



1st Edition
2020-2021



A focus on region-wide teacher collaboration:

“THE BEST TEAM STRUCTURE FOR IMPROVING STUDENT ACHIEVEMENT IS SIMPLE: A TEAM OF TEACHERS WHO TEACH THE SAME COURSE OR GRADE LEVEL.” – P. 61, DUFOUR, LEARNING BY DOING, 3RD ED. 2016,

GRACE for 2020-21

The GRACE program's purpose is to ensure Professional Learning Community opportunities for educators in our Seattle area PreK-8th Catholic Schools.

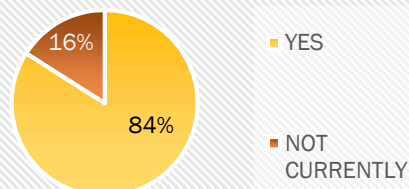
PLC work is important because we explore the cycle of inquiry which asks *how our students are learning* and *how we are instructing them effectively* (or ineffectively as may be the case.) Furthermore, it puts into motion **action** – how to *change*, how to *improve* and how to show growth based on continual modification of our teaching and learning strategies.

It would be unfair to continue the GRACE program in the exact same manner as it has been functioning for the last four years without acknowledging the need for virtual networking – to allow our grade level teachers to have the most effective conversations about change – **we must give them the opportunities to spend time with grade-alike teams, content-alike teams, and collaborate across schools.**

In 2020-21, our focus will be to give teachers the time, space and opportunity to do this virtually throughout the region. We are embracing our new found accessibility via online platforms such as ZOOM, Teams, and Google Meet, and our goal for 2020-21 is to ensure that each grade level teacher has a team of other grade-alike teachers with whom to collaborate, grow, and continue improving their classroom instruction strategies. – JPK.

It is our hope to have **100%** of our PreK-8 Catholic Schools participate in GRACE in 2021!

Participation for 2020-21



Contact: Dr. Justyna P. King, Assistant Superintendent for Academic Excellence
justyna.king@seattlearch.org c - (206) 245- 9174 w – (206) 382-4855
Office for Catholic Schools | Archdiocese of Seattle

REPRODUCIBLE

Introduction to Professional Learning Communities

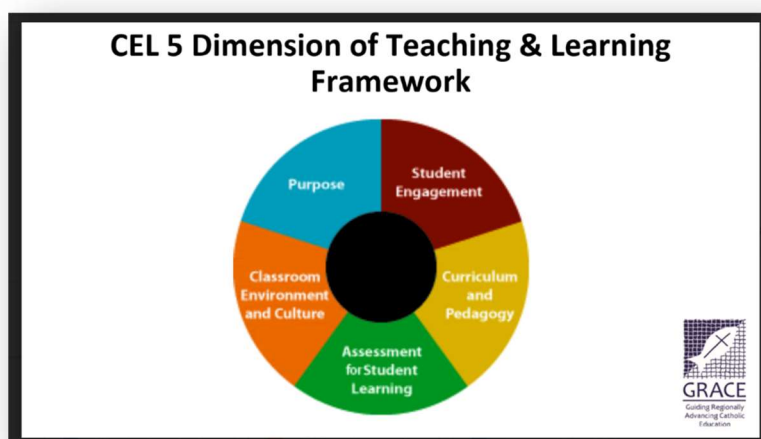
Adapted with permission from Learning by Doing (DuFour, DuFour, Eaker, & Many, 2006, pp. 2–5)

Public school educators in the United States are now required to do something they have never before been asked to accomplish: Ensure high levels of learning for all students. If educators are to make significant progress in meeting this challenge, they must first recognize that the institutions in which they work were not designed to accomplish the task of learning for all. They must then acknowledge the need to make fundamental changes in both the practices of their schools and the assumptions that drive those practices. The most promising strategy for meeting this challenge is developing the capacity of school personnel to function as a professional learning community (PLC).

What Is a Professional Learning Community?

