APPENDIX IV – 21

PROFESSIONAL LEARNING COMMUNITIES GUIDE

TUCSON UNIFIED
SCHOOL DISTRICT

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INTRODUCTION

When we prioritize and strengthen our own professional learning, it is reflected in the achievement of our students. In Tucson Unified School District we are committed to implementing and supporting vibrant Professional Learning Communities (PLCs) that are dedicated to improving the learning of each student. We value making every decision with student success in mind, partnering to reach common goals, and taking responsibility to do things right and do the right thing. (See Appendix A: *TUSD Governing Board Policy; District Mission, Vision, and Values,* page 60)

PLCs challenge the practice of isolation among teachers and foster the sharing of best practices. DuFour et al (2010) define a PLC as *"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."* By joining together, teachers have the potential to affect great changes in their students and their school.

Instruction and student learning improve when teachers continuously revisit their instruction together, share ideas across classrooms, and work to tailor assessment and practices to match the individual needs of the student population we serve.

> *"The most effective learning communities are defined by a spirit of reflection, an action orientation, and a focus on "collective inquiry".* (DuFour, DuFour, & Eaker, 2008)

Teachers working interdependently in collaborative teams to achieve common goals for which all team members are mutually accountable are at the heart of high-functioning PLCs. Together with site administrators, everyone shares responsibility for the success of PLCs at their sites. In fact, high-performing schools embrace collaboration and make it part of their culture. In Tucson Unified, we value the dedication and hard work of every PLC team member.

We look forward to supporting you on your PLC journey. Please share with
us your questions, your concerns, and of course - what's working!

Tucson Unified School District

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HOW TO USE THIS GUIDE

This guide is organized into several sections.

The *Overview* section, page 5, contains necessary information for establishing and maintaining strong PLCs at every school site in Tucson Unified. Most topic pages in the *Overview* section include a coordinating resource box (see box below). Within these resource boxes teams will find links to a variety of materials such as tools, videos, articles, worksheets, and/or templates.

The *Resources* section, page 20, contains essential templates, tools, and instruments that teams will need throughout the PLC process from developing team norms and SMART goals to creating agendas and recording meeting minutes.

The *Additional Resources and References* section, page 54, contains two parts. The first part is a compilation of a wide variety of online resources intended to offer additional opportunities for learning and development. The second part identifies the materials cited and/or consulted in the creation of this guide.

The *Appendix* section, page 59, contains two critical documents which drive PLC work in Tucson Unified.

- *Appendix A*, page 60, is our Governing Board Policy articulating the District Mission, Vision and Values. This provides the professional context within which we undertake all of our work with students and with one another.

- *Appendix B*, page 62, concisely outlines the shifts in school culture necessary for cultivating productive and healthy Professional Learning Communities. This comes from DuFour et al, *Learning by Doing,* which is a comprehensive guide for PLC work in schools and is the major theoretical framework underpinning our PLC development in Tucson Unified.

This guide contains materials and tools to assist Tucson Unified PLCs. Further resources can be found at the following:

- ☐ DuFour et al. (2010) *Learning by Doing*. 2nd edition
- ☐ All Things PLC
- ☐ Solution Tree: Professional Learning Communities at Work ™
- ☐ Solution Tree Video: The Power of PLCs at Work

Links to free Solution Tree documents are provided throughout this document. Users will need to create a free account in order to access and download materials. Please mark your login and password here for future reference.

_____   _____
            Login   Password

OVERVIEW

SIX ESSENTIAL CHARACTERISTICS OF A PLC

1. *Shared mission, vision, values, goals*

Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time- bound (SMART) goals to mark their progress.

2. *Collaborative teams focused on learning*

In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning. "Collaboration is a systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results."

3. *Collective inquiry*

Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.

4. *Action orientation and experimentation*

Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.

5. *Commitment to continuous improvement*

Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of inquiry-driven action.

6. *Results orientation*

Educators in a PLC assess their efforts on the basis of tangible results. They are hungry for evidence of student learning and use that evidence to inform and improve their practice. "The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it." —Richard DuFour

Adapted from DuFour et al, *Learning by Doing* and Kim Daley @ Solution Tree

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THREE BIG IDEAS

According to the DuFours, three key ideas lay the foundation of PLC.

1. Embrace Learning for All

We embrace as our fundamental purpose the learning at high levels of every student in Tucson Unified. We further champion the idea that we ourselves are also learners. Therefore, we are willing to examine our teaching practices, policies, programs, and everything we do in our school and district through this lens: *Does this impact learning for each and every student in a positive way?*

2. Build a Culture of Collaboration

We take collective responsibility for the success of all of the students in Tucson Unified. We can achieve our fundamental purpose of high levels of learning for all students only if we work together. Therefore, we cultivate a collaborative culture through the development and support of high performing teams.

3. Focus on Results

We assess our effectiveness in achieving high levels of learning for all students in Tucson Unified on the basis of results rather than intentions. We use results to drive our efforts, to let us know whether our actions make a positive difference in the learning of each and every student. We are results-driven and evidence-based practitioners using outcomes to inform and improve our professional practice and to respond to the needs of all of our students for assistance or enrichment.

This guide contains materials and tools to assist Tucson Unified PLCs. Further resources can be found at the following:

☐   Solution Tree Video: Rebecca DuFour "Three Big Ideas of a PLC"

THE FOUNDATION OF A PLC

The Four Pillars (Mission, Vision, Values, Goals) serve as the foundation of PLCs within a school. Each Tucson Unified school will develop these four pillars to develop a sense of common purpose toward positively impacting student achievement.

	MISSION	VISION	VALUES (COLLECTIVE COMMITMENTS)	GOALS
The Question	WHY? Why do we exist?	WHAT? What must our school become to accomplish our purpose?	HOW? How must we behave to achieve our vision?	HOW WILL WE MARK OUR PROGRESS?
The Intent	Agreement of the Fundamental Purpose of the School	Description of a Compelling Future of the School	Clarification of the Collective Commitments Teachers and Administrators Agree to Honor	Specific Goals the School Aspires to Achieve Relating to Student Achievement and Learning
The Benefit	Clarifies Priorities and Sharpens Focus	Provides a Sense of Direction	Guides Behaviors	Establishes Priorities, Targets and Timelines

From DuFour et al, *Learning by Doing*

This guide contains materials and tools to assist Tucson Unified PLCs. Further resources can be found at the following:

- ☐ Additional tools are available in hard copy from DuFour et al *Learning by Doing* (2010), downloadable at Learning by Doing or see below for direct links to specific pages:
  - ☐ Questions to Guide the Work of Your PLC (pages 54-56)
  - ☐ PLC Continuum "Laying the Foundation" (pages 44-46)
  - ☐ Where Do We Go From Here? Worksheet for Laying the Foundation (page 47)
  - ☐ PLC Continuum "Effective Communication" (pages 48-50)
  - ☐ Where Do We Go From Here? Worksheet for Effective Communication (page 50)

To assess where your school is in terms of its Shared Mission, Shared Vision, Collective Commitments (Shared Values), and Common School Goals, see the *Tucson Unified Professional Learning Communities Rubric 2.0*, page 47, in the *Resources* section of this guide.

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FOUR CRITICAL QUESTIONS

The purpose of collaboration—to help all students achieve at higher levels—can only be accomplished if the professionals engaged in collaboration are focused on the right work.

> The reason that PLCs improve teaching is, paradoxically, because they focus on learning. Educators in a PLC work together collaboratively in constant, **deep collective inquiry** into the [four critical] questions. The dialogue generated from these questions results in the academic focus, collective commitments, and productive professional relationships that enhance learning for teachers and students alike.
>
> *From DuFour et al Learning by Doing (2010)*

These four critical questions drive the inquiry work of a PLC:

1. **What is it we want our students to learn?**
2. **How will we know if each student has learned it?**
3. **How will we respond when some students do not learn it?**
4. **How can we extend and enrich the learning for students who have demonstrated proficiency?**

When our work as education professionals follows this ongoing cycle of inquiry and collective problem solving in order to help our students succeed, we cultivate our own learning as well. We are most effective when we use our minds as active learners, (AZ K-12 Center, *Guide for Learning Communities*)

In the *Resources* section of this guide is the *Tucson Unified Professional Learning Communities Smart Card, page 39,* which develops in rich detail each of these Four Critical Questions. It is an important and useful resource to guide PLC team inquiry.

Please turn page for additional resources on the Four Critical Questions

FOUR CRITICAL QUESTIONS
Additional Resources

This guide contains materials and tools to assist Tucson Unified PLCs. Further resources can be found at the following:

- ☐ Solution Tree Video: Rebecca DuFour "A Focus on Learning and the Four Essential Questions of a PLC"
- ☐ Additional tools are available from DuFour et al, *Learning by Doing* (2010), downloadable at *Learning by Doing* or see below for direct links to specific pages:
  - ☐ Downloadable resources to support your work with questions 1 and 2:
    - o PLC Continuum "Learning as Our Fundamental Purpose" (Part I pages 82-83)
    - o Worksheet for Clearly Defined Outcomes (page 84)
    - o Worksheet for Monitoring Each Student's Learning (page 85)
  - ☐ Downloadable resources to support your work with questions 3 and 4:
    - o PLC Continuum "Learning as Our Fundamental Purpose (Part II page 106)
    - o Worksheet for Systematic Intervention (page 107)
    - o Questions to Guide the Work of Your PLC (pages 113-114)

To assess where your school in terms of the Four Critical Questions see the *Tucson Unified Professional Learning Communities Rubric 2.0*, page 47, in the *Resources* section of this guide.

