# Introduction

*Design*. The word is almost magical. It conjures buildings such as Gaudi's master-piece the Sagrada Família in Barcelona, the music of the Bs (Bach, Beethoven, Brahms, Bartok, Beatles), the poetry of Neruda, the silhouette of *David*, Monet's *Water Lilies*. These have *design* in terms of their coherence.

As designs, they emerged from the passion, purposes, environment, and life experiences of their designers, as well as the media with which they were working. What might have been chaos became coherent. The stone found its sculpture, the notes their music, the syllables their pattern. What was messy found order.

*Design*. As a verb, the word has another meaning. It refers to the effort of planning, making something happen "the way it should." It connotes control, often from out-side the environment, as people devise steps ("The Seven Steps to . . .") or a formula ("If you do *X*, *Y* will happen"). The implication is that there is a right way to work toward a right outcome (and, conversely, a wrong way and a wrong outcome).

*PLCs By Design*. In this book, *design* refers to the process of finding coherence, what works in a particular environment. It is about purpose and what furthers purpose. Design is not engineered nor imposed from the outside. It is neither a formula nor a set of foolproof steps. Design is open to opportunity. So, if you're looking for a magic formula for creating PLCs that are guaranteed to lead to improved student learning, this is not the book for you. If you are looking for guidelines toward coherence and achievement of purpose; if you are willing to study the messiness of real life; if you are interested in distilling lessons from learning and apply those lessons to your own environment, as they fit—this is the book for you.

*Professional Learning Communities.* Humans have a need to make meaning, connect, and grow (Wheatley & Kellner-Rogers, 1996, p. 36), so we create organizations. We are, mostly, disappointed in the organizations we create. Wheatley suggests that we may have the best intentions in mind and, at first, our organizations may achieve those intentions: "We see a need. We join with others. We find the necessary information or resources. We respond creatively, quickly. We create a solution that works" (p. 37).

What goes wrong? We interfere with the most natural of organizations—a "self-organizing" organization—and "build rigid structures incapable of responding. We box ourselves in behind hard boundaries . . ." (p. 37). Our analytic culture forces us to try to control each another. So, we invent sure-fire steps or magical formulae; we mechanize what is natural. Often, these steps or formulae are imposed from the out-side, insensitive to our own passion, purposes, environment, and life experiences.

Steps and formulae are beguiling. It is too hard to "dare to describe the true fuzziness, the unexpected turns, the bursts of creative insight" that are part of self-organizing organizations (p. 37). It is better to "pretend that we were in control every step of the way" (p. 37). We prefer to talk about "executing plans" rather than reveling in surprises (p. 37).

Professional Learning Communities (PLCs) are a good example of a good idea that might go bad. They startled the education world in the 1990s—at once seeming both promising and commonsensical: "Of course! Learning communities of educators! In a learning institution. Why not?" The first PLCs were probably stellar examples of self-organizing organizations, started by people who saw a need, joined with others, and found what they needed to respond creatively (p. 37).

Some PLCs remain self-organizing and vibrant. Some early PLCs have disappeared in disappointment, however. Some have become regulated. And, some never had the chance to self-organize. They emerged according to someone else's dictate, a result of easy-to-follow steps and uncompromising principles. The whole concept of PLC today is under fire. To many, *PLC* is just another name for "business as usual."

The premise of this book is that PLCs *as a concept* are still worthy and, as school-based organizations, can make a difference for students. However, PLCs need to be self-organizing. They need to be created and find coherence as self-organizing organizations according to purpose, passion, and environment.

I am not proposing anarchy. In fact, self-organization guarantees that anarchy won't last long. I am not proposing that we cede to chaos. I am proposing that we examine PLCs from the point of view of the muck of messiness that shapes itself into coherence. While I'm not going to offer prescriptions in this book, I am going to offer insights and "lessons learned" about the way PLCs develop, structure themselves, mature, and sustain themselves.

Structure emerges from self-organization. Wheatley maintains, "We work with what is available and encourage forms to come forth. We foster tinkering and discovery. We help create connections. We nourish with information. We stay clear about what we want to accomplish. We remember that people self-organize and trust them to do so" (p. 38). Instead of providing specific steps, we "provide what [people] need to do to begin their work" (p. 38). The structure springs "from the process of doing the work. These structures will be useful but temporary" (p. 38).

We do not "do to" people; we help people "do for themselves most of what in the past has been done to them" so that they can "design what is necessary to do the work. They agree on behaviors and relationships that make sense to them" (p. 38).

What do we most need to be self-organizing? We need to be learners. We need to learn.

