

# Liberal High School



## Professional Learning Community Manual:

Operationalizing the Big Picture

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# Liberal High School

## Professional Learning Community Manual

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#### Operationalizing the Big Picture

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# LIBERAL HIGH SCHOOL

## PROFESSIONAL LEARNING COMMUNITIES

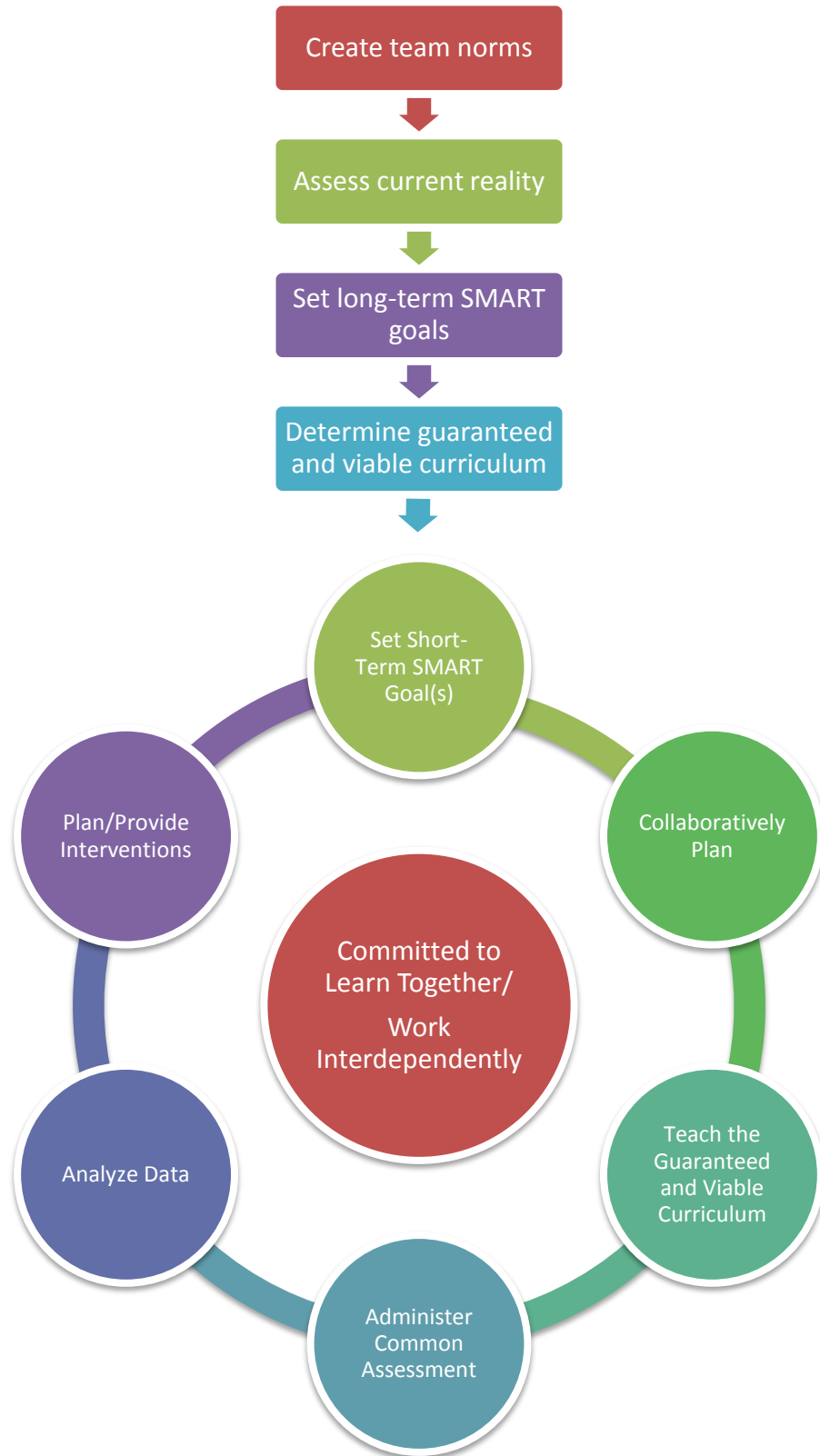
**2011-2012**

CLASS PERIOD	PROFESSIONAL LEARNING COMMUNITIES			
1 <sup>st</sup> Hour 7:55 – 8:46 AM	<b>Jenifer Jones – English I, II</b> Michelle Wells Michael McDaniel Sarah Byrne Amber Neighbor	<b>Mariah Cline - CTE</b> Gary Marsh Lisa Levenson Mark Davis Judy Williams	Caleb Cline Brad Evans Kody Thexton	
2 <sup>nd</sup> Hour 8:51 – 9:42 AM	<b>Lindsey Diepenbrock - Biology</b> Michael Scott Debbie Green Mike Pewthers		<b>Mariah Cline - CTE</b> Lisa Kennedy Drew Gruver Cole Ely Tasha Miller	
3 <sup>rd</sup> Hour 9:47 – 10:38 AM	<b>Luz Riggs - Spanish</b> Elaine Schooley	<b>Tony Claus - Music</b> Gloria Goodwin Lance Burnett	<b>Heather Watt - Science</b> Aleyamma George Steven Brinkman	<b>Sherry Fick - Special Ed.</b> Melisa Westerman Thais Baziquetto Kami Traugh Christy Martens
4 <sup>th</sup> Hour 10:43 – 11:18 AM	eTime – NO PLC's			
5 <sup>th</sup> Hour 11:23 AM – 12:37 PM	<b>Heather Harrison - Reading</b> Margaret Porter Clint Kygar Tony Holguin Rob Wilson Lisa Duerson	<b>Michelle Bremenkamp – Advanced Math</b> Lalu George Alex Groves Russ McFall	<b>Michael Ask - Algebra</b> David Engelhardt Shawn Huffman William Slasor	
