

PROFESSIONAL LEARNING COMMUNITIES

Professional Learning Community (PLC) time is scheduled for each content-oriented group each week. The PLC team works toward ensuring high levels of learning for all learners. To support the mission and vision of the district, educator teams develop collective commitments regarding what they will do and use goals as measurable milestones to monitor their progress.

A Professional Learning Community (PLC) is formed around common instruction. Our PLC teams focus weekly on these questions:

1. What do we want all learners to know and be able to do based on the proficiency scales?
2. How will know if learners are learning what is expected from the proficiency scales?
3. How will we respond to learners who are not learning what is expected from the proficiency scales?
4. How will we respond for learners who are already proficient on what is expected from the proficiency scales?
5. How will we increase our instructional competence?

TIGHT	LOOSE
<p>Scheduled each week for PLC and common planning time.</p> <p>Adherence to the time allotted by all PLC members. (ie: no early departure for coaching, etc.)</p>	<p>Buildings will determine a schedule that works to have administrators, instructional coaches, or other leaders support educators in the process using a M-F or A/B schedule, or the before or after-school time provided.</p> <p>Additional learner instructional time may be allocated to collaboration with teams at the building level. (e: collaborative literacy, MTSS teams, etc.)</p> <p>Specialists who do not have a content-specified PLC and/or planning time twice weekly may be asked to collaborate or facilitate other building needs. (i.e.: learner supervision, building committee, etc.)</p>
<p>Work in collaborative teams and take collective responsibility for student learning rather than working in isolation.</p>	<p>The building principal will determine PLC groups, assigning each educator to ONE PLC.</p> <p>Collaboration with multiple educator teams may occur in addition to the true PLC team.</p>
<p>Have both norms and goals.</p> <p>Norms and goals will be documented and accessible to the team and administrators.</p>	<p>Team will determine:</p> <ul style="list-style-type: none"> •What those norms and PLC goals are. •How violations of norms will be addressed. •How the team achieves consensus. •How dissenting points of view will be heard. •Where agendas and notes will be stored.
<p>Implement a Guaranteed and Viable Curriculum (GVC), unit by unit.</p> <p>The Guaranteed and Viable Curriculum is defined as the proficiency scales for each grading period, following the scope and sequence.</p>	<p>The PLC team will determine implementation strategies within the GVC that best meet the needs of their learners.</p>
<p>The use of the proficiency scales from the GVC. (Question 1)</p>	<p>The PLC team uses formative assessment with learners to determine the instructional steps each week.</p>
<p>Monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments. (Question 2)</p>	<p>The PLC team will design or determine the common formative assessments that are used.</p> <p>The PLC team will determine the criteria used to assess the quality of learner work.</p>

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.

The PLC team, as a group, will determine ways to intervene for learners who are struggling and to extend for learners who are beyond expectations. (Questions 3 & 4)	
Each PLC team member will utilize the results to improve their OWN individual practice. (Question 5)	Each team member may work collaboratively with an instructional coach, building administration, content coordinators, or another team member for additional support.
The PLC team, as a group, will analyze the results to determine their next steps toward achieving their goals. (Question 5)	The team may work collaboratively with an instructional coach, building administration, content coordinators, for additional support.
Each PLC team member will commit to implementing differentiation and extension strategies in their classroom. (Questions 3, 4 & 5)	The team may work collaboratively with an instructional coach and/or interventionist for additional support.
Each PLC team will reflect on their progress and share their success throughout the year.	How and when these celebrations occur will be determined by the lead for the team.
Participation in PLCs is expected and will be reflected in evaluations, as outlined in the Marzano Teacher Evaluation Model.	When participants are not fully engaged, PLC leaders may collaborate with their content coordinator and share concerns with the building administrator to provide additional support and ensure productive participation.

Adapted from *Learning by Doing* (DuFour, DuFour, Eaker, Many, Mattos, Muhammad 2020)

Guidance for CORE - PLCs & Common Planning 110 Minutes EACH WEEK			
Preschool	2 Mornings each week 50 Minutes each	OR	Designated time on non-student days
K-5 Groups	2 Periods each week 50 Minutes each	OR	Combination of designated days 2:35-3:25 PM
6-8 Groups	2 Periods each week 50 Minutes each		
9-12 Groups	2 sessions each week 50 Minutes each		
Common Planning needs to accommodate more than five days prior to short weeks: Nov. 3, Nov. 17, Dec. 15, Mar. 9.			
Guidance for ENCORE/SPECIALISTS - PLCs - 50 Minutes EACH WEEK			
K-5 Groups	Wednesdays 2:35-3:25 PM on TEAMS One Outlook invite and TEAMS link will be sent by the content Coordinator for the entire group. Groups may meet as a district-wide team or divide into rooms on TEAMS by feeder system.		
6-8 Groups	Tuesday and Friday 8:05-8:35 AM One Outlook invite and TEAMS link will be sent by the content Coordinator for the entire group. Groups may meet as a district-wide team or divide into rooms on TEAMS by feeder system or specific course.	OR	MASCOT time 2x week 11:52-12:22 In-person at the building level.
9-12 Groups	Tuesday and Friday 7:50-8:20 AM One Outlook invite and TEAMS link will be sent by the content Coordinator for the entire group. Groups may meet as a district-wide team or divide into rooms on TEAMS by feeder system or specific course.	OR	During common prep on designated day In-person at the building level.
Each group will be scheduled for 50 minutes of PLC each week.			

	Contract Starts	Contract Ends	Learner Start	Learner End	AM Meeting Potential	PM Meeting Potential
Elem*	7:45	3:35	8:00	2:40	7:45-8:00 AM	3:00-3:35
Middle	8:05	3:55	8:40	3:40	8:05-8:35 AM	NA
High	7:50	3:40	8:25	3:35	7:50-8:20 AM	NA
*Most elementary schools run from 7:45-3:35, some start as early as 7:35.						

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