**Strategic Instruction ModelTM (SIM)**

**Professional Learning Communities & Content Enhancement Routines (CERs)**

**In One Sentence:**

* Professional Learning Communities (PLCs) are regularly scheduled, on-going dialogue among educators who teach similar content where they collectively analyze student achievement to plan for student instruction and intervention.

**Support or Evidence for the Practice:**

* Collective Teacher Efficacy, Effect size = 1.57
	+ Hattie (2018)
* Professional Learning Communities at Work & High Reliability Schools: Cultures of Continuous Learning
	+ Edited by Robert Eaker, Robert J. Marzano, February 2020

**What’s the Point?**

* PLCs increase collective teacher efficacy and student achievement if they:
	+ Meet regularly
	+ Use existing data to identify common goals/targets for group
	+ Continually ask themselves:
	+ What is it we expect students to learn?
	+ How will we know when they have learned it?
	+ How will we respond when they haven’t learned it?
	+ How will we respond when they already know it?
* Drafting and using CERs can be challenging. Working collaboratively, educators create richer and clearer devices. They also analyze results of implementation and use data to improve the draft devices and their practice of cue-do-review.

**Who is Responsible for Facilitating PLCs?**

* Primary role, initially responsible: SIM Capacity Coaches, SIM PDers, SIM Coordinators
* Maintained by: Instructional Implementation Teams

**How are PLCs used by Capacity Coaches?**

* To make progress towards effective implementation

**How are PLCs initiated by Capacity Coaches?**

* works with SIT to determine which IIT members are currently participating on PLCs, identify any gaps, and establish new PLCs as needed
* meets with existing PLCs to support incorporating CER study into current structure

**Additional Resources**

* CER Quick Reference Guide (see Deep Knowledge of Initiative, SIM Resources)
* CER LiveBinders
* The Win! section within each CER Guidebook
* The Cue-Do-Review Checklist (see Deep Knowledge of Initiative, SIM Resources)
* Device Checklists

**Checklist: Effective PLCs for Instructional Implementation Teams (IITs) using CERs**

 

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| **In partnership with the team:**  |  |
| Establish a common purpose |  |
| Establish a way of work to include:* + team norms
	+ roles (rotating facilitator, notetaker, timekeeper, etc.)
	+ process to reflect on and evaluate team functioning
	+ schedule sessions (minimally every other week)
 |  |
| Explore the answers to the following questions:* + What is it we expect students to learn?
		- Are the cognitive demands and required skills of the standard(s) reflected in the Course Questions on the Course Organizer Routine and/or Unit Self-Test Questions on the Unit Organizer Routine?
		- Are there concepts or skills that are abstract, difficult to understand because of the complexity, require background knowledge where there may be gaps, or generate misconceptions? Which CER(s) would address these issues?
	+ How will we know when they have learned it?
		- How can we use the Content Enhancement Devices as formative assessments?
	+ How will we respond when they haven’t learned it?
		- Would another CER offer the needed support/scaffolding or provide a means to fill in gaps in background knowledge for the student(s)?
	+ How will we respond when they already know it?
		- How can we build differentiated CER extensions to deepen content knowledge for students who have previously mastered the standards?
 |  |
| Create a specific common goal, determine how success will be measured, identify action steps, set deadlines and assign individual and collective responsibilities |  |
| Implement plan |  |
| Evaluate progress toward specific common goal. Determine level of success. |  |
| Determine if acceptable level of success has been met. * If no, modify and repeat implementation until goal is reached
* If yes, identify a new common goal
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