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**The Journey
From Vision to Action**

Professional Learning Community

**Getting
Connected**

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#atplc

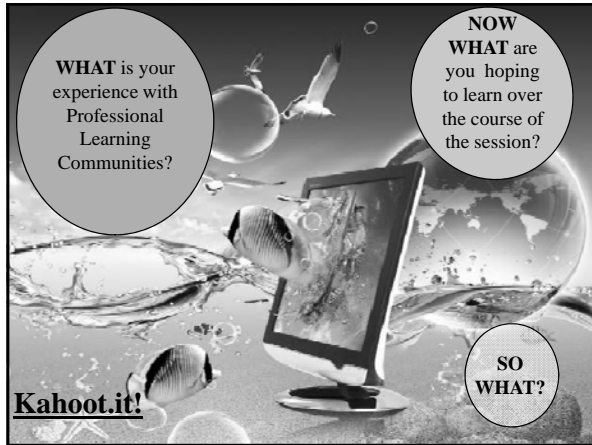
"Collaboration equals innovation."
Michael Dell

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THE ALPHA
The First • The Few • The Future
The Early College Academy at Southridge
Alpha Awareness Enrollment Campaign





Collaboration Norms


- Full Participation
- Open Honest Communication
- Focus on Results
- Single Conversation
- Remain Focused on Students



Session Expectations


□ I will ...

- understand a Professional Learning Community as it relates to the 3 Big Ideas, 4 Questions, and 6 Pillars of the philosophy,
- identify the thinking and behaviors necessary to start and sustain a professional learning community;
- identify and prioritize next steps as it pertains to our district, school, or team to perform as a Professional Learning Community.



We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.

Rick Dufour



LEARNING

☆

Is learning our fundamental purpose?

What is a Professional Learning Community?

What is a Professional?

What is Learning?

What is a Community?

Definition _____

What is a Professional Learning Community Like?

Many schools believe that they operate as a Professional Learning Community.

- Some define PLC as a task force committee, action research groups, interdisciplinary teams, book study groups, or site leadership teams.
- Think of your experiences with one of the groups named.
- How is the work of PLCs similar to and different from the groups listed above.

Professional Learning Community

“...A Professional Learning Community is a collaboration of teachers and administrators, parents, and students who work together to seek out best practices, test them in the classroom, continuously improve processes, and focus on results.”

Rick Dufour, 2002

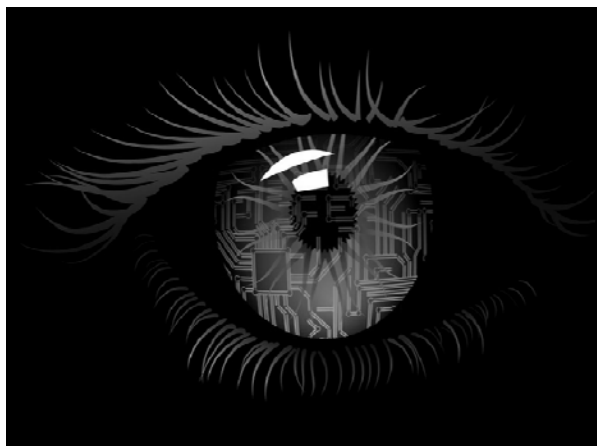
VISION
What do we want to become/why?

PROJECTS

GOALS

MISSION
What is our fundamental purpose?

We are willing to examine all of our practices in light of their impact on learning.



