

Building Systems to Support High Quality Teaching and Learning

PACE Annual Conference
January 25, 2024



Table Introductions

- Name
- Organization
- Why you chose to come to this breakout session

Building Systems to Support High Quality Teaching and Learning

A Collaborative Approach

Gustavo Morales, Director, California Labor Management Initiative
PACE Annual Conference
January 25, 2024





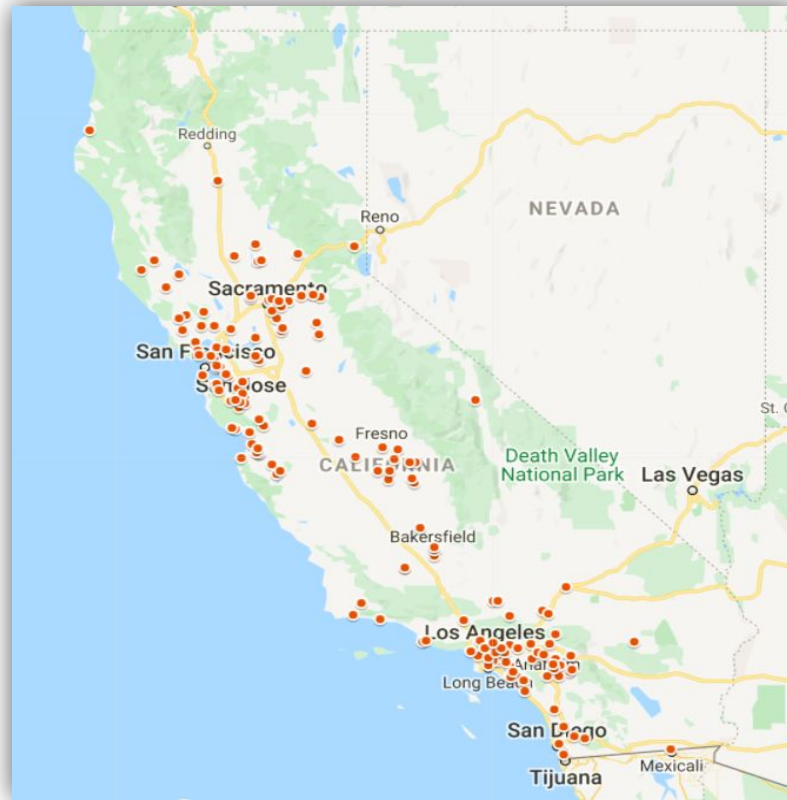
CALMI

California Labor Management Initiative



Building Partnerships to Create Great Public Schools

Building Collaboration by Convening Classified and Certificated Union Leaders, Administrators & School Board Members to Learn, Share & Think Together.



Over 170 Districts Engaged Since 2015

85 labor-management teams participating in the past 15 months

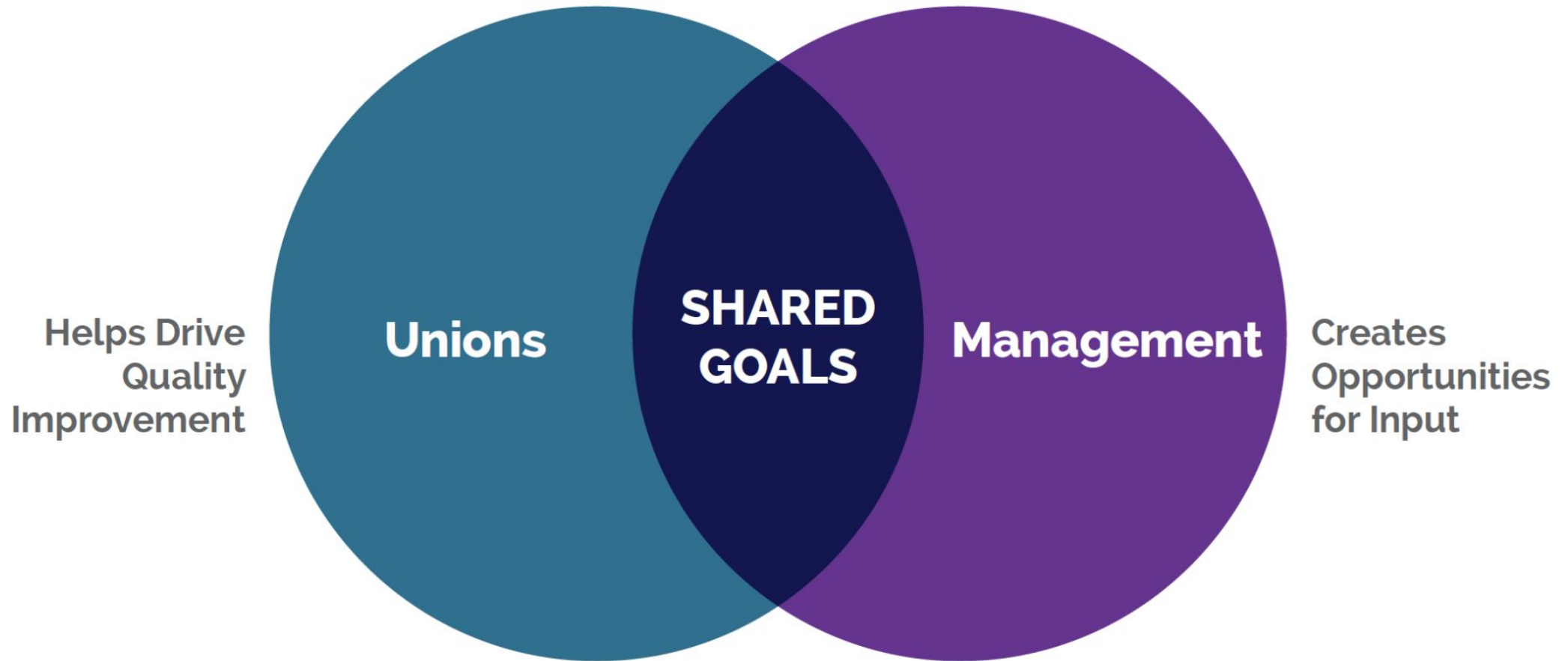
LABOR-MANAGEMENT PARTNERSHIP

Labor-management partnership is the **intentional partnering of management and labor leaders within an education system focused on improving district culture and climate and student outcomes**. Moving beyond the traditional frames of interactions, labor-management partnership allows for deeper coherence, goal alignment, and impact.

