



Sanborn Regional High School Professional Learning Community Distributed Leadership Model

Our school's leadership and decision model is based on the work of Professional Learning Communities. The four essential questions of a Professional Learning Community (PLC) are:

1. What is it we want students to know and be able to do?
2. How will we know if students have learned it?
3. What will we do if students aren't learning?
4. What will we do if students are not challenged?

Sanborn Regional High School Distributed Leadership Decision-Making Matrix			
Level 1 Decisions	Level 2 Decisions	Level 3 Decisions	Level 4 Decisions
<i>School administrators decide with minimal or no consultation.</i>	<i>School administrators decide with the input from stakeholders who are impacted by the decision.</i>	<i>A PLC team, group, or committee decides.</i>	<i>An individual or a group decides.</i>
<ul style="list-style-type: none"> ● Crisis response drills ● Emergency incidents ● Weather-related issues ● Media communication ● Staff evaluations & supervision (other than conversation w/the respective, evaluated staff member) ● Staff renewals 	<ul style="list-style-type: none"> ● School mission, vision, and value statements ● Master schedule and staff assignments ● Hiring ● Budget and resource allocation ● Student discipline ● Required assessment schedule(s) ● Calendar of events ● Grading expectations ● Staff expectations ● Proficiency scales ● Facility use and room assignments ● Safety management 	<ul style="list-style-type: none"> ● Professional development needs ● School-wide rubrics ● School and PLC goals ● Focused Learning Time (FLT) offerings ● Competency statements ● Curriculum mapping ● Performance assessments ● Program and project management 	<ul style="list-style-type: none"> ● Instructional strategies ● Curriculum pacing ● Formative and summative assessment timelines ● Communication to parents ● Classroom expectations and procedures

According to Rick DuFour (2016), there are aspects of the PLC work that have to be tight, while others are loose. Tight can be thought of as *nondiscretionary* and loose is the equivalent of *empowered to make decisions*.

TIGHT – The following aspects of PLC’s are tight:

1. Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation. As members of a team, they work interdependently to achieve common SMART goals for which members are mutually accountable.
2. Collaborative teams implement a guaranteed and viable curriculum, unit by unit.
3. Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.
4. Educators use the results of common assessments to improve individual practice, build the team’s capacity to achieve its goals, and intervene or extend on behalf of individual students.
5. The school provides a systematic process for intervention and enrichment. Intervention is timely, directive (not invitational), and diagnostic (focusing on specific skills), and it does not remove a student from new direct instruction.

LOOSE: The following aspects of PLC work that are loose empower teachers to:

1. Establish their own norms and SMART goals.
2. Determine the specific knowledge and skills students must acquire in each unit.
3. Establish pacing for each unit (the length of time they will devote to the unit).
4. Determine the standard of proficiency each student must attain.
5. Gather evidence of student learning through an assessment process that includes one or more common formative assessments the team creates for each unit.

PLC’s are also loose when it comes to empowering individual teachers to:

1. Use the instructional strategies that they feel will work best for them.
2. Use their own ongoing assessments as they teach.
3. Pace the content as they deem appropriate within the window of time the team has established for the unit.

Taken From: DuFour, R. (2016, Summer). *Words Matter: Loose vs. Tight. All Things PLC Magazine, 33.*

SRHS PLC Team Leader Responsibilities

- Attend and participate fully in all PLC Team Leader meetings, 1 hour in duration, 1-2 times per month, as decided by the group
- Disseminate the information discussed during lead teacher meetings to their respective teams
- Act as a contributing member in Sanborn Regional High School's "Distributed Leadership Model" as defined in the SRHS Decision-Making Matrix
- Play an active role in ensuring that the team is able to support new team members
- Facilitate the creation of SMART goals with respective teams
- Oversee the agenda for respective teams based off of school-wide focus during PLC meetings
- Report out (using template) on all PLC meetings
- Act as a conduit for information between teachers/administration/team leaders
- Contribute in an open, honest, and respectful manner with all constituents
- Assist in the creation of a school-wide schedule which allows students to receive personalized programming and support (Focused Learning Time)
- Prepare an annual budget (due in October) for the Building Principal for their respective teams
- Work with the Curriculum Director on the process to adopt instructional resources for their respective teams
- Respond in e-mail/person in a timely manner to questions from administration
- Other, as needed.

Our PLC Team Leaders are the driving force for continuous improvement within Sanborn Regional High School.

SRHS PLC Team Structure

All PLC teams will have daily common planning time and will meet twice in a six day rotation during the school day. Additional meetings will be held according to the established SRSD Professional Development Calendar on Wednesday afternoons and on designated early release and professional development days.

PLC teams at Sanborn Regional High School are organized as follows:

- **Freshman Learning Community:** Includes representation from ELA, Social Studies, Math, Science, World Language, Special Education, Guidance, and Administration
- **Sophomore Experience:** Includes representation from ELA, Social Studies, Science, Special Education, Guidance, and Administration
- **Junior/Senior Team:** Includes representation from ELA, Social Studies, Science, Wellness, Library, Special Education, Guidance, and Administration
- **Career and Technical Education:** Includes representation from Business and Technology, Vocations, Family and Consumer Science, Special Education, Guidance, and Administration
- **Fine Arts:** Includes representation from Art, Music, and Administration
- **Math:** Includes representation from Math, Special Education, and Administration
- **World Languages:** Includes representation from World Languages and Administration

Other teams such as administration, guidance, special education, and content-specific groups should also practice the PLC process.

Decision-Making

School administrators are responsible for all school decisions, however, that does not imply that school administrators *make* all decisions. The matrix above organizes the decision-making process at Sanborn Regional High School. All decisions must align and adhere to New Hampshire state law, SRSD policies, the SREA collective bargaining agreements, staff hand book(s), and any other agreements.

When possible, decisions are made once consensus is reached.

Consensus: When all voices have been actively solicited and heard and the will of the group is evident, even to those who most oppose it.