



COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Department of Educational Leadership, Evaluation, and Organizational Development:
Educational Administration Leadership

Course Number and Title:

LEAD 635 - Building & Sustaining Professional Learning Communities

Lead Instructor:

Semester Instructor:

Office Hours:

Phone:

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Catalog Description:

Analysis, research, and planning to gain the ability to transform a school into a Professional Learning Community where teachers and staff develop systems of instruction, intervention, and extension to meet the learning needs of all students.

Course Purpose:

To enable school leaders to build instructional capacity of teaching team through an in-depth examination of the Professional Learning Communities research including team building, trust development, professional norms, mutual interdependence, data analysis, intervention planning and progress monitoring. An emphasis will be placed on reliable implementation, consistency in terminology, and leadership monitoring of collaborative teams.

Course Content Overview:

This course is focused on building a school community into a Professional Learning Community, including the systems and structures to develop common formative assessments, the analysis of data to both inform instructional practice and to develop appropriate instructional interventions and extensions, the formation of a professional culture of collegiality and continuous improvement, and the promotion of vertical and horizontal curriculum alignment to ensure student attainment of critical learning standards. Students will also investigate appropriate use of technology to leverage time and content to maximize student learning and evaluate and develop plans for research-based instructional practices, as well as grading and communication methods to involve parents and other important stakeholders so that the school will operate as a coherent, student-centered organization dedicated to learning for all students.

Course Objectives:

- Students in collaboration with local school and community leaders will develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- Students will develop the skills and dispositions to become effective educational leaders, acting ethically and according to professional norms to promote each student's academic success and well-being.
- Students will strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being by confronting institutional bias, acting with cultural competency and responsiveness, and addressing matters of equity in all aspects of their leadership.
- Students will strive to become effective educational leaders by developing and supporting intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
- Students will cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student by providing coherent systems of academic and social support, promoting positive and healthy adult-student, student-peer, and school-community relationships and by infusing the school's learning environment with the cultures and languages of the school's community.
- Students will foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student promoting each student's academic success and well-being.
- Students will work to create a professional community of teachers and other professional staff to promote each student's academic success and well-being through the continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- Students will develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- Students will act as agents of continuous improvement to promote each student's academic success and well-being and that of the school as a system supporting continuous improvement.

Required Texts & Readings:

Buffum, A. G., Mattos, M., & Malone, J. (2018). *Taking action: a handbook for RTI at work*. Bloomington, IN: Solution Tree Press.

Dewey, J. R. (2012, May 23). Are you doing PLC's or being a PLC? Retrieved from <https://www.allthingsplc.info/blog/view/184/are-you-doing-plcs-or-being-a-plc>.

DuFour, R., & DuFour, R. B. (2012). *The school leaders guide to professional learning communities at work*. Bloomington, IN: Solution Tree Press.

Mattos, M., DuFour, R., DuFour, R., Eaker, R., & Many, T. W. (2016). *Learning by doing: A handbook for professional learning communities at work, 3rd edition*. Bloomington, IN: Solution Tree Press.

Six characteristics of a professional learning community. (2012). Retrieved from <https://learningforward.org/docs/default-source/default-document-library/six-characteristics-of-an-effective-professional-learning-community.pdf?sfvrsn=0>.

Other readings as assigned by the instructor

Recommended Readings:

DuFour, R., & Marzano, R. J. (2012). *Leaders of learning: How district, school, and classroom leaders improve student achievement*. Bloomington, IN: Solution Tree Press.

Mertler, C. A. (2019). *Introduction to educational research*. Thousand Oaks, CA: SAGE.

Relevant Professional Standards Met by Course:

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- 1B. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- 1D. Strategically develop, implement, and evaluate actions to achieve the vision for the school.

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- 2A. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- 2B. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2C. Place children at the center of education and accept responsibility for each student's academic success and well-being.

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- 3C. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- 3E. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- 3G. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- 3H. Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- 4A. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- 4B. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.
- 4C. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- 4D. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- 4E. Promote the effective use of technology in the service of teaching and learning.
- 4F. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- 4G. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- 5A. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- 5C. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- 5D. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- 5F. Infuse the school's learning environment with the cultures and languages of the school's community.

Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- 6C. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by an understanding of professional and adult learning and development.
- 6D. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6F. Empower and motivate teachers and staff to the highest levels of professional practice and continuous learning and improvement.
- 6G. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- 6I. Tend to their learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- 7A. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7B. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, according to the mission, vision, and core values of the school.
- 7C. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives about the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and

open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

- 7D. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 7E. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- 7F. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7G. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- 7H. Encourage faculty-initiated improvement of programs and practices.

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- 9G. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- 10A. Seek to make school more effective for each student, teachers and staff, families, and the community.
- 10B. Use methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.
- 10C. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- 10D. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- 10E. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- 10F. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

- 10G. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- 10H. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

PSEL Standard	A	B	C	D	E	F	G	H	I	J	K	L
1. Mission, Vision, and Core Values		A		A								
2. Ethics and Professional Norms	A	A	A									
3. Equity and Cultural Responsiveness			A		A		A	A				
4. Curriculum, Instruction, Assessment	A		I/ A	I/ A	I/ A	I/ A	I/ A / M					
5. Community of Care and Support for Students	I		I	I		I						
6. Professional Capacity of School Personnel			A	A		I	A		A			
7. Professional Community for Teachers and Staff	I/ A / M	I/ A / M	I/ A / M	I/ A / M	I/ A / M	I/ A / M	I/ A / M	I/ A / M				
9. Operations and Management							A					
10. School Improvement	A / M	A / M	A / M	A / M	A / M	A / M	A / M	A / M				

Required Course Modules:

Module 1: What is a Professional Learning Community, by definition?

Topics

- Professional Learning Communities, defined
- The original purpose of Professional Learning Communities
- Site-specific practices

Standards Addressed

PSEL 4: A, B, C, E, F, G

PSEL 5: A, C

PSEL 6: C, D,

PSEL 7: A, B, C, D, E, F, G, H

PSEL 9: G

PSEL 10: A, D, E, F, G, H

Learning Targets

- Students will investigate the contemporary origins of Professional Learning Communities in the educational setting.

- Students will organize site-specific practices of PLC's as they share personal observations and reflections during class and in online discussion groups.

Assignment(s)

Students will create a personal reflection log to be developed over the entirety of the course to include their experiences in PLC membership, new knowledge acquired over through the activities related to the coursework, and any lessons they would like to apply once they assume a leadership role for PLC work.

Research Task – Add at least six new annotated bibliography entries around the topic of professional learning communities (PLC's) to your comprehensive bibliography supporting your personal, long-term action research project. his work will span multiple modules but a research plan will be due for this module as well as the first two annotated bibliography entries.

Module 2: What is the business of a PLC?

Topics

- Investigating the work of a PLC
- The PLC as designed by the DuFours
- Site-Specific Practices

Standards Addressed

PSEL 4: A, B, C, E, F, G

PSEL 5: A, C

PSEL 6: C, D,

PSEL 7: A, B, C, D, E, F, G, H

PSEL 9: G

PSEL 10: A, D, E, F, G, H

Learning Targets

- Students will investigate the work of a PLC by examining contemporary literature around protocols and guidelines for PLC's
- Students will analyze site-specific practices of PLC's to determine the fidelity of implementation to the contemporary literature around protocols and guidelines for PLC's

Assignment(s)

Students will continue to contribute to a personal reflection log to be developed over the entirety of the course to include their experiences in PLC membership, new knowledge acquired over through the activities related to the coursework, and any lessons they would like to apply once they assume a leadership role for PLC work.

Assessment(s)

Embedded Clinical Experience: In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use the information from the DuFours (found on page 14 of Learning by Doing) to help guide your work. This work will inform your Hallmark Assessment Task (HAT).

Module 3: Data-Driven Decision Making, Part One

Topics

- Data Rich and Information Poor
- Instructional Data
 - Formative
 - Summative
 - Classroom
 - MAP or other product
- Determining Valid and Reliable Data Sources

Standards Addressed

- PSEL 1: B, D
- PSEL 2: A, B, C
- PSEL 3: C, E
- PSEL 4: G
- PSEL 7: G, H
- PSEL 9: G
- PSEL 10: B, D, G, H

Learning Targets

- Students will identify and define various forms of instructional data in use in schools.
- Students will analyze data sources to determine validity and reliability.

