PROFESSIONAL LEARNING COMMUNITIES:

Operationalizing
the Big Picture

Where is your school/district in the big picture of PLC implementation?

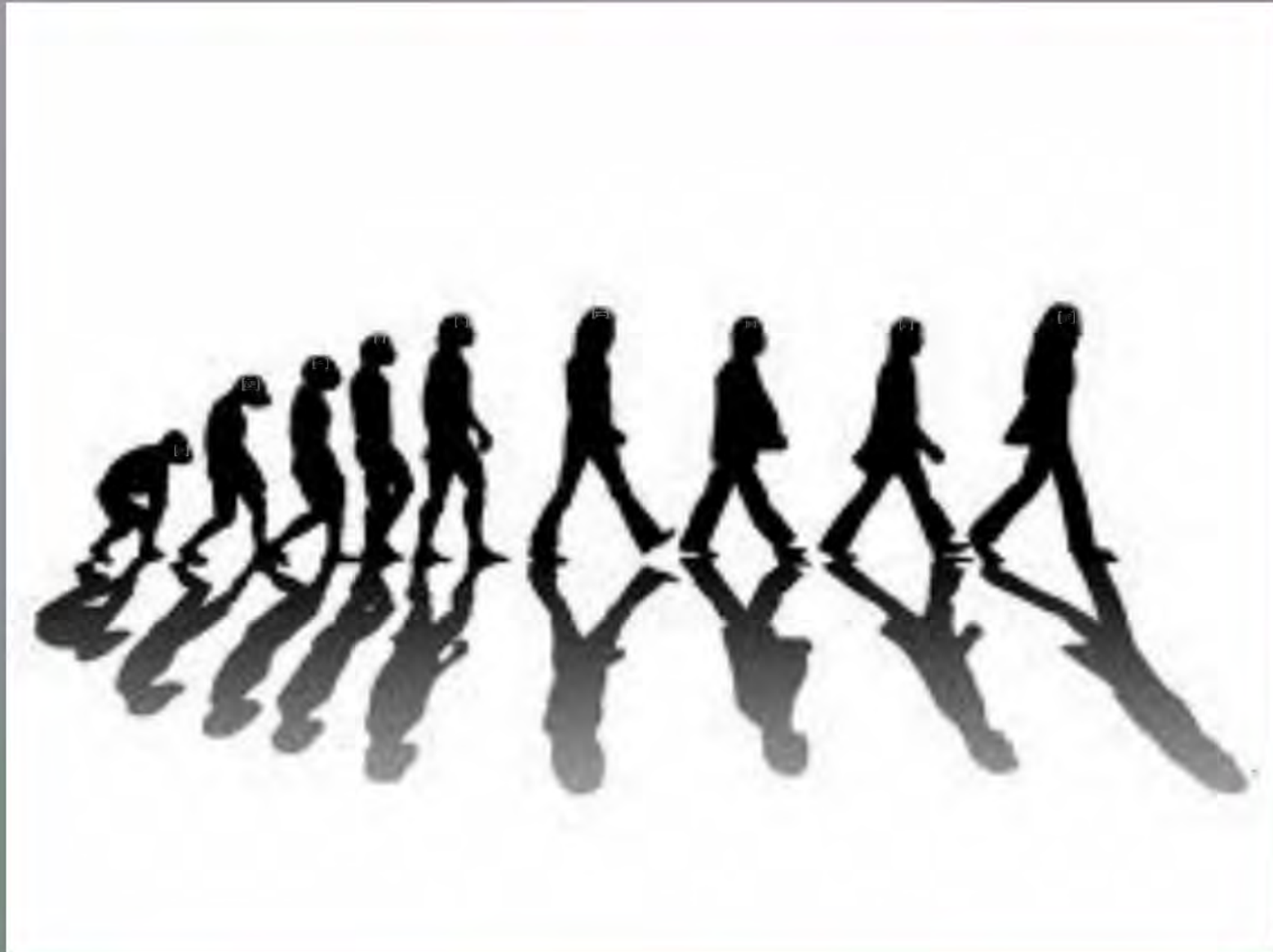📱 Text a **CODE** to **37607**   💻 Submit a **CODE** to **http://PollEv.com**

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Sketch Outline | **376456**

Shaded Drawing | **376457**

Masterpiece | **376458**

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The PLC Evolution of Liberal High School

August 2009

- Implemented "PLC's" as part of the "Chalklines for Success" district initiative
- Training for teachers– None
- PD-based
- Included only math and English teachers

Spring-Summer 2010

- Spring 2010 - Collaboration, common assessments, and data analysis in core subject PLC's became a part of the LHS School Improvement Plan
- Researched PLC's on websites and in professional journals

Summer 2010

- Searched for a PLC manual to use as a reference
- Began my own PLC manual

August 2010

- Refined "PLC's"
- Training for teachers – once on mission, vision, and goals
- Included all faculty
- Core class departments were teamed together; most other groups were random
- Teams made SMART goals - but with no follow-up

June 2011

- Attended PLC at Work Institute in San Antonio

July – August 2011

- Updated PLC manual to support the implementation of true PLC's

August 2011

- Implemented real PLC's
- Training for teachers – all teachers once as PD and ongoing on team-by-team basis that focused on the PLC process and philosophy; frequent check-ins with PLC Leaders
- Teams were made of departments and mostly by course; no PE or Special Ed. teams
- PLC's were communicated as non-negotiable
- Completed Critical Issues for Team Consideration each semester
- Depth of implementation varied from team to team

