

School-Based Professional Learning Communities

COMPONENT #: 7-507-309

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable participants to participate in a school-site Professional Learning Community (PLC) that focuses on a specific student achievement goal.

Upon successful completion of this professional development activity the participant will be able to utilize research based protocols and reflective dialogue as a means of improving student achievement.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

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IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)

X Student learning

X Educator (professional growth)

Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Participate as a member of a Professional Learning Community.
2. Select norms and rules when conducting Professional Learning Community meetings.
3. Identify and discuss appropriate learning community protocols/models.
4. Establish SMART Goals (Strategic/Specific, Measurable, Attainable, Results-Oriented, and Time-Bound) for group.
5. Develop an action plan for implementation of the Professional Learning Community and a schedule.
6. Specify the attitudes, behaviors, and collective commitments to be demonstrated in order to advance student learning.
7. Apply and develop protocols during Professional Learning Community meetings to ensure that every team member contributes and works interdependently to achieve a goal.
8. Recognize/celebrate the accomplishments of individual members of the Professional Learning Community.
9. Observe and demonstrate facilitation skills that contribute to productive Professional Learning Community meetings.
10. Apply tools and skills that help create a group environment that focuses on learning and results within a collaborative culture.
11. Maintain a reflective journal based on discussions, activities, and decisions made during Professional Learning Community sessions.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Provide training on procedures for conducting and participating in a Professional Learning Communities (SLO 1 - 11).
2. Establish S.M.A.R.T. Goals and group norms (SLO 4).
3. Review and select appropriate protocol (SLO 3).
4. Contribute to the establishment of the team’s mission statement, vision, values, and goal(s) (SLO 2, & 4-6).
5. Adhere to meeting schedules established for independent and professional learning community work (SLO 2 & 6).
6. Actively participate in and facilitate one of the meeting sessions of the Professional Learning Community (SLO 1-12).
7. Celebrate individual and/or team accomplishments (SLO 8).
8. Maintain agendas, a reflective journal and individual reflections derived from activities, and decisions made during professional learning community sessions (SLO 11).

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9. Provide a product related to the PLC (e.g. written reflection, journal, agendas) verifying that the professional development impacted their professional behavior.
10. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
11. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
12. Provide evidence of collaborative planning related to the training.
13. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer

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visits, and/or professional portfolios.

- X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Center for Professional Learning

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