

HIGH QUALITY MIP (HQMIP) COMPONENT TEMPLATE - BASIC

DISTRICT: Apalachee

1. IDENTIFICATION:

- **TITLE:** name of component Implementing Professional Learning Communities
- **COMPONENT NUMBER:** number assigned to component as per Appendix D of FLDOE staff data base (survey data)

Function: 1 (Subject Content/Academic Standards) (1 digit code)

Focus Area: 408 (Instructional Strategies) (3 digit code)

Local Sequence Number(s): 001 (3 digit code)

- **POINTS TO BE EARNED: 60 maximum** number/range of points to be earned for component

2. DESCRIPTION: This is a brief description of content or general objectives.

Participants will enhance their knowledge of the purposes and methodologies of the professional learning community process, use the knowledge to participate in a PLC, and apply PLC practices to key subject content to improve instructional practice and student performance related to implementation of identified state standards.

3. LINK(S) TO PRIORITY INITIATIVES: identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- Academic content standards for student achievement
- Assessment and tracking student progress
- Collegial learning practices
- Continuous Improvement practices
- Digital Learning/Technology Infusion
- Evaluation system indicators/rubrics/components
- Instructional design and lesson planning
- Instructional leadership (as per FPLS standards)
- Learning environment (as per FEAPS standards)
- Mastery of a specific instructional practice: [Click here to enter text.](#)
- Mastery of a specific leadership practice: [Click here to enter text.](#)
- Multi-tiered System of Supports (MTSS)
- Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- Non-Classroom Instructional staff proficiencies supporting student success
- Organizational leadership proficiencies (as per FPLS)
- Professional and ethical behavior
- Regulatory or compliance requirements
- Other: [Click here to enter text.](#)

(This list may be edited to focus on issues that are district priorities.)

4. FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT: Florida Protocol Standards supported by this component:

	Educator	School	District
Planning	<input checked="" type="checkbox"/> 1.1.3.	<input type="checkbox"/> Click here to enter text.	<input type="checkbox"/> Click here to enter text.
Learning	<input checked="" type="checkbox"/> 1.2.1., 1.2.2., 1.2.3., 1.2.4.	<input checked="" type="checkbox"/> 2.2.1	<input type="checkbox"/> Click here to enter text.
Implementing	<input checked="" type="checkbox"/> 1.3.1., 1.3.2.	<input checked="" type="checkbox"/> 2.3.1	<input type="checkbox"/> Click here to enter text.
Evaluating	<input checked="" type="checkbox"/> 1.4.1, 1.4.2, 1.4.3	<input type="checkbox"/> Click here to enter text.	<input type="checkbox"/> Click here to enter text.

: Check here if not significantly related to any Protocol Standard

5. IMPACT AREA(S): Select all that apply)

- Study leading to deep understanding of the practice(s), standard(s), and/or process(es) targeted
- Repetitive practice leading to changes in proficiency of educator or leader on the job
- Tracking improvements in student learning growth supported by the professional learning

