



## Connecting TEAM to PLCs

*Professional Learning Communities That Grow  
Teachers and Students*

# Goal and Direction

Well-executed professional learning communities allow educators to collaboratively implement, assess, and adjust instructional practice that results in positive outcomes for students.

In this train-the-trainer format, school leaders will prepare to meet the instructional needs of teachers as outlined in the TEAM rubric through a PLC platform in a way that impacts student achievement.

# Objective

School leaders will be able to impact the instructional practices of teachers as outlined in the TEAM rubric through a PLC platform by:

- Identifying an essential outcome for PLCs by analyzing TNCompass and TN Educator Survey data
- Developing a deep understanding of criteria for teacher proficiency (TEAM) in identified area of focus within the PLCs
- Fostering the application of TEAM into collaborative PLCs that focus on standards, assessment, student work, and best instructional practices

# Why PLCs?

- If principals want to improve student achievement in their schools, rather than focus on the individual inspection of *teaching*, they must focus on the collective analysis of evidence of student *learning*.

# Why PLCs?

Research shows that educators in schools that have embraced PLCs are more likely to...

- Take collective responsibility for student learning, help students achieve at higher levels, and express higher levels of professional satisfaction (Louis & Wahlstrom, 2011).
- Share teaching practices, make results transparent, engage in critical conversations about improving instruction, and institutionalize continual improvement (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010).
- Improve student achievement and their professional practice at the same time that they promote shared leadership (Louis et al., 2010).
- Remain in the profession (Johnson & Kardos, 2007).

# Why PLCs?

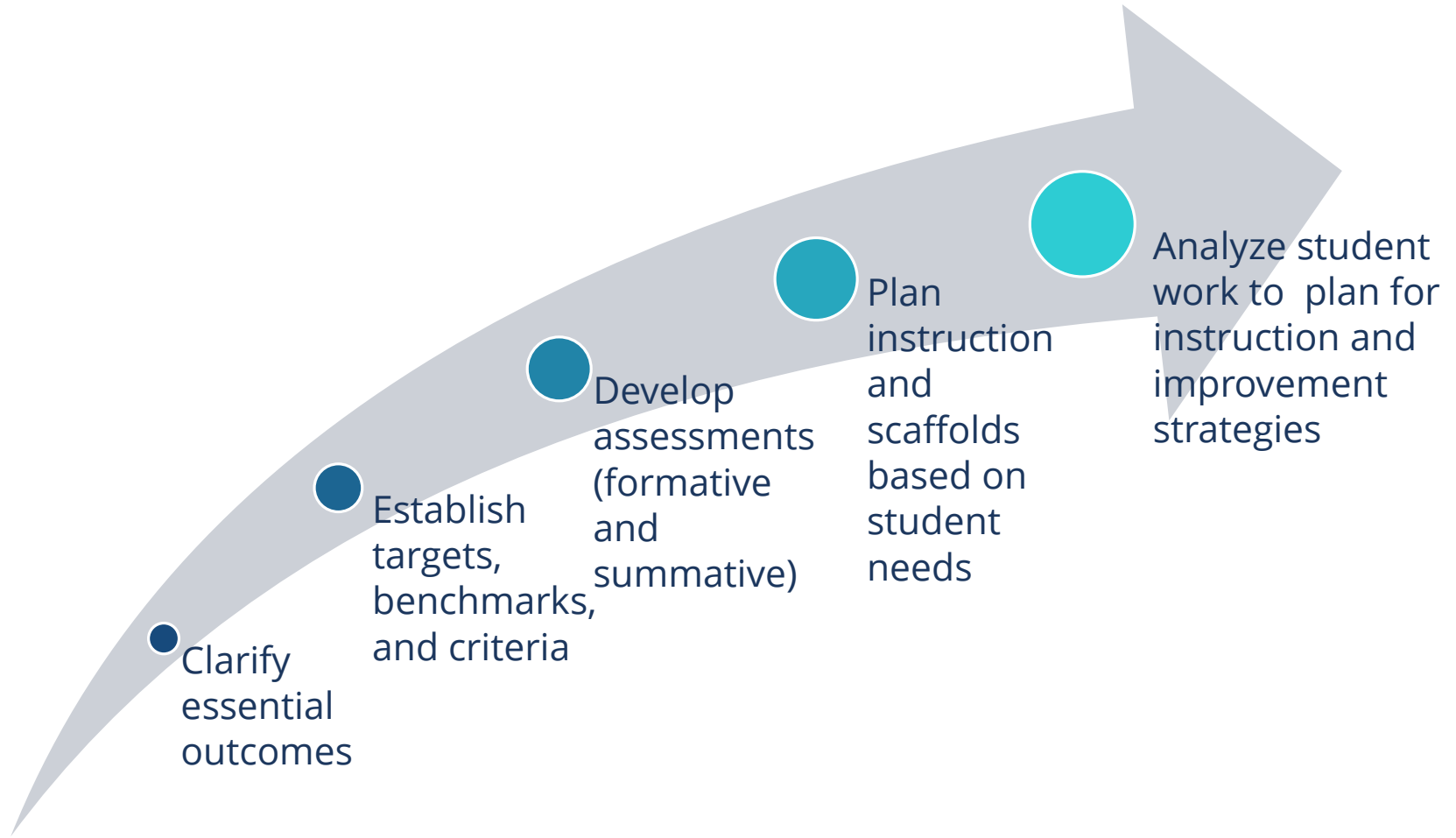
DATA REFLECTION POINT(*from Teacher & Administrator Evaluation in Tennessee: A Report on Year 4 Implementation*):

