



Next Steps for PLCs

August 13, 2019

The Importance of Our Profession

- ❖ Students who fail school are three times more likely to be unemployed. (Breslow, 2012)
- ❖ These students are more likely to live in poverty, earning an annual salary of \$20,241 or less (Breslow, 2012).
- ❖ High school dropouts in the United States earn thirty-five cents for every dollar a college graduate earns and sixty cents for every dollar a high school graduate earns. The United States has one of the largest income discrepancies between college graduates and high school dropouts of all the major economies in the world (Organisations for Economic Co-operation and Development, 2014).
- ❖ Female dropouts will live an average of ten and a half fewer years than females who graduate from college. Male dropouts will live an average of thirteen fewer years than males who graduate from college. The gap for both sexes is widening (Tavernise, 2012).
- ❖ High school dropouts are sixty-three times more likely to be incarcerated (Breslow, 2012).
- ❖ On average, each high school dropout costs taxpayers \$292,000 over his or her lifetime (Breslow, 2012).



The Importance of Our Profession

Upon reading the statistics, do you **truly** feel:

All kids can learn.

(Any child that will be an independent adult one day)

All kids can learn at **high** levels.

(High levels meaning grade level or higher)

Turn and talk about which you believe.



Science of the Profession

Professional Learning Communities:

1. What do we want students to learn?
2. How will we know when they have learned it?
3. What will we do we they don't get it?
4. What will we do when they do?

When we know the science of our profession, it is “[educational malpractice](#)” to ignore it.



Cultural Shifts

Use the Cultural Shifts handout with a partner to identify areas in which you feel we need more improvement.

If you are new to education, use your past educational experiences to determine where you saw the most need in our profession.



10:00



One Step - 7 Stages of PLC

Individually, read your assigned section of the article entitled “One Step at a Time”.

With your group, complete the following on chart paper:

- 1.) Re-name Your Stage (Be Creative)
- 2.) List three characteristics of teams in this stage.
- 3.) What support is needed to move to the next level?

Choose two team members to report back to the whole group.



Next Steps for PLCs

August 14, 2019



As you are coming in, use the sticky notes at your table to walk around to the four anchor charts that represent the four questions that we focus on with our collaborative teams.

Try to consider:

- ❖ Areas of strength in that area for our faculty
- ❖ Areas of growth in that area for our faculty
- ❖ Questions you still have regarding this part of the PLC process

Data Discussions

As you rated yourselves, we have come to consensus that we are still growing in the area of “developing common formative assessments” and “analyzing student learning”.

Keep in mind ...

Formative Assessment: Medical Check-Up

Summative Assessment: Autopsy

“Get naked with data.”

This process is not a checklist. It is cyclical.

“In God we trust, everyone else needs data.” - Edward Deming



Rate Your Data Conversation

[Rubric](#)

