

TEACHING AND LEARNING

Palos Heights SD 128

What's Happening in PLC's?

What do we want students to learn?

How will we know if they've learned it?

What will we do if they haven't learned it?

What will we do if they've demonstrated proficiency?

These are the four critical questions we address through our continued work during PLC meetings. Since Palos Heights started this work in August 2015 we have had 6 PLC meetings totaling over 540 minutes of focused work on the following:

Selecting power standards and learning targets for every course in Prek-8.

Designing SMART Goals for every unit and Student Learning Objectives in courses selected by teachers.



Reaching ALL Learners

One of our educational values in Palos Heights School District 128 is that all students gain benefit by being present during core instruction. This means that ALL students, including English Language Learners, students with disabilities, students with instructional gaps, and students who are gifted, have opportunity to be exposed to effective teaching on a regular basis.

Currently, our support teachers in ELL, special education, literacy, and gifted are collaboratively teaming in the classroom during core instruction. This allows staff to effectively plan and carry out differentiation of instruction and adjust instructional



Building curriculum maps aligned to PARCC Model Content Frameworks in themed 6 week units.

Aligning academic vocabulary in course units.

Creating sequential unit maps Pre-K - 8 in Art, Music, and Physical Education.

Developing standards based grading rubrics for every unit along with Common Formative Assessments (CFAs).

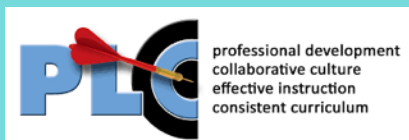
Plan differentiated instruction for individual learners in core instruction.

Review and align assessments using Webb's Depth of Knowledge after staff training.

Started Math Prek-8 articulation and reviewed tool to evaluate currently used programs for alignment to Common Core practice.

Will launch assessment committee January 2016.

PLC's are the way we do our work to achieve a viable, guaranteed curriculum.



strategies. During PLC times these collaborative teams meet to address the needs of students learning at different rates. Carol Ann Tomlinson (2000) defines differentiated instruction as “ a teacher’s reacting responsively to a learner’s needs. A teacher who is differentiating understands a student’s needs to express humor, work with a group, or have additional teaching on a particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage.”

We recognize that some individual students require very intensive instruction outside of the grade level classroom in order to meet their needs. In those cases, the “pullout” instruction occurs outside of core instruction whenever possible. If consultative services to the classroom teacher can assist in meeting those intensive needs, then the student can remain in the classroom for a greater amount of time.



Chippewa PLC with *Kid by Kid, Skill by Skill Teaching in a Professional Learning Community*, Robert Eaker & Janel Keating