*Learning*. The middle word, the **central** word, in *PLC* is *learning*. Although the other words are important—educators are professional and community is important—it is **learning** that helps us self-organize to achieve coherence and purpose. Wheatley notes that "fuzzy, messy, continuously exploring systems bent on discovering what works are far more practical and successful than our attempts at efficiency" (p. 25). We must be mindful, attentive to "what's available" and "what's possible" (p. 25). Learning means that we "slosh around in the mess, involve many individuals, encourage discoveries, and move quickly past mistakes" (p. 25). We must be "learning all the time, engaging everyone in finding what works" (p. 25).

The middle word in PLC is also, I think, the most central to understanding PLCs and the one that, if activated, prevents PLCs from descending into disappointment. Failed PLCs provide just one more reason educational cynics look upon educational innovation with "This too shall pass" or "Been there, done that" or "Didn't work then, won't work now."

Learning is a matter, first, of consciousness. It requires paying attention. It requires deciding what to notice. It demands a pace slow enough for people to reflect and process with others what is happening. Learning occurs when people ask, "What are we learning from this?" "Why is this learning important to us? Why does it matter?" "What are we going to do about what we are learning?"

*The Other Two Words in PLC*. The words *professional* and *community* in *PLC* deserve some attention. President Bill Clinton stated in 1998, "Teaching is the essential profession, the one that makes all other professions possible" (p. 1). One of the aspects of a profession is that it has a knowledge base and ways to act upon and expand that knowledge base. Doctors have a knowledge base, which they act upon when they diagnose and prescribe. Lawyers have a knowledge base, which they act upon when they file briefs. CPAs have a hefty knowledge base in terms of tax codes.

Educators have a knowledge base, too. For, example, the 1998 publication by the American Psychological Association, *How Students Learn: Reforming Schools Through Learner-Centered Education* (edited by Nadine M. Lambert and Barbara L. McCombs) is a compendium of what is known about how young people learn and how educators can help them learn. A similar resource is *How People Learn: Brain, Mind, Experience, and School*, published in 2000 by the National Research Council.

Doctors expand their knowledge base through professional learning (associations, conferences, journals) and practices (internships and rounds). Lawyers network with others in groups with strings of names that usually challenge their receptionists, research precedent, and study cases. CPAs keep current with tax classes each year.

Unfortunately, educators do not regularly act upon nor expand their knowledge base in education as much as other professionals do. In "A Knowledge Base for the Teaching Profession: What Would It Look Like and How Can We Get One?" James Hiebert, Ronald Gallimore, and James W. Stigleruch (2002) bemoan the chasm between research and practice. In terms of expanding the knowledge base, they see a new role for professional development that is "long-term, school-based, collaborative, focused on students' learning, and linked to curricula" (p. 3). They are not talking about traditional professional development, however, sometimes known as "sit 'n' git," "drive-by," "sage-on-the-stage" or "seagull style" (the seagull flies in, drops a load, and moves on). They are talking about professional learning.

*Characteristics of Professional Learning*. In *Powerful Designs for Professional Learning* (2008a, pp. 3–4), I described 12 qualities of powerful professional learning, characteristics that distinguish it from professional development:

1. **Powerful professional learning arises from and returns benefits to the real world of teaching and learning**. This is more important than it sounds. Often the superintendent or principal who wants to start the school year off right hires a speaker. Sometimes a committee chooses the person. But usually staff are clear that not much change is expected as a result of the speech. It may also be clear that the speaker knows very little about the school or district or their

needs and may be giving a generic speech, perhaps one that has gone well in other venues. After such speakers have bowed to the applause, folded up their notes and disengaged their technology, nothing much does change in the real world of teaching and learning—unless the school engages in professional learning activities related to what they have heard.

2. **Powerful professional learning requires the collection, analysis and presentation of real data**—from student work and teacher practice. Test scores matter but so do other representations of achievement, demographics, perceptions, and programs and practices that operate in the school. All these, according to Victoria Bernhardt (2008) are important to collect . . . before, during, and after professional learning experiences. Before, they help educators decide for themselves what they need to learn. During, they help educators monitor changes happening in classrooms and schools, adjusting as necessary. After, they provide evidence of improvement and suggest next steps.

3. **Powerful professional learning begins with what will really help young people learn**, engages those involved in helping them learn, and has an effect on the classrooms (and schools, districts, even states) where those students and their teachers learn. Educators who engage in powerful professional learning first work to understand how a school or district can improve learning for all children, using data as well as their own skills, knowledge, and experiences.

4. **Powerful professional learning results in application in the classroom**. Throughout the professional learning experience (which may be continuous), the focus remains on what is happening with learners (both student and adult) in the classroom, school, and district. During their learning, educators return to the learning environment to do the following:

   - Try out a new technique with learners;
   - Set up a research process to obtain data;
   - Receive feedback from students and coaches and mentors;
   - Reflect on what they are learning;
   - Confer with others about what is being learned;
   - Report results; and
   - Modify what they are doing and repeat these processes.

   They may also plan next steps.