Creating opportunities for the **educator voice, and the insight of the staff closest to the work and their union representatives, to impact decision-making improves outcomes** for all and builds leadership and accountability across the system.

LABOR-MANAGEMENT PARTNERSHIP

Working Differently Together



THREE PILLARS OF COLLABORATION

TRUST

"Trust is institutionalized in an organization's rules, roles and relations. That means it is embedded in everything an organization does or tries to do. It is explicit and implicit. It is in the climate and culture. It is found in every interpersonal encounter, at every meeting. It is displayed in how outsiders are treated. It permeates organizations."

-Anthony Carnevale,
Dir. of Education and the Workforce,
Georgetown University

Relationships are the building blocks for trusting interactions among staff and leaders within a school system. If school systems are to become effective agents in supporting student learning, educational leaders should prioritize the importance of trust. Trust is built through shared responsibility, mutual accountability, follow-through, integrity and a willingness to be vulnerable. Creating a culture of trust is a foundational element of continuous improvement.

Education leaders can build trust by creating structures and processes that promote interaction, dialogue, and collaboration which engage staff and constituents in decision-making at all levels of the organization. Socio-demographic and cultural factors also affect organizational trust levels as the shared values, beliefs, and behavioural norms reflect the members of the community.

EQUITY

"Within each of us lies the most powerful, and still untapped, resource to turn schools and entire school systems into places for powerful learning. This resource, the resource most equally distributed among us humans, is our capacity to act, learn, and change the world. I've seen it work, and I trust we'll see it work more and more in the coming years."

- Santiago Rincon-Gallardo
Chief Research Officer, Michael Fullan Enterprises

Students and employees are more likely to succeed when labor-management relations are healthy, inclusive and diverse. Including the voices of typically marginalized staff and stakeholders creates a diversity of perspectives that improves decision-making, collaborative practices and the ability to address learning gaps.

Structures and processes that allow for the insight from teachers and support staff to impact decision-making lead to more equitable outcomes for all. Creating access, maximizing opportunities for diverse voices and dismantling racial inequities is the work of both labor and management. Management should create more opportunities to listen to the voice of staff and unions should embrace their role in driving improvement.

COMMUNICATION

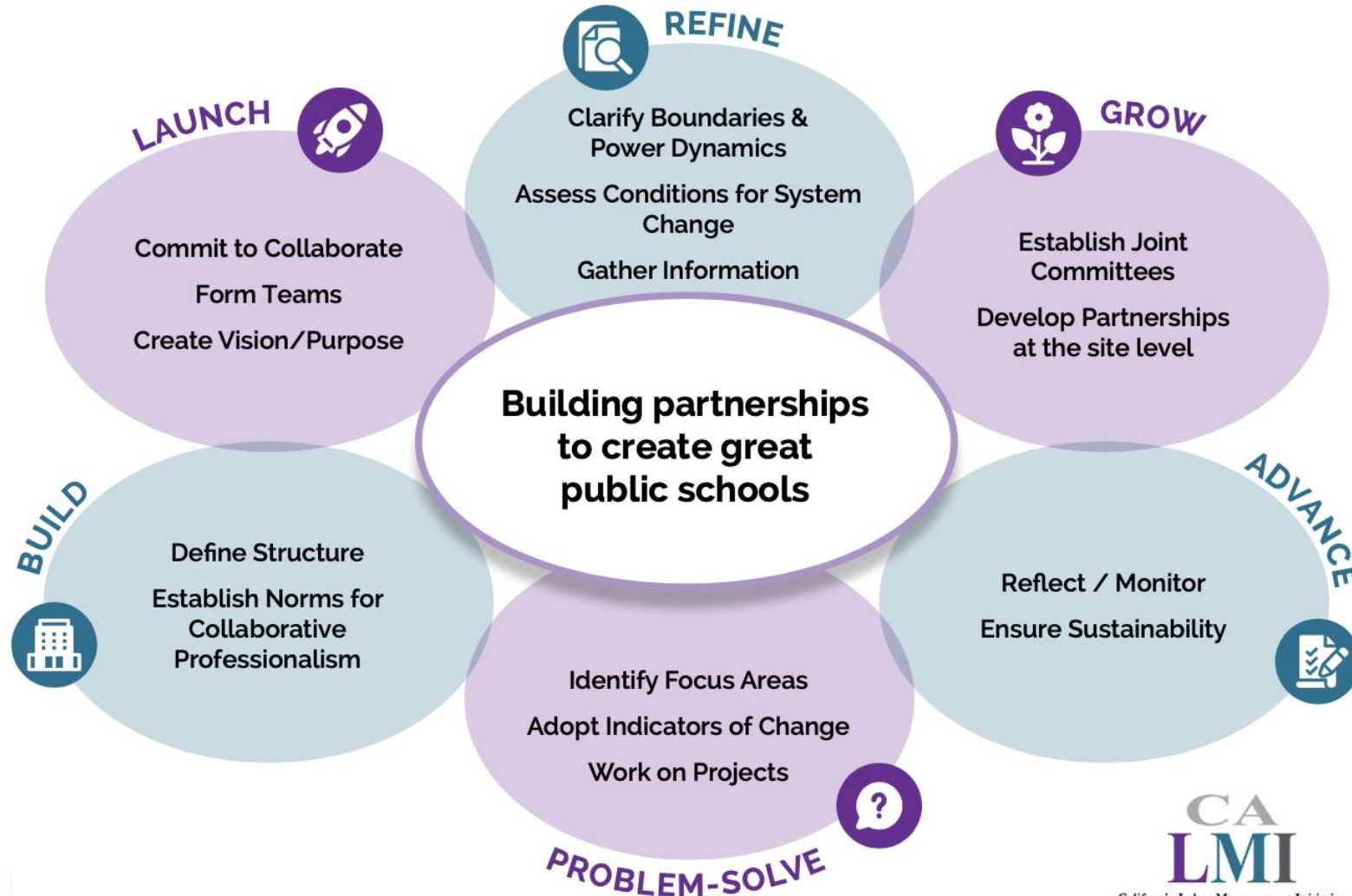
"When we listen with the intent to understand others, rather than with the intent to reply, we begin true communication and relationship building. Opportunities to then speak openly and to be understood come much more naturally and easily."

