



R3 Zone Director Principals Meeting

November 13, 2019

1:00 – 3:30

- I. Welcome/Celebrations
- II. Here We Grow! Celebrating Improvement
- III. Awards
- IV. Shifts In Zone Principals Meetings
- V. Three Big Ideas of a PLC
- VI. The Instructional Core
- VII. Assessing the Task (PBO's)
 - a) Mrs. Harvey – High School
 - b) Mrs. Anderson – Middle School
 - c) Mrs. Johnson – Elementary
- VIII. Important Announcements
 - a) STEAM Night
 - b) January 6th – Dr. Earl Suttle
- IX. For the Good of the Zone



The Instructional Core

Principle 1: Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.

Principle 2: If you change one element of the instructional core, you have to change the other two.

Principle 3: If you can't see it in the core, it's not there.

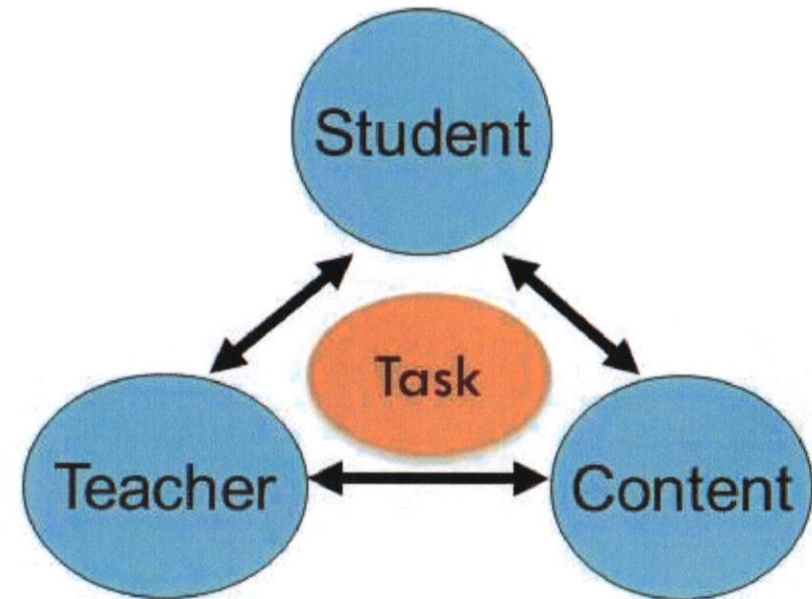
Principle 4: Task predicts performance.

Principle 5: The real accountability system is in the tasks that students are asked to do.

Agree?

Argue?

Aspire?



Principle 6: We learn to do the work by doing the work.

Principle 7: Description before analysis, analysis before prediction, prediction before evaluation.

In Chapter 1, *Instructional Rounds in Education*



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Schools as Learning Communities Pages 6-11

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What Is a Professional Learning Community?

Richard DuFour

The idea of improving schools by developing *professional learning communities* is currently in vogue. People use this term to describe every imaginable combination of individuals with an interest in education—a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, a national professional organization, and so on. In fact, the term has been used so ubiquitously that it is in danger of losing all meaning.

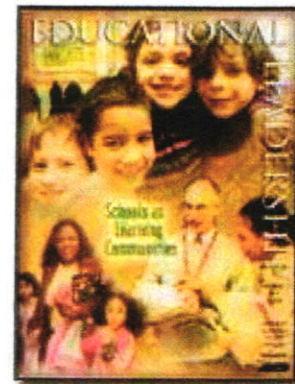
The professional learning community model has now reached a critical juncture, one well known to those who have witnessed the fate of other well-intentioned school reform efforts. In this all-too-familiar cycle, initial enthusiasm gives way to confusion about the fundamental concepts driving the initiative, followed by inevitable implementation problems, the conclusion that the reform has failed to bring about the desired results, abandonment of the reform, and the launch of a new search for the next promising initiative. Another reform movement has come and gone, reinforcing the conventional education wisdom that promises, "This too shall pass."

The movement to develop professional learning communities can avoid this cycle, but only if educators reflect critically on the concept's merits. What are the "big ideas" that represent the core principles of professional learning communities? How do these principles guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school?

Big Idea #1: Ensuring That Students Learn

The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools.

School mission statements that promise "learning for all" have become a cliché. But when a school staff takes that statement literally—when teachers view it as a pledge to ensure the success of each student rather than as politically correct hyperbole—profound changes begin to take place. The school staff finds itself asking, What school characteristics and practices have been most successful in helping all students achieve at high levels? How could we adopt those characteristics and practices in our own school? What commitments would we have to make to one another to create such a school? What indicators could we monitor to assess our



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