August 2011-October 2011

- Updates were made to the manual
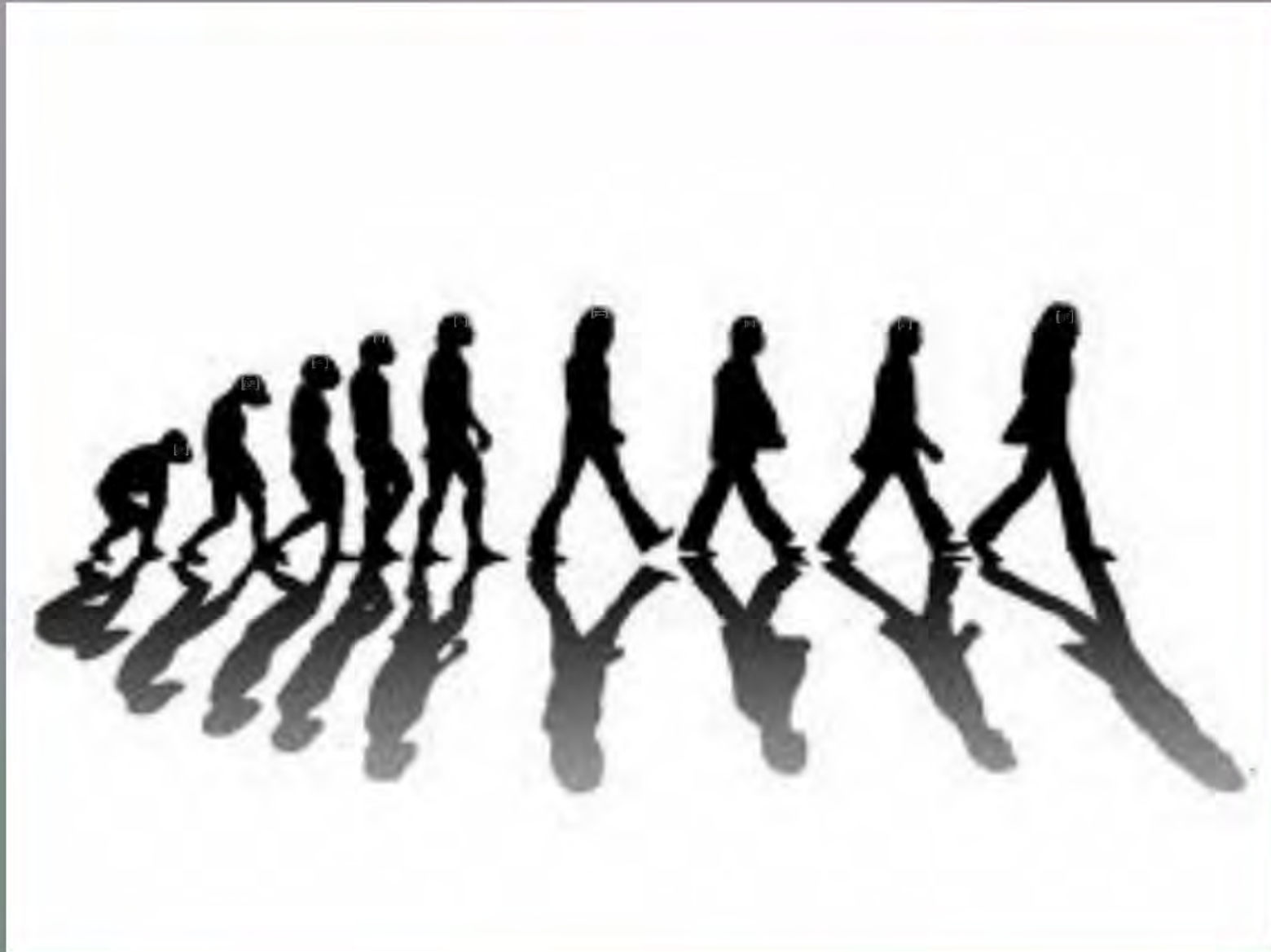- Sent manual to Rick DuFour for feedback in October 2011

August 2012

- Further refined implementation of PLC's
- Training for teachers – three meetings of introduction and gradual release of responsibility; ongoing with PLC Leaders and teams on as needed basis
- Will complete Critical Issues for Team Consideration quarterly
- System for checking products

LIBERAL HIGH SCHOOL

θέματα βαθμολόγησης

"Graduation Matters"

College & Career Readiness

Common Core Standards

AVID (Advancement Via Individual Determination) — WICOR Strategies / eTime Conferences with Teachers and Counselors

Capturing Kids' Hearts — Social Contracts / Handshake Greeting / EXCEL Model

Literacy First — Anatomy of a Lesson / Academic Learning Time / MIRP during eTime

Professional Learning Communities

Focus on Learning / Build a Collaborative Culture / Focus on Results

The PLC Evolution of Liberal High School

Definition of a PLC

"An ongoing process in which
lucators work collaboratively in
urring cycles of collective inqui
l action research to achieve bett
sults for hte students they serve
uFour, DuFour, Eaker, & Man

Cultural Shifts with a PLC

- From working independently or in groups to working together as a team
- From a focus on teaching to a focus on learning
- From "my" kids to "our" kids
- From discussions about intentions to discussions about results
- From occasional summative assessments to frequent common assessments

Collaboration

"A systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results."