Assignment(s)

Students will continue to develop a personal reflection log to be developed over the entirety of the course to include their experiences in PLC membership, new knowledge acquired over through the activities related to the coursework, and any lessons they would like to apply once they assume a leadership role for PLC work.

Embedded Clinical Experience: In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use the information from the DuFours (found on page 14 of Learning by Doing) to

help guide your work. This work will inform your Hallmark Assessment Task (HAT).

Module 4: Data-Driven Decision Making, Part Two

Topics

- Data Analysis Techniques and Tools
- Transparency in Data Analysis
- Using Data to Determine Improvement Strategies

Standards Addressed

- PSEL 1: B, D
- PSEL 2: A, B, C
- PSEL 3: C, E
- PSEL 4: G
- PSEL 7: G, H
- PSEL 9: G
- PSEL 10: B, D, G, H

Learning Targets

- Students will investigate data analysis techniques and tools to determine processes and/or protocols for school improvement
- Students will prioritize data post-analysis to determine necessary instructional improvement strategies aimed at increasing student performance.

Assignment(s)

Students will continue to develop a personal reflection log to be developed over the entirety of the course to include their experiences in PLC membership, new knowledge acquired over through the activities related to the coursework, and any lessons they would like to apply once they assume a leadership role for PLC work.

Assessment(s)

Embedded Clinical Experience: In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use the information from the DuFours (found on page 14 of [Learning by Doing](#)) to help guide your work. This work will inform your Hallmark Assessment Task (HAT).

Module 5: Post-Data Analysis Work, Part One-Classroom Lens

Topics

- Building a Culture of Responsibility for Instruction
- Tier I Instruction
 - Teaching to All

- Reteaching as needed
- Knowing When to Move to Tier II
- Expectations for Teaching Diverse Learners

Standards Addressed

- PSEL 4: A, B, C, D, E, F, G
- PSEL 5: A, D, F
- PSEL 6: F
- PSEL 7: G, H

Learning Targets

- Students will examine Tier I instructional practices in the contemporary school setting.
- Students will investigate Tier I instructional practices as they relate to teaching diverse learners.

Assignment(s)

Students will continue to develop a personal reflection log to be developed over the entirety of the course to include their experiences in PLC membership, new knowledge acquired over through the activities related to the coursework, and any lessons they would like to apply once they assume a leadership role for PLC work.

Assessment(s)

Embedded Clinical Experience: In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use the information from the DuFours (found on page 14 of Learning by Doing) to help guide your work. This work will inform your Hallmark Assessment Task (HAT).

Research Task – Add at least six new annotated bibliography entries around the topic of professional learning communities (PLC's) to your comprehensive bibliography supporting your personal, long-term action research project. At least two of the annotated bibliography entries should reflect information around Tier I instruction.

Module 6: Post-Data Analysis Work, Part Two-School Level Lens

Topics

- Impact on School-Wide Systems and Structures
- Tiered Instruction
 - Tier I
 - Tier II
 - Tier III
- The Realities of Response to Intervention (RTI)

- Impact and Implications for Diverse Learners

Standards Addressed

- PSEL 4: A, B, C, D, E, F, G
- PSEL 5: A, D, F
- PSEL 6: F
- PSEL 7: G, H

Learning Targets

- Students will create alternate master schedules to include time for reteaching and/or intervention for select student groups.
- Students will examine existing instructional systems to determine the inclusion of Tiered Instructional Systems aimed at supporting all students.

Assignment(s)

Students will continue to develop a personal reflection log to be developed over the entirety of the course to include their experiences in PLC membership, new knowledge acquired over through the activities related to the coursework, and any lessons they would like to apply once they assume a leadership role for PLC work.

Assessment(s)

Embedded Clinical Experience: In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use the information from the DuFours (found on page 14 of Learning by Doing) to help guide your work. This work will inform your Hallmark Assessment Task (HAT).

