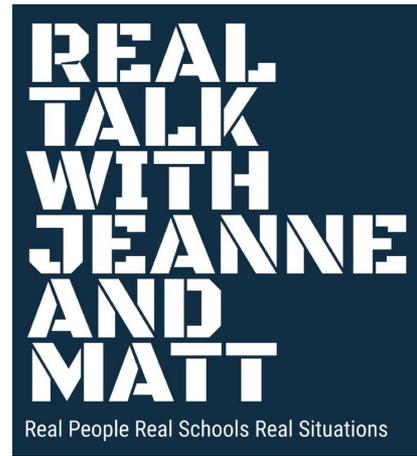


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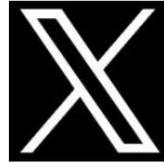
August 25, 2023



Matt Treadway, Ed.D.

Associate/Former Principal

Matt21TreadwayST@gmail.com



@Matt21Treadway



Treadway Consulting LLC

Student Focused and Solution Minded

A Little About Me

Matt Treadway

My Home Team



My School Team



Our PLC Journey

THIRD EDITION

Learning by Doing

A Handbook for Professional Learning Communities at Work™

Richard DuFour
Rebecca DuFour
Robert Eaker
Thomas W. Many
Mike Mattos



Learning Outcomes

1. Describe what a Professional Learning Community is and is not.
2. Understand and connect with the 3 Big Ideas of a Professional Learning Community.
3. Apply the 4 Critical Questions to your current reality and develop next steps as a collaborative team with them in mind.

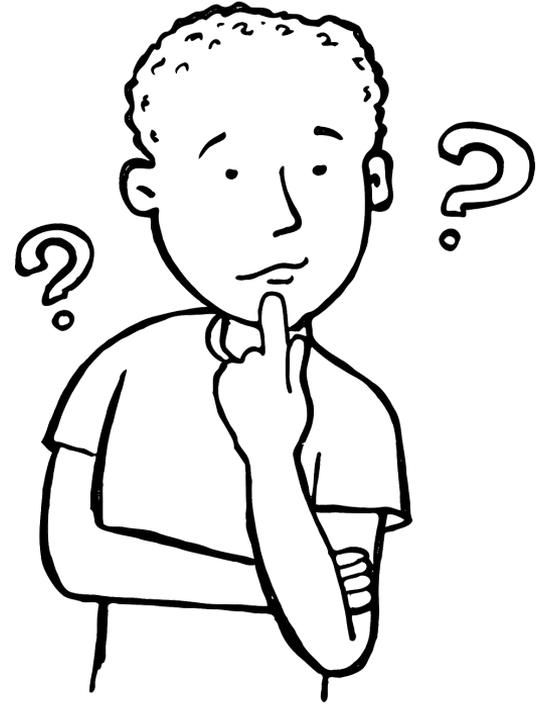


Rock, Paper, Scissors, Cheer



Before We Get Started

What is a professional learning community?



What a PLC is NOT...

A Program

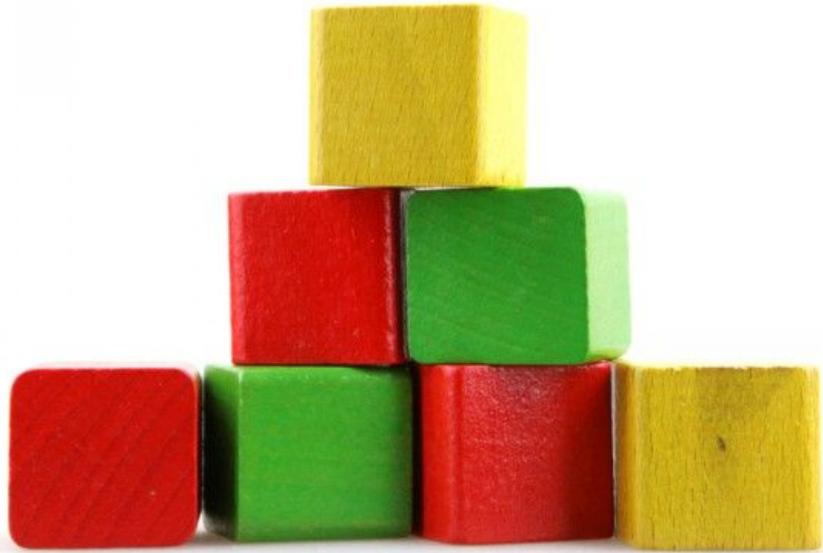


An Actionless PD



An Event

What a PLC is NOT...



