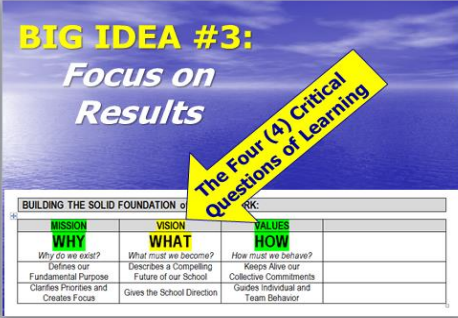# Professional Learning Communities at Work
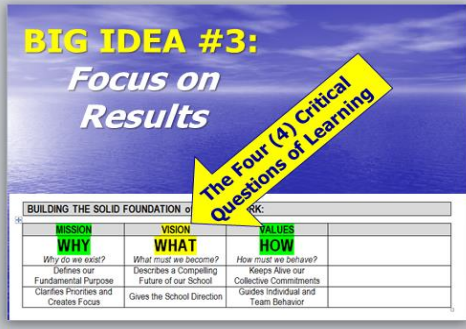# PLC ROAD MAP: BENCHMARKING the Right Work

BIG IDEA #1:
Focus on LEARNING
Know Your WHY !

ALL Means ALL

BUILDING THE FOUNDATION of a PLC at WORK:

MISSION **WHY**		
Why do we exist? Defines our Fundamental Purpose Clarifies Priorities and Creates Focus		

Management of SELF
(It Starts With Me!)
Know who you are, what you believe, why you say the things you say and do the things you do – all with great consistency and harmony.

Others can (at least) understand and hopefully respect (if not agree).

Thomas Sergiovanni

Management of PURPOSING
(Why before How!)

....a continuous stream of thoughts, words and actions (over time) that induce clarity, consensus and commitment regarding the school's **PURPOSE = WHY!**

Thomas Sergiovanni

Quality Learning for ALL Students!

BIG IDEA #2:
Build the Collaborative Culture

Collaborative, FUNCTIONAL Teams Build on TRUST!

BUILDING THE SOLID FOUNDATION of a PLC at WORK:

MISSION **WHY**	VALUES **HOW**
Why do we exist? Defines our Fundamental Purpose Clarifies Priorities and Creates Focus	How must we behave? Keeps Alive our Collective Commitments Guides Individual and Team Behavior

BIG IDEA #2:
Building the Collaborative Culture
- Establishing **MEANINGFUL TEAMS**
- **Team NORMS** to guide collaboration;
- **Team AGENDAS** to focus the work;
- Overcoming the **Five Dysfunctions of Teams**
- Building **TRUST**
- Understanding **PERSONAL STYLES**
- Developing **EMOTIONAL INTELLIGENCE**
- **CURIOSITY** with a **GROWTH MINDSET**
- Building **CONSENSUS**/Responding to **RESISTANCE**

Collaboration
- Collaboration is **inherently neutral.**
- Collaboration is a **MEANS**, not an **END**.

DO the RIGHT WORK

BIG IDEA #3:
Focus on Results

The Four (4) Critical Questions of Learning

BUILDING THE SOLID FOUNDATION of a PLC at WORK:

MISSION **WHY**	VISION **WHAT**	VALUES **HOW**
Why do we exist? Defines our Fundamental Purpose Clarifies Priorities and Creates Focus	What must we become? Describes a Compelling Future of our School Gives the School Direction	How must we behave? Keeps Alive our Collective Commitments Guides Individual and Team Behavior

T Q M

Five (5) Habits of Inquiry

Potential EVIDENCE and/or ARTIFACTS

What is it we expect our students to learn?

P L A N

1. **Clarify a Focused and Shared Vision of Success**

P1 READINESS STANDARDS have been Prioritized, Sequenced, Paced and Vertically Articulated.

P2 Prioritized READINESS STANDARDS have been unwrapped; ESSENTIAL (High-Leverage) LEARNING TARGETS have been identified at the Concept/Skill/Context Level.

