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# Thinking & Learning Conference

2014

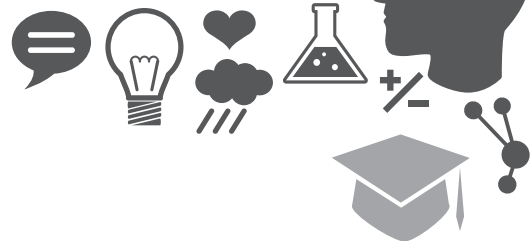
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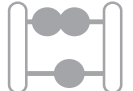


## Anthony Muhammad

Sunday 25 May

### Transforming Culture: The Power of PLCs

*Session 1*





## ANTHONY MUHAMMAD



Dr Anthony Muhammad is a much sought-after educational consultant. A practitioner for nearly 20 years, he has served as a principal for a middle and high school, a middle school teacher and assistant principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. Dr. Muhammad's most notable accomplishment came as principal of Levey Middle School in Southfield, Michigan, a National School of Excellence, where student proficiency on state assessments more than doubled in five years. Dr. Muhammad and the staff at Levey used the Professional Learning Communities at Work™ model of school improvement, and they have been recognised in several videos and articles as a model high-performing PLC. As a researcher, Dr. Muhammad has published articles in several publications in both the United States and Canada.

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## The Transformational Power of PLC

Anthony Muhammad, PhD



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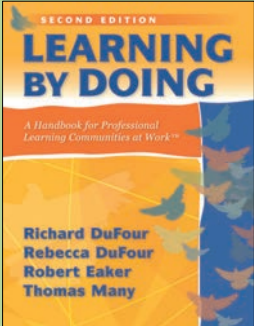
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### Call to Arms

"When a school or district functions as a PLC, educators within the organization embrace high levels of learning for ALL students as both the reason the organization exists and the fundamental responsibility of those who work within it."



—DuFour, DuFour, Eaker, & Many, *Learning by Doing: A Handbook for Professional Learning Communities at Work* (2010)

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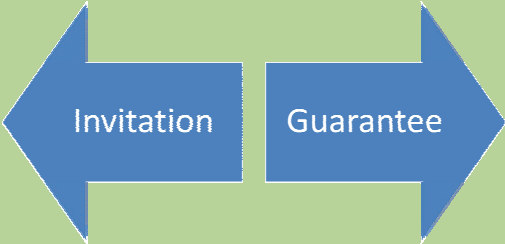
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### A Major Shift in Paradigm



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### What Has History Taught Us?

All students have not benefited equally from access to educational institutions?

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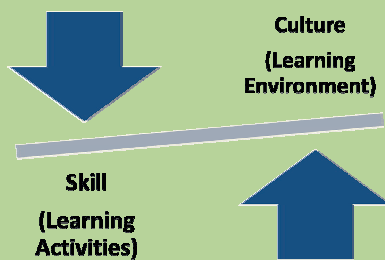
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### Will and Skill




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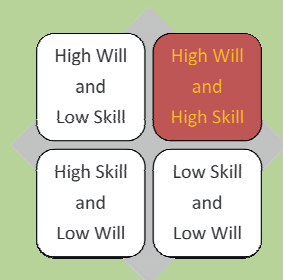
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### High Will and High Skill




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### What is a PLC?

“A Professional Learning Community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. PLC’s operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators”

DuFour, et. al, 2006

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### Three Big Ideas

- Ensuring that Students Learn
- Collaborative Culture
- Focus on Results

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### Six Characteristics

- Shared Mission, Vision, Values, and Goals
- Collective Inquiry
- Collaborative Culture
- Action Orientation and Experimentation
- Continuous Improvement
- Focus on Results

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### What Results Matter?

#### LEARNING

- What do we want students to learn?
- How do we know if they have learned?
- How do we respond when students do not learn?
- How do we respond when students have learned?