6 <sup>th</sup> Hour 12:42 – 1:33 PM	<b>Rory Arnold - Government</b> Brandon Traugh		<b>Jodi Malick – World History/Geography</b> Lisa Owens Kay Bert	
7 <sup>th</sup> Hour 1:38 – 2:29 PM	<b>Shelley Tiedeman - Geometry</b> David Hoffman Steve Baird	<b>Wes Fox – American History</b> Eric Olmstead	<b>Lori Navarro - ELL</b> Barbara Rangel	
8 <sup>th</sup> Hour 2:34 – 3:25 PM	<b>Eli Svaty – English III, IV</b> Bret Irby Ted Diepenbrock Paula Boren		<b>Chase Olsen - PE</b> Kathy Croy Gary Dowell Charlene Plett Sandy Baker (5 <sup>th</sup> Plan)* Rob Green(7 <sup>th</sup> Plan)* Duke Atterberry (5 <sup>th</sup> Plan)* Bill Baird (6 <sup>th</sup> Plan)*	

## Professional Learning Community Meeting Days/Room

PLAN PERIOD	PLC LEADER	DAY/ROOM
1 <sup>st</sup> Hour	Jenifer Jones	Wednesday/122
	Mariah Cline – CTE (Art)	Tuesday/301
	Mariah Cline – CTE (Industrial Art)	Thursday/306
2 <sup>nd</sup> Hour	Lindsey Diepenbrock	Thursday/217
	Mariah Cline – CTE (Business)	Tuesday/98
3 <sup>rd</sup> Hour	Luz Riggs	Monday/105
	Tony Claus	Wednesday/152
	Melisa Westerman	Wednesday/231
	Heather Watt	Wednesday/231
	Sherry Fick	Every Day/133
5 <sup>th</sup> Hour	Heather Harrison	Thursday/115
	Michelle Bremenkamp	Wednesday/214
	Michelle Bremenkamp (Algebra I)	Monday/213
6 <sup>th</sup> Hour	Rory Arnold	Friday/102
	Jodi Malick	Tuesday/210
7 <sup>th</sup> Hour	Shelley Tiedeman	Wednesday/216
	Wes Fox	Wednesday/110
	Lori Navarro	Wednesday/210A
8 <sup>th</sup> Hour	Eli Svaty	Wednesday/116
	Chase Olsen	Wednesday/210

