

PLCs at CPS



Question to Discuss

Do you truly believe that all students can learn at high levels?

Discuss

Desired Outcomes

- © Discuss PLCs and how they play a part in our mission and vision.
- © Discuss and understand the importance of establishing collective values for a PLC team and the role these values play in successful PLC teams.
- © Provide time for each grade level to meet as a PLC to discuss and, ultimately, agree upon collective values for the team.



4 Schools Activity

Read through the description/mission statement of each of the 4 schools.

- 1.) Which school did you attend growing up?
- 2.) Which school would you want your son/daughter to attend?
- 3.) Which school are we (CPS)?



The 4 Schools

Charles Darwin High:

- We believe all kids can learn...based upon their ability.

Pontius Pilate High:

- We believe all kids can learn...if they take advantage of the opportunity we give them to learn.

The Chicago Cub Fan Charter School:

- We believe all kids can learn...something, and we will help students experience academic growth in a warm and nurturing environment.

Henry Higgins High:

- We believe all kids can learn...and we will work hard to help all students achieve high standards of learning.



Activity: What Impacts Student Achievement?

With your grade level PLC, order the educational influences from least impactful on student achievement to greatest. Be ready to share your reasoning.



What Works?

Questioning

Teacher/Student Relationships

Classroom Discussion

Response to Intervention

Collective Teacher Efficacy

Retention

Teacher Subject Matter Knowledge

Reducing Class Size

PBL

Student Motivation



What Does the Research Say?

