



Restructuring PLC: Improving Instructional Conversations and Collaboration

Principal Name: Ashley Hammond

School Name: Fountain Central Jr/Sr High School

Team Members' Names: Phil Shabi and Kim Britton

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Background Leading to Our Inquiry (Slide 2)

- Weekly PLCs had too many areas of focus.
- Disconnect amongst content areas and many new initiatives were introduced.
- No clear focus and true teacher collaboration was not taking place.
- Teacher survey at the end of last school year to find out what their needs were for our PLC this school year.

The Purpose of Our Inquiry (Slide 3)

The purpose of our action inquiry was to become more focused on instruction and student learning in a collaborative way.

Our Wondering (Slide 4)

With this purpose, we wondered how can restructuring current professional learning communities at Fountain Central create and improve focused instructional discussions and teacher collaboration?

Our Actions (Slide 5)

- August - Rolled out PLC groups and met with PLC group leaders.
- September - Began meeting in PLC groups - first meeting was creating norms.
- October - By October, most PLC groups have identified their high priority standards, vocabulary, and skills.
- November - Created instructional calendars by subject area and by PLC group.
- December - Beginning to create common formative assessments.
- January - Continue creating common formative assessments and evaluating DOK level
- February - Continue creating common formative assessments based on standards/skills.

Data Collection (Slides 6)

- PLC weekly agendas
- PLC Norms created by groups
- Instructional Calendars
- Observations
- Pictures/Videos

Our Data (Slides 7-11)

Our data slides show examples of PLC group norms, weekly agendas and meeting minutes, pictures of instructional calendars, videos we created to share amongst the teams, and also observations of collaborative meetings.

Our Discoveries (Slide 12-14)

- Learning Statement One: Intensive curriculum collaboration amongst teachers of common standards/common skills is beneficial for educators.
- Learning Statement Two: Implementing PLCs at FC has improved teacher collaboration.
- Learning Statement Three: Implementing PLCs has allowed teachers the opportunity to directly improve their teaching by problem solving ideas and reflecting on current teaching practices.

Teachers were given a google form survey to complete regarding the PLC process at Fountain Central this school year. Based on the results of the survey, 89.5% of teachers agree or somewhat agree that intensive curriculum collaboration amongst teachers of common standards/common skills is beneficial for them as educators. The survey results also indicated that 100% of teachers who completed the survey either agree or somewhat agree that implementing PLCs has improved teacher collaboration in our building. Lastly, the survey results indicate that 95% of teachers who completed the survey agree or somewhat agree that the PLC process has allowed them the opportunity to directly improve their teaching.

Where We Are Headed Next (Slide 15)

Professional Learning Communities will continue at FC. We have learned that we may need to make some adjustments with a couple of teachers to different groups in order for the process to be more beneficial in the future for those specific teachers. We have also learned that teachers value their PLC time, as it directly impacts their instructional practice and daily

planning. We will be completing the steps within the PLC process, including creating common formative assessments and adjusting our instruction based on those assessment results. Implementing the PLC process has allowed us to grow as instructional leaders in our building.

Bibliography (Slide 16)

Hansen, Aaron (2015). *How to Develop PLCs for Singletons and Small Schools*. Nevada: Solution Tree Press; 1 edition.

Citing Your Presentation and Publication

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Restructuring PLC: Improving Instructional Conversations & Collaboration

Fountain Central Jr./Sr. High School



Principal: Ashley Hammond

Email: hammonda@sefschools.org

Teacher Leaders: Phil Shabi & Kim Britton

Background Leading to this Inquiry

- Weekly PLCs had too many areas of focus.
- Disconnect amongst content areas and many new initiatives were introduced.
- No clear focus and true teacher collaboration was not taking place.
- Survey at the end of last school year to find out what their needs were for our PLC this school year.



Purpose of This Inquiry



Teachers **WANTED** to learn more/new teaching strategies, they **WANTED** to collaborate with each other to become better teachers, and they **WANTED** to dive deep into their curriculum.

Therefore, the purpose of this inquiry was to...

- become more focused on instruction and student learning in a collaborative way.

Our Wondering

With this purpose, we wondered how can restructuring current professional learning communities at Fountain Central create and improve focused instructional discussions and teacher collaboration?