- Stephen Covey
Author, *7 Habits of Highly Effective People*

Communication requires consistent, honest and authentic dialogue. Leaders that foster an open psychologically safe space for questioning and reflection increase communication and cause us to view each other as resources. Open communication and transparency builds an organizational culture that supports collective learning and shared responsibility.

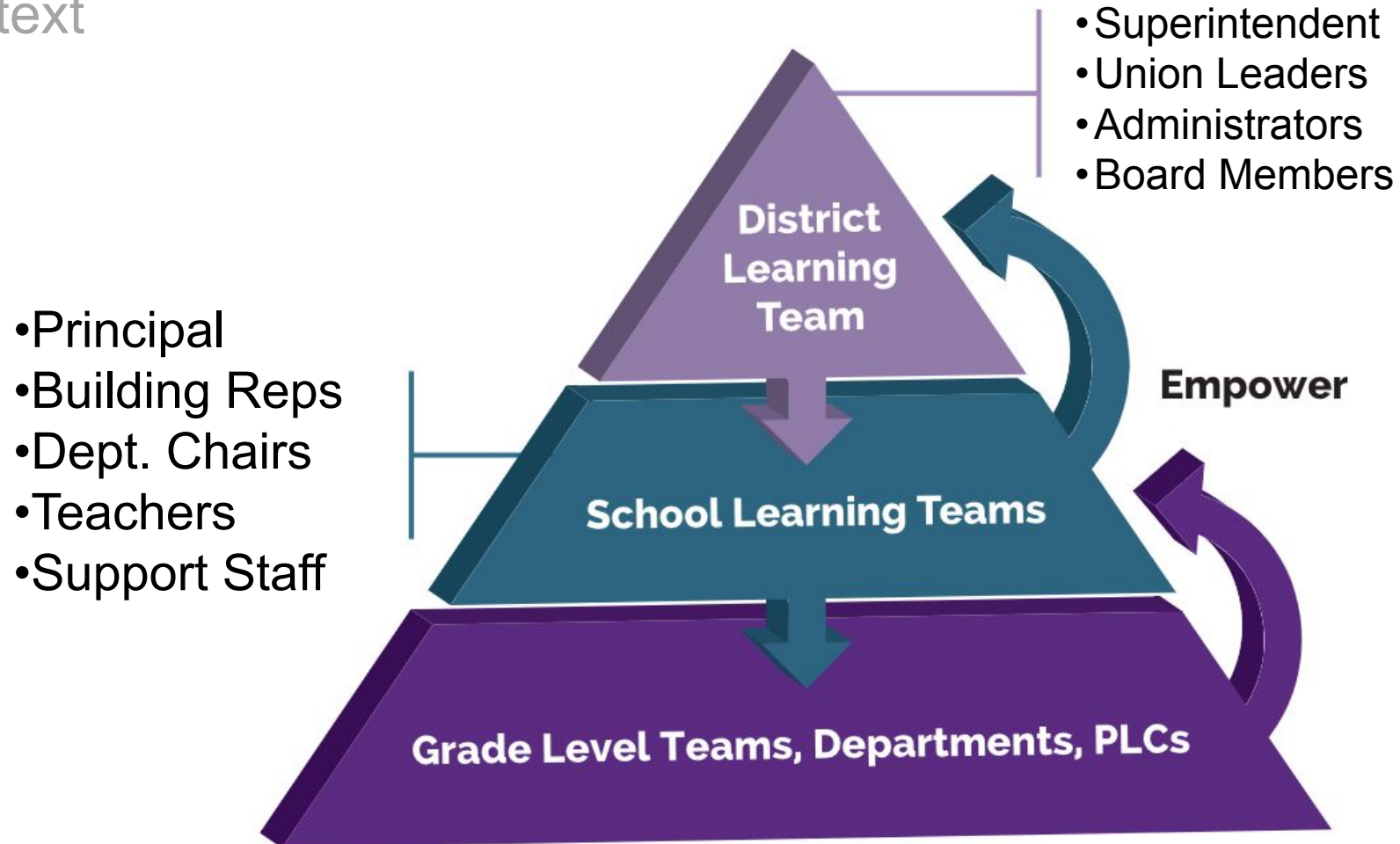
Ongoing open dialogue and shared information between school staff, labor and administrative leaders builds a shared understanding of the assumptions and processes used for decision making. Structures that enable communication like joint committees and labor-management learning teams help institutionalize collaborative practices. Effective communication also provides necessary feedback, supports shared goals and helps us listen and understand each other.