Retention: -0.32

Teacher Subject Matter
Knowledge: 0.11

Reducing Class Size: 0.21

PBL: 0.26

Student Motivation: 0.42

Questioning: 0.48

Teacher/Student
Relationships: 0.52

Classroom Discussion: 0.82

Response to Intervention:
1.29

Collective Teacher Efficacy:
1.57

EFFICACY

1.57

SELF-EFFICACY

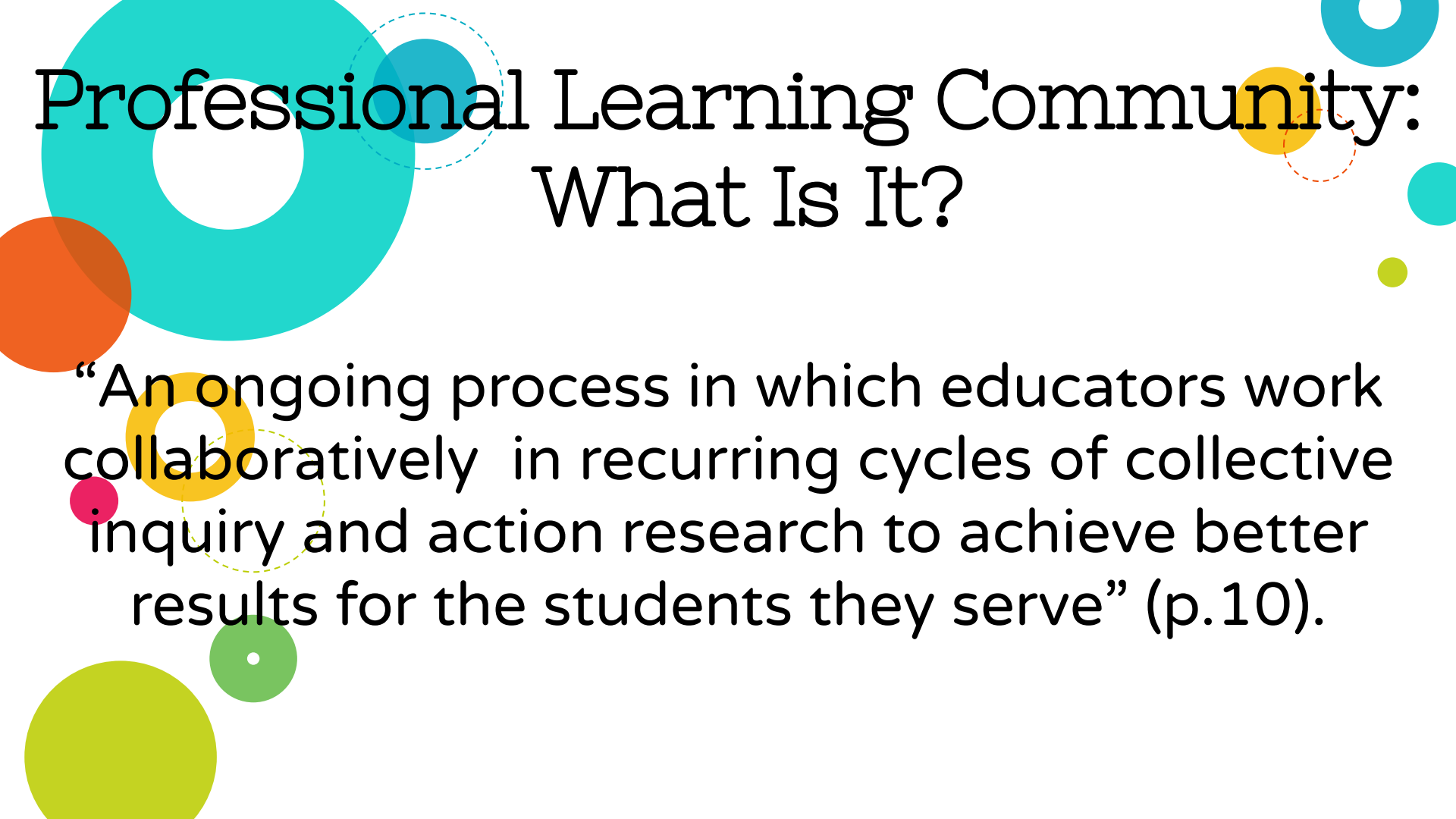
COLLECTIVE

TEACHER

EFFICACY

1.57

COLLECTIVE TEACHER EFFICACY REPRESENTS THE OVERALL BELIEF OF A SCHOOL AND ITS TEACHERS THAT THEY CAN MAKE A DIFFERENCE IN THE LEARNING OF ALL STUDENTS REGARDLESS OF WHERE THEY CAME FROM AND WHAT THEY BRING WITH THEM TO THE SCHOOL DOORWAY.



Professional Learning Community: What Is It?

“An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve” (p.10).



PLCs Are NOT

A **PROGRAM** - cannot be purchased or implemented by anyone other than the staff itself.

A **MEETING** - it is not an occasional event to complete a task.

A **BOOK CLUB** - professional literature can be helpful to guide a PLC, but there is much more involved.

Culture Shifts in a PLC

- ◆ **Shift in Fundamental Purpose**
..... **From teaching to learning**
- ◆ **Shift in Use of Assessments**
..... **From summative to frequent formative**
- ◆ **Shift in the Work of Teachers**
..... **From isolation to collaboration**
- ◆ **Shift in Response When Students Don't Learn**
..... **From remediation to intervention**

Three Big Ideas That Drive the Work of a PLC

1.) Focus on Learning:

“The Fundamental purpose of the school is to ensure that all students learn at high levels” (p.11).

2.) A Collaborative Culture and Collective Responsibility:

“Educators must work collaboratively and take collective responsibility for the success of each student” (p.11).

3.) A Results Orientation:

“Members of a PLC recognize that all of their efforts must ultimately be assessed on the basis of results rather than intentions” (p.12).

