

## **The Evolving Direction of Public Education**

Public Education has undergone an evolving transformation as a result of **best practice research** and **legal mandates** (federal laws - NCLB and state laws) which can be categorized as ....

### **A Paradigm Shift**

From **“Teaching”** to **“Student Learning”**

From **“What We Teach”** to **“What Students Learn”**

### **Education Is No Longer Judged By**

**“If we have taught the concepts”,**

**but rather, “Have the Students learned the concepts”.**

Educators not motivated to change teaching philosophies and practices based upon significant research in this area, will need to revise their philosophies and practices to conform with newer federal laws (i.e., No Child Left Behind) and state laws (Chapter 115)

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What the extensive research **overwhelmingly** tells us...

- All children can learn
- Schools control the factors to assure student mastery of the curriculum
- Highly effective schools produce results that almost entirely overcomes the effects of student background

# **Professional Learning Communities Review**

Our Denmark School District is already on the right track in this shift in philosophy and accountability from “teaching” to “student learning” with the adoption and evolution toward full implementation of concepts and practices of the Professional Learning Community (PLC) model, which channels all educational practices around the following four questions:

1. What is it we want all students to know and be able to demonstrate?
2. How will we know when students know it?
3. What do we do for students who have not learned it?
4. What do we do for students who already know it?

## **Three Keys to a PLC school:**

1. **Focus on Student Learning:** We accept high levels of learning for all students as our school district’s fundamental purpose and are therefore willing to examine all our practices from the perspective of impact on student learning
2. **A Collaborative Culture:** We can only achieve our purpose of high levels of learning for all students if we cultivate a collaborative culture through development of high performing teams which focus on student learning
3. **Focus on Results:** We assess our effectiveness on the basis of results rather than intentions

## **Fundamental Purpose (mission) of a PLC School: High Levels of Learning for all Students**

1. Clearly articulates what students are expected to learn
2. Develops and implements systems to monitor student learning on a timely basis
3. Creates and implements prompt, directive, and systematic interventions to ensure students have additional time and support if they are not learning

## **Practices and Characteristics (vision) of PLC Schools Where Students are Learning at a Very High Rate (a.k.a. - What PLC schools strive to have or become)**

1. A safe and orderly environment
2. Clear and focused academic goals for each student
3. Frequent monitoring of each student’s learning
4. Provide students with additional time and support in a prompt, directive, and systematic way when they experience difficulty in learning
5. A collaborative culture

6. High expectations for each student
7. Strong leadership
8. Effective partnerships with parents

**PLC Staff Commitments (values)**

1. We will identify and teach the essential outcomes of each grade level (or subject) and help each student achieve those outcomes
2. We will teach for understanding, frequently assessing students' understanding and provide a variety of opportunities for students to demonstrate mastery
3. We will provide students with additional time and support in a prompt, directive, and systematic way when students struggle to master essential learning outcomes

**PLC Student Commitments (values)**

1. We will conduct ourselves in a manner which contributes to an orderly atmosphere and assures the rights of all individuals within the school
2. We are considerate of others (teachers, staff, fellow students, etc)
3. We will become involved in co-curricular programs within the school district
4. We will give our best effort to our academic and co-curricular pursuits