PLC Tools

Dr. Mark Weichel

Introduce and meet your neighbor

Objectives

- Review the critical questions that need to be asked by a PLC
- Learn about tools for your "toolbox"
- Leave with the knowledge and resources to begin your journey

Critical Questions of Student Learning

1. What do we want our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond when they do learn?

http://www.allthingsplc.info/wordpress/?p=53

Stages of Team Development

- **Filling the Time**
- **Sharing Personal Practices**
- **Developing Common Assessments**
- **Analyzing Student Learning**
- **Differentiating Follow-Up**
- **Reflecting on Instruction**

Building a PLC at Work, 2010

Filling the Time

- Set clear work Expectations.
- Define specific tasks for teams to complete.
- Provide sample agendas and sets of norms to help define work.

Building a PLC at Work, 2010

Tool for Collective Inquiry

Tool for Collective Inquiry

Tool for Collective Inquiry

Tool for Collective Inquiry

Learning Teams Weekly Meeting

Team Members Present: Date:_____

1.   3.
2.   4.

Team Members Prepared and Active Participants in Team Meeting:

1.   3.
2.   4.

Activities Completed During Meeting (place a check by each):

____Norms   ____Article Review   ____Learning Plan
____Scope/Sequence ____Instruction   ____Assessments
____Student Interventions ____Curriculum Issues ____Best Practices
____Data Analysis ____SMART Goals   ____Other (please describe)

Please provide a brief overview on what was discussed at your weekly meeting:

Tool for Collective Inquiry

Semester Evaluation   Name_____

1. What things have been accomplished this semester on my learning team?

2. What progress have you made towards your department goals?

3. How have the meetings changed your teaching?

4. Has your team followed its norms for the year? If not, in what ways?

5. Would you recommend any changes for next semester/year?

Sharing personal practices

- Require teams to come to consensus around issues related to curriculum.
- Require teams to develop shared mini-lessons delivered by all teachers.

Building a PLC at Work, 2010

Focusing on the Right Work

1. Educators work collaboratively and take collective responsibility for student learning.
2. **Collaborative teams implement a guaranteed and viable curriculum, unit by unit.**
3. Collaborative teams monitor student learning through common formative assessments.
4. Educators use the results of the common assessments to improve individual practice, improve the team's collective practice, and intervene on behalf of students.

DuFour, 2001, p. 161

Essential Learnings

		CURRICULAR COMPONENTS			
	PLSD Concept Standards and Curricular Indicators	Algebra 1 (HRW, 2001)	Supplemental Materials	Common Core	NeSA DOK; # items
Number System: Students will represent and show relationships among complex numbers.					
12.1.1.b	Compare, contrast and apply the properties of numbers and the real number system, including the rational, irrational, imaginary, and complex numbers	Sec 2.5	Many properties throughout text, need to be sure students compare/contrast		Assess locally
Operations: Students will demonstrate the meaning and effects of arithmetic operations with real numbers.					
12.1.2.a	Use drawings, words, and symbols to explain the effects of such operations as multiplication and division, and computing positive powers and roots on the magnitude of quantities (e.g., if you take the square root of a number, will the result always be smaller than the original number? (e.g., $\sqrt{1/4}$ $1/2$))	Sec 2.2, integer tiles for addition Sec 2.3, integer tiles for subtraction Sec 2.6, algebra tiles for combining like terms with expressions (add/subt) Sec 2.7, integer tiles for mult/div expressions	Throughout text, may need to identify specific places so to ensure a discussion, that this indicator receives attention		Assess locally
12.1.2.b	Use drawings, words, and symbols to explain that the distance between two numbers on the number line is the	Sec 2.1, p. 57 Sec 2.3, p. 69	The sections listed show examples of AV on a number line or in		Assess locally

PLSD HS Algebra 1   Updated 07/30/12

Take a minute... Do your teams do this? What tools do you need?

