

Professional Learning Communities



Board of Education
October 28, 2019
Jay Larner, Assistant Superintendent

Professional Learning Communities

- Strategic Planning and Re-investment in Professional Learning Communities

So what are PLCs?

- A PLC is a collaborative **professional development process** that improves schools **from the inside out.**

The Model

“The professional learning community model flows from the assumption that the core mission of formal education is not *simply* to ensure that students are taught, but to ensure that they learn.” | DuFour, “What is a Professional Learning Community?” *Educational Leadership*, 61 (2004), pp. 6-11

“The entire staff engages in an ongoing, collaborative process of collective inquiry and action research to achieve better results for their students.”

| DuFour, DuFour, Eaker, & Many, *Learning by Doing: A Handbook for Professional Learning Communities at Work* (2016)

1.62 Effect Size

Teacher estimates of student achievement

1.57 Effect Size

Collective Teacher Efficacy

“Collective teacher efficacy refers to a staff’s shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.”

| Danahoo, “*Collective Teacher Efficacy*,”
The Learning Exchange Blog (2017)

The Prerequisite Conditions of a True PLC

- Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation and clarify the commitments they make to each other about how they will work together.
- Collaborative teams implement a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills.

The Prerequisite Conditions of a True PLC

- Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.

The Prerequisite Conditions of a True PLC

- Educators use the results of common assessments to:
 - **Improve individual practice.**
 - **Build the team's capacity to achieve its goals.**
 - **Intervene or extend on behalf of the students.**
- The school provides a systematic process for intervention and enrichment.

Creating a Focus on Learning

- “...The questions of “Learn what” and “How will we know” are two of the most significant questions a PLC will consider, the very basis of the collective inquiry that drives the work of collaborative teams.”

Four Questions to Guide PLCs

1. What do we expect students to learn?
Common core, essential standards, learning targets, scope & sequence, clarifying standards, standards in student work and rigor

Four Questions to Guide PLCs Continued

2. How will we know if they learn it?

Common assessment, quick checks for understanding, benchmark assessments, results analysis

Four Questions *continued*

3. How do we respond when students experience difficulty learning?

Differentiated instruction, RTI, and PBIS

4. How do we respond when students *do* learn?

Differentiated instruction and rigor

(Eaker & Keating, *Kid by Kid, Skill by Skill: Teaching in a Professional Learning Community at Work*, 2012)

Next Steps

1. Summer of 2019 - Professional Development
2. Fall of 2019 - Framework for implementation
3. Fall of 2020 - Implementation

Questions