# PLC Systematic Process



# PLC

## NON-NEGOTIABLES/NEGOTIABLES

NON-NEGOTIABLE	NEGOTIABLE
<p>Purpose</p> <p>The purpose of PLC's is to ensure that all students are learning at high levels.</p>	
<p>Demonstration of the Big Ideas</p> <ol style="list-style-type: none"> <li>1. Accept <u>learning</u> as the fundamental purpose of our school and be willing to examine all practices in light of their impact on learning</li> <li>2. Cultivate a <u>collaborative culture</u>.</li> <li>3. Assess effectiveness on the basis of <u>results</u>.</li> </ol>	
<p>Scheduling /Collaboration Time</p> <ul style="list-style-type: none"> <li>• Each teacher's plan period will be scheduled to coordinate with teachers in his/her PLC. No exceptions.</li> <li>• One hour of plan time each school week, regardless of the length, will be used for collaboration and planning with PLC's.</li> </ul>	<p>Scheduling/ Collaboration Time</p> <ul style="list-style-type: none"> <li>• The day and room for collaboration and planning may be determined by the team.</li> </ul>
<p>Norms</p> <ul style="list-style-type: none"> <li>• Each PLC must create a set of norms.</li> <li>• Norms should be reviewed each meeting.</li> </ul>	<p>Norms</p> <ul style="list-style-type: none"> <li>• The method for creating the set of norms and the method of review may be determined by each PLC.</li> </ul>
<p>SMART Goals</p> <ul style="list-style-type: none"> <li>• Each team must set SMART goals both on a long term and short term basis, that pertain to that team's commonality, and that are the focus of the PLC.</li> </ul>	<p>SMART Goals</p> <ul style="list-style-type: none"> <li>• The SMART goals created are determined by each PLC.</li> </ul>
<p>Data/Evidence</p> <ul style="list-style-type: none"> <li>• Each PLC must analyze data and provide evidence as a basis for decisions.</li> </ul>	<p>Data/Evidence</p> <ul style="list-style-type: none"> <li>• The method for data analysis may be determined by each PLC.</li> </ul>
<p>Team Products</p> <ul style="list-style-type: none"> <li>• Products of PLC collaboration will be given a due date and are expected to be turned in on time.</li> </ul>	<p>Team Products</p> <ul style="list-style-type: none"> <li>• Each PLC may determine its own smaller due dates and/or individual assignments.</li> </ul>



# Professional Learning Community

## Agenda/Meeting Notes

<b>Team Etiquette:</b>		<b>DuFour's Questions that should guide our work?</b> <ol style="list-style-type: none"><li>1. What do we want our students to learn?</li><li>2. How will we know they have learned it?</li><li>3. How will we respond when a student experiences difficulty?</li><li>4. How will we respond when a student already knows it?</li></ol>	
<b>Team SMART Goal - Long-Term:</b>			
<b>Team SMART Goal - Short-Term:</b>			
<b>Date:</b>	<b>Beginning Time:</b>	<b>Location:</b>	
	<b>End Time:</b>		
<b>Team Members Present:</b>		<b>Team Member(s) Absent:</b>	
<b>Topic(s) of Discussion:</b>			
<b>Key Ideas and New Information Presented:</b>			
<b>Classroom Application Before the Next Meeting:</b>			
<b>Concerns/Reflections/Recommendations:</b>			
<b>Plans for the Next Meeting:</b>			
<b>Individual assignments for next meeting:</b>			
<b>Needs from principals/instructional coach before next meeting:</b>			
<b>Next Meeting:</b>			

