The Connected Action Roadmap:
Strengthening Teaching, Leading, and Learning

#connectedactionroadmap
TODAY’S OUTCOMES

• WALT understand the purpose of a statewide vision for strengthening teaching, leading and learning.

• WALT develop a foundational understanding of the Connected Action Roadmap.

• WALT understand the work of Professional Learning Communities (PLCs) focused on curriculum, instruction, and assessment.

• WALT discover how the CAR framework provides systemic tools that enable district and school leaders to continuously monitor and improve curriculum, instruction, and assessment.

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Fullan: The Wrong Drivers for Whole System Reform

Wrong Drivers:
1. Accountability: New standards/New Assessment
2. Focus on the quality of the individual teacher and leader – New evaluation system
3. Technology drives pedagogy
4. Fragmented strategies

Right Drivers:
1. Capacity building with a focus on the learning, instruction and assessment nexus
2. Teamwork
3. Pedagogy drives the use of technology
4. Systemic strategies

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Moving from Reforms to Refocus

○ Less focus on assessment for achieving equity and a refocus on quality and equitable curriculum and instruction

○ Less focus on outcomes and a refocus on providing tools and resources that will improve outcomes

○ Less focus on mandated changes and a refocus on improving schools from within by returning ownership for practice to educators

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Statement of Vision and Commitment

The New Jersey Department of Education, in collaboration with the major New Jersey educational organizations, seeks to ensure equitable access to high quality education and post-secondary success for all students. We value a strategic and collaborative approach that connects standards-based curriculum, instruction, assessment and professional learning in a school culture that promotes an ongoing process of reflection on and growth in student learning. We commit to strengthening teaching, leading, and learning by supporting districts to:

- develop a viable standards-based curriculum that directly informs classroom instruction and assessment;

- create a comprehensive assessment system that includes ongoing formative and summative assessments resulting in data that informs practice and drives student learning;

- promote a shared understanding of effective teaching, leading, and learning that informs job-embedded professional learning;

- operate as professional learning communities characterized by strong collaboration, shared leadership with a focus on curriculum, instruction, and assessment; and

- foster a climate for student and adult learning marked by mutual respect, shared leadership, and high expectations for every student.
NJDOE Adopts CAR Vision To Focus on:

- Using a systemic approach to building capacity for quality teaching, leading and learning

- Empowering educators to take back ownership of curriculum, instruction and assessment at the local level through effective implementation of PLCs - guided by the 10 conversations outlined in CAR

- Supporting teachers and leaders in their roles as instructional leaders

- Creating a state-wide Professional Learning Community that can share best practices that have proven to impact student learning
ADDRESSING EQUITY IN INSTRUCTION:

National Statistics* on student performance on grade-level assignments:

- Of students/classrooms surveyed, students succeeded on 71% of assignments but only 17% met grade level standards on those same assignments.

- Students spent more than 500 hours on assignments that are inappropriate for their grade and with instruction that didn’t ask enough of them. Students spent $\frac{3}{4}$ of their time on activities that were not grade-level appropriate.

- That equals 6 months of wasted time in EACH core subject in a SINGLE school year.

*https://opportunitymyth.tntp.org/
NJDOE/CAR PROJECT
TIMELINE

**SPRING 2019:**
DOE ELA & Math Units Released

**2019-20:**
Planning Year for Districts

**2020-21:**
Implementation Year for Districts

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CAR WILL Challenge our Assumptions

Deeply held beliefs, often unspoken, that drive how a person thinks, acts, and speaks.

Begin challenging your own assumptions. Your assumptions are your windows on the world. Scrub them off every once in awhile, or the light won’t come in.

Alan Alda
Challenging Assumptions

1. Read the list of assumptions and identify 2 assumptions that you agree exists in your school/district. 2 minutes

2. Share with a partner. How do you know these assumptions exist? What do you see or hear? What impact are the assumptions having on curriculum, instruction and/or professional learning? 4 minutes
Leadership Practices that Influence Student Learning

○ Setting direction
○ Developing people
○ Redesigning the organization

How leadership influences Student Learning: Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom
Connected Action Roadmap: An Aligned and Coherent Process For School Improvement

Our Collective Destination: Student Learning

Student Learning
“FOCUS ON THE DESTINATION”

