Professional Learning Community 2019-2020

Our Mission: To provide the highest quality education, where learning, leadership, service, and research-based practices ensure equitable and meaningful opportunities for <u>all</u> students.

Our Goal: 100% of collaborative teams will score at developing or higher on the Professional Learning Communities at Work Continuum: Building a Collaborative Culture through High Performing Teams.

2019-2020 Collective Timeline

Date	Action
9/9/2019	PD East/West: EL PMSA: TBD
By 9/16/2019	All teams take the Professional Learning Communities at Work Continuum: Building a Collaborative Culture through High Performing Teams to establish baseline data.
Each Week	Team leader posts agenda and notes in team folder.
By 9/16/2019	All teams establish norms and one or more SMART goals for the school year.
By 10/14/2019	Teams collaboratively identify at least one essential standard per semester for the team to track, assess, and monitor. Team leaders submit request for PD hours for quarter one.
By 11/04/2019	Teams develop and administer at least one common formative assessment. Teams will collaboratively analyze results and develop a plan of action that addresses the following questions: • What do we do for the students who didn't learn it? • What do we do next for students who did master the learning? Team leaders post CFA analysis results and plan in team folder.
11/18/2019	PD East/West EL: PMSA: TBD
By 12/18/2019	Team leaders submit request for PD hours for quarter two.
1/13/2020	PD: EL online module
By 3/10/2020	Teams develop and administer at least one common formative assessment. Teams will collaboratively analyze results and develop a plan of action that

	addresses the following questions: • What do we do for the students who didn't learn it? • What do we do next for students who did master the learning? Team leaders post CFA analysis results and plan in team folder.
By 3/17/2020	Team leaders submit request for PD hours for quarter three.
4/14/2020	PD: East/West EL PMSA: TBD
By 5/5/2020	All teams take the Professional Learning Communities at Work Continuum: Building a Collaborative Culture through High Performing Teams to establish end of year data.
By 5/12/2020	Team leaders submit request for PD hours for quarter four.
By 5/19/2020	All teams celebrate successes and identify areas for improvement.

Required Professional Learning

In support of improving instruction to students with English Language needs and in alignment with our Technical Assistance Plan, the following professional learning will take place during team time on 4 Mondays through-out the year. These sessions will occur in content area departments facilitated by EL/Bilingual staff at Proviso East and Proviso West.

1. EL PD: 9/9/2019
2. EL PD: 11/18/2019
3. EL PD 1/13/2020
4. EL PD 4/6/2020

The Professional Learning Communities at Work™ Continuum: Building a Collaborative Culture Through High-Performing Teams

