



Building PLTs from the Ground Up!

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On this sheep-scale, how do you feel today?



WOOL FOR EVERY DAY #IWOLWOLYOU



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Today's Time

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PLTs = VALUE & OPPORTUNITY

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Opportunity

noun

“The ability to recognize and act on a moment to create meaningful, lasting impact.”



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Factor	Low Effect Size (Less than .3)	Medium Effect Size (.31 to .6)	High Effect Size (Greater than .61)
Teacher- Student Relationships	Low	Medium (.53)	High
Teacher Clarity	Low	Medium	High (.85)
Teacher Credibility	Low	Medium	High (1.09)
Collective Teacher Efficacy	Low	Medium	High (1.34)



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**“If you want to go fast, go alone.
If you want to go far, go together.”**

~Chinese Proverb



PARTNER TALK



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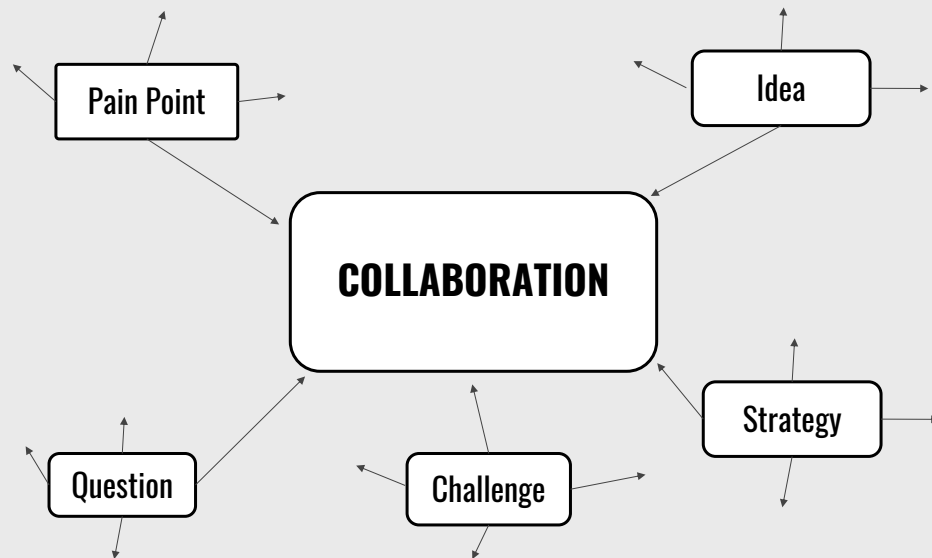


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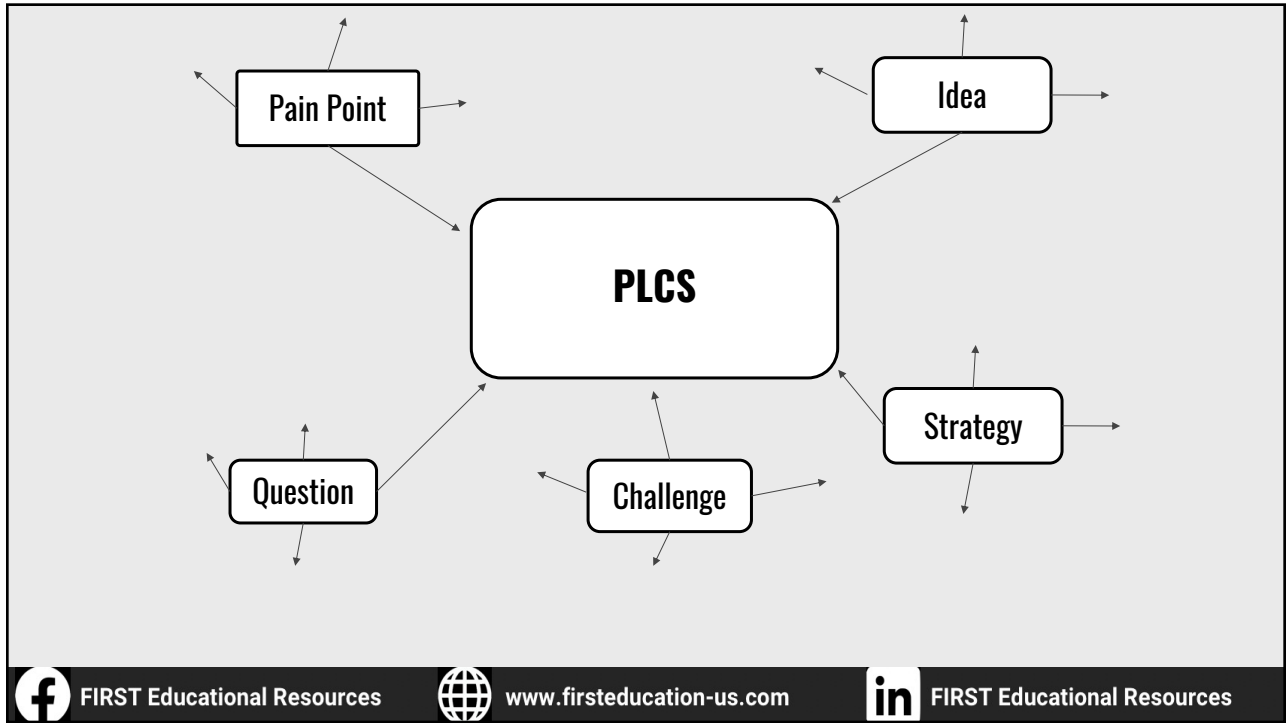