1. Educators work collaboratively and take collective responsibility for student learning.
2. **Collaborative teams implement a guaranteed and viable curriculum, unit by unit.**
3. Collaborative teams monitor student learning through common formative assessments.
4. Educators use the results of the common assessments to improve individual practice, improve the team's collective practice, and intervene on behalf of students.

DuFour, 2001, p. 161

Develop Common Assessments

❑ Ensure that teams have had training in how to develop effective common assessments.
❑ Create a library of sample assessments from which teams can draw.

Building a PLC at Work, 2010

_____
_____
_____
_____
_____
_____
_____
_____

Analyzing Student Learning and Differentiating Follow-Up

❑ Provide tools and structures for effective data analysis.
❑ Model a data-oriented approach by sharing results...
❑ Ask provocative questions about instructional practices.....

Building a PLC at Work, 2010

_____
_____
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_____
_____
_____
_____

Collaborative Scoring Tool

_____
_____
_____
_____
_____
_____
_____

Data driven professional development

- I – Identify
- D – Describe
- E – Evaluate
- A – Act
- L – Learn

Mueller, 2010

Reflecting on Instruction

❑Learning is connected back to teaching.
❑Practitioners engage in deep reflection about instruction.
❑Create opportunities for teachers to observe one another teaching.

Building a PLC at Work, 2010

2014-2015 Professional Development Framework

Take a minute....would this work in your school?

Questions
Comments
Reflections

Objectives

- Learn the critical questions that need to be asked by a PLC
- Learn about tools for your "toolbox"
- Leave with the knowledge and resources to begin your journey

Tools in Your "Toolbox" -EXIT CARD ACTIVITY-

1. The stages of a PLC
2. PLC activities chart
3. Weekly forms (3)
4. Semester team self-evaluation
5. Curriculum document (boxes on a sheet of paper)
6. Double scoring documents
7. The IDEAL document
8. The IDEAL rubric
9. PD Framework and Lay-out

Thank You!

To schedule professional development, contact
Solution Tree
at **(800) 733-6786**.

Solution Tree

Stages of Team Development

While the process of developing a professional learning team may feel uniquely personal, there are certain stages of development common across teams. By understanding that these stages exist—and by describing both the challenges and opportunities inherent in each stage—school leaders can improve the chances of success for every learning team. Use the following quick reference guide to evaluate the stages of team development in your building and to identify practical strategies for offering support.

Characteristics of Stage	Strategies for Offering Support
Stage: Filling the Time	
• Teams ask, "What is it exactly that we're supposed to do together?" • Meetings can ramble. • Frustration levels can be high. • Activities are simple and scattered rather than a part of a coherent plan for improvement.	☐ Set clear work expectations. ☐ Define specific tasks for teams to complete (for example, identifying essential objectives or developing common assessments). ☐ Provide sample agendas and sets of norms to help define work.
Stage: Sharing Personal Practices	
• Teamwork focuses on sharing instructional practices or resources. • A self-imposed standardization of instruction appears. • Less-experienced colleagues benefit from the planning acumen of colleagues. • Teams delegate planning responsibilities.	☐ Require teams to come to consensus around issues related to curriculum, assessment, or instruction. ☐ Require teams to develop shared minilessons delivered by all teachers. ☐ Structure efforts to use student learning data in the planning process. ☐ Ask questions that require data analysis to answer.
Stage: Developing Common Assessments	
• Teachers begin to wrestle with the question, "What does mastery look like?" • Emotional conversations around the characteristics of quality instruction and the importance of individual objectives emerge. • Pedagogical controversy is common.	☐ Provide teams with additional training in interpersonal skills and conflict management. ☐ Moderate or mediate initial conversations around common assessments to model strategies for joint decision making. ☐ Ensure that teams have had training in how to best develop effective common assessments. ☐ Create a library of sample assessments from which teams can draw.

