



*Mustang  
Meeting*



*August 2022*

# *Our Norms*

- Stay focused on student learning and achievement*
- Be prepared*
- Communicate respectfully*
- Listen actively*
- Participate fully*
- Build consensus*
- Honor time*

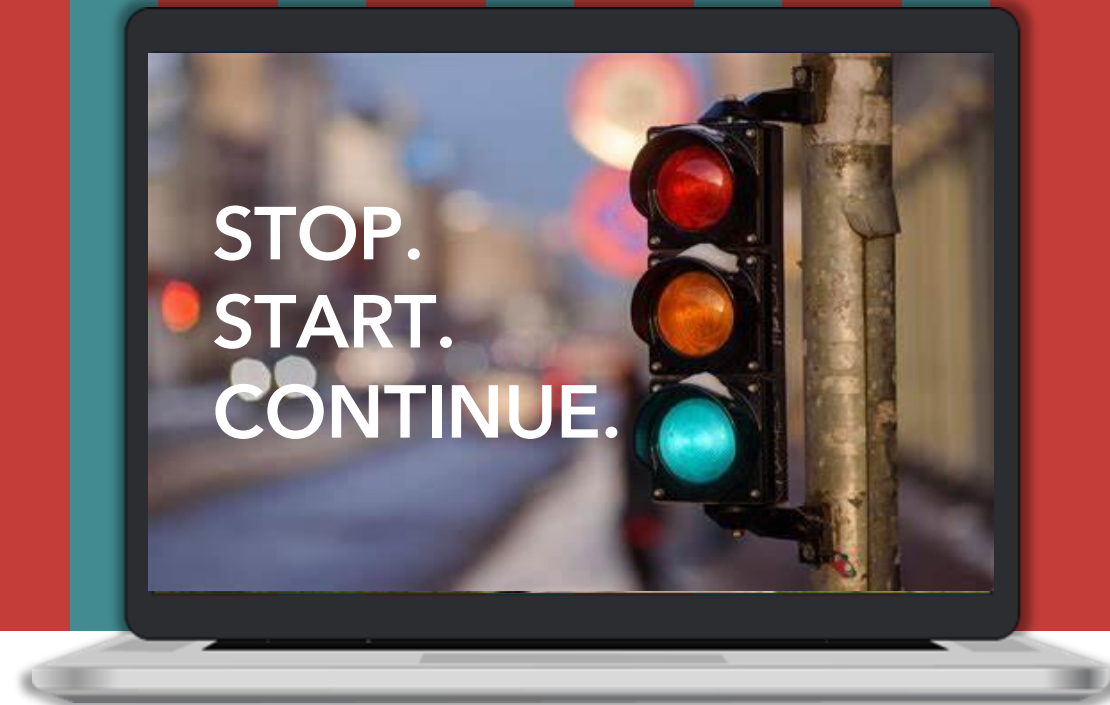


# *Guess Who - Song Version*



# What were your take-aways from your observation?

- What did you learn?
- What was confirmed?
- What was challenged?



# *There should be Actionable Steps*

- **Does the work of your collaborative team affect what happens in classrooms after the meeting?**

# *SMART Goals*

Creating a SMART goal is one way to make plain your vision/desired outcome for the team. (shared vision)

Creating a SMART goal is provides a layer of accountability for the team and sets the stage for reflection.

Creating a SMART goal is one way to demand action focused on student learning and data.

# *A Careful Balance*

Stubborn

Open-Minded

## Words Matter

# LOOSE VS TIGHT

By Richard DuFour



**What does it mean** when you say that the culture of a PLC must be simultaneously loose and tight?  
Think of *tight* as synonymous with *nondiscretionary*.  
Think of *loose* as the equivalent of *empowered to make decisions*.  
When the culture of a school or district is simultaneously loose and tight, there are established parameters and priorities that everyone in the organizations must honor and adhere to.  
There are also aspects of the work in which members are empowered to make decisions—individually, collectively, or both—and encouraged to be creative. These elements are loose.

## TIGHT

The following aspects of the PLC at Work™ process are **tight**.

1. Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation. As members of a team, they work interdependently to achieve common SMART goals for which members are mutually accountable.
2. Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
3. Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Educators use the results of common assessments to:
  - Improve individual practice
  - Build the team's capacity to achieve its goals
  - Intervene or extend on behalf of individual students
5. The school provides a systematic process for intervention and enrichment. Intervention is timely, directive (not invitational), and diagnostic (focusing on specific skills), and it does not remove a student from new direct instruction.

## LOOSE

Aspects of the PLC at Work™ process that are **loose** empower teams of teachers to:

1. Establish their own norms and SMART goals
  2. Determine the specific knowledge and skills students must acquire in each unit
  3. Establish pacing for each unit (the length of time they will devote to the unit)
  4. Determine the standard of proficiency each student must attain
  5. Gather evidence of student learning through an assessment process that includes one or more common formative assessments the team creates for each unit
- PLCs are also **loose** when it comes to empowering individual teachers to:
1. Use the instructional strategies that they feel work best for them
  2. Use their own ongoing assessments as they teach
  3. Pace the content as they deem appropriate within the window of time the team has established for the unit

Decisions at all levels in the PLC process are the result of collective inquiry into the most promising practice. Members of PLCs don't just share opinions or follow unexamined precedents. They *learn together* in a constant effort to improve their effectiveness and ensure all students learn.

# Let's Discuss

# PLC AT WORK®



# *The CCC Process*

**Those who hope to lead the PLC process must begin by acknowledging that no one person will have the energy, expertise, and influence to lead a complex change process until it becomes anchored in the organization's culture without first gaining the support of all key staff members" (Dufour, et al).**

