

ANDERSON SCHOOL DISTRICT ONE SCHOOL BOARD MEETING

February 22, 2022



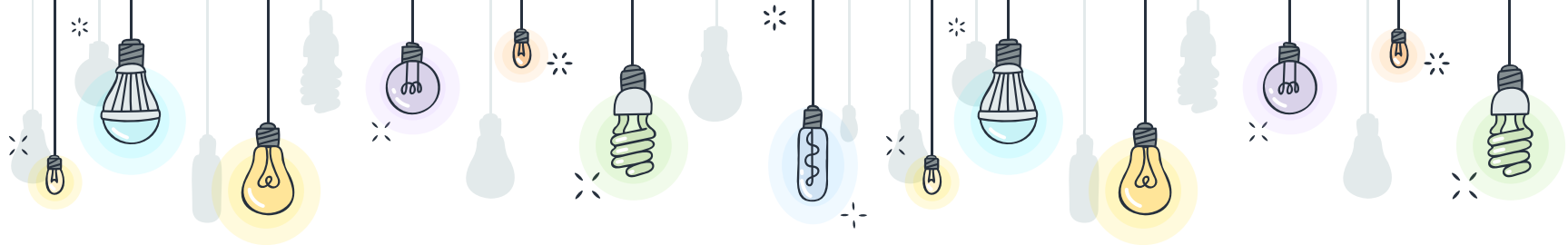
The background of the slide is a teal color with several lightbulb illustrations hanging from the top. Some lightbulbs are lit and glow, while others are unlit and shown as dark blue silhouettes. There are also small white starburst icons scattered throughout the background.

PROFESSIONAL LEARNING COMMUNITIES: SHEDDING LIGHT ON THE RIGHT WORK

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WHAT ARE PLCs?



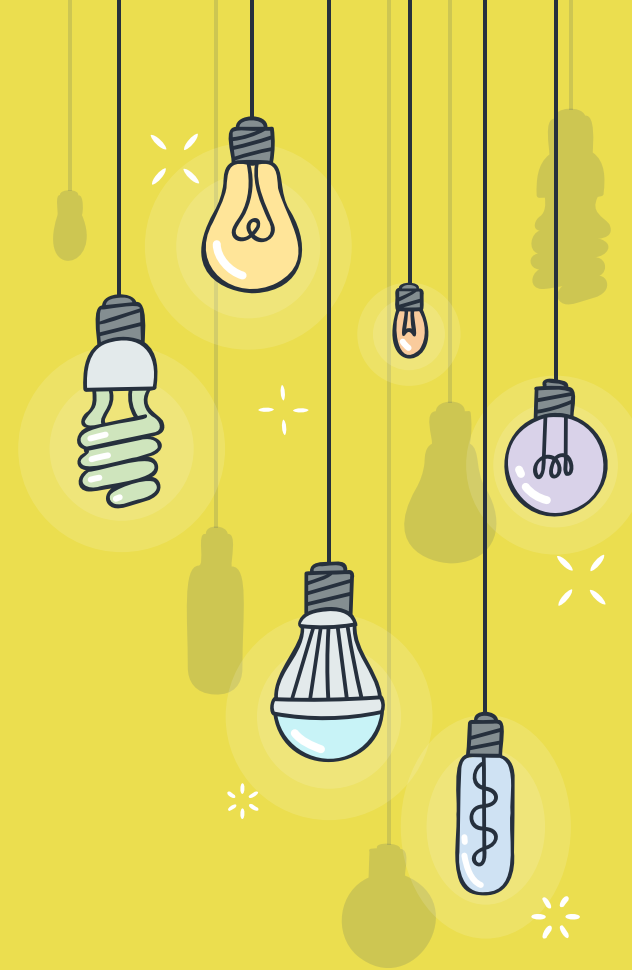


“The most successful learning occurs when teachers teach effectively in their own classroom but also find solutions together. In such schools, teachers operate as team members, with shared goals and time routinely designated for professional collaboration.”

