

Skyline High School

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Skyline High School has been working to improve professional learning so that teachers are best prepared to meet the needs of all students they teach. Teachers work together in collaboration in PLCs. Professional Learning Communities (PLCs) is an over-arching process that defines the professional practices of our educators. It guides their preparation, their instruction, and the analysis of the effectiveness of that instruction. It guides the actions after analysis that continue to support student learning. Interventions and extensions are determined by the teachers who engage and are part of a PLC. DuFour et al. (2006) defined PLC practices with four questions:

“What do we want all students to know and be able to do? How will we know if they learn it?; How will we respond when some students have not learned it?; How will we extend the learning for students who are already proficient? (p. 59)

Many successful schools promote the process of answering these questions in an effort to improve the teaching and learning experience as defined by student academic outcomes. PLCs, and the teachers who engage in them, take it a bit further. The whole professional culture amongst the staff is defined by working together in professional learning.

Organizational effectiveness is facilitated when there is openness and mutual trust that allows people to embrace change and experimentation without feeling personally threatened. It also helps if the culture supports widespread participation in decision making, an entrepreneurial ethic, and a diversity of skills and viewpoints. But most of all, a learning organization needs plenty of feedback, which can only be obtained through careful monitoring and tracking of the progress toward the mission and vision (Nanus, 1992). The mission and vision of Skyline is “Elevating Student Learning through Targeted Instruction.” We are all working to bring this to fruition.

The practice of evaluating the degree to which students successfully attain learning empowers teachers to adjust their practice until more students learn the requisite material and can demonstrate it on an assessment. This work happens student by student and content standard by content standard (DuFour et al., 2006); provide instruction, change instruction, and provide individual interventions until each student becomes proficient. That is how teachers in our professional learning community are working to improve student outcomes overtime.

We want to hear from you about the teachers at Skyline who are working so hard and being successful at helping students. Please, take a moment and tell us about the great things happening from your perspective in the classrooms of Skyline High School. This is the link for this:

<https://forms.gle/ucQADTDhwRXkFvD2A>

This week the Skyline community honors Mr. Jason Meakin. Mr. Meakin has taught mathematics at Skyline now for quite a while. One student says, "Mr. Meakin is a great teacher who makes math fun to learn while keeping us on track for tests. He's got some great puns and is always willing to discuss interesting topics and problems with us!"

Thanks Mr. Meakin, for all you do to help Skyline Eagles RISE.

Sincerely,

Dr. Mitch Nerdin, Principal, Skyline High School