



PLC “Reset”

November 28, 2018

What does “reset” look like and mean for PVES?

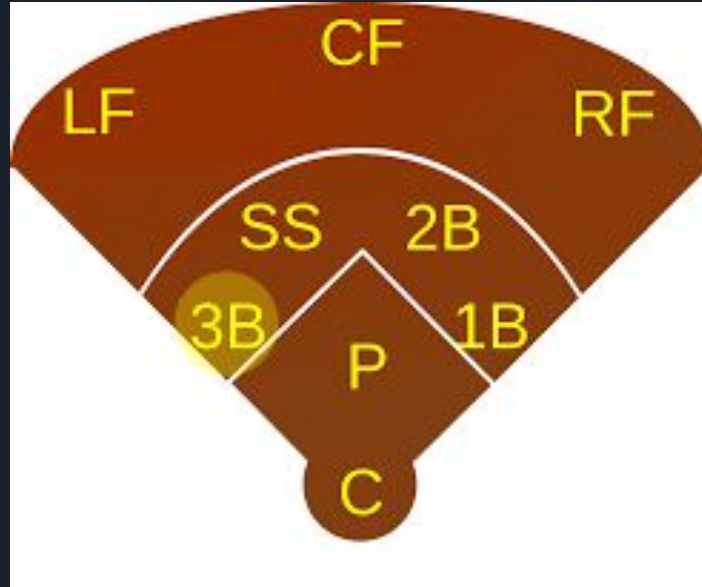




Desired Outcomes

- Provide a glimpse of new learning and information from the “PLC At Work Institute” in Atlanta.
- Review our “collective commitments” to the process of continuous improvement and creating true professional learning communities.
- Discuss “tight” and “loose” elements of PLCs.
- Reset our view of the PLC structure and beliefs while providing a vision for “next steps” at PVES.
- Prepare to engage in crucial discussion to establish grade level norms and values related to PLCs.

Where do you students begin?





What is a PLC?

“An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is job-embedded learning for educators”

Dufour, Dufour, Eaker, & Many, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, 2016

PLC is the “Science” of Our Profession



10

5

1





10/5/1 - Collaboration

A PLC ...

- ✓ Ensures that every faculty member is part of a collaborative team.
- ✓ Embeds time into the professional week for collaboration.
- ✓ Takes collective responsibility for every student's success.

A PLC Stops...

- ✓ Collaboration by invitation
- ✓ “My kids” - “your kids”



10/5/1 - Curriculum

A PLC...

- ✓ Engages teacher teams in creating a guaranteed and viable curriculum.
- ✓ Ensures that all students have access to this curriculum.

A PLC Stops...

- ✓ Allowing each teacher to determine what is essential.
- ✓ Allowing instructional resources to determine the curriculum.
- ✓ Using rigid pacing guides designed to cover the material.



10/5/1 - Common Formative Assessments

A PLC...

- ✓ Ensures that team-created common formative assessments are the lynchpin to guide instruction and interventions.

A PLC Stops...

- ✓ The exclusive use of summative assessments.
- ✓ Outdated grading practices, such as averaging grades, grading on a curve, 100-point scales, the use of zeroes.



10/5/1 - Intervention

A PLC...

- ✓ Embeds intervention time into the school week, where students receive help without missing new essential curriculum.
- ✓ Creates a systematic process to identify students who need additional time and support

A PLC Stops...

- ✓ Leaving it up to each teacher to determine how to provide time and support.
- ✓ Relying on special education as the only systematic solution.



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>





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”)



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.

Essential Standards- LESS



Collective Commitment #4

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



What We Are Tight About in the PLC Process

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



What are the “loose”?

P. 13- Loose for 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



A Vision for the Future

- Planning Day for the entire grade level to work on identifying “essential content standards” in ELA and Math.
- Mapping out units of study that include common formative assessments and flex days. Additionally, learning opportunities and discussion designed to bring us closer to consensus in terms of grading practices and use of assessment.
- A transformation into PLCs that focus on CFAs and rich conversation focusing on questions 3 & 4.
- Long-term - providing time during the school day for PLCs to engage.
- Next week... developing norms in grade level teams so expectations are discussed and agreed upon; making all team members accountable.
- Roles assigned to team members within grade level PLCs.



The Reality

36%

24.6%