ROLES AND EXPECTATIONS

While team members and site administrators work collaboratively to achieve their goals, each individual plays and important role in the way he or she will contribute and relate to the rest of the team. Things run smoother when everyone is clear about what his or her contributions to meetings should look like.

Facilitator A high-performing collaborative team of teachers is the heart and soul of a professional learning community and a highly effective team is invariably led by an effective team leader.

☐ Establish and support team cohesiveness and effectiveness
☐ Demonstrate excellent planning and organizational skills
☐ Communicate to the site administration the questions, needs, and concerns of the team
☐ Develop the agenda and distribute it to team members and site administrator prior to meetings
☐ Maintain focus on the Four Critical Questions
☐ Ensure that all voices are heard

Team members Each PLC may decide to have as many formally assigned roles as deemed useful to efficiently manage the business of the team (e.g. recorder, note taker, timekeeper, materials manager, and encourager). See link below for a more detailed discussion of possible roles. At the very least, each member is responsible for the following:

☐ Read agenda prior to upcoming meeting
☐ Engage in advance preparation by gathering necessary materials and student evidence
☐ Focus discussion on agenda topic and the Four Critical Questions
☐ Follow through with next steps and action plan developed in meeting

Site Administrator Principals play a critical role in nurturing professional learning communities by providing conditions and resources in order to support PLC teams in their continuous learning.

☐ Encourage cultural shifts to support and enrich PLCs (see Appendix B)
☐ Communicate regularly with PLC team facilitators
☐ Read team agendas and minutes
☐ Observe PLCs in action and provide specific feedback
☐ Identify and provide connections to relevant supports, materials, training, and resources

District Leadership District leaders enhance the quality of the PLC work and foster continuous improvement at sites by asking the right questions, by clarifying key indicators of progress, and engaging in ongoing progress monitoring.

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ROLES AND EXPECTATIONS
Additional resources

This guide contains materials and tools to assist Tucson Unified PLCs. Further resources can be found at the following:

- ☐ In the *Resources* section of this guide is the *PLC Agenda and Minutes template*, page 33, which should be used to guide the PLC process.
- ☐ Learning By Doing, "All Team Roles to Consider"

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THE TEAM CYCLE
Doing the Right Work RIGHT!

What exactly is the process for collaborative teams working in Professional Learning Communities? To start, schools and teams lay the foundation for their work guided by the *Six Essential Characteristics of PLC,* the *Three Big Ideas*, and the *Four Critical Questions*. At the same time, specific and important cultural shifts must begin to take place, as described by DuFour et al in *Cultural Shifts in a Professional Learning Community* (See Appendix B, page 56). Championed by site administrators and brought to life by teachers, these shifts describe changes in the way we think about student learning and our own roles in the learning enterprise.

It is in these early stages that the school-wide PLC establishes and publishes its mission, vision, values (collective commitments) and goals. Individual teams then set their SMART Goals in order to clarify precisely what students should learn and what is the expected level of proficiency.   SMART Goals state how teams will measure proficiency as well as the expected time frame. Team SMART Goals are tied to site goals from the school improvement plan and are aligned to district goals.

Collaborative teams also create team norms to guide the actions of each team member, knowing that being explicit about expectations nurtures collaboration. Next, each collaborative team determines precisely where to focus their efforts to improve student learning. They do this by examining a wide range of up-to-date data resources (see Tucson Unified PLC Smart Card, page 39 for examples).

Now the heart of our PLC work, the *Team Cycle* of inquiry, can begin. The *Team Cycle* is further described in the graphic on page 15. Simple by design, the *Team Cycle* guides teams to follow one particular instructional focus at a time; we are not meant to do this with every single standard in the curriculum. Rather, we strengthen our understanding of student learning, as well as effective teaching practices, by systematically engaging in an ongoing, cyclical process:

- ☐ Gathering evidence of current levels of student learning

- ☐ Analyzing possible instructional strategies to build on strengths and address weaknesses in that learning

- ☐ Developing common assessments to obtain precise learning data

- ☐ Implementing the instruction and assessments

- ☐ Analyzing changes in student learning to discover effective instructional strategies

- ☐ Applying the new knowledge in the next cycle of continuous improvement

Focus - Teach - Assess - Respond - Repeat!

Please turn page for additional resources on the Team Cycle

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THE TEAM CYCLE
Additional Resources

This guide contains materials and tools to assist Tucson Unified PLCs. Further resources can be found at the following:

- ☐ In the *Resources* section of this guide is a Norms Template, page 22
- ☐ In the *Resources* section of this guide is a *SMART Goal Worksheet*, page 23
- ☐ Team Inquiry Cycle graphic, page 15
- ☐ 5 Characteristics of an Effective School Team, Edutopia
- ☐ Solution Tree Video: Rick DuFour "Groups vs. Teams"

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HOW ARE TEAMS TO PROGRESS AND USE THEIR TIME?

The Team Cycle

PLC Meets

PLC Meets

| Focus | → | Teach | → | Assess | → | Respond |
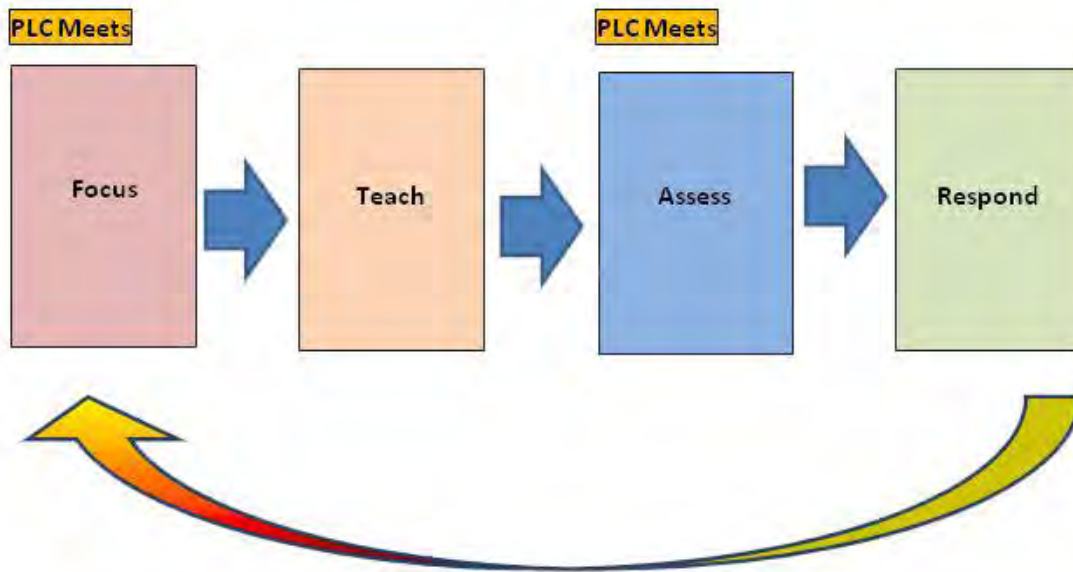
Focus: Using data, the team creates a common instructional focus and a common formative assessment (CFA). (Task analysis of the AZ College and Career Readiness Standards (AZCCRS) determines the instructional focus.) Team determines appropriate Tier I strategies, though teachers plan instruction using those effective strategies outside the PLC process and meetings.

Teach: Teacher use effective Tier I strategies, checking for understanding, and monitoring student progress. Teacher conducts the CFA created in the team's focus meeting.

Assess: The team meets to analyze data from the CFA, self-reflect on the effects of their Tier I instructional methods on student learning and together determine their next step strategies for differentiation to meet student's assessed needs.

Respond: Teacher reteaches or enriches based on the student's assessed needs.

Repeat: Continue cycle with a new instructional focus

Adapted from: Osceola Guidebook 9-30-2013

Please turn page for additional resources on How Teams Are to Progress and Use Their Time

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# HOW ARE TEAMS TO PROGRESS AND USE THEIR TIME?
Additional Resources

This guide contains materials and tools to assist Tucson Unified PLCs. Further resources can be found at the following:

- ☐ [Guiding Questions to Support the PLC Team Cycle](#), page 17
- ☐ In the Resources section of this guide is the *[Tucson Unified PLC Smart Card](#)*, page 39, which supports the team inquiry cycle

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GUIDING QUESTIONS FOR THE PLC TEAM CYCLE

FOCUS Team meets to analyze data to determine a common instructional focus	TEACH High quality Tier I instruction [These questions, happening in the mind of the teacher while teaching, are how we monitor student learning and adjust instruction]	ASSESS Team meets to analyze evidence to inform instruction	RESPOND Revisit or enrich based on evidence of students' need(s).
Teacher Practice • Do we have a task analysis of this standard on which to base our decisions? • What more do we need to make sense of how students might master this standard? • Have I taught this standard before? How did it go? • Based on evidence of our learners' needs, what are some approaches, methods, or strategies that might be effective with this particular standard? • How will we apply our professional reflections from previous inquiry cycles? **Student Learning** • What is the learning task or instructional focus? • Why is this the focus? • Where does this concept appear in the Tucson Unified curriculum? • What does our data tell us about the readiness of our learners for this concept? • Looking at the task analysis of this standard and the evidence of individual student learning needs, what are options to differentiate instruction? • How will we apply any new student learnings from previous inquiry cycles? • How will we assess the learning?	**Teacher Practice** • How am I activating my students' prior knowledge? • How do my questions challenge my students? • When are my students expected to explain their thinking? • Which active participation strategies seem to be the most effective with this concept? • How are my responses to the students supporting their learning? • How am I equitably engaging all of my students? **Student Learning** • Which students are making connections to prior learning? • Which students are fully engaged with the content and questions? • What do I notice about how my students explain their thinking? • How are students' needs met by the differentiated tasks? • Which students appear to be struggling? • Which students appear ready to move on? • What disparities do I notice between students of different racial, ethnic, cultural, and linguistic backgrounds?	**Teacher Practice** • Based on student evidence, how did the lesson design and delivery appear to support the learning outcome? • What does the data show us about which instructional methods were effective? • What changes in instructional methods do we need to consider? • Now that the lesson has been taught, where should we strengthen our own understanding of this standard? **Student Learning** • What student samples, CFA, or other data are we reviewing? • Where are common areas of student confusion? Where are our outliers? • Based on our task analysis of the concept, what will we do for students who still have confusion? • For which students was the lesson effective? What is our evidence? • Based on our task analysis of the concept, how will we extend or enrich this concept for students who are ready to move on? • How will we know that the revisit or enrichment was effective?	**Teacher Practice** • What am I learning as I reteach and/or enrich this concept? **Student Learning** • What evidence shows how students are responding to the new approach and/or information?