ENSURING A FOCUS ON LEARNING

Aligning School Districts as PLCs by Clay, Soldwedle, Many

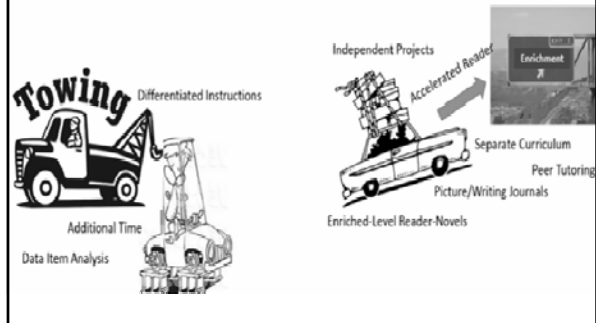
Four Critical Questions of a PLC p.1-2	
What systems, structures, and behaviors would a state or school need to ensure the questions are answered?	
<p>Curriculum and Instruction</p> <p>What do we want students to learn?</p> <p>What should each student know and be able to do as a result of each unit, grade level, and/or course?</p>	<p>Assessment</p> <p>How will we know if they have learned?</p> <p>Are we monitoring each student's learning on a timely basis and changing professional practices?</p>
<p>Response to Intervention</p> <p>What will we do if they don't learn?</p> <p>What systematic process is in place to provide additional time and support for struggling students?</p>	<p>Extended Learning</p> <p>What will we do if they already know it?</p> <p>Are we working across curricular teams and with auxiliary staff to extend learning?</p>

Step 1: What do we expect our students to learn? (Goals/Expectations)

STEP 2: How will we know they are learning? (Assessment)


Step 3: How will we respond when they don't learn? (Intervention)

Step 4: How will we respond if they already know it? (gifted)
...While helping those that didn't learn in the same setting...



REFLECTION

1. With a partner, complete the Self Assessment for a Focus on Learning. P.5-7
2. What steps or activities must be created to initiate these conditions in your state or school?
3. Who would be responsible for initiating and sustaining them?



Seeing with New Eyes

What I like about this so far is?

What concerns me is?

BUILDING A
COLLABORATIVE
CULTURE THROUGH
HIGH PERFORMING
TEAMS



Do you cultivate a collaborative culture through the development of high-performing teams?



Culture – the behaviors and beliefs
characteristic of a particular group
Culture - the way we do things



BUILDING A
COLLABORATIVE
CULTURE

Aligning School Districts as PLCs by Clay, Soldwedle, Many

COLLABORATION

The systematic process...
in which we work together...
to analyze and impact professional practice...
(problem solve)
in order to improve ...
our individual and collective results towards
(student achievement)

Rick DuFour



Collaboration Cautions

- Camaraderie
- Congeniality
- Consensus on Response
- Cooperation in Planning
- Knowing About vs. Knowing and Doing
- All or Nothing

“Some schools talk a good game....as long as the process does not cause discomfort for the adults.”

- Douglas Reeves



Effective collaboration produces...

- student achievement gains,
- solutions that are high quality,
- self-efficacy among all staff,
- systematic assistance to beginning teachers,
- substantial pools of ideas, methods, and materials that benefits all teachers.

Richard Dufour (1990)



WE ASSESS OUR
EFFECTIVENESS ON
THE BASIS OF
RESULTS RATHER
THAN INTENTIONS.



Focus on Results

Do we seek relevant data and information and use that to promote continuous improvement?

Leadership and Learning Matrix

Lucky Good results, with no understanding of the reasons (data); replication of success not probable	Leading Good results, with clear understanding of the reasons (data); replication quite probable
Losing Poor results, with no understanding of the reasons (data)	Learning Poor results, with clear understanding of the reasons (data); replication of mistakes not probable

The Leader's Guide to Standards, Douglas B. Reeves

p.8-10





Seeing with New Eyes

What I like about this so far is?
What concerns me is?