6. SPECIFIC LEARNER OUTCOMES: identify the priority study and/or on-the-job implementation outcomes.

1. Build a collaborative culture in which educators work together interdependently and assume collective responsibility for the learning of all students.
2. Align the PLC goals with district and school goals.
3. Determine what all students should know and be able to do as a result of the course or unit of instruction that is the focus of the PLC.
4. Connect the PLC instructional focus to the students learning needs, based on data analysis.
5. Pace the curriculum to ensure that all students have the opportunity to master the essential learning.
6. Collaborate on analyzing student data and/or student work.
7. Design effective classroom discussions, questions, and learning tasks.
8. Deepen educator content knowledge and specific pedagogy through an “expert voice” who can assist in guiding the new learning in the PLC
9. Participate in PLC regularly to study more effective learning and teaching practices by developing lesson plans, examining student work, monitoring student progress, assessing the effectiveness of instruction, and identifying needs for professional learning
10. Share strategies to promote and discuss each other’s instructional methods and de-privatization of practice.
11. Engage in collective inquiry about teaching and learning best practices.
12. Develop a collective knowledge of research-based practices and a common language for discussing teaching and learning.
13. Build shared knowledge to make more informed decisions.
14. Share ideas, methods, and materials to expand educators’ repertoire of skills.
15. Understand and articulate the learning goals that the students are to meet.
16. Understand the significance of ongoing classroom assessment and the importance of engaging the individual student in the process of monitoring his or her own learning.
17. Implement a balanced assessment system to monitor the work and the effectiveness of the PLCs on a timely basis.
18. Observe, discuss, and help refine each other’s practice.
19. Provide timely and valid feedback on the extent to which students are becoming proficient.
20. Gather evidence to determine if all students are acquiring the knowledge, skills, and dispositions determined as most essential.
21. Identify the evidence to gather to determine if all students are acquiring the knowledge, skills, and dispositions determined as most essential.
22. Critique individual and colleagues’ performance based on reflective dialogue and a shared set of norms.
23. Provide relevant and timely feedback regarding PLC progress using results-oriented goals.
24. Measure the impact of the work on teacher performance and student learning.
25. Monitor student learning on an ongoing basis.
26. Use evidence of results to respond immediately to students who experience difficulty, to inform individual and collective practice, and to accelerate continuous improvement.
27. Evaluate the degree to which the work is aligned to the goals.
28. Identify, acknowledge, and celebrate PLC progress toward the goals.

7. LEARNING PROCEDURES (Methods): Text here should include the learning methods code choice for staff data element “215243’.

- WHAT will occur during this professional development component delivery:

Participants will engage in study of PLC processes, participate in regularly scheduled job-embedded professional learning communities to deepen knowledge, engage in modeling and practice activities, engage in self and peer reflection regarding practice of new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning structure.

- HOW will the experiences be provided to participants during this delivery:

Independent study , facilitated group discussions, learning community/lesson study group

- KEY ISSUES to be included in participant implementation agreements:

Regular participation in the learning community, commitment to engage in the learning activities identified by the group, commitment to provide and receive feedback regarding implementation of new learning, commitment to collect data regarding changes in teaching performance and student performance as a result of applying new learning.

8. IMPLEMENTATION/MONITORING PROCEDURES: describe the method(s) and resource(s) that will be provided to support, monitor, and enable participants to receive on-going feedback on implementation of new learning. Text here should include reference to the primary implementation monitoring method code selected for data base element 215253. Include a statement that a participant’s implementation agreement will be among the resources.

Collaborative planning and structured coaching support will enable participants to receive on-going feedback regarding implementation efforts. Participants will collaboratively develop and review products related to key session content for use in classrooms. In addition, school administrators will routinely review PLC minutes and agendas to provide support and resources as identify by team members to monitor implementation of learning. Participants will meet elements of their individual implementation agreements.

9. IMPACT EVALUATION PROCEDURES: describe the processes that will be used to determine the impact of the component on areas identified in previous section titled “Impact Areas” and priority issues from “Specific Learner Outcomes” section.

- ❖ What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?

Participants will use multiple measures to determine changes in professional practice and student performance as a result of engaging in the PLC structure. These measures will include documentation of changes in instructional practices related to PLC focus areas, changes in student performance as documented on results of school/teacher-constructed student growth measures, and/or review of portfolios of student work.

- ❖ Who will use the evaluation impact data gathered?

The data will be reviewed by PLC team members/school administrators who support the particular PLC.

10. PROCEDURES FOR USE OF THE COMPONENT’S EVALUATION FINDINGS: Describe what will be done with the data obtained through the evaluation processes.

- ❖ What other forms of evaluation data will be gathered:
 - a. What evaluation data addresses value of the PD design?
 - b. What evaluation data addresses quality of implementation the PD?
 - c. Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher and student behavior throughout the PLC process, team members will also complete periodic process assessments to determine the degree to which they are functioning as an effective PLC. The information from the impact evaluations and process evaluations will be reviewed by school leadership teams to determine need for revision of content/process, and to align changes in teacher performance to student achievement.

District record keeping data related to development of this component

Date approved: 5/4/2014

Department: Curriculum and Instruction

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