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Student Achievement

"A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators." - Adapted from *Learning by Doing*



Saint Paul Federation of Teachers and Saint Paul Public Schools believes in ongoing reflective practice to positively impact student achievement. As part of the requirements of Teacher Development and Evaluation, the plan "must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth and literacy that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results." (MN 122A.41) Our model to meet this requirement uses student achievement measured through assessments analyzed in [PLCs](#). Tenured and probationary educators will complete Action Cycles in their PLCs. There are three essential areas of effective PLCs.

Focus on Learning The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

1. What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
2. How will we know if they have learned? Are we monitoring each student's learning on a timely basis?
3. What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
4. What will we do if they already know it?

Build a Collaborative Culture

- No school can help all students achieve at high levels if educators work in isolation.

MINNESOTA STATUTE 122A.41

Cities of the First Class - Subdivision 5, Paragraph b

"(9) must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth and literacy that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results"

VISIT SPPS PLC WEBSITE

Visit the [SPPS PLC Website](#) to access information and resources for PLC facilitation including:

- Definition of PLCs in SPPS
- PLC Expectations (tight and loose)
- Action cycles
- PLC resources
- [District-Departmental PLC offerings](#)

STUDENT ACHIEVEMENT REFLECTION

Educators will complete two reflections each year regarding student achievement and their work in PLCs. Reflections are written within two weeks of the end of the designated cycle. Reflections are recorded in [PDExpress](#) and routed to school administrative team to review. Reflections are processed by administration within two weeks of the deadline.

[Video tutorial](#) on how to complete reflections in PDExpress along with a [reference sheet](#).

1. Log into [PDExpress](#).
2. Create a reflection using form **Student Achievement PLC Reflection 2015-16**
3. **Save** reflection and **submit** for review once all components are answers.

[PDF of the Student Achievement Reflection](#) prompts is available to draft notes prior to

- Schools improve when educators are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning and use that evidence to learn from one another.

entering reflection in PDEExpress.

Focus on Results

- PLCs measure their effectiveness on the basis of results rather than intentions.
- All programs, policies and practices are continually assessed on the basis of their impact on student learning.
- All staff members receive relevant and timely information on their effectiveness in achieving intended results.

Note from the TD&E Oversight Committee: In reviewing the 2015-16 Tight and Loose Documents for PLC practices, we recognize a gap in the visibility of our EL and Special Education subgroups in the data analysis and reflection sections. We want to encourage schools to adapt the tools to meet the needs of all learners. We are committed to updating the tools to reflect additional subgroups for the 2016-17 school year. If your site has adapted any of the PLC templates or documents to strengthen the focus for EL and SPED students, we encourage you to share them with the TD&E Oversight Committee.

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