



Sustaining the Work of Professional Learning Communities



Aims of the
School and District

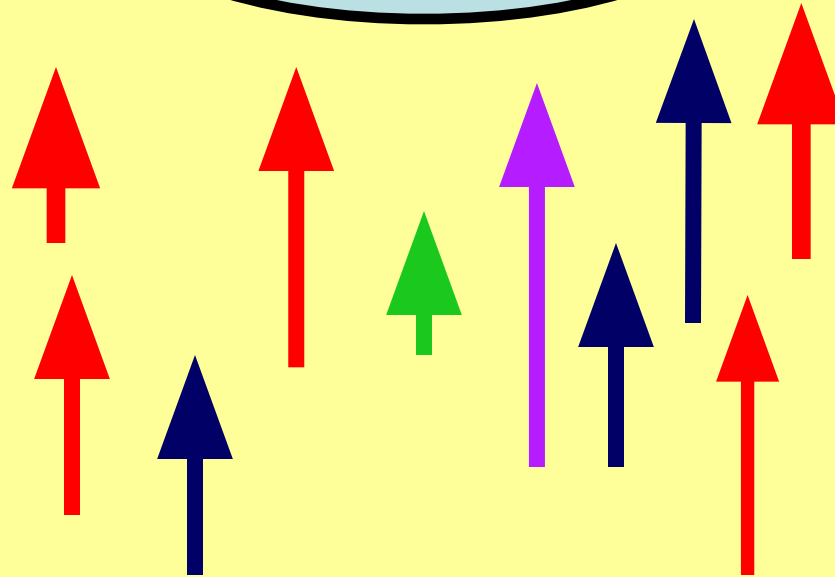
Goals/Initiatives

Random Acts of Improvement



Aims of the
School and District

Goals/Initiatives



Aligned Acts of Improvement



Agenda

- The Right Work of a PLC
- Why?
- What is a PLC?



Our Norms For Today

- Focus on the speaker and eliminate sidebar conversations
- Be present, participate and focus on the goal (set aside distractions)
- Be on time and begin/end on time
- Consider the positive possibilities





***Creating a
Professional Learning
Community
is a journey...***



What is a Professional Learning Community?

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An **ongoing process** in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous **job-embedded** learning for educators.



Big Ideas of a Professional Learning Community

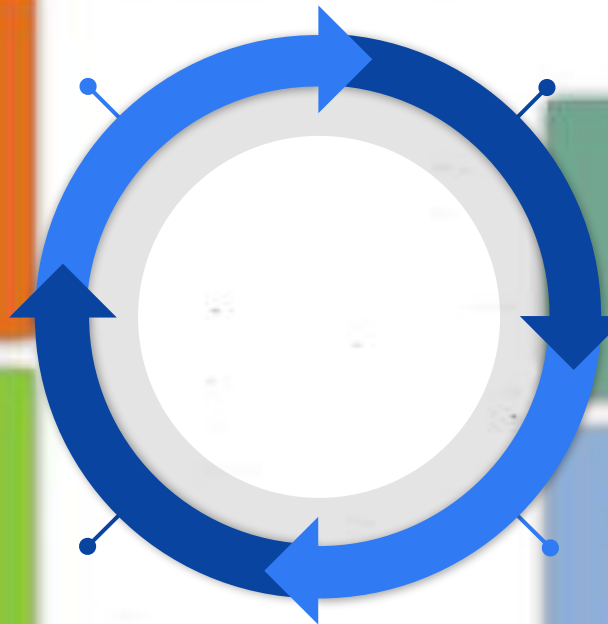
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1. Focus on Learning
2. Collaborative teams
3. Results orientation



PLAN
What do students
need to know?

ACT
What will we do if
we don't learn it?
What will we do if
we've already learned it?



DO
How will we learn it?

STUDY
How will we know
we've learned it?