## PLC Meetings/Product Deadlines – YEAR 1

### Example

	Product	Manual Page	Date/ Deadline
<b>GETTING STARTED</b>	PLC Leader Meeting Plan Periods Room 210		Wednesday, Aug. 17
	Norms	7	Thursday, Aug. 25
	Data Analysis Statements	N/A	Thursday, Sept. 8
	Guaranteed and Viable Curriculum	9-12	Thursday, Sept. 22
<b>IN CYCLE (p. 3)</b>	PLC Leaders Meeting Room 210		Wednesday, October 19
	Unit Plan 1	13-14	Thursday, Oct. 27
	Complete Unit Plan 1 with Intervention Grouping (Data Analysis)	15	Friday, Dec. 8
	Unit Plan 2	13-14	Tuesday, Dec. 20
	PLC Leaders Meeting Room 210		Wednesday, January 25
	Complete Unit Plan 2 with Intervention Grouping (Data Analysis)	15	Thursday, February 9
	Unit Plan 3	13-14	Thursday, February 23
	Complete Unit Plan 3 with Intervention Grouping (Data Analysis)	15	Thursday, March 22
	PLC Leaders Meeting Room 210		Wednesday, March 28
	Unit Plan 4	13-14	Thursday, April 11
	Complete Unit Plan 4 with Intervention Grouping (Data Analysis)	15	Thursday, May 10
	Overall Data Analysis of the School Year	N/A	Friday, May 18



# PLC Team Etiquette

## Guiding Questions

- TIME – At what time should everyone arrive and expect to leave?
- PREPARATION – What does each member need to come prepared with and how will this be communicated?
- SPEAKING – What should we expect when speaking and listening to each other?
- CELL PHONES, LAPTOPS, and OTHER DISTRACTIONS (i.e. grading papers, eating)– What guidelines would we like to have for each other concerning these?
- CONFLICT – How do you want to address conflict within and outside of our team?
- PROFESSIONALISM – How do we define professionalism and what professionalism do we expect from each other?
- PARTICIPATION – What do we expect from each other in terms of participation?



## Professional Learning Communities Member Information

<b>Name</b>		<b>Teaching Assignment</b>	
<b>College(s)</b>		<b>Hometown</b>	<b>Years Experience in Education</b>
<b>Address</b>		<b>Home/Cell Phone #</b>	<b>Birthday</b>
<b>Favorite Sweet/Salty Snacks</b>	<b>Favorite Vending Machine/Drive-thru Drink(s)</b>	<b>Favorite Restaurant(s) in Liberal</b>	<b>Least Favorites (Food/Drink)/Allergies</b>
<b>Must See TV</b>	<b>Favorite Movie Genre</b>	<b>Favorite Book/Magazine Genre</b>	
<b>Hobbies</b>	<b>Favorite Travel Location(s)</b>	<b>Way(s) to Relieve Personal Stress</b>	
<b>If someone at school wanted to do something to make your day, what would that be?</b>			
<b>What inspires you?</b>			

## SMART GOAL

**S – Specific** — says exactly what the learner will be able to do (as in ACTION!)

**M – Measurable** — can be observed (meaning a tangible product; not abstract like “learn” or “understand”)

**A – Attainable** — for the participants within scheduled time and specified conditions

**R – Results Based & Relevant** — there should be a way for students to demonstrate their learning; relevant to the needs of the student

**T – Time-framed** — achievable by the end of time frame set by the team

### SMART GOAL FILL-IN-THE-BLANK

By \_\_\_\_\_ (DATE), students will be able to \_\_\_\_\_  
(SPECIFIC/MEASUREABLE ACTION) with \_\_\_\_\_ (ATTAINABLE RESULTS/ACCURACY).

#### Short and Long Term Goals:

Set short-term and a long-term goal(s), which can be revised or adjusted based on data/information.

Based on discussion and analysis of assessment results, teachers agree on which of their common goals to address and on their common next steps.

- ✓ For a short-term goal, the group chooses from their Guaranteed and Viable Curriculum something that is not dense and therefore requires shorter and less complex re-teaching. Students’ achievement should be reassessed within a short period of time— three weeks or less.
- ✓ For a long-term goal, the group chooses from their Guaranteed and Viable Curriculum something that is dense and takes longer to remediate. They agree on tools and a timeline for short formative assessments along the way and a summative assessment.

When planning for re-teaching, lesson details would be helpful to team members. A best practice would be to specify the explicit instruction, the frequency and extent of modeling, what will be used for guided practice, etc.

The group should consider-what can be omitted, postponed, or de-emphasized to provide time for re-teaching.