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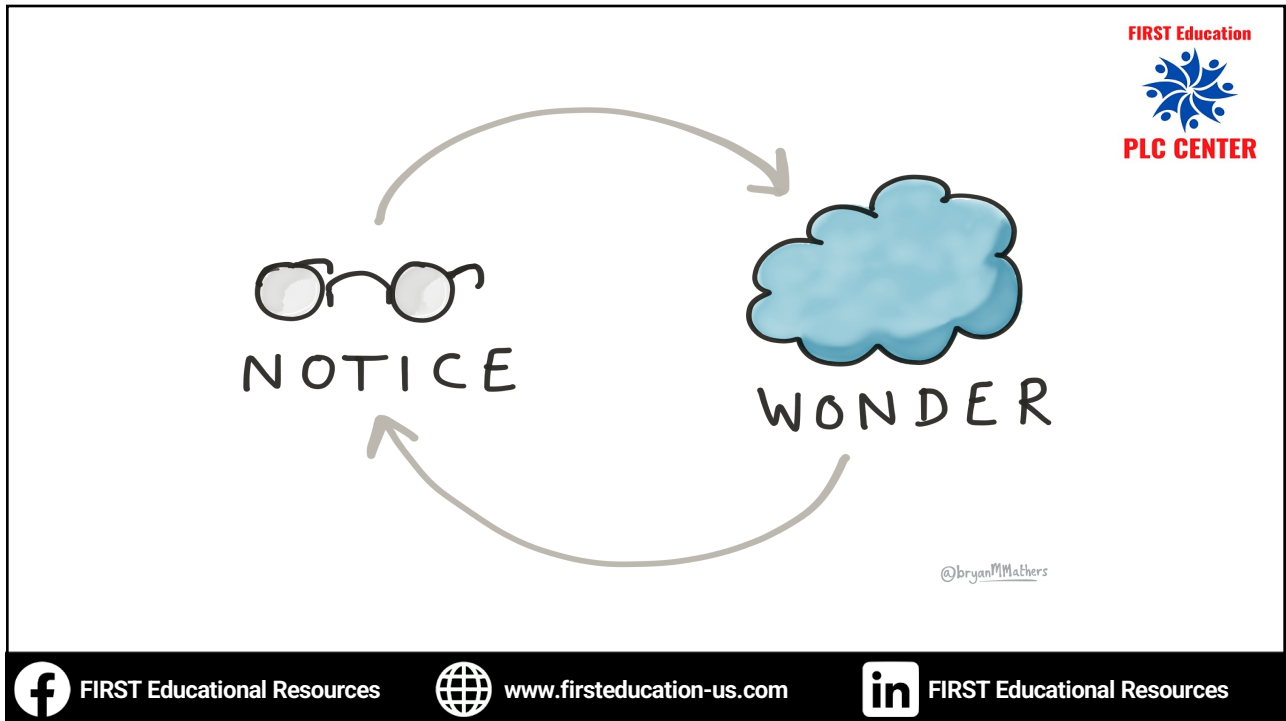


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OUR COMMON CHALLENGES



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“We don’t understand the purpose of PLCs.”

“Preparing for PLCs feels like I’m prepping for a whole different class.”

“This takes valuable time from our prep time.”

