The PLC Guidebook

Leading Your Collaborative Team To Success

Lead - Set Goals - Share Best Practices - Monitor Growth - Get Results

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e-forms are available on the District PLC webpage
http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/ProfessionalLearningCommunities.asp

Welcome, Facilitator

Team cohesiveness is critical and how you begin the year will affect not only your role as the leader but also the group's effectiveness. As a team leader you have many roles, encourager, seer, moderator, guide, and more. Your enthusiasm and knowledge of your role sets the stage for the team. Don't take your role lightly. You and your team have the ability to enact positive change in your school. It is my hope that this Guidebook will assist in making your job productive and rewarding. It is arranged in the order of need and aligns with the PLC Timeline. Please contact me if you have any questions or if you would like to schedule me for a visit /observation of your PLC.

Welcoming New Members

Most schools will see some degree of grade level or subject team member movement during the summer months. As these new teams come together in the fall it is critical that the facilitator builds 'TEAM' with the group. There are many ingredients needed to develop this team spirit. Getting to know each other is important. A Personal View Of You activity is included in this handbook which will assist in getting members more familiar with each other.

The Rationale For Collaboration

Teachers have for too long been relegated to the classroom with little or no interaction with their peers. Days, weeks , months, years passed with no collaborative planning or sharing of strategies. The expertise of each teacher was never shared with others. Professional Learning Communities (PLCs) challenge the practice of isolation. PLCs foster collaboration and the sharing of best practices. By joining together, teachers have the potential to affect great changes in their students and the school. High-performing schools embrace collaboration and make it part of their culture. It is essential that this professional practice become part of the way we do business.

Confidentiality

Confidentiality is key. It is critical that you develop a safe environment for your team members. Most people will not share unless they feel safe in their environment. If you have a team member who leaves the meeting and discusses student data, a particular team member or that member's data, that team member will shut down. As a facilitator, you will need to address any breaches in confidentiality or your team will be hampered for the remainder of the year. Discuss any confidentiality issues with your site administrator.

Maintaining Focus

Keeping focused on what we do is often a challenge. The workplace is filled with distractions that take our attention away from what is at hand. They cloud our thoughts, purpose and ultimately, what it is that we started to do in the first place. The same is true with our collaborative meetings. With limited time to accomplish many tasks it is imperative that the focus be maintained. One team member can derail the meeting. One off-topic conversation can take several of those too-few minutes and delay the work you intended to accomplish. Keeping the meeting on track takes skill and practice but in time the meetings will flow smoothly from one agenda item to the next.

Distractions can also come from outside the meeting. Be conscious of what you are being asked to do as a facilitator. Your job is to keep the team cycle moving in the right direction. Looking at data, sharing strategies, making instructional decisions etc. is what the team does. Many a well-intended person will print out piles of data for your team to evaluate which is all good and well but is the data related to your SMART goal? If your SMART goal is to improve reading, what kind of data should you be looking at? The answer is simple. If it does not relate to your goal, it is not relevant at that setting. Choose another time to review and evaluate that data.

Professional articles are a great source of information. They are usually short and to the point and contain useful information and classroom strategies. Do not discount their worth in the PLC. However, the PLC meeting is not the time to read them. Professional articles should be read outside the meeting time frame. The subsequent sharing of the article's contents should not take more than five minutes of the meeting.

An agenda is a valuable tool for keeping a meeting on task. I recommend that you consider developing your own agenda template or using the Meeting Minutes template found in this handbook. Prior planning will ensure that you accomplish your goals for each meeting. And while we're addressing Meeting Minutes, most groups find it beneficial to have someone other than the facilitator to record the meeting minutes. As the facilitator, you will have enough to do to keep the meeting on task and on schedule.

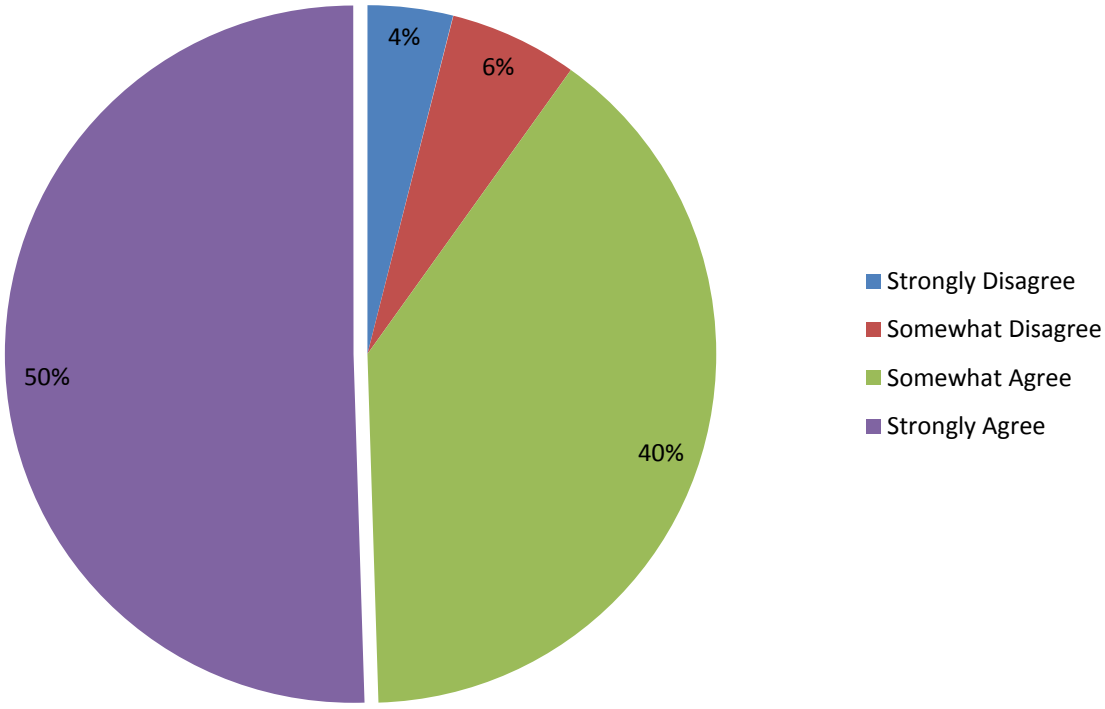
Another way to get the most out of every PLC minute is to come to the meeting prepared. You are the role model. If you are not prepared with an agenda, materials and data, then your team members will not be either. You are the standard setter. It is you who will set the bar so please come to each meeting READY. Data is an integral part of each PLC meeting so make sure it is ready for sharing and discussion.