Stage: Analyzing Student Learning	
• Teams begin to ask, "Are students learning what they are supposed to be learning?" • Teams shift attention from a focus on teaching to a focus on learning. • Teams need technical and emotional support. • Teachers publically face student learning results. • Teachers can be defensive in the face of unyielding evidence. • Teachers can grow competitive.	☐ Provide tools and structures for effective data analysis. ☐ Repurpose positions to hire teachers trained in data analysis to support teams new to working with assessment results. ☐ Emphasize a separation of "person" from "practice." ☐ Model a data-oriented approach by sharing results that reflect on the work of practitioners beyond the classroom (for example, by principals, counselors, and instructional resource teachers).

Stage: Differentiating Follow-Up	
• Teachers begin responding instructionally to student data. • Teams take collective action, rather than responding to results as individuals. • Principals no longer direct team development. Instead, they serve as collaborative partners in conversations about learning.	☐ Ask provocative questions about instructional practices and levels of student mastery. ☐ Demonstrate flexibility as teams pursue novel approaches to enrichment and remediation. ☐ Provide concrete ways to support differentiation. ☐ Identify relevant professional development opportunities; allocate funds to after-school tutoring programs. ☐ Redesign positions to focus additional human resources on struggling students.

Stage: Reflecting on Instruction	
• Teams begin to ask, "What instructional practices are most effective with our students?" • Learning is connected back to teaching. • Practitioners engage in deep reflection about instruction. • Action research and lesson study are used to document the most effective instructional strategies for a school's student population.	☐ Facilitate a team's efforts to study the teaching-learning connection. ☐ Create opportunities for teachers to observe one another teaching. ☐ Provide release time for teams to complete independent projects. ☐ Facilitate opportunities for cross-team conversations to spread practices and perspectives across an entire school. ☐ Celebrate and publicize the findings of team studies.

PLT Activities – Semester 1

Topic	August 18	August 25	September 1	September 8	September 15	September 22	September 29	October 6	October 13	October 20	October 27	November 3	November 10	November 17	December 1	December 8	December 15
Analyze past or current common summative assessment data.																	
Unpack UbD knowledge, skills, and understandings.																	
Examine current practices (lessons; formative activities; etc.).																	
Identify school improvement plan strategies to incorporate as instructional interventions.																	
Build capacity through professional inquiry (literature review) or sharing of best practices.																	
Develop or identify common formative assessments.																	
Analyze common formative assessment information.																	
Identify instructional interventions for struggling students.																	
Double score common summative assessments (sample group).																	
Monitor individual and team plans for improvement.																	
Other:																	
Other:																	
Other:																	
Other:																	

Source: Papillion-La Vista High School Improvement Team

Team Agenda Template

While there is no one way to create an agenda for a team meeting, the most successful agendas include topics to be discussed, decisions to be made, actions to be taken, and reasons for celebration. Some agendas also include short reflection surveys designed to collect information about team meeting processes. The following is a sample agenda that your learning team might find valuable.

Date of Meeting: _____   **Start Time:** _____   **End Time:** _____

Members Present: _____

Topics to Be Discussed: Effective teams limit the focus of their meetings, resisting the temptation to tackle too many topics at once. As a result, we will focus our next meeting on the following three topics.		
Topic 1: _____	**Topic 2:** _____	**Topic 3:** _____
How does this topic connect to our school's mission and vision?	How does this topic connect to our school's mission and vision?	How does this topic connect to our school's mission and vision?
Where do we currently stand?	Where do we currently stand?	Where do we currently stand?
What do we need to do to move forward?	What do we need to do to move forward?	What do we need to do to move forward?

Who is responsible for leading this effort?	Who is responsible for leading this effort?	Who is responsible for leading this effort?
When will this work be finished?	When will this work be finished?	When will this work be finished?

Reasons for Celebration: Remaining motivated by collective work means that we must find reasons to celebrate the actions that we've taken together as a team. For each topic that we talk about in a learning team meeting, we will find one reason to celebrate our work.