“When are we going to collaborate about something that matters to us the most?”

“This doesn’t help when we all teach different grade levels.”

“I don’t get along with my team and you want me to now collaborate with them on a daily basis?”



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WHAT DOES THIS TELL US?



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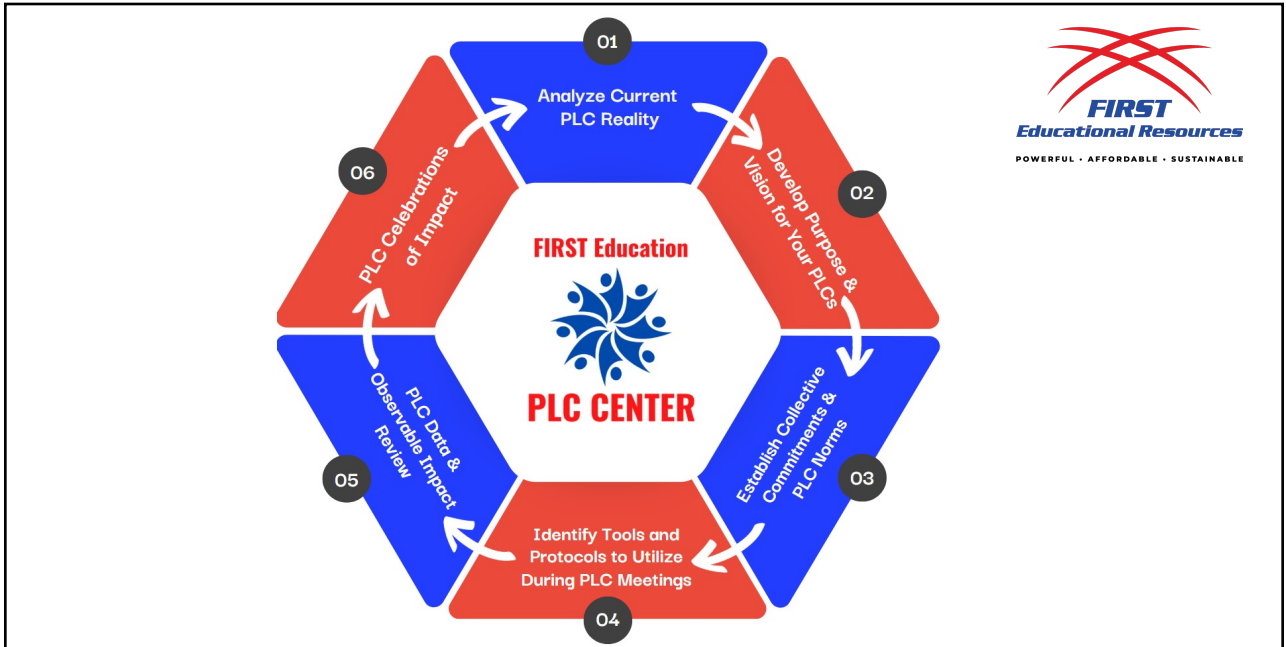


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“When you know your WHY, your WHAT has more impact, because you are walking in or toward your PURPOSE!”

~Michael Jr.



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ORIGINAL PURPOSE STATEMENT ABOUT PLCs

The concept of Professional Learning Communities emerged in the late 1980s and early 1990s, primarily through the work of educators Richard DuFour and Robert Eaker. They saw the need for a **collaborative** and **systematic approach** to improve student learning and teacher effectiveness. The idea of PLCs gained traction and popularity as schools sought more effective ways to address student needs, close achievement gaps, and foster ongoing teacher growth.



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ORIGINAL PURPOSE STATEMENT ABOUT PLCs

PLCs are built on the principles of **collaboration, continuous learning, shared responsibility**, and a **focus on results**.

They provide a framework for educators to work together, examine student data, and implement effective instructional strategies to enhance student outcomes.



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ORIGINAL PURPOSE STATEMENT ABOUT PLCs

COLLABORATION: Collaboration is at the core of PLCs. This collaboration can take many forms, such as grade-level teams, subject-area teams, or cross-disciplinary teams. Through collaboration, teachers can share their expertise, experiences, and ideas, leading to a more comprehensive understanding of effective instructional practices.



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ORIGINAL PURPOSE STATEMENT ABOUT PLCs




CONTINUOUS LEARNING: PLCs emphasize the idea that learning is an ongoing process, not only for students but also for educators. Teachers engage in continuous professional development, where they seek to improve their instructional skills, knowledge of content, and understanding of student needs.