5. **Powerful professional learning experiences may not formally *end***; they may simply evolve into other powerful forms as participants raise more questions or want to try another strategy. Powerful professional learning usually leads to the desire to make continued improvement. It may even change an institution into a learning community.

6. **Powerful professional learning honors the professionalism, expertise, experiences, and skills of staff**. When administrators rely on outsiders, they may communicate the message that those within a school or district lack expertise. Although this can sometimes be the case, with powerful professional learning experiences school and district staff can develop their own expertise. During the process, educators identify content needs that fit the

context of their environment and select powerful professional learning strategies that will help them learn; they also identify the people who can lead the learning, people who might very well be in the school or district itself.

A culture becomes a continuous learning community when educators are asked to apply their skills and professionalism to improve student learning—and when they recognize the skills and professionalism everyone else brings to the improvement process.

7. **Powerful professional learning is content-rich** because the content is the school or district itself . . . its staff . . . its learners. This is content that matters to the people engaged in the experience.

8. **Powerful professional learning is collaborative or has collaborative aspects to it**. Educators learn from each other, enriching their own professional lives and the culture of the school or district. They build a shared vision of a school or district, and—contrasting that with realities—they work on what matters and help each other make changes. They set goals, help each other meet these goals and hold themselves and other accountable.

9. **Powerful professional learning establishes a culture of quality**. Powerful professional learning encourages discussion about what quality looks like, in terms of the work educators and their students do.

10. **Powerful professional learning results in "buy-in" because it utilizes the talent within**. Those who are going to implement change will be more likely to do so if they are involved in the design of the change through powerful professional learning. An aphorism speaks to this phenomenon: *Them's as does the doin' does the decidin'.*

11. **Powerful professional learning slows the pace of schooling**, providing time for the inquiry and reflection that promote learning and application. Educators seldom pause in their hectic schedules to make sense of what is going on. They just keep going. Powerful professional learning is a gift to educators who seldom have a chance to reflect on their own teaching and learning.

12. **Powerful professional learning designs provide the activities that make professional learning communities (PLCs) more than just a structure**. Without meaningful learning activities that occur during PLC time, PLCs may go the way of so many other structures, such as block scheduling and small schools, that were instituted without enough attention to what teachers and students do that would take advantage of those structures.

This book is about growing professional learning communities and, therefore, becoming more professional.

*Community*. Many groups call themselves communities, whether they are one or not. *Community*, in the strictest sense, means people with something in common—which may be no more than the fact that they belong to the same group!

Names for other groups help us discern the differences. For example, an organization is not necessarily a community. Both may have common purposes, but the main difference may lie with who sets the common purpose. In an organization (or, as a

type of organization, a business), which is often structured as a hierarchy, the bosses (or a board or trustees) set the purpose. In fact, the purpose usually comes first in an organization ("We are organizing to save the whales"; "Our business is fixing computers"). The hierarchy dictates that others join the organization or are employed by the business in order to achieve that purpose. In an effort to achieve conviviality, the bosses may declare that the organization is a community, but the inequality that is necessary for a business may lurk just under the surface of *bonhomie*.

A community is more likely to determine its purpose together, with each member of the community wielding as much power as another. In fact, the "first order of business" in a community might be to determine purpose. Wheatley calls this process one of finding identity. "Who are we? What do we want to work on?"

Associations seem to be "organization lite"; that is, they are more loosely connected than organizations. Clubs and societies seem more oriented toward the social aspects of being together—that is, we are together because we share interests (think golf), enjoy being together and may have no other purpose. Unions and alliances suggest politically oriented organizations with an agenda of protection or change.

One type of group—a guild—comes close to community for me. In a guild, people engaged in the same work share their knowledge and understanding. A guild usually features apprentices, who are new to the work, and masters, who are experienced. In a typical guild, the masters share with apprentices what they have learned. In a community, the sharing is not one-way—from master to apprentice. It is two-way, multiple ways, universal. Also, in community, learning is not static, a thing to be passed on from generation to generation. It is renewable, as members of community contribute to its regeneration each time they learn and share learning. In fact, putting the word *learning* with *community* is what matters. A community is a type of organization that helps humans make meaning, connect, learn, and grow.

## ABOUT THIS BOOK

This book is more description than prescription. As you read it, you will follow the story of a school, Glen Haven Middle School, from its first steps toward becoming a PLC through its first year of engagement in the process. You might think of this description as an extended case study. You will not find any prescriptive rules or steps. You will, however, find commentary about what is happening at Glen Haven at various points during the year, ideas that you might consider in your own environment. You will also find tools to use to explore those ideas. These are on the CD that accompanies this book.

The story of Glen Haven gives rise to the commentary, not vice-versa. Glen Haven does not serve as an afterthought example to the ideas. The ideas arise from the story. What the faculty and staff encounter along the way to becoming a PLC leads to discussion.

