Creating & Sustaining a PLC Culture Throughout Seneca R-7

EVERY CHILD, EVERY DAY, WHATEVER IT TAKES

District Goals

1. **CREATE EXEMPLARY PROFESSIONAL LEARNING COMMUNITIES**

2. PROVIDE A SAFE LEARNING ENVIRONMENT

3. PROMOTE A 21ST CENTURY SCHOOL

4. MAXIMIZE HUMAN RESOURCES

5. IMPROVE SENECA R7 IMAGE

"IT TAKES TIME TO CREATE EXCELLENCE. IF IT COULD BE DONE QUICKLY, MORE PEOPLE WOULD DO IT."

John Wooden

Where is your team?

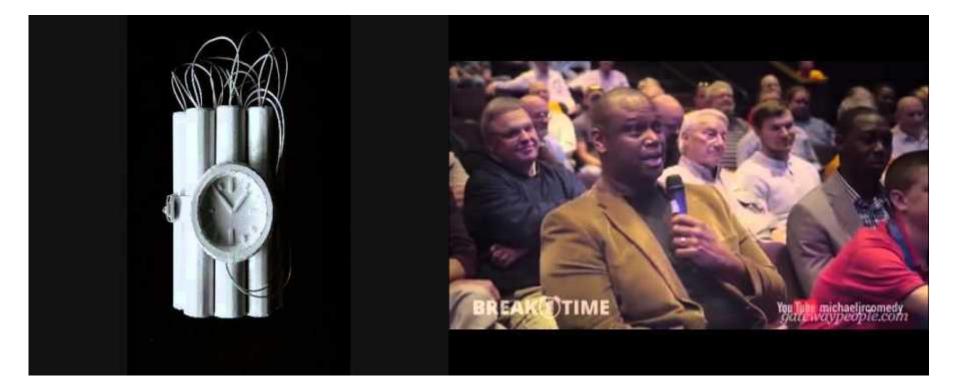## Professional Learning Community Rubric

Elements	Learning	Literal	Refinement	Internalized
Collaborative Culture Educators work together in collaborative teams to achieve student learning.	Teams meet regularly (weekly/bi-weekly/monthly) during the school day.	Collaborative teams develop written norms and establish learning goals that clarify expectations and commitments.	Teams focus on pre-arranged topics that impact student learning, and make revisions to goals to improve team effectiveness.	Teams honor their collective commitments to each other and our students in order to maximize learning.
Guaranteed Curriculum Educators establish what we want our students to learn.	Educators use district developed curriculum guide resources.	Educators work together to define the essential learning and establish pacing.	Educators build shared knowledge of current content standards, unpack high stakes assessments to clarify essential learning, and adjust instruction based on formative assessments.	Educators continually refine essential learning and guarantee a viable instructional program for all students.
Common Assessment Educators determine if each student has learned what we want them to learn.	Educators use benchmark assessments several times throughout the year.	Educators analyze student work and assessments and discuss common criteria.	Educators consistently apply common criteria to assess student work and discuss formative instructional practices.	Educators consistently utilize formative instructional practices, including common assessments, to gather evidence of student learning.
Ensuring Learning Educators respond when some students have not learned it.	Educators use school/district classes, established 'pull out' or after-school programs and curriculum resources when students are identified for intervention.	Educators provide students with additional time and support that does not remove the student from new direct instruction, when they experience difficulty.	Educators develop and utilize a timely, directive, and systemic plan for students when they experience difficulty.	Educators coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.
Enriching Learning Educators extend and enrich the learning for students who have demonstrated mastery.	Educators use school/district classes, established 'pull out' or after-school programs and curriculum resources for identified students.	Educators provide time and support for enrichment during the school day for those who have moved beyond the essential learning.	Educators develop and utilize a timely, directive, and systemic plan for students who have moved beyond the essential learning.	Educators coordinate a flexible, supportive, and proactive system for students who have moved beyond the essential learning.

Richard Smith adapted PLC Rubric

KNOW YOUR WHY

Can we agree?

❖ The fundamental purpose of school is to ensure that ALL students learn at high levels. There is no yours or mine, they are ours.

❖ That not all students learn the same way or at the same speed.

❖ All the work cannot be done successfully by any one individual. We are ALL responsible for the success of each student.

❖ That we have been & will continue the work of maintaining PLCs

Guiding Principles

❖ Hope is not a strategy

❖ Don't blame the kids

❖ It is about student learning

PLC Mission Test: "We Believe…"

Every child, every day, whatever it takes…

1. Based on student ability?
2. If the student takes advantage of the opportunity to learn?
3. And we will accept responsibility for ensuring student growth?
4. And we establish high standards of learning that we expect each and every student to achieve?

Where are we now?

Four Key Questions

1. What do we want students to know?

2. How do we know when they have learned it?

3. How will we respond when learning has not occurred?

4. How will we respond when learning has already occurred?

What do we want all students to learn?

Determine Essential Standard/Learning Target → Understand Standard/ Learning Target

How will we know they have learned it?

Develop
- **Common Formative Assessment - CFA**
- **Set CFA Proficiency**
- **Set Protocols – when/how**
- **Set SMART goal**

→

Teach
Check for Understanding - CFU, Appropriately adjust – Differentiation

→ Give common formative assessment → **Analyze data**

Plan based on CFA results

How will we respond when learning has not occurred?

Re-teach - individualize, small group, deploy, etc.

Re-Assess Learning

How will we respond when learning has already occurred?

Enrichment and deepen

Produce a Product based on Standard