

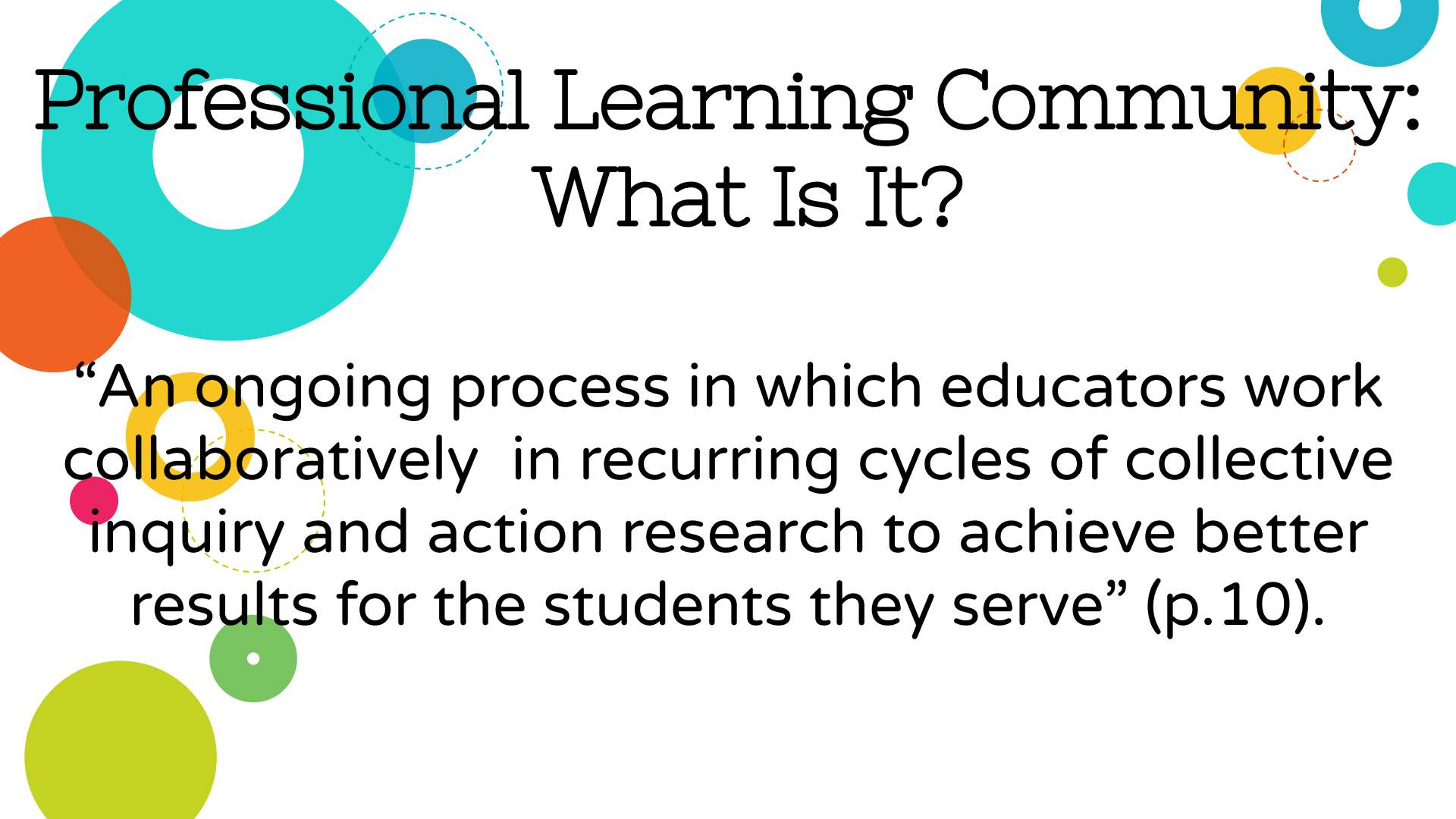
PLC



**Concrete Primary School
2021-2022**

Today's Objectives

- ◎ What is PLC?
- ◎ Why PLC?
- ◎ PLC at Concrete
- ◎ Reflections
- ◎ Goals



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.