ELEMENTS OF PARTNERSHIP



COLLABORATIVE STRUCTURES

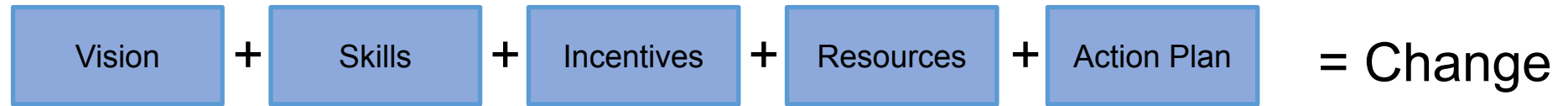
Implementing Continuous Improvement In a Labor Management Context



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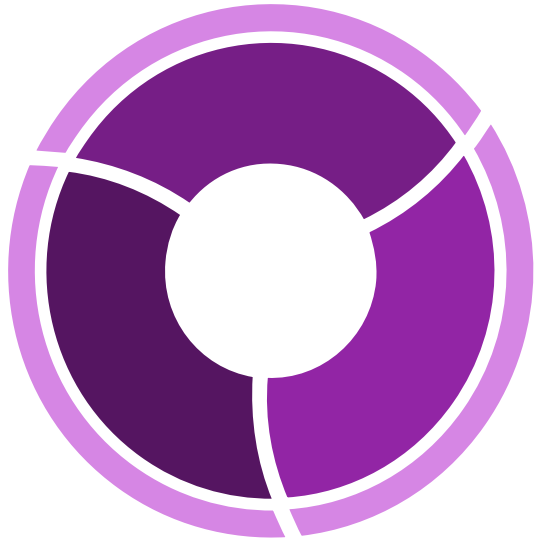
California Labor Management Initiative

MANAGING COMPLEX CHANGE



Source: Dr. Mary Lippit

What are Practitioners Saying?



- Employee Well Being
- Support
- Appreciation
- Professional Development
- Building Trust
- Communication
- Cross Campus Collaboration
- Relationship Building
- Feedback on Initiatives
- Starting an Initiative Together

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Building Systems to Support High Quality Teaching and Learning

Washington Elementary School's Transformation

Adalberto Hernandez, Principal, Washington Elementary School, Madera Unified
PACE Annual Conference
January 25, 2024



Initiating & Sustaining the PLC at Work Process

Solution Tree / CCEE

Year 2 of 3

Madera Unified School District
George Washington Elementary
Madera, California



George Washington Elementary, Madera, CA

A BILINGUAL HERITAGE LANGUAGE SCHOOL

TK-2nd grade >> 80% Spanish / 20% English

3rd grade >> 70% Spanish / 30% English

4th-6th grade >> Monolingual

Indicator	2018-19	2020-21	2021-22	2022-23
Foster Youth	.54 % (4)	.45 % (3)	0	.2% (1)
Homeless Youth	6 % (49)	4 % (28)	5.7 % (37)	3.8 % (23)
Migrant Education	8 % (6)	10 % (68)	8.1 % (52)	11.9 % (72)
Students with Disabilities	5 % (37)	5 % (37)	5.3 % (34)	5.4 % (33)
Socioeconomically Disadvantaged	99% (723)	99 % (654)	99.4% (635)	99 % (607)
Percent English as a Second Language (EL)	69.5 % (506)	53.9 % (355)	68.2 % (436)	65.9 % (400)
English only (EO)	13.5 % (98)	17.3 % (114)	18.8 % (120)	18.5 % (112)
Reclassified Fluent Eng Proficient (RFEP)	8.2 % (42)	3 % (13)	10.8 % (69)	20 % (79)
Hispanic/Latino	96 % (699)	97.6 % (643)	97.9 % (626)	97.2% (590)
American Indian	.27 % (2)	.3 % (2)	.47 % (3)	.7% (4)
Black	.82 % (6)	.5 % (3)	.47 % (3)	.5% (3)
Asian	.41 % (3)	.5 % (3)	.31 % (2)	.5% (3)
White (Not of Hispanic Origin)	1.8 % (13)	1.1 % (7)	.31 % (2)	.2% (1)
Chronic Absenteeism	6.4%	N/A	41%	16.6%
Suspension Rate	2.1 %	0 %	0 %	0 %
Total Enrollment	728	659	639	607

School Improvement is People Improvement

Our Teaching Staff

Years Teaching	1st year	2nd year	3rd year	4 + years
Classroom Teachers	4	7	7	7
Specials / Sped.	4	1	1	0
Percent	26 %	26 %	26 %	23%

“When you talk about school improvement, you are talking about people improvement. That is the only way to improve schools, unless you mean painting the buildings and fixing the floors. But that’s not the school: it is the shell. The school is people, so when we talk about excellence or improvements or progress, we are really talking about the people who make up the building.”

—Sparks, “Staff Development and School Improvement: An Interview With Ernest Boyer,” *Journal of Staff Development*, 5(2), p. 35

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“The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it.”

—Richard DuFour

Intensive Assistance Model in partnership with CCEE

Year 2 of 3

	Coaches	Matt Devan	Jon Vander Els / Bob Sonju	Jaretha Jordan	Sarah Schuhl	Jofee Tremain
	Service	PLC Coaching	Rtl Overview (1) & Academy Days (6)	Literacy Coaching Days (5)	Math Coaching Days (5)	Assessment Coaching Days (4)
2023	July		31			
	August	17-18				
	September	28-29				
	October	12-13	4-5	11-12		
	November			29	13-14	
	December	7-8		14		6-7
2024	January	25-26				
	February	15-16	5-6	8		21-22
	March	21-22			14-15	
	April	11-12			4	
	May	TBD	13-14	8-9		
	June	TBD				

Cultural, Structural, and Technical Changes

Technical vs. Cultural

- Both forms of change are essential to improving organizations.
- Schools tend to focus heavily on technical changes and spend little time on cultural change.
- Deep change cannot be accomplished without cultural change.

What is the difference between school **Structure** and **Culture**?

The structure of a school is found in its *POLICIES, PROCEDURES, RULES, and RELATIONSHIPS.*

The culture of a school is found in the *ASSUMPTIONS, BELIEFS, VALUES, and HABITS* that constitute the norm for the organization.

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Structures don't reflect our culture. Culture eats structure and technical changes for lunch.