The term *professional learning community* has become commonplace; it has been used to describe virtually any loose coupling of individuals who share a common interest in education. This lack of clarity can be an obstacle to implementing PLC concepts. First and foremost, PLCs are focused and committed to the learning of each student. Second, they are composed of teams whose members work interdependently to achieve common goals—thus creating a culture of collaboration. This collaboration involves collective inquiry into best practice and current reality and an action orientation. Lastly, PLCs share a results orientation with a commitment to continuous improvement.

We utilize the DuFour foundations for PLCs and focus on the CEL 5 Dimensions of Teaching and Learning as our framework to align our discussions with grade level and content teams:



The Five Dimensions of Teaching and Learning:

1. Purpose
2. Classroom Environment
3. Assessment for Learning
4. Student Engagement
5. Curriculum and Pedagogy

HOW CAN YOU USE THIS AT YOUR SCHOOL AND WITH OTHER SCHOOLS IN YOUR REGION?



VIRTUAL MEETINGS FOR 2020-2021

As we continue to monitor the reality of COVID-impacts on our schools, we will continue to schedule all meetings via ZOOM.

Our hope is that by the spring, we will be able to gather together once more – all of those details at To Be Determined (TBD).

To make it easier for GRACE programming and participation, all meetings will take place AFTER school hours, from 3:30-5pm.

PURPOSE FOR GRACE MEETINGS:

- ✓ to make connections with other teachers regionally
- ✓ to work in PLCs continuously and constantly for the benefit of student learning and progress
- ✓ to utilize data in order to make sense of student growth
- ✓ to plan for continual improvement of teaching practices and effective instructional strategies



October 19, 2020 – 3:30pm-5:00pm ZOOM	South Sound, Southern
October 22, 2020 – 3:30pm-5:00pm ZOOM	North Seattle, Eastside
October 23, 2020 – 3:30pm-5:00pm ZOOM	Pierce, South Seattle, South King
October 26, 2020 – 3:30pm-5:00pm ZOOM	Northern, Olympic
January 11, 2021 – 3:30pm-5:00pm ZOOM	South Sound, Southern
January 12, 2021 – 3:30pm-5:00pm ZOOM	North Seattle, Eastside
January 21, 2021 – 3:30pm-5:00pm ZOOM	Pierce, South Seattle, South King
January 22, 2021 – 3:30pm-5:00pm ZOOM	Northern, Olympic
April 12, 2021 (TBD) – *if not on Spring Break	South Sound, Southern
April 16, 2021 (TBD) – *if not on Spring Break	North Seattle, Eastside
April 19, 2021 (TBD) – *if not on Spring Break	Pierce, South Seattle, South King
April 23, 2021 (TBD) – *if not on Spring Break	Northern, Olympic
June 21, 2021	New Grace Teacher Orientation
June 22 - June 23, 2021	All

Remember! Those who hope to improve student achievement by developing the capacity of staff to function as a PLC must create and foster the conditions that move educators from mere work groups to high performing collaborative teams – DuFour, p. 67

What you could be doing NOW:

- ✓ Meet with your principal and go through the expectations of a GRACE teacher leader
- ✓ Prioritize the purpose of staff meetings: at least one meeting a month should be led by the onsite GRACE teacher leader(s)
- ✓ Share the GRACE meeting calendar and ask for support from your administration in terms of time and after-school expectations

SEPTEMBER

Introduce yourself to your staff as a GRACE teacher-leader – let them know you will be helping to lead the school / supporting administration and working on developing PLCs

At your September staff meeting, describe what PLCs are, why they are important and how they will function at your school and region-wide for 2020-2021

OCTOBER

Work with your administration to plan out which staff meeting this month will be dedicated to PLC work and led by you

Attend your regional GRACE meeting (October 19th-26th) and actively participate in the discussion and facilitation of regional teacher connections

Spend some time looking at baseline assessment data (MAP test scores, etc.) and training teachers on how to utilize and communicate the data to families

MORE TO COME IN THE NEXT NEWSLETTER!!