Thus, the content of the book emerges from the joining together of people at Glen Haven Middle School. As Wheatley says, "Emergence is the surprising capacity we discover only when we join together" (p. 67). "We can never predict what will emerge" (p. 66). You may chafe at what happens at Glen Haven—it isn't what you would have done. You may rail, "Why did they do that?" or, more likely, "Why *didn't* they do that?" For example, the Glen Haven Middle School PLC decides to focus on writing. The data show they should have been more concerned about learning in

mathematics. As it turns out, although the need was there in terms of mathematics, the English department had more capacity.

You may think, "Someone should have set them on the right course. Where was the expert? Where were the gurus?" Of course, as Wheatley maintains, we cannot really direct a system from the outside; "we can only disturb it. As external agents we provide only small impulses of information. We can nudge, titillate, or provoke one another into some new ways of seeing. But we can never give anyone an instruction and expect him or her to follow it precisely. We can never assume that anyone else sees the world as we do" (p. 49). So, our steps, our process, our principles may not be the right ones or, if followed, may not lead to the outcome a school needs to move forward.

You may also wonder why we can't just bottle what one successful PLC does and have a budding PLC drink from that bottle Alice-style (but look what happened to her!). Despite exhortations from policy makers, we can't just "go to scale" by replicating what one school has done. Wheatley illuminates this problem: "If a system appears that works well, our dilemmas in understanding it through traditional analysis only intensify. The success of this system results from conditions and relationship that are unique and entangled. How can we ever learn enough about them to recreate such success? Emergent phenomena cannot be recreated. They cannot be transferred. We live in a world that we cannot plan for, control, or replicate" (p. 74).

What can we do? We can pay attention to our own learning. We can ask ourselves questions related to events at Glen Haven Middle School. We can look closely at our own schools and their processes. We can discuss some of the commentaries on Glen Haven's story—how they apply in our own situations.

*Why A Story?* Most of what is in this book is based on a story. I chose a story format because I believe stories are powerful—in fact, I have included them in other books I have written (*The Other Side of Curriculum: Lessons From Learners*, *Powerful Designs for Professional Learning*, and *Engaging the Disengaged: How Schools Can Help Struggling Students Succeed*). Stories are memorable, sometimes prompting us to recall facts and details that have faded over time.

John Kotter, an expert on leadership at the Harvard Business School, who has written extensively on how organizations change (*Leading Change*, 1996) wrote, "Over the years I have become convinced that we learn best—and change—from hearing stories that strike a chord within us."

Another business leader, Tom Peters, wrote, "He/she who has the best/most compelling most resonant story wins" (2010, p. 70). I don't really want to win, but I want to be sure something in this book resonates with you enough that you think about and share your ideas with your colleagues and take steps toward realizing your purpose.

According to Terrance Gargiulo in *The Power of Stories in Communication & Management* (2009), story-based communications are implicit, evocative, and emergent. Meaning is "encoded in packets of compelling and memorable nuggets" (p. 4). These story nuggets are "more emotional in nature," and "meant to trigger people's experiences, personal associations, and linkages" ( p. 4). Typical ways of communicating do not have the same power, tending to be explicit, logical, and controlled.

Tom Atlee, founder, codirector, and research director of the nonprofit Co-Intelligence Institute, brings us another perspective: "Story, as a pattern, is a powerful way of organizing and sharing individual experience and exploring and co-creating shared realities" (Atlee, 2007, p. 1).

Futurist John B. Mahaffie asserts, "Access to information is not enough. Information has to have meaning to truly break through to people's understanding.

We are all capable of making intellectual connections to information—understanding it factually. But stories can get through to people by emotional connections to deliver meaning much more strongly. So ultimately we are "story learners" (2009, p. 1).

Frankly, I could not have written this book without stories. They are textural, full of possibility, and go where they need to go.

That said, Glen Haven Middle School is not a real school (at least, not one I know of). Despite what an early reviewer claimed about this book being a documentary, it is not. Glen Haven Middle School is a composite of a number of schools I've worked with over the past two decades. The experiences that the characters have are experiences I've had or have learned about from others in the course of my work. The processes that GHMS staff experience in order to figure out their PLC are messy and real. The conflicts and problems are messy and real. The solutions emerged from the particulars of their problems—and might not actually be the solutions I would have chosen. I admit that, sometimes, I was surprised by what happened at Glen Haven Middle School as the story progressed.

Even though they are not "real," you'll discover a handy cast of characters after this introduction. Even though the events did not really happen, at least on the dates noted in the narrative, you'll also find a calendar of events for Glen Haven's year of discovery.

*Organization.* Mostly, the material in this book is organized chronologically, from June of one year to August of the next year. The story of Glen Haven proceeds in snippets in each chapter, followed by my commentary on what happened during each piece of narrative. This means that the commentary does not proceed in any predictable, controlled way. It appears according to what is important to Glen Haven's work at a particular moment. And, since you've read this Introduction, you know that the content of the commentaries does not occur linearly, according to anyone's formula for starting a PLC.