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SHARED RESPONSIBILITY

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ORIGINAL PURPOSE STATEMENT ABOUT PLCs

SHARED RESPONSIBILITY: In PLCs, teachers collectively take responsibility for student learning and success. Instead of isolating responsibility to individual teachers, educators share the responsibility of helping all students succeed.

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ORIGINAL PURPOSE STATEMENT ABOUT PLCs

FOCUS ON RESULTS: PLCs are results-oriented, meaning that their primary focus is on improving student outcomes. To achieve this, educators regularly assess student progress and analyze data to identify strengths and areas for improvement.



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The **RESEARCH** on educators collaborating is clear.

The **PRACTICE** of teacher collaboration time is **NOT** so clear.

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SIGNIFICANT DISCONNECTS

While districts focus on coaching, lesson observation, and professional learning communities, teachers are not satisfied with their implementation to date

Current state: Teachers are not satisfied with professional development (PD) formats ...

Question: Overall, how would you rate your satisfaction with the PD offered to teachers in your school district/school?

PD Format	NET SATISFACTION
Courses	22
Conferences	5
Lesson observation	0
Coaching	-6
Intensive summer training	-9
Self-guided professional development	-10
Workshops	-26
Professional learning communities	-45

NET SATISFACTION

... that local education agency leaders overwhelmingly want to spend more time on.

Question (for local education agency-level professional development leaders): If it were totally up to you, do you believe your district should deliver more or less PD to teachers relative to the current amount?

PD Format	NET INCREASE
Courses	25
Conferences	18
Lesson observation	84
Coaching	82
Intensive summer training	57
Self-guided professional development	45
Workshops	22
Professional learning communities	74

NET INCREASE

BILL & MELINDA GATES foundation

Teachers Know Best

Teachers' Views on Professional Development

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We believe the purpose of PLTs are...



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PLT PURPOSE STATEMENT:

Successes	Challenges	Questions/Wonders

Next Steps/Future Planning:

Empty text box for next steps/future planning.

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OUR PURPOSE STATEMENT ABOUT PLTs

The **PURPOSE** of a PLT is **OBSERVABLE**
IMPACT: Changes in practice that can be
 observed in the classroom and lead to
 improved student outcomes.



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HOW?



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BY ADDRESSING THE COMMON PLT CHALLENGES THAT EXIST IN OUR SCHOOLS



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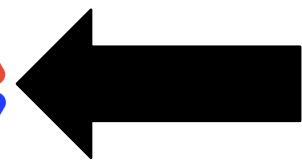
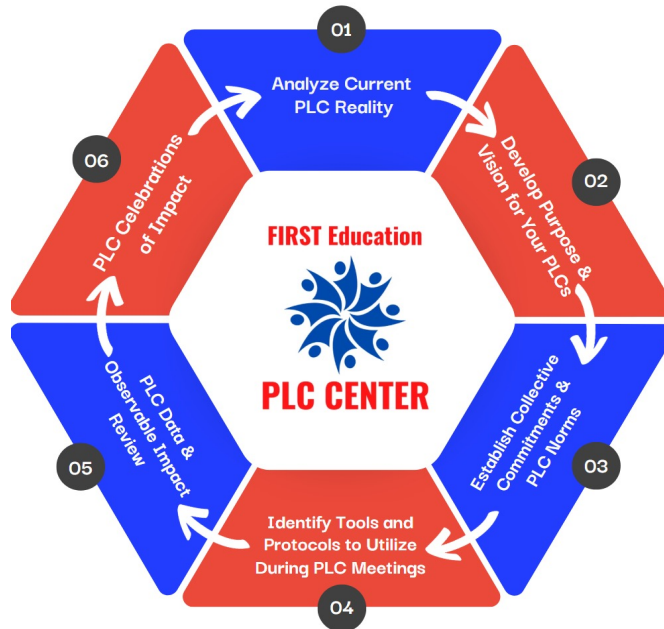


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PLT CHALLENGES # 1-2

“OUR TEAM DOESN'T KNOW HOW TO COLLABORATE AS A PLT.”

“HOW DO WE WORK WITH EACH OTHER EFFECTIVELY?”