Three Big Ideas That Drive the Work of a PLC

1.) Focus on Learning

SECOND EDITION

REVISITING

PROFESSIONAL
LEARNING
COMMUNITIES
AT WORK[®]



PROVEN INSIGHTS FOR SUSTAINED,
SUBSTANTIVE SCHOOL IMPROVEMENT

Richard DuFour Rebecca DuFour Robert Eaker
Mike Mattos Anthony Muhammad

"In a PLC, the fundamental purpose, and the reason for collaboration, is to **ensure all students learn** at high levels.

Not most students. Not all the regular education students. Not all the students who come to school ready to learn, or who show proper effort and self-responsibility. All students."

DuFour, DuFour, Eaker, Mattos & Muhammad. (2021). *Revisiting Professional Learning Communities at Work*.



Three Big Ideas That Drive the Work of a PLC

2.) A Collaborative Culture
and Collective Responsibility

SECOND EDITION

REVISITING

PROFESSIONAL
LEARNING
COMMUNITIES
AT WORK®



PROVEN INSIGHTS FOR SUSTAINED,
SUBSTANTIVE SCHOOL IMPROVEMENT

Richard DuFour Rebecca DuFour Robert Eaker
Mike Mattos Anthony Muhammad

"Given the complex challenges facing schools, it is virtually impossible for an individual teacher, **working alone**, to successfully teach all his or her students."

DuFour, DuFour, Eaker, Mattos & Muhammad. (2021). *Revisiting Professional Learning Communities at Work*.

Three Big Ideas That Drive the Work of a PLC



3.) A Results Orientation:

SECOND EDITION

REVISITING

PROFESSIONAL
LEARNING
COMMUNITIES
AT WORK®



PROVEN INSIGHTS FOR SUSTAINED,
SUBSTANTIVE SCHOOL IMPROVEMENT

Richard DuFour Rebecca DuFour Robert Eaker
Mike Mattos Anthony Muhammad

"Individual team members use common assessment data to **gain a point of comparison for their teaching practices**, identifying the specific instructional practices that had the greatest impact on student learning."

DuFour, DuFour, Eaker, Mattos & Muhammad. (2021). *Revisiting Professional Learning Communities at Work*.

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



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.



