



# Professional Learning Communities

## Caroline Hill & Michelle Molitor

January 20<sup>th</sup>, 2011

# Essential Question



How do we build an adult community of learners that work together, interdependently toward a common goal?

# Agenda



- ▶ Review Objectives
- ▶ Learning Communities at E.L. Haynes
- ▶ Use of Protocols
- ▶ Practice
- ▶ Closing

# Introduction



## **We start with our MISSION:**

“Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.”

# Introduction



## Identifying Priorities of our PLC

- Mission
- Student achievement data
- Student work
- Behavior and attendance data
- Teacher survey data
- Parent survey data

# Introduction



There are 5 major components built into every aspect of our learning community:

1. Mission Alignment
2. Norms
3. Time built into the schedule
4. Protocol
5. Expected Outcomes/Assessment

# Objectives



- ▶ Participants will learn about the core components of learning communities at E.L. Haynes
- ▶ Participants will explain why protocols are necessary to build learning communities
- ▶ Participants will learn about ways to structure time to best support adult learning communities
- ▶ Participants will engage in a protocol and adapt its use for their communities



## School Wide Structures

1. Mission Alignment
2. Norms
3. Time Scheduled
4. Protocol
5. Expected Outcomes/Assessment

# Community Norms



- ▶ We model the E.L. Haynes Promise (Be Kind, Work Hard, Get Smart) in every interaction.
- ▶ The most important factor in all of our decisions is what is best for our students.
- ▶ We communicate in a proactive, constructive, respectful manner. We are committed to communication that leads to understanding and we always assume best intentions.
- ▶ We continuously strive to improve our practices through reflection and collaboration. We regularly give and receive feedback. We actively engage in professional development, share our knowledge, and seek out each other's expertise.
- ▶ In recognition of limited staff time, we make every effort to be prepared, prompt, timely, and efficient whenever we meet.
- ▶ We take time to take care of ourselves and each other.
- ▶ We are data-driven, using academic & social assessments of our students to inform our goals. We strive to accomplish these goals, which inform our teaching practice, our interaction with students, our communication with families, and the professional development we design.

# Community Norms for Today



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# Time Scheduled



http://elhaynes.org/edocs/School\_Calendar\_2010-11.pdf - Windows Internet Explorer

http://elhaynes.org/edocs/School\_Calendar\_2010-11.pdf

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**E.L. HAYNES PUBLIC CHARTER SCHOOL**  
2010-2011

AUGUST							SEPTEMBER							OCTOBER						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
29	30	31																		

  

NOVEMBER							DECEMBER							JANUARY						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
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FEBRUARY							MARCH							APRIL						
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27	28													10	11	12	13	14	15	16

  

MAY							JUNE							JULY						
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<span style="background-color: #ffcc00; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> School Day (1:00 PM Dismissal) (Extended Day Program until 6:00 PM)	<span style="background-color: #ff00ff; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Winter/Spring Break (NO SCHOOL)
<span style="background-color: #ff0000; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> School Day (1:00 PM Dismissal) (NO Extended Day Program)	<span style="background-color: #ffff00; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Staff Development (NO SCHOOL)
<span style="border-bottom: 1px solid black; display: inline-block; width: 15px;"></span> First Day of Quarter	<span style="border-top: 1px solid black; display: inline-block; width: 15px;"></span> Last Day of Quarter
<span style="background-color: #ffcc00; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Intercession (OPTIONAL)	<span style="border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Parent/Teacher Conferences (NO SCHOOL)

May 26, 2010

Done

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# Learning Communities at E.L. Haynes



- ▶ Elementary School Structures
  - ▶ Summer Institute
  - ▶ Fridays (DEAD-D, AS3, ELH Wiki Community)
  - ▶ DAP Days (Data Analysis and Planning Days)
  - ▶ Race & Equity in Education Seminars
- ▶ Secondary School Structures
  - ▶ Grade Level Teams
  - ▶ Content Area Departments