Non-Negotiables in the PLC Process

1. Work in collaborative teams and take collective responsibility for student learning rather than work in isolation.

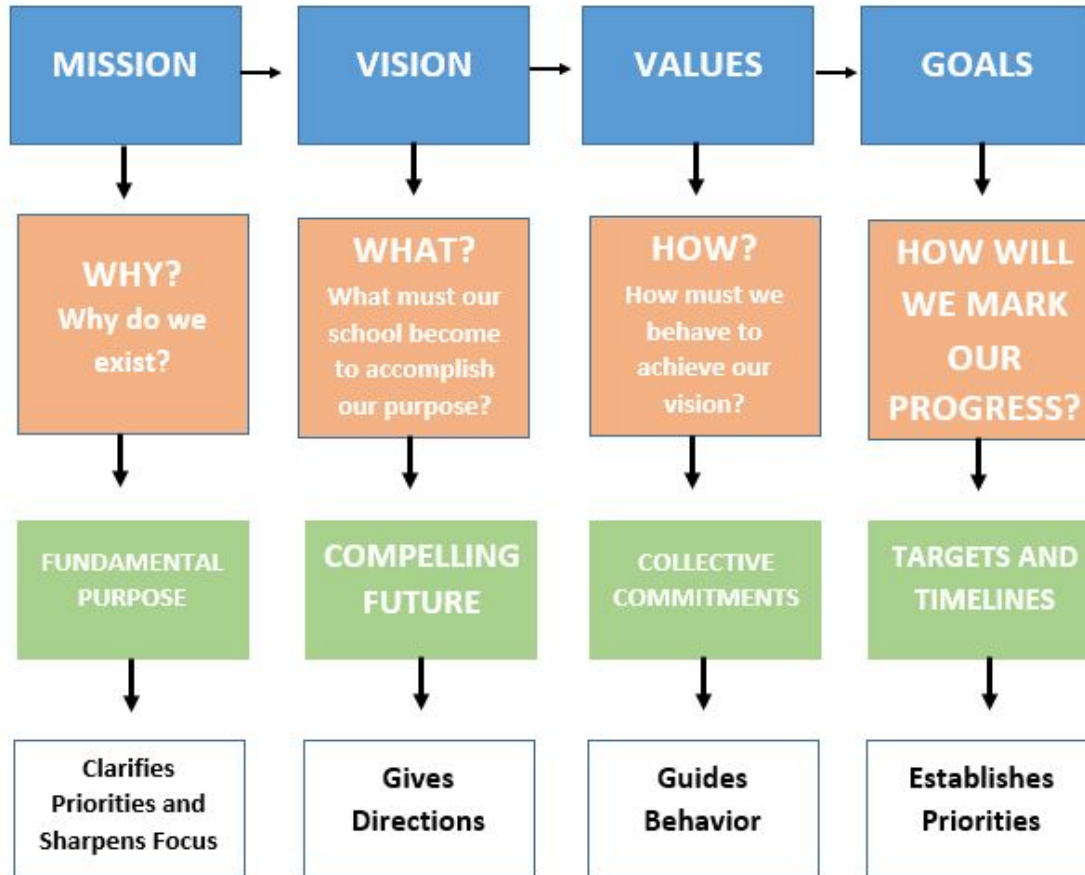
Expectation, not an invitation.

2. Implement a guaranteed and viable curriculum, unit by unit.
3. Monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Use the results of common assessments to:
 - a. Improve individual practices
 - b. Build the team's capacity to achieve its goals.
 - c. Intervene or extend on behalf of students
5. Provide systematic intervention and enrichment.

Flexibility Within the Team

- ⦿ Deciding what is essential to teach
- ⦿ Integrating your own style of teaching.
- ⦿ The sequencing and pacing of content
- ⦿ The assessment used to monitor student learning
- ⦿ The criteria they will use in assessing the quality of student
- ⦿ The norms for their team
- ⦿ The goals for their team


Foundations of PLC





Mission:

“Our mission at Concrete Primary School is to ensure that all of our students achieve at high levels of learning.”