(DuFour, DuFour, & Eaker, 2010)

Systematic

- Purpose of a system - reduce variability
- Variability in teacher output - inconsistent quality for students
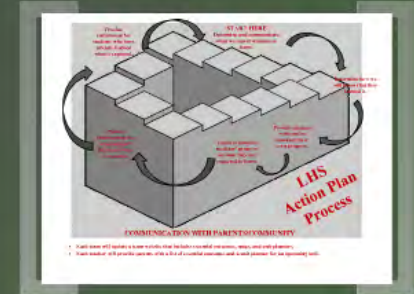
(Mike Neece, AVID Leadership for Expanding Schoolwide Launch, 2012)

- Benefits
  - Clarity in communication
  - Replication of success
  - Less students fall through the cracks
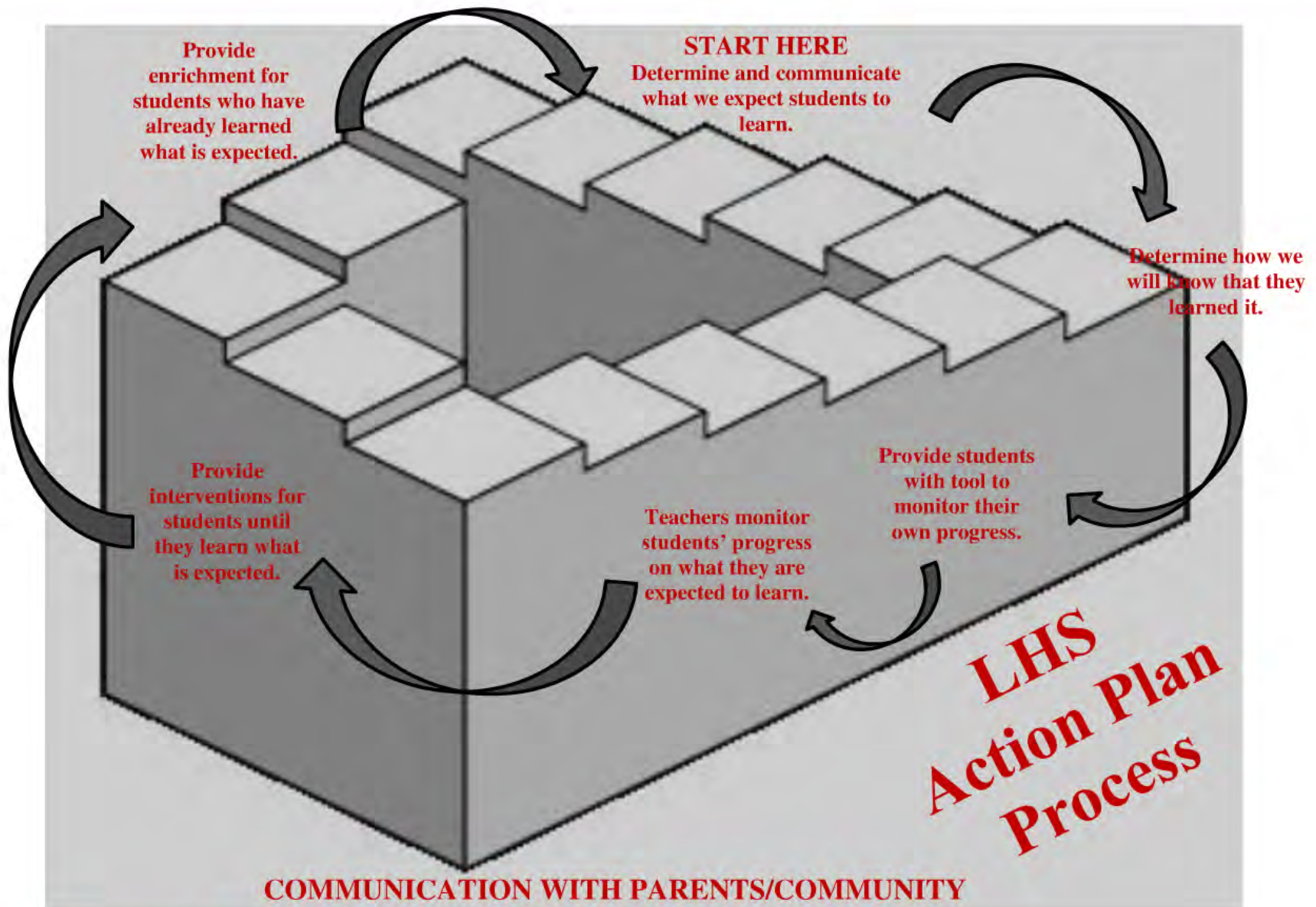 - Avoid "educational lottery"

3 Big Ideas

1. Learning as the fundamental purpose
2. Culture of collaboration
3. Focus on results

4 Questions

1. What do we want students to know and/or be able to do?

2. How will we know if they have learned it?

3. What will we do if they did not learn it?

4. What will we do to extend and enrich the learning of those who have already learned it?

Provide enrichment for students who have already learned what is expected.

START HERE
Determine and communicate what we expect students to learn.

Determine how we will know that they learned it.

Provide interventions for students until they learn what is expected.

Teachers monitor students' progress on what they are expected to learn.

Provide students with tool to monitor their own progress.