- 53% of Tennessee teachers report that collaboration helped them significantly.

# Why PLCs?

- Research has also established that simply providing time for educators to meet will have no effect on student learning unless their meetings focus on the right work (Saunders, Goldenberg, & Gallimore, 2009).
  
- What is the right work?

# High Quality PLCs: What are they? How do I get there?





# High Quality PLCs: What are they? How do I get there?

As you watch the following [PLC](#) meeting,

- Tag comments and questions by the PLC leader and teachers that are connected to the TEAM rubric.

# High Quality PLCs: What are they? How do I get there?



Clarify essential outcomes

Establish targets, benchmarks, and criteria

Develop assessments (formative and summative)

Plan instruction and scaffolds based on student needs

Analyze student work to plan for instruction and improvement strategies


- While these conversations ground effective PLCs, how can school leaders infuse PLCs with the types of learning experiences that **teachers** need?


# High Quality PLCs: What are they? How do I get there?

- Identify an essential outcome for PLCs by analyzing TNCompass and TN Educator Survey data
- Developing a deep understanding of criteria for teacher proficiency (TEAM) in identified area of focus within PLCs
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# Home

## Welcome to TNCompass!

 To ensure that accurate staffing data for 2015-16 is captured within the system, the ability to edit staff within TNCompass is disabled for all district and regional roles until Aug. 1. On Aug. 1, the 2015-16 school year will roll over to 2016-17 within TNCompass and the staffing functionality for the 2016-17 school year will be available to users. For technical support with TNCompass, email [support@tncompass.org](mailto:support@tncompass.org). For other questions, email [TEAM.Questions@tn.gov](mailto:TEAM.Questions@tn.gov).

 Educators must register for a new user account specific to the TNCompass website. The registration process will allow creation of a username and password. Credentials for TNCompass are different from those used in the CODE system in prior academic years.

### Application Quick Links

 [Account Information](#)

### Help Resources

- [TNCompass Support](#)
- [Tennessee Department of Education](#)
- [TEAM-TN Home Page](#)
- [State of TN Educator Licensure Information](#)
- [TNCompass Educator Preparation Provider Guide](#)
- [TNCompass Licensure District Administrator Guide](#)
- [TNCompass Licensure Educator Guide](#)

### My Role(s)

**Location**

**Role**

# Reports



## Report Selections

Academic Year:

2015-2016

Location(s):

0 locations selected

Report Type:

Charts

Reports

Chart:

Select a Chart

Generate

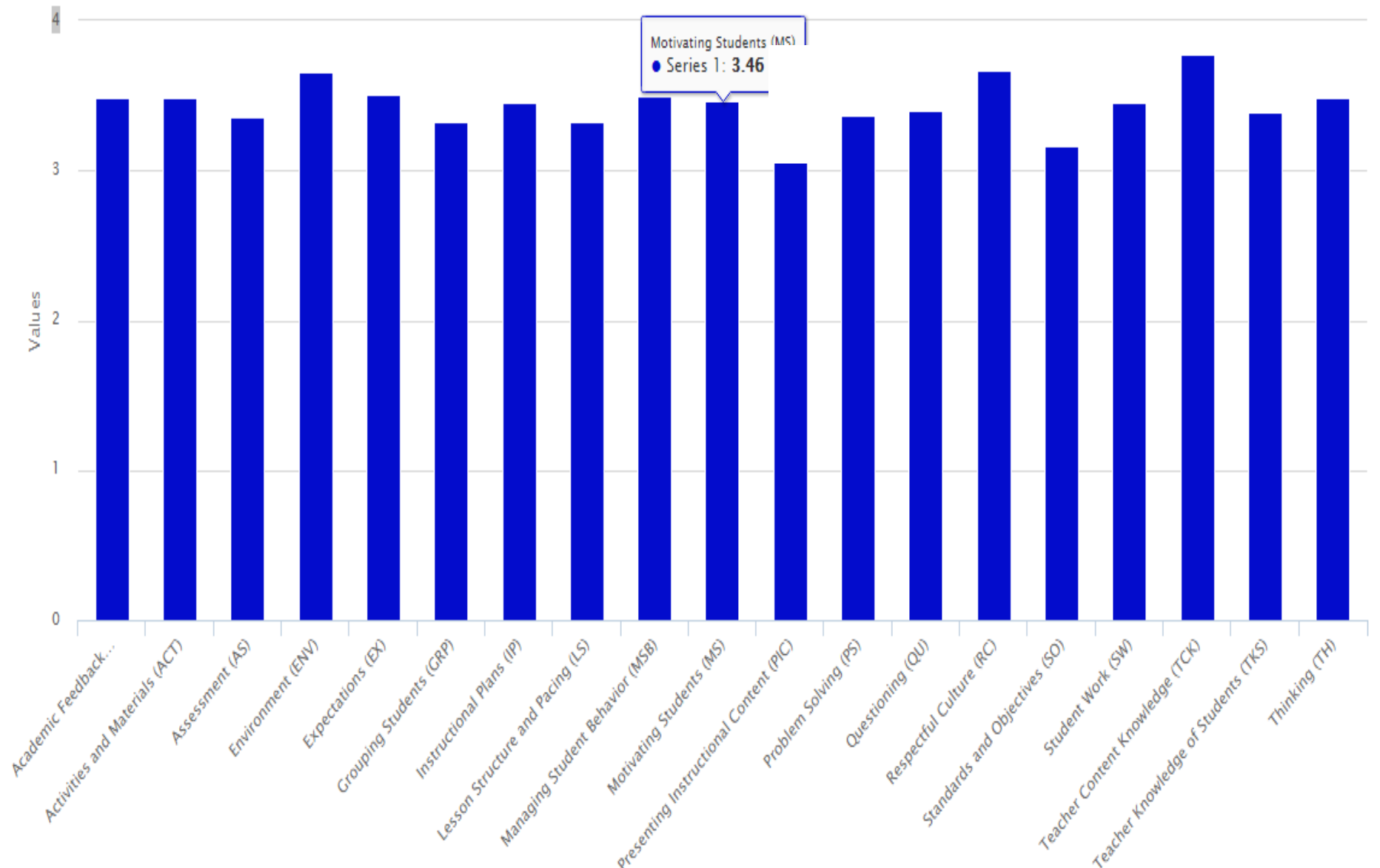
Online Support Form

support@tncompass.org

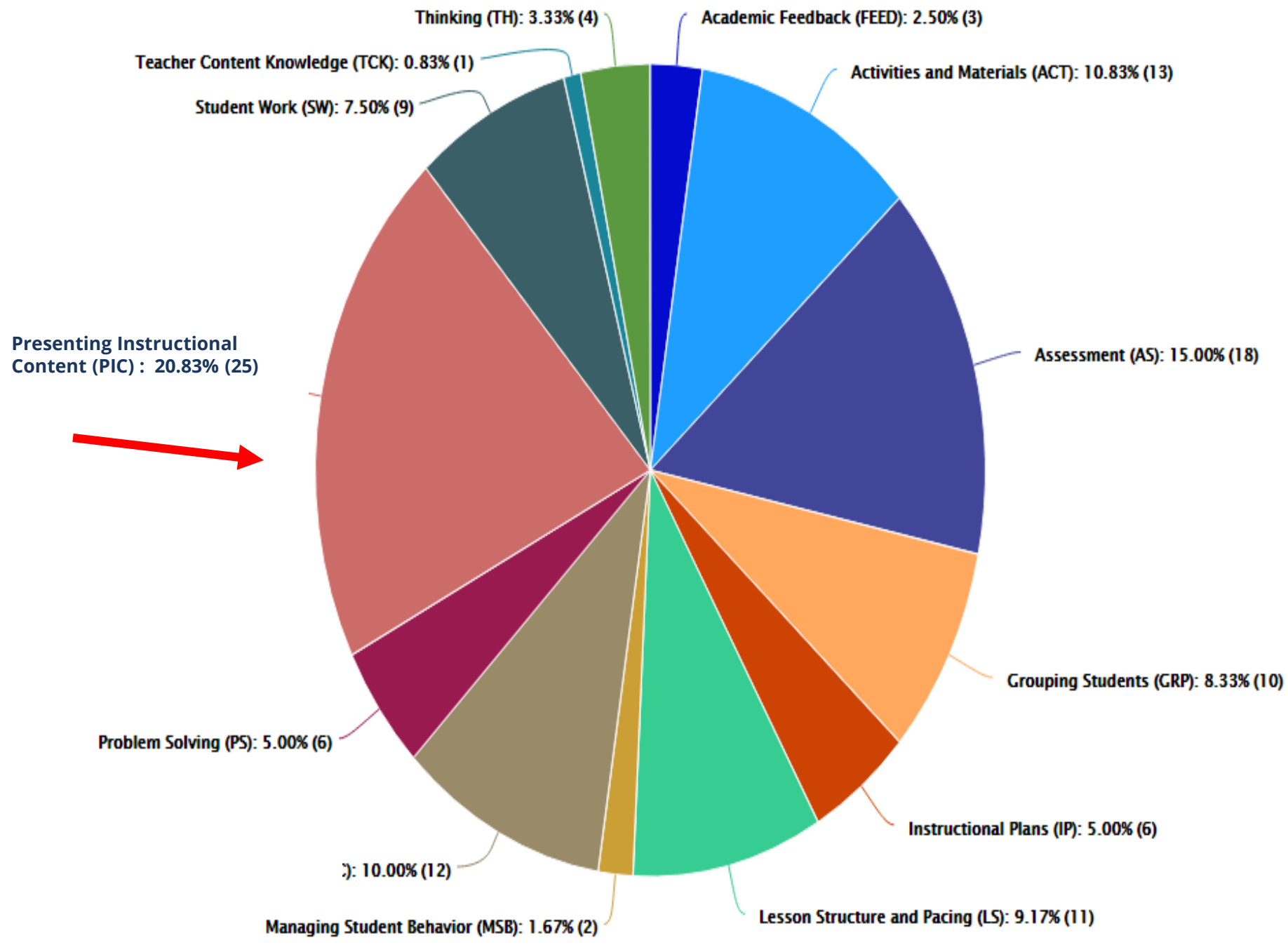
(877) 314-1412

# Observation Indicator Scores (19 records)

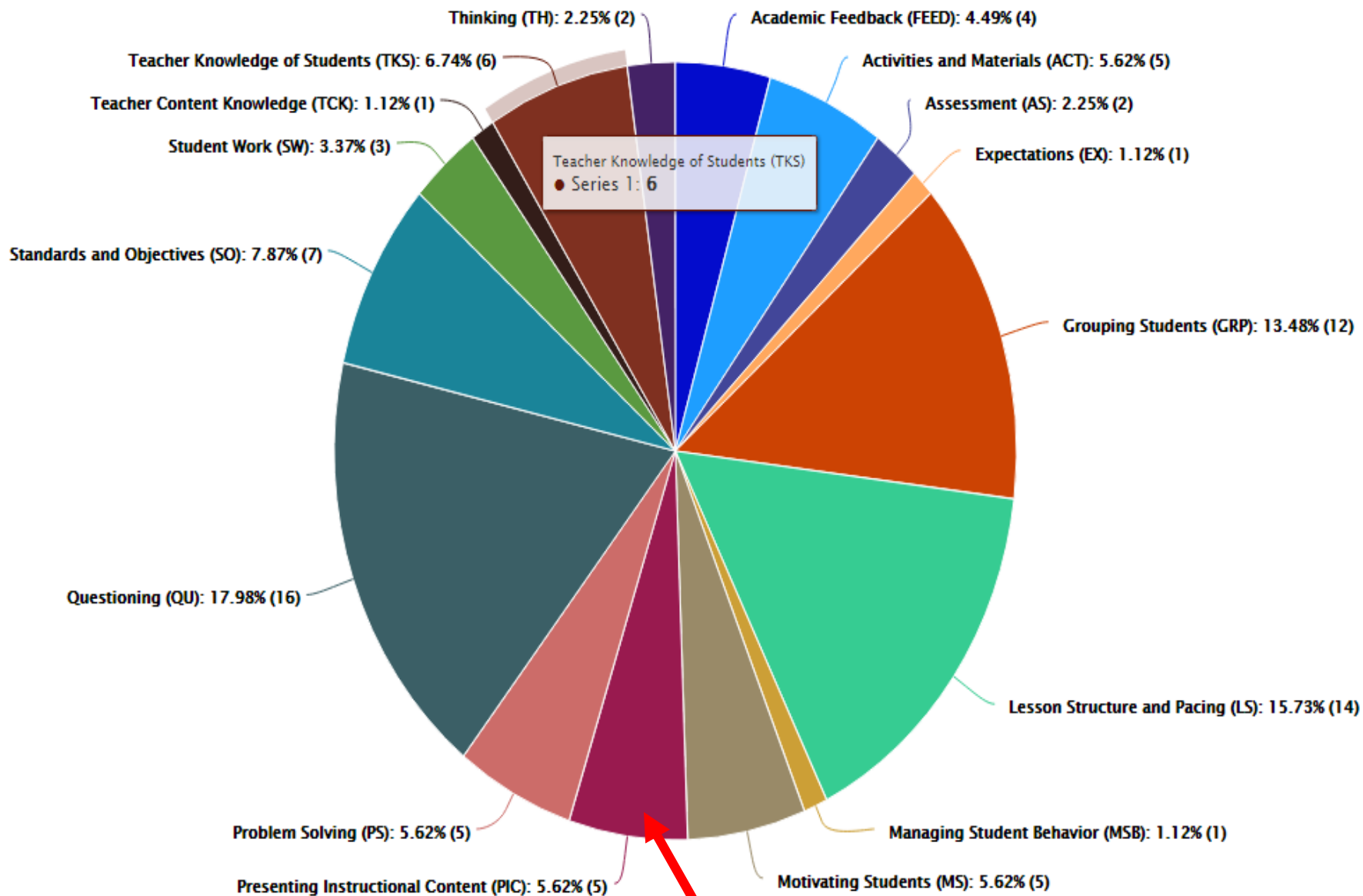
Chart Type: Vertical Bar Chart



# Observation Refinement Breakdown



# Observation Reinforcement Breakdown





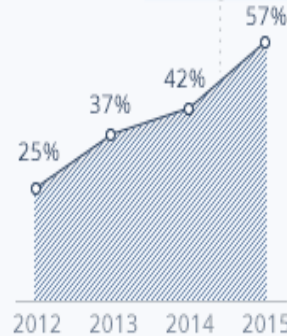


## TEACHER PARTICIPATION

Nearly 60% of teachers took the 2015 Tennessee Educator Survey, over 10,000 more than last year.

Change over time

↑ 15% pts.



57%

Participation Rate



36,728



2015 Participants

## About this Survey

The Tennessee Educator Survey aims to offer a pulse check on major state initiatives and to provide actionable feedback for policymakers at the state, district, and school levels. The survey is conducted in partnership with the Tennessee Consortium on Research, Evaluation, and Development at Vanderbilt University.

For a complete list of topics and downloadable questionnaires, please visit [2015 Tennessee Educator Survey Questionnaires](#). For information about survey question origins, please download [2015 Survey Sources](#).

To view a detailed overview of the results, please download the report:

↓ [The View from the Classroom: Results from the 2015 Educator Survey](#)

## Select Survey Results:

[View Teacher Results](#)

[View Administrator Results](#)

### Teacher Survey Topics

- School Climate and Leadership
- Instructional Practice
- Teacher Evaluation and improvement
- State Initiatives

### Administrator Survey Topics

- School Climate
- Roles and Responsibilities
- School Practices
- Administrator Evaluation
- State Initiatives

## Participant Type

Teachers

Administrators

View results for all participants

## District

Select a district

## School

Select a school

## Survey Topics

- [School Climate and Leadership](#)
- [Instructional Practice](#)
- [Teacher Evaluation and Improvement](#)
- [State Initiatives](#)

