



PLC FRAMEWORK

2019-20

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The “What” of JCPS PLCs

Framework Overview

Jefferson County Public School (JCPS) District schools and educators have had varying years of experience and training in the work of Professional Learning Communities (PLCs). This JCPS-specific PLC Framework has been created in an effort to increase the cohesiveness and consistency of PLC work across the district. The intent is that all JCPS schools will use this framework as a resource and guide to build, strengthen, or maintain their whole-school work as a PLC that has a positive impact on student learning and achievement.

How to Use the Framework

- Read through the framework, and identify parts that affirm your current work (check mark), contradict your current work (minus sign), and confuse your current work (question mark).
- Have a discussion as a schoolwide PLC or in collaborative teams to determine next steps for PLC implementation and impact.
- Throughout the year, use the framework as a resource to guide and support your work.
- In addition to the framework, the JCPS core reference text is *Learning by Doing*, 3rd ed., Solution Tree Press, 2016. In addition to the published text, Solution Tree also provides extensive [digital resources](#) from *Learning by Doing*. Throughout the framework, explanations and definitions taken directly from *Learning by Doing*, 3rd ed., are in blue.

The work of PLCs is a key part of the JCPS Systems and Pillars and is supported by all departments in JCPS.

DEFINITION OF A PROFESSIONAL LEARNING COMMUNITY

What Are PLCs?

Professional Learning Community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Learning by Doing, 3rd ed., Dufour, Dufour, Eaker, Many, and Mattos (p.10)

PLCs should consist of groups of teachers who meet regularly as **collaborative teams**¹. A PLC is a practice of collaborative teams, which analyze current data, analyze levels of achievement, set SMART (Specific, Measurable, Attainable, Relevant, and Time-Bound) Goals, identify essential standards and valued student learning, develop common formative and common summative assessments, share best strategies, and research best practices. The expectation is that this collaborative effort will produce ongoing improvement with student achievement for **all** learners.

The purpose of the PLC is for teachers to develop new understanding and apply it to their classroom to raise student achievement. This new understanding creates a shift in practice within the school that increases access and achievement for each student. Increasing student achievement for **all** learners is the key indicator of a successful PLC.

Resources [Cultural Shifts in a Professional Learning Community](#)
Learning by Doing, 3rd Edition (2016) 249–251

Why Collaborate With PLCs?

“A team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone ... They have become the vehicle for moving organizations into the future. Teams are not just nice to have. They are hard-core units of the production.” (Blanchard, 2007)

The purpose of the PLC is for teachers to develop new understanding and apply it to their classroom to raise student achievement. This new understanding creates a shift in practice within the school that increases access and achievement for each student. Increasing student achievement for **all** learners is the key indicator of a successful PLC.

Resources *Learning by Doing, 3rd Edition* (2016) 25–28

¹ Collaborative teams are the groups of teachers who meet within the whole-school PLC.

JCPS PLC Expectations

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least three times a month. Teams are highly encouraged to meet more than three times a month to be a high-functioning team.
- Collaborative teams agree upon the meeting agenda and publish it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members accountable for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with building and district goals. They will revisit their SMART Goals and reflect on successes and make revisions to practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Cycle and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving learning for all students. Collaborative teams use student work, Measures of Academic Progress (MAP) assessment data, Backpack Defenses, formative assessments, and summative assessments as well as standardized achievement data as evidence of student learning.
- Collaborative teams report progress by submitting meeting agendas and minutes to their building administrator(s) and academic instructional coaches each time they meet.

Three PLC Big Ideas

A Focus on Learning: The first (and the biggest) of the ideas is based on the premise that the fundamental purpose of the school is to ensure that all students learn at high levels (grade level or higher). This focus on and commitment to the learning of each student are the very essence of a learning community.

A Collaborative Culture and Collective Responsibility: The second big idea driving the PLC process is that in order to ensure all students learn at high levels, *educators must work collaboratively and take collective responsibility for the success of each student.* Working collaboratively is not optional, but instead is an expectation and requirement of employment.