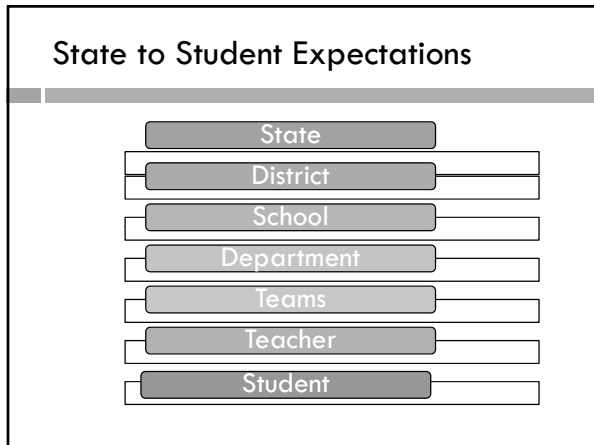
KNOWLEDGE

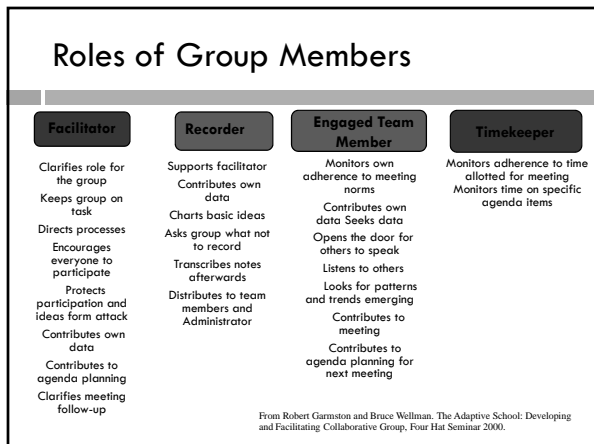
I was bold in the pursuit of knowledge, never fearing to follow truth and reason to whatever results they led... Thomas Jefferson

ARE WE A GROUP OR A TEAM? P.3

OUR **TEAM** IS SUCCESSFUL
BECAUSE OF INTENTIONAL
SYSTEMS AND STRUCTURES

Essentials	Evidence	Energy Expended
Type	purpose of team, vision, mission values, beliefs	definition, deliverable
Members	roster, agenda, <u>data notebooks</u>	lack of engagement or systems for correction
Positions	criteria, assignments, and responsibilities	ambiguity
Goals	SMART goals, results	shared agreement
Stats	reports of formatives, success of students, collaboration and work	lack of <u>protocols</u> , lack of electronic systems
Schedule	team meetings, data meetings, CIA meetings, state of the school meetings	not scheduled during the day, shared team members, unenforced priorities
Meetings	notes, reports, student achievement data	lack of protocols, limited use of technology, lack of training, lack of connectivity to end results
Meeting Expectations	norms, record of attendance, roles, responsibilities	non-compliance, lack of system and follow through, no celebrations





Dealing with Resisters

Building Shared Knowledge & Consensus

- Fist to Five

To use this technique the Team Leader restates a decision the group may make and asks everyone to show their level of support.

Each person responds by showing a fist or a number of fingers that corresponds to their opinion.

If anyone holds up fewer than three fingers, they should be given the opportunity to state their objections and the team should address their concerns. Teams continue the Fist-to-Five process until they achieve consensus (a minimum of three fingers or higher) or determine they must move on to the next issue.

Fist to Five

Fist - A no vote - a way to block consensus. I need to talk more on the proposal and require changes for it to pass.

1 Finger - I still need to discuss certain issues and suggest changes that should be made.

2 Fingers - I am more comfortable with the proposal but would like to discuss some minor issues.

3 Fingers - I'm not in total agreement but feel comfortable to let this decision or a proposal pass without further discussion.

4 Fingers - I think it's a good idea/decision and will work for it.

5 Fingers - It's a great idea and I will be one of the leaders in implementing it.

How do you deal with resisters?

- ✓ **The use of data to show what is working and what is not working takes away excuses.**
- ✓ **Masterful leadership may result in greater understanding and cause thinking to change.**
- ✓ **Teachers who can not work in this environment may choose to change employers.**
- ✓ **Group dynamics cause resisters to comply and submit to culture and expectations.**



p.11-13

Data Mindset
Data Management
Collection and Analysis
Responsibility for Action to
Improve Results

**ESTABLISHING RESULTS
ORIENTATION**

Aligning School Districts as PLCs by Clay, Soldwedle, Many

**Team Data Protocol:
Before the Meeting**

- Action steps to prepare for the meeting
 - ▣ Agenda: Distribute in advance
 - ▣ Recording tools: flip chart, data, computer
 - ▣ Assign roles: facilitator, timekeeper, recorder

Riverside County Office of Education

Team Data Protocol: During the Meeting

- | | |
|---|---|
| <ul style="list-style-type: none"> □ Introduction (Facilitator) 2 mins.
Establish and articulate purpose of meeting and outcomes desired. □ Successes 5 mins.
Each member has a chance to offer evidence of strategy where students performed well. □ Chief Challenges 10 mins.
Where are the areas where most students performed poorly? | <ul style="list-style-type: none"> □ Interventions 10 mins.
What are the possible interventions for students who perform poorly? □ New Strategy 5 mins.
Lead the group to consensus on agreed upon strategies. □ Set SMART Goal 10 mins. and Debrief
Establish a SMART goal. How well did the process work? |
|---|---|

(Riverside County Office of Education)

Data Analysis and SMART Plan

Data, Data
Data



“A team’s purpose and specific performance goals have a symbiotic relationship: Each depends on the other to stay relevant and vital.”