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure: 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported.	Teachers work in isolation with little awareness of the strategies, methods, or materials that colleagues use in teaching the same course or grade level. There is no plan in place to assign staff members into teams or to provide them with time to collaborate.	Teachers are encouraged but not required to work together collaboratively. Some staff may elect to work with colleagues on topics of mutual interest. Staff members are congenial but are not co-laboring in an effort to improve student achievement.	Teachers have been assigned to collaborative teams and have been provided time for collaboration during the regular contractual day. Teams may be unclear regarding how they should use the collaborative times. Topics often focus on matters unrelated to teaching and learning. Some teachers believe the team meeting is not a productive use of their time.	Teachers have been assigned to collaborative teams and have been provided time for collaboration on a weekly basis during the regular contractual day. Guidelines, protocols, and processes have been established in an effort to help teams use collaborative time to focus on topics that will have a positive impact on student achievement. Team leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing their efforts on discovering better ways to achieve those goals.	The collaborative team process is deeply engrained in the school culture. Staff members view it as the engine that drives school improvement. Teams are self-directed and very skillful in advocacy and inquiry. They consistently focus on issues that are most significant in improving student achievement and set specific, measurable goals to monitor improvement. The collaborative team process serves as a powerful form of job-embedded professional development because members are willing and eager to learn from one another, identify common problems, engage in action research, make evidence of student learning transparent among members of the team, and make judgments about the effectiveness of different practices on the basis of that evidence. The team process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team.	No attention has been paid to establishing clearly articulated commitments that clarify the expectations of how the team will function and how each member will contribute to its success. Norms do emerge from each group based on the habits that come to characterize the group, but they are neither explicit nor the result of a thoughtful process. Several of the norms have an adverse effect on the effectiveness of the team.	Teams have been encouraged by school or district leadership to create norms that clarify expectations and commitments. Recommended norms for teams may have been created and distributed. Norms are often stated as beliefs rather than commitments to act in certain ways.	Each team has been required to develop written norms that clarify expectations and commitments. Many teams have viewed this as a task to be accomplished. They have written the norms and submitted them, but do not use them as part of the collaborative team process.	Teams have established the collective commitments that will guide their work, and members have agreed to honor the commitments. The commitments are stated in terms of specific behaviors that members will demonstrate. The team begins and ends each meeting with a review of the commitments to remind each other of the agreements they have made about how they will work together. They assess the effectiveness of the commitments periodically and make revisions when they feel that will help the team become more effective.	Team members honor the collective commitments they have made to one another regarding how the team will operate and the responsibility of each member to the team. The commitments have been instrumental in creating an atmosphere of trust and mutual respect. They have helped members work interdependently to achieve common goals because members believe they can rely upon one another. The commitments facilitate the team's collective inquiry and help people explore their assumptions and practices. Members recognize that their collective commitments have not only helped the team become more effective, but have also made the collaborative experience more personally rewarding. Violations of the commitments are addressed. Members use them as the basis for crucial conversations and honest dialogue when there is concern that one or more members are not fulfilling commitments.

Collaborative Team Meeting Agenda

Team Name	
Members	
SMART Goal(s)	
Team Norms	

Date:

Materials to bring to meeting:

Expected Outcomes:

Topic for Discussion	Who?	Estimated Time	Minutes
Opening: Review norms; Assign recorder to take and submit minutes, Assign time keeper, etc.		5 minutes	
Next Meeting Ideas	Group	5 minutes	
Create agenda for our next PLC			

DuFour's Questions that guide our work

1. **What do we expect our students to learn?**
2. **How will we know when they have learned it?**
3. **What will we do for students who didn't learn it?**
4. **What will we do next for students who did?**

Expectations for Agendas and Minutes:

Agendas:
- should be posted **at least** a day in advance.
- should include goals or expected outcomes.
- should include specific topics for discussion with estimated times listed.
- should include meeting norms agreed upon by team.
- should use the format shown above.

Minutes:
- should be typed in the minutes column of the agenda.
- should be posted within 2 days.
- should be read by all PLC participants.

Norms and SMART Goals

**All teams will establish norms and one or more SMART
goals for the school year by September 16, 2019.**

Why?

- Explicit team norms help to increase the emotional intelligence of the group by cultivating trust, a sense of group identity, and a belief in group efficacy (Druskat & Wolff, 2001).
- Inattention to establishing specific team norms is one of the major reasons teams fail (Blanchard, 2007)
- Collegial support and professional development in schools are unlikely to have any effect on improvement of practice and performance if they are not connected to a coherent set of goals that give direction and meaning to learning and collegiality (Elmore, 2003, p 60).

Resources

Learning by Doing pages 71-74 (norms) & 89 – 103 (SMART goals)

Sample Norms template (attached)

Team SMART Goal-Setting Plan (attached)

Collaborative Continuum (attached)

Collaborative Team Norms

Team Members: Date:_____

Norms Light: (ex. How often we meet, start and stopping time, participation, paraphrasing when we want to ensure we understood the other perspectives, presuming positive intent, silence is considered disagreement, look for ways to celebrate the work, use technology only to support the process, follow written agendas, how differing opinions will be handled, etc.)

Norms Heavy: (ex: How soon before a unit will the common formative assessments be created? How soon after formative assessments are given are they to be graded? How many formatives will be co-graded to ensure inter-rater reliability? Will papers be traded to grade to remove bias? How long after the assessment will results be compared? How long after results are compared will a plan for intervention and extension be implemented? Will students be traded for a day or two for immediate intervention and extension days after CFA?)