A Results Orientation: The third big idea that drives the work of PLCs is the need for a results orientation. To assess their effectiveness in helping all students learn, educators in a PLC focus on results—evidence of student learning. They then use that evidence of learning to inform and improve their professional practice and respond to individual students who need intervention or enrichment.

Resources *Learning by Doing, 3rd Edition* (2016) 11–12

Four Critical PLC Questions

Four critical PLC Questions guide the work of a PLC when it convenes. The PLC selects the critical question that is aligned to the meeting's desired outcome and uses the question throughout the meeting to focus and refocus the discussion and work-products.

What is it we want our students to know and be able to do? Have we identified the essential knowledge, skills, and dispositions each student is to acquire as a result of each unit of instruction?

Question 1 Details

Question 1 Rubric

How do we know if students learned? Are we using formative assessment in our classrooms on an ongoing basis? Are we gathering evidence of student learning through one or more team-developed common formative assessments for each unit of instruction? Are we using student reflection and authentic work products to determine what students know and still need to learn?

Question 2 Details

Question 2 Rubric

How do we respond when students don't learn? Can we identify students who need additional time and support by the student, by the standard, and for every unit of instruction?

Question 3 Details

Question 3 Rubric

How do we respond when students do learn? Can we identify students who have reached identified learning targets to extend their learning? (Dufour, 59)

Question 4 Details

Question 4 Rubric



Resources *Learning by Doing, 3rd Edition* (2016) 9–13

PLC Roles and Responsibilities

True PLCs function as a team. Functioning as a team requires that there is clarity of purpose, team members function interdependently, and they share a common goal. Therefore, there must be clarity in the roles and responsibilities in the PLC process to ensure schools meet their goals.

District support team members, principals, instructional coaches, collaborative team facilitators, and other team members are each critical to ensure fidelity of the PLC process and that teams move through the PLC Cycle. In addition, the school's Instructional Leadership Team (ILT) must serve as a driving force to monitor PLC systems, provide needed support, and ensure desired outcomes.

Roles and Responsibilities of the District

- Zone/Level Assistant Superintendents: Monitor progress toward meeting the tight expectations of the PLC Framework with principals and provide additional support as needed
- JCPS Departments: Provide resources and expertise to increase the efficiency and impact of PLCs including, but not limited to, professional learning and digital resources
- JCPS Resource Teachers: Support PLCs in area of expertise (Multi-Tiered Systems of Support [MTSS], content area, behavior, CRT, deeper learning, and digital innovation)

Roles and Responsibilities of the Principal

Set-Up

- Assign meaningful collaborative teams (when possible, same course and/or grade; singletons should be assigned with intentionality around course or grade)
- When assigning teachers who do not have an obvious collaborative team, think about teams that have common goals or links to areas of expertise or instruction
- Create a master schedule designed for common content planning and include singleton teachers
- Develop the system, schedule, and process for PLC work in their school
- Create and communicate a system designed to monitor, support, and advance the work of the PLC (See below.)

Monitoring

- Ensure instructional conversations, data analysis, and identification of trends occur across PLCs to inform professional learning
- Ensure PLC work is focused on improving student (whole group, subgroup, and individual) outcomes
- Establish an ILT that monitors teams weekly
- Meet with the PLC at least quarterly

Support

- Based on monitoring system, intervene to ensure PLCs operate according to protocols and norms
- Limit initiatives that distract from the work of PLCs
- Ensure resources, training, and technology are available to collaborative teams as needed

Roles and Responsibilities of the Academic Instructional Coach

Primary roles are 1) to support and coach the PLC Team Lead in his or her leadership of the collaborative team, 2) to work with the principal and leadership team to support a system to monitor, support, and advance the work of the PLC, and 3) to attend collaborative team meetings and provide guidance and identify resources as needs arise. There will be times when the Academic Instructional Coach (AIC) is more hands-on with a collaborative team, but the goal is to coach the PLC Team Lead so that capacity is built and a gradual release of leadership occurs.