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~~PROBLEMS~~

SOLUTIONS


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SOLUTIONS TO PLC CHALLENGES # 1-2




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**Co-create a vision of what a PLC looks like and most importantly -
 what a PLC LEADS TO in the classroom. Create PLC norms by
 developing a Vision for PLCs. Teams show up to meetings with
 agreements on how to structure collaborative meetings and what
 those collaborative meetings lead to.**

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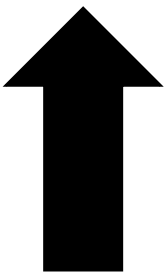
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WORST/BEST PROTOCOL

PROFESSIONAL LEARNING COMMUNITY

SECTION A- LOW IMPACT	SECTION B- HIGH IMPACT	SECTION C- PRIORITIZE
List the characteristics of this topic if it was highly INEFFECTIVE and had LOW IMPACT . What might we observe participants DOING and DEMONSTRATING ?	What is the OPPOSITE of each of these characteristics from COLUMN A ? Write these highly EFFECTIVE characteristics below.	PRIORITIZE these characteristics in terms of creating a learning environment of observable impact for our participants in this structure.
		

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"If every instinct you have is wrong,
then the opposite would have to be right."

CREATIVE INVERSION

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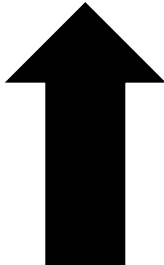
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WORST/BEST PROTOCOL




PROFESSIONAL LEARNING COMMUNITY

SECTION A- LOW IMPACT	SECTION B- HIGH IMPACT	SECTION C- PRIORITIZE
List the characteristics of this topic if it was highly INEFFECTIVE and had LOW IMPACT . What might we observe participants DOING and DEMONSTRATING ?	What is the OPPOSITE of each of these characteristics from COLUMN A ? Write these highly EFFECTIVE characteristics below.	PRIORITIZE these characteristics in terms of creating a learning environment of observable impact for our participants in this structure.
		

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WORST/BEST PROTOCOL




SUPPORT STRUCTURE (Circle one) Staff Meeting, Department Meeting, Collaborative Meeting PD Day **Other:**

SECTION A- LOW IMPACT	SECTION B- HIGH IMPACT	SECTION C- PRIORITIZE
List the characteristics of this topic if it was highly INEFFECTIVE and had LOW IMPACT . What might we observe participants DOING and DEMONSTRATING ?	What is the OPPOSITE of each of these characteristics from COLUMN A ? Write these highly EFFECTIVE characteristics below.	Prioritize these characteristics in terms of creating a learning environment of observable impact for our participants in this structure.
<ul style="list-style-type: none"> Heated arguments Focusing on things that you can't change/outside of control 1 person talking the whole time No one participating No direction, plan, or goal to accomplish Asking for advice, but not taking suggestions Losing focus on kids—not discussing strategies to best meet their needs Not being open minded to other thoughts No conversations about results, standards, or impacts Venting the whole time 	<ul style="list-style-type: none"> Everyone working together to come up with solutions to our challenges Having a meaningful agenda and sticking to it Revisiting our purpose at each meeting (vent, reflect, and review "why")—no more than 5 minutes Reviewing results and discussing teaching practices to change the results in a positive way Everyone is open to new ideas and strategies Identifying <i>our</i> learning needs for <i>our</i> students Everyone knows next steps/actions between that meeting and the next one 	

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WORST/BEST PROTOCOL

PROFESSIONAL LEARNING COMMUNITY

SECTION A- LOW IMPACT	SECTION B- HIGH IMPACT	SECTION C- PRIORITIZE
List the characteristics of this topic if it was highly INEFFECTIVE and had LOW IMPACT . What might we observe participants DOING and DEMONSTRATING ?	What is the OPPOSITE of each of these characteristics from COLUMN A ? Write these highly EFFECTIVE characteristics below.	PRIORITIZE these characteristics in terms of creating a learning environment of observable impact for our participants in this structure.

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The best tools...



have more than one purpose!

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OTHER PLC USES FOR WORST/BEST PROTOCOL?

PD Day?

PBIS Lesson?

First day of school?

Professional Growth Plan?

WORST/BEST PROTOCOL		
SUPPORT STRUCTURE (Circle one) Staff Meeting, Department Meeting, Collaborative Meeting PD Day Other:		
SECTION A - LOW IMPACT	SECTION B - HIGH IMPACT	SECTION C - PRIORITIZE
List the characteristics of this topic if it was highly INEFFECTIVE and had LOW IMPACT. What might we observe participants DOING and DEMONSTRATING?	What is the OPPOSITE of each of these characteristics from COLUMN A? Write these highly EFFECTIVE characteristics below.	Prioritize these characteristics in terms of creating a learning environment of observable impact for our participants in this structure.

