

**PROFESSIONAL LEARNING COMMUNITY INSTITUTE
FACILITATORS AGENDA
SUMMER 2013
DAY 1**

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, Modules and Interactive Tools
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 1**

Day 1 Outcomes:

1. Participants will understand the goals and logistics of the PLC Initiative including the support structures in place
2. Participants will examine the purpose, structures and protocols for building an effective PLC
3. Participants will experience and practice the work of a PLC including protocols, and critical conversations that will enable them to move forward in their PLC work from first days back at school/district.

Time	Agenda Item	Facilitator	Framing the activity	Notes/Materials	Rationale (why are we doing this?)
8:00	Registration Breakfast	Vivian	Registration table, sign in, welcome	Table tents/assignments, folders, nametags	Feed the teachers and help them to organize their day!
8:30	Welcome and Introduction (10mins)	Richard David Parker	Whole group, Welcome, Frames the day, introduces goals, reviews agenda, David P. gives the ESE perspective	Agendas, PP	Connect and structure the day
8:40	Connections (15mins)	Richard	Whole group, each team brainstorms and one rep shares: 1 thing to share about their district/town, 1 thing they hope to get out of the institute, and one 1 question they have about implementing PLCs	PP with connections questions Use of Journals for pre-write	Connect and create a collaborative atmosphere, get a read on what people know/want to know. We will actively use journaling throughout the day to create the Habit of Mind that emphasizes the PLC role of reflection.
8:55	PowerPoint: Intro to PLC Work and support available to schools and districts — <i>Why PLC?</i> (15mins)	Dan	Emphasize that this is work that has been started with DSAC and CCE with pilots for past year. (Who and where and what) Learned lessons make this second year an informed Pilot.	Some districts are new—some are sending new schools—differentiate accordingly (PP should show first year examples).	Teachers have a long and not always positive experience with imposed initiatives. Framing this so that they can see themselves as having voice, emphasizing collaboration and decision-making and that there is top down commitment is critical.
9:10	Turn and Talk/Popcorn (10mins)	Dan	What did we see/hear? What questions do we have?	Give teams time to discuss what they saw and heard. Popcorn feedback to provide an opportunity to hear what is clear and where there is confusion/need for further clarity. Journals pre-write	The PP is a lot of new information. Questions are sure to arise, and best addressed now.
9:20	PLC video clip	Stacy	This video is a window into	Download video and time	A window into what PLC

	See, hear, think graphic organizer. (10mins)		what one school changed in their practice with PLC (and explain that they refer it to CFG and why). Explain what people will see and have them use a listening and watching protocol (graphic organizer)	it. Really critical to frame this—who are people seeing, why and what will they see and why, Have group look at graphic organizer and discuss its use.	could look like helps new folks envision possibility and query what raises questions.
9:30	Debrief Video Protocol Prompts: What did you see? What did you hear? What did you think? What questions do you have? (15mins)	Stacy	People share their notes from graphic organizers as 3's or small table.	Journals reflection	Small groups practice using professional video protocols as they explore what a PLC might look like. Debriefing is part of every protocol—how did this work? Where would you use it?
9:45	Break (15mins)				
10:00	Creating PLC Structures: Norms development (45mins)	Meg R.	Overview and Introduction to why, how and facilitation of norms (common understandings about how we will work together) Importance of not just creating norms but holding people accountable. How does a PLC do that?	Forming Ground Rules Protocol – Walk through this protocol with participants Activity around creating norms at their tables? Journals Reflection – Important to allow time for this.	Helping teams to understand the critical importance of creating and honoring norms of conduct, physical space and conversation are what drive the creation of collaborative trust.
10:45	Looking at Student Work Protocol (60mins)	Dan to introduce And break up into 6 small groups	Go over Atlas protocol Prompts allow small groups to look at examples of student work and work with Atlas Protocol	Protocol and LASW work samples ELA - Macbeth	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.
11:45	Debrief LASW In large group (15mins)	Dan	Important to answer questions and help people understand purpose and process of this protocol and its potential for transforming instructional practice		
11:55	Reflections on the morning's work (15mins)	Richard & Team	Reflection time & Large group popcorn if there's time	Journals	Important to allow time to capture learnings, and questions. from the morning
12:00	Lunch (45)				

	minutes)				
12:45	Getting Started: Compass Points Identifying work styles (45mins)	Meg M. & Michael	Beginning with knowing who we are as colleagues and what we bring to the table. Each compass point identifies two norms that others need to know about working with them.	May need two groups	This activity is an “out of your seat” lively way to help groups recognize and value team members’ strengths and challenges in working together.
1:15	Whole Group reflections on Compass Points Debrief (15mins)	Meg M. & Michael	Popcorn	Journal reflection	Habit of Mind Debriefing is part of every protocol—how did this work? Where would you use it?
1:30	PLC Self- Assessment Tool	Meg R.	Teams of two (or four depending on districts) go through the Self-Assessment Tool (Are you ready for PLC?) and respond to the queries. Frame as overall of from here to there and what needs to be in place to make it work. Emphasize honesty and transparency in responses as norms that need to be in place to do this work.	Self -assessment tool in folders (review and include the self- assessments districts submitted to be in the Pilot), clearly frame the assignment and coach at each table for support. Teams should respond yes, no, maybe and why/why not—what needs to change? What is in place?	This activity is critical to deeper discussion about where districts/schools are and what they need to be thinking about in this work. Transparency is critical. This may raise some hard questions usually around time, focus, decision- making and collaboration.
2:50	Whole Group Debrief & Reflections	Richard	Popcorn from self-assessment and reflections from the whole day of work Preview day 2	Day 1 evaluation sheet in binder Distribute article for HW	We use these end of the day reflections to inform our work and to help us look at how Day 2 will best fit participants’ needs
3:00	Closure				
3:00	Debrief with CCE and DSAC??		Quick reflections roundtable—what went well, what didn’t, how does this information affect Day 2, facilitation overview for Day 2		Transparency and reflection by facilitators is key to common understandings, focus and direction. Norms are observed of listening, air time, honest sharing and efficiency.