- Provide ongoing professional training and coaching (formal and informal)
- Assist teacher teams in preparation for PLC discussions (i.e., MAP and other data to save time in gathering to ensure teams are able to focus on analysis, deeper learning, and designing learning experiences for students)

- Provide feedback to collaborative teams for team improvement
- Support PLC Team Lead to ensure that norms, protocols, and expectations are met
- Check with PLC Team Leads in advance of PLCs to ensure that teachers have needed data and materials
- Ensure JCPS protocols/initiatives are present and followed in each PLC

Roles and Responsibilities of the PLC Team Lead

This is an identified teacher from the PLC. The primary goal of the PLC Team Lead is to set the collaborative team up for meaningful and productive team meetings that are consistent with the PLC Cycles.

- Collaborate with Principal, AIC, and ILT to review PLC minutes, agendas, and process
- Create the agenda for the meeting
- Check with members prior to the meeting to ensure all needed data or materials are prepared
- Model and enforce team norms
- Share facilitation responsibilities among members of the PLC
- Address non-participating/non-contributing members

Roles and Responsibilities of Each Team Member

- Adhere to the [Before, During, and After PLC](#) expectation of the PLC Framework
- Follow norms
- Serve as equal collaborative voices in meetings
- Share responsibility for all team members' students
- Improve instruction and increase student learning through shared responsibility and accountability

Roles and Responsibilities of the ILT

- Review student data presented by PLCs
- Identify needs and provide an overview of the functioning of teams across the school
- Provide support to teams to ensure effectiveness
- Adjust to monitor team fidelity with PLC Cycles
- Provide record/documentation/evidence of PLC progress



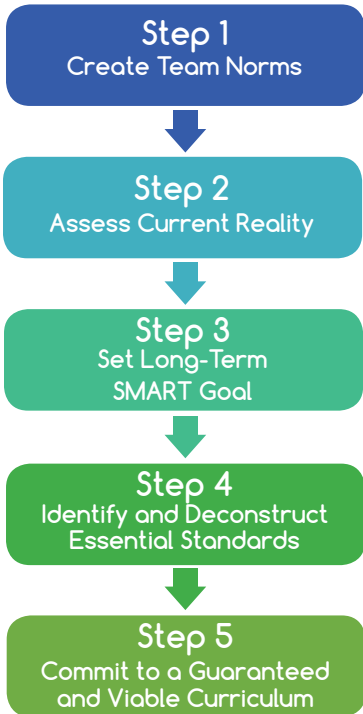
JCPS PLC CONNECTIONS: HOW DOES THE WORK OF JCPS CONNECT TO PLCs?

PLC 4 Critical Questions	Question 1:	Question 2:	Question 3:	Question 4:
	What do we want all students to learn and be able to do?	How do we know if students learned?	How do we respond when students don't learn?	How do we respond when students do learn?
JCPS Systems	System 1: Planning for Standards and Curriculum Implementation System 3: Collaborative Planning and Instructional Practices for Deeper Learning	System 2: Effective Use of Data System 3: Instructional Planning/Deeper Learning System 4: Progress Monitoring & Analysis of Student Work	System 4: Progress Monitoring and Analysis of Student Work System 5: Academic and Behavior Supports	System 4: Progress Monitoring and Analysis of Student Work System 5: Academic and Behavior Support
Backpack of Success Skills and Deeper Learning	Learning connected to Success Skills, relevant and interesting for students, requiring them to apply the content and skill(s) in a meaningful way Ensure the Equity Framework is utilized throughout the planning process	Authentic evidence of learning beyond the traditional measures, performance assessments, and requiring students to demonstrate application of standards and Success Skills Ongoing review of quality artifacts, student reflection on learning, and defenses	Adjust based on student reflections on learning, and provide ongoing opportunities for students to revise their work based on feedback	Apply the learning to different and new situations, and identify and reflect on the "so what"
Racial Equity	Combatting the Opportunity Myth—Teaching to the complexity of the standard Implementation of the EMPT recommendations; see deeper learning aspects, including the Equity Framework , listed above.	Culturally responsive assessments; see deeper learning aspects listed above.	Culturally Responsive Teaching Strategies; see deeper learning aspects listed above Teacher REAP.	Intentional Inclusion of underrepresented populations in Gifted and Talented, Advance Program, International Baccalaureate (IB), Cambridge, and Advanced Placement (AP)/Honors courses
MTSS	Teacher Clarity Toolkit, Standards, Curriculum, and Instructional Frameworks	Self-Reflection and Assessment Toolkit, Formative Assessment Toolkit, Feedback Toolkit	Acceleration Plans, Feedback Toolkit, Self-Reflection and Assessment Toolkit	Self-Reflection and Assessment Toolkit, Feedback Toolkit