**The entire staff is
a professional
learning
community.**





**Teachers are
organized into
collaborative
teams.**

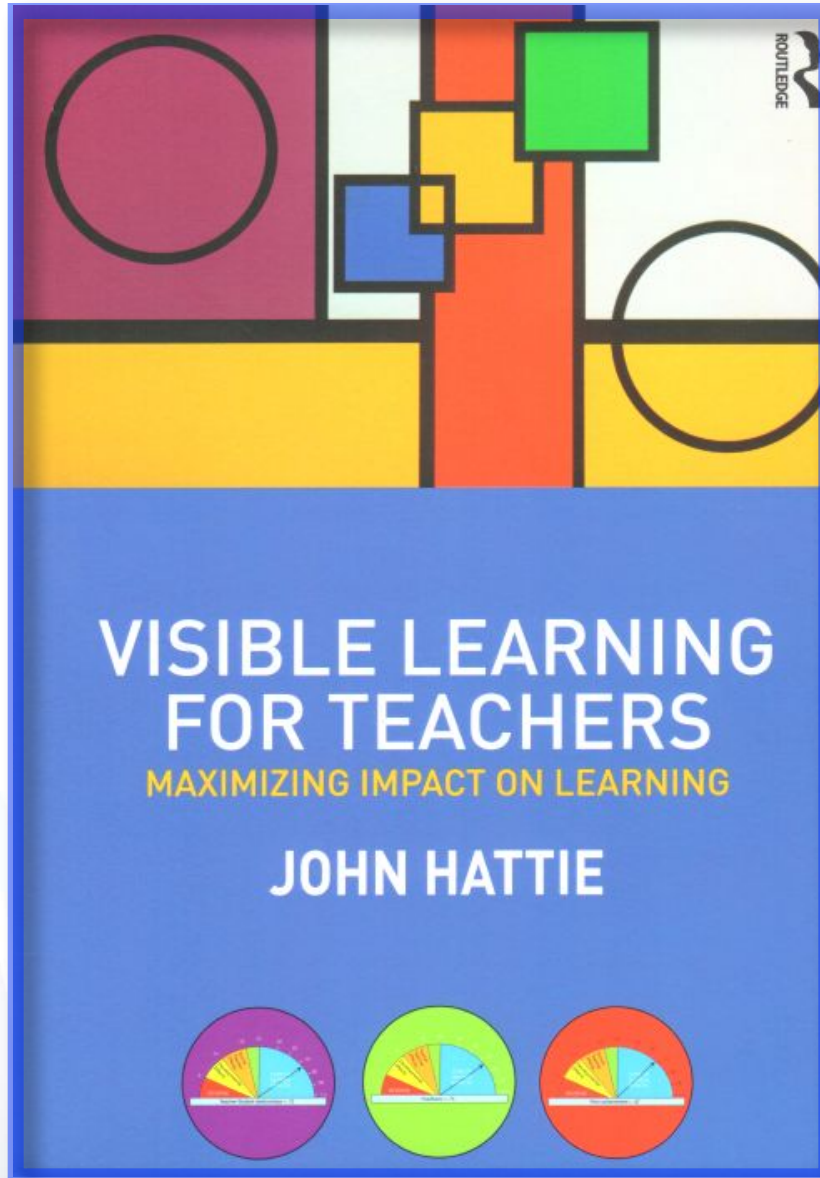


Create a Compelling Reason to Change