Reason 1: _____	**Reason 1**: _____	**Reason 1**: _____
How did this action help us to meet our school's mission and vision?	How did this action help us to meet our school's mission and vision?	How did this action help us to meet our school's mission and vision?
What evidence do we have to prove that our work made a difference?	What evidence do we have to prove that our work made a difference?	What evidence do we have to prove that our work made a difference?

How can we share the results of our work beyond our team?	How can we share the results of our work beyond our team?	How can we share the results of our work beyond our team?
Who deserves extra recognition for their efforts on this project?	Who deserves extra recognition for their efforts on this project?	Who deserves extra recognition for their efforts on this project?

To monitor the effectiveness of our meeting practices, please complete the following short survey and leave your responses with our meeting facilitator.

1 = Disagree, 2 = Neutral, 3 = Agree

Our meeting remained focused.	1	2	3
I know what action steps our team is taking next as a result of today's meeting.	1	2	3
Today's meeting was a valuable use of my time.	1	2	3
Please add suggestions for improving our work in any indicator that you scored with a 1.			

Figure 1.2:
Sample Team-Meeting Agenda

Tuesday, October 16

- Share and analyze results from the ratio and proportional reasoning test.

    ○ How did our students do overall?

    ○ Were the results what we expected?

    ○ Did anyone's students do much better? What might they have done differently than the rest of us?

- Review learning targets for the geometry unit.

    ○ Do our learning targets capture the key content concepts?

    ○ Do the learning targets together represent a balance of higher-level reasoning and procedural fluencies?

- Bring your best ideas for reinforcing proportional reasoning in this unit.

    ○ What have you tried in the past that seems to have worked?

    ○ Are there ideas, problems, strategies that you have tried that didn't work?

    ○ What task or problem might we use to help students understand scale drawings?

Learning Teams Weekly Meeting

Team Members Present: **Date**:_____

    1.   3.
    2.   4.

Team Members Prepared and Active Participants in Team Meeting:

    1.   3.
    2.   4.

Activities Completed During Meeting (place a check by each):

_____ *Norms*   _____ *Article Review*   _____ *Learning Plan*
_____ *Scope/Sequence*   _____ *Instruction*   _____ *Assessments*
_____ *Student Interventions*   _____ *Curriculum Issues*   _____ *Best Practices*
____*Data Analysis*   ____*SMART Goals*   _____ *Other (please describe)*

Please provide a brief overview on what was discussed at your weekly meeting:

To be accomplished/brought to the next meeting:

Semester Evaluation   **Name**_____

1. What things have been accomplished this semester on my learning team?

2. What progress have you made towards your department goals?

3. How have the meetings changed your teaching?

4. Has your team followed its norms for the year? If not, in what ways?

5. Would you recommend any changes for next semester/year?

Unit – Learning Plan

Lesson Idea	Lesson Idea	Lesson Idea	Lesson Idea	Lesson Idea
1	2	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Collaborative Assessment Scoring

Subject_____   Course_____

Team members scoring_____

CSA_____   *Please remove or cover any scoring marks on the assessments prior to the team meeting.*

<table>
<tr><td rowspan="2">Use this space to record standard scores to support discussion, e.g.,
3, 4, 3, 3</td><td>**Assessment number**</td><td>**Tchr A**</td><td>**Tchr B**</td><td>**Tchr C**</td><td>**Tchr D**</td><td>**Tchr E**</td><td rowspan="16">1. Compile assessments to be scored and assign each assessment a number (left column).
2. Assign each member of the team a letter corresponding to data table (A-E).
3. Read each assessment and record the corresponding scores as indicated.
4. After assessments have been scored by all team members, teachers share scores and transfer all scores onto one sheet.
5. Use this sheet to identify scoring discrepancies and determine which assessments should be discussed.
6. Use individual teacher scores for each standard when discussing those assessments which received discrepant scores.
7. Use the scoring guide indicators to work toward group consensus on score discrepancies.
8. Assessments receiving closely aligned scores usually do not warrant discussion.
9. Assessments receiving all or mostly all **exact** scoring matches should be flagged as potential anchors.
10. Discuss and respond to the reflective scoring questions on the reverse side.</td></tr>
<tr><td>**1**</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Record total points of your analytical score here, e.g.,
13</td><td>**2**</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>**3**</td><td></td><td></td><td></td><td></td><td></td></tr>
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<tr><td></td><td>**14**</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>**15**</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Teams: Complete a *Collaborative Assessment Scoring* sheet for **EACH** district-reported Common Summative Assessment. Please submit a copy to your department leader.