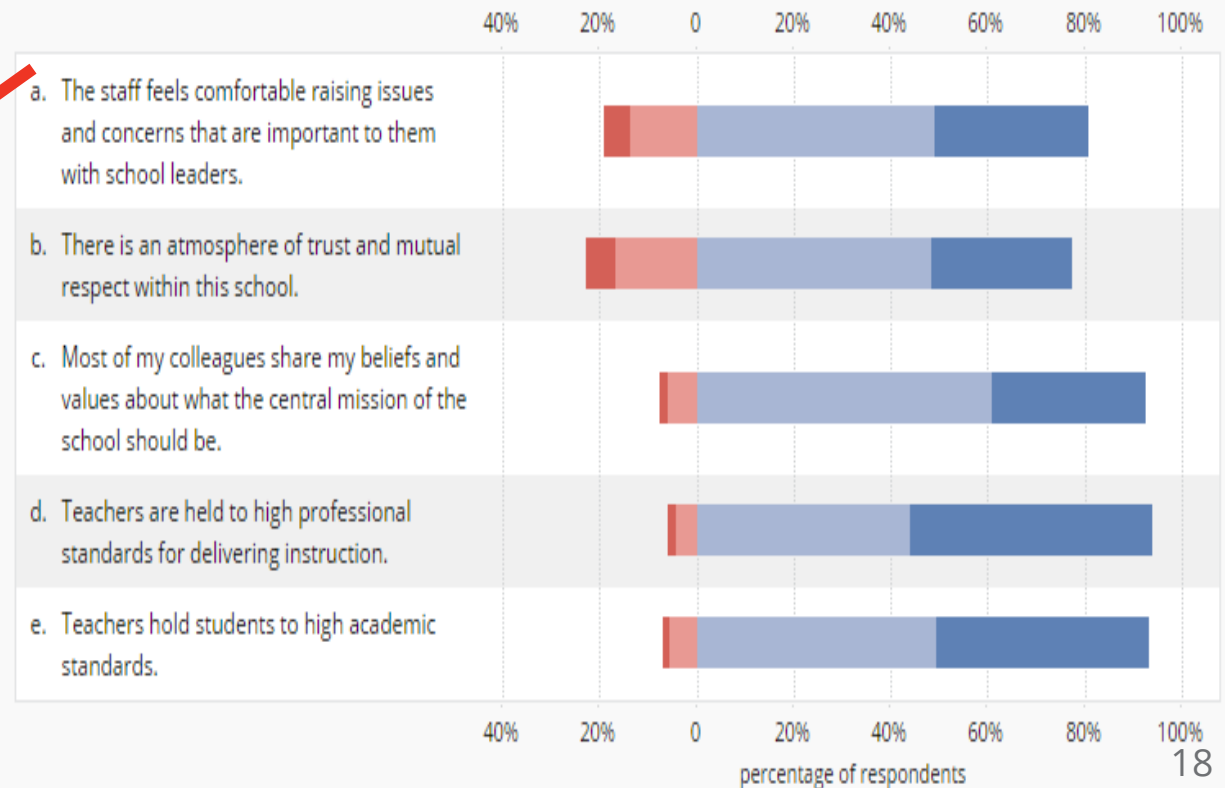
# Tennessee Educator Survey

## Results for All Teacher Participants

### School Climate and Leadership

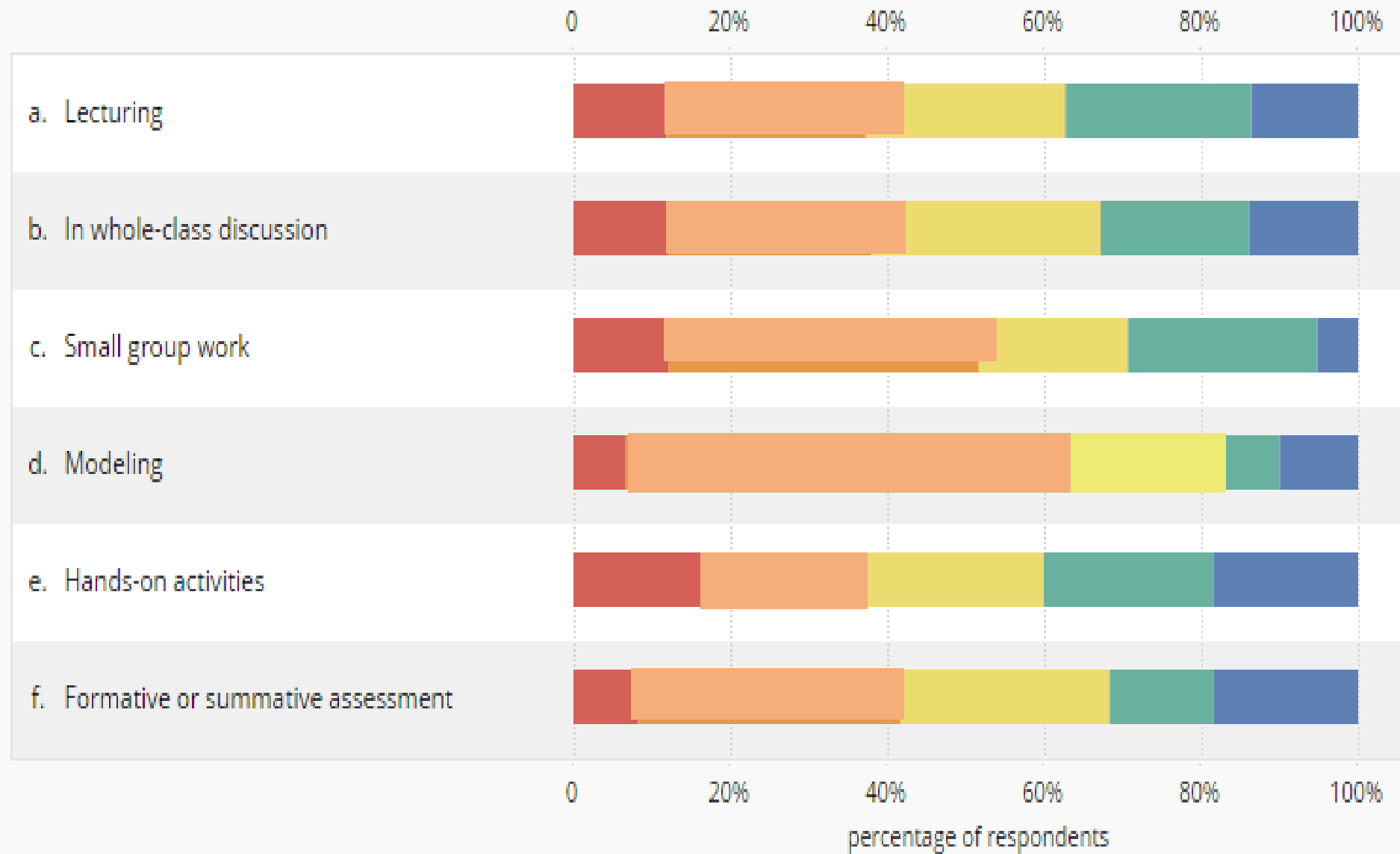
Please rate how strongly you agree or disagree with the following statements about your school.