Collaborative Team
Meeting



Collaboration is Key

1. Every Educator is Assigned to a Meaningful Team
2. Provided Time to Collaborate on a Regular Basis
3. Crystal Clear on the Work that is Needed
4. Receive the Resources and Support Needed to Promote Success (Dufour, 2015)

What is a Professional Learning Community?

*“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”*

(Learning by Doing, p. 10)

The Three Big Ideas of a PLC

1. Focus on Learning
2. Collaborative Culture and Collective Responsibility
3. Results Orientation



Define and Give Meaning



Point of Emphasis



Big Aha!

5 Minute Break



What We're Really Talking About...



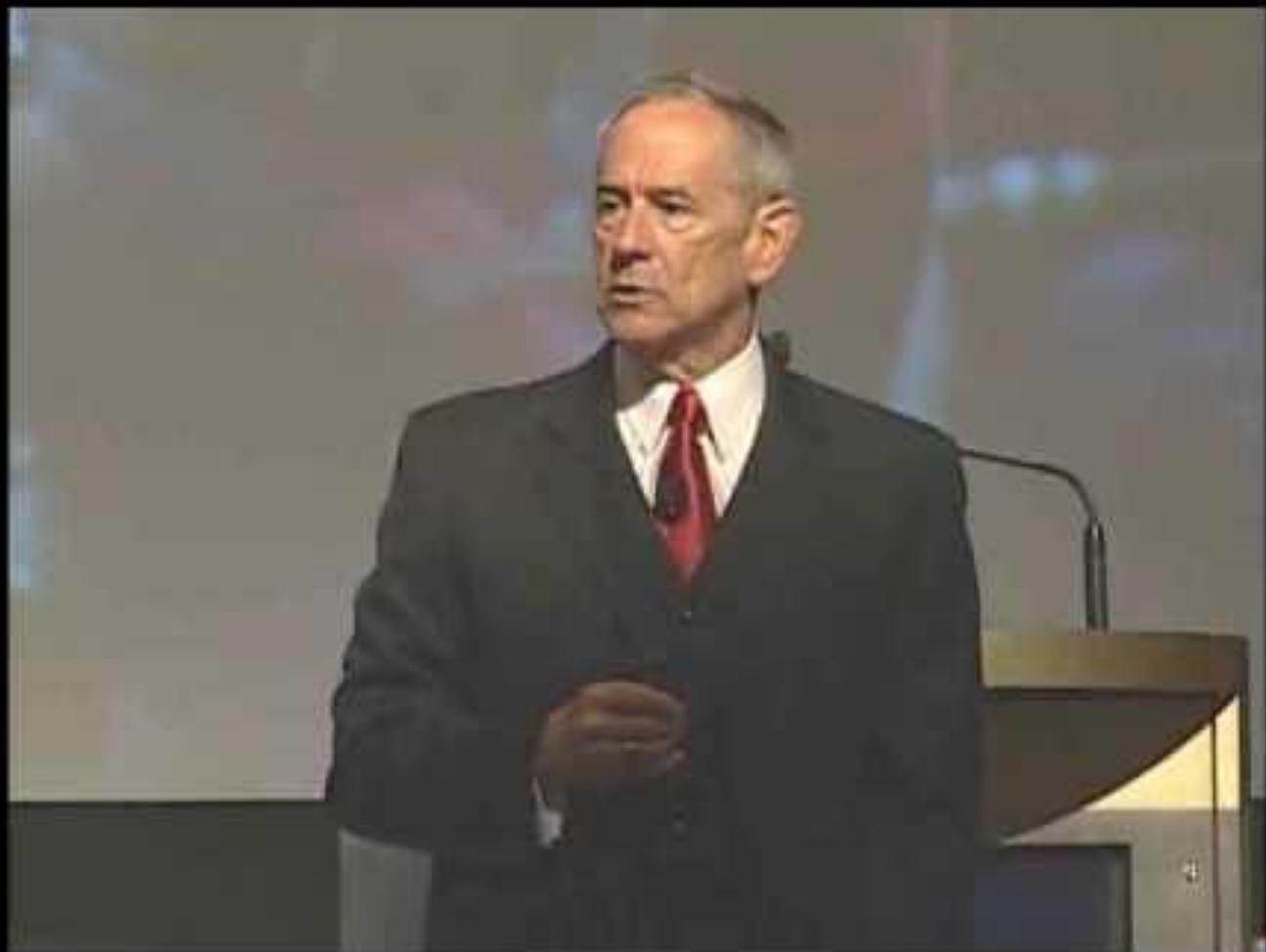
“School culture is the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school.” -Cromwell