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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. With limited time to accomplish many tasks it is imperative to maintain focus during PLC meeting times. Keeping the meeting on track takes practice but in time the meetings will flow smoothly from one agenda item to the next.

Adhere to Agenda. The agenda is a tool for keeping meetings on task. Members all come to the meeting having read the agenda beforehand, ready to honor norms and collective commitments, and focus discussion on the agenda topic(s). At the conclusion of each meeting the Agenda and Minutes will be given to your administrator. *PLC Agenda and Minutes template*, page 33.

Prepare for the Meeting. Based on what members know will be the focus of the upcoming meeting, each member pulls together relevant student evidence and reflects on his or her own instructional strategies in order to prepare for inquiry into the Four Critical Questions.

Follow Inquiry Cycle. Ongoing cycles of inquiry are the central work of PLCs. Teams take action: They analyze student work using the *ASW* tool; share instructional strategies and make instructional decisions; develop and analyze common formative assessments (CFAs). It is worth noting that while analyzing instructional strategies and their impact on student learning is vital to inquiry, PLC time is not the time to plan lessons. Collaborative lesson planning is highly valued but it is separate from the inquiry work of the PLC Team Cycle. Similarly, this is not the time for MTSS-focused discussions.

Integrate Professional Articles. Keeping up with current thinking in the field is part of being a professional. Articles are often short and to the point, containing specific information and classroom strategies. However, the PLC meeting is not the time to read them. Reading takes place outside the meeting time frame. The subsequent discussion should be integral to analysis of the Four Critical Questions.

Build Trust. Developing trust among team members requires honoring concerns and celebrations. Taking a moment to listen and acknowledge goes a long way toward building inclusion and strong relationships. Facilitators will learn to skillfully and tactfully move the discussion back to the agenda item at hand. All team members understand that respecting others' time also builds trust and unity.

When we make a habit of following these practices, not only do we sustain collaborative teams that use time efficiently, we partner as change agents for our district and our profession. Most powerfully of all, we create a new reality in which we reach our common goal of ensuring success for every student.

Please turn page for additional resources on Maintaining Focus

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MAINTAINING FOCUS
Additional Resources

This guide contains materials and tools to assist Tucson Unified PLCs. Further resources can be found at the following:

- ☐ In the "*Resources*" section of this guide is the *PLC Agenda and Minutes template*, page 33, which should be used to guide the PLC process.

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RESOURCES

Developing Norms

Comments to the Facilitator: This activity will enable a group to develop a set of operating norms or ground rules. In existing groups, anonymity will help ensure that everyone is able to express their ideas freely. For this reason, it is essential to provide pens or pencils or to ask that everyone use the same type of writing implement.

Supplies: Index cards, pens or pencils, poster paper, display board, tape, tacks

Time: Two hours

Directions

1. Explain to the group that effective groups generally have a set of norms that govern individual behavior, facilitate the work of the group, and enable the group to accomplish its task.

2. Provide examples of norms.

3. Recommend to the group that it establish a set of norms:

   ■ To ensure that all individuals have the opportunity to contribute in the meeting;

   ■ To increase productivity and effectiveness; and

   ■ To facilitate the achievement of its goals.

4. Give five index cards and the same kind of writing tool to each person in the group.

5. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. Time: 10 minutes.

6. Shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before.

7. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape or tack each card to a display board so that all group members can see it. As each card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.

8. When all of the cards have been sorted, ask the group to write the norm suggested by each group of cards. Have one group member record these new norms on a large sheet of paper.

9. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.

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An electronic version of the *Developing Norms Template* can be accessed [HERE](#).

When Establishing Norms, Consider:	Proposed Norm
Time ■ When do we meet? ■ Will we set a beginning and ending time? ■ Will we start and end on time?	
Listening ■ How will we encourage listening? ■ How will we discourage interrupting?	
Confidentiality ■ Will the meetings be open? ■ Will what we say in the meeting be held in confidence? ■ What can be said after the meeting?	
Decision Making ■ How will we make decisions? ■ Are we an advisory or a decision-making body? ■ Will we reach decisions by consensus? ■ How will we deal with conflicts?	
Participation ■ How will we encourage everyone's participation? ■ Will we have an attendance policy?	
Expectations ■ What do we expect from members? ■ Are there requirements for participation?	

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Visit **go.solution-tree.com/PLCbooks** to download this page.

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An electronic version of the *SMART Goal Worksheet* can be accessed [HERE](#)

SMART Goal Worksheet

School: _____   Team Name: _____   Team Leader: _____

Team Members: _____

District Goal(s): _____

School Goal(s): _____

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness

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SMART Goal Worksheet: Third-Grade Team

School: George Washington Elementary   **Team Name:** Third Grade   **Team Leader:** Theresa Smith

Team Members: Ken Thomas, Joe Ramirez, Cathy Armstrong, Amy Wu

District Goal(s):

1. We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

School Goal(s):

1. We will improve student achievement in language arts as measured by local, district, state, and national indicators.

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality: Last year, 85 percent of our students met or exceeded the target score of 3 on our state's writing prompt in May. **Our SMART Goal:** This year, at least 90 percent of our students will meet or exceed the target score of 3 on our state's writing prompt in May.	**Curriculum** 1. Clarify and pace essential student learning outcomes in writing using standards documents, curriculum guides, assessment blueprints and data, and the wish list of skills from the fourth-grade team.	All members of our team	October 15	Lists of essential student learning outcomes and pacing guide Increased results for all students on team, district, state, and national indicators

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Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
	Assessments 2. Develop, implement, and collaboratively score grade-level formative writing prompts to: a) Frequently monitor each student's learning of essential writing outcomes b) Provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets in writing c) Learn with and from each other better ways to help students become proficient writers	All members of our team	October–May Checkpoints at midpoint of each grading period District benchmark assessments at end of each semester	Common writing prompts Common writing rubric Increased results for all students on team, district, state, and national indicators
	3. Provide students with writing assignments in all subject areas, and utilize a variety of instructional strategies to help students learn all essential writing skills.	All members of our team Principal Resource staff Volunteers	Daily, September–May	Intervention/enrichment schedule Student learning results
	4. Initiate individual and small-group sessions to provide additional intervention and enrichment focused on writing.	All members of our team	Daily, September–May	Intervention/enrichment schedule Student learning results
	5. Provide parents with resources and strategies to help their children succeed as writers.	All members of our team	First semester workshop: 10/20 Second semester workshop: 1/19 Newsletters End-of-grading-period conferences	Number of parents in attendance Study guides and newsletters

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Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
	Staff Development 6. Develop, implement, and evaluate our team action research project in writing to improve our individual and collective ability to help our students learn to write at high levels. Use information from our common formative assessments to identify staff development needs and engage in ongoing, job-embedded staff development in the area of writing.	All members of our team	Weekly collaborative team meetings Staff development days Faculty meeting sessions Additional professional learning time by request	Common assessments Quarterly reviews Midyear progress reports End-of-year team evaluations Increased results for all students on team, district, state, and national indicators

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SMART Goal Worksheet: Eighth-Grade Math

School: Thomas Jefferson Middle School   **Team Name:** Eighth-Grade Math   **Team Leader:** Chris Rauch

Team Members: Chris Carter, Dolores Layco, Mary Fischer

District Goal:

1. We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

School Goal(s): We will:

1. Reduce the failure rate in our school.

2. Increase the percentage of students scoring at or above the established proficiency standard on the state assessment in all areas.