You'll also notice that the commentary floats from 30,000 to 2 feet and back again. In other words, sometimes the commentary settles on a "big idea" at 30,000 feet. At other times, it is barely off the ground, addressing techniques of facilitation, for example. Sometimes, it's in between. It addresses whatever seems important to address in terms of the Glen Haven story.

The chapter titles suggest a somewhat linear process for starting, growing, and sustaining a PLC. Because of the story structure of this book, I follow each chapter title with a Victorian age writing convention like this one from Chapter 1:

*In which a dream and a conference inspire; in which the Investigative Team discovers its purpose and unites around professional learning and Professional Learning Communities (PLCs) for Glen Haven Middle School to help all students succeed; in which they invent and recruit for a Design Team.*

Dickens used a variety on this convention in *Oliver Twist*: "Oliver, being offered another place, makes his first entry into public life" (Chapter 4). I hope these serve as an advance organizer for you and also pique your interest.

Throughout the book, there are references to "resources" on the CD that comes with the book. You can easily access these, download them, and use them as actual resources or as slides in a PowerPoint® or in any other way you desire. You'll find a list of resources in each chapter, organized by the chapter number and the resource number on the CD, such as Resource 3.1, which refers to Chapter 3, Resource 1.

At the end of each chapter, you'll encounter three questions that are your invitation to participate in the work of Glen Haven . . . in your own environment and

with your own colleagues. They are an invitation to learn from this book. You are first asked WHAT you learned from the chapter. One of the characters in the book reflects on what he/she learned, giving you an example of what I mean by learning. You are next asked SO WHAT in relationship to your learning. Again, one of the characters provides an example, this time about why the learning is important and what it means to him or her. SO WHAT is the vehicle for the question, "Why does this learning matter to me?" Finally, you are asked NOW WHAT. What will you do about this learning? Your response may be as simple as sharing your learning with a colleague, "doing lunch," so to speak. Again, one of the characters reflects on what he/she will do in terms of the learning.

I hope you find these three questions helpful in making your own meaning from these chapters.

*Chapter by Chapter*. These titles will guide you if you'd like to browse through the book rather than read chapters in sequence. The Dickensian convention under each title will provide a little more detail and, perhaps, lure you into the chapter.

## CHAPTER 1 SETTING THE STAGE FOR PLCS (JUNE AND JULY)

See page 8.

## CHAPTER 2 FINDING INITIAL STRUCTURES (AUGUST)

*In which Design Team members learn more than they ever thought they would about each other. In which they look at Glen Haven's readiness for professional learning, and plan the first PLC event. In which they learn the differences between presenting and facilitating.*

## CHAPTER 3 PURSUING THE NEED TO KNOW; MAKING SENSE OF WHAT WE KNOW (AUGUST–OCTOBER)

*In which the Design Team debriefs the previous day's all-faculty PLC meeting with joy and fear; in which a Data Specialty Team is formed and collects—what else?—data, and the whole faculty analyzes these data, arriving at 5 goals for themselves.*

## CHAPTER 4 FINDING PROCESSES FOR WORKING TOGETHER (NOVEMBER AND DECEMBER)

*In which the Design Team meets to consider what they had wrought so far. The Design Team and the Data Specialty Team get into it! Also, the PLC understands and appreciates individual differences and learns to work together better, and various specialty teams collect more data from and about students. In which it was a miracle **anything** got done with all the vacations and holidays!*

## CHAPTER 5 APPRECIATING NEW DATA, DISCOVERING DIVERGENCE (JANUARY–MARCH)

*In which five new specialty teams form to learn more about students, parents, community members, and the district. In which the PLC labors mightily to make sense of the new data and in which they focus on struggling students. In which the Design Team gets unsettling news.*

## CHAPTER 6 GRAPPLING WITH CHANGE, PURSUING PROMISING PROCESSES (MARCH AND APRIL)

*In which the Design Team learns about developmental and needs-based reactions to change and in which the English Department takes off on its own: an all-staff writing assessment and a experience in using a tuning protocol with student work. Also, in which the Design Team considers a conundrum.*

## CHAPTER 7 EXPANDING CONTEXT, FOCUSING ON THE FUTURE (MAY AND JUNE)

*In which more data hits Glen Haven Middle School (and the whole district) between the eyes. In which the Design Team plans the next PLC during which the whole PLC takes stock and looks toward the future. In which the whole staff debates **IT** (but not Information Technology) and focuses on what to do during the summer.*

## CHAPTER 8 EXPLORING LEADERSHIP AND TAKING ACTION (JUNE–AUGUST)

*In which the Design Team faces reality and in which faculty members participate in summer learning experiences. In which Josie compares Glen Haven Middle School's work with the PLC work in another school. In which the Design Team thinks ahead to fall and the second PLC year.*

