



Midwest Teachers Institute
Teachers Helping Teachers

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MTI 586 - PLC's Working Together As a Team

Instructor Information:

Instructor Name:	Angela Novak-M.Ed
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Instructor Background:	<p>Angela Novak is a middle school teacher at a diverse school in the southern suburbs of Chicago. She teaches Reading and Writing courses to students in both seventh and eighth grades. She earned a Bachelor's in English Secondary Education from St. Xavier University, a Masters of School Counseling from Governors State University, and a Language Arts middle school endorsement from the University of St. Francis. Along with her teaching duties, she is the team leader for the academy's PLC meetings and has over four years experience developing, organizing and facilitating them. She has helped other educators clarify their personal vision for the PLC and align daily practices with their goals. She continually explores strategies for cultivating individual and team-level autonomy within a culture of accountability and high expectations. Not only does she care about her colleagues professionally, Angela loves to capture the interest and stimulate the imagination of students with the use of meaningful Reading and Writing resources.</p>

Course Information

Course Format (distance learning, online, webinar, experiential onsite courses):	Online Course The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above.
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Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours from our partnering university, Calumet College of St. Joseph's.
Required Books and Materials	<p>DuFour, Richard, DuFour, Rebecca, Eaker, R., Many, T. (2016). <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>. 3rd Edition Bloomington, IN: Solution Tree Press. ISBN-13: 978-1943874378</p> <ul style="list-style-type: none"> ● Internet access ● LMS- Canvas Account and Login
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ul style="list-style-type: none"> - Understand the common vocabulary used in PLCs. InTASC 2,3,5 - Develop a consistent understanding of key PLC concepts. InTASC 3,4,5 8,9,10 - Assess the current reality in their own school or district. InTASC 1, 8, 9, 10 - Present a compelling argument that the implementation of PLC concepts will benefit both students and educators. InTASC 3,4,5,9,10 - Convince other educators to take purposeful steps to develop their capacity to function as PLCs. InTASC 9, 10 	
<p>Course Description: This class is designed to help teachers and school leaders effectively implement professional learning communities in their school. Included in the text are all the essential steps needed to ensure that all educators have a common vocabulary and understanding of the key concepts to work in a collaborative setting. The class will also ask educators to take a look at their own schools, examining the culture of the school, as well as possible setbacks to avoid.</p>	
<p>Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.</p>	
<p>Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.</p>	

Assessments	
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. 9 points per question.	45 points
Reflect and respond to 2 posts weekly made by colleagues online at Canvas classroom forum. 10 total- 9 points per response.	90 points

Application assignments 2 @ (45 points each)	90 points
Research project	100 points
Evaluation/reflection paper	100 points
Total points possible	425 points
<p>Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i></p> <p>If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>	

Answer and Discuss Rubric - 5 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric -10 responses @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric 2 @ 45 points each
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Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<i>Supporting Evidence in Practice</i> ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
<i>Understanding of web tool</i> ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
<i>Practical evidence</i> ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
<i>Completion</i> ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
<i>Grammar and Spelling</i> ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<i>Sequencing</i> ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 points				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.

Accuracy ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

Week 1 – Introduction to Course and LMS-Canvas Tutorial

- Syllabi/Assignment Review
- Read Chapter 1: *A Guide to Action for Professional Learning Communities at Work*
- Read Chapter 2: *A Clear and Compelling Purpose*
- Discussion/Activity- Answer Week #1 Instructor Posted Question by Tuesday.
- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.

Week 2 –

- Read Chapter 3: *Building the Collaborative Culture of a Professional Learning Community*
- Read Chapter 4: *Creating a Results Orientation in a Professional Learning Community*
- Discussion/Activity- Answer Week #2 Instructor Posted Question by Tuesday.
- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.
- Application Assignment #1. Due by Sunday night end of week # 2

Application # 1

Obtain a copy of your school’s mission and/or vision statements if you don’t already have one. Review these documents. What does the statement say about why your school exists? According to the statement, what is the foundation of your school? What is the most important purpose or the top priorities of your school? How can this be linked to the role of PLCs in a school? Write 2 to 3 pages APA .

Week 3

- Read Chapter 5: *Establishing a Focus on Learning*
- Read Chapter 6: *Creating Team-Developed Common Formative Assessments*
- Discussion/Activity- Answer Week # 3 Instructor Posted Question by Tuesday.
- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.
- Application # 2 due by Sunday Night end of week # 3

Application #2

Describe a time when you were part of both a highly functional team and a highly dysfunctional team. What made these teams functional/dysfunctional? How did it affect productivity? Write 2 to 3 pages. APA

Week 4 –

- Read Chapter 7: *Responding When Some Students Don't Learn*
- Read Chapter 8: *Hiring, Orienting, and Retaining New Staff*
- Which Is Most Engaging To Students?
- Discussion/Activity- Answer Week # 4 Instructor Posted Question by Tuesday.
- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.
- Research project due by Sunday night end of week #4

Research Project

Revisit pages in your textbook about cultural shifts. Research two articles on cultural shifts in education. Select the cultural shift that you feel would be the most difficult to change in your school/district and explain why it would be so hard. As a leader, what steps might you take to make this cultural shift possible? Write 3 to 5 pages, APA. Cite your work.

Week 5 –

- Read Chapter 9: *Addressing Conflict and Celebrating in a Professional Learning Community*
- Read Chapter 10: *Implementing the PLC Process Districtwide*
- The Benefits.
- Discussion/Activity- Answer Week #5 Instructor Posted Question by Tuesday.
- Discussion/Reflection Activity- Post/Communicate 2 responses to your colleagues answers by Thursday.
- Final Evaluation Assignment due by Sunday night.

Final Evaluation/Reflection

For your final assignment, you are to find another article on the internet, in a book, or another format that deals with Professional Learning Communities (PLCs). You must cite your source for the article that you will use for this assignment. Once you have finished reading the article, complete the following (100 points): 1) State your position on the article. You may choose to argue for the article, against it, or in favor of some points and not others. Make sure to fully support your argument.

- Write 3-5 pages APA

- Cite all sources

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#).

We appreciate your help and your commitment to the profession.

Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.