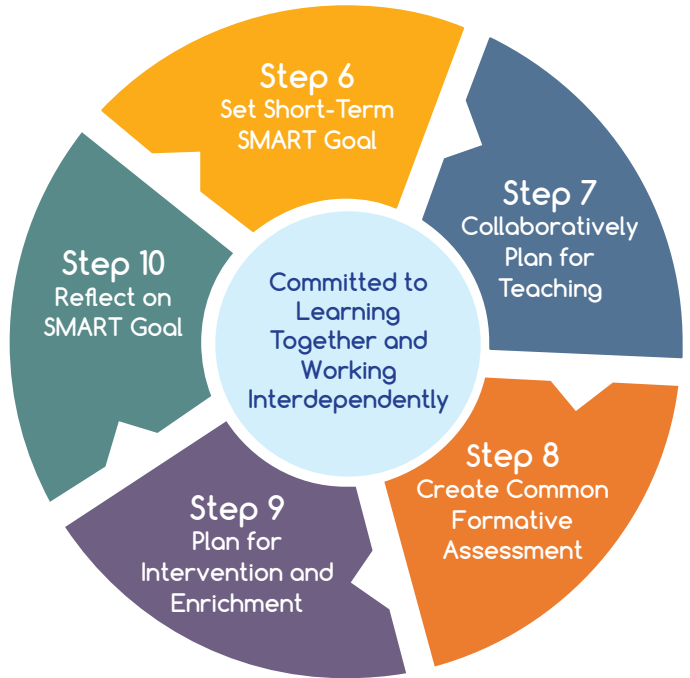
THE HOW OF JCPS PLCs

PLC SYSTEMATIC PROCESS

GETTING STARTED



ONGOING PLC CYCLE



STRENGTHENING THE CYCLE



GETTING STARTED— BEGINNING OF THE YEAR

Step 1

Create Team Norms



In order to maximize the impact of PLCs, each collaborative team must establish norms. Norms are less about rules and more about establishing collective commitments that are transparent and frequently reviewed and revisited. Dufour offers these six tips for creating norms (Dufour, 2016, 73–74).

1. **Each team should create its own norms:** Asking a committee to create norms that all teams should honor is ineffective. Norms are collective commitments that members make to each other, and committees cannot make commitments for us. Furthermore, norms should reflect the experiences, hopes, and expectations of a specific team's members.
2. **Norms should be stated as commitments to act or behave in certain ways rather than as beliefs:** The statement, "We will arrive to meetings on time and stay fully engaged throughout the meeting," is more powerful than, "We believe in punctuality."
3. **Norms should be reviewed at the beginning and end of each meeting for at least six months:** Norms only impact the work of a team if they are put into practice over and over again until they become internalized. Teams should not confuse writing norms with living norms.
4. **Teams should formally evaluate their effectiveness at least twice a year:** This assessment should include exploration of the following questions:
 - Are we adhering to our norms?
 - Do we need to establish a new norm to address a problem occurring on our team?
 - Are all members of the team contributing to its work?
 - Are we working interdependently to achieve our team goal?
5. **Teams should focus on a few essential norms rather than creating an extensive laundry list:** Less is more when it comes to norms. People do not need a lot of rules to remember, just a few commitments to honor.
6. **One of the team's norms should clarify how the team will respond if one or more members are not observing the norms:** Violations of team norms must be addressed. Failure to confront clear violations of the commitments members have made to each other will undermine the entire team process.