—Ron Katzenbach,
The Wisdom of Teams

SMART GOALS

What gets measured gets done.

SMART goals are...

- Specific
- Measurable
- Attainable
- Result-oriented
- Time bound

Are these SMART goals?


To improve student math proficiency by the end of the 2010–2011 school year we will:

- Implement a computer tutorial system.
- Increase the use of cooperative learning strategies by 25%.
- Increase the number of students achieving the target score of 75% or higher on the quarter exam—from 65% to 80%.

SMART Goal Considerations

- Use multiple sources of data.
- Use the proper tools to interpret data.
- Work on the part of the problem that will yield the greatest results.
- Consider the whole picture.
- Draw conclusions from several data points.
- Pay attention to the environment or perception data.

Team Meetings



**OUR TEAM IS FUELED
BY DATA**

Seven Hills Elementary School

Remember...

“The journey of discovery is not
in seeking new landscapes but in
having new eyes.”

—Marcel Proust

Thank you!



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call **Solution Tree** at
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Resources

DuFour, R., DuFour, R., Eaker, R., & Karhanek, (2004). *Whatever it takes: How professional learning communities respond when kids don't learn.* Bloomington, IN: Solution Tree

Reeves, D. B. (2002). *The leader's guide to standards: A blueprint for educational equity and excellence.* San Francisco: Jossey-Bass

DuFour, R., DuFour, R., & Eaker, R. (2002). *Getting started: Reculturing schools to become professional learning communities.* Bloomington, IN: Solution Tree

Victoria Bernhardt, PhD, Executive Director of Education for the Future

Clay, V., Soldwedel, P., Many T. (2011). *Aligning School Districts as PLCs.* Bloomington, IN: Solution Tree

Solution Tree (solution-tree.com)

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PROFESSIONAL LEARNING COMMUNITY

Definition

“...A Professional Learning Community is a collaboration of teachers, administrators, parents, and students who work together to seek out best practices, test them in the classroom, continuously improve processes, and focus on results.” Rick DuFour, 2002

Fundamental Assumptions

- ◆ We can make a difference: Our schools can be more effective.
- ◆ Improving our people is the key to improving our schools.
- ◆ Significant school improvement will impact teaching and learning.

3 “Areas of Focus” of Being a PLC

1. Focus on Learning

We accept high levels of **learning** for **all** students as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.

2. Collaborative Culture

We can achieve our fundamental purpose of high levels of learning for all students only if we work together. Individuals, teams, schools, and districts seek relevant data and information and use that information to promote continuous improvement.

3. Focus on Results

We assess our effectiveness of achieving high levels of learning for all on the basis of results rather than intentions. Individuals, teams, schools, and districts seek relevant data and information and use that information to promote continuous improvement.

Four Key Questions

- What is it we expect our students to learn?
- How will we know when they have learned it?
- How will we respond when they already know it?
- How will we respond when they don't know it?

6 Essential Characteristics of Being a Professional Learning Community

➔ Shared Mission, Vision, Values, Goals

What distinguishes a learning community from an ordinary school is its collective commitment to guiding principles that articulate what the staff of the school believes and that govern their actions and behavior.

➔ Collaborative Teams

Professionals in a learning community work in teams that share a common purpose. They learn from each other and create the momentum that drives improvement. They build within the organization the structure and vehicles that make collaborative work and learning effective and productive.

➔ Collective Inquiry

People in a learning community relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results.

- They reflect publicly on their beliefs and challenge each other's beliefs.
- They share insights and hammer out common meanings.
- They work jointly to plan and test actions and initiatives.
- They coordinate their actions, so that the work of each individual contributes to the common effort.