CFA - Quiz	1 Part A	1 Part B	2	3	4	5	6	7	8	9		
Teacher 1	8	8	4	1	4	2	3	7	10	7 wrong, 2 blank		
Teacher 2	7	8	3	3 partial		10	2	1	4	4	1 blank, 1w, 13 w solution or didn't give solution	
Teacher 3	10	7	2 partial	3 w, 1 partial		1	3	3	9	4	13 partial (didn't give correct answer)	
Teacher 4	7	8	1	1 partial	6 wrong, 3 partial		1	1	3	3	2 wrong, 5 partial	
Teacher 5	7 w	5 w	3 w	2 w	3 w	0 w	1 w	4 w	4 w	4	4 got wrong solution & 4 didn't give the solution	
Teacher 6	7	8	3	1	3	1	2	11	11	13 (most got partial credit)		
Teacher 7	3	2	0	1	5	0	2	6	8	5w, 8p		
Teacher 8	4	3	3	2	5	2	1	5	7	3w 4p		
Total for Grade	46	44	14	5	28	11	13	45	47	0		
	Fraction as div.	Fraction as div.	addin on NL w/ like den.	addin on NL w/ like den.	Area Model	Adding mixed w/ like den	Adding mixed w/ like den	Adding mixed w/ unlike den	Adding mixed w/ unlike den	Error Analysis		
CFA - Test	1	2	3	4	5	6	7	8	9	10	11	12
Teacher 1	0	2p	0	2	2p	8	5	4	0	5	3	7p
Teacher 2	0	1	9p	3	9p	6	5	6	1	3	8	1p didnt follow dir
Teacher 3	0		3p	1	2p	7	4	0	0	2	2	2w 3p
Teacher 4	0	-	4p 1 w	2	7p	10	1	3	0	4	4	2 w 5 p
Teacher 5	0	0	1p 2w	4	3p 1w	7	4	2	4	0	3	1w 2p
Teacher 6	2	13	8p	3	9p	6	7	1	2	5	5	6p, 1
Teacher 7	3	1	5p	4	1w,5p	4	6	5	0	7	6	5w,9p
Teacher 8	0		7p	4	4p, 1w	7	7	3	2	4	3	5p, 2w
Total for Grade	5	15	0	23	0	55	39	24	9	30	34	0
	addition model	subtracting mixed	equivalent sums	equivalent differeno	equivalent sums	subtracting from whole	subtracting mixed	difference of fraction unlike de	fraction as division prob	subtracting model	subtracting mixed	equivalent sums

Break * 10-15 min.