## CHAPTER 9 LOOKING AHEAD, FACING CHALLENGES (JUNE–AUGUST)

*In which several staff members engage in invigorating professional learning, and the Design Team works with the district to identify a new principal, and participates in hiring new staff members. In which the Design Team learns from the interview process and considers some challenges for the next year, including de-privatizing their classrooms, raising the level of intensity to an epidemic, and seeking deeper discussion.*

# GLEN HAVEN MIDDLE SCHOOL

## Staff Roster

\* = **Investigative Team**     DSP = **Data Specialty Team**
+ = **First Design Team**

| Role | Name | Assignment |
|------|------|------------|
| **FRONT OFFICE:** | | |
| Principal | Josie Bermudez\*+DSP | "Head Learner" |
| Assistant Principal | Andrew Loyer (Andy) | Management |
| Instructional Coach | Rosalind Best (Roz)+ | Curriculum/instruction assessment; professional development |
| Administrative Assistant | Jacquelyn Patterson | Office |
| **COUNSELORS:** | | |
| Counselor 1 | Forrest Long+ | 6th grade + ½ 7th grade |
| Counselor 2 | Lorena Soltar | ½ 7th grade + 8th grade |
| **LIBRARY MEDIA:** | | |
| Library Media Specialist | Alice Rodas (Allie) DSP | Head of library/media |
| Library Media Aide | Fran Gallucci | Admin assistant |
| Technology Aide | Douglas Donohue (Doug) | Technology (lib & staff) |
| **SPECIAL EDUCATION** | | |
| Self-contained classroom | Jane Reid | 15 students |
| Pull-out/Immersion | Fatima Hoyle | 150 students |
| **INSTRUCTIONAL STAFF** | | |
| Math 1 | Margie Lyons | 6th-grade core; 7th- & 8th-grade math |
| Math 2 | Burt Reilly | 6th-grade core; 7th- & 8th-grade math |
| Math 3 | Anthony Mevoli (Andy)+DSP | 6th-grade core; 7th- & 8th-grade math |
| Math 4 | Libby Gandy | 6th-grade core; 7th- & 8th-grade math |
| Math 5 | Julianne Blake (Juli) | 6th-grade core; 7th- & 8th-grade math |
| Math/Science 1 | Eva Teller | 6th-grade core; 7th- & 8th-grade science |

*(Continued)*

(Continued)

| Role | Name | Assignment |
|---|---|---|
| Math/Science 2 | Pamela Rosario | 6th-grade core; 7th- & 8th-grade science |
| Math/Science 3 | Lan He Bin | 6th-grade core; 7th- & 8th-grade science |
| Science 1 | Sanjay Mishra | 6th-grade core |
| Science 2 | Kelly Bosco*+ | 7th- & 8th-grade science |
| Science 3 | Carol Tanner | 7th- & 8th-grade science |
| Lang Arts 1 | Kathleen Meehan (Kay) | 6th-grade core |
| Lang Arts 2 | Roberta Beckel (Robbie)* | 7th- & 8th-grade lang arts |
| Lang Arts 3 | Aaron Dombroski*+ | 7th- & 8th-grade lang arts |
| Lang Arts 4 | Anita Solazzo | 7th- & 8th-grade lang arts |
| Lang Arts 5 | K. D. Weg DSP | 7th- & 8th-grade lang arts |
| Lang Arts 6 | Benjamin LaSala (Ben) | 7th- & 8th-grade lang arts |
| Social Studies 1 | Jon Miller | 6th-grade core |
| Social Studies 2 | Ariel Aboud+ | 7th- & 8th-grade social studies |
| Social Studies 3 | Sue Tanaka | 7th- & 8th-grade social studies |
| Social Studies 4 | Eric Gomez | 7th- & 8th-grade social studies |
| Social Studies 5 | Frank Kemmerer | 7th- & 8th-grade social studies |
| Social Studies 6 | Jennifer Hasan | 7th- & 8th-grade social studies |
| Technology 1 | Carl Chiapetta | 6th-grade core |
| Technology 2 | Renee Lawrence | 7th- & 8th-grade electives |
| Band/Orchestra 1 | Dinh Tuan DSP | 6th-grade explore |
| Band/Orchestra 2 | Kyrah Williams | 7th- & 8th-grade electives |
| Choir 1 | Amy Arredondo | 6th-grade core |
| Choir 2 | Myrna Soriano | 7th- & 8th-grade electives |
| Art/Woodshop 1 | Daniel Lee | 6th-grade core |
| Art/Woodshop 2 | Russ Bern | 7th- & 8th-grade electives |
| Fitness & Health 1 | Daniel Joss | 6th-grade core |
| Fitness & Health 2 | Tasha Peart*+DSP | 7th- & 8th-grade electives |