CT Writers: Please identify and collect copies of assessments scored with strong consistency (mostly exact score matches) as potential anchors to add to curriculum guides.

Department leaders: Please submit all collaborative scoring data to district office.

Source: PLV Curriculum Team

Team reflection

1. What do the scores tell us?

2. To what extent does our team score consistently?

3. What do we notice about strong assessment performances?

4. What do we notice about weak assessment performances?

5. From the results of the assessment, what will we do differently next year when teaching this unit of study?

Self-Reflection

How do my scores compare with those of my colleagues?

Teams: Complete a *Collaborative Assessment Scoring* sheet for **EACH** district-reported Common Summative Assessment. Please submit a copy to your department leader.

CT Writers: Please identify and collect copies of assessments scored with strong consistency (mostly exact score matches) as potential anchors to add to curriculum guides.

Department leaders: Please submit all collaborative scoring data to district office.

Source: PLV Curriculum Team

Goal: Our SMART goal is to:

Identify **(at least 2 common data sets):**

Describe **(briefly) what students' outcomes in these data sets are telling you:**

E: *Evaluate* (pose questions that address concerns about students' outcomes/adult actions) *Questions* lead to *actions*…	A: *Act* (strategies, activities, interventions) to improve the quality of instruction that will impact student learning "Teachers and students go hand in hand as learners of they don't go at all" (Barth, 2001). Professional learning of teachers – improving what they do day-to-day	Building/ Principal Implications Resources needed Staff Responsible	
1)	1)		A
2)	2)		S
3)	3)		N

SUBJECT AREA AND GRADE LEVEL:_____   TEAM MEMBERS:_____

I.D.E.A.L.	Identify	Describe	Evaluate	Act	Learn
Levels					
Exemplary – 4	**The common assessments (at least 2) are** aligned w/ Tier I/II district/building indicators.	Students' strengths and limitations were observed collectively **and** detailed at the sub-group level.	Ideas generated will inform next steps to improve teaching **and** learning **for the group.**	Instructional strategies (actions) **align precisely** w/ of the **common** assessment. Action impact is **clearly** defined & **measureable** via the Learn phase.	What worked & what didn't are very thorough and will be very helpful in informing next steps.
Proficient – 3	The common assessments (at least 2) are aligned w/ grade level/department/ specialists' indicators based on other student outcomes.	Students' strengths and limitations were observed collectively and detailed.	Ideas generated will inform next steps to improve teaching and learning independent of others.	Instructional strategies (actions) align **satisfactorily** w/ DOK level of the common assessment. Action impact is defined & **measureable** via the Learn phase.	What worked & what didn't are sufficient and will be helpful in informing next steps.
Basic – 2	The assessments (at least 2) are aligned w/ Tier I/II district/building indicators, but are **not** common.	Students' strengths and limitations were observed collectively but lack detail.	Ideas generated speak only to student outcomes (learning) **or** instructional strategies (teaching).	Instructional strategies (actions) don't align w/ the DOK level of the assessment. Action impact is **mentioned** & but not *clearly* **measureable** via the Learn phase.	What worked & what didn't are limited and make it difficult to inform next steps.
Unsatisfactory – 1	The assessments (at least 2) are **not** aligned w/ Tier I/II district/building indicators and are also **not** common.	Students' strengths and limitations were not addressed.	Ideas generated are questionable in regard to informing teaching or learning at any level.	Instructional strategies (actions) are unknown or vague. Action impact is **not mentioned** & not **measureable** via the Learn phase.	What worked and what didn't are unclear and next steps cannot be formulated.

