



# The Foundations of PLC

# SITE NORMS

Trust

Respect

Integrity

Collaboration

Dedication

Silence and put away your electronics

Shark Bites



# New Vision and Collective Commitments

## Empowering Students for Future Success

**We are committed to:**

- ❑ Being a community that is dedicated to learning, making positive and healthy choices, and showing pride in our school
- ❑ Kinesthetic classrooms where students and staff are actively engaged in the learning process
- ❑ Providing opportunities for and engaging in collaborative discussions that make learning meaningful



# Quentin Goals for 2020 to be an “A”

DIBELS EOY Kindergarten 85%, 1st grade 75%, 2nd grade 75%, 3rd grade 75%

Achieve 3000 - 2 activities per week, 1st time activity score 95%, on-track CCR 24% of students

Student Attendance - 96%

MYD - Decrease by 2% which equates to 40 MYD office referrals per month

Interim Assessments - 10% Math increase and 5% ELA increase average score

Post Test Growth - 80% school-wide growth

AzMerit - 10% overall growth both contents each grade level



# Agenda

1:45-2:00 **Open** - Ms. Chicas

2:00-2:45 **Purpose of PLC** - Mr. A & Ms. Fife

2:45-3:25 **K-5 Collaboration (Organic Conversations)** - Ms. Alamillo & Ms. Hines

2:45-3:25 **6-8, Specials Collaboration (Interdisciplinary)** - Ms. Armstrong

3:25-3:35 **ESS** - Ms. Fife

3:35-3:45 **MLP Feedback**

3:45-4:45 **PLC**





# Purpose of PLCs/CTT

# Learning Goals

**Content Goal:** Teachers will deepen their understanding about the role collaboration plays in a collaborative team

**Language Goal:** Teachers will engage in peer discussions, jigsaw activity and a game to provide clarity to the role of collaboration

**Social Goal:** Teacher will assume positive intent and engage in honest equity of voice with each other



# What is a Professional Learning Community?

## Core principles (big ideas)

1. Ensuring that students learn
2. A Culture of collaboration
3. A Focus on results

## What Is a “Professional Learning Community”? By Richard DuFour

Divide article up into 4 sections. Each person reads silently and highlights new learning or affirmations. After each person is done, the group will share out. Each person will have the opportunity to share.





# Discussion Questions

What is collaboration?

What does collaboration look like in a CTT?



# What is collaboration in a PLC?



# Discussion Question

What are your take-aways from the video?

What are you doing and not doing in your CTT's in relation to collaboration?



# The Power of True Collaboration

- Interdependence and mutual accountability (mutual goals)
- Teams have to focus on the right work (student learning and student results)
- Deepen content knowledge
- Improved instruction in classrooms
- Improved student outcomes
- Shared leadership/collective efficacy

Reflection:

What will you commit to in regards to building your capacity with collaboration with your team?



# Alphabet Pyramid

Z

ETR

WQYMJ

NBOPSDXV

XCGTHNBOLQ



# Alphabet Pyramid

G  
TOV  
BQXMI  
WPEXTQMN  
RTBHSDUALH





# Collaboration

## Organic Conversations

Ms. Alamillo and Ms. Hines

# Organic Conversations

**#1 PLCs are results oriented and results are student achievement.**

This requires teachers to assess where students' current performance levels are and to set goals for desired growth.

## Looking at Student Work

Considering your current assessment of the student work/performance and the importance of the learning standard what goals would you be setting for group and individual learners? (Shorter term/longer term)





# Organic Conversations

## #2 PLCs focus more on learning than teaching

Grade level meetings and department meetings have historically focused on designing instruction to align with pacing calendars or creating common assessments to assure a consistent standard of achievement. These are important components but only the initial steps. Deciding “how” **all** students can be successful learners is the important work of PLCs.

## Planning for Learning

From a whole class perspective...

...what is important for students to experience or do to gain the desired student outcomes?

What teacher actions will instigate, promote, support, etc. those student behaviors and experiences?

What student behaviors and experiences are critical for the more advanced students? For the students whose skill level is less developed?

How will we as teachers individually and collaboratively provide for these learning opportunities?



# Organic Conversations

## #3 PLCs are collaborative

The collaborative work of PLCs should expand from horizontal teams working with a focus group of students to cross department, cross grade levels, and even between school feeder systems. Setting the most appropriate learning goals and maximizing learning outcomes should involve teachers who have knowledge of students' past and future experiences and needs.