Step 2

In Assessing the Current Reality, collaborative teams will use existing data to determine the current reality of their students. Data related to achievement, attendance, and behavior for each student can be found in each teacher's dashboard within their Digital Backpack. MAP data is available for all JCPs students in kindergarten through grade eleven. The BRIGANCE Kindergarten Readiness Assessment provides current reality data for kindergarten students. The school will use the Equity Scorecard (available in the JCPs Data Management Center) as well to help with data points. It is important to look at current students and to disaggregate the data based on TSI (Targeted Support and Improvement) subgroups (Exceptional Child Education [ECE], African American, English as a Second Language [ESL], and Free and Reduced-Price Meals).

Assess Current Reality



Step 3

Setting strategic goals ensures that teams have a results orientation. PLC teams create SMART Goals based on student needs that align with building and district goals. Commonly, SMART Goals are separated into short-term goals, such as specific essential standard acquisition and long-term goals, which are tracked over the course of a school year.

Set Long-Term SMART Goal



Regardless of short- or long-term, SMART Goals are set with the purpose of increasing student achievement. SMART Goals are specific in that they clarify precisely what students should learn, the rigor of the learning, the assessments and rubrics that will be used to track, and the time frame.

What is a SMART Goal?

Specific: Linked to the school and district goals. It focuses on specific student learning and answers who and what.

Measurable: Student success is measured by assessment. It answers the question how.

Attainable: The goal should be set high but within reason. High goals are not always attained, but this does not mean failure.

Relevant: If this goal is met, the results should be high impact. This should be a goal worth reaching.

Time Bound: There must be timelines set around implementation, check-ins, and completion.

EXAMPLE

Of a Long-Term SMART Goal:

By May, 90% of first-grade students will be reading on or above grade level as measured by the Diagnostic Reading Assessment.

[PLC SMART Goal Template](#)

Step 4

The first step in answering the first of the 4 Critical PLC Questions, "What do we want students to know and be able to do?" is to identify and commit to essential standards.

The essential standards become the guaranteed and viable curriculum that the collaborative team promises all students will receive by the end of the school year. Note: Students at all grade levels must be taught all standards identified in the Kentucky Academic Standards. Essential standards are the standards that will be taught to mastery for all students. Assessments and interventions will primarily be based on essential standards.

Identify and Deconstruct Essential Standards



QUESTION 1

What do we want students to know and be able to do?

Dufour (2016) provides the following questions to guide the identification of essential standards (p. 115):

1. **Does the standard have endurance?** Are students expected to retain the knowledge and skill beyond the unit and the course?
2. **Does the standard have leverage?** Will the student be able to apply the standard in more than one subject area?
3. **Does the standard prepare students for success at the next level?** Has this standard been identified as an essential prerequisite skill in the next course or grade level? This is an important opportunity for vertical collaboration among grade levels.
4. **Will the standard prepare students for success on high-stakes external exams?** Is this a concept or skill that students are most likely to encounter on state exams, college entrance exams, or occupational competency exams?

After the essential standards are identified, each collaborative team completes an analysis and deconstruction of the essential standards to identify what proficiency in the standard looks like (rigor), prerequisite skills needed to access the standard, and when the standard will be taught and assessed. This requires studying the standard, utilizing JCPS curriculum resources, and identifying learning targets for each standard.

- [Kentucky Academic Standards](#) (Start here to dig deep and learn the standards.)
- [JCPS Curriculum Frameworks](#) (Some JCPS curriculum frameworks indicate recommended essential standards.)



Complete the [Essential Standards Chart](#) for each essential standard.