# SMART GOAL FILL-IN-THE-BLANK

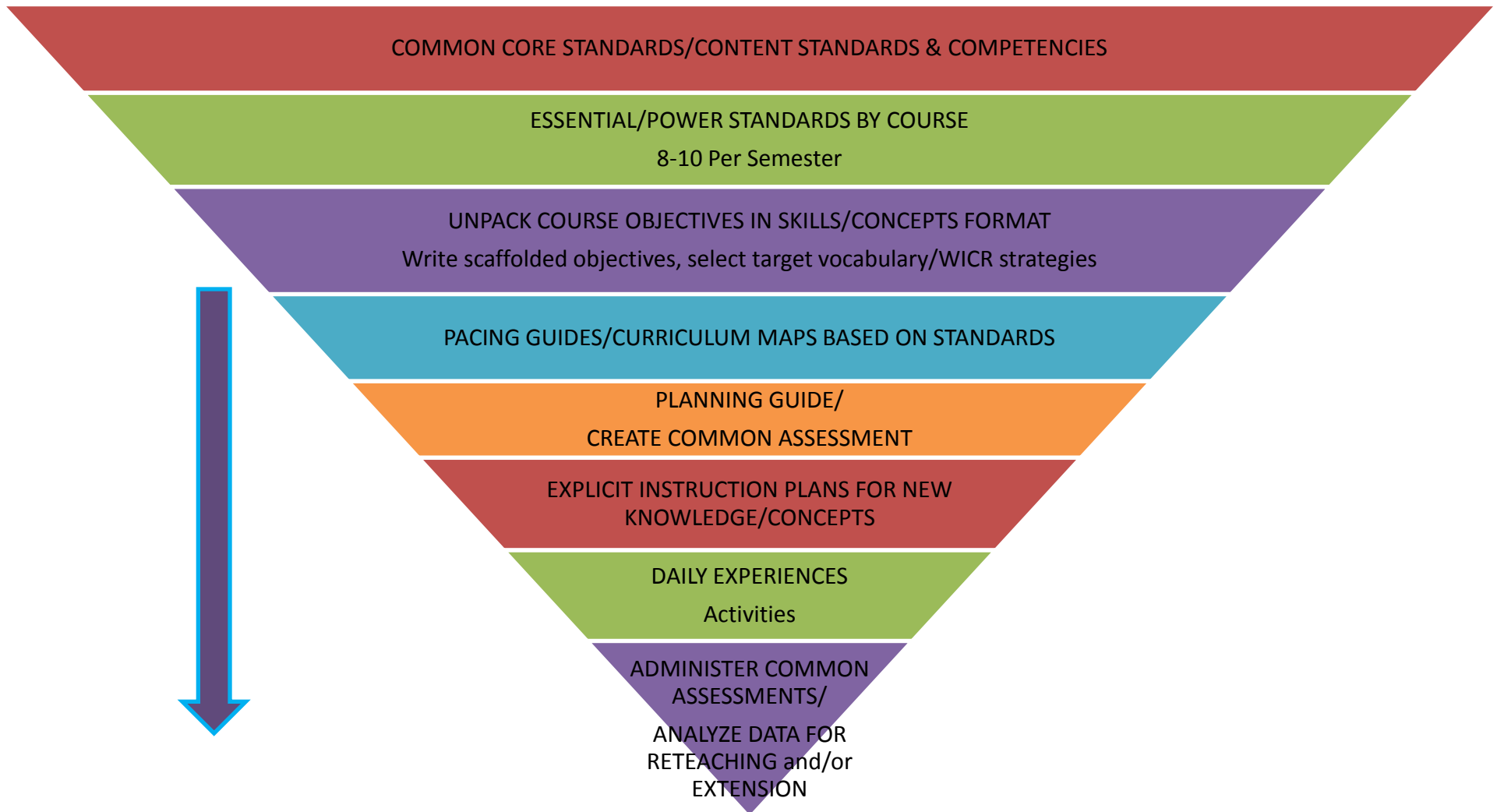
By \_\_\_\_\_ (DATE), our PLC team led by \_\_\_\_\_  
will \_\_\_\_\_

\_\_\_\_\_ (SPECIFIC/MEASUREABLE ACTION) with

\_\_\_\_\_ as evidence.