At the conclusion of each meeting you will need to give Meeting Minutes to your administrator. If you can automate this process via templates and email, you'll be the better for it. (e-form template is available on the District PLC webpage)

Remember, keep the main thing the main thing.

Collaboration Is Key

90% of teachers agree that "other teachers contribute to my success in the classroom."



SOURCE: MetLife Survey of the American Teacher, 2009

The PLC Team Timeline

Beginning	Developing	Growing	Sustaining
August	September	October - May	August - June
*Build The Team. Ice Breaker Activity(ies). Food. Fun. Get To Know Each Other. Build Trust. Discuss Confidentiality. *Bring The Team Together To Discuss Education Values And Vision. *Discussion Of What Is A PLC. Its Rationale, Purpose And Necessity In Today's Educational Setting. *Team Cycle *Begin Development Of Team Norms. *Establish Meeting Dates, Times & Place.	*Complete Team Norms. *Begin Development Of And Complete The Team Smart Goal. The Goal Is Either Given To The Team By Administration Or Arrived At By Looking At The Most Recent Student Data. Formulate The Plan Of Action.	*Share Effective Strategies And Use Them In The Classroom. *Formulate Common Assessments & Set Admin. Dates. *Assess Students Regularly As It Pertains To The Goal. *Bring Together The Data And Look For Trends. *Address Areas Of Weakness And Strength. *Remediate Students Who Did Not Achieve Proficiency. *Enrich Students Who Reached Proficiency. ***Continually** Monitor Student Progress.	*Continue The Sharing Of Best Practices. *Look At The Data To Identify Teachers With Strengths In Areas Of Instruction. Share Strategies. Coach Each Other. *Visit Other Team Member's Classroom To Observe Best Practices. *Read Norms At Each Meeting And Modify As Needed. *Read Smart Goal At Each Meeting And Modify As Needed. *Record Practices That You Will Continue Next Year. *Initiate New Smart Goal As Needed.

Personal View of You Questions

Directions: Answer the following questions about your personality, interests, and school habits.

Personality questions: What makes you tick?

1. What makes you happy? Why?
2. What makes you sad? Why?
3. What makes you angry? Why?
4. What is important to you? Why?
5. What is not important in your life? Why?
6. When do others make you happy? Why?
7. When do others make you angry? Why?
8. What are things you don't like? Why?
9. What are your favorite things to do? Why?
10. When are you most content? Why?
11. Who do you respect? Why?
12. Who is your role model? Why?
13. Who do you want to be like? Why?
14. When are you comfortable? Why?
15. If you had a dream, what would you wish for? Why do you want that?
16. If you could change one thing, what would you change? Why?
17. How would you change it?

Interest questions: What floats your boat?

1. What is your favorite thing to do? Why?
2. If you could be anywhere, where would you be? Why?
3. What do you do during your spare time? Why?
4. Who do you like to be with?
5. Who do you see as a role model?
6. Who can you talk to?
7. Who do you turn to in times of trouble?
8. Who helps you the most? How?
9. Who is your best friend(s)? Why do you like to be with him or her?
10. What do you like to do after school?
11. When are you the happiest?
12. When are you angriest?

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13. Who are your heroes or people you look up to? Why?

14. What is your favorite thing to do at home?

15. What do you do on the weekends?

School, learning, and study habits questions: What builds your brain?

1. When are you happy at school or your job? Why?

2. When are you sad at school or your job? Why?

3. What is your favorite part of the academic day? Why?

4. Which class is the most difficult for you? Why?

5. Who is your best support at school or at work? Why?

6. What motivates you to want to be here? Why?

7. Do you concentrate best when it is noisy or quiet?

8. Who or what helps you learn the most?

9. What gets in the way of your learning?

10. Where is your favorite spot to study?

11. Do you have access to a computer at home? If not, where do you use a computer?

12. How do you feel about school? Why?

13. What do you want to be?

14. What would you rather be doing?

15. How do you feel about _____? Why?

16. What is your biggest fear in school?

17. What is your biggest hope in school?

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Two Facts And One Nonfact

Brief Description

People write down two facts about themselves and one thing that is not true (nonfact). Then introduce the three "facts" to the rest of the group who tries to guess which one is not true.

Time

15-20 minutes or more

2 Facts & One Nonfact

❖A different kind of get-to-know-you activity which engages and challenges each group member in a fun way

❖ Particularly useful as an icebreaker, e.g. can be used as an opener for a workshop or conference.

❖For large groups (e.g., 30+), it is best to split into smaller group sizes.

❖Hand out cards or paper and pens (or if participants bring their own, that's fine)

❖Explain that in this activity each person writes two facts and a nonfact about themself and then we will try to guess each other's nonfact. The goal is to: a) convince others that your nonfact is true (and that one of your facts is the nonfact) and b) to correctly guess other people's nonfact.

❖Allow approx. 5+ minutes for writing 2 facts & 1 nonfact - this isn't easy for a lot of people - there will be some scribbling out, etc. The slower people will probably need to be urged along to "put anything you can think of" down. Allocate 5-8 minutes, but you will probably need to urge people along.

