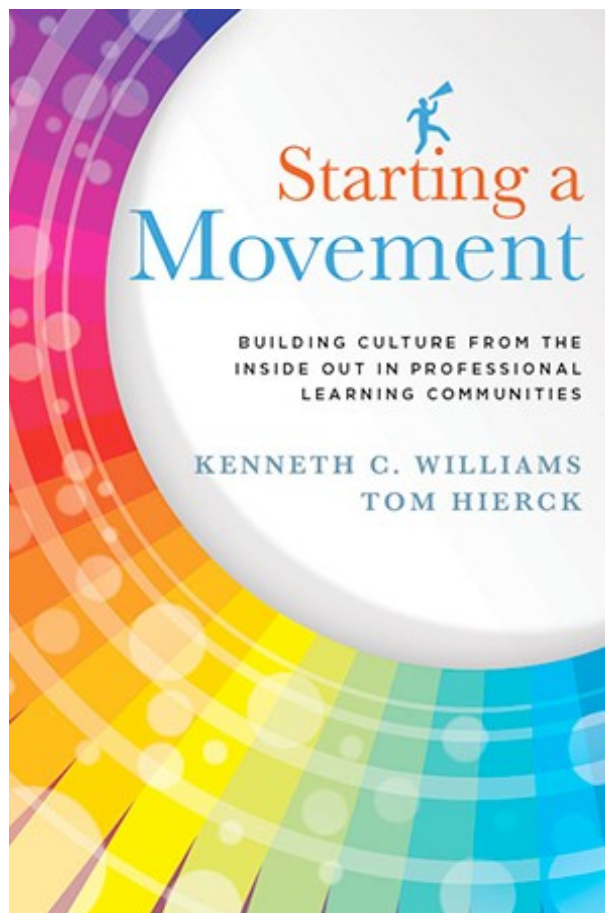


Starting a Movement

Building Culture From The Inside-Out



Unfold The Soul
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Norms for Learning Together

- Honor start and end times.
- Share openly and respect confidentiality.
- Complete tasks and commit to your action plan.
- Be willing to confront the brutal facts.
- Be present (cell phones, texts, emails, sidebars).
- Ask questions.
- Focus on what we can do.
- Speak the language of results. (~~“I think,” “I like”~~)
- Have fun and celebrate learning!

Agenda

Foundation of PLCs: The Five Essential Elements

1. Focus on learning.
2. Develop a collaborative culture.
3. Clearly define what every student needs to learn.
4. Constantly measure our effectiveness.
5. Systematically respond when students do and don't learn.

Building the Foundation: Five Essential Elements

	Guiding Questions	Our Current Reality: Where are we now?	Desired Reality: Where do we want to be?	Next Steps: How do we get there?
Focus on Learning	<ul style="list-style-type: none"> • Do we believe all students can learn at high levels? • Will we take responsibility to make this a reality? 			
Collaborative Culture	<ul style="list-style-type: none"> • Do we have frequent (weekly) collaborative time embedded during our professional day? • Does our teamwork support each member's daily responsibilities? • Have we identified team norms? • Do we hold each other accountable to follow our norms? 			
Clearly Define What Every Student Needs to Learn (What do we expect our students to learn?)	<ul style="list-style-type: none"> • Have we clearly defined the essential learning outcomes that our students must master for success in the next course/grade level? • Do all students have access to grade-level essential standards? 			
Constantly Measure Our Effectiveness (How do we know if they have learned it?)	<ul style="list-style-type: none"> • Have we created common assessments that measure student mastery of each essential standard? • Do we compare results to identify the most effective teaching strategies? • Do we use this information to guide our interventions? 			
Systematic Response To When Students Do and Do Not Learn How do we respond when students haven't mastered content or have mastered content	<ul style="list-style-type: none"> • Do we have frequent time, during the school day, to reteach and enrich students? 			

(Adapted with permission from Buffum, Mattos, & Weber, *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*, 2011)

Tight About The Right Work...Dr. Rick DuFour

1 Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation.

2 Collaborative teams implement a guaranteed and viable curriculum, unit by unit.

3 Collaborative teams monitor student learning through an ongoing process that includes frequent, team-developed common formative assessments.

4 Educators use the results of common assessments to:

1. Improve individual practice.
2. Build the team's capacity to achieve its goals.
3. Intervene and enrich on behalf of students.

5 The school provides a systematic process for interventions and enrichment.

Tight About The Right Work...

Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation.

What do you want school to provide your child?

Starting a movement begins with standing for something...

If what your school/district stands for could be summed up in one declaration, what would that declaration be?

“The kind of schools to which we’d be proud to send our own kids, are the ones we should be working daily to CREATE.”
-Becky DuFour

What next step(s) might you suggest for our school/team/dept?

Collective Responsibility in a PLC exists when two conditions are **examined, clarified,** and **adopted** as the foundation for the shared mission of your school:

1. **We** _____

2. **We** _____

Tight About The Right Work...

Collaborative teams implement a guaranteed and viable curriculum, unit by unit.

“Clarity precedes competence...”

Becky DuFour

We believe in our ability to ensure high levels of learning for all students.

Define ***high levels of learning***

What are the data telling us?

Should we have different definitions of high levels of learning?

YES _____ NO _____

Please explain your thinking

The BAR

Every curricular area has targets that every student must master; the *need to knows* vs. the *nice to knows*...

Criteria to keep in mind as you identify Essential Learning Targets that make up **The BAR**:

What are the targets **MUST** your students master for success in/at:

1. The Next Grade Level
2. The Next Course
3. High Stakes Assessment (as applicable)
4. The Skills And Knowledge Needed To Succeed Beyond The K-12 System

The Work Of Teams:

Establish **The BAR** and
take **ALL** students
To and Through **The BAR**

Things to keep in mind...

- **The BAR** doesn't move
- **The BAR** is not to be interpreted as 'minimum expectations,'
The BAR is made up of the learning targets we must guarantee
ALL students master
- **The BAR** is based on where students must GO, not where
they're FROM
- **There is only one BAR**

The BAR creates a growth-mindset, judgment-free zone. As a result, the teams no longer have discussions around 'who can' and 'who can't.' The only question that matters is:

How will we get **every**
student there?