PLC Conference, San Diego
10-14-15 to 10-16-15
Notes by William Hawley

I. PLC definition (What is it? What should not happen).
   A. Ongoing process of collaboration
   B. Accept that all students can learn
   C. Focus on student learning
   D. Guaranteed and viable curriculum
   E. Smart goals
      1. Strategic and specific
      2. Measurable
      3. Attainable
      4. Results-oriented
      5. Time-bound
   F. Not allowed
      1. Opting out
      2. Groups rather than teams (collaboration rather than "coblabberation")
      3. Collaboration lite (focusing on trivial things) (avoiding difficult steps of the process)

II. Steps of a PLC team
   A. Establish norms
   B. Identify focus standards
   C. Unpack standards
   D. Develop common assessments
   E. Develop rubrics
   F. Plan instruction
   G. Implement instruction
   H. Assess
   I. Transparent sharing of assessment results-"get naked with the data"
   J. Intervention
   K. Reassessment

III. Collective Intervention
   A. Dependent upon previous steps of the PLC teams
   B. Assessments identify students that have not met specific standards
   C. Identify teachers who have had the most success in teaching a specific standard. They will conduct the tutorials for that standard.
   D. Establish time for mandatory and enhancement tutorials to held.
   E. Reassess

IV. Tech support for PLC teams
   A. Creating a wiki page for the level team
      1. Sharing documents with the team in an organized manner
      2. Differentiation of student tasks
         a) Anchor activities
         b) Enhancement activities
   B. Using Twitter for professional development-hashtag you level or subject
   C. Socrative as formative assessment tool
   D. Mastery connect-connects to other teacher's tests
   E. Zapnation-on-line tutorials using YouTube videos

    F. Plickers-collects real-time formative assessment data without the need for student devices

V. Levers to change behavior
    A. Concrete evidence of irrefutably better results
    B. Positive peer pressure
    C. Common assessments with transparent results

VI. PLC at Work Institute
    A. "Making Time for Collaboration" p68
    B. "Our Team's Collective Commitments" p78
    C. "Survey on Team Norms" p80
    D. "Why Should We Commit to Learning for All" p94
    E. "Why Do We Need Smart Goals" p105
    F. "Smart Goal Worksheet" p108
    G. "Anywhere High School" p117
    H. "Recent Studies Citing PLC as the Key to Improved Student Achievement" p150
    I. "Why We Should Collaborate?" P154
    J. "Why We Should Use Formative Assessments"

VII. "Learning CPR Making Your Current Site Interventions More Effective"
    A. Commit to the word "all." All students can learn."
    B. Interventions that don't work
        1. "More of the same" syndrome
        2. "What program do we buy" syndrome
    C. Align your efforts to the essential characteristics of effective intervention
    D. Effective Intervention
        1. Targeted-the more targeted the intervention, the more likely it will work
            a) An "F" is a symptom not a cause
            b) "Far below basic" is a symptom as well
            c) Break down standard by standard
            d) Will vs. skill, skill problem-target standard
        2. Systematic-Can you guarantee that every student who needs this intervention receives this intervention?
        3. Research-based (www.centeroninstruction.org)
        4. Highly trained
            a) Aids, new teachers, or volunteers don't meet this standard
            b) Who are the best?
        5. Timely
            a) Ongoing interventions within two
            b) Month or longer not timely
        6. Directive
            a) Confronting the "real world" narrative
            b) "You should have known better"
            c) "You will have to pay the price"
            d) "I'm available at lunch if you need help" not directive
            e) Intervention can not be be voluntary
        7. Alignment steps
            a) All of the above must be in any effective intervention
            b) Realignment of our current interventions