 Logo from the Center for Collaborative Education

**PROFESSIONAL LEARNING COMMUNITY INSTITUTE**

**SUMMER 2013**

**DAY 2**

**GUIDING QUESTIONS:**

1. What are Professional Learning Communities (PLCs), and how do they help us achieve instructional and other educational goals in our schools and districts?
2. What do we need to know and be able to do to create, and sustain effective Professional Learning Communities in our schools and districts?
3. How can we leverage our work in PLCs to truly impact change in instruction and assessment and ultimately student achievement?

**INSTITUTE GOALS:**

1. To create a common understanding of the PLC Expansion Project and the support available to schools and districts
2. To examine the purpose, structures, and protocols for building an effective PLC
3. To experience and practice the work of effective PLCs
4. To use the PLC structures to explore individual schools/districts focus of inquiry, develop a body of work and implementation plan for key initiatives for the rest of the year.

**INSTITUTE NORMS:**

* Active Listening
* Recognize that everyone is a learner
* Check your assumptions
* Trust the process
* Respect all voices
* Start and end on time

**HOW WE WORK TOGETHER:**

* We use **norms** to create safe spaces for working together
* We make use of **protocols** to structure discussions and keep the focus on student and teacher work as a means to improving teaching and learning
* We **model** tools and practices for PLC implementation, group activities to promote learning from each other, gradual release of responsibility as we go through the work, and sharing of our learning through presentations and peer critique

***Professional Learning Communities*** *are a powerful and systematic structure where teams of educators collaboratively, methodically and innovatively work together to improve teaching practice and student learning. Professional Learning Communities focus on the promotion of personal reflection, team collaboration, and deep examination of the effectiveness of what we teach, how we teach and how our students learn. Professional Learning Communities de-privatize the nature of teaching and offer schools an engaging and effective means to reform the singular and uneven “but this is how we’ve always done it” culture of individual, closed door classroom practice and allows for the kind of professional sharing that can profoundly impact student achievement.*

**Professional Learning Community Institute**

**Facilitators Agenda Day 2**

**Day 2 Outcomes:**

1. Participants will continue to build on their understanding of the PLC initiative and its embedded system of support
2. Participants will experience and practice the work of a PLC including establishing the structures for effective PLCs
3. Districts/Schools will plan together and work with DSAC Team and CCE coaches to develop a body of work for the year and a schedule and plan for coaching to support the work

| **Time** | **Agenda Item** | **Facilitator** | **Framing the activity** | **Notes / Materials** | **Rationale (why are we doing this?)** |
| --- | --- | --- | --- | --- | --- |
| **8:00** | Registration, Gathering & Breakfast | Vivian? |  |  |  |
| **8:30** | -Intro  -Review Day 1 reflections | Richard | Whole group, Welcome, Frame the day, review goals, review agenda  -Go over major themes from day 1 | PP | Setting the tone, previewing the day and sharing their reflections and questions from day 1 |
| **8:45** | Connections – Modified Paseo or table open connections | Meg | Connections allows us to connect to the work and to each other – and to be present in the space | 2-groups in large space or connections at tables  -framing questions on PP slide | Continue develop cohort team – team them another team building activity |
| **9:10** | Text-based Discussion – text rendering. Because of time we should do a text rendering rather than the 4-a’s protocol.  (45mins)  Article was to be read for HW last night | Dan | Small groups of 8 – participants will choose a facilitator and a time keeper.  Text-based discussion protocols allow us to use our time well as we examine professional practice; this is one of the protocols you can use right away in your PLC. | Extra copies of article  Framing question (Dan has?)  Remind facilitators not to forget the debrief  People break up into same groups and same room as day 1 – when they get into groups, facilitators divide them into 2 smaller groups by counting 1s and 2s | Deepening our understanding around a text using a tool that allows us to do that—team goals—what readings might you use in your PLC meetings? We don’t read enough as educators.  Also give participants a chance to practice facilitating a protocol |
| **10:10** | **Break**  **10 minutes** |  |  |  |  |
| **10:20** | First Steps towards using data in PLC: Looking at Student Work Protocol – with 5 small groups  (60mins)  Debrief LASW Protocol in small groups in the breakout rooms. |  | Go over protocol  Prompts allow small groups to look at examples of student work and work with  Atlas Protocol | Now each cce facilitator will combine the two small groups into the same groups from yesterday | This protocol is simple enough to allow members to actively participate in analyzing evidence (student work) to collect data and to use that data to create questions and as evidence which can contribute to the Inquiry Cycle. |
| **11:20** | Chalk Talk Protocol  Questions:  1. What are the entry points to PLC work  2. How do you move to school-wide implementation of PLCs? | Stacy | This is a protocol that allows people to have a discussion/conversation in silence | -framing questions on pp  -posters on the wall with questions  -markers | Movement activity; teaching people another protocol; a way to share thoughts/ideas and see others’ ideas on questions that are raised |
| **11:55** | Morning reflections  -allow people to reflect in their journals  (15mins) | Richard | Reflect in journals  Popcorn share thoughts and learning from the morning – preview the afternoon | PP  journals | Allowing people to synthesize thoughts from morning work |
| **12:00** | **Lunch**  **(45mins)** |  |  |  |  |
| **12:45** | Intro to afternoon agenda & work | Richard | Review morning work and preview afternoon work with a focus on consultancy and dilemmas | PP | Want to give people a chance to come back together from lunch and re-focus |
| **12:55** | District/School Team Time: Coaching Plans/Work Planning session | Meg R. | Framing: Building from self-assessment goals, create a PLC coaching plan – How will we best use our cce and dsac training and coaching days | Framing questions on PP  Facilitators and coaches should encourage people to think of a dilemma from their team time | Creating an active and well-structured work plan for all parties that is built in to the calendar and includes what districts will work on, what roles CCE and DSAC will play and how districts will bets use their 7 days of coaching. |
| **2:00** | Modified Consultancy Protocol – 4-6 groups | Dan  leads and we all facilitate |  | Prep dilemmas | From questions that are raised, or question that come out of the self-assessment or team time; We also want to teach people a process / protocol to use to address dilemmas |
| **2:50** | Final closing recap of 2 Days/next Steps | Richard | Review day’s work; popcorn reflections and next steps in implementation | PP; evaluations | As in any good teaching, allow participants to reflect on their learning and put into context what they see as next steps |
| **2:55** | Workshop Evaluations |  | Individual responses | Evaluations in binders;  To be gathered by Presenters | Habits of Mind  Reflections allow us to assess group and individual learning to inform our work |
| **3:00** | Closure |  |  |  |  |
| **3:00** | CCE DSAC Debrief?? |  |  |  |  |