When our norms are broken, we will:

We will notify administration when:

Teams collaboratively identify essential standards for the team to track, assess, and monitor for the school year by October 14, 2019.

Why?

Collaborative study of essential standards promotes clarity among teachers. It also forms the basis for common formative assessments.

Resources

Learning by Doing pages 112-130

Essential Skill template (attached)

<u>Essential Skill for the Unit of Study – Worksheet</u>

Complete this form prior to starting a unit that has an essential skill in it**.**

Purpose: To determine as a collaborative team in the unit of study what is essential for students to know and be able to do, what is nice to know, and what the team is willing to sacrifice.

Collaborative
Team:_____

Unit_____

Date_____

<u>Questions to guide the team:</u>

1. **Does the essential have endurance?** Do we really expect our student to retain the knowledge and skills over time as opposed to merely learning it for a test?
2. **Does it have leverage?** Will proficiency in this standard help the student in other areas of the curriculum and other academic disciplines?
3. **Does it develop student readiness for the next level of learning?** Is it essential for success in the next unit, course, or grade level?   *- Adapted from DuFour, DuFour, Eaker, Many, & Mattos, Learning By Doing (2016), p. 116*

Resources to help in making decisions:

- Standards
- Unified district curriculum
- Former lesson plans (what was taught vs. intended)
- Unit books
- State test samples
- Item Analysis
- A list of prerequisite skills that colleagues at the next course or grade level have established as essential for success at that level

---

Essential to know in this unit: (think: not more than 10 essentials per half year)

What do we want all students to know and be able to do?

Nice to know:

Willing to sacrifice:

Teams develop and administer at least one common formative assessment. Teams will collaboratively analyze results and develop a plan of action that addresses the following questions:

- What do we do for the students who didn't learn it?
- What do we do next for students who did master the learning?

Resources

Learning by Doing pages 133 – 160

Protocol for Team Analysis Prior to Teaching a Unit (attached)

Protocol for CFA Analysis and Planning (attached)

Team CFA Analysis and Plan

Team Name

Date

The following analysis is based on our team's CFA of the following essential learnings.

Areas of Challenge

1. According to the data, in what areas did students struggle across all or most classes?
2. What do we believe is the cause?
3. What strategies were used by teammates whose students performed well?
4. For students who need additional time and support to achieve at or above proficiency, when will we provide that time and how will we provide support?

Areas of Strength

According to the data, in what areas did students do well across all or most classes?
What do we believe is the reason for these results?
What is our plan to enrich, extend, and/or celebrate the learning for students who are highly proficient?

Teacher CFA Analysis and Plan

Name

Date

The following analysis is based on our team's CFA of the following essential learnings.

Areas of Challenge

1. According to the data, in what areas did my students struggle?
2. What strategies were used by teammates whose students performed well?
3. Which of these strategies will I try?
4. For students who need additional time and support to achieve at or above proficiency, when will I provide that time and how will we provide support?

Areas of Strength

According to the data, in what areas did my students do well?
What strategies will I share with colleagues?
What is my plan to enrich, extend, and/or celebrate the learning for students who are highly proficient?

Professional Learning Community 2019-2020

Request for PD Hours for Collaborative Team Work

School

Team Name

Team Leader

Quarter   ☐ 1   ☐ 2   ☐ 3   ☐ 4

My collaborative team engaged in work focused on Dufour's four questions for PLCs:

1. **What do we expect our students to learn?**
2. **How will we know when they have learned it?**
3. **What will we do for students who didn't learn it?**
4. **What will we do next for students who have mastered the learning?**

Check all that apply

☐   I have attached the attendance log and sign-in sheets.

☐   I have attached the evaluation forms.

The following documents are up to date and in the team folder.

     ☐ Norms

     ☐ SMART Goal(s)

     ☐ Agendas and notes for each meeting

     ☐ CFA Analysis and Plan (required for quarters 2 and 3)

_____   _____

Team Lead Signature   Date

_____   _____

Administrator Signature   Date