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality: Last year, 24 percent of our students failed one or more semesters of math, and 31 percent of our students were unable to meet the state proficiency standard in math.	We will align each unit of our math program with state standards, study the results of the last state assessment, identify problem areas, and develop specific strategies to address those areas in our course.	Entire team	We will complete the analysis on the teacher workday prior to the start of the year. We will review our findings prior to the start of each new unit.	Written analysis of state assessment and strategies to address weaknesses
Our SMART Goal: This year, we will reduce the percentage of failing grades to 10 percent or less and the percentage of students unable to meet state standards to no more than 15 percent.	We will develop common formative assessments and administer them every three weeks. These assessments will provide repeated opportunities for students to become familiar with the format used on the state assessment.	Entire team	Formative assessments will be created prior to the start of each unit of instruction throughout the year. They will be administered on a day designated by the team.	Student performance on team-endorsed common assessments

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Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
	After each common assessment, we will identify any student who does not meet the established proficiency standard and will work with the counselor to have those students reassigned from study hall to the math tutoring center.	Members of entire team will request tutoring as their supervisory responsibility; team leader will work with the counselor after each assessment.	Assessments will be administered every three weeks. Students will be assigned to the tutoring center within one week of assessment.	Daily list of students receiving tutoring in math
	We will replace failing grades from our common assessments with the higher grade earned by students who are able to demonstrate proficiency in key skills on subsequent forms of the assessment after completing tutoring.	Entire team will create multiple forms of each assessment. Tutors will administer the assessment after a student has completed the required tutoring.	Multiple forms of an assessment will be created prior to the start of each unit of instruction. Tutors will administer the second assessment within two weeks of a student's assignment to the tutoring center.	Compilation of results from subsequent assessments
	We will examine the results of each common assessment to determine which member of the team is getting the best results on each skill, and then share ideas, methods, and materials for teaching those skills more effectively.	Each member of the team	Ongoing throughout the year each time a common assessment is administered	Analysis of findings after each common assessment is administered

Decrease in the failure rate

Increase in percentage of students proficient on state assessment |

REPRODUCIBLE

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SMART Goal Worksheet: American Government

School: John Adams High School   **Team Name:** American Government   **Team Leader:** Tom Botimer

Team Members: Dan Hahn, Andy Bradford, Nick Larsen, Helen Harvey

District Goal(s):

1. We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

2. We will provide more students with access to our most rigorous curriculum in each subject area and grade level.

School Goal(s): We will increase by at least 10 percent the number of students earning credit in:

1. Advanced placement courses

2. Capstone courses in a departmental sequence

Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Current Reality: All students must complete a semester of American Government as a graduation requirement. Last year only 10 percent of the graduating class fulfilled that requirement by enrolling in advanced placement (AP) American Government.	We will make a presentation in each section of United States History, encouraging students to enroll in AP American Government and listing the advantages for doing so.	Team leader will coordinate the schedule for these presentations with the team leader for United States History. Each member of the team will assist in making these presentations and will distribute a written list of advantages created by the team.	Complete presentations by the end of January prior to students registering for their courses for next year	The presentation has been made in every United States History class.

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Team SMART Goal	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our SMART Goal: At least 20 percent of the current junior class will enroll in and earn a score of 3, 4, or 5 on the advanced placement American Government exam by the end of next school year.	We will coordinate with the guidance department to ensure that when counselors register students for classes, they encourage any student who receives an A at the end of the first semester of United States History to enroll in AP American Government.	Team leader will attend the counselors' team meeting to enlist their support, explain advantages of the AP program, and share the team's strategies for supporting students in AP American Government.	End of first semester	Minutes of meeting
	We will advise parents of the benefits of AP American Government.	The team will draft a letter to parents of students who earn an A in United States History at the end of the semester. The letter will list the advantages of completing this course while in high school for any student planning on attending college. It will also include the team's strategy to provide students with additional support. The team will also create a flyer on the benefits of the AP program to be distributed during parent open house.	The flyer will be created for distribution at the open house in early October. The letter will be sent at the end of the first semester.	Completed documents
	We will create study groups to review material prior to the comprehensive assessments we administer every six weeks.	The team will create the common comprehensive assessments. Each member will be responsible for conducting one study group to help students review for these tests. Study groups will be held on three evenings in the week prior to the test.	Ongoing throughout the semester	Completion of common assessments and student performance on common assessments

The number of students earning honor grades on the AP exam in American Government will double over last year's total. |

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PLC AGENDA AND MINUTES

The following *PLC Agenda and Minutes* template is used as the agenda and meeting log for PLC collaborative team meetings in Tucson Unified.

The *PLC Agenda and Minutes* template includes spaces at the top for team norms, site collective commitments, and the specific agenda items for the upcoming meeting. The agenda items for any given meeting will be based on the next stage in the team's inquiry cycle, that is, whether the team is at the Focus stage or the Assess stage of the **Team Cycle**.

This top portion of the *PLC Agenda and Minutes* is compiled by the **Team Facilitator** for the upcoming meeting. The facilitator then sends this to team members well before the upcoming meeting so that members have time to reflect on the instructional focus, obtain any necessary data (e.g. student work samples, results of common formative assessments, etc.), and consider the effectiveness of instructional strategies that will be discussed in the meeting.

The remainder of the PLC *Agenda and Minutes template* provides the space during the meeting itself to record the main points of the discussion. This *Minutes* section will be blank prior to the start of the meeting. The discussion is shaped almost entirely by the team's collective inquiry as prompted by the **4 Critical Questions** of PLCs.

"What do the students need to know?" In answering this first Critical Question, teams determine an instructional focus. This objective is developed from an upcoming target standard in the curriculum. Team members also self-reflect, "Do we understand this concept deeply? Are we clear about all of the sub-skills required for mastery?"

"How will we know that they have learned it?" Guided by this second Critical Question teams develop common methods to assess the learning (e.g. common formative assessments; intentional checks for understanding during instruction, etc.).

"What will we do when they haven't learned it? and **What will we do when they already know it?"** In discussing these third and fourth Critical Questions, teachers examine their instructional practices and their roles in supporting the learning of all of their students. The ability of team members to efficiently task analyze content standards is very important at this point in the conversation. Teams consider Tier 1 differentiation strategies to put in place so that students working at different levels have access to their grade level curriculum.

Afterward, the completed *PLC Agenda and Minutes* is sent to the principal following each meeting. Principals use this information to identify the current needs of teams so that they can provide support and/or materials and connect teams with relevant practical resources (e.g. trainings, professional articles, additional data sources, etc.)

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This two-page tool can be accessed on the next page or electronically via this link PLC Agenda and Minutes.

Two samples of the PLC Agenda and Minutes can be found on pages 35-38 after the blank template. The first sample is for a meeting that occurred during the FOCUS stage of the inquiry cycle. The second sample records the discussion in the subsequent PLC meeting which occurred during the ASSESS stage of the inquiry cycle.

Please note that samples are applicable to ALL grade levels as they model the cycle of inquiry that ALL PLC teams go through. When reading the sample Agenda and Minutes documents, pay close attention to the thinking and planning processes modeled rather than the specific curriculum content.

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School PLC Agenda and Minutes

PLC Team Name: **Date:**

Members Present: **Times:**

Facilitator for this PLC: **Note Taker for this PLC:**

<u>Agenda:</u>

-
-
-
-
-

Norms Reviewed During This PLC Meeting?
    ☐ **Yes**   ☐ **No**

Our PLC Norms:
We will: •   •   •   •   •

Our Collective Commitments:
We will: •   •   •   •   •

PLC Focus	Evidence/Comments/Notes
Reflection *What's working?* *What are instructional challenges?*	
What do students need to know and be able to do? *What is the task or instructional focus?* *What is the standard or learning target?* *What are the instructional strategies?*	
How will we know that they learned it? *How is the task supporting the learning outcome?* *What student samples or data are we reviewing?* *What is our CFA (Common Formative Assessment)?*	
What will we do when they haven't learned it? *Which changes in instructional practices do we need to consider?* *What Tier 1 academic or behavioral supports shall we consider?*	
What will we do when they already know it?	

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What instructional practices or academic extensions will we consider to enrich learning?	

Assigned tasks for next meeting	
Materials needed for next meeting	
Support needed *(From Principal, District Personnel, Other)*	

Additional Comments:

Please submit notes to your principal by the **Friday** *following your meeting.*
Thank you.

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SAMPLE "FOCUS" PLC MEETING School PLC Agenda and Minutes

PLC Team Name: 5th grade PLC

Date: 11/16/2015

Members Present: Andrea, Sam Johanna

Facilitator for this PLC: Sam

Note Taker for this PLC: *Andrea*

Agenda:

- Confirm content focus

- Create formative assessment

- Determine best practice Tier I strategies to use for initial instruction, monitoring of learning, and reteaching based on checking for understanding

-

-

Norms Reviewed During This PLC Meeting?
⊠ **Yes**   ☐ **No**

Our PLC Norms:	
We will:	• meet weekly for 50 min • be active listeners and participants • arrive on time and be prepared with necessary materials and student evidence • support each other's learning • maintain a focus of student achievement

Our Collective Commitments:	
We will:	• consistently implement and maintain high expectations for all students • use the AZCCRS to create cognitively demanding instruction and implement effective teaching practices to promote student achievement • effectively analyze data to inform our instruction and implement interventions and enrichments to ensure that all student/s needs are being met • receive constructive feedback with grace and with the understanding that this is essential to our growth as educators and to affirm effective practices • hold ourselves accountable for the achievement of all students by creating a culture of respect and valuing the positive potential of each student, family, and colleague

PLC Focus	Evidence/Comments/Notes
Reflection *What's working?* *What are instructional challenges?*	• Working: Analyzing CFAs immediately after administration so we can use the data to prepare the next meeting. • Challenge: Time, diversifying instruction for a wide range of abilities
What do students need to know and be able to do? *What is the task or instructional focus?* *What is the standard or learning target?* *What are the instructional strategies?*	• Focus: Reading literature, compare/contrast. • Standard: 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • Students are able to compare/contrast same or similar characters, settings and plots across two versions of a story, but still need practice within the same story. • Students need additional support with learning how to use the text to justify their responses.

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How will we know that they learned it? *How is the task supporting the learning outcome?* *What student samples or data are we reviewing?* *What is our CFA (Common Formative Assessment)?*	• Students will be able to compare/contrast characters, settings, and events, in the same story, while citing details that led them to their conclusions • Data Sources: interactive notebooks, CFA, intermittent closures and checking for understanding
What will we do when they haven't learned it? *Which changes in instructional practices do we need to consider?* *What Tier 1 academic or behavioral supports shall we consider?*	• Look at instruction strategies previously used. What was effective, what was not? • Pull additional small groups or guided reading groups when checks for understanding indicate that some do not understand to provide a more scaffolded approach and/or additional strategies and resources.
What will we do when they already know it? *What instructional practices or academic extensions will we consider to enrich learning?*	• Students will be taught how to apply their knowledge of compare/contrast to other media types (movies, movies to books, poems, art, dance performances, plays, news articles, etc.)
Assigned tasks for next meeting	• Review as many targeted standards as possible, focusing particularly on compare/contrast with literature using graphic organizers and interactive notebooks. • At the end of the week, give the CFA created today and score. • Bring graded formative next week to discuss and complete Analyzing Student Work (ASW) as a grade level to determine next steps.
Materials needed for next meeting	• Graded formatives
Support needed *(From Principal, District Personnel, Other)*	• Time in upcoming PD to discuss assessments and data vertically with other grade levels. • Training in task analysis to help determine content foci

Additional Comments:

Please submit notes to your principal by the **Friday** *following your meeting.*
Thank you.