Hord, 1997

ASDI'S WORKING DEFINITION OF PLCs

“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” [DuFour, DuFour & Eaker, 2002]”

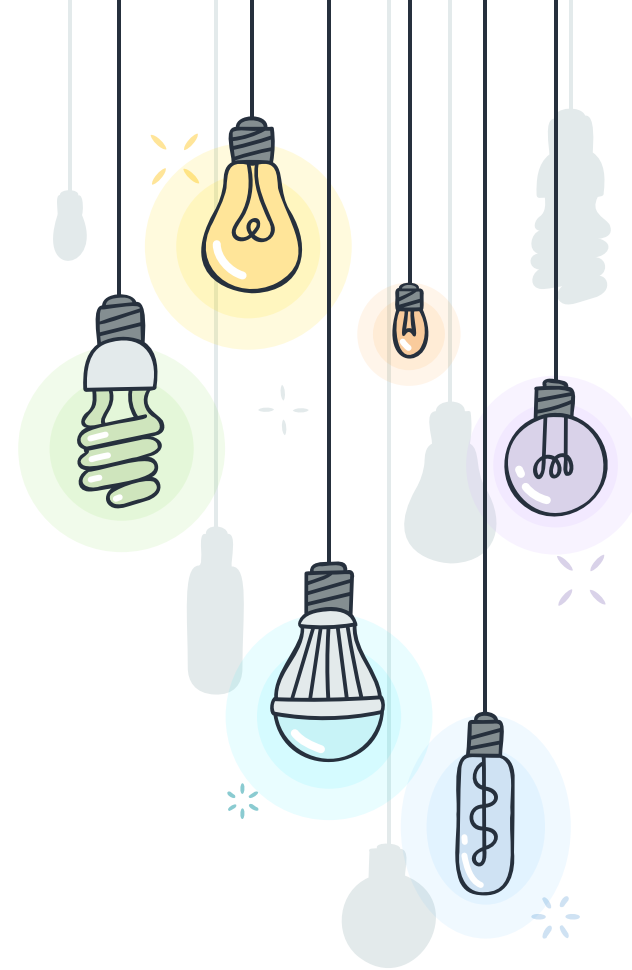


* THE 4 QUESTIONS

PLC's Four Questions... Through the Eyes of Students

Mark Clements, www.edunators.com
@Edunators

1. What do you want us to know?
Establish clear learning targets or provide "Essential Questions" using "Essential Learner Outcomes" or "Power Standards".
2. How can we show you we know the material?
Give students multiple paths to demonstrate learning using frequent formative assessment and differentiated instruction.
3. What can we do if we struggle to learn?
Provide multiple opportunities for success, reteach using different methods and support students through intervention programs
4. What can we do if we already know the material?
Provide enrichment or extension activities that challenge student's thinking and depth of knowledge.



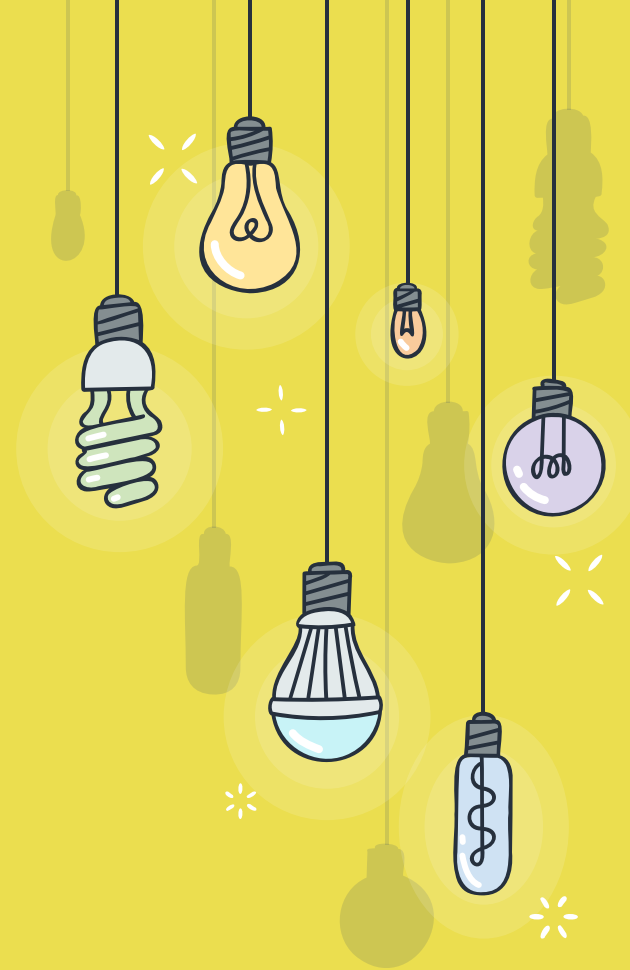
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WHY PLCs?