## Collaborating Beyond Grade Level

Partner with a teacher who works with students before or after you (up or down a grade level). Share your thoughts on what you explored today. Seek his/her insights and input. Now partner with someone from outside your grade group or department. Share your thoughts on what you explored today. Seek his/her insights and input.



# Collaboration – Make the most of your time

A  
**NOT so**  
effective  
use of  
PLC time

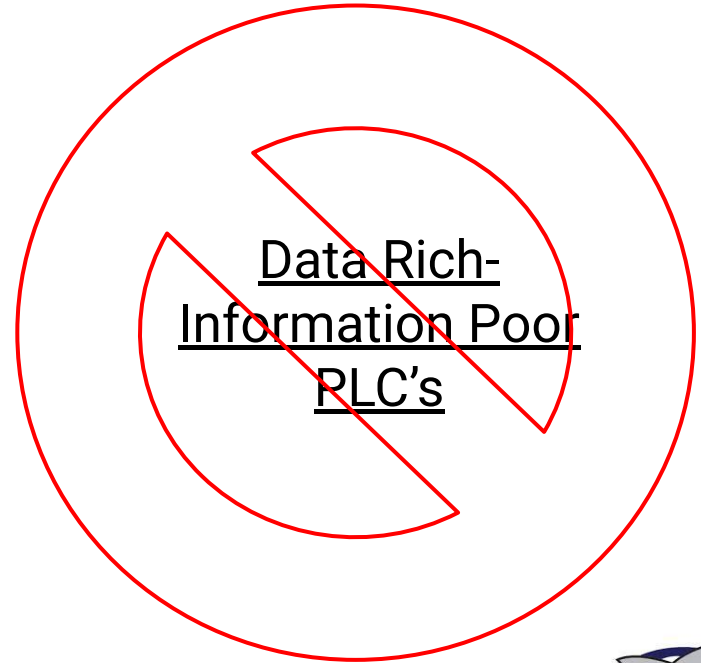
What do your  
students  
stand to gain  
in this kind of  
scenario?



# Collaboration– What is your focus?

## A results-oriented PLC:

- ❖ Focuses on turning data into useful information for the staff
- ❖ Uses evidence of student work and learning to improve on teacher practice and instruction



# Reactive vs. Proactive Conversations

Reactive = Summative Assessments



© Can Stock Photo

Proactive = Formative Assessments



# Collaboration - Video

Start at  
3:14 - stop  
at 8:00



# Discuss

Discuss formative assessments you are currently using?

Are they set in place to help you improve your instruction?

Are your teammates using those same formative assessments?



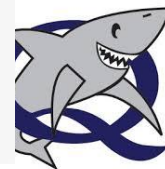
# Collaboration – Proactive Approach

Teams should be using common formative assessments.

ELA week execution example:

What does this look like?

- Monday thru Wednesday: formative assessment
- Monday - Daily class review
- Wednesday - PLC instructional development
- A two question google form/worksheet that asks students to identify the main idea and key detail.
- Thursday thru Friday- reteach/enrich opportunities as well as the summative assessment
- A graphic organizer that displays understanding





# Collaboration – Core principles

According to Richard DuFour the core principles of professional learning communities include:

- What do we want each student to learn? (PRESENT)
- How will we know when each student has learned it? (PAST)
- How will we respond when a student experiences difficulty in learning?(FUTURE)



# Moving Forward– Reflection

How can you structure your PLC's to review data from summative assessments and to strengthen instruction with formative assessments?

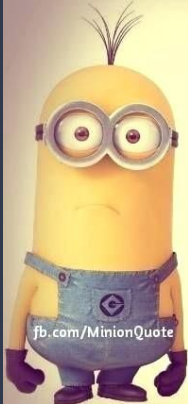




# Collaboration

## Interdisciplinary Collaboration

Ms. Armstrong



fb.com/MinionQuote

**MATH**

The only place  
where  
people  
buy 64  
watermelons  
and  
no one  
wonders why..