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SAMPLE "ASSESS" PLC MEETING School PLC Agenda and Minutes

PLC Team Name: 5th grade PLC

Date: 11/23/2015

Members Present: Andrea, Sam, Johanna

Facilitator for this PLC: Sam

Note Taker for this PLC: _Andrea_

Agenda:

- Review last CFA

- Analyze data, scores, and complete item analysis

- Complete ASW (sort students by mastery level, discuss effective teaching strategies used to teach the content focus and what made them effective, apply effective strategies for differentiation to reteach and enrich based on student's assessed needs)

- Determine cross grade level groupings and who will reteach and who will enrich

- Determine how progress will be monitored and what will occur if students still struggle.

Norms Reviewed During This PLC Meeting?
☒ **Yes**   ☐ **No**

Our PLC Norms:	
We will:	• meet weekly for 50 min • be active listeners and participants • arrive on time and be prepared with necessary materials and student evidence • support each other's learning • maintain a focus of student achievement

Our Collective Commitments:	
We will:	• consistently implement and maintain high expectations for all students • use the AZCCRS to create cognitively demanding instruction and implement effective teaching practices to promote student achievement • effectively analyze data to inform our instruction and implement interventions and enrichments to ensure that all student/s needs are being met • receive constructive feedback with grace and with the understanding that this is essential to our growth as educators and to affirm effective practices • hold ourselves accountable for the achievement of all students by creating a culture of respect and valuing the positive potential of each student, family, and colleague

PLC Focus	Evidence/Comments/Notes
Reflection _What's working?_ _What are instructional challenges?_	• Working: Adding in intermittent closure and checking for understanding has helped remediate more immediately and has reduced the number of students who did not master the CFA. • Challenge: Time to plan and implement differentiated strategies. Need to work on balance.
What do students need to know and be able to do? _What is the task or instructional focus?_ _What is the standard or learning target?_ _What are the instructional strategies?_	• Focus: Reading literature, compare/contrast. • Standard: 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • Looked at instruction strategies used. What was effective? Effective strategies: o Using the graphic organizers in the interactive notebooks and

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	across other content areas. Johanna used the t-chart and Venn Diagrams to make comparisons in science and PE to compare previous fitness results to current ones.
	  o Sam worked throughout the other content areas to use text data to support answers.
	  o Both of these strategies showed a higher level of mastery in those classes

How will we know that they learned it? *How is the task supporting the learning outcome?* *What student samples or data are we reviewing?* *What is our CFA (Common Formative Assessment)?*	• Students will be able to compare/contrast characters, settings, and events, while citing details that led them to their conclusions • Data Sources: CFA
What will we do when they haven't learned it? *Which changes in instructional practices do we need to consider?* *What Tier 1 academic or behavioral supports shall we consider?*	• Put students who did not master the content in an additional guided reading group focused on compare and contrast. • Intentionally plan and implement the strategies that were shown to be successful during core instruction last week into instructional practice this week • Item analysis of CFA with students • Reteach across the grade level team (Sam will take this group)
What will we do when they already know it? *What instructional practices or academic extensions will we consider to enrich learning?*	• Enrichment group across grade level. (Andrea & Johanna will take these groups) o Continue to build on teaching how to apply their knowledge of compare/contrast to other media types (movies, movies to books, poems, art, dance performances, plays, news articles, etc.)
Assigned tasks for next meeting	• Implement effective strategies throughout the curriculum • Work on compare/contrast throughout the curriculum • Reteach/Enrich depending on group • Progress monitor to ensure mastery
Materials needed for next meeting	•
Support needed *(From Principal, District Personnel, Other)*	

Additional Comments:

Please submit notes to your principal by the **Friday** *following your meeting.*
Thank you.

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TUCSON UNIFIED PROFESSIONAL LEARNING
COMMUNITIES SMART CARD

The *Professional Learning Communities Smart Card* is the work of a cohort of Tucson Unified teachers who attended the 2014 PLC Summit and who continue their work through the Tucson Unified PLC Focus Group.

As collaborative teams determine precisely where to focus their efforts to improve student learning, they examine a wide range of up-to-date data resources. The *PLC Smart Card* provides an additional layer of support for PLC teams as they examine data and is arranged in a single-page, easy-to-use reference tool. It is divided into four sections with one section for each of the *Four Critical Questions* of PLCs. Each section offers both guiding questions as well as tables that identify data sources that are specifically related to each of the *Four Critical Questions*.

Both the *PLC Smart Card* and the *Guiding Questions for the PLC Team Cycle* offer multiple opportunities for teams to develop their discussions into the *Four Critical Questions*. Using these tools to guide deep dialog allows teachers to internalize the process of inquiry into the learning and development of each and every student.

Please turn page for the Professional Learning Communities Smart Card

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Tucson Unified Professional Learning Communities Smart Card

What do we want students to learn?

- Is the essential learning aligned with state standards and district curriculum guides?
- Does essential learning ensure students are well prepared to demonstrate proficiency on state, district and national assessments?
- Do assessments created by the team provide timely information on each student's proficiency so students are provided additional time and support for learning?

Possible Data Points and Resources

Analysis of Student Work (ASW)	AzMERIT	Task Analysis	Benchmarks
DIBELS	DRA/Scholastic	Formative/Summative	Standards/Curriculum
Advanced Placement	Progress Monitor	Readiness Pre-Assessment	Teacher Created Tests
AZELLA	Sub-group Achievement	Pima Admission Test	Mastery v. Non-mastery
Textbook Assessment	Trends	Understanding by Design	Vertical Design

How will we know when they learn it?

- Determine a specific number of common assessments to be used regularly. Weekly? Monthly? Quarterly? Semester? Yearly?
- Demonstrate how each item is aligned to the essential outcomes.
- Specify the proficiency for each skill
- Clarify conditions for administering the common assessment (read to students, how much review prior to assessment, amount of prompting or rephrasing)
- Assess a few key concepts frequently rather than many concepts infrequently

Possible Data Points and Resources

Formative/Summative	Avenues Assessment	CBM's	Work Samples
Teacher Created Tests	Analysis of Student Work (ASW)	Task Analysis	Data Talk Folders
IEP Quarterly Assessments	Informal Observation	Project Based Learning	Common Assessments (grade, district, state)
Performance Based Portfolio	Periodic Snapshots of student work	Presentations of Learning	Mastery v Non-mastery
Reading Record	Sight Word Assessment	End of Course Tests	Effort Rubric
Anchor Charts	Textbook Assessment	Unit Tests (Envisions, Trophies)	ExEd/Gate Assessments
Writing Samples	Dolch Word Inventory		

How do we respond when students are not learning?

- Interventions—
  - When
  - What
  - Who
  - How often meet
  - How often assessed
  - What will be assessed
- Timely—at first indication of struggling
- Students are guaranteed to receive time and support regardless of who the teacher is

Possible Data Points and Resources

Analysis of Student Work (ASW)	MTSS (track data)	Task Analysis	Data Talk Folders
Reading Diagnostics/ Writing Samples	SuccessMaker/ Waterford	Performance based Portfolio	Planning of Instruction
Individual Student Needs (assign technology support)	Read Naturally	Mastery v Non-mastery	Achieve 3000
Meta Data: % of homework, Suspensions, etc.	Growth over time	IEP Quarterly Assessments	Dolch Word Inventory
Math Fluency/ Facts (RTI book)	Student Generated Assessments	Attendance	

How do we respond when students have already learned it?

- Extensions—
  - Who's doing (students and teachers)
  - What will it look like
  - How will it be graded (rubric)
- Complexity vs. Difficulty
  - Complexity=measure of thinking, action or knowledge required to complete a task
  - Difficulty=measure of effort required to complete a task
- Research says to differentiate difficulty NOT complexity

Possible Data Points and Resources

Analysis of Student Work (ASW)	Task Analysis	Video Taping (teacher)
Performance Based Portfolio	Work Samples	Student Generated Assessments
Writing Samples to Show Growth	Growth over time	Mastery v Non-mastery
Dolch Word Inventory		

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ANALYZING STUDENT WORK DESCRIPTION:
ADVANCING LEARNING THROUGH ANALYZING STUDENT WORK

Analyzing student work helps teachers to examine what students are learning and determine how best to adjust instruction according to the specific learning needs of the students. Research indicates that completing an analysis of student work in collaboration with colleagues using an established tool positively impacts teacher expertise. Using the *Analyzing Student Work (ASW)* tool benefits teachers in:

- ☐ Developing criteria and a structure for analyzing students' work to measure student growth
- ☐ Understanding and addressing the diverse needs of their students
- ☐ Learning a process and protocol for analyzing student work to identify learning needs
- ☐ Examining the role of standards, criteria and evidence (formative assessment) in improving teacher practice
- ☐ Developing an action plan that is aligned with student content standards and differentiated to meet the assessed learning needs of students
- ☐ Developing skills in collecting and analyzing observation data, giving feedback, and communicating with families
- ☐ Examining teacher practice through the inquiry cycle: Plan-Teach-Reflect-Apply
- ☐ Improving instructional practices

The *ASW* tool can be used in many contexts and with diverse approaches:
- ☐ One-on-one with a mentor
- ☐ In PLCs , for example, following a common assessment
- ☐ In grade-level or department teams, e.g., determining standards or rubric for mastery
- ☐ As a starting point or mid-point for an Inquiry Cycle that includes planning, teaching and observing, and reflection.