LHS Action Plan Process

COMMUNICATION WITH PARENTS/COMMUNITY

- Each team will update a team website that includes essential outcomes, maps, and unit planners.
- Each teacher will provide parents with a list of essential outcomes and a unit planner for an upcoming unit.
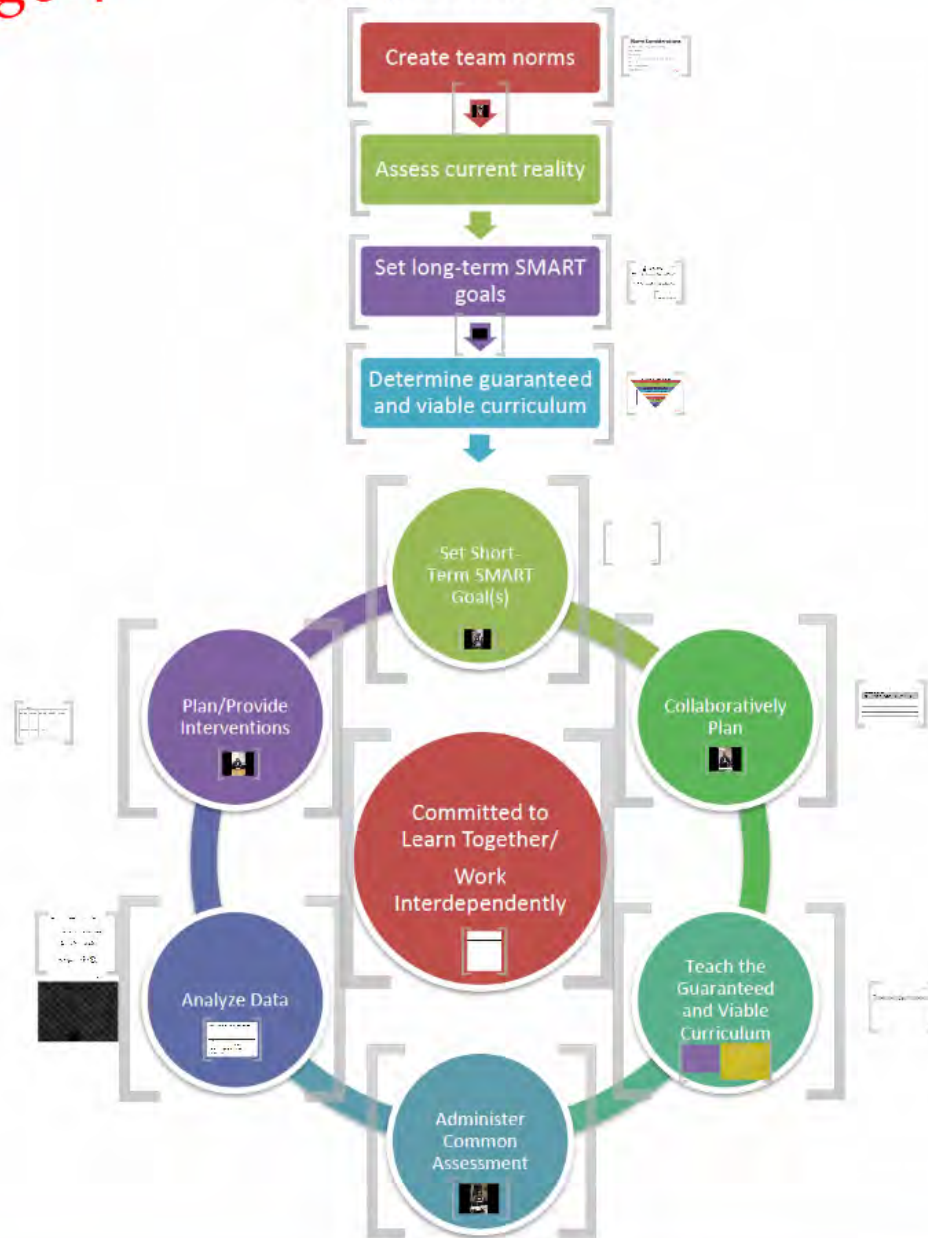
Systematic Proc

Create team norms

Norm Considerations

- Time - Start, end, agenda items
- Preparation
- Speaking
- Cell phones, laptops, other distractions
- Conflict
- Professionalism
- Participation

Assess current reality

Set long term SMART

Set long-term SMART goals

Determine guaranteed

**SMART GOAL
FILL-IN-THE-BLANK**

Current Reality: Last year by _____ (DATE), _____% of our students in _____ (this course/grade level) met or exceeded proficiency in _____ _____as measured by _____.

SMART Goal: By _____ (DATE), _____% of our students in _____ (this course/grade level) will meet or exceed proficiency in _____ _____as measured by _____.

EXAMPLE:

Current Reality: By May, 2011, 89% of our students in math/English met or exceeded the proficiency standard on each strand (sub-test) of our end-or-course assessment.