“The way we do things around here.” -Unknown

“And while it is true that educators shape their school cultures, it is probably more accurate to say that their school cultures shape educators.”

(Dufour et al., 2021, p. 63)





Reflect with your TEAM...

- What is the difference between a group and a team?
- How can we move closer to being a team than a group?

Collaborative Teams

“The best team structure for improving student achievement is simple: a team of teachers who teach the same course or grade level.”

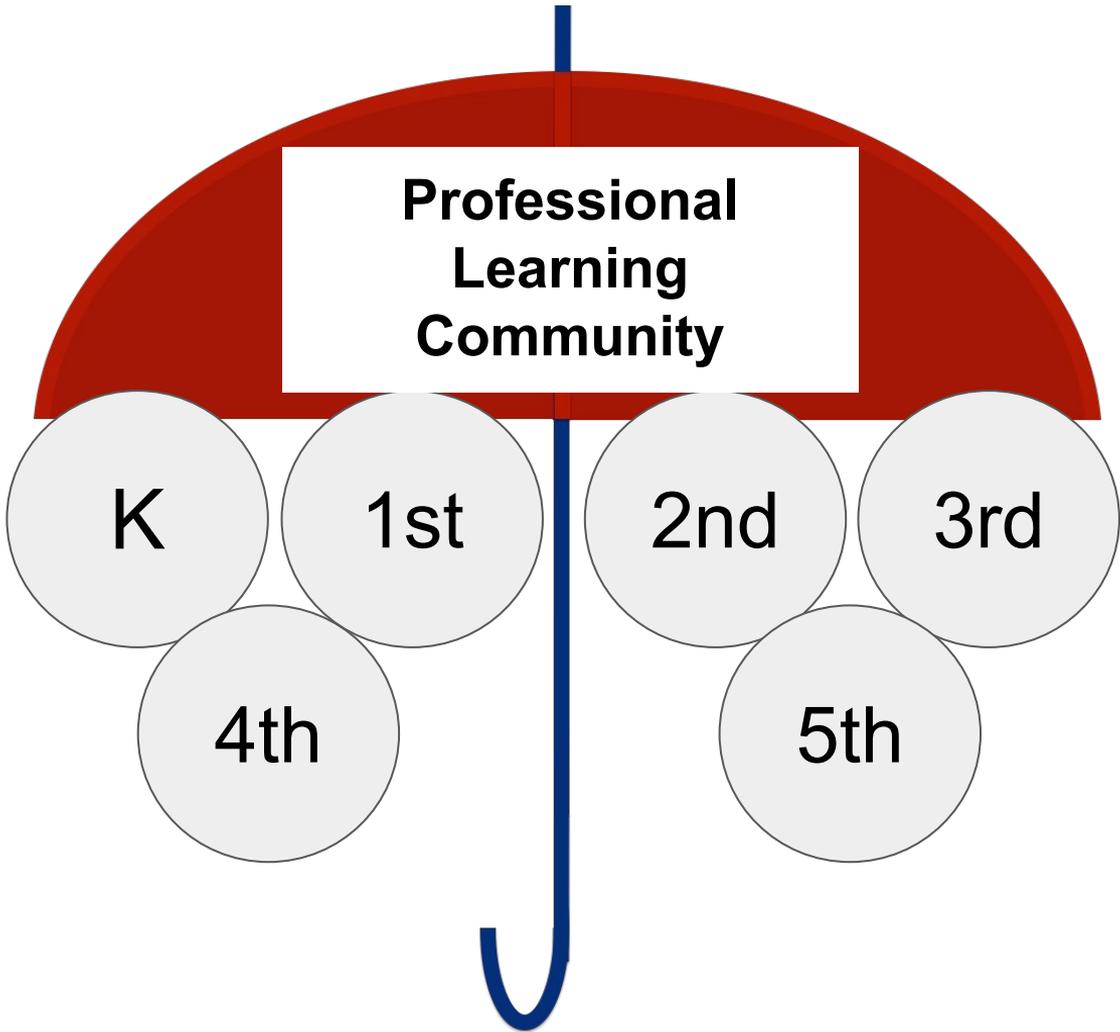
(Learning By Doing, p. 61)

