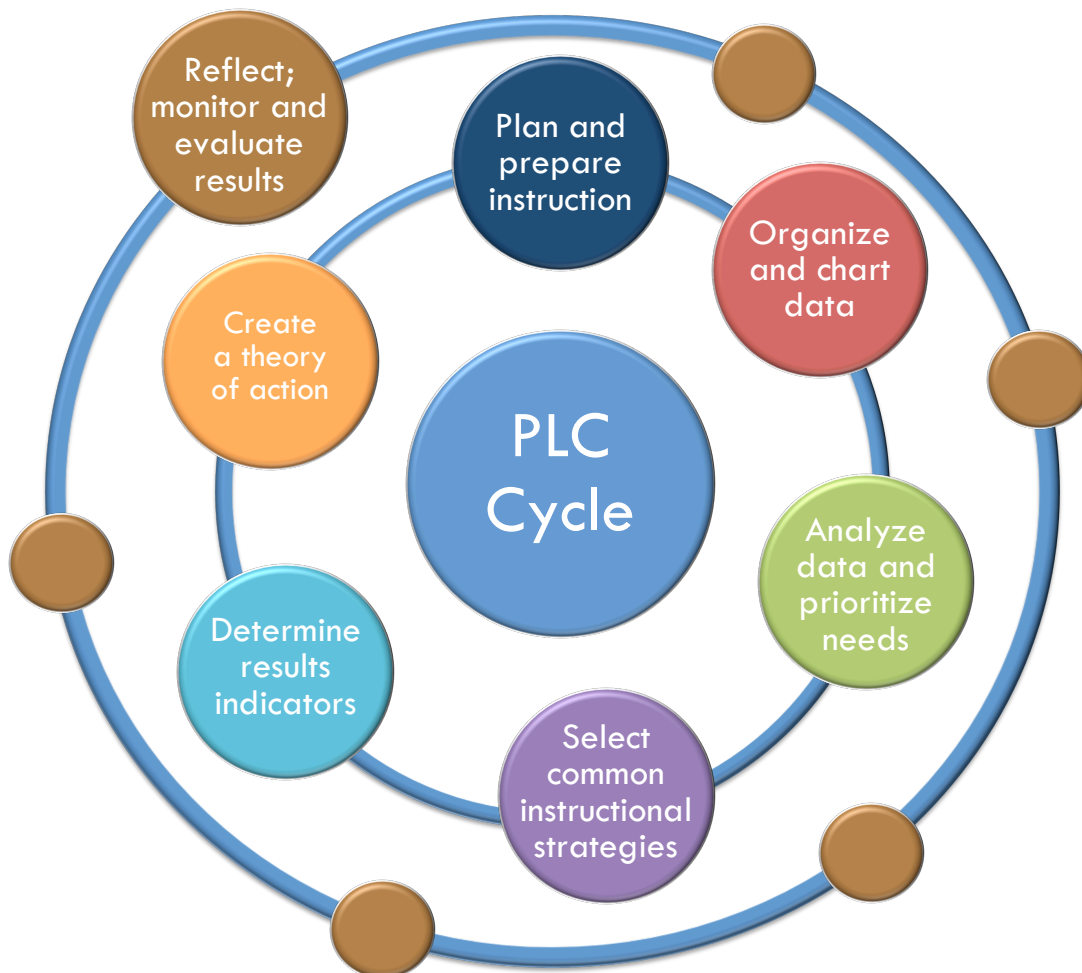# HOOD RIVER COUNTY
SCHOOL DISTRICT
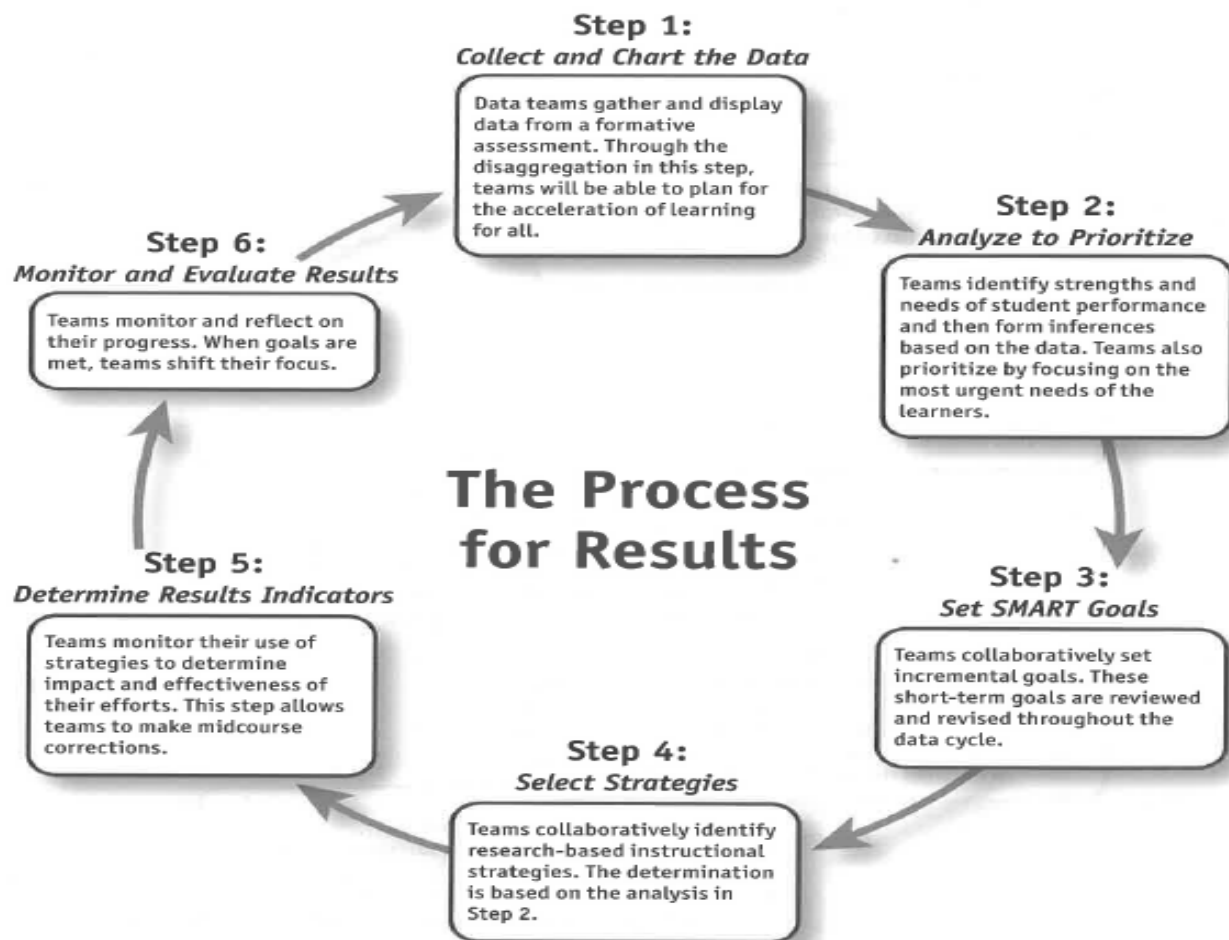*Excellence. Every student. Every day.*