We **HAVE** to change the culture, not just the structure. Culture **DRIVES** the work that we are doing.

The IAM-PLC Project requires a **STRONG** culture to initiate and sustain a high volume of technical changes.

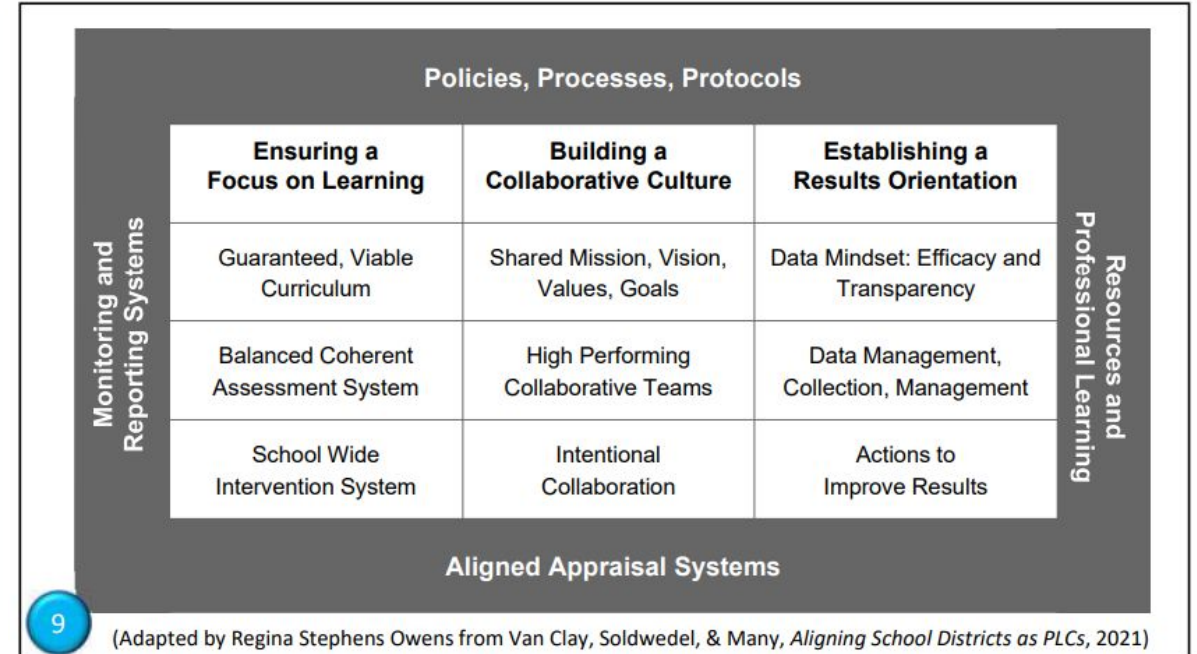
Shifting from PLC Lite to the 3 Big Ideas of a PLC

PLC Lite

“‘PLC LITE’ IS THE MOST ACCURATE WAY TO DESCRIBE THE CURRENT STATE OF MOST PROFESSIONAL LEARNING COMMUNITIES AROUND THE COUNTRY. EDUCATORS RENAME THEIR TRADITIONAL FACULTY OR DEPARTMENT MEETINGS AS ‘PLC MEETINGS,’ ENGAGE IN BOOK STUDIES THAT RESULT IN NO ACTION, OR DEVOTE COLLABORATIVE TIME TO TOPICS THAT HAVE NO EFFECT ON STUDENT ACHIEVEMENT—ALL IN THE NAME OF THE PLC PROCESS.”

—DUFOUR & REEVES, “THE FUTILITY OF PLC LITE,”
PHI DELTA KAPPAN, 97(6), PP. 69–71

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The entire staff must understand it's a process, not a program!

Secondly; we must be interdependent as we grow our capacity to do the work in this process; this takes a STRONG culture!

Clarifying What Students Must Learn

Washington ES - Grade 6 - Math

Unit 1 Multiplying/Dividing Fractions	Unit 2 Rational Numbers	Unit 3 Expressions
8/14/23-9/28/23 34 Days	10/3/2023 - 10/27/2023 22 Days	11/06/2023 - 12/22/2023 27 Days
<p>6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving the division of fractions by fractions/</p> <p>CFA 1 - Strong: 42% CFA 2 - Strong: 38% CFA 3 Strong: 45% CSA Strong: 47%</p> <hr/> <p>Unit Engagement: 48%</p>	<p>6.NS.C.6 Understand a rational number as a point on the number line.</p> <p>6.NS.C.6.A Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line.</p> <p>CFA 1 Strong: 80% CFA 2 Strong: 76% CFA 3 Strong: 59% CSA Strong: 70%</p> <hr/> <p>Unit Engagement: 52%</p>	<p>6.EE.2c Evaluate expressions at specific values of their variables.</p> <p>CFA 1 Strong: 66% CFA 2 Strong: 39% CSA Strong: 30%</p> <hr/> <p>Unit Engagement: 58%</p> <p>NWEA Winter Math Ready or Exceeding: 20.4% (Fall - 5.6%)</p> <p>Winter NWEA Math Conditional Growth Index: 5.23</p>

Teams have clarified the essential learning for each unit by building shared knowledge regarding state standards; by studying high-stakes assessments; and by seeking input regarding the prerequisites for success as students enter the next grade level.

Teams adjust curriculum, pacing, and instruction based on evidence of student learning. Teams are continuing the work of refining our guaranteed and viable curriculum for ELA, SLA, Math, and ELD.