The *Analyzing Student Work* tool is part of the New Teacher Center Formative Assessment and Support System.   See *New Teacher Center Formative Assessment Guidebook (2013).*

ANALYZING STUDENT WORK (ASW) DIRECTIONS:

1. **SELECT & DESCRIBE**
   a. Select your assessment or assignment to analyze
   b. Grade or score your assessment/assignment
   c. What are the criteria you are looking for?
   d. Or, what does the rubric look like?

2. **DESCRIBE YOUR EXPECTATIONS FOR THE ASSIGNMENT**

3. **SORT**
   a. Sort all assignments into the four levels based on your criteria. (Note, this may be different than the actual letter grade/score, dependent on how you set it up).
   b. Select representative samples (one sample assessment/assignment that best represents that level)

4. **DESCRIBE THE STUDENT PERFORMANCE FROM THE REPRESENTATIVE FROM EACH LEVEL**

5. **IDENTIFY AND/OR CLARIFY LEARNING NEEDS**
   a. Identify learning needs for each level and describe

6. **DIFFERENTIATED INSTRUCTION**
   a. Determine what differentiation strategies (remediation and enrichment) need to occur for each group of students at each level.

This two-page tool can be accessed on the next page or electronically via this link Analyzing Student Work (ASW) Tool. A sample ASW can be found after the template on pages 45-46.

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Analyzing Student Work   **ASW#** [ ]

Teacher: [ ]   Mentor: [ ]

Grade/Subject: [ ]   Date: [ ]

Assignment for Analysis: [ ]   Standard/Objective: [ ]

Expectation for Assignment

Students Who:

Far Below Standard	Approaching	Meeting	Exceeding
_____ % of class	_____ % of class	_____ %of class	_____ % of class

Select One Student to Represent Each Category
Describe Performance

Far Below	Approaching	Meeting	Exceeding

Tucson Unified School District Induction/Mentoring Program, Adopted from New Teacher Center

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Learning Needs for Each Category

Far Below	Approaching	Meeting	Exceeding

Differentiated Strategies to Meet Needs

Tucson Unified School District Induction/Mentoring Program, Adopted from New Teacher Center

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Analyzing Student Work

ASW# | 1

Teacher: | Mrs. Garcia

Mentor: | Principal: Mr. Foster

Grade/Subject: | 4th Grade

Date: | 10-28-15

Assignment for Analysis: | Math 1st Quarter Benchmark

Standard/Objective:

Expectation for Assignment

Students will show understanding of the 1st quarter math standards as outlined by the Tucson Unified School District with 80% or higher correct.

Students Who:

Far Below Standard	Approaching	Meeting	Exceeding
Hannah	Eric	Jose	
Abigail	Isairis	Emily	
Laelani	Santiago	Moses	
Aliya	Madison	Daniel	
Vanessa	Andrew	Omar	
Sabrina	Amelia	Diego	
Mia	Angel	Edward	
Israel		Jesus	
Kenneth		Marisol	
Julie		Nevaeh	
		Ben	
		Leila	
___35____ % of class	___24___ % of class	__41____ %of class	___0____ % of class

Select One Student to Represent Each Category
Describe Performance

Far Below Standard	Approaching	Meeting	Exceeding
• Lack of understanding of basic number sense including addition and subtraction • Difficulty with word problems	• Some understanding of number sense • Difficulty with focus causes careless errors	• Understands number sense • Able to focus and complete assignments • Careful computation of assignments and completion with 80% or higher accuracy	

Tucson Unified School District Induction/Mentoring Program, Adopted from New Teacher Center

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Learning Needs for Each Category

Far Below Standard	Approaching	Meeting	Exceeding
• Improve number sense • Improve addition and subtraction skills and understanding • Improve reading, interpreting and solving word problems (needs to understand the language)	• Needs to improve understanding of number sense • Needs to remember to focus, slow down and check for accuracy • Ensure understanding of how to interpret, and solve word problems	• Extend thinking in word problems to include other types of problems and more complexity	

Differentiated Strategies to Meet Needs:

Increased 1:1 instruction
during independent practice

Provide additional opportunities
Individually or in small groups
to reteach content

<---------------------- Additional practice in number ----------->
            sense, specifically basic fact calculation

<---------------------- Increase practice with breaking --------->
            word problems apart for clearer
            understanding

               Close monitoring during work session
             and test to make sure focus is there
             for time management and accuracy
             (not rushing through)

                           Provided extensions for word
                           problems in both language and
                           complexity. Small group instruction
                           to help work on breaking down
                           more difficult word problems.

                           Provide opportunities to be a peer tutor

Tucson Unified School District Induction/Mentoring Program, Adopted from New Teacher Center

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TUCSON UNIFIED PROFESSIONAL LEARNING COMMUNITIES RUBRIC 2.0

Teams and principals use the *Tucson Unified Professional Learning Communities Rubric 2.0* as a tool for self-assessment and to prompt strategic discussions about what exactly is needed to move PLC work forward. Principals progress-monitor the work of teams by using the rubric to diagnose how teams are functioning along a spectrum of learning. It is intended neither as a checklist nor an evaluation instrument. By looking ahead to the next level, teams can ask themselves where we intend to go and what we need to get there.

The rubric identifies five key elements of PLC work which run down the left side of the matrix: **Collaborative Culture**; **Guaranteed Curriculum**; **Common Assessment**; **Ensuring Learning**; **Enriching Learning**. It is worth noticing that the four elements after Collaborative Culture mirror the *Four Critical Questions*.

Across the top, the spectrum of learning is divided into four progressive phases of development: **Learning; Literal; Refinement; Internalized.** This document comes directly from the work of Solution Tree. (Please note, in Tucson Unified we use many rubrics for various purposes. While it might be less confusing to employ the same language to describe levels of performance across the various rubrics, this is not possible as the source material is often copyrighted.)

By the time teams are functioning at the Internalized stage, PLC work is no longer something that they DO; rather, at this stage, PLC is fully integrated into the way they think about themselves and their work. Teams at this stage say, "This is WHO WE ARE!"

In Tucson Unified, we are committed to partnering with sites to support PLC work so that we all function at our highest levels on behalf of the students we share.

This guide contains materials and tools to assist Tucson Unified PLCs. Further resources can be found at the following:

☐   Solution Tree Video: Rick Smith "Progress Monitor our PLCs"

Please turn page for the Tucson Unified Professional Learning Communities Rubric 2.0

TUCSON UNIFIED PROFESSIONAL LEARNING COMMUNITIES RUBRIC 2.0

Collaborative Culture - Educators work together in collaborative teams to achieve student learning

Critical Attributes	Learning	Literal	Refined	Internalized
	• Team meets regularly (weekly/biweekly/monthly) during the school day.	• Team develops written norms and establishes learning goals that clarify expectations and commitments.	• Team focuses on prearranged topics that impact student learning and makes revisions to goals to improve team effectiveness.	• Team honors their collective commitments to each other and their students in order to maximize learning.
	• Team members attend for compliance purposes only; team members may be unprepared and/or disorganized.	• Team members arrive prepared & participate.	• Team members are committed to the inquiry process and share openly.	• Team members push themselves and one another to grow and deepen in their practice.
	• No evidence that school goals, collective commitments and team norms are followed.	• Team adheres to school goals, collective commitments, and team norms.	• Team reflects on alignment of their work with school goals, collective commitments, and team norms.	• Team norms and site commitments are reviewed regularly and members actively use the existence of norms to address challenges in team dynamics as they arise.
	• Team is unclear regarding PLC focus and processes.	• Team shows evidence that the focus of PLC is curriculum instruction.	• Team focuses PLC work on curriculum and instruction via cycles of collective inquiry.	• Team engages in robust exploration of curriculum content, instructional practice, and student learning via rigorous collaborative inquiry.
	• Team does not use the *Guiding Questions for the PLC Team Cycle of Inquiry* to frame PLC discussions.	• Team is inconsistent in its use of the *Guiding Questions* or engages only shallowly with this tool.	• Team regularly frames PLC work with the use of the *Guiding Questions.*	• Team ensures that the *Guiding Questions* always frame the discussion and thinking of PLC meetings; for many team members the *Guiding Questions* have become internalized habits of mind.

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Critical Attributes Cont'd	• Team meets only when required on the district designated Wednesday PD for PLC times (Team Cycle of Inquiry is not followed).	• Some individual team members meet at least twice per month to attempt Team Cycle of Inquiry.	• Most team members coordinate time each week to meet to maintain Team Cycle of Inquiry.	• Team takes initiative to coordinate with one another (and with site administration if needed) to ensure that all team members meet weekly to maximize the benefits of Team Cycle of Inquiry.
	• Team does not turn in *Agenda and Minutes* log or log does not reflect analysis of student learning or teacher practice and growth.	• Team *Agenda and Minutes* logs reflect limited understanding of PLC process and/or limited rigor with regard to reflections about course content knowledge and effective teaching practice.	• Team *Agenda and Minutes* logs indicate that some members engage in reflection on their own instructional effectiveness as well as analysis of student learning outcomes.	• Team *Agenda and Minutes* logs clearly show strong commitment to ensuring that all team members understand content standards and are rigorous in reflecting on their own needs for growth.
Possible Examples	• Team meetings are free-form or do not follow Team Cycle of Inquiry.	• Team reflections focus on student downfall vs members' own teaching practices. • Some team members try new instructional strategies in order to increase teaching effectiveness and student achievement. • Team process minimally impacts teacher practice in the classroom.	• Most teachers individually contribute research-based strategies/resources for the good of the group. • Inquiry cycle is followed and focuses on prearranged curriculum standards • Facilitator is effective in leading the team. • Most team members share openly and seek input from the team when lessons fail.	• Team norms are regularly evaluated to address areas of strength and needed growth. • Facilitator is effective in inspiring the growth of each team member. • All team members actively seek new strategies and ways of approaching instruction. • Team engages in continuous planning and reflection based on Common formative assessments and other data sources.

