

MEMORANDUM OF UNDERSTANDING
Between
CLOVER PARK SCHOOL DISTRICT
&
CLOVER PARK EDUCATION ASSOCIATION

The District and Association agree that the following will modify Sections 4.5.6(1), 4.10.8, and Appendix 16 to accommodate Professional Learning Communities (PLCs) meeting during the workday. The parties also agree the purpose and intent of professional development shall remain as outlined in Section 4.5 of the collective bargaining agreement.

Professional Learning Communities within the school day:

- A. Effective collaboration focuses on improved learning for all students and is a significant part of continuous strengthening of professional practice. Collaboration time should be meaningful and relevant to staff and align with current research and best practices. Collaboration is a systemic process in which employees work together, interdependently to analyze and impact their professional practice in order to improve individual and collective student growth. The work of the PLC will be grounded in the **four guiding questions**:
1. What do we expect students to learn?
 2. How will we know if each student has learned it?
 3. How will we respond when some students do not learn it?
 4. How can we extend and enrich learning for students who have demonstrated proficiency?
- B. The purposes and goals of the PLC will be guided by the following framework:
1. The work of PLCs will be an ongoing process of supporting student growth in using the four guiding questions.
 2. PLC teams recognize the importance of data and will use data to inform the decisions and work of the team.
 3. Leadership will be shared and distributed among the participants of each PLC team. Sharing power and authority among members of the team increases leadership capacity and builds a belief in the school's collective ability to positively affect student learning.
 4. A major focus of the PLC is on student learning where employees work and learn together, as they reflect on the effectiveness of their practice and the needs, interests, and skills of their students.
 5. Membership in a PLC will be determined as a collaborative process between certificated staff and their supervisor. Specialists (music, PE, counselors, librarians, OTs, etc.) as well as single educators who represent their departments will develop a plan to participate in PLCs within a building or by job-alike positions across the district. The time to meet will be within the designated PLC late start day/time.
 - Each building shall develop a plan for the use of these Collaboration Wednesdays in advance and building administrators will communicate the plan to their respective supervisors for the ensuing calendar year the week prior the first PLC session of the school year.

6. In collaboration with the building principal, Professional Learning Communities will document the work of their group. The documentation will be made available to PLC team members and building administrators and will be stored on the school server. Sample PLC templates may be used to document where the team is within the PLC cycle.
- C. There will be a total of twenty-nine (29) late start Wednesdays:
1. PLCs will meet for a total of twenty-three (23) Wednesdays as indicated on the district calendar, except for the following days:
 - a. First two weeks of school;
 - b. Parent conference Wednesdays (Fall and Spring)
 - c. Day before Thanksgiving; and
 - d. Those that fall in June, including the last day of school.
 2. Six (6) late start Wednesdays will be used for district professional development as indicated on the district calendar. Principals/presenters will model effective instructional practice that allow for both independent and collaborative application and implementation of professional development.
 3. When there is a school delay or closure, schools will operate on the school delay or closure schedule published on the district and school website. The PLC will be cancelled if the school delay or closure occurs on a Wednesday. In such cases, the collaboration time will not be required to be made up.
 4. A total of ninety (90) minutes have been set aside for late start Wednesdays. The staff and administrators at each building shall establish norms for starting and ending collaborative team meetings in a way that accommodates the practical needs of staff and administrators for student supervision and an efficient transition from collaboration to instruction.

Part-time employees and building administrators shall develop individualized plans at the building level for equitable obligations for and participation in collaboration time.

The parties agree to revisit this Memorandum of Understanding in the labor management process prior to August 31, 2018.

	<u>5-1-17</u>		<u>5/1/17</u>
Jim Schell CPEA President	Date	Lori McStay Executive Director for Human Resources	Date

PLC Team Meeting Feedback Template

Clover Park School District

Team Name: Meeting Date:

Team Members Present:

Follow-up with:

Please identify the guiding question(s) the team focused on today. There are 1-4 considerations associated with each question. The considerations may be useful in helping to facilitate your team's discussion. The PLC team members should collectively decide what information is needed to appropriately capture the team's discussion.

What do we expect students to learn?

- ▶ *Define the student need based on Common Core State Standards (CCSS), WA State Content Standards, curriculum pacing guides, formative/summative assessment results, benchmark tests, student work samples, etc.*
- ▶ *What will you look for as evidence of success? What criteria might be used for evaluating student work over time? What data points will be used to measure student growth/progress?*

What standard? What Lesson? What Assessment criteria?

How will we know if they learn?

- ▶ *Describe the instructional approach used, and explain the rationale for selection of this instructional approach.*
 - *Explain how/why the instructional approach helps meet the objective.*
- ▶ *Plan the details for preparing and teaching this well.*
- ▶ *Clarify/determine the required collection of evidence (e.g. what will be collected, when, how will it be assessed, and in how will the data be compiled).*

What data was examined? What assessment was developed?

□ **How do we respond when students do not learn?**

- ▶ *List the strengths evident in the student work. Consider all student groups when analyzing data. Student groups are defined by the federal/state identified Annual Measurable Objective (AMO) groups (i.e., race and participation in ELL and inclusive services).*
- ▶ *Describe how instruction might have contributed to the strengths. Consider all student groups when analyzing data.*
- ▶ *List the continuing needs and misconceptions evident in the student work. Consider all student groups when analyzing data.*
- ▶ *Describe what needs to happen in subsequent instruction to address the continuing needs. Consider all student groups when analyzing needs.*

Which students are requiring action? What action is called for?

□ **How do we respond when students are learning?**

- ▶ *What worked well? What evidence shows these were effective lesson elements?*

What students know it? What action is called for?

Team Goals/Agenda:

(e.g. Analyze assessment results from Chapter 3 math test to identify strengths, deficits and students of concern; then plan next steps.)

Today's Successes:

(e.g. We wrote the learning targets and success criteria for the upcoming unit on ___; We discussed a new instructional approach to improve reading comprehension skills.)

Questions or concerns as a result of today's work:

Plan for next meeting and/or addressing the above concerns:

Assistance from Administrator:

(if needed)