

# Comprehensive Professional Development

## The Missouri PLC Commitment:

**Assess Your Current Reality:** We work with you to paint a picture of where you currently are and where you intend to be in the near and distant future.

**Establish Expectations:** We work with you to establish the foundational pieces and role expectations critical to PLC implementation.

**Customize Training and Support:** We offer regional trainings, on-site trainings, collaborative consultations and on-site coaching to support your organization's learning and development as a PLC.

**Curriculum:** We implement an eight-strand curriculum, which includes big ideas and essential questions relevant to developing PLCs.

**Assessment:** We utilize a variety of formative and summative assessments to determine implementation levels of participating schools.

**Powerful Learning Conference:** We offer an annual state conference featuring national keynotes and practitioner breakouts to support Missouri's PLCs.

**Walking the Talk:** As your resource specialists, we ask ourselves the four corollary questions of a PLC. What should our schools know and be able to do? How will we know when they have learned and embedded it? What will we do when our schools struggle? What will we do when they already have it?

*We meet you where you are as a professional learning community.*

*"To create a professional learning community, focus on learning rather than teaching, work collaboratively, and hold yourself accountable for results."*

— Rick DuFour



## Missouri Professional Learning Communities

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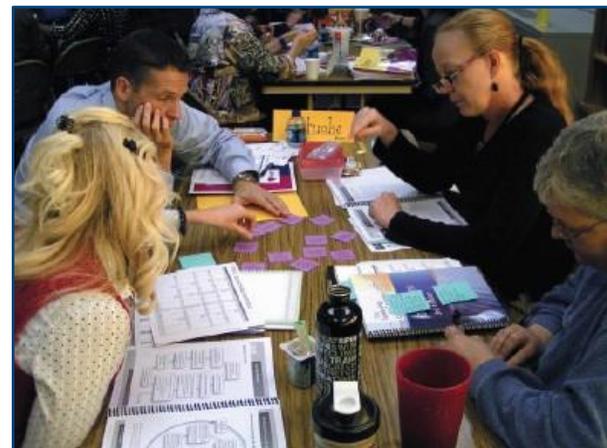
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FOCUS ON LEARNING

COLLABORATIVE CULTURE

RESULTS ORIENTATION





*The mission of Missouri Professional Learning Communities is to build a sustained culture for learning in Missouri schools through the professional learning communities process.*

## FOCUSED LEARNING

Professional Learning Communities (PLCs) are dedicated to ensuring all students learn at high levels. This is achieved through processes that shift focus from teaching to learning. PLCs establish a focus on learning, develop a collaborative culture and judge every action by the results produced. A professional learning community continuously improves its culture, practice and outcomes by analyzing teaching and learning in order to make focused decisions that support student needs.

### MO PLC Process: Success for ALL



## 8 Systemic Strands

The Missouri Professional Learning Communities Curriculum aims at systemic, continuous improvement and includes eight distinct strands of learning.

1. Culture
2. Building-Level Leadership
3. Administrative Leadership
4. Collaborative Teams
5. Curriculum
6. Assessment
7. Systematic Interventions
8. Continuous Improvement

*“The growth of any craft depends on shared practice and honest dialogue among the people who do it.”*

— Parker Palmer

## Deep Implementation

During spring 2010, the Leadership and Learning Center of Englewood, Colo., conducted a study of Missouri’s school-improvement initiatives. Out of all the initiatives reviewed, professional learning communities appear to have the greatest potential impact on student achievement. When Missouri schools have embarked on the journey of becoming a PLC and have effectively integrated all eight systemic strands, student achievement has followed.

The goal of our statewide team of resource specialists is deep implementation for Missouri’s PLCs. Our improved process and design are focused on assessing your organization’s current status and on designing foundational, targeted and focused learning that will move your organization forward.

### What does DEEP IMPLEMENTATION look like?

- Faculty and staff can articulate the mission and vision and use them to guide major decisions regularly.
- A culture of learning is established where faculty and staff believe that ALL children can learn at high levels.
- Leadership teams work effectively to share decision making, monitor progress, provide feedback to teams and provide the necessary support to collaborative teams.
- Teachers collaborate routinely during the school day to define and refine what students need to know, how to assess student learning effectively and how to provide the necessary interventions when appropriate.
- Teachers routinely use multiple sources of data to guide instruction.
- Teams have a laser-like focus on their results.