Our Actions

- ❑ **August - Rolled out PLC groups and met with PLC group leaders.**
- ❑ **September - Began meeting in PLC groups - first meeting was creating norms.**
- ❑ **October - By October, most PLC groups have identified their high priority standards, vocabulary, and skills.**
- ❑ **November - Creating instructional calendars.**
- ❑ **December - Beginning to create common formative assessments.**
- ❑ **January - Continue creating common formative assessments.**
- ❑ **February - Continue creating common formative assessments.**

Data Collection

- ❏ PLC weekly agendas
- ❏ PLC Norms created by group
- ❏ Instructional Calendars
- ❏ Teacher Survey
- ❏ Observations
- ❏ Pictures/Videos



Our Data: PLC Weekly Agendas

1-8-20 PLC Weekly Meeting Agenda SS/Science ☆

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Weekly Agenda

A	B	C	D	E
Weekly Agenda				
PLC Team Name:	Social Studies/Science			
Date:	January 8, 2020			
Group Members:	Social Studies and Science - Literacy Standards/Vertical Alignment			
	Dave Kight			
	Nikki Swisher			
	Jared Owens			
	Clint Burney			
	Michael Allio			
	Cindy Sheetz			
	Paige Brost			
Prior to Meeting	We found our department checklist, and began to see what we still needed to complete from our last meeting.			
Team Goal for This Week:	Finish unpacking Science standards on their group doc. Begin looking at our assessments in Science and Social Studies to begin to implement DOK style questions.			

+ Sheet1

Our Data: Group 1 Agenda

Literacy - Language - Listening - Speaking
PLC Agenda & Notes

January 8, 2020

Agenda

- K Britton Attending
- View Chapter 2 of PLC for small schools
- Folders for Instructional Calendars - Separate Groups/Whole Group Combined
- Next Steps/Vision

Notes:

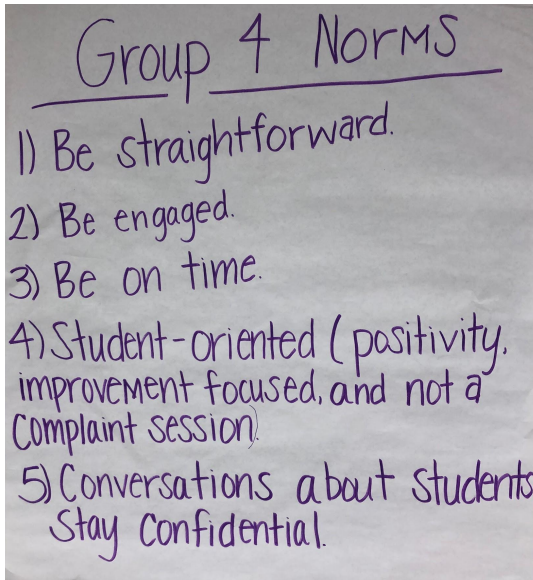
Baker, Johnson, Shabi, Howell, Kashmer, Baldwin present -- along with K. Britton
McCarty also here (7:37)

Close to next steps. Britton here to discuss progression. Discuss where we will go next.

Melissa Blossom, DOE PLC guru - met with Britton, Kight & Good. Blossom informed where the PLC could go -- and this information. *How to Develop PLC for Small Schools* (book suggested by Blossom) - interdisciplinary teams (chapter 2). This chapter helps provide a vision and we

Social Studies and Science Group Norms

- 1) Arrive by 7:30 in the PLC room
- 2) Bring Necessary Materials (laptop)
- 3) Group Roles
 - a) Captain - Dave Kight
 - b) Rounder - Nikki Swisher
 - c) Voice of Reason - Michael Allio
 - d) Johnny Notes - Clint Burney
 - e) Johnny Sunshine - Paige Brost
 - f) The Skeptic - Cindy Sheetz
 - g) Clarified Butter - Jared Owens
- 4) Staying on task - using our 45 minutes wisely
- 5) Positive Attitudes
- 6) Being engaged in our PLC



Our Data

Group Norms

Group 1 Norms:

Start on time - End at 8:15 or when agenda is complete

Bring tech or other materials as notified (Shabi will email on Sunday nights as a reminder for upcoming Wednesday)

Be present - be attentive - be focused - be respectful

FOCUS: Improving Instruction



Our Data: Instructional Calendars & Priority Standards

7th Grade Geography: Priority Standards

1. Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences Standard LH. 1.1 and 1.2
2. Extract and construct meaning from history/social studies texts using a variety of comprehension skills Standard LH. 2.1 and 2.2
3. Build understanding of history/social studies texts, using knowledge of structural organization and author's purpose and message and synthesize the connecting ideas and evaluating specific claims Standard. 3.1, 3.2, 3.3, 4.1, 4.2, 4.3
History Standards
4. Identify and explain the conditions that led to the rise of early river valley civilizations. Evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their lifestyles. 7.1.1
5. Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. (Hinduism, Buddhism, Judaism, Christianity, and Islam) 7.1.2
6. Trace the development of sub-Saharan civilizations in Africa and analyze the importance of religious and trading centers. Explain the influence of

Science Department Vertical Alignments of Standards

August - Introducing textbooks and necessary science skills that will be used throughout the year (scientific method, scientific errors, data collection, data analysis, and graphs).