SMART Goal: By May, 2012, at least 95% (or some number greater than 89%) of our students in math/English will meet or exceed the proficiency standard on each strand (sub-test) of our end-or-course assessment.
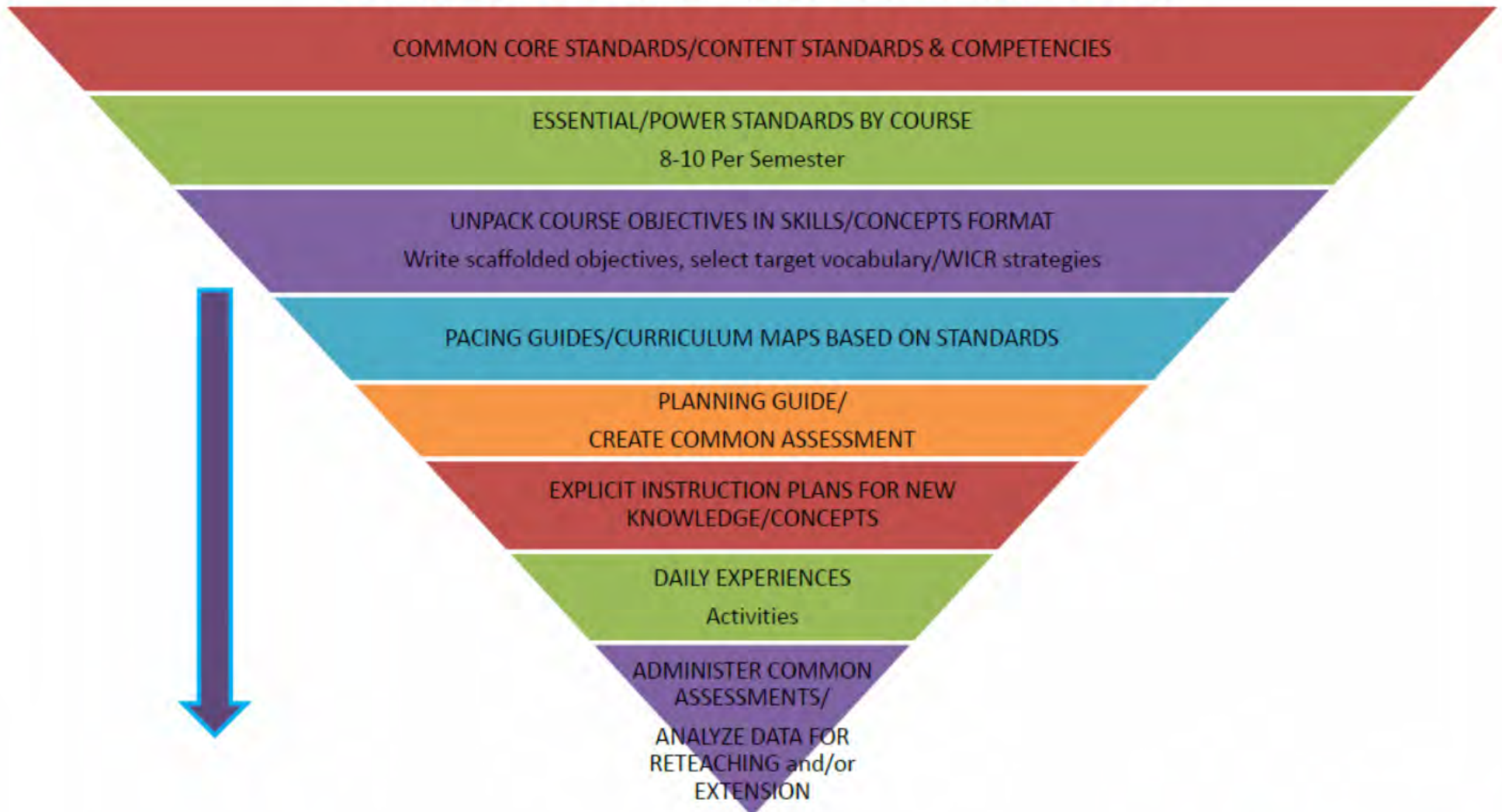
goals

Determine guaranteed
and viable curriculum

GUARANTEED AND VIABLE CURRICULUM

COMMON CORE STANDARDS/CONTENT STANDARDS & COMPETENCIES

ESSENTIAL/POWER STANDARDS BY COURSE

8-10 Per Semester

UNPACK COURSE OBJECTIVES IN SKILLS/CONCEPTS FORMAT

Write scaffolded objectives, select target vocabulary/WICR strategies

PACING GUIDES/CURRICULUM MAPS BASED ON STANDARDS

PLANNING GUIDE/

CREATE COMMON ASSESSMENT

EXPLICIT INSTRUCTION PLANS FOR NEW KNOWLEDGE/CONCEPTS

DAILY EXPERIENCES

Activities

ADMINISTER COMMON ASSESSMENTS/

ANALYZE DATA FOR RETEACHING and/or EXTENSION

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Set Short-Term SMART Goal(s)

SMART GOAL

S – Specific — says exactly what the learner will be able to do (as in ACTION!)

M – Measurable — can be observed (meaning a tangible product; not abstract like "learn" or

"understand")

A – Attainable — for the participants within scheduled time and specified conditions

R – Results Based & Relevant — there should be a way for students to demonstrate their learning;

relevant to the needs of the student

T – Time-framed — achievable by the end of time frame set by the team

SMART GOAL FILL-IN-THE-BLANK

By _____ (DATE), students will be able to _____

(SPECIFIC/MEASUREABLE ACTION) with _____ (ATTAINABLE RESULTS/ACCURACY).

Short and Long Term Goals:
Set short-term and a long-term goal(s), which can be revised or adjusted based on data/information.

Based on discussion and analysis of assessment results, teachers agree on which of their common goals to address and on their common next steps.

✓ For a short-term goal, the group chooses from their Guaranteed and Viable Curriculum something that is not dense and therefore requires shorter and less complex re-teaching. Students' achievement should be reassessed within a short period of time— three weeks or less.
✓ For a long-term goal, the group chooses from their Guaranteed and Viable Curriculum something that is dense and takes longer to remediate. They agree on tools and a timeline for short formative assessments along the way and a summative assessment.