Think More Inclusively Than Just...

- The person across the hallway from you.
- The person you share bus duty with.
- The person you eat lunch with.

“No matter who the classroom teacher is or who is responsible for core instruction, all teachers in the school take ownership of every student mastering targets.” -Yes We Can!

Fundamental Question to Ask Yourself-
Who in this building helps my students master their learning targets?



Collaborative Teams

Think of a Time...



THE
**BIG
BOOK**
of
TOOLS
for Collaborative Teams

in a PLC at Work®



WILLIAM M. FERRITER

Developing a clear set of norms is essential for ensuring that a group functions in a way that meets the **individual needs and expectations** of each of its members.

When a team fails to develop clear norms, members can feel frustrated about collaborating with others.

Ferriter. (2020). *The Big Book of Tools for Collaborative Teams in a PLC at Work.*

What does that look like?

[Read pages 73-74](#) (referencing the 6 tips for creating norms).



“The PLC process requires a culture that is simultaneously loose and tight.”

(Dufour et al, 2016, p. 13)

Loose



Tight



Awkward Eye Contact Partner



TIGHT



The following aspects of the PLC at Work process are tight.

1. Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation. As members of a team, they work interdependently to achieve common SMART goals for which members are mutually accountable.
2. Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
3. Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Educators use the results of common assessments to:
 - Improve individual practice
 - Build the team's capacity to achieve its goals
 - Intervene or extend on behalf of individual students
5. The school provides a systematic process for intervention and enrichment. Intervention is timely, directive (not invitational), and diagnostic (focusing on specific skills), and it does not remove a student from new direct instruction.

LOOSE



Aspects of the PLC at Work process that are loose empower teams of teachers to:

1. Establish their own norms and SMART goals
2. Determine the specific knowledge and skills students must acquire in each unit
3. Establish pacing for each unit (the length of time they will devote to the unit)
4. Determine the standard of proficiency each student must attain
5. Gather evidence of student learning through an assessment process that includes one or more common formative assessments the team creates for each unit

PLCs are also loose when it comes to empowering individual teachers to:

1. Use the instructional strategies that they feel work best for them
2. Use their own ongoing assessments as they teach
3. Pace the content as they deem appropriate within the window of time the team has established for the unit

*“The purpose of collaboration--- to help more students achieve at higher levels--- can only be accomplished if the professionals engaged in collaboration are focused on the **right work.**”*
(Learning By Doing, p. 59)



So what is the right work???



Collaboratively Responding to...

1. What is it we want our students to learn and be able to do?
2. How will we know if they have learned it?
3. How will we respond when some of our students do not learn?
4. How will we enrich and extend the learning for students who are already proficient?

Sounds simple, right???

How do you make the perfect peanut butter sandwich?



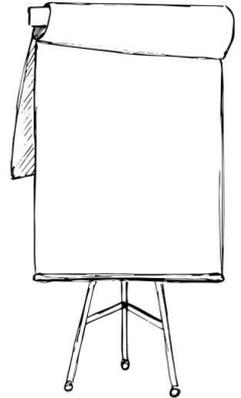
- What type of bread?
- Chunky or creamy peanut butter?
- What type of jelly?
- Light or heavy peanut butter?
- Light or heavy jelly?
- Crust or no crust?
- How do you cut your sandwich?