August 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	LH.2.1 LH.2.2	24
18	19	20	LH.2.1 LH.2.2	21	22	23
25	26	27	28	29	LH.2.1 LH.2.2	30
LH.2.1 LH.2.2				LH.2.1 LH.2.2		
				LH.2.1 LH.2.2		

2019 Calendar Template © calendarlabs.com

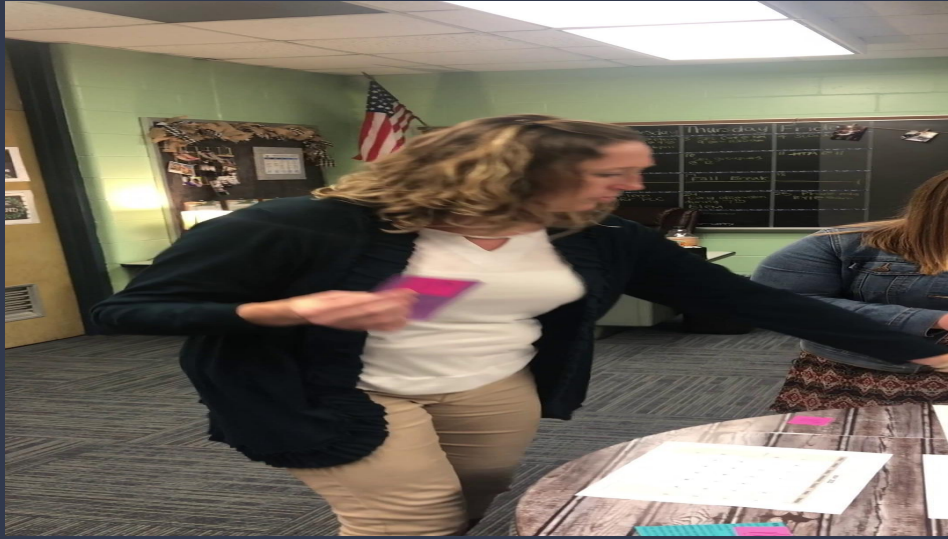
August 2019

Standards listed on sticky notes include:

- LH.1.1 Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences
- LH.1.2 Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences
- LH.2.1 Extract and construct meaning from history/social studies texts using a variety of comprehension skills
- LH.2.2 Extract and construct meaning from science and technical texts using a variety of comprehension skills
- LH.3.1 Build understanding of history/social studies texts, using knowledge of structural organization and author's purpose and message and by synthesizing and connecting ideas and evaluating specific claims
- LH.3.2 Build understanding of science and technical texts, using knowledge of structural organization and author's purpose and message and by synthesizing and connecting ideas and evaluating specific claims
- LH.3.3 Build understanding of science and technical texts, using knowledge of structural organization and author's purpose and message and by synthesizing and connecting ideas and evaluating specific claims
- LH.4.1 Synthesize and connect ideas and evaluate specific claims
- LH.4.2 Synthesize and connect ideas and evaluate specific claims
- LH.4.3 Synthesize and connect ideas and evaluate specific claims

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Our Data: Pictures and Videos

