

In Brief:

Professional Learning Communities

Duluth Public Schools
Education Committee

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Learning Target

(Stated from the student's perspective)

"I know the four questions that drive Professional Learning Communities and can recite them...in order."

(What do you want them to KNOW and BE ABLE TO DO?)

What is a Professional Learning Community??

?

The "Traditional" Classroom:

One teacher is responsible for each of his/her students!

"THEY'RE MY KIDS!!"



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The Mayo Clinic



Does it work?

In 2014-15, Mayo Clinic, Rochester, was ranked as the #1 hospital in the United States by *U.S. News & World Report*

Becoming a Professional Learning Community...

... is 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.

PLCs are driven by three big ideas:

1. Focus on learning,
2. Build a collaborative culture, and
3. Create a results orientation.

The Four Questions:

What do we want them to learn?

How will we know if they learned it?

What will we do if they don't learn it?

What will we do if they already know it?

What do we want them to learn?

These are our GOALS and EXPECTATIONS

Meet or exceed (in all curricular areas) state and district goals, benchmarks, and core standards at or above grade levels

How will we know if they learned it?

There are many different ASSESSMENTS that inform us as to what students have learned

Common Formative Assessments

Common Summative Assessments

Exit Slips * Pre/Post tests * Demonstrations

What will we do if they don't learn it?

WIN*WIN*WIN*WIN*WIN*WIN*WIN

(Direct support that happens during the school day)

Intervention Differentiated Instruction

Re-teach Tutors Achievement Center

Modify: Backtrack: Build background knowledge

Small Group 1:1 Co-teaching Support

What will we do if they already know it?

WIN*WIN*WIN*WIN*WIN*WIN*WIN

(Direct support that happens during the school day)

Gifted opportunities

Teach one to teach another

Added depth to assignments

Group projects - higher order thinking

The Four Questions (Review):

What do 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 experience for students who are proficient?

Paradigm Shift to PLC Thinking

FROM:	TO:
A focus on TEACHING	A focus on LEARNING
Remediation	Intervention
Assessments that determine which students failed by the deadline	Assessments that identify who needs additional time and support
Individual teachers determining the appropriate response	A systematic response that ensures support for every student
One opportunity to demonstrate learning	Multiple opportunities to demonstrate learning
Isolation	Collaboration
Individual teachers attempting to discover ways to improve results	Teams of teachers helping each other improve
These are my kids, those are your kids	THESE ARE OUR KIDS!!

PLC Foundational Pillars

MISSION: Why do we exist?

Clarifies priorities and sharpens focus

VISION: What do we hope to become?

Gives Directions

VALUES: How must we behave in order to

achieve our vision? *Guides behavior/ collective commitments*

GOALS: How will we mark our progress?

Establish priorities / targets and timelines

Review: Learning Target

(Stated from the student's perspective)

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