Each group will examine one of the critical questions.



Question 1	Question 2	Question 3	Question 4
LINK	LINK	LINK	LINK
			

1. Summarize your critical question and represent it with a picture.
2. What key concepts should teams be familiar with?
3. What tangible products would a team walk away with after addressing this critical question?

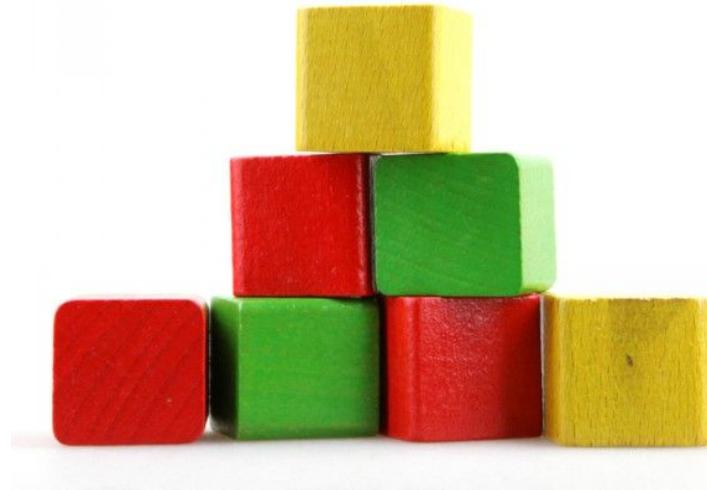


**Assume nothing, prepare for everything,
and respond based on evidence.**

-Ken Williams

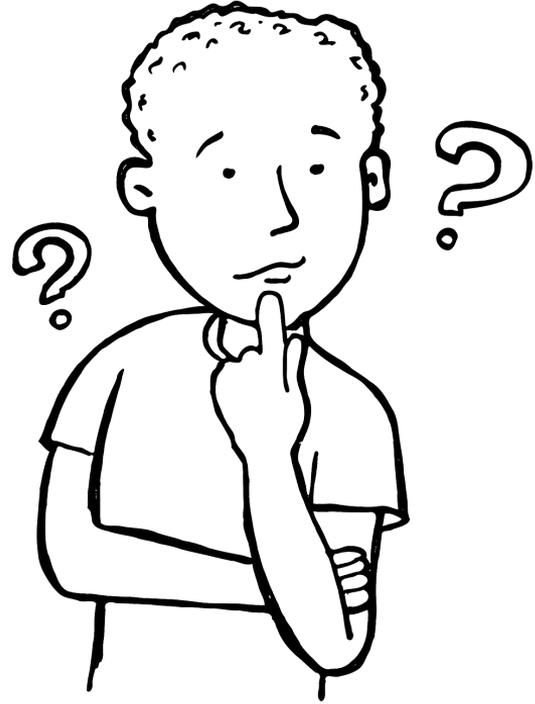
After our learning today...

How can we move closer to operating as a collaborative team?



Post Assessment

After your learning today, how do you define a Professional Learning Community?

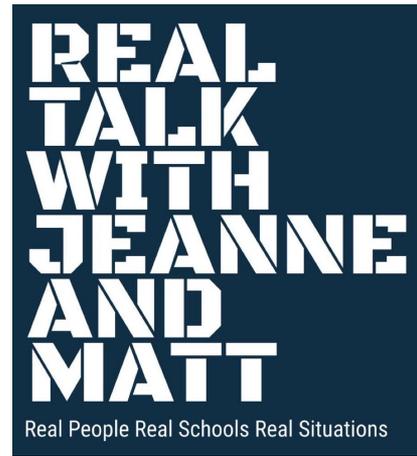


Let's Recap Our Learning

1. Have a better understanding of what Professional Learning Community is and is not.
2. Understand and can connect to the 3 Big Ideas of a Professional Learning Community.
3. Apply the 4 Critical Questions to our current reality and develop next steps as a collaborative team with them in mind.

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