MISSION STATEMENT

“ Anderson School District One is committed to a tradition of excellence by providing world-class knowledge, skills, and life characteristics based on the individual needs of each student.



MISSION STATEMENT

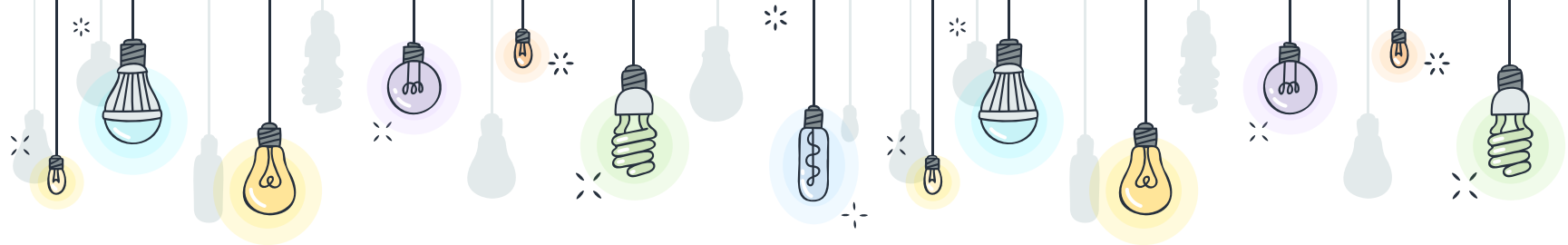
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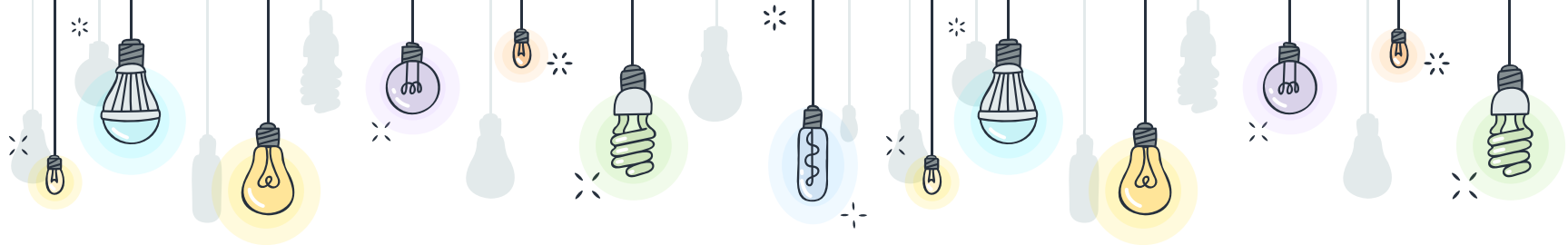
Collective Teacher Efficacy is ranked as the number one factor influencing student achievement with an effect size of 1.57 (Hattie, 2016).

A .4 impact is often our target.









Why?

Professional Learning Communities in Anderson School District One

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DOING THE RIGHT WORK

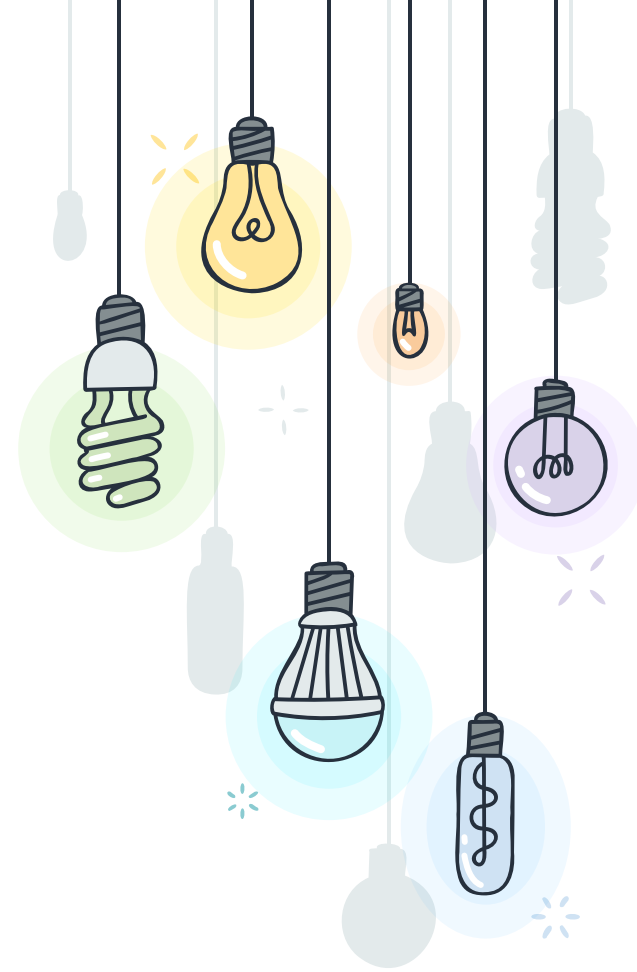


✧ WHAT A PLC IS NOT

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.