# Elementary School Structures



- ▶ Summer Institute
  - 1 week of new staff taught by returning staff
  - 2 weeks with all staff
  - Focus on the Mission
  - Goals for 2010-2011
    - Unit Planning and Assessment Cycle
    - Relational Trust



## ► Fridays

- DEaD-D (Drop Everything and Do Data)
  - Academic
  - Behavioral
  - Attendance
- AS3 (Academic and Social Student Support)
- ELH Wiki Community

# Professional Learning Wiki



E.L. Haynes Professional Learning Community / FrontPage - Windows Internet Explorer

http://elhaynesplc.pbworks.com/w/page/13981945/FrontPage

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## Welcome to the E.L. Haynes Professional Learning Community Wiki

This is a real workspace for E.L. Haynes Staff Members! Please edit this page, create new pages, and invite others to use the workspace with you.

### Our Vision

E.L. Haynes will be a model of educational excellence and make a lasting impact on urban education in Washington, DC and across the nation.

### Our Mission

Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E. L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be successful individuals, active community members, and responsible citizens.

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### Calendar

To add items to the STAFF CALENDAR (Green), email Eric and Tammy; To add items to the FAMILY CALENDAR (Blue), email Keely and Beth.

Today January 2011

Print Week Month Agenda

AS3 (ACADEMIC-SOCIAL STUDENT SUPPO...  
Asian Heritage 2010  
BEHAVIOR-CULTURE

Pages Files options

#### SideBar

##### CURRICULUM LIBRARY

- [Pre K 3](#)
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- [1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)
- [4th Grade](#)
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- [Performing Arts](#)
- [Dance](#)
- [Fitness](#)

##### TEAM MEETING PAGES

- [Academic Data Analysis](#)

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## ► DAP Days (Data Analysis and Planning Days)

### Steps for Analyzing Data

1. Look at how the students did from highest to lowest.
2. What are the biggest surprises?
3. What were the 3 highest scoring questions? Look at those questions on the test. Why did they do well?
4. Look at 3 lowest scoring questions. Look at those questions on the test (focus on items that address standards you have taught). Why did they not do well on those?
5. Which standards are priorities right now? How did the students do on those standards?
6. Within those standards, which questions did students have the hardest time with?
7. Given your expectations, which questions were the biggest surprises? Why?
8. Which concepts/skills deserve special attention?
9. What is your hypothesis about the error in their thinking? (Look at wrong answer choices. What might students have been thinking when choosing this wrong answer choice?)
10. How will you address this?
  - a. Whole group lesson
  - b. Short-term strategy group
  - c. Long-term strategy group
  - d. Individual Student Action Plan/RTI
  - e. Instructional Shift
11. What day in the next two weeks will you reassess? How will you reassess?



## ► Race & Equity in Education Seminars

As an E.L. Haynes Staff Member for Educational Equity Participant you will:

1. Develop a deeper personal awareness about how who you are (in “The Skin You’re In”) impacts how you teach and lead.
2. Define race, racism, oppression, and white privilege and understand how it is institutionalized at E.L. Haynes Public Charter School.
3. Develop and use a set of tools and actions a Leader for Equity at E.L. Haynes can take to create an intentional equity focus shared by the entire E.L. Haynes community.
4. Develop a shared language and a shared equity framework among ourselves and the other administrators, educators, students, families and community at E.L. Haynes.

# Secondary School Structure



9<sup>th</sup> Grade Level Team

Developmentally  
Appropriate,  
Aligned Content  
Instruction in  
Science

The intersection of the grade level team and the content specific team ensures that students are receiving content aligned to the mission in a developmentally appropriate manner.

