

PLC Focus

Reminders for Administrators

Maintain an Unapologetic and Relentless Focus on Learning

Show yourself as a learner by learning alongside your teachers: you won't have all the right answers, but you can always be ready to assist with finding them!

- Ensure that staff meetings are learning meetings or “focused time” for teams – having teams work in the same room occasionally can be an effective visual reminder that this is shared work!
- Use every opportunity you have to communicate with parents as a chance to share specific examples of learning happening in your school.
- Use faculty memos and/or staff emails to highlight team or whole-school progress and/or increases student achievement.

Creating and Fostering a Collaborative Culture is NOT an Event – It's an Ongoing Process

Often times, there's confusion between having *collaborative teams* and having a *collaborative culture*. Remember, your teams are just a part of the culture. A collaborative culture encourages teams to explore, create, and define their work.

- Seek to be positive, not punitive – be sure to celebrate the “right work” you see.
- Promote action research and emphasize *team analysis* – Did it work? What did we learn?
- Provide teams with an opportunity to share results/questions/challenges in staff meetings.

Focus on Results

If we're continuously weighing our actions against the ultimate success of students, we find ourselves much more focused on the “right work” - the things that can often clutter a leader's agenda and a teacher's day are naturally pushed to the back of the list. Experience in many settings has shown that the things with little impact on learning still get done in an environment that relentlessly focuses on the things with the greatest positive impact on learning.

- Be transparent about school data....and purposeful about sharing it! Make sure that you provide some structure or process for sharing data.
- Get involved in data meetings, from assisting with access to the actual analysis of the information.
- Develop school-wide support and understanding regarding interventions. Emphasize that RTI is not just about responding to an *INTERVENTION*, it is also about response to *INSTRUCTION* – that is, what are we changing *instructionally* (not just programmatically) to ensure that we're supporting struggling learners?