Modified from Rich Smith "Progress Monitor Our PLCs" 2015 Solution Tree

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Guaranteed Curriculum - Educators establish what we want our students to learn

Critical Attributes	Learning	Literal	Refined	Internalized
	• Team uses district developed curriculum guide resources.	• Team works together to define the essential learning and establish pacing.	• Team builds shared knowledge of current content standards, unpacks high-stakes assessments to clarify essential learning, and adjusts instruction based on formative assessments.	• Team continually refines essential learning and guarantees a viable instructional program for all students.
	• Team does not identify an essential learning for the current inquiry cycle.	• Team selects an essential learning for the current inquiry cycle but does not ensure that it is drawn directly from the District Curriculum.	• Team always draws its essential learning from the current scope and sequence in the District Curriculum.	• Team ensures that the essential learning comes only from designated, highly-leveraged standards in the current scope and sequence in the District Curriculum.
	• Team does not discuss whether the essential learning is understood by team members at the level of task analysis.	• Team members engage in limited or inconsistent discussion regarding the sub-skills inherent in the essential learning.	• Team ensures that each team member is confident in their understanding of the sub-skills inherent in the essential learning.	• Team uses their collective understanding of the task analysis of the essential learning in order to increase the rigor and accuracy of Tier 1 differentiation, common formative assessments, and to develop/refine pacing guides.
Possible Examples	• Team discussion is 'free form' and not focused on an identified essential learning. • Some team members do not know how to access and/or use the district curriculum guide	• Team discussions of curriculum are dominated by one or two individuals rather than being inclusive and collaborative. • Team members use teacher editions of texts to determine essential learning for current inquiry cycle. • Some team members persist with confused or inaccurate understanding regarding the subskills contained in the essential learning.	• Team engages in collective reflection regarding successes and failures regarding their understanding of the curriculum. • Team keeps vertical articulation in mind and discusses expected prior knowledge as well as preparation for advancing expectations relative to the identified essential learning.	• Team discussion of curriculum and focused essential learning include references to cross-curricular elements, needs of diverse students, and the design and delivery of cognitively engaging Tier 1 instruction.

Modified from Rich Smith "Progress Monitor Our PLCs" 2015 Solution Tree

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Common Assessment - Educators determine if each student has learned what we want them to learn				
Critical Attributes	**Learning**	**Literal**	**Refined**	**Internalized**
	• Team uses benchmark assessments several times throughout the year. • Team does not review or make reference to specific benchmark data that relates to the essential learning focus.	• Team analyzes student work and assessments and discusses common criteria. • Some team members administer common assessment tools based on team discussions of common criteria.	• Team consistently applies common criteria to assess student work and discuss formative instructional practices. • Team discusses common formative assessments at the Focus stage of the Inquiry Cycle; administers CFA in the Teach stage of the Inquiry Cycle; analyzes results together at the Assess stage of the Inquiry Cycle; and implements targeted re-teaching or enrichment based on collective data analysis in the Respond stage of the Inquiry Cycle.	• Team consistently utilizes formative instructional practices, including common assessments, to gather evidence of student learning. • Team consistently uses assessment results to reflect on teacher's own strengths and areas for refinement as practitioners. • Team consistently uses assessment results for the purpose of continually refining equitable access to curriculum for all learners.
Possible Examples	• Team members function as 'independent contractors' by individually creating assessments. • Some team members move on with teaching without specific information about student learning. • Team members do not know how fellow PLC team members assess student learning, nor do they know how their own students perform relative to grade level cohort.	• Teachers give unit test at the same time and talk about common errors, but then move on to the next teaching unit regardless of readiness of the students. • Inconsistent or infrequent use of data relative to identified essential learning for current Inquiry Cycle. • Teachers inconsistently adjust their instructional approach based on evidence of student work.	• Interventions and enrichment are informed by assessment results. • Team members use common academic language. • Team unpacks high-stakes assessments in order to define and further clarify the essential learning. • Team uses results to anticipate upcoming areas of concern and to discuss strategies for improving learning.	• Teachers use the results to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment. • Members determine the effectiveness of instructional strategies based on evidence of student learning. • Team implements plans for students to take ownership of their own data and determine their own needs.

Modified from Rich Smith "Progress Monitor Our PLCs" 2015 Solution Tree

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Ensuring Learning - Educators respond when some students have not learned it

Critical Attributes	Learning	Literal	Refined	Internalized
	• Team does not collectively discuss potential specific difficulties in student understanding of the essential learning. • Team uses school/district classes, established "pull out" or afterschool programs, and curriculum resources when students are identified for intervention.	• Team usually waits until after Tier 1 instruction to determine appropriate response to students struggling to understand the essential learning. • Team provides students with additional time and support that does not remove students from new direct instruction when they experience difficulty.	• At the Focus stage of the Inquiry Cycle, team discusses in specific terms the demands of the essential learning, anticipates the needs of current students, and plans for differentiated groups in the course of Tier 1 instruction. • Team develops and utilizes a timely, directive, and systemic plan for students when they experience difficulty.	• Team members analyze patterns in content challenges and student difficulties that are specific to current students in order to ensure equitable supports and access to curriculum. • Team coordinates a flexible, supportive, and proactive system of intervention for students who experience difficulty.
Possible Examples	• Stagnant students – no movement of students. • Interventions depend almost exclusively on the teacher whom student is assigned. • Success Maker is the only offered intervention.	• May or may not be fluid movement of students in intervention groups; grouping is based on generalized performance rather than targeted essential learning. • Reteach occurs in the classroom when time permits. • Loose coordination of small group intervention efforts among team members.	• Ongoing team discussion of strategies for implementation of interventions. • Fluid intervention groups based on specific targeted essential learning. • Students are engaged with their own progress/data. • Collaborative team discussions are focused on student leaning outcomes. • Leveled libraries used for intervention.	• Embedded checks for understanding with instructional adjustments occurring in real time • Team engages in ongoing reflection about strengthening Tier 1 instructional practices so that the needs of students are met in 'first instruction'. • Re-teach or enrichment criteria clearly identified in order to identify student needs. • Students track their own data in notebooks and set their own goals.

Modified from Rich Smith "Progress Monitor Our PLCs" 2015 Solution Tree

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Enriching Learning - Educators extend and enrich the learning for students who have demonstrated mastery				
Critical Attributes	**Learning**	**Literal**	**Refined**	**Internalized**
	• Team does not collectively discuss anticipated differences in the rates of student understanding of the essential learning. • Team uses school/district classes, established "pull out" or afterschool programs, and curriculum resources for identified students.	• Team usually waits until after Tier 1 instruction to determine appropriate response to students who already understand the essential learning. • Team provides students with additional time and support for enrichment during the school day for those who have moved beyond the essential learning.	• At the Focus stage of the Inquiry Cycle, team discusses in specific terms the demands of the essential learning, anticipates the needs of current students, and plans for differentiated groups in the course of Tier 1 instruction. • Team develops and utilizes a timely, directive, and systemic plan for students who have moved beyond the essential learning.	• Team members analyze patterns specific to current students in order to ensure opportunities to advance in the curriculum. • Team coordinates a flexible, supportive, and proactive system of intervention for students who have moved beyond the essential learning.
Possible Examples	• Team struggles with creating schedules and identifying for enrichment.	• Team infrequently discusses criteria for identifying students who qualify for enriched learning.	• Team consistently discusses the incorporation of DOK levels 3 & 4 for all students. • Menu options for student choice of project based learning. • Team strategizes ways to use class time and differentiated instruction that accommodates students that meet and exceed the standards.	• Embedded enrichment opportunities and supports are built into Tier I instruction. • Team engages in ongoing reflection about strengthening Tier 1 instructional practices so that the needs of students are met in 'first instruction'. • Team discussions involve strategies for students to become active facilitators of their own learning.

