



Ninth District Elementary School PLC PROTOCOL

VISION FOR SUCCESS:

The vision for **Professional Learning Communities (PLC)** at Ninth District is that staff will collaborate to develop common instructional units, which include common formative assessments. They will meet at least weekly to examine the common assessment data, consider instructional implications from the data and make decisions about instructional next steps to address student learning needs. Decisions will be based on the data.

PURPOSE/ DEFINITION:

PURPOSE: When a school or district functions as a **PLC**, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. *Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos*

Collective teacher efficacy has a 1.57 effect size according to John Hattie.

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

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work™*, pp. 2-4.

PROCESS:

Before the PLC Meeting

Each teacher individually completes within the PLC data template:

1. His/Her own data table to record the percentage of students at Mastery and percentage of students Below Mastery on the Common Formative Assessment (CFA) for each class period. **Percentage of Mastery = Percentage of individual students scoring 80% or better**
2. The Name and Claim section by listing the names of each student who scored Below Mastery for each class period.

During the PLC Meeting

1. Revisit PLC Norms

	<ol style="list-style-type: none"> 2. PLC leader completes the top part of the PLC data template with date, members present and the standard(s) being discussed 3. ALL members of the PLC look at the data tables for all teachers to discuss: <ol style="list-style-type: none"> a. Instructional strategies (specific engagement strategies or activities) used by teachers who had 80% or higher Mastery in one or more class periods. These are strategies to consider for recovery lessons. b. Inferences about why students did not master the target/skill c. Data you may have from informal formative assessments d. Conclusions that may be drawn from your own reflection of the strategies and lessons used leading up to the CFA e. Student feedback / plus-delta related to the instructional strategies used and/or their own self-assessment 4. ALL members of the PLC collaboratively determine what specific instructional strategies will be used to address the skill gap(s) of students scoring below Mastery. (These strategies should NOT be re-teaching the same lessons used prior to the CFA.) <ol style="list-style-type: none"> a. Consider how small groups may be devised and implemented. b. Consider what resources you have to help support students who didn't reach mastery. 5. ALL members of the PLC collaboratively determine what specific instructional strategies will be used to provide enrichment (deeper application of the target/skill) for students who achieved Mastery. <i>This should NOT include students moving ahead with the next target or standard while you provide recovery lessons for those below Mastery.</i> <p><u>After the PLC Meeting</u></p> <ol style="list-style-type: none"> 1. Each teacher employs the recovery strategies/provides recovery instruction for students Below Mastery. 2. Each teacher employs the enrichment instruction for students who achieved Mastery 3. Each teacher re-assesses Below Mastery students AFTER the recovery instruction and records the new data in red next to the original data for each class.
MONITORING:	<ol style="list-style-type: none"> 1. Data template completed and available to all PLC members, administrators and coaches in Google Drive. 2. Administrator(s) and Instructional Coach attend PLCs to support and monitor fidelity to the process. 3. Administrator(s) and/or Instructional Coach will report out to the

	<p>Administrative Team. Reports will include celebrations of progress and any additional support or coaching needed by specific teams. This is a standing agenda item and reports will be reflected in each Administrative Team meeting notes/minutes.</p>
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