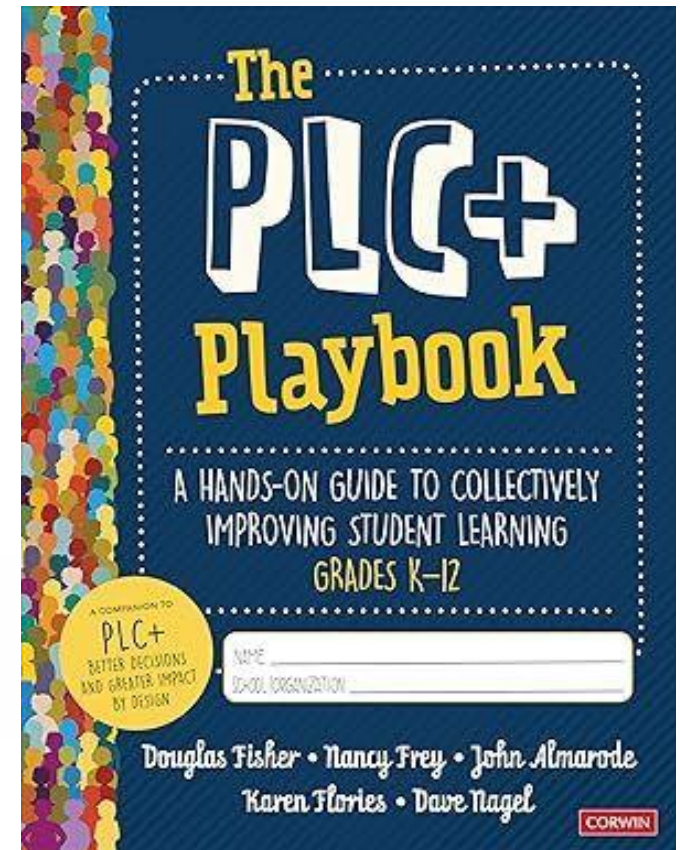


PLC + Introduction



Outcomes/Purpose

1. To be able to **identify the elements** of a PLC.
2. To identify activities that are not in themselves PLCs.

Is	Is Not
<ul style="list-style-type: none">• What IS the problem?• Where IS the problem?• When IS the problem occurring?• How big/small IS the problem?	<ul style="list-style-type: none">• What NOT the problem?• Where NOT the problem?• When NOT the problem occurring?• How big/small NOT the problem?

T-Chart

Label the parts,
A PLC is and A PLC
is NOT

Share your **name**,
role and **one phrase**
that describes a
PLC without using
the words:
professional,
learning or
community.



SOUL!

*Fulfilling the Promise of
Your Professional Life as
a Teacher and Leader*



Timothy D. Kanold

Foreword by Robert Eaker



Can a **book club** count as a PLC if the principal assigns it and the teachers are given time each month to read and discuss a chapter?

PLC's are NOT ...

The PLC Book Club



Reading a book together as a staff does **not** make a PLC. In a PLC, groups of teachers may choose to learn more and read something in common, but that occurs **ONLY** when they are in search of an answer to a specific question (a common challenge) they have crafted about moving the learning of their students forward.

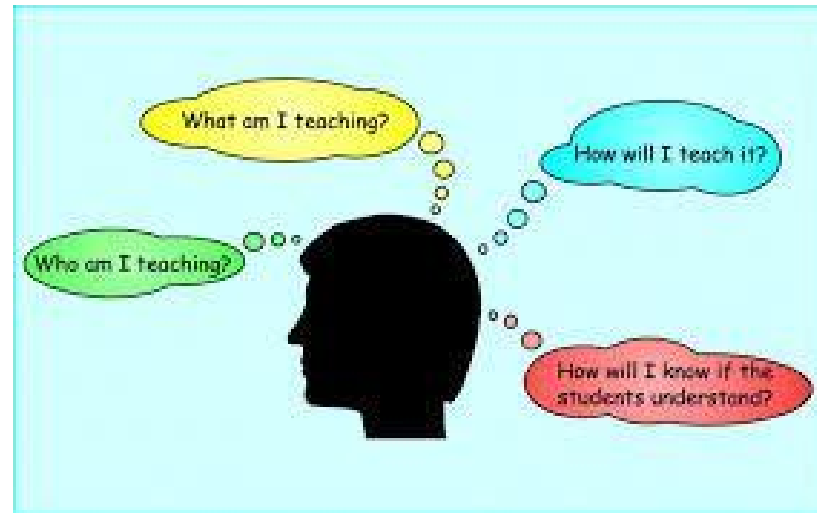


True or False ?