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Mini-Lesson?

Collaborative Time?

Assessment Practices?

Parent-Teacher Conference?

Supervision?



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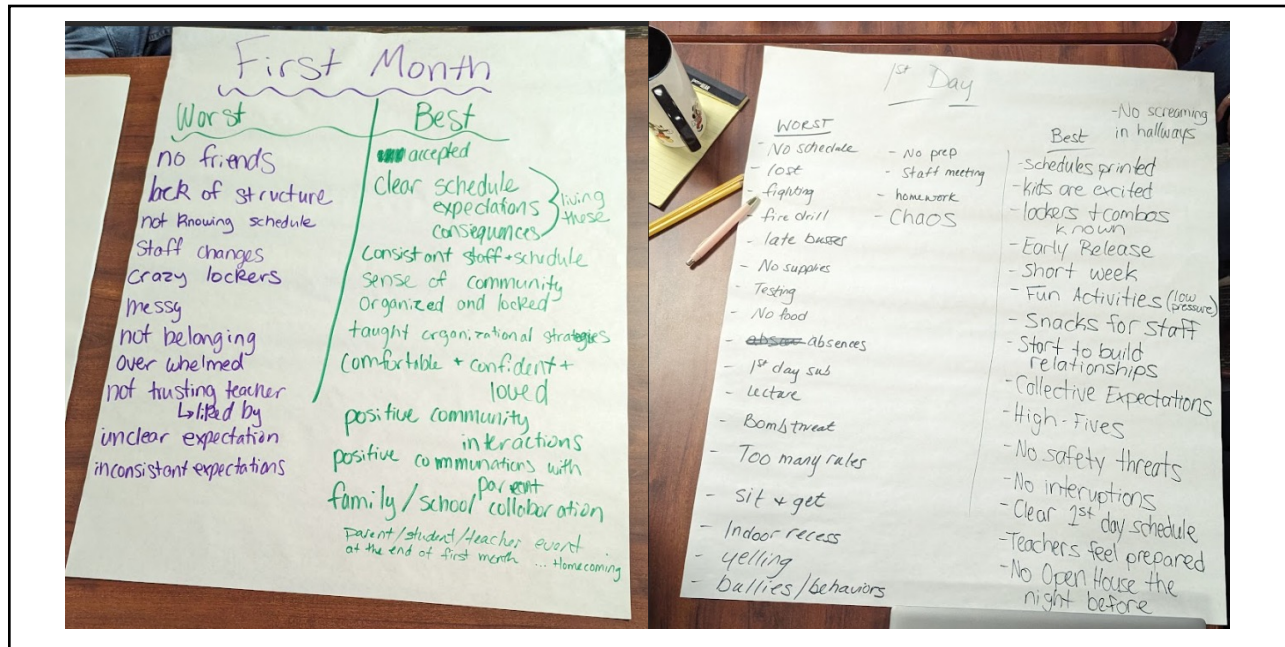


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NOW WHAT?

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**In order to have effective PLCs, we need to know
what **EFFECTIVE PLCS** looks like?**

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Making OUR PLC VISION **OBSERVABLE**

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VISION FOR PLCs MATRIX

COMMITMENTS	IF THIS COMMITMENT WAS HAPPENING AT THE HIGHEST LEVEL, WE WOULD OBSERVE...
COMMITMENT 1	
COMMITMENT 2	
COMMITMENT 3	
COMMITMENT 4	

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VISION FOR PLCS MATRIX (EXAMPLE)


COMMITMENTS	IF THIS COMMITMENT WAS HAPPENING AT THE HIGHEST LEVEL, WE WOULD OBSERVE...
Open Minded	<p>Active Listening: Open-minded team members would be actively engaged in listening to their colleagues' ideas, opinions, and perspectives without interrupting or dismissing them.</p> <p>Respectful Communication: Discussions would be characterized by respectful and considerate communication. Team members would value each other's input and avoid using derogatory language or dismissive tones.</p> <p>Diverse Perspectives: Open-mindedness often leads to a diverse range of perspectives being shared. Team members would feel comfortable expressing different viewpoints, leading to richer discussions and a broader understanding of issues.</p> <p>Willingness to Explore New Ideas: Open-minded team members are more likely to entertain and explore new ideas, even if they initially differ from their own opinions. They would be open to trying out new strategies, techniques, or approaches to problem-solving.</p> <p>Constructive Feedback: Open-minded individuals are also receptive to receiving and giving constructive feedback. They would provide feedback with the intention of helping their colleagues improve, rather than criticizing or putting them down.</p> <p>Collaborative Problem-Solving: The team would collaborate effectively to solve challenges and make decisions. Open-mindedness encourages a collective approach, where the group benefits from the combined skills and expertise of its members.</p>