➔ Action Orientation / Experimentation

Members of professional learning communities constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas.

➔ Commitment to Continuous Improvement

Members of a learning organization are not content with the status quo and continually seek ways to bring present reality closer to future ideal. They constantly ask themselves and each other:

- What is our purpose?
- What do we hope to achieve?
- What are our strategies for improving?
- How will we assess our efforts?

➔ Results Focus

Professionals in a learning organization recognize that no matter how well intentioned the efforts, the only valid judgment of improvement is observable and measurable results. Assessment and re-evaluation are the keys to continued improvement.

Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose

From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in Use of Assessments

From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams .
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill

A Shift in the Response When Students Don't Learn

From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

(continued)



Self-Assessment for a Focus on Learning

Focus on Learning: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.					
Non-negotiable: A guaranteed and viable curriculum					
	1 Haven't begun to address this issue (0)	2 Talking but no action yet (0)	3 Have begun to address this issue (1)	4 Have moved beyond implementation (2)	5 Process deeply embedded in our culture (3)
A We work with colleagues on our team to build shared knowledge regarding state standards, the district curriculum guide, and their trends regarding student achievement and expectations for the next course or grade. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.					
B We use those targets to design our unit and lesson plans and to communicate priority expectations to students and their families. We report progress related to those essential learning targets formatively and summatively. We focus time at conferences to identify essential targets where mastery has been achieved and essential targets where continuous learning is necessary. We assist students in taking responsibility to track their mastery of those essential learning targets.					

	1 Haven't begun to address this issue (0)	2 Talking but no action yet (0)	3 Have begun to address this issue (1)	4 Have moved beyond implementation (2)	5 Process deeply embedded in our culture (3)
Non-negotiable: A balanced and coherent system of assessment					
C We have a balance between common formative assessment data to guide instruction and learning and common summative assessment data to reflect on the success of our teaching.					
D We monitor the learning of each student on all essential learning targets, on a timely basis, through a series of frequent, team-developed formative assessments that are aligned to learning standards and measurable benchmarks. Our assessment system includes common unit preassessment, midpoint feedback, end-of-unit assessment, trimesterly or end-of-grading-period assessment, and end-of-year assessment. We share ideas for providing daily/weekly feedback.					
E We use the data from formative assessments to guide instructional differentiation decisions, pacing decisions, and intervention decisions.					

Non-negotiable: A schoolwide pyramid of interventions	1 Haven't begun to address this issue (0)	2 Talking but no action yet (0)	3 Have begun to address this issue (1)	4 Have moved beyond implementation (2)	5 Process deeply embedded in our culture (3)
F We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty.					
G We require rather than invite students to devote the extra time and receive the additional support until they are successful.					
H We have developed strategies to extend and enrich the learning of students who have mastered essential learning targets.					

Adapted from DuFour, DuFour, Eaker, & Many (2006), Learning by Doing. Used with permission.

Self-Assessment for Building a Collaborative Culture

Focus on Collaboration: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development and support of high-performing teams.					
	1	2	3	4	5
	Haven't begun to address this issue (0)	Talking but no action yet (0)	Have begun to address this issue (1)	Have moved beyond implementation (2)	Process deeply embedded in our culture (3)
Shared mission, vision, values, and goals Non-negotiable:					
A We have developed and deployed mission, vision, values (collective commitments), and goals to set clear direction for our district, our school, and our team/department.					
B We recognize that specific behaviors and actions embody the vision, mission, values, and goals in our daily work. We identify the collective commitments we make to one another to ensure attainment of our mission, vision, values, and goals.					
C We promote, through those specific behaviors and actions, a culture/teaching environment of personal growth and high performance. We foster shared accountability for continuous improvement.					

	1 Haven't begun to address this issue (0)	2 Talking but no action yet (0)	3 Have begun to address this issue (1)	4 Have moved beyond implementation (2)	5 Process deeply embedded in our culture (3)
High-performing collaborative teams					
Non-negotiable:					
D	We are organized into high-performing, collaborative teams in which members work together interdependently to achieve common goals. We have developed and adhere to team norms and protocols.				
E	We are provided time during the contractual day and school year to meet as a team. We support both vertical and horizontal team collaboration. We address transition and articulation from elementary to middle to high school and beyond.				
F	We create a safe environment to report and compare data so as to learn from one another and share best practices.				
G	We follow protocols that define how collaborative team time is to be used and artifacts that document how collaborative team time has been used.				