Content Area  
Departments  
Science  
Department

# Secondary Grade Level Teams



- ▶ What do we talk about?
  - Progress towards grade level mission and SMART Goals.
  - Norms
  - Class Failure Data
  - Attendance Data
  - Tardy Data
  - Progress on State Assessment
  - Our development as a learning community
  - Implementation of Action Plans

# How do we talk about it?



## Protocols

### **Consultancy/Dilemma**

- To get learners to think more expansively about a concrete dilemma

### **ATLAS**

- To look critically at student work, data, and other artifacts

### **Tuning Protocol**

- To get warm and cool feedback on a lesson or action plan

### **4 A's Text Rendering Protocol**

- To make meaning with a provocative text

### **Professional Learning Community Survey**

- To assess progress toward becoming a learning community

# Secondary Content Teams



- ▶ What do we talk about?
  - Norms
  - Alignment of Student work to Team Mission and SMART Goals.
  - Strategies to reach all learners
  - Reading Strategies
  - Lesson Study
  - Rigor and Assessments
  - Vertical Alignment of Expectations

# How do we talk about it?



## Protocols

### Consultancy/Dilemma

- To get learners to think more expansively about a concrete dilemma

### ATLAS

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### 4 A's Text Rendering Protocol

- To make meaning with a provocative text

### Professional Learning Community Survey

- To assess progress toward becoming a learning community

# Why Protocols?



Schools are political spaces. Sometimes the agenda of the squeaky wheel rolls over everyone.

Protocols:

- ▶ Proctor learner engagement
- ▶ Ensure equity of voice
- ▶ Promote Instructional coherence of leadership
- ▶ Fosters disciplined thought about complex issues

# Considerations



- ▶ Learners with strong voices typically dislike protocols.
- ▶ Learners who are usually quiet tend to love protocols.
- ▶ Strong facilitation is essential.
- ▶ Time can be modified but must be monitored.
- ▶ Trust is essential.

## So Now What? Let's Practice



**Dilemma:** Ms. Hill has noticed many unproductive teaching behaviors in a grade level she leads. Many of the teachers are white and most of her students are students of color. Because this is a delicate and important issue, Ms. Hill wants to create a cognitive conflict in her learners that will change behavior.

At their regular collaborative meeting Ms. Hill introduces the article Another Inconvenient Truth: Race and Ethnicity Matter and decides to use the 4 A's protocol.

She has established a routine that the first meeting of the month is dedicated to text-based meaning making. Teachers understand that these protocols modeled in the PLC can be used in their classrooms with adolescent learners...

## 4 A's Text Rendering Protocol



- ▶ 15 minutes Silent Reading of Another Inconvenient Truth: Race & Ethnicity Matter
- ▶ Annotate the Text
  - Agree
  - Argue
  - Aspire
  - Author's Assumption
- ▶ Vote with Your Feet, Pair, and Share

## Debrief the Process



- ▶ What about this protocol worked for you?
- ▶ What would you add?
- ▶ How would you modify this protocol for your classrooms?
- ▶ How could you this protocol with school leaders?

## Your Assessment



- ▶ Think about an instructional dilemma
- ▶ Consider your learners, your desired outcome, and the amount of time
- ▶ Modify your chosen protocol to meet the needs of your learning community (time, groupings, etc.)
- ▶ Share with a partner
- ▶ Hold yourself accountable to trying it!

# Where do I look for resources?



- ▶ National School Reform Faculty

[www.nsrffharmony.org](http://www.nsrffharmony.org)

- ▶ The New Teacher Center

<http://www.newteachercenter.org/index.php>

- ▶ Solution Tree

[www.solution-tree.com](http://www.solution-tree.com)

- ▶ NPR 'Bad Apples' radio segment (used to kick off PLCs at Haynes each summer)

[http://www.thisamericanlife.org/radio\\_episode.aspx?sched=1275](http://www.thisamericanlife.org/radio_episode.aspx?sched=1275)

# Feedback



- ▶ What did you expect?
- ▶ What did you get?
- ▶ What would you like more information on?
- ▶ What questions do you still have?