| Role | Name | Assignment |
|------|------|------------|
| Fitness & Health 3 | Grace Nugent | 7th- & 8th-grade electives |
| Intro to For Lang: Sp | Bobbie DeSantis | 6th-grade core |
| Spanish I & II | Lynn Romero | 7th- & 8th-grade electives |
| Intro to For Lang: Fr | Maria Zimnis | 6th-grade core |
| French I & II | Allan Yarrow | 7th- & 8th-grade electives |
| AIDES | | |
| Aide 1 | Tiffany Wilde | 6th grade & focus for 6th |
| Aide 2 | Dorotea Gibbon (Dottie)+ | Mathematics & focus for 6th |
| Aide 3 | Lindy Tukel | Science & focus for 6th |
| Aide 4 | Gwen Pate | Lang arts & focus for 6th |
| Aide 5 | Judith Maestas (Judy) DSP | Social studies & focus for 6th |
| Aide 6 | Maree Ferraro | Special ed & focus for 6th |

# CALENDAR FOR GHMS

**Schedules:**

- <u>Design Team</u> meets approximately every 2 weeks for two periods, rotating
- <u>A Faculty Meeting</u> is held every other Tuesday after last class (unless repurposed by principal)
- <u>District Professional Development Days</u> are held as scheduled by district (unless repurposed by principal with district approval); twice a year these are for grading and planning
- <u>Early Release</u> is for 3 hours once a month, usually on a Wednesday; these may be used for Professional Learning Community events

**June (Prior to Year 1)**

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |

*(Continued)*

(Continued)

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 16 | 17 | 18 | 19 | 20—Josie's dream; 3 teachers return from conference | 21—Josie and 3 teachers meet: the Investigative Team is born | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

## JULY SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5—Investigative Team meets; designs Design Team | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25—Investigative Team plans first Design Team meeting | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

## AUGUST SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5—First Design Team meeting | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14—Teachers return | 15—First PLC meeting | 16—Design Team debriefs | 17 |

(Continued)

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| 18 | 19—District PD | 20—Work in classrooms | 21—Students return & classes start | 22—Design Team meets in PM | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## SEPTEMBER SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| 1 | 2—Labor Day Holiday | 3—Faculty Meeting | 4 | 5—Design Team meets in AM | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17—Faculty Meeting | 18—Early release; PLC practices data analysis | 19—Design Team meets in PM | 20—Data Specialty Team meets at lunch | 21 |
| 22 | 23 | 24 | 25 | 26 | 27—Data Specialty Team meets at lunch | 28 |
| 29 | 30 | | | | | |

## OCTOBER SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | 1—Faculty Meeting repurposed for Data Specialty Team | 2 | 3—Design Team meets in AM | 4—Data Specialty Team meets at lunch | 5 |
| 6 | 7 | 8 | 9 | 10 | 11—Data Specialty Team meets at lunch | 12 |
| 13 | 14 | 15—Faculty Meeting | 16—Early release; PLC engages in artifact hunt | 17—Design Team meets in PM | 18 | 19 |

(Continued)

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 20 | 21—Data Specialty Team has PM subs; Data Dessert for parents & community | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29—Faculty Meeting | 30—District PD Day used for data analysis | 31—Design Team meets—AM | | |

## NOVEMBER SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4—Data Specialty Team meets at lunch | 5 | 6 | 7 | 8 | 9 |
| 10 | 11—Veteran's Day Holiday | 12—Faculty Meeting | 13—Early Release; Design and Data Specialty Teams meet | 14—Design Team meets—PM | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26—Faculty meeting repurposed so Design and Data Specialty Team can meet | 27—Holiday | 28—Holiday | 29—Holiday | 30 |

## DECEMBER SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| 1 | 2 | 3 | 4 | 5—Design Team meets AM | 6 | 7 |
| 8 | 9 | 10—Faculty Meeting | 11 | 12 | 13 | 14 |
| 15 | 16 | 17—Design Team and Data Specialty Team meet to have a dialogue about 5 goals | 18—Early Release (learning preferences and 5 goals) | 19—Design Team meets PM | 20 | 21 |
| 22 | 23—Holiday | 24—Holiday | 25—Holiday | 26—Holiday | 27—Holiday | 28 |
| 29 | 30—Holiday | 31—Holiday | | | | |

## JANUARY SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | 1—Holiday | 2—Holiday | 3—Holiday | 4 |
| 5 | 6—District PD day (AM for district and PM for five school specialty teams) | 7—Faculty meeting | 8 | 9—Design Team "gives" subs to five specialty teams for 3 hours in AM | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20—MLK Day (school out) | 21—Faculty Meeting repurposed so five specialty teams can meet | 22—Early Release Day (used for data sorting and identifying key learnings) | 23—Design Team "gives" subs to five specialty teams for 3 hours in PM | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