Strongly Disagree Disagree Agree Strongly Agree



# In a typical day, how much time do you spend...

■ 5% or less ■ 6%-10% ■ 11%-20% ■ 21%-50% ■ More than 50%



- Step 1: Identify an essential outcome for your PLC by analyzing TNCompass and TN Educator Survey data and choose an area of focus

# High Quality PLCs: What are they? How do I get there?

- Identify an essential outcome for PLCs by analyzing TNCompass and TN Educator Survey data
- Develop a deep understanding of criteria for teacher proficiency (TEAM) in identified area of focus within PLCs
- Fostering the application of TEAM into collaborative PLCs that focus on standards, assessment, student work, and best instructional practices

# Sample Learning Experiences

- PLC 1: Using the TEAM Handbook as a reference, teachers will identify the key components of PIC and connect the learning to previously identified areas of refinement or self-identified improvement areas.
- PLC 2: Teachers will develop an understanding of what PIC looks like and sounds like in practices by developing student look for's using the question, "If I am proficiently and consistently (descriptor), what would students be doing and saying?"

# Sample Learning Experiences

- PLC 3: Teachers will explore the connections between PIC, Planning, Environment, and Professionalism in order to strengthen overall practice.
- PLC 4: Teachers will collaborative work through the PIC module on the Best Practices Portal, scoring video clips and discussing how the presentation of content impacted student learning.

# NIET



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Evaluation Process

Video Library

Training Modules

Document Library

Professional Development

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TAP System Info



## training modules

The NIET Best Practices' training modules are a user-directed and interactive component of the NIET Best Practices Portal. These modules include detailed explanations, videos, text, and application of the Instructional Rubric indicators.

[read more...](#)







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[read more...](#)

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## TRAINING MODULES: INSTRUCTION

To view a Training Module, select a link and click once. Modules must be viewed while connected to the Internet and may not be saved to your computer. Be sure that any pop-up blockers are turned off!

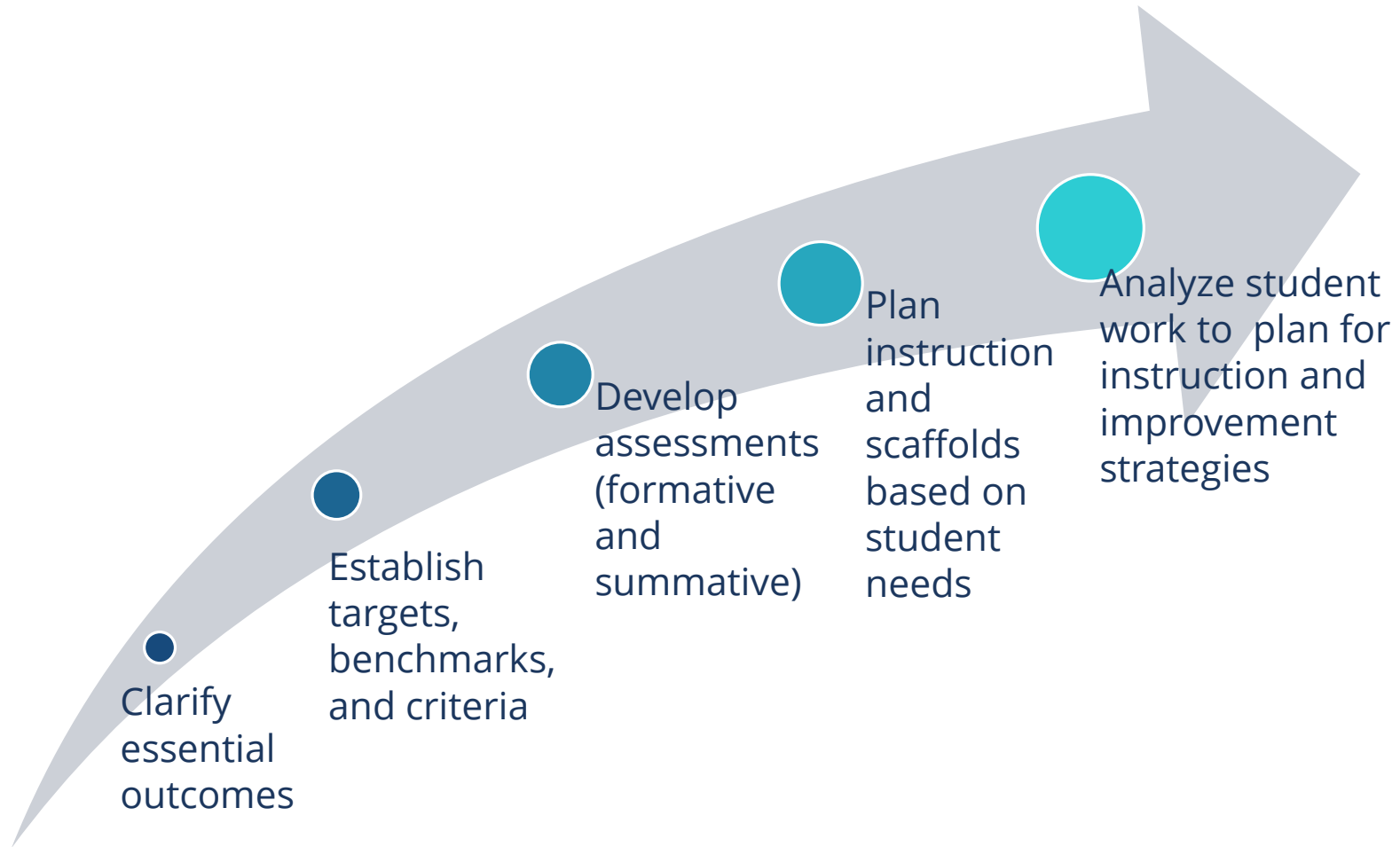
FILE NAME	UPLOADED
<a href="#">01 Standards and Objectives Training Module-Beginner.html</a>	10/19/2010
<a href="#">01 Standards and Objectives Training Module-Intermediate.html</a>	10/19/2010
<a href="#">02 Motivating Students Training Module.html</a>	11/10/2010
<a href="#">03 Presenting Instructional Content Training Module.html</a>	09/17/2011
<a href="#">04 Lesson Structure and Pacing Training Module.html</a>	12/22/2010
<a href="#">05 Activities and Materials Training Module.html</a>	09/16/2011
<a href="#">06 Questioning Training Module.html</a>	10/21/2011
<a href="#">07 Academic Feedback Training Module.html</a>	02/26/2011
<a href="#">08 Grouping Students Training Module.html</a>	09/16/2011
<a href="#">09 Teacher Content Knowledge Training Module.html</a>	11/22/2011
<a href="#">10 Teacher Knowledge of Students Training Module.html</a>	09/23/2011
<a href="#">11 Thinking Training Module Beginner TEAM.html</a>	09/26/2011
<a href="#">11 Thinking Training Module Expert TEAM.html</a>	01/05/2012
<a href="#">12 Problem Solving Training Module TEAM.html</a>	12/19/2011

