

**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 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 coaching, 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	<b>Break 10 minutes</b>				
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	<b>Lunch (45mins)</b>				
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 best 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??				