1. What do we want students to know?

2. What strategies do students need in order to master the learning goals?

3. What instructional activities will help teach students the strategies they need?

4. How do we know when they know it?

5. What do we do if they don’t or already do?

6. How can we best address these questions in order to build knowledge and skills effectively and consistently across grade levels and content areas?
The Vehicle

Connected Action Roadmap:
An Aligned and Coherent Process For School Improvement

Professional Learning Community (PLC)

Student Learning
The Map

Connected Action Roadmap: An Aligned and Coherent Process For School Improvement

Professional Learning Community (PLC)

Standards and Student Learning Objectives

Student Learning

Effective Instruction

© CAR
The Guideposts

Connected Action Roadmap: An Aligned and Coherent Process For School Improvement

Professional Learning Community (PLC) <-> Standards and Student Learning Objectives

Formative & Summative Assessments <-> Student Learning

Effective Instruction <-> Student Learning

© CAR
The Terrain

Connected Action Roadmap: An Aligned and Coherent Process For School Improvement

Culture: Climate for Learning
- Professional Learning Community (PLC)
- Standards and Student Learning Objectives
- Formative & Summative Assessments
- Effective Instruction
- Student Learning

Culture: Shared Leadership

Culture: Communication of Connections and High Expectations

© CAR
The Drivers

Culture: Communication of Connections and High Expectations

- Culture: Climate for Learning
  - Formative & Summative Assessments
  - Professional Learning Community (PLC)

- Culture: Shared Leadership
  - Standards and Student Learning Objectives
  - Effective Instruction

- Teacher & Principal Effectiveness

Connected Action Roadmap: An Aligned and Coherent Process For School Improvement

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PLCs: What Does Research Say?

Educators engaged in PLCs:

- Take collective responsibility for student learning, help students achieve at higher levels, and express higher levels of professional satisfaction (Louis & Wahlstrom, 2011)

- Share teaching practices, make results transparent, engage in critical conversations about improving instruction, and institutionalize continual improvement (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010)

- Improve student achievement and their professional practice at the same time that they promote shared leadership (Louis et al., 2010)

- Experience the most powerful and beneficial professional development (Little, 2006).

- Remain in the profession (Johnson & Kardos, 2007)
Simply providing time for educators to meet will have no effect on student learning unless their meetings focus on the right work (Saunders, Goldenberg, & Gallimore, 2009).
Leadership and PLCs:

- “To make PLCs systemic, leaders at all levels must see the strategy as tantamount to changing the culture of the system. They must abandon the perception that PLCs represent a program to be implemented and recognize that the PLC process is a cultural transformation that has lasting value.”

- “Well-intentioned people will be unable to implement the PLC process unless they have a deep, shared understanding of the conditions they are attempting to create, the ideas that should drive their work and the obstacles they are likely to encounter as they move forward.”

Michael Fullan & Rick DuFour: Cultures Built to Last, 2013
Barriers to Impactful Conversations

- A tendency to focus on compliance rather than practice
- A lack of specific questions to guide conversations about teaching and learning
- A lack of concrete tools to capture our answers to the guiding questions and results of collegial conversations
- Outsourcing our professional practice and focusing exclusively on resources and programs
WHAT ARE THE MISSING LINKS?

A Viable Curriculum – A “Living” Document

- Aligns standards, SLOs, instructional design and assessments
- Provides a framework for PLC team dialogue
- Is continuously revised based on the work of the PLC teams
- Directly connected to daily lesson plans

Authentic Professional Learning Communities
PLC Conversations:
Developing...
Delivering...
Reflecting on...
Revising ...
Curriculum

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ORGANIZING THE CURRICULUM

Conversation 1

Teachers work together to:

1. Unpack grade level standards into clear student–friendly learning objectives.
Unpacking the Standards

- What are the standards asking students to:
  - ✔ know?
  - ✔ understand?
  - ✔ be able to do?

- **Underline** the nouns - **circle** the verbs

- What do the verbs indicate students should be expected to be able to do—identify, understand, infer, analyze, apply?

- What level of thinking is required based on Webb’s Depth of Knowledge?