❖Announce that we will now share each other's facts and nonfact. In a circle, each person presents the facts and the nonfact. The goal is to quiz each other about each statement to help determine which are the facts and which is the nonfact, while trying to convince other people into thinking that your own nonfact is a fact. At the end we will cast our votes and find out the fact.

❖Emphasize that people should not reveal their nonfact, even if it seems others might have guessed.

❖Start with one person who reads their three statements aloud. Then read the statements again, stopping to allow a vote for each one. e.g., "I am Turkish. Who thinks that is not true? [Vote] I am vegetarian. Who thinks that is a lie? [Vote] I have a metal pin in my right leg. Who thinks that is not true? [Vote]. OK, my nonfact was "I am vegetarian."“

❖The facilitator will need to help each person out, especially initially until the basic format is understood. The facilitator may add drama and reinforcement, etc. for correct guesses, tricky statements, etc.

Developing Norms

What Are Norms And Why Do We Need Them?

Norms are the framework from which team members commit to conduct business. Attention to their development and adherence to them ensure the success of the group and facilitate the members' ability to deal with critical issues. Norms are comprised of several components that clarify team dynamics.

Norm Elements To Address

TIME: When and where will we meet? Will we start on time?

LISTENING: How will we listen to our peers? Are there any bad ideas? How will we discourage verbal interruptions when others are speaking?

CONFIDENTIALITY: What content is to be held in confidence? What can be shared after the meeting?

DECISION MAKING: How will we arrive at a decision? What if everyone doesn't agree with the group decision?

PARTICIPATION: Is participation optional? Will we have an attendance policy? What will we do if a member consistently misses meetings?

EXPECTATIONS: What do we expect from team members? Do we need a method for ensuring each member comes to the meeting prepared with appropriate data or other items?

Examples Of Team Norms

We will maintain a positive attitude during each meeting.
We will stay on topic and follow the agenda.

Tips:

Teams develop their own norms.
Read the norms at each meeting.
Less is more.
Norm violations should be addressed.

Give some thought to the development of a means to address how to ensure adherence of the NORMS . If a team member consistently breaks the norms, how will the team respond to that?

Team member signatures on the agreed-upon norms document will solidify its meaning and importance.

How To Lead Your Team With The Development Of Team Norms

1. All team members must be present.

2. Ask members to verbalize things that they have seen, heard or experienced in a meeting that they did not like. Examples: People interrupting each other, members showing up late, etc. Construct a list of their responses on chart paper.

3. Ask members to verbalize elements of a good meeting. Examples: People listen to each other, all ideas are open for consideration, stakeholders treat each other with respect, etc. Construct a list of their responses on chart paper.

4. From these lists, agree on items to put in the appropriate areas of the Norms Development Template.

5. Record the team Norms on the Our Team Norms page. (**e-form available**)

6. Ask team members to sign the completed document.

7. Distribute a copy of the finalized document to each member at your next meeting.

Tips To Ensure The Team Norms Are Successful

❖Ask a team member to read the Norms at the beginning of each meeting.
❖Post the Norms during each meeting.
❖Review the Norms monthly, or as needed, to ask members if the norms are effective or if they need revision.
❖Don't use the Norms as a rule book. They are guides.
❖If a new member joins the team, review the Norms and offer an opportunity for their input.

Norms Development Template

Elements To Consider	Group Proposed Norms
<u>Time</u> ❖When will we meet? ❖Where will we meet? ❖Will we be on time?	
<u>Listening</u> ❖How will we listen to our peers? ❖Are there any bad ideas? ❖How will we discourage verbal interruptions when others are speaking?	
<u>Confidentiality</u> ❖What content is to be held in confidence? ❖What can be shared after the meeting?	
<u>Decision Making</u>: ❖How will we arrive at a decision? ❖What if everyone doesn't agree with the group's decision?	
<u>Participation</u> ❖Is participation optional? ❖Will we have an attendance policy? ❖What will we do if a member regularly misses meetings?	
<u>Expectations</u> ❖What do we expect from team members? ❖Do we need a method for ensuring each member comes to the meeting prepared with appropriate data or other items?	

Team _____

Our Team Norms
Time
Listening
Confidentiality
Decision Making
Participation
Expectations
Team Member Signatures **Date:**_____

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 - Linked to the SIP goals. 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.

Team SMART Goal

School: Auburn High School **Team:** American Lit. **Facilitator:** Mildred Prince
School Goal(s) Increase the percentage of students scoring at or above level 3 in FCAT Reading by 20%
Team Members: Mildred Prince, Marion Brown, George Markey, Shirley Lewis, Bob Lingner

Plan	**Analyze The Data & Define The Focus/Goal**	**What Is The Data Telling Us?**	Sixty-one % of our currently-enrolled 10th grade students scored an achievement level of three or higher on FCAT Reading last year. Source: ODMS report DEM0050. Subtests of least growth include: Main Idea -12% and Comparisons -7%. Source: ODMS report CAR0010.
		Our Goal Proficiency Level __80_%	Increase the percentage of students scoring proficient in the two FCAT subtest categories to 80%.
Do	**Implementation Strategies**	**Our Action Plan**	Students will be identified who nee assistan e in th wo subtests. Source: ODMS report CAR0025
Check	**Assessing, Maintaining & Monitoring**	**What Is The Timeline? How And When Will We Assess The Students?**	We wi be admini ing common formative assessments every two weeks to mon or student pr gress. These assessments will be written by the team memb . Data ill be recorded on a Test Item Analysis spreadsheet and graphed. This plan will be n (date). The plan will be amended when the proficiency level is reached.
Act	**Response**	**Our Remediate Or Enrichment Plan**	Lists of students who did, and did not, achieve proficiency will be maintained and updated twice monthly. Student in need of remediation will be (plan) _____ Students who are being enriched will be (plan) _____.