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Solutions Focused	<p>Problem Identification: Instead of dwelling on the problems or obstacles, team members would quickly move towards identifying specific issues that need to be addressed.</p> <p>Positive Language: Discussions would be framed in a positive manner, focusing on what can be done to improve the situation rather than fixating on what went wrong.</p> <p>Goal Setting: Team members would work together to establish clear and achievable goals related to the topic of discussion. These goals would guide the conversation towards finding solutions that align with the desired outcomes.</p> <p>Creative Thinking: Solutions-focused discussions encourage creative and innovative thinking. Team members would brainstorm different approaches and strategies to overcome challenges.</p> <p>Resource Utilization: The team would explore available resources and assets to leverage in finding solutions. This could include sharing experiences, expertise, tools, or materials that can contribute to resolving the issue.</p> <p>Action Planning: A key outcome of solutions-focused discussions is the development of action plans. Team members would outline specific steps to take in order to implement the identified solutions.</p> <p>Feedback and Evaluation: Team members would continuously provide feedback on the effectiveness of implemented solutions. This feedback loop helps refine strategies and make necessary adjustments.</p> <p>Adaptability: If a particular solution doesn't yield the expected results, the team would be adaptable and willing to modify their approach based on the feedback received.</p>
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VISION FOR PLCs MATRIX

COMMITMENTS	IF THIS COMMITMENT WAS HAPPENING AT THE HIGHEST LEVEL, WE WOULD OBSERVE...
COMMITMENT 1	
COMMITMENT 2	
COMMITMENT 3	
COMMITMENT 4	

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Now what?

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PLC CHALLENGE

“Where do we begin?”

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PLT IMPACT PLANS
(SECONDARY)

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TEAM IMPACT PLAN

INSTRUCTIONAL CHALLENGE BRAINSTORM:

OUR PRIORITIZED INSTRUCTIONAL CHALLENGE:

Our Current Reality	Our Vision for Our Students	Our Vision for Our Educators
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	


OUR LEARNING: From our list in the shaded areas, what are areas that we might need to use our collaborative time and/or professional learning to develop our capacity in this area? What actions do our students need us to take/learn about next?

-
-
-

OUR IMPACT STATEMENT:

"If we focus on _____, then we will observe our students _____"

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TEAM IMPACT PLAN

INSTRUCTIONAL CHALLENGE BRAINSTORM:

*Student engagement | Student motivation | Academic discourse | Use of feedback
 Student ownership | Writing quality | Small group instruction | Participation during instruction*

OUR PRIORITIZED INSTRUCTIONAL CHALLENGE:

Student Ownership of Learning

Our Current Reality	Our Vision for Our Students	Our Vision for Our Educators
<ul style="list-style-type: none"> Many students wait for teachers to tell them what to do next. Students often focus on completing tasks rather than learning. Students rarely monitor their own progress toward learning goals. Some students give up quickly when learning becomes difficult. 	<ul style="list-style-type: none"> Students can clearly explain what they are learning and why. Students monitor their progress toward proficiency. Students seek and use feedback to improve. Students demonstrate perseverance when learning becomes challenging. Students take responsibility for next steps in their learning. 	<ul style="list-style-type: none"> Teachers consistently communicate learning targets and success indicators. Teachers provide opportunities for student reflection and goal setting. Teachers use feedback as a tool for learning rather than compliance. Teachers create structures that promote student ownership and choice. Teachers facilitate learning rather than doing the thinking for students.


OUR LEARNING: To move toward our vision, we need to learn more about:

- Effective student goal-setting practices.
- Reflection protocols that build ownership.
- Strategies for providing actionable feedback.
- Classroom structures that increase student voice and choice.
- Methods for helping students monitor their own learning progress.