DESPICABLEMEMINIONS.ORG

# Goals

**Content Goal:** Participants will determine overarching CCR grade or content level skills and success criteria to support student growth

**Language Goal:** Teachers will annotate items for discussion, determine and document CCR skills for student shared within their collaborative team

**Social Goal:** Teachers will participate, share, and discuss with collaborative team.



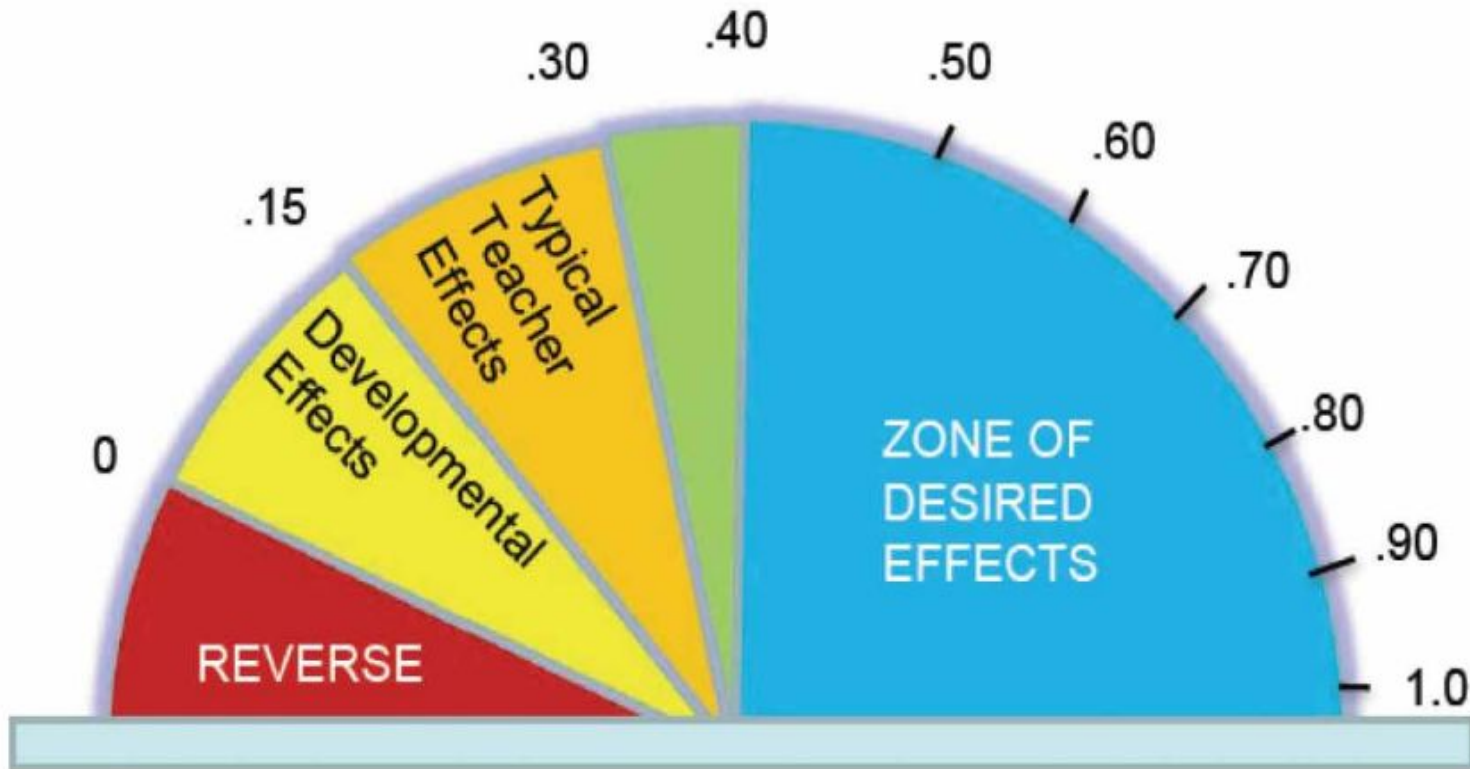
# Collaboration–Why vs How



- What do students need to be successful in your specific content?
- How does that help them...why are these skills or behaviors you noted important for success in your content?
- How do the skills in your content help students in other contents? Or grade levels?
- How do these skills impact the student as a whole?



# Collaboration–Doing the “Right” Work



Hattie's 2018 meta-analysis of effect size

.4- 1 year growth and higher than .4 = higher growth



# Collaboration–Our kids need.....

## Higher Level Thinking skills examples

- Analysis, Critical Thinking & Reading
- Writing types
- Inferencing and conclusions from text, videos, & discussions
- Analyzing source documents-conflicts, bias etc
- Supporting arguments/claims with evidence
- Perseverance
- Problem solving with no set answer
- Perspective Taking

## Work time:

1. As a team, determine skills a successful student needs to have at the end of your course year
2. How will your PLC be able to incorporate these items, evidence them with data, and support our students?