I.D.E.A.L. Classroom Goal/Action Plan ~ Checklist Summary:

- o **Identify** = *common* assessments **(2 or more)** to evaluate Tier I/II goal indicators or grade/department/specialists' indicators.

- o **Describe** = students' strengths and limitations, *including* sub-groups of interest.

- o **Evaluate** = elaborate in the form of question**s** – *Why* are you seeing the outcomes you are?

- o **Act** = plan <u>***adult***</u> actions (instructional strategies/activities, professional development), and follow through with fidelity, to address students' needs and impact students' learning.

- o **Learn** = what worked, what didn't, *how do you know*, and what next?

SMART Goal: Our goal is to meet the needs of all students through quality curriculum, instruction, assessment, improvement.

IDENTIFY the Focus Area(s): Math—emphasis on reading across the curri
The I.D.E.A.L. action research model is a systemic and systematic process to analyze student perform
the impact of instructional strategies/activities/interventions on student learning with the go

E: Evaluate (pose questions that address concerns about students outcomes/adult actions) Questions lead to *actions*…	A: Actions (strategies, activities, interventions to improve the quality of instruction and student learning) Professional learning of teachers – improving what they do day-to-day	Staff Responsible	Buil Prin Impli
1) How should we be teaching reading strategies in math? 2) How can we support struggling leaders in math? 3) How do we identify struggling readers within a math classroom? 4) How do we help teachers become reading experts in math? 5) How do we know if the intervention has an effect on student achievement?	We will be discussing the following chapters from the book "Subjects Matter" and implementing strategies in our classroom. • Chapter 1: Begin to justify the importance of reading across the curriculum. • Chapter 6: • Chapter 2 "How Smart Readers Think" • Consultant: UNO Math Professor • Chapter 5 "Tools for Thinking: Reading Strategies Across the Curriculum" • Chapter 3 "Why Textbooks are not Enough" • Chapter 4 "Toward a Balance Diet of Reading"		

Goal: Our goal is to meet the needs of all students through quality curriculum, instruction, assessment, program

<u>**IDENTIFY**</u> **the Focus Area(s): RC, WR, & Math &** <u>**DESCRIBE**</u> **"why"~ i.e., not happy w**
The I.D.E.A.L. action research model is a systemic and systematic process to analyze student perform
the impact of instructional strategies/activities/interventions on student learning with the go

E: Evaluate (pose questions that address concerns about students outcomes/adult actions) Questions lead to *actions*…	A: Actions (strategies, activities, interventions to improve the quality of instruction and student learning) Professional learning of teachers – improving what they do day-to-day	Staff Responsible	Buil Prin Impli
How do we continue to meet district standards when the student to teacher ratio continues to increase, but the amount of support (SPED and technology) is not keeping pace?	- Utlizing Online textbook support to take the place of Paraprofessionals (Staff) - Add more Para and SPED support (Building Admin.) - Adjust master schedule to include SPED teachers in all core subject areas including Social Studies (Building Admin.)	X	
How do we address the changing demographics of our student population?	- More interaction with parents, counselors, social workers, and community activists (i.e. YMCA, church leaders, etc.) - Making a list of available resources, charitable organizations, and school activities (i.e. Teammates, Big Brothers, Big Sisters, Games Club)	X X	

2014-2015 PLC and Professional Development Calendar

July 2014

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Legend:
- Red: Professional Development (no school for students)
- Grey: No School (Holidays/Comp Days)
- Yellow: District PLC (Wed PM)
- Green: First and Last Day of School
- Blue: Building PLC (Wed PM)
- Orange: Parent-Teacher Conferences
- Purple: Staff "Nexting" Opportunity

District PLCs at all levels will work to implement and reflect upon best practices for literacy development as outlined in the Westside Community Schools Literacy Framework.