## FEBRUARY SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4—Faculty Meeting | 5 | 6—Design Team meets AM | 7 | 8 |
| 9 | 10 | 11 | 12—Early Release Day (for looking at additional data) | 13 | 14 | 15 |
| 16 | 17—President's Day (school out) | 18—District PD Day | 19 | 20—Design Team meets PM | 21 | 22 |
| 23 | 24 | 25—Faculty Meeting | 26 | 27 | 28 | |

## MARCH SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6—Design Team meets AM (CBAM) | 7 | 8 |
| 9 | 10 | 11—Faculty Meeting | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19—Early Release (writing assessment) | 20—Design Team meets (results of CBAM) PM | 21 | 22 |
| 23 | 24 | 25—Faculty Meeting | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

## APRIL SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
|  |  | 1 | 2 | 3—Spring Break | 4—Spring Break | 5 |
| 6 | 7 | 8—Faculty Meeting | 9 | 10—Design Team meets AM | 11 | 12 |
| 13 | 14 | 15 | 16—Early Release (revisit goals + summer plans) | 17 | 18 | 19 |
| 20 | 21—Testing | 22—Testing | 23—Testing | 24—Testing | 25—Testing | 26 |
| 27 | 28 | 29—Faculty Meeting | 30 |  |  |  |

## MAY SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
|  |  |  |  | 1—Design Team meets PM | 2 | 3 |
| 4 | 5 | 6 | 7—District PD (graduation rates) | 8 | 9 | 10 |
| 11 | 12 | 13—Faculty Meeting | 14—Early Release Day | 15—Design Team meets AM | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29—Design Team meets | 30 | 31 |

## JUNE SCHOOL YEAR 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| 1 | 2 | 3—Last Faculty Meeting of Year | 4 | 5—Design Team meets | 6—Students Dismissed | 7 |
| 8 | 9—District PD | 10—District PD | 11—Teachers Dismissed | 12—Design Team meets re. principal search process | 13—Principal Search | 14 |
| 15 | 16—Writing Project; Paper screening: principal | 17—Writing Project | 18—Writing Project Action Research Team meets | 19—Writing Project; Phone interviews: principal | 20—Writing Project; Phone interviews: principal | 21 |
| 22 | 23—Writing Project | 24—Writing Project | 25—Writing Project Action Research Team meets | 26—Writing Project; Site Interviews: Principal; | 27—Writing Project; Site Interviews: Principal | 28 |
| 29 | 30—Writing Project; Site Interviews: Principal | | | | | |

## JULY SCHOOL YEAR 2

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | 1—Writing Project | 2—Writing Project | 3—Writing Project | 4 Holiday | 5 |
| 6 | 7—Lesson Study | 8—Lesson Study | 9—Lesson Study Action Research Team meets | 10—Lesson Study | 11—Lesson Study | 12 |
| 13 | 14 | 15 | 16 | 17— | 18 | 19 |
| 20 | 21 | 22 | 23—Action Research Team meets | 24—Design Team meets | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

# AUGUST SCHOOL YEAR 2

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7—Design Team meets | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18—Teachers Return | 19—District PD | 20—PLC meets | 21—Design Team meets; Work in schools | 22— Work in schools | 23 |
| 24 | 25—School starts | 26—Faculty meeting | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

# PROFILE OF GLEN HAVEN MIDDLE SCHOOL

## General:

**School Name:** Glen Haven Middle School (GHMS)

**District Name:** Glen Haven School District (GHSD), one of three districts in an urban area in the Midwest

**Size of District:** 12,013 students (capacity 12,650)

**Schools:**

- One high school—4 grades (9–12)
    - **Glen Haven High School**—3,711 students (capacity 4,000)

        (GHMS was the high school until 1978 when the current facility was built)
- Two middle schools—3 grades (6–8)
    - **Glen Haven Middle School**—875 students (capacity 900)

        (built in 1950s; in 1978 became junior high school grades 7–9; in 1995 became a middle school grades 6–8; three stories red brick, with offices, gym, auditorium, and multiple room on first floor; added temporary buildings in 2007)
    - **E. M. Ross Middle School**—2,833 students (capacity 3,000)

        (opened in 1995)
- Four elementary schools—7 grades (preK–5)
    - **Garden Lane Elementary School**—951 students (capacity 1,000) (opened in 1977).

- o **Orchard Elementary School**—1,404 students (capacity 1,500) (opened in 1998)
- o **Penwick Elementary School**—1,483 students (capacity 1,500) (opened in 1983)
- o **Rosemont Elementary School**—706 students (capacity 900)

  (oldest elementary school, built 1941; was originally the only school in district; became K–8 in 1963; then K–5 in 1995)

Feeder Pattern: Rosemont and Garden Lane feed into Glen Haven Middle School; GHMS feeds into GHHS