	1 Haven't begun to address this issue (0)	2 Talking but no action yet (0)	3 Have begun to address this issue (1)	4 Have moved beyond implementation (2)	5 Process deeply embedded in our culture (3)
Non-negotiable: Intentional collaboration					
H We use team time to engage in collective inquiry on questions specifically linked to gains in student achievement.					
I Each team is called upon to generate and submit products, which result from its work on the critical questions related to student learning. We know how the decisions we make during collaboration affect learning results.					
J We recognize and celebrate individual and team success aligned to our goals.					

Adapted from DuFour, DuFour, Eaker, & Many (2006), Learning by Doing. Used with permission.

Self-Assessment for a Results Orientation

Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

	1 Haven't begun to address this issue (0)	2 Talking but no action yet (0)	3 Have begun to address this issue (1)	4 Have moved beyond implementation (2)	5 Process deeply embedded in our culture (3)
Data mindset: Efficacy and transparency					
Non-negotiable:					
A We establish a safe, data-enriched district, school, and team/department culture where we can share and compare results data as a way to demonstrate accountability and learn from one another.					
B We commit to aligning our work to the long-range goals and indicators/measures by which the district and school define our success.					
C We set district, school, and team/department goals that are specific, measurable, attainable, results-oriented, and timely. They address our gaps in relationship to the long-range district and school indicators/measures.					
D We set indicators, measures, and challenging yet attainable targets for our goals to be clear about what is most important to track and monitor for improvement.					
E We emphasize and promote outcomes over inputs and results over activities.					

	1 Haven't begun to address this issue (0)	2 Talking but no action yet (0)	3 Have begun to address this issue (1)	4 Have moved beyond implementation (2)	5 Process deeply embedded in our culture (3)
Non-negotiable: Data management, collection, and analysis					
F We design and use a data management system that is valid and reliable, easily accessible, and provides timely and user-friendly feedback.					
G We collect and analyze data and information to be certain we are addressing the needs and requirements of our stakeholders.					
H We analyze data to: (a) identify students who need additional time and support for learning, (b) discover strengths and weaknesses in our individual teaching, (c) help measure our team's progress toward its goals, and (d) define our action plans.					
I We ensure that students take responsibility for their own learning by collecting data to monitor and track their performance compared to high expectations and performance results of others.					

	1 Haven't begun to address this issue (0)	2 Talking but no action yet (0)	3 Have begun to address this issue (1)	4 Have moved beyond implementation (2)	5 Process deeply embedded in our culture (3)
Non-negotiable: Responsibility for action to improve results					
J We share responsibility to act on data and develop plans to change present practices when our results are not where we want them to be.					
K We develop and test improvement theories/strategies based on our analysis and current results to be certain they are adding value and improving results.					
L We share evidence to show our results are improving compared to the past.					
M When results have not improved, we develop and test new theories and strategies while eliminating those that did not change results.					

Adapted from DuFour, DuFour, Eaker, & Many (2006), Learning by Doing. Used with permission.

Critical Issues for Team Consideration

Team Name: _____

Team Members: _____

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team			Our Team Is Addressing				True of Our Team		

- | | |
|--|--|
| <p>1. ___ We have identified team norms and protocols to guide us in working together.</p> <p>2. ___ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.</p> <p>3. ___ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.</p> <p>4. ___ We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.</p> <p>5. ___ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.</p> <p>6. ___ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.</p> <p>7. ___ We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.</p> <p>8. ___ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.</p> <p>9. ___ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.</p> <p>10. ___ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.</p> | <p>11. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.</p> <p>12. ___ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.</p> <p>13. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.</p> <p>14. ___ We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.</p> <p>15. ___ We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.</p> <p>16. ___ We evaluate our adherence to and the effectiveness of our team norms at least twice each year.</p> <p>17. ___ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.</p> <p>18. ___ We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.</p> |
|--|--|