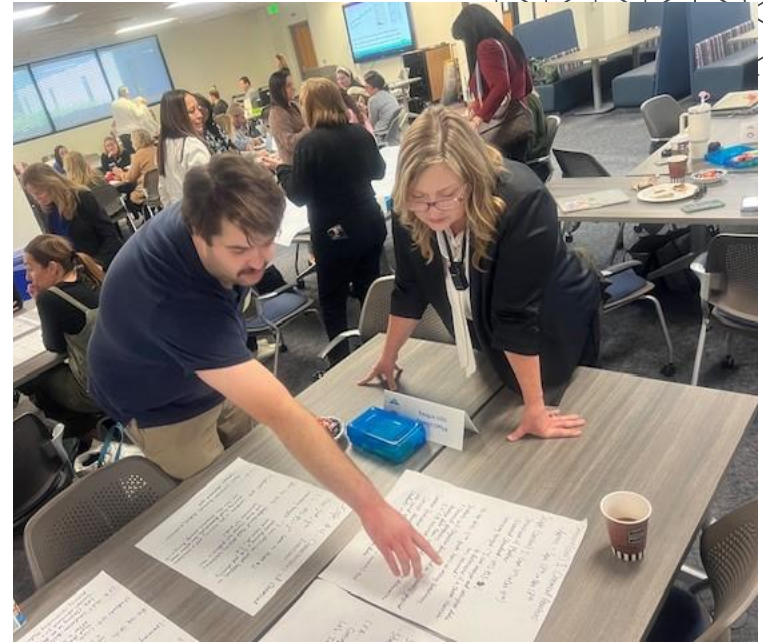
## PLC Foundations

1. Shared mission, vision, values, goals
2. Collective inquiry into best practices and current reality
3. Collaborative teams
4. Action oriented: Learning by Doing
5. Commitment to continuous improvement
6. Results oriented (evidence of student learning)

# CAPS Network Focus - Why PLCs?

“Professional Learning Communities (PLCs) have emerged as the best, most agreed upon means to *improve instruction* and *student performance*.” – CAPS Network

“The PLC movement is probably the most influential movement with regards to actually changing practices in schools I have ever seen.” – Robert Marzano, 2018



# Collective Teacher Efficacy

What does collective teacher efficacy mean?

Simply put, collective teacher efficacy is the belief that teachers can more positively impact the learning of their students if they work as a team.

## Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

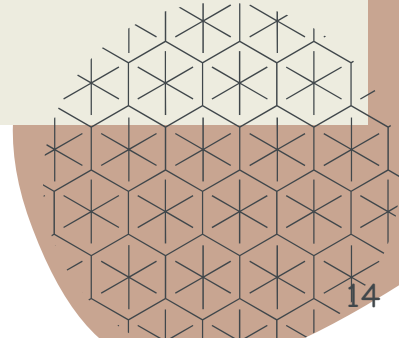
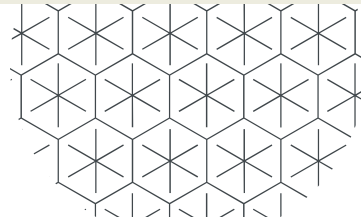
Source: J. Hattie (December 2017) [visiblelearningplus.com](http://visiblelearningplus.com)  
Diagram: S. Waack (2018) [visible-learning.org](http://visible-learning.org)



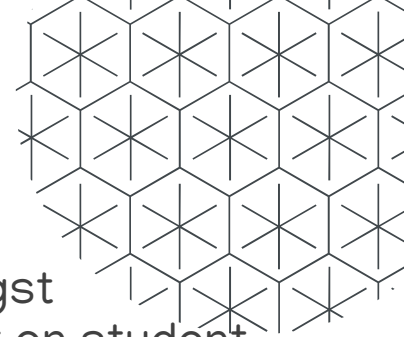
– John Hattie, 2018 His research is now based on nearly 1200 meta-analyses

# 3 Big Ideas- PLC Philosophy

1. The purpose of our schools is to ensure that all students learn.
2. Helping all students learn requires a collaborative and collective effort.
3. To assess our effectiveness in helping all students learn we must focus on results – evidence of student learning – and use results to inform and improve our professional practice while responding to students who need intervention or enrichment.



# Expectations vs Reality about PLCs



- **Expectation** – There has never been greater consensus amongst educational leaders that the PLC process has a positive effect on student learning and student achievement.
- **Expectation** – We, teachers and principals, are developing a much deeper understanding of specific, precise strategies to implement the PLC process.
- **Reality** – The large scale systematic development of PLC work is very hard because it requires changing culture and a continuous focus on growth, support, and the need to improve.



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# Guiding Principles of a PLC





# Four Guiding Questions of a PLC

1. What is it that we want our students to learn (essential standards)?
2. How will we know if each student has learned it (formative/summative assessments)?
3. How will we respond when some students do not learn it (intervention)?
4. How can we extend and enrich the learning for students who have demonstrated proficiency (enrichment)?