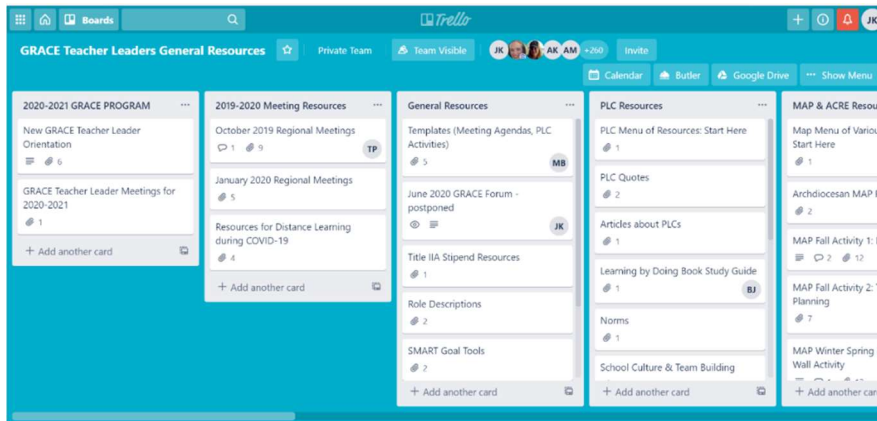
MEET YOUR REGIONAL TEACHER LEADERS

Teachers, directors, counselors, librarians – our GRACE Teacher Leaders work collaboratively with REGIONAL teacher leader (RTLs) to promote on-going work and conversation. Our GRACE RTLs lead and facilitate meetings throughout the school year, work closely with teacher leaders in their regions and advise the direction of the GRACE program. Feel free to reach out to any of them with questions, suggestions, or needs!

Beth Anderson (Southern) Our Lady of Lourdes, Vancouver Principal: Becky Hundt	Beth is beginning her 30th year of teaching. She graduated from University of Portland in 1991. She has her Masters in Educational Technology from City University. She also has an endorsement in Library Media from SPU.	banderson@lourdesvan.org
Janine Hanley (S. Seattle) St. George, Seattle Principal: Monica Wingard	My name is Jeannine Hanley, this is my 13 th year teaching and my 4 th year with the GRACE program. I have taught all 13 years at St. George and all in 2 nd grade, I joke and tell everyone I am really good at 2 nd grade math but that's as far as it goes! I have a daughter attending my alma mater Holy Names as a freshman and I live in West Seattle, so pray for me until they fix our bridge!	Jhanley@saintgeorgeseattle.org
Barbara Bolaños (Pierce) St. Patrick, Tacoma Principal: Chris Gavin	I am the Vice Principal of St. Patrick Catholic School in Tacoma, and I have been working for the Archdiocese of Seattle since 2003. My husband and I have four children, all of whom attended Catholic schools.	bbolanos@saintpats.org
Abbey Kindt (S. King) St. Bernadette, Seattle Principal: Eve Ruiz	Abbey Kindt is the 2nd grade teacher at Saint Bernadette School in Burien. This is her 6th year teaching and 3rd year with the GRACE program!	akindt@stbernadettesea.org
Emily Cornell (Olympic) St. Cecilia, Bainbridge Island Principal: Susan Kilbane	Emily is in her 9 th year of teaching at St. Cecilia's on Bainbridge Island. She teaches the 2 nd grade and is in her 4 th year of the GRACE program. She is on her 2 nd year as a GRACE RTL.	ecornell@saintceciliaschool.org
Kristin Scroggs (S. Sound) St. Mary, Aberdeen Principal: Carrie Marlow	Kristin has a BA in Education from WSU – her MA in Curriculum and Instruction from Lesley College. She has been teaching for 17 years and has taught at St. Mary School for the last 11 years. She is excited to loop up with her class this year and teach the 4 th grade.	kscroggs@saintmaryschool.org
Shauna (Cogan) Richards (Eastside) St. Joseph, Issaquah Principal: Wayne Wenzel	Shauna Richards is currently working as Dean of Students and Director of Admissions at St. Joseph Parish School in Issaquah, where she has been for the past 8 years. Shauna loves to learn and holds her MA in both Literacy and Educational Leadership from SPU. She looks forward to getting to know her Eastside Team and working with so many amazing educators!	scogan@sjsissequah.org
Meg Sullivan (N. Seattle) St. John, Seattle Principal: Bernadette O'Leary	Hello! My name is Meg Sullivan, and this is my 13 th year teaching middle school. I grew up attending elementary and high school in the Archdiocese of Seattle, and I feel grateful to be able to contribute to their mission.	Msullivan@st-johnschool.org
Annemarie Weber (Northern) Immaculate Conception Our Lady of Perpetual Help, Everett Principal: Kathy Wartelle	Annemarie Weber is an experienced educator with 21 years in service of schools, primarily in Catholic schools. Mrs. Weber holds a M. Ed. and administrative credentials. This will be her fourth year with the G.R.A.C.E. program and her second as Regional Teacher Leader.	weber@ic-olph.org

