



Lincoln Public Schools

PLC Framework

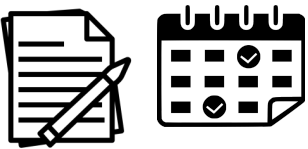


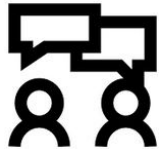
PLC Goals: (1) improve our instructional practices through collaborative study
(2) improve educational outcomes for each student by using evidence to make instructional decisions.

Four Guiding Questions of a PLC

- 1. What do students need to know, understand and be able to do?**
-curriculum, concepts, standards, knowledge, skills, performance
- 2. How will we know if they have learned it?**
-assessments, proficiency, evidence, rubrics, grading practices
- 3. What will we do if a student has difficulty learning it?**
-interventions, re-teaching, grouping, engagement, monitoring plan
- 4. What will we do if a student already knows it?**
-extension, individualization, leadership opportunities, project-based learning, compacting, contact the gifted facilitator.

PLC Cycle:

PLCs don't just happen on Tuesdays. Below is the cycle of teaching and learning in LPS and PLCs allow us to use our collective expertise to make the process better. Your PLC time might be focused on one, or a combination, of these steps. The goal of a PLC is to evaluate evidence of student learning and respond accordingly for each child.

PLAN	TEACH	STUDY	ACT
Lesson Planning	Teaching and Monitoring	Analyze Evidence of Student Learning	Next Steps/ Interventions
			
Discuss PLC questions 1-4 and deeply plan lessons together. Determine a plan for student assessment.	Teach the series of lessons and collaborate on student progress along the way. How will we make adjustments?	Determine what evidence we have of student learning and what it means for each student. What strengths/gaps have we identified?	Revisit PLC questions 3 & 4 based on the evidence. What should happen next for our students? If students require an intervention, how will we evaluate progress?
LPS Lesson Design PLC Planning Calendar Curriculum Guides PLC Focus by Curric.	Strategy resources Peer Observations Video Reflection	Sample Data Forms Data Analysis Questions	K-12 MTSS Framework *This is highly dependent on your level and subject. Add resources for your team

LPS PLC Roles and Responsibilities

The goal of each PLC is to (1) improve our instructional practices through collaborative study (2) improve educational outcomes for each student by using evidence to make instructional decisions.

Role	Responsibilities
PLC Team Member	<ul style="list-style-type: none"> All team members are equally responsible for the success of the PLC team. Gather evidence of the current levels of student learning to share and analyze with the team. Presume positive intentions of other team members and engage in conversations about teaching and learning. Implement strategies, lessons, interventions, and extensions as agreed upon by the team.
PLC Team Facilitator	<ul style="list-style-type: none"> Create and share the agenda in advance of the meeting. Although there may be a separate recorder, the facilitator is in charge of ensuring notes/minutes of meetings are kept. Ask guiding questions and facilitate a productive conversation that is focused on student learning. Facilitators may be self-selected, selected by the PLC group, or selected by an administrator
Building Administrator	<ul style="list-style-type: none"> Help staff organize into PLC groups and go over PLC expectations to start each year. Actively monitor and support the PLC teams for which they are responsible. Ask guiding questions for reflection and offer support to PLC groups. May ask PLCs to share progress to inform school action plans and trends. Ensure PLC time is protected and insist no other meetings or conflicts interfere with PLC work. <p>Contact when: You have questions about which team you should PLC with, your team is struggling to get started, your team is unsure of expectations for PLC time.</p>
Curriculum Specialist/ OR District Supervisor	<ul style="list-style-type: none"> Provide guidance and vision for curriculum specific focus areas for PLCs at the start of the year. Determine which district-level PLCs will meet each year and appoint a facilitator to each group who reports information back to Curriculum Specialist or District Supervisor. Work collaboratively with both building administrators and PLC groups to communicate expectations for PLC work. <p>Contact when: You are unsure what your PLC should be focused on, you would like support analyzing specific assessment data, you would like additional resources, you would like to create a different way to document your progress, you need more information about interventions.</p>
Director of Continuous Improvement	<ul style="list-style-type: none"> Check-in with schools and PLC teams during PLC days to evaluate what further support is needed and gather information to share with other schools. Provide guidance and professional learning to school improvement teams at the SIP summer workshop regarding the overall purpose of PLC work, and at SIP Co-Chair meetings. Maintain a collection of resources, research, and tools for teams to use in collaboration with curriculum and department-specific resources. <p>Contact when: Your school or PLC wants professional learning on the big picture and purpose of PLCs and the collaborative process, you want resources or tools for your team to use during your PLC work, you want additional examples of what is working well in others schools.</p>