ARTS PLT 2010

Arts Department Goal for the year 2010

Use available Data to inform teaching strategies aimed at improving student literacy skills relevant to the Arts.

And to generate, develop and use data to consolidate skills specific to individual Arts disciplines.

Agenda

- Summary of 2009 PLT work

- Improving student learning via improved teacher practice

- Meeting Protocols

- Timeline – by the next meeting we will be forming our goals

- Digging into Data – VCE/VELS/Our own?

- Collecting our own data

2009

- We firstly looked at available data – this led to us realising:

    1. we had some VCE data that was useful

    2. we had very little other data

- We then resolved to pursue the collection of our own data

Improving Student Outcomes

- This can be through changes in curriculum, changes in teaching practices, changes in learning strategies

- To decide what to do we have to use data based evidence to find where we need to focus attention – e.g. Analysing VCE results to target weaknesses or areas to focus

2010

- We need to re-look at what data we have and what data we need

- We need to decide if the PLT goal accurately reflects where we are in 2010

- We need to plan our individual goals with the PLT goal in mind

Meeting Protocols

Expectations

- All staff are to attend their scheduled meeting
- The whole group is accountable and responsible to each other
- All staff should actively participate in the meeting
- All materials will be circulated as preparation or pre- reading for next meeting. Where pre-reading is distributed it should be accompanied with annotations and/or questions to guide thinking
- All staff are to be engaged in between meeting activities
- Staff absent for a meeting should complete the between meeting activities and provide relevant materials to PLT leader prior to the scheduled meeting
- Maintain a focus on teacher professional learning (vs. departmental operational matters)

Meeting Protocols

Time of Meetings

- The start and finish times are outlined in the PLT schedule and should be adhered to
- Any variation to the start and finish times should be negotiated with the Deputy Principal, Leader of Learning
- No other meetings are to be scheduled during PLT meeting times – Year 12 classes are an exception
- Appointments outside of school should be avoided for days where meetings are scheduled to finish at 4.30pm

Meeting Protocols

Setting the Agenda

- The agenda should have as its focus the improvement of student learning outcomes and the pedagogy of teachers
- The agenda should be set and distributed prior to the day of the meeting
- The key agenda items should emerge from a consensus of the group in the previous meeting

Meeting Protocols

Communication

- Agendas and minutes are to be distributed to all members and Critical Friend 1 and Curriculum Leader

- A folder should be maintained in the appropriate KLA area on the TDrive for 2010 PLT which contains all agendas, minutes and where possible copies of materials distributed for reading or discussion

Timeline

Term 1
- Digging into the data (Data Wise Step 4)
- Identify a "learner centered problem" (Data Wise Step 4)

Term 2 & 3
- Restate the identified learner centered problem as a "problem of practice" (Data Wise Step 5)
- Examine Instruction (Data Wise Step 5)
- Develop an action plan (Data Wise Step 6)
- Plan to assess progress (Data Wise Step 7)
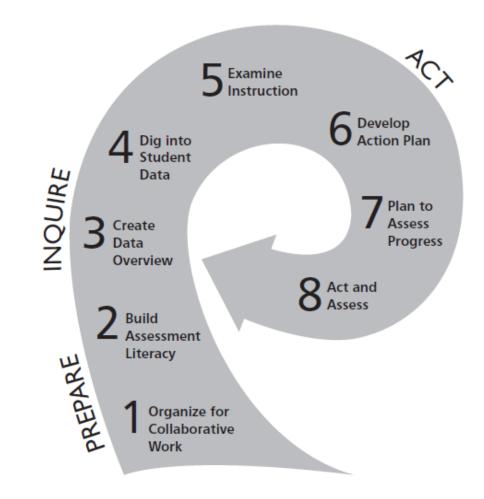- Implement Action plan (Data Wise Step 8)

Term 4
- Implement Action Plan (Data Wise Step 8)
- Assess and cycle back (Data Wise Step 8)
- Plan for 2011

Timeline

- Next meeting we will be making some decisions on our individual goals
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PLT:
Learning Centered Problem:
Problem of practice:
Individual goal related to problem of practice:

DATAWISE

PREPARE

1 Organize for Collaborative Work
2 Build Assessment Literacy

INQUIRE

3 Create Data Overview
4 Dig into Student Data
5 Examine Instruction

ACT

6 Develop Action Plan
7 Plan to Assess Progress
8 Act and Assess

Digging Into Data

- **Step 4 Digging Into the Data**
- This stage is involves digging into the data to identify a "learner-centered problem" – a problem of understanding or skill that is common to many students and underlies their performance on assessments. The process of digging into the data can deepen your teams understanding of students performance, help you move past "stuck points" ("We're teaching it but they are just not getting it") and allow you to come to an understanding of the areas in which students need most support

Digging into Data

- VCE – from VASS
- VELS, etc. – through the information that Fred has prepared.
- (This is unreliable so we need to collect our own)
- We also need to have our data accessible and consistent

Collecting our own data

- We need to specify what we are collecting
- We need to quantify what the data tells us and agree upon work quality
- We need to specify criteria so that we are consistent
- We need to collect and store that data in a way that is uniform and accessible

What to do next?

- This will depend where you are on the Datawise continuum

- Once we have used data to pinpoint an area of focus we have several options:

    1. The content of curriculum

    2. The delivery of curriculum by teachers

    3. The ways different ways students can complete the curriculum

Areas of Focus for 2010

These include:

    1. The use of the Marzano Teaching strategies

    2. Possibly in conjunction with the
    videotaping
        of teaching