# Empowering Students for Future Success

Reflection: How did this work impact you and how will you apply this learning in your class/content?







# ESS and Lunch Changes

Your team needs further educational information to develop a report to meet OUR student's academic and communication needs. **ALL** of the prompts below must be answered to comply with federal law. Please return this form prior to your student's scheduled meeting. Thank you!

### QUANTITATIVE AND QUANTIFIABLE DATA STATEMENTS

The report(S) we are creating is a legal document for the student. The information you provide is added to the student's report(s) to give parents a good view of their child's academic performance, whether feedback is positive and/or negative.

Please keep the following in mind:

- Be as **DETAILED** as possible
- Refrain from only answering questions with simple terms like "student is nice, he/she does well, they are trying"
- Be solution-oriented if you notice a negative aspect
- **Please do not edit the gray boxes in this document. Remember to undo (Ctrl+Z) if you accidentally delete something!**
- **Please add your last name after comments you type below**

**Content:** Please fill in the content area for which you teach.

#### Reading:

- Strengths:
  - Tries very hard
  - Gets work done
  -
- Weaknesses:
  - Doubts himself
  - 
  -
- Accommodations/Modifications and Assistive Technologies:
  - Works with partner
  - Small group
  - 5 spelling words tested

#### Social Studies:

- Strengths:
  - Gets work done
  - 
  -
- Weaknesses:
  - 
  - 
  -
- Accommodations/Modifications and Assistive Technologies:
  - Works with a partner
  - Small group
  -

#### Math:

- Strengths:
  - Knows his facts
  - Knows what to do
  -
- Weaknesses:
  - Not enough confidence to work by himself
  - 
  -
- Accommodations/Modifications and Assistive Technologies:
  - Certain problems

#### Science:

- Strengths:
  - Gets work done
  - 
  -
- Weaknesses:
  - 
  - 
  -
- Accommodations/Modifications and Assistive Technologies:
  - Work with a partner
  - Small groups



Your team needs further educational information to develop a report to meet OUR student's academic and communication needs. **ALL** of the prompts below must be answered to comply with federal law. Please return this form prior to your student's scheduled meeting. Thank you!

### QUANTITATIVE AND QUANTIFIABLE DATA STATEMENTS

The report(S) we are creating is a legal document for the student. The information you provide is added to the student's report(s) to give parents a good view of their child's academic performance, whether feedback is positive and/or negative.

Please keep the following in mind:

- Be as **DETAILED** as possible
- Refrain from only answering questions with simple terms like "student is nice, he/she does well, they are trying"
- Be solution-oriented if you notice a negative aspect
- **Please do not edit the gray boxes in this document. Remember to undo (Ctrl+Z) if you accidentally delete something!**
- **Please add your last name after comments you type below**

**Content:** Please fill in the content area for which you teach.

#### Reading:

- Strengths:
  - Is able to sound out 1 syllable words
  - Works really hard to read site words
  - Able to verbally answer questions when text is read to him.
  - Has a lot of background knowledge
  - Is able to participate in class conversations about the text (CR)
- Weaknesses:
  - Does not know phonics rules
    - Vcv
    - blends
  - Unable to read grade level text. He is currently reading a 2nd grade early reader and working on fluency. (CR)
  -
- Accommodations/Modifications and Assistive Technologies:
  - Fry's 1st 100 site words
  - Teacher read alouds
  - TTS writing tests
  - Sits with teacher for reading/writing assignments
  - Clarifies directions often
  - Google Text to Speech for writing
  - Leveled readers

#### Social Studies:

- Strengths:
  - Has a lot of ideas to contribute to the conversations
  - Likes to continue conversations about what we are learning about. (CR)
- Weaknesses:
  - Struggles to understand the nonfiction text even when read to him. (CR)
- Accommodations/Modifications and Assistive Technologies:
  - Teacher read aloud text and questions.
  - Close notes
  - Works with teacher/small group to complete the assignments
  - Videos to enhance learning (CR)



# Lunch Changes & MYD Reset

- Oct 14
- Review cafeteria and recess expectations



# MLP

- Complete the MLP survey
- Transition to PLCs