- What will be our evidence that the students have achieved the learning goal? How will we know if they know it?
New Jersey Student Learning Standard 8.NS.1:

Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
STUDENT-FRIENDLY SLOs

- WALT define rational and irrational numbers
- WALT understand that every number has a decimal expansion
- WALT show that rational numbers have decimals that eventually repeat
- WALT convert a repeating decimal to a rational number

Standard 8.NS.1
New Jersey Student Learning Standard W.2.1:

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
New Jersey Student Learning Standard 3.OA.D.8:

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
STUDENT-FRIENDLY SLOs

- WALT write a clear opinion statement that introduces a book or topic
- WALT support our opinion of a book or topic using evidence
- WALT utilize key linking words to connect an opinion and a reason
- WALT write a conclusion

Standard W.2.1
STUDENT-FRIENDLY SLOs

- WALT solve two-step word problems using the four operations
- WALT write equations to represent the problem using a letter to stand for the unknown quantity
- WALT estimate using mental computation
- WALT assess if our answer is reasonable using estimation strategies

Standard 3.OA.D.8
ORGANIZING THE CURRICULUM

Conversation 2

Teachers work together to:

2. Cluster the standards and student learning objectives into units of study.
   ○ Place clustered SLOs into the unit template in the sequence they will be taught.
New Jersey Student Learning Standard W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
<table>
<thead>
<tr>
<th><strong>Instructional Plan</strong></th>
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<tbody>
<tr>
<td>Pre-assessment</td>
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</table>

<table>
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<tr>
<th><strong>SLO - WALT</strong></th>
<th><strong>Student Learning Strategies</strong></th>
<th><strong>Formative Assessment</strong></th>
<th><strong>Activities and Resources</strong></th>
<th><strong>Reflections &amp; Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)</strong></th>
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**Benchmark Assessment:**

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**Summative Assessments**

**Interdisciplinary Connections**
CROSSWALK ACTIVITY
Connecting the Conversations to the Unit Template

- Read the 10 conversations over independently.
- Record the # of the conversation in the corresponding area of the unit template.
- Discuss with your table where you placed the conversations.

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# ACTIVITY: Analyzing the Unit Template

<table>
<thead>
<tr>
<th>Unit Title:</th>
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<tbody>
<tr>
<td>Grade Level:</td>
</tr>
<tr>
<td>Frame:</td>
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</tbody>
</table>

## Essential Questions

## Common Core Standards

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

- **PLC #1 & 2**

**Highlighted Career Ready Practices:**

**Social-Emotional Learning Competencies:**
<table>
<thead>
<tr>
<th>PLC #5</th>
<th>PLC #6</th>
<th>PLC #7, 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-assessment</td>
<td>PLC #1, 2, 9</td>
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<tr>
<td>Summative Written Assessments</td>
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Highlighted Career Ready Practices:

Social-Emotional Learning Competencies:
ALIGNMENT

- Standards
- Walts (SLOs)
- Pre-assessment
- Activities strategies
- Formative assessments
- Summative assessments
Instructional Leadership in the CAR Process

- DEFINES THE ROLE OF THE INSTRUCTIONAL LEADER
- IS ALIGNED TO THE PSEL
- EMPHASIZES SHARED LEADERSHIP
- SUPPORTS TEACHER LEADERSHIP ROLE
**SUPERINTENDENT**
- Establishes & facilitates a vision for a systemic approach to continuous district improvement focused on student learning that strengthens Collaborative Professional Learning
- Promotes a district culture that supports collaboration
- Works collaboratively with district and school-based leaders to ensure an effective PLC process
- Provide time and structures for collaborative collegial conversations related to curriculum, instruction, and assessment
- Ensures cross-district articulation of best practices
- Ensures that a comprehensive assessment system includes the collaborative analysis of both formative and summative data
- Promotes shared leadership and shared responsibility that supports the development of leadership at every level

**DIRECTOR OF CURRICULUM & INSTRUCTION**
- Establishes and facilitates a systemic approach to continuous district improvement focused on student learning that strengthens Collaborative Professional Learning
- Promotes a district culture that supports collaboration
- Works collaboratively with district and school leaders to ensure an effective PLC process
- Shares leadership to build mutual accountability and responsibility for student learning by supporting the growth of teacher leadership
- Provide time and structures for collaborative collegial conversations related to curriculum, instruction, and assessment
- Ensures that a comprehensive assessment system includes the collaborative analysis of both formative and summative data
- Ensure the collaborative development and implementation of viable, standards-aligned curricula that include: common, student learning objectives; valid, reliable, assessments; a variety of challenging, engaging and effective instructional strategies and practices; and appropriate levels of targeted and timely interventions
- Provides multiple opportunities for building leaders to collaboratively develop and deliver professional learning and share their best practices across the district