Step 5

“Developing and implementing a guaranteed and viable curriculum is the essential cornerstone for making the cultural shift from a focus on teaching content to a focus on the deep, rich, rigorous learning of each student.” (Dufour, 2016, p. 121)

A key component of a successful collaborative team is that all members of the team commit to the guaranteed and viable curriculum. The guaranteed and viable curriculum consists of the essential standards in which the team guarantees all students will reach proficiency by the end of the school year. These are the essential standards that the team commits to teaching, assessing, and intervening on throughout the year.

[Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum?](#)
In identifying essential standards, the scope of the instructional year is outlined. The collaborative team spends time thinking through the sequence. The [JCPs Curriculum Frameworks](#) should be used to help collaborative teams identify the sequence of essential standards instruction.

Commit to a Guaranteed and Viable Curriculum



QUESTION 1

What do we want students to know and be able to do?



ONGOING PLC CYCLE

After determining the essential standards and the guaranteed and viable curriculum, the ongoing PLC Cycle begins. This cycle will be repeated throughout the school year between four and six times. The repeating cycle starts with Step 6 and ends with Step 10. The core of the PLC Cycle is that each collaborative team is committed to learning and working together and interdependently. This is reinforced through consistent norm review (Step 1) and self-assessment (Step 11).



Step 6

Set Short-Term SMART Goal for Essential Standard

In Step 6, collaborative teams identify their first focus essential standard and set a short-term SMART Goal for that standard using the same process they used when setting their long-term SMART Goal. The short-term SMART Goal leads to the completion of the long-term SMART Goal.

The collaborative team is asked to identify the current reality on the SMART Goal Template. In order to determine the current reality for a particular essential standard, the collaborative team can utilize existing data (i.e., MAP results) and/or administer their own **pre-assessment** based on their determination of what proficiency looks like. (See Step 4.) The pre-assessment data is critical in the goal setting and in the instructional planning so that students receive scaffolds to access grade-level learning or enrichment to continue their academic growth.

[PLC SMART Goal Template](#)

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QUESTION 2

How do we know students have learned?

EXAMPLE

Of a Short-Term SMART Goal:

By September 15, 85% of ninth graders will be able to cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text as evidenced by the collaborative teams' Common Formative Assessment.

Step 7

Collaboratively Plan for Teaching Essential Standard

The opportunity to collaboratively plan is one of the most appreciated experiences of PLCs. Ideally, all planning would be collaborative, but due to limited collaborative team time, teams must be strategic and intentional about how they plan together.

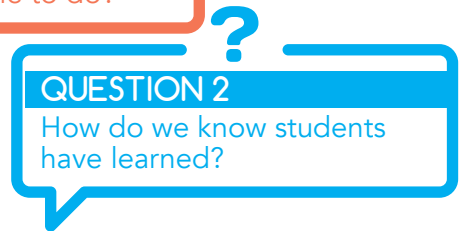
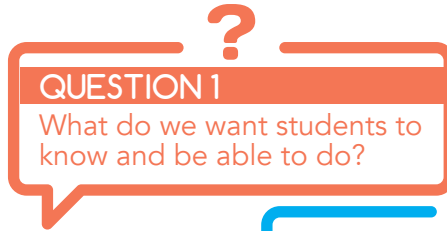
- The planning is limited to the essential standard identified in the short-term SMART Goal.
- Team members bring resources and ideas with them to the meeting (that requires some independent planning and preparation prior to the meeting).
- Team members commit to being open-minded to new ideas.
- Team members commit to ensuring that instruction is aligned with JCPS Systems and Pillars work.

Note: There is not an expectation that all teachers teach the essential standard in the same way using the same resources. It is an expectation that all teachers are teaching the agreed upon essential standard.

Utilize the [Beginning of Unit Planning for Instruction and Assessment Document](#) to organize the work from Step 7.