SAMPLE

Team SMART Goal

School:_____ Team: _____ Facilitator:_____

School Goal(s) _____

_____

Team Members: _____

_____

Plan	Analyze The Data & Define The Focus/Goal	What Is The Data Telling Us?	
		Our Goal Proficiency Level ____%	
Do	Implementation Strategies	Our Action Plan	
Check	Assessing, Maintaining & Monitoring	What Is The Timeline? How And When Will We Assess The Students?	
Act	Response	Our Remediate Or Enrichment Plan	

2011 - 2012 Team Meetings

August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	30			

September 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	29	29
30	31					

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

08/22/11 = First Day For Students
06/08/12 = Last Day For Students
= No School

The School District of Osceola County, Florida
Terry Andrews – Interim Superintendent
817 Bill Beck Boulevard • Kissimmee, Florida 34744-4492
Phone: 407-870-4600 • FAX: 407-870-4010

2011/2012 SCHOOL CALENDAR

CALENDAR TO FOLLOW FOR ALL SCHOOLS IN THE DISTRICT

MONTH	DATE	DAY		PUPIL DAYS	TEACHER DAYS	PAID HOLIDAYS
AUGUST	15-19	MON-FRI	TEACHERS REPORT, PREPLANNING (5 DAYS)	8	13	
	22	MON	FIRST DAY OF SCHOOL FOR STUDENTS/FIRST DAY OF 1ST GRADING PERIOD			
SEPTEMBER	5	MON	LABOR DAY – TEACHER/STUDENT HOLIDAY	21	21	1
OCTOBER	20	THURS	END OF 1ST GRADING PERIOD	19	21	
	21	FRI	PROFESSIONAL STUDY DAY/STUDENT HOLIDAY OR 1ST EMERGENCY MAKE-UP DAY			
	24	MON	TEACHER WORK DAY/STUDENT HOLIDAY OR 2ND EMERGENCY MAKE-UP DAY			
	25	TUES	FIRST DAY of 2ND GRADING PERIOD			
NOVEMBER	11	FRI	VETERANS DAY – TEACHER/STUDENT HOLIDAY	16	16	1
	21	MON	TEACHER NON-WORK DAY/STUDENT HOLIDAY OR 3RD EMERGENCY MAKE-UP DAY			
	22	TUES	TEACHER NON-WORK DAY/STUDENT HOLIDAY OR 4TH EMERGENCY MAKE-UP DAY			
	23	WED	TEACHER NON-WORK DAY/STUDENT HOLIDAY OR 5TH EMERGENCY MAKE-UP DAY			
	24	THUR	THANKSGIVING – TEACHER/STUDENT HOLIDAY			1
	25	FRI	TEACHER NON-WORK DAY/STUDENT HOLIDAY			
DECEMBER	16	FRI	LAST DAY OF CLASSES	12	12	
	19-30	MON-FRI	WINTER BREAK – TEACHER/STUDENT HOLIDAY			1
JANUARY	2	MON	WINTER BREAK – TEACHER/STUDENT HOLIDAY			
	3	TUES	CLASSES RESUME	19	20	
	16	MON	MARTIN L. KING, JR. DAY – TEACHER/STUDENT HOLIDAY			1
	23	MON	END OF 2ND GRADING PERIOD			
	24	TUES	FIRST DAY OF 3RD GRADING PERIOD			
	27	FRI	TEACHER WORK DAY/STUDENT HOLIDAY			
FEBRUARY	17	FRI	RODEO DAY – TEACHER NON-WORK DAY/STUDENT HOLIDAY	20	20	
	28-29	TUES-WED	FCAT WRITING GRADES 4, 8, 10			
MARCH	1	THURS	FCAT WRITING GRADES 4, 8, 10	17	17	
	19-23	MON-FRI	SPRING BREAK – TEACHER/STUDENT HOLIDAY			
	26	MON	CLASSES RESUME			
	30	FRI	END OF 3RD GRADING PERIOD			
APRIL	2	MON	FIRST DAY OF 4TH GRADING PERIOD	20	21	
	6	FRI	TEACHER WORK DAY/STUDENT HOLIDAY			
	16-27	MON-FRI	FCAT TESTING GRADES 3-11			
MAY	28	MON	MEMORIAL DAY – TEACHER/STUDENT HOLIDAY	22	22	1
JUNE	8	FRI	END OF 4TH GRADING PERIOD – LAST STUDENT DAY	6	7	
	11	MON	POST PLANNING – LAST DAY FOR TEACHERS			
				180	190	6

Rev. 9.24.10
School Board Approved 10.5.10

Team Meeting Minutes

Meeting Date: _____ Team Name: _____ Facilitator: _____

Team Members in Attendance :

_____
_____
_____

Topics of Discussion:

_____
_____
_____

What Do We Want Students To Learn? ***('PLAN' Section Of SMART Goal).***

_____
_____
_____

How Is Our Implementation Plan Working? ***('DO' Section Of SMART Goal).***

_____
_____
_____

What Is Our Common Assessment Data Telling Us? ***('CHECK' Section Of SMART Goal).***

_____
_____
_____
_____

How Are Our Strategies Working For The Students Who HAVE NOT Attained Proficiency? Data based. ***('ACT' Section Of SMART Goal).***

_____
_____
_____

How Are Our Strategies Working For The Students Who HAVE Attained Proficiency? Data based. ***('ACT' Section Of SMART Goal).***

_____
_____
_____

Best Practices That Were Shared During The Meeting

_____
_____
_____

We Need, Our Questions, Etc. (Attention School Administration)

_____
_____
_____

Evidence That Our Plan Is Working: (Data Is Attached). Yes ☐ No ☐

My PLC Notes And Plans

Date: _____

Focus Of The Meeting	Discussion, Issues, Concerns	Ideas and Decisions

I Need To	I Need To Bring.....
Before Our Next Meeting	For Our Next Meeting

New Idea(s) That I Will Use In My Classroom	How I Implemented The Idea(s)	**Results** Did The Idea(s) Prove To Be Effective?

