Lake High School

PLC Team Meetings

PLC Groups

5th

Breland

L. Cotnam

S. Cotnam

Leblanc (A. Davis will cover)

Yarbrough

6th

Breland

J. Coley

M. Davis

Nester

Williams

Grimes (A. Davis will cover)

7th

M. Gibbs

Daniels

Johnson

Vance

Harvey (A. Davis will cover)

Teach, Reach & Inspire

Professional Learning Communities

The Bigger Ideas

GETTING A CLEAR UNDERSTANDING OF WHAT PLCs ARE.

Big Idea #1: Ensuring Student Learning

The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn.

1. What do we want each student to learn?
2. How will we know when each student has learned it?
3. How will we respond when a student experiences difficulty in learning?

The answer to the third question is what separates learning communities from traditional schools.

Big Idea #2: Culture of Collaboration

The fact that teachers collaborate will do nothing to improve a school. The pertinent question is not, "Are we collaborating?" but rather, "What are we collaborating about?" the purpose of collaboration—to help more students achieve at higher levels—can only be accomplished if the professionals engaged in collaboration are *focused on the right things*.

The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.

Big Idea #3: Focusing on Results

Professional learning communities judge their effectiveness on the basis of results. Every teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress.

SMART Goals

SMART goals are set with the purpose of increasing student achievement. SMART goals are specific in that they clarify precisely what students should learn, the level of the learning (proficiency level), the assessments that will be used to make the proficiency determination and a time frame. A *SMART* Goal is:

Specific - It focuses on specific student learning and answers WHO and WHAT.

Measureable - Student success is measured by assessment. It answers the question – HOW.

Attainable - The goal should be set high but within reason. High goals are not always attained but this does not mean it was a failure.

Results Oriented/Relevant/Rigorous - Supporting the SIP, results tell you who has achieved proficiency. These results determine which students need remediation or enrichment.

Time Bound – All goals are bound by a clearly-defined time frame.

SMART Goal Examples

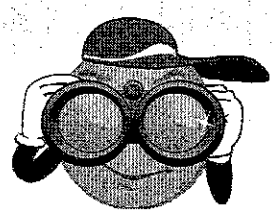
1. _____ % of grade 9 math students will increase their _____ scores by _____% by the end of the second nine weeks as measured on the (assessment) _____.
2. Fifty-two percent of my writing students will increase their average writing scores by one point by the end for the first nine weeks as measured by the (assessment) _____.

NOT *SMART* Goals:

1. My students will do better on their math tests.
2. The team's students will increase their understanding of expository writing.
3. My reading students will complete 80% of their homework.

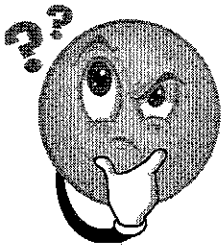
The 4 Driving Questions

WHAT IS THE INSTRUCTIONAL FOCUS?



WHAT ARE THE INSTRUCTIONAL STRATEGIES?

HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?



HOW WILL WE RESPOND WHEN THEY NEED REMEDIATION OR ENRICHMENT?