## Flex Day Extension Activities Choice Board

\* If you have no missing work and are not meeting with Mrs. D, then you may pick one of these extension activities! \*

English Activities	S.S. Activities
Read! Need a book? See Mrs. D's library! Want an extension activity to go along with your book? Check out <a href="#">this list!</a>	<a href="#">Explore Early Human Caves!</a>
<a href="#">Figurative Language Escape Challenge!</a>	<a href="#">Practice Latitude and Longitude!</a>
<a href="#">Sentence Structure Escape Room</a>	<a href="#">Cuneiform Writing Extension Activity</a>
<a href="#">Literary Pictionary Activity</a>	<a href="#">Create an Ancient Civilization!</a>
<a href="#">English Crossword Puzzles</a>	<a href="#">Take a Virtual Tour of Ancient Egypt!</a>
<a href="#">Word Searches</a>	<a href="#">Egypt Review Blooket</a>
Play Wordle!	Egypt Review Blooket #2

### In a PLC, collaborative teams must:

- Take **collective responsibility** for student learning vs. working in isolation.
- Implement a guaranteed and viable curriculum unit by unit.
- **Monitor student learning** through frequent, team-developed common formative assessment.
- **Use the results** from the Common Formative Assessment to improve practice, build the team's capacity to achieve its goals, and intervene/enrich on behalf of students.
- Provide a **systematic process** for intervention/enrichment.

# Cultural Shifts in Professional Learning Communities

## Shifts in Fundamental Purpose

From a focus on TEACHING	To a focus on LEARNING
From coverage of CONTENT	To demonstration of PROFICIENCY

## A Shift in Use of Assessment

From <u>infrequent</u> Summative Assessments	To <u>frequent</u> common Formative Assessments
From coverage of CONTENT	To demonstration of PROFICIENCY
From assessing <u>many things</u> infrequently	To assessing a <u>few things</u> frequently
From focusing on average scores	To monitoring each student proficiency in every essential skill

# Cultural Shifts in Professional Learning Communities

## A Shift in the Response When Student Do Not Learning

From Remediation	To Intervention
From 1 opportunity to demonstrate learning	To multiple opportunities to demonstration learning
From invitational support outside of the school day	To directed support occurring during the school day

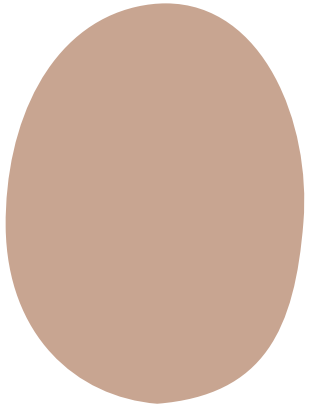
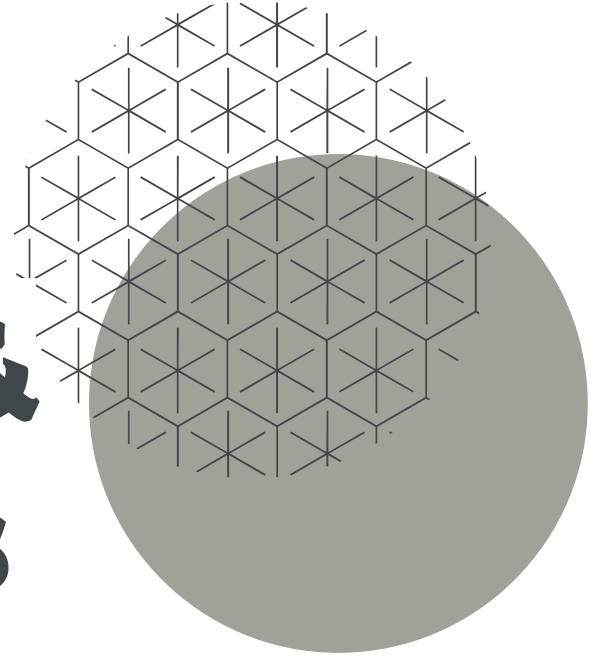
## A Shift in the Work of Teachers

From isolation	To collaboration
From each teacher clarifying what students must learn	To collaborative teams building shared knowledge & understanding about essential learning.
From privation of practice	To open sharing of practice



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# Feedback & Next Steps



# Feedback from Teachers & Staff

*“CAPS has highlighted areas in need of our collective attention, time and dedication to strengthen our teaching practices, by identifying essential academic standards, assessments and culture.”*

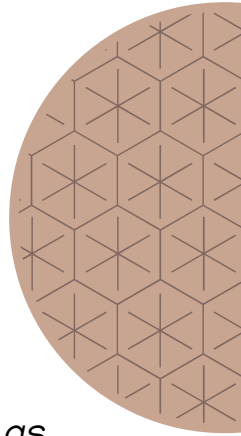
– Redwood Middle School

*“CAPs provide us with tailored professional development, equipping us with the latest research, strategies, and tools crucial for student achievement through building high-performing collaborative teams. We are so lucky to have a network that collectively enhances the effectiveness and impact of our practices in leading our students toward excellence.”*

– Colina Middle School

*“CAPS training has transformed our instructional practices and how we view collaboration as a professional learning community. From reinventing our school-wide approach to RTI to working together to ensure that all students reach high levels of learning, CAPS training has made us better educators and colleagues.”*

– Los Cerritos Middle School



# Next Steps

- Continue with CAPS Training
- Continue building on culture shift of PLC
- Development of essential standards
- Development of common formative assessments
- Using data to guide instruction and create effective intervention and enrichment opportunities for students



# Thank you for your support!

Dr. Mark McLaughlin, Superintendent

Lauren Gill, President

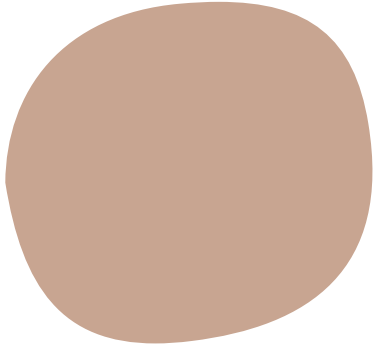
Cindy Goldberg, Vice President

Dr. Lisa Evans Powell, Clerk

Bill Gorback, Trustee

Karen Sylvester, Trustee

Naima Kahl, Student Trustee



**Questions?**