New Activity That I Will Use In My Classroom	How I Implemented The Activity	**Results** Was The Activity Effective? Modifications?

OUR GOAL PLAN

The PLC/RtI/FCIM Connection

Focus/Plan (What is the problem? Why is this occurring?)

Strategies/Do (What are we going to do about it?)

Assessment /Check (How are we going to progress monitor? Is it working?)
Proficiency Level _____% Assessment Description:

Remediate/Response (What are we going to do about it? How will we help the students who didn't achieve the goal?)

Enrichment/Response (How will we enrich the students who achieved the goal?)

General Notes

The 4 Driving Questions

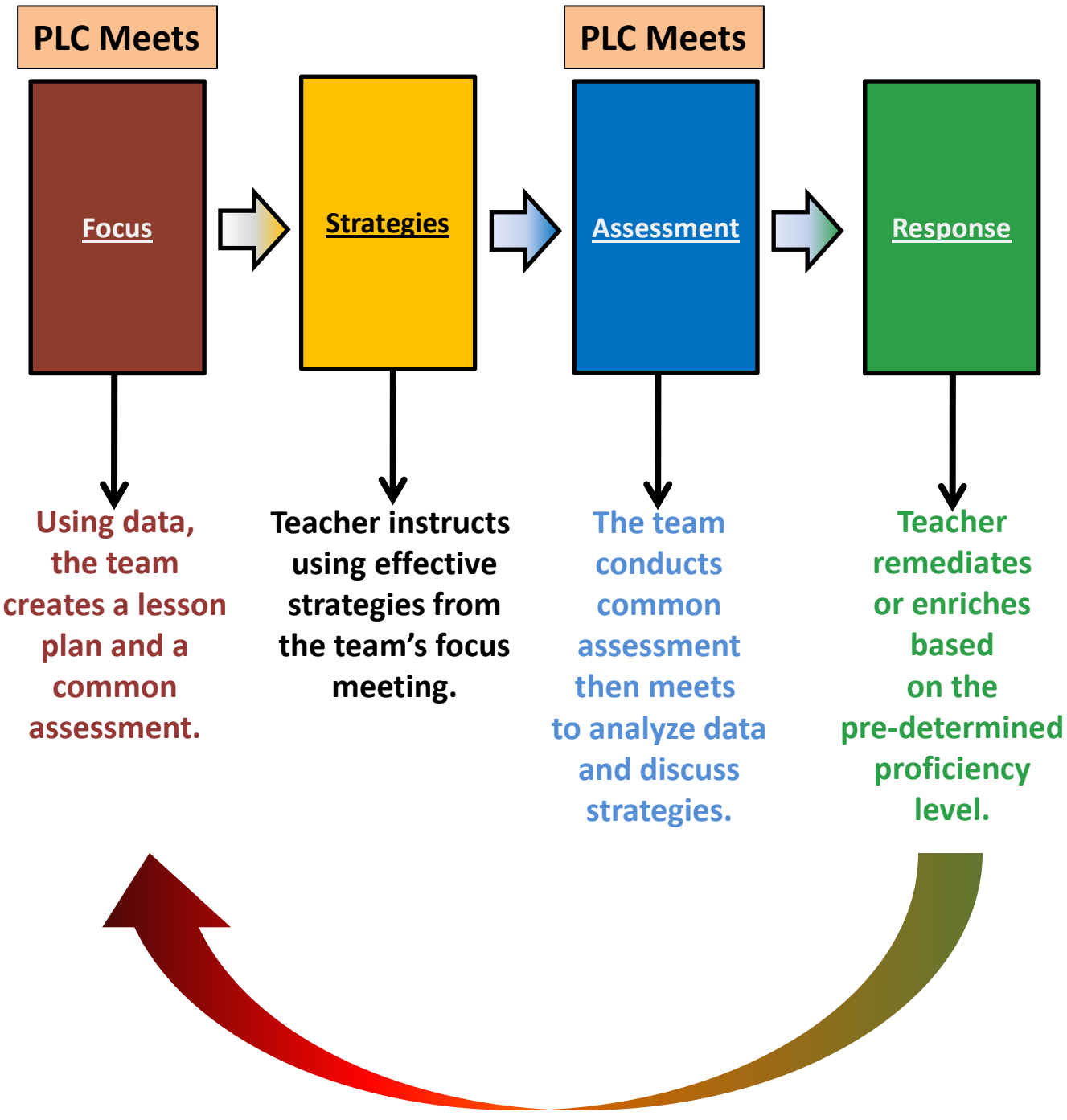
WHAT IS THE INSTRUCTIONAL FOCUS?

WHAT ARE THE INSTRUCTIONAL STRATEGIES?

