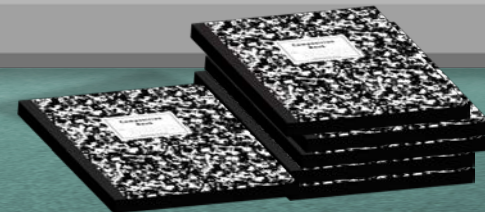


# Building a College Going Culture Through Professional Learning Communities



# Oklahoma GEAR UP Grant Overview

## Why PLCS?



# Assumptions

1. **We can make a difference.**
2. **We make a difference through people.**
3. **Significant school improvement must impact individual classrooms.**
4. **“Reculturing” is the key to successful school improvement.**
5. **Schools that function like professional learning communities are our best hope for reculturing schools.**



# Current Reality

**“It does not matter which teacher your child has at our school, all children in every class will learn a guaranteed curriculum at high levels.”**

**“If your child needs extra time and support to learn at high levels, we guarantee he or she will receive it.”**



# Which One Would You Decide Isn't Worth It?



# Three Guiding Principles

- **Hope is not a strategy.**
- **Don't blame the kids.**
- **It is about student learning.**





## A PLC 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 operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.”

--DuFour, DuFour, Eaker, & Many, 2010



# Defining a Clear Purpose

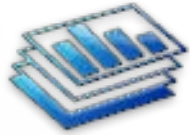
**Mission – Fundamental Purpose**

**Vision – Compelling Future**

**Values – Collective Commitments that guide behavior**

**Goals – Targets and timelines that established priorities**





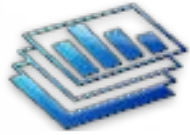
# The Three Big Ideas

A focus on learning.

A collaborative culture.

Results Orientation

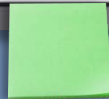




# The Three Big Ideas

## A focus on learning.

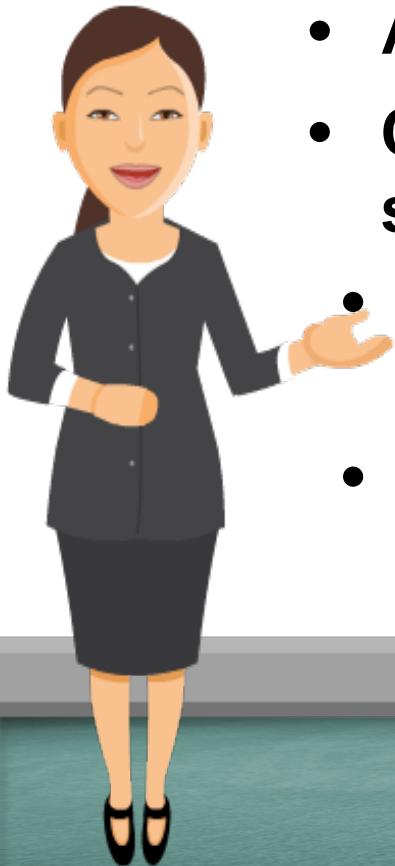
- Shift emphasis from what was taught to a focus on what students learn.
- Shift from coverage of content to demonstration of proficiency.
- Teachers implement a guaranteed and viable curriculum, unit by unit.
- Use the results of common assessments to improve individual practice and intervene or extend on behalf of students.
- Provide systematic interventions and enrichments.

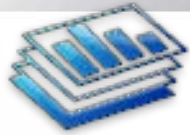


# **A Guaranteed and Viable Curriculum...**

**Only happens when teachers -- who are called on to deliver the curriculum -- work collaboratively to:**

- **Study the intended curriculum.**
- **Agree on priorities within the curriculum**
- **Clarify how the curriculum translates into specific student knowledge and skills.**
- **Establish pacing guidelines for delivering the curriculum.**
- **Commit to one another that they will actually teach the curriculum.**





# The Three Big Ideas

## A collaborative culture.

- Teams of educators whose classes share essential student learning outcomes.
- Teachers who work collaboratively to ensure that their students master essential standards.
- Focus on “our kids”, not “my kids”.
- Not groups who assemble for traditional grade-level and department meetings.
- Schedule frequent collaboration time during the contractual day for teams to collaborate.



# PLC Teams Must.....

- Learn how to collaborate – Protocols
  - Establish team norms
  - Celebrate successes



# The Significance of Team Norms

**When all is said and done, the norms of a group help determine whether it functions as a high-performing team or becomes simply a loose collection of people working together**



# Importance of Team Norms

**“Social psychologists learned long ago that if you make a commitment and then share it with other, you are far more likely to follow through than if you simply make the commitment to yourself.”**

Patterson, Greeny, Masfield, & McMillan, 2007





# TEAM NORMS



**Create positive  
“rules” to follow.**

**Revisit norms every  
semester.**

**Put at the top of  
every agenda.**

**Teachers hold each  
other accountable.**

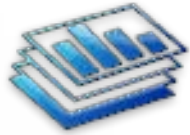
**No more than 5**



# Possible Team Structures:

- All teachers teaching the same grade level
- All teachers teaching the same course.
- Logical links/similar responsibilities
- Vertical teams
- Interdisciplinary teams
- District or regional teams





# The Three Big Ideas

## Results Orientation

- Teachers use data to determine what skill intervention students need – by student, by standard.
- Teachers collaborate and development common formative assessments based on the essential standards.
- Teachers agree on when to give the assessment and analyze data once students have taken it.
- Teachers re-assess as needed.



# Four Critical Questions



**What do we want all students to learn?**

**Determine Essential Standard/Learning Target**

**Understand Standard/Learning Target**

**How will we know they have learned it?**

**Develop**

- Common Formative Assessment - CFA
- Set CFA Proficiency
- Set Protocols – when/how
- Set SMART goal

**Teach**  
Check for Understanding - CFU,  
Appropriately adjust  
– Differentiation

**Give common formative assessment**

**Analyze data**

**Plan based on CFA results**

**How will we respond when learning has not occurred?**

**How will we respond when learning has already occurred?**

**Re-teach - individualize, small group, deploy, etc.**

**Enrichment and deepen**

**Re-Assess Learning**

**Produce a Product based on Standard**



# Challenges to Implementation

**Making a culture shift  
is hard work.**

**Finding the time!**

**Leadership and  
teacher  
development are  
essential**

**Singletons and  
auxiliary teachers**



# Review of Toolkit



Thank you for coming!  
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