✨ PLCs ARE A SHIFT IN THE WORK OF TEACHERS FROM WHAT
WE HAVE BEEN DOING:

From	To
Isolation	Collaboration
Focus on teaching	Focus on learning
Assessing for grades	Assessing for intervention
SOME students learn at grade level or higher	ALL students learn at grade level or higher
MY students	OUR students



4

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)



✧ "MTSS DEFINED"

- MTSS is an integrated, comprehensive framework that focuses core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.



✿ “MTSS DEFINED”

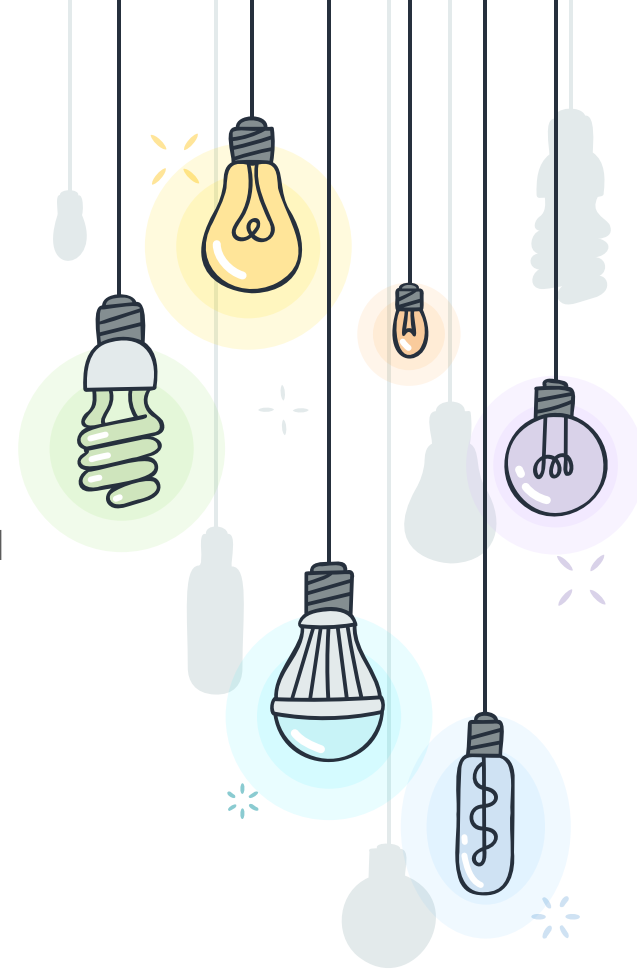
→ MTSS Legislation: Act 213

The MTSS process is required by state law.

Districts are required to use a universal screening to screen each student in Kindergarten through Grade One three times and shall convene a school-based team to analyze screening data.

“If the process conducted indicates that a student is at risk for experiencing academic difficulties, the District shall:

- Notify the parent or legal guardian
- Provide the parent or legal guardian with information and resource material so that they may assist the student
- Provide the student with tiered, evidence-based instruction
- Monitor and evaluate the student’s progress”



Tier 3

Intensive Remedial Interventions & Supports

Tier 2

Targeted Remedial Interventions & Supports

Tier 1

Effective Differentiated Core Instruction

Tier 2

Targeted Enrichment Interventions & Supports

Tier 3

Intensive Enrichments Interventions & Supports



* "MTSS DEFINED"