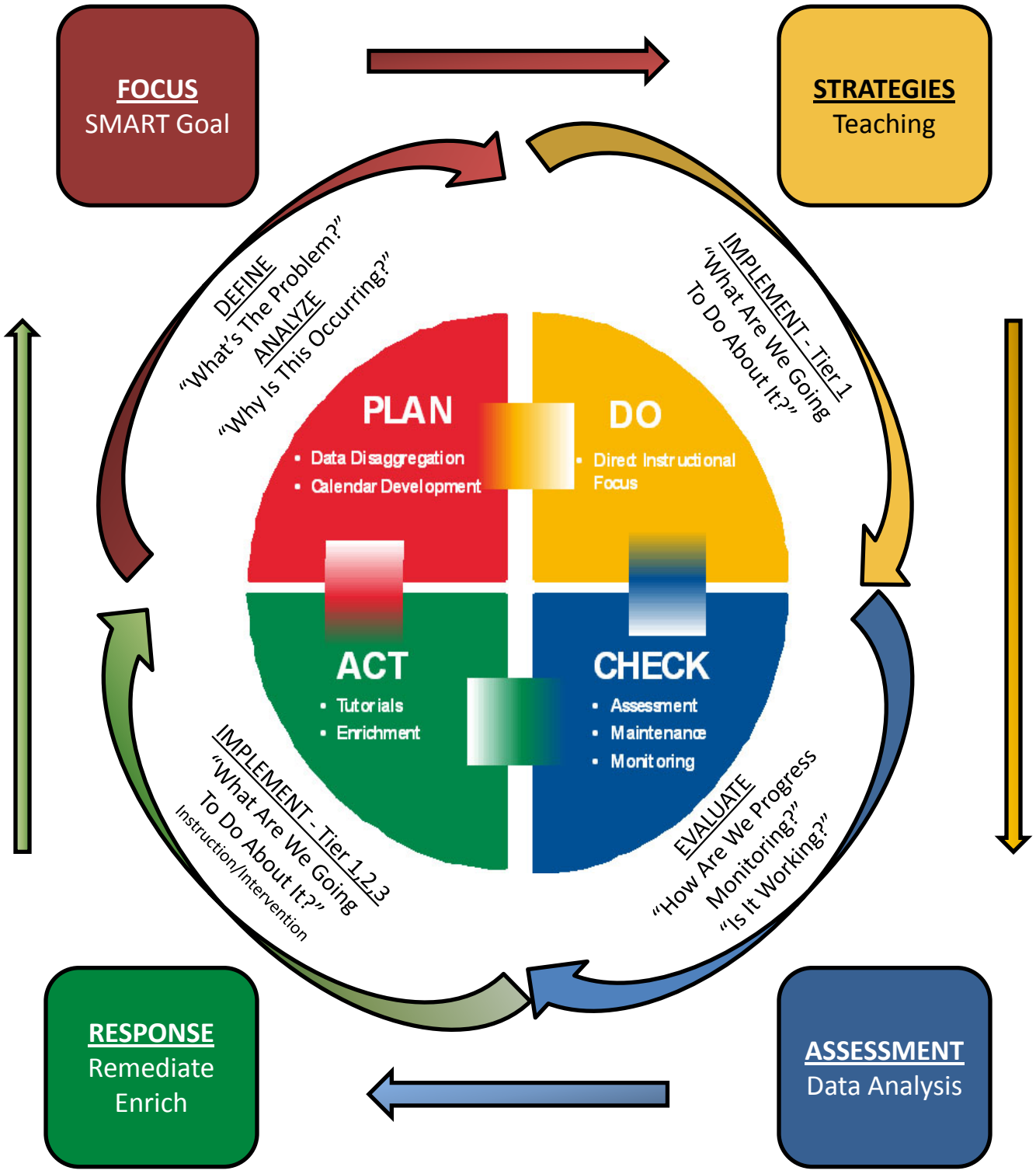
HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?

HOW WILL WE RESPOND WHEN THEY NEED REMEDIATION OR ENRICHMENT?

The Team Cycle



The PLC - PS/RtI - FCIM Connection



PLC - Professional Learning Community,
PS/RtI - Problem Solving/Response To Intervention,
FCIM - Florida Continuous Improvement Model

Data Tools

The Test Item Analysis Calculator

The Student Proficiency Tracker

PLC Group Data Analysis

All data analysis tools are available on the district's PLC webpage.
http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/ProfessionalLearningCommunities.asp

The Test Item Analysis Calculator

This tool allows teachers to look at individual test questions to assess if a particular skill needs to be retaught. It automatically graphs data by student and by test item.

<<<<< Test Item Analysis Calculator >>>>>

Directions: Enter teacher, class information, student names etc. in the brown cells. When entering data in the blue or white cells, enter a character only if the question was answered CORRECTLY. Do not enter data in the '# Of Questions' OR ' # Of Students' cells. ***NOTICE*** There are two graph tabs at the bottom of the spreadsheet.

| | | |

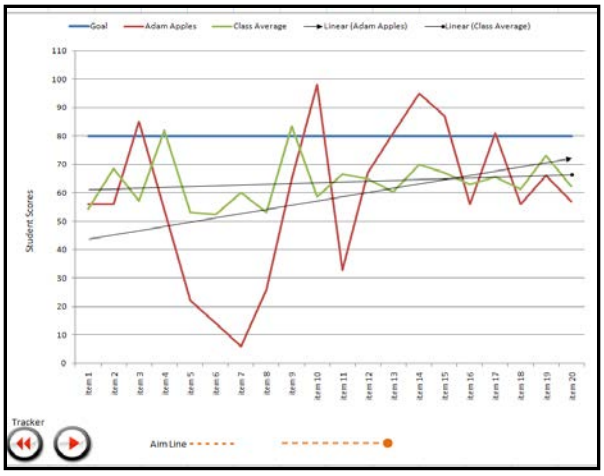
The Student Proficiency Tracker

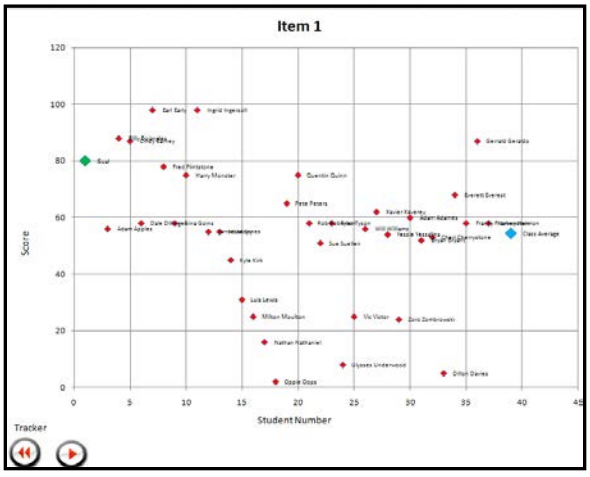
This tracker allows teachers to monitor student growth over time. Goal thresholds can be set. Charts are generated that compare the student to the class and to the set goal. Trend lines populate the charts and an aim line is available. Scatter plots show the students in a class in relationship to each other and to the goal. Proficiency color thresholds are set by the teacher.