# GUARANTEED AND VIABLE CURRICULUM



## GUARANTEED AND VIABLE CURRICULUM ACTION PLAN

G&V Process Steps	Document	Person(s) Responsible	Time Frame	Target Completion Date
<b>COMMON CORE STANDARDS/CONTENT STANDARDS &amp; COMPETENCIES</b>				
<b>ESSENTIAL/POWER STANDARDS BY COURSE</b>				
<b>UNPACK COURSE OBJECTIVES IN SKILLS/CONCEPT FORMAT</b>				
<b>PACING GUIDES/CURRICULUM MAPS BASED ON STANDARDS (p14)</b>				
<b>PLANNING GUIDE (p15-24)/ CREATE COMMON ASSESSMENT</b>				
<b>EXPLICIT INSTRUCTION PLANS FOR NEW KNOWLEDGE/ CONCEPTS</b>				
<b>DAILY EXPERIENCES</b>				
<b>ADMINISTER COMMON ASSESSMENTS/ANALYZE DATA FOR RETEACHING and/or EXTENSION (p25-29)</b>				

# COURSE ESSENTIAL OUTCOMES/POWER STANDARDS PACING GUIDE

COURSE \_\_\_\_\_

NINE WEEKS	1 <sup>ST</sup> HALF	2 <sup>ND</sup> HALF
1 <sup>ST</sup>		
2 <sup>ND</sup>		
3 <sup>RD</sup>		
4 <sup>TH</sup>		

# COURSE ESSENTIAL OUTCOMES/POWER STANDARDS PLANNER

COURSE:

<b>PART ONE: WHAT DO WE WANT STUDENTS TO LEARN?</b>					
<b>SMART GOAL:</b> _____					
ESSENTIAL OUTCOME/ POWER STANDARD	SCAFFOLDED DAILY OBJECTIVES	ANCHORING AND SUGGESTED TEXTS	ACADEMIC VOCABULARY	PROCESSES/ STRATEGIES	HIGH-LEVEL QUESTIONS/ WRITING PROMPTS
<b>PART TWO: HOW WILL WE KNOW WHEN THEY HAVE LEARNED IT?</b>					
Date of Common Assessment:		Assessment/Rubric/Criteria:			
<b>PART THREE: WHAT WILL WE DO IF THEY HAVEN'T LEARNED IT?</b>					
Interventions:					
<b>PART FOUR: WHAT WILL WE DO WHEN THEY ALREADY KNOW IT?</b>					
Advanced Instruction/Enrichment:					



**PART ONE: WHAT DO WE WANT STUDENTS TO LEARN?**

**SMART GOAL:** \_\_\_\_\_

<b>ESSENTIAL OUTCOME/ POWER STANDARD</b>	<b>SCAFFOLDED DAILY OBJECTIVES</b>	<b>ANCHORING AND SUGGESTED TEXTS</b>	<b>ACADEMIC VOCABULARY</b>	<b>PROCESSES/ STRATEGIES</b>	<b>HIGH-LEVEL QUESTIONS/ WRITING PROMPTS</b>

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Interventions:

**PART FOUR: WHAT WILL WE DO WHEN THEY ALREADY KNOW IT?**

Advanced Instruction/Enrichment:

**PART ONE: WHAT DO WE WANT STUDENTS TO LEARN?**

**SMART GOAL:** \_\_\_\_\_

<b>ESSENTIAL OUTCOME/ POWER STANDARD</b>	<b>SCAFFOLDED DAILY OBJECTIVES</b>	<b>ANCHORING AND SUGGESTED TEXTS</b>	<b>ACADEMIC VOCABULARY</b>	<b>PROCESSES/ STRATEGIES</b>	<b>HIGH-LEVEL QUESTIONS/ WRITING PROMPTS</b>

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**PART ONE: WHAT DO WE WANT STUDENTS TO LEARN?**

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**PART ONE: WHAT DO WE WANT STUDENTS TO LEARN?**

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**PART ONE: WHAT DO WE WANT STUDENTS TO LEARN?**  
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**PART ONE: WHAT DO WE WANT STUDENTS TO LEARN?**

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Interventions:

**PART FOUR: WHAT WILL WE DO WHEN THEY ALREADY KNOW IT?**

Advanced Instruction/Enrichment:

## ESSENTIAL OUTCOME STUDENT PROGRESS MONITOR (Demonstration of Learning/Closure of Lesson)

Class \_\_\_\_\_

Date \_\_\_\_\_

<b>CAN YOU... (Objectives)</b>	<b>YES/NO RATE 1-5</b>	<b>PROVE IT (Tell a partner Write it down)</b>	<b>IDEAS FOR IMPROVEMENT (Metacognition)</b>

## ESSENTIAL OUTCOME STUDENT PROGRESS MONITOR (Demonstration of Learning/Closure of Lesson)

Class \_\_\_\_\_

Date \_\_\_\_\_

<b>Can You... (Objectives)</b>	<b>Rate 1-5</b>	<b>Problem</b>	<b>Prove It (Work the Problem/Show the Steps)</b>	<b>Ideas for Improvement (Metacognition)</b>

## INTERVENTION GROUPING

For Unit Plan: \_\_\_\_\_

<b>5 Exemplary</b>	<b>4 Exceeds Standards</b>	<b>3 Meets Standards</b>	<b>2 Approaches Standards</b>	<b>1 Academic Warning</b>
Criteria for this level:	Criteria for this level:	Criteria for this level:	Criteria for this level:	Criteria for this level:
Student Names:	Student Names:	Student Names:	Student Names:	Student Names:
CHALLENGE OR EXTENSION ACTIVITY	CHALLENGE OR EXTENSION ACTIVITY	REINFORCEMENT MATERIALS	RETEACH MATERIALS	RETEACH MATERIALS

# ESSENTIAL OUTCOME STUDENT PROGRESS MONITOR

Name \_\_\_\_\_ Course \_\_\_\_\_ Start Date \_\_\_\_\_ Assessment Date \_\_\_\_\_

ESSENTIAL OUTCOME	HAVE YOU LEARNED IT?	RATE YOURSELF	PROVE IT	WAYS TO IMPROVE	HOW DO YOU THINK YOU WILL BE TESTED ON THIS?