Clarifying What Students Must Learn - Unit Plans

Unit 2 - (6th Grade) 10/03/2023 - 10/27/2023: Rational Numbers

Essential Standard(s) & Proficiency Levels at End	Skills Students Have to Know and Be Able to Do [PLC Q1]
<p>6.NS.C.6 <u>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u></p> <p>6.NS.C.6.A <u>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself. e.g., $-(-3) = 3$ and that 0 is its own opposite.</u></p> <p>Essential: 6.NS.6a Supporting: 6.NS.5 6.NS.6b (Embed 6.NS.8 by asking: "What is the point from point A to point B?") 6.NS.6c</p> <p><i>Seen in Unit 3: 6.NS.7a</i> <i>Seen in Unit 3 6.NS.7b</i></p>	<ul style="list-style-type: none"> • Identify scenarios as positive or negative (Prerequisite) • Represent scenarios using positive or negative integers • Plot positive or negative integers on a number line • Recognize 0 as a starting point on the number line when moving right or left • Identify the distance from point 0 to any point on the number line (0,6) • Recognize that opposite integers have the same distance from 0 (i.e. -4 and 4 are 4 units away from 0; absolute value) • Plot a given point on any 4 quadrants of a coordinate plane • Compare rational numbers and understand that it comes down to absolute value <p>Resource: OpenUp Resources</p> <p>Notes</p>

Clarifying What Students Must Learn - Unit Plans

Learning Targets / I Can Statements (Lessons Taught) & Assessments Used [PLC Q 1, PLC Q2]

Student Friendly Learning Targets/progression (I can... statements) <i>The what - lessons/skills all need to teach.</i> <i>Use the assessments to help determine these statements.</i>		Assessments First thing to start with before determining the skills above is the End of Unit Assessment - details, links, the impact on learning. "Show us that kids are learning what we are teaching" CFA Ready Wall Data Data Analysis Protocol	
Learning Target	Put the LT targets in order of simple (bottom) to complex (top).	What assessment method will be helpful? (CFU, CFA, Exit Ticket, Summative...)	Assessed?
6	I can solve real-world problems using the coordinate planes (plotting and solving) Open Up Resources Mod 7L11-14	CSA CFA 3 Exit Ticket	Assessed? Yes / No
5	I can compare rational numbers. Open Up Resources Mod 7 L7-10	Exit Ticket	Assessed? Yes / No
4	I understand that absolute value is a number's distance from 0. (Absolute Value) Open Up Resources Mod 7 L6 Find additional resources: Big Ideas or 6th Grade resource page	Exit Ticket	Assessed? Yes / No
3	I can find the distance for any number from 0 to any point. Open Up Resources Mod 7 L3-5	CFA 2	Assessed? Yes / No
2	I can use 0 as a starting point on the number line to plot positive and negative numbers.	Exit Ticket	Assessed? Yes / No
1	I can identify and represent scenarios using positive and negative numbers.	CFA 1	Assessed? Yes / No

Clarifying What Students Must Learn - Unit Plans

Instruction Calendar

Details, Learning Target, Lesson/Activity, shared slides w/ teacher notes, Assessment, Response (support/enrichment) [PLC Q2, PLC Q3, PLC Q4]
 >> Include notes on consensus for CFA administration and data analysis dates.

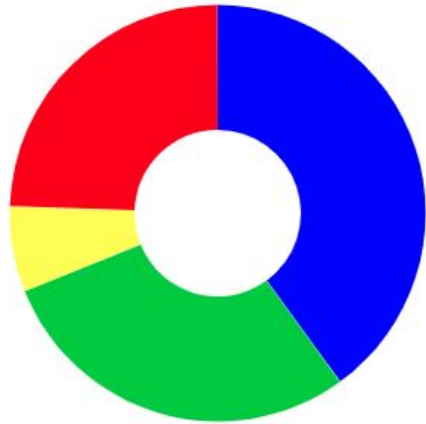
Monday	Tuesday	Wednesday	Thursday	Friday
(10-02-23) No School	Day #1 (10-03-23) Learning Target 1: I can identify and represent scenarios using positive and negative numbers.	Day #2 (10-04-23) Learning Target 1	Day #3 (10-05-23) Learning Target 1	Day #4 (10-06-23) Learning Target 1
	<p>Pre-Assessment: MUSD Focus Area 2 Illuminate Assessment (English)</p> <p>Focus Area 2 Illuminate Assessment (Spanish)</p> <p>Option 2: Pre-Assessment with only Essential and Supporting Standards</p> <p>Create T Chart to Introduce Negatives and Positive in Real-Life Scenarios</p>	<p>Open Up Resource Module 7 Lesson 1</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><small>Merrifield, TN</small> Tuesday 10/3/23 Light Rain Showers</p> <p>37°F 3°C</p> </div> <div style="text-align: center;"> <p><small>Bangor, ME</small> Tuesday 10/3/23 Partly Cloudy</p> <p>1°F -17°C</p> </div> </div> <p>Student Printable</p>	<p>Starter: Create a number line "What do you notice? What do you wonder?" (Introduce opposites-same distance from 0)</p> <p>Illustrative Mathematics Learning Tasks:</p> <ol style="list-style-type: none"> 1) It's Warmer in Miami What does 56 degrees mean? What does -12 degrees mean? 2) Mile High What did you learn today? How did you solve these? *They cannot set it up as a standard algorithm* <p>Teacher Note: Use Number Lines or drawings (mountains/valleys) to teach</p>	<p>Continue... Starter: Create a number line "What do you notice? What do you wonder?" (Introduce opposites-same distance from 0)</p> <p>Illustrative Mathematics Learning Tasks:</p> <ol style="list-style-type: none"> 3) It's Warmer in Miami What does 56 degrees mean? What does -12 degrees mean? 4) Mile High What did you learn today? How did you solve these? *They cannot set it up as a standard algorithm*

Turning Data into Information

Mastered
68.9%

Not Mastered
31.1%

Average % Correct
67.8%



Performance Bands

● Exceeded Standard	40%	36
● Met Standard	28.9%	26
● Approaching Standard	6.7%	6
● Below Standard	24.4%	22

Teachers in our collaborative teams receive information that illustrates the success of our students in achieving an agreed-upon essential standards on team-developed common assessments they helped create, in comparison to all the students attempting to achieve that same standard.

