

## *FVHS Professional Learning Communities - Fall 2009 Schedule*

### Desired outcomes for 2009-2010

Working in our Professional Learning Teams we will:

Improve our relationship building capacity with our students through the sharing of ideas.

Monitor educational progress of each student so we can then develop and implement strategies for improvement.

Through guided discussions, review our current grading practices and how those practices impact students and student learning.

Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
9-9-09	Collaborative Culture  Focus on Learning	Norms	Re-establish your team norms. How do you foster a climate/culture in your PLT where members hold each other accountable? Are you going to hold each other accountable? What does that look like? How will your PLT respond when norms are not met? Discuss how you will use task rotations in your classrooms. (Mastery, Interpersonal, Understanding, and Self-Expressive) <b>Post your daily objective on board/overhead/front of room - for each class, everyday.</b>
9-16-09	Focus on Results	Data Analysis	Review the school mission statement and school goal. Mission: Foster student learning where success is the only option. Goal: Increase our graduation rate to 90% by the year 2012. What can you/we do better to support student achievement and reach the goal? What is your PLT going to do differently this year? How is your PLT going to collect and use data? <b>Prepare an area in your room to post student data. Teach students the purpose of tracking data.</b>
9-23-09	Focus on Learning	Grading	How do we know what/when students have learned? What role does grading play in determining what students know or have learned? Does your grading measure learning outcomes (objectives met) or student behaviors? Does your PLT require the same types and amounts of work from students in like courses? Do you use standard rubrics or does each teacher use his/her own grading scheme? Is grading consistent in your PLT - Is every student's achievement measured using similar criteria? Do you use a zero grade system? What is the purpose of a zero grade? <b>The purpose of this weeks PLT is discussion only. Schools place so much emphasis on grades that it is important to examine the validity and accuracy of our grading practices.</b>

Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
9-30-09	Focus on Results	SMART Goals  Steps of Intervention	Begin to establish SMART goals for your classes using assessment data (learning inventories, pre-assessment data, EOC data, interim reports, Blue Diamond data, etc. Create one or two goals only. Work on common assessments for your subject area. Have you had a conference with each student and made parental contact with those who are struggling? What steps are those in your PLT taking to assist struggling students? Have you explained the “Do not Admit” list to the student and parent? Do you need to complete an academic referral? Gather input from your PLT members of how to remediate/address specific problems of struggling students. <b>Begin working on creating a task rotation activity for a lesson/project in at least one of your classes.</b>
10-7-09	Focus on Results	SMART Goals	Continue working on and complete your SMART goals. Look at your six week interim data for clues as to where students are achieving and not achieving. <b>Post the SMART goals in the data area of your classroom.</b> Review often.
10-14-09	Focus on Learning	Essential Outcomes	The first quarter ends in two weeks. Discuss and define from your content area the 8-10 big ideas that students must know by the end of the semester. Is your PLT on target for the first nine weeks? How are you teaching essential vocabulary? – Is there a word wall posted in your room? Are you using essential vocabulary terms everyday in your classroom? Share a task rotation activity/project you have used in your class. What worked and didn't? How often are you using writing in your classes? – Is it evaluated using similar/consistent criteria by each PLT member? <b>Display examples of exemplary work in your classrooms.</b>
10-21-09	Collaborative Culture	Norms  Steps of Intervention	Review the school mission statement. Review your team norms. Is the PLT holding each other accountable? Why or why not? How do you foster a climate/culture in your PLT where members hold each other accountable? <b>First quarter ends next week.</b> How will we respond when students do not learn? – Are you ensuring that students are attending after-school sessions/ lunch sessions? Has Saturday Academy been assigned by your team? Has parent contact been made with all students who are struggling?

Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
10-28-09	Collaborative Culture	Grading	<p>How does your PLT organize grades?            Is it done by assignment/assessment or by learning goals to be mastered?            Are there number grades, checks, minuses, slash marks, and other symbols used? How is it all summarized into a final grade?            How many times should a student demonstrate mastery of a goal before it is determined he/she has met the goal?</p> <p><b>Discuss the consistency of grading among your peers in your PLT.</b></p>
11-4-09	Focus on Results	Data Analysis  SMART Goals	<p>How will we know what students have learned?            What do your common assessments tell you about your teaching style and the student learning styles?            Are all assessments organized the same? Do they focus on mastery or one of the other learning styles?            What evidence do you have that learning is occurring in your classroom?</p> <p><b>Review your SMART goals. Using EOC data, progress report data, Blue Diamond data, common assessments, and classroom assessments - are you making progress toward your SMART goals?</b></p>
11-18-09	Focus on Learning	Steps of Intervention	<p><b>Six weeks to the end of the semester.</b>            Look at your Intervention Plans.            What are you doing for students who were failing at the quarter?            Are they attending after-school sessions or Saturday Academy sessions on a regular basis?            Have you planned a face to face conference with parents and students?            How can your team differentiate for struggling students and those who already know the material?</p> <p><b>Share all of your great ideas.</b></p>
12-2-09	Focus on Learning	Common Assessments	<p>How do we know what/when students have learned?            Are you using Common Assessments?            Identify the targets/learning outcomes of the assessments.            Common Assessment vocabulary must match the vocabulary used daily in the classroom.            Do your assessments align with the 8-10 big curriculum ideas you identified earlier?</p>

Date	PLC Big Idea	Purpose of Meeting	Essential Questions/Outcomes
12-9-09	Collaborative Culture	Grading	<p>A student receives grades in a grade book (C, C, MA, D, C, B, MA, MA, B, A).  MA indicates a missing assignment.  Assign a grade using A=100, B=90, C=80, D=70.  Assign a grade using A=4, B=3, C=2, D=1.  Assign a grade using your own system.  What should the final grade be?  What are the scores measuring?  What do the numbers mean?  Has the student shown improvement?  Has the student mastered the learning outcomes of the course?  Ultimately we have to decide if a student has mastered the learning outcomes. Do your grading practices clearly measure outcomes or are other factors also “mixed” in the grading process? How accurate is your final grade?</p>
12-16-09	Focus on Results	Data Analysis/Review	<p>How will we know what/when students have learned?  Every time formative or summative tests are given in your subject area you should be comparing them with others in your PLT.  Share what is working for you and make decisions as to what and how to re-teach and/or extend learning.  Are you making progress toward your SMART goals?  <b>Post progress charts in the data area of your classrooms.</b></p>
1-6-10	Collaborative Culture  Focus on Learning	Common Assessments (CA)  Steps of Intervention	<p>How will we know when students have learned?  Review the results of your Blue Diamond or Common Assessment data. The purpose of the data is to revise instruction as needed.  How are you changing instruction based on what you see in the formative assessments?  Monitor your students for learning individually and collectively. Compare your classes.  Are you following the Steps of Intervention for failing students?  <b>Two weeks to the end of the semester.</b></p>
1-13-10	Focus on Results	Data Analysis/Review  SMART Goals	<p>Monitor progress of your SMART goals.  Are you going to meet your first semester SMART goals?  Earlier in the semester each PLT was asked to discuss what each would do differently this year.  Has your PLT adhered to that commitment thus far?  Is your PLT effective at helping each member to achieve high levels of learning for all students?  <b>One week to the end of the semester.</b></p>