Module 7: Creating a Culture of Collaboration

Topics

- Collaboration Defined
- Collective Ownership—Determining your Why
 - Personal Commitment to Collaboration
- Professional Considerations
 - Contractual Obligations
 - Union Requirements
 - District Expectations
- Building and Sustaining a Guiding Coalition

Standards Addressed

- PSEL 1: B, D
- PSEL 2: A, B, C
- PSEL 3: G, H
- PSEL 6: F, G, I

- PSEL 7: A, C, D, E, F
- PSEL 10: F

Learning Targets

- Students will investigate local practices regulating teacher collaboration (specifically in the form of PLC's).
- Students will examine and evaluate local PLC protocols using the DuFour work.

Assignment(s)

Students will continue to develop a personal reflection log to be developed over the entirety of the course to include their experiences in PLC membership, new knowledge acquired over through the activities related to the coursework, and any lessons they would like to apply once they assume a leadership role for PLC work.

Assessment(s)

Embedded Clinical Experience: In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use the information from the DuFours (found on page 14 of Learning by Doing) to help guide your work. This work will inform your Hallmark Assessment Task (HAT).

Module 8: Ensuring High Performing PLC's Topics

- Products and Outcomes
 - Best Practices
 - Site-Specific Practices
- Coaching and Mentoring
- Monitoring the Work of the PLC
- Developing and Sustaining a Collective Sense of Purpose

Standards Addressed

- PSEL 1: B, D
- PSEL 2: A, B, C
- PSEL 3: G, H
- PSEL 6: F, G, I
- PSEL 7: A, C, D, E, F
- PSEL 10: F

Learning Targets

- Students will analyze for improvement of local PLC coaching and mentoring practices and protocols.

- Students will construct monitoring protocols for local PLCs by the school and/or district leadership.

Assignment(s)

Students will continue to develop a personal reflection log to be developed over the entirety of the course to include their experiences in PLC membership, new knowledge acquired over through the activities related to the coursework, and any lessons they would like to apply once they assume a leadership role for PLC work.

Assessment(s)

- **Threaded Action Research** – The HAT for this course serves as an action research project in miniature. During this course module, use the experience of this HAT process to reflect on your progress to date of your long-term action research project. Specifically, reflect on the proposed methodology for your study as well as researcher positionality. Use the Mertler text as your guide.

Anchor Tasks:

1. **Hallmark Assessment Task (HAT)**
 - See HAT below
2. **Threaded Action Research** – This HAT serves as an action research project in miniature. Use the experience of this HAT process to reflect on your progress to date of your long-term action research project. Specifically, reflect on the proposed methodology for your study as well as researcher positionality. Use the Mertler text as your guide.
3. **Research Task** – Add at least six new annotated bibliography entries around the topic of professional learning communities (PLC's) to your comprehensive bibliography supporting your personal, long-term action research project.
4. **Embedded Clinical Experience-** In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use the information from the DuFours (found on page 14 of Learning by Doing) to help guide your work.

Criteria for Determination of a Grade:

Module		Activity	Point Value
1	What is a Professional Learning Community, by definition?	Research Task – Add at least six new annotated bibliography entries around the topic of professional learning communities (PLC's) to your comprehensive bibliography supporting your personal, long-term action research project. This work will span multiple modules but a research plan	10

		will be due for this module as well as the first two annotated bibliography entries.	
2	What is the business of the PLC?	Embedded Clinical Experience- In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use the information from the DuFours (found on page 14 of <u>Learning by Doing</u>) to help guide your work.	10
3	Data-Driven Decision Making, Part One	Continue Embedded Clinical Experience Work started in Module 2	10
4	Data-Driven Decision Making, Part Two	Continue Embedded Clinical Experience Work started in Module 2	10
5	Post-Data Analysis Work, Part One- Classroom Lens	Continue Embedded Clinical Experience Work started in Module 2 Research Task – Add at least six new annotated bibliography entries around the topic of professional learning communities (PLC's) to your comprehensive bibliography supporting your personal, long-term action research project. At least two of the annotated bibliography entries should reflect information around Tier I instruction.	10
6	Post-Data Analysis Work, Part Two- School Level Lens	Continue Embedded Clinical Experience Work started in Module 2	10
7	Creating a Culture of Collaboration	Continue Embedded Clinical Experience Work started in Module 2	10