Teachers are developing their skill sets to use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment.

Matrix Report: GW 6th 6.NS.C.6.A Post Assessment

		1	2	3	4	5	6	7	8	9	10
	67.8%	79%	67%	83%	50%	58%	53%	43%	71%	83%	87%
	7	●			●	●	●	●	●	●	
	3		●	●							●
answer	11	1	B	D	1	1	1	1	2	1	B
Ima D.	1014677	91	1			0	1	1	1	2	1
	1018177	100	1		1	1	1	1	2	1	
Eduardo	1014719	91	1		A	1	1	1	2	1	
	1018175	73	1	C		0	1	1	0	2	1
	1018376	91	1			1	0	1	1	2	1
Martin F.	1016753	91	1			1	1	1	0	2	1
	1018210	73	1	C		1	0	1	1	1	1
e L.	1014688	45	0	A		0	1	0	0	1	1
lguel	1018212	9	0		A	0	0	0	0	0	C
ylee	1031956	73	1			1	0	0	0	2	1
	1016860	27	0		A	0	0	0	0	1	0
ondo,	1018574	64	1		A	0	1	0	0	2	1
	1031259	55	1	C		0	1	1	0	1	1
	1011858	64	0	D		0	1	1	1	2	1
	1018211	45	1		A	1	0	1	0	1	C
eilani	1014757	91	1			1	0	1	1	2	1

Building Systems to Support High Quality Teaching and Learning

Benjamin Cottingham, Associate Director of Strategic Partnerships, PACE
PACE Annual Conference
January 25, 2024



A critical need for learning acceleration

- SBAC Math and ELA scores in 2023 continue to lag 2019 levels by 5%
 - Significantly impacting English learners, low-income students, and students of color
- California's unclear model of continuous improvement
- *How do we take a practice with demonstrable impact on student academic performance and scale it to impact other students, teachers, and LEAs across California?*

CCEE's Intensive Assistance Model Project

- A 3-year pilot across 8 schools in 5 districts with the goals of:
 - Improving student outcomes in math and ELA and
 - Establishing model schools that others can learn from
- Proven model with impact in California
- Intensive coaching on the PLC at Work model

- *Empowers teachers as the drivers of school improvement*

What Does It Take to Accelerate the Learning of Every Child?

Early Insights from a CCEE School-Improvement Pilot

Benjamin W. Cottingham
Heather J. Hough
Jeannie Myung



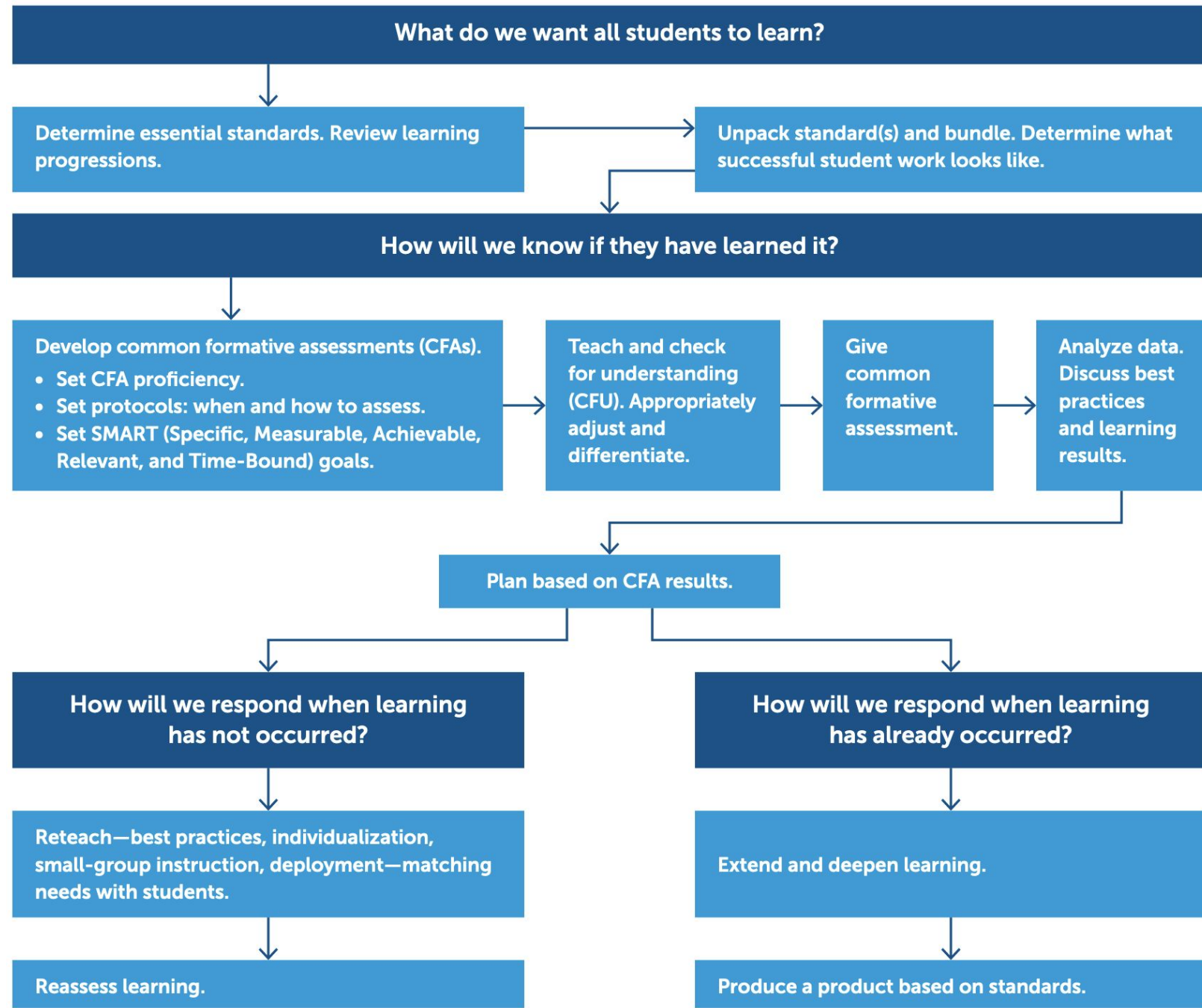
[What does it take to accelerate the learning of Every Child? : Early Insights from a CCEE School-Improvement Pilot](#)