→ **Tier 1 – Universal or primary – Majority of students (75-90%)**

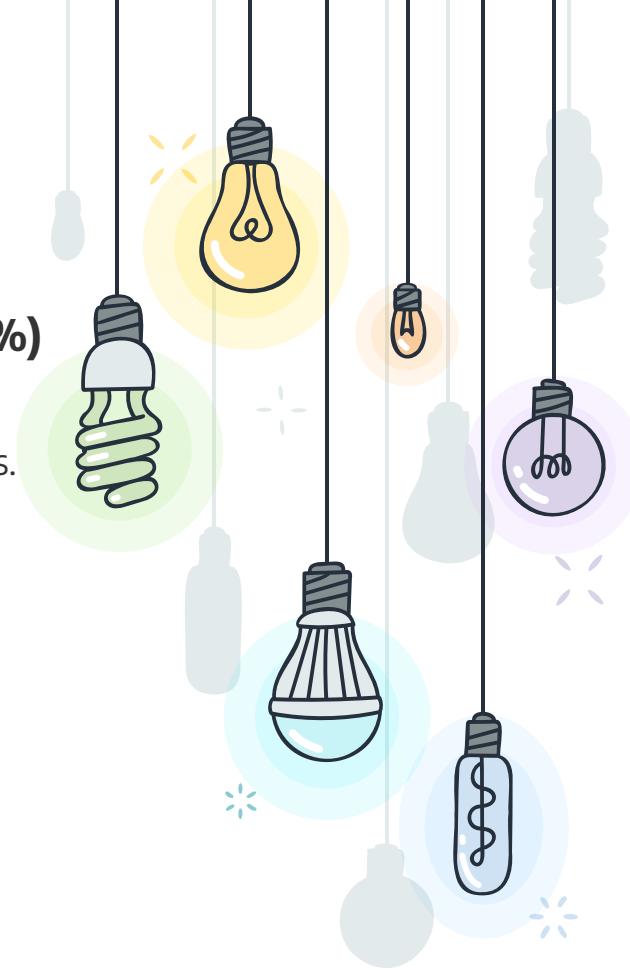
As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instruction and basic interventions.

→ **Tier 2 – Secondary – Small groups of students (10-25%)**

Some students need extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help.

→ **Tier 3 – Tertiary – Individual students (< 10%)**

A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2.



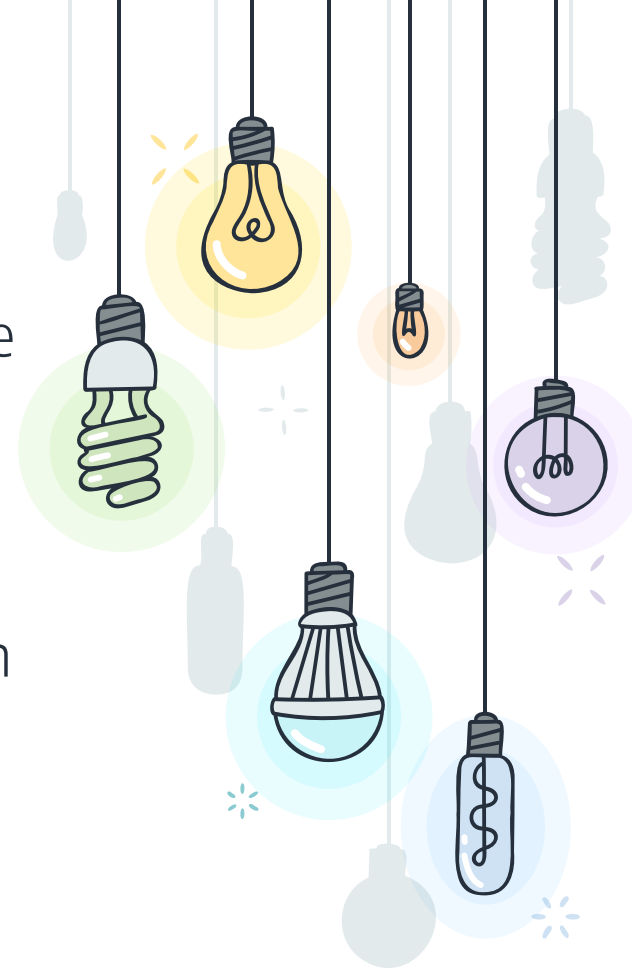
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TEACHERS NEED TIME



✧ “ELEMENTARY, MIDDLE AND HIGH SCHOOL”

- Elementary and middle schools have some time built into the school week (related arts) where teachers can meet and engage in professional learning communities.
- However, in high schools, we need time as high school scheduling does not lend itself to PLC’s.
- We have been on several visits to model MTSS/PLC schools which all used unique scheduling to make the processes successful.





“Children are the Priority.
Change is the Reality.
Collaboration is the
Strategy.”

--Judith Billings, Washington State Superintendent