

CRITICAL COMPONENTS OF A PROFESSIONAL LEARNING COMMUNITY:

One of the major goals of the test score improvement plan process is to meld the teaching community at Beecher into a professional learning community. The following characteristics of a professional learning community represent the goals we would like to accomplish within the next 3 school years via this plan:

- "Teachers work in UNISON to plan a stream of successful lessons." (Schmoker, 2006) The enemy of this is allowing teachers to work in isolation with little accountability
- "Meaningful dialogue occurs frequently between teacher teams and between teachers and administrators." (Schmoker, 2006)
We are accomplishing this through...
 - 1) Grade-level-Administrators meetings
 - 2) Individual Teacher-Administrators meetings
 - 3) Data/Strategy mtgs-Release times w/ Rdg coach (x4)
 - 4) Grade-level Meetings-Teachers and Support staff
- "The details of lessons are adjusted throughout time on the basis of common assessment results" (Schmoker, 2006)
With the implementation of Reading First data strategies, teachers frequently change student plans, student groupings and lesson plans based on bench mark and progress monitoring data
- "Members of the school community engage in the ongoing study and constant practice for continuous improvement." (DuFour, 2003) This includes students being a participating member of their own education by knowing their areas of weakness, charting their own progress, and being aware of academic targets for them
- "...not an event, but rather, an ongoing process that drives the daily work by creating an environment that fosters mutual cooperation, emotional support, and personal growth..." (DuFour, 2003) The staff at Beecher realize that this process will continue so that such changes may be made over time