

When All Means ALL



Exploring and Applying the PLC Process in Pasadena ISD

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What Does it Mean to be a “Tight” PLC Collaborative Team?

If we knew that consistently following a few practices on our collaborative team would result in high levels of learning for students, would we want to know and implement those successful practices? You bet! Mike Mattos describes high performing teams as teams that are simultaneous “loose” and “tight”. A “tight” collaborative team creates processes and actions that are not compromised. These are the actions that everyone on the team commits to accomplishing in order to meet the needs for all students. Aspects that are “loose” on a PLC collaborative team are those discretionary actions and decisions teams make based on each individual's team's needs. High-performing schoolwide PLCs adhere to the elements that need to be “tight” and work collaboratively on the practices where the team has freedom (“loose”) to make decisions always focusing on what is best for students. Based on PLC research, these are the elements that you need in order to have a “tight” PLC collaborative team.

“Tight” Elements in a PLC Collaborative Team:

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 goal, and **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.

Discuss the points above and determine how “tight” your team is when meeting as a PLC collaborative team. What are areas of strength for your team? Where are areas that your team can focus on and grow together?

-Mattos, Dufour, Dufour, Eaker, & Many, Mattos *Learning by Doing: Professional Learning Communities at Work, 3rd Edition* (2016, p. 14)

If you have any questions or need any support with the PLC Process, please feel free to email Dan Hoppie @ dhoppie@pasadenaisd.org or Marsha Jones @ majones@pasadenaisd.org. If you use Twitter, you can continue the discussion, share ideas, and/or comments to @dr_majones and/or use our hashtag #PISDPLC. Archives of this newsletter can be found @ <http://tinyurl.com/PLCnewsletters>