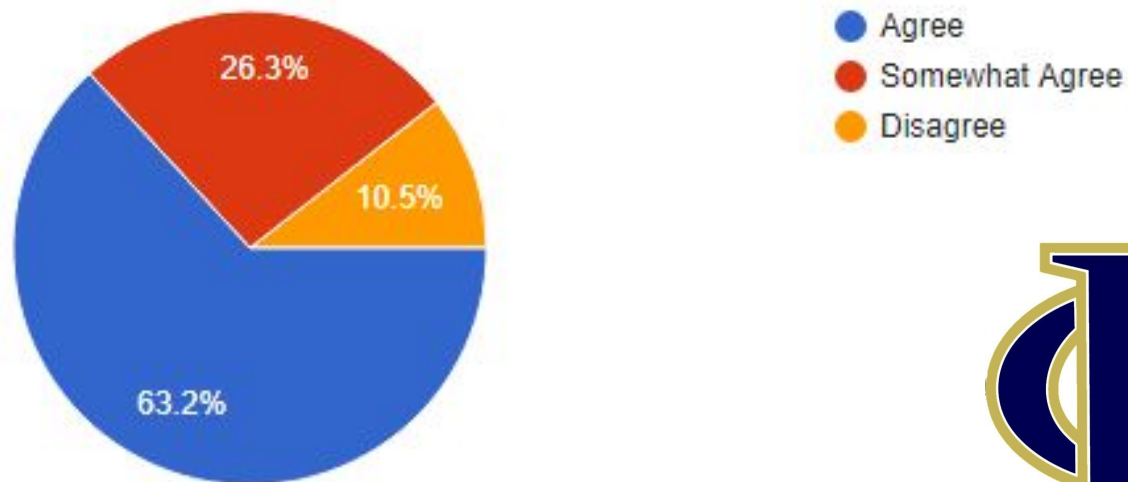


Our Discoveries – Learning Statement #1

- Learning Statement One: Intensive curriculum collaboration time amongst teachers with common standards/common skills is beneficial for educators.

2019-2020 PLC time has been beneficial for me as an educator.

19 responses

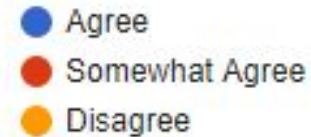
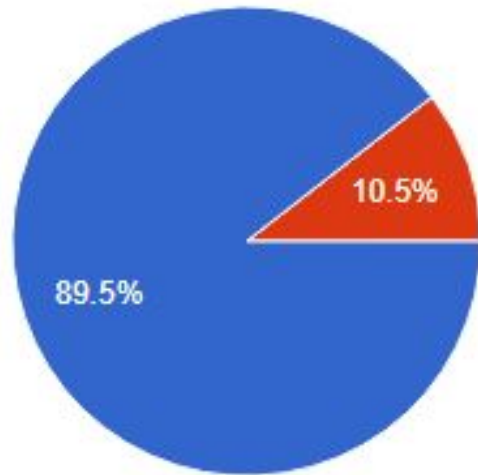


Our Discoveries - Learning Statement #2

- Learning Statement Two: Implementing professional learning communities at FC has improved teacher collaboration.

2019-2020 PLC time has improved teacher collaboration at Fountain Central.

19 responses

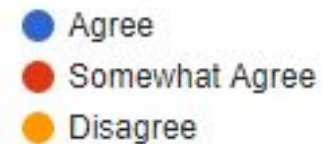
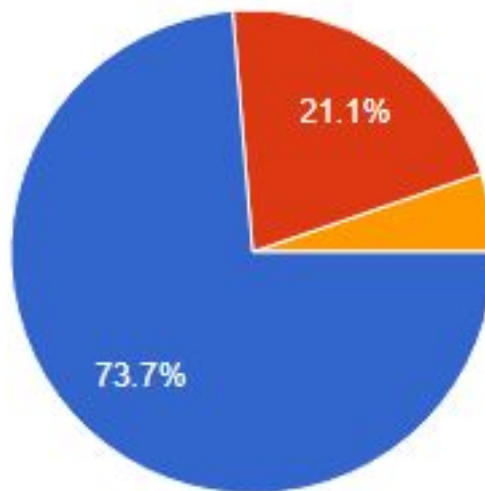


Our Discoveries - Learning Statement #3

- Learning Statement Three: Implementing PLCs has allowed teachers the opportunity to directly improve their teaching by problem solving ideas and reflecting on current teaching practices.

2019-2020 PLC time has improved instructional discussions at Fountain Central.

19 responses



Where We Are Heading Next



- **PLCs will continue at FC**
- **We have learned that we may need to switch a couple teachers to a different group in order for the process to be more beneficial in the future for those specific teachers.**
- **We have learned that teachers value their PLC time, as it directly impacts their instructional practice.**
- **We will be completing the process of creating common formative assessments and learning to use the data to drive our instruction.**
- **Implementing the PLC process has allowed us to grow as Instructional Leaders in our building.**



Bibliography

Hansen, Aaron (2015). *How to Develop PLCs for Singletons and Small Schools*. Nevada: Solution Tree Press; 1 edition.