A good PLC will **create time** for teachers to **co-plan weekly lessons** to ensure standard alignment and stream line activities across grade level classrooms.

False

The PLC Planning Time



Planning **lessons** is NOT what a PLC does. It is planning time. Part of the work accomplished by teachers working collaboratively in professional groups can result in crafting effective lessons (if that addresses the challenge the community is facing), but that is not the focus.

Yes or No?

PLCs are a group of people that gather, sort, and discuss data.



PLC's are NOT ...



The PLC Data “Admiring” Group

Observing, remarking, and wondering (admiring) data WITHOUT taking the next action steps is NOT a PLC.

Effective PLC groups are action oriented. Data fuels them and is used to make and monitor decisions for impactful learning.





Break out time - talk about which of the 3 myths you have seen in action and the impact it had on staff learning for student success

Is

- What IS the problem?
- Where IS the problem?
- When IS the problem occurring?
- How big/small IS the problem?

Is Not

- What NOT the problem?
- Where NOT the problem?
- When NOT the problem occurring?
- How big/small NOT the problem?



PLC's are NOT ...

PLC - Survivor Edition

PLC's are not an exercise of compliance-based tasks that focus on completing multiple forms and documents that do not help teachers understand how to use the forms/tasks to learn more about their students or change their practice.



Additional Common Misapplications of PLCs

what are other
words for
misapplication?

misuse, abuse, perversion,
misappropriation, embezzlement,
peculation, corruption,
defalcation, misemployment



PLC's are NOT ...

The PLC PD team



There are times when members of a PLC need to attend workshops, conferences, or participate in learning opportunities to address a need. That is NOT what a PLC does. PLC members utilize what they learned to ask hard questions and apply ideas in their classrooms. They dive into data and make decisions that impact learning.

PLC's are NOT ...

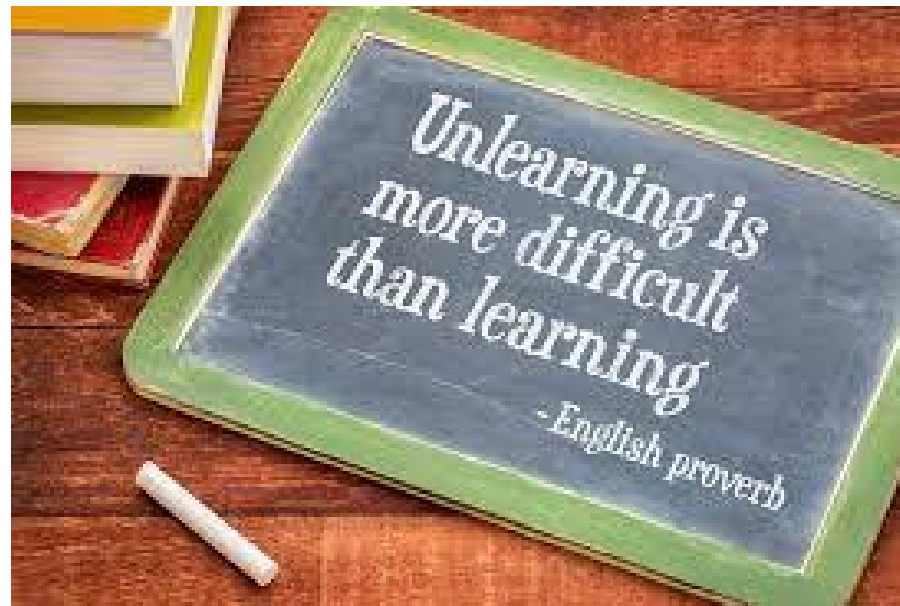


The PLC Meeting (the most common error of all)

A PLC is a vibrant mechanism for engaging inquiry across space and time. They are not limited to once a week or once a month during professional development days. They are not limited to face to face interactions. It is a community defined by shared interests in addressing common challenges to improve student outcomes.