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

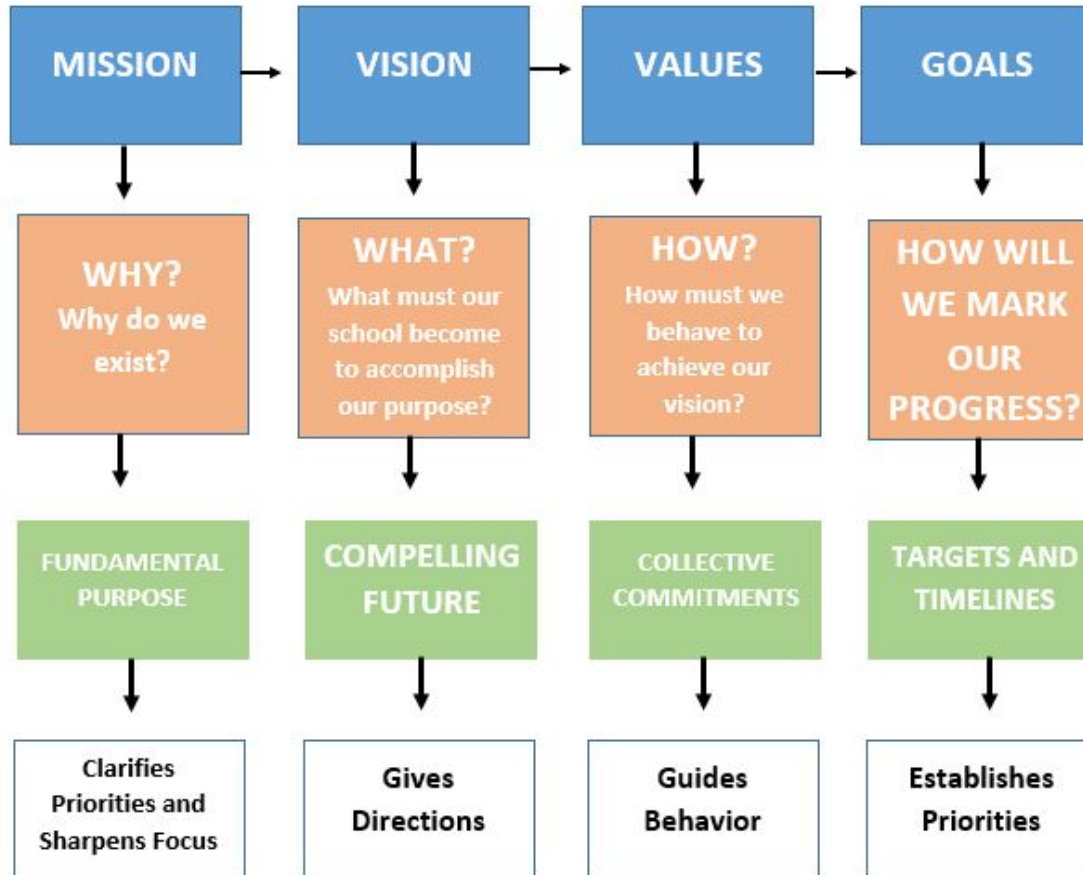
1.57

PLC and Hattie's research

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.

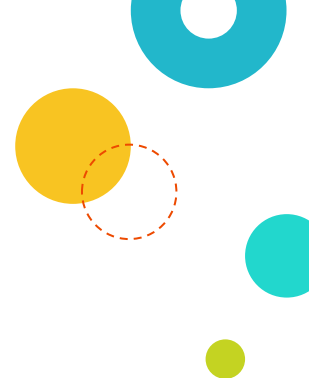
Foundations of PLC





Mission:

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



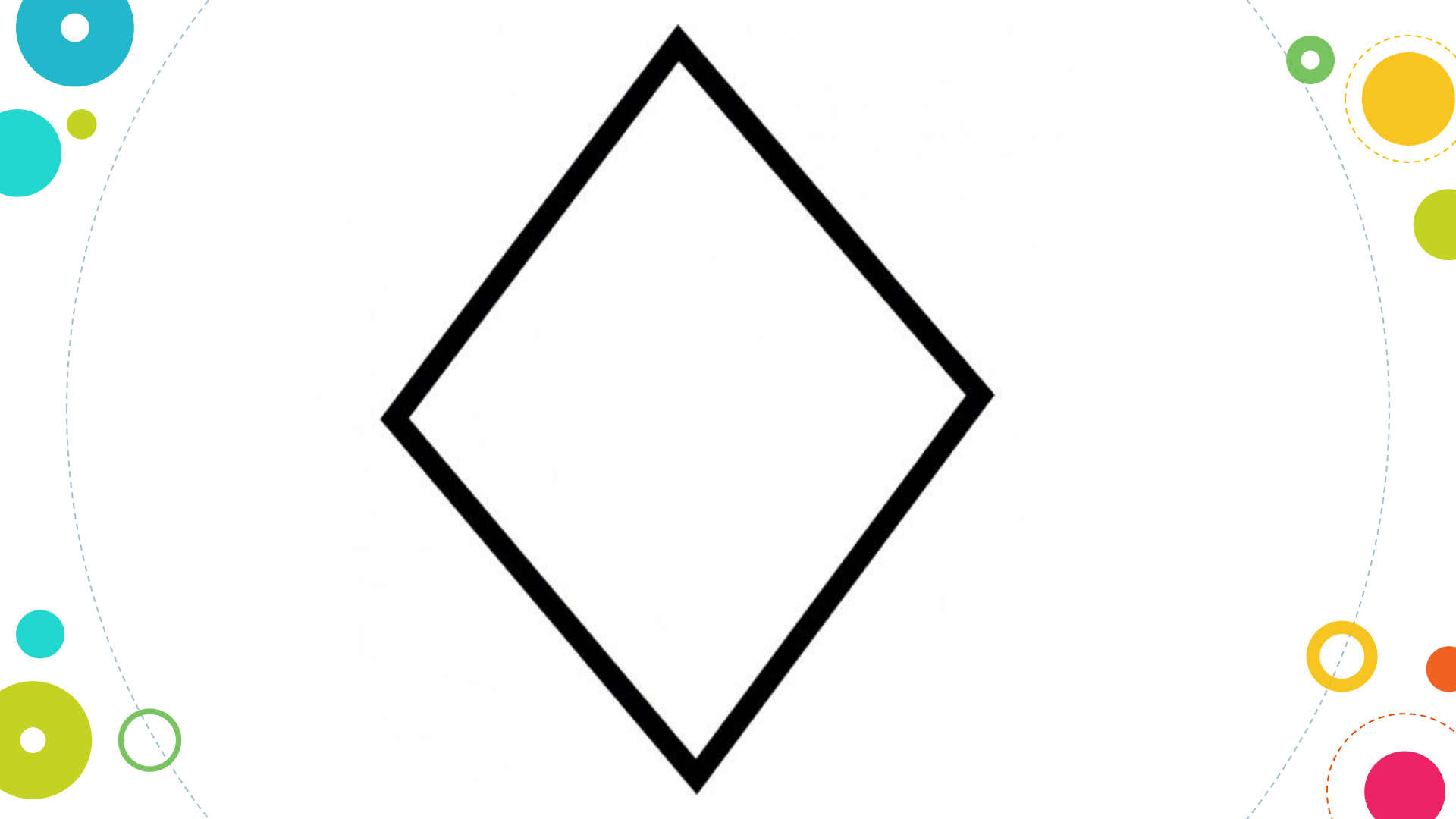
Vision

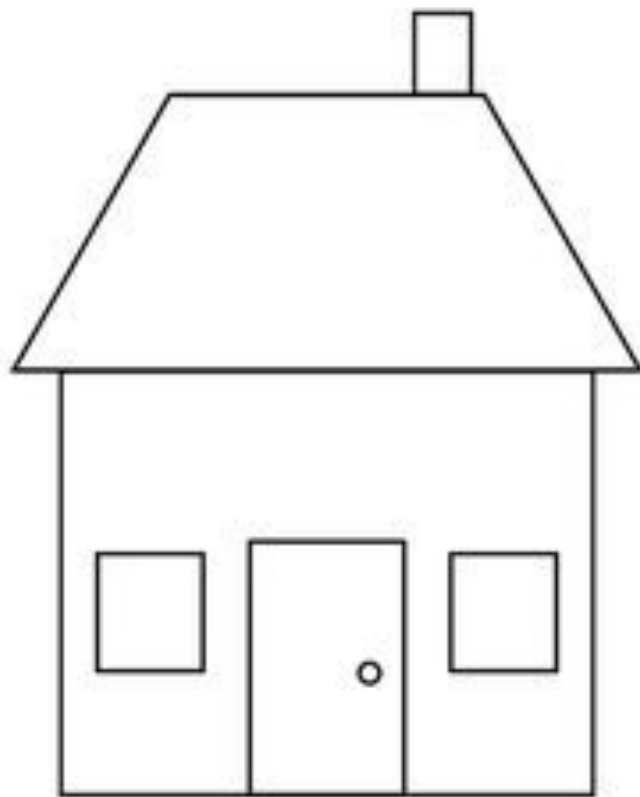
We envision a professional learning community in which:

- ◎ 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

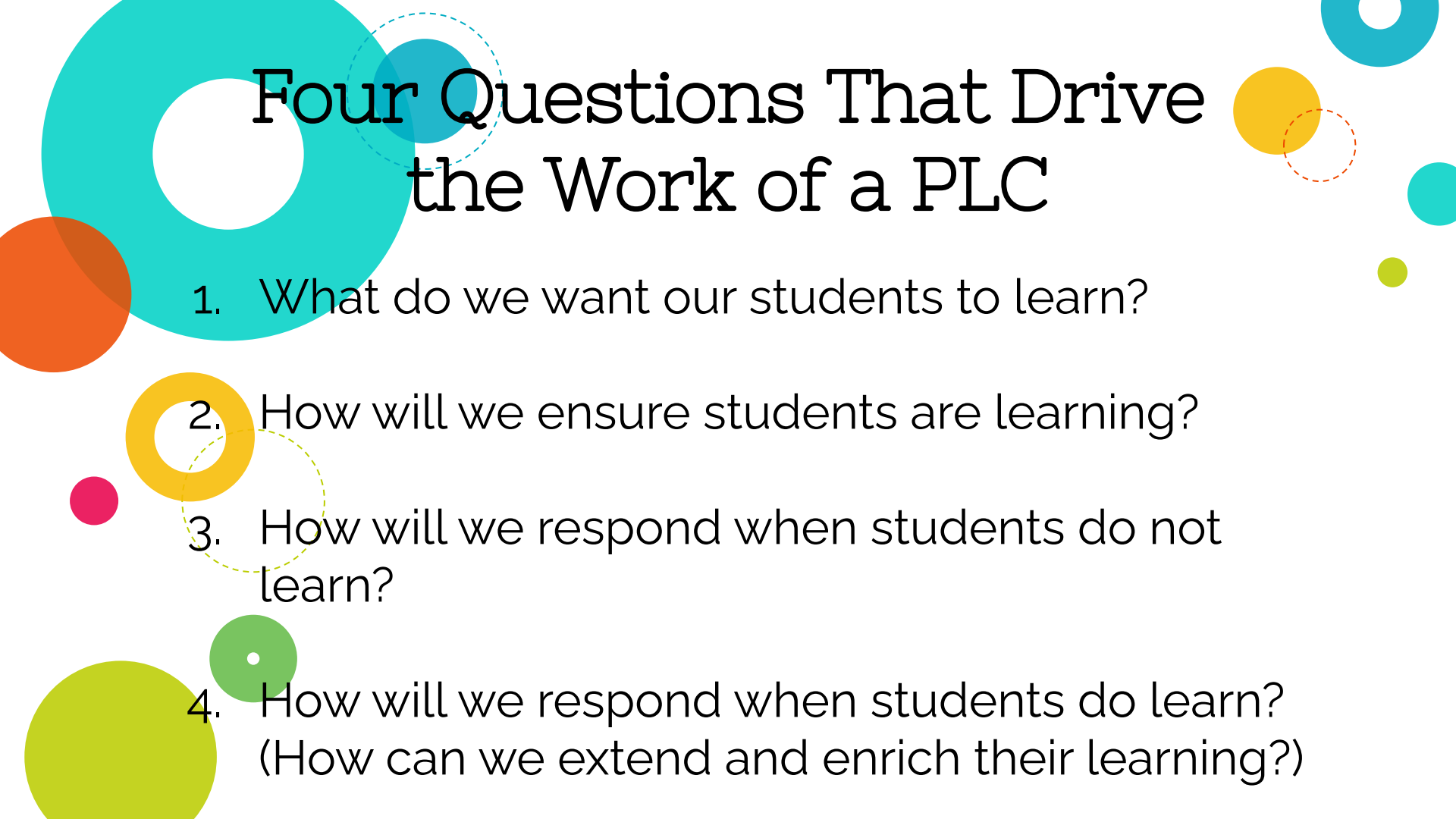
Puzzle Pattern

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Discussion

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



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?

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>



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”)

Prioritizing the Standards

1. Does the standard have **endurance**? Are students expected to retain the knowledge and skill beyond the unit or course?
2. Does the standard have **leverage**? Will the student be able to apply the standard in more than one subject area?
3. Does the standard prepare students for **success at the next level**? Has this standard been identified as an essential prerequisite skill in the next course or grade level?
4. Will the standard prepare students for success on **high-stakes testing**? Is this a concept or skill that students are most likely to encounter on state exams, college entrance exams, or occupational competency exams?
5. What content do we currently teach that we can eliminate from the curriculum because it is **not essential**?

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.

Norms and Roles

Norms - Created to guide the behavior and expectations during PLC

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

Roles - Jobs that made PLC more effective and efficient



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=>



Questions?



Reflection & Goals

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

- What is your PLC already doing well?
- What next steps does your PLC need to take to better serve our students?
- Identify goals for your PLC for the 2021-22 school year.