## ESSENTIAL OUTCOME CLASS PROGRESS MONITOR

STUDENT NAMES	OUTCOME 1	OUTCOME 2	OUTCOME 3	OUTCOME 4	OUTCOME 5

## Unit Plan Rubric

	4 Excellent	3 Good	2 Needs Revision	1 Incomplete
<p><b><u>PART 1: What do we want students to learn?</u></b></p> <p>___ Meets Requirements</p> <p>___ More Planning Needed</p>	<p>Clear, Specific, Detailed, All Required Components are Included and Meet the Required Criteria</p> <p>___ SMART Goal</p> <p>___ Essential Outcomes/Power Standards</p> <p>___ College Readiness standards and/or AP standards, if applicable</p> <p>___ Anchoring &amp; Suggested Texts</p> <p>___ Academic Vocabulary</p> <p>___ Processes &amp; Strategies</p> <p>___ High Level Questions/Writing Prompts</p>	<p>All Required Components are Included and Meet the Required Criteria, but are not as Clear, Specific, or Detailed as a “4”</p> <p>___ SMART Goal</p> <p>___ Essential Outcomes/Power Standards</p> <p>___ College Readiness standards and/or AP standards, if applicable</p> <p>___ Anchoring &amp; Suggested Texts</p> <p>___ Academic Vocabulary</p> <p>___ Processes &amp; Strategies</p> <p>___ High Level Questions/Writing Prompts</p>	<p>Not Fully Developed; Vague and/or Missing 1 or 2 Required Components</p> <p>___ SMART Goal</p> <p>___ Essential Outcomes/Power Standards</p> <p>___ College Readiness standards and/or AP standards, if applicable</p> <p>___ Anchoring &amp; Suggested Texts</p> <p>___ Academic Vocabulary</p> <p>___ Processes &amp; Strategies</p> <p>___ High Level Questions/Writing Prompts</p>	<p>Missing Majority or All Required Components and/or Components Do Not Meet the Required Criteria or are Very Vague</p> <p>___ SMART Goal</p> <p>___ Essential Outcomes/Power Standards</p> <p>___ College Readiness standards and/or AP standards, if applicable</p> <p>___ Anchoring &amp; Suggested Texts</p> <p>___ Academic Vocabulary</p> <p>___ Processes &amp; Strategies</p> <p>___ High Level Questions/Writing Prompts</p>
<p><b><u>PART 2: How will we know when they have learned it?</u></b></p> <p>___ Meets Requirements</p> <p>___ More Planning Needed</p>	<p>Method of assessing student learning is outlined or described in detail <b>and</b> matches the SMART goal. All assessment tools are complete and attached.</p>	<p>Method of assessing student learning is outlined or described in detail <b>and</b> matches the SMART goal.</p>	<p>Method of assessing student learning is listed, but not specific; does not clearly communicate how SMART goal will be assessed.</p>	<p>Missing (blank) and/or does not match the SMART goal.</p>
<p><b><u>PART 3: What will we do if they haven’t learned it?</u></b></p> <p>___ Meets Requirements</p> <p>___ More Planning Needed</p>	<p>Intervention plans are clear, specific, and detailed; the plan for intervention is a different approach and not a repeat of the same activity.</p>	<p>Intervention plans are listed, but are not as clear, specific, or detailed as a “4;” the plan for intervention is a different approach and not a repeat of the same activity.</p>	<p>Intervention plans are not fully developed; vague.</p>	<p>No plans for intervention (missing/blank).</p>
<p><b><u>PART 4: What will we do when they already know it?</u></b></p> <p>___ Meets Requirements</p> <p>___ More Planning Needed</p>	<p>Enrichment and/or extension plans are clear, specific, and detailed; the plan for enrichment is not merely additional work, but prompts more in-depth thinking.</p>	<p>Enrichment and/or extension plans are listed, but are not as clear, specific, or detailed as a “4;” the plan for enrichment is not merely additional work, but prompts more in-depth thinking.</p>	<p>Enrichment and/or extension plans are not fully developed; vague.</p>	<p>No plans for enrichment and/or extension (missing/blank).</p>

## Educational Research

- DuFour, Richard. *Professional Learning Communities at Work*. Bloomington: Solution Tree, 2011.
- Marzano, Robert J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria: Association for Supervision and Curriculum Development, 2007.
- Marzano, Robert J., Debra J. Pickering, & Jane E. Pollock. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria: Association for Supervision and Curriculum Development, 2001.
- Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Alexandria: Association for Supervision and Curriculum Development, 2003.
- Reeves, Douglas B. *Accountability for Learning: How Teachers and School Leaders Can Take Charge*. Alexandria: Association for Supervision and Curriculum Development, 2004.
- Schmoker, Mike. *Focus: Elevating the Essentials to Radically Improve Student Learning*. Alexandria: Association for Supervision and Curriculum Development, 2011.
- Why Should We Ensure Students Have Access to a Guaranteed and Viable Curriculum?  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/whyshouldweensure.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldweensure.pdf)
- Why Should We Use Common Assessments?  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/whyshouldweusecommonassessments.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldweusecommonassessments.pdf)
- Why Should We Implement Systematic Interventions?  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/whyshouldweimplement.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldweimplement.pdf)
- Why Should We Use Teams as Our Basic Structure?  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/whyshouldweusetteams.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldweusetteams.pdf)
- Why Should We Collaborate?  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/whyshouldwecollaborate.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldwecollaborate.pdf)
- Why Should We Create Norms?  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/whyshouldwecreatenorms.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyshouldwecreatenorms.pdf)
- Why Do We Need SMART Goals?  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/whydoweneedsmartgoals.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whydoweneedsmartgoals.pdf)
- How Can We Create a Result Orientation and Foster Continuous Improvement?  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/howcanwecreatearesultorientation.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/howcanwecreatearesultorientation.pdf)
- Why Is a Results Orientation the Key to School Effectiveness?  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/whyisaresultsorientationthekey.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/whyisaresultsorientationthekey.pdf)
- Professional Learning Communities Glossary of Key Terms  
[http://files.solution-tree.com/pdfs/Reproducibles\\_LBD2nd/glossaryofkeyterms.pdf](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/glossaryofkeyterms.pdf)