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### Reflection

- Rate your current level of effectiveness in each one on the six characteristics of a PLC using a Likert scale of 1-5, with 1 being ineffective and 5 being very effective.
- Discuss how you can improve the two weakest areas of performance for the 2014 school year

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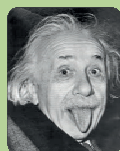
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### What's Next? Is Change Necessary?



"Insanity is doing the same thing over and over and expecting a different result."

—Albert Einstein

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### Two Forms of Change

- Technical–structural (skill)
- Cultural (will)

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### School Culture

“School culture is the set of norms, values, and beliefs, rituals and ceremonies, symbols and stories that make up the ‘persona’ of the school.”

—Peterson & Deal, 2002

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### Two Foundational PLC Cultural Beliefs

- All students can learn at high levels
- All students will learn at high levels because of our efforts

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## Healthy School Culture

"Educators have an unwavering belief in the ability of all of their students to achieve success, and they pass that belief on to others in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the ability of every student."

—Kent D. Peterson in Cromwell, 2002

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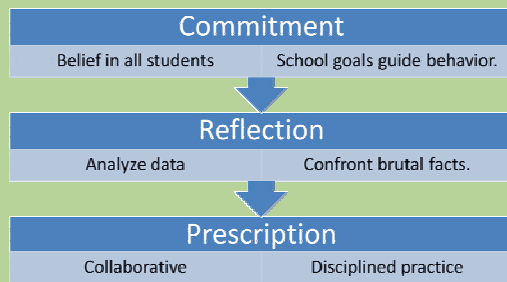
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## Prescriptive




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## Toxic School Culture

"Educators believe that student success is based on students' level of concern, attentiveness, prior knowledge, and willingness to comply with the demands of the school, and they articulate that belief in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the impossibility of universal achievement."

—Kent D. Peterson in Cromwell, 2002

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### Descriptive and Deflective




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### *Good to Great* (Jim Collins)

What do great corporations or organizations do differently than good or average organizations?

- They seek and confront the brutal facts.
- They get the right people on the bus in the right seats.

(Collins, 2001)

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### The Quandary



(Muhammad, 2009)

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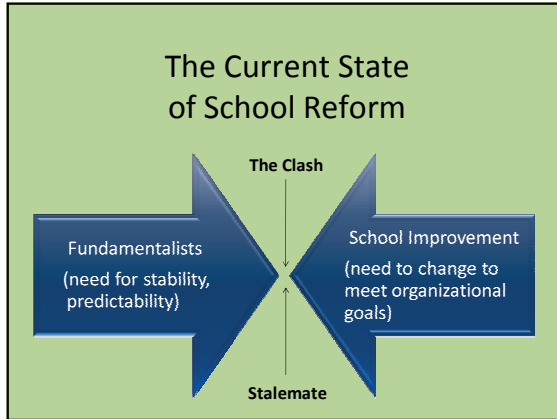
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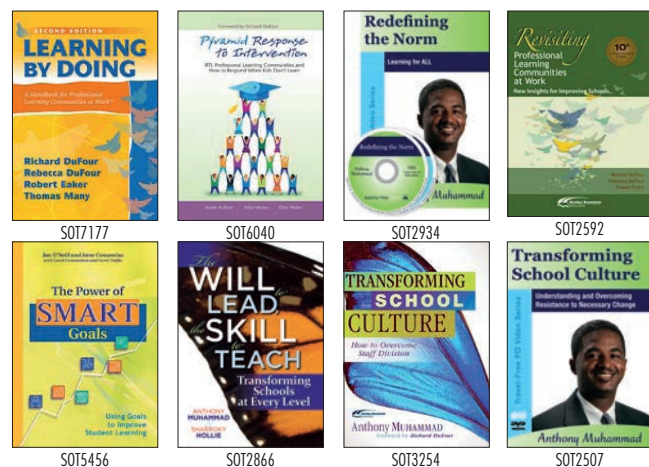
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