PLC Implementation - Common Language
Version 1.0 - August, 2018
Version 2.0 - August, 2022

1. Common Terms to Define
   a. **Professional Learning Community** - Professional learning communities (PLCs) are schools or districts that empower educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

   b. **Essential Learning Outcome or ELO**: "Students will…"
      The essential learning outcome or ELO will be based on standards that identify what the learner will know and be able to by the end of a course, program, or grade level.

   c. **Unwrapping the Standards** - Unwrapping the standards will provide educators with a first step to better focus instruction on the concepts and skills students need for success.

   d. **Learning Targets** - "I can statements" - Learning targets are concrete goals written in student-friendly language that clearly describe what students will learn and be able to do by the end of a class, unit, project, or even a course.

   e. **Guiding Coalition** - A guiding coalition is a district or school leadership team designed to be an integral component of leading, inspiring, and supporting the change process to becoming a professional learning community.

   f. **District Leadership Teams** - administration representatives who drive discussions and decisions regarding professional development, structure, and support of implementation and maintenance of professional learning communities throughout the district.

   g. **Grade Level Teams** - per building, staff members instructing the same grade level meeting on a regular basis discussing ELOs, assessment, intervention/support, and enrichment.

   h. **Collaborative Team** - A group of people working <u>interdependently</u> to achieve a common goal for which members are held mutually accountable. Collaborative teams are the fundamental building blocks of PLCs.

   i. **CFAs - Common Formative Assessments -** Common formative assessments are team-designed, intentional measures used for the purpose of monitoring student attainment of learning targets throughout the instructional process.

j. **Assessment Practices - Formative vs. Summative**
   i. Metaphors
      1. Formative assessment occurs when the cook tastes the soup in the kitchen, whereas summative assessment occurs when the patron tastes the soup in the restaurant.
      2. Practice, Scrimmage, Game
      3. Practice, Dress Rehearsal, Performance
      4. **Formative Assessment** happens while the student is still learning the concepts and the teacher is able to provide extra time and support to assure all students learn these concepts.
      5. **Summative assessments** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

k. **Mission Statement** - To ensure high levels of learning for all in a safe and inclusive learning community; "Every student, every day."

l. **Norms** - Represent **protocols and commitments developed by each team to guide members in collaborating together**.

m. **The 3 Big Ideas of a PLC**
   i. Focus on Learning
   ii. Focus on Collaboration
   iii. Focus on Results

n. **The 4 Critical Questions of a PLC**
   i. What is it we want our students to learn? **(essential learning outcomes)**
   ii. How will we know if each student has learned it? **(team-developed assessments)**
   iii. How will we respond when some students do not learn it? (**systematic interventions and support)**
   iv. How can we extend and enrich the learning for students who have demonstrated proficiency? (**extended learning)**