# Sample Learning Experiences

- PLC 5: Teachers will develop visuals for use in their classrooms and bring examples of students' reflections from one lower performing student, one medium, and one higher performing student
- PLC 6: Using the TEAM Handbook as a guide, teachers will develop a think-aloud for modeling student use of voice in their writing and bring examples of students' writings from one lower performing student, one medium, and one higher performing student

- PLC 7: Teachers will examine student work to determine the impact of their model of using voice and identify next steps in instruction needed to meet the standard.

# High Quality PLCs: What are they? How do I get there?



# Sample PLC Learning Plan

Week	Topic
1	Key components of PIC-PLC 1
2	Key components of PIC continued-PLC 1
3	Key components of Thinking-connection to PIC-PLC 1
4	Key components of Problem Solving-connection to PIC-PLC 1
5	Looks like/sounds like PIC-PLC 2
6	Looks like/sounds like PIC continued-PLC 2
7	PIC: Instruction, Planning, Environment-PLC 3
8	Best Practices Portal: 4 <sup>th</sup> and 5 <sup>th</sup> grade PIC video clips & content quiz-PLC 4
9	<b>Continue PLCs as needed to reach the analysis of student work to plan for instruction and improvement strategies.</b>

- What might these PLCs look like?

# PLC 2

Indicator	Looks Like/Sounds Like (Teacher)	Looks Like/Sounds Like (Student)
PIC		



# PLC 3

Instructional Rubric: PIC	Planning	Environment	Professionalism

# High Quality PLCs: What are they? How do I get there?

- What learning experiences are needed by YOUR teachers in order to develop in them a deep understanding of criteria for teacher proficiency (TEAM) in identified area of focus within the PLCs?
- Identify those experiences and create a long range plan for the PLCs.

# High Quality PLCs: What are they? How do I get there?

- Identify an essential outcome for PLCs by analyzing TNCompass and TN Educator Survey data
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- Foster the application of TEAM into collaborative PLCs that focus on standards, assessment, student work, and best instructional practices

# High Quality PLCs: What are they? How do I get there?

As you watch the following [PLC](#) 7 meeting, consider the following:

- How does the PLC leader help teachers apply the learning from previous PLCs in a way that deepens their learning and student achievement?

# High Quality PLCs: What are they? How do I get there?

- How will you structure your PLCs in order to foster collaboration around standards, assessments, student work, and best instructional practices?
- Small group discussion



Department of  
**Education**

*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**