Resources to use in collaborative planning:

- [JCPS Instructional Frameworks](#) (The Instructional Frameworks outline best practices for structuring instruction. Using the Instructional Frameworks as a starting point ensures that students will have engaging, equitable, higher-level opportunities for learning.)
- [JCPS Curriculum Frameworks](#) (The Curriculum Frameworks include vetted resources and materials for immediate instructional use.)
- [The Equity Framework](#) (The Equity Framework provides specific descriptors to consider during planning to ensure equity.)
- [JCPS Quality Work Protocol](#) (The Quality Work Protocol is a critical tool in developing and reflecting on quality learning experiences for students.)
- [MTSS Toolkits](#) (All schools have been trained in at least one toolkit; however, all JCPS staff have access to all toolkits. The strategies identified in each toolkit are research-based and supported by JCPS resource teachers.)
- [The New Normal](#) (*The New Normal* includes numerous resources to support developing Backpack of Success Skills with students. It is critical that planning for success skills occurs in this part of the PLC process so that Backpack artifacts emerge naturally from core instruction.)



Step 8

Create Common Formative Assessment (CFA) for Essential Standard

A Common Formative Assessment is “an assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessments are used frequently throughout the year to identify the following:

- (1) individual students who need additional time and support for learning
- (2) highly proficient students who would benefit from extension
- (3) the teaching strategies that are the most effective in helping students acquire the intended knowledge and skills
- (4) curriculum and professional development concerns—areas in which all team members are having difficulty achieving the intended standard
- (5) improvement goals for individual teachers and the team. See also formative assessment.” (Dufour, 2016)

To develop a CFA, the collaborative team agrees on what proficiency or mastery looks like in the essential standard. It is important to note that the assessment must match the depth of the standard. A traditional multiple-choice and/or extended-response test is just one way to assess learning. PLCs should consider a wide range of possibilities that might serve as evidence of learning. The Design in Five Process is a clear process for developing high-quality assessments that accurately assess student learning. Phase One and two of the [Design in Five Process](#) are completed in early steps of the PLC process. In this step, start with Phase Three.

Design in Five Process

Phase Three ([Phase Three Assessment Plan Template](#))

1. Identify the learning goals for the assessment.
2. Choose the method of the assessment by considering the assessment task per cognitive level.
3. Determine the weight and number of items for each learning goal.

Phase Four ([Phase Four Assessment Tasks Per Cognitive Level](#))

1. Create or revise assessment items and tasks for each learning goal.
2. Develop student documents, and gather necessary materials.

Phase Five

1. Create a scoring scheme that reflects the learning.
2. Choose strategies to foster student investment.

In preparation for data analysis by the collaborative team, an added **Phase Six would be to agree upon how the data should be organized** prior to the collaborative team meeting in which the data will be used to plan for intervention and enrichment.



QUESTION 2

How do we know students have learned?

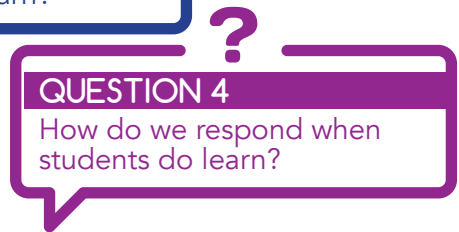
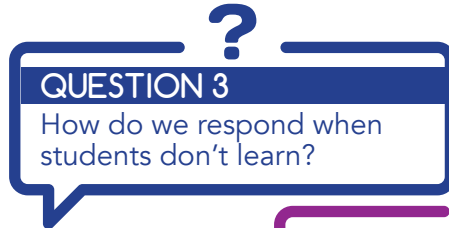
MAP as a Formative Assessment

Three times a year, all students complete the MAP assessment. MAP is a critical part of the JCPS assessment landscape, and collaborative teams use MAP throughout the PLC Cycle to gain important information about student learning. After the administration of each MAP assessment, collaborative teams will complete Step 9 and Step 10 using MAP data.

Step 9

Use Data From CFA to Plan for Intervention and Enrichment

After each CFA, the collaborative team takes time to analyze the data. It is important to note that data can mean scores as well as other types of learning evidence. A physical copy of the assessment is on the table for easy reference during this collaborative team meeting. In addition, collaborative teams bring student work with them to the meeting to reference when looking at specific answers.