Break out time - talk about which of the 3 misapplications you have seen in action and the impact it had on staff learning for student success



How you feeling?
Volunteers share.



So, what IS a PLC?

The **two** main purposes of a PLC are to:

1. Improve the **pedagogical knowledge** (skills and knowledge about how we teach) **and the content knowledge** (skills and knowledge about what we teach) of educators through collaboration among colleagues.
2. **Improve the learning outcomes of students.**



Take a moment and jot down your thoughts.

What is the ultimate goal of your classroom teaching?



Learning

Learning is a process through which experience causes permanent change in thinking or behavior.

What are some things you learned thus far from the presentation?

"Empty your cup.

Unlearn what you think you know to relearn what you need to know."

– Gustavo Razzetti

WHAT? SO WHAT? NOW WHAT?

WHAT?

Describe the event.

What did you notice?

What elements stood out?



SO WHAT?

Identify Implications.

Make sense of the facts.

How did they affect your team?



NOW WHAT?

Define a course of action.

What's possible?

What actions make sense?

Impact



If you want to impact learning, you have to make **high-impact decisions** about what and how to teach.

To make those decisions for greatest impact, you have to engage in **focused reflection, analysis, or conceptual change, about teaching and learning** that will guide you through those decisions.

Explain to a colleague why attending a “LETRS training” (Language Essentials for Teachers of Reading and Spelling) IS beneficial for elementary teachers, but NOT a PLC.



PLC

- Growth serves the students
- A range of ongoing activities that encourage self-or peer-led learning and reflection
- Ongoing
- Tasks require implementation of strategies

PD

- Growth serves the individual teacher
- Often formally structured like a lesson or course, with learning outcomes
- Determinate amount of time
- Disseminating information more so than tasks

Both

The aim is to expand a teacher's toolkit for success



Done well ...

PLCs support the **thinking, decision making, and learning** in our schools and classrooms.

They create a space for instructional leaders and teachers to engage in facilitated dialogue around instructional practice, foster innovation, apprentice novice educators, develop pedagogical content knowledge, and make data informed decisions for their classes.

Email a colleague you trust and complete the prompt -
Our current PLC's do well at ..

We might want to stop ...

We may need to consider

Because ...



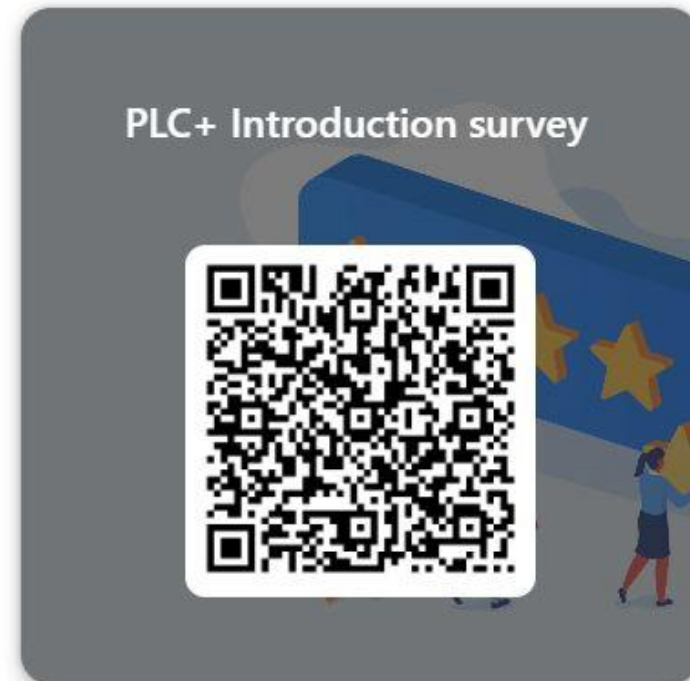
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Thank you!

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Next Session we will ...

The 5 Key Questions this series will explore

1. Where are we going?
2. Where are we now?
3. How do we move learning forward?
4. What did we learn today?
5. Who benefited and who did not benefit?



6 Factors that PLCs need to thrive:

1. Structural conditions
2. Supportive relational conditions
3. Shared values and vision
4. Intentional collective learning
5. Peers supporting peers
6. Shared and supportive leadership

