

What Do We Learn from Using PLCs to Create a Whole School Instructional Model?

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Background That Led to Your Team's Inquiry:

Therefore, the purpose of our action research was to use PLCs to help us create a "whole school instructional model".

We began with setting up norms for our PLC meetings.

This was our first year of using PLCs to create whole school initiatives.

We created a "What you should see and hear almost daily" data board for teachers to see what I (principal) see in my classroom walk-throughs. It's been enlightening. Amy/Jessica created "fun" staff activities as well as lead PLCs throughout the school year.

Statement of Your Team's Wondering:

With this purpose, we wondered what we could learn from using PLCs to create a whole school Instructional Model? "Wisdom begins in wonder"...Socrates

How do we measure if our Instructional Model is working?

Methods/Procedures:

Our district initiated PLCs at the district level, and we followed suit. During our PLCs this past semester, we used the state standards for math to create "priority standards" at each grade level as we continue our use of Marzano's model in our classrooms. In addition, the principal continued to collect data on "what you should see/hear almost daily", as well as our teacher leaders (Amy/Jessica) lead PLCs and created fun staff activities.

Data is collected monthly based on classroom observations of the "what you should see/hear almost daily" chart we created during a PLC. Data will be collected on the use of our math priority standards during the next school year, 2018-2019.

Stating Your Team's Learning and Supporting it with Data:

We finished our priority standards in math and reviewed them at grade level and cross-grade level meetings. Principal created charts to keep in teacher plan books next year to mark off as standards are taught throughout the year. Our teachers are ready to use them during lesson planning next school year.

We will create common assessments using those priority standards. Our formative and summative assessments will show us if this is a valuable practice.

We will continue to use our weekly PLC meetings to solidify our instructional model using data from the "what we see/hear almost daily" and data/conversation about priority standard usage for math.

Providing Concluding Thoughts:

After the work of my IPLI team, we have seen a growth in our teaching staff.

Giving teachers the opportunity to lead PLCs with what is a priority for their classroom has helped us grow. We focused on best practice, prioritizing math standards and adding FUN to the school day. I just analyzed the AdvancED staff data and we scored very high as a school because the teachers/staff like having input into the day-to-day happenings in the classroom. I credit Amy and Jessica, my teacher leaders, with creating and sustaining FUN in our schoolhouse. The staff was asked to choose 4 words or phrases that best describe what they think of their colleagues...caring, fun, interesting and real were Lake Street's top 4, in that order. Our students gave similar responses when asked about their teachers and principal. Our culture has improved thanks to our PLC work and adding fun to the work day!

References:

N/A