Student Progress Monitoring Data Tracker

Directions: Enter student names, assessment names/dates, ESE and ELL Codes. Enter 'Goal' thresholds in the green cells. Define 'Proficiency Color Ranges' at the bottom of the Tracker. To view a Student Graph, click on the student number. To view an Item Scatter Plot, click on the triangle at the bottom of each column. To sort a column, click on the sort arrow in row 8.

Student Number	Assessment >>>> Student Name vvvv	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Student Average	ESE Code	ELL Code
Graph	Goal	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80			
1	Adam Apples	56	56	85	54	22	14	6	26	65	98	33	67	81	95	87	56	81	56	66	57	58		
2	Billy Bojangles	88	58	60	62	64	66	68	70	72	74	77	80	83	86	89	92	95	98	101	104	79		LY
3	Cindy Carney	87	45	13	45	13	36	98	45	73	36	98	98	36	98	98	55	45	13	45	13	55	K	LF
4	Dale Dillinger	58	49	25	49	25	25	87	99	77	25	56	87	25	56	87	87	49	25	49	25	53	I	
5	Earl Early	98	53	15	53	15	55	45	82	81	55	58	45	55	58	45	98	12	15	53	15	50	k	
6	Fred Flintstone	78	57	25	57	25	44	14	54	85	44	98	14	44	98	14	22	57	25	57	25	47		
7	Gina Goins	58	61	87	61	87	85	58	23	89	85	87	58	85	87	58	36	61	87	61	87	70		
8	Harry Monster	75	65	98	65	98	65	15	52	93	65	45	15	65	45	15	66	23	98	65	98	61		
9	Ingrid Ingersoll	98	69	56	69	56	35	55	45	97	35	25	55	35	25	55	55	98	56	69	56	57		
10	Jarrod Jalopy	55	73	58	73	58	96	87	54	101	96	52	87	96	52	87	45	78	58	73	58	72		
11	Jesse Jones	55	56	85	99	12	25	47	89	87	45	84	48	32	56	99	55	98	58	45	25	60	I	If
12	Kyle Kirk	45	77	98	77	98	58	98	12	105	58	65	98	58	65	98	99	77	98	77	98	78		





PLC Group Data Analysis

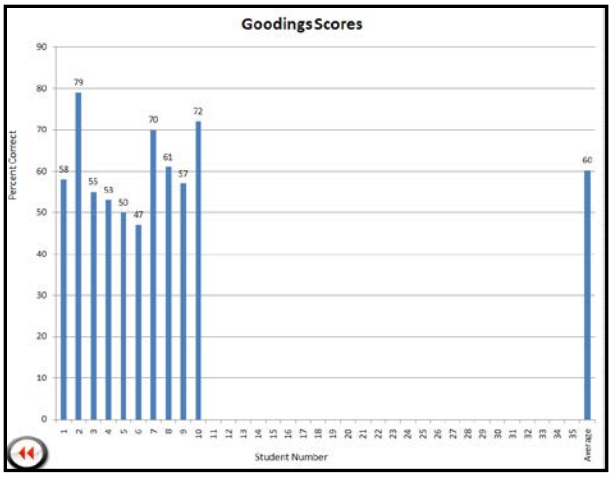
This tool was developed as a means for the PLC Facilitator to bring together all the team data on to one spreadsheet. Data from the Student Progress Monitoring Data Tracker can be copied and pasted. The proficiency level can be set by the team. Students who have not met proficiency are highlighted in red.

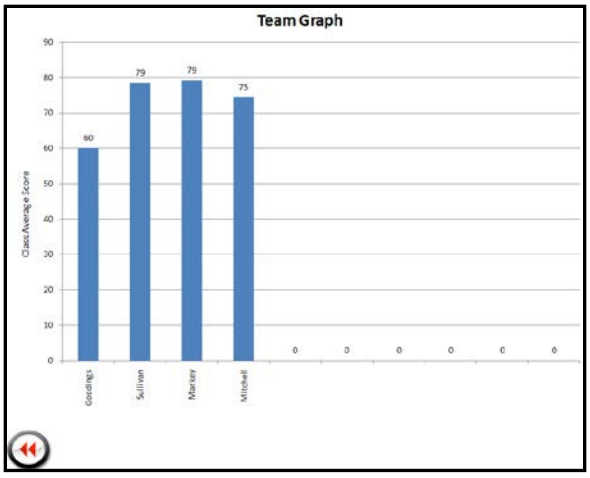
Team Data Analysis

Directions: Enter Assessment Name and Date, Teacher Names, Student Scores and Proficiency >. To view a teacher's class graph, click on the cell ABOVE the teacher name. You can manually enter data but if you choose to copy and paste data from the Student Progress Monitoring Data Tracker, from Paste Special choose 'Values'.

Assessment: Formative #3
Assessment Date:
Proficiency = > 80
Group Graph

	Graph	Graph	Graph	Graph	Graph	Graph	Graph	Graph	Graph	Graph
Teacher Names:	Goodings	Sullivan	Markey	Mitchell						
Student #	Scores	Scores	Scores	Scores	Scores	Scores	Scores	Scores	Scores	Scores
1	58	71	72	65						
2	79	84	88	68						
3	55	85	85	71						
4	53	81	74	72						
5	50	79	79	76						
6	47	82	75	71						
7	70	84	76	82						
8	61	67	80	81						
9	57	71	81	80						
10	72	82	82	79						
11										
12										





Glossary Of PLC Terms

Attainable Goals. Goals perceived as achievable by those who set them. Attainable goals are intended to document incremental progress and build momentum and self-efficacy through short-term wins.