**SUPERVISOR**
- Sets clear expectations for professional behavior that emphasize and support professional collaboration
- Celebrates success and provides opportunities to share best practices across the district
- Shares leadership to build mutual accountability and responsibility for student learning by supporting the growth of teacher leadership
- Works collaboratively with district and school leaders to ensure an effective PLC process
- Ensures the collaborative development and implementation of viable, standards-aligned curricula that include: common, student learning objectives; valid, reliable, assessments; a variety of challenging, engaging and effective instructional strategies and practices; and appropriate levels of targeted and timely interventions
- Facilitates district-wide PLC meetings of teacher leaders to ensure the collaborative development of a viable, standards-aligned curriculum
- Leads collaborative analysis of district-wide assessment data with district teams to determine how the results of data analysis will change practice and improve student learning
- Provides collaborative, job-embedded professional learning opportunities and resources that will allow teachers to develop valid, reliable, well-aligned assessments, use effective protocols to analyze data, and share their best practices
**PRINCIPAL**

- Establishes and facilitates a systemic approach to continuous school improvement focused on student learning that strengthens Collaborative Professional Learning
- Promotes a school culture that supports collaboration
- Works collaboratively with district and school leaders to ensure an effective PLC process.
- Shares leadership to build mutual accountability and responsibility for student learning by supporting the growth of teacher leadership
- Sets clear expectations for professional behavior that emphasize and supports professional collaboration
- Celebrates success and provides opportunities to share best practices within the school and across the district
- Provide time and structures for collaborative collegial conversations related to curriculum, instruction, and assessment
- Ensures, through observation, review of unit plans, and ongoing dialogue with PLC teams, that teachers: (1) develop well-structured lessons with common, standards-based SLOs, (2) develop valid, reliable, well-aligned assessments; and (3) employ a variety of challenging, engaging, and effective instructional strategies and practices so that all students are taught a standards-based curriculum and receive appropriate levels of targeted and timely intervention.
- Monitors changes in practice and student learning resulting from the work of PLC teams that is focused on curriculum, instruction, and assessment
- Regularly reviews common formative and summative assessment data and has follow-up discussions with teachers and PLCs
- Provides collaborative, job-embedded professional learning opportunities and resources that will allow teachers to develop valid, reliable, well-aligned assessments, use effective protocols to analyze data, and share their best practices

**TEACHER LEADER**

- Facilitates PLC meetings
- Ensures that PLCs have established norms, for which they hold each other accountable, to guide their professional work
- Models clear expectations for professional behavior that emphasize and support professional collaboration
- Leads collaborative discussions related to developing, implementing, reflecting on and revising a well-aligned curriculum
- Leads collaborative analysis of formative and summative unit data using effective protocols with school-based PLC teams
- Leads dialogue to determine how the results of data analysis will change practice and improve student learning
- Works with other PLC team leaders to ensure both horizontal and vertical articulation
- Provides opportunities for shared leadership of the PLC team to support the growth of teacher leadership
- Works collaboratively with school and district leaders to ensure an effective PLC process

**BUILDING LEADERSHIP**

**SHARED LEADERSHIP CAR FRAMEWORK**

- Culture: Communication of Connections and High Expectations
- Inclusion and Collaboration
- Communication: Communication of Connections and High Expectations
- Collaborative Leadership
- Continuous School Improvement
- Leadership: Communication of Connections and High Expectations
- Professional Leadership
NJDOE/CAR PROJECT TIMELINE

SPRING 2019: DOE ELA & Math Units Released

2019-20: Planning Year for Districts

2020-21: Implementation Year for Districts

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<td>Central</td>
<td>North Brunswick High School, North Brunswick</td>
<td>9 a.m.–11:30 a.m.</td>
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Capturing Team Feedback

1. **What would be the benefits of your school/district using the DOE Instructional Units within the CAR framework?**

2. **What would your school/district need to support the implementation of the CAR vision?**
EXIT TICKET

Please use at least three of the following prompts to share your thoughts on today’s session in the box below:

*Today I learned . . .*

*The most useful thing I will take from today is . . .*

*I was surprised by . . .*

*I was interested in . . .*

*What I liked most about today was . . .*

*One thing I’m not sure about is . . .*

*I want to find out more about . . .*

*After today’s session, I feel . . .*

*One thing that would have helped me gain more from today is . . .*

*One other comment I would make is . . .*