Modified from Rich Smith "Progress Monitor Our PLCs" 2015 Solution Tree

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ADDITIONAL RESOURCES AND REFERENCES
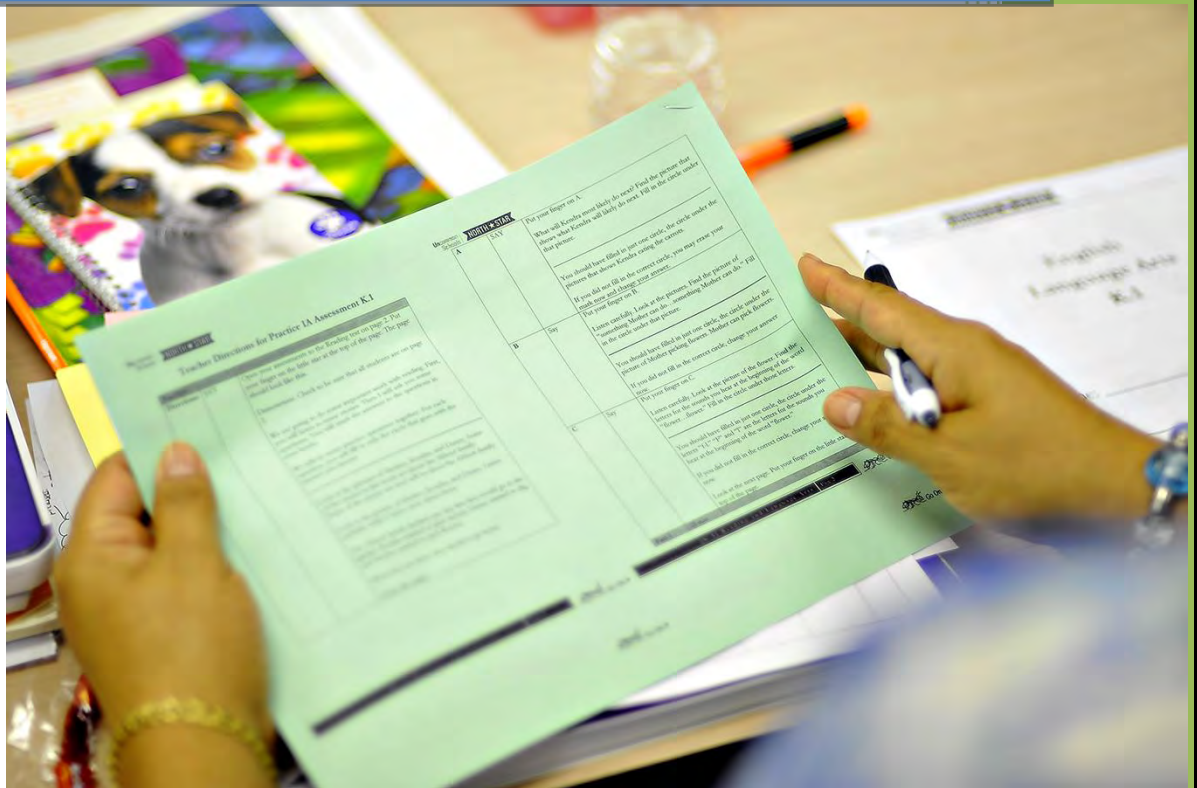
ADDITIONAL RESOURCES

PLC BLOGS

Why PLCs Work

Walking the Path to Success http://www.allthingsplc.info/stories/action,view/id,70
> General overview of teachers talking about the benefits of their PLC; blog and video from Saint Augustine, Florida

Scheduling Nightmare with the Largest K-4 School in Arkansas
http://www.allthingsplc.info/stories/action,view/id,34
> Blog from elementary school principal in Hope, Arkansas, about creative ways to schedule PLC time during the school day

Richard Gird Elementary School http://www.allthingsplc.info/stories/action,view/id,16
> Short blog about the collaboration and cycle teachers follow to discuss improved student learning and teacher instructional practices.

Are You Married to Your PLC? http://www.allthingsplc.info/blog/view/310/are-you-married-to-your-plc
> Article about what it takes to be committed to your PLC.

PLC PD at Site and District Levels

Avoiding the "PLC Lite" Scenario http://www.allthingsplc.info/blog/view/301/avoiding-the-plc-lite-scenario
> Blog offering 3 tips to help principals and teachers implement effective PLCs

Transforming Professional Culture: Unadilla Valley CSD PLC Journey
http://www.nyscoss.org/img/uploads/file/apr_2014_web.pdf
> Article about the journey of one school district in providing training and structures for PLCs

Cherry Hill Public Schools (Cherry Hill, NJ)
http://www.allthingsplc.info/stories/action,view/id,32
> Blog about 2009-2010 development of PLCs at 5 elementary schools

Doing the Right Things Right: Building Capacity, Quality Control, Fidelity, and Accountability.
http://www.allthingsplc.info/blog/view/306/doing-the-right-things-right-building-capacity-quality-control-fidelity-and-accountability
> Blog about characteristics and effective structures for school improvement

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Strategies for PLCs

Scott Cunningham. Learning in a PLC: Student by Student, Target by Target
http://www.allthingsplc.info/blog/view/305/learning-in-a-plc-student-by-student-target-by-target
    Blog offers strategies for PLCs to use to make sure all students learn at high levels.

Blog http://www.allthingsplc.info/blog
    The most current writings from teachers, principals, and educational consultants
    discussing PLC topics ranging from Laying the Foundation and Sustaining the PLC Process
    to Building a Collaborative Culture and Focusing on Results.

PLC Videos

Walking the Path to Success http://www.allthingsplc.info/stories/action,view/id,70
    General overview of teachers talking about the benefits of their PLC; Blog and
    promotional video (4:40) from Saint Augustine, Florida. (Scroll all the way down to view
    video).

Sharon Kramer, Clay Vinyard, Richard DuFour, and Rebecca DuFour. Building Strong Schools
with the PLC at Work™ Process. September 11, 2014. http://mkt.solution-
tree.com/49PEW_PLCatWorkDistrictSolutionsWebinarRecordingRegPage
    Downloadable pdf from a webinar highlighting the key attributes of the success of one
    school that went from failing to high performing. The traits discussed can be replicated
    in any school.

Rebecca DuFour and Richard DuFour. PLC at Work™ Webinar Series: Part 1: Beware of
Seductive Shortcuts on the PLC Journey. October 15, 2012. http://www.solution-
tree.com/web-events/plc-at-work-web-series-ewp023.html. (1hr 56 min)
    Understand the essential work educators must address in order to transform traditional
    schools into professional learning communities. The presenters will also alert
    participants to how educators undermine the PLC at Work™ process by pursuing
    shortcuts to avoid engaging in that essential work. Learn the dos and don'ts of the PLC
    at Work™ process from two of the leading authorities on PLCs.

Example of a Good PLC Meeting. http://www.teachertube.com/video/example-of-a-good-plc-
meeting-46928 (4:24)
    Video a of PLC collaborative team conversation on 6th grade math. (You must close the ad
    to view the video).

Example of a Bad PLC Meeting https://www.youtube.com/watch?v=mi0c6mH4eEs (2:50)

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Effective PLCs Creating Norms January 22, 2013
https://www.youtube.com/watch?v=kb69Doc_tuI. (5:13)
> An effective middle school PLC writes norms and provides an example of a working PLC.

Professional Learning Communities (PLC) in Bethel School District
https://www.youtube.com/watch?v=5WLcm0pe_bg (5:18)
> Teachers in Bethel School District, Washington, discuss their work in PLCs. This video also provides clips from two separate meetings (Planning and Debrief) which illustrate teacher collaborative conversations.

Elementary Math Data Protocol Jun 18, 2012
https://www.youtube.com/watch?v=9e6CNbaEvKw (46:49)
> A team of 4th grade teachers at Nan Sanders Elementary School uses a discussion protocol to analyze their students' recent math chapter test. They will then examine resources from their adopted math materials to plan instructional strategies to address gaps in student understanding.

The following three videos show a collaborative team from Newberry High School (TX) looking at data to inform instruction. 2013
- Data Team Process Steps 1 through 3 https://www.youtube.com/watch?v=cn2EdI3X-Jw (13:20)
- Data Team Process Step 4 https://www.youtube.com/watch?v=bF6_UcoNh-0 (17:50)
- Data Team Process Step 5 https://www.youtube.com/watch?v=zr0FDmYp9Lg (13:03)

Data-Driven Instruction: Leading Analysis Meetings. June 23, 2012.
https://www.youtube.com/watch?v=mUd5VJbuD5M (3:55)
> Jesse Rector and Paul Chin show that just diagnosing the error is not enough: you need specific action plans that target students' weaknesses.

General Searches:
> Yahoo search for professional learning communities videos
> Google search for professional learning communities videos
> Bing search for professional learning communities videos

REFERENCES

All Things PLC (2016) http://www.allthingsplc.

Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.

District Mission Vision and Values (rev 2013) Governing Board Policy (Tucson Unified School District Policy Code: A). Tucson, AZ

DuFour, R. (2010). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IN: Solution Tree Press.

5 Characteristics of an Effective School Team. (2015) http://www.edutopia.org/blog/5-characteristics-effective-school-team-elena-aguilar

New Teacher Center (2013). *Formative Assessment and Support Guidebook*. Santa Cruz, CA: New Teacher Center.

The PLC Guidebook - School District of Osceola County. (2016) http://www.osceola.k12.fl.us/depts/ResearchEvalAcct/documents/THEPLCGUIDEBOOK.pdf

Success for Learners. (2016) http://www.solution-tree.com/

APPENDIX

APPENDIX A

	POLICY TITLE: District Mission, Vision and Values
TUSD **Tucson, Arizona** **GOVERNING BOARD POLICY**	POLICY CODE: A

Mission Statement

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education.

The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

Vision for Action Statement

Delivering Excellence in Education Every Day
            Grow • Reach • Succeed

Organizational Values

We value

- **Student Centeredness**
  Making every decision with student success in mind
- **Caring**
  Acting with respect, dignity and concern for all
- **Diversity**
  Celebrating and accepting our differences as our strength
- **Collaboration**
  Partnering to reach common goals
- **Innovation**
  Embracing new ideas and challenging assumptions
- **Accountability**
  Taking responsibility to do things right and to do the right thing

Adopted: August 9, 2005

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Revised: September 20, 2005

Revised: October 2, 2012

Revised: December 10, 2013

LEGAL REF.:   Arizona State Constitution, Article XI, Section 1

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APPENDIX B

Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose

From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in Use of Assessments

From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill

A Shift in the Response When Students Don't Learn

From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

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A Shift in the Work of Teachers

From isolation . . .	to collaboration
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From "collaboration lite" on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are "my kids, those are your kids". . .	to an assumption that these are "our kids"

A Shift in Focus

From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice and (2) respond to students who need additional time and support

A Shift in School Culture

From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in Professional Development

From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction ("did you like it?") . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited focused initiatives

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