8	Ensuring High Performing PLC's	Threaded Action Research – The HAT for this course serves as an action research project in miniature. During this course module, use the experience of this HAT process to reflect on your progress to date of your long-term action research project. Specifically, reflect on the proposed methodology for your study as well as researcher positionality. Use the Mertler text as your guide.	10
	Hallmark Assessment Task (HAT)	<p>Anchor Task- In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use the information from the DuFours (found on page 14 of Learning by Doing) to help guide your work.</p> <p>As highlighted in class discussions and readings, there are numerous lists and continuums to determine the essential elements of a high functioning/performing PLC. Using the breadth of the knowledge you have acquired this semester, develop a narrative to both diagnose issues the two different PLCs face as they aspire to be a high performing PLC and prescribe activities (professional learning experiences) that would help the PLC's move forward on a continuum of high performance.</p> <p>See Rubric for Specifics</p>	20

Determination of grade:

90-100 points= A (98 = A+), (93-97 =A), (90-92 = A -)
 80-89 points = B
 70-79 points = C
 60-60 points = D
 <60 points = F
 Incomplete = I

Hallmark Assessment Task (HAT):

In consultation with your mentor principal and your instructor, select two PLC's in two locations in different stages of development. Using the content, discussions, and tools discussed in class assesses the effectiveness of the two PLC's. Use

the information from the DuFours (found on page 14 of Learning by Doing and below) to help guide your work.

Tight Elements of a Professional Learning Community

1. Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together.
2. The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.
3. The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.
4. The team develops common formative assessments to frequently gather evidence of student learning.
5. The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely, directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.
6. The team uses evidence of student learning to inform and improve the individual and collective practice of its members.

As highlighted in class discussions and readings, there are numerous lists and continuums to determine the essential elements of a high functioning/performing PLC. Using the breadth of the knowledge you have acquired this semester, develop a narrative to both diagnose issues the two different PLCs face as they aspire to be a high performing PLC and prescribe activities (professional learning experiences) that would help the PLC's move forward on a continuum of high performance.

Your narrative should have the following sections:

- Introduction
 - Establish the context of the two PLC's
 - Describe the decision-making process in selecting the two for review
- Overview of Literature for High Performing PLCs
- Methodology
 - Description/demographics of the two PLC's
 - Research Design (Observation, Document Review, etc.)
 - Data Collection (Type and Procedures)
 - Data Analysis Procedures
 - Limitations and Delimitations
- Results

- Conclusions and Recommendations
 - Diagnosis of the Issues
 - Prescription of Professional Learning to Support Growth
- References

As always, APA format is required.

Hallmark Assessment Task (HAT) Rubric: 20 points

Required Elements	Insufficient Evidence Zero (0) Points	Developing 2 points	Target 3 points	Exemplary 4 points
Introduction Establish the context of the two PLC's Describe the decision-making process in selecting the two for review PSEL 1 B; 2 A, B, C	The section is missing or incomplete	The section is included but lacks the detail of the two PLCs	The section is included and provides information for both PLCs	The section is included and provides comprehensive information for both PLCs
Overview of Literature for High Performing PLCs with at least four sources included in the overview of the literature. Writing is coherent and logical PSEL 1 B, D; 2 A, B, C	The section is missing or incomplete	The section is included but less than four sources are referenced; writing lacks coherence and/or logic	The section is included and at least four sources are referenced; writing is coherent and logical	The section is included and more than four sources are referenced; writing is detailed, coherent, and logical
Methodology <ul style="list-style-type: none"> • Description/demographics of the two PLC's • Research Design (Observation, Document Review, etc.) • Data Collection (Type and Procedures) • Data Analysis Procedures • Limitations and Delimitations PSEL 9 G PSEL 10 ALL INDICATORS	The section is missing or incomplete	The section is present but subsections are incomplete	The section is present and all subsections are addressed	The section is present and all subsections are addressed, well organized, and thorough in explanation

