



# Practical PLC's

A common-sense approach to Professional Learning Communities in a CTE setting

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# PLC Overview & Goal

- Ensuring all students learn
  - 1) What do we want them to learn?
    - ✓ Focus of PLC's is learning vs. teaching
  - 2) How do we know that students are learning?
    - ✓ Using assessments that reflect what you want them to learn.
  - 3) What do we do when students haven't learned or are having difficulties?
    - ✓ Whose responsibility is it?

# What Do We Want Students to Learn?

- Technical Skills
- Academic Content (ELA, Math, Science)
- Work Ethic & Employability Skills
- Modules, Segments, End-of-Course Exams
- Work Keys, Employability Packets

# How Do We Know When They've Learned?

- Tests, quizzes, written work
- Lab work and demonstrating comprehension
- Ultimately, how students perform at work or their success in post-secondary training or school is the proof.

# Response to Student's Needs

- Timely - The school quickly identifies students who need additional time and support. Our goal is to meet quarterly... but difficult to do!
- Based on intervention. The plan provides students with help as soon as they experience difficulty rather than waiting until the student has failed the term. (RTI approach)
- Directive - Instead of *inviting* students to seek additional help, the systematic plan *requires* students to devote extra time and receive additional assistance until they have mastered the necessary concepts (i.e. – Parapro small group, TC)

# Working Together vs. Working in Isolation

- The PLC concept is one of collaboration, not 'fix it yourself.'
- Students need to be part of the solution – Make sure they know there's a problem!
- Involve others
  - The home school
  - Parents
  - Counselors
  - Admin.
  - Teacher Consultants
  - IEP team



# TBAISD CTC PLC Process

- PLC's in CTE setting is unlike most schools
  - Curriculum can't really be shared and compared
  - Teachers do not 'share' students
  - Most students are new to us each year with little background info.
  - We don't often have SE or 504 info. early in the year (currently we have this ability, but not in past)
  - It takes time to get to know students
- PLC history at CTC
  - Best Practices was our chance to review curriculum
  - We had meetings, but didn't have focus.
  - Didn't document or delegate responsibilities
  - Little follow through
  - Infrequent meetings



# PLC Agenda for 09/10

- **Professional Learning Communities (PLC)**
- **Meeting Agenda**
  - Program:
  - Date:
  - Present:
- **Success Story** (5 minutes) – Focus on one student in program who has exemplified your program goals. What makes them stand out, what are we doing to celebrate/reinforce their accomplishments, how can we use their success to motivate others?
- **Grade book review** (10-12 minutes)
  - Missing/late assignments
  - Zeros
  - Failing students
  - What interventions are being used? What has been most successful? What isn't working? Are parents aware? How can the team help?

# 09/10 PLC Agenda (cont.)

- **Work ethic review** (10-12 minutes) – Review work ethic sheets of several students. Does WE accurately reflect the instructor's & parapro's observations?
- **Curriculum review** (10-12 minutes) – What is the module and provide some samples of individual lessons coming in the next month? How can Teacher Consultants help? Is there a date where extra help is needed? Goal work for ELA or Math? ACT WorkKeys/KeyTrain reading goals?
- **Common Assessments** (10-12 minutes) – How is success being measured (test, quizzes, assignments, warm-ups, etc.)? Is what is being taught aligned to standards and segments?

# Meeting Follow Up

- Assistant Principal summarizes document after each meeting. Sends to all present and those who work with program but were not in attendance.
- Summary highlights meeting and indicates area that need attention
- Sheet may be printed and used for future meetings.
- Great for documenting SE interventions, school initiatives, employee evaluation goals, etc.

# Changing the Game

- How has the PLC process changed the way we do business?
- Enrollment Packet for SE
- Spring LEA visits by TC's
- Program support schedule
- Staff support?
- Do we still have cracks?

# Career Intervention Program (CIP)

- Created for attendance, completion, or non-behavioral concerns
- Pull out program as an alternative to removal from program
- Goal is successful integration back into program or buying time/salvaging credit until a logical break in the school calendar.
- Individualized, computer-based modules using CareerScope, Win at Work, WorkKeys, Chrismartensen.com (Economics site)

# Saturday School

- Make-up opportunity (2 possible/day)
- Pre-register w/ contract ... failure to attend reduces total possible # of m/u's.
- Staff supervision. No cost to district.
- Individualized day (Win at Work, KeyTrain, program assignments, Economics lesson. Employability packet, etc.)
- Anticipate 3-4 per semester in 2010/11

# Questions and Comments



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