Building Shared Knowledge. Learning together. Members of professional learning communities always attempt to answer critical questions by first learning together. They engage in collective inquiry to build shared knowledge. This collective study of the same information increases the likelihood that members will arrive at the same conclusion. Members of a PLC, by definition, will learn together.

Collaboration. A systematic process in which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich and extend the learning for students who are proficient?

Common Assessment. An assessment of student learning that uses the same instrument or a common process utilizing the same criteria for determining the quality of student work. State and provincial assessments and district benchmark assessments are "common" assessments. However, in a PLC, common assessments are also created by a team of teachers with collective responsibility for the learning of a group of students who are expected to acquire the same knowledge and skills. Team-developed common assessments provide members with the basis of comparison that turns data into information and help individuals identify strengths and weaknesses in their instructional strategies. They also help identify problem areas in the curriculum that require attention.

Common Formative Assessment. An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are used frequently throughout the year to identify (1) individual students who need additional time and support for learning, (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills, (3) curriculum concerns—areas in which students generally are having difficulty achieving the intended standard—and (4) improvement goals for individual teachers and the team.

Community. A group linked by common interests. Whereas the term organization tends to emphasize structure and efficiency, community suggests shared purpose, mutual cooperation, and supportive relationships.

Consensus. Consensus is achieved when (1) all points of view have not only been heard but also solicited, and (2) the will of the group is evident even to those who most oppose it.

Continuous Improvement Process. The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly. In a PLC, this cycle includes gathering evidence of current levels of student learning, developing strategies and ideas to build on strengths and address weaknesses in that learning, implementing those strategies and ideas, analyzing the impact of the changes to discover what was effective and what was not, and applying the new knowledge in the next cycle of continuous improvement.

Criterion-referenced Assessment. An assessment used to determine if a student or group of students have met a specific standard or intended learning outcome (Ainsworth & Viegut, 2006).

Essential Learning. The critical skills, knowledge, and dispositions each student must acquire as a result of each course, grade level, and unit of instruction. Essential learning may also be referred to as essential outcomes, power standards (Reeves, 2002), guaranteed and viable curriculum (Marzano, 2003), essential academic goals (Lezotte, 1991), learning intentions and success criteria (Hattie, 2009), or learning expectations and tangible exemplars of student proficiency (Saphier, 2005).

Formative Assessment. An assessment for learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress in becoming proficient. The checks for understanding that individual teachers use in the classroom on a daily basis are examples of formative assessments. In a PLC, collaborative teams also use common formative assessments to (1) identify students who are experiencing difficulty in their learning, (2) provide those student with additional time and support in a way that does not remove them from new direct instruction, and (3) give them additional opportunities to demonstrate their learning.

Goals. Measurable milestones that can be used to assess progress in advancing toward a vision. Goals establish targets and timelines to answer the question, What results do we seek, and how will we know we are making progress?

Norm-referenced Assessment. An assessment designed to compare the performance of an individual or group with a larger "norm" group typically representing a national sample with a wide and diverse cross-section of students (Ainsworth & Viegut, 2006).

Professional Learning Community (PLC). An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Pyramid Of Interventions. A systematic schoolwide plan that ensures every student in every course or grade level will receive additional time and support for learning as soon as he or she experiences difficulty in acquiring essential knowledge and skills. The multitiered intervention occurs during the school day, and students are required rather than invited to devote the extra time and secure the extra support for learning.

SMART Goals. Goals that are Strategic & Specific, Measurable, Attainable, Results-oriented, and Timebound (O'Neill & Conzemius, 2005)**.**

Summative Assessment. An assessment of learning (Stiggins, 2002) designed to provide a final
measure to determine if learning goals have been met (Ainsworth & Viegut, 2006). Summative assessments yield a dichotomy: pass or fail, proficient or not proficient. Additional timely support is typically not forthcoming.

Team. A group of people working interdependently to achieve a common goal for which members are held mutually accountable. Collaborative teams are the fundamental building blocks of PLCs.

Team Learning Process. The cyclical process in which all teams in a PLC engage to stay focused on learning. The team learning process includes: clarifying essential student learnings (skills, concepts, and dispositions) for each course and content area; agreeing on common pacing of instruction; developing multiple common formative assessments aligned to each essential outcome; establishing specific, rigorous target scores or benchmarks that will lead to success on high-stakes assessments; analyzing common assessment results; and identifying and implementing improvement strategies. Teams address each step in the process by first building shared knowledge rather than pooling opinions.

Team Norms. In PLCs, norms represent collective commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

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Visit **go.solution-tree.com/PLCbooks** to download more PLC terms.

e-Resources

Osceola School District PLC Webpage

http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/ProfessionalLearningCommunities.asp
Training Materials - PowerPoints, Data Activities, Charts
Templates - Meeting Minutes, Norms,
Professional Articles
Testimonials
Team Building Activities
Data Tools - Test Item Analysis, Student Proficiency Tracker, PLC Group Analysis Tool
How To Construct A Portable Data Wall
Curriculum Maps and Pacing Guides
Facilitator & Administrator Newsletters
e-forms

Assessment Calendars

Research, Evaluation & Accountability Webpage
http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/

Solution Tree - Professional Learning Communities at Work

http://go.solution-tree.com/plc/
Workshops, Speakers, Resources, Reproducibles

ALLTHINGSPLC

http://www.allthingsplc.info/
Blogs, History Of PLC, Articles & Research, Tools & Resources, Evidence Of Effectiveness

Contact Information

Art Tweedie
Osceola School District PLC Coach
817 Bill Beck Boulevard
Kissimmee, FL 34744
407.870.4056
tweediea@osceola.k12.fl.us