PD Framework Cycle Start Date (More information on back)

Professional Development days during the school year will provide opportunities to focus on district, building, and individual teacher goals. During the District time, opportunities will be focused on supporting meaningful integration of new and existing technologies.

Proposed Agenda for 8/29, 10/20, 1/19, & 2/16:
8:00-10:30 AM	District-wide PD on Technology Integration
10:30 AM-2:00 PM	Team/Individual "Innovation Hours"
2:00-4:30 PM	Building directed PD

Building PLCs will provide building, vertical and/or grade level teams with time to continue District PLC efforts, implement learning from professional development, and make progress toward achieving the various components of the District vision (literacy, personalization of learning, technology integration, building goals, etc.). SMART goals will be developed at the building/team level and serve to focus PLC efforts on the four essential questions: What do we expect students to learn? How will we know they are learning? How will we respond when they have mastered the learning? How will we respond if they are not showing evidence of learning?

Quarterly "Nexting" Opportunities will be organized to allow students and staff time to discover their strengths and interests, reflect upon and establish meaningful learning goals, and contribute their talents to the larger community.

Parent-Teacher Conferences will be held at all levels based on the schedule below:
Elementary: Wednesday 4-8PM, Thursday 10 AM-2 PM
Middle School: Wednesday 5-8 PM, Thursday 8 AM-1 PM
High School: Wednesday 5-9 PM, Thursday 10 AM-2 PM

2014-2015 Professional Development Framework

July 2014

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Cycle 1: Literacy Framework Overview:
- Guided exploration of the Framework document
- Current Reality Self-assessment of Beliefs and Best Practices

Follow-up: Individual teacher observation/conversation

October 2014

Su	M	Tu	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Cycle 2: Literacy Framework Outside of Language Arts
- Developing deeper understanding of 1-2 best practices*
- Models, examples, and strategies in other subject areas

Follow-up: Instructional Rounds

* The 1-2 best practices studied during cycles 2-4 will be differentiated for each level/content area.

January 2015

Su	M	Tu	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015

Su	M	Tu	W	Th	F	S
1		3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Cycle 3: Literacy Framework Outside of Language Arts
- Developing deeper understanding of 1-2 best practices*
- Models, examples, and strategies in other subject areas

Follow-up: Individual teacher observation/conversation

* Team leaders, department chairs, and/or PD building reps will collect feedback from teachers during the individual follow-up opportunities and instructional rounds.

* Themes from the feedback will determine which 1-2 best practices from the Literacy Framework will be the emphasis for the following cycle.

April 2015

Su	M	Tu	W	Th	F	S
		1	2	3	4	
5		7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Cycle 4: Literacy Framework Outside of Language Arts
- Developing deeper understanding of 1-2 best practices*
- Models, examples, and strategies in other subject areas

Follow-up: Instructional Rounds

Legend

- Administrator/Team Leader/Dept. Chair PD & Cycle Preview
- PD Framework Cycle Start Date- Grade level/content area PD
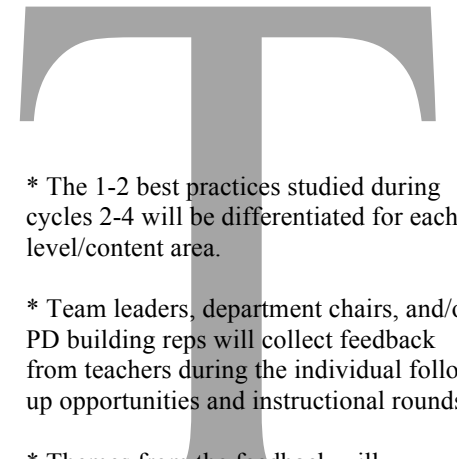- Individual Teacher Follow-up and/ or Instructional Rounds
- No School for Students
- First/Last Day of School