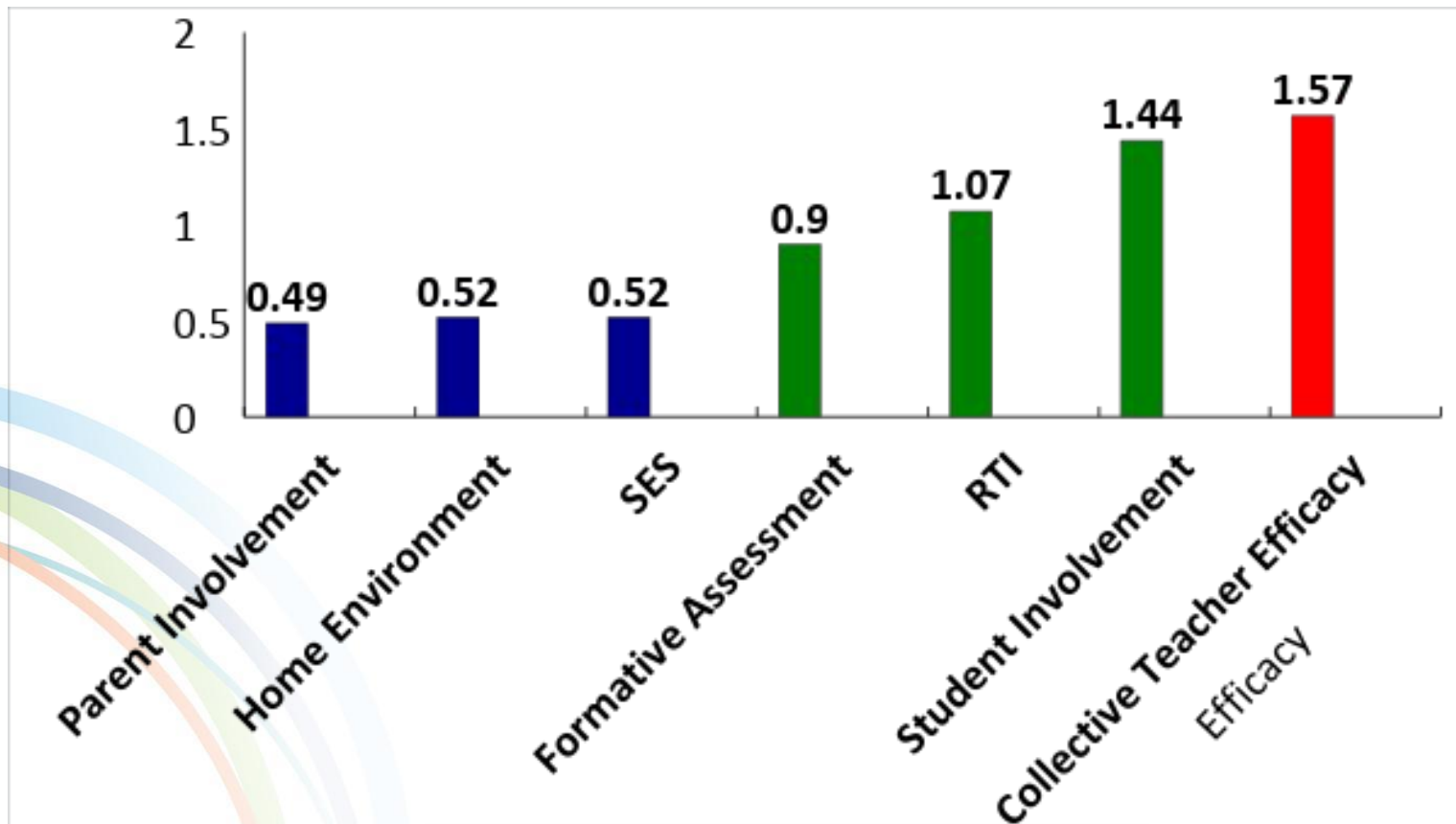
Why? How?





Take a moment to look at your list and how you ranked the items. Reflect on how this aligns with your beliefs and how your beliefs affect you as an educator.



