

Collaborative Planning Framework

MISSION	NEEDS ASSESSMENT	INSTRUCTIONAL PLANNING	LEADERSHIP & METRICS	ACTION PLANNING	PROGRESS MONITORING
	External factors Internal factors Strengths Weaknesses Opportunities Threats	Four critical questions <ul style="list-style-type: none"> • What do we want our students to learn? • How will we know if our students have learned it? • What will we do if our students do not learn it? • How will we respond if our students demonstrate proficiency? 	Vision SMART goals Structures Tools	Action plans Strategies Resources Allocations	Review Adjust Redirect
	What is the current situation?	What results do we seek?	What methods will we use?	What actions will be taken?	What progress are we making? What adjustments are needed?

American Management Association. (n.d.). *Strategic Planning Seminar.*; DuFour, R., DuFour, R., Eaker, R., Many, T.W., & Mattos, M. (2016). *Learning by Doing: A handbook for Professional Learning Communities at Work* (3rd ed.). Bloomington, IN: Solution Tree Press.

Meaning Norms for Professional Learning Communities

Important points to consider in developing meaningful norms:

1

Time/Place

- When and where will we meet?
- What is the exact time allotted for meetings?

2

Listening/Speaking

- What will we do when someone is not focused on our team-work?
- How will we respond to someone who is talking over others?

3

Decision making

- Are all participants required to agree on decisions?
- How can we resolve conflicts or disagreements on decisions?

4

Participation

- How will we encourage everyone's participation?
- Will we have a late policy and an attendance policy?

5

Expectations

- What do we expect from each member?
- What will we do when we have a break-down of roles and responsibilities, and processes?

Sample Norms for Virtual Professional Learning Communities

- Arrive to meetings on time and stay fully engaged throughout the meeting.
- Be camera ready.
- Mute microphone.
- Stay focused on teaching and learning.
- Be solution oriented.
- Ask for help when I need it.
- Monitor each student's learning using formative assessments and team-developed formative and summative assessments for every unit.

Eight Strategies for Virtual PLCs and Remote Learning¹

- 1 Know the technology that both teachers and students will use.
- 2 Create and sustain a strong presence.
- 3 Set clear expectations for each PLC and for each class.
- 4 Develop a community of learners by establishing a welcoming environment.
- 5 Promote reflection of instructional practices through quality asynchronous discussions.
- 6 Provide regular feedback to colleagues and students through check-ins.
- 7 Check instructional resources and applications regularly.
- 8 Remain flexible as unexpected technical issues may arise

¹ Pearson. (2016.). *Toward an Understanding of Training to Teach Online: A Review of the Literature*. Pearson Efficacy & Research.

Best Practices for Professional Learning¹

- 1 Include teachers in the design phase of any professional learning to ensure that training is needs-based or teacher-centered.
- 2 Offer high-quality professional learning.
- 3 Run the professional learning on the same platform(s) that teachers will use during PLCs and/or in class.
- 4 Differentiate instruction and use a wide array of resources and strategies unique to remote or digital learning.
- 5 Professional learning should focus on content, pedagogy, and soft skills.
- 6 Develop a plan to provide ongoing support to teachers.
- 7 Train teachers to be aware of data security.

¹ Pearson. (2016.). *Toward an Understanding of Training to Teach Online: A Review of the Literature*. Pearson Efficacy & Research.

Conducting a Virtual Professional Learning Community



Ensure that all members have access to join the Virtual PLC



Review norms and previous meeting minutes



Check-in with faculty during each PLC meeting

- What is working well? What are the challenges?
- Are ice breakers needed?



Address the agenda



Document discussion points and decisions made



Remain focused on agenda items



Identify follow-up task



Provide reflections

Guiding/Probing Questions

Virtual Professional Learning Communities

Big Idea 1: Purpose

- ① What are the school's/district's expectations for collaborative planning?
- ② What are the key priorities for student learning in each course?
- ③ How will teachers formatively assess students' understanding of the content standards and monitor student progress?
- ④ What are the district's expectations around formative assessment?
- ⑤ How will the school/district implement job-embedded professional learning based on specific needs and through flexible scheduling?
- ⑥ Planning for Co-Teaching
 - What is the plan to ensure that both teachers are providing instruction using the appropriate co-teaching method(s)?
 - What is the plan for monitoring co-teaching practices?



Big Idea 2: Collaborative and Collective Effort

- ① What process is needed to support teachers and instructional/academic coaches with collective inquiry?



Co-Teaching

- ② What professional learning will new and returning special education educators, general education educators, and paraprofessionals need to implement effective co-teaching strategies during remote learning?
- ③ What is the plan for monitoring the implementation and effectiveness of strategies gathered from professional learning?

Big Idea 3: Results Oriented

- ① What is the process for monitoring teacher professional growth and success?
- ② What is the process for monitoring student growth and achievement?



Systematic Structures



- ① How will leaders create learning opportunities for teachers in a school and/or different schools, within or outside of a district?
- ② Does your school or district have SMART goals for student achievement and student growth?
- ③ Does your school or district have SMART goals for teacher and leader growth?