P3 We have identified the Academic Language, Key Vocabulary and Expected Rigor for the ESSENTIAL (High-Leverage) LEARNING TARGETS.

P4 We have Developed and Calibrated COMMON RUBRICS where needed, agreeing on the Criteria we will use in judging the quality of student work.

P5 We have Practiced Applying the Criteria in our efforts to Develop Anchor Papers and Inter-Rater Reliability.

	T Q M	Five (5) Habits of Inquiry — Potential EVIDENCE and/or ARTIFACTS
What is it we expect our students to learn? *(Continued)*	**P L A N** *(Con't)*	**2. Develop a Collaborative Plan for Instruction and Assessment** **P6** We have Reviewed Prior Year Results to gather insight on the 3R Instructional Protocol (Retain, Refine, or Replace). **P7** We have Reviewed the Prerequisite Knowledge and Skills students need in order to master the ESSENTIAL (High-Leverage) LEARNING TARGETS. **P8** We have Identified which students have not mastered the necessary prerequisite knowledge and skills and assisted those students in acquiring those knowledge and skills at the beginning of the unit. **P9** We have Brainstormed Instructional Strategies, Resources Needed and Common Misconceptions in our collaborative discussion regarding Effective Strategies/Differentiation and Extensions/Enrichments. **P10** We have Designed a Common Formative Assessment and Set Proficiencies, Protocols and a Two-Part SMART Goal.
How will we know when they have learned it?	**D O**	**3. Implement Instruction and Assessment** **D1** We Posted the ESSENTIAL (High-Leverage) LEARNING TARGETS in the classroom and discussed them with the students at the beginning of the lesson, as needed during the lesson to reinforce, and at lesson closure. **D2** As we Implemented our Instructional Strategies and Differentiation, we Applied the Keys to Quality Assessment that is Effectively Used *(see Document D2 on Page 4)* and Develop Students as "Users of Data on Winning Streaks" *(see Audit Form D2 on Page 5)*. **D3** We have administered one (or more) common assessment(s) in our effort to purposefully gather Evidence of Student Learning (by Student, by Learning Target and by Classroom/Instructional Strategies).

BIG IDEA #3: *Focus on Results* — The Four (4) Critical Questions of Learning	***T Q M***	# Five (5) Habits of Inquiry **Potential EVIDENCE and/or ARTIFACTS**
### How will we know when they have learned it? *(Continued)*	**S T U D Y**	**4. Analyze Data Collaboratively** **S1** We have established NORMS to Use While Examining Data. **S2** We have used an agreed-upon Data Analysis Protocol to Analyze the Data. **S3** We've Built Shared Understanding of What the Data Reveals. **S4** We have Planned Systematic Responses to **Improve PROGRAM** *(ESSENTIAL High-Leverage LEARNING TARGETS).* **S5** We have Planned Systematic Responses to **Improve INSTRUCTION** *(Retain, Refine and/or Replace).* **S6** We have Planned Systematic Responses to **Provide Extra Time and Support** for those students who have not yet mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS (see Two-Part SMART Goal). **S7** We have Planned Systematic Responses to **Provide Extensions and/or Enrichments** to those students who have already mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS.
### How will we respond when some students do not learn?	**A C T**	**5. Use Informed Team Action Planning** **A1** We have ALIGNED Intervention Strategies that are Systematic, Targeted, Timely, Directive, Monitored, and Fluid. **A2** We have provided Extra Time and Support for those students who have not yet mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS. **A3** We have Re-Assessed to confirm Mastery of those remaining ESSENTIAL (High-Leverage) LEARNING TARGETS not originally mastered.
### How will we respond when some students already know it?		**5. Use Informed Team Action Planning** **A4** We have provided Extensions and/or Enrichments to those students who have already mastered the ESSENTIAL (High-Leverage) LEARNING TARGETS. **A5** We have asked those students to Achieve/Produce an appropriate Outcome/Product.

Commit to EMBEDDED, SELF-DIRECTED PROFESSIONAL DEVELOPMENT