PROFESSIONAL LEARNING COMMUNITIES (PLC) RESOURCE GUIDE

PLC TOPICS FOR DISCUSSION

- **Plan and prepare instructional unit**
    - Identify standards (what students will know or be able to do)
    - Deconstruct standards to identify learning targets
    - Curriculum Mapping (scope and sequence)
    - Create/revise Common Formative and Summative Assessments
- **Collect and Chart Data from Common Assessment**
- **Analyze Student Performance Data**
    - Prioritize the needs
    - Whole group data
    - Subgroup data: SpEd data, ELL data, etc.
- **Set, review, revise SMART Goals**
- **Identify and Analyze Effective Instructional Strategies**
    (*actions* of the adults and *actions* of the students)
    - Common Core State Standards Depth of Knowledge
        - 6 Shifts in ELA   • 8 Mathematical Practices
    - Critical Thinking Development
    - Literacy Strategies
    - Engagement of Students
    - Writing Across Curriculums (Evidence based and Argumentative)
- **Determine Results Indicators**
    - What will Teacher do?
    - What will Students do?
    - How do we know it increased student achievement?
- **Student extension and intervention activities**
    - Intervention Placement
    - Intervention Class Curriculum Planning
- **Reflection**
    - Analyze Effectiveness of Instructional Strategies and Goals

The Decision Making for Results/Data Team Process

Step 1:
Collect and Chart the Data

Data teams gather and display data from a formative assessment. Through the disaggregation in this step, teams will be able to plan for the acceleration of learning for all.

Step 2:
Analyze to Prioritize

Teams identify strengths and needs of student performance and then form inferences based on the data. Teams also prioritize by focusing on the most urgent needs of the learners.

Step 6:
Monitor and Evaluate Results

Teams monitor and reflect on their progress. When goals are met, teams shift their focus.

The Process for Results

Step 3:
Set SMART Goals

Teams collaboratively set incremental goals. These short-term goals are reviewed and revised throughout the data cycle.

Step 5:
Determine Results Indicators

Teams monitor their use of strategies to determine impact and effectiveness of their efforts. This step allows teams to make midcourse corrections.

Step 4:
Select Strategies

Teams collaboratively identify research-based instructional strategies. The determination is based on the analysis in Step 2.

Effective Feedback to Students

- **Timely**
    - As often as possible, for all major assignments
    - The more delay that occurs in giving feedback, the less improvement there is in achievement
- **Constructive/Corrective**
    - What students are doing that is correct
    - What students are doing that is not correct
    - Choose areas of feedback based on those that relate to major learning goals and essential elements of the assignment
    - Should be encouraging and help students realize that effort on their part results in more learning
- **Specific to a Criterion**
    - Precise language on what to do to improve
    - Reference where a student stands in relation to a specific learning target/goal
    - Also specific to the learning at hand
    - Based on personal observations
    - Personal to each student's needs
- **Focused on the product/behavior – not on the student**
- **Verified**
    - Did the student understand the feedback?
    - Opportunities are provided to modify assignments, products, etc. based on the feedback
    - What is my follow up plan to monitor and assist the student in these areas?

Congenial (Comfortable) PLC
- ➢ Focus their work on adults relationships
- ➢ Look like they are working hard in the right direction
- ➢ Consistently value "happy feelings" more than attending to students and their performance problems
- ➢ Never confront behavior or decisions; being comfortable is the goal
- ➢ Successful getting some students to learn

Collaborative PLC
- ➢ Focus their work on students
- ➢ Develop common units and assessments
- ➢ Need outside prodding to self-monitor or go through inquiry for improvement process
- ➢ Rarely confront behavior or decisions
- ➢ Successful with getting most students to learn… not all.
- ➢ Vulnerable

Accountable PLC
- ➢ Consistently value student learning and achievement above all else
- ➢ Take direct responsibility for own actions
- ➢ Hold all members accountable
- ➢ Learning gaps for both students and teachers are addressed relentlessly
- ➢ Analyze data and instructional improvement areas for whole group, individual students, & subgroups
- ➢ Not dependent on administrator to move forward