When planning for re-teaching, lesson details would be helpful to team members. A best practice would be to specify the explicit instruction, the frequency and extent of modeling, what will be used for guided practice, etc.

The group should consider-what can be omitted, postponed, or de-emphasized to provide time for re-teaching.
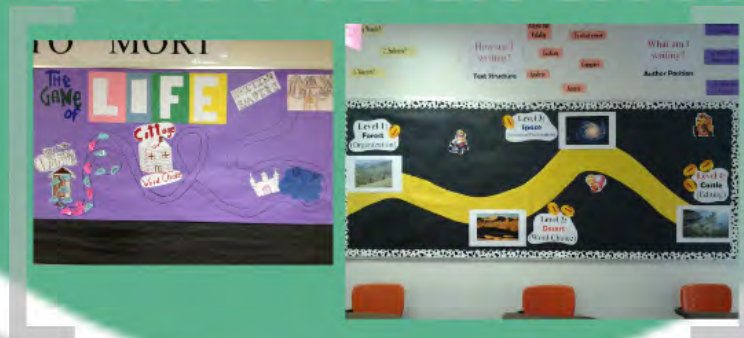
Collaboratively Plan

COURSE ESSENTIAL OUTCOMES/POWER STANDARDS PLANNER

COURSE:

PART ONE: WHAT DO WE WANT STUDENTS TO LEARN?					
SMART GOAL: _____					
ESSENTIAL OUTCOME/ POWER STANDARD	SCAFFOLDED DAILY OBJECTIVES	ANCHORING AND SUGGESTED TEXTS	ACADEMIC VOCABULARY	PROCESSES/ STRATEGIES	HIGH-LEVEL QUESTIONS/ WRITING PROMPTS

PART TWO: HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?	
Date of Common Assessment:	Assessment/Rubric/Criteria:

PART THREE: WHAT WILL WE DO IF THEY HAVEN'T LEARNED IT?
Interventions:

PART FOUR: WHAT WILL WE DO WHEN THEY ALREADY KNOW IT?
Advanced Instruction/Enrichment:

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Curriculum

ESSENTIAL OUTCOME STUDENT PROGRESS MONITOR
(Demonstration of Learning/Closure of Lesson)

Class _____   Date _____

CAN YOU… (Objectives)	YES/NO RATE 1-5	PROVE IT (Tell a partner Write it down)	IDEAS FOR IMPROVEMENT (Metacognition)

Administer Common Assessment

Analyze Data

Report III:

Teachers will discuss commonly missed questions. They will try to determine what caused the high failure rate and how they might be able to remedy the situation.

The PLC Data Reflection Summary should be completed by the recorder during the meeting. Copies should be made immediately and given to each member of the team and to the principal.

Date:	Subject/Grade:
Recorder:	Team Leader:
1) On what three standards/skills did our students do the worst? What might be some of the reasons?	
2) Are there any specific vocabulary/notations that our students need to review/learn to be more successful on standard mastery?	

PLC Data Reflection Summary (Short-Term Goal for Interventions)

A. Short-Term Standard/Skill Focus: (summarize discussion in each area)

1) Essential Standard/Skill: _____ **What will students learn?**	2) Select (deconstruct) the standard/skill to be taught: (**Underline areas of greatest need, if applicable.**)		
3) Commonly Agreed Upon: ▪ Instructional Strategies: ▪ Materials and Resources:	4) Next Steps:	5) Timeline (**include formative assessments, if applicable**):	6) Who is responsible:
7) Follow-up Assessment(s) **How will we know that students are learning?**	8) SMART Goal for Interventions (**Strategic/specific Measurable, Attainable Results-orientated, Time-bound**): S = specific standard/skill (what students will be able to do) M = with the goal of all students passing A = using the strategy/strategies to support and reteach R = with as evidence T = I will reassess/re-evaluate in (days/weeks) to monitor progress		
9) Determine/Select/Develop common assessment(s) to be administered:			

Name: _____ Assessment: _____ Date:_____ Hour: _____

Question # 1	I answered this question right 🙂 • Did you use process of elimination? 　　yes　　no　(circle one) • Explain your thought process: • Why/How I knew my answer was right:	I answered this question wrong 🙁 • Did you use process of elimination? 　　yes　　no　(circle one) • Explain your thought process: • What to do next time to avoid the same mistake: • Do you need extra help on this topic? 　　yes　　no　(circle one)
Question # 2	I answered this question right 🙂 • Did you use process of elimination? 　　yes　　no　(circle one) • Explain your thought process: • Why/How I knew my answer was right:	I answered this question wrong 🙁 • Did you use process of elimination? 　　yes　　no　(circle one) • Explain your thought process: • What to do next time to avoid the same mistake: • Do you need extra help on this topic? 　　yes　　no　(circle one)
Question # 3	I answered this question right 🙂 • Did you use process of elimination? 　　yes　　no　(circle one) • Explain your thought process: • Why/How I knew my answer was right:	I answered this question wrong 🙁 • Did you use process of elimination? 　　yes　　no　(circle one) • Explain your thought process: • What to do next time to avoid the same mistake:

	Identify the independent variable and dependent variable in a lab experiment.	Define and identify the control group in an experiment.	Define a placebo.	Differentiate between the control group and the experimental group.	Define independent and dependent variable.	When graphing, place the independent and dependent variables on the proper axises when constructing a graph from given data.	Illustrate data properly.	List the type of data used to construct each type of graph.	Identify the type of graph to be illustrated.	List the components needed when illustrating data.	Ana specifi from graphs
	Unit : Independent and Dependent Variables						Unit : Graphing				
osta											
Ortiz											
acio											
ez-Ruiz											
tcherside											
arcia											

INTERVENTION GROUPING

For Unit Plan: _____

5 Exemplary	4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Academic Warning
Criteria for this level:	Criteria for this level:	Criteria for this level:	Criteria for this level:	Criteria for this level:
Student Names:	Student Names:	Student Names:	Student Names:	Student Names:
CHALLENGE OR EXTENSION ACTIVITY	CHALLENGE OR EXTENSION ACTIVITY	REINFORCEMENT MATERIALS	RETEACH MATERIALS	RETEACH MATERIALS

Set Short-Term SMART Goal(s)

Committed to Learn Together/

Work Interdependently

Appendix C—Support Document Guide for Critical Issues for Team Consideration

Critical Issues for Team Consideration	Supporting Document
1. We have identified team norms and protocols to guide us in working together.	Professional Learning Community Meeting Agenda/Notes, PLC Team Etiquette Guiding Questions, pp. 6, 8
2. We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.	SMART Goal, SMART Goal Fill-In-the-Blank pp. 10, 11
3. Each member of our team is clear on the essential learning of our course in general as well as the essential learning of each unit.	Course Essential Outcomes/Power Standards Pacing Guide, Course Essential Outcomes/Power Standards Planner (Unit Planner) pp. 14, 15
4. We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.	Guaranteed and Viable Curriculum, Guaranteed and Viable Curriculum Planner pp. 12, 13
5. We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.	Guaranteed and Viable Curriculum, Guaranteed and Viable Curriculum Planner pp. 12, 13
6. We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.	Course Essential Outcomes/Power Standards Pacing Guide pp. 14
7. We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.	Course Essential Outcomes/Power Standards Planner (Unit Planner) p. 15
8. We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.	Course Essential Outcomes/Power Standards Planner (Unit Planner) p. 15
9. We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.	Course Essential Outcomes/Power Standards Planner (Unit Planner), Assessment Planning pp. 15, 25-26
10. We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.	Course Essential Outcomes/Power Standards Planner (Unit Planner) p. 15
11. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.	Intervention Grouping p. 33
12. We have developed common summative assessments that help us assess the strengths and weaknesses of our program.	Assessment Planning pp. 25-26
13. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.	Assessment Planning pp. 25-26
14. We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.	Course Essential Outcomes/Power Standards Planner (Unit Planner), Intervention Grouping pp. 15, 33
15. We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.	Course Essential Outcomes/Power Standards Planner (Unit Planner), Intervention Grouping pp. 15, 33
16. We evaluate our adherence to and the effectiveness of our team norms at least twice each year.	
17. We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of	Teacher Reflection, Intervention Grouping, Essential Outcome Class Progress Monitor, PLC Data Analysis Template pp. 31-39
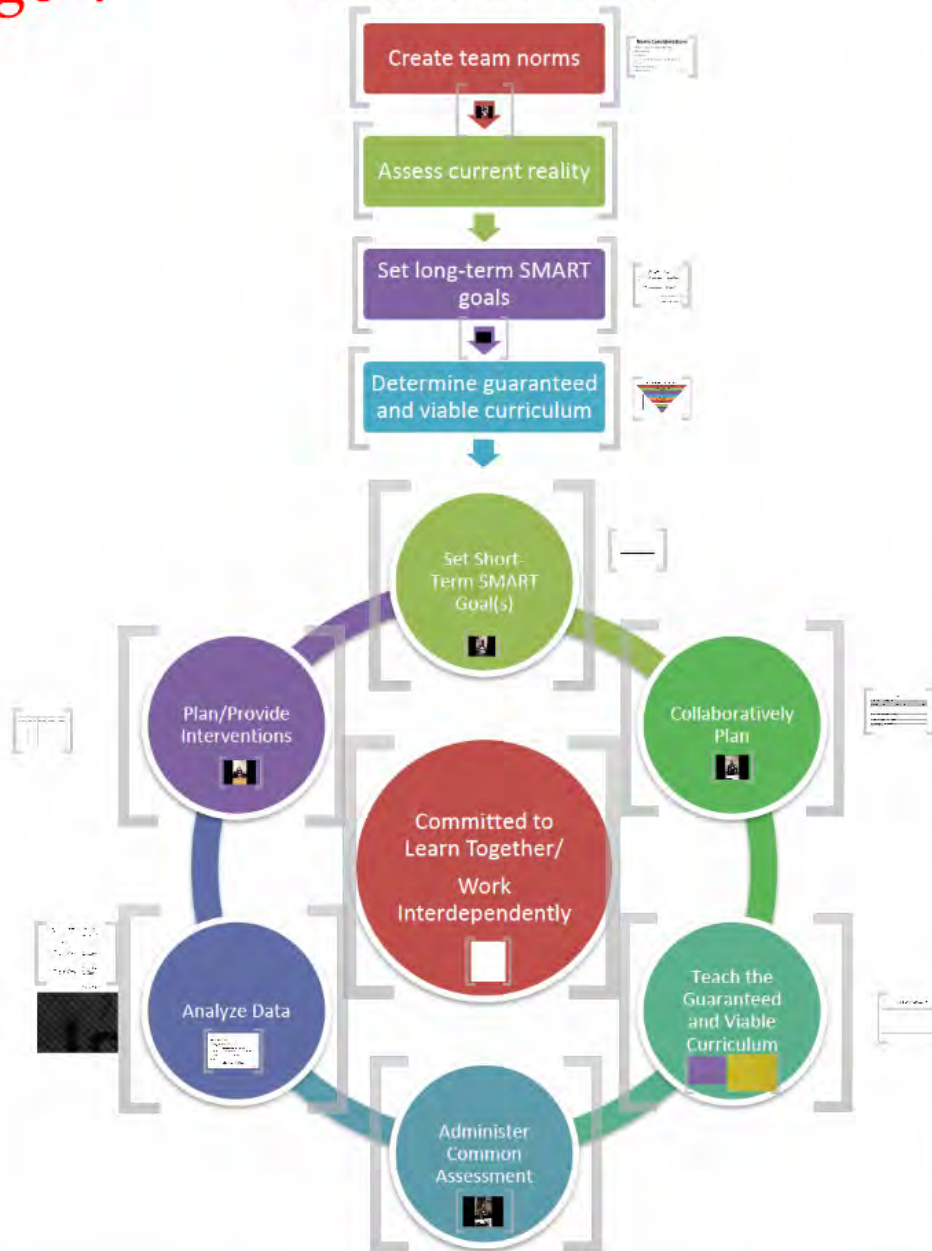
Teams/Leaders