Use the [Analyzing Common Formative Assessment Data Document](#) to organize the work from Step 9.

Questions for General Data Analysis

- On which question(s)/component did the most students answer correctly/perform at the expected level? Why? (Refer back to the assessment to answer why.)
- On which question(s)/component did the most students answer incorrectly/perform less satisfactorily? What wrong answer/response to a given component was the most frequent? Why? (Refer to completed student assessments to answer why.)
- Did one class score higher than others? Why? (Refer to completed student assessments, lesson plans, etc.)
- What changes need to be made to the assessment for the next time it is given?
- What changes can be made to instruction now based on the learning from the data discussion?
- Have students received feedback on their work and been asked to revise and continue to improve? [Austin's Butterfly](#) is a great resource for emphasizing the power of responding to feedback.
- Have students reflected on their learning and considered the Success Skills that were most significant for them during this experience?
- Have they uploaded evidence of learning into their Digital Backpacks?

After having general conversation about the data analysis, the collaborative team starts planning for intervention and enrichment for students.

Questions for Planning for Intervention and Enrichment

- Which students did not demonstrate mastery of the full intent of the standard? (List them by name.)
- What learning do the students need in order to reach mastery? (Make a plan as a collaborative team for when and how students will receive intervention.)
- What do student reflections on their learning tell you about their needs?
- Which students demonstrated mastery? (List them by name.)
- What is next for their learning? (Make a plan as a collaborative team for when and how students will receive enrichment.)

MAP Data Analysis

Refer to the [JCPS MAP Guidebook](#) for specific data analysis steps following each administration of the MAP assessment (pps. 23–25, *MAP Guidebook*). The guide includes detailed questions for PLCs to consider for fall, winter, and spring administration.

Step 10

Use Essential Standard Progress Monitoring to Reflect on SMART Goal

QUESTION 1

What do we want students to know and be able to do?

QUESTION 2

How do we know students have learned?

As part of System 4: Progress Monitoring, all schools have a system for monitoring each student's progress on each essential standard. Many JCPS schools have created unique systems for keeping track of essential standards progress. The critical piece is that the monitoring becomes systematic in the PLC process. In Step 10, collaborative teams should ensure that student data is entered to reflect progress toward essential standards and that as students demonstrate mastery after intervention, the data is updated to reflect new learning.

The second piece of progress monitoring is to revisit the short-term SMART Goal to reflect on the achievement of the goal. If the goal is not met, the collaborative team identifies additional action steps they will take to achieve the goal.

STRENGTHENING THE CYCLE

Step 11 Self-Assess (Quarterly)



Step 12 Meet With Administrator (Quarterly)

Step 11

Self-Assess

At least quarterly, collaborative teams self-assess to reflect on their progress, impact, and opportunities for growth. There are numerous tools for PLC self-assessment. The school decides on a consistent self-assessment to use across collaborative teams for the school year. In addition to a self-assessment tool, the collaborative team reflects on the long-term SMART Goal progress and overall success with individual short-term SMART Goals.

[PLC Continuum Laying the Foundation \(Whole School Self-Assessment\)](#)
[Critical Issues for Team Consideration](#)

Step 12

Meet With Administrator

At least quarterly, the collaborative team meets with a school administrator to review the collaborative self-assessment, progress toward the long-term SMART Goal, and overall success with individual short-term SMART Goals. This process provides additional opportunities for reflection, feedback, coaching, and improvement.

Prior to meeting with the school administrator, the collaborative team should analyze proficiency data (summative assessment data) to determine progress toward the long-term SMART Goal. Utilize the [Analyzing Proficiency Data Document](#) to organize the reflection for the administrator check-in.

ADDITIONAL RESOURCES

- [Continuous Improvement Cycle](#)
- [Design in Five Digital Resources](#)
- [Glossary of Key Terms and Concepts](#)