GRACE TEACHER LEADER RESOURCES and NUTS/BOLTS

TRELLO BOARD – You should have received an invitation from me already, the link to sign in for the GRACE Trello board is: <https://trello.com/invite/b/NkolJanc/c10ab07971cf00997f0e7f17675b85ad/grace-teacher-leaders-general-resources> Here you will find resources from past years, this year's New GRACE Teacher Leader Orientation (August 11th, 2020) as well as pertinent information to help you set up your monthly staff meetings.



Want Clock Hours for GRACE meetings?

Teacher leaders will need to apply for clock hours in pdEnroller for all PLC meetings scheduled during 2020-2021 **at this time or before their first meeting of the school year.** (This is a change on how it has been done in the past.)

- Teacher leaders will need to submit agendas for each meeting when applying for clock hours,
- Agendas are necessary for submission, but if you don't have agendas at this time, you can create a simple list of dates, topics, and duration of each meeting for the year.
- Please remember that you need to list me – Justyna King - as the instructor
- If you are leading meetings, you must collect sign in sheets (if meetings are on site) or print attendance reports (if meetings are conducted online) for each meeting to upload in pdEnroller.

MYCATHOLICSHOOL.ORG – All teachers must sign up for a <http://mycatholicschool.org> account – this is where all of the OCS information lives. If you cannot find what you are looking for, simply type one descriptor word into the “find” field and it will pop up the latest information for you.

SOLUTION TREE – <https://www.solutiontree.com/> is a great start for resources if your school is beginning your PLC journey or could use specific professional development around any one specific content or grade level topic. Included are seminars, resources, books and instructional materials that can help as a jumping off point for discussions around student learning and improvement.

MARZANO - <https://www.marzanoresources.com/free-resources> This website links you directly to Marzano's work around student learning and teacher reflection. The website is loaded with free resources such as interactive webinars, keynotes, workshops, and printed materials for PLC work.

UNIVERSITY OF WASHINGTON – CENTER FOR EDUCATIONAL LEADERSHIP - <https://www.k-12leadership.org/> will allow you to access the work around the 5 CEL (Dimensions of Teaching and Learning), Leadership guide for professional learning, as well as how to Create a Theory of Action.

Books to Reference

Learning By Doing – A Handbook for Professional Learning Communities at Work. 3rd Edition. (DuFour, DuFour, Eaker, Many, Mattos) 2016. – (if you need a copy of this one, I have it for you)

Collaborative Teams That Transform Schools: The Next Step in PLCs: Improving Student Learning in PLCs; Effective Leaders and Team Collaboration That Bolster PLCs. (Marzano, Heflebower, Hoegh, Grift, Hecker, Wills) 2016.

How to Develop PLCs for Singletons and Small Schools: Creating Vertical, Virtual, and Interdisciplinary Teams to Eliminate Teacher Isolation. (Solutions for Professional Learning Communities) (A. Hansen, 2016).