<p>Results are reported with an emphasis on the data and the reporting is free from opinion or interpretation. Data are presented in easy to read and understand formats, as appropriate</p> <p>PSEL 9 G</p>	The section is missing or incomplete	The section is included but may be plagued with opinion. Data are reported but not easy to understand	The section is included and free from personal opinion. Data are reported appropriately, such as tables, etc.	The section is included and free from personal opinion. Data are reported appropriately, such as tables, etc. With proper formatting
<p>Conclusions and Recommendations</p> <ul style="list-style-type: none"> • Diagnosis of the Issues • Prescription of Professional Learning to Support Growth <p>PSEL 10</p>	The section is missing or incomplete	The section is present but lacks detail and/or organization of the diagnosis of the issues and the prescriptions of learning to support growth	The section is present, well organized, and easy to read. There is a clear diagnosis of the issues and the prescriptions of learning to support growth	The section is present, well organized, and easy to read. There is an exceptional narrative of the diagnosis of the issues and the prescriptions of learning to support growth
References	The section is missing or incomplete	The section is present but has APA formatting errors	The section is present and if free from APA formatting issues	The section is present, free from APA formatting issues and comprehensive in the scope of sources consulted.
<p>Rhetoric Paper is appropriate in style and content with graduate-level work; free from distracting surface errors, and follows APA format</p>	Paper is below appropriate standards for graduate-level work in style and content; paper is plagued with	Paper is appropriate in style and content with graduate-level work; distracting surface errors exist, and there are errors in the APA format	Paper is appropriate in style and content with graduate-level work; free from distracting surface errors, and follows APA format	Paper is exceptional in style and content with graduate-level work; free from distracting surface errors, and follows APA format

	distracting surface errors and does not follow APA format	requirement		
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Foliotek Electronic Assessment System (EAS):

Foliotek's electronic assessment system will replace LiveText in Spring 2020. This web-based system contains portfolios of courses and assessments based on requirements outlined on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue.

Foliotek resources for you are located on the College's website, www.louisville.edu/education/foliotek. These include step-by-step guides and videos. You can also access the "Resources" and "Help" areas in Foliotek to find information on getting support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

- You are not charged for the use of Foliotek.

- Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
- You should click on the Foliotek SSO link for **each course** in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
- After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assignments.
- You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s), PDF files, video files, etc.
- If there is an issue with the system, you can click on “Resources” or the “Help” link to find appropriate resources.
- The “Help” menu offers directions for contacting Foliotek via email, live chat, or toll-free phone number.
- CEHD email and phone number for assistance with assignments are foliotek@louisville.edu or 502-852-1360.

Writing Resources:

The University of Louisville is home to a vibrant and responsive writing center on the Belknap Campus. You may access the many resources of the writing center by following this link: <http://louisville.edu/writingcenter/>

Syllabus Disclaimer:

This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected. As a general rule, the Modules in BlackBoard should be the guide you follow. Changes can be made easily there, so always consider the Module as the final, definitive direction for the week. Whenever changes are enacted, communication will be sent to all students via BlackBoard announcements. Please ensure you can receive the announcements in a timely fashion either through your university email (the default email) or by forwarding your university email to your personal, preferred email account.

Written Submissions:

Written submissions must reflect the appropriate level of knowledge and expertise for graduate-level course work. Please be sure that:

- Your writing is clear and grammatically correct. Points will be deducted for errors in grammar, spelling, punctuation, clarity, and APA style.
- Papers are double-spaced with a 12 – point font size. Papers that do not adhere to these requirements will be returned to the student for revision.
- Assignments are submitted on time.
- Properly cite sources using APA style.
- Personal reflection and application are evident.

Course Expectations:

Students are required to participate in all live and/or online activities, whether synchronous or asynchronous, by being active in all discussion forums, and complete reading and written assignments.

Confidentiality—the purpose of class discussion and/or on-line module postings, is to share perspectives, debate, and learn from one another. We must all remain sensitive to information learned through forum posts and papers and use discretion when talking and writing about the work viewed during this class.

Communication—the course will require regular posts as well as additional assignments as indicated in the modules. Build on others' postings—do not reiterate ideas, reference them. Each post must take the discussion further and all students are expected to post their original thoughts in a personal post and comment weekly on at least three other postings by classmates.

Netiquette: Communication Courtesy--All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Threads of discussion should continue to the end and students should maintain the professional language in posts and responses. No personal criticism is permitted and no inappropriate language is permitted.

Readings—students are expected to read the assigned material before any class participation which includes posting on discussion forums. Additional outside readings may be assigned throughout the course to help fully understand concepts and to provide scholarly support for ideas that may arise through our work together.