OUR IMPACT STATEMENT:

"If we focus on implementing student goal setting, reflection, and feedback practices, then we will observe our students taking greater ownership of their learning, demonstrating increased engagement, and showing greater persistence when learning becomes challenging."

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TEAM IMPACT PLAN		
ACTION PLANNING FOR OUR CLTs		
IN THE NEXT 72 HOURS	IN THE NEXT 14 DAYS	IN THE NEXT 6 WEEKS
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
IMPACT REVIEW DATE: _____		
When we did _____, we noticed _____ in our students.		
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TEAM IMPACT PLAN		
ACTION PLANNING FOR OUR CLTs		
IN THE NEXT 72 HOURS	IN THE NEXT 14 DAYS	IN THE NEXT 6 WEEKS
<ul style="list-style-type: none"> Introduce student goal-setting template. Create student reflection questions. Establish baseline engagement data (participation, completion, willingness to contribute). Share research on motivation strategies. Identify one small strategy to try immediately. 	<ul style="list-style-type: none"> Students set learning goals using a common template. Teachers provide weekly feedback on goals and progress. Implement at least one strategy to increase student choice. Team collects evidence of engagement and goal progress. Team meets to reflect and adjust as needed. 	<ul style="list-style-type: none"> Analyze student work and engagement data. Review trends in motivation, participation, and achievement. Refine and deepen strategies based on evidence. Share successful practices across classrooms. Plan next steps for sustaining student motivation.
IMPACT REVIEW DATE: <u>May 30, 2024</u>		
When we did <u>implemented student goal setting and provided consistent feedback</u> , we noticed <u>increased participation, more student questions, greater persistence during challenging tasks, and improved assessment results</u> in our students.		
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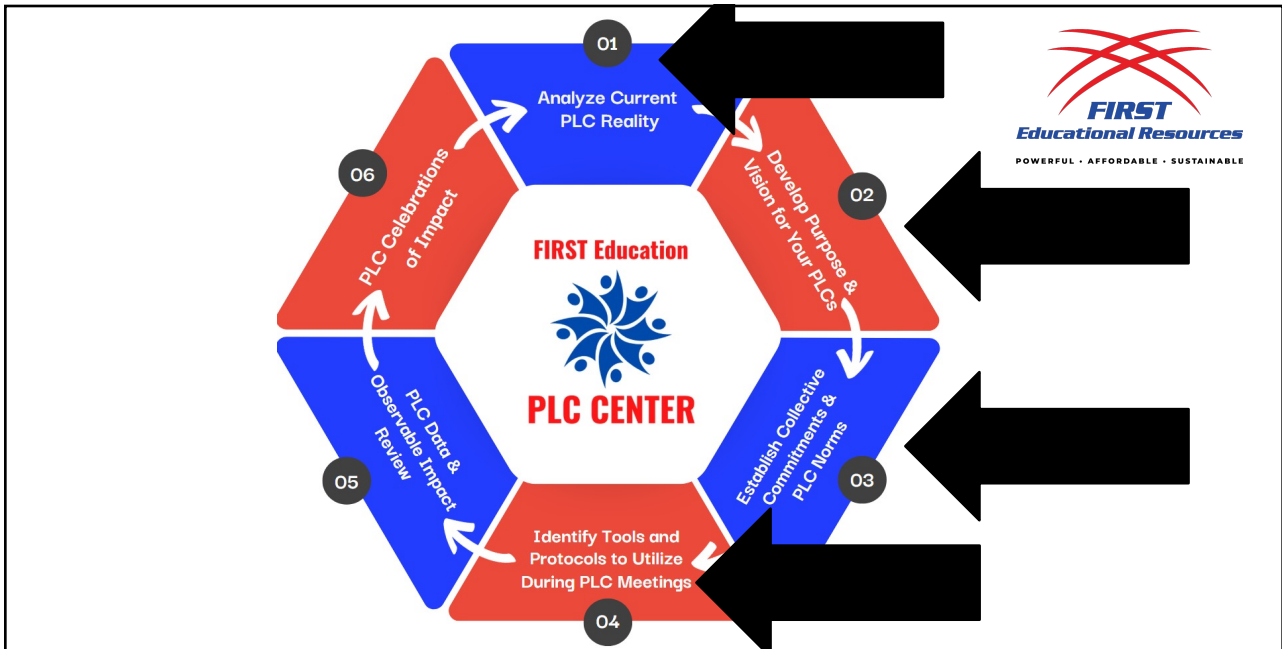
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