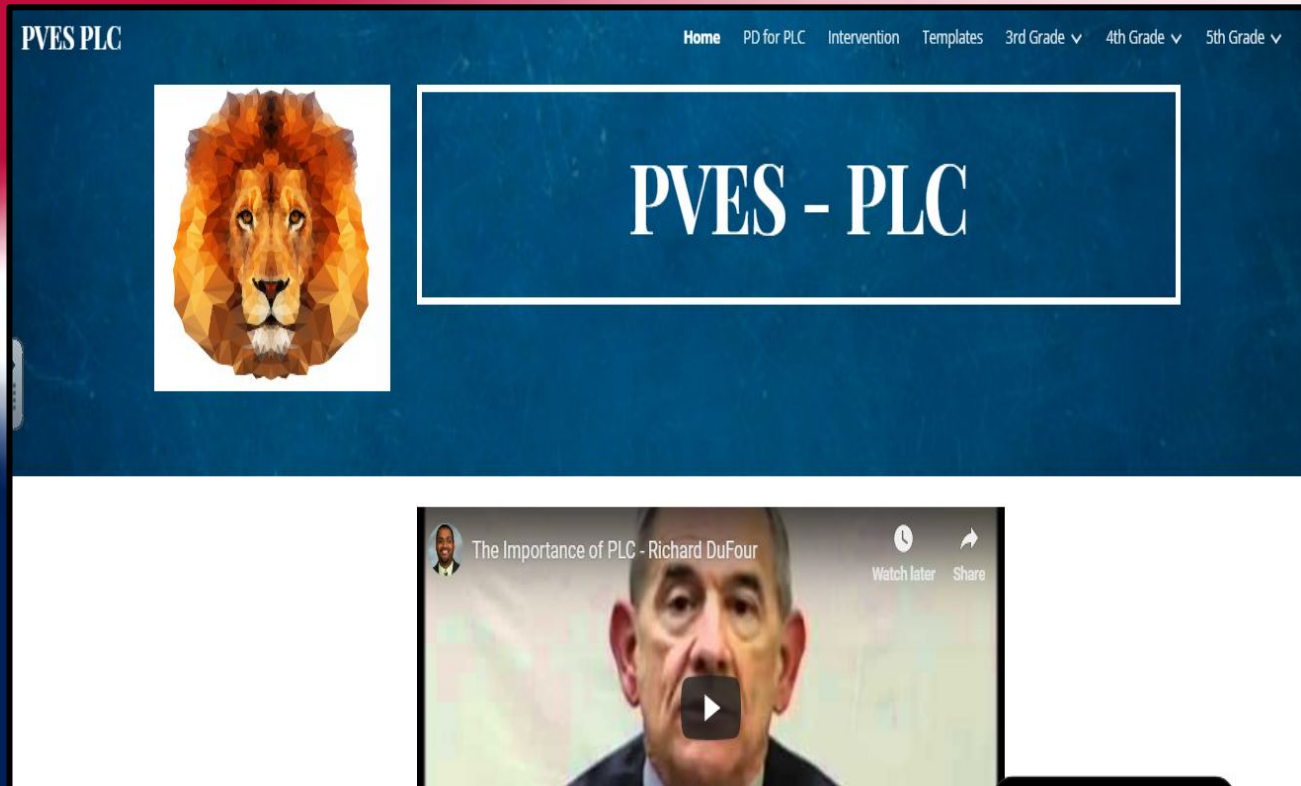


Roles Within Your PLC

- ❖ Facilitator (stays the same)
- ❖ Scribe (stays the same)
- ❖ Time Keeper (changes)
- ❖ Process Checker (changes)



PVES PLC Website



The screenshot shows the homepage of the PVES PLC website. The header is dark blue with the text "PVES PLC" on the left and a navigation menu on the right containing "Home", "PD for PLC", "Intervention", "Templates", "3rd Grade", "4th Grade", and "5th Grade". Below the header is a large blue banner with a white border. On the left side of the banner is a square image of a lion's head made of orange and brown geometric shapes. On the right side of the banner, the text "PVES - PLC" is written in a large, white, serif font. Below the banner is a white section containing a video player. The video player shows a man speaking, with the title "The Importance of PLC - Richard DuFour" and a play button icon. In the top right corner of the video player, there are icons for "Watch later" and "Share".



Multiplying and Dividing Fractions

1. I can recognize the relationship between multiplying fractions and finding the area of rectangles using fractions. (Models)
2. I can estimate the size of the product based on the size of the two factors.
3. I can solve real-world problems involving multiplication of a fraction by a fraction, improper fraction, and mixed number. (Compute)
4. I can interpret division of a unit fraction by a whole number greater than zero and find the quotient using models and equations.
5. I can interpret division of a whole number dividends by a unit fraction and find the quotient using models and equations.
6. I can solve real-world division problems involving fractions and whole numbers using models and equations.

Week 1 (Feb. 1-5)	LT2 + Difference in whole and 1/2	LT2	LT1& 3 Pizza Presentations	LT1,3	LT,2 & 3
Week 2 (Feb. 18-22)	No School	LT 2&3	LT 3 CFA on 1,2	LT 3 Bring CFA with you to guide next Monday	Response Day in class
Week 3 (Feb. 25-March 1)	Possible Multiplication LT5	LT4	LT4,5,6	LT4,5,6 Socrative Exit Ticket	LT3,6 Respond to ET
Week 4 (March 4-8)	LT4,5,6	CFA on 4,5,6	LT3&6	Review/ Response	Unit Test

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Non-Negotiables to Prevent “Malpractice”

- The first fifteen minutes of your collaborative team time on Thursdays will be devoted to individual pursuits (phone calls, coffee, restroom, copies, etc.).
- The remaining time is to be used for collaboration specifically related to at least one of the four questions of a PLC.
- Norms will be agreed upon and read aloud at the beginning and conclusion of each collaborative meeting.



“Norm!”

Remember When Creating Norms...

- 1.) They are stated as commitments to act and behave a certain way rather than as beliefs.
- 2.) They should be reviewed at the beginning and end of every meeting.
- 3.) They should be formally evaluated for their effectiveness twice a year.
- 4.) The fewer the better - “People do not need a list of rules to remember, but rather a few commitments to honor.
- 5.) One of the team’s norms should clarify how the team will respond if one or more members are not observing the norms.

Team Norms

Sitting with your collaborative team, work to develop your norms for this year.

These are commitments to act and behave in a certain way. They should be reviewed at the beginning and end of each meeting.