December 2023

PACE
Policy Analysis for California Education

Key Tenets of the PLC at Work Model

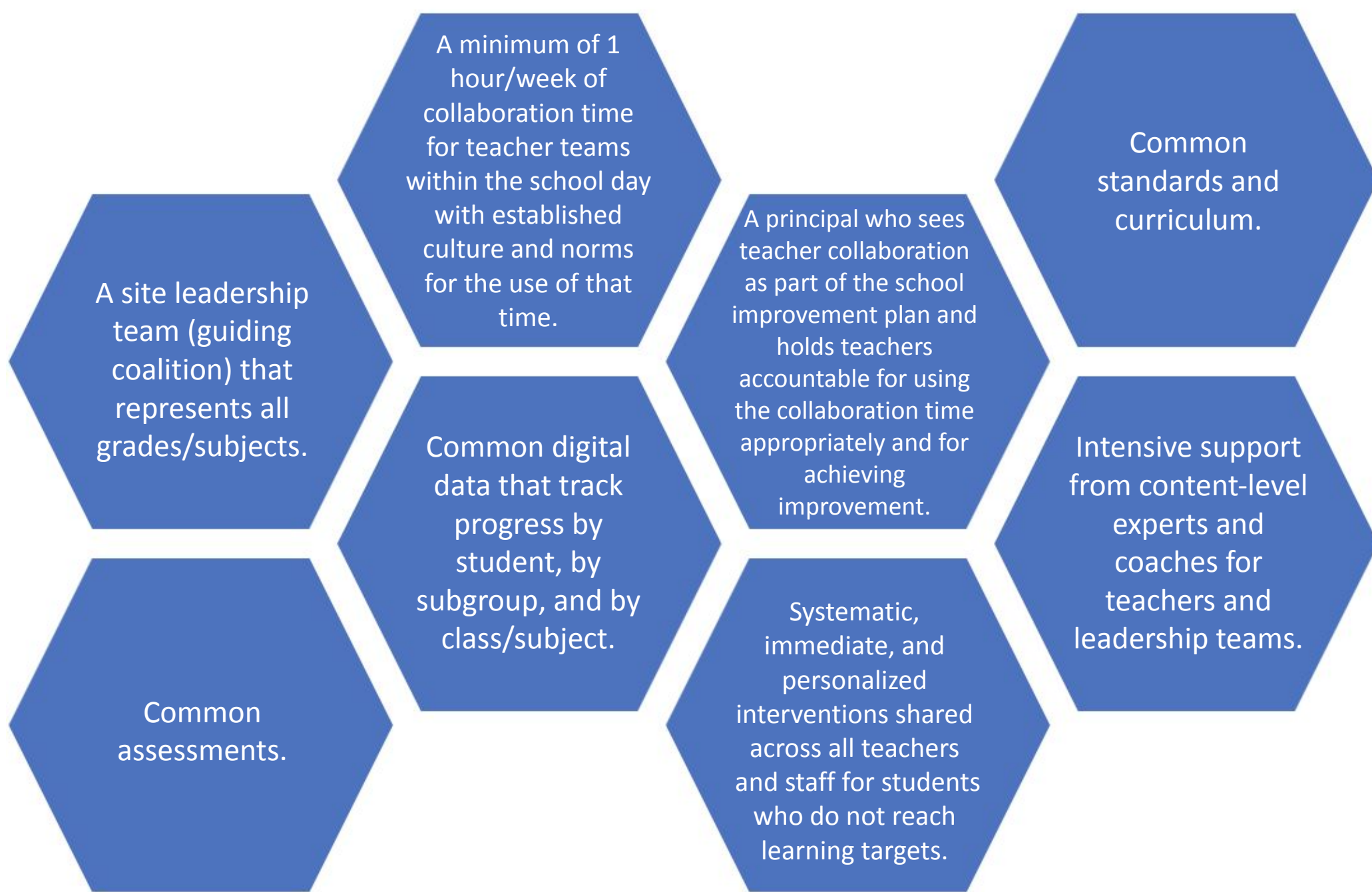
1. What do we want students to learn?
2. How will we know if they have learned it?
3. How will we respond when learning has not occurred?
4. How will we respond when learning has already occurred?



“Teachers have been taught that the work is done individually. Every movie out there about the greatest teacher on the planet is an individual. You never see a team. The ‘hero teacher’ is just this person that dedicates their entire life and just does everything for the kids in their classroom that year. This [model] is saying teachers can be empowered to work together to create student learning, and the more that you work together, the higher student learning that you will see, and the easier the pathway to success is. But at no point in time do I believe any teacher out there is doing a poor job on purpose. It is simply [that] they are thrown a lot of different things, and there’s no strategic plan for how to implement student success.”

School Improvement Coach

8 Essential Elements for School-Based Continuous Improvement



Policy Considerations

- Can California's System of Support be organized to identify, share, and implement effective practices across the state?
- Can emerging initiatives from the state be implemented in a way that integrates with systems for continuous improvement of teaching and learning at the school level?
- Where would the responsibility for continuous improvement accountability rest in California's System of Support?

Table Talk

- What questions or observations came up for you?
- What are ideas or action items you can take back to your organization?
- What statewide policies, structures, or supports are needed at this time?

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