Class Participation—You will participate with others in the course through live and online discussions. We are all expected to value everyone's opinions and perspectives and provide points and counterpoints in a professional manner. Students must participate in all discussion forums. The instructor will read your discussion threads but will not be a contributor herself. It is expected that students will contribute a thoughtful response (with appropriate citations from the readings or outside sources—approximately 2-4 paragraphs) to weekly instructor posed questions and respond (approximately 1 to 3 paragraphs) to a minimum of three other students during each week. Weekly modules may include one to three questions and will open and close on Sunday evenings.

Interactions and/or Participation

The following guidelines will be used to evaluate class participation including, but not limited to, online participation in asynchronous discussion board postings, responses to postings, as well as synchronous and/or live class interactions:

- Outstanding Contributor (5): Contributions reflect exceptional preparation. Ideas offered are based on a review of the readings as well as outside sources. Outside sources are cited and credited. This individual enhances the quality of discussion and provides engaging insights for class members.

- Good Contributor (4): Contributions reflect thorough preparation. Ideas offer insights that often provide direction for the class.
- Adequate Contributor (3): Contributions reflect satisfactory preparation. Ideas sometimes offer insights but seldom provide direction for the class.
- Unsatisfactory Contributor (2): Contributions reflect inadequate preparation and do not help move conversations along. Most comments are either unrelated or demonstrate a lack of understanding of course content.
- Non-participant (1): This individual contributes nothing to the class discussions. While this individual may respond to posts they never provide insight to help move discussions forward.

APA Citation--Educational Administration and Policy Program Area requires students to exhibit graduate-level writing skills and to comply with the requirements of the APA Manual for all written work unless notified otherwise by the instructor.

Included in the format is:

- Double spacing using the 12-point font (Ariel or Times New Roman, preferred)
- Numbered pages and make your name and title of the work visible
- Check your work for grammar and spelling

For further information, please consult the American Psychological Association. (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

Conceptual Framework Summary:

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that include three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of ***Action***, and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practices to solve real-world problems. Under the construct of ***Advocacy***, and through dedicated, committed ***Service*** to their peers, university, community, and the world, candidates develop the knowledge, skills, and dispositions to become ***Professional Leaders***. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
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<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference

Relationship to Conceptual Framework:

The conceptual framework for certification and degree programs in educational administration is the Collaborative Leadership Model. This framework has four parts: (a) Standards Driven, (b) Theory to Practice, (c) Leadership and Collaboration, and (d) Diversity. These characteristics are embedded in the Administrator Standards and the accompanying Performances particularly relevant to this course. All ten Administrator Standards are addressed in this course. These Standards are addressed through all class activities, field experiences, readings, and assignments. Thus, the conceptual framework is embedded in this course.

Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

CEHD Diversity Statement:

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Title IX/Clery Act Notification:

Sexual misconduct (sexual harassment, sexual assault, and any other non-consensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Technology Expectations:

Bring a laptop to class. Blackboard will be used for reading distribution, some class participation, and for assignment collection/grading. Assignments are to be word-processed. Daily checking and reply to on U of L e-mail address are expected. There may be further expectations by the program and by the instructor.

All Assignments required to be uploaded into BlackBoard must be in MS Office or PDF. Links to on-line editable programs is not permitted.

Plagiarism Statement:

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

Academic Integrity and Dishonesty:

All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission unless otherwise noted through explicit and appropriate citations.

Academic dishonesty is prohibited at the University of Louisville...Academic dishonesty includes, but is not limited to, the following:

- Cheating [Using or attempting to use unauthorized materials during any academic exercise, copying or attempting to copy another person's work during any academic exercise, preparing work for another student, procuring or using tests or examinations, etc.]

- Fabrication [Inventing or making up data, research results, information, or procedures]
- Falsification [Altering or falsifying information]
- Multiple Submission [the same assignment should not be submitted for more than one course]
- Plagiarism [Representing the words or ideas of someone else as one's own in any academic exercise]
- Complicity in Academic Dishonesty" [Helping or attempting to commit an academically dishonest act] (UofL Code of Conduct, Section 5)

Date Prepared and by Whom: Powers, Fall 2019