- Core teams based on like grade level courses
- Elective teams based on departments
- CTE Team
- Counselors
- Leadership Team
- Instructional Coaches (building/secondary)
- Non-negotiable plan periods
- Leaders are assigned; however, teams may rotate roles

PLC

NON-NEGOTIABLES/NEGOTIABLES

NON-NEGOTIABLE	NEGOTIABLE
Purpose The purpose of PLC's is to ensure that all students are learning at high levels.	
Demonstration of the Big Ideas 1. Accept learning as the fundamental purpose of our school and be willing to examine all practices in light of their impact on learning 2. Cultivate a collaborative culture. 3. Assess effectiveness on the basis of results.	
Scheduling /Collaboration Time • Each teacher's plan period will be scheduled to coordinate with teachers in his/her PLC. No exceptions. • One hour of plan time each school week, regardless of the length, will be used for collaboration and planning with PLC's.	Scheduling/ Collaboration Time • The day and room for collaboration and planning may be determined by the team.
Norms • Each PLC must create a set of norms. • Norms should be reviewed each meeting.	Norms • The method for creating the set of norms and the method of review may be determined by each PLC.
SMART Goals • Each team must set SMART goals both on a long term and short term basis, that pertain to that team's commonality, and that are the focus of the PLC.	SMART Goals • The SMART goals created are determined by each PLC.
Data/Evidence • Each PLC must analyze data and provide evidence as a basis for decisions.	Data/Evidence • The method for data analysis may be determined by each PLC.
Team Products • Products of PLC collaboration will be given a due date and are expected to be turned in on time.	Team Products • Each PLC may determine its own smaller due dates and/or individual assignments.

Product Deadlines – YEAR 3

Example

Product	Date/ Deadline
Critical Issues/SMATT Goal/Team Roles/Long-Term SMART Goal/Course Essential Outcomes (G & V)	Aug. 31st
Unit Plan/Progress Monitoring Tool	Sept. 7th
Data Analysis Template/Intervention Groupings/Unit Plan	Oct. 5th
Critical Issues/SMATT Goal	Oct. 17th
Data Analysis Template/Intervention Groupings/Unit Plan	Nov. 9th
Critical Issues/SMATT Goal	Dec. 12th
Data Analysis Template/Intervention Groupings/Unit Plan	Dec. 14th
Data Analysis Template/Intervention Groupings/Unit Plan	Feb. 1st
Data Analysis Template/Intervention Groupings/Unit Plan	March 1st
Critical Issues/SMATT Goal	March 20th
Data Analysis Template/Intervention Groupings/Unit Plan	April 5th
Data Analysis Template/Intervention Groupings/Unit Plan	May 10th
Critical Issues/SMATT Goal	May 15th

Points of Pride

- The "cogs are turning" at LHS
- Those who are not on board are the exception
- Blog entry on AllThingsPLC
- LHS is Inspirational Story on AllThingsPLC
- We've been contacted about and/or schools/districts are using the manual in eight states.
- Ginny was asked by the DuFours to discuss the manual at PLC training in Wichita last April.

"Wow. Have you put together a valuable resource to help your teachers move forward...This is one of the best examples I have seen of a leadership team attempting to provide teachers with the clarity, templates and resources to succeed in the important work they are being asked to do."

<div align="right">Dr. Rick DuFour, PLC at Work</div>

"I wish we would have had a manual this complete, specific and detailed when we implemented PLC's at Ponca City High School. I find your course Essential Outcomes/Power Standards Planner and Unit Plan Rubric especially helpful...I find it to be phenomenal!"

<div align="right">Dr. Linda Powers, Literacy First Senior Consultant</div>

"...we are excited to share your terrific work with all who visit <u>allthingsplc.info</u> for years to come. And of course we look forward to showcasing Liberal High School as a model PLC at Work as soon as the "Evidence of Effectiveness" guidelines are met."

<div align="right">Becky DuFour</div>

Thank you for attending! Please feel free to contact us anytime.

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