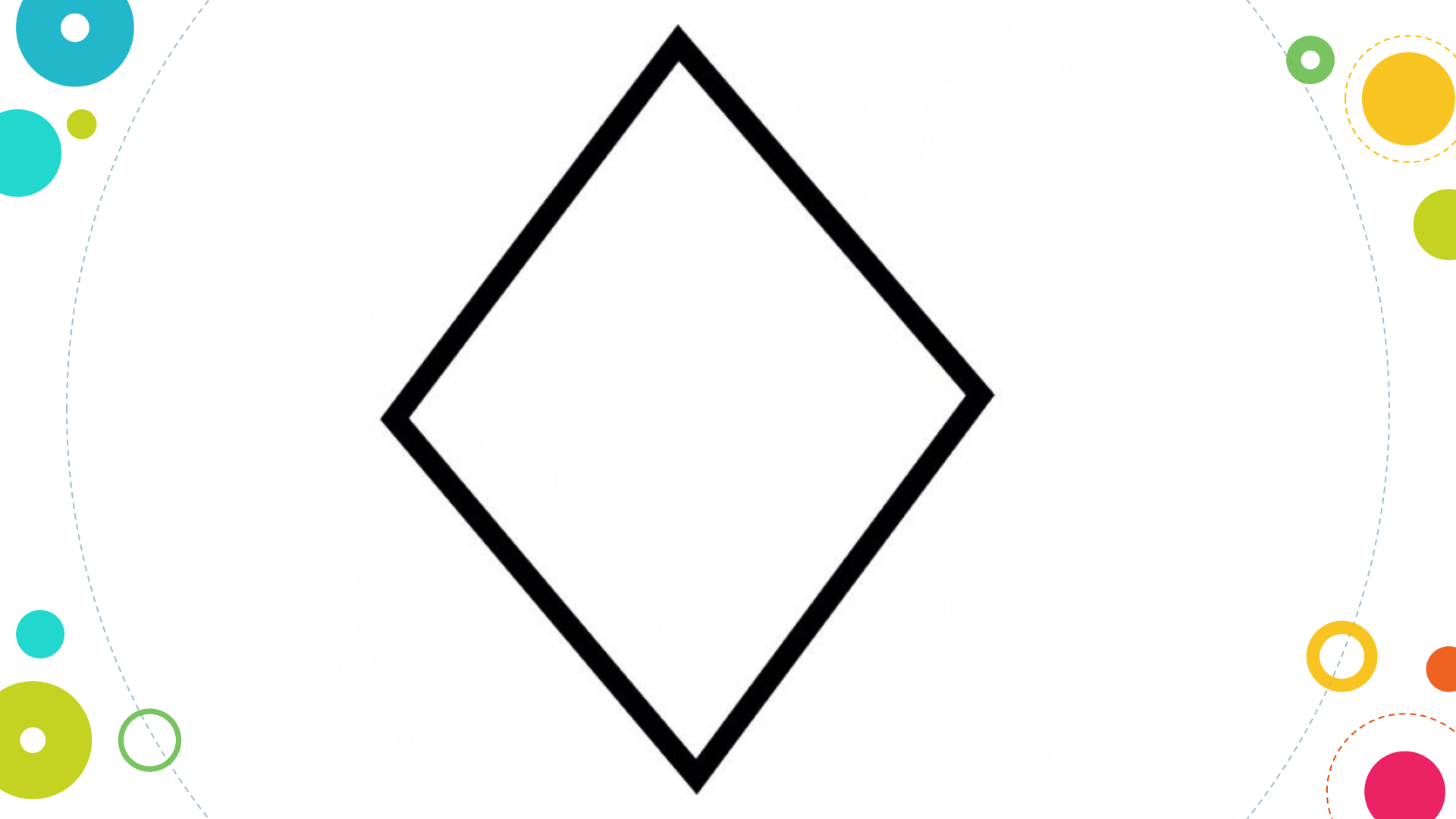
Vision

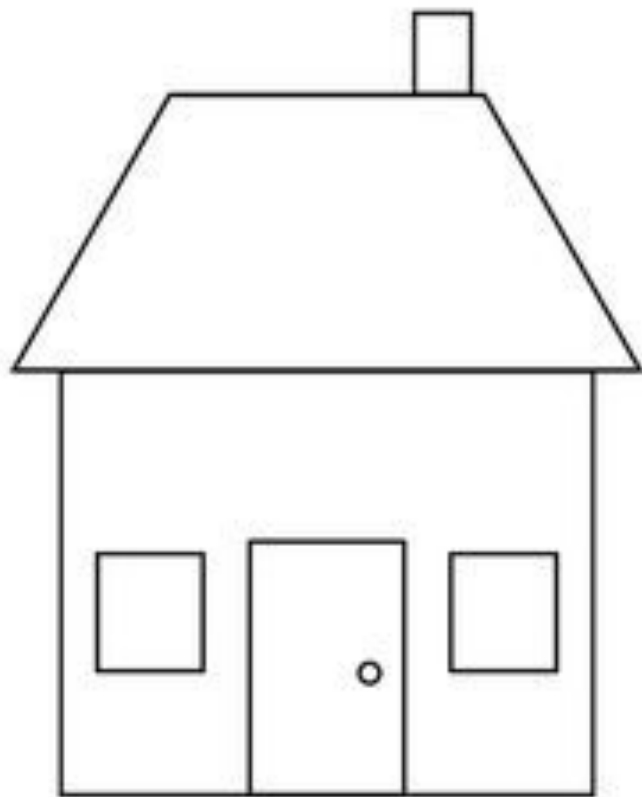
We envision a professional learning community in which:

- ◎ A “no excuses” attitude concerning student achievement ensures that teachers have a specific plan for the success of all students.
- ◎ Teachers intentionally collaborate on a regular basis and take collective responsibility for the success of each student.
- ◎ Data-driven decisions are made throughout the process of planning impactful instruction.
- ◎ Results, not intentions, are how we will ultimately assess our instructional program’s effectiveness.
- ◎ Frequent and common assessments represent a powerful tool in shaping the design of our instructional program.
- ◎ An environment of innovation and experimentation leads to improved systems and, ultimately, results.

Activity: The Right Words

- Pair up with a partner and position your chairs back-to-back so that one person is facing the screen while the other is facing the back of the room and cannot see the screen.
- An image will be displayed on the screen. The person facing the screen will describe the image to his/her partner.
- The partner, facing the wall, will attempt to draw the image to be best of his/her ability.
- At no time will the person facing the wall look at the screen.
- The person facing the screen cannot call the image by name.
- The person guessing cannot ask questions. What was the other image?





Shape Puzzle - House 1

Puzzle Pattern

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Discussion

What does this activity tell us about how effective collaboration among a PLC should take place?

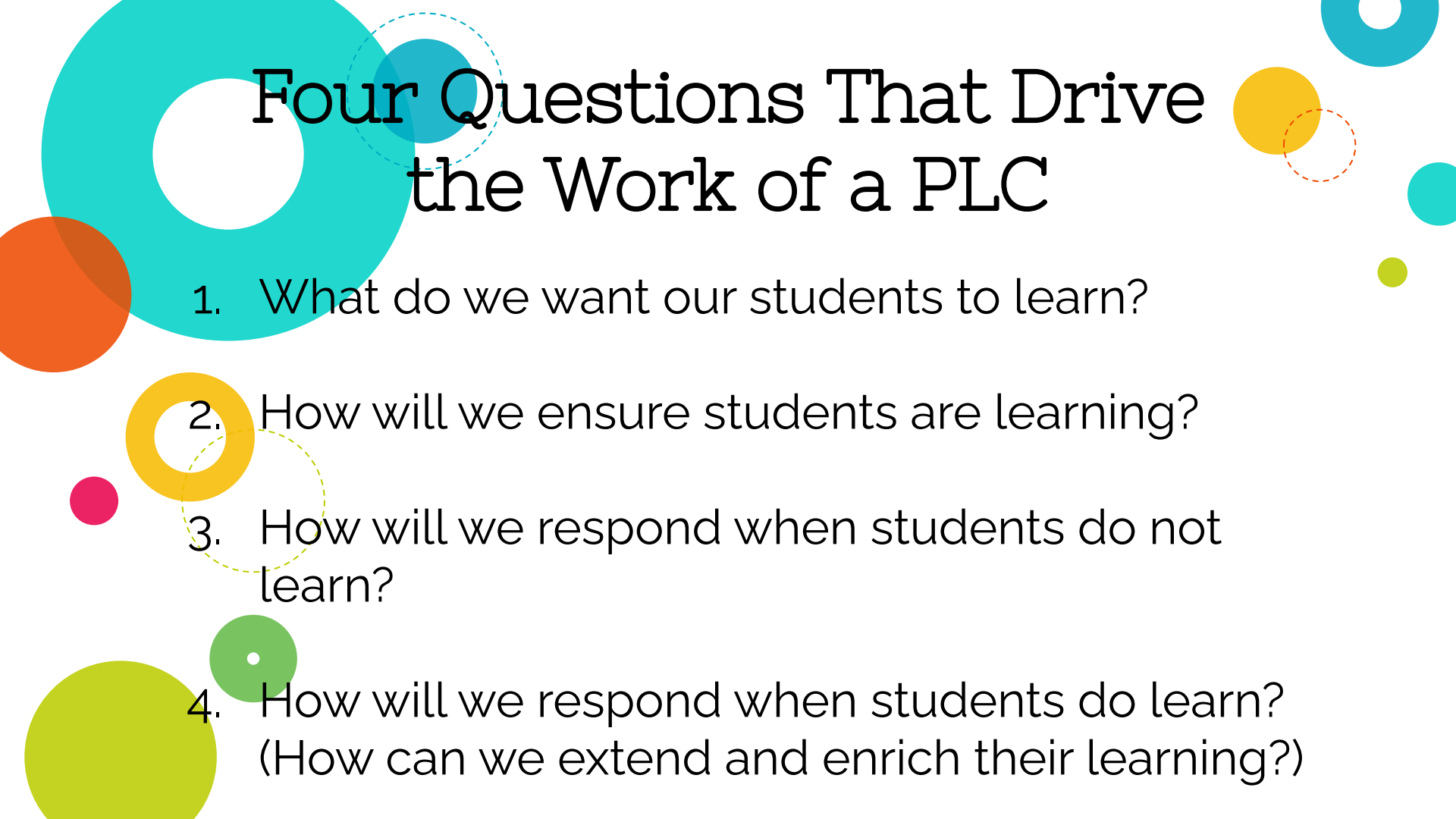
Co-blab-oration vs. Collaboration

Co-blab-oration	Collaboration
Focused on assigning blame or taking credit	Focused on outcomes
Stakeholders participate to protect	Stakeholders participate to generate value
Opinions rule	Data is king
Talk exceeds action	Actions emerge from engagement
Informal process	Intentional, rigorous process

Source: Chris Thompson's Regional Physics Blog

<http://regionalphysics.blogspot.com/2013/11/coblaboration-vs-collaboration-for.html>





Four Questions That Drive the Work of a PLC

1. What do we want our students to learn?
2. How will we ensure students are learning?
3. How will we respond when students do not learn?
4. How will we respond when students do learn?
(How can we extend and enrich their learning?)



Collective Commitments (Values)

“How must we behave to create the school that will achieve our purpose”
p.41).

CPS – Collective Commitment #1

We will commit to making collaborative time sacred and focused on at least one of the four questions:

1. What do we want our students to learn?
2. How will we ensure students are learning?
3. How will we respond when students do not learn?
4. How will we respond when students do learn?

CPS – Collective Commitment #2

We will collaboratively identify the essential standards to establish a “guaranteed and viable” curriculum.

- Guaranteed- It simply does not matter what class a student is in. They will receive the same instruction/curriculum.

- Viable- Doable (“mere mortals can do this in 180 days”)

CPS – Collective Commitment #3



We will collectively create Common Formative Assessments (CFA) linked to learning targets and Common Summative Assessments (CSA) linked to essential standards we have identified.



CPS – Collective Commitment #4

We will use our intervention time to identify students in need of additional support or enrichment continuously throughout the school year.

Collective Commitments (Values)

How must we behave to create the school that will support our mission.

In your grade level PLC, take some time for meaningful discussion about what your collective commitments as a group will be. These “collective commitments” should be:

- ⊙ Clearly defined
- ⊙ Behaviors
- ⊙ Expectations
- ⊙ Things you can and will start doing/implementing
- ⊙ Used to hold one another accountable

*Consider the role standards and CFAs play in your planning.

*Consider what to do if someone in your PLC needs to leave early, etc.

*Be specific as to the attitudes, actions and expectations of the team.

Write these commitments on chart paper and be prepared to report back to the whole group.



Video on Norms

Cassandra Erkens

Four Essential Items for a Successful Team Meeting

<https://globalpd.com/search/content/MTU5/NjAxOTM4>

Kenneth Williams -

Establishing and Monitoring Norms

<https://globalpd.com/search/content/MjY=>

Goals

“How will we know if all of this is making a difference?” (p.42).

- At this time, our focus is to improve overall student achievement in reading and math. We will set more specific goals once your PLCs have identified essential standards.
- We will meet in the Multi-Purpose Room on Wednesday to begin establishing Essential Standards.



Professional Learning Communities at CPS

© Weekly grade level PLCs for all grade level teachers.

K5 - Monday

1st - Tuesday

2nd - Wednesday




Afternoon Duty



Monday -

K5 students remain in Related Arts. Related Arts teachers monitor students in their classrooms during dismissal. Assistants will pick up bus riders from these classes for dismissal.

K5 classes without planning at the end of the day - students will be monitored in classrooms by the assistants.



Afternoon Duty

Tuesday -

1st grade classes will combine as listed below, with the assigned personnel monitoring students.

Classes	Covered by
Love / Parks	Clayton
Kuykendall / Wilkinson	Cooper
Burger / Lewis	Jeter
Anderson / Brackett	Brooks
Lloyd / McNeal	Graham

Afternoon Duty

Wednesday -

2nd grade classes will combine as listed below, with the assigned personnel monitoring students.

Classes

Dunn / Newton

Lambricht / Rocklein

Goss / Edwards

Gaylord / Crittendon

Howard

Covered by

D Brock

McWhite

Whitmire

Johnson

Brown/Lewis



Questions?