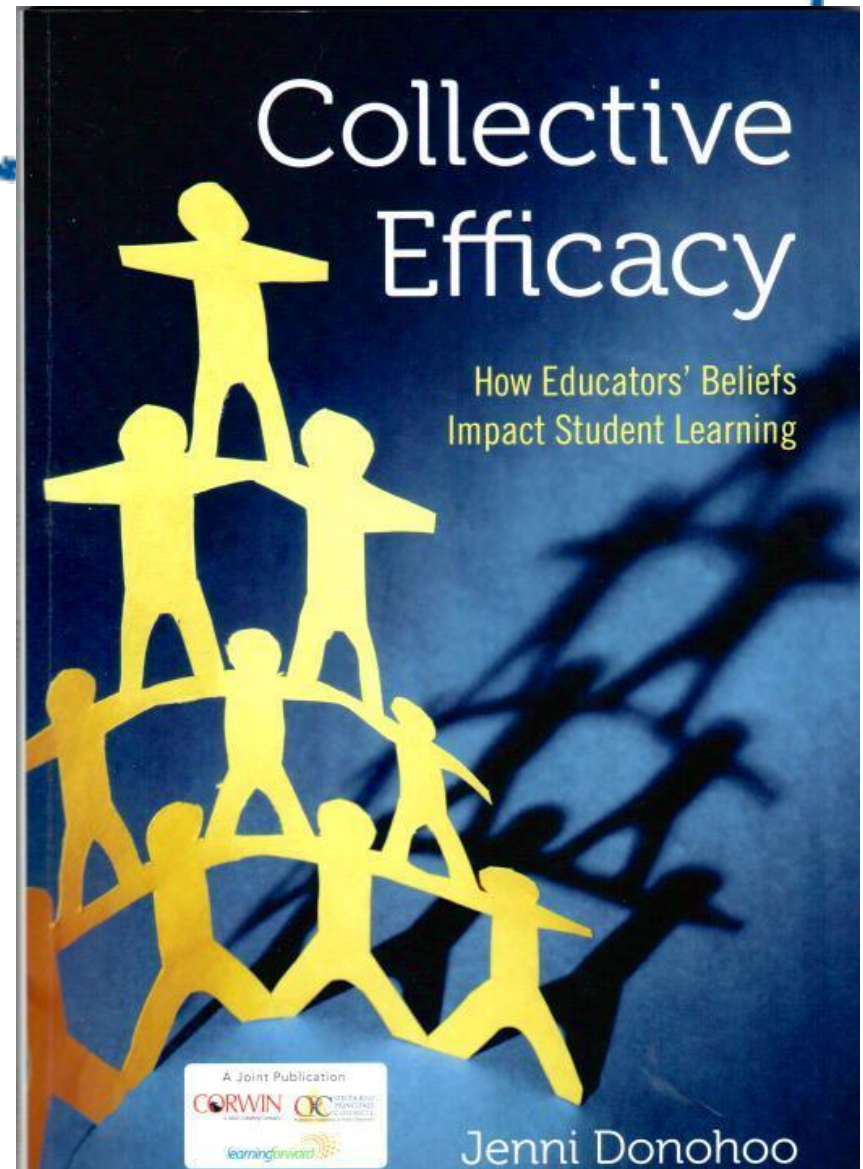


Take a moment to look at the graph above. Reflect on the question prior to this slide and think about how this information could positively impact what you do in your classroom.



What is Collective Teacher Efficacy?

The collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities.



Put Your Heads Together



- Examine the data about why we should commit to learning for ALL.
- Highlight the top 3 pieces of information that resonate with you.
- Share with your team.



Traditional School Structure

Individual Kingdoms

K	Individual classroom	Individual classroom	Individual classroom	Individual classroom
1 st Grade	Individual classroom	Individual classroom	Individual classroom	Individual classroom
2 nd Grade	Individual classroom	Individual classroom	Individual classroom	Individual classroom
3 rd Grade	Individual classroom	Individual classroom	Individual classroom	Individual classroom
4 th Grade	Individual classroom	Individual classroom	Individual classroom	Individual classroom
5 th Grade	Individual classroom	Individual classroom	Individual classroom	Individual classroom



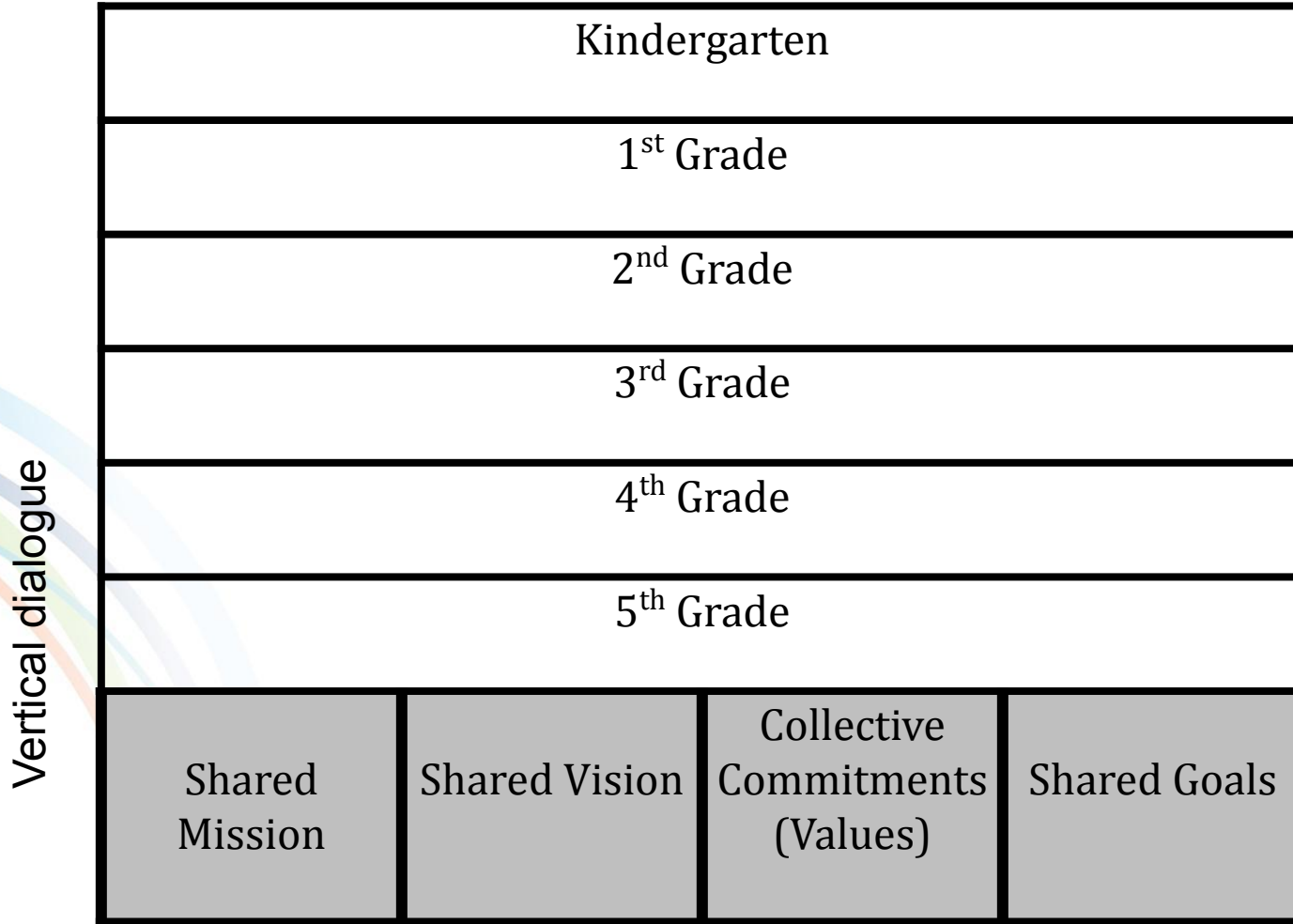
Pseudo PLC Structure

Individual Kingdoms who meet
irregularly

Kindergarten
1 st Grade
2 nd Grade
3 rd Grade
4 th Grade
5 th Grade



The PLC Structure
Interdependent Collaborative
Teams



Big Ideas of a Professional Learning Community

1. Focus on Learning
2. Collaborative teams
3. Results orientation



Fundamental Assumptions

- All students don't learn the same way.
- All students don't learn at the same speed.
- Some students lack academic behaviors.
- Some students have a home life that is counterproductive to academic success.
- Some students lack prior skills and knowledge.



Fundamental Assumptions

- Virtually all educators start each day with honorable intentions, work tirelessly on behalf of their students, and utilize the best strategies they possess.
- No teacher has the skills, knowledge, and time necessary to meet the needs of all students assigned to his/her class.



Two Proven Ideas

- If the students don't learn, the schools didn't blame them. They took complete responsibility.
- When something they were doing in class didn't work, they stopped doing it and tried something else.
 - Holt, John. How Children Fail, 1964



Foundation of PLC's

- Mission - Why do we exist?
- Vision - What kind of school must we become?
- Values/Collective Commitments - How must we behave